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ABSTRACT

This volume of the basic course in Guarani (the indigenous language of Paraguay) contains the core stage, or class-instructional phase, of the ten units presented in Volume One. These units contain explanations, exercises, dialogues, various types of pattern drills, suggestions for games and communication activities, and various types of vocabulary lists and exercises. Most of the exercises are in Guarani and English, with the exception of the last section of the book which is in Guarani and Spanish. This last section consists of short dialogues on situations and activities one would encounter in daily life in Paraguay. (AMH)

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GUARANI BASIC COURSE

Part II

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CORE STAGE

Cycle 1

Manipulation Phase

model

I-porā-nte

(I'm) just fine.

TO THE STUDENT: The subject of I-porā-nte is understood through context and does not need to be expressed. Depending upon the context it could mean 'I'm just fine', 'He's just fine', 'It's just fine', etc.

pronunciation

I-porā-nte
porā
I-porā
I-porā-nte

model

Mba'é ixa[^]pa?

How? How are you?

TO THE STUDENT: Mba'é ixa[^]pa literally translates as 'How?' However it is used where we would say 'How are you?', 'Hi!', 'Hello' etc.

pronunciation

Mba'é ixa[^]pa
ixa
é ixa
é ixa[^]pa
ba'é ixa[^]pa
Mba'é ixa[^]pa

Cycle 2

Manipulation Phase

model

Xe-réra Carlos.	My name (is) Carlos.
-----------------	----------------------

TO THE STUDENT: No verb is used to link a subject noun with a predicate noun.

repetition

Xe-réra Carlos.
Nde-réra Gladys.

model

Mba'é ixa pa nde-réra?	What (is) your name?
------------------------	----------------------

TO THE STUDENT: The phrase mba'é ixa pa nde-réra? is similar to the Spanish 'Como se llama?'

repetition

Mba'é ixa pa nde-réra?
 § nde-réra?
 pa nde-réra?
 Mba'é ixa pa
 Mba'é ixa pa nde-réra?

- | |
|---|
| <p>A. Mba'é ixa pa nde-réra?</p> <p>B. Xe-réra _____?</p> |
|---|

Cycle 3

Manipulation Phase

model

Xé xe-réra David aveí.	My name is David too.
------------------------	-----------------------

TO THE STUDENT: Contrast xe-réra 'my name' and Xé xe-réra 'my name', nde-réra 'your name' and ndé nde-réra 'our name'.

- | |
|---|
| <p>A. Xe-réra Carlos.</p> <p>B. Xé xe-réra Carlos aveí.</p> |
|---|

Use Phase

listening for comprehension

- A. Karaí, mba'é ixa pa nde-réra?
- B. Xe-réra Antonio Gomez.
- A. Ha! Xé xe-réra Antonio Gomez aveí.
- B. A-vy'á roi kuaá vo.
- A. Xé aveí.

appropriate response

What are both men named?

REINFORCEMENT STAGE

Games and Contests

GAMES:

1. Every student puts his name in a hat and then draws a name from the hat. (It's all right if he draws his own name.) The students then go around the classroom and greet everyone else, and ask everyone else what his name is. (Each student assumes the name that he drew from the hat.)
2. Each student is provided pictures of famous persons. He holds up one picture at a time and asks 'What's my name?'

CONTESTS:

1. Game No. 1. could be used as a contest by seeing who could get everyone's name the quickest. The names would have to be written down on a piece of paper and checked for accuracy.
2. See who can talk the longest in Guarani without long pauses or grammatical errors. The game would work well by dividing the class into teams of two and having them talk together.

LIVE SITUATIONS:

1. The students should use the greeting among fellow students and teachers whenever they see them in or out of class.



CORE STAGE

pronunciation practice

a e i o u

like Spanish vowels.

repetition

a aveí
e xe
i karáí
o vo
u -hendú

y

lips drawn back as for i;
tongue position for the
vowel of put.

repetition

y jevý
y a-vy'á

j v h

much like the English
consonants

repetition

j jevý, jopará, juká, japú, jirú
v vo
h ha

x	sh in English
g	ng in English
gu and a vowel	w in English and a vowel

repetition

x xé, xáke, xopí, xuxú, xíka, xyrvý
g ko'ága
gu guasú, guejý, guulilí, guyrá

t d n p k g	like Spanish consonants
m n r s l	

repetition

I-porã-nte ndé porã mba'é ɪxa'pa karáɪ -pagá
mba'é -ñe'ë xe-réra -studiá la' I-pora pa

Glottal stop as in 'mountain'
or 'oh-oh'.

repetition

so'ó
ha'á
hu'ú
ha'é
mba'é
a-vy'á
-ñe'ë

ã é ɪ ó ú y	Any vowel may be nasalized
-------------	----------------------------

contrast drill

e	porā	porā
ē	peē	peē
i	oi	oi
ō	moō	moō
ū	rū	rū
y	py	py

nasal j - ñ	pronounced ñ
nasal d - ð	silent
nasal b - ð	silent

contrast drill

ja	ña
ndé	ndě
mba'é	mba'ě

non-nasal	nasal	
		primary stress
		secondary stress

repetition

ndé
 porā
 nde-réra
 oi-porā
 karaf
 I-porā-nte
 ha'é
 ha'è kuéra

peē	hěe	kuää	volume is loudest at point of stress
-----	-----	------	--------------------------------------

repetition

pee
hee
kuaá
karaí
-studia
I-pora-nte

vowel.vowel pronounced as a glottal stop
or a long vowel.

repetition

-mba.apó

model

téra	a name
héra	his name
xe-réra	my name

TO THE STUDENT: certain words begin with t when they are not possessed, h when they are third person possessive, and r when they are possessed by any other person. This type of change will be called the RH factor.

I-pora-nte	The hyphen is a symbol placed arbitrarily in words to facilitate the teaching of the grammar.
------------	---

Mba'é ixa^pa	The hat connects ^pa, negative affixes and other elements to be discussed later.
--------------	--

-Ikuáá	-Japó
--------	-------

TO THE STUDENT: verb stems which begin with a capital I or J are I-verbs or J-verbs, respectively. I-verbs require an 'i' on any prefix added to the verb stem; J-verbs require a 'j'.

REINFORCEMENT STAGEGames and Contests

GAMES:

1. The teacher reads words with and without glottal stops. The student raises his hand if the word contains a glottal stop.

Example: haè ha'é
 pee pe'é
 mbaé mba'é

2. Same as Game 1. but with nasalization instead of glottal stops.

Example: pee peé
 oré orē
 ñe'è ñe'ē
 porá porá
 etc. etc.

3. Same as Game 1. but with the vowel y.

Example: jévý jévú
 a-vi'á a-vy'á
 ykuá ukuá
 jéví a-vi'á
 etc. etc.

CONTESTS:

1. The teacher reads words that students know but he varies the stress, nasal and glottal stops. The students write what they hear.
2. The students read back what they wrote in CONTEST 1.

Live Situations

1. Listen for the y sound in English or any other language you are in contact with.
2. Practice saying English words with nasalized vowels.
3. Practice using y in place of 'u' in English words.

CORE STAGE

Cycle 1

Manipulation Phase

model

Xé ^ˆ pa?	(Who) me?
---------------------	-----------

TO THE STUDENT: The statement 'me' is xé. The question '(Who) me?' is either xé? (with upward intonation) or xé^ˆpa? The pa added to a word or phrase makes the word or phrase a question.

point and say

Xé ^ˆ pa?	(Who) me?
Ndé ^ˆ pa?	(Who) you?
Oré ^ˆ pa?	(Who) us?
Peë ^ˆ pa?	(Who) you-all?
Carlos ^ˆ pa?	(Who) Carlos?

point and ask

Xé	Ndé ^ˆ pa?
Ha'é.	Ha'é ^ˆ pa?
Ndé.	Xé ^ˆ pa?
Carlos.	Carlos ^ˆ pa?
Oré.	Peë ^ˆ pa?
Peë.	Oré ^ˆ pa?

model

E-hendú	Listen	Esäuche
Pe-hendú	Listen	Escuchen

TO THE STUDENT: E plus the VERB STEM is the command directed toward one person. Pe plus the VERB STEM is the command directed toward more than one person. (-'é is irregular.)

conversion

(given a singular command form, change it to the plural and vice versa.)

Singular

E-hendú
E-ñe'è
E-studiá

Plural

Pe-hendú
Pe-ñe'è
Pe-studiá

model

E-hèndu mī.

Listen a little.

Escuche un poco.

TO THE STUDENT: mī after the command softens the command. Literally mī means 'a little'. Note also that mī takes the primary stress.

conversion

(given a simple command form, change it to a softened command form.)

E-hendú
E-ñe'e
E-studiá
Er-é

E-hèndu mī.
E-nè'e mī.
E-stùdia mī.
Er-e mī.

dialog 1.

A. E-stùdia mī?

Study'

B. Xé^pa?

(Who) me?

A. Ndé.

You.

dialog 2.

A. Pe-stùdia mī?

Study:

B. Oré^pa?

(Who) us?

A. Fee.

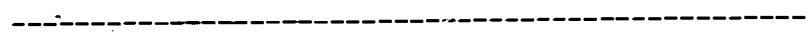
You

Use Phase

interpreting (give the dialog responses)

Politely tell (name) to	study
	listen
	speak
	say (it)

Politely tell (names) to	study
	listen
	speak
	say (it)



Cycle 2

Manipulation Phase

model

Xé a-hendú.	I listen.
-------------	-----------

TO THE STUDENT: when the subject of a verb is 'I' (xé), the PERSON PREFIX a must be added to the verb stem. (Again, -'e is irregular.)

act out

Xé a-hendú.	I listen.
Xé a-studiá.	I study.
Xé a-ñe'ë:	I talk.
Xé ha-'é.	I say.

model

A-hendú	I listen.
---------	-----------

TO THE STUDENT: since the PERSON PREFIX specifies the subject, the subject pronoun is not necessarily expressed. The relation between a-hendú and xé a-hendú is the same as between 'escucho' and 'yo escucho'.

translation

A-hendú.	I listen.
A-ñe'ë.	I talk.
A-studiá	I study.
Ha-'é.	I say.

model

A-hendú hīna.	I am listening.
---------------	-----------------

TO THE STUDENT: hīna after the verb makes it progressive.

translation

A-hendú hīna.	I am listening.
A-ñe'ë hīna.	I am talking.
A-studiá hīna.	I am studying.
Ha-'é hīna.	I am saying (it).

patterned response

Xé a-studiá hīna.	Xé a-studiá hīna aveí.
Xé a-ñe'ë hīna.	Xé a-ñe'ë hīna aveí.
Xé a-hendú hīna.	Xé a-hendú hīna aveí.
Xé ha-'é hīna.	Xé ha-'é hīna aveí.

dialog

A. E-hèndu mí.

Listen a bit.

B. Xé`pa? A-hendú hīna.

Me? I'm listening.

Use Phaseinterpreting

(give the dialog responses)

Politely tell (name) to

study

speak

listen

tell it

read

Cycle 3Manipulation Phasemodel

Ndé re-studiá hīna.

You are studying.

TO THE STUDENT: when the subject is 'you' (ndé), the PERSON PREFIX re must be added to the verb stem.

repetition

Ndé re-studiá hīna.

You are studying.

Ndé re-hendú hīna.

You are listening.

Ndé re-ñe'ẽ hīna.

You are talking.

model

Ndé re-studiá hīna guaranī.	You are studying Guarani.
-----------------------------	---------------------------

repetition

Xé a-ñe'ē hīna guaranī.	I am speaking Guarani.
Xé a-hendú hīna guaranī.	I am listening (to) Guarani.
Ndé re-studiá hīna guaranī.	You are studying Guarani.
Ndé re-ñe'ē hīna guaranī.	You are speaking Guarani.

model

Ndé ^ˆ pa re-studiá hīnā guaranī?	Are you studying Guarani?
Re-studiá ^ˆ pa hīna guaranī?	

TO THE STUDENT: a yes-no question is formed by adding ^ˆpa after the first word of the sentence.

repetition

Ndé ^ˆ pa re-hendú hīna?	Are you listening?
Re-hendú ^ˆ pa hīna?	Are you listening?
Ndé ^ˆ pa re-ñe'ē hīna?	Are you talking?
Re-ñe'ē ^ˆ pa hīna?	Are you talking?

patterned response

Re-ñe'ē ^ˆ pa hīna?	Nahāniri. Ndé ^ˆ pa re-ñe'ē hīna?
Re-hendú ^ˆ pa hīna?	Nahāniri. Ndé ^ˆ pa re-hendú ^ˆ pa?
Re-studiá ^ˆ pa hīna?	Nahāniri. Ndé ^ˆ pa re-studiá ^ˆ pa?

dialog

A. Re-studiá ^ˆ pa hīna guaranī?
B. Nahāniri. Ndé ^ˆ pa re-studiá hīna guaranī?



Use Phaseinterpreting

- Ask (name) if he is studying English.
 Ask (name) if he is speaking French.
 Ask (name) if he is reading Spanish.
 Ask (name) if he is listening to Guarani.

listening for comprehension

- Xé a-ñe'ë hīna.
 Ndé, (name), re-hendú hīna.

appropriate response

- Xé~pa a-hendú hīna?
 Ndé~pa re-ñe'ë hīna?

dialog

- | | |
|---|-------------------------------|
| A. Ndé~pa re-studiá hīna guaraní? | Are you studying Guarani? |
| B. Hēe, a-studiá hīna guaraní. | Yes, I'm studying Guarani. |
| A. Re-studiá~p hīna inglés aveí. | Are you studying English too? |
| B. Nahāniri. Ha'é o-studiá hīna inglés. | No. He's studying English. |

Cycle 4

Manipulation Phase

model

Carlos o-studiá hina. Ha'é o-studiá hina.	Carlos is studying. He is studying.
--	--

TO THE STUDIENT: the PERSON PREFIX for third person (he, she or it) is o.

repetition

Ha'é o-hendú hina.	He is listening.
Ha'é o-studiá hina.	He is studying.
Ha'é o-ñe'ë hina.	He is speaking.
(Name) o-leé hina.	(Name) is speaking.
(Name) o-scrivi hina.	(Name) is writing.

patterned response

model: Carlos^pa o-studiá hina inglés?
Hëe, o-studiá hina.

Ha'é^pa o-ñe'ë guaraní?
Hëe, o-ñe'ë guaraní.

O-leé^pa hina?
Hëe, o-leé hina.

drill: Carlos^pa o-ñe'ë hina inglés?
Hëe, o-ñe'ë hina inglés.

Gládys^pa o-ñe'ë inglés aveí?
Hëe, o-ñe'ë inglés aveí.

Ha'é^pa o-studiá guaraní?
Hëe, o-studiá guaraní.

O-leé^pa hina kuñá-karaí Gomez?
Hëe, o-leé hina.

model: Re-studiá pa hīna karai-ñe'ê ko'āga?
Hēe, ko'āga a-studiá hīna karai-ñe'ê.

Re-ñe'ê pa hīna guarani-me ko'āga?
Hēe, ko'āga a-ñe'ê hīna guarani-me.

Re-hendú pa hīna ko'āga?
Hēe, ko'āga a-hendú hīna.

drill: Re-studiá pa hīna guarani ko'āga?
Hēe, ko'āga a-studiá hīna guarani.

Re-leé pa hīna inglés ko'āga?
Hēe, ko'āga a-leé hīna inglés.

Re-scrivi pa hīna karai-ñe'ê ko'āga?
Hēe, ko'āga a-scrivi hīna karai-ñe'ê.

lexical substitution

o-studiá	(Name) o-studiá hīna.
o-leé	(Name) o-leé hīna.
o-scrivi	(Name) o-scrivi hīna.
o-manõ (die)	(Name) o-manõ hīna.
o-ké (sleep)	(Name) o-ké hīna.

grammatical substitution

(xé)	Xé a-studiá hīna guarani.
ndé	Ndé re-studiá hīna guarani.
ha'é	Ha'é o-studiá hīna guarani.

(ha'é)	Ha'é o-scrivi hīna.
ndé	Ndé re-scrivi hīna.
xé	Xé a-scrivi hīna.

(xé)	Xé a-leé hīna.
ha'é	Ha'é a-leé hīna.

Cycle 5

Manipulation Phasemodel

Peë pe-ñe'e hīna.

You-all are speaking.

TO THE STUDENT: pe is the PERSON PREFIX for 'you-all' (peë).repetition

Peë pe-hendú hīna.

You-all are listening.

Pee pe-studiá hīna.

You-all are studying.

Peë pe-ñe'ë hīna.

You-all are talking.

model

Oré ro-ñe'e hīna.

We are talking.

repetition

Oré ro-hendú hīna.

We are listening.

Oré ro-studiá hīna.

We are studying.

Oré ro-ñe'e hīna.

We are talking.

Oré ro-ñe'ë guaraní.

We are talking Guarani.

Grammatical substitution

(peë)

Peë pe-ñe'ë hīna.

Oré

Oré ro-ñe'ë hīna.

xé

Xé a-ñe'ë hīna.

ndé

Ndé re-ñe'ë hīna.

ha'é

Ha'é o-ñe'ë hīna.

(xé)

Xé a-studiá hīna.

ndé

Ndé re-studiá hīna.

ha'é

Ha'é o-studiá hīna.

peë

Peë pe-studiá hīna.

model

Inglés-pe	In English
Guaraní-me	In Guaraní

TO THE STUDENT: 'in' is -pe. After a stressed nasalized vowel -pe becomes -me. It is common in Guaraní to say 'speak in a language'.

repetition

Inglés-pe	In English.
Guaraní-me	In Guaraní.
Er-e mī inglés-pe.	Say (it) in English.
Er-e mī guaraní-me.	Say (it) in Guaraní.
E-ñê'e mī guaraní-me.	Speak in Guaraní.
E-ñê'e inglés-pe.	Speak in English.

patterned response

model: Pe-ñe'ê hīna guaraní ko'āga?
Hēe, ro-ñe'ê hīna guaraní.

Pe-hendú'pa hīna karai-ñe'ê ko'āga?
Hēe, ro-hendú hīna karai-ñe'ê.

drill: Pe-studiá'pa hīna ko'āga?
Hēe, ro-studiá hīna inglés.

Pe-ñe'ê hīna karai-ñe'ê-me.

dialog

A. Pe-ñe'ê'pa hīna inglés-pe?	Are you-all talking in English?
B. Nahāniri. Oré ro-ñe'ê hīna guaraní-me.	No. We're talking in Guaraní.
A. Guaraní-me? Oĩ-porā!	In Guaraní? That's good!



Use Phaselistening for comprehension

Xé a-ne'e hina guarani-me.
 Ndé re-ne'e hina karai-ne'e-me.
 Peé pe-ne'e hina inglés-pe.
 Ha'é o-ne'e hina ruso-pe.

appropriate response

1. Xé pa a-ne'e hina guarani-me?
2. Ndé pa re-ne'e hina ruso-pe?
3. Peé pa pe-ne'e hina inglés-pe?
4. Ha'é pa o-ne'e hina karai-ne'e?
5. Oré pa ro-ne'e hina chino-pe?

interpreting

1. Ask (name) if I am speaking in Guarani.
 2. Ask (name) if I am studying in Guarani.
 3. Ask (name) if he is studying in Guarani.
 4. Ask (name) if he is speaking in Guarani.
 5. Ask (name) if you are speaking in Guarani.
-

REINFORCEMENT STAGEGames

1. The students sit in a circle. One student is chosen as the COMMANDER. The Commander gives each student a command such as:

STUDY TALK LISTEN
SAY IT

The students act out the command by holding their hands like a book for STUDY, putting a hand to the ear for LISTEN, etc., and responds by saying I'M STUDYING, or I'M LISTENING, etc. The Commander says: THAT'S FINE, and goes on to the next student.

After everyone is given a command the Commander asks each one: ARE YOU STUDYING? or ARE YOU LISTENING? etc., and the students reach respond appropriately YES, I'M STUDYING, or NO, I'M TALKING, or whatever he is doing.

Students each take turn being the COMMANDER.

2. Students sit in a circle. One student is chosen as IT, and leaves the room for a minute. Each student is assigned something to be doing such as STUDYING, TALKING, etc. One person is chosen as the FIBBER.

1. Los estudiantes se sientan en un circulo. Uno de ellos es elegido como el COMANDANTE. El Comandante da a cada estudiante una orden tal como:

ESTUDIE HABLE ESCUCHE
DIGALO

Al recibir la orden los estudiantes actuan alzando sus manos como con un libro para el ESTUDIO, o poniendo us manos en sus oidos en actitud de OIR, ect., y a la vez respondiendo: YO ESTOY ESTUDIANDO o YO ESTOY ESCUCHANDO etc., El Comandante dice: MUY BIEN y sigue hacia el próximo estudiante.

Despues de que cada uno halla recibido una orden, el Comandante pregunta ESTA UD. ESTUDIANDO? o ESTA UD. ESCUCHANDO? etc., y cada estudiante da la respuesta apropiado, SI ESTOY ESTUDIANDO o NO, ESTOY HABLANDO, o cualquier cosa que está haciendo.

Cada estudiante toma el turno de COMANDANTE.

2. Los estudiantes se sientan en un circulo. Uno de ellos, el señor X, sale fuera de la clase por un minuto. A cada estudiante se le asigna estar haciendo una acción determinada como ESTUDIANDO, HABLANDO etc. Entre todos se elige un EMBUSTERO.

IT comes back into the room and begins asking what the different students are doing:

ARE YOU STUDYING?

ARE YOU TALKING?

IS HE LISTENING?

etc. Everyone except the FIBBER has to tell the truth. The FIBBER has to fib. IT tries to find out what everyone is really doing and who the FIBBER is.

Students take turns being IT.

3. Students sit in a circle. One person is chosen as IT. IT tells each student what he is doing:

YOU'RE LISTENING.

YOU'RE TALKING.

etc. The students have to keep track of what every student is assigned.

Then IT asks someone to tell him what everyone is doing:

I'M LISTENING.

HE'S STUDYING.

etc. If he gets one wrong and IT gets it right, he is the new IT.

X vuelve al salón de clase y pregunta que está haciendo diferentes estudiantes:

ESTA UD. ESTUDIANDO?

ESTA UD. HABLANDO?

ESTA EL ESCUCHANDO?

etc. Todos, excepto el EMBUSTERO, debe decirle la verdad. El EMBUSTERO tiene que mentir. X trata de saber que está haciendo realmente cada uno y quién es el EMBUSTERO.

Todos los estudiantes toman su turno de señor X.

3. Los estudiantes se sientan en un círculo. Una persona es elegida como X. X dice a cada estudiante que deberá estar haciendo:

UD. ESTA ESTUDIANDO.

UD. ESTA HABLANDO.

etc. Todos los estudiantes tienen que tener en cuenta que es asignado a cada estudiante.

Entonces X pregunta a cualquiera que está haciendo cada uno:

YO ESTOY ESCUCHANDO.

EL ESTA ESTUDIANDO.

etc. Si el estudiante a quién es hecha la pregunta se equivoca y X no, él es el nuevo X.

Games and ContestsJuegos y Concursos

1. The teacher gives a statement without using a pronoun:

O-HENDÚ HINA

OR

A-STUDIÁ

etc. The students question the statement as fast as they can:

HA'É^PA?

NDÉ^PA?

ORÉ^PA?

Whoever questions it correctly first, gets a point.

2. The teacher gives each student a command, or tells him what he is doing:

E-HENDU MĪ.

NDÉ RE-STUDIÁ HINA.

etc. The student responds by acting out the command and saying what he is doing. If he gets it right he gets a point.

1. El profesor da una frase sin usar pronombres:

ESTA ESCUCHANDO.

O

ESTUDIO.

etc. Los estudiantes, usando el pronombre apropiado preguntan lo más pronto que puedan:

EL?

NOOTROS?

UD.?

La primera pregunta correcta gana un punto.

2. el profesor da a cada estudiante una orden o le dice que está haciendo:

ESUCUCHE.

UD. ESTA ESTUDIANDO.

etc. El estudiante responde realizando la acción que la orden implica y diciendo que está haciendo. Si lo hace bien gana un punto.

3. One of the students is chosen as IT. IT leaves the room. The others are each assigned an activity identification:

NDÉ RE-STUDIÁ HĨNA

NDÉ RE-SCRIVÍ HĨNA

NDÉ RE-ÑE'Ê HĨNA

NDÉ RE-HENDÚ HĨNA

NDÉ RE-LEÉ HĨNA

IT is then called into the room and is told:

PETEÍ O-LEÉ HĨNA, HA

OTRO KATU O-SCRIVÍ HĨNA,

etc.

IT then asks different people about their activity;

(NDÉ PA RE-LEÉ HĨNA?)

or the activity of others:

(HA'Ê PA O-HENDÚ HĨNA?)

3. Uno de los estudiantes es elegido como X. X deja el salon de clase. Los otros se asignan uno al otro una actividad que les identifique:

UD. ESTA ESCUCHANDO.

UD. ESTA ESCRIBIENDO.

UD. ESTA ESTUDIANDO.

UD. ESTA HABLANDO.

UD. ESTA LEYENDO.

X es llamado al salon de clase y se le dice:

UNO ESTA LEYENDO,

OTRO ESTA ESTUDIANDO,

etc.

X pregunta a diferentes personas acerca de su actividad:

(ESTA UD. LEYENDO?)

o las actividades de otros:

(ESTA EL ESCUCHANDO?)

Catch and Say

Agarre y Diga

4. Form a circle, with IT in the middle. IT throws a ball or bean bag to someone in the circle and gives a command. The person must catch the object, respond and throw the object back within four seconds, (before IT counts to four in Guarani or ten in Spanish). The person with the object must give the correct response to the command given by IT.
4. Formen un círculo con X en el medio. X tira una pelota or cualquier objeto suave a alguno en el círculo y da una orden. La persona debe coger el objeto, responder y tirar de vuelta el objeto dentro de 4 segundos, (antes que X cuente hasta 10). La persona con el objeto debe dar una respuesta correcta a la pregunta u orden dada por X.

Example: if IT says:

E-HENDU MI.

The person must say:

XÉ A-HENDÚ HINA.

Ejemplo: Si X dice:

ESCUCHE.

La persona debe decir:

ESTOY ESCUCHANDO.

Live Situations

1. Try to find as many situations as possible to use the phrases in the lesson. When you see someone studying, for example, ask: ARE YOU STUDYING GUARANI?, etc.
2. Use the phrases in class whenever appropriate: SAY IT AGAIN. SAY IT IN ENGLISH. ARE YOU TALKING IN GUARANI?, etc.
3. Whenever you hear something in English or Spanish that you know how to say in Guarani (even if it's just a word) think of how you would say it in Guarani.

REVIEW STAGEtranslation

Xé~pa?	(Who) me?
Oré~pa?	(Who) us?
E-hendú.	Listen (you).
Pe-hendú.	Listen (you-all).
Èr-e mĩ.	Say (it) (you).
Pèj-e mĩ.	Say (it) (you-all).
Xé a-hendú.	I listen.
Xé a-hendú hĩna.	I am listening.
A-ñe'ẽ hĩna guaraní.	I am speaking Guarani.
Ndé re-ñe'ẽ hĩna inglés-pe.	You are speaking in English.
Xé ha-'é.	I say.
Xé a-studiá hĩna guaraní.	I am studying Guarani.
Ndé re-studiá hĩna inglés?	Are you studying English?
Re-ñe'ẽ~pa hĩna guaraní-me?	Are you speaking in Guarani?
Carlos~pa o-studiá hĩna guaraní?	Is Carlos studying Guarani?
Pe-ñe'ẽ hĩna inglés-pe?	Are you-all talking in English?
Guaranĩ-me~pa?	In Guarani?
Ro-ñe'ẽ guaraní-me.	We speak in Guarani.
Èr-e mĩ guaraní-me.	Say (it) in Guarani.
Pèj-e mĩ inglés-pe.	Say (it) (you-all) in English.
E-ñe'ẽ mĩ guaraní-me.	Talk in Guarani.
Oĩ-porã!	That's good (fine)!

appropriate response

1. E-hèndu mi.
2. Mba'é ixa`pa?
3. Mba'é ixa`pa nde-réra?
4. Re-studiá pa hîna guaraní?
5. Re-ñe'ê`pa hîna guaraní?
6. Carlos`pa o-ñe'è guaraní-me?
7. Èr-e mî 'hello' guaraní-me.
8. Èr-è mî 'Guarani' guaraní-me.
9. Ndé`pa re-studiá hîna inglés?
10. Re-hendú`pa hîna?
11. O-hendú`pa hîna?
12. E-ñe'è inglés-pe.
13. E-ñe'è mi guaraní-me?
14. Peé`pa pe-studiá hîna inglés?
15. Pe-studiá`pa hîna guaraní?
16. A-ñe'è`pa guaraní-me?
17. Ha'é`pa o-studiá hîna?
18. Carlos`pa o-hendú hîna?
19. Mba'é ixa`pa re-studiá hîna guaraní?
20. Pe-ñe'ê`pa hîna guaraní?

relistening

1. A. Mba'é ixa^{pa}, Carlos?
 B. I-pora^{nte}. Ha ndé?
 A. I-pora^{nte} aveí. Ndé^{pa} re^e-studiá hīna guaraní?
 B. Hēe, a-studiá hīna.
 A. Ha David? O-studiá^{pa} hīna guaraní aveí?
 B. Nahāniri, ha'é o-studiá hīna inglés.
 A. Oī^{pora}! Xé ha Gládys ro-studiá hīna inglés aveí.

2. A. Gládys ha Carlos, mba'é ixa^{pa}?
 B. I-pora^{nte}. Ha ndé?
 A. I-pora^{nte} aveí. Pe^{ne}'ē^{pa} inglés?
 B. Oré^{pa}? Nahāniri, oré ro^{ne}'ē guaraní.
 A. Èr-e mī 'Hello' guaraní-me.
 B. "Mba'é ixa^{pa}?" Oī^{pora}^{pa}?
 A. Hēe, oī^{pora}.

3. A. Re-studiá^{pa} hīna guaraní, Carlos?
 B. Hēe, a-studiá hīna.
 A. Mba'é ixa^{pa} re-studiá?
 B. Xé a^{ne}'ē guaraní-me.
 A. Oī^{pora}, Carlos.

Pronunciation practicenasal vowel (ṽ)

hěe
 o-sě
 ñe'ě

nasal vs. oral vowel (ṽ : v)

pe	:	peě
ko'ãga	:	ko'ára
roi-kuaá	:	mokõi

vowel - glottal catch - vowel (v'v)

ha'é
 he-'í
 ñe'ě

v'v vs. vv'

he-'í	:	peteí' karaí
ñe'ě	:	peě

CORE STAGE

Cycle 1

Manipulation Phasemodel

O-studiá hĩna guaraní ko'ãga.

He's studying Guarani now.

substitution

guaranĩ

o-studiá hĩna guaraní ko'ãga.

inglės

o-studiá hĩna inglės ko'ãga.

karaĩ-ñe'ẽ

o-studiá hĩna karaĩ-ñe'ẽ ko'ãga.

portuguės

o-studiá hĩna portuguės ko'ãga.

modelMba'ẽ^pa o-studiá hĩna karaĩ
Taylor?

What is Mr. Taylor studying?

substitution

karaĩ Taylor

Mba'ẽ^pa o-studiá hĩna karaĩ Taylor?

kuñã-karaĩ Taylor

Mba'ẽ^pa o-studia hĩna kuñã-karaĩ Taylor?

dialog

A. Mba'ẽ^pa o-studiá hĩna (name)?

B. O-studiá hĩna guaraní ko'ãga.

Use Phasedirected discourse

1. E-porandú (name)-pe mba'é^ˆpa o-studiá hīna (name).
2. E-porandú (name)-pe o-studiá^ˆpa hīna guaraní.

listening for comprehension

Karai Taylor o-studiá hīna guaraní ko'ãga ha kuãa-karai Peralta o-studiá hīna inglés.

appropriate response

1. Mba'é^ˆpa o-studiá hīna karai Taylor?
2. Mba'é^ˆpa o-studiá hīna kuãa-karai Peralta?
3. O-studiá^ˆpa hīna guaraní kuãa-karai Peralta?
4. Ndé^ˆpa re-studiá hīna inglés?
5. Xé^ˆpa a-studiá hīna karai-ñe'ẽ?
6. Máva^ˆpa o-studiá hīna karai-ñe'ẽ?

Cycle 2

Manipulation Phasemodel

O-leé hīna ko'ãga.

He's reading now.

substitution

ñe'ẽ

O-ñe'ẽ hīna ko'ãga.

leé

O-leé hīna ko'ãga.

scriví

O-scriví hīna ko'ãga.

hugá fubol

O-hugá fubol ko'ãga.

modelMba'é^ˆpa oj-apó hīna (name)?

What is (name) doing?

patterned response

model: Mba'é^ˆpa oj-apó hīna ko'āga? O-leé^ˆpa hīna?
Hēe, o-leé hīna.

Mba'é^ˆpa oj-apó hīna ko'āga? O-hugá^ˆpa hīna fubol?
Hēe, o-hugá^ˆpa hīna fubol.

drill: Mba'é^ˆpa oj-apó hīna ko'āga? O-scriví^ˆpa hīna?
Hēe, o-scriví hīna.

Mba'é^ˆpa oj-apó hīna ko'āga? O-ñe'ē^ˆpa hīna guaraní-me?
Hēe, o-ñe'ē hīna guaraní-me.

Mba'é^ˆpa oj-apó hīna ko'āga? O-studiá^ˆpa hīna inglés?
Hēe, o-studiá hīna inglés.

Use Phasedirected discourse

1. E-porandú (name)-pe mba'é^ˆpa xé aj-apó hīna.
2. E-porandú a-leé^ˆpa hīna.
3. E-porandú xé-ve mba'é^ˆpa (name)-pe oj-apó hīna.

patterned response

model: Mba'é^ˆpa rej-apó hīna? Re-leé^ˆpa hīna?
Hēe, a-leé hīna.

Mba'é^ˆpa rej-apó hīna? Re-scriví^ˆpa hīna?
Hēe, a-scriví hīna.

drill: Mba'ẽ~pa rej-apó hĩna? Re-studiá~pa hĩna?
Hẽe, a-scriví hĩna.

Mba'ẽ~pa rej-apó hĩna? Re-hugá~pa hĩna fubol?
Hẽe, a-hugá hĩna fubol.

model: Mba'ẽ~pa aj-apó hĩna? A-scriví~pa hĩna?
Hẽe, re-scriví hĩna.

drill: Mba'ẽ~pa aj-apó hĩna? A-leé~pa hĩna?
Hẽe, re-leé hĩna.

Mba'ẽ~pa aj-apó hĩna? A-studiá~pa hĩna?
Hẽe, re-studiá hĩna.

directed discourse

1. E-porandú (name)-pe mba'ẽ~pa oj-apó hĩna.
E-porandú o-leé~pa hĩna.
2. E-porandú (name)-pe mba'ẽ~pa rej-apó hĩna.
E-porandú re-studiá~pa hĩna.

patterned response

model: Mba'ẽ~pa roj-apó hĩna? Ro-studiá~pa hĩna?
Hẽe, pe-studiá hĩna.

drill: Mba'ẽ~pa roj-apó hĩna? Ro-ñe'ẽ~pa hĩna guaraní-me?
Hẽe, pe-ñe'ẽ hĩna guaraní-me.

Mba'ẽ~pa roj-apó hĩna? Ro-scriví~pa hĩna?
Hẽe, pe-scriví hĩna.

model: Mba'ẽ~pa pej-apó hĩna? Pe-studiá~pa hĩna?
Hẽe, reo-studiá hĩna?

drill: Mba'ẽ~pa pej-apó hĩna? Pe-hugá~pa hĩna?
Hẽe, ro-hugá hĩna.

Mba'ẽ~pa pej-apó hĩna? Pe-ñe'ẽ~pa hĩna guaraní-me?
Hẽe, ro-ñe'ẽ hĩna guaraní-me.



directed discourse

1. E-porandú oré-ve mba'é~pa roj-apó hīna. E-porandú ro-ñe'ē~pa hīna inglés-pe.
2. E-porandú (name)-pe mba'é~pa pej-apó hīna. E-porandú pe-leé~pa hīna.

listening for comprehension

Karai Martínez o-studiá hīna inglés, ha ndé, (name), re-studiá hīna guaraní, ha xé a-studiá hīna karai-ñe'ē.

appropriate response

1. Máva~pa o-studiá hīna inglés?
 2. Mba'é~pa xé a-studiá hīna?
 3. Ha ndé, (name), mba'é~pa re-studiá hīna?
 4. Mba'é~pa rej-apó hīna?
 5. Mba'é~pa oj-apó hīna (name)?
 6. Mba'é~pa xé aj-apó hīna?
 7. Mba'é~pa aj-apó hīna ko'ãga?
-

Cycle 3

Manipulation Phasemodel

Ñandé ja-studià va.erà guaraní.	We ought to study Guarani.
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TO THE STUDENT: The PERSON PREFIX which corresponds to ñandé is ja- or within a nasal span ña-.

substitution

ja-studiá Ñandé ja-studià va.erà guaraní.

ña-ñe'ë Ñandé ña-ñe'ë va.erà guaraní.

ña-hendú Ñandé ña-hendù va.erà guaraní.

patterned response

model: Ha'è kuéra o-studià va.erà karai-ñe'ë,
 Ha ñandé ja-studià va.era guaraní.

 Ha'è kuéra o-ñe'ë va.erà karai-ñe'ë.
 Ha ñandé na-ñe'ë va.erà guaraní.

drill: Ha'è kuéra o-hendù va.erà karai-ñe'ë.
 Ha ñandé ña-ñe'ë va.erà guaraní.

 Ha'è kuéra o-leè va.erà karai-ñe'ë.
 Ha ñandé ja-leè va.erà guaraní.

model

Mba'é pa ñandé ja-studià va.erà ko'ãga?	What should we study now?
--	---------------------------

substitutioncall word

nandé ja-studiá

oré ro-studiá

peè pe-studiá

ndé re-studiá

ha'é o-studiá

xé a-studiá

patternMba'é~pa nandé ja-studiá va.erã ko'ãga.Mba'é~pa oré ro-studiá va.erã ko'ãga.Mba'é~pa peè pe-studiá va.erã ko'ãga.Mba'é~pa ndé re-studiá va.erã ko'ãga.Mba'é~pa ha'é o-studiá va.erã ko'ãga.Mba'é~pa xé a-studiá va.erã ko'ãga.dialog for listening

- A. Mba'é~pa ja-studiá va.erã ko'ãga?
 B. Ndé re-studiá va.erã guaraní ha xé a-studiá va.erã inglés.
 A. Ha'é~pa o-studiá va.erã inglés aveí?
 B. Hëe.

dialog for listening

- A. Mba'é~pa nandé ja-studiá va.era ko'ãga?
 B. Nandé ja-studiá va.erã guaraní.
 A. Ha mba'é~pa ha'é o-studiá va.era ko'ãga?
 B. Ha'é o-studiá va.erã karai-ñe'è.

dialog for memorization

- | | |
|--|--|
| A. Alberto o-studiá va.erã hína
karai-ñe'è. | Alberto should be studying
Spanish. |
| B. Ha mba'é~pa nandé ja-studiá
va.erã hína? | And what should we be studying? |
| A. Nandé ja-studiá va.erã hína
guaraní. | We should be studying Guarani. |

listening for comprehension

Karai Graham o-studiá hina karai-ne'e, pero ha'é o-studiá va.erã guarani.

Karai Gomez o-studiá hina portugués, pero ha'é o-studiá va.erã inglés.

appropriate response

Mba'é pa o-studiá hina karai Graham ko'ãga?

Mba'é pa ha'é o-studiá va.erã?

Mba'é pa o-studiá hina karai Gomez ko'ãga?

Ha'é pa o-studiá hina karai-ne'e aveí?

Mba'é pa ha'é o-studiá va.erã?

Cycle 4Manipulation Phasemodel

Ja-studiá py.	Let's study then.
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TO THE STUDENT: ja- plus the VERB STEM makes the 'Let's...' form.

repetition

Ja-studiá py.

Ja-'é py.

Na-ne'e py.

Na-hendú py.

patterned response

Ha'é o-studiá hina.

Ja-studiá py ñandé aveí. (Let's us study then, too.)

Ha'é o-hendú hina.

Na-hendú py ñandé aveí.

Ha'é o-ne'e hina.

Na-ne'e py ñandé aveí.

Ha'é ne-'é hins

Ja-'é py ñandé aveí.

model

A-stùdia-sé guaraní.

I want to study Guaraní.

TO THE STUDENT: -sé after the VERB means 'Want to VERB'. -sé takes the primary stress.

patterned response

Ha'é o-stùdia-sé guaraní.

Ha xé a-stùdia-sé aveí guaraní.

Ha'é o-hèndu-sé guaraní.

Ha xé a-hèndu-sé aveí guaraní.

Carlos o-hè'e-sé guaraní.

Ha xé a-hè'e-sé aveí guaraní.

Oré ro-stùdia-sé guaraní.

Ha oré ro-stùdia-se aveí guaraní.

Oré ro-hè'e-sé guaraní.

Ha oré ro-hè'e-sé aveí guaraní.

Oré ro-hèndu-sé guaraní.

Ha oré ro-hèndu-sé aveí guaraní.

model

A-stùdia-sé escuela-pe.

I want to study at (in) school.

TO THE STUDENT: A NOUN plus -pe (-me after a stressed nasalized vowel) means 'IN', 'AT' or TO the NOUN.

substitution

escuela

Xé a-stùdia-sé esucela-pe.

cafetería

Xé a-stùdia-sé cafeteria-pe.

dormitorio

Xé a-stùdia-sé dormitorio-pe.

excusado

Xé a-stùdia-sé excusado-pe.

biblioteca

Xé a-stùdia-sé biblioteca-pe.

hospital

Xé a-stùdia-sé hospital-pe.

peluquería

Xé a-stùdia-sé peluquería-pe.

hotel

Xé a-stùdia-sé hotel-pe.

clase

Xé a-stùdia-sé clase-pe.

cancha

Xé a-stùdia-se cancha-pe.

model

Moõ pa re-stùdia-sé guaraní?

Where do you want to study
Guarani?patterned response

(choose either alternative)

model: Moõ pa re-stùdia-sé guaraní? Universidad-pe pa tēra pa Paraguái-pe.
A-stùdia-sé guaraní Paraguái-pe.

Moõ pa pe-stùdia-sé? Dormitorio-pe pa tēra pa bilbioteca-pe?
Ro-stùdia-sé biblioteca-pe.

drill: Moõ pa re-ñē'e-sé? Hotel-pe pa tēra pa hospital-pe?

Moõ pa re-hùga-sé? Cancha-pe pa tēra pa escuela-pe?

Moõ pa pe-lēe-sé? Biblioteca-pe pa tēra pa cafeteria-pe?

Moõ pa pe-scrivi-sé? Dormitorio-pe pa tēra pa clase-pe?

Moõ pa pe-mbà.apo-sé? Banco-pe pa tēra pa escuela-pe?

dialog

A. Moõ pa re-stùdia-sé guaraní?

Where do you want to study
Guarani?

B. A-stùdia-sé escuela-pe.

I want to study (it) at school.

A. Ja-studiá py.

Let's study then.

Use Phaselistening for comprehension

Carlos o-stùdia-sé inglés universidad-pe.

Gladys o-stùdia-sé guaraní Paraguái-pe.

Ha xé a-stùdia-sé guaraní Paraguái-pe aveí.

Gladys ha xé ro-ñē'e porá-sé guaraní-me.

appropriate response.

Mba'é pa Carlos o-stúdia-sé?
 Moc pa ha'é o-stúdia-sé?
 Gladys pa o-stúdia-sé inglés aveí?
 Mba'é pa ha'é o-stúdia-sé?
 Xé pa a-stúdia-sé guaraní aveí?
 Ro-ne'ë porà-sé pa guaraní?
 Ndé pa re-stúdia-sé guaraní?
 Re-ne'ë porà-sé pa guaraní?
 Moö pa re-stúdia-sé guaraní?

Cycle 5

Manipulation Phasemodel

Xé ai-kuaá .	I know.
Ndé rei-kuaá.	You know.
Ha'é oi-kuaá.	He knows.

TO THE STUDENT: I-VERBS require i on the regular prefixes.

conversion

Ai-kuaá guaraní.	---Mba'é?	Xé ai-kuaá guaraní.
Oi-kuaá guaraní.	---Mba'é?	Ha'é oi-kuaá guaraní.
Rei-kuaá guaraní.	---Mba'é?	Ndé rei-kuaá guaraní.
Pei-kuaá guaraní.	---Mba'é?	Peë pei-kuaá guaraní.
Roi-kuaá guaraní.	---Mba'é?	Oré roi-kuaá guaraní.
Jai-kuaá guaraní.	---Mba'é?	Nandé jai-kuaá guaraní.

patterned response

Ndé`pa rei-kuaá guaraní?
 Ha'é`pa oi-kuaá guaraní?
 Peë`pa pei-kuaá guaraní?
 Oré`pa roi-kuaá guaraní?
 Nandé`pa jai-kuaá guaraní?

Hëe. Xé ai-kuaá guaraní.
 Hëe. Ha'é oi-kuaá guaraní.
 Hëe. Oré roi-kuaá guaraní.
 Hëe. Peë pei-kuaá guaraní.
 Hëe. Nandé jai-kuaá guaraní.

model

Ai-kuaá Carlos-pe.

I know Carlos.

TO THE STUDENT: The Spanish for Ai-kuaá Carlos-pe is 'Conozco a Carlos.' Where the Spanish requires 'a' before the NOUN, Guarani requires -pe after the NOUN.

repetition

Xé ai-kuaá Carlos-pe.
 Ha'é oi-kuaá Carlos-pe.
 Ndé rei-kuaá Carlos-pe.
 Oré roi-kuaá Carlos-pe.
 Peë pei-kuaá María-pe.
 Nandé jai-kuaá María-pe.

-Mäve-pe?
 -Mäva-pe?
 -Mäva-pe?
 -Mäva-pe?
 -Mäva-pe?
 -Mäva-pe?

Ai-kuaá Carlos-pe.
 Oi-kuaá Carlos-pe.
 Rei-kuaá Carlos-pe.
 Roi-kuaá Carlos-pe.
 Pei-kuaá María-pe.
 Jai-kuaá María-pe.

patterned response

Ndé`pa rei-kuaá Carlos-pe?
 Ha'é`pa oi-kuaá Carlos-pe?
 Peë`pa pei-kuaá Carlos-pe?
 Oré`pa roi-kuaá María-pe?
 Nandé`pa jai-kuaá María-pe?

Hëe. Xé ai-kuaá Carlos-pe.
 Hëe. Ha'é oi-kuaá Carlos-pe.
 Hëe. Oré roi-kuaá Carlos-pe.
 Hëe. Peë pei-kuaá María-pe.
 Hëe. Nandé jai-kuaá María-pe.

model

Ai-kuaá porá ìxu-pe.

I know him well.

TO THE STUDENT: In Guarani, certain modifiers like pora follow the VERB.

repetition

Ai-kuaà porã Carlos-pe.
 Rei-kuaà porã Carlos-pe.
 Oi-kuaà porã Carlos-pe.
 Roi-kuaà porã Carlos-pe.
 Pei-kuaà porã Carlos-pe.
 Jai-kuaà porã Carlos-pe.

conversion

Ai-kuaà porã guaraní.	-Mba'é?	Xé ai-kuaà porã guaraní.
Oi-kuaà porã guaraní.	-Mba'é?	Ha'é oi-kuaà porã guaraní.
Rei-kuaà porã inglés.	-Mba'é?	Ndé rei-kuaà porã inglés.
Roi-kuaà porã inglés.	-Mba'é?	Oré roi-kuaà porã inglés.
Pei-kuaà porã ruso.	-Mba'é?	Peẽ pei-kuaà porã ruso.
Jai-kuaà porã chino.	-Mba'é?	Nandé jai-kuaà porã chino.

patterned response

model: Ndé~pa rei-kuaà porã Carlos-pe?	Hëe, ai-kuaà porã ìxu-pé.
drill: Ha'é~pa oi-kuaà porã Carlos-pe?	Hëe, oi-kuaà porã ìxu-pé.
Peẽ~pa pei-kuaà porã guaraní?	Hëe, roi-kuaà porã ìxu-pé.
Oré~pa roi-kuaà porã inglés?	Hëe, pei-kuaà porã ìxu-pé.
Nandé jai-kuaà porã guaraní?	Hëe, jai-kuaà porã ìxu-pé.

lexical substitution

re-kuaá	Rei-kuaá~pa Carlos-pe?
re-hexá (see)	Re-hexá~pa Carlos-pe?
rei-pytyvô (help)	Rei-pytyvô~pa Carlos-pe?

patterned response

Rei-kuaá~pa Carlos-pe?	Nahániri, pero ai-kuaá-sé xu-pe.
Re-hexá~pa Carlos-pe?	Nahániri, pero a-hèxa-sé xu-pe.
Rei-pytyvô~pa Carlos-pe?	Nahániri, pero ai-pytyvo-sé xu-pe.

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Use Phase

directed discourse

1. E-porandú (name)-pe oi-kuaá~pa Carlós-pe.
2. E-porandú ìxu-pé oi-kuaá~pa María-pe aveí.
3. E-porandú (name)-pe rei-kuaá~pa karaí Peralta.
4. E-porandú ìxu-pé rei-kuaá~pa kuñà-karaí Peralta aveí.
5. E-porandú xé-ve ai-kuaá~pa ìxu-pe kuéra aveí.
6. E-porandú oré-ve rei-kuaá~pa (name)-pe.
7. E-porandú xé-ve ai-kuaá~pa (name)-pe.
8. E-porandú (name)-pe pei-kuaá~pa ìxu-pé aveí.

interpreting

1. Ask (name) if he knows (name).
2. Ask (name) if (name) knows (name).
3. Ask me and (name) if we know him too.
4. Ask me if I know (name).
5. Ask (name) and (name) if they know (name).
6. Ask (name) if you two know me.
7. Ask (name) if you two know us.
8. Find out who knows (name) well.
9. Have (name) ask if (name) knows (name).
10. Have us ask them if they know him too.
11. Have (name) ask you if you know (name).

listening for comprehension

Xé a~ uaa porá karaí Gomez-pe ndé rei-kuaá porá ìxu-pé aveí.
Presidente Stroessner oi-kuaá porá Lyndon Johnson-pe.

appropriate response

Máva~pa oi-kuaá porá Lyndon Johnson-pe?
Ndé~pa rei-kuaá porá ìxu-pé?
Rei-kuaá~pa karaí Gomez-pe?
Rei-kuaá~pa Presidente Stroessner-pe aveí?
Rei-kuaá~pa karaí Graham-pe?
Xé~pa ai-kuaá ìxu-pé?

Cycle 6

Manipulation PhasemodelMáva^ˆpa oi-pytyvô Gladys-pe?

Who helps Gladys?

substitutionoi-pytyvô
o-hexá
oi-kuaáMáva^ˆpa oi-pytyvô Gladys-pe?
Máva^ˆpa o-hexá Gladys-pe?
Máva^ˆpa oi-kuaá Gladys-pe?modelMáva-pe^ˆpa Gladys oi-pytyvô?

Who does Gladys help?

TO THE STUDENT: máva-pe^ˆpa 'who?' (direct object 'whom' in formal English.)

substitutionoi-pytyvô
o-hexá
oi-kuaáMáva-pe^ˆpa Gladys oi-pytyvô?
Máva-pe^ˆpa Gladys o-hexá?
Máva-pe^ˆpa Gladys oi-kuaá?dialog

- A. Máva^ˆpa oi-pytyvô hina Gladys-pe?
 B. Carlos oi-pytyvô hina xu-pe.
 A. Ha máva-pe^ˆpa Gladys oi-pytyvô.
 B. Ha'é oi-pytyvô María-pe.

Use Phaselistening for comprehension

Xé ai-pytyvô Mariá-pe, ha ha'é oi-pytyvô Carlos-pe.

appropriate response

Máva^pa oi-pytyvô Mariá?
 Máva-pe^pa Mariá oi-pytyvô?
 Máva-pe^pa ndé rei-pytyvô hína?
 Máva-pe^pa ndé re-hexá?
 Máva-pe^pa ha'é o-hendú hína?

Cycle 7

Manipulation Phasemodel

Xé a-ñe'è mixi mĩ.

I speak a little.

patterned response

model: Xé a-ñe'è porä. Ha ndé?
 Ha'é o-ñe'è porä. Ha ndé?

Xé a-ñe'è mixi mĩ.
 Oré ro-ñe'è mixi mĩ.

Xé a-ñe'è mixi mĩ. Ha ndé?
 Ha'é o-ñe'è mixi mĩ. Ha ndé?

Xé a-ñe'è porä.
 Oré ro-ñe'è porä

drill: Xé a-ñe'è porä. Ha ndé?
 Ha'é o-ñe'è porä. Ha xé?
 Oré ro-ñe'è porä. Ha ha'é?
 Ndé re-ñe'è porä. Ha oré?
 Oré ro-ñe'è porä. Ha peé?

Xé a-ñe'è mixi mĩ.
 Ndé re-ñe'è mixi mĩ.
 Ha'é o-ñe'è mixi mĩ.
 Peé pe-ñe'è mixi mĩ.
 Oré ro-ñe'è mixi mĩ.

Carlos o-ñe'è porä. Ha ndé?
 Ndé re-ñe'è porä. Ha Carlos?

Xé a-ñe'è mixi mĩ.
 Carlos o-ñe'è mixi mĩ.

David o-ñe'ë porã. Ha xé?
Xé a-ñe'ë porã. Ha David?
Oré ro-ñe'ë porã. Ha Juan?

Ndé re-ñe'ë mixi mĩ.
David o-ñe'ë mixi mĩ.
Juan o-ñe'ë mixi mĩ.

Xé a-leé mixi mĩ Ha ndé?
Carlos o-leé mixi mĩ. Ha ha'é?
Ndé re-leé mixi mĩ. Ha xé?
Oré ro-leé mixi mĩ. Ha peé?
Peé pe-leé mixi mĩ. Ha oré?
David o-leé mixi mĩ. Ha Carlos?
Xé ha David ro-leé mixi mĩ
Ha ha'é?

Xé a-leé porã.
Ha'é o-leé porã.
Ndé re-leé porã.
Oré ro-leé porã.
Peé pe-leé porã.
Carlos o-leé porã.
Ha'é o-leé porã.

Xé a-leé mixi mĩ inglés ha guaraní.
Ha'é o-leé mixi mĩ inglés ha guaraní.
Ndé re-leé mixi mĩ inglés ha guaraní.
Peé pe-leé mixi mĩ inglés ha guaraní.
Oré ro-leé mixi mĩ inglés ha guaraní.

Ndé re-leé mixi mĩ inglés ha guaraní.
Ha'é o-leé mixi mĩ inglés ha guaraní.
Xé a-leé mixi mĩ inglés ha guaraní.
Oré ro-leé mixi mĩ inglés ha guaraní.
Peé pe-leé mixi mĩ inglés ha guaraní.

Ndé re-leé porã alemán ha karai-ñe'ë.
Ha'é o-leé porã alemán ha karai-ñe'ë.
Xé a-leé porã alemán ha karai-ñe'ë.
Oré ro-leé porã alemán ha karai-ñe'ë.
Peé pe-leé porã alemán ha karai-ñe'ë.

Xé a-leé porã alemán ha karai-ñe'ë.
Ha'é o-leé porã alemán ha karai-ñe'ë.
Ndé re-leé porã alemán ha karai-ñe'ë.
Peé pe-leé porã alemán ha karai-ñe'ë.
Oré ro-leé porã alemán ha karai-ñe'ë.

model

Ndé pa re-ñe'ë guaraní?	Do you speak Guarani?
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patterned response

model:	Ndé [~] pa re-ñe'ë guaraní?	A-ñe'ë mixi mĩ. (or: a-ñe'ë porã.)
	Ha'é [~] pa o-ñe'ë guaraní?	O-ñe'ë mixi mĩ. (or: o-ñe'ë porã.)
drill:	Xé [~] pa a-ñe'ë guaraní?	Re-ñe'ë mixi mĩ. (or: re-ñe'ë porã.)
	Peë [~] pa pe-ñe'ë guaraní?	Ro-ñe'ë mixi mĩ. (or: ro-ñe'ë porã.)
	Oré [~] pa ro-ñe'ë guaraní?	Pe-ñe'ë mixi mĩ. (or: pe-ñe'ë porã.)
	Carlos [~] pa o-scriví inglés?	O-scriví mixi mĩ. (or: o-scriví porã.)
	David [~] pa o-scriví alemán?	O-scriví mixi mĩ. (or: o-scriví porã.)
	Ndé [~] ha Carlos [~] pa pe-scriví guaraní?	Ro-scriví mixi mĩ. (or: ro-scriví porã.)
	Xé [~] ha David [~] pa ro-scriví guaraní?	Pe-scriví mixi mĩ. (or: pe-scriví porã.)
	Ndé [~] pa re-scriví ruso?	A-scriví mixi mĩ. (or: a-scriví porã.)
	Ha'é [~] pa o-scriví alemán?	O-scriví mixi mĩ. (or: o-scriví porã.)
	Ndé [~] pa re-scriví guaraní?	A-scriví mixi mĩ. (or: a-scriví porã.)
	Carlos o-ntendé mixi mĩ. Ha ndé?	
	David o-ntendé mixi mĩ. Ha ha'é?	
	Xé [~] ha Carlos ro-ntendé mixi mĩ. Ha peë?	
	Ndé [~] ha David pe-ntendé mixi mĩ. Ha oré?	
	Ndé [~] re-ntendé mixi mĩ. Ha xé?	
	Carlos ha xé ro-ntendé mixi mĩ. Ha ndé?	
	Peë [~] pe-ntendé mixi mĩ. Ha ha'é?	
	Xé a-ntendé mixi mĩ aveí. (or: a-ntendé porã)	
	Ha'é o-ntendé mixi mĩ aveí. (or: o-ntendé porã)	
	Oré ro-ntendé mixi mĩ aveí. (or: ro-ntendé porã)	
	Peë pe-ntendé mixi mĩ aveí. (or: pe-ntendé porã)	
	Ndé re-ntendé mixi mĩ aveí. (or: re-ntendé porã)	
	Xé a-ntendé mixi mĩ aveí. (or: a-ntendé porã)	
	Ha'é o-ntendé mixi mĩ aveí. (or: o-ntendé porã)	

patterned response

model:	Ndé [~] pa re-leé inglés?	Nahāniri. Xé a-leé guaraní.
	Peë [~] pa pe-hugá pelota?	Nahāniri. Oré ro-hugá béisbol.
drill:	Ndé [~] pa re-leé alemán?	Nahāniri. Xé a-leé guaraní.
	Ha'é [~] pa o-leé alemán?	Nahāniri. Ha'é o-leé guaraní.
	Xé [~] pa a-leé alemán?	Nahāniri. Nué re-leé guaraní.
	Oré [~] pa ro-leé alemán?	Nahāniri. Peë pe-leé guaraní.
	Peë [~] pa pe-leé alemán?	Nahāniri. Oré ro-leé guaraní.

Carlos pa o-leé inglés?	Nahaniri. Carlos o-leé guaraní.
David pa o-leé ruso?	Nahaniri. David o-leé inglés.
Ndé ha Ha'é pa pe-leé guaraní.	Nahaniri. Oré ro-leé inglés.
Xé ha Carlos pa ro-leé inglés.	Nahaniri. Peë pe-leé guaraní.
Ndé pa re-hugá béisbol?	Nahaniri. Xé a-hugá pelota.
Ha'é pa o-hugá béisbol?	Nahaniri. Ha'é o-hugá pelota.
Xé pa a-hugá béisbol?	Nahaniri. Ndé re-hugá pelota.
Oré pa ro-hugá béisbol?	Nahaniri. Peë pe-hugá pelota.
Peë pa pe-hugá béisbol?	Nahaniri. Oré ro-hugá pelota.

Cycle 8

Manipulation Phasemodel

Ha'è kuéra o-studiá.	They study.
Ha'é kuéra oi-kó Paraguái-pe.	They live in Paraguay.

TO THE STUDENT: kuéra is a pluralizer. Ha'è kuéra is third person plural or 'they'. Kuéra takes the primary stress. Note also that Ha'è kuéra takes the same PERSON PREFIX as Ha'é:

substitution

guaraní	Ha'è kuéra o-studiá guaraní.
chino	Ha'è kuéra o-studiá chino.
japonés	Ha'è kuéra o-studiá japonés.
ruso	Ha'è kuéra o-studiá ruso.
matemáticas	Ha'è kuéra o-studiá matemáticas.
psicología	Ha'è kuéra o-studiá psicología.

patterned response

model: Nandé ja-studiá guaraní.
Carlos ha Gladys o-studiá guaraní aveí.
or: Ha'è kuéra o-studia guaraní aveí.

drill: Peë pei-kuaá karai-ne'è.
Ha'è kuéra oi-kuaá karai-ne'è aveí.

Oré ro-ne'è inglés.
Ha'è kuéra o-ne'è inglés aveí.

model

Pero o-mba.apó hina Utah-pe. But they are working in Utah.

repetition or substitution

Xé--Paraguái	Xé ai-kó Paraguái-pe pero a-mba.apó hina Utah-pe.
Ndé--Bolívia	Ndé rei-kó Bolívia-pe pero re-mba.apó hina Utah-pe.
Ha'é--Paraguay [Asunción]	Ha'é oi-kó Paraguay-pe pero o-mba.apó hina Utah-pe.
Oré--Africa	Oré roi-kó Africa-pe pero ro-mba.apó hina Utah-pe.
Nandé--Costa Rica	Nandé jai-kó Costa Rica-pe pero na-mba.apó hina Utah-pe.
Peë--Rusia	Peë pei-kó Rusia-pe pero pe-mba.apó hina Utah-pe.
Ha'è kuéra--Brasil	Ha'è kuéra oi-kó Brasil-pe pero o-mba.apó hina Utah-pe.

patterned response

Ndé`pa rei-kó Provo-pe?	Nahaniri. Xé ai-kó Paraguái-pe, pero ko'aga a-mba.apó hina Provo-pe.
Ha'é`pa oi-ko Africa-pe?	Nahaniri. Ha'é oi-kó Paraguái-pe, pero ko'aga o-mba.apó hina Africa-pe.
Peë`pa pei-kó Denver-pe?	Nahaniri. Oré roi-kó Paraguái-pe, pero ko'aga ro-mba.apó hina Denver-pe.
Nandé`pa jai-kó Japon-pe?	Nahaniri. Nandé jai-kó Paraguái-pe, pero ko'aga na-mba.apó hina Japon-pe.
Ha'è kuéra`pa oi-kó Rusia-pe?	Nahaniri. Ha'è kuéra oi-kó Paraguái-pe, pero, ko'aga o-mba.apó hina Rusia-pe.
Oré`pa roi-kó Méhico-pe?	Nahaniri. Peë pei-kó Paraguái-pe, pero ko'aga ro-mba.apó hina Méhico-pe.



model

Moó'pa oi-kó ha'è kuéra?

Where do they live?

repetition or conversion

Moó'pa oi-kó ha'è kuéra?

Moó'pa ha'è kuéra oi-kó?

Moó'pa peé pei-kó?

Moó'pa peé pei-kó?

Moó'pa ndé rei-kó?

Moó'pa ndé rei-kó?

Moó'pa Carlos oi-kó?

Moó'pa Carlos oi-kó?

Moó'pa jai-kó nandé?

Moó'pa nandé jai-kó-

Moó'pa xé ha Gladys?

Moó'pa xé ha Gladys rei-kó?

patterned response

Moó'pa rei-kó ndé?

Xé ai-kó Paraguái-pe,

Moó'pa ha'è oi-kó?

Ha'è oi-kó Paraguái-pe,

Moó'pa peé pei-kó?

Oré rei-kó Paraguái-pe.

Moó'pa oré rei-kó?

Peé pei-kó Paraguái-pe.

Moó'pa nandé jai-kó?

Nandé jai-kó Paraguái-pe.

Moó'pa ha'è kuéra oi-kó?

Ha'è kuéra oi-kó Paraguái-pe.

Use Phasedirected discourse

1. E-porandú (name)-pe oi-kó'pa California-pe.
2. E-porandú ixi-pé moó'pa oi-kó.
3. E-porandú xé-ve moó'pa ndé rei-kó.
4. E-porandú oré-ve moó'pa rei-kó.
5. E-porandú (name)-pe ai-kó'pa xé Utah-pe.
6. E-porandú ixi-pé moó'pa xé ai-kó.

interpreting

1. Ask (name) if he lives in Colorado.
2. Ask him where he lives.
3. Ask (name) if (name) lives in Colorado.
4. Ask him where (name) lives.
5. Ask (name) and (name) if they live in Utah.
6. Ask me if you live in Chicago.
7. Find out who lives in Florida.

listening for comprehension

Xé ai-kó Utah-pe.
Carlos oi-kó Utah-pe aveí.
Ha'è kuéra oi-kó Texas-pe.

appropriate response

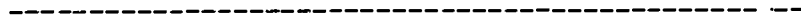
Moó[^]pa ai-kó ?
Ha moo[^]pa Carlos oi-kó ?
Ha'è kuéra[^]pa oi-kó Utah-pe aveí ?
Moo[^]pa ha'è kuéra oi-kó ?
Ha ndé, -moo pa rei-kó ?
Ndé[^]pa rèi-ko-sé Paraguái-pe?
Ha'è[^]pa òi-ko-sé Paraguái aveí ?

listening for comprehension

Xé ai-kó Provo-pe ha a-mba.apó universidad-pe. Karaí Pinero oi-kó Orem-pe
ha o-mba.apó fábrica de acero-pe.

appropriate response

1. Moó[^]pa ai-kó ha moo pa (or: mba'è-pe[^]pa) a-mba.apó ?
2. Oi-kó[^]pa karaí Pinero Provo-pe ?
3. Oi-kó[^]pa ha'è sapatería-pe?
4. Moó[^]pa ndé rei-kó ?
5. Ha moó[^]pa re-mba.apó ?
6. Rèi-ko-sé[^]pa ndé Provo-pe ?
7. Re-mbà.apo-sé[^]pa fábrica de acero-pe ?
8. Moó[^]pa re-mbà.apo-sé ndé ?



Cycle 9

Manipulation Phasemodel

Ai-kò porã-nte.

I live (am) just fine.

TO THE STUDENT: -Ikó also means to 'Be getting along' or 'Doing' as in 'I'm getting along fine.' 'I'm doing fine.' etc.

patterned responseNde^ˆpa rei-kò porã?

Hêe, ai-kò porã-nte.

Ha'ê^ˆpa oi-kò porã?

Hêe, oi-kò porã-nte.

Peê^ˆpa pei-kò porã?

Hêe, roi-kò porã-nte.

Oré^ˆpa roi-kò porã?

Hêe, pei-kò porã-nte.

Ñandé^ˆpa jai-kò porã?

Hêe, jai-kò porã-nte.

Carlos^ˆpa oi-kò porã?

Hêe, oi-kò porã-nte.

modelMba'ê^ˆ ixa^ˆpa rei-kó?

How are (you) living (doing)?

repetition or conversion

(Add the correct pronoun at the end:

Example: a) Mba'ê^ˆ ixa^ˆpa rei-kó?b) Mba'ê^ˆ ixa^ˆpa rei-kó ndé?)Mba'ê^ˆ ixa^ˆpa ndé rei-kó?Mba'ê^ˆ ixa^ˆpa ha'ê^ˆ oi-kó?Mba'ê^ˆ ixa^ˆpa peê^ˆ pei-kó?Mba'ê^ˆ ixa^ˆpa ha'ê^ˆ kuéra oi-kó?Mba'ê^ˆ ixa^ˆpa Carlos oi-kó?Mba'ê^ˆ ixa^ˆpa ñandé^ˆ jai-kó?

dialog

A. Mba'é ixa pa rei-kó?	How are (you) doing?
B. Ai-kò pora-nte. Ha ndé?	I'm doing just fine. And you?
A. Ai-kò pora-nte aveí	I'm doing just fine too.

Use Phase

directed discourse

1. E-porandú (name)-pe mba'é ixa pa oi-kó.
2. E-porandú ixa-pé mba'é ixa pa oi-kó karaí Gomez.
3. E-porandú xé-ve mba'é ixa pa ai-kó.
4. E-porandú xé-ve mba'é ixa pa oi-kó ha'è kuéra.

interpreting

1. Ask how I am
2. Ask (name) how I am.
3. Ask (name) how Carlos and Gladys are.
4. Ask how I study Guayan.
5. Ask what my name is.
6. Have (name) ask how (name) is.
7. Have (name) ask what your name is.

appropriate response

1. Mba'é ixa pa rei-kó?
2. (Name) pa oi-kò pora?
3. Mba'é ixa pa na'e kuéra oi-kó?
4. Rei-kuaá pa mba'é ixa pa oi-kó (name)?
5. Rei-kuaá pa ndé oi-kò pora pa ha'é?

translation

- | | |
|--------------------------------------|--|
| 1. Ko'ága a-studiá hina. | Now I'm studying. |
| 2. Mba'é pa re-studiá hina ko'ága? | What are you studying now? |
| 3. Mba'é pa pej-é hina? | What are you-all saying? |
| 4. Nandé ha-ne'ê hina guaraní-me. | We (incl) are speaking in Guarani. |
| 5. Carlos o-ne'ê hina inglés-pe. | Carlos is talking in English. |
| 6. Nandé ha-ne'ê va.era guaraní-me. | We (incl) ought to talk in Guarani. |
| 7. Oré ro-studiá va.era ko'ága. | We (excl) ought to study now. |
| 8. Ja-studiá py nandé aveí. | Let's us study then too. |
| 9. Xé a-ne'ê-sé guaraní-me. | I want to speak in Guarani. |
| 10. Moó pa ndé re-stúdia-sé guaraní? | Where do you want to study Guarani?! |
| 11. Carlos oi-kuaá guaraní. | Carlos knows Guarani. |
| 12. Nandé jai-kuaá porá María-pe. | We (incl) know Maria well. |
| 13. Ndé pa rei-kuaá Julia-pe? | Do you know Julia? |
| 14. Oré rei-kó Denver-pe. | We (excl) live in Denver. |
| 15. Moó pa oi-kó ha'ê? | Where does <u>he</u> live? |
| 16. Mba'é ixa pa pei-kó peé? | How are <u>you</u> -all getting along? |
| 17. Rei-kó porá-nte. | We're getting along just fine. |
| 18. Mba'é ixa pa nde-réra? | What's your name? |
| 19. Xe-réra Bob. | My name is Bob. |

appropriate response

1. Ndé pa re-studiá hina karaí ne'ê ko'ága?
2. Mba'é pa re-ne'ê hina?
3. Ndé pa re-ne'ê aveí hina guaraní-me?
4. Nandé pa ja-studiá guaraní?
5. Ha'é pa o-ne'ê va.era ko'ága?
6. Mba'é pa pe-studiá va.era ko'ága?
7. Ndé pa re-hêndu-sé guaraní?
8. Peé pa pe-ne'ê-sé guaraní-me?
9. Mba'é pa êr-e-sé guaraní-me.
10. Moó pa re-stúdia-sé guaraní?
11. Ndé pa rei-kuaá Carlos-pe?
12. Nandé pa jai-kuaá guaraní.
13. Ndé pa rei-kuaá porá inglés?
14. Ndé pa rei-kuaá porá portugués.
15. Moó pa rei-kó ndé?
16. Ndé pa rei-kó Paraguái-pe?
17. Mba'é ixa pa pei-kó peé?
18. Rei-kó porá-nte pa?
19. Carlos pa oi-kó porá-nte?
20. Mba'é ixa pa nde-réra?
21. Rei-kuaá pa karaí Carlos Espinola-pe?
22. Moó pa o-mba.apó hina ko'ága?
23. Re-mba.apó pa ndé aveí Utah-pe?
24. Ndé pa rei-kó-sé Paraguái-pe?
25. Pe-karú pa cafeteria-pe téra hotel-pe?



Cycle 10

Manipulation Phase

model

Xé Nueva York guá.	I'm from New York. (or: I'm a New Yorker.)
Xé Cuerpo de Paz-pe guá voluntario.	I'm a volunteer of (from in) the Peace Corps.

TO THE STUDENT: guá means 'from' or 'of' in the sence of 'derived from, or originating in, pertaining to.' Guá most frequently translates as de in Spanish.

patterned response.

Nde~pa Paraguáy guá?	Nahániri, xé Norteamérica guá.
Ha'é~pa Paraguáy guá?	
Oré~pa Bolívia guá?	
Xé~pa a-pe guá?	
Peé pa Cuerpo de Paz-pe guá?	

model

Moó guá pa nde?	Where are you from?
Mba'e-pe guá~pa nde?	What are you associated with?

Use Phase

appropriate response

1. Moó guá~pa nde?
2. Moó guá~pa Carlos?
3. Moó guá~pa ha'é?
4. Boston guá pa nde?
5. Xé a-pe guá, ajé~pa?
6. Nandé Cuerpo de Paz-pe guá voluntario kuéra, ajé~pa?
7. Xé VISTA-pe guá voluntario, ajé~pa?
8. Mba'e-pe guá organización~pa ha'é?

REINFORCEMENT STAGEGames and ContestsWHO, WHERE and WHAT

Half the class (the 'outsiders') leaves the room. The other students (the 'insiders') are each assigned five characteristics:

1. a new name (ndé nde-rêra John)
2. an activity
re-studiá hîna dormitorio-pe
3. a place
4. a desired activity
re-mbâ.apo-sé cafeteria-pe
5. a place

The 'outsiders' are then called back into the room. Each one pairs off with one 'insider' and tries to get the five characteristics as smoothly as possible.

Role Playing

One minute is given for each student to prepare to answer questions about:

- (1) his name.
- (2) where he lives.
- (3) what he studies.
- (4) where he studies.
- (5) how he studies.
- (6) what he is studying now.
- (7) what he should be studying.
- (8) whether he knows Portuguese

- (9) where he works.
- (10) where he eats.

Then each student is paired with another and they play the role of meeting for the first time.

You have chosen a place to study. Get your friend to study with you.

Find out what your friend is studying and tell him what he ought to study now as well as what you are studying.

Ask one class member how the other members and groups of members live using all known pronouns.

Mba é ixa'ps rei-kó
ci-kó etc.

Supplement

model

José Martinez, ayy'a rei'kuaá vo.	José Martinez, I'm glad to know you.
-----------------------------------	--------------------------------------

model

José a-presenta-sé ndé-ve peteĩ xe-amigo.	José, I'd like to introduce a friend of mine.
---	---

model

Juan Gonzalez, igualmente.	Juan Gonzalez, same here.
----------------------------	---------------------------

dialog

A. José, a-presenta-sé ndé-ve peteĩ xe-amigo.
B. José Martinez, a-vy'a rei'kuaá vo.
C. Juan Gonzalez, igualmente.

REVIEW STAGE

Translation

- A. How (are you)?
- B. Just fine. And you?
- A. Just fine too.

- A. What's your name?
- B. My name's Mr. (name). And you?
- A. My name's Mr. (name).
- B. I'm happy to know you.

- A. Are you studying Guarani?
- B. Yes, I'm studying Guarani?
- A. Are you studying English too?
- B. No. He's studying English.

- A. Are you talking in English?
- B. No, we're talking in Guarani.
- A. In Guarani? That's good.

- A. Study!
- B. (Who) me?
- A. You.

- A. Study!
- B. (Who) us?
- A. You.

- A. Listen a bit.
- B. Me? I'm listening.

- A. Alberto should be studying Spanish.
- B. And what should we be studying?
- A. We should be studying Guarani.

- A. Where do you want to study Guarani?
- B. I want to study (it) at school.
- A. Let's study then.

- A. Do you know Carlos?
- B. Yes, I know him well.

- A. How are (you) doing?
- B. I'm doing just fine. And you?
- A. I'm doing just fine too.

Listening In

- A. Re-ñe'ê pa hîna guaraní-me ko'ãga?
 B. Upé ixa hîna.
 A. Rei-kuaá pa mba'é ixa pa o-je-é 'mosca' guaraní-me?
 B. Nahániri. Er-e mî xé-ve.
 A. 'Mosca' o-je-é mberú.
 B. Mberú.
 A. Oî-porã. Re-ñe'ê porã.
 Rêi-ko porã pa Paraguái-pe?
 B. Upé ixa hîna.
 Ai-ko porã xe gusta itereí.

Pronunciation Practice

1. Stress

A. Ará	Ára
Karái	Karái
Peinã	Péina
Aína	Aína
B. Kuhá	Kuñã-karái
Karái	Karái-ñe'ê
O-studiá	O-stúdia-sé
Oj-apo	Oj-âpo-sé
O-hugã	O-húga-sé
O-scrivi	O-scrivi-sé
O-leé	O-lêe-sé
O-ñe'ê	O-ñê'e-sé
I-porã	I-pôra mî
Pe-hendú	Pe-hêndu mî
A-mba.apó	A-mbã.apô-sé

Supplementary Practice

Xé a-hugá béisbol. Ha ndé?
 Ha ha'é?
 Ha peê?
 Ha xé?
 Ha ndé ha ha'é?
 Ha Carlos ha Juan?
 Ha ndé ha Carlos?

Xé a-hugá béisbol aveí.
 Ha'é o-hugá béisbol aveí.
 Oré ro-hugá béisbol aveí.
 Ndé re-hugá béisbol aveí.
 Oré ro-hugá béisbol aveí.
 Carlos ha Juan o-hugá béisbol aveí.
 Oré ro-hugá béisbol aveí.

Ha xé?
Ha Gladys ha Juana?

Juana o-hugá béisbol. Ha ndé?
Carlos ha Gladys o-hugá béisbol.
Ha peë?
Ha xé?
Ndé re-hugá béisbol. Ha xé?
Oré ro-hugá béisbol. Ha peë?
Carlos o-hugá béisbol. Ha peë?

Xé a-hugá béisbol á-pe. Ha ndé?
Ndé re-hugá béisbol á-pe. Ha xé?
Carlos o-hugá béisbol á-pe. Ha peë?
Carlos ha xé ro-hugá béisbol á-pe.
Ha ndé?
Peë pe-hugá béisbol á-pe. Ha Carlos?
Carlos ha Juan o-huga béisbol á-pe.
Ha pré?

Ha Carlos?
Ha xé ha Juan?
Oré ro-hugá béisbol á-pe. Ha peë?
Peë pe-hugá á-pe. Ha ha'é?
Ha xé?

Xé a-hugá béisbol pé-pe. Ha ndé?
Ndé re-hugá béisbol pé-pe. Ha Carlos?
Oré ro-hugá béisbol pé-pe. Ha peë?
Peë pe-hugá béisbol pé-pe. Ha xé?
Carlos ha Juan o-hugá béisbol pé-pe.
Ha ndé?
Ha oré?

Xé a-hugá béisbol pé-pe. Ha ha'é?
Ndé re-hugá béisbol pé-pe. Ha xé?
Xé ha Carlos ro-hugá béisbol pé-pe.
Ha peë?
Oré ro-hugá béisbol pé-pe. Ha ndé?
Peë pe-hugá béisbol pé-pe. Ha oré?

Ndé re-hugá béisbol aveí.
Gladys ha Juana o-hugá béisbol
aveí.

Xé a-hugá pelota.

Oré ro-hugá pelota.
Ndé re-hugá pelota aveí.
Ndé re-hugá pelota.
Oré ro-hugá pelota.
Oré ro-hugá pelota.

A-jugá á-pe aveí.
Re-hugá á-pe aveí.
Ro-hugá á-pe aveí.

A-hugá á-pe aveí.
O-hugá á-pe aveí.

Pe-hugá á-pe aveí.

O-hugá á-pe aveí.
Pe-hugá á-pe aveí.
Ro-hugá á-pe aveí.
O-hugá á-pe aveí.
Re-hugá á-pe aveí.

Xé a-hugá béisbol pé-pe aveí.
Carlos o-huga pé-pe aveí.
Oré ro-hugá pé-pe aveí.
Ndé re-hugá béisbol pé-pe aveí.

Xé a-hugá pé-pe aveí.
Peë pe-hugá pé-pe aveí.

O-hugá béisbol pé-pe.
Re-hugá pé-pe aveí.

Ro-hugá pé-pe aveí.
A-hugá pé-pe aveí.
Pe-hugá pé-pe aveí.

CORE STAGE

Cycle A

Manipulation Phase

model

Ai-potá petei lapis..	I want a pencil.
-----------------------	------------------

substitution

call word

lapis
 óga (house)
 voletó
 carro (ox cart)
 vosá (bolsa)
 sapatú (shoé)
 camisa
 palangana (tub)

pattern

Ai-potá petei lapis.
 Ai-potá petei óga.
 Ai-potá petei voletó.
 Ai-potá petei carro.
 Ai-potá petei vosá.
 Ai-potá petei sapatú.
 Ai-potá petei camisá.
 Ai-potá petei palangana.

substitution

xé
 ndé
 ha'é
 oré
 ñandé
 pee
 ha'è kuéra

Xé ai-potá petei voletó.
 Ndé rei-potá petei voletó.
 Ha'é oi-potá petei voletó.
 Oré roi-potá petei voletó.
 Ñandé jai-potá petei voletó.
 Pee pei-potá petei voletó.
 Ha'è kuéra oi-potá petei voletó.



3
repetition-conversion

1. Ai-potá peteĩ livro. --Mba'é?
Xé ai-potá peteĩ livro.
2. Oi-potá peteĩ palangana. --Mba'é?
Ha'é oi-potá peteĩ palangana.
3. Roi-potá peteĩ Biblia. --Mba'é?
Oré roi-potá peteĩ Biblia.
4. Pei-potá peteĩ vaca. --Mba'é?
Peẽ pei-potá peteĩ vaca.
5. Rei-potá peteĩ cavajú. --Mba'é?
Ndé rei-potá peteĩ cavajú.
6. Jai-potá peteĩ ovexá. ---Mba'é?
Nandé jai-potá peteĩ ovexá.

patterned response

- | | |
|--|-------------------------------------|
| 1. Pei-potá ^{pa} peteĩ lapis? | Nahäniri. Xé ai-potá peteĩ livro. |
| 2. Oi-potá ^{pa} peteĩ lapis? | Nahäniri. Ha'é oi-potá peteĩ livro. |
| 3. Pei-potá ^{pa} peteĩ lapis? | Nahäniri. Oré roi-potá peteĩ livro. |
| 4. Roi-potá ^{pa} peteĩ lapis? | Nahäniri. Peẽ pei-potá peteĩ livro. |
| 1. Rei-potá ^{pa} peteĩ livro? | Nahäniri. Xé ai-potá peteĩ lapis. |
| 2. Pei-potá ^{pa} peteĩ livro? | Nahäniri. Oré roi-potá peteĩ lapis. |
| 3. Oi-potá ^{pa} peteĩ livro? | Nahäniri. Ha'é oi-potá peteĩ lapis. |

model

Mba'é pa rei-potá ?

What do you want ?

patterned response

(choose either alternative)

model: Mba'é pa rei-potá ? Petei lapis pa tãra petei livro ?

Ai-potá petei livro.

drill: Mba'é pa rei-potá ? Petei carta pa tãra petei voieto ?

Mba'é pa ndé rei-potá ? Petei óga pa tãra petei carro ?

Mba'é pa ha'é oi-potá ? Petei sapatú tãra petei camisa ?

Mba'é pa pee pei-potá ? Petei vosa pa tãra petei voieto ?

Mba'é pa ñandé jai-potá ? Petei cochẽ pa tãra petei óga ?

listening for comprehension

Juan Perez oi-kó Los Angeles-pe ha o-mba.apó Hollywood-pe, Paramount Studios-pe. Ha'é oi-potá petei óga Hollywood-pe.

José García oi-kó Hollywood-pe ha o-mba.apó Los Angeles-pe. Ha'é oi-potá petei cochẽ.

appropriate response

1. Moó pa oi-kó Juan Perez ?
2. Ha moó pa o-mba.apó ?
3. Mba'é pa ha'é oi-potá ?
4. Oi-kó pa José García Los Angeles-pe aveí ?
5. Oi-potá pa ha'é petei óga Los Angeles-pe ?
6. Mba'é pa ndé rei-potá ?
7. Moó pa rei-potá petei óga ?

Manipulation Phase

model

a-jepohéi hīna ko'āga ité.	I'm washing hands right now
----------------------------	-----------------------------

substitution

jepohéi	a-jepohéi hīna ko'āga ité.
purahéi (sing)	a-purahéi hīna ko'āga ité.
karú	a-karú hīna ko'āga ité.
ké (sleep)	a-ké hīna ko'āga ité.
makaneá (fool around)	a-makaneá hīna ko'āga ité.
pytu'u (rest)	a-pytu'u hīna ko'āga ité.

patterned response

(choose either alternative)

Mba'é`pa rej-apó hīna ? Re-purahéi`pa hīna tēra`pa re-studiá hīna ?
 Mba'é`pa rej-apó hīna ? Re-mba.apó`pa hīna tēra`pa re-makaneá hīna ?
 Mba'é`pa rej-apó hīna ? Re-jepohéi`pa hīna tēra`pa re-purahéi hīna ?
 Mba'é`pa rej-apó hīna ? Re-karú`pa hīna tēra`pa re-pytu'u hīna ?

Use Phase

directed discourse

1. E-porandú (téra)-pe mba'é~pa oj-apó hína.
O-leé~pa hína tēra~pa o-scrivi hína ?
2. E-porandú (téra)-pe mba'é~pa oj-apó hína.
O-mba.apó~pa hína tēra~pa o-ké hína ?
3. E-porandú (téra)-pe mba'é~pa oj-apó hína.
O-studiá~pa hína tēra~pa o-hugá hína ?
4. E-porandú (téra)-pe mba'é~pa oj-apó hína.
O-makeneá~pa hína tēra~pa o-pytu'u hína ?
5. E-porandú (téra)-pe mba'é~pa oj-apó hína.
O-jepohéi~pa hína tēra~pa o-karú hína ?

Cycle 6

Manipulation Phase

model

Mba'é~pa rej-apó ta ko'ero ?	What will you do tomorrow ?
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model

Ko ero a-studiá ta.	Tomorrow I'll study.
---------------------	----------------------

TO THE STUDENT: Future action (will, going to, etc.) is expressed by ta after the VERB.

dialog

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

patterned response

Mba'é~pa rej-apó ta ko'ëro ? Re-studiá ta~pa ?
 Héé, ko'ëro a-studiá ta.

Ha mba'é~pa re-studiá ta ? Guarani~pa ?
 Héé, a-studiá ta guaraní.
 etc.

Ha mba'é~pa ha'é oj-apó ta ko'ëro ?
 Ha'é o-studiá ta guaraní aveí.
 etc.

Mba'é~pa rej-apó ta lunes ? Re-leé ta~pa ?
 Héé, lunes a-leé ta.

Ha mba'é~pa re-leé ta ? Petei livro~pa tēra petei revista ?
 A-leé ta petei livro.
 etc.

Ha mba'é~pa ha'é oj-apó ta lunes ?
 Ha'é o-leé ta petei livro aveí.
 etc.

Mba'é~pa rej-apó ta martes ? Re-scriví ta~pa ?
 Héé, martes a-scriví ta.

Ha mba'é~pa re-scriví ta ? Petei carta~pa ?
 Héé, a-scriví ta petei carta.
 etc.

Mba'é~pa rej-apó ta savado ? Rej-apó ta pastel ?

Use Phasedirected discourse (free response)

1. E-porandú (téra)-pe mba'é~pa oj-apó ta ko'ëro.
 2. E-porandú (téra)-pe mba'é~pa o-studiá ta lunes.
 3. E-porandú (téra)-pe mba'é~pa o-scriví ta domingo.
 4. E-porandú (téra)-pe mba'é~pa o-leé ta viernes.
 5. E-porandú (téra)-pe o-studiá ta~pa guaraní jueves.
 6. E-porandú (téra)-pe oj-apó ta~pa pastel ko'ëro.
 7. E-porandú (téra)-pe oj-apó ta~pa pastel ko'ëro tēra~pa lunes.
 8. E-porandú (téra)-pe o-scriví ta~pa carta ko'ëra tēra ko'ëro.
 9. E-porandú (téra)-pe o-pytu'u ta~pa ko'ága tēra ko'ëro.
 10. E-porandú (téra)-pe o-ñe'è ta~pa guaraní clase-pe ko'ëro.
- etc.

interpreting

1. Have (name) ask (name) if he's going to study tomorrow.
 2. Have (name) ask (name) if he's going to eat in the hotel on Sunday.
 3. Have (name) ask (name) if he's going to work in the cafeteria on Saturday.
 4. Have (name) ask (name) if he's going to rest in the barber shop or in the hospital.
- etc.

listening for comprehension

Carlos o-pytu'u hina dormitorio-pe. Ko'ága ha'é o-káru-sé, pero o-hugá va.erá pelota cancha-pe. Ko'ero domingo, ha ha'é o-ké ta.

appropriate response

1. Mba'é^ˆpa oj-apó hīna Carlos ?
2. Moó^ˆpa o-pytu'u ?
3. Mba'é^ˆpa oj-àpo-sé ?
4. Mba'é^ˆpa oj-apó va.erã ?
5. Moó^ˆpa o-hugá va.erã pehòtà:??
6. Mba'é^ˆpa oj-apó ta ko'ëro ?
7. Mba'é^ˆpa ndé rej-apó hīna ?
8. Ha mba'é^ˆpa rej-àpo-sé ko'ëro ?
9. Rej-apó ta^ˆpa pastel sávado ?
10. Mba'é^ˆpa rej-apó hīna ? Re-mba.apó^ˆpa hīna tēra^ˆpa re-hugá hīna ?
11. Re-studiá^ˆpa hīna tēra^ˆpa re-makaneá hīna ?
12. Re-hendú^ˆpa hīna tēra^ˆpa re-ké hīna ?
13. Re-purahéi^ˆpa hīna tēra^ˆpa re-sapukái hīna ?
14. Re-pensá^ˆpa hīna tēra^ˆpa re-karú hīna ?
15. Mba'é^ˆpa rej-àpo-sé hīna ? Re-mbà.apo-sé^ˆpa tēra^ˆpa re-hùga-sé ?
16. Re-ke-sé^ˆpa rēra^ˆpa re-kàru-sé ?
17. Re-jepohèi-sé^ˆpa tēra^ˆpa re-kàru-sé ?
18. Re-pýta-sé^ˆpa tēra^ˆpa re-sè-sé ?
19. Re-makànea-sé^ˆpa tēra^ˆpa re-stúdia-sé ?
20. Rej-àpo-sé^ˆpa pastel tēra^ˆpa re-nè'e-sé guaraní ?

Cycle 7

Manipulation Phasemodel

Mba'é pa rei-potá aj-apó?

What do you-all want me to do?

TO THE STUDENT: Study the following sentences.

Rei-potá a-studiá.

You want me to study.

Rei-potá xé a-studiá.

You want me to study.

Ai-potá re-ñe'é.

I want you to speak.

Ai-potá ndé re-ñe'é.

I want you to speak.

Ha'é oi-potá roj-apó.

He wants us to do it.

Ha'é oi-potá oré roj-apó.

He wants us to do it.

Sometimes the pronoun is put in for emphasis.

translation

1. What do you want me to do?

Mba'é pa rei-potá aj-apó?

2. What do you want me to do?

Mba'é pa rei-potá xé aj-apó?

3. What do you want me to study?

Mba'é pa rei-potá a-studiá?

4. What do you want him to study?

Mba'é pa rei-potá ha'é o-studiá?

5. What does he want you to read?

Mba'é pa oi-potá ndé re-leé?

patterned response

model: Ai-potá re-ñe'e guaraní-me clase-pe.

A-ñe-ha'a ta.

drill: Ai-potá pe-ñe'e guaraní-me clase-pe.

Ro-ñe'e ta.

Ai-potá o-ñe'e guaraní-me clase-pe.

O-ñe'e ta.

model: Oi-potá ña-ñe'ë guaraní-me. Ña-ñe'ë ta.

drill: Oi-potá re-ñe'ë guaraní-me.
 Oi-potá ro-ñe'ë guaraní-me.
 Oi-potá pe-ñe'ë guaraní-me.

-
- | | |
|--------------------------|---------------------------------------|
| 1. A-ñe'ë ta inglés-pe. | Nahániri. Ai-potá re-ñe'ë guaraní-me. |
| 2. Ro-ñe'ë ta inglés-pe. | Nahániri. Ai-potá pe-ñe'ë guaraní-me. |
| 3. O-ñe'ë ta inglés-pe. | Nahániri. Ai-potá o-ñe'ë guaraní-me. |

-
- | | |
|--------------------------|---------------------------------------|
| 1. A-ñe'ë ta inglés-pe. | Nahániri. Oi-potá re-ñe'ë guaraní-me. |
| 2. Ro-ñe'ë ta inglés-pe. | Nahániri. Oi-potá pe-ñe'ë guaraní-me. |
| 3. Ña-ñe'ë ta inglés-pe. | Nahániri. Oi-potá ña-ñe'ë guaraní-me. |

(answer affirmatively)

José o-makaneé hína. Rei-potá`pa o-ndiá ?

Juan o-ké hína. Rei-potá`pa o-ndiá ?

Carlos o-pytu'u. Rei-potá`pa o-mba.apó ?

Roberto o-jepohéi. Rei-potá`pa o-se ?

María o-purahéi. Rei-potá`pa o-kiriri ?

-
- | | |
|--------------------------------|-----------------------------|
| 1. Mba'é`pa rei-potá aj-apó ? | Ai-potá re-ñe'ë guaraní-me. |
| 2. Mba'é`pa rei-potá roj-apó ? | Ai-potá pe-ñe'ë guaraní-me. |
| 3. Mba'é`pa rei-potá oj-apó ? | Ai-potá o-ñe'ë guaraní-me. |

- | | |
|--------------------------------|------------------------------|
| 1. Mba'é~pa pei-potá rej-apó ? | Roi-potá pe-ñe'ẽ guaraní-me. |
| 2. Mba'é~pa pei-potá aj-apó ? | Roi-potá o-ñe'ẽ guaraní-me. |
| 3. Mba'é~pa pei-potá aj-apó ? | Roi-potá re-ñe'ẽ guaraní-me. |

Use Phase

directed discourse

1. E-porandú (téra)-pe mba'é~pa oi-potá rej-apó.
2. E-porandú (téra)-pe mba'é~pa oi-potá xé aj-apó.
3. E-porandú ixu-pé mba'é~pa oi-potá a-studiá.
4. E-porandú xé-ve mba'é~pa oi-potá ndé rej-apó.
5. E-porandú xé-ve mba'é~pa ha'é oi-potá xé aj-apó.

interpreting

1. Ask (name) what he wants you to do.
2. Ask (name) what he wants us to do.
3. Ask (name) what I want him to do.
4. Ask me what I want him to do.
5. Have (name) ask (name) what I want you to do.
6. Have (name) ask (name) what he wants him to do.
7. Have (name) ask me what you want him to do.
8. Have (name) ask you what you want us to do.
9. Ask (name) if he wants you to study.
10. Ask (name) if I want you to study.
11. Ask (name) if he wants me to study.
12. Ask (name) if we want you-all to study.
13. Have (name) ask (name) if he wants him to work.

14. Have (name) ask (name) if he wants you to work.
15. Have (name) ask me if you want him to work.
16. Have (name) ask you if you want us to work.

Cycle 8

Manipulation Phase

model

E-ñê'e mĩ oré-ve guaraní-me.

Talk to us a little in Guarani.

TO THE STUDENT: The suffix -pe, used to mark direct and indirect object of persons, changes to -ve after the four pronouns xé, oré, ñandé and ndé, giving the forms xé-ve, oré-ve, ñandé-ve, and ndé-ve.

translation

- | | |
|------------------------------------|-------------------------------|
| 1. You will talk to us in Guarani. | Re-ñe'ê ta oré-ve guaraní-me. |
| 2. You will talk to me in Guarani. | Re-ñe'ê ta xé-ve guaraní-me. |
| 3. Talk to us a little in English. | E-ñê'e mĩ oré-ve inglés-pe. |
| 4. Talk to me in Guarani. | E-ñe'ê xé-ve guaraní-me. |
| 5. I will talk to you. | A-ñe'ê ta ndé-ve. |
| 6. Carlos will talk to us (incl). | Carlos o-ñe'ê ta ñandé-ve. |
| 7. Who will talk to Carlos? | Máva^pa o-ñe'ê ta Carlos-pe? |

model

Mba'é~pa rei-pota ha-'é peë-me?	What do you want me to say to you?
---------------------------------	------------------------------------

TO THE STUDENT: The suffix -pe changes to -me after a stressed nasal vowel, (ã, ê, etc.). One example of this is peë-me 'to you-all'.

The VERB -é 'tell; say' is an example of a verb class characterized by a stem consisting of a single vowel.

1. ha-'é	ro-'é ja-'é
2. er-é	pej-é
3.	he-'í

translation

- | | |
|---|---------------------------------------|
| 1. What do you want me to tell Carlos? | Mba'é~pa rei-potá ha-'é Carlos-pe? |
| 2. What do you want Carlos to tell me? | Mba'é~pa rei-potá Carlos he-'í xé-ve? |
| 3. What do you want <u>him</u> to tell you? | Mba'é~pa rei-potá ha-'é he-'í ndé-ve? |
| 4. What does he want <u>you</u> to tell me? | Mba'é~pa oi-potá ndé er-é xé-ve? |
| 5. What does he want <u>me</u> to tell you-all? | Mba'é~pa oi-potá xé ha-'é peë-me? |

Use Phasedialog

A. Mba'ê`pa pei-potá aj-apó?	What to you-all want me to do?
B. Oré re-hêndu-sê guarani. E-nê'e mĩ oré-ve guaranĩ-me.	We want to listen to Guarani. Speak to us in Guarani.
A. Mba'ê`pa pei-potá ha-'é peê-me?	What do you want me to tell you?
B. Er-e mĩ oré-ve mdo`pa rei-kó.	Tell us where you live.
A. Ai-kó á-pe.	I live here.

directed discourse

1. E-porandú (téra)-pe mba'ê`pa oi-potá ndé er-é ixu-pé.
2. E-porandú (téra)-pe mba'ê`pa oi-potá ha'é ixu-pé.
3. E-porandú xé-ve mba'ê`pa ai-potá er-é xé-ve.
4. E-porandú ixu-pe kuéra mba'ê`pa oi-potá peê pej-é.
5. E-porandú (téra)-pe oi-potá`pa xé ha'é ixu-pé.
6. E-porandú xé-ve ai-potá`pa er-é Carlos-pe.

dialog

A. E-jeruré (téra)-pe peteĩ lapis.	Ask (name) for a pencil.
B. (téra), e-me'ê xé-ve peteĩ lapis.	(Name), give me a pencil.
A. Na ápe.	Here you are.

directed discourse

1. E-feruré xé-ve petei kuatiá.
2. E-feruré (téra)-pe mokoi lapis.
3. E-me e xé-ve mokoi kuatiá.
4. E-me e xé-ve petei mba'é.

interpreting

Dígale a (nombre) que se le pida a (nombre) una cosa.

etc.

appropriate response

1. Mba'é'pa rei-potá a-me'e ndé-ve?
 2. Mba'é'pa rei-potá a-me'e (téra)-pe?
 3. Mba'é'pa rei-potá a-feruré (téra)-pe?
 4. Rei-potá pa ha-é ndé-ve petei mba'é?
 5. Mba'é'pa rei-potá ha-é ndé-ve?
 6. Rei-potá pa ha-é ndé-ve mop pa ai-kó?
-

Cycle 9

Manipulation Phasemodel

Ha'é he-'í kurì. "Xé ai-kó á-pe." He said, "I live here."
--

TO THE STUDENT: kurì indicates RECENT PAST: It is used generally in statements rather than in questions. NOTE: hīna can occur after kurì.

Ha'é he-'í kurì hīna. He was recently saying.

translation

(use the RECENT PAST tense)

He said, "No."

Ha'é he-'í kurì, "Nahāniri."

I said, "No."

Xé ha-'é kurì, "Nahāniri."

I studied.

Xé a-studiá kurì.

I was studying.

Xé a-studiá kurì hīna.

You are reading.

Ndé re-leé kurì hīna.

He was speaking Guarani.

Ha'é o-de'ē kurì hīna guarani.

model

Mba'é pa he-'í ra è?	What did he say?
----------------------	------------------

TO THE STUDENT: ra è is used in questions referring to past time. Actually it is used when the action referred to in the sentence was not witnessed or cannot be certified by the speaker. Hence it occurs typically, but not exclusively, in questions.

translation

What did he do?

Mba'é`pa o-j-apó ra.è?

What did he read?

Mba'é`pa o-leé ra.è?

What did you write?

Mba'é`pa re-scriví ra.è?

What did I say?

Mba'é`pa ha-'é ra.è?

patterned response

1. Mba'é`pa er-é ra.è?

Xé ha-'é kuri, "Nahāniri."

2. Mba'é`pa ha-'é ra.è?

Ndé er-é kuri, "Nahāniri."

3. Mba'é`pa he-'í ra.è?

Ha'é he-'í kuri, "Nahāniri."

4. Mba'é`pa pej-é ra.è?

Oré ro-'é kuri, "Nahāniri."

5. Mba'é`pa ro-'é ra.è?

Peë pej-é kuri, "Nahāniri."

6. Mba'é`pa ja-'é ra.è?

Ñandé ja-'é kuri, "Nahāniri."

directed discourse

1. E-porandú (téra)-pe mba'é`pa xé ha-'é ra.è.

2. E-porandú xé-ve mba'é`pa xé ha-'é ra.è.

3. E-porandú (téra)-pe mba'é`pa ra.è.

4. E-porandú (téra)-pe o-studiá`pa ra.è.

5. E-porandú xé-ve Carlos`pa o-ñe'ë ra.è hīna inglés.

interpreting

1. Ask (name) what he said.

2. Ask (name) what I said.

3. Have (name) ask (name) what he said.

4. Have (name) ask (name) what I said.

5. Have (name) ask you what Carlos said.

Cycle 10

Manipulation Phase

model

Ha'é he- í kurí oi-ko há á-pe.	He said that he lives here.
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TO THE STUDENT: Contrast direct with indirect quotation.

Direct: He-í kurí, "Ai-kó á-pe."	He said, "I live here."
Indirect: He-í kurí oi-ko há á-pe.	He said that he lives here.

Direct: He-í kurí, "A-karú hína."
Indirect: He-í kurí o-karú há hína.

Direct: Er-é kurí, "A-studiá guaraní."
Indirect: Er-é kurí re-stúdia há guaraní.

Direct: Ha-é kurí, "A-lée-sé."
Indirect: Ha-é kurí a-lée-sé há.

repetition

He-í kurí oi-ko há Paraguái-pe.
 Ha-é kurí ai-ko ná Paraguái-pe.
 Er-é kurí rei-ko ná Paraguái-pe.
 Pej-é kurí pei-ko há Paraguái-pe.
 Ro-é kurí roi-ko há Paraguái-pe.
 Ja-é kurí jai-ko há Paraguái-pe.

patterned response

- | | |
|-------------------------|----------------------------|
| 1. Mba'é pa he-í ra.è? | He-í kurí oi-ko há á-pe. |
| 2. Mba'é pa er-é ra.è? | Ha-é kurí oi-ko há á-pe. |
| 3. Mba'é pa ha-é ra.è? | Er-é kurí rei-ko há á-pe. |
| 4. Mba'é pa pej-é ra.è? | Ro-é kurí roi-ko há á-pe. |
| 5. Mba'é pa ro-é ra.è? | Pej-é kurí pei-ko há á-pe. |
| 6. Mba'é pa ja-é ra.è? | Ja-é kurí jai-ko há á-pe. |

conversion

- Carlos he-'í kurî, "a-he'ê guarani." --Mba'é?
Carlos he-'í kurî o-nê'e há guarani.
- Ha'é he-'í kurî, "A-jepohéi hîna." --Mba'é?
Ha'é he-'í kurî o-jepohêi há hîna.
- Ha'é he-'í kurî, "A-purahéi-kuaá." --Mba'é?
Ha'é he-'í kurî o-purahêi-kuâa ha.
- He-'í kurî, "A-stúdia-sé guarani" --Mba'é?
He-'í kurî o-stúdia-sê há guarani.
- Xé ha-'é kurî, "A-karú cafeteria-pe." --Mba'é?
Ha-'é kurî a-kâru há cafeteria-pe.
- Xé ha-'é kurî, "A-mba.apó embajada-pe." --Mba'é?
Ha-'é kurî a-mbâ.apo há embajada-pe.
- Xé ha-'é kurî, "A-pyt'u'í hîna ko'âga." --Mba'é?
Ha-'é kurî a-pyt'u'û há hîna ko'âga
- Ndê er-é kurî, "Ai-potá petei livro." --Mba'é?
Er-é kurî rei-pôta há petei livro.
- Ndê er-é kurî, "Aj-apó ta pastel." --Mba'é?
Er-é kurî rej-apó ta há pastel
- Ndê er-é kurî, "A-scrivî va erâ." --Mba'é?
Ha-'é kurî re-scrivî va.erâ ha.
- Oré ro-'é kurî, "Ro-ke-sé ko'ára." --Mba'é?
Ro-'é kurî ro-ke-se ha ko'ára.

directed discourse and stay-ale.t

- 1. Mbò'e há: (David) e-porandú (José)-pe mba'é^pa o-scriví ra.e hîna.
David: José. mba'é^pa re-scriví ra.e hîna?
José: A-scriví kurî petei carta.
Clase: O-porandú kurî mba'é^pa ha'é o-scriví ra.e hîna.
Mbò'e há: Clase, mba'é David o-porandú ra.e José-pe?
Clase: O-porandú kurî mba'é^pa ha'é o-scriví ra.e hîna.
Mbò'e há: Ha, María, mba'é^pa José he-'í ra.e David-pe?
María: Ha he-'í kurî o-scrivî há hîna petei carta.
Mbò'e há: Clase, mba'é José he-'í ra.e David-pe?
Clase: he-'í kurî o-scrivî há hîna petei carta.
Mbò'e há: Oí porá.



2. O-porandú (téra)-pe mba'é ixa~pa oi-kó.

- A. Mba'é ixa~pa rei-kó?
B. Ai-kó porã-nte.

Teacher: Mba'é~pa (téra) o-porandú ra.è (téra)-pe?

C. Ha'é o-porandú kuri mba'é ixa~pa (téra) oi-kó?

Teacher: Ha mba'é~pa ha'é he-'í ra.è?

D. Ha'é he-'í kuri oi-kò porã há?

3. E-porandú ixù-pe kuéra oi-kó~pa Paraguái-pe?

- A. Pei-kó~pa Paraguái-pe?
B. Hee, roi-kó Paraguái-pe.

Teacher: Mba'é~pa (téra) o-porandú ra.è (téra)-pe?

C. Ha'é o-porandú kuri oi-kó~pa ha'è kuéra Paraguái-pe?

Teacher: Ha mba'é~pa ha'è kuéra he-'í ra.è?

D. Ha'è kuéra he-'í kuri oi-ko há Paraguái-pe.

Cycle 11

Manipulation Stage

model

Ikatú~pa a-ñe'è karai-ñe'è-me?

May I speak in Spanish?

TO THE STUDENT: Ikatú is equivalent to 'it is possible' or 'it is allowed'. It is frequently translated 'can' or 'may'. Study the additional examples.

Ikatú a-leé.

I can read. (can--am allowed to)

Ikatú re-scriví.

You may write.

Ikatú pe-studiá.

You-all may study.

Ikatú xé aj-apó.

I can do it. (can--am able to)

Ikatú ndé re-ñe'è.

You may speak.

NOTE that the pronoun may be put in for emphasis. Ikatú is not used to mean 'be able to' in the sense of 'know how to', only in the sense of 'be capable to'.

patterned response

model: Mba'é~pa ikatú rej-apó?
Ikatú a-ñe'è inglés.

What can you do?
I can speak English.

(In the sense: 'we are at the
end of our rope. What can
you do?' 'Qué puede hacer?')

Mba'é~pa ikatú aj-apó?
Ikatú re-ñe'è inglés.

drill: Mba'é~pa ikatú rej-apó?
Ikatú a-ñe'è inglés..

Mba'é~pa ikatú jaj-apó?
Ikatú ña-ñe'è inglés.

Mba'é~pa ikatú roj-apó?
Ikatú pe-ñe'è inglés.

Mba'é~pa ikatú oj-apó na'è kuéra?
Ikatú o-ñe'è inglés.

patterned response

model: Mba'é~pa ikatú rej-apó?
Ikatú~pa re-ñe'è inglés?
Hèe, ikatú a-ñe'è inglés.

- drill: 1. Mba'é~pa ikatú rej-apó?
Ikatú~pa re-scriví peteí carta?
Hèe, ikatú a-scriví peteí carta.
2. Mba'é~pa ikatú rej-apó?
Ikatú~pa re-purahéi?
3. Mba'é~pa ikatú aj-apó?
Ikatú~pa a-studiá?
4. Mba'é~pa ikatú aj-apó?
Ikatú~pa a-jepohéi?
5. Mba'é~pa ikatú roj-apó?
Ikatú~pa ro-porandú ixu-pé?
6. Mba'é~pa ikatú pej-apó?
Ikatú~pa pej-é ixu-pe kuéra?

directed discourse and appropriate response

1. E-porandú (téra)-pe mba'é pa ikatú oj-apó.
2. E-porandú (téra)-pe ikatú pa xé a-studiá cafeteria-pe.
3. Moó pa ikatú ña-mba.apó?

Cycle 12

Manipulation Stagemodel

A-ñe'è-kuaá guaraní, pero
mixi mĩ-nte.

I know how to talk Guarani,
but only a little.

model

Re-ñe'è-kuaá pa guaraní?

Do you know how to talk Guarani?

TO THE STUDENT: VERB-kuaá is equivalent to 'know how to VERB'. It is frequently translated by 'can' or 'be able to'. Study the additional examples.

A-purahèi-kuaá.

I know how to sing.

A-leè-kuaá.

I can read.

Ha'é o-jeroky-kuaá.

He knows how to dance.

Be careful to distinguish between -kuaá and ikatú. Both are translated by 'can', but they mean different things.

Ikatú a-studiá.

I can study. (can in the sense
'am able to, cap-
able of')

A-studiá-kuaá.

I can study. (can in the sense
of 'know how to')

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Remember that ikatú also has the meaning 'be allowed to'.

patterned response

(answer alternately)

model: Ndé^hpa re-ñe'è-kuaá karai-ñe'è?
A-ñe'è-kuaá, pero mixi mĩ-nte.

drill: Ndé^hpa re-leè-kuaá guaraní-me?
A-leè-kuaá, pero riri mĩ-nte.

Ha'á^hpa o-scrivì-kuaá mso-pe?

Peè^hpa pe-purahèi-kuaá?

Nandé^hpa ña-ñe'è-kuaá guaraní-me?

directed discourse and appropriate response

1. E-porandú (téra)-pe mba'é^hpa oj-apò-kuaá.
2. E-porandú (téra)-pe o-ñe'è-kuaá^hpa guaraní.
3. E-porandú (téra)-pe xé^hpa a-ñe'è-kuaá guaraní aveí.
4. E-porandú xé-va ndé^hpa re-ñe'è-kuaá guaraní aveí.
5. Mäva^hpa o-purahèi-kuaá?
6. Mäva^hpa o-jeroky^h-kuaá?

dialog

A. Ikatú ^h pa a-ñe'è karai-ñe'è-me?	May I speak in Spanish?
B. Re-ñe'è-kuaá ^h pa guaraní?	Do you know how to speak Guarani?
A. A-ñe'è-kuaá, pero mixi mĩ-nte.	I do, but only a little.
B. La gente kuéra o-ñã.aró re-ñe'è guaraní-me.	The people expect you to speak in Guarani.
A. La upé ixa rò, a-ñe-ha'á ta a-ñe'è guaraní-me.	In that case I'll try to speak Guarani.

translation

- | | |
|---|---|
| 1. Ai-poté peteĩ óga ha peteĩ coche. | I want a house and a car. |
| 2. Mba'é~pa rei-potá peè? | What do you (pl) want? |
| 3. Oré rei-potá peteĩ livro. | We want a book. |
| 4. Mba'é~pa rei-apó hína? | What are you doing? |
| 5. Mba'é~pa rei-apó ta ko'ëro? | What will you do tomorrow? |
| 6. Ko'ëro a-ñe'è va.erã peteĩ escuela-pe. | Tomorrow I have to speak in a school. |
| 7. Er-e mĩ xũ-pe kuéra mo'pa rei-kó | Tell them where you live. |
| 8. E-porandú xé-ve mo'pa ai-!ó. | Ask me where I live. |
| 9. Mba'é~pa he-'í ra.è? | What did he say? |
| 10. He-'í kurî oi-ko há á-pe. | He said that he lives here. |
| 11. Mba'é~pa he-'í ra.è peè-ne. | What did he say to you (pl)? |
| 12. Oré-ve~pa? Oré-ve he-'í kurî oi-ko há Provo-pe. | To us? He told us that he lives in Provo. |
| 13. Ikatú~pa a-ñe'è inglés clase-pe. | Can I speak English in class? |
| 14. Nahániri. Re-ñe'è va.erã guaraní. | No. You should speak Guarani. |
| 15. Re-ñe'è-kuaá~pa karaî-ñe'è? | Can you speak Spanish? |
| 16. A-ñe'è-kuaá, pero mixi mĩ-nte. | I can, but only a little. |
| 17. Xé a-ñe'è aveí mixi mĩ. | I can speak a little too. |
| 18. Mba'é~pa rei-potá aj-apó ko'ága? | What do you want me to do now? |
| 19. Ko'ága ité a-stúdia-sé guaraní. | Right now I want you to study Guarani. |

appropriate response

1. Carlos oi-potá peteĩ lapis. Ha ndé~pa, mba'é rei-potá?
2. Mba'é~pa rej-apó hina?
3. Mba'é~pa oj-apó hina ha'é?
4. O-studiá~pa hina ha'é?
5. Mba'é~pa rej-apó ko'ëro?
6. Ha'é~pa o-studiá ta guaraní ko'ëro?
7. Mba'é~pa jaj-apó ta ko'ëro?
8. Er-e ~~na~~ oré-ve moõ~pa rei-kó?
9. E-porandú ixu-pé oi-kó~pa á-pe.
10. E-porandú xu-pé, mba'é~pa he-'í-sé ndé-ve.
11. Mba'é~pa he-'í ra è?
12. Moõ~pa ha'é he-'í kurì oi-ko há?
13. E-porandú xü-pe kuéra ikatú~pa re-ne'è inglés clase-pe.
14. Xé a-porandú ta pee-me moõ~pa pei-kó. Mba'é~pa xé aj-apó ta?
15. Re-ne'è-kuaá karaî-ñe'è?
16. Mba'é~pa oj-apó hina ha'è kuéra?
17. Pe-stùdia-sé~pa guaraní?
18. Xé a-ñe'è-kuaá inglés, pero mixi mĩ-nte. Ndé~pa re-ñe'è-kuaá guaraní?
19. Ñandé~pa ña-ñe'è-kuaá guaraní?
20. Ndé~pa rei-potá a-purahéi?
21. Rei-potá~pa a-jeroký?
22. Rei-potá~pa a-me'è ndé-ve peteĩ lapis?
23. Mba'é~pa ndé rei-potá a-me'è ndé-ve?
24. Mba'é~pa ndé rei-potá aj-apó ko'ága ité?

25. Mba'é~pa jaj-apò va.erã ko'aga?
26. Nandé~pa ña-ne'è va.erã guaraní clase-pe?

translation as response model

- A. 1. Will you study in the library tonight?

- A. Mba'é~pa rei-kuáa-sé?
- B. Ai-kuáa-sé re-studiá ta~pa biblioteca-pe ko pyhare.
- A. A-studiá ta.

2. Did you study in the library last night?

- A. Mba'é~pa re-porandu-sé xé-ve?
- B. A-porandu-sé re-studiá~pa ra.e biblioteca-pe ànge-pyharé.
- A. A-studiá kuri.

3. Shall we (incl) eat in the cafeteria tomorrow?
4. Did you-all eat in the cafeteria yesterday?
5. Does Carlos read day and night?
6. Will he write a letter today?
7. Did you write a letter today?
8. Should I begin now?
9. Should we go to sleep now?
10. Did you go to sleep at 11?

B. 1. I need a pencil.

A. Mba'é`pa er-e-sé xé-ve?

B. Ha-é-sé ai-kotêve há petei lapis.

2. I want a book.

A. Mba'é`pa èr-e-sé xé-ve?

B. Ha-é-sé ai-pôta há petei livro.

3. I will need a bicycle.

4. I will want a car.

5. I see a snake

6. Rafael sees a girl.

7. Maria saw a boy.

8. I heard a song.

Cycle 13

Manipulation Phase

model

E-mbohasá xé-ve petei tása.

Pass me a cup.

lexical substitution

(tása)
vâso (glass)
servilleta

E-mbohasá xé-ve petei tása.
E-mbohasá xé-ve petei vâso.
E-mbohasá xé-ve petei servilleta.

model

E-mbohasá xé-ve ý.

Pass me (some) water.

lexical substitution

(ý)

kambý (milk)

juký (salt)

asucá (sugar)

pan (bread)

E-mbohasá xé-ve ý.

E-mbohasá xé-ve ý.

E-mbohasá xé-ve kambý.

E-mbohasá xé-ve asucá.

E-mbohasá xé-ve pan.

model

Mba'é~pa la rei-kotevê va?

What is it you need?

Mba'é~pa la rei-potá va?

What is it you want?

dialog

A. Mba'é~pa la rei-kotevê va?

B. E-mbohasá xé-ve juký.

A. Na á-pe. (Here you are.)

Use Phaseappropriate response

1. Mba'é~pa la rei-kotevê va?
2. Mba'é~pa la rei-potá va?
3. Mba'é~pa la (féra) oi-potá va?
4. Mba'é~pa la (féra) oi-kotevê va?

directed discourse

1. E-porandó xé-ve mba'é`pa la ai-potá va.
2. E-porandó xé-ve mba'é`pa la ai-kotevè va.
3. E-porandó (tára)-pe mba'é`pa la oi-kotevè va.
4. E-porandó (tára)-pe mba'é`pa la oi-kotevè va.

interpreting

1. Ask (name) what it is he wants.
2. Ask me what it is I need.

Cycle 14

Manipulation Phase

model

A. Re-studiá ma pa.	Ya estudiaste?
B. A-studiá ma.	Ya.

TO THE STUDENT: The postfix ma is equivalent to the Spanish 'ya', except that ma is a postfix and can never occur alone. Ma frequently translates in English as 'already' or by the present perfect tense. Other examples:

Ro-hugá ma pelota.	We've played ball.
A-mba.apó ma hina.	I've been working.

patterned response

- | | |
|----------------------|----------------|
| 1. Re-studiá ma pa? | A-studiá ma. |
| 2. Re-karú ma`pa? | A-karú ma. |
| 3. Re-cená ma pa? | Ro-cená ma. |
| 4. Re-mba.apó ma`pa? | Ro-mba.apó ma. |

model

A. Re-cená ta ma ^{pa} ?	Ya cenarás? (Will you eat now?)
B. Upé ixa hina. A-karu-sé ma.	Sí, ya quiero comer. (Yes, I want to eat now.)

TO THE STUDENT: In non-post context, ma is often better translated by 'now'. The Spanish ya is the perfect equivalent.

model

A. Ne'ira ^{pa} re-studiá?	Haven't you studied yet?
B. Ne'ira gueteri.	Not yet.

substitution

(studiá)
ne'è
mba.apó

Ne'ira^{pa} re-studiá?
Ne'ira^{pa} re-ne'è?
Ne'ira^{pa} re-mba.apó?

dialog

A. Ne'ira ^{pa} o- <u>ne'è</u> -kuá?	Doesn't he know how to talk yet?
B. O- <u>ne'è</u> -kuá ma.	Yes he does.
A. Ha o- <u>ne'è</u> porá ^{pa} ?	And does he talk well?
B. Ne'ira gueteri.	Not yet.

dialog

- | | |
|----------------------------|-----------------------|
| A. Ne'ira guèteri ro-karú. | We haven't eaten yet. |
| B. Pe-kàru-sé ma^pa? | You want to eat now? |
| A. Ro-kàru-sé ma. | Yes we do. |
| C. Xé a-karú ma. | I have already eaten. |

dialog

- | | |
|---|---|
| A. Ne'ira^pa pe-cená? | Have you-all eaten supper yet? |
| B. Ro-cená ma, pero ne'ira guèteri ro-studiá. | We have already eaten supper, but we haven't studied yet. |
| A. Ha Carlos^pa o-cená ma? | And has Carlos eaten supper already? |
| B. O-cená ma ha o-studiá ma aveí. | He has already eaten supper and has already studied too. |

Use Phaselistening for comprehension

Ma-moi Carlos ha Gladys o-cená ma há pero ne'ira guèteri o-studiá.
 Bill ha María katú ne'ira guèteri o-cená, pero ha'è kuéra o-studiá ma.

appropriate response

1. Ne'ira^pa Carlos ha Gladys o-cená?
 2. O-cená ma^pa Bill ha María aveí?
- etc.

Manipulation Phase

Cycle 15

model

O-je-scriví upé ixa.	It is written like that.
O-jej-apo kó ixa.	It is done like this.

TO THE STUDENT:

- (a) O-je-scriví 'is written', like o-je-é 'is sa', is a reflexive form exactly like its Spanish equivalent, 'se escribe'. The reflexive form is made by inserting -je- between the pronoun and the stem. (Remember that j changes to ñ in a nasal environment.) Note also the regularity of the reflexive form of J-VERBS and I-VERBS.

c-je-studiá	se estudia
o-jej-apó	se hace
o-je-kuaá	se conoce
o-ñe-ñe'é	se habla
o-ñe-aprendé	se aprende
o-ñe-hoty	se siembra

- (b) The particle ixa means 'like'. Other examples:

Máé re-karú cavajú ixa.	You eat like a horse.
Mba'é~ixa~pa ?	Like what ?

model

O-ñe-mõi raë la ý ha upéi la juký.	Primero se pone el agua y después la sal.
------------------------------------	---

listening for comprehension

Maria he-'í Carlos-pe. "Moõ`pa rei-kó ?" Ha Carlos he-'í Maria-pe,
 "Ai-kó Paraguái-pe. Ha ndé ?" "Xé ai-kó Arizona-pe", he-'í Maria.

appropriate response

Mba'é`pa he-'í ra.è Maria ?
 Mba'é`pa he-'í ra.è Carlos Maria-pe ?
 Moõ`pa oi-kó Carlos ?
 Carlos he-'í kuri oi-kó ha Texas-pe. Aje`pa ?
 Moõ oi-kó ha`pa he-'í ra.è Maria ?

listening for comprehension

Carlos o-studiá hína inglés, ko'ãga.

Ko'ëro o-studiá ta guaraní ha o-ñe'ẽ ta portugues.

appropriate response

1. Mba'é~pa oj-apó hína Carlos?
2. Mba'é~pa pej-apó hína ko'ãga?
3. Mba'é~pa oj-apó ta ko'ëro?
4. Ha María? Mba'é~pa oj-apó hína?
5. Mba'é~pa oj-apó ta ko'ëro?
6. Ha ndé?
7. Ha ñandé?

listening for comprehension

Carlos he-'í María-pe.

1. María, ai-potá re-studiá guaraní ko'ãga, ha ko'ëro ai-potá re-studiá karaí-ñe'ẽ.

María he-'í Carlos-pe.

2. Ko'ãga a-studiá ta karaí-ñe'ẽ ha ko'ëro a-stúdia-se guaraní.

appropriate response

1. Mba'é~pa Carlos oi-potá oj-apó María?
2. Mba'é~pa oi-potá o-studiá?
3. Mba'é~pa oi-potá oj-apó ko'ãga?
4. Mba'é~pa oi-potá oj-apó ko'ëro?
5. Mba'é~pa he-'í Carlos María-pe?
6. Mba'é~pa oj-apo-sé María?
7. María~pa o-stúdia-sé guaraní ko'ãga?
8. María~pa o-hèndu-sé karaí-ñe'ẽ ko'ëro?

model

Mba'é .ixa~pa o-jej-apó upéva?

~ Cómo se hace eso?

dialog

A. Mba'é .ixa~pa o-jej-apó upéva?

B. O-jej-apó kó .ixa.

A. O-ñe-moĩ raé la ý ha upéi la juký.

REINFORCEMENT STAGE

Action Script

Los estudiantes serán escogidos de acuerdo al criterio del profesor. Cada uno de ellos deberá tener la oportunidad de participar intentando hacer una demostración de como se hace algo delante de todos sentados en un semicírculo. Debido a la causa del poco vocabulario que aún poseen habrá más intentos de demostraciones gráficas. Esto traerá muchos simpáticos momentos que deberán ser explotados.

1. (Téra), e-porandú (téra)-pe mba'é ixa~pa
o-jei-kó vicicleta-pe. Vicicleta-pe o-jei-kó pé-ixa...
2. (Téra), e-porandú (téra)-pe mba'é ixa~pa
o-karú (téra). (téra) o-karú kó-ixa...
3. _____, mba'é ixa~pa o-ñe-maneha
coche. Coche o-ñe-maneha pé-ixa...
4. _____, mba'é ixa~pa o-je-purahèi
porã. O-je-purahèi porã pé-ixa...
5. _____, mba'é ixa~pa o-je-teroký pólka.
Pólka o-je-teroký pé-ixa...
6. _____, mba'é ixa~pa o-ñe-ñe'é chino.
Chino o-ñe-ñe'é pé-ixa...

Frente a los estudiantes sentados en un semicírculo, el profesor imita en pantomimas ciertas características de acciones, animales o personas, preguntando: ¿Qué animal hace así? ¿Habla así? ¿Canta así? o ¿Qué se hace así? etc.
Los estudiantes divididos en dos o más equipos tratan de dar la respuesta correcta diciendo 'Así hace el mono' o 'Así se lee', 'Así habla chino' etc. El equipo con más respuestas correctas es el ganador.

Profesor

1. Mba'é mymba~pa oj-apó pé-ixa?
2. Mba'e~pa o-jej-apó pe-ixa (pantomimas de actos de leer, escribir, comer, cantar, dormir, etc.)



- 3. Mba'é mymba^pa o-karu pé-ixa?
 - 4. Mba'é mymba^pa o-guata pé-ixa?
 - 5. Mba'é mymba^pa o-ñe'è pé-ixa?
 - 6. Mba'é ñe'è^pa o-ñe-ñe'è pé-ixa? (chinó)
 - 7. Mba'é pa o-je-'ù pé-ixa?
- etc.

Role Playing

- 1. You meet a person who speaks English very well. You compliment him and ask where he studied English. He replies that he learned in school. You ask where, and he says in a school in California.
- 2. You are asked if you speak Guarani. You admit that you speak just a little and say you want to know how to speak well. You ask how you can learn to speak well. He tells you that you must speak day and night. You thank him.
- 3. You are asked what you want. You reply that you want a home in Paraguay and one also in New York. He is surprised and somewhat disbelieving. You say, "well, you asked me what I want." Then you say you want a farm in Brazil too.



Concurso

Este es un concurso de preguntas y respuestas. Se puede hacer formando un circulo, con el maestro actuando como animador. Porque no darle el sabor y animación de los concursos en la radio o televisión? La competición puede ser entre individuos o dos equipos.

1. Máva pa tũvixa vé, Paraguái-pe tẽra pa Texas?
2. Mba'ẽ pa o-je-hũga vé Estados Unidos-pe pelota pa tẽra pa futbol?
3. Mba'ẽ ixa pa hẽra Tarzan rembireko?
4. Máva pa i-puku vé río Amazona pa tẽra pa río Misissippi?
5. Mba'ẽ ixa pa hẽra Paraguái presidente?
6. Pedro o-guereko peteĩ tió tẽra va Juan. Juan, Pedro-ru hermano. Juan sũ hẽra María. Mba'ẽ ixa pa hẽra Pedro avuela?
7. Oĩ mes o-guereko va 30 días ha oĩ katũ o-guereko va 31 días. Mbovũ mes pa oĩ o-guereko va 28 días? (Entero o-guereko 28 días. Pero febrero nd' o-guereko iri 30.)
8. Máva pa i-puku vé America del Norte pa tẽra del Sur?
9. Mba'ẽ pa i-pohũi vé, un kilo mandyju pa tẽra pa un kilo plomo?
10. Mba'ẽ ixa pa hẽra peteĩ karaĩ ñendyvã puku ha morotĩ va, i-kasõ ha i-camisa pytã va, ha i-kyra va, mitã kuẽra-pe o-gueru va cada año, heta mba'ẽ?
11. Mba'ẽ ixa pa hẽra peteĩ teta i-po'i ha i-puku va o-pytã va Océano Pacifico yke ñe?
12. Peẽ pa pei-kuaã peteĩ karaĩ o-ñe'ẽ va hĩna ko'ãga peẽ-me-pe?
13. Alfredo Stroessner pa Paraguái tẽra pa Brasil presidente?
14. Nde-rũ-hẽra rõ Francisco, ha nde-sũ-suẽgra María, mba'ẽ ixa pa hẽra la nde-avuela?
15. Rei-kotevẽ rõ peteĩ camisa centro-gui ha rei-kuaã rõ Carlos o-ho ta ha centro-pe, mba'ẽ ikatũ er-ẽ xu-pé?



16. Carlos o-guereko irundý lapis i-po-pe, ha o-mõi petei livro ha mokoĩ tisa mesá ãri ha petei lapis silla ári. Mbovú lapis pa o-guereko i-po-pe?
17. José, Pedro-ru hermano. Pedro-sý-héra Juana, ha Juana-sý héra Marta. Mba'é ixa pa héra la José-hermano-avuela?

Una variación de la actividad arriba citada podría consistir en lo siguiente:

Cuatro o más estudiantes son escogidos. Podría decirse a la clase: Estos cuatro irán fuera del salón de clase por un minuto. Allí pensarán y escogerán una acción determinada, o persona o animal al cual parodiarán en pantomimas ante cada uno de Uds. diciendo: Que hace así? etc. Y Uds. tratarán de adivinar lo que están haciendo, o a quién, o que está imitando. Cuando el primero de los cuatro esté a dentro los otros esperarán su turno afuera sucesivamente. Después que los cuatro hallan salido para escoger su 'tema' el profesor dirá a su clase: Cuando cada uno vuelva aquí y actúe en su papel ante cada cual preguntando por la identidad de lo que imita NADIE debe dar la respuesta correcta. Si, por ejemplo, el primero que entra está imitando a un momo la clase fingirá tratar de adivinarlo sin lograrlo, de la siguiente manera: Así hace un caballo, una vaca, un puerco, un burro, etc. Sin decir nunca lo correcto: Que así HACE UN MONO. Esto puede continuarse por unos breves momentos y entonces se descubre el truco y se llama al próximo.

Haciendo Girar la Botella

Los estudiantes se sientan formando un amplio círculo. El profesor o uno de los estudiantes queda en el centro del círculo con una botella. Para comenzar el juego se hace girar la botella. La botella va girando sola hasta que al final perdido su impulso inicial cae. El estudiante frente a quién quedare apuntando la botella se parará en el centro del círculo diciendo: "Mba'é pa pei-potá aj-apé?"

Clase: Mba'é pa rej-apo kuaá?
E: A-purahéi-kuaá, a-leè-kuaá, a-jeroký-kuaá.
etc.

Clase: Oré roi-potá re-jeroký.
_____ re-karú
_____ re-ñe'e francés
etc.

Mba'é pa oj-apó hína?

Se divide la clase en dos equipos, A y B. Un miembro por vez de cada equipo cierra los ojos e imagina un acción determinada.

"Pedro" de equipo A podrá imaginar lo siguiente:

ESTOY LEYENDO UNA CARTA. Entonces el equipo A pregunta en coro al B:

A. Mba'é pa oj-apó hína ha'é?

El equipo B trata de adivinar lo que "Pedro" está imaginando hacer. Cada equipo tiene derecho a una o dos suposiciones por cada miembro de él.

- B. Ha'é o-leé hína.
- _____ o-karú hína cafetería-pe.
- _____ o-geroký hína.
- _____ o-studiá hína guaraní.
- etc.

El equipo que logra adivinar gana dos puntos. Pero si, por ejemplo, el equipo no ha logrado averiguar lo que en este caso "Pedro" estaba imaginando, "Pedro" lo dirá. Si lo hace en correcto guarani ganará un punto para su equipo: si no, NADIE recibe punto y es el turno del equipo A intentar adivinar lo que un miembro del equipo B imignará. Y así sucesivamente.

College Bowl

Este es un concurso de preguntas y respuestas. Se puede hacer formando un circulo, con el maestro actuando como animador. Porque no darle el sabor y animación de los concursos en el radio o televisión. La competición puede ser entre individuos o dos equipos.

1. Mba'é pa o-je-huga vé Estados Unidos-pe pelota pa tēra pa futbol?
2. Mba'é ixa pa hēra Tarzan rembireko?
3. Mba'é ixa pa hēra Paraguái presidente?
4. Pedro o-guereko peteĩ tió hēra va Juan. Juan, Pedro-ru-hermano. Juan-sy-hēra María. Mba'é ixa pa hēra Pedro-avuela?
5. Alfredo Stroessner pa Paraguái tēra pa Brasil presidente?
6. José, Pedro hermano. Pedro-sy-hēra Juana, ha Juana-sy-hēra Marta. Mba'é ixa pa hēra la José harmano avuela?



REVIEW STAGEListening In

1. Moó^{pa} o-karú ha'é? Ha'é o-karú á-pe, ha o-studiá pé-pe.
Mba'é^{pa} o-studiá ha'é? Ha'é o-studiá guraní.
2. Moó^{pa} re-hugá futbol? Á-pe a-hugá futbol ha pé-pe a-hugá
tenis. Pe-hugá^{pa} futbol? Nahániri. Ro-hugá tenis.
3. Á-pe^{pa} pe-karú peé? Á-pe, ha David? Ha David o-karú pé-pe.
4. Moó^{pa} o-karú Carlos? Carlos o-karú á-pe ha David pé-pe.
Ha ndé? Xé a-karú á-pe aveí.
5. Carlos o-studiá ta guaraní. Moó^{pa} o-studiá ta? Peteí
universidad-pe. Ha ndé^{pa} mba'é rej-apó ta?
6. Kuehé a-studiá guaraní, este día a-studiá ta karai-ñe'ë.
Xé kátú kuehé a-mba.apó óga-pe
7. Mba'é^{pa} rei-potá? Ai-potá petei lapis. Ha ndé? Mba'é^{pa} rei-potá?
Xé ai-potá re-karú á-pe kó pyharé.
8. Ikatú^{pa} a-studiá a-pe? Ikatú! Ndé^{pa} re-ne'è-kuaá inglés?
Ñe, a-ñe'è-kuaá. Ikatú^{pa} a-ñe'è ndé-ve inglés-pe?
9. Er-é Carlos-pe: mba'é ixa^{pa}? Ha mba'é^{pa} ha'é he-'í ta xé-ve?
Ha'é he-'í ta ndé-ve: i-porá-nte.
10. Moó^{pa} rei-kó? Mba'é? Ha'é: moó^{pa} rei-kó? Á-pe te-nte.
11. Re-karú ma^{pa}? Nahániri, ñe'ira guèteri. Ha ne'ira^{pa} re-rãmbosa?
A-rãmbosa ma.
12. Mba'é^{pa} he-'i-sé 'horse'? He-'i-sé 'cavaju'.

listening for comprehension

- A. Carlos ?
- B. Mba'é ?
- A. Mba'é ixa'pa ?
- B. I-porã-nte. Ha ndé ?
- A. I-porã-nte, aveí.
- B. Mba'é ?
- A. I-porã-nte aveí.
- B. Moõ'pa peẽ pe-karú ?
- A. Oré'pa ? Xé a-karú á-pe, ha ha'é o-karú pé-pe.
- B. Xé a-karú pe-pe aveí.
-
- A. Mba'é ixa'pa ?
- B. Mba'é ?
- A. Mba'é ixa'pa ?
- B. Xé'pa ? I-porã-nte. Ha ndé ? Mba'é ixa'pa ?
- A. I-porã-nte.
- B. Mba'é ?
- A. Moõ'pa peẽ pe-karú ?
- B. Oré'pa ? Xé a-karú á-pe.
- A. Ha ha'é ?
- B. O-karú pe-pe.
- A. Pe-pe'pa ?
- B. Pe-pe.
- A. Xé a-karú pe-pe aveí.

Pronunciation Practice

The vowel 'y'

- y; pãre y, y ÿre
- ny; kañy, poñy, nyñy
- ty; noty, pety, pyty
- ky; myaky

Initial mb, mn

mpa'é, mboý, mberú, mburú
 mbyté, mbiru'á

ndaikuaái, ndorokuaái, ndé, ndururú, ndyryry, ndikatúi



Vocabulary

Units 1 - 5

Guarani - English
English - GuaraniA. GUARANI - ENGLISHA

a-
agradecé
ajé~pa?
akā
alemán
amō
añe-te
angè pyharé
á-pe
à-pe té-nte
aprendé
apysá
ára
ára ha pyharé
ári
asucá
aveí
avuela

B

banco
béisbol
Biblia
biblioteca

C

cacerola
cada
cafetería
camisá
cancha

A

1st pers. sing. pronoun prefix 3
thank you 5
right 4
head 5
German 4
there (over yonder) 4
certainly, surely 5
last night 4
here 4
right around here 4
learn 5
ear 5
day 4
day and night 4
on top of 5
sugar 5
to, also 1
grandmother 5

B

bank, bench 4
baseball 4
Bible 5
library 4

C

casserole 4
every, each 3
cafe 5
shirt 5
playground 4

carro
caso
cavañu
cená
chino
clase
coche
cociná
colador
cuaderno
cuchara
Cuerpo de Paz

cart 5
pants 5
horse 5
to eat supper 5
Chinese 3
class 4
car 5
kitchen 4
colander 4
notebook 5
spoon 4
Peace Corps 4

D

domingo
dormitorio

D

Sunday 5
dormitory 4

E

-'e
e-
examen
excusado

E

to say 1
(singular command) 2
exam 5
toilet 4

F

fábrica de acero
fósforo
fubol

F

steel mill 4
match 4
football 4

G

gracias
guá
guarani
guatá
gue-rekó
gustá

G

thank you 4
from, of 4
Guarani 3
to walk 5
to have 5
to like 4

H

ha
há
há
ha.arõ
ha'é

H

and 2
to 5
that 4
expect (esperar) 5
he, she 1

ha'è kuéra
 hárra
 hárrro
 hēe
 he-'i-sé
 hendú
 hendyvá
 héra
 hetā
 hetā mba'é
 hexá
 hexauká
 hīra
 hó, há
 hospital
 hotel
 hugá

I

ĩ
 ikatú
 Ikó
 Ikó (viciçleta -pe)
 Ikotevê
 Ikuaá
 inglés
 i-po'í
 i-porā-nte
 Ipotá
 Ipytyvõ
 irundý
 ité / itereí
 (ĩ)xu-pé
 (i)xù-pe kuéra

J

ja- (ña-)
 ja- (ña-)
 ja-há
 Japó
 japonés
 javý
 -je- (-ñe-)
 jepe'á
 jepohéi
 jepopeté
 jercký
 jex'é

they 3
 jug 4
 pitcher 4
 yes 3
 it means 5
 to listen 1
 his beard 5
 is called (its name) 4
 his country 5
 many things 5
 to see 4
 to show 5
 (progressive) 3
 to go 5
 hospital 4
 hotel 4
 to play 3

I

to be 5
 it's possible, can., may 5
 to live, to get along 3
 to ride a bicycle 5
 to need 5
 to know 3
 English 3
 is thin 5
 just fine 1
 to want (something) 4
 to help 4
 four 2
 (degree heightener) 5
 him, her 3
 to them 5

J

1st pers. plur. (ñandé) pron. pre. 3
 let's 4
 let's go; we go 5
 to do, to make 3
 Japanese 4
 to miss
 (reflexive) 5
 firewood 4
 to wash hands 5
 to clap hands 5
 to dance 5
 to ask (pedir) 5

jevý
jueves
juká
kuký
jurá

again 1
Thursday 5
to kill 5
salt 5
mouth 5

K

kakuaá
kambý
karaí
karaí-ñe'ë
karú
ké
kirirí
ko pyharé
ko'ága
ko'ára
ko'ë
ko'ëro
kokué
kóva
kuaá
kuatiá
kuehé
kuéra
kuña karaí
kuri
kyrá
kysé

K

to grow up 5
milk 5
Mr.; gentleman 1
Spanish 3
to eat 4
to sleep 5
to be quiet 5
tonight 4
now 2
today 2
dawn; sunrise 5
tomorrow 5
farm 3
this one 4
to know how to 5
paper 5
yesterday 5
(pluralizer) 3
Mrs.; lady
(recent past statements) 5
thick; fat 5
knife 4

L

la gente kuéra
la upé ixa rô
lápiz
leé
livro
lunes

L

the people 5
in that case 5
pencil 4
to read 3
book 4
Monday 5

M

ma
makanéa
mandyjú
manehá
mantel
martes
matemáticas
máva pa?

M

already; pres. perf. tense 5
to fool around 5
cotton 5
to drive 5
table cloth 4
Tuesday 5
mathematics 4
who? which one? 3

māva-pe^{pa}?
 mba.apó
 mba'é ixa^{pa}?
 mba'é^{pa}?
 mba'é^{pa} he-'i-sé ue^{pa}?
 mba'é-pe^{pa}?
 mberú
 mbò'e há, maestro
 mbohapy
 mbohasá
 mboý? mbový^{pa}?
 me'ë
 Méhico
 mes
 mesá
 mī
 mixi mī
 moī
 mokōi
 moō^{pa}?
 morotī
 mymbá

whom? 4
 to work 4
 how (are you)? 1
 what? 3
 what does that mean? 5
 in what? 3
 fly 4
 teacher 5
 three 2
 to pass 5
 How much? - how many? 5
 to give 5
 Mexico 4
 month 5
 table 5
 (command softener) 3
 a little 3
 to put it; to suppose 5
 two 2
 where? 3
 white 5
 domestic animal 5

N

na á-pe
 nahāniri
 nambí
 ndaⁱ-pōri mba'é re^{pa}
 ndé
 ndé-ve
 ne'īra guēteri
 ne'īra^{pa}?
 -nte
 ntendé

N

here you are 5
 no 1
 ear 5
 don't mention it; you're welcome 5
 you; your 1
 to you 5
 not yet (statement) 5
 not yet (question)? 5
 just (no más) 4
 understand 4

Ñ

ñandé
 ñandé-ve
 ñe-ha'ā
 ñe-pyrū
 ñe'ë
 ñoty

Ñ

we (incl) 3
 to us (incl) 5
 to try 5
 to start 5
 to speak; to talk 1
 to plant 5

O

o-
o-je-'é
'óga
oi-porã
olla
oré
oré-ve
organización
ovexá

P

pa
palangana
pan
pastel
páy
-pe (-me)
-pe.guá
pe-
pe-
peẽ
peẽ-me
pelota
peluquería
pé-pe
pero
peteĩ
peteĩ mba'é
péva
pisarrón,
plato
plomo
pó
pohýi
polka
porã
porandú
porgugués
psicología
pukú
purahéi
pý
py
pyahú
pyharé
pyhare-ve

O

3rd pers. sing. & pl. pron. prefix 3
is said 4
house 4
that's fine 1
pan 4
we; our (excl) 1
to us (excl) 5
organization 4
sheep 5

P

if; whether; (question marker) 1
tub 5
bread 5
(meat) pie 5
to wake up 5
in; at; to 3
associated with; of 4
2nd pers. pl. pron. prefix 3
(plural command) 1
you-all; your 1
to you-all 5
ball 4
barbershop 4
there (close by) 4
but 4
one 2
one thing 5
that one 4
blackboard 5
plate 4
lead 5
hand 5
heavy 5
Polka 5
well; good 3
to ask (preguntar) 3
Portuguese 4
psychology 4
long 5
to sing 5
foot 5
then 3
new 5
night 4
morning 5

pytá
pytē
pytu'ú

to stay; to remain; to be 5
red 5
to rest 5

R

raē
ra.ē
rambosá
re-
řembireko
reunión
revista
ro-
rú (see túva)
ruso

E

first 4
(recent past question) 5
to eat breakfast 5
2nd pers. sing. pronoun prefix 3
wife 5
meeting 5
magazine 5
1st pers. pl. (oré) pron. prefix 3
your father 5
Russian 3

S

sapatería
sapatú
sávado
scriví
(VERB)-sē
servilleta
silla
so'ó
studiá
suegra

S

shoeshop 4
shoe 5
Saturday 5
to write 4
to want to 3
napkin 5
chair 5
meat 3
to study 1
mother-in-law 5

T

ta
tása
tatá
te-nte
řembi-'ú
tenedor
tēra
řesá
tī
tisa
tupaó
túva
tuvixá

T

(future tense marker) will 4
cup 5
fire 4
just very 5
food 4
fork 4
or 2
eyes 5
nose 5
chalk 5
church 4
father 5
big 5

U

-'ú (v. intr.)
 universidad
 upè ixa hīna
 upéi

V

va.erā
 vaí
 vaso
 -vé
 viciçleta
 viernes
 voí
 voleto
 voluntario
 vorrador
 vosá
 braséro
 vy'á

X

xé
 xé-ve

Y

y
 y-kuá
 yké re

U

to eat 3
 university 4
 yes; indeed 4
 afterwards; next; then 4

V

must; ought; should 3
 bad; ugly 3
 glass 5
 mainly 3
 bicycle 5
 Friday 5
 early 5
 ticket 5
 volunteer 4
 eraser 5
 bag 5
 brazier 4
 to be happy 1

X

I; my 1
 me 4

Y

water 5
 well; water hole 5
 on (by) the side 5

B. ENGLISH - GUARANI

A

a little
 afterwards; next, then
 again
 and
 animal (domestic)
 ask, to (pedir)
 ask, to (preguntar)
 associated with; of
 already; pres. perf. tense

B

bad; ugly
 bag
 ball
 bank; bench
 barbershop
 baseball
 Bible
 bicycle
 big
 blackboard
 book
 brasier
 bread
 but

C

cafe
 car
 cart
 casserole
 chair
 certainly; surely
 Chinese
 church
 to clap hands
 class
 colander
 in that case

A

mixi mĩ 3
 upéi 4
 jevý 1
 ha 2
 mymbá 5
 jeruré 5
 porandú 3
 -pe guá 4
 ma 5

B

vaí 3
 vosá 5
 pelota 4
 banco 4
 peluquería 4
 béisbol 4
 Biblia 5
 vicicleta 5
 tuvixá 5
 pisarrón 5
 livro 4
 vraséro 4
 pan 5
 pero 4

C

cafetería 4
 coche 5
 carro 5
 cacerola 4
 silla 5
 aña-té 5
 chino 3
 tupeó 4
 jepopeté 5
 clase 4
 colador 4
 la upé ixa rō 5

(command form plural)
 (command form singular)
 (command softener)

cotton
 cup

D

dance, to
 dawn; sunrise
 day
 day and night
 (degree heightener)
 to do; to make
 don't mention it; you're welcome
 dormitory
 to drive

E

ear
 early
 eat; to
 eat, to (v. intr.)
 eat breakfast, to
 eat dinner, to
 English
 eraser
 err, to; miss, to; make a mistake
 every; each
 exam
 expect (esperar)
 eyes

F

farm
 fire
 firewood
 first
 first pers. pl. (ñandé) pron. prefix
 first pers. pl. (oré) pron. prefix
 first pers. sing. pron. prefix
 fly
 food
 fool around, to
 foot

pe- 1
 e- 2
 mĩ 3
 mandyjú 5
 tása 5

D

jeroký 5
 ko'ë 5
 ára 4
 ára ha pyharé 4
 ité / itereí 5
 Jápó 3
 nda'i-pòri mba'é re pa 5
 dormitorio 4
 manehá 5

E

nambí 5
 voí 5
 karú 4
 -'ú 3
 rambosá 5
 cená 5
 inglés 3
 vorrador 5
 javý 5
 cada 5
 examen 5
 ña.arö 5
 tesá 5

F

kokué 3
 tatá 4
 jepe'á 4
 raë 4
 ja- (ña-) 3
 ro- 3
 a- 3
 mberú 4
 tembí-'ú 4
 makaneá 5
 pý 5

football
fork
four
Friday
from; of

G

German
give, to
glass
go, to
good; well
grandmother
grow up, to
Guarani

H

hand
to have
he; she
head
hearing
heavy
help, to
here
here you are
him; her
his beard
his country
his name
horse
hospital
hotel
house
how (are you)?
how much? - how many?

I

I; my
in; at; to
is called (its name)
is said
is thin
it means
it's possible; can; may

fútbol 4
tenedor 4
irundy 2
viernes 5
guá 4

G

alemán 4
me'ë 5
vasc 5
ho; ha 5
porã 3
avuela 5
kakuaá 5
guaraní 3

H

pó 5
gue-rekó 5
ha'é 1
akã 5
apysá 5
pohýi 5
Ipytyvõ 4
á-pe 4
na á-pe 5
(i)xu-pé 4
hendyvã 5
hetã 5
héra 4
cavajú 5
hospital 4
hotel 4
óga 4
mba'é ixa[~]pa?
mboý? - mbový[~]pa?

I

xé 1
-pe (-me) 3
héra 4
o-je-'é 4
i-po'í 5
he-'i-sé 5
Ikatú 5

J

Japanese
jug
just
just fine
just very

K

kill, to
kitchen
knife
know, to
know how to, to

L

last night
lead
learn, to
let's
let's go; we go
library
like, to
listen, to
live, to
long

M

magazine
many things
match
mathematics
me
meat
(meat) pie
meeting
Mexico
milk
mouth
month
morning
mother-in-law
Mrs.; lady
must; ought; should

J

japonés 4
hárra 4
-nte 4
i-porã-nte 1
te-nte 5

K

juká 5
cocinã 4
kysé 4
Ikuaá 3
kuaá 5

L

angè pyharé 4
plomo 5
aprendé: 5
ja- (ña-) 4
ja-há 5
biblioteca 4
gustá 4
hendú 1
Ikó 3
pukú 5

M

revista 5
hèta mba'é 5
fósforo 4
matemáticas 4
xé-ve 4
so'ó 3
pastel 5
reunión 5
Méhico 4
kambý 5
jurú 5
mes 5
pyhare vé 5
suegra 5
kuña karaí
va.erã 3

N

napkin
 need, to
 night
 no
 nose
 not yet (question)
 not yet (statement)
 notebook
 now

O

on (by) the side
 on top of
 one
 one thing
 or
 organization

P

pants
 paper
 pass, to
 Peace Corps
 pencil
 people, the
 pitcher
 plant, to
 plate
 play, to
 playground
 (pluralizer)
 Polka
 pot
 (progressive)
 psychology
 put it, to; suppose, to

Q

(question marker)
 quiet, to be

N

servilleta 5
 Ikotevë 5
 pyharé 4
 nahāniri 1
 tī 5
 ne'ira pa? 5
 ne'ira guèteri 5
 cuaderno 5
 ko'āga 2

O

ydé re 5
 āri 5
 peteī 2
 peteī mba'é 5
 tēra 2
 organización 4

P

casō 5
 kuatiā 5
 mbohasā 5
 Cuerpo de Paz 4
 lápia 4
 la gēnte kuéra 5
 hārro 4
 ñoty 5
 plato 4
 hugá 3
 cancha 4
 kuéra 3
 polka 5
 olla 4
 hña 3
 pisicología 4
 moī 5

Q

pa 1
 kiriri 5

R

read, to
 (recent past question)
 (recent past statement).
 red
 (reflexive)
 rest, to
 ride a bicycle, to
 right?
 right around here
 Russian

S

salt
 Saturday
 say, to
 school
 second pers. pl. pron. prefix
 second pers. sing. pron. prefix
 see, to
 sheep
 shirt
 shoe
 shoeshop
 show, to
 sing, to
 sleep, to
 Spanish
 speak, to; talk, to
 spoon
 start, to
 stay, to; be, to; remain, to
 steel mill
 study, to
 sugar
 Sunday
 surely, certainly

T

table
 table cloth
 teacher
 thank you
 thank you
 that

R

leé 3
 ra.è 5
 kuri 5
 pytä 5
 -je- (-ñe-) 5
 pytu'ú 5
 Ikó (viciçleta-pe) 5
 ajépa 4
 à-pe té-nte 4
 ruso 3

S

juky 5
 sávado 5
 -'é 1
 escuela 4
 pe- 3
 re- 3
 ñexá 4
 ovexá 5
 camisa 5
 sapatú 5
 sapatería 4
 hexauká 5
 purahéi 5
 ké 5
 karai-ñe'ë 3
 ñe'ë 1
 cuchara 4
 ñe-pyrü 5
 pytä 5
 fábrica de acero 4
 studiá 1
 asucá 5
 domingo 5
 aña-te 5

T

mesá 5
 mantel 4
 mbò'e há; maestro 5
 agradecé 5
 gracias 4
 há 4

that one
 that's fine
 then
 there (over yonder)
 they
 thick, fat
 third pers. sing. & pl. pron. pref.
 this one
 three
 Thursday
 ticket
 to be
 today
 toilet
 tomorrow
 tonight
 to; also
 try, to
 tub
 Tuesday
 two

U

understand, to
 university

V

volunteer

W

wake up, to
 walk, to
 want (something), to
 want to (VERB)
 wash hands, to
 water
 we; our (excl)
 we; our (incl)
 well; water hole
 what?
 in what?
 What does that mean?
 where?
 whether; if

péva 4
 oĩ-porã 1
 pĩ 3
 pé-pe 4
 ha'ê kuéra 3
 kyrá 5
 o- 3
 kóva 4
 mbohapy 2
 jueves 5
 boleto 5
 ï 5
 ko'ára 2
 excusado 4
 ko'ëro 5
 ko pyharé 4
 aveí 1
 ñe-ha'ã 5
 palangana 5
 martes 5
 mokõi 2

U

utendé 4
 universidad 4

V

voluntario 4

W

páy 5
 guatá 5
 Ipotá 4
 (VERB)-sé 3
 jepohéi 5
 ý 5
 oré 1
 ñandé 3
 ý-kuá 5
 mba'ê~pa? 3
 mba'ê-pe~pa?
 Mba'ê~pa he-'i-sé upéva? 5
 moõ~pa?
 pa 4

white
who?; which one?
whom?
wife
will (future tense marker)
work
would (uncertain future)
write, to

morotĩ 5
māva^ˆpa? 3
māva-pe^ˆpa? 4
řembireko 5
ta 4
mba.apó 4
ne 4
scriví 4

Y

yes
yes indeed
yesterday
you; your
you-all; your
your father
your name

Y

hēe 3
upè ixa hīna 4
kuehé 5
ndé 1
peē 1
řú 5
nde-řera 4

Supplements

New Vocabulary

FOOD

banana	paková
batata	jetý
beans	kumandá
cheese	kesú
corn	avatí
onipa	xípa
onicken	ryguasú
egg(s)	ryguasu rupi'á
fish	pirá
green melon	merō hový
mean	so'ō
boilend mean	so'ō mimōi
roasted meat	so'ō ka'ē
food	tēmbi-'ú
edibles	ja-'ú va
left-overs	tēmbi-'ū rembyre
mandioc	mandi'ō
milk	kambý
onion	sevōi
peanuts	manduví
rice	arrō
salt	juký
water	ý
hot water	ý-takú
yerba	ka'á
bone	kangué

FOOD PREPARATION

ashes	tanimbú
candle	tataindý
carbón	tatapýi
fire	tatá
knife	kysé
kindling	(leña) jepe'á
oven	tata-duá
sack	(bolsa) vosá
smoke	timbó
well	ý-kuá
utensils	tēmbi porú

bucket	balde
garbage	ytý
trash can	ytý apý

HOUSE & SCHOOL ITEMS

broom	typyxá
comb	ký-guá
bed	typá
chair	silla
table	mesá
paper	kuatiá
scissors	jetapá
door	okē
window	ovetā, ventana
room	kotý
wall	paré, tápia
floor	piso
ceiling or roof	téxo
urn	(cántaro) kambuxí

ANIMALS

animal	tymbá
cow	vacá
bird	guyrá
cat	mbarakajá
chicken	ryguasú
alligator	jakaré
dog	jaguá
duck	ypé
frog	ju'í
goat	kavará
horse	cavajú
mount	tendá
mule	mburiká
ox	guéi
monkey	ka'í
pig	kuré

mouse anguaja'í
 rat angujá
 sheep ovexá
 snake mbóí
 tiger jaguareté
 fox aguará
 rabbit tapití

CLOTHING

clothes aó
 blouse vlúsa
 shirt camisá
 button votó

BODY PARTS

arm jyvá
 chest pyti'á
 eye(s) tesá
 toe pysá
 finger kuá
 face tová
 foot pý
 forehead syvá
 head aká
 teeth táí
 throat ahy'ó
 esophagus tembi-'ú rapé
 (food-road)
 nose tí
 cheek tova yké (face-side)
 tongue kú
 lip(s) tembé
 leg tetymá
 knee tety py'á
 heart py'á
 neck ajúra
 shoulder ati'y
 hand pó
 fingernail pyapē
 body teté

PEOPLE

boy mitá
 little boy mita'í
 girl mitá kuñá
 señorita kuñataí
 señora kuña karaí
 señor karaí
 child (to mother) membý
 girl child membý kuñá
 boy child membý kuimba'é
 son (to father) ta'yra
 daughter (to father) tajýra
 man (varón) kuimba'é
 mother sý
 husband ména
 wife tembirekó

INSECTS

cockroach taravé
 flea tungusú
 fly mberú
 bee eirú
 hive eirù raitý
 wasp káva
 ant tahýí

AGRICULTURE

crop kóga
 branch yvyrà rakā
 root yvyrà rapó
 tree yvyrá
 flower yvoty
 to blossom i-poty
 leaf toguá
 to leaf out hogué
 rock itá
 sand yvy ku'í
 earth yvy
 mud tujú
 fruit yvá
 to bear fruit hi'-á



CORE STAGE

Manipulation Phase

Cycle 1

model

Ai-kotevê ko livro.	I need this book.
Ai-kotevê pe livro.	I need that (ese) book.
Ai-kotevê amô livro.	I need that (aque)l book.

TO THE STUDENT: ko NOUN means 'this NOUN', pe NOUN means 'that (ese) NOUN', amô NOUN means 'that (aque)l NOUN'.

substitution with point and say

livro	Ai-kotevê pe livro.
cuaderno	Ai-kotevê pe cuaderno.
kuatiá (paper)	Ai-kotevê pe kuatiá.
mesá	Ai-kotevê pe mesá.
silla	Ai-kotevê pe silla.
tisa	Ai-kotevê pe tisa.
reló	Ai-kotevê ko reló.
estúfa (heater)	Ai-kotevê ko estúfa.
lús	Ai-kotevê ko lús.
lapiséra	Ai-kotevê ko lapiséra.
pisarrón.	Ai-kotevê ko pisarrón.
kuatiá (paper)	Ai-kotevê amô kuatiá.
estúfa (heater)	Ai-kotevê amô estúfa.
tisa	Ai-kotevê amô tisa.
pisarrón	Ai-kotevê amô pisarrón.
cuaderno	Ai-kotevê amô cuaderno.

patterned response

- | | |
|-----------------------------|-------------------------------|
| 1. Rei-kotevê pa ko lápís ? | Nahãniri. Ai-kotevê pe lápís. |
| 2. _____ ko livro ? | _____ pe livro. |
| 3. _____ ko camisá ? | _____ pe camisá. |

- 4. _____ ko sapatú ? _____ . _____ pe sapatú.
- 5. _____ ko mesá ? _____ . _____ pe mesá.
- 6. Rei-pohá~pa pe reló ? Nahāniri. Ai-potá amò reló.
- 7. _____ pe lús ? _____ . _____ amò lús.
- 8. _____ pe sílla ? _____ . _____ amò sílla.
- 9. _____ pe estúfa ? _____ . _____ amò estúfa.
- 10. _____ pe tisa ? _____ . _____ amò tisa.

directed discourse (with double check)

- 1. E-porandú (téra)-pe oi-kotevê~pa pe lápís.
- 2. E-porandú (téra)-pe oi-kotevê~pa ko livro.
- 3. E-porandú (téra)-pe oi-kotevê~pa pe lápís tēra~pa amò livro.
- 4. E-porandú (téra)-pe oi-kotevê~pa amò réгла tēra~pa ko kuatiá.
- 5. E-porandú (téra)-pe oi-kotevê~pa oi-potá ko mesá.
- 6. E-porandú (téra)-pe mba'é~pa oi-kotevê.
- 7. E-porandú (téra)-pe māva~pa oi-potá pe tisa.
- 8. E-porandú (téra)-pe (téra)~pa oi-kotevê pe tīnta.



Cycle 2

Manipulation Phasemodel

Roi-kotevê umĩ livro.
Roi-kotevê ko'ã lápis.

We need those books.
We need these pencils.

TO THE STUDENT: umĩ is the plural form of pe; ko'ã is the plural form of ko. Note that kuéra is not used to pluralize a noun after umĩ or ko'ã.

conversion

model: Xé ai-kotevê pe livro.

Xé ai-kotevê umĩ livro.

drill: Xé ai-kotevê pe lápis.
Xé ai-kotevê pe cuaderno.

Xé ai-kotevê umĩ lápis.
Xé ai-kotevê umĩ cuaderno.

Oré roi-kotevê ko livro.
Oré roi-kotevê ko lápis.
Oré roi-kotevê ko cuaderno.

Oré roi-kotevê ko'ã livro.
Oré roi-kotevê ko'ã lápis.
Oré roi-kotevê ko'ã cuaderno.

Cycle 3

Manipulation Phasemodel

Mba'é pa rei-potá a-guerú ndé-ve?

What do you want me to bring you ?

substitution

ague-rú

Mba'é~pa rei-potá ague-rú ndé-ve ?

a-juguá (buy)

Mba'é~pa rei-potá a-juguá ndé-ve ?

ague-ruká (send)

Mba'é~pa rei-potá ague-ruká ndé-ve ?

dialog

A. Mba'é~pa rei-potá ague-rú, ndé-ve ? What do you want me to bring you ?

B. Egue-rú na xé-ve pe livro ha umĩ lápis. Please bring me that book and those pencils.

Use Phaseappropriate response

1. Mba'é~pa rei-potá ague-rú ndé-ve ?
2. Mba'é~pa rei-potá rogue-rú ndé-ve ?
3. Mba'é~pa pei-potá rogue-rú peẽ-me ?
4. Mba'é~pa pei-potá ague-rú peẽ-me ?
5. Mba'é~pa Carlos oi-potá ague-ruká ìxu-pé ?
6. Mba'é~pa rei-potá Carlos ogue-ruká ndé-ve ?
7. Mba'é~pa rei-potá a-juguá ndé-ve ?
8. Mba'é~pa rei-potá ro-juguá ndé-ve ?

directed discourse

1. E-porandú (téra)-pe mba'é~pa oi-potá a-juguá ìxu-pé, ko reló~pa téra~pa pe collar ?
2. E-porandú (téra)-pe mba'é~pa oi-potá ndé re-juguá ìxu-pé.
3. E-porandú (téra)-pe oi-potá~pa re-juguá ìxu-pé pe coche.
4. E-porandú (téra)-pe oi-kotevè~pa ko cavajú.
5. E-porandú (téra)-pe oi-potá~pa ko cavajú téra~pa pe coche.

Cycle 4

Manipulation Phasemodel

Ai-potá ko livro kóva.	I want <u>this</u> book.
Ai-potá pe livro péva.	I want <u>that</u> book.
Ai-potá amô livro amôva.	I want <u>that</u> book (yonder).

TO THE STUDENT: The phrase pe (NOUN) péva means 'that (NOUN)'; ko (NOUN) kóva means 'this (NOUN)'. These phrases are frequently inverted péva pe (NOUN), kóva ko (NOUN).

patterned response

(Answer negatively, change this or these to that or those and vice versa).

- model: Rei-potá^{pa} pe livro péva? Nahāniri, ai-potá ko livro kóva.
- drill: Rei-potá^{pa} pe lāpis péva? Nahāniri, ai-potá ko lāpis kóva.
- Rei-potá^{pa} pe kuatiá péva?
- Rei-kotevê^{pa} ko regla kóva? Nahāniri, ai-kotevê pe regla péva.
- Rei-kotevê^{pa} ko tisa kóva?
- Rei-kotevê^{pa} ko cuaderno kóva?
- Rei-potá^{pa} ko'āva ko'ā livro? Nahāniri, rei-potá umi livro umīva.

patterned response

(choose either alternative)

1. Rei-potá^{pa} kóva ko lāpis tēra^{pa} amōva?
2. Rei-potá^{pa} péva pe livro tēra^{pa} kóva?
3. Rei-potá^{pa} amōva amō kuatiá tēra^{pa} kóva?
4. Rei-potá^{pa} péva tēra^{pa} pe ótro?
5. Rei-potá^{pa} ko vorrador kóva tēra^{pa} ko ótro?

model

Péva lápís. or Péva peteĩ lápís. That one (is) a pencil.

TO THE STUDENT: A modifier (such as amõ, pe, or ko) plus va may serve as a NOUN.

substitution

clip (paper clip)
jũ (needle)
inimbó (thread)
votõ (button)
jetapá (scissors)

Kóva peteĩ clip.
Kóva peteĩ jũ.
Kóva peteĩ inimbó.
Kóva peteĩ votõ.
Kóva peteĩ jetapá.

model

Mba'etépa kóva ? What is this ?

dialog

A. Mba'etépa kóva ? What's this ?
B. Péva^pa ? Péva lápís. (What) that ? That's a pencil.

Use Phasedirected dialog

1. E-porandú (téra)-pe mba'etépa kóva.
2. E-porandú (téra)-pe mba'etépa péva.
3. E-porandú (téra)-pe mba'etépa amõva.

Cycle 5

Manipulation Phase

model

Péva ^ˆ pa ? Ha'é la xe-rú.	(Who) him ? He's my father.
---------------------------------------	-----------------------------

TO THE STUDENT: Péva (that one) and kóva are frequently used to translate he or she in place of ha'é.

substitution

xe-rú	Ha'é la xe-rú.
xe-sý (mother)	Ha'é la xe-sý.
xe-avuelo	Ha'é la xe-avuelo.
xe-tiá	Ha'é la xe-tiá.
xe-primo	Ha'é la xe-primo.
xe-sobrino	Ha'é la xe-sobrino.
xe-socio (partner)	Ha'é la xe-socio.

model

Máva ^ˆ pa pe karaí ?	Who is that man (señor) ?
---------------------------------	---------------------------

substitution

karaí (gentleman)	Máva ^ˆ pa pe karaí ?
kuña (woman)	Máva ^ˆ pa pe kuña ?
kuñà-karaí (lady)	Máva ^ˆ pa pe kuñà-karaí ?
kuñataí (señorita)	Máva ^ˆ pa pe kuñataí ?
mitã (child)	Máva ^ˆ pa pe mitã ?
mitã-karia'y (young man)	Máva ^ˆ pa pe mitã-karia'y ?
mita'í (boy)	Máva ^ˆ pa pe mita'í ?
mita-kuña'í (girl)	Máva ^ˆ pa pe mita-kuña'í ?



dialog

- A. Māva^ˆpa pe karai ?
 B. Péva^ˆpa ? Hai^ˆé la xe-rú.

Use Phasedirected discourse

1. E-porandú (téra)-pe māva^ˆpa amōva.
2. E-porandú (téra)-pe Carlos^ˆpa amōva.
3. E-porandú (téra)-pe māva^ˆpa pe mitā.

interpreting

1. Ask (name) who that woman is.
 2. Have (name) ask (name) who I am.
 3. Have (name) ask (name) if that is LBJ.
-

Cycle 6

Manipulation Phasemodel

Ha'é héra Rafael Espinosa.

His name is Rafael Espinosa.

TO THE STUDENT: héra is an RH factor word. Contrast the possessive forms of regular (non RH factor) nouns with RH factor nouns.

(livro)	téra 'name'
xe-livro	xe-réra
nde-livro	nde-réra
ore-livro	ore-réra
ñande-livro	ñande-réra
pende-livro	pende-réra
David-livro	pe-mitã-réra
i-livro	héra

RH factor nouns generally have three forms: an H-form when 'possessed' by the third person pronoun (héra); an R-form when 'possessed by any other pronoun (xe-retã) or by a noun (David-retã); an unpossessed or base form.

But for a very few exceptions (like ôga 'house') the base form of RH factor nouns begins with t.

Since not all nouns that begin with t, r, or h are RH factor nouns, we have RH factor nouns in the dictionary and for the first few times they occur in the units with the mark (°) over the initial; t[°]etã, xe-r[°]etã, h[°]etã. As the RH alternation of each word becomes more familiar, we will drop this mark.

model

Mba'ê ixa[°]pa h[°]era pe karáí ? - What is that man's name ?

dialog

- A. Mba'ê ixa[°]pa h[°]era pe karáí ?
 B. Ha'ê h[°]era Rafael Espinosa.

Cycle 7

Manipulation Phasemodel

Kóva xe-livro.

This (one) is my book.

TO THE STUDENT: Possession is formed by the possessor before the thing to be possessed.

model

Péva la xe-tiô-livro.

That's my uncle's book.

TO THE STUDENT: la is often used before possessives.

modelKóva^{pa} la nde-livro.

Is this your book ?

dialogA. Kóva^{pa} nde-livro ?

Is this your book ?

B. Nahāniri. Péva la xe-tiô-livro. Kóva la xe-livro.

No. That's my uncle's book. This is my book.

model

Umīva la pende-livro kuéra.

Those are your books.

TO THE STUDENT: The possessive pronoun for 'you-all' (peẽ) is pende. Note that the plural of pe is umĩ.

model

Ko'áva la ore-livro kuéra,
ajé^pa ?

These are our books, right ?

TO THE STUDENT: ajé^pa is similar to the 'no?' or 'verdad?' of Spanish.
Note that the plural of ko is ko'á.

dialog

- A. Ko'áva ore-livro kuéra, ajé^pa ?
B. Upé ixa hína. Umíva pende-livro kuéra.

Cycle 8

Manipulation Fmodel

Péva la i-livro.

That's his book.

TO THE STUDENT: Third person possessive (singular or plural) is formed by i before the noun to be possessed, if the noun begins with a consonant.

repetition

1. Kóva^pa nde-livro ?
2. Kóva^pa nde-lapis ?
3. Kóva^pa nde-camisá ?
4. Kóva^pa nde-sapatú ?
5. Kóva^pa nde-mesá ?

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patterned response

- | | |
|----------------------------|----------------------------------|
| 1. Kóva^pa la nde-livro ? | Nahāniri. Péva la xe-tiò-livro. |
| 2. Kóva^pa la nde-camisá ? | Nahāniri. Péva la xe-tiò-camisá. |
| 3. Kóva^pa la nde-lápis ? | Nahāniri. Péva la xe-tiò-lápis. |
| 4. Kóva^pa la nde-sapatú ? | Nahāniri. Péva la xe-tiò-sapatú. |
| 5. Kóva^pa la nde-mesá ? | Nahāniri. Péva la xe-tiò-mesá. |

point and say

Kóva xe-livro.
 Kóva xe-lápis.
 Kóva xe-mesá.
 Kóva xe-camisá.
 Kóva xe-sapatú.

repetition

1. Umíva la pende-livro kuéra.
 2. Umíva la pende-lapis kuéra.
 3. Umíva la pende-camisà kuéra.
 4. Umíva la pende-sapatù kuéra.
 5. Umíva la pende-mesà kuéra.
-

Cycle 9

Manipulation Phasemodel

Kóva xe-mba'é.

This is mine.

TO THE STUDENT: Xe-mba'é literally means 'my thing', but is used where 'mine' would be used in English. Similarly nde-mba'é means 'yours', ore-mba'é means 'ours' etc.

point and say

Kóva xe-mba'é

Kóva i-mba'é

_____ nde-mba'é

_____ pende-mba'é

_____ ore-mba'é

_____ ñande-mba'é

_____ i-mbà'e kuéra

model

Màva-mba'é ^pa kóva ?

Whose is this ?

TO THE STUDENT: Màva-mba'é (^pa) means 'whose'.

dialog

A. Màva-mba'é ^pa kóva ?

Whose is this ?

B. Péva i-livro.

That's his book.

A. Màva-mba'é ?

Whose ?

B. I-mba'é. Kóva xe-mba'é.

His. This is mine.

model

Péva ij-ÿ-kuá.

That's his well.

TO THE STUDENT: In English when a word begins with a vowel, as in 'apple', the indefinite article 'a' must be followed by 'n': 'AN apple'. In Guarani when a word begins with a vowel, such as ÿ-kuá, the third person possessive form i must be followed by j: ij-ÿ-kuá.

model

Kóva iñ-amigo-ÿ-kuá.

That's his friend's well.

modelKóva^ˆpa la nde-amigo-ÿ-kuá ?

Is this your friend's well ?

dialogA. Kóva^ˆpa la nde-amigo-ÿ-kuá ?

Is this your friend's well ?

B. Nahāniri. Péva la ij-ÿ-kuá.
Kóva iñ-amigo-ÿ-kuá.Nahāniri. His well is that one.
This is his friend's well.repetitionMāva mba'é^ˆpa kóva ?

_____ ko'āva ?

Māva mba'é^ˆpa umāva ?

_____ péva ?

patterned response

- | | |
|-------------------------|------------------|
| 1. Máva mba'ê^pa kóva ? | Péva xe-mba'ê. |
| 2. _____ péva ? | Kóva xe-mba'ê. |
| 3. _____ umíva ? | Ko'áva xe-mba'ê. |
| 4. _____ ko'áva ? | Umíva, xe-mba'ê. |

repetition

Kóva iñ-amigo-ÿ-kuá.

_____ sapatí.

_____ lápis.

_____ livro.

_____ mesá.

Kóva^pa la nde-amigo-ÿ-kuá ?

_____ camisá ?

_____ sapatú ?

_____ mesá ?

_____ livro ?

_____ lápis ?

patterned response

1. Kóva^pa la nde-amigo-ÿ-kuá ?

Nahãniri. Péva iñ-amigo-ÿ-kuá.

2. _____ camisá ?

_____ camisá.

- 3. _____ sapatú ?
 _____ sapatú.
- 4. _____ mesá ?
 _____ mesá.
- 5. _____ livro ?
 _____ livro.
- 6. _____ lápis ?
 _____ lápis.

- 1. Ko'áva la ore-livro kuéra, ajé~pa ?
 1. Nahániri. Umíva la pende-livro kuéra.
- 2. _____ ore-lápis kuéra, ajé~pa ?
 2. Nahániri. Umíva la pende-lápis kuéra.
- 3. _____ camisà _____ ?
 3. _____ camisà _____.
- 4. _____ sapatú _____ ?
 4. _____ sapatú _____.
- 5. _____ mesà _____ ?
 5. _____ mesà _____.

repetition

- Péva la i-livro.
- _____ i-camisá.
- _____ i-lápis.
- _____ i-sapatú.
- _____ i-mesá.



Cycle 10

Manipulation Phase

model

Oj- <u>apo-pá</u> ta o-studiá mboyvé guaraní.	He'll finish it before he studies Guarani.
---	--

substitution

O-studiá guaraní	Oj- <u>apo-pá</u> ta o-studiá mboyvé guaraní.
O-scriví la carta	Oj- <u>apo-pá</u> ta o-scriví mboyvé la carta.
O-jepohéi	Oj- <u>apo-pá</u> ta o-jepohéi mboyvé.

model

Oj- <u>apo-pá</u> kuri o- <u>ũ</u> mboyvé ko'á-pe.	He finished it <u>before</u> he came here.
--	--

substitution

O- <u>ũ</u> ko'á-pe	Oj- <u>apo-pá</u> kuri o- <u>ũ</u> mboyvé ko'á-pe.
O-sē ko'águi	Oj- <u>apo-pá</u> kuri o-sē mboyvé ko'águi.
O-manó	Oj- <u>apo-pá</u> kuri o-manó mboyvé.

patterned response

1. Carlos pa oj-apo-pá ra.è o-ũ mboyvé ko'á-pe ?
Hēe, oj-apo-pá kuri o-ũ mboyvé ko'á-pe.
2. David pa oj-apo-pá ra.è o-sē mboyvé amō gui ?
3. José pa oj-apo-pá ra.è o-guahē mboyvé Paraguái-pe ?
4. Ndé pa rej-apo-pá ra.è re-karū mboyvé ?



5. Ndé^ˆpa rej-^ˆapo-pá ta re-karú mboyvé ?
6. Ndé^ˆpa rej-^ˆapo-pá ta re-studiá mboyvé ?

Use Phase

appropriate response

1. Mba'é^ˆpa rej-^ˆapò va.erã re-karú mboyvé ?
 2. Mba'é^ˆpa rej-^ˆapò va.erã re-hõ mboyvé Paraguái-pe ?
 3. Mba'é^ˆpa re-aprendē va.erã re-joguã mboyvé peteĩ carro ?
 4. Mba'é^ˆpa er-e-sé xé-ve re-sē mboyvé ko'agui ?
 5. Mba'é^ˆpa re-jògua-sé re-hõ mboyvé nde-^ˆroga-pe ?
 6. Mba'é^ˆpa rej-^ˆapò-sé re-manõ mboyvé ?
 7. Xé a-jahú ma kuri aj-^ˆú mboyvé ko'á-pe. Ha ndé ?
 8. Xé a-rambosá ma kuri aj-^ˆú mboyvé clase-pe. Ha ndé ?
 9. Xé a-kàru-sé a-hã mboyvé óga-pe. Ha ndé ?
 10. Re-kàru-sé^ˆpa re-studiá mboyvé guaraní ko'pyharé ?
 11. Ja-cená ta^ˆpa ndé re-sē mboyvé ?
 12. Mäva^ˆpa o-ho-sé Paraguái-pe o-manõ mboyvé ?
-

Cycle 11

Manipulation Phase

model

O-studiá ta o-karú riré.	He'll study after he eats.
--------------------------	----------------------------

substitution

O-karú	O-studiá ta o-karú riré.
O-ké	_____ o-ké _____.
O-ñenõ (go to bed)	_____ o-ñenõ _____.
O-páy (wake up)	_____ o-páy _____.
O-pu'ã (get up)	_____ o-pu'ã _____.
O-ù jevý (return)	_____ o-ù jevý _____.

patterned response

- a.
1. Maria[^]pa o-studiá ta o-karú riré ?
Hêe, o-studiá ta o-karú riré.
 2. Josefina[^]pa o-studiá ta guaraní o-cená riré ?
 3. Miguel[^]pa o-studiá ta inglés o-ú riré á-pe ?
 4. Ra'é[^]pa o-studiá ta karai-ñe'ê o-guahê riré Paraguái-pe ?
 5. Ndé[^]pa re-studiá ta guaraní re-guahê riré amõ ?
 6. Ndé[^]pa re-studiá ta karai-ñe'ê rej-ù jevý riré Estados Unidos-pe ?
- b.
1. Carlos[^]pa o-studiá ra.è o-karú riré ?
Hêe, o-studiá kuri o-karú riré.
 2. Roberto[^]pa o-studiá ra.è guaraní o-cená riré ?
 3. David[^]pa o-studiá ra.è inglés o-ú riré á-pe ?
 4. Ndé[^]pa re-studiá ra.è karai-ñe'ê re-guahê riré Paraguái-pe ?
 5. Ndé[^]pa re-studiá ra.è guaraní rej-ù jevý riré Estados Unidos-pe ?



Use Phaseappropriate response

1. Mba'é~pa rej-apó ta re-guahë riré Paraguái-pe ?
2. Mba'é~pa rej-apó ta rej-ù jevý riré Estados Unidos-pe ?
3. Mba'é~pa rej-apó ta re-karú riré ?
4. Mba'é~pa rej-apó ra.è re-rambosá riré ?
5. Mba'é~pa re-leé ta re-ñenõ riré ko pyharé ?
6. Mba'é~pa re-lêe-sé re-páy riré ko'ëro ?
7. Xé a-jahu-sé a-ğugá pelota riré. Ha ndé ?
8. Ĥa'é o-pytù'u-sé o-mba.apõ riré. Ha ndé ?
9. Mba'é~pa rej-àpo-sé re-rambosá riré ?
10. Ja-karú ta ña-mba.apõ riré, ajé~pa ?

Cycle 12

Manipulation Phasemodel

<p>O-ñe'ë guaraní-me o-karú ajá.</p>	<p>He speaks Guarani as he eats.</p>
--------------------------------------	--------------------------------------

TO THE STUDENT: The words mboyvé, riré, and ajá are also used as post-positions after nouns or nominals. For example.

cláse mboyvé	before class
cláse riré	after class
cláse ajá	during class
xe-mboyvé	ahead of me
xe-riré	after me

substitution

O-karú O-ñe'ẽ guaraní o-karú ajá.
O-mba.apó _____ o-mba.apó ____.
O-ké _____ o-ké _____.

patterned response

1. O-ñe'ẽ^pa guaraní o-karú ajá.
Hẽe, o-ñe'ẽ guaraní o-karú ajá.
2. O-ñe'ẽ^pa guaraní o-hugã ajá pelota ?
3. O-ñe'ẽ^pa guaraní o-studiã ~~ajá~~ karai-ñe'ẽ ?
4. O-ñe'ẽ ta^pa guaraní o-karú ajá ?
5. O-ñe'ẽ ta^pa guaraní o-ké ajá ?
6. O-ñe'ẽ^pa ra.ẽ guaraní o-ké ajá ?
7. O-studiã^pa ra.ẽ guaraní o-mba.apó ajá.

Use Phase

appropriate response

1. Mba'é^pa re-ñe'ẽ re-karú ajá ?
2. Mba'é^pa re-ñe'ẽ re-mba.apó ajá ?
3. Mba'é^pa rej-apó re-jepohẽi ajá ?
4. Mãva^pa o-ñe'ẽ guaraní o-ké ajá ?



appropriate response

1. Mba'é^pa rej-apó clase mboyvé ?
2. Mba'é^pa rej-apó ra.è clase mboyvé kuehé ?
3. Mba'é^pa rej-apó clase riré ?
4. Mba'é^pa rej-apo-sé clase riré ko'ëro ?
5. Ndé^pa re-ñe'ë inglés. clase ajé ?

Cycle 13patterns for study

- | | | |
|----|----------------------------------|----------------------------------|
| a. | ja-há !
ja-ha-pá ! | let's go !
let's all go ! |
| b. | ta-pe-hó !
ta-pe-ho-pá ! | go !
all of you go ! |
| c. | o-hó kurì
o-ho-pá kurì hikuái | he went
they all went |
| d. | o-karú ta
o-kàru-pá ta hikuái | he will eat
they will all eat |

TO THE STUDENT:

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

Hikuái is a plural marker used with verbs and implies a plural subject.

patterns for study

- | | | |
|----|-----------------------|---|
| a. | a-hèxa-pá ma | I've seen everything |
| b. | a-hèndu-pá la er-é va | I hear everything you say
(I hear completely what you say) |

(c). pe'u-pá na la tembi-'ú.

Please eat all the food.
(Eat it completely.)

(d). pej-apo-pá na la pende-rembi-apó.

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

TO THE STUDENT: The verbs in the above 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'.

Do not confuse the suffix of totality -pá with the question marker enclitic pa. Both can occur together:

Rej-apo-pá pa ra.è?

Did you finish it?

Rej-apo-pá ta pa?

Will you finish it?

Observe the order of elements and the shifting of stress.

Rej-apo-pá ta pa?

Will you finish it?

Rej-apo-pa-sé pa?

Do you want to finish it?

Rej-apo-pa-sé ta pa.

Will you want to finish it?

Rej-apo-pa-sé ta ma pa?

Will you want to finish it now?

Rej-apo-pa-se mī ta ma pa?

Would you like to finish it now?

Manipulation Phase

translation

o-hó hikuái.ú'ra)

they went

o-ho-pá hikuái

they all went

o-hó ta hikuái.ú'ra)

they will go

o-ho-pá ta hikuái

they will all go

o-hó ma hikuái.ú'ra)

they went already

o-ho-pá ma hikuái

they all went already

o-hó ta ma hikuái.ú'ra)

they will go now

o-ho-pá ta ma hikuái

they will all go now

o-ho-sé hikuái.ú'ra)

they want to go

o-ho-pa-sé hikuái

they all want to go

o-ho-sé ta ma hikuái

they will want to go now

o-ho-pa-sé ta ma hikuái

they will all want to go now.

o-ho-pa-sé ta ma pa hikuái

will they all want to go now?

o-hó kuri hikuái

they went (not long ago)

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o-ho-pá kuri hikuái
 o-ho-pá ma kuri hikuái
 o-ho-pa-sé ma kuri hikuái
 o-ho-pa-sé ma^{pa} ra.è Rikuái ?

they all went (not long ago)
 they all went already
 they all wanted to go already
 did they all want to go already ?

conversion

(change to a question)

o-ho-pá hikuái
 o-ho-pá ta hikuái
 o-ho-pá ma hikuái
 o-ho-pá ta ma hikuái
 o-ho-pa-sé hikuái
 o-ho-pa-sé ta hikuái
 o-ho-pa-sé ta ma hikuái

o-ho-pá hikuái^{pa} ?
 o-ho-pá ta hikuái^{pa} ?
 o-ho-pá ma hikuái^{pa} ?
 o-ho-pá ta ma hikuái^{pa} ?
 o-ho-pa-sé hikuái^{pa} ?
 o-ho-pa-sé ta hikuái^{pa} ?
 o-ho-pa-sé ta ma hikuái^{pa} ?

patterned response

1. O-ho-pá ma^{pa} nde-amigo kuéra ? Hēe, o-ho-pá ma.
2. O-ú-pá, ma^{pa} nde-hermano kuéra ?
3. O-karu-pá ma^{pa} hikuái ?
4. O-karu-pá ta ma^{pa} hikuái ?
5. Peē^{pa} pe-karu-pá ta ma ?
6. Ja-karù-pe-sé ma^{pa} ?
7. Pe-pytu'u-pá ma^{pa} ?
8. Ja-pytu'ù-pa-sé ma^{pa} ?
9. Ja-hà-pa-sé ta ma^{pa} ?
10. Pá-ho-pá ta ma^{pa} ?

appropriate response

1. Peē^{pa} pe-ho-pá ta Paraguái-pe.
2. O-ho-pá ta^{pa} hikuái amō aveí ?

Cycle 14

patterns for study

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

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

TO THE STUDENT: In English the adverbial conjunctions before, after, while, and others occur at the beginning of a clause:

before we eat

after I die

while you study

ja-karú mboyvé

a-manó riré

re-studiá ajá

Cycle 15

Manipulation Phasemodel

A-stúdia vé va.erã.

I have to study more.

TO THE STUDENT: vé means 'more'. Note that it is used virtually whenever 'more' could be used in English.

Vaí
Vaí vé

ugly
more ugly (uglier)

A-stúdia-sé
A-stúdia-se vé

I want to study.
I want to study more.

A-ñê'e-sé guaraní
A-ñê'ê-se vé guaraní

I want to speak Guarani.
I want to speak more Guarani.

Ai-pôca vé café.

I want more coffee.

substitution

studiá
ñe'ê
ñe'ê porã
aj-apó pastel
a-hendú radio

A-stúdia vé va.erã.
A-ñê'e vé va.era.
A-ñê'ê pōra vé va.erã.
Aj-àpo vé va.erã pastel.
A-hèndu vé va.erã radio.

translation

1. A-stúdia vé va.erã guaraní.
2. A-ñê'e vé va.erã.
3. A-hèndu vé va.erã radio.
4. Aj-àpo vé va.erã pastel.
5. Hà'ê vé va.erã.
6. A-mbà.apo vé va.erã.
7. A-ke vé va.erã.

- I should study Guarani more.
I should speak more.
I should listen to the radio more.
I should make more meat pies.
I should say more.
I should work more.
I should sleep more.

model

A-stúdia vé rō, ikatú ta
a-ñe'ê pōra vé.

If I study more, I'll be able
to speak better.

TO THE STUDENT: rō, a short alternate of ramo, is a postfix which translates to the conditional 'if'.

A-ñe'ê-kuaá sé rō, a-stúdia ve va.erã.

If I want to know how to speak
I must study more.

A-stúdia vé rō, a-prènde vé ta.

If I study more, I'll learn
more.

A-prènde vé rō, a-gàna vé ta.

If I learn, I'll earn more.

substitution

studiá	A-stúdia vé rò, ikatú ta a-ně'e pòra vé.
lèé	A-lèe vé rò, ikatú ta a-lèé pòra vé.
scrivi	A-scrivi vé rò, ikatú ta a-scrivi pòra vé.
ě'e	A-ě'e vé rò, ikatú ta a-ě'e pòra vé.

repetition

Re-ě'e guaraní.

Re-ě'e porã guaraní.

Re-ě'e pòra-sé guaraní.

Re-ě'e porã-se vé guaraní.

Re-ě'e porã-se vé ramo guaraní

Re-ě'e-kuaã porã-se vé ramo guaraní.

Mba'ě'pa rej-apò va.erã?

Mba'ě'pa rej-apò va.erã re-ě'e-kuaã porã-se vé ramo guaraní?

Mba'ě'pa rej-apò va.erã re-ě'e-kuaã porã-se vé ramo karai-ě'e?

Mba'ě'pa rej-apò va.erã re-scrivi-kuaã porã-se vé ramo guaraní?

dialog

A. A-ě'e-kuaã porã-se vé ramo, kó pende-ě'e a-stúdia vé va.erã?

B. Hëe, re-stúdia vé rò, ikatú ta re-ě'e pòra vé.

conversion

(repeat, then change to an if clause)

A-ě'e-kuaã-se vé kó pende-ě'e.

A-ě'e-kuaã-se vé ramo ko pende-ě'e.

A-leè-kuaà-se vé karai-ñe'ë.

A-scrivì-kuaà porã-se vé ko xe-ñe'ë.

(change ramo to rò)

A-ñe'ë-kuaà-se vé ramo pende-ñe'ë,
a-stùdia vè va.erã.

A-ñe'ë-kuaà-se vé rò ko pende-
ñe'ë, a-stùdia vè va.erã.

A-scrivì-kuaà-se vé ramo ko pende-
ñe'ë, a-stùdia vè va.erã.

A-leè-kuaà-se vé ramo ko pende-
ñe'ë, a-stùdia vè va.erã.

(remove -kuaà)

A-ñe'ë-kuaà-se vé rò ko pende-ñe'ë
a-stùdia vè va.erã.

A-ñe'ë-se vé rò ko pende-ñe'ë.
a-stùdia vè va.erã.

A-scrivì-kuaà-se vé rò ko pende-ñe'ë,
a-stùdia vè va.erã.

A-leè-kuaà-se vé rò ko pende-ñe'ë,
a-stùdia vè va.erã.

(remove vé)

A-ñe'ë-kuaà-se vé rò ko pende-ñe'ë,
a-stùdia vè va.erã.

A-ñe'ë-kuaà-sé rò ko pende-
ñe'ë, a-stùdia vé va.erã.

A-scrivì-kuaà-se vé rò ko pende-
ñe'ë, a-stùdia vè va.erã.

A-leè-kuaà-se vé rò ko pende-ñe'ë,
a-stùdia vè va.erã.

translation

1. What should you do if you want to know how to speak Guarani better?
2. What should you do if you want to speak Spanish better?
3. What should I do if I want to speak English?
4. What should we do if we want to know how to read Guarani better?

expansion

- | | | |
|----|--|---|
| 1. | A-ñe'ẽ guaraní-me.
kuaá ...
sé ...
porã ...
vé ...
ta ... | A-ñe'ẽ guaraní-me.
A-ñe'ẽ-kuaá guaraní-me.
A-ñe'ẽ-kuaá-sé guaraní-me.
A-ñe'ẽ-kuaá-porã-sé guaraní-me.
A-ñe'ẽ-kuaá-porã-se vé guaraní-me.
A-ñe'ẽ-kuaá-porã-se vé ta guaraní-me. |
| 2. | A-mba.apó.
sé ...
porã ...
vé ...
kuaá ... | A-mba.apó.
A-mba.apo-sé.
A-mba.apò-porã-sé.
A-mba.apò-porã-se vé.
A-mba.apò-kuaá-porã-se vé. |
| 3. | O-hugá fubol. | (ta, porã, vé, kuaá) |
| 4. | Ro-purahéi. | (ma, porã, kuaá, sé) |

translation

- | | |
|----|--|
| 1. | I speak Guarani.
I know how to speak Guarani.
I want to speak Guarani.
I want to know how to speak Guarani.
I speak Guarani well.
I know how to speak Guarani well.
I want to know how to speak Guarani well.
I want to speak more Guarani.
I want to know how to speak more Guarani.
I want to know how to speak Guarani better.
I will speak Guarani.
I will know how to speak Guarani.
I will know how to speak Guarani well.
I will know how to speak Guarani better. |
| 2. | I work.
etc. |
| 3. | He plays football.
etc. |
| 4. | We sing.
etc. |

Use Phasedirected dialog

1. E-porandú (téra)-pe o-stùdia-se vé[^]pa guaraní.
2. E-porandú (téra)-pe mba'é re[^]pa o-stùdia-se vé guaraní.
3. E-porandú(téra)-pe mba'é[^]pa oj-apò va.erā o-ñe'ê-kuaà pōra-seúvé; rò guaraní.
4. E-porandú (téra)-pe mba'é[^]pa ndé rej-apò va.erā re-ñe'ê-kuaa-se vé rò guaraní.

interpreting

1. Ask (name) what we (incl) must do if we want to be able to speak Spanish better.
2. Have (name) ask (names) what they must do if they want to be able to speak English better.

appropriate response

1. Mba'é re[^]pa re-studiá hína ára ha pyharé?
2. Mba'é[^]pa oi-kó ta nde[^]re-stùdia vé[^]i ramo?

Cycle 16

Manipulation Phase

paradigm

	oré rogue-rekó
xé ague-rekó	ñandé jague-rekó
ndé regue-rekó	peë pegue-redó
ha'é ogue-rekó	

TO THE STUDENT: Three verb conjugation classes have been recognized: I-verbs, J-verbs and 'regular' verbs. With -guerekó we have a fourth conjugation class which we will dub gue-verbs. Gua-verbs are like I-verbs and J-verbs (but with gue instead of 'i' or 'j') except that gue may optionally be left out. That is, ague-rekó is sometimes heard as a-rekó, regue-rekó as re-rekó, etc.

model

Dos guaraní-nte ague-rekó.	I have just two Guaranies.
----------------------------	----------------------------

TO THE STUDENT: Note that the Spanish numerals are generally used for counting items like money, distances, weights, etc. Also for counting time periods from seconds to centuries.

model

Mbový guaraní~pa regue-rekó?	How many Guaranies do you have?
------------------------------	---------------------------------

dialog

- | |
|------------------------------|
| A. Mbový año~pa regue-rekó? |
| B. Veintidos años ague-rekó. |



model

A-malisiá Ñá Gladys oguê-reko há. I suppose the Doña Gladys has.

dialog

- A. Mäva^pa ogue-rekó cinco centavos?
 B. A-malisiá Ña Gladys oguê-reko há.
 A. Ña Gladys, regue-rekó^pa cinco centavos?
 B. Ague-rekó.

paradigm

my hand (s)	xe-pó
in my hand (s)	xe-pó-pe
in our hand (s)	ore-pó-pe
in your hand (s)	nde-pó-pe
in your hand (s)	pende-pó-pe

in his/her/their/ hand (s)	i-pó-pe
----------------------------	---------

model

Ogue-rekó irundy lapis i-pó-pe. He has four pencils in his hand (s).

model

Mbovy lapis^pa ogue-rekó i-pó-pe? How many pencils does he have in his hand?

task

- A. Mbový lápis^ˆpa ogue-rekó i-pó-pe?
 B. Ogue-rekó irundý lápis i-pó-pe.

Use Phaseappropriate response

1. Mbový livro^ˆpa ague-rekó xe-pó-pe?
2. Mbový año^ˆpa ogue-rekó la nde-rú?
3. Mbový centavo^ˆpa regue-rekó nde vosá?
4. Mäva^ˆpa ogue-rekó peteĩ kysé?
5. Mba'é^ˆpa Carlos ogue-rekó i-pó-pe?

Cycle 17

Manipulation Phasemodel

A-hexá peteĩ mba'é.

I see something.

A-hexá hetá mba'é.

I see many things.

TO THE STUDENT: mba'é as a noun means 'thing'.

model

Mba'é~pa re-hexá ko silla ári?

What (thing) do you see on this chair?

Mba'è-mba'é~pa re-hexá ko silla ári?

What (things) do you see on this chair?

TO THE STUDENT: Note the contrast in meaning between mba'é 'what (thing)?' and mba'è-mba'é 'what (things)?'

dialog

A. Mba'é~pa re-hexá ko silla ári?

B. A-hexá peteĩ mba'é.

A. Ha, mba'è-mba'é~pa re-hexá ko mesá ári?

B. A-hexá hetá mba'é.

model

A-hexá peteĩ metá-me héra va Carlos.

I see a boy named Carlos.

Ai-kuaá opava-vé-pe.

I know everyone.

TO THE STUDENT: héra va means 'named' or 'whose name is'.

model

Mäva-pe^{pa} rei-kuaá Paraguái-pe? What person do you know in
Paraguay ?

Mäva-mäva-pe^{pa} rei-kuaá What persons do you know in
Paraguái-pe ? Paraguay ?

TO THE STUDENT: Note the contrast in meaning between mäva-pe^{pa} 'who (what person)!' and mäva-mäva-pe^{pa} 'who (what persons)?' or 'who-all'.

dialog

- A. Mäva-pe^{pa} rei-kuaá Paraguái-pe ?
- B. Ai-kuaá peteĩ mitã héra va Carlos-pe.
- A. Mäva-mäva-pe^{pa} rei-kuaá ko clase-pe ?
- B. Ai-kuaá opava-ve-pe.

Use Phaseappropriate response

1. Mba'é^{pa} re-hexá ko mesa ári ?
2. Mba'é^{pa} re-hexá ra.è kuehé ko mesa ári ?
3. Mba'è mba'é^{pa} re-hexá xe-pó-pe ?
4. Mäva-pe^{pa} re-hexá amõ ?
5. Mäva-mäva-pe^{pa} rei-kuaá nde-universidad-pe ?
6. Rei-kuaá^{pa} peteĩ mitã héra va David-pe ?

Cycle 18

Manipulation Phase

model

O-je-juká kuri peteĩ revolver-pe. He was killed with a revolver.

TO THE STUDENT: 'with' in the sense of 'by means of' is rendered by the suffix -pe.

model

Mba'é-pe^pa o-je-juká ra.è? How was he killed?

TO THE STUDENT: mba'é-pe^pa 'how?' = 'by means of what?'

dialog

- A. Mba'é-pe^pa o-je-juká ra.è?
- B. O-je-juká kuri peteĩ revolver-pe.

Use Phase

listening for comprehension

Kuehé, mokõi comunista o-juká revolver-pe peteĩ general guèrra-há-pe.
Ha o-je-'é aveĩ umi comunista he-'i-há o-juka ta-há kyse-pe mokõi general-vé.
Ko semana-pe o-je-juká ma mbochapy general guèrra-há-pe.

appropriate response

1. Máva^pa o-je-juká ra.e kuehé?
2. Mba'é-pe^pa o-je-juká ra.è?
3. Mba'é^pa o-je-'é umi comunista he-'i-há?



4. Mba'é pa umi comunista o-juka-sé mokõi general?
5. Mboý general ma pa o-je-juká ra.è peteĩ general?
6. Moõ pa o-je-juká ra.è peteĩ general?

Cycle 19

patterns for study

1. ári 'on; on top of'
2. guý-pe 'under'
3. rupi 'by; through (=por)'
4. ñendá 'to the presence or place of; up to someone'
5. goto 'toward; in the direction of (hacia)'

- | | |
|---|--|
| 1. Oi-mẽ ne mësã ári.
hi-ári | It may be on the table
On top of it |
| 2. Oi-mẽ silla-guý-pe. | It may be under the chair. |
| 3. O-ú ne Paraguay rupi.
O-viajá ta yvý rupi. | He may come through Asuncion.
He'll travel by land. |
| 4. O-ho ñande-Jara-ñendá-pe.
Ej-u xe-ñendá-pe.
Ja-há Carlos-ñendá-pe. | He went to God's presence.
Come to where I am, or to my
house.
Let's go to Carlos' house. |
| 5. O-pytá á-goto.
Ja-guatá hña nde-róga-goto. | It is over here.
(Queda hacia aquí.)
We're walking toward your house. |

Manipulation Phase

model

- | | |
|--------------------------------|------------------------------------|
| Oi-mẽ mësã-ári vaño-pe. | It's on the table in the bathroom. |
| Oi-mẽ silla-guý-pe xe-kotý-pe. | It's under the chair in my room. |

hêe, oi-mê mêsa-ári.

hêe pa nêe-ári?

Which way will you go?
(Por dõnde irás?)

I'll go this way.
Vôê por aquí.

Let's go through these woods.

Ha'é _____

Luque rupi _____

appropriate response

- 1. Moõ rupi pa re-hó ta ndé ?
- 2. Rej-é pa ra.è California rupi tēra pa Nueva York rupi ?
- 3. Ha-no-sé pa Méhico-pe avión-pe tēra pa yvy rupi ?
- 4. Re-no-sé pa Buenos Aires-pe yvy rupi tēra pa río rupi ?

patterns for study

- | | |
|--|---|
| <p>A. Moõ-goto pa o-pytá Encarnación ?
 B. O-pytá amõ-goto.</p> | <p>What direction is Encarnacion ?
 It's in that direction.</p> |
| <p>A. Moõ-goto pa ja-há ta, á-goto pa tēra pé-goto ?
 B. Ja-há ta amõ-goto.</p> | <p>Which way shall we go, this way or that ?
 Let's go that way over there.</p> |
| <p>A. Moõ-goto pa o-sē kuarahý ?
 B. Kuarahý o-sē pé-goto ha oi-ké amõ-goto.</p> | <p>In what direction does the sun rise?
 The sun rises in that direction and sets in that direction over there.</p> |
| <p>A. Moõ-goto pa rei-potá a-maña ?
 B. Carlos-rõga-goto.</p> | <p>What direction do you want me to look ?
 Toward Carlos' house.</p> |
| <p>A. Moõ pa re-hó hina ?
 B. A-há hina Carlos hendá-pe.</p> | <p>Where are you going ?
 I'm going to Carlos' place.</p> |
| <p>A. Mäva hendá-pe pa ja-há va.erä ?
 B. Ja-há va.erä hendá-pe.</p> | <p>Whose place should we go to ?
 We should go to his place.</p> |



role 10

Guarani

- a. [Guarani text]
- b. [Guarani text]
- c. [Guarani text]
- d. [Guarani text]
- e. [Guarani text]
- f. [Guarani text]
- g. [Guarani text]
- h. [Guarani text]
- i. [Guarani text]
- j. [Guarani text]
- k. [Guarani text]
- l. [Guarani text]
- m. [Guarani text]
- n. [Guarani text]
- o. [Guarani text]
- p. [Guarani text]
- q. [Guarani text]
- r. [Guarani text]
- s. [Guarani text]
- t. [Guarani text]
- u. [Guarani text]
- v. [Guarani text]
- w. [Guarani text]
- x. [Guarani text]
- y. [Guarani text]
- z. [Guarani text]

- Who told you ?
But surely it was you who told me.
- Why did you do it like that ?
Why I didn't do anything.
- Why did you come ?
But Carlos told me I was to come.
- What does 'ship' mean ?
I don't know. You see, I don't speak English.
- Carlos, they say you are ugly.
As a matter of fact they are the ugly ones.
- Carlos, have you been fibbing again?
But it's you that's fibbing, not me!

to draw attention to a fact which should be noted. The equivalent would be a nudge or protesting gesture. The accompanying of such words as 'surely', 'of course', 'as a matter of fact', etc. with a gesture. The words may be 'but' or 'why' (not the

- a. [Guarani text]
- b. [Guarani text]
- c. [Guarani text]
- d. [Guarani text]
- e. [Guarani text]
- f. [Guarani text]
- g. [Guarani text]
- h. [Guarani text]
- i. [Guarani text]
- j. [Guarani text]
- k. [Guarani text]
- l. [Guarani text]
- m. [Guarani text]
- n. [Guarani text]
- o. [Guarani text]
- p. [Guarani text]
- q. [Guarani text]
- r. [Guarani text]
- s. [Guarani text]
- t. [Guarani text]
- u. [Guarani text]
- v. [Guarani text]
- w. [Guarani text]
- x. [Guarani text]
- y. [Guarani text]
- z. [Guarani text]

- You speak Guarani well.
I speak only a little; my wife, however, speaks it well.



TO THE STUDENT:

Contrast katu with ningo. Katu signals the same relationship between one clause and its sequel as is marked in English by such relators as 'but', 'however', 'on the other hand'.

Cycle 22

patterns for study

- | | |
|---|---|
| A. A-pagá ma kóva- <u>re</u> . | I already paid <u>for</u> this. |
| B. A-porandú ta i-sý- <u>re</u> . | I'll ask <u>about</u> his mother. |
| C. A- <u>jeruré</u> ta María- <u>re</u> . | I'll ask <u>for</u> Maria. (<u>pediré por</u> Maria) |
| D. Mba'é <u>re</u> pa ? | For what ? Why ? |

TO THE STUDENT:

-re is used in many ways. The above examples, where they can be translated by 'about (de or acerca de)', 'for (por)', are typical of some of the uses of re.

Cycle 23

contrast

- | | |
|--|---|
| A- <u>jeruré</u> María-pe petoñ libro. | I ask Maria for a book.
I request of Maria a book.
Pido a María un libro. |
| A- <u>jeruré</u> ta María- <u>re</u> . | I'll ask for Maria.
Pediré <u>por</u> María. |

to the subject.

Jeruré 'person' does not take re after its object unless the object is a person. Thus Jeruré (person) re the re is equivalent to the por in Jeruré.

Ex:

A-pagá ta kóva-re 'I paid for José', 'for' in the sense of 'in place of', Jeruré 'person', re in the sense of 'for the benefit of'. Compare the parallel equivalent Jeruré por José.

Exercises

i-kysé	u-jeruré	ku-pé	i-kysé
i-livro	u-jeruré	ku-pé	i-livro
María	u-jeruré	ku-pé	María-re
José	u-jeruré	ku-pé	José-re
peteĩ lápiz	u-jeruré	ku-pé	peteĩ lápiz
peteĩ kuatiá	u-jeruré	ku-pé	peteĩ kuatiá
Juan	u-jeruré	ku-pé	Juan-re
karã López	u-jeruré	ku-pé	karã López-re

Translations

- 1. I paid for the book. A-pagá ta kóva-re.
- 2. Did you pay for the book? Nié'ỹa re-pagá ta péva-re ?
- 3. I paid for Carlos. ku-jeruré va.erã Carlos-re.
- 4. I paid for the book. ku-jeruré va.erã ku-pé i-livro.
- 5. I paid for the shirt. ku-jeruré va.erã i-sý-re.
- 6. I paid for María. ku-ño'ẽ va.erã María-re.
- 7. I paid for the shirt. ku-ño'ẽ va.erã ñetã-re.
- 8. I paid for the bicycle 10,000 guaraní. ku-ño'ẽ ta nié-ve 10,000 guaraní i-ñicicleta-re.



Use Phasedirected discourse

1. E-je-ruré (téra)-pe peteĩ livro.
2. Te-re-ho (téra)-renda-pe ha e-je-ruré Jose-re.
3. Er-é mi re-pagá ta há ko regalo-re.
4. Er-é re-pagá ta há xé-ve xe-rembi-apó-re.
5. E-porandú (téra)-pe mbový~pa o-pagá ta ndé-ve nde-rembi-apó-re.

Cycle 24Manipulation Phasemodel

- | | |
|-----------------------------|------------------------------|
| A. Moó~pa o-je-joguá aó ? | Donde se compra ropa ? |
| B. O-je-joguá aó tienda-pe. | Se compra ropa en la tienda. |

Use Phaseappropriate response

1. O-je-joguá~pa sapatú panadería-pe tēra~pa sapatería-pe ?
2. O-je-joguá~pa pan sapatería-pe tēra~pa panadería ?

- 3. O-Ñe-wénde' a'ñi' sunbiowá-pe, aje'pa ?
- 4. O-je-jaguá' a'ñi' m'áca-pe, aje'pa ?
- 5. Mo'ña o-je-jaguá' a'ñi' ?
- 6. Mo'ña o-le-a'ñi' a'ñi' ?
- 7. Mo'ña o-Ñe-wénde' a'ñi' ?

Cycle 25

Manipulation Phase

MO'ÑE

O-je-jaguá' a'ñi' m'áca-pe.	Se hace guitarra(s) en Luque.
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MO'ÑE Phase

MO'ÑE

- 1. O-Ñe-wénde' a'ñi' sunbiowá-pe, aje'pa ?
- 2. O-je-jaguá' a'ñi' m'áca-pe, aje'pa ?
- 3. O-je-jaguá' a'ñi' m'áca-pe, aje'pa ?
- 4. Mo'ña o-je-jaguá' a'ñi' ?
- 5. Mo'ña o-le-a'ñi' a'ñi' ?
- 6. Mo'ña o-Ñe-wénde' a'ñi' ?
- 7. Mo'ña o-Ñe-wénde' a'ñi' ?



Cycle 10

Manipulation Phaseparadigm

(Ké) xe-mboriahú	I'm poor	(Oré) ore-mboriahú	we're poor
		(Nandé) nande-mboriahú	we're poor
(Ndé) nde-mboriahú	you're poor	(Pee) pende-mboriahú	you're poor
(Ha'é [kuéral]) i-mboriahú		he is/they are poor	

(Ké) xe-resarái	I forget	(Oré) ore-resarái	we forget
		(Nandé) nande-resarái	we forget
(Ndé) nde-resarái	you forget	(Pee) pende-resarái	you forget
(Ha'é [kuér]) i-resarái		he/they forget	

TO THE STUDENT: There is a very large class of words which conjugate with the possessive pronoun prefixes: xe-, nde-, ore-, nande-, pe-, i-. Most of the words in this class are translated in English by adjectives, but quite a few are nouns and by verbs. Because it is a conjugation class we must consider its members to be verbs, and because most of the members of this conjugation class are words which express a quality or attribute, we will call all members of this class QUALITY VERBS.

With the 'pure' verbs (verbs which conjugate with the person prefixes a-, re-, kon-, ja-, pe-, o-, or the J, I, GUE, H variants of y increments to these) and now the Quality Verbs, you have a complete picture of verb conjugation. There are only these two classes of verb conjugations, pure and Quality verbs.

NOTE: Traditionally the Quality Verbs are called Xendal Verbs; 'Pure' Verbs have been called past verbs, and these are sub-classified into 'verbos ajurales' (I-Verbs), 'verbos areales' (regular verbs), 'verbos incrementales' (GUE-verbs), and 'verbos irregulares' (all others).

Note that not all Quality Verbs turn out to have adjective equivalents in English. For example, the following are more generally translated by verbs.

xe-ressakã	I forget
xe-kerarã	I snore
nda-japã tina	You're lying (Eres mentiroso)

or by nouns:

xe-neraná	I'm a sleepyhead
-----------	------------------

or by other means:

xe-ndã porã	I feel fine this morning
xe-sã'arã porã	I feel fine this afternoon
xe-gyãrã porã	I feel fine this evening

Furthermore, not all English adjectives are rendered in Guarani by Quality Verbs. For example:

nda-ny'ã	a-wy'ã
----------	--------

But generally Quality Verbs can be translated by English or Spanish adjectives, and generally the Guarani equivalents of English adjectives are Quality Verbs.

Cycle 27

Manipulation Phase

contrast

Xe-hermano mboriahú	My poor brother
Xe-hermano i-mboriahú	My brother is poor
Péva pe karaí platà hetá	That rich man
Péva pe karaí i-platà hetá	That man is rich

translation

1. My beautiful country	Xe- ^{retà} porã
2. My country is beautiful	Xe- ^{retã} i-porã
3. My ugly dog	Xe-jaguà vaí
4. My dog is ugly	Xe-jagua i-vaí

patterned completion

1. Xe-hermano i-platà hetá.
 Hee, nde-hermano i-platà hetá, ha ndé katu nde-mboriahú.

2. Xe-hermana i-porã-ité.
 Hee, nde-hermana i-porã-ité, ha ndé katu nde-vaí-eté.

arandú	'smart'
tavý	'stupid'
mbareté	'strong'
kangý	'weak'
juký	'pleasant, simpático'
arnel	'unpleasant, antipático'

patterned completion

1. Agpe-rekó peteí kuré vaí.
 I-vaí ahe-te há-pe.

2. Kóva xe-coche pyañú
 I-pyañú ahe-te há-pe.

3. A-hexá peteí kuriataí porã.
 I-porã ahe-te há-pe.

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Cycle 26

Manipulation Phase

model

A.	Nde-mba'é pa kóva ?	Is this yours ?
B.	Ahāniri, nã xe-mba'é i.	No, it's not mine.
A.	Méva-mba'é pa entonce rō ?	Whose is it then ?

TO THE STUDENT: a. xe-mba'é 'it's mine' is a nominal predicate, nominal because in Guarani there is no 'true' verb here, just a noun or nominal taken as a predicate. A nominal predicate is negated by being placed in the negative frame nda^(NOMINAL)^i or nda^(NOMINAL)^iri.

nã xe-mba'é i or nda xe-mba'é iri

A common variant of nahāniri is ahāniri.

substitution

- xé nã xe-mba'é i
- ndé nã nde-mba'é i
- oré nã ore-mba'é i
- Randé nã Randé-mba'é i
- peé nã pe-pe-mba'é i
- na'é nã i-mba'é i
- María nã María-mba'é i



activity

The instructor points to various objects and asks, 'Is this yours ?'
'Is it mine ?' - 'Whose is it ?' - etc.

Cycle 29

Manipulation Phasemodel

- | | |
|--|---------------------------|
| A. Hasý ^ˆ pa la guaraní ndé-ve ? | Is Guarani hard for you ? |
| B. Nda ^ˆ hasý-eté ^ˆ i. | It's not too hard. |

TO THE STUDENT: a. Quality Verbs are negated by the same negative frame:
nda^ˆ(QV)^ˆi. Other examples:

nda ^ˆ xe-rasý ^ˆ i	I'm not sick
nda ^ˆ i-porá ^ˆ i	It's not good

NOTE:

If a Quality verb ends in the sound [i] the negative enclitic is ri.

i-vaí,	nda ^ˆ i-vaí ^ˆ ri
--------	--

substitution

pora	nda ^ˆ i-porá ^ˆ i
vaí	nda ^ˆ i-vaí ^ˆ ri
hasý	nda ^ˆ hasý ^ˆ i

activity

The instructor points to various objects and asks 'Is this pretty (white, thin, old, etc.) ?' and the student responds appropriately.

Manipulation Phase

model

A-ñenõ kuri las dies rupi.	I went to bed about 10:00.
----------------------------	----------------------------

substitution

Re-ñenõ	A-ñenõ kuri las dies rupi.
Re-páy	A-páy kuri las dies rupi.
Re-pu'ã	A-pu'ã kuri las dies rupi.
Re-jahu	A-jahu kuri las dies rupi.
Re-rancosá	A-rancosá kuri las dies rupi.

model

Ma'è óra'pa re-páy ra.è ko pyhare-vé ?	What time did you wake up this morning ?
--	--

substitution

Re-páy	Ma'è óra'pa re-páy ra.è ko pyhare-vé ?
Re-pu'ã	Ma'è óra'pa re-pu'ã ra.è ko pyhare-vé ?
Re-jahu	Ma'è óra'pa re-jahu ra.è ko pyhare-vé ?
Re-rancosá	Ma'è óra'pa re-rancosá ra.è ko pyhare-vé ?

patterned response

1. Mba'è óra^pa re-páy ra.è ko pyhare-vé ?
A-páy kuri las seis rupi.
2. Mba'è óra^pa re-pu'ã ra.è ko pyhare-vé ?
3. Mba'è óra^pa re-jahú ra.è ko pyhare-vé ?
4. Mba'è óra^pa re-rambosá ra.è ko pyhare-vé ?

model

A-pu'ã riré a-jepohéi.

After I got up I washed my hands.

substitution

A-pu'ã riré a-jepohéi.

A-pu'ã riré a-jepohéi.

Upéi a-ñe-ñendyva'ó.

A-jepohéi riré a-ñe-ñendyva'ó.

Upéi a-jejuruhéi.

A-ñe-ñendyva'ó riré a-jejuruhéi.

Upéi a-ñe-mondé.

A-jejuruhéi riré a-ñe-mondé.

Upéi a-ñe-mbosako'í.

A-ñe-mondé riré a-ñe-mbosako'í.

patterned response

1. Re-pu'ã riré mba'é^pa rej-apó ra.è ?
(Teacher pantomimes washing hands)
A-pu'ã riré a-jepohéi.
2. Re-jepohéi riré mba'é^pa rej-apó ra.è ?
3. Re-ñe-ñendyva'ó riré mba'é^pa rej-apó ra.è ?

4. Re-jejuruhéi nírè mba'è'pa rej-apó ra.è ?

5. Re-ñe-mbóné nírè mba'è'pa rej-apó ra.è ?

appropriate response

(follow the chronological order)

1. Re-páy nírè mba'è'pa rej-apó ra.è ?

2. Re-pí' nírè mba'è'pa rej-apó ra.è ?

3. Re-ní' nírè mba'è'pa rej-apó ra.è ?

4. Re-juhí nírè mba'è'pa rej-apó ra.è ?

5. Re-ñe-hendy'ó nírè mba'è'pa rej-apó ra.è ?

6. Re-jejuruhéi nírè mba'è'pa rej-apó ra.è ?

7. Re-ñe-mbóné nírè mba'è'pa rej-apó ra.è ?

8. Re-rambosá nírè mba'è'pa rej-apó ra.è ?

9. Re-ñe-mbosako'í nírè mba'è'pa rej-apó ra.è ?

10. Re-pé nírè mba'è'pa rej-apó ra.è ?

model

A-ñé mboyvé xe-róga-gui a-ñe-mbosako'í.

Before leaving home I prepared myself.

substitution

1. Re-ñe-hendy'ó

A-ñé mboyvé xe-róga-gui a-ñe-mbosako'í.

2. Re-rambosá

A-ñe-mbosako'í mboyvé a-rambosá.

3. Re-ñe-mbóné

A-rambosá mboyvé a-ñe-mbóné.

4. Re-jejuruhéi

A-ñe-mbóné mboyvé a-jejuruhéi.

5. Re-ñe-mbosako'í

A-jejuruhéi mboyvé a-ñe-hendy'ó.

- | | |
|-------------------|-----------------------------|
| 1. Re-jahú | A-ñe-ñendy'ó mboyvé a-jahú. |
| 2. Re-ñó vaño-pe. | A-jahú mboyvé a-ná vaño-pe. |
| 3. Re-pu'ã | A-ná mboyvé vaño-pe a-pu'ã. |
| 4. Re-páy | A-pu'ã mboyvé a-páy. |

Use Phase

appropriate response

1. Re-ñeno mboyvé mba'é[~]pa rej-apó ra.è ?
 2. Re-ju mboyvé clase-pe re-studiá[~]pa ra.è ?
 3. Re-pu'ã riré mba'é[~]pa rej-apó ra.è ?
 4. Mba'é[~]pa rej-apó re-jahú mboyvé ?
 5. Re-studiá[~]pa ra.è guaraní re-ñeno mboyvé angè pyharé ?
 6. Mba'é[~]pa rej-àpo-sé re-guahe riré Paraguái-pe ?
 7. Mba'é[~]pa rej-apó ta re-karú riré ?
 8. Re-ju ta[~]pa clase-pe re-rambosá riré ?
 9. Mba'é[~]pa rej-apó ra.è re-jahú riré ko pyhare-é ?
 10. Re-jejuhéi va.erà re-karú mboyvé, ajé[~]pa ?
 11. Araka'e[~]pa ja-jejuruhéi va erà ?
 12. Re-karú[~]pa riré re-jejuruhéi va.erà, ajé[~]pa ?
-

Cycle - 31-

Manipulation Phase

Model

<p>El banco está enfrente del teatro.</p>	<p>The bank is in front of the theatre. (El banco queda frente a (el teatro))</p>
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Exercises

<p>El banco está enfrente del teatro.</p>	<p>El banco o-pytá tupasó rovái.</p>
<p>El teatro está enfrente del banco.</p>	<p>El teatro o-pytá tupasó <u>yké re.</u></p>
<p>El teatro está enfrente del banco.</p>	<p>El teatro o-pytá tupasó <u>kupé pe.</u></p>

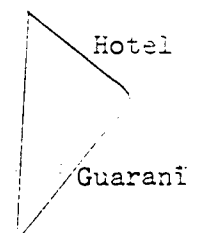
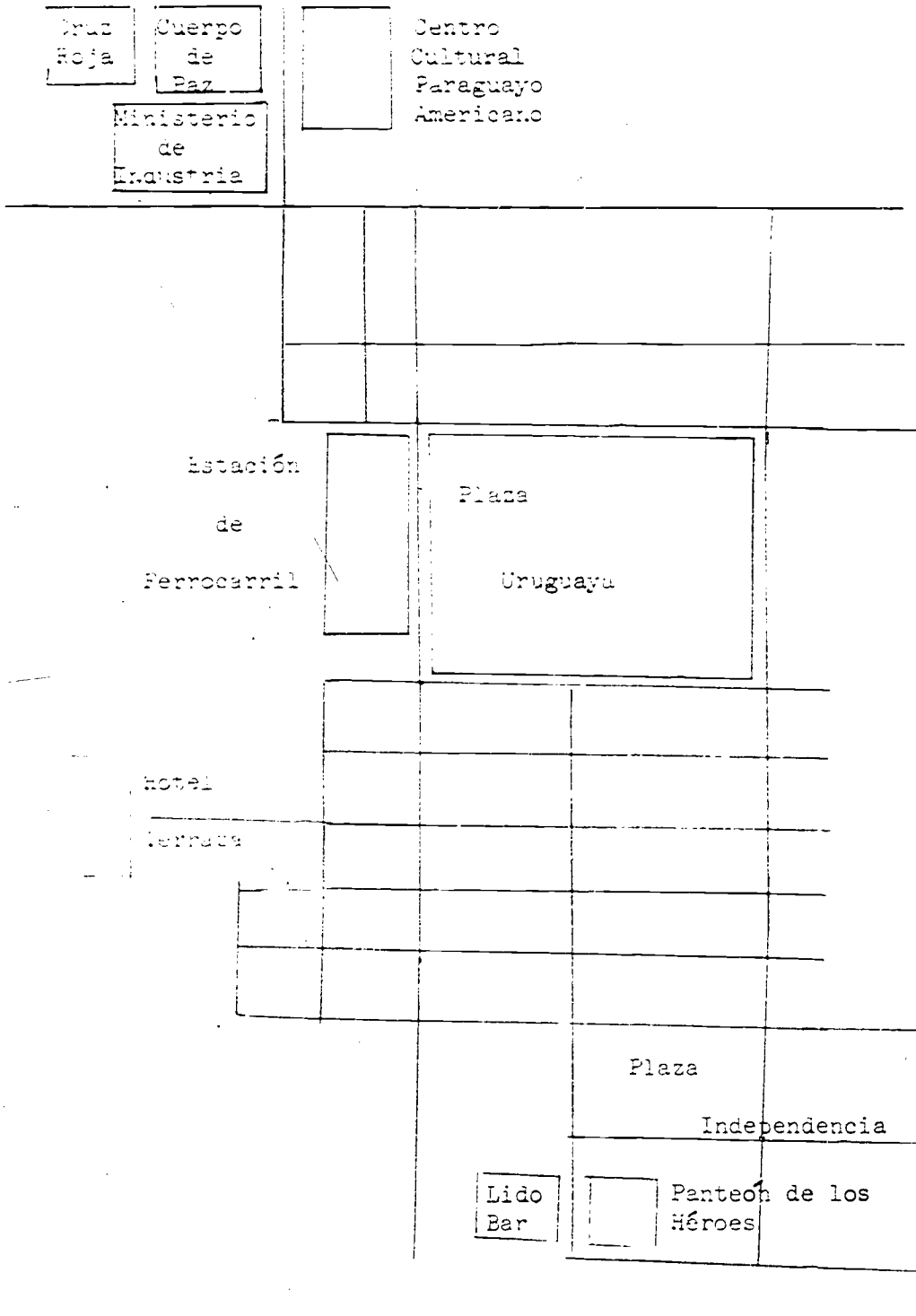
Exercises

- El banco está enfrente del teatro. -pytá banco. -rovái
- El teatro está enfrente del banco. -pytá Ministerio de Industria. yké re.
- El teatro está enfrente del banco. -pytá Plaza Bolívar. kupé-pe.
- El teatro está enfrente del banco. -pytá Plaza Uruguaya. rovái.
- El teatro está enfrente del banco. -pytá Plaza Independencia. rovái.
- El teatro está enfrente del banco. -pytá Plaza de los Héroes. rovái.

Model

<p>¿Podría decirme dónde está el teatro?</p>	<p>Could you please tell me where the theatre office is?</p>
--	--

SECTION OF DOWNTOWN ASUNCION



substitución

- Cuerpo de Paz Oficina: Ikatú'pa èr-e nã ké-ve moö'pa o-pytá Cuerpo de Paz Oficina?
- Cruz Roja: Ikatú'pa èr-e nã ké-ve moö'pa o-pytá Cruz Roja?
- Ministerio de Industria: Ikatú'pa èr-a nã ké-ve moö'pa o-pytá Ministerio de Industria?
- Lido Bar: Ikatú'pa èr-e nã ké-ve moö'pa o-pytá Lido Bar?

asociación de palabras

- 1. Ikatú'pa èr-a nã ké-ve moö'pa o-pytá Centro Cultural?
- 2. Ikatú'pa èr-o nã ké-ve moö'pa o-pytá Cruz Roja?
- 3. Ikatú'pa èr-e nã ké-ve moö'pa o-pytá Plaza Uruguaya?
- 4. Ikatú'pa èr-e nã ké-ve moö'pa o-pytá Hotel Guaraní?
- 5. Ikatú'pa èr-a nã ké-ve moö'pa o-pytá Ministerio de Industria.

frases de ejemplo

- 1. Ikatú'pa èr-a nã ké-ve moö'pa o-pytá Lido Bar.
- 2. Ikatú'pa èr-o nã ké-ve moö'pa o-pytá Centro Cultural.
- 3. Ikatú'pa èr-e nã ké-ve moö'pa o-pytá Cruz Roja.
- 4. Ikatú'pa èr-a nã ké-ve moö'pa o-pytá Estación de los Héroes.

ejercicios

<p>1. I-jeré a-terrá gote ha e-guatá dos cuadras.</p>	<p>Turn to the left and walk two blocks</p>
---	---

asociación de palabras

- 1. I-jeré a-terrá gote ha e-guatá dos cuadras.
- 2. I-jeré a-terrá gote ha e-guatá dos cuadras.
- 3. I-jeré a-terrá gote ha e-guatá dos cuadras.



dialog

- A. Karaí, ikatú^{pa} èr-e mí xé-ve moõ^{pa} ikatú a-topá peteí hotel nda^ñhepy-eteⁱ va?
- B. Ja-hexa mí... E-guata á-pe derécho cinco cuadras, é-je^ré nde-asú goto ha e-guatá dos cuadras. Upé pe oí peteí hotel héra-va Hotel Terraza.

dialog

- A. Karaí, moõ^{pa} o-pytá peteí pensión ko'á rupi?
- B. Mba'é..., re-ké haguã^{pa} tãra^{pa} re-karú haguã.
- A. Mokõí-ve-va-rã.
- B. E-guaté á-pe derécho tres cuadras ha re-juhú ta.

model

Mba'é ixa'pa ikatú a-guahê Cuerpo de Paz oficina-pe?	How can I get to the Peace office.
---	---------------------------------------

substitution

- Cuerpo de Paz oficina: Mba'é ixa'pa ikatú a-guahê Cuerpo de Paz oficina-pe?
- Lido Bar: Mba'é ixa'pa ikatú a-guahê Lido Bar-pe?
- Hotel Guaraní: Mba'é ixa'pa ikatú a-guahê Hotel Guaraní-pe?
- Cruz Roja: Mba'é ixa'pa ikatú a-guahê Cruz Roja-pe?

Use Phrase

appropriate response

Give directions

1. Sai-me ika'pa a-guahê Cuerpo de Paz oficina-pe. Mba'é ixa'pa ikatú a-guahê Plaza Despliegue?
2. Sai-me ika'pa a-guahê Hotel Guaraní-pe. Mba'é ixa'pa ikatú a-guahê Hotel Terraza-pe?
3. Sai-me ika'pa a-guahê Lido Bar-pe. Mba'é ixa'pa ikatú a-guahê Hotel Terraza-pe?
4. Sai-me ika'pa a-guahê Lido Bar-pe. Mba'é ixa'pa ikatú a-guahê Cuerpo de Paz oficina-pe?
5. Sai-me ika'pa a-guahê Hotel Guaraní-pe. Mba'é ixa'pa ikatú a-guahê Ministerio de Industria-pe?



Juego

Upeva ndé rei-kuaá va,erá

Los estudiantes se sientan en círculo. Uno de los ellos, digamos Pedro, queda en el centro con los ojos vendados. Luego todos cambian de asiento de manera que Pedro no sepa donde está quién. Entonces Pedro tratará de adivinar quién es quién.

Supongamos que el círculo este compuesto de 1.2.3.4.5.6 estudiantes. Pedro deberá pararse ante cualquiera de ellos (del número 5 por ej.) y.

Pedro: Mba'é ixa'pa ?
Est. 5: I-porã-nte. Ha ndé ?
Pedro: Moó'pa rei-ká . (cualquier otra pregunta)
Est. 5: Ai-kó xe-róga-pe.
Pedro: Mba'é ixa'pa nde-réva ?
Est. 5: Upeva ndé rei-kuaá va,erá.
Pedro: Xe ai-kuaá. Nde-réva (nombre) número cinco.

Pedro con los ojos vendados tratará por medio de preguntas (como las que vimos arriba) de adivinar la identidad del número 5. El número 5 lo dificultará por medio de alteraciones en su voz e informaciones falsas.

Pero; Pedro no puede hacer más de 5 preguntas ni menos de tres antes de preguntar MAVA'PA NDE ? . Y también, todos deben responder: UPEVA NDE REI-KUAÁ VA.ERA. Recién entonces Pedro hará una sola suposición. Si ella no es correcta deberá ir ante otro estudiante y tratar de identificarlo. De esta manera todos participarán, mas activamente. En el caso del ejemplo citado mas arriba Pedro adivinó la identidad del número 5. Entonces número 5 deberá ocupar el lugar de Pedro con los ojos vendados y entonces todos cambiarán de lugar y número 5 intentará identificarlos. Y así sucesivamente.

El maestro deberá participar activamente y hacer que todos esten usando la lengua correctamente.

College Bowl

Este es un concurso de preguntas y respuestas se puede hacer formando un círculo, con el maestro actuando como animador. Porqué no darle el sabor y animación de los concursos en la radio o televisión? La competición puede ser entre individuos o dos equipos.

1. Máva^{pa} tuvixa-vé, Paraguái^{pa} tēra^{pa} Texas ?
2. Máva^{pa} i-puku vé rio Amazona^{pa} tēra^{pa} rio Misissipi ?
3. Oĩ meo ogue-rekó va 30 dias ha oĩ katú ogue-rekó va 31 dias. Mbovy meo^{pa} oĩ ogue-rekó va 28 dias ? (Entero ogue-rekó 28 dia. Pero Puvraro ha ogue-rekó iri 30)
4. Máva^{pa} i-puku vé America del Norte^{pa} tēra del Sur ?
5. Mba'é^{pa} i-pohyĩ vé, un kilo mandyju^{pa} tēra^{pa} un kilo plomo ?
6. Mba'é ixa^{pa} héra peteĩ karai hendyva puku ha morotĩ va, i-kašõ ha i-camisá pytã va, ha i-kyra va, mitã kuéra-pe ogue-ru va cada año hetã mba'é ?
7. Mba'é ixa^{pa} héra peteĩ hetã i-po'i ha i-puku va o-pytã va Oceáno Pacifico yké re ?
8. Peẽ^{pa} peĩ-kuaá peteĩ karai o-he'ẽ va hina ko'ãga peẽ-me-pe ?
9. Nde-ru-nóra rò Francisco, ha nde-sy-suegra María, mba'é ixa^{pa} héra la nde-aniela ?
10. Keĩ-kotuhẽ rò peteĩ camisá centro gui ha rei-kuaá rò Carlos o-hó ta há centro-pe, mba'é ikarĩ or-é xu-pé ?
11. Carlos ogue-rekó irungy lápiz i-pa-pe, na o-moĩ peteĩ livro ha mokoĩ tá a mba'ẽ ha peteĩ lápiz silla ári. Mbovy lápiz^{pa} ogue-rekó i-po-pe ?

Kóva Xe-ti.

Los estudiantes se sientan formando un círculo. Uno de ellos, tocándose cierta parte del cuerpo; la nariz, por ejemplo dice algo contradictorio:

1. (Tocándose la nariz) KÓVA XE-NAMBI.

El próximo estudiante debe parodiarlo de la siguiente manera:

2. (Tocándose la oreja) KÓVA XE-JURÚ

3. (Tocándose la boca) KÓVA XE-ARA

4. (Tocándose la cabeza) KÓVA XE-RESÁ

5. (Tocándose el ojo) KÓVA XE-CAMISÁ

6. (Tocándose el ojo) KÓVA XE-RESÁ (o XE-JURÚ)

Dos errores de parte de uno de los participantes lo eliminará del juego. Note que número 6 ha cometido en error. Cuando número 5 dijo: KÓVA XE-CAMISÁ, 6 debería tocándose la camisá haber dicho KÓVA XE-PO o cualquier otra cosa que parodie la afirmación anterior.

El juego termina con el último que pueda quedarse sin cometer errores.

Charadas

Dentro de una pequeña caja se ponen en desorden tiras de papel en cada una de las cuales están escritas ciertas cosas como: Ud. es Napoleon Bonaparte, o Ud. es un elefante, Ud. tiene en el mano un pedazo de hielo, Ud. está escribiendo, etc.

Cada uno de los estudiantes va y toma de la caja cada uno una tira de papel en el cual lee su secreta asignación. Supongamos que Luis (uno de los estudiantes) ha tomado de la caja una hoja en la cual dice: Ud. es Napoleon Bonaparte. Luis, entonces, se parará ante el resto de los estudiantes y dirá: Quién soy, o cómo me llamo? y actuará jugando el papel de Napoleon. Los otros estudiantes intentarán adivinarlo. Y así cada cual con su asignación respectiva.

- Ejemplos:
1. Máva'pa xé? o Mba'é'pa xé?
 2. Mba'é'ixa'pa xe-réra?
 3. Mba'é'pa aj-apó hina?
 4. Mba'ó'pa ague-reko hina xe-po-pe?

Máva^{pa} Máva?

El salón de clase debe ser preparado como para una reunion informal de amigos (o la hora del recreo). Se da a cada estudiante un lapiz y copia de la hoja Máva^{pa} Máva.

Los estudiantes leen circular entre sí, saludando, estrechando manos, buscando las respuestas a las preguntas de la hoja Máva^{pa} Máva, disponiendo para ello 30 minutos de tiempo. Al final de ese tiempo el profesor leerá las respuestas correctas y comprobará quién ha logrado mayor información, el cual será el ganador.

Es importante notar que antes que nada, cada estudiante debe recibir una hoja conteniendo informaciones como las siguientes:

Estudiante número 1: Nde nde-vára Juan Po'i ha nde re-guereko moköi hermana héra va Sara ha Julia.

Estudiante número 2: Nde rei-a Alaska-pe ha rei-kuaá peteí karaí héra va Shakespeare-pe

Y así, a otros estudiantes, hasta que halla bastantes datos para llenar la hoja Máva^{pa} Máva.

NOTA IMPORTANTE: Naturalmente el maestro debe estar preparado antes de la clase con todos los elementos necesarios: por ejemplo, una copia de la hoja Máva^{pa} Máva e informaciones del papel que toma a todos los estudiantes. Si es posible un premio para el ganador.

MÁVA^{PA} MÁVA?

Encuentre las respuestas Nombre _____

1. Máva^{pa} a héra moköi vé va?
2. Máva^{pa} a héra peteí vé va?
3. Máva^{pa} a héra moköi vé va?
4. Máva^{pa} a re-guereko peteí héra va Sara
5. Máva^{pa} a re-guereko moköi hermana héra va Sara ha Julia?
6. Máva^{pa} a rei-kuaá peteí karaí héra
7. Máva^{pa} a rei-kuaá peteí karaí héra
8. Máva^{pa} a rei-kuaá peteí karaí héra Shakespeare-pe?
9. Máva^{pa} a rei-kuaá peteí karaí héra
10. Máva^{pa} a rei-kuaá peteí karaí héra Shakespeare-pe?
11. Máva^{pa} a rei-kuaá peteí karaí héra
12. Máva^{pa} a rei-kuaá peteí karaí héra
13. Máva^{pa} a rei-kuaá peteí karaí héra



1. Máva sý^pa héra Ana María?
15. Máva^pa oi-potá re-gueru xé-vé peteĩ livro centro-gui?
16. Máva y^kuá^pa o-guereko y ky'a?
17. Máva^pa o-hexa peteĩ mberu silla ári?

Mba'é^pa Kóva?

El maestro muestra a los estudiantes un montón de objetos como lapices, libros, relojes, tizas, borradores, anillos, monedas, etc. Luego lo pone todo en una bolsa o caja y metiendo la mano de ella coge uno de los objetos, pero reteniendo la mano dentro de ella, es decir de la caja, y pregunta a la clase: MBA'É^PA KÓVA?

Después de que cada uno de ellos haya tratado de adivinar la identidad del objeto, el maestro enseñará la mano con el objeto; verá quien ha dado la respuesta correcta. Luego toda la clase dirigido por el que lo ha adivinado repetirá en coro la respuesta correcta.

Por ejemplo: Clase: (en coro) Péva peteĩ livro.

REVISED CLASSSupplementary Practice

- A. Mba'é^épa aj-apó ta. What shall I do ?
 B. E^é-apó kó ixa. Do this (or: like this).
- A. Mba'é-re^épa rei-potá aj-apó upé ina. What do you want me to do that for ?
 B. Ai-kuaa-sé gui rei-apó-kuaá^épa. I want to see if you know how to do it.
- Ai-kuaa-sé gui rei-kuaá^épa mba'é ixa^épa o-je^éapó. I want to see if you know how it is done.
- A. O-ñe-condená ta^épa ? Will he be condemned ?
 B. Ya o-ñe-condená ma katu. He's already been condemned, really.
- A. Re-vènde-sé^épa ké-vé pe-coche ? Do you want to sell me that car ?
 B. Nahániri. A-venié ma kuri José^é-pa. No, I already sold it to José.
- A. Hotá ma ðe-heka^é la carojá ? Have you-all looked a lot for the horse ?
 B. Hëe, cuatro hora ma ro-neaá. Yes, already four hours we've looked.
- A. Nde-rú unia^épa oi-kové guèteri ? Are your parents still living ?
 B. Ke-rú oi-kové guèteri, pero ke-sí o-manó ma. My father is still living, but my mother has died already.
- A. Re-tanteá ma^épa ki naranja. Have you tasted this orange ?
 B. Hëe. He'é, ajé^épa ? Yes. It's sweet, isn't it ?
- A. Ke-nò je^é tu ma^épa re^éna. Will you be going again now ?
 B. Nahániri. Mò'aga a-pyé ta ma á-pe. No, now I'll stay here.
- A. Mba'é-re^épa re-mombo pe-reló ? Why did you throw away that watch ?
 B. Kí-o-vale vell ma-gui. Because it's no good any more. (ya no vale)
- A. Re-voste^é javí ma oña. You're yawning again already.
 B. Hëe, ke-ñepkíi-gui. Yes, it's because I'm sleepy.

1. Máva-mba'ê pa kó lápis ? Whose pencil is this ?
 2. Lápis nde-mba'ê. That pencil is yours.

don't confuse the truth

1. Máva-mba'ê pa kó lápis ?
 2. Pe lápis nde-mba'ê.
 1. Carlos mba'ê pa ?
 2. Nahániri. Nde-mba'ê.
 1. Nde-mba'ê ?
 2. Nahániri. Nde-mba'ê ?
 1. Xe-mba'ê ?
 2. Hêe, nde-mba'ê.

listening in

David: Juan pa héra-pe nde-ru-socio ?
 Berto: Nahániri. Héra Tomas. Juan in-hermano.
 David: Gomez pa Tono apellido ?
 Berto: Nahániri. Ramirez la ij-apellido.
 David: Máva-mba'ê k' tembí-'ú kóva ? I-mba'ê ?
 Carlos: A-malisía nde-mba'ê há.
 David: Weí, ja-karú !
 Elisa: Re-he'ê pa ndé guaraní-me ?
 Anna: Mixi mí-nte. Pero nd'a-he'ê porã i.
 A-hê'e-se-vé karai-he'ê-me.
 1. Xé a-jahu ta a- ambosá mboy-vé.
 2. Xé katu a-jahu ma kurí a-ju mboy-vé ,ã-pe.
 José. Mba'ê ixa pa nde-réra ?
 David: Xé xe-réra David.
 José: Moó pa o-pytá nde-róga ?
 David: Espana casi brasil-pe.



Listening for study

Carlitos na'ira guèteri ogue-rekó 5 años, ha na'ira guèteri oi-ke escuela-pe, pero o-ke'è-kuaá ma guaraní ha karaí-ke'è-me, ha he-'í-kuaá na mba'é ixa'pa inglés-pe.

Carlitos o-porandí i-sý-pe.

"Mamá, ai-ke ta ma'pa escuela-pe kó año?"

"Ñanñiri, guèteri", he-'í xu-pe la i-sý.

"Pero mamá, ague-rekó na niggoaincoraño", he-'í Carlitos.

appropriate response

1. Na'ira'pa Carlitos ogue-rekó 3 años ?
2. Oi-ke ma'pa escuela-pe ?
3. O-ke'è-kuaá ma'pa guaraní ?
4. Mba'é'pa he-'í-kuaá ma inglés-pe ?
5. Oi-ke ta ma escuela-pe kó año.
6. Mba'é'pa he-'í i-sý-pe ?

translation

- | | |
|--|--|
| 1. Ai-potá pe libro. | Quiero ése libro. |
| 2. Ai-potá kóva ko reloj ha amóva amo collar. | Quiero <u>este</u> reloj y aquel collar. |
| 3. Mba'é'pa rei-potá ? | Qué quiere (Ud.) ? |
| 4. Péva penei lápiz. | Eso es un lápiz. |
| 5. Mba'é'pa kóva ? | Qué es esto ? |
| 6. Mba'pa amóva ? | Quién es aquel ? |
| 7. Amóva'pa kóva Carlos. | Aquel ? El es Carlos. |
| 8. Kóva xe-a'pa. | Este es mi libro. |
| 9. Péva la xe-tió-libro. | Ese es el libro de mi tío. |
| 10. Untra la péva-libro kuéra. | Esos son los libros de Uds. |
| 11. Kóva la xe-tió-libro kuéra. | Esos son los libros de mi tío. |
| 12. Kóva xe-mba'é na péva i-mba'é. | Este es mío y ese es suyo. |
| 13. Mba' mba'é'pa kóva ? | De quién es este ? |
| 14. Péva i'j-é-kó. | Ese es el pozo de él. |
| 15. Kóva i'ñ-amigo-mba'é. | Este es mi amigo. |
| 16. he-otúdia-vé va'erá. | Debes estudiar más. |
| 17. A-stúdia-vé ramo, i-matú ta a-ke'è'pa ra vé. | Si estudio más, podré hablar mejor. |
| 18. O-ke'è-só kó kuaá-he'è. | (El) quiere hablar nuestra lengua. |



translation

Ké ai-kuaá nde-réra.	I know your name.
Ndé rei-kuaá xe-réra.	You know my name.
Ha'é oi-kuaá ñande-réra.	He knows our name.
Mandé jai-kuaá ñera.	We know his name.
Oré roi-kuaá ñera.	We know his name.
Peé pei-kuaá ñera.	You know his name.

appropriate response

1. Rei-potá^ˆpa petei livro.
2. Mba'é^ˆpa rei-potá ?
3. Mba'é^ˆpa kóva ?
4. Ña péva ?
5. Ña umi^ˆva ?
6. Máva^ˆpa pe karai ?
7. Máva^ˆpa pe kuñataí ?
8. Máva^ˆpa pe mita'i ?
9. Kóva^ˆpa nde-livro ?
10. Kóva^ˆpa la nde-tiô-livro ?
11. Kóva^ˆpa la pende-livro kuéra ?
12. Kóva^ˆpa nde-mba'é ?
13. Péva^ˆpa i-mba'é ?
14. Máva mba'é^ˆpa ko camisá ?
15. Péva^ˆpa in-amigo ?
16. Umi^ˆva^ˆpa nde-amigo-kuéra-camisá ?
17. Ndé^ˆpa re-s'adiã va.erã guarani ?
18. Mba'é-re^ˆpa o-stúdia-vé va.erã ha'é ?
19. Re-stúdia-vé ramo^ˆpa ikatú ta re-ñe'ê-kuaá-vé ?
20. Ndé^ˆpa re-lêe-kuaá-sé kó ore-ñe'ê ?
21. Mba'é^ˆpa he-'i-sé tãta-kuá inglés-^ˆpa ?
22. Mba'é^ˆixa^ˆpa o-je-é poto guarani-me ?

- | | |
|---|------------------------------|
| 1. Rei-potá ^ˆ pa a-leé ? | Nahãniri. Ai-potá re-kiriri. |
| 2. Rei-potá ^ˆ pa a-nembo'y ? | Nahãniri. Ai-potá re-guapy. |
| 3. Rei-potá ^ˆ pa a-ne'e ? | Nahãniri. Ai-potá re-hendú. |

Supplementary Practice

- A. Ko'ãga re-studiá hína. Mba'é~pa rej-apó ra.è kuehé ?
 B. Kuehé a-studiá kuri aveí.
- A. Este diá re-mba.apó hína. Mba'é~pa rej-apó ra.è kuehé ?
 B. Kuehé a-mba.apó kuri aveí.
- A. Este diá re-hugá hína. Mba'é~pa rej-apó ra.è kuehé ?
 B. Kuehé a-hugá kuri aveí.
- A. Ko'ãga re-cená hína. Mba'é~pa rej-apó ra.è kuehé ?
 B. Kuehé a-cená kuri aveí.
- A. Ko'ãga re-hendú hína música. Mba'é~pa rej-apó ra.è kuehé ?
 B. Kuehé a-hendú kuri músicá aveí.
- A. E-ñe'ẽ guaraní-me.
 B. A-ñe'ẽ ta ndé re-kinirĩ rõ.
- A. E-ké!
 B. A-ké ta ndé re-kinirĩ rõ.
- A. E-studiá !
 B. A-studiá ta ndé re-studiá ta rõ aveí.
- A. E-hèndu mí !
 B. A-hèndú tá ndé re-hèndú tá rõ.
- A. E-ñe'ẽ guaraní clase-pe !
 B. A-ñe'ẽ ta ndé re-ñe'ẽ ta rõ.
- A. E-mba.apó !
 B. A-mba.apó ta ndé re-mba.apó ta rõ.

TO THE STUDENT:

NOTE CAREFULLY the formation of the imperative. Except for the verb re-hô 'go' it is regular and quite simple:

1. The plural imperative has the prefix pe- (identical to the indicative prefix re-)
2. The singular imperative has the prefix e- (instead of the indicative prefix pe-)
3. Note how L-verbs retain their distinguishing mark (b) and J-verbs theirs (c). GUE-verbs optionally drop the gue- in the imperative as also in the indicative.
4. Take careful note of the imperative form of re-ho 'go'. The outside imperative prefix ta- or te will be hooked to the indicative prefix pe- or re-.
5. It is frequently felt necessary to take the edge off of the imperative by adding the courtesy particle na and/or the partitive or diminutive particle mī. Note that mī always carries the stress, na never does.

	Ei-ké na.	Come in, please.
	E-giapy.	Have a seat.
	E-hà.aro mī na.	Please wait a minute.
a.	Wait	E-hà.aro
	Wait, please	E-hà.aro na
	Would you wait a bit, please	E-hà.aro mī na
b.	Come in, please	Ei-ké na
	Would you come in, please	Ei-ke mī na
c.	Please do it	Ej-apó na
	Would you please do it	Ej-àpo mī na
d.	Please bring it	E-rú na (or: egue-rú na)
	Would you please bring it	E-rù mī na (or: egue-rù mī na)
e.	Please go (sg.)	Te re-hó na
	Would you please go (sg.)	Te re-hò mī na
	Please go (pl.)	Ta pe-hó na
	Would you please go (pl.)	Ta pe-hò mī na
f.	Would you please say it	E-re mī na
	plural	Pej-e mī na



dialog

I want to hear Carlos
I want to see him

A-hèndu-sé Carlos-pe
A-hèxa-sé iXu-pé

Who wants to play soccer ?
Who wants to speak Guarani well ?

Mäva~piko o-hüga-sé pelota ?
Mäva~piko o-në'ë porã-sé guaranĩ ?

Who do you want to study with ?
Who do you want to speak Guarani with ?

Mäva~ndive~pa re-stüdia-sé ?
Mäva~ndive~pa re-në'e-sé guaranĩ ?

He wants to study already
He will want to leave already

O-stüdia-sé ma
O-së-sé ta ma

Who do you want to speak with ?
What do you want ?
I want a book
He wants two shirts
Do you (pl.) want something ?
We don't want anything

Mäva~ndive~pa re-në'e-sé ?
Mba'ë~pa ndé rei-potã ?
Xé ai-potã peteĩ livro
Ha'ë oi-potã mokõi camisa
Pei-potã~pa peteĩ lãpis?
Ndo~roi-potã~i mbà'e-vé

TO THE STUDENT:

To want something is expressed with the verb ipota plus the noun or noun phrase.

Compare: I want a book
I want to buy a book

Ai-potã peteĩ livro
A-jogua-sé peteĩ livro

What do you wish ?
Mba'ë~pa ndé rei-potã ?

Mba'ë~pa ndé rei-potã ?

listening in

Mba'ê~pa oj-apó hīna Carlos
O-scriví hīna peteī carta i-xíka-pe.
Māva-pe ?
Gladys-pe ! I-xíka-pe !

- A. Moõ~pa oi-mě xe-livro ?
- B. Moõ~pa re-heja ra.ê ?
- A. A-moī pe mesa ári kuri.
- B. Upé ixa rō oi-mě ne upé-pe hīna.

- A. Mba'ê~pa rei-potá ?
Māva-ndive~pa re-ně'e-sé ?
- B. A-ně'e-sé nde-ru-ndive
- A. Ei-ke-na, e-guapy, ha e-hā.aro mī.
- B. Grácias.

FREE STUDY STAGE

dialog

A. Mboý-año pa oque-rekó ñde-hermano ?

B. Kuehá o-mboý. veintiun año.

A. Ha mboý pa o-ganá hembí-apó-pe par diá, trecientos guaraní ?

B. O-ganá hína treciento cinquenta.

A. How old is your brother ?

B. He turned 21 yesterday.

A. And how much does he earn a day in his work, G300 ?

B. He earns G350.

Unit Seven

CORE STAGE

Manipulation Phase

Cycle 1

model

Xé nd̂a-ñe'ẽ̂i hĩna inglés.	I'm not talking English.
Xé nd̂a-scriví̂ri hĩna inglés.	I'm not writing English.

TO THE STUDENT: Negative statements in first person singular are formed with nd̂ before the VERB and ĩ following the VERB or ri if the VERB ends in i.

repetition

Xé nd̂a-ñe'ẽ̂i hĩna inglés-pe.
Xé nd̂a-leé̂i hĩna inglés-pe.

Xé nd̂a-hendú̂i
Xé nd̂a-studiá̂i
Xé nd̂ai-kuaá̂i
Xé nd̂ai-potá̂i
Xé nd̂a-scriví̂ri hĩna.

variable slot substitution

a-ñe'ẽ̂	nd̂a-ñe'ẽ̂i inglés
guaraní	nd̂a-ñe'ẽ̂i <u>guaraní</u>
ruso	nd̂a-ñe'ẽ̂i <u>ruso</u>
a-leé̂	nd̂a-leé̂i ruso
francés	nd̂a-leé̂i <u>francés</u>
alemán	nd̂a-leé̂i <u>alemán</u>
a-studiá̂	nd̂a-studiá̂i alemán
chino	nd̂a-studiá̂i <u>chino</u>
ai-kuaá̂	nd̂ai-kuaá̂i chino
japonés	nd̂ai-kuaá̂i <u>japonés</u>
a-scriví̂	nd̂a-scriví̂ri japonés

modal

Anĩ re-ñe'ẽ inglés.

Don't talk English.

Anĩ na re-ñe'ẽ inglés.

Please don't talk English.

TO THE STUDENT: Negative commands are formed by the word anĩ before the VERB. Anĩ may be modulated by adding na or other particle.

conversion(modulate the command with na)

Anĩ re-ñe'ẽ inglés.

Anĩ na re-ñe'ẽ inglés.

Anĩ re-scriví inglés.

Anĩ na re-scriví inglés.

Anĩ re-hendú inglés-pe.

Anĩ na re-hendú inglés-pe.

(modulate with ke)

Anĩ ke re-ñe'ẽ karai-ñe'ẽ.

Anĩ ke re-ñe'ẽ karai-ñe'ẽ.

Anĩ ke re-scriví karai-ñe'ẽ-me.

Anĩ ke re-scriví karai-ñe'ẽ-me.

Anĩ ke re-hendú karai-ñe'ẽ-me.

Anĩ ke re-hendú karai-ñe'ẽ-me.

(modulate with kena)

Anĩ kena re-ñe'ẽ guaraní.

Anĩ kena re-ñe'ẽ guaraní.

Anĩ kena re-scriví guaraní-me.

Anĩ kena re-scriví guaraní-me.

Anĩ kena re-hendú guaraní-me.

Anĩ kena re-hendú guaraní-me.

patterned response

1. A-ñe'ẽ inglés-pe.

Anĩ re-ñe'ẽ inglés-pe.

E-ñe'ẽ guaraní-me.

2. A-ñe'ẽ ta alemán-pe.

Anĩ re-ñe'ẽ alemán-pe.

E-ñe'ẽ guaraní-me.

dialog

A. Anĩ re-ñe'ẽ inglés-pe.	Don't talk in English.
B. Ndá-a-ñe'ẽ i hĩna inglés-pe, a-ñe'ẽ hĩna guaraní-me.	I'm not talking in English, I'm talking in Guarani.

Use Phase

directed discourse

1. Er-é (téra)-pe anĩ o-ñe'ẽ inglés.
2. Er-é (téra)-pe anĩ o-studiá guaraní.
3. Er-é (téra)-pe anĩ o-mba.apó pé-pe.
4. Er-é (téra)-pe anĩ o-hugá pelota ko'ága.
5. Er-é (téra)-pe anĩ o-scriví carta.
6. Er-é (téra)-pe anĩ o-leé inglés.

interpreting

(answer as in the dialog)

1. Tell (name) not to speak in English.
2. Have (name) tell (name) not to speak in Guarani

listening for comprehension

(Téra), ndé re-ñe'ẽ-kuaá ruso. Chino, nahāniri. Ko'ága re-ñe'ẽ hĩna guaraní, pero re-stúdia-sé karai-ñe'ẽ.

appropriate response

1. Re-ñe'ẽ-kuaá pa ruso?
2. Ha chino?
3. Mba'é pa re-ñe'ẽ hĩna ko'ága?
4. Re-stúdia-sé pa inglés?
5. Mba'é pa re-stúdia-sé?

- (tell the truth)
- 6. He-He'e'pa hīna'apoyés?
- 7. He-He'e'pa alemán?
- 8. He-Xu'e-si'pa inglés clase-pe?

Cycle 2

Manipulation Phase

model

Nd'o-j-apó'i hīna mbà'e-vé.	He's not doing anything.
-----------------------------	--------------------------

TO THE STUDENT: The negative of third person is formed with nd' before the V/ARB and i or ri after. Mbà'e-vé means 'nothing'.

repetition

1. Ha'é nd'o-j-apó'i hīna.
2. Ha'é nd'o-studiá'i hīna.
3. Carlos nd'o-leé'i hīna.
4. María nd'o-He'e'i hīna.

5. Ha'é nd'o-j-apó'i hīna mbà'e-vé ko'ága.
6. Ha'é nd'o-studiá'i hīna mbà'e-vé ko'ága.
7. Carlos nd'o-leé'i hīna mbà'e-vé ko'ága.
8. María nd'o-He'e'i hīna mbà'e-vé ko'ága.

variable slot substitution

- | | |
|------------|--------------------------------|
| o-He'e | nd'o-He'e'i inglés |
| francés | nd'o-He'e'i <u>francés</u> |
|
 | |
| o-studiá | nd'o-studiá'i francés |
| alemán | nd'o-studiá'i <u>alemán</u> |
|
 | |
| o-leé-Xu'i | nd'o-leé-kuaá'i alemán |
| guaraní | nd'o-leé-kuaá'i <u>guaraní</u> |
|
 | |
| o-scrivi | nd'o-scrivi'ri guaraní. |



conversion

Xé a-studiá
 Ha'é o-studiá
 Xé a-karú
 Ha'é o-karú
 Xé a-scriví hīna
 Ha'é o-scriví hīna
 Xé a-ñe'ě hīna guaraní
 Ha'e o-ñe'ě hīna guaraní
 Xé a-ntendé inglés.
 Ha'é o-ntendé inglés
 Xé a-purahéi
 Ha'é o-jeponhéi

Xé nd^a-studiá^i
 Ha'é nd^o-studiá^i
 Xé nd^a-karú^i
 Ha'é nd^o-karú^i
 Xé nd^a-scriví^ri hīna
 Ha'é nd^o-scriví^ri hīna
 Xé nd^a-ñe'ě^i hīna guaraní
 Ha'é nd^o-ñe'ě^i hīna guaraní
 Xé nd^a-ntendé^i inglés
 Ha'é nd^o-ntendé^i inglés
 Xé nd^a-purahéi^ri
 Ha'é nd^o-jeponhéi^ri

patterned response

Re-studiá^pa hīna?
 O-^studiá^pa hīna?
 Re-ñe'ě^pa hīna?
 O-ñe'ě^pa hīna?
 Re-ntendé^pa?
 O-ntendé^pa?
 Ndé^pa re-scriví hīna)
 Ha'é^pa o-scriví hīna?
 Ndé^pa re-leé hīna inglés?
 Ha'é^pa o-leé hīna inglés?
 Ndé^pa rej-apò-kuaá?
 Ha'é^pa oj-apò-kuaá?

Nahāniri, nd^a-studiá^i hīna.
 Nahāniri, nd^o-studiá^i hīna.
 Nahāniri, nd^a-ñe'ě^i hīna.
 Nahāniri, nd^o-ñe'ě^i hīna.
 Nahāniri, nd^a-ntendé^i.
 Nahāniri, nd^o-ntendé^i.
 Nahāniri, nd^a-scriví^ri hīna.
 Nahāniri, nd^o-scriví^ri hīna.
 Nahāniri, nd^a-leé^i hīna inglés.
 Nahāniri, nd^o-leé^i hīna inglés.
 Nahāniri, nd^aj-apò-kuaá^i.
 Nahāniri, nd^oj-apò-kuaá^i.

dialog

- | | |
|----------------------------------|--------------------------|
| A. Ha'é^pa o-studiá hīna? | Is he studying? |
| B. Nahāniri, nd^o-studiá^i hīna. | No, he's not studying. |
| A. Mba'é^pa oj-apó hīna? | What is he doing? |
| B. Nd^oj-apó^i mbà'e-vé. | He's not doing anything. |

Use phrases

Directed dialog (follow the dialog format)

1. h-porandú (téra)-pe o-studiá pa hína karai Gomez.
2. h-porandú (téra)-pe ké pa a-studiá hína.
3. h-porandú (téra)-pe o-studiá pa hína ko'ága-ité.
4. h-porandú (téra)-pe o-kugá-kuaá pa pelota.
5. h-porandú (téra)-pe o-ñe'ê-kuaá pa guaraní.
6. h-porandú ké-ve a-scriví-kuaá pa chino-pe.
7. h-porandú ké-ve a-kurú pa hína ko'ága.

Interpreting

1. Ask (name) if he is working.
2. Have (name) ask (name) if he is working.
3. Have (name) ask you if I am working.

Listening for comprehension

(téra), ndé re-scriví hína guaraní-mo, karai Pineda o-scriví hína inglés-pe. ha'ê o-ñe'ê-kuaá-sé inglés, ha'ê o-ñe'ê-kuaá-sé i chino.

Appropriate response

1. Ndé pa re-scriví-kuaá guaraní ?
2. Re-scriví pa hína inglés ko'ága-ité ?
3. Mba'ê pa re-scriví hína ?
4. Mba'ê pa karai Pineda o-scriví hína ?
5. ha'ê pa o-ñe'ê-kuaá-sé chino ?
6. (tell the truth) Re-scriví pa hína japonés ?
7. hej-apy-kuaá pa 'apple pie' ?
8. he-ñe'ê-kuaá pa finlandés ?
9. Ndé pa re-jógua-sé peteí cavajú ?
10. O-jógua-sé pa peteí vacá. h. nde-amigo ?
11. Máva pa re-jógua-sé ké-ve ?
12. Máva pa o-jógua-apy ké-ve peteí cavajú ?



Cycle 3

Manipulation Phase

model

Ndã^a-ñe'ẽ-kuaá^i guèteri.

I don't know how to talk yet.

model

Ndã^pa nde^re-ñe'ẽ-kuaá^i guaraní?

Don't you know how to talk Guarani?

repetition

1. (Ndé) nde^re-studiá^i.
2. (Ndé) nde^re-hugá^i.
3. (Ndé) nde^re-leé^i.
4. (Ndé) nde^re-scrivi^ri.
5. (Ndé) nde^re-ñe'ẽ^i.
6. (Ndé) nde^re-mba.apó^i.
7. (Ndé) nde^re-hendú^i.

variable slot substitution

re-studiá	Nde^re-studiá^i guaraní-me.
re-leé	Nde^re-leé^i guaraní-me.
alemán	Nde^re-leé^i alemán-pe.
re-scrivi	Nde^re-scrivi^ri alemán-pe.
inglés	Nde^re-scrivi^ri inglés-pe.
re-ñe'ẽ	Nde^re-ñe'ẽ^i inglés-pe.
re-ñe'ẽ-kuaá	Nde^re-ñe'ẽ-kuaá^i inglés-pe.

conversion

- | | |
|-------------------|------------------------|
| 1. Ndé re-studiá | Ndé nae^re-studiá^i. |
| 2. Ndé re-karú | Ndé nde^re-karú^i. |
| 3. Ndé re-husá | Ndé nde^re-hugá^i. |
| 4. Ndé re-leé | Ndé nde^re-leé^i. |
| 5. Ndé re-scrivi | Ndé nde^re-scrivi^ri. |
| 6. Ndé re-jepohéi | Ndé nde^re-jepohéi^ri. |

- 1. Ndé re-guaraní
- 2. Ndé re-ñe'ẽ
- 3. Ndé re-hendú
- 4. Ndé re-mba.apó

- Ndé nde~re-purahéi~ri.
- Ndé nde~re-ñe'ẽ~i.
- Ndé nde~re-hendú~i.
- Ndé nde~re-mba.apó~i.

patterned response

- 1. Ndé pa nde~re-ñe'ẽ-kuaá~i guaraní? Nahániri. Ndá~a-ñe'ẽ-kuaá~i guèteri.
- 2. _____ nde~re-leẽ-kuaá~i guaraní? Nahániri. Ndá~a-leẽ-kuaá~i guèteri.
- 3. Ndé pa nde~re-scrivì-kuaá~i guaraní? Nahániri. Ndá~a-scrivì-kuaá~i guèteri.

Use Phase

listening for comprehension

- 1. Ndé nde~studia-sé~i guaraní ko'ára.
- 2. Ndé nde~ñe'ẽ-kuaá~i guèteri.
- 3. Ndé nde~leẽ-kuaá~i guèteri.
- 4. Ndé nde~scrivì-kuaá~i guèteri.
- 5. Ndé nde~studia-kuaá~i ko ñe'ẽ.
- 6. Ndé nde~pensa-kuaá~i guèteri guaraní-me.

appropriate questions

- 1. Mba'ó re~pa nde~studia-sé~i guaraní ko'ára?
- 2. Ndé nde~ñe'ẽ-kuaá~i~pa guèteri?
- 3. Ndé nde~leẽ-kuaá~i~pa guèteri?
- 4. Ndé nde~scrivì-kuaá~i~pa guèteri?
- 5. Ndé nde~studia-kuaá~i~pa ko ñe'ẽ?
- 6. Ndé nde~pensa-kuaá~i~pa guèteri guaraní-me?

directed discourse

- 1. E~pensa~i xé-ve mba'ó pa e~ñe'ẽ-kuaá~i italiano.
- Alertness check,

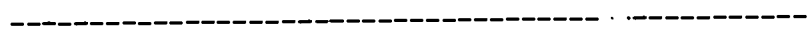


interpreting (tell the truth)

1. Have (name) ask you if he knows how to speak Japanese.
2. Have (name) ask you if he knows how to write Russian.
3. Have (name) ask you if he knows how to read Chinese.
4. Have (name) ask you if he knows President Johnson.

appropriate response

1. Mäva^pa nd^o-scriví^ri hīna ko'āga-ité?
2. Ndé^pa nde^re-scriví^ri hīna?
3. Xé^pa nd^a-scriví ri hīna?
4. Mäva^pa nd^o-ñe'ë-kuaá^i portugués?
5. Ndé^pa nde^re-ñe'ë-kuaá^i portugués?
6. Xé^pa nd^a-ñe'ë-kuaá^i portugués?
7. Mäva^pa nd^oi-kotevë^i mbà'e-vé ko'āga?
etc.



Cycle 4

Manipulation Stage

model

Ndo^ro-ntendé^i.	We don't understand.
------------------	----------------------

TO THE STUDENT: The negative form for first person plural (oré) is ndo^ before the VERB and i following it.

repetition

1. Ndo^ro-karú^i.
2. Ndo^ro-makaneá^i.
3. Ndo^ro-pytu'ú^i.
4. Ndo^ro-purahéi^ri.
5. Ndo^ro-jepohéi^ri.



- c. Ndo^oroj-apo^oi.
7. Ndo^oro-mba.apo^oi.
8. Ndo^oro-ke'e^oi.

patterned response

- | | |
|-------------------------------------|---|
| 1. Anĩ ke pe-ke'e ^o . | Ndo ^o ro-ke'e ^o i hĩna. |
| 2. Anĩ ke pe-hendu ^o . | Ndo ^o ro-hendu ^o i hĩna. |
| 3. Anĩ ke pe-mba.apo ^o . | Ndo ^o ro-mba.apo ^o i hĩna. |
| 4. Anĩ ke pe-makaneá. | Ndo ^o ro-makaneá ^o i hĩna. |
| 5. Anĩ ke pe-sẽ. | Ndo ^o ro sã ^o i hĩna. |
| 6. Anĩ ke pe-hã.aro. | Ndo ^o ro-hã.aro ^o i hĩna. |
| 7. Anĩ ke pe-ke. | Ndo ^o ro-ke ^o i hĩna. |
| 8. Anĩ ke pe-purahẽi. | Ndo ^o ro-purahẽi ^o ri hĩna. |
| 9. Anĩ ke pe-jeroký. | Ndo ^o ro-jeroký ^o i hĩna. |

model

Nda^ope-ntendẽ^oi.

You-all don't understand.

TO THE STUDENT: The negative form for second person plural (peẽ) is nda before the verb and i following.

recapitulation

1. Nda^ope-ke-ha'e^oi.
2. Nda^ope-ntendẽ^oi.
3. Nda^ope-hendu^oi hĩna.
4. Nda^ope-ke'e^o-kuaá^oi.
5. Nda^ope-mba.apo^oi hĩna.
6. Nda^ope-sã^oi.
7. Nda^ope-pyru^oi.
8. Nda^opei-potã^oi mbã'e-vẽ.
9. Nda^opei-koteyã^o mbã'e-vẽ.

patterned response

- | | |
|--|--|
| 1. Nda ^o pe-ntendẽ ^o i, ajẽ ^o pa? | Ndo ^o ro-ntendẽ ^o i. |
| 2. Nda ^o pe-hendu ^o i, ajẽ ^o pa? | Ndo ^o ro-hendu ^o i. |
| 3. Nda ^o pe-ke'e ^o i, ajẽ ^o pa? | Ndo ^o ro-ke'e ^o i. |
| 4. Nda ^o pei-kuaá ^o i, ajẽ ^o pa? | Ndo ^o roi-kuaá ^o i. |
| 5. Nda ^o pe-jeroký ^o i, ajẽ ^o pa? | Ndo ^o ro-jeroký ^o i. |

- | | |
|--|--|
| 6. Ndo ^o -ro-makaneá ⁱ , ajé ^{pa} ? | Nda ^{pe} -makaneá ⁱ . |
| 7. Ndo ^o -ro-mba.apó ⁱ , ajé ^{pa} ? | Nda ^{pe} -mba.apó ⁱ . |
| 8. Ndo ^o -ro-hugá ⁱ , ajé ^{pa} ? | Nda ^{pe} -hugá ⁱ . |
| 9. Nda ^o -ro-pytu'ú ⁱ , ajé ^{pa} ? | Nda ^{pe} -pytu'ú ⁱ . |
| 10. Ndo ^o -ro-purahéi ^{ri} , ajé ^{pa} ? | Nda ^{pe} -purahéi ^{ri} . |

dialog

- | |
|---|
| <p>A. Peẽ nda^{pe}-ntendéⁱ, ajé^{pa}?</p> <p>B. Ndo^o-ro-ntendéⁱ.</p> |
|---|

Use Phaseinterpreting

1. Tell them that they don't study.
2. Tell them that they don't read.
3. Tell them that they don't write.
4. Tell them that they don't work.
5. Tell them that they don't know how to talk.

directed discourse

1. Er-é ixù-pe kuéra nd^o-mba.apóⁱ há.
2. Er-é ixù-pe kuéra nd^o-ntendéⁱ há.
3. Er-é ixù-pe kuéra nd^o-hendúⁱ há.
4. Er-é ixù-pe kuéra nd^o-kèⁱ há.
5. Er-é ixù-pe kuéra nd^o-jerokyⁱ há.
6. Er-é ixù-pe kuéra nd^o-pytu'úⁱ há.

interpreting

1. Have (name) tell (name) and (name) that they don't work.
2. Have (name) tell (name) and (name) that they don't play.
3. Have (name) tell (name) and (name) that they don't live in Seattle.
4. Have (name) tell (name) and (name) that they don't know how to read Chinese.

listening for comprehension

oré nao ro-jògua-sé i mbà'e-vé.
koi-ko Paraguái-pe ha ndo roi-kotevé i mbà'e-vé.
Peé nda pe-vendé-sé i mbà'e-vé oré-ve.
Pei-kó Brasil-pe ha nda pei-kotevé i pe-vendé mbà'e-vé.

appropriate response

1. Mba'é pa oré ro-jògua-sé?
2. Oré ndo roi-kó i Brasil-pe, ajé pa?
3. Mba'é pa pe-vendé-sé oré-ve?
4. Peé nda pei-kó i Paraguái-pe, ajé pa?
5. Nda pei-kotevé i pe-vendé mbà'e-vé. ajé pa?

(tell the truth)

1. Peé nda pei-kó i Utah-pe, ajé pa?
2. Peé pa nda pe-ke'è-kuaá i ruso?
3. Nda pe-ke'è-kuaá i pa chino?
4. Nda pe-ke'è i pa japonés?
5. Peé pa pe-studiá matemáticas?

Cycle 5

Manipulation Phase

model

Nda ka-ke'è va. aré i inglés-pe.

We (incl.) don't speak in English.

TO THE STUDENT: Negative statements for verbs in the first person plural (incl.) are formed by nda before the VERB and i following.

patterned response

- | | |
|--------------------------|--------------------|
| 1. Nda ka-ke'è i pa? | Nda ka-ke'è i. |
| 2. Nda ka-mba. apó i pa? | Nda ka-mba. apó i. |
| 3. Nda ka-hendú i pa? | Nda ka-hendú i. |
| 4. Nda ka-ntendé i pa? | Nda ka-ntendé i. |

- | | |
|---------------------------------|---------------------------------------|
| 5. Nda^ja-karú^i^pa? | Nda^ja-karú^i. |
| 6. Nda^ja-geroký^i^pa? | Nda^ja-geroký^i. |
| 7. Nda^ja-jepohéi^ri^pa? | Nda^ja-jepohéi^ri. |
| 8. Nda^jaj-apó^i^pa? | Nda^jaj-apó^i. |
| 9. Nda^ña-ñe'è va.erá^i^pa? | Nahániri. Nda^ña-ñe'è va.erá^i. |
| 10. Nda^ña-mba.apò va.erá^i^pa? | Nahániri. Nda^ña-mba.apò
va.erá^i. |
| 11. Nda^ja-karù va.erá^i^pa? | Nahániri. Nda^ja-karù va.erá^i. |
| 12. Nda^jaj-apò va.erá^i^pa? | Nahániri. Nda^jaj-apò va.erá^i. |
| 13. Nda^ja-geroký va.erá^i^pa? | Nahániri. Nda^ja-geroký
va.erá^i. |

model

Ña-ñe'è inglés-pe.

Let's speak English.

dialog

A. Ña-ñe'è inglés-pe.

B. Clase-pe nda^ña-ñe'è va.erá^i inglés-pe.

Use Phásedirected dialog

1. E-porandú xé-ve ja-geroký va.erá^i pa clase-pe.
2. E-porandú ña-ñe'è va.erá^i pa inglés. clase-pe.
3. E-porandú ja-hugà va.erá^i pa pelota biblioteca-pe.
4. E-porandú ja-karù va.erá^i pa cancha-pe.
5. E-porandú ja-kè va.erá^i pa cafetería-pe.
6. E-porandú ña-makaneà va.erá^i pa hõspital-pe.

appropriate response

1. Mba'é^pa nda^jaj-apò va.erá^i clase-pe?
2. Mba'é^pa nda^jaj-apò va.erá^i biblioteca-pe?
3. Mba'é^pa nda^jaj-apò va.erá^i cafetería-pe?
4. Mba'é^pa nda^jaj-apò va.erá^i hospital-pe?
5. Mba'é^pa nda^jaj-apò va.erá^i dormitorio-pe?

conversion

Pe-studiá pa?
Pe-leé pa?
Pe-jeroký pa?
Pej-apó pa?
Pe-mba.apó pa?

Ro-ké pa?
Ro-jepohéi pa?
Ro-purahéi pa?
Roi-kó pa, á-pe?
Ro-hugá pa pelota?

A-porandú pa?
A-hendú pa?
Ai-kó pa pé-pe?
Ai-potá pa?
Ai-kuaá pa?

Re-studiá pa?
Re-purahéi pa?
Re-pytu'ú pa?
Re-ntendé pa?
Re-scrivi pa?

O-leé pa?
O-hugá pa pelota?
Oi-kó porá pa?
Oi-potá pa?
Oi-kotevé pa?

Ja-studiá pa?
Jai-kuaá pa?
Jaj-apó pa?
Ja-he'á pa?
Ja-he-ha'á pa?

Nda-pe-studiá i pa?
Nda-pe-leé i pa?
Nda-pe-jeroký i pa?
Nda-paj-apó i pa?
Nda-mba.apó i pa?

Ndo-ro-ké i pa?
Ndo-ro-jepohéi ri pa?
Ndo-ro-purahéi ri pa?
Ndo-roi-kó i pa á-pe?
Ndo-ro-hugá i pa pelota?

Ná-a-porandú i pa?
Ná-a-hendú i pa?
Ná-ai-kó i pa pé-pe?
Ná-ai-potá i pa?
Ná-ai-kuaá i pa?

Nde-re-studiá i pa?
Nde-re-purahéi ri pa?
Nde-re-pytu'ú i pa?
Nde-re-ntendé i pa?
Nde-re-scrivi ri pa?

Ná-o-leé i pa?
Ná-o-hugá i pa pelota?
Ná-oi-kó porá i pa?
Ná-oi-potá i pa?
Ná-oi-kotevé i pa?

Nda-ja-studiá i pa?
Nda-jai-kuaá i pa?
Nda-jaj-apó i pa?
Nda-ja-he'á i pa?
Nda-ja-he-ha'á i pa?

translation

1. I don't know how to work.
2. You don't know how to eat.
3. We (incl) don't know how to read.
4. We (excl) don't know how to write.
5. You don't know how to dance.
6. You (pl) don't know how to ask.
7. They don't know how to sing.
8. Carlos doesn't know how to do it.

Cycle 6Manipulation Phasemodel

Péva nda^ha'é^i tata-kuá.

That is not an oven.

Nda^ha'é^i tata-kuá péva.

It's not an oven, that.

TO THE STUDENT: Verbless phrases are negated by nda before the NOUN and i following.

substitution

Kuré (pig)

Nda^ha'é^i kuré péva.

Jaguá (dog)

Nda^ha'é^i jaguá péva.

Mburiká (burro)

Nda^ha'é^i mburiká péva.

Mberú (fly)

Nda^ha'é^i mberú péva.

Mbarakajá (cat)

Nda^ha'é^i mbarakajá péva.

model

Kóva ^h pa tãta-kuã?	Is this an oven?
Tãta-kuã ^h pa kóva?	

dialog

A. Kóva ^h pa tãta-kuã?
B. Nahãhiri. Nda ^h ha'ê ^h i tãta-kuã péva.

Use Phase

appropriate response

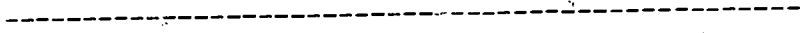
(to pictures)

1. Kóva^hpa kuré?
2. Vacã^hpa kóva?

- Mba'ê^hpa (kóva)?
- Mba'ê^hpa (kóva)?

directed discourse

1. E-porandú (tãra)-pe mberú^hpa kóva.
- ETC.



Cycle 7

Manipulation Phase

model

Nda ^h xe-pérafí Carlos.	My name is not Carlos.
------------------------------------	------------------------

model

Nde rera pa Carlos?	Is your name Carlos ?
---------------------	-----------------------

dialog

A. Nde rera pa Carlos?
B. Nahãniri. Nda xe-rera i Carlos.

Use Phase

interpreting

1. Ask (name) if his name is Carlos.
2. Ask (name) if his name is José.

directed discourse

1. E-porandú (téra)-pe nda rera i pa Carlos.
2. Er-é nde rei-kô i há á-pe.
3. Mba'é pa ha'é he-'í ra.ê.
(Ha'é he-'í kuri ndoi-kô i há á-pe.)



Cycle 3

Manipulation Phase

model

Nda'ikatú'i'pa re-he'ê inglés-pe?	Aren't you allowed to speak in English?
-----------------------------------	---

TO THE STUDENT: Impersonal Verbs such as ikatú form the negative by nda before the VERB and i following.

patterened response

1. Nda'ipa nda'ikatú'i re-he'ê? Nahániri, nda'ikatú'i a-he'ê.
2. Nda'ipa nda'ikatú'i re-leé? Nahániri, nda'ikatú'i a-leé.
3. Pe'ipa nda'ikatú'i pe-he'ê? Nahániri, nda'ikatú'i ro-he'ê.
4. Nda'ikatú'i'pa pe-scriví clase-pe? Nahániri, nda'ikatú'i ro-scriví clase-pe.
5. Nda'ikatú'i'pa a-makaneá cancha-pe? Nahániri, nda'ikatú'i re-makaneá cancha-pe.
6. Nda'ikatú'i'pa re-mba.apó sáwado? Nahániri, nda'ikatú'i a-mba.apó.

appropriate response

1. Rei-potá'pa xé a-he'ê inglés-pe?
2. Er-e mĩ xé-ve mba'ê'pa ha'ê he-'i ra.ê.
3. Nde're-he'ê'i'pa hĩna guaraní.
4. Rei-potá'pa umĩva?
5. Rei-potá'pa ko'áva?

model

Nda'a-he'ê-sé'i inglés-pe.	I don't want to talk in English.
----------------------------	----------------------------------

TO THE STUDENT: Compound verb forms (-se, va.erã, kuaá, etc.) are within the negative markers.



dialog

A. Nda^ikatú^i^pa re-ñe'è inglé-s-pe?
 B. Ikatú, pero nd^a-ñe'è-sé^i.
 A. Mba'é re^pa ndere-ñe'è-sé^i inglé-s?

Cycle 9

Manipulation Phase

model

Nd^a-ñe'è-kuaá mo'è^i guaraní. I won't know how to speak Guarani.

TO THE STUDENT: The future marker ta changes to mo'ã in the negative.

substitution

Xé	Nd^a-ñe'è mo'ã^i guaraní.
Ha'é	Nd^o-ñe'è mo'ã^i guaraní.
Oré	Nd^o-ro-ñe'è mo'ã^i guaraní.
Ndé	Nd^e-re-ñe'è mo'ã^i guaraní.
Nandé	Nd^a-ña-ñe'è mo'ã^i guaraní.
Peë	Nd^a-pe-ñe'è mo'ã^i guaraní.

conversion

A-ñe'è ta.	Nd^a-ñe'è mo'ã^i.
A-hendú ta.	Nd^a-hendú mo'ã^i.
A-ntendé ta.	Nd^a-ntendè mo'ã^i.
A-studiá ta.	Nd^a-studià mo'ã^i.
A-leé ta.	Nd^a-leè mo'ã^i.
A-hugá ta.	Nd^a-hugà mo'ã^i.

O-hugá ta.
O-jeroký ta.
O-mba.apó ta.
O-aprendé ta.

Nd^o-hugà mo'ã'i.
Nd^o-jeroký mo'ã'i.
Nd^o-mba.apò mo'ã'i.
Nd^o-aprendè mo'ã'i.

patterned response

Anĩ re-ñe'ẽ.
Anĩ re-makaneã.
Anĩ re-purahêi.

Nd^a-ñe'ẽ mo'ã'i.
Nd^a-makaneã mo'ã'i.
Nd^a-purahêi mo'ã'i.

Anĩ pe-hendú.
Anĩ pe-studiá.
Anĩ pe-hugá.

Nd^oro-hendú mo'ã'i.
Ndo^oro-studiã mo'ã'i.
Ndo^oro-hugã mo'ã'i.

model

Nd ^a -stúdiã-vé'i ramo...	If I don't study more...
--------------------------------------	--------------------------

variable slot substitution

A-stúdiã-vé ramo, a-ñe'ẽ-kuaá ta guaraní.

A-stúdiã-vé ramo, a-ñe'ẽ-kuaá ta karai-ñe'e.

A-lêe-vé ramo, a-ñe'ẽ-kuaá ta karai-ñe'ẽ.

A-lêe-vé ramo, a-scrivi-kuaá ta karai-ñe'ẽ-me

A-lêe-vé ramo, a-scrivi-kuaá ta guaraní-me.

A-lêe-vé ramo, a-ñe'ẽ-kuaá ta guaraní.

A-stúdiã-vé ramo, a-ñe'ẽ-kuaá ta guaraní.

Nd^a-stúdiã-vé'i ramo, nd^a-ñe'ẽ-kuaá mo'ã'i guaraní.

Nd^a-stúdiã-vé'i ramo, nd^a-ñe'ẽ-kuaá mo'ã'i karai-ñe'ẽ

Nd^a-lêe-vé'i ramo, nd^a-ñe'ẽ-kuaá mo'ã'i karai-ñe'ẽ.

Nd^a-lêe-vé'i ramo, nd^a-scrivi-kuaá mo'ã'i karai-ñe'ẽ-me.

Nd^a-ñe'ẽ-vé'i ramo, nd^a-scrivi-kuaá mo'ã'i karai-ñe'ẽ-me.

Nd̂a-n̂e'e-vêi ramo, nd̂a-scrivì-kuaà mo'ã̂i guaranĩ.

Nd̂a-n̂e'e-vêi ramo, nd̂a-n̂e'ẽ-kuaà mo'ã̂i guaranĩ.

Nd̂a-stùdia-vêi ramo, nd̂a-n̂e'ẽ-kuaà mo'ã̂i guaranĩ.

patterned response

1. Mba'é rêpa re-stùdia-vê hĩna?

Nd̂a-stùdia-vêi ramo, nd̂a-n̂e'ẽ-kuaà mo'ã̂i.

2. Mba'é rêpa re-n̂e'e-vê hĩna?

Nd̂a-n̂e'e-vêi ramo, nd̂a-n̂e'ẽ-kuaà mo'ã̂i.

3. Mba'é rêpa rej-àpo-vê hĩna?

Nd̂aj-àpo-vêi ramo, nd̂aj-apò-kuaà mo'ã̂i.

4. Mba'e rêpa re-lèe-vê hĩna?

Nd̂a-lèe-vêi ramo, nd̂a-leè-kuaà mo'ã̂i.

model

Mba'é rêpa re-stùdia-vê hĩna?

Why are you studying more?

dialog

A. Mba'é rêpa re-stùdia-vê hĩna?

B. Nd̂a-stùdia-vêi ramo, nd̂a-n̂e'ẽ-kuaà mo'ã̂i guaranĩ.

dialog

Mba'é̂pa oi-kó ta ndêre-n̂e'ẽ̂i rõ?

What will happen if you don't speak?

substitution

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?
 Mba'ê pa oi-kô ta nde re-leé'i rô?
 Mba'ê pa oi-kô ta nde re-aprendé'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?
 Mba'ê pa oi-kô ta nde re-leé'i rô?
 Mba'ê pa oi-kô ta nde re-aprendé'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?

Mba'ê pa oi-kô ta nde re-ñe'ê'i rô?
 Mba'ê pa oi-kô ta nde re-studiá'i rô?

translation

1. What will happen if you don't eat?
 Mba'ê pa oi-kô ta nde re-karú'i rô?
2. What will happen if I don't sleep?
 Mba'ê pa oi-kô ta nde re-ké'i rô?
3. What will happen if he doesn't work?
 Mba'ê pa oi-kô ta nde re-amba.apó'i rô?

model

Nda'ikatù mo'á'i a-pytá Paraguái-pe.	I won't be able to remain in Paraguay.
--------------------------------------	--

translation

1. I won't be able to remain in Perú.
 Nda'ikatù mo'á'i a-pytá Perú-pe.
2. I won't be able to study in the dorm.
 Nda'ikatù mo'á'i a-studiá dormitorio-pe.
3. I won't be able to eat in the cafeteria.
 Nda'ikatù mo'á'i a-karú cafeteria-pe.
4. I won't be able to sleep in the hospital.
 Nda'ikatù mo'á'i a-ké hospital-pe.
5. You won't be able to work there.
 Nda'ikatù mo'á'i re-amba.apó pé-pe.

dialog

- A. Mba'é^{pa} òi-kó ta nde^{re}-ñe'êⁱ rô?
- B. Nq^a-ñe'ê^{-kuaá} i rô, nda^{ikatù} mo'áⁱ a-pytá Paraguái-pe.

Cycle 10

Manipulation PhasemodelNda^{ikatú} i gui.

Because I couldn't (or can't).

TO THE STUDENT: gui is also used in the meaning of 'because'.

A-pyta-sé kuri á-pe.

I wanted to stay here.

A-pyta-sé gui kuri á-pe.

Because I wanted to stay here.

dialog

- A. Moó^{pa} re-hó ra.è? Misa há-pe^{pa}?
- B. Nahāniri, a-há kuri jeròky há-pe. Mba'é re^{pa} nde^{re}-juⁱ ra.è xe-ndivé?
- A. Nda^{ikatú} i gui.

N. B. 'with' in the sense 'by means of' as in 'he killed him with a pencil' is translated with pe, not with ndi(ve):

O-juká peteĩ lápis-pe.

model

Máva-ndi^{pa} re-hó ra.e?

Who did you go with?

TO THE STUDENT: Máva-ndi or máva-ndive means 'with whom'.

dialog

A. Máva-ndi^{pa} re-hó ra.è baile há-pe?

B. A-há kuri^{peteĩ} xe-amigo-ndi.

A. Ndé^{pa} re-jeroky-kuaá?

B. Mixi mī-nte.

Use Phase

-listening for comprehension

Xé a-há kuri^{peteĩ} je-karù-guasú há-pe.

(etc.)

appropriate response

1. Máva^{pa} o-hó ra.è, peteĩ je-karù-guasú há-pe ?

2. Kuehé^{pa} a-há ra.è ?

(etc.)

(tell the truth)

1. Máva-ndi'pa re-karú ta ko'ára ?
2. Máva-ndi'pa re-karú rá.è kuehé ?
3. Máva-ndi'pa re-kàru-sé ko'éro ?
4. Re-kàru-sé'pa xe-ndive ko pyharé ?
5. Máva-ndi'pa re-kàru-sé ko pyharé ?

Cycle 11

Manipulation Phase

model

A. Ro-nè'e-se mĩ karaí Lopez-ndi.	We want to speak (some) with Mr. Lopez.
B. Mba'é ?	What ?
A. Ikatú'pa ro-nè'e mĩ karaí Lopez-ndi ?	May we speak (a little) with Mr. Lopez ?

TO THE STUDENT: mĩ 'a little', 'some' is frequently used as a modulator in sentences like the above.

conversion

(add the modulator mĩ to the verb complex)

Ro-nè'e-sé pende-ndivé.	:	Ro-nè'e-se mĩ pende-ndivé.
A-mbà.apo-sé pende-ndivé.	:	
O-stúdia-sé ñande-ndivé.	:	
O-húga-sé pelota ñande-ndivé.	:	
Ikatú'pa ro-nè'e pende-ndivé ?	:	Ikatú'pa ro-nè'e mĩ pende-ndivé?

- Ikatú^{pa} ro-mba, apó pende-ndivé ? :
- Ikatú^{pa} ja-studiá he-ndivé ? :
- Ikatú^{pa} ja-hugá pelota he-ndivé :
kuéra ?

repetition

- Ikatú^{pa} ro-nhê'e mĩ karáí Carlos-ndi .
- Ikatú^{pa} ro-nhê'e mĩ karáí Carlos-ndi ?
- Ikatú^{pa} ro-hùga mĩ nde-hermano-ndi ?
- Ikatú^{pa} ro-nhê'e mĩ nde-hermano-ndi ?
- Ikatú^{pa} ro-hò mĩ pe kuñataí-ndi ?
- Ikatú^{pa} a-nhê'e mĩ pe kuñataí-ndi ?
- Ikatú^{pa} a-nhê'e mĩ pe karáí-ndi ?

patterned response

- | | |
|---|------------|
| 1. Ikatú ^{pa} ro-nhê'e mĩ karáí Carlos-ndi ? | Máva-ndi ? |
| 2. Ikatú ^{pa} ro-nhê'e mĩ nde-hermano-ndi ? | Máva-ndi ? |
| 3. Ikatú ^{pa} ro-nhê'e mĩ pe kuñataí-ndi ? | Máva-ndi ? |
| 4. Ikatú ^{pa} ro-nhê'e mĩ pe karáí-ndi ? | Máva-ndi ? |
| 5. Ikatú ^{pa} ro-nhê'e mĩ Ña Maria-ndi ? | Máva-ndi ? |
| 6. Ikatú ^{pa} ro-nhê'e mĩ Don José-ndi ? | Máva-ndi ? |

model

Ikatú.

You may.

Mba'é gui^{piko} nd^{ikatù} mo'ã'i.

Of course you may.

(literally: 'why couldn't you ?'
or the Spanish 'cómo no')

- TO THE STUDENT:
- Mba'é gui^piko means 'why'; 'because of what?'
 - piko is a question marker like pa. The difference between pa and piko seems to be in the attitude of the speaker toward the person addressed. Piko is used generally to show a close personal interest in the matter. Pa is more direct and shows neutrality.
 - nda^ikatú^i is frequently shortened to nd^ikatú^i.

conversion(change pa to piko)

Mba'é^pa er-é ra.è ?

Mba'é^piko er-é ra.è ?

Mba'é re^pa rej-ú ra.è ko á-pe ?

Mba'é gui^pa re-hó ra.è nde-óga-pe ?

Re-kàru-sé^pa xe-ndivé ?

dialog

- A. Ikatú^pa ro-nê'e mî karáí Lopez-ndi ?
- B. Ikatú. Mba'é gui^piko nd^ikatú mo'á^i pe-hasá, pe-guapý.
A-henôí ta xu-pe.
- A. Ro-agradacé ndé-ve.

Use Phraselistening for comprehension

Roberto ha Francisco pelota i-pope kuéra o-guahê ha o-jepopeté d'on. García róga portón-pe. O-sê peteí mita-kuña ha o-porandú xù-pe kuéra: "Mba'é^pa pei-potá ?"

"Ikatú^pa ro-nê'e mî Don García-ndi ?" he-'í Roberto.

"Máva-ndi ?" he-'í la mita-kuña.

"Don García-ndi", he-'í Francisco, "têra^pa nd^ikatú^i ro-nê'e he-ndivé ?"

"Ikatú. Mba'é gui^piko nd^ikatú mo'á^i. En seguida." He-'í la mita-kuña ha oi-ké la óga-pe ha en seguida o-sê jevý ha he-'í "Don García nd^ikatú mo'á^i o-nê'e pende-ndivé, oi-kuaà-sé mba'é^pa pei-potá."

Oré ro-hùga-sé pelota, ha roi-kuaâ-sé ikatú^{pa} ro-hugã i-canhha-pe",
e-'í Roberto.

Mba'é^{gui} piko nd^{ikatù} mo'ãⁱ. Ikatú pe-hùga-sé vove-nte.
é Don García-rajý", he-'í la mita-kuña.

ppropriate response

- . Moõ^{pa} o-hó Roberto ha Francisco ?
- . Mba'é^{pa} ogue-re há i-pò-pe kuéra?
- . Mäva^{pa} o-sē hendù-pe kuéra ?
- . Mba'é^{pa} o-porandú xù-pe kuéra la mita-kuña ?
- . Mba'é^{pa} he-'í Roberto ?
- . Ha mba'é^{pa} he-'í Francisco ?
- . Mba'é^{pa} oj-apó la mita-kuña ?
- . Mba'é^{pa} oi-kuaâssé Don García ?
- . Ikatú^{pa} o-ñe'ẽ hē-ndive kuéra Don García ?
- . Mba'é^{pa} o-hùga-sé Roberto ha Francisco ?
- . Moõ^{pa} o-hùga-sé Roberto ha Francisco ?
- . Mba'é^{pa} he-'í la mita-kuña ?
- . Mäva-rajý^{pa} la mita-kuña ?

Cycle 12

Manipulation Phase

del

O-ĩ^{pa} so'ó ?

Is there meat ? (Hay carne ?)

O-ĩ^{pa} jetý ?

Are there sweet potatoes ?

THE STUDENT: The verb o-ĩ is equivalent here in meaning to Spanish hay.
It makes no differentiation between singular and plural.

substitution

so'ó		O-i ^h pa so'ó ?
jetý		O-i ^h pa jetý ?
pirá	(fish)	O-i ^h pa pirá ?
kumandá	(beans)	O-i ^h pa kumandá ?
juký		O-i ^h pa yuký ?
júky-sý		O-i ^h pa júky-sý ?

model

Nda^hi-po^hri.

There isn't (no hay).

TO THE STUDENT: nda^hi-po^hri is the negative form of o-i when it means 'no hay'; nda^hi-po^hri mba'é re^hpa means 'no hay de que'.

Use Phase

listening for comprehension

- O-i pirá pero nda^hi-po^hri so'ó.
O-i kumandá pero nda^hi-po^hri arrós.
O-i júky-sý pero nda^hi-po^hri yuký.

appropriate response

1. O-i^hpa so'ó ?
2. O-i^hpa arrós ?
3. O-i^hpa júky-sý ?
4. O-i^hpa clase ko'ãga ?
5. O-i^hpa ta^hpa clase ko'ëro ?
6. O-i^hpa ra.è clase domingo ?

Cycle 13

Manipulation Phasemodel

Hi'ā xé-ve oi-mē centro-pe.	I think he's in town.
Oi-mē ne centro-pe hīna.	He might be in town.
A lo mejor oi-mē centro-pe.	Perhaps he's in town.

TO THE STUDENT: The verb -Imē is used in location expressions like Spanish estar.

substitution

centro	Hi'ā xé-ve oi-mē centro-pe.
tupaó (church)	Hi'ā xé-ve oi-mē tupaó-pe.
cine	Hi'ā xé-ve oi-mē cine há-pe.
mercado	Hi'ā xé-ve oi-mē mercado-pe.

centro	Oi-mē ne centro-pe hīna.
tupaó	Oi-mē ne tupaó-pe hīna.
cine	Oi-mē ne cine-ha-pe hīna.
mercado	Oi-mē ne mercado-pe hīna.

centro	A lo mejor oi-mē centro-pe.
tupaó	A lo mejor oi-mē tupaó-pe.
cine	A lo mejor oi-mē cine-ha-pe.
mercado	A lo mejor oi-mē mercado-pe.

variable slot substitution

Hi'a xé-ve ha'á oi-mē centro-pe ko'āga.
 Hi'a xé-ve ha'á oi-mē tupaó-pe ko'āga.
 Hi'a xé-ve ha'á kuéra oi-mē tupaó-pe ko'āga.
 Hi'a xé-ve ha'á kuéra oi-mē tupaó-pe ko'ára.
 A lo mejor ha'á kuéra oi-mē tupaó-pe ko'ára.

model

- | | |
|---|---------------------------|
| A. O-i ^h pa hīna nde-rú? | Is your father (at home)? |
| B. Nd ^o -i ^h ri hīna. | He's not (at home). |

TO THE STUDENT: The verb o-i is used like 'estar' in Spanish to indicate 'being present or at home'. The negative of o-i in this usage is not the irregular nda^h-i-póri but the regular nd^o-i^hri.

model

- | | |
|-------------------------------|--|
| Moó ^h pa oi-mē ne? | Where would (might) he be?
(Dónde estaría?) |
|-------------------------------|--|

TO THE STUDENT: ne is a postfix which is equivalent in meaning to the Spanish suffix -ía in 'estaría'.

dialog

- | |
|---|
| A. O-i ^h pa hīna nde-rú? |
| B. Nd ^o -i ^h ri hīna. |
| A. Ha moó ^h pa oi-mē ne? |
| B. A lo mejor oi-mē centro-pe. |

substitution

xe-róga	Aj-ú hīna xe-róga gui.
mercado	Aj-ú hīna mercado gui.
centro	Aj-ú hīna centro gui.
tupaó (church)	Aj-ú hīna tupaó gui.
kokué (field)	Aj-ú hīna kokué gui.
Luque	Aj-ú hīna Luque gui.
Paraguay	Aj-ú hīna Paraguay gui.
aeropuerto	Aj-ú hīna aeropuerto gui.
upé	Aj-ú hīna upé gui.

model

Moõ gui~pa rej-ú hīna?

Where are you coming from?

TO THE STUDENT: moõ gui~pa 'from where'.

dialog

- A. Moõ gui~pa rej-ú hīna?
 B. Aj-ú hīna xe-róga gui.

patterned response

- Moõ gui~pa ndé rej-ú hīna? Centro gui~pa?
Hēe, aj-ú hīna centro gui.
- Moõ gui~pa ndé rej-ú hīna? Tupaó gui~pa?
Hēe, aj-ú hīna tupaó.gui.
- Moõ gui~pa ndé rej-ú hīna? Nde-róga gui~pa?
Hēe, aj-ú hīna xe-róga.gui.
- Moõ gui~pa peẽ pej-ú hīna? Mercado gui~pa?
Hēe, roj-ú mercado gui.
- Moõ gui~pa rej-ú ra.è? Centro gui~pa?
Hēe aj-ú kuri centro gui.

- 6. Moõ gui`pa Carlos o-ú hína? Hóga gui`pa?
Hêe, o-ú hóga gui.
- 7. Moõ gui`pa paj-ú ra.è? Tupaõ gui`pa?
Hêe, roj-ú kuri tupaõ gui.
- 8. Moõ gui`pa ha'é o-ú ra.è? Mercado gui`pa?
Hêe, o-ú kuri mercado gui.

Use Phase

directed discourse

- 1. E-porandú (téra)-pe moõ gui`pa o-ú hína.
- 2. E-porandú (téra)-pe moõ gui`pa xé aj-ú hína.
- 3. E-porandú (téra)-pe moõ gui`pa o-ú ra.è.
- 4. E-porandú (téra)-pe moõ gui`pa xé aj-ú ra.è.
- 5. E-porandú (téra)-pe o-ú`pa hína cafeteria gui.
- 6. E-porandú (téra)-pe o-ú`pa ra.è dormitorio gui.
- 7. E-porandú (téra)-pe aj-ú`pa ra.è clase gui.
- 8. E-porandú (téra)-pe jaj-ú`pa hína hospital gui.

interpreting

- 1. Ask (name) where he's coming from.
- 2. Have (name) ask (name) where he's coming from.
- 3. Ask (name) where he just came from.
- 4. Have (name) ask (name) where he just came from.
- 5. Ask (name) if he's coming from church.
- 6. Have (name) ask (name) if he's coming from church.
- 7. Ask (name) if he just came from over there.
- 8. Have (name) ask (name) if he just came from over there.
ETC.

listening for comprehension

Ko voluntario o-ú California gui, ha péva o-ú Texas gui. I-a o-ú va California gui héra Roberto, ha la o-ú va Texas gui héra David.

appropriate response

1. Moõ gui^{pa} o-ú la voluntario héra va Roberto?
2. Ha moõ gui^{pa} o-ú la voluntario héra va David?
3. Moõ gui^{pa} ndé rej-ú? Norteamérica gui tēra^{pa} Sudamerica gui?
4. Moõ gui^{pa} o-ú la nde-socio?
5. Moõ gui^{pa} o-ú la nde-sý?
6. Xé aj-ú kurí cafeteria gui? Ndé^{pa} rej-ú ra.è upé gui aveí?
7. Carlos o-ú kurí amó gui. Ha ndé?
8. Moõ gui^{pa} peẽ pej-ú ra.è?

model

Jai-pe'á la i-ky'á va la i-potĩ
va gui.

Let's separate (quitar) the
dirty ones from the clean ones.

substitution

Teacher: Jai-pe'á la i-ky'á va la i-potĩ va gui.

Student: Jai-pe'á la i-ky'á va la i-potĩ va gui.

Teacher: Jai-pe'á la ñasý va la hesãi va gui.

Student: Jai-pe'á la ñasý va la hesãi va gui.

Teacher: Jai-pe'á la i-pukú va la mbyký va gui.

Student: Jai-pe'á la i-pukú va la mbyký va gui.

Teacher: Jai-pe'á la i-kyrá va la pirú va gui.

Student: Jai-pe'a la i-kyrá va la pirú va gui.

Teacher: Jai-pe'á la i-tujá va la i-pyahú va gui.

Student: Jai-pe'á la i-tujá va la i-pyahú va gui.

model

Mba'é^{pa} jaj-apó ta ko'á aó gui?

What shall we do with these
clothes?

substitution

Teacher: Mba'ê^hpa jaj-apó ta ko'ã aó gui?

Student: Mba'ê^hpa jaj-apó ta ko'ã aó gui?

Teacher: Mba'ê^hpa jaj-apó ta ko'ã ryguasú rây gui?

Student: Mba'ê^hpa jaj-apó ta ko'ã ryguasú rây gui?

Teacher: Mba'ê^hpa jaj-apó ta ko'ã gyrá gui?

Student: Mba'ê^hpa jaj-apó ta ko'ã gyrá gui?

Teacher: Mba'ê^hpa jaj-apó ta ko'ã kuré gui?

Student: Mba'ê^hpa jaj-apó ta ko'ã kuré gui?

Teacher: Mba'ê^hpa jaj-apó ta ko'ã sapatú gui?

Student: Mba'ê^hpa jaj-apó ta ko'ã sapatú gui?

Cycle 14Manipulation Phasemodel

Er-ê xu-pé aní resarái ti
i-livro gui.

Tell him not to forget his
book.

Aní nde-resarái ti nde-livro
gui.

Don't forget your book.

TO THE STUDENT: 1. Resarái is a QUALITY VERB. Its object (in English translation) is followed by gui. One 'forgets from something!'

2. The imperative forms of resarái are:

Nde-resarái xuguí!

Forget him!

Pende-resarái xuguí!

Forget him!

Aní (kena) nde-resarái (ti) xuguí!

Don't forget him!

Aní (kena) pende-resarái (ti) xuguí!

Don't forget him!

directed discourse

1. Er-e mĩ (téra)-pe anĩ hesarái ti i-livro gui.
2. Er-e mĩ (téra)-pe anĩ hesarái ti xe-lápis gui.
3. Er-e mĩ (téra)-pe anĩ hesarái ti nde-sý gui.
4. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti nde-fú gui.
5. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti nde-coche gui.
6. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti xe-chica gui.
7. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti hõga gui.
8. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti héra gui.
9. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti xe-heguí.
10. Er-e mĩ (téra ha téra)-pe anĩ hesarái ti nde-heguí.

model

O-kañy~pa ra.è nde-hegui la
nde-plata?

Did you lose your money?
(Se le perdió su dinero?)

Hëe, ho-'á kurì xe-heguí.

Yes, I dropped it.
(Sí, se me cayó.)

TO THE STUDENT: 1. The structure of these sentences is comparable to the structure of the Spanish equivalents.

2. Conjugation of the vowel-stem verb -'a 'to fall'. (As with most other vowel-stem verbs, -'a is irregular only in first person singular and third person.)

ho-'á	I fall	ro-'á	we fall
		ja-'á	we fall
re-'á	you fall	pe-'á	you fall
	ho-'á	he falls	

translation

- | | |
|------------------------------|--|
| 1. Did you lose your money? | O-kañy pa ra.è nde-heguí la nde-plata? |
| 2. Did I lose my money? | O-kañy pa ra.è xe-heguí la xe-plata? |
| 3. Yes, you dropped it. | Hëe ho-'á nde-heguí. |
| 4. Did we lose our gold? | |
| 5. Yes, you (pl) dropped it. | |
| 6. Did he lose his gold? | |
| 7. Yes, he dropped it. | |

Use Phaseappropriate response

1. Moč pa o-kañy ra.è nde-heguí la nde-livro?
2. Moč pa ho-'á ra.è nde-heguí la nde-lápis?
3. Araka'é pa o-kañy ra.è nde-heguí la nde-reiô ?
4. Mba'é ixa pa o-kañy ra.è nde-heguí la nde-anillo?
5. Mba'é pa la o-kañy va Carlos gui?

interpreting

1. Ask (name) where he lost his watch.
 2. Ask (name) when he lost his glasses (lente).
 3. Ask (name) how he lost his money.
 4. Ask (name) if he lost his book.
 5. Ask (name) where you dropped your ring.
 6. Ask (name) how I dropped my glasses.
 7. Ask (name) when we dropped our necklace (collar).
 8. Ask (name) if they dropped their books.
-

Cycle 15

Manipulation Phasemodel

A-há hīna xe-róga-pe.

I'm going to my house.

TO THE STUDENT: Remember that the verb -ho 'go' is irregular in the first person singular and inclusive.

<u>a-há</u>	ro-hó
	<u>ja-há</u>
re-hó	pe-hó
	o-hó

substitution

xé	A-há hīna xe-róga-pe.
ñandé	Ja-há hīna ñande-róga-pe.
peē	Pe-hó hīna pende-róga-pe.
ndé	Re-hó hīna nde-róga-pe.
oré	Ro-hó hīna ore-róga-pe.
ha'é	O-hó hīna hóga-pe.

xé	A-há kuri xe-róga-pe.
ñandé	Ja-há kuri ñande-róga-pe.
peē	Pe-hó kuri pende-róga-pe.
ndé	Re-hó kuri nde-róga-pe.
oré	Ro-hó kuri ore-róga-pe.
ha'é	O-hó kuri hóga-pe.

dialog

- A. Moõ̃pa re-hó hīna?
 B. A-há hīna xe-róga-pe.

patterned response

1. Moõ~pa re-hó ra.è? Luque-pe~pa tēra~pa Paraguay-pe?

A-há kuri _____-pe.

2. Moõ~pa re-hó ra.è? Villarrica-pe~pa tēra~pa Concepción-pe?

A-há kuri _____-pe.

ETC.

Use Phaselistening for comprehension

Xé a-há kuri Luque-pe.

José o-hó kuri upé-pe aveí.

Ha David-amigo o-hó kuri Paraguay-pe.

appropriate response

1. Moõ~pa xé a-há ra.è?
2. Ha moõ~pa José o-ho ra.è?
3. Nd~o-ho~i~pa ra.è Paraguay-pe?
4. David o-hó kuri Luque-pe aveí, ajé~pa?

(tell the truth)

5. Moõ~pa ndé ro-ho-sé ko'ára?
6. Moõ~pa ndé re-hó ta ko'ëra?
7. Moõ~pa ndé ro-hó ra.è kuehé?
8. Moõ~pa ndé re-hó va.erä ko'äga?
9. Ndé~pa re-hó ra.è banco-pe ko'ára?

Cycle 16

Manipulation Phasemodel

A-há kurì la reuniòn há-pe.

I went to the meeting.

TO THE STUDENT: Certain things, when conceived of as activities or events which are held and which one may attend require a postfix há. Many words which take this postfix are also used without it to refer to a place or to name an activity. For example:

reuniòn
reuniòn há

the name of the activity.
the 'holding' of a meeting, the activity or event which one may attend.

misa
misa há

(Catholic 'mass') the name of the activity.
the 'holding' of mass, the activity or event one may attend.

jeroký
jeroký há

the name of an activity or event.
the 'holding' of the event.

travaho
travaho há

work
place of work

substitution

casamiento há
cumpleaños há
santo àra há
baile há
fiesta há
partido há
cine há
desfile há (parade)

A-há hīna peteī casamiento há-pe.
A-há hīna peteī cumpleaños há-pe.
A-ha hīna peteī santo àra há-pe.
A-há hīna peteī baile há-pe.
A-há hīna peteī fiesta há-pe.
A-há hīna peteī partido há-pe.
A-há hīna peteī cine há-pe.
A-há hīna peteī desfile há-pe.

carrera há (races)
la je-karù guàsu há (banquet)

ñorãiro há (fight)
ñe-ñõty há (burial)
o-manò va há (funeral)
velorio há (wake)
kurè-jùka há (pig killing)
ñe-mbò'e há (praying place)

A-há hīna la carrera há-pe.
A-há hīna la je-karù guàsu há-pe.
A-há hīna la ñorãiro há-pe.
A-há hīna la ñe-ñõty há-pe.
A-há hīna la o-manò va há-pe.
A-há hīna la velorio há-pe.
A-há hīna la kurè-jùka há-pe.
A-há hīna la ñe-mbò'e há-pe.

dialog

A. Moõ~pa re-hó ra.è?
B. A-há kurì la reuniòn há-pe.

model

Ja-há xe-ndivé.

Come with me.
(literally: Let's go with me.)

Ej-ú he-ndivé.

Come with him.

TO THE STUDENT: ndivé 'in accompaniment' in combination with pronouns:

xe-ndivé	ore-ndivé
nde-ndivé	ñande-ndivé
he-ndivé	pende-ndivé
	he-ndivé kuérá

'Come with me' is ja-há xe-ndivé not ej-ú xe-ndivé. 'Come with him' is ej-ú he-ndivé.

patterned response

1. Moõ^pa re-hó hīna? La fiesta há-pe^pa?
Hēe, a-há la fiesta há-pe. Ja-há xe-ndivé.
 2. Moõ^pa re-hó hīna? Peteĩ cine há-pe^pa?
hēe, a-há peteĩ cine há-pe. Ja-há xe-ndivé.
 3. Moõ^pa re-hó hīna? Nde-amigo-cumpleaños há-pe^pa?
Hēe, a-há xe-amigo-cumpleaños há-pe. Ja-há xe-ndivé.
 4. Moõ^pa re-hó hīna? Peteĩ ñe-ñõty há-pe^pa?
Hēe, a-há peteĩ ñe-ñõty há-pe. Ja-há xe-ndivé.
 5. Moõ^pa re-hó hīna? La nde-hermano-ñe-ñõty há-pe^pa?
Hēe, a-há xe-hermano-ñe-ñõty há-pe. Ja-há xe-ndivé.
 6. Moõ^pa re-hó hīna? Peteĩ ñorãiro há-pe^pa?
Hēe, a-há peteĩ ñorãiro há-pe. Ja-há xe-ndivé.
-

Cycle 17

Manipulation Phase

patterns for study

- A-sē ta ko'á gui I'll leave from here.
- O-ú ta amō gui. He'll come from there.
- Oi-pe'á ore-heguí ore-plata. He took our money from us.
(se nos quitó el dinero)
- Mba'é'pa aj-apó ta i-xuguí? What shall I make from it, or
what shall I do with it?
- O-kañy i-xuguí i-plata. He lost his money (se le perdió
[de él] su plata)
- Xe-řesarái ta pende-heguí. I will forget you.
- Oi-kó ta xuguí gente porã. He'll become a fine person.

TO THE STUDENT:

1. The basic meaning of gui is 'from' or 'out of'. Note also the numerous 'idiomatic' uses above.
2. Person paradigm of gui

xe-heguí		ore-heguí
		ñande-heguí
nde-heguí		pende-heguí
xuguí	or	i-xuguí

model

Aj-ú ñina xe-řóga gui.	I'm coming from my house.
------------------------	---------------------------



Cycle 18

Manipulation Phasemodel

A-nacé vakue Itapu'amí-me.

I was born in Itapu'amí.

substitution

O-nacé

O-mendá

O-manó

O-ñe-ñotý

O-nacé vakue Itapu'amí-me.

O-mendá vakue Itapu'amí-me.

O-manó vakue Itapu'amí-me.

O-ñe-ñotý vakue Itapu'amí-me.

modelMoõ^hpa o-nacé raka.e ?

Where was he born ?

substitution

O-nacé

O-mendá

O-manó

O-ñe-ñotý

Moõ^hpa o-nacé raka.e ?Moõ^hpa o-mendá raka.e ?Moõ^hpa o-manó raka.e ?Moõ^hpa o-ñe-ñotý raka.e ?dialogA. Moõ^hpa re-nacé raka.e ?

B. A-nacé vakue Itapu'amí-me.

A. Ha moõ^hpa o-pytá ?B. Nda^hi-mombyrý^hi Luque gui.

appropriate response

1. Moõ^pa ndé re-nacé raka.e ?
2. Moõ^pa o-nacé raka.e nde-rú ?
3. Moõ^pa rej-apó raka.e primer grado ?
4. Rei-kò ajá Méhico-pe, re-hexá^pa raka.e hetá mba'é ?
5. Araka'é^pa re-guahé raka.e ko'á-pe ?

patterns for study

1. a. Mba'é^pa re-porandú hína ? What are you asking ?
 b. Mba'é^pa la re-porandú [va] hína? What is it [that] you are asking ?
 c. Mba'é^pa la re-porandu-sé [va] ? What is it [that] you wish to ask ?
 d. Mba'é^pa la re-porandú ta [va]? What is it [that] you'll ask ?
 e. Mba'é^pa la re-porandú [vakué]? What is it [that] you asked ?
 f. Mba'é^pa la re-porandú [varã]? What is it [that] you must ask ?

TO THE STUDENT:

va, vakué, varã, in the above sentences are similar in function to the relative pronoun 'that' in English (or que in Spanish) :

va is used in the present and after ta;

vakué (or: va.ekué) is used in the past;

varã (or: va.erã) is used in the sense of 'should', 'must'.

translation

1. Mba'é^pa rei-potá hína ? What do you want ?
2. Mba'é^pa la rei-potá va ? What is it that you want ?
3. Mba'é^pa la rei-potá vakué ? What is that you wanted ?
4. Mba'é^pa la rei-potá varã ? What is it that you'd like ?

conversion

1. Mba'é~pa re-joguá ? --Mba'é ?
Mba'é~pa la re-joguá va ?
2. Mba'é re-vendé ? --Mba'é ?
Mba'é~pa la re-vendé va ?
3. Mba'é~pa rej-apó hīna ? --Mba'é ?
Mba'é~pa la rej-apó va hīna ?
4. Mba'é~pa re-purahēi hīna ? --Mba'é ?
Mba'é~pa la re-purahēi va hīna ?
5. Mba'é~pa re-porandú ta ? --Mba'é ?
Mba'é~pa la re-porandú ta va ?
6. Mba'é~pa re-leé ta ? --Mba'é ?
Mba'é~pa la re-leé ta va ?
7. Mba'é~pa re-scrivi-sé ? --Mba'é ?
Mba'é~pa la re-scrivi-sé va ?
8. Mba'é~pa re-stùdia-sé ? --Mba'é ?
Mba'é~pa la re-stùdia-sé va ?
9. Mba'é~pa re-consegui-sé ta ? --Mba'é ?
Mba'é~pa la re-consegui-sé ta va ?
10. Mba'é~pa re-ñē'e-sé ta ? --Mba'é ?
Mba'é~pa la re-ñē'ē-sé ta va ?
11. Mba'é~pa re-joguá ra.è ? --Mba'é ?
Mba'é~pa la re-joguá vakué ?
12. Mba'é~pa re-vendé ra.è ? --Mba'é ?
Mba'é~pa la re-vendé vakué ?
13. Mba'é~pa rej-apó ra.è ? --Mba'é ?
Mba'é~pa la rej-apó vakué ?
14. Mba'é~pa re-purahēi varā ? --Mba'é ?
Mba'é~pa la re-purahēi varā ?
15. Mba'é~pa re-porandū varā ? --Mba'é ?
Mba'é~pa la re-porandū varā ?

patterns for study

- | | | |
|----|---|--------------------------------|
| 2. | a. Māva ^ˆ pa la rei-potá va ? | Which is the one you want ? |
| | b. Māva ^ˆ pa la rei-potá ta va ? | Which is the one you'll want ? |
| | c. Māva ^ˆ pa la rei-potâ vakué ? | Which is the one you wanted ? |
| | d. Māva ^ˆ pa la rei-potâ varã ? | Which is the one you'd like ? |

TO THE STUDENT:

Māva^ˆpa means both 'who' and 'which'. (Frequently 'who?' is rendered áva, so that māva is more restricted to mean 'which'.)

translation

- | | | |
|----|--|-------------------------------------|
| 1. | Māva ^ˆ pa re-joguá ta ? | Which one will you buy ? |
| 2. | Māva ^ˆ pa la re-joguá ta va ? | Which is the one you'll buy ? |
| 3. | Māva ^ˆ pa re-jôgua-sé ? | Which one do you want to buy ? |
| 4. | Māva ^ˆ pa la re-jôgua-sé va ? | Which is the one you want to buy ? |
| 5. | Māva ^ˆ pa re-joguá ra.ê ? | Which one did you buy ? |
| 6. | Māva ^ˆ pa la re-joguâ vakué ? | Which is the one you bought ? |
| 7. | Kóva ^ˆ pa la re-joguâ varã ? | Is this the one you'd like to buy ? |

patterns for study

- | | | |
|----|---------------------------------|--|
| 1. | Péva pé livro la ai-potá va. | <u>That</u> book is the one [that] I want. |
| 2. | Péva pé livro la ai-potâ vakué. | <u>That</u> book is the one [that] I wanted. |
| 3. | Péva pé livro la ai-potâ varã. | <u>That</u> book is the one [that] I'd like. |

TO THE STUDENT:

va, vakué, varã in these sentences are equivalent to 'the one' or 'the one that...'

translation

- | | | |
|----|----------------------------------|---|
| 1. | Ai-potá péva pé livro. | I want <u>that</u> book. |
| 2. | Péva pé livro la ai-potá va. | <u>That's</u> the book I want. |
| 3. | Kóva kó livro la rei-potâ vakué. | <u>This</u> is the book you wanted. |
| 4. | Amôva amô livro la re-leê varã. | <u>That's</u> the book you should read. |

Cycle 19

Manipulation Phase

patterns for study (contrast)

Mba'é	thing
Mbà'e- <u>vé</u>	nothing
Māva	who ?
Māva- <u>vé</u>	no one
Moõ	where ?
Mõo- <u>vé</u>	nowhere
Araka'é	when ?
Arakà'e- <u>vé</u>	never
Mbový	how many ?
Mbòvy- <u>vé</u>	none

TO THE STUDENT:

From certain interrogative words can be formed the absolute negatives as shown above by the addition of -vé.

dialogs

- A. Māva[^]pa oi-kó á-pe ?
 B. Á-pe nd[^]oi-kó[^]i māvavé !
- A. Māva-pe[^]pa rei-kuaá Concepción-pe ?
 B. Nd[^]ai-kuaá[^]i māvavé-pe.
- A. Moó[^]pa oi-kó Rafael ?
 B. Ha'é nd[^]oi-kó[^]i mõové !
- A. Mba'é[^]pa rei-potá ?
 B. Nd[^]ai-potá[^]i mbà'e-vé !
- A. Araka'é[^]pa rej-ù jevý ta á-pe ?
 B. Arakà'e-vé !

substitution

o-kó	á-pe nd'oi-kó'i máva-vé
o-ú	á-pe nd'o-ú'i máva-vé
o-ké	á-pe nd'o-ké'i máva-vé
o-i	á-pe nd'o-i'ri máva-vé

patterned response

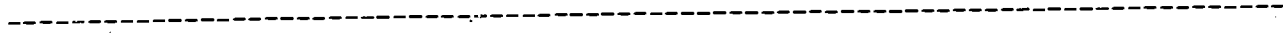
Máva'pa o-ú ra.è á-pe ?	Á-pe nd'o-ú'i kuri máva-vé.
Máva'pa o-karú ra.è á-pe ?	Á-pe nd'o-karú'i kuri máva-vé.
Máva'pa o-ké ra.è á-pe ?	Á-pe nd'o-ké'i kuri máva-vé.
Máva'pa o-mba.apó ra.è á-pe ?	Á-pe nd'o-mba.apó'i kuri máva-vé.

completion

- T. Carlos ogue-rekó hetà mba'é ha xé katu ...
- S. Carlos ogue-rekó hetà mba'é ha xé katu nd'ague-rekó'i mbà'e-vé.

frequently
o-hó Concepción-pe.
(Xé ...arakà'e-vé)

o-viana opá rupi
(Xé mdo-vé)



Cycle 20

Manipulation PhaseModel

- | | |
|--|----------------------------|
| A. Re-vy'á ^h pik Paraguái-pe? | Are you happy in Paraguay? |
| B. A-vy'â-itêreí. | I'm very happy. |

TO THE STUDENT: There are two levels or grades of superlative 'heightening'. The first-level superlative, which is usually translated by 'very', is rendered by one of the three variants -té; -íté; eté, the choice depending on the vowel which comes before the suffix:

<u>té</u>	follows	<u>e</u>
<u>ité</u>	follows	<u>a</u>
<u>eté</u>	follows	the other vowels (i; y; u;)

The second-level superlative, which is variously translated 'extremely'; 'very, very'; 'most'; etc. simply adds reí after a first-level superlative.

substitution

porā	I-porā-ité la xe-chica.
vaí	I-vaí-eté la xe-chica.
mboriahù	I-mboriahù-eté la xe-chica.
mbareté	I-mbarete-té la xe-chica.
hasý	Hasý-eté la xe-chica.

patterned response

- | | |
|---|---------------------|
| 1. Re-vy'á ^h piko Paraguái-pe? | A-vy'â-itêreí. |
| 2. O-hugā porā ^h piko? | O-hugá porā-itêreí. |
| 3. O-ñe'è porā ^h piko? | |
| 4. C cosinã porā ^h piko? | |

Cycle 21

Manipulation Phase

model

Mba'é hóra^pa hīna ko'āga?	What time is it now?
----------------------------	----------------------

substitution

hóra	Mba'é hóra^pa hīna ko'āga?
diá	Mba'é diá^pa hīna ko'āga?
mes	Mba'é mes^pa hīna ko'āga?

model

Mba'é ixa^pa o-ñe-porandú la hóra re?	How does one ask for the time?
---------------------------------------	--------------------------------

TO THE STUDENT: re (short for rehe) is the equivalent of 'about; concerning'.

dialog

- | |
|---|
| <p>A. Mba'é ixa^pa o-ñe-porandú la hóra re?</p> <p>B. O-je-'é: Mba'é hóra^pa hīna ko'āga?</p> |
|---|

model

Ko'āga la una rupi hīna.

It's now about 1.

A-pu'ā las doce y media rupi.

I got up at about 12:30.

TO THE STUDENT: (a) rupi means 'about; approximately'.
 (b) The time of day is given in Spanish:

lá una menos dies

12:50

las doce y media

12:30

substitution

re-pu'ā

Mba'é hōra^pa re-pu'ā ra.è?

re-ñenō (go to bed)

Mba'é hōra^pa re-ñenō ra.è?

rej-āpo-pā (finish)

Mba'é hōra^pa rej-āpo-pā ra.è?

re-ñepyrū (begin)

Mba'é hōra^pa re-ñepyrū ra.è?

re-karū

Mba'é hōra^pa re-karū ra.è?

re-rambosá (eat breakfast)

Mba'é hōra^pa re-rambosá ra.è?

conversion(add -sé ta 'will want to' to the VERB)

Mba'é hōra^pa re-pu'ā?

Mba'é hōra^pa re-pū'a-sé ta?

Mba'é hōra^pa re-ñenō?

Mba'é hōra^pa re-ñeno-sé ta?

Mba'é hōra^pa rej-āpó?

Mba'é hōra^pa rej-āpo-sé ta?

Mba'é hōra^pa re-ñepyrū?

Mba'é hōra^pa re-ñepyrū-sé ta?

Mba'é hōra^pa re-karū?

Mba'é hōra^pa re-kāru-sé ta?

Mba'é hōra^pa re-rambosá?

Mba'é hōra^pa re-rambosá-sé ta?

Use Phaseappropriate response

1. Mba'é hōra^pa ko'āga? (9:05)
2. Mba'é hōra^pa ko'āga? (10:15)
3. Mba'é hōra^pa ko'āga? (11:30)
4. Mba'é hōra^pa ko'āga? (12:45)
5. Mba'é hōra^pa ko'āga? (1:57)
6. Mba'é hōra^pa re-pu'ā ra.è ko pyhare-vé?
7. Mba'é hōra^pa re-ñenō ra.è angè pyharé?
8. Mba'é hōra^pa re-kāru-sé ta?
9. Mba'é hōra^pa re-rambosá?

200

models

Mba'é diá~pa hína ko'ãga?	What day is 't?
Lunes, 28 de Octubre hína.	Monday, October 28.

Mba'é diá~pa ra.è kuené? (kuehè ambué)	What day was it yesterday? (day before yesterday)
Domingo (sávado) kuri.	It was Sunday (Saturday).

Mba'é diá ta~pa hína ko'ëro (ko'è ambué rō) ?	What day will it be tomorrow (day after tomorrow) ?
Ko'ëro Martes ta hína.	Tomorrow will be Tuesday.

TO THE STUDENT: Note that kuri, ra.è, ta and hína are used in verbless sentences.

Use Phaseappropriate response or directed discourse

1. Mba'é diá~pa hína ko'ãga ?
2. Mba'é diá~pa ra.è kuené ?
3. Mba'é diá ta~pa hína ko'ëro ?
4. Mbovy hóra~pa ogue-rekó peteĩ diá ?
5. Mbovy diá~pa ogue-rekó peteĩ semana ?
6. Mbovy semana~pa ogue-rekó peteĩ mes ?
7. Mbovy mes~pa ogue-rekó peteĩ año ?
8. Mba'é hóra~pa re-sè ta ko'á gui. ?

Cycle 22

Manipulation Phasemodel

A-mba.apo-vé kokué-pe.

I work mainly in agriculture.

- TO THE STUDENT: a. -vé 'more' would translate the Spanish principalmente.
 b. kokué, literally 'farm' or 'field' is used also in the sense of 'agriculture', 'agricultural work'.

lexical substitution

kokué	a-mba.apo-vé kokué-pe
cocinā (kitchen work)	a-mba.apo-vé cocinā-me
hojalatería (tilework)	a-mba.apo-vé hojalatería-pe
herrería (foundry work)	a-mba.apo-vé herrería-pe
alvañilería (masonry)	a-mba.apo-vé alvañilería-pe
aò-apó (tailoring)	a-mba.apo-vé aò-apó-pe

model

Mba'é-pe^pa re-mba.apó ?

In what do you work ?

TO THE STUDENT: mba'é-pe^pa means 'in what ?'

dialog

A. Mba'é-pe^pa re-mba.apo-vé ?

B. A-mba.apo-vé kokué-pe.

Use Phase

Listening for comprehension

Francisco albañil, pero o-mba.apo-vé kokué-pe òi-ko-sé gui iñ-hermano Pedro ha Daniel ndi.
Pedro albañil aveí pero o-mba.apo-vé la kokué-pe. Daniel katu o-mba.apo-vé nojalatería-pe, ha hembirekó, aè-apó-pe ha cocinã-me.

appropriate response

1. Mba'é-pe^pa o-mba.apo-vé Francisco ?
2. Mba'é-pe^pa o-mba.apó Daniel hembirekó ?
3. ha Daniel ?
4. Pedro^pa máva ?
5. Mba'é re^pa Francisco o-mba.apo-vé la kokué-pe ?
6. Mba'é-pe^pa ndé re-mba.apó ?
7. Moó^pa o-mba.apó nde-rú ?
8. Mba'é-pe^pa o-mba.apó nde-sý ?

BTC.

Cycle 23

Manipulation Phase

model

A-ğuahè kurì kuehè ambué.

I arrived the day before
yesterday.

kuehè ambué

Aje'í (a while ago)

Las cuatro rupi

Ange-té (just now)

Angè pyharé (last night)

Ko pyhare-vé (this morning)

A-ğuanè kurì kuehè ambué

A-ğuahè kurì aje'í

Las 4 rupi a-ğuahè kurì

Ange-té a-ğuahè kurì

Angè pyharé a-ğuahè kurì

Ko pyhare-vé a-ğuanè kurì

model

Araka'ê ^ˆ pa re-ḡuahē ra.è ko'á-pe?	When did you get here ?
Araka'ê ^ˆ pa re-sē ta ko'á gui ?	When will you leave from here ?

dialog

A. Araka'á ^ˆ pa re-ḡua...ē ra.è ko'á-pe ?
B. A-ḡuahē kurì kuehē ambué.

Use Phaseappropriate response

1. Araka'ê^ˆpa o-ḡuahē ra.è Francisco Paraguay-pe ?
2. Māva^ˆpa Francisco ?
3. Moō^ˆpa o-no-sé Carlos ndi-vé ?
4. Mba'ē rā o-no-sé Brasil-pe ?
5. Francisco^ˆpa o-no-sé Brasil-pe o-juká haguã jaguá ?
6. Francisco o-nē'e-sé inglés, ajé^ˆpa ?
7. Mba'ê^ˆpa o-porandú Carlos, Francisco-pe ?
8. Araka'ê^ˆpa o-sē ta Carlos ha Francisco ?
9. Araka'ê^ˆpa o-ḡuahē ta Brasil-pe Carlos ha Francisco ?
10. Araka'ê^ˆpa re-sē ta ko'á gui ? Ko'ēro^ˆpa ?
11. Araka'ê^ˆpa o-ḡuahē ra.è la nde-amigo ko'á-pe ?

listening for comprehension

Kuehé o-ḡuahē kurì Paraguay-pe Francisco, Carlos-amigo. Francisco o-ú Carlos róga-pe oi-potá gui Carlos o-hó hendivé Brasil-pe, río Amazona pevé. Francisco o-no-sé o-juká haguã jaguareté ha o-nē'e-sé gui la Amazona-pe gua indio kuéra ñe'ē.

Ha Carlos o-porandú Francisco-pe: 'Araka'ê^ˆpa ña-sē ta ko'a-gui ?'
'Lunes las 3 rupi', he-'í Francisco. 'Ha araka'ê^ˆpa ña-ḡuahē ta Brasil-pe',
o-porandú Carlos..

Manipulation Phase

model

Nd^oa-mbopu-kuaáⁱ mbaraká.

I don't know how to play the guitar.

substitution

Mbaraká

Nd^oa-mbopu-kuaáⁱ mbaraká.

Ha áarpa ?

Nd^oa-mbopu-kuaáⁱ áarpa.

Ha mba'e-vé ?

Nd^oa-mbopu-kuaáⁱ mba'e-vé.

Ha violin ?

Nd^oa-mbopu-kuaáⁱ violin.

Ha piano ?

Nd^oa-mbopu-kuaáⁱ piano.

substitution

Áarpa

Áarpa katu a-mbopu-kuaá.

Violin

Violin katu a-mbopu-kuaá.

Mbaraká

Mbaraká katu a-mbopu-kuaá.

patterned response

1. T. Re-mbopu-kuaáⁱ pa mbaraká ?
S. Nd^oa-mbopu-kuaáⁱ.
T. Há áarpa ?
S. Áarpa katu a-mbopu-kuaá.
2. T. Re-mbopu-kuaáⁱ pa violin ?
T. Ha piano ?
3. T. Re-mbopu-kuaáⁱ pa trompeta ?
T. Ha mbaraká ?

model

Ej-ú na óga-pe ko pyharé, er-ú
la nde-mbaraká.

Come to the house tonight and
bring the guitar.

cumulation

1. Ej-ú na óga-pe ko pyharé.
(repeat): Ej-ú na óga-pe ko pyharé.
2. ...er-ú la nde-mbaraká.
Ej-ú na óga-pe ko pyharé ha er-ú la nde-mbaraká.
3. ...ña-mbopu.
Ej-ú na óga-pe ko pyharé er-ú la nde-mbaraká, ha ña-mbopú.
4. ...ja-purahéi.
Ej-ú na óga-pe ko pyharé er-ú la nde-mbaraká, ña-mbopú ha ja-purahéi.
5. ...ja-aperitá.

ETC.

dialog

A. Re-mbopu-kuaá^pa mbaraká?

B. A-mbopu-kuaá perc aré ma nd^a-mbopu-vé^i.

dialog

A: Mba'é teko^pa, nde^gusta^pa
la programa?

Well, did you like the program?

B. Xe^gusta-iterei. Ajé^pa
o-mbopu-porã-ité pe José la
mbaraká.

I sure did. Boy, that Jose
plays the guitar well.

model

E-mbohàsa mĩ xé-ve pe lapis.

Please hand me the pencil.

substitution

Lápis

E-mbohàsa mĩ xé-ve pe lápis.

Livro

E-mbohàsa mĩ xé-ve pe livro.

Vorrador

E-mbohàsa mĩ xé-ve pe vorrador.

Tisa

E-mbohàsa mĩ xé-ve pe tisa.

ask for it

Teacher indicates:

Book

A. E-mbohàsa mĩ xé-ve pe livro.

B. Na á-pe.

Pencil

A. E-mbohàsa mĩ xé-ve pe lápis.

B. Na á-pe.

Water

A. E-mbohàsa mĩ xé-ve pe y.

B. Na á-pe.

Salt

A. E-mbohàsa mĩ xé-ve pe juky.

B. Na á-pe.

model

Oj-apó una óra o-hasá hague
banko rovái.

He passed in front of the
bank an hour ago.

substitution

Banko rovái

Oj-apó una óra o-hasá hague banco rovái.

Ko'á rupi

Oj-apó una óra o-hasá hague ko'á rupi.

Calle España rupi

Oj-apó una óra o-hasá hague calle españa rupi.

hōga rupi

Oj-apó una óra o-hasá hagué hōga rupi.

translation

1. I just passed him the salt.
2. I just passed in front of the bank.
3. The bus passed by here an hour ago.
4. Did he pass you the bill ?
5. Please pass me that book.
6. Please pass by my house.
7. We must pass by the post office.
8. He should pass you his pencil.

model

Nd̂o-mboûi i-ta'yra-pe escuela-pe oi-potá gui o-pytá o-mba.apó kokué-pe.	He doesn't send his son to school, because he wants him to stay and work on the farm.
---	---

substitution

Escuela-pe	Nd̂o-mboûi i-ta'yra-pe escuela-pe oi-potá gui o-pytá o-mba.apó kokué-pe.
Club 4-C-pe	Nd̂o-mboûi i-ta'yra-pe Club 4-C-pe oi-potá gui o-pytá o-mba.apó kokué-pe.
Reunion-há-pe	
Misa-há-pe	
Paraguay-pe	
Jeroky-há-pe	

inclusion

1. Oi-potá o-pytá o-mba.apó kokué-pe.
Nd̂o-mboûi i-ta'yra-pe oi-potá gui o-pytá o-mba.apó kokué-pe.
2. Nd̂oi-potá̂i o-hó ha'é ño.
Nd̂o-mboûi i-ta'yra-pe nd̂oi-potá̂i gui o-hó ha'é ño.
3. Pytũ-eteréi hōga-rapé.
Nd̂o-mboûi i-ta'yra-pe pytũ-eteréi gui hōga-rapé.

4. O-pytá mombyrý-eteréi.

5. Hasy i-ta'yra.

model

Mba'é re'pa nd'õ-mboú'i ra.ê Don Pedro la i-ta'yra Club 4-0-pe?	Why didn't Don Pedro send his son to the 4-0 Club (meeting)?
--	---

patterned response

1. Mba'é re'pa nd'õ-mboú'i ra.ê Don Pedro la i-ta'yra Club 4-0-pe?
(oi-potá o-pytá o-mba,ap'á)

Nd'õ-mboú'i xu-pe oi-potá gui o-pytá o-mba,ap'á.

2. Mba'é re'pa nd'õ-mboú'i ra.ê Don Pedro la i-ta'yra Club 4-0-pe?
(nd'oi-potá o-pytá o-mba,ap'á)

Nd'õ-mboú'i xu-pe nd'oi-potá gui o-mba,ap'á.

Directed discourse

1. E-porandá (téra)-pe mba'é re'pa nd'õ-mboú'i ra.ê Don Pedro la i-ta'yra Club 4-0-pe?

2. E-porandá (téra)-pe mba'é re'pa nd'õ-mboú'i ra.ê Don Pedro la i-ta'yra-pe Jenday-á-pe.

3. E-porandá (téra)-pe mba'é re'pa nd'õ-mboú'i ra.ê Don Pedro Juanito-pe nisa-ná-pe?

4. E-porandá (téra)-pe mba'é re'pa nd'õ-mboú'i ña Pedrona i-membý-escuela-pe?

5. E-porandá (téra)-pe mba'é re'pa nd'õ-mboú'i xu-pe reunión-há-pe.

model

Mba'é re'pa er-é? O-manguerá re'pa xu-pe upe i-ñaná?	What do you think (lit. say)? Could that herb medicine cure it?
---	---



substitution

Pohã ñaná

Mba'ê pa er-é?
Xu-pe upe pohã ñaná?

Médico ñana

Mba'ê pa er-é? Ikatú pa
o-mbonguerá xu-pe upe medico ñana?

Inj

Cabula

model

Nd'ai-kuaá'i. Ikatú ko o-mbonguerá xu-pe mba'ê.	I don't know. It could cure him. (Why not wait and see?)
--	---

transformation

O-kuerá	Ikatú ko o-mbonguerá mba'ê xu-pe.
O-karú	Ikatú ko o-mbogaru mba'ê xu-pe.
Oi-ké	Ikatú ko o-mboingé mba'ê xu-pe.
O-ké	Ikatú ko o-mbongé mba'ê xu-pe.
Cavajú	Ikatú ko o-mbongavajú mba'ê xu-pe.

patterned response

1. Mba'ê pa er-é? O-mbonguerá ne pa xu-pe upé pohã ñaná?
Nd'ai-kuaá'i. Ikatú ko o-mbonguerá mba'ê xu-pe.
2. Mba'ê pa er-é? O-mbongarú ne pa xu-pe hembir...?
Nd'ai-kuaá'i. Ikatú ko o-mbogaru mba'ê xu-pe.
3. Mba'ê pa er-é? O-mboingé ne pa xu-pe escuela-pe i-sý?
Nd'ai-kuaá'i. Ikatú ko o-mboingé mba'ê xu-pe.
4. Mba'ê pa er-é? O-mbongé ne pa xu-pe heindy?
Nd'ai-kuaá'i. Ikatú ko o-mbongé mba'ê xu-pe.

5. Mba'é pa er-é ? O-mbongavajú ne pa xu-pe i-tuvá ?
Nd'ai-kuaá'i. Ikátú kó o-mbongavajú mba'é xu-pe.

transformation

1. O-vera porã ma pa la nde-sapatú ?
Nahãniri. Ai-potá re-mbovera porã-vé xé-ve.
2. O-pupu porã ma pa la nde-kamby ?
Nahãniri. Ai-potá re-mbopupu porã-vé xé-ve.
3. O-jy porã ma pa la nde-rembi-'ú ?
Nahãniri. Ai-potá re-mbojy porã-vé xé-ve.
4. O-jahú porã ma pa la nde-memby ?
Nahãniri. Ai-potá re-mbojahú porã-vé xé-ve.

model

ñendy porã ma pe nde-ratá.

You've got a good fire going there. (Lit. That your fire is already flaming well.)

repetition

1. Kãa xe-ratá py.
ñendy porã ma pe nde-ratá.
2. Kãa xe-aó.
If-aký porã ma pe nde-aó. (good and wet)***
3. Kãa xe-rembi-'ú.
ñaká porã ma pe nde-rembi-'ú. (good and hot)
4. Kãa xe-kambuxí.
ñengã porã ma pe nde-kambuxí. (good and full)

*** In Paraguay many people wash their clothes and lay them out on the grass, wet and soapy. The combination of the soap and the sun's rays is believed to get the clothes cleaner than just washing and rinsing them. During the process of sunning the clothes, they can't be allowed to dry or the soap and dirt will stain them. To keep the clothes from drying, they take a bucket of water and sprinkle them periodically.

modification

Go through the above drill again, this time with the teacher giving the first part and the students giving the second part.

model

Háke o-gué ma hīna pe nde-ratá.

Look out, your fire is going out.

give the opposites

1. Hēndy porā ma pe nde-ratá.
Háke, o-gué ma hīna pe nde-ratá.
2. Iñ-akỹ porā ma pe nde-aó.
Háke, i-kā ma hīna pe nde-aó.
3. Ĥakù porā ma pe nde-rembi-'ú.
Háke, ño'usā ma hīna pe nde-rembi-'ú.
4. Ĥenyhē porā ma pe nde-kambuxí.
Háke, nandí ma hīna pe nde-kambuxí.

model

E-mbyendỹ pe nde-ratá, háke o-gué
ma hīna.

Feed your fire, (lit. make it
flame) it about to go out.

transformation

1. Ĥēndy porā ma pa xe-ratá?
E-mbyendỹ pe nde-ratá, háke o-gué ma hīna.
2. Iñ-akỹ porā ma pa pe xe-aó?
E-mbyakỹ pe nde-aó, háke i-kā ma hīna.
3. Ĥakù porā ma pa pe nde-rembi-'ú?
4. Ĥenyhē porā ma pa pe nde-kambuxí.

Model

Re-mbogatà-kuaá rò, ai-poruká
ta ndé-ve la xe-coche.

If you know how to drive I'll lend
you my car.

substitution

Mbogatá, camion

Re-mbogatá-kuaá rò, ai-poruká ta ndé-ve la xe-
camión.

Mbopotí, mboká

Re-mbopotí-kuaá rò, ai-poruká ta ndé-ve la xe-
mboká.

Mbopu, mbaraká

Re-mbopu-kuaá rò ai-poruká ta ndé-ve la xe-mbaraká.

model

Mokōi-vé va ro-mbopotí la korapý. Both of us clean the yard.

substitution

Mokōi-vé va

Mokōi-vé va ro-mbopotí la korapý.

Mbohapy-vé va

Mbohapy-vé va ro-mbopotí la korapý.

Lo cuatro-vé va

Lo cuatro-vé va ro-mbopotí la korapý.

Lo seis-vé va

Lo seis-vé va ro-mbopotí la korapý.

Entero-vé va

Entero-vé va ro-mbopotí la korapý.

substitution

Mbopu-kuaá, mbaraká
Mbogatà-kuaá, coche
Mbojuhú, lo mitá
Mbongora, huerta

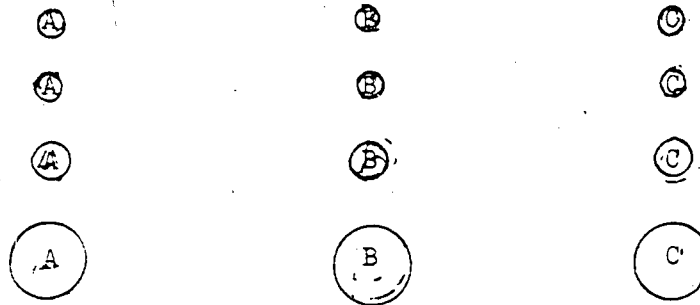
Mokōi-vé va ro-mbopu-kuaá la mbaraká.
Mokōi-vé va ro-mbogatà-kuaá la coche.
Mokōi-vé va ro-mbojuhú lo mitá.
Mokōi-vé va ro-mbongora la huerta.

REINFORCEMENT STAGE

Games and Contests

1. Añeté~pa tēra~pa Japú?
 1. Japon-pe nda~ipori arros.
 2. Paraguái o-pytá Africa-pe.
 3. Cavajú oi-kó pya'e-vé coche gui.
 4. Jaguareté o-kyhyjé ovexá gui.
 5. Yvý tuixa-vé kuarahý gui.
 6. Cuba-pe o-ĩ hetá Cuerpo de Paz-pe guá voluntario.
 7. Paraguái-pe nda~ipori kokué.
 8. Ý o-pupu 1000° centigrado-pe.
 9. Ý o-ñe-congelá 32° centigrado-pe.
 10. Texas tuixa-vé Alaska gui.
 11. Mberú o-je-juká mboká-pe.
 12. Jaguarete o-je-juká insecticida-pe.
 13. Re-ñe'ẽ-kuaa-sé rō guarani, re-studiã va.erã chino.
 14. Re-ho-sé rō Paraguái-pe, re-ñe'ẽ-kuaã va.erã inglés ha ruso.
 15. Paraguái-pe o-ĩ hetá kumandá.
 16. Paraguái-pe o-ñe-ñe'ẽ ingles-pe.
 17. Ko'ãga-ité Estados Unidos o-ñorairō hĩna Rusia ndi.
 18. Paraguái-pe nd~o-hó~i va gueteri voluntario araka'e-vé.
 19. Paraguái nd~ogue-rekó~i gueteri avión.
 20. Mava-vé nq~o-ñe'ẽ~i ava-ñe'ẽ Paraguái-pe.

2. Data Gathering Relay



Se forman tres filas como aparece arriba. 'A' y 'C' se sientan frente a frente separados por cierta distancia. 'B' sin embargo queda parado en medio de ellos y sirve de mensajero o intermediario entre 'A' y 'C'. 'A' posee una lista de 20 preguntas y 'C' posee una lista de 20 informaciones (vealas más adelante). 'B' lleva las preguntas de 'A' a 'C'. Y también trae las respuestas de 'C' a 'A'. Veamos por ejemplo:

B (dirigiendose a A) Mba'é~pa rei-kuaà-sé?

A (dirigiendose a B) E-porandú xu-pé moõ~pa o-mba.apó.

B (dirigiendose a C) Moõ~pa re-mba.apó?

C (dirigiendose a B) A-mba.apó peteĩ Universidad-pe.

B (dirigiendose a A) He-'í o-mba.apo-há peteĩ Universidad-pe.

otra vez:

B: Mba'é~pa rei-kuaà-sé?

A: E-porandú xu-pé, māva-ndi~pa o-karú ta ko'ëro.

B: Māva-ndi~pa re-karú ta ko'ëro?

C: Ko'ëro a-karú ta peteĩ kuñataĩ ndi.

A: Mba'é~pa he-'í ra.è?

B: He-'í kurì ko'ëro o-karú ta-há peteĩ kuñataĩ ndi.

Preguntas

(en posesión de 'A')

2-porandú xu-pe:

1. Moõ^pa o-mba.apó?
2. Mäva-ndi^pa o-karú ta ko'ëro?
3. Mba'é ixa^pa ñera?
4. Mba'é ixa^pa ñera i-sý ha i-túva.
5. Mba'é^pa oj-apó ñina ko'ãga?
6. O-scrivì-kuaá ma^pa?
7. Mba'é^pa oi-kotevê?
8. Ikatú^pa ña-ñe'ë inglés clase-pe?
9. Moõ-gui^pa ou ra.è ñina kuehé?
10. Mba'é^pa oj-àpo-sé ko'ãga-ité?
11. O-hendú^pa la xé ha'é va?
12. Mäva-ndi^pa o-hó ra.è la baile há-pe?
13. Ikatú^pa a-ñe'e mĩ hendivé?
14. O-cena-sé^pa xe-ndivé ko pyharé?
15. Araka'é^pa o-hó ta Paraguái-pe?
16. Mba'é-gui^pa ni^o-jeroky-sé'i María-ndi?
17. ^pa kumandá Paraguái-pe?
18. Ni^o-ho ni^a^i^pa domingo misa ná-pe?
19. Ikatú^pa j-hugá pelota biblioteca-pe?
20. ña-ñe'ë va.erá^pa inglés tãra ruso clase-pe?



Respuestas

(o afirmaciones en poder de 'C')

1. A-mba.apó peteĩ Universidad-pe.
2. Ko'ëro a-karú ta peteĩ kuñataĩ ndi.
3. Xé xe-réra _____
4. Xé-sý héra Marta ha xe-rú Cesar.
5. Ko'ãga a-ñe'ë hína guaraní.
6. A-scrivì-kuaá ma.
7. Ai-kotavé peteĩ coche ha plata.
8. Heë, ikatú pe-ñe'ë inglés clase-pe.
9. Kuehé a-jú kuri hína óga-gui.
10. A-së-sé ha a-ráru-sé.
11. Ní'a-hentú'i la he-'í va.
12. Mäva-vé ndi.
13. Ikatú. Xé aveí a-ñë'e-sé hendivé.
14. Nahániri. Ko pyharé a-cenà va.erã Rota-ndi.
15. A-há ta Paraguái-pe febrero-pe.
16. Mäva'pa he-'í, ní'a-jerõky-sé'i-ha María-ndi?
17. O-í kumandá Paraguái-pe.
18. A-há ta domingo misa há-pe.
19. Nahániri. Pelota ja-hugà va.erã cancha-pe.
20. Na-ñe'ë va erã ruso.

La meta del juego es ver que trio ha logrado más rápidamente mayor información correcta. El maestro supervisara para ver que las respuestas y preguntas sean hechas por medio de 'B' y que nadie haga trampas. A pesar de que 'A' y 'C' tienen sus preguntas y respuestas escritas éstas es y debe ser una actividad totalmente hablada.

Al final el maestro hará las comprobaciones correspondientes y anunciara el equipo ganador.

Juan O-hó Kuri Nueva York-pe.

Se forma un círculo bien estrecho. Supongamos que el círculo vaya así: Maestro, 1, 2, 3, 4, 5 o de acuerdo al número de estudiantes. Ahora bien, el maestro comienza diciendo:

Maestro: Juan o-hó kuri Nueva York-pe.
 Estudiante 1: Moõ~pa o-karú ra.è Juan?
 Estudiante 2: Juan o-karú kuri Nueva York-pe.
 Estudiante 3: Moõ~pa o-leé ra.è Juan?
 Estudiante 4: Juan o-leé kuri Nueva York-pe.
 Estudiante 5: Mba'è~pa o-leé ra.è Juan?
 Estudiante 1: Juan o-leé kuri guaraní Nueva York-pe.
 etc.

El juego consiste en que cada estudiante deberá citar algo que Juan hizo o habría hecho en su viaje a Nueva York. Más cuando uno de los estudiantes no pueda hacerlo en el tiempo que el maestro tome en contar hasta diez dejará el círculo y no participará en la actividad, hasta que otro sea expulsado del círculo y a quién reemplazará. Y así sucesivamente. NADIE puede repetir un verbo. Esta actividad durará hasta que hayan sido repasado todos los verbos conocidos.

Ikatú'pa--Nd'ikatú'i

Este es un juego para ejercitar el uso de Ikatú'pa y Nd'ikatú'i, como permisión. El maestro dividirá la clase en dos equipos formando un círculo.

El maestro tendrá una lista de 10 puntos o cosas las cuales los estudiantes tienen el permiso de hacer. Estas diez cosas son:

1. Ikatú'pe-nó'pe-karú.
2. Ikatú'pe-ne'e inglés.
3. Ikatú'pe-ké clase-pe.
4. Ikatú'pe-ne'e guaraní.
5. Ikatú'pe-hugá á-pe.
6. Ikatú'pe-studii.
7. Ikatú'pe-pe-ndú' mbay' á-pe ague-reko.
8. Ikatú'pe-pe-rokú' á-pe-pe.
9. Ikatú'pe-nó' clase n'í-pe.
10. Ikatú'pe-oviví' parte pende-xika-pe.

Los estudiantes no sabrán cuales son estos diez puntos. La meta del juego será adivinar estos diez puntos por medio de suposiciones como las que siguen, por ejemplo:

Estudiante 1: Ikatú'pe-pe-hugá.
Maestro: Ndean'ndé Nd'ikatú'i pe-hugá.
Estudiante 2: Ikatú'pe-pe-ne'e guaraní?
Maestro: Ndean'ndé Nd'ikatú'i pe-ne'e guaraní.
Estudiante 3: Ikatú'pe-pe-nó'pe-karú.
Maestro: Ndean'ndé Nd'ikatú'i pe-nó'pe-karú.

Note que el estudiante número 3 ha hecho una suposición correcta. Ahora quedan 9 más, y el juego seguirá hasta que los 10 puntos hayan sido adivinados. Luego se verá que equipo ha logrado mayor puntaje.

Una variación de lo mismo puede ser hecha usando el negativo. Por ejemplo: Nd'ikatú'i'pe-karú', etc.

REVIEW STAGElistening in

- A. A-nē'ē-se mī kuña-karaí Lobo-ndi?
 B. Mba'é?
 A. Ikatú^ˆpa a-nē'e kuña-karaí Lobo-ndi?
 B. Māva-ndi?
 A. kuña karaí Lobo-ndi?
 B. Ikatú, ikatú. Mba'é gui^ˆpiko nd^ˆikatù mo'á^ˆi?
 A. A-gradecé ndé-ve.

listening for study

- A. Ikatú^ˆpa ro-nē'e mī karaí Gomez ndi?
 B. A-porandú ta xu-pé. Karaí Gomez ko'ã norteamericanos o-nē'e-sé nde-ndivé.
 A. Xē-ndivé^ˆpa? Xé nd^ˆa-nē'e-sé^ˆi hē-ndive kuéra.
 B. Pe-hendú^ˆpa ra.è? Nd^ˆo-nē'e-sé^ˆi pende-ndivé. Mba'é^ˆpa por-kuàa-sé.
 A. Roi-kuàa-sé ikatú^ˆpa ro-hùga mī pelota i-cancha-pé.

listening in

- A. Mba'é ixa^ˆpa Carlos?
 B. I-porã-nte. Ma ndé?
 A. I-porã-nte aveí. Moõ^ˆpa re-hó hīna?
 B. Xé aj-ú hīna óga gui.

REVIEW STAGE

Supplementary Practice

Mba'é, nde[^]gustá[^]pa la tēmbi-'ú? Well, do you like the food?

Hēe, o-cosinā-hé la nde-rembirekó. Yes, your wife cooks deliciously.

Mba'é[^]pa rej-apò va.erā re-ne'è-kuaà porā-se vé ramo karai-ne'è?

Mba'é[^]pa jaj-apò va.erā a-ne'è-kuaà porā-se vé ramo karai-ne'è?

Mba'é[^]pa oj-apò va.erā o-ne'è-kuaà porā-se vé ramo karai-ne'è?

Mba'é[^]pa roj-apò va.erā ro-ne'è-kuaà porā-se vé ramo karai-ne'è?

Mba'é[^]pa jaj-apò va.erā ña-ne'è-kuaà porā-se vé ramo karai-ne'è?

Mba'é[^]pa pej-apò va.erā pe-ne'è-kuaà porā-se vé ramo karai-ne'è?

Mba'é[^]pa rej-apò hīna pe cocina-me?

Ai-piró hīna mandi'ó. (peel)

Ai-piró hīna pápa.

Ai-piró hīna jetý.

A-mbo'í hīna sevóí. (slice, dice)

A-mbo'í hīna so'ó.

A-mbomimóí hīna mandi'ó. (cook)

A-mbojý hīna kamby.

A-mbomimóí hīna kumandá.

A-mbomimóí hīna avetí.

A-mbojý hīna xe-rembi-'ú rá.

A-mbixý hīna jetý. (fry; roast)

A-mbixý hīna mandi'ó.

A-mbixý hīna so'ó.

A-mbomimōi hīna mandi'ó. (boil)

A-mbomimōi hīna kumandá.

A-mbomimōi hīna sapallo.

A-mbomimōi hīna pápa.

Mba'é~pa re-je-servi ta?

Pegue-rekó~pa so ò apu'á? almóndiga (meat balls)

Pegue-rekó~pa chipá guasú?

Pegue-rekó~pa asádo?

Pegue-rekó~pa kumandá?

Pegue-rekó~pa sopa paraguáya?

Pegue-rekó~pa avatí mimōi?

Pegue-rekó~pa lócro?

Pegue-rekó~pa tallarín?

Pegue-rekó~pa arrós seco?

Mba'é~pa re-je-servi ta?

Pegue-rekó~pa vorí vorí?

Pegue-rekó~pa avatí poronó?

Pegue-rekó~pa mbaipý he'è?

Pegue-rekó~pa so josopý?

Pegue-rekó~pa pirá?

Pegue-rekó~pa mbuslá?

Pegue-rekó^{pa} cocido hũ ?

Pegue-rekó^{pa} saporó ?

Pegue-rekó^{pa} rorà kambý ?

Pegue-rekó^{pa} ryguasù ka'ê ?

Pegue-rekó^{pa} puchêrô ?

Mba'ê^{pa} re-je-servi ta postre rã ramo ?

Oí^{pa} kesù eira re ?

Oí^{pa} eira hũ ?

Oí^{pa} paková ?

Oí^{pa} naránja ?

Oí^{pa} merô ?

Oí^{pa} vudín ?

Mba'ê yvá^{pa} regue-rekó ?

Oí sandiá.

Oí merô.

Oí naránja.

Oí paková.

Oí mángo.

Oí íva.

Oí arasá.

Oí durásno

Oí gróifu.

Mba'ésépa oj-apó hīna ?

O-jonéi hīna tembi-purú.

O-mbo-potí hīna cocinã.

O-cocinã hīna.

O-karú hīna.

O-paná hīna.

O-merendá hīna.

O-rambosá hīna.

Ko pláto i-ky'á. Nd'ai-puru-sé'i.

Ko cuchára i-ky'á. Nd'ai-puru-sé'i.

Ko kysé i-ky'á. Nd'ai-puru-sé'i.

Ko tenedór i-ky'á. Nd'ai-puru-sé'i.

This plate is dirty. I don't want
to use it.

Nda'héti ko tembi-'ú.
Mba'ésépa ogue-rekó ?

Ke-coc nã-kuaápa ?
A-cocinã vaí vaí.

Ke sépa ko tembi-'ú !
Mava'pa o-cocinã ra.è ?
María o-cocinã kurí.

Ké a-ráru-sé ma.
Ói ma'pa a tembi-'ú ?

Máwý a'ho'pa ogue-rekó ?
Kuehé a-mbotý 23.

Máva gui'pa. no-'á billetéra.
Xe-he gui'pa ho-'á kurí kuehé.
Máva gui'pa oka'y ipláta aveí.
Máva-vé gui.

This food isn't tasty.
What's wrong with it ?

Can you cook ?
I cook pretty badly.

This food is delicious.
Who cooked it ?
Maria did.

I want to eat now.
Is the food ready ?

How old is he ?
Yesterday he turned 23.

Quien perdió su billettera.
Yo lo perdi ayer.
De quien se ha perdido tambien el
dinero. De nadie.

Exercises in

- A. Nde^opa péva i.
 B. Ké nd^oai-kuaá^oi.
 A. Nde-hermano^opa oi-kuaá^o?
 B. Nanini, na'é nd^ooi-kuaá^oi aveí.
 A. Na'é^opa peé-pe-stúdia-sé?
 B. Na'é o-stúdia-sé kar^o-Re'ë,ha ké katu a-stúdia-sé guaraní.
 A. Na'é na-'i ndé nde^ore-stúdia-sé^oi há mbà'e-vé.
 B. Na'é katu la na^o-stúdia-sé^oi va mbà'e-vé, nda^oxé^oi.

repetition - translation

Ké nd^oa-rú^oi juky.
 Na'é nde^oregue-rú^oi so'ó.
 Na'é nd^oogue-rú^oi pan.
 Na'é nde^ojague-rú^oi asuká.
 Na'é nde^oogue-rú^oi arró.
 Na'é nde^oague-rú^oi ka'á.

Ké nd^oai-potá^oi pan.
 Na'é nde^orei-potá^oi juky.
 Na'é nd^ooi-potá^oi so'ó.
 Na'é nde^ojai-potá^oi arró.
 Na'é nde^ooi-potá^oi ka'á.
 Na'é nde^opei-potá^oi asuká.

Ké nd^oa-Re'ë^oi guaraní.
 Na'é nde^ore-Re'ë^oi inglés.
 Na'é nde^oo-Re'ë^oi karai-Re'ë.
 Na'é nde^ona-Re'ë^oi alemán.
 Na'é nde^oro-Re'ë^oi castellano.
 Na'é nde^opa-Re'ë^oi francés.

I don't bring meat.
 You don't bring meat.
 He doesn't bring bread.
 We (incl.) don't bring sugar.
 We (excl.) don't bring rice.
 You (pl.) don't bring yerba.

I don't want bread.
 You don't want meat.
 He doesn't want meat.
 We (incl.) don't want rice.
 We (excl.) don't want yerba.
 You (pl.) don't want sugar.

I don't speak Guarani.
 You don't speak English.
 He doesn't speak Spanish.
 We (incl.) don't speak German.
 We (excl.) don't speak Spanish.
 You (pl.) don't speak French.

conversion

(change to negative and vice versa)

a-karú	--	nd^a-karú^i
a-studiá		
a-hugá		
a-leé		
a-scrivi		
a-ñe'e		
a-nexá		
a-rucó		
ai-kó		
ai-má		
a-mba. apó		
a-joguá		
a-venié		
ai-kuaá		
a-ha. aró		
a-henóí		
a-tupá		

translation

When did you leave ?

When will you arrive ?

---What did you bring me ?

What will you take ?

When will you bring me a gift ?

Why do you want to bring me a gift ?

variable slot substitution

guaraní	Paraguái-pe o-ñe-ñe'ẽ <u>guaraní</u> .
karai-ñe'ẽ	Paraguái-pe o-ñe-ñe'ẽ <u>karai-ñe'ẽ</u> .
o-ñe-ñoty trigo	Paraguái-pe o-ñe-ñoty <u>trigo</u> .
mandi'ó	Paraguái-pe o-ñe-ñoty <u>mandi'ó</u> .
o-jej-apó ñandutí	Paraguái-pe <u>o-jej-apó ñandutí</u> .
sombrero	Paraguái-pe o-jej-apó <u>sombrero</u> .

modification

Go through the above drill again, but substitute Alaska for Paraguái and make the verb negative.

guaraní	Alaska-pe ng̃o-ñe-ñe'ẽ̃i guaraní.
ETC.	

patterned response (answer affirmatively or negatively)

1. Paraguái-pe^pa o-ñe-ñe'ẽ guaraní?
 2. Alaska-pe^pa o-ñe-ñe'ẽ guaraní?
 3. Paraguái-pe^pa o-ñe-ñoty mandi'ó?
 4. Canada-pe^pa o-ñe-ñoty mandi'ó?
 5. Paraguái-pe^pa o-jej-apó ñandutí?
 6. Rusia-pe^pa o-jej-apó ñandutí?
 7. Paraguái-pe^pa o-je-juká elefante?
 8. Africa-pe^pa o-je-juká elefante?
- ETC.

1. Nde-plata-hetá, pero nde-xi'õ, ajé^pa?
2. Kú xe-plata-hetá, pero xe-ñaty, ajé^pa?
3. Ha'é i-sogué, pero i-pojerá, ajé^pa?
4. He-sogué, pero ke-arandú, ajé^pa?
5. Nelda i-vaí, pero i-juky, ajé^pa?
6. Ha'é^pa i-mboriahú aveí?
7. Ha'é^pa i-sogué aveí?
8. Ha'é^pa i-arandú aveí?
9. Ha'é^pa i-plata-hetá aveí?
10. Ha'é^pa i-vaí aveí?
11. Ha'é^pa i-juky aveí?

12. Nde^ˆpa nde^ˆplatà-hetá?
13. Nde^ˆpa nde-porã?
14. Ha^ˆ'é^ˆpa i-vai?
15. Peë^ˆpa pende-arandu?

appropriate response

1. Moö^ˆpa o-ñe-ñe'^ˆé inglés?
2. o-ñe-ñoty^ˆpa mandi'ó nde-ñetã-me?
3. Mba^ˆ'é ixa^ˆpa o-je-'é 'xe-róga' inglés-pe?
4. Mba^ˆ'é^ˆpa pej-apó ta pe-hó riré ko'ã-gui?
5. Mba^ˆ'é^ˆpa rej-apó ra.è hîna rej-ú mboyvé ko clase-pe?
6. Nde^ˆpa nde-platà-hetá?
7. Mäva^ˆpa i-mboriahú?
8. i-juky^ˆpa pe kuñataí?
9. 'ba^ˆ'é ixa^ˆpa o-je-'é 'iñ-arandu' inglés-pe?
10. Moö^ˆpa o-ñe-ñe'^ˆé ruso?
11. Mäva^ˆpa oí Juan riré?

translation

- | | |
|--|----------------------------|
| 1. Á-pe nd ^ˆ o-ñe-ñoty ^ˆ iri arros. | Rice isn't grown here. |
| 2. Moö ^ˆ pa o-ñe-ñe' ^ˆ é chino? | Where is Chinese spoken? |
| 3. ba ^ˆ 'é ta nde ^ˆ -ve a-ná mboyvé. | I'll tell you before I go. |
| 4. Aj-apó ta a-varú riré. | I'll do it after I eat. |
| 5. A-nugá ta a-studíá riré. | I'll play after I eat. |
| 6. Mde ^ˆ nde-platà-hetá pero nde-xi'ó. | You're rich but stingy. |
| 7. ne-vai pero xe-juky ^ˆ . | I'm ugly but nice. |
| 8. Mde ^ˆ nde-ñe-mboriahú ^ˆ iri | You're not rich. |
| 9. ba ^ˆ 'é iñ-arandú. | He's smart. |

activity (Interpreting)

IF I GIVE YOU FIVE DOLLARS, WHAT WILL YOU DO ?

- I will buy _____
- I will give _____
- I will go to _____
- I will make _____

appropriate response

1. Moõ^pa re-aprendé raka.e karaí-ne'ê?
2. Mba'é hóra^pa re-páy ra.è?
3. Araka'é guiye^pa re-ñepyrũ ra.è re-studiá la guaraní.
4. Pe-ñenõ voi^pa ra.è angè pyharé?
5. Mba'é ixa^pa la re-je-ekivoká ra.è?
6. Máva-pe^pa o-ñe-me'ê ra.è la carta?

listening in

- A. Xé nd^a-pu'ã-sé^i guèteri ha ya tarde ma?
B. E-pu'ã katú na, ja-studiá va.erã guaraní.
- A. Mba'é re^pa re-pu'ã voi-eté?
B. Este diá a-me'ê va.erã peteí discurso guaraní-me.
- A. Moa'é òra^pa re-pu'ã ta?
B. Las dies, pero a-studiá ta xe-rupá-pe ko'ãga.
- A. E-pu'ã, kuarahy yvaté ma.
B. Xé a-kè-se-vé guèteri, e-pu'ã na ndé.
- A. E-mbogue na pe rádio, xé a-kè-se-vé guèteri.
B. Nd^a-mbogue mo'ã^i re-pu'ã pe-ve?

listening in

- A. Pe-nèndu mĩ. "A-pyká pukú kupé-pe a-puká pukú."
B. Èr-è mĩ jevý.
A. "A-pyká pukú kupé-pe a-puká pukú."
B. Ikatú^pa èr-e mĩ jevý mbegué. tũ mi-ve?
A. "A-pyká pukú kupé-pe a-puká pukú."
B. É nd^a-ntendé^iri.
A. Mba'é^pa la nde^re-ntendé^i voi?
B. Nd^a-ntendé^i mba'e-vé.
A. Pe-nèndu mĩ jevý.
Pe-mboty pende-resá ha pe-nèndú jevý.
"A-pyká pukú kupé-pe a-puká pukú."

REVIEW STAGETranslation

Ké a-na-sé Paraguái-pe.
 Ndé re-no-sé Brasil-pe.
 Ha'é o-no-sé España-pe.
 Nandé ja-na-sé Francia-pe.
 Oré ro-no-sé Mehico-pe.
 Peé pe-no-sé Perú.

I want to go to Paraguay.
 You want to go to Brazil.
 He wants to go to Spain.
 We (incl) want to go to France.
 We (excl) want to go to Mexico.
 You (pl) want to go to Peru.

Ké ei-potá nde re-hó xe-ndivé.
 Ndé rei-potá xé a-há nde-ndivé.
 Ha'é ei-potá oré ro-hó hendivé.
 Nandé ja-potá ha'é o-hó nande-ndivé.
 Oré rei-potá ndé re-hó ore-ndivé.
 Peé ei-potá oré ro-hó pende-ndivé.

I want you to go with me.
 You want me to go with you.
 He wants us to go with him.
 We (incl) want him to go with us.
 We (excl) want you to go with us.
 You (pl) want us to go with you.

Ké ikatú a-há nde-ndivé.
 Ndé ikatú re-hó xe-ndivé.
 Ha'é ikatú o-hó hendivé.
 Nandé ikatú ja-ká hendive kuéra.
 Oré ikatú ro-hó pende-ndivé.
 Peé ikatú pe-hó ore-ndivé.

I can go with you.
 You can go with me.
 He can go with him.
 We can go with them.
 We can go with you.
 You can go with us.

Ké aj-ú centro gui.
 Ndé rej-ú escuela gui.
 Ha'é o-ú Paraguáí gui.
 Nandé jaj-ú reunion-há gui.
 Oré roj-ú Norteamérica gui.
 Peé paj-ú centro gui.

I come from town.
 You come from school.
 He comes from Asunción.
 We come from the meeting.
 We come from North America.
 You all come from town.

listeniina in

- a. Mō'pa nina nde-rū?
 b. Nā'o-rū' nina. O-hó ma.
 A. Mō'pa o-no ra.?
 r. A-nalisisá pete' karáí róga-pe.
 A. Mava róga-pe'pa?
 r. Nd'ai-kuaá'i. Nda'xe-mandu'a'i.
- a. Mde'pa re-studia-sé?
 b. Nde, xé a-studia-sé.
 r. Mde'pa re-potá xé a-studiá nde-ndivé?
 r. Nde, ni-potá nde re-studiá xe-naivé.
 r. Ja-ná ja-studiá.
- a. A-ná ta ma.
 b. Mō'piko re-hó ta?
 r. Xé a-ná misa há-pe.
 r. Mava-ndi?
 A. Xe-amigo-ndi. Xé aj-apura hīna.
- a. Mō'piko re-hó ta.
 b. A-ná ta centro-pe.
 r. Na upéi?
 r. Na upéi katú la reunion ná-pe.
- a. Mba'e pej-apó nina?
 r. Xé'pa? Mba'e-vé.
 r. Ja-ná reunion há-pe.
 r. Mō'pa oi-ko la reunión?
 A. Centro-pe. Ja-ná p'p'.
 r. Xé ajta-sé ko á-pe.
- a. A-ná ta ma xe-amiga.
 b. Mō'piko re-hó ta?
 r. Misa ná-pe. Na upéi Rosa róga-pe.
 r. Avá-ndi?
 r. Xe-amiga-na.
 r. Ja-ná oho-náivé.
- A. Mde nde-pa'á netá ha nde-xi'á.
 b. Māhāniri. Xé xe-mboriahú.
 r. Na na'á'pa i-mcoriahú avei?
 r. Māhāniri. Mde' nda'i-mooriahú'iri.

Listening in

- A. Nãa-pe-studiáá-i-pa hãna ko'ããa?
- B. Nãããããããã. Hã'ã kuãra nd'o-studia-sé'i ko'ããa-ité.
- A. O-nãããã-sé pelota katú.

Supplementary Practice

(reflexive)

Nã'o-je-kuããá-i á-gui.
O-ñe-xytã i-kuã-me.

No se ve desde aquí.
He cut his finger. (Se cortó el dedo.)

Mberú o-je-juká Flit-pe.
 A-ñe-monde pya'e kuri.
 Nd'o-jej-apó'i pé ixa.
 Ke-ñe-nendyva'ó ma'pa?
 O-ñe-vendé hepy.
 A-ná ta a-jepehéi.
 A-je-servi na.
 Pé ixa nd'o-je-'é'i.
 A-ñe-mondé.
 Ke-ñe-mondé.
 O-ñe-mondé.
 Ro-ñe-mondé.
 Ña-ñe-mondé.
 Pe-ñe-mondé.

Flies are killed by Flit.
 I dressed fast.
 It's not done in that way.
 Have you shaved?
 Se vende caro.
 I'll go wash up.
 Help yourself, please. (Sír vase)
 Así no se dice.
 I get dressed.
 You get dressed.
 He gets dressed.
 We get dressed.
 We get dressed.
 You get dressed.

(vé - more)

Nããxe-plata-vé'i ma.
 Nd'a-ñe'ã mo'ã-vé'i ma.
 O-je-servi-vé ta'pa so'ó?
 O-je-servi mi-vé ta'pa?

I don't have any more money.
 I won't say any more.
 Will he have some more meat?
 Will he have a little more?

Listening for comprehension

Ñã-moã ñandé ñai-mé há Paraguái-pe.
 Xé ha na'é roj-ú amó gui.
 Peã pej-ú ko'ã gui.



appropriate response

1. Moõ gui^pa ndé rej-ú?
2. Ndé^pa rej-ú ko'á gui?
3. Ha'é^pa o-ú ko'á gui tērá amó gui?
4. Oré roj-ú amó gui, ajé^pa?

listening in

- A. Moõ gui^pa pej-ú?
 B. Roj-ú cēntro gui.
 A. Ha moõ^pako pe-hó ta?
 B. Ro-hó ta xe-rôga-pe.
 A. Xé a-pytá ta á-pe.
- A. David rú^pa o-ú Perú gui?
 B. Nahāniri. Nd^o-ú^i upé gui?
 A. Moõ gui^pa o-ú ha'é?
 B. David rú o-ú Bolívia gui.

translation

Xé aj-ú Norteamérica gui.
 Ha'é o-ú upé gui aveí.
 Ndé nde^rej-ú^i upé gui.
 Carlos nd^o-ú^i Perú gui, o-ú Paraguái
 gui.
 Nd^o-ú^i^pa upé gui?
 Māva^pa o-ú ra.è Lúque gui?
 Araka'é^pa re-sē ta ko'á gui?

I come from North America.
 He comes from there too.
 You don't come from there.
 Carlos doesn't come from Perú,
 He comes from Paraguay.
 Doesn't he come from here?
 Who came from Luque?
 When will you leave here?

listening in

- A. Moõ gui^pa pej-ú?
 B. Xé aj-ú Norteamérica gui.
 Ha'é katú o-ú Perú gui.
 A. Moõ gui?
 B. Perú gui.

Advanced questions and answers

Mba'êpa rej-apó ta re-pu'ã ricé?

What will you do after you get up?

a. A-ñandú porú ta, na a-mbopoté ta xe-ráí.

I will take a good bath and wash (clean) my teeth.

b. A-ñ-hendyva'ó ta, na a-mcoverá ta xe-sapatú.

I will shave and shine my shoes.

c. A-ñakã-ky'ó ta, na a-hendú ta radio.

I will wash my hair and listen to the radio.

d. A-ñ-mondé'ita, na a-sé ta a-gratá.

I will get dressed and go for a walk.

e. A-ñ-mosá ta, na a-ñençi ta la xe-unica-pe.

I will eat breakfast and call my girl friend.

f. A-ñá ta a-mba.apó.

I will go to work.

g. A-ñe-pyrú ta a-mba.apó.

I will begin to work.

Mba'êpa rej-apó re-ina?

What are you doing?

a. A-hendú rádio a-ñe-hendyva'ó ajá.

I am listening to the radio while I shave.

b. Mba'e-vé, ne'ina guèteri a-pu'ã tupá gui.

Nothing, I haven't gotten out of bed yet.

c. A-moí porí a-ina la ñandé-ñupá.

I am making our beds.

d. Ai-pysó a-ina la ñandé-savaná.

I am ironing our sheets.

e. A-ñeká a-ina xe-reló. Ai-kuaà-sé mba'ê óra'pa hína.

I am looking for my watch. I want to know what time it is.

going to bed

1. a. Ña-Ñeño py. Ko'ëro Ña-pu'ã
voí va.erã. Let's go to bed then. Tomorrow
we have to get up early.
- b. Xé nd^a-ke-sé^i guèteri. I don't want to go to sleep yet.
2. a. E-mbogué py la lús ha ja-ké. Turn the light off and let's go
to sleep.
- b. Ña-hã.aro-vé na, xé a-hendu-sé
radio. Let : wait a while. I want to
listen to the radio.
3. a. Mba'è óra^pa ña-Ñeño ta? What time will we go to bed?
- b. Agã-ité ma. Nde-ropei^i ma^pa? Right now. Are you sleepy?
4. a. Mba'é re^pa re-Ñeño ma? Why have you gone to bed already?
- b. Xé-kane'ò-eteréi este diá. Because I'm very tired today.
5. a. Pedro: Re-ké ma^pa? Pete! Are you asleep?
- b. Nahániri. Mba'é^pa rei-potá? No. What do you want?
6. a. E-mbogué pe rádio ha ja-ké. Turn off the radio and let's go
to sleep.
- b. Ña-hã.aro mi-vé na, a-hèndu-sé.
raë peteí mba'é. Let's wait a little while longer.
I want to hear something first.
7. a. E-kiriní py, nd^ikatú^i ningo
a-ké nue-hegui. Be quiet. I can't sleep because
of you.
- b. Xé nd^a-ke-sé^i guèteri, ha
mãva ndi^pa a-Ñe'ë ta nd^a-
Ñe'ë^i rô.nde-ndive. I don't want to go to sleep yet.
Who will I talk to if I don't talk
to you?
8. a. Xé a-Ñe-mboí ta ma a-ké haguã. I'm ready to get undressed and go
to bed.
- b. Hó xé aveí. Moó^pa oi-më la
Ñande-frasáda? Me too. Where is our blanket?

a. 1-1-1-1-1

b. 1-1-1, ké a-mamú tá ma
penyi gai.

a. 1-1-1-gustá-ya la tembi'á.

b. nén, pero ké's mboxí.

Let's go to the... with to sleep

Let's, I'm kind tired.
with I'm about to sleep
arrangements

Do you have the forest?

Yes, but it is too small

lexical change

1. Ko kambuxi henyhē-terei.
Ha e-mbonandi na.
2. Ko tembū haku-eterēi.
Ha e-mboho'ysā na.
3. Ko tembū ho'ysā-iterēi.
Ha e-mbyakú na.
4. Ko'ā aó i-kā-iterēi.
Ha e-mbyaký na.
5. Ko'ā aó iñ-aký-iterēi.
Ha e-mbókā na.

appropriate response

1. Re-mbopu-kuaá^{pa} mbaraká?
2. Aré ma^{pa} nde^{re}-mbopu-véⁱ hagué?
3. Māva^{pa} o-mbopu-kuaá piano?
4. Re-ho-sé^{pa} óga-pe ña-mbopú mbaraká?
5. I katú^{pa} re-mbokuá ko yvyrá?
6. Ja re-mbokuá ma^{pa} pe yvyrá?
7. E-mbohása mī pe lápís?
8. I katú^{pa} re-mbohása mī xu-pé pe livro?
9. Mba'é^{pa} rei-potá a-mbohasá ndé-ve.
10. Araka'é^{pa} rei-potá a-mboí ndé-ve la carpintero?
11. Māva^{pa} nde^{mboú} ra.è?
12. Mba'é^{re} pa nde^{re}-mboúⁱ nde-ra'y Clus 4-C-pe?
13. Re-mbogatá-kuaá^{pa} camión?
14. Māva^{pa} o-mbogatá-kuaá-pōra-vé, ndé^{pa} tēra^{pa} nde-rembirekó?
15. Ndé^{pa} re-mbogatá va.ekue nde-rú-coche?

REVIEW STAGE

Supplementary Practice

- A. Araka' é guive^{pa} re-í ko' á-pe ? Since when are you here ?
B. Kuehé guive-nte. Just since yesterday.
- A. Araka' é pevè^{pa} re-í ta ko' á-pe? Until when will you be here ?
B. ko' éro pevè-nte. Just until tomorrow.
- A. Mba' é óra pevè^{pa} ja-studiá ta ? Until what time shall we study ?
B. Las dies pevè. Until 10:00.
- A. Moó pevè^{pa} ja-ia tu ? How far (up to where) will we go ?
B. Ja-há ta Paraguáí pevè. We'll go as far as Asunción.
- A. Moó guive^{pa} ja-leè va.erá ko livro? Up to where are we supposed to read
B. Ko' á guive ko' á pevè. this book ?
From here to here.
- A. O-nacé guive o-manó pevè i-mboriahú. From the time he was born until he
B. Ké aveí ko' ága pevè xe-mboriahú. died he was poor.
I also have been poor until now.
- A. Mba' é ixa^{pa} rej-ú ra.è norteamérica gui. How did you come from the United
B. Miami guive Brasil peve aj-ú I came from Miami to Brazil by plane
avión-pe ka upéi aj-ú camión-pe. and from there in a bus.
- A. A-stúdia-wé guive a-ñe' è-kuaa-vé. Since I began to study more I speak
B. Araka' é pevè^{pa} re-studiá va.erá? better.
Until when do you have to study ?

Exercice

Gracias, nd'a-je-servi mo'a-vé'i
ma mo'a -vé

Thanks, I won't make any more.

Exercice

nd'a-je-servi-vé ta se'ó.
nd'a-je-servi-vé ta yá.
nd'a-je-servi-vé ta pa.

Nd'a-je-servi mo'a-vé'i ma.
Nd'e-re-je-servi mo'a-vé'i ma.
Nd'a-je-je-servi mo'a-vé'i ma.

Exercice

-porã ma! Ho'ã va-nte.

I've had enough.

Substitution

Nd'e-re-je-servi-vé'i ma pa kesú?
Nd'e-re-je-servi-vé'i ma pa paková?
Nd'e-re-je-servi-vé'i ma pa kunandá?

Dialog

- A. Nd'e-re-je-servi mo'a-vé'i ma pa?
- B. Gracias, nd'a-je-servi mo'a-vé'i ma.
- A. Ha ndé?
- B. Ho'ã va nte. I-porã ma. Agradecé ndé-ve.

dialog

A. Ha nde-rembirekó? Moõpa oi-mê?	And your wife, where is she?
B. Ndai-kuaá i.	I don't know.
A. Ha'é nda-hesãiri, ajépa?	She's not well, is she?
B. Ahãniri. Hesãiri. Pero i-kerana-mi-nte.	On the contrary, she's well, she's just a sleepyhead.

listening in

- A. Mba'é pa la o-falta va hina ndé-ve?
 B. Xé-ve nd'o-falta i hina mba'e-vé.

models for activity

1. A. Mba'é pa rei-kuãa-sé xe-hegui?
 B. Ai-kuãa-sé moõpa re-nacé vakué.
 A. A-nacé vakue Texas-pe.
2. A. Mba'é pa re-porandu-sé xe-rú gui?
 B. A-porandu-sé ha'é pa o-nacé raka.e Texas-pe aveí.
 A. Upé ixa hina upé-pe o-nacé vakue.

activity

Ask someone what he wants to know about your mother, your car, your country, your government, your sister, your house, yourself.

listening in

- A. Mba'é re pa ñandé nda ja-studiá i?
 B. Xé nd'a-studia-sé i gui ko'ãga.
- A. Ndá pe-studiá i pa hina ko'ãga?
 B. Ndó ro-studiá i hina.
 B. Ndó ro-studia-sé i ko'ãga-ité.

Substitution

Náva'pa o-mbopotá la kama'á, ná'pa t'ámbá'á nae-rembirakó?	¿Qué hora es? ¿Qué hora es? ¿Qué hora es? ¿Qué hora es?
---	--

Substitution

- Náva'pa o-mbopotá la kama'á, ná'pa t'ámbá'á
nae-rembirakó?
- Náva'pa o-mbopotá la kama'á, ná'pa t'ámbá'á
nae-rembirakó?
- Náva'pa o-mbopotá la kama'á, ná'pa t'ámbá'á
nae-rembirakó?
- Náva'pa o-mbopotá la kama'á, ná'pa t'ámbá'á
nae-rembirakó?

Substitution

o-mbombyá ta ma i-memby-pe ko'ága.	She is going to wake her right away.
---------------------------------------	---

Substitution

- o-mbombyá o-mbombyá ta ma i-memby-pe ko'ága.
- o-mombo'ó o-mombo'ó ta ma i-memby-pe ko'ága.
- (we'n, sustetar)
- o-mombytá o-mombytá ta ma i-memby-pe ko'ága.

Transformation

- o-páy ma'pa Pedro ?
He'ira guéteri, pero a-mombay ta ma ko'ága.
- o-pa'ó ma'pa la nde-memby ?
He'ira guéteri, pero a-mombo'ó ta ma ko'ága.
- o-pa'ó ma'pa la nanión ?
He'ira guéteri, pero a-mombytá ta ma ko'ága.



appropriate response

1. Máva^pa o-mboguata-kuaá coche ?
2. Ndé^pa tãra^pa nde-rembirekó o-jonéi la tembipurú?
3. Máva máva^pa o-lee-kuaá inglés ko'á-pe ?
4. Máva^pa o-mbopotí ta ko clase ?
5. Máva^pa o-ú ta ko'ëro clase-pe ?
6. Máva máva^pa pe-hó ta Paraguái-pe ?
7. Máva máva^pa pei-ké va.ekuá universidad-pe ?
8. Ndé^pa tãra^pa nde-rembirekó o-moí la tupá ?
9. Ndé^pa tãra ha'é o-hó ta Paraguái-pe ?

dialog

- A. Ja-lustrá ndé-ve patrón, a-mboverá porã cinco'í re.
- B. E-lustrá upe ixa rô, anike re-mbovera-vé un lado pe otro gui.

dialog

1. Jaj-apo-pá py.
2. Aní na rej-apura ti.
1. Pero, ej-apó pya'e-vé na.
2. Ja-ná mbeguekatu-nte'he-'í kuré mboguata-há !

listening in

Rembojy va,erã la kambý pono hypy'a. Pero che ningo a-mbojy kuehé ha hypy'a-nt aveí.

Unit Eight

CORE STAGE

Cycle 1

Manipulation Phasemodel

Roj-ú ko'á-pe ro-mba.apó haguá

We came here to work.

TO THE STUDENT: haguá means 'in order to'; 'to'; 'para'; explaining the reason for doing something.

substitution

ro-mba.apó

ro-aprendé... guarani

ro-ganá... hetà platá

roi-pytyvo... Carlos-pe

roi-kó... pende-apyte-pe

Roj-ú ko'á-pe ro-mba.apó haguá.

Roj-ú ko'á-pe ro-aprende haguá guarani.

Roj-ú ko'á-pe ro-gana haguá hetà platá.

Roj-ú ko'á-pe roi-pytyvo haguá Carlos-pe.

Roj-ú ko'á-pe roi-ko haguá pende-apyte-pe.

integration

Teacher: Aj-ú Paragayí-pe. A-aprendé guarani.

Repeat: -----

Integrate: Aj-ú Paraguái-pe a-aprende haguá guarani

Teacher: Ai-kové A-karú.

Teacher: Já-ké. Ja-pytu ú.

Teacher: Ro-mba.apó. Ro-gana hetà platá.

modelA-studiá guarani ikatú haguá ixa
á-mba.apo póra-vé.I study Guarani so as to be able
to work better.

TO THE STUDENT: haguá ixa means 'so as to'; 'como para'.

integration

Teacher: A-studiá guaraní. Ikatú a-mba.apo pòra-vé.

Repeat: -----

Integrate: A-studiá guaraní ikatù haçuã ixa a-mba.apo pòra-vé.

Teacher: Ai-ké Cuerpo de Paz-pe. Ikatu a-servi pòra-vé xe-retã-me.

Repeat: -----

Integrate: Ai-ké Cuerpo de Paz-pe ikatù haçuã ixa a-servi pòra-vé xe-retã-me.

Teacher: A-ĩ ko nde-retã-me. Ikatú poi pytyvò.

Teacher: Ro-mba.apo-sé pende-apyté-pe. Ro-aprendé hetà mba'é.

translation

- | | |
|--|--|
| 1. Trabajo como para ganar dinero. | A-mba.apó a-ganà haçuã ixa plata. |
| 2. Trabajo para ganar dinero. | A-mba.apó a-ganà haçuã plata. |
| 3. Estudio como para aprender mejor. | A-studiá a-aprendè pòra-vé haçuã ixa. |
| 4. Estudio para aprender mejor. | A-studiá a-aprendè pòra-vé haçuã. |
| 5. Entré en el Cuerpo de Paz como para poder enseñar inglés. | Ai-ké Cuerpo de Paz-pe ikatù haçuã ixa a-mbo'é inglés. |
| 6. Entré en el Cuerpo de Paz para poder venir acá. | Ai-ké Cuerpo de Paz-pe ikatù haçuã aj-ú ko'á-pe. |

listening for comprehension

Napoleón oi-ke-sé la Cuerpo de Paz-pe o-kañy haçuã ñe-mendá gui.

Nerón katú oi-ke-sé la Cuerpo de Paz-pe o-hekà haçuã ñembi-rekorã.

Xé katú ai-ke-sé Cuerpo de Paz-pe ikatù haçuã ixa ai-pytyvò la xe-retã-me.

appropriate response

1. Mpaerã pa Napoleón oi-ke-sé la Cuerpo de Paz-pe?
2. Napoleón o-mendá ma, aje pa?
3. O-mendá ma pa Nerón?

ETC.

4. Mpaerã pa ndé re-ho-sé Paraguái-pe?

ETC.

model

He-'í xé-ve a-scriví haçuã en
seguida.

He told me to write at once.

TO THE STUDENT:

contrast:

He-'í xé-ve a-scriví ta há.

He says to me that I will write.

He-'í xé-ve a-scriví haçuã.

He says for me to write.

substitution

a-scriví

He-'í xé-ve a-scriví haçuã en
seguida.

aj-û jevý

He-'í xé-ve aj-û jevý haçuã en
seguida.

a-sê jevý

He-'í xé-ve a-sê jevý haçuã en
seguida,

a-karú

He-'í xé-ve a-karú haçuã en
seguida.

conversion

Teacher: Ndé rej-ù jevý ta en seguida.

Student: He-'í ndé-ve rej-ù jevý haḡuã en seguida.

Teacher: Carlos o-hò jevý ta en seguida.

Student: He-'í Carlos-pe o-hò jevý haḡuã en seguida.

Teacher: María o-scriví ta en seguida.

Teacher: Ndé re-rambosá ta en seguida.

Teacher: Oré ro-cená ta en seguida.

Teacher: Peẽ pe-ñepyrũ ta en seguida.

Teacher: Xé a-pu'ã ta en seguida.

model

A. Mba'ẽ'iko he-'iuká ndé-ve.	What did he write you? (Qué le mandó decir?)
B. He-'iuká xé-ve aj-ù jevý haḡuã en seguida.	He wrote for me to return at once. (Me mandó decir que vuelva en seguida.)

TO THE STUDENT: he-'iuká is best translated by the Spanish 'mandó decir'. The literal translation of A. in English would be: 'What did he have said to you?' More on the suffix uká later in this lesson.

dialog

A. Este diá a-reciví peteĩ carta xe-rú gui.
B. Ha mba'ẽ'iko he-'iuká ndé-ve.
A. He-'iuká xé-ve aj-ù jevý haḡuã en seguida.

appropriate response

1. He-reciví pa ra.é carta nde-chica gui kuené?
2. Mba'és pa he-'luká ndé-ve?

translation.

- | | |
|--|---|
| 1. Ya me dijo que fuera. | He-'í ma vé-ve a-hà haḡuã. |
| 2. ¿Qué cosa necesito para hacerlo? | Mba'és pa ai-kotevé aj-apò haḡuã? |
| 3. ¿Quién le dijo que lo hiciera? | Máva pa he-'í ra.e rej-apò haḡuã? |
| 4. Le diré a Carlos que venga. | Ha-'é ta Carlos-pe o-ù haḡuã. |
| 5. Le dije a Pedro que te escribiera. | Ha-'é kúri Pedro-pe o-scrivi haḡuã ndé-ve. |
| 6. Dígale que venga a hablarme para que yo sepa que hacer. | Er-é xu-pe to-ù to-ñe'è xe-ndivé ai-kuaà haḡuã mba'és pa.oj-apò tu. |
| 7. ¿Qué ómnibus puedo tomar para llegar a Encarnación? | Mba'és camión-pa aj-agarrá va.era a-hà haḡuã Encarnación-pe? |
| 8. ¿Qué se necesita para entrar en ese colegio? | Mba'és pa o-ñe-kotevé o-jei-kè haḡuã upe colegio-pe? |
| 9. Viene para ver que estamos haciendo. | O-ú o-hexà haḡuã mba'és pa jaj-apò ñaína. |
| 10. Va al Brasil para trabajar. | O-hó Brasil-pe o-mba.apò haḡuã. |
| 11. Para decirle éso he venido. | Ha-'è haḡuã ndé-ve upeva aj-ú. |
| 12. Venimos para comer. | Roj-ú ro-karù haḡuã. |
| 13. Te manda decir que vayas. | He-'í ka ndé-ve rej-ù haḡuã. |
| 14. Le diré que venga a comer. | Ha-'é ta xu-pé o-ù haḡuã o-karù. |
| 15. Para hacer eso no necesitas mucho dinero. | O-jej-apò haḡuã upeva nd'o-ñe-kotevé iri hetà platá. |
| 16. Vendré temprano para poder terminarlo hoy. | Aj-u voi ta jaj-apò pá haḡuã esta día. |

17. Quiero que me des el dinero para comprar el coche. Ai-potá re-me'ẽ xé-ve la plata a-joguã haçuã la coche.
18. Si es para prestarlo a otro no te lo daré. Rei-porouká haçuã ramo otro-pe nd'a-me'ẽ mo'ã'i ndé-ve.

questions

1. Mba'ẽ pa o-ñe-kotevẽ o-jej-apò haçuã puchero?
2. Mba'ẽ pa o-ñe-kotevẽ o-jei-kè haçuã Cuerpo de Paz-pe?
3. Mba'ẽ-ñe'ẽ pa re-ñe'ẽ va.erã re-hò haçuã Paraguái-pe?
4. Mba'ẽ mba'ẽ pa o-ñe-kotevẽ o-jej-apò haçuã so'ó a-pu'a?
5. Mba'ẽ pa aj-apò va.erã a-ñe'ẽ-kuaã haçuã inglés?
6. Mba'ẽ pa roj-apò va.erã ro-ñemity pòra-ve haçuã?
7. Mba'ẽ pa roj-apò va.erã ro-jũka-pã haçuã la microvio kuéra?
8. Mba'ẽ pa ro-porandù va.erã roi-kuaã haçuã moõ pa ikatù ro-consegui la crédito?

Cycle 2

Manipulation Phase

model

Mba'ẽ rã pa re-studiã re-ina guarani?

Why are you studying Guarani?

dialog

- A. Mba'ẽ rã pa re-studiã re-ina guarani?
- B. Ikatù haçuã ixa a-ñe-mongeta pende-ndive.
- A. Ha mba'ẽ re pa re-ñe-mongeta-sé ore-ndive?
- B. A-hexauka-sé peẽ-me heta mba'ẽ.

dialog

- A. Mba'é guí'pa pe-studiá pe-ina guaraní ?
 B. Ro-Ñe-mongeta-sé guí pendé-niive.
 A. Ha mba'é rá'pa pe-Ñe-mongeta-sé ora-niive ?
 B. Ro-hexauká ha'guá' peé-Ñe hetá mba'é.

TO THE STUDENT: 1. You can observe the difference in the above two dialogs between mba'é guí'pa 'because of what?' and mba'é rá'pa 'for what reason, with what goal in mind?'

2. The progressive aspect/marker hina occurs optionally in the following forms:

O-studiá hina	He's studying
A-studiá a-ina	I'm studying
Re-studiá re-ina	You're studying
Ro-studiá ro-ina	We're studying
Ja-studiá ña-ina	We're studying
Pe-studiá pe-ina	You're studying
O-studiá hina hikuái	They're studying

Note that except for 3rd person, the stem -ina is simply conjugated with the person prefixes. The 3rd person verb pluralizer hikuái occurs only when the subject of the verb is not present. Hikuái implies a plural subject.

conversion

A-karú hina.	--Mba'é ?	A-karú a-ina.
Re-karú hina.	--Mba'é ?	Re-karú re-ina.
Ro-karú hina.	--Mba'é ?	Ro-karú ro-ina.
Ja-karú hina.	--Mba'é ?	Ja-karú ña-ina.
Pe-karú hina.	--Mba'é ?	Pe-karú pe-ina.

dialog

- A. Mba'é piko o-jehú ndé-ve, xe-amigo ?
 B. A-kañy ningo a-ina.
- Que te pasa ?
 I'm hiding, can't you see.

patterned response

A-kañy ningo a-ina. Ha ha'é ?

Ha ha'é ningo o-kañy hina avei.

Ha peë ?

Ha ñandé ?

ETC.

dialog

A. Moõ'iko rei-nã re-ina ra.è xe-amiga ?

B. A-rambosá kuri a-ina xe-rõga-pe.

patterned response

1. Xé'pa a-jepohéi a-ina ?

Nahāniri, nde're-jepohéi'ri re-ina.

2. Ñandé'pa ja-purahéi ña-ina ?

Nahāniri, nda'ja-purahéi'ri ña-ina.

3. O-mba.apó'pa Carlos ha Gladys ?

Nahāniri, nd'o-mba.apó'i hikuái.

integration

1. Ai-potá xe-saco + a-së oká-pe.

I want my coat + I go outside.

repeat: -----

integrate: Ai-potá xe-saco a-së
haçuã oká-pe.

2. Na-mba.apò va.erã + ñai-më oñe-
ndive.

We must work + we are together.

repeat: -----

integrate: Na-mba.apò va.erã ñai-më
haçuã oñe-ndive.

3. Hetá re-guata va.erã +
re-sẽ amõ gui.

You have to walk a long way +
you get out from there.

repeat: -----

integrate: Re-guata va.erã re-sẽ
haçuã amõ gui.

4. Hetá pe-guata va.erã + pe-guahẽ
upé-pe.

You have to walk a long way +
you are there.

repeat: -----

integrate: Hetá pe-guata va.erã
pe-guahẽ haçuã upé-pe.

5. Ro-jú ma + ro-mba.apó.

We already came + we work.

repeat: -----

integrate: Ro-jú ma ro-mba.apó haçuã.

6. Araka'e-vé nda^ˆxe-mandu'á^ˆi +
ague-ru.

I never remember + I bring it.

repeat: -----

integrate: Araka'e-vé nda^ˆxe-mandu'á^ˆi
ague-rù haçuã.

7. O-kyhyjé + o-sẽ.

She's afraid - she goes out.

repeat: -----

integrate: O-kyhyjé o-sẽ haçuã.

sample responses

A-aprendé haçuã-nte aj-apó a-fna.

I'm just doing it to learn it.

Plata re-nte aj-apó a-fna.

I'm doing it just for money.

Aj-apó rei-nte a-fna.

I'm doing it for no reason.
(or for nothing)

Use Phaseappropriate response

1. Mba'e rã~pa rej-apó re-ina upéva ?
 2. Mba'e rã~pa pej-ú ra.è Paraguái-pe ?
 3. Mba'e rã~pa re-aprende-sé guaraní ?
- ETC.

dialog

Araka'é~piko ndé re-guahẽ Paraguái-pe ?

Oj-apó mes y medio, a-guahẽ hagué.

Nde-aré ta~pa ko'á-pe ? (Tardará aquí ?)

A-pytá ta dos año.

appropriate response

Mboý diá ma~pa rei-mẽ hagué ko'á-pe ?

Mboý mèse ma~pa rej-ú hagué ko'á-pe.

dialog

A. O-ú ma~piko ra.è la nde-rú ?

B. Hẽe, pero o-sẽ jevý ma.

A. Aje'í ma~pa o-sẽ hagué ?

B. Nahãniri, ange-tẽ-nte.

A. Ha moõ~piko o-hó ra.è ?

B. Nd'a-ikuaã'i.

A. Ha mba'é-pe~pa o-hó ra.è ?

B. A-malisiá yvý rupi ...

Cycle 3

Manipulation Phase

model

Ai-kuaá rei-kuàa há.

I know that you know.

TO THE STUDENT: The há is a CONNECTIVE which ties the second clause (rei-kuaá) as a complement to the first clause (ai-kuaá). The English equivalent of há is the subordinating conjunction 'that'.

integration

Teacher: Ai-kuaá. Rei-kuaá.

Repeat: -----

Integrate: Ai-kuaá rei-kuàa há.

Teacher: A-maliciá. Re-ñe'è-kuaá guarani-me.

Repeat: -----

Integrate: A-maliciá re-ñe'è-kuàa há guarani-me.

Teacher: Ai-kuaá. María oi-mè i-koty-pe.

Repeat: -----

Integrate: Ai-kuaá María oi-mè há i-koty-pe.

Teacher: A-hexá. Ha'é o-studiá hina.

Repeat: -----

Integrate: A-hexá ha'é o-studiá há hina.

Teacher: Nd'a-roviá'i. Ha'é ikatú oj-apó.

Repeat: -----

Integrate: Nd'a-roviá'i ha'é ikatú há oj-apó.

Teacher: Na-moĩ Ndé rei-kó Ca'acupé-pe.

Repeat: -----

Integrate: -----

Teacher: Re-pensá. Xé a-há,ta tupaó-pe.

model

Mba'é^{pa} rei-kuaá xe-hegui.

What do you know about me?

dialog

A. Mba'é^{pa} rei-kuaá xe-hegui?

B. A-hendú re-hò ta há Méhico-pe.

A. Ha mba'e-ve^{pa}?

B. A-hen'í aveí re-suriví ta há peteí livro upé-pe.

appropriate response

1. Mba'é^{pa} rei-kuaá xe-hegui?
2. Mba'é^{pa} rei-kuaá María gui?
3. Mba'é^{pa} rei-pensá ore-hegui?
4. Rei-mo'á^{pa} xé ra.e?
5. Mba'é^{pa} Carlos he-'í xe-rehe?
6. Mba'é^{pa} o-jê-'é Carlos re?

Cycle 4

Manipulation Phase

model

Ai-kuaá rei-kuaá hagué.	I know you knew.
-------------------------	------------------

TO THE STUDENT:

contrast:

Ai-kuaá re-kuáa há.
 Ai-kuaá rei-kuáa hagué.

I know you know.
 I know you knew.

Intégration

Teacher: Ai-kuaá. Rei-kuaá.

Repeat: -----

Integrate: Ai-kuaá rei-kuáa hagué.

Teacher: Ai-kuaá. Rei-mé nde-koty-pe.

Repeat: -----

Integrate: Ai-kuaá rei-mé hagué nde-koty-pe

Teacher: A-hendú. Re-hó Bolivia-pe.

Repeat: -----

Integrate: A-hendú re-hó hagué Bolivia-pe.

dialog

A. Mba'é pa rei-kuaá xe-hegui?
B. A-hendú re-hó hagué Méhico-pe.
A. Ha mba'e-ve pa?
B. Ha re-scrivi hagué petei livro upé-pe



appropriate response

1. Mba'é pa rei-kuaá xe-hegui?
2. Mba'é pa rei-kuaá Kennedy gui?
3. Mba'é pa rei-kuaá Shakespeare gui?
4. Mba'é pa rei-kuaá Eisenhower gui?
5. Mba'é pa re-pensá Johnson gui?
6. Mba'é pa re-hendú nde-sý gui?

conversion

model: Ai-kuaá i-vaí há la porte Vietnam-pe. I know the situation is bad in Vietnam.
 Mba'é? Xé katú ai-kuaá i-porã hague kuehé. What? I know it was all right yesterday.

1. Xé ha-'é o-manò ta há ko'ëro.
Mba'é? Xé katú ha-'é o-mano ma hague kuehé.
2. Xé a-hendú ha'é o-hò ta há ko'ëro.
Mba'é? Xé katu a-hendú o-hó hague kuehé.
3. Xé ai-kuaá karáí Ramirez i-platà heta ta há.
Mba'é? Xé katu ai-kuaá ha'é i-mboriahu hagué.
4. Xé a-hendú Carlos o-ù ta há ko'ëro.
Mba'é? Xé katu a-hendú ha'é o-ú hague kuehé.

appropriate response

1. Mba'é pa rei-kuaá?
2. Mba'é pa re-hendú ra.è?
3. Mba'é pa rei-mo'ã raka.e?
4. Mba'é pa er-é kóva re? i-porã pa tãra pa i-vaí?
ETC.

Use Phaselistening for comprehension

Ko'ëro o-ú ta peteĩ karáí hera va Garcia Lopez. Ha'é peteĩ Paraguayo, ha oi-kuaá heta mba'é agricultura gui. Ha'é o-mba.apó ta voluntario kuéra-ndi Concepcion-pe.

appropriate response

1. Mba'éipa ha-'é ra.è peè-me?
2. Xépa ha-'é ra.è o-ù ta há petei kuá-karái?
3. Ha-'épa ra.è o-ù ma hague karái Lopez
ETC.

listening for comprehension

Kuehé o-ù kuri petei karái ñera va Garcia Lopez. Ha'é o-mba'apó ya.ekue voluntario kuéra-ndi Concepcion-pe.

appropriate response

1. Mba'éipa ha-'é ra.è peè-me?
2. Xépa ha-'é ra.è o-ù hague petei-Concepcion-pe guá voluntario?
ETC.

translation

- | | |
|----------------------------------|---------------------------|
| 1. I know it's you. | Ai-kuaá ndé ha. |
| 2. I know you know. | Ai-kuaá rei-kuáa há, |
| 3. I know he'll come with you. | Ai-kuaá o-ù há nde-ndivé. |
| 4. Say you will come. | Er-é rej-ù ta há. |
| 5. It is said that you know. | O-je-'é pei-kuáa há. |
| 6. He doesn't know we are going. | Ná'oi-kuaá'i já-ha há. |

modification

Do the above translation exercise as fast as you can, but put it in past context. (Use hagué instead of há)

Cycle 5

Manipulation Phasemodel answers

- | | |
|---------------------------------|---|
| 1. Aje'í ma o-sè hagué. | He left just a while ago.
(Hace un tiempo que salió.) |
| 2. Ange-té-nte o-sè hagué. | He left just a moment ago.
(Hace un ratito que salió.) |
| 3. Oj-apó dos horas o-sè hagué. | He left 2 hours ago.
(Hace 2 horas que salió.) |
| 4. Un año ma (la) o-ù hagué. | He's been here a year now.
(Ya hace un año que vino.) |

model questions

1. Araka'és pa o-sè ra.è?
2. Aje'í ma pa la o-sè hagué?

dialog

- | |
|--|
| A. Araka'és piko ndé re-guahè ra.è Paraguái-pe? |
| B. Oj-apó <u>mes y medio</u> -nte a-guahè hagué. |
| A. Nde-aré ta pa ko'á-pe. |
| B. A-pytá ta <u>dos año</u> . |

appropriate response

1. Oj-apó año y medio-nte o-guahè hagué upe voluntario Paraguái-pe, ajé pa?
2. Mbovy año pa o-pytá ta ha'é?

Listening for comprehension

Oj-apó dos años rupi la aj-ú hagué ko'á-pe a-mba, apó hagué, ha un año ma la o-sé hagué xe-hermano.

appropriate response

Araka'é pa aj-ú raka.e ko'á-pe?

Wtaerá pa aj-ú raka.e?

Oj-kó pa xe-ndivé la xe-hermano?

ETA.

contrast

Aje'f ma o-sé hagué.

He left a while ago.

O-sé ramo-ité. (or o-sé ramo)

He just left.

Ange-té-nte o-sé hagué.

He left just now.

TO THE STUDENT: These three ways of referring to a recent occurrence are not well defined. Actually ange-té nte is quite relative. It may be used to indicate a time just a moment ago (as it literally indicates) or it may refer more loosely to a time in the near past--like a minute, an hour, or a day ago. It is used with the same exaggeration as a-pe-té-nte 'right here'--which may mean a few yards or a few kilometres away.

(VERB) ramo and its superlative form ramo-ité are equivalent to 'acabar de VERB'.

Aje'f is relatively farther in the past--half an hour or so.

Listening for comprehension

Ha-moi Pedro o-se ramo-ité hagué, ha María katu aje'f ma o-sé hagué. Xé katú oj-apó dos hora aj-ú hagué.

appropriate response

1. Máva xé ha-'é o-sè ramo-ite hagué?
2. Ha máva xé ha-'é aje'í ma o-sè hagué?
3. Ha-'é pa raè aj-ú ramo-ite hagué?

ETC.

Cycle

Manipulation Phasemodel responses

- | | |
|------------------------------|-------------------------------|
| 1. He- i há ixa handé-ve. | Like he tells us. |
| 2. He- i hagué ixa handé-ve. | Like he told us |
| 3. Ha'é oj-apo há ixa | Like <u>he</u> does |
| 4. Ha'é oj-apo hagué ixa | Like he did |
| 5. Pee'pel-porá há ixa | Like you want (como quieran). |

model questions

- | | |
|----------------------------------|-------------------------|
| 1. Mba'é ixa pa jaj-apó ta ? | How shall we do it ? |
| 2. Mba'é ixa pa ja-'é va'era ? | How should we tell it ? |
| 3. Mba'é ixa pa re-scriví-ra.è ? | How did you write it ? |

Cycle 7

Manipulation Phasemodel

- | | |
|-----------------------------|----------------------------|
| A. Mba'é àpo há pa nde-rú ? | What does your father do ? |
| B. Ha'é aò-vènde há | He sells clothes. |

lexical substitution

Aò vènde há

Pe karáí peva ku aò-vènde há.

Aò-àpo há

Pe karáí peva ku aò-àpo há.

Kurè-jùka há

Pe karáí peva ku kurè-kùka há.

Use Phase

appropriate response

1. Mba'è àpo há^{pa} ndé ?
2. Mba'è àpo ná^{pa} nde-rú ?
3. Ha nde-sý ?
4. Ndé^{pa} kurè-jùka há ?

Cycle 8

model

A. Moó^{pa} re-nó re-ina ?

Where are you going ?

B. A-há a-ina xe-rú o-mba.apo
há-pe.

I'm going to where my father
works.

TO THE STUDENT: há after an intransitive verb (like o-mba.apó) usually derives a locative noun which indicates where the activity takes place.

Substitution

-mba apó

a-há a-ina xe-rú o-⁷mba apó há-pe

-gwa n

a-há a-ina xe-rú o-p⁷gwa há-pe

-karú

a-há a-ina xe-rú o-karú há-pe

-ké

a-há a-ina xe-rú o-ké há-pe

Model

A-há a-ina xe-rú o-⁷mba apó
hagué-pe

I'm going to remove my father's
area to work

TO THE SUBJECT:

Contrast:A-há xe-rú o-⁷mba apó há-pe

I go to where my father works

A-há xe-rú o-⁷mba apó há-peI go to where my father will
workA-há xe-rú o-⁷mba apó
hagué-peI go to where my father used
to work

Note that há is used for present and future contexts, but hagué is used for
past

Integration

1. Xe-rú o-⁷mba apó hina. Aj-ú a-ina amo gui.
Aj-ú a-ina xe-rú o-⁷mba apó há gui.
2. Xe-rú o-⁷mba apó vakué. Aj-ú a-ina amo gui.
Aj-ú a-ina xe-rú o-⁷mba apó hagué gui.
3. Xe-hermano o-karú. A-há amo.
4. Xe-hermano o-⁷mba apó. Oré ro-se amo gui.
5. Ndé re-karú vakue. Ha'é o-hó amo góto.
6. Carlos o-studiá vakue. Ha'é o-ú amo gui.

dialog

- | | | |
|----|---|--------------------------------------|
| A. | O-ñe-mondó ma ^ñ pa ra.è la carta ? | Has the letter been sent off? |
| B. | Aré ma o-ñe-mondò hagué. | Some time (days) ago it was sent off |

1. THE STUDENT:

Note that the reflexive form is used where English would use the passive.
Other examples:

- | | |
|---|-------------------------------|
| Mba'é ixa ^ñ pa o-ñe-mbo'é ? | How is it taught ? |
| Mba'é ixa ^ñ pa o-jej-apó vakue ? | How was it made ? |
| Máva-pe ^ñ pa o-ñe-me'è ra.è la carta ? | Who was the letter given to ? |
| Nda ^ñ o-me'è ^ñ i àvavé-pe. | It wasn't given to anyone. |
| Nda ^ñ o-ñe-multa ^ñ i guèteri mavavé-pe. | No one has been fined yet. |
| O-ñe-vende-pá ma univa uní livro. | All the books have been sold. |

translation

- | | |
|--|---|
| 1. Has the radiogram been sent off? | O-ñe-mondo ma ^ñ pa ra.è la radiograma ? |
| 2. All sorts (entero-ité) of things are sold. | O-ñe-vendé entero-ité mba'é. |
| 3. How is bread made around here ? | Mba'é ixa ^ñ pa o-jej-apó pan ko'á rupi ? |
| 4. No one has been killed yet and no one has been hurt yet either. | Nda ^ñ i-pori guèteri la o-je-juká va ha
nda ^ñ i-pori guèteri la o-jej-apí va aveí. |
| 5. Who was the letter written to ? | Máva-pe ^ñ pa o-je-scriví ra.è la carta ? |

dialog

- | | | |
|----|--|--------------------------------|
| A. | Avaka'é ^ñ pa o-ñe-firma ra.è la documento ? | When was the document signed ? |
| B. | Ymá ma o-ñe-firma hagué. | It was signed a long time ago. |

RE STUDENT:

Compare:

1. uré ma e-ne-firma ngwé

2. ywa ma e-ne-firma ngwé

uré indicates a time in the fairly recent past - days or few hours, days, weeks or months.

ywa indicates a more remote time in the past - weeks, years, even centuries.

NOTE

NOTE

Al-kwaauká ta xu-pé ndé ndé.

I will let him know it is you.

TO THE STUDENT: the suffix uká (or its free alternant ká) indicates 'have someone VERB' or 'cause someone to VERB'.

Compare:

Al-kwaé

I know

Al-kwaauká xu-pé

I cause him to know (I inform or notify him)

Other examples:

A-rexá

I see it

A-rexauká xu-pe

I show it to him (cause him to see it)

Agwe-rahá ta

I'll bring it

Agwe-rahauká ta

I'll have someone bring it

Aj-apó ta peteí camisá

I'll make a shirt

Aj-apouká ta peteí camisá

I'll have a shirt made

Al-purú ta

I'll use it

Al-puruuá ta

I'll loan it (have someone use it)

Nonversion

ai-kuaá	ai-kua <u>uká</u>
ai-pytyvó	ai-pyty <u>wouká</u>
A-mboú (bring)	A-mbou <u>ká</u>
Ha-'é	Ha-'e <u>uká</u>
A-jeruré	A-je <u>ru</u> ruká
A-pága-pá	A-pagau <u>ka</u> -pá
A-henóí	A-henoi <u>uká</u>
A-scriví	A-scrivi <u>uká</u>
Ague-ru-pá (bring)	Ague-ru <u>ka</u> -pá

Dialog

- | |
|---|
| <p>A. Mba'é~pa rei-potá ?</p> <p>B. Ei-porúka mi na xé-ve la nde-coche.</p> |
|---|

appropriate response

1. Mba'é~pa rei-potá x-amigo ?
2. Mba'é~pa rei-potá ai-kuaauká Nixon-pe ?
3. Mba'é~pa rei-potá ague-rahauká Mao Tse Tung-pe ?
4. Mba'é~pa rei-potá ha-'euká nde-ru-pe ?
5. Mba'é~pa rei-potá a-jeruruká Stroessner-pe ?
6. Mba'é~pa rei-potá ague-ruká peè-me ?
7. Mba'é~pa nde-ru he-'iuká ndé-ve ?
8. He-'iuká~pa aveí ndé-ve re-hò jevý haguá nde-retá-me ?
9. Rei-potá~pa a-mpyendyuká pe tatancy ?
10. E-hexauká mi xé-ve umi kuatiá.



model

E-hexàuka mĩ xé-ve la a-joguá
va.erá.

Show me what I should buy.

TO THE STUDENT:

Contrast, observing the function of va :

- | | | |
|----|----------------------------|-------------------|
| a. | La a-joguá <u>va</u> .erá | What I should buy |
| b. | La a-joguá ta va | What I will buy |
| c. | La a-joguá va a-ina | What I am buying |
| d. | La a-joguá <u>va</u> .ekué | What I bought |

va serves to form noun clauses. Vará (or va.erá) and vakue (or va.ekué) are made up of va plus a rá or kue to indicate 'purpose' or 'past'.

model

E-hexàuka mĩ xé-ve la kure o-joguá Show me the pig which he bought.
va.ekué.

TO THE STUDENT:

Contrast, observing the function of va:

- | | | |
|----|--------------------------------|--------------------------------------|
| a. | La kuré a-joguá <u>va</u> .erá | The pig that (or which) I should buy |
| b. | La kuré a-joguá ta va | The pig that I will buy |
| c. | La kuré a-joguá va a-ina | The pig that I am buying |
| d. | La kuré a-joguá <u>vakue</u> | The pig that I bought |

va serves here again to form noun clauses, but these modify or restrict the antecedent noun kuré. Notice that in English we could use a relative pronoun, that, which, or who, in such a modifying clause.

translation

Mba'êpa rei-potá	What do you want ?
Mba'êpa la rei-potá va ?	What is it that you want ?
Mba'êpa er-é ?	What do you say ?
Mba'êpa la er-é va ?	What is it that you say ?
Mba'êpa he-'i-sé ?	What does he want to say ?
Mba'êpa la he-'i-sé va ?	What is it that he wants to say ?
Mba'êpa re-porandú re-ina ?	What are you asking ?
Mba'êpa la re-porandú va re-ina?	What is it you are asking ?
Kóvaipa re-joguá hina ?	Are you buying this ?
Kóvaipa la re-joguá va hina ?	Is this what you are buying ?
Kóvaipa re-joguá ta ?	Will you buy this ?
Kóvaipa lá re-joguá ta va ?	Is this what you will buy ?
Kóvaipa re-joguá ra.è ?	Did you buy this ?
Kóvaipa la re-joguá vakue ra.è ?	Is this what you bought ?
Kóvaipa re-joguá va.erà ?	Should you buy this ?
Kóvaipa la re-joguá va.erà ?	Is this what you should buy ?



Pattern

- 1. A-joguá kuri ko kuré centro-pe.
- 2. Kóva la kuré a-joguá va. ekué kuri centro-pe.
- 3. A-joguá ta pe mbaraká.
- 4. Péva la mbaraká a-joguá ta va.
- 5. A-joguá watahá anô poche.
- 6. Amôva lá poche a-joguá va. erá.
- 7. A-rahauká kuri umi kuatiá.
- 8. Amôva la kuatiá a-rahauká va. ekué kuri.
- 9. A-vende-sé pe cavajú.
- 10. Péva pe cavajú la a-vende-sé va.
- 11. Ai-potá amôva.
- 12. Amôva la ai-potá va.

Patterned response

- | | |
|-------------------------------|---------------------------------|
| Rei-potá pa ko lápis ? | Nahániri. Péva la ai-potá va. |
| Rei-potá pa ko lívro ? | _____ Péva la ai-potá va. |
| _____ pe _____ ? | _____ Kóva _____. |
| _____ pe _____ ? | _____ Kóva _____. |
| Rei-potá pa la xe-tio-livro ? | Nahániri. Amô va la ai-potá va. |
| _____ la xe-lápis ? | _____ |
| _____ la xe-hermano-camisá ? | _____ |
| _____ la kóva ko sapatú ? | _____ |
| _____ la pe mesa péva ? | _____ |

models

- | | |
|-------------------|------------------------|
| 1. Opá a-hexá va. | Everything that I see. |
| 2. Opá kkatú va. | All that can be done. |
| 3. Opá o-i va. | All there is. |

patterned response

(answer as in the above models)

- | | |
|--|-----------------------------------|
| 1. Mba'é ^{pa} la re-joguá ta va ? | What is it you'll buy ? |
| 2. Mba'é ^{pa} la re-mbovó va re-ina ? | What is it that you are dividing? |

translation

- | | |
|--------------------------------------|---|
| 1. That's the book I want. | Péva pe livro la ai-potá va. |
| 2. That's the book you wanted. | Péva pe livro la rei-potá vakué. |
| 3. Is this the one you wanted ? | Kóva ^{pa} la rei-potá vakué ? |
| 4. What is it you want to buy ? | Mba'é ^{pa} la re-jogua-sé va ? |
| 5. Which is it you want to see ? | Máva ^{pa} la re-hèxa-sé va ? |
| 6. Which one is it you want to hear? | Máva ^{pa} la re-hèndu-sé va ? |
| 7. I buy just what I want. | A-joguá la ai-potá va-nte. |
| 8. I buy just what I see. | A-joguá la a-hexá va-nte. |
| 9. I eat just what I want to eat. | Ha-'ú la ha-'u-sé va-nte. |
| 10. I eat just what is killed. | Ha-'ú la o-je-juká va-nte. |
| 11. I eat just what is given me. | Ha-'ú la o-ñe-me'ê va-nte xé-ve. |
| 12. I eat just what is brought me. | Ha-'ú la o-je-guerú va-nte xé-ve. |

model

Pe kuré re-hexá va re-ina
amó xe-mba'é.

That pig which you see there
is mine.

PARA

- a. Nãra mba'ê pa umiva ?
- b. Pô kurê re-hexá va re-ina amô xe-mta'ê.

NOTA

Opô kuimba'ê o-sá ramô-itê va petel monda há. The man who just left is a thief.

appropriate question

(Use a va clause to ask the question)

- 1. mba'ê xe-tiô.
- 2. xe-mpa'ê.
- 3. a-joguá kuri mercado-gui.
- 4. ague-rá kuri mercado-gui.
- ETC.

translation

- 1. The boy who killed that snake (mbói) is my friend. Upê mitâ o-jukâ vakuê pe mbói, xe-amigo.
- 2. A volunteer named Tomas did it. Petel voluntario hêra va Tomás oj-apô kuri.
- 3. Olga Olga who you met yesterday wants to talk with you. Na Olga, ku kuñâ-karaí re-jo-topá vakuê-ndi kuehé, o-hê'e-sé nde-ndive.
- 4. What's the name of the girl I'm supposed to call tomorrow ? Mba'ê ixa pa hêra la kunataí a-henôí va.erâ ko'êro?
- 5. Tell me the road which I should follow to get to Itapu'amí. Er-e mi xê-ve la tape a-segi va.erâ a-guanê haguâ Itapu'amí-me.

appropriate response

- 1. Paraguái pa la tetã rei-kuaâ pôra-ve va ?
- 2. Mba'ê livro la nde gusta-ve va ?
- ETC.

Cycle 11

translation

- | | |
|--|--------------------------------------|
| 1. Let's go to where Carlos works. | Ja-há Carlos o-mbà.apo há-pe. |
| 2. Let's leave from where you-all study. | Na-sê pe-studia há gui. |
| 3. He came to where we were working. | Ô-ú kurì ro-mbà.apo há-pe. |
| 4. Whose present work place did you go to? | Máva mbà.apo há-pe re-hó ra.è? |
| 5. Whose former work place did you go to? | Máva mba.apo hagué-pe pa re-ho ra.è? |
| 6. You went to our (incl) former eating place, didn't you? | Re-ho ja-karù hagué-pe, ajé pa? |

appropriate response

1. Moó gui pa re-sê ta?
2. Moó goto pa ro-guatá ro-ina?
3. Moó pa a-nâ va.erâ?
4. Moó pa re-hó re-ina?
5. Re-ho pa re-ina peteî baile há-pe?
6. Máva pa o-ke-sê peteî ryguasú-ke há-pe?
7. Re-karu-sê pa peteî kuré o-karù há-pe?
8. Re-mba.apo-sê pa la xe-rú o-mbà.apo há-pe?
9. Péva pa peteî monda-há?
10. Mba'é apo há pa péva?

dialog

A-juhu xu-pe o-karú hina.

Le encontré comiendo.

Moó piko?

Dónde

Pe calle-pe a-î hagué-pe hina.

Allí en la calle donde estuve.

Cycle 10

model

Ja-karu há hóra ma.

It's time we eat now.

TO THE STUDENT: há serves to nominalize or make a noun clause out of ja-karu. Study these additional examples:

Ja-ñeno há hóra ma..

It's time for us to go to bed.

Ja-ñepyrü há hóra ma.

It's time for us to begin.

A-pytulu há hóra ma.

It's time for me to rest.

Re-no há hóra ma.

It's time for you to go.

dialog

A. Mba'ê hóra~pa

B. Ja-karu há hóra ma.

modification

Repeat the above dialog, but in the place of the verb karú, substitute studia; mba.apó; ñe; ho; ñepyrü; pytu'ú.

dialog

A. Nde-ñembyahýi~pa?

B. Hêe, ja-karu há hóra ma.

A. Ja-há py ja-karú.

dialog

- A. Nde-rophenyi'pa?
- B. Hée, ha-heno há hóra ma.
- A. Ja-há py ja-ké

dialog

- A. Nde-kane'ô'pa?
- B. Hée, ja-pytu'u há hóra ma?
- A. Ja-há py ja-pytu'ú.

Cycle 13

model

O-i postre rá.

There is [something for] dessert.

TO THE STUDENT: The same suffix râ, also found in varâ and (with modified shape) in haguâ is used with nouns to indicate 'proposed use or purpose'. Râ may sometimes be translated 'for' in English or 'para' in Spanish. Other examples indicate its meaning:

mãna husband
menará fiancé ; husband to be

tembi-reko wife
tembi-rekora fiancée

maestra teacher
maestrará teacher to be

dialog

A. Mba'é pa o-ĩ-vé ja-'u va.erã? What else is there [for us] to eat?

B. O-ĩ postrerã. There's dessert.

dialog

A. Mba'é gui pa nd'ikatú'i re-hó xe-ndivé? Why can't you go with me?

B. Hetã xe-rembi-aporã gui. Because I have a lot of work to do.

Cycle 14

model

Péva pe livro xe-mba'ekué. That book there used to be mine.

TO THE STUDENT: Kué indicates a former state which is no longer in force.

Péva xe-secretariakué. That's my former secretary.

O-ú ma xe-menakué. My ex-husband has come.

O-ña-vendé kuri xe-rogakué. My former house was sold.

model

Mãva mba'ekué pa ko livro? Whose book did this used to be?

dialog

A. Máva mba'ekué^{pa} ko livro?

B. Péva xe-mba'ekué.

translation

- | | |
|--------------------------------------|---------------------------------------|
| 1. Whose book did that used to be? | Máva mba'ekué ^{pa} pe livro? |
| 2. Whose house did that used to be? | Máva mba'ekué ^{pa} pe óga? |
| 3. Whose car is this? | Máva mba'é ^{pa} ko coche? |
| 4. And whose was it formerly? | Ha mava mba'ekué? |
| 5. This book there used to be mine? | Péva pe livro xe-mba'ekué. |
| 6. This table here used to be yours. | Kóva ko mésá nde-mba'ekué. |
| 7. That is my ex-wife. | Péva xe-rembi- ^{rek} ekué. |
| 8. She used to be my secretary too. | Ha'é xe-secretariakué aveí. |

dialog and listening for comprehension

- | | |
|--|---|
| Hernan: Mba'é ^{pa} pe-studiá pe-ina? | What are you studying? |
| Jose: Né a-studiá a-ina doctorá
ha xe-hermana Josefina o-
studiá hina enfermerará. | I'm studying to be a doctor
and my sister Josefina is
studying to be a nurse. |

appropriate response

1. José peteí medicokué, ajé^{pa}?
2. Ha'é o-studiá hina ingenierará, ajé^{pa}?
3. Ha in-hermana katú o-studiá hina maestrará, ajé^{pa}?
4. Ha ndé, mba'é^{pa} re-studiá re-ina?

model and listening for comprehension

- | | |
|---|--|
| Carlos oj-apó hina hogará. | Carlos is building [what will be]
his home |
| gela, Carlos rembi-reko,
-prepará hina la tembi-'vá. | Angela is preparing [what will be]
the meal |

appropriate response

1. Mäva oj-apó hīna ñogará?
2. Oj-apó pa Carlos xe-rogará?
3. Nde pa rej-apó re-ina nde-rogará?
4. Mäva oj-apo-sé xe-rogará?
5. Mäva o-prepará hīna Carlos-pe ñembi-'urá?
6. Carlos pa o-prepará hīna ñembi-'urá?
7. Ñandé nda jaj-apó i ña-ina ñande-rogará, ajé pa?
8. Nde pa rej-apo-sé nde-rogará?
9. Nde pa rej-apo-sé xe-rogará?

Cycle 15contrast

Ko mitá mba'e rá.

It is for this boy. (It is to be his property.)

Ko mitá-me guará.

It is for this boy. (It is meant for his use.)

TO THE STUDENT: Note the difference:

i-mba'e rá?

What will be his...

ixu-pe guará?

What is made or intended for him

Both translate 'for him' but the distinction can be seen in the more literal translation.

dialog

A. Mäva-pe guará pa ko torta?

Who is this cake meant for?

B. Pe mitá-me guará.

It's for that boy.

dialog

- | | |
|--------------------------------|----------------------|
| A. Máva mba'e rápa ko júguete? | Who is this toy for? |
| B. Pe mitã mba'e rá. | It's for that boy. |

appropriate response

1. Máva-pe guarãpa ko regalo?
2. Máva mba'e rápa ko óga?
3. Xé-ve mba'e rápa umi livro?
4. Xé-ve guarãpa umi livro?
5. Mba'ésapa xé ikatú aj-apó ndé-ve guarã?
6. Rei-potápa a-heja la pan jagua kuéra-pe guarã?

model

- | | |
|---|--|
| O-jej-apo-pá ta ma nde-roga rá
ko'ëro guarã. | Your house will be finished
for tomorrow. |
|---|--|

substitution

1. O-jej-apo-pá ta ma ndé roga rá ko'ëro guarã.
2. O-jej-apo-pá ta ma nde-roga rá este día guarã.
3. O-jej-apo-pá ta ma nde-roga rá ko'ë ambuero guarã.
4. O-jej-apo-pá ta ma nde-roga rá de semana o-ú va-pe guarã.
5. O-jej-apo-pá ta ma nde-roga rá ko ka.aru-pe guarã.
6. O-jej-apo-pá ta ma nde-roga rá ko pyharé-pe guarã.
7. O-jej-apo-pá ta ma nde-roga rá de mes o-ú va-pe guarã.

TO THE STUDENT: Notice that certain time expressions take pe while others never do.

model

- | | |
|--|---|
| Araka'é guarã o-jej-apo-pá ta la
nde-roga rá. | By when will they finish your
house? |
|--|---|

question and answer drill

1. Araka'e guarã -jej-apo-pá ta la nde-roga rá?
2. Araka'e guarã -jej-apo-pá ta la nde-livro rá?

dialogs

- | | |
|------------------------------|--------------------------|
| A. Araka'e guarã pa ko sopa? | When is this 'sopa' for? |
| B. Ko pyharé-pe guarã. | It's for tonight. |

- | | |
|---------------------------|-------------------------------|
| A. Moõ guarã pa ko silla? | Where does this chair belong? |
| B. Amõ guarã. | Over there. |

appropriate response

1. Rei-kuaa-pá pa la leccion ko'ëro guarã?
 2. Mba'é pa roj-apo va.erã ko'ëro guarã?
 3. Amõ guarã pa ko mesá?
 4. Moõ guarã pa ko silla?
- ETC.
-

Cycle 16

model

La gente kuéra ko'ága guá o-mba.apo- vé la genta kuéra yma guaré gui.	The people of today work more than people before.
--	--

TO THE STUDENT: contrast:

La gente kuéra ko'ága guá	The people of today
La genta kuéra yma guaré	The people of before.
O-mbopotí ko'éro guarã	He will clean tomorrow.

Notice that the past and future tenses in postpositional phrases with guá as the postpositions are formed by adding ré and rá respectively to guá.

substitution

o-mba.apo-vé	La gente kuéra ko'ága guá <u>o-mba.apo-vé</u> la gente kuéra yma guaré gui.
o-guata-vé	La gente kuéra ko'ága guá <u>o-guata-vé</u> la gente kuéra yma guaré gui.
o-pita-vé	La gente kuéra ko'ága guá <u>o-pita-vé</u> la gente kuéra yma guaré gui.
o-jeroky-vé	La gente kuéra ko'ága guá <u>o-jeroky-vé</u> la gente kuéra yma guaré gui.

translation

- | | |
|--|--|
| 1. Today's lesson is more difficult than yesterday's. | La leccion ko'ága guá hasy-vé la kuehè guaré. |
| 2. The people of Lincoln's time (tiempo) worked more than the people of today. | La gente kuéra Lincoln tiempo-pe guaré o-mba.apo-vé vakue la gente kuéra ko'ága guá gui. |

3. The Guarani of long ago was more beautiful than the Guarani of today.

La guarani yma guaré i-põra-vé
la guarani ko'ãga guá gui.

4. The child (mitã) of yesterday is the youth (karia'y) of today and the man of tomorrow.

Mitã kuehè guaré ko karia'y
ko'ãga guá, ha karai ko'ëro guarã.

appropriate response

1. Máva~pa hasy-vé, la leccion ko'ãga guá, tẽra~pa la kuehè guaré?
2. Rei-potá~pa nda~hasy-vé~i la leccion ko'ëro guarã la este diá guaré gui?
EPC.
3. Re-gensá~pa o-dispara-kuaã vo ha la atleta kuéra ko'ër guarã va la atleta kuéra ko'ãga rupi guá gui?
EPC.

Cycle 17

model

Aj-ú a-aprendé vo guarani.

I came to learn Guarani.

TO THE STUDENT: contrast:

Aj-ú a-aprendé vo guarani.

Vine a apren guarani.

Aj-ú a-aprende haãguã guarani.

Vine para apr ier guarani.

Vo is used with the verb complement of the verbs há, 'go' and -ú, 'come' with almost the same meaning as haãguã. A-aprendé vo may be thought of as translating 'á aprender' and a-aprende haãguã as translating 'para aprender' in (a) and (b) above.

translation

(use vo)

- | | |
|-----------------------------|-----------------------------|
| 1. Yo vine a trabajar. | Xé aj-ú a-mba apó vo. |
| 2. Carlos irá a estudiar. | Carlos o-hó ta o-studiá vo. |
| 3. Uds. vinieron a sembrar. | Pej-ú pe-nemity vo. |

model

Te-re-aprendé pya'e-té.

I hope you learn it very soon.

TO THE STUDENT: te-re-aprendé is a DESIDERATIVE form. Contrast:

E-aprendé pya'é

Learn it soon.

Te-re-aprendé pya'é.

I would like you to learn it soon.
or: May you learn it soon.

dialog

- A. Mbaerá pa rej-ú Paraguái-pe?
B. Aj-ú a-aprendé vo guarani.
A. Te-re-aprendé pya'e-té.

paradigm

E-a-aprendé pya'é	I hope I learn it soon.
Te-re-aprendé pya'é	I hope you learn it soon.
To-ro-aprendé pya'é	I hope we learn it soon.
Ta-ña-aprendé pya'é	I hope we learn it soon.
Ta-pe-aprendé pya'é	I hope you learn it soon.
T-o-aprendé	I hope he learns it soon.

substitution - translation

ndé	Te-re-juhú xu-pé.	I hope you find him.
oré	To-ro-juhú xu-pé	I hope we find him
ñandé	Ta-ja-juhú xu-pé.	I hope we find him.
peé	Ta-pe-juhú xu-pé.	I hope you find him.
ha'é	T-o-juhú xu-pé.	I hope he finds him.
xé	T-a-juhú xu-pé.	I hope I find him.

(substitute: ganá, hexá, topá, for juhú)

model

Er-é xu-pé t-o-ú.

Tell him to come.

TO THE STUDENT: Contrast the following two common structures, both of which have the same translation.

Er-é xu-pé t-o-ú.

Er-é xu-pé o-ú haḡuã.

Tell him to come

dialog

A. Te-re-hó José ñendá-pe.

B. Ha mba'é~iko rei-potá ha-'é xu-pé?

A. Er-é xu-pé t-o-ú.

appropriate response

(use the DESIDERATIVE)

Mba'é~pa rei-potá xé ha-'é Marta-pe?

Mba'é~pa rei-potá Marta oj-apó?

ETC.

directed discourse

1. Er-é (téra)-pe t-o-ú nde-ñendá-pe.
 2. Er-é (téra)-pe t-o-hó María ndi.
 3. Er-é (téra)-pe t-o-mba.apó xe-ndivé.
 4. Er-é (téra)-pe t-o-sē ko'a gui.
- ETC.

model

Ta-nde-ko'è porà.

Have a pleasant dawnning.
(good night)

TO THE STUDENT: Ko'è is a Quality Verb. Other examples:

Ta-nde-rory
Ta-pende-resà.

I hope you'll be happy.
I hope you'll be well.

paradigm

ta-xe-rory
ta-nde-rory
ta-ore-rory
ta-ñande-rory
ta-pende-rory
ta-hory

dialog

A. Xé nd^a-lee-se-vé^i ma. Xe-ropehíi ma.

B. Xé avei', a-há ma a-ké vo.

A. Ta-nde-ko'è porà.

B. Gracias. Buenas noches. Ko'èro ja-jo-topâ jevý ta.

Cycle 18

model

He-'í nde-rehe nde-vai há.	He said that you're ugly.
----------------------------	---------------------------

TO THE STUDENT:

Contrast:

- a. He-'í re-stùdia há re-ina. He says that you're studying.
- b. He-'í nde-rehe nde-vai há.. He said that you're ugly.
 [About you]

In both sentences he-'í 'he said' is followed by information about what he said. But only b. has nde-rehe 'about you'. The difference in the two sentences is that in a. the remark is not a compliment or an insult or a 'remark' about someone's attributes, but simply a report of someone's actions. Other examples :

- Ha-'é hese i-ñaña há. I said that he's bad.
- Ha-'é hese kuéra i-taròva há. I said that they are crazy.
- O-je-kuaá nde-rehe nde-rasy há. One can see that you are sick.
- O-hexa-kuaá nde-rehe ré-je-gusta há He can see that you are in love
 hese. with her.

- 1. Vaí he-'í nde-rehe nde-vai há.
- Porã he-'í nde-rehe nde-põra há.
- Arandú he-'í nde-rehe nde-aràndu há.
- Tavy he-'í nde-rehe nde-tavy há.
- Platà-hetá he-'í nde-rehe nde-platà-heta há.
- Sogue he-'í nde-rehe nde-sogue há.
- 2. Ndé he-'í nde-rehe nde-sogue há.
- Ha'é he-'í hese i-sogue há.
- (oré, ñandé, xé, peè, María)

translation

- | | |
|------------------------------------|-----------------------------------|
| 1. He says that I'm rich. | He-'í xe-rehe xe-platà-heta há. |
| 2. He says that you're poor. | He-'í nde-rehe nde-mboriahu há. |
| 3. He says that you-all are crazy. | He-'í pende-rehe pende-taròva há. |
| 4. He says that I am pretty. | He-'í xe-rehe xe-pòra há. |
| 5. I said that he is broke. | Ha-'é hese in-arandu há. |

model

Mba'é^pako he-'í ra.è ore-rehe?	What did he say about us ?
---------------------------------	----------------------------

model

Nde-rehe he-'í nde-vài há, ha nde-hermano re i-tàvy há.	He said you're ugly and your brother is stupid.
---	---

TO THE STUDENT: Note the inversion of he-'í and nde-rehe here and the placing of nde-hermano re in clause-initial position to achieve parallel structures.

dialog

- | |
|--|
| A. Mba'é^pako he-'í ra.è ore-rehe ? |
| B. Nde-rehe he-'í nde-vài há, ha nde-hermano re i-tàvy há. |

model

Hese katu he-'í i-nàña há.	[About him] he said he is bad.
----------------------------	--------------------------------

substitution

Tavý hese katú he-'í i-tàvy há.
 Tarová hese katú he-'í i-taròva há.
 Arandú hese katú he-'í iñ-arandu há.
 Ate'y hese katú he-'í iñ-atè'y há.

dialog

A. Mba'è^pako he-'í ra.è ore-rehe ?
 B. Nde-rehe he-'í nde-vài há, ha nde-hermano re i-tàvy há.
 B. Ha hese ?
 A. Hese katú he-'í i-ñaña há.
 B. Ha xé katú ha-'é hese nd^o-ntendé^i há mbà'e-vé.

dialog

A. Polonio o-ñe'è nde-rehe.
 B. Ha mba'è^iko he-'í ta xe-rehe ha'é ?
 A. He-'í nde-rehe nde-vài há.
 B. Ha xé katú ha-'é hese i-monda há.

appropriate response

1. Mba'è^pa he-'í María xe-rehe ?
 2. A-me'è rò ndé-ve peteí regalo, mba'è^pa er-é ne xe-rehe ?
 3. Máva re^pa er-é i-vài há ?
 4. Mba'è re^pa er-é hesé i-vài há ?
 5. Araka'è^pa er-é xe-rehe xe-arandu há ?
 6. Richard Nixon i-platà hetá, ajé^pa ?
 Er-é né hese iñ-arandu há ?
 ETC.
-

Cycle 19

paradigm

REFLEXIVE

A-je-hexá

I am seen

Re-je-hexá

You are seen

Ró-je-hexá

We are seen

Ja-je-hexá

We are seen

Pe-je-hexá

You are seen

O-je-hexá

He is seen.

substitution

xé

Xé a-je-hexá

a-ñe-hendú

(ndé, oré, ñandé, peë, ha'é)

Cycle 20

paradigm

RECIPROCAL

Ro-jo-hexá

We see each other

Ja-jo-hexá

We see each other

Pe-jo-hexá

You see each other

O-jo-hexá

They see each other

TO THE STUDENT: Contrast the reflexive with the reciprocal in form and meaning.

substitution

Oré

Oré ro-jo-hexá

ró-ño-hendú

(ñandé, peë, ha'è kuéra)

model

Moõ pa ja-jo-topã jevý ta entonce? Where will we meet again then ?

model

Mba'é tekõ pa ja-jo-topã rõ lunes
ferretería rovái ? How about our meeting Monday
in front of the hardware
store ?

dialog

- A. Moõ pa ja-jo-topã jevý ta entonce ?
B. Ja-jo-topã jevý ta plaza rovái entonce.
A. Mba'é tekõ pa ja-jo-topã rõ lunes ferretería rovái?

Cycle 31

word study

Observe the following uses of re/rehé

o-manõ ta ore-rehé.	He will die for us.
Ho'á nde-rehé.	It falls on you (also: it fits you).
ho'á iñ-akã re.	It fell on his head.
O-noĩ tanimbú i-sýva re.	He puts ashes on his forehead.
O-jokuá ta yvyrá re.	I'll tie him to a tree.
o-rõ hese kurú.	His nose boils come out on him.
o-põñ yvy re.	It crawled along the ground.
o-popó yvyra raxá re.	It jumped along the limb.
o-ñe-moosaramú tapé re.	It was scattered up and down the road.
o-kañy la xe-ryma-jaguá tape re.	My dog got lost along the road.

O-ĩ peteĩ mancha pe traha re.
Cancer o-karú heté re.
Ja-há hese.

There's a stain on that suit.
Cancer eats through his body.
Let's go after him.

TO THE STUDENT:

Most of these uses could be translated by Spanish 'por', and English 'along', 'on'. Note that the word ruai also is frequently translated por, or in English 'by', 'around'.

dialog

A. Hasy-eté Daniel.	Daniel is very sick.
B. Mba'ẽ'iko o-jehú xu-pe?	What happened to him?
A. Ho-'á hese rayo.	Lightning struck him.
B. Moõ'iko ho-'á hese ?	Where did it strike him ?
A. Iñ-akã re.	On his head.
B. A-ñe-mbo'ẽ ta hese.	I'll pray for him.

dialog

A. Ja-há rei katú hese.	Let's go after him.
B. Ta-pe-hó hese peẽ, xé nd'a-pena mo'ã'i hese.	You guys go after him, I won't bother with him.

dialog

Mãva rehe'pa oj-apó hĩna upéva?	Who is he doing it for ?
Oj-apó i-sý re.	He's doing it for his mother.

model

O-poko'pa nde-rehe la mbyry'ái?	Does the heat affect (touch) you?
---------------------------------	-----------------------------------



TO THE STUDENT:

Pokó 'touch' is one of many verbs which govern a complement with rehe. Examples of some of the others are:

- A-je-povvóy ko silla re. I touch (or feel) this chair.
- A-mba.epó pyrá re. I work wood (I am a carpenter).

- A-ma'ë nde-rehe. I look at you.
- A-maãa nde-rehe. I observe you.
- Aj-apysaká nde-rehe. I listen to you.

- Ke-mandu'a nde-rehe. I remember you.
- A-pyrü nde-rehe. I step on you.
- A-pená nde-rehe. I worry about you.
- Ke-angatá nde-rehe. I worry about you.
- A-ndyvu nová re. I spit in his face.

- A-jeruré nde-rehe. I ask for you.
- A-ë'e vaí nde-rehe. I gossip about you.
- A-ë-mbohó' nde-rehe. I make fun of you.
- Ke-pu'aká ta nde-rehe. I'll triumph over you.
- A-je-rovíá nde-rehe. I trust in you.

- A-je-pokuaá ta nde-rehe. I'll get used to you.
- Oj-ape porá ta nde-rehe. It will do you good.
- C-menda vakué Josefina re. He married Josefina.
- Di-kotevë i-sý re. He needs his mother.

substitution

- Mbyry'ái O-pokó[^]pa nde-rehe la mbyry'ái ?
- Ro'y (cold) O-pokó[^]pa nde-rehe la ro'y ?
- Àra vaí (bad weather) O-pokó[^]pa nde-rehe la àra vaí ?
- Àra hakú (hot weather) O-pokó[^]pa nde-rehe la àra hakú ?

model

La àra hakú nd^o-pokóⁱ xe-rehe. Hot weather doesn't affect me.

substitution

- Àra hakú La àra hakú nd^o-pokóⁱ xe-rehe.
- Àra vaí La àra vaí nd^o-pokóⁱ xe-rehe.
- Ro'y La ro'y nd^o-pokóⁱ xe-rehe.
- Mbyry'ái La mbyry'ái nd^o-pokóⁱ xe-rehe.

model

Ko'ëro o-ñepyrũ ta o-mba.apó
la yvỹ re.

Tomorrow he is going to begin
working the land.

substitution

Ko'ëro o-ñepyrũ ta o-mba.apó la yvỹ re.
Ko'ëro o-ñepyrũ ta o-mba.apó la tapitĩ re.
Ko'ëro o-ñepyrũ ta o-mba.apó la ryguasũ re.
Ko'ëro o-ñepyrũ ta o-mba.apó la huerta re.

model

Araka'é^piko o-ñepyrũ ta
o-mba.apó la yvỹ re?

When is he going to begin
working the land?

dialog

- A. Araka'é^piko o-ñepyrũ ta o-mba.apó la yvỹ re?
B. Ko'ëro o-ñepyrũ ta o-mba.apó la yvỹ re.

model

Xé ryguasu kuéra nd^o-kakuaà porã^i. My chickens aren't growing well.

model

Re-ñangareko porã va.erã la
ryguasũ re o-kakuaà porã hañuã.

You have to take good care of
the chickens if you want them
to grow fast.

substitution

Re-ñangareko porã va.erã la ryguasú re o-kakuaá porã haçuã.
Re-ñangareko porã va.erã la capití re o-kakuaá porã haçuã.
Re-ñangareko porã va.erã la sandía re o-kakuaá porã haçuã.
Re-ñangareko porã va.erã la tomates re o-kakuaá porã haçuã.
Re-ñangareko porã va.erã la kuré re o-kakuaá porã haçuã.

dialog

- A. Xe-ryguasu kuéra nd^o-kakuaá porã^i.
B. Re-ñangareko porã va.erã la ryguasu kuéra re o-kakuaá porã haçuã.

Cycle 22

dialogs for study and use

1.

- A. Moõ gui^pa a-sẽ ne? Where would I leave from?
B. Á gui-nte. From right here.

2.

- A. Mba'ẽ gui^pa nde^rej-ú^i ra.è? Why didn't you come?
B. Xe-rasý gui. Because I was sick.

3.

- A. Mba'ẽ gui^pa nde-rasý? What are you sick with?
B. Xe-pulmon gui. Xe-tuberculosis Lung trouble. I have TB.

- 4.
- | | |
|-----------------------------------|----------------------|
| A. Mba'é gui^pa nde-resarái ra.è? | What did you forget? |
| B. Xe-resarái entero mba'é gui. | I forgot everything. |

- 5.
- | | |
|------------------------------------|----------------------------------|
| A. Mba'é gui^pa re-kyhyjé? | What are you afraid of? |
| B. A-kyhyjé opa ixa guá vícho gui. | I'm afraid of all kinds of bugs. |

- 6.
- | | |
|------------------------|------------------------------|
| A. Mba'é gui^pa re-tĩ? | What are you ashamed of? |
| B. A-tĩ xe-tavý gui. | I'm ashamed of my ignorance. |

TO THE STUDENT: As you know, the basic meaning of gui is 'from', but gui is used in many situations where its English translation would not be 'from', but 'with'; 'of'; 'because'; etc., and sometimes no word.

appropriate response

1. Moõ gui^pa rej-ú re-ina? Centro gui^pa?
2. Mba'é gui^pa nde^re-rú^i xe-livro?
3. Mba'é gui^pa nde-rasy? Nde-corázõ gui?
4. Mba'é gui^pa nde-resarái?
5. Mba'é gui^pa re-kyhyjé?
6. Mba'é gui^pa re-tĩ?

model

Xé-ve guarã i-põra-vé ko koty
opa mba'é gui.

To me this room is the prettiest
of all.

TO THE STUDENT: Notice that the indirect object plus guarã expresses the idea of opinion or preference. It is also used with the meaning of 'for the benefit of'.

pattern response

1. Xé-ve guarã i-põra-vé ko koty.
2. Ha ndé-ve guarã.
3. Ha ixu-pé guarã.
4. Ha Pedro pe guarã.

model

Máva la i-põra-vé va ko'ã
koty gui?

Which of these rooms is the
prettiest?

question and answer drill

- Máva^{pa} la i-tuja-vé va ko'ã silla gui?
 Máva^{pa} la ij-yvate-vé va ko'ã mesá gui?
 Máva^{pa} la i-pyahu-vé va ko'ã livro gui?
 Mba'é gui^{pa} ja-kyhyje-vé va. erã opá mba'é gui?
 Mba'é gui^{pa} re-kyhyje-vé opá mba'é gui?
 Mba'é gui^{pa} kuña o-kyhyje-vé mbo'i gui^{pa} tãra^{pa} angujá gui?
 Mba'é gui^{pa} re-kyhyje-vé jaguareté gui^{pa} tãra^{pa} aguara'í gui?
 Mba'é gui^{pa} re-kyhyje-vé, cuartel gui^{pa} tãra^{pa} Cuerpo de Paz gui?
 Mba'é gui^{pa} o-kyhyje-vé lo mitã Paraguái-pe, ñe-mendá gui tãra^{pa}
 cuartel gui?
-

Cycle 23

model

Er-é xu-pé t-o-u'ỹ.	Tell him not to come.
---------------------	-----------------------

TO THE STUDENT: Watch the use of the suffix 'ỹ in negating certain types of verbal constructions. The above is a common alternative way of saying Er-é xu-pé aní o-ú ti.

substitution

o-ú	Er-é xu-pé t-o-ú'ỹ.
o-sē	Er-é xu-pé t-o-sē'ỹ.
o-karú	Er-é xu-pé t-o-karu'ỹ.

translation

Tell him not to sit down.	Er-é xu-pé t-o-guapy'ỹ.
Tell him not to stand up.	Er-é xu-pe t-o-ñembo'y'ỹ.
Tell him not to laugh.	Er-é xu-pé t-o-puka'ỹ.

dialog

A. Mba'ê^pa ha-'è va.erã xu-pé.
B. Er-é xu-pé t-o-u'ỹ.

appropriate response

1. Mba'ê^pa rei-potá ha-'é xu-pé?
 2. Mba'ê^pa he-'í xu-pé?
- ETC.



modal

Re-me'a'ĩ'ỹ rō xé-ve roi'nupā ta.

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

substitution

Re-me'ē
Rei-puruuka
Re-hexu ka'
Er-é
Re-mombe'u
Re-paga

Re-me'a'ĩ'ỹ rō xé-ve roi'nepā ta.
Rei-puruuka'ỹ rō xé-ve roi'nupā ta.
Re-hexu ka'ỹ rō xé-ve roi'nupā ta.
Er-e'ỹ rō xé-ve roi'nupā ta.
Re-mombe'u'ỹ rō xé-ve roi'nupā ta.
Re-paga'ỹ rō xé-ve roi'nupā ta.

translation

Re-rregala'ỹ rō xé-ve xe-poxỹ ta.

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

Re-purane'ỹ rō ko'āga ro-rō ta.

If you don't sing now we will go.

Rej-apo'ỹ rō la ha-'é va nāé-ve roi-nupā ta.

If you don't do what I tell you I'll hit you.

conversion

Re-paga rō xé-ve ro-apresauka tu.

Re-paga'ỹ rō xé-ve ro-apresauka tu.

Re-āe'ē rō he-ndivé i-poxỹ ta.

Re-karú ta rō te-re-ho.

Rei-kuaá rō la he-'í va e-kirirĩ.

dialog

A. Ij-arhei-eté ko Lucio. Ndikátĩ a-studiá wa-gu.

B. E-pena'ỹ na hesé.



listening for comprehension

- Ricardo: Ai-ke'y ta rō la Cuerpo de Paz-pe a-há ta Vietnam-pe.
 Tony: Xé katu nd'a-ha-sé i la Vietnam-pe. Pero, ai-ke-sé la Cuerpo de Pas a-studia'y ta rō la guaraní mante.
 Diego: Xé katu, a-ha'y ta rō la Paraguái-pe a-pytá ta nte a-studiá óga-pe.

appropriate response

1. Mba'é pa he-'í Ricardo?
2. Moõ pa o-hó ta oi-ke'y ta rō la Cuerpo de Paz-pe?
3. Mba'é oj-apo'y ta rō mante pa oi-ke-sé la Cuerpo de Paz-pe?
4. Moõ o-ho'y ta rō pa Diego o-pytá ta-nte hóga-pe o-studiá?

model

Cuerpo de Paz-pe oi-ké o-studia-se'y va.

The ones who don't want to study join the Peace Corps.

substitution

- | | |
|------------|--|
| o-studia | Cuerpo de Paz-pe oi-ké o-studia-se'y va. |
| o-mba.apo | Cuerpo de Paz-pe oi-ké o-mba.apo-se'y va. |
| o-ño-rairō | Cuerpo de Paz-pe oi-ké o-ño-rairō-se'y va. |
| o-mendá | Cuerpo de Paz-pe oi-ké o-menda-se'y va. |

translation

1. Ei-ké cuartel-pe re-menda-se'y rō. Join the Armed Services if you don't want to get married.
2. He-'í he-'i-se'y va. He said what he didn't want to say.
3. Á-pe oi-ké o-mba.apo-se'y va-nte. Those who don't want to work enter here.

completion

1. Xé a-há rô ná'é o-vy'á ta
Ndé re-nó rô ná'é o-vy'á ta
ha xe-aha'y rô katu ná'é o-vy'á ta.
2. Xé a-puranéi rô ná'é o-puká ta
Ndé re-puranéi rô ná'é o-puká ta
ha xé a-puranéi'y rô ná'é o-puranéi'á.

dialog

- A. Mba'é pa re-á ta ná'é o-u'y rô.
B. Ná'é o-u'y rô xé a-vy'á.

appropriate response

1. Mba'é pa re-á ta ná'é a-u'y rô.
2. Mba'é pa re-é na xé a-stuá'y rô.
Etc.

model

A-Rongatú ta la ná-'u'y va. I save what I don't eat.

substitution

na-'ú	A-Rongatú ta la ná-'u'y va.
ai-puru	A-Rongatú ta la ai-puru'y va.
a-mbombó (toss out)	A-Rongatú ta la a-mbombo'y va.
a-mé'e	A-Rongatú ta la a-mé'e'y va.

model

O-guahē vové kuri, a-sē ma
a-ina.

When he arrived, I was already
leaving.

TO THE STUDENT: Vove is usually translated 'when'.

integration

1. O-guahē kuri. A-sē ma a-ina.
O-guahē vové kuri, a-sē ma a-ina.
2. O-ú. A-há ta a-mba.apó.
3. A-pu'ã. A-ñepyrũ ta a-studiá la lección.
4. Ha'é o-ú xe'visitá. Nd'ai-mé'i xe-róga-pe.
5. Ro-henõi ndé-vo. Re-sē clase-gui.
6. A-hexá xu-pé. O-guatá hīna bancó rovái.

variable slot substitution

1. O-guahē vové a-sē ta a-guatá.
2. O-ú _____.
3. _____ mboyvé _____.
4. _____ a-há ta a-mba.apó.
5. _____ vové _____.
6. _____ ma kuri _____.
7. _____ a-ñepyrũ _____.
8. _____ a-studiá.
9. O-pu'ã _____.
10. _____ ta _____.
11. _____ rire _____.

conversion

- | | | | |
|----|---------------------------------|---|-----------------------------------|
| 1. | Ha-'ú la a-vendé va. | : | Ha-'ú la a-vende'ỹ va. |
| 2. | A-vendé la ha-'ú va. | : | A-vendé la ha-'u'ỹ va. |
| 3. | Ai-potá la a-hexá va. | : | Ai-potá la a-hexa'ỹ va. |
| 4. | A-hexá la ai-potá va. | : | A-hexá la ai-pota'ỹ va. |
| 5. | A-joguá la ai-kotevê va. | : | A-joguá la ai-kôteve'ỹ va. |
| 6. | A-há ta la a-hâ-se há-pe. | : | A-há ta la a-ha-se'ỹ há-pe. |
| 7. | A-há vakue la a-ha-sé hagué-pe. | : | A-há vakue la a-ha-se'ỹ hagué-pe. |
| 8. | Aj-apó la aj-apó va. | : | Aj-apó la aj-apo'ỹ va. |

translation

- | | | |
|----|--------------------------------|---------------------------|
| 1. | I eat what I buy. | Ha-'ú la a-joguá va. |
| 2. | I sell what I don't eat. | A-vendé la ha-'u'ỹ va. |
| 3. | I see what I don't want. | A-hexá la ai-pota'ỹ va. |
| 4. | I go where I don't want to go. | A-há la a-ha-se'ỹ há-pe. |
| 5. | I do what I don't want to do. | Aj-apó la aj-apo-se'ỹ va. |

translation

- | | | |
|----|---------------------------------------|---------------------------------|
| 1. | I'll save what I don't waste (gasta). | A-ñongatú ta la a-gasta'ỹ va. |
| 2. | I'll eat what I don't save. | Ha-'ú ta la a-ñongatu'ỹ va. |
| 3. | I'll give to you what I don't eat. | A-me'ê ta ndé-ve la ha-'u'ỹ va. |

Cycle 25

patterns for study

ãymbá animal; pet
 pe cavajú that horse
 xe-rymbà-cavajú my horse
 ãymbà-cavajú his horse



TO THE STUDENT: In English we can speak of a domestic animal possessed by someone as either (for example): a. my horse
b. my pet horse

In Guarani when one speaks of a domestic (or pet) animal possessed by someone one does not say: xe-cavajú (my horse)

but rather xe-rymbà-cavajú (my pet horse)

not nde-mburika (my mule)

but nde-rymbà-mburiká (my pet mule)

not i-jaguá (his dog)

but hymbà-jaguá (his pet dog)

model

David-rymbà-jaguá pa péva?	Is that Davids' dog?
Upé ixa hína. Hymbà-jaguá.	Yes, it's his dog.

patterned response

Roberto-rymbà-jaguá pa péva?	Upé ixa hína. Hymbà-jaguá.
María-rymbà-cavajú pa péva?	Upé ixa hína. Hymbà-cavajú.
Nde-rymbà-cavajú pa péva?	Upé ixa hína. Xe-rymbà-cavajú.
Nde-rymbà-mburiká pa péva?	Upé ixa hína. Xe-rymbà-mburika.
Xe-rymbà-mburiká pa amöva?	Upé ixa hína. Nde-rymbà-mburika.
Xe-rymbà-mbarakajá pa amöva?	Upé ixa hína. Nde-rymbà-mbarakaja.
Pende-rymbà-mbarakajá pa kóva?	Upé ixa hína. Oré-rymbà-mbarakaja.
Oré-rymbà-kuré pa kóva?	Upé ixa hína. Pende-rymbà-kuré.
Nde-rymbà-vuey pa kóva?	Upé ixa hína. Xe-rymbà-vuey.



353

Use Phase

listening for comprehension

Carlos tiene un caballo y dos vacas. El caballo es blanco y las dos vacas son negras. Carlos.....
ETC.

El vecino de Carlos, que se llama Miguel,
ETC.

appropriate response

1. Quién tiene....
2. De quién es el caballo blanco?

listening for comprehension

Carlos oque-reko petei jaguá ha mokoi mbarakajá kuña.
La rymbà-jaguá hera Lassie ha la rymbà-mbarakaja kuéra katu petei hera Chiquita ha la otro hera Mariquita.

Miguel; petei Carlos vecino katu oque-reko petei rifle ha o-jaku-sé la Carlos rymbà-jaguá ha rymbà-mbarakaja kuéra-pe.

He-'i Miguel: J-jaka ta pe Carlos rymba-jaguá. Ára ha ha pyharé o-ñarairō umi mbarakajá-ndi, ha nd'ikatú'i a-ké.

appropriate response

1. Mbooy jaguá pa oque-reko Carlos?
2. Máva rymbà-jaguá pa hera Lassie?
3. Mba'é ixa pa hera la rymbà-mbarakaja kuéra?
4. Lassie pa petei mbarakajá kuña?
5. Miguel pa Carlos-rymba?
6. Mba'é pa oque-reko Miguel?
7. Mba'é pa oj-apo-sé Miguel?
8. Miguel pa he-'i: "Xe gusta ko'á Carlos rymba kuéra"?
9. Carlos pa o-ñarairō Miguel-ndi ára ha pyharé?
10. Lassie pa nd'ikatú'i o-ké Miguel gui?

Cycle 1

model

A. Mba'é ixa ^h pa rei-potá? Kambý re ^h pa tēra ^h pa pé ixa-nte.	How would you like it? With milk or just as it?
B. Kambý re.	With milk.

TO THE STUDENT: contrast:

o-sé i-sý re

he left (in company) with his mother.

ko-ú café kambý re

he takes coffee with milk

NOTE: re (reke, or rehevé) indicates the thing included, accompanying, or taken care of. Other examples:

Ja-jaháí va.erā hāndé plato y takú ha javon re.

We should wash our plate with hot water and soap.

o-kañý la plata re.

He escaped with the money.

Xe-rehavé ro-i entre cuarto.

Including me there are four of us.

oi-kó xe-renevé.

He goes around looking after me.

substitution

bife, mandi'ó
cocido, kambý
'apple pie', kesú
kaguijý, kambý
eíra, manduví

Re-'u-se^hpa bife mandi'ó re?
Re-'u-se^hpa cocido kambý re?
Re-'u-se^hpa 'apple pie' kesú re?
Re-'u-se^hpa kaguijý kambý re?
Re-'u-se^hpa eí a manduví re?

translation

- How would he like it?
- Does he want it with sugar?
- Do you eat peanuts with honey?
- Will he come with the money?
- You cannot enter the comisaria with your dog.
- I saw an Indian with his arrows.

Mba'é ixa^hpa oi-potá?
oi-potá^hpa asucá re?
Re-'ú^hpa manduví eíra re?
o-ú ta^hpa la plata re?
Nd'ikatú^hi rei-ké comisaria-pe nde-rymba jaguá re.
A-hexá peteí indio i-flecha kuéra re.



appropriate response

1. Nde-gusta^opa 'apple pie' kesú re?
2. Re-'u-kuaá^opa manduv^o eíra re?
3. Mba'é íxa^opa rei-potá nde-cocido?
4. Re-'ú^opa ndé café eíra re?
5. Rej-ú^opa ra.e clas -pe hetà platá re?
6. Kkatú^opa ai-ké tupaó-pe xe-rymbà-kuré re?
7. Entre cinco^opa ña-í re-rehevé?

ETC.

Cycle 27

model

Xe-pore'ỹ-me oi-ké monda há xe-roga-pe.	In my absence a thief entered my house.
--	--

variable slot substitution

- Xe-pore'ỹ-me oi-ke monda há xe-roga-pe.
- Xe-pore'ỹ-me oi-ke monda há tupaó-pe.
- Xe-pore'ỹ-me oi-ké karaf López tupaó-pe.
- Xe-pore'ỹ-me oi-ke karaf Lopez tupaó-pe.
- Xe-pore'ỹ-me o-ú karaf López tupaó-pe.
- Xe-pore'ỹ-me o-ú karaf Lopez xe-roga-pe.
- Xe-pore'ỹ-me o-ú karaf Lopez xe-roga-pe.
- Xe-pore'ỹ-me oi-ke karaf López xe-roga-pe.
- Xe-pore'ỹ-me oi-ke monda há xe-roga-pe.

translation

1. In my absence my mother wrote a letter.
2. In my absence my father killed the pig.
3. In your absence I stole your dog.
4. In your absence I entered your house.
5. In our absence they won the prize (premio).

appropriate response

1. Mba'ê^{pa} oi-kô ra.e nde-pore'ÿ-me?
2. Mba'ê^{pa} oi-kô ra.e xê-pore'ÿ-me?
3. Mba'ê^{pa} oi-kô ra.e ore-pore'ÿ-me?
4. Mba'ê^{pa} rej-apo-sé xe-pore'ÿ-me?
5. Mba'ê^{pa} re-leé ta xe-pore'ÿ-me?

Cycle 28

model

A. Mba'ê-pe^{pa} ña-mbojere
va.erã pe yvÿ.

What are we supposed to turn
the ground with?

B. Pala-pe.

With a shovel.

TO THE STUDENT: 'with' in the sense of 'by means of' is rendered by pe (or its nasal variant me). For example:

Ja-scriví lápiz-pe.

We write with a pencil.

Ja-kytí kysé-pe.

We cut with a knife.

Ña-mb. apo ñande-pó-pe.

We work with our hands.

O-juká mboká-pe.

He killed it with a gun.

Ja-jeponei ÿ takú ha navô-me.

We wash our hands with hot
water and soap.

patterned response

1. Mba'ê-pe^{pa} o-je-juká ryguasú, revolver-pe^{pa} tãra^{pa} kysé-pe?
 2. Mba'ê-pe^{pa} o-je-juká elevante, flecha-pe^{pa} tãra^{pa} mbo'ã pukú-pe?
 3. Mba'ê-pe^{pa} o-je-juká mberu, mboká pukú-pe^{pa} tãra^{pa} ñit-pe?
 4. Mba'ê-pe^{pa} o-ñe-pe. ano tubercu'osi, bohã-pe^{pa} tãra^{pa} caña-pe?
 5. Mba'ê-pe^{pa} Booth o-juká rakae Abraham Lincoln-pe, revolver-pe^{pa} tãra^{pa} espada-pe?
 6. Ña-mbosÿi va.erã^{pa} ñande-aó plancha-pe tãra^{pa} pala-pe?
 7. Ja-'ú va.erã^{pa} bife ñande-pó-pe tãra^{pa} tembí-purí-pe?
- ETC.

appropriate response

1. Mba'ê~pa jaj-apó plancha-pe?
2. Mba'ê~pa jaj-apó typyá-pe?
3. Mba'ê~pa jaj-apó ñembi-puru-pe?
4. Mba'ê~pa jaj-apó háxa-pe?
5. Mba'ê~pa jaj-apó machete-pe?
6. Mba'ê~pa jaj-apó ñande-pó-pe?
7. Mba'ê~pa jaj-apó ñande-py-pe?
8. Mba'ê~pa jaj-apó ñande-jurú-pe?
- Mba'ê~pa jaj-apó ñande-resá-pe?
- ETC.

 Cycle 29
patterns for study

O-sê i-sý <u>ndi</u> .	He left <u>with</u> his mother.
O-sê i-sy'ÿ re(he).	He left <u>without</u> his mother.
O-sê ñymbâ-jaguá re(he) (ve).	He left <u>with</u> his dog.
O-sê ñymbâ-jagua'ÿ re(he).	He left <u>without</u> his dog.
O-karú ñembi-purú- <u>pe</u> .	He eats <u>with</u> utensils.
O-karú ñembi-puru'ÿ ra(he).	He eats <u>without</u> utensils.

TO THE STUDENT: Notice that 'without' in each of the above cases is expressed in the same way, i.e. the negative 'ÿ plus the postposition re.

repetition and conversion

- Teacher: Roberto o-hó vaekué cine há-pe i-sobriño ndi.
 Repeat: Roberto o-hó vaekué cine há-pe i-sobriño ndi:
 Convert: Roberto o-hó vaekué cine há-pe i-sobriño'y re.
- Teacher: Agustin o-mba.apó kokue-pe i-túva ndi.
- Teacher: Juan oi-kó Colonia Liberación-pe i-familia ndi.
- Teacher Aje'i ma Pablo o-ñe'ë hagué i-je-gusta há ndi.
- Teacher: Don Pedro o-ú Paraguái-pe i-tayra ndi.

model

O-í peteí xe-amigo ikatú va o-me'ë ndé-ve mbohapy tapití nde-cobra'y re mba'evé.	There is a friend of mine who can give you 3 rabbits without charging you anything.
--	---

COMPARE THE FOLLOWING:

- | | |
|----------------|----------------------|
| o-cobra'y | he doesn't charge |
| o-cobra'y rehe | without his charging |

model

Avá'pa ikatú o-me'ë xé-ve tapití xe cobra'y re mba'evé.	Who can give me 3 rabbits without charging me anything.
---	---

- | | |
|--|---|
| 1. O-mba.apó o-pytu'u'y re. | He works without ceasing. |
| 2. Oi-ké o-paga'y re mba'evé. | He entered without paying anything. |
| 3. O-ú o-henõi'y re ava-vé-pe. | They came without calling anyone. |
| 4. Ho-ú y o-pupu'y re. | He drank water without boiling it. |
| 5. Ho-ú yvá o-johëi pö...y re. | She ate the fruit without washing it well. |
| 6. O-së avavé oi-kuaá'y re. | John left without anyone's knowing it. |
| 7. A-há ta la reunión há-pe o-u'y re ava-vé xe reká. | I will go to the meeting without anyone's coming to get me. |
| 8. O-së xe-rehé'y. | He left without me. |
| 9. Ai-kó coche'y re na plata'y re. | I'm going around without car and without money. |

- 10. Upéva 'y re ava-vé ndi^katu^i oj-apó mbà'e-vé. Without that no one can do anything.
- 11. Hetá gente oi-kó ogue-rekó 'y re no-'ú va.erā ha o-mondē va.erā. Many people go around without anything to eat or anything to wear.

model

O-ñotý tomate o-prepara 'y re la yvý.	He planted tomatoes without preparing the ground.
---------------------------------------	---

patterned response

- T. Ha'é ndo^prepara^i va.ekué la yvý.
- S. O-ñotý avatí o-prepará 'y re la yvý.
- T. Ha'é ndo^heka^i va.ekué yvý porā.
- S. O-ñotý avatí o-heka 'y re la yvý porā.
- T. Ha'é ndo^abona^i va.ekué la ij-yvý.
- T. Ha'é no ñohéi y o-pupu va ij vy re.

dialog

A. Mba'é^pa oj-apó vakué ?
B. O-ñotý tomate o-prepara'y re la yvý.

T. Upe monda-há o-kañý plata reheve.
 Repeat: Upe monda-há o-kañý plata reheve.
 Convert: Upe monda-há o-kañý plata'y rehe.

T. Ha Clotilde o-hó Paraguáy-pe i-mba'é repý reheve.
 T. Tapiá oi-kó i-portafolio reheve.
 T. Pe indio-pe a-hexá jevý ma centro-pe i-flecha kuéra reheve.
 T. Don Pablo o-ú cre^visitá vo hymba-jaguá reheve.
 T. La criado o-guahé o-ú vo Don Silvio-rymba guéj reheve.



- T. Upé i-ñembyahýi va o-karú tembi-purú-pe.
- S. I-ñembyahýi va o-karú tembi-purú-pe.
- S. I-ñembyahýi va o-karú tembi-puru'y re.

- T. Xe-hermano o-nohē va.ekué yvú pála-pe.
- T. Pe kuñà-karai o-kuerá 'pohà ñana-me.
- T. Pe kuimba'é i-py'â-guesú.

contrast

O-paga'y	He doesn't pay
O-paga'y re(he)	Without (his) paying

TO THE STUDENT: Notice that the idea of 'without (VERB) ing' is expressed by adding 'y rehe' to the verb.

repetition - conversion

- T. Ha'é o-mba.apó ha ndo^pytu'u'i. (works, rests)
- Repeat: ha'é o-mba.apó ha ndo^pytu'u'i.
- Convert: Ha'é o-mba.apó o-pytu'u' re.

- T. Ha'é oi-ké ha ndo^pa...
- T. ha'é o-ú ha ndo^henõ... va-ve-pe.
- T. María hoy'ú ha ndo^paga... (dirnk water, boil)
- T. A-há ta la reunió: ... va-ve ndo^u mo'ái.
- T. O-i petei karai o-mba... nde-ve mbohapy tapití ha nda^nde^covrá mo'ái: nde-ve bā'e-ve.

model

O-sē re-rehe'y.	He left without me
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TO THE STUDENT: Notice that when the post-position 'y rehe' is added to a pronoun it becomes rehe'y.

patterned response

1. O-sē xe-rehe'y?
2. ha xe-rehe'y?
3. ha munde-rene'y?
4. ha me-sy'y?



- 5. Ha i-sako 'y?
- 6. Ha iñ-hermano 'y?

dialog

Rei-mē guèteri piko nē ?	Are you still around ?
Hēe. Ai-mē.	Yes I am.
Ha Juan.	And Juan.
Juan o-sē xé reha '?	Juan left without me.

REVIEW STAGEpractice

Going to Bed

Mba'ê^hpa rej-apó re-ina ?

A-moí porã a-ina xe-rupá a-ké haçuã.

A-ñe-mboí a-ina a-ké haçuã.

A-leé a-ina xe-rupá-pe a-ké mboyvé.

A-scriví a-ina peteí carta a-ké mboyvé.

Mba'ê^hpa rei-potá ?

E-kirirí, t-a-ké.

E-mbogué pe lús t-a-ké.

E-pu'ã xe-rupá gui t-a-ké.

E-mbogue pe radio.

E-moí mbegue-vé pe radio.

Aní nde-aivú ti.

E-mbotý pe o-ké.

Ei-pe'á pe ventána t-oi-ke yvytú.

E-myandý pe lús t-a-heka mí xe-reló.

E-sê oká-pe t-a-ñe-mboí.

E-rovà mí xe-ndivé ko tupà ko'águi.

Ai-potá xe^hmombáy voí ko'ëro.

Ai-potá xe^hmombáy la séis ko'ëro.

practice

Getting Up

- 1. Mbà'e óra^pa ndé re-pu'ã ?
- 2. A-pu'ã la séis rupí.
- 1. Mbà'e óra^pa ndé re-ñenó ?
- 2. Sapy'ánte las nuéve ha sapy'ánte las ónce.
- 1. Mba'é ixa^pa ? O-pu'ã ma^pa José ?
- 2. Nahániri.
- 1. Ajé^pa i-keraná !
- 1. Carlos, ña-pu'ã py !
- 2. Nahániri, xé nd^a-pu'ã-sé^i guèteri.
- 1. Mba'é rá^pa xe^mombáy voi-eté.
- 2. Nda^nde-mandu'á^i^pa este diá jague-reko há peteĩ exámen ?
- 1. Xáke/rei-ty la nde-arambohá.
- 2. A-hexá, angè pyharé ma voi ho-'á kuri.
- 1. Mba'é^pa o-jehú Lorénzo-pe ?
- 2. Francisco o-ñoné hesè y hupá-pe.
- 1. Te-kotevè ña-pu'ã ja-studiá.
- 2. Xé a-studiá ta xé rupá-pe-nte.
- 1. ha nde^re-ho mo'ã^i^pa clase-pe ko pyhare-vé ?
- 1. Francisco, moà'e óra^pa re-pu'ã ta ?
- 2. Agã-ité ma. E-moĩ radio ña-hendú mba'é^pa o-ĩ i-pyahú va.
- 1. Te-kotevè re-ña-kakarái re-pu'ã riré porque nde-akã xará.
- 2. ha nd^ai-kuaá^i moó^pa oĩ-mé la xe-kyguá.



1. I-ky'á ma la ñande-savaná.
2. Ha e-pu'ã py t-a-johéi.

1. Mba'é^ˆpa rej-a^ˆó re-ina.

A-moï a-ina xe-corváta.

A-ñe-mondé a-ina.

Aj-apó a-ina xe-rambosà guá.

Food Preparation and Eating

practice

1. O-pupú ma^ˆpa la nde-lócro?
O-pupú ma^ˆpa la nde-kambý?
O-pupú ma^ˆpa la nde-ý?
O-pupú ma^ˆpa la nde-rembi'ú?
2. O-pupú raë va.erã o-jy porã ha^ˆguã.
O-pupú raë va.erã re-mboguejy ha^ˆguã.
O-pupú raë va.erã re-mbohu'ũ ha^ˆguã.
O-pupú raë va.erã re-moï ha^ˆguã pypé la juký.
3. Pe-jaguá-pe o-gustá la so'ò pýra.
Pe-kuré-pe o-gustá la pãpa pýra.
Pe-mbarakajá-pe o-gustá la kamty pýra.

Xé-ve nda^ˆxe-gustá^ˆi la so'ò pýra. Ha ndé-ve?
Xé-ve aveí. Xé kuimba'é, nda^ˆjaguá^ˆi.
1. O-jy ma^ˆpa la nde-rembi'ú?
2. Ne'ira guèteri, pero o-pupú ma hina.
1. Mba'é ixa^ˆpa nde-gustá la verdúra, pýra^ˆpa tãra o-jy pyrè?
2. Xé^ˆgustá o-jy pyrè.

1. Ndañhē'i ko tembī'ú.
2. Añetē er-é, he'ē mboxý.
1. ko tembī'ú oi-kotevē-vé juký.
2. ha ko café asucá.
1. I-séco-itereí ko tembī'ú, nd̃ikatú'i ha-'ú.
2. he'ú na cervésa hi'ári.
1. Re-mbohe'ē-vé va. erā la nd̃e-rembi'ú.
2. Xé'pa? Nahāniri, he'ē porā ma.

Mba'ē'pa o-jehú nd̃é-ve?

Xe-ahy'ó pa'á.

Xe-pytý ko kambý.

Hatā-itereí ko galléta.

I-jý-eteréi ko so'ó.

Nd̃ikatú'i ai-kytī so'ó.

O-ñehē xe-hegui tembī'ú.

1. Xé ya xe-ryguatā ma.
2. Xé a-karu-vé ta guēteri mixī mī.
1. Xé xe-ñembyahýi guēteri.
2. Mba'ē'pa re'ú-se-vé?
1. Xé na'u-se-vé kumandá.
2. Xé katu na'ú-vé ta so'ó.

Recreationpractice

1. Ja-há ja-hugá pelota.
Ja-há ja-hugá voliívol.
Ja-há ja-hugá vásquevol.
Ja-há ja-hugá ténis.
Ja-há ja-hugá béisbol.

2. Ro-hugá kuri` pelota (etc.).

Máva`pa o-ganà ra.é?

Máva`pa o-perdè ra.é?

Pe-sè`pa o-jojà ra.é?

1. Nde`re-huga-sé`i`pa varáha xe-ndivé?
2. Nahániri. Pero a-huga-sé` pelota.

1. O-ñe-pyrũ ma`pa la partído?
2. Nahániri pero o-ñe-pyrũ mbota. ma.

1. Mba'è óra`pa opá ta kc partído?
2. Nd`ai-kuaá`i. Pero aje`i ma o-ñe-pyrũ hagué.

1. Mba'è íxa`pa oĩ hĩna hikuái?
2. Jaguarete o-ganá dos a cero.

1. Oi-kó peteĩ penál. Máva`pa oi-nupá ta?
2. Ikatú oi-nupá Francisco. Ha'è oi-nupà porã la pelota.

1. Mba'é re^pa nde^re-huga-se-vé^i ma?
2. Xé kane'ô ma gui.
1. Ne'ira^pa nde-kane'ô?
2. Nahāniri. Pero ndé hde^re-huga-se-vé^i ma rô, ja-poi.
1. Nde^pa re-mateà-kuaá?
2. Nahāniri. Pero a-nohē-kuaà sáke.

Listening In

about the weather

dialog

- | | |
|------------------------------|--------------------|
| A. Ajé^pa ára hakú hīna? | Boy, isn't it hot? |
| B. Añeté er-é. | You're telling me! |
| A. O-ký ta^pa? | Will it rain? |
| B. Nahāniri. Nd^o-ký mc'ē^i. | No, it won't rain. |

dialog

- | | |
|---------------------------|---------------------|
| A. Àra hakú hīna, ajé^pa? | It's hot, isn't it? |
| B. Ajé^pa àra hakú hīna! | Boy, isn't it hot! |

listening in

José:	Mba'é ixa'pa pende-asajé?	How are you this noon?
Pedro:	I-põra mĩ-nte hĩna, ha ndé?	Just fine. And you?
José:	I-porã-nte aveĩ.	Just fine, too.
María:	Re-karú ma'pa ra.è?	Have you eaten yet?
José:	Nahãniri. Aj-ú ramo hĩna xé a-mba.apõ há gui.	No. I'm just coming from work.
Pedro:	E-guapý, x-amigo, ha e-karú ore-ndivé.	Sit down, my friend, and eat with us.
María:	Mba'é'pa re'ũ-sé?	What would you like to eat?
José:	Regue-rekó va-nte.	Whatever you have.
Pedro:	E-mbohasa mĩ xé-ve pe'ý.	Pass the water.
José:	nde're-je-servi-vé'i ma'pa, Na María?	Won't you have some more, Doña María?
María:	Gracias. Ko'ã va-nte i-porã na.	Thanks. This is fine.
Pedro:	Ndu'i-pori'pa yvá?	Is there no fruit?
María:	O-ĩ paková na merõ.	There are bananas.
José:	O-cocina hé la nde-rembi-rekó.	Your wife cooks very well.
Pedro:	Hëe. Añeté er-é.	That's right.

A. Rej-ú ra'é?
 B. Hëe, aj-ú kuri.
 A. Ha moõ'iko re-hó ra e?
 B. Ha Luque-pe.

A. Re-scriví ra'é xu-pé. Ajé'pa?
 B. A-scriví, rei-luaá ra.e.
 A. Hëe ai-luaá. Ha mava'iko he-'í ndé-ve ra.e.
 B. José o-mombe'ú xé-ve kuehe.

For study and listening in

- A. Mba'é pa nde-re-ru-mí á-pe?
 B. Aj-ú po Handú vo. Mba'é ixa pa
 pei-kó.
 A. Poi-kó porā-mbá-nte.
 B. Na lo mitá pa hesái-mbá-nte?
 A. Na ná á-pe, i-juru he joá
 hikuái.
- What brings you here?
 I have come to visit you-all.
 How are you.
 We are all fine.
 Are your children all well?
 Here they are, all healthy
 (with good appetites).
 (Lit. with delicious mouths)
- A. Mba'é pa la ne-'í va hína?
 B. O-potá ja-heja xu-pé o-studiá,
 ne-'í.
- What is he saying?
 He says he wants us to let him
 study.
- A. Don Porfidio i-poxy hína nde-
 memby ndi.
 B. Mba'é re-piko?
 A. O-hexa-pá-ite xu-pé o-mondá
 jave hína la i-paková.
- Don Porfidio is very mad at
 your son.
 Why?
 He caught him stealing his
 bananas.
- A. Mba'é re pa nda-pe-hó'i ma?
 B. Ro-ha'arõ gui ro-ina José-pe.
 A. Mba'é iko oj-apó hína ha'é?
 B. Mba'e-vé, ne'ira-nte oi-mbá hína
- Why haven't you already gone?
 We are waiting on Joe.
 What is he doing?
 Nothing, he is just not ready.
- A. I-kuaá re-mbopù-kuáa há arpa.
 B. Nanániri. Nd-a-mbopu-kuaá'i.
 A. Ah, mbaraka!
 B. Mbaraka katu a-mbopu-kuaá.
- A. Moõ guive moõ-peve pa ja-leé ta.
 B. A-guive pe peve.
 A. Araka'õ guive pa re-leé hína ko livro?
 B. Aj-í guive ko'á-pe.

questions to anticipate

Q1. Mba'etépa la Cuerpo de Paz?

A. La Cuerpo de Paz peteí organización ogue-reko va voluntario o-sē va Norteamérica gui o-nó haḡuā otro tetā-me. O-ñe'ē-kuaá hikuái pe ñe'ē o-je-purú va mamō tetā o-no ná-pe, oi-kó la gente kuéra ndi ha o-mba.apó hikuái o-je-spesialisa va.ekue-pe.

Q2. Mba'erāpa o-í la Cuerpo de Paz?

A1. Ro-í ko'á-pe ro-mba.apó haḡuā Servicio de Extensión Agrícola ndi (tēra programa de Saneamiento Ambiental ndi). Roi-pytyvō-s' xu-pé kuéra opá mba'é oj-apó ñña-pe.

A2. Cuerpo de Paz oj-apó heta mba'é porā-ikatu haḡuā o-jo-gueralí pōra-vé la Norteamericano kuéra ambue tetā ndi, tēra, (la ha'e-sé va) roi-kuaá pōra-vé haḡuā peē-me, ha peē ore-kuaá pōra-vé haḡuā aveí.

Q3. Māva^pa o-pagá peē-me, gobierno Norteamericano tēra gobierno Paraguay?

A. Oré voluntario-nte. La gobierno Norteamericano o-pagá ore-entrenamiento re, pasaje re, aó re, ha opá mba'é re ro-í ajá ko'á-pe, la gobierno Paraguayo katu o-contribuí ore-pasaje rá roi-kó ajá ko'á-pe, na hetà mba'e-vé.

Q1. Qué es el Cuerpo de Paz?

Es un programa en que voluntarios Norteamericano van a otros países, aprenden su idioma, viven entre la gente, y ayudan técnicamente en su campo de especialidad.

Q2. Cuál es la misión del Cuerpo de Paz?

A1. Estamos aquí para trabajar con el Servicio de Extensión Agrícola (o Programa de Saneamiento Ambiental) y ayudar en los programas que éste está desarrollando.

A2. La misión del Cuerpo de Paz es crear mayor comprensión entre el pueblo norteamericano y otros pueblos; es decir, darnos a nosotros la oportunidad de conocerles a ustedes y a la vez ayudarles a ustedes a conocernos a nosotros.

Q3. Quienes les pagan a ustedes, el gobierno Norteamericano o el gobierno del Paraguay?

A. Somos voluntarios. El gobierno Norteamericano paga los gastos de entrenamiento, transporte, estadia, ropa, etc., y el gobierno Paraguayo contribuye materiales, transporte, local, etc.

- Q4. Pe-elehí^{pa} peẽ la tetã pe-no-sé ha?
- A. Hêe. Ro-mondó vo la ore-solicitud ro'é moõ^{pa} ro-ho-sé.
- Q5. Mba'é re^{pa} re-elehí rej-ú ha^{guã} Paraguái-pe?
- A. Xe-interesá gui la cultura, música, ha gente paraguái-pe pe gua. Ko'a peteĩ tetã i-porã va ha la gente kuéra iñ-amable-étereí.
- Q6. Nde-rú kuéra^{pa} oi-kové guèteri?
- A. Hêe. Ha'e kuéra oi-kové guèteri?.
- Q7. Mba'é^{pa} ho-í hikuái nde aré ta hague re á-pa?
- A. Ha'e kuéra oi-kuaá porã mba'é-pa aj-apó Cuerpo de Paz-pe ha o-í xe-ndive. Ha oi-kuaá aveí ko'ãga xe-amigo ñeta ha avy'a-étereí-há.
- Q8. Re-nexa ga'ú^{pa} nde-rú kuéra-pe?
- A. Hêe, a-hexa ga'ú xù-pe kuéra ha ha'e kuéra aveí xe-rexá ga'ú pero py'ỹinte ro-jo-scriví aní ha^{guã} ndo^{ro-vy'a}i. Ha'e kuéra oi-kuaá ko 2 años a-pytá va ko'á-pe xe-ptytvõ ta há xe-educación-pe. Ha'e kuéra oi-potá xe ai-kuaá ambué tetã ha la i-costumbre aveí.
- Q4. Eligen ustedes el país donde quieren ir?
- A. Sí. Al mandar nuestra solicitud declaramos nuestra preferencia en cuanto al lugar donde querríamos ir.
- Q5. Porqué eligió venir al Paraguay?
- A. Tengo interés en la cultura, música, gente, etc. del Paraguay. Es un país muy lindo y la gente es muy amable.
- Q6. Tiene todavía a sus padres?
- A. Sí, los tengo.
- Q7. No se opusieron a que usted viniera aquí por tanto tiempo?
- A. No. Ellos, saben cual es la misión del Cuerpo de Paz y están de acuerdo con lo que estoy haciendo. Además saben que estoy ganando aquí muchos amigos y que me encuentro feliz.
- Q8. No les estrañan mucho ellos?
- A. Sí, me extrañan mucho y yo les extraño mucho también, pero nos escribimos a menudo y esto ayuda a que no nos sintamos tan extraños. También ellos consideran a estos 2 años como parte de me educación. Ellos quieren que tenga la oportunidad de conocer a otro pueblo y sus costumbres.

- Q9. Mba'e entrenamiento para regue-
rekó ra.e?
- A. Ro-i va.ekue 3 meses petei univer-
sidad Norteamerica-pe. Roi-kuaá
hañuá Paraguái gui, i-gente kuéra
gui, ha i-custumbre gui. Ro-
studiá avei karaí ñe'ê ha ava
ñe'ê ha ro-resivi petei entrena-
miento especial _____
ha upéi ro-pytá 1 semana San
Lorenzo-pe, upé-pe roi-kó
Paraguayo kuéra ndi ha upe ajá
ro-studia vé la roj-apó va.erá.
- Q9. Qué clase de entrenamiento ha
tenido usted?
- A. Pasamos tres meses en una univer-
sidad en Norteamérica aprendiendo
acerca del Paraguay, las gentes
y sus costumbres. También
estudiamos español y guaraní y
recibimos entrenamiento especial
de la técnica de _____
Después pasamos cuatro semanas
en San Lorenzo con familias
Paraguayas durante las cuales
estudiamos más acerca de lo que
estaremos haciendo aquí.
- Q10. Xé a-rekó petei koty xe-róga-pe.
Mba'é re^pa ndé^re-já^i rei-ko
hañuá ore-ndive?
- A. Oré-ruvixa kuéra he-'í oré-ve
rei-ko hañuá petei pensión-pe
roi-kuaá ha ro-ntendé pōra-vé
pevé la pueblo ha la gente kuéra-
pe. Upéi ro-nó ta roi-kó la
óga particular-pe.
- Q10. Yo tengo una pieza en mi casa.
Porqué no viene a vivir con
nosotros?
- A. Nouestros directores nos han
instruido a vivir en una pensión
hasta que conozcamos y comprend-
amos mejor al pueblo entonces
podemos vivir en una casa par-
ticular.
- Q11. Mba'é re^pa pe-mba.apó organi-
sación gobierno-pe gua ndí aňó?
- A. Oré ndo^ro-mba.apó^i gobierno
ndi aňó. Roi-kuaa vové petei
organización particular o-
Ñepyry há petei programa porá
oré ro-i ro-mba.apó hañuá ixa
hendive-kuéra.
- Q11. Por qué trabajan ustedes sola-
mente con organizaciones del
gobierno?
- A. No nos limitamos a trabajar con
organizaciones del gobierno. En
cuanto una organización par-
ticular desarrolla un programa
adecuado estamos listos para
trabajar con ella.
- Q12. Cuerpo de Pas^pa petei organi-
sación religiosa?
- Q12. Tiene el Cuerpo de Paz alguna
misión religiosa?

- A. Nahāniri. Nda'ha'ē'i organización religiosa. Upépe oi-ké oi-me raē va religion-pe gua. Entero o-ño-ndive pá ro-mba.apó opá tesā tuixa-vé haḡuā .
- A. El Cuerpo de Paz no es una organización religiosa. Personas de cualquier religión puede ser integrantes de ella. Todos trabajamos juntos para un fin común.
- Q13. Nde'pa re-mendá va?
- Q13. Es casado?
- A. Hēe.
- A. Sí.
- Q14. Yma ma'pa re-mendá ra.ē?
- Q14. Cuánto tiempo se casó?
- A. Oj-apó un año.
- A. Un año.
- Q15. Mba'é re'pa nde'pende-membý'i?
- Q15. Por qué no tienen hijos?
- A. Cuerpo de Paz no permite tener hijos durante estos dos años. Si tenemos hijos la esposa no puede trabajar porque tendrá que cuidar a los niños.
- A. El Cuerpo de Paz no nos permite tener hijos durante estos dos años. Si tenemos hijos la esposa no puede trabajar porque tendrá que cuidar a los niños.

WORD STUDYAdjectives

mrotī white
 o-mbomrotī he whitens it
 ky'ā dirty
 o-mbongy'ā he makes it dirty
 pōra-vé better
 o-mbopōra-vé he improves it
 aký wet
 o-mbyaký he wets it down
 i-kā dry
 o-mbokā he dries it
 hakuā sharp
 o-mbohakuā he sharpens it
 he'ē sweet
 o-mbohe'ē he sweetens it
 tuvixa great; large
 o-mbotuvixa he enlarges it
 pyháú new
 a-mbopyhau I renew it

Nouns

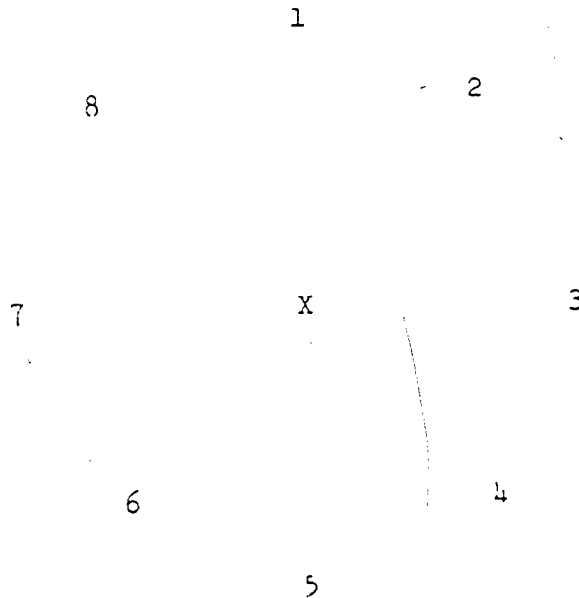
kuarahý sun
 o-mbokuarahý he suns it
 kuā hole
 o-mbokuā he perforates it
 héra he names it
 sā rope
 o-mbosā I hitch (the animal to
 something)
 pukú long
 a-mbosāpukú I hitch it with
 lots of slack
 mbyký short
 a-mbosānbyký I hitch it with
 little slack
 vyvý seam
 a-mbovyvý I sew it
 tavý fool
 o-mbotavý he fools him
 hendý blaze
 a-mby(h)endý I light a fire
 atý pile
 o-mbyatý he gathers them

Verbs

o-páy he wakes up
 o-mbombáy he wakes him up
 o-pú'ā he rises
 o-mbopu'ā he raises it
 o-ké he sleeps
 o-mbongé he puts him to sleep
 o-iké he enters
 o-mboingé he puts it in
 o-ú he comes
 o-mbou he sends (makes come)
 o-sē he leaves
 o-mbosē he gets rid of it
 o-ikové he lives
 a-mboingové I make it live;
 keep it alive
 o-karú he eats
 o-mbongarú he feeds him
 o-kúerá he heals
 o-mbonguerá he heals him
 o-hásá to pass
 o-mbohasá he passes it

El Telegrama

Los estudiantes se sientan en círculo tomados de la mano. Uno de ellos queda en el centro del círculo como 'X' en la gráfica de abajo.



El juego consiste en enviar ciertos 'mensajes' a otro por medio de señales imperceptibles otra vez de las manos unidas. El estudiante en el centro tratará de descubrir quién está pasando a quién el 'mensaje' antes que ella llegue a la persona a quien es enviada. Veámoslo. El número 1 quiere enviar un telegrama. Entonces:

Número 1: Ague-rehauka-sé peteĩ telegrama.

X: Māva-pe^ˆpa, karáí?

Número 1: Ague-rahauka-sé Carlos-pe. (Carlos es el número 8 y le envía.)

X: O-guahẽ ma^ˆpa?

Número 8: Ne'ãra guèteri. (u) O-guahẽ ma!

Supongamos que 'X' logra ver o descubrir que el número 5 está pasando el 'mensaje' a número 6 por medio de una presión en la mano. Entonces 'X' dirá: Na pé-pe. Y número 5 como perdedor ocupará el lugar de 'X' en el círculo, hasta que cace a otro mandando el 'mensaje'. Puede jugarse hasta que todos hayan tenido la oportunidad de ser 'X'.

Si los estudiantes están capacitados puede añadirse el contenido del 'mensaje' o telegrama. Por ejemplo:

1. A-ñè'e-sé nde-ndivé.

A-kàru-sé nde-róga-pe.

A-mendá ta ko'ëro.

etc.

Listening for comprehension

Né apu'á kuri ko pyhare-vé-pe, a-jovaneí, a-jahu, a-ñe-henyva'o há arambosá. Na upéi a-há kuri xe-trabanc há-pe a-mba.apó hetá, ha kane'õ reheve aj-ú xe-roga-pe a-pytu'ú.

no vacación o-hasávakué-pe a-há kuri xe-roga-pe a-ñandu vo xe-sý umíva-pe. Hetá a-vy'á rire nendive kuéra a-há kuri upéi, a-guatá umí xe-gente kuéra roga rupi, a-guero-vy'a mí xú-pe kuéra. Ha upéi a-há mariscupe xe-rú ndi ha ro-juká peteí guasu-pytá tuixa-pá jepé va.

Listening in

Almacenero:	Este día oí ryguasu rupi'á	Today there are eggs.
David:	Mboý ^h pa re-jururé hesá? A mboý ^h pa la docéna?	How much do you ask for them? At how much a dozen?
Almacenero:	A ochenta la docéna.	At 80 a dozen.
David:	Hepy-eté ^h pa!	How expensive!

For study and listening in

- A. Juan he-'í xé-ve nue re-ñõ-y-se há zanahoria?
- B. Hêe. A-ñepyru ta a-mba.apó la xe-ywý re.
- A. Nde^hpa re-pensá raka'e re-mboñemuñá vo aveí tapití nde-korapy-pe? backyard
- B. Nahániri. Hepy-etereí la hembí'u rã.
- A. Nda^hha^h i la hepyeté va. Ikatú re-'uká xú-pe kuéra kapi'apé hazanahoria ro né. Rei-kuaá^hpa ndé regue-reko rò mbohapy tapití nde-korapy-pe, mokõi kuña ha peteí macho, ndé ha nde-familia ikatú ha pe'ú ho'õ año pukukue ajá, una vez por semana? grass
leaf
year's length
- B. Hêe, pero heta-literéí re-mba.apo va.erã hec kuéra.
- A. Ryguasú ñe-mbongakuaá hasyete-vé, tapití ñe-mbongakuaá barato-vé, ha sa'i-vé i-mba'asy. raising; less;
illness

- B. Mboypa o-vale la tapití?
- A. Mbochapy o-hupytí amõ 1.000 guaraní rupi ha la henda guá 200 rupi. reach
their housing
- B. Xé nda[^]gue-eko[^]i la plata a-jogua ha[^]guã
ixa la tapití.
- A. Ikatú ne[^]pa re-jogua la o-ñe-kotevê va henda
guá kuéra? lo necesario
- B. Ikatú ne.
- B. Nde[^]regue-reko[^]i rô jepe la hêpy rã, oré
ikatú ro-conseguí ndé-ve, o-í peteí xe-
amigo o-me'ê ta va ndé-ve mbohapý tapití
nde[^]cobra'y re mba'evé, ndé re-me'ê ta ramo
xu-pé la seis re-mbongakuaá rãe-vé va.
Pero re-gue-rekó vové hetá tapití, ndé rej-
apó ta upé ixa aveí pet ñ nde[^]-amigo re. when you have
- B. I-porã la nde-idea, ikatú ne[^]pa upe riré
a-ñepyrũ a-je-heká la tapití ro'o ñe- vende-
pe? sell, market
- A. Nde-rehé nte ma o-í upé va. Tapití ro'o
o-valé Paraguay-pe 140 el kilo. that depends on you
- B. I-porã-itereí upé va, pero Paraguay
mombyrẽ-etereí.
- A. Pero ndé niko ikatú ko'á-pe-té re-je-heké
pye. you yourself market
- B. Xe[^]pytyvõ ne[^]pa a-roja ha[^]guã la i-kotevê
va henda guá kuéra. Xé nda[^]gue-reko[^]i
mba'ê-pe[^]pa aguerú ta? bring
for their pen
- A. Hêe, mba'ê quite[^]pa aní xéne ta?
Mba'ê tekó[^]pa ja-jo-topárõ lunes
ferreteria rovaí las nueve rupi. Why not?
How about?
- B. O-í porã, ja-pytá upé ixa, entonces.
Hasta luego.

Boil Well-Water

Xe-avuelo rôga-pe o-i petei ý-kuá.
ha ro-nonê vo iku-gui la ý, nda^jepi
i-porã^i. Sapy'á-nte henyhê-mbá yso'í
na opá ixa guá víxo nd^o-je-nexá^i
va gui. Ha o-je-'ú ramo upe ý ky'á
gui, umiva umí víxo o-poro-mbohasý.
Pero o-ñe-mbopupú ramo upe media
óra rupi, o-manò-mbá hikuái ha
o-pytá la ý i-potí sakã.

In my grandfather's home
there's a well. And when
we fetch water from it, it's
not always good. Sometimes
it is all full of worms and
all sorts of bugs which are
not seen. And if one drinks
of the dirty water, those bugs
cause people sickness. But
if the water is made to boil for
about half an hour the bugs
will die and the water stays
clean and clear.

Listening for comprehension

(Téra), ña-moi ndé re-ñenò voi hagué kuri angè-pyharé, ha xé katú
nd^a-ñenò voi^ri hagué, a-há gui a-farreá nde-chica ndi.

appropriate response

1. Xé^pa a-ñenò voi ra.è angè-pyharé?
2. Ha'è^pa o-ñenò voi ra.è angè-pyharé?
3. Angè-pyharé ha'è o-ñenò voi kuri.
Ha araka'è^pa ndé re-ñenò voi ra.è?
4. Máva ndi^pa a-ha a-farreá ra.è angè-pyharé?

Listening for comprehension

Kuehé a-pu'ã kuri las seis. A-jovahéi, a-ñe-hendýva'ó, ha aj-ú ko'á-pe,
a-ñe'è, a-mba.apó, ha a-vy'a pende-ndive. Upéi a-há kuri a-karú cafetería-
pe ha a-há a-ké.

Upéi a-pu'ã, a-studiá guaraní, a-scriví petei carta ha pe las tres rupi, aj-ù
Jevý á-pe, a-topá José-pe, ha upéi pej-ú kuri peë. Upéi opá riré la ñande-
clase a-há kuri a-cená ha upéi a-jahú ha a-ñakáky'ó.

A-ñakáky'o riré a-ñenò, a-leé petei novela, ha pe las 10 rupi a-ké.

appropriate response

1. Mba'é hóra~pa a-pu'ã ra.è kuehé?
2. Moõ~pa a-há ra.e?
3. Mba'é~pa aj-apó ra.è?
4. Moõ~pa a-karú ra.è?
5. Mba'é~pa aj-apó ra.è a-karu ri-é?
6. Mba'é~pa a-studiá ra.è a-pu'ã riré?
7. Mba'é~pa a-scriví ra.è?
8. Mba'é~pa aj-apó ra.è pe las tres rupi?
9. Máva-pe~pa a-topá ra.è?
10. Máva~pa o-ú ra.è upéi?
11. Mba'é~pa aj-apó ra.è opá riré la ñande-clase?
12. Mba'é~pa a-leé ra.è?
13. Mba'é (h)óra rupi~pa a-ké ra.è?

listening for comprehension

Xé xe-réra Eulogia Centurion. A-nacè va.ekué Villarríca-pe el dos de noviembre de 1944. A-rekó 15 hermano, ha xe-sý ha xe-rú. Oj-apó tres meses aj-ù hagué ko'á-pe a-mba.apo haçuã.

Arakué a-mba.apo peteĩ despensa-pe ha pyharekué katú a-studiá ikatu haçuã ixa ai-pytyvõ la xe-familia kuéra-pe porque oré ore-mboriahú ha ore-retá, ha avei la xe-rú i-tujá ma ha nd~ikatu-vé~i ma o-mba.apó.

Culture Note

Las adivinanzas en el Paraguay son muy populares. Es el pasatiempo en el que los arandu ka'at miden el poder de su ingenio o la chispa de su imaginación.

Es en realidad un concurso del saber. Los temas son incontables. Está profundamente incrustada en la cultura paraguaya. Es que todo paraguayo -s amigo de la adivinanza; nada le impresiona tanto como la habilidad mental a la manera del Supin del Crimen de la calle Morque de Poe.

Adivinanzas

El maestro puede explicar brevisamente (en guaraní) el lugar que ocupa las adivinanzas en la cultura paraguaya. Luego puede hacer un activo concurso de adivinanzas. Los primeros deben ser los mas fáciles tratando sobre cosas conocidas por los PCV. Luego puede dar a cada voluntario la oportunidad de desafiar a la clase con su propia adivinanza.

Maravilla, maravilla
Mba'é mbote'pa
O-ñe'e pero nda'i-jurú'i
O-guatá pero nda'i-py'i?

La Carta

Maravilla, maravilla
Mba'é mbote'pa
O-mba.apó pero nd'o-gana'i
Nd'o-gana'i pero'i-plata-wé
Entero gui.

Voluntario (PCV)

Maravilla, maravilla
Mba'é mbo--te'pa
O-veve pero nda'guyra'i
I-pepó pero nd'oi-puru'i
O-mbo'a. pero nda'hupil'a'i
O-kororó pero nda'toro'i?

Avion

Maravilla, maravilla
Mba'é mbote'pa
O-turuñe'e pero nda'pombero'i
O-timbo pero nda'igarrillo'i
O-jogua mboi-pe pero nda'mboi'ri
Hi'ora pero nga'ñe-manó'i?

El Tren



Unit Nine

CORE STAGE

Cycle 1

model

Ai-pytyvõ kurì xu-pé kokuehé
ñembi-apó-pe.

I helped him last time with
his work.

patterned response

1. Ai-pytyvõ kurì xu-pé kokuehé ñembi-apó-pe. Ha ndé?
Ai-pytyvõ kurì xu-pé kokuehé ñembi-apó-pe.
2. Ha peë?
Roi-pytyvõ kurì xu-pé kokuehé ñembi-apó-pe.
3. Ha na'é?
Oí-pytyvõ kurì xu-pé kokuehé ñembi-apó-pe.
4. Ha oré?
5. Ha xé?
6. Ha ñandé?

substitution

Don Silverio

Roi-pytyvõ kurì Don Silverio-pe ko-
kuehé ñembi-apó-pe.

Xu-pe kuéra

Roi-pytyvõ kurì xu-pe kuéra kokuehé
ñembi-apó-pe.

Ña Ruperta

Roi-pytyvõ kurì ña Ruperta-pe ko-
kuehé ñembi-apó-pe.

Umi Agente de Extenscion Agrícola

Roi-pytyvõ kurì Umi Agente de
Extenscion Agrícola pe kokuehé
ñembi-apó-pe.

Cycle 2

model

Kuehé ambué a-hexá xu-pe hóga-pe.	Day before yesterday I saw him at home.
-----------------------------------	---

substitution

A-héxá	Kuehé ambué a-héxá xu-pe hóga-pe.
A-héñõí	Kuehé ambué a-héñõí xu-pe hóga-pe.
Ai-pytyvõ	Kuehé ambué ai-pytyvõ xu-pe hóga-pe.
A-héjá	Kuehé ambué a-héjá xu-pe hóga-pe.
A-na.arõ	Kuehé ambué a-na.arõ xu-pe hóga-pe.
A-juhú	Kuehé ambué a-juhú xu-pe hóga-pe.

translation

1. I saw him downtown yesterday.
2. I will call him tonight at home.
3. We left him at the party last night.
4. Carlos will help them this week-end.
5. We waited for him for three hours, but he didn't come.
6. I found him in a bar.

model

Ikatú ^ˆ pa xe ^ˆ rã.aro mĩ ? A-ĩ-mbá ta sapy'a-ité-pe.	Could you please wait for me, I'll be ready in a moment.
---	--

transformation

A-ĩ-mbá ta sapy'a-ité-pe

Ikatú^ˆpa xe^ˆrã.aro mĩ ? A-ĩ-mbá ta sapy'a-ité-pe.

Ro-ĩ-mbá ta sapy'a-ité-pe

Ikatú^ˆpa ore^ˆrã.aro mĩ ? Ro-ĩ-mbá ta sapy'a-ité-pe.

Ña Pabla o-ĩ-mbá ta sapy'a-ité-pe

Ikatú^ˆpa re-ñã.aro mĩ ña Pabla-pe. O-ĩ-mbá ta sapy'a-ité-pe.

substitutionXe^ˆrã.aro mĩIkatú^ˆpa xe^ˆrã.aro mĩ sapy'a-ité ?Ore^ˆrã.aro mĩIkatú^ˆpa ore^ˆrã.aro mĩ sapy'a-ité ?Xe^ˆrendu mĩIkatú^ˆpa xe^ˆrendu mĩ sapy'a-ité ?Xe^ˆpytyvõ mĩIkatú^ˆpa xe^ˆpytyvõ mĩ sapy'a-ité ?Ore^ˆrendu mĩIkatú^ˆpa ore^ˆrendu mĩ sapy'a-ité ?Ore^ˆpytyvõ mĩIkatú^ˆpa ore^ˆpytyvõ mĩ sapy'a-ité ?

Pe-ñã.aro mĩ don Angelo-pe

Ikatú^ˆpa pe-ñã.aro mĩ don Angelo-pe sapy'a-ité ?

Pei-pytyvõ mĩ Juan-pe

Ikatú^ˆpa pei-pytyvõ mĩ Juan-pe sapy'a-ité ?modelDon Silverio pende^ˆpytyvõ sapy'a-py'á.

Don Silverio helps you every once in a while.

substitution

Oí-pytyvõ

Don Silverio pende^ˆpytyvõ sapy'a-py'á.

O-ñeká

Don Silverio pende^ˆreka sapy'a-py'á.

O-ñenõí

Don Silverio pende^ˆrenõí sapy'a-py'á.

O-ñexá

Don Silverio pende^ˆrexá sapy'a-py'á.modelMáva^ˆpa nde^ˆpytyvõ ta ka'apí-pe ?

Who is going to help you with the hoeing ?

substitution

Xé-ve

Máva^ˆpa xe^ˆpytyvõ ta ka'apí-pe ?

Ndé-ve

Máva^ˆpa nde^ˆpytyvõ ta ka'apí-pe ?

model

Juan ore [~] pytyvõ ta ko semana-pa há-pe.	John will help us this week-end.
---	----------------------------------

substitution

Ko semana-pa há-pe	Juan ore [~] pytyvõ ta ko semana-pa há-pe..
Ko mes-pa há-pe	Juan ore [~] pytyvõ ta ko mes-pa há-pe.
Ko año-pa há-pe	Juan ore [~] pytyvõ ta ko año-pa há-pe.
Ko'ëro	Juan ore [~] pytyvõ ta ko'ëro.
Ko semana o-ú va-pe	Juan ore [~] pytyvõ ta ko semana o-ú va-pe.
Ko mes o-ú va-pe	Juan ore [~] pytyvõ ta ko mes o-ú va-pe

pattered response

1. Juan ore[~]pytyvõ ta ko semana-pa há-pe. Ha peë-me ?
Juan ore[~]pytyvõ ta ko semana-pa há-pe.
2. Ha ndé-ve ?
Juan xé[~]pytyvõ ta ko semana-pa há-pe.
3. Ha xé-ve ?
4. Ha ñandé-ve ?
5. Ha oré-ve ?
6. Ha ìxu-pé ?
7. Ha Don Porfirio-pe?



Peẽ-me
Oré-ve
Ñandé-ve
Xu-pe
Pedro-pe

Máva ytyvõ ta ka'apí-pe ?
Máva^pa võ ta ka'apí-pe ?
Máva^pa ña tyvõ ta ka'apí-pe ?
Máva^pa oi- õ ta xü-pé ka'apí-pe ?
Máva^pa oi-py õ ta Pedro-pe ka'apí-pe ?

patterned response

1. Máva^pa nde^pytyvõ ta ka'apí-pe ?
Nd^ai-kuaá-porã^i. Don Porfírio xe^pytyvõ kuri ko kuehé.
2. Máva^pa xe^pytyvõ ta ka'apí-pe ?
3. Máva^pa pende^pytyvõ ta ka'apí-pe ?
4. Máva^pa oi-pytyvõ ta Juan-pe ka'apí-pe ?
5. Máva^pa ñande-pytyvõ ta ka'apí-pe ?
6. Máva^pa oi-pytyvõ ta xü-pé ka'apí-pe ?

Cycle 3

model

<p>Xe-sý he-'í xé-ve xe^renõi ta há ko semana-pa há-pe.</p>	<p>My mother told me that she would call me this week-end.</p>
---	--

transformation - substitution

Nde-sý	Xe-sý he-'í xé-ve xe^renõi ta há ko semana-pa há-pe.
I-sý	I-sý he-'í xü-pe o-henõi ta há xü-pe ko semana-pa há-pe.
Pende-sý	Ore-sý he-'í oré-ve ore^renõi ta há ko semana-pa há-pe.

Ore-sý

Pende-sý he-'í peë-me pende-renõi ta há
ko semana-pa há-pe.

I-sý kuéra

I-sý kuéra he-'í xu-pe kuéra o-henõi ta há
xu-pe kuéra ko semana-pa há-pe.

patterned response

1. Mba'é~pa he-'í ndé-ve nde-sý ?
Xe-sý he-'í xé-ve xe-renõi ta há pe semana o-ú va pe.
2. Mba'é~pa he-'í peë-me pende-sý ?
3. Mba'é~pa he-'í ñandé-ye ñande-sý ?
4. Mba'é~pa he-'í oré-ve ore-sý ?
5. Mba'é~pa he-'í xu-pe i-sý ?

model

Aré ma ha'é nd'o-u-vé~i hagué
ore~andu.

It's been a long time since he
came to visit us.

patterned response

1. Mba'é~pa pei-kuaá don Pedro gui?
Mba'e-vé, ndé. Aré ma ha'é nd'o-u-vé~i hagué ore~andú.
2. Mba'é~pa rei-kuaá don Pedro gui.
Mba'e-vé, ndé. Aré ma ha'é nd'o-u-vé~i hagué xe~andu.

dialog

A. Kóva ningo Ricardo Jones, peteí Cuerpo de Paz-pe guá
voluntario o-mba.apó va ore-ndivé.

B. Xe-rory~ roi~kuaá vo.

substitution

Peteĩ Cuerpo de Paz-pe
guá voluntario.

Kóva ningo Ricardo Jones, peteĩ Cuerpo de
Paz-pe guá voluntario.

Peteĩ xe-amigo

Kóva ningo Ricardo Jones, peteĩ xe-amigo.

Cuerpo de Paz director

Kóva ningo Ricardo Jones, Cuerpo de Paz
director.

Agente de Extensión
Agrícola

Kóva ningo Ricardo Jones, Agente de Extensión
Agrícola.

dialog

A. Ko'áva ningo ore-amigo kuéra Cuerpo de Paz-pe guá, Jaime
Williams ha nembireko María.

B. Xe-rory. poi-kuaá vo.

activity

- a. Each of the volunteers must present the person next to him to someone, mentioning briefly something about the person he presents.
- b. Each one in the class must present two or more people to someone with appropriate comments.

model

Poi pytyvõ-sé, pero äga-ité a-há
va.erã a-mba.apó.

I should like to help you-all,
but I have to go to work right
now.

transformation - substitution

Re-hó va.erã re-mba.apó

Poi pytyvõ-sé, pero äga-ité a-ha va.erã
a-mba.apó.

Re-hó va.erã clase-pe

Poi pytyvõ-sé, pero äga-ité a-ha va.erã
clase-pe.

B. J. J.

Re-studia va.erã

Poi^pytyvõ-sé, pero aãã-ite a-studiã va.erã.

model

Ikatú^pa rej-ú ore^pytyvõ ?

Can you come help us ?

patterned response

1. Ikatú^pa rej-ú ore^pytyvõ ?
Roi^pytyvõ-sé, pero aãã-ite a-ha va.erã a-mba.apó.
2. Ikatú^pa rej-ú rei-pytyvõ xu-pé ?
3. Ikatú^pa rej-ú xe^pytyvõ ?
4. Ikatú^pa rej-ú ore^pytyvõ ?
5. Ikatú^pa c-ú xe^pytyvõ ?

conversion

(change subject to direct object and vice versa)

1. Ndé Xe^pytyvõ sapy'a-py'á.
Xé Roi^pytyvõ sapy'a-py'á.
2. Peë Ore^pytyvõ sapy'a-py'á.
Oré Pende^pytyvõ sapy'a-py'á.
3. Ha'é Xe^hexá sapy'a-py'á.
Xé A-hexá xu-pe sapy'a-py'á.
4. Xé Ro^hexa-pa-ité kuri.
5. Pedro ñande^mbo'e-sé la pelota re.
6. Ore ro^hã.aro'ta ko'ëro cafeteria-pe.
7. Peë xe^renõi va.erã pe-hó mboyvé.
8. Carlos nde^kuaá-porã.
9. Po^heja ta sapy'a mĩ.
10. Aje'í ma ro^henõi haguã.

role playing

Tu tenías que ir a visitarle a un amigo tuyo quien hace rato te está esperando en su casa y tu querías irte pero tuviste que esperar a otro voluntario mientras él se preparaba para salir. Ahora tienes que explicarle a su amigo que pasó.

Amigo. Hace rato que te estoy esperando, qué te pasó ?

Nde re-hô va.erã kuri re-ñandú vo petei ne-amigo-pe las ocho guarã, pero re-hô las diez re-ha'arô gui otro voluntario-pe o-i'mbá raã. ha ko'ãga ndé er-ê va.erã la ne-amigo-pe mba'ê'pa la o-jehu va ndéve.

Amigo: Nde rej-û va.erã'î'pa las ocho ra.e?

PCV: hêe, pero.....

Cycle 4

model

Roj-û ta poñandu vo este diá gui quince-pe.	We'll come to visit you (see how you are) two weeks from today.
---	---

substitution

Este diá gui quince-pe

Roj-û ta poñandú vo este diá gui quince-pe.

Este diá gui ocho-pe

Roj-û ta poñandú vo este diá gui ocho-pe.

Sábado gui ocho-pe

Roj-û ta poñandú vo sábado gui ocho-pe.

Ko semana-pa há-pe

Roj-û ta poñandú vo ko semana-pa há-pe.

model

Araka'ê'pa pej-û ta ore andu mĩ ?	When will you-all come to visit us?
-----------------------------------	-------------------------------------

appropriate response

1. Araka'é pa pej-ú ta ore andu mĩ ?
2. Araka'é pa pej-ú ta xe andu mĩ ?
3. Araka'é pa rej-ú ta xe andu mĩ ?
4. Araka'é pa rej-ú ta ore andu mĩ ?
5. Araka'é pa o-ú ta Don Porfirio ore andu mĩ ?
6. Araka'é pa o-ú ta Don Porfirio xe andu mĩ ?

Cycle 5

dialog

- | | |
|------------------------------|---------------------------|
| A. Nde gustá pa la tembí-ú ? | Do you like the food ? |
| B. Hēe, xē gustá itereí. | Yes, I like it very much. |

appropriate response

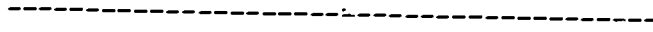
1. Nde gustá pa ko ore-retã ?
2. Peē-me pa pende gusta ko ore-retã aveí ?
3. Mba'é pa a-porandú peē-me ra.e ?
4. Ha mba'é íxa pa pe-contestá va.erã ra.e ?

dialog

- | | |
|---|---------------------------------------|
| A. Rei-potá/rõ, íkatú ro mbo'é la guaraní re. | If you like, I can teach you Guarani. |
| B. Oĩ porã, ai-potá xe mbo'é. | Fine, I'd like you to teach me. |

translation

- 1. If you-all want, I can teach you English.
- 2. Fine, we would like you to teach us.
- 3. If you-all want, we can teach you Guarani.
- 4. Fine, we would like you-all to teach us.
- 5. If you(sg.) want, we can teach you Spanish.
- 6. Fine, I would like you to teach me.



Cycle 6

model

Nde ^{re} -studia ⁱ r ^õ , nde ^{re} -aprende porã mo' ^ã i la lección.	If you don't study, you won't learn the lesson well.
--	--

TO THE STUDENT: 'If' in the present and future tenses may be rendered by ramo (generally shortened to r^õ). Examples:

- O-ú ta ramo, a-há ta. } If he will come, I will go.
- O-ú ta r^õ, a-há ta. }
- Re-sẽ r^õ, a-pytá ta. } If you leave, I will stay.
- Re-sẽ ramo, a-pytá ta. }

transformation (change to negative).

- 1. Re-studia r^õ, re-aprendè porã ta la lección.
Nde^{re}-studiaⁱ r^õ, nde^{re}-aprendè porã mo'^ãi la lección.
- 2. Re-poí r^õ pe jaguá gui, katú ta òre^{su}'ú.
Nde^{re}-poí r^õ pe jaguá gui, nd^{ik}atú mo'^ãi ore^{su}'ú.
- 3. Re-sapukái r^õ o-pá o-í va nde^{re}fendú ta.



- 4. Re-re-mbosako'i pya'é rã, ikatú ta ña-sẽ hõra-pe.
- 5. Ore-pytywõ rõ, jai-ko-pã ta las cinco guarã.
- 6. Pei-ko-pã rã la cinco guarã, ja-hã ta jeroxy há-pe.

model

Nd'ai-kuaá'i. O-ho ne la seis rupi.	I don't know. He will probably go about 6:00.
-------------------------------------	---

TO THE STUDENT: Ne indicates hypothetical (probable or possible) future.

Examples:

- Ikatú ta o-hõ. He will be able to go.
- Ikatú ne o-hõ. He will probably be able to go.

patterned response

- 1. O-hõ ta o-mba.apõ don Pulé este diá ?
Nd'ai-kuaá'i. O-hõ ne la seis rupi.
- 2. Pe cená voi ta pa ko pyharé ?
Nd'ai-kuaá'i. Ro-cená ne la seis rupi.
- 3. Re-hõ voi ta pa re-mba.apõ vo ?
- 4. Mba'é hõra rej-ú ta ja-tereré haçuã ko'ëro ?
- 5. Mba'é hõra ikatú ta ña-ñepyrú ko'ëro ?

model

Re-haihú rõ peteĩ paraguaya-pe pa re-mendá ne hesé ?	If you were to fall in love with a Paraguayan girl, would you marry her ?
--	---

TO THE STUDENT: The hypothetical future is also used somewhat like the conditional tense in Spanish or the 'Should plus VERB' in English.



Integration

1. Re-haihú peteĩ paraguáya-pe.
Re-mendá ta hesé.
Re-haihú rë peteĩ paraguáya-pe pa re-mendá ne hesé ?
2. Re-joguá pe coche. Reí-poruká ta xé-ve.
Re-joguá rë pe coche pa, reí-poruká ne xé-ve ?
3. Re-hó Paraguái-pe. Re-scriví ta xé-ve.
4. Re-ñe'ê-kuaá guaraní. Re-hó ta Paraguái-pe.
5. Re-hasá xe-valle rupí. Re-guahẽ ta xe-visitá.
6. Ha-lú ko pohã ñaná. Xe-mbonguerá ta.
7. Re-rotý trigo. Re-guna-vé pa.
8. Re-monderó umi ñaná. O-ka-kuaá pora-vé ta la nde-tomate kuéra.

transformation

(change to questions)

1. Aj-ã voi rë, ja-karú voi-vé ñe.
Aj-ã voi rë, ja-karú voi-vé ñe pa ?
2. O-hó rë o-hexá ña Ana-pe, o-kuerá ne.
O-hó rë o-hexá ña Ana-pe, o-kuerá ñe pa ?
3. Re-topá rë jaguaá ñasy, re-dispará ne.
4. O-jerá rë nde-ñasy reví gente apyté-pe, re-tí ne.
5. O-gue-rekó rë tapiti, o-ñangarekó ne hesé.

translation

1. If John comes early, we can arrive on time.
2. If you come with us, we will finish by five.
3. If I get up early, will you get up too ?
4. If we will ask him, would you come with us ?
5. If we were to begin early, would we finish early ?
6. If you were to sing, they would all leave.
7. If you will bring me that book, I will read it.
8. If you come to class, you will learn to speak.

dialog

- A. Rej-apo-pá ne^pa ko'ëro guarã la nde-rembiapó?
- B. Aj-apo-pá ne, sa'í ma o-faltá xé-ve.
- A. Upé ixa rô^pa ja-há ne la partido há-pe pyharé?
- B. Ja-há ta katu-eté.

appropriate response

1. Pe-mba.apó ne^pa pyharekué re-topá rô trabajo?
2. José^pa o-hó ne o-studiá haguã Africa-pe?
3. Rej-ú ne^pa ára porã rô ko'ëro?
4. Si-kuaá ne^pa ñaí-,e há ko'á-pe?
5. Re-ú ne^pa tapití ro'ó?
6. Aj-apó ne^pa la ikatú ma guivé?
7. Pe-hejá ne^pa upé trabajo pe-gana-vé ta rô?

sentences for study

(ne)

- | | |
|---|--|
| Rej-apó ne^pa ha-'é rô ndé-ve? | Lo harías se te lo dijera? |
| Oj-apó ne^pa la ha-'é va xu-pé? | Haría lo que lo dijera? |
| Re-ú ne^pa ndé aveí? | Lo comería Ud. también? |
| Re-vy'á ne^pa Paraguái-pe? | Te harrarías en Paraguay? |
| Mba'á^pa rej-apó ne re-hó rô Paraguái-pe? | Qué harías si fueras a Paraguay? |
| Mba'á^pa rej-apó ne regue-rekó rô 1.000.000 de dolares? | Qué harías si tuvieras un millon de dolares? |

model

Re-hó ne^{pa} pyharekué rò la
reunión ?

Would you go if the meeting
were at night ?

appropriate response

Mba'ê^{pa} rej-apó ne :

1. Oi-kó rò nde-hagui Presidente de la República.
2. Nde-platà hetá rò.
3. Re-nohê rò lotería la Grande.
4. Re-topá rò petei jaguá hasy.
5. O-je-ofrecé rò ndé-ve tereré ha nde^{rei}-kuaá^{pa} moõ gui^{pa} o-je-guerú la y.
6. O-jerá rò nde-kasõ reví gente apyté-pe.
7. Nde^{su}'ú rò mbõi.

conversion

(change to future tense)

1. Re-hó ne^{pa} rei-pytyvõ ha^{guã} xu-pé ?
Re-hó ta^{pa} rei-pytyvõ ha^{guã} xu-pé ?
2. Nde-nupã ne^{pa} nde-rembirekõ re-fe'ê vai rò hesé ?
3. Nde-tê^{pa} rej-apó ne la nde-rõga rá ?
4. Pe-mba.apó ne^{pa} aretê ajá upé-pe ?
5. Ogue-rú ne^{pa} i-tajyra la jero^{ky} há-pe ?
6. Re-johêi ne^{pa} xupé pe ij-aó ?
7. Re-mbowvy^y ne^{pa} ko aó tujakué ?

model

Oi-kó rō aine, o-ú ne~pa nde-rú aveí ?	If there is a movie, will your father come, too ?
--	---

model

O-pytá pora-ve ne xé-ve ña-cambiá rō la reunión hōra.	It would be better for me if we change the meeting time.
---	--

substitution

1. O-pytá pora-ve ne xé-ve ña-cambiá rō la reunión hōra.
2. O-pytá pora-ve ne xé-ve ña-cambiá rō la reunión rendá.
3. O-pytá pora-ve ne xé-ve ña-cambiá rō la reunión ára.

model

O-pytá pora-ve ne~pa nde-ve ña-cambiá rō la reunión óra ?	Would it be better for you if we change the meeting time ?
---	--

model

A-há ta pyharekué rō la reunión.	I will go if the meeting is at night.
----------------------------------	---------------------------------------

substitution

1. A-há ta pyharekué rō la reunión.
2. A-há ta sábadokué rō la reunión.
3. A-há ta pyharevekué rō la reunión.
4. A-há ta ka'arukué rō la reunión.



Cycle 7

model

O-ú rē la médico, n'á-mandó'i
xéne la i-membý.

If the doctor would come, her
child wouldn't die.

TO THE STUDENT: Notice that the negative of ne is formed by the regular negative form of the verb plus xéne. Examples:

A-mba.apó ne pyharekué. I would work nights.
Ná'a-mba.apó'i xéne pyharekué. I wouldn't work nights.

transformation (change to the ne form)

1. O-ú rē la médico, ná'o-mané mo'á'i la i-membý.
O-í rē la médico, ná'omané'i xéne la i-membý.
2. Re-mba.apo-vé rē, nda'ndé-mboriahú mo'á'i.
3. Re-mbopupu rē la y, nda'ndé-rasý mo'á'i.
4. Re-ñepýry voi-vé rē, i-porá-vé ta.
5. Re-ñangarekó pora-vé rē nde tapití re, nda'ñasý mo'á'i.
6. Re-pu'á voi-vé rē, nde're-guahé mo'á'i tarde clase-pe.

transformation (change to hypothetical future)

1. No'ero nd'o-mba.páo mo'á'i Don Ruperto.
No'erp ná'o-mba.apó'i xéne Don Ruperto.
2. Ná'o-scriví mo'á'i o-hé riré la ñetá me.
3. Ná'o-mbonguerá mo'á'i xu-pé pe pohá ñaná.
4. Ná'o-mendá mo'á'i pe kunatañ re.
5. Ná'o-ky mo'á'i.

integration

1. Peteĩ coche ha la xe-reló.
Carlos o-me'ẽ rõ xé-ve peteĩ coche, xé a-me'ẽ ta xu-pé la xe-reló.
2. Peteĩ kuatiá ha la xe-lápis.
Ndé re-me'ẽ rõ xé-ve peteĩ kuatiá xé a-me'ẽ ta ndé-ve la xe-lápis.
3. Peteĩ jaguá ha la mbarakajá.
Xé a-me'ẽ rõ xu-pé peteĩ jaguá ha'ẽ o-me'ẽ ta xé-ve la mbarakajá.

model

Re-me'ẽ rõ xé-ve peteĩ lápis,
xé a-me'ẽ ne ndé-ve peteĩ kuatiá.

If you give me a pencil, I'll give
you a (piece of) paper.

model

A-me'ẽ rõ ndé-ve peteĩ lápis,
mba'ẽ pa ndé re-me'ẽ ta xé-ve ?

If I give you a pencil, what
will you give me ?

model

Oi-kó rõ cine, o-ú ne xe-rú aveí.

If there were a movie, my father
would come, too.

substitution

1. Ikatú oi-kó cine.
2. Oi-kó rõ cine, o-ú ne xe-hermano aveí.
3. Ikatú oi-kó partido.
4. Ikatú oi-kó je-karú.
5. Ikatú oi-kó jeroký.

model

he-'í ningo kurí la o-hó ne haḡuā lunes rupi.	He said that he would (probably) go about Monday.
---	---

1. THE STUDENT: Notice that the há becomes haḡuā following ne.

Examples:

- he-'í o-hó pa há He says that he will go
- he-'í o-hó ne haḡuā He says that he will (probably) go

substitution

- Lunes rupi he-'í ningo kurí la o-hó ne haḡuā lunes rupi.
- no mes-pa há-pe he-'í ningo kurí la o-hó ne haḡuā ko mes-pa há-pe.
- La semana o-ú va-pe he-'í ningo kurí la o-hó ne haḡuā la semana o-ú va-pe.
- Ko'ē ambué rō he-'í ningo kurí la o-hó ne haḡuā ko'ē ambué rō.

patterned response

- Oi-poruká ne pa xé-ve ?
Nd'ai-kuaá'i, ha'és he-'í kurí oi-poruká ne haḡuā ndé-ve.
- O-ró ne pa ko semana-pa há-pe ?
Nd'ai-kuaá'i, ha'és he-'í kurí o-hó ne haḡuā ko semana-pa há-pe.
- O-karú ne pa ore-ndivé ?
Nd'ai-kuaá'i, ha'és he-'í kurí o-karú ne haḡuā ore-ndivé.

appropriate response

- Ja-topá rō tapé rupi algun karaf tujá, mba'és pa jaj-apò va.erá ?
(Ja-saludá va.erá lxu-pé jaj-pe'á vo fandé-sombrero ?)



model

Ai-kuaá nde~re-ho~i hagué la
reunién.

I know that you didn't go to
the meeting.

patterned response

1. Xé nd~a-há~i kuri la reunion há-pe.
Ai-kuaá nde~re-ho~i hagué reunion há-pe
2. Nd~aj-ú~i kuri Nueva York gui.
Ai-kuaá nde~rej-ú~i hagué Nueva York gui.
3. Nd~a-ñangareko porá~i kuri la tapití re.
4. Nd~o-mbopotí~ri kuri la i-kotý.

restatement and alertness check

1. T. Nd~a-há~i kuri la reunion há-pe.
S. Ai-kuaá nde~re-ho~i hagué la reunion há-pe.
T. Mba'é~pa he-'í ha'é?
S. Oi-kuaá nde~re-ho~i hagué, he-'í.
2. T. Nd~aj-ú~i kuri Nueva York rupi.
3. T. Nd~a-ñangareko porá~i la tapití re.
4. T. Nd~a-mbopotí~ri la xe-kotý.

model

A-gradecé ndé-ve xe~pytyvõ haguére.

I thank you for helping me.

I thank you for having helped me.

TO THE STUDENT: Haguére is composed of hagué plus the post-position rehe.
Notice that it means both 'for VERB-ing' and 'for having VERB-ed'.

patterned response

- T. Xé roi-pytyvõ.
- S. Agradecé ndé-ve xe^pytyvõ haguére.
- T. Ai-poruká ndé-ve xe-tractor.
- S. A-gradecé ndé-ve re-poruká haguére xé-ve la nde-tractor.
- T. A-hexauká ndé-ve mba'é ixa o-je-japó sopa paraguaya.

patterned response

- T. Ndé rei-me ko'á-pe.
- S. A-vy'a-itereí ai-me haguére ko'á-pe.
- T. Ndé rei-kuaá ixu-pé.
- S. A-vy'a-itereí ai-kuaá haguére xu-pé.
- T. Ikatú re-mba.apó xe-ndivé.
- S. i-vy'a-itereí haguére a-mba.apó nendivé.
- T. Ikatú re-aprendé guaraní.
- T. Ikatú re-hó campaña-pe.

model

I-sý i-poxý hendivé nd^o-joguá^i haguére la sapatú.

His mother is mad at him for not having bought the shoes.

patterned response

- T. Ha'é nd^o-joguá^i la sapatú.
- S-1. I-sý i-poxý hendivé nd^o-joguá^i haguére la sapatú.
- T. Mba'é guí^pa i-poxý hendivé i-sý?
- S-2. I-sý i-poxý hendivé nd^o-joguá^i haguére la sapatú.
- T. Ha'é nd^o-mpongáru^i la ryguasù kuéra.
- T. Ha'é nd^o-týpeí^ri la i-kotý.
- T. Ha'é nd^o-hangarekó porá^i la tapití re.

model

Ro-mbyasy-eté nde^re-ho^i haguére la reunion há-pe upé sábado.

We missed you in the meeting last Saturday.

patterned response

- T. Nd^a-há^i reunion há-pe upé sábado.
- S. Ro-mbyasy-eté nde^re-hó^i haguére la reunion há-pe.

Cycle 9

model

O-ñepyrũ vo o-ñe'ẽ oi-ké Juan.

As he began to talk, John entered.

TO THE STUDENT: vo is used to express simultaneity of action.

integration

1. A-ñepyrũ a-ñe'ẽ. Oi-ké Juan.
A-ñepyrũ vo a-ñe'ẽ oi-ké Juan.
2. O-ñembo'y. Oi-nupã xu-pé.
3. Oi-ké kotý-pe. A-hexá xu-pé.
4. Ña-ñemongetá O-ñepyrũ o-ký.
5. O-nupí la ý. O-só la piola.
6. O-purahéi. O-ñepyrũ o-sẽ la gente.

model

Mba'é~pa o-jehú xu-pé o-guejý vo?

What happened to him as he got down?

substitution

Ma'é o-guajý
 Ma'é o-sẽ o-guatá
 Ma'é o-guanẽ
 Ma'é o-hasá
 Ma'é o-ú

Mba'é~pa o-jehú xu-pé o-guejý vo?
 Mba'é~pa o-jehú xu-pé o-sẽ vo o-guatá?
 Mba'é~pa o-jehú xu-pé o-guanẽ vo?
 Mba'é~pa o-jehú xu-pé o-hasá vo?
 Mba'é~pa o-jehú xu-pé o-ú vo?

model

Juan o-purakéi o-hó vo calle re.

John was going down the street singing.

patterned response

- 1. Pe mitã o-hó calle re.
- 3. Pe mitã o-purakéi o-hó vo calle re.
- 1. Pe mitã o-ú clase-pe.
- 3. Pe mitã o-purakéi o-ú vo clase-pe.
- 1. Pe-mitã oi-kó calle re.

model

Pe mitã o-lustrá oi-kó vo sapatú.

That kid goes around shining shoes.

patterned response

- 1. Pe mitã o-mba.apó calle re.
- 3. Pe mitã o-mba.apó oi-kó vo calle re.
- 1. Pe mitã o-lustrá sapatú.
- 3. Pe mitã o-lustrá oi-kó vo sapatú.

model

Mba'é pa oj-apó oi-kó vo pe mitã?

What is that kid going around doing?

translation

1. As he came in, I was leaving.
2. When he left, I was studying.
3. When I saw him, I ran.
4. That little boy goes around shining shoes.
5. Voy aprendiendo a hablar Guarani.
6. He is coming down the street singing.
7. When he left, I was getting dressed.
8. I saw him as he passed.

Cycle 10

model

A-ha kué vo nde-róga-pe ha-'a
mo'ã tujú-pe.

On the way to your house I almost
fell in the mud.

TO THE STUDENT: mo'ã refers to an action that was about to or intended to happen, but didn't.

substitution

1. A-ha kué vo nde-róga-pe ha-'a mo'ã tujú-pe.
2. A-ha kué vo upe centro-pe ha-'a mo'ã tujú-pe.
3. A-ha kué vo upe jeroky há-pe ha-'a mo'ã tujú-pe.

model

Mba'é pa o-jehú ndé-ve rej-u
kué vo xe-róga-pe ?

What happened to you on the
way to my house ?

model

Ro-hó mo'ã nde-róga-pe pero o-ky.	We were going to go to your house, but it rained.
-----------------------------------	---

substitution

O-ky	Ro-hó mo'ã nde-róga-pe pero o-ky.
O-ú xe-tió.	Ro-hó mo'ã nde-róga-pe pero o-ú xe-tió.
Ore-ganá la camión	Ro-hó mo'ã nde-róga-pe pero ore-ganá la camión.
O-ñe-mbyaí la ore-coche	Ro-hó mo'ã nde-róga-pe pero o-ñe-mbyaí la ore-coche.
Ñasy xe-rembirekó	Ro-hó mo'ã nde-róga-pe pero ñasy xe-rembirekó.
O-kañ ore-heguí la nde-dirección.	Ro-hó mo'ã nde-róga-pe pero o-kañ ore-heguí la nde-dirección.

model

A-guejý mo'ã pe esquina-pe pero nd'o-pytá'i la camión.	I was going to get off at the corner, but the bus didn't stop.
--	--

substitution

Esquina	A-guejý mo'ã esquina-pe pero nd'o-pytá'i la camión.
Coronel Oviedo	A-guejý mo'ã Coronel Oviedo-pe pero nd'o-pytá'i la camión.
Centro	A-guejý mo'ã centro-pe pero nd'o-pytá'i la camión.

answer using mo'ã

1. Mba'é re-pa nde-rej-ú'i ra.è angè pyharé ?
2. Mba'é gui-pa nde-re-hó'i ra.è jeroky há-pe ?
3. Mba'é gui-pa nde-re-guejý'i ra.è pe esquina-pe ?

- 4. Mba'ê re^pa nda^pej-ú^i ra.ê ore^visitá vo ?
- 5. Mba'ê re^pa nd^o-hó^i ra.ê cláse-pe nde-rembirekó ?
- 6. Mba'ê pa o-jehú ra.ê nde-ve rej-ú kué vo á-pe ?
- 7. Mba'ê gui^pa nde^re-guejy^i ra.ê centro-pe ?
- 8. Mba'ê re^pa nde^re-rambosá^i rej-ú mboyvé ?
- 9. Mba'ê re^pa nde^re-ñe-hendyva'ó^i ra.ê ko pyhare-vé ?

Cycle 11

TO THE STUDENT:

O-hó heñdivé

He goes with him.

O-hó oño-ndivé

They go with each other

The reciprocal with ndi is formed by adding oño-ndive after the verb for all persons.

model

Ja-há oño-ndive nde^gusta hà óra.	Let's go together at whatever time you like.
-----------------------------------	--

substitution

Nde^gusta hà óra.
 Re-ho-sé vové nte.
 Re-ho-se há-pe.
 Oi-me há-pe.

Ja-há oño-ndivé nde^gusta hà óra.
 Ja-há oño-ndivé re-ho-sé vové nte.
 Ja-há oño-ndivé re-ho-se há-pe.
 Ja-há oño-ndivé oi-me há-pe.



transformation

1. O-guahē hikuái jeroky há-pe hendivé angè pyharé
O-guahē jeroky há-pe oño-ndivé angè pyharé.
2. Ja-há hendive re-ho-sé vové nte.
Ja-há oño-ndivé re-ho-sé vové nte.
3. Pej-ú xe-róga-pe hendive sapy'a-py'á.
4. Ro-karú ta hendive ko semana-pa há-pe.
5. Aré ma ña-mba.apo hagué hendivé.
6. Araka'é guivé pa pei-kó hendivé.
7. Hi'á xé-ve o-ñemongeta-sé hendivé.
8. Ro-hó ro-ñemongetá hendivé ha upéi roj-ú ta. ro-mombe'u ndé-ve la
he-'í va.ekup.
9. O-ñe's hendivé ko'è guivé pytü pevé.

Cycle 12

A-je-kuaá (xe-ju-pé)	Ro-je-kuaá (ore-ju-pé)*
	Ja-je-kuaá (ñande-ju-pé)*
Re-je-kuaá (nde-ju-pé)	Pe-je-kuaá (pendo-ju-pé)*
O-je-kuaá i-ju-pé*	

TO THE STUDENT: You have had the reflexive formed by adding the prefix je. There is also an optional postpositional phrase which can be added after the verb. These optional postpositional phrases are very rarely used. As a matter of fact, the forms marked by the * are only theoretical, i.e., they are so rarely used that most informants confuse them.

model

Re-haihũ va.erã nde-rapixã-pe
re-je-haihũ háixa (nde-ju-pé).

You should love your neighbor
as yourself.

substitution

ndé

A-haihũ va.erã xe-rapixã-pe a-je-
haihu háixa (xe-ju-pé).

xé

Re-haihũ va.erã nde-rapixã-pe re-je-
haihu háixa (nde-ju-pé).

háé

O-haihũ va.erã ñapixã-pe o-je-haihu
háixa (i-ju-pé).

A-puká xe-je-hé	Ro-puká ore-je-hé*
	Ja-puká ñande-je-hé*
Re-puká nde-je-hé	Pe-puká pende-je-hé*
O-puká i-je-hé	

TO THE STUDENT: The reflexive form of rehe is the possessive plus je-hé. The forms with the asterisk,* are theoretical.

model

<p>Ha'é oj-apó la chiste pero ha'é jevý nte o-jeré o-puká i-je-hé.</p>	<p>He tells a joke and then is the only one who laughs at it. (Lit. Turns around and laughs at himself.)</p>
--	--

transformation

ha'é

Ha'é oj-apó la chiste pero ha'é
jevý nte o-jeré o-puká i-je-hé.

xé

Ndé rej-apó la chiste pero nde
jevý nte re-jeré re-puká nde-
je-hé.

ndé

Xé aj-apó la chiste pero xé jevý
nte a-jeré a-puká xe-je-hé.

model

<p>Aré ma nd^a-penã^i xe-je-hé. Tekotevë a-hã a-joguá xe-aó rà mĩ.</p>	<p>I quit taking care of myself quite a while ago. I need to buy me some clothes.</p>
--	---

patterned response

Tekotevë a-hã a-joguá xe-aó
rà mĩ.

Aré ma ndë^re-penã^i nde-je-hé.

Tekotevë re-hó rejoguá nde-aó
rà mĩ.

Aré ma nd^a-penã^i xe-je-hé.

Tekotevë o-hó o-joguá ij-aó
rà mĩ.

Aré ma nd^o-penã^i i-je-hé.

model

Moõ~pa re-conseguí ra.e pe aó re-rekó ya nde-je-hé?	Where did you get the dress you have on?
--	---

substitution

pe aó	Moõ~pa re-conseguí ra.e pe aó re-rekó va nde-je-hé?
pe saí	Moõ~pa re-conseguí ra.e pe saí re-rekó va nde-je-hé?
pe kasò	Moõ~pa re-conseguí ra.e pe kasò re-rekó va nde-je-hé.

patterned response

pe sombrero kapi'í	Moõ~pa o-conseguí ra.e pe sombrero kapi'i ogue-rekó va iñ-akã re.
pe sapatú	Moõ~pa o-conseguí ra.e pe sapatú ogue-rekó va i-pý re.

TO THE STUDENT:

i-mandu'á xe-rehé	He remembers me.
i-mandu'á ojue-hé.	They remember each other.

The reciprocal of rehé for all persons is formed by adding ojue-hé after the verb.

model

Tapiá nte o-ñe'ë vaí ojue-hé oi-kó vo.	They always go around gossiping about each other.
---	--



substitution

na'è kuéra

Tapiá-nte o-ñe'è vaí ojue-hé
oi-kó vo.

ñandé

Tapiá-nte ña-ñe'è vaí ojue-hé
jai-kó vo.

oré

Tapiá-nte ro-ñe'è vaí ojue-hé
roi-kó vo.

peé

Tapiá-nte pe-ñe'è vaí ojue-hé
pei-kó vo.

transformation

Umí kuña-karaí o- 'è hesé.

Umí kuña-karaí o-ñe'è ojue-hé.

Umí novio o-maña porã hesé.

Umí novio o-maña porã ojue-hé.

Umí hermano i-mandu'á porã hesé.

Umí hermano i-mandu'á porã ojue-hé.

Umí mita'i o-ñangareko porã hesé.

Umí mita'i o-ñangareko porã
ojue-hé.

Cycle 13

model

E-moĩ caserolá-pe asucá, harina,
ha juký ha e-mbojehé'a-pá ojue-hé.

Put sugar, flour, and salt in a
bowl and mix them together.

completion

E-moi caserolá-pe asucá, harina,
ha juky.

E-moi caserolá-pe asucá, harina,
ha juky ha e-mbojehe'á-pá o-jue-hé.

Ei-kytí lechuga, tomate ha acelga.

Ei-kytí lechuga, tomate ha acelga,
ha e-mbojehe'á-pá o-jue-hé.

E-moi pypé ryguasu rupi'á, kamby,
ha ñandý.

E-moi pypé ryguasu rupi'á, kamby,
ha ñandý ha e-mbojehe'á-pá o-jue-hé.

TO THE STUDENT: The reciprocal of the gui is formed by adding ojue-hegui after the verb for all persons.

model

<p>Ñasý-pe ñesarái ojue-hegui Lucas ha María.</p>	<p>After a long time Luke and Mary forgot each other.</p>
---	---

substitution

Lucas ha María

Ñasý-pe ñesarái ojue-hegui Lucas
ha María.

Xé ha Lorenzo

Ñasý-pe pende-ñesarái ojue-hegui
ndé ha Lorenzo.

Ndé ha Ramón

Ñasý-pe ore-ñesarái ojue-hegui
xé ha Ramón.

Ndé ha Xé

Ñasý-pe ñande-ñesarái ojue-hegui
ndé ha xé.

substitution

ore-řesarái	Aré ma ore-řesarai hagué ojue-heguí.
ro-kañy	Aré ma ro-kañy hagué ojue-heguí.
ro-kyhyjé	Aré ma ro-kyhyjé hagué ojue-heguí.
Ndo ^ˆ roi--kuaa-ve ^ˆ i mba'evé.	Aré ma ndo ^ˆ roi-kuaa-ve ^ˆ i hagué mba'evé ojue-heguí.

model

Ro-ĩ mombyry ^ˆ rō jepe ojue-heguí, ore-mandu'á ojue-hé.	Even though we are far apart we remember each other.
---	---

integration

Ro-ĩ mombyry ^ˆ ojue-heguí. Ore-mandu'á ojue-hé.	Ro-ĩ mombyry rō jepe ojue-heguí, ore-mandu'á ojue-hé.
Oi-kó aguí ^ˆ oje-heguí. O-ñe'ẽ vaí ojue-hé.	Oi-kó aguí rō jepe ojue-heguí, o-ñe'ẽ vaí ojue-hé.

model

I-pirú xe-heguí la xe-rosa ha a-rregá jepe ko cada diá.	My rose dried up (on me) and I even watered it every day.
--	--

TO THE STUDENT: Jepe without an accent is often translated 'even'.

integration

I-pirú xe-heguí la xe-rosa. A-rregá cada diá.	I-pirú xe-heguí la xe-rosa ha a-rregá jepe ko cada diá.
A-henõi xu-pé. Nd ^ˆ o-penã ^ˆ i xe-rehé.	A-henõi jepe xu-pé ha nd ^ˆ o-penã ^ˆ i xe-rehé.

translation

1. Even you came too?
2. Even if he comes, I won't go.
3. Even though he arrived early the store was closed.
4. Even if he heard you, he wouldn't come.
5. Even though he called me I didn't go.
6. Even if it were possible, he wouldn't come.
7. Even if he begins early he won't finish by tomorrow.
8. Even though he brought it, I didn't use it.

Cycle 14

model.

Don Pulé py'yi-nte o-hó va Paraguá-pe.	{ Don Pulé suele ir a Asunción. { Don Pulé goes to Asuncion a lot.
---	---

TO THE STUDENT:

Pe karai o-hó va.

{ That man that goes.
 { That man goes a lot.

Va is used for expressing habitual action as well as to form nominals.

patterned response

1. Don Fulé o-hó sapy'a-py'a Paraguá-pe.
 Don Pulé py'yi-nte o-hó va Paraguá-pe.
2. I-ména o-ka'ú sapy'a-py'a.
 I-ména py'yi-nte o-ka'ú va.
3. Ña Nilda memby'ogue-rú sapy'a-py'a y
 poso gui.
4. Juancito o-ú sapy'a-py'a ore pytyvõ vo.
5. Juan ha Silvio o-purahéi en dúo sapy'a-py'a.

6. Xe-abuelita sapy'a-py'a o-pu'ã las cuatro rupi.

7. O-ñepyũ voi hikuái sapy'a-py'a.

model

Ai-kó ramo guaré Concepción-pe
Juancito o-ú miva xe'andú vo.

When I lived in Concepción,
Juancito used to come to visit
me regularly. (Solía venir)

TO THE STUDENT:

O-hó va

He goes a lot (suele ir).

O-hó mi

He used to go a lot (solía ir).

O-hó miva }

Mi without an accent means 'used to' or better 'solía' in Spanish. Used in this sense mi usually occurs with va.

substitution

Ai-kó ramo guaré Concepción-pe.

Ai-kó ramo guaré Concepción-pe
ha'é o-ú miva xe'andú vo

A-studiá ramo guaré Unversidad-pe.

Xe-mitã ramo guaré.

Oi-kó ramo guaré mboruvixá ramo.

A-mba.apó ramo guaré oká-pe.

Xe-rasy ramo guaré.

MIVA

1. Mba'ê pa rej-apó miva domingo kue?
2. Moõ pa re-karú mia rei-kó rõ guaré Concepción-pe?
3. O-ú va pic Roberto nde-visita vo?
4. Moõ pa re-hugá miva la pelota?
5. Máva pa o-purahéi miva en dúc sapy'a-py'a?
6. Mba'ê pa he-'í miva ndé-ve nde-rú?
7. Máva pa o-ú va á-pé, ko clase-pe?
8. Mba'ê ora pa ña-ñepyrú miva la clase?
9. Mba'ê pa rej-apó mia rei-ko rõ guaré Norteamerica-pe?
10. Ndé pa re-hó va misa há-pe cada domingo?
11. Re-ñe'ê miva pa karai-ñe'ê nde-roga-pe?
12. Re-hó va pa centro-pe?
13. Moõ pa pe-hó va cine há-pe?
14. Mba'ê pa pe'ú va pende-roga-pe pej-ú mboyvé?
15. Pe-ñe-mbo'ê va pe-karú mboyvé?

Cycle 15

model

Don Porfirio o-paga'i-sé, há
 upéa re nd'a-mba.apo-sé'i hendivé.

Don Porfirio quiere pagar poco
 y por eso no quiero trabajar
 con él.

TO THE STUDENT: The Guarani 'VERB plus 'i' is best translated by the Spanish 'VERB plus poco'.

substitution

o-paga

Don Porfirio o-paga'i-sé, ha
upéa re nd̂a-mba.apo-sé'i hendivé.

xe-mbongarú

Don Porfirio xe-mbongaru'i-sé, ha
upea re nd̂a-mba.apo-sé'i hendivé.

xe-mbomba.apó

Don Porfirio xe-mbomba.apo'i-sé, ha
upéa re nd̂a-mba.apo-sé'i hendivé.

o-pytu'ú

Don Porfirio o-pytu'u'i-sé, ha
upéa re nd̂a-mba.apo-sé'i hendivé.

TO THE STUDENT:

jaguá.ra'ŷ
jagua'ípuppy
little dog

With nouns 'i usually refers to size while ra'ŷ is used only with living things and is used to indicate youth.

patterned response

O-joguá va.ekue hikuái peteĩ cavaju'í.

O-joguá va.ekue hikuái peteĩ
cavajù ra'ŷ.Re-hexá^pa pe kure'í oi-ké va hína
nde-korapý-pe.Re-hexá^pa pe kure ra'ŷ oi-ké
va hína nde-korapý-pe?

Aje^pa i-kyrà-ité pe vaca'í.

Aje^pa i-ñarõ pe jagua'í.

substitution

avati

O-kakuaá porã-ité^pa umí avati
ra'ŷ!

ryguasú

O-kakuaá porã-ité^pa umí ryguasù ra'ŷ!

naranja

O-kakuaá porã-ité^pa umí naranja
ra'ŷ!

yvyra mata

O-kakuaa porã-ité^pa umí yvyra.
mata ra'ŷ!

kure

O-kakuaá porã-ité^pa umí kure ra'ŷ!

translation

- | | |
|---|--|
| 1. Are you taking good care of your little baby chickens? | Re-ñangireko-porã^pa la nde-ryguasú ra'y kuéra re? |
| 2. His little tomato plants are growing well. | O-kakuua-porã la tomate ra'y. |
| 3. Whose little house is that? | Mãva mba'ê^pa pe óga'í? |
| 4. What a pretty little horse that is. | I-porã-itê^pa pe cavaju'í! |
| 5. Isn't that a pretty little puppy? | Aje^pa i-porã pe jaguà ra'y? |
| 6. Where did you get those baby pigs? | Moô^pa re-conseguí ra.e umí kurè ra'y. |

model

Mixi-eté ko pe vaca ra'y.	That calf is certainly small.
---------------------------	-------------------------------

TO THE STUDENT: mixi is a quality verb meaning 'to be little'.

substitution

- | | |
|-----------|----------------------------|
| vaca ra'y | Mixi-eté ko pe vaca ra'y. |
| jaguá | Mixi-eté ko pe jaguá ra'y. |
| óga | Mixi-eté ko pe óga ra'y. |
| livro | Mixi-eté ko pe livro ra'y. |

point and ask

- Mãva^pa la mixi vé va, kóva^pa tãra^pa péva?
- Mãva^pa la tuixa vé va, kóva^pa tãra^pa péva?
- Mãva^pa la ij-yvate-vé va, kóva^pa tãra^pa péva?
- Mãva^pa la mbyky-vé va, kóva^pa tãra^pa péva?
- Mãva^pa la ipuku-vé va, kóva^pa tãra^pa péva?

substitution

traje
 canisá
 sái
 aó
 sombrero

Aje^ˆpa mixí xe-rehé ko traje?
 Aje^ˆpa mixí xe-rehé ko canisá?
 Aje^ˆpa mixí xe-rehé ko sái?
 Aje^ˆpa mixí xe-rehé ko aó?
 Aje^ˆpa mixí xe-rehé ko sombrero?

Cycle 16

model

Oi-mê raê va.
 Oi-mê raê va mba'é.
 Oi-mê há-pe.
 Oi-mê há hora.

Anyone.
 Anything.
 Anywhere.
 Any time.

TO THE STUDENT: Notice that oi-me há is used in reference to place and time while oi-mê raê va is used in reference to all else.

patterned response

1. Mba'é^ˆpa rei-potá a-rú ndé-ve?
2. Moó^ˆpa rei-potá a-guapy?
3. Máva-pe^ˆpa rei-potá a-henõi?
4. Mba'é hora^ˆpa rei-potá a-há nde-rõga-pe?
5. Mba'é^ˆpa rei-potá a-joguá ndé-ve?
6. Mba'é hora^ˆpa rei-potá ro-hó nde-piári?
7. Moó^ˆpa rei-potá a-moí ko mba'ê?
8. Máva-pa^ˆpa rei-potá a-me'ê ko chipá?

Oi-mê raê va mba'é-nte.
 Oi-mê há-pe-nte.
 Oi-mê raê va-pe-nte.
 Oi-mê há hora-nte.
 Oi-mê raê va mba'ê-nte.
 Oi-mê há hora-nte.
 Oi-mê há-pe-nte.
 Oi-mê raê va-pe-nte.

transformation

- | | | |
|----|---|--|
| 1. | Er-é xu-pé t-o-ú. | Er-é oi-mē raē va-pe t-o-ú. |
| 2. | Ha'é he-'í kuri o-joguá ne haḡuá xé-ve peteĩ mba'é. | Ha'é he-'í kuri o-joguá ne haḡuá xé-ve oi-mē raē va mba'é. |
| 3. | Rei-potá ^{pa} a-guapý á-pe? | Rei-potá ^{pa} a-guapý oi-mē há-pe? |
| 4. | Añ-atendé ta nde-rehé ko ka'arú las cuatro. | Añ-atendé ta nde-rehé ko ka'arú oi-mē há hora. |

Cycle 17

model

Ja-há mandi la banco-pe o-ñe-mbotý mboyvé ñande-heguí.

Let's go to the bank right now before it closes (on us).

TO THE STUDENT: The particle mandi occurs frequently with imperatives. It implies 'immediate or expedient action'.

patterned response

- | | | |
|----|---|--|
| 1. | Nd ^{ai} -kuaá ⁱ la banco ^{pa} o-ñe-mbotý las cuatro tēra ^{pa} las tres? | Ja-há mandi o-ñe-mbotý mboyvé ñande-heguí. |
| 2. | Nd ^{ai} -kuaá ⁱ la tren ^{pa} o-ú ta las cuatro tēra ^{pa} las tres? | Ja-há mandi o-ú mboyvé. |
| 3. | Nd ^{ai} -kuaá ⁱ o-ñe-pyrú ta ^{pa} la cuatro tēra ^{pa} las tres? | Ja-há mandi o-ñe-pyrú mboyvé. |
| 4. | Nd ^{ai} -kuaá ⁱ la camion ^{pa} o-hasá las cuatro tēra ^{pa} las tres? | Ja-há mandi o-hasá mboyvé. |
| 5. | Nd ^{ai} -kuaá ⁱ la clase ^{pa} o-pá ta las cuatro tēra ^{pa} las tres? | Ja-há mandi o-pá mboyvé. |

Cycle 18

rei

A-me'ë rei ta-nte ndé-ve ko
livro.

I will give this book to you
free.

THE STUDENT: Notice that rei is often translated 'free' meaning
'without charge'.

reversion

A-me'ë ta ndé-ve ko livro.
Ai-poruká ta ndé-ve la xe-tractór.

A-me'ë rei ta-nte ndé-ve ko livro.
Ai-poruká rei ta ndé-ve la
xe-tractór.

Aj-apó ta xu-pé ij-aó rá.
Ro-mbo'é ta la guarahĩ.
Ro-mbongarú ta ko mës kóva.
Ñai-pytyvõ ta xu-pé.

rei

Ro-guapy kuri ro-ñemongetá ro-ina
ha o-gué rei sapy'á la lus.

We were sitting there talking
and the lights just went out.
(For no apparent reason)

THE STUDENT: In some contexts rei means 'without apparent reason
'cause'.

substitution

o-gué rei-nte sapy'á la lus.

Ro-guapy kuri ro-ñemongetá ro-
ina ha o-gué rei sapy'á la lus.

o-dispara rei-nte sapy'á la
xe-ñendá

Ro-guapy kuri ro-ñemongetá ro-
ina ha o-dispara rei-nte sapy'á
la xe-ñendá.

o-ñe-mobty rei-nte sapy'á la okë.

Ro-guapy kuri ro-ñemongetá ro-
ina ha o-ñe-mobty rei-nte sapy'á
la okë.

I-poxý José

Ro-guapý kuri ro-ñemongetá ro-ina ha i-poxý rei sapy'á José.

Xe'nupã

Ro-guapý kuri ro-ñemongetá ro-ina ha xe'nupã rei sapy'á.

O-sapukái

Ro-guapý kuri ro-ñemongetá ro-ina ha o-sapukái rei sapy'á

model

<p>O-hô rei ministro hendá-pe porque nd'o-ñatendé'i hesé.</p>	<p>He went uselessly to see the minister because they didn't attend him.</p>
---	--

TO THE STUDENT: In some contexts rei means 'uselessly; futilely; without accomplishing one's purpose'.

conversion

1. A-há hendá-pe pero nd'o-ú'i ko pyhare-vé. A-há rei hendá-pe porque nd'o-ú'i ko pyhare-vé.
2. Re-porandú ta xu-pé pero ha'é nd'oi-kuaá mo'á'i.
3. Pej-ú pero ne'ira o-i-mbá.
4. Re-é pero ava-vé nd'o-ntendé'i.
5. A-pagá hesé pero nd'o-valé'i mará-vé.
6. Na-heró'i xu-pé pero ha'é nd'oi-kuaa-sé'i mba'e-vé ñande-heguí.
7. Er-é ningo xu-pé pero nd'o-impórta'i xu-pé.
8. O-mboingé i-ta'ira escuela-pe pero nd'o-studia-sé'i-á'u voi.
9. Pe-mbo'é Carlos-pe pero ha'é ningo nd'o-ñatendé'i pende-rehé.
10. Re-rú la nde-livro pero nda'já'i porú mo'á'i.

Cycle 19

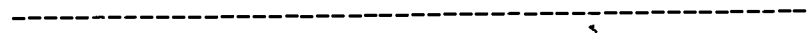
model

Upe ixa rô mante jai-ko-pá ta ko ka'arú.	That is the only way we will finish this afternoon. (Así únicamente terminaremos esta tarde.)
--	--

TO THE STUDENT: We have no single word in English whose meaning and functions are similar to that of mante. The Spanish 'únicamente' often serves as a good translation.

substitution

Upé, ixa rô	Upé ixa rô mante jai-ko-pá ta ko ka'arú.
Ña-mba.apo pya'é rô	Ña-mba.apó pya'é rô mante jai-ko-pe ta ko ka'arú.
Ja-há rô ko'ãga-ité	Ja-há rô ko'ãga-ité mante jai-ko-pá ta ko ka'arú.
Ña-sē voi rô	Ña-sē voi rô mante jai-ko-pá ta ko ka'arú.
Ña-guahē voi rô	Ña-guahē voi rô mante jai-ko-pá ta ko ka'arú.
Ña-ñepyrü pya'é rô	Ña-ñepyrü pya'é rô mante jai-ko-pá ta ko ka'arú
Don Luís ñandé^pytyvö rô	Don Luís ñandé^pytyvö rô mante jai-ko-pá ta ko ka'arú.
Don Gonzales oi-puruká rô ñandé-ve la i-tractór	Don Gonzales oi-puruká rô mante jai-ko-pá ta ko ka'arú.



Cycle 20

model

Hi'ajù potá ma ko'ã sandía kuéra.	Those watermelons are about ripe.
--------------------------------------	--------------------------------------

TO THE STUDENT: o-hò mo'ã o-hò potá	He is about to go. He almost went (but didn't).
--	--

The verb potá used as the second element in a compound signifies the imminent occurrence of the verb.

appropriate response

(teacher holds up pictures of:)

watermelon orange banana cantelope fruit grapefruit	Hi'ajù potá ma ko'ã sandía. Hi'ajù potá ma ko'ã naranja. Hi'ajù potá ma ko'ã paková. Hi'ajù potá ma ko'ã merõ. Hi'ajù potá ma ko'ã yvá. Hi'ajù potá ma ko'ã gréifo.
--	--

transformation

1. O-ký mo'ã angè pyharé. 2. A-hà mo'ã ro-visitá nde-rõga-pe angè pyharé. 3. A-hà mo'ã Paraguay-pe.	O-ký potá ma hína. A-hà potá ma a-ina ro-visitá nde-rõga-pe. A-hà potá ma a-ina Paraguay-pe.
---	--

sentence build-up

1. Oi-më-ko a-me'ë-mbá. 2. Oi-më-ko a-me'ë-mbà potá. 3. Oi-më-ko a-me'ë-mbá potá-ité xe-rymba kuéra.	It's that I give away all. It's that I'm about ready to give away all. It's that I'm just about ready to give away all my animals.
--	--

TO THE STUDENT: oi-më-ko may be translated 'It's that ___' or 'It happens that ___'. (Spanish 'es que ___')

sentence build-up

- 1. Re-nohë You take it out (lo sacas).
- 2. Re-nohë mbotá. You're about to take it out.
- 3. Re-nohë mbotá mba'é? Is it that you're about to take it out? (Acaso estás para sacarlo)
- 4. Re-nohë mbotá mba'é^iko rei-kó vo? Is it that you're going around about to take it out?
- 5. Re-nohë mbotá mba'é^iko rei-kó vo plata? Is it that you're going around about to take out some money?
- 6. Re-nohë mbotá mba'é^iko rei-kó vo plata yvyguý? Is it that you're going around about to take some treasure from the ground?

TO THE STUDENT: mba'é is used much as the Spanish acaso which can be rendered 'Is it the case that _____?' or 'by any chance?'. Other examples of its use:

- 1. E'a, ndé^piko nda^ha'é^i á rupi guá mba'é? Say, you're not by any chance from around here?
- 2. Re-heja mba'é^piko nde-rembi'ú tatá-pe? Did you by any chance leave your food on the fire?
- 3. Re-joguá ta mba'é^piko nde-coche rá? Are you going to buy a car, by any chance?
- 4. Rei-potá^piko ai-poruká nde-ve plata mba'é? By any chance do you want me to lend you money?

NOTE: Observe that mba'é in this sense can occur medially or finally in the sentence.

model

- A. Re-nohë mba'é^iko rei-kó vo plata yvyguý?
- B. Nahäniri, oi-më-ko a-me'ë-mbá potà-ité xe-rymbà:kuéra.

dialog

- A. A-pytu'u potá ai-kó vo la xe-trabajo gui. I'm going to quit my work (I'm fed up with it).
- B. Re-nohē mbotá mba'é iko rei-kó vo plata yvyguý? Did you find a gold mine or what?
- A. Nahāniri, oi-mē ko a-me'ē-mbá potá-ité xe-rymbà kuéra. No, I'm about to sell all of my animals.
- B. Oi-mē ne re-me'ē hepy porā ta hīna? Will you be selling (everything) at a good price?
- A. Upé va gui-nte ningo a-me'ē-mbá ta o-ño-ndivé pá. That's why I'm selling everything altogether (all at once).
- B. Avy'ā-ité x-amigo nde-ndivé. I'm happy for you.

Cycle 21

model

Ha'é o-ù va.erā mo'ā kuri xe-ndivé pero iñ-akā-nundú i-ko'ē vo. He would have come with me but he had a fever when he woke up.

TO THE STUDENT: o-ù va.erā He should come
 o-ù mo'ā He almost came
 o-ù va.erā mo'ā He should have come
 He would have come

Notice that va.era mo'ā means 'should have' or 'would have'.

substitution

iñ-akā-nundú O-ù va.erā mo'ā kuri xe-ndivé pero iñ-akā-nundú i-ko'ē vo.
 o-ú ij-avuelo O-ù va.erā mo'ā kuri xe-ndivé pero o-ú ij-avuelo.
 o-soró i-casō O-ù va.erā mo'ā kuri xe-ndive pero o-soró i-casō.
 o-henōiuká xu-pé i-sý O-ù va.erā mo'ā kuri xe-ndivé pero o-henōiuká xu-pé i-sý.

Cycle 22

paradigm

(negative of vowel-stem verb)

-'é 'say; tell'

nd ^h a-'é ^h i	ndo ^h ro-'é ^h i
	nda ^h ja-'é ^h i
nde ^h er-é ^h i	nda ^h pej-é ^h i
nd ^h e-'í ^h ri	

TO THE STUDENT: Note that the 1st person singular and 3rd person forms simply drop the h.

conversion

(change to negative and vice versa)

ha-'é
 ha-'é ta
 ha-'é varā
 ha-'é ne

nd^ha-'é^hi
 nd^ha-'é mo'^ha^hi
 nd^ha-'é varā^hi
 nd^ha-'é xé^he

he-'í
 he-'í ta
 he-'í varā
 he-'í ne

nd^he-'í^hri
 nd^he-'í mo'^ha^hi
 nd^he-'í varā^hi
 nd^he-'í xé^he

er-é
 er-é ta
 er-é varā
 er-é ne

nde^her-é^hi
 nde^her-é mo'^ha^hi
 nde^her-é varā^hi
 nde^her-é xé^he

dialog

A. Mba'é^hpa he-'í ta Carlos?
 B. Ha'é nd^he-i mo'ã^hi mba'evé.

appropriate response

1. Mba'é^hpa er-é ta ndé?
2. Mba'é^hpa ha-'é ta xé?
3. Mba'é^hpa he-'í ta ha'é?
ETC.

1. Mba'é^hpa ha-'è va.erã?
2. Mba'é^hpa er-è va.erã?
3. Mba'é^hpa he-'ì va.erã?

Cycle 23

paradigm

(negative of vowel-stem verb)

-'ú 'eat' (v. tr.)

nd ^h a-'ú ^h i	ndo ^h ro-'ú ^h i
nde ^h re-'ú ^h i	nda ^h ja-'ú ^h i
nd ^h o-'ú ^h i	

TO THE STUDENT: The 1st person singular and 3rd person forms drop the h. The others are regular.

model

Ha'é ndê-'í ri mba'evé.

He doesn't say anything.

patterned response

Ha'é ndê-'í ri mba'evé. Ha ndé?
 Xé ndê-'é ri mba'evé aveí. Ha xé?
 Ndé ndê'er-é ri mba'evé aveí.
 (Ha peê? Ha oré? ETC.)

dialog

A. Mba'é pa he-'í Carlos?

B. Ha'é ndê-'í ri mba'evé.

appropriate response

1. Mba'é pa he-'í Agustin?
 2. Mba'é pa ndé er-é?
 3. Mba'é pa xé ha-'é?
- ETC.

model

Ha'é ndê-'í mo'ã ri mba'evé.

He won't say anything.

patterned response

Ha'é ndê-'í mo'ã ri mba'evé. Ha ndé?
 Xé ndê-'é mo'ã ri mba'evé aveí. Ha xé?
 Ndé ndê'er-é mo'ã ri mba'evé aveí.
 (Ha peê? Ha oré? ETC.)

model

Re-studiá rire, rei-kuaà va.erã
mo'ã la.lección.

If you had studied, you would
have known the material.

TO THE STUDENT: To suggest something contrary to what happened in the past, English uses 'had' or 'would have' plus the past participle. In the corresponding construction in Guarani, rire is used following the verb.

transformation

Rei-kuaà va.erã mo'ã la lección
pero nde^{re}-studiáⁱ.

Re-studiá rire, rei-kuaà va.erã
mo'ã la lección.

O-ù va.erã mo'ã kuri xe-ndivé
pero iñ-akã-nundú i-ko'ë vo.

Nda^{iñ}-akã-nundúⁱ rire i-ko'ë
vo o-ù va.erã mo'ã kuri.

O-ù va.erã mo'ã xe-ndivé pero o-ù
ij-avuelo.

Nd^o-úⁱ rire, ij-avuelo^o-ù
va.erã mo'ã xe-ndivé.

O-gustà va.erã mo'ã xu-pe la reunión
pero nd^o-hóⁱ.

I-plata hetà va.erã mo'ã pero
nd^o-mba.apóⁱ.

Nd^o-manóⁱ va.erã mo'ã pero
nd^o-henóⁱri hikuái la medico-pe.

Nda^{hasy}ⁱ va.erã mo'ã pero ho-'ú
kambý sandía ári.

O-kakuaá pòra-vé va.erã mo'ã la
tapití pero nde^{re}-ñangarekoⁱ hese
kuéra.

Ro-hexa va.erã mo'ã pero nd^a-háⁱ.

A-hà va.erã mo'ã pero nda^{xe}-renóⁱri.

Cycle 25

model

Ha'é nd^o-'ù mo'ã'i mba'evé.

He won't eat anything.

patterned response

Ha'é nd^o-'ù mo'ã'i mba'evé.
 Xé nd^a-'ù mo'ã'i mba'evé aveí.
 Ndé nde^{re}-'ù mo'ã'i mba'evé aveí.
 ETC.

Ha ndé ?
 He xé ?

appropriate response

1. Mba'é^{pa} ho-'ú ta ha'é?
2. Ho-'ú ta^{pa} David ko chipa ?
3. Mba'é^{pa} re-'ú ta ndé ?
4. Re-'ú ta ko pan ?
5. Mba'é^{pa} la nd^a-'ú varã'i.
 ETC.

listening for comprehension

Jose: Hãke, ho'á peteí mberú nde-^{rembi}-'ú-pe.
 Look out, a fly fell in your food.

David: Kó ^{tembi}-'ú-pe o-í peteí mberú. Nd^a-'ù mo'ã'i.
 There's a fly in this food. I won't eat it.

appropriate response

1. Mãva ^{rembi}-'ú-pe^{pa} ho-'á peteí mberú ?
2. Mba'é^{pa} he-'í Jose David-pe ?
3. Ho-'u-sé^{pa} David ^{tembi}-'ú ?
4. Mba'é^{pa} ha'é he-'í ?

patterns for study

La café hakú	The coffee is hot
La café akú	The hot coffee
Y takú	The hot water
Iñ aka rakú	He is enthusiastic

TO THE STUDENT:

Notice that the verb haku has four variants. The 'h' variant is used with the third person verb conjugation; the 'a' variant is used in most situations where the verb translates as an adjective; the 't' variant occurs with a very limited number of nouns; the 'r' variant occurs in a few compounds.

- | | |
|---|---|
| 1. E-mbojý tatá hakuete'y va-pe. | Cook in an oven that is not very hot |
| 2. E-moĩ paková rogué ári ha e-moĩ tata-kué akú-pe. | Put it on banana leaves and put it in a hot oven. |
| 3. Tekotevê re-ñohê y takú yvý re. | You need to pour hot water on the ground. |
| 4. Anĩ ke pokó la tembĩ-'ú akú re. | Don't touch the hot food. |
| 5. Xê gusta café akú. | I like hot coffee. |
| 6. Ña María ogue-rekó kambý akú ñoga-pe. | Mary has fresh (recently milked) milk at home. |

model

A-ñohê ramo kambý ro'ysá porã va pe eladera gui.	I just took some nice cold milk from the ice box.
--	---

patterns for study

Ara hakú hĩna, ajé pa ?	The weather is really hot, isn't it ?
Ro'ysá porã hĩna.	It is cool.
Haku-eté la kuarahý hĩna.	The sun is really hot.
Nde-mbyry'ái pa ?	Are you hot ?
Xê-ro'y.	I'm cold.
La ára ro'ysá nda xê gusta i mba'evé.	I don't like cold weather at all.

model

Nd^a-reko^i la plata a-joguà
haguã ixa tapití.

I don't have the money to
buy rabbits.

TO THE STUDENT: Notice that haguã alone implies that the person just
doesn't have money, while haguãixa implies that the
person has money, but not enough to buy the rabbit.

examples:

A-jogua haguã

to buy

A-jogua haguãixa

enough to buy

1. Nd^a-reko^i la plata a-joguà haguã ixa tapití.
2. Nd^a-reko^i la tiempo a-mba.apó haguã ixa tapití re.

dialog -

A. Re-jogua-sé^pa^umí tapití ?

B. Nd^a-reko^i la plata a-joguà haguã ixa tapití.

appropriate response

1. Re-joguà-sé^pa peteí coche-?
2. Mba'é ixa^pa nde^re-joguà mo^a^i peteí cavajú ?

model

Ore-mboriahú ha ro-mba.apò
varã.

We are poor and we have to
work.

model

A-stimá ndé-ve xe~pytyvõ
haguére.

I thank you for having helped me.
I thank you for helping me.

TO THE STUDENT: Notice that haguére is composed of two parts, the conjunction hagué and the postposition rehe. It is translated in English both as 'for VERB-ing' and as 'for having VERB-ed'.

patterned response

- T. Xé rei~pytyvõ.
S. A-stimá ndé-ve xe~pytyvõ haguére.
T. Ai-poruká ndé-ve xe-tractór.
S. A-stimá ndé-ve rei-poruká haguére xé-ve la nde-tractór.
T. A-hexuká ndé-ve mba'é ixa o-je-japó sopa Paraguáya.

model

A-wy'a-itereí ai-mé haguére ko'á-pe. I'm very glad to be here.

patterned response drill

- T. Ndé rei-mé ko'á-pe.
S. A-wy'a-itereí ai-mé haguére ko'á-pe.
T. Ndé rei-kuaá ixa-pe.
S. A-wy'a-itereí ai-kuaá haguére xu-pe.
T. Ikatú re-mba.apó xe-ndivé.
S. A-wy'a-itereí ikatú haguére a-mba.apó ne-ndivé.
T. Ikatú re-aprendé guaraní.
T. Ikatú re-hó campaña-pe.

Patterned response

- 1. Fende-mboriahú piko ?
- 3. Hêe, ore-mboriahú ha ro-mba.apó varã.
- 1. Fende-ãemoyahú piko ?
- 3. Hêe, ore-ãemoyahú ha roi-kotevê ro-karú ra.e.
- 1. Fende-kane'ô piko ?
- 3. Hêe, ore-kane'ô ha roi-kotevê ro-pytu'ú ra.e.

model

Ha mba'é re'pa nde'er-e'i ra.e xu-pe la regue-rekó hagué peteĩ reunión club 4-C pe ?	Didn't you tell him that you had a 4-C Club meeting ?
--	---

dialog

Ha mba'é re'pa nde'er-e'i ra.e xu-pé regue-rekó hagué peteĩ reunión club 4-C pe ?

Hêe, pero ore-mboriahú ha roi-kotevê ro-mba.apó ra.e.

model

Ai-kuaá nde're-hó'i hagué la reunión há-pe.	I know that you didn't go to the meeting.
---	---

Patterned response

- 1. Hé nd'a-há'i la reunión ná-pe.
- 3. Ai-kuaá nde're-hó'i hagué la reunion há-pe.
- 1. Nd'aj-u'i Coronel Oviedo gui.
- 1. Nd'a-ãangareko porã'i la tapití re.
- 1. Nd'a-mbopotí'ri la xe-koty.

model

I-sý i-poxý he-ndivé nd^o-joguáⁱ His mother is mad at him for
haguére la sapatú. not having bought the shoes.

patterned response

- T. Ha'é nd^o-joguáⁱ la sapatú.
S. I-sý i-poxý h -ndivé nd^o-joguáⁱ haguére la sapatú.
T. Mba'é gui^{pa} i-poxý he-ndivé i-sý ?
S. I-sý i-poxý he-ndivé nd^o-joguáⁱ haguére la sapatú.
- T. Ha'é nd^o-mbongarúⁱ la ryguasú kuéra.
T. Ha'é nd^o-typeí^{ri} la i-koty.
T. Ha'é nd^o-hangarekó poráⁱ la tapití re.

model

Ro-mbyasy-eté nde^{re}-hóⁱ haguére We missed you in the meeting
la reunión há-pe upé sávado. last Saturday.

patterned response

- T. Nd^a-háⁱ la reunión há-pe upé sávado.
S. Ro-mbyasy-eté nde^{re}-hóⁱ haguére la reunión há-pe.
T. Xe-hente mano kuri, nda^{pei}-kuaáⁱ pa ?
S. Ro-mbyasy-eté o-manó haguére nde-hente.
T. A-ha ta pende-hegui.
T. O-jehu xé-ve peteí mba'é nde-vaí va.

Cycle 27

model

Oi-ko rō cine, o-ú ne xe-rú
aveí.

If there is a movie, my father
will come, too.

patterned response

2. Ikatú oi-kó cine.
3. Oi-kó rō cine, o-ú ne xe-ermano aveí.
4. Ikatú oi-kó partido.
5. Ikatú oi-kó je-karú.
6. Ikatú oi-kó jeroky.

model

Oi-kó rō cine, o-ú ne pa nde-rú
aveí ?

If there is a movie will your
father come, too ?

model

O-pytá pora-ve ne xe-ve ña-
cambiá rō la reunión óra.

It would be better for me, if
we changed the meeting time.

substitution

1. O-pytá pora-ve ne xe-ve ña-cambiá rō la reunión óra.
2. _____ rendá.
3. _____ ára.

model

O-pytá pora-ve ne^{pa} ndé-ve
ña-cambiá rō la reunión óra ?

Would it be better for you, if
we change the meeting time?

model

A-há ta pyharekué rō la
reunión.

I will go if the meeting is at
night.

substitution

1. A-há ta pyharekué rō la reunión.
2. _____ sávadokué _____.
3. _____ pyharevekué _____.
4. _____ ka'arukué _____.

model

Re-hó ne^{pa} pyharekué rō
la reunión ?

Would you go if the meeting
were at night ?

memorize

PCV Buen día, Juan. Rō mbyasy-eté
nde^{re-hó}i haguére la reunión há-
pe upe^{sá}vado.

SOCIO A-pytá kuri ai-py^{tyvō} haguã
xe-rú-pe kokué-pe.

PCV Ha mba'é re^{pa} nde^{er-é}i xu-pe
la regue-reko hagué peteí reunión
club 4-C-pe?

SOCIO Ha-'é, pero ore-mboriahú ha
ro-mba'apò varã.

PCV O-pytá pora-ve ne^{pa} ndé-ve
ña-cambiá rō la reunión hora?

SOCIO La ikatu rō o-ñe-cambiá,
a-gradecé ta peé-me.

PCV Re-hó ne^{pa} pyharekué rō la
reunión? Ha oi-kó rō cine, o-ú^{ne}
ne^{pa}-nde-rú aveí?

SOCIO Nda^{tarde-tereí}ri ramo.

Hello, John. We missed you in
the meeting last Saturday.

I stayed to help my father on
the farm.

Why didn't you tell him you
had a 4C Club meeting?

I did, but we're poor and we
have to work.

Would it be better for you if
we changed the meeting time?

If it can be changed, I would
appreciate it.

Would you go if the meeting was
at night? And if there were a
movie, would your father come too?
If it weren't too late.

Cycle 28

model

A. Rei-kuaá ma^ˆpa máva^ˆpa
la monda há ?

Have you found out who the thief
was ?

B. Hēe. José nipo ra.è,
ha xé ai-mo'á kuri
Carlos há.

Yes, it turned out (to my surprise)
to be José, and I thought it was
Carlos.

TO THE STUDENT:

- You have learned the use of ra.è in interrogative sentences in the past tense. Observe that ra.è is used also in declarative sentences. NOTE its meaning in contrast to kurì.

Carlos o-ú kurì

Carlos came
(I vouch for the fact)

Carlos o-ú ra.è

Carlos came
(or so it was reported to me)
[in Spanish: había sido]

ra.è indicates that the report is given second hand, i.e. the fact is not attested by the speaker's witness.

- Observe also that ra.è is frequently linked with the particles ningo (or niko) and nimbo (or nipo).

Ndé nipo ra.è!

So it was you !

Ha'é nipo la í va ra.è.

To my surprise it was him that
came (or so I was told)

Moõ nipo o-hó ne ra.è ?

Where would he go ? (I can't
imagine).

The particle nipo (or nimbo) often indicates an attitude of surprise in learning the facts.

dialog

A. Rei-kuaá ma[^]pa Carlos
o-ú hagué ?

Did you find out that Carlos
came ?

B. Ko'āga aé ai-kuaá, ha
oj-apó ma nipo ra.è
un mes o-ú hagué.

I just found out, and I hear
(to my surprise) that he came
a month ago.

dialog

A. Pedro he- í i-ve kushé
o-manò hagué petei i-tiò.

Pedro told me yesterday that an
uncle of his died.

B. Māva nipo ne hīna ?

Who might it be ?

translation

Quién se.é el que ha venido ?
Habia sido que fueron Uds. y nosotros
no lo supimos.
Me pregunto, donde habia ido.
Habia sido que fue Julia.
Habia sido que Uds. fueron los que
vinieron.
Seria, este el lugar por ventura ?
Habia sido que fue Pedro y sus
amigos.
Habia sido que ya se fué.
Habia sido que lo sabia.

Māva[^]pa nipo la o-u va.
Peē nipo ra.è ha oré ndo[^]roi-
kuaá[^]i.
Moō mbo la o-hó ra.è.
Julia nimbo ra.è.
Peē nipo la pej-ù va.ekué ra.è.
Á-pe nimbo ne hīna ?
Pedro umia nipo ra.è.
O-hó ma nipo ra.è.
Oi-kuaá nipo ra.è.



Cycle 29

model

Ha'é o-ú rō jepe tarde, roi-pe'á ta la oficina óra-pe.

Even if he comes late, we will open the office on time.

substitution

pe'á
mboty
mbopotī

Ha'é o-ú rō jepé tarde, roi-pe'á ta la oficina óra-pe.
Ha'é c-ú rō jepé tarde, ro-mbotý ta la oficina óra-pe.
Ha'é o-ú rō jepé tarde, ro-mbopotī ta la oficina óra-pe.

model

O-ú rō jepé tarde, pei-pe'á ta pa la oficina tiempo-pe ?

Even if he comes late, will you open the office on time ?

REVIEW STAGE

guivé, pevé

- A. Araka'é guivé^{pa} re-í hína á-pe.
B. Julio guivé.

Since when have you been here?
Since July.

- A. Mamo guivé mamo pevé^{pa} a-mbovywá
va.erá
B. Ko'á guivé ko'á i-ku'á pevé.

From where to where should I
study it?
From here to the east.

- A. Araka'é pevé^{pa} re-hò ve.erá la
doctor-pe.
B. O-kuerà-ité pevé la ve-i. xia.

How long are you supposed to go
to the doctor?
Until my wound is all healed.

O-nacé guivé o-mano pevé i-mbo:iakú.

From birth to death he is poor

A-ñe-pyrú guivé a-studia ko'ága-ité
pevé nd'o-faltaⁱ va xé-ve la plata.

Since I began to study up to
right now I have not lacked money.

pá

- A-káru pá ma.
A-cèna mbá ma.
Ai-kuàa pá ma la lección.
O-mano mbá guerra há-pe.
Carlos ho-'u pá la xe-rembi-'ú.
A-mbono'õ mbá ma la i-mandyjú.
A-lée pá vakué pe livro.
Né'ira^{pa} re-í mbá ?
I-vaì pá ma ra.è la hõga.

I finished eating dinner.
I finished eating supper.
I know the lesson completely.
They all died in the war.
Carlos ate all my food.
I've gathered all his cotton.
I read that book through.
It isn't ready yet?

- A-hexá peteì mbõi nde-kakuaa pá va.
I-potì mbá ma la nde-platillo.

It turned out that his house is
really ugly.
I saw a fully grown (huge) snake.
Your plate is thoroughly clean
already.

- Pe-ntende pá^{pa} ?
Opá vové la clase a-há ta-centro-pe.

Do you-all understand everything?
When the class is finished, I will
go downtown.

- He-'ú pá la tembi-'ú !
Aja papá vové nde-trahe rá ikatú
re-tanteá.
Xé a-heká kuri nde-ru pe opá rupi.
Kõa ko mansána yá hi-ajù-pá ma.
Kõa ko kotý i-ky'a pá-ité.

Eat all the food !
When I finish your suit, you can
try it on.
I looked everywhere for it.
This apple is already completely ripe.
This room is all dirty.

would

Re-guata pya'e'y ramo, ne re-guanēi
 xéne ha'e-té-pe.
 O-ky rire, o-ú va.erā mo'ā ro'y.
 Ai-kuaá rire, na'é va.erā mo'ā
 ndé-ve.
 O-xyve riramo, hapy porā-ve ra.ē
 manai'ō
 Re-jogua-sé ramo kesú, re-juhú ne amo
 bolixo-pe.
 Hapy. Re-mboguejy mī ramo xé-ve a-joguata.
 A-rekó ramo, a-me'ē va.erā ndé-ve.

If you don't go faster, you won't
 arrive on time.
 If it had rained, the cold would have
 come.
 If I had known it, I would have
 told you.
 If it had rained more, the mandioc
 would have had better roots.
 If you want to buy cheese, you will
 find it in that grocery store.
 That's expensive. If you'll lower
 the price a little for me, I'll buy it.
 If I had it, I'd give it to you.

Further sentences for study

Pedro pa oi-kó á-pe ?
 Hēe, oi-kó á-pe.
 O-sē oi-kuaá yrehe mba'evé.
 Cada ko'ē xé po'juhu escuela-pe.
 Ndé rei-kuaá porā ma ixu-pe kuéra.
 Rei-kuaá pa ndé pe karaí-pe ?
 Nai mo'ā i ro-juhú ko'á rupi.
 Ro-nālaro ta ānga jueves.
 Upéva nda xé gustá i.
 Xé perioná na, x-amigo.
 Nde-sy nde renó i hina.
 Te-re-hó, te-re-hó, xé re-ja xé-ve
 handivé.
 Mamita, ro hayhú.
 A-nālaro a-ina xé-rembirekó-pe.
 Māva pa he'í ndé-ve upéa?
 Y ma ha'é va.ekué ndé-ve.
 Péva nai mo'ā oi-kuaá hetá va.
 Péa hū nai mo'ā tatapyí.

Is Pedro here ?
 Yes, he's here.
 He goes away without learning anything.
 Every day I meet you-all in school.
 You know them well now.
 Do you know that man ?
 I didn't think I'd find you here.
 We'll wait for you this Thursday.
 I don't like that.
 Pardon me, my friend.
 Your mother is calling you.
 Go away, go away, leave me with him.
 Mom, I love you.
 I am waiting for my wife.
 Quién te dijo eso ?
 I told you that some time ago.
 That one seems to know a lot.
 That one is black as charcoal.

seem

Nai mo'ā o-kañy hagué xe-kuairū.
 Joguá xé-ve o-kañy hagué xe-rymbà-jaguá.
 Naimo'ā vaixa xé-ve la nde-travaho o-í
 vaí va.
 O-ky ta vaixa xé-ve.
 Xé-ve yá hi-ā-nte jevy mā o-guanē
 hina.

It seems that my ring got lost.
 I think my dog got lost.
 I believe your work is wrong.
 I think it will rain.
 It just seems to me that he is
 already coming back again.



weather comments

- | | |
|---|---------------------------------|
| 1. O-ky ta [~] pa ? | Will it rain ? |
| 2. Ikatú ne. | It might. |
| 3. Este dia nd ^o -ky mo' ^ã i. | Today it won't rain. |
| Hi' ^ã xé-ve o-ky jevý ta. | It looks like it'll rain again. |
| 4. Ára ñakú hîna. | It's hot. |
| Ro'y okápe hîna. | It's cold outside. |
| 5. Xe-ro'y. | I'm cold. |
| Nda [~] xo-ro'y [~] iri. | I'm not cold. |
| 6. Xe-mbyry' ^{ái} | I'm hot. |
| Nda [~] xo-mbyry' ^{ái} ri. | I'm not hot. |
| 7. Ára porã. | Nice day |
| Ára sakã porã | Clear day |

buying and selling

A. Asking the price

- | | |
|--|------------------------------------|
| 1. A mboy [~] pa o-valé la docena ? | A cuánto la docena? |
| 2. Mboy [~] pa o-valé kóva ? | Cuánto vale esto? |
| 3. Mboy [~] pa { rei-potá } hese? | How much do you want/ask for it? |
| 4. Mboy [~] pa a-me' ^ẽ va. erã ndé-ve upéva re | ? What should I give you for that? |
| 5. A mboy re [~] pa re-vendé la mandi'ó ? | A cuánto vende la mandioca? |

B. Haggling (regateando)

- | | |
|--|---------------------------------|
| 1. Hopy-eté-pa ! | Que caro ! |
| 2. Re-jeruré hepy-vé xé-ve | A mí me pide mas caro. |
| 3. Péva nd ^o -valé [~] i mba'e-vé | Eso no vale nada. |
| 4. Xé ko nde-heguí tapia-ité a-joguá | But I always buy from you |
| 5. Mba'é re [~] pa nde [~] re-vendé [~] i xé-ve ? | Por qué no me lo vende? |
| 6. A-me' ^ẽ ta 100 guarani hese. | I'll give 100 guaranies for it. |

C. General Information

- | | |
|--|-------------------------------------|
| 1. A-joguá-sé xe-saco rá pero añi kena mbyky-eté ti | |
| 2. Mbovy kilo sevói [~] pa o-ĩ | How many kilos of onions are there? |
| 3. Roi-kotevê mokõi juky vosá | We need two bags of salt. |
| 4. Mba'é [~] pa o-ñe-vendé ko' ^á -pe ? | Qué se vende aquí? |
| 5. Re-vende-sé [~] pa xé-ve fosforos ? | Quiere venderme fósforos? |

memorize

Xé xe-réra José Ramirez.
Xé Cuerpo de Paz-pe guá voluntario.

Aj-á ko'á-pe ai-kò nague pende-ndivé
dos año rupi, ikatù haḡuá ixa po'servi.

Hi'á-nte xé-ve poi'pytyvó na a-né'e-
kuaa-sé ko pende-ndí'ú ikatù haḡuá ixa
na-ro-mongetá.

My name is Joe Ramirez.
I'm a Peace Corps Volunteer.

I came here to live with you for
about 2 years, as to serve you.

I desire to see you and I want
to learn the language of yours
so that we can converse.

memorize

Petei jey' jaguareté o-nexá peteí
anguja'í-pe, na kororú, pe jaguareté
o-porandú pe anguja'í-se,

'Mba'é re'pa ngá'nde-buixá'í na ngá'
nde-mbareté'í xé ixa?'

Ha la anguja'í ne-'í xu-pe kyhyje'y
re,

'Pero karaí jaguar-á, xé ningo
xe-rasy kuri!'

Once a jaguar saw a mouse, and
roaring, the jaguar asked the
mouse.

'Why aren't you as big and as
strong as I am?'

And the mouse said to him
without fear...

'But Mr. Jaguar, you see, I've
been sick!'

memorize

Por primera vez o-ú peteí gua'í
Paraguay-pe. O-ne-mbelesá voí opá
mba'é re pe calle re.

Petei pyharevé o-guatá o-nó vo ha
o-sé sapy'a xu-pe peteí jaguá naró.
Nd'oi-kuaá'í mba'é'pa oj-apó ta, ha
upé ma ramo o-jayv'y o-hupi haḡuá
peteí itá o-japi haḡuá la jaguá-pe.

Nd'ikatú'í o-nohé la empedrado, ha
na-'í, 'Ij-a reve pá'piko ko'á
Paraguay guá. O-poi-pá la jagua
naró gui ha o-ñapytí mbá la itá.
Qué várvaro!'

A Villarriqueño came for the
first time to Asunción. He
looked in wonderment at everything
along the street.

One morning as he was walking along
a mad dog suddenly came after him.
He didn't know what to do, and then
he stooped to pick up a stone to
throw at the dog.

Unable to get the cobble stone out,
he said, 'These Asuncenos are all
mixed up. They let mad dogs loose
and tie up all the rocks.
What nonsense!'

for discussion

1. Peteĩ mitã karia'ý ogue-rekó va 15 años^{pa} o-mba.apò va.erã i-túva ndi tãra^{pa} i-jupé guarã-nte.

Should a 15 year old boy work for his father or for himself.

O-ĩ rô pende-apyté-pe he-'í va o-mba.apò va.erã há la i-túva ndi, t-o-hupí la i-po ha t-e-'í mba'é re^{pa}.

If any of you says he should work for his father, let him raise his hand and tell why.

2. Graciéla peteĩ kuñataĩ o-ñeha'ã va.ekue o-studiã haçuã inglés, oi-kò pevè ixu guí profesóra. Ha hetã je-ikò asý rirè, o-ú o-ñe-me'ẽ ixu-pé peteĩ véka o-hò haçuã estãdos unidos-pe. Ha upé o-faltã rupí una semana o-hò haçuã, o-ú o-manó peteĩ iñ-hermano. Mba'é^{pa} er-é ndé? O-hò va.erã^{pa} tãra^{pa} nahãniri?

Graciéla is a girl who struggled to study English until she became a teacher. And after hard living she was given a grant to go to the U.S. A week before leaving her brother died. What would you say? Should she go or not?

3. Mokõi o-mendã ta va-pe la i-pariente kuéra oi-kuave'ẽ óga tãra plãta, oi-potã-vé va-nte. La kuñataĩ tembireko rã oi-potã la óga. Nda^{upé} ixa^ĩ la mēna rã, oi-mo'ã va tuixa-vé mba'ẽ há la plãta. Re-ĩ^{pa} ndé la kuñataĩ-ndi tãra^{pa} la i-mēna rã-ndi?

To two to-be-marrieds their parents offered a house or money, at their option. The novia wanted the house; but not the novio, who thought money would be better. Are you with the novia or the novio?

4. I-porã^{pa} mokõi o-mendã ramo va o-hò oi-kóvo i-suègro kuéra-ndi?

Is it alright for two newly-weds to go live with their in-laws?

5. I-katu^{pa} peteĩ mitã-karia'ý o-rekó va 16 años o-desidí i-jehe oj-apò va peteĩ familia?

Can a boy of 16 decide by himself what a family should do?

6. I-porã^{pa} o-ñe-mbo-é escuela há rupí la avã-ñe'ẽ, ha o-ñe-mbo-tuixa-vé la karañ-ñe'ẽ guí?

Is it good to teach Guarani in school and have it superior to Spanish?

7. Rei-mo'ã^{pa} ndé ikatú ne haçuã peteĩ mitã-karia'ý mboriahú, okara-yguá membyré, o-guahẽ oi-kó ixu-guí Presidente de la República?

Do you think it would be possible for a poor boy from far outside to become the president of the Republic?



transformation

(change to the past)

- 1. Ña-cambiá rō la reunión hora o-pytá pōra-vé ne xé-ve. Ña-cambiá rire la reunión ora o-pytá pōra-vé va.era mo'ã xé-ve.
- 2. Ña-cambiá rō la reunión rendá o-pytá pōra-vé ne xé-ve.
- 3. Oi-kō ta rō cine o-ú ne xe-rú aveí.
- 4. O-joguá rō pe coche oi-peruká ne xé-ve.
- 5. O-hō rō Paraguái-pe o-scriví ne xé-ve.
- 6. O-hasá rō xe-valle rupi o-guahē ne xe^visitá.
- 7. Ha-'u rō ko pohã ñanã xe^mbonguerá ne.
- 8. Re-ñotý rō trigo re-gana-vé ne.
- 9. Re-mondoró rō umi ñanã o-kakuaá pōra-vé ne la nde-tomate kuéra.

translation

- 1. If you were the director, what would you do?
- 2. If he had been there, I would have seen him.
- 3. What would you have done had you seen him?
- 4. If he comes we will leave this afternoon.
- 5. If he were to come we would leave this afternoon.
- 6. If he had come we would have left this afternoon.
- 7. If I were a doctor I would work hard.
- 8. If you would tell me what you are doing I would help you.
- 9. What would you do if you had a million dollars?
- 10. If I had been there I would have helped them.



REINFORCEMENT STAGEComprehension Gamessupply the logical conclusion

1. Opá gringo o-í va i-plata hetá. David gringo.
Por lo tanto:
2. Voluntario o-hó va guivé Paraguái-pe i-sogué. Juan voluntario Paraguái-pe.
Por lo tanto:
3. Gringa o-ú va guivé Paraguái-pe i-soque. María peteí gringa o-ú va Paraguái-pe.
Por lo tanto:
4. O-ñe'ë va guivé guaraní iñ-a-andú. Guillermo o-ñe'ë guaraní.
Por lo tanto:
5. O-hó ta va guivé Paraguái-pe ho-ú ta jaguareté. Roberto o-hó ta Paraguái-pe.
Por lo tanto:
6. Opá o-mendá va i-torova. Santiago o-mendá va.
Por lo tanto:

Figure it out

1. Carlos i-mitã-vé José gui, ha Jose i-mitã-vé xe-hegui.
Máva pa la i-tuja-vé va?
2. María i-põra-vé Josefa gui, ha xé xe-vã-vé Josefa gui.
Por lo tanto Josefa....
3. Paraguái tuixa-vé Uruguái gui, ha Ecuador mĩxi-vé Uruguái gui.
Por lo tanto:

É xe-plata heta-vé Ramon gui, ha Angel i-plata heta-vé xe-hegui.
Por lo tanto: Ramon....

Mokõi elefante i-mbarete-vé peteĩ gui, ha peteĩ jagareté i-kangy-vé
peteĩ elefante gui.
Por lo tanto mokõi elefante.....

Esteban o-ñe'ẽ kuãa-vé guaraní xe-hegui, ha xé a-ñe'ẽ pōra-vé
Pedro gui.
Por lo tanto:

CULTURAL NOTE

Estos son algunos de los tabúes más populares hoy en día en el
Guay. Son hechos ó acciones cuya presencia o cuya realización
traen o atraen males o bienaventuranzas. El maestro nativo puede
sobre esto una interesante charla (en guaraní) dando los detalles
interpretaciones correspondientes. Además puede citar otros muchos
s. Aún, los voluntarios deberían memorizarlos por lo significativo
cultura ó costumbre del hombre paraguayo.

Ñe-ñe-ñe va. erã'i mesa ari. (Porque o-manõ ne nde-gente.)

Ñe-ñe-ñe va. erã'i mēsa guý-pe. (Porque oque-ru ne miseria.)

Rei-typei rõ kuarahy oi-ké jave (Porque o-manõ ne nde-gente.)

Novio kuéra o-karú rõ olla guivé. (porque o-ky o-mendã há diã-pe.)

Re-mboñemuna rõ paloma nde-rõga-pe. (Porque oque-rú desgracia.)

Re-jei-typei rõ nde-py. (Porque nde-ñe-ja nde-c... ca.)

Re-hasa rõ mokõi o-hó va o-ño-ndivé mbyte rupi. (Porque rei-pe'a
ku-gui kuéra i-po'a.)

Rei-moĩ rõ votõ tēra re-mbovyvy rõ nde-aó o-ĩ aja nde-jehe.
(Porque oque-rú mala suerte.)

Re-puka-itereĩ vierneskue. (Porque nde-rasẽ domingo katũ-eteĩ.)

- 10. Rê-mombo rô tãmbi-'ú. (Porque i-poxý ñande-jára.)
- 11. Re-sê rô ma nde-rô. gui ha re-jevý jevý. (Porque oque-rú miseria.)
- 12. Rei-poká rô mitã-rupa. (Porque la mitã-ra'y ñye-rase.)
- 13. Re-guapy rô angu'á ári. (Porque nde-ate'y.)
- 14. Re-lee-etereí rô. (Nde-tarová.)
- 15. Nde'er-e va'erã'i "rayc" o-ky jave. (Ho'a ne nde-rôga ári.)

Role Playing

Nde re-hó mercado-pe re-ñemu haçuã; h. rei-kuaã peteĩ camisá ao po'i o-vale-ha
s 500, pero la camisá vende-ha o-hexa vo ndé gringo-ha (turista) o-vende-sé
ndé-ve la camisa s. 1000.

Mba'é pa er-é ne xu-pe?

(Nota: En éste caso el maestro puede tomar el lugar del vendedor.)

Making Up a Story

Los estudiantes se sientan en un círculo. El objeto de éste juego es contar
una historia. (La del voluntario Calígula antes de entrar en el P.C.)
Cada estudiante irá contando una parte de ella, de acuerdo a su imaginación,
pero repitiendo antes-los que los otros dijeron. Veamos por ejemplo:

- Estudiante 1: Calígula o-hó mia cine há-pe.
- Estudiante 2: Calígula o-hó mia cine há-pe peteĩ kuñataĩ porã ndi.
- Estudiante 3: Calígula o-hó mia cine há-pe peteĩ kuñataĩ porã ndi, ha
Calígula o-ka'u mia cada domingo.
- Estudiante 4: Calígula o-hó mia cine há-pe peteĩ kuñataĩ porã ndi ha
Calígula o-ka'u mia cada domingo ha aveĩ o-hó mia misa ná-pe.

Y así sucesivamente según el número de estudiantes. El maestro al fin puede
repetir toda la historia y hacer preguntas. Generalmente la historia sale
bien simpática y puede ser aprovechada como excelente oportunidad para
ejercitar en el punto gramatical introducido.



questions for deliberation

1. Pende-memby-sé^piko peë?
2. Mba' é ixa pej- apo nda^ pende-memby^ i haçuã?
3. Ndé^ pa re-mendá va?
4. Ndé^ piko nde-je-gusta há?
5. Ndé^ gusta^ pa la kuña paraguaya? (or kuimba' é)
6. Re-mendá ne^ pa peteí paraguaya re?
7. Regue-rahá ne^ pa peteí paraguaya norteamerica-pe?
8. Mba' é^ piko la nde rej-ú va rej-apó á-pe?
9. Ndé^ piko católico?
10. Mba' é religión^ pa ndé?
11. Ndé^ pa regue-roviá la Santo kuéra-pe?
12. Ndé^ pa regue-roviá la Tupã sý-pe?
13. Rei-mé á-pe re-mba. apo haçuã religión-pe?
14. O-í hetá^ pa la católica norteamerica-pe?
15. Nde-rú^ pa mba' é oj-apó?
16. Peë kuéra pende-plata hetá, aje^ pa?
17. Maerá^ piko pej-ú ko' á-pe pende-plata hetá-itereí rô?
18. Mba' é^ pa la ne-profesión?
19. Mba' é re^ pa nde^ re-pytá^ i nde-rôga regue-rekó rô entero mba' é?
20. Ndé^ piko ne-arandú agricultura-pe?
21. Re-vy' á^ pa ko' á Paraguái-pe?
22. Nde^ gusta^ piko la tembi' ú paraguái-pe guá?
23. Re-' ú-kuaá la sopa paraguaya?
24. Xé experiencia-ite-vé nde-heguí. Ha mba' é^ pa ndé la xe^ mbo' é ta va?
Xé la ai-ko' evé va pláta-nte. Mba' é gui^ pa nd^ ogue-ruká oré-ve pláta?

Don José o-mendá va. Ha upé ñembirekó gui i-ta'yra okára o-mendá mboyvé guaré. Mbohapy-vé va tuixa-pé ma, ha o-menda-pá ma. Ha py'yi-nte he-'í va Don José la ñembirekó-pe: "Xé ñingo xe-tujá ma, ha ko'ë ramo-ité a-manó ne. A-mano há árahi'ánte xe-ve o-ñe-mboja'o-pá xe-familia kuéra apyté-pe opá mba'é xé mba'ekué va, a-nejá va xü-pè kuéra. Ha upéi peteí ára-pe ho'á o-manó sapy'á karaí José. Ha oi-kó peteí ñe-mboja'ò guasú i-mba'ekué va gui-ve re. Pero Don José ñembirekó o-resolvé o-mè'e'y vo Don José ra'y okára-pe mba'evé. Mba'é^{pa} er-é? Oj-apó porá^{pa} upé kuña-karaí nd'o-me'ë'i vo mba'evé i-ména ta'yra okára-pe tēra^{pa} mba'é?

Antonio ha Beatriz o-mendá potá hína. Un mēs-nte ma o-faltá o-mendá haḡuá. O-gogua-pá ma hikuái: la kuáirú ha opá mba'é. Ha ága sávido pyharé oi-kó ta hína centro-pe peteí jeroky guasú. Xé a-porandú mba'é^{pa} er-é ndé? I-porá^{pa} o-hó ha'è kuéra añó mī-nte la jeroky há-pe tēra^{pa} katu-eteí o-hó mante va.erá peteí o-ñangarekó va nese kuéra?

Juan o-prometé va.ekué ij-avuela-pe o-hó vo ñendá-pe o-gueroty'á haḡuá he-ndivé i-sánto ára. Ha vy'á-pe o-pytá la ḡuaiguí. Ha o-guahē upé ára pyharé ha o-hó ta javé hína, o-guahē o-ú vo peteí iñ-irú tujá ha ñembirekó o-mbo-marandu'y re xu-pé. Mba'é^{pa} er-é ndé? O-pytá va.erá^{pa} o-ñangarekó nekó-pe porá la iñ-irú re, tēra^{pa} o-hó va.erá o-mboirú la ij-avuela-pe o-ñe-comprometé haḡué ixa?

Don Jose is married. And by his wife he has two legitimate sons. And he also has a natural child from before his marriage. All three sons are grown and already married. Frequently Don Jose said to his wife: "I'm old and tomorrow I may die. The day I die I want to have divided among my family all the things that were mine which I give to them." And then one day Don Jose suddenly fell dead. And there was a division of his things. But Don Jose's wife resolved not to give Don Jose's natural son anything. What do you say? Did she do right in not giving anything to her husband's natural child? Or what?

Antonio and Beatriz are about to get married. They lack a month. They've bought everything: the ring and everything. But this Saturday there is going to be a big dance in town. I ask what you would say: Is it good for them to go all alone to the dance, or instead, should someone necessarily go to keep watch on them?

John has promised his grandmother to go see her in order to celebrate with her her saint's day. And the elderly lady is happy. But the day before he was to go there came an old friend of his and his wife with out announcement. What do you say? Should he stay and look after his friend in good custom, or should he go to accompany his grandmother as he had promised?

CORE STAGE

A. Initial Communicationa

- 1.
 - A. Xe-rorý roi~kuaá hague re. Encantado de conocerle.
 - B. Gracias. Xé aveí xe-rory ikatú Gracías. Para mí también fué un placer conocernos.
 - A. Hi'ã-nte ikatú ja-jo-topà jevý Ojalá pudieramos reunirnos otra vez.
 - B. Hêe, a-ñeha'ã ta ta-upé ixa jevý. Sí, procuraré que así sea.

- 2.
 - A. Re-ñe'ẽ-kuaá~pa avã-ñe'ẽ? Sabe hablar guaraní?
 - B. Mixi mĩ, ha vaĩ-vaĩ-nte. Un poco, más o menos.
 - A. Pero oi-mẽ va.erã ningo rei- Pero ya debe saber bastante.
 - kuaá hĩna hetá mba'e.
 - B. Nahãniri. La tekotevẽ kue-té-nte. No. Solamente lo esencial.

- 3.
 - A. Ne-Hermano~pa o-ñe'ẽ inglés? Habla inglés tu hermano)
 - B. O-ne'ẽ mixi mĩ. Habla un poco.
 - A. Ha ne-hermana kuéra? Y tus hermanas?
 - B. Ha'e kuéra katu o-ñe'ẽ porã, Ellas sí que hablan bien (de veras).
 - añete há pe.

- 4.
 - A. Ikatú~pa roi~pytyvõ? Puedo ayudarle en algo?
 - B. Hêe, ikatú. Xé ningo a-ñe'ẽ-kuaá inglés mante. Sí puede. El problema es que yo solamente hablo inglés.
 - A. Hmm, roi~pytyvo-sé, pero xé ningo Hmm, quisiera ayudarle, pero yo no entiendo su idioma.
 - n^a-entendé~i la ne-ñe'ẽ.
 - B. Ikatú~pa re-heka mĩ xé-ve peteĩ Puede buscarme, por favor, alguien que hable inglés?
 - o-ñe'ẽ va inglés?

- 5.
 - A. Mba'ẽ~iko la o-ĩ va? Qué pasa aquí?
 - B. Xé n^a-ñe'ẽ~i avã-ñe'ẽ. Es que yo no hablo guaraní.
 - A. Ha mba'ẽ-pe~pa ikatú roi~pytyvõ? Puedo ayudarle en algo?
 - B. Já-hexamĩ pero xé nd^i-ikatú~i Sí, pero no puedo decirselo en guaraní.
 - ha-'é ndé-ve avã-ñe'ẽ-me.

- 6.
 - A. Ndé~pa rei-mo'ã nda~hasy~i há Cree Vd. que el guaraní es facil?
 - la guaraní?
 - B. Nahãniri. N^ai-mo'ã~i. No. No lo creo.
 - A. Mba'ẽ re~pa rei-mo'ã upe ixa há? Por qué piensa así?
 - B. N^a-entendé~i gui. Porque no lo entiendo.



7

- A. Ndé aré ma~pa ko'á-pe?
- B. Oj-apó dos meses aj-ú hagué.
- A. Ha ndé aré ta~pa á-pe?
- B. Nahâniri. Dos años rire a-hà Jevÿ va.erã.

Ya tienes mucho tiempo aquí?
 Hace dos meses que vine.
 Y quedarás mucho tiempo aquí?
 No. Dos años despues debo irme.

8

- A. Re-studiá~pa raka'e guarani ecuela-pe?
- B. Nahâniri. Nd~a-studia~i va.ekuẽ.
- A. Mba'é re~pa?
- B. N~o-ñe-mbo'é~i gui va.ekuẽ guarani la xe-ecuela-pe.

Estudiaste guaraní en la escuela?
 No. No estudié.
 Por qué?
 Porque no se había enseñado guarani en mi escuela.

9

- A. Aré ma~pa rei-kó hagué á-pe?
- B. Nahâniri. Ramo-ité-nte aj-ú hagué.
- A. Re-pytá ta~pa navidad pevê?
- B. Nd~ai-kuaá~i gueteri.

Hace tiempo que vives aquí?
 No, hace poco tiempo que vine.
 Quedarás hasta la navidad?
 No lo se aún.

10

- A. Nda~ipori ko mundo-pe ñe'ê hasy-vé va guarani gui.
- B. Mba'é re~pa er-ê?
- A. Nd~ikatu~i gui a-ntendé ni a-ñe'ê.
- B. Pero oj-apó ningo media hora-nte re-ñeypyru hagué re-studiá.

No existe en el mundo idioma más difícil que el guaraní.
 Por qué lo dices?
 Porque no puedo hablarlo ni comprenderlo.
 Pero hace solamente media hora que has comenzado a estudiar.

11

- A. Mba'e ixa~pa o-je-'e guarani-me 'father'?
- B. O-je-'e tuva.
- A. A-ntendé ma. Ikatu~pa ha-'é 'xe-tuva'?
- B. Nahâniri. O-je-'e 'xe-rú'.

Cómo se dice 'father' en guaraní?
 Se dice 'tuva'.
 Ya entiendo. Puedo decir 'xe-tuva'?
 No. Se dice 'xe-rú'.

12

- A. Re-ntendé la guarani-me o-ñe-le'ê rô?
- B. A-ntendé ma, pero hetá o-ñi o-ñe'ê pya'~ teheí va.
- A. Ha re-ñe'ê-vé ma~pa ko'á~pa?
- B. Mixi mi. Haímeté nd~ikatu~i gueteri a-ñe-mongatá

Ya entiendes el guarani hablado?
 Sí, pero hay muchos que hablan demasiado rápido.
 Y ya lo hablas más ahora?
 Un poco. Aún casi no puedo conversar.

13

- A. Re-ñe'ê-sé~pa guarani?
- B. Hêe, a-ñe'ê-sé.
- A. Mba'é re~pa re-ñe'ê-sé?
- B. Ai-kotereí gui ha xe~gustá gui.

Quieres hablar guaraní?
 Sí, quiero hablarlo.
 Por qué lo quieres hablar?
 Porque lo necesito y me gusta.

14

- A. A-ñe'ë-kuaà-sé ko avà-ñe'ë.
 B. Upé ixa rō, re-ñepyrū-nte ma va.erā re-ñe'ë.
 A. Mba'é ixa pa rei-potá aj-apó nd'ai-kuaá'i rō mba'évé.
 B. Xé avei nd'ai-kuaá'i va.ekue inglés ha a-ñepyrū-nte peteĩ jevý.

Quiero aprender a hablar guaraní.
 Si es así, solamente debes comenzar ya a hablar.
 Cómo quieres que lo haga si no sé nada?
 Yo tampoco sabía inglés, y una vez lo comencé no más.

15

- A. Re-ntendé pa la ha-'é va.ekué?
 B. N'a-ntendé porá'i.
 A. Rei-potá pa ha-'é jevý ndé-ve?
 B. Ikatú rō, a-agradecé ta ndé-ve.

Entendiste lo que dije?
 No lo entendí bien.
 Quieres que te lo repita?
 Si puedes, to lo agradece.

16

- A. Mba'é pa re-studiá re-ina?
 B. A-studiá a-ina guaraní.
 A. Mba'é pa la hasy-vé va guaraní-me?
 B. Xé a-leë-kuaá, pero la ñe-ñe'ë hasy-etereí xéve.

Qué estás estudiando?
 Estoy estudiando guaraní.
 Qué es lo más difícil en guaraní?
 Yo lo se leer, pero el hablar es muy difícil.

17

- A. Re-ntendé pa guaraní re-ntende há ixa karaí-ñe'ë?
 B. A-entende-vé karaí-ñe'ë.
 A. Mba'é re pa upéva? Hasy-vé pa guaraní?
 B. Natëñiri. Pero xé ai-kò va.ekué Méhico-pe seis meses.

Entiendes guaraní como entiendo des español?
 Entiendo mejor español.
 Por qué es eso? Es más difícil el guaraní?
 No, pero yo viví seis meses en México.

18

- A. Nd'a-vy'a'i ai-ko vo.
 B. Mba'é pa o-jehú ndé-ve?
 A. La gente kuéra o-ñe'ë pys'e-tereí.
 B. Upé ixa rō re-ñondú pya'e-vé-nte va.erā.

Ando triste.
 Qué te pasa?
 Las personas hablan demasiado rápido.
 Si es así, solamente debes escuchar más rápido.

19

- A. Mba'é ixa pa re-ñe-ñandú?
 B. Mba'é? Ikatú pa er-e rã jevý?
 A. Ha-'é mba'é ixa pa re-ñe-ñandú?
 B. Ikatú pa er-emí jevý mbegue mi-vé?

Cómo te sientes?
 Cómo? Puede decirlo otra vez?
 Digo cómo te sientes?
 Puede repetirlo un poco mas lento?

20

- A. Ña-ñe'ë guaraní
 B. Ña-ñe'ë, pero añi re-ñe'ë pya'e-tereí ti.
 A. Ro-ñe'ë mbegue, ndé ñe-re-aprendé mo'ë'i araka'évé.
 B. Xé a-na-sé óga-pe ko'ãga.

Hablemos guaraní.
 Hablemos lo, pero no hables muy rápido.
 Si hablamos lentamente, tu no aprenderás nunca.
 Yo quiero irme a casa ahora.

21

- A. Mba'é re^ˆpa ne^ˆre-ne'ê^ˆi inglés-pe? For qué no hablas inglés?
- B. Peê nd^ˆpei-kotevê^ˆi pe-nê'ê inglés Vds. no necesitan hablar inglés, sino guaraní. sino guaraní.
- A. Ya ore-kane'õ ma. Ya estamos cansados.
- B. Nda^ˆupé ixa^ˆi. Xé na^ˆxe-kane'õ^ˆiri. No es así. Yo no estoy cansado. Xé a-hendu-sé guaraní. Yo quiero escuchar guaraní.

22

- A. Ko oficina-pe haimeté avavé n^ˆo-nê'ê kuaá^ˆi guaraní. En ésta oficina casi nadie habla guaraní.
- B. Pero entero-vé va o-studiá hīna ko'ãga rupi. Pero todos lo están estudiando por ahora.
- A. I-porã-ité va.erã ningo la entero-vé o-nê'ê-kuaá rô la guaraní. Sería bueno que todos supieran hablar guaraní.

23

- A. Oi-kuaá^ˆpa ha'e kuéra la héra? Saben ellos su nombre?
- B. Xe-ve rô guarã, nahāniri. Creo que no.
- A. Ha ndé^ˆpa rei-kuaá^ˆpa? Y Vd. lo sabe?
- B. Ai-kuaá^ˆ porã. Lo sé muy bien.

24

- A. Mba'é ixa o-je-'é agua guaraní-m? Cómo se dice 'agua' en guaraní?
- B. Nda^ˆxe-mandu'á^ˆi mba'é ixa o-je-'é. No recuerdo como se dice.
- A. Avá^ˆpa ikatú ñane^ˆpytyvõ? Quien puede ayudarnos?
- B. Na-porandú Pedro-pe, ha'é ikatú ñane^ˆpytyvõ. Preguntemos a Pedro, él puede ayudarnos.

25

- A. Araka'é^ˆpa o-ú jevý ta Pedro? Cuándo volverá Pedro?
- B. N^ˆa-hendú^ˆi. Ikatú^ˆpa er-e mī jevý? No lo escuché. Puede repetirlo?
- A. Ikatú^ˆpa er-e mī xé-ve araka'e^ˆpa o-ú ta Pedro? Puede decirme cuándo vendrá Pedro?
- B. N^ˆa-ntendé^ˆi. No entiendo.



(Travel and Getting Directions)

1

- A. Moõ^pa oi-mẽ la xe-vosá?
- B. Na á-pe hĩna.
- A. Ha la xe-portafolio?
- B. Na amõ hĩna.

Dõnde está mi bolsa?
 Aquí está.
 Y mi portafolio?
 Allé está.

2

- A. Regue-rekõ ma^pa la nde-valiha kuéra?
- B. Peteĩ va a-rekõ xe-ndivé.
- A. Ha moõ^pa oi-mẽ la otra kuéra?
- B. Oi-mẽ gueteri ñepý-pe.

Ya tienes todas tus valijas?
 Tengo conmigo una de ellas.
 Y dõnde están las otras?
 Están aún adentro.

3

- A. Ikatú^pa xe^pytyvo mĩ?
- B. A-ĩ ne-õrden-pe x-amigo.
- A. A-hu-sé ningo Paraguay-pe.
- B. Amõ esquina-pe re-jagarrã va.erã la camión.

Puede ayudarme?
 A sus õrdenes, mi amigo.
 Quiero irme a Asunción.
 En aquella esquina debes tomar el omnibus.

4

- A. Mba'e hora-itẽ^pa o-sẽ la tren?
- B. Ága dies mihutõ-pe.
- A. Mboý^pa o-sẽ Encarnaciõn-peve?
- B. O-hupyty 500 guaraní

A qué hora parte el tren?
 Dentro de diéz minutos.
 Cuánto cuesta hasta Encarnación?
 Alcanza 500 guaranies.

5

- A. Mboý^pa o-hupyty peteĩ pasahe Villarrica-pe?
- B. O-sẽ 600 guaraní ida y vuelta.
- A. Mba'e hora^pa o-sẽ otro micro?
- B. O-sẽ la seis.

Cuánto cuesta un pasaje hasta Villarrica?
 Sale 600 guaranies ida y vuelta.
 A qué hora sale otro micro?
 Sale a las seis.

6

- A. Mboý^pa o-valé la pasaje?
- B. Siete guaraní.
- A. A-me'ẽ va.erã^pa ndéve la plata?
- B. Nahãniri. E-me'ẽ guarda-pe.

Cuánto cuesta el pasaje?
 Siete guaraníes.
 Debo darle a Ud. el dinero?
 No, déselo al guarda.

7

- A. O-hõ^pa ko camión centro-pe?
- B. Hẽe. Moõ^pa re-ho-sẽ?
- A. A-ha-sẽ hotel Yguasú-pe.
- B. Re-ho porã hĩna kõva-pe upéixarõ.

Va este omnibus al centro?
 Sí, donde quiere ir?
 Quiero ir al Hotel Iguasu.
 Si es así, Ud. va bien.

8

- A. Ko'á-pe^pa la a-guejý va.erã?
- B. Nahãniri. Ága otro o-parã-pe.
- A. Ikatú^pa a-jagarrã upẽ-pe peteĩ taxi?
- B. Hẽe. Upẽ-pe-tẽ voi^o-pytã peteĩ parada de taxi.

Es aquí donde debo bajarme?
 No, la proxima vez que pare.
 Puedo tomar allí un taxi?

Sí, allí mismo hay una parada de taxi.

(Travel and Getting Directions)

- 9
- A. Moõ^pa re-hó reina? Adónde vas?
 - B. Hotel-pe. Al hotel.
 - A. Re-hó ta^pa kamiõn-pe tãra taxi-pe. Irás en omnibus o taxi?
 - B. A lo mejor taxi-pe, ikatú rô Posiblemente en taxi, si puedo encontrar uno.
- 10
- A. I-jára ma^pa ko taxi? Ya tiene dueño este taxi?
 - B. Nahãniri. Moõ^pa re-ho-sé? No. Adónde quiere ir?
 - A. A-ha-sé consulado americano-pe. Quiero ir al consulado americano.
 - B. O-i ma. Xé ai-kuaá porã moõ^pa o-pytá. Muy bien. Yo sé bien donde está.
- 11
- A. Mboý^pa o-hupytý? Cuánto alcanza?
 - B. Noventa guaraní. Noventa guaranies.
 - A. Nã á-pe, ha e-ñongatu ne-ma'erã Sírvase y guárdese el vuelto.
 - B. Gracias. Gracias.
- 12
- A. O-ký hata-vé ko'ãga. Ahora llueve mas fuerte.
 - B. Ja-jagarrã va.erã mo'ã peteí taxi. Deberíamos tomar un taxi.
 - A. Añete er-ã. Tienes razón.
 - B. Ko'ãga ja-hexã ikatú^pa ja-juhu peteí. Ahora veamos si podemos encontrar uno.
- 13
- A. Mha'e hora-ité-pe^pa o-sẽ la tren? A qué hora parte el tren?
 - B. ãga dies minuto-pe. Dentro de diez minutos.
 - A. Ikatú ta^pa a-karu'i mĩ jepé? Puedo comer antes?
 - B. Xe-ve rô guarã nahãniri. Creo que no.
- 14
- A. Moõ^pa re-jo-topã va.erã la ne-ãmigo Dónde debes encontrarte con tus kuéra ndi? amigos?
 - B. A-jo-topã va.erã ne-ndive kuéra Debemos encontrarnos en el aeropuerto. aeropuerto.
 - A. Araka'e-té^pa o-guahẽ ta hikuái Cuándo llegarán?
 - B. Ne'ira gueteri ai-kuaá. No lo sé aún.
- 15
- A. Araka'é^pa re-jo-topã va.erã la ne-amigo kuéra ndi? Cuándo debes encontrarte con tus amigos?
 - B. Ho-jo-topã va.erã ko'ero pyharã Debemos encontrarnos mañana por la noche o las ocho. la noche o las ocho.
 - A. Mca'é ixa^pa o-ú hina hikuái? Cómo están viniendo?
 - B. Avión rupi. Por avión.



16

- A. Moõ~pa ikatú a-juhú peteĩ hotel porã ko pueblo-pe? Dónde puedo encontrar un buen hotel en este pueblo?
- B. Hotel Florida i-porã El hotel Florida es bueno.
- A. Mombyry~pa a gui? Está lejos de aquí?
- B. Nahãniri. Re-guatã va.erã á-pe No. Debes caminar aquí derecho derecho cuatro cuadra. cuatro cuadras.

17

- A. Moõ~pa pe-ĩ pe-ina? Dónde están quedando?
- B. Peteĩ hotel nãe-porã va-pe. En un buen hotel.
- A. Mba'ê ixa~pa hère la hotel? Cómo se llama el hotel?
- B. Hotel Plaza. Hotel Plaza.

18

- A. Mboý~pa pende-aré ta ko'á-pe? Cuánto tiempo se quedarán aquí?
- B. Ore-aré ta quince diá rupi. Quince días más o menos.
- A. Moõ~pa pe-pytá ta? Y dónde estarán?
- B. Ko-pytá ta peteĩ hotel-pe centro-pe. En un hotel del centro.

19

- A. Ikatú~pa er-e mĩ xé-ve moõ~pa o-pytá peteĩ hotel? Puede decirme donde queda un hotel?
- B. O-ĩ peteĩ calle Colon-pe. Hay uno en la calle Colon.
- A. Moõ~pa upeva? Dónde está eso?
- B. O-pytá amõva amõ calle derecho. En aquella calle derecho.

20

- A. Ikatú~pa er-e mĩ xé-ve moõ~pa o-pytá peteĩ hotel? Puede decirme dónde queda un hotel?
- B. O-ĩ peteĩ una cuadra ko'á gui. Hay uno a una cuadra de aquí.
- A. O-pytá~pa ko'á goto tãra amõ goto Está hacia allí o allá?
- B. Ko'a goto. Derecho ko'á re-ĩ há gui. Hacia allá. Derecho aquí desde donde está Vd.

21

- A. A-ha-sé Hotel Paraguái-pe. Quiero ir al Hotel Paraguay.
- B. Re-rekó~pa peteĩ mapa? Tiene un mapa?
- A. Hãe, a-rekó. Sí tengo.
- B. Upé hotel o-pytá ko'á-pe kóva ko esquina-pe. Ese hotel queda aquí en esta esquina.

22

- A. Buen diá. A-kañy ningo a-ina. Ikatú~pa xe~pytyvo mĩ? Buenos días. Estoy perdido. Puede ayudar me?
- B. Moõ~pa rei-ko? Dónde vive?
- A. Ai-kó Hotel Yguasú-pe. Vivo en el Hotel Iguasú.

23

- A. Moõ~pa o-pytá Aerolneas Argentina? Dónde está Aerolneas Argentina?
- B. O-pyta amõ Plaza Independencia yké re. Queda cerca de la Plaza Independencia.
- A. Mombyry~pa ko'á gui? Está lejos de aquí?
- B. O-pytá un kilómetro rupi, hi'ã xé-ve. Queda como un kilómetro, creo.



24

- A. Moõ^pa o-pytá correo?
- B. Tres cuadra ko'á gui
- A. Moõ-ité?
- B. Tres cuadra á-pe derecho.

Dónde queda el correo?
 Tres cuadra le aquí
 Dónde mismo?
 Tres cuadras derecho.

25

- A. Moõ^pa o-pytá aeropuerto?
- B. Amõ kuarahy-resẽ goto.
- A. Mba'e tapé^pa la i-põra-vé va a-guahẽ haçuã?
- B. Te-re-hõ Avenida Mariscal Lopez derecho.

Dónde queda el aeropuerto?
 Hacia el este.
 Cuáles el mejor camino para llegar allí?
 Vaya la Avenida Mariscal Lopez derecho.

26

- A. Mba'e calle-pe^pa o-pytá mercado 4?
- B. Xé nd^ai-kuaá^i.
- A. Mba'é ixa^pa ikatú a-juhú?
- B. Mba'é re^piko ne^re-porandú^i peteĩ policia-pe?

En qué calle está el mercado 4?
 Yo no lo sé.
 Cómo puedo encontrarlo?
 Por qué no pregunta a un policia?

27

- A. Moõ^pa o-ĩ peteĩ teléfono hi'ã-gui-vé va ko'á gui
- B. O-ĩ peteĩ amõ almacen-pe.
- A. Amõ i-muralla sa'yjú va-pe^pa?
- B. Hẽe, upẽ-pe-té.

Dónde queda el teléfono mas cercano.
 Hay uno en aquel almacen.
 En aquella de muralla amarilla.
 Sí, allí.

28

- A. Mba'é^pa rei-potá?
- B. Ikatú^pa xe^pytyvõ mĩ
- A. E'á, mba'é^pa la o-ĩ va?
- B. Mba'é ixa^pa ikatú a-guahẽ kóva ko direccíon-pe?
- A. Ah, sinceramente, nd^ai-kuaa^i, x-amigo:

Qué desea?
 Puede ayudarme?
 Sí, qué pasa?
 Cómo puedo llegar a ésta dirección?
 Sinceramente no lo sé, mi amigo.

29

- A. Mba'é ixa^pa i-ka-tú a-guahẽ kóva ko dir ccíon-pe?
- B. Ikatú re-pegarrá peteĩ taxi.
- A. Nda^ipori ko'á-pe. Mba'é^pa ikatú aj-apó?
- B. Ikatú re-hõ micro-pe, hasý mi-vé-nte la i-topá.

Cómo puedo llegar a esta dirección?
 Puede tomar un taxi.
 Aquí no hay. Qué puedo hacer?
 Puede ir en micro, aunque es un poco mas difícil encontrarlo.

30

- A. Kóva^pa la tapé o-hõ va correo-pe?
- B. Nahãrini. Re-nõ vaĩ re-ina.
- A. Moõ rupi^pa a-hã varã entonce rõ?
- B. Pe goto, seis cuadra rupi.

En este el camino que va al correo?
 No. Va. está yendo mal.
 Por dónde pues debo ir?
 Por allí, como seis cuadra.

- 31
- A. Moõ^{pa} o-pytá Cuerpo de Paz oficina? Dónde queda la oficina del Cuerpo de Paz?
B. O-pytá calle españa haimeté Brazil-pe. En la calle España, casi Brazil.
- A. A-agradecé ndé-ve, karai. Gracias, señor.
B. Nda^{ipori} mba'é re^{pa}. No tiene porque.
- 32
- A. Ikatú^{pa} er-e mi xé-ve moõ^{pa} o-pytá puerto. Puede decirme dónde está el puerto?
B. Hêe. Re-hexá^{pa} amõ tupao amõ calle ywý goto? Sí. Ves aquella capilla calle abajo?
A. Mba'é guí^{piko} nd^a-hexà mo'^ãi xo ij-gvate-té va. Cómo no, si es tan alta.
B. Te-re-nõ upè pevã, e-jere nde-asú goto, na e-guatá 10 cuadra. Vaya hasta allí, doble a la izquierda y camine 10 cuadras.
- 33
- A. Moõ^{pa} o-pytá micro 33 para? Dónde está la parada del micro 33?
B. E-jeré pe esquina-pe ha e-guatá derecho 5 cuadra. Doble en esa esquina y camine derecho 5 cuadras.
A. Ikatú^{pa} er-e mi jevý xé-ve? Puede repetírmelo?
B. Mba'é guí^{piko}. Con mucho gusto.
- 34
- A. Mba'é ixa^{pa} ikatú a-guahê centro-pe? Cómo puedo llegar al centro?
B. E-jagarã pe esquina-pe petei micro. Tome en esa esquina un micro.
A. Rei-kuaá^{pa} mba'é línea^{pa} a-jagarã va.era? Sabe que línea debo tomar?
B. E-jagarã línea 4. Tome la línea 4.
- 35
- A. Ndé mitã, ej-u mi ko'á-pe. Niño, ven aquí.
B. Mba'é-pe^{pa} ikatú ro^{serví}, karai? En qué puedo servirle, señor?
A. Er-e mi xé-ve moõ^{pa} o-pytá Tienda Napoleón. Díme un poco dónde está la Tienda Napoleón.
B. O-pytá rûta ári. Está sobre la carretera.
- 36
- A. Re-nõ ta^{pa} la cena há-pe? Irás a la recepción?
B. A-há ta. Iré.
A. O-nõ ta^{pa} aveí na-rembi-rekõ? Irá también tu esposa?
B. Há'é ni^õ ho mo'^ãi. Hasý katú hîna. Ella no irá. Está algo enferma.
- 37
- A. Xé na-há kuri centro-pe la doce rupi. Yo fui al centro mas o menos a las 12.
B. Ha xé ningo a-i aveí kuri hîna upe-pe Yo también estaba allí y no te ví.
A. Pero xé a-sa kuri aj-ú, hi'ã xé-va, Pero yo volví creo que a la 1.
B. Upé ixa rõ, ja-juawý'i mi ra.e. Si es así, nos hemos desencontrado por poco.

(Working, Shopping, and Money Matters)

- 1.
- A. Ai-kotevã mil guaraní.
Necesito mil guaraníes.
- B. Wa'erã pa rei-kotevã?
Para qué lo necesitas?
- A. Ai-kotevã a-joguã haçuã tembi-'ú
Lo necesito para comprar comida.
- B. O-í ma. Ai-poruká ta ndé-ve.
Muy bien. Te los presto.
- 2.
- A. Ikatú pa rei-puruká xé-ve plata mi
pe semana o-ú va pevã?
Puedes prestarme un poco de dinero
hasta la próxima semana?
- B. Mbojã pa rei-kotevã?
Cuánto necesitas?
- A. Ikatú rã noventaio tara mil guaraní.
Si es posible 900 ó mil guaraníes.
- B. O-í porã, pero xé ai-kotevã ta la
xe-plata pe semana o-ú va-pe guarã
katu-pevã.
Está bien, pero yo necesitaré mi
dinero para la próxima semana
sin falta.
- 3.
- A. Mbojã guaraní pa rã re-rekó?
Cuántos guaraníes tienes?
- B. Nã katã'i.
No mucho.
- A. Ikatú pa rei-poruká xé-ve?
Puedes prestarme?
- B. Nã hecã-ko'i rã nã, ikatú no.
Si no es demasiado, podría.
- 4.
- A. Ikatú pa rei-poruká xé-ve oien
guaraní ko'ero pevã.
Puedes prestarme 100 guaraníes
hasta mañana?
- B. Ikatú ndé re-rekó rã petã mil
punto rã.
Puedo si tienes cambio para mil
guaraníes.
- A. Nã'a-rekó'i.
No te largo.
- B. Kó ikatú a-poncã pa py'a-ité-pe.
Lo puedo conseguirlo en un momento.
- 5.
- A. Na'e-é ku re-je-py'apý va. Mba'é
iko o-juhã ndé-ve?
Pareces preocupado. Qué te pasa?
- B. A xé-ve ai-tý xe-plata.
Creo que perdí mi dinero.
- A. Mba'é. Opéva la nde-py'apý va nã'a ra.e.
Ah, y eso es lo que te está
preocupando.
- B. Mba'é re'piko a-je-py'apý ta, la
plata re nã'a-je-py'apý'iri rã.
Y por qué habría de preocuparme si
no me preocupa por dinero.
- 6.
- A. A-hã va. erã mercado-pe.
Quiero ir al mercado.
- B. Re'kuãã pa mba'é mba'é pa la re-
joguã ta va?
¿Cuales cosas comprarás?
- A. Re'ina gueteri. A-joguã rire ai-kuãã
re.
Ah, sí. Lo sabré después de com-
prarlo.
- B. Ké-ve ningo nã'ke'guatã'i la a-hã
a-joguã mba'erã.
A mí no me gusta comprar.



Mbojupa ei kilo la pa-papaf
A veinte guarani, karai
Mbojupa o-karytyf ne cuatro kilo
y ma'af.
Oa-naha mi, a-se noventa guarani

A cuánto está el kilo la papa?
A 20 guaranies, señor.
Cuánto alcanzarían 4 1/2 kilos?
Veamos, vale 90 guaranies.

Mbojupa re-jakiré pe ropero rei
éva re cinco mil guarani
Mbojupa-etereí rupa?
Mbojupa. Hasé kanga la pé lxa
qué ropero re-je. hañi péva pe
precisá re.

Cuánto mide por ese ropero?
Por ese 5000 guaranies.
No le parece que es un poco caro?
No. Es un poco difícil encontrar
un ropero de este tipo por ese
precio.

ikatupa rei-pytywé?
Hé. Mbojupa o-valé se lapicera?
Péva tãra amova?
Péva pe hã va.

Puedo ayudarle?
Sí, cuánto cuesta esa lapicera?
Esa o aquella?
Esa negra.

ikatupa rei-pytywé?
Hé. A-nexa-se mi ningo camisá,
regue-rekó rã.
Cómo no. Nde-gustá pa morotí va
tãra. . . ?
Morotí va ikatú rã.

Puedo ayudarle?
Sí. Quiero ver camisas, si las
tiene.
Cómo no. Le gustan blancos o . . . ?
Blancas si se puede.

ikatupa xe-pytywé mi?
Moa'é pa o-je-ofrece mi ndé-ve?
A-hexa-se mi ningo amã machete.
Máva-ité va pa?

Puede ayudarme?
Qué se le ofrece?
Quisiera ver aquel machete.
Cuál es, stamente?

ikatupa rei-pytywé?
Gracias. A-maña mi-nte a-ina. Ya
a-sá ma.
Nã-guata ná lxa. E-maña mi katu.

Puedo ayudarle?
Gracias. Solamente estoy mira do.
Ya me voy.
Como guste. Miré no más.

Máva-ité va mercado-pe pa re-ho ra.e
kuasé?
A-ná xuri Pettirosi-pe.
I-i pa ra. netá moa'é hexapyrã?
I-i netá moa'é, pero lepy-itereí.

A cuál de los mercados fuiste
ayer?
Fui a Pettirosi.
Había muchas cosas dignas de verse?
Muchas, pero muy caras.

- A. Máva-ité va'pa re-joguá ta'
- B. Ní'al-kuaá'i. Ké'gustá pe morotí va ha pe horý va.
- A. Reí-potá'pa rei'pytyvó?
- B. A-agradecé ta ndé-ve.

Juá, comprará Va.
 No sé. Me gusta ese blanco y el azul.
 Quiere que le ayude?
 Se lo agradeceré.

- A. Mba'é, nde'gustá'pa la nde-róga pyhá?
- B. Nda'xe'gusta-pá'i. Hakù-eteréi.
- A. Tuixa'pa la i-torapí?
- B. Nahániri, mixí na i-peró aveí.

Y te gusta tu nueva casa?
 No me gusta del todo. Es muy caluroso.
 Tiene un patio grande?
 No, es pequeño y a la vez no tiene nada. (es calvo)

- A. A-vy'á ai-kuaá vo re-juhu hagué travajo.
- B. Ké-suerte gui reí á-juhú gya'é.
- A. Ci-mé va.erá ningo re-negýru-sé ma.
- B. Nde, haimeté na ná'ikatu-vé'i a-ha'aró.

Me alegro de saber que has encontrado trabajo.
 Por pura suerte lo encontré rápido.
 Seguramente ya quieres comenzar.
 Sí, casi ya no puedo esperar .

- A. Angè pyharé a-mba.apó kuri pyhare pyte peve.
- B. Rej-apo-pá ne ma'pa la ne-rembi-aporá ko'áro pyharé guará?
- A. Ké-ve rō guará aj-apo-pá ma ne voi-ete-vé.
- B. I-porá la upé ixa rō, pero rei-kotevé rō, ké ikatú rei'pytyvo.

Anoche trabajé hasta la media noche.
 Terminarias todo tu trabajo para mañana por la noche?
 Claro que lo terminaré antes.
 Está bien así, pero si lo precisas, yo puedo ayudarte.

- A. Mba'é ixa'pa re-consequí ra.e ko travajo'
- B. A-ñe'è don José ndi.
- A. Mba'é'piko ha'é á-pe?
- B. Japatas general, ha la patron ra'ý o-je-gustá i-tajyra re.

Cómo lograste este trabajo?
 Hablé con don José.
 Qué es él aquí?
 Japata general, y además el hijo del patron es el pretendiente de su hija.

- A. Ké ng'a-mba.apo-se-vé'i ma ko'á-pe.
- B. Mba'é re'piko?
- A. O-paga'l-eteréi aikuái.
- B. Aheté er-é, pero moč'piko re-mta.apó ta la á-re ne'mta.apó'í rō?

Ya no quiero trabajar aquí.
 Por qué razón?
 Pagar demasiado poco.
 Es verdad, pero dónde podrás encontrar el trabajo aquí?

20

- A. Mōō^{pa} re-mba.apó rei-kó vo?
 B. Ha don Arce kokué-pe.
 A. O-pagà porā^{pa} ndé-ve?
 B. Nahāniri, pero n'a-mba.apó pohyí^{ri}.

Dónde estás trabajando?
 En la chacra del señor Arce.
 Te paga bien?
 No, pero no trabajo duramente.

21

- A. Fábrica ndaje o-pōi-pá ta entero gui.
 B. Mba'é re^{piko}?
 A. Nd'ai-kuaà porāⁱ. Pero o-je-'é ningo aipó ogue-rú ta há hikuái peteī máquina pyahu.
 B. A-ntendé ma, peteī máquina o-mba.apo pya'e-vé va hānde-hegui.

Dicen que la fábrica desempleará todos.
 Por qué?
 No lo sé bien. Pero se dice que traerán una máquina nueva.
 Ya entiendo, una máquina que trabaja mas rápido que nosotros.

22

- A. Mba'é^{pa} la porte ko'a rupi?
 B. Naⁱ-pōra-mbāⁱ. Sa'í nunga la trabajo.
 A. Ha Dr. Flores^{piko} n'ō-mè'e-véⁱ la trabajo?
 B. Nahāniri. Ogue-rú peteī máquina o-mba.apó va cuarenta rangué.

Cómo está la situación por aquí?
 No todo está bien. Escasea el trabajo.
 Y el Dr. Flores no da mas trabajo?
 No. Ha traído una máquina que suple a cuarenta.

23

- A. Ke-kane'ō ma la silla-apó gui.
 B. Mba'é re^{pa} ne^{re-mba.apó}iri alvañilería-pe?
 A. O-ñe-gana'í gui carpintería-pe ixa.
 B. Mba'e-té ma! Re-mba.apó porā la carpintería-pe ha na^{nde}gustāⁱ.

Estoy cansado de hacer sillas
 Por qué no trabajas en la alvañilería?
 Porque se gana poco como en la carpintería.
 Qué cosa! Eres un buen carpintero y no te gusta.

24

- A. Máva^{pa} o-me'ō ndé-ve la plata?
 B. Ke-rú.
 A. Ha mba'é-pe^{pa} re-gasta-pá?
 B. A-joguá liv. ha a-farreá

Quién te da el dinero?
 Mi padre.
 Y en qué lo gastas todo?
 Compró libros y me divierto.

25

- A. Ndé^{pa} re-...apó domingokué?
 B. Nahāniri, ko-kuehé-nte.
 A. Ha sávadokué^{pa} re-mba.apó?
 B. Hēe, pero pyharevekué-nte.

Trabaja Vd. los domingos?
 No, solamente aquella vez.
 Y trabajas los sábados?
 Sí, pero solamente por la mañana.

26

- A. Re-hó^{pa} la.e re-mba.apó este diá?
 B. Nahāniri, nd'a-hāⁱ.
 A. Mba'é^{pa} o-jehú^{ra.e} ndé-ve?
 B. N'a-ñe-hāndu porāⁱ kuri.

Fuiste a trabajar hoy?
 No, no fui.
 Qué te pasó?
 No me sentía bien.

- 27
- A. Mba'e hora'pa o-he-mboty la tienda ku'era?
 - B. Pe la seis rupi haimeté opá tienda ma o-he-mboty.
 - A. Nane-tiempo ne'pa gueteri ja-há ha'guá ka-hemá?
 - B. Nane-tiempo gueteri. ko'ága la cinco ramo.

- A. ¿qué hora cierran las tiendas?
- A las 6 casi todas están cerradas.
- Tendríamos tiempo aún para ir de compras?
- Tenemos tiempo aún. Ahora son las cinco recién.

- 28
- A. Mba'e'pa rei-apy' ra.e re-ina menca- lo-pe?
 - B. A-joguá ika'... (text partially illegible)
 - A. A-heká... (text partially illegible)
 - B. O-heká... (text partially illegible)

- ¿qué estaba haciendo en el mercado?
- Estaba comprando una valijita pequeña.
- ¿qué compró él?
- Estaba comprando un ramo.

- 29
- A. Mo'pa re-hó ta re-hemá?
 - B. Tapiá ika, a-peppa... (text partially illegible)
 - A. Heta mba'e'... (text partially illegible)
 - B. Ague... (text partially illegible)

- ¿cómo está de compra?
- Como siempre: comenzaré en Pettirossi.
- ¿Vendrá allí muchas cosas buenas?
- ¿Vendrá muchas cosas buenas, y además...

- 30
- A. Kóya ko portafolio o-valé ka... (text partially illegible)
 - B. ... (text partially illegible)
 - A. Mba'e'pa rei-pota-vé... (text partially illegible)
 - B. Kó-ve... (text partially illegible)

- Este portafolio cuesta \$5.00.
- ¿está bien? ¿quiero verlo?
- ¿qué quiere comprar?
- Quiero que me ayude...

- 31
- A. Ie-pintá ta'pa la nue-róga ága sévado?
 - B. Née, a-topá... (text partially illegible)
 - A. Ké ikatá... (text partially illegible)
 - B. ... (text partially illegible)

- ¿Pintarás tu casa el sábado?
- ¿Sí, si encuentro quien quiere ayudarme?
- No puedo ayudarte durante mañana.
- Te agradeceré.

- 32
- A. Juan oi-kó o-heká nina i-trabajo, a'pá?
 - B. Née, o-heká nina.
 - A. Na ne'ira'pa... (text partially illegible)
 - B. Nandá... (text partially illegible)

- ¿Juan está buscando trabajo, verdad?
- ¿Sí, lo está buscando.
- ¿Y todavía no lo encontró?
- ¿Estaría no, pero ya debe estar por encontrar.

- 33
- A. I-valé naáje la porta kando ná.
 - B. Mba'e'iko o-joná xu-pá?
 - A. O-he-mose i-trabajo ná guí.
 - B. Mba'e té ma la o-jehá va xu-pá?

- ¿cómo está la situación de la puerta cuando va a salir?
- ¿qué hora va a salir?
- ha sido expulsado del trabajo.
- ¿qué hora va a salir?



34

- A. Ne'ira^pa oj-apo-pá la hembi-apó?
- B. Hi'á xé-ve nahāniri gueteri.
- A. Ha ha'è kuéra^pa oi-mo'á ñandé jaj-apo-pá ta há.
- B. Mba'é ixa ta mo'ra e nahāniri!

Todavía no ha terminado su labor?
 Creo que no todavía.
 Y ellos creen que nosotros lo terminaremos?
 Ojalá que no!

35

- A. Ha'è kuéra na^he bi-^{bi}-apo-itè mo'á^i, pero ñandé . . .
- B. Xé hetá ta rembi-aporā, pero xe-hermano nahāniri.
- A. Ñandé nd^i katu mo'á^i ja-há, pero ha'è kuéra ikatú ta.

Ellos no estarán muy ocupados, pero nosotros . . .
 Yo tendré mucho que hacer, pero mi hermano no.
 Nosotros no podremos ir, pero ellos si podrán.

36

- A. La xe-amigo kuéra n^o-mba.apó pohyi^ri.
- B. Ha ndé?
- A. Xé katú a-mba.apó pohyi.
- B. Xé nahāniri. Xé-ve nda^xe^gustá^i la trabajo.

Mis amigos no trabajan duramente
 Y Ud.?
 Yo si trabajo duramente.
 Yo no. A mí no me gusta el trabajo.

37

- A. Mba'é^pa oj-apó hīna hikuái?
- B. Moó^pa jai-kuaa-pá ta?
- A. Araka'é^pa oj-apo-pá ta?
- B. Nd^ai-kuaá^i-eté.

¿Qué están haciendo?
 Quién sabe?
 Cuándo lo terminará?
 No lo sé de ninguna manera.

(Doing and Making Things -- Earning)

- 38. Ko'ëro a-mba.apó hetá ta.
- 39. Tekotevè ñandé-ron-pe ja-'é t-o-paga-ve mba'é ñandé-ve.
- 40. Ko'ëro ngo ja-trosá porā mba'è va.erā mo'á ja-rekuperà haḡuā jevy la este diá ña-ñamba'apo'y va.ekue.
- 41. Nien guarani ngo a-me'è ndé-ve kuri.
- 42. No, mba'é ne^re-me'è^i ngo xé-ve.
- 43. Xé katu ko no^ro^mbotavy^i.

Mañana trabajaremos mucho.
 Tenemos que decirle a nuestro patron que nos pague más.
 Mañana vamos a cortar bien para recuperar otra vez sienda que este día no trabajamos.
 Cien guaraníes le dí a Ud.
 No, que no me diste a mí.
 Listen I wouldn't deceive you.



(Agriculture)

- | | | |
|-----|---|--|
| 1. | Don Julian o-hó o-ka'apí vo i-kokué-pe. | Don Julian va a su chacra a carpir. |
| 2. | Kuehé a-kopí xe-korapý. | Ayer corté pasto con el machete en mi patio. |
| 3. | Tekotevé a-mbopotí pe xe-takuare'è ndý. | Es necesario que limpie mi cañaveral. |
| 4. | ho año-pe a-ñoty kumandá. | Este año planto poroto. |
| 5. | Hasó la ore-lechera numoy-pe. | Nuestra lechera tiene agusanada la nalga. |
| 6. | Ko-ména o-ñami-kuaá opá ixa guá vacá. | Mi esposo sabe ordeñar todo tipo de vaca. |
| 7. | Pe cavañá péva i-ñakuá hína. | Ese caballo es muy veloz. |
| 8. | Hetá ma a-ñoty la avatí ha nda ñoky'í xé-va. | Mucho ya he sembrado maíz y no me crece. |
| 9. | Ánga a-covrá vove a-jogua ta xe-aradorá. | Cuando cobre comprare un arado. |
| 10. | A vende-sé mandí'o ai-kó vo. | Ando con ganas de vender manooca. |
| 11. | Aré ma nda ñemity-vé'í sogue guí. | Hace tiempo que no cultivo a causa de mi pobreza. |
| 12. | Nd'ó-ky'í ró ko'ero i-pýrupá ta la xe-jetyty. | Si no llueve mañana se me secará mi batata. |
| 13. | Ko'ero a-há va-erá ai-piró takuare'è. | Mañana debo ir a cosechar caña de azúcar. |
| 14. | Hí'a nte xé-ve a-conseguí crédito a-ñemity haguá. | Es mi deseo conseguir crédito para cultivar. (sembrar) |
| 15. | La yvy nda ña-avono'í va nd'ó-vale-vé'í ma. | La tierra sin abono ya no tiene valor. |
| 16. | Ko'ága ja-ará ta ma tractor-pe la ñande-kokué. | Ahora ya araremos con tractores nuestras granjas. |
| 17. | Tekotevé ja-estudiá la agronomía. | Es necesario que estudiemos la agronomía. |
| 18. | Aj-apó petei canaleta a-rregá haguá xe-kokué. | Hago una canaleta para regar mi sembradio. |
| 19. | Ko'á-pe hoky por opá ixa guá yvá. | Aquí crece bien todo tipo de fruta. |
| 20. | A-moi ta xe-ñoga-pe petei verdulería. | Pondre en mi casa una verdulería. |
| 21. | A-alambré-sé ko xe-korapý. | Quiero alambrar mi patio. |
| 22. | Kavará ho'u-pá la ñoty va guive. | La cabra come todo lo que planto. |
| 23. | Hetá-iterei la tukú xe-kokué-pe. | Hay demasiado la ngostas en mi chacra. |
| 24. | Hepy ta ndajé la greifo ko'ága. | Dicen que costará bastantes los frutos del pomelo ahora. |
| 25. | Hetá tractor ñai-koteve ko Paraguái-pe. | Muchos tractores se necesita en el Paraguay. |

26. O-ñoty rosa i-jerdín-pe.
 27. Retá ma hi'á ke naranja mata.
28. I-piru-pá la ore-mandi'o
 porque nd'o-ky-vé'i.
 29. Barato-ité asy o-joguá la
 i-kokulé rá.
 30. Hépé la avono nd'ikatu mo'á'i
 ga-joguá.

Plata rosas en su jardín.
 Ya ha tenido mucho fruto este
 naranjo.
 Se secan nuestra mandiocas por
 no llueve más.
 Bien barato compró para su
 chacra.
 Es caro el abono, no podremos
 comprar.

(Routine and Non-Routine Activities)

1

- A. Mba'e hora^pa ndé re-pu'ã? A qué hora se levanta Vd.?
- B. La siete y media rupi. A las siete y media, más o menos.
- A. Mba'e hora^pa o-ñe-moi la ramposa gua nde-roga-pe? A qué hora está listo el desayuno en su casa?
- B. Katu-eteí o-i jepi la ocho rupi. Siempre a las ocho, más o menos.

2

- A. Mba'é^pa rej-apó jepi ka'arukué? Qué sueles hacer por las tardes?
- B. A-studiá tēra a-lee. Estudio o leo.
- A. Ha mba'é^pa rej-apó semana-pa há rupi? Y qué haces los fines de semana?
- B. A-nugá oi-mé raé va mba'e ha a-sé a-ñandú xe-amigo kuéra-pe. Hago cualquier deporte y voy a visitar a mis amigos.

3

- A. Ndé^pa re-hexa py'ji televisión? Mira Vd. a menudo la televisión?
- B. Sapy'ami mí pyharekué a-hexá jepi. De vez en cuando, por la noche acostumbro a mirarla.
- A. Angè pyharé^pa re-hexá ra.e? La miró anoche?
- B. Hēe, ha i-porāngue-té avé. Ha ndé? Sí, y de lo mejor. Y Vd.?
- A. Ké avé. Pero haimete nd'ikatú^i voi a-hexá mitá kuéra gui. Yo también. Pero casi no pude mirarla de los niños.

4

- A. Ndé^pa re-hendú jepi radio? Acostumbra a oír el radio?
- B. Hēe, haimete cada pyharé a-hendú. Sí, casi cada noche.
- A. Mba'é^pa la re-hendú... vé va? Y qué es lo que más le gusta oír?
- B. Ku cómico oi-ké va la ocho, ha umi conjunto oi-ké va la nueve. Al cómico que entra a las ocho y un conjunto musical a las nueve.

5

- A. Mba'e hora^pa re-karu ra.e este diá? A qué hora comiste hoy?
- B. A-karú kuri la doce rupi. Comí como a las doce.
- A. Ha moó^pa re-karú ra.e? ¿donde comiste?
- B. Óga-pe-nte. En casa no más.

6

- A. Mba'é, pe-vy'á^pa ra.e kuehe la jeroky há-pe? Se divirtió ayer en el baile?
- B. Hetá ro-vy'á. Nos divertimos muchísimo.
- A. Fiesta nde-porā va, ahaté há-pe. Fué una hermosa fiesta en realidad.
- B. Tekotevè jague-rekò jevy otra pe ika gua ko'eramo-ité. Es necesario que volvamos a tener otra así, pronto.

7

- A. Re-mba.apó^pa ra.e nde-roga-pe angè pyharé? Trabajó en su casa anoche?
- B. Hēe, a-johel tambi-purú ha a-mopotí óga. Sí, trabajó los sábados y limpió la casa.
- A. Ha mba'é^pa rej-apo-vé upóí? Y qué más hizo después?
- B. A-hendú radio sapy'a mí. Escuchó el radio por un momento.



- 8
- A. Moõ^pa pe-hó ra.e? A dónde fueron?
 B. Ro-hó peteĩ y ñembe'y ñe-porã va-pe. Fuimos a una hermosa playa.
 A. Pe-ytã hetã^pa ra.e? Nadaron mucho?
 B. Hêe, pero ñembe'y-te mĩ rupi-nte. Sí, pero por la orillita, no más.

- 9
- A. Moõ^pa re-hó ra.e re-karú rire? Dónde fuiste despues de comer?
 B. A-hã kuri mercado-pe. Fui al mercado.
 A. Moõ-ite guá mercado-pe^pa re-hó ra.e? A cuál de los mercados fuiste?
 B. Mercado cuatro-pe. Al mercado 4.

- 10
- A. Mba'é^pa rej-apó ra.e an_è pyharé? Qué hizo Vd. anoche?
 B. A-hexá televisión. Miré la televisión.
 A. Moõ^pa re-hexá ra.e? Dónde la miró?
 B. Xe-vecino róga-pe. En la casa de mi vecino.

- 11
- A. Ro-hó kuri cine há-pe kuehembué pyharé Ante anoche fuimos al cine.
 B. Mba'é^pa pe-hexá ra.e? Qué vieron?
 A. Peteĩ película indio kuéra reheguá. Una película sobre indios.
 B. Na^ne^mbokane'õ^i gueteri^piko la película pe ixa guá meme? Aún no les han causado las mismas películas siempre?

- 12
- A. Moõ^pa re-ĩ ra.e hĩna? Dónde estuviste?
 B. A-ĩ kuri hĩna cine há-pe. Estuve en el cine.
 A. Mba'é^pa re-hexá ra.e? Y que viste?
 B. Peteĩ película italiana monda há reheguá. Una película italiana de ladrones.

- 13
- A. Ja-hexá na televisión sapy'a mĩ. Miremos la televisión unos momentos.
 B. O-ĩ ma, pero e-ha'arõ jaj-apo-pã raẽ la ñande-rembi-apó. Está bién, más espera que terminemos nuestro trabajo.
 A. Anĩ na jaj-apó mba'evé ka'ãga-ité. No hagamos nada ahora mismo.
 B. Xe-ve rõ guarã ndé atã'y mĩ re-ĩna. Creo que eres bastante perezoso.

- 14
- A. Ja-ha cine há-pe ko pyharé. Vamos al cine esta noche.
 B. O-ĩ ma. Na^xe-rembi-aporã hĩna ko'ãga. Está bién. No tengo nada que hacer ahora.
 A. Mba'é^pa re-hexa-sé? Qué quieres ver?
 B. Na-maña pe diario-pe mba'é^pa he-í. Veamos que dice el periódico.

16

- A. Moŏpa re-hó ta ko pyharé?
- B. A-há ta petei reunión há-pe.
O-re'ë ta petei político.
- A. Ikatúpa ro-hó ne-ndivé?
- B. Ikatú. Ja-jo-topa ko'a-pe la ocho.

Dónde irá esta noche?
Iré a una reunión.
Hablaré un político.
Podemos ir con Ud.?
Claro. Encontrémonos a las ocho.

17

- A. Re-ho-sépa xe-ndivé centro-pe ko pyharé?
- B. Hëe, a-ha-sé
- A. Mba'épa er-é ja-há rò la siete rupi?
- B. O-i póra.

Quiere ir conmigo al centro esta noche?
Sí, quiero ir.
Que te parece si nos vamos como a las siete?
Está bien.

18

- A. Mba'ú pa rej-apó ta ko pyharé?
- B. Ne'ira guetéri ai-kuaá.
- A. Re-ho-sé ne'pa xe-ndivé cine há-pe ko pyharé?
- B. Ikatúpa ro'henói aga upéi tarde-ve na ha-'é nde-ve.

Qué hara esta noche?
No sé todavía.
Le gustaría ir al cine conmigo esta noche?
Puedo llamarle mas tarde y decirselo?

19

- A. A-há kuri estación-pe.
- B. Ma.erápa re-hó ra.e?
- A. A-ha'aró ha'guá petei xe-primo-pe o-ú va Encarnación. gui.

Fuí a la estación [de ferrocarriles].
Para que te fuiste?
Fuí a esperar a un primo mio que venía de Encarnación..

20

- A. Pe-guahépa la estación-pe hora-pe?
- B. Hëe, ro-guahé, pero haimete no ro-guahé'i.
- A. Mba'e hora-ité-pepa pe-guahé ra.e?
- B. O-hepyrú jave o-myí.

Llegaron a tiempo en la estación?
Sí, pero estuvimos a punto de no llegar.
En que momento llegaron?
Cuando el tren comenzo a moverse.

21

- A. O-guahépa ra.e hora-pe la ne-primo?
- B. Nahániri, o-ja-atrasa una hora rupi.
- A. Pe-jo-topa pa estación-pe?
- B. Hëe, upe-pe-té.

Llegó a hora tu primo?
No, se atrásó como una hora.
Se encontraron en la estación?
Sí, allí mismo.

22

- A. Mba'é ir pa re-guahé jepi nde-roga-pe?
- B. A-jagarrá petei micro centro-pe.
- A. Nda'hepy-itere'iri piko upé ixa rò
- B. Nahániri Nda'hepy'iri.

Cómo sueles llegar a tu casa?
Tomo un micro en el centro.
Acaso no te sale muy caro así?
No. No es caro.



23

- A. Uré rei-kuaa-pá ma ko lección.
 B. Ha pei-kuaa-pá ma pa pe kuehe guaré?
 A. Ne'ira gueteri. I-puku-etereí.
 B. Ko'ero guará ai-potá pei-kuaa-pá

Nosotros ya hemos aprendido esta lección.
 Y ya aprendieron la de ayer?
 Aún no. Es muy larga.
 Para mañana quiero que lo sepan todo.

24

- A. Xé nd'a-hexá'i gueteri upe película.
 B. Re-hexá va'erá.
 A. A-há ta a-hexá ko'ero.
 B. I-porá va'erá, ne're-mbyasy mo'á'i.

Yo aún no he visto esa película.
 Debes verla.
 Ire a verla mañana.
 Será bueno, no te arrepentirás.

25

- A. Avá nd'i pa re-hó ta la jeroky há-pe?
 B. A-há ta María ndi. Ha'é oi-kuaá mo'pa o-pytá
 A. Pero María ningo n'o-mboguata-kuaa'i coche.
 B. Ha'é ningo he'í xé-ve o-aprendé ramo hagué.

¿Con quien irás al baile?
 Iré con María. Ella sabe donde queda.
 Pero María no sabe manejar coche.
 Ella me dijo que acababa de aprenderlo.

26

- A. Mo'pa re-topá ã libro?
 B. Ai-porã bonãales sui.
 A. I-pora pa? Mba'e re pa o-ñe'ã?
 B. Opã mba'é re.

¿Dónde conseguiste estos libros?
 Los presté de González.
 Es bueno? De qué tratan?
 De muchas cosas.

27

- A. Ña-guahẽ tarde ta la reunión. Há-pe.
 B. Mba'e hora pa o-ñepyrũ ta?
 A. O-falta dies minuto o-ñepyrũ haguá.
 B. E-pena'y, ña-guahẽ ta hora-itẽ-pe.

Llegaremos tarde a la reunión.
 ¿A qué hora comenzará?
 Faltan diez minutos para comenzar.
 No te preocupes, llegaremos justo a tiempo.

28

- A. Re-leé pa hina ko revista?
 B. Hẽe, a-leé hina, pero a-lee-pá potá ma.
 A. I-gusto pa, tãra pa mba'é?
 B. Xé-ve xe gustá.

Estás leyendo esta revista?
 Sí, lo estoy leyendo, pero ya lo estoy por terminar.
 ¿Qué tal, es bueno?
 A mí me gusta.

29

- A. O-ú ta pa María la baile há-pe?
 B. Hẽe, pero o-ñepyrũ rire.
 A. O-ú ta pa i-chicõ ndi?
 B. Nahãniri, o-ú ta ha'e año.

Vendrá María al baile?
 Sí, pero despues que haya comenzado.
 Vendrá con su novio?
 No, vendrá sola.

(Eating, Personal Care, and Keeping House)

- 1
- A. Moõ~pa re-karú rate este diá? Dónde comiste hoy?
 B. A-karú cafetería-pe Daniel ndi. Comí en la cafetería con Daniel.
 A. Pe-hupyty~pa ra e tembi-'ù porã? Alcanzaron buena comida?
 B. Hëe, xé ha-'ú petei 'a cavallo' Sí, yo comí un 'a caballo' bien
 nde-he-té va. sabroso.
- 2
- A. Mba'é, na~de~gusta~i~pa petei naranja mĩ, mba'e? Y no le gustaría una naranja?
 B. Gracias, pero ko'ága nahãniri. Gracias, pero ahora no.
 A. Naranja ne-re'è va ko hina. Son naranjas bien dulces.
 B. Ai-kuaá, oj-apó una hora ramo Lo sé, pero hace solamente una hora
 ai-pyté hetã-iteretĩ hagué a-ina. que lo he estado tomándolo bastante.
- 3
- A. O-i~pa petei bar pé-pe? Hay un restaurant allí?
 B. Ndé~piko ndé re-karú~i ra.e oré No comiste acaso antes que
 ro-sé mboyvé? salieramos?
 A. Hëe, pero xe-nembyahý~i jevý ma. Sí, pero ya tengo hambre otra vez.
 B. Xé katú a-reko-pá gueteri xe-rye-pe Yo sin embargo aún tengo en el
 la ha-'ù va.ekué. estómago todo lo comido.
- 4
- A. A-rambosa-se mi ningo, ikatú rò. Quisiera desayunar.
 B. Mba'é~pa rei-potá a-rú ndé-ve. Qué desea que le sirva?
 A. So'ó josopy ha cocido mĩ 'So'ó josopy' y un poco de mate
 cocido.
 B. Ague-rú raé ta la cocico ndé-ve. I'll bring the cocido first.
- 5
- A. Ai-potá mokoi pastel ha café. Quiero dos pasteles y un café.
 B. Mba'é ixa~pa rei-potá la café? Cómo desea el café?
 A. Kamby'ya. Sin leche.
 B. Ha upéi? Y despues?
- 6
- A. Ai-potá mokoi chipa ha cocido. Quiero dos chipas y mate cocido.
 B. Na á-pe. Aquí lo tiene.
 A. Mboý~pa a-devé ndé-ve? Cuánto le debo?
 B. Veinte guaraníes. Veinte guaraníes.
- 7
- A. Mba'é~pa re-jurure-sé? Qué desea pedir?
 B. Pegue-rekó~pa so'ó apu'á? Tienen almóndiga (meat balls)?
 A. Ko'ága ne'ira gueteri, tarde mié. Aún, hasta mas tarde.
 B. Ha o-i~pa asado? Y hay asado?

- 8
- A. Rei-potá petei mesá cuatro-pe guarã. Queremos una mesa para cuatro.
 B. Amõ ventana yke re o-i petei i-porã va. Allá cerca de la ventana hay una buena.
- A. Ikatú^pa rei-kuaá mba'è mba'é^pa la Pegue-rekó va? Podemos saber cuales son las cosas que tienen?
 B. En seguida, karái. Al rato, señor.

- 9
- A. O-i^pa 'sopa Paraguaya? Hay sopa Paraguaya?
 B. Ko'ãga-ité nahāniri. Pero Ahora mismo no. Pero tenemos rogue-reko chipa so'o hakũ porã va. chipa so'o bién caliente.
 A. Nd'ai-potá'i. No lo quiero.

- 10
- A. Mba'é^pa re-je-servi ta, karái? Qué se servirá, señor?
 B. Aãã mié, a-maña mi raé ta. Mas tarde, miraré primero.
 A. Ko'ãga rogue-rekó pirá aveí. Ahora también tenemos pescado.
 B. Mba'é ixa guá^pa? De qué tipo?

- 11
- A. A-je-servi-sé mo ne-caña mi Quisiera servirme un poco de su caña.
 B. A-pe no^ro-vendé^l caña, karái. Aquí no vendemos caña, señor.
 A. Ha aunque sea vino^piko, nda^pe-rekó^i? Aunque sea vino no tienen?
 B. O-i, karái. Mboý^pa rei-potá? Tenemos, señor. Cuánto lo quiere?

- 12
- A. Kóva ko bar hembi-'ú hé. Este restaurant tiene buena comida.
 B. Jai-ké ja-karú á-pe upé ixa rō. Entremos a comer aquí si es así.
 A. Mba'é^pa ja-'ú ta? Qué comeremos?
 B. Ci-mé raé va mba'é. Cualquier cosa.

- 13
- A. Xe-hembyañyi-eté-pa hīna ko pyharé! Que hambre tengo esta noche.
 B. Tekotevē ña-cenã porã entonces rō. Es necesario que cenemos bién entonces.
 A. Rei-kuaá^pa moõ ikatú ña-cenã porã? Sabes dónde podemos cenar bién?
 B. Dos cuadra ko'á gui o-pytá petei A dos cuadras de aquí queda un restaurant.

- 14
- A. Ja-nã va.erã mo'ã ja-'ú petei asado. Debriamos ir a comer un asado.
 B. Xé na^xe-hembyañyi^ri ko'ãga. Yo no tengo hambre ahora.
 A. Xé katú xe-hembyañyi, pero se-sogué. Yo tengo hambre y no tengo dinero.
 B. Ikatú ai-poruká ndé-ve cién guaraní Puedo prestarte 100 guaranies.

- 15
- A. Mba'e^pa ndé re-rambosá? Qué desayunas?
 B. A-rambosa mokõi ryguasu rupi'á Desayuno dos huevos y cocido. ha cocido.
 A. Mba'é ixa^pa nde^gustá la ryguasu Cómo te gustan los huevos? rupi'á.
 B. Xe^gustá xyryry pyré. Me gustan fritos.

- A. Nde^ggustá^{pa} café mí?
 B. Mba'é guí^{piko}?
 A. Kapa-eteí xe^ggustá la café a-mba.-
 epá ná nire.
 B. Ha xé-ve xe^ggusta-ve^g pynare-ve-té,
 a-pu'a vo.
17. Nd'ikátúⁱ a-mokó.
 18. Upe va-nte
 19. Ja-karú ñandé, t-o-pytá xu-pe
 amóva.
 20. Xé ha-'u-pá ma.
 21. Mba'é^{pa} pe-'u-se-ve, refresco
 tēra^{ps} tereré?
 22. E-karú kuru, ani re-tí ti.
 23. Hora ma^{pa} ja-karú ha^{guá}?
 24. Mba'e re^{pa} ne^{re}-moí^{ri} asucá
 nde-café-pe.
 25. E-je-sirvi-ve na.
 26. Nd'ai-pota-veⁱ ma.
 27. Ko'ága haimeté xe-ryvatá.
 28. Ai-kotēve-ve y-takú.
 29. I-ky'á gueteri.
 30. Kamboxi-pe o-i y ro'ysá porá,
 ne-y-'u mí.
 31. Y-'uhéi.
 32. Ha-y-'ú.
 33. Ha-'ú juky-sy mi-nte.
 34. A-manó ta va ñemoyahíi gui.
 35. Xe-py'a nandi mbaraká ixa.
 36. Ja-'ú mo nde-y mí.
 37. Ne'ira gueteri re-ú va kóva neheguá?
 38. A-pe o-falta peteí-kysé.
 39. O-falta xé-ve mokóí.
 40. Nd'o-faltáⁱ mba'evé.
 41. Mo ói hély.
 42. Ha-'u-sé opá mba'e o-i
 43. Ani re-'ú eta-iteréí la y, porque
 o-ápó-vaⁱ la nde-rehe
- A. M'é^{pa} i-kyrà-ité ko Juan ko'ága.
 B. Mba'é guí^{piko} nda'i-kyra mo'aⁱ,
 ko i-plata hetá va.
 A. Ha re-haxá nga'ú xu-pe la o-karú
 jave hína!
 B. Xé ai-xuaá, o-karú kuré ixa.
- ¿Le gusta un poco de café?
 ¿Por qué no?
 Casi siempre me gusta el café después
 del trabajo.
 Y a mí me gusta más temprano, al
 levantarme.
 No puedo tragar(lo).
 Eso no mas
 Comamos nosotros, que le quede a él
 aquello.
 Yo ya comí todo.
 ¿Cuál prefieren, refresco o tereré?
 Go ahead and eat, don't be bashful.
 ¿Ya es hora de comer?
 Why don't you put sugar in your
 coffee?
 Help yourself to more.
 Ya no quiero mas.
 Ahora estoy casi satisfecho.
 Necesito más agua caliente.
 It is still dirty.
 In the urn there is nice fresh water,
 have a drink.
 Tengo sed.
 Bebo (agua).
 I'll eat just a little soup.
 Moriré de hambre.
 My stomach is as empty as a guitar.
 Would you give me some of your water.
 Didn't I ever eat one of these?
 Aquí falta un cuchillo.
 A mí me faltan dos.
 No falta nada.
 Sobran dos.
 Quiero comer todo lo que hay.
 Don't drink so much water because
 it will harm you.
- Verdad que este Juan está gordo ahora.
 Y si no engorda, con la plata que
 tiene.
 Y si le viera cuándo come!
 Yo sé, come como un chanchó.

(State of Health, etc.)

- 1
- A. Mba'é ixa^{pa} re-ñe-ñandu'?
- B. A-ñe-ñandu' porã, la akã rasy-nte nda^{xe} rejá'i.
- A. Re-hò varã mo'ã peteĩ mé dico ñanã-me. Meterías ir a un mé dico de yuyos.
- B. Hëe, upéva la aj-apó ta va ága lunes. Sí, eso es lo que me haré el lunes.
- 2
- A. Re-hò ma^{pa} ra.e doctor-pe?
- B. Ne'ira gueteri. A-ñeha'ã ta a-kuerá xe-añõ.
- A. Xê-ve rõ guarã ko, i-põra-ve varã re-hò ta-nde^{rexá} peteĩ doctor.
- B. Xé a-ha-sé, pero hepy-eteréi la doctor. Y'quiero ir, pero los médicos son muy caros.
- 3
- A. Nde-pirũ-eté-pa ko'ága.
- B. Ha xe-rasy ningo ai-kó vo.
- A. Mba'é^{iko} la o-jehú va ndé-ve?
- B. Chaco-pe xe^{su'u} mbõi.
- 4
- A. Kuehè guivé xe-akãmundú ai-kó vo.
- B. Ha mba'é^{pa} he-í la nde-doctor?
- A. Mba'evé. Nd'a-há'i gueteri voi ningo hendá-pe.
- B. I-porã va.erã re-hó, ha rei-kuaã porã mba'^{pa} la regue-rekó va.
- 5
- A. Mba'é^{pa} ikatú ha-'ã akã-rasy-pe guarã?
- B. Re-'ú ma^{piko} geniõl?
- A. Hetã ma ha-'ú, ha nd'aj-apó'i xe-réne mba'evé.
- B. Re-tantea mĩ va.erã mo'ã ningo pe aspirina.
- 6
- A. Nde-resa'yã-eté^{pa}! Mba'é^{iko} o-jehú ndé-ve?
- B. Xê-rya rasó. N'a-aguanta-ve'ã ma.
- A. Rei-potã^{pa} a-me'e ndé-ve poná?
- B. Regue-rekó rã 'jaguareté ka'a', ha a-me'e xé-ve.
- 7
- A. Mba'é^{na} a-lenú ndé-ve?
- B. Me-poné el dedo.
- A. Me-poné el dedo.
- B. Doctor, ikatú ta^{pa} a-kuera pya'é?
- 8
- A. ¿Cómo te sientas?
- B. Me siento bien. Realmente que el dolor de cabeza no me deja.
- A. ¿Te gustaría ir a un médico de yuyos.
- B. Sí, eso es lo que me haré el lunes.
- 9
- A. ¿Ya fuiste al médico?
- B. Aún no. Procuraré curarme solo.
- A. ¿Sería mejor que te fueras a ver a ese médico.
- B. Sí, quisiera ir, pero los médicos son muy caros.
- 10
- A. ¿Qué legado estás ahora.
- B. Aún en fermo.
- A. ¿Qué te pasa?
- B. Me mordió una víbora.
- 11
- A. Desde ayer estoy con fiebre.
- B. ¿Qué dice tu médico?
- A. Nada. Aún no le he visitado.
- B. Sería conveniente que lo visitaras y saber que es lo que tienes realmente.
- 12
- A. ¿Qué medicina puedo tomar para el dolor de cabeza?
- B. Ya tomaste geniõl?
- A. Ya lo he tomado oastante, pero no surte efecto en mí.
- B. Deberías probar la aspirina.
- 13
- A. ¿Cuán pálido estás! ¿Que te pasa?
- B. Me duele la barriga. Ya no aguanto más.
- A. ¿Qui-res que te des alguna medicina?
- B. ¿Tienes 'jaguarete ka'a', démelo por favor.
- 14
- A. ¿Qué es lo que le pasa?
- B. Me torté er el dedo.
- A. ¿Vamos su mano.
- B. Doctor, podrá curarme pronto?

- A. Na Juana nasí-eté hina.
- B. Mba'é'pa la o-joguá va xu-pe?
- A. La i-doctor niaje he-'í ogue-reko há cancer.
- B. Mba'e-té ma xe-dios!

Una Juana está muy enferma.
 Qué es lo que le paró?
 Dice que su médico dijo que tiene cancer.
 Qué cosa Dios mío!

- A. No-rasí katú ai-ró vo.
- B. Mba'é'pa la regue-rekó va?
- A. Ná'ai-kuaá porá'í. Hasí xé-ve xe-aká na xe-py'á.
- B. Re-ró va'erá mo'a ningo doctor-pe.

Ando algo enfermo.
 Qué es lo que tienes?
 No lo sé exactamente. Me duele la cabeza y el estómago.
 Deberías ir a un médico.

- A. Mba'é'piko ogue-rekó pe mitá?
- B. O-jagarvá xu-pe pulmonía.
- A. Na mba'é'piko he-'í la pende-doctor?
- B. Mba'evé. O-me'é peteí receta ro-joguá ha'guá pohá.

Qué tiene ese niño?
 Le tomó pulmonía.
 Y qué dice su médico?
 Nada. Dió una receta para comprar la medicina.

- A. Pe-joguá ma'piko la pohá?
- B. Nahániri, ne'ira gueteri.
- A. Mba'é re'piko?
- B. hepy-eteraí, ha ko'ága ore-sogué hina.

Ya compraron el remedio?
 No, todavía no.
 Por qué?
 Es muy caro y ahora estamos sin dinero.

- A. Mba'é'pa la a-rekó va, doctor?
- B. Mba'evé i-vaí va. Pero re-ñangareko-vé va.erá nde-rehe.
- A. Doctor, pero xé ningo nd'ikatú'í a-joguá la pohá.
- B. Re-ñeha'á va.erá re-consequí re-kuera-sé rô.

Qué es lo que tengo, doctor?
 Nada malo. Pero debes cuidarte más.
 Doctor, pero yo no puedo comprar los remedios.
 Debes procurar obtenerlo si quieres curarte.

- A. Pe-ñenó voi'pa ra.e angè pyharé?
- B. Nahániri. Ro-ñenó pyhare ma ha re-pu'a pyhareve-té.
- A. Na mba'é'pa oi-kó pende-róga-pe?
- B. Hesái-mbá porá-nte, gracias.

Did you go to bed early last night.
 No. We went to bed quite late and got up quite early.
 How is everyone at your house?
 All good and healthy, thanks.

(Common Situations)

- 1
- A. Ikatú^{pa} a-nê'e mĩ don Pedro-ndi? Puedo hablar con el Sr. Pedro?
 B. Mba'é número^{pa} re-henõi re-ina? Qué número está llamando?
 A. Uno-siete-cuatro-ocho. Uno-siete-cuatro-ocho.
 B. Hmm, á-pe nd^{oi}-koⁱ avavé héra va Aquí no vive nadie llamado don Pedro.
 don Pedro.
- 2
- A. Ikatú^{pa} a-nê'e mĩ Karai José ndi? Puedo hablar con el Sr. José?
 B. Mba'é ixa^{pa} nde-réra? Cómo se llama Vd.?
 A. Er-é xu-pe o-nê'ê-se há he-ndive Dígale que su sobrino quiere i-sobrino. hablarle.
 B. E-ha'arõ sapy'a mĩ. Espere un momento.
- 3
- A. Máva-pe^{pa} pe-ha'arõ pe-ina? A quién están esperando?
 B. Ro-ha'arõ ro-ina cre-amigo kuéra-pe. Estamos esperando a nuestros amigos.
 A. Ha'e-té ningo ku pende-poxý va pe-ina. Parecen enojados. Qué pasa?
 Mba'é^{iko} o-i? Mba'é^{iko} o-i?
 B. Oj-apo mango media hora o-ù va. erã Hace media que les estamos esper-
 hagué na nd^o-ú^{iri} hikuái. ando y no vienen.
- 4
- A. Na-henõi py María-pe. Llamemos pues a María.
 B. Anĩ na-henõi tei xu-pe ko'ãga-ité. No le llamemos ahora mismo.
 A. Hêe, nda^{jai}-kuaáⁱ o-gustá ne^{pa} Sí, no sabemos si le gustaría.
 xu-pe.
 B. Na-ha'arõ la siete tẽra la siete y Esperemos hasta las siete o las
 media pevẽ. siete y media.
- 5
- A. Alicia nda^{hi}'arè mo'ãⁱ. o-ú ta ma. Alicia no tardará, ya viene.
 B. Mba'e^{hora}^{pa} o-sè ra.e ko'a gui? A que hora salió de aquí?
 A. O-sè kuri la dies rupi. Salió como a las diez.
 B. Entonce ningo ha'é hi'arè-tereĩ ma. Si es, ya ha tardado demasiado.
- 6
- A. Ne'ira^{pa} o-ú Juan? Todavía no vino Juan?
 B. Na pé-pe o-ú ma. Allí ya viene.
 A. La ocho y media. Araka'e mo o-ãuahẽ Las ocho y media. Cuando llegará
 ta hora-pe. a hora.
 B. E-pena'ỹ na. Na-ãuahẽ ta hora-ité-pe. No te preocupes. Llegaremos a tiempo.
- 7
- A. Mba'e hora^{pa} regue-rekó? Qué hora tiene?
 B. Nda^{xe}-relo^{iri} hĩna ko'ãga-ité No tengo reloj ahora.
 A. O-i^{pa} peteĩ relo ko'á rupi? Hay reloj por aquí?
 B. O-i peteĩ pe otro kotý-pe Hay uno en el otro cuarto.

- "pa nde-hora pora"
 -porandũ mō'd ayei ndé-ve upéva.
 -relo o-pará kuri.
 3. Ikatu xe-resarai nd'ague-rú'i
 Tienes buena hora?
 Es lo que iba a preguntarte.
 Mi reloj paró.
 Y yo olvidé de traerlo.
- 9
- A. Ikatú'pa a-nè'e mi ne-hermano ndi?
 B. I'gã-ité ningo n'õ-i'ri hĩna.
 A. Mba'è hora ikatú a-juhú xu-pé?
 B. I cinco rupi.
 Puedo hablar con su hermano?
 Ahora mismo no está.
 A que hora puedo encontrarle?
 Las cinco más o menos.
- 10
- A. A-hã va.erã a-nãandu xe-sý-pe ko pyharé. Debo ir a visitar a mi madre esta noche.
 B. Ne'ra'arõ'pa hĩna ha'é?
 A. Hẽe, xe'ra'arõ. A-nẽ'ẽ kuri he-ndivé ko pyharevé.
 B. Ta-pe-vy'a-ité upé ixa rõ.
 Te está esperando ella?
 Sí, me espera. Hablé con ella esta mañana.
 Que se diviertan entonces.
- 11
- A. A-nẽ'ẽ-se mi don José ndi.
 B. E-hã'arõ sapy'a mi
 A. Nembĩ-apo rõ hĩna, nd'ai-potã'i o-nẽ-molestã.
 Quisiera hablarle a don José.
 Espere un momento.
 Si está ocupado, no quiero que se moleste.
- 12
- A. Rei-potã'pa ro'ha'arõ?
 B. Nãhãriri. Xé ikatú a-nãngareko xe-jehe.
 A. Ikatú'pa ja-jo-topã jevý agã mivé?
 B. O-i ma. Xé a-hasã jevý ta ko'á rupi mediã hora rire.
 Quieres que te espere?
 No, yo puedo cuidarme.
 Podremos volver a vernos mas tarde?
 Está bien. Yo volveré por aquí despues de media hora.
- 13
- A. O-I'pa hĩna karã Juan?
 B. Nd'ai-kuaã'i, a-hexa mi ta.
 A. Er-é xu-pé o-nẽ'e-se há he-ndive doctor Castro.
 Está el señor Juan?
 No lo sé. Averiguaré.
 Dígale que desea hablarle el Dr. Castro.
- 14
- A. Rei-kuaã'pa araka'é'pa re-hó ta Paraguaý-pe?
 B. A-ha-sé ningo agã lunes.
 A. Mba'é're'pa ne're-nã'aro-vé'i re-hó ha'guã?
 B. Xe'ra'arõ ma hikuái amõ.
 Sabes cuándo irás a Asunción?
 Quiero irme el lunes.
 Por qué no esperas más para irte?
 Ya me están esperando allá.

Additional Sentences for Study

(mo'ã)

- 1. Jueves nd^aj-ú mo'ã^i hîna. I don't think I'll be coming Thursday.
- 2. Xé la guaranî gui nda^xe-resarâi mo'ã^i voi. I will not forget Guarani easily.
- 3. A-manò mo'ã. I almost died.
- 4. Ha'ã mo'ã. I almost fell.
- 5. Er-è riré xé-ve ro-heja varã mo'ã re-py^tu'ú. If you had told me I would have let you rest.
- 6. Ja-jo-topá rirè ja-vy'ã-ve varã mo'ã. If we meet together we will rejoice.
- 7. Ko'ëro a-mba.apó hetá ta. Tomorrow I will work a great deal.

(ne)

- 8. Anî re-hó porké re-'á na. Do not go because you will fall.
- 9. Nd^o-hò^i xéne. He will not go.
- 10. Nd^ai-kuaá^i aj-ú jévý^ ne^pa. I don't know if he will come again.

(ra.é; raka.e)

- 11. Mba'è óra^pa réi-kè ra.é re-mba.apó? At what time did you begin working?
- 12. Oi-ké^piko ra.é pe kuimba'é? Did that man go in?
- 13. Entero mba'é i-varãto-ve raka.é. Everything was formerly cheaper.
- 14. Mboý año re-studiá raka.é la re-je-resivî haçuã. How many years have you studied in order to get your degree?

(va)

- 15. Pe sicuëntaisiéte pe ryguasú o-valè mî^ vakué dies pèsos. In '57 hens used to cost ten pesos.
- 16. Xé a-mba.apò varã a-vivî haçuã. I have to work in order to live.
- 17. Ai-kuaá ha'é o-hò va.erã há. I know that he has to go.
- 18. Nd^ai-potá^i o-jy'y va. I don't want what is uncooked.
- 19. Pe-mbo-ay vú ro-hendù haçuã ixa la pej-é vakué pe-îna. You were making noise so that we could not hear what you were saying.



20. Rei-kuaá pa pe ò-hó vakué-pe? Do you know the one who left?
 21. Jai-pe'á la i-ky'á va la We separate the dirty ones from
i-poti va gui. the clean ones.
 22. Ó-moingové la o-manó vakué hña. She is reviving the one who died.
 23. Nd'ikatú'i a-Mombe'ú ndé-ve la It is not possible for me to tell
a-hexá vakué. you what I saw.
 24. Rei-kuaá pikó la er-è varā? Do you know what you have to say?
 25. Nda'rekó'i tiempo a-perdè varā. I don't have time to waste.
 26. Nd'a-topá'i la kuairú oi-poruká I don't find the ring he lent me.
vakué xé-ve.
 27. Nd'a-topá'i la oi-poruká vakué I don't find the one who lent
xé-ve i-kuairú. me his ring.

(guá)

28. Pe mitá'á oi-kó i-sý ndi. That child goes with his mother.
 29. O-ñe'è hña i-chica ndi. He is talking with his girl friend.
 30. Xé Paraguay guá. I am from Asunción.
 31. Ko mesá amò guá. This table is from there.
 32. Ko mesá amò guaré. This table came from there.
 33. Ko xipá pikò este día guaré. The cake was baked today.
 34. Mamò guará? For where?
 35. La so'ò-kangué e-hejá umi Leave the bones for those dogs.
jaguá-pe guará.
 36. A-joguá la jaguá ndé-ve guará. I bought the dog for you.

(gui)

36. Ei-pe'á la nde-pó lá mesá ári gui. Remove your hand from the table.
 37. O-sè óga gui. He goes out of his house.
 38. O-ú Taraguí gui. He comes from Taraguí.
 39. O-maré ñembyahýi gui. He died of starvation.
 40. Upè óga i-póra-ve kóva gui. That house is more beautiful
than this one.
 41. Ko tembi-.apó hásy-ve ku kuéhè This work is harder than
guaré gui. yesterday's.
 42. E-rahá oi-mè raè ko'á jaguá Take any one of these dogs.
a-pyte gui.
 43. Mesá yvyrà. A table (made) of wood.
 44. Óga ità. A house of stone.
 45. Óga ità gui-guaré. A former house of stone.
 46. I-mbóriahú va guivé o-ñe- Everybody who is poor is humbled.
mpomirí.

47. Ha'é o-pita-ve la xé ai-mo'ã
va gui.

He smokes more than I thought.

(pe)

- 48. E-me'ẽ jaguá-pe kóva.
- 49. Oi-mẽ o-kẽ-me.
- 50. A-há ta ñũ-me.
- 51. Oi-kẽ ka'aguý-pe.
- 52. A-há camión-pe.
- 53. Oi-kytĩ hã-mẽ.
- 54. Xé a-mbovyvú la xe-vistido
peteĩ inimbó i-poguasú va pe.
- 55. Ha'é mĩ nte la xé añandú va.
- 56. Hasý ko hĩna la o-guerú va
xé-ve la mandi'ó.
- 57. Mba'é pa la rei-potã va.
- 58. Mba'é pa la hã'é vaekué ndé-ve?
- 59. Ha nde piko er-é xé-ve la tapé
a-segí va. erã?
- 60. La xé ai-potã vakué a-rekó ma.
- 61. Peá la ai-pota'y va.

- Give this one to the dog.
- He is at the door.
- I'll go to the field.
- He entered the forest.
- I go by bus.
- He cut it with his teeth.
- I sew my dress with a thick
thread.
- I just say what I feel.
- The one who brings me the
mandioc is sick.
- What do you want? (What is it
that you want?)
- What did I tell you?
- And you tell me the road I must
follow?
- I already have what I wanted.
- That is what I don't want.

(na)

- 62. Ai-kuaá la nd'o-ù mo'ã'i há.
- 63. Re-ñandú xé xe-rasy há.
- 64. Ai-kuaá o-hò ta há.
- 65. He-'í o-ù hagué.
- 66. He-'í xu-pé o-ù haguã.
- 67. Ha-'é xu-pé peteĩ japú o-ù
haguã.
- 68. Er-é xu-pé a-hã há.
- 69. He-'í xu-pé o-ù haguã.
- 70. Er-é xu-pé nd'ai-me'i há
a-ina.
- 71. Pe kuimba'é oi-ké.
- 72. Re-hexá pe kuimba'é pe.
- 73. A-hexá pe kuimba'é oi-ké hagué.
- 74. Pe-hexá pa pe kuimbá'é oi-ké
vakué pe?

- I know he does not intend to
come.
- You heard I was sick.
- I know that he will go.
- He says that he came.
- He tells him to come.
- I told him a lie to make him
come.
- Tell him that I go.
- I told him to come.
- Tell him I'm not in.
- That man entered.
- You see that man.
- I saw that the man entered.
- You saw that man who entered?

- 75. Kuehé a-pu'á nde mboyvé. Yesterday I got up before you.
- 76. Kuehé a-pu'á rej-ù mboyvé. Yesterday I got up before you came.
- 77. Ro-mboguata'á ta pe ka.aguý pevé. I'm going to make you walk as far as that forest.
- 78. O-ka'tý la xe-rymbà-jaguá la tapé re. My dog got lost along the road.
- 79. A-jokuá jvyrá rehé. I tied it to a tree.
- 80. Pe tráhe re o-i mokõi mãncha. There are two stains in that suit.
- 81. Kóva riré. After that.
- 82. O-ú media óra riré. He arrived after half an hour.
- 83. E-hé'è nde-jurú rupi. Speak through your mouth.
- 84. Oi-ké la oké rupi. He entered by the door.
- 85. Ij-yvaté xé ixa. He is as tall as I am.
- 86. Ta-pe-hó pe-ké. Go to sleep.
- 87. Ta-há ta-heká xu-pé. I want to go find him.
- 88. Te-re-ho e-rú xé-ve nde-hermano. Go and bring your brother.
- 89. O-jeruré o-mbou haguá xu-pé hóga-pe. He asks him to make him come home.
- 90. He-'í xé-ve a-hasà jevý haguá ko'èro. He told me to come again tomorrow.
- 91. He-'í xé-ve aní haguá a-há a-jahú. He told me not to go hither.
- 92. Ikatú piko a-sé ko ka.arú? May I go out this afternoon?
- 93. O-ký rò nd'o-ù mo'a'í ha'è. If it rains he is not going to come.
- 94. Pe kuña-karaí o-i o-sé haguá ixa. That lady seems to be ready to go out.
- 95. Araka.evé ná xe-mandu'á i a-rú haguá. I never remember to bring it.
- 96. Xe-mandu'á nde-rú re. I remember your father.
- 97. Ha'è o-kyhyjé o-sé haguá. He is afraid to go out.
- 98. O-kyhyjé la jaguá gui. He is afraid of the dog.
- 99. A-vy'á nde-rexá vo. I am glad to see you.
- 100. A-vy'á ja-jo-topà-pà jevý hagué re. I am glad we have all met together again.
- 101. Ndo-tí ri o-pytà jevý vo. He is not ashamed of remaining again.
- 102. Juan o-ù-sé xe visitá vo. Juan wanted to come to visit me.
- 103. E-jú ko'èro re-rahá haguá la aó. Come tomorrow to take the clothes.
- 104. Eí-poruka mí xé-ve peteí cavajú a-guahé haguá Paraguái-pe. Lend me a horse to go to Paraguay.
- 105. Er-e mí xé-ve mãva pa la tapé a-há haguá Luque-pe. Tell me which is the road to go to Luque.



- 106. O-kañỹ i-xu-gui anĩ haḡuã
o-juká i-xu-pé.
- 107. O-pu'ã porã piko la kumandá.
- 108. Pe mitã karia'ỹ o-ú o-j-apó
sarambi.
- 109. O-jupí o-hèxá i-sý-pe.
- 110. Mboý año pa re-rekó ?
- 111. Mamó pa o-pytá nde-rôga ?
- 112. Pe guyrá hový.
- 113. Lo mitã iñ-ate'ỹ.
- 114. Araka'é piko re-guahẽ ra.è ?
- 115. A-vy'á ro-hexá vo.
- 116. Pe kuñã-karai mbohapỹ i-membý.
- 117. Re-rekó pa la xe-kysé ?
- 118. Ore-rasy mĩ ro-ina.
- 119. Oi-mẽ kokué-pe.
- 120. Re-vènde-sé pa xé-ve ko mburiká ?
- 121. Mboý pa re-jeruré hese ?
- 122. Hepỹ-eterei !
- 123. Pe mburiká nd'o-valé i mbà'e-avé.
- 124. Xe-mandu'á nde-réhe.
- 125. Peteĩ guãiguĩ i-poxỹ i-ména ndi.
- 126. Pende-resarai pa pende-rú gui.
- 127. Ndé pa Juan Ramón ? Xé nda'ha'é i.
- 128. Mba'é pa he-'i-sé ... guarani-me ?
- 129. Nda'xe-japú i.
- 130. A-juhú xe-sý-pe i-koty-pe.
- 131. Pe jagua o-juká ta mbarakajá-pe.
- 132. Umĩ mita'í o-juhú peteĩ mboí ha
o-juká.
- 133. Ei-poruká xe-rú-pe kóva.
- 134. Ai-kotevé peteĩ mburiká re.
- 135. Ai-potá un kilò avatí.
- 136. Araka'é pa o-guahẽ ra.è nde-rú ?
- 137. Mba'é iko o-jehú ndé-ve?
- 138. Xé a-me'ẽ xu-pe ỹ mĩ.
- 139. O-kañỹ ore-heguí pe ore-rymbajaguá.
- 140. Kóva pa la Ita'rapé ?
- 141. Nda'i-po'ri tapé.
- 142. Aipóva oi-mẽ Rusia-pe.
- 143. N'osé i guèteri la kuarahý.
- 144. Ta-pe-hó pende-rôga-pe.
- 145. E-jú na xe-ndivé.
- 146. Mba'é ixa pa pe-jú peẽ ?
- 147. Ro-jú yvỹ rupi.
- 148. Nd'o-ú i pa nde-ndivé nde-rembirekó?
- 149. Ja-há ko tapé rupi.
- 150. Mba'é pa ndé er-é ?
- 151. Pej-é xé-ve mba'é pa pei-potá.
- 152. I-karú pe karai; ho-'ú peteĩ guéi.
- 153. Re-'a pa cavajú ári gui ?

- He hid himself so that they
wouldn't kill him.
- The beans are growing well.
(getting up)
- That kid came to cause trouble.
- He goes up to see his mother.
- Cuantos años tienes ?
- Where is your home ?
- That bird is blue.
- The children are lazy.
- When did you arrive ?
- I am glad to see you.
- That lady has three sons.
- Do you have my knife ?
- We are a little sick.
- He is at the farm.
- Do you want to sell me this mule ?
- How much are you asking for it ?
- How expensive !
- That mule isn't worth anything.
- I forget you.
- An old lady got mad at her husband.
- Do you-all forget your father ?
- Eres tú Juan Ramón ? No, I'm not.
- What does ... mean in Guarani ?
- I'm not lying.
- I find my mother in her room.
- The dog will kill the cat.
- Esos niños encuentran una serpiente
y la matan.
- Lend this to my father.
- I need a mule.
- I want a kilo of corn.
- When did your father arrive ?
- What is the matter with you ?
- I give him a little water.
- We lost our dog.
- Is this the road to Ita' ?
- There is no road.
- That one is in Russia.
- The sun hasn't come out yet.
- Go home.
- Come with me.
- How did you come ?
- We came on foot.
- Didn't your wife come with you ?
- Let's go by this road.
- What did you say ?
- Tell me what you want.
- That man's a glutton; he can eat an ox.
- Did you fall from (off) the horse ?



154. Ha-'á ha á-pě xe retymá-me. I fell and broke my leg.
155. Ague-rú ndé-ve pãtef regálo. I brought you a present.
156. Peteř aò-johéi há o-johéi la xe-aó. A laundry woman washes my clothes.
157. Moò gui~pa o-ú ko tatati ? Where does that smoke come from ?
158. Avá~piko.o-ú ? Who came ?
159. Ndé moò gui rej-ú ? Where do you come from ?
160. Óga-pe o-i hetá taravé. There are a lot of cockroaches at home.
161. Nd~o-je-topá~i mamó-vé la i-juká há re. The murderer is not to be found anywhere.
162. Pe otra semana a-karú hendivé. Last week I had dinner with him.
163. Upé lunes o-ú kuri. He went on Monday.
164. Re-purahéi rò a-me'ě ta ndé-ve peteř prêmio. If you sing I will give you a prize.
165. O-sě~pa ra.ě hōga gui tēra~pa nd~o-sě~i ra.ě ? Did he leave the house or not ?
166. Kō'ero a-há jevý ta la mediko rendá-pe. I'll go again to see the doctor.

REINFORCEMENT STAGE

El uso de NE RÒ trae insospechables oportunidades para que los estudiantes se ejerciten en los usos VIVOS del idioma. Con ella se pueden ambientar o componer situaciones (bién dramáticas) que envuelvan al estudiante exigiendo de él una definición categórica y personal. Y sobre todo servirá para reforzar el uso de patrones en re-creaciones libres de respuestas prefabricadas.

Estas son algunas situaciones compuestas en que cada estudiante deberá participar y (con la ayuda del maestro corrigiendo los errores gramaticales) dar una respuesta, personal.

1. Jesucristo he-² va.ekue: Re-ñe-nupã rò peteĩ nde-rovà yké-pe. E-moĩ otro nde-rovà yké ha e-ñe-nupã-ká jevý.
Xe a-porandú peẽ-me: Mba'é^{pa} ndé rej-apó ne o-ú rò peteĩ nde-rapixá nde rova-pete ?
2. Re-hó rò re-ke peteĩ hotel-pe ha re-páy re-topa re-ñe-monda pa-ité hagué. Mba'é^{pa} rej-apó ne ?
(Despues que cada uno haya dado respuesta)
La policia he-'i rò ndé-ve nde-hermano hagué la monda ha; mba'é^{pa} rej-apó ne ?
3. Rê-hó rò re-joguá peteĩ nde-camisa rá. Ha upéi re-ju nde-rôga-pe re-topá tuixa há nde-rehe. Mba'é^{pa} re-ho ne er-é la o-vendé vakue-pe ndé-ve.
4. Ndé re-hó peteĩ pueblo'i mĩ-mé Paraguái-pe, ha o-kañy mba ité nde-hegui la ndé kuationa kuéra, ha o-ú peteĩ tahaxi o-jururé ndé-ve nde-documento re, ha ndé er-é xu-pe: XE CUERPO DE PAZ PEGUÁ VOLUNTARIO però ha'é nd'oi-kuaá'i mba'é^{pa} he-'i-sé upeva ha nde-nupa ha nde gueraha preso mba'é^{pa} er-é ne la comisario-pe.

Lea en voz alta cada sentencia, hasta que todos lo hayan entendido (asegúrese de ello). Luego dé tres nombres preguntando a cual de ellos se debe. Por ej. Ud. toma la sentencia 'Cree o muere' de Mahoma.

Maestro: E-gueroviá tãra e-manó. Máva^{pa} he-'í raka, è: Mahoma^{pa} tãra Jesús tãra^{pa} Moisés ?
Cada persona despues de ENTENDERLO tratará de dar la respuesta correcta. Evite que traten de adivinar sin entender las sentencias. Puede ser una vívida competencia de puntos y proclame al ganador.

MAVACPA HE-'I RAKA'E

1. 'E-gueroviá tãra e-mano' Mahoma, Cristo, Moises.
2. 'Ani re-heja ti ko'ero guarã la ikatuva rej-apo ko'ara' Franklin, Julio Cesar, Salomon.
3. 'Re-haihu va.erã nde-rapixa-pe re-je-haihu há ixa nde-jupe' Jesús, Budda, Pablo.
4. 'Petel centavo f-fongatu pyre petel centavo i-ke-ganá pyre' Franklin, Karl Marx, Adam Smith.
5. 'I-porã ve petel guyrã nde-põse dien o-veve va gui' Franklin, Salomon, Chino.
6. 'Ej-apó nde-rapixa re rei-potá ná ixa o-jej-apó nde-rehe' Jesús, Moisés, Judios.
7. 'Nda-mbujape año-i-gui oi-kove va.erã kui mbá'é' Jesús, Budda, Napoleón.
8. 'Pé-póe xe-nehui tãra xe-juzá' Patrick Henry, Tomas Paine, Washington.
9. 'Ani oi-kuáá ti nde asá-uj-apó va.ndé uerecha' Jesús, Franklin, Seneca.
10. 'Lázaro, e-pu'ã e-guatá' Pablo, Jesús Mahama Ghandi.
11. 'Oí-ke há-pe kuaráhy nd'oi-ke'ini méido' Franklin, Chino Ne'enga, Pasteur.

Otro útil REINFORCEMENT podría consistir en lo siguiente:

Antes que nada el maestro deberá estar más or menos compenetrado de los intereses especiales de su clase o de cada individuo en especial. Luego recurriendo a la imaginación siempre rica de los estudiantes, debe hacer que cada uno responda a las siguientes preguntas y otras que el maestro hará.

1. Mba'ê ixa guã óga^pa rej-apo-uká ne re-guereko rō 1,000,000 de dólares?
2. Mba'ê ixa guã cōche^pa re-jogúá ne re-guereko rō 2,000,000 de guaraníes?
3. Moō^pa re-hó ne re-guereko rō peteĩ avión a chorro?
4. Máva re^pa re-mendá ne nde-plata-ñeta rō?
5. Moō^pa re-ho-sé ne nde^re-hó^i ta rō Paraguái-pe?
6. Mba'ê^pa re-jogúá ne nde-plata-ñetá rō?
7. Moō^pa re-hó ne rei-ko nde-plata-ñetá rō?

Veinte Preguntas

Este juego es bien conocido por la mayoría de los Norteamericanos. Consiste en lo siguiente: se divide la clase en 3 o más equipos. Uno de los estudiantes; Luis por ejemplo, es escogido para pensar en un determinado personaje famoso. Entonces cada equipo tendrá 20 oportunidades para lograr adivinar el nombre del personaje. Supongamos que Luis pensase en Abraham Lincoln y que los equipos tratarasen de adivinarlo.

Estudiante 1: Kuña[~]pa?
 Luis: Nahāniri.
 Estudiante 2: Norteamericano[~]pa?
 Luis: Hēe.
 Estudiante 3: Oi-kové guēteri[~]pa?
 Luis: Nahāniri.
 Estudiante 4: Mba'é apo-há[~]pa raka'e? Politico[~]pa?
 Luis: hēe.
 Estudiante 3: Oi-kó va.ekue[~]pa siglo 19-pe?
 Luis: Hēe.
 Estudiante 2: Ha'é hēra Abraham Lincoln, aje[~]pa?
 Luis: hēe.

En el ejemplo de arriba el estudiante número 2 ha logrado adivinar el nombre del personaje, por lo cual él (estudiante 2) ocupará el lugar de Luis y pensará en otro personaje que los equipos tratarán de adivinar. Si un equipo rebasase el número de 20 preguntas será eliminado.

VARIACIONES: Este juego se presta a múltiples variaciones. Los objetos del juego podrían ser también personajes famosos, como hechos históricos, grandes ciudades o cualquier otra cosa.

Mba'é ixa^{pa} nde-rera?
 Araka'é^{pa} re-nace raka'e?
 Mamo^{pa} o-pyta nde-roga?
 Mba'e-pe^{pa} re-mba'apó?
 Mba'e^{pa} re-studia raka'e?
 Ikatú^{pa} ne-mandu'á oréve
 la ne-familia rehe?
 Mba'é ixa^{pa} re-ñeñandú?
 Mba'é^{pa} hasý ndéve?
 Mba'e^{pa} o-ĩ ne^{mo}lestá va?
 Mba'é^{pa} ne^{kev}rantá?
 Mba'é^{pa} la ne^{inter}esá va?
 Mba'é-pe^{pa} re-mba'apó raka'e
 re-ĩna re-jù mboyvé ko'á-pe?
 Ha mboý^{pa} re-ganá raka'e?
 Mboý^{pa} o-gana por año la
 ne-familia?
 Ha mba'é teko^{pa} la situación
 ko'ága nde-roga-pe?
 Mboý^{pa} pei-me nde-roga-pe?
 Mboý^{pa} ne-membý ndé?
 Nde-aré ma^{pa} ko hospital-pe?
 Oi-mé ne re-hexà ga'ú la ne-familia
 kuéra-pe, aje^{pa}?
 O-ú^{pa} jepi ne-gente kuera ne^{and}ú?
 Hetá-pe ma^{pa} rei-kuaá á-pe?
 Ne-kane'õ^{pa} sapy'a mi mĩ ko hospital
 gui?
 Mba'é^{pa} la rej-apo-se-vé va?
 Mba'e^{pa} he-'í ne-gente kuéra la
 re-ĩ haguere la hospital-pe?
 Re-hexa py'yi^{pa} la doctor kuéra-pe?
 Ne^{py}tyvó^{pa} va ixa ndéve hikuái?
 Mba'é, nde^{gust}á la tembi'ú?
 Mba'e mba'é^{pa} la re-'ú va ko'á-pe?
 Mba'é^{pa} la re-'u-se-vé va re-ĩ jave
 nde-roga-pe?
 Oi-mè vaerã ningo re-extrañá ã mba'é,
 aje^{pa}?
 Na^{ñande}-títuloⁱ rõ, hasý ña-mba'apo
 ha^{gu}ã, ajé^{pa}?
 Ymá^{pa} re-mba'apo rakae?
 Nde^{gust}a^{pa} rakae la nde-puesto?
 Mba'é^{pa} re-pensa rej-apo vo re-sé
 vove águi?
 Arakae^{pa} vaixa nde-ve re-sé ta ko'águi?
 Re-ñe'ẽ ma^{pa} rae la doctor kuera ndi
 mba'é re?

Cómo se llama Ud.?
 Cuándo nació Ud.?
 Dónde queda su casa?
 En qué trabaja Ud.?
 Qué estudió Ud.?
 Puede... hablarnos acerca de
 su familia?
 Cómo se siente?
 Qué le duele?
 Hay algo que le molesta?
 Qué le preocupa?
 Qué es lo que le interesa?
 En qué estaba trabajando antes
 de venir aquí?
 Y cuánto ganabas?
 Y cuánto gana anualmente
 su familia?
 Y cómo está ahora la situación
 en su casa?
 Cuántos son en su familia?
 Cuantos hijos (hijas) tiene?
 (a una mujer)
 Ya ha estado mucho tiempo aquí
 en el hospital?
 Seguramente añoras a sus familiares,
 verdad?
 Suelen venir sus parientes a visitar?
 Ya conoció a muchos aquí?
 Se cansa de vez en cuando del hospi-
 tal?
 Qué es lo que más desea hacer?
 Qué dicen sus parientes porque está
 en un hospital?
 Les ve Ud. frecuentemente a los médicos?
 Le parece que le ayudan?
 Y, le gusta la comida?
 Qué cosas come aquí?
 Qué es lo que suele gustarle más
 cuando está en su casa?
 Seguramente extrañas estas cosas,
 verdad?
 Si no tenemos un título, es difícil
 trabajar, no?
 Trabajaba antes?
 Le gustó su cargo?
 Qué piensa hacer cuando salga de
 aquí?
 Cuando le parece que va a salir de aquí?
 Ya habló de estas cosas con el médico?

O-ĩ pa ne pytyvõ ta va re-juhũ haçuã
nde-trabajorã re-sẽ vovẽ á-gui?
Mava pa umiva?
Mba'ẽ pa er-ẽ roi pytyvõ rõ? A-ha-
kuaã a-ñe'ẽ hendive kuera.
Re-gana va pa ikatu haçuãixa re-sos-
tenẽ la ne-familia kuera-pe?
Mboý pa re-gana rakae yma-vẽ?
Ha nde-roga-pe pa o-ĩ ambue
o-mba'apó va aveí?
Re-guerako pa ne-gente militar va?
Nde pa liberal tẽra colorado?
Ne pytyvõ pa rakae la nde-partido?
Rei-potá rõ, xẽ ikatũ a-hã a-ñemongetã
hendive kuera.
Ndẽ pa o-menda va?
Re-hexa py'yi pa xupe?
Re-pena pa ne-memby kuera re?
O- scrivi pa ndẽve hikuái?
Rei-kẽ pa escuela-pe rakae?
Mba'e grado pevé pa?
Re-lee ha re-scrivi pa?
Rei-potá rõ, sẽ ikatu roi pytyvõ
re-scrivi haçuã peteĩ carta.
Xẽ ikatu a-conseguí ndẽve la kuatiã
Rei-kuaã pa mba'ẽre pa re-ĩ re-ina
hospital-pe?
Oĩ-kuaã pa hikuái nde-rasy há?
Re-kyhyjẽ pa rakae re-ju haçuã
hospital-pe?
Xẽ a-hexã-kuaã há ixa hetã o-ĩ la
ndõ-ũ-sẽ i va hospital-pe ndõ-oi-
kuaã i gui mba'ẽixa pa-nte.
Hetã ningo o-ĩ he-í va la o-ĩ va
guivẽ ko'á-pe i-tarova há. Ha
nda upeixa i. Tavý gui o-je-'e upéixa.
Xẽve rõ guarã ndẽ re-ñekevrantã re-ina
re-sẽ-sẽ gui ko'á gui. Arakae pa re-
sẽ ta re, ha mba'e responsabilidad pa
ho'á ta nde-ãri re-sẽ vovẽ.
Ha xẽ roi pytyvõ-sẽ. Ikatũ rõ, xẽ
a-arregla-pa-sẽ la rei-potá va
re-sẽ mboyvẽ.
O-ĩ pa ikatũ va aj-apo nde-rehe tẽra
ne-memby kuera re?
Tekotevẽ re-ñeha'ã re-pytu'u re-kuera
pya'e-vẽ haçuã, ha ikatu haçuãixa
re-hó pya'e-vẽ la nde-roga-pe.
Arẽ ma pa nde-rasy hague
ko mba'asy gui.

Hay alguien que va a ayudarle a
encontrar un trabajo cuando salga?
Quienes son ellos?
Qué le parece si le ayudo? Puedo
ir a hablar con ellos.
Suele ganar lo suficiente para mantener
a su familia?
Cuánto ganaba anteriormente?
Y hay otros que trabajan en su familia?
Tiene parientes militares?
Es Ud. liberal o colorado?
Le ha ayudado su partido?
Si quiere yo puedo ir a hablar
con ellos.
Es Ud. casado?
Le ve Ud. frecuentemente?
Se preocupa por sus hijos?
Le escriben?
Entró en la escuela?
Hasta qué grado?
Lee y escribe?
Si lo desea yo puedo ayudarle a
escribir una carta.
Yo puedo conseguir el papel?
Sabe Ud. porqué está en el hospital?
Saben ellos que está Ud. enfermo?
Tenía Ud. miedo de venir aquí?
Me parece que hay muchos quienes no
quieren venir a este hospital,
porque no saben cómo es.
Muchos dicen que todos los que están
aquí son locos. Pero no es así. Por
ignorancia se piensa así.
Para mí, Ud. se preocupa por querer
salir de aquí. Sobre cuándo saldrá
y la responsabilidad que recaerá
sobre Ud. cuando salga.
Yo quiero ayudarle. Si es posible
quiero arreglar todo antes que
salga.
Hay alguna cosa que yo pueda hacer
por Ud. o sus hijos?
Es necesario que procure descansar
para curarse mas rápido y para
poder volver pronto a su casa.
Hace mucho tiempo que tiene esta
enfermedad?

Iba'éixa^pa re-kuerá rakae umi otro
 mba'asy gui? Re-íú^pa rakae hos-
 pital-pe tēra moō re-hó?
 ¿La cancer i-peligroso, aje^pa?
 ¿Mava re^pa re-je-rovia-vé?
 ¿Bapy'a-nte ko o-jehu ñandéve jai-pota-
 y^va, aje^pa?

¿Bapy'a-nte katu nda^ja-vy'á^i reí-nte.
 ¿Bapy'a-nte ko ñai-kotevê voi ña-ñe-
 moha'eñó ha ña-ñemot tiempo ja-pytu'u
 hañuá ha ña-pensa hañuá, ajé^pa?
 ¿Arakae^pa i-porá ña-mendá?

¿Mba'e re^pa iñiimportante-terei la plata? Por qué es tan importante el dinero?
 ¿Añeté^pa opá o-í va i-plata heta-se^?) ¿Es verdad que todo el mundo quiere
 ser rico?

¿Mena^pa o-me'ē moá vaerá i-plata
 hembireko-pe?
 ¿Mooy^pa o-sē la título universidad-pe?

¿Añeté^pa entero norteamericano
 i-plata hetá?

Cómo se curó de las otras enfer-
 medades? Fué Ud. a un hospital,
 o dónde?

El cancer es peligroso, ¿verdad?
 En quién confía más?

A veces nos pasan cosas que no
 deseamos, ¿verdad?

Y a veces nos entristecemos sin motivo.
 A veces es necesario buscar la soledad
 y hacerse de tiempo para descansar
 y pensar, ¿verdad?

¿Cuándo debe uno casarse?

¿Debe el hombre dar todo su dinero
 a su esposa?
 ¿Cuánto cuesta una educación univer-
 sitaria?

¿Es verdad que todos los norteamerica-
 nos son ricos?