

Guarani Basic Course
Part II





Hosted for free on livelingua.com

CORE STAGE

Cycle 1

Manipulation Phase

model

I-porã-nte	(I'm) just fine.

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

pronunciation

I-porã-nte
porã
I-porã
I-porã-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

Hosted for free on livelingua.com

Cycle 2

Manipulation Phase

model

Xe-ŕéra Carlos.	My name (is) Carlos.

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

repetition

Xe-ŕéra Carlos.
Nde-ŕéra Gladys.

model

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

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

repetition

Mba'é ixa^pa nde-ŕéra?
S nde-ŕéra?
pa nde-ŕéra?
Mba'é ixa^pa
Mba'é ixa^pa nde-ŕéra?

A. Mba'é ixa^pa nde-ŕéra?

B. Xe-ŕéra _____?

Hosted for free on livelingua.com

Cycle 3

Manipulation Phase

model

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

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

A. Xe-ŕéra Carlos.

B. Xé xe-ŕéra Carlos aveí.

Use Phase

listening for comprehension

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

appropriate response

What are both men named?

Hosted for free on livelingua.com

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 students 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.

Hosted for free on livelingua.com

CORE STAGE

pronunciation practice

a e i o u	like Spanish vowels.

repetition

a aveí
e xe
i karaí
o vo
u -hendú

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

repetition

y jevý
y a-vý'á

j v h	much like the English consonants

repetition

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

Hosted for free on livelingua.com

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

repetition

x xé, xáke, xopî, xuxú, xíka, xyryrý
g ko'aga
gu guasú, guejý, guiiilí, guyrá

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

repetition

I-porã-nte ndé pora mba'é ixa'pa karaí -pagá

mba'é -ñe'ẽ 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'ẽ

ã ẽ ĩ õ ũ ỹ	Any vowel may be nasalized

Hosted for free on livelingua.com

contrast drill

ã	porã	porá
ẽ	peẽ	peé
ĩ	oĩ	oí
õ	moõ	moó
ũ	rù	rũ
ỹ	pỹ	py

nasal	j - ñ	pronounced ñ
nasal	d - d̨	silent
nasal	b - b̨	silent

contrast drill

ja	ña
ndé	nd̨ẽ
mba'é	mb̨a'ẽ

non-nasal	nasal	
	~	primary stress
	≈	secondary stress

repetition

ndé
porã
nde-réra
oĩ-porã
karaí
I-porã-nte
ha'é
ha'è kuéra

peẽ	hẽe	kuaã	volume is loudest at point of stress

Hosted for free on livelingua.com

repetition

pee
nee
kuaá
karaí
-studiá
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.

Hosted for free on livelingua.com

-Ikuaá -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'.

Hosted for free on livelingua.com

REINFORCEMENT STAGE

Games 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'ë
   mbaé mba'é

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

   Example: pee peé
   oré orẽ
   ñe'ë ñe'é
   porã porã́
   etc. etc.

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

   Example: jevý jevú
   a-vy'a a-vy'á
   ykuá ukuá
   jevi 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.

Hosted for free on livelingua.com

CORE STAGE

Cycle 1

Manipulation Phase

model

Xé^pa?	(Who) me?

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

point and say

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

point and ask

Xé	Ndé^pa?
Ha'é.	Ha'é^pa?
Ndé.	Xé^pa?
Carlos.	Carlos^pa?
Oré.	Peẽ^pa?
Peẽ.	Oré^pa?

model

E-hendú	Listen	Escuche
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.)

Hosted for free on livelingua.com

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

Singular	Plural
E-hendú	Pe-hendú
E-ñe'è	Pe-ñe'é
E-studiá	Pe-studiá

model

E-hèndu mï.	Listen a little.	Escuche un poco.

TO THE STUDENT: mi after the command softens the command. Literally mi 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-hèndu mi.
E-ñe'e	E-ñè'e mi.
E-studiá	E-stùdia mi.
Er-é	Er-e mi.

dialog 1.

A.	E-stùdia mi.	Study'
B.	Xé^pa?	(Who) me?
A.	Ndé.	You.

dialog 2.

A.	Pe-stùdia mi.	Study.
B.	Oré^pa?	(Who) us?
A.	Pee.	You

Hosted for free on livelingua.com

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'ẽ:	I talk.
Xé ha-'é.	I say.

Hosted for free on livelingua.com

model

A-hendú´	I listen.

TO THE STUDNET: 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'ẽ.	I talk.
A-studiá´	I study.
Ha-'é.	I say.

model

A-hendú hĩna.	I am listening.

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

translation

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

patterned response

Xé a-studiá hĩna.	Xé a-studiá hĩna aveí.
Xé a-ñe'ẽ hĩna.	Xé a-ñe'ẽ hĩna aveí.
Xé a-hendú hĩna.	Xé a-hendú hĩna aveí.
Xé ha-'é hĩna.	Xé ha-'é hina aveí.

Hosted for free on livelingua.com

dialog

A.	E-hèndu mĩ.	Listen a bit.
B.	Xé^pa? A-hendú hĩna.	Me? I'm listening.

Use Phase

interpreting (give the dialog responses)

Politely tell (name) to

study
speak
listen
tell it
read

Cycle 3

Manipulation Phase

model

Ndé re-studiá hĩna.	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 hĩna.	You are studying.
Ndé re-hendú hĩna.	You are listening.
Ndé re-ñe'ẽ hĩna.	You are talking.

Hosted for free on livelingua.com

model

Ndé re-studiá hĩna guaranĩ.	You are studying Guarani.

repetition

Xé a-ñe'ẽ hĩna guaranĩ.	I am speaking Guarani.
Xé a-hendú hĩna guaranĩ.	I am listening (to) Guarani.
Ndé re-studiá hĩna guaranĩ.	You are studying Guarani.
Ndé re-ñe'ẽ hĩna guaranĩ.	You are speaking Guarani.

model

Ndé^pa re-studiá hĩna guaranĩ?	Are you studying Guarani?
Re-studiá^pa hĩna guaranĩ?	

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

repetition

Ndé^pa re-hendú hĩna?	Are you listening?
Re-hendú^pa hĩna?	Are you listening?
Ndé^pa re-ñe'ẽ hĩna?	Are you talking?
Re-ñe'ẽ^pa hĩna?	Are you talking?

patterned response

Re-ñe'ẽ^pa hĩna?	Nahãniri. Ndé^pa re-ñe'ẽ hĩna?
Re-hendú^pa hĩna?	Nahãniri. Ndé^pa re-hendú^pa?
Re-studiá^pa hĩna?	Nahãniri. Ndé^pa re-studiá^pa?

dialog

A. Re-studiá^pa hĩna guaranĩ?

B. Nahãniri. Ndé^pa re-studiá hĩna guaranĩ?

Hosted for free on livelingua.com

Use Phase

interpreting

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'ẽ hĩna.
Ndé, (name), re-hendú hĩna.

appropriate response

Xé^pa a-hendú hĩna?

Ndé^pa re-ñe'ẽ hĩna?

dialog

A.	Ndé^pa re-studiá hĩna guaraní?	Are you studying Guarani?
B.	Hẽe, a-studiá hĩna guaraní.	Yes, I'm studying Guarani.
A.	Re-studiá^p hĩna inglés aveí.	Are you studying English too?
B.	Nahãniri. Ha'é o-studiá hĩna inglés.	No. He's studying English.

Hosted for free on livelingua.com

Cycle 4

Manipulation Phase

model

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

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

repetition

Ha'é o-hendú hĩna.	He is listening.
Ha'é o-studiá hĩna.	He is studying.
Ha'é o-ñe'ẽ hĩna.	He is speaking.
(Name) o-leé hĩna.	(Name) is speaking.
(Name) o-scriví hĩna.	(Name) is writing.

patterned response

model: Carlos^pa o-studiá hĩna inglés?
Hẽe, o-studiá hĩna.

Ha'é^pa o-ñe'ẽ guaraní?
Hẽe, o-ñe'ẽ guaraní.

O-leé^pa hĩna?
Hẽe, o-leé hĩna.

drill: Carlos^pa o-ñe'ẽ hĩna inglés?
Hẽe, o-ñe'ẽ hĩna inglés.

Gládys^pa o-ñe'ẽ inglés aveí?
Hẽe, o-ñe'ẽ inglés aveí.

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

O-leé^pa hĩna kuñà-karaí Gomez?
Hẽe, o-leé hĩna.

Hosted for free on livelingua.com

model: Re-studiá pa hĩna karaì-ñe'ẽ ko'ãga?
Hẽe, ko'ãga a-studiá hĩna karaì-ñe'ẽ.

Re-ñe'ẽ pa hĩna guaranĩ-me ko'ãga?
Hẽe, ko'ãga a-ñe'ẽ hĩna guaranĩ-me.

Re-hendú pa hĩna ko'ãga?
Hẽe, ko'ãga a-hendú hĩna.

drill: Re-studiá pa hĩna guaranĩ ko'ãga?
Hẽe, ko'ãga a-studiá hĩna guaranĩ.

Re-leé pa hĩna inglés ko'ãga?
Hẽe, ko'ãga a-leé hĩna inglés.

Re-scriví pa hĩna karaì-ñe'ẽ ko'ãga?
Hẽe, ko'ãga a-scriví hĩna karaì-ñe'ẽ.

lexical substitution

o-studiá	(Name) o-studiá hĩna.
o-leé	(Name) o-leé hĩna.
o-scriví	(Name) o-scriví hĩna.
o-manõ (die)	(Name) o-manõ hĩna.
o-ké (sleep)	(Name) o-ké hĩna.

grammatical substitution

(xé)	Xé a-studiá hĩna guaranĩ.
ndé	Ndé re-studiá hĩna guaranĩ.
ha'é	Ha'é o-studiá hĩna guaranĩ.
(ha'é)	Ha'é o-scriví hĩna.
ndé	Ndé re-scriví hĩna.
xé	Xé a-scriví hĩna.
(xé)	Xé a-leé hĩna.
ha'é	Ha'é o-leé hĩna.

Hosted for free on livelingua.com

Cycle 5

Manipulation Phase

model

Peê pe-ñe'ẽ hĩna.	You-all are speaking.

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

repetition

Peê pe-hendú hĩna.	You-all are listening.
Pee pe-studiá hĩna.	You-all are studying.
Peẽ pe-ñe'ẽ hĩna.	You-all are talking.

model

Oré ro-ñe'ẽ hĩna.	We are talking.

repetition

Oré ro-hendú hĩna.	We are listening.
Oré ro-studiá hĩna.	We are studying.
Oré ro-ñe'ẽ hĩna.	We are talking.
Oré ro-ñe'ẽ guaranĩ.	We are talking Guarani.

grammatical substitution

(peẽ)	Peẽ pe-ñe'ẽ hĩna.
Oré	Oré ro-ñe'ẽ hĩna.
xé	Xé a-ñe'ẽ hĩna.
ndé	Ndé re-ñe'ẽ hĩna.
ha'é	Ha'é o-ñe'ẽ hĩna.
(xé)	Xé a-studiá hĩna.
ndé	Ndé re-studiá hĩna.
ha'é	Ha'é o-studiá hĩna.
peẽ	Peẽ pe-studiá hĩna.

Hosted for free on livelingua.com

model

Inglés-pe	In English
Guaranî-me	In Guarani

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

repetition

Inglés-pe	In English.
Guaranî-me	In Guarani.
Èr-e mî inglés-pe.	Say (it) in English.
Èr-e mî guaranî-me.	Say (it) in Guarani.
E-ñẽ'e mî guaranî-me.	Speak in Guarani.
E-ñẽ'e inglés-pe.	Speak in English.

patterned response

model: Pe-ñe'ẽ hĩna guaranî ko'ãga?
Hẽe, ro-ñe'ẽ hĩna guaranî.

Pe-hendú-pa hĩna karaì-ñe'ẽ ko'ãga?
Hẽe, ro-hendú hĩna karaì-ñe'ẽ.

drill: Pe-studiá-pa hĩna ko'ãga?
Hẽe, ro-studiá hĩna inglés.

Pe-ñe'ẽ hĩna karaì-ñe'ẽ-me.

dialog

A.	Pe-ñe'ẽ-pa hĩna inglés-pe?	Are you-all talking in English?
B.	Nahãniri. Oré ro-ñe'ẽ hĩna guaranî-me.	No. We're talking in Guarani.
A.	Guaranî-me? Oĩ-porã!	In Guarani? That's good!

Hosted for free on livelingua.com

Use Phase

listening for comprehension

Xé a-ñe'ë hina guaraní-me.
Ndé re-ñe'ë hina karaì-ñe'ë-me.
Peë pe-ñe'ë hĩna inglés-pe.
Ha'é o-ñe'ë hina ruso-pe.

appropriate response

1. Xé^pa a-ñe'ë hina guaranî-me?
2. Ndé^pa re-ñe'ë hĩna ruso-pe?
3. Peë^pa pe-ñe'ẽ hina inglés-pe?
4. Ha'é^pa o-ñe'ë hĩna karaì-ñe'ë?
5. Oré^pa ro-ñe'ë 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.

Hosted for free on livelingua.com

REINFORCEMENT STAGE

Games

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 ordern 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.

Hosted for free on livelingua.com

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.

X vuelve al salon 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. 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.

3. Los estudiantes se sientan en un circulo. 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.

Hosted for free on livelingua.com

Games and Contests

Juegos y Concursos

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

O-HENDÚ HĬNA

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-HÈNDU MĬ.

NDÉ RE-STUDIÁ HÌNA.

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?

NOSOTROS?

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.

Hosted for free on livelingua.com

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

NDÉ RE-STUDIÁ HÏNA

NDÉ RE-SCRIVÍ HÏNA

NDÉ RE-ÑE'Ẽ HÏNA

NDÉ RE-HENDÚ HÏNA

NDÉ RE-LEÉ HÏNA

IT is then called into the room and is told:

PETEÏ O-LEÉ HINA, HA

OTRO KATU O-SCRIVÍ HÌNA,

etc.

IT then asks different people about their activity;

(NDÉ^PA RE-LEÉ HÏNA?)

or the activity of others:

(HA'É^PA O-HENDÚ HÏNA?)

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?)

Hosted for free on livelingua.com

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.

   Example: if IT says:

   E-HÈNDU MI.

   The person must say:

   XÉ A-HENDÚ HÍNA.

4. Formen un circulo con X en el medio. X tira una pelota or cualquier objecto suave a alguno en el circulo y da una orden. La persona debe coger el objecto, 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.

   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.

Hosted for free on livelingua.com

REVIEW STAGE

	translation
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 guaranĩ.	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 guaranĩ.	I am studying Guarani.
Ndé re-studiá hĩna inglés?	Are you studying English?
Re-ñe'ẽ^pa hĩna guaranĩ-me?	Are you speaking in Guarani?
Carlos^pa o-studiá hĩna guaranĩ?	Is Carlos studying Guarani?
Pe-ñe'ẽ hĩna inglés-pe?	Are you-all talking in English?
Guaranĩ-me^pa?	In Guarani?
Ro-ñe'ẽ guaranĩ-me.	We speak in Guarani.
Èr-e mĩ guaranĩ-me.	Say (it) in Guarani.
Pèj-e mĩ inglés-pe.	Say (it) (you-all) in English.
E-ñè'e mĩ guaranĩ-me.	Talk in Guarani.
Oĩ-porã!	That's good (fine)!

Hosted for free on livelingua.com

appropriate response

1. E-hèndù mi.
2. Mba'é ixa^pa?
3. Mba'é ixa^pa nde-réra?
4. Re-studiá pa hĩna guaranĩ?
5. Re-ñe'ẽ^pa hĩna guaranĩ?
6. Carlos^pa o-ñe'è guaranĩ-me?
7. Èr-e mĩ 'hello' guaranĩ-me.
8. Èr-è mĩ 'Guaraní' guaranĩ-me.
9. Ndé^pa re-studiá hĩna inglés?
10. Re-hendú^pa hĩna?
11. O-hendú^pa hĩna?
12. E-ñe'ẽ inglés-pe.
13. E-ñẽ'e mi guaranĩ-me?
14. Peẽ^pa pe-studiá hĩna inglés?
15. Pe-studiá^pa hĩna guaranĩ?
16. A-ñe'ẽ^pa guaranĩ-me?
17. Ha'é^pa o-studiá hĩna?
18. Carlos^pa o-hendú hĩna?
19. Mba'é ixa^pa re-studiá hĩna guaranĩ?
20. Pe-ñe'ẽ^pa hĩna guaranĩ?

Hosted for free on livelingua.com

relistening

1. A. Mba'é ixa^pa, Carlos?

   B. I-porà-nte. Ha ndé?

   A. I-porã-nte aveí. Ndé^pa pe-studiá hĩna guaranĩ?

   B. Hẽe, a-studiá hĩna.

   A. Ha David? O-studiá^pa hĩna guaranĩ aveí?

   B. Nahâniri, ha'é o-studiá hĩna inglés.

   A. Oĩ-porã! Xé ha Gládys ro-studiá hĩna inglés aveí.

2. A. Gládys ha Carlos, mba'é ixa^pa?

   B. I-porã-nte. Ha ndé?

   A. I-porã-ntẽ aveí. Pe-ñe'ẽ^pa inglés?

   B. Oré^pa? Nahãniri, oré ro-ñe'ẽ guaranĩ.

   A. Èr-e mĩ 'Hello' guaranĩ-me.

   B. "Mba'é ixa^pa?" Oĩ-porà^pa?

   A. Hẽe, oĩ-porã.

3. A. Re-studiá^pa hĩna guaranĩ, Carlos?

   B. Hẽe, a-studiá hĩna.

   A. Mba'é ixa^pa re-studiá?

   B. Xé a-ñe'ẽ guaranĩ-me.

   A. Oĩ-porã, Carlos.

Hosted for free on livelingua.com

Pronunciation practice

nasal vowel (ṽ)

hẽe
ɔ-sẽ
ñe·ẽ

nasal vs. oral vowel (ṽ : v)

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

vowel - glottal catch - vowel (v'v)

ha'é
he-'í
ñe'ẽ

v'v vs. vv

he-'ĩ	:	peteĩ kaṛaí
ñe'ẽ	:	peẽ

Hosted for free on livelingua.com

CORE STAGE

Cycle 1

Manipulation Phase

model

O-studiá hĩna guaranĩ ko'ãga.	He's studying Guarani now.

substitution

guaranĩ	o-studiá hĩna guaranĩ ko'ãga.
inglés	o-studiá hĩna inglés ko'ãga.
karaì-ñe'ẽ	o-studiá hĩna karaì-ñe'ẽ ko'àga.
portugués	o-studiá hĩna portugués ko'ãga.

model

Mba'é^pa o-studiá hĩna karaĩ Taylor?	What is Mr. Taylor studying?

substitution

karaí Taylor	Mba'é^pa o-studiá hĩna karaí Taylor?
kuñà-karaí Taylor	Mba'é^pa o-studia hĩna kuñà-karaí Taylor?

dialog

A. Mba'é^pa o-studiá hĩna (name)?

B. O-studiá hĩna guaranĩ ko'ãga.

Hosted for free on livelingua.com

Use Phase

directed discourse

1. E-porandú (name)-pe mba'é^pa o-studiá hĩna (name).
2. E-porandú (name)-pe o-studiá^pa hĩna guaranĩ.

listening for comprehension

Karaí Taylor o-studiá hĩna guaranĩ ko'ãga ha kuñà-karaí Peralta o-studiá hĩna inglés.

appropriate response

1. Mba'é^pa o-studiá hĩna karaí Taylor?
2. Mba'é^pa o-studiá hĩna kuñà-karaí Peralta?
3. O-studiá^pa hĩna guaranĩ kuñà-karaí Peralta?
4. Ndé^pa re-studiá hĩna inglés?
5. Xé^pa a-studiá hĩna karaì-ñe'ẽ?
6. Mãva^pa o-studiá hĩna karaì-ñe'ẽ?

Cycle 2

Manipulation Phase

model

O-leé hĩna ko'ãga.	He's reading now.

substitution

ñe'ẽ	O-ñe'ẽ hĩna ko'ãga.
leé	O-leé hĩna ko'ãga.
scriví	O-scriví hĩna ko'ãga.
hugá fubol	O-hugá fubol ko'ãga.

Hosted for free on livelingua.com

model

Mba'é^pa oj-apó hĩna (name)?	What is (name) doing?

patterned response

model: Mba'é^pa oj-apó hĩna ko'ãga? O-leé^pa hĩna?
Hẽe, o-leé hĩna.

Mba'é^pa oj-apó hĩna ko'ãga? O-hugá^pa hĩna fubol?
Hẽe, o-hugá^pa hĩna fubol.

drill: Mba'é^pa oj-apó hĩna ko'ãga? O-scriví^pa hĩna?
Hẽe, o-scriví hĩna.

Mba'é^pa oj-apó hina ko'ãga? O-ñe'ẽ^pa hina guaranĩ-me?
Hẽe, o-ñe'ẽ hina guaranĩ-me.

Mba'é^pa oj-apó hina ko'ãga? O-studiá^pa hĩna inglés?
Hẽe, o-studiá hina inglés.

Use Phase

directed discourse

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

patterned response

model: Mba'é^pa rej-apó hĩna? Re-leé^pa hĩna?
Hẽe, a-leé hĩna.

Mba'é^pa rej-apó hĩna? Re-scriví^pa hĩna?
Hẽe, a-scriví hĩna.

Hosted for free on livelingua.com

drill: Mba'é^pa rej-apó hína? Re-studiá^pa hĩna?
Hẽe, a-scriví hĩna.

Mba'ê^pa rej-apó hĩna? Re-hugá^pa hĩna fubol?
Hẽe, a-hugá hĩna fubol.

model: Mba'é^pá aj-apó hĩna? A-scriví^pa hĩna?
Hẽe, re-scriví hĩna.

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

Mba'é^pa aj-apó hĩna? A-studiá^pa hĩna?
Hẽe, re-studiá hĩna.

directed discourse

1. E-porandú (name)-pe mba'é^pa oj-apó hĩna.
E-porandú o-leé^pa hĩna.

2. E-porandú (name)-pe mba'é^pa rej-apó hĩna.
E-porandú re-studiá^pa hĩna.

patterned response

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

drill: Mba'é^pa roj-apó hĩna? Ro-ñe'ẽ^pa hĩna guaranĩ-me?
Hẽe, pe-ñe'ẽ hĩna guaranĩ-me.

Mba'é^pa roj-apó hĩna? Ro-scriví^pa hĩna?
Hẽe, pe-scriví hĩna.

model: Mba'é^pa pej-apó hĩna? Pe-studiá^pa hĩna?
Hẽe, reo-studiá hĩna?

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

Mba'é^pa pej-apó hĩna? Pe-ñe'ẽ^pa hĩna guaranĩ-me?
Hẽe, ro-ñe'ẽ hĩna guaranĩ-me.

Hosted for free on livelingua.com

directed discourse

1. E-porandú oré-ve mba'é^pa roj-apó hĩna. E-porandú ro-ñe'ẽ^pa hĩna inglés-pe.

2. E-pornadú (name)-pe mba'é^pa pej-apó hĩna. E-porandú pe-leé^pa hĩna.

listening for comprehension

Karaí Martínez o-studiá hĩna ingles, ha ndé, (name), re-studiá hĩna guaraní, ha xé a-studiá hĩna karaì-ñe'ẽ.

appropriate response

1. Mávapa o-studiá hĩna inglés?

2. Mba'é^pa xé a-studiá hĩna?

3. Ha ndé, (name), mba'é^pa re-studiá hĩna?

4. Mba'é^pa rej-apó hĩna?

5. Mba'é^pa oj-apó hĩna (name)?

6. Mba'é^pa xé aj-apó hĩna?

7. Mba'é^pa aj-apó hĩna ko'ãga?

Hosted for free on livelingua.com

Cycle 3

Manipulation Phase

model

Ñandé ja-studià va.erà guaranî.	We ought to study Guarani.

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.erã guaranî.
ña-ñe'ẽ	Ñandé ña-ñe'ẽ va.erã guaranî.
ña-hendú	Ñandé ña-hendù va.erã guaranî.

patterned response

model: Ha'è kuéra o-studià va.erã karaì-ñe'ẽ,
Ha ñandé ja-studià va.era guaranî.

Ha'è kuéra o-ñe'ẽ va.erà karaì-ñe'ẽ.
Ha ñandé ña-ñe'ẽ va.erã guaranî.

drill: Ha'è kuéra o-hendù va.erã karaì-ñe'ẽ.
Ha ñandé ña-ñe'ẽ va.erã guaranî.

Ha'è kuéra o-leè va.erà karaì-ñe'ẽ.
Ha ñandé ja-leè va.erã guaranî.

model

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

Hosted for free on livelingua.com

substitution

call word	pattern
nandé ja-studiá	Mba'éˆpa ñandé ja-studià va.erã ko'ãga.
oré ro-studiá	Mba'éˆpa oré ro-studià va.erã ko'ãga.
peë pe-studiá	Mba'éˆpa peë pe-studià va.erã ko'ãga.
ndé re-studiá	Mba'éˆpa ndé re-studià va.erã ko'ãga.
ha'é o-studiá	Mba'éˆpa hà'é o-studià va.erã ko'ãga.
xé a-studiá	Mba'éˆpa xé a-studià va.erã ko'ãga.

dialog for listening

A. Mba'éˆpa ja-studià va.erã ko'ãga?
B. Ndé re-studià va.erã guaranî ha xé a-studià va.erã inglés.
A. Ha'éˆpa o-studià va.erã inglés aveí?
B. Hëe.

dialog for listening

A. Mba'éˆpa ñandé ja-studià va.erã ko'ãga?
B. Ñandé ja-studià va.erã guaranî.
A. Ha mba'éˆpa ha'é o-studià va.erã ko'ãga?
B. Ha'é o-studià va.erã karaì-ñe'ë.

dialog for memorization

A. Alberto o-studià va.erã hïna karaì-ñe'ë.	Alberto should be studying Spanish.
B. Ha mba'éˆpa ñandé ja-studià va.erã hïna?	And what should we be studying?
A. Ñandé ja-studià va.erã hïna guaranî.	We should be studying Guarani.

Hosted for free on livelingua.com

Listening for comprehension

Karaí Graham o-studiá hĩna karaì-ñe'ẽ, pero ha'é o-studià va.erã guaranĩ.

Karaí Gomez o-studiá hĩna portugués, pero ha'é o-studià va.erã inglés.

appropriate response

Mba'é^pa o-studiá hĩna karaí Graham ko'ãga?
Mba'é^pa ha'é o-studià va.erã?
Mba'é^pa o-studiá hĩna karaí Gomez ko'ãga?
Ha'é^pa o-studiá hĩna karaì-ñe'ẽ aveí?
Mba'é^pa ha'é o-studià va.erã?

Cycle 4

Manipulation Phase

model

Ja-studiá py.	Let's study then.

TO THE STUDENT: ja- plus the VERB STEM makes the 'Let's...' form.

repetition

Ja-studiá py.
Ja-'é py.
Ña-ñe'ẽ py.
Ña-hendú py.

patterned response

Ha'é o-studiá hĩna.	Ja-studiá py ñandé aveí. (Let's us study then, too.)
Ha'é o-hendú hĩna.	Ña-hendú py ñandé aveí.
Ha'é o-ne'ẽ hĩna.	Na-ñe'ẽ py ñandé aveí.
Ha'é he-'é hĩna	Ja-'é py ñandé aveí.

Hosted for free on livelingua.com

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-se aveí guaraní.
Carlos o-ñe'e-sé guaraní.	Ha xé a-ñe'e-sé aveí guaraní.
Oré ro-stùdia-sé guaraní.	Ha oré ro-stùdia-se aveí guaraní.
Oré ro-ñe'e-sé guaraní.	Ha oré ro-ñe'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 cafetería-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.

Hosted for free on livelingua.com

model

Moo^pa re-stùdia-sé guaranî?	Where do you want to study Guarani?

patterned response (choose either alternative)

model: Moõ^pa re-stùdia-sé guaranî? Universidad-pe^pa tẽra^pa Paraguái-pe.
A-stùdia-sé guaranî Paraguái-pe.

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

drill: Moõ^pa re-ñẽ'e-sé? Hotel-pe^pa tẽra^pa hospital-pe?

Moõ^pa re-hùga-sé? Cancha-pe^pa tẽra^pa escuela-pe?

Moo^pa pe-lèe-sé? Biblioteca-pe^pa tẽra^pa cafetería-pe?

Moõ^pa pe-scrìvi-sé? Dormitorio-pe^pa tẽra^pa clase-pe?

Moõ^pa pe-mbà.apo-sé? Banco-pe^pa tẽra^pa escuela-pe?

dialog

A.	Moõ^pa re-stùdia-sé guaranî?	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 Phase

listening for comprehension

Carlos o-stùdia-sé inglés universidad-pe.
Gladys o-stúdia-sé guaranî Paraguái-pe.
Ha xé a-stùdia-sé guaranî Paraguái-pe aveî.
Gladys ha xé ro-ñe'ë porà-sé guaranî-me.

Hosted for free on livelingua.com

appropriate response

Mba'é^pa Carlos o-stùdia-sé?
Moc^pa ha'é o-stùdia-sé?
Gladys^pa o-stùdia-sé inglés aveí?
Mba'é^pa ha'é o-stùdia-sé?
Xé^pa a-stùdia-sé guaraní aveí?
Ro-ñe'ë porà-sé^pa guaraní?
Ndé^pa re-stùdia-sé guaraní?
Re-ñe'ë porà-sé^pa guaraní?
Mbó^pa re-stùdia-sé guaraní?

Cycle 5

Manipulation Phase

model

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.

Hosted for free on livelingua.com

patterned response

Ndé^pa rei-kuaá guaranî?	Hẽe. Xé ai-kuaá guaranî.
Ha'é^pa oi-kuaá guaranî?	Hẽe. Ha'é oi-kuaá guaranî.
Peẽ^pa pei-kuaá guaranî?	Hẽe. Oré roi-kuaá guaranî.
Oré^pa roi-kuaá guaranî?	Hẽe. Peẽ pei-kuaá guaranî.
Nandé^pa jai-kuaá guaranî?	Hẽe. Ñandé jai-kuaá guaranî.

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.	-Mäva-pe?	Ai-kuaá Carlos-pe.
Ha'é oi-kuaá Carlos-pe.	-Mäva-pe?	Oi-kuaá Carlos-pe.
Ndé rei-kuaá Carlos-pe.	-Mäva-pe?	Rei-kuaá Carlos-pe.
Oré roi-kuaá Carlos-pe.	-Mäva-pe?	Roi-kuaá Carlos-pe.
Pee pei-kuaá María-pe.	-Mäva-pe?	Pei-kuaá María-pe.
Ñandé jai-kuaá María-pe.	-Mäva-pe?	Jai-kuaá María-pe.

patterned response

Ndé^pa rei-kuaá Carlos-pe?	Hẽe. Xé ai-kuaá Carlos-pe.
Ha'é^pa oi-kuaá Carlos-pe?	Hẽe. Ha'é oi-kuaá Carlos-pe.
Peẽ^pa pei-kuaá Carlos-pe?	Hẽe. Oré roi-kuaá Carlos-pe.
Oré^pa roi-kuaá María-pe?	Hẽe. Pee pei-kuaá María-pe.
Nandé^pa jai-kuaá María-pe?	Hẽe. Ñandé jai-kuaá María-pe.

model

Ai-kuaà porã ìxu-pe.	I know him well.

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

Hosted for free on livelingua.com

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 guaranî.	-Mba'é?	Xé ai-kuaà porã guaranî.
Oi-kuaà porã guaranî.	-Mba'é?	Ha'é oi-kuaà porã guaranî.
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?	Ñandé jai-kuaà porã chino.

patterned response

model:	Ndé^pa rei-kuaà porã Carlos-pe?	Hẽe, ai-kuaà porã ìxu-pé.
drill:	Ha'é^pa oi-kuaà porã Carlos-pe?	Hẽe, oi-kuaà porã ìxu-pé.
	Peẽ^pa pei-kuaà porã guaranî?	Hẽe, roi-kuaà porã ìxu-pé.
	Oré^pa roi-kuaà porã inglés?	Hẽe, pei-kuaà porã ìxu-pé.
	Ñandé jai-kuaà porã guaranî?	Hẽe, 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?	Nahãniri, pero ai-kuàa-sé xu-pe.
Re-hexá^pa Carlos-pe?	Nahãniri, pero a-hèxa-sé xu-pe.
Rei-pytyvô^pa Carlos-pe?	Nahãniri, pero ai-pỳtyvo-sé xu-pe.

Hosted for free on livelingua.com

Use Phase

directed discourse

1. E-porandú (name)-pe oi-kuaá^pa Carlos-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 roi-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) <u>well</u>.
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 ai-kuaà porá karaí Gomez-pe ndé rei-kuaà porã ìxu-pé aveí.
Presidente Stroessner oi-kuaà porà Lyndon Johnson-pe.

appropriate response

Máva^pa oi-kuaà porà Lyndon Johnson-pe?
Ndé^pa rei-kuaà porà 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?

Hosted for free on livelingua.com

Cycle 6

Manipulation Phase

model

Mãva^pa oi-pytyvõ Gladys-pe?	Who helps Gladys?

substitution

oi-pytyvõ	Mãva^pa oi-pytyvõ Gladys-pe?
o-hexá	Mãva^pa o-hexá Gladys-pe?
oi-kuaá	Mãva^pa oi-kuaá Gladys-pe?

model

Mãva-pe^pa Gladys oi-pytyvõ?	Who does Gladys help?

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

substitution

oi-pytyvõ	Mãva-pe^pa Gladys oi-pytyvõ?
o-hexá	Mãva-pe^pa Gladys o-hexá?
oi-kuaá	Mãva-pe^pe Gladys oi-kuaá?

dialog

A. Mãva^pa oi-pytyvo hĩna Gladys-pe?
B. Carlos oi-pytyvõ hĩna xu-pe.
A. Ha mãva-pe^pa Gladys oi-pytyvõ.
B. Ha'é oi-pytyvõ María-pe.

Hosted for free on livelingua.com

Use Phase

listening for comprehension

Xé ai-pytyvó María-pe, ha ha'é oi-pytyvõ Carlos-pe.

appropriate response

Mãva^pa oi-pytyvó María?
Mãva-pe^pa María oi-pytyvõ?
Mãva-pe^pa ndé rei-pytyvõ hĩna?
Mãva-pe^pa ndé re-hexá?
Mãva-pe^pa ha'é o-hendú hĩna?

Cycle 7

Manipulation Phase

model

Xé a-ñe'ẽ mixi mĩ.	I speak a little.

patterned response

model:

Xé a-ñe'ẽ porã. Ha ndé?	Xé a-ñe'ẽ mixi mĩ.
Ha'é o-ñe'ẽ porã. Ha ndé?	Oré ro-ñe'ẽ mixi mĩ.
Xé a-ñe'ẽ mixi mĩ. Ha ndé?	Xé a-ñe'ẽ porã.
Ha'é o-ñe'ẽ mixi mĩ. Ha ndé?	Oré ro-ñe'ẽ porã

drill:

Xé a-ñe'ẽ porã. Ha ndé?	Xé a-ñe'ẽ mixi mĩ.
Ha'é o-ñe'ẽ porã. Ha xé?	Ndé re-ñe'ẽ mixi mĩ.
Oré ro-ñe'ẽ porã. Ha ha'é?	Ha'é o-ñe'ẽ mixi mĩ.
Ndé re-ñe'ẽ porã. Ha oré?	Peẽ pe-ñe'ẽ mixi mĩ.
Oré ro-ñe'ẽ porã. Ha peẽ?	Oré ro-ñe'ẽ mixi mĩ.
Carlos o-ñe'ẽ pora. Ha ndé?	Xé a-ñe'ẽ mixi mĩ.
Ndé re-ñe'ẽ pora. Ha Carlos?	Carlos o-ñe'ẽ mixi mĩ.

Hosted for free on livelingua.com

David o-ñe'ẽ porã. Ha xé? — Ndé re-ñe'ẽ mixi mĩ.
Xé a-ñe'ẽ porã. Ha David? — David o-ñe'ẽ mixi mĩ.
Oré ro-ñe'ẽ porã. Ha Juan? — Juan o-ñe'ẽ mixi mĩ.

Xé a-leé mixi mĩ Ha ndé? — Xé a-leẽ porã.
Carlos o-leé mixi mĩ. Ha ha'é? — Ha'é o-leè porã.
Ndé re-leé mixi mĩ. Ha xé? — Ndé re-leè porã.
Oré ro-leé mixi mĩ. Ha peẽ? — Oré ro-leè porã.
Peẽ pe-leé mixi mĩ. Ha oré? — Peẽ pe-leè porã.
David o-leé mixi mĩ. Ha Carlos? — Carlos o-leè porã.
Xé ha David ro-leé mixi mĩ
Ha Ha'é? — Ha'é o-leè 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.
Peẽ 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.
Peẽ pe-leé mixi mĩ inglés ha guaraní.

Ndé re-leè pora alemán ha karaì-ñe'ẽ.
Ha'é o-leè pora alemán ha karaì-ñe'ẽ.
Xé a-leè pora alemán ha karaì-ñe'ẽ.
Oré ro-leè pora alemán ha karaì-ñe'ẽ.
Peẽ pe-leè pora alemán ha karaì-ñe'ẽ.

Xé a-leè pora alemán ha karaì-ñe'ẽ.
Ha'é o-leè pora alemán ha karaì-ñe'ẽ.
Ndé re-leè pora alemán ha karaì-ñe'ẽ.
Peẽ pe-leè pora alemán ha karaì-ñe'ẽ.
Oré ro-leè pora alemán ha karaì-ñe'ẽ.

model

Ndé pa re-ñe'ẽ guaraní?	Do you speak Guaraní?

Hosted for free on livelingua.com

patterned response

model: Ndé^pa re-ñe'ẽ guaraní? A-ñe'ẽ mixi mĩ. (or: a-ñe'ẽ porã.)
Ha'é^pa o-ñe'ẽ guaraní?. O-ñe'ẽ mixi mĩ. (or: o-ñe'ẽ porã.)

drill: Xé^pa a-ñe'ẽ guaraní? Re-ñe'ẽ mixi mĩ. (or: re-ñe'ẽ porã.)
Peẽ^pa pe-ñe'ẽ guaraní? Ro-ñe'ẽ mixi mĩ. (or: ro-ñe'ẽ porã.)
Oré^pa ro-ñe'ẽ guaraní? Pe-ñe'ẽ mixi mĩ. (or: pe-ñe'ẽ porã.)

Carlos^pa o-scriví inglés? O-scriví mixi mĩ. (or: o-scrivì porã.)
David^pa o-scriví alemán? O-scriví mixi mĩ. (or: o-scrivì porã.)
Ndé ha Carlos^pa pe-scriví guaraní? Ro-scriví mixi mĩ. (or: ro-scrivì porã)
Xé ha David^pa ro-scriví guaraní? Pe-scriví mixi mĩ. (or: pe-scrivì porã)
Ndé^pa re-scriví ruso? A-scriví mixi mĩ. (or: a-scrivì porã.)
Ha'é^pa o-scriví alemán? O-scriví mixi mĩ. (or: o-scrivì porã.)
Ndé^pa re-scriví guaraní? A-scriví mixi mĩ. (or: a-scrivì pora.)

Carlos o-ntendé mixi mĩ. Ha ndé?
David o-ntendé mixi mĩ. Ha ha'é?
Xé ha Carlos ro-ntendé mixi mĩ. Ha peẽ?
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?
Peẽ pe-ntendé mixi mĩ. Ha ha'é?

Xé a-ntendé mixi mĩ aveí. (or: a-ntendẽ porã)
Ha'é o-ntendé mixi mĩ aveí. (or: o-ntendẽ porã)
Oré ro-ntendé mixi mĩ aveí. (or: ro-ntendẽ porã)
Peẽ pe-ntendé mixi mĩ aveí. (or: pe-ntendẽ porã)
Ndé re-ntendé mixi mĩ aveí. (or: re-ntendẽ porã)
Xé a-ntendé mixi mĩ aveí. (or: a-ntendẽ porã)
Ha'é o-ntendé mixi mĩ aveí. (or: o-ntendẽ porã)

patterned response

model: Ndé^pa re-leé inglés? Nahãniri. Xé a-leé guaraní.
Peẽ^pa pe-hugá pelota? Nahãniri. Oré ro-hugá béisbol.

drill: Ndé^pa re-leé alemán? Nahãniri. Xé a-leé guaraní.
Ha'é^pa o-leé alemán? Nahãniri. Ha'é o-leé guaraní.
Xé^pa a-leé alemán? Nahãniri Ndé re-leé guaraní.
Oré^pa ro-leé alemán? Nahàniri. Peẽ pe-leé guaraní
Peẽ^pa pe-leé alemán? Nahàniri. Oré ro-leé guaraní.

Hosted for free on livelingua.com

Carlos pa o-leé inglés?	Nahäniri.	Carlos o-leé guaraní.
David pa o-leé ruso?	Nahäniri.	David o-leé inglés.
Ndé ha Ha'é pa pe-leé guaraní.	Nahäniri.	Oré ro-leé inglés.
Xé ha Carlos pa ro-leé inglés.	Nahäniri.	Peë pe-leé guaraní.

Ndé pa re-hugá béisbol?	Nahäniri.	Xé a-hugá pelota.
Ha'é pa o-hugá béisbol?	Nahäniri.	Ha'é o-hugá pelota.
Xé pa a-hugá béisbol?	Nahäniri.	Ndé re-hugá pelota.
Oré pa ro-hugá béisbol?	Nahäniri.	Peë pe-hugá pelota.
Peë pa pe-hugá béisbol?	Nahäniri.	Oré ro-hugá pelota.

Cycle 8

Manipulation Phase

model

Ha'è kuéra o-studiá.	They study.
Ha'é kuéra oi-ké 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: o-

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.

Hosted for free on livelingua.com

patterned response

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

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

Oré ro-ñe'ë inglés.
Ha'è kuéra o-ñe'ë inglés aveí.

model

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

repetition or substitution

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

patterned response

Ndé^pa rei-kó Provo-pe?	Nahäniri. Xé ai-kó Paraguái-pe, pero ko'äga a-mba.apó hína Provo-pe.
Ha'é^pa oi-ko Africa-pe?	Nahaniri. Ha'é oi-kó Paraguái-pe, pero ko'äga o-mba.apó hína Africa-pe.
Peë^pa pei-kó Denver-pe?	Nahaniri. Oré roi-kó Paraguái-pe, pero ko'äga ro-mba.apó hína Denver-pe.
Ñandé^pa jai-kó Japón-pe?	Nahäniri. Ñandé jai-kó Paraguái-pe, pero ko'äga ña-mba.apó hína Japon-pe.
Ha'è kuéra^pa oi-kó Rusia-pe?	Nahäniri. Ha'è kuéra oi-kó Paraguái-pe, pero, ko'aga o-mba.apó hína Rusia-pe.
Oré^pa roi-kó Méhico-pe?	Nahaniri. Peë pei-kó Paraguái-pe, pero ko'aga ro-mba.apó hína Méhico-pe.

Hosted for free on livelingua.com

model

Moõ pa oi-kó ha'è kuéra?	Where do they live?

repetition or conversion

Moõ pa oi-kó ha'è kuéra?	Moõ pa ha'è kuéra oi-kó?
Moõ pa pei-kó peẽ?	Moõ pa peẽ pei-kó?
Moõ pa rei-kó ndé?	Moõ pa ndé rei-kó?
Moõ pa oi-kó Carlos?	Moõ pa Carlos oi-kó?
Moõ pa jai-kó ñandé?	Moõ pa ñandé jai-kó-
Moõ pa roi-kó xé ha Gladys?	Moõ pa xé ha Gladys roi-kó?

patterned response

Moõ pa rei-kó ndé?	Xé ai-kó Paraguái-pe,
Moõ pa ha'é oi-kó?	Ha'é oi-kó Paraguái-pe,
Moõ pa peẽ pei-kó?	Oré roi-kó Paraguái-pe.
Moõ pa oré roi-kó?	Peẽ pei-kó Paraguái-pe.
Moõ pa ñandé jai-kó?	Ñandé jai-kó Paraguái-pe.
Moõ pa ha'è kuéra oi-kó?	Ha'è kuéra oi-kó Paraguái-pe.

Use Phase

directed discourse

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

Hosted for free on livelingua.com

listening for comprehension

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

appropriate response

Moõ^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'é^pa òi-ko-sé Paraguái aveí ?

listening for comprehension

Ké 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. Moõ^pa ai-kó ha moo pa (or: mba'é-pe^pa) a-mba.apó ?
2. Oi-kó^pa karaí Pinero Provo-pe ?
3. Oi-kó^pa ha'é sapatería-pe?
4. Moõ^pa ndé rei-kó ?
5. Ha moõ^pa re-mba.apó ?
6. Rèi-ko-sé^pa ndé Provo-pe ?
7. Re-mbà.apo-sé^pa fábrica dé acero-pe ?
8. Moõ^pa re-mbà.apo-sé ndé ?

Hosted for free on livelingua.com

Cycle 9

Manipulation Phase

model

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 response

Nde^pa rei-kò porã?	Hẽe, ai-kò porã-nte.
Ha'é^pa oi-kò porã?	Hẽe, oi-kò porã-nte.
Peẽ^pa pei-kò porã?	Hẽe, roi-kò porã-nte.
Oré^pa roi-kò porã?	Hẽe, pei-kò porã-nte.
Ñandé^pa jai-kò porã?	Hẽe, jai-kò porã-nte.
Carlos^pa oi-kò porã?	Hẽe, oi-kò porã-nte.

model

Mba'é ixa^pa rei-kó?	How are (you) living (doing)?

repetition or conversion

(Add the correct pronoun at the end:
Example: a) Mba'é ixa^pa rei-kó?
b) Mba'é ixa^pa rei-kó nde?)

Mba'é ixa^pa ndé rei-kó?
Mba'é ixa^pa ha'é oi-kó?
Mba'é ixa^pa peẽ pei-kó?
Mba'é ixa^pa ha'ẽ kuéra oi-kó?
Mba'é ixa^pa Carlos oi-kó?
Mba'é ixa^pa ñandé jai-kó?

Hosted for free on livelingua.com

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 ixu-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 Guaran..
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 ha'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?

Hosted for free on livelingua.com

translation

1.	Ko'ãga a-studiá hĩna.	Now I'm studying.
2.	Mba'é pa re-studiá hĩna ko'ãga?	What are you studying now?
3.	Mba'é pa pej-é hĩna?	What are you-all saying?
4.	Ñandé ña-ñe'ẽ hĩna guaraní-me.	We (incl) are speaking in Guarani.
5.	Carlos o-ñe'ẽ hĩna inglés-pe.	Carlos is talking in English.
6.	Ñandé ña-ñe'ẽ va.erá guaraní-me.	We (incl) ought to talk in Guarani.
7.	Oré ro-studià va.erá ko'ãga.	We (excl) ought to study now.
8.	Ja-studiá py ñandé aveí.	Let's us study then too.
9.	Xé a-ñe'ẽ-sé guaraní-me.	I want to speak in Guarani.
10.	Moõ pa ndé re-stùdia-sé guaraní?	Where do you want to study Guarani?
11.	Carlos oi-kuaá guaraní.	Carlos knows Guarani.
12.	Ñandé jai-kuàa porã María-pe.	We (incl) know Maria well.
13.	Ndé pa rei-kuaá Julia-pe?	Do you know Julia?
14.	Oré roi-kó Denver-pe.	We (excl) live in Denver.
15.	Moõ pa oi-kó ha'è?	Where does he live?
16.	Mba'é ixa pa pe.i-kó pee?	How are you-all getting along?
17.	Roi-kò porã-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 hĩna karaí ñe'ẽ ko'ãga?
2.	Mba'é pa re-ñe'ẽ hĩna?
3.	Ndé pa re-ñe'ẽ aveí hĩna guaraní-me?
4.	Nandé pa ja-studiá guaraní?
5.	Ha'é pa o-ñe'ẽ va.erá ko'ãga?
6.	Mba'é pa pe-studià va.erá ko'ãga?
7.	Ndé pa re-hèndu-sé guaraní?
8.	Pee pa pe-ñẽ'ẽ-se guaraní-me?
9.	Mba'é pa èr-e-sé guaraní-me.
10.	Moõ pa re-stùdia-sé guaraní?
11.	Ndé pa rei-kuaá Carlos-pe?
12.	Ñandé pa jai-kuaá guaraní.
13.	Ndé pa rei-kuaà porã inglés?
14.	Ndé pa rei-kuaà porã portugués.
15.	Moõ pa rei-kó ndé?
16.	Ndé pa rei-kó Paraguái-pe?
17.	Mba'é ixa pa pei-kó pee?
18.	Rei-kò porã-nte pa?
19.	Carlos pa oi-kò porã-nte?
20.	Mba'é ixa pa nde-réra?
21.	Rei-kuaá pa karaí Carlos Espínola-pe?
22.	Moõ pa o-mba.apó hĩna ko'ãga?
23.	Re-mba.apó pa ndé aveí Utah-pe?
24.	Ndé pa rèi-ko-sé Paraguái-pe?
25.	Pe-karú pa cafetería-pe térã hotel-pe?

Hosted for free on livelingua.com

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, partaining to.' Guá most frequently translates as de in Spanish.

patterned response

Ndé^pa Paraguày guá?
Ha'é^pa Paraguày guá?
Oré^pa Bolìvia guá?
Xé^pa a-pe guá?
Pee pa Cuerpo de Paz-pe guá?

Nanàniri, xé Norteamèrica guá.

model

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

Use Phase

appropriate response

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

Hosted for free on livelingua.com

REINFORCEMENT STAGE

Games and Contests

WHO, 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-réra John)
2. an activity
3. a place — re-studiá hĩna dormitorio-pe
4. a desired activity
5. a place — re-mbà.apo-sé cafetería-pe

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

Hosted for free on livelingua.com

(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.
Moa é ixa^pa rei-kó
oi-kó etc.

Supplement

model

José Martinez, avy'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.

Hosted for free on livelingua.com

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.

Hosted for free on livelingua.com

Listening In

A. Re-ñe'ẽ^pa hína guaraní-me ko'ãga?
B. Upé ixa hína.
A. Rei-kuaá^pa mba'é ixa^pa o-je-'é 'mosca' guaraní-me?
B. Nahániri. Er-e mí xé-ve.
A. 'Mosca' o-je-'é mberú.
B. Mberú.
A. Oí-porã. Re-ñe'ẽ porã.
Rèi-ko pora^pa Paraguái-pe?
B. Upé ixa hína.
Ai-ko porã xe^gusta itereí.

Pronunciation Practice

1. Stress

A.	Ará	Ára
	Karaí	Karái
	Peiná	Péina
	Aína	Áina
B.	Kuñá	Kuñà-karaí
	Karaí	Karaì-ñe'ẽ
	O-studiá	O-stũdia-sé
	Oj-apo	Oj-àpo-sé
	O-hugá	O-hùga-sé
	O-scriví	O-scrìvi-sé
	O-leé	O-lèe-sé
	O-ñe'ẽ	O-ñè'e-sé
	I-porã	I-pòra mí
	Pe-hendú	Pe-hèndu mí
	A-mba.apó	A-mbà.apo-sé

Supplementary Practice

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

Hosted for free on livelingua.com

Ha xé?
Ha Gladys ha Juana?

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

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 pelota.

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

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 oré?

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.

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

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

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 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.

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?

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

Ro-hugá pé-pe aveí.
[illegible]gá pé-pe aveí.
Pe-hugá pé-pe aveí.

Hosted for free on livelingua.com

CORE STAGE

Cycle A

Manipulation Phase

model

Ai-potá petei lapis.	I want a pencil.

substitution

call word	pattern
lapis	Ai-potá peteĩ lapis.
óga (house)	Ai-potá peteĩ óga.
voleto	Ai-potá peteĩ voleto.
carro (ox cart)	Ai-potá peteĩ carro.
vosá (bolsa)	Ai-potá peteĩ vosá.
sapatú (shoe)	Ai-potá peteĩ sapatú.
camisá	Ai-potá peteĩ camisá.
palangana (tub)	Ai-pota peteĩ palangana.

substitution

xé	Xé ai-potá peteĩ voleto.
ndé	Ndé rei-potá peteĩ voleto.
ha'é	Ha'é oi-potá peteĩ voleto.
oré	Oré roi-potá peteĩ voleto.
ñandé	Ñandé jai-potá peteĩ voleto.
peé	Peé pei-potá peteĩ voleto.
ha'ẽ kuéra	Ha'ẽ kuéra oi-potá peteĩ voleto.

Hosted for free on livelingua.com

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

Hosted for free on livelingua.com

model

Mba'é^pa rei-potá ?	What do you want ?

patterned response (choose either alternative)

model: Mba'é^pa rei-potá ? Peteĩ lapis^pa tèra peteĩ livro ?

Ai-potá peteĩ livro.

drill: Mba'é^pa rei-potá ? Peteĩ carta^pa tèra peteĩ voleto ?

Mba'é^pa ndé rei-potá ? Peteĩ óga^pa tèra peteĩ carro ?

Mba'é^pa ha'é oi-potá ? Peteĩ sapatú tèra peteĩ camisá ?

Mba'é^pa pee pei-potá ? Peteĩ vosa^pa tèra peteĩ voleto ?

Mba'é^pa ñandé jai-potá ? Peteĩ coché^pa tèra peteĩ óga ?

listening for comprehension

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

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

appropriate response

1. Moõ^pa oi-kó Juan Perez ?
2. Ha moõ^pa o-mba.apó ?
3. Mba'é^pa ha'é oi-potá ?
4. Oi-kó^pa José García Los Angeles-pe aveĩ ?
5. Oi-potá^pa ha'é peteĩ óga Los Angeles-pe ?
6. Mba'é^pa ndé rei-potá ?
7. Moõ^pa rei-potá peteĩ óga ?

Hosted for free on livelingua.com

Cycle 5

Manipulation Phase

model

a-jepohéi hĩna ko'aĝa ité.	I'm washing hands right now

substitution

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

patterned response (choose either alternative)

Mba'é^pa rej-apó hĩna ?	Re-purahéi^pa hĩna tëra^pa re-studiá hĩna ?
Mba'é^pa rej-apó hĩna ?	Re-mba apó^pa hĩna tëra^pa re-makaneá hĩna ?
Mba'é^pa rej-apó hĩna ?	Re-jepohéi^pa hĩna tëra^pa re-purahéi hĩna ?
Mba'é^pa rej-apó hĩna ?	Re-karú^pa hĩna téra^pa re-pytu'u hĩna ?

Hosted for free on livelingua.com

Use Phase

directed discourse

1. E-porandú (t̊éra)-pe mba'é^pa oj-apó hĩna.
   O-leé^pa hĩna tèra^pa o-scrivi hĩna ?
2. E-porandú (t̊éra)-pe mba'é^pa oj-apó hĩna.
   O-mba.apó^pa hĩna tẽra^pa o-ké hĩna ?
3. E-porandú (t̊éra)-pe mba'é^pa oj-apó hĩna.
   O-studiá^pa hĩna tẽra^pa o-hugá hĩna ?
4. E-porandú (t̊éra)-pe mba'é^pa oj-apó hĩna.
   O-makaneá^pa hĩna tẽra^pa o-pytu'u hĩna ?
5. E-porandú (t̊éra)-pe mba'é^pa oj-apó hĩna.
   O-jepohéi^pa hĩna tẽra^pa o-karú hĩna ?

Cycle 6

Manipulation Phase

model

Mba'é^pa re.-apó ta ko'èro ?	What will you do tomorrow ?

model

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

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

Hosted for free on livelingua.com

dialog

A.	Mba'é^pa rej-apó hĩna ?	What are you doing ?
B.	A-studiá hĩna guaranĩ.	I'm studying Guarani.
A.	Mba'é^pa rej-apó ta ko'ẽro ?	What are you going to do tomorrow?
B.	Ko'ẽro a-studiá ta guaranĩ aveí.	I'm going to study Guarani tomorrow too.

patterned response

Mba'é^pa rej-apó ta ko'ẽro ? Re-studiá ta^pa ?
Hẽe, ko'ẽro a-studiá ta.

Ha mba'é^pa re-studiá ta ? Guaranĩ^pa ?
Hẽe, a-studiá ta guaranĩ.
etc.

Ha mba'é^pa ha'é oj-apó ta ko'ẽro ?
Ha'é o-studiá ta guaranĩ aveí.
etc.

Mba'é^pa rej-apó ta lunes ? Re-leé ta^pa ?
Hẽe, lunes a-leé ta.

Ha mba'é^pa re-leé ta ? Peteĩ livro^pa tẽra peteĩ revista ?
A-leé ta peteĩ liv
etc.

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

Mba'é^pa rej-apó ta martes ? Re-scriví ta^pa ?
Hẽe, martes a-scriví ta.

Ha mba'é^pa re-scriví ta ? Peteĩ carta^pa ?
Hẽe, a-scriví ta peteĩ carta.
etc.

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

Hosted for free on livelingua.com

Use Phase

directed discourse (free response)

1. E-porandú (téra)-pe mba'é^pa oj-apó ta ko'ẽro.
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'ẽro.
7. E-porandú (téra)-pe oj-apó ta^pa pastel ko'ẽro tẽra^pa lunes.
8. E-porandú (téra)-pe o-scriví ta^pa carta ko'éra tẽra ko'ẽro.
9. E-porandú (téra)-pe o-pytu'u ta^pa ko'ãga tẽra ko'ẽro.
10. E-porandú (téra)-pe o-ñe'ẽ ta^pa guaraní clase-pe ko'ẽro.

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 hína dormitorio-pe. Ko'ãga ha'é o-kàru-sé, pero o-hugá va.erà pelota cancha-pe. Ko'ẽro domingo, ha ha'é o-ké ta.

Hosted for free on livelingua.com

appropriate response

1. Mba'é^pa oj-apó hĩna Carlos ?
2. Moõ^pa o-pytu'u ?
3. Mba'é^pa oj-àpo-sé ?
4. Mba'é^pa oj-apó va.erã ?
5. Moõ^pa o-hugá va.erã peẽ ta ??
6. Mba'é^pa oj-apó ta ko'ẽro ?
7. Mba'é^pa ndé rej-apó hĩna ?
8. Ha mba'é^pa rej-àpo-sé ko'ẽro ?
9. Rej-apó ta^pa pastel sávado ?
10. Mba'é^pa rej-apó hĩna ? Re-mba.apó^pa hĩna tẽra^pa re-hugá hĩna ?
11. Re-studiá^pa hĩna tẽra^pa re-makaneá hĩna ?
12. Re-hendú^pa hĩna tẽra^pa re-ké hĩna ?
13. Re-purahéi^pa hĩna tẽra^pa re-sapukái hĩna ?
14. Re-pensá^pa hĩna tẽra^pa re-karú hĩna ?
15. Mba'é^pa rej-àpo-sé hĩna ? Re-mbà.apo-sé^pa tẽra^pa re-hùga-sé ?
16. Re-ke-sé^pa rẽra^pa re-kàru-sé ?
17. Re-jepohèi-sé^pa tẽra^pa re-kàru-sé ?
18. Re-pỹta-sé^pa tẽra^pa re-sẽ-sé ?
19. Re-makànea-sé^pa tẽra^pa re-stùdia-sé ?
20. Rej-àpo-sé^pa pa l tèra^pa re-ñẽ'e-sé guaraní ?

Hosted for free on livelingua.com

Cycle 7

Manipulation Phase

model

Mba'é pa pei-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'ẽ.	I want you to speak.
Ai-potá ndé re-ñe'ẽ.	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'ẽ guaraní-me clase-pe.	A-ñe-ña'a ta.
drill:	Ai-potá pe-ñe'ẽ guaraní-me clase-pe.	Ro-ñe'ẽ ta.
	Ai-potá o-ñe'ẽ guaraní-me clase-pe.	O-ñe'ẽ ta.

Hosted for free on livelingua.com

model: Oi-potá ña-ñe'ẽ guaranĩ-me. Ña-ñe'ẽ ta.

drill: Oi-potá re-ñe'ẽ guaranĩ-me.
Oi-potá ro-ñe'ẽ guaranĩ-me.
Oi-potá pe-ñe'ẽ guaranĩ-me.

---

1. A-ñe'ẽ ta inglés-pe. Nahãniri. Ai-potá re-ñe'ẽ guaranĩ-me.
2. Ro-ñe'ẽ ta inglés-pe. Nahãniri. Ai-potá pe-ñe'ẽ guaranĩ-me.
3. O-ñe'ẽ ta inglés-pe. Nahãniri. Ai-potá o-ñe'ẽ guaranĩ-me.

---

1. A-ñe'ẽ ta inglés-pe. Nahãniri. Oi-potá re-ñe'ẽ guaranĩ-me.
2. Ro-ñe'ẽ ta inglés-pe. Nahãniri. Oi-potá pe-ñe'ẽ guaranĩ-me.
3. Ña-ñe'ẽ ta inglés-pe. Nahãniri. Oi-potá ña-ñe'ẽ guaranĩ-me.

(answer affirmatively)

José o-makaneá hĩna. Rei-po[illegible]diá ?

Juan o-ké hĩna. Rei-potá^pa [illegible] ?

Carlos o-pytu'u. Rei-potá^pa [illegible]mba.apó ?

Roberto o-jepohéi. Rei-potá^pa [illegible] ?

María o-purahéi. Rei-potá^pa [illegible]kiriri ?

---

1. Mba'é^pa rei-potá aj-apò ? Ai-potá re-ñe'ẽ guaranĩ-me.
2. Mba'é^pa rei-potá roj-apó ? Ai-potá pe-ñe'ẽ guaranĩ-me.
3. Mba'é^pa rei-potá oj-apó ? Ai-potá o-ñe'ẽ guaranĩ-me.

Hosted for free on livelingua.com

1. Mba'é^pa pei-potá roj-apó ? Roi-potá pe-ñe'ẽ guaranĩ-me.
2. Mba'é^pa pei-potá aj-apó ? Roi-potá o-ñe'ẽ guaranĩ-me.
3. Mba'é^pa pei-potá aj-apó ? Roi-potá re-ñe'ẽ guaranĩ-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 ĩxu-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.

Hosted for free on livelingua.com

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

Hosted for free on livelingua.com

model

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

TO THE STUDENT: The suffix -pe changes to -me after a stressed nasal vowel, (à, è, etc.). One example of this is peẽ-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 him to tell you?	Mba'é^pa rei-potá ha'é he-'í ndé-ve?
4.	What does he want you to tell me?	Mba'é^pa oi-potá ndé er-é xé-ve?
5.	What does he want me to tell you-all?	Mba'é^pa oi-potá xé ha-'é peẽ-me?

Hosted for free on livelingua.com

Use Phase

dialog

A.	Mba'é^pa pei-potá aj-apó?	What to you-all want me to do?
B.	Oré re-hẽndu-sẽ guarani. E-ñẽ'e mĩ oré-ve guaranĩ-me.	We want to listen to Guarani. Speak to us in Guarani.
A.	Mba'é^pa pei-potá ha-'é peẽ-me?	What do you want me to tell you?
B.	Er-e mĩ oré-ve mɔo^pa rei-kó.	Tell us where you live.
A.	Ai-kó á-pe.	I live here.

directed discourse

1. E-porandú (t̃éra)-pe mba'é^pa oi-potá ndé er-é ixu-pé.
2. E-porandú (t̃éra)-pe mba'ẽ^pa oi-potá ha'é ixu-pé.
3. E-porandú xé-ve mba'é^pa ai-potá er-é xé-ve.
4. E-porandú ixù-pe kuéra mba'é^pa oi-potá peẽ pej-é.
5. E-porandú (t̃éra)-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 (t̃éra)-pe peteĩ lapis.	Ask (name) for a pencil.
B.	(t̃éra), e-me'ẽ xé-ve peteĩ lapis.	(Name), give me a pencil.
A.	Na ápe.	Here you are.

Hosted for free on livelingua.com

directed discourse

1. E-jeruré xé-ve peteĩ kuatiá.
2. E-jeruré (téra)-pe mokõi lapis.
3. E-me'e xé-pe mokõi kuatiá.
4. E-me'e xé-ve peteĩ mba'é.

interpreting

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

etc.

appropriate response

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

Hosted for free on livelingua.com

Cycle 9

Manipulation Phase

model

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: hĩna can occur after kurì.

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

translation (use the RECENT PAST tense)

He said, "No."	Ha'é he-'í kurì, "Nahãniri."
I said, "No."	Xé ha-'é kurì, "Nahãniri."
I studied.	Xé a-studiá kurì.
I was studying.	Xé a-studiá kurì hĩna.
You are reading.	Ndé re-leé kurì hĩna.
He was speaking Guarani.	Ha'é o-ne'ẽ kurì hĩna 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. Acutally 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.

Hosted for free on livelingua.com

translation

What did he do?	Mba'éˆpa oj-apó ra.è?
What did he read?	Mba'éˆpa o-leé ra.è?
What did you write?	Mba'éˆpa re-scriví ra.è?
What did I say?	Mba'éˆpa ha-'é ra.è?

patterned response

1. Mba éˆpa er-é ra.è?	Xé ha-'é kurì, "Nahãniri."
2. Mba'éˆpa ha-'é ra.è?	Ndé er-é kurì, "Nahãniri."
3. Mba'éˆpa he-'í ra.è?	Ha'é he-'í kurì, "Nahãniri."
4. Mba'éˆpa pej-é ra.è?	Oré ro-'é kurì, "Nahâniri."
5. Mba'éˆpa ro-'é ra.è?	Peẽ pej-é kurì, "Nahãniri."
6. Mba'éˆpa ja-'é ra.è?	Ñandé ja-'é kurì, "Nahãniri."

directed discourse

1. E-porandú (téra)-pe mba'éˆpa xé ha-'é ra.è.
2. E-porandú xé-ve mba'éˆpa xé ha-'é ra.è.
3. E-porandú (téra)-pe mba'éˆpa ra.è.
4. E-porandú (téra)-pe o-studiáˆpa ra.è.
5. E-porandú xé-ve Carlosˆpa o-ñe'ẽ ra.è hĩna 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.

Hosted for free on livelingua.com

Cycle 10

Manipulation Phase

model

Ha'é he-'í kurì òi-ko há á-pe.	He said that he lives here.

TO THE STUDENT: Contrast direct with indirect quotation.

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

Direct: He-'í kurì, "A-karú hína."
Indirect: He-'í kurì o-kàrù hà hína.

Direct: Er-é kurì, "A-studiá guaraní."
Indirect: Er-é kurì re-stùdia há guaraní.

Direct: Ha-'é kurì, "A-lèe-sé."
Indirect: Ha-'é kurì o-lêe-sé há.

repetition

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

patterned response

1. Mba'é^pa he-'í ra.è? He-'í kurì 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 kurì rei-ko há á-pe.
4. Mba'é^pa pej-é ra.è? Ro-'é kurì roi-ko há á-pe.
5. Mba'é^pa ro-'é ra.è? Pej-é kurì pei-ko há á-pe.
6. Mba'é^pa ja-'é ra.è? Ja-'é kurì jai-ko há á-pe.

Hosted for free on livelingua.com

conversion

Carlos he-'í kurì, "a-ñe'ẽ guaraní." --Mba'é?
Carlos ne-'í kurì o-ñe'e há guarani.

ha'é he-'í kurì, "A-jepohéi hína." --Mba'é?
ha'é he-'í kurì o-jepohèi há hína.

ha'é he-'í kurì, "A-purahéi-kuaá." --Mba'é?
ha'é he-'í kurì o-purahèi-kuàa ha.

He-'í kurì, "A-stùdia-sé guaraní" --Mba'é?
he-'í kurì o-stùdia-sè há guarani.

Xé ha-'é kurì, "A-karú cafetería-pe." --Mba'é?
Ha-'é kurì a-kàru há cafetería-pe.

Xé ha-'é kurì, "A-mba.apó embajada-pe." --Mba'é?
-'é kurì a-mbà.apo há embajada-pe.

Xé ha-'é kurì, "A-pyru'í hína ko'ãga." --Mba'é?
Ha-'é kurì a-pyru'ì há hína ko'ãga

Ndé er-é kurì, "Ai-potá petei livro." --Mba'é?
Er-é kurì rei-pòta há petei livro.

Ndé er-é kurì, "Aj-apó ta pastel. --Mba'é?
Er-é kurì rej-apó ta há pastel

Ndé er-é kurì, "A-scrivì va erâ." --Mba'é?
-é kurì re-scrivì va.erâ ha.

Ore ro-'é kurì, "Ro-ke-sé ko'ára." --Mba'é?
Ro-'é kurì ro-ke-se ha ko'ára.

directed discourse and stay-alert

1. Mbò'e há: (David) e-porandu (José)-pe mba'éˆpa o-scriví ra.e hína.
David: José, mba'éˆpa re-scriví ra.e hína?
José: A-scriví kurì petei carta.
Luis: O-porandú kurì mba'éˆpa ha'é o-scriví ra.e hína.
Mbó'e há: Clase, mba'é David o-porandú ra.e José-pe?
Clase: O-porandú kurì mba'éˆpa ha'é o-scriví ra.e hína.
Mbò'e há: Ha, María, mba'éˆpa José he-'í ra.e David-pe?
María: Ha he-'í kurì o-scrìvi há hína petei carta.
Mbò'e há: Clase, mba'é José he-'í ra.e David-pe?
Clase: He-'í kurì o-scrìvi há hína petei carta.
Mbò'e há: Oi porã.

Hosted for free on livelingua.com

2. E-porandú (téra)-pe mba'é ixa^pa oi-kó.
   A. Mba'é ixa^pa rei-kó?
   B Ai-kó porâ-nte.

   Teacher: Mba'é^pa (téra) o-porandú ra.è (téra)-pe?
   C. Ha'é o-porandú kurì mba'é ixa^pa (téra) oi-kó?
   Teacher: Ha mba'é^pa ha'é he-'í ra.è?
   D. Ha'é he-'í kurì oi-kò porâ 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 kurì 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 kurì oi-ko há Paraguái-pe.

Cycle 11

Manipulation Stage

model

Ikatú^pa a-ñe'ẽ karaì-ñe'ẽ-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'ẽ.	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'.

Hosted for free on livelingua.com

patterned response

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

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

Mba'é^pa ikatú jaj-apó?
Ikatú ña-ñe'ẽ inglés.

Mba'é^pa ikatú roj-apó?
Ikatú pe-ñe'ẽ inglés.

Mba'é^pa ikatú oj-apó ha'è kuéra?
Ikatú o-ñe'ẽ inglés.

patterned response

model: Mba'é^pa ikatú rej-apó?
Ikatú^pa re-ñe'ẽ inglés?
Hẽe, ikatú a-ñe'ẽ inglés.

drill: 1. Mba'é^pa ikatú rej-apó?
Ikatú^pa re-scriví peteĩ carta?
Hẽe, ikatú a-scriví peteĩ 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 ixù-pe kuéra?

Hosted for free on livelingua.com

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 cafetería-pe.

3. Moõ pa ikatú ña-mba.apó?

Cycle 12

Manipulation Stage

model

A-ñe'ẽ-kuaá guaraní, pero mixi mĩ-nte.	I know how to talk Guarani, but only a little.

model

Re-ñe'ẽ-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, capable of')
A-studià-kuaá.	I can study. (can in the sense of 'know how to')

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

Hosted for free on livelingua.com

patterned response (answer affirmatively)

model: Ndé^pa re-ñe'è-kuaá karaì-ñe'ẽ?
A-ñe'è-kuaá, pero mixi mĩ-nte.

drill: Ndé^pa re-leè-kuaá guaranĩ-me?
A-leè-kuaá, pero mixi mĩ-nte.

Ha'é^pa o-scrivì-kuaá peso-pe?

Peẽ^pa pe-purahèi-kuaá?

Ñandé^pa ña-ñe'è-kuaá guaraní-me?

directed discourse and appropriate response

1. E-porandú (téra)-pe mba'é^pa oj-apó-kuaá.
2. E-porandú (téra)-pe o-ñe'è-kuaá^pa guaranĩ.
3. E-porandú (téra)-pe xé^pa a-ñe'è-kuaá guaranĩ aveí.
4. E-porandú xé-ve ndé^pa re-ñe'è-kuaá guaranĩ aveí.
5. Mãva^pa o-purahèi-kuaá?
6. Mãva^pa o-jeroky-kuaá?

dialog

A.	Ikatú^pa a-ñe'ẽ karaì-ñe'ẽ-me?	May I speak in Spanish?
B.	Re-ñe'è-kuaá^pa guaranĩ?	Do you know how to speak Guaraní?
A.	A-ñe'è-kuaá, pero mixi mĩ-nte.	I do, but only a little.
B.	La gènte kuéra o-hà.arõ re-ñe'ẽ guaranĩ-me.	The people expect you to speak in Guaraní.
A.	La upé ixa rõ, a-ñe-ha'ã ta a-ñe'ẽ guaranĩ-me.	In that case I'll try to speak Guaraní.

Hosted for free on livelingua.com

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

Hosted for free on livelingua.com

appropriate response

1. Carlos oi-potá peteĩ lapis. Ha ndéˆpa, mba'é rei-potá?
2. Mba'éˆpa rej-apó hina?
3. Mba'éˆpa oj-apó hĩna ha'é?
4. O-studiáˆpa hina ha'é?
5. Mba'éˆpa rej-apó ko'èro?
6. Ha'éˆpa o-studiá ta guaranĩ ko'ẽro?
7. Mba'éˆpa jaj-apó ta ko'ẽro?
8. Er-e mã oré-ve moòˆpa rei-kó?
9. E-porandú ixu-pé oi-kóˆpa á-pe.
10. E-porandú xu-pé, mba'éˆpa he-'Ĩ-sé ndé-ve.
11. Mba'éˆpa he-'í ra è?
12. Moòˆpa ha'é he-'í kurĩ oi-ko há?
13. E-porandú xù-pe kuéra ikatúˆpa re-ñe'è inglés clase-pe.
14. Xé a-porandú ta pee-me moõˆpa pei-kó. Mba'éˆpa xé aj-apó ta?
15. Re-ñe'ẽ-kuaá karaĩ-ñe'ẽ?
16. Mba'éˆpa oj-apó hĩna ha'è kuéra?
17. Pe-stùdia-séˆpa guaranĩ?
18. Xé a-ñe'ẽ-kuaá inglés, pero mixi mĩ-nte. Ndéˆpa re-ñe'ẽ-kuaá guarani?
19. Ñandéˆpa ña-ñe'ẽ-kuaá guaranĩ?
20. Ndéˆpa rei-potá a-purahéi?
21. Rei-potáˆpa a-jeroký?
22. Rei-potáˆpa a-me'ẽ ndé-ve peteĩ lapis?
23. Mba'éˆpa ndé rei-potá a-me'ẽ ndé-ve?
24. Mba'éˆpa ndé rei-potá aj-apó ko'ãga ité?

Hosted for free on livelingua.com

25. Mba'é^pa jaj-apò va.erâ ko'âĝa?

26. Ñandé^pa ña-ñe'ê va.erã guaranî clase-pe?

translation as response model

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

A.	Mba'é^pa rei-kuáa-sé?
B.	Ai-kuàa-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 kurì.

3. Shall we (incl) eat in the cafetería tomorrow?

4. Did you-all eat in the cafetería 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?

Hosted for free on livelingua.com

B. 1. I need a pencil.

A. Mba'é^pa er-e-sé xé-ve?

B. Ha-'é-sé ai-kotève há petei lapis.

2. I want a book.

A. Mba'é^pa èr-e-sé xé-ve?

B. Ha-'é-sé ai-pòta 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 tásа.	Pass me a cup.

lexical substitution

(tásа)
váso (glass)
servilleta

E-mbohasá xé-ve petei tásа.
E-mbohasá xé-ve petei váso.
E-mbohasá xé-ve petei servilleta.

Hosted for free on livelingua.com

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-kotevẽ 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-kotevẽ va?
B. E-mbohasá xé-ve juký.
A. Na á-pe. (Here you are.)

Use Phase

appropriate response

1. Mba'é^pa la rei-kotevẽ va?
2. Mba'é^pa la rei-potá va?
3. Mba'é^pa la (téra) oi-potá va?
4. Mba'é^pa la (téra) oi-kotevẽ va?

Hosted for free on livelingua.com

directed response

1 E-poraendí xé-ve mba'é^pa la ai-potá va.
2 E-poraendí xé-ve mba'é^pa la ai-kotevê va.
3 E-poraendí (téra)-pe mba'é^pa la oi-kotevë va.
4 E-poraendú (téra)-pe mba'é^pa la oi-kotevë 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 posfix ma is equivalent to the Spanish 'ya', except that ma is a posfix 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.

Hosted for free on livelingua.com

model

A. Re-cená ta ma^pa?	Ya cenarás? (Will you eat now?)
B. Upé ixa hïna. 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'ïra^pa re-studiá?	Haven't you studied yet?
B. Ne'ïra gueteri.	Not yet.

substitution

(studiá)	Ne'ïra^pa re-studiá?
ne'ë	Ne'ïra^pa re-ñe'ë?
mba.apó	Ne'ïra^pa re-mba.apó?

dialog

A. Ne'ïra^pa o-ñe'ë-kuaá?	Doesn't he know how to talk yet?
B. O-ñe'ë-kuaá ma.	Yes he does.
A. Ha o-ñe'ë porã^pa?	And does he talk well?
B. Ne'ïra güeteri.	Not yet.

Hosted for free on livelingua.com

dialog

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

dialog

A.	Ne'ĩra^pa pe-cená?	Have you-all eaten supper yet?
B.	Ro-cená ma, pero ne'ĩra 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 Phase

listening for comprehension

Ña-moĩ Carlos ha Gladys o-cená ma há pero ne'ĩra guèteri o-studiá.

Bill ha María katú ne'ĩra guèteri o-cená, pero ha'è kuéra o-studiá ma.

appropriate response

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

etc.

Hosted for free on livelingua.com

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 Ñ-VERBS.

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

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

Nde re-karú cavajú ixa.	You eat like a horse.
Mba'éixa pa ?	Like what ?

model

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

Hosted for free on livelingua.com

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 kurì oi-kó ha Texas-pe. Aje^pa ?
Moõ oi-kó ha^pa he-'í ra.è Maria ?

Hosted for free on livelingua.com

listening for comprehension

Carlos o-studiá hĩna inglés, ko'ãga.
Ko'ẽro o-studiá ta guaranĩ ha o-ñe'ẽ ta portugues.

appropriate response

1. Mba'e^pa oj-apó hĩna Carlos?
2. Mba'é^pa pej-apó hĩna ko'ãga?
3. Mba'é^pa oj-apó ta ko'ẽro?
4. Ha María? Mba'é^pa oj-apó hĩna?
5. Mba'é^pa oj-apó ta ko'ẽro?
6. Ha ndé?
7. Ha ñandé?

listening for comprehension

Carlos he-'í María-pe.
1. María, ai-potá re-studiá guaranĩ ko'ãga, ha ko'ẽro ai-potá re-studiá karaì-ñe'ẽ.

María he-'í Carlos-pe.
2. Ko'ãga a-studiá ta karaì-ñe'ẽ ha ko'ẽro a-stùdia-se guaranĩ.

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'ẽro?
5. Mba'é^pa he-'í Carlos María-pe?
6. Mba'é^pa oj-apo-sé María?
7. María^pa o-stùdia-sé guaranĩ ko'ãga?
8. María^pa o-hèndu-sé karaì-ñe'ẽ ko'ẽro?

Hosted for free on livelingua.com

model

Mba'ẹ́ ixaˆpa o-jej-apó upéva? — Cómo se hace eso?

dialog

A. Mba'é ixaˆpa o-jej-apó upéva?

B. O-jej-apó kó ixa.

A. O-ñe-moĩ raé la ý ha upéi la juký.

Hosted for free on livelingua.com

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 simicírculo. 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-porandu (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-manena pé-ixa...

4. _____ _____ _____, mba'é ixa^pa o-je-purahèi porã.
   O-je-purahèi porã pé-ixa...

5. _____ _____ _____, mba'é ixa^pa o-je-jeroký pólka.
   Pólka o-je-jeroký pé-ixa...

6. _____ _____ _____, mba'é ixa^pa o-ñe-ñe'ë chino.
   Chino o-ñe-ñe'ë pé-ixa...

Frente a los estudiantes sentados en un semicírculo, el profesor imita en pantominas ciertas características de acciones, animales o personas, preguntando: Qué animal hace así? Habla así? Canta así? ó 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-apo pé-ixa?

2. Mba'e^pa o-jej-apó pe-ixa (pantominas de actos de leer, escribir, comer, cantar, dormir, etc.)

Hosted for free on livelingua.com

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'ẽ pé-ixa?

6. Mba'é ñe'ẽ^pa o-ñe-ñe'ẽ pé-ixa? (chinó)

7. Mba'é pa o-je-'ũ 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.

Hosted for free on livelingua.com

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. Mãva^pa tùvixa vé, Paraguái-pe tëra^pa Texas?

2. Mba'é^pa o-je-hùga vé Estados Unidos-pe pelota^pa tëra^pa futbol?

3. Mba'é ixa^pa héra Tarzan rembireko?

4. Mãva^pa i-puku vé río Amazona^pa tëra^pa río Misissippi?

5. Mba'é ixa^pa héra Paraguái presidente?

6. Pedro o-guereko peteĩ tió téra.va Juan. Juan, Pedro-ru hermano. Juan sỳ héra María. Mba'é ixa^pa héra Pedro avuela?

7. Oĩ mes o-guereko va 30 días ha oi katú o-guereko va 31 días. Mbový mes^pa oĩ o-guereko va 28 días? (Entero o-guereko 28 días. Pero febrero nd^o-guereko^iri 30.)

8. Mãva^pa i-puku vé America del Norte^pa tëra del Sur?

9. Mba'é^pa i-pohỳi vé, un kilo mandyju^pa tëra^pa un kilo plomo?

10. Mba'é ixa^pa héra peteĩ karaí hendyvá puku ha morotĩ va, i-kasõ ha i-camisa pytã va, ha i-kyra va, mitã kuéra-pe o-gueru va cada año heta mba'é?

11. Mba'é ixa^pa héra peteĩ heta i-po'i ha i-puku va o-pytá va Océano Pacifico yke re?

12. Peë^pa pei-kuaá peteĩ karaí o-ñe'ẽ va hĩna ko'ãga peẽ-me-pe?

13. Alfredo Stroessner^pa Paraguáĩ tëra^pa Brasil presidente?

14. Nde-rù-héra rõ Francisco, ha nde-sỳ-suégra María, mba'é ixa^pa héra la nde-avuela?

15. Rei-kotevẽ rõ peteĩ camisa centro-gui ha rei-kuaá rõ Carlos o-ho ta ha centro-pe, mba'é ikatú er-ẽ xu-pé?

Hosted for free on livelingua.com

16. Carlos o-guereko irundý lapis i-po-pe, ha o-mõi peteĩ livro ha mokoĩ tisa mesá àri ha peteĩ lapis silla ári. Mbovy lapis pa o-guereko i-po-pe?

17. José, Pedro-rũ hermano. Pedro-sỹ-héra Juana, ha Juana-sỹ 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: Éstos cuatro irán fuera del salon de clase por un minuto. Allí pensarán y escogerán una acción determinada, o persona o animal al cual parodiarán en pantominas 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 cuarto 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 actue 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 fingira 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 discubre 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-purahẽi-kuaá, a-leè-kuaá, a-jerokỹ-kuaá.
etc.

Clase: Oré roi-potá re-jeroký
_____ re-karũ

_____ re-ñe'ẽ francés

etc.

Hosted for free on livelingua.com

Mba'é^pa oj-apó hĩna?

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 hĩna 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 miembr de él.

B. Ha'é o-leé hĩna.
____ o-karú hĩna cafetería-pe.
____ o-jeroký hĩna.
____ o-studiá hĩna guaranĩ.
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 imiginará. 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 tĕra^pa futbol?

2. Mba'é ixa^pa ĥéra Tarzan ŕembireko?

3. Mba'é ixa^pa ĥéra Paraguái presidente?

4. Pedro o-güereko peteĩ tió ĥéra va Juan. Juan, Pedro-ŕu-hermano. Juan-sỹ-ĥéra María. Mba'é ixa^pa ĥéra Pedro-avuela?

5. Alfredo Stroessner^pa Paraguái tĕra^pa Brasil presidente?

6. José, Pedro hermano. Pedro-sỹ-ĥéra Juana, ha Juana-sỹ-ĥéra Marta. Mba'é ixa^pa ĥéra la José harmano avuela?

Hosted for free on livelingua.com

REVIEW STAGE

Listening In

1. Moóˆpa o-karú ha'é? Ha'é o-karú á-pe, ha o-studiá pé-pe.
   Mba'éˆpa o-studiá ha'é? Ha'é o-studiá guaraní.

2. Moõˆpa pe-hugá futbol? Á-pe a-hugá futbol ha pé-pe a-hugá tenis. Pe-hugáˆpa futbol? Nahániri. Ro-hugá tenis.

3. Á-peˆpa pe-karú peè? Á-pe, ha David? Ha Divid o-karú pé-pe.

4. Moõˆpa o-karú Carlos? Carlos o-karú á-pe ha David pé-pe.
   Ha ndé? Xé a-karú á-pe avei.

5. Carlos o-studiá ta guaraní. Moõˆpa o-studiá ta? Peteĩ universidad-pe. Ha ndéˆpa mba'é rej-apó ta?

6. Kuehé a-studiá guaraní, este día a-studiá ta karaí-ñe'ẽ.
   Xé katú kuehé a-mba.apó óga-pe

7. Mba'éˆpa rei-potá? Ai-potá petei lapis. Ha ndé? Mba'éˆpa rei-potá?
   Xé ai-potá re-karú á-pe kó pyharé.

8. Ikatúˆpa a-studiá a-pe? Ikatú! Ndéˆpa re-ne'è-kuaá inglés?
   Hẽe, a-ne'è-kuaá. Ikatúˆpa a-ne'e ndé-ve inglés-pe?

9. Er-é Carlos-pe: mba'é ixaˆpa? Ha mba'éˆpa ha'é he-'í ta xé-ve?
   Ha'é hé-'í ta ndé-ve: i-porà-ete.

10. Moõˆpa rei-kó? Mba'é? Ha-'é: moõˆpa rei-kó? Á-pe te-nte.

11. Re-karú maˆpa? Nahániri, ñeˆira guèteri. Ha ne'íraˆpa re-rambosa?
    A-rambosa ma.

12. Mba'éˆpa he-'i-sé 'horse'? He-'i-sé 'caraju'.

Hosted for free on livelingua.com

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. Orê^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. Xê^pa ? I-porã-nte. Ha ndé ? Mba'é ixa^pa ?

A. I-porã-nte.

B. Mba'é ?

A. Moõ^pa peẽ pe-karú ?

B. Orê^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.

Hosted for free on livelingua.com

Pronunciation Practice

The vowel ÿ

ỹ; pỹre ỹ, y ỹre
ñỹ; kañỹ, poñỹ, nyñỹ
tỹ; ntỹ, petỹ, pytỹ
kỹ; myakỹ

Initial mb, mn

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

- - - - - - - - - - - - - - - -

ndaikuaái, ndorokuaái, ndé, ndururú, ndyryry, ndikatúi

Hosted for free on livelingua.com

Vocabulary

Units 1 - 5

Guarani - English
English - Guarani

A. GUARANI - ENGLISH

A	**A**
a-	1st pers. sing. pronoun prefix 3
agradecé	thank you 5
ajé^pa?	right 4
akã	head 5
alemán	German 4
amõ	there (over yonder) 4
añe-te	certainly, surely 5
angè pyharé	last night 4
á-pe	here 4
à-pe té-nte	right around here 4
aprendé	learn 5
apysá	ear 5
ára	day 4
ára ha pyharé	day and night 4
ári	on top of 5
asucá	sugar 5
aveí	to, also 1
avuela	grandmother 5
B	**B**
banco	bank, bench 4
béisbol	baseball 4
Biblia	Bible 5
biblioteca	library 4
C	**C**
cacerola	casserole 4
cada	every, each 3
cafetería	cafe 5
camisá	shirt 5
cancha	playground 4

Hosted for free on livelingua.com

carro	cart 5
casõ	pants 5
cavajú	horse 5
cená	to eat supper 5
chino	Chinese 3
clase	class 4
coche	car 5
cocinã	kitchen 4
colador	colander 4
cuaderno	notebook 5
cuchara	spoon 4
Cuerpo de Paz	Peace Corps 4
D	**D**
domingo	Sunday 5
dormitorio	dormitory 4
E	**E**
-'e	to say 1
e-	(singular command) 2
examen	exam 5
excusado	toilet 4
F	**F**
fábrica de acero	steel mill 4
fósforo	match 4
fubol	football 4
G	**G**
gracias	tnak you 4
guá	from, of 4
guaranĩ	Guarani 3
guatá	to walk 5
gue-rekó	to have 5
gustá	to like 4
H	**H**
ha	and 2
há	to 5
há	that 4
ha.arõ	expect (esperar) 5
ha'é	he, she 1

Hosted for free on livelingua.com

ha'è kuéra	they 3
hárra	jug 4
hárro	pitcher 4
hẽe	yes 3
he-'i-sé	it means 5
ĥendú	to listen 1
ĥendyvá	his beard 5
ĥéra	is called (its name) 4
ĥetã	his country 5
ĥetà mba'é	many things 5
ĥexá	to see 4
ĥexauká	to show 5
hĩna	(progressive) 3
hó, há	to go 5
hospital	hospital 4
hotel	hotel 4
hugá	to play 3

I

ĩ	to be 5
íkatú	it's possible, can, may 5
Ikó	to live, to get along 3
Ikó (vicicleta-pe)	to ride a bicycle 5
Ikotevẽ	to need 5
Ikuaá	to know 3
inglés	English 3
i-po'í	is thin 5
i-porã-nte	just fine 1
Ipotá	to want (something) 4
Ipytyvõ	to help 4
irundý	four 2
ité / itereí	(degree heightener) 5
(ĩ)xu-pé	him, her 3
(i)xù-pe kuéra	to them 5

J

ja- (ña-)	1st pers. plur. (ñandé) pron. pre. 3
ja- (ña-)	let's 4
ja-há	let's go; we go 5
Japó	to do, to make 3
japonés	Japanese 4
javý	to miss
-je- (-ñe-)	(reflexive) 5
jepe'á	firewood 4
jepohéi	to wash hands 5
jepopeté	to clap hands 5
jeroký	to dance 5
jer-é	to ask (pedir) 5

Hosted for free on livelingua.com

jevý	again 1
jueves	Thursday 5
juká	to kill 5
kuký	salt 5
jurú	mouth 5

K

kakuaá	to grow up 5
kambý	milk 5
karaí	Mr.; gentleman 1
karaì-ñe'ẽ	Spanish 3
karú	to eat 4
ké	to sleep 5
kirirĩ	to be quiet 5
ko pyharé	tonight 4
ko'ãga	now 2
ko'ára	today 2
ko'ẽ	dawn; sunrise 5
ko'ẽro	tomorrow 5
kokué	farm 3
kóva	this one 4
kuaá	to know how to 5
kuatiá	paper 5
kuehé	yesterday 5
kuéra	(pluralizer) 3
kuña karaí	Mrs.; lady
kurì	(recent past statements) 5
kyrá	thick; fat 5
kysé	knife 4

L

la gènte kuéra	the people 5
la upé ixa rõ	in that case 5
lápis	pencil 4
leé	to read 3
livro	book 4
lunes	Monday 5

M

ma	already; pres. perf. tense 5
makaneá	to fool around 5
mandyjú	cotton 5
manehá	to drive 5
mantel	table cloth 4
martes	Tuesday 5
matemáticas	mathematics 4
mãva pa?	who? which one? 3

Hosted for free on livelingua.com

mãva-peˆpa?	whom? 4
mba.apó	to work 4
mba'é ixaˆpa?	how (are you)? 1
mba'éˆpa?	what? 3
mba'éˆpa he-'i-sé ueṕva?	what does that mean? 5
mba'é-peˆpa?	in what? 3
mberú	fly 4
mbò'e há, maestro	teacher 5
mbohapý	three 2
mbohasá	to pass 5
mboý? mbovýˆpa?	How much? - how many? 5
me'ẽ	to give 5
Méhico	Mexico 4
mes	month 5
mesá	table 5
mĩ	(command softener) 3
mixi mĩ	a little 3
moĩ	to put it; to suppose 5
mokõi	two 2
moõˆpa?	where? 3
morotĩ	white 5
mymbá	domestic animal 5

N

na á-pe	here you are 5
nahãniri	no 1
nambí	ear 5
ndaˆi-póri mba'é re pa	don't mention it; you're welcome 5
ndé	you; your 1
ndé-ve	to you 5
ne'ĩra guèteri	not yet (statement) 5
ne'ĩraˆpa?	not yet (question)? 5
-nte	just (no más) 4
ntendé	understand 4

Ñ

ñandé	we (incl) 3
ñandé-ve	to us (incl) 5
ñe-ha'ã	to try 5
ñe-pyrũ	to start 5
ñe'ẽ	to speak; to talk 1
ñotỹ	to plant 5

Hosted for free on livelingua.com

O	O	
o-	3rd pers. sing. & pl. pron. prefex	3
o-je-'é	is said	4
óga	house	4
oĩ-porã	that's fine	1
olla	pan	4
oré	we; our (excl)	1
oré-ve	to us (excl)	5
organisación	organization	4
ovexá	sheep	5

P	P	
pa	if; whether; (question marker)	1
palangana	tub	5
pan	bread	5
pastel	(meat) pie	5
páy	to wake up	5
-pe (-me)	in; at; to	3
-pe guá	associated with; of	4
pe-	2nd pers. pl. pron. prefix	3
pe-	(plural command)	1
peẽ	you-all; your	1
peẽ-me	to you-all	5
pelota	ball	4
peluquería	barbershop	4
pé-pe	there (close by)	4
pero	but	4
peteĩ	one	2
peteĩ mba'é	one thing	5
péva	that one	4
pisarrón	blackboard	5
plato	plate	4
plomo	lead	5
pó	hand	5
pohýi	heavy	5
polka	Polka	5
porã	well; good	3
porandú	to ask (preguntar)	3
porgugués	Portuguese	4
psicología	psychology	4
pukú	long	5
purahéi	to sing	5
pý	foot	5
py	then	3
pyahú	new	5
pyharé	night	4
pyharé vé	morning	5

Hosted for free on livelingua.com

pytá	to stay; to remain; to be 5
pytẽ	red 5
pytu'ú	to rest 5

R

raẽ	first 4
ra.è	(recent past question) 5
rambosá	to eat breakfast 5
re-	2nd pers. sing. pronoun prefix 3
ʼrembireko	wife 5
reunión	meeting 5
revista	magazine 5
ro-	1st pers. pl. (oré) pron. prefix 3
ʼrú (see ʼtúva)	your father 5
ruso	Russian 3

S

sapatería	shoeshop 4
sapatú	shoe 5
sávado	Saturday 5
scriví	to write 4
(VERB)-sé	to want to 3
servilleta	napkin 5
silla	chair 5
ʼso'ó	meat 3
studiá	to study 1
suegra	mother-in-law 5

T

ta	(future tense marker) will 4
tása	cup 5
ʼtatá	fire 4
te-nte	just very 5
ʼtembi-'ú	food 4
tenedor	fork 4
tẽra	or 2
ʼteʃá	eyes 5
tĩ	nose 5
ʼtiʃa	chalk 5
tupaó	church 4
ʼtúva	father 5
tuvixá	big 5

Hosted for free on livelingua.com

U	U
-'ú (v. intr.)	to eat 3
universidad	university 4
upè ixa hĩna	yes; indeed 4
upéi	afterwards; next; then 4
V	**V**
va.erã	must; ought; should 3
vaí	bad; ugly 3
vaso	glass 5
-vé	mainly 3
vicicleta	bicycle 5
viernes	Friday 5
voí	early 5
voleto	ticket 5
voluntario	volunteer 4
vorrador	eraser 5
vosá	bag 5
braséro	brazier 4
vy'á	to be happy 1
X	**X**
xé	I; my 1
xé-ve	me 4
Y	**Y**
ỹ	water 5
ỳ-kuá	well; water hole 5
ykẽ re	on (by) the side 5

Hosted for free on livelingua.com

B. ENGLISH - GUARANI

A	A
a little	mixi mĩ 3
afterwards; next, then	upéi 4
again	jevý 1
and	ha 2
animal (domestic)	mymbá 5
ask, to (pedir)	jeruré 5
ask, to (preguntar)	porandú 3
associated with; of	-pe guá 4
already; pres. perf. tense	ma 5
B	**B**
bad; ugly	vaí 3
bag	vosá 5
ball	pelota 4
bank; bench	banco 4
barbershop	peluquería 4
baseball	béisbol 4
Bible	Biblia 5
bicycle	vicicleta 5
big	tuvixá 5
blackboard	pisarrón 5
book	livro 4
brasier	vraséro 4
bread	pan 5
but	pero 4
C	**C**
cafe	cafetería 4
car	coche 5
cart	carro 5
casserole	cacerola 4
chair	silla 5
certainly; surely	añe-té 5
Chinese	chino 3
church	tupaó 4
to clap hands	jepopeté 5
class	clase 4
colander	colador 4
in that case	la upé jxa rõ 5

Hosted for free on livelingua.com

(command form plural)	pe- 1
(command form singular)	e- 2
(command softener)	mí 3
cotton	mandyjú 5
cup	tása 5

D

dance, to	jeroky 5
dawn; sunrise	ko'ẽ 5
day	ára 4
day and night	ára ha pyharé 4
(degree heightener)	ete / itereí 5
to do; to make	jàpó 3
don't mention it; you're welcome	ndaꞌi-pòri mbaꞌé re pa 5
dormitory	dormitorio 4
to drive	manehá 5

E

ear	nambí 5
early	voí 5
eat, to	karú 4
eat, to (v. intr.)	-'ú 3
eat breakfast, to	ramboşá 5
eat dinner, to	cená 5
English	inglés 3
eraser	vorrador 5
err, to; miss, to; make a mistake	jãvý 5
every; each	cada 5
exam	examen 5
expect (esperar)	haꞌarö 5
eyes	tesá 5

F

farm	kokué 3
fire	tatá 4
firewood	jepeꞌá 4
first	raẽ 4
first pers. pl.(ñandé) pron. prefix	ja- (ña-) 3
first pers.pl.(oré) pron. prefix	ro- 3
first pers. sing. pron. prefix	a- 3
fly	mberú 4
food	tembi-'ú 4
fool around, to	makaneá 5
foot	pý 5

Hosted for free on livelingua.com

football	fúbol 4
fork	tenedor 4
four	irundý 2
Friday	viernes 5
from; of	guá 4

G

German	alemán 4
give, to	me'ẽ 5
glass	vaso 5
go, to	ho; ha 5
good; well	porã 3
grandmother	avuela 5
grow up, to	kakuaá 5
Guarani	guaranĩ 3

H

hand	pó 5
to have	gue-rekó 5
he; she	ha'é 1
head	akã 5
hearing	apysá 5
heavy	pohýi 5
help, to	Ipytyvõ 4
here	á-pe 4
here you are	na á-pe 5
him; her	(ì)xu-pé 4
his beard	˚hendyvá 5
his country	˚hetã 5
his name	˚héra 4
horse	cavajú 5
hospital	hospitalˆ 4
hotel	hotel 4
house	˘óga 4
how (are you)?	mba'é ixaˆpa?
how much? - how many?	mboý? - mbovýˆpa?

I

I; my	xé 1
in; at; to	-pe (-me) 3
is called (its name)	˚héra 4
is said	o-je-'é 4
is thin	i-po'í 5
it means	he-'i-sé 5
it's possible; can; may	Ikatú 5

Hosted for free on livelingua.com

J	
Japanese	japonés 4
jug	hárra 4
just	-nte 4
just fine	i-porã-nte 1
just very	te-nte 5
K	
kill, to	juká 5
kitchen	cocinã 4
knife	kysé 4
know, to	Ikuaá 3
know how to, to	kuaá 5
L	
last night	angè pyharé 4
lead	plomo 5
learn, to	aprendé 5
let's	ja- (ña-) 4
let's go; we go	ja-há 5
library	biblioteca 4
like, to	gustá 4
listen, to	hendú 1
live, to	Ikó 3
long	pukú 5
M	
magazine	revista 5
many things	ñèta mba'é 5
match	fósforo 4
mathematics	matemáticas 4
me	xé-ve 4
meat	so'ó 3
(meat) pie	pastel 5
meeting	reunión 5
Mexico	Méhico 4
milk	kambý 5
mouth	jurú 5
month	mes 5
morning	pyhare vé 5
mother-in-law	suegra 5
Mrs.; lady	kuña karaí
must; ought; should	va.erã 3

Hosted for free on livelingua.com

N	N
napkin	servilleta 5
need, to	Ikotevẽ 5
night	pyharé 4
no	nahãniri 1
nose	tĩ 5
not yet (question)	ne'ĩra ̂pa? 5
not yet (statement)	ne'ĩra guèteri 5
notebook	cuaderno 5
now	ko'ãga 2

O	O
on (by) the side	ydé re 5
on top of	ári 5
one	peteĩ 2
one thing	peteĩ mba'é 5
or	tẽra 2
organization	organisación 4

P	P
pants	casõ 5
paper	kuatiá 5
pass, to	mbohasá 5
Peace Corps	Cuerpo de Paz 4
pencil	lápia 4
people, the	la gènte kuéra 5
pitcher	hárro 4
plant, to	ñoty 5
plate	plato 4
play, to	hugá 3
playground	cancha 4
(pluralizer)	kuéra 3
Polka	polka 5
pot	olla 4
(progressive)	hĩna 3
psychology	pisicología 4
put it, to; suppose, to	moĩ 5

Q	Q
(question marker)	pa 1
quiet, to be	kiriri 5

Hosted for free on livelingua.com

R	R	
read, to	leé	3
(recent past question)	ra.è	5
(recent past statement)	kurì	5
red	pytã	5
(reflexive)	-je- (-ñe-)	5
rest, to	pytu'ú	5
ride a bicycle, to	Ikó (vicicleta-pe)	5
right?	ajé pa	4
right around here	à-pe té-nte	4
Russian	ruso	3

S	S	
salt	juký	5
Saturday	sávado	5
say, to	-'é	1
school	escuela	4
second pers. pl. pron. prefix	pe-	3
second pers. sing. pron. prefix	re-	3
see, to	hexá	4
sheep	ovexá	5
shirt	camisá	5
shoe	sapatú	5
shoeshop	sapatería	4
show, to	hexauká	5
sing, to	purahéi	5
sleep, to	ké	5
Spanish	karaì-ñe'ẽ	3
speak, to; talk, to	ñe'ẽ	1
spoon	cuchara	4
start, to	ñe-pyrũ	5
stay, to; be, to; remain, to	pytá	5
steel mill	fábrica de acero	4
study, to	studiá	1
sugar	asucá	5
Sunday	domingo	5
surely, certainly	añe-te	5

T	T	
table	mesá	5
table cloth	mantel	4
teacher	mbò'e há; maestro	5
thank you	agradecé	5
thank you	gracias	4
that	há	4

Hosted for free on livelingua.com

that one	péva 4
that's fine	oĩ-porã 1
then	pe 3
there (over yonder)	pé-pe 4
they	ha'e kuéra 3
thick, fat	kyrá 5
third pers. sing. & pl. pron. pref.	o- 3
this one	kóva 4
three	mbohapý 2
Thursday	jueves 5
ticket	voleto 5
to be	ĩ 5
today	ko'ára 2
toilet	excusado 4
tomorrow	ko'ẽro 5
tonight	ko pyharé 4
too; also	aveí 1
try, to	ñe-ha'ã 5
tub	palangana 5
Tuesday	martes 5
two	mokõi 2

U

understand, to	utondé 4
university	universidad

V

volunteer	voluntario 4

W

wake up, to	páy 5
walk, to	guatá 5
want (something), to	Ipotá 4
want to (VERB)	(VERB)-sé 3
wash hands, to	jepohéi 5
water	ý 5
we; our (excl)	oré 1
we; our (incl)	ñandé 3
well; water hole	ỹ-kuá 5
what?	mba'é^pa? 3
in what?	mba'é-pe^pa?
What does that mean?	Mba'é^pa he-'i-sé upéva? 5
where?	moõ^pa?
whether; if	pa 4

Hosted for free on livelingua.com

white	morotĩ 5
who?; which one?	mãvaˆpa? 3
whom?	mãva-peˆpa? 4
wife	ɽembireko 5
will (future tense marker)	ta 4
work	mba.apó 4
would (uncertain future)	ne 4
write, to	scriví 4

Y

yes	hẽe 3
yes indeed	upè ixa hĩna 4
yesterday	kuehé 5
you; your	ndé 1
you-all; your	peẽ 1
your father	ɽú 5
your name	nde-ɽéra 4

Hosted for free on livelingua.com

Supplements

New Vocabulary

FOOD

banana pakové
batata jetý
beans kumandá
cheese kesú
corn avatí
chipa xípa
chicken ryguasú
egg(s) ryguasu rupi'á
fish pirá
green melon merõ hový
mean so'ó
boilend mean so'ò mimõi
roasted meat so'ò ka'ẽ
food tembi-'ú
edibles ja-'ú va
left-overs tembi-'ù rembyre
mandioc mandi'ó
milk kambý
onion sevói
peanuts manduví
rice arró
salt juký
water ý
hot water ỳ-takú
yerba ka'á
bone kangué

FOOD PREPARATION

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

bucket balde
garbage ytý
trash can ytý apý

HOUSE & SCHOOL ITEMS

broom typyxá
comb kỳ-guá
bed typá
chair silla
table mesá
paper kuatiá
scissors jetapá
door okẽ
window ovetã, 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'i
goat kavará
horse cavajú
mount tendá
mule mburiká
ox guéi
monkey ka'í
pig kuré

Hosted for free on livelingua.com

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

CLOTHING

clothes aó
blouse vlúsa
shirt camisá
button votõ

BODY PARTS

arm jyvá
chest pyti'á
eye(s) tesá
toe pysä
finger kuä
face tová
foot pý
forehead syvá
head akã
teeth tãi
throat ahy'ó
esophagus tembi-'ú rapẽ (food-road)
nose tĩ
cheek tova yké (face-side)
tongue kũ
lip(s) tembé
leg tetymá
knee tety py'á
heart py'á
neck ajúra
shoulder ati'ý
hand pó
fingernail pyapẽ
body teté

PEOPLE

boy mitä
little boy mita'ĩ
girl mitã kuñá
señorita kuñataĩ
señora kuña karaí
señor karaí
child (to mother) membý
girl child membỹ kuñá
boy child membỹ kuimba'é
son (to father) ta'ýra
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 tahýi

AGRICULTURE

crop kóga
branch yvyrà rakã
root yvyrà rapó
tree yvyrá
flower yvotý
to blossom i-potý
leaf toguá
to leaf out hogué
rock itá
sand yvỹ ku'í
earth yvý
mud tujú
fruit yvá
to bear fruit hi'-á

Hosted for free on livelingua.com

CORE STAGE

Manipulation Phase

Cycle 1

model

Ai-kotevẽ ko livro.	I need this book.
Ai-kotevẽ pe livro.	I need that (ese) book.
Ai-kotevẽ amõ̀ livro.	I need that (aquel) book.

TO THE STUDENT: ko NOUN means 'this NOUN', pe NOUN means 'that (ese) NOUN', amõ̀ NOUN means 'that (aquel) NOUN'.

substitution with point and say

livro	Ai-kotevẽ pe livro.
cuaderno	Ai-kotevẽ pe cuaderno.
kuatiá (paper)	Ai-kotevẽ pe kuatiá.
mesá	Ai-kotevẽ pe mesá.
sílla	Ai-kotevẽ pe sílla.
tisa	Ai-kotevẽ pe tisa.
reló	Ai-kotevẽ ko reló.
estúfa (heater)	Ai-kotevẽ ko estúfa.
lús	Ai-kotevẽ ko lús.
lapiséra	Ai-kotevẽ ko lapiséra.
pisarrón.	Ai-kotevẽ ko pisarrón.
kuatiá (paper)	Ai-kotevẽ amõ̀ kuatiá.
estúfa (heater)	Ai-kotevẽ amõ̀ estúfa.
tisa	Ai-kotevẽ amõ̀ tisa.
pisarrón	Ai-kotevẽ amõ̀ pisarrón.
cuaderno	Ai-kotevẽ amõ̀ cuaderno.

patterned response

1.	Rei-kotevẽ^pa ko lápis ?	Nahãniri. Ai-kotevẽ pe lápis.
2.	_____ ko livro ?	_____. _____ pe livro.
3.	_____ ko camisá ?	_____. _____ pe camisá.

Hosted for free on livelingua.com

4. _____ ko sapatú ? _____. _____ pe sapatú.

5. _____ ko mesá ? _____. _____ pe mesá.

6. Rei-potáˆpa pe reló ? Nahãniri. Ai-potá amõ̀ reló.

7. _____ pe lús ? _____. _____ amõ̀ lús.

8. _____ pe sílla ? _____. _____ amõ̀ sílla.

9. _____ pe estúfa ? _____. _____ amõ̀ estúfa.

10. _____ pe tisa ? _____. _____ amõ̀ tisa.

directed discourse (with double check)

1. E-porandú (t̊éra)-pe oi-kotevẽˆpa pe lápis.
2. E-porandú (t̊éra)-pe oi-kotevẽˆpa ko livro.
3. E-porandú (t̊éra)-pe oi-kotevẽˆpa pe lápis tẽraˆpa amõ̀ livro.
4. E-porandú (t̊éra)-pe oi-kotevẽˆpa amõ̀ régla tẽraˆpa ko kuatiá.
5. E-porandú (t̊éra)-pe oi-kotevẽˆpa oi-potá ko mesá.
6. E-porandú (t̊éra)-pe mba'éˆpa oi-kotevẽ.
7. E-porandú (t̊éra)-pe mãvaˆpa oi-potá pe tísa.
8. E-porandú (t̊éra)-pe (t̊éra)ˆpa oi-kotevẽ pe tínta.

Hosted for free on livelingua.com

Cycle 2

Manipulation Phase

model

Roi-kotevẽ umĩ livro.	We need those books.
Roi-kotevẽ ko'ã lápis.	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-kotevẽ pe livro.	Xé ai-kotevẽ umĩ livro.
drill:	Xé ai-kotevẽ pe lápis.	Xé ai-kotevẽ umĩ lápis.
	Xé ai-kotevẽ pe cuaderno.	Xé ai-kotevẽ umĩ cuaderno.
	Oré roi-kotevẽ ko livro.	Oré roi-kotevẽ ko'ã livro.
	Oré roi-kotevẽ ko lápis.	Oré roi-kotevẽ ko'ã lápis.
	Oré roi-kotevẽ ko cuaderno.	Oré roi-kotevẽ ko'ã cuaderno.

Cycle 3

Manipulation Phase

model

Mba'é^pa rei-potá a-guerú ndé-ve?	What do you want me to bring you ?

Hosted for free on livelingua.com

substitution

ague-rú	Mba'é^pa rei-potá ague-rú ndé-ve ?
a-juguá (buy)	Mba'é^pa rei-potá a-joguá 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 Phase

appropriate 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-joguá ndé-ve ?
8. Mba'é^pa rei-potá ro-joguá ndé-ve ?

directed discourse

1. E-porandú (téra)-pe mba'é^pa oi-potá a-joguá ìxu-pé, ko relóˆpa tẽra^pa pe collar ?

2. E-porandú (téra)-pe mba'é^pa oi-potá ndé re-joguá ìxu-pé.

3. E-porandú (téra)-pe oi-potá^pa re-joguá ìxu-pé pe coche.

4. E-porandú (téra)-pe oi-kotevè^pa ko cavajú.

5. E-porandú (téra)-pe oi-potá^pa ko cavajú tèra^pa pe coche.

Hosted for free on livelingua.com

Cycle 4

Manipulation Phase

model

Ai-potá ko livro kóva.	I want this book.
Ai-potá pe livro péva.	I want that book.
Ai-potá amõ livro amõva.	I want that 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? Nahãniri, ai-potá ko livro kóva.

drill: Rei-potá^pa pe lápis péva ? Nahãniri, ai-potá ko lápis kóva.

Rei-potá^pa pe kuatiá péva ?

Rei-kotevẽ^pa ko regla kóva ? Nahãniri, ai-kotevẽ pe regla péva.

Rei-kotevẽ^pa ko tísa kóva ?

Rei-kotevẽ^pa ko cuaderno kóva ?

Pei-potá^pa ko'ãva ko'ã livro ? Nahãniri, roi-potá umĩ livro umĩva.

patterned response (choose either alternative)

1. Rei-potá^pa kóva ko lápis tẽra^pa amõva ?
2. Rei-potá^pa péva pe livro tẽra^pa kóva ?
3. Rei-potá^pa amõva amõ kuatiá tẽra^pa kóva ?
4. Rei-potá^pa péva tẽra^pa pe ótro ?
5. Rei-potá^pa ko vorrador kóva tẽra^pa ko ótro ?

Hosted for free on livelingua.com

model

Péva lápis. or Péva peteĩ lápis.	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)	Kóva peteĩ clip.
jú (needle)	Kóva peteĩ jú.
inimbó (thread)	Kóva peteĩ inimbó.
votõ (button)	Kóva peteĩ votõ.
jetapá (scissors)	Kóva peteĩ jetapá.

model

Mba'é^pa kóva ?	What is this ?

dialog

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

Use Phase

directed dialog

1. E-porandú (t̊éra)-pe mba'é^pa kóva.
2. E-porandú (t̊éra)-pe mba'é^pa péva.
3. E-porandû (t̊éra)-pe mba'é^pa amõva.

Hosted for free on livelingua.com

Cycle 5

Manipulation Phase

model

Péva^pa ? Ha'é la xe-ř́ú.	(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-ř́ú	Ha'é la xe-ř́ú.
xe-ṣý (mother)	Ha'é la xe-ṣý.
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

Mãva^pa pe karaí ?	Who is that man (señor) ?

substitution

karaí (gentleman)	Mãva^pa pe karaí ?
kuña (woman)	Mãva^pa pe kuña ?
kuñà-karaí (lady)	Mãva^pa pe kuñà-karaí ?
kuñataĩ (señorita)	Mãva^pa pe kuñataĩ ?
mitã (child)	Mãva^pa pe mitã ?
mità-karia'ý (young man)	Mãva^pa pe mità-karia'ý ?
mita'í (boy)	Mãva^pa pe mita'í ?
mita-kuña'í (girl)	Mãva^pa pe mita-kuña'í ?

Hosted for free on livelingua.com

dialog

A. Mãva^pa pe karaí ?
B. Péva^pa ? Ha'é la xe-r̊ú.

Use Phase

directed discourse

1. E-porandú (t̊éra)-pe mãva^pa amõva.
2. E-porandú (t̊éra)-pe Carlos^pa amõva.
3. E-porandú (t̊éra)-pe mãva^pa pe mitã.

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 Phase

model

Ha'é h̊éra Rafael Espinosa.	His name is Rafael Espinosa.

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

Hosted for free on livelingua.com

(livro)	ṫéra 'name'
xe-livro	xe-ṙéra
nde-livro	nde-ṙéra
ore-livro	ore-ṙéra
ñande-livro	ñande-ṙéra
pende-livro	pende-ṙéra
David-livro	pe-mitã-ṙéra
i-livro	ḣéra

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

But for a very few exceptions (like óga '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; ṫetã, xe-ṙetã, ḣetã. As the RH alternation of each word becomes more familiar, we will drop this mark.

model

Mba'é ixaᵔpa ḣéra pe karaí ?	What is that man's name ?

dialog

A. Mba'é ixaᵔpa ḣéra pe karaí ?

B. Ha'é ḣéra Rafael Espinosa.

Hosted for free on livelingua.com

Cycle 7

Manipulation Phase

model

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-tiò-livro.	That's my uncle's book.

TO THE STUDENT: la is often used before possessives.

model

Kóva^pa la nde-livro.	Is this your book ?

dialog

A.	Kóva^pa nde-livro ?	Is this your book ?
B.	Nahãniri. Péva la xe-tiò-livro. Kóva la xe-livro.	No. That's my uncle's book. This is my book.

model

Umĩva 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.

Hosted for free on livelingua.com

model

Ko'ãva 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'ã.

dialog

A. Ko'ãva ore-livro kuéra, ajé^pa ?

B. Upé ixa hĩna. Umĩva pende-livro kuéra.

Cycle 8

Manipulation P

model

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 ?

Hosted for free on livelingua.com

patterned response

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

point and say

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

repetition

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

Hosted for free on livelingua.com

Cycle 9

Manipulation Phase

model

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

Mãva-mba'é^pa kóva ?	Whose is this ?

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

dialog

A. Mãva-mba'é^pa kóva ?	Whose is this ?
B. Péva i-livro.	That's his book.
A. Mãva-mba'é ?	Whose ?
B. I-mba'é. Kóva xe-mba'é.	His. This is mine.

Hosted for free on livelingua.com

model

Péva ij-ỳ-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 ỳ-kuá, the third person possessive form i must be followed by j: ij-ỳ-kuá.

model

Kóva iñ-amigo-ỳ-kuá.	That's his friend's well.

model

Kóva^pa la nde-amigo-ỳ-kuá ?	Is this your friend's well ?

dialog

A. Kóva^pa la nde-amigo-ỳ-kuá ?	Is this your friend's well ?
B. Nahãniri. Péva la ij-ỳ-kuá. Kóva iñ-amigo-ỳ-kuá.	Nahãniri. His well is that one. This is his friend's well.

repetition

Mãva mba'é^pa kóva ?

____ _____ ko'ãva ?

Mãva mba'é^pa umĩva ?

____ _____ péva ?

Hosted for free on livelingua.com

patterned response

1. Mãva mba'é^pa kóva ? Péva xe-mba'é.

2. ____ _____ péva ? Kóva xe-mba'é.

3. ____ _____ umĩva ? Ko'ãva xe-mba'é.

4. ____ _____ ko'ãva ? Umĩva, xe-mba'é.

repetition

Kóva iñ-amigo-ỳ-kuá.

____ _____sapatí.

____ _____lápis.

____ _____livro.

____ _____mesá.

Kóva^pa la nde-amigo-ỳ-kuá ?

_____ __ _____camisá ?

_____ __ _____sapatú ?

_____ __ _____mesá ?

_____ __ _____livro ?

_____ __ _____lápis ?

patterned response

1. Kóva^pa la nde-amigo-ỳ-kuá ?

Nahãniri. Péva iñ-amigo-ỳ-kuá.

2. _____ __ _____camisá ?

_____. ____ _____camisá.

Hosted for free on livelingua.com

3. _____ __ _____sapatú ?

_____. ____ _____sapatú.

4. _____ __ _____mesá ?

_____. ____ _____mesá.

5. _____ __ _____livro ?

_____. ____ _____livro.

6. _____ __ _____lápis ?

_____. ____ _____lápis.

1. Ko'ãva la ore-livro kuéra, ajé^pa ?

11. Nahãniri. Umíva la pende-livro kuéra.

2. _____ __ ore-làpis kuéra, ajé^pa ?

2. Nahãniri. Umíva la pende-làpis kuéra.

3. _____ __ ____camisà ____, _____ ?

3. _____. _____ __ _____camisà _____.

4. _____ __ ____sapatù ____, _____ ?

4. _____. _____ __ _____sapatù _____.

5. _____ __ ____mesà _____, _____ ?

5. _____. _____ __ _____mesà _____.

repetition

Péva la i-livro.
____ __ i-camisá.
____ __ i-lápis.
____ __ i-sapatú.
____ __ i-mesá.

Hosted for free on livelingua.com

Cycle 10

Manipulation Phase

model

Oj-apo-pá ta o-studiã́ mboyvé guaranĩ.	He'll finish it before he studies Guarani.

substitution

O-studiá guaranĩ	Oj-apo-pá ta o-studiã́ mboyvé guaranĩ.
O-scriví la carta	Oj-apo-pá ta o-scriví mboyvé la carta.
O-jepohéi	Oj-apo-pá ta o-jepohẽ́i mboyvé.

model

Oj-apo-pá kurì o-ṹ mboyvé ko'á-pe.	He finished it before he came here.

substitution

O-ù ko'á-pe	Oj-apo-pá kurì o-ṹ mboyvé ko'á-pe.
O-sẽ ko'águi	Oj-apo-pá kurì o-sẽ mboyvé ko'águi.
O-manó	Oj-apo-pá kurì o-manṍ mboyvé.

patterned response

1. Carlos^pa oj-apo-pá ra.è o-ṹ mboyvé ko'á-pe ?
   Hẽe, oj-apo-pá kurì o-ṹ mboyvé ko'á-pe.
2. David^pa oj-apo-pá ra.è o-sẽ mboyvé amõ gui ?
3. José^pa oj-apo-pá ra.è o-guahẽ̀ mboyvé Paraguái-pe ?
4. Ndé^pa rej-apo-pá ra.è re-karṹ mboyvé ?

Hosted for free on livelingua.com

5. Ndé^pa rej-apo-pá ta re-karũ mboyvé ?

6. Ndé^pa rej-apo-pá ta re-studiã mboyvé ?

- - - - - - - - - - - - - - - - - -

Use Phase

appropriate response

1. Mba'é^pa rej-apò va.erã re-karũ mboyvé ?

2. Mba'é^pa rej-apò va.erã re-hõ mboyvé Paraguái-pe ?

3. Mba'é^pa re-aprendẽ va.erã re-joguã mboyvé peteĩ carro ?

4. Mba'é^pa er-e-sé xé-ve re-sẽ mboyvé ko'agui ?

5. Mba'é^pa re-jògua-sé re-hõ mboyvé nde-roga-pe ?

6. Mba'é^pa rej-àpo-sé re-manõ mboyvé ?

7. Xé a-jahú ma kurì aj-ũ mboyvé ko'á-pe. Ha ndé ?

8. Xé a-ramboságma kurì aj-ũ mboyvé clase-pe. Ha ndé ?

9. Xé a-kàru-sé a-hã mboyvé óga-pe. Ha ndé ?

10. Re-kàru-sé^pa re-studiã mboyvé guaranĩ ko pyharé ?

11. Ja-cená ta^pa ndé re-sè mboyvé ?

12. Mãva^pa o-ho-sé Paraguái-pe o-manõ mboyvé ?

Hosted for free on livelingua.com

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 ?
   Hẽe, o-studiá ta o-karú riré.

2. Josefina^pa o-studiá ta guaranî o-cenã riré ?

3. Miguel^pa o-studiá ta inglés o-ú riré á-pe ?

4. Ha'é^pa o-studiá ta karaì-ñe'ẽ o-guahẽ riré Paraguái-pe ?

5. Ndé^pa re-studiá ta guaranî re-guahẽ riré amõ ?

6. Ndé^pa re-studiá ta karaì-ñe'ẽ rej-ù jevý riré Estados Unidos-pe ?

b.

1. Carlos^pa o-studiá ra.è o-karú riré ?
   Hẽe, o-studiá kurî o-karú riré.

2. Roberto^pa o-studiá ra.è guaranî o-cenã riré ?

3. David^pa o-studiá ra.è inglés o-ú riré á-pe ?

4. Ndé^pa re-studiá ra.è karaì-ñe'ẽ re-guahẽ riré Paraguái-pe ?

5. Ndé^pa re-studiá ra.è guaranî rej-ù jevý riré Estados Unidos-pe ?

Hosted for free on livelingua.com

Use Phase

appropriate response

1. Mba'é^pa rej-apó ta re-guahẽ 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-karũ riré ?
4. Mba'é^pa rej-apó ra.è re-rambosã riré ?
5. Mba'é^pa re-leé ta re-ñenõ riré ko pyharé ?
6. Mba'é^pa re-lèe-sé re-páy riré ko'ẽro ?
7. Xé a-jahu-sé a-hugá pelota riré. Ha ndé ?
8. Ha'é o-pytũ'u-sé o-mba.apõ riré. Ha ndé ?
9. Mba'é^pa rej-àpo-sé re-rambosã riré ?
10. Ja-karú ta ña-mba.apõ riré, ajé^pa ?

Cycle 12

Manipulation Phase

model

O-ñe'ẽ guaranĩ-me o-karú ajá.	He speaks Guarani as he eats.

Hosted for free on livelingua.com

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-hugá ajá pelota ?
3. O-ñe'ẽ^pa guaraní o-studiá ajá ~~kerai~~-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.è guaraní o-ké ajá ?
7. O-studiá^pa ra.è 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 ?

Hosted for free on livelingua.com

appropriate response

1. Mba'ê^pa rej-apó clase mboyvé ?

2. Mba'ê^pa rej-apó ra.è clase mboyvé kuehé ?

3. Mba'ê^pa rej-apó clase riré ?

4. Mba'ê^pa rej-apo-sé clase riré ko'ẽro ?

5. Ndê^pa re-ñe'ẽ inglés clase ajé ?

Cycle 13

patterns for study

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

Hosted for free on livelingua.com

(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 mĩ ta ma^pa?	Would you like to finish it now?

Manipulation Phase

translation	
o-hó hikuái	they went
o-ho-pá hikuái	they all went
o-hó ta hikuái	they will go
o-ho-pá ta hikuái	they will all go
o-hó ma hikuái	they went already
o-ho-pá ma hikuái	they all went already
o-hó ta ma hikuái	they will go now
o-ho-pá ta ma hikuái	they will all go now
o-ho-sé hikuái	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 kurì hikuái	they went (not long ago)

Hosted for free on livelingua.com

o-ho-pá kurì hikuái	they all went (not long ago)
o-ho-pá ma kurì hikuái	they all went already
o-ho-pa-sé ma kurì hikuái	they all wanted to go already
o-ho-pa-sé ma^pa ra.è hikuái ?	did they all want to go already ?

conversion (change to a question)

o-ho-pà hikuái	o-ho-pã hikuái^pa ?
o-ho-pá ta hikuái	o-ho-pá ta hikuái^pa ?
o-ho-pá ma hikuái	o-ho-pá ma hikuái^pa ?
o-ho-pá ta ma hikuái	o-ho-pá ta ma hikuái^pa ?
o-ho-pa-sẽ hikuái	o-ho-pa-sè hikuái^pa ?
o-ho-pa-sé ta hikuái	o-ho-pa-sé ta hikuái^pa ?
o-ho-pa-sé ta ma hikuái	o-ho-pa-sé ta ma hikuái^pa ?

patterned response

1. O-ho-pá ma^pa nde-amigo kuéra ? Hẽe, 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. Peẽ^pa pe-karu-pá ta ma ?
6. Ja-karù-pa-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. Pe-ho-pá ta ma^pa ?

appropriate response

1. Peẽ^pa pe-ho-pá ta Paraguái-pe.
2. O-ho-pá ta^pa hikuái amõ aveí ?

Hosted for free on livelingua.com

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

TO THE STUDENT: In English the advertial 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-manõ riré

re-studia ajá

Cycle 15

Manipulation Phase

model

A-stùdia vẽ 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.

Hosted for free on livelingua.com

Vaí	ugly
Vài vé	more ugly (uglier)
A-stùdia-sé	I want to study.
A-stùdia-se vé	I want to study more.
A-ñè'e-sé guaraní	I want to speak Guarani.
A-ñe'è-se vé guaraní	I want to speak more Guarani.
Aj-pòta vé café.	I want more coffee.

substitution

studiá	A-stùdia vè va.erâ.
ñe'ẽ	A-ñè'e vè va.era.
ñe'è porã	A-ñe'ẽ pòra vè va.erã.
aj-apó pastel	Aj-àpo vè va.erã pastel.
a-hendú radio	A-hèndu vè va.erã radio.

translation

1. A-stùdia vè va.erã guaraní.	I should study Guarani more.
2. A-ñè'e vè va.erã.	I should speak more.
3. A-hèndu vè va.erã radio.	I should listen to the radio more.
4. Aj-àpo vè va.erã pastel.	I should make more meat pies.
5. Hà-'e vè va.erã.	I should say more.
6. A-mbà.apo vè va.erã.	I should work more.
7. A-ke vè va.erâ.	I should sleep more.

model

A-stùdia vé rè, ikatú ta a-ñe'ẽ pòra vé.	If I study more, I'll be able to speak better.

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

A-ñe'è-kuaá sé rõ, a-stùdia ve va.erã.	If I want to know how to speak I must study more.
A-stùdia vé rõ, a-prènde vé ta.	If I study more, I'll learn more.
A-prènde vé rõ, a-gàna vé ta.	If I learn, I'll earn more.

Hosted for free on livelingua.com

substitution

studiá	A-stùdia vé rõ, ikatú ta a-ñẽ'ẽ põra vé.
leé	A-lèe vé rõ, ikatú ta a-lèé põra vé.
scrivi	A-scrìvi vé rõ, ikatú ta a-scrìvi põra vé.
ñe'ẽ	A-ñẽ'e vé rõ, ikatú ta a-ñẽ'ẽ põra vé.

repetition

Re-ñe'ẽ guaranî.

Re-ñe'ẽ porã guaranî.

Re-ñe'ẽ põra-sé guaranî.

Re-ñe'ẽ porã̀-se vé guaranî.

Re-ñe'ẽ porã̀-se vé ramo guaranî

Re-ñe'ẽ-kuaà porã̀-se vé ramo guaranî.

Mba'é^pa rej-apò va.erã?

Mba'é^pa rej-apò va.erã re-ñe'ẽ-kuaà porã̀-se vé ramo guaraníî?

Mba'é^pa rej-apó va.erã re-ñe'ẽ-kuaà porã̀-se vé ramo karaì-ñe'ẽ?

Mba'é^pa rej-apò va.erã re-scrivi-kuaà porã̀-se vé ramo guaranî?

dialog

A.	A-ñe'ẽ-kuaã porã̀-se vé ramo, kó pende-ñe'ẽ a-stùdia vẽ va.erã?
B.	Hẽe, re-stùdia vé rõ, ikatú ta re-ñe'ẽ põra vé.

conversion (repeat, then change to an if clause)

A-ñe'ẽ-kuaà-se vé kó pende-ñe'ẽ.	A-ñe'ẽ-kuaà-se vé ramo ko pende-ñe'ẽ.

Hosted for free on livelingua.com

A-leè-kuàà-se vé karaì-ñe'ẽ.

A-scrivì-kuaà porã̀-se vé ko xe-ñe'ẽ.

(change ramo to rõ̀)

A-ñe'ẽ-kuaã̀-se vé ramo pende-ñe'ẽ, a-stùdia vè va.erã.

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

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

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

(remove -kuaã̀)

A-ñe'ẽ-kuaà-se vé rõ̀ ko pende-ñe'ẽ a-stùdia vè va.erã.

A-ñe'ẽ-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

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

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

(remove vé)

A-ñe'ẽ-kuaà-se vé rõ̀ ko pende-ñe ẽ, a-stùdia vé va.erã.

A-ñe'ẽ-kuaà-sé rõ̀ ko pende-ñe'è, a-stùdia vé va.erã.

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

A-leè-kuaà-se vé rõ̀ ko pende-ñe'ẽ, 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?

Hosted for free on livelingua.com

expansion

1.	A-ñe'ẽ guaranĩ-me.	A-ñe'ẽ guaranĩ-me.
	kuaá ...	A-ñe'ẽ-kuaá guaranĩ-me.
	sé ...	A-ñe'ẽ-kuaà-sé guaranĩ-me.
	porã ...	A-ñe'ẽ-kuaà-porà-sé guaranĩ-me.
	vé ...	A-ñe'ẽ-kuaà-porà-se vé guaranĩ-me.
	ta ...	A-ñe'ẽ-kuaà-porà-se vé ta guaranĩ-me.
2.	A-mba.apó.	A-mba.apó.
	sé ...	A-mba.àpo-sé.
	porã ...	A-mba.apò-porà-sé.
	vé ...	A-mba.apò-porà-se vé.
	kuaá ...	A-mba.apò-kuaà-porà-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.

Hosted for free on livelingua.com

Use Phase

directed dialog

1. E-porandú (téra)-pe o-stùdia-se vé^pa guaranî.
2. E-porandú (téra)-pe mba'é re^pa o-stùdia-se vé guaranî.
3. E-porandú(téra)-pe mba'é^pa oj-apò va.erã o-ñe'ê-kuaà pòra-se vé rò guaranî.
4. E-porandú (téra)-pe mba'é^pa ndé rej-apò va.erã re-ñe'ê-kuaà-se vé rò guaranî.

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 hîna ára ha pyharé?
2. Mba'é^pa oi-kó ta nde^re-stùdia vé^i ramo?

Hosted for free on livelingua.com

Cycle 16

Manipulation Phase

paradigm

	oré rogue-rekó
ké ague-rekó	
	ñandé jague-rekó
ndé regue-rekó	peẽ 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. Gue-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.

Hosted for free on livelingua.com

model

A-malisiá Ña Gladys oguè-reko há.	I suppose the Doña Gladys has.

dialog

A. Mãva^pa ogue-rekó cinco centavos?

B. A-malisiá Ña Gladys oguè-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 irundý lapis i-pó-pe.	He has four pencils in his hand (s).

model

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

Hosted for free on livelingua.com

dialog

A. Mbovy lápis^pa ogue-rekó i-pó-pe?

B. Ogue-rekó irundy lápis i-pó-pe.

Use Phase

appropriate response

1. Mboby livro^pa ague-rekó xe-pó-pe?
2. Mboy año^pa ogue-rekó la nde-rú?
3. Mbovy centavo^pa regue-rekó nde vosá?
4. Mãva^pa ogue-rekó peteĩ kysé?
5. Mba'é^pa Carlos ogue-rekó i-pó-pe?

Cycle 17

Manipulation Phase

model

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'.

Hosted for free on livelingua.com

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 metã-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'.

Hosted for free on livelingua.com

model

Mãva-peˆpa rei-kuaá Paraguái-pe?	What person do you know in Paraguay ?
Mãva-mãva-peˆpa rei-kuaá Paraguái-pe ?	What persons do you know in Paraguay ?

TO THE STUDENT: Note the contrast in meaning between mãva-peˆpa 'who (what person)' and mãva-mãva-peˆpa 'who (what persons)?' or 'who-all'.

dialog

A. Mãva-peˆpa rei-kuaá Paraguái-pe ?

B. Ai-kuaá peteĩ mitã ñéra va Carlos-pe.

A. Mãva-mãva-peˆpa rei-kuaá ko clase-pe ?

B. Ai-kuaá opava-ve-pe.

Use Phase

appropriate response

1. Mba'éˆpa re-hexá ko mesa ári ?
2. Mba'éˆpa re-hexá ra.è kuehé ko mesa ári ?
3. Mba'è mba'éˆpa re-hexá xe-pó-pe ?
4. Mãva-peˆpa re-hexá amõ ?
5. Mãva-mãva-peˆpa rei-kuaá nde-universidad-pe ?
6. Rei-kuaáˆpa peteĩ mitã ñéra va David-pe ?

Hosted for free on livelingua.com

Cycle 18

Manipulation Phase

model

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

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

model

Mba'é-peˆpa o-je-juká ra.è?	How was he killed?

TO THE STUDENT: mba'é-peˆpa 'how?' = 'by means of what?'

dialog

A.	Mba'é-peˆpa o-je-juká ra.è?
B.	O-je-juká kurì peteĩ revolver-pe.

Use Phase

listening for comprehension

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

appropriate response

1. Mãveˆpa o-je-juká ra.e kuehé?
2. Mba'é-peˆpa o-je-juká ra.è?
3. Mba'éˆpa o-je-'é umi comunista he-'i-há?

Hosted for free on livelingua.com

4. Mba'é pa umi comunista o-juka-sé mokõi general?
5. Mboy general ma pa o-je-juká ra.è peteĩ general?
6. Mokõ 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. ẽndá 'to the presence or place of; up to someone'
5. goto 'toward; in the direction of (hacia)'

1.	Oi-mẽ ne mèsa ári. hi-ári	It may be on the table On top of it
2.	Oi-mẽ sìlla-guý-pe.	It may be under the chair.
3.	O-ú ne Paraguaý rupi. O-viajá ta yvý rupi.	He may come through Asuncion. He'll travel by land.
4.	O-ho ñande-Jara-ẽndá-pe. Eju-u xe-ẽndá-pe. Ja-há Carlos-ẽndá-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 hĩna nde-ẽróga-goto.	It is over here. (Queda hacia aquí.) We're walking toward your house.

Manipulation Phase

model

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

Hosted for free on livelingua.com

hêu, oi-mẽ mèsa-ári.

[illegible]ya nie-ári?

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

I'll go this way.
Iré por aquí.

[illegible] go through those woods.

Hosted for free on livelingua.com

Ha'é _____.

_____ Luque rupi _____.

appropriate response

1. ...ód rupi^pa re-hó ta ndé ?

2. Re...-ú^pa ra.è California rupi tëra^pa Nueva York rupi ?

3. Re-no-sé^pa Méhico-pe avión-pe tëra^pa yvy rupi ?

4. Re-No-sé^pa Buenos Aires-pe yvy rupi tëra^pa río rupi ?

patterns for study

A. Moõ-go...o^pa o-pytá Encarnación ?
B. O-pytá amõ-goto.

In what direction is Encarnacion ?
It's in that direction.

A. Moõ-goto^pa ja-há ta, á-goto^pa tëra pé-goto ?
B. Ja-há ta amõ-goto.

Which way shall we go, this way or that ?
Let's go that way over there.

A. Moõ-goto^pa o-sẽ kuarahý ?
B. Kua...hý o-sẽ pé-goto ha oi-ké amõ-goto.

In what direction does the sun rise?
The sun rises in that direction and sets in that direction over there.

A. Moõ-goto^pa rei-potá a-maña ?
B. Carlos-róga-goto.

What direction do you want me to look ?
Toward Carlos' house.

A. Moõ^pa re-hó hína ?
B. A-há hína Carlos ñendá-pe.

Where are you going ?
I'm going to Carlos' place.

A. Mãva ñendá-pe^pa ja-hã va.erã ?
B. Ja-hã va.erã ñendá-pe.

Whose place should we go to ?
We should go to his place.

Hosted for free on livelingua.com

Dialog 10

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 ... great attention to a fact which shoul... ... equivalent would be a nudge or protesting ... accompaniment of such words as 'surely', ..., 'as a matter of fact', etc. ... the change may be 'but' or 'why' (not the ...

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

Hosted for free on livelingua.com

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-re.	I already paid for this.
B.	A-porandú ta i-sý-re.	I'll ask about his mother.
C.	A-jeruré ta María-re.	I'll ask for Maria.(pediré por Maria)
D.	Mba'é re^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-jeruré María-pe pete^ livro.	I ask Maria for a book. I request of Maria a book. Pido a María un libro.
A-jeruré ta María-re.	I'll ask for Maria. Pediré por María.

Hosted for free on livelingua.com

[illegible] take re after its object unless the
-jeruré [personal-re] the re is equivalent
to the [illegible]

[illegible]:
[illegible] 'for José', 'for' in the sense of
'in place of', [illegible], but in the sense of 'for the benefit of'.
Compare the parallel equivalent Ha'ã haré por José.'

[illegible]

i-kysé	e-jeruré xu-pé i-kysé
i-livro	e-jeruré xu-pé i-livro
María	e-jeruré xu-pé María-re
José	e-jeruré xu-pé José-re
peteĩ lápis	e-jeruré xu-pé peteĩ lápis
peteĩ kuatiá	e-jeruré xu-pé peteĩ kuatiá
Juan	e-jeruré xu-pé Juan-re
Karl Lopez	e-jeruré xu-pé Karl Lopez-re

[illegible]

[illegible] A-pagá ta kóva-re.

[illegible] Nde'ỹa ne-pagá ta péva-re ?

[illegible] Ne-jerurè va.erã Carlos-re.

[illegible] Ne-jerurè va.erã xu-pé i-livro.

[illegible] Ne-peraruù va.erã i-sý-re.

[illegible] Ne-hu'ê va.erã María-re.

[illegible] -mbo-pó ñetà-re.

[illegible] A-mu'ã ta nde-re 10,000 guaraní
[illegible]-violoplota-re.

Hosted for free on livelingua.com

Use Phase

directed discourse

1. E-jeruré (t̃éra)-pe peteĩ livro.
2. Te-re-ho (t̃éra)-r̃enda-pe ha e-jeruré Jose-re.
3. Er-ẽ mĩ re-pagá ta há ko regalo-re.
4. Er-é re-pagá ta há xé-ve xe-r̃embi-apó-re.
5. E-porandú (t̃éra)-pe mbovýˆpa o-pagá ta ndé-ve nde-r̃embi-apó-re.

Cycle 24

Manipulation Phase

model

A.	Mooˆpa o-je-joguá aó ?	Donde se compra ropa ?
B.	O-je-joguá aó tienda-pe.	Se compra ropa en la tienda.

Use Phase

appropriate response

1. O-je-joguáˆpa sapatú panadería-pe tẽraˆpa sapatería-pe ?
2. O-je-joguáˆpa pan sapatería-pe tẽraˆpa panadería ?

Hosted for free on livelingua.com

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

Cycle 25

Manipulation Phase

[illegible]

[illegible]	Se hace quitarra(s) en Luque.

Da Phase

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

Hosted for free on livelingua.com

Cycle 2b

Manipulation Phase

paradigm

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

(Xé) xe-resarái I forget	(Oré) ore-resarái we forget (Nandé) nande-resarái we forget
(Ndé) nde-resarái you forget	(Peè) pende-resarái you forget
(Ha'é [huéra]) resarái he/they forget	

TO THE STUDENT: There is a very large class of words which conjugate with the possessive pronoun prefixes: xe-, de-, ore-, nande-, pende-, i-. Most of the words in this class are translated in English by adjectives, but quite a few by 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-, ro-, ja-, pe-, o-, or the J, I, GUE, H variants of these 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 just verbs, and these are sub-classified into 'verbos airéales' (I-Verbs), 'verbos areales' (regular verbs), 'verbos incrementales' (GUE-verbs), and 'verbos irregulares' (all others).

Hosted for free on livelingua.com

Note that not all Quality Verbs turn out to have adjective equivalents in English. For example [illegible] are more generally translated by verbs.

xe-resa[illegible]	I forget
xe-kera[illegible]	I snore
nde-jur[illegible]ina	You're lying
	(Eres mentiroso)

or by nouns:

xe-kerana	I'm a sleepyhead

or by other means:

xe-[illegible]poxã	I feel fine this morning
xe-[illegible]arũ porã	I feel fine this afternoon
xe-gyruvy porã	I feel fine this evening

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

[illegible]	a-vy'á

But generally [illegible] can be translated by English or Spanish adjectives, and generally [illegible] equivalents of English adjectives are Quality Verbs.

Hosted for free on livelingua.com

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-retã 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.
   Hèe, 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-vaì-eté.

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

patterned completion

1. Agüe-rekó peteĩ kuré vaí.
   I-vaí añe-te há-pe.

2. Kóva xe-coche pyahú
   I-pyahú añe-te há-pe.

3. A-hexá peteĩ kuñataĩ porã.
   I-porã añe-te há-pe.

Hosted for free on livelingua.com

Cycle 28

Manipulation Phase

model

A.	Nde-mba'éˆpa kóva ?	Is this yours ?
B.	Ahãniri, ndaˆxe-mba'éˆi.	No, it's not mine.
A.	Mãva-mba'éˆpa entonces rõ ?	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 ndaˆ(NOMINAL)ˆi or ndaˆ(NOMINAL)ˆiri.

ndaˆxe-mba'éˆi or ndaˆxe-mba'éˆiri

A common variant of nahãniri is ahãniri.

substitution

xé	ndaˆxe-mba'éˆi
ndé	ndaˆnde-mba'éˆi
oré	ndaˆore-mba'éˆi
Ñandé	ndaˆñandu-mba'éˆi
peẽ	ndaˆpeẽ-mba'éˆi
na'é	ndaˆi-mba'éˆi
María	ndaˆMaría-mba'éˆi

Hosted for free on livelingua.com

activity

The instructor points to various objects and asks, 'Is this yours ?' 'Is it mine ?' - 'Whose is it ?' - etc.

Cycle 29

Manipulation Phase

model

A.	Hasýˆpa la guaraní ndé-ve ?	Is Guarani hard for you ?
B.	Ndaˆhasỳ-etéˆi.	It's not too hard.

TO THE STUDENT: a. Quality Verbs are negated by the same negative frame: ndaˆ(QV)ˆi. Other examples:

ndaˆxe-rasýˆi	I'm not sick
ndaˆi-poraˆi	It's not good

NOTE:
If a Quality verb ends in the sound [i] the negative enclitic is ˆri.

i-vaí,	ndaˆi-vaíˆri

substitution

pora	ndaˆi-poràˆi
vaí	ndaˆi-vaíˆri
hasý	ndaˆhasýˆi

activity

The instructor points to various objects and asks 'Is this pretty (white, thin, old, etc.) ?' and the student responds appropriately.

Hosted for free on livelingua.com

Cycle 30

Manipulation Phase

model

A-ñenõ kurì las dies rupi.	I went to bed about 10:00.

substitution

Re-ñenõ	A-ñenõ kurì las dies rupi.
Re-páy	A-páy kurì las dies rupi.
Re-pu'ã	A-pu'ã kurì las dies rupi.
Re-jahu	A-jahú kurì las dies rupi.
Re-ramboá	A-ramboá kurì las dies rupi.

model

Mba'è ára pa re-[illegible] ra.è ko pyhare-yé ?	What time did you wake up this morning ?

substitution

Re-páy	Mba'è ára pa re-páy ra.è ko pyhare-vé ?
Re-pu'ã	Mba'è ára pa re-pu'ã ra.è ko pyhare-vé ?
Re-jahú	Mba'è ára pa re-jahú ra.è ko pyhare-vé ?
Re-ramboá	Mba'è ára pa re-ramboá ra.è ko pyhare-vé ?

Hosted for free on livelingua.com

patterned response

1. Mba'è óra^pa re-páy ra.è ko pyhare-vé ?
   A-páy kurì 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-rembosá 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 ?

Hosted for free on livelingua.com

4. Re-jejuruhéi rire mba'é^pa rej-apó ra.è ?

5. Re-ñe-mondé rire mba'é^pa rej-apó ra.è ?

appropriate response (follow the chronological order)

1. Re-páy rire mba'é^pa rej-apó ra.è ?

2. Re-pa'ũ rire mba'é^pa rej-apó ra.è ?

3. Re-ñe-ñemboa'é^pa rej-apó ra.è ?

4. Re-joguá rire mba'é^pa rej-apó ra.è ?

5. Re-ñe-ñeñdy'ó rire mba'é^pa rej-apó ra.è ?

6. Re-jejuruhéi rire mba'é^pa rej-apó ra.è ?

7. Re-ñe-mondé rire mba'é^pa rej-apó ra.è ?

8. Re-rambosá rire mba'é^pa rej-apó ra.è ?

9. Re-ñe-mbosako'í rire mba'é^pa rej-apó ra.è ?

10. Re-pó rire xe-ñóga-gui mba'é^pa rej-apó ra.è ?

model

A-ñe mboyvé xe-ñóga-gui a-ñe-mbosako'í	Before leaving home I prepared myself.

substitution

1. Re-ñe-[illegible] A-ñe mboyvé xe-ñóga-gui a-ñe-mbosako'í.

2. [illegible] A-ñe-mbosako'í mboyvé a-rambosá.

3. [illegible] A-rambosá mboyvé a-ñe-mondé.

4. Re-[illegible] A-ñe-mondé mboyvé a-jejuruhéi.

5. [illegible] A-jejuruhéi mboyvé a-ñe-ñendy'ó.

Hosted for free on livelingua.com

2.	Re-jahú	A-ñe-ñendy'ó mboyvé a-jahú.
3.	Re-há vaño-pe.	A-jahú mboyvé a-há vaño-pe.
5.	Re-pu'ã	A-há 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-ramboá riré ?
9. Mba'é^pa rej-apó ra.è re-jahú riré ko pyhare-é ?
10. Re-jepohéi va.erà re-karú mboyvé, ajé^pa ?
11. Áraka'e^pa ja-jejuruhéi va erä ?
12. Re-karú^pa riré re-jejuruhéi va.erà, ajé^pa ?

Hosted for free on livelingua.com

Cycle 31

Manipulation Phase

Model

[illegible] tupaó ůovái.	The bank is in front of the church.
	El banco queda frente a la iglesia.

Substitution

[illegible]	Pe banco o-pytá tupaó ůovái.
[illegible]	Pe banco o-pytá tupaó ykére.
Kupé [illegible]	Pe banco o-pytá tupaó kupé pe.

Substitution

[illegible] -pytá [illegible] ůovái.
[illegible] -pytá [illegible] de Industria ykére.
[illegible] -pytá [illegible] kupé-pe.

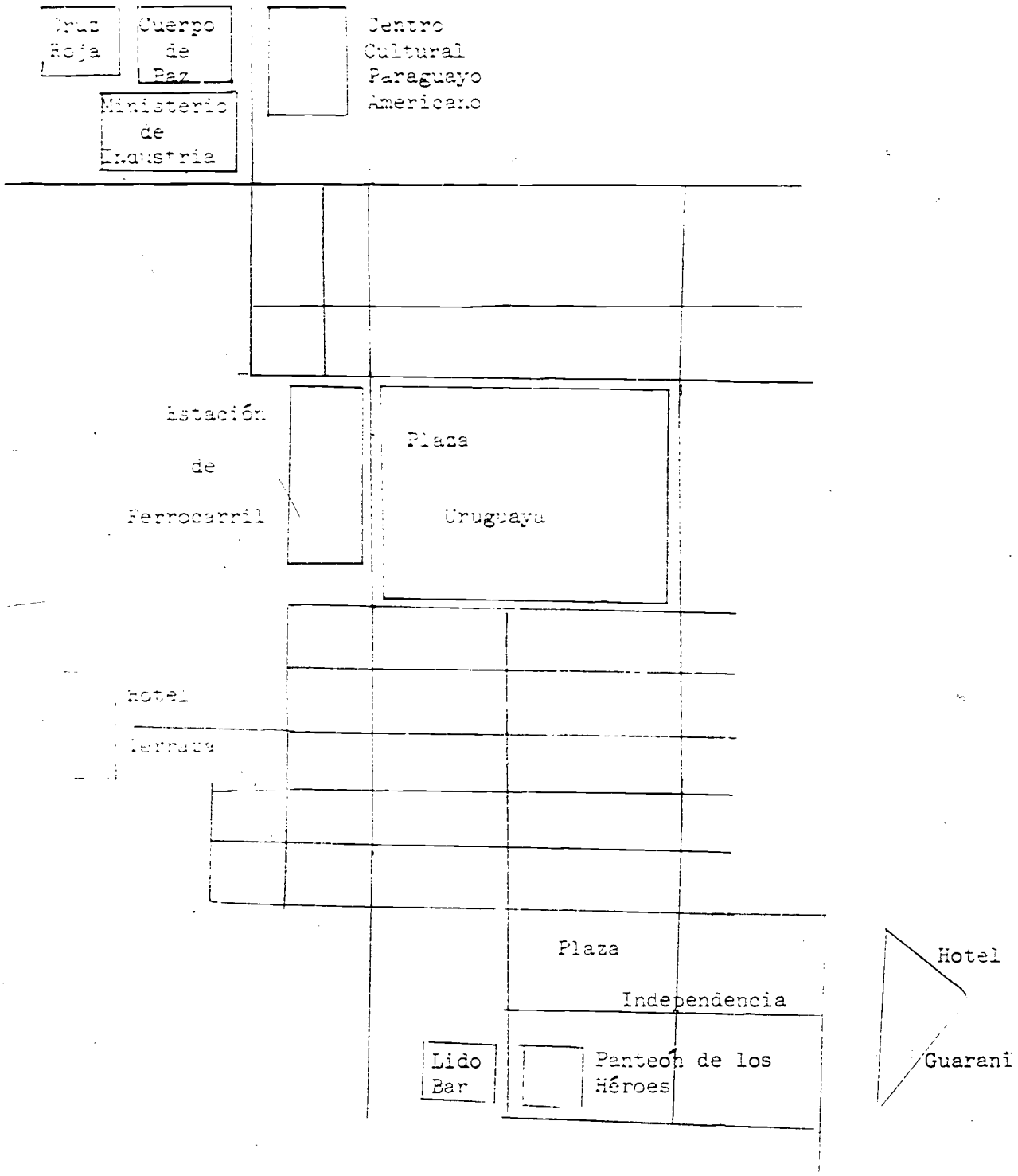
[illegible] -pytá [illegible] Uruguaya ůová.
[illegible] -pytá [illegible] Norteamericana ůovái.
[illegible] -pytá [illegible] de Estados Unidos ůovái.

Model

[illegible]	Could you please tell me where the Peace Corps office is?

Hosted for free on livelingua.com

SECTION OF DOWNTOWN ASUNCION



Hosted for free on livelingua.com

sustitución:

Cuerpo de Paz Oficina:	Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Cuerpo de Paz Oficina?
Cruz Roja:	Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Cruz Roja?
Ministerio de Industria:	Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Ministerio de Industria?
Lido Bar:	Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Lido Bar?

sustitución de lugar

1. Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Centro Cultural?
2. Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Cruz Roja?
3. Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Plaza Uruguaya?
4. Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Hotel Guaraní?
5. Inabú^pa èr-e mi ké-ve moõ^pa o-pytá Ministerio de Industria.

transformación

1. a-jeguá mi ké-ve moõ^pa o-pytá Lido Bar.
2. a-jeguá mi ké-ve moõ^pa o-pytá Centro Cultural.
3. a-jeguá mi ké-ve moõ^pa o-pytá Cruz Roja.
4. a-jeguá mi ké-ve moõ^pa o-pytá Hotel de los Héroes.

[illegible]

1. b-jerá nde-reréna gotyo ha e-guatá dos cuadras	Turn to the left and walk two blocks

[illegible]

[illegible]	b-jerá nde-reréna gotyo ha e-guatá dos cuadras.
[illegible]	b-jerá nde-reréna gotyo ha e-guatá dos cuadras.
[illegible]	b-guatá [illegible] dos cuadras.

Hosted for free on livelingua.com

Diálogo

A. Karaí, ikatú^pa èr-e mĩ xé-ve moõ^pa ikatú a-topá peteĩ hotel nda^ĥepy-ete^ĩ va?

B. Ja-hexa mĩ... E-guata á-pe derécho cinco cuadras, é-jeré nde-asú goto ha e-guatá dos cuadras. Upé pe oĩ peteĩ hotel héra-va Hotel Terraza.

Diálogo

A. Karaí, moõ^pa o-pytá peteĩ pensión ko'á rupi?

B. Mba'é..., re-ké haguã^pa tẽra^pa re-karú haguã.

A. Mokõi-ve-va-rã.

B. E-guatá á-pe derécho tres cuadras ha re-juhú ta.

Hosted for free on livelingua.com

model

Mba'é ixa^pa ikatú a-guahẽ Cuerpo de Paz oficina-pe?	How can I get to the Peace Corps office.

substitution

Cuerpo de Paz oficina:	[illegible] Cuerpo de Paz oficina-pe ?
Lido Bar:	[illegible] ixa^pa ikatú^pa a-guahẽ Lido Bar-pe ?
Hotel Guaraní:	[illegible] ixa^pa ikatú^pa a-guahẽ Hotel Guaraní-pe?
Cruz Roja:	Mba'é ixa^pa ikatú^pa a-guahẽ Cruz Roja-pe ?

New Phase

appropriate responses (give directions)

1. [illegible] Mba'é ixa^pa ikatú a-guahẽ [illegible]

2. [illegible] Mba'é ixa^pa ikatú a-guahẽ Hotel [illegible]

3. [illegible] Lido Bar-pe. Mba'é ixa^pa ikatú a-guahẽ Hotel Ter[illegible]-pe?

4. [illegible] Mba'é ixa^pa ikatú a-guahẽ Cuerpo de Paz [illegible]

5. [illegible] Mba'é ixa^pa ikatú a-guahẽ Ministerio de [illegible]

Hosted for free on livelingua.com

Game

Upeva ndé rei-kuaá va.erà

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: Mbó`pa rei-ká . (. cualquier otra pregunta)
Est.5: Ai-kó xe-réga-pe.
Pedro: Mba'é ixa`pa nde-réra ?
Est 5: Upeva ndé rei-kuaá va.erà.
Pedro: Xe ai-kuaá. Nde-réra (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 MÁVA`PA NDÉ ?. Y también, todos deben responder: UPEVÁ NDÉ REI-KUAÁ VA.ERA. Recién entonces Pedro hará <u>una sola</u> 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 asi sucesivamente.

El maestro deberá participar activamente y hacer que todos esten usando la lengua correctamente.

Hosted for free on livelingua.com

College bowl

Este es un concurso de preguntas y respuestas se puede hacer formando un circulo, 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. Mãva^pa tuvixa-vé, Paraguái^pa tẽra^pa Texas ?

2. Mãva^pa i-puku vé río Amazona^pa tẽra^pa río Misissipi ?

3. Oĩ meu ogue-rekó va 30 dias ha oĩ katú ogue-rekó va 31 dias. Moový mes^pa oĩ ogue-rekó va 28 dias ? (Entero ogue-rekó 28 dia. Pero fevrero ni^ogue-rekó^iri 30)

4. Mãva^pa i-puku vé America del Norte^pa tèra del Sur ?

5. Mba'é^pa i-pohýi vé, un kilo mandyju^pa tẽra^pa un kilo plomo ?

6. Mba'é ixa^pa ĥéra peteĩ karaí ĥendýva puku ha morotĩ va, i-kasõ ha i-camisá pytã va, ha i-kyra va, mitã kuéra-pe ogue-ru va cada año ĥetã mba'é ?

7. Mba'é ixa^pa ĥéra peteĩ ĥetã i-po'i ha i-puku va o-pytá va Oceáno Pacifico ykó re ?

8. Pee^pa pei-kuaá peteĩ karaí o-ñe'ẽ va hína ko'ãga peẽ-me-pe ?

9. Nde-ĥu-héra rõ Franciscc, ha nde-sý-suegra María, mba'é ixa^pa ĥéra la nde-amiela ?

10. Rei-kotevẽ rõ peteĩ camisá centro gui ha rei-kuaá rõ Carlos o-hó ta há centro-pe, mba'é ikatú pe-é xu-pé ?

11. Carlos ogue-rekó irunqý lápis i-pa-pe, ha o-moĩ peteĩ livro ha mokoĩ tĩ a mesa ári ha peteĩ lápis silla ári. Mboqý lápis^pa ogue-rekó i-po-pe ?

Hosted for free on livelingua.com

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. (ejemplo: 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-AÑA

4. (Tocándose la cabeza) KÓVA XE-ÑESÁ

5. (Tocándose el ojo) KÓVA XE-CAMISÁ

6. (Tocándose el ojo) KÓVA XE-ÑESÁ (o XE-JURÚ)

Los 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 respetiva.

Ejemplos: 1. Mávapa xé? o Mba'épa xé?
2. Mba'é ixapa xe-réra?
3. Mba'épa aj-apó hína?
4. Mba'épa ague-reko hína xe-po-pe?

Hosted for free on livelingua.com

Màva^ba Mâva?

El día 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 Mâva^ba Mâva.

Los estudiantes deben circular entre si, saludando, extrechando manos, buscando las respuestas a las preguntas de la hoja Mâva^ba Mâva, disponiendo para ello 20 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-héra Juan Po'i ha nde re-guereko mokõi hermana héra va Sara ha Julia.

Estudiante número 2: Nde re-kuaa Alaska-pe ha re-kuaá peteĩ karaí héra va Shakespeare-pe

Y así, a otros estudiantes, hasta que halla bastantes datos para llenar la hoja Mâva^ba Mâva.

NOTA IMPORTANTE: Naturalmente el maestro debe estar preparado antes de la clase con todos los elementos necesarios: por ejemplo, una copia de la hoja Mâva^ba Mâva e informaciones en papel que toma a todos los estudiantes. Si es posible un premio para el ganador.

Mâva^ba Mâva?

Encuentre las respuestas Nombre_____

1. Mâva^pa [illegible] héra nogueko vé va?
2. Mâva^pa [illegible] héra Juan vé va?
3. Mâva^pa ra [illegible] héra vé va?
4. Mâva^pa o-[illegible] peteĩ tuĩ héra va Ba
5. Mâva^pa-guereko [illegible] hermana héra va Sara ha Julia?
6. Mâva^pa héra Juan Po'i?
7. Mâva^pa re-kuaá Alaska-pe?
8. Mâva^pa re-kuaá peteĩ karaí héra Shakespeare-pe?
9. Mâva^pa o-[illegible] peteĩ [illegible]?
10. Mâva^pa o-[illegible] peteĩ jaguareté kirike-gui?
11. Mâva^pa re-[illegible] peteĩ [illegible]?
12. Mâva mba'é[illegible] [illegible]?
13. Mâva moa'é[illegible] [illegible] va pe mesà ári?

Hosted for free on livelingua.com

14. Mãva sýˆpa ñéra Ana María?
15. Mãvaˆpa oi-potá re-gueru xé-vé peteĩ livro centro-gui?
16. Mãva ỹ-kuáˆpa o-guereko y ky'a?
17. Mãvaˆpa o-hexa peteĩ mberu silla ári?

Moa'éˆpa Kóva?

El maestro muestra a los estudiantes un monton 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'ÉˆPA 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.

Hosted for free on livelingua.com

[illegible]

Supplementary Practice

A.	Mba'é^pa aj-apó ta.	What shall I do ?
B.	Ej-apó kó ixa.	Do this (or: like this).
A.	Mba'é-re^pa rei-potá aj-apí upé ixa.	What do you want me to do that for ?
B.	Ai-kuàa-sé gui rej-aoò-kuaá^pa.	I want to see if you know how to do it.
	Ai-kuàa-sé gui rei-kuaá^pa mba'é ixa^pa o-jej-apó.	I want to see if you know how it is done.
A.	O-ñe-condená ta^pa ?	Will he be condemned ?
B.	Ya o-ñe-condená ma katu.	He's already been condemned, really.
A.	Re-vènde-sé^pa xé-ve pe-coche ?	Do you want to sell me that car ?
B.	Mahãniri A-vendé ma kurí José-pe.	No, I already sold it to José.
A.	Potá ma pe-heka´la caballo ?	Have you-all looked a lot for the horse?
B.	Hẽe, cuatro hora ma ro-heka´.	Yes, already four hours we've looked.
A.	Nde-ru umia^pa oi-kové guèteri?	Are your parents still living ?
B.	Xe-ru oi-kové guèteri, pero xe-sy o-manó ma.	My father is still living, but my mother has died already.
A.	Re-tanteá mi^pa ko naranja.	Have you tasted this orange ?
B.	Hẽe. He'è, aié^pa ?	Yes. It's sweet, isn't it ?
A.	Re-nò jevý ta ma^pa reina.	Will you be going again now ?
B.	Mahãniri. Ko'âga a-pyrú ta ma á-pe.	No, now I'll stay here.
A.	Mba'é-re^pa re-mombo pe-reló ?	Why did you throw away that watch ?
B.	Ai^o-vale ma´ã ma-gui.	Because it's no good any more. (ya no vale)
A.	Re-vosteá jevý ma reina.	You're yawning again already.
B.	Hẽe, xe-rupehýi-gui.	Yes, it's because I'm sleepy.

Hosted for free on livelingua.com

A.	Mãva-mba'é^pa kó lápis ?	Whose pencil is this ?
B	lápis nde-mba'é.	That pencil is yours.

Don't confuse the truth

1. Mãva-mba'é^pa kó lápis ?

2. Pe lápis nde-mba'é.

1. Carlos mba'é^pa ?

2. Nahàriri. Nde-mba'é.

1. Nde-mba'é ?

2. Nahàniri. Nde-mba'é ?

1. Xe-mba'é ?

2. Hẽe, nde-mba'é.

Listening in

David: Juan^pa ñéra-pe nde-ru-socio ?
Berto: Nahãniri. Héra Tomas. Juan iñ-hermano.

David: Gomez^pa Tono apellido ?
Berto: Nahãniri. Ramirez la ij-apellido.

David: Mãva-mba'é ké ñembi-'ú kóva ? I-mba'é ?
Carlos: A-malisía ñande-mba'é há.
David: Neĩ, ja-karú !

Elisa: Re-ñe'ẽ^pa nde guaraní-me ?
Anna: Mixi mî-nte. Pero nd^a-ñe'è porã^i.
A-ñè'e-se-vé karaì-ñe'è-me.

1. Xé a-jahu ta a- ambosá mboy-vé.
2. Xé katu a-jahu ma kurì a-ju mboy-vé á-pe.

José. Mba'é ixa^pa nde-réra ?
David: Xé xe-réra David.
José: Mod^pa o-pytá nde-róga ?
David: Espana casi brasil-pe.

Hosted for free on livelingua.com

Listening for plot

Carlitos ne'ĩra gùèteri ogue-rekó 5 años, ha ne'ĩra gùèteri oi-ke escuela-pe, pero o-ñe'ẽ-kuaá ma guaraní ha karaĩ-ñe'ẽ-me, ha he-'ĩ-kuaá ma 'mba'é ixa^pa' inglés-pe.
Carlitos o-porandú i-sý-pe.
"Mamá, ai-ku ta ma^pa escuela-pe kó año ?"
"Nanãnini, gùèteri", he-'ĩ xu-pe la i-sý.
"Pero mamá, ague-rèkó ma ningoveincoañõ",..he-lí©Carlitos.

appropriate response

1. Ne'ĩra^pa Carlitos ogue-rekó 3 años ?
2. Oi-ke ma^pa escuela-pe ?
3. O-ñe'ẽ-kuaá ma^pa guaraní ?
4. Mba'é^pa ne-'ĩ-kuaá ma inglés-pe ?
5. Oi-ke ku ma escuela-pe kó año.
6. Mba'é^pa ne-'ĩ i-sý-pe ?

translation

1.	Ai-potá pe livro.	Quiero ése libro.
2.	Ai-potá kóva ko reló ha amõva amõ collar.	Quiero este reloj y aquel collar
3.	Mba'é^pa rei-potá ?	Qué quiere (Ud.) ?
4.	Péva pene' lápis.	Eso es un lápis.
5.	Mba'é^pa kóva ?	Qué es esto ?
6.	Mava^pa amõva ?	Quién es aquel ?
7.	Amõva^pa ? Ha'é Carlos.	Aquel ? El es Carlos.
8.	Kóva xe-livro.	Este es mi libro.
9.	Péva la xe-tiò-livro.	Ese es el libro de mi tió.
10.	Umíva la pende-livro kuéra.	Esos son los libros de Uds.
11.	Ha'ẽva la xe-tiò-livro kuéra.	Esos son los libros de mi tió.
12.	Kóva xe-mba'é ha péva i-mba'é.	Este es mío y ese es suyo.
13.	Mãva mba'é^pa kóva ?	De quién es este ?
14.	Péva tỹ-ỹ-ku'í.	Ese es el pozo de él.
15.	Kóva iñ-amigo-mba'é.	Este es mi amigo.
16.	Re-estùdia-vé va.erà.	Deseo estudiar más.
17.	A-estùdia-vé ramo, la.atú ta a-ñe'ẽ pì'a vé.	Si estudio más, podré hablar mejor.
18.	O-kè'e-só kó Nande-ñe'ẽ.	El quiere hablar nuestra lengua.

Hosted for free on livelingua.com

Translation

Xé ai-kuaá nde-r̊éra.	I know your name.
Ndé rei-kuaá xe-r̊éra.	You know my name.
Ha'é oi-kuaá ñande-r̊éra.	He knows our name.
Nandé jai-kuaá ñéra.	We know his name.
Oré roi-kuaá ñéra.	We know his name.
Peẽ pei-kuaá ñéra.	You know his name.

appropriate response

1. Rei-potá^pa peteĩ livro.
2. Mba'é^pa rei-potá ?
3. Mba'é^pa kóva ?
4. Ha péva ?
5. Ha umíva ?
6. Máva^pa pe-karaí ?
7. Máva^pa pe kuñataí ?
8. Máva^pa pe mita'i ?
9. Kóva^pa nde-livro ?
10. Kóva^pa la nde-tió-livro ?
11. Kóva^pa la pende-lívro kuéra ?
12. Kóva^pa nde-mba'é ?
13. Péva^pa i-mba'é ?
14. Máva mba'é^pa ko camisá ?
15. Péva^pa in-amigo ?
16. Umíva^pa nde-amigo-kuéra-camisá ?
17. Ndé^pa re-s ádiá va.erã guaraní ?
18. Mba'é-re^pa o-stùdia-vé va.erã ha'é ?
19. Re-stùdia-vé ramo^pa ikatú ta re-ñe'ẽ-kuaà-vé ?
20. Ndé^pa re-lèe-kuaà-sé kó ore-ñe'ẽ ?
21. Mba'é^pa he-'ì-sé tàta-kuá inglés-pe ?
22. Mba'é ixa^pa o-je-é pobo guaraní-me ?

1.	Rei-potá^pa a-leé ?	Nahániri. Ai-potá re-kiriri.
2.	Rei-potá^pa a-nemboʼy ?	Nahániri. Ai-potá re-guapy.
3.	Rei-potá^pa a-ne'e ?	Nahániri. Ai-potá re-hendú.

Hosted for free on livelingua.com

Supplementary Practice

A. Ko'ãga re-studiá hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-studiá kurì aveí.

A. Este diá re-mba.apó hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-mba.apó kurì aveí.

A. Este diá re-hugá hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-hugá kurì aveí.

A. Ko'ãga re-cená hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kue a-cená kurì aveí.

A. Ko'ãga re-hendú hĩna música. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-hendú kurì música aveí.

A. E-ñe'ẽ guaraní-me.
B. A-ñe'ẽ ta ndé re-kiriri rõ.

A. E-ké!
B. A-ké ta ndé re-kiriri rõ.

A. E-studiá !
B. A-studiá ta ndé re-studiá ta rõ aveí.

A. E-hèndu mí !
B. A-hẽndú tà ndé re-hendú tà 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.

Hosted for free on livelingua.com

TO THE STUDENT:
NOTE CAREFULLY the formation of the imperative. Except for the verb re-hó '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 b-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 mĩ.
Note that mĩ always carries the stress, na never does.

Ei-ké na.	Come in, please.
E-guapý.	Have a seat.
E-hà.aro mĩ 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 mĩ na
b. Come in, please	Ei-ké na
Would you come in, please	Ei-ke mĩ na
c. Please do it	Ej-apó na
Would you please do it	Ej-àpo mĩ na
d. Please bring it	E-rú na (or: egue-rú na)
Would you please bring it	E-rù mi na (or: egue-rù mĩ na)
e. Please go (sg.)	Te re-hó na
Would you please go (sg.)	Te re-hò mĩ na
Please go (pl.)	Ta pe-hó na
Would you please go (pl.)	Ta pe-hò mi na
f. Would you please say it	E-re mi na
plural	Pej-e mĩ na

Hosted for free on livelingua.com

diálog

I want to hear Carlos	A-hèndu-sé Carlos-pe
I want to see him	A-hèxa-sé ìxu-pé
Who wants to play soccer ?	Mãva^piko o-hùga-sé pelota ?
Who wants to speak Guarani well ?	Mãva^piko o-ñe'ẽ porã-sé guaranĩ ?
Who do you want to study with ?	Mãva^ndive^pa re-stùdia-sé ?
Who do you want to speak Guarani with ?	Mãva^ndive^pa re-ñẽ'e-sé guaranĩ ?
He wants to study already	O-stùdia-sé ma
He will want to leave already	O-sẽ-sé ta ma
Who do you want to speak with ?	Mãva-ndive^pa re-ñẽ'e-sé ?
What do you want ?	Mba'é^pa ndé rei-potá ?
I want a book	Xé ai-potá peteĩ livro
He wants two shirts	Ha'é oi-potá mokõi camisá
Do you (pl.) want something ?	Pei-potá^pa peteĩ lápis?
We don't want anything	Ndo^roi-potá^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	Ai-potá peteĩ livro
	I want to buy a book	A-jogua-sé peteĩ livro
	What do you wish ?	Mba'é^pa ndé rei-potá ?

Hosted for free on livelingua.com

Listening in

Mba'éˆpa oj-apó hĩna Carlos
O-scriví hĩna peteĩ carta i-xíka-pe.
Mâva-pe ?
Gladys-pe ! I-xíka-pe !

A. Moöˆpa oi-mẽ xe-livro ?
B. Moõˆpa re-heja´ra.è ?
A. A-moĩ pe mesa-ári kurì.
B. Upé ixa rõ oi-mẽ ne upé-pe hĩna.

A. Mba'éˆpa rei-potá ?
Mãva-ndiveˆpa re-ñè'e-sé ?
B. A-ñè'e-sé nde-ru-ndive
A. Ei-ke-na, e-guapy, ha e-hã.aro mĩ.
B. Grácias.

Hosted for free on livelingua.com

FREE STUDY STAGE

dialog

A. Mboỳ-año^pa ogue-rekó ńde-hermano ?

B. Kuehé o-mboty. veintiun año.

A. Ha mboý^pa o-ganá hembi-apó-pe por diá, trecientos guaraní ?

B. O-ganá hĩna 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.

Hosted for free on livelingua.com

Unit Seven

CORE STAGE

Manipulation Phase

Cycle 1

model

Xé nd^a-ñe'ẽ^i hĩna inglés.	I'm not talking English.
Xé nd^a-scriví^ri hĩna inglés.	I'm not writing English.

TO THE STUDENT: Negative statements in first person singular are formed with nd^ before the VERB and ^i following the VERB or ri if the VERB ends in i.

repetition

Xé nd^a-ñe'ẽ^i hĩna inglés-pe.
Xé nd^a-leé^i hĩna inglés-pe.

Xé nd^a-hendú^i
Xé nd^a-studiá^i
Xé nd^ai-kuaá^i
Xé nd^ai-potá^i
Xé nd^a-scriví^ri hĩna.

variable slot substitution

a-ñe'ẽ	nd^a-ñe'ẽ^i inglés
guaraní	nd^a-ñe'ẽ^i guaraní
ruso	nd^a-ñe'ẽ^i ruso
a-leé	nd^a-leé^i ruso
francés	nd^a-leé^i francés
alemán	nd^a-leé^i alemán
a-studiá	nd^a-studiá^i alemán
chino	nd^a-studiá^i chino
ai-kuaá	nd^ai-kuaá^i chino
japonés	nd^ai-kuaá^i japonés
a-scriví	nd^a-scriví^ri japonés

Hosted for free on livelingua.com

model

Anî re-ñe'ẽ inglés.	Don't talk English.
Anî na re-ñe'ẽ inglés.	Please don't talk English.

TO THE STUDENT: Negative commands are formed by the word anî before the VERB. Anî may be modulated by adding na or other particle.

conversion

(modulate the command with na)

Anî re-ñe'ẽ inglés.	Anî na re-ñe'ẽ inglés.
Anî re-scriví inglés.	Anî na re-scriví inglés.
Anî re-hendú inglés-pe.	Anî na re-hendú inglés-pe.

(modulate with ke)

Anî re-ñe'ẽ karaî-ñe'ẽ.	Anî ke re-ñe'ẽ karaî-ñe'ẽ.
Anî re-scriví karaî-ñe'ẽ-me	Anî ke re-scriví karaî-ñe'ẽ-me
Anî re-hendú karaî-ñe'ẽ-me.	Anî ke re-hendú karaî-ñe'ẽ-me.

(modulate with kena)

Anî re-ñe'ẽ guaraní.	Anî kena re-ñe'ẽ guaraní.
Anî re-scriví guaraní-me	Anî kena re-scriví guaraní-me
Anî re-hendú guaraní-me.	Anî kena re-hendú guaraní-me.

patterned response

1. A-ñe'ẽ inglés-pe.	Anî re-ñe'ẽ inglés-pe. E-ñe'ẽ guaraní-me.
2. A-ñe'ẽ ta alemán-pe.	Anî re-ñe'ẽ alemán-pe. E-ñe'ẽ guaraní-me.

Hosted for free on livelingua.com

dialog

A.	Anî re-ñe'ẽ inglés-pe.	Don't talk in English.
B.	Nd^a-ñe'ẽ^i hîna inglés-pe, a-ñe'ẽ hîna guaranî-me.	I'm not talking in English, I'm talking in Guarani.

Use Phase

directed discourse

1. Er-é (t̊éra)-pe anî o-ñe'ẽ inglés.
2. Er-é (t̊éra)-pe anî o-studiá guaranî.
3. Er-é (t̊éra)-pe anî o-mba.apó pé-pe.
4. Er-é (t̊éra)-pe anî o-hugá pelota ko'ãga.
5. Er-é (t̊éra)-pe anî o-scriví carta.
6. Er-é (t̊éra)-pe anî 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 Guaranî

listening for comprehension

(T̊éra), ndé re-ñe'ẽ-kuaá ruso. Chino, nahãniri. Ko'ãga re-ñe'ẽ hîna guaranî, pero re-stùdia-sé karaî-ñe'ẽ.

appropriate response

1. Re-ñe'ẽ-kuaá^pa ruso?
2. Ha chino?
3. Mba'é^pa re-ñe'ẽ hîna ko'ãga?
4. Re-stùdia-sé^pa inglés?
5. Mba'é^pa re-stùdia-sé?

Hosted for free on livelingua.com

(tell the truth)
6. Re-ñe'ẽ^pa hĩna japonés?
7. Re-ñe'ẽ^pa alemán?
8. Re-ñe'e-sé^pa inglés clase-pe?

Cycle 2

Manipulation Phase

model

Nd^oj-apó^i hĩna mbà'e-vé.	He's not doing anything.

TO THE STUDENT: The negative of third person is formed with nd^ before the VERB and ^i or ^ri after. Mbà'e-vé means 'nothing'.

repetition

1. Ha'é nd^oj-apó^i hĩna.
2. Ha'é nd^o-studiá^i hĩna.
3. Carlos nd^o-leé^i hĩna.
4. María nd^o-ñe'ẽ^i hĩna.

5. Ha'é nd^oj-apó^i hĩna mbà'e-vé ko'ãga.
6. Ha'é nd^o-studiá^i hĩna mbà'e-vé ko'ãga.
7. Carlos nd^o-leé^i hĩna mbà'e-vé ko'ãga.
8. María nd^o-ñe'ẽ^i hĩna mbà'e-vé ko'ãga.

variable slot substitution

o-ñe'ẽ francés	nd^o-ñe'ẽ^i inglés nd^o-ñe'ẽ^i francés
o-studiá alemán	nd^o-studiá^i francés nd^o-studiá^i alemán
o-leè-kuaá guaraní	nd^o-leè-kuaá^i alemán nd^o-leè-kuaá^i guaraní
o-scriví	nd^o-scriví^ri guaraní.

Hosted for free on livelingua.com

conversion

Xé a-studiá	Xé ndˆa-studiáˆi
Ha'é o-studiá	Ha'é ndˆo-studiáˆi
Xé a-karú	Xé ndˆa-karúˆi
Ha'é o-karú	Ha'é ndˆo-karúˆi
Xé a-scriví hĩna	Xé ndˆa-scriviˆri hĩna
Ha'é o-scriví hĩna	Ha'é ndˆo-scriviˆri hĩna
Xé a-ñe'ẽ hĩna guaranĩ	Xé ndˆa-ñe'ẽˆi hĩna guaranĩ
Ha'e o-ñe'ẽ hĩna guaranĩ	Ha'é ndˆo-ñe'ẽˆi hĩna guaranĩ
Xé a-ntendé inglés	Xé ndˆa-ntendéˆi inglés
Ha'é o-ntendé inglés	Ha'é ndˆo-ntendéˆi inglés
Xé a-purahéi	Xé ndˆa-purahéiˆri
Ha'é o-jepohéi	Ha'é ndˆo-jepohéiˆri

patterned response

Re-studiáˆpa hĩna?	Nahãniri, ndˆa-studiáˆi hĩna.
O-studiáˆpa hĩna?	Nahãniri, ndˆo-studiáˆi hĩna.
Re-ñe'ẽˆpa hĩna?	Nahãniri, ndˆa-ñe'ẽˆi hĩna.
O-ñe'ẽˆpa hĩna?	Nahãniri, ndˆo-ñe'ẽˆi hĩna.
Re-ntendéˆpa?	Nahãniri, ndˆa-ntendéˆi.
O-ntendéˆpa?	Nahãniri, ndˆo-ntendéˆi.
Ndéˆpa re-scriví hĩna)	Nahãniri, ndˆa-scriviˆri hĩna.
Ha'éˆpa o-scrivì hĩna?	Nahãniri, ndˆo-scriviˆri hĩna.
Ndéˆpa re-leé hĩna inglés?	Nahãniri, ndˆa-leéˆi hĩna inglés.
Ha'éˆpa o-leé hĩna inglés?	Nahãniri, ndˆo-leéˆi hĩna inglés.
Ndéˆpa rej-apò-kuaá?	Nahãniri, ndˆaj-apò-kuaáˆi.
Ha'éˆpa oj-apò-kuaá?	Nahãniri, ndˆoj-apò-kuaáˆi.

dialog

A. Ha'éˆpa o-studiá hĩna?	Is he studying?
B. Nahãniri, ndˆo-studiáˆi hĩna.	No, he's not studying.
A. Mba'éˆpa oj-apó hĩna?	What is he doing?
B. Ndˆoj-apóˆi mbà'e-vé.	He's not doing anything.

Hosted for free on livelingua.com

directed dialog (follow the dialog format)

1. h-porandú (ʔéra)-pe o-estudiá^pa hína karaí Gomez.
2. h-porandú (ʔéra)-pe xé^pa a-studiá hína.
3. h-porandú (ʔéra)-pe o-studiá^pa hína ko'ãga-ité.
4. h-porandú (ʔéra)-pe o-hugá-kuaá^pa pelota.
5. h-porandú (ʔéra)-pe o-ñe'ẽ-kuaá^pa guaraní.
6. h-porandú xé-ve a-scriví-kuaá^pa chino-pe.
7. h-porandú xé-ve a-kuru^pa hína ko'ãga.

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

(ʔéra), nag re-scriví hína guaraní-me, karaí Pineda o-scriví hína inglés-pe. ha'é o-ñe'ẽ-kuaá-sé inglés, ha nd^o-ñe'ẽ-kuaá-sé^i chino.

appropriate response

1. Ndé^pa re-scriví-kuá guaraní ?
2. Re-scriví^pa hína inglés ko'ãga-ité ?
3. Mba'é^pa re-scriví hína ?
4. Mba'é^pa karaí Pineda o-scriví hína ?
5. Ha'é^pa o-ñe'ẽ-kuaá-sé chino ?

(tell the truth)

6. Re-scriví^pa hína japonés ?
7. Reg-apẽ-kuaá^pa 'apple pie' ?
8. Re-ñe'ẽ-kuaá^pa finlandés ?
9. Ndé^pa re-jógua-sé peteĩ cavaju ?
10. O-jógua-sé^pa peteĩ vaká hag nde-amigo ?
11. Mãva^pa re-jógua-sé xé-ve ?
12. Mãva^pa o-jógua-sé xé-ve peteĩ cavaju ?

Hosted for free on livelingua.com

Cycle 3

Manipulation Phase

model

Nd^a-ñe'ẽ-kuaá^i guèteri.	I don't know how to talk yet.

model

Ndé^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-scriví^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-scriví	Nde^re-scriví^ri alemán-pe.
inglés	Nde^re-scriví^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 nde^re-studiá^i.
2. Ndé re-karú	Ndé nde^re-karú^i.
3. Ndé re-hugá	Ndé nde^re-hugá^i.
4. Ndé re-leé	Ndé nde^re-leé^i.
5. Ndé re-scriví	Ndé nde^re-scriví^ri.
6. Ndé re-jepohéi	Ndé nde^re-jepohéi^ri.

Hosted for free on livelingua.com

7. Ndé re-puraheí — Ndé nde^re-puraheí^ri.
8. Ndé re-ñe'ẽ — Ndé nde^re-ñe'ẽ^i.
9. Ndé re-hendú — Ndé nde^re-hendú^i.
10. Ndé re-mba.apó — Ndé nde^re-mba.apó^i.

patterned response

1. Ndé^pa nde^re-ñe'ẽ-kuaá^i guaraní?
   Nahániri. Nd^a-ñe'ẽ-kuaá^i guèteri.
2. _____nde^re-leè-kuaá^i guaraní?
   Nahániri. Nd^a-leè-kuaá^i guèteri.
3. Ndé^pa nde^re-scrivì-kuaá^i guaraní?
   Nahániri. Nd^a-scrivì-kuaá^i guèteri.

Use Phase

listening for comprehension

Ndé nd^a-studia-sé^i guaraní ko'ára.
Nd^a-ñe'ẽ-kuaà porã^i guèteri.
Nd^a-leè-kuaá^i guèteri.
Nd^a-scrivì-kuaá^i guèteri.
Nd^a-studià-kuaá^i ko ñe'ẽ.
Nd^a-pensa-kuaá^i guèteri guaraní-me.

appropriate response

1. Mba'é re^pa nd^a-studia-sé^i guaraní ko'ára?
2. Nd^a-ñe'ẽ-kuaá^i^pa guèteri?
3. Nd^a-leè-kuaá^i^pa guèteri?
4. Nd^a-scrivì-kuaá^i^pa guèteri?
5. Nd^a-studià-kuaá^i^pa ko ñe'ẽ?
6. Nd^a-pensa-kuaá^i^pa guèteri guaraní-me?

directed discourse

1. E-puraheí xé-ve mávapa e-ñe'ẽ-kuaá italiano.

(Alternate answer)

Hosted for free on livelingua.com

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. Mãvaˆpa ndˆo-scriviˆri hĩna ko'ãg̃a-ité?
2. Ndéˆpa ndeˆre-scriviˆri hĩna?
3. Xéˆpa ndˆa-scriví ri hĩna?

4. Mãvaˆpa ndˆo-ñe'ȅ-kuaáˆi portugués?
5. Ndéˆpa ndeˆre-ñe'ȅ-kuaáˆi portugués?
6. Xéˆpa ndˆa-ñe'ȅ-kuaáˆi portugués?

7. Mãvaˆpa ndˆoi-kotevẽˆi mbà'e-vé ko'ãg̃a?
   etc.

Cycle 4

Manipulation Stage

model

Ndoˆro-ntendéˆi.	We don't understand.

TO THE STUDENT: The negative form for first person plural (oré) is ndoˆ before the VERB and ˆi following it.

repetition

1. Ndoˆro-karúˆi.
2. Ndoˆro-makaneáˆi.
3. Ndoˆro-pytu'úˆi.
4. Ndoˆro-purahéiˆri.
5. Ndoˆro-jepohéiˆri.

Hosted for free on livelingua.com

6. Ndoˆroj-apóˆi.
7. Ndoˆro-mba.apóˆi.
8. Nḍoˆro-ñe'ẽˆi.

patterned response

1. Anĩ ke pe-ñe'ẽ. Nḍoˆro-ñe'ẽˆi hĩna.
2. Anĩ ke pe-hendú. Nḍoˆro-hendúˆi hĩna.
3. Anĩ ke pe-mba.apó. Nḍoˆro-mba.apóˆi hĩna.
4. Anĩ ke pe-makaneá. Nḍoˆro-makaneáˆi hĩna.
5. Anĩ ke pe-sẽ. Nḍoˆro sẽˆi hĩna.
6. Anĩ ke pe-hã.arõ. Nḍoˆro-hã.arõˆi hĩna.
7. Anĩ ke pe-ke. Ndoˆro-keˆi hĩna.
8. Anĩ ke pe-purahéi. Ndoˆro-purahéiˆri hĩna.
9. Anĩ ke pe-jeroký. Ndoˆro-jerokýˆi hĩna.

model

Nḍaˆpe-ntendéˆi.	You-all don't understand.

TO THE STUDENT: The negative formˆfor second person plural (peẽ) is nda` before the verb and ˆi following.

repetition

1. Nḍaˆpe-ñe-ha'ãˆi.
2. Nḍaˆpe-ntendéˆi.
3. Nḍaˆpe-nendúˆi hĩna.
4. Nḍaˆpe-ñe'ẽ-kuaáˆi.
5. Nḍaˆpe-mba.apóˆi hĩna.
6. Nḍaˆpe-sẽˆi.
7. Ndaˆpe-pytu'úˆi.
8. Ndaˆpei-pota ˆi mbaˋe-vé.
9. Nḍaˆpei-kotevẽ mbaˋe-vé.

patterned response

1. Nḍaˆpe-ntendéˆi, ajéˆpa? Nḍoˆro-ntendéˆi.
2. Nḍaˆpe-hendúˆi, ajéˆpa? Ndoˆro-hendúˆi.
3. Ndaˆpe-leéˆi, ajéˆpa? Ndoˆro-leéˆi.
4. Ndaˆpei-kuaáˆi, ajéˆpa? Ndoˆroi-kuaáˆi.
5. Ndaˆpe-jerokýˆi, ajéˆpa? Ndoˆro-jerokýˆi.

Hosted for free on livelingua.com

6.	Ndo^ro-makaneá^i, ajé^pa?	Nda^pe-makaneá^i.
7.	Ndo^ro-mba.apó^i, ajé^pa?	Nda^pe-mba.apó^i.
8.	Ndo^ro-hugá^i, ajé^pa?	Nda^pe-hugá^i.
9.	Ndo^ro-pytu'ú^i, ajé^pa?	Nda^pe-pytu'ú^i.
10.	Ndo^ro-purahéi^ri, ajé^pa?	Nda^pe-purahéi^ri.

dialog

A. Peẽ nda^pe-ntendé^i, ajé^pa?

B. Ndo^ro-ntendé^i.

Use Phase

interpreting

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.apô^i há.
2. Er-é ixù-pe kuéra nd^o-ntendê^i há.
3. Er-é ixù-pe kuéra nd^o-hendù^i há.
4. Er-é ixù-pe kuéra nd^o-kè^i há.
5. Er-é ixù-pe kuéra nd^o-jerokỳ^i há.
6. Er-é ixù-pe kuéra nd^o-pytu'ù^i 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.

Hosted for free on livelingua.com

Listening for comprehension

oré nacˆro-jògua-séˆi mbà'e-vé.
Roi-ko Paraguái-pe ha ndoˆroi-kotevẽˆi mbà'e-vé.
Peẽ ndaˆpe-vènde-séˆi mbà'e-vé oré-ve.
Pei-kó Brasil-pe ha ndaˆpei-kotevẽˆi pe-vendé mbà'e-vé.

Appropriate response

1. Mba'éˆpa oré ro-jògua-sé?
2. Oré ndoˆroi-kóˆi Brasil-pe, ajéˆpa?
3. Mba'éˆpa pe-vènde-sé oré-ve?
4. Peẽ ndaˆpei-kóˆi Paraguái-pe, ajéˆpa?
5. Ndaˆpei-kotevẽˆi pe-vendé mbà'e-vé. ajéˆpa?

(tell the truth)
1. Peẽ ndaˆpei-kóˆi Utah-pe, ajéˆpa?
2. Peẽˆpa ndaˆpe-ñe'ẽ-kuaáˆiˆpa ruso?
3. Ndaˆpe-ñe'ẽ-kuaáˆiˆpa chino?
4. Ndaˆpe-leéˆiˆpa japonés?
5. Peẽˆpa pe-studiá matemáticas?

Cycle 5

Manipulation Phase

Model

Ndaˆña-ñe'ẽ va.eràˆi 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 ndi before the VERB and i following.

Patterned response

1. Ndaˆña-ñe'ẽˆiˆpa? Ndiˆña-ñe'éˆi.
2. Ndaˆña-mba.apóˆiˆpa? Ndiˆña-mba.apóˆi.
3. Ndaˆña-hendúˆiˆpa? Ndiˆña-hendúˆi.
4. Ndaˆña-ntendéˆiˆpa? Ndiˆña-ntendéˆi.

Hosted for free on livelingua.com

5.	Nda^ja-karú^i^pa?	Nda^ja-karú^i.
6.	Nda^ja-jeroký^i^pa?	Nda^ja-jeroký^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'ẽ va.erã^i^pa?	Nahãniri. Nda^ña-ñe'ẽ va.erã^i.
10.	Nda^ña-mba.apò va.erã^i^pa?	Nahãniri. Nda^ña-mba.apò va.erã^i.
11.	Nda^ja-karù va.erã^i^pa?	Nahãniri. Nda^ja-karù va.erã^i.
12.	Nda^jaj-apò va.erã^i^pa?	Nahãniri. Nda^jaj-apò va.erã^i.
13.	Nda^ja-jerokỳ va.erã^i^pa?	Nahãniri. Nda^ja-jerokỳ va.erã^i.

model

Ña-ñe'ẽ inglés-pe.	Let's speak English.

dialog

A. Ña-ñe'ẽ inglés-pe.

B. Clase-pe nda^ña-ñe'ẽ va.erã^i inglés-pe.

Use Phase

directed dialog

1. E-porandú xé-ve ja-jerokỳ va.erã^pa clase-pe.
2. E-porandú ña-ñe'ẽ va.erã^pa inglés clase-pe.
3. E-porandú ja-hugà va.erã^pa pelota biblioteca-pe.
4. E-porandú ja-karù va.erã^pa cancha-pe.
5. E-porandú ja-kè va.erã^pa cafetería-pe.
6. E-porandú ña-makaneà va.erã^pa hospital-pe.

appropriate response

1. Mba'é^pa nda^jaj-apò va.erã^i clase-pe?
2. Mba'é^pa nda^jaj-apò va.erã^i biblioteca-pe?
3. Mba'é^pa nda^jaj-apò va.erã^i cafetería-pe?
4. Mba'é^pa nda^jaj-apò va.erã^i hospital-pe?
5. Mba'é^pa nda^jaj-apò va.erã^i dormitorio-pe?

Hosted for free on livelingua.com

conversion

Pe-studiá^pa?
Pe-leé^pa?
Pe-jeroký^pa?
Péj-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-nendú^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-scriví^pa?

O-leé^pa?
O-hugá^pa pelota?
Oi-kò porã^pa?
Oi-potá^pa?
Oi-kotevẽ^pa?

Ja-studiá^pa?
Jai-kuaá^pa?
Jaj-apó^pa?
Ña-ñe'ẽ^pa?
Ña-ñe-ha'ã^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?

Nd^a-porandú^i^pa?
Nd^a-nendú^i^pa?
Nd^ai-ko^i^pa pé-pe?
Nd^ai-potá^i^pa?
Nd^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-scriví^ri^pa?

Nd^o-leé^i^pa?
Nd^o-hugá^i^pa pelota?
Nd^oi-kò porã^i^pa?
Nd^oi-potá^i^pa?
Nd^oi-kotevẽ^i^pa?

Nda^ja-studiá^i^pa?
Nda^jai-kuaá^i^pa?
Nda^jaj-apó^i^pa?
Nda^ña-ñe'ẽ^i^pa?
Nda^ña-ñe-ha'ã^i^pa?

Hosted for free on livelingua.com

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 6

Manipulation Phase

model

Péva ndaˆha'éˆi tata-kuá.	That is not an oven.
Ndaˆha'éˆi 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)	Ndaˆha'éˆi kuré péva.
Jaguá (dog)	Ndaˆha'éˆi jaguá péva.
Mburiká (burro)	Ndaˆha'éˆi mburiká péva.
Mberú (fly)	Ndaˆha'éˆi mberú péva.
Mbarakajá (cat)	Ndaˆha'éˆi mbarakajá péva.

Hosted for free on livelingua.com

model

Kóva^pa tàta-kuá?	Is this an oven?
Tàta-kuä^pa kóva?	

dialog

A. Kóva^pa tàta-kuá?

B. Nahãniri. Nda^ha'ê^i taṫa-kuá péva.

Use Phase

appropriate response (to pictures)

1. Kóva^pa kuré? Mba'é^pa (kóva)?
2. Vacá^pa kóva? Mba'ê^pa (kóva)?

directed discourse

1. E-porandú (ṫéra)-pe mberú^pa kóva.
   ETC.

Cycle 7

Manipulation Phase

model

Nda^xe-ṙéra^i Carlos.	My name is not Carlos.

Hosted for free on livelingua.com

model

Nde^ŕéra^pa Carlos?	Is your name Carlos ?

dialog

A. Nde^ŕéra^pa Carlos?

B. Nahãniri. Nda^xe-ŕéra^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^ŕéra^i^pa Carlos.
2. Er-é nde^rei-kò^i há á-pe.
3. Mba'é^pa ha'é he-'í ra.è.
   (Ha'é he-'í kurì nd^oi-kò^i há á-pe.)

Hosted for free on livelingua.com

Cycle 3

Manipulation Phase

model

Nda^ikatú^i^pa re-ñe'ẽ 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.

patterned response

1. Ndé^pa nda^ikatú^i re-ñe'ẽ?
   Nahãniri, nda^ikatú^i a-ñe'ẽ.
2. Ndé^pa nda^ikatú^i re-leé?
   Nahãniri, nda^ikatú^i a-leé.
3. Peẽ^pa nda^ikatú^i pe-ñe'ẽ?
   Nahãniri, nda^ikatú^i ro-ñe'ẽ.
4. Nda^ikatú^i^pa pe-scriví clase-pe?
   Nahãniri, nda^ikatú^i ro-scriví clase-pe.
5. Nda^ikatú^i^pa a-makaneá-cancha-pe?
   Nahãniri, nda^ikatú^i re-makaneá cancha-pe.
6. Nda^ikatú^i^pa re-mba.apó sávado?
   Nahãniri, nda^ikatú^i a-mba.apó.

appropriate response

1. Rei-potá^pa xé a-ñe'ẽ inglés-pe?
2. Èr-e mĩ xé-ve mba'é^pa ha'é he-'ĩ ra.è.
3. Nde^re-ñe'ẽ^i^pa hĩna guaraní.
4. Rei-potá^pa umĩva?
5. Rei-potá^pa ko'ãva?

model

Nd^a-ñe'ẽ-sé^i inglés-pe.	I don't want to talk in English.

TO THE STUDENT: Compound verb forms (-se, ya.erã, kuaá, etc.) are within the negative markers.

Hosted for free on livelingua.com

dialog

A.	Ndaˆikatûˆiˆpa re-ñe'ẽ inglés-pe?
B.	Ikatú, pero ndˆa-ñe'ẽ-séˆi.
A.	Mba'é reˆpa ndẹre-ñe'ẽ-séˆi inglés?

Cycle 9

Manipulation Phase

model

Ndˆa-ñe'ẽ-kuaá moˆ'ãˆi guaranî.	I won't know how to speak Guarani.

TO THE STUDENT: The future marker ta changes to mo'ã in the negative.

substitution

Xé	Ndˆa-ñe'ẽ moˆ'ãˆi guaranî.
Ha'é	Ndˆo-ñe'ẽ moˆ'ãˆi guaranî.
Oré	Ndoˆro-ñe'ẽ moˆ'ãˆi guaranî.
Ndé	Ndeˆre-ñe'ẽ moˆ'ãˆi guaranî.
Ñandé	Ndaˆña-ñe'ẽ moˆ'ãˆi guaranî.
Peẽ	Ndaˆpe-ñe'ẽ moˆ'ãˆi guaranî.

conversion

A-ñe'ẽ ta.	Ndˆa-ñe'ẽ moˆ'ãˆi.
A-hendú ta.	Ndˆa-hendù moˆ'ãˆi.
A-ntendé ta.	Ndˆa-ntendè moˆ'ãˆi.
A-studiá ta.	Ndˆa-studià moˆ'ãˆi.
A-leé ta.	Ndˆa-leè moˆ'ãˆi.
A-hugá ta.	Ndˆa-hugà moˆ'ãˆi.

Hosted for free on livelingua.com

O-hugá ta.	Ndˆo-hugà mo'ãˆi.
O-jeroký ta.	Ndˆo-jeroký mo'ãˆi.
O-mba.apó ta.	Ndˆo-mba.apò mo'ãˆi.
O-aprendé ta.	Ndˆo-aprendè mo'ãˆi.

patterned response

Aníˆ re-ñe'ẽ.	Ndˆa-ñe'ẽ mo'ãˆi.
Aníˆ re-makaneé.	Ndˆa-makaneà mo'ãˆi.
Aníˆ re-purahéi.	Ndˆa-purahèi mo'ãˆi.
Aníˆ pe-hendú.	Ndoˆro-hendù mo'ãˆi.
Aníˆ pe-studiá.	Ndoˆro-studià mo'ãˆi.
Aníˆ pe-hugá.	Ndoˆro-hugà mo'ãˆi.

model

.i'ˆa-stùdia-véˆi ramo...	If I don't study more...

variable slot substitution

A-stùdia-vé ramo, a-ñe'ẽ-kuaá ta guaraníˆ.

A-stùdia-vé ramo, a-ñe'ẽ-kuáá ta karaì-ñe'ẽ.

A-lèe-vé ramo, a-ñe'ẽ-kuaá ta karaì-ñe'ẽ.

A-lèe-vé ramo, a-scrivì-kuaá ta karaì-ñe'ẽ-me

A-lèe-vé ramo, a-scrivì-kuaá ta guaraníˆ-me.

A-lèe-vé ramo, a-ñe'ẽ-kuaá ta guaraníˆ.

A-stùdia-vé ramo, a-ñe'ẽ-kuaá ta guaraníˆ.

.i'ˆa-stùdia-véˆi ramo, .i'ˆa-ñe'ẽ-kuaà mo'ãˆi guaraníˆ.

.i'ˆa-stùdia-véˆi ramo, ndˆa-ñe'ẽ-kuaà mo'ãˆi karaì-ñe'ẽ

.i'ˆa-lèe-véˆi ramo, .i'ˆa-ñe'ẽ-kuaà mo'ãˆi karaì-ñe'ẽ.

.i'ˆa-lèe-véˆi ramo, .i'ˆa-scrivì-kuaà mo'ãˆi karaì-ñe'ẽ-me.

.i'ˆa-ñè'e-véˆi ramo, .i'ˆa-scrivì-kuaà-mo'ãˆi karaì-ñe'ẽ-me.

Hosted for free on livelingua.com

Nd^a-ñẽ'e-vé^i ramo, nd^a-scrivì-kuaà mo'ã^i guaranī.

Nd^a-ñẽ'e-vé^i ramo, nd^a-ñe'ẽ-kuaà mo'ã^i guaranī.

Nd^a-stùdia-vé^i ramo, nd^a-ñe'ẽ-kuaà mo'ã^i guaranī.

patterned response

1. Mba'é re^pa re-stùdia-vé hīna?
   Nd^a-stùdia-vé^i ramo, nd^a-ñe'ẽ-kuaà mo'ã^i.
2. Mba'é re^pa re-ñẽ'e-vé hīna?
   Nd^a-ñẽ'e-vé^i ramo, nd^a-ñe'ẽ-kuaà mo'ã^i.
3. Mba'é re^pa rej-àpo-vé nīna?
   Nd^aj-àpo-vé^i ramo, nd^aj-apò-kuaà mo'ã^i.
4. Mba'e re^pa re-lèe-vé hīna?
   Nd^a-lèe-ve^i ramo, nd^a-leè-kuaà mo'ã^i.

model

Mba'é re^pa re-stùdia-vé hīna?	Why are you studying more?

dialog

A. Mba'é re^pa re-stùdia-vé hīna?

B. Nd^a-stùdia-vé^i ramo, nd^a-ñe'ẽ-kuaà mo'ã^i guaranī.

dialgg

Mba'é^pa oi-kó ta nde^re-ñe'ẽ^i rõ?	What will happen if you don't speak?

Hosted for free on livelingua.com

substitution

Nde^re-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta nde^re-ñe'ẽ^i rõ?
Nde^re-studiá^i rõ.	Mba'é^pa oi-kó ta nde^re-studiá^i rõ?
Nde^re-leé^i rõ.	Mba'é^pa oi-kó ta nde^re-leé^i rõ?
Nde^re-aprendé^i rõ.	Mba'é^pa oi-kó ta nde^re-aprendé^i rõ?
Nd^a-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta nd^a-ñe'ẽ^i rõ?
Nd^a-studiá^i rõ.	Mba'é^pa oi-ko ta nd^a-studiá^i rõ?
Nda^pe-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta nda^pe-ñe'ẽ^i rõ?
Nda^pe-studiá^i rõ.	Mba'é^pa oi-kó ta nda^pe-studiá^i rõ?
Ndo^ro-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta ndo^ro-ñe'ẽ^i rõ?
Ndo^ro-studiá^i rõ.	Mba'é^pa oi-kó ta ndo^ro-studiá^i rõ?

translation

1. What will happen if you don't eat?
   Mba'é^pa oi-kó ta nde^re-karú^i rõ?
2. What will happen if I don't sleep?
   Mba'é^pa oi-kó ta nd^a-ké^i rõ?
3. What will happen if he doesn't work?
   Mba'é^pa oi-kó ta nd^o-mba.apó^i rõ?

model

Nda^ikatù mo'ã^i apytá 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'ã^i a-pytá Perú-pe.
2. I won't be able to study in the dorm.
   Nda^ikatù mo'ã^i a-studiá dormitorio-pe.
3. I won't be able to eat in the cafetería.
   Nda^ikatù mo'ã^i a-karú cafetería-pe.
4. I won't be able to sleep in the hospital.
   Nda^ikatù mo'ã^i a-ké hospital-pe
5. You won't be able to work there.
   Nda^ikatù mo'à^i re-mba.apó pé-pe.

Hosted for free on livelingua.com

dialog

A. Mba'éˆpa oi-kó ta ndeˆre-ñe'ẽˆi rõ̀?

B. Nd̥ˆa-ñe'ẽ̀-kuaáˆi rõ̀, ndaˆikatù moˈãˆi a-pytá Paraguái-pe.

Cycle 10

Manipulation Phase

model

Ndaˆikatúˆi gui.	Because I couldn't (or can't).

TO THE STUDENT: gui is also used in the meaning of 'because'.

A-pỳta-sé kurì á-pe. — I wanted to stay here.
A-pỳta-sé gui kurì á-pe. — Because I wanted to stay here.

dialog

A. Moõˆpa re-hó ra.è? Mìsa há-peˆpa?

B. Nahãniri, a-há kurì jeròky há-pe. Mba'é reˆpa ndeˆre-juˆi ra.è xe-ndivé?

A. Ndaˆikatúˆi gui.

Hosted for free on livelingua.com

patterned response

1. Moõˆpa re-hó ra.è? Mìsa há-peˆpa?
   Nahãniri, a-há kurì (baile) há-pe. Mba'é reˆpa ndeˆre-juˆi ra.è xe-ndivé?
   (Ndaˆikatúˆi gui.)

2. Moõˆpa re-hó ra.è? La ñorãiro há-peˆpa?
   Nahãniri, a-há kurì (misa) há-pe. Mba'é reˆpa ndeˆre-juˆi ra.è xe-ndivé?

3. Moõˆpa re-hó ra.è? La je-karù-guàsu há-peˆpa?
   Nahãniri. A-há kurì _____ há-pe. Mba'é reˆpa ndeˆre-ju i ra.è xe-ndivé?

4. Moõˆpa re-hó ra.è? La ñe-mbo-'e há-peˆpa?
   Nahãniri. A-há kurì _____ há-pe. Mba'é reˆpa ndeˆre-juˆi ra.è xe-ndivé?

1. Moõˆpa o-hó ra.è la nde-socio? Mìsa há-peˆpa tëraˆpa baile há-pe?
   Ha'é o-hó kurì _____ há-pe. Mba'é reˆpa ndeˆre-hóˆi ra.è he-ndivé?

2. Moõˆpa o-hó ra.è la xe-hermano? Reunion há-peˆpa tëraˆpa partido há-pe?
   Ha'é o-hó kurì _____ há-pe. Mba'é reˆpa ndeˆre-hóˆi ra.è he-ndivé?

3. Moõˆpa o-hó ra.è la xe-rú? La o-manò va há-peˆpa tëraˆpa la je-karù-guàsu há-pe?
   O-hó kurì _____ há-pe. Mba'é reˆpa ndeˆre-hoˆi ra.è he-ndivé?

4. Moõˆpa o-hó ra.è la xe-sỹ? La ñe-mbo-'e há-peˆpa tëraˆpa céntro-pe?
   O-hó kurì _____ há-pe. Mba'é reˆpa ndeˆre-hóˆi ra.è he-ndivé?

model

A-ha kurì xe-amigo-ndi.	I went with my friend.

TO THE STUDENT: -ndi(ve) 'in accompaniment with' in combination with person nouns, generally occurs without the ve:

Carlos-ndi
Carlos ha María-ndi
pe karaí-ndi

Hosted for free on livelingua.com

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

Mãva-ndi^pa re-hó ra.e?	Who did you go with?

TO THE STUDENT: Mãva-ndi or mãva-ndive means 'with whom'.

dialog

A. Mãva-ndi^pa re-hó ra.è baile há-pe?

B. A-há kurì peteĩ xe-amigo-ndi.

A. Ndé^pa re-jerokỹ-kuaá?

B. Mixi mĩ-nte.

Use Phase

listening for comprehension

Xé a-há kurì peteĩ je-karù-guasu há-pe.

(etc.)

appropriate response

1. Mãva^pa o-hó ra.è, peteĩ je-karù-guasu há-pe ?

2. Kuehé^pa a-há ra.è ?

(etc.)

Hosted for free on livelingua.com

(tell the truth)

1. Mãva-ndi^pa re-karú ta ko'ára ?

2. Mãva-ndi^pa re-karú rã.è kuehé ?

3. Mãva-ndi^pa re-kàru-sé ko'ẽrã ?

4. Re-kàru-sé^pa xe-ndive ko pyharé ?

5. Mãva-ndi^pa re-kàru-sé ko pyharé ?

Cycle 11

Manipulation Phase

model

A.	Ro-ñe'ẽ-se mĩ karaí Lopez-ndi.	We want to speak (some) with Mr. Lopez.
B.	Mba'é ?	What ?
A.	Ikatú^pa ro-ñẽ'e mĩ karaí Lopez-ndi ?	May we speak (a little) with Mr. Lopez ?

TO THE STUDENT: mi 'a little', 'some' is frequently used as a modulator in sentences like the above.

conversion (add the modulator mĩ to the verb complex)

Ro-ñẽ'e-sé pende-ndivé. : Ro-ñẽ'e-se mĩ pende-ndivé.

A-mbà.apo-sé pende-ndivé. :

O-stùdia-sé ñande-ndivé. :

O-hùga-sé pelota ñande-ndivé. :

Ikatú^pa ro-ñe'ẽ pende-ndivé ? : Ikatú^pa ro-ñẽ'e mĩ pende-ndivé?

Hosted for free on livelingua.com

Ikatú^pa ro-mba.apó pende-ndivé ? :

Ikatú^pa ja-studiá he-ndivé ? :

Ikatú^pa ja-hugá pelota he-ndivè kuéra ? :

repetition

Ikatú^pa ro-ñè'e mĩ karaí Carlos-ndi .

Ikatú^pa ro-ñè'e mĩ karaí Carlos-ndi ?

Ikatú^pa ro-hùga mĩ nde-hermano-ndi ?

Ikatú^pa ro-ñè'e mĩ nde-hermano-ndi ?

Ikatú^pa ro-hò mĩ pe kuñataí-ndi ?

Ikatú^pa a-ñè'e mĩ pe kuñataí-ndi ?

Ikatú^pa a-ñè'e mĩ pe karaí-ndi ?

patterned response

1.	Ikatú^pa ro-ñè'e mĩ karaí Carlos-ndi ?	Mãva-ndi ?
2.	Ikatú^pa ro-ñè'e mĩ nde-hermano-ndi ?	Mãva-ndi ?
3.	Ikatú^pa ro-ñè'e mĩ pe kuñataí-ndi ?	Mãva-ndi ?
4.	Ikatú^pa ro-ñè'e mĩ pe karaí-ndi ?	Mãva-ndi ?
5.	Ikatú^pa ro-ñè'e mĩ Ña Maria-ndi ?	Mãva-ndi ?
6.	Ikatú^pa ro-ñè'e mĩ Don José-ndi ?	Mãva-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')	

Hosted for free on livelingua.com

TO THE STUDENT: a. Mba'é guiˆpiko means 'why'; 'because of what ?'
b. 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.
c. ndaˆikatúˆi is frequently shortened to ndˆikatúˆi.

conversion (change pa to piko)

Mba'éˆpa er-é ra.è ? Mba'éˆpiko er-é ra.è ?

Mba'é reˆpa rej-ú ra.è ko á-pe ?

Mba'é guiˆpa re-hó ra.è nde-róga-pe ?

Re-kàru-séˆpa xe-ndivé ?

dialog

A. Ikatúˆpa ro-ñè'e mĩ karaí Lopez-ndi ?

B. Ikatú. Mba'é guiˆpiko ndˆikatú mo'ãˆi pe-hasá, pe-guapý. A-henõi ta mu-pe.

A. Ro-agradecé ndé-ve.

Use Phase

listening for comprehension

Roberto ha Francisco pelota i-pope kuéra o-guahẽ ha o-jepopeté don García róga portón-pe. O-sẽ peteĩ mita-kuña ha o-porandú xù-pe kuéra: "Mba'éˆpa pei-potá ? "

"Ikatúˆpa ro-ñè'e mĩ Don García-ndi ?" he-'í Roberto.

"Mávа-ndi ?" he-'í la mita-kuña.

"Don García-ndi", he-'í Francisco, "tẽraˆpa ndˆikatúˆi ro-ñe'ẽ he-ndivé ?"

"Ikatú. Mba'é guiˆpiko ndˆikatú mo'ãˆi. En seguida." He-'í la mita-kuña ha oi-ké la óga-pe ha èn seguida o-sè jevý ha he-'í "Don García ndˆikatú mo'ãˆi o-ñe'ẽ pende-ndivé, oi-kuaà-sé mba'éˆpa pei-potá."

Hosted for free on livelingua.com

Oré ro-hùga-sé pelota, ha roi-kuaà-sé ikatú^pa ro-hugã i-canhha-pe",
e-'í Roberto.

Mba'é gui^piko nd^ikatù mo'ã^i. Ikatú pe-hùgá-sé vove-nte.
é Don Garcíá-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?
. Mãva^pa o-sẽ 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-kuaàsé Don García ?
. Ikatú^pa o-ñe'ẽ hè-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 ?
. Mãva-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.

Hosted for free on livelingua.com

substitution

so'ó	O-ĩ^pa so'ó ?
jetý	O-ĩ^pa jetý ?
pirá (fish)	O-ĩ^pa pirá ?
kumandá (beans)	O-ĩ^pa kumandá ?
juký	O-ĩ^pa juký ?
jùky-sý	O-ĩ^pa jùky-sý ?

model

Nda^i-po^ri.	There isn't (no hay).

TO THE STUDENT: nda^i-po^ri is the negative form of o-ĩ when it means 'no hay'; nda^i-po^ri mba'é re^pa means 'no hay de que'.

Use Phase

listening for comprehension

O-ĩ pirá pero nda^i-po^ri so'ó.
O-ĩ kumandá pero nda^i-po^ri arrós.
O-ĩ jùky-sý pero nda^i-po^ri juký.

appropriate response

1. O-ĩ^pa so'ó ?
2. O-ĩ^pa arrós ?
3. O-ĩ^pa jùky-sý ?

4. O-ĩ^pa clase ko'ãga ?
5. O-ĩ ta^pa clase ko'ẽro ?
6. O-ĩ^pa ra.è clase domingo ?

Hosted for free on livelingua.com

Cycle 13

Manipulation Phase

model

Hi'ã xé-ve oi-mẽ centro-pe.	I think he's in town.
Oi-mẽ ne centro-pe hĩna.	He might be in town.
A lo mejor oi-mẽ centro-pe.	Perhaps he's in town.

TO THE STUDENT: The verb -Imẽ is used in location expressions like Spanish estar.

substitution

centro	Hi'ã xé-ve oi-mẽ centro-pe.
tupaó (church)	Hi'ã xé-ve oi-mẽ tupaó-pe.
cine	Hi'ã xé-ve oi-mẽ cine-há-pe.
mercado	Hi'ã xé-ve oi-mẽ mercado-pe.
centro	Oi-mẽ ne centro-pe hĩna.
tupaó	Oi-mẽ ne tupaó-pe hĩna.
cine	Oi-mẽ ne cine-ha-pe hĩna.
mercado	Oi-mẽ ne mercado-pe hĩna.
centro	A lo mejor oi-mẽ centro-pe.
tupaó	A lo mejor oi-mẽ tupaó-pe.
cine	A lo mejor oi-mẽ cine-ha-pe.
mercado	A lo mejor oi-mẽ mercado-pe.

Hosted for free on livelingua.com

variable slot substitution

Hi'ã xé-ve ha'é oi-mẽ centro-pe ko'ãga.
Hi'ã xé-ve ha'é oi-mẽ tupaó-pe ko'ãga.
Hi'ã xé-ve ha'è kuéra oi-mẽ tupaó-pe ko'ãga.
Hi'ã xé-ve ha'è kuéra oi-mẽ tupaó-pe ko'ára.
A lo mejor ha'è kuéra oi-mẽ tupaó-pe ko'ára.

model

A. O-ĩ^pa hĩna nde-r̊ú?	Is your father (at home)?
B. Nd^o-ĩ^ri hĩna.	He's not (at home).

TO THE STUDENT: The verb o-ĩ is used like 'estar' in Spanish to indicate 'being present or at home'. The negative of o-ĩ in this usage is not the irregular nda^i-pa^ri but the regular nd^o-ĩ^ri.

model

Moõ^pa oi-mẽ 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-ĩ^pa hĩna nde-r̊ú?	
B. Nd^o-ĩ^ri hĩna.	
A. Ha moõ^pa oi-mẽ ne?	
B. A lo mejor oi-mẽ centro-pe.	

Hosted for free on livelingua.com

substitution

xe-ŕóga	Aj-ú hĩna xe-ŕóga gui.
mercado	Aj-ú hĩna mercado gui.
centro	Aj-ú hĩna centro gui.
tupaó (church)	Aj-ú hĩna tupaó gui.
kokué (field)	Aj-ú hĩna kokué gui.
Luque	Aj-ú hĩna Luque gui.
Paraguaý	Aj-ú hĩna Paraguaý gui.
aeropuerto	Aj-ú hĩna aeropuerto gui.
upé	Aj-ú hĩna upé gui.

model

Moõ gui^pa rej-ú hĩna?	Where are you coming from?

TO THE STUDENT: moõ gui^pa 'from where'.

dialog

A. Moõ gui^pa rej-ú hĩna?

B. Aj-ú hĩna xe-ŕóga gui.

patterned response

1. Moõ gui^pa ndé rej-ú hĩna? Centro gui^pa?
   Hẽe, aj-ú hĩna centro gui.

2. Moõ gui^pa ndé rej-ú hĩna? Tupaó gui^pa?
   Hẽe, aj-ú hĩna tupaó gui.

3. Moõ gui^pa ndé rej-ú hĩna? Ndé ŕóga gui^pa?
   Hẽe, aj-ú hĩna xe-ŕóga gui.

4. Moõ gui^pa peẽ pej-ú hĩna? Mercado gui^pa?
   Hẽe, roj-ú mercado gui.

5. Moõ gui^pa rej-ú ra.è? Centro gui^pa?
   Hẽe aj-ú kurì centro gui.

Hosted for free on livelingua.com

6. Moõ gui^pa Carlos o-ú hĩna? Ñóga gui^pa?
Hẽe, o-ú ñóga gui.

7. Moõ gui^pa peẏ-ú ra.è? Tupaó gui^pa?
Hẽe, roj-ú kurî tupaó gui.

8. Moõ gui^pa ha'é o-ú ra.è? Mercado gui^pa?
Hẽe, o-ú kurî mercado gui.

Use Phase

directed discourse

1. E-porandú (téra)-pe moõ gui^pa o-ú hĩna.
2. E-porandú (téra)-pe moõ gui^pa xé aj-ú hĩna.
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 hĩna cafetería 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 hĩna 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. Ha o-ú va California gui héra Roberto, ha la o-ú va Texas gui héra David.

Hosted for free on livelingua.com

appropriate response

1. Moõ guiˆpa o-ú la voluntario ñéra va Roberto?
2. Ha moõ guiˆpa o-ú la voluntario ñéra va David?
3. Moõ guiˆpa ndé rej-ú? Norteamérica gui tẽraˆpa Sudamerica gui?
4. Moõ guiˆpa o-ú la nde-socio?
5. Moõ guiˆpa o-ú la nde-sý?
6. Xé aj-ú kurî cafetería gui? Ndéˆpa rej-ú ra.è upé gui aveí?
7. Carlos o-ú kurî amó gui. Ha ndé?
8. Moõ guiˆpa 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'éˆpa jaj-apó ta ko'á aó gui?	What shall we do with these clothes?

Hosted for free on livelingua.com

substitution

Teacher: Mba'é^pa jaj-apó ta ko'ã aó gui?
Student: Mba'é^pa jaj-apó ta ko'ã aó gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã ryguasú rày gui?
Student: Mba'é^pa jaj-apó ta ko'ã ryguasú rày gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã guyrá gui?
Student: Mba'é^pa jaj-apó ta ko'ã guyrá gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã kuré gui?
Student: Mba'é^pa jaj-apó ta ko'ã kuré gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã sapatú gui?
Student: Mba'é^pa jaj-apó ta ko'ã sapatú gui?

Cycle 14

Manipulation Phase

model

Hr-é xu-pé anî ºesarái ti i-livro gui.	Tell him not to forget his book.
Anî nde-ºesarái ti nde-livro gui.	Don't forget your book.

TO THE STUDENT: 1. ºesarái is a QUALITY VERB. Its object (in English translation) is followed by gui. One 'forgets from something!'

2. The imperative forms of ºesarái are:

Nde-ºesarái xuguí!	Forget him!
Pende-ºesarái xuguí!	Forget him!
Anî (kena) nde-ºesarái (ti) xuguí!	Don't forget him!
Anî (kena) pende-ºesarái (ti) xuguí!	Don't forget him!

Hosted for free on livelingua.com

directed discourse

1. Èr-e mĩ (téra)-pe anĩ ñesarái ti i-livro gui.
2. Èr-e mĩ (téra)-pe anĩ ñesarái ti xe-lápis gui.
3. Èr-e mĩ (téra)-pe anĩ ñesarái ti nde-sý gui.
4. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti nde-rú gui.
5. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti nde-coche gui.
6. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti xe-chica gui.
7. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti ñóga gui.
8. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti ñéra gui.
9. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti xe-heguí.
10. Èr-e mĩ (téra ha téra)-pe anĩ ñesarái ti nde-heguí.

model

O-kañy^pa ra.è nde-hegui la nde-plata?	Did you lose your money? (Se le perdió su dinero?)
Hẽe, 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	

Hosted for free on livelingua.com

translation

1.	Did you lose your money?	O-kañỹ^pa ra.è nde-heguí la nde-plata?
2.	Did I lose my money?	O-kañỹ^pa ra.è xe-heguí la xe-plata?
3.	Yes, you dropped it.	Hẽe 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 Phase

appropriate response

1. Moõ^pa o-kañỹ ra.è nde-heguí la nde-livro?
2. Moõ^pa ho-'á ra.è nde-heguí la nde-lápis?
3. Araka'é^pa o-kañỹ ra.è nde-heguí la nde-relóo ?
4. Mba'é ixa^pa o-kañỹ ra.è nde-heguí la nde-anillo?
5. Mba'é^pa la o-kañỹ ya 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.

Hosted for free on livelingua.com

Cycle 15

Manipulation Phase

model

A-há hĩna xe-ŕóga-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.

		ro-hó
a-há		
		ja-há
re-hó		pe-hó
	o-hó	

substitution

xé	A-há hĩna xe-ŕóga-pe.
ñandé	Ja-há hĩna ñande-ŕóga-pe.
peẽ	Pe-hó hĩna pende-ŕóga-pe.
ndé	Re-hó hĩna nde-ŕóga-pe.
oré	Ro-hó hĩna ore-ŕóga-pe.
ha'é	O-hó hĩna ĥóga-pe.
xé	A-há kurì xe-ŕóga-pe.
ñandé	Ja-há kurì ñande-ŕóga-pe.
peẽ	Pe-hó kurì pende-ŕóga-pe.
ndé	Re-hó kurì nde-ŕóga-pe.
oré	Ro-hó kurì ore-ŕóga-pe.
ha'é	O-hó kurì ĥóga-pe.

dialog

A.	Moõ^pa re-hó hĩna?
B.	A-há hĩna xe-ŕóga-pe.

Hosted for free on livelingua.com

patterned response

1. Moõ^pa re-hó ra.è? Luque-pe^pa tẽra^pa Paraguáý-pe?

   A-há kurì _____-pe.

2. Moõ^pa re-hó ra.è? Villarrica-pe^pa tẽra^pa Concepción-pe?

   A-há kurì _____-pe.

   ETC.

Use Phase

listening for comprehension

Xé a-há kurì Luque-pe.
José o-hó kurì upé-pe aveí.
Ha David-amigo o-hó kurì Paraguáý-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 Paraguáý-pe?
4. David o-hó kurì 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'ẽra?
7. Moõ^pa ndé ro-hó ra.è kuehé?
8. Moõ^pa ndé re-hó va.erã ko'ãga?
9. Ndé^pa re-hó ra.è banco-pe ko'ára?

Hosted for free on livelingua.com

Cycle 16

Manipulation Phase

model

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:

reunión	the name of the activity.
reuniòn há	the 'holding' of a meeting, the activity or event which one may attend.
misa	(Catholic 'mass') the name of the activity.
misa há	the 'holding' of mass, the activity or event one may attend.
jeroký	the name of an activity or event.
jerokỳ há	the 'holding' of the event.
travaho	work
travaho há	place of work

substitution

casamiento há	A-há hĩna peteĩ casamiento há-pe.
cumpleaños há	A-há hĩna peteĩ cumpleaños há-pe.
santo àra há	A-ha hĩna peteĩ santo àra há-pe.
baile há	A-há hĩna peteĩ baile há-pe.
fiesta há	A-há hĩna peteĩ fiesta há-pe.
partido há	A-há hĩna peteĩ partido há-pe.
cine há	A-há hĩna peteĩ cine há-pe.
desfile há (parade)	A-há hĩna peteĩ desfile há-pe.

Hosted for free on livelingua.com

carrera há (races)	A-há hĩna la carrera há-pe.
la je-karù guàsu há (banquet)	A-há hĩna la je-karù guàsu há-pe.
ñorãiro há (fight)	A-há hĩna la ñorãiro há-pe.
ñe-ñõty há (burial)	A-há hĩna la ñe-ñõty há-pe.
o-manò va há (funeral)	A-há hĩna la o-manõ va há-pe.
velorio há (wake)	A-há hĩna la velorio há-pe.
kurè-jùka há (pig killing)	A-há hĩna la kurè-jùka há-pe.
ñe-mbò'e há (praying place)	A-há hĩna 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
hẽ-ndivé	pende-ndivé
	he-ndivè kuéra

'Come with me' is ja-há [illegible] vé not ej-ú xe-ndivé. 'Come with him' is ej-ú he-ndivé.

Hosted for free on livelingua.com

patterned response

1. Moõ^pa re-hó hĩna? La fiesta há-pe^pa?
   Hẽe, a-há la fiesta há-pe. Ja-há xe-ndivé.

2. Moõ^pa re-hó hĩna? Peteĩ cine há-pe^pa?
   Hẽe, a-há peteĩ cine há-pe. Ja-há xe-ndivé.

3. Moõ^pa re-hó hĩna? Nde-amigo-cumpleaños há-pe^pa?
   Hẽe, a-há xe-amigo-cumpleaños há-pe. Ja-há xe-ndivé.

4. Moõ^pa re-hó hĩna? Peteĩ ñe-ñõ̀ty há-pe^pa?
   Hẽe, a-há peteĩ ñe-ñõ̀ty há-pe. Ja-há xe-ndivé.

5. Moõ^pa re-hó hĩna? La nde-hermano-ñe-ñõ̀ty há-pe^pa?
   Hẽe, a-há xe-hermano-ñe-ñõ̀ty há-pe. Ja-há xe-ndivé.

6. Moõ^pa re-hó hĩna? Peteĩ ñorãiro há-pe^pa?
   Hẽe, a-há peteĩ ñorãiro há-pe. Ja-há xe-ndivé.

Hosted for free on livelingua.com

Cycle 17

Manipulation Phase

patterns for study

A-sẽ ta ko'á gui O-ú ta amõ gui.	I'll leave from here. 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-kañỹ i-xuguí i-plata.	He lost his money (se le perdió [de él] su plata)
Xe-resarái ta pende-heguí.	I will forget you.
Oi-kó ta xuguí gènte 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 hĩna xe-róga gui.	I'm coming from my house.

Hosted for free on livelingua.com

Cycle 18

Manipulation Phase

model

A-nacé vakue Itapu'amĩ-me.	I was born in Itapu'amĩ.

substitution

O-nacé
O-mendá
O-manó
O-ñe-ñotỹ

O-nacé vakue Itapu'amĩ-me.
O-mendá vakue Itapu'amĩ-me.
O-manó vakue Itapu'amĩ-me.
O-ñe-ñotỹ vakue Itapu'amĩ-me.

model

Moõ^pa o-nacé raka.e ?	Where was he born ?

substitution

O-nacé
O-mendá
O-manó
O-ñe-ñotỹ

Moõ^pa o-nacé raka.e ?
Moõ^pa o-mendá raka.e ?
Moõ^pa o-manó raka.e ?
Moõ^pa o-ñe-ñotỹ raka.e ?

dialog

A. Moõ^pa re-nacé raka.e ?
B. A-nacé vakue Itapu'amĩ-me.

A. Ha moõ^pa o-pytá ?
B. Nda^i-mombyrý^i Luque gui.

Hosted for free on livelingua.com

Use Phase

appropriate response

1. Moõ^pa ndé re-nacé raka.e ?

2. Moõ^pa o-nacé raka.e nde-ŕú ?

3. Moõ^pa rej-apó raka.e prímer grado ?

4. Rei-kò ajá Méhico-pe, re-hexá^pa raka.e hetá mba'é ?

5. Araka'é^pa re-guahẽ raka.e ko'á-pe ?

patterns for study

1. a. Mba'é^pa re-porandú hĩna ? What are you asking ?
   b. Mba'é^pa la re-porandú [va] hĩna? 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 hĩna ? What do you want ?
2. Mba'é^pa la rei-potá va ? What is it that you want ?
3. Mba'é^pa la rei-potà vakué ? What is that you wanted ?
4. Mba'é^pa la rei-potá varã ? What is it that you'd like ?

Hosted for free on livelingua.com

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 hĩna ? --Mba'é ?
   Mba'é^pa la rej-apó va hĩna ?

4. Mba'é^pa re-purahéi hĩna ? --Mba'é ?
   Mba'é^pa la re-purahéi va hĩna ?

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-scrìvi-sé ? --Mba'é ?
   Mba'é^pa la re-scrìvi-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-ñè'e-sé ta ? --Mba'é ?
    Mba'é^pa la re-ñè'e-sé ta va ?

11. Mba'é^pa re-joguá ra.è ? --Mba'é ?
    Mba'é^pa la re-joguà vakué ?

12. Mba'é^pa re-vendé ra.è ? --Mba'é ?
    Mba'é^pa la re-vendè vakué ?

13. Mba'é^pa rej-apó ra.è ? --Mba'é ?
    Mba'é^pa la rej-apò vakué ?

14. Mba'é^pa re-purahẽi varã ? --Mba'é ?
    Mba'é^pa la re-purahẽi varã ?

15. Mba'é^pa re-porandũ varã ? --Mba'é ?
    Mba'é^pa la re-porandù varã ?

Hosted for free on livelingua.com

patterns for study

2.	a. Māva^pa la rei-potá va ?	Which is the one you want ?
	b. Māva^pa la rei-potá ta va ?	Which is the one you'll want ?
	c. Māva^pa la rei-potà vakué ?	Which is the one you wanted ?
	d. Māva^pa la rei-potà varã ?	Which is the one you'd like ?

TO THE STUDENT:
Māva^pa means both 'who' and 'which'. (Frequently 'who?' is rendered áva, so that māva is more restricted to mean 'which'.)

translation

1.	Māva^pa re-joguá ta ?	Which one will you buy ?
2.	Māva^pa la re-joguá ta va ?	Which is the one you'll buy ?
3.	Māva^pa re-jògua-sé ?	Which one do you want to buy ?
4.	Māva^pa la re-jògua-sé va ?	Which is the one you want to buy ?
5.	Māva^pa re-joguá ra.è ?	Which one did you buy ?
6.	Māva^pa la re-joguà vakué ?	Which is the one you bought ?
7.	Kóva^pa la re-joguà varã ?	Is this the one you'd like to buy ?

patterns for study

1.	Péva pe livro la ai-potá va.	That book is the one [that] I want.
2.	Péva pe livro la ai-potà vakué.	That book is the one [that] I wanted.
3.	Péva pe livro la ai-potà varã.	That 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 pe livro.	I want that book.
2.	Péva pe livro la ai-potá va.	That's the book I want.
3.	Kóva ko livro la rei-potà vakué.	This is the book you wanted.
4.	Amõva amõ livro la re-leè varã.	That's the book you should read.

Hosted for free on livelingua.com

Cycle 19

Manipulation Phase

patterns for study	(contrast)
Mba'é	thing
Mbà'e-vé	nothing
Mãva	who ?
Mãva-vé	no one
Moõ	where ?
Mõo-vé	nowhere
Araka'é	when ?
Arakà'e-vé	never
Mbový	how many ?
Mbòvy-vé	none

TO THE STUDENT:
From certain interrogative words can be formed the absolute negatives as shown above by the addition of -vé.

dialogs

A. Mãva^pa oi-kó á-pe ?
B. Á-pe nd^oi-kó^i mãva-vé !

A. Mãva-pe^pa rei-kuaá Concepción-pe ?
B. Nd^ai-kuaá^i mãva-vé-pe.

A. Moó^pa oi-kó Rafael ?
B. Ha'é nd^oi-kó^i mõo-vé !

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 !

Hosted for free on livelingua.com

Substitution

o-kó	á-pe ndˆoi-kóˆi màva-vé
o-ú	á-pe ndˆo-úˆi màva-vé
o-ké	á-pe ndˆo-kéˆi màva-vé
o-í	á-pe ndˆo-íˆri màva-vé

Patterned response

Màvaˆpa o-ú ra.è á-pe ?	Á-pe ndˆo-úˆi kurì màva-vé.
Màvaˆpa o-karú ra.è á-pe ?	Á-pe ndˆo-karúˆi kurì màva-vé.
Màvaˆpa o-ké ra.è á-pe ?	Á-pe ndˆo-kéˆi kurì màva-vé.
Màvaˆpa o-mba.apó ra.è á-pe ?	Á-pe ndˆo-mba.apóˆi kurì màva-vé.

Completion

T. Carlos ogue-rekó hetâ mba'é ha xé katu ...

S. Carlos ogue-rekó hetà mba'é ha xé katu ndˆague-rekóˆi mbà'e-vé.

frequently
o-hó _____ Concepción-pe.
(Xé ...arakà'e-vé)

o-viaha apá rupi
(Xé mòc-vé)

Hosted for free on livelingua.com

Cycle 20

Manipulation Phase

Model

A.	Re-vy'á^pik Paraguái-pe?	Are you happy in Paraguay?
B.	A-vy'à-itereí.	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; -ité; eté, the choice depending on the vowel which comes before the suffix:

té	follows	e
ité	follows	a
eté	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

porã	I-porã̀-ité la xe-chica.
vaí	I-vaì-eté la xe-chica.
mboriahú	I-mboriahù-eté la xe-chica.
mbareté	I-mbarete-té la xe-chica.
hasý	Hasỳ-eté la xe-chica.

patterned response

1.	Re-vy'á^piko Paraguái-pe?	A-vy'à-itèreí.
2.	O-hugà porã^piko?	O-hugá porã̀-itèreí.
3.	O-ñe'è porã^piko?	
4.	O-cosinã porã^piko?	

Hosted for free on livelingua.com

Cycle 21

Manipulation Phase

model

Mba'é nóra^pa hĩna ko'ãga?	What time is it now?

substitution

hóra	Mba'é hóra^pa hĩna ko'ãga?
diá	Mba'é diá^pa hĩna ko'ãga?
mes	Mba'é mes^pa hĩna ko'ãga?

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

A. Mba'é ixa^pa o-ñe-porandú la hóra re?

B. O-je-'é: Mba'é hóra^pa hĩna ko'ãga?

Hosted for free on livelingua.com

model

Ko'ãga la una rupi hĩna.	It's now about 1.
A-pu'ã 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:

la una menos dies	12:50
las doce y media	12:30

substitution

re-pu'ã	Mba'é hóra^pa re-pu'ã ra.è?
re-ñenõ (go to bed)	Mba'é hóra^pa re-ñenõ ra.è?
rej-apo-pá (finish)	Mba'é hóra^pa rej-apo-pá ra.è?
re-ñepyrũ (begin)	Mba'é hóra^pa re-ñepyrũ ra.è?
re-karú	Mba'é hóra^pa re-karú ra.è?
re-ramboşá (eat breakfast)	Mba'é hóra^pa re-ramboşá ra.è?

conversion (add -sé ta 'will want to' to the VERB)

Mba'é hóra^pa re-pu'ã?	Mba'é hóra^pa re-pũ'a-sé ta?
Mba'é hóra^pa re-ñenõ?	Mba'é hóra^pa re-ñẽno-sé ta?
Mba'é hóra^pa rej-apó?	Mba'é hóra^pa rej-àpo-sé ta?
Mba'é hóra^pa re-ñepyrũ?	Mba'é hóra^pa re-ñepỹru-sé ta?
Mba'é hóra^pa re-karú?	Mba'é hóra^pa re-kàru-sé ta?
Mba'é hóra^pa re-ramboşá?	Mba'é hóra^pa re-rambòsa-sé ta?

Use Phase

appropriate response

1. Mba'é hóra^pa ko'ãga? (9:05)
2. Mba'é hóra^pa ko'ãga? (10:15)
3. Mba'é hóra^pa ko'ãga? (11:30)
4. Mba'é hóra^pa ko'ãga? (12:45)
5. Mba'é hóra^pa ko'ãga? (1:57)

6. Mba'é hóra^pa re-pu'ã ra.è ko pyhare-vé?
7. Mba'é hóra^pa re-ñenõ ra.è angè pyharé?
8. Mba'é hóra^pa re-kàru-sé ta?
9. Mba'é hóra^pa re-ramboşá?

Hosted for free on livelingua.com

models

Mba'é diá^pa hĩna ko'ãga?	What day is it?
Lunes, 28 de Octubre hĩna.	Monday, October 28.

Mba'é diá^pa ra.è kuehé? (kuehè ambué)	What day was it yesterday? (day before yesterday)
Domingo (sávado) kurî.	It was Sunday (Saturday).

Mba'é diá ta^pa hĩna ko'ẽro (ko'è ambué rõ) ?	What day will it be tomorrow (day after tomorrow) ?
Ko'ẽro Martes ta hĩna.	Tomorrow will be Tuesday.

TO THE STUDENT: Note that kurî, ra.è, ta and hĩna are used in verbless sentences.

Use Phase

appropriate response or directed discourse

1. Mba'é diá^pa hĩna ko'ãga ?
2. Mba'é diá^pa ra.è kuehé ?
3. Mba'é diá ta^pa hĩna ko'ẽro ?
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 ?

Hosted for free on livelingua.com

Cycle 22

Manipulation Phase

model

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.àpo-vé kokué-pe
cocinã (kitchen work)	a-mba.àpo-vé cocinã-me
hojalatería (tilework)	a-mba.àpo-vé hojalatería-pe
herrería (foundry work)	a-mba.àpo-vé herrería-pe
alvañilería (masonry)	a-mba.àpo-vé alvañilería-pe
aò-apó (tailoring)	a-mba.àpo-vé aò-apó-pe

model

Mba'é-peˆpa re-mba.apó ?	In what do you work ?

TO THE STUDENT: mba'é-peˆpa means 'in what ?'

dialog

A. Mba'é-peˆpa re-mba.àpo-vé ?

B. A-mba.àpo-vé kokué-pe.

Hosted for free on livelingua.com

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.àpo-vé la kokué-pe. Daniel katu o-mba.àpo-vé nojalatería-pe, ha hembirekó, aû-apó-pe ha cocinã-me.

appropriate response

1. Mba'é-pe^pa o-mba.àpo-vé Francisco ?
2. Mba'é-pe^pa o-mba.apó Daniel hembirekó ?
3. ha Daniel ?
4. Pedro^pa mãva ?
5. Mba'é re^pa Francisco o-mba.àpo-vé la kokué-pe ?
6. Mba'é-pe^pa ndé re-mba.apó ?
7. Moõ^pa o-mba.apó nde-rú ?
8. Mba'é-pe^pa o-mba.apó nde-sý ?

ETC.

Cycle 23

Manipulation Phase

model

A-ğuahẽ kurì kuehè ambué.	I arrived the day before yesterday.

kuehè ambué	A-ğuanẽ kurì kuehè ambué
Aje'í (a while ago)	A-ğuahẽ kurì aje'í
Las cuatro rupi	Las 4 rupi a-ğuahẽ kurì
Ànge-té (just now)	Ànge-té a-ğuahẽ kurì
Angè pyharé (last night)	Angé pyharé a-ğuahẽ kurì
Ko pynare-vé (this morning)	Ko pyhare-vé a-ğuanẽ kurì

Hosted for free on livelingua.com

model

Araka'é^pa re-ğuahẽ ra.è ko'á-pe?	When did you get here ?
Araka'é^pa re-sẽ ta ko'á gui ?	When will you leave from here ?

drills

A. Araka'á^pa re-ğua..ẽ ra.è ko'á-pe ?

B. A-ğuahẽ kurì kuehè ambué.

Use Phase

appropriate response

1. Araka'é^pa o-ğuahẽ ra.è Francisco Paraguáý-pe ?
2. Mãva^pa Francisco ?
3. Moõ^pa o-ho-sé Carlos ndi-vé ?
4. Mba'é rã o-ho-sé Brasil-pe ?
5. Francisco^pa o-ho-sé Brasil-pe o-juka´ haguã jaguá´ ?
6. Francisco o-ñè'e-sé inglés, ajé^pa ?
7. Mba'é^pa o-porandú Carlos, Francisco-pe ?
8. Araka'é^pa o-sẽ ta Carlos ha Francisco ?
9. Araka'é^pa o-ğuahẽ ta Brasil-pe Carlos ha Francisco ?
10. Araka'é^pa re-sẽ ta ko'á gui ? Ko'ẽro^pa ?
11. Araka'é^pa o-ğuahẽ ra.è la nde-amigo ko'á-pe ?

listening for comprehension

Kuehé o-ğuahẽ kurì Paraguáý-pe Francisco, Carlos-amigo. Francisco o-ú Carlos róga-pe oi-potá gui Carlos o-hó hendivé Brasil-pe, río Amazona pevé. Francisco o-ho-sé o-juká haguã jaguareté´ ha o-ñè'e-sé gui la Amazona-pe gua indio kuéra ñe'ẽ.
Ha Carlos o-porandú Francisco-pe: 'Araka'é^pa ña-sẽ ta ko'a-gui ?'
'Lunes las 3 rupi', he-'í Francisco. 'Ha araka'é^pa ña-ğuahẽ ta Brasil-pe', o-porandú Carlos..

Hosted for free on livelingua.com

Cycle 24

Manipulation Phase

model

Nd^a-mbopu-kuaá^i mbaraká.	I don't know how to play the guitar.

substitution

Mbaraká	Nd^a-mbopu-kuaá^i mbaraká.
Ha árpa ?	Nd^a-mbopu-kuaá^i árpa.
Ha mba'e-vé ?	Nd^a-mbopu-kuaá^i mba'e-vé.
Ha violin ?	Nd^a-mbopu-kuaá^i violin.
Ha piano ?	Nd^a-mbopu-kuaá^i piano.

substitution

Árpa	Árpa katu a-mbopu-kuaá.
Violin	Violin katu a-mbopu-kuaá.
Mbaraká	Mbaraká katu a-mbopu-kuaá.

patterned response

1. T. Re-mbopu-kuaá^pa mbaraká ?
   S. Nd^a-mbopu-kuaá^i.
   T. Ha árpa ?
   S. Árpa katu a-mbopu-kuaá.

2. T. Re-mbopu-kuaá^pa violin ?
   T. Ha piano ?

3. T. Re-mbopu-kuaá^pa trompeta ?
   T. Ha mbaraká ?

Hosted for free on livelingua.com

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-itereí. Ajé^pa o-mbopu-porã-ité pe José la mbaraká.	I sure did. Boy, that Jose plays the guitar well.

Hosted for free on livelingua.com

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.
Tísa	E-mbohàsa mĩ xé-ve pe tísa.

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 ý. B. Na á-pe.
Salt	A. E-mbohàsa mĩ xé-ve pe juký. B. Na á-pe.

model

Oj-apó una óra o-hasá hague banko ŕovái.	He passed in front of the bank an hour ago.

substitution

Banko ŕovái	Oj-apó una óra o-hasá hague banko ŕovái.
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.

Hosted for free on livelingua.com

ñóga rupi Oj-apó una óra o-hasá hagué ñóga 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

Ndˆo-mboúˆi i-ta'ýra-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 — Ndˆo-mboúˆi i-ta'ýra-pe escuela-pe oi-potá gui o-pytá o-mba.apó kokué-pe.

Club 4-C-pe — Ndˆo-mboúˆi i-ta'ýra-pe Club 4-C-pe oi-potá gui o-pytá o-mba.apó kokué-pe.

Reunion-há-pe

Misa-há-pe

Paraguaý-pe

Jeroky-há-pe

inclusion

1. Oi-potá o-pytá o-mba.apó kokué-pe.
   Ndˆo-mboúˆi i-ta'ýra-pe oi-potá gui o-pytá o-mba.apó kokué-pe.

2. Ndˆoi-potáˆi o-hó ha'é ño.
   Ndˆo-mboúˆi i-ta'yra-pe ndˆoi-potáˆi gui o-hó ha'é ñó.

3. Pytũ-etereí ñóga-rapé.
   Ndˆo-mboúˆi i-ta'ýra-pe pytũ-etereí gui ñóga-rapé.

Hosted for free on livelingua.com

4. O-pytá momby'ŷ-etereí.

5. Ñamý i-ta'ýra.

model

Mba'é reˆpa ngˆo-mboúˆi ra.è Don Pedro la î-ta'ýra Club 4-C-pe?	Why didn't Don Pedro send his son to the 4-H Club meeting)?

patterned response

1. Mba'é reˆpa ngˆo-mboúˆi ra.è Don Pedro la i-ta'ýra Club 4-C-pe ?
(oi-potá o-pyˆá o-mba.apó)

Ngˆo-mboúˆi xu-pe oi-potá gui o-pytá o-mba.apó.

2. Mba'é reˆpa ngˆo-mboúˆi ra.è Don Pedro la i-ta'ýra Club 4-C-pe ?
(ndˆoi-potáˆi o-pyˆá)

Ngˆo-mboúˆ. [illegible] ndˆoi-potáˆi gui o-pyˆá [illegible].

directed discourse

a. E-poranduˆ (ñóru)-pe mba'é reˆpa ngˆo-mboúˆi ra.è Don Pedro la i-ta'ýra Club [illegible] ?

b. E-poranduˆ (ñóru)-pe mba'é reˆpa ngˆo-mboúˆi ra.è Don Pedro la i-ta'ýra-pe jembap-ú-pe.

c. E-poranduˆ (ñóru)-pe mba'é reˆpa ngˆo-mboúˆi ra.è Don Pedro Juanito-pe misa-ñá-pe?

d. E-poranduˆ (ñóru)-pe mba'é reˆpa ngˆo-mboúˆi ña Peŋrona i-membý escuela-pe.

e. E-poranduˆ (ñóru)-pe mba'é reˆpa ngˆo-mboúˆi xu-pe reunión-há-pe.

model

Mba'éˆpa er-é ? O-mbˌnguerá neˆpa xu-pe upe [illegible] ñaná ?	What do you think (lit. say)? Don't that much medicine cure [illegible] ?

Hosted for free on livelingua.com

substitution

Pohã ñaná	Mba'éˆpa er-é? Xu-pe upe pohã ñaná?
Médico ñana	Mba'éˆpa er-é? Ikatúˆpa o-mbonguerá xu-pe upe medico ñana?
Inj	
Cabula	

model

Ndˆai-kuaáˆi. Ikatú ko o-mbonguerá xu-pe mba'é.	I don't know. It could cure him. (Why not wait and see?)

transformation

O-kuerá	Ikatú ko o-mbonguerá mba'é xu-pe.
O-karú	Ikatú ko o-mbogarú mba'é xu-pe.
Oi-ké	Ikatú ko o-mboingé mba'é xu-pe.
O-ké	Ikatú ko o-mbongé mba'é xu-pe.
Cavajú	Ikatú ko o-mbongavajú mba'é xu-pe.

patterned response

1. Mba'éˆpa er-é? O-mbonguerá neˆpa xu-pe upé pohã ñaná?
   Ndˆai-kuaáˆi. Ikatú ko o-mbonguerá mba'é xu-pe.
2. Mba'éˆpa er-é? O-mbongarú neˆpa xu-pe ĥembir...á?
   Ndˆai-kuaáˆi. Ikatú ko o-mbogarú mba'é xu-pe.
3. Mba'éˆpa er-é? O-mboingé neˆpa xu-pe escuela-pe i-sý?
   Ndˆai-kuaáˆi. Ikatú ko o-mboingé mba'é xu-pe.
4. Mba'éˆpa er-é? O-mbongé neˆpa xu-pe ĥeindy?
   Ndˆai-kuaáˆi. Ikatú ko o-mbongé mba'é xu-pe.

Hosted for free on livelingua.com

5. Mba'éˆpa er-é ? O-mbongavajú neˆpa xu-pe i-tuvá ?
Ndˆai-kuaáˆi. Ikãtú kõ o-mbongavajú mba'é xu-pe.

transformation

1. O-vera porã maˆpa la nde-sapatú ?
Nahãniri. Ai-potá re-mbovera porã-vé xé-ve.

2. O-pupu porã maˆpa la nde-kamby ?
Nahãniri. Ai-potá re-mbopupu porã-vé xé-ve.

3. O-jy porã maˆpa la nde-mbi-'ú ?
Nahãniri. Ai-potá re-mbojy porã-vé xé-ve.

4. O-jahú porã maˆpa la nde-memby ?
Nahãniri. Ai-potá re-mbojahú porã-vé xé-ve.

model

Ñendy porã ma pe nde-ñatá.	You've got a good fire going there. (Lit. That your fire is already flaming well.)

repetition

1. Nõa xe-ñatá jy.
Ñendy porã ma pe nde-ñatá.

2. Nõa xe-aõ.
Iñ-akỹ porã ma pe nde-aõ. (good and wet)***

3. Nõa xe-ñembi-'ú.
Ñaku porã ma pe nde-ñembi-'ú.(good and hot)

4. Nõa xe-kambuxí.
Ñemõ 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 drying 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.

Hosted for free on livelingua.com

modification

Go through the above drill again, this time with the teacher giving the first part and the students giving the second part.

model

Hake o-gué ma hĩna pe nde-ṙatá.	Look out, your fire is going out.

give the opposites

1. Hendy porã ma pe nde-ṙatá.
   Háke, o-gué ma hĩna pe nde-ṙatá.

2. Iñ-akỹ porã ma pe nde-aó.
   Háke, i-kã ma hĩna pe nde-aó.

3. Ḥakù porã ma pe nde-ṙembi-'ú.
   Háke, ho'usã ma hĩna pe nde-rembi-'ú.

4. Ḥenyhẽ porã ma pe nde-kambuxí.
   Háke, nandí ma hĩna pe nde-kambuxí.

model

E-mbyendý pe nde-ṙatá, háke o-gué ma hĩna.	Feed your fire, (lit. make it flame) it about to go out.

transformation

1. Ḥendy porã maˆpa xe-ṙatá?
   E-mbyendý pe nde-ṙatá, háke o-gué ma hĩna.

2. Iñ-akỹ porã maˆpa pe xe-aó?
   E-mbyakỹ pe nde-aó, háke i-kã ma hĩna.

3. Ḥakù porã maˆpa pe nde-ṙembi-'ú?

4. Ḥenyhẽ porã maˆpa pe nde-kambuxí.

Hosted for free on livelingua.com

Model

Re-mboguatà-kuaá rỗ, ai-poruká ta ndé-ve la xe-coche.	If you know how to drive I'll lend you my car.

substitution

Mboguatá, camion	Re-mboguatá-kuaá rỗ, ai-poruká ta ndé-ve la xe-camión.
Mbopotĩ, mboká	Re-mbopotĩ-kuaá rỗ, ai-poruká ta ndé-ve la xe-mboká.
Mbopu, mbaraká	Re-mbopu-kuaá rỗ ai-poruká ta ndé-ve la xe-mbaraká.

model

Mokõi-vé va ro-mbopotĩ la korapý.	Both of us clean the yard.

substitution

Mokõi-vé va	Mokõi-vé va ro-mbopotĩ la korapý.
Mbohapy-vé va	Mbohapy-vé va ro-mbopotĩ la korapý.
Lo cuatro-vé va	Lo cuatro-vé va ro-mbopotĩ la korapý.
Lo seis-vé va	Lo seis-vé va ro-mbopotĩ la korapý.
Entero-vé va	Entero-vé va ro-mbopotĩ la korapý.

substitution

Mbopù-kuaá, mbaraká	Mokõi-vé va ro-mbopù-kuaá la mbaraká.
Mboguatà-kuaá, coche	Mokõi-vé va ro-mboguatà-kuaá la coche.
Mbojahú, lo mitã	Mokõi-vé va ro-mbojahú lo mitã.
Mbongora, huerta	Mokõi-vé va ro-mbongora la huerta.

Hosted for free on livelingua.com

REINFORCEMENT STAGE

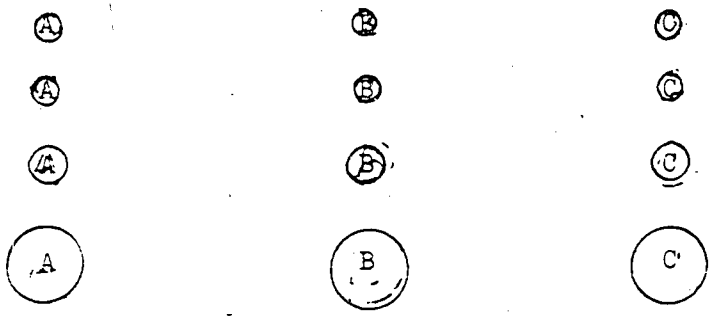
Games and Contests

1. Añetéˆpa tẽraˆpa Japú?

   1. Japon-pe ndaˆipori 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 ndaˆipori 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-kuàa-sé rõ guarani, re-studià va.erã chino.
   14. Re-ho-sé rõ Paraguái-pe, re-ñe'ẽ-kuaà va.erã ingleś 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-ñorairõ hĩna Rusia ndi.
   18. Paraguái-pe ndˆo-hóˆi va gueteri voluntario araka'e-vé.
   19. Paraguái ndˆogue-rekóˆi gueteri avión.
   20. Mava-vé ndˆo-ñe'ẽˆi ava-ñe'ẽ Paraguái-pe.

2. Data Gathering Relay

Hosted for free on livelingua.com



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, mãva-ndi^pa o-karú ta ko'ẽro.

B: Mãva-ndi^pa re-karú ta ko'ẽro?

C: Ko'ẽro a-karú ta peteĩ kuñataĩ ndi.

A: Mba'é^pa he-'í ra.è?

B: He-'í kurì ko'ẽro o-karú ta-há peteĩ kuñataĩ ndi.

Hosted for free on livelingua.com

Preguntas

(en posesión de 'A')

E-porandú xu-pe:

1. Moõ^pa o-mba.apó?
2. Mãva-ndi^pa o-karú ta ko'ẽro?
3. Mba'é ixa^pa ñéra?
4. Mba'é ixa^pa ñéra i-sý ha i-túva.
5. Mba'é^pa oj-apó hĩna ko'ãga?
6. O-scrivì-kuaá ma^pa?
7. Mba'é^pa oi-kotevẽ?
8. Ikatú^pa ña-ñe'ẽ inglés clase-pe?
9. Moõ-gui^pa oú ra.è hĩna kuehé?
10. Mba'é^pa oj-àpo-sé ko'ãga-ité?
11. O-hendú^pa la xé ha'é va?
12. Mãva-ndi^pa o-hó ra.è la baile há-pe?
13. Ikatú^pa a-ñẽ'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 ndi^o-jerúky-sé^i María-ndi?
17. [illegible]^pa kumandá Paraguái-pe?
18. Ndi^o-ho mo'ã^i^pa domingo misa há-pe?
19. Ikatú^pa j[illegible]hugá pelota biblioteca-pe?
20. Ña-ñe'ẽ va.erã^pa inglés tẽra ruso clase-pe?

Hosted for free on livelingua.com

Respuestas

(o afirmaciones en poder de 'C')

1. A-mba.apó peteĩ Universidad-pe.
2. Ko'ẽro a-karú ta peteĩ kuñataĩ-ndi.
3. Xé xe-ř̊éra _____ _____ _____
4. Xé-sý ř̊éra Marta ha xe-rú Cesar.
5. Ko'ãga a-ñe'ẽ hĩna guaraní.
6. A-scrivì-kuaá ma.
7. Ai-kotevẽ peteĩ coche ha plata.
8. Heẽ, ikatú pe-ñe'ẽ inglés clase-pe.
9. Kuehé a-jú kurì hĩna óga-gui.
10. A-sẽ-sé ha a-hàru-sé.
11. Nd̂a-henúî la he-'í va.
12. Mãva-vé ndi.
13. Ikatú. Xé aveí a-ñẽ'e-sé hendivé.
14. Nahãniri. Ko pyharé a-cenà va.erã Ro-a-ndi.
15. A-hã ta Paraguái-pe febrero-pe.
16. Mãvâ pa he-'í, nd̂a-jerèy-séî-ha María-ndi?
17. O-î kumandá Paraguái-pe.
18. A-há ta domingo misa há-pe.
19. Nahãniri. Pelota ja-hugà va.erã cancha-pe.
20. Ña-ñe'ẽ va erà ruso.

Hosted for free on livelingua.com

La meta del juego es ver que trio ha logrado más rapidamente 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 ésta es y debe ser una actividad totalmente hablada.

Al final el maestro hará las comprobaciones correspondientes y anunciara el equipo ganador.

Juan O-hó Kurî 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 kurî Nueva York-pe.
Estudiante 1: Moõ^pa o-karú ra.è Juan?
Estudiante 2: Juan o-karú kurî Nueva York-pe.
Estudiante 3: Moõ^pa o-leé ra.è Juan?
Estudiante 4: Juan o-leé kurî Nueva York-pe.
Estudiante 5: Mba'é^pa o-leé ra.è Juan?
Estudiante 1: Juan o-leé kurî guaranî 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.

Hosted for free on livelingua.com

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-ñe'e guaraní.
5. Ikatú pe-hugá á-pe.
6. Ikatú pe-studi^.
7. Ikatú pe-pe[illegible]ndú [illegible] ag[illegible]pa ague-reko.
8. Ikatú pe-je[illegible]ký clase-pe.
9. Ikatú pe-nó clase ní-pe.
10. Ikatú pe-escriví 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-[illegible]-hugá?
Maestro: Ndaha'e[illegible] Nd^ikatú^i pe-hugá.
Estudiante 2: Ikatú^pa pe-ne'e guaraní?
Maestro: Ndaha'e[illegible] nd^ikatú^i pe-ne'e guaraní.
Estudiante 3: Ikatú^pa [illegible] pe-karú?
Maestro: Aja, ikatú pe-nó pe-karú.

Note que el estudiante número 3 ha hecho una suposición correcta. Ahora quedan 9 más, y la misión seguirá hasta que los 10 puntos hayan sido adivinados. Luego se verá que equipo ha logrado mayor puntaje.

Una variación de la misma puede ser hecha usando el negativo. Por ejemplo: Nd^ikatú^i^pa pe-karú^, etc.

Hosted for free on livelingua.com

REVIEW STAGE

Listening in

A. A-ñe'ẽ-se mĩ kuña-karaí Lobo-ndi?

B. Mba'é?

A. Ikatúˆpa a-ñẽ'e kuña-karaí Lobo-ndi?

B. Mãva-ndi?

A. Kuña karaí Lobo-ndi?

B. Ikatú, ikatú. Mba'é guiˆpiko ndˆikatù mo'áˆi?

A. A-gradecé ndé-ve.

Listening for study

A. Ikatúˆpa ro-ñẽ'e mĩ karaí Gomez ndi?

B. A-porandú ta xu-pé. Karaí Gomez ko'ã norteamericanos o-ñẽ'e-sé nde-ndivé.

A. Xe-ndivéˆpa? Xé ndˆa-ñẽ'e-séˆi hè-ndive kuéra.

B. Pe-hendúˆpa ra.è? Ndˆo-ñẽ'e-séˆi pende-ndivé. Mba'éˆpa pe-kuàa-sé.

A. Roi-kuàa-sé ikatúˆpa ro-hùga mĩ pelota i-cancha-pe.

Listening in

A. Mba'é ixaˆpa Carlos?

B. I-porã-nte. Ha ndé?

A. I-porã-nte aveí. Moõˆpa re-hó hĩna?

B. Xé aj-ú hĩna óga gui.

Hosted for free on livelingua.com

REVIEW STAGE

Supplementary Practice

Mba'é, nde^gustá^pa la t̃embi-'ú?	Well, do you like the food?
Hêe, o-cosinà-hé la nde-r̃embirekó.	Yes, your wife cooks deliciously.

Mba'é^pa rej-apò va.erã re-ñe'è-kuaà porã-se vé ramo karai-ne'ẽ?

Mba'é^pa aj-apò va.erã a-ne'è-kuaà porà-se vé ramo karaî-ne'ẽ?

Mba'é^pa oj-apò va.erã o-ne'è-kuaà porà-se vé ramo karaî-ne'ẽ?

Mba'é^pa roj-apò va.erã ro-ne'è-kuaà porã-se vé ramo karaî-ne'ẽ?

Mba'é^pa jaj-apò va.erã ña-ne'è-kuaà porã-se vé ramo karaî-ne'ẽ?

Mba'é^pa pej-apò va.erã pe-ne'è-kuaà porã-se vé ramo karaî-ne'ẽ?

Mba'é^pa rej-apó hína pe cosina-me?

Ai-pirá hína mandi'ó.	(peel)
Ai-pirá hína pápa.	
Ai-pirá hína jetý.	
A-mbo'í hína sevói.	(slice, dice)
A-mbo'í hína so'ó.	
A-mbomimói hína mandi'ó.	(cook)
A-mbojý hína kamby.	
A-mbomimói hína kumandá.	
A-mbomimói hína avatí.	
A-mbojý hína xe-r̃emi-'ú rã.	

Hosted for free on livelingua.com

A-mbixý hĩna jetý. (fry; roast)

A-mbixý hĩna mandi'ó.

A-mbixý hĩna so'ó.

A-mbomimõi hĩna mandi'ó. (boil)

A-mbomimõi hĩna kumandá.

A-mbomimõi hĩna sapallo.

A-mbomimõi hĩna pápa.

Mba'é^pa re-je-serví 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 mimõi?

Pegue-rekó^pa lócro?

Pegue-rekó^pa tallarín?

Pegue-rekó^pa arrós seco?

Mba'é^pa re-je-serví ta?

Pegue-rekó^pa vorí vorí?

Pegue-rekó^pa avatí porotó?

Pegue-rekó^pa mbaipý he'ẽ?

Pegue-rekó^pa so ' josopý?

Pegue-rekó^pa pirá?

Pegue-rekó^pa mbusiá?

Hosted for free on livelingua.com

Pegue-rekó^pa cocído hũ ?

Pegue-rekó^pa saporó ?

Pegue-rekó^pa rorà kambý ?

Pegue-rekó^pa ryguasù ka'ẽ ?

Pegue-rekó^pa puchéro ?

Mba'é^pa re-je-serví ta postre rã ramo ?

Oĩ^pa kesù eíra re ?

Oĩ^pa eìra hũ ?

Oĩ^pa paková ?

Oĩ^pa naránja ?

Oĩ^pa merõ ?

Oĩ^pa vudín ?

Mba'é yvá^pa regue-rekó ?

Oĩ sandiá.

Oĩ merõ.

Oĩ naránja.

Oĩ paková.

Oĩ mángo.

Oĩ úva.

Oĩ arasá.

Oĩ durásno

Oĩ grãifu.

Hosted for free on livelingua.com

Mba'é^pa oj-apó hĩna ?

O-jonéi hĩna tembi-purú.

O-mbo-potĩ hĩna cocinã.

O-cocinã hĩna.

O-karú hĩna.

O-[illegible]aná hĩna.

O-merendá hĩna.

O-rambosá hĩna.

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^hé^i ko tembi-'ú.
Mba'é^pa ogue-rekó ?

Re-cocinã nã-kuaá^pa ?
A-cocinã vaí vaí.

Ha hé^pa ko tembi-'ú !
Mava^pa o-cocinã ra.è ?
María o-cocinã kurî.

Xó a-karu-sé ma.
Ti ma^pa la tembi-'ú ?

Mba'évy año^pa ogue-rekó ?
Kuehé a-mbotý 23.

Mãva gui^pa no-'á ibilletéra.
Xe-he gui ho-'á kurî kuehé.
Mãva gui^pa oka.ý ipláta aveí.
Mãva-ré 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 billetera.
Yo lo perdi ayer.
De quien se ha perdido tambien el dinero. De nadie.

Hosted for free on livelingua.com

A. Mba'épa péva ?

B. Xé ndaipuãi kuaá'i.

A. Nde-hermanopa oi-kuaá ?

B. Nanãniri, ha'é ndoi-kuaá'i aveí.

A. Mba'épa peẽ-pe-stùdia-sé ?

B. Ha'é a-stùdia-sé karai-ñe'ẽ.ha xé katu a-stùdia-sé guaraní.

A. Ha'é nde-'i ndé nderepe-stùdia-sé'i há mbà'e-vé.

B. Ha'é katu la nde-stùdia-sé'i va mbà'e-vé, ndaxé'i.

repetition - translation

Xé ndaipuã'i kuý.
Ndé nderegue-rú'i so'ó.
Ha'é ndogue-rú'i pan.
Nandé ndajague-rú'i asúkár.
Oré ndo'ogue-rú'i arró.
Peé ndaipegue-rú'i ka'á.

Xé ndaipei-potá'i pan.
Ndé nderei-potá'i kuý.
Ha'é ndoi-potá'i so'ó.
Nandé ndajai-potá'i arró.
Oré ndoiroi-potá'i ka'á.
Peẽ ndaipei-potá'i azúkár.

Xé naipuã-ñe'ẽ'i guaraní.
Ndé nderepe-ñe'ẽ'i inglés.
Ha'é ndoro-ñe'ẽ'i karai-ñe'ẽ.
Nandé ñaañe-ñe'ẽ'i alemán.
Oré ndoro-ñe'ẽ'i castellano.
Peẽ nderopa-ñe'ẽ'i francés.

I don't bring beef.
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 salt.
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 Guaraní.
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.

Hosted for free on livelingua.com

conversion (change to negative and vice versa)

a-karú -- nd^a-karú^i
a-studiá
a-hugá
a-leé
a-scrivi
a-ñe'ẽ
a-hexá
a-reró
ai-kó
ai-mẽ
a-mba.apó
a-joguá
a-vendé
ai-kuaá
a-ha.ar~
a-henõi
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 ?

Hosted for free on livelingua.com

variable slot substitution

guaranî	Paraguái-pe o-ñe-ñe'ẽ guaranî.
karaî-ñe'ẽ	Paraguái-pe o-ñe-ñe'ẽ karaî-ñe'ẽ.
o-ñe-ñotỹ trigo	Paraguái-pe o-ñe-ñotỹ trigo.
mandi'ó	Paraguái-pe o-ñe-ñotỹ mandi'ó.
o-jej-apó ñanduti	Paraguái-pe o-jej-apó ñanduti.
sombrero	Paraguái-pe o-jej-apó sombrero.

modification

Go through the above drill again, but substitute Alaska for Paraguái and make the verb negative.

guaranî — Alaska-pe nd^o-ñe-ñe'ẽ^i guaranî.
ETC.

patterned response (answer affirmatively or negatively)

1. Paraguái-pe^pa o-ñe-ñe'ẽ guaranî?
2. Alaska-pe^pa o-ñe-ñe'ẽ guaranî?
3. Paraguái-pe^pa o-ñe-ñotỹ mandi'ó?
4. Canada-pe^pa o-ñe-ñotỹ mandi'ó?
5. Paraguái-pe^pa o-jej-apó ñandutí?
6. Rusia-pe^pa o-jej-apó ñandutí?
7. Paraguái-pe^pa o-je-jukâ elefante?
8. Africa-pe^pa o-je-jukâ elefante?
ETC.

1. Ndé nde-plata-hetá, pero nde-xi'õ, ajé^pa?
2. Xú xe-plata-hetá, pero xe-tavý, ajé^pa?
3. Ha'é i-sogué, pero i-pojerá, ajé^pa?
4. Xe-sogué, pero xe-arandú, ajé^pa?
5. Nalda i-vaí, pero i-juký, ajé^pa?
6. Ha'é^pa i-mboriahú aveí?
7. Ha'é^pa i-sogué aveí?
8. Ha'é^pa iñ-arandú aveí?
9. Ha'é^pa i-plata-hetá aveí?
10. Ha'é^pa i-vaí aveí?
11. Ha'é^pa i-juký aveí?

Hosted for free on livelingua.com

12. Nde^pa nde^platà-hetá?
13. Nde^pa nde-porã?
14. Ha'é^pa i-vaí?
15. Peẽ^pa pende-arandu?

appropriate response

1. Moõ^pa o-ñe-ñe'ẽ inglés?
2. o-ñe-ñotý^pa mandi'ó nde-ṙetã-me?
3. Mba'é ixa^pa o-je-'é 'xe-ṙóga' inglés-pe?
4. Mba'é^pa pej-apó ta pe-hó riré ko'ã-gui?
5. Mba'é^pa rej-apó ra.è hĩna rej-ú mboyvé ko clase-pe?
6. Nde^pa nde-platà-hetá?
7. Mãva^pa i-mboriahú?
8. I-juký^pa pe kuñataĩ?
9. Mba'é ixa^pa o-je-'é 'iñ-aranduꞌ inglés-pe?
10. Moõ^pa o-ñe-ñe'ẽ ruso?
11. Mãva^pa oĩ Juan riré?

translation

1. Á-pe nd^o-ñe-ñotý^iri arros.	Rice isn't grown here.
2. Moõ^pa o-ñe-ñe'ẽ chino?	Where is Chinese spoken?
3. Ha'é ta ndé-ve a-ná mboyvé.	I'll tell you before I go.
4. Aj-apó ta a-harú riré.	I'll do it after I eat.
5. A-mugá ta a-studiá riré.	I'll play after I eat.
6. Nde nde-platà-hetá pero nde-xi'õ.	You're rich but stingy.
7. Xe-vaí pero xe-juký.	I'm ugly but nice.
8. Nde nd^a-nde-mboriahú^iri	You're not rich.
9. Ha'e 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 _____

Hosted for free on livelingua.com

appropriate response

1. Moõ^pa re-aprendé raka.e karaî-ñe'ẽ?
2. Mba'é hóra^pa re-páy ra.è?
3. Araka'é guive^pa re-ñepyrũ ra.è re-studiá la guaranî.
4. Pe-ñeñõ voí^pa ra.è angè pyharé?
5. Mba'é ixa^pa la re-je-ekivoká ra.è?
6. Mãva-pe^pa o-ñe-me'ẽ ra.è la carta?

listening in

A. Xé nd^a-pu'à-sé^i guèteri ha ya tarde ma?
B. E-pu'ã katú na, ja-studiá va.erã guaranî.

A. Mba'é re^pa re-pu'ã voî-eté?
B. Este diá a-me'ẽ va.erã peteî discurso guaranî-me.

A. Mba'ẽ ôra^pa re-pu'ã ta?
B. Las dies, pero a-studiá ta xe-rũpá-pe ko'ãga.

A. E-pu'ã, kuarahỹ yvaté ma.
B. Xé a-kè-se-vé guèteri, e-pu'ã na ndé.

A. E-mbogué 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-hẽndu mî. "A-pyká pukú kupé-pe a-puká pukú."
B. Èr-ë mî jevý.
A. "A-pyká pukú kupé-pe a-puká pukú."
B. Ikatú^pa èr-e mî jevý mbegué ... pukú mi-vé?
A. "A-pyká pukú kupé-pe a-puká pukú."
B. ... nd^a-ntendé^iri.
A. Mba'é^pa la nde^re-ntendé^i ...?
B. Nd^a-ntendé^i mba'e-vé.
A. Pe-hẽndu mî jevý.
Pe-mboty pende-resá ha pe-hẽndú jevý.
"A-pyká pukú kupé-pe a-puká pukú."

Hosted for free on livelingua.com

REVIEW STAGE

Translation	
Xé a-na-sé Paraguái-pe.	I want to go to Paraguay.
Ndé re-ho-sé Brasil-pe.	You want to go to Brazil.
ha'é o-ho-sé España-pe.	He wants to go to Spain.
Ñandé ja-ha-sé Francia-pe.	We (incl) want to go to France.
Oré ro-ho-sé Mehico-pe.	We (excl) want to go to Mexico.
Peẽ pe-ho-sé Perú.	You (pl) want to go to Peru.
Xé ai-potá nde re-hó xe-ndivé.	I want you to go with me.
Ndé rei-potá xé a-há nde-ndivé.	You want me to go with you.
ha'é oi-potá oré ro-hó hendivé.	He wants us to go with him.
Ñandé ja-potá ha'é o-hó ñande-ndivé.	We (incl) want him to go with us.
Oré roi-potá ndé re-hó ore-ndive.	We (excl) want you to go with us.
Peẽ pei-potá oré ro-hó pende-ndive.	You (pl) want us to go with you.
Xé ikatú a-há nde-ndivé.	I can go with you.
Ndé ikatú re-hó xe-ndivé.	You can go with me.
ha'é ikatú o-hó hendivé.	He can go with him.
Ñandé ikatú ja-há hendive kuéra.	We can go with them.
Oré ikatú ro-hó pende-ndivé.	We can go with you.
Peẽ ikatú pe-hó ore-ndivé.	You can go with us
Xé aj-ú centro gui.	I come from town.
Ndé rej-ú escuela gui.	You come from school.
ha'é o-ú Paraguáy gui.	He comes from Asuncion.
Ñandé jaj-ú reunion-há gui.	We come from the meeting.
Oré roj-ú Norteamérica gui.	We come from North America.
Peẽ pej-ú centro gui.	You all come from town.

Hosted for free on livelingua.com

Listening in

A. Mĩ^pa nĩna nde-ʔúí?
B. Mą^o-ʔ^i nĩna. O-hó ma.
A. Moõ^pa o-ho ru.õ?
B. A-analisiá pereĩ karaí ʔóga-pe.
A. Mava ʔóga-pe^pa?
B. Nd^ai-kuaá^i. Nda^xe-mandu'a^i.

A. Mdé^pa re-studia-sé?
B. mõo, xé a-studia-sé.
A. Mdé^pa rei-gotá xé a-studiá nde-ndivé?
B. Hõe, ai-gotá nde re-studiá xe-naivé.
A. Ja-ná ja-studiá.

A. A-ná ta ma.
B. Moõ^piko re-hó ta?
A. Xé a-ná misa há-pe.
B. Mãva-nai?
A. Xe-amigo-ndi. Xé aj-apura hĩna.

A. Moõ^iko re-hó ta.
B. A-há ta centro-pe.
A. Na upéi?
B. Na upéi katú la reunion ná-pe.

A. Mba'é pej-apó nĩna?
B. Né^pa? Mbà'e-vé.
A. Ja-há reunion há-pe.
B. Moõ^pa oi-ko la reunión?
A. Centro-pe. Ja-há pó.
B. Né apyta-sé ko á-pe.

A. A-há ta ma xe-amiga.
B. Mamõ-iko re-hó ta?
A. Misa ná-pe. Na upéi Rosa ʔóga-pe.
B. Avá-nai?
A. Xe-amiga-ma .
B. Ja-ná ono-n.ivé.

A. Mdé nde-pra'à retá ha nde-xi'ê.
B. Mamãniri. Xé xe-mboriahú.
A. Na na'é^pa i-mboriahú aveí?
B. Mamãniri. Na'é nda^i-mooriahú^iri.

Hosted for free on livelingua.com

Listening in

A. Mba^pe-studiá^i^pa nĩna ko'ãga?
B. Mañmiri. Ha'ẽ kuéra nd^o-studia-sé^i ko'ãga-ité.
A. O-ruga-sé pelota katú.

Supplementary Practice

(reflexive)

Nd^o-je-kuáa^i á-gui.
O-ñe-xyt̃ i-kuã-me.

No se ve desde aquí.
He cut his finger. (Se cortó el dedo.)

Mberú o-je-juká Fli-pe.
A-ñe-monde pya'e kurì.
Nd^o-jej-apó^i pé ixa.
Re-ñe-nendyva'ó ma^pa?
O-ñe-vendé hepý.
A-ná ta a-jepohéi.
A-je-serví na.
Pé ixa nd^o-je-'é^i.
A-ñe-mondé.
Re-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. (Sírvase)
Así no se dice.
I get dressed.
You get dressed.
He gets dressed.
We get dressed.
We get dressed.
You get dressed.

(vé - more)

Nda^xe-piata-vé^i ma.
Nd^a-ñe'ẽ mo'ã-vé^i ma.
O-je-servì-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

Ña-moĩ ñandé ñai-mẽ há Paraguái-pe.
Xé ha na'é roj-ú amó gui.
Peẽ pej-ú ko'á gui.

Hosted for free on livelingua.com

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 tẽrá amó gui?
4. Oré roj-ú amó gui, ajé^pa?

listening in

A. Moõ gui^pa pej-ú?
B. Roj-ú céntro gui.
A. Ha moõ^páko pe-hó ta?
B. Ro-hó ta xe-róga-pe.
A. Xé a-pytá ta á-pe.

A. David rú^pa o-ú Perú gui?
B. Nahãniri. 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.	I come from North America.
Ha'é o-ú upé gui aveí.	He comes from there too.
Ndé nde^rej-ú^i upé gui.	You don't come from there.
Carlos nd^o-ú^i Perú gui, o-ú Paraguái gui.	Carlos doesn't come from Perú, He comes from Paraguay.
Nd^o-ú^i^pa upé gui?	Doesn't he come from here?
Mãva^pa o-ú ra.è Lúque gui?	Who came from Luque?
Araka'é^pa re-sẽ ta ko'á gui?	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.

Hosted for free on livelingua.com

Learned questions and answers

Mba'é^pa rej-aj̃ó ta re-pu'ã riré?	What will you do after you get up?
a. A-ñemũ porã ta, ha a-mb̃opotĩ ta xe-rẽ.	I will take a good bath and brush (clean) my teeth.
b. A-mo-hendyva'ó ta, ha a-mboveŕá ta xe-sapatú.	I will shave and shine my shoes.
c. A-ñakã-ky'ó ta, ha a-hendú ta radio.	I will wash my hair and listen to the radio.
d. A-ho-mbaé^ta, ha a-sẽ ta a-guatá.	I will get dressed and go for a walk.
e. A-ramosá ta, ha a-heñói ta la xe-chica-pe.	I will eat breakfast and call my girl friend.
f. A-há ta a-mba.apó.	I will go to work.
g. A-ñe-pyrũ ta a-mba.apó.	I will begin to work.
Mba'é^pa rej-apó re-ĩna?	What are you doing?
a. A-hendú rádio a-ñe-hendyva'ó aj̃á.	I am listening to the radio while I shave.
b. Mbà'e-vé, ne'ĩra guèteri a-pu'ã tupá gui.	Nothing, I haven't gotten out of bed yet.
c. A-moĩ porã a-ĩna la ñandé-ŕupá.	I am making our beds.
d. Ai-pysó a-ĩna la ñandé-savaná.	I am ironing our sheets.
e. A-heká a-ĩna xe-reló. Ai-kuaà-sé mba'è óra^pa hĩna.	I am looking for my watch. I want to know what time it is.

Hosted for free on livelingua.com

going to bed

1.	a.	Ña-ñeñõ py. Ko'ẽro 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-hendù-sé radio.	Let's 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-ropeh.i ma^pa?	Right now. Are you sleepy?
4.	a.	Mba'é re^pa re-ñeñõ ma?	Why have you gone to bed already?
	b.	Xe-kane'õ-etereí este diá.	Because I'm very tired today.
5.	a.	Pedro! Re-ké ma^pa?	Pete! Are you asleep?
	b.	Nahãniri. 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-há.aro mi-vé na, a-hèndu-sé raẽ peteĩ mba'é.	Let's wait a little while longer. I want to hear something first.
7.	a.	E-kiriri py, nd^ikatú^i ningo a-ké nde-hegui.	Be quiet. I can't sleep because of you.
	b.	Xé nd^a-ke-sé^i guèteri, ha mãva ndi^pa a-ñe'ẽ ta nd^a-ñe'ẽ^i rõ.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.	Ha xé aveí. Moõ^pa oi-mẽ la ñande-frasáda?	Me too. Where is our blanket?

Hosted for free on livelingua.com

[illegible]

[illegible]

[illegible]

[illegible]

Hosted for free on livelingua.com

lexical change

1. Ko kambuxi ĥenyhẽ-terei..
   Ha e-mbonandi na.

2. Ko t̃embi'ú haku-etereí.
   Ha e-mboĥo'ysã na.

3. Ko t̃embi'ú ĥo'ysã-itereí.
   Ha e-mbyakú na.

4. Ko'ã aó i-kã-itereí.
   Ha e-mbyakỹ na.

5. Ko'ã aó iñ-akỹ-itereí.
   Ha e-mbokã na.

appropriate response

1. Re-mbopu-kuaá^pa mbaraká?

2. Arê ma^pa nde^re-mbopu-vé^i hagué?

3. Mãva^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-mbohàsa mĩ pe lápis?

8. I-katu^pa re-mbohàsa mĩ 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. Mãva^pa nde^mboú ra.è?

12. Mba'é re^pa nde^re-mboí^i nde-ra'ý Clu: 4-C-pe?

13. Re-mboguatà-kuaá^pa camión?

14. Mãva^pa o-mboguatà-kuaá-põra-vé, ndé^pa tẽra^pa nde-ĥembirekó?

15. Ndé^pa re-mboguatá va.ekue nde-ĥú-coche?

Hosted for free on livelingua.com

REVIEW STAGE

Supplementary Practice

A.	Araka'é guive^pa re-ĩ ko'á-pe ?	Since when are you here ?
B.	Kuehé guive-nte.	Just since yesterday.
A.	Araka'é pevè^pa re-ĩ ta ko'á-pe?	Until when will you be here ?
B.	ko'ẽro 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.	Moõ pevè^pa ja-iá ta ?	How far (up to where) will we go ?
B.	Ja-há ta Paraguaỹ pevè.	We'll go as far as Asunción.
A.	Moõ guive^pa ja-leè va.erã ko livro?	Up to where are we supposed to read this book ?
B.	Ko'á guive ko'á pevè.	From here to here.
A.	O-nacé guive o-manó pevè i-mboriahú.	From the time he was born until he died he was poor.
B.	Ké aveí ko'ãga pevè xe-mboriahú.	I also have been poor until now.
A.	Mba'é ixa^pa reỹ-ú ra.è norte-américa gui.	How did you come from the United States ?
B.	Miami guive Brasil peve aỹ-ú avión-pe ha upéi aỹ-ú camión-pe.	I came from Miami to Brazil by plane and from there in a bus.
A.	A-stùdia-vé guive a-ñe'è-kuaa-vé.	Since I began to study more I speak better.
B.	Araka'é pevè^pa re-studiè va.erã?	Until when do you have to study ?

Hosted for free on livelingua.com

[illegible]

¡Gracias, nd^a-je-servi mo'à-vé^i mo mba' -vé	Thanks, I won't make any more.

[illegible]

n-je-servi-vé ta so'ó.
[illegible]
[illegible]

Nd^a-je-servi mo'à-vé^i ma.
Nde^re-je-servi mo'à-vé^i ma.
Nda^pe-je-servi mo'à-vé^i ma.

[illegible]

I-porã ma. Ho'ã va-nte.	I've had enough.

Substitution

Nde^re-je-servi-vé^i ma^pa kesú?
Ndé^re-je-servi-vé^i ma^pa paková?
Nde^re-je-servi-vé^i ma^pa kumandá?

Diálogo

A. Nde^re-je-servi mo'à-vé^i ma^pa?

B. ¡Gracias, nd^a-je-servi mo'à-vé^i ma.

A. Ha ndé?

B. Ho'ã va nte. I-porã ma. Agradecé ndé-ve.

Hosted for free on livelingua.com

dialog

A. Ha nde-rembirekó? Moõ^pa oi-mé?	And your wife, where is she?
B. Nd^ai-kuaá^i.	I don't know.
A. Ha'é nda^hesãi^ri, aé^pa?	She's not well, is she?
B. Ahãniri. Hesãi. Pero i-kerana-mĩ-nte.	On the contrary, she's well, she's just a sleepyhead.

listening in

A. Mba'é^pa la o-falta va hĩna ndé-ve?
B. Xé-ve nd^o-falta^i hĩna mba'e-vé.

models for activity

1. A. Mba'é^pa rei-kuàa-sé xe-negui?
   B. Ai-kuàa-sé moõ^pa 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 hĩna 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 hĩna ko'ãga?
B. Ndó^ro-studiá^i hĩna.
B. Ndó^ro-studia-sé^i ko'ãga-ité.

Hosted for free on livelingua.com

[illegible]	[illegible]

[illegible]

[illegible]	Nîvu^pa o-mbopotî la kiraŋý, kié^pa [illegible] nde-pembireko?
[illegible]	Nîvu^pa o-mbopotî la kuý, kié^pa tupi^a nde-pembireko?
[illegible]	Nîvu^pa o-mbopotî la sorina, kié^pa [illegible] nde-pembireko?
[illegible]	Nîvu^pa o-mbopotî la mitu, kié^pa ivira^pa nde-pembireko?

Model

o-mbomýy ta ma i-memby-pe ko'ãga.	She is going to wake her baby up right away.

Substitution

o-mbomýy	O-mbomýy ta ma i-memby-pe ko'ãga.
o-mbomo'ó (verb., ayudar)	O-mbomo'ó ta ma i-memby-pe ko'ãga.
o-mbombytá	O-mbombytá ta ma i-memby-pe ko'ãga.

Transformation

1. [illegible]-páy ma^pa Pedro ?
   Ne'ĩra güèteri, pero a-mombay ta ma ko'ãga.

2. O-po'ó ma^pa la nde-memby ?
   Ne'ĩra güèteri, pero a-mombo'ó ta ma ko'ãga.

3. [illegible]-po'ó ma la ramón ?
   [illegible] güèteri, pero a-mombytá ta ma ko'ãga.

Hosted for free on livelingua.com

appropriate response

1. Mãva^pa o-mboguata-kuaá coche ?
2. Ndé^pa tẽra^pa nde-ṕembirekó o-johéi la ṫembipurú?
3. Mãva mãva^pa o-lee-kuaá inglés ko'á-pe ?
4. Mãva^pa o-mbopotĩ ta ko clase ?
5. Mãva^pa o-ú ta ko'ẽro clase-pe ?
6. Mãva mãva^pa pe-hó ta Paraguái-pe ?
7. Mãva mãva^pa pei-ké va.ekué universidad-pe ?
8. Ndé^pa tẽra^pa nde-ṕembirekó o-moĩ la tupá ?
9. Ndé^pa tẽra 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 rõ, anike re-mbovera-vé un lado pe otro gui.

dialog

1. Jaj-apo-pá py.
2. Anĩ na rej-apura tĩ.
1. Pero, ej-apó pya'e-vé na.
2. Ja-há 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.

Hosted for free on livelingua.com

Unit Eight

CORE STAGE

Cycle 1

Manipulation Phase

model

Roj-ú ko'á-pe ro-mba.apó hagüã	We came here to work.

TO THE STUDENT: hagüã means 'in order to'; 'to'; 'para'; explaining the reason for doing something.

substitution

ro-mba.apó	Roj-ú ko'á-pe ro-mba.apò hagüã.
ro-aprendé...guaraní	Roj-ú ko'á-pe ro-aprende hàgua guaraní.
ro-ganá.. hetà platá	Roj-ú ko'á-pe ro-gana haguà hetà platá.
roi-pytyvò ..Carlos-pe	Roj-ú ko'á-pe roi-pytyvo hagua Carlos-pe.
roi-kó...pende-apyte-pe	Roj-ú ko'á-pe roi-ko hagua pende-apyté-pe.

integration

Teacher: Aj-ú Paragaýi-pe. A-aprendé guarani.

Repeat: ---------

Integrate: Aj-ú Paraguái-pe a-aprende haguà guarani

Teacher. Ai-kové A-karú.

Teacher: Ja-ké. Ja-pytu'ú.

Teacher: Ro-mba.apó. Ro-gana hetà platá.

model

A-studiá guaraní ikatú hagüã ixa á-mba.apo pòra-vé.	I study Guarani so as to be able to work better.

TO THE STUDENT: hagüà ixa means 'so as to'; 'como para'.

Hosted for free on livelingua.com

integration

Teacher: A-studiá guaraní. Ikatú a-mba.apo pòra-vé.

Repeat: ---------

Integrate: A-studiá guaraní ikatù haĝuã ixa a-mba.apo pòra-vé.

Teacher: Ai-ké Cuerpo de Paz-pe. Ikatu a-servì pòra-vé xe-retã-me.

Repeat: ---------

Integrate: Ai-ké Cuerpo de Paz-pe ikatù haĝuã ixa a-servì pòra-vé xe-retã-me.

Teacher: A-ĩ ko nde-retã-me. Ikatú poi pytyvô.

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 haĝuã ixa plata.
2.	Trabajo para ganar dinero.	A-mba.apó a-ganà haĝuã plata.
3.	Estudio como para aprender mejor.	A-studiá a-aprendè pòra-vé haĝuã ixa.
4.	Estudio para aprender mejor.	A-studiá a-aprendè pòra-vé haĝuã.
5.	Entré en el Cuerpo de Paz como para poder enseñar inglés.	Ai-ké Cuerpo de Paz-pe ikatù haĝuã ixa a-mbo'é inglés.
6.	Entré en el Cuerpo de Paz para poder venir acá.	Ai-ké Cuerpo de Paz-pe ikatu haĝuã aj-ú ko'á-pe.

listening for comprehension

Napoleón oi-ke-sé la Cuerpo de Paz-pe o-kañy haĝuã he-mendá gui.

Merón katú oi-ke-sé la Cuerpo de Paz-pe o-hekà haĝuã hembi-rekorã.

Ké katú ai-ke-sé Cuerpo de Paz-pe ikatù haĝuà ixa ai-pytyvô la xe-retã-me.

Hosted for free on livelingua.com

appropriate response

1. Mbaerã^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. Mbaerã^pa ndé re-ho-sé Paraguái-pe?

ETC.

model

He-'í xé-ve a-scrivì hagüã en seguida.	He told me to write at once.

TO THE STUDENT: contrast:

He-'í xé-ve a-scrivì ta há.	He says to me that I will write.
He-'í xé-ve a-scrivì hagüã.	He says for me to write.

substitution

a-scriví	He-'í xé-ve a-scrivì hagüã en seguida.
aj-ù jevý	He-'í xé-ve aj-ù jevỳ hagüã en seguida.
a-sẽ jevý	He-'í xé-ve a-sẽ jevỳ hagüã en seguida,
a-karú	He-'í xé-ve a-karù hagüã en seguida.

Hosted for free on livelingua.com

conversion

Teacher: Ndé rej-ù jevý ta en seguida.

Student: He-'í ndé-ve rej-ù jevỳ hagüã en seguida.

Teacher: Carlos o-hò jevý ta en seguida.

Student: He-'í Carlos-pe o-hò jevỳ hagüã 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'éˆiko he-'iuká ndé-ve.	What did he write you? (Qué le mandó decir?)
B.	He-'iuká xé-ve aj-ú jevỳ hagüã en seguida.	He wrote for me to return at once. (Me mandó decir que vuelva en seguida.)

TO THE STUDENT: he-'iuka 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-ŕú gui.

B. Ha mba'éˆiko he-'iuká ndé-ve.

A. He-'iuká xé-ve aj-ù jevỳ hagüã en seguida.

Hosted for free on livelingua.com

appropriate response

1. ¿He-recivíˆpa ra.è carta ndé-chica gui kueré?

2. Mba'éˆpa he-'iuká ndé-ve?

translation.

1.	Ya me dijo que fuera.	He-'í ma ré-vé a-hà haguà.
2.	Qué cosa necesito para hacerlo?	Mba'éˆpa ai-kotevè aj-apò haguà?
3.	Quién le dijo que lo hiciera?	Mávaˆpa he-'í ra.e rej-apò haguã?
4.	Le diré a Carlos que venga.	Ha-'é ta Carlos-pe o-ù haguã.
5.	Le dijé a Pedro que te escribiera.	Ha-'é kúrì Pedro-pe o-scrivì haguã ndé-ve.
6.	Dígale que venga a hablarme para que yo sepa que hacer.	Er-é xu-pe to-ù to-ñe'ë xe-ndivé ai-kuaà haguã mba'éˆpa.oj-apó ta.
7.	Qué ómnibus puedo tomar para llegar a Encarnación?	Mba'é camión-pa aj-agarrá valerã a-hà haguã Encarnación-pe?
8.	Qué se necesita para entrar en ese colegio?	Mba'éˆpa o-ñe-kotevé o-jei-kè haguã upe colegio-pe?
9.	Viene para ver que estamos haciendo.	O-ú o-hexà haguà mba'éˆpa jaj-apó ñaîna.
10.	Va al Brasil para trabajar.	O-hó Brasil-pe o-mba.apò haguã.
11.	Para decirle éso he venido.	Ha-'è haguã ndé-ve upeva aj-ú.
12.	Venimos para comer.	Roj-ú ro-karù haguã.
13.	Te manda decir que vayas.	He-'í ka ndé-ve rej-ù haguã.
14.	Le diré que venga a comer.	Ha-'é ta xu-pé o-ù haguã o-karú.
15.	Para hacer eso no necesitas mucho dinero.	O-jej-apò haguã upeva ndˆo-ñe-kotevêˆiri hetà platá.
16.	Vendré temprano para poder terminarlo hoy.	Áj-u voí ta jaj-apo pá haguá esta diá.

Hosted for free on livelingua.com

17.	Quiero que me des el dinero para comprar el coche.	Aí-potá re-me'ẽ xé-ve la plata a-joguà hagüã la coche.
18.	Si es para prestarlo a otro no te lo daré.	Rei-porouká hagüã ramo otro-pe ndâ-me'ẽ mo'ãî ndé-ve.

questions

1. Mba'éîpa o-ñe-kotevẽ o-jej-apò hagüã puchero?
2. Mba'éîpa o-ñe-kotevẽ o-jei-kè hagüã Cuerpo de Paz-pe?
3. Mba'é-ñe'ẽîpa re-ñe'ẽ va.erã re-hò hagüã Paraguái-pe?
4. Mba'è mba'éîpa o-ñe-kotevẽ o-jej-apò hagüã so'ó a-pu'a?
5. Mba'éîpa aj-apò va.erã a-ñe'ẽ-kuaà hagüã inglés?
6. Mba'éîpa roj-apò va.erã ro-ñemitỹ pòra-vé hagüã?
7. Mba'éîpa roj-apò va.erã ro-jùka-pá hagüã la microvio kuéra?
8. Mãvaîpeîpa ro-porandù va.erã roi-kuaà hagüã moõîpa ikatú ro-conseguí la crédito?

Cycle 2

Manipulation Phase

model

Mba'é rãîpa re-studiá re-ĩna guaranĩ?	Why are you studying Guarani?

dialog

A. Mba'é rãîpa re-studiá re-ĩna guaranĩ?

B. Ikatũ hagüã ixa a-ñe-mongeta pende-ndivé.

A. Ha mba'é reîpa re-ñe-mongeta-sé ore-ndive?

B. A-hexauka-sé peẽ-me heta mba'é.

Hosted for free on livelingua.com

diálog

A. Mba'é gui^pa pe-studiá pe-îna guarani ?

B. Ro-ñe-mongeta-sé gui pendé-ndive.

A. Ha mba'é rã^pa pe-ñe-mongeta-sé ore-ndive ?

B. Ro-hexauká haĝuá peé-me hetà mba'é.

TO THE STUDENT: 1. You can observe the difference in the above two dialogs between mba'é gui^pa 'because of what ?' and mba'e rã^pa 'for what reason , 'with what goal in mind ?'

2. The progressive aspect marker hîna occurs optionally in the following forms:

O-studiá hîna	He's studying
A-studiá a-îna	I'm studying
Re-studiá re-îna	You're studying
Ro-studiá ro-îna	We're studying
Ja-studiá ña-îna	We're studying
Pe-studiá pe-îna	You're studying
O-studiã hîna hikuái	They're studying

Note that except for 3rd person, the stem -îna 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 hîna.	--Mba'é ?	A-karú a-îna.
Re-karú hîna.	--Mba'é ?	Re-karú re-îna.
Ro-karú hîna.	--Mba'é ?	Ro-karú ro-îna.
Ja-karú hîna.	--Mba'é ?	Ja-karú ña-îna.
Pe-karú hîna.	--Mba'é ?	Pe-karú pe-îna.

dialog

A. Mba'é^piko o-jehú ndé-ve, xe-amigo ?	Que te pasa ?
B. A-kañy ningo a-îna.	I'm hiding, can't you see.

Hosted for free on livelingua.com

patterned response

A-kañỹ ningo a-ĩna. Ha ha'é ?

Ha ha'é ningo o-kañỹ hĩna aveí.

Ha peẽ ?

Ha ñandé ?

ETC.

dialog

A. Moõ^iko rei-mẽ re-ĩna ra.è xe-amiga ?

B. A-rambosá kurì a-ĩna xe-r̊óga-pe.

patterned response

1.	Xé^pa a-jepohéi a-ĩna ?	Nahãniri, nde^re-jepohéi^ri re-ĩna.
2.	Nandé^pa ja-purahéi ña-ĩna ?	Nahãniri, nda^ja-purahéi^ri ña-ĩna.
3.	O-mba.apó^pa Carlos ha Gladys ?	Nahãniri, nd^o-mba.apó^i hikuái.

integration

1.	Ai-potá xe-saco + a-sẽ oká-pe.	I want my coat + I go outside.

repeat: ------

integrate: Ai-potá xe-saco a-sẽ hagüã oká-pe.

2.	Ña-mba.apò va.erã + ñai-mẽ oñe-ndive.	We must work + we are together.

repeat: ------

integrate: Ña-mba.apò va.erã ñai-mẽ hagüã oñe-ndive.

Hosted for free on livelingua.com

3. Hetá re-guata va.erã + re-sẽ amõ gui.

repeat: --------

integrate: Re-guata va.erã re-sẽ hagũã amõ gui.

You have to walk a long way + you get out from there.

4. Hetá pe-guata va.erã + pe-guahẽ upé-pe.

repeat: --------

integrate: Hetá pe-guata va.erã pe-guahẽ hagũã upé-pe.

You have to walk a long way + you are there.

5. Ro-jú ma + ro-mba.apó.

repeat: --------

integrate: Ro-jú ma ro-mba.apó hagũã.

We already came + we work.

6. Araka'e-vé nda^xe-mandu'á^i + ague-ru.

repeat: ---------

integrate: Araka'e-vé nda^xe-mandu'á^i ague-rù hagũã.

I never remember + I bring it.

7. O-kyhyjé + o-sẽ.

repeat: --------

integrate: O-kyhyjé o-sẽ hagũã.

She's afraid - she goes out.

sample responses

A-aprendé hagũã-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)

Hosted for free on livelingua.com

Use Phase

appropriate response

1. Mba'e rã^pa rej-apó re-ĩna upéva ?
2. Mba'e rã^pa pej-ú ra.è Paraguái-pe ?
3. Mba'e rã^pa re-aprende-sé guaranĩ ?

   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 mése ma^pa rej-ú hàgué ko'á-pe.

dialog

> A. O-ú ma^piko ra.è la nde-ŕú ?
> B. Hẽe, pero o-sẽ jevý ma.
> A. Aje'í ma^pa o-sẽ hagué ?
> B. Nahãniri, ange-té-nte.
> A. Ha moõ^piko o-hó ra.è ?
> B. Nd^a-ikuaá^i.
> A. Ha mba'é-pe^pa o-hó ra.è ?
> B. A-malisiá yvý rupi ...

Hosted for free on livelingua.com

Cycle 3

Manipulation Phase

model

Ai-kuaá rei-kuàa há.	I know that you know.

TO THE STUDENT: The há is a CONNECTIVE which ti[illegible] 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-malíciá. Re-ñe'è-kuaá guaraní-me.

Repeat: ----------

Integrate: A-malíciá re-ñe'è-kuàa há guaraní-me.

Teacher: Ai-kuaá. María oi-mè i-kotý-pe.

Repeat: ----------

Integrate: Ai-kuaá María oi-mè há i-kotý-pe.

Teacher: A-hexá. Ha'é o-studiá hína.

Repeat: ----------

Integrate: A-hexá ha'é o-studià há hína.

Teacher: Nd^a-roviá^i. Ha'é ikatú oj-apó.

Repeat: ----------

Integrate: Nd^a-roviá^i ha'é ikatù há oj-apó.

Hosted for free on livelingua.com

Teacher: Ña-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-hó ta há Méhico-pe.

A. Ha mba'e-vé^pa?

B. A-hendú aveĩ re-serví ta há peteĩ 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'ã^pa xé ra.e?
5. Mba'é^pa Carlos he-'í xe-rehe?
6. Mba'é^pa o-jè-'ê Carlos re?

Hosted for free on livelingua.com

Cycle

Manipulation Phase

mo el

Ai-kuaá rei-kuaá hagué.	I know you knew.

TO THE STUDENT: contrast:

Ai-kuaá re-kuàa há.	I know you know.
Ai-kuaá rei-kuàa hagué.	I know you knew

Integration

Teacher: Ai-kuaá. Rei-kuaá.

Repeat: ----------

Integrate: Ai-kuaá rei-kuàa hagué.

Teacher: Ai-kuaá. Rei-mè nde-kotý-pe.

Repeat: ----------

Integrate: Ai-kuaá rei-mè hagué nde-kotý-pe

Teacher: A-hendú. Re-hó Bolivia-pe.

Repeat: ----------

Integrate: A-hendú re-hò hagué Bolivia-pe.

dialog

A. Mba'é^pa rei-kuaá xe-hegui?

B. A-hendú re-hõ hagué Méhico-pe.

A. Ha mba'e-vé^pa?

B. Ha re-scrivì hagué petei livro upé-pe

Hosted for free on livelingua.com

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'ẽro.
   Mba'é? Xé katú ha-'é o-mano ma hague kuehé.

2. Xé a-hendú ha'é o-hò ta há ko'ẽro.
   Mba'é? Xé katu a-hendú o-hó hague kuehé.

3. Xé ai-kuaá karaí 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'ẽro.
   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 tẽra^pa i-vaí?
   ETC.

Use Phase

listening for comprehension

Ko'ẽro o-ú ta peteĩ karaí 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.

Hosted for free on livelingua.com

appropriate response

1. Mba'éˆpa ha-'é ra.è peè-me?
2. Xéˆpa ha-'é ra.è o-ù ta há peteĩ kuñù-karaí?
3. Ha-'éˆpa ra.è o-ú ma hague karaí Lopez
ETC.

listening for comprehension

Kueĥé o-ú kurĩ peteĩ karaí ñera va Garcia Lopez. Ha'é o-mba'apó ya.ekúe voluntario kuéra-ndi Concepcion-pe.

appropriate response

1. Mba'éˆpa ha-'é ra.è peê-me?
2. Xéˆpa ha-'é ra.è o-ú hague peteĩ-Concepcion-pe guá voluntarro?
ETC.

translation

1.	I know it's you.	Ai-kuaá ndé ha.
2.	I know you know.	Ai-kuaá rei-kuàa 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-kuàa-há.
6.	He doesn't know we are going.	Ndˆoi-kuaáˆi jà-ha há.

modification

Do the above translation exercise as fast as you can, but put it in past context. (Use hagué instead of há)

Hosted for free on livelingua.com

Cycle 5

Manipulation Phase

model answers

1.	Aje'í ma o-sẽ̀ 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-sẽ̀ hagué.	He left 2 hors 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'é^pa o-sè ra.è?
2. Aje'í ma^pa la o-sẽ̀ hagué?

dialog

A. Araka'é^piko ndé re-guahẽ̀ ra.è Paraguái-pe?

B. Oj-apó mes y medio-nte a-guahẽ̀ hagué.

A. Nde-aré ta^pa ko'á-pe.

B. A-pytá ta dos año.

appropriate response

1. Oj-apó año y medio-nte o-guahẽ̀ hagué upe voluntario Paraguái-pe, ajé^pa?
2. Mboý año^pa o-pytá ta ha'é?

Hosted for free on livelingua.com

Use Phase

Listening for comprehension

Aj-apó dos años rupi la aj-ú hagué ko'á-pe a-mba.apò hagua, ha un año ma la o-sè hagué xe-hermano.

appropriate response

Araka'é pa aj-ú raka.e ko'á-pe?

Ktaeré pa aj-ú raka.e?

Oi-ké pa xe-ndivé la xe-hermano?

Etc.

contrast

Aje'í ma o-sè hagué.	He left a while ago.
O-sè ramo-ité. (or o-sè ramo)	He just left.
Ange-té-nte o-sè 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'í is relatively farther in the past--half an hour or so.

Listening for comprehension

Ña-mo' Pedro o-se ramo-ité hagué, ha María katu aje'í ma.o-sè hagué. Ké katú oj-apó dos hora aj-ú hagué.

Hosted for free on livelingua.com

appropriate response

1. Màva xé ha-'é ò-sè ramo-ite hagué?

2. Ha màva xé ha-'é aje'í ma o-sè hagué?

3. Ha-'é pa raè aj-ú ramo-ite hagué?

ETC.

Hosted for free on livelingua.com

Cycle

Manipulation Phase

model 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 he does
4	Ha'é oj-apo hagué ixa	Like he did
5	Pee pei-poré 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-scrivi-ra.è'?	How did you write it ?

Cycle 7

Manipulation Phase

model

A. Mba'è àpo há pa nde-ru ?	What does your father do ?
B. Ha'é aò-vènde há	He sells clothes.

Hosted for free on livelingua.com

lexical substitution

Aò vènde há	Pe karaí peva ku aò-vènde há.
Aò-àpo há	Pe karaí peva ku aò-àpo há.
Kurè-jùka há	Pe karaí peva ku kurè-kùka há.

Use Phase

appropriate response

1. Mba'è àpo há^pa ndé ?
2. Mba'è àpo há^pa nde-ř́ú ?
3. Ha nde-sý́ ?
4. Ndé^pa kurè-jùka há ?

Cycle 8

model

A.	Moõ^pa re-hó re-îna ?	Where are you going ?
B.	A-há a-îna xe-ř́ú 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.

Hosted for free on livelingua.com

Substitution

-mba apó	a-há a-ina xe-rú o-mba apó há-pe
-pytu'u	a-há a-ina xe-rú o-pytu'u há-pe
-karú	a-há a-ina xe-rú o-karú há-pe
-ka'é	a-há a-ina xe-rú o-ka'é há-pe

Model

A-há a-ina xe-rú o-mba apó hagué-pe	I'm going to where my father used to work

Is the subject: Contrast:

A-há xe-rú o-mba apó há-pe	I go to where my father works
A-há xe-rú o-mba apo ha há-pe	I go to where my father will work
A-há xe-rú o-mba apo hagué-pe	I 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-mba apó hina. Aj-ú a-ina amo gui
   Aj-ú a-ina xe-rú o-mba apo há gui
2. Xe-rú o-mba apo vakué. Aj-ú a-ina amo gui
   Aj-ú a-ina xe-rú o-mba apò hagué gui.
3. Xe-hermano o-karú A-há amõ
4. Xe-hermano o-mba apó. Oré ro-se amõ gui.
5. Ndé re-karú vakue. Ha'é o-hó amo g̃oto.
6. Carlos o-studiá vakue Ha'é o-ú amo gui.

Hosted for free on livelingua.com

dialog

A.	O-ñe-mondó ma^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

TO THE STUDENT:
Note that the reflexive form is used where English would use the passive.
Other examples:

Mba'é ixa^pa o-ñe-mbo'é ?	How is it taught ?
Mba'é ixa^pa o-jej-apó vakue ?	How was it made ?
Màva-pe^pa o-ñe-me'ẽ ra.è la carta ?	Who was the letter given to ?
Nd^o-me'ẽ^i àvavé-pe.	It wasn't given to anyone.
Nd^o-ñe-multa^i guèteri mavavé-pe.	No one has been fined yet.
O-ñe-vende-pá ma umiva umí livro.	All the books have been sold.

translation

1.	Has the radiogram been sent off?	O-ne-mondo ma^pa ra.è la radiograma ?
2.	All sorts (entero-ité) of things are sold.	O-ne-vendé entero-ité mba'é.
3.	How is bread made around here ?	Mba'é ixa^pa o-jej-apó pan ko'á rupi ?
4.	No one has been killed yet and no one has been hurt yet either.	Nda^i-pori guèteri la o-je-juká va ha nda^i-pori guèteri la o-jej-apí va aveí.
5.	Who was the letter written to ?	Màva-pe^pa o-je-scriví ra.è la carta ?

dialog

A.	Araka'é^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.

Hosted for free on livelingua.com

TO THE STUDENT:

Compare:

1. Yré ma o-ke-firma kugué
2. Yma ma i-ke-firma nagué

ma indicates a time in the fairly recent past - may be hours, days, weeks or months.

mí indicates a more remote time in the past - weeks, years, even centuries.

Model

Al-kuaaukú ta xu-pé nde há.	I will let him know it is you.

TO THE STUDENT: the suffix ukú (or its free alternant kú) indicates 'have someone VERB' or 'cause someone to VERB'.

Compare:

Al-kuá	I know
Al-kuaaukú xu-pé	I cause him to know (I inform or notify him)

Other examples:

A-rexá	I see it
A-nexaukú xu-pe	I show it to him (cause him to see it)
Ague-rahá ta	I'll bring it
Ague-rahaukú ta	I'll have someone bring it
Aj-apó ta peteí camisá	I'll make a shirt
Aj-apoukú ta peteí camisá	I'll have a shirt made
Al-purú ta	I'll use it
Al-puruká ta	I'll loan it (have someone use it)

Hosted for free on livelingua.com

Conversion

Ai-kuaá	Ai-kuaauká
Ai-pytyvò	Ai-pytyvoukú
A-mboú (bring)	A-mbouká
Ha-'é	Ha-'euká
A-jerurê	A-jerureuká
A-pàga-pá	A-pagauka-pá
A-henói	A-henoiuká
A-scriví	A-scriviuká
Agùe-ru-pá (bring)	Ague-ruka-pá

Dialog

A. Mba'é^pa rei-potá ?

B. Ei-porùka mi na xé-ve la nde-coche.

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-jerureuká Stroessner-pe ?
6. Mba'é^pa pei-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 hagùa nde-retà-me ?
9. Rei-potá^pa a-mbyendyuká pe tataincy ?
10. E-hexaukà mi xé-ve umi kuatiá.

Hosted for free on livelingua.com

Cycle 10

model

E-hexàuka mí xé-ve la a-joguà va.erã.	Show me what I should buy.

TO THE STUDENT:
Contrast, observing the function of va :

a.	La a-joguà va.erã	What I should buy
b.	La a-joguá ta va	What I will buy
c.	La a-joguí va a-îna	What I am buying
d.	La a-joguà va.ekué	What I bought

va serves to form noun clauses. Varã (or va.erá) and vakue (or va.ekué) are made up of va plus a rã or kue to indicate 'purpose' or 'past'.

model

E-hexàuka mí xé-ve la kure o-joguá va.ekué.	Show me the pig which he bought.

TO THE STUDENT:
Contrast, observing the function of va:

a.	La kuré a-joguà va.erá	The pig that (or which) I should buy
b.	La kuré a-joguà ta va	The pig that I will buy
c.	La kuré a-joguà va a-îna	The pig that I am buying
d.	La kuré a-joguà vakué	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.

Hosted for free on livelingua.com

translation

Mba'é^pa rei-potá	What do you want ?
Mba'é^pa la rei-potá va ?	What is it that you want ?
Mba'é^pa er-é ?	What do you say ?
Mba'é^pa la er-é va ?	What is it that you say ?
Mba'é^pa he-'i-sé ?	What does he want to say ?
Mba'é^pa la he-'i-sé va ?	What is it that he wants to say ?
Mba'é^pa re-porandú re-ína ?	What are you asking ?
Mba'é^pa la re-porandú va re-ína?	What is it you are asking ?
Kóva^pa re-joguá-hína ?	Are you buying this ?
Kóva^pa la re-joguá va hína ?	Is this what you are buying ?
Kóva^pa re-joguá ta ?	Will you buy this ?
Kóva^pa lá re-joguá ta va ?	Is this what you will buy ?
Kóva^pa re-joguá ra.è ?	Did you buy this ?
Kóva^pa la re-joguá vakue ra.è ?	Is this what you bought ?
Kóva^pa re-joguá va.erà ?	Should you buy this ?
Kóva^pa la re-joguá va.erà ?	Is this what you should buy ?

Hosted for free on livelingua.com

Variation

A-jóguá kurî ko kurá centro-pe.
Kóva la kurá a-jóguà va.ekué kurî dentro-pe.

A-jóguá ta pe mbaraká.
Póva la mbaraká a-jóguá ta va.

A-jóguà va.erà amô coche.
Kóva lá coche á-jóguá va.erá.

A-rahauká kurî umî kuatiá.
Póva la kuatiá a-rahauká va.ekué kurî.

A-vende-sé pe cavajú.
Póva pe cavajú la a-vende-sé va.

Ai-potá umôva.
Umôva la ai-potá va .

...

Patterned response

Rei-potá^pa ko lápis ?
Rei-potá^pa ko livro ?

_____ pe _____ ?

_____ pe _____ ?

Mahâniri. Póva la ai-potá va.
_____ Póva la ai-potá va.

_____ Kóva _____.

_____ Kóva _____.

Rei-potá^pa la xe-tio-livro ?

_____ la xe-lápis ?

_____ la xe-hermano-camisá ?

_____ la kóva ko sapatú ?

_____ la pe mesa póva ?

Mahâniri. Amô va la ai-potá va.

_____ _____

_____ _____

_____ _____

_____ _____

Hosted for free on livelingua.com

models

1.	Opá a-hexá va.	Everything that I see.
2.	Opá ikatú 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-îna ?	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 ?	Mãva^pa la re-hèxa-sé va ?
6.	Which one is it you want to hear?	Mãva^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'ẽ 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-îna amõ xe-mba'é.	That pig which you see there is mine.

Hosted for free on livelingua.com

A.

A. Mávа mba'é^pa umíva ?

B. Pe kuñé re-hexá va re-ína amõ xe-mba'é.

Model

Upé kuimba'é o-sò ramo-ité va petei monda há.	The man who just left is a thief.

Appropriate question (Use a va clause to ask the question)

a. ...a'é xe-tió.
b. ...e-mba'é.
c. A-jóguá kurì mercado-gui.
d. ...gue-rú kurì mercado-gui.

ETC.

translation

a. The boy who killed that snake (mbói) is my friend. — Upè mitâ o-jukà vakué pe mbói, xe-amigo.

b. A volunteer named Tomas did it. — Petei voluntario ñéra va Tomás oj-apó kurì.

c. Doña Olga who you met yesterday wants to talk with you. — Na Olga, ku kuñà-karaí re-jo-topá vakué-ndi kuehé, o-ñe'e-sé nde-ndive.

d. What's the name of the girl I'm supposed to call tomorrow ? — Mba'é ixa^pa ñéra la kunataí a-henõi va.erà ko'ẽro?

e. Tell me the road which I should follow to get to Itapu'amí. — Èr-e mi xé-vẹ la tape a-segi va.erà a-guahè haguâ Itapu'amí-me.

appropriate response

1. Paraguái^pa la ẽtã rei-kuaà pòra-vé va ?
2. Mba'é livro la nde^gusta-vé va ?
ETC.

Hosted for free on livelingua.com

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-sè pe-studia há gui.
3.	He came to where we were working.	O-ú kurì ro-mbà.apo há-pe.
4.	Whose present work place did you go to?	Màva mbà.apo há-pe re-hó ra.è?
5.	Whose former work place did you go to?	Màva 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-së ta?
2. Moò ẍoto^pa ro-guatá ro-ina?
3. Moô^pa a-hà va.erà?

4. Moô^pa re-hó re-ĩna?
5. Re-ho^pa re-ìna peteĩ baile há-pe?
6. Mãva^pa o-ke-sé peteĩ ryguasu-ke há-pe?
7. Re-karu-sé^pa peteĩ kuré o-karù há-pe?
8. Re-mba.apo-sé^pa la xe-rú o-mbà.apo há-pe?
9. Péva^pa peteĩ monda-há?
10. Mba'é.apo há^pa péva?

dialog

A-juhu xu-pe o-karú hina.	Le encontré comiendo.
Moò^piko?	Dónde
Pe calle-pe a-ĩ hagué-pe hina.	Allí en la calle donde estuve.

Hosted for free on livelingua.com

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-ñepỹru há hóra ma.	It's time for us to begin.
A-pỹtu'u 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 studiá; mba.apó; á; ho; ñepyrũ; pytu'ũ.

dialog

A. Nde-ñembyahýi^pa?

B. Hẽe, ja-karu há hóra ma.

A. Ja-há py ja-karú.

Hosted for free on livelingua.com

dialog

A. Nde-ropehýi pa?

B. Hée, ha-ñeno há hóra ma.

A. Ja-há py ja-ké

dialog

A. Nde-xane'ò pa?

B. Hee, ja-pytu'u há hóra ma?

A. Ja-há py ja-pytu'ú.

Cycle 13

model

O-i postre rà. There is [something for] dessert.

TO THE STUDENT: The same suffix rã, also found in varà and (with modified shape) in haguà is used with nouns to indicate 'proposed use or purpose'. Rà may sometimes be translated 'for' in English or 'para' in Spanish. Other examples indicate its meaning:

mẽna husband
menarà fiancé ; husband to be

tembi-reko wife
tembi-rekora fiancée

maestra teacher
maestrarã teacher to be

Hosted for free on livelingua.com

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.	Hetá xe-ṙembi-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-he-vendé kurĩ xe-ṙogakué.	My former house was sold.

model

Mãva mba'ekué^pa ko livro?	Whose book did this used to be?

Hosted for free on livelingua.com

dialog

A. Màva mba'ekué^pa ko livro?

B. Péva xe-mba'ekué.

translation

1.	Whose book did that used to be?	Màva mba ekué^pa pe livro?
2.	Whose house did that used to be?	Mava mba'ekué^pa pe óga?
3.	Whose car is this?	Màva 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 mesá nde-mba'ekué.
7.	That is my ex-wife.	Péva xe-rembi-řek^kué.
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:	Xé a-studiá a-ína doctorà ha xe-hermana Josefina o-studiá hina enfermerara.	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 ingenierorà, 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
Angela, Carlos rembi-reko, o-preparà hina la tembi-'urà.	Angela is preparing [what will be] the meal

Hosted for free on livelingua.com

appropriate response

1. Mãva oj-apó hĩna ĥogarã?
2. Oj-apóˆpa Carlos xe-ŕogarã?
3. Ndéˆpa rej-apó re-ĩna nde-ŕogarã?
4. Mãva oj-apo-sé xe-ŕogarã?
5. Mãva o-prepará hĩna Carlos-pe ĥembi-'urã?
6. Carlosˆpa o-prepará hĩna ĥembi-'urã?
7. Ñandé ndaˆjaj-apóˆi ña-ĩna ñande-ŕogarã, ajéˆpa?
8. Ndéˆpa rej-apo-sé nde-ŕogarà?
9. Ndéˆpa rej-apo-sé xe-ŕogarã?

Cycle 15

contrast

Ko mitã mba'e rã.	It is for this boy. (It is to be his property.)
Ko mitã-me guarã.	It is for this boy. (It is meant for his use.)

TO THE STUDENT: Note the difference:

i-mba'e rã?	What will be his...
ixu-pe guarã?	What is made or intended for him

Both translate 'for him' but the distinction can be seen in the more literal translation.

dialog

A. Mãva-pe guarãˆpa ko torta?	Who is this cake meant for?
B. Pe mitã-me guarã.	It's for that boy.

Hosted for free on livelingua.com

dialog

A. Mãva mba'e rã^pa ko juguete?	Who is this toy for?
B. Pe mitã mba'e rã.	It's for that boy.

appropriate response

1. Mãva-pe guarã^pa ko regalo?
2. Mãva mba'e rã^pa ko óga?
3. Xé-ve mba'e rã^pa umî livro?
4. Xé-ve guarã^pa umî livro?
5. Mba'é^pa xé ikatú aj-apó ndé-ve guarã?
6. Rei-potá^pa a-heja la pan jagua kuéra-pe guarã?

model

O-jej-apo-pá ta ma nde-r̊oga rã ko'ẽro guarã.	Your house will be finished for tomorrow.

substitution

1. O-jej-apo-pá ta ma ndé r̊oga rã ko'èro guarã.
2. O-jej-apo-pá ta ma nde-r̊oga rã este diá guarã.
3. O-jej-apo-pá ta ma nde-r̊oga rã ko'ẽ ambuero guarã.
4. O-jej-apo-pá ta ma nde-r̊oga rã pe semana o-ú va-pe guarã.
5. O-jej-apo-pá ta ma nde-r̊oga rã ko ka.aru-pe guarã.
6. O-jej-apo-pá ta ma nde-r̊oga rã ko pyharẽ-pe guarã.
7. O-jej-apo-pá ta ma nde-r̊oga rã pe 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-r̊oga rã.	By when will they finish your house?

Hosted for free on livelingua.com

question and answer drill

1. Araka'è guarã -jej-apo-pá ta la nde-roga rã?
2. Araka'e guarã -jej-apo-pá ta la nde-livro rã?

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 guarà.	Over there.

appropriate response

1. Rei-kuaa-pá^pa la leccion ko'ẽro guarã?
2. Mba'é^pa roj-apo va.erã ko'ẽro guarã?
3. Amõ guarã^pa ko mesá?
4. Moõ guarã^pa ko silla?
   ETC.

Hosted for free on livelingua.com

model

La gente kuéra ko'ãga guá o-mba.apo-vé la genta kuéra ymà guaré gui.	The people of today work more than people before.

TO THE STUDENT: contrast:

La gente kuéra ko'ãga guá	The people of today
La genta kuéra yma guaré	The people of before.
O-mbopotĩ ko'ẽro guarà	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 rà respectively to guá.

substitution

o-mba.apo-vé	La gente kuéra ko'àga guá o-mba.apo-vé la gente kuéra ymà guaré gui.
o-guata-vé	La gente kuéra ko'àga guá o-guata-vé la gente kuéra ymà guaré gui.
o-pita-vé	La gente kuéra ko'àga guá o-pita-vé la gente kuéra yma guaré gui.
o-jeroky-vé	La gente kuéra ko'àga guá o-jeroky-vé la gente kuéra ymà guaré gui.

translation

1. Today's lesson is more difficult than yesterday's.	La leccion ko'àga 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'àga guá gui.

Hosted for free on livelingua.com

3. The Guarani of long ago was more beautiful than the Guarani of today.

La guaranî yma guaré i-põra-vé la guaranî ko'ãga guá gui.

4. The child (mitã) of yesterday is the youth (karia'ý) of today and the man of tomorrow.

Mitã kuehè guaré ko karia'ý ko'ãga guá, ha karaí ko'ẽro guarã.

appropriate response

1. Mãva^pa hasy-vé, la leccion ko'ãga guá, tẽra^pa la kuehè guaré?
2. Rei-potá^pa nda^hasy-vé^i la leccion ko'ẽro guarã la este diá guaré gui? ETC.

3. Re-pensá^pa o-dispura-kuaà ve ha atleta kuéra ko'ãga rupi guá gui? ETC. la atleta kuéra ko'ẽr guarã va la

---

Cycle 17

model

Aj-ú a-aprendé vo guaranî.	I came to learn Guarani.

TO THE STUDENT: contrast:

Aj-ú a-aprendé vo guaranî.	Vine a apren guaranî.
Aj-ú a-aprende hagüã guaranî.	Vine para apr ier guaranî.

Vo is used with the verb complement of the verbs há, 'go' and -ú, 'come' with almost the same meaning as hagüã. A-aprendé vo may be thought of as translating 'a aprender' and a-aprende hagüã as translating 'para aprender' in (a) and (b) above.

Hosted for free on livelingua.com

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. Mbaerã̂pa rej-ú Paraguái-pe?

B. Aj-ú a-aprendé vo guarani.

A. Te-re-aprendé pya'e-té.

paradigm

T-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.
peẽ	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)

Hosted for free on livelingua.com

model

Er-é xu-pé t-o-ú.	Tell him to come.

TO THE STUDENT: Contrast the following two common sturctures, both of which have the same translation.

Er-é xu-pé t-o-ú.

Er-é xu-pé o-ú hagüã. } Tell him to come

dialog

A. Te-re-hó José ẽndá-pe.

B. Ha mba'éˆikó rei-potá ha-'é xu-pé?

A. Er-é xu-pé t-o-ú.

appropriate response (use the DESIDERATIVE)

Mba'éˆpa rei-potá xé ha-'é Marta-pe?
Mba'éˆpa rei-potá Marta oj-apó?

ETC.

directed discourse

1. Er-é (ẽtéra)-pe t-o-ú nde-ẽndá-pe.
2. Er-é (ẽtéra)-pe t-o-hó María ndi.
3. Er-é (ẽtéra)-pe t-o-mba.apó xe-ndivé.
4. Er-é (ẽtéra)-pe t-o-sẽ ko'a gui.
   ETC.

Hosted for free on livelingua.com

model

Ta-nde-ko'ẽ porã.	Have a pleasant dawning. (good night)

TO THE STUDENT: Ko'ẽ is a Quality Verb. Other examples:

Ta-nde-rory	I hope you'll be happy.
Ta-pende-resà	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 ndâa-lee-se-véi ma. Xe-ropehýi ma.

B. Xé avei, a-há ma a-ké vo.

A. Ta-nde-ko'ẽ porã.

B. Gracias. Buenas noches. Ko'ẽro ja-jo-topâ jevý ta.

Hosted for free on livelingua.com

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-ína.	He says that you're studying.
b.	He-'í nde-rehe nde-vai há. [About you]	He said that you're ugly.

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 re-je-gusta há hese.	He can see that you are in love 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)	

Hosted for free on livelingua.com

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 iñ-arandu há.

model

Mba'éˆpako 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'éˆpako 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-ñaña há.	[About him] he said he is bad.

Hosted for free on livelingua.com

substitution

Tavý	hese katú he-'í i-tàvy há.
Tarová	hese katú he-'í i-maròva há.
Arandú	hese katú he-'í iñ-arandu há.
Ate'ỹ	hese katú he-'í iñ-atè'y há.

dialog

A. Mba'éˆpako 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 ndˆo-ntendéˆi há mbà'e-vé.

dialog

A. Polonio o-ñe'ẽ nde-rehe.

B. Ha mba'éˆiko 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'éˆpa he-'í María xe-rehe ?
2. A-me'ẽ rõ ndé-ve peteĩ regalo, mba'éˆpa er-é ne xe-rehe ?
3. Mãva reˆpa er-é i-vài há ?
4. Mba'é reˆpa er-é hese i-vài há ?
5. Araka'éˆpa er-é xe-rehe xe-arandu há ?
6. Richard Nixon i-platà hetá, ajéˆpa ?
   Er-é ne hese iñ-arandu há ?
   ETC.

Hosted for free on livelingua.com

Cycle 19

paradigm

REFLEXIVE	
A-je-hexá	I am seen
Re-je-hexá	You are seen
Ro-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, peẽ, 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 /	ro-ño-hendú

(ñandé. peẽ, ha'è kuéra)

Hosted for free on livelingua.com

model

Ja-jo-hexá ta ko'èro.	We will see each other tomorrow.

TO THE STUDENT: Notice that the reciprocal is formed by adding the prefix jo immediately before the verb root. Notice that it only occurs in the plural.

patterned response

T. Ro-jo-topá ta lunes entonces, ha peẽ ?
C. Ro-jo-topá ta lunes aveí.
T. Ha oré ?
T. Ha ha'è kuéra ?

model

Araka'éˆpiko ja-jo-topá ta ?	When will we meet ?

dialog

A. Araka'éˆpiko ja-jo-topá ta ?

B. Ja-jo-hexá ta ko'èro.

model

Ja-jo-topà jevý ta plasa rovái, entonces.	We'll meat (each other) again in front of the plaza.

substitution drill

1. Ja-jo-topà jevý ta plasa rovái, entonces.
   embajada kupé-pe (in front of)
   monumento yké re (behind) (beside)

Hosted for free on livelingua.com

model

Moõ^pa ja-jo-topà jevý ta entonce?	Where will we meet again then ?

model

Mba'é tekó^pa ja-jo-topá rõ lunes ferretería rovái ?	How about our meeting Monday in front of the hardware store ?

dialog

A. Moõ^pa ja-jo-topà jevý ta entonce ?

B. Ja-jo-topà jevý ta plaza rovái entonce.

A. Mba'é tekó^pa ja-jo-topá rõ lunes ferretería rovái?

Cycle 21

word study Observe the following uses of re/rehe

O-manó 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-moĩ tanimbú i-sýva re.	He puts ashes on his forehead.
O-jokuá ta yvyrá re.	I'll tie him to a tree.
O-nẽ hese kurú.	He has boils come out on him.
O-poñy yvy re.	It crawled along the ground.
O-popó yvyra ʼũnã re.	It jumped along the limb.
O-ñe-moosaramõ tapé re.	It was scattered up and down the road.
O-kañy^la xe-ʼũmba-jaguá tape re.	My dog got lost along the road.

Hosted for free on livelingua.com

O-ĩ peteĩ mancha pe trahe re.	There's a stain on that suit.
Cancer o-karú heté re.	Cancer eats through his body.
Ja-há hese.	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 rupi also is frequently translated por, or in English 'by', 'around'.

dialog

A.	Hasy-eté Daniel.	Daniel is very sick.
B.	Mba'éˆiko o-jehú xu-pe?	What happened to him ?
A.	Ho-'á hese rayo.	Lightning struck him.
B.	Moõˆiko ho-'á hese ?	Where did it strike him ?
A.	Iñ-akã re.	On his head.
B.	A-ñe-mbo'é 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 ndˆa-pena mo'ãˆi hese.	You guys go after him, I won't bother with him.

dialog

Mãva reheˆpa oj-apó hĩna upéva?	Who is he doing it for ?
Oj-apó i-sý re.	He's doing it for his mother.

model

O-pokoˆpa nde-rehe la mbyry'ái?	Does the heat affect (touch) you?

Hosted for free on livelingua.com

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-poyvy'ý ko silla re.	I touch (or feel) this chair.
A-mba.apó yvyrá re.	I work wood (I am a carpenter).
A-ma'ẽ nde-rehe.	I look at you.
A-maña nde-rehe.	I observe you.
Aj-apysaká nde-rehe.	I listen to you.
Xe-mandu'a nde-rehe.	I remember you.
A-pyrũ nde-rehe.	I step on you.
A-penó nde-rehe.	I worry about you.
Xe-angatá nde-rehe.	I worry about you.
A-ndyvu hová re.	I spit in his face.
A-jeruré nde-rehe.	I ask for you.
A-ñe'ẽ vaí nde-rehe.	I gossip about you.
A-ñe-mbohory nde-rehe.	I make fun of you.
Xe-pu'aká ta nde-rehe.	I'll triumph over you.
A-je-roviá nde-rehe.	I trust in you.
A-je-pokuaá ta nde-rehe.	I'll get used to you.
Oj-apo porã ta nde-rehe.	It will do you good.
O-menda vakué Josefina re.	He married Josefina.
Oi-kotevẽ i-sý re.	He needs his mother.

substitution

Mbyry'ái	O-pokóˆpa nde-rehe la mbyry'ái ?
Ro'ý (cold)	O-pokóˆpa nde-rehe la ro'ý ?
Àra vaí (bad weather)	O-pokóˆpa nde-rehe la àra vaí ?
Àra hakú (hot weather)	O-pokóˆpa nde-rehe la àra hakú ?

model

La àra hakú ndˆo-pokóˆi xe-rehe.	Hot weather doesn't affect me.

substitution

Àra hakú	La àra hakú ndˆo-pokóˆi xe-rehe.
Àra vaí	La àra vaí ndˆo-pokóˆi xe-rehe.
Ro'ý	La ro'ý ndˆo-pokóˆi xe-rehe.
Mbyry'ái	La mbyry'ái ndˆo-pokóˆi xe-rehe.

Hosted for free on livelingua.com

model

Ko'ẽro o-ñepyrũ ta o-mba.apó la yvý re.	Tomorrow he is going to begin working the land.

substitution

Ko'ẽro o-ñepyrũ ta o-mba.apó la yvý re.
Ko'ẽro o-ñepyrũ ta o-mba.apó la tapití re.
Ko'ẽro o-ñepyrũ ta o-mba.apó la ryguasú re.
Ko'ẽro o-ñepyrũ ta o-mba.apó la huerta re.

model

Araka'éˆpiko o-ñepyrũ ta o-mba.apó la yvy re?	When is he going to begin working the land?

dialog

A. Araka'éˆpiko o-ñepyrũ ta o-mba.apó la yvý re?

B. Ko'ẽro o-ñepyrũ ta o-mba.apó la yvý re.

model

Xé ryguasu kuéra ndˆo-kakuaà porãˆi.	My chickens aren't growing well.

model

Re-ñangareko porã va.erã la ryguasú re o-kakuaà porã hagũã.	You have to take good care of the chickens if you want them to grow fast.

Hosted for free on livelingua.com

substitution

Re-ñangareko porã va.erã la ryguasú re o-kakuaá porà hagüã.
Re-ñangareko porã va.erã la tapití re o-kakuaá porã hagüã.
Re-ñangareko porã va.erã la sandía re o-kakuaá porã hagüã.
Re-ñangareko porã va.erã la tomates re o-kakuaá porã hagüã.
Re-ñangareko porã va.erã la kuré re o-kakuaá porã hagüã.

dialog

A. Xe-ryguasu kuéra nd^o-kakuaá porã^i.	
B. Re-ñangareko porã va.erã la ryguasu kuéra re o-kakuaá porã hagüã.	

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'é gui^pa nde^rej-úi^i ra.è?	Why didn't you come?
B. Xe-ř asý gui.	Because I was sick.

3.

A. Mba'é gui^pa nde-ř asý?	What are you sick with?
B. Xe-pulmon gui. Xe-tuberculosis	Lung trouble. I have TB.

Hosted for free on livelingua.com

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-ĩna? Centro gui^pa?
2. Mba'é gui^pa nde^re-rú^i xe-livro?
3. Mba'é gui^pa nde-rasý? Nde-corazõ gui?
4. Mba'é gui^pa nde-resarái?
5. Mba'é gui^pa re-kyhyjé?
6. Mba'é gui^pa re-tĩ?

Hosted for free on livelingua.com

model

Xé-ve guarã i-pỏra-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-pỏra-vé ko koty.
2. Ha ndé-ve guarã.
3. Ha ixu-pé guarã.
4. Ha Pedro pe guarã.

model

Mãva la i-pỏra-vé va ko'ã koty gui?	Which of these rooms is the prettiest?

question and answer drill

Mãva^pa la i-tuja-vé va ko'ã silla gui?
Mãva^pa la ij-yvate-vé va ko'ã mesá gui?
Mãva^pa la i-pyahu-vé va ko'ã livro gui?
Mba'é gui^pa ja-kyhyje-vè 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 tẽra^pa angujá gui?
Mba'é gui^pa re-kyhyje-vé jaguareté gui^pa tẽra^pa aguara'í gui?
Mba'é gui^pa re-kyhyje-vé, cuartel gui^pa tẽra^pa Cuerpo de Paz gui?
Mba'é gui^pa o-kyhyje-vé lo mitã Paraguái-pe, ñe-mendá gui tẽra^pa cuartel gui?

Hosted for free on livelingua.com

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 anĩ o-ú ti.

substitution

o-ú	Er-é xu-pé t-o-ú'ỹ.
o-sẽ	Er-é xu-pé t-o-sẽ'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'é^pa ha-'è va.erã xu-pé.

B. Er-é xu-pé t-o-u'ỹ.

appropriate response

1. Mba'é^pa rei-potá ha-'é xu-pé?
2. Mba'ẽ^pa he-'í xu-pẽ?
   ETC.

Hosted for free on livelingua.com

Cycle 24

model

Re-me'ẽ'ỹ rõ xé-ve roiˆnupã ta.	If you don't give it to me I'll hit you.

substitution

Re-me'ẽ	Re-me'ẽ'ỹ rõ xé-ve roiˆnepã ta.
Rei-puruuka	Rei-puruuka'ỹ rõ xé-ve roiˆnupã ta.
Re-hexu ka'	Re-hexu ka'ỹ rõ xé-ve roiˆnupã ta.
Er-é	Er-e'ỹ rõ xé-ve roiˆnupã ta.
Re-mombe'u	Re-mombe'u'ỹ rõ xé-ve roiˆnupã ta.
Re-paga	Re-paga'ỹ rõ xé-ve roiˆnupã ta.

translation

Re-rregala'ỹ rõ xé-ve xe-poxý ta.	If you don't give it to me I'll be mad.
Re-puranei'ỹ rõ ko'ãga ro-nó ta.	If you don't sing now we will go.
Rej-apo'ỹ rõ la ha-'é va nãé-ve roi-nupã ta.	If you don't do what I tell you I'll hit you.

conversion

Re-paga rõ xé-ve ro-apresauka ta.	Re-paga'ỹ rõ xé-ve ro-apresauka ta.
Re-ñe'ẽ rõ he-ndivé i-poxý ta.	
Re-karú ta rõ te-re-ho.	
Rei-kuaá rõ la he-'í va e-kiriri.	

dialog

A. Ij-aphei-eté ko Lucio. Nd^ikatí^i a-studiá xu-gu..

B. E-pena'ỹ na hesé.

Hosted for free on livelingua.com

listening for comprehension

Ricardo: Ai-ke'ỹ ta rõ 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'ỹ ta rõ la guaraní mante.
Diego: Xé katu, a-ha'ỹ ta rõ 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'ỹ ta rõ la Cuerpo de Paz-pe?
3. Mba'é oj-apo'ỹ ta rõ mante^pa oi-ke-sé la Cuerpo de Paz-pe?
4. Moõ o-ho'ỹ ta rõ^pa Diego o-pytá ta-nte óga-pe o-studiá?

model

Cuerpo de Paz-pe oi-ké o-studia-se'ỹ 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'ỹ va.
o-mba.apo	Cuerpo de Paz-pe oi-ké o-mba.apo-se'ỹ va.
o-ño-rairõ	Cuerpo de Paz-pe oi-ké o-ño-rairõ-se'ỹ va.
o-mendá	Cuerpo de Paz-pe oi-ké o-menda-se'ỹ va.

translation

1.	Ei-ké cuartel-pe re-menda-se'ỹ rõ.	Join the Armed Services if you don't want to get married.
2.	he-'í he-'i-se'ỹ va.	He said what he didn't want to say.
3.	Á-pe oi-ké o-mba.apo-se'ỹ va-nte.	Those who don't want to work enter here.

Hosted for free on livelingua.com

completion

1. Xé a-há rɔ̀ ha'é o-vy'a ta
   Ndé re-nó rɔ̀ ha'é o-vy'á ta
   Ha xe-aha'ỹ rɔ̀ xatu ha'é o-vy'á ta.

2. Xé a-puranéi rɔ̀ ha'é o-puká ta
   Ndé re-puranéi rɔ̀ ha'é o-pukí ta
   Ha xé a-puranéi'ỹ rɔ̀ ha'é o-puká ta.

dialog

A. Mba'é^pa re-u' ta ha'é o-u'ỹ rɔ̀?

B. Ha'é o-u'ỹ rɔ̀ xé a-vy'á.

appropriate response

1. Mba'é^pa re-apó ta ha'é o-u'ỹ rɔ̀?
2. Mba'é^pa re-ê ... xé a-mbudia'ỹ rɔ̀?
   Etc.

model

A-ñongatú ta la ha-'u'ỹ va. ... save what I don't eat.

substitution

ha-'ú		A-ñongatú ta la ha-'u'ỹ va.
ai-purú		A-ñongatú ta la ai-puru'ỹ va.
a-mbombó	(toss out)	A-ñongatú ta la a-mbombo'ỹ va.
a-mẽ'ẽ		A-ñongatú ta la a-mẽ'ẽ'ỹ va.

Hosted for free on livelingua.com

model

O-guahẽ vové kurì, a-sẽ ma a-ĩna.	When he arrived, I was already leaving.

TO THE STUDENT: Vove is usually translated 'when'.

integration

1. O-guahẽ kurì. A-sẽ ma a-ĩna.
   O-guahẽ vové kurì, a-sẽ ma a-ĩna.
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-ve. Re-sẽ clase-gui.
6. A-hexá xu-pé. O-guatá hĩna banco rovái.

variable slot substitution

1. O-guahẽ vové a-sẽ ta a-guatá.
2. O-ú _____ _____.
3. _____ mboyvé _____.
4. _____ a-há ta a-mba.apó.
5. _____ vové _____.
6. _____ ma kurì ____.
7. _____a-ñepyrũ _____.
8. _____ a-studiá.
9. O-pu'ã _____.
10. _____ ta _____.
11. _____ rire _____.

Hosted for free on livelingua.com

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-kotevẽ va.	A-joguá la ai-kóteve'ỹ va.
6.	A-há ta la a-hà-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'ẽ ta ndé-ve la ha-'u'ỹ va.

Cycle 25

patterns for study

tymbá animal; pet
pe cavajú that horse
xe-rymbà-cavajú my horse
ñymbà-cavajú his horse

Hosted for free on livelingua.com

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-ỷymbà-cavajú (my pet horse)

not nde-mburika (my mule)

but nde-ỷymbà-mburiká (my pet mule)

not i-jaguá (his dog)

but ỷymbà-jaguá (his pet dog)

model

David-ỷymbà-jaguá^pa péva?	Is that Davids' dog?
Upé ixa hĩna. ỷymbà-jaguá.	Yes, it's his dog.

patterned response

Roberto-ỷymbà-jaguá^pa péva?	Upé ixa hĩna. ỷymbà-jaguá.
María-ỷymbà-cavajú^pa péva?	Upé ixa hĩna. ỷymbà-cavajú.
Nde-ỷymbà-cavajú^pa péva?	Upé ixa hĩna. Xe-ỷymbà-cavajú.
Nde-ỷymbà-mburiká^pa péva?	Upé ixa hĩna. Xe-ỷymbà-mburika.
Xe-ỷymbà-mburiká^pa amõva?	Upé ixa hĩna. Nde-ỷymbà-mburika.
Xe-ỷymbà-mbarakajá^pa amõva?	Upé ixa hĩna. Nde-ỷymbà-mbarakaja.
Pende-ỷymbà-mbarakajá^pa kóva?	Upé ixa hĩna. Oré-ỷymbà-mbarakaja.
Oré-ỷymbà-kuré^pa kóva?	Upé ixa hĩna. Pende-ỷymbà-kuré.
Nde-ỷymbá-vuey^pa kóva?	Upé ixa hĩna. Xe-ỷumbà-vuey.

Hosted for free on livelingua.com

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 ogue-reko peteĩ jaguá ha mokõi mbarakajá kuña.
La ỹmbà-jaguá ỹera Lassie ha la ỹmbà-mbarakaja kuéra katu peteĩ ỹera Chiquita ha la otro ỹera Mariquita.

Miguel, peteĩ Carlos vecino katu ogue-reko peteĩ rifle ha o-jaku-sé la Carlos ỹmbà-jaguá ha ỹmbà-mbarakaja kuéra-pe.

He-'ỉ Miguel: J-jaka ta pe Carlos ỹmba-jaguá. Ára ha ha pyharé o-ñorairõ umĩ mbarakajá-ndi, ha ndˆikatúˆi a-ké.

appropriate response

1. Mboy jaguáˆpa ogue-reko Carlos?
2. Mãva ỹmbà-jaguáˆpa ỹera Lassie?
3. Mba'é ixaˆpa ỹera la ỹmbà-mbarakaja kuéra?
4. Lassieˆpa peteĩ mbarakajá kuña?
5. Miguelˆpa Carlos-ỹmba?
6. Mba'éˆpa ogue-rekó Miguel?
7. Mba'éˆpa oj-apo-sé Miguel?
8. Miguelˆpa he-'í: "Xeˆgusta ko'ã Carlos ỹmba kuéra"?
9. Carlosˆpa o-ñarairõ Miguel-ndi ára ha pyharé?
10. Lassieˆpa ndˆikatúˆi o-ké Miguel gui?

Hosted for free on livelingua.com

Cycle

model

A. Mba'é ixa^pa rei-potá? Kambý re^pa tẽra^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-sẽ i-sý ñ i	he left (in company) with his mother.
ho-ú café kamby re	he takes coffee with milk

NOTE: re (rehe, or rehevé) indicates the thing included, accompanying, or taken care of. Other examples:

Ja-johói va.erã ñandé plato ỹ takú ha javon re.	We should wash our plate with hot water and soap.
O-kañy la plata re.	He escaped with the money.
Xe-rehavé ro-ĩ entre cuarto.	Including me there are four of us.
Oi-kó xe-rehevé.	He goes around looking after me.

substitution

bife, mandi'ó	Re-'u-se^pa bife mandi'ó re?
cocido, kambý	Re-'u-se^pa cocido kambý re?
'apple pie', kesú	Re-'u-se^pa 'apple pie' kesú re?
kaguijý, kambý	Re-'u-sa^pa kaguijý kambý re?
eíra, manduví	Re-'u-se^pa eí a manduví re?

translation

1. How would he like it?	Mba'é ixa^pa oi-potá?
2. Does he want it with sugar?	Oi-potá^pa asucá re?
3. Do you eat peanuts with honey?	Re-'ú^pa manduví eíra re?
4. Will he come with the money?	O-ú ta^pa la plata re?
5. You cannot enter the comisaria with your dog.	Nd^ikatú^i rei-ké comisaria-pe nde-rymba jaguá re.
6. I saw an Indian with his arrows.	A-hexá peteĩ indio i-flecha kuéra re.

Hosted for free on livelingua.com

appropriate response

1. Nde^gusta^pa 'apple pie' kesú re?
2. Re-'u-kuaá^pa manduvi eíra re?
3. Mba'é ixa^pa rei-potá nde-cocido?
4. Re-'ú he^pa ndé café eíra re?
5. Rej-ú^pa ra.e clas -pe hetà platá re?
6. Ikatú^pa ai-ké tupaó-pe re-ỹmbà-kuré re?
7. Entre cinco^pa ña-ĩ re-rehevé?

Etc.

Cycle 27

model

Xe-pore'ỹ-me oi-ké monda há xe-ỹoga-pe.	In my absence a thief entered my house.

variable slot substitution

Xe-pore'ỹ-me oi-ke monda há xe-ỹoga-pe.
Xe-pore'ỹ-me oi-ke monda há tupaó-pe.
Xe-pore'ỹ-me oi-ké karaí Lopez tupaó-pe.
Nde-pore'ỹ-me oi-ke karaí Lopez tupaó-pe.
Ndi-pore'ỹ-me o-ú karaí Lopez tupaó-pe.
Ndi-pore'ỹ-me o-ú karaí Lopez xe-ỹoga-pe.
Ndi-pore'ỹ-me o-ú karaí Lopez xe-ỹoga-pe.
Xe-pore'ỹ-me oi-ke karaí Lopez xe-ỹoga-pe.
Xe-pore'ỹ-me oi-ke monda há xe-ỹoga-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 log.
4. In your absence I entered your house.
5. In your absence they won the prize (premio).

Hosted for free on livelingua.com

appropriate response

1. Mba'é^pa oi-kó ra.e nde-pore'ỹ-me?
2. Mba'é^pa oi-kó ra.e xe-pore'ỹ-me?
3. Mba'é^pa oi-kó ra.e ore-pore'ỹ-me?
4. Mba'é^pa rej-apo-sé xe-pore'ỹ-me?
5. Mba'é^pa re-leé ta xe-pore'ỹ-me?

Cycle 28

model

A. Mba'é-pe^pa ña-mbojere va.erã^ pe yvý.	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 lápis-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 gun.
Ja-jepo.ei ỹ takú ha havõ-me.	We wash our hands with hot water and soap.

patterned response

1. Mba'é-pe^pa o-je-juká ryguasú, revolver-pe^pa tẽra^pa kysé-pe?
2. Mba'é-pe^pa o-je-juká elevante, flecha-pe^pa tẽra^pa mboka pukú-pe?
3. Mba'é-pe^pa o-je-juká mberu, mbokà pukú-pe^pa tẽra^pa flit-pe?
4. Mba'é-pe^pa o-ñe-po.ano tuberculosi, pohã- e^pa tẽra^pa caña-pe?
5. Mba'é-pe^pa Booth o-juká raka.e Abraham Lincoln pe, revolver-pe^pa tẽra^pa espada-pe?
6. Ña-mbosỹi va.erã^pa ñande-aó plancha-pe tẽra^pa pala-pe?
7. Ja-'ũ va.erã^pa bife ñande-pó-pe tẽra^pa tembi-pur -pe?
ETC.

Hosted for free on livelingua.com

appropriate response

1. Mba'éˆpa jaj-apó plancha-pe?
2. Mba'éˆpa jaj-apó typyxá-pe?
3. Mba'éˆpa jaj-apó tembi-puru-pe?
4. Mba'éˆpa jaj-apó háxa-pe?
5. Mba'éˆpa jaj-apó machete-pe?
6. Mba'éˆpa jaj-apó ñande-pó-pe?
7. Mba'éˆpa jaj-apó ñande-py-pe?
8. Mba'éˆpa jaj-apó ñande-jurú-pe?
   Mba'éˆpa jaj-apó ñande-resá-pe?
   ETC.

Cycle 29

patterns for study

O-sẽ i-sý ndi.	He left with his mother.
O-sẽ i-sy'ỹ re(he).	He left without his mother.
O-sẽ ỽymbà-jaguá re(he) (ve).	He left with his dog.
O-sẽ ỽymbà-jagua'ỹ re(he).	He left without his dog.
O-karú tembi-purú-pe.	He eats with utensils.
O-karú tembi-puru'ỹ re(he).	He eats without utensils.

TO THE STUDENT: Notice that 'without' in each of the above cases is expressed in the same way, i.e. the negative 'ỹ plus the postposition reha.

Hosted for free on livelingua.com

repetition and conversion

Teacher: Roberto o-hó vaekué cine há-pe i-sobrino ndi.
Repeat: Roberto o-hó vaekué cine há-pe i-sobrino ndi.
Convert: Roberto o-hó vaekue cine há-pe i-sobrino'ỹ 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'ẽ hagué i-je-gusta há ndi.

Teacher: Don Pedro o-ú Paraguái-pe i-tayra ndi.

model

O-ĩ peteĩ xe-amigo ikatú va o-me'ẽ ndé-ve mbohapy tapití nde-cobra'ỹ re mba'evé.	There is a friend of mine who can give you 3 rabbits without charging you anything.

COMPARE THE FOLLOWING:

o-cobra'ỹ	he doesn't charge
o-cobra'ỹ rehe	without his charging

model

Avá^pa ikatú o-me'ẽ xé-ve tapití xe cobra'ỹ re mba'evé.	Who can give me 3 rabbits without charging me anything.

1.	O-mba.apó o-pytu'u'ỹ re.	He works without ceasing.
2.	Oi-ké o-paga'ỹ re mba'evé.	He entered without paying anything.
3.	O-ú o-henõi'ỹ re ava-vé-pe.	They came without calling anyone.
4.	Ho-'ú ỹ o-pupu'ỹ re.	He drank water without boiling it.
5.	Ho-'ú yvá o-johèi pó..'ỹ re.	She ate the fruit without washing it well.
6.	O-sẽ avavé oi-kuaá'ỹ re.	John left without anyone's knowing it.
7.	A-há ta la reunión hó-pe o-u'ỹ re ava-vé xe^reká.	I will go to the meeting without anyone's coming to get me.
8.	O-sẽ xe-rehé'ỹ.	He left without me.
9.	Ai-kó coche'ỹ re ha plata'ỹ re.	I'm going around without car and without money.

Hosted for free on livelingua.com

10. Upéva 'ỹ 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 'ỹ re ho-'ù va.erã ha o-mondè va.erã. — Many people go around without anything to eat or anything to wear.

model

O-ñotỹ tomate o-prepara 'ỹ re la yvý.	He planted tomatoes without preparing the ground.

patterned response

T. Ha'é ndo^prepara^i va.ekué la yvý.

S. O-ñotỹ avatí o-preparà 'ỹ re la yvý.

T. Ha'é ndo^heka^i va.ekué yvý porã.

S. O-ñotỹ avatí o-heka 'ỹ re la yvý porã.

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-ñotỹ tomate o-prepara'ỹ re la yvý.

T. Upe monda-há o-kañỹ plata reheve.
Repeat: Upe monda-há o-kañỹ plata reheve.
Convert: Upe monda-há o-kañỹ plata'ỹ rehe.

T. Ña Clotilde o-hó Paraguáy-pe i-mba'é repý reheve.
T. Tapiá oi-kó i-portafolio reheve.
T. Pe indio-pe a-hexà jevý ma centro-pe i-flecha kuéra reheve.
T. Don Pablo o-ú ore^visitá vo hymba-jaguá reheve.
T. La criado o-guahẽ o-ú vo Don Silvio-rymba guéi reheve.

Hosted for free on livelingua.com

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'ỹ re.

T. Xe-hermano o-nohẽ va.ekué yvý pála-pe.
T. Pe kuñà-karaí o-kuerá pohà ñana-me.
T. Pe kuimba'é i-py'à-guasú.

contrast

O-paga'ỹ	He doesn't pay
O-paga'ỹ re(he)	Without (his) paying

TO THE STUDENT: Notice that the idea of 'without (VERB) ing' is expressed by adding 'ỹ 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^ỹ re.

T. Ha'é oi-ké ha ndo^pa[illegible]
T. ha'é o-ú ha nd^o-henõi [illegible]a-vé-pe.
T. María hoy'ú ha nd^o-p[illegible]. (dirnk water, boil)
T. A-há ta la reunió[illegible] va-vé nd^o-ù mo'ã^i.
T. O-ĩ peteĩ karaí o-[illegible] ndé-ve mbohapy tapití ha nda^nde^covrá mo'ã^ ndé-ve bà'e-vé.

model

O-sẽ xe-rehe'ỹ.	He left without me

TO THE STUDENT: Notice that when the post-position 'ỹ rehe is added to a pronoun it becomes rehe'ỹ.

patterned response

1. O-sé xe-rehe'ỹ?
2. Ha xe-rehe'ỹ?
3. Ha nde-rehe'ỹ?
4. Ha [illegible]e-sy'ỹ?

Hosted for free on livelingua.com

5. Ha í-sako 'ỹ?
6. Ha iñ-hermano 'ỹ?

dialog

Rei-mẽ guèteri^piko n[illegible] ?	Are you still around ?
Hẽe. Ai-mẽ.	Yes I am.
Ha Juan.	And Juan.
Juan o-sẽ xé rehe '?	Juan left without me.

Hosted for free on livelingua.com

REVIEW STAGE

practice Going to Bed

Mba'é^pa rej-apó re-ĩna ?

A-moĩ porã a-ĩna xe-rupá a-ké hagüã.

A-ñe-mboí a-ĩna a-ké hagüã.

A-leé a-ĩna xe-rupá-pe a-ké mboyvé.

A-scriví a-ĩna peteĩ carta a-ké mboyvé.

Mba'é^pa rei-potá ?

E-kiririĩ, t-a-ké.

E-mbogué pe lús t-a-ké.

E-pu'ã xe-rupá gui t-a-ké.

E-mbogue pe radio.

E-moĩ mbegue-vé pe radio.

Anĩ nde-aivú ti.

E-mbotý pe o-ké.

Ei-pe'á pe ventána t-oi-ke yvytú.

E-myandý pe lús t-a-heka mĩ xe-reló.

E-sẽ oká-pe t-a-ñe-mboí.

E-rovà mĩ xe-ndivé ko tupà ko'águi.

Ai-potá xe^mombáy voí ko'ẽro.

Ai-potá xe^mombáy la séis ko'ẽro.

Hosted for free on livelingua.com

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-ñenõ ?
2. Sapy'ánte las nuéve ha sapy'ánte las ónce.
1. Mba'é ixa^pa ? O-pu'ã ma^pa José ?
2. Nahãniri.
1. Ajé^pa i-keraná !
1. Carlos, ña-pu'ã py !
2. Nahãniri, xé nd^a-pu'ã-sé^i guèteri.
1. Mba'é rã^pa xe^mombáy voì-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 voí ho-'á kurì.
1. Mba'é^pa o-jehú Lorénzo-pe ?
2. Francisco o-ñohẽ hesè ý hupá-pe.
1. Te-kotevẽ 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, mbà'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-kotevẽ re-ña-kakarái re-pu'ã riré porque nde-akã xará.
2. Ha nd^ai-kuaá^i moõ^pa oĩ-mé la xe-kyguá.

Hosted for free on livelingua.com

1. I-ky'á ma la ñande-savaná.

2. Ha e-pu'ã py t-a-johéi.

1. Mba'é^pa rej-apó re-ĩna.

A-moĩ a-ĩna xe-corváta.

A-ñe-mondé a-ĩna.

Aj-apó a-ĩna xe-rambosà guá.

Food Preparation and Eating

practice

1. O-pupú ma^pa la nde-lócro?
O-pupú ma^pa la nde-kambý?
O-pupú ma^pa la nde-ý?
O-pupú ma^pa la nde-rembi'ú?

2. O-pupú raẽ va.erã o-jy porã hagüã.
O-pupú raẽ va.erã re-mboguejỳ hagüã.
O-pupú raẽ va.erã re-mbohu'ũ hagüã.
O-pupú raẽ va.erã re-moĩ hagüã pypé la juký.

3. Pe-jaguá-pe o-gustá la so'ò pýra.
Pe-kuré-pe o-gustá la pàpa pýra.
Pe-mbarakajá-pe o-gustá la kambỳ pýra.

Xé-ve nda^xe-gustá^i la so'ò pýra. Ha ndé-ve?
Xé-ve aveí. Xé kuimba'é, nda^jaguá^i.

1. O-jý ma^pa la nde-rembi'ú?

2. Ne'ĩra guèteri, pero o-pupú ma hĩna.

1. Mba'é ixa^pa nde-gustá la verdúra, pýra^pa tẽra o-jỳ pyré?

2. Xe^gustá o-jỳ pyré.

Hosted for free on livelingua.com

1. Nda^hé^i ko ẗembi'ú.

2. Añetẽ er-é, he'ẽ mboxý.

1. Ko ẗembi'ú oi-kotevẽ-vé juký.

2. ha ko carẽ asucá.

1. I-séco-itereí ko ẗembi'ú,nd^ikatù^i ha-'ú.

2. he'ú na cervésa hi'ári.

1. Re-mbohe'ẽ-vé va.erã la nde-rembi'ú.

2. Xé^pa? Nahãniri, he'ẽ porã ma.

Mba'é^pa o-jehú ndé-ve?

Xe-ahy'ó pa'ã.

Xe-pytỹ ko kambý.

Hatã-itereí ko galléta.

I-jỹ-etereí ko so'ó.

Nd^ikatú^i ai-kytĩ so'ó.

O-ñehẽ xe-hegui ẗembi'ú.

1. Xé ya xe-ryãuatã ma.

2. Xé a-karu-vé ta guèteri mixĩ mĩ.

1. Xé xe-ñembyahýi guèteri.

2. Mba'é^pa re'ù-se-vé?

1. Xé na'u-se-vé kumandá.

2. Xé katu ha'ù-vé ta so'ó.

Hosted for free on livelingua.com

Recreation

practice

1. Ja-há ja-hugá pelota.
   Ja-há ja-hugá volivol.
   Ja-há ja-hugá vásquevol.
   Ja-há ja-hugá tẽnis.
   Ja-há ja-hugá béisbol.

2. Ro-hugá kurì pelota (etc.).

   Mãva^pa o-ganà ra.é?

   Mãva^pa o-perdè ra.é?

   Pe-sẽ^pa o-jojà ra.é?

1. Nde^re-huga-sé^i^pa varáha xe-ndivé?
2. Nahãniri. Pero a-huga-sé pelota.

1. O-ñe-pyrũ ma^pa la partído?
2. Nahãniri pero o-ñe-pyrũ mbota ma.

1. Mba'è óra^pa opá ta ko partído?
2. Nd^ai-kuaá^i. Pero aje'i ma o-ñe-pyrũ hagué.

1. Mba'é ixa^pa oĩ hĩna hikuái?
2. Jaguarete o-ganá dos a cero.

1. Oi-kó peteĩ penál. Mãva^pa oi-nupá ta?
2. Ikatú oi-nupá Francisco. Ha'é oi-nupà porã la pelota.

Hosted for free on livelingua.com

1. Mba'é reˆpa ndeˆre-huga-se-véˆi ma?

2. Xé kane'õ ma gui.

1. Ne'ĩraˆpa nde-kane'õ?

2. Nahãniri. Pero ndé ndeˆre-huga-se-véˆi ma rõ, ja-poí.

1. Ndeˆpa re-mateà-kuaá?

2. Nahãniri. Pero a-nohẽ-kuaà sáke.

Listening In

about the weather

dialog

A. Ajéˆpa ára hakú hĩna?	Boy, isn't it hot?
B. Añeté er-é.	You're telling me!
A. O-ký taˆpa?	Will it rain?
B. Nahãniri. Ndˆo-kỳ moˈãˆi.	No, it won't rain.

dialog

A. Àra hakú hĩna, ajéˆpa?	It's hot, isn't it?
B. Ajéˆpa àra hakú hĩna!	Boy, isn't it hot!

Hosted for free on livelingua.com

listening in

José:	Mba'é ixa^pa pende-asajé?	How are you this noon?
Pedro:	I-pòra mĩ-nte hĩna, ha ndé?	Just fine. And you?
José:	I-porã-nte aveí.	Just fine, too.
María:	Re-karú ma^pa ra.è?	Have you eaten yet?
José:	Nahãniri. Aj-ú ramo hĩna xé a-mba.apò 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'ù-sé?	What would you like to eat?
José:	Regue-rekó va-nte.	Whatever you have.
Pedro:	E-mbohasa mĩ ké-ve pe´ý.	Pass the water.
José:	Nde^re-je-servi-vé^i ma^pa, Ña María?	Won't you have some more, Doña Maria?
María:	Gracias. Ko'ã va-nte i-porã ma.	Thanks. This is fine.
Pedro:	Nda^i-pori^pa yvá?	Is there no fruit?
María:	O-ĩ pakova na merõ.	There are bananas.
José:	O-cocina hé la nde-rembi-rekó.	Your wife cooks very well.
Pedro:	Hẽe. Añeté er-é.	That's right.

A. Rej-ú ra'é?
B. Hẽe, aj-ú kurì.
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-kuaá ra.e.
A. Hẽe ai-kuaá. Ha mãva^iko he-'í ndé-ve ra'e.
B. José o-mombe'ú xé-ve kuehe.

Hosted for free on livelingua.com

For study and listening in

A. Mba'éˆpa nde-re-ru-mí á-pe?
B. Aj-ú poˆñandú vo. Mba'é ixaˆpa pei-kó.
A. Roi-kó porã-mbá-nte.
B. Ha lo mitãˆpa ĥesãi-mbá-nte?
A. Ha ná á-pe, i-jùru 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 apetites).
(Lit. with delicious mouths)

A. Mba'éˆpa la ne-'í va hĩna?
B. Oi-potá ja-heja xu-pé o-studiá, he-'í.

What is he saying?
He says he wants us to let him study.

A. Don Porfidio i-poxy hĩna nde-memby kuéi.
B. Mba'é reˆpiko?
A. O-hexa-pá-ite xu-pé o-mondá jave hĩna la i-paková.

Don Porfidio is very mad at your son.
Why?
He caught him stealing his bananas.

A. Mba'é reˆpa ndaˆpe-hóˆi ma?
B. Ro-ha'arõ gui ro-ĩna José-pe.
A. Mba'éˆiko oj-apó hĩna ha'é?
B. Mba'e-vé, ne'ĩra-nte oĩ-mbá hĩna

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-kuàa há ampa.
B. Añañiri. Nd-a-mbopu-kuaáˆi.
A. Ah, mbaraka !
B. Mbaraka katu a-mbopu-kuaá.

A. Ndõ guiv. moõ-peveˆpa ja-leé ha.
B. A-guive pe peve.
A. Araka'éˆ guiveˆpa re-leé hĩna ko livro?
B. Aj í guive ko'á-pe.

Hosted for free on livelingua.com

questions to anticipate

Q1. Mba'é^pa la Cuerpo de Paz?

A. La Cuerpo de Paz peteĩ organisación ogue-reko va voluntario o-sẽ va Norteamérica gui o-hó hagüã otro tetã-me. O-ñe'ẽ-kuaá hikuái pe ñe'ẽ o-je-purú va mamõ tetã o-ho há-pe, oi-kó la gènte kuéra ndi ha o-mba.apó hikuái o-je-spesialisa va.ekue-pe.

Q2. Mba'erã^pa o-ĩ la Cuerpo de Paz?

A1. Ro-ĩ ko'á-pe ro-mba.apó hagüã Servicio de Extensión Agrícola ndi (tẽra programa de Saneamiento Ambiental ndi). Roi-pytyvõ-sé xu-pé kuéra opá mba'é oj-apó hĩna-pe.

A2. Cuerpo de Paz oj-apó heta mba'é porãrikatu hagüã o-jo-guerahá põra-vé la Norteamericano kuéra ambue tetã ndi, tẽra, (la ha'e-sé va) roi^kuaá pòra-vé hagüã peẽ-me, ha peẽ ore^kuaá pòra-vé hagüã aveí.

Q3. Mãva^pa o-pagá peẽ-me, gobierno Norteamericano tẽra gobierno Paraguayo?

A. Oré voluntario-nte. La gobierno Norteamericano o-pagá ore-entrenamiento re, pasaje re, aó re, ha opá mba'é re ro-ĩ ajá ko'á-pe, la gobierno Paraguayo katu o-contribuí ore-pasaje rã roi-kó ajá ko'á-pe, ha hetà mba'e-vé.

Q1. Qué es el Cuerpo de Paz?

Es un programa en que [illegible] tarios 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.

Hosted for free on livelingua.com

Q4. Pe-elehí^pa peẽ la ẽtetã pe-ho-sé ha?

A. Hẽe. Ro-mondó vo la ore-solicitud ro'é moõ^pa re-ho-sé.

Q5. Mba'é re^pa re-elehí rej-ú hagüã Paraguái-pe?

A. Xe-interesá gui la cultura, música, ha gente paraguái-pe pe gua. Ko'ãẽ peteĩ ẽtetã i-porã va ha la gente kuéra iñ-amable-étereí.

Q6. Nde-ẽrú kuéra^pa oi-kové guèteri?

A. Hẽe. Ha'e kuéra oi-kové guèteri?.

Q7. Mba'é^pa ho-'í hikuái nde aré ta hague re é-pa?

A. Ha'e kuéra oi-kuaá porã mba'é-pa aj-apó Cuerpo de Paz-pe ha o-ĩ xe-ndive. Ha oi-kuaá aveĩ ko'ãga xe-amigo ẽeta ha avy'a-étereí-há.

Q8. Re-nexa ga'ú^pa nde-ẽrú kuéra-pe?

A. Hẽe, a-hexa ga'ú xù-pe kuéra ha ha'e kuéra aveĩ xe-rexá ga'ú pero py'ỹinte ro-jo-scriví anĩ hagüã 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 ẽtetã ha la i-costumbre aveĩ.

Q4. Eligen ustedes el país donde quieren ir?

A. Si. 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 ...stes. 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.

Hosted for free on livelingua.com

Q9. Mba'é entrenamiento para reguerekó ra.e?

A. Ro-ĩ va.ekue 3 meses peteĩ universidad Norteamerica-pe. Roi-kuaá haĝuã Paraguái gui, i-gente kuéra gui, ha i-custumbre gui. Ro-studiá aveĩ karaí ñe'ẽ ha ava ñe'ẽ ha ro-resivi peteĩ entrenamiento especial_____ ha upéi ro-pytá 4 semana San Lorenzo-pe, upé-pe roi-kó Paraguayo kuéra ndi ha upe ajá ro-stùdia vé la roj-apó va.erã.

Q10. Xé a-rekó peteĩ kotý xe-rógа-pe. Mba'é reˆpa ndéˆre-jaˆi reiko haĝuã ore-ndive?

A. Oré-ruvixa kuéra he-'í oré-ve reiko haĝuã peteĩ pensión-pe roi-kuaá ha ro-ntendé pòra-vé pevé la pueblo ha la gente kuéra-pe. Upéi ro-nó ta roi-kó la óga particular-pe.

Q11. Mba'é reˆpa pe-mba.apó organisación gobierno-pe gua ndí añó?

A. Oré ndeˆro-mba.apóˆi gobierno ndi añó. Roi-kuaa vové peteĩ organisación particular o-ñepyrũ há peteĩ programa porã oré ro-ĩ ro-mba.apó haĝuã ixa hendive-kuéra.

Q12. Cuerpo de Pasˆpa peteĩ organisación religiosa?

Q9. Qué clase de entrenamiento ha tenido usted?

A. Pasamos tres meses en una universidad 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. Yo tengo una pieza en mi casa. Porqué no viene a vivir con nosotros?

A. Nouestros directores nos han instruído a vivir en una pensión hasta que conozcamos y comprendamos mejor al pueblo entonces podemos vivir en una casa particular.

Q11. Por qué trabajan ustedes solamente con organizaciones del gobierno?

A. No nos limitamos a trabajar con organizaciones del gobierno. En cuanto una organización particular desarrolla un programa adecuado estamos listos para trabajar con ella.

Tiene el Cuerpo de Paz alguna misión religiosa?

Hosted for free on livelingua.com

A. Nahãniri. Nda^ha'é^i organización religiosa. Upépe oi-ké oi-me raẽ va religion-pe gua. Entero o-ño-ndive pá ro-mba.apó opá tetã tuixa-vé hagüã .

Q13. Nde^pa re-mendá va?

A. Hẽe.

Q14. Yma ma^pa re-mendá ra.è?

A. Oj-apó un año.

Q15. Mba'é re^pa nde^pende-membý^i?

A. Cuerpo de Paz ndo^permiti^ri orẽ-ve la.ore-membý ko'ã dos años roi-me aja ko'á-pe. Xe-rembi-rekó i-membý rõ nda^ikatu mo'á^i o-mba.apó porque oñ-atende va.erã i-membý re.

A. El Cuerpo de Paz no es una organización religiosa. Personas de cualquier religión puede ser incluyentes de ella. Todos trabajamos juntos para un fin común.

Q13. Es casado [illegible]?

A. Sí.

Q14. Cuánto hace que se casó?

Un año.

Q15. Por qué no tienen hijos?

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.

Hosted for free on livelingua.com

WORD STUDY

Adjectives

moroti white
o-mbomoroti he whitens it
ky'a dirty
o-mbongy'á he makes it dirty
põra-vé better
o-mbopõra-vé he improves it
akỹ wet
o-mbyakỹ he wets it down
i-ka dry
o-mbokã he dries it
hakuá sharp
o-mbohakuá he sharpens it
he'ẽ sweet
o-mbohe'ẽ he sweetens it
tuvixa great; large
o-mbotuvixa he enlarges it
pyhaú new
a-mbopyhau I renew it

Nouns

kuarahý sun
o-mbokuarahý he suns it
kuá hole
o-mbokuá he perforates it
héra he names it
sã rope
o-mbosã I hitch (the animal to something)
  puku long
  a-mbosãpuku I hitch it with lots of slack
  mbyky short
  a-mbosãmbyky 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

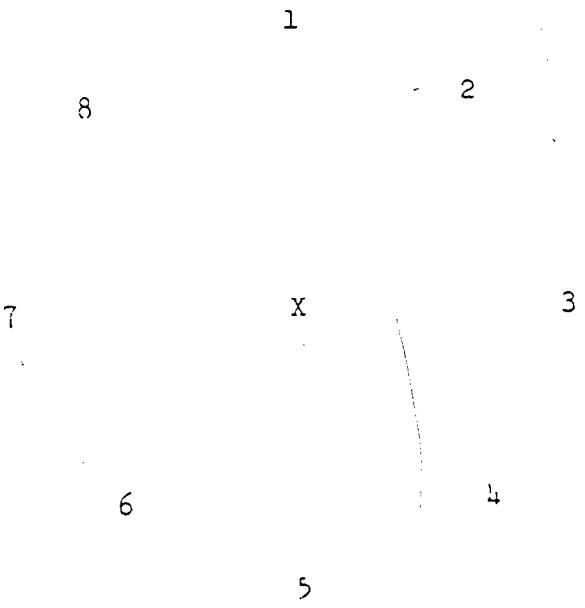
Verbs

o-páy he wakes up
o-mbombáy he wakes him up
o-pu'ã he rises
o-mbopu'ã he raises it
o-ke he sleeps
o-mbongé he puts him to sleep
o-iké he enters
o-mboingé he puts it in
o-ú he comes
o-mboú he sends (makes come)
o-sẽ he leaves
o-mbosẽ 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-kuerá he heals
o-mbonguerá he heals him
o-hasá to pass
o-mbohasá he passes it

Hosted for free on livelingua.com

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. Veamoslo. El número 1 quiere enviar un telegrama. Entonces:

Número 1: Ague-rehauka-sé peteĩ telegrama.

X: Mãva-peˆpa, karaí?

Número 1: Ague-rahauka-sé Carlos-pe. (Carlos es el número 8 y le envia.)

X: O-guahẽ maˆpa?

Número 8: Ne'ĩra guèteri. (u) O-guahẽ ma!

Hosted for free on livelingua.com

Supongamos que 'X' logra ver o descubrir que el número 5 está pasando el 'mensaje' a número o 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 caze 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-ŕóga-pe.

A-mendá ta ko'ẽro.

etc.

Hosted for free on livelingua.com

Listening for comprehension

Ké apu'ã kurî ko pyhare-vé-pe, a-jovahei, a-jahu, a-ñe-hendyva'o ha arambosá. Na upéi a-há kurî xe-trabaho há-pe a-mba.apó hetá, ha kane'õ reheve aj-ú xe-roga-pe a-pytu'ú.

Ao vacación o-hasávakué-pe a-há kumî xe-roga-pe a-ñandu vo xe-sý umîva-pe. Hetá a-vy'á rire nendive kuéra a-há kumî upéi, a-guatá umî xe-gente kuéra roga rupi, a-guero-vy'a mî xù-pe kuéra. Ha upéi a-há mariscaje xe-rú ndi ha ro-juká peteî guaru-pytã tuixa-pá jepé va.

Listening in

Almacenero:	Ete diá oî ryguasu rupi'á	Today there are eggs.
David:	Mboý^pa re-jururé hese? A mboý^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^pa!	How expensive!

For study and listening in

A. Juan he-'í xé-ve nde re-ñè'y-se há zanahoria?

B. Hẽe. A-ñepyrũ ta a-mba.apó la xe-yvý re.

A. Nde^pa re-pensá raka'e re-mboñemuñá vo aveî tapitî nde-korapý-pe? — backyard

B. Nahãniri. Hepy-etereî la hembi'u rã.

A. Nda^ha'^^i la hepyeté va. Ikatú re-'uká xù-pe kuéra kapi'ípé hazanahoria rogué. Rei-kuaá^pa ndé regue-reko rõ mbohapý tapitî nde-korapý-pe, mokõi kuña ha peteî macho, ndé ha nde-familia ikatú ha pe'ú ko'é año pukukue ajú, una vez por semana? — grass leaf; year's length

B. Hẽe, pero heta-itereî re-mba.apo va.erã hec kuéra.

A. Ryguasú ñe-mbongakuaá hasyete-vé, tapitî ñe-mbongakuaá barato-vé, ha sa'i-vý i-mba'asy. — raising; less; illness

Hosted for free on livelingua.com

B.	Mboy^pa o-vale la tapití?	
A.	Mbohapy o-hupytý amõ 1.000 guaraní rupi ha la hènda guá 200 rupi.	reach their housing
B.	Xé nda^gue- eko^i la plata a-jogua hagüã ixa la tapití.	
A.	Ikatú ne^pa re-jogua la o-ñe-kotevẽ va ñenda guá kuéra?	lo necesario
B.	Ikatú ne.	
B.	Nde^regue-reko^i rõ jepe la hèpy rã, oré ikatú ro-conseguí ndé-ve, o-ĩ peteĩ xe-amigo o-me'ẽ ta va ndé-ve mbohapý tapití nde^cobra'ỹ re mba'evé, ndé re-me'ẽ ta ramo xu-pé la seis re-mbongakuaá rãe-vé va. Pero re-gue-rekó vóvé hetá tapití, ndé rej-apó ta upé ixa aveí pet ĩ nde-amigo re.	when you have
B.	I-porã la nde-idea, ikatú ne^pa upe riré a-ñepyrũ a-je-hoká la tapití ño'o ñe- vende-pe?	sell, market
A.	Nde-rehé nte ma o-ĩ upé va. Tapití ño'o o-valé Paraguáy-pe 140 el kilo.	that depends on you
B.	I-porã-itereí upé va, pero Paraguáy mombyrỹ-etereí.	
A.	Pero ndé niko ikatú ko'á-pe-té re-je-hekó pype.	you yourself market
B.	Xe^pytyvõ ne^pa a-roja hagüã la i-kotevẽ va henda guà kuéra. Xé nd^ague-reko^i mba'é-pe^pa aguerú ta?	bring for their pen
A.	Hẽe, mba'é guite^pa anĩ xéne ta? Mba'é tekó^pa ja-jo-topárõ lunes ferretería rovái las nueve rupi.	Why not? How about?
B.	O-ĩ porã, ja-pytá upé ixa, entonces. Hasta luego.	

Hosted for free on livelingua.com

Boil Well-Water

Xe-avuelo róga-pe o-ĩ peteĩ ỹ-kuá. ha ro-nohẽ vo iku-gui la ỹ, nda^jepi i-porã^i. Sapy'á-nte henyhẽ-mbá yso'ĩ ha opá ixa guá víxo nd^o-je-hexá^i va gui. Ha o-je-'ú ramo upe ỹ ky'á gui, umiva umĩ víxo o-poro-mbohasý. Pero o-ñe-mbopupú ramo upe media óra rupi, o-manõ-mbá hikuái ha o-pytá la ỹ i-potĩ 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

(Péra), ña-moĩ ndé re-ñenõ voí hagué kurì angè-pyharé, ha xé katú nd^o-ñenõ voí^ri hagué, a-há gui a-farreá nde-chica ndi.

appropriate response

1. Xé^pa a-ñenõ voí ra.è angè-pyharé?
2. Ha'é^pa o-ñenõ voí ra.è angè-pyharé?
3. Angè-pyharé ha'é o-ñenõ voí kurì.
   Ha araka'é^pa ndé re-ñenõ voí ra.è?
4. Mãva ndi^pa a-ha a-farreá ra.è angè-pyharé?

Listening for comprehension

Kueré a-pu'ã kurì las seis. A-jovahéi , a-ñe-hendỳva'ó, ha aj-ú ko'á-pe, a-ñe'ẽ, a-mba.apó, ha a-vy'a pende-ndive. Upéi a-há kurì a-karú cafetería-pe ha a-há a-ké.

Upéi a-pu'ã, a-studiá guaraní, a-scriví peteĩ carta ha pe las tres rupi, aj-ú jevý á-pe, a-topá José-pe, ha upéi pej-ú kurì peẽ. Upéi opá riré la ñande-clase a-há kurì a-cená ha upéi a-jahú ha a-ñakãky'ó.

A-ñakãky'o riré a-ñenõ, a-leé peteĩ novela, ha pe las 10 rupi a-ké.

Hosted for free on livelingua.com

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. Mãva-pe^pa a-topá ra.è?
10. Mãva^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-ŕéra Eulogia Centurion. A-nacè va.ekué Villarríca-pe el dos de noviembre de 1944. A-rekó 15 hermano, ha xe-sý ha xe-ŕú. Oj-apó tres méses aj-ù hagué ko'á-pe a-mba.apo hagüã.

Arakué a-mba.apo peteĩ despensa-pe ha pyharekué katú a-studiá ikatu hagüã ixa ai-pytyvõ la xe-familia kuéra-pe porque oré ore-mboriahú ha ore-ŕetá, ha aveí la xe-ŕú 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[illegible] 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 es amigo de la adivananza; nada le impresiona tanto como la habilidad mental a la manera del Supin del Crimen de la calle Morque de Poe.

Hosted for free on livelingua.com

Adivinanzas

El maestro puede explicar brevisimamente (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 mbotèˆpa
O-ñe'e pero ndaˆi-jurúˆi
O-guatá pero ndaˆi-pyˆi?

La Carta

Maravilla, maravilla
Mba'é mboteˆpa
O-mba.apó pero ndˆo-ganaˆi
Ndˆo-ganaˆi pero ºi-plata-vó
Entero gui.

Voluntario (PCV)

Maravilla, maravilla
Mba'é mbo--teˆpa
O-veve pero ndaˆguyraˆi
I-pepó pero ndˆoi-puruˆi
O-mbo'a pero ndaˆhupi'àˆi
O-kororõ pero ndaˆtoroˆi?

Avion

Maravilla, maravilla
Mba'é mboteˆpa
O-turuñe'ẽ pero ndaˆpomberoˆi
O-timbo pero ndâcîgarrilloˆi
O-jogua mboi-pe pero ndaˆmboiˆri
Hi'ora pero ndaˆñe-manôˆi?

El Tren

Hosted for free on livelingua.com

Unit Nine

CORE STAGE

Cycle 1

model

Ai-pytyvõ kurì xu-pé kokuehé ĥembi-apó-pe.	I helped him last time with his work.

patterned response

1. Ai-pytyvõ kurì xu-pé kokuehé ĥembi-apó-pe. Ha ndé?
   Ai-pytyvõ kurì xu-pé kokuehé ĥembi-apó-pe.

2. Ha peẽ?
   Roi-pytyvõ kurì xu-pé kokuehé ĥembi-apó-pe.

3. Ha ha'é?
   Oi-pytyvõ kurì xu-pé kokuehé ĥembi-apó-pe.

4. Ha oré?

5. Ha xé?

6. Ha Mandé?

substitution

Don Silverio	Roi-pytyvõ kurì Don Silverio-pe kokuehé ĥembi-apó-pe.
Xu-pe kuéra	Roi-pytyvõ kurì xu-pe kuéra kokuehé ĥembi-apó-pe.
Ña Ruperta	Roi-pytyvõ kurì ña Ruperta-pe kokuehé ĥembu-apó-pe.
Umi Agente de Extenxion Agrícola	Roi-pytyvõ kurì Umi Agente de Extencion Agrícola pe kokuehé ĥembi-apó-pe.

Hosted for free on livelingua.com

Cycle 2

model

Kuehé ambué a-hexá xu-pe ĥóga-pe.	Day before yesterday I saw him at home.

substitution

A-ĥexá	Kuehé ambué a-ĥexá xu-pe ĥóga-pe.
A-ĥenõi	Kuehé ambué a-ĥenõi xu-pe ĥóga-pe.
Ai-pytyvõ	Kuehé ambué ai-pytyvõ xu-pe ĥóga-pe.
A-ĥejá	Kuehé ambué a-ĥejá xu-pe ĥóga-pe.
A-ha.arõ	Kuehé ambué a-ha.arõ xu-pe ĥóga-pe.
A-juhú	Kuehé ambué a-juhú xu-pe ĥóga-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^pa xe^ĥã.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^pa xe^ĥã.aro mĩ ? A-ĩ-mbá ta sapy'a-ité-pe.
Ro-ĩ-mbá ta sapy'a-ité-pe	Ikatú^pa ore^ĥã.aro mĩ ? Ro-ĩ-mbá ta sapy'a-ité-pe.
Ña Pabla o-ĩ-mbá ta sapy'a-ité-pe	Ikatú^pa re-ĥã.aro mĩ ña Pabla-pe. O-ĩ-mbá ta sapy'a-ité-pe.

Hosted for free on livelingua.com

substitution

Xe^ř̊ã.aro mĩ	Ikatú^pa xe^ř̊ã.aro mĩ sapy'a-ité ?
Ore^ř̊ã.aro mĩ	Ikatú^pa ore^ř̊ã.aro mĩ sapy'a-ité ?
Xe^ř̊endu mĩ	Ikatú^pa xe^ř̊endu mĩ sapy'a-ité ?
Xe^pytyvõ mĩ	Ikatú^pa xe^pytyvõ mĩ sapy'a-ité ?
Ore^ř̊endu mĩ	Ikatú^pa ore^ř̊endu mĩ sapy'a-ité ?
Ore^pytyvõ mĩ	Ikatú^pa ore^pytyvõ mĩ sapy'a-ité ?
Pe-ř̊ã.aro mĩ don Angelo-pe	Ikatú^pa pe-ř̊ã.aro mĩ don Angelo-pe sapy'a-ité ?
Pei-pytyvõ mĩ Juan-pe	Ikatú^pa pei-pytyvõ mĩ Juan-pe sapy'a-ité ?

model

Don Silverio pende^pytyvõ sapy'a-py'á.	Don Silverio helps you every once in a while.

substitution

Oi-pytyvõ	Don Silverio pende^pytyvõ sapy'a-py'á.
O-ř̊eká	Don Silverio pende^ř̊eka sapy'a-py'á.
O-ř̊enõi	Don Silverio pende^ř̊enõi sapy'a-py'á.
O-ř̊exá	Don Silverio pende^ř̊exá sapy'a-py'á.

model

Mãva^pa nde^pytyvõ ta ka'apí-pe ?	Who is going to help you with the hoeing ?

substitution

Xé-ve	Mãva^pa xe^pytyvõ ta ka'apí-pe ?
Ndé-ve	Mãva^pa nde^pytyvõ ta ka'apí-pe ?

Hosted for free on livelingua.com

model

Juan oreˆpytyvõ ta ko semana-pa há-pe.	John will help us this week-end.

substitution

Ko semana-pa há-pe	Juan oreˆpytyvõ ta ko semana-pa há-pe.
Ko mes-pa há-pe	Juan oreˆpytyvõ ta ko mes-pa há-pe.
Ko año-pa há-pe	Juan oreˆpytyvõ ta ko año-pa há-pe.
Ko'ẽro	Juan oreˆpytyvõ ta ko'ẽro.
Ko semana o-ú va-pe	Juan oreˆpytyvõ ta ko semana o-ú va-pe.
Ko mes o-ú va-pe	Juan oreˆpytyvõ ta ko mes o-ú va-pe

patterned response

1. Juan oreˆpytyvõ ta ko semana-pa há-pe. Ha peẽ-me ?
   Juan oreˆpytyvõ ta ko semana-pa há-pe.
2. Ha ndé-ve ?
   Juan xéˆpytyvõ ta ko semana-pa há-pe.
3. Ha xé-ve ?
4. Ha ñandé-ve ?
5. Ha oré-ve ?
6. Ha ĩxu-pé ?
7. Ha Don Porfirio-pe?

Hosted for free on livelingua.com

Peẽ-me	Mãva ytyvõ ta ka'apí-pe ?
Oré-ve	Mãva^pa võ ta ka'apí-pe ?
Nandé-ve	Mãva^pa ña tyvõ ta ka'apí-pe ?
Xu-pe	Mãva^pa oi- õ ta xu-pe ka'apí-pe ?
Pedro-pe	Mãva^pa oi-py õ ta Pedro-pe ka'apí-pe ?

patterned response

1. Mãva^pa nde^pytyvõ ta ka'apí-pe ?
   Nd^ai-kuaá-porã^i. Don Porfírio xe^pytyvõ kurî ko kuehé.
2. Mãva^pa xe^pytyvõ ta ka'apí-pe ?
3. Mãva^pa pende^pytyvõ ta ka'apí-pe ?
4. Mãva^pa oi-pytyvõ ta Juan-pe ka'apí-pe ?
5. Mãva^pa ñande-pytyvõ ta ka'apí-pe ?
6. Mãva^pa oi-pytyvõ ta xu-pe ka'apí-pe ?

Cycle 3

model

Xe-sý he-'í xé-ve xe^renõi ta há ko semana-pa há-pe.	My mother told me that she would call me this week-end.

transformation - substitution

Nde-sý	Xe-sý he-'í xé-ve xe^renõi ta ha ko semana-pa há-pe.
I-sý	I-sý he-'í xu-pe o-renõi ta há xu-pe ko semana-pa há-pe.
Pende-sý	Ore-sý he-'í oré-ve ore^renõi ta há ko semana-pa há-pe.

Hosted for free on livelingua.com

Ore-sý	Pende-sý he-'í peẽ-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 ha pe semana o-ú va pe.
2. Mba'é^pa he-'í peẽ-me pende-sý ?
3. Mba'é^pa he-'í ñandé-ve 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, peteĩ Cuerpo de Paz-pe guá voluntario o-mba.apó va ore-ndivé.

B. Xe-rory roi^kuaá vo.

Hosted for free on livelingua.com

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'ãva ningo ore-amigo kuéra Cuerpo de Paz-pe guá, Jaime Williams ha ñembireko 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 ãga-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 ãga-ité a-ha va.erã a-mba.apó.
Re-hó va.erã clase-pe	Poi^pytyvõ-sé, pero ãga-ité a-ha va.erã clase-pe.

Hosted for free on livelingua.com

Re-studia va.erã — Poi^pytyvõ-sé, pero aĝã-ite a-studiá 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 aĝã-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 pej-ú ore^pytyvõ ?
5. Ikatú^pa o-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. Peẽ — Ore^pytyvõ sapy'a-py'á.
   Oré — Pende^pytyvõ sapy'a-py'á.
3. Ha'é — Xe^rexá sapy'a-py'á.
   Xé — A-hexá xu-pe sapy'a-py'á.
4. Xé — Ro^hexa-pa-ité kurĩ.
5. Pedro ñande^mbo'e-sé la pelota re.
6. Ore ro^hã.aro'ta ko'ẽro cafetería-pe.
7. Peẽ 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 hague.

Hosted for free on livelingua.com

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 ?

Ndé re-hò va.erã kuri re-ñandú vo peteĩ ne-amigo-pe las ocho guarã, pero re-hó las diez re-ha'arõ gui otro voluntario-pe o-ĩ-mbá raẽ. Ha ko'ãga ndé er-è va.erã la ne-amigo-pe mba'é^pa la o-jehu va ndéve.

Amigo: Nde^rej-ù va.erã^i^pa las ocho ra.e?
PCV: Hẽe, pero.....

Cycle 4

model

Roj-ú ta po^ñandu 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-ú ta po^ñandú vo este diá gui quince-pe.
Este diá gui ocho-pe	Roj-ú ta po^ñandú vo este diá gui ocho-pe.
Sábado gui ocho-pe	Roj-ú ta po^ñandú vo sábado gui ocho-pe.
Ko semana-pa há-pe	Roj-ú ta po^ñandú vo ko semana-pa há-pe.

model

Araka'é^pa pej-ú ta ore^andu mĩ ?	When will you-all come to visit us?

Hosted for free on livelingua.com

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 tembi'ú ?	Do you like the food ?
B. Hẽe, xe^gustá itereí.	Yes, I like it very much.

appropriate response

1. Nde^gustá ^pa ko ore-retã ?
2. Peẽ-me^pa pende^gusta ko ore-retã aveí ?
3. Mba'é^pa a-porandú peẽ-me ra.e ?
4. Ha mba'é ixa^pa pe-contestá va.erã ra.e ?

dialog

A. Rei-potá/rõ, ikatú 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.

Hosted for free on livelingua.com

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

Ndeˆre-studiaˆi rõ, ndeˆre-aprende porã moˈãˆi 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 rõ). Examples:

O-ú ta ramo, a-há ta.
O-ú ta rõ, a-há ta. } If he will come, I will go.

Re-sẽ rõ, a-pytá ta.
Re-sẽ ramo, a-pytá ta. } If you leave, I will stay.

transformation (change to negative).

1. Re-studia rõ, re-aprendè porã ta la lección.
   Ndeˆre-studiaˆi rõ, ndeˆre-aprendè porã moˈãˆi la lección.

2. Re-poí rõ pe jaguá gui, katú ta ŏreˆsuˈú.
   Ndeˆre-poí rõ pe jaguá gui, ndˆkatú moˈãˆi oreˆsuˈú.

3. Re-sapukái rõ o-pá o-ĩ va ndeˆfendú ta.

Hosted for free on livelingua.com

4. Re-ñe-mbosako'i pya'é rè, ikatú ta ña-sẽ hóra-pe.

5. Ore^pytyvõ rõ, jai-ko-pá ta las cinco guarã.

6. Pei-ko-pá rè la cinco guarã, ja-há ta jeroky há-pe.

model

Nd^ai-kuaa^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-hó.	He will be able to go.
Ikatú ne o-hó.	He will probably be able to go.

patterned response

1. O-hó ta o-mba.apó don Pulé este diá ?
   Nd^ai-kuaá^i. O-hó ne la seis rupi.

2. Pe cená voí ta^pa ko pyharé ?
   Nd^ai-kuáá^i. Ro-cená ne la seis rupi.

3. Re-hó voí ta^pa re-mba.apó vo ?

4. Mba'é hóra rej-ú ta ja-tererè hagüã ko'ẽro ?

5. Mba'é hóra ikatú ta ña-ñepyrũ ko'ẽro ?

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 'would plus VERB' in English.

Hosted for free on livelingua.com

Integration

1. Re-haihú peteĩ paraguáya-pe.
   Re-mendá ta hesé.

   Re-haihú rõ peteĩ paraguáya-pe^pa re-mendá ne hesé ?

2. Re-joguá pe coche. Reĩ-poruká ta xé-ve.

   Re-joguá rõ pe coche^pa, reĩ-poruká ne xé-ve ?

3. Re-hó Paraguái-pe. Re-scriví ta xé-ve.

4. Re-ñe'ẽ-kuaá guaraní. Re-hó ta Paraguái-pe.

5. Re-hasá xe-valle rupi. Re-guahẽ ta xe^visitá.

6. Ha-'ú ko poña ñanã. Xe-mbonguerú ta.

7. Re-ñotỹ trigo. Re-gunu-vé pa.

8. Re-mondoró umĩ ñanã. O-ka-kuaú pora-vé ta la nde-tomate kuéra.

transformation (change to questions)

1. Aj-ù voí rõ, ja-karù voi-vé he.
   Aj-ù voí rõ, ja-karù voi-vé he^pa ?

2. O-hó rõ o-hexá ña Ana-pe, o-kuerú ne.
   O-hó rõ o-hexá ña Ana-pe, o-kuerú ne^pa ?

3. Re-topá rõ jaguà ñasỹ, re-dispará ne.

4. O-jerá rõ nde-hasõ reví gente apyté-pe, re-tĩ ne.

5. Ogue-rekó rõ 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.

Hosted for free on livelingua.com

dialog

A. Rej-apo-pá neˆpa ko'ẽro ğuarã la nde-rembiapó?

B. Aj-apo-pá ne, sa'í ma o-faltá xé-ve.

A. Upé ixa rõˆpa ja-há ne la partido há-pe pyharé?

B. Ja-há ta katu-eté.

appropraiate response

1. Pe-mba.apó neˆpa pyharekué re-topá rõ travajo?
2. Joséˆpa o-hó ne o-studiá hağuã Africa-pe?
3. Rej-ú neˆpa ára porã rõ ko'ẽro?
4. Ci-kuaá neˆpa ñaĩ-,e há ko'á-pe?
5. Re-ú neˆpa tapití ro'ó?
6. Aj-apó neˆpa la ikatú ma guivé?
7. Pe-hejá neˆpa upé trabajo pe-gana-vé ta rõ?

sentences for study (ne)

Rej-apó neˆpa ha-'é rõ ndé-ve?	Lo harías se te lo dijera?
Oj-apó neˆpa la ha-'é va xu-pé?	Haría lo que lo dijera?
Re-ú neˆpa ndé aveí?	Lo comería Ud. también?
Re-vy'á neˆpa Paraguái-pe?	Te harrarías en Paraguay?
Mba'éˆpa rej-apó ne re-hó rõ Paraguái-pe?	Qué harías si fueras a Paraguay?
Mba'éˆpa rej-apó ne regue-rekó rõ 1.000.000 de dolares?	Qué harías si tuvieras un millon de dolares?

Hosted for free on livelingua.com

model

Re-hó ne^pa pyharekué rõ la reunión ?	Would you go if the meeting were at night ?

appropriate response

Mba'é^pa rej-apó ne :

1. Oi-kó rõ nde-hegui Presidente de la República.
2. Nde-platà hetá rõ.
3. Re-nohẽ rõ lotería la Grande.
4. Re-topá rõ peteĩ jaguá ñasý.
5. O-je-ofrecé rõ ndé-ve tereré ha nde^rei-kuaá^ moõ gui^pa o-je-guerú la ý.
6. O-jerá rõ nde-kasõ reví gente apyté-pe.
7. Nde^su'ú rõ mbói.

conversion (change to future tense)

1. Re-hó ne^pa rei-pytyvõ nagüã xu-pé ?
   Re-hó ta^pa rei-pytyvõ nagüã xu-pé ?
2. Nde-nupã ne^pa nde-rembirekó re-ñe'ẽ vaí rõ hesé ?
3. Nde-té^pa rej-apó ne la nde-róga rã ?
4. Pe-mba.apó ne^pa aretè ajá upé-pe ?
5. Ogue-rú ne^pa i-tajýra la jeroky há-pe ?
6. Re-johéi ne^pa xupé pe ij-aó ?
7. Re-mbovyvý ne^pa ko aó tujakué ?

Hosted for free on livelingua.com

model

Oi-kó rõ cine, o-ú ne^pa nde-rú aveí ?	If there is a movie, will your father come, too ?

model

O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión hóra.	It would be better for me if we change the meeting time.

substitution

1. O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión hóra.
2. O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión rendá.
3. O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión ára.

model

O-pytá pora-vé ne^pa ndé-ve ña-cambiá rõ la reunión óra ?	Would it be better f you if we change the meetin time ?

model

A-há ta pyharekué rõ la reunión.	I will go if the meeting is at night.

substitution

1. A-há ta pyharekué rõ la reunión.
2. A-há ta sábadokué rõ la reunión.
3. A-há ta pyharevekué rõ la reunión.
4. A-há ta ka'arukué rõ la reunión.

Hosted for free on livelingua.com

Cycle 7

model

O-ú rõ la médico, n^o-manõ^i xéne la i-memby.	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.
Nd^a-mba.apó^i xéne pyharekué. I wouldn't work nights.

transformation (change to the ne form)

1. O-ú rõ la médico, nd^o-manó mo'ã^i la i-memby.
O-ú rõ la médico, n^o-manó^i xéne la i-memby.

2. Re-mba.apo-vé rõ, nda^nde-mboriahú mo'ã^i.

3. Re-mbopupu rõ la ý, nda^nde-rasý mo'ã^i.

4. Re-ñepyry voi-vé rõ, i-porã-vé ta.

5. Re-ñangarekó pora-vé rõ nde tapití re, nda^ñasý mo'ã^i.

6. Re-pu'ã voi-vé rõ, nde^re-guahẽ mo'ã^i tarde clase-pe.

transformation (change to hypothetical future)

1. Mo'ãro nd^o-mba.apó mo'ã^i Don Ruperto.
Mo'ãrp n^o-mba.apó^i xéne Don Ruperto.

2. Nd^o-scriví mo'ã^i o-hó ri ré la ñemũ me.

3. Nd^o-mbonguerà mo'ã^i xu-pé pe pohã ñanã.

4. Nd^o-mendá mo'ã^i pe kunatãi re.

5. Nd^o-ky mo'ã^i.

Hosted for free on livelingua.com

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'é 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'épa 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

T. Ikatú oi-kó cine.
S. Oi-kó rõ cine, o-ú ne xe-hermano aveí.

T. Ikatú oi-kó partido.

T. Ikatú oi-kó je-karú.

T. Ikatú oi-kó jeroký.

Hosted for free on livelingua.com

Cycle 8

model

he-'í ningo kurì la o-hó ne hağuã lunes rupi.	He said that he would (probably) go about Monday.

1. The STUDENT: Notice that the ná becomes hağuã following ne.
Examples:

he-'í o-hó pa ná	He says that he will go
he-'í o-hó ne hağuã	He says that he will (probably) go

substitution

Lunes rupi	he-'í ningo kurì la o-hó ne hağuã lunes rupi.
ko mes-pa há-pe	He-'í ningo kurì la o-hó ne hağuã ko mes-pa há-pe.
La semana o-ú va-pe	he-'í ningo kurì la o-hó ne hağuã la semana o-ú va-pe
Ko'ẽ ambué rõ	He-'í ningo kurì la o-hó ne hağuã ko'ẽ ambué rõ.

patterned response

1. Oi-poruká ne^pa xé-ve ?
Nd^ai-kuaá^i, ha'é ne-'í kurì oi-poruká ne hağuã ndé-ve.

2. O-hó ne^pa ko semana-pa há-pe ?
Nd^ai-kuaá^i, ha'é he-'í kurì o-hó ne hağuã ko semana-pa há-pe.

3. O-karú ne^pa ore-ndivé ?
Nd^ai-kuaá^i, ha'é he-'í kurì o-karú ne hágua ore-ndivé.

appropriate response

1. Ja-topá rõ ẗapé rupi algun karaí tujá, mba'é^pa ja-j-apò va.erã ?
(Ja-saludà va.erã ìxu-pé jai-pe'á vo ñanḍe-sombrero ?)

Hosted for free on livelingua.com

model

Ai-kuaá ndeˆre-hoˆi hágué la reuniõn.	I know that you didn't go to the meeting.

patterned response

1. Xé ndˆa-háˆi kurì la reunion há-pe.
   Ai-kuaá ndeˆre-hoˆi hagué reunion há-pe

2. Ndˆaj-úˆi kurì Nueva York gui.
   Ai-kuaá ndeˆrej-úˆi hagué Nueva York gui.

3. Ndˆa-ñangareko porãˆi kurì la tapití re.

4. Ndˆo-mbopotĩˆri kurì la i-kotý.

restatement and alertness check

1. T. Ndˆa-háˆi kurì la reunion há-pe.
   S. Ai-kuaá ndeˆre-hoˆi hagué la reunion há-pe.
   T. Mba'éˆpa he-'í ha'é?
   S. Oi-kuaá ndeˆre-hoˆi hagué, he-'í.

2. T. Ndˆaj-ú kurì Nueva York rupi.

3. T. Ndˆa-ñangareko porãˆi la tapití re.

4. T. Nda-mbopotĩˆri la xe-kotý.

model

A-gradecé ndé-ve xeˆpytyvõ 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'.

Hosted for free on livelingua.com

patterned response

T. Xé roi-pytyvõ.
S. Agradecé ndé-ve xeˆpytyvõ 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. A-vy'a-itereí haguére a-mba.apó nendivé.
T. Ikatú re-aprendé guaraní.
T. Ikatú re-nó campaña-pe.

model

Í-sý i-poxý hendivé ndˆo-joguáˆi haguére la sapatú.	His mother is mad at him for not having bought the shoes.

patterned response

T. Ha'é ndˆo-joguáˆi la sapatú.
S-1. Í-sý i-poxý hendivé ndˆo-joguáˆi haguére la sapatú.
T. Mba'é guiˆpa i-poxý hendivé í-sý?
S-2. Í-sý i-poxý hendivé ndˆo-joguáˆi haguére la sapatú.
T. Ha'é ndˆo-mbongarúˆi la ryguasù kuéra.
T. Ha'é ndˆoi-týpeíˆri la i-kotý.
T. Ha'é ndˆo-ñangarekó porâˆi la tapití re.

model

Ro-mbyasy-eté ndeˆre-hoˆi haguére la reunion há-pe upé sábado.	We missed you in the meeting last Saturday.

patterned response

T. Ndˆa-háˆi reunion há-pe upé sábado.
S. Ro-mbyasy-eté ndeˆre-hóˆi haguére la reunion há-pe.

Hosted for free on livelingua.com

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 kotýpe. A-hexá xu-pé.
4. Ña-ñemongetá O-ñepyrũ o-kýpe.
5. O-hupí la ý. O-só la piola.
6. O-purahéi. O-ñepyrũ o-sẽ la gente.

model

Mba'éꞌpa o-jehú xu-pé o-guejý vo?	What happened to him as he got down?

substitution

Ha'é o-guajý	Mba'éꞌpa o-jehú xu-pé o-guejý vo?
Ha'é o-sẽ o-guatá	Mba'éꞌpa o-jehú xu-pé o-sẽ vo o-guatá?
Ha'é o-guahẽ	Mba'éꞌpa o-jehú xu-pé o-guahẽ vo?
Ha'é o-hasá	Mba'éꞌpa o-jehú xu-pé o-hasá vo?
Ha'é o-ú	Mba'éꞌpa o-jehu xu-pé o-ú vo?

Hosted for free on livelingua.com

model

Juan o-purahéi o-hó vo calle re.	John was going down the street singing.

patterned response

T. Pe mitã o-hó calle re.
S. Pe mitã o-purahéi o-hó vo calle re.
T. Pe mitã o-ú clase-pe.
S. Pe mitã o-purahéi o-ú vo clase-pe.
T. Pe-mitã oi-kó calle re.

model

Pe mitã o-lustrá oi-kó vo sapatú.	That kid goes around shining shoes.

patterned response.

T. Pe mitã o-mba.apó calle re.
S. Pe mitã o-mba.apó oi-kó vo calle re.
T. Pe mitã o-lustrá sapatú.
S. Pe mitã o-lustrá oi-kó vo sapatú.

model

Mba'épa oj-apó oi-kó vo pe mitã?	What is that kid going around doing?

Hosted for free on livelingua.com

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 ?

Hosted for free on livelingua.com

model

Ro-hó mo'ã nde-r̊óga-pe pero o-ký.	We were going to go to your house, but it rained.

substitution

O-ky	Ro-hó mo'ã nde-r̊óga-pe pero o-ký.
O-ú xe-tió.	Ro-hó mo'ã nde-r̊óga-pe pero o-ú xe-tió.
Ore^ganá la camión	Ro-hó mo'ã nde-r̊óga-pe pero ore^ganá la camión.
O-ñe-mbyaí la ore-coche	Ro-hó mo'ã nde-r̊óga-pe pero o-ñe-mbyaí la ore-coche.
r̊asý xe-r̊embirekó	Ro-hó mo'ã nde-r̊óga-pe pero r̊asý xe-r̊embirekó.
O-kañy ore-heguí la nde-dirección.	Ro-hó mo'ã nde-r̊óga-pe pero o-kañy 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 camion.
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-guejy^I rá.è pe esquina-pe ?

Hosted for free on livelingua.com

4. Mba'é re^pa nda^pej-ú^i ra.è ore^visitá vo ?

5. Mba'é re^pa nd^o-hó^i ra.è clase-pe nde-rembirekó ?

6. Mba'é^pa o-jehú ra.è ndé-ve rej-ú kué vo á-pe ?

7. Mba'é gui^pa nde^re-guejy^i ra.è centro-pe ?

8. Mba'é re^pa nde^re-rambosá^i rej-ú mboyvé ?

9. Mba'é re^pa nde^re-ñe-hendyva'ó^i ra.è ko pyhare-vé ?

Cycle 11

TO THE STUDENT:

O-hó hendivé	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.

Hosted for free on livelingua.com

transformation

1. O-guahẽ hikuái jeroky há-pe hendivé angè pyharé
   O-guahẽ jeroky há-pe oño-ndivé angè pyharé.

2. Ja-há hendive re-ho-sé vové nte.
   Ja-há oño-ndivé re-ho-sé vove nte.

3. Pej-ú xe-rógа-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-ko hendivé.

7. Hi'ã 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.ekue.

9. O-ñe'ẽ hendivé ko'ẽ guivé pytũ 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 (pende-ju-pé)*
O-je-kuaá i-ju-pá*	

Hosted for free on livelingua.com

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-haihû va.erã nde-rapixá-pe re-je-haihú háixa (nde-ju-pé).	You should love your neighbor as yourself.

substitution

ndé	A-haihù va.erã xe-ŕapixá-pe a-je-haihu háixa (xe-ju-pé).
xé	Re-haihù va.erã nde-ŕapixá-pe re-je-haihu háixa (nde-ju-pé).
ha'é	O-haihù va.erã ŕapixá-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.

Hosted for free on livelingua.com

model

Ha'é oj-apó la chiste pero ha'é jevý nte o-jeré o-puká i-je-hé.	He tells a joke and then is the only one who laughs at it. (Lit. Turns around and laughs at himself.)

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

Aré ma nd^a-penã^i xe-je-hé. Tẹkotevẽ a-há a-joguá xe-aó rã̀ mĩ.	I quit taking care of myself quite a while ago. I need to buy me some clothes.

patterned response

Tẹkotevẽ a-há a-joguá xe-aó rã̀ mĩ.	Aré ma nde^re-penã^i nde-je-hé.
Tẹkotevẽ re-hó rejoguá nde-aó rã̀ mĩ.	Aré ma nd^a-penã^i xe-je-hé.
Tẹkotevẽ o-hó o-joguá ij-aó rã̀ mĩ.	Aré ma nd^o-penã^i i-je-hé.

Hosted for free on livelingua.com

model

Moõ^pa re-conseguí ra.e pe aó re-rekó va 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 sái	Moõ^pa re-conseguí ra.e pe sái 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'ẽ vaí ojue-hé oi-kó vo.	They always go around gossiping about each other.

Hosted for free on livelingua.com

substitution

ha'è kuéra	Tapiá-nte o-ñe'ẽ vaí ojue-hé oi-kó vo.
ñandé	Tapiá-nte ña-ñe'ẽ vaí ojue-hé jai-kó vo.
oré	Tapiá-nte ro-ñe'ẽ vaí ojue-hé roi-kó vo.
peẽ	Tapiá-nte pe-ñe'ẽ vaí ojue-hé pei-kó vo.

transformation

Umí kuña-karaí o- 'ẽ hesé.	Umí kuña-karaí o-ñe'ẽ ojue-hé.
Umí novio o-maña porã hesé.	Umí nòvio 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-mbojehe'a-pá ojue-hé.	Put sugar, flour, and salt in a bowl and mix them together.

Hosted for free on livelingua.com

completion

E-moĩ caserólá-pe asucá, harina, ha juky.

E-moĩ caserolá-pe asucá, harina, ha juky ha e-mbojehe'á-pá o-jue-hé.

Si-kyti lechuga, tomate ha acelga.

Si-kyti lechuga, tomate ha acelga, ha e-mbojehe'a-pá ojue-hé.

E-moĩ pypé ryguasu rupi'á, kamby, ha ñandy.

E-moĩ pype ryguasu rupi'á, kamby, ha ñandy ha e-mbojehe'a-pá ojue-hé.

TO THE STUDENT: The reciprocal of the gui is formed by adding ojue-heguí after the verb for all persons.

model

Ñasý-pe ñesarái ojue-heguí Lucas ha María.	After a long time Luke and Mary forgot each other.

substitution

Lucas ha María

Ñasý-pe ñesarái ojue-heguí Lucas ha María.

Xé ha Lorenzo

Ñasý-pe pende-ñesarái ojue-hegui ndé ha Lorenzo.

Ndé ha Ramón

Ñasý-pe ore-ñesarái ojue-heguí xé ha Ramón.

Ndé ha Xé

Ñasý-pe ñande-ñesarái ojue-heguí ndé ha xé.

Hosted for free on livelingua.com

substitution

ore-ṙesarái	Aré ma ore-ṙesarai hagué ojue-heguí.
ro-kañý	Aré ma ro-kañy hagué ojue-heguí.
ro-Kyhyjé	Aré ma ro-kyhyjé hagué ojue-heguí.
Ndo^roi-kuaa-vé^i mba'evé.	Aré ma ndo^roi-kuaa-ve^i hagué mba'evé ojue-heguí.

model

Ro-ĩ mombyrý rõ jepe ojue-heguí, ore-mandu'á ojue-hé.	Even though we are far apart we remember each other.

integration

Ro-ĩ mombyrý ojue-heguí. Ore-mandu'á ojue-hé.	Ro-ĩ mombyry rõ jepe ojue-heguí, ore-mandu'á ojue-hé.
Oi-kó aguĩ oje-heguí. O-ñe'ẽ vaí ojue-hé.	Oi-kó aguĩ rõ 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^o-penã^i xe-rehé.	A-henõi jepe xu-pé ha nd^o-penã^i xe-rehé.

Hosted for free on livelingua.com

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 Pùlé py'ỹi-nte o-hó va Paraguaý-pe.	{Don Pulé suele ir a Asunción. / Don Pulé goes to Asuncion a lot.

TO THE STUDENT:

Pe karaí 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 Pulé o-hó sapy'a-py'á Paraguaý-pe.
   Don Pulé py'ỹi-nte o-hó va Paraguaý-pe.

2. I-ména o-ka'ú sapy'a-py'á.
   I-ména py'ỹi-nte o-ka'ú va.

3. Ña Nilda membý ogue-rú sapy'a-py'á ý poso gui.

4. Juancito o-ú sapy'a-py'á ore^pytyvõ vo.

5. Juan ha Silvio o-purahéi en dúo sapy'a-py'a.

Hosted for free on livelingua.com

c. Xe-abuelita sapy'á-py'a o-pu'ã las cuatro rupi.

T. O-ñepyrũ voí hikuái sapy'á-py'á.

model

Ai-kó ramo guaré Concepción-pe Juancito o-ú miva xe^andú vo.	When I lived in Conceptión, 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-ŕasý ramo guaré.

Hosted for free on livelingua.com

MIVA

1. Mba'é^pa rej-apó miva domingo kue?
2. Moõ^pa re-karú mia rei-kó rõ guaré Concepción-pe?
3. O-ú va pio Roberto nde-visita vo?
4. Moõ^pa re-hugá miva la pelota?
5. Mãva^pa o-purahéi miva en dúo sapy'a-py'a?
6. Mba'é^pa he-'í miva ndé-ve nde-ro̊u?
7. Mãva^pa o-û va á-pé, ko clase-pe?
8. Mba'é ora^pa ña-ñepyrũ miva la clase?
9. Mba'é^pa rej-apó mia rei-ko rõ guaré Norteamerica-pe?
10. Ndé^pa re-hó va misa há-pe cada domingo?
11. Re-ñe'ẽ miva^pa karai-ñe'ẽ nde-ro̊ga-pe?
12. Re-hó va^pa centro-pe?
13. Moõ^pa pe-hó va cine há-pe?
14. Mba'é^pa pe'ú va pende-ro̊ga-pe pej-ú mboyvé?
15. Pe-ñe-mbo'é 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 el.

TO THE STUDENT: The Guarani 'VERB plus 'i' is best translated by the Spanish 'VERB plus poco'.

Hosted for free on livelingua.com

substitution

o-paga	Don Porfirio o-paga'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.
xe-mbongarú	Don Porfirio xe-mbongaru'i-sé, ha upea re nd^a-mba.apo-sé^i hendivé.
xe-mbomba.apó	Don Porfirio xe-mbomba.apo'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.
o-pytu'ú	Don Porfirio o-pytu'u'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.

TO THE STUDENT:

jaguá.ra'ý	puppy
jagua'í	little dog

With nouns 'i usually refers to size while ra'ý 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'ý.
Re-hexá^pa pe kure'í oi-ké va hĩna nde-korapý-pe.	Re-hexá^pa pe kure ra'ý oi-ké va hĩna nde-korapý-pe?
Aje^pa i-kyrà-ité pe vaca'í.	
Aje^pa i-ñarõ pe jagua'í.	

substitution

avati	O-kakuaà porã-ité^pa umí avatì ra'ý!
ryguasú	O-kakuaà porã-ité^pa umi ryguasù ra'ý!
naranja	O-kakuaà porã-ité^pa umí naranja ra'ý!
yvyra mata	O-kakuaa porã-ité^pa umí yvyra máta ra'ý!
kuré	O-kakuaá porã-ité^pa umí kure ra'ý!

Hosted for free on livelingua.com

translation

1.	Are you taking good care of your little baby chickens?	Re-ñangareko-porã^pa la nde-ryguasú ra'y kuéra re?
2.	His little tomato plants are growing well.	O-kakuaa-porã la tomate ra'ý.
3.	Whose little house is that?	Mãva mba'é^pa pe óga'í?
4.	What a pretty little horse that is.	I-porã-eté^pa pe cavaju'í!
5.	Isn't that a pretty little puppy?	Aje^pa i-porã pe jaguà ra'ý?
6.	Where did you get those baby pigs?	Moõ^pa re-conseguí ra.e umí kurè ra'ý.

model

Mixĩ-eté ko pe vaca ra'ý.	That calf is certainly small.

TO THE STUDENT: mixi is a quality verb meaning 'to be little'.

substitution

vaca ra'ý	Mixĩ-eté ko pe vaca ra'ý.
jaguá	Mixĩ-eté ko pe jaguá ra'ý.
óga	Mixĩ-eté ko pe óga ra'ý.
livro	Mixĩ-eté ko pe livro ra'ý.

point and ask

1. Mãva^pa la mixĩ vé va, kóva^pa tẽra^pa péva?
2. Mãva^pa la tuixa vé va, kóva^pa tẽra^pa péva?
3. Mãva^pa la ij-yvate-vé va, kóva^pa tẽra^pa péva?
4. Mãva^pa la mbyky-vé va, kóva^pa tẽra^pa péva?
5. Mãva^pa la ipuku-vé va, kóva^pa tẽra^pa péva?

Hosted for free on livelingua.com

substitution

traje	Aje^pa mixĩ xe-rehé ko traje?
camisá	Aje^pa mixĩ xe-rehé ko camisá?
sái	Aje^pa mixĩ xe-rehé ko sái?
aó	Aje^pa mixĩ xe-rehé ko aó?
sombrero	Aje^pa mixĩ xe-rehé ko sombrero?

Cycle 16

model

Oi-mẽ raẽ va.	Anyone.
Oi-mẽ raẽ va mba'é.	Anything.
Oi-mẽ há-pe.	Anywhere.
Oi-mẽ há hora.	Any time.

TO THE STUDENT: Notice that oi-me há is used in reference to place and time while oi-mé raẽ va is used in reference to all else.

patterned response

1.	Mba'é^pa rei-potá a-rú ndé-ve?	Oi-mẽ raẽ va mba'é-nte.
2.	Moõ^pa rei-potá a-guapý?	Oi-mẽ há-pe-nte.
3.	Mãva-pe^pa rei-potá a-henõi?	Oi-mẽ raẽ va-pe-nte.
4.	Mba'é hora^pa rei-potá a-há nde-roga-pe?	Oi-mẽ há hora-nte.
5.	Mba'é^pa rei-potá a-joguá ndé-ve?	Oi-mẽ raẽ va mba'é-nte.
6.	Mba'é hora^pa rei-potá ro-há nde-piári?	Oi-mẽ há hora-nte.
7.	Moõ^pa rei-potá a-moĩ ko m[illegible]	Oi-mẽ há-pe-nte.
8.	Mãva-pa^pa rei-potá a-me'ẽ ko chipá?	Oi-mẽ raẽ va-pe-nte.

Hosted for free on livelingua.com

transformation

1.	Er-é xu-pé t-o-ú.	Er-é oi-mẽ raẽ va-pe t-o-ú.
2.	Ha'é he-'í kurĩ o-joguá ne hagũã xé-ve peteĩ mba'é.	Ha'é he-'í kurĩ o-joguá ne hagũã xé-ve oi-mẽ raẽ va mba'é.
3.	Rei-potá^pa a-guapý á-pe?	Rei-potá^pa a-guapý oi-mẽ há-pe?
4.	Añ-atendé ta nde-rehé ko ka'arú las cuatro.	Añ-atendé ta nde-rehé ko ka'arú oi-mẽ há hora.

Cycle 17

model

Ja-há mandi la banco-pe o-ñe-mbotý moõyvé 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 tẽra^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 tẽra^pa las tres?	Ja-há mandi o-ú mboyvé.
3.	Nd^ai-kuaá^i o-ñe-pyrũ ta^pa la cuatro tẽra^pa las tres?	Ja-há mandi o-ñe-pyrũ mboyvé.
4.	Nd^ai-kuaá^i la camion^pa o-hasá las cuatro tẽra^pa las tres?	Ja-há mandi o-hasá mboyvé.
5.	Nd^ai-kuaá^i la clase^pa o-pá ta las cuatro tẽra^pa las tres?	Ja-há mandi o-pá mboyvé.

Hosted for free on livelingua.com

Cycle 18

Rel

A-me'ẽ reí ta-nte ndé-ve ko livro.	I will give this book to you free.

THE STUDENT: Notice that reí is often translated 'free' meaning ithout charge'.

nversion

A-me'ẽ ta ndé-ve ko livro.
Ai-poruká ta ndé-ve la xe-tractór.

Aj-apó ta xu-pé ij-aó rã.
Ro-mbo'é ta la guaraní.
Ro-mbongarú ta ko mès kóva.
Ñai-pytyvõ ta xu-pé.

A-me'ẽ reí ta-nte ndé-ve ko livro.
Ai-poruká reí ta n' ndé-ve la xe-tractór.

del

Ro-guapý kurì ro-ñemongetá ro-ína ha o-gué reí sapy'á la lus.	We were sitting there talking and the lights just went out. (For no apparent reason)

THE STUDENT: In some contexts reí means 'without apparent reason ause'.

bstitution

-gue reí-nte sapy'á la lus.

Ro-guapy kurì ro-ñemongetá ro-ína ha o-gue reí sapy'á la lus.

-dispara reí-nte sapy'á la -ẽendá

Ro-guapy kurì ro-ñemongetá ro-ína ha o-dispara reí-nte sapy'á la xe-ẽendá.

-ñe-mboty reí-nte sapy'á la okẽ.

Ro-guapy kurì ro-ñemongetá ro-ína ha o-ñe-mbotỳ reí-nte sapy'á la okẽ.

Hosted for free on livelingua.com

I-poxý José	Ro-guapý kurî ro-ñemongetá ro-ĩna ha i-poxỳ reí sapy'á José.
Xeˆnupã	Ro-guapý kurî ro-ñemongetá ro-ĩna ha xeˆnupã reí sapy'á.
O-sapukái	Ro-guapý kurî ro-ñemongetá ro-ĩna ha o-sapukái reí sapy'á

model

O-hó reí ministro ñendá-pe porque ndˆo-ñatendéˆi hesé.	He went uselessly to see the minister because they didn't attend him.

TO THE STUDENT: In some contexts reí means 'uselessly; futilely; without accomplishing one's purpose'.

conversion

1. A-há ñendá-pe pero ndˆo-úˆi ko pyhare-vé.	A-há reí hendá-pe porque ndˆo-úˆi ko pyhare-vé.
2. Re-porandú ta xu-pé pero ha'é ndˆoi-kuaà mo'ãˆi.	
3. Pej-ú pero ne'ĩra o-ĩ-mbá.	
4. [illegible]'é pero ava-vé ndˆo- ntendéˆi.	
5. A-pagá hesé pero ndˆo-valéˆi marã-vé.	
6. Ña-henõi xu-pé pero ha'é ndˆoi-kuaa-séˆi mba'e-vé ñande-heguí.	
7. Er-é ningo xu-pé pero ndˆo-importaˆi xu-pé.	
8. O-mboingé i-ta'ýra escuela-pe pero ndˆo-studia-séˆi-[illegible] voí.	
9. Pe-mbo'é Carlos-pe pero ha'é ningo ndˆo-ñantendéˆi pende-rehé.	
10 Re-rú la nde-livro pero ndaˆjaiˆ porù mo'ãˆi.	

Hosted for free on livelingua.com

Cycle 19

model

Upe ixa rõ 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 rõ	Upé ixa rõ mante jai-ko-pá ta ko ka'arú.
Ña-mba.apo pya'é rõ	Ña-mba.apó pya'é rõ mante jai-ko-pe ta ko ka'arú.
Ja-há rõ ko'ãga-ité	Ja-há rõ ko'ãga-ité mante jai-ko-pá ta ko ka'arú.
Ña-sẽ voí rõ	Ña-sẽ voí rõ mante jai-ko-pá ta ko ka'arú.
Ña-guahẽ voí rõ	Ña-guahẽ voí rõ mante jai-ko-pá ta ko ka'arú.
Ña-ñepyrũ pya'é rõ	Ña-ñepyrũ pya'é rõ mante jai-ko-pá ta ko ka'arú
Don Luís ñande^pytyvõ rõ	Don Luís ñande^pytyvõ rõ mante jai-ko-pá ta ko ka'arú.
Don Gonzales oi-puruká rõ ñandé-ve la i-tractór	Don Gonzales oi-puruká rõ mante jai-ko-pá ta ko ka'arú.

Hosted for free on livelingua.com

Cycle 20

model

Hi'ajù potá ma ko'ã sandía kuéra.	Those watermelons are about ripe.

TO THE STUDENT:

o-hò mo'ã	He is about to go.
o-hò potá	He almost went (but didn't).

The verb potá used as the second element in a compound signifies the imminent occurrence of the verb.

appropiate response (teacher holds up pictures of:)

watermelon	Hi'ajù potá ma ko'ã sandía.
orange	Hi'ajù potá ma ko'ã naranja.
banana	Hi'ajù potá ma ko'ã pakóva.
cantelope	Hi'ajù potá ma ko'ã merõ.
fruit	Hi'ajù potá ma ko'ã yvá.
grapefruit	Hi'ajù potá ma ko'ã gréifo.

transformation

1.	O-kỳ mo'ã angè pyharé.	O-kỳ potá ma hĩna.
2.	A-hà mo'ã ro-visitá nde-róga-pe angè pyharé.	A-hà potá ma a-ĩna ro-visitá nde-róga-pe.
3.	A-hà mo'ã Paraguáy-pe.	A-hà potá ma a-ĩna Paraguáy-pe.

sentence build-up

1.	Oi-mẽ-ko a-me'ẽ-mbá.	It's that I give away all.
2.	Oi-mẽ-ko a-me'ẽ-mbà potá.	It's that I'm about ready to give away all.
3.	Oi-mẽ-ko a-me'ẽ-mbá potà-ité xe-rymba kuéra.	It's that I'm just about ready to give away all my animals.

TO THE STUDENT: oi-mẽ-ko may be translated 'It's that___' or 'It happens that _____'. (Spanish 'es que ____')

Hosted for free on livelingua.com

sentence build-up

1.	Re-nohẽ	You take it out (lo sacas).
2.	Re-nohẽ mbotá.	You're about to take it out.
3.	Re-nohẽ mbotá mba'é?	Is it that you're about to take it out? (Acaso estás para sacarlo)
4.	Re-nohẽ mbotá mba'éˆiko rei-kó vo?	Is it that you're going around about to take it out?
5.	Re-nohẽ mbotá mba'éˆiko rei-kó vo plata?	Is it that you're going around about to take out some money?
6.	Re-nohẽ mbotá mba'éˆiko 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, ndéˆpiko ndaˆha'éˆi á rupi guá mba'é?	Say, you're not by any chance from around here?
2.	Re-heja mba'éˆpiko nde-rembi'ú tatá-pe?	Did you by any chance leave your food on the fire?
3.	Re-joguá ta mba'éˆpiko nde-coche rã?	Are you going to buy a car, by any chance?
4.	Rei-potáˆpiko ai-poruká ndé-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-nohẽ mba'éˆiko rei-kó vo plata yvyguý?

B. Nahãniri, oi-mẽ-ko a-me'ẽ-mbá potà-ité xe-ŕymbà-kuéra.

Hosted for free on livelingua.com

dialog

A.	A-pytu'ù potá ai-kó vo la xe-trabajo gui.	I'm going to quit my work (I'm fed up with it).
B.	Re-nohẽ mbotá mba'éiko rei-kó vo plata yvyguý?	Did you find a gold mine or what?
A.	Nahãniri, oi-mẽ ko a-me'ẽ-mbá potà-ité xe-rymbà kuéra.	No, I'm about to sell all of my animals.
B.	Oi-mẽ ne re-me'ẽ hepỳ porã ta hĩna?	Will you be selling (everything) at a good price?
A.	Upé va gui-nte ningo a-me'ẽ-mbá ta o-ño-ndivé pá.	That's why I'm selling everything altogether (all at once).
B.	Avy'à-ité x-amigo nde-ndivé.	I'm happy for you.

Cycle 21

model

Ha'é o-ù va.erã mo'ã kurî xe-ndivé pero iñ-akã-nundú i-ko'ẽ vo.	He would have come with me but he had a fever when he woke up.

TO THE STUDENT:

o-ù va.erã	He should come
o-ù mo'ã	He almost came
o-ù va.erã mo'ã	He should have come / He would have come

Notice that va.era mo'ã means 'should have' or 'would have'.

substitution

iñ-akã-nundú	O-ù va.erã mo'ã kurî xe-ndivé pero iñ-akã-nundú i-ko'ẽ vo.
o-ú ij-avuelo	O-ù va.erã mo'ã kurî xe-ndivé pero o-ú ij-avuelo.
o-soró i-casõ	O-ù va.erã mo'ã kurî xe-ndive pero o-soró i-casõ.
o-henõiuká xu-pé i-sý	O-ù va.erã mo'ã kurî xe-ndivé pero o-henõiuká xu-pé i-sý.

Hosted for free on livelingua.com

Cycle 22

paradigm (negative of vowel-stem verb)

-'ẽ 'say; tell'

nd^a-'é^i	ndo^ro-'é^i nda^ja-'é^i
nde^er-é^i	nda^pej-é^i
nd^e-'í^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	nd^a-'é^i
ha-'é ta	nd^a-'é mo'ã^
ha-'è varã	nd^a-'è varã^
ha-'é ne	nd^a-'è xéne
he-'í	nd^e-'í^ri
he-'í ta	nd^e-'í mo'ã^i
he-'ì varã	nd^e-'ì varã^i
he-'í ne	nd^e-'ì xéne
er-é	nde^er-é^i
er-é ta	nde^er-è mo'ã^i
er-è varã	nde^er-è varã^i
er-é ne	nde^er-è xéne

Hosted for free on livelingua.com

dialog

A. Mba'éˆpa he-'í ta Carlos?

B. Ha'é ndˆe-ì mo'ãˆi mba'evé.

appropriate response

1. Mba'éˆpa er-é ta ndé?
2. Mba'éˆpa ha-'é ta xé?
3. Mba'éˆpa he-'í ta ha'é?
ETC.

1. Mba'éˆpa ha-'è va.erã?
2. Mba'éˆpa er-è va.erã?
3. Mba'éˆpa he-'ì va.erã?

Cycle 23

paradigm (negative of vowel-stem verb)

-'ú 'eat' (v. tr.)

ndˆa-'úˆi	ndoˆro-'úˆi ndaˆja-'úˆi
ndeˆre-'úˆi	ndaˆpe-'úˆi
ndˆo-'úˆi	

TO THE STUDENT: The 1st person singular and 3rd person forms drop the h. The others are regular.

Hosted for free on livelingua.com

model

Ha'é nd^e-'í^ri mba'evé.	He doesn't say anything.

patterned response

Ha'é nd^e-'í^ri mba'evé. Ha ndé?
Xé nd^a-'é^i mba'evé aveí. Ha xé?
Ndé nde^er-é^i mba'evé aveí.
(Ha peẽ? Ha oré? ETC.)

dialog

A. Mba'é^pa he-'í Carlos?

B. Ha'é nd^e-'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 nd^e-'ì mo'ã^i mba'evé.	He won't say anything.

patterned response

Ha'é nd^e-'ì mo'ã^i mba'evé. Ha ndé?
Xé nd^a-'è mo'ã^i mba'evé aveí. Ha xé?
Ndé nde^er-è mo'ã^i mba'eve aveí.
(Ha peẽ? Ha oré? ETC.)

Hosted for free on livelingua.com

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 contruction in Guarani, rire is used following the verb.

transformation

Rei-kuaà va.erã mo'ã la lección pero nde^re-studiá^i.	Re-studiá rire, rei-kuaà va.erã mo'ã la lección.
O-ù va.erã mo'ã kurì xe-ndivé pero iñ-akã-nundú i-ko'ẽ vo.	Nda^iñ-akã-nundú^i rire i-ko'ẽ vo o-ù va.erã mo'ã kurì.
Ó-ù va.erã mo'ã xe-ndivé pero o-ú ij-avuelo.	Nd^o-ú^i rire, ij-avuelo o-ù va.erã mo'ã xe-ndivé.
O-gustà va.erã mo'ã xu-pe la reunión pero nd^o-hó^i.	
I-plata hetà va.erã mo'ã pero nd^o-mba.apó^i.	
Nd^o-manõ^i va.erã mo'ã pero nd^o-henõi^ri hikuái la medico-pe.	
Nda^hasỹ^i va.erã mo'ã pero ho-'ú kambý sandía ári.	
O-kakuaá pòra-vé va.erã mo'ã la tapití pero nde^re-ñangareko^i hese kuéra.	
Ro-hexa va.erã mo'ã pero nd^a-há^i.	
A-hà va.erã mo'ã pero nda^xe-renõi^ri.	

Hosted for free on livelingua.com

Cycle 25

model

Ha'é ndˆo-'ù mo'ãˆi mba'evé.	He won't eat anything.

patterned response

Ha'é ndˆo-'ù mo'ãˆi mba'evé. — Ha ndé ?
Xé ndˆa-'ù mo'ãˆi mba'evé aveí. — He xé ?
Ndé ndeˆre-'ù mo'ãˆi mba'evé aveí.
ETC.

appropriate response

1. Mba'éˆpa ho-'ú ta ha'é?
2. Ho-'ú taˆpa David ko chipa ?
3. Mba'éˆpa re-'ú ta ndé ?
4. Re-'ú ta ko pan ?
5. Mba'éˆpa la ndˆa-'ú varãˆi.
ETC.

listening for comprehension

Jose: Hãke, ho'á peteĩ mberú nde-rembi-'ú-pe.
Look out, a fly fell in your food.

David: Ko rembi-'ú-pe o-ĩ peteĩ mberú. Ndˆa-'ù mo'ãˆi.
There's a fly in this food. I won't eat it.

appropriate response

1. Mãva rembi-'ú-peˆpa ho-'á peteĩ mberú ?
2. Mba'éˆpa he-'í Jose David-pe ?
3. Ho-'u-séˆpa David hembi-'ú ?
4. Mba'éˆpa ha'é he-'í ?

Hosted for free on livelingua.com

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 ĥakuete'ỹ va-pe.	Cook in an oven that is not very hot
2.	E-moĩ pakova ĥogué ári ha e-moĩ ťata-kuá akú-pe.	Put it on banana leaves and put it in a hot oven.
3.	Tekotevẽ re-ñohẽ y ťakú yvý re.	You need to pour hot water on the ground.
4.	Anĩ ke pokó la ťembi-'ú akú re.	Don't touch the hot food.
5.	Xéˆgusta café akú.	I like hot coffee.
6.	Ña María ogue-rekó kambý akú nóga-pe.	Mary has fresh (recently milked) milk at home.

model

A-nohẽ ramo kambý ĥo'ysá porã va pe eladera gui.	I just took some nice cold milk from the ice box.

patterns for study

Àra ĥakú hĩna, ajéˆpa ?	The weather is really hot, isn't it ?
ĥo'ysá porã hĩna.	It is cool.
ĥaku-eté la kuarahý hĩna.	The sun is really hot.
Nde-mbyry'áiˆpa ?	Are you hot ?
Xé-ĥo'ý.	I'm cold.
La àra ĥo'ysá ndaˆxeˆgustaˆi mba'evé.	I don't like cold weather at all.

Hosted for free on livelingua.com

Cycle 26

model

Nd^a-reko^i la plata a-joguà hagüã ixa tapití.	I don't have the money to buy rabbits.

TO THE STUDENT: Notice that hagüã alone implies that the person just doesn't have money, while hagüãixa implies that the person has money, but not enough to buy the rabbit.

examples:

A-jogua hagüã	to buy
A-jogua hagüãixa	enough to buy

1. Nd^a-reko^i la plata a-joguà hagüã ixa tapití.
2. Nd^a-reko^i la tiempo a-mba.apó hagüã ixa tapití re.

dialog -

A. Re-jogua-sé^pa'umî tapití ?

B. Nd^a-reko^i la plata a-joguà hagüã ixa tapití.

appropriate response

1. Re-jogua-sé^pa peteî coche ?
2. Mba'é ixa^pa nde^re-jóguá mo'ã^i peteî cavajú ?

model

Ore-mboriahú ha ro-mba.apò varã.	We are poor and we have to work.

Hosted for free on livelingua.com

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 roi^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-vy'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-vy'a-itereí ai-mé haguére ko'á-pe.
T. Ndé rei-kuaá ixu-pe.
S. A-vy'a-itereí ai-kuaá haguére xu-pe.
T. Ikatú re-mba.apó xe-ndivé.
S. Avy'a-itereí ikatú haguére a-mba.apó ne-ndivé.
T. Ikatú re-aprendé guaraní.
T. Ikatú re-nó campaña-pe.

Hosted for free on livelingua.com

Patterned Practice

T. Pende-mboriahúˆpiko ?
S. Hẽe, ore-mboriahú ha ro-mba.apó varã.
T. Pende-ñemoyahýiˆpiko ?
S. Hẽe, ore-ñemoyahýi ha roi-kotevẽ ro-karú ra.e.
T. Pende-kane'õˆpiko ?
S. Hẽe, ore-kane'õ ha roi-kotevẽ ro-pytu'ú ra.e.

Model

Ha mba'é reˆpa ndeˆer-eˆi 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 reˆpa ndeˆer-eˆi ra.e xu-pé regue-rekó hagué peteĩ reunión club 4-C pe ?

Hẽe, pero ore-mboriahú ha roi-kotevẽ ro-mba.apó ra.e.

Model

Ai-kuaá ndeˆre-hoˆi hagué la reunión há-pe.	I know that you didn't go to the meeting.

Patterned response

T. Xé ndˆa-háˆi la reunión ná-pe.
S. Ai-kuaá ndeˆre-hóˆi hagué la reunion há-pe.
T. Ndˆaj-uˆi Coronel Oviedo gui.
T. Ndˆa-ñangareko porãˆi la tapití re.
T. Ndˆa-mbopotĩˆri la xe-kotý.

Hosted for free on livelingua.com

model

I-sý i-poxý he-ndivé ndˆo-joguáˆi haguére la sapatí.	His mother is mad at him for not having bought the shoes.

patterned response

T. Ha'é ndˆo-joguáˆi la sapatú.
S. I-sý i-poxý he-ndivé ndˆo-joguáˆi haguére la sapatú.
T. Mba'é guiˆpa i-poxý he-ndivé i-sý ?
S. I-sý i-poxý he-ndivé ndˆo-joguáˆi haguére la sapatú.

T. Ha'é ndo-mbongarúˆi la ryguasú kuéra.
T. Ha'é ndˆo-typeíˆri la i-kotý.
T. Ha'é ndo-ñangarekó porãˆi la tapití re.

model

Ro-mbyasy-eté ndeˆre-hóˆi haguére la reunión há-pe upé sávado.	We missed you in the meeting last Saturday.

patterned response

T. Ndˆa-háˆi la reunion há-pe upé sávado.
S. Ro-mbyasy-eté ndeˆre-hóˆi haguére la reunión há-pe.
T. Xe-hente manõ kurì, ndaˆpei-kuaáˆiˆpa ?
S. Ro-mbyasy-eté o-manó haguére nde-hente.
T. A-ha ta pende-hegui.
T. O-jehu xé-ve peteĩ mba'é nde-vaí va.

Hosted for free on livelingua.com

Cycle 27

model

Oi-ko rõ cine, o-ú ne xe-ru aveí.	If there is a movie, my father will come, too.

patterned response

T. Ikatú oi-kó cine.
S. Oi-kó rõ cine, o-ú ne xe-ermano aveí.
T. Ikatú oi-kó partido.
T. Ikatú oi-kó je-karú.
T. Ikatú oi-kó jeroky.

model

Oi-kó rõ cine, o-ú ne^pa nde-rú aveí ?	If there is a movie will your father come, too ?

model

O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión óra.	It would be better for me, if we changed the meeting time.

substitution

1. O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión óra.
2. _____ rendá.
3. _____ ára.

Hosted for free on livelingua.com

model

O-pytá pora-vé neˆpa ndé-ve ña-cambiá rõ la reunión óra ?	Would it be better for you, if we change the meeting time?

model

A-há ta pyharekué rõ la reunión.	I will go if the meeting is at night.

substitution

1. A-há ta pyharekué rõ la reunión.
2. _____ sávadokué _____.
3. _____ pyharevekué _____.
4. _____ ka'arukué _____.

model

Re-hó neˆpa pyharekué rõ la reunión ?	Would you go if the meeting were at night ?

memorize

PCV Buen diá, Juan. Roˆmbyasy-eté ndeˆre-hóˆi haguére la reunion há-pe upeˊ sávado.	Hello, John. We missed you in the meeting last Saturday.
SOCIO A-pytá kuri ai-pyʒyvõ haguã xe-rú-pe kokué-pe.	I stayed to help my father on the farm.
PCV Ha mba'é reˆpa ndeˆer-éˆi xu-pe la regue-reko hagué peteĩ reunioñ club 4-C-pe?	Why didn't you tell him you had a 4C Club meeting?
SOCIO Ha-'é, pero ore-mboriahú ha ro-mba'apò varã.	I did, but we're poor and we have to work.
PCV O-pytá põra-vé neˆpa ndé-ve ña-cambiá rõ la reunión hora?	Would it be better for you if we changed the meeting time?
SOCIO La ikatu rõ o-ñe-cambiá, a-gradecé ta peé-me.	If it can be changed, I would appreciate it.
PCV Re-hó neˆpa pyharekué rõ la reunión? Ha oi-kó rõ cine, o-úˋ neˆpa-nde-rú aveí?	Would you go if the meeting was at night? And if there were a movie, would your father come too?
SOCIO Ndaˆtarde-tereíˆri ramo.	If it weren't too late.

Hosted for free on livelingua.com

Cycle 28

model

A. Rei-kuaá ma^pa mãva^pa la monda há ?	Have you found out who the thief was ?
B. Hëe. José nipo ra.è, ha ^xé ai-mo'ã kurì Carlos há.	Yes, it turned out (to my surprise) to be José, and I thought it was Carlos.

TO THE STUDENT:

1. 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.

2. 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 i 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.

Hosted for free on livèlingua.com

dialog

A. Rei-kuaá ma^pa Carlos o-ú hagué ?	Did you find out that Carlos came ?
B. Ko'ãga 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 [illegible]ve kuehé o-manò hagué peteĩ i-tiá.	Pedro told me yesterday that an uncle of his died.
B. Mãva nipo ne hĩna ?	Who might it be ?

translation

Quién será el que ha venido ?	Mãva^pa nipo la o-u va.
Habia sido que fueron Uds. y nosotros no lo supimos.	Peẽ nipo ra.è ha oré ndo^roi-kuaá^i.
Me pregunto, donde habia ido.	Moõ mbo la o-hó ra.è.
Habia sido que fue Julia.	Julia nimbo ra.è.
Habia sido que Uds. fueron los que vinieron.	Peẽ nipo la pej-ù va.ekué ra.è.
Seria, este el lugar por ventura ?	Á-pe nimbo ne hĩna ?
Habia sido que fue Pedro y sus amigos.	Pedro umia nipo ra.è.
Habia sido que ya se fué.	O-hó ma nipo ra.è.
Habia sido que lo sabia.	Oi-kuaá nipo ra.è.

Hosted for free on livelingua.com

Cycle 29

model

Ha'é o-ú rõ 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	Ha'é o-ú rõ jepé tarde, roi-pe'á ta la oficina óra-pe.
mboty	Ha'é o-ú rõ jepé tarde, ro-mbotý ta la oficina óra-pe.
mbopotĩ	Ha'é o-ú rõ jepé tarde, ro-mbopotĩ ta la oficina óra-pe.

model

O-ú rõ jepé tarde, pei-pe'á ta^pa la oficina tiempo-pe ?	Even if he comes late, will you open the office on time ?

Hosted for free on livelingua.com

REVIEW STAGE

guivé, pevé

A. Araka'é guivé^pa re-ĩ hĩna á-pe. — Since when have you been here?
B. Julio guivé. — Since July.

A. Mamo guivé mamo pevé^pa a-mbovyvý va.erã — From where to where should I go it?
B. Ko'á guivé ko'á i-ka'é pevé. — From here to the east.

A. Araka'é pevé^pa re-hò va.erã la doctor-pe? — How long are you supposed to go to the doctor?
B. O-kuerà-ité pevé la re-l[illegible]. — Until my wound is all healed.

O-nacé guivé o-manó pevé i-mbo[illegible]. — From birth to death he is poor

A-ñe-pyrũ guivé a-studia ko'ãga-ité pevé nd^o-falta^i va xé-ve la plata. — Since I began to study up to right now I have not lacked money.

pá

A-kàru pá ma. — I finished eating dinner.
A-cèna mbá ma. — I finished eating supper.
Ai-kuàa pá ma la lección. — I know the lesson completely.
O-mano mbá guerra há-pe. — They all died in the war.
Carlos ho-'u pá la xe-rembi-'ú. — Carlos ate all my food.
A-mbono'õ mbá ma la i-mandyjú. — I've gathered all his cotton.
A-lée pá vakué pe livro. — I read that book through.
Ne'ĩra^pa re-ĩ mbá ? — It isn't ready yet?
I-vaì pá ma ra.è la hóga. — It turned out that his house is really ugly.

A-hexá peteĩ mbói nde-kakuaa pá va. — I saw a fully grown (huge) snake.
I-potĩ mbá ma la nde-platíllo. — Your plate is thoroughly clean already.

Pe-ntende pá^pa ? — Do you-all understand everything?
Opá vové la clase a-há ta-centro-pe. — When the class is finished, I will go downtown.

He-'ú pá la tembi-'ú ! — Eat all the food !
Aja popá vove nde-trahe rá ikatú re-tanteá. — When I finish your suit, you can try it on.
Xé a-heká kurì nde-ru pe opá rupi. — I looked everywhere for it.
Kóa ko mansána yá hi-ajù-pá ma. — This apple is already completely ripe.
Kóa ko kotý i-ky'a pà-ité. — This room is all dirty.

Hosted for free on livelingua.com

If - would

Re-guata pya'e'ỹ ramo, ne re-guahẽi kéne ha'e-té-pe.	If you don't go faster, you won't arrive on time.
O-ky rire, o-ú va.erã mo'ã ro'y.	If it had rained, the cold would have come.
Ai-kuaá rire, na'é va.erã mo'ã ndé-ve.	If I had known it, I would have told you.
O-kyve riremo, kapy porã-ve ra.è manai'ó	If it had rained more, the mandioc would have had better roots.
Re-joguá-sé ramo kesú, re-juhú ne amo bolixe-pe.	If you want to buy cheese, you will find it in that grocery store.
Hepy. Re-mboguejy mĩ ramo xé-ve a-joguata.	That's expensive. If you'll lower the price a little for me, I'll buy it.
A-rekó ramo, a-me'ẽ va.erã ndé-ve.	If I had it, I'd give it to you.

Further sentences for study

Pedro^pa oi-kó á-pe ? Hẽe, oi-kó á-pe.	Is Pedro here ? Yes, he's here.
O-sẽ oi-kuàa ỹrehe mba'evé.	He goes away without learning anything.
Cada ko'ẽ xé^pe^juhu escuela-pe.	Every day I meet you-all in school.
Ndé rei-kuaá porã ma ixu-pe kuéra.	You know them well now.
Rei-kuaá^pa ndé pe karaí-pe ?	Do you know that man ?
Nai mo'ã i ro-juhú ko'á rupi.	I didn't think I'd find you here.
Ro-hã.aro ta ãnga jueves.	We'll wait for you this Thursday.
Upéva nda^xe^gustá^i.	I don't like that.
Xe^perdoná na, x-amigo.	Pardon me, my friend.
Nde-sy nde^renó^i hĩna.	Your mother is calling you.
Te-re-hó, te-re-hó, xé re-ja xé-ve hendivé.	Go away, go away, leave me with him.
Mamita, ro^hayhú.	Mom, I love you.
A-hã.aro a-ĩna xé-rembirekó-pe.	I am waiting for my wife.
Mãva^pa he-'í ndé-ve upéa?	Quién te dijo eso ?
Y ma ha'é va.ekué ndé-ve.	I told you that some time ago.
Péva ñai mo'ã oi-kuaá hetá va.	That one seems to know a lot.
Péa hũ ñai mo'ã tatapyĩ.	That one is black as charcoal.

seem

Nai mo'ã o-kañy hagué xe-kuairũ.	It seems that my ring got lost.
Joguá xé-ve o-kañy hagué xe-rymbà-jaguá.	I think my dog got lost.
Naimo'ã vaixa xé-ve la nde-travaho o-ĩ vaí va.	I believe your work is wrong.
O-ky ta váixa xé-ve.	I think it will rain.
Xé-ve yá hi-'ã-nte jevy mã o-guahẽ hĩna.	It just seems to me that he is already coming back again.

Hosted for free on livelingua.com

weather comments

1.	O-ký ta^pa ?	Will it rain ?
2.	Ikatú ne.	It might.
3.	Este día 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 hakú hĩna.	It's hot.
	Ro'ý okápe hĩna.	It's cold outside.
5.	Xe-ro'ý.	I'm cold.
	Nda^xe-ro'y^iri.	I'm not cold.
6.	Xe-mbyry'ái	I'm hot.
	Nda^xe-mbyry'ái^ri.	I'm not hot.
7.	Ára porã	Nice day
	Ára saka porã	Clear day

buying and selling

A. Asking the price

1.	A mboy^pa o-valé la docena ?	A cuánto la docena?
2.	Mboý^pa o-valé kóva ?	Cuánto vale esto?
3.	Mboý^pa {rei-potá / re-jeruré} hese?	How much do you want/ask for it?
4.	Mboý^pa a-me'ẽ va.erã ndé-ve upéva re ?	What should I give you for that?
5.	A mboý re^pa re-vendé la mandi'ó ?	A cuánto vende la mandioca?

B. Haggling (regateando)

1.	Hepy-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-jogua-sé xe-saco rã pero anĩ kena mbyky-eté ti	
2.	Mbovy kilo sevói^pa o-ĩ	How many kilos of onions are there?
3.	Roi-kotevẽ mokõi juký 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?

Hosted for free on livelingua.com

memorize

Xé xe-rêra José Ramirez.
Xé Cuerpo de Paz-pe guâ voluntario.

Aj-â ko'â-pe ai-kò nagua pençe-ndivé dos año rupi, ikatù haĝuà ixa poˆservi.

Hi'á-nte xé-ve poiˆpytyvò ha a-ñe'ẽ-kuaa-sé ko pençe-ñ[illegible] ikatù haĝuã ixa ña-ño-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 help you and I want to learn the language of yours so that we can converse.

memorize

Peteĩ jevy jaguareté o-nexá peteĩ anguja'í-pe, ha kororo, pe jaguareté o-porandú pe anguja'i-be,

'Mba'é reˆpa ndaˆnde-tuixáˆi ha ndaˆ nde-mbaretéˆi xé ixa?'

Ha la anguja'i he-'í xu-pe kyhyje'y re,

'Pero karaí jaguareté, 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 véz o-ú peteĩ gua'í Paraguay-pe. O-ñe-mbelesá voí opá mba'é re pe calle re.

Peteĩ pyharevé o-guatá o-hó vo ha o-sẽ sapy'a xu-pe peteĩ jaguà ñarõ. Ndˆoi-kuaáˆi mba'éˆpa oj-apó ta, ha upé ma ramo o-jayvý o-hupi haĝuã peteĩ itá o-japi haĝuã la jaguá-pe.

Ndˆikatúˆi o-nohẽ la empedrado, ha he-'í, 'Ij-a reve páˆpiko ko'ã Paraguay guá. O-poi-pá la jagua ñarò gui ha o-ñapytĩ 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!'

Hosted for free on livelingua.com

for discussion

1 Peteĩ mitã karia'ý ogue-rekó va 15 años^pa o-mba.apò va.erà i-túva ndi tĕra^pa i-jupé ĝuarã-nte.

O-ĩ rõ 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.

Should a 15 year old boy work for his father or for himself.

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-studià hağuã inglés, oi-kò pevé ixu guí profesóra. Ha hetá je-ikò asý rirè, o-ú o-ñe-me'ẽ ixu-pé peteĩ véka o-hò hağuã estádos unídos-pe. Ha upé o-faltá rupì una semana o-hò hağuã, o-ú o-manó peteĩ iñ-hermano. Mba'é^pa er-é ndé? O-hò va.erã^pa tĕra^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-mendá ta va-pe la i-pariènte kuéra oi-kuave'ẽ óga tĕra pláta, oi-potá-vé va-nte. La kuñataĩ tembi-reko rã oi-potá la óga. Nda^upé ixa^i la mèna rã, oi-mo'ã va tuixa-vé mba'è há la pláta. Re-ĩ^pa ndé la kuñataĩ-ndi tĕra^pa la i-mena 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-mendá ramo va o-hó 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 rupi la avà-ñe'ẽ, ha o-ñe-mbo-tuixa-vé la karaĩ-ñe'ẽ gui?

Is it good to teach Guarani in school and have it superior to Spanish?

7. Rei-mo'ã^pa ndé ikatú ne hağuã peteĩ mitã-karia'ý mboriahú, okara-yguá membyré, o-guahẽ oi-kó ixu-guí Presidénte de la República?

Do you think it would be possible for a poor boy from far outside to become the president of the Republic?

Hosted for free on livelingua.com

transformation (change to the past)

1. Ña-cambiá rõ la reunión hora o-pytà põra-vé ne xé-ve. Ña-cambiá rire la reunion ora o-pytà põra-vé va.erá mo'ã xé-ve.

2. Ña-cambiá rõ la reunion rendá o-pytá põra-vé ne xé-ve.

3. Oi-kó ta rõ cine o-ú ne xe-rú aveí.

4. O-joguá rõ pe coche oi-poruká ne xé-ve.

5. O-hó rõ Paraguái-pe o-scriví ne xé-ve.

6. O-hasá rõ xe-valle rupi o-gũahẽ ne xe^visitá.

7. Ha-'u rõ ko pohã ñanã xe^mbonguerá ne.

8. Re-ñotỹ rõ trigo re-gana-vé ne.

9. Re-mondoró rõ umi ñanã o-kakuaá põra-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.

Hosted for free on livelingua.com

REINFOREMENT STAGE

Comprehension Games

supply the logical conclusion

1. Opá gringo o-ĩ 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 peteĩ gringa o-ú va Paraguái-pe.

   Por lo tanto:

4. O-ñe'ẽ va guivé guaraní iñ-amandú. Guillermo o-ñe'ẽ 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.
   Mãva'pa la i-tuja-vé va?

2. María i-põra-vé Josefa gui, ha xé xe-và-vé Josefa gui.
   Por lo tanto Josefa....

3. Paraguái tuixa-vé Uruguái gui, ha Ecuador mĩxi-vé Uruguái gui.
   Por lo tanto:

Hosted for free on livelingua.com

é xe-plata heta-vé Ramon gui, ha Angel i-plata heta-vé xe-hegui.
Por lo tanto:Ramon....

okõi elefante i-mbarete-vé peteĩ gui, ha peteĩ jaguareté i-kangy-vé
peteĩ elefante gui.
Por lo tanto mokõi elefante.....

Esteban o-ñe'ẽ kuàa-vé guaranĩ xe-hegui, ha xé a-ñe'ẽ põra-vé
Pedro gui.
Por lo tanto:

CULTURAL NOTE

stos son algunos de los tabúes más populares hoy en día en el
uay. Son hechos ó acciones cuya presencia o cuya realización
ian o atraen males o bienaventuranzas. El maestro nativo puede
sobre esto una interesante charla (en guaranĩ) dando los detalles
erpretaciones correspondientes. Además puede citar otros muchos
s. Aún, los voluntarios deberían memorizarlos por lo significativo
cultura ó costumbre del hombre paraguayo.

Ndeˆre-ñeno va.erãˆi mesa ari. (Porque o-manõ ne nde-gente.)

Ndeˆre-ñeno va.erãˆi mèsa guý-pe. (Porque ogue-ru ne miseria.)

Pei-typei rõ kuarahy oi-ké jave (Porque o-manõ ne nde-gente.)

Novio kuéra o-karú rõ olla guivé. (porque o-ky o-mendà há diá-pe.)

Re-mboñemuna rõ paloma nde-róga-pe. (Porque ogue-rú desgracia.)

Ndei-typei rõ nde-py. (Porque ndeˆre-ja nde-c ca.)

Re-hasa rõ mokõi o-hó va o-ño-ndivé mbyte rupi. (Porque rei-pe'a
mu-gui kuéra i-po'a.)

Rei-moĩ rõ votõ tẽra re-mbovyvy rõ nde-aó o-ĩ aja nde-jehe.
(Porque ogue-rú mala suerte.)

Re-puka-itereĩ viernesku e. Porque nde-rasẽ domingo katù-eteĩ.)

Hosted for free on livelingua.com

10. Re-mombo rõ tembi-'ú. (Porque i-poxý ñande-jára.).

11. Re-sẽ rõ ma nde-ró. gui ha re-jevỹ jevý. (Porgue ogue-rú miseria.)

12. Rei-poká rõ mitã-rupa. (Porque la mitã-ra'y hye-ŕase.)

13. Re-guapy rõ angu'i ári. (Porque nde-ate'ỹ.)

14. Re-lee-etereí rõ. (Nde-tarová.)

15. Ndeˆer-e vaˆerãˆi "rayo" o-ky jave. (Ho'a ne nde-róga ári.)

Role Playing

Nde re-hó mercado-pe re-ñemu hagüã; h rei-kuaá 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'éˆpa 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 oveí o-hó mia misa há-pe.

Y así sucesivamente segun el número de estudiantes. El maestro al fin puede repetir toda la historia y hacer preguntas. Generalmente la historia sale bien simpatica y puede ser aprovechada como excelente oportunidad para ejercitar en el punto gramatical introducido.

Hosted for free on livelingua.com

Questions for deliberation

1. Pende-memby-sé^piko peẽ?
2. Mba'é ixa pej-apo nda^pende-memby^i hagüã?
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 peteĩ paraguaya re?
7. Regue-rahá ne^pa peteĩ 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 Tupà sý-pe?
13. Rei-mé á-pe re-mba.apo hagüã religión-pe?
14. O-ĩ hetá^pa la catolica norteamerica-pe?
15. Nde-rú^pa mba'é oj-apó?
16. Peẽ kuéra pende-plata hetá, aie^pa?
17. Maerã^piko pej-ú ko'á-pe pende-plata hetà-itereí rõ?
18. Mba'è^pa la ne-profesión?
19. Mba'é re^pa nde^re-pytá^i nde-róga regue-rekó rõ 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?
25. Xé la ai-ko'evẽ va pláta-nte. Mba'é gui^pa nd^ogue-ruká oré-ve pláta?

Hosted for free on livelingua.com

Don José o-mendá va. Ha upé ĥembirekó gui i-ta'ýra 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 ĥembirekó-pe: "Xé nihgo xe-tujá ma, ha ko'ẽ 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-hejá va xù-pe kuéra.
Ha upéi peteĩ ára-pe ho'á o-manó sapy'á karaí José. Ha oi-kó peteĩ ñe-mboja'ò guasú i-mba'ekué va gui-ve re. Pero Don José ĥembirekó o-resolvé o-mè'e'ỹ vo Don José ra'y okára-pe mba'evé. Mba'éˆpa er-é? Oj-apó porãˆpa upé kuña-karaí ndˆo-me'ẽˆi vo mba'evé i-ména ta'ýra okára-pe tèraˆpa mba'é?

Don Jose is married. And by his wife he has two ligitimate 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 ha Beatriz o-mendà potá hĩna. Un més-nte ma o-faltá o-mendá haĝuã. O-gogua-pá ma hikuái: la kuãirũ ha opá mba'é. Ha ãga sávado pyharé oi-kó ta hĩna centro-pe peteĩ jerokỳ guasú. Xé a-porandú mba'éˆpa er-é ndé? I-porãˆpa o-hó ha'è kuéra añó mĩ-nte la jerokỳ há-pe tèraˆpa katu-eteĩ o-hó mante va.erã peteĩ o-ñangarekó va nese kuéra?

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?

Juan o-prometé va.ekué ij-avuela-pe o-hó vo ĥendá-pe o-guerovy'á haĝuà he-ndivé i-sànto ára. Ha vy'á-pe o-pytá la ĝuaiguĩ. Ha o-guahẽ upé ára pyharé ha o-hó ta javé hĩna, o-guahẽ o-ú vo peteĩ iñ-irú tujá ha ĥembirekó o-mbo-marandu'ỹ re xu-pé. Mba'éˆpa er-é ndé? O-pytá va.erãˆpa o-ñangarekó ĥekó-pe porã la iñ-irú re, tèraˆpa o-hó va.erã o-mboirũ la ij-avuela-pe o-ñe-comprometé haguá ixa?

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 without 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?

Hosted for free on livelingua.com

CORE STAGE

A. Initial Communicationa

1.

A.	Xe-rorý roi^kuaá hague re.	Encantado de conocerle.
B.	Gracias. Xé aveí xe-rory ikatú hague re ja-jo-kuaá kuri.	Gracias. Para mí también fué un placer conocernos.
A.	Hi'ã-nte ikatú ja-jo-topà jevý sapy'á-nte.	Ojalá pudieramos reunirnos otra vez.
B.	Hẽe, a-ñeha'ã ta ta-upé ixa jevý.	Sí, procuraré que así sea.

2.

A.	Re-ñe'ẽ-kuaá^pa avà-ñe'ẽ?	Sabe hablar guaraní?
B.	Mixi mĩ, ha vaì-vaí-nte.	Un poco, más o menos.
A.	Pero oi-mẽ va.erã ningo rei-kuaá hĩna hetá mba'e.	Pero ya debe saber bastante.
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, añete há pe.	Ellas sí que hablan bién (de veras).

4.

A.	Ikatú^pa roi^pytyvõ?	Puedo ayudarle en algo?
B.	Hẽe, ikatú. Xé ningo a-ñe'ẽ-kuaá inglés mante.	Sí puede. El problema es que yo solamente hablo inglés.
A.	Hmm, roi^pytỹvo-sé, pero xé ningo n^a-entendé^i la ne-ñe'ẽ.	Hmm, quisiera ayudarle, pero yo no entiendo su idioma.
B.	Ikatú^pa re-heka mĩ xé-ve peteĩ o-ñe'ẽ va inglés?	Puede buscarme, por favor, alguien que hable inglés?

5.

A.	Mba'é^iko la o-ĩ va?	Qué pasa aquí?
B.	Xé n^a-ñe'ẽ^i avà-ñe'ẽ.	Es que yo no hablo guaraní.
A.	Ha mba'é-pe^pa ikatú roi^pytyvõ?	Puedo ayudarle en algo?
B.	Ja-hexamĩ pero xé nd^ikatú^i ha-'é ndé-ve avà-ñe'ẽ-me.	Sí, pero no puedo decírselo en guaraní.

6.

A.	Ndé^pa rei-mo'ã nda^hasy^i há la guaraní?	Cree Vd. que el guaraní es facil?
B.	Nahãniri. N^ai-mo'ã^i.	No. No lo creo.
A.	Mba'é re^pa rei-mo'ã upe ixa há?	Por qué piensa así?
B.	N^a-entendé^i gui.	Porque no lo entiendo.

Hosted for free on livelingua.com

7

A.	Ndé aré ma^pa ko'á-pe?	Ya tienes mucho tiempo aquí?
B.	Oj-apó dos meses aj-ú hagué.	Hace dos meses que vine.
A.	Ha ndé aré ta^pa á-pe?	Y quedarás mucho tiempo aquí?
B.	Nahãniri. Dos años rire a-hà jevỳ va.erã.	No. Dos años despues debo irme.

8

A.	Re-studiá^pa raka'e guaranî ecuela-pe?	Estudiaste guaraní en la escuela
B.	Nahãniri. Nd^a-studia^i va.ekue.	No. No estudié.
A.	Mba'é re^pa?	Por qué?
B.	N^o-ñe-mbo'é^i gui va.ekué guaranî [illegible] la xe-ecuela-pe.	Porque no se había enseñado guarani en mi escuela.

9

A.	Aré ma^pa rei-kó hagué á-pe?	Hace tiempo que vives aquí?
B.	Nahãniri. Ramo-ité-nte aj-ú hagué.	No, hace poco tiempo que vine.
A.	Re-pytá ta^pa navidad pevé?	Quedarás hasta la navidad?
B.	Nd^ai-kuaá^i gueteri.	No lo se aún.

10

A.	Nda^ipori ko mundo-pe ñe'ẽ hasyvé va guaranî gui.	No existe en el mundo idioma más dificil que el guaraní
B.	Mba'é re^pa er-ẽ?	Por qué lo dices?
A.	Nd^ikatú^i gui a-ntendé ni a-ñe'ẽ.	Porque no puedo hablarlo ni comprenderlo.
B.	Pero oj-apó ningo media hora-nte re-ñepyrû hagué re-studiá.	Pero hace solamente media hora que has comenzado a estudiar.

11

A.	Mba'e ixa^pa o-je-'e guaranî-me 'father'?	Cómo se dice 'father' en guaraní?
B.	O-je-'e túva.	Se dice 'tuva'.
A.	A-ntendé ma. Ikatú^pa ha-'é 'xe-túva'?	Ya entiendo. Puedo decir 'xe-túva'?
B.	Nahãniri. O-je-'e 'xe-rú'.	No. Se dice 'xe-rú'.

12

A.	Re-ntendé la guaraní-me o-ñe-'e'ẽ rõ?	Ya entiendes el guarani hablado?
B.	A-entendé ma, pero hetá o-î o-ñe'ẽ pya'ẽ teréi va.	Sí, pero hay muchos que hablan demasiado rápido.
A.	Ha re-ñe'ẽ-vé ma^pa ko'ãga?	Y ya lo hablas más ahora?
B.	Mixi mi. Haimeté nd^ikatú^i guèteri a-ñe-mongeta	Un poco. Aún casi no puedo conversar.

13

A.	Re-ñe'ẽ-sé^pa guaranî?	Quieres hablar guaraní?
B.	Hẽe, a-ñe'ẽ-sé.	Si, quiero hablarlo.
A.	Mba'é re^pa re-ñe'ẽ-sé?	Por qué lo quieres hablar?
B.	Ai-kotevẽ gui ha xe gusta gui.	Porque lo necesito y me gusta.

Hosted for free on livelingua.com

14

A. A-ñe'ẽ-kuaà-sé ko avà-ñe'ẽ.
B. Upé ixa rõ, re-ñepyrũ-nte ma va.erã re-ñe'ẽ.
A. Mba'é ixa^pa rei-potá aj-apó nd^ai-kuaá^i rõ mba'évé.
B. Xé aveí nd^ai-kuaá^i va.ekue inglés ha a-ñepyrũ-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-ntendè porã^i.
A. Rei-potá^pa ha-'è jevý ndé-ve?
B. Ikatũ rõ, a-agradecé ta ndé-ve.

Entendiste lo que dije?
No lo entendí bién.
Quieres que te lo repita?
Si puedes, to lo agradeceré.

16

A. Mba'é^pa re-studiá re-ĩna?
B. A-studiá a-ĩna guaranĩ.
A. Mba'é^pa la hasy-vé va guaranĩ-me?
B. Xé a-leè-kuaá, pero la ñe-ñe'ẽ hasy-etereí xêve.

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 guaranĩ re-ntende há ixa karaĩ-ñe'ẽ?
B. A-entende-vé karaĩ-ñe'ẽ.
A. Mba'é re^pa upéva? Hasy-vé^pa guaranĩ?
B. Nahãniri. Pero xé ai-kò va.ekué Méhico-pe seis meses.

Entiendes guaraní como entiendes 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-ry'a^i ai-ko vo.
B. Mba'é^pa o-jehú ndé-ve?
A. La gente kuéra o-ñe'ẽ pya'e-tereí.
B. Upé ixa rõ re-hendú pya'e-vé-nte va.erã.

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 ma jevy?
A. Ha-'é mba'é ixa^pa re-ñe-ñandú?
B. Ikatú^pa er-emĩ jevý mbegue mi-vé?

Cómo te sientes?
Cómo? Puedes decirlo otra vez?
Digo cómo te sientes?
Puede repetirlo un poco mas lento?

20

A. Ña-ñe'ẽ guaranĩ
B. Ña-ñe'ẽ, pero anĩ re-ñe'ẽ pya'e-tereí ti.
A. Ro-ñe'ẽ mbegue, ndé ne^re-aprendé mo'ã^i araka'evé.
B. Xé a-nh-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.

Hosted for free on livelingua.com

21

A.	Mba'é reˆpa neˆre-ne'ẽˆi inglés-pe?	Por qué no hablas inglés?
B.	Peẽ ndˆpei-kotevẽˆi pe-ñe'ẽ inglés sino guaraní.	Vds. no necesitan hablar inglés sino guaraní.
A.	Ya ore-kane'õ ma.	Ya estamos cansados.
B.	Ndaˆupé ixaˆi. Xé naˆxe-kane'õˆiri. Xé a-hendu-sé guaraní.	No es así. Yo no estoy cansado. Yo quiero escuchar guaraní.

22

A.	Ko oficina-pe haimeté avavé nˆo-ñe'ẽ kuaáˆi guaraní.	En ésta oficina casi nadie habla guaraní.
B.	Pero entero-vé va o-studiá hína ko'ãga rupi.	Pero todos lo están estudiando por ahora.
A.	I-porã-ité va.erã ningo la entero-vé o-ñe'ẽ-kuaá rõ la guaraní.	Sería bueno que todos supieran hablar guaraní.

23

A.	Oi-kuaáˆpa ha'e kuéra la héra?	Saben ellos su nombre?
B.	Xe-ve rõ guarã, nahãniri.	Creo que no.
A.	Ha ndéˆpa rei-kuaáˆpa?	Y Vd. lo sabe?
B.	Ai-kuaá porã.	Lo sé muy bién.

24

A.	Mba'é ixa o-je-'é agua guaraní-m.?	Cómo se dice 'agua' en guaraní?
B.	Ndaˆxe-mandu'áˆi mba'é ixa o-je-'é.	No recuerdo como se dice.
A.	Aváˆpa ikatú ñaneˆpytyvõ?	Quien puede ayudarnos?
B.	Ña-porandú Pedro-pe, ha'é ikatú ñaneˆpytyvô.	Preguntemos a Pedro, él puede ayudarnos.

25

A.	Araka'éˆpa o-ú jevý ta Pedro?	Cuándo volverá Pedro?
B.	Nˆa-hendúˆi. Ikatúˆpa er-e mí jevý?	No lo escuché. Puede repetirlo?
A.	Ikatúˆpa er-e mí xé-ve araka'eˆpa o-ú ta Pedro?	Puede decirme cuándo vendrá Pedro?
B.	Nˆa-ntendéˆi.	No entiendo.

Hosted for free on livelingua.com

(Travel and Getting Directions)

1

A. Moõ^pa oi-mẽ la xe-vosá? — Dónde está mi bolsa?
B. Na á-pe hĩna. — Aquí está.
A. Ha la xe-portafolio? — Y mi portafolio?
B. Na amõ hĩna. — Allá está.

2

A. Regue-rekõ ma^pa la nde-valiha kuéra? — Ya tienes todas tus valijas?
B. Peteĩ va a-rekó xe-ndivé. — Tengo conmigo una de ellas.
A. Ha moõ^pa oi-mẽ la otra kuéra? — Y dónde están las otras?
B. Oĩ-mẽ gueteri ñyepý-pe. — Están aún adentro.

3

A. Ikatú^pa xe^pytỹvo mĩ? — Puede ayudarme?
B. A-ĩ ne-órden-pe x-amigo. — A sus órdenes, mi amigo.
A. A-hu-sé ningo Paraguaý-pe. — Quiero irme a Asunción.
B. Amõ esquina-pe re-jagarrà va.erã la camión. — En aquella esquina debes tomar el omnibus.

4

A. Mba'e hora-ité^pa o-sẽ la tren? — A qué hora parte el tren?
B. Ãga dies minutò-pe. — Dentro de diéz minutos.
A. Mboý^pa o-sẽ Encarnaciòn-peve? — Cuánto cuesta hasta Encarnación?
B. O-hupytý 500 guaranĩ — Alcanza 500 guaranies.

5

A. Mboy^pa o-hupyty peteĩ pasahe Villarrica-pe? — Cuánto cuesta un pasaje hasta Villarrica?
B. O-sẽ 600 guaranĩ ida y vuelta. — Sale 600 guaranies ida y vuelta.
A. Mba'e hora^pa o-sẽ otro micro? — A qué hora sale otro micro?
B. O-sẽ la seis. — Sale a las seis.

6

A. Mboý^pa o-valé la pasaje? — Cuánto cuesta el pasaje?
B. Siete guaranĩ. — Siete guaraníes.
A. A-me'ẽ va.erã^pa ndéve la plata? — Debo darle a Ud. el dinero?
B. Nahãniri. E-me'ẽ guarda-pe. — No, déselo al guarda.

7

A. O-hó^pa ko camión centro-pe? — Va este omnibus al centro?
B. Hẽe. Moõ^pa re-ho-sé? — Sí, donde quiere ir?
A. A-ha-sé hotel Yguasú-pe. — Quiero ir al Hotel Iguasu.
B. Re-ho porã hĩna kóva-pe upéixarõ. — Si es así, Ud. va bien.

8

A. Ko'á-pe^pa la a-guejý va.erã? — Es aquí donde debo bajarme?
B. Nahãniri. Ãga otro o-pará-pe. — No, la proxima vez que pare.
A. Ikatú^pa a-jagarrá upé-pe peteĩ taxi? — Puedo tomar allí un taxi?
B. Hẽe. Upè-pe-té voí o-pytá peteĩ parada de taxi. — Sí, allí mismo hay una parada de taxi.

Hosted for free on livelingua.com

(Travel and Getting Directions)

9

A. Moõ^pa re-hó reîna?	Adónde vas?
B. Hotel-pe.	Al Hotel.
A. Re-hó ta^pa kamión-pe tẽra taxi-pe.	Irás en omnibus o taxi?
B. A lo mejor taxi-pe, ikatú rõ a-conseguí peteî.	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-î ma. Xé ai-kuaà porã moõ^pa o-pytá.	Muy bién. Yo sé bién donde está.

11

A. Mboý^pa o-hupytý?	Cuánto alcanza?
B. Noventa guaraní.	Noventa guaranies.
A. Na á-pe, ha e-ñongatu ne-ma'erã la vuelto.	Sírvase y guárdese el vuelto.
B. Gracias	Gracias.

12

A. O-kỹ hata-vé ko'ãga.	Ahora llueve mas fuerte.
B. Ja-jagarrà va.erã mo'ã peteî taxi.	Deberíamos tomar un taxi.
A. Añete er-é.	Tienes razón.
B. Ko'ãga ja-hexá ikatú^pa ja-juhu peteî.	Ahora veamos si podemos encontrar uno.

13

A. Mba'e hora-ité-pe^pa o-sẽ la tren?	A qué hora parte el tren?
B. Ãga dies minuto-pe.	Dentro de dies minutos.
A. Ikatú ta^pa a-karu'ï mĩ jepé?	Puedo comer antes?
B. Xe-ve rõ ĝuarã nahaniri.	Creo que no.

14

A. Moõ^pa re-jo-topà va.erã la ne-ámigo kuéra ndi?	Dónde debes encontrarte con tus amigos?
B. A-jo-topà va.erã he-ndive kuéra aeropuerto-pe	Debemos encontrarnos en el aeropuerto.
A. Araka'e-té^pa o-ĝuahê ta hikuái	Cuándo llegarán?
B. Ne'îra gueteri ai-kuaá.	No lo sé aún.

15

A. Araka'é^pa re-jo-topà va.erã la ne-amigo kuéra ndi?	Cuándo debes encontrarte con tus amigos?
B. Ko-jo-topà va.erã ko'ẽro pyharé la ocho.	Debemos encontrarnos mañana por la noche a las ocho.
A. Mba'é ixa^pa o-ú hĩna hikuái?	Cómo están viniendo?
B. Avión rupi	Por avión.

Hosted for free on livelingua.com

16

A. Moõ^pa ikatú a-juhú peteĩ hotel porã ko pueblo-pe?
B. Hotel Florida i-porã
A. Mombyrý^pa a gui?
B. Nahániri. Re-guatà va.erã á-pe derecho cuatro cuadra.

Dónde puedo encontrar un buen hotel en este pueblo?
El hotel Florida es bueno.
Está lejos de aquí?
No. Debes caminar aquí derecho cuatro cuadras.

17

A. Moõ^pa pe-ĩ pe-ĩna?
B. Peteĩ hotel nde-porã va-pe.
A. Mba'é ixa^pa héra la hotel?
B. Hotel Plaza.

Dónde están quedando?
En un buen hotel.
Cómo se llama el hotel?
Hotel Plaza.

18

A. Mboý^pa pende-aré ta ko'á-pe?
B. Cre-aré ta quince diá rupi.
A. Moõ^pa pe-pytá ta?
B. Ko-pytá ta peteĩ hotel-pe centro-pe.

Cuánto tiempo se quedarán aquí?
Quince dias más o menos.
Y dónde estarán?
En un hotel del centro.

19

A. Ikatú^pa er-e mĩ xé-ve moõ^pa o-pytá peteĩ hotel?
B. O-ĩ peteĩ calle Colon-pe.
A. Moõ^pa upeva?
B. O-pytá amõva amõ calle derecho.

Puede decirme donde queda un hotel?
Hay uno en la calle Colon.
Dónda está eso?
En aquella calle derecho.

20

A. Ikatú^pa er-e mĩ xé-ve moõ^pa o-pytá peteĩ hotel?
B. O-ĩ peteĩ una cuadra ko'á gui.
A. O-pytá^pa ko'á goto tẽra amõ gõto
B. Ko'a goto. Derecho ko'á re-ĩ há gui.

Puede decirme dónde queda un hotel?
Hay uno a una cuadra de aquí.
Está hacia allí o allá?
Hacia allá. Derecho aquí desde donde está Vd.

21

A. A-ha-sé Hotel Paraguái-pe.
B. Re-rekó^pa peteĩ mapa?
A. Hẽe, a-rekó.
B. Upé hotel o-pytá ko'á-pe kóva ko esquina-pe.

Quiero ir al Hotel Paraguay.
Tiene un mapa?
Sí tengo.
Ese hotel queda aquí en esta esquina.

22

A. Buen diá. A-kañý ningo a-ĩna. Ikatú^pa xe^pytyvo mĩ?
B. Moõ^pa rei-ko'?
A. Ai-kó Hotel Yguasú-pe.

Buenos días. Estoy perdido.
Puede ayudar me?
Dónde vive?
Vivo en el Hotel Iguasú.

23

A. Moõ^pa o-pytá Aerolineas Argentina?
B. O-pyta amõ Plaza Independencia ykẽ re.
A. Mombyry^pa ko'á gui?
B. O-pytá un kilómetro rupi, hi'ã xé-ve.

Dónde está Aerolineas Argentina?
Queda cerca de la Plaza Independencia.
Está lejos de aquí?
Queda como un kilómetro, creo.

Hosted for free on livelingua.com

24

A. Moõ^pa o-pytá correo?	Dónde queda el correo?
B. Tres cuadra ko'á gui	Tres cuadra de aquí
A. Moõ-ité?	Dónde mismo?
B. Tres cuadra á-pe derecho.	Tres cuadras derecho.

25

A. Moõ^pa o-pytá aeropuerto?	Dónde queda el aeropuerto?
B. Amõ kuarahy-resẽ ĝoto.	Hacia el este.
A. Mba'e tapé^pa la i-põra-vé va a-ĝuahẽ haĝuã?	Cuáles el mejor camino para llegar allí?
B. Te-re-hó Avenida Mariscal Lopez derecho.	Vaya la Avenida Mariscal Lopez derecho.

26

A. Mba'e calle-pe^pa o-pytá mercado 4?	En qué calle está el mercado 4?
B. Xé nd^ai-kuaá^i.	Yo no lo sé.
A. Mba'é ixa^pa ikatú a-juhú?	Cómo puedo encontrarlo?
B. Mba'é re^piko ne^re-porandú^i peteĩ policía-pe?	Por qué no pregunta a un policia?

27

A. Moõ^pa o-ĩ peteĩ teléfono hi'ã-ĝui-vé va ko'á gui	Dónde queda el teléfono mas cercano.
B. O-ĩ peteĩ amõ almacen-pe.	Hay uno en aquel almacen.
A. Amõ i-muralla sa'yjú va-pe^pa?	En aquella de muralla amarilla.
B. Hẽe, upè-pe-té.	Sí, allí.

28

A. Mba'é^pa rei-potá?	Qué desea?
B. Ikatú^pa xe^pytyvõ mĩ	Puede ayudarme?
A. E'á, mba'é^pa la o-ĩ va?	Sí, qué pasa?
B. Mba'é ixa^pa ikatú a-ĝuahẽ kóva ko dirección-pe?	Cómo puedo llegar a ésta dirección?
A. Ãa, sinceramente, nd^ai-kuaa^i, x-amigo?	Sinceramente no lo sé, mi amigo.

29

A. Mba'é ixa^pa i-katú a-ĝuahẽ kóva ko dirección-pe?	Cómo puedo llegar a esta dirección?
B. Ikatú re-agarrá peteĩ taxi.	Puede tomar un taxi.
A. Nda^ipori ko'á-pe. Mba'é^pa ikatú aj-apó?	Aquí no hay. Qué puedo hacer?
B. Ikatú re-hó micro-pe, hasỳ mi-vé-nte a i-topá.	Puede ir en micro, aunque es un poco mas difícil encontrarlo.

30

A. Kóva^pa la tapé o-hó va correo-pe?	Es esta el camino que va al correo?
B. Nahãniri. Re-nò vaí re-ĩma.	No. Va. está yendo mal.
A. Moõ rupi^pa a-hà vará entonce rõ?	Por dónde pues debo ir?
B. Pe goto, seis cuadra rupi.	Por allí, como seis cuadra.

Hosted for free on livelingua.com

31

A. Moõ^pa o-pytá Cuerpo de Paz oficina?	Dónde queda la oficina del Cuerpo de Paz?
B. O-pytá calle españa haimetẽ Brazil-pe.	En la calle España, casi Brazil.
A. A-agradecé ndé-ve, karaí	Gracias, señor.
B. Nda^iporí mba'é re^pa.	No tiene porque.

32

A. Ikatú^pa er-e mí xé-ve moõ^pa o-pytá puerto.	Puede decirme dónde está el puerto?
B. Hẽe. Re-hexá^pa amõ tupao amõ calle yvýý goto?	Sí. Ves aquella capilla calle abajo?
A. Mba'é gui^piko nd^a-pexà mo'ã^i xo ij-yvate-té va.	Cómo no, si es tan alta.
B. Re-re-nó upè pevé, e-jere nde-asú goto, ha 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 mí jevý xé-ve?	Puede repetírmelo?
B. Mba'é gui^piko.	Con mucho gusto.

34

A. Mba'é ixa^pa ikatú a-ĝuahè centro-pe?	Cómo puedo llegar al centro?
B. E-jagarrá pe esquina-pe peteí micro.	Tome en esa esquina un micro.
A. Rei-kuaá^pa mba'é linea^pa a-jagarrà va.erã?	Sabe que línea debo tomar?
B. E-jagarra linea 4.	Tome la línea 4.

35

A. Ndé mitã, ej-u mí ko'á-pe.	Niño, ven aquí.
B. Mba'é-pe^pa ikatú ro^servi, karaí?	En qué puedo servirle, señor?
A. Er-e mí xé-ve moõ^pa o-pytá Tienda Napoleón.	Díme un poco dónde está la Tienda Napoleón.
B. O-pytá rùta ári.	Está sobre la carretera.

36

A. Re-nó ta^pa la cena há-pe?	Irás a la recepción?
B. A-há ta.	Iré.
A. O-nó ta^pa aveí ne-rembi-rekó?	Irá también tu esposa?
B. Ha'é ni^o,ko mo'ã^i. Hasý katú hĩna.	Ella no irá. Está algo enferma.

37

A. Xé a-há kuri centro-pe la doce rupi.	Yo fuí al centro mas o menos a las 12.
B. Ha xé ningo a-ĩ aveí kuri hĩna upe-pe a-ndo^no^hexa^i.	Yo también estaba allí y no te ví.
A. Pero xé a-su kuri aj-ú, hi'ã xé-ve, pe la una rupi.	Pero yo volví creo que a la 1.
B. Upé ixa rè, ja-juavy'i mí ra.e.	Si es así, nos hemos desencontrado por poco.

Hosted for free on livelingua.com

(Working, Shopping, and Money Matters)

1.

A. Ai-kotevẽ mil guaraní.	Necesito mil guaraníes.
B. Ma'erãʼpa rei-kotevẽ?	Para qué lo necesitas?
A. Ai-kotevẽ a-joguà hagüã tembi-'ú	Lo necesito para comprar comida.
B. O-ĩ ma. Ai-poruká ta ndé-ve.	Muy bién. Te los presto.

2.

A. Ikatúʼpa rei-puruká xé-ve plata mĩ pe semana o-ú va pevé?	Puedes prestarme un poco de dinero hasta la próxima semana?
B. Mboýʼpa rei-kotevẽ?	Cuánto necesitas?
A. Ikatú rè noveciento tera mil guaraní.	Si es posible 900 ó mil guaraníes.
B. O-ĩ porã, pero xé ai-kotevẽ ta la xe-plata pe semana o-ú va-pe ğuarã kaba-vaʼ.	Está bién, pero yo necesitaré mi dinero para la próxima semana sin falta.

3.

A. Mboý guaraníʼpa rüd re-rekó?	Cuántos guaraníes tienes?
B. Mbaʼhatáʼi.	No mucho.
A. Ikatúʼpa rei-poruká xé-ve?	Puedes prestarme?
B. Mbaʼhetá-itéʼi rì ningo, ikatú ma.	Si no es demasiado, podría.

A. Ikatúʼpa rei-poruká xé-ve cién guaraní ko'ãro pevé.	Puedes prestarme 100 guaraníes hasta mañana?
B. Ikatú ndé re-rekó rè peteĩ mil [illegible] rá.	Puedo si tienes cambio para mil guaraníes.
A. Ndʼa-rekóʼi.	No te tengo.
B. Xé ikatúʼa-[illegible]quí mapy'a-itè-pe.	Yo puedo conseguirlo en un momento.

5.

A. Ha'e-[illegible] ku re-je-py'apý va. Mba'éʼ iko o-jehú ndé-ve?	Pareces preocupado. Qué te pasa?
B. [illegible] xé-ve ai-tỹ xe-plata.	Creo que perdí mi dinero.
A. [illegible]. Upéva la nde-py'apý va nĩ[illegible] ra.e.	Ah, y eso es lo que te está preocupando.
B. Mba'é reʼpiko a-je-py'apý ta, la plata re ndʼa-je-py'apyʼaʼirũ rè.	Y por qué habría de preocuparme si no me preocupo por dinero.

6.

A. A-hà va.erá mercado-pe.	Debo ir al mercado.
B. Reĩ-kuaáʼpa mba'è mba'éʼpa la re-joguá ta va?	Sabes que tipos comprarás?
A. Ne'ĩra guetúri. A-joguá rire ai-kuaá re.	Aún no. Lo sabré despues de comprarlo.
B. Xé-ve ningo nuaʼxeʼgustáʼi la a-[illegible] a-joguá mba'eveʼ	A mí no me gusta comprar.

Hosted for free on livelingua.com

[illegible]	A cuánto está el kilo la papa?
A veinte guaraní, señor	A 20 guaraníes, señor.
Mboý^pa o-hupyty ko'ẽ irundy kilo y media?	¿Cuánto alcanzarían 4 1/2 kilos?
Ja-hecha mí, o-cê noventa guaraní	Veamos, vale 90 guaraníes.
Mboý^pa re-jurú pe ropero rehe?	¿Cuánto mide por ese ropero?
Mbáva re cinco mil guaraní	Por ese 5000 guaraníes.
Nda^hepy-eteréi^rã^pa?	¿No le parece que es un poco caro?
Ndaha'éi. Hasý ikatu la pé ikatu ojuhu ropero re-jú. Haguã peteĩ pe precio re.	No. Es un poco difícil encontrar un ropero de este tipo por ese precio.
Ikatú^pa roi^pytyvõ?	¿Puedo ayudarle?
Hée. Mboý^pa o-valé te lapisera?	Sí, ¿cuánto cuesta esa lapicera?
Péva tĩra amova?	¿Esa o aquella?
Péva pe hũ va.	Esa negra.
Ikatú^pa roi^pytyvõ?	¿Puedo ayudarle?
Hée. A-hexa-se mí ningo camisá, regue-reko rõ.	Sí. Quiero ver camisas, si las tiene.
Cómo no. Nde^gustá^pa moroti va tĩra. . . ?	Cómo no. Le gustan blancos o . . . ?
Moroti va ikatú rõ.	Blancas si se puede.
Ikatú^pa xe^pytyvo mí?	¿Puede ayudarme?
Mba'é^pa o-je-ofrece mí ndé-ve?	¿Qué se le ofrece?
A-hexa-se mí ningo amõ machete.	Quisiera ver aquel machete.
Máva-ité va^pa?	¿Cuál exactamente?
Ikatú^pa roi^pytyvõ?	¿Puedo ayudarle?
Gracias. A-maña mí-nte a-íma. Ya a-vé ma.	Gracias. Solamente estoy mirando. Ya me voy.
Nde^gusta ná ixa. E-maña mí katu.	Como guste. Mire no más.
Máva-ité va mercado-pe^pa re-ho ra'e kuehé?	¿A cuál de los mercados fuiste ayer?
A-vé kuri Pettirosi-pe.	Fuí a Pettirosi.
I-í^pa ra'e hetá moa'é hexapyrã?	¿Había muchas cosas dignas de verse?
I-í hetá moa'é, pero hepy-iteréi.	Muchas, pero muy caras.

Hosted for free on livelingua.com

14

A. Mávа-ité va^pa re-jogué ta^ — ¿Qué comprará Vd.?
B. Nd^ai-kuaá^i. Ke^gustá pe moroti va ha pe nový va. — No sé. Me gusta ese blanco y el azul.
A. Rei-potá^pa roi^pytyvó? — ¿Quiere que le ayude?
B. A-agradecé ta ndé-ve. — Se lo agradeceré.

15

A. Mba'é, nde^gustá^pa la nde-róga pyahú? — Y te gusta tu nueva casa?
B. Nda^ne^gusta-pá^i. Hakú-etereí. — No me gusta del todo. Es muy caluroso.
A. Tuixa^pa la i-korapý? — Tiene un patio grande?
B. Nahániri, mixi ha i-però aveí. — No, es pequeño y a la vez no tiene nada. (es calvo)

16

A. A-vy'á ai-kuaá ve re-juhu hagué travajo. — Me alegro de saber que has encontrado trabajo.
B. Ke-suerte gui reí a-juhú pya'é. — Por pura suerte lo encontré rápido.
A. Ci-mè va.erá ningo re-ñepỹru-sé ma. — Seguramente ya quieres comenzar.
B. Mbe, haimeté ma nd^ikatu-vé^i a-ha'arõ. — Sí, casi ya no puedo esperar.

17

A. Angè pyharé a-mba.apó kuri pyhare pyte peve. — Anoche trabajé hasta la media noche.
B. Reỵ-apo-pá ne ma^pa la ne-rembi-aporà ko'ãro pyharé guarà? — Terminarías todo tu trabajo para mañana por la noche?
A. Ké-ve rõ guará aj-apo-pá ma ne voi-ete-vé. — Pienso que lo terminaré antes.
B. I-porã la upé ixa rè, pero rei-kotevè rõ, xé ikatú roi^pytyvo. — Está bién así, pero si lo precisas, yo puedo ayudarte.

18

A. Mba'é ixa^pa re-consequí ra.e ko travajo^ — ¿Cómo lograste este trabajo?
B. A-ñe'è don José ndi. — Hablé con don José.
A. Mba'é^piko ha'é á-pe? — Qué es él aquí?
B. Capataz general, ha la patron ra'ỵ o-je-gustá i-tajyra re. — Capataz general, y ademas el hijo del patron es el pretendiente de su hija.

19

A. Ké nd^a-mba.apo-se-vé^i ma ko'á-pe. — Ya no quiero trabajar aquí.
B. Mba'é re^piko? — Por qué razon?
A. O-paga'ì-etereí kikuái. — Pagan demasiado poco.
B. Aheté er-é, pero moõ^piko re-mba.apó ta la á-pe re^[illegible]-mba.apó^i pò? — Es verdad, pero dónde podrás trabajar si no trabajas aquí?

Hosted for free on livelingua.com

20

A. Mo^pa re-mba.apó rei-kó vo?	Dónde estás trabajando?
B. Ha don Arce kokué-pe.	En la chacra del señor Arce.
A. O-pagà porã^pa ndé-ve?	Te paga bién?
B. Nahãniri, pero n^a-mba.apó pohýi^ri.	No, pero no trabajo duramente.

21

A. Fávrica ndaje o-pòi-pá ta entero gui.	Dicen que la fábrica desempleará todos.
B. Mba'é re^piko?	Por qué?
A. Nd^ai-kuaà porâ^i. Pero o-je-'é ningo aipó ogue-rú ta há hikuái peteĩ máquina pyahu.	No lo sé bién. Pero se dice que traerán una máquina nueva.
B. A-ntendé ma, peteĩ máquina o-mba.apo pya'e-vé va ñande-hegui.	Ya entiendo, una máquina que trabaja mas rápido que nosotros.

22

A. Mba'é^pa la porte ko'a rupi?	Cómo está la situación por aquí?
B. Na^i-pòra-mbá^i. Sa'í nunga la travajo.	No todo está bién. Escasea el trabajo.
A. Ha Dr. Flores^piko n^o-mè'e-vé^i la travajo?	Y el Dr. Flores no da mas trabajo?
B. Nahãniri. Ogue-rú peteĩ máquina o-mba.apó va cuarenta rangué.	No. Ha traido una máquina que suple a cuarenta.

23

A. Ke-kane'õ ma la silla-apó gui.	Estoy cansado de hacer sillas
B. Mba'é re^pa ne^re-mba.apó^iri alvañilería-pe?	Por qué no trabajas en la alvañilería?
A. O-ñe-gana'í gui carpintería-pe ixa.	Porque se gana poco como en la carpintería.
B. Mba'e-té ma! Re-mba.apò porã la carpintería-pe ha na^nde^gustá^i.	Qué cosa! Eres un buen carpintero y no te gusta.

24

A. Máva^pa o-me'ẽ [illegible]-ve la plata?	Quién te da el dinero?
B. Xe-ru.	Mi padre.
A. Ha mba'é-pe^pa re-gasta-pá?	Y en qué lo gastas todo?
B. A-joguá liv[illegible] ha a-farreá	Compro libros y me divierto.

25

A. Ndé^pa re-[illegible].apó domingokué?	Trabaja Vd. los domingos?
B. Nahãniri, ko-kuehé-nte.	No, solamente aquella vez.
A. Ha sávadokué^pa re-mba.apó?	Y trabajas los sábados?
B. Hẽe, pero pyharevekué-nte.	Sí, pero solamente por la mañana.

26

A. Re-hó^pa [illegible]a.e re-mba.apó este diá?	Fuiste a trabajar hoy?
B. Nahãniri, nd^a-há^i.	No, no fuí.
A. Mba'é^pa o-jehu^ra.e ndé-ve?	Qué te pasó?
B. N^a-ñe-ñandu porã^i kuri.	No me sentía bién.

Hosted for free on livelingua.com

27

A. Mba'e hora^pa o-ñe-mboty la tienda kuéra^	¿ qué hora cierran las tiendas?
B. Pe la seis rupi haimeté opá tienda ma o-ñe-mboty.	A las 6 casi todas están cerradas.
A. Ñane-tiempo ne^pa gueteri ja-há haguã ña-ñemú^	Tendríamos tiempo aún para ir de compras?
B. Ñane-tiempo gueteri. Ko'ãga la cinco ramo.	Tenemos tiempo aún. Ahora son las cinco recién.

28

A. Mba'é^pa re-rapí ra.e re-îna merca-do-pe?	Qué estaba haciendo en el mercado?
B. A-jogua[illegible]	[illegible]
A. A-hexá [illegible] iko a-jogua[illegible]	[illegible]
B. O-heku [illegible]	Estaba buscando un anillo.

29

A. Mba^pa re-hó ta re-hemb^	[illegible]
B. Tapiá ikã, a-[illegible]	Como siempre, caminaré en Pettirossi.
A. Heta mba'é porã [illegible]	Hay muchas cosas buenas?
B. Aguã-rupí heta [illegible] varato guive	Hay muchas tiendas, y además son baratas.

30

A. Kóva ko portafollo o-valé 5[illegible]	Este portafolio vale 5[illegible]
B. [illegible]	Está bien. [illegible]
A. Mba'é^pa rei-pota-vó upé.	Qué quiere comprar?
B. Ko-re ni guare upéva-gui ma.	Creo que [illegible]

31

A. Re-pinta ta^pa ta nde-rógã ága ndévido^	Pintaría tu casa el próximo?
B. Hee, a-topá [illegible]	Sí, si encuentro quien quiera ayudarme.
A. Ne ikatú roi^purupa pyharevaró.	Yo puedo ayudarte durante mañana.
B. [illegible] ta nihaço nde-re	Te agradeceré.

32

A. Juan oi-ké o-heká nima i-trabajo ri, aje^pa!	Juan está buscando trabajo, verdad?
B. Hee, o-heká nima.	Sí, él está buscando.
A. Ha ndi'ra^pa o-topá?	Y todavía no lo encontró?
B. Nandi'ri gueteri, pero oi-ma vara o-topá porá ma.	Todavía no, pero ya debe estar por encontrar.

33

A. I-vaí ngája la pobre hombre nd[illegible]	[illegible]
B. Mba'é^iko o-jeroví xu-pe!	Qué es lo que pasa!
A. O-ñe-mbosa i-trabajo ndi rupi.	Ha sido expulsado de su trabajo.
B. Mba'e té ma la o-jehú va xu-pe!	Qué cosa no pasa!

Hosted for free on livelingua.com

34

A. Ne'ĩra^pa oj-apo-pá la hembi-apó? — Todavía no ha terminado su labor?
B. Hi'ã xé-ve nahãniri gueteri. — Creo que no todavía.
A. Ha ha'è kuéra^pa oi-mo'ã ñandé ja-apo-pá ta há. — Y ellos creen que nosotros lo terminaremos?
B. Mba'é ixa ta mo ra.e nahãniri! — Ojalá que no!

35

A. Ha'è kuéra na^hembi-apo-itè mo'ã^i, pero ñandé . . . — Ellos no estarán muy ocupados, pero nosotros . . .
B. Xé hetá ta rembi-aporã, pero xe-hermano nahãniri. — Yo tendré mucho que hacer, pero mi hermano no.
A. Ñandé nd^ikatu mo'ã^i ja-há, pero ha'è kuéra ikatú ta. — Nosotros no podremos ir, pero ellos si podrán.

36

A. La xe-amigo kuéra n^o-mba.apó pohýi^ri. — Mis amigos no trabajan duramente
B. Ha ndé? — Y Vd.?
A. Xé katú a-mba.apó pohýi. — Yo si trabajo duramente.
B. Xé nahãniri. Xé-ve nda^xe^gustá^i la travajo. — Yo no. A mí no me gusta el trabajo.

37

A. Mba'é^pa oj-apó hĩna hikuái? — Qué están haciendo?
B. Moõ^pa jai-kuaa-pá ta? — Quién sabe?
A. Araka'é^pa oj-apo-pá ta? — Cuándo lo terminará?
B. Nd^ai-kuaá^i-eté. — No lo sé de ninguna manera.

(Doing and Making Things -- Earning)

38. Ko'ẽro a-mba.apó hetá ta. — Mañana trabajaremos mucho.
39. Tekotevẽ ñandé- -ron-pe ja-'é t-o-paga-vé mba'é ñandé-ve. — Tenemos que decirle a nuestro patron que nos pague más.
40. Ko'èro ngo ja-trosá porã mba'è va.erã mo'ã ja-rekuperà hagüã jevý la este diá ña-ñamba'apo'ỹ va.ekue. — Mañana vamos a cortar bien para recuperar otra vez siendo que éste día no trabajamos.
41. Cien guaraní ngo a-me'ẽ ndé-ve kurì. — Cién guaraníes le dí a Ud.
42. No, mba'é ne^re-me'ẽ^i ngo xé-ve. — No, que no me diste a mi.
43. Xé katu ko no^ro^mbotavý^i. — Listen I wouldn't deceive you.

Hosted for free on livelingua.com

(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.	Tekotevẽ a-mbopotî pe xe-takuare'è ndý.	Es necesario qu limpie mi cañaveral.
4.	Ko año-pe a-ñotỹ kumandá.	Este año plante poroto.
5.	Hasó la ore-lechera ñumby-pe.	Nuestra lechera tiene agusanada la nalga.
6.	Xe-ména o-ñamî-kuaá opá ixa guá vacá.	Mi esposo sabe ordeñar todo tipo de vaca.
7.	Pe cavaĵú péva i-ñakuã hĩna.	Ese caballo es muy veloz.
8.	Hetá ma a-ñotỹ la avatí ha ndaˆñokyˆi xé-ve.	Mucho ya he sembrado maíz y no ya crece.
9.	Ãnga a-covrá vove a-jogua ta xe-aradorã.	Cuando cobre comprare un arado.
10.	A vende-sé mandi'o ai-kó vo.	Ando con ganas de vend mand oca.
11.	Aré ma ndˆa-ñemîty-véˆi sogue gui.	Hace tiempo que no cultivo a causa de mi pobreza.
12.	Ndˆo-kyˆi nó ko'ẽro i-pỹrupá ta la xe-jetytỹ.	Si no llueve mañana se me secará mi batata.
13.	Ko'ẽro a-hà ya.erã ai-pirô takuare'è.	Mañana debo ir a cosechar caña de azucar.
14.	Hi'à nte xé-ve a-conseguí l crédito a-ñemîtỹ haguã.	Es mi deseo conseguir crédito para cultivar. (sembrar)
15.	La yvý ndaˆiñ-avonoˆi va ndˆo-vale-véˆi ma.	La tierra sin abono ya no tiene valor.
16.	Ko'ãga ja-ará ta ma tractôr-pe la ñande-kokué.	Ahora ya araremos con t chacren nuestras granjas.
17.	Tekotevè ja-estudiá la agronomía.	Es necesario que estudiemos la agronomia.
18.	Aj-apó peteî canaleta a-rregá haguâ xe-kokué.	Hago una canaleta para regar mi sembradio.
19.	Ko'á-pe hokỹ por opá ixa guá yvá.	Aquí crece bien todo tipo de fruta.
20.	A-mbî ta xe-ŕoga-pe peteî verdulería.	Pondre en mi casa una verdulería.
21.	A-alambre-sé ko xe-korapý.	Quiero alambrar mi patio.
22.	Kavará ho'u-pá la ñotỹ va guive.	La cabra come todo lo que planto.
23.	Hetà-itereî la tukú xe-kokué-pe.	Hay demasiado la ngostas en mi chacra.
24.	Hepý ta ndajé la greifo ko'ãga.	Dicen que costará bastantes los frutos del pomelo ahora.
25.	Hetá tractor ñai-koteve ko Paraguái-pe.	Muchos tractores se necesita en el Paraguay.

Hosted for free on livelingua.com

26. O-ñotỹ rosa i-jardín-pe.
27. Reté ma hi'á ko naranja mata.

28. I-piru-pá la ore-mandi'o porque nd^o-ky-vé^i.
29. Bara'a-ité asy o-joguá la i-kokué rã.
30. Hepỹ la avano nd^ikatu mo'ã^i ja-joguá.

Plata rosas en su jardin.
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.

Hosted for free on livelingua.com

(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-moĩ la rambosa gua nde-roga-pe?	A qué hora está listo el desayuno en su casa?
B. Katu-eteĩ o-ĩ jupi 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 têra 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-hugá oi-mé raè va mba'e ha a-sè a-ñandú xe-amigo kuéra-pe.	Juego cualquier deporte y voy a visitar a mis amigos.

3

A. Ndé^pa re-hexa py'ỹi televisión?	Mira Vi. a menudo la televisión?
B. Sapy'ami mĩ 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. Hèe, ha i-porãngue-té avé. Ha ndé?	Sí, y de lo mejor. Y Vd.?
A. Ké aveĩ. Pero haimete nd^ikatú^i voĩ a-hexá mitã 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. Hèe, haimete cada pyharé a-hendú.	Sí, casi cada noche.
A. Mba'é^pa la re-hendú-e 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 kóte diá?	A qué hora comiste hoy?
B. A-karú kuri la doce rupi.	Comí como a las doce.
A. Ha mõ^pa re-karú ra.e?	A 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-porã va, añeté há-pe.	Fué una hermosa fiesta en realidad.
B. Tekotevè jague-rekò jevý otra pe ikatu gui ko'èramo-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. Hèe, a-johei tembi-purú ha a-mopotĩ óga.	Sí, lavé los cubiertos y limpié la casa.
A. Ha mba'é^pa rej-apo-vé upéi?	Y qué más hizo después?
B. A-hendú radio sapy'a mĩ.	Escuché el radio por un momento.

Hosted for free on livelingua.com

8

A. Moõ^pa pe-hó ra.e?	A dónde fueron?
B. Ro-ho peteĩ y ẽmbe'ý nde-porã va-pe.	Fuimos a una hermosa playa.
A. Pe-ytá hetá^pa ra.e?	Nadaron mucho?
B. Hẽe, pero ẽmbe'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-há kuri mercado-pe.	Fuí 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 anõ̀ 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 cansado 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-pá raẽ la ñande-rembi-apó.	Está bién, más espera que terminemos nuestro trabajo.
A. Anĩ na jaj-apó mba'evé ko'ãga-ité.	No hagamos nada ahora mismo.
B. Xe-ve rõ gũarã ndé ate'ỹ mĩ re-ĩna.	Creo que eres bastante perezozo.

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.

Hosted for free on livelingua.com

16

A. Moõ^pa re-hí ta ko pyharé?	Dónde irá esta noche?
B. A-há ta peteĩ reunion há-pe.	Iré a una reunión.
O-ñe'ẽ ta peteĩ político.	Hablará un político.
A. Ikatú^pa ro-hó ne-ndivé?	Podemos ir con Vd.?
B. Ikatú. Ja-jo-topa ko'a-pe la ocho.	Claro. Encontrémonos a las ocho.

17

A. Re-ho-sé^pa xe-ndivé centro-pe ko pyharé?	Quiere ir conmigo al centro esta noche?
B. Hẽe, a-ha-sé	Sí, quiero ir.
A. Mba'é^pa er-é ja-há rõ la siete rupi?	Que te parece si nos vamos como a las siete?
B. O-ĩ porã.	Está bién.

18

A. Mba'é pa rej-apó ta ko pyharé?	Qué hara esta noche?
B. Ne'ĩra gueteri ai-kuaá.	No sé todavía.
A. Re-ho-sé ne^pa xe-ndivé cine há-pe ko pyharé?	Le gustaría ir al cine conmigo esta noche?
B. Ikatú^pa ro^henõi aĝa upéi tarde-vé na ha-'é nde-ve.	Puedo llamarle mas tarde y decirselo?

19

A. A-há kuri estación-pe.	Fuí a la estación [de ferrocarriles].
B. Ma.erà^pa re-hó ra.e?	Para que te fuiste?
A. A-ha'arõ haĝuã peteĩ xe-primo-pe o-ú va Encarnación gui.	Fuí a esperar a un primo mio que venía de Encarnación.

20

A. Pe-ĝuahẽ^pa la estación-pe hora-pe?	Llegaron a tiempo en la estación?
B. Hẽe, ro-ĝuahẽ, pero haimete no^ro-ĝuahẽ^i.	Sí, pero estuvimos a punto de no llegar.
A. Mba'e hora-ité-pe^pa pe-ĝuahẽ ra.e?	En que momento llegaron?
B. O-ñepyrũ jave o-mỹi.	Cuando el tren comenzo a moverse.

21

A. O-ĝuahẽ^pa ra.e hora-pe la ne-primo?	Llegó a hora tu primo?
B. Nahániri, o-ja-atrasa una hora rupi.	No, se atrasó como una hora.
A. Pe-jo-topa^pa estación-pe?	Se encontraron en la estación?
B. Hẽe, upe-pe-té.	Sí, allí mismo.

22

A. Mba'é ix^pa re-ĝuahẽ jepi nde-roga-pe?	Cómo sueles llegar a tu casa?
B. A-jagarrá peteĩ micro centro-pe.	Tomo un micro en el centro.
A. Nda^hepy-itereí^ri^piko upé ixa rõ	Acaso no te sale muy caro así?
B. Nahániri Nda^hepý^ri.	No. No es caro.

Hosted for free on livelingua.com

23

A. ...ré roi-kuaa-pá ma ko lección. — Nosotros ya hemos aprendido esta lección.

B. Ha pei-kuaa-pá ma^pa pe kuehe guaré? — Y ya aprendieron la de ayer?
A. Ne'ĩra gueteri. I-puku-etereí. — Aún no. Es muy larga.
B. Ko'ẽro ĝuarã ai-potá pei-kuaa-pá — Para mañana quiero que lo sepan todo.

24

A. Xé nd^a-hexá^i gueteri upe película. — Yo aún no he visto esa película.
B. Re-hexà va.erã. — Debes verla.
A. A-há ta a-hexá ko'ẽro. — Iré a verla mañana.
B. I-porã va.erã, ne^re-mbyasy mo'ã^i. — Será bueno, no te arrepentirás.

25

A. Avá ndi^pa re-hó ta la jeroky há-pe? — Con quien irás al baile?
B. A-há ta María ndi. Ha'é oi-kuaá moõ^pa o-pytá — Iré con María. Ella sabe donde queda.
A. Pero María ningo n^o-mboguata-kuaa^i coche. — Pero María no sabe manejar coche.
B. Ha'é ningo he-'í xé-ve o-aprendé ramo hagué. — Ella me dijo que acababa de aprenderlo.

26

A. Moõ^pa re-topá ã livro? — Dónde consequiste estos libros?
B. Ai-poru Gonzalez gui. — Los presté de Gõnzalez.
A. I-pora^pa? Mba'e re^pa o-ñe'ẽ? — Es bueno? De qué tratan?
B. Opà mba'é re. — De muchas cosas.

27

A. Ña-ĝuahẽ tarde ta la reunión há-pe. — Llegaremos tarde a la reunión.
B. Mba'e hora^pa o-ñepyrũ ta? — A qué hora comenzará?
A. O-falta dies minuto o-ñepyrũ haĝuá. — Faltan diez minutos para comenzar.
B. E-pena'ỳ, ña-ĝuahe ta hora-ité-pe. — No te preocupes, llegaremos justo a tiempo.

28

A. Re-leé^pa hĩna ko revista? — Estás leyendo esta revista?
B. Hẽe, a-leé hĩna, pero a-lee-pá potá ma. — Sí, lo estoy leyendo, pero ya lo estoy por terminar.

A. I-gusto^pa, tẽra^pa mba'é? — Qué tal, es bueno?
B. Xé-ve xe^gustá. — A mí me gusta.

29

A. O-ú ta^pa María la baile há-pe? — Vendrá María al baile?
B. Hẽe, pero o-ñepyrũ rire. — Sí, pero despues que haya comenzado.
A. O-ú ta^pa i-chico ndi? — Vendrá con su novio?
B. Nahãniri, o-ú ta ha'e año. — No, vendrá sola.

Hosted for free on livelingua.com

(Eating, Personal Care, and Keeping House)

1

A. Moõ^pa re-karú rave este diá?	Dónde comiste hoy?
B. A-karú cafetería-pe Daniel ndi.	Comí en la cafetería con Daniel.
A. Pe-hupytý^pa ra e tembi-'ù porà?	Alcanzaron buena comida?
B. Hẽe, xé ha-'ú peteĩ 'a cavallo' nde-he-té va.	Sí, yo comí un 'a caballo' bién sabroso.

2

A. Mba'é, na^nde^gusta^i^pa peteĩ naranja mĩ, mba'e?	Y no le gustaría una naranja?
B. Gracias, pero ko'ãga nahãniri.	Gracias, pero ahora no.
A. Naranja ne-re'è va ko hina.	Son naranjas bién dulces.
B. Ai-kuaá, oj-apó una hora ramo ai-pyté hetà-itereĩ hagué a-ina.	Lo sé, pero hace solamente una hora que lo he estado tomándolo bastante.

3

A. O-i^pa peteĩ bar pé-pe?	Hay un restaurant allí?
B. Ndé^piko ndé re-karú^i ra.e oré ro-sè mboyvé?	No comiste acaso antes que saliéramos?
A. Hèe, pero xe-nembyahýi jevý ma.	Sí, pero ya tengo hambre otra vez.
B. Xé katú a-reko-pá gueteri xe-rye-pe la ha-'ù va.ekué.	Yo sin embargo aún tengo en el estómago todo lo comido.

4

A. A-ramboea-se mi ningo, ikatú rõ.	Quisiera desayunar.
B. Mba'é^pa rei-potí 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 raẽ 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'ỹre.	Sin leche.
B. Ha upéi?	Y despues?

6

A. Ai-potá mokõi 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 guaraní.	Veinte guaranies.

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'ãga ne'ĩra gueteri, tarde mié.	Aún, hasta mas tarde.
B. Ha o-i^pa asado?	Y hay asado?

Hosted for free on livelingua.com

8

A. Roi-potá peteĩ mesá cuatro-pe ĝuarã. Queremos una mesa para cuatro.
B. Amõ ventana yke re o-ĩ peteĩ i-porã va. Allá cerca de la ventana hay una buena.
A. Ikatú^pa roi-kuaá mba'è mba'é^pa la pegue-rekó va? Podemos saber cuales son las cosas que tienen?
B. En seguida, karaí. Al rato, señor.

9

A. O-ĩ^pa sopa Paraguaya? Hay sopa Paraguaya?
B. Ko'ãĝa-ité nahãniri. Pero rogue-reko chipa so'o hakù porã va. Ahora mismo no. Pero tenemos chipa so'o bién caliente.
A. Nd^ai-potá^i. No lo quiero.

10

A. Mba'é^pa re-je-serví ta, karaí? Qué se servirá, señor?
B. Ãgã mié, a-maña mĩ raẽ ta. Mas tarde, miraré primero.
A. Ko'ãĝa 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 mĩ Quisiera servirme un poco de su caña.
B. A-pe no^ro-vendé^i caña, karaí. Aquí no vendemos caña, señor.
A. Ha aunque sea vino^piko, nda^pe-rekó^i? Aunque sea vino no tienen?
B. O-ĩ, karaí. 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 rõ. Entremos a comer aquí si es así.
A. Mba'é^pa ja-'ú ta? Qué comeremos?
B. Ci-mẽ raẽ va mba'é. Cualquier cosa.

13

A. Xe-ñembyahỹi-eté-pa hĩna ko pyharé! Que hambre tengo esta noche.
B. Tekotevẽ ña-cenà porã entonce rõ. Es necesario que cenemos bién entonces.
A. Rei-kuaá^pa moõ ikatú ña-cenà po^rã? Sabes dónde podemos cenar bién?
B. Dos cuadra ko'á gui o-pytá peteĩ restaurante. A dos cuadras de aquí queda un restaurant.

14

A. Ja-hà va.erã mo'ã ja-'ú peteĩ asado. Deberíamos ir a comer un asado.
B. Xé na^xe-ñembyahýi^ri ko'ãĝa. Yo no tengo hambre ahora.
A. Xé katú xe-ñembyahýi, pero se-segué. Yo tengo hambre y no tengo dinero.
B. Ikatú ai-poruká ndé-ve cién guaraníĩ Puedo prestarte 100 guaranies.

15

A. Mba'e^pa ndé re-rambosá? Qué desayunas?
B. A-rambosa mokõi ryguasu rupi'á ha cocido. Desayuno dos huevos y cocido.
A. Mba'é ixa^pa nde^gustá la ryguasù rupi'á. Cómo te gustan los huevos?
B. Xe^gustá xyryrý pyré. Me gustan fritos.

Hosted for free on livelingua.com

10

A. Nde^gustá^pa café mí?
B. Mba'é gui^piko?
A. Katu-eteí xe^gustá la café a-mba.-apu-pá rire.
B. Ha xé-ve xe^gusta-vé pynare-ve-té, a-pu'ã vo.

¿Le gusta un poco de café?
Por qué no?
Casi siempre me gusta el café despues del trabajo.
Y a mí me gusta más tempranito, al levantarme.

17. Nd^ikatú^i a-mokõ.
18. Upe va-nte
19. Ja-karú ñandé, t-o-pytá xu-pe amõva.
20. Xé ha-'u-pá ma.
21. Mba'é^pa pe-'u-se-vé, refresco tẽra^pa tereré?
22. E-karú katu, ani re-tí ti.
23. Hora ma^pa ja-karú hagüã?
24. Mba'e re^pa ne^re-moí^ri asucá nde-café-pe.
25. E-je-sirvi-vé na.
26. Nd^ai-pota-vé^i ma.
27. Ko'ãga haimeté xe-pyvatã.
28. Ai-kotève-ve ỹ-takú.
29. I-ky'á gueteri.
30. Kambuxi-pe o-i ỹ ro'ysã porã, he-ỹ-'u mí.
31. Y-'uhéi
32. Ha-y-'ú.
33. Ha-'ú juky-sy mi-nte.
34. A-manó ta ña ñemoyahýi gui.
35. Ne-py'a nandi mbaraká ixa.
36. Ja-'ú mo nde-y mi.
37. Ne'ĩra gueteri re-ú va kóva reheguá?
38. A-pe o-falta peteí kysé.
39. O-falta xé-ve mokõi.
40. Nd^o-faltá^i mba'evé.
41. Mo ỹi he'ỹ.
42. Ha-'u-sé opá mbá'e o-i [illegible]
43. Ani re-'ú [illegible]ta-itereí la ỹ, porque oj-apò-va[illegible] nde-rehe

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 [illegible] 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.

11

A. A'é^pa i-kyrà-ité ko Juan ko'ãga.
B. Mba'é gui^piko nda^i-kyra mo'ã^i, ko i-plata heté va.
A. Ha re-hexá nga'ú xu-pe la o-karú jave hĩa!
B. Xé ai-kuaá, o-karú kuré ixa.

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 chancho.

Hosted for free on livelingua.com

(State of Health, etc.)

1

A. Mba'é ixaˆpa re-ñe-ñanduˊ? ¿Cómo te sientes?
B. A-ñe-ñandù porã, la akã rasy-nte ndaˆxeˆrejáˆi. Me siento bien, solamente que el dolor de cabeza no me deja.
A. Re-hò varã mo'ã peteĩ médiço ñanã-me. Deberías ir a un médico de yuyos.
B. Hẽe, upéva la aj-apó ta vaệ ãga lunes. Sí, eso es lo que haré el lunes.

2

A. Re-hó maˆpa ra.e doctor-pe? Ya fuiste al médico?
B. Ne'ĩra gueteri. A-ñeha'â ta a-kuerá xe-añõ. Aún no. Procuraré curarme solo.
A. Xẽ-ve rõ ãguarã ko, i-pòra-vé vaˆé re-hó ta-ndeˆrexá peteĩ doctor. Para mí, sería mejor que te fueras a que veas ese el médico.
B. Xé a-ha-sé, pero hepy-etereí la doctor. Yo quiero ir, pero los médicos son muy caros.

3

A. Nde-pirù-eté-pa ko'ãga. Qué delgado estás ahora.
B. Ha xe-rasy ningo ai-kó vo. Estoy enfermo.
A. Mba'éˆiko la o-jehú va ndé-ve? Qué es lo que te pasa?
B. Chaco-pe xeˆsu'u mbói. Anoche me mordió una víbora.

4

A. Kuehè guivé xe-akãmundú ai-kó vo. Desde ayer estoy con fiebre.
B. Ha mba'éˆpa he-'í la nde-doctor? Y qué dice tu médico?
A. Mba'evé. Ndˆa-háˆi gueteri voí ningo hendá-pe. Nada. Aún no le he visitado.
B. I-porã vaˆerã re-hó, ha reì-kuaà porã mba'éˆpa la reguè-rekó va. Sería conveniente que lo visitaras y saber que es lo que tienes realmente.

5

A. Mbaˆèˆpa ikatú ha-'í akà-rasý-pe ãguara? Qué medicina puedo tomar para el dolor de cabeza?
B. Re-'ú maˆpiko genio!? Ya tomaste genio!?
A. Hetá ma ha-'ú, ha ndˆoj-apóˆi xe-réìe mba'evé. Ya le he tomado bastante, pero no hace efecto en mí.
B. Re-tantea mi vaˆerã mo'ã ningo pe aspirina Deberías probar la aspirina.

6

A. Nde-resa'yjù-eréˆpa! Mba'éˆiko oˆjehú ndé-veˆ Cuán pálido estás! Que te pasa?
B. Xe-rýe rasý. Nˆa-aguanta-véˆ ma. Me duele la barriga. Ya no aguanto más.
A. Reì-pyréˆpa a-meˆe ndé-ve ponã? Quieres que te des alguna medicina?
B. Reguè-rekó peˆ 'jaguareté ka'a', a-meˆe ké-ve Si tienes 'jaguarete ka'a', démelo por favor.

7

A. Mba'éˆpa oˆjehú ndé-ve? Qué es lo que le pasa?
B. [illegible] a-kuã-me Me mordé el dedo.
A. [illegible] de-po. Veamos su mano.
B. Doctor, ikatú baˆpa a-kuera pya'é? Doctor, podré curarme pronto?

Hosted for free on livelingua.com

8

A. Na Juana mbyỹ-eté hína. — Doña Juana está muy enferma.
B. Mba'é^ixa. Ha o-jogá va xu-pe? — Qué es lo que le pasa?
A. La i-doctor ndaje he-'í ogue-reko há cancér. — Dicen que su médico dijo que tiene cancer.
B. Mba'e-té ma xe-dios! — Qué cosa dice mi!

9

A. Xu-rasy katú ai-ké vo. — Ando algo enfermo.
B. Mba'é^pá la regue-rekó va? — Qué es lo que tienes?
A. Na^ai-kuaà porá^i. Hasy xé-ve xe-akã ha xe-py'á. — No la sé exactamente. Me duele la cabeza y el estómago.
B. Re-hò va.erã mo'a ningo doctor-pe. — Deberías ir a un médico.

10

A. Mba'é^piko ogue-rekó pe mitã? — Qué tiene ese niño?
B. O-jagarrá xu-pe pulmonía. — Le tomó pulmonía.
A. Ha mba'é^iko he-'í la pende-doctor? — Y qué dice su médico?
B. Nda'evé. O-me'è peteî receta ro-joguá hagua pohã. — Nada. Dió una receta para comprar la medicina.

11

A. Pe-joguá ma^piko la pohã? — Ya compraron el remedio?
B. Nahániri, ne'îra gueteri. — No, todavía no.
A. Mba'é re^piko? — Por qué?
B. Hepỹ-etereî, ha ko'ãga ore-sogué hína. — Es muy caro y ahora estamos sin dinero.

12

A. Mba'é^pa la a-rekó va, doctor? — Qué es lo que tengo, doctor?
B. Mba'evé i-vaí va. Pero re-ñangareko-vé va.erã nde-rehe. — Nada malo. Pero debes cuidarte más.
A. Doctor, pero xé ningo nd^ikatú^i a-joguá la poha. — Doctor, pero yo no puedo comprar los remedios.
B. Re-ñeha'à va.erã re-consequí re-kuera-sé rò. — Debes procurar obtenerlo si quieres curarte.

13

A. Pe-ñenò voí^pa ra.e angè pyharé? — Did you go to bed early last night.
B. Nahániri. Ro-ñenó pyhare ma ha ro-pu'a pyhareve-té. — No. We went to bed quite late and got up quite early.
A. Ha mba'é ixa^pa oi-ké pende-róga-pe? — How is everyone at your house?
B. Hesâi-mbá porã-nte, gracias. — All good and healthy, thanks.

Hosted for free on livelingua.com

(Common Situations)

1

A. Ikatú^pa a-ñè'e mĩ don Pedro-ndi?	Puedo hablar con el Sr. Pedro?
B. Mba'é número^pa re-henõi re-ĩna?	Qué número está llamando?
A. Uno-siete-cuatro-ocho.	Uno-siete-cuatro-ocho.
B. Hmm, á-pe nd^oi-ko^i avavé héra va don Pedro.	Àquí no vive nadie llamado don Pedro.

2

A. Ikatú^pa a-ñè'e mĩ karaí 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-ñe'ẽ-se há he-ndive i-sobrino.	Dígale que su sobrino quiere hablarle.
B. E-ha'arõ sapy'a mĩ.	Espere un momento.

3

A. Máva-pe^pa pe-ha'arõ pe-ĩna?	A quién están esperando?
B. Ro-ha'arõ ro-ĩna ore-amigo kuéra-pe.	Estamos esperando a nuestros amigos.
A. Ha'e-té ningo ku pende-poxý va pe-ĩna. Mba'é^iko o-ĩ?	Parecen enojados. Qué pasa?
B. Oj-apo mango media hora o-ù va.erã hagué ha nd^o-ú^iri hikuái.	Hace media que les estámos esperando y no vienen.

4

A. Ña-henõi py María-pe.	Llamemos pues a María.
B. Anĩ ña-henõi tei xu-pe ko'ãga-ité.	No le llamemos ahora mismo.
A. Hẽe, nda^jai-kuaá^i o-gustá ne^pa xu-pe.	Sí, no sabemos si le gustaría.
B. Ña-ha'arõ la siete tẽra la siete y media pevé.	Esperemos hasta las siete o las siete y media.

5

A. Alicia nda^hi'arè mo'ã^i. 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-sẽ kuri la dies rupi.	Salió como a las diez.
B. Entonce ningo ha'é hi'ãrè-tèreĩ ma.	Si es, ya ha tardado demasiado.

6

A. Ne'ĩra^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-ẽguahẽ ta hora-pe.	Las ocho y media. Cuándo llegará a hora.
B. E-pena'ỹ na. Ña-ẽguahẽ ta hora-ité-pe.	No te preocupes. Legaremos 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-ĩ^pa peteĩ relo ko'á rupi?	Hay reloj por aquí?
B. O-ĩ peteĩ pe otro kotỹ-pe	Hay uno en el otro cuarto.

Hosted for free on livelingua.com

	^pa nde-hora pora?	Tienes buena hora?
	-porandù mo'ã ayeí ndé-ve upéva.	Es lo que iba a preguntarte.
	e-relo o-pará kuri.	Mi reloj paró.
B.	katu xe-resarai nd^ague-rú^i	Y yo olvidé de traerlo.

9

A.	Ikatú^pa a-hè'e mi ne-hermano ndi?	Puedo hablar con su hermano?
B.	ãgã-ité ningo ñ^o-i^ri hĩna.	Ahora mismo no está.
A.	a'è hora ikatú a-juhú xu-pé?	A que hora puedo encontrarle?
B.	cinco rupi.	Las cinco más o menos.

10

A.	A-hà va.erã a-ñandu xe-sý-pe ko pyharé.	Debo ir a visitar a mi madre esta noche.
B.	Ne^ra'arõ^pa hĩna ha'é?	Te está esperando ella?
A.	Hẽe, xe^ra'arõ. A-ñe'ẽ kuri he-ndivé ko pyharevé.	Sí, me espera. Hablé con ella esta mañana.
B.	Ta-pe-vy'a-ité upé ixa rõ.	Que se diviertan entonces.

11

A.	A-ñe'ẽ-se mi don José ndi.	Quisiera hablarle a don José.
B.	E-ha'arõ sapy'a mi	Espere un momento.
A.	Nembi-apo rõ hĩna, nd^ai-potá^i o-ñe-molestá.	Si está ocupado, no quiero que se moleste.

12

A.	Rei-potá^pa ro^ha'arõ?	Quieres que te espere?
B.	Nahãniri. Xé ikatú a-ñangareko xe-jehe.	No, yo puedo cuidarme.
A.	Ikatú^pa ja-jo-topà jevý agã mivé?	Podremos volver a vernos mas tarde?
B.	O-ĩ ma. Xé a-hasà jevý ta ko'á rupi media hora rire.	Está bién. Yo volveré por àquí despues de media hora.

13

A.	O-ĩ^pa hĩna karaí Juan?	Está el señor Juan?
B.	Nd^ai-kuaá^i, a-hexa mi ta.	No lo sé. Averiguaré.
A.	Er-é xu-pé o-ñe'e-se há he-ndive doctor Castro.	Dígale que desea hablarle el Dr. Castro.

14

A.	Rei-kuaá^pa araka'é^pa re-hó ta Paraguaý-pe?	Sabes cuándo irás a Asunción?
B.	A-ha-sé ningo agã lunes.	Quiero irme el lunes.
A.	Mba'é^re^pa ne^re-ha'aro-vé^i re-hó hagua?	Por qué no esperas más para irte?
B.	Xe^ra'arõ ma hikuái amõ.	Ya me están esperando allá.

Hosted for free on livelingua.com

Additional Sentences for Study

(mo'ã)

1.	Jueves ndˆaj-ú mo'ãˆi hĩna.	I don't think I'll be coming Thursday.
2.	Xé la guaranĩ gui ndaˆxe-resarài mo'ãˆi voí.	I will not forget Guarani easily.
3.	A-manò mo'ã.	I almost died.
4.	Ha'à mo'ã.	I almost fell.
5.	Er-è riré xé-ve ro-heja varã mo'ã re-pytu'ú.	If you had told me I would have let you rest.
6.	Ja-jo-topá rirè ja-vy'à-vé varã mo'ã.	If we meet together we will rejoice.
7.	Ko'ẽro a-mba.apó hetá ta.	Tomorrow I will work a great deal.

(ne)

8.	Anĩ re-hó porké re-'á ne.	Do not go because you will fall.
9.	Ndˆo-hòˆi xéne.	He will not go.
10.	Ndˆai-kuaáˆi aj-ú jevýˆ neˆpa.	I don't know if he will come again.

(ra.è; raka.e)

11.	Mba'è óraˆpa rei-kè ra.é re-mba.apó?	At what time did you begin working?
12.	Oi-kéˆpiko ra.é pe kuimba'é?	Did that man go in?
13.	Entero mba'é i-varàto-vé raka.é.	Everything was formerly cheaper.
14.	Mboý año re-studiá raka.é la re-je-resivì hagüã.	How many years have you studied in order to get your degree?

(va)

15.	Pe sicuèntaisiéte pe ryguasú o-valè mĩˆ vakué dies pésos.	In '57 hens used to cost ten pesos.
16.	Xé a-mba.apò varã a-vivì hagüã.	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.	Ndˆai-potáˆi o-jy'ỹ va.	I don't want what is uncooked.
19.	Pe-mbo-ay vú ro-hendù hagüã ixa la pej-é vakué pe-ĩna.	You were making noise so that we could not hear what you were saying.

Hosted for free on livelingua.com

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 i-potî va gui.	We separate the dirty ones from the clean ones.
22.	O-moingové la o-manõ vakué hẽña.	She is reviving the one who died.
23.	Nd^ikatú^i a-mombe'ú ndé-ve la a-hexá vakué.	It is not possible for me to tell you what I saw.
24.	Rei-kuaá^piko la er-è varã?	Do you know what you have to say?
25.	Nda^rekó^i tiempo a-perdè varã.	I don't have time to waste.
26.	Nd^a-topá^i la kuairũ oi-porukú vakuè xé-ve.	I don't find the ring he lent me.
27.	Nd^a-topá^i la oi-porukú vakué xé-ve i-kuairũ.	I don't find the one who lent me his ring.

(guá)

28.	Pe mità'í oi-kó i-sý ndi.	That child goes with his mother.
29.	O-ñe'è hina 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 es te dìa guaré.	The cake was baked today.
34.	Mamõ gũarã?	For where?
35.	La so'ò-kangué e-hejá umî jaguá-pe gũarã.	Leave the bones for those dogs.
36.	A-joguá la jaguá ndé-ve gũarã.	I bought the dog for you.

(gui)

36.	Ei-pe'á la nde-pó la mesà 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-mano hembyahýi gui.	He died of starvation.
40.	Upè óga i-porã-vé kóva gui.	That house is more beautiful than this one.
41.	Ko tembi-apó hàsy-vé ku kuehè guaré gui.	This work is harder than yesterday's.
42.	E-rahá oi-mè raè ko'ã jaguá a-pyté gui.	Take any one of these dogs.
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-mboriahú va guivé o-ñe-mbomirî.	Everybody who is poor is humbled.

Hosted for free on livelingua.com

47.	Ha'é o-pìta-vé la xé ai-mo'ã va gui.	He smokes more than I thought.
	(pe)	
48.	E-me'ẽ jaguá-pe kóva.	Give this one to the dog.
49.	Oi-mẽ o-kẽ-me.	He is at the door.
50.	A-há ta ñũ-me.	I'll go to the field.
51.	Oi-ké ka'aguý-pe.	He entered the forest.
52.	A-há camión-pe.	I go by bus.
53.	Oi-kytĩ hãi-mẽ.	He cut it with his teeth.
54.	Xé a-mbovyvý la xe-vistído peteĩ inimbó i-poguasú va pe.	I sew my dress with a thick thread.
55.	Ha'é mĩ nte la xé añandú va.	I just say what I feel.
56.	Hasý ko hĩna la o-guerú va xé-ve la mandi'ó.	The one who brings me the mandioc is sick.
57.	Mba'é^pa la rei-potã va.	What do you want? (What is it that you want?)
58.	Mba'é^pa la ha'é vaekué ndé-ve?	What did I tell you?
59.	Ha,nde^piko er-é xé-ve la tapé a-segí va.erã?	And you tell me the road I must follow?
60.	La xé ai-potá vakué a-rekó ma.	I already have what I wanted.
61.	Peá la ai-pota'ỹ va.	That is what I don't want.
	(ha)	
62.	Ai-kuaá la nd^o-ù mo'ã^i há.	I know he does not intend to come.
63.	Re-ñandú xé xe-rasỳ há.	You heard I was sick.
64.	Ai-kuaá o-hò ta há.	I know that he will go.
65.	He-'í o-ù hagué.	He says that he came.
66.	He-'í xu-pé o-ù haguã.	He tells him to come.
67.	Ha-'é xu-pé peteĩ japú o-ù haguã.	I told him a lie to make him come.
68.	Er-é xu-pé a-hà há.	Tell him that I go.
69.	He-'í xu-pé o-ù haguã.	I told him to come.
70.	Er-é xu-pé nd^ai-me^i há a-ĩna.	Tell him I'm not in.
71.	Pe kuimba'é oi-ké.	That man entered.
72.	Re-hexá pe kuimba'é pe.	You see that man.
73.	A-hexá pe kuimba'é oi-ké hagué.	I saw that the man entered.
74.	Pe-hexá^pa pe kuimbá'é oi-ké vakué pe?	You saw that man who entered?

Hosted for free on livelingua.com

75.	Kuehé a-pu'ã nde mboyvé.	Yesterday I got up before you.
76.	Kuehé a-pu'ã reg-ù mboyvé.	Yesterday I got up before you came.
77.	Ro-mboguatã ta pe ka.aguý pevé.	I'm going to make you walk as far as that forest.
78.	O-kañý la xe-rymbà-jaguá la tapé re.	My dog got lost along the road.
79.	A-jokuá yvyrá rehé.	I tied it to a tree.
80.	Pe trâhe re o-i mokõi mãncha.	There are two stains in that suit.
81.	Kóva rire.	After that.
82.	O-i media óra rire.	He arrived after half an hour.
83.	E-he'è nde-jurú rupi.	Speak through your mouth.
84.	Oi-ké la okè 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-mboù haĝuã xu-pé hóga-pe.	He asks him to make him come home.
90.	He-'í xé-ve a-hasà jevý haĝuã ko'èro.	He told me to come again tomorrow.
91.	He-'í xé-ve anî haĝuã a-há a-jahú.	He told me not to go bathe.
92.	Ikatú piko a-sè ko ka.arú?	May I go out this afternoon?
93.	O-hý rò nd o-ù mo'â i ha'é.	If it rains he is not going to come.
94.	Pe kuña-karaí o-î o-sè haĝuà ixa.	That lady seems to be ready to go out.
95.	Araka.evé na xe-mandu'á i a-rù haĝuã.	I never remember to bring it.
96.	Xe-mandu'á nde-rú re.	I remember your father.
97.	Ha'é o-kyhyjé o-sè haĝuã.	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-tî 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 haĝuã la aó.	Come tomorrow to take the clothes.
104.	Eï-poruka mí xé-ve peteî cavajú a-guahê haĝuã Paraguái-pe.	Lend me a horse to go to Paraguay.
105.	Er-e mî xé-ve mãva pa la tapé a-hâ haĝuã Lúque-pe.	Tell me which is the road to go to Luque.

Hosted for free on livelingua.com

106.	O-kañỹ ixu-gui anĩ hagũã o-juká ĩxu-pé.	He hid himself so that they wouldn't kill him.
107.	O-pu'ã porã^piko la kumandá.	The beans are growing well. (getting up)
108.	Pe mitã karia'ý o-ú oj-apó sarambi.	That kid came to cause trouble.
109.	O-jupí o-hexá i-sý-pe.	He goes up to see his mother.
110.	Mboý año^pa re-rekó ?	Cuantos años tienes ?
111.	Mamó^pa o-pytá nde-róga ?	Where is your home ?
112.	Pe guyrá hový.	That bird is blue.
113.	Lo mitã iñ-ate'ý.	The children are lazy.
114.	Araka'é^piko re-guahẽ ra.è ?	When did you arrive ?
115.	A-vy'á ro-hexá vo.	I am glad to see you.
116.	Pe kuñà-karaí mbohapý i-membý.	That lady has three sons.
117.	Re-rekó^pa la xe-kysé ?	Do you have my knife ?
118.	Ore-rasy mĩ ro-ĩna.	We are a little sick.
119.	Oi-mẽ kokué-pe.	He is at the farm.
120.	Re-vènde-sé^pa xé-ve ko mburiká ?	Do you want to sell me this mule ?
121.	Mboý^pa re-jeruré hése ?	How much are you asking for it ?
122.	Hepỹ-etereí !	How expensive !
123.	Pe mburiká nd^o-valé^i mbà'e-vé.	That mule isn't worth anything.
124.	Xe-mandu'á nde-rehe.	I forget you.
125.	Peteĩ guãiguĩ i-poxý i-ména ndi.	An old lady got mad at her husband.
126.	Pende-resarái^pa pende-rú gui.	Do you-all forget your father ?
127.	Ndé^pa Juán Ramón ? Xé nda^ha'é^i.	Eres tú Juan Ramón ? No, I'm not.
128.	Mba'é^pa he-'i-sé ... guaranĩ-me ?	What does ... mean in Guarani ?
129.	Nda^xe-japú^i.	I'm not lying.
130.	A-juhú xe-sý-pe i-kotý-pe.	I find my mother in her room.
131.	Pe jagua o-juká ta mbarakajá-pe.	The dog will kill the cat.
132.	Umĩ mita'í o-juhú peteĩ mboi ha o-juká.	Esos niños encuentran una serpiente y la matan.
133.	Ei-poruká xe-rú-pe kóva.	Lend this to my father.
134.	Ai-kotevẽ peteĩ mburiká re.	I need a mule.
135.	Ai-potá un kílo avatí.	I want a kilo of corn.
136.	Araka'é^pa o-guahẽ ra.è nde-rú ?	When did your father arrive ?
137.	Mba'é^iko o-jehú ndé-ve?	What is the matter with you ?
138.	Xé a-me'ẽ xu-pe ỹ mĩ.	I give him a little water.
139.	O-kañỹ ore-heguí pe ore-rymbajaguá.	We lost our dog.
140.	Kóva^pa la Itá rapé ?	Is this the road to Ita ?
141.	Nda^i-po^ri tapé.	There is no road.
142.	Aipóva oi-mẽ Rusia-pe.	That one is in Russia.
143.	N^o-sẽ^i guèteri la kuarahý.	The sun hasn't come out yet.
144.	Ta-pe-hó pende-róga-pe.	Go home.
145.	E-jú na xe-ndivé.	Come with me.
146.	Mba'é ixa^pa pe-jú peẽ ?	How did you come ?
147.	Ro-jú yvý rupi.	We came on foot.
148.	Nd^o-ú^i^pa nde-ndivé nde-rembirekó?	Didn't your wife come with you ?
149.	Ja-há ko tapé rupi.	Let's go by this road.
150.	Mba'é^pa ndé er-é ?	What did you say ?
151.	Pej-é xé-ve mba'é^pa pei-potá.	Tell me what you want.
152.	I-karú pe karaí; ho-'ú peteĩ guéi.	That man's a glutton; he can eat an ox.
153.	Re-'a^pa cavajú ári gui ?	Did you fall from (off) the horse ?

Hosted for free on livelingua.com

154.	Ha-'á ha á-pě xe retymá-me.	I fell and broke my leg.
155.	Ague-rú ndé-ve pèteĩ regálo.	I brought you a present.
156.	Peteĩ aò-johéi há o-johéi la xe-aó.	A laundry woman washes my clothes.
157.	Moô guiˆpa o-ú ko tatatĩ ?	Where does that smoke come from ?
158.	Avéˆpiko o-ú ?	Who came ?
159.	Ndé moô gui rej-ú ?	Where do you come from ?
160.	Óga-pe o-ĩ hetá taravé.	There are a lot of cockroaches at home.
161.	Ndˆo-je-topáˆi mamo-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.	Úpé lunes o-ú kurì.	He went on Monday.
164.	Re-purahéi rò a-me'ẽ ta ndé-ve peteĩ prémio.	If you sing I will give you a priz
165.	O-sẽˆpa ra.è hóga gui tẽraˆpa ndˆo-sẽˆi ra.è ?	Did he leave the house or not ?
166.	Kó'ẽro a-hà jevỳ ta la mediko rendá-pe.	I'll go again to see the doctor.

Hosted for free on livelingua.com

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 sirvirá 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-'i va.ekue: Re-ñe-nupã rò peteĩ nde-ŕovà yké-pe. E-moĩ otro nde-ŕovà yké ha e-ñe-nupã-ká jevý.

   Xe a-porandú peẽ-me: Mba'éˆpa ndé rej-apó ne o-ú rò peteĩ nde-rapixá ndeˆ ŕova-pete ?

2. Re-hó rò re-ke peteĩ hotel-pe ha re-páy re-topa re-ñe-monda pa-ité hagué. Mba'éˆpa rèj-apó ne ?
   (Despues que cada uno haya dado respuesta)

   La policía he-'i rò ndé-ve nde-hermano hagué la monda ha; mba'éˆpa rej-apó ne ?

3. Re-hó rò re-joguá peteĩ nde-camisa rã. Ha upéi re-jú nde-ŕóga-pe re-topá tuixa há nde-rehe. Mba'éˆpa re-ho ne er-é la o-vendé vakue-pe ndê-ve.

4. Ndé re-hó peteĩ pueblo'i mĩ-me Paraguái-pe, ha o-kañy mba ité nde-hegui la ndé kuatia kuéra, ha o-ú peteĩ tahaxi o-jururé ndé-ve nde-documento re, ha ndé er-é xu-pe: XE CUERPO DE PAZ PEGUA VOLUNTARIO pero ¿ha'é ndˆoi-kuáˆi mba'éˆpa he-'i-sé upeva ha ndeˆnupa ha ndeˆ gueraha preso mba'éˆpa er-é ne la comisario-pe.

Lea envoz 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 mùere' de Mahoma.

Maestro: E-gueroviá tẽra e-manó. Mãvaˆpa he-'í rakaˆè: Mahomaˆpa tẽra Jesús tẽraˆpa 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.

Hosted for free on livelingua.com

MAVA^PA HE-'Í RAKA'E

1. 'E-guerovia têra e-mano' Mahoma, Cristo, Moises.

2. 'Anî re-heja ti ko'êro guarã la ikatuva rej-apo ko'ãva' Franklin, Julio Cesar, Salomon.

3. 'Re-haihu va.erã nde-ŕapixa-pe re-je-haihu há ixa nde-jupe' Jesús, Budda, Pablo.

4. 'Petei centávo ĵ-ñongatu pyre petei centavo i-ñe-gaña pyré' Franklin, Karl Marx, Adam Smith.

5. 'I-porã ve petei guyra nde-pópe oiem o-vevé va gui' Franklin, Salomon, Chino.

6. 'Ej-apó nde-ŕapixa 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. 'Pe-poĵ xe^hegui têra xe-juká' Patrick Henry, Tomas Paine, Washington.

9. 'Anî oi-kuaá ti nde asá ej-apó va.ndé derecha' Jesús, Franklin, Seneca.

10. 'Lázaro, e-pu'ã e-guatá' Pablo, Jesús Mahama Ghandi.

11. 'Oi-ke há pe kuarahy nd^oi-ke^iri médico' Franklin, Chino Ne'ênga, Pasteur.

Hosted for free on livelingua.com

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'é ixa guà óga^pa rej-apo-uká ne re-guereko rõ 1,000,000 de dolares?

2. Mba'ê ixa guâ cõche^pa re-jóguá ne re-guereko rõ 2,000,000 de guaranies?

3. Moõ^pa re-hó ne re-guereko rõ peteĩ avión a chorro?

4. Mãva re^pa re-mendá ne nde-plata-ĥeta rõ?

5. Moõ^pa re-ho-sé ne nde^re-hó^i ta rõ Paraguái-pe?

6. Mba'é^pa re-joguá ne nde-plata-ĥetá rõ?

7. Moõ^pa re-hó ne rei-ko nde-plata-ĥetá rõ?

Hosted for free on livelingua.com

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 tratasen de adivinarlo.

Estudiante 1:	Kuña^pa?
Luis:	Nahãniri.
Estudiante 2:	Norteamericano^pa?
Luis:	Hẽe.
Estudiante 3:	Oi-kové guèteri^pa?
Luis:	Nahãniri.
Estudiante 4:	Mba'é apo-há^pa raka'e? Politico^pa?
Luis:	Hẽe.
Estudiante 3:	Oi-kó va.ekue^pa siglo 19-pe?
Luis:	Hẽe.
Estudiante 2:	Ha'é héra Abraham Lincoln, aje^pa?
Luis:	Hẽe.

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 historicos, grandes, cuidades o cualquier otra cosa.

Hosted for free on livelingua.com

GENERAL QUESTIONS

Mba'é ixa^pa nde-rera?	Cómo se llama Ud.?
Araka'é^pa re-nace raka'e?	Cuándo nació Ud.?
Mamo^pa o-pyta nde-roga?	Dónde queda su casa?
Mba'e-pe^pa re-mba'apó?	En qué trabaja Ud.?
Mba'e^pa re-studia raka'e?	Qué estudió Ud.?
Ikatú^pa ne-mandu'á oréve la ne-familia rehe?	Puede ... hablarnos acerca de su familia?
Mba'é ixa^pa re-ñeñandú?	Cómo se siente?
Mba'é^pa hasý ndéve?	Qué le duele?
Mba'e^pa o-ĩ ne^molestá va?	Hay algo que le molesta?
Mba'é^pa ne^kevrantá?	Qué le preocupa?
Mba'é^pa la ne^interesá va?	Qué es lo que le interesa?
Mba'é-pe^pa re-mba'apó raka'e re-ĩna re-jù mboyvé ko'á-pe?	En qué estaba trabajando antes de venir aquí?
Ha mboý^pa re-ganá raka'e?	Y cuánto ganabas?
Mboý^pa o-gana por año la ne- familia?	Y cuánto gana anualmente su familia?
Ha mba'é teko^pa la situación ko'ãga nde-roga-pe?	Y cómo está ahora la situación en su casa?
Mboý^pa pei-me nde-roga-pe?	Cuántos son en su familia?
Mboý^pa ne-membý ndé?	Cuantos hijos (hijas) tiene? (a una mujer)
Nde-aré ma^pa ko hospital-pe?	Ya ha estado mucho tiempo aquí en el hospital?
Oi-mé ne re-hexà ga'ú la ne-familia kuéra-pe, aje^pa?	Seguramente añoras a sus familiares, verdad?
O-ú^pa jepi ne-gente kuera ne^andú?	Suelen venir sus parientes a visitar?
Hetá-pe ma^pa rei-kuaá á-pe?	Ya conoció a muchos aquí?
Ne-kane'õ^pa sapy'a mi mĩ ko hospital gui?	Se cansa de vez en cuando del hospital?
Mba'é^pa la rej-apo-se-vé va?	Qué es lo que más desea hacer?
Mba'e^pa he-'í ne-gente kuéra la re-ĩ haguere la hospital-pe?	Qué dicen sus parientes porque está en un hospital?
Re-hexa py'ỹi^pa la doctor kuéra-pe?	Les ve Ud. frecuentemente a los médicos?
Ne^pytyvõ^pa va ixa ndéve hikuái?	Le parece que le ayudan?
Mba'é, nde^gustá la tembi'ú?	Y, le gusta la comida?
Mba'e mba'é^pa la re-'ú va ko'á-pe?	Qué cosas come aquí?
Mba'é^pa la re-'u-se-vé va re-ĩ jave nde-roga-pe?	Qué es lo que suele gustarle más cuando está en su casa?
Oi-mè vaerã ningo re-extrañá ã mba'é, aje^pa?	Seguramente extrañas estas cosas, verdad?
Na^ñande-título^i rõ, hasý ña-mba'apo hagüã, ajé^pa?	Si no tenemos un título, es dificil trabajar, no?
Ymá^pa re-mba'apo rakae?	Trabajaba antes?
Nde^gusta^pa rakae la nde-puesto?	Le gustó su cargo?
Mba'é^pa re-pensa rej-apo vo re-sẽ vove águi?	Qué piensa hacer cuando salga de aquí?
Arakae^pa vaixa nde-ve re-sẽ ta ko'águi?	Cuándo le parece que va a salir de aquí?
Re-ñe'ẽ ma^pa rae la doctor kuera ndi mba'é re?	Ya habló de estas cosas con el médico?

Hosted for free on livelingua.com

O-ĩ^pa ne^pytyvõ ta va re-juhù haĝuã nde-trabajorã re-sẽ vové á-gui?	Hay alguien que va a ayudarle a encontrar un trabajo cuando salga?
Mava^pa umíva?	Quienes son ellos?
Mba'é^pa er-é roi^pytyvõ rõ? A-ha-kuaá a-ñe'ẽ hendive kuera.	Qué le parece si le ayudo? Puedo ir a hablar con ellos.
Re-gana va^pa ikatu haĝuãixa re-sos-tené la ne-familia kuera-pe?	Suele ganar lo suficiente para mantener a su familia?
Mbóy^pa re-gana rakae yma-vé?	Cuánto ganaba anteriormente?
Ha nde-roga-pe^pa o-ĩ ambue o-mba'apó va aveí?	Y hay otros que trabajan en su familia?
Re-guereko^pa ne-gente militar va?	Tiene parientes militares?
Nde^pa liberal tẽra colorado?	Es Ud. liberal o colorado?
Ne^pytyvõ^pa rakae la nde-partído?	Le ha ayudado su partido?
Rei-potá rõ, xé ikatú a-há a-ñemongetá hendive kuera.	Si quiere yo puedo ir a hablar con ellos.
Nde^pa o-menda va?	Es Ud. casado?
Re-hexa py'ỹi^pa xupe?	Le ve Ud. frecuentemente?
Re-pena^pa ne-memby kuera re?	Se preocupa por sus hijos?
O- scriví^pa ndéve hikuái?	Le escriben?
Rei-ké^pa escuela-pe rakae?	Entró en la escuela?
Mba'e grado pevé^pa?	Hasta qué grado?
Re-lee ha re-scriví^pá?	Lee y escribe?
Rei-potá rõ, sé ikatu roi^pytyvõ re-scriví hagüã peteĩ carta.	Si lo desea yo puedo ayudarle a escribir una carta.
Xé ikatu a-conseguí ndéve la kuatiá	Yo puedo conseguir el papel?
Rei-kuaá^pa mba'ére^pa re-ĩ re-ĩna hospital-pe?	Sabe Ud. porqué está en el hospital?
Oi-kuaá^pa hikuái nde-rasý há?	Saben ellos que está Ud. enfermo?
Re-kyhyjé^pa rakae re-ju haĝuã hospital-pe?	Tenía Ud. miedo de venir aquí?
Xé a-hexà-kuàa há ixa hetá o-ĩ la nd^o-ũ-sé^i va hospital-pe nd^oi-kuà^i gui mba'éixa^pa-nte.	Me parece que hay muchos quienes no quieren venir a este hospital, porque no saben cómo es.
Hetá ningo o-ĩ he-'í va la o-ĩ và guivé ko'á-pe i-tarova há. Ha nda^upeixa^i. Tavý gui o-je-'e upéixa.	Muchos dicen que todos los que están aquí son locos. Pero no es así. Por ignorancia se piensa así.
Xéve rõ guarã ndé re-ñekevrantá re-ĩna re-sẽ-sé gui ko'á gui. Arakae^pa re-sẽ ta re, ha mba'e responsabilidad^pa ho'á ta nde-ári re-sẽ vové.	Para mi, Ud. se preocupa por querer salir de aquí. Sobre cuándo saldrá y la responsabilidad que recaerá sobre Ud. cuando salga.
Ha xé roi^pytyvõ-sé. Ikatú rõ, xé a-arregla-pa-sé la rei-potá va re-sẽ mboyvé.	Yo quiero ayudarle. Si es posible quiero arreglar todo antes que salga.
O-ĩ^pa ikatú va aj-apo nde-rehe tẽra ne-memby kuera re?	Hay alguna cosa que yo pueda hacer por Ud. o sus hijos?
Tekotevẽ re-ñeha'ã re-pytu'u re-kuerá pya'e-vé hagüã, ha ikatu haĝuãixa re-hó pya'e-vé la nde-roga-pe.	Es necesario que procure descansar para curarse mas rápido y para poder volver pronto a su casa.
Aré ma^pa nde-rasy hague ko mba'asý gui.	Hace mucho tiempo que tiene esta enfermedad?

Hosted for free on livelingua.com

Mba'éixa^pa re-kuerá rakae umi otro mba'asy gui? Re-ú^pa rakae hospital-pe tẽra moõ re-hó?
La cancer i-peligroso, aje^pa?
Mava re^pa re-je-rovia-vé?
Sapy'a-nte ko o-jehu ñandéve jai-potaỹ va, aje^pa?
Sapy'a-nte katu nda^ja-vy'á^i reí-nte.
Sapy'a-nte ko ñai-kotevẽ voí ña-ñemoha'eñó ha ña-ñemotiempo ja-pytu'u haguã ha ña-pensa haguã, ajé^pa?
Arakae^pa i-porã ña-mendá?
Mba'e re^pa iñimportánte-tereí la plata?
Añeté^pa opá o-ĩ va i-plata heta-se´)

Mena^pa o-me'ẽ moá vaerã i-plata hembireko-pe?
Mboý^pa o-sẽ la título universidad-pe?

Añeté^pa entero norteamericano i-plata hetá?

Cómo se curó de las otras enfermedades? 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 descansa y pensar, verdad?
Cuándo debe uno casarse?
Por qué es tan importante el dinero?
Es verdad que todo el mundo quiere ser rico?
Debe el hombre dar todo su dinero a su esposa?
Cuánto cuesta una educación universitaria?
Es verdad que todos los norteamericanos son ricos?

Hosted for free on livelingua.com