

*Michel  
Thomas®*

**FOUNDATION  
SPANISH**

**Hodder Arnold**

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### **Michel Thomas, 1914–2005**

Michel Thomas, the internationally renowned linguist and language teacher, who was recently awarded the Silver Star by the US Army for his bravery in the Second World War, died of heart failure at his home in New York on 8th January. He was 90.

### **To find out more, please get in touch with us**

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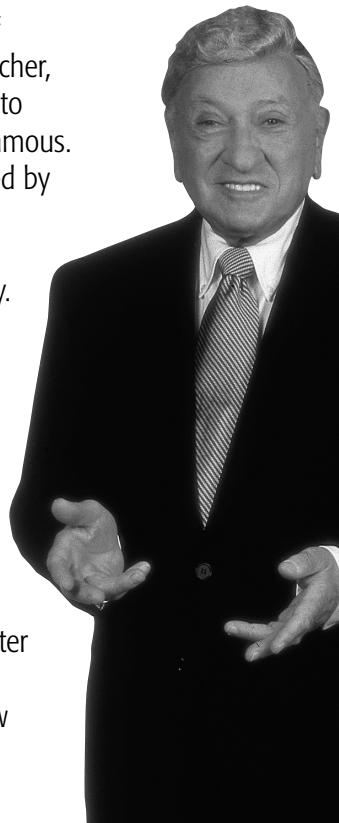
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# ***Introduction***

## ***Anyone can learn a language with Michel Thomas!***

The amazing teaching method of the world's greatest language teacher, Michel Thomas, is now available to everyone, not just the rich and famous. These all-audio courses, published by Hodder Arnold, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

No books, no pens, no homework, no memorizing – just sit back and let the most sought-after language teacher in the world be your guide. In a matter of hours, you will find yourself speaking and thinking in your new language quite naturally and effortlessly.



*Photo by Robert Miazzi*

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## What is the Michel Thomas method?

Over a period of twenty-five years, Michel Thomas developed and perfected a unique method of teaching languages\*. His approach gives startling results within a remarkably short time, all without the need for books, memorizing, or homework. In essence, Michel Thomas breaks a language down to its component parts and enables learners to reconstruct the language themselves to form their own sentences, to say what they want, when they want. The experience of learning a language becomes so exciting and satisfying that it stimulates self-motivation and builds confidence.

Michel Thomas presents the language within simple, elegant structures that echo the way the language is spoken. He achieves this by guiding you through carefully planned sets of exercises that build up your understanding of the language almost without you realizing it. You are able to absorb the structures effortlessly and apply them naturally right from the start.

## What does the Foundation (8-hour) course contain?

In his specially developed course you hear the voice of Michel Thomas as he leads a class of two students. These students are novices who have little or no knowledge of the language they are being taught. Their responses to Michel Thomas are not scripted and they have received no additional instruction or preparation – just the guidance from Michel Thomas that you hear. You participate in this class actively and learn along with the students.

This radically different approach means that you will learn a language in 'real-time' conditions, that is in the same way that the students on the recording learn. There is no need to stop the recording to do homework, additional exercises, or vocabulary memorization. Therefore, unlike other learning methods you may have encountered, you will not be set unrealistic or unachievable goals. The success of the Michel Thomas method is proven by the very results that you hear from the students on the recording and, at the same time, from you as you make your own responses!

\*U.S. patent 6,565,358

**HOW IS THE FOUNDATION (8-hour) COURSE BEST USED?**

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas method that the responsibility for the student's learning lies with the teacher. With Michel Thomas as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time and to give you all the time you may need (by pushing your pause button). The pause button is the key to *your* learning!
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that Michel builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons\*; you will always be able to pick up from where you left off, without the need to review.

*\*Tracking breaks in the recordings reflect the numbering in the index (pages 9–56). These breaks are added purely to help you locate where you left off, and do not represent any sort of hierarchy in Michel's method.*

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**What level of language will I achieve?**

The Foundation (8-hour) course is designed for complete beginners. It makes no assumption of a knowledge of any language other than English. It will give the beginner a practical and functional use of the spoken language. It is also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

Michel Thomas teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally. You will absorb the vocabulary and grammatical structures and, in addition, will be introduced to elements of writing and reading.

**How quickly can I learn with the Foundation (8-hour) course?**

One of the most remarkable features of the Michel Thomas method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Foundation course. Michel masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. Michel moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience (pages 9–56). This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

### Who is the Foundation (8-hour) course for?

Anyone can learn a language with the Michel Thomas method – and the wide diversity of his students proves this. Not only does Michel instruct the rich and famous, but he has also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more important, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas course quite simply offers the most effective method that is available.

### How do I use the Foundation Review course?

The **Review** course has been devised for those who want to review, quickly and easily, the entire teaching contents of the Michel Thomas Foundation course. The Review course can be used in many ways: when you have reached the end of the main course to check or consolidate your learning; as a quick refresher when you return to the main course after a lapse of time; or if you are a newcomer to Michel Thomas looking for an overview of what the main courses contain. Michel will give you a prompt in English, there is a pause which allows time for your response in the foreign language, then Michel gives the correct response. If you struggled to give the right answer, or gave an incorrect answer, when working through the Review course, you can use the index (pages 9–56) to locate precisely where in the main course the specific language point is taught in depth, and can return to the main course to work through the relevant section again.

### What can I do next?

The Michel Thomas **Advanced** course is the long-awaited follow-on to the Foundation course. In five hours, Michel expands on the structures he only touches on in the earlier course to give you a comprehensive knowledge of the entire language and verb system. As in the Foundation course, Michel leads a class of two students, who had previously completed the Foundation course.

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The Michel Thomas **Language Builders** take the form of a 'one-to-one' lecture with Michel Thomas, building on the words and phrases in his Foundation and Advanced courses. The courses provide confidence in pronunciation, increase your word-power and consolidate your knowledge in just two hours.

The much-anticipated **Vocabulary** courses carry forward the Michel Thomas teaching tradition and faithfully follow his unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel's most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas uses in his earlier courses, with the all-audio and 'building-block' approach. The presenter builds on Michel's foundations to encourage the student at home to tap into the vast resources of vocabulary common to English and the foreign languages taught here. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas' original Foundation and Advanced courses. The teaching is all in English, with the addition of two native speakers to give models for perfect pronunciation and to increase the opportunity for practice.

See the end of the booklet for details about all these courses.

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Magazines and newspapers (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

### So, who was Michel Thomas?

Michel Thomas was head of the Michel Thomas Language Centers and taught languages for over fifty years, primarily in New York, Beverly Hills, and London. He was a graduate of the Department of Philology at the University of Bordeaux, France, and studied psychology at the Sorbonne (Paris) and at the University of Vienna. However, it was his remarkable life experiences that fuelled his passion for teaching languages.

Michel spent most of his childhood in Germany and France. With the rise of Hitler, he began his years of escape and resistance. He spent two brutal years in French concentration and slave labour camps, constantly threatened by deportation to German death camps.





*Michel in the uniform of an officer in the French Resistance*

He escaped and fought for the French Resistance, surviving capture and interrogation by Klaus Barbie – the 'Butcher of Lyons' – and torture by the Gestapo.

His mastery of languages enabled him to adopt many identities (the last one being 'Michel Thomas'), and, once France was liberated, allowed him to join the US Army as an intelligence officer. His unit went on to liberate Dachau, where he interrogated the camp executioner and interviewed survivors. As well as recording the horrors of the Holocaust, he was driven by a

personal mission to discover the fate of his own family (he later discovered that they had all perished in Auschwitz). At the end of the war, he masterminded operations to uncover war criminals and infiltrate underground Nazi groups, and was renowned for his ability to extract confessions without ever recourse to violence. In 1944 Michel was nominated for the Silver Star medal for his service to the US Army's 45th Infantry Division in France. The award was finally presented to him in May 2004, sixty years later.

Michel's wartime experiences, particularly his torture by the Gestapo when he discovered the ability to block out pain, made him aware of the untapped potential of the human mind. However, it was his deeply held conviction that the biggest weapon in maintaining a free society was education that drove him to devote his life to probing the learning process. Michel moved to Los Angeles in 1947, and he set up a language institute in Beverly Hills. Over a period of twenty-five years, he developed a unique and revolutionary learning system that has made him the world's leading language teacher. Now, for the first time, his method has been made widely available through the publication of these recordings.

*For a full account of his fascinating life, read 'The Test of Courage: Michel Thomas' by Christopher Robbins, published by Hodder & Stoughton.*

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*Michel with Grace Kelly*

### Who has Michel Thomas taught?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, now numbering in the thousands, have included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients include:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand, Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.
- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.
- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

## Index

✓ = features on the Review course ✗ = Foundation (8-hour) course only

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### Foundation (8-hour) course: CD 1 Track 1

0:00 Introduction. How to use this course

✗

### Foundation (8-hour) course: CD 1 Track 2

#### Review course CD1 Track 2

04:40 This course teaches standard Spanish. There's a slight difference in pronunciation between Castilian Spanish, spoken in parts of Spain, and the Spanish spoken everywhere else in that 'c' before 'e' or 'i' and 'z' are pronounced like 'th' in English. Everywhere else they will be pronounced 's'.

✗

### Foundation (8-hour) course: CD 1 Track 2

#### Review course CD 1 Track 2

00:00 Similarity between Spanish and English. Active vocabulary is small: 500–1500 words.  
Key endings: words ending in -ible and -able are pronounced differently but often have the same meaning.

✗

03:47 possible *posible*

✓

03:52 probable *probable*

✓

03:57 it is *es*

✓

04:03 It is possible. *Es posible.*

✓

04:25 It is probable. *Es probable.*

✓

04:40 It is terrible. *Es terrible.*

✓

04:53 It is acceptable. *Es aceptable.*

✓

05:22 for me *para mí*

✓

05:47 for you *para usted*

✓

05:56 It is for me. *Es para mí.*

✓

06:04 Use 'no' to make negative sentences.

✗

06:04 It is not. *No es.*

✓

06:09 It is not for you. *No es para usted.*

✓

06:47 It is not for you; it is for me. *No es para usted; es para mí.*

✓

07:01 It is not possible for me. *No es posible para mí.*

✓

07:17 It is possible for you. *Es posible para usted.*

✓

07:31 It is acceptable for me. *Es aceptable para mí.*

✓

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**Foundation (8-hour) course: CD 1 Track 3**

00:00	You can ask a question using inflection.	
00:08	It is acceptable for you.	<i>Es aceptable para usted.</i>
00:24	Is it acceptable for you?	<i>¿Es aceptable para usted?</i>
01:05	Isn't it acceptable for you?	<i>¿No es aceptable para usted?</i>
01:18	why	<i>¿por qué?</i>
01:32	Why isn't it acceptable for you?	<i>¿Por qué no es aceptable para usted?</i>
01:51	Inflection is not necessary if you use a question word like 'why' (¿por qué?).	
02:16	like that / that way	<i>así</i>
02:38	It is like that.	<i>Es así.</i>
02:47	It is not like that.	<i>No es así.</i>
02:54	It is not possible that way.	<i>No es posible así.</i>
03:05	It is not acceptable for me that way.	<i>No es aceptable para mí así.</i>
03:30	Why isn't it acceptable for you that way?	<i>¿Por qué no es aceptable para usted así?</i>
04:23	-o verb ending expresses 'I', so there's no need to use the Spanish for 'I' (yo). If you do use 'yo', then it makes it more emphatic: 'I am sorry'.	
05:01	I'm sorry (I feel it)	<i>lo siento</i>
05:25	I'm sorry but...	<i>Lo siento, pero...</i>
05:36	I'm sorry but it is not acceptable for me that way.	<i>Lo siento, pero no es aceptable para mí así.</i>
05:56	I'm sorry but it is not possible that way.	<i>Lo siento, pero no es posible así.</i>

**Review course  
CD 1 Track 3**

X  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
✓  
X

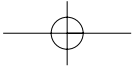
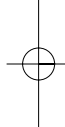
**Foundation (8-hour) course: CD 1 Track 4**

00:00	Key endings: English -ent and -ant endings become -ente and -ante in Spanish.	
00:19	different	<i>diferente</i>
00:33	important	<i>importante</i>
00:50	It is important for me.	<i>Es importante para mí.</i>
01:00	It is not different that way.	<i>No es diferente así.</i>
01:30	It is very good.	<i>Es muy bueno.</i>

**Review course  
CD 1 Track 4**

X  
✓  
✓  
✓  
✓  
✓

01:48	It is not very good.	<i>No es muy bueno.</i>	✓
01:54	It is not very different that way.	<i>No es muy diferente así.</i>	✓
02:22	But it is very important for me.	<i>Pero es muy importante para mí.</i>	✓
02:37	There is only one stressed syllable per word in Spanish. When a word ends in a vowel, the stress will usually be on the penultimate syllable, so 'importante'.		✗
03:30	restaurant	<i>restaurante</i>	✓
<b>Foundation (8-hour) course: CD 1 Track 5</b>			<b>Review course CD 1 Track 5</b>
00:00	I have	<i>tengo</i>	✓
00:20	Remember: -o verb ending expresses 'I'		✗
00:37	I don't have	<i>no tengo</i>	✓
01:06	I have it.	<i>Lo tengo.</i>	✓
01:20	I don't have it.	<i>No lo tengo.</i>	✓
01:42	I want	<i>quiero</i>	✓
02:22	I want it.	<i>Lo quiero.</i>	✓
02:34	I don't want it that way.	<i>No lo quiero así.</i>	✓
02:46	I need	<i>necesito</i>	✓
03:27	I need it.	<i>Lo necesito.</i>	✓
03:34	I don't need it.	<i>No lo necesito.</i>	✓
03:48	now	<i>ahora</i>	✓
03:57	'h' is not pronounced in Spanish.		✗
04:45	I want it but I don't need it now.	<i>Lo quiero pero no lo necesito ahora.</i>	✓
<b>Foundation (8-hour) course: CD 1 Track 6</b>			<b>Review course CD 1 Track 6</b>
00:00	constant	<i>constante</i>	✓
00:33	evident	<i>evidente</i>	✓
00:43	urgent	<i>urgente</i>	✓
00:54	'g' before 'e' and 'i' is pronounced like 'ch', as in Scottish 'loch'.		✗
01:20	It is very urgent.	<i>Es muy urgente.</i>	✓
01:31	I need it now; it is very urgent.	<i>Lo necesito ahora; es muy urgente.</i>	✓
02:19	you have	<i>tiene, Usted tiene</i>	✓
02:49	What?	<i>¿Qué?</i>	✗
02:59	What do you have?	<i>¿Qué tiene?</i>	✓



02:33	When a word ends in a consonant, the stress will be placed on the last syllable.		X
02:54	to eat	<i>comer</i>	✓
03:10	something	<i>algo</i>	✓
03:15	I want something.	<i>Quiero algo.</i>	✓
03:26	I have something for you.	<i>Tengo algo para usted.</i>	✓
04:06	I want to eat.	<i>Quiero comer.</i>	✓
04:19	I want to eat something now.	<i>Quiero comer algo ahora.</i>	✓
04:46	I am hungry.	<i>Tengo hambre.</i>	✓
05:32	I want to eat something now because I'm hungry.	<i>Quiero comer algo ahora porque tengo hambre.</i>	✓
06:23	What do you want to eat?	<i>¿Qué quiere comer?</i>	✓
06:54	You are hungry.	<i>Tiene hambre.</i>	✓
07:02	Are you hungry?	<i>¿Tiene hambre?</i>	✓
07:09	Are you hungry? Do you want to eat something now?	<i>¿Tiene hambre? ¿Quiere comer algo ahora?</i>	✓
07:34	Why don't you want to eat?	<i>¿Por qué no quiere comer?</i>	✓
<b>Foundation (8-hour) course: CD 1 Track 9</b>			<b>Review course CD 1 Track 9</b>
00:00	Key ending: English words ending in -ary end in -ario in Spanish.		X
00:19	necessary	<i>necesario</i>	✓
00:25	It is not necessary for me now because I don't need it.	<i>No es necesario para mí ahora porque no lo necesito.</i>	✓
01:58	I'm sorry but I don't have it and I don't want it because I don't need it now.	<i>Lo siento, pero no lo tengo y no lo quiero porque no lo necesito ahora.</i>	✓
02:17	and	<i>y</i>	✓
02:44	contrary	<i>contrario</i>	✓
02:52	on the contrary	<i>al contrario</i>	✓
02:57	vocabulary	<i>vocabulario</i>	✓
<b>Foundation (8-hour) course: CD 1 Track 10</b>			<b>Review course CD 1 Track 10</b>
00:00	to see	<i>ver</i>	✓
00:12	Pronunciation of Spanish 'v' is the same as 'b'.		X
01:21	to see it	<i>verlo</i>	✓
01:43	I want to see it.	<i>Quiero verlo.</i>	✓

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01:48	I don't want to see it.	<i>No quiero verlo.</i>
02:10	Do you want to see it?	<i>¿Quiere verlo?</i>
02:22	Why don't you want to see it?	<i>¿Por qué no quiere verlo?</i>
02:56	I can	<i>puedo</i>
03:14	you can	<i>puede</i>
03:21	I cannot see it.	<i>No puedo verlo.</i>
03:30	If there are two or more consecutive verbs in a sentence, the second and subsequent verbs will be in the full form (the 'to' form in English, i.e. the infinitive).	
04:01	Can you see it?	<i>¿Puede verlo?</i>
04:38	You can see it.	<i>Puede verlo.</i>
05:01	What can you see?	<i>¿Qué puede ver?</i>
05:14	Why can't you see it?	<i>¿Por qué no puede verlo?</i>
05:50	to do / to make	<i>hacer</i>
06:19	to do it	<i>hacerlo</i>
06:46	I don't want to do it that way.	<i>No quiero hacerlo así.</i>
06:59	Because I cannot do it.	<i>Porque no puedo hacerlo.</i>
07:14	Why can't you do it?	<i>¿Por qué no puede hacerlo?</i>
07:43	I want to know why you can't do it that way.	<i>Quiero saber por qué no puede hacerlo así.</i>

✓

✓

✓

X

X

✓

X

✓

✓

✓

✓

X

✓

✓

✓

✓

✓

✓

**Foundation (8-hour) course: CD 1 Track 11****Review course  
CD 1 Track 11**

00:00	Key endings: words in English ending in -ence and -ance end in -encia and -ancia in Spanish.	
00:29	difference	<i>diferencia</i>
00:36	importance	<i>importancia</i>
00:43	influence	<i>influencia</i>
00:48	preference	<i>preferencia</i>
00:59	the difference	<i>la diferencia</i>
01:11	a difference	<i>una diferencia</i>
01:19	What difference?	<i>¿Qué diferencia?</i>
01:29	the preference	<i>la preferencia</i>
02:01	a preference	<i>una preferencia</i>
02:09	What preference?	<i>¿Qué preferencia?</i>
02:20	Do you have a preference?	<i>¿Tiene una preferencia?</i>
02:36	What preference do you have?	<i>¿Que preferencia tiene?</i>

X

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓



02:51	For what restaurant do you have a preference?	<i>¿Para qué restaurante tiene una preferencia?</i>	✓
03:20	tonight	<i>esta noche</i>	✓
03:39	It is for tonight.	<i>Es para esta noche.</i>	✓
03:53	For what restaurant do you have a preference tonight?	<i>¿Para que restaurante tiene una preferencia esta noche?</i>	✓
<b>Foundation (8-hour) course: CD 1 Track 12</b>			<b>Review course CD 1 Track 12</b>
00:00	Where?	<i>¿Dónde?</i>	✓
00:09	Where do you want to eat?	<i>¿Dónde quiere comer?</i>	✓
00:28	the dinner	<i>la cena</i>	✓
00:53	to dine	<i>cenar</i>	✓
01:30	Where do you want to have dinner (to dine) tonight?	<i>¿Dónde quiere cenar esta noche?</i>	✓
02:05	Key ending: words ending in -tion in English end in -ción in Spanish.		X
02:42	condition	<i>condición</i>	✓
02:55	position	<i>posición</i>	✓
03:05	reservation	<i>reservación</i>	✓
03:21	the reservation	<i>la reservación</i>	✓
03:27	a reservation	<i>una reservación</i>	✓
03:39	Do you have a reservation for me for tonight?	<i>¿Tiene una reservación para mí para esta noche?</i>	✓
<b>Foundation (8-hour) course: CD 2 Track 1</b>			<b>Review course CD 1 Track 13</b>
00:37	the condition	<i>la condición</i>	✓
00:42	a condition	<i>una condición</i>	✓
00:48	What condition?	<i>¿Qué condición?</i>	✓
01:03	Key ending: words ending in -ation in English end in -ación in Spanish.		X
01:44	What reservation?	<i>¿Qué reservación?</i>	✓
01:59	of	<i>de</i>	✓
02:04	the confirmation of the reservation	<i>la confirmación de la reservación</i>	✓
02:21	Do you have the confirmation of the reservation for me for tonight?	<i>¿Tiene la confirmación de la reservación para mí para esta noche?</i>	✓
03:13	kind / type	<i>tipo</i>	✓

16

- 03:18 What type (kind) of reservation do you have for me for tonight? *¿Qué tipo de reservación tiene para mí para esta noche?*
- 04:01 What kind of reservation do you want? *¿Qué tipo de reservación quiere?*

✓

✓

**Foundation (8-hour) course: CD 2 Track 2****Review course  
CD 1 Track 14**

- 00:00 Key ending: nouns ending in -ion in English are the same in Spanish (-ión). There are nearly 1200 of them. One exception is the word for 'translation'.
- 00:32 translation *traducción*
- 00:44 I need a translation. *Necesito una traducción.*
- 01:16 Can you make a translation for me? *¿Puede hacer una traducción para mí?*
- 01:42 Will you make a translation for me. *Puede hacer una traducción para mí.*
- 01:40 'puede' is used both for 'can you?' (question) and 'will you please' (polite request). The difference is in the inflection.
- 02:21 please *por favor*
- 03:00 Will you please do it for me. *Puede hacerlo para mí por favor.*
- 03:24 Can you do it for me today? *¿Puede hacerlo para mí hoy?*
- 03:45 today *hoy*
- 05:17 explanation *explicación*
- 05:30 to give *dar*
- 05:45 Will you give an explanation. *Puede dar una explicación.*
- 06:01 Can you give an explanation? *¿Puede dar una explicación?*

X

✓

✓

✓

✓

X

✓

✓

✓

✓

X

✓

✓

✓

✓

**Foundation (8-hour) course: CD 2 Track 3****Review course  
CD 1 Track 15**

- 00:00 Verbs that are derived from nouns that are similar in English and Spanish will also be similar. To make the verb in Spanish, you just add -ar to the English.
- 00:21 formation *formación*
- 00:37 to form *formar*
- 00:47 to conform *conformar*
- 01:12 to confirm *confirmar*

X

✓

✓

✓

✓

01:25	The whole form of a verb, the infinitive, is expressed with 'to' in English (for example, to eat). In Spanish, it is expressed in an ending. There are three types of verbs: -ar (hablar), -er (comer), -ir (venir).	
02:10	to speak	hablar
02:17	to eat	comer
02:23	to come	venir
02:28	to leave	salir
02:40	All Spanish verbs have an -r at the end, so the stress is on the last syllable.	
02:51	Spanish words which end in a consonant are stressed on the last syllable. [See also the 'NOSE' rule, 4:13 and 4:53 below.]	
03:04	Spanish words which end in a vowel are stressed on the penultimate syllable: tengo, quiero, necesito, importante, restaurante.	
03:49	Two consonants are exceptions to the rule that words ending in a consonant are stressed on the last syllable: -n and -s. Words ending in -n and -s are stressed on the penultimate syllable, the same as for vowels.	
04:13	Michel's 'NOSE' rule: words ending in -n, -s or any vowel are stressed on the penultimate syllable; words ending in any other consonant are stressed on the last syllable.	
04:53	Words that are stressed in defiance of the 'NOSE' rule have a written accent to show the stress: Mérida, México, reservación, condición, posición, situación, impresión.	
05:38	Merida	Mérida
06:11	Mexico	México
07:15	situation	situación
07:22	impression	impresión
07:46	What impression do you have of the situation?	¿Que impresión tiene de la situación?

**Foundation (8-hour) course: CD 2 Track 4**

00:00	like that / that way	así
00:10	Words stressed in defiance of the 'NOSE' rule [continued]: así 'like that', aquí 'here'.	
00:20	here	aquí
00:51	Will you make a reservation for me.	Puede hacer una reservación para mí.

**Review course  
CD 1 Track 16**

X  
✓  
✓  
✓  
✓  
X  
X  
X  
X  
X  
X  
X  
✓  
✓  
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✓  
✓  
X  
X  
X  
X  
✓  
✓  
✓  
✓

18

01:25	Can you make a reservation for me?	<i>¿Puede hacer una reservación para mí?</i>
01:36	Why can you not (can't you) make a reservation for me?	<i>¿Por qué no puede hacer una reservación para mí?</i>
02:20	to see	<i>ver</i>
02:25	to know	<i>saber</i>
02:45	I want to know it.	<i>Quiero saberlo.</i>
02:57	I want to see it.	<i>Quiero verlo.</i>
03:10	to see it	<i>verlo</i>
03:12	to see you	<i>verle</i>
03:20	to see them	<i>verlos</i>
03:28	to see them (feminine)	<i>verlas</i>
03:50	I want to see them.	<i>Quiero verlos.</i>
03:50	I want to see them. (all women)	<i>Quiero verlas.</i>
04:20	I want to see you.	<i>Quiero verle.</i>
04:39	to see me	<i>verme</i>
04:50	There are two types of 'me': 'mí' as in 'para mí' (for me) and 'me' as in 'verme' (to see me).	

✓

✓

✓

X

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✓

X

X

X

X

✓

✓

✓

✓

✓

X

**Foundation (8-hour) course: CD 2 Track 5****Review course  
CD 1 Track 17**

00:00	to understand	<i>comprender</i>
00:11	to understand it	<i>comprenderlo</i>
00:19	to understand you	<i>comprenderle</i>
00:27	to understand them	<i>comprenderlos</i>
00:33	to understand them (all ladies)	<i>comprenderlas</i>
00:46	to understand me	<i>comprenderme</i>
00:54	Can you understand me?	<i>¿Puede comprenderme?</i>
01:18	Why can't you understand me?	<i>¿Por qué no puede comprenderme?</i>
02:08	to say / to tell	<i>decir</i>
02:42	to tell it	<i>decirlo</i>
02:53	to tell you	<i>decirle</i>
02:59	to tell me	<i>decirme</i>
03:04	Will you tell me.	<i>Puede decirme.</i>
03:26	Why can't you tell me now?	<i>¿Por qué no puede decirme ahora?</i>

✓

✓

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✓

✓

✓

✓

✓

✓

X

✓

03:53	to buy	<i>comprar</i>	✓
04:05	I want to buy something here.	<i>Quiero comprar algo aquí.</i>	✓
04:22	What do you want to buy here?	<i>¿Qué quiere comprar aquí?</i>	✓
05:49	Why don't you want to buy it?	<i>¿Por qué no quiere comprarlo?</i>	✓

**Foundation (8-hour) course: CD 2 Track 6****Review course  
CD 1 Track 18**

00:00	expensive	<i>caro</i>	✓
00:11	It is very expensive.	<i>Es muy caro.</i>	✓
00:37	Do you have it?	<i>¿Lo tiene?</i>	X
00:46	Why don't you have it for me?	<i>¿Por qué no lo tiene para mí?</i>	✓
01:03	to have	<i>tener</i>	✓
01:23	I want to have it because I need it.	<i>Quiero tenerlo porque lo necesito.</i>	✓
02:19	I have to / I must	<i>tengo que</i>	✓
02:47	Add 'que' to the verb 'tener' to make 'must' or 'have to'.		X
03:13	I have to do it.	<i>Tengo que hacerlo.</i>	✓
03:30	to leave	<i>salir</i>	✓
03:37	I have to leave.	<i>Tengo que salir.</i>	✓
03:58	soon	<i>pronto</i>	✓
04:04	I have to leave soon.	<i>Tengo que salir pronto.</i>	✓
04:25	you have to / you must	<i>tiene que</i>	✓
04:33	You have to do it.	<i>Tiene que hacerlo.</i>	✓
04:43	When?	<i>¿Cuándo?</i>	✓
04:49	When do you have to do it?	<i>¿Cuándo tiene que hacerlo?</i>	✓
05:36	to tell it	<i>decirlo</i>	✓
05:42	to tell you	<i>decirle</i>	✓
05:47	to tell me	<i>decirme</i>	✓
05:57	Will you tell me.	<i>Puede decirme.</i>	✓
06:17	Can you tell me?	<i>¿Puede decirme?</i>	✓
06:46	Will you tell me why you cannot do it that way.	<i>Puede decirme por qué no puede hacerlo así.</i>	✓

**Foundation (8-hour) course: CD 2 Track 7****Review course  
CD 1 Track 19**

00:00	Key ending: words ending in -ical in English end in -ico in Spanish.	
00:13	political	<i>político</i>

20	00:18	economical	<i>económico</i>	✓
	00:22	philosophical	<i>filosófico</i>	✓
	00:30	logical	<i>lógico</i>	✓
	00:50	It is not logical but it is very practical that way.	<i>No es lógico pero es muy práctico así.</i>	✓
	01:20	To say 'the political situation' in Spanish, you say 'the situation political' (la situación política). 'político' changes to 'política' because situación is a 'la' word (feminine). In Spanish, you make a distinction between masculine (Roberto) and feminine (Roberta).		X
	01:35	the political situation	<i>la situación política</i>	✓
	02:19	the economical situation	<i>la situación económica</i>	✓
	02:51	in Spain	<i>en España</i>	✓
	02:57	in Mexico	<i>en México</i>	✓
	03:05	in Argentina	<i>en Argentina</i>	✓
	03:20	What impression do you have of the political and economical situation in Spain right now?	<i>¿Qué impresión tiene de la situación política y económica en España ahora?</i>	✓
<b>Foundation (8-hour) course: CD 2 Track 8</b>				<b>Review course CD 1 Track 20</b>
	00:00	How much?	<i>¿Cuánto?</i>	✓
	00:08	Don't confuse 'cuánto' (how much) with 'cuándo' (when).		X
	00:22	Will you tell me how much it is.	<i>Puede decirme cuánto es.</i>	✓
	00:49	because I need it	<i>porque lo necesito</i>	✓
	01:01	And I want to have it.	<i>Y quiero tenerlo.</i>	✓
	00:32	And I want to buy it.	<i>Y quiero comprarlo.</i>	✓
	02:08	if	<i>si</i>	✓
	02:04	if it is not very expensive	<i>si no es muy caro</i>	✓
	02:38	I am	<i>estoy</i>	✓
	02:50	occupied / busy	<i>ocupado</i>	✓
	03:03	I am busy. (masculine)	<i>Estoy ocupado.</i>	✓
	03:22	I am busy. (feminine)	<i>Estoy ocupada.</i>	✓
	03:34	tired	<i>cansado / cansada</i>	✓
	03:45	I am tired. (masculine)	<i>Estoy cansado.</i>	✓
	04:00	I am tired. (feminine)	<i>Estoy cansada.</i>	✓

04:10	to be married	<i>casado</i>	✓
04:40	I am not very busy today. (feminine)	<i>No estoy muy ocupada hoy.</i>	✓
05:00	I am not very busy today. (masculine)	<i>No estoy muy ocupado hoy.</i>	✓
<b>Foundation (8-hour) course: CD 2 Track 9</b>			<b>Review course CD 1 Track 21</b>
00:00	you are	<i>está</i>	✓
00:05	You are busy.	<i>Está ocupado.</i>	✓
00:24	Are you busy now? (feminine)	<i>¿Está ocupada ahora?</i>	✓
00:38	Are you busy now? (masculine)	<i>¿Está ocupado ahora?</i>	✓
01:21	to be	<i>estar</i>	✓
01:47	'está' (with an accent) means 'you are' but 'esta' means 'this'.		✗
02:02	this house	<i>esta casa</i>	✓
02:10	table	<i>mesa</i>	✓
02:12	this table	<i>esta mesa</i>	✓
02:33	Where are you now?	<i>¿Dónde está ahora?</i>	✓
02:53	How?	<i>¿Cómo?</i>	✓
03:00	How are you?	<i>¿Cómo está?</i>	✓
03:17	Add 's' to make plurals in Spanish: buenos días.		✗
03:22	hello / good day (good days)	<i>buenos días</i>	✓
04:50	Are you tired? (masculine)	<i>¿Está cansado?</i>	✓
04:50	Are you tired? (feminine)	<i>¿Está cansada?</i>	✓
<b>Foundation (8-hour) course: CD 2 Track 10</b>			<b>Review course CD 1 Track 22</b>
00:00	I am going	<i>voy</i>	✓
00:51	to	<i>a</i>	✓
01:02	I am going to	<i>voy a</i>	✓
01:32	I am going to eat now.	<i>Voy a comer ahora.</i>	✓
01:42	I am going to buy it.	<i>Voy a comprarlo.</i>	✓
01:49	I am not going to buy it because it's very expensive.	<i>No voy a comprarlo porque es muy caro.</i>	✓
02:15	I am going to tell you.	<i>Voy a decirle.</i>	✓
02:38	late	<i>tarde</i>	✓

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02:47	very late	<i>muy tarde</i>
02:55	It is very late.	<i>Es muy tarde.</i>
03:24	more or less	<i>más o menos</i>
04:11	later (more late)	<i>más tarde</i>
04:32	to be	<i>estar</i>
04:41	I am going to be here later.	<i>Voy a estar aquí más tarde.</i>

✓

✓

✓

✓

X

✓

**Foundation (8-hour) course: CD 3 Track 1****Review course  
CD 1 Track 23**

00:25	I am going to do it.	<i>Voy a hacerlo.</i>
00:35	I am not going to do it now because I am going to be very busy today. (feminine)	<i>No voy a hacerlo ahora porque voy a estar muy ocupada hoy.</i>
01:12	I am going to be very busy today. (masculine)	<i>Voy a estar muy ocupado hoy.</i>
01:44	to call	<i>llamar</i>
02:14	I am going to call you later.	<i>Voy a llamarle más tarde.</i>
02:49	Can you/will you call me later.	<i>Puede llamarme más tarde.</i>
03:31	at what time (hour)	<i>¿A qué hora?</i>
03:37	At what time can you call me?	<i>¿A qué hora puede llamarme?</i>
04:04	I am going to call you.	<i>Voy a llamarle.</i>
04:18	you are going	<i>va</i>
04:29	you are going to	<i>va a</i>
04:57	At what time are you going to call me?	<i>¿A qué hora va a llamarme?</i>
05:46	At what time are you going to be here tonight?	<i>¿A qué hora va a estar aquí esta noche?</i>
06:16	Where are you going to be later?	<i>¿Dónde va a estar más tarde?</i>

✓

✓

✓

✓

✓

✓

✓

✓

✓

X

✓

✓

✓

✓

✓

✓

**Foundation (8-hour) course: CD 3 Track 2****Review course  
CD 1 Track 24**

00:00	For all verbs, the form for 'you' is the same for 'he/she/it'. For example: 'you are going to' (va a) also means 'he/she/it is going to'.	
00:41	You are going to do it.	<i>Va a hacerlo.</i>
00:50	He is going to do it.	<i>Va a hacerlo.</i>
00:55	She is going to do it.	<i>Va a hacerlo.</i>

X

X

✓

✓



01:03	Use a clarifier if it is not clear whom you are talking about. For example, '¿Dónde está?' could mean 'Where are you?' or 'Where is he/she/it?'. You can add 'él' (he), 'ella' (she) or 'usted' (you) to make it clear (¿Dónde está el/ella/usted?).	X
01:13	When are you going to do it? <i>¿Cuándo va a hacerlo?</i>	✓
01:50	Where are you? <i>¿Dónde está usted?</i>	✓
01:28	Where is he? <i>¿Dónde está él?</i>	✓
02:17	Where is she? <i>¿Dónde está ella?</i>	✓
02:20	He is going to be here soon. <i>(Él) va a estar aquí pronto.</i>	X
02:39	She is going to be here soon. <i>(Ella) va a estar aquí pronto.</i>	X
02:51	What do you want? <i>¿Qué quiere?</i>	✓
03:12	What does he want? <i>¿Qué quiere él?</i>	✓
03:40	What does she want? <i>¿Qué quiere ella?</i>	✓
03:48	What do you have? <i>¿Qué tiene?</i>	X
03:55	What does he have? <i>¿Qué tiene él?</i>	✓
04:01	What does she have? <i>¿Qué tiene ella?</i>	✓
04:12	What do you have? <i>¿Qué tiene usted?</i>	✓
04:37	Use 'usted/él/ella' either as a clarifier or for emphasis (What do you have? <i>¿Qué tiene usted?</i> ).	X

**Foundation (8-hour) course: CD 3 Track 3**

00:00	ready	<i>listo</i>	✓
00:10	I am ready.	<i>Estoy listo.</i>	✓
00:22	I am ready. (feminine)	<i>Estoy lista.</i>	✓
00:40	Are you ready? (feminine)	<i>¿Está lista?</i>	✓
00:48	Are you ready? (masculine)	<i>¿Está listo?</i>	✓
00:56	At what time (hour) are you going to be ready? (masculine)	<i>¿A qué hora va a estar listo?</i>	✓
01:40	At what time are you going to be ready? (feminine)	<i>¿A qué hora va a estar lista?</i>	✓
02:01	At what time is it going to be ready?	<i>¿A qué hora va a estar listo?</i>	✓
02:32	I want to know at what time it is going to be ready because I need it and I want to have it today if it is possible.	<i>Quiero saber a qué hora va a estar listo porque lo necesito y tengo que tenerlo hoy si es posible.</i>	✓

**Review course  
CD 1 Track 25**

<b>24</b>	04:44	Will you tell me when it is going to be ready.	Puede decirme cuándo va a estar listo.	✓
<b>Foundation (8-hour) course: CD 3 Track 4</b>				<b>Review course CD 1 Track 26</b>
	00:00	all / everything	todo	✓
	00:11	Everything is going to be ready for you today.	Todo va a estar listo para usted hoy.	✓
	01:10	nothing	nada	✓
	01:39	tomorrow	mañana	✓
	01:40	Nothing is going to be ready for you today, but everything is going to be ready tomorrow.	Nada va a estar listo para usted hoy, pero todo va a estar listo mañana.	✓
	02:42	He is ready.	Él está listo.	✓
	03:06	She is ready.	Ella está lista.	✓
	03:19	Everything is ready.	Todo está listo.	✓
<b>Foundation (8-hour) course: CD 3 Track 5</b>				<b>Review course CD 1 Track 27</b>
	00:17	It is possible.	Es posible.	X
	00:47	It is ready.	Está listo.	✓
	01:07	There are two verbs in Spanish for ‘to be’ – ‘estar’ and ‘ser’.		X
	01:55	‘estar’ expresses ‘to be’ as a state of being: how one is, where one is. The word ‘estado’ from ‘estar’ means ‘state’ (los Estados Unidos, United States).		X
	02:37	‘ser’ can also be a noun: ‘el ser’ means ‘the being’ (el ser humano, the human being). ‘ser’ expresses the characteristics of who one is and what one is.		X
	03:26	I am	estoy	X
	03:31	I am	soy	X
	03:38	‘estar’ expresses how one is or where one is, not permanent characteristics.		X
	03:55	‘ser’ expresses permanent characteristics: who one is or what one is.		X
	04:36	How is he?	¿Cómo está él?	✓
	04:41	How is she?	¿Cómo está ella?	✓
	04:47	Where are you?	¿Dónde está (usted)?	✓
	05:06	Where is he?	¿Dónde está él?	✓

05:10	Where is she?	<i>¿Dónde está ella?</i>	✓
05:15	Where is it?	<i>¿Dónde está?</i>	✓
05:29	I don't know.	<i>No sé.</i>	✓
05:35	I know	<i>sé</i>	✓
05:42	I know it.	<i>Lo sé.</i>	✓
05:48	I don't know it.	<i>No lo sé.</i>	✓
06:00	I don't know.	<i>No sé.</i>	✓
06:04	I don't know where it is.	<i>No sé dónde está.</i>	✓
<b>Foundation (8-hour) course: CD 3 Track 6</b>			<b>Review course CD 1 Track 28</b>
00:00	'ser' and 'estar': continued		X
00:07	How is Pablo today?	<i>¿Cómo está Pablo hoy?</i>	✓
00:36	sick	<i>enfermo</i>	✓
00:42	He (Pablo) is sick today.	<i>Pablo está enfermo hoy.</i>	X
00:14	He (Pablo) is a sick person.	<i>Pablo es enfermo.</i>	X
01:43	Sunday	<i>domingo</i>	✓
01:52	to arrive	<i>llegar</i>	✓
02:15	drunk	<i>borracho</i>	✓
02:22	to look	<i>mirar</i>	✓
02:25	Pablo is drunk.	<i>Pablo está borracho.</i>	✓
03:12	Pablo is a drunk.	<i>Pablo es borracho.</i>	✓
03:26	dressed	<i>vestido</i>	✓
03:38	well dressed	<i>bien vestido</i>	✓
03:43	He (Pablo) is well dressed today.	<i>Pablo está bien vestido hoy.</i>	✓
03:43	Notice the difference between <i>es bien vestido</i> 'he is always well dressed' and <i>está bien vestido</i> 'he is well dressed today'.		X
05:11	I am a professor.	<i>Soy profesor.</i>	✓
05:29	I am ready.	<i>Estoy listo.</i>	X
05:45	'listo' has two meanings: 'ready' and 'clever'. 'ready' is not a permanent characteristic, so you use 'estar'. 'clever' is a permanent characteristic, so you use 'ser'.		X
06:20	clever	<i>listo</i>	✓
06:29	I am clever.	<i>Soy listo.</i>	✓
06:36	He is clever.	<i>Él es listo.</i>	✓
06:45	She is clever.	<i>Ella es lista.</i>	✓

26

06:54 She is ready.

*Ella está lista.*

✓

**Foundation (8-hour) course: CD 3 Track 7****Review course  
CD 1 Track 29**

00:00 to speak

*hablar*

✓

00:25 to buy

*comprar*

✓

00:28 to take

*tomar*

✓

00:35 For verbs that are derived from nouns that are similar in Spanish and English, such as words ending in -ion, you just need to add -ar at the end.

X

01:00 confirm

*confirmar*

X

01:17 Will you/can you confirm the reservation for me.

*Puede confirmar la reservación para mí.*

✓

01:40 to prepare

*preparar*

✓

01:50 Will you/can you prepare the dinner for me.

*Puede preparar la cena para mí.*

✓

02:30 Will you/can you accept the condition.

*Puede aceptar la condición.*

✓

02:59 much / very much

*mucho*

✓

03:03 many thanks

*muchas gracias*

✓

03:16 I want very much to accept the condition, but I am sorry I cannot accept it because it is not acceptable for me that way.

*Quiero mucho aceptar la condición, pero lo siento no puedo aceptarlo (aceptarla) porque no es aceptable para mí así.*

✓

**Foundation (8-hour) course: CD 3 Track 8**

00:00 Definition of verb, adjective and noun

X

02:20 Any word in front of which you can place the article 'the' is a noun: the happiness, the pride, the situation, the condition.

X

02:40 Any word in front of which you can place 'am' or 'is' is an adjective: happy, proud.

X

02:58 Any word in front of which you can place 'to' is a verb: to be, to have, to go, to see.

Verbs are the backbone of a language. If you know how to handle the verbs, you know how to handle the whole language.

X

03:49 The 'to' form of a verb (infinitive) is expressed in an ending in Spanish that always ends in 'r'.

X

04:47 There are three types of verbs in Spanish: -ar, -er and -ir. Most verbs end in -ar.

X

05:43 All verbs end in 'r' in the 'to' form, which means that the one single stress will be at the end.

05:57 to speak *hablar*

06:06 to buy *comprar*

06:13 to understand *comprender*

06:24 to eat *comer*

06:29 to do / to make *hacer*

06:41 to say / to tell *decir*

06:51 to prepare *preparar*

06:59 to accept *aceptar*

X

X

X

X

X

X

X

X

X

#### Foundation (8-hour) course: CD 3 Track 9

#### Review course CD 1 Track 30

00:00 to come *venir*

✓

00:17 with me *conmigo*

✓

00:36 with you *con usted*

✓

00:38 with him *con él*

✓

00:40 with her *con ella*

✓

00:47 Will you/can you speak Spanish with me. *Puede hablar español conmigo.*

✓

01:06 Whenever there are two or three consecutive verbs, the second or third verb will be in the full form of the verb with the 'r' at the end (the infinitive). So 'can you speak' in Spanish is 'can you to speak' (puede hablar).

X

01:42 Can you come with me. *Puede venir conmigo.*

✓

02:07 If another verb follows a verb of coming and going, use 'a' (as in 'voy a').

X

03:23 Can you come see it with me tonight. *Puede venir a verlo conmigo esta noche.*

✓

#### Foundation (8-hour) course: CD 3 Track 10

#### Review course CD 1 Track 31

00:00 to go *ir*

✓

00:56 I want to go see it with you. *Quiero ir a verlo con usted.*

✓

01:50 I must go see it. *Tengo que ir a verlo.*

✓

02:24 I must speak with you. *Tengo que hablar con usted.*

✓

03:10 I am sorry but I cannot see you today because I am going to be very busy. *Lo siento, pero no puedo verle hoy porque voy a estar muy ocupado.*

✓

28

04:09	I must buy it.	<i>Tengo que comprarlo.</i>	✓
04:57	I cannot buy it because it's very expensive.	<i>No puedo comprarlo porque es muy caro.</i>	✓

**Foundation (8-hour) course: CD 4 Track 1****Review course  
CD 1 Track 32**

00:08	Where it is?	<i>¿Dónde está?</i>	X
00:17	How much is it?	<i>¿Cuánto es?</i>	✓
00:48	to find	<i>encontrar</i>	✓
01:00	I cannot find it.	<i>No puedo encontrarlo.</i>	✓
01:28	I don't know where it is.	<i>No sé dónde está.</i>	✓
01:41	Will you/can you tell me where it is because I cannot find it.	<i>Puede decirme dónde está porque no puedo encontrarlo.</i>	✓

**Foundation (8-hour) course: CD 4 Track 2****Review course  
CD 1 Track 33**

00:25	Stress in the present tense is on the syllable before last (the penultimate syllable). If there are only two syllables, you stress the first syllable.		X
01:52	Exceptions to the present tense rule: estoy, esta; voy, va.		X
03:22	I buy / I am buying	<i>compro</i>	✓
03:53	I buy it. / I am buying it.	<i>Lo compro.</i>	✓
04:07	I am not buying it. / I don't buy it.	<i>No lo compro.</i>	✓
04:17	to sell	<i>vender</i>	✓
04:26	I am selling it.	<i>Lo vendo.</i>	✓
05:24	I am not selling it.	<i>No lo vendo.</i>	✓
05:39	to understand	<i>comprender</i>	✓
05:46	I understand	<i>comprendo</i>	✓
06:12	I understand it very well.	<i>Lo comprendo muy bien.</i>	✓
06:31	I don't understand it very well.	<i>No lo comprendo muy bien.</i>	✓
07:14	I understand it.	<i>Lo comprendo.</i>	✓
07:23	I don't understand it.	<i>No lo comprendo.</i>	✓
07:29	I don't understand you.	<i>No le comprendo.</i>	✓
08:05	you understand	<i>comprende</i>	✓
08:28	You understand it.	<i>Lo comprende.</i>	✓
08:39	Do you understand it?	<i>¿Lo comprende?</i>	✓

08:50	Why don't you understand it?	<i>¿Por qué no lo comprende?</i>	✓
09:07	Do you understand me?	<i>¿Me comprende?</i>	✓
09:20	You understand me.	<i>Me comprende.</i>	✓
09:29	Why don't you understand me?	<i>¿Por qué no me comprende?</i>	✓
<b>Foundation (8-hour) course: CD 4 Track 3</b>			<b>Review course CD 1 Track 34</b>
00:00	to sell	<i>vender</i>	✓
00:08	I am selling it.	<i>Lo vendo.</i>	✓
00:31	I am not selling it. / I don't sell it.	<i>No lo vendo.</i>	✓
03:25	You are selling it.	<i>Lo vende.</i>	✓
03:36	Why don't you sell it?	<i>¿Por qué no lo vende?</i>	✓
03:55	to write	<i>escribir</i>	✓
04:10	I am writing	<i>escribo</i>	✓
04:23	everyday (all the days)	<i>todos los días</i>	✓
04:32	I am writing everyday.	<i>Escribo todos los días.</i>	✓
<b>Foundation (8-hour) course: CD 4 Track 4</b>			<b>Review course CD 1 Track 35</b>
00:00	I like (it pleases me)	<i>me gusta</i>	✓
00:36	I like to see it.	<i>Me gusta verlo.</i>	✓
00:56	But I don't like to do it.	<i>Pero no me gusta hacerlo.</i>	✓
01:19	I like to go see it.	<i>Me gusta ir a verlo.</i>	✓
02:02	I like very much	<i>me gusta mucho</i>	✓
02:58	I like very much to write.	<i>Me gusta mucho escribir.</i>	✓
06:09	you like (it pleases you)	<i>le gusta</i>	✓
06:28	Do you like?	<i>¿Le gusta?</i>	X
06:41	I like to write.	<i>Me gusta escribir.</i>	✓
06:57	I am writing / I write	<i>escribo</i>	✓
07:04	you write / he writes / she writes	<i>escribe</i>	✓
07:12	Why don't you write to me?	<i>¿Por qué no me escribe?</i>	✓
<b>Foundation (8-hour) course: CD 4 Track 5</b>			<b>Review course CD 1 Track 36</b>
00:00	to know	<i>saber</i>	✓
00:07	you know	<i>sabe</i>	✓

**30**

00:16	Do you know where it is?	<i>¿Sabe dónde está?</i>
00:25	Why don't you know it?	<i>¿Por qué no lo sabe?</i>
00:45	to do / to make	<i>hacer</i>
00:50	Why don't you do it?	<i>¿Por qué no lo hace?</i>
01:14	to leave	<i>salir</i>
01:26	At what time (hour) are you leaving?	<i>¿A qué hora sale?</i>
01:50	English 'am/is + -ing' is usually expressed with just the present tense in Spanish.	
02:46	At what time do you leave?	<i>¿A qué hora sale?</i>
03:30	The Spanish -ing tense expresses what you are doing right now. -ing becomes -iendo (saliendo). 'Estoy saliendo' means 'I am in the process of leaving right now'.	
03:53	I am leaving.	<i>Estoy saliendo.</i>
05:03	What are you doing today?	<i>¿Qué hace hoy?</i>
05:15	What are you doing tonight?	<i>¿Qué hace esta noche?</i>
05:28	What are you doing? (right now)	<i>¿Qué está haciendo?</i>
05:56	What are you writing?	<i>¿Qué escribe?</i>
06:20	What are you writing? (right there)	<i>¿Qué está escribiendo?</i>

✓  
✓  
X  
✓  
X  
✓  
X  
✓  
X  
X  
✓  
✓  
✓  
✓  
✓  
✓  
✓

**Foundation (8-hour) course: CD 4 Track 6**

00:00	to say / to tell	<i>decir</i>
00:07	What are you saying?	<i>¿Qué dice?</i>
00:12	For 'you are saying', 'e' in decir becomes 'i' in 'dice'.	
01:00	'what' at the beginning of a sentence is 'qué'. In the middle of a sentence, 'what' is 'lo que'.	
01:38	I am sorry but I don't understand what you are saying.	<i>Lo siento, pero no comprendo lo que dice.</i>
02:38	I don't know what you want.	<i>No sé lo que quiere.</i>
03:00	That's not what I want.	<i>No es lo que quiero.</i>
03:31	What do you want?	<i>¿Qué quiere?</i>
03:41	What do you want to say?	<i>¿Qué quiere decir?</i>
03:58	The combination of 'want' and 'say' in Spanish means 'to mean'.	

**Review course  
CD 1 Track 37**

X  
✓  
X  
X  
✓  
✓  
✓  
X  
✓  
X



04:27	I don't understand very well what you mean.	<i>No comprendo muy bien lo que quiere decir.</i>	✓
05:25	You don't understand what I mean.	<i>No comprende lo que quiero decir.</i>	✓
06:05	because that's not what I mean	<i>porque no es lo que quiero decir</i>	✓
<b>Foundation (8-hour) course: CD 4 Track 7</b>			<b>Review course CD 1 Track 38</b>
00:17	I speak	<i>hablo</i>	✓
00:32	to prepare	<i>preparar</i>	X
00:40	I am preparing it.	<i>Lo preparo.</i>	✓
01:28	But I don't accept it.	<i>Pero no lo acepto.</i>	✓
01:43	There are three types of verbs: -ar, -er and -ir. They are divided into two categories or 'tracks': the -ar track (hablar, comprar, preparar) and the -er/-ir track (comprender, escribir, hacer, salir).		X
03:37	On both tracks for 'I', after you push down you will surface on -o.		X
04:00	I am preparing	<i>preparo</i>	✓
04:14	I am accepting it.	<i>Lo acepto.</i>	✓
04:34	On the -er/-ir track for 'you/he/she/it', after you push down you will surface on -e.		X
04:56	you are leaving	<i>sale</i>	✓
05:03	you are doing	<i>hace</i>	✓
05:10	you are writing	<i>escribe</i>	✓
05:21	you are saying	<i>dice</i>	✓
05:34	On the -ar track for 'you/he/she/it', after you push down you will surface on -a.		X
06:37	you speak / he speaks / she speaks / it speaks	<i>habla</i>	✓
06:46	Do you speak English?	<i>¿Habla inglés?</i>	✓
<b>Foundation (8-hour) course: CD 4 Track 8</b>			<b>Review course CD 1 Track 39</b>
00:00	who / whom	<i>quien</i>	✓
00:09	Who speaks English here?	<i>¿Quién habla inglés aquí?</i>	✓
00:21	nobody	<i>nadie</i>	✓
00:39	Nobody speaks English here.	<i>Nadie habla inglés aquí.</i>	✓
01:03	everybody (all the world)	<i>todo el mundo</i>	✓

32

01:26	Everybody speaks Spanish.	<i>Todo el mundo habla español.</i>
01:50	Why don't you speak Spanish with me?	<i>¿Por qué no habla español conmigo?</i>
02:23	I am buying it.	<i>Lo compro.</i>
02:45	I don't buy it.	<i>No lo compro.</i>
02:58	I am not buying it.	<i>No lo compro.</i>
03:05	Why don't you buy it?	<i>¿Por qué no lo compra?</i>
04:00	Endings in Spanish, even unstressed, need to be very clear.	
04:58	I don't know why I am not buying it.	<i>No sé por qué no lo compro.</i>
05:36	Why don't you sell it?	<i>¿Por qué no lo vende?</i>
06:00	I am not selling it because I don't want to sell it.	<i>No lo vendo porque no quiero venderlo.</i>

✓  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
✓**Foundation (8-hour) course: CD 4 Track 9****Review course  
CD 1 Track 40**

00:03	I speak	<i>hablo</i>
00:15	you speak / he speaks / she speaks / it speaks	<i>habla</i>
00:45	For 'they', you just add an 'n' after 'a' or 'e' depending on which track you are on.	
00:49	they speak	<i>hablan</i>
01:14	they understand	<i>comprenden</i>
01:43	They are doing it.	<i>Lo hacen.</i>
01:59	They are buying it.	<i>Lo compran.</i>
02:19	They are selling it.	<i>Lo venden.</i>

X  
X  
X  
✓  
✓  
✓  
✓  
✓**Foundation (8-hour) course: CD 4 Track 10****Review course  
CD 1 Track 41**

00:00	The same 'n' you use for 'they' also goes for 'you all' (you plural).	
00:25	Why don't you sell it?	<i>¿Por qué no lo vende?</i>
01:57	Why don't you sell it? (talking to several people)	<i>¿Por qué no lo venden?</i>
02:56	Why don't you do it?	<i>¿Por qué no lo hace?</i>
03:15	Why don't you all do it?	<i>¿Por qué no lo hacen?</i>
03:42	Why don't they do it?	<i>¿Por qué no lo hacen?</i>

X  
✓  
✓  
✓  
✓  
✓

**Foundation (8-hour) course: CD 5 Track 1**

00:06	Review of the present tense of all verbs.	
00:40	to speak	<i>hablar</i>
00:52	to eat	<i>comer</i>
01:00	to understand	<i>comprender</i>
01:10	to come	<i>venir</i>
01:17	to leave	<i>salir</i>
01:36	to do / to make	<i>hacer</i>
01:40	to say / to tell	<i>decir</i>
01:47	In the present tense, you push down on (stress) the penultimate syllable.	
02:36	I want	<i>quiero</i>
02:43	you want	<i>quiere</i>
03:26	I can	<i>puedo</i>
03:47	I speak	<i>hablo</i>
04:01	I don't speak	<i>no hablo</i>
04:20	I understand	<i>comprendo</i>
04:28	I don't understand	<i>no comprendo</i>
04:34	you understand	<i>comprende</i>
04:41	Do you understand it?	<i>¿Lo comprende?</i>
04:48	Do you understand me?	<i>¿Me comprende?</i>
05:01	Don't you understand me?	<i>¿No me comprende?</i>
05:10	Why don't you understand me?	<i>¿Por qué no me comprende?</i>
05:39	they understand	<i>comprenden</i>
05:50	In the present tense, for 'they' you add -an for the -ar track and -en for the -er/-ir track.	
08:19	you speak	<i>habla</i>

**Review course  
CD 2 Track 1**

X

✓

✓

✓

✓

✓

✓

✓

X

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

X

✓

**Foundation (8-hour) course: CD 5 Track 2**

00:00	All vowel sounds, even unstressed, have to come out very clearly.	
00:17	a	
00:53	e	
01:06	i	
01:13	o (obey)	

**Review course  
CD 2 Track 2**

X

X

X

X

X

34

01:31	u (food)	
01:57	For 'l' on both tracks you surface on 'o'.	
02:18	There are only a few exceptions in the entire Spanish language where you don't have a clear 'o' for the 'l' form. There are four exceptions where you have 'oy' instead of 'o'.	
02:37	I am going	voy
02:43	I am	estoy
02:43	I am (from 'ser')	soy
03:08	I give	doy
03:29	One exception where there is no 'o' at all for the 'l' form is the verb 'to know'.	
03:37	I know	sé

X

X

X

✓

✓

✓

✓

X

✓

**Foundation (8-hour) course: CD 5 Track 3****Review course  
CD 2 Track 3**

00:12	Why don't you buy it?	¿Por qué no lo compra?
00:52	I am selling it.	Lo vendo.
01:01	Why don't you sell it?	¿Por qué no lo vende?
02:07	Why don't you sell it? (plural)	¿Por qué no lo venden?
02:17	They are not selling it.	No lo venden.
02:50	Why don't you buy it?	¿Por qué no lo compra?
03:03	They are not buying it.	No lo compran.
03:15	Why don't you (all) buy it? (plural)	¿Por qué no lo compran?

X

X

X

✓

✓

X

✓

✓

**Foundation (8-hour) course: CD 5 Track 4****Review course  
CD 2 Track 4**

00:00	In Spanish, you have two words for 'you'. With family members and friends, you may switch from the use of 'usted' to 'tú'.	
01:05	For 'tú' you hook on 's' to 'a' or 'e' at the end of the verb.	
01:37	Do you speak English? (to Roberto or Roberta)	¿Hablas inglés?
02:06	Why don't you speak Spanish with me? (to Roberto or Roberta)	¿Por qué no hablas español conmigo?
03:30	If you switch tracks in the present tense (from 'a' to 'e' or 'e' to 'a'), that gives you the imperative (the command).	
03:55	Speak Spanish with me!	¡Hable español conmigo!

X

X

✓

✓

X

✓

**Foundation (8-hour) course: CD 5 Track 5**

00:00	Buy the book!	<i>¡Compre el libro!</i>
00:15	'this' is 'este' for 'el' nouns (este libro) and 'esta' for 'la' nouns (esta noche).	
00:15	this book	<i>este libro</i>
00:47	this night (tonight)	<i>esta noche</i>
00:52	this house	<i>esta casa</i>
00:56	this table	<i>esta mesa</i>
02:00	If you take out the 't' in 'este' and 'esta', then you have 'that'.	
02:15	that book	<i>ese libro</i>
02:20	that table	<i>esa mesa</i>
02:29	If you want to say 'this' without a noun, use 'esto'.	
02:39	I want to see this.	<i>Quiero ver esto.</i>
02:45	I am going to buy this.	<i>Voy a comprar esto.</i>
02:53	I want to see that.	<i>Quiero ver eso.</i>
03:27	Why don't you buy this book?	<i>¿Por qué no compra este libro?</i>
04:02	Buy that book!	<i>¡Compre ese libro!</i>
04:46	He is not buying it.	<i>Él no lo compra.</i>
05:16	Don't buy it!	<i>¡No lo compre!</i>

**Review course  
CD 2 Track 5**

✓

X

✓

✓

✓

✓

X

✓

✓

X

✓

✓

✓

✓

✓

✓

✓

35

**Foundation (8-hour) course: CD 5 Track 6**

00:03	Why don't you sell it?	<i>¿Por qué no lo vende?</i>
00:16	Don't sell it.	<i>¡No lo venda!</i>
01:08	Don't sell it! (plural)	<i>¡No lo vendan!</i>
01:27	Don't sell it. (Roberto)	<i>¡No lo vendas!</i>
03:13	Buy that book.	<i>¡Compre ese libro!</i>
03:27	Don't buy it; it's not good.	<i>No lo compre; no es bueno.</i>
04:01	Don't buy it. (plural)	<i>No lo compren.</i>
04:13	Don't buy it. (Roberto)	<i>No lo compres.</i>

**Review course  
CD 2 Track 6**

✓

✓

✓

✓

✓

✓

✓

✓

**Foundation (8-hour) course: CD 5 Track 7**

00:00	If you use the positive command with a pronoun (me, him, it), hook the pronoun onto the end of the verb.	
00:44	Buy it!	<i>¡Cómprelo!</i>

**Review course  
CD 2 Track 7**

X

✓

36

00:44	Buy it! (plural)	<i>¡Cómpralo!</i>
03:47	Buy them!	<i>¡Cómpralos!</i>
04:40	Don't hook the pronoun onto the verb in the negative command.	
04:43	Don't buy them!	<i>No los compren.</i>
05:01	to take	<i>tomar</i>
05:07	Why don't you take it?	<i>¿Por qué no lo toma?</i>
05:28	Don't take it!	<i>¡No lo tome!</i>
05:49	Take it!	<i>¡Tómelo!</i>
06:08	Eat it! It is very good.	<i>¡Cómalo! Es muy bueno.</i>
06:23	delicious	<i>delicioso</i>

✓  
✓  
X  
✓  
✓  
✓  
✓  
✓  
✓  
✓**Foundation (8-hour) course: CD 5 Track 8****Review course  
CD 2 Track 8**

00:00	For 'we' the verb ending is -mos. Whenever you want to use 'we', go to the whole verb, drop the 'r' and add -mos.	
01:04	to speak	<i>hablar</i>
01:57	I want to speak with you.	<i>Quiero hablar contigo.</i>
00:52	we speak	<i>hablamos</i>
03:08	we eat	<i>comemos</i>
03:25	we are leaving	<i>salimos</i>
03:31	we are coming	<i>venimos</i>
03:37	we are selling	<i>vendemos</i>
04:04	we are writing	<i>escribimos</i>
04:14	we have	<i>tenemos</i>
02:23	We are doing it.	<i>Lo hacemos.</i>
04:35	We are not doing it.	<i>No lo hacemos.</i>
04:43	We do not do it that way.	<i>No lo hacemos así.</i>
05:06	We are telling you.	<i>Le decimos.</i>

X  
X  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓**Foundation (8-hour) course: CD 5 Track 9****Review course  
CD 2 Track 9**

00:00	The verb 'ir' (to go) is an exception: 'we go' is 'vamos'.	
00:08	we go	<i>vamos</i>
00:38	they are going to / you all are going to	<i>van a</i>
00:51	you are going to (Roberto)	<i>vas a</i>
01:00	we are going to	<i>vamos a</i>

X  
✓  
✓  
✓  
✓

01:05	We are going to leave soon.	<i>Vamos a salir pronto.</i>	✓
01:20	to arrive	<i>llegar</i>	X
01:31	At what time are we going to arrive in Madrid?	<i>¿A qué hora vamos a llegar a Madrid?</i>	✓
02:26	Why don't you do it, Roberta?	<i>¿Por qué no lo haces, Roberta?</i>	✓
02:45	I have	<i>tengo</i>	✓
02:50	go-go verbs: some verbs add a 'g' before the 'o' in the 'I' form.		X
03:22	I come	<i>vengo</i>	✓
03:46	I'm leaving	<i>salgo</i>	✓
04:12	to put	<i>poner</i>	✓
04:29	Verbs in English with -pose will be formed with -poner in Spanish: 'to oppose' oponer, 'to suppose' suponer, 'to compose' componer.		X
04:52	I put	<i>pongo</i>	✓
05:00	I am putting it here.	<i>Lo pongo aquí.</i>	✓
05:20	I suppose	<i>supongo</i>	✓

**Foundation (8-hour) course: CD 5 Track 10****Review course  
CD 2 Track 10**

00:00	'to do' and 'to say' are short go-go verbs.		X
00:19	to do	<i>hacer</i>	X
00:22	to say / to tell	<i>decir</i>	X
00:34	I do	<i>hago</i>	✓
00:39	I tell	<i>digo</i>	✓
01:13	I am doing it.	<i>Lo hago.</i>	✓
01:18	I am telling you.	<i>Le digo.</i>	✓
01:40	to bring	<i>traer</i>	✓
01:49	I am bringing	<i>traigo</i>	✓
01:53	I am bringing it.	<i>Lo traigo.</i>	✓
02:04	I am putting it.	<i>Lo pongo.</i>	✓
03:03	Where are you putting it?	<i>¿Dónde lo pone?</i>	✓
03:25	Where are you all putting it?	<i>¿Dónde lo ponen?</i>	✓
03:51	Where are you putting it? (Roberta)	<i>¿Dónde lo pones?</i>	✓
04:16	We are putting it here.	<i>Lo ponemos aquí.</i>	✓

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**Foundation (8-hour) course: CD 5 Track 11**

00:00	The go-go verbs turn ga-ga in the imperative.	
00:25	Come with me!	<i>¡Venga conmigo!</i>
00:39	Don't leave!	<i>¡No salga!</i>
00:39	Don't leave! (plural)	<i>¡No salgan!</i>
00:39	Don't leave! (Roberto)	<i>¡No salgas!</i>
01:32	Don't put it here.	<i>¡No lo ponga aquí!</i>
01:53	Put it here!	<i>¡Póngalo aquí.</i>
02:32	Can you put it here.	<i>Puede ponerlo aquí.</i>

**Review course  
CD 2 Track 11**

X  
✓  
✓  
✓  
✓  
✓  
✓  
✓

**Foundation (8-hour) course: CD 6 Track 1**

00:00	Review of go-go verbs: salgo, tengo, pongo, vengo, hago, digo, supongo, tengo, traigo.	
01:02	Bring it!	<i>¡Tráigalo!</i>
01:20	Bring me something!	<i>¡Tráigame algo!</i>
01:34	Don't put it here.	<i>¡No lo ponga aquí!</i>
02:19	there	<i>allí</i>
02:22	here	<i>aquí</i>
02:26	Put it there!	<i>¡Póngalo allí!</i>
02:44	Don't put it here; put it there.	<i>¡No lo ponga aquí; póngalo allí!</i>
03:13	I am doing it.	<i>Lo hago.</i>
03:20	Do it!	<i>¡Hágalo!</i>
03:30	Don't do it!	<i>¡No lo haga!</i>
03:48	Say it in Spanish!	<i>¡Dígallo en español!</i>
04:00	Tell me!	<i>¡Dígame!</i>
04:16	Don't tell me now.	<i>¡No me diga ahora!</i>
04:30	Don't tell me. (Roberta)	<i>¡No me digas!</i>
04:39	to call	<i>llamar</i>
04:59	Call me later.	<i>¡Llámame más tarde!</i>
06:27	Call me! (Roberto/Roberta)	<i>¡Llámame!</i>
06:35	There is only one occasion when you don't switch tracks in the imperative: in the positive imperative to Roberto or Roberta you don't switch tracks and you don't use the 's'.	

**Review course  
CD 2 Track 12**

X  
✓  
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✓  
X  
✓  
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✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
X  
X



**Review course**  
**CD 2 Track 13**

[illegible]

**Review course**  
**CD 2 Track 14**

X  
X  
  
X  
✓  
✓  
✓

40	01:18	What do you think?	<i>¿Qué piensa?</i>	✓
	01:31	What do you think of the situation?	<i>¿Qué piensa de la situación?</i>	✓
	01:49	we think	<i>pensamos</i>	✓
	02:27	I plan on leaving soon. (in Spanish: I think to leave soon)	<i>Pienso salir pronto.</i>	✓
	02:43	When do you plan on leaving?	<i>¿Cuándo piensa salir?</i>	✓
	02:57	to understand	<i>comprender</i>	X
	03:15	In 'comprender', the e is locked between 'r' and 'n'. This holds up the 'e' and it doesn't cave in (comprende, not compriende)		X
	03:35	to understand	<i>entender</i>	✓
	03:44	I understand	<i>entiendo</i>	✓
	04:09	I don't understand it.	<i>No lo entiendo.</i>	✓
	04:15	I don't understand you.	<i>No le entiendo.</i>	✓
	04:20	I don't understand you. (Roberta)	<i>No te entiendo.</i>	✓
	04:33	Do you understand me? (Roberta)	<i>¿Me entiendes?</i>	✓
	04:50	We don't understand.	<i>No entendemos.</i>	✓
	05:00	If you see 'ie' in the present tense, you can deduce that the 'to' form is formed with 'e'.		X
	05:27	I want	<i>quiero</i>	✓
	05:33	you want / he wants	<i>quiere</i>	✓
	05:37	they want	<i>quieren</i>	✓
	05:45	you want (Roberto/Roberta)	<i>quieres</i>	✓
	05:52	you all want	<i>quieren</i>	✓
	06:21	to want	<i>querer</i>	✓
	06:26	we want	<i>queremos</i>	✓
<b>Foundation (8-hour) course: CD 6 Track 4</b>				<b>Review course CD 2 Track 15</b>
	00:00	'o' in the syllable before last becomes 'ue' when you push down in the present tense.		X
	00:42	I can	<i>puedo</i>	✓
	00:50	you can / he can	<i>puede</i>	✓
	00:55	they can / you all can	<i>pueden</i>	✓

01:00	you can (Roberto/Roberta)	<i>puedes</i>	✓
01:22	to be able (can)	<i>poder</i>	✓
02:13	we can	<i>podemos</i>	✓
02:27	the power	<i>el poder</i>	✓
02:48	to find	<i>encontrar</i>	✗
03:07	I find	<i>encuentro</i>	✓
03:27	I don't find it.	<i>No lo encuentro.</i>	✓
03:40	to remember	<i>recordar</i>	✓
03:46	I remember	<i>recuerdo</i>	✓
04:11	to come back	<i>volver</i>	✓
04:39	I am coming back soon.	<i>Vuelvo pronto.</i>	✓
04:53	At what time are you coming back?	<i>¿A qué hora vuelve?</i>	✓
05:12	Are you all coming back?	<i>¿Vuelven?</i>	✓
05:15	At what time are you coming back, Roberta?	<i>¿A qué hora vuelves, Roberta?</i>	✓
05:27	We are coming back soon.	<i>Volvemos pronto.</i>	✓
05:46	to regress	<i>regresar</i>	✓

**Foundation (8-hour) course: CD 6 Track 5****Review course  
CD 2 Track 16**

00:00	to lift up	<i>levantar</i>	✓
00:45	I am lifting it up.	<i>Lo levanto.</i>	✓
00:57	Why don't you lift it up?	<i>¿Por qué no lo levanta?</i>	✓
01:18	I am lifting myself up. (I am getting up.)	<i>Me levanto.</i>	✓
01:56	us	<i>nos</i>	✗
01:52	We are getting up. (We lift ourselves up.)	<i>Nos levantamos.</i>	✓
02:51	You are getting up. (Roberto)	<i>Te levantas.</i>	✓
03:04	At what time are you getting up? (Roberta)	<i>¿A qué hora te levantas?</i>	✓
03:17	Use 'se' for 'himself/herself/yourself/themselves'.		✗
03:35	He is getting up.	<i>Se levanta.</i>	✓
03:46	At what time are you getting up?	<i>¿A qué hora se levanta?</i>	✓
04:02	At what time are you all getting up?	<i>¿A qué hora se levantan?</i>	✓

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04:16	They are getting up soon.	<i>Se levantan pronto.</i>
04:33	I am going to get up soon.	<i>Voy a levantarme pronto.</i>
05:02	I have to get up.	<i>Tengo que levantarme.</i>
05:20	We are going to get up soon.	<i>Vamos a levantarnos pronto.</i>
05:51	We have to get up.	<i>Tenemos que levantarnos.</i>
07:14	At what time do we have to get up?	<i>¿A qué hora tenemos que levantarnos?</i>

✓

✓

✓

✓

✓

✓

**Foundation (8-hour) course: CD 6 Track 6****Review course  
CD 2 Track 17**

00:00	to remain	<i>quedar</i>	X
00:13	to give	<i>dar</i>	✓
00:25	to stay (to remain oneself)	<i>quedarse</i>	✓
00:43	I am staying	<i>me quedo</i>	✓
00:58	I am not staying	<i>no me quedo</i>	✓
01:13	How much time? / How long?	<i>¿Cuánto tiempo?</i>	✓
01:17	time	<i>tiempo</i>	✓
01:23	I don't know how long I am staying.	<i>No sé cuánto tiempo me quedo.</i>	✓
02:21	I don't know how long I am going to stay.	<i>No sé cuánto tiempo voy a quedarme.</i>	✓
02:51	I don't know how long I can stay.	<i>No sé cuánto tiempo puedo quedarme.</i>	✓
03:34	We are staying.	<i>Nos quedamos.</i>	✓
03:51	We are going to stay a few days.	<i>Vamos a quedarnos unos días.</i>	✓
03:56	a few days	<i>unos días</i>	X
04:46	Usually words ending in 'a' are 'la' words. 'día' is an exception (el día). Words ending in 'o' are 'el' words. 'mano' is an exception (la mano). Words ending in 'ma' are 'el' words (el problema).		X
05:13	the hand	<i>la mano</i>	✓
05:29	the problem	<i>el problema</i>	✓

**Foundation (8-hour) course: CD 6 Track 7****Review course  
CD 2 Track 18**

00:00	there is / there are	<i>hay</i>	✓
00:23	people	<i>gente</i>	✓
00:30	the people	<i>la gente</i>	✓

00:39	many people	<i>mucha gente</i>	✓
00:45	There are many people here.	<i>Hay mucha gente aquí.</i>	✓
00:54	There is no problem.	<i>No hay problema.</i>	✓
01:17	I don't know how long we are going to stay here.	<i>No sé cuánto tiempo vamos a quedarnos aquí.</i>	✓
02:10	still (still more)	<i>todavía</i>	✓
02:15	still a little more	<i>todavía un poco</i>	X
02:28	late	<i>tarde</i>	X
02:37	later	<i>más tarde</i>	X
02:41	a little later	<i>un poco más tarde</i>	✓
02:56	'todavía' is also used in the negative sense for 'yet'.		X
03:07	I don't know yet. (Still I don't know.)	<i>Todavía no sé.</i>	✓
03:24	Still I don't know how long I am going to stay.	<i>Todavía no sé cuánto tiempo voy a quedarme.</i>	✓
<b>Foundation (8-hour) course: CD 6 Track 8</b>			<b>Review course CD 2 Track 19</b>
00:07	we see	<i>vemos</i>	✓
00:14	We see it.	<i>Lo vemos.</i>	✓
00:24	He doesn't see it. / You don't see it.	<i>No lo ve.</i>	✓
00:34	I see	<i>veo</i>	✓
00:46	They see it.	<i>Lo ven.</i>	✓
00:58	We see ourselves.	<i>Nos vemos.</i>	✓
01:07	We don't see ourselves.	<i>No nos vemos.</i>	✓
01:16	'ourselves' in Spanish has two meanings: it can mean 'we see ourselves' but it also means 'we see each other'.		X
01:38	We see each other.	<i>Nos vemos.</i>	✓
01:47	At what time do we meet? (At what time do we see each other?)	<i>¿A qué hora nos vemos?</i>	✓
02:03	At what time do we meet tomorrow?	<i>¿A qué hora nos vemos mañana?</i>	✓
02:18	The present tense is widely used in Spanish to talk about the future.		X
02:36	I call you later.	<i>Le llamo más tarde.</i>	✓
03:57	If you use the present tense to talk about the future, you need to use words such as <i>mañana</i> , <i>la semana que viene</i> (next week), etc.		X

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04:20	I will call you tomorrow. (I call you tomorrow.)	<i>Le llamo mañana.</i>
04:53	I am buying them.	<i>Los compro.</i>
05:12	I am saying it.	<i>Lo digo.</i>
05:17	I am telling you.	<i>Le digo.</i>
05:24	I am telling you. (Roberto/Roberta)	<i>Te digo.</i>
00:34	I am calling you.	<i>Le llamo.</i>
05:40	I am calling you. (Roberto)	<i>Te llamo.</i>
05:47	I call you tomorrow.	<i>Te llamo mañana. / Le llamo mañana.</i>
06:01	'going' is also frequently used to talk about the future.	
06:13	I am going to call you tomorrow.	<i>Voy a llamarle mañana.</i>

✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
X  
✓**Foundation (8-hour) course: CD 6 Track 9****Review course  
CD 2 Track 20**

00:00	We are staying a few days.	<i>Nos quedamos unos días.</i>
00:21	We are going to stay a few days.	<i>Vamos a quedarnos unos días.</i>
00:35	At what time do we meet tomorrow? (At what time do we see each other tomorrow?)	<i>¿A qué hora nos vemos mañana?</i>
01:03	At what time are we going to see each other tomorrow? / At what time are we going to meet tomorrow?	<i>¿A qué hora vamos a vernos mañana?</i>
02:00	How to construct the future tense: for 'I will' you use the whole verb and hit the ending of the verb with -ré.	
02:36	I will speak	<i>hablaré</i>
03:18	I will eat later.	<i>Comeré más tarde.</i>
03:29	I will buy it.	<i>Lo compraré.</i>
03:39	I will sell it.	<i>Lo venderé.</i>
04:15	to take	<i>tomar</i>
04:19	I will take it.	<i>Lo tomaré.</i>
04:31	For 'I will' you add -ré, and for 'we will' you add -remos.	
04:55	We will take it.	<i>Lo tomaremos.</i>
05:13	I will start (commence)	<i>comenzaré</i>
05:23	we will start	<i>comenzaremos</i>

✓  
✓  
✓  
✓  
X  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
✓

05:30	I will eat	<i>comeré</i>	✓
05:35	we will eat	<i>comeremos</i>	✓
05:39	I will speak with you.	<i>Hablaré con usted.</i>	✓
05:48	we will speak	<i>hablaremos</i>	✓
<b>Foundation (8-hour) course: CD 6 Track 10</b>			<b>Review course CD 2 Track 21</b>
00:02	to wait / to hope	<i>esperar</i>	✓
00:06	I will wait	<i>esperaré</i>	✓
00:23	we will wait	<i>esperaremos</i>	✓
00:44	I am staying	<i>me quedo</i>	X
02:11	I am staying here tomorrow.	<i>Me quedo aquí mañana.</i>	✓
02:34	I will stay	<i>me quedaré</i>	✓
02:43	I am going to stay.	<i>Voy a quedarme.</i>	✓
<b>Foundation (8-hour) course: CD 7 Track 1</b>			<b>Review course CD 2 Track 22</b>
00:16	I am going to start.	<i>Voy a comenzar. / Voy a empezar.</i>	X
00:31	I am going to buy it.	<i>Voy a comprarlo.</i>	✓
00:48	We are going to buy it.	<i>Vamos a comprarlo.</i>	✓
01:09	I am going to call you later.	<i>Voy a llamarle más tarde.</i>	✓
01:24	We will call you later.	<i>Vamos a llamarle más tarde.</i>	✓
01:53	At what time will you call me?	<i>¿A qué hora va a llamarme?</i>	✓
02:18	At what time are you going to call me? (to a couple)	<i>¿A qué hora van a llamarme?</i>	✓
02:50	They are going to call me later.	<i>Van a llamarme más tarde.</i>	✓
03:15	At what time will you call me? (Roberta)	<i>¿A qué hora vas a llamarme?</i>	✓
03:44	You are going to call me.	<i>Va a llamarme.</i>	✓
03:57	You are going to call me. (to several people)	<i>Van a llamarme.</i>	✓
04:06	You are going to call me. (Roberto)	<i>Vas a llamarme.</i>	✓
04:13	They are going to call me.	<i>Van a llamarme.</i>	✓
04:28	We are going to call you.	<i>Vamos a llamarle.</i>	✓

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**Foundation (8-hour) course: CD 7 Track 2**

00:12	I am staying	<i>me quedo</i>
00:18	we are staying	<i>nos quedamos</i>
00:34	they are staying	<i>se quedan</i>
00:43	she is staying	<i>ella se queda</i>
00:52	I am not staying	<i>no me quedo</i>
01:01	I am going to stay.	<i>Voy a quedarme.</i>
01:12	How long are you going to stay? (señor)	<i>¿Cuánto tiempo va a quedarse?</i>
01:52	How long are you going to stay? (to a couple)	<i>¿Cuánto tiempo van a quedarse?</i>
02:33	I don't know yet how long we are going to stay.	<i>Todavía no sé cuánto tiempo vamos a quedarnos.</i>
03:52	I will stay	<i>me quedaré</i>
04:06	we will stay	<i>nos quedaremos</i>
04:30	We are going to stay.	<i>Vamos a quedarnos.</i>

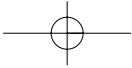
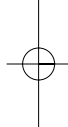
**Review course  
CD 2 Track 23**✓  
✓  
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✓**Foundation (8-hour) course: CD 7 Track 3**

00:00	Review of the future tense.	
00:22	For 'he/she/it will' and 'you will' add -rá. For 'they will' add -rán and for 'you will' (Roberto) add -rás.	
00:46	I will buy it.	<i>Lo compraré.</i>
00:54	We will buy it.	<i>Lo compraremos.</i>
01:08	He will buy it.	<i>Lo comprará.</i>
01:14	You will buy it. (señor)	<i>Lo comprará.</i>
01:20	Where will you buy it? (to several people)	<i>¿Dónde lo comprarán?</i>
01:41	Where will you buy it? (Roberto)	<i>¿Dónde lo comprarás?</i>
01:54	They won't buy it because it is too expensive.	<i>No lo comprarán porque es demasiado caro.</i>
02:10	too / too much	<i>demasiado</i>
03:03	I will be here.	<i>Estaré aquí.</i>
03:35	We will be here tomorrow.	<i>Estaremos aquí mañana.</i>
03:55	He will be here.	<i>Estará aquí.</i>

**Review course  
CD 2 Track 24**X  
X  
✓  
✓  
✓  
✓  
✓  
✓  
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✓  
✓  
✓  
✓  
✓



04:06	It will be ready for you tomorrow.	<i>Estará listo para usted mañana.</i>	✓
04:35	They will be here soon.	<i>Estarán aquí pronto.</i>	✓
04:48	They are going to be here soon.	<i>Van a estar aquí pronto.</i>	✓
05:22	it will be	<i>será</i>	✓
05:50	It won't be possible.	<i>No será posible.</i>	✓
06:12	I will go see it.	<i>Iré a verlo.</i>	✓
07:01	We will go see it.	<i>Vamos a ir a verlo.</i>	✓
07:21	we will go	<i>iremos</i>	✓
07:24	We will go see it.	<i>Iremos a verlo.</i>	✓
<b>Foundation (8-hour) course: CD 7 Track 4</b>			<b>Review course CD 2 Track 25</b>
00:00	Go-go verbs in the future tense need a 'd' before -re (-dre).		X
00:25	I will have	<i>tendré</i>	✓
00:38	we will have	<i>tendremos</i>	✓
00:43	he will have / you will have (señor)	<i>tendrá</i>	✓
00:52	they will have / you all will have	<i>tendrán</i>	✓
00:56	you will have (Roberto)	<i>tendrás</i>	✓
01:19	I will leave	<i>saldré</i>	✓
01:20	we will leave	<i>saldremos</i>	✓
01:28	he will leave	<i>saldrá</i>	✓
01:31	they will leave / you all will leave	<i>saldrán</i>	✓
01:39	you will leave (Roberto)	<i>saldrás</i>	✓
02:11	I will put	<i>pondré</i>	✓
02:17	we will put	<i>pondremos</i>	✓
02:20	they will put / you all will put	<i>pondrán</i>	✓
02:25	you will put (Roberto)	<i>pondrás</i>	✓
02:32	For 'digo' and 'hago' drop the 'go' and add -ré.		X
02:53	I will do	<i>haré</i>	✓
02:57	we will do	<i>haremos</i>	✓
03:01	he will do	<i>hará</i>	✓
03:05	they will do	<i>harán</i>	✓



**Foundation (8-hour) course: CD 7 Track 6**

00:00	I like (it pleases me)	<i>me gusta</i>
00:43	I don't like to stay here.	<i>No me gusta quedarme aquí.</i>
01:09	you like (it pleases you)	<i>te gusta / le gusta</i>
01:20	You like? (Do you like?)	<i>¿Le gusta?</i>
01:37	we like (it pleases us)	<i>nos gusta</i>
02:00	I would like (it would please me)	<i>me gustaría</i>
02:43	I would like to see you.	<i>Me gustaría verle.</i>
02:55	I would like to go see it with you.	<i>Me gustaría ir a verlo contigo. / Me gustaría ir a verlo con usted.</i>
03:45	to send	<i>mandar</i>
03:57	He is sending it.	<i>Lo manda.</i>
04:14	Whenever you have two pronouns, the personal pronoun comes first.	
04:16	He is sending it to me.	<i>Me lo manda.</i>
04:53	He is not sending it to me today.	<i>No me lo manda hoy.</i>
05:24	But he will send it to me tomorrow.	<i>Pero me lo mandará mañana.</i>
06:14	He is going to send it to me tomorrow.	<i>Va a mandármelo mañana.</i>
07:51	You can also use the present tense to talk about the future.	
08:00	He is sending it to me tomorrow.	<i>Me lo manda mañana.</i>
09:12	He wouldn't send it to me today.	<i>No me lo mandaría hoy.</i>

**Review course  
CD 2 Track 27**

✓  
✓  
✓  
X  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
✓  
X  
✓  
✓

49

**Foundation (8-hour) course: CD 7 Track 7**

00:03	I am sending it.	<i>Lo mando.</i>
00:14	I am sending you something.	<i>Le mando algo.</i>
00:27	I am sending you something. (Roberta)	<i>Te mando algo.</i>
00:39	I am sending it to you. (Roberta)	<i>Te lo mando.</i>
00:55	I am sending them to you. (Roberto)	<i>Te los mando.</i>

**Review course  
CD 2 Track 28**

✓  
✓  
✓  
✓  
✓

50

- 01:35 Whenever you have the combination of 'le' and 'lo', you change the 'l' of 'le' to an 's' and you make it 'se lo'. The 'se' doesn't mean 'oneself' in this case. So 'se lo' means 'it to you'.
- 02:54 I am sending it to you. (señor) *Se lo mando.*
- 03:04 I am going to send it to you. (señor) *Voy a mandárselo.*
- 03:27 'Voy a mandárselo' means 'I am going to send it to you señor/him/her/them'.
- 04:14 Sometimes you need a clarifier: *Voy a mandárselo a usted, a él, a ella mañana.*
- 05:53 Will you/can you send it to me. *Puede mandármelo.*
- 07:03 Can you send it to him. *Puede mandárselo.*

X

✓

✓

X

X

✓

✓

**Foundation (8-hour) course: CD 7 Track 8****Review course  
CD 2 Track 29**

- 01:05 I would like to see it. *Me gustaría verlo.*
- 01:23 Another expression for 'I would like' is 'quisiera' (I may/I might want).
- 01:52 I might want to see it. *Quisiera verlo.*
- 02:00 Different ways to express the same thought: *quiero verlo, me gusta verlo, me gustaría verlo, quisiera verlo.*
- 03:07 It won't be necessary. *No será necesario.*
- 04:28 It wouldn't be necessary. *No sería necesario.*

✓

X

✓

X

✓

✓

**Foundation (8-hour) course: CD 7 Track 9****Review course  
CD 2 Track 30**

- 00:00 How to form the past tense (I have bought something). The past participle depends on which track you are on. On the -ar track, you dive into -ado (hablar – hablado). On the -er track, you dive into -ido (salir – salido). For example: comer – comido, vender – vendido, comprar – comprado, tomar – tomado.
- 02:20 to live *vivir*
- 02:28 lived *vivido*
- 02:44 In Spanish, there are two verbs for 'to have'. The verb 'to have' is the diving board you need to dive into the past, which in this case is 'haber' and not 'tener'.
- 03:35 To obtain the different forms of 'haber', take the future tense ending, drop the r and add a silent 'h'. In the future you have: -ré, -remos, -rá, -rán, -rás. For 'haber' you will have: he, hemos, ha, han, has.

X

✓

✓

X

X

**Foundation (8-hour) course: CD 7 Track 10**

00:07	I have bought something.	<i>He comprado algo.</i>
00:20	We have bought.	<i>Hemos comprado.</i>
00:25	If you want to say 'we have bought it', the 'it' comes first.	
00:28	We have bought it.	<i>Lo hemos comprado.</i>
00:46	He has bought it.	<i>Lo ha comprado.</i>
00:57	He has not bought it.	<i>No lo ha comprado.</i>
01:06	Where have you bought it?	<i>¿Dónde lo ha comprado?</i>
01:39	He has sold it.	<i>Lo ha vendido.</i>
02:00	There are a few exceptions when you're 'diving'. For example, the diving part of 'hacer' is 'hecho'.	
02:36	I have done it.	<i>Lo he hecho.</i>
02:44	We have done it.	<i>Lo hemos hecho.</i>
03:07	He has told me.	<i>Me ha dicho.</i>
03:13	You have not told me.	<i>No me ha dicho.</i>
03:24	I have told you.	<i>Le he dicho.</i>

**Review course  
CD 2 Track 31**✓  
✓  
X  
✓  
✓  
✓  
✓  
✓  
X  
✓  
✓  
✓  
✓  
✓**Foundation (8-hour) course: CD 8 Track 1**

00:06	to wait	<i>esperar</i>
00:18	I am waiting	<i>espero</i>
01:17	I want to find out where it is.	<i>Quiero informarme dónde está.</i>
02:08	you are waiting / he is waiting / she is waiting	<i>espera</i>
03:39	Why are you waiting?	<i>¿Por qué espera?</i>
04:42	Why don't you wait?	<i>¿Por qué no espera?</i>

**Review course  
CD 2 Track 32**X  
✓  
✓  
✓  
✓  
✓**Foundation (8-hour) course: CD 8 Track 2**

00:34	I am awaiting you.	<i>Le espero.</i>
00:49	I am awaiting you. (Roberto/Roberta)	<i>Te espero.</i>
01:24	He is waiting for you. / She is waiting for you.	<i>Él le espera. / Ella le espera.</i>
01:28	They are waiting for me. (They are awaiting me.)	<i>Me esperan.</i>
02:11	Why are you all waiting?	<i>¿Por qué esperan?</i>

**Review course  
CD 2 Track 33**✓  
✓  
✓  
✓  
✓

52

02:32	Why are you waiting for me? (Roberto/Roberta)	<i>¿Por qué me esperas?</i>
03:09	we are waiting	<i>esperamos</i>
03:28	Why don't you wait for me? (señor)	<i>¿Por qué no me espera?</i>
03:53	Why don't you wait for me? (Roberto)	<i>¿Por qué no me esperas?</i>
04:08	Why don't you wait for me? (to several people)	<i>¿Por qué no me esperan?</i>
04:22	Wait!	<i>¡Espera!</i>
04:37	a little moment	<i>momentito</i>
04:44	Wait for me here! (Await me here!)	<i>¡Espéreme aquí!</i>

✓  
✓  
✓  
✓  
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✓  
✓  
✓**Foundation (8-hour) course: CD 8 Track 3****Review course  
CD 2 Track 34**

00:00	We are waiting for you.	<i>Le esperamos.</i>
00:11	To say 'shall we wait for you?' just use the inflection to a question.	
00:15	Shall we wait for you?	<i>¿Le esperamos?</i>
00:40	'let's' (let us) expresses a command. If you want to say 'let's wait' in Spanish, you have to change track from -amos to -emos.	
01:19	we are waiting	<i>esperamos</i>
01:24	Let's wait!	<i>¡Esperemos!</i>
01:32	Let's wait here.	<i>Esperemos aquí.</i>
01:41	We are buying it.	<i>Lo compramos.</i>
01:50	We are not buying it.	<i>No lo compramos.</i>
01:59	Let's not buy it.	<i>No lo compremos.</i>
02:15	We are selling it.	<i>Lo vendemos.</i>
02:40	Let's sell the house.	<i>Vendamos la casa.</i>
02:52	Don't wait for me.	<i>No me espere.</i>
03:17	Wait for me!	<i>¡Espéreme!</i>
04:23	I have waited	<i>he esperado</i>
04:41	I have left	<i>he salido</i>
05:14	Review of the -ing tense.	
05:29	I am waiting. (right now)	<i>Estoy esperando.</i>
05:48	I am waiting for you. (I am right now in the process of waiting for you.)	<i>Le estoy esperando.</i>

✓  
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X  
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X  
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X  
✓

05:57	I am doing it.	<i>Lo hago.</i>
06:07	I am doing it. (I am right now in the process of doing it.)	<i>Lo estoy haciendo.</i>

✓

✓

53

**Foundation (8-hour) course: CD 8 Track 4****Review course  
CD 2 Track 35**

00:18	Past tense with -ing: I was doing it, I was waiting. Whenever you have -ing preceded by 'was' or 'were', it's the past tense with -ing.	X
01:50	The w-ing tense: to express was/were + -ing you use -aba on the -ar track.	X
02:17	I was waiting <i>esperaba</i>	✓
02:21	I was speaking <i>hablaba</i>	✓
02:30	I was buying it. <i>Lo compraba.</i>	✓
02:37	I was preparing it. <i>Lo preparaba.</i>	✓
02:43	On the other track (-er/-ir), you use -ía.	X
02:56	I was leaving <i>salía</i>	✓
03:03	I was eating <i>comía</i>	✓
03:08	I was doing it. <i>Lo hacía.</i>	✓
03:16	I was buying it. <i>Lo compraba.</i>	✓
03:41	I was selling it. <i>Lo vendía.</i>	✓
04:12	He was preparing it. <i>Lo preparaba.</i>	✓
04:21	You were preparing it. (señor) <i>Lo preparaba.</i>	✓
04:36	You were preparing it. (Roberto) <i>Lo preparabas.</i>	✓
04:43	They were preparing it. <i>Lo preparaban.</i>	✓
04:59	I was doing it. <i>Lo hacía.</i>	✓
05:22	He was doing it. <i>Lo hacía.</i>	✓
05:29	You were doing it. (señor) <i>Lo hacía.</i>	✓
05:37	You were doing it. (Roberto) <i>Lo hacías.</i>	✓
05:49	They were doing it. <i>Lo hacían.</i>	✓
05:57	He was telling me. <i>Me decía.</i>	✓
06:10	I have not understood what you were saying. <i>No he entendido lo que decía.</i>	✓

**Foundation (8-hour) course: CD 8 Track 5****Review course  
CD 2 Track 36**

00:00	The w-ing tense (-aba, -ía) in Spanish expresses a straight line in the past. It is used for short and long periods in the past.	X
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54

00:48	The w-ing tense also expresses a broken line in the past, such as 'I used to do it' or 'I did it very often / all the time'.	
01:57	He did it everyday.	<i>Lo hacía todos los días.</i>
02:34	done / made	<i>hecho</i>
02:58	You can also dive after 'to be'.	
03:03	It is done.	<i>Está hecho.</i>
03:10	I have done it.	<i>Lo he hecho.</i>
03:20	I have prepared it.	<i>Lo he preparado.</i>
03:41	Dinner is prepared.	<i>La cena está preparada.</i>
04:01	I have accepted the condition.	<i>He aceptado la condición.</i>

X

✓

X

✓

X

✓

✓

✓

**Foundation (8-hour) course: CD 8 Track 6****Review course  
CD 2 Track 37**

00:14	I have told you.	<i>Le he dicho.</i>
00:22	You haven't told me.	<i>No me ha dicho.</i>
00:41	Why haven't you told me?	<i>¿Por qué no me ha dicho?</i>
00:59	Another exception in diving is the verb 'to see': 'ver' becomes 'visto'.	
01:25	I have seen it.	<i>Lo he visto.</i>
01:40	I haven't seen it yet.	<i>Todavía no lo he visto.</i>
02:00	Another exception is the go-go verb 'to put': 'poner' becomes 'puesto'.	
02:11	Where have you put it? (Roberto)	<i>¿Dónde lo has puesto?</i>
02:25	We have put it here.	<i>Lo hemos puesto aquí.</i>
02:37	to forget	<i>olvidar</i>
03:09	I won't forget it.	<i>No lo olvidaré.</i>
03:39	sure	<i>seguro</i>
03:44	I am sure.	<i>Estoy seguro/segura.</i>
03:44	I am sure that we won't forget it.	<i>Estoy seguro que no lo olvidaremos.</i>
04:21	I didn't forget it.	<i>No lo he olvidado.</i>

✓

✓

✓

X

✓

✓

X

✓

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✓

✓

✓

✓

✓

**Foundation (8-hour) course: CD 8 Track 7****Review course  
CD 2 Track 38**

00:00	to leave	<i>salir</i>
00:05	to leave something behind	<i>dejar</i>
00:26	message	<i>recado</i>
00:39	I have left a message for you.	<i>He dejado un recado para usted.</i>

X

✓

✓

✓



01:09	to spend time	<i>pasar el tiempo</i>	✓
01:22	We have spent much time.	<i>Hemos pasado mucho tiempo.</i>	✓
01:43	We have not spent much time.	<i>No hemos pasado mucho tiempo.</i>	✓
02:09	That is a very good idea.	<i>Eso es una buena idea.</i>	✗
02:48	It is not a bad idea.	<i>No es una mala idea.</i>	✓
03:06	How much time did you spend? (Roberto)	<i>¿Cuánto tiempo has pasado?</i>	✓
03:32	to prefer	<i>preferir</i>	✓
03:36	I prefer	<i>prefiero</i>	✓
03:50	I prefer staying here.	<i>Prefiero quedarme aquí.</i>	✓
<b>Foundation (8-hour) course: CD 8 Track 8</b>			<b>Review course CD 2 Track 39</b>
00:00	to feel like	<i>tener ganas</i>	✓
00:37	I feel like staying here.	<i>Tengo ganas de quedarme aquí.</i>	✓
00:52	I feel like being here with all of you.	<i>Tengo ganas de estar aquí con ustedes.</i>	✓
<b>Foundation (8-hour) course: CD 8 Track 9</b>			<b>Review course CD 2 Track 40</b>
00:00	I would like to see it.	<i>Me gustaría verlo.</i>	✗
00:14	I would like to make a reservation.	<i>Me gustaría hacer una reservación.</i>	✓
00:49	How long do you plan on staying?	<i>¿Cuánto tiempo piensa quedarse?</i>	✓
01:14	to ask	<i>preguntar</i>	✓
01:23	I would like to ask you.	<i>Me gustaría preguntarle.</i>	✓
02:05	I would ask you later.	<i>Le preguntaría más tarde.</i>	✓
02:20	I will ask you later.	<i>Le preguntaré más tarde.</i>	✓
02:31	I am going to ask you later.	<i>Voy a preguntarle más tarde.</i>	✓
03:45	I will call you later.	<i>Le llamaré más tarde.</i>	✓
04:20	'para' means 'for', but in front of a verb it means 'in order to'. For example: 'in order to know' is 'para saber'.		✗
03:10	I am going to call you later to ask you if you can come see it with us tonight.	<i>Voy a llamarle más tarde para preguntarle si puede venir a verlo con nosotros esta noche.</i>	✓

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**Foundation (8-hour) course: CD 8 Track 10**

00:00	At what time do we arrive tomorrow?	<i>¿A qué hora llegamos mañana?</i>
00:40	'acabo de' + infinitive means 'I have just ...'. For example, 'I have just seen it' is 'acabo de verlo'.	
01:17	I've just left.	<i>Acabo de salir.</i>
01:30	'acaba de' means 'he has just ...'.	
01:34	He has just left.	<i>Acaba de salir.</i>
01:44	'hace' (it makes) is also used for 'ago'. For example, 'acaba de salir hace diez minutos' is 'he has just left ten minutes ago'.	
02:11	I have just seen it.	<i>Acabo de verlo.</i>
02:53	I have just arrived here two days ago.	<i>Acabo de llegar aquí hace dos días.</i>
03:43	I have just arrived here two weeks ago.	<i>Acabo de llegar aquí hace dos semanas.</i>

**Review course  
CD 2 Track 41**

✓  
X  
✓  
X  
✓  
X  
✓  
✓  
✓

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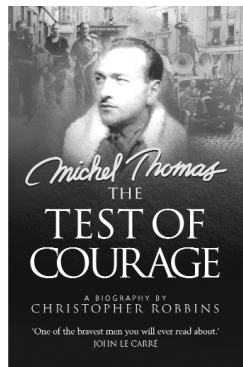
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