

Discover how to get by in Spanish with fewer than 200 words

– AND IT'S BOILED DOWN TO
8 EASY-TO-UNDERSTAND LESSONS

Using this self-directed learning program you will discover how to:

- Communicate in complete sentences
 - Use a small vocabulary effectively
 - Pronounce words correctly
 - Enhance your memory with creative strategies
 - Speak without memorizing extensive vocabulary lists
 - Remember what you've learned by using the audio CDs
 - Reorganize complex English sentences into simple Spanish
- Get a smile and positive feedback from your Spanish-speaking clients, friends and family

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"I've been searching for a long time for audio CDs like you have produced."

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"This approach is very 'do-able' for a beginner and repetitive enough to stick, even for 'non-stick' minds."

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SPANISH SIMPLIFIED!

Gail LeBow

A Proven and Practical Approach for Beginners or as a Refresher

SPANISH SIMPLIFIED!

Language Learning Program



includes
Guide Book, Audio CDs & Flash Cards

Gail LeBow

SPANISH SIMPLIFIED!TM

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**A Proven and Practical Approach
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Spanish Simplified!™

Language Learning Program
Gail LeBow

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Preface

In 1963, during a 6-week vacation in Spain, I discovered a way to learn Spanish that was both quick and practical. The content and design of this course are the results of my efforts to re-create the process I used to teach myself Spanish.

My husband had a fellowship which required long hours of study in libraries in Barcelona, Madrid and Valencia. I decided that my project would be to learn Spanish. With a Spanish grammar book for beginners in hand, I rode buses and tried to speak to people sitting next to me. Luckily for me, people were extremely friendly to my initial attempts at communication.

After a while, I discovered a few simple “short-cuts” that made it possible for me to talk in complete sentences and make myself understood without being misunderstood, in spite of the fact that I had a very small vocabulary and minimal knowledge of grammar. I wasn’t able to say anything profound, but I could certainly communicate at a basic level.

At the end of the summer I returned home to my foreign language classes with several puzzles that engaged me professionally. Why were students less conversant in French after 2 years with me as their teacher than I was after just 6 weeks teaching myself Spanish? What were the differences between my *in-country* approach to learning Spanish and my *in-class* approach to teaching French? Could my *in-country* approach be used *in-class*?

Over the years, while living in Bolivia, working in Mexico and traveling throughout Central and South America, I learned that the *in-country* approach which I devised to teach myself Spanish was well-known and widely used by many others who had also discovered it independently.

Spanish Simplified! is the outcome of many years of grappling with my puzzles. This approach is dedicated to the many people who have told me, “I’ve studied Spanish but I still can’t speak it.” May you enjoy the Spanish language-and Spanish speakers, and learn as much from them as I have.

“The virtues involved in not knowing
are the ones that really count in the long run.
What you do about what you don’t know is,
in the final analysis, what determines
what you will ultimately know.”

Eleanor Duckworth

*From “The Having of Wonderful Ideas”
and Other Essays on Teaching and Learning*

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The 3Rs of *SPANISH SIMPLIFIED!*

The *Spanish Simplified!* Language Learning Program is designed to help you learn Spanish on your own. As you move through the 8 lessons try to apply the 3Rs of language learning: *repetition*, *risk* and *reorganization*.

1. **Repetition:** Just because you have heard a new word once, twice or even five times, don't be hard on yourself if you can't remember it. Research shows that it takes MANY repetitions for new vocabulary to stick in your mind. The *guide book*, *flash cards* and *audio* give you 3 tools to review the materials. There may be times when you don't need all 3 tools. But to get lots of repetition, be sure to use a "tool box" approach—read the guide book, review the flash cards, and listen to the audio. Try to find, or make, opportunities during your normal day to use what you are learning. The subtitle of every foreign language course should be "use it or lose it."
2. **Risk:** You must be willing to try to speak out loud and not be inhibited by fear of your own errors. I, as well as many others, have found Spanish speakers to be extraordinarily gracious in their willingness to help and encourage any attempts at using their language. Give it a try. People will meet you more than half way. Remember Babe Ruth? He struck out almost twice as many times as he hit home runs. The lesson learned: *Just keep on swinging. The more you miss, the more you hit.* This concept applies to language learners as well as baseball players.
3. **Reorganization** (see page 10—*Creative Translation*): Reorganization and *Creative Translation* are communication strategies which are frequently used but rarely taught. Many speakers, especially those living and working abroad, discover these strategies on their own. This is a proven and practical approach to language learning which allows you make yourself understood without being misunderstood using minimal vocabulary and grammar. The *Creative Translation* sections in each lesson provide step-by-step explanation and practice.

In the early stages of learning another language, it is not uncommon to feel more comfortable speaking than understanding. Progress in both speaking and understanding will come with practice. Give yourself lots of encouragement and have patience. Take it one step at a time. You are starting a very rewarding learning adventure. ***Enjoy!!!***

About This Program

Spanish Simplified! is designed to be used by beginners or as a refresher. It works well for people who want to study on their own as well as for teacher-led classes. *Spanish Simplified!* separates what you really need to know from what is just nice to know. The eight lessons teach you how to communicate effectively in complete sentences *using fewer than 200 words*. Now you can learn Spanish without memorizing long lists of vocabulary and endless verb conjugations. New vocabulary is introduced with flash cards and reinforced with pronunciation practice on 4 audio CDs or tapes.

Students can work alone or with a teacher. All necessary instructions are clearly indicated throughout the guidebook.

In the **Introduction**, you will discover a *simplified approach to pronunciation*.

In **Lessons 1&2**, you will practice a *simplified approach to sentence making*.

In **Lessons 3-8**, you will learn a *simplified approach to verb conjugation*.

Each lesson includes:

- Step-by-step user-friendly instructions
- Ready-made flash cards
- Charts showing how to combine the flash cards to make useful sentences
- Gimmicks to help you remember new information
- Audio guide with slow, clear pronunciation and lots of repetition

HOW TO USE THIS PROGRAM:

To the Self-Learner: If you are working alone, it is best to follow the program in page order. New flash cards are introduced in every lesson. The first page of each lesson lists the flash cards you will need and the page numbers for the audio exercises. Guidance about pacing and when to move on to the next page is included in each lesson.

To the Teacher: The characteristics of this program that make it easy for people to learn on their own also allow students to keep up on their own when they have to miss a class, as is inevitable in busy lives. The material can be introduced in a series of classes over an 8 week period (one lesson per week). Class attendance often helps students keep on schedule. It also provides extra opportunity for practice with a Spanish speaker. Tic-Tac-Toe Spanish (p.138) is an excellent tool for review and practice with a large group or in partners.

EXPLANATION OF ICONS

The three icons used in the text (☺, 📇, 🎧) are explained below.

Gimmicks (☺)

A **gimmick** is a memory helper. Using a **gimmick** is a well-known technique and a fun way to help you remember a new word or idea. **This icon (☺)** appears whenever there is a **gimmick** to help jog your memory. It's also useful to make up your own gimmicks as you go along.

Flash Cards (📇)

Flash cards are a good tool to help you practice new vocabulary. Each lesson introduces new flash cards and reviews some of the previous cards. The flash cards are designed to be used in combination with the audio exercises.

The flash card icons (A,1) show you which flash cards you need for each lesson.

It's a good idea to review the flash cards specified before you do the audio exercise. Several quick reviews (less than one minute per flash card) spaced over a period of time so that you can learn, forget and re-learn, will help your long-term memory more than one lengthy review.

A **set of flash cards** (one colored page and two white pages) is included with the guide book. You will need to separate the cards by cutting along the dotted lines. Each flash card is also listed in the guide book at the beginning of the lesson in which it is first introduced.

Audio Pronunciation and Practice (🎧) (The audio is available on 4 tapes or 4 CDs)

The **audio icon (🎧)** in the guidebook tells you when to listen to your tape or CD. The tape scripts, in Spanish and English, are included in the guidebook. A suggestion about how to pace yourself and when to move on to the next page is included with each audio segment.

Each audio segment coaches you slowly and clearly and gives you an opportunity to listen to Spanish and talk out loud without worrying about making mistakes.

The process of listening to the audio, recalling the correct response, and then repeating out loud during the pauses, jogs your memory and helps the words and sentences stick in your mind. Because new lessons continually recycle old vocabulary, the audio practice will help you remember what you have already learned.

► **THE BASICS OF SPANISH PRONUNCIATION** ◀

Just the basics. Note: Many consonants are pronounced the same in Spanish and English. Consonant sounds which are pronounced differently will be explained as they are introduced in the lessons.

1. Vowels: As easy as counting 1-2-3-4-5

 *Listen to the pronunciation of the numbers 1-5. (Tape 1-Side A or CD 1-Track 1)*

Learning how to pronounce the 5 vowels in Spanish (a,e,i,o,u) will help you sound out Spanish words. Unlike English, where a vowel can have several different pronunciations (a = hat, hate, father), Spanish vowels generally have only one pronunciation. When you learn to pronounce the numbers 1-5, you will have a simple “gimmick” to help you remember the pronunciation of the vowels, because all 5 of the vowels are included in these 5 numbers. The way the vowels are pronounced in the numbers 1-5 can be used as a reference point to help you remember how to pronounce vowels when they occur in other words.

Numbers


1 = **uno**


2 = **dos**

3 = **tres***

4 = **cuatro**

5 = **cinco**

*  **Pronunciation Note:** As you listen to the tape, you will notice that the Spanish *e* in *tres* is not pronounced like the English *a* in *trace*. The Spanish *e* is similar to the English *e* in *egg*.

 **“Gimmick” to help you remember the sounds of Spanish vowels:** Each of the 5 vowels is included in one or more of the numbers 1-5. In alphabetical order (of vowels), the numbers are as follows:

a = cuatro (4)


e = tres (3)

i = cinco (5)


o = dos (2)

u = uno (1)

Pronunciation Practice: Listed below are some common Spanish words.

 *Listen to the pronunciation of these words. (Tape 1-Side A or CD 1-Track 1)*

Common words: **casa, grande, tigre, gato, mucho**

Translation	 “Gimmick” to jog your memory
house = casa	(a :4) cuatro
big = grande	(a :4) cuatro (e :3) tres
tiger = tigre	(i :5) cinco (e :3) tres
cat = gato	(a :4) cuatro (o :2) dos
a lot = mucho	(u :1) uno (o :2) dos

PRONUNCIATION SIMPLIFIED

2. Vowel Combinations: As easy as counting 6-7-8-9-10

 *Listen to the pronunciation of the numbers 6-10. (Tape 1-Side A or CD 1-Track 1)*

Most Spanish syllables have a single consonant followed by a single vowel. Occasionally, 2 vowels come together in combination. Three common vowel combinations are “**ei**,” “**ie**” and “**ue**”. You can use the numbers 6, 7, 9 and 10 as reference points to help you remember how to pronounce these vowel combinations.

Numbers

6 = **seis**

7 = **siete**

8 = **ocho**

9 = **nueve**

10 = **diez**

😊 “**Gimmick**” to help you remember the sounds of vowel combinations: When you learn how to pronounce the numbers 6-10, you will have a simple “gimmick” to help you remember the pronunciation of three vowel combinations.

ei = seis (6) sounds like “a” as in *ate*

ie = siete (7) sounds like “ye” as in *yes*

ue = nueve (9) sounds like *wayside*

ie = diez* (10) sounds like “ye” as in *yes*

*The letter “z” in Spanish is usually pronounced like the English letter “s”.

Pronunciation practice: Listed below are some common Spanish words which have vowels and vowel combinations.

 *Listen to the pronunciation of these words. (Tape 1-Side A or CD 1-Track 1)*

Common words: **veinte**, **siesta**, **bueno**

Translation

😊 “**Gimmick**” to jog your memory

twenty = **veinte**

(**ei**:6) seis (**e**:3) tres

nap = **siesta**

(**ie**:7) siete (**a**:4) cuatro

O.K., good = **bueno**

(**ue**:9) nueve (**o**:2) dos

3. Accent (*stress*) in words with more than one syllable

- ♦ If a word has more than one syllable, it is important to know which syllable gets accentuated (*stressed*). *Stress*, in Spanish, is determined by the last letter of the word.

 Listen to the pronunciation of the **bolded** words (Tape 1-Side A or CD 1-Track 1).

If a word ends in a vowel, the emphasis goes on the *next to the last syllable*.

Example: **problema** (problem) **medicina** (medicine) **amigo** (friend)

If a word ends in a consonant, the emphasis is on the last syllable.

Examples: **doctor** (doctor) **hospital** (hospital)

Words which end in the consonants *s* and *n* act like vowels. The emphasis goes on the *next to the last syllable*.

Examples: **problemas** (problems) **muchas gracias** (thanks very much)
joven (young) **crimen** (crime)

😊 “Gimmick” to help you remember that *s* and *n* don’t act like their peers: Think of the *Peanuts* comic strip and label *s* and *n* “Snoopy” letters. When talking about *stress*, *s* and *n* (“Snoopy” letters) don’t act like other consonants. They are different. They act like vowels.

- ♦ What is the purpose of accent marks? Accent marks serve two purposes:
 - a. To indicate an exception to the rule of accent explained above. When, in actual speech, a word is not stressed according to the rule of the last letter, as explained above, Spanish puts an accent mark on the stressed vowel (á, é, í, ó, ú) to indicate where the *emphasis/stress* should be placed. The accents help make the language very user friendly. You always know which syllable gets the *stress*.

Examples: **adiós** (goodbye) **inglés** (English) **perdón** (excuse me)

- b. To distinguish the meaning of words which are spelled alike but have different meanings.

Examples: **el** = the **él** = he **si** = if **sí** = yes **mas** = but **más** = more

MAKING SENTENCES--A SIMPLIFIED APPROACH _____

Flexible Framework™ Charts: The Ultimate Short-Cut

Make thousands of useful sentences with
fewer than 200 vocabulary words and
only 6 conjugated verbs.

In each lesson, you will see *easy-to-follow* charts that show you how to put the words from the flash cards together to make sentences.

- ♦ **Flexible Framework charts** help you visualize a simplified approach to making sentences. The *framework* of the columns shows you the correct word order. The dotted lines between the columns indicate flexibility—there are many possible sentence combinations.
- ♦ **The Flexible Framework summary charts** at the end of each lesson give you an overview of how the lesson fits together and how each lesson connects with previous lessons.

In the *Flexible Framework summary chart* at the end of Lesson 1 (see page 16) there are 17 words. Think of the 17 words as your Spanish “budget.” These 17 words have been carefully selected to make many sentences with just a small vocabulary. Using the Flexible Framework chart as your guide, **you will be able to live within your Lesson 1 “budget” of 17 words and still construct more than 500 sentences.**

Here’s the math for the 500+ sentences:

- *Five phrases* in column 1 x *6 words* in column 2 x *6 words* in column 3
Sub-total (Lesson 1): 5 x 6 x 6=180
- Each of these *180 sentences* can be said as a *question*, *“yes” statement*, or *“no” statement*
Grand Total (Lesson 1): 180 x 3=540

Easy Phrases

In Lesson 1

- | | |
|--------------------------------|--|
| ♦ Yes and No Statements | <i>Plus...</i> GENERAL INSTRUCTIONS FOR |
| ♦ Asking Questions | ♦ Using Flash Cards |
| ♦ “When” Words | ♦ Listening to Cassette Tapes |
| | ♦ “Getting By” on Your Own |

Lesson 1 is on *Tape 1-Side A* or *CD 1-Tracks 2-4*. There are 3 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 3 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in this guide book.

- ♦ Exercise 1.1 with **Flash Cards A & 1**. The tape script is on page 9.
- ♦ Exercise 1.2 with **Flash Cards A & 1**. The tape script is on page 12.
- ♦ Exercise 1.3 with **Flash Cards A, 1 & 2**. The tape script is on page 14.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The **Flexible Framework™** summary charts in Spanish and English are on page 16.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 3 parts of Lesson 1 fit together.

LESSON 1: *FLASH CARDS*

► GENERAL INSTRUCTIONS FOR FLASH CARDS ◀

Flash cards are a good tool to help you become familiar with vocabulary. A set of flash cards on white paper and colored paper is included with this guide book. Cut the cards apart as you work through each lesson. Keep the flash cards in your pocket. Practice translating from Spanish to English and then from English to Spanish. Do this several times a day *for one minute or less at a time*. ***Repetition*** is important. Frequent short reviews help the words stick in your memory.

There are 3 flash cards for Lesson 1.

- ♦ **Flash Card A** (on colored paper)
- ♦ **Flash Cards 1 & 2** (on white paper)

The flash cards are included with this guide book. You will need to cut them apart.

Flash Card A (<i>Easy Phrases</i>)	
It's important.	Es importante.
It's possible.	Es posible.
It's impossible.	Es imposible.
It's necessary.	Es necesario.
It's urgent.	Es urgente.

Flash Card 1	
to work	trabajar
to finish	terminar
to begin	comenzar
to return	regresar
to come back	
to go	ir
to come	venir



Flash Card 2	
now	ahora
right now	ahorita
later	más tarde
soon	pronto
today	hoy
tomorrow	mañana

PART ONE: Preparing Exercise 1.1**A FLASH CARD A**

You'll get a quick start with the phrases on this flash card. They are easy to learn and easy to remember because they look almost the same in Spanish and English and they have similar meanings.

"YES" STATEMENTS

- | | |
|---------------------|--------------------------|
| 1. It's important. | 1. Es importante. |
| 2. It's possible. | 2. Es posible. |
| 3. It's impossible. | 3. Es imposible. |
| 4. It's necessary. | 4. Es necesario. |
| 5. It's urgent. | 5. Es urgente.* |

*  **Pronunciation Note:** The *g* in *urgente* is pronounced like an English *h*. In Spanish, when a *g* is followed by an *e*, it is always pronounced like an English *h*.
 **"Gimmick"** to jog your memory: Think of the pronunciation of the T.V. personality *Geraldo*.

QUESTIONS

To ask a question using the phrases on **Flash Card A**, use the same word order as for a "yes" statement, but change the intonation of your voice. Make your voice rise at the end of the sentence, just as you would for a question in English. Note that, in Spanish, a question sentence always starts with an upside-down question mark (¿).

- | | |
|-------------------|------------------------|
| Is it important? | ¿Es importante? |
| Is it possible? | ¿Es posible? |
| Is it impossible? | ¿Es imposible? |
| Is it necessary? | ¿Es necesario? |
| Is it urgent? | ¿Es urgente? |


Note: *Es* can mean *it is* or *is it*.
No extra word is necessary for *it*.

These phrases can be used in combination with the vocabulary that follows.

1 FLASH CARD 1

Each of the words on **Flash Card 1** is a verb. These verbs are written in the infinitive, which is the form that is presented in the dictionary. The infinitive form is easy to identify because it never changes. In Spanish, the infinitive form of the verb always ends in the letter "*r*." In English, the infinitive form always starts with the word *to*.

- | | |
|-------------------------|-------------------|
| to work | trabajar* |
| to finish | terminar |
| to begin | comenzar** |
| to come | venir |
| to go | ir |
| to return, to come back | regresar |

 **Pronunciation Note:**
*The Spanish letter *j* is pronounced like an English *h*, i.e. *San José*, CA.
**The Spanish letter *z* is usually pronounced like an English *s*.

LESSON 1: *EASY PHRASES*

► PUTTING FLASH CARDS TOGETHER ◀

After you have learned to translate the words on the flash cards, you can put the flash cards together to make sentences. The word order is similar in Spanish and English. The words on the colored flash card generally come first, followed by the words on the white flash card(s).

Place your flash cards side by side in the same order as the columns in the Flexible Framework™ chart. Choose a phrase or word from each flash card to make the sentence. Translate the sentence in your mind and turn your flash cards over to check if you have translated correctly.

Moving From Words To Sentences by combining Flash Cards **A** & **1**

Think of the vocabulary on **Flash Cards A & 1** as your *allowance*.

Then, use the Flexible Framework™ chart below as a *bank* where you *deposit* your vocabulary *allowance*. To maintain the correct word order, it is important to *deposit* each flash card in the correct column just as you would *deposit* nickels, dimes and quarters in the correct slots.

- ♦ *Deposit* the phrases on **Flash Card A** in the **1st Verb** column.
- ♦ *Deposit* the words on **Flash Card 1** in the **2nd Verb** column.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences. In general, the words and phrases on each flash card are interchangeable and connect with each other in Spanish as they do in English.

Flexible Framework™ Chart

1 st Verb	2 nd Verb
A	1

LESSON 1: *EASY PHRASES*

► GENERAL INSTRUCTIONS FOR LISTENING TO THE AUDIO TAPES OR CDs ◀

Please listen to your tape or CD in a place where you will feel comfortable speaking out loud in Spanish. You will first hear a word, or words, in English. During the pause that follows, you should say the Spanish translation out loud if you remember it. Right after the pause, you will hear the speaker say words in Spanish, again followed by a pause. You should repeat the Spanish out loud each time there is a pause. You may find it necessary to listen more than once in order to respond in Spanish quickly and accurately during each of the pauses.

TEACH YOUR TONGUE TO TALK (Your tongue is a muscle and it needs exercise!!!!)

The only way you will ever learn to speak Spanish is by speaking. The sentences in Exercise 1.1 are written as you will actually hear them on the audio. Be sure to repeat the words *out loud* during the pauses. **Repetition** is very important. Keep at it until you can repeat with at least 85% accuracy.

Teach Your Tongue To Talk: Exercise 1.1 (Flash Cards A, 1).

This exercise is on Tape 1-Side A or CD 1-Track 2. When you feel comfortable repeating the sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---------------------------------|-----------------------------|
| 1. It's necessary to work. | 1. Es necesario trabajar. |
| 2. It's necessary to come. | 2. Es necesario venir. |
| 3. It's necessary to go. | 3. Es necesario ir. |
| 4. Is it important to begin? | 4. ¿Es importante comenzar? |
| 5. Is it important to return? | 5. ¿Es importante regresar? |
| 6. It's impossible to finish. | 6. Es imposible terminar. |
| 7. It's necessary to finish. | 7. Es necesario terminar. |
| 8. It's necessary to come back. | 8. Es necesario regresar. |
| 9. Is it urgent to come back? | 9. ¿Es urgente regresar? |



Pronunciation Note: The Spanish R

* The **r** in Spanish is actually pronounced more like the English **dd** in the word *ladder*. When you say the **dd** in *ladder*, your tongue lightly touches the place on the roof of your mouth that gets burned when you eat a piece of pizza that is too hot. To pronounce a Spanish **r** just let your tongue lightly touch the "burn bump" on the roof of your mouth as if you were saying the **dd** in *ladder*. BUT please remember, it's no big deal to Spanish speakers if you use an English **r** instead.

LESSON 1: *EASY PHRASES*

► GENERAL INSTRUCTIONS FOR “CREATIVE TRANSLATION” ◀

Inevitably, you will need to say something that you don’t yet know how to say. One reason that people learn to speak Spanish when they are living abroad is that they are constantly anticipating their needs and feeling a certain amount of anxiety about how they will express themselves with their limited vocabulary. They are often “rehearsing” mentally for their next language encounter. When living in a Spanish speaking country, people often learn how to “get by” simply by using what they already know to figure out how to communicate more complex thoughts.

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

If you are learning Spanish in an English-speaking environment, you will have to use your imagination to “rehearse” for the next encounter. After each *audio exercise*, there is a page titled “Creative Translation” which asks you to imagine yourself in a situation where you need to say something but are missing key words. This happens frequently when you are living in a Spanish-speaking country. Don’t give up. You can “get by” simply by ***reorganizing*** your English to live within your (Spanish) *budget*.

Reorganization is a strategy that is frequently used but rarely taught. Many novice speakers, especially those living abroad, discover it by themselves. It is a practical tool for beginners because it enables them to make a small vocabulary do a lot of work.

Think of your Spanish vocabulary as your *budget*. Your Spanish *budget* may not yet be large enough to translate what you want to say *word-for-word* from English to Spanish. ***Reorganization*** is a technique that helps you live within your (Spanish language) *budget* and “get by” with just a small Spanish vocabulary.

On the next page, you will get a chance to translate 3 sentences which include vocabulary you don’t yet know. Give it a try!!! Underneath the sentences, there is a chart to help you ***reorganize*** your English to live within your (Spanish) *budget*. The ***reorganized*** English and Spanish translation are listed under the chart.

There are several Flexible Framework™ charts in each lesson which act as a guide to help you to “think outside the box” and ***reorganize*** your English sentences. These charts also serve as a safety net to prevent you from using ungrammatical Spanish and going “out in left field.”

The technique of ***reorganization***, in combination with the Flexible Framework™ charts, is a powerful strategy for communicating complex thoughts with a vocabulary of fewer than 200 words.

There is great satisfaction in “getting by” in Spanish and making yourself understood with “Creative Translation” when you can’t yet say everything you want to say. Your confidence and your ability will increase with practice.

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD™

👉 By Reorganizing Your English Before You Translate

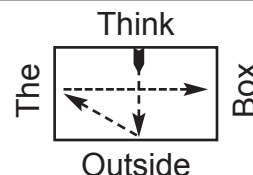
Directions for *reorganizing*: To *reorganize* these sentences, first find a creative way to express your ideas in English, using only those English words which you already know in Spanish. Think of this process as “downsizing” your English before you translate.

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I have to go.
2. Can you come back?
3. I must finish.



Suggestions: Imagine yourself in a situation where you might need to say these sentences in Spanish. Your present vocabulary is so small that you won’t be able to express yourself exactly. You should, however, be able to come close enough to make yourself understood without being misunderstood. Using the vocabulary in the Flexible Framework™ chart below, try to think outside the box and improvise another way to say the target sentences. Be careful to stay within your (Spanish) *budget* of Chart 1.1

FLEXIBLE FRAMEWORK™➔ CHART 1.1	1 st Verb (phrases)	2 nd Verb
	It’s necessary It’s important It’s possible It’s impossible It’s urgent	to work to finish to begin to return, to come back to go to come
	Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir

Note: You might wonder if your “creative translation” is really understandable. To answer this question, pretend that an English language learner is trying to communicate these same 3 sentences (above) using the same limited budget. The “reorganized” English sentences (below) would certainly be understood. That is a good indication that you, too, will be understood when you use this process in Spanish.

Reorganized English

1. It’s necessary to go.
2. Is it possible to return?
3. It’s important to finish.

Translation

1. Es necesario ir.
2. ¿Es posible regresar?
3. Es importante terminar.

LESSON 1: *EASY PHRASES*

PART TWO: Preparing Exercise 1.2



FLASH CARD A

“No” STATEMENTS

Notice that “not” (English) and “no” (Spanish) are not in the same place in the sentence.

It's not important.	No es importante.
It's not possible	No es posible.
It's not impossible	No es imposible.
It's not necessary.	No es necesario.
It's not urgent.	No es urgente.



“Gimmick” to jog your memory: The word *no* always comes first in these sentences. Think of the well-known slogan of several years ago “*Just say no!*” and always put the *no* right at the beginning of these sentences.

Moving From Words To Sentences by combining Flash Cards A & 1.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

1 st Verb	2 nd Verb
A	1



Teach Your Tongue To Talk : Exercise 1.2 (Flash Cards A, 1).

This exercise is on Tape 1-Side A or CD 1-Track 3. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|------------------------------------|------------------------------|
| 1. It's not possible to work. | 1. No es posible trabajar. |
| 2. It's not possible to come back. | 2. No es posible regresar. |
| 3. It's not urgent to come back. | 3. No es urgente regresar. |
| 4. It's not urgent to finish. | 4. No es urgente terminar. |
| 5. It's not necessary to finish. | 5. No es necesario terminar. |
| 6. It's not necessary to go. | 6. No es necesario ir. |
| 7. It's not important to go. | 7. No es importante ir. |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

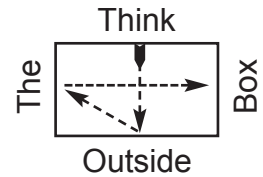
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. We can't work.
2. You don't need to finish.
3. I don't have to come back.



Suggestions: In order to live within your (Spanish) *budget*, you will need to think outside the box and *reorganize* the sentences in English before you translate into Spanish. Some possibilities are written below the chart.

FLEXIBLE FRAMEWORK™➔ CHART 1.2	1 st Verb (phrases)	2 nd Verb
	It's not necessary It's not important It's not possible It's not impossible It's not urgent	to work to finish to begin to return, to come back to go to come
	No es necesario No es importante No es posible No es imposible No es urgente	trabajar terminar comenzar regresar ir venir

Reorganized English

1. It's not possible to work.
2. It's not important to finish.
3. It's not necessary to come back.

Translation

1. No es posible trabajar.
2. No es importante terminar.
3. No es necesario regresar.

LESSON 1: *EASY PHRASES*

PART THREE: Preparing Exercise 3.3

2 FLASH CARD 2

now	ahora*
right now	ahorita*
today	hoy*
tomorrow	mañana**
later	más tarde
soon	pronto



Pronunciation Note:

*The Spanish letter *h* is always silent.

**The letter *ñ* is pronounced like the English letter combination *ny* as in the word *canyon*.

Moving From Words To Sentences by combining Flash Cards **A, 1 & 2.**

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

1 st Verb	2 nd Verb	When
A	1	2

- ♦ To make a “yes” statement, just follow the word order of the **Flexible Framework™** chart.
- ♦ To make a question, use the same word order as for a “yes” statement, but change the intonation of your voice. Make your voice rise at the end of the sentence just as you would to ask a question in English. Note that in Spanish, a question always starts with an upside down question mark (¿).
- ♦ To make a “no” statement, follow the word order of the chart and just add “no” at the beginning of the sentence.



Teach Your Tongue To Talk : Exercise 1.3 (Flash Cards **A, 1, 2).**

This exercise is on Tape 1-Side A or CD 1-Track 4. When you feel comfortable repeating the sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|---|
| 1. It's impossible to finish today. | 1. Es imposible terminar hoy. |
| 2. It's impossible to finish tomorrow. | 2. Es imposible terminar mañana. |
| 3. It's impossible to finish soon. | 3. Es imposible terminar pronto. |
| 4. Is it necessary to go later? | 4. ¿Es necesario ir más tarde? |
| 5. Is it necessary to go now? | 5. ¿Es necesario ir ahora? |
| 6. Is it necessary to go right now? | 6. ¿Es necesario ir ahorita? |
| 7. It's not important to come back later. | 7. No es importante regresar más tarde. |
| 8. It's not urgent to come back later. | 8. No es urgente regresar más tarde. |
| 9. It's not possible to come back later. | 9. No es posible regresar más tarde. |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

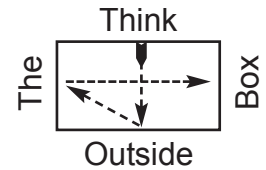
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. We can't finish today.
2. Do I have to go now?
3. You don't need to come tomorrow.



Suggestions: The chart below summarizes what you have learned thus far. Think of the chart as your (Spanish) *budget* for this lesson. Stay within your *budget* and *reorganize* each of the sentences in English before you translate into Spanish.

FLEXIBLE FRAMEWORK™➔ CHART 1.3	1 st Verb (phrases)	2 nd Verb	When
	It's necessary	to work	now
	It's important	to finish	right now
	It's possible	to begin	later
	It's impossible	to return, to come back	soon
	It's urgent	to go	today
		to come	tomorrow
	Es necesario	trabajar	ahora
	Es importante	terminar	ahorita
	Es posible	comenzar	más tarde
	Es imposible	regresar	pronto
	Es urgente	ir	hoy
		venir	mañana

Reorganized English

1. It's not possible to finish today.
2. Is it urgent to go now?
3. It's not necessary to come tomorrow.

Translation

1. No es posible terminar hoy.
2. ¿Es urgente ir ahora?
3. No es necesario venir mañana.

LESSON 1: *EASY PHRASES* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES.....➔

- ♦ **Flash Card A**
- ♦ **Flash Cards 1 & 2**

Before you proceed to the next lesson, take time to review what you have learned so far. Using this Flexible Framework chart as your guide, you will be able to construct over 500 useful sentences (Please refer to the bottom of page 4 for further explanation of the math)

The columns show you the order. The dotted lines indicate that the words connect to each other to form sentences. The word order is the same in Spanish and English within this Flexible Framework.

For practice, try combining the words below in different ways to form as many sentences as you can. Remember that sentences can be either a “Yes” statement a “No” statement or a question. Playing TIC TAC TOE Spanish is a simple and fun way to get started. Please see Instructions on pages 138-139.

Flexible Framework™ Summary Chart (Lesson 1) **Easy Phrases followed by an infinitive**

1st Verb	2nd Verb	When
<p>(phrases)</p> <p>It's necessary It's important It's possible It's impossible It's urgent</p>	<p>to work to finish to begin to return, to come back to go to come</p>	<p>now right now later soon today tomorrow</p>
<p>(phrases)</p> <p>Es necesario Es importante Es posible Es imposible Es urgente</p>	<p>trabajar terminar comenzar regresar ir venir</p>	<p>ahora ahorita más tarde pronto hoy mañana</p>

The Verb To Like

In Lesson 2

- ♦ Talking About What You *Like* and *Don't Like*
- ♦ Doing Things With Your Family and Friends
- ♦ Talking About What You *Would Like*

Lesson 2 is on *Tape 1-Side B* or *CD 1-Tracks 5-8*. There are 4 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in the guide book.

- ♦ Exercise 2.1 with **Flash Cards B & 3**. The tape script is on page 20.
- ♦ Exercise 2.2 with **Flash Cards B, 3 & 4**. The tape script is on page 22.
- ♦ Exercise 2.3 with **Flash Cards B, 1, 2 & 3**. The tape script is on page 24.
- ♦ Exercise 2.4 with **Flash Cards B, 1, 3 & 4**. The tape script is on page 26.

By using your *audio tape* or *CD* along with the **Flexible Framework™** charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The **Flexible Framework™** summary charts in Spanish and English are on pages 28 and 29.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 2 fit together and also how they connect to Lesson 1.

LESSON 2: *FLASH CARDS*

There are 3 flash cards for Lesson 2.

- ♦ **Flash Card B** (on colored paper)
- ♦ **Flash Cards 3 & 4** (on white paper)

Flash Card B (<i>Gustar/To Like</i>)	
1. I like it.	1. Me gusta
2. You/he/she like(s) it.	2. Le gusta
3. I would like it.	3. Me gustaría
4. You/he/she would like it.	4. Le gustaría

Flash Card 3	
to speak Spanish	hablar español
to ski	esquiar
to travel	viajar
to walk	caminar
to play tennis	jugar tenis

Flash Card 4	
my daughter	mi hija
my sister	mi hermana
my friend (<i>f.</i>)	mi amiga
my mother	mi mamá
my son	mi hijo
my brother	mi hermano
my friend (<i>m.</i>)	mi amigo
my father	mi papá

Additional Vocabulary (<i>not on flash cards</i>)	
his/her/your/their with	su con

PART ONE: Preparing Exercise 2.1

B

FLASH CARD B (Gustar/To Like)

1. *I like it.* 1. *Me gusta.*
2. *You/he/she like(s) it.* 2. *Le gusta.*

Flash Card B shows the conjugation of the verb *gustar* which means *to like* in English.

“YES” STATEMENTS

I like it. **Me gusta.**

{ You like it.
He likes it. **Le gusta.**
She likes it.

Note: *Le gusta* can mean *He likes it*, *She likes it* or *You like it*. When you want to be more specific, you can add a phrase with *a (to)*, i.e. *a María (to María)* or *a Tomás (to Tomás)*.

Tom likes it. **A Tomás le gusta.**
Maria likes it. **A María le gusta.**

The literal translation of *gustar* is *to be pleasing to*. The verb *gustar* is preceded by the word that tells *to whom* something is pleasing.

The literal translation of *me gusta* is *to me it is pleasing*. However, because that is not a “pleasing” English translation, we generally say, “*I like*” instead. Similarly, the preferred translation of *le gusta* is *he (she/you) like(s) it* instead of *to him (to her/to you) it is pleasing*.

“NO” STATEMENTS

To make a “no” statement, remember to “*Just say no!*” at the beginning of the sentence.

I don’t like it. **No me gusta.**

You don’t like it.
He doesn’t like it. **No le gusta.**
She doesn’t like it.

Note: There are two parts to **Flash Card B**. Phrases 1 & 2 talk about **likes and dislikes**. Phrases 3 & 4 talk about what you **would like**. Although *I like* and *I’d like* look and sound similar, they can’t be used interchangeably. There’s a very big difference between saying “I like your dog” and “I’d like your dog.”

QUESTIONS

To ask a question using the phrases on **Flash Card B**, use the same word order as for a “yes” statement, but change the intonation of your voice. Make your voice rise at the end of the sentence, just as you would for a question in English. Note that in Spanish, a question sentence always starts with an upside-down question mark (¿).

Do you like it? **¿Le gusta?**

Note: There is no Spanish word for “Do” in this question. Think of the upside-down question mark as a substitute for the word “Do”.

LESSON 2: *LIKE*

3 FLASH CARD 3

These verbs are in the infinitive form, which is the way verbs are listed in the dictionary. In Spanish, the infinitive form of the verb always ends in the letter *r*.

to speak Spanish	hablar español*
to travel	viajar**
to walk	caminar
to play tennis	jugar tenis**
to ski	esquiar***



Pronunciation Note:

*The Spanish letter *h* is silent.

**The Spanish letter *j* is pronounced like an English *h*, i.e. *San José, CA*.

***The *qui* is pronounced *ki* like *mosquito*.

Moving From Words To Sentences by combining Flash Cards **B** & **3**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences. In general, the words and phrases on each flash card are interchangeable and connect with each other in Spanish as they do in English.

Flexible Framework™ Chart

<i>Whom</i>	1 st Verb	2 nd Verb
<div> <div>* ←</div> <div>B</div> <div>→</div> </div>		3

*The words *me* and *le* are in the **Whom** column because literally, you are saying “to me/him/her/you it is pleasing.”



Teach Your Tongue To Talk : Exercise 2.1 (Flash Cards **B**, **3**).

This exercise is on Tape 1-Side B or CD 1-Track 5. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--------------------------------------|--------------------------------|
| 1. I like to speak Spanish. | 1. Me gusta hablar español. |
| 2. I like to walk. | 2. Me gusta caminar. |
| 3. I like to play tennis. | 3. Me gusta jugar tenis. |
| 4. She doesn't like to travel. | 4. No le gusta viajar. |
| 5. She doesn't like to ski. | 5. No le gusta esquiar. |
| 6. She doesn't like to speak Spanish | 6. No le gusta hablar español. |
| 7. Do you like to ski? | 7. ¿Le gusta esquiar? |
| 8. Do you like to walk? | 8. ¿Le gusta caminar? |
| 9. Do you like to travel? | 9. ¿Le gusta viajar? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

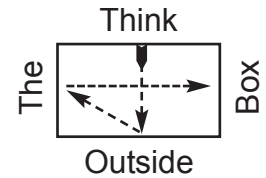
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I enjoy speaking Spanish.
2. She hates travelling.
3. Do you ski?



Suggestions: Sentences 1 & 2: Don't try to translate these sentences word-for-word. Think outside the box and substitute a synonym from the chart below for the words you don't yet know.

Sentence 3: Because you don't yet know how to conjugate the verb *to ski*, you need to add a **1st Verb** to this sentence so that you can make *to ski* the **2nd Verb** and keep it in the infinitive. If you *reorganize* it and make it a two-verb sentence, you will be able to live within your (Spanish) *budget* without changing your meaning too much.

FLEXIBLE FRAMEWORK™▶ CHART 2.1	Whom	1 st Verb	2 nd Verb
	I	like	to speak Spanish to ski
	you/he/she	like(s)	to travel
	Me	gusta	hablar español esquiar
	Le	gusta	viajar

Reorganized English

1. I like to speak Spanish
2. She doesn't like to travel.
3. Do you like to ski?

Translation

1. Me gusta hablar español.
2. No le gusta viajar.
3. ¿Le gusta esquiar?

LESSON 2: *LIKE*

PART TWO: Preparing Exercise 2.2

4 FLASH CARD 4

my mother **mi mamá**
 my daughter **mi hija**
 my sister **mi hermana**
 my friend (*f.*) **mi amiga**

my father **mi papá**
 my son **mi hijo**
 my brother **mi hermano**
 my friend (*m.*) **mi amigo**

ADDITIONAL VOCABULARY

(not on flash cards)

his/her/your/their **su***
 with **con**

***Note:** The Spanish word “*su*” can be translated by 4 English words: *his, her, your* and *their*. When you want to be more specific, you can add a phrase with *de (belonging to)*, i.e. *de María*. The word *de* acts in place of an apostrophe. There is no apostrophe in Spanish.

Moving From Words To Sentences by combining Flash Cards **B, 3 & 4**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

<i>Whom</i>	1 st Verb	2 nd Verb	With (con)
← B →		3	4

Teach Your Tongue To Talk : Exercise 2.2 (Flash Cards B, 3, 4).

This exercise is on Tape 1-Side B or CD 1-Track 6. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|--|
| 1. I like to walk with my mother. | 1. Me gusta caminar con mi mamá. |
| 2. I like to walk with my brother. | 2. Me gusta caminar con mi hermano. |
| 3. I like to walk with my sister. | 3. Me gusta caminar con mi hermana. |
| 4. She doesn't like to travel with her friend (<i>f.</i>). | 4. No le gusta viajar con su amiga. |
| 5. She doesn't like to travel with her son. | 5. No le gusta viajar con su hijo. |
| 6. She doesn't like to travel with her daughter. | 6. No le gusta viajar con su hija. |
| 7. Do you like to play tennis with your brother? | 7. ¿Le gusta jugar tenis con su hermano? |
| 8. Do you like to play tennis with your friend (<i>m.</i>)? | 8. ¿Le gusta jugar tenis con su amigo? |
| 9. Do you like to play tennis with your father? | 9. ¿Le gusta jugar tenis con su papá? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

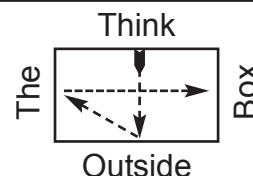
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I love walking with my friend.
2. He hates traveling with his brother.
3. Do you play tennis with your son?



Suggestions: **Sentences 1 & 2:** Choose a synonym from the chart below to substitute for the words you don't yet know. **Sentence 3:** Because you don't yet know how to conjugate the verb *to play*, you need to add a **1st Verb** to this sentence so that you can make *to play* the **2nd Verb** and keep it in the infinitive. You will then be able to live within your (Spanish) *budget*. Remember that an upside down "¿" substitutes for "Do" to make a sentence a question.

FLEXIBLE FRAMEWORK™➡ CHART 2.2	Whom	1 st Verb	2 nd Verb	With (con)	
	<i>I</i>	like	to travel	my	son
			to walk	his/her/your/their	brother
	<i>you/he/she</i>	like(s)	to play tennis	friend (<i>m.</i>)	
	<i>Me</i>	gusta	viajar	mi	hijo
			caminar	su	hermano
	<i>Le</i>	gusta	jugar tenis		amigo

Reorganized English

1. I like to walk with my friend (*m.*).
2. He doesn't like to travel with his brother.
3. Do you like to play tennis with your son?

Translation

1. Me gusta caminar con mi amigo.
2. No le gusta viajar con su hermano.
3. ¿Le gusta jugar tenis con su hijo?

LESSON 2: *LIKE*

PART THREE: Preparing Exercise 2.3

B FLASH CARD B (Gustar/To Like)

3. *I would like it. (*I'd like it.)* 3. *Me gustaría.* **

4. *You/he/she would like it.* 4. *Le gustaría.*

"YES" STATEMENTS

I would like it.

Me gustaría.

You would (You'd) like it.

He would like it.

Le gustaría.

She would like it.

"NO" STATEMENTS

I wouldn't like it.

No me gustaría.

You wouldn't like it.

He wouldn't like it.

No le gustaría.

She wouldn't like it.

QUESTIONS

Would you like it?

¿Le gustaría?

* **Note:** The '*d*' makes a big difference.
Compare: I like your dog.
I'd like your dog.

** 😊 **"Gimmick"** to jog your memory:
Gustaría rhymes with *pizzaria*.

Moving From Words To Sentences by combining Flash Cards B (would like), 1, 2 & 3.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

<i>Whom</i>	1 st Verb	2 nd Verb	<i>When</i>
← B →		1 3	2

Teach Your Tongue To Talk : Exercise 2.3 (Flash Cards B, 1, 2, 3).

This exercise is on Tape 1-Side B or CD 1-Track 7. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

1. I'd like to work tomorrow.

1. Me gustaría trabajar mañana.

2. I'd like to come back tomorrow.

2. Me gustaría regresar mañana.

3. I'd like to finish tomorrow.

3. Me gustaría terminar mañana.

4. Would you like to play tennis later?

4. ¿Le gustaría jugar tenis más tarde?

5. Would you like to walk later?

5. ¿Le gustaría caminar más tarde?

6. Would you like to speak Spanish later?

6. ¿Le gustaría hablar español más tarde?

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

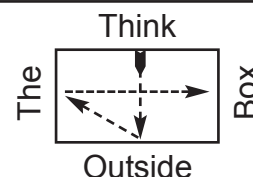
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. He'd prefer to come back tomorrow.
2. I'd love to play tennis later.
3. Would you want to go for a walk now?



Suggestions: You can't translate these sentences word-for-word because you don't yet know all the vocabulary. Use the chart below to help you to stay within your (Spanish) *budget* as you *reorganize* and translate the sentences.

FLEXIBLE FRAMEWORK™➔ CHART 2.3	Whom	1 st Verb	2 nd Verb	When
	I	would like	to return, to come back	tomorrow
	you/he/she	'd like	to play tennis	later
			to walk	now
	Me	gustaría	regresar	mañana
			jugar tenis	más tarde
	Le	gustaría	caminar	ahora

Reorganized English

1. He'd like to come back tomorrow.
2. I'd like to play tennis later.
3. Would you like to walk now?

Translation

1. Le gustaría regresar mañana.
2. Me gustaría jugar tenis más tarde.
3. ¿Le gustaría caminar ahora?

LESSON 2: *LIKE* _____

PART FOUR: Preparing Exercise 2.4

There are no new flash cards for exercise 2.4. This exercise combines 3 flash cards you have already learned. The words are re-combined to make a different set of sentences.

Moving From Words To Sentences by combining Flash Cards **B** (would like), **1**, **3** & **4**

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart			
Whom	1 st Verb	2 nd Verb	With (con)
<div style="border: 1px solid black; padding: 5px; text-align: center;"> ← B → </div>		<div style="border: 1px solid black; padding: 5px; width: 30px; margin: 0 auto;">1</div> <div style="border: 1px solid black; padding: 5px; width: 30px; margin: 5px auto;">3</div>	<div style="border: 1px solid black; padding: 5px; width: 30px; margin: 0 auto;">4</div>

Teach Your Tongue To Talk : Exercise 2.4 (Flash Cards B, 1, 3, 4).

This exercise is on Tape 1-Side B *or* CD 1-Track 8. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I'd like to speak Spanish with my brother. 2. I'd like to ski with my brother. 3. I'd like to travel with my brother. 4. Would you like to go with your friend (m.)? 5. Would you like to work with your friend (m.)? 6. Would you like to play tennis with your friend (m.)? | <ol style="list-style-type: none"> 1. Me gustaría hablar español con mi hermano. 2. Me gustaría esquiar con mi hermano. 3. Me gustaría viajar con mi hermano. 4. ¿Le gustaría ir con su amigo? 5. ¿Le gustaría trabajar con su amigo? 6. ¿Le gustaría jugar tenis con su amigo? |
|---|---|

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

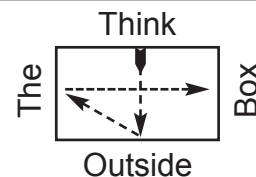
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I'd love to work with my friend.
2. She'd hate to travel with her sister.
3. Would you enjoy going with your mother?



Suggestions: Using the vocabulary in the chart below, find a synonym for the words you don't yet know. *Reorganize* the target sentence in English before you translate it.

FLEXIBLE FRAMEWORK™➡ CHART 2.4	Whom	1 st Verb	2 nd Verb	With (con)	
	I	would like	to work	my	friend (<i>m.</i>)
	you/he/she	'd like	to travel	his/her/your/their	mother
			to go		sister
	Me	gustaría	trabajar	mi	amigo
			viajar	su	mamá
	Le	gustaría	ir		hermana

Reorganized English

1. I'd like to work with my friend (*m.*).
2. She would not like to travel with her sister.
3. Would you like to go with your mother?

Translation

1. Me gustaría trabajar con mi amigo.
2. No le gustaría viajar con su hermana.
3. ¿Le gustaría ir con su mamá?

LESSON 2: *LIKE* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES.....➤

- ♦ Flash Cards **A & B**
- ♦ Flash Cards **1, 2, 3 & 4**

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 2)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Whom	1st Verb	2nd Verb	With (con)	When
	<p>(phrases)</p> <p>It's necessary</p> <p>It's important</p> <p>It's possible</p> <p>It's impossible</p> <p>It's urgent</p>	<p>to work</p> <p>to finish</p> <p>to begin</p> <p>to return, to come back</p> <p>to go</p> <p>to come</p>	<p>my } mother</p> <p> } daughter</p> <p> } sister</p> <p>his } friend (f.)</p> <p>her } father</p> <p>your } son</p> <p>their } brother</p> <p> } friend (m.)</p>	<p>now</p> <p>right now</p> <p>later</p> <p>soon</p> <p>today</p> <p>tomorrow</p>
<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel		
<i>I</i> <i>he/she/you</i>	would like ('d like)	to walk to play tennis		

MOVING FROM WORDS TO SENTENCES.....➤

This Flexible Framework™ chart is a useful tool to help you visualize the multiple connections between lessons.

The columns below show you the word order. The dotted lines indicate that the words connect to each other to form sentences. The word order is the same in Spanish and English within this Flexible Framework.

For practice, combine the words below in different ways to form as many sentences as you can. Remember that sentences can be either a “Yes statement” a “No statement” or a question.

Flexible Framework™ Summary Chart (Lesson 2)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Whom	1st Verb	2nd Verb	With (con)	When
	(phrases) Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir	mi } mamá hija hermana amiga papá hijo hermano su } amigo	ahora ahorita más tarde pronto hoy mañana
me le	gusta gusta	hablar español* esquiar viajar		
me le	gustaría gustaría	caminar jugar tenis		

***Note:** The word “*español*” never starts with a capital “e” unless it is the first word in the sentence.

Lesson 2: Tic Tac Toe Spanish



Instructions on page 138

	to go now	to ski tomorrow	to come back later
I'd like			
Would you like . . . ?			
She'd like			

For each turn, be sure to say the sentence out loud in English and Spanish.

* You can choose to translate **su** as either *his*, *her*, *your* or *their*.

	hablar español	jugar tenis	caminar con su* amigo
Me gusta			
No me gusta			
¿Le gusta . . . ?			

The Verb To Need

In Lesson 3

- ♦ VERB CONJUGATION SIMPLIFIED *Plus...* GENERAL INSTRUCTIONS FOR
- ♦ Verb Conjugation--*necesitar* ♦ Flash Cards **C-H**
- ♦ Adding “*me*”, “*you*”, “*him*”, “*her*” to the infinitive

Lesson 3 is on *Tape 2-Side A* or *CD 2-Tracks 1-4*. There are 4 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in the guide book.

- ♦ Exercise 3.1 with **Flash Cards C, 1 & 2**. The tape script is on page 36.
- ♦ Exercise 3.2 with **Flash Cards C, 5 & 2**. The tape script is on page 39.
- ♦ Exercise 3.3 with **Flash Cards C & 6**. The tape script is on page 41.
- ♦ Exercise 3.4 with **Flash Cards C, 5 & 6**. The tape script is on page 45.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The Flexible Framework™ summary charts in Spanish and English are on pages 47-50.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 3 fit together and also how they connect to the previous lessons.

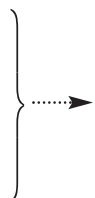
LESSON 3: FLASH CARDS

There are 3 flash cards for Lesson 3.

- ♦ **Flash Card C** (verb conjugation)
- ♦ **Flash Cards 5 & 6** (vocabulary)

Verb Conjugation

1. *I*
2. *you (formal)/he/she*
3. *you (plural)/they (m./f.)*
4. *you (informal)*
5. *we*



Flash Card C**	
1. yo	1. necesito
2. usted/él/ella	2. necesita
3. ustedes/ellos*/ellas*	3. necesitan
4. tú	4. necesitas
5. nosotros*	5. necesitamos

* *Ellos, ellas* and *nosotros* will be introduced in Lesson 4.

Vocabulary

Flash Card 5	
to help	ayudar
to ask	preguntar
to telephone	telefonar
to say, to tell	decir
to answer	contestar

** The layout of Flash Cards C-H, with pronouns grouped together on one side and the conjugated verb listed in one column on the other side, is a short-cut for learning and remembering spoken Spanish. Flash Cards C-H are explained further on pages 33-34. Traditional texts, which emphasize a grammatical approach, present the same content but in a different format.

Vocabulary

Flash Card 6	
this	esto
that	eso
a lot	mucho
a little	un poco
	un poquito
more	más
something	algo
nothing, not anything	nada

VERB CONJUGATION SIMPLIFIED

You can simplify verb conjugation with two useful shortcuts:

- ♦ Use “two-verb” sentences.
- ♦ Group together the pronouns which trigger the same verb ending.

Both of these short cuts will be explained below. You will practice them in Lessons 3-8 using the colored Flash Cards C-H.

What is verb conjugation?

Sentences need verbs and verbs generally need to be conjugated. Conjugation is the process of changing the verb to make it match the subject of the sentence. Verb conjugation is sometimes puzzling to English speakers. The most obvious example of verb conjugation in English is the addition of the letter “s” to the verb when the sentence starts with *he* or *she* (*he/she knows, wants, likes*).

Conjugating 6 verbs with colored Flash Cards C-H:

Using the colored Flash Cards C, D, E, F, G & H, you will learn to conjugate 6 verbs. Each of the lessons 3-8 and each of the colored Flash Cards C-H will focus on helping you learn to conjugate just one of the 6 verbs. Each of these verbs has the power to make a sentence, either by itself, (a “one-verb” sentence) or as the **1st verb** in combination with a **2nd verb**, (a “two-verb” sentence).

Making and using “two-verb” sentences:

You can make a “two-verb” sentence by combining one of the colored flash cards with a verb from a white flash card. Combining two verbs in one sentence is *one of the best ways to simplify verb conjugation*. This simple strategy vastly reduces the total number of verbs you need to conjugate.

It is important to note that in a “two-verb” sentence, the **1st verb** (the colored flash card) is always conjugated and the **2nd verb** (the white flash card) is never conjugated. Think of the colored flash cards as “power verbs”. These verbs give you the “power” to make sentences without conjugating the **2nd verb** in the sentence.

Not every conjugated verb can be followed by a **2nd verb**. The small group of conjugated verbs (on the colored Flash Cards C-H) which can be followed by a **2nd verb** (on the white flash cards) generally use the same word order in English and Spanish.

What is the *infinitive* form of the verb?

The *infinitive* is the form of the verb that is listed in the dictionary. In Spanish, it always ends in the letter “r”. You have already learned the *infinitive* form of several verbs on the white flash cards (trabajar, terminar, ir). In English, the *infinitive* form of the verb begins with the word “to” (**to** work, **to** finish, **to** go). The *infinitive* is the easiest form of the verb to use because it never changes.

How is the *infinitive* used in a “two-verb” sentence?

In a “two-verb” sentence, the **2nd verb** always stays in the *infinitive*.

VERB CONJUGATION SIMPLIFIED

► GENERAL INSTRUCTIONS FOR COLORED FLASH CARDS C, D, E, F, G & H ◀

The colored Flash Cards **C-H** show the conjugation of 6 different verbs. *Both sides of the colored Flash Cards C, D, E, F, G & H are in Spanish.* The pronouns are listed on one side. The corresponding conjugated verb form is listed on the other side. Both sides of each flash card are numbered 1-5. The numbers show you which pronouns match with each verb ending.

Only the Spanish pronouns are listed on Flash Cards **C-H**. The English is listed below. You will get additional practice with the translation by referring to Lessons 3-8 in the guide book.

- | | |
|--|------------------------|
| 1. I | 1. yo |
| 2. you (<i>formal</i>)/he/she | 2. usted/él/ella |
| 3. you (<i>plural</i>)/they (<i>m.</i>)/they (<i>f.</i>) | 3. ustedes/ellos/ellas |
| 4. you (<i>informal</i>) | 4. tú |
| 5. we | 5. nosotros |

Note: “they (*m.*)” and “they (*f.*)” are explained on page 56. The italicized words *formal*, *informal* and *plural* are explained on page 43.

Several of the pronouns “trigger” the same verb ending and are therefore listed together. The colored flash cards simplify verb conjugation by combining several pronouns together on a line to make 5 groupings. These groupings mean that you only need to remember 5 ways to match the subject pronouns with the correct verb ending instead of 9 ways.

The challenge with verb conjugation is to learn to match the Spanish pronouns with their corresponding verb endings. The colored flash cards are numbered on both sides to make the matching clear.

The guide book will also show you, step-by-step, how to combine the words on colored flash cards with the words on the white flash cards to make “*yes*” statements, “*no*” statements and questions. The audio tapes will give you practice repeating the sentences and hints to help your memory.

Because you only have to learn to conjugate 6 verbs, you will find this *simplified approach to verb conjugation* easy to learn and easy to use.

☺ A word of encouragement about verb conjugation:

If you have come this far you already know how the audio tapes/CDs, flash cards and Flexible Framework charts work. You will be using the same process in the following lessons, while learning to conjugate one verb per lesson.

Because you only have to conjugate 6 verbs, this approach is do-able even if you have limited time and no previous Spanish. There are gimmicks, explained in the text, to help the verbs stick in your mind. The flash cards and the audio tapes/CDs will reinforce the process and the gimmicks.

New material sometimes feels difficult. If you are feeling too challenged, review a previous lesson. You may be pleasantly surprised at how much simpler it seems the second time around.

PART ONE: Preparing Exercise 3.1

C FLASH CARD **C** (Necesitar/ To Need)

- | | |
|-------------------------|--------------------|
| 1. yo | 1. <i>necesito</i> |
| 2. <i>usted/él/ella</i> | 2. <i>necesita</i> |

Flash Card C shows the *conjugation** of the verb *necesitar* which means *to need*. Both sides of **Flash Card C** are numbered 1-5. The verb conjugation is on one side and the corresponding pronouns are on the other side. Altogether, there are 9 pronouns. The 9 pronouns “trigger” 5 different verb endings. Several pronouns “trigger” the same ending and are, therefore, grouped together. This section starts with numbers 1 & 2 of Flash Card **C**. In this lesson, you will also practice conjugating the verb *necesitar* with all of the pronouns except *ellos*, *ellas* and *nosotros* which will be introduced in Lesson 4.

***Note:** Conjugation is the process of making the verb agree with the subject of the sentence.

PRONOUNS (Note: In the Flexible Framework™ chart, these pronouns are *deposited* in the **Who** column)


I **yo****

you **usted**

he **él**

she **ella*****


****Note:** In Spanish, *yo* is never capitalized unless it begins the sentence.

*******  **Pronunciation Note:** The pronunciation of *ll* in Spanish is similar to the letter *y* in English (*tortilla* is pronounced *tortiya*).

“YES” STATEMENTS

I need **yo necesito**

{	you need	{	usted necesita
	he needs		él necesita
	she needs		ella necesita

 **“Gimmicks”** to jog your memory

Ending *o* rhymes with *yo*

Usted, él and *ella* always trigger the same ending. The ending letter is *a*, because the infinitive form of the verb, *necesitar*, has an *a* immediately preceding the final *r*.

“NO” STATEMENTS

To make a “no” statement, remember to “*Just say no!*” before the conjugated verb.

I don’t need **yo no necesito**

you don’t need **usted no necesita**

he doesn’t need **él no necesita**

she doesn’t need **ella no necesita**

LESSON 3: *NEED*

QUESTIONS

- Do you need...?
1. *intonation*: ¿Usted necesita...?
 2. *inversion*: ¿Necesita usted...?
 3. *omission*: ¿Necesita...?

Note: There is no Spanish word for “Do” in this question. Think of the upside-down question mark as a substitute for the word “Do”.

You can ask someone a question in 3 ways. In written Spanish, a question always starts with an upside down question mark (¿).

- ♦ Using *intonation*, the word order is the same as for a “yes” statement. You change the intonation of your voice and make your voice rise at the end of the sentence just as you would when you ask a question in English.

Example: Do you need...? ¿Usted necesita...?

- ♦ Using *inversion*, you invert (reverse) the word order of the “yes” statement.

Example: Do you need...? ¿Necesita usted...?

- ♦ Using *omission*, you “omit” the pronoun completely.

Example: Do you need...? ¿Necesita ...?

The easiest way for beginners to ask someone a question is usually with *intonation*. Native Spanish speakers often use inversion or omission, so it is useful to learn all three ways.

Moving From Words To Sentences by combining Flash Cards **C, 1 & 2**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	When
yo usted él ella	C	1	2

Teach Your Tongue To Talk: Exercise 3.1 (Flash Cards C, 1, 2).

This exercise is on Tape 2-Side A or CD 2-Track 1. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|------------------------------------|
| 1. I need to work now. | 1. Yo necesito trabajar ahora. |
| 2. I need to finish now. | 2. Yo necesito terminar ahora. |
| 3. I need to go now. | 3. Yo necesito ir ahora. |
| 4. He doesn't need to return tomorrow. | 4. Él no necesita regresar mañana. |
| 5. He doesn't need to begin tomorrow. | 5. Él no necesita comenzar mañana. |
| 6. He doesn't need to come tomorrow. | 6. Él no necesita venir mañana. |
| 7. Do you need to go soon? (<i>intonation</i>) | 7. ¿Usted necesita ir pronto? |
| 8. Do you need to go soon? (<i>inversion</i>) | 8. ¿Necesita usted ir pronto? |
| 9. Do you need to go soon? (<i>omission</i>) | 9. ¿Necesita ir pronto? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

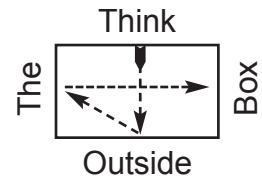
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I'm going now.
2. Do you work tomorrow?
3. She doesn't have to come back later.



Suggestions: **Sentences 1 & 2** only have one verb and you don't yet know how to conjugate *going* or *work*. If you *reorganize* the sentences by adding *need* as the **1st Verb**, you will be able to live within your (Spanish) *budget*. **Sentence 3** is already a two-verb sentence. Choose a synonym for the words you don't yet know.

FLEXIBLE FRAMEWORK™➔ CHART 3.1	Who	1 st Verb	2 nd Verb	When
	I	need	to work to return, to come back	now later
	you he/she	need(s)	to go	tomorrow
	yo	necesito	trabajar regresar	ahora más tarde
	usted él/ella	necesita	ir	mañana

Reorganized English

1. I need to go now.
2. Do you need to work tomorrow?
3. She doesn't need to come back later.

Translation

1. Yo necesito ir ahora.
2. ¿Usted necesita trabajar mañana?
3. Ella no necesita regresar más tarde.

LESSON 3: *NEED*

PART TWO: Preparing Exercise 3.2

5 FLASH CARD 5

These verbs are in the infinitive. The infinitive is the form of the verb that is listed in the dictionary. In Spanish, the infinitive form of the verb always ends in the letter *r*. You will find a dictionary of useful infinitives at the end of this book on pages 145-146. When you feel ready, this brief dictionary will help you expand your vocabulary. Using the Flexible Framework™ as your guide, you can substitute any Spanish infinitive in a sentence if the English equivalent makes sense.

to help	ayudar
to ask	preguntar
to answer	contestar
to tell	decir
to say	
to telephone	telefonar

to help <i>me</i>	ayudarme
to ask <i>me</i>	preguntarme
to answer <i>me</i>	contestarme
to tell <i>me</i>	decirme
to telephone <i>me</i>	telefonarme

to help <i>him/her/you</i>	ayudarle
to ask <i>him/her/you</i>	preguntarle
to answer <i>him/her/you</i>	contestarle
to tell <i>him/her/you</i>	decirle
to telephone <i>him/her/you</i>	telefonarle

In Spanish, the words *me* and *le* can occur in more than one place in a sentence. In Lesson 2, you learned how to use *me* and *le* before the **1st Verb** *gustar*. In this lesson, *me* and *le* follow the **2nd Verb**. For the correct word order, use the Flexible Framework™ chart and just *deposit* these words in the **Whom** column.

Words in the **Whom** column will always be written in *italics* to distinguish them from words in the **Who** column.

Moving From Words To Sentences by combining Flash Cards **C, 5 & 2.**

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb*	2 nd Verb**	Whom	When
yo usted él ella	C	5	me le	2

***Note:** The 1st Verb is always conjugated.

****Note:** The 2nd Verb is always an infinitive. An infinitive always ends in the letter *r*: (see p 38)



Teach Your Tongue To Talk : Exercise 3.2 (Flash Cards C, 5, 2).

This exercise is on Tape 2-Side A or CD 2-Track 2. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|---------------------------------------|
| 1. She needs to answer me soon. | 1. Ella necesita contestarme pronto. |
| 2. She needs to help me soon. | 2. Ella necesita ayudarme pronto. |
| 3. She needs to tell me soon. | 3. Ella necesita decirme pronto. |
| 4. You don't need to telephone him today. | 4. Usted no necesita telefonarle hoy. |
| 5. You don't need to ask him today. | 5. Usted no necesita preguntarle hoy. |
| 6. You don't need to answer her today. | 6. Usted no necesita contestarle hoy. |
| 7. I need to telephone you later. | 7. Yo necesito telefonarle más tarde. |
| 8. I need to help you later. | 8. Yo necesito ayudarle más tarde. |
| 9. I need to ask you later. | 9. Yo necesito preguntarle más tarde. |

LESSON 3: *NEED* _____ *CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

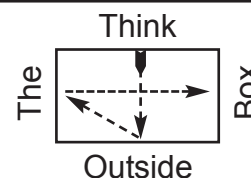
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Tell María that she doesn't have to call you tomorrow.
2. Speaking about your friend, say that you have to help her soon.
3. Say that José has to tell you later.



Suggestions: Reorganize each sentence and say it as though you were actually talking to someone.

FLEXIBLE FRAMEWORK™➡ CHART 3.2	Who	1 st Verb	2 nd Verb	Whom	When
	I	need	to help to telephone	<i>me</i> <i>him/her/you</i>	later soon tomorrow
	you he/she	need(s)	to tell		
	yo	necesito	ayudar telefonar	<i>me</i> <i>le</i>	más tarde pronto mañana
	usted él/ella	necesita	decir		

Reorganized English

1. You don't need to call me tomorrow.
2. I need to help her soon.
3. He needs to tell me later.

Translation

1. Usted no necesita telefonarme mañana.
2. Yo necesito ayudarle pronto.
3. Él necesita decirme más tarde.

PART THREE: Preparing Exercise 3.3

6 FLASH CARD 6

These words are very useful when you don't know the exact name for something you need. Of course, you can always point and say nothing, but often it helps to toss in a "catch-all" vocabulary word such as *this* or *that* to accompany the pointing gesture.

this	esto
that	eso
a lot	mucho
a little	un poco
	un poquito*
more	más
something	algo
nothing, not anything	nada



Pronunciation Note:

*the letter *u* is always silent after the *q* like in the English word *mosquito*.

Moving From Words To Sentences by combining Flash Cards **C** & **6**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	What
yo	C	6
usted		
él		
ella		

Teach Your Tongue To Talk : Exercise 3.3 (Flash Cards **C, **6**).**

This exercise is on Tape 2-Side A or CD 2-Track 3. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|-----------------------------|----------------------------------|
| 1. I don't need anything. | 1. Yo no necesito nada. |
| 2. I don't need a lot. | 2. Yo no necesito mucho. |
| 3. I don't need that. | 3. Yo no necesito eso. |
| 4. She needs something. | 4. Ella necesita algo. |
| 5. She needs a little. | 5. Ella necesita un poquito. |
| 6. She needs a little more. | 6. Ella necesita un poquito más. |
| 7. Do you need more? | 7. ¿Necesita usted más? |
| 8. Do you need this? | 8. ¿Necesita usted esto? |
| 9. Do you need that? | 9. ¿Necesita usted eso? |

LESSON 3: *NEED* _____ *CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

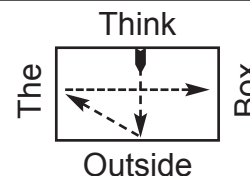
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Say that there isn't anything you need.
2. Point to something and ask Carlos if he needs it.
3. Tell the waiter that your companion would like a little more water.



Suggestions: Reorganize each sentence and say it as though you are actually talking to someone. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

FLEXIBLE FRAMEWORK™➔ CHART 3.3	Who	1 st Verb	What
	I	need	this
	you (<i>formal</i>) he/she	need(s)	a little more nothing/not anything
	yo	necesito	esto un poco
	usted él/ella	necesita	un poquito más nada

Reorganized English

1. I don't need anything.
2. Do you need this?
3. My friend needs a little more.

Translation

1. Yo no necesito nada.
2. ¿Usted necesita esto?
3. Mi amigo necesita un poco más.

PART FOUR: Preparing Exercise 3.4

In Spanish, there are 3 ways to say *you*:

- ♦ *usted*
- ♦ *tú*
- ♦ *ustedes*
- ♦ In general, *usted* should be used with people you would address as Mr. or Mrs. *Usted* is the formal way to translate *you* when you are talking to **one person**.
- ♦ *Tú* is the informal way to translate *you* when you are talking to **one person**. If in doubt, use *usted*.
- ♦ It's easy to know when to use *ustedes*. *Ustedes* is the plural form. You always use *ustedes* when you are speaking to **more than one person**. In the plural, there is no difference between formal and informal.

C FLASH CARD C (Necesitar/To Need)

- | | |
|-------------------|---------------------|
| 2. <i>usted</i> | 2. necesita |
| 3. <i>ustedes</i> | 3. necesitan |
| 4. <i>tú</i> | 4. necesitas |

***Note:** *The Spanish pronouns *vos* and *vosotros* do not appear in this program. You can learn them easily if you travel to places where they are used, but you will be understood even if you use *tú* and *ustedes* instead. *Vos* is used instead of *tú* in parts of Latin America, but not in Mexico, the Caribbean or Spain. In some parts of Spain, *vosotros* is used instead of *ustedes* when talking to a group of people informally. Everywhere else, *ustedes* is used for the plural *you* without making any distinction between informal and formal.

“YES” STATEMENTS

you (<i>formal</i>) need	usted <u>necesita</u>
you (<i>plural</i>) need	ustedes <u>necesitan</u>
you (<i>informal</i>) need	tú <u>necesitas</u>

“NO” STATEMENTS

you (<i>formal</i>) don't need	usted <u>no necesita</u>
you (<i>plural</i>) don't need	ustedes <u>no necesitan</u>
you (<i>informal</i>) don't need	tú <u>no necesitas</u>

QUESTIONS

You can use *intonation*, *inversion* or *omission* to ask a question. Remember also that when you are talking to a single person, you should use *usted* unless the person is a friend, young child or family member, and then use *tú*. When you are talking with numerous people (plural), always use *ustedes*.

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*. See page 36 for detailed explanation.

Do you need...?	FORMAL	PLURAL	INFORMAL
1. <i>intonation</i>	¿ Usted necesita... ?	¿ Ustedes necesitan... ?	¿ Tú necesitas... ?
2. <i>inversion</i>	¿ Necesita usted... ?	¿ Necesitan ustedes... ?	¿ Necesitas tú... ?
3. <i>omission</i>	¿ Necesita... ?	¿ Necesitan... ?	¿ Necesitas...? *

***Note:** It's common to omit *tú* because the verb ending, by itself, makes it clear that *tú* is the pronoun. On the other hand, as a beginner, you might find it useful to add the *tú*. Just in case you mistakenly use a different verb ending, the pronoun makes it doubly clear what you are trying to say.

LESSON 3: *NEED*


FLASH CARD **C** (*Necesitar/To Need*)

As you practice with Flash Cards **C-H** and the corresponding exercises on the audio tapes, you will notice that the verb endings fall into 5 patterns (numbered 1-5). Each ending is “triggered” by a pronoun (or a group of pronouns) also numbered 1-5. The challenge in learning to conjugate a verb is to remember which pronoun(s) “trigger” which endings. The Flash Cards **C-H** are numbered on both sides to help you make that connection. Sometimes, it also helps to create mental linkages or “gimmicks” as a strategy to help your memory.

Some “Gimmicks” to help you remember the conjugation* of *necesitar*.

The “gimmicks” in the chart below are a way to jog your memory and help you make the connection between the pronouns and the verb conjugations. Any idea, no matter how goofy, is O.K. if it helps your memory. Feel free to make up your own gimmicks as you go along. In general, these “gimmicks” apply to all of the conjugated **1st Verbs** in Lessons 3-8 on the Flash Cards **C-H**.

The words *necesito*, *necesita*, *necesitan* and *necesitas* can be divided in 2 parts. The first part is called the *stem*. The second part is called the ending. The stem *necesit* does not change. The ending changes to conform with the pronoun. Each pronoun “triggers” a specific ending.

Who	Conjugation	 “Gimmicks” to jog your memory
yo	necesito	Ending o rhymes with yo
usted/él/ella	necesita	These 3 pronouns “trigger” the same verb ending. The ending letter is <i>a</i> , because the infinitive form of the verb, <i>necesitar</i> , has an <i>a</i> immediately preceding the final <i>r</i> .
ustedes	necesitan	<i>Ustedes</i> “triggers” an <i>n</i> added to the <i>usted</i> form of the verb. Because <i>ustedes</i> is <i>plural</i> , it is used when talking to numerous people. Think of the first letter, <i>n</i> , in the phrase “numerous people” as a way to remember that <i>ustedes</i> “triggers” the letter <i>n</i> .
tú	necesitas	<i>Tú</i> “triggers” an <i>s</i> added to the <i>usted</i> form of the verb. Because <i>tú</i> is informal, it is always used when talking to a very little kid (who is sometimes squirmy). Think of the first letter, <i>s</i> , in the phrase “squirmy kid” as a way to remember that <i>tú</i> “triggers” the letter <i>s</i> .

***Note:** Conjugation is the process of making the verb agree with the subject of the sentence. You only need to conjugate the 1st verb in the sentence.

Moving From Words To Sentences ➔ by combining Flash Cards **C** & **5**.
Flash Cards **C** & **6**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	Whom
usted ustedes tú	C	5	me le

Flexible Framework™ Chart

Who	1 st Verb	What
usted ustedes tú	C	6

 **Teach Your Tongue To Talk : Exercise 3.4** (Flash Cards **C** & **5**, sentences 1-3).
(Flash Cards **C** & **6**, sentences 4-9)

This exercise is on Tape 2-Side A or CD 2-Track 4.. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|------------------------------------|
| 1. You (<i>formal</i>) don't need to telephone me. | 1. Usted no necesita telefonearme. |
| 2. You (<i>formal</i>) don't need to telephone her. | 2. Usted no necesita telefonearle. |
| 3. You (<i>formal</i>) don't need to tell her. | 3. Usted no necesita decirle. |
| 4. You (<i>informal</i>) need this. | 4. Tú necesitas esto. |
| 5. You (<i>informal</i>) need that. | 5. Tú necesitas eso. |
| 6. You (<i>informal</i>) need more. | 6. Tú necesitas más. |
| 7. Do you (<i>plural</i>) need something? | 7. ¿Necesitan ustedes algo? |
| 8. Do you (<i>plural</i>) need more? | 8. ¿Necesitan ustedes más? |
| 9. Do you (<i>plural</i>) need this? | 9. ¿Necesitan ustedes esto? |

LESSON 3: *NEED* _____ *CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

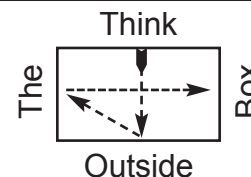
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Ask Señora Martínez if she needs something else.
2. Tell Rosa that she needs a little bit more.
3. Tell Rosa and Elena that they don't need that.



Suggestions: Reorganize each sentence and say it as though you are actually talking to someone. Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

FLEXIBLE FRAMEWORK™➡ CHART 3.4	Who	1 st Verb	What
	you (<i>formal</i>)	need	that
	you (<i>plural</i>)	need	a little more
	you (<i>informal</i>)	need	something
	usted	necesita	eso
	ustedes	necesitan	un poco un poquito
	tú	necesitas	más
			algo

Reorganized English

1. Do you need something more?
2. You need a little more.
3. You (*plural*) don't need that.

Translation

1. ¿Necesita usted algo más?
2. Usted necesita un poco más.
3. Ustedes no necesitan eso.

MOVING FROM WORDS TO SENTENCES.....➤

- ♦ Flash Cards **A, B, C**
- ♦ Flash Cards **1, 2,3, & 5**

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 3)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom	When
		(phrases) It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
	<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel		
	<i>I</i> <i>he/she/you</i>	would like ('d like)	to walk to play tennis		
I he/she/you (formal) you (plural) you (informal)		need(s)	<div> to help to answer to telephone to say, to tell to ask </div>	<div> </div> <div> me him her you </div>	

LESSON 3: *NEED* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

This Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 3. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 3)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom	When
yo él/ella/usted ustedes tú		Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me	gusta	hablar español		
	le	gusta	esquiar viajar		
	me	gustaría	caminar		
	le	gustaría	jugar tenis		
yo él/ella/usted ustedes tú		necesito necesita necesitan necesitas	ayudar contestar telefonear decir preguntar	..... { me le	

MOVING FROM WORDS TO SENTENCES.....➤

- ♦ Flash Cards **B & C**
- ♦ Flash Cards **4 & 6**

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 3)

One-Verb Sentences

Who	Whom	1st Verb	What
	<i>I</i> <i>he/she/you</i>	like(s)	this that
	<i>I</i> <i>he/she/you</i>	would like ('d like)	a lot a little more something nothing (not anything)
I he/she you (formal) you (plural) you (informal) my his/her/your/their daughter son sister brother friend (f.) friend (m.) mother father		need(s)	

LESSON 3: *NEED* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES.....➤

The Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 3. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 3) One-Verb Sentences

Who	Whom	1st Verb	What
	<i>me</i>	gusta	esto
	<i>le</i>	gusta	eso
	<i>me</i>	gustaría	mucho
	<i>le</i>	gustaría	un poco, un poquito
yo	}	necesito	más
él/ella		necesita	algo
usted			
ustedes		necesitan	nada
tú			
mi		necesitas	
su			
hija			
hermana			
amiga			
mamá			
hijo			
hermano			
amigo			
pápa			

The Verb Can/To Be Able

In Lesson 4

- ♦ Verb Conjugation--*poder*
- ♦ Review Verb Conjugation *necesitar* and add *they (m./f.) & we*
- ♦ Adding *it* to the infinitive

Lesson 4 is on *Tape 2-Side B* or *CD 2-Tracks 5-8*. There are 4 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in the guide book.

- ♦ Exercise 4.1 with **Flash Cards D, 1 & 2**. The tape script is on page 54.
- ♦ Exercise 4.2 with **Flash Cards D, 5 & 2**. The tape script is on page 57.
- ♦ Exercise 4.3 with **Flash Cards D, 7 & 2**. The tape script is on page 60.
- ♦ Exercise 4.4 with **Flash Cards C, 1, 3 & 8**. The tape script is on page 63.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The Flexible Framework™ summary charts in Spanish and English are on pages 65-66.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 4 fit together and also how they connect to the previous lessons.

LESSON 4: *FLASH CARDS*

There are 3 flash cards for Lesson 4.

- ♦ **Flash Card D*** (verb conjugation)
- ♦ **Flash Cards 7 & 8** (vocabulary)

Verb Conjugation

1. *I*
2. *you (formal)/he/she*
3. *you (plural)/they (m./f.)*
4. *you (informal)*
5. *we*



Flash Card D*	
1. yo	1. puedo
2. usted/él/ella	2. puede
3. ustedes/ellos/ellas	3. pueden
4. tú	4. puedes
5. nosotros	5. podemos

* Please see pages 33-34 for further explanation of Flash Cards C-H.

Vocabulary

Flash Card 7	
to do, to make to bring to fix, to arrange	hacer traer arreglar

Vocabulary

Flash Card 8	
conmigo contigo con usted con él con ella con ustedes con ellos con ellas con nosotros	with me with you (<i>informal</i>) with you (<i>formal</i>) with him with her with you (<i>plural</i>) with them (<i>m.</i>) with them (<i>f.</i>) with us

PART ONE: Preparing Exercise 4.1

D FLASH CARD **D** (Poder/Can/To Be Able)

- | | |
|-------------------------|-----------------|
| 1. <i>yo</i> | 1. <i>puedo</i> |
| 2. <i>usted/él/ella</i> | 2. <i>puede</i> |

Flash Card D shows the conjugation* of the verb *poder* which has 2 meanings in English:

- ♦ can
- ♦ to be able

Both sides of **Flash Card D** are numbered 1-5. The verb conjugation is on one side and the corresponding pronouns are on the other side. The pronouns *usted*, *él* and *ella* are grouped together because they “trigger” the same verb ending. The ending is *e* because *poder* has an *e* immediately preceding the final *r*:

***Note:** Conjugation is the process of making the verb agree with the subject of the sentence. It only applies to **1st Verbs**.

“YES” STATEMENTS

I can **yo puedo**
I am able

{	you can	{	usted puede
	he can		él puede
	she can		ella puede
	<i>you are able</i> <i>he/she is able</i>		

😊 “Gimmicks” to jog your memory
puedo = Think of baby talk for “Play-Doh” (“pwaydoh”)

puede = Think of baby talk for “play day” (“pwayday”)

👂 **Pronunciation Note:** The *ue* sound in *puedo* and *puede* is pronounced like the *ue* in 9 (*nueve*).

“NO” STATEMENTS

I can't	yo no puedo
you can't	usted no puede
he can't	él no puede
she can't	ella no puede

QUESTIONS (There are 3 ways to ask a question using *usted*. See page 36 for detailed explanation.)

- | | | |
|-------------|------------------------|---------------------------|
| Can you...? | 1. <i>intonation</i> : | ¿ Usted puede... ? |
| | 2. <i>inversion</i> : | ¿ Puede usted... ? |
| | 3. <i>omission</i> : | ¿ Puede... ? |

LESSON 4: CAN_____

Moving From Words To Sentences by combining Flash Cards **D, 1 & 2.**

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart			
Who	1 st Verb	2 nd Verb	When
yo	D	1	2
usted			
él			
ella			

- ♦ To make a “yes” statement, just follow the word order in the chart.
- ♦ To make a “no” statement, follow the word order in the chart and add “no” before the **1st Verb**.
- ♦ To make a question, you can use *intonation*, *inversion* or *omission*.

Teach Your Tongue To Talk : Exercise 4.1 (Flash Cards D, 1, 2).

This exercise is on Tape 2-Side B or CD 2-Track 5. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|-------------------------------|----------------------------------|
| 1. I can begin soon. | 1. Yo puedo comenzar pronto. |
| 2. I can come back soon. | 2. Yo puedo regresar pronto. |
| 3. I can finish soon. | 3. Yo puedo terminar pronto. |
| 4. She can't go today. | 4. Ella no puede ir hoy. |
| 5. She can't come back today. | 5. Ella no puede regresar hoy. |
| 6. She can't work today. | 6. Ella no puede trabajar hoy. |
| 7. Can you work tomorrow? | 7. ¿Puede usted trabajar mañana? |
| 8. Can you go tomorrow? | 8. ¿Puede usted ir mañana? |
| 9. Can you come tomorrow? | 9. ¿Puede usted venir mañana? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

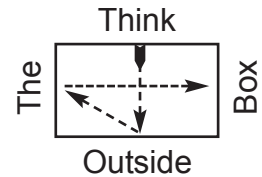
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish

Note: There are often multiple ways to re-organize and translate.

One way is given below.

1. Are you able to start tomorrow?
2. I'll finish right away.
3. She won't be able to come today.



Suggestions: Sentences 1 & 3: Remember that, in English, *can* is interchangeable with *to be able* as a translation for the Spanish verb *poder*. **Sentence 2:** You can't translate this sentence word-for-word because you don't yet know how to say *I'll*. Use the chart below to help you to think outside the box and *reorganize* your sentence. Find a way to communicate the target sentence while living within your (Spanish) *budget*.

FLEXIBLE FRAMEWORK™➡ CHART 4.1	Who	1 st Verb	2 nd Verb	When
	I you (<i>formal</i>) he/she	can am are is } able	to finish to begin to come	right now today tomorrow
	yo	puedo	terminar	ahorita
	usted	puede	comenzar	hoy
	él/ella		venir	mañana

Reorganized English

1. Can you start tomorrow?
2. I can finish right now.
3. She can't come today.

Translation

1. ¿Puede usted comenzar mañana?
2. Yo puedo terminar ahorita.
3. Ella no puede venir hoy.

LESSON 4: CAN

PART TWO: Preparing Exercise 4.2

D FLASH CARD **D** (Poder/Can/To Be Able)

3. *ustedes/ellos/ellas* 3. **pueden**

4. *tú* 4. **puedes**

You already know that *usted*, *él* and *ella* “trigger” the same ending. Each of those words has a plural form. The plural forms are also grouped together because they “trigger” the same ending.

Singular

usted (you)

él (he)

ella (she)

Plural

ustedes (you)

ellos (they *masculine*)

ellas (they *feminine*)

“YES” STATEMENTS

{ you (*plural*) can
they (*m.*) can
they (*f.*) can

{ **ustedes pueden**
ellos pueden
ellas pueden

you (*informal*) can

tú puedes

“NO” STATEMENTS

you (*plural*) can't

they (*m.*) can't

they (*f.*) can't

you (*informal*) can't

ustedes no pueden

ellos no pueden

ellas no pueden

tú no puedes



“Gimmicks” to jog your memory

Ustedes “triggers” an *n* added to the *usted* form of the verb. Because *ustedes* is *plural*, it is used when talking to numerous people. Think of the first letter, *n*, in the phrase “numerous people” as a way to remember that *ustedes* “triggers” the letter *n*.

Tú “triggers” an *s* added to the *usted* form of the verb. Because *tú* is *informal*, it is always used when talking to a very little kid (who is sometimes squirmy). Think of the first letter, *s*, in the phrase “squirmy kid” as a way to remember that *tú* “triggers” the letter *s*.

Note: *f.* = feminine *m.* = masculine

they (*f.*) (ellas) refers to an all-female group

they (*m.*) (ellos) refers to an all-male group or a mixed male and female group.

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*. See page 36 for detailed explanation.

Can you...?

FORMAL

1. *intonation*

¿Usted puede...?

2. *inversion*

¿Puede usted...?

3. *omission*

¿Puede...?

PLURAL

¿Ustedes pueden...?

¿Pueden ustedes...?

¿Pueden...?

INFORMAL

¿Tú puedes...?

¿Puedes tú...?

¿Puedes...? *

***Note:** It's common to omit *tú* because the verb ending makes it clear that *tú* is the pronoun. On the other hand, as a beginner, you might find it useful to add the *tú*. Just in case you mistakenly use a different verb ending, the pronoun makes it doubly clear what you are trying to say.

Moving From Words To Sentences by combining Flash Cards **D, 5 & 2**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	When
yo usted/él/ella ustedes/ellos/ellas tú	D	5	2

Teach Your Tongue To Talk : Exercise 4.2 (Flash Cards D, 5, 2).

This exercise is on Tape 2-Side B *or* CD 2-Track 6. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|--|
| 1. You (<i>plural</i>) can help me later. | 1. Ustedes pueden ayudarme más tarde. |
| 2. You (<i>plural</i>) can ask me later. | 2. Ustedes pueden preguntarme más tarde. |
| 3. You (<i>plural</i>) can tell me later. | 3. Ustedes pueden decirme más tarde. |
| 4. They (<i>m.</i>) can't call you now. | 4. Ellos no pueden telefonarle ahora. |
| 5. They (<i>m.</i>) can't help you now. | 5. Ellos no pueden ayudarle ahora. |
| 6. They (<i>f.</i>) can't help you now. | 6. Ellas no pueden ayudarle ahora. |
| 7. They (<i>f.</i>) can't answer you now. | 7. Ellas no pueden contestarle ahora. |
| 8. Can you (<i>informal</i>) ask her today? | 8. ¿Puedes (tú) preguntarle hoy? |
| 9. Can you (<i>informal</i>) call her today? | 9. ¿Puedes (tú) telefonarle hoy? |
| 10. Can you (<i>informal</i>) help him today? | 10. ¿Puedes (tú) ayudarle hoy? |

LESSON 4: CAN _____ CREATIVE TRANSLATION

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

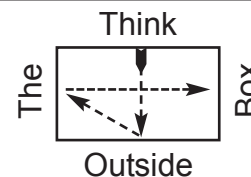
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Say that Mr. and Mrs. Gómez can't call you today.
2. Ask two friends if they would be free to help you tomorrow.
3. Imagine that a child has been waiting to ask the principal something.
Tell the child that the principal is available now.



Suggestions: Reorganize these sentences and say them as though you are actually talking to the people. Use the chart below to help you think outside the box and find a synonym for the words you don't know.

FLEXIBLE FRAMEWORK™▶ CHART 4.2	Who	1 st Verb	2 nd Verb	Whom	When
	you (<i>plural</i>) they (<i>m./f.</i>) you (<i>informal</i>)	can are } able are	to help to ask to telephone	<i>me</i> <i>him/her/you</i>	now today tomorrow
	ustedes ellos/ellas tú	pueden puedes	ayudar preguntar telefonar	<i>me</i> <i>le</i>	ahora hoy mañana

Reorganized English

1. They can't call me today.
2. Can you help me tomorrow?
3. You can ask him now.

Translation

1. Ellos no pueden telefonarme hoy.
2. ¿Pueden ustedes ayudarme mañana?
3. Tú puedes preguntarle ahora.

PART THREE: Preparing Exercise 4.3

7 FLASH CARD 7

These verbs are in the infinitive. In Spanish, the infinitive form of the verb always ends in the letter *r*.

to do, to make	hacer
to bring	traer
to fix, to arrange	arreglar

More infinitives: For a list of other infinitives that can be deposited in the **2nd Verb** column, see the *Dictionary of Infinitives* (pp.144-145) in the Reference Section of this guide book.

to do it, to make it	hacerlo*
to bring it	traerlo*
to fix it, to arrange it	arreglarlo*

***Note:** The word *lo* means *it*. The infinitive is connected directly to the word *lo*. There is no space between the words.

D FLASH CARD D (Poder/Can/To Be Able)

5. *nosotros* 5. *podemos* *Nosotros* means *we*.

Verb Stem with *nosotros*

As a general rule, the verb stem “triggered” by *nosotros* is the infinitive form minus the last two letters. This applies to *nosotros* even when the other pronouns (words in the **Who** column) “trigger” a different stem. With the verb *poder*, *nosotros* “triggers” the stem *pod* even though all the other pronouns “trigger” *pued*.

Verb Ending with *nosotros*

- ♦ The first letter of the verb ending is *e* because *poder* has an *e* immediately preceding the final *r*.
- ♦ The last three letters of the verb ending are *mos*. (See 😊 “Gimmick” below.)

“YES” STATEMENT

we can **nosotros podemos**

“NO” STATEMENT

we can’t **nosotros no podemos**

😊 “Gimmick” to help you remember the last 3 letters of the verb ending with *nosotros*:
 The word *nosotros* has the **most** letters (8 letters) of any of the words in the **Who** column.
 Think of baby talk pronunciation of **most** (*mos*) as a way to remember that *nosotros* always “triggers” *mos* at the end of the verb.

LESSON 4: CAN _____

Moving From Words To Sentences by combining Flash Cards **D, 7 & 2.**

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	What	When
yo usted/él/ella ustedes/ellos/ellas tú nosotros	D	7	lo	2

Teach Your Tongue To Talk : Exercise 4.3 (Flash Cards D, 7, 2).

This exercise is on Tape 2-Side B *or* CD 2-Track 7. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|---|
| 1. We can do it later. | 1. Nosotros podemos hacerlo más tarde. |
| 2. We can bring it later. | 2. Nosotros podemos traerlo más tarde. |
| 3. We can fix it later. | 3. Nosotros podemos arreglarlo más tarde. |
| 4. He can't make it today. | 4. Él no puede hacerlo hoy. |
| 5. They (<i>m.</i>) can't do it today. | 5. Ellos no pueden hacerlo hoy. |
| 6. I can't make it today. | 6. Yo no puedo hacerlo hoy. |
| 7. Can you (<i>formal</i>) fix it right now? | 7. ¿Puede usted arreglarlo ahorita? |
| 8. Can you (<i>plural</i>) fix it right now? | 8. ¿Pueden ustedes arreglarlo ahorita? |
| 9. Can you (<i>informal</i>) fix it right now? | 9. ¿Puedes (tú) arreglarlo ahorita? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

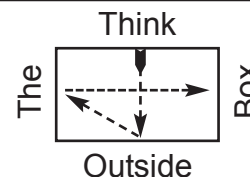
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. We'll do it soon.
2. We'll bring it later.
3. We'll be able to fix it tomorrow.



Suggestions: You can't translate these sentences word-for-word because you don't yet know how to say "we'll". Use the chart below to help you think outside the box and *reorganize* the sentences. Find a way to communicate the target sentences while living within your (Spanish) *budget*.

FLEXIBLE FRAMEWORK™➡ CHART 4.3	Who	1 st Verb	2 nd Verb	What	When
	we	can	to do, to make to bring to fix	it	later soon tomorrow
	nosotros	podemos	hacer traer arreglar	lo	más tarde pronto mañana

Reorganized English

1. We can do it soon.
2. We can bring it later.
3. We can fix it tomorrow.

Translation

1. Nosotros podemos hacerlo pronto.
2. Nosotros podemos traerlo más tarde.
3. Nosotros podemos arreglarlo mañana.

LESSON 4: CAN _____

PART FOUR: Preparing Exercise 4.4

C FLASH CARD **C** (Necesitar/To Need)

5. *nosotros* 5. *necesitamos*

There was no tape exercise with *nosotros* in Lesson 3. Here's a chance to practice *nosotros* along with the other pronouns on **Flash Card C**.

Verb Stem with *nosotros*

As a general rule, the verb stem "triggered" by *nosotros* is the infinitive form of the verb minus the last two letters. Therefore, with *necesitar*, the verb stem is *necesit*.

Verb Ending with *nosotros*

- ♦ With *necesitar*, the first letter of the verb ending is *a* because *necesitar* has an *a* immediately preceding the final *r*.
- ♦ The last three letters of the verb ending are *mos*.

😊 "Gimmick" to jog your memory.

- ♦ *Nosotros* "triggers" the ending *mos* because *nosotros* has the *mos*' letters; see page 59 for detailed explanation.

"YES" STATEMENT

we need ***nosotros necesitamos***

"NO" STATEMENT

we don't need ***(nosotros) no necesitamos***

8 FLASH CARD **8**

These are the pronouns that follow the word *with* (*con*). Most of them are the same as the subject pronouns you have already learned.

with him	<i>con él</i>
with her	<i>con ella</i>
with you (<i>formal</i>)	<i>con usted</i>
with them (<i>m.</i>)	<i>con ellos</i>
with them (<i>f.</i>)	<i>con ellas</i>
with you (<i>plural</i>)	<i>con ustedes</i>
with us	<i>con nosotros</i>
with you (<i>informal</i>)	<i>contigo*</i>
with me	<i>conmigo*</i>

***Note:** *tigo* and *migo* are only used following *con* to mean *with you* and *with me*.

😊 "Gimmick" to jog your memory
contigo and *conmigo* rhyme.

Moving From Words To Sentences by combining Flash Cards **C, 1, 3 & 8**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	With (con)
yo	C	1	8
usted/él/ella			
ustedes/ellos/ellas			
tú		3	
nosotros			

 **Teach Your Tongue To Talk : Exercise 4.4 (Flash Cards C, 1, 3, 8).**

This exercise is on Tape 2-Side B *or* CD 2-Track 8. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|---|
| 1. We need to go with him. | 1. Nosotros necesitamos ir con él. |
| 2. We need to go with them (<i>m.</i>). | 2. Nosotros necesitamos ir con ellos. |
| 3. We need to go with them (<i>f.</i>). | 3. Nosotros necesitamos ir con ellas. |
| 4. She doesn't need to come with me. | 4. Ella no necesita venir conmigo. |
| 5. You (<i>plural</i>) don't need to come with me. | 5. Ustedes no necesitan venir conmigo. |
| 6. They (<i>m.</i>) don't need to come with me. | 6. Ellos no necesitan venir conmigo. |
| 7. Do you (<i>formal</i>) need to speak Spanish with them (<i>m.</i>)? | 7. ¿Necesita usted hablar español con ellos? |
| 8. Do you (<i>plural</i>) need to speak Spanish with them (<i>m.</i>)? | 8. ¿Necesitan ustedes hablar español con ellos? |
| 9. Do you (<i>informal</i>) need to speak Spanish with them (<i>m.</i>)? | 9. ¿Necesitas (tú) hablar español con ellos? |

LESSON 4: CAN _____ CREATIVE TRANSLATION

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

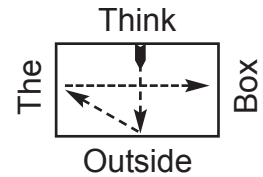
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. We should go with them.
2. It's O.K. if they don't come with us.
3. Do you (*informal*) have to speak Spanish with her?



Suggestions: In order to live within your (Spanish) *budget*, you will have to *reorganize* these sentences and find synonyms for the words you don't know. Use the chart below to help you think outside the box.

FLEXIBLE FRAMEWORK™▶ CHART 4.4	Who	1 st Verb	2 nd Verb	With
	they (<i>m./f.</i>)	need	to go	with her
	you (<i>informal</i>)	need	to come	with us
	we	need	to speak Spanish	with them (<i>f.</i>)
	ellos/ellas	necesitan	ir	con ella
	tú	necesitas	venir	con nosotros
	nosotros	necesitamos	hablar español	con ellas

Reorganized English

1. We need to go with them.
2. They don't need to come with us.
3. Do you need to speak Spanish with her?

Translation

1. Nosotros necesitamos ir con ellas.
2. Ellos no necesitan venir con nosotros.
3. ¿Necesitas (tú) hablar español con ella?

MOVING FROM WORDS TO SENTENCES.

- ◆ Flash Cards **A, B, C, D**
- ◆ Flash Cards **1, 2, 3, 5 & 7**

The new vocabulary introduced in this lesson is **bolded**. Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 4)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
	<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel to walk to play tennis		
	<i>I</i> <i>he/she/you</i>	would like ('d like)			
I he/she/you (<i>formal</i>) they (<i>m.f.</i>)/ you (<i>plural</i>) you (<i>informal</i>) we	} } } } }	need(s) can (am, is, are able)	to help to answer to telephone to say, to tell to ask	} { } { } { } { } {	<i>me</i> <i>him</i> <i>her</i> <i>you</i>
			to do, to make to bring to fix, to arrange	} } } } } }	it

LESSON 4: CAN _____ SENTENCE MAKING SIMPLIFIED

MOVING FROM WORDS TO SENTENCES

This Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 4. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 4)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me	gusta	hablar español		
	le	gusta	esquiar viajar		
	me	gustaría	caminar		
	le	gustaría	jugar tenis		
yo	}	necesito	ayudar	} { me le	
él/ella		necesita	contestar		
usted		necesitan	telefonear		
		necesitas	decir		
ellos/ellas ustedes		necesitamos	preguntar		
tú	}	puedo	hacer	} { lo	
		puede	traer		
		pueden	arreglar		
nosotros		puedes podemos			

The Verb To Want

In Lesson 5

- ♦ **Verb Conjugation--*querer***
- ♦ **Talking About What You *Want* To Eat and Drink**
- ♦ **Two Ways to Say *a (an)***

Lesson 5 is on *Tape 3-Side A* or *CD 3-Tracks 1-4*. There are 4 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise

- . The tape scripts, in Spanish and English, are included in this guide book.
 - ♦ Exercise 5.1 with **Flash Cards E, 2, 3, 4 & 8**. The tape script is on page 70.
 - ♦ Exercise 5.2 with **Flash Cards E, 6 & 9**. The tape script is on page 73.
 - ♦ Exercise 5.3 with **Flash Cards E & 10**. The tape script is on page 76.
 - ♦ Exercise 5.4 with **Flash Cards B, 10 & 11**. The tape script is on page 78.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The Flexible Framework™ summary charts in Spanish and English are on pages 80-83.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 5 fit together and also how they connect to the previous lessons.

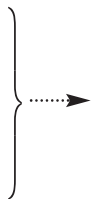
LESSON 5: *FLASH CARDS*

There are 4 flash cards for Lesson 5.

- ♦ **Flash Card E** (verb conjugation)
- ♦ **Flash Cards 9, 10 & 11** (vocabulary)

Verb Conjugation

1. *I*
2. *you (formal)/he/she*
3. *you (plural)/they (m./f.)*
4. *you (informal)*
5. *we*



Flash Card E	
1. yo	1. quiero
2. usted/él/ella	2. quiere
3. ustedes/ellos/ellas	3. quieren
4. tú	4. quieres
5. nosotros	5. queremos

Vocabulary

Flash Card 9	
to eat	comer
to drink	tomar
to buy	comprar

Vocabulary

Flash Card 10	
a hamburger	una hamburguesa
a salad	una ensalada
a bottle of water	una botella de agua
a glass of milk	un vaso de leche
an ice cream	un helado
a loaf of bread	un pan

Vocabulary

Flash Card 11	
and	y
or	o

PART ONE: Preparing Exercise 5.1**E FLASH CARD E (Querer/To Want)**

- | | |
|-------------------------|------------------|
| 1. <i>yo</i> | 2. <i>quiero</i> |
| 2. <i>usted/él/ella</i> | 3. <i>quiere</i> |

Flash Card E shows the conjugation of the verb *querer* which means *to want*.

The pronouns *usted*, *él* and *ella* are grouped together below because they all “trigger” the same verb ending. The ending letter is *e*, because *querer* has an *e* immediately preceding the final *r*.

“YES” STATEMENTS

I want **yo quiero**

{	you (<i>formal</i>) want	{	usted quiere
	he wants		él quiere
	she wants		ella quiere



Pronunciation Note: The *ie* sound in *quiero* and *quiere* is pronounced like the *ie* in 10 (*diez*).

“NO” STATEMENTS

I don't want **yo no quiero**

you don't (<i>formal</i>) want	usted no quiere
he doesn't want	él no quiere
she doesn't want	ella no quiere

QUESTIONS (There are 3 ways to ask a question using *usted*. See page 36 for detailed explanation.)

- | | | |
|-----------------|------------------------|--------------------------|
| Do you want...? | 1. <i>intonation</i> : | ¿Usted quiere...? |
| | 2. <i>inversion</i> : | ¿Quiere usted...? |
| | 3. <i>omission</i> : | ¿Quiere...? |

LESSON 5: WANT

Moving From Words To Sentences by combining Flash Cards **E, 2, 3, 4*** & **8**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	With	When
yo usted/él/ella 4	E	3	8	2

***Note:** You can substitute words like *my sister* and *his brother* for *she/he* when you deposit **Flash Card 4** in the **Who** column.

Teach Your Tongue To Talk : Exercise 5.1 (Flash Cards **E, 2, 3, 4, 8**).

This exercise is on Tape 3-Side A or CD 3-Track 1. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|--|
| 1. I want to play tennis with them tomorrow. | 1. Yo quiero jugar tenis con ellos mañana. |
| 2. He wants to play tennis with them tomorrow. | 2. Él quiere jugar tenis con ellos mañana. |
| 3. He wants to ski with them tomorrow. | 3. Él quiere esquiar con ellos mañana. |
| 4. She wants to speak Spanish with you (<i>informal</i>). | 4. Ella quiere hablar español contigo. |
| 5. Her sister wants to speak Spanish with you (<i>informal</i>). | 5. Su hermana quiere hablar español contigo. |
| 6. My son wants to speak Spanish with you (<i>informal</i>). | 6. Mi hijo quiere hablar español contigo. |
| 7. Do you (<i>formal</i>) want to walk with me today? (<i>intonation</i>) | 7. ¿Usted quiere caminar conmigo hoy? |
| 8. Do you (<i>formal</i>) want to walk with me today? (<i>inversion</i>) | 8. ¿Quiere usted caminar conmigo hoy? |
| 9. Do you (<i>formal</i>) want to walk with me today? (<i>omission</i>) | 9. ¿Quiere caminar conmigo hoy? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

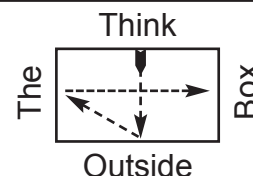
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I plan to take a trip tomorrow.
2. She doesn't feel well enough to go for a walk today.
3. Do you feel like practicing your Spanish now?



Suggestions: At first glance, these sentences may look too difficult because there are so many words you don't know. Think outside the box and *reorganize* your English to stay within the limits of your vocabulary. This is what beginners often do when they need to get by. Your Spanish doesn't have to be an exact translation of the target sentence. Your goal is just to make yourself understood without being misunderstood.

In some cases, you will need to “downsize” your English and simplify what you want to say. This is what beginners often have to do when they are living in a Spanish-speaking country. Use the chart below as a guide for reorganizing the sentences to make your point and still live within your *budget*.

FLEXIBLE FRAMEWORK™➡ CHART 5.1	Who	1 st Verb	2 nd Verb	When
	I	want	to speak Spanish to walk	today tomorrow
	you he/she	want(s)	to travel	now
	yo	quiero	hablar español caminar	hoy mañana
	usted él/ella	quiere	viajar	ahora

Reorganized English

1. I want to travel tomorrow.
2. She doesn't want to walk today.
3. Do you want to speak Spanish now?

Translation

1. Yo quiero viajar mañana.
2. Ella no quiere caminar hoy.
3. ¿Quiere usted hablar español ahora?

LESSON 5: *WANT*

PART TWO: Preparing Exercise 5.2

E FLASH CARD **E** (Querer/To Want)

3. *ustedes/ellos/ellas* 3. **quieren**
4. *tú* 4. **quieres**

The pronouns *ustedes, ellos, ellas* are grouped together below because they all “trigger” the same verb ending.

“YES” STATEMENTS

you (<i>plural</i>) want	ustedes quieren
they (<i>m.</i>) want	ellos quieren
they (<i>f.</i>) want	ellas quieren

you (*informal*) want **tú quieres**

“NO” STATEMENTS

you don't (<i>plural</i>) want	ustedes no quieren
they don't (<i>m.</i>) want	ellos no quieren
they don't (<i>f.</i>) want	ellas no quieren

you don't (*informal*) want **tú no quieres**

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*. See page 36 for detailed explanation.

Do you want...?

	FORMAL	PLURAL	INFORMAL
1. <i>intonation</i>	¿Usted quiere...?	¿Ustedes quieren...?	¿Tú quieres...?
2. <i>inversion</i>	¿Quiere usted...?	¿Quieren ustedes...?	¿Quieres tú...?
3. <i>omission</i>	¿Quiere...?	¿Quieren...?	¿Quieres...?

9 FLASH CARD 9

These verbs are in the infinitive. In Spanish, the infinitive form of the verb always ends in the letter *r*.

to eat	comer
to drink	tomar
to buy	comprar

Moving From Words To Sentences by combining Flash Cards E, 6 & 9.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	What
ustedes ellos ellas tú	E	9	6

Teach Your Tongue To Talk : Exercise 5.2 (Flash Cards E, 9, 6).

This exercise is on Tape 3-Side A or CD 3-Track 2. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|---|
| 1. Do you (<i>plural</i>) want to buy something? | 1. ¿Quieren ustedes comprar algo? |
| 2. Do you (<i>plural</i>) want to drink something? | 2. ¿Quieren ustedes tomar algo? |
| 3. Do you (<i>informal</i>) want to drink something? | 3. ¿Quieres (tú) tomar algo? |
| 4. They (<i>m.</i>) don't want to drink anything. | 4. Ellos no quieren tomar nada. |
| 5. They (<i>m.</i>) don't want to buy anything. | 5. Ellos no quieren comprar nada. |
| 6. They (<i>m.</i>) don't want to buy that. | 6. Ellos no quieren comprar eso. |
| 7. Do you (<i>informal</i>) want to eat a little bit? | 7. ¿Quieres (tú) comer un poquito? |
| 8. Do you (<i>informal</i>) want to eat more? | 8. ¿Quieres (tú) comer más? |
| 9. Do you (<i>plural</i>) want to eat a little more? | 9. ¿Quieren ustedes comer un poquito más? |

LESSON 5: *WANT* _____ *CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

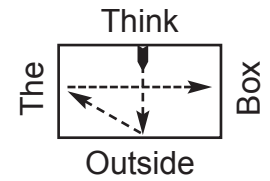
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

- How about eating something? (talking to a friend)
- They aren't in the mood for any more shopping. (talking about a group of women)
- They don't feel like drinking anything. (talking about a group of kids)



Suggestions: Think outside the box and *reorganize* your English using the Flexible Framework™ chart below as a guide to remind you that you already know enough to make yourself understood without being misunderstood.

FLEXIBLE FRAMEWORK™➡ CHART 5.2	Who	1 st Verb	2 nd Verb	What
	they (<i>m./f.</i>)	want	to buy to eat to drink	more something nothing/not anything
	you (<i>informal</i>)	want		
	ellos/ellas	quieren	comprar comer tomar	más algo nada
	tú	quieres		

Reorganized English

- Do you want to eat something?
- They don't want to buy more.
- They don't want to drink anything.

Translation

- ¿Quieres (tú) comer algo?
- Ellas no quieren comprar más.
- Ellos no quieren tomar nada.

PART THREE: Preparing Exercise 5.3

E FLASH CARD E (Querer/To Want)

5. *nosotros* **5. *queremos***

The verb stem with *nosotros* is *quer* (the infinitive form of the verb minus the last two letters). The first letter of the verb ending is *e* because *querer* has an *e* immediately preceding the final *r*. The last three letters of the verb ending are *mos*.

“YES” STATEMENTS

we want ***nosotros queremos***

“NO” STATEMENTS

It’s O.K. to omit *nosotros* if you want to shorten the sentence. The verb ending, by itself, makes it clear that *nosotros* is the pronoun.

we don’t want **(*nosotros*) *no queremos***

10 FLASH CARD 10

a hamburger	<i>una hamburguesa</i>
a salad	<i>una ensalada</i>
a bottle of water	<i>una botella de agua</i>
 a glass of milk	 <i>un vaso de leche</i>
an ice cream	<i>un helado</i>
a loaf of bread	<i>un pan</i>

In Spanish, there are 2 ways to say *a* (*an*). The general rule is:

- ♦ Use *una* if the word that follows ends in the letter *a*.
- ♦ Use *un* if the word that follows doesn’t end in the letter *a*.

For Example: If you want a *taco* in Mexico, you should request *un taco*, and if you want a *paella* in Spain, you should ask for *una paella*.

Note: *Uno* can only be used for the number *one* (as in 1, 2, 3). Don’t use it to mean *a/an*.

LESSON 5: *WANT*

Moving From Words To Sentences by combining Flash Cards **E** & **10**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart		
Who	1 st Verb	What
yo usted/él/ella ustedes/ellos/ellas tú nosotros	E	10

Teach Your Tongue To Talk : Exercise 5.3 (Flash Cards E, 10).

This exercise is on Tape 3-Side A or CD 3-Track 3. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|--------------------------------------|
| 1. We want a loaf of bread. | 1. Nosotros queremos un pan. |
| 2. We want an ice cream. | 2. Nosotros queremos un helado. |
| 3. We don't want an ice cream. | 3. (Nosotros) no queremos un helado. |
| 4. I don't want a hamburger. | 4. Yo no quiero una hamburguesa. |
| 5. I don't want a bottle of water. | 5. Yo no quiero una botella de agua. |
| 6. I don't want a glass of water. | 6. Yo no quiero un vaso de agua. |
| 7. Do you (<i>formal</i>) want a glass of water? | 7. ¿Quiere usted un vaso de agua? |
| 8. Do you (<i>plural</i>) want a glass of water? | 8. ¿Quieren ustedes un vaso de agua? |
| 9. Do you (<i>informal</i>) want a glass of water? | 9. ¿Quieres (tú) un vaso de agua? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

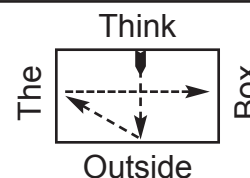
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Are you getting a bottle of water? (ask a friend)
2. I'm ordering a hamburger.
3. They are dying for an ice cream.



Suggestion: Remember that your Spanish doesn't have to be an exact translation of the target sentence. Think outside the box and use the chart below to make yourself understood without being misunderstood. Find synonyms to help you *reorganize* the English sentences so that you can stay within the limits of your (Spanish) vocabulary.

FLEXIBLE FRAMEWORK™➡ CHART 5.3	Who	1 st Verb	What
	I	want	a hamburger
	they (m./f.)	want	an ice cream
	you (informal)	want	a bottle of water
	yo	quiero	una hamburguesa
	ellos/ellas	quieren	un helado
	tú	quieres	una botella de agua

Reorganized English

1. Do you want a bottle of water?
2. I want a hamburger.
3. They want an ice cream.

Translation

1. ¿Quieres (tú) una botella de agua?
2. Yo quiero una hamburguesa.
3. Ellos quieren un helado.

LESSON 5: *WANT*

PART FOUR: Preparing Exercise 5.4

11 FLASH CARD 11

and y
or o

Moving From Words To Sentences by combining Flash Cards **B** (phrases 3-4), **10** & **11**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart		
Whom	1 st Verb	What
<div style="border: 1px solid black; padding: 5px; text-align: center;"> ← B → </div>		<div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px;">10</div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px;">11</div>

Teach Your Tongue To Talk : Exercise 5.4 (Flash Cards B, 10, 11).

This exercise is on Tape 3-Side A *or* CD 3-Track 4. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I would like an ice cream and a glass of milk. 2. I'd like an ice cream and a bottle of water. 3. I'd like a loaf of bread and a bottle of water. 4. Would you like salad or a hamburger? 5. Would you like a salad and a glass of milk? 6. Would you like a glass of milk or a glass of water? | <ol style="list-style-type: none"> 1. Me gustaría un helado y un vaso de leche. 2. Me gustaría un helado y una botella de agua. 3. Me gustaría un pan y una botella de agua. 4. ¿Le gustaría una ensalada o una hamburguesa? 5. ¿Le gustaría una ensalada y un vaso de leche? 6. ¿Le gustaría un vaso de leche o un vaso de agua? |
|---|---|

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

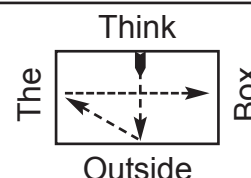
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. How would you request a loaf of bread and a glass of water?
2. Ask Mr. Delgado if he'd prefer a hamburger or a salad.
3. Ask Mrs. Laredo whether she wants a glass of milk or a glass of water.



Suggestion: Don't try to translate word-for-word. *Reorganize* your English using the chart below to help you live within your (Spanish) *budget*.

FLEXIBLE FRAMEWORK™➡ CHART 5.4	Whom	1 st Verb	What	
	I	would like	a hamburger	a glass of milk
			a salad	an ice cream
	you/he/she	'd like	a bottle of water	a loaf of bread
	Me	gustaría	una hamburguesa	un vaso de leche
			una ensalada	un helado

Reorganized English

1. I'd like a loaf of bread and a bottle of water.
2. Would you like a hamburger or a salad?
3. Would you like a glass of milk or a glass of water?

Translation

1. Me gustaría un pan y una botella de agua.
2. ¿Le gustaría una hamburguesa o una ensalada?
3. ¿Le gustaría un vaso de leche o un vaso de agua?

LESSON 5: *WANT* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

- ♦ Flash Cards **A, B, C, D, E**
- ♦ Flash Cards **1, 2, 3, 5, 7 & 9**

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 5)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
	<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel to walk to play tennis		
	<i>I</i> <i>he/she/you</i>	would like ('d like)			
I he/she you (<i>formal</i>) they (<i>m./f.</i>) you (<i>plural</i>) you (<i>informal</i>) we		need(s)	to help to answer to telephone to say, to tell to ask	<i>me</i> <i>him</i> <i>her</i> <i>you</i>	
		can (am, is, are able)	to do, to make to bring to fix, to arrange		
		want(s)	to eat to drink to buy	it	

MOVING FROM WORDS TO SENTENCES.....➔

This Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 5. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 5)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me le	gusta gusta	hablar español esquiar viajar caminar jugar tenis		
	me le	gustaría gustaría			
yo él/ella usted	}	necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonear decir preguntar	{ me le	
ellos/ellas ustedes		puedo puede pueden puedes podemos	hacer traer arreglar		
tú		quiero quiere quieren quieres queremos	comer tomar comprar	{ lo	
nosotros					

LESSON 5: *WANT* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

- ♦ Flash Cards **B, C & E**
- ♦ Flash Cards **4, 6 & 10**

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 5)

One-Verb Sentences

Who	Whom	1st Verb	What
	<i>I</i> <i>he/she/you</i>	like(s)	this that
	<i>I</i> <i>he/she/you</i>	would like ('d like)	a lot a little more
I he/she you (<i>formal</i>) they (<i>m./f.</i>) you (<i>plural</i>) you (<i>informal</i>) we	}	need(s)	something nothing (not anything)
my his/her/your/their daughter son sister brother friend (<i>f.</i>) friend (<i>m.</i>) mother father		want(s)	a hamburger an ice cream a salad a loaf of bread a bottle of water a glass of milk

MOVING FROM WORDS TO SENTENCES

The Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 5. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 5)

One-Verb Sentences

Who	Whom	1st Verb	What		
	<i>me</i>	gusta	esto		
	<i>le</i>	gusta	eso		
	<i>me</i>	gustaría	mucho		
	<i>le</i>	gustaría	un poco, un poquito		
yo	}	necesito	más		
él/ella		necesita	algo		
usted		necesitan	nada		
ellos/ellas		necesitas			
ustedes		necesitamos			
tú					
nosotros					
mi			quiero	una hamburguesa	un helado
su			quiere	una ensalada	un pan
hija		hijo	quieren	una botella de agua	un vaso de leche
hermana	hermano	quieres			
amiga	amigo	queremos			
mamá	papá				

Lesson 5: Tic Tac Toe Spanish



Instructions, page 138

a bottle
of water that more

She'd
like

I don't
need

Do you
want...?

For each turn, be sure to say the sentence out loud in English and Spanish.

* You can choose to translate **le** as either *him*, *her* or *you*.

ayudarle* arreglarlo comprarlo
ahora mañana hoy

yo
puedo

¿Quieres...?

Ellos no
necesitan

The Verb To Have

In Lesson 6

- ♦ **Verb Conjugation--*tener***
- ♦ **Talking About What You *Have* and Don't *Have***
- ♦ **Talking About What You *Have to Do***

Lesson 6 is on *Tape 3-Side B* or *CD 3-Tracks 5-8*. There are 4 exercises to help you to “teach your tongue to talk.” The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in this guide book.

- ♦ Exercise 6.1 with **Flash Cards F & 12**. The tape script is on page 88.
- ♦ Exercise 6.2 with **Flash Cards F & 13**. The tape script is on page 91.
- ♦ Exercise 6.3 with **Flash Cards F, 6, 7 & 9**. The tape script is on page 94.
- ♦ Exercise 6.4 with **Flash Cards F, 14 & 2**. The tape script is on page 96.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The Flexible Framework™ summary charts in Spanish and English are on pages 98-101.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 6 fit together and also how they connect to the previous lessons.

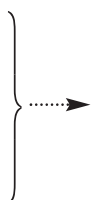
LESSON 6: *FLASH CARDS*

There are 4 flash cards for Lesson 6.

- ♦ **Flash Card F** (verb conjugation)
- ♦ **Flash Cards 12, 13 & 14** (vocabulary)

Verb Conjugation

1. *I*
2. *you (formal)/he/she*
3. *you (plural)/they (m./f.)*
4. *you (informal)*
5. *we*



Flash Card F	
1. yo	1. tengo
2. usted/él/ella	2. tiene
3. ustedes/ellos/ellas	3. tienen
4. tú	4. tienes
5. nosotros	5. tenemos

Vocabulary

Flash Card 12	
a pen	una pluma
a card	una tarjeta
a credit card	una tarjeta de crédito
a book	un libro
a pencil	un lápiz
a paper	un papel

Vocabulary

Flash Card 13	
a lot of patience	mucha paciencia
a lot of food	mucha comida
a lot of energy	mucha energía
a lot of time	mucho tiempo
a lot of money	mucho dinero
a lot of work	mucho trabajo

Vocabulary

Flash Card 14	
to wait (for)	esperar
to pay (for)	pagar
to get	obtener

PART ONE: Preparing Exercise 6.1**F FLASH CARD F (Tener/To Have)**

- | | |
|-------------------------|-----------------|
| 1. <i>yo</i> | 1. <i>tengo</i> |
| 2. <i>usted/él/ella</i> | 2. <i>tiene</i> |

Flash Card F shows the conjugation of the verb *tener* which means *to have*.

The pronouns *usted*, *él* and *ella* are grouped together below because they all “trigger” the same verb ending. The ending letter is *e* because *tener* has an *e* immediately preceding the final *r*.

“YES” STATEMENTS

I have **yo tengo**

{	you (<i>formal</i>) have	{	usted tiene
	he has		él tiene
	she has		ella tiene



Pronunciation Note: The *ie* sound in *tiene* is pronounced like the *ie* in 10 (*diez*).

“NO” STATEMENTS

I don't have **yo no tengo**

you don't (<i>formal</i>) have	usted no tiene
he doesn't have	él no tiene
she doesn't have	ella no tiene

QUESTIONS (There are 3 ways to ask a question using *usted*. See page 36 for a detailed explanation.)

- Do you have...?
- | | |
|------------------------|-------------------------|
| 1. <i>intonation</i> : | ¿Usted tiene...? |
| 2. <i>inversion</i> : | ¿Tiene usted...? |
| 3. <i>omission</i> : | ¿Tiene...? |

LESSON 6: *HAVE*

12 FLASH CARD 12

a pen	una pluma
a card	una tarjeta*
a credit card	una tarjeta de crédito
a book	un libro
a pencil	un lápiz**
a paper	un papel



Pronunciation Note:

*The Spanish letter *j* is pronounced like an English *h*, i.e. *San José*, CA

**The Spanish letter *z* is usually pronounced like an English *s*.

In Spanish, there are 2 ways to say *a* (*an*). The general rule is:

- ♦ Use *una* if the word that follows ends in the letter *a*.
- ♦ Use *un* if the word that follows doesn't end in the letter *a*.

Moving From Words To Sentences by combining Flash Cards **F** & **12**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart		
Who	1 st Verb	What
yo usted/él/ella	F	12

Teach Your Tongue To Talk : Exercise 6.1 (Flash Cards **F**, **12**).

This exercise is on Tape 3-Side B or CD 3-Track 5. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|---|
| 1. I have a pencil. | 1. Yo tengo un lápiz. |
| 2. She has a pencil. | 2. Ella tiene un lápiz. |
| 3. She has a book. | 3. Ella tiene un libro. |
| 4. He doesn't have a pen. | 4. Él no tiene una pluma. |
| 5. I don't have a pen. | 5. Yo no tengo una pluma. |
| 6. I don't have a paper. | 6. Yo no tengo un papel. |
| 7. Do you (formal) have a credit card? (inversion) | 7. ¿Tiene usted una tarjeta de crédito? |
| 8. Do you (formal) have your credit card? (inversion) | 8. ¿Tiene usted su tarjeta de crédito? |
| 9. Do you (formal) have your book? (inversion) | 9. ¿Tiene usted su libro? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

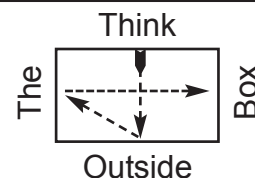
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Ask Mr. Ramírez if he has a book.
2. Tell the person at the hotel desk that you don't have your credit card.
3. Say that you don't have a pen.



Suggestion: Sentences 1 & 3: Reorganize these sentences and say them as though you are actually talking to the people. Sentence 2: Note that my is translated the same way, whether the word that follows is tarjeta (ending in an a) or libro (not ending in an a).

FLEXIBLE FRAMEWORK➡ CHART 6.1	Who	1 st Verb	What	
	I	have	a	pen
			my	book
	you (formal)	have		credit card
	yo	tengo	una/un	pluma
			mi	libro
	usted	tiene		tarjeta de crédito

Reorganized English

1. Do you have a book?
2. I don't have my credit card.
3. I don't have a pen.

Translation

1. ¿Tiene usted un libro?
2. Yo no tengo mi tarjeta de crédito.
3. Yo no tengo una pluma.

LESSON 6: *HAVE*

PART TWO: Preparing Exercise 6.2 (Flash Cards F & 9)

F FLASH CARD **F** (Tener/To Have)

3. *ustedes/ellos/ellas* 3. *tienen*
4. *tú* 4. *tienes*

The pronouns *ustedes*, *ellos* and *ellas* are grouped together below because they all “trigger” the same verb ending.

“YES” STATEMENTS

you (<i>plural</i>) have	ustedes tienen
they (<i>m.</i>) have	ellos tienen
they (<i>f.</i>) have	ellas tienen

you (*informal*) have **tú tienes**

“NO” STATEMENTS

you (<i>plural</i>) don’t have	ustedes no tienen
they (<i>m.</i>) don’t have	ellos no tienen
they (<i>f.</i>) don’t have	ellas no tienen

you (*informal*) don’t have **tú no tienes**

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*. See page 36 for detailed explanation.

Do you have...?

	FORMAL	PLURAL	INFORMAL
1. <i>intonation</i>	¿Usted tiene...?	¿Ustedes tienen...?	¿Tú tienes...?
2. <i>inversion</i>	¿Tiene usted...?	¿Tienen ustedes...?	¿Tienes tú...?
3. <i>omission</i>	¿Tiene...?	¿Tienen...?	¿Tienes...?

13 FLASH CARD 13

a lot of patience	mucha paciencia
a lot of food	mucha comida
a lot of energy	mucha energía

a lot of time	mucho tiempo
a lot of money	mucho dinero
a lot of work	mucho trabajo

In Spanish, there are 2 ways to say *a lot of*. The general rule is:

- ♦ Use *mucha* if the word that follows ends in the letter *a*.
- ♦ Use *mucho* if the word that follows doesn't end in the letter *a*.

The word *mucho* also means *a lot* and can be used by itself without any word after it.

Moving From Words To Sentences by combining Flash Cards **F** & **13**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart		
Who	1 st Verb	What
ustedes/ellos/ellas tú	F	13

Teach Your Tongue To Talk : Exercise 6.2 (Flash Cards F, 13).

This exercise is on Tape 3-Side B *or* CD 3-Track 6. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|-------------------------------------|
| 1. You (<i>informal</i>) have a lot of work. | 1. Tú tienes mucho trabajo. |
| 2. They (<i>f.</i>) have a lot of work. | 2. Ellas tienen mucho trabajo. |
| 3. They (<i>f.</i>) have a lot of food. | 3. Ellas tienen mucha comida. |
| 4. You (<i>plural</i>) don't have a lot of money. | 4. Ustedes no tienen mucho dinero. |
| 5. They (<i>m.</i>) don't have a lot of money. | 5. Ellos no tienen mucho dinero. |
| 6. They (<i>m.</i>) don't have a lot of time. | 6. Ellos no tienen mucho tiempo. |
| 7. Do you (<i>plural</i>) have a lot of patience? | 7. ¿Tienen ustedes mucha paciencia? |
| 8. Do you (<i>informal</i>) have a lot of patience? | 8. ¿Tienes (tú) mucha paciencia? |
| 9. Do you (<i>informal</i>) have a lot of energy? | 9. ¿Tienes (tú) mucha energía? |

LESSON 6: *HAVE* _____ *CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

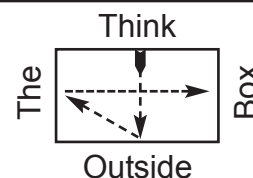
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Say that you have a lot of work.
2. Say that your friend isn't very rich.
3. Say that you are in a hurry.



Suggestions: Reorganize these sentences and say them as though you were actually talking to someone. In order to live within your budget, you will need to substitute words from the chart below for the vocabulary you don't yet know.

FLEXIBLE FRAMEWORK™➡ CHART 6.2	Who	1 st Verb	What
	I	have	a lot of time
	he/she	has	a lot of money
			a lot of work
	yo	tengo	mucho tiempo
	él/ella	tiene	mucho dinero
			mucho trabajo

Reorganized English

1. I have a lot of work.
2. He doesn't have a lot of money.
3. I don't have a lot of time.

Translation

1. Yo tengo mucho trabajo.
2. Él no tiene mucho dinero.
3. Yo no tengo mucho tiempo.

LESSON 6: *HAVE TO*

PART THREE: Preparing Exercise 6.3

F FLASH CARD **F** (Tener/To Have)

5. *nosotros* 5. *tenemos*

The verb stem with *nosotros* is *ten*. The first letter of the verb ending is *e* because *tener* has an *e* immediately preceding the final *r*. The last three letters of the verb ending are *mos*.

“YES” STATEMENTS

we want **nosotros tenemos**

“NO” STATEMENTS

It's O.K. to omit *nosotros* if you want to shorten the sentence. The verb ending makes it clear that *nosotros* is the pronoun.

we don't want (**nosotros**) **no tenemos**

TO HAVE

F FLASH CARD **F** (Tener/To Have)

The verb *tener* can be used with a **2nd Verb** to talk about actions you *have to* do and to express obligation.

I have to come back later.	Yo tengo <i>que</i> regresar más tarde.
We have to go tomorrow.	Nosotros tenemos <i>que</i> ir mañana.

The conjugation of *tener* is the same whether it means *have* or *have to*. When a **2nd Verb** follows, it is always necessary to add the word *que* between *have to* and the infinitive. The word *que* has no English translation.



“Gimmick” to jog your memory

In spoken English, when people talk very fast, they sometimes say “gotta” instead of *have to*.

I “gotta” come back later. (I have to come back later.)

We “gotta” go tomorrow. (We have to go tomorrow.)

Whenever you use the phrase *have to* in a way that means “gotta”, remember to add an extra word (*que*). Think of the extra word *que* as a linking word which connects the **1st Verb** to the **2nd Verb**.

Yo tengo *que* regresar más tarde. (I have to come back later.)

Very Important Note: You don't need to add an extra word to make the connections between the **1st** and **2nd Verbs** in Lessons 1-5. This verb is just *different*.

LESSON 6: *HAVE TO*

Moving From Words To Sentences by combining Flash Cards **F, 6, 7 & 9**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	What
yo	F	9	6
usted/él/ella			
ustedes/ellos/ellas			
tú		7	
nosotros			

Teach Your Tongue To Talk : Exercise 6.3 (Flash Cards F, 6, 7, 9).

This exercise is on Tape 3-Side B *or* CD 3-Track 7. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|--|
| 1. I have to eat something. | 1. Yo tengo <i>que</i> comer algo. |
| 2. We have to eat something. | 2. Nosotros tenemos <i>que</i> comer algo. |
| 3. We have to drink something. | 3. Nosotros tenemos <i>que</i> tomar algo. |
| 4. You (<i>plural</i>) don't have to do that. | 4. Ustedes no tienen <i>que</i> hacer eso. |
| 5. She doesn't have to do that. | 5. Ella no tiene <i>que</i> hacer eso. |
| 6. She doesn't have to fix that. | 6. Ella no tiene <i>que</i> arreglar eso. |
| 7. Do you (<i>formal</i>) have to buy something? | 7. ¿Usted tiene <i>que</i> comprar algo? |
| 8. Do you (<i>informal</i>) have to buy something? | 8. ¿(tú) Tienes <i>que</i> comprar algo? |
| 9. Do you (<i>informal</i>) have to eat something? | 9. ¿(tú) Tienes <i>que</i> comer algo? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

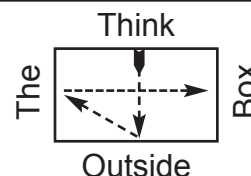
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. We should buy this.
2. I must fix that.
3. You better eat something.



Suggestions: Your Spanish doesn't have to be a word-for-word translation of the English sentence. Think outside the box and *reorganize* your English to stay within the limits of your (Spanish) vocabulary.

FLEXIBLE FRAMEWORK™ CHART 6.3▶	Who	1 st Verb	2 nd Verb	What
	I	have (to)	to eat	something
	you (<i>informal</i>)	have (to)	to buy	this
			to fix	that
	we	have (to)		
	yo	tengo <i>que</i>	comer	algo
	tú	tienes <i>que</i>	comprar	esto
			arreglar	eso
	nosotros	tenemos <i>que</i>		

Reorganized English

1. We have to buy this.
2. I have to fix that.
3. You have to eat something.

Translation

1. Nosotros tenemos *que* comprar esto.
2. Yo tengo *que* arreglar eso.
3. Tú tienes *que* comer algo.

LESSON 6: *HAVE TO*

PART FOUR: Preparing Exercise 6.4

14 FLASH CARD 14

These verbs are in the infinitive. In Spanish, the infinitive always ends in the letter *r*:

to wait (for)	esperar	to wait for it	esperarlo
to pay (for)	pagar	to pay for it	pagarlo
to get	obtener	to get it	obtenerlo

Note: The word *lo* means *it*. The infinitive is connected directly to the word *lo*. There is no space between the words.

Moving From Words To Sentences by combining Flash Cards F, 14 & 2.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	When
yo usted/él/ella ustedes/ellos/ellas tú nosotros	F	14	2

Teach Your Tongue To Talk : Exercise 6.4 (Flash Cards F, 14, 2).

This exercise is on Tape 3-Side B or CD 3-Track 8. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|--|
| 1. I have to get it later. | 1. Yo tengo <i>que</i> obtenerlo más tarde. |
| 2. We have to get it later. | 2. Nosotros tenemos <i>que</i> obtenerlo más tarde. |
| 3. He has to get it later. | 3. Él tiene <i>que</i> obtenerlo más tarde. |
| 4. We don't have to wait for it now. | 4. (nosotros) No tenemos <i>que</i> esperarlo ahora. |
| 5. You (<i>formal</i>) don't have to wait for it now. | 5. Usted no tiene <i>que</i> esperarlo ahora. |
| 6. They (<i>m.</i>) don't have to wait for it now. | 5. Ellos no tienen <i>que</i> esperarlo ahora. |
| 7. Do you (<i>formal</i>) have to pay for it today? | 7. ¿Usted tiene <i>que</i> pagarlo hoy? |
| 8. Do you (<i>plural</i>) have to pay for it today? | 8. ¿Ustedes tienen <i>que</i> pagarlo hoy? |
| 9. Do you (<i>informal</i>) have to pay for it today? | 9. ¿(tú) Tienes <i>que</i> pagarlo hoy? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

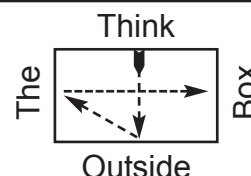
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

- I've got to pay for it soon.
- They aren't required to get it today.
- Must you wait for it now?



Suggestions: We use many different words in English to express the idea of obligation. However, it isn't necessary to know them all to get started speaking Spanish. You will be understood if you *reorganize* these sentences and substitute either *need* or *have to*.

FLEXIBLE FRAMEWORK™➡ CHART 6.4	Who	1 st Verb	2 nd Verb	What	When
	I	have (to)	to get	it	now
	you (<i>plural</i>)	have (to)	to wait (for)		today
	they (<i>m./f.</i>)		to pay (for)		soon
	you (<i>informal</i>)	have (to)			
	yo	tengo <i>que</i>	obtener	lo	ahora
	ustedes	tienen <i>que</i>	esperar		hoy
	ellos/ellas		pagar		pronto
	tú	tienes <i>que</i>			

Reorganized English

- I have to pay for it soon.
- They don't have to get it today.
- Do you have to wait for it now?

Translation

- Yo tengo *que* pagarlo pronto.
- Ellos no tienen *que* obtenerlo hoy.
- ¿Tienes (tú) *que* esperarlo ahora?

LESSON 6: *HAVE TO* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES.....➤

- ♦ Flash Cards **A, B, C, D, E, F**
- ♦ Flash Cards **1, 2, 3, 5, 7, 9 & 14**

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 6)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
	<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel		
	<i>I</i> <i>he/she/you</i>	would like ('d like)	to walk to play tennis		
I	}	need(s)	to help to answer to telephone to say, to tell to ask	{ <i>me</i> <i>him</i> <i>her</i> <i>you</i>	
he/she you (formal)					
they (m./f.) you (plural)		can (am, is, are able)	to do, to make to bring to fix, to arrange	}	
you (informal)		want(s)	to eat to drink to buy		
we		have, has (to) "gotta"	to wait (for) to pay (for) to get		

MOVING FROM WORDS TO SENTENCES.....➔

Practice combining the words below to form as many sentences as you can.

Flexible Framework™ Summary Chart (Lesson 6)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me	gusta	hablar español		
	le	gusta	esquiar		
			viajar		
	me	gustaría	caminar		
	le	gustaría	jugar tenis		
yo	}	necesito	ayudar	} me le	
		necesita	contestar		
		necesitan	telefonear		
		necesitas	decir		
		necesitamos	preguntar		
él/ella usted	}	puedo	hacer	} lo	
		puede	traer		
		pueden	arreglar		
		puedes			
		podemos			
ellos/ellas ustedes	}	quiero	comer	} lo	
		quiere	tomar		
		quieren	comprar		
		quieres			
		queremos			
tú	}	tengo	esperar	} que	
		tiene	pagar		
		tienen	obtener		
		tienes			
		tenemos			
nosotros					

LESSON 6: *HAVE* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

- ♦ Flash Cards **B, C, E & F**
- ♦ Flash Cards **4, 6, 10, 12 & 13**

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 6)

One-Verb Sentences

Who	Whom	1st Verb	What	
I he/she you (formal) they (m./f.) you (plural) you (informal) we	I he/she/you	like(s)	this	
			that	
	I he/she/you	would like ('d like)	a lot	
			a little	
		need(s)	more	
			something	
			nothing (not anything)	
		want(s)	a hamburger	an ice cream
			a salad	a loaf of bread
			a bottle of water	a glass of milk
my his/her/your/their daughter son sister brother friend (f.) friend (m.) mother father			a pen	a book
			a card	a pencil
			a credit card	a paper
		has/have	a lot of patience	a lot of time
			a lot of food	a lot of money
			a lot of energy	a lot of work

MOVING FROM WORDS TO SENTENCES

The Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 6. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 6) One-Verb Sentences

Who		Whom	1st Verb	What	
		me	gusta	esto	
		le	gusta		
		me	gustaría	eso	
		le	gustaría	mucho	
yo	}		necesito	un poco, un poquito	
él/ella			necesita	más	
usted			necesitan		
ellos/ellas			necesitas	algo	
ustedes			necesitamos	nada	
tú					
nosotros			quiero	una hamburguesa	un helado
			quiere	una ensalada	un pan
			quieren	una botella de agua	un vaso de leche
			quieres		
			queremos		
mi	}		una pluma	un libro	
su			una tarjeta	un lápiz	
			una tarjeta de crédito	un papel	
hija		hijo	tengo		
hermana		hermano	tiene		
amiga		amigo	tienen	mucha paciencia	mucho tiempo
mamá		papá	tienes	mucha comida	mucho dinero
			tenemos	mucha energía	mucho trabajo

Lesson 6: Tic Tac Toe Spanish



Instructions, page 138

get it	phone me	pay for it
soon	tomorrow	today

It's important			
Do you have to . . . ?			
She can't			

For each turn, be sure to say the sentence out loud in English and Spanish.

regresar más tarde	comer ahora	hacerlo pronto
--------------------------	----------------	-------------------

¿ Le
gustaría . . . ?

Ellos no
quieren

Nosotros
no
podemos

The Verb To Go

In Lesson 7

- ♦ **Verb Conjugation--*ir***
- ♦ **Talking About the Future**
- ♦ **Four Ways to Say “*the*”**

Lesson 7 is on *Tape 4-Side A* or *CD 4-Tracks 1-4*. There are 4 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 4 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in this guide book.

- ♦ Exercise 7.1 with **Flash Cards 6 & 15**. The tape script is on page 107.
- ♦ Exercise 7.2 with **Flash Cards 6, 7, 15 & 16**. The tape script is on page 110.
- ♦ Exercise 7.3 with **Flash Cards 6, 1, 17 & 2**. The tape script is on page 113.
- ♦ Exercise 7.4 with **Flash Cards 6, 18 & 2**. The tape script is on page 115.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The Flexible Framework™ summary charts in Spanish and English are on pages 117-120.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 4 parts of Lesson 7 fit together and also how they connect to the previous lessons.

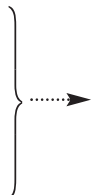
LESSON 7: *FLASH CARDS*

There are 5 flash cards for Lesson 7.

- ♦ **Flash Card 6** (verb conjugation)
- ♦ **Flash Cards 15, 16, 17 & 18** (vocabulary)

Verb Conjugation

1. *I*
2. *you (formal)/he/she*
3. *you (plural)/they (m./f.)*
4. *you (informal)*
5. *we*



Flash Card G	
1. yo	1. voy
2. usted/él/ella	2. va
3. ustedes/ellos/ellas	3. van
4. tú	4. vas
5. nosotros	5. vamos

Vocabulary

Flash Card 15	
Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
Saturday	sábado
Sunday	domingo

Vocabulary

Flash Card 16	
the woman	la mujer
the girl	la chica
the child (<i>f.</i>)	la niña
the teacher (<i>f.</i>)	la maestra
the man	el hombre
the boy	el chico
the child (<i>m.</i>)	el niño
the teacher (<i>m.</i>)	el maestro

Vocabulary

Flash Card 17	
the women	las mujeres
the girls	las chicas
the children (<i>f.</i>)	las niñas
the teachers (<i>f.</i>)	las maestras
the men	los hombres
the boys	los chicos
the children (<i>m.</i>)	los niños
the teachers (<i>m.</i>)	los maestros

Vocabulary

Flash Card 18	
to leave, to exit	salir
to arrive	llegar
to rest	descansar

PART ONE: Preparing Exercise 7.1

G FLASH CARD **G** (Ir/To Go)

Flash Card G shows the conjugation of the verb *ir* which means *to go*. This verb is weird, but not hard. The verb *ir* is conjugated as if the letter *r* were preceded by an *a*. The first letter of the conjugated verb is *v*.

“YES” STATEMENTS

- | | |
|--|---|
| 1. I am going | 1. yo voy |
| 2. { you (<i>formal</i>) are going
he is going
she is going | 2. { usted va
él va
ella va |
| 3. { you (<i>plural</i>) are going
they (<i>m.</i>) are going
they (<i>f.</i>) are going | 3. { ustedes van
ellos van
ellas van |
| 4. you (<i>informal</i>) are going | 4. tú vas |
| 5. we are going | 5. nosotros vamos |

😊 “Gimmicks” to jog your memory
voy sounds like *boy*.

Pronunciation Note:

When the letter *v* begins a Spanish word, it is often pronounced like an English *b*.

“NO” STATEMENTS

- | | |
|---|---|
| I am not going | yo no voy |
| you (<i>formal</i>) are not going
he is not going
she is not going | usted no va
él no va
ella no va |
| you (<i>plural</i>) are not going
they (<i>m.</i>) are not going
they (<i>f.</i>) are not going | ustedes no van
ellos no van
ellas no van |
| you (<i>informal</i>) are not going | tú no vas |
| we are not going | nosotros no vamos |

LESSON 7: *Go*

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*.

Are you going...?

	FORMAL	PLURAL	INFORMAL
1. <i>intonation</i>	¿Usted va...?	¿Ustedes van...?	¿Tú vas...?
2. <i>inversion</i>	¿Va usted...?	¿Van ustedes...?	¿Vas tú...?
3. <i>omission</i>	¿Va...?	¿Van...?	¿Vas...?

15 FLASH CARD 15

Flash Card 15 shows the days of the week. In Spanish, the days are not capitalized unless they begin the sentence. In a sentence, *el* generally precedes the name of the day. Although *el* usually means *the*, it is translated as *on* before a day of the week.

Monday	lunes	on Monday	el lunes
Tuesday	martes	on Tuesday	el martes
Wednesday	miércoles	on Wednesday	el miércoles
Thursday	jueves	on Thursday	el jueves
Friday	viernes	on Friday	el viernes
Saturday	sábado	on Saturday	el sábado
Sunday	domingo	on Sunday	el domingo

Moving From Words To Sentences by combining Flash Cards **6** & **15**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart		
Who	1 st Verb	What
yo usted/él/ella ustedes/ellos/ellas tú nosotros	6	15

 **Teach Your Tongue To Talk : Exercise 7.1 (Flash Cards 6, 15).**

This exercise is on Tape 4-Side A or CD 4-Track 1. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

1. We are going on Monday.
2. We are going on Tuesday.
3. They (*m.*) are going on Tuesday.

4. I'm not going on Thursday.
5. I'm not going on Saturday.
6. She isn't going on Saturday.

7. Are you (*formal*) going on Sunday?
8. Are you (*plural*) going on Sunday?
9. Are you (*informal*) going on Sunday?

1. Nosotros vamos el lunes.
2. Nosotros vamos el martes.
3. Ellos van el martes.

4. Yo no voy el jueves.
5. Yo no voy el sábado.
6. Ella no va el sábado.

7. ¿Va usted el domingo?
8. ¿Van ustedes el domingo?
9. ¿Vas (tú) el domingo?

LESSON 7: *Go* CREATIVE TRANSLATION

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

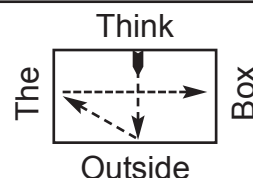
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Ask Mr. Chavez if he is going Monday.
2. Say that you aren't going Sunday.
3. Say that we won't go Saturday.



Suggestions: Start out by saying each sentence as you would if you were actually speaking to someone. Remember that Spanish uses one word (*voy, va, vamos*) where English uses 2 words (*am going, is going, are going*). Don't try to translate the sentences word-for-word before you reorganize the sentences. Use the chart below to help you think outside the box.

FLEXIBLE FRAMEWORK™→ CHART 7.1	Who	1 st Verb	When
	I	am going	on Monday
			on Tuesday
	you (<i>formal</i>)	are going	on Wednesday
			on Thursday
	we	are going	on Friday
			on Saturday
			on Sunday
	yo	voy	el lunes
			el martes
	usted	va	el miércoles
			el jueves
	nosotros	vamos	el viernes
			el sábado
			el domingo

Reorganized English.

1. Are you going on Monday?
2. I am not going on Sunday.
3. We aren't going on Saturday.

Translation

1. ¿Va usted el lunes?
2. Yo no voy el domingo.
3. Nosotros no vamos el sábado.

LESSON 7: TALKING ABOUT THE FUTURE

PART TWO: Preparing Exercise 7.2

16 FLASH CARD 16

the woman	la mujer
the girl	la chica
the child (<i>f.</i>)	la niña
the teacher (<i>f.</i>)	la maestra

the man	el hombre
the boy	el chico
the child (<i>m.</i>)	el niño
the teacher (<i>m.</i>)	el maestro

In Spanish, there are several ways to say *the*. In general, you should:

- ♦ Use *la* if the word that follows ends in the letter *a*.
- ♦ Use *el* if the word that follows does not end in the letter *a*.

TALKING ABOUT THE FUTURE

G FLASH CARD G (Ir/To Go)

The verb *ir* can be used with a **2nd Verb** to talk about actions that will happen in the **future**.

- ♦ She is going to call you later. Ella va *a* telefonarle más tarde.
- ♦ I am going to tell him tomorrow. Yo voy *a* decirle mañana.

The conjugation of *ir* is the same whether it means *going* or *going to*. When a **2nd Verb** follows *going*, it is always necessary to add the word *a* between *going to* and the infinitive. The word *a* has no English translation.

😊 “Gimmick” to jog your memory

In spoken English, when people talk very fast, they sometimes say “gonna” instead of *going to*.

I’m “gonna” do it later. (I’m going to do it later.)

We’re “gonna” come back tomorrow. (We’re going to come back tomorrow.)

Whenever you use the phrase *going to* in a way that means “gonna”, remember to add an extra word (*a*). Think of the extra word *a* as a linking word which connects the **1st Verb** to the **2nd Verb**.

Yo voy *a* hacerlo más tarde. (I’m “gonna” do it later.)

Nosotros vamos *a* regresar mañana. (We’re “gonna” come back tomorrow.)

If you can substitute the word “gonna” or “gotta” in your sentence, you must remember to add a linking word between the 1st Verb and the 2nd Verb. The extra word which is used to connect the 1st and 2nd Verbs is different for “gonna” and “gotta”, but they each need that extra word.

Very Important Note: You don’t need to add an extra word to make the connections between the **1st** and **2nd Verbs** in Lessons 1-5. The verb *going to* is like the verb *have to* (Lesson 6). They both add an extra connecting word before the **2nd Verb**.

LESSON 7: *TALKING ABOUT THE FUTURE* _____

Moving From Words To Sentences ➔ by combining Flash Cards **6, 7, 15 & 16**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	What	When
16 *	6	7	lo	15

***Note:** The vocabulary of **Flash Card 16** uses the same conjugation as the **Who** words *él* and *ella*.

Teach Your Tongue To Talk : Exercise 7.2 (Flash Cards 6, 7, 15 & 16).

This exercise is on Tape 4-Side A *or* CD 4-Track 2. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|--|
| 1. The man is going to arrange it on Wednesday. | 1. El hombre va <i>a</i> arreglarlo el miércoles. |
| 2. The woman is going to arrange it on Wednesday. | 2. La mujer va <i>a</i> arreglarlo el miércoles. |
| 3. The teacher (<i>f</i>) is going to arrange it on Wednesday. | 3. La maestra va <i>a</i> arreglarlo el miércoles. |
| 4. The child (<i>m.</i>) is going to bring it on Friday. | 4. El niño va <i>a</i> traerlo el viernes. |
| 5. The girl is going to bring it on Friday. | 5. La chica va <i>a</i> traerlo el viernes. |
| 6. The boy is going to bring it on Friday. | 6. El chico va <i>a</i> traerlo el viernes. |

CREATIVE TRANSLATION__ LESSON 7: TALKING ABOUT THE FUTURE

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

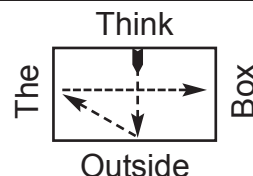
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. Say that the child will make the puppet Thursday.
2. Say that the man will fix the leaky pipe Friday.
3. Say that the woman will bring the juice Wednesday.



Suggestions: There are quite a few words in these sentences that you don't yet know in Spanish, but that should not prevent you from speaking. Even though you don't know how to say "will", you do know a **1st Verb** that can act as a synonym. You can use the words "this" or "it" to substitute for a wide variety of vocabulary words you don't yet know.

FLEXIBLE FRAMEWORK™➔ CHART 7.2	Who	1 st Verb	2 nd Verb	What	When
	the man the child (<i>m.</i>) the woman	is going (to)	to bring to fix, to arrange to do, to make	it	on Monday on Tuesday on Wednesday on Thursday on Friday on Saturday on Sunday
	el hombre el niño la mujer	va a	traer arreglar hacer	lo	el lunes el martes el miércoles el jueves el viernes el sábado el domingo

Reorganized English

1. The child is going to make it on Thursday.
2. The man is going to fix it on Friday.
3. The woman is going to bring it on Wednesday.

Translation

1. El niño va a hacerlo el jueves.
2. El hombre va a arreglarlo el viernes.
3. La mujer va a traerlo el miércoles.

LESSON 7: TALKING ABOUT THE FUTURE

PART TWO: Preparing Exercise 7.2

17 FLASH CARD 17

the women **las mujeres***
 the girls **las chicas**
 the children (f.) **las niñas**
 the teachers (f.) **las maestras**

the men **los hombres**
 the boys **los chicos**
 the children (m.) **los niños**
 the teachers (m.) **los maestros**



“Gimmick” to jog your memory

The last syllable of *mujeres* (*res*) is pronounced something like the English word *race*. A lot of women (*mujeres*) run in the Susan G. Komen “Race for the Cure.” It’s a “*mujer race*” for women (*mujeres*).

In Spanish, there are several ways to say *the*. In general*, you should:

- ♦ Use *las* if the word that follows ends in the letters *as*.
- ♦ Use *los* if the word that follows does not end in the letters *as*.

***Note:** The plural of *mujeres* is irregular. Even though *mujeres* ends in *es*, you should still use *las* (not *los*) to mean *the*.

Moving From Words To Sentences by combining Flash Cards **G, 1, 2 & 17**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	When
17	G	1	2

***Note:** The vocabulary of **Flash Card 17** “triggers” the same verb conjugation as the **Who** words *ellos* and *ellas*.

LESSON 7: *TALKING ABOUT THE FUTURE*

Teach Your Tongue To Talk : Exercise 7.3 (Flash Cards 6, 1, 2, 17).

This exercise is on Tape 4-Side A *or* CD 4-Track 3. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|---|
| 1. The children (<i>m. & f.</i>) are going to go tomorrow. | 1. Los niños van <i>a</i> ir mañana. |
| 2. The teachers (<i>m. & f.</i>) are going to go tomorrow. | 2. Los maestros van <i>a</i> ir mañana. |
| 3. The boys are going to go tomorrow. | 3. Los chicos van <i>a</i> ir mañana. |
| 4. The women are going to work now. | 4. Las mujeres van <i>a</i> trabajar ahora. |
| 5. The girls are going to work now. | 5. Las chicas van <i>a</i> trabajar ahora. |
| 6. The men are going to work now. | 6. Los hombres van <i>a</i> trabajar ahora. |
| 7. The girls are going to come back soon. | 7. Las chicas van <i>a</i> regresar pronto. |
| 8. The girls are going to begin soon. | 8. Las chicas van <i>a</i> comenzar pronto. |
| 9. The children (<i>m. & f.</i>) are going to begin soon. | 9. Los niños van <i>a</i> comenzar pronto. |

LESSON 7: *TALKING ABOUT THE FUTURE*—*CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

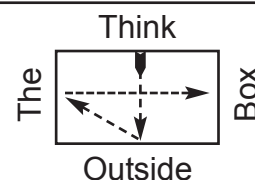
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. The women will play tennis tomorrow.
2. The men will return later.
3. The teachers will work today.



Suggestions: Even though “will” doesn’t have precisely the same meaning as “going to”, it’s close enough to use the words interchangeably.

FLEXIBLE FRAMEWORK™➡ CHART 7.3	Who	1 st Verb	2 nd Verb	When
	the women the men the teachers (<i>m.</i>)	are going (to)	to work to play tennis to return, to come back	later today tomorrow
	las mujeres los hombres los maestros	van a	trabajar jugar tenis regresar	más tarde hoy mañana

Reorganized English

1. The women are going to play tennis tomorrow.
2. The men are going to come back later.
3. The teachers are going to work today.

Translation

1. Las mujeres van *a* jugar tenis mañana.
2. Los hombres van *a* regresar más tarde.
3. Los maestros van *a* trabajar hoy.

LESSON 7: TALKING ABOUT THE FUTURE

PART FOUR: Preparing Exercise 7.4

18 FLASH CARD 18

These verbs are in the infinitive. In Spanish, the infinitive always ends in the letter *r*:

to leave, to exit	salir
to arrive	llegar
to rest	descansar

Moving From Words To Sentences by combining Flash Cards **6**, **2** & **18**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	When
yo usted/él/ella ustedes/ellos/ellas tú nosotros	6	18	2

Teach Your Tongue To Talk : Exercise 7.4 (Flash Cards **6**, **2**, **18**).

This exercise is on Tape 4-Side A or CD 4-Track 4. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|--|
| 1. He is going to arrive later. | 1. Él va <i>a</i> llegar más tarde. |
| 2. They (<i>m.</i>) are going to arrive later. | 2. Ellos van <i>a</i> llegar más tarde. |
| 3. I'm going to arrive later. | 3. Yo voy <i>a</i> llegar más tarde. |
| 4. We aren't going to rest now. | 4. (nosotros) No vamos <i>a</i> descansar ahora. |
| 5. They (<i>m.</i>) aren't going to rest now. | 5. Ellos no van <i>a</i> descansar ahora. |
| 6. I'm not going to rest now. | 6. Yo no voy <i>a</i> descansar ahora. |
| 7. Are you (<i>formal</i>) going to leave soon? | 7. ¿Va usted <i>a</i> salir pronto? |
| 8. Are you (<i>informal</i>) going to leave soon? | 8. ¿Vas (tú) <i>a</i> salir pronto? |
| 9. Are you (<i>plural</i>) going to leave soon? | 9. ¿Van ustedes <i>a</i> salir pronto? |

LESSON 7: TALKING ABOUT THE FUTURE — CREATIVE TRANSLATION

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

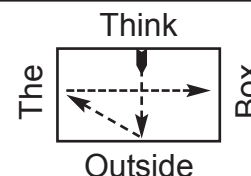
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. He will take a nap later.
2. I leave soon.
3. They will be here tomorrow.



Suggestions: **Sentences 1 & 3:** You can't translate these sentences word-for-word because you don't yet know all the vocabulary. Use the chart below to help you think outside the box and still convey your meaning. **Sentence 2:** The **1st Verb** in a sentence must always be conjugated. *Leave* is the only verb in this sentence and you have not yet learned how to conjugate it. If you *reorganize* this sentence and add a **1st Verb**, *to leave* will become the **2nd Verb**. Then it can stay in the infinitive.

FLEXIBLE FRAMEWORK™➔ CHART 7.4	Who	1 st Verb	2 nd Verb	When
	I	am going (to)	to leave, to exit	later
	he	is going (to)	to arrive	soon
	they (m.)	are going (to)	to rest	tomorrow
	yo	voy a	salir	más tarde
	él	va a	llegar	pronto
	ellos	van a	descansar	mañana

Reorganized English

1. He is going to rest later.
2. I am going to leave soon.
3. They are going to arrive tomorrow.

Translation

1. Él va a descansar más tarde.
2. Yo voy a salir pronto.
3. Ellos van a llegar mañana.

MOVING FROM WORDS TO SENTENCES

- ♦ Flash Cards **A, B, C, D, E, F, G**
- ♦ Flash Cards **1, 2, 3, 5, 7, 9, 14, 15 & 18**

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 7)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When	
		(phrases) It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow	
	<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel			
	<i>I</i> <i>he/she/you</i>	would like ('d like)	to walk to play tennis			
I	{	need(s)	to help to answer to telephone to say, to tell to ask	{ <i>me</i> <i>him</i> <i>her</i> <i>you</i>		
he/she		can (am, is, are able)	to do, to make to bring to fix, to arrange			
you (formal)						
they (m./f.)		want(s)	to eat to drink to buy		it	
you (plural)						
you (informal)	{	have, has (to) "gotta"	to wait (for) to pay (for) to get	{		
we		am, is, are going (to) "gonna"	to leave, to exit to arrive to rest		Monday Tuesday Wednesday Thursday Friday Saturday Sunday	

LESSON 7: *Go* *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

The Flexible Framework™ chart summarizes what you will know and be able to say by practicing *out loud* with the audio cassette tape exercises through Lesson 6. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 7)
Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
yo él/ella usted ellos/ellas ustedes tú nosotros	(phrases)	Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
		<i>me</i> gusta	hablar español		
		<i>le</i> gusta	esquiar viajar caminar jugar tenis		
		<i>me</i> gustaría			
		<i>le</i> gustaría			
	}	necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonear decir preguntar	..... } <i>me</i> <i>le</i>	
		puedo puede pueden puedes podemos	hacer traer arreglar	..... } ..... } <i>lo</i>	
		quiero quiere quieren quieres queremos	comer tomar comprar	..... } ..... } <i>lo</i>	
		tengo tiene tienen tienes tenemos	esperar pagar obtener	..... } ..... } <i>lo</i>	
		..... <i>que</i>			
	}	voy va van vas vamos	salir llegar descansar		
		..... <i>a</i>			
					lunes martes miércoles jueves viernes sábado domingo

MOVING FROM WORDS TO SENTENCES.....➔

♦ Flash Cards **B, C, E & F**

♦ Flash Cards **4, 6, 10, 12, 13, 16 & 17**

Before you proceed to the next lesson, take time to review what you have learned so far. This chart appears in Spanish on the next page.

Flexible Framework™ Summary Chart (Lesson 7)

One-Verb Sentences

Who	Whom	1st Verb	What	
	<i>I</i> <i>he/she/you</i>	like(s)	this	
			that	
	<i>I</i> <i>he/she/you</i>	would like ('d like)	a lot	
			a little	
I	}	need(s)	more	
he/she			something	
you (formal)			nothing (not anything)	
they (m./f.)				
you (plural)				
you (informal)		want(s)	a hamburger	an ice cream
we			a salad	a loaf of bread
my			a bottle of water	a glass of milk
his/her/your/their			a pen	a book
daughter son			a card	a pencil
sister brother			a credit card	a paper
friend (f.) friend (m.)	}	has/have		
mother father			a lot of patience	a lot of time
the woman man			a lot of food	a lot of money
girl boy			a lot of energy	a lot of work
child (f.) child (m.)				
teacher (f.) teacher (m.)				
the women men				
girls boys				
children (f.) children (m.)				
teachers (f.) teachers (m.)				

LESSON 7: *Go* _____ *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

Practice combining the words below to form as many sentences as you can. Use the Flexible Framework™ as a guide to help you visualize the multiple sentence possibilities.

Flexible Framework™ Summary Chart (Lesson 7)

One-Verb Sentences

Who	Whom	1st Verb	What
	<i>me</i>	gusta	esto
	<i>le</i>	gusta	eso
	<i>me</i>	gustaría	mucho
	<i>le</i>	gustaría	mucho
yo		necesito	un poco, un poquito
él/ella		necesita	
usted		necesitan	más
ellos/ellas		necesitas	
ustedes		necesitamos	algo
tú			nada
nosotros			
mi		quiero	
su		quiere	
hija	hijo	quieren	una hamburguesa un helado
hermana	hermano	quieres	una ensalada un pan
amiga	amigo	queremos	una botella de agua un vaso de leche
mamá	papá		
la mujer	el hombre		
la chica	el chico		
la niña	el niño		
la maestra	el maestro	tengo	una pluma un libro
		tiene	una tarjeta un lápiz
las mujeres	los hombres	tienen	una tarjeta de crédito un papel
las chicas	los chicos	tienes	
las niñas	los niños	tenemos	mucha paciencia mucho tiempo
			mucha comida mucho dinero
			mucha energía mucho trabajo
las maestras	los maestros		

To Know

In Lesson 8

- ♦ **Verb Conjugation: Saber**
- ♦ **Talking About the Past**

Lesson 8 is on *Tape 4-Side B* or *CD 4-Tracks 5-10*. There are 6 audio exercises to help you to “teach your tongue to talk.” The lesson is divided into 6 parts. Each part helps you to prepare for the next exercise.

The tape scripts, in Spanish and English, are included in this guide book.

SECTION I: To Know

- ♦ Exercise 8.1 with **Flash Cards H, 3 & 19**. The tape script is on page 124.
- ♦ Exercise 8.2 with **Flash Cards H & 20**. The tape script is on page 126.
(also combining vocabulary from **Flash Cards C, E, G, 1, 5, 7, 9 & 14**.)

SECTION II: Talking About the Past

- ♦ Exercise 8.3 combining **Flash Cards 1, 3, 5, 14 & 19**. The tape script is on page 130.
- ♦ Exercise 8.4 combining **Flash Cards 1, 9, 18 & 19**. The tape script is on page 132.
- ♦ Exercise 8.5 combining **Flash Cards 5, 7, 9, 14 & 19**. The tape script is on page 133.
- ♦ Exercise 8.6 combining **Flash Cards 3, 5, 7, 19 & 20**. The tape script is on page 135.

By using your *audio tape* or *CD* along with the Flexible Framework™ charts and the flash cards, you will learn how to pronounce and translate the vocabulary and how to combine the words to make sentences.

- ♦ The Flexible Framework™ summary charts in Spanish and English are on pages 127-128 and 136-137.

Use these charts to preview the lesson before you begin. They will give you a quick overview of how the 6 parts of Lesson 8 fit together and also how they connect to the previous lessons.

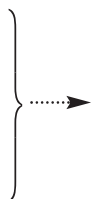
LESSON 8: *FLASH CARDS*

There are 3 flash cards for Lesson 8.

- ♦ **Flash Card H** (verb conjugation)
- ♦ **Flash Cards 19 & 20** (vocabulary)

Verb Conjugation

1. *I*
2. *you (formal)/he/she*
3. *you (plural)/they (m./f.)*
4. *you (informal)*
5. *we*



Flash Card H	
1. yo	1. sé
2. usted/él/ella	2. sabe
3. ustedes/ellos/ellas	3. saben
4. tú	4. sabes
5. nosotros	5. sabemos

Vocabulary

Flash Card 19	
to read	leer
to write	escribir
to translate	traducir
to explain	explicar

Vocabulary

Flash Card 20	
who	quién
when	cuándo
where	dónde
what	qué

Section I

PART ONE: Preparing Exercise 8.1

H FLASH CARD **H** (Saber/To Know)

Flash Card H shows the conjugation of the verb *saber* which means *to know*. Saber can also mean *to know how*. (See note on page 124.) The verb ending for *usted* (*él, ella*) is *e* because *saber* has an *e* immediately preceding the final *r*.

“YES” STATEMENTS

- | | |
|---|---|
| 1. I know (how) | 1. yo sé* |
| 2. { you (<i>formal</i>) know (how)
he knows (how)
she knows (how) | 2. { usted sabe
él sabe
ella sabe |
| 3. { you (<i>plural</i>) know (how)
they (<i>m.</i>) know (how)
they (<i>f.</i>) know (how) | 3. { ustedes saben
ellos saben
ellas saben |
| 4. you (<i>informal</i>) know (how) | 4. tú sabes |
| 5. we know (how) | 5. nosotros sabemos |

***Note:** The *é* in *sé* sounds like the *e* in 3 (*tres*).

“NO” STATEMENTS

- | | |
|--|---|
| I don't know (how) | (yo) no sé* |
| you (<i>formal</i>) don't know (how)
he doesn't know (how)
she doesn't know (how) | usted no sabe
él no sabe
ella no sabe |
| you (<i>plural</i>) don't know (how)
they (<i>m.</i>) don't know (how)
they (<i>f.</i>) don't know (how) | ustedes no saben
ellos no saben
ellas no saben |
| you (<i>informal</i>) don't know (how) | tú no sabes |
| we don't know (how) | nosotros no sabemos |

***Note:** It's O.K. to say *no sé* without the *yo*.

QUESTIONS

Use this chart to see, at a glance, the 3 ways to ask a question with the 3 ways to say *you*.

Do you know (how)...?

- | | FORMAL | PLURAL | INFORMAL |
|----------------------|-----------------|--------------------|---------------|
| 1. <i>intonation</i> | ¿Usted sabe...? | ¿Ustedes saben...? | ¿Tú sabes...? |
| 2. <i>inversion</i> | ¿Sabe usted...? | ¿Saben ustedes...? | ¿Sabes tú...? |
| 3. <i>omission</i> | ¿Sabe...? | ¿Saben...? | ¿Sabes...? |

LESSON 8: *KNOW*

19 FLASH CARD 19

These verbs are in the infinitive. In Spanish, the infinitive always ends in the letter *r*.

to read	leer	to read it	leerlo
to write	escribir	to write it	escribirlo
to translate	traducir	to translate it	traducirlo
to explain	explicar	to explain it	explicarlo

Note: The word *lo* means *it*. The infinitive is connected directly to the word *lo*. There is no space between the words.

Moving From Words To Sentences by combining Flash Cards H, 3 & 19.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	What
yo	H	3	
usted/él/ella			
ustedes/ellos/ellas		19	
tú			lo
nosotros			

Teach Your Tongue To Talk : Exercise 8.1 (Flash Cards H, 3, 19).

This exercise is on Tape 4-Side B *or* CD 4-Track 5. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|--------------------------------------|
| 1. We know how to speak Spanish. | 1. Nosotros sabemos* hablar español. |
| 2. We know how to read Spanish. | 2. Nosotros sabemos leer español. |
| 3. They (<i>f</i>) know how to read Spanish. | 3. Ellas saben leer español. |
| 4. I don't know how to translate it. | 4. Yo no sé traducirlo. |
| 5. I don't know how to explain it. | 5. Yo no sé explicarlo. |
| 6. He doesn't know how to explain it. | 6. Él no sabe explicarlo. |
| 7. Do you (<i>formal</i>) know how to translate this? | 7. ¿Sabe usted traducir esto? |
| 8. Do you (<i>plural</i>) know how to translate this? | 8. ¿Saben ustedes traducir esto? |
| 9. Do you (<i>informal</i>) know how to translate this? | 9. ¿Sabes (tú) traducir esto? |

***Note:** When *saber* is followed by an infinitive it means *to know how*. In these sentences, there is no separate word for *how* in Spanish.

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

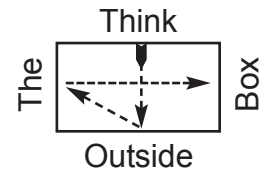
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. We speak Spanish a little.
2. He doesn't write Spanish.
3. Tell someone that you don't know how to explain the situation in Spanish.



Suggestions: Sentences 1 & 2: The **1st Verb** in the sentence must always be conjugated. You haven't yet learned how to conjugate *speak* and *write*. If you *reorganize* these sentences and add a **1st Verb**, *to speak* and *to write* will each become a **2nd Verb**. A **2nd Verb** is always in the infinitive.

Sentence 3: Say the sentence as if you were actually speaking to someone. Use the chart below to help you think outside the box and substitute a synonym for the word you don't yet know.

FLEXIBLE FRAMEWORK™➡ CHART 8.1	Who	1 st Verb	2 nd Verb	What
	I	know (how)	to speak Spanish	
	he/she	knows (how)	to write	it
	we	know (how)	to explain	
	yo	sé	hablar español	
	él/ella	sabe	escribir	lo
	nosotros	sabemos	explicar	

Reorganized English.

1. We know how to speak Spanish a little.
2. He doesn't know how to write Spanish.
3. I don't know how to explain it in Spanish.

Translation

1. Nosotros sabemos hablar español un poquito.
2. Él no sabe escribir español.
3. (yo) No sé explicarlo en español.

LESSON 8: *KNOW*

PART TWO: Preparing Exercise 8.2

20 FLASH CARD 20

who	quién
when	cuándo
where	dónde
what	qué

Teach Your Tongue To Talk : Exercise 8.2 (Flash Cards H, 20)

(also combining vocabulary from **Flash Cards C, E, G, 1, 5, 7, 9, 14**)

This exercise is on Tape 4-Side B *or* CD 4-Track 6. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|--|--|
| 1. I don't know when I'm going to return. | 1. (yo) No sé cuándo (yo) voy <i>a</i> regresar. |
| 2. I don't know when I'm going to go. | 2. (yo) No sé cuándo (yo) voy <i>a</i> ir. |
| 3. He doesn't know who is going to help you. | 3. Él no sabe quién va <i>a</i> ayudarle. |
| 4. He doesn't know who is going to bring it. | 4. Él no sabe quién va <i>a</i> traerlo. |
| 5. We don't know where to buy it. | 5. (nosotros) No sabemos dónde comprarlo. |
| 6. We don't know where to get it. | 6. (nosotros) No sabemos dónde obtenerlo. |
| 7. I don't know what he wants. | 7. (yo) No sé qué quiere (él). |
| 8. I don't know what he needs. | 8. (yo) No sé qué necesita (él). |

MOVING FROM WORDS TO SENTENCES

- ♦ Flash Cards **A, B, C, D, E, F, G, H**
- ♦ Flash Cards **1, 2, 3, 5, 7, 9, 14, 15, 18 & 19**

This chart summarizes the sentence combinations with the **1st** and **2nd** Verbs you have learned.

Flexible Framework™ Summary Chart (Lesson 8)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) It's necessary It's important It's possible It's impossible It's urgent	to work to finish to begin to return, to come back to go to come		now right now later soon today tomorrow
	<i>I</i> <i>he/she/you</i>	like(s)	to speak Spanish to ski to travel to walk to play tennis		
	<i>I</i> <i>he/she/you</i>	would like ('d like)			
I	}	need(s)	to help to answer to telephone to say, to tell to ask	{ <i>me</i> <i>him</i> <i>her</i> <i>you</i>	
he/she you (formal)		can (am, is, are able)	to do, to make to bring to fix, to arrange		
they (m./f.) you (plural)		want(s)	to eat to drink to buy	}	
		have, has (to) "gotta"	to wait (for) to pay (for) to get		
you (informal)		am, is, are going (to) "gonna"	to leave, to exit to arrive to rest		
we		know(s) (how)	to explain to translate to read to write		Monday Tuesday Wednesday Thursday Friday Saturday Sunday

LESSON 8: *KNOW*.....*SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES.....➔

The Flexible Framework™ chart below summarizes what you will know and be able to say by practicing *out loud* with the audio exercises through Lesson 8. It is a useful tool to help you visualize the connection between the lessons.

Flexible Framework™ Summary Chart (Lesson 8)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	Whom	1st Verb	2nd Verb	Whom/What	When
		(phrases) Es necesario Es importante Es posible Es imposible Es urgente	trabajar terminar comenzar regresar ir venir		ahora ahorita más tarde pronto hoy mañana
	me le	gusta gusta	hablar español esquiar viajar caminar jugar tenis		
	me le	gustaría gustaría			
yo		necesito necesita necesitan necesitas necesitamos	ayudar contestar telefonar decir preguntar	..... { me le	
él/ella usted		puedo puede pueden puedes podemos	hacer traer arreglar {	
		quiero quiere quieren quieres queremos	comer tomar comprar	..... { lo	
ellos/ellas ustedes		tengo tiene tienen tienes tenemos	esperar pagar obtener {	
		voy va van vas vamos	salir llegar descansar {	
tú		sé sabe saben sabes sabemos	explicar traducir leer escribir	..... {	lunes martes miércoles jueves viernes sábado domingo
nosotros					

LESSON 8: TALKING ABOUT THE PAST

Section II: Talking About the Past

In Spanish, there are several ways to talk about what happened in the *past*, depending on your meaning. Four of the **1st Verbs** you have already learned in the *present tense* are easy to use to talk about the *past*.

These four **1st Verbs** have a common stem and ending with *yo, él, ella* and *usted*

- ♦ podía (poder)
- ♦ quería (querer)
- ♦ tenía (tener) *que*
- ♦ sabía (saber)

PART THREE: Preparing Exercise 8.3

“YES” STATEMENTS with *poder* in the *past*

I could (I was able to)	yo podía
you could (you were able to)	usted podía
he could (he was able to)	él podía
she could (she was able to)	ella podía

“NO” STATEMENTS

I couldn't (I wasn't able to)	yo no podía
you couldn't (you weren't able to)	usted no podía
he couldn't (he wasn't able to)	él no podía
she couldn't (she wasn't able to)	ella no podía

QUESTIONS (There are 3 ways to ask a question using *usted*. See page 36 for detailed explanation.)

Were you able to...?	1. <i>intonation</i> :	¿Usted podía...?
	2. <i>inversion</i> :	¿Podía usted...?
	3. <i>omission</i> :	¿Podía...?

Moving From Words To Sentences by combining Flash Cards **1, 3, 5, 14 & 19**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb	Whom	
yo	podía	1	me le	
usted		3		
él		5		
ella		14		
		19		

LESSON 8: *TALKING ABOUT THE PAST*

Teach Your Tongue To Talk : Exercise 8.3 (with *podía* and Flash Cards 1, 3, 5, 14, 19).

This exercise is on Tape 4-Side B *or* CD 4-Track 7. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|----------------------------------|--------------------------------|
| 1. I couldn't help her. | 1. Yo no podía ayudarle. |
| 2. I couldn't ask her. | 2. Yo no podía preguntarle. |
| 3. I couldn't talk to her. | 3. Yo no podía hablarle. |
| 4. She couldn't wait for me. | 4. Ella no podía esperarme. |
| 5. She couldn't tell me. | 5. Ella no podía decirme. |
| 6. She couldn't call me. | 6. Ella no podía telefonearme. |
| 7. Were you able to explain it? | 7. ¿Podía usted explicarlo? |
| 8. Were you able to play tennis? | 8. ¿Podía usted jugar tenis? |
| 9. Were you able to finish it? | 9. ¿Podía usted terminarlo? |

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

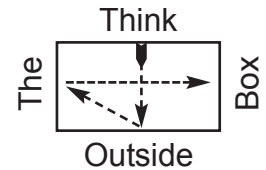
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. I helped him.
2. He finished it.
3. Did you play tennis?



Suggestions: You don't yet know how to translate these sentences word-for-word. But, if you think outside the box and *reorganize* them by adding a **1st Verb**, you will be able to communicate without changing the meaning of the sentences too much. Use the chart below to help you talk about the *past* within your (Spanish) *budget*.

FLEXIBLE FRAMEWORK™➔ CHART 8.3	Who	1 st Verb	2 nd Verb	Whom/What
	I he/she you (<i>formal</i>)	was/were able	to help to finish to play tennis	him it
	yo él/ella usted	podía	ayudar terminar jugar tenis	le lo

Reorganized English.

1. I was able to help him.
2. He was able to finish it.
3. Were you able to play tennis?

Translation

1. Yo podía ayudarlo.
2. Él podía terminarlo.
3. ¿Podía usted jugar tenis?

LESSON 8: *TALKING ABOUT THE PAST*

PART FOUR: Preparing Exercise 8.4

“YES” STATEMENTS with *querer* in the *past*

I wanted	yo quería
you wanted	usted quería
he wanted	él quería
she wanted	ella quería

“No” STATEMENTS

I didn't want	yo no quería
you didn't want	usted no quería
he didn't want	él no quería
she didn't want	ella no quería

QUESTIONS

Did you want...?	1. <i>intonation</i> :	¿Usted quería...?
	2. <i>inversion</i> :	¿Quería usted...?
	3. <i>omission</i> :	¿Quería...?

Moving From Words To Sentences by combining *quería* and Flash Cards 1, 9, 18 & 19.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb
yo	quería	1
usted		9
él		18
ella		19

 **Teach Your Tongue To Talk : Exercise 8.4 (with *quería* and Flash Cards 1, 9, 18, 19).**

This exercise is on Tape 4-Side B *or* CD 4-Track 8. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|------------------------------------|-----------------------------|
| 1. I wanted to rest. | 1. Yo quería descansar. |
| 2. I wanted to leave. | 2. Yo quería salir. |
| 3. I wanted to eat. | 3. Yo quería comer. |
| 4. He didn't want to translate it. | 4. Él no quería traducirlo. |
| 5. He didn't want to come back. | 5. Él no quería regresar. |
| 6. He didn't want to buy it. | 6. Él no quería comprarlo. |

LESSON 8: TALKING ABOUT THE PAST

PART FIVE: Preparing Exercise 8.5

“YES” STATEMENTS with *tener que* in the *past*

I had (to)	yo tenía que...
you had (to)	usted tenía que...
he had (to)	él tenía que...
she had (to)	ella tenía que...

“NO” STATEMENTS

I didn't have (to)	yo no tenía que...
you didn't have (to)	usted no tenía que...
he didn't have (to)	él no tenía que...
she didn't have (to)	ella no tenía que...

QUESTIONS

Did you have (to)...?	1. <i>intonation</i> :	¿Usted tenía que...?
	2. <i>inversion</i> :	¿Tenía usted que...?
	3. <i>omission</i> :	¿Tenía que...?

Moving From Words To Sentences by combining *tenía* and Flash Cards **5, 7, 9, 14 & 19**.

Use the Flexible Framework™ chart below as a visual reminder of the correct word order when you combine your flash cards to make sentences.

Flexible Framework™ Chart

Who	1 st Verb	2 nd Verb
yo	tenía que	5
usted		7
él		9
ella		14
nosotros		19

 **Teach Your Tongue To Talk : Exercise 8.5 (by combining *tenía que* and Flash Cards 5, 7, 9, 14, 19).**

This exercise is on Tape 4-Side B or CD 4-Track 9. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|----------------------------------|---|
| 1. I had to wait for it. | 1. Yo tenía <i>que</i> esperarlo. |
| 2. I had to buy it. | 2. Yo tenía <i>que</i> comprarlo. |
| 3. I had to read it. | 3. Yo tenía <i>que</i> leerlo. |
| 4. He didn't have to pay for it. | 4. Él no tenía <i>que</i> pagarlo. |
| 5. He didn't have to fix it. | 5. Él no tenía <i>que</i> arreglarlo. |
| 6. He didn't have to bring it. | 6. Él no tenía <i>que</i> traerlo. |
| 7. Did you have to help him? | 7. ¿Tenía usted <i>que</i> ayudarlo? |
| 8. Did you have to call him? | 8. ¿Tenía usted <i>que</i> telefonarlo? |
| 9. Did you have to explain it? | 9. ¿Tenía usted <i>que</i> explicarlo? |

LESSON 8: *TALKING ABOUT THE PAST* _____ *CREATIVE TRANSLATION*

MAKE YOURSELF UNDERSTOOD WITHOUT BEING MISUNDERSTOOD

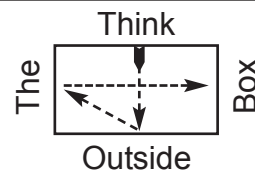
👉 By Reorganizing Your English Before You Translate

Translate the following sentences into Spanish:

Note: There are often multiple ways to re-organize a sentence.

One way is shown below for each sentence.

1. He needed to get something.
2. I didn't need to call her.
3. Did you have to fix it?



Suggestions: **Sentences 1 & 2:** You must choose a synonym for *need(ed)* because you don't yet know how to conjugate it in the *past tense*. **Sentence 3:** Remember that there is no translation for the word *did* in this sentence. Just use an upside down question mark to start the sentence in Spanish.

FLEXIBLE FRAMEWORK™➡ CHART 8.5	Who	1 st Verb	2 nd Verb	Whom/What
	I he/she you (<i>formal</i>)	had (to)	to get to telephone to fix, to arrange	something <i>her</i> it
	yo él/ella usted	tenía <i>que</i>	obtener telefonar arreglar	algo <i>le</i> lo

Reorganized English.

1. He had to get something.
2. I didn't have to call her.
3. Did you have to fix it? (substitute *¿* for *did*)

Translation

1. Él tenía *que* obtener algo.
2. Yo no tenía *que* telefonarle.
3. ¿Tenía usted *que* arreglarlo?

LESSON 8: *TALKING ABOUT THE PAST*

PART SIX: Preparing Exercise 8.6

“YES” STATEMENTS with *saber* in the *past*

I knew (how)	yo sabía
you knew (how)	usted sabía
he knew (how)	él sabía
she knew (how)	ella sabía

“NO” STATEMENTS

I didn't know (how)	yo no sabía
you didn't know (how)	usted no sabía
he didn't know (how)	él no sabía
she didn't know (how)	ella no sabía

QUESTIONS

Did you know (how)...?	1. <i>intonation</i> : ¿Usted sabía...?
	2. <i>inversion</i> : ¿Sabía usted...?
	3. <i>omission</i> : ¿Sabía...?

Teach Your Tongue To Talk : Exercise 8.6 (with *sabía* and Flash Cards 3, 5, 7, 19, 20)

This exercise is on Tape 4-Side B *or* CD 4-Track 10. When you feel comfortable repeating these sentences out loud during the pauses *without looking at this tape script*, you are ready to proceed to the next page.

- | | |
|---|------------------------------------|
| 1. He didn't know how to speak Spanish. | 1. Él no sabía hablar español. |
| 2. He didn't know how to read Spanish. | 2. Él no sabía leer español. |
| 3. He didn't know how to write Spanish. | 3. Él no sabía escribir español. |
| 4. I didn't know when to do it. | 4. Yo no sabía cuándo hacerlo. |
| 5. I didn't know when to bring it. | 5. Yo no sabía cuándo traerlo. |
| 6. I didn't know when to call you. | 6. Yo no sabía cuándo telefonarle. |

LESSON 8: *TALKING ABOUT THE PAST* — *SENTENCE MAKING SIMPLIFIED*

MOVING FROM WORDS TO SENTENCES

The Flexible Framework™ chart below summarizes what you will know and be able to say by practicing *out loud* with the audio exercises in Lesson 8, Section II. It is a useful tool to help you visualize the connection between Section II, Talking About the Past, and preceding lessons.

Flexible Framework™ Summary Chart (Lesson 8)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	1st Verb	2nd Verb	Whom/What
I		to work to finish to begin to return, to come back to go to come	
he	was/were able	to speak Spanish to ski to travel to walk to play tennis	
	wanted	to help to answer to telephone to say, to tell to ask	{ <i>me</i> <i>him</i> <i>her</i> <i>you</i>
	had	to do, to make to bring to fix, to arrange	
she	knew (how)	to eat to drink to buy	{ <i>it</i>
		to wait (for) to pay (for) to get	
		to leave, to exit to arrive to rest	
you (formal)		to explain to translate to read to write	

SENTENCE MAKING SIMPLIFIED—LESSON 8: TALKING ABOUT THE PAST

MOVING FROM WORDS TO SENTENCES

Practice combining the words below to form as many sentences as you can.
The Flexible Framework™ is a useful tool to help you visualize the multiple connections between the lessons.

Flexible Framework™ Summary Chart (Lesson 8)

Two-Verb Sentences using a conjugated verb followed by an infinitive

Who	1st Verb	2nd Verb	Whom/What
yo		trabajar terminar comenzar regresar ir venir	
		hablar español esquiar viajar caminar jugar tenis	
él	podía	ayudar contestar telefonear	{ me le
	quería	decir preguntar	
	tenía que	hacer traer arreglar	lo
		comer tomar comprar	
ella	sabía	esperar pagar obtener	
		salir llegar descansar	
		explicar traducir leer escribir	
usted			

INSTRUCTIONS FOR TIC TAC TOE SPANISH

Sentence Making *Simplified* with *Tic Tac Toe*

The game of *tic tac toe* is simple and fun way to practice putting your flash cards together to make numerous sentences. Choose one colored flash card and one or more white flash cards. When you have finished constructing your tic tac toe grid there will be 9 different sentence options for you to choose while playing the game.

An example of a tic tac toe grid using flash cards A, 1 & 2 is on the facing page. After each lesson, substitute a different set of vocabulary in the tic tac toe grid.

Drawing the Grid: Start by drawing a *tic tac toe* grid. For the vertical axis, choose words from the colored flash card. Put the words from the white flash card along the horizontal axis.

English or Spanish??? You can write the words in English or Spanish. If you write in English, you will say the English sentence first to locate the square you have chosen and then translate the sentence into Spanish. If you write the words in Spanish, you will first say the Spanish words that intersect the space you have chosen and then translate to English. *(For beginners it is sometimes easier to translate when the words are written in Spanish.)* For variety, try to write a “yes statement” a “no statement” and “a question” along the vertical axis (using the colored flash card).

Combining White Flash Cards: Along the horizontal axis, you may use a word from one white flash card or combine words from several flash cards. **If the flash cards can be combined to make an English sentence, they can generally be combined the same way in Spanish.** If you are having difficulty creating sentences, refer to the Sentence Making page at the end of each lesson for vocabulary ideas.

Playing Tic Tac Toe: Find a partner and write "x" and "o" (or use pennies and nickels if you want to use the same grid more than once) to cover up the square as you make your sentence. The game ends when there are 3 "x"s or 3 "o"s in any direction (horizontal, vertical, diagonal). Always start your sentence with the words from the colored flash card (vertical axis). The sentences you make with the *tic tac toe* grid will be similar to the sentences on the tape exercises.

***** Non-competitive tic tac toe:** Once the player has chosen the square s/he can ask for and get as much help as necessary with the translation. If several people are playing, don't choose teams. Let people switch between "x" and "o". It's not unusual to concentrate on Spanish and miss an obvious *tic tac toe* opening. *Remember that the game is just a fun way to practice your Spanish. Downplay the competition and just play for fun.*

Lesson 1: Tic Tac Toe Spanish

regresar venir comenzar
hoy más tarde mañana

Es importante			
No es posible			
¿ Es necesario . . . ?			

For each turn, be sure to say the sentence out loud in English and Spanish.

- It's important to return today.
Es importante regresar hoy.
- It's not possible to come later.
No es posible venir mas tarde.

	to return today	to come later	to begin tomorrow
It's important			
It's not possible			
Is it necessary . . . ?			



Part 2

• Useful Phrases	142
• Questions	143
• Numbers	145
• Dictionary	146

USEFUL PHRASES

Hello.
Good morning, Good day.
Good afternoon, Good evening.
Good night.
Goodbye.
See you later (soon).
See you tomorrow.

Please.
Thank you.
Thank you very much.
You're welcome.
Pleased to meet you.
Same here.

I don't understand.
I don't know.
Pardon me? What did you say?
(*In Mexico and Central America*)
(*In Spain and South America*)

What?
Excuse me.
(That's) good!

Just a minute please.
How do you say it in Spanish?
Where's the bathroom?
here, there
to the *left*, to the *right*
upstairs, downstairs
straight ahead

I forgot.
I'm sorry.
It doesn't matter.
More slowly, please.
Watch out!
(That's) dangerous

How are you?
I'm fine.
very well
all right/ O.K.
so so

Hola.
Buenos días.
Buenas tardes.
Buenas noches.
Adiós.
Hasta luego.
Hasta mañana.

Por favor.
Gracias.
Muchas gracias.
De nada.
Mucho gusto.
Igualmente.

(yo) No comprendo, (yo) No entiendo.
(yo) No sé.

¿Mande?
¿Perdone?
¿Qué?
Disculpe.
¡Bueno!

Un momento, por favor.
¿Cómo se dice en español?
¿Dónde está el baño?
aquí, allí
a la *izquierda*, a la *derecha*
arriba, abajo
derecho *or* adelante

Se me olvidó.
Lo siento.
No importa.
Más espacio, por favor.
¡Cuidado!
¡Peligroso!

¿Cómo está?
(yo) Estoy bien.
muy bien
regular
así así

When?

When does it (he/she) arrive?
When does it (he/she) leave?
When does it begin?
When does it end?
When is the appointment?
When is your birthday?

What?

What is it?
What's happening?
What happened?
What do you want?
What is this (that)?

At what time?

at 10 o'clock
after 10 o'clock
before 10 o'clock

What time is it?

It's 10 (2, 3, 4, etc.) o'clock.
It's 1 o'clock.
a.m. (in the morning)
p.m. (in the afternoon)
p.m. (at night)

How?

How are you?
What's your name?
How do you say this in Spanish?
How do you pronounce it?
How do you spell it?
letter by letter, please
How does it work?
How can I help you?

¿Cuándo?

¿Cuándo llega?
¿Cuándo sale?
¿Cuándo comienza?
¿Cuándo termina?
¿Cuándo es la cita?
¿Cuándo es su cumpleaños?

¿Qué?

¿Qué es?
¿Qué pasa?
¿Qué pasó?
¿Qué quiere usted?
¿Qué es esto (eso)?

¿A qué hora?

a las diez
después de las diez
antes de las diez

¿Qué horas son? (¿Qué hora es?)

Son las diez (las dos, las tres, las cuatro, etc.)
Es la una (*only use "es la" with una*)
de la mañana
de la tarde
de la noche

¿Cómo?

¿Cómo está usted?
¿Cómo se llama usted?
¿Cómo se dice en español?
¿Cómo se pronuncia?
¿Cómo se deletrea?
letra por letra, por favor
¿Cómo funciona?
¿Cómo puedo ayudarle?

QUESTIONS

What? (which?)

What is your name?
What is your first name?
What is your last name?
What is your address?
What is your date of birth?

What is your credit card number?
What is your account number?
What is your policy number?
What is your telephone number?
What is your social security number?
What is your driver's license number?
What is your license plate number?

What is your area code?
What is your zip code?

Where?

Where do you work?
Where do you live?
Where are you from?
Where is it?
Where does it hurt?
Does it hurt here?
Does it hurt a lot?

How much?

How much does it cost?
How much is it?
How long have you been here?
How old are you?
How long has it been hurting?

Who?

Who's there? (Who is it?)
Who is calling?
Is there a message?

¿Cuál?

¿Cuál es su nombre?
¿Cuál es su primer nombre?
¿Cuál es su apellido?
¿Cuál es su dirección? (su domicilio)
¿Cuál es la fecha de su nacimiento?

¿Cuál es su número de tarjeta de crédito?
¿Cuál es su número de cuenta?
¿Cuál es su número de póliza?
¿Cuál es su número de teléfono?
¿Cuál es su número de seguro social?
¿Cuál es su número de licencia de chofer?
¿Cuál es su número de placa?

¿Cuál es su código de área?
¿Cuál es su código postal?

¿Dónde?

¿Dónde trabaja usted?
¿Dónde vive usted?
¿De dónde es usted?
¿Dónde está?
¿Dónde le duele?
¿Le duele aquí?
¿Le duele mucho?

¿Cuánto?

¿Cuánto cuesta?
¿Cuánto es?
¿Cuánto tiempo tiene usted aquí?
¿Cuántos años tiene usted?
¿Hace cuánto tiempo que le duele?

¿Quién?

¿Quién es?
¿Quién llama?
¿Hay un mensaje?

0	cero	11	once	20	veinte	30	treinta
1	uno	12	doce	21	veintiuno	31	treinta y uno
2	dos	13	trece	22	veintidós	32	treinta y dos
3	tres	14	catorce	23	veintitrés	33	treinta y tres
4	cuatro	15	quince	24	veinticuatro	34	treinta y cuatro
5	cinco	16	dieciséis	25	veinticinco	35	treinta y cinco
6	seis	17	diecisiete	26	veintiséis	36	treinta y seis
7	siete	18	dieciocho	27	veintisiete	37	treinta y siete
8	ocho	19	diecinueve	28	veintiocho	38	treinta y ocho
9	nueve			29	veintinueve	39	treinta y nueve
10	diez						

40	cuarenta	41	cuarenta y uno	42	cuarenta y dos
50	cincuenta	51	cincuenta y uno	52	cincuenta y dos
60	sesenta	61	sesenta y uno	62	sesenta y dos
70	setenta	71	setenta y uno	72	setenta y dos
80	ochenta	81	ochenta y uno	82	ochenta y dos
90	noventa	91	noventa y uno	92	noventa y dos
100	cien	101	ciento uno	102	ciento dos

200	doscientos	1000	mil
300	trescientos	2000	dos mil
400	cuatrocientos	3000	tres mil
500	quinientos	10,000	diez mil
600	seiscientos	100,000	cien mil
700	setecientos	1,000,000	un millón
800	ochocientos	2,000,000	dos millones
900	novecientos	3,000,000	tres millones
		100,000,000	cien millones

A DICTIONARY OF INFINITIVES

ENGLISH to SPANISH

to accept = aceptar
to allow = permitir
to answer = contestar
to arrange = arreglar
to arrive = llegar
to ask = preguntar
to authorize = autorizar

to be = estar, ser
to begin = comenzar
to break = quebrar
to breathe = respirar
to bring = traer
to build = fabricar
to buy = comprar

to call = telefonar, llamar
to carry = llevar
to change = cambiar
to chat = platicar
to choose = escoger
to clean = limpiar
to climb = subir
to close = cerrar
to come = venir
to come back = regresar, volver
to communicate = comunicar
to cook = cocinar
to count = contar
to cover = tapar
to cry = llorar
to cut = cortar

to dance = bailar
to discuss = conversar
to do = hacer
to draw = dibujar
to drink = tomar, beber
to drive = manejar
to dry = secar

to earn = ganar
to eat = comer
to empty = vaciar
to end = terminar
to enroll = matricular
to examine = examinar
to exchange = cambiar
to explain = explicar

to fill = llenar
to find = encontrar
to find out = averiguar
to finish = terminar
to fix = arreglar
to fly = volar
to forbid = prohibir
to forget = olvidar

to give = dar
to give back = devolver
to go = ir
to go out = salir
to guide, to lead = guiar

to have = tener
to help = ayudar
to hide = esconder

to imagine = imaginar
to indicate = indicar
to inform = informar
to investigate = investigar

to jump = saltar

to know something = saber
to know someone = conocer

to learn = aprender
to leave, to exit = salir
to leave behind = dejar
to lie = mentir
to listen (to) = escuchar
to look (at) = mirar
to look (for) = buscar

to make = hacer
to measure = medir
to meet = encontrar
to move = mover

to need = necesitar
to notify = notificar

to obtain, to get = obtener
to open = abrir

to park = estacionar
to pay (for) = pagar
to play = jugar
to plug in = enchufar
to practice = practicar
to prohibit = prohibir
to pronounce = pronunciar
to protect = proteger
to push = empujar
to put = poner
to put down, to leave (behind) = dejar
to put up with, to endure = aguantar

to reach = alcanzar
to read = leer
to remember = recordar
to rent = alquilar
to repair = reparar
to repeat = repetir
to rest = descansar
to retire = jubilar
to return = regresar, volver
to run = correr

to say, to tell = decir
to search, to look for = buscar
to see = ver
to select = seleccionar
to sell = vender
to send = enviar, mandar
to separate = separar
to share = compartir
to shout = gritar
to show = mostrar
to sign = firmar
to sing = cantar
to sleep = dormir
to smoke = fumar
to spend = gastar
to stay, to remain = quedar
to study = estudiar
to suffer = sufrir
to swallow = tragar
to swim = nadar

to take = tomar
to take out = sacar
to talk, to speak = hablar
to teach = enseñar
to throw = tirar
to touch = tocar
to translate = traducir
to travel = viajar
to turn = voltear
to turn off = apagar
to twist = torcer

to understand = comprender, entender
to use = usar

to visit = visitar
to vote = votar

to walk = andar, caminar
to want = querer
to wash = lavar
to win = ganar
to work = trabajar

About The Author

Gail LeBow loves to learn and teach languages. She has traveled to over 50 countries and developed this method to teach herself how to “get by” in a new language. She has taught English to foreign students at Harvard, French at the College of Idaho, and Spanish in public schools, adult community education classes and as a consultant to business and industry. She developed the *Spanish Simplified!*[™] Language Learning Program, as a response to all those people who have told her, “I’ve studied Spanish but I still can’t speak it.”

FLASH CARD A

(Easy Phrases)

1. It's necessary
2. It's important
3. It's possible
4. It's impossible
5. It's urgent

FLASH CARD C

(Necesitar/To Need)

1. yo
2. usted/él/ella
3. ustedes/ellos/ellas
4. tú
5. nosotros

FLASH CARD E

(Querer/To Want)

1. yo
2. usted/él/ella
3. ustedes/ellos/ellas
4. tú
5. nosotros

FLASH CARD G

(Ir/To Go)

1. yo
2. usted/él/ella
3. ustedes/ellos/ellas
4. tú
5. nosotros

FLASH CARD B

(Gustar/To Like)

1. I like it.
2. You/he/she like(s) it.
3. I would like it.
4. You/he/she would like it.

FLASH CARD D

(Poder/Can/To Be Able)

1. yo
2. usted/él/ella
3. ustedes/ellos/ellas
4. tú
5. nosotros

FLASH CARD F

(Tener/To Have)

1. yo
2. usted/él/ella
3. ustedes/ellos/ellas
4. tú
5. nosotros

FLASH CARD H

(Saber/To Know)

1. yo
2. usted/él/ella
3. ustedes/ellos/ellas
4. tú
5. nosotros

FLASH CARD G

(Ir/To Go)

1. voy
2. va
3. van
4. vas
5. vamos

FLASH CARD E

(Querer/To Want)

1. quiero
2. quiere
3. quieren
4. quieres
5. queremos

FLASH CARD C

(Necesitar/To Need)

1. necesito
2. necesita
3. necesitan
4. necesitas
5. necesitamos

FLASH CARD A

(Easy Phrases)

1. Es necesario
2. Es importante
3. Es posible
4. Es imposible
5. Es urgente

FLASH CARD H

(Saber/To Know)

1. sé
2. sabe
3. saben
4. sabes
5. sabemos

FLASH CARD F

(Tener/To Have)

1. tengo
2. tiene
3. tienen
4. tienes
5. tenemos

FLASH CARD D

(Poder/Can/To Be Able)

1. puedo
2. puede
3. pueden
4. puedes
5. podemos

FLASH CARD B

(Gustar/To Like)

1. Me gusta.
2. Le gusta.
3. Me gustaría.
4. Le gustaría.

FLASH CARD 1

trabajar
terminar
comenzar
regresar
ir
venir

FLASH CARD 3

hablar español
esquiar
viajar
caminar
jugar tenis

FLASH CARD 5

ayudar
preguntar
contestar
telefonar
decir

FLASH CARD 7

hacer
traer
arreglar

FLASH CARD 9

comer
tomar
comprar

FLASH CARD 2

ahora
ahorita
más tarde
pronto
hoy
mañana

FLASH CARD 4

mi hija
mi hermana
mi amiga
mi mamá
mi hijo
mi hermano
mi amigo
mi papá

FLASH CARD 6

esto
eso
mucho
un poco
un poquito
más
algo
nada

FLASH CARD 8

conmigo
contigo
con usted
con él
con ella
con ustedes
con ellos
con ellas
con nosotros

FLASH CARD 10

una hamburguesa
una ensalada
una botella de agua
un vaso de leche
un pan
un helado

FLASH CARD 9

to eat
to drink
to buy

FLASH CARD 7

to do
to bring
to fix, to arrange

FLASH CARD 5

to help
to ask
to answer
to telephone
to say, to tell

FLASH CARD 3

to speak Spanish
to ski
to travel
to walk
to play tennis

FLASH CARD 1

to work
to finish
to begin
to come back
(to return)
to go
to come

FLASH CARD 10

a hamburger
a salad
a bottle of water
a glass of milk
a loaf of bread
an ice cream

FLASH CARD 8

with me
with you (*informal*)
with you (*formal*)
with him
with her
with you (*plural*)
with them (*m.*)
with them (*f.*)
with us

FLASH CARD 6

this
that
a lot
a little
more
something
nothing
(not anything)

FLASH CARD 4

my daughter
my sister
my friend (*f.*)
my mother
my son
my brother
my friend (*m.*)
my father

FLASH CARD 2

now
right now
later
soon
today
tomorrow

FLASH CARD 19

to explain
to translate
to read
to write

FLASH CARD 17

the women
the girls
the children (*/i/*)
the teachers (*/i/*)
the men
the boys
the children (*/m/*)
the teachers (*/m/*)

FLASH CARD 15

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

FLASH CARD 13

a lot of patience
a lot of food
a lot of energy
a lot of time
a lot of money
a lot of work

FLASH CARD 11

and
or

FLASH CARD 20

who
where
when
what

FLASH CARD 18

to leave, to exit
to arrive
to rest

FLASH CARD 16

the woman
the girl
the child (*/i/*)
the teacher (*/i/*)
the man
the boy
the child (*/m/*)
the teacher (*/m/*)

FLASH CARD 14

to wait (*/for/*)
to pay (*/for/*)
to get

FLASH CARD 12

a pen
a card
a credit card
a book
a pencil
a paper

FLASH CARD 11

y
o
mucha paciencia
mucha comida
mucha energía

FLASH CARD 13

mucho tiempo
mucho dinero
mucho trabajo

FLASH CARD 15

lunes
martes
miércoles
jueves
viernes
sábado
domingo

FLASH CARD 17

las mujeres
las chicas
las niñas
las maestras
los hombres
los chicos
los niños
los maestros

FLASH CARD 19

explicar
traducir
leer
escribir

FLASH CARD 12

una pluma
una tarjeta
una tarjeta de crédito

FLASH CARD 14

esperar
pagar
obtener

FLASH CARD 16

la mujer
la chica
la niña
la maestra
el hombre
el chico
el niño
el maestro

FLASH CARD 18

salir
llegar
descansar

FLASH CARD 20

quién
dónde
cuándo
qué

un libro
un lápiz
un papel