

Michel
Thomas®

**ADVANCED
FRENCH**

Hodder Arnold

A MEMBER OF THE HODDER HEADLINE GROUP



Michel Thomas, 1914–2005

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

To find out more, please get in touch with us

For general enquiries and for information on Michel Thomas:

Call: 020 7873 6400 Fax: 020 7873 6325

Email: michelthomas-enquiries@hodder.co.uk

To place an order:

Call: 01235 400414 Fax: 01235 400454 Email: uk.orders@bookpoint.co.uk

www.michelthomas.co.uk

You can write to us at:

Hodder Arnold, 338 Euston Road, London NW1 3BH

Visit our forum at:

www.michelthomas.co.uk

Unauthorized copying of this booklet or the accompanying audio material is prohibited, and may amount to a criminal offence punishable by a fine and/or imprisonment.

First published in UK 2004 by Hodder Headline, an Hachette Livre UK Company, 338 Euston Road, London NW1 3BH.

Copyright © 2004, 2006 Thomas Keymaster Languages LLC All rights reserved.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, Saffron House, 6–10 Kirby Street, London EC1N 8TS, UK.

Typeset by Transet Limited, Coventry, England.

Printed in Great Britain

Impression 10 9 8 7 6 5 4

Year 2010 2009 2008 2007

ISBNs 978 0 340 93898 0, 978 0 340 93901 7

Introduction

Anyone can learn a language with Michel Thomas!

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

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

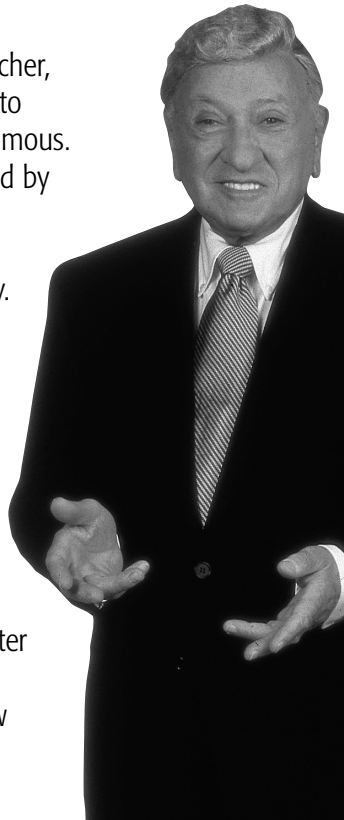


Photo by Robert Milazzo

What is the Michel Thomas method?

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

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

What does the Advanced course contain?

In his specially developed course you hear the voice of Michel Thomas as he leads a class of two students, who have completed the Michel Thomas **Foundation** (8-hour) course. Their responses to Michel Thomas are not scripted and they have received no additional instruction or preparation – just the guidance from Michel Thomas that you hear. You participate in this class actively and learn along with the students.

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

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

HOW IS THE ADVANCED COURSE BEST USED?

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

**Tracking breaks in the recordings reflect the numbering in the index (pages 9–49). These breaks are added purely to help you locate where you left off, and do not represent any sort of hierarchy in Michel's method.*

What level of language will I achieve?

The Advanced course is primarily designed for those who have completed the Michel Thomas Foundation (8-hour) course. It is also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

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

The Advanced follow-on to the Michel Thomas Foundation (8-hour) course expands on the tenses and structures only touched upon in the earlier course, to give you a comprehensive understanding and mastery of complex and sophisticated language.

How quickly can I learn with the Advanced course?

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

Because the Michel Thomas method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience (pages 9–49). This means that you can stop and start as you please.

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

Who is the Advanced course for?

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

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

How do I use the Advanced Review course?

The **Review** course has been devised for those who want to review, quickly and easily, the entire teaching contents of the Michel Thomas Advanced course. The Review course can be used in many ways: when you have reached the end of the main course to check or consolidate your learning; as a quick refresher when you return to the main course after a lapse of time; or if you are a newcomer to Michel Thomas looking for an overview of what the main courses contain. Michel will give you a prompt in English, there is a pause which allows time for your response in the foreign language, then Michel gives the correct response. If you struggled to give the right answer, or gave an incorrect answer, when working through the Review course, you can use the index (pages 9–49) to locate precisely where in the main course the specific language point is taught in depth, and can return to the main course to work through the relevant section again.

What can I do next?

The Michel Thomas **Language Builders** take the form of a ‘one-to-one’ lecture with Michel Thomas, building on the words and phrases in his Foundation (8-hour) and Advanced courses. The courses provide confidence in pronunciation, increase your word-power and consolidate your knowledge in just two hours.

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

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

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

So, who was Michel Thomas?

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

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

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



Michel in the uniform of an officer in the French Resistance

His mastery of languages enabled him to adopt many identities (the last one being 'Michel Thomas'), and, once France was liberated, allowed him to join the US Army as an intelligence officer. His unit went on to liberate Dachau, where he interrogated the camp executioner and interviewed survivors. As well as recording the horrors of the Holocaust, he was driven by a personal mission to discover the fate of his own family (he later discovered that they had all perished in Auschwitz). At the end of the war, he masterminded operations to uncover war criminals and infiltrate

underground Nazi groups, and was renowned for his ability to extract confessions without ever recourse to violence. In 1944 Michel was nominated for the Silver Star medal for his service to the US Army's 45th Infantry Division in France. The award was finally presented to him in May 2004, sixty years later.

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

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



Michel with Grace Kelly

Who has Michel Thomas taught?

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

Michel's list of clients include:

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

Index

✓ = features on the Review course ✕ = Advanced course only

Advanced course: CD 1 Track 1

| | | |
|------|----------------------------|---|
| 1:53 | I want it now. | <i>Je le veux maintenant.</i> |
| 2:04 | I don't want them. | <i>Je ne les veux pas.</i> |
| 2:14 | Do you want it? | <i>Le voulez-vous?</i> |
| 2:26 | Is it that you want it? | <i>Est-ce que vous le voulez?</i> |
| 2:37 | You want it? | <i>Vous le voulez?</i> |
| 2:48 | Why do you want it now? | <i>Pourquoi le voulez-vous maintenant?</i> |
| 3:08 | Why don't you want it now? | <i>Pourquoi ne le voulez-vous pas maintenant?</i> |

Review course Track 2

✓
✓
✓
✓
✓
✓
✓

Advanced course: CD 1 Track 2

| | | |
|------|--------------------------------------|---|
| 0:00 | I don't know where it is. | <i>Je ne sais pas où c'est.</i> |
| 0:09 | I don't know what it is. | <i>Je ne sais pas ce que c'est.</i> |
| 0:47 | to explain | <i>expliquer</i> |
| 0:58 | Can you explain to me what it is? | <i>Pouvez-vous m'expliquer ce que c'est?</i> |
| 1:11 | What do you want? | <i>Qu'est-ce que vous voulez?</i> |
| 1:21 | What do you want to do? | <i>Qu'est-ce que vous voulez faire?</i> |
| 1:29 | What do you want to say? | <i>Qu'est-ce que vous voulez dire?</i> |
| 1:43 | What do you mean? | <i>Qu'est-ce que vous voulez dire?</i> |
| 1:46 | I don't understand what you mean. | <i>Je ne comprends pas ce que vous voulez dire.</i> |
| 2:15 | Can you explain to me what you mean? | <i>Pouvez-vous m'expliquer ce que vous voulez dire?</i> |
| 2:32 | That's not what I mean. | <i>Ce n'est pas ce que je veux dire.</i> |
| 3:09 | It means... | <i>Ça veut dire...</i> |
| 3:23 | What does it mean? | <i>Qu'est-ce que ça veut dire?</i> |
| 3:39 | I don't understand what it means. | <i>Je ne comprends pas ce que ça veut dire.</i> |
| 4:44 | I want it. | <i>Je le veux.</i> |
| 4:49 | I don't want it. | <i>Je ne le veux pas.</i> |
| 4:55 | I want some/some of it. | <i>J'en veux.</i> |

Review course Track 3

✕
✓
✓
✓
✓
✕
✓
✓
✓
✓
✓
✓
✕
✕
✕
✓

| | | | |
|------|-----------------------------|--|---|
| 5:01 | I don't want any. | <i>Je n'en veux pas.</i> | ✓ |
| 5:28 | I don't know what it means. | <i>Je ne sais pas ce que ça veut dire.</i> | ✗ |

Advanced course: CD 1 Track 3

| | | | |
|------|--|--------------------------------------|---|
| 0:00 | There are many people here. | <i>Il y a beaucoup de monde ici.</i> | ✗ |
| 0:14 | the world | <i>le monde</i> | ✓ |
| 0:25 | everybody | <i>tout le monde</i> | ✓ |
| 0:28 | Everybody knows where it is. | <i>Tout le monde sait où c'est.</i> | ✓ |
| 0:40 | Nobody knows where it is. | <i>Personne sait où c'est.</i> | ✗ |
| 0:42 | Nobody can find it. | <i>Personne peut le trouver.</i> | ✓ |
| 1:12 | Everyone wants to see it. | <i>Tout le monde veut le voir.</i> | ✓ |
| 1:46 | I have it. | <i>Je l'ai.</i> | ✗ |
| 1:52 | I don't have it. | <i>Je ne l'ai pas.</i> | ✗ |
| 2:08 | I want them. | <i>Je les veux.</i> | ✓ |
| 2:22 | I don't want them. | <i>Je ne les veux pas.</i> | ✓ |
| 2:30 | I don't want anything. | <i>Je ne veux rien.</i> | ✓ |
| 3:28 | 'en' means 'of it', 'some of it', 'any of it'. | | ✗ |

Review course**Track 4****Advanced course: CD 1 Track 4**

| | | | |
|------|---|--|---|
| 0:00 | I don't understand it. | <i>Je ne le comprends pas.</i> | ✓ |
| 0:09 | I don't understand anything. / I understand nothing. | <i>Je ne comprends rien.</i> | ✓ |
| 0:19 | never | <i>jamais</i> | ✓ |
| 0:26 | I never understand what he wants. | <i>Je ne comprends jamais ce qu'il veut.</i> | ✓ |
| 0:55 | I don't know anything. | <i>Je ne sais rien.</i> | ✓ |
| 1:05 | I never know. | <i>Je ne sais jamais.</i> | ✓ |
| 1:22 | I don't know anymore. | <i>Je ne sais plus.</i> | ✗ |
| 1:26 | anymore | <i>plus</i> | ✓ |
| 1:47 | I don't understand him anymore. | <i>Je ne le comprends plus.</i> | ✓ |

Review course**Track 5****Advanced course: CD 1 Track 5**

| | | | |
|------|----------------------|-------------------------|---|
| 0:00 | I'm going to see it. | <i>Je vais le voir.</i> | ✓ |
| 0:11 | I'm going there. | <i>J'y vais.</i> | ✓ |

Review course**Track 6**

| | | | |
|--------------------------------------|--|---|------------------------------|
| 0:29 | I would like to go there. | <i>Je voudrais y aller.</i> | ✓ |
| 0:39 | (But) I cannot go there now. | <i>(Mais) je ne peux pas y aller maintenant.</i> | ✓ |
| 1:04 | I'm busy. | <i>Je suis occupé.</i> | ✓ |
| 1:20 | I'm very busy now. | <i>Je suis très occupé maintenant.</i> | ✗ |
| 1:30 | I would like to go there. | <i>Je voudrais y aller.</i> | ✗ |
| 1:35 | with you | <i>avec vous</i> | ✗ |
| 1:38 | with him | <i>avec lui</i> | ✗ |
| 1:40 | with her | <i>avec elle</i> | ✗ |
| 1:44 | with them | <i>avec eux</i> | ✓ |
| 2:03 | I'm going to see him tonight and I'm going to give him his book. | <i>Je vais le voir ce soir et je vais lui donner son livre.</i> | ✗ |
| 2:29 | I'm going to see her tonight and I'm going to give her her book. | <i>Je vais la voir ce soir et je vais lui donner son livre.</i> | ✗ |
| 2:54 | 'lui' means 'him', 'to him/her', 'to her'. | | ✗ |
| 3:05 | I'm going to tell him. | <i>Je vais lui dire.</i> | ✓ |
| 3:27 | I'm going to tell her. | <i>Je vais lui dire.</i> | ✓ |
| 3:35 | Will you tell him? | <i>Voulez-vous lui dire?</i> | ✓ |
| 3:46 | Can you tell her? | <i>Pouvez-vous lui dire?</i> | ✗ |
| 3:56 | them / to them | <i>leur</i> | ✗ |
| 4:06 | Will you tell them? | <i>Voulez-vous leur dire?</i> | ✓ |
| 4:20 | Will you give them the book? | <i>Voulez-vous leur donner le livre?</i> | ✗ |
| Advanced course: CD 1 Track 6 | | | Review course Track 7 |
| 0:05 | the book | le livre | ✓ |
| 0:08 | the pound (£) | la livre | ✓ |
| Advanced course: CD 1 Track 7 | | | Review course Track 8 |
| 0:06 | their | <i>leur</i> | ✗ |
| 0:10 | to bring | <i>apporter</i> | ✓ |
| 0:21 | Will you bring them their book? | <i>Voulez-vous leur apporter leur livre?</i> | ✓ |
| 0:45 | I'm going to send him the money. | <i>Je vais lui envoyer l'argent.</i> | ✓ |

| | | |
|------|--------------------------------------|---|
| 0:58 | silver | <i>argent</i> |
| 1:03 | I'm going to send her the money. | <i>Je vais lui envoyer l'argent.</i> |
| 1:16 | I'm going to send them the money. | <i>Je vais leur envoyer l'argent.</i> |
| 1:57 | I'm going to send the money to him. | <i>Je vais envoyer l'argent à lui.</i> |
| 2:11 | I'm going to send the money to her. | <i>Je vais envoyer l'argent à elle.</i> |
| 2:34 | I'm going to send the money to them. | <i>Je vais envoyer l'argent à eux.</i> |

✗
✓
✗
✗
✓
✗

Advanced course: CD 1 Track 8

| | | |
|------|--|--|
| 0:13 | I'm going to send it to him. | <i>Je vais le lui envoyer.</i> |
| 0:28 | I'm going to send it to her. | <i>Je vais le lui envoyer.</i> |
| 0:36 | I'm going to send it to you. | <i>Je vais vous l'envoyer.</i> |
| 1:01 | If there are two pronouns together and both start with an 'l', then 'le', 'la' and 'les' come before 'lui' and 'leur'. | |
| 1:56 | I'm going to send them to her. | <i>Je vais les lui envoyer.</i> |
| 3:02 | I'm going to send them the money. | <i>Je vais leur envoyer l'argent.</i> |
| 3:23 | I'm going to send them to Paris. | <i>Je vais les envoyer à Paris.</i> |
| 3:35 | I'm going to write a letter to them. | <i>Je vais leur écrire une lettre.</i> |
| 4:46 | I'm going to send them to them. | <i>Je vais les leur envoyer.</i> |
| 5:00 | Will you send it to me? | <i>Voulez-vous me l'envoyer?</i> |
| 5:00 | Will you send it to me? | <i>Voulez-vous l'envoyer à moi?</i> |
| 5:24 | not to him | <i>pas à lui</i> |
| 5:36 | not to them | <i>pas à eux</i> |
| 5:30 | Will you send them to us? | <i>Voulez-vous nous les envoyer?</i> |
| 5:51 | I cannot tell it to you now because I do not know it. | <i>Je ne peux pas vous le dire maintenant parce que je ne le sais pas.</i> |

Review course Track 9

✗
✓
✗
✗
✓
✗
✓
✓
✗
✗
✓
✓
✓
✗

Advanced course: CD 1 Track 9

| | | |
|------|--------------------|----------------------------|
| 1:34 | -er verbs | |
| 1:42 | to ask | <i>demande</i> |
| 1:44 | to stay | <i>rester</i> |
| 1:46 | -ir verbs | |
| 1:50 | -re verbs | |
| 1:53 | to sell | <i>vendre</i> |
| 1:56 | to wait | <i>attendre</i> |
| 1:59 | to understand | <i>comprendre</i> |
| 2:02 | to take | <i>prendre</i> |
| 2:04 | to put | <i>mettre</i> |
| 2:15 | -oir verbs | |
| 2:19 | to have | <i>avoir</i> |
| 2:21 | to know | <i>savoir</i> |
| 2:23 | to see | <i>voir</i> |
| 2:24 | to be able | <i>pouvoir</i> |
| 2:32 | the power | <i>le pouvoir</i> |
| 2:38 | to have to / must | <i>devoir</i> |
| 2:43 | the duty | <i>le devoir</i> |
| 2:47 | That is your duty. | <i>C'est votre devoir.</i> |
| 3:02 | homework | <i>les devoirs</i> |

Review course
Track 10

[illegible]

Advanced course: CD 1 Track 10

| | | |
|------|---|----------------------|
| 0:11 | to speak | <i>parler</i> |
| 0:30 | Verbs can be divided into two boxes: a long box and a short box. 'vous' and 'nous' go in the long box. | |
| 0:51 | you speak | <i>vous parlez</i> |
| 1:05 | we speak | <i>nous parlons</i> |
| 1:25 | All other forms of the verb (not 'vous' and 'nous') go in the short box (cut off the 'r'). For 'parler' the short box is 'parle'. | |
| 1:59 | I speak | <i>je parle</i> |
| 2:04 | I am ready. | <i>Je suis prêt.</i> |
| 2:18 | I am eating | <i>je mange</i> |
| 2:26 | In French there are no -ing tenses: no 'am-ing', 'is-ing' or 'are-ing'. | |

Review course
Track 11

X
X
X
X
X
X
X
X
X

| | | |
|------|---------------------------|---------------------------------------|
| 2:44 | I don't speak. | <i>Je ne parle pas.</i> |
| 3:08 | we are staying | <i>nous restons</i> |
| 3:13 | you are staying | <i>vous restez</i> |
| 3:19 | How long are you staying? | <i>Combien de temps restez-vous?</i> |
| 3:34 | How long are we staying? | <i>Combien de temps restons-nous?</i> |

Advanced course: CD 1 Track 11

| | | |
|------|--------------------------|--|
| 0:04 | Stay! | <i>Restez!</i> |
| 0:16 | Stay here! | <i>Restez ici!</i> |
| 0:21 | Don't stay! | <i>Ne restez pas!</i> |
| 0:34 | Let's stay! | <i>Restons!</i> |
| 0:44 | Let's stay here! | <i>Restons ici!</i> |
| 0:50 | Let's speak French! | <i>Parlons français!</i> |
| 0:56 | Speak French with me! | <i>Parlez français avec moi!</i> |
| 1:06 | Don't speak English now! | <i>Ne parlez pas anglais maintenant!</i> |

Review course
Track 12

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Advanced course: CD 1 Track 12

| | | |
|------|--|-----------------------------|
| 0:03 | I'm staying | <i>je reste</i> |
| 0:07 | I'm not staying. | <i>Je ne reste pas.</i> |
| 0:24 | Everybody is staying. | <i>Tout le monde reste.</i> |
| 0:38 | Nobody is staying. | <i>Personne reste.</i> |
| 0:57 | My friend is staying. | <i>Mon ami reste.</i> |
| 1:07 | It is ready. | <i>C'est prêt.</i> |
| 1:12 | It is staying. | <i>Ça reste.</i> |
| 1:19 | It is not staying. | <i>Ça ne reste pas.</i> |
| 1:33 | he is staying | <i>il reste</i> |
| 1:43 | they are staying | <i>ils restent</i> |
| 2:05 | -ent at the end of a verb is silent and means 'they' | |
| 2:29 | different | <i>différent</i> |
| 2:32 | evident | <i>évident</i> |
| 2:37 | It is special. | <i>C'est spécial.</i> |
| 2:42 | specially | <i>spécialement</i> |
| 2:49 | normal | <i>normal</i> |
| 2:51 | normally | <i>normalement</i> |
| 2:56 | possible | <i>possible</i> |

Review course
Track 13

X
X
X
X
X
X
✓
✓
X
X
X
X
X
X
X
✓
X
✓
X

Review course
Track 14

| | | |
|------|--|---|
| 0:03 | to start / to begin | <i>commencer</i> |
| 0:11 | we are starting | <i>nous commençons</i> |
| 0:15 | Let's start! | <i>Commençons!</i> |
| 0:19 | At what time are we starting? | <i>À quelle heure commençons-nous?</i> |
| 0:27 | At what time are you starting? | <i>À quelle heure commencez-vous?</i> |
| 0:34 | Start now! | <i>Commencez maintenant!</i> |
| 0:41 | Don't start now; start a little later. | <i>Ne commencez pas maintenant; commencez un peu plus tard.</i> |
| 0:55 | I don't understand. | <i>Je ne comprends pas.</i> |
| 1:03 | I don't understand anything. | <i>Je ne comprends rien.</i> |
| 1:10 | I don't understand any more. | <i>Je ne comprends plus.</i> |
| 1:24 | It is starting now. | <i>Ça commence maintenant.</i> |
| 1:32 | Everybody is starting. | <i>Tout le monde commence.</i> |
| 1:41 | My friend is starting. | <i>Mon ami commence.</i> |
| 1:51 | my friends | <i>mes amis</i> |
| 1:56 | My friends are starting. | <i>Mes amis commencent.</i> |
| 2:04 | My friends are arriving tonight. | <i>Mes amis arrivent ce soir.</i> |
| 2:17 | to leave | <i>partir</i> |
| 2:26 | we are leaving | <i>nous partons</i> |
| 2:31 | Let's leave! | <i>Partons!</i> |
| 2:32 | At what time are you leaving? | <i>À quelle heure partez-vous?</i> |
| 2:42 | At what time are we leaving? | <i>À quelle heure partons-nous?</i> |
| 2:49 | Don't leave! | <i>Ne partez pas!</i> |
| 2:54 | to prepare | <i>préparer</i> |
| 3:04 | He is preparing it. | <i>Il le prépare.</i> |

| | | |
|------|----------------------------------|---------------------------------------|
| 3:11 | They are preparing it. | <i>Ils le préparent.</i> |
| 3:21 | He is not accepting it. | <i>Il ne l'accepte pas.</i> |
| 3:36 | He doesn't accept the condition. | <i>Il n'accepte pas la condition.</i> |
| 3:49 | Everybody is ready. | <i>Tout le monde est prêt.</i> |
| 4:10 | My friends are arriving. | <i>Mes amis arrivent.</i> |
| 4:20 | My friends are leaving. | <i>Mes amis partent.</i> |
| 4:40 | they are leaving | <i>ils partent</i> |
| 4:52 | They are selling it. | <i>Ils le vendent.</i> |
| 5:05 | they are waiting | <i>ils attendent</i> |
| 5:24 | They are waiting for me. | <i>Ils m'attendent.</i> |
| 5:37 | My friends are waiting for me. | <i>Mes amis m'attendent.</i> |
| 5:50 | Wait a moment! | <i>Attendez un moment!</i> |
| 6:22 | Let's wait here. | <i>Attendons ici.</i> |
| 6:26 | Don't wait! | <i>N'attendez pas!</i> |
| 6:34 | They're waiting for you. | <i>Ils vous attendent.</i> |

✕
 ✕
 ✓
 ✕
 ✓
 ✓
 ✕
 ✓
 ✓
 ✓
 ✕
 ✓
 ✕
 ✕
 ✕
 ✓

Advanced course: CD 1 Track 14

| | | |
|------|--|----------------------------|
| 0:05 | In the short box, if it is not an -er verb, you don't sound the consonant (except for 'they'). | |
| 1:26 | I'm waiting | <i>j'attends</i> |
| 1:32 | he is waiting | <i>il attend</i> |
| 1:35 | they are waiting | <i>ils attendent</i> |
| 1:52 | Everybody is leaving. | <i>Tout le monde part.</i> |
| 2:13 | I'm leaving | <i>je pars</i> |
| 2:19 | they're leaving | <i>ils partent</i> |
| 2:27 | to sleep | <i>dormir</i> |
| 2:35 | I'm sleeping | <i>je dors</i> |
| 2:40 | he is sleeping | <i>il dort</i> |
| 2:43 | Everybody is sleeping. | <i>Tout le monde dort.</i> |
| 2:51 | My friends are sleeping. | <i>Mes amis dorment.</i> |
| 3:01 | she is sleeping | <i>elle dort</i> |
| 3:05 | to serve | <i>servir</i> |
| 3:08 | He is serving the dinner. | <i>Il sert le dîner.</i> |

Review course Track 15

✕
 ✕
 ✕
 ✕
 ✕
 ✓
 ✓
 ✓
 ✓
 ✕
 ✓
 ✓
 ✕
 ✓
 ✓
 ✓

| | | |
|------|---|--|
| 3:19 | They are serving the dinner at seven o'clock. | <i>Ils servent le dîner à sept heures.</i> |
| 3:31 | One is serving the dinner at seven o'clock. | <i>On sert le dîner à sept heures.</i> |

✓

✗

Advanced course: CD 1 Track 15**Review course
Track 16**

| | | |
|------|-------------------------------|--|
| 0:00 | Use of 'on' | |
| 0:33 | We are very comfortable here. | <i>Nous sommes très confortables ici. / On est très confortable ici. / On est très bien ici.</i> |
| 1:08 | We are leaving soon. | <i>Nous partons bientôt. / On part bientôt.</i> |
| 1:33 | We are going to leave soon. | <i>Nous allons partir bientôt. / On va partir bientôt.</i> |

✗

✓

✓

✓

Advanced course: CD 1 Track 16**Review course
Track 17**

| | | |
|------|-----------------------------|---|
| 0:00 | We are going to start soon. | <i>Nous allons commencer bientôt. / On va commencer bientôt.</i> |
| 0:23 | We are starting soon. | <i>Nous commençons bientôt. / On commence bientôt.</i> |
| 0:41 | We can start now. | <i>On peut commencer maintenant. / Nous pouvons commencer maintenant.</i> |
| 0:56 | We must start. | <i>Nous devons commencer. / On doit commencer.</i> |

✓

✗

✗

✗

Advanced course: CD 1 Track 17**Review course
Track 18**

| | | |
|------|-----------------------|--------------------------------|
| 0:00 | to feel | <i>sentir</i> |
| 0:13 | I feel it. | <i>Je le sens.</i> |
| 0:20 | They feel it. | <i>Ils le sentent.</i> |
| 0:31 | He feels it. | <i>Il le sent.</i> |
| 1:00 | I feel (myself) fine. | <i>Je me sens bien.</i> |
| 1:17 | I don't feel well. | <i>Je ne me sens pas bien.</i> |

✓

✓

✓

✓

✓

✓

Advanced course: CD 1 Track 18

| | | |
|------|---|--|
| 0:00 | I feel better. | <i>Je me sens mieux.</i> |
| 0:23 | This wine is better than the other. | <i>Ce vin est meilleur que l'autre.</i> |
| 0:30 | In English the comparative and superlative of 'good' is 'better' and 'best'. The comparative and superlative of 'well' is also 'better' and 'best'. However, in French 'better' of 'well' is 'mieux' and of 'good' it's 'meilleur'. | |
| 1:59 | It is the best wine of the house. | <i>C'est le meilleur vin de la maison.</i> |
| 2:19 | I feel better now. | <i>Je me sens mieux maintenant.</i> |
| 2:33 | I feel much better now. | <i>Je me sens beaucoup mieux maintenant.</i> |
| 3:02 | to smell | <i>sentir</i> |
| 3:20 | It smells good. | <i>Ça sent bon.</i> |

**Review course
Track 19**

✓

✓

✗

✓

✗

✗

✓

✓

Advanced course: CD 1 Track 19

| | | |
|------|--|------------------------------------|
| 0:06 | he is sleeping | <i>il dort</i> |
| 0:09 | one is sleeping | <i>on dort</i> |
| 0:13 | they are sleeping | <i>ils dorment</i> |
| 0:23 | In spelling, with -er verbs you drop the 'r' and you are left with the 'e' ending, except for 'they' (-ent). If it is not an -er verb, in spelling you add 's' for 'I' (self) and 't' for 'he/she/it'. | |
| 0:48 | to do / to make | <i>faire</i> |
| 0:53 | I'm doing | <i>je fais</i> |
| 1:00 | I'm not doing it. | <i>Je ne le fais pas.</i> |
| 1:06 | He's doing it. | <i>Il le fait.</i> |
| 1:13 | One is doing it. | <i>On le fait.</i> |
| 1:18 | One is not doing it that way. | <i>On ne le fait pas comme ça.</i> |

**Review course
Track 20**

✗

✗

✗

✗

✗

✗

✓

✓

✓

✓

Advanced course: CD 1 Track 20

| | | |
|------|--|--|
| 0:00 | It is making a big difference that way. | <i>Ça fait une grande différence comme ça.</i> |
| 0:30 | All nouns ending in -ance and -ence take 'la / une'. | |
| 0:45 | It doesn't make much difference. | <i>Ça ne fait pas beaucoup de différence.</i> |

**Review course
Track 21**

✓

✗

✗

| | | |
|------|-------------------------|---------------------------------------|
| 1:04 | How much time? | <i>Combien de temps?</i> |
| 1:10 | I don't have much time. | <i>Je n'ai pas beaucoup de temps.</i> |

Advanced course: CD 1 Track 21

| | | |
|------|--|--|
| 0:00 | It is too late. | <i>C'est trop tard.</i> |
| 0:22 | You're going too fast. | <i>Vous allez trop vite.</i> |
| 0:30 | It is too much. | <i>C'est trop.</i> |
| 0:38 | to work | <i>travailler</i> |
| 0:42 | He is working too much. | <i>Il travaille trop.</i> |
| 0:55 | It is taking too much time. | <i>Ça prend trop de temps.</i> |
| 0:57 | After expressions of quantity use 'de' (of). | |
| 1:46 | It is much too much. | <i>C'est beaucoup trop.</i> |
| 1:52 | It is much too much for me. | <i>C'est beaucoup trop pour moi.</i> |
| 1:59 | It is taking much too much time like that. | <i>Ça prend beaucoup trop de temps comme ça.</i> |

**Review course
Track 22**

✓
X
✓
✓
✓
X
X
X
X
✓

Advanced course: CD 1 Track 22

| | | |
|------|--------------------------------|--------------------------------|
| 0:00 | I'm taking it. | <i>Je le prends.</i> |
| 0:13 | he is taking | <i>il prend</i> |
| 0:35 | He doesn't understand me. | <i>Il ne me comprend pas.</i> |
| 0:53 | Everybody is waiting for me. | <i>Tout le monde m'attend.</i> |
| 1:22 | My friends are waiting for me. | <i>Mes amis m'attendent.</i> |

**Review course
Track 23**

✓
X
✓
✓
✓

Advanced course: CD 1 Track 23

| | | |
|------|--|--------------------------|
| 0:00 | In spelling -ir verbs in the short box, you drop the consonant that you don't sound. For the endings you have 's' and 't'. | |
| 1:36 | Dinner is being served. | <i>On sert le dîner.</i> |

**Review course
Track 24**

X
✓

Advanced course: CD 1 Track 24

| | | |
|------|--------------------------------|--------------------------------------|
| 0:16 | I'm putting it on the table. | <i>Je le mets sur la table.</i> |
| 0:38 | He is putting it on the table. | <i>Il le met sur la table.</i> |
| 0:50 | Where are you putting it? | <i>Où le mettez-vous?</i> |
| 1:06 | Put the book on the table. | <i>Mettez le livre sur la table.</i> |
| 1:15 | Don't put it here. | <i>Ne le mettez pas ici.</i> |

**Review course
Track 25**

✓
✓
✓
✓
✓

Advanced course: CD 1 Track 25

| | | |
|------|--|---------------------------------------|
| 0:12 | Start now! | <i>Commencez maintenant!</i> |
| 0:21 | Don't start! | <i>Ne commencez pas!</i> |
| 0:34 | Let's not start! | <i>Ne commençons pas!</i> |
| 0:39 | Let's wait! | <i>Attendons!</i> |
| 0:45 | Let's not wait! | <i>N'attendons pas!</i> |
| 0:51 | Let's put the book on the table. | <i>Mettons le livre sur la table.</i> |
| 1:02 | on the floor | <i>par terre</i> |
| 1:16 | Let's not put it on the floor. | <i>Ne le mettons pas par terre.</i> |
| 1:27 | Don't put it on the floor. | <i>Ne le mettez pas par terre.</i> |
| 1:38 | Whenever you use the positive command (imperative), the pronoun comes after the verb. In all other cases, the pronoun comes before the verb. | |
| 2:04 | Put it here. | <i>Mettez-le ici.</i> |

**Review course
Track 26**

X
X
✓
✓
✓
✓
✓
X
✓

X
✓

Advanced course: CD 2 Track 1

| | | |
|------|---|---|
| 0:31 | Don't put it here. | <i>Ne le mettez pas ici.</i> |
| 0:42 | Position of the pronoun with a positive imperative | |
| 1:08 | Don't put it there. | <i>Ne le mettez pas là.</i> |
| 1:20 | Put them on the table. | <i>Mettez-les sur la table.</i> |
| 1:33 | Don't put them on the floor. | <i>Ne les mettez pas par terre.</i> |
| 1:44 | I'm calling you. | <i>Je vous appelle.</i> |
| 1:55 | You're being called. | <i>On vous appelle.</i> |
| 2:05 | Call me later. | <i>Appellez-moi plus tard.</i> |
| 2:15 | Don't call me today; call me tomorrow. | <i>Ne m'appellez pas aujourd'hui; appelez-moi demain.</i> |
| 2:39 | Wait for me. | <i>Attendez-moi.</i> |
| 2:53 | Wait for me here. | <i>Attendez-moi ici.</i> |
| 3:04 | You can avoid the positive imperative by using 'will you...?' | |
| 3:13 | Will you wait for me? | <i>Voulez-vous m'attendre?</i> |
| 3:32 | Don't wait for me. | <i>Ne m'attendez pas.</i> |

**Review course
Track 27**

X
X
X
X
X
✓
✓
✓

X
X
X
X
✓
X

Advanced course: CD 2 Track 2

| | | |
|------|--|-------------------------------|
| 0:03 | You have to wait for me. | <i>Vous devez m'attendre.</i> |
| 1:10 | One has to wait for me. / One must wait for me. | <i>On doit m'attendre.</i> |

**Review course
Track 28**

✓

✓

Advanced course: CD 2 Track 3

| | | |
|------|--|----------------------------|
| 0:05 | I'm doing it. | <i>Je le fait.</i> |
| 0:11 | I have | <i>j'ai</i> |
| 0:13 | he has | <i>il a</i> |
| 0:15 | they have | <i>ils ont</i> |
| 0:33 | Formation of future tense | |
| 0:39 | I will leave tomorrow. | <i>Je partirai demain.</i> |
| 1:01 | he will leave | <i>il partira</i> |
| 1:08 | they will leave | <i>ils partiront</i> |
| 1:49 | -ai, -a, -ont hooked onto the infinitive forms the future tense and becomes -rai, -ra, -ront. | |
| 1:58 | I will leave | <i>je partirai</i> |
| 2:02 | he will leave | <i>il partira</i> |
| 2:06 | they will leave | <i>ils partiront</i> |
| 2:10 | we will leave | <i>nous partirons</i> |
| 2:17 | you will leave | <i>vous partirez</i> |
| 2:26 | 'I will...' and 'you will...' have the same sound (-rai/-rez). 'we will...' and 'they will...' also have the same sound (-rons/-ront). The three sounds, -rai, -ra, -ront, apply to all verbs in the future tense. | |

**Review course
Track 29**

X

✓

X

✓

X

✓

✓

✓

X

X

X

X

X

X

X

X

X

Advanced course: CD 2 Track 4

| | | |
|------|-----------------------------|---|
| 0:05 | -oir verbs | |
| 0:16 | I will be able | <i>je pourrai</i> |
| 0:56 | I will have to | <i>je devrai</i> |
| 1:15 | We will have to leave soon. | <i>Nous devons partir bientôt. / On devra partir bientôt.</i> |
| 1:36 | Future of 'avoir' | |
| 2:00 | I will have it. | <i>Je l'aurai.</i> |
| 2:05 | We will have it. | <i>Nous l'aurons.</i> |
| 2:12 | Future of 'savoir' | |

**Review course
Track 30**

X

✓

✓

✓

X

✓

✓

✓

X

| | | |
|------|--|--|
| 2:29 | I will know | <i>je saurai</i> |
| 2:34 | I will tell you later. | <i>Je vous dirai plus tard.</i> |
| 2:46 | I will write to you. | <i>Je vous écrirai.</i> |
| 2:55 | I will do it. | <i>Je le ferai.</i> |
| 3:00 | He won't do it. | <i>Il ne le fera pas.</i> |
| 3:10 | He won't tell you why he won't do it. | <i>Il ne vous dira pas pourquoi il ne le fera pas.</i> |
| 3:40 | Spelling of 'fera' | |

✓
✓
✓
✓
✓
✓
X

Advanced course: CD 2 Track 5

| | | |
|------|--|---------------------------|
| 0:04 | I will put it here. | <i>Je le mettrai ici.</i> |
| 0:14 | All composite verbs in English that contain 'mit' come from the French 'mettre'. | |
| 0:23 | to commit | <i>commettre</i> |
| 0:26 | to omit | <i>omettre</i> |
| 0:28 | to permit | <i>permettre</i> |
| 0:32 | to submit | <i>soumettre</i> |
| 0:35 | I promise | <i>je promets</i> |
| 0:47 | I promise you. | <i>Je vous promets.</i> |

Review course Track 31

X
X
✓
✓
✓
✓
X
X

Advanced course: CD 2 Track 6

| | | |
|------|-------------------------|----------------------------------|
| 0:09 | I will take it. | <i>Je le prendrai.</i> |
| 0:22 | I won't understand him. | <i>Je ne le comprendrai pas.</i> |
| 0:34 | He will sell it. | <i>Il le vendra.</i> |
| 0:45 | He is selling it. | <i>Il le vend.</i> |
| 0:51 | They're selling it. | <i>Ils le vendent.</i> |

Review course Track 32

✓
✓
X
X
X

Advanced course: CD 2 Track 7

| | | |
|------|------------------------------|--------------------------------|
| 0:03 | to come | <i>venir</i> |
| 0:11 | he is coming | <i>il vient</i> |
| 0:35 | they are coming | <i>ils viennent</i> |
| 1:01 | They are coming from Vienna. | <i>Ils viennent de Vienne.</i> |
| 1:13 | It is coming. | <i>Ça vient.</i> |
| 1:19 | It is going to come. | <i>Ça va venir.</i> |

Review course Track 33

X
X
X
X
X
X

| | | |
|------|---------------------------------|-------------------------------------|
| 1:34 | I will come | <i>je viendrai</i> |
| 1:43 | we will come | <i>nous viendrons</i> |
| 1:54 | to come back | <i>revenir</i> |
| 2:00 | I will come back | <i>je reviendrai</i> |
| 2:08 | They will come back soon. | <i>Ils reviendront bientôt.</i> |
| 2:19 | We will come back soon. | <i>Nous reviendrons bientôt.</i> |
| 2:31 | We are going to come back soon. | <i>Nous allons revenir bientôt.</i> |

Advanced course: CD 2 Track 8

| | | |
|------|--|---|
| 0:00 | Exception for future tense: être (to be) | |
| 0:29 | I will be | <i>je serai</i> |
| 0:37 | he will be | <i>il sera</i> |
| 0:39 | they will be | <i>ils seront</i> |
| 0:41 | we will be | <i>nous serons</i> |
| 0:44 | you will be | <i>vous serez</i> |
| 2:24 | They are going to be here soon. | <i>Ils vont être ici bientôt.</i> |
| 2:36 | They will be here tonight. | <i>Ils vont être ici ce soir. / Ils seront ici ce soir.</i> |

Advanced course: CD 2 Track 9

| | | |
|------|---|---|
| 0:00 | It will not be possible to do it. | <i>Ça ne sera pas possible de le faire.</i> |
| 0:24 | It won't be necessary to do it today. | <i>Ça ne sera pas nécessaire de le faire aujourd'hui.</i> |
| 0:40 | It will take too much time that way. | <i>Ça prendra trop de temps comme ça.</i> |
| 0:57 | It will take much too much time. | <i>Ça prendra beaucoup trop de temps.</i> |
| 1:10 | It's a pleasure to see you. / I enjoy seeing you. | <i>Ça me fait plaisir de vous voir.</i> |
| 1:39 | I enjoy very much seeing you. | <i>Ça me fait grand plaisir de vous voir.</i> |
| 2:07 | I am looking forward to seeing you. | <i>Ça me fera plaisir de vous voir.</i> |

**Review course
Track 34**

X

✓

X

X

X

X

X

X

**Review course
Track 35**

X

✓

✓

✓

✓

✓

✓

Advanced course: CD 2 Track 10

| | | |
|------|---|----------------------------------|
| 0:00 | Exception for future tense: aller (to go) | |
| 0:18 | I'm going | <i>je vais</i> |
| 0:19 | he is going | <i>il va</i> |
| 0:20 | they are going | <i>ils vont</i> |
| 0:26 | we are going | <i>nous allons</i> |
| 0:29 | you are going | <i>vous allez</i> |
| 0:32 | They are going to come with us. | <i>Ils vont venir avec nous.</i> |
| 1:19 | I will go | <i>j'irai</i> |
| 1:23 | he will go | <i>il ira</i> |
| 1:26 | we will go | <i>nous irons</i> |
| 1:29 | they will go | <i>ils iront</i> |
| 1:34 | you will go | <i>vous irez</i> |
| 1:41 | I will go there. | <i>J'y irai.</i> |
| 1:48 | We will go there tonight. | <i>Nous y irons ce soir.</i> |

**Review course
Track 36**

X
X
X
X
X
X
X
✓
X
✓
✓
✓
✓
✓

Advanced course: CD 2 Track 11

| | | |
|------|---|--|
| 0:00 | Three ways of using the future: 'will', 'going to', the present tense | |
| 0:09 | I will call you tomorrow. | <i>Je vous appellerai demain.</i> |
| 0:22 | I'm going to call you tomorrow. | <i>Je vais vous appeler demain.</i> |
| 1:02 | I call you tomorrow. | <i>Je vous appelle demain.</i> |
| 1:07 | I call you next week. | <i>Je vous appelle la semaine prochaine.</i> |
| 1:25 | The present tense is often used in French to signify the future. | |

**Review course
Track 37**

X
✓
✓
✓
✓
X

Advanced course: CD 2 Track 12

| | | |
|------|---|-----------------------------------|
| 0:00 | Exceptions for 'we' in the present tense | |
| 0:22 | Exceptions for 'you' in the present tense | |
| 0:30 | you are | <i>vous êtes</i> |
| 0:42 | you are doing/making | <i>vous faites</i> |
| 0:51 | you are saying/telling | <i>vous dites</i> |
| 1:06 | What are you doing? | <i>Qu'est-ce que vous faites?</i> |
| 1:14 | What are you saying? | <i>Qu'est-ce que vous dites?</i> |

**Review course
Track 38**

X
X
X
X
X
✓
✓

| | | | |
|------|---|---|---|
| 1:19 | I don't understand what you are saying. | <i>Je ne comprends pas ce que vous dites.</i> | ✓ |
| 1:43 | Tell me! | <i>Dites-moi!</i> | ✓ |
| 1:54 | Don't tell me; I don't want to know it! | <i>Ne me dites pas; je ne veux pas le savoir!</i> | ✗ |
| 2:08 | Don't tell it to me. | <i>Ne me le dites pas.</i> | ✓ |
| 2:19 | Don't tell it to him. | <i>Ne le lui dites pas.</i> | ✓ |
| 2:33 | Don't tell it to her. | <i>Ne le lui dites pas.</i> | ✓ |

Advanced course: CD 2 Track 13

| | | | |
|------|---|---|---|
| 0:00 | The key to the short box is the sound of the first person (I). There's a difference in spelling, but the sound is the same. | | ✗ |
| 1:15 | Everything must be ready today. | <i>Tout doit être prêt aujourd'hui.</i> | ✗ |
| 1:32 | The key to the long box is the infinitive. | | ✗ |
| 1:48 | we know | <i>nous savons</i> | ✓ |

**Review course
Track 39****Advanced course: CD 2 Track 14**

| | | | |
|------|---|--|---|
| 0:00 | Verbs that contain 'prendre' lose the 'd' in the present tense. | | ✗ |
| 0:10 | to learn | <i>apprendre</i> | ✓ |
| 0:15 | to take back | <i>reprendre</i> | ✓ |
| 1:15 | we understand | <i>nous comprenons</i> | ✓ |
| 1:23 | you understand | <i>vous comprenez</i> | ✓ |
| 1:28 | Do you understand? | <i>Comprenez-vous?</i> | ✓ |
| 1:33 | Do you understand it? | <i>Le comprenez-vous?</i> | ✓ |
| 1:37 | Do you understand me? | <i>Est-ce que vous me comprenez?</i> | ✓ |
| 1:45 | We are taking it. | <i>Nous le prenons.</i> | ✓ |
| 1:52 | Why don't you take it? | <i>Pourquoi ne le prenez-vous pas?</i> | ✓ |
| 2:07 | they are taking | <i>ils prennent</i> | ✓ |
| 2:29 | They are taking it. | <i>Ils le prennent.</i> | ✓ |
| 2:37 | They don't understand it. | <i>Ils ne le comprennent pas.</i> | ✓ |

**Review course
Track 40****Advanced course: CD 2 Track 15**

| | | | |
|------|--|-------------------|---|
| 0:00 | The verbs 'to have', 'to be' and 'to go' in the present tense. | | ✓ |
| 0:45 | we have | <i>nous avons</i> | ✓ |

**Review course
Track 41**

| | | |
|------|---------------------|----------------------------|
| 0:46 | you have | <i>vous avez</i> |
| 1:04 | he is | <i>il est</i> |
| 1:08 | they are | <i>ils sont</i> |
| 1:21 | Where are they? | <i>Où sont-ils?</i> |
| 1:27 | They are not there. | <i>Ils ne sont pas là.</i> |
| 1:44 | They are not in. | <i>Ils ne sont pas là.</i> |
| 1:49 | He isn't in. | <i>Il n'est pas là.</i> |

✓
✓
✓
✗
✓
✓
✓**Advanced course: CD 2 Track 16**

| | | |
|------|--|----------------------------|
| 0:00 | Exceptions for 'they' in the present tense | |
| 0:28 | they are doing | <i>ils font</i> |
| 0:41 | They are doing it. | <i>Ils le font.</i> |
| 0:46 | They are not doing it. | <i>Ils ne le font pas.</i> |

**Review course
Track 42**✗
✓
✓
✓**Advanced course: CD 2 Track 17**

0:00 For the past tense use 'have'. If you want to say 'I bought it.', you will say 'I have bought it.'. Did you buy it? = Have you bought it? / I saw it. = I have seen it. / He didn't understand. = He has not understood.

In French you dive into the past: 'have' is the diving board. With -er verbs you dive into 'é', which has the same sound as the infinitive.

| | | |
|------|------------------------------|---|
| 1:54 | I spoke | <i>j'ai parlé</i> |
| 2:36 | he spoke | <i>il a parlé</i> |
| 2:41 | Did you speak? | <i>Avez-vous parlé?</i> |
| 2:57 | We didn't speak with him. | <i>Nous n'avons pas parlé avec lui.</i> |
| 3:16 | When did you speak with him? | <i>Quand avez-vous parlé avec lui?</i> |
| 3:23 | Did you buy something? | <i>Avez-vous acheté quelque chose?</i> |
| 3:32 | What did you buy? | <i>Qu'est-ce que vous avez acheté?</i> |
| 3:43 | He prepared the dinner. | <i>Il a préparé le dîner.</i> |
| 3:51 | The picture started. | <i>Le film a commencé.</i> |

✗
✗
✗
✓
✗
✓
✓
✓**Advanced course: CD 2 Track 18**

| | | |
|------|--------------------|---------------|
| 0:00 | already | <i>déjà</i> |
| 0:10 | still / still more | <i>encore</i> |

**Review course
Track 44**✓
✓

| | | | |
|---------------------------------------|---|--|-----------------------------------|
| 0:23 | I would like another cup of coffee. | Je voudrais encore une tasse de café. | X |
| 0:41 | a little more | <i>encore un peu</i> | ✓ |
| 0:50 | not yet | <i>pas encore</i> | ✓ |
| 1:05 | We have not yet started. | <i>Nous n'avons pas commencé encore. / Nous n'avons pas encore commencé.</i> | ✓ |
| 1:42 | The picture started already. | <i>Le film a déjà commencé. / Le film a commencé déjà.</i> | ✓ |
| 1:56 | ten minutes ago | <i>il y a dix minutes</i> | X |
| 2:20 | two days ago | <i>il y a deux jours</i> | ✓ |
| Advanced course: CD 2 Track 19 | | | Review course Track 45 |
| 0:00 | I have it. | <i>Je l'ai.</i> | ✓ |
| 0:06 | I don't have it. | <i>Je ne l'ai pas.</i> | X |
| 0:08 | I have them. | <i>Je les ai.</i> | X |
| 0:12 | I don't have them. | <i>Je ne les ai pas.</i> | X |
| 0:17 | I have some. | <i>J'en ai.</i> | X |
| 0:24 | I don't have any. | <i>Je n'en ai pas.</i> | X |
| 0:40 | I bought it. | <i>Je l'ai acheté.</i> | ✓ |
| 0:54 | I didn't buy it. | <i>Je ne l'ai pas acheté.</i> | ✓ |
| 1:08 | I bought them. | <i>Je les ai achetés.</i> | X |
| 1:19 | I did not buy them. | <i>Je ne les ai pas achetés.</i> | ✓ |
| 1:33 | I bought some for you. | <i>J'en ai acheté pour vous.</i> | ✓ |
| 1:47 | I didn't buy any because I didn't find any. | <i>Je n'en ai pas acheté parce que je n'en ai pas trouvé.</i> | ✓ |
| 2:12 | How many did you buy (of it) of them? | <i>Combien en avez-vous acheté?</i> | ✓ |
| 2:28 | Where did you buy them? | <i>Où les avez-vous achetés?</i> | ✓ |
| 2:39 | to forget | <i>oublier</i> | ✓ |
| 2:56 | I forgot where I bought them. | <i>J'ai oublié où je les ai achetés.</i> | ✓ |
| 3:14 | At what time did you call? | <i>À quelle heure avez-vous appelé?</i> | ✓ |
| 3:31 | At what time did you call me? | <i>À quelle heure m'avez-vous appelé?</i> | ✓ |
| 3:46 | She called me this morning. | <i>Elle m'a appelé ce matin.</i> | ✓ |
| 4:00 | Why did you call me? | <i>Pourquoi m'avez-vous appelé?</i> | ✓ |
| 4:14 | Why didn't you call me? | <i>Pourquoi ne m'avez-vous pas appelé?</i> | ✓ |

| | | |
|------|------------------------|---|
| 4:36 | I called them. | <i>Je les ai appelés.</i> |
| 4:45 | I called him. | <i>Je l'ai appelé.</i> |
| 4:51 | I called her. | <i>Je l'ai appelée.</i> |
| 5:07 | I called you. | <i>Je vous ai appelé.</i> |
| 5:17 | I didn't call you. | <i>Je ne vous ai pas appelé.</i> |
| 5:42 | to ask | <i>demander</i> |
| 5:47 | I asked you. | <i>Je vous ai demandé.</i> |
| 5:56 | I didn't ask you. | <i>Je ne vous ai pas demandé.</i> |
| 6:07 | Why did you ask me? | <i>Pourquoi m'avez-vous demandé?</i> |
| 6:17 | Why didn't you ask me? | <i>Pourquoi ne m'avez-vous pas demandé?</i> |

✓
X
✓
✓
✓
✓
✓
✓
✓
✓

Advanced course: CD 2 Track 20

| | | |
|------|--|--|
| 0:00 | With -re verbs when you dive, you drop the 're' and replace it with 'u'. | |
| 0:16 | sold | <i>vendu</i> |
| 0:24 | I sold it. | <i>Je l'ai vendu.</i> |
| 0:31 | Why did you sell it? | <i>Pourquoi l'avez-vous vendu?</i> |
| 0:42 | Why didn't you sell them? | <i>Pourquoi ne les avez-vous pas vendus?</i> |
| 0:56 | He sold them. | <i>Il les a vendus.</i> |
| 1:04 | We sold some. | <i>Nous en avons vendu.</i> |
| 1:19 | I waited. | <i>J'ai attendu.</i> |
| 1:28 | I waited for you. | <i>Je vous ai attendu.</i> |
| 1:44 | You didn't wait for me. | <i>Vous ne m'avez pas attendu.</i> |
| 2:09 | Why didn't you wait for me? | <i>Pourquoi ne m'avez-vous pas attendu?</i> |
| 2:22 | With -ir verbs when you dive, you drop the 'r'. | |
| 2:37 | We finished. | <i>Nous avons fini.</i> |
| 2:42 | At what time did you finish? | <i>À quelle heure avez-vous fini?</i> |
| 2:45 | He slept. | <i>Il a dormi.</i> |
| 2:54 | We slept well. | <i>Nous avons bien dormi.</i> |
| 3:04 | He slept very badly. | <i>Il a mal dormi.</i> |

Review course Track 46

X
✓
✓
✓
✓
X
✓
✓
✓
✓
✓
X
X
X
X
X
X
X
X

Advanced course: CD 2 Track 21

| | | |
|------|---|------------------------------|
| 0:00 | There are two diving towers: 'to have' and 'to be'. | |
| 0:40 | Dinner is prepared. | <i>Le dîner est préparé.</i> |

Review course Track 47

X
✓

| | | | |
|------|------------------------|-------------------------------|---|
| 0:54 | He sold it. | <i>Il l'a vendu.</i> | ✓ |
| 1:04 | Everything is sold. | <i>Tout est vendu.</i> | ✓ |
| 1:10 | Nothing is sold yet. | <i>Rien est vendu encore.</i> | ✓ |
| 1:21 | One served the dinner. | <i>On a servi le dîner.</i> | ✓ |
| 1:36 | Dinner is served. | <i>Le dîner est servi.</i> | ✓ |

Advanced course: CD 2 Track 22

| | | | |
|------|--|--|---|
| 0:00 | Verbs that don't follow the pattern for diving into the past | | X |
| 0:16 | understood | <i>compris</i> | ✓ |
| 0:27 | Service is included. | <i>Le service est compris.</i> | ✓ |
| 0:40 | Service is not included. | <i>Le service n'est pas compris.</i> | ✓ |
| 0:50 | Did you understand? | <i>Avez-vous compris?</i> | X |
| 0:55 | Did you understand it? | <i>L'avez-vous compris? / Est-ce que vous l'avez compris? / Vous l'avez compris?</i> | ✓ |
| 1:15 | Did you understand me? | <i>M'avez-vous compris?</i> | ✓ |
| 1:36 | Why did you not understand me? | <i>Pourquoi ne m'avez-vous pas compris?</i> | ✓ |
| 1:46 | I understood you. | <i>Je vous ai compris.</i> | ✓ |
| 1:57 | I understood you well. | <i>Je vous ai bien compris.</i> | X |
| 2:01 | I understood you very well. | <i>Je vous ai très bien compris.</i> | ✓ |
| 2:17 | When you dive into the past, 'prendre' becomes 'pris'. | | X |
| 2:21 | I took them. | <i>Je les ai pris.</i> | ✓ |
| 2:27 | I took some of it. | <i>J'en ai pris.</i> | ✓ |
| 2:34 | Why did you take them? | <i>Pourquoi les avez-vous pris?</i> | ✓ |
| 2:46 | Why didn't you take them? | <i>Pourquoi ne les avez-vous pas pris?</i> | ✓ |
| 2:58 | I learnt. | <i>J'ai appris.</i> | X |
| 3:02 | I learnt something today. | <i>J'ai appris quelque chose aujourd'hui.</i> | ✓ |
| 3:17 | I found out. | <i>J'ai appris.</i> | ✓ |

Advanced course: CD 2 Track 23

| | | | |
|------|--|--------------------------------------|---|
| 0:14 | When you dive into the past, 'mettre' becomes 'mis'. | | X |
| 0:18 | Where did you put it? | <i>Où l'avez-vous mis?</i> | ✓ |
| 0:27 | Where did you put them? | <i>Où les avez-vous mis?</i> | ✓ |
| 0:36 | I forgot where I put them. | <i>J'ai oublié où je les ai mis.</i> | ✓ |

**Review course
Track 48**

| |
|---|
| X |
| ✓ |
| ✓ |
| ✓ |
| X |
| ✓ |
| ✓ |
| ✓ |
| X |
| ✓ |
| ✓ |
| ✓ |
| ✓ |
| X |
| ✓ |
| ✓ |

**Review course
Track 49**

| |
|---|
| X |
| ✓ |
| ✓ |
| ✓ |

| | | |
|------|--|---------------------------------------|
| 0:58 | to admit | <i>admettre</i> |
| 1:19 | When you dive into the past, 'promettre' becomes 'promis'. | |
| 1:42 | I promised you. | <i>Je vous ai promis.</i> |
| 1:54 | No, I did not promise you. | <i>Non, je ne vous ai pas promis.</i> |
| 2:11 | You promised me. | <i>Vous m'avez promis.</i> |
| 2:17 | I promised him. | <i>Je lui ai promis.</i> |
| 2:33 | It is promised. | <i>C'est promis.</i> |

**Advanced course: CD 2 Track 24**

| | | |
|------|---|---|
| 0:00 | The diving part of 'faire', 'dire' and 'écrire' is 'fait', 'dit' and 'écrit' – the same as the present tense. | |
| 1:14 | He did it. | <i>Il l'a fait.</i> |
| 1:27 | the fact | <i>le fait</i> |
| 1:29 | Usually words ending in -ct in English come from French. | |
| 1:36 | object | <i>objet</i> |
| 1:39 | object of art | <i>objet d'art</i> |
| 1:42 | subject | <i>sujet</i> |
| 2:14 | I didn't do it. | <i>Je ne l'ai pas fait.</i> |
| 2:23 | Why did you do it? | <i>Pourquoi l'avez-vous fait?</i> |
| 2:30 | Why didn't you do it? | <i>Pourquoi ne l'avez-vous pas fait?</i> |
| 2:55 | He didn't do it. | <i>Il ne l'a pas fait.</i> |
| 3:06 | He told me. | <i>Il m'a dit.</i> |
| 3:12 | I told you. | <i>Je vous ai dit.</i> |
| 3:21 | I didn't tell you. | <i>Je ne vous ai pas dit.</i> |
| 3:28 | You told me. | <i>Vous m'avez dit.</i> |
| 3:38 | Why didn't you tell me? | <i>Pourquoi ne m'avez-vous pas dit?</i> |
| 3:52 | I wrote to you. | <i>Je vous ai écrit.</i> |
| 4:01 | Why didn't you write to me? | <i>Pourquoi ne m'avez-vous pas écrit?</i> |
| 4:18 | Why didn't you call me? | <i>Pourquoi ne m'avez-vous pas appelé?</i> |
| 4:29 | It is written. | <i>C'est écrit.</i> |
| 4:45 | I was told. | <i>On m'a dit.</i> |
| 4:49 | I called you this morning. | <i>Je vous ai appelé ce matin.</i> |
| 5:01 | Why didn't you buy them? | <i>Pourquoi ne les avez-vous pas achetés?</i> |

**Review course
Track 50**

Advanced course: CD 2 Track 25

| | | |
|------|--------------------------------------|--|
| 0:00 | I was | <i>j'étais</i> |
| 0:20 | I had | <i>j'avais</i> |
| 0:40 | I was very busy. | <i>J'étais très occupé.</i> |
| 0:47 | He was here. | <i>Il était ici.</i> |
| 1:14 | they were | <i>ils étaient</i> |
| 1:37 | Who was there? | <i>Qui était là?</i> |
| 1:43 | Nobody was there? | <i>Personne était là.</i> |
| 1:45 | I was there. | <i>J'étais là.</i> |
| 1:50 | I was very busy. | <i>J'étais très occupé.</i> |
| 1:56 | It was ready. | <i>C'était prêt.</i> |
| 2:01 | I was there but it wasn't ready yet. | <i>J'étais là mais ce n'était pas prêt encore.</i> |
| 2:23 | last night | <i>hier soir</i> |
| 2:20 | Who was there with you last night? | <i>Qui était là avec vous hier soir?</i> |
| 2:50 | I was there but nobody was there. | <i>J'étais là mais personne était là.</i> |
| 3:08 | we were | <i>nous étions</i> |
| 3:29 | you were | <i>vous étiez</i> |

**Review course
Track 51**

✓
✓
✓
✓
✓
✓
X
X
X
✓
✓
✓
✓
X
X
✓

Advanced course: CD 2 Track 26

| | | |
|------|--|------------------------------|
| 0:00 | Whenever you have -ais in the short box, in the long box you will have -ions and -aient. | |
| 0:28 | he had | <i>il avait</i> |
| 0:31 | they had | <i>ils avaient</i> |
| 0:45 | we had | <i>nous avions</i> |
| 0:58 | you had | <i>vous aviez</i> |
| 1:11 | We had a plane. | <i>Nous avions un avion.</i> |

**Review course
Track 52**

X
✓
✓
✓
X
✓

Advanced course: CD 2 Track 27

| | | |
|------|--|--------------------------|
| 0:11 | Everything was sold. | <i>Tout était vendu.</i> |
| 0:18 | Everything will be sold. | <i>Tout sera vendu.</i> |
| 0:33 | After all forms of 'to be' or 'to have', you have to dive. | |

**Review course
Track 53**

✓
✓
X

Advanced course: CD 2 Track 28

| | | |
|------|------------------------------------|--|
| 0:20 | he would like | <i>il voudrait</i> |
| 0:26 | they would like | <i>ils voudraient</i> |
| 0:36 | Everybody would like to see it. | <i>Tout le monde voudrait le voir.</i> |
| 0:41 | My friends would like to go there. | <i>Mes amis voudraient y aller.</i> |
| 1:04 | we would like | <i>nous voudrions</i> |
| 1:10 | you would like | <i>vous voudriez</i> |

**Review course
Track 54**

X
X
X
✓
✓
✓

Advanced course: CD 2 Track 29

| | |
|------|---|
| 0:00 | The endings -rais, -rait, -raient, -riez express 'would'. |
|------|---|

X

Advanced course: CD 3 Track 1

| | | |
|------|--|----------------------------------|
| 0:00 | Use the same contractions for 'would' as for 'will'. | |
| 0:22 | I will have | <i>j'aurai</i> |
| 1:09 | he will have | <i>il aura</i> |
| 1:13 | they will have | <i>ils auront</i> |
| 1:16 | we will have | <i>nous aurons</i> |
| 1:19 | you will have | <i>vous aurez</i> |
| 1:23 | I would have | <i>j'aurais</i> |
| 1:55 | he would have | <i>il aurait</i> |
| 2:01 | they would have | <i>ils auraient</i> |
| 2:08 | we would have | <i>nous aurions</i> |
| 2:11 | you would have | <i>vous auriez</i> |
| 2:14 | I would have it. | <i>Je l'aurais.</i> |
| 2:17 | We would have it. | <i>Nous l'aurions.</i> |
| 2:23 | We would have them. | <i>Nous les aurions.</i> |
| 2:31 | We would have bought them. | <i>Nous les aurions achetés.</i> |

**Review course
Track 55**

X
✓
✓
✓
✓
✓
✓
X
X
X
X
X
X
X
✓
✓

Advanced course: CD 3 Track 2

| | | |
|------|-------------------------------|-------------------------|
| 0:00 | For -oir verbs dive into 'u'. | |
| 0:19 | seen | <i>vu</i> |
| 0:28 | I saw it. | <i>Je l'ai vu.</i> |
| 0:32 | if I had seen it | <i>si je l'avais vu</i> |

**Review course
Track 56**

X
✓
✓
✓

| | | | |
|------|--|---|---|
| 0:40 | If I had seen it, I would have bought it. | <i>Si je l'avais vu, je l'aurais acheté.</i> | ✓ |
| 1:13 | When you dive, 'savoir' becomes 'su'. | | ✗ |
| 1:48 | If I had known it, I would have told you. | <i>Si je l'avais su, je vous aurais dit.</i> | ✓ |
| 2:04 | If you had told me, I would have seen it and I would have bought it. | <i>Si vous m'aviez dit, je l'aurais vu et je l'aurais acheté.</i> | ✗ |

Advanced course: CD 3 Track 3

| | | | |
|------|---|---------------------------------|---|
| 0:12 | He wouldn't have waited. | <i>Il n'aurait pas attendu.</i> | ✓ |
| 0:34 | Difference between 'would' (-ait) and 'would have' (aurait) | | ✗ |
| 0:45 | You wouldn't wait. | <i>Vous n'attendriez pas.</i> | ✓ |
| 0:51 | We wouldn't wait. | <i>Nous n'attendrions pas.</i> | ✓ |
| 1:36 | He would sell it. | <i>Il le vendrait.</i> | ✓ |
| 1:46 | He would have sold it. | <i>Il l'aurait vendu.</i> | ✓ |
| 2:05 | I did it. | <i>Je l'ai fait.</i> | ✓ |
| 2:13 | I didn't do it. | <i>Je ne l'ai pas fait.</i> | ✓ |
| 2:51 | You didn't tell me. | <i>Vous ne m'avez pas dit.</i> | ✗ |

**Review course
Track 57****Advanced course: CD 3 Track 4**

| | | | |
|------|--|--|---|
| 0:00 | 'was', 'had' and 'would have' | | ✗ |
| 0:37 | He was not here. | <i>Il n'était pas ici.</i> | ✗ |
| 0:43 | Who was there last night? | <i>Qui était là hier soir?</i> | ✗ |
| 1:01 | I was there with my friend but you were not there. | <i>J'étais là avec mon ami mais vous n'étiez pas là.</i> | ✗ |
| 1:17 | Where were you last night? | <i>Où étiez-vous hier soir?</i> | ✗ |
| 1:26 | I was very busy and I didn't have the time to do it. | <i>J'étais très occupé et je n'avais pas le temps de le faire.</i> | ✓ |

**Review course
Track 58****Advanced course: CD 3 Track 5**

| | | | |
|------|---|----------------------|---|
| 0:10 | I have had. | <i>J'ai eu.</i> | ✓ |
| 0:23 | The diving part of avoir = eu; savoir = su; pouvoir = pu; devoir = dû; voir = vu. | | ✗ |
| 0:46 | Difference between pronunciation of 'vous' and 'vu' | | ✗ |
| 0:56 | Did you see? | <i>Avez-vous vu?</i> | ✓ |

**Review course
Track 59**

| | | |
|------|--|--|
| 1:12 | Did you see it? | <i>L'avez-vous vu?</i> |
| 1:16 | Where did you see me? | <i>Où m'avez-vous vu?</i> |
| 1:23 | I was there last night but I didn't see you. | <i>J'étais là hier soir mais je ne vous ai pas vu.</i> |
| 1:43 | Where were you? | <i>Où étiez-vous?</i> |
| 1:46 | I didn't see you. | <i>Je ne vous ai pas vu.</i> |

X
X
✓
X
X

Advanced course: CD 3 Track 6

Review course Track 60

| | | |
|------|---|---|
| 0:11 | Diving board levels: I saw it (I have seen it) / I had seen it / I would have seen it | |
| 1:18 | I would have told you why I didn't buy it. | <i>Je vous aurais dit pourquoi je ne l'ai pas acheté.</i> |

X
✓

Advanced course: CD 3 Track 7

Review course Track 61

| | | |
|------|--|--|
| 0:15 | He wouldn't have done it. | <i>Il ne l'aurait pas fait.</i> |
| 0:38 | He wouldn't do it. | <i>Il ne le ferait pas.</i> |
| 0:54 | If you had told it to me, I would have known it. | <i>Si vous me l'aviez dit, je l'aurais su.</i> |

✓
✓
X

Advanced course: CD 3 Track 8

Review course Track 62

| | | |
|------|---|---|
| 0:00 | There are some verbs where you don't dive from the low diving board (examples: 'was' and 'had'). | |
| 0:55 | if I had had | <i>si j'avais eu</i> |
| 1:12 | been | <i>été</i> |
| 1:42 | in summer | <i>en été</i> |
| 1:48 | summer fashion | <i>mode d'été</i> |
| 1:52 | summer dress | <i>robe d'été</i> |
| 1:57 | If I had been there, I would have seen it. | <i>Si j'avais été là, je l'aurais vu.</i> |
| 2:30 | You would have seen it if you had been there last night. | <i>Vous l'auriez vu si vous aviez été là hier soir.</i> |
| 3:20 | Whenever you have two or three consecutive verbs, the second and third are always the infinitive. | |
| 3:49 | I could | <i>je pouvais</i> |
| 4:38 | they could | <i>ils pouvaient</i> |
| 4:47 | Nobody could wait. | <i>Personne pouvait attendre.</i> |

X
✓
✓
✓
X
X
✓
✓
X
✓
✓
✓

| | | |
|------|-----------|----------------------|
| 4:59 | we could | <i>nous pouvions</i> |
| 5:10 | you could | <i>vous pouviez</i> |

✓
✓**Advanced course: CD 3 Track 9****Review course
Track 63**

| | | |
|------|------------------|-------------------------------|
| 0:12 | I had to | <i>je devais</i> |
| 0:31 | He had to wait. | <i>Il devait attendre.</i> |
| 0:42 | One had to wait. | <i>On devait attendre.</i> |
| 0:55 | We had to wait. | <i>Nous devions attendre.</i> |
| 1:10 | I wanted | <i>je voulais</i> |

✓
✓
✓
✓
X**Advanced course: CD 3 Track 10****Review course
Track 64**

| | | | |
|------|---|---|---|
| 0:10 | It's important to have a sharpened awareness of your own language in order to express yourself clearly in another. For example, the distinction between 'have' and 'have to'. | | X |
| 0:36 | I have to do it. | <i>Je dois le faire.</i> | ✓ |
| 0:41 | They had to wait. | <i>Ils devaient attendre.</i> | ✓ |
| 0:46 | You have to wait. | <i>Vous devez attendre.</i> | ✓ |
| 1:01 | 'You don't have to wait' does not mean 'you mustn't wait' but 'you don't need to wait'. | | X |
| 3:09 | to have need | <i>avoir besoin</i> | ✓ |
| 3:15 | You don't have to wait. / You don't need to wait. | <i>Vous n'avez pas besoin d'attendre.</i> | ✓ |
| 3:41 | You don't have to give it to him. | <i>Vous n'avez pas besoin de le lui donner.</i> | ✓ |
| 3:58 | You don't have to give it to me. | <i>Vous n'avez pas besoin de me le donner.</i> | X |

Advanced course: CD 3 Track 11**Review course
Track 65**

| | | | |
|------|---|----------------------------------|---|
| 0:00 | 'will' does not always express the future tense. Sometimes it means 'will you/will you, please' (a polite request). | | X |
| 0:24 | Will you tell me? | <i>Voulez-vous me dire?</i> | ✓ |
| 1:17 | When will you tell me? | <i>Quand me direz-vous?</i> | ✓ |
| 1:22 | When are you going to tell me? | <i>Quand allez-vous me dire?</i> | ✓ |

Advanced course: CD 3 Track 12

| | | |
|------|---|---|
| 0:00 | Verbs that use -ais (handles) instead of diving: was / had / could / had to / wanted / knew | |
| 0:11 | was | <i>étais; étiez; étions</i> |
| 0:19 | had | <i>avez; aviez; avions</i> |
| 0:25 | could | <i>pouvais; pouviez; pouvions</i> |
| 0:33 | had to | <i>devais; devions; deviez</i> |
| 0:40 | wanted | <i>voulais; voulions; vouliez</i> |
| 0:50 | I didn't want to do it. | <i>Je ne voulais pas le faire.</i> |
| 1:09 | He didn't want to tell me. | <i>Il ne voulait pas me dire.</i> |
| 1:23 | I knew | <i>je savais</i> |
| 1:39 | I didn't know. | <i>Je ne savais pas.</i> |
| 1:45 | Nobody knew where it was; nobody could find it. | <i>Personne savait où c'était; personne pouvait le trouver.</i> |

**Review course
Track 66**

X

X

X

X

X

X

✓

✓

✓

✓

X

Advanced course: CD 3 Track 13

| | | |
|------|---|--|
| 0:07 | I knew where it was. | <i>Je savais où c'était.</i> |
| 0:25 | If I had known where it was, I would have told it to you. | <i>Si j'avais su où c'était, je vous l'aurais dit.</i> |
| 1:15 | I wanted to buy it. | <i>Je voulais l'acheter.</i> |
| 1:30 | When you dive into the past, 'vouloir' becomes 'voulu'. | |
| 1:50 | If I had wanted to have it, I would have bought it. | <i>Si j'avais voulu l'avoir, je l'aurais acheté.</i> |

**Review course
Track 67**

X

X

✓

X

✓

Advanced course: CD 3 Track 14

| | | |
|------|---|--|
| 0:00 | 'to go' as a handle (I'm going to do it) | |
| 1:04 | I was going | <i>j'allais</i> |
| 1:18 | I was going to do it. | <i>J'allais le faire.</i> |
| 1:23 | I wasn't going to tell you. | <i>Je n'allais pas vous dire.</i> |
| 1:35 | I didn't know you were going to come today. | <i>Je ne savais pas que vous alliez venir aujourd'hui.</i> |
| 2:58 | this afternoon | <i>cet après-midi</i> |
| 3:00 | You didn't tell me that you were going to be here this afternoon. | <i>Vous ne m'avez pas dit que vous alliez être ici cet après-midi.</i> |
| 3:35 | We were going to leave today. | <i>Nous allions partir aujourd'hui.</i> |

**Review course
Track 68**

X

✓

X

✓

X

✓

✓

✓

Advanced course: CD 3 Track 15

| | | |
|------|--|--|
| 0:00 | If you had called me and if you had told me that you were going to arrive today, I would have waited for you and we would have had dinner. | <i>Si vous m'aviez appelé et si vous m'aviez dit que vous alliez arriver aujourd'hui, je vous aurais attendu et nous aurions dîné.</i> |
|------|--|--|

**Review course
Track 69**

✓

37

Advanced course: CD 3 Track 16

| | | |
|------|--|--|
| 0:15 | I am going to do it. | <i>Je vais le faire.</i> |
| 0:29 | We are going to do it. | <i>Nous allons le faire.</i> |
| 0:33 | We were going to do it. | <i>Nous allions le faire.</i> |
| 0:38 | You are going to do it. | <i>Vous allez le faire.</i> |
| 0:42 | You were going to do it. | <i>Vous alliez le faire.</i> |
| 1:26 | Distinction between 'I am going to do it' and 'I was going to do it' (present -ing and past 'w-ing') | |
| 2:12 | He is going to do it. | <i>Il va le faire.</i> |
| 2:19 | He wasn't going to do it. | <i>Il n'allait pas le faire.</i> |
| 2:27 | We are going to leave. | <i>Nous allons partir.</i> |
| 2:32 | We were going to leave. | <i>Nous allions partir.</i> |
| 2:37 | You didn't tell me that you were going to arrive today. | <i>Vous ne m'avez pas dit que vous alliez arriver aujourd'hui.</i> |

**Review course
Track 70**

✓

✓

X

✓

✓

X

✓

✓

✓

✓

X

Advanced course: CD 3 Track 17

| | | |
|------|--|------------------------------|
| 0:00 | 'w-ing' tense for any verb | |
| 0:57 | I was staying | <i>je restais</i> |
| 1:01 | We were staying here. | <i>Nous restions ici.</i> |
| 1:07 | He is waiting for me. | <i>Il m'attend.</i> |
| 1:15 | He was waiting for me. | <i>Il m'attendait.</i> |
| 1:20 | We were waiting for you. | <i>Nous vous attendions.</i> |
| 1:35 | We are waiting for you. | <i>Nous vous attendons.</i> |
| 1:43 | he is leaving | <i>il part</i> |
| 1:45 | he was leaving | <i>il partait</i> |
| 1:49 | we were leaving | <i>nous partions</i> |
| 2:08 | The 'w-ing' tense expresses a straight line in the past. | |

**Review course
Track 71**

X

✓

X

✓

✓

✓

✓

X

✓

X

X

| | | |
|------|---|--------------------------------------|
| 2:15 | I was doing it. | <i>Je le faisais.</i> |
| 2:27 | I was saying/telling it. | <i>Je le disais.</i> |
| 2:33 | to read | <i>lire</i> |
| 2:35 | I was reading | <i>je lisais</i> |
| 2:39 | to write | <i>écrire</i> |
| 2:41 | I was writing | <i>j'écrivais</i> |
| 3:10 | The straight line for the 'w-ing' tense can also be a broken line to suggest 'I used to do' or 'I did it repeatedly'. | |
| 4:06 | I did it every day. | <i>Je le faisais tous les jours.</i> |
| 4:16 | often | <i>souvent</i> |
| 4:19 | frequently | <i>fréquemment</i> |
| 4:27 | He prepared it this morning. | <i>Il l'a préparé ce matin.</i> |
| 4:32 | He used to prepare it. | <i>Il la préparait.</i> |

✓
✓
✓
✓
✗
✓
✗
✓
✓
✓
✓
✓**Advanced course: CD 3 Track 18**

| | | |
|------|---|--|
| 0:50 | Eighty percent of verbs end in -er; any new verbs in the French language will end in -er. There will never be any new verbs added to -re or -oir verbs. | |
|------|---|--|

✗

Advanced course: CD 3 Track 19

| | | |
|------|--|-----------------------|
| 0:00 | The -ir verbs can be divided into two branches. Verbs with 'ss' in the plural are 'live': new verbs can be added to this branch. | |
| 1:06 | he would go | <i>il irait</i> |
| 1:29 | the end | <i>la fin</i> |
| 1:47 | I finish | <i>je finis</i> |
| 1:53 | he is finishing | <i>il finit</i> |
| 2:09 | we finish | <i>nous finissons</i> |
| 2:15 | you finish | <i>vous finissez</i> |
| 2:22 | they finish | <i>ils finissent</i> |

**Review course
Track 72**✗
✓
✓
✓
✗
✓
✓
✓**Advanced course: CD 3 Track 20**

| | | |
|------|---|---------------------------------|
| 0:00 | Verbs ending in -ir that have been hooked onto adjectives | |
| 0:26 | to grow | <i>grandir</i> |
| 0:30 | The child is growing. | <i>L'enfant grandit.</i> |
| 0:37 | The children are growing. | <i>Les enfants grandissent.</i> |
| 0:55 | to blush | <i>rougir</i> |

**Review course
Track 73**✗
✓
✓
✓
✓

| | | |
|------|----------------------|-------------------------|
| 1:02 | you are blushing | <i>vous rougissez</i> |
| 1:12 | to (turn) pale | <i>pâlir</i> |
| 1:29 | you are getting pale | <i>vous pâlissez</i> |
| 1:39 | to grow old | <i>vieillir</i> |
| 1:46 | he is growing old | <i>il vieillit</i> |
| 1:52 | they are growing old | <i>ils vieillissent</i> |
| 2:21 | to rejuvenate | <i>rajeunir</i> |

✓
X
✓
✓
✓
✓
X

Advanced course: CD 3 Track 21

| | | |
|------|----------------------------------|---|
| 0:00 | to land | <i>atterrir</i> |
| 0:07 | the land / the earth | <i>la terre</i> |
| 0:24 | We are landing in a few minutes. | <i>Nous atterrissons dans quelques minutes.</i> |
| 0:58 | to land on the sea | <i>amerrir</i> |
| 1:53 | to land on the moon | <i>alunir</i> |
| 2:01 | They are landing on the moon. | <i>Ils alunissent.</i> |

Review course Track 74

✓
✓
✓
✓
✓
✓

Advanced course: CD 3 Track 22

| | | |
|------|---|--------------------------|
| 0:00 | Verbs ending in -vrir or -frir | |
| 0:11 | to open | <i>ouvrir</i> |
| 0:20 | to offer | <i>offrir</i> |
| 0:24 | to cover | <i>couvrir</i> |
| 0:27 | to discover | <i>découvrir</i> |
| 0:29 | to suffer | <i>souffrir</i> |
| 1:12 | This family of verbs (-vrir/-frir) is used like -er verbs but the past participle is different. | |
| 1:59 | opened | <i>ouvert</i> |
| 2:33 | I opened it. | <i>Je l'ai ouvert.</i> |
| 2:42 | It is opened. / It is open. | <i>C'est ouvert.</i> |
| 2:58 | covered | <i>couvert</i> |
| 3:02 | Everything is covered. | <i>Tout est couvert.</i> |
| 3:21 | discovered | <i>découvert</i> |
| 3:26 | He discovered it. | <i>Il l'a découvert.</i> |
| 3:43 | offered | <i>offert</i> |

Review course Track 75

X
✓
✓
✓
✓
✓
X
✓
✓
✓
✓
✓
X

| | | |
|------|----------------------|-----------------------------|
| 3:50 | I offered it. | <i>Je l'ai offert.</i> |
| 3:55 | I offered it to you. | <i>Je vous l'ai offert.</i> |
| 4:07 | I offered it to him. | <i>Je le lui ai offert.</i> |

✓
X
X

Advanced course: CD 3 Track 23**Review course
Track 76**

| | | |
|------|---|------------------------------|
| 0:00 | There are two forms of 'you': 'tu' is a familiar form for use with family and friends. It goes in the short box, so it follows the sound of 'l', except for 'to have', 'to be' and 'to go'. | |
| 2:09 | you have | <i>tu as</i> |
| 2:16 | you are going | <i>tu vas</i> |
| 2:20 | you are | <i>tu es</i> |
| 2:32 | As an object, 'tu' becomes 'te'. | |
| 2:35 | What are you saying? | <i>Qu'est-ce que tu dis?</i> |
| 2:44 | I'm telling you. | <i>Je te dis.</i> |
| 2:54 | When to use 'tu' | |

X
✓
✓
✓
X
✓
✓
X

Advanced course: CD 3 Track 24**Review course
Track 77**

| | | |
|------|---|--|
| 0:08 | I'm doing it. | <i>Je le fais.</i> |
| 0:34 | Whenever you want to say 'I have been doing it for ...', use the present tense with 'depuis'. | |
| 0:55 | since | <i>depuis</i> |
| 0:58 | I have been doing it for a long time. | <i>Je le fais depuis longtemps.</i> |
| 2:21 | How long have you been working here? | <i>Ça fait combien de temps que vous travaillez ici?</i> |
| 2:23 | it makes | <i>ça fait</i> |
| 2:39 | He has been working here for a long time. | <i>Il travaille ici depuis longtemps.</i> |

X
X
✓
X
✓
✓
✓

Advanced course: CD 3 Track 25**Review course
Track 78**

| | | |
|------|---|---|
| 0:00 | If you had been here last night, you would have seen it and you would have bought it. | <i>Si vous aviez été ici hier soir, vous l'auriez vu et vous l'auriez acheté.</i> |
| 1:05 | Everything is sold. | <i>Tout est vendu.</i> |
| 1:10 | Everything was sold. | <i>Tout était vendu.</i> |

✓
✓
✓

| | | |
|------|----------------------------------|-------------------------------|
| 1:16 | Everything will be sold. | <i>Tout sera vendu.</i> |
| 1:22 | Everything would be sold. | <i>Tout serait vendu.</i> |
| 1:30 | Everything would have been sold. | <i>Tout aurait été vendu.</i> |

✓
✓
✓**Advanced course: CD 3 Track 26**

| | |
|------|--|
| 0:18 | There are three master keys that open the door to all tenses: -ing key |
|------|--|

X

Advanced course: CD 4 Track 1

| | |
|------|--|
| 0:00 | Use of the -ing without a tense: in French use the infinitive |
| 0:51 | without <i>sans</i> |
| 1:04 | He left without saying a word. <i>Il est parti sans dire un mot.</i> |
| 1:07 | without knowing <i>sans savoir</i> |
| 1:10 | Seeing is believing. <i>Voir c'est croire.</i> |
| 2:34 | to forgive / to pardon <i>pardonner</i> |
| 3:43 | Understanding everything is forgiving everything. <i>Tout comprendre c'est tout pardonner.</i> |
| 3:46 | I don't agree with it. <i>Je ne suis pas d'accord.</i> |
| 4:02 | Leaving is dying a little. <i>Partir c'est mourir un peu.</i> |
| 5:24 | discouraged <i>découragé</i> |

**Review course
Track 79**X
✓
X
✓
✓
✓
✓
✓
X
✓**Advanced course: CD 4 Track 2**

| | |
|------|--|
| 0:00 | The three master keys: 1. -ing key; 2. 'r' key for 'will' and 'would'; 3. two diving towers (have/to be) |
| 1:05 | He is selling the house. <i>Il vend la maison.</i> |
| 1:11 | He was selling the house. <i>Il vendait la maison.</i> |
| 1:24 | He sold the house. <i>Il a vendu la maison.</i> |
| 1:33 | He has been selling the house for a long time. <i>Il vend la maison depuis longtemps.</i> |
| 1:46 | The house is sold. <i>La maison est vendue.</i> |
| 1:54 | The house was sold. <i>La maison était vendue.</i> |
| 2:02 | The house has been sold. <i>La maison a été vendue.</i> |
| 2:22 | He will sell the house. <i>Il vendra la maison.</i> |
| 2:31 | He is going to sell the house. <i>Il va vendre la maison.</i> |
| 2:41 | The house will be sold. <i>La maison sera vendue.</i> |

**Review course
Track 80**X
✓
✓
✓
X
✓
✓
✓
✓
✓
✓

| | | |
|------|---------------------------------|--------------------------------------|
| 2:53 | The house is going to be sold. | <i>La maison va être vendue.</i> |
| 3:04 | He would sell the house. | <i>Il vendrait la maison.</i> |
| 3:24 | The house would be sold. | <i>La maison serait vendue.</i> |
| 3:37 | if I had sold the house | <i>si j'avais vendu la maison</i> |
| 3:49 | if the house had been sold | <i>si la maison avait été vendue</i> |
| 4:09 | He would have sold the house. | <i>Il aurait vendu la maison.</i> |
| 4:58 | The house would have been sold. | <i>La maison aurait été vendue.</i> |
| 5:21 | He will have sold the house. | <i>Il aura vendu la maison.</i> |
| 5:35 | The house will have been sold. | <i>La maison aura été vendue.</i> |

✓
✓
✓
✓
✓
✓
X
X
X

Advanced course: CD 4 Track 3

| | | |
|------|---------------------------|-----------------------------------|
| 0:00 | We would be very busy. | <i>Nous serions très occupés.</i> |
| 1:05 | We would be ready. | <i>Nous serions prêts.</i> |
| 1:14 | We would have been ready. | <i>Nous aurions été prêts.</i> |

**Review course
Track 81**

X
✓
✓

Advanced course: CD 4 Track 4

| | | |
|------|--|---|
| 0:00 | Sometimes you dive from the 'to be' tower instead of 'to have', especially with verbs of 'coming' and 'going'. | |
| 1:59 | I went to see it last night. | <i>Je suis allé le voir hier soir.</i> |
| 2:04 | we went | <i>nous sommes allés</i> |
| 2:10 | he went | <i>il est allé</i> |
| 2:15 | they went | <i>ils sont allés</i> |
| 2:20 | you went | <i>vous êtes allé</i> |
| 2:28 | Where did you go? | <i>Où êtes-vous allé?</i> |
| 2:45 | I didn't go. | <i>Je ne suis pas allé.</i> |
| 3:27 | He came with us. | <i>Il est venu avec nous.</i> |
| 3:43 | He came back. | <i>Il est revenu.</i> |
| 3:50 | We came back. | <i>Nous sommes revenus.</i> |
| 3:57 | At what time did you come back? | <i>À quelle heure êtes-vous revenu?</i> |
| 4:12 | They came back. | <i>Ils sont revenus.</i> |
| 4:17 | He didn't come back yet. | <i>Il n'est pas encore revenu.</i> |

**Review course
Track 82**

X
✓
✓
✓
✓
✓
✓
✓
X
✓
✓
✓
X
✓

Advanced course: CD 4 Track 5

| | | |
|------|--|--|
| 0:00 | 'going' group of verbs: aller, sortir, partir | |
| 0:09 | to go | <i>aller</i> |
| 0:14 | to go out | <i>sortir</i> |
| 0:19 | to leave | <i>partir</i> |
| 0:28 | We went out last night. | <i>Nous sommes sortis hier soir.</i> |
| 0:47 | He left a few minutes ago. | <i>Il est parti il y a quelques minutes.</i> |
| 1:13 | 'coming' group of verbs: venir, revenir, retourner, arriver | |
| 1:17 | to come back | <i>revenir</i> |
| 1:21 | to return | <i>retourner</i> |
| 1:25 | to arrive | <i>arriver</i> |
| 1:30 | We arrived. | <i>Nous sommes arrivés.</i> |
| 1:39 | At what time did you arrive? | <i>À quelle heure êtes-vous arrivé?</i> |
| 1:49 | He didn't arrive yet. | <i>Il n'est pas arrivé encore. / Il n'est pas encore arrivé.</i> |
| 2:10 | 'going' and 'coming' verbs: entrer, rentrer, monter, descendre | |
| 2:21 | to enter | <i>entrer</i> |
| 2:29 | He came in. | <i>Il est entré.</i> |
| 2:50 | to re-enter (home) | <i>rentrer</i> |
| 2:55 | At what time did you come home last night? | <i>À quelle heure êtes-vous rentré hier soir?</i> |
| 3:14 | He didn't come home yet. | <i>Il n'est pas encore rentré. / Il n'est pas rentré encore.</i> |
| 3:37 | to go up / to come up | <i>monter</i> |
| 3:43 | I went up. | <i>Je suis monté.</i> |
| 3:48 | We went up. | <i>Nous sommes montés.</i> |
| 3:57 | They came up. | <i>Ils sont montés.</i> |
| 4:08 | to come down / to go down | <i>descendre</i> |
| 4:21 | I went down. | <i>Je suis descendu.</i> |
| 4:41 | He came down. | <i>Il est descendu.</i> |
| 5:00 | 'rester' is also conjugated with 'to be'. | |
| 5:21 | I stayed. | <i>Je suis resté.</i> |
| 5:33 | How long did you stay? | <i>Combien de temps êtes-vous resté?</i> |
| 5:46 | We didn't stay long. We left right after dinner. | <i>Nous ne sommes pas restés longtemps. Nous sommes partis tout de suite après le dîner.</i> |

Review course Track 83

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

| | | | |
|------|-------------------------|---------------------------------------|---|
| 6:15 | We went to the cinema. | <i>Nous sommes allés au cinéma.</i> | ✓ |
| 6:23 | We came home very late. | <i>Nous sommes rentrés très tard.</i> | ✓ |

Advanced course: CD 4 Track 6**Review course
Track 84**

| | | | |
|------|---|---|---|
| 0:11 | 'monter' is used for every movement up (bring up, carry up, etc.) but if you use it in any sense other than going and coming, it takes 'avoir'. | | X |
| 0:37 | The bellboy went up and he took up/brought up/carried up my suitcase. | <i>Le garçon est monté et il a monté ma valise.</i> | ✓ |
| 1:09 | The same applies to 'descendre'. | | X |
| 1:19 | He went down (he came down) and he brought down (took down/carried down) my suitcase. | <i>Il est descendu et il a descendu ma valise.</i> | X |

Advanced course: CD 4 Track 7**Review course
Track 85**

| | | | |
|------|--|--|---|
| 0:00 | to lift up | <i>lever</i> | ✓ |
| 0:14 | I'm lifting it up. | <i>Je le lève.</i> | ✓ |
| 0:26 | I'm getting up. | <i>Je me lève</i> | ✓ |
| 0:35 | We are getting up. | <i>Nous nous levons.</i> | ✓ |
| 0:43 | You are getting up. | <i>Vous vous levez.</i> | ✓ |
| 1:00 | He is getting up. | <i>Il se lève.</i> | ✓ |
| 1:05 | They are getting up. | <i>Ils se lèvent.</i> | ✓ |
| 1:11 | She is getting up. | <i>Elle se lève.</i> | X |
| 1:15 | Everybody is getting up. | <i>Tout le monde se lève.</i> | X |
| 1:19 | Nobody is getting up. | <i>Personne se lève.</i> | X |
| 1:23 | It is getting up. | <i>Ça se lève.</i> | ✓ |
| 1:29 | You are getting up. (the tu form) | <i>Tu te lèves.</i> | ✓ |
| 1:57 | heavy | <i>lourd</i> | ✓ |
| 2:37 | I cannot lift it up because it is too heavy. | <i>Je ne peux pas le lever parce que c'est trop lourd.</i> | ✓ |
| 3:08 | Will you lift it up? | <i>Voulez-vous le levez?</i> | ✓ |
| 3:19 | Can you lift it up? | <i>Pouvez-vous le levez?</i> | X |
| 3:27 | Lift it up! | <i>Levez-le!</i> | ✓ |
| 3:41 | Don't lift it up. It is very heavy. | <i>Ne le levez pas. C'est très lourd.</i> | X |

| | | |
|------|--|--|
| 4:14 | Get up (please)! | <i>Levez-vous!</i> |
| 4:40 | Don't get up. | <i>Ne vous levez-pas.</i> |
| 5:21 | I'm going to get up soon. | <i>Je vais me lever bientôt.</i> |
| 5:32 | We're going to get up soon. | <i>Nous allons nous lever bientôt.</i> |
| 6:07 | One is going to get up. (We are going to get up.) | <i>On va se lever.</i> |

Advanced course: CD 4 Track 8

| | | |
|------|---|---|
| 0:00 | to hurry | <i>se dépêcher</i> |
| 0:12 | I'm hurrying. | <i>Je me dépêche.</i> |
| 0:38 | I am in a hurry. | <i>Je suis pressé.</i> |
| 1:02 | I am hurrying because I am in a hurry. | <i>Je me dépêche parce que je suis pressé.</i> |
| 1:19 | We are hurrying because we are in a hurry. | <i>Nous nous dépêchons parce que nous sommes pressés.</i> |
| 1:34 | Hurry up because we are in a hurry. | <i>Dépêchez-vous parce qu'on est pressé.</i> |

**Review course
Track 86**

✓
✓
✓
✓
✓
✓

Advanced course: CD 4 Track 9

| | | |
|------|--|------------------------------------|
| 0:08 | I'm asking you. | <i>Je vous demande.</i> |
| 0:15 | I was asking you. | <i>Je vous demandais.</i> |
| 0:28 | I asked you. | <i>Je vous ai demandé</i> |
| 0:41 | to call back | <i>rappeler</i> |
| 0:50 | Will you call me back? | <i>Voulez-vous me rappeler?</i> |
| 0:58 | I call you back later. | <i>Je vous rappelle plus tard.</i> |
| 1:21 | I call you back tomorrow. | <i>Je vous rappelle demain.</i> |
| 1:31 | You can use the present tense to express the future in French. | X |
| 1:57 | I will call you back. | <i>Je vous rappellerai.</i> |
| 2:18 | I remember. | <i>Je me rappelle.</i> |
| 2:33 | I don't remember. | <i>Je ne me rappelle pas.</i> |
| 3:04 | I ask myself. | <i>Je me demande.</i> |
| 3:14 | I wonder. | <i>Je me demande.</i> |
| 3:18 | I wonder why. | <i>Je me demande pourquoi.</i> |
| 3:24 | I was wondering why. | <i>Je me demandais pourquoi.</i> |
| 3:43 | I asked you. | <i>Je vous ai demandé.</i> |

**Review course
Track 87**

✓
✓
✓
✓
✓
✓
✓
X
✓
✓
✓
✓
✓
✓
✓

Advanced course: CD 4 Track 10

| | | |
|------|--|-------------------------------------|
| 0:00 | Reflexive verbs always dive from the 'être' tower. | |
| 0:51 | I lifted it up. | <i>Je l'ai levé.</i> |
| 1:07 | I got up. (I lifted myself up.) | <i>Je me suis levé.</i> |
| 1:47 | I tell myself. | <i>Je me dis.</i> |
| 1:52 | I told you. | <i>Je vous ai dit.</i> |
| 2:16 | I said to myself. | <i>Je me suis dit.</i> |
| 2:48 | I'm hurrying. | <i>Je me dépêche.</i> |
| 2:56 | I was hurrying. | <i>Je me dépêchais.</i> |
| 3:05 | I hurried. | <i>Je me suis dépêché.</i> |
| 3:13 | We hurried. | <i>Nous nous sommes dépêché.</i> |
| 3:33 | I asked myself why. | <i>Je me suis demandé pourquoi.</i> |

**Review course
Track 88**

X
✓
✓
✓
✓
✓
✓
✓
✓
✓
✓

Advanced course: CD 4 Track 11

| | | |
|------|---|--|
| 0:06 | The subjunctive (it is absolutely necessary that you be here) expresses an element of doubt or uncertainty. | |
| 3:23 | It is necessary that... | <i>C'est (il est) nécessaire que... / Il faut que...</i> |

**Review course
Track 89**

X
✓

Advanced course: CD 4 Track 12

| | | |
|------|---|---------------------------------------|
| 0:06 | I must ask you. | <i>Il faut que je vous demande.</i> |
| 0:19 | I must speak French. | <i>Il faut que je parle français.</i> |
| 0:32 | It is necessary that I stay. | <i>Il faut que je reste ici.</i> |
| 0:37 | Present subjunctive of -er verbs: in the long box use the 'w-ing' part. | |
| 0:53 | It is necessary that we stay. | <i>Il faut que nous restions.</i> |
| 1:11 | You must stay. | <i>Il faut que vous restiez.</i> |
| 2:16 | It is necessary that we leave. | <i>Il faut que nous partions.</i> |
| 2:35 | You must start. | <i>Il faut que vous commenciez.</i> |
| 2:46 | We must stay here. | <i>Il faut que nous restions ici.</i> |
| 3:00 | I must stay. | <i>Il faut que je reste.</i> |

**Review course
Track 90**

✓
✓
✓
X
✓
✓
✓
✓
✓
✓

Advanced course: CD 4 Track 13

| | | |
|------|---|-----------------|
| 0:00 | Present subjunctive: you always sound the consonant | |
| 0:36 | I'm speaking | <i>je parle</i> |

**Review course
Track 91**

X
✓

| | | | |
|------|--|--|---|
| 0:40 | I'm leaving | <i>je pars</i> | ✓ |
| 1:14 | It is necessary that I leave. | <i>Il faut que je parte.</i> | ✓ |
| 1:23 | I must wait. | <i>Il faut que j'attende.</i> | ✓ |
| 1:38 | The key to the subjunctive for verbs that don't end in -er is the form for 'they'. | | X |
| 2:05 | I must finish. | <i>Il faut que je finisse.</i> | ✓ |
| 2:25 | We must finish. | <i>Il faut que nous finissions.</i> | ✓ |
| 2:39 | You must finish. | <i>Il faut que vous finissiez.</i> | ✓ |
| 2:58 | It is necessary that you put it on the table. | <i>Il faut que vous le mettiez sur la table.</i> | ✓ |
| 3:21 | He must put it here. | <i>Il faut qu'il le mette ici.</i> | X |
| 3:43 | I must tell you. | <i>Il faut que vous disez.</i> | ✓ |
| 3:59 | I must read it. | <i>Il faut que je le lise.</i> | ✓ |
| 4:13 | I must write to you. | <i>Il faut que je vous écrive.</i> | ✓ |
| 4:44 | You must write to me. | <i>Il faut que vous m'écriviez.</i> | ✓ |

Advanced course: CD 4 Track 14

| | | |
|------|---------------------------------------|--|
| 0:56 | I want you to stay here. | <i>Je veux que vous restiez ici.</i> |
| 1:14 | What do you want me to tell you? | <i>Qu'est-ce que vous voulez que je vous dise?</i> |
| 1:43 | I would like you to tell me. | <i>Je voudrais que vous me disiez.</i> |
| 1:57 | I want you to read it. | <i>Je veux que vous le lisiez.</i> |
| 2:14 | I want you to write to me. | <i>Je veux que vous m'écriviez.</i> |
| 2:46 | They are coming from Vienna. | <i>Ils viennent de Vienne.</i> |
| 2:53 | Do you want me to come with you? | <i>Voulez-vous que je vienne avec vous?</i> |
| 3:26 | At what time do you want me to leave? | <i>À quelle heure voulez-vous que je parte?</i> |
| 3:39 | Where do you want me to put it? | <i>Où voulez-vous que je le mette?</i> |
| 4:07 | they take | <i>ils prennent</i> |
| 4:17 | Do you want me to take it? | <i>Voulez-vous que je le prenne?</i> |

Advanced course: CD 4 Track 15

| | |
|------|---|
| 0:00 | There are four one-syllable exceptions where the form for 'they' is not the key to the subjunctive: ont, sont, font, vont |
|------|---|

**Review course
Track 92**

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

X

**Review course
Track 93**

X

| | | | |
|------|---|---|---|
| 1:45 | At what time do you want me to be here tonight? | <i>À quelle heure voulez-vous que je sois ici?</i> | ✓ |
| 2:03 | I would like you to be ready. | <i>Je voudrais que vous soyez prêt/prête.</i> | ✓ |
| 2:25 | Subjunctive of 'to be' | | X |
| 2:36 | Subjunctive of 'to have' | | X |
| 3:37 | Subjunctive of 'to go' | | X |
| 4:15 | Do you want me to go there with you? | <i>Voulez-vous que j'y aille avec vous?</i> | ✓ |
| 4:47 | At what time do you want me to go there? | <i>À quelle heure voulez-vous que j'y aille?</i> | ✓ |
| 5:33 | I would like you to go there with me. | <i>Je veux que vous y alliez avec moi.</i> | ✓ |
| 6:20 | Subjunctive of 'to do / to make' | | X |
| 6:52 | What do you want me to do? | <i>Qu'est-ce que vous voulez que je fasse?</i> | ✓ |
| 7:01 | What do you want me to tell you? | <i>Qu'est-ce que vous voulez que je vous dise?</i> | ✓ |
| 7:15 | Why don't you want me to do it? | <i>Pourquoi ne voulez-vous pas que je le fasse?</i> | ✓ |
| 7:28 | What do you want me to tell him? | <i>Qu'est-ce que vous voulez que je lui dise?</i> | ✓ |
| 7:46 | I don't want you to do it. | <i>Je ne veux pas que vous le fassiez.</i> | ✓ |

Advanced course: CD 4 Track 16

| | | | |
|------|--|--|---|
| 0:00 | Subjunctive: another exception is 'to know' (que je sache) | | X |
| 0:48 | I must know it. | <i>Il faut que je le sache.</i> | ✓ |
| 1:01 | We must know it. | <i>Il faut que nous le sachions.</i> | ✓ |
| 1:11 | I would like you to know it. | <i>Je voudrais que vous le sachiez.</i> | ✓ |
| 1:26 | Subjunctive: another exception is 'can' (que je puisse) | | X |
| 1:57 | May I see it? | <i>Puis-je le voir?</i> | ✓ |
| 2:18 | It's important that he may see it. | <i>C'est important qu'il puisse le voir.</i> | X |
| 2:48 | I hope that he may be able to... | <i>J'espère qu'il puisse...</i> | X |

**Review course
Track 94**

X
✓
✓
✓
X
✓
X
X

Advanced course: CD 4 Track 17

| | | |
|------|-------------------|--------------------------------------|
| 0:00 | Past subjunctive | |
| 0:32 | before I do it | <i>avant que je le fasse</i> |
| 0:45 | before I tell you | <i>avant que je vous dise</i> |
| 0:53 | before I leave | <i>avant que je parte</i> |
| 1:31 | I left. | <i>Je suis parti.</i> |
| 1:42 | before I left | <i>avant que je sois parti</i> |
| 1:54 | before we start | <i>avant que nous commençons</i> |
| 2:04 | before we started | <i>avant que nous ayons commencé</i> |

Advanced course: CD 4 Track 18

| | |
|------|---|
| 0:00 | Conclusion and advice on reading French |
|------|---|

**Review course
Track 95**

X

✓

✓

✓

✓

✓

✓

✓

The Michel Thomas Product Range

51

- No books
- No writing
- Just confidence

2-hour Introductory course (CD) £14.99*

| | |
|---------|------------------------|
| French | EAN: 978 0 340 78064 0 |
| German | EAN: 978 0 340 78066 4 |
| Spanish | EAN: 978 0 340 78068 8 |
| Italian | EAN: 978 0 340 78070 1 |

***These are the first 2 hours of the Foundation course.**

8-hour Foundation course – 2nd edition (CD) £70

| | |
|---------|------------------------|
| French | EAN: 978 0 340 93891 1 |
| German | EAN: 978 0 340 93892 8 |
| Spanish | EAN: 978 0 340 93893 5 |
| Italian | EAN: 978 0 340 93894 2 |

5-hour Advanced course – 2nd edition (CD) £50

| | |
|---------|------------------------|
| French | EAN: 978 0 340 93898 0 |
| German | EAN: 978 0 340 93913 0 |
| Spanish | EAN: 978 0 340 93899 7 |
| Italian | EAN: 978 0 340 93900 0 |

The Michel Thomas Review courses have been devised to allow the student at home to check on their learning to find areas causing difficulty and revisit the relevant teaching point in the main Foundation (8-hour) or Advanced course, or to review the course quickly if returning to it after some time.

Foundation Review course (2 CDs) £20

| | |
|---------|------------------------|
| French | EAN: 978 0 340 92937 7 |
| German | EAN: 978 0 340 93895 9 |
| Italian | EAN: 978 0 340 93897 3 |
| Spanish | EAN: 978 0 340 93896 6 |

Advanced Review course (1 CD) £10

| | |
|---------|------------------------|
| French | EAN: 978 0 340 93901 7 |
| German | EAN: 978 0 340 93902 4 |
| Italian | EAN: 978 0 340 93904 8 |
| Spanish | EAN: 978 0 340 93903 1 |

What other courses are available with Michel Thomas?

The **Language Builders** take the form of a 'one-to-one' lecture with Michel Thomas, building on the words and phrases in his Foundation (8-hour) and Advanced courses. The courses provide confidence in pronunciation, increase your word-power and consolidate your knowledge in just two hours.

Language Builders (2 CDs) £20

| | |
|---------|------------------------|
| French | EAN: 978 0 340 78969 8 |
| German | EAN: 978 0 340 78973 5 |
| Italian | EAN: 978 0 340 78975 9 |
| Spanish | EAN: 978 0 340 78971 1 |

The much-anticipated **Vocabulary courses** carry forward the Michel Thomas teaching tradition and faithfully follow his unique approach to foreign language learning. The courses remain faithful to the method Michel Thomas uses in his earlier courses, with the all-audio and 'building-block' approach.

Vocabulary courses (6 hours) £30

| | |
|---------|------------------------|
| French | EAN: 978 0 340 93982 6 |
| German | EAN: 978 0 340 93984 0 |
| Italian | EAN: 978 0340 93983 3 |
| Spanish | EAN: 978 0 340 93973 4 |

The **Michel Thomas Special Editions** comprise:

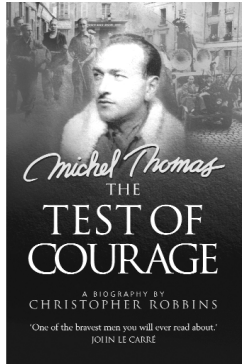
- The Foundation (8-hour) course on CD
- The Language Builder CD
- Sample hours from 2 other languages
- A CD wallet to store the course in
- Michel Thomas' biography *The Test of Courage*

Special Editions £99

| | |
|---------|------------------------|
| French | EAN: 978 0 340 81402 4 |
| Italian | EAN: 978 0 340 81403 1 |
| Spanish | EAN: 978 0 340 88289 4 |

Michel
Thomas

55



THE TEST OF COURAGE

EAN: 978 0 340 81245 7 £9.99 paperback

Michel Thomas' remarkable life-story, told by Christopher Robbins

"As much a thriller as a biography"

Emma Thompson

"One of the bravest men you will ever read about"

John le Carré

"Intriguing biography ... a vivid, life-affirming narrative that exerts considerable power"

THE TIMES

"This book is a right riveting read"

SCOTLAND ON SUNDAY

These **Michel Thomas** products are available from all good bookshops and online booksellers.

To find out more, please get in touch with us

For feneral enquiries and for information on Michel Thomas:

Call: 020 7873 6400 Fax: 020 7873 6325

Email: michelthomas-enquiries@hodder.co.uk

To place an order:

Call: 01235 400414 Fax: 01235 400454 Email: uk.orders@bookpoint.co.uk

www.michelthomas.co.uk

You can write to us at:

Hodder Arnold, 338 Euston Road, London NW1 3BH

Visit our forum at:

www.michelthomas.co.uk

Press reviews for *Michel Thomas Language Courses*

The Times

'the nearest thing to painless learning'

The Daily Telegraph

'works like a dream'

Sunday Business

'...ideal for any business traveller who needs to be able to get around confidently'

Time Out

'...five minutes into the first CD, you already feel like you're winning'

Red

'Hugely inspiring'

Daily Star

'Michel's methods will teach you effectively and easily'

The Daily Telegraph

'a great way to learn; it's fast and it lasts'







Have your say! Listener response form

1. What is your name?
2. Are you ☐ male or ☐ female?
3. What is your age?
4. What is your occupation?
5. What is your address (email and/or postal)?
6. How did you hear about the Michel Thomas Method?
7. Why are you learning a language?
8. Which language are you studying?
9. Which of the Michel Thomas Method courses have you done?
10. Where did you buy/borrow them from?
11. Have you tried another method before? If so, which product?
12. What's the best thing about learning with the Michel Thomas Method?

Please send this form to our FREEPOST address:

Hodder Arnold Consumer Marketing, 338 Euston Road,
FREEPOST NW6148, London NW1 3BH

If you would like to be put on a Michel Thomas Method mailing list to be kept up to date with the latest offers and new products, please tick the box ☐

The Michel Thomas Method aims to offer a great learning experience.

If you have any comments or suggestions please email us at

mtenquiries@hodder.co.uk

Hodder Arnold
338 Euston Road
London NW1 3BH