



French

Introductory Course

Michel Thomas

Learn another language the way you learnt your own



Michel Thomas, 1914–2005

Michel Thomas, the internationally renowned linguist and language teacher, who was 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 2005. He was 90.

To find out more, please get in touch with us

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Introduction

Anyone can learn a language with Michel Thomas!

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

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

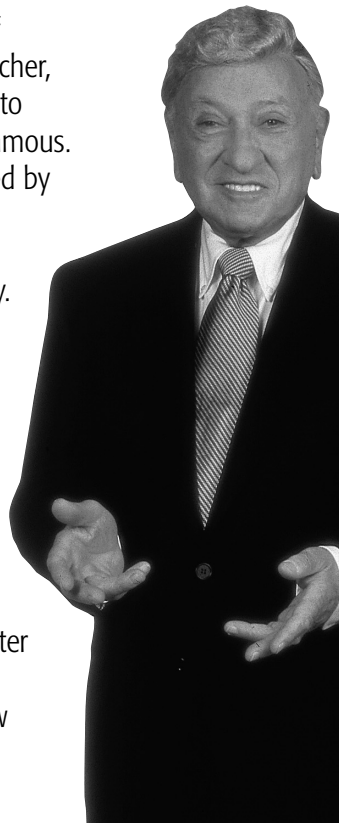


Photo by Robert Miazzi

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 Introductory (2-hour) course contain?

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

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

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

HOW IS THE INTRODUCTORY (2-hour) COURSE BEST USED?

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

**Tracking breaks in the recordings reflect the numbering in the index. 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 Introductory course comprises the first two hours of the Foundation (8-hour) course. Both courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Advanced Course follows on from the Foundation Course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

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

How quickly can I learn with the Michel Thomas Method?

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 Michel Thomas Method. 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. 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 Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of his students proves this. Not only did Michel instruct the rich and famous, but he 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 importantly, 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 Method quite simply offers the most effective method that is available.

What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Television and radio programmes via satellite podcasts, newspapers and magazines (print or on-line) (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.

The Michel Thomas **Foundation** and **Advanced** courses follow on from the Introductory course. As in the Introductory course, Michel leads a class of two students.

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

The much-anticipated **Vocabulary** courses carry forward the Michel Thomas teaching tradition and faithfully follow his unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel’s most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas uses in his earlier courses, with the all-audio and ‘building-block’ approach. The presenter builds on Michel’s foundations to

encourage the student at home to tap into the vast resources of vocabulary common to English and the foreign languages taught here. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas' original Foundation and Advanced courses. The teaching is all in English, with the addition of two native speakers to give models for perfect pronunciation and to increase the opportunity for practice.

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

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.

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



Michel in the uniform of an officer in the French Resistance

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

Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, 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 included:

- *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.

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Introductory (2-hour) course: CD 1 Track 1

0:00 Introduction. How to use this course

Introductory (2-hour) course: CD 1 Track 2

0:00	French language: similarities to English. Over 60 percent of English vocabulary comes from French. Key to similar vocabulary. Active vocabulary is small: 500–1,500 words.	
3:28	Words in English ending with -ible and -able are the same in French.	
4:00	possible	<i>possible</i>
4:07	table	<i>table</i>
4:15	comfortable	<i>confortable</i>
4:39	it is / that is	<i>c'est</i>
4:47	the life	<i>la vie</i>
4:52	It is possible.	<i>C'est possible.</i>
5:02	It is comfortable.	<i>C'est confortable.</i>
5:11	good	<i>bon</i>
5:15	It is good.	<i>C'est bon.</i>
5:25	very	<i>très</i>
5:28	It is very good.	<i>C'est très bon.</i>
5:39	It is very comfortable.	<i>C'est très confortable.</i>
5:50	It is probable.	<i>C'est probable.</i>
6:20	It is acceptable.	<i>C'est acceptable.</i>
6:28	for me	<i>pour moi</i>
6:34	for	<i>pour</i>
6:40	It is for me.	<i>C'est pour moi.</i>
6:46	for you	<i>pour vous</i>
6:51	It is for you.	<i>C'est pour vous.</i>
7:03	It is very comfortable for me.	<i>C'est très confortable pour moi.</i>
7:33	it is not	<i>ce n'est pas</i>
7:46	Not for me, thank you.	<i>Pas pour moi, merci.</i>
7:59	thanks	<i>merci</i>
8:24	It is not for me.	<i>Ce n'est pas pour moi.</i>
8:40	It is not very comfortable for me.	<i>Ce n'est pas très confortable pour moi.</i>

Introductory (2-hour) course: CD 1 Track 3

0:00	so-so (lit. like this, like that)	<i>comme ci, comme ça</i>
0:21	like that / that way	<i>comme ça</i>
0:32	It is like that (that way).	<i>C'est comme ça.</i>
1:15	It is not like that.	<i>Ce n'est pas comme ça.</i>
1:30	It is not possible for me that way.	<i>Ce n'est pas possible pour moi comme ça.</i>
2:40	I'm sorry...	<i>je regrette...</i>
3:08	I'm sorry but...	<i>Je regrette mais...</i>
3:11	but	<i>mais</i>
3:18	I'm sorry but it is not very comfortable for me that way.	<i>Je regrette mais ce n'est pas très confortable pour moi comme ça.</i>
4:06	I'm sorry but it is not acceptable for me that way.	<i>Je regrette mais ce n'est pas acceptable pour moi comme ça.</i>
4:48	It is very remarkable.	<i>C'est très remarquable.</i>
5:04	considerable	<i>considérable</i>

Introductory (2-hour) course: CD 1 Track 4

0:00	Words in English ending in -ent and -ant come from French. They have the same spelling and the same meaning.	
0:15	different	<i>différent</i>
0:20	important	<i>important</i>
0:29	Pronunciation of im- and in-. The stress is always at the end of the word in French.	
0:56	It is not very different that way.	<i>Ce n'est pas très différent comme ça.</i>
1:26	But it is very important for me.	<i>Mais c'est très important pour moi.</i>
1:51	The 's' at the end of a word may be pushed over to the following word if that word starts with a vowel. It is pronounced as a 'z'.	
2:06	very important	<i>très important</i>
2:38	evident	<i>évident</i>
2:42	recent	<i>récent</i>
2:50	constant	<i>constant</i>
2:56	Words in English ending in -ary become -aire in French.	
3:17	necessary	<i>nécessaire</i>
3:25	It is not necessary for me.	<i>Ce n'est pas nécessaire pour moi.</i>
3:36	contrary	<i>contraire</i>

3:39	on the contrary	<i>au contraire</i>
3:53	military	<i>militaire</i>
3:58	vocabulary	<i>vocabulaire</i>
4:32	I would like...	<i>je voudrais...</i>
4:40	to speak	<i>parler</i>
4:55	to speak French	<i>parler français</i>
5:03	I would like to speak French.	<i>Je voudrais parler français.</i>
5:13	with	<i>avec</i>
5:18	with you	<i>avec vous</i>
5:21	with me	<i>avec moi</i>
5:28	I would like to speak French with you.	<i>Je voudrais parler français avec vous.</i>
5:41	Will you...? / Will you..., please? / Do you want...?	<i>Voulez-vous...?</i>
6:08	Will you speak French with me?	<i>Voulez-vous parler français avec moi?</i>
6:26	to come	<i>venir</i>
6:42	Will you come with me?	<i>Voulez-vous venir avec moi?</i>
6:57	to eat	<i>manger</i>
7:10	Will you eat?	<i>Voulez-vous manger?</i>
8:11	Will you come eat with me?	<i>Voulez-vous venir manger avec moi?</i>

Introductory (2-hour) course: CD 1 Track 5

0:15	to come	<i>venir</i>
0:18	to go	<i>aller</i>
0:27	Will you go eat with me?	<i>Voulez-vous aller manger avec moi?</i>
0:56	Where?	<i>Où?</i>
1:05	Where do you want to go?	<i>Où voulez-vous aller?</i>
1:48	Where do you want to go eat?	<i>Où voulez-vous aller manger?</i>
2:36	tonight	<i>ce soir</i>
2:52	It is for tonight.	<i>C'est pour ce soir.</i>
3:06	It is for me.	<i>C'est pour moi.</i>
3:23	Where do you want to go eat tonight?	<i>Où voulez-vous aller manger ce soir?</i>

4:09	to have dinner	<i>dîner</i>
4:16	the dinner	<i>le dîner</i>
4:26	Where do you want to have dinner tonight?	<i>Où voulez-vous dîner ce soir?</i>
4:39	Do you want to come have dinner with me tonight?	<i>Voulez-vous venir dîner avec moi ce soir?</i>

Introductory (2-hour) course: CD 1 Track 6

0:00	to know	<i>savoir</i>
0:15	I would like to know...	<i>Je voudrais savoir...</i>
0:35	I would like to know where...	<i>Je voudrais savoir où...</i>
0:45	I would like to know where it is.	<i>Je voudrais savoir où c'est.</i>
1:45	How much?	<i>Combien?</i>
1:54	I would like to know how much it is.	<i>Je voudrais savoir combien c'est.</i>
2:09	something	<i>quelque chose</i>
2:16	the thing	<i>la chose</i>
2:20	the same thing	<i>la même chose</i>
2:28	I would like to eat something.	<i>Je voudrais manger quelque chose.</i>
2:45	I would like to eat the same thing.	<i>Je voudrais manger la même chose.</i>
3:30	Do you want to eat something?	<i>Voulez-vous manger quelque chose?</i>
3:41	Do you want to eat the same thing?	<i>Voulez-vous manger la même chose?</i>
3:55	The same thing for me, please.	<i>La même chose pour moi, s'il vous plaît.</i>
4:10	I would like the same thing for me, please.	<i>Je voudrais la même chose pour moi, s'il vous plaît.</i>

Introductory (2-hour) course: CD 1 Track 7

0:00	Words in English ending in -ance and -ence come from French.	
0:22	difference	<i>différence</i>
0:26	preference	<i>préférence</i>
0:31	importance	<i>importance</i>
0:40	influence	<i>influence</i>

1:06	the difference	<i>la différence</i>
1:13	a difference	<i>une différence</i>
1:19	What difference?	<i>Quelle différence?</i>
1:23	What? / Which?	<i>Quel?</i>
1:29	the preference	<i>la préférence</i>
1:40	a preference	<i>une préférence</i>
1:48	What preference?	<i>Quelle préférence?</i>
1:59	Have you? / Do you have?	<i>Avez-vous?</i>
2:26	Do you have a preference?	<i>Avez-vous une préférence?</i>
2:36	What preference do you have?	<i>Quelle préférence avez-vous?</i>
2:50	For what restaurant do you have a preference tonight?	<i>Pour quel restaurant avez-vous une préférence ce soir?</i>
4:30	Words in English ending in -ion come from French. They have the same spelling and the same meaning.	
4:47	opinion	<i>opinion</i>
4:49	condition	<i>condition</i>
5:11	the condition	<i>la condition</i>
5:15	a condition	<i>une condition</i>
5:21	What condition?	<i>Quelle condition?</i>
5:29	position	<i>position</i>
5:33	the position	<i>la position</i>
5:38	a position	<i>une position</i>
5:41	What position?	<i>Quelle position?</i>
5:48	reservation	<i>réserve</i>
6:07	the reservation	<i>la réserve</i>
6:16	a reservation	<i>une réserve</i>
6:28	What reservation?	<i>Quelle réserve?</i>
6:42	Do you have a reservation for me for tonight?	<i>Avez-vous une réserve pour moi pour ce soir?</i>

Introductory (2-hour) course: CD 1 Track 8

0:15	What sort...?	<i>Quelle sorte...?</i>
0:27	of	<i>de</i>
0:32	What kind of reservation do you have for me for tonight?	<i>Quelle sorte de réserve avez-vous pour moi pour ce soir?</i>

1:10	What kind of reservation do you want for tonight?	<i>Quelle sorte de réservation voulez-vous pour ce soir?</i>
1:51	There are approximately 1,200 nouns in English and in French ending in -ion. Out of 1,200 there are only three exceptions: translation, explanation, vacation	
2:19	translation	<i>traduction</i>
2:32	I would like a translation.	<i>Je voudrais une traduction.</i>
2:56	to do / to make	<i>faire</i>
3:19	Will you make a reservation for me?	<i>Voulez-vous faire une réservation pour moi?</i>
3:34	What kind of reservation do you want to make?	<i>Quelle sorte de réservation voulez-vous faire?</i>
4:42	Will you make a translation for me?	<i>Voulez-vous faire une traduction pour moi?</i>
5:00	explanation	<i>explication</i>
5:10	to give	<i>donner</i>
5:25	Will you give an explanation for me?	<i>Voulez-vous donner une explication pour moi?</i>
6:05	vacation	<i>les vacances</i>
6:44	to spend money	<i>dépenser</i>
6:51	to spend time	<i>passer le temps</i>
6:55	to spend the vacation	<i>passer les vacances</i>
7:06	Where do you want to spend the vacation?	<i>Où voulez-vous passer les vacances?</i>
7:27	the situation	<i>la situation</i>
7:52	What impression do you have of the situation?	<i>Quelle impression avez-vous de la situation?</i>

Introductory (2-hour) course: CD 1 Track 9

0:00	Words in English ending in -ical end in -ique in French.	
0:05	political	<i>politique</i>
0:15	economical	<i>économique</i>
0:20	philosophical	<i>philosophique</i>
0:26	astronomical	<i>astronomique</i>
0:30	logical	<i>logique</i>
0:36	practical	<i>pratique</i>
0:45	It is not logical but it is very practical that way.	<i>Ce n'est pas logique mais c'est très pratique comme ça.</i>

1:38	the political situation	<i>la situation politique</i>
1:46	the economical situation	<i>la situation économique</i>
2:15	and	<i>et</i>
2:22	the political and economical situation	<i>la situation politique et économique</i>
2:44	in France	<i>en France</i>
2:47	in / to (a country)	<i>en</i>
3:00	I would like to go to France.	<i>Je voudrais aller en France.</i>
3:36	I would like to spend the vacation(s) in France.	<i>Je voudrais passer les vacances en France.</i>

Introductory (2-hour) course: CD 2 Track 1

0:11	What impression do you have of the political and economical situation in France at the present time?	<i>Quelle impression avez-vous de la situation politique et économique en France à présent?</i>
2:20	What kind of reservation do you have for me?	<i>Quelle sorte de réservation avez-vous pour moi?</i>
2:41	What kind of reservation do you want for tonight?	<i>Quelle sorte de réservation voulez-vous pour ce soir?</i>
3:45	The consonant at the end of a word in French is not pronounced unless it is followed by an 'e'.	
4:05	restaurant	<i>restaurant</i>
5:04	It is very small.	<i>C'est très petit.</i>
5:18	too / too much	<i>trop</i>
5:43	late	<i>tard</i>
5:56	It is very late.	<i>C'est très tard.</i>
6:05	It is too late.	<i>C'est trop tard.</i>
6:16	It is too much for me.	<i>C'est trop pour moi.</i>
7:01	big / tall	<i>grand</i>
7:08	He is big.	<i>Il est grand.</i>
7:10	She is big/tall.	<i>Elle est grande.</i>
7:21	She is small.	<i>Elle est petite.</i>
7:39	fast	<i>vite</i>
7:48	It is very fast.	<i>C'est très vite.</i>
8:03	It is too fast for me.	<i>C'est trop vite pour moi.</i>

Introductory (2-hour) course: CD 2 Track 2

0:00	to speak	<i>parler</i>
0:23	you speak	<i>vous parlez</i>
0:33	You speak too fast for me.	<i>Vous parlez trop vite pour moi.</i>
1:01	you go / you are going	<i>vous allez</i>
2:02	You are going too fast for me.	<i>Vous allez trop vite pour moi.</i>
2:24	It is very good.	<i>C'est très bon.</i>
2:36	so	<i>si</i>
2:40	It is so good.	<i>C'est si bon.</i>
3:00	if	<i>si</i>
3:04	if it is so good...	<i>si c'est si bon...</i>
3:23	I would like to know if it is so good.	<i>Je voudrais savoir si c'est si bon.</i>
3:56	Why?	<i>Pourquoi?</i>
4:09	I would like to know why it is so good.	<i>Je voudrais savoir pourquoi c'est si bon.</i>
4:46	I would like to know where you are going.	<i>Je voudrais savoir où vous allez.</i>
5:13	I would like to know where you are going to have dinner tonight.	<i>Je voudrais savoir où vous allez dîner ce soir.</i>

Introductory (2-hour) course: CD 2 Track 3

0:18	port / harbour	<i>port</i>
0:24	airport	<i>aéroport</i>
0:43	the door	<i>la porte</i>
0:51	A consonant at the end of a word which is not followed by an 'e' is not pronounced with the following four exceptions: C, R, F, L – CAREFUL consonants.	
1:44	with	<i>avec</i>
1:46	with me	<i>avec moi</i>
1:48	with you	<i>avec vous</i>
1:58	bag	<i>sac</i>
2:10	A 'c' which is preceded by an 'n' is not pronounced.	
2:27	white wine	<i>vin blanc</i>
2:34	a glass	<i>un verre</i>

2:42	a glass of white wine	<i>un verre de vin blanc</i>
2:54	I would like a glass of white wine.	<i>Je voudrais un verre de vin blanc.</i>
3:24	bottle	<i>bouteille</i>
3:30	I would like a bottle.	<i>Je voudrais une bouteille.</i>
3:43	I would like a bottle of white wine.	<i>Je voudrais une bouteille de vin blanc.</i>
4:15	water	<i>eau</i>
5:25	I would like a glass of water.	<i>Je voudrais un verre d'eau.</i>
5:53	I would like a glass of mineral water.	<i>Je voudrais un verre d'eau minérale.</i>
6:22	All words in English ending in -al or -el come from French.	
6:33	normal	<i>normal</i>
6:47	normally	<i>normalement</i>
7:03	general	<i>général</i>
7:24	generally	<i>généralement</i>
7:38	animal	<i>animal</i>
7:44	special	<i>spécial</i>
8:28	It is very special.	<i>C'est très special.</i>
8:39	specially for you	<i>spécialement pour vous</i>
9:09	cup	<i>tasse</i>
9:27	I would like a cup of coffee.	<i>Je voudrais une tasse de café.</i>

Introductory (2-hour) course: CD 2 Track 4

0:14	still / still more	<i>encore</i>
0:28	a little	<i>un peu</i>
0:39	I would like a little...	<i>Je voudrais un peu...</i>
1:23	later	<i>plus tard</i>
1:28	more	<i>plus</i>
2:10	Will you come later?	<i>Voulez-vous venir plus tard?</i>
2:36	a little later	<i>un peu plus tard</i>
2:50	Will you come a little later?	<i>Voulez-vous venir un peu plus tard?</i>
3:04	now	<i>maintenant</i>
3:44	not now	<i>pas maintenant</i>
4:07	possibly	<i>peut-être</i>

4:15	not now, possibly a little later	<i>pas maintenant, possiblement un peu plus tard</i>
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Introductory (2-hour) course: CD 2 Track 5

0:00	I would like to eat something.	<i>Je voudrais manger quelque chose.</i>
1:02	the same thing	<i>la même chose</i>
1:09	I would like to eat the same thing.	<i>Je voudrais manger la même chose.</i>
1:27	other	<i>autre</i>
1:33	the other thing	<i>l'autre chose</i>
1:42	another thing	<i>une autre chose</i>
1:59	something else	<i>autre chose</i>
2:13	I would like something else.	<i>Je voudrais autre chose.</i>
2:28	to see	<i>voir</i>
2:35	bye bye	<i>au revoir</i>
2:53	to see again	<i>revoir</i>
3:11	I would like to see something else.	<i>Je voudrais voir autre chose.</i>
3:49	Do you have something else?	<i>Avez-vous autre chose?</i>
4:08	Do you want something else?	<i>Voulez-vous autre chose?</i>
4:42	Do you want to see something else?	<i>Voulez-vous voir autre chose?</i>

Introductory (2-hour) course: CD 2 Track 6

1:35	to have	<i>avoir</i>
1:42	I would like to have something else.	<i>Je voudrais avoir autre chose.</i>
2:38	I would like to know...	<i>Je voudrais savoir...</i>
3:45	Difference between 'un(e) autre' and 'encore'	
4:21	another glass (one more)	<i>encore un verre</i>
4:46	I would like another bottle of white wine.	<i>Je voudrais encore une bouteille de vin blanc.</i>
6:47	I would like another cup of coffee.	<i>Je voudrais encore une tasse de café.</i>
7:49	I would like another glass of mineral water.	<i>Je voudrais encore un verre d'eau minérale.</i>

Introductory (2-hour) course: CD 2 Track 7

0:00	More on the CAREFUL consonants: -r	
0:57	to leave	<i>partir</i>
1:19	to speak	<i>parler</i>
1:29	The 'to' form of a verb (infinitive) is expressed in an ending with -r. Ninety percent of French verbs end in -er.	
1:58	to go	<i>aller</i>
2:13	More on the CAREFUL consonants: -f	
2:17	beef	<i>boeuf</i>
2:26	More on the CAREFUL consonants: -l	
3:00	Definition of nouns, verbs and adjectives	

Introductory (2-hour) course: CD 2 Track 8

0:00	If you know how to use the verbs, you know how to use the language. Verbs are the backbone of any language.	
1:29	to sleep	<i>dormir</i>
1:49	to comprehend / to understand	<i>comprendre</i>
1:57	to do / to make	<i>faire</i>
4:24	Will you come eat with me?	<i>Voulez-vous venir manger avec moi?</i>
4:49	I must...	<i>Je dois...</i>
5:13	I must speak with you.	<i>Je dois parler avec vous.</i>
5:43	Will you speak French with me?	<i>Voulez-vous parler français avec moi?</i>
6:00	I must know where it is.	<i>Je dois savoir où c'est.</i>
7:03	I am...	<i>Je suis...</i>
7:19	I am tired.	<i>Je suis fatigué.</i>
7:27	I am very tired now.	<i>Je suis très fatigué maintenant.</i>
7:43	busy	<i>occupé</i>
8:02	I am very busy now.	<i>Je suis très occupé maintenant.</i>

Introductory (2-hour) course: CD 2 Track 9

0:19	I can	<i>je peux</i>
0:26	I can a little	<i>je peux un peu</i>

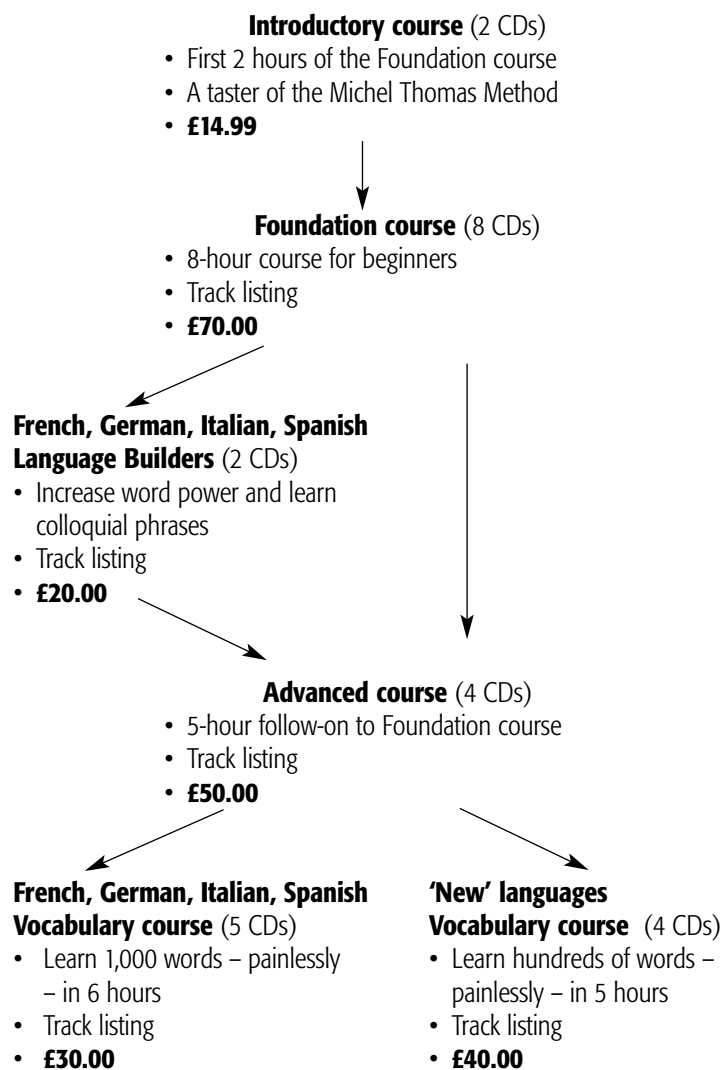
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0:58	Not for me, thank you.	<i>Pas pour moi, merci.</i>
1:26	I cannot.	<i>Je ne peux pas.</i>
1:44	The signal for the negative is 'ne'.	
3:50	I am not.	<i>Je ne suis pas.</i>
4:02	I am not tired now.	<i>Je ne suis pas fatigué maintenant.</i>
5:05	But I am not very busy now.	<i>Mais je ne suis pas très occupé maintenant.</i>

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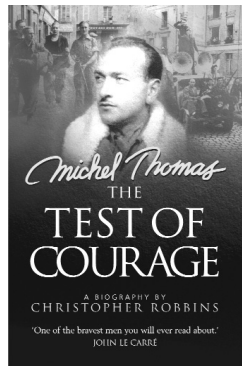
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