Italian
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.
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.
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
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.

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

- 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.

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 Italian language: similarities to English. A few thousand words are very similar in English and Italian so vocabulary is not a problem. The important thing is to learn how to formulate your own thoughts using the language, i.e. structure, which you will get here.
0:57 English words ending in -ible end in -ibile in Italian.
0:59 possible possibile
1:12 it is è
1:17 It is possible. È possibile.
1:26 it is not non è
1:29 It is not possible. Non è possibile.
1:38 for me per me
1:44 It is for me. È per me.
1:52 It is not for me. Non è per me.
1:59 It is not possible for me. Non è possibile per me.
2:10 for you per lei
2:18 for her per lei
2:23 It is for you. È per lei.
2:29 It is not for me. Non è per me.
2:35 It is possible for you. È possibile per lei.
2:44 To ask a question use inflection.
2:49 Is it not possible for you? Non è possibile per lei?
3:00 why? perché?
3:12 because perché
3:15 Why isn’t it possible for you? Perché non è possibile per lei?
3:35 like that / that way così
3:52 It is like that. È così.
4:03 It is not like that. Non è così.
4:10 It is not possible for me that way. Non è possibile per me così.
4:33 I’m sorry. Mi dispiace.
Mi dispiace means 'it displeases me', 'to me it displeases'. It is usually followed by 'but'.

Mi dispiace, ma

Mi dispiace, ma non è possibile

for me that way.

Mi dispiace, ma non è possibile

for me that way.

English words ending in -able end in -abile in Italian.

probabile

probabile

It is not probable.

Non è probabile.

English -ly is -mente in Italian.

probabilmente

possibilmente

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

late
tardi

very
moltò

later
più tardi

more
più

I want
voglio

I
io

You don’t need ‘io’ because the verb ending in -o already expresses ‘I’. If you use ‘io’, you put emphasis on ‘I’.

to know
sapere

I want to know.
Voglio sapere.

I don’t want
non voglio

I don’t want to know.
Non voglio sapere.

where
dove

I want to know where is ...
Voglio sapere dov’è ...

‘Dove è’ contracts to ‘dov’è’.

how much
quanto

I want to know how much it is.
Voglio sapere quant’è.

to buy
comprare

I want to buy
voglio comprare

the thing
la cosa
<table>
<thead>
<tr>
<th>Time</th>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15</td>
<td>I want to buy the thing.</td>
<td>Voglio comprare la cosa.</td>
</tr>
<tr>
<td>3:28</td>
<td>the same thing</td>
<td>la stessa cosa</td>
</tr>
<tr>
<td>3:42</td>
<td>I want to buy the same thing.</td>
<td>Voglio comprare la stessa cosa.</td>
</tr>
<tr>
<td>3:55</td>
<td>I don't want to buy the same thing.</td>
<td>Non voglio comprare la stessa cosa.</td>
</tr>
<tr>
<td>4:15</td>
<td>the same</td>
<td>lo stesso</td>
</tr>
<tr>
<td>4:22</td>
<td>I want to buy the same.</td>
<td>Voglio comprare lo stesso.</td>
</tr>
<tr>
<td>4:36</td>
<td>But I don't want the same thing.</td>
<td>Ma non voglio la stessa cosa.</td>
</tr>
<tr>
<td>4:50</td>
<td>you want</td>
<td>vuole</td>
</tr>
<tr>
<td>4:56</td>
<td>Do you want the same thing?</td>
<td>Vuole la stessa cosa?</td>
</tr>
<tr>
<td>5:09</td>
<td>What do you want?</td>
<td>Che vuole?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Che cosa vuole? / Cosa vuole?</td>
</tr>
<tr>
<td>5:53</td>
<td>What do you want to buy?</td>
<td>Cosa vuole comprare?</td>
</tr>
<tr>
<td>6:42</td>
<td>here</td>
<td>qui</td>
</tr>
<tr>
<td>6:49</td>
<td>What do you want to buy here?</td>
<td>Cosa vuole comprare qui?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:04</td>
<td>some</td>
<td>qualche</td>
</tr>
<tr>
<td>0:06</td>
<td>something</td>
<td>qualche cosa / qualcosa</td>
</tr>
<tr>
<td>0:18</td>
<td>Do you want to buy something here?</td>
<td>Vuole comprare qualche cosa qui?</td>
</tr>
<tr>
<td>0:43</td>
<td>Why don't you want to buy something here?</td>
<td>Perché non vuole comprare qualche cosa qui?</td>
</tr>
<tr>
<td>1:09</td>
<td>Instead of 'vuole' in the spoken language, you can use 'vuol': 'Cosa vuol comprare?' or 'Cosa vuole comprare?'</td>
<td></td>
</tr>
<tr>
<td>1:34</td>
<td>I want to know.</td>
<td>Voglio sapere.</td>
</tr>
<tr>
<td>1:45</td>
<td>it</td>
<td>lo</td>
</tr>
<tr>
<td>1:48</td>
<td>to know it</td>
<td>sapere lo</td>
</tr>
<tr>
<td>1:52</td>
<td>sapere + lo: 'lo' gets hooked onto the verb to form 'sapere lo'. All verbs in Italian end in -re (-are, -ere, -ire). If you want to hook on something, you hook it onto the 'y', dropping the 'e'.</td>
<td></td>
</tr>
<tr>
<td>2:32</td>
<td>I want to know it.</td>
<td>Voglio saperelo.</td>
</tr>
<tr>
<td>2:46</td>
<td>to buy</td>
<td>comprare</td>
</tr>
<tr>
<td>2:53</td>
<td>to buy it</td>
<td>comprarlo</td>
</tr>
<tr>
<td>2:56</td>
<td>I want to buy it.</td>
<td>Voglio comprarlo.</td>
</tr>
</tbody>
</table>
I want to know how much it is because I want to buy it.

Voglio sapere quant’è perché voglio comprarlo.

if

se

expensive
caro

It is very expensive.

È molto caro.

It is not very expensive.

Non è molto caro.

I want to buy it if it is not very expensive.

Voglio comprarlo se non è molto caro.

too / too much
tropp

It is not too expensive.

Non è troppo caro.

I want to buy it if it is not too expensive.

Voglio comprarlo se non è troppo caro.

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

to have

avere

I want to have it.

Voglio averlo.

when

quando

‘when’ is ‘quando’ and ‘how much’ is ‘quanto’.

When do you want to have it?

Quando vuole averlo? / Quando vuol averlo?

you can

può

You can have it ...

Può averlo ...

if you want

se vuole

if you want to have it

se vuole averlo / se vuol averlo

now

ora / adesso

‘ora’ means ‘hour’ as well as ‘now’.

I want to have it now.

Voglio averlo adesso.

if it is possible

se è possibile

at what time

a che ora

At what time do you want to have it?

A che ora vuole (vuol) averlo?

You can have it now if you want.

Può averlo adesso se vuole.

a-b-l-e

-abile

probable

probabile

acceptable

accettabile
<table>
<thead>
<tr>
<th>Time</th>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:57</td>
<td>It is not acceptable for me.</td>
<td>Non è accettabile per me.</td>
</tr>
<tr>
<td>4:09</td>
<td>I'm sorry but it is not acceptable for me that way.</td>
<td>Mi dispiace, ma non è accettabile per me così.</td>
</tr>
<tr>
<td>4:51</td>
<td>I want to know why it is not acceptable for you that way because it is very good.</td>
<td>Voglio sapere perché non è accettabile per lei così perché è molto buono.</td>
</tr>
<tr>
<td>4:56</td>
<td>good</td>
<td>buono</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:08</td>
<td>I think / as far as I am concerned / according to me / in my opinion</td>
<td>secondo me</td>
</tr>
<tr>
<td>0:23</td>
<td>in your opinion</td>
<td>secondo lei</td>
</tr>
<tr>
<td>0:30</td>
<td>As far as I know / As far as I see / In my opinion it is very good that way.</td>
<td>Secondo me, è molto buono così.</td>
</tr>
<tr>
<td>1:05</td>
<td>I am</td>
<td>sono / io sono</td>
</tr>
<tr>
<td>1:17</td>
<td>ready</td>
<td>pronto</td>
</tr>
<tr>
<td>1:24</td>
<td>I'm ready.</td>
<td>Sono pronto.</td>
</tr>
<tr>
<td>1:33</td>
<td>soon</td>
<td>presto</td>
</tr>
<tr>
<td>1:41</td>
<td>right away</td>
<td>subito</td>
</tr>
<tr>
<td>1:46</td>
<td>I'm ready right away.</td>
<td>Sono pronto subito.</td>
</tr>
<tr>
<td>2:01</td>
<td>ready (feminine)</td>
<td>pronta</td>
</tr>
<tr>
<td>2:11</td>
<td>I'm ready soon.</td>
<td>Sono pronto subito / presto.</td>
</tr>
<tr>
<td>2:27</td>
<td>It is ready.</td>
<td>È pronto.</td>
</tr>
<tr>
<td>2:30</td>
<td>It is not ready.</td>
<td>Non è pronto.</td>
</tr>
<tr>
<td>2:40</td>
<td>he is / it is / she is / is</td>
<td>è</td>
</tr>
<tr>
<td>2:50</td>
<td>to stay</td>
<td>stare</td>
</tr>
<tr>
<td>3:01</td>
<td>I stay</td>
<td>sto</td>
</tr>
<tr>
<td>3:07</td>
<td>The -o ending is for 'I'.</td>
<td></td>
</tr>
<tr>
<td>3:12</td>
<td>he/she/it stays, you stay (he/she/it is staying, you are staying)</td>
<td>sta</td>
</tr>
<tr>
<td>3:14</td>
<td>The -a ending is for 'you, he, she, it'.</td>
<td></td>
</tr>
<tr>
<td>3:20</td>
<td>I stay here.</td>
<td>Sto qui.</td>
</tr>
<tr>
<td>3:26</td>
<td>He's staying here.</td>
<td>Sta qui.</td>
</tr>
<tr>
<td>3:52</td>
<td>'sta' is for 'he's staying, she's staying, it's staying, you're staying'.</td>
<td></td>
</tr>
</tbody>
</table>
3:39 how long
3:59 How long are you staying?
4:19 How long are you staying here?
4:48 Verbs are very important because if you know how to use verbs you know how to use the language.
5:55 Any word in front of which you can place the article 'the' is a noun: the happiness, the condition, the situation
6:10 An adjective is any word in front of which you can place 'am' or 'is': am proud, am happy, it is possible
6:22 A verb is any word in front of which you can place 'to': to go, to see, to have, to be
6:44 The basic form of a verb in English is 'to ...'. This is expressed in Italian in the ending -re: parlare (to speak), mangiare (to eat), partire (to leave, to depart), capire (to understand), vedere (to see)

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

0:00 I want to see.  
0:08 I want to see it.  
0:17 'lo' means 'it' and also 'him'; 'la' means 'her'  
0:23 I want to see her.  
0:30 'you' and 'her' is the same: la  
0:33 I want to see you later.  
0:57 a little  
0:59 a little later  
1:14 I want to see you a little later.  
1:45 busy  
1:48 because I'm busy now  
2:12 to speak  
2:19 I want to speak Italian.  
2:27 I want to speak Italian with you.  
2:41 Do you want to speak Italian with me?  
2:58 Why don't you want to speak Italian with me?  
3:18 I'm sorry but I cannot speak with you now.  
4:11 because I'm very busy now
I can’ is ‘posso’; you can’ is ‘può’; he can, she can’ is ‘può’.

but I can see you a little later ma posso vederla un po’ più tardi

if you want se vuole
to eat mangiare
I want to eat now. Voglio mangiare adesso.
What do you want to eat? Cosa vuole mangiare?
What do you want to eat now? Cosa vuole mangiare adesso?
Do you want to eat something now? Vuole mangiare qualcosa ora?
Why don’t you want to eat now? Perché non vuole mangiare adesso?

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

I eat mangio
he eats / she eats / you eat mangia
For verbs ending in -are: -o for ‘I’ and -a for ‘you, he, she, it’
We have three types of verbs: -are (mangiare, parlare, andare), -ere (vedere), -ire (partire, venire). All verbs can be divided into two tracks: verbs that end in -are and verbs that don’t end in -are. For ‘I’ you usually have an ‘o’ on both tracks. For ‘he, she, it’ and ‘you’ on the -are track, use ‘a’ (parla). For the other verbs, use ‘e’ (vede).
to go andare
to see vedere
to come venire
I speak parlo
you speak / he speaks / she speaks parla
I see vedo
you see vede
to take prendere
I take prendo
you take / you’re taking prende
I’m taking it. Lo prendo.
You’re taking it. Lo prende.
Why don’t you take it? Perché non lo prende?
In English there are three ways to express the present tense: I take it, I do take it, I’m taking it. In Italian there is one way: lo prendo.
3:57 In modern English you use ‘do’ and ‘don’t’ for questions and negatives and you use the progressive tense with -ing. In the English of Shakespeare and of the King James Bible, English was much closer to the Italian verb forms.

5:29 I am
5:33 I am eating
6:00 I don’t speak
6:15 Yes, I speak Italian but I don’t speak French.
6:28 In speaking it’s very important to observe ‘traffic signals’ and not to go through the ‘red light’, i.e. -ing, ‘do’ and ‘don’t’. They are not used in Italian.

6:52 I don’t eat
7:03 I’m not busy.
7:22 I’m not eating
7:27 I don’t eat

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

0:00 to prepare
0:06 I prepare
0:13 I prepare it.
0:24 I am preparing it.
0:32 I don’t prepare it.
0:37 I am not preparing it.
0:46 to have
0:52 I have
1:00 you have
1:06 Do you have something for me?
1:22 What do you have for me?
1:35 I’m hungry.
1:58 Are you hungry?
2:05 Do you want to eat something now? Are you hungry?
2:30 Don’t you want to eat?
2:35 Aren’t you hungry?
2:49 to drink
2:55 I drink
3:04 you drink  
3:13 What are you drinking?  
3:23 ‘cosa’ expresses the question, so use of inflection is not necessary here.  
3:33 thirst  
3:39 I’m thirsty.  
3:50 I’m thirsty and I want to drink.  
4:15 is  
4:28 and  
4:31 Do you want to speak Italian with me?  
4:55 What do you eat?  
5:06 What are you eating?  
5:21 to do / to make  
5:37 What do you want to do?  
6:07 Do you want to do it?  
6:24 Why don’t you want to do it now?  

Introductory (2-hour) course: CD 1 Track 10

0:00 I can  
0:07 you can  
0:14 I’m very sorry but I cannot do it now because I’m very busy now.  
0:50 I can do it later if I have the time.  
1:14 to stay  
1:18 I stay  
1:25 I’m busy.  
1:41 tired  
1:49 I’m very tired now.  
2:14 the house  
2:18 the thing  
2:25 something  
2:30 at home / home

beve  
Cosa beve?  
sete  
Ho sete.  
Ho sete e voglio bere.  
è  
e  
Vuole parlare italiano con me?  
Cosa mangia?  
Cosa mangia?  
fare  
Cosa vuole fare?  
Vuole farlo?  
Perché non vuole farlo ora (adesso)?  
posso  
può  
Mi dispiace molto, ma non posso farlo adesso perché sono molto occupato ora.  
Posso farlo più tardi se ho tempo.  
stare  
sto  
Sono occupato. / Sono occupata.  
stanco  
Sono molto stanca adesso. / Sono molto stanza adesso.  
la cosa  
la cosa  
qualcosa  
a casa
2:37 tonight stasera
2:41 evening sera
2:50 I’m tired. (masculine) Sono stanco.
2:56 And I am staying home tonight. E resto a casa stasera.
3:11 to stay stare / restare
3:26 I’m tired (feminine) and I am staying home tonight. Sono stanca e sto a casa stasera.

Introductory (2-hour) course: CD 1 Track 11

0:00 tomorrow domani
0:04 tomorrow evening domani sera
0:08 tomorrow morning domani mattina
0:14 tomorrow afternoon domani pomeriggio
0:25 The present tense in Italian is used very much because it is also used to express the future.
1:00 I see you tomorrow. La vedo domani.
1:13 In English you have two ways to express the future: ‘I’m going to see you tomorrow’ and ‘I will / shall see you tomorrow’. In Italian you cannot use ‘going’ to express the future.
1:39 to go andare
1:50 I go / I am going vado
2:01 you are going / he is going va
2:25 When you want to say ‘I’m going to call you tomorrow’, in Italian you say ‘I call you tomorrow’. There is a future tense, but the present tense is used more frequently.
2:46 to call chiamare
2:51 I call chiamo
2:55 I call you la chiamo
3:09 I call you later. La chiamo più tardi.
3:25 I call you tomorrow. La chiamo domani.
3:57 I’m going to see it. (I’m going out / I’m on my way to see it.) Vado a vederlo.
4:13 I’m going to see it tomorrow. Lo vedo domani.
4:32 If a verb of ‘coming’ and ‘going’ is followed by another verb, you use ‘a’: ‘vado a vederlo’. But ‘vado’ is not used to express the future tense.
5:06 I’m going / I’m on my way to buy it. Vado a comprarlo.
I will buy it tomorrow. Lo comprerò domani.

I'm buying it now. Lo comprerò adesso.

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

0:08 to stay stare
0:15 I'm staying sto
0:20 I'm staying home tonight. Sto a casa stasera.
0:31 Are you staying home tonight? Sta a casa stasera?
0:44 How long are you staying? Quanto tempo sta?
0:54 to leave partire
1:01 I'm leaving tomorrow. Parto domani.
1:07 At what time are you leaving? A che ora parte domani?
1:34 Why don't you want to leave with me? Perché non vuole partire con me?
1:53 Why can't you leave with me? Perché non può partire con me?
2:18 to come venire
2:23 Why can't you come with me now? Perché non può venire con me adesso?
2:41 If a verb of ‘coming’ and ‘going’ is followed by another verb, you use ‘a’. In English you could say ‘Why can’t you come (and) see it with me?’; in Italian you say ‘Why can’t you come to (venire a) see it...’

3:20 I’m going to eat. Vado a mangiare.
3:24 He’s going / you’re going / she’s going to eat. Va a mangiare.
3:37 Why can’t you come see it with me tonight? Perché non può venire a vederlo con me stasera?
4:09 I must devo
4:16 to have to dovere
4:21 you must deve
4:32 You must come with me. Devi venire con me.
4:35 When you have two or three consecutive verbs, the second and the third are the full verb (infinitive).
5:05 You must speak Italian with me. Devi parlare italiano con me.
5:17 to wait aspettare
5:26 Everything with ‘ct’ in English (except) is ‘tt’ in Italian (aspettare = to wait). In English ‘to wait for somebody’ becomes in Italian ‘to await somebody’: ‘aspettare qualcuno’.
5:58 to expect me
6:11 to understand
6:22 to understand me
6:32 Whenever you add 'it' or 'me' or 'you' to the infinitive, you drop the 'e' and you hook it onto the 'r'.
6:46 Can you understand me?
6:54 Why can't you understand me?

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

0:00 to say / to tell
dire
0:14 I cannot say it in Italian.
Non posso dirlo in italiano.
0:47 Can you tell me … Può dirmi …
0:59 for me
per me
1:02 with me
con me
1:04 If you use 'me' with a verb, it's 'mi'.
1:14 will you / do you want vuole / vuol
1:25 Will you tell me where it is? Vuole dirmi dov'è?
1:36 where
dove
1:41 where it is
dove è / dov'è
1:54 Will you tell me … Vuol dirmi …
2:15 It’s very important to sharpen awareness of your own language in order to express yourself correctly in another language such as Italian. For example, in English ‘will’ is used to express the future, but not always. If you start a sentence with ‘will you (please)’, it’s a polite request, not the future. So in Italian you use ‘vuol’ or ‘vuole’, which means ‘will you’ and also ‘do you want’.
3:23 Can you tell me … Può dirmi …
3:31 Can you tell me where it is? Può dirmi dov'è?
3:41 to find
trovare
3:53 Will you tell me where it is because I cannot find it? Vuol dirmi dov'è perché non posso trovarlo?
4:27 I have
ho
4:31 I have it.
Lo ho. / L’ho.
4:38 I don’t have it.
Non l’ho.
4:43 You have it.
L’ha.
4:47 Why don't you have it for me now?  Perché non l'ha per me adesso?
5:06 I want to have it.  Voglio averlo.
5:22 I want  Voglio
5:26 I want it.  Lo voglio.
5:36 I want it now.  Lo voglio adesso.
5:40 I don't want it now.  Non lo voglio adesso.
5:49 Why don't you want it now?  Perché non lo vuole adesso?
6:10 to have  avere
6:16 I have  ho
6:18 you have  ha
6:20 you have / he has / she has  ha
6:28 to know  sapere
6:32 'sapere' goes like 'avere': I have = ho, I know = so
6:44 I know  so
6:52 I don't know  non so
6:55 I know it.  Lo so.
7:00 I don't know it.  Non lo so.
7:07 You know it.  Lo so.
7:12 Why don't you know it?  Perché non lo sa?
7:29 Do you know where it is?  Sa dov'è?
7:48 Can you tell me where it is?  Può dirmi dov'è?
8:02 Can you tell me how much it is ...  Può dirmi quant'è ...
8:26 because I want to buy it.  perché voglio comprarlo.
8:40 I must have it today if it is possible.  Devo averlo oggi se è possibile.

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

0:00 I'm staying home tonight because I'm tired.  Sto a casa stasera perché sono stanco.
0:55 to prepare  preparare
1:01 I'm preparing it.  Lo preparo.
1:08 Why don't you prepare it for me?  Perché non lo prepara per me?
1:46 the dinner
1:56 to dine / to have dinner
2:01 Will you have dinner with me tonight?
2:29 Where do you want to have dinner tonight?
2:50 I cannot speak with you because I’m eating.
3:06 I eat / I do eat / I am eating
3:11 For ‘I’m eating’ you can also say ‘sto mangiando’ meaning ‘I’m in the process of eating’. ‘I am in the process’ is ‘sto’ + -ando for -are verbs, -endo for the others.
3:46 I am eating.
4:05 What are you preparing?
4:15 What are you (right now in the process of) preparing?
4:43 You can use ‘sto + per’ to say ‘I’m just about to’.
4:57 I’m just about to eat.
5:03 I’m just about to prepare it.

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

0:00 in order to
0:37 Whenever ‘to’ in English implies ‘in order to’, you will say ‘per’ in Italian.
0:50 I don’t have the time (in order) to do it.
1:20 If you use a noun followed by an infinitive verb, after the noun you usually put ‘di’.
1:40 I don’t have the time of doing it.
2:08 to leave
2:15 I will leave tomorrow.
2:20 At what time do you leave?
2:49 At what time do you leave next week?
3:29 At what time are you leaving next week?
3:51– There is a future tense in Italian. It’s like saying ‘to leave I have’ (partire + ho) and ‘to leave he has’ (partire + ha). The contraction of the verb with ‘ho, ha’ produces ‘partirò, partirà’. The endings -rò and -rà are for all verbs.
<table>
<thead>
<tr>
<th>Time</th>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:05</td>
<td>I will leave tomorrow. Parto domani.</td>
<td></td>
</tr>
<tr>
<td>4:12</td>
<td>I will leave tomorrow. Partirò domani.</td>
<td></td>
</tr>
<tr>
<td>4:27</td>
<td>He will leave tomorrow. Partirà domani.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00</td>
<td>to do / to make</td>
<td>fare</td>
</tr>
<tr>
<td>0:08</td>
<td>I will do</td>
<td>farò</td>
</tr>
<tr>
<td>0:13</td>
<td>I will do it</td>
<td>Lo farò.</td>
</tr>
<tr>
<td>0:21</td>
<td>I won’t do it</td>
<td>Non lo farò.</td>
</tr>
<tr>
<td>0:31</td>
<td>You will do it</td>
<td>Lo farà.</td>
</tr>
<tr>
<td>0:38</td>
<td>When will you do it?</td>
<td>Quando lo farà?</td>
</tr>
<tr>
<td>0:58</td>
<td>to say / to tell</td>
<td>dire</td>
</tr>
<tr>
<td>1:05</td>
<td>to call</td>
<td>chiamare</td>
</tr>
<tr>
<td>1:09</td>
<td>I (will) call you tomorrow. La chiamo domani.</td>
<td></td>
</tr>
<tr>
<td>1:22</td>
<td>I’m staying</td>
<td>sto</td>
</tr>
<tr>
<td>1:27</td>
<td>I’m staying here.</td>
<td>Sto qui.</td>
</tr>
<tr>
<td>1:35</td>
<td>I’m staying home tonight. Sto a casa stasera.</td>
<td></td>
</tr>
<tr>
<td>1:47</td>
<td>I will stay home tonight. Starò a casa stasera.</td>
<td></td>
</tr>
<tr>
<td>1:58</td>
<td>How long are you staying in Italy? Quanto tempo sta in Italia?</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>How long will you stay in Italy? Quanto tempo starà in Italia?</td>
<td></td>
</tr>
<tr>
<td>3:07</td>
<td>I don’t know.</td>
<td>Non so.</td>
</tr>
<tr>
<td>3:13</td>
<td>still / yet</td>
<td>ancora</td>
</tr>
<tr>
<td>3:32</td>
<td>I don’t know yet.</td>
<td>Ancora non so.</td>
</tr>
<tr>
<td>3:39</td>
<td>I don’t know yet / I still don’t know how long I will stay in Italy. Ancora non so quanto tempo starà in Italia.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00</td>
<td>I’m ready. (feminine)</td>
<td>Sono pronta.</td>
</tr>
<tr>
<td>0:23</td>
<td>It is ready.</td>
<td>È pronto.</td>
</tr>
<tr>
<td>0:36</td>
<td>You must be ready soon. Deve essere / Dev’essere pronto subito.</td>
<td></td>
</tr>
<tr>
<td>1:06</td>
<td>It can be ready soon.</td>
<td>Può essere pronto subito.</td>
</tr>
</tbody>
</table>
I am ready soon.  
Sono pronto subito.

I will be  
sarò

he will be / you will be /  
sarà

she will be  
sarà

It will be ready soon.  
Sarà pronto subito.

I don’t know yet at what time  
Ancora non so a che ora

it will be ready but I must  
sarà pronto ma devo averlo

have it today if it is possible.  
oggi se è possibile.

to see  
vedere

to see it / to see him  
vederlo

to see her / to see you  
vederla

to see me  
vedermi

I’m going to call you later.  
La chiamo più tardi.

In the future tense of the -are verbs, use -erò instead of -arò.

I will speak  
parlerò

I will eat  
mangerò

he will eat  
mangerà

In the future tense for ‘we’, use the ending -remo.

We will eat later.  
Mangeremo più tardi.

We will stay home tonight.  
Staremo a casa stasera.

We will leave tomorrow.  
Partiremo domani.

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

For ‘we’ in the present tense, use -iamo.

we speak  
parliamo

we are staying  
stiamo

we are leaving  
partiamo

we are going  
andiamo

-iamo is used a lot in Italian because it expresses different meanings.

We’re going.  
Andiamo.

We’re going now.  
Andiamo adesso. / Andiamo ora.

We’re going to / we’re on our way out to buy it.  
Andiamo a comprarlo.

Let’s go!  
Andiamo!

Let’s go eat.  
Andiamo a mangiare.

we’re eating  
mangiamo
<table>
<thead>
<tr>
<th>Time</th>
<th>Italian Sentence</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:54</td>
<td>Let’s eat!</td>
<td>Mangiamo!</td>
</tr>
<tr>
<td>2:04</td>
<td>to start / to commence</td>
<td>cominciare</td>
</tr>
<tr>
<td>2:13</td>
<td>I’m starting</td>
<td>comincio</td>
</tr>
<tr>
<td>2:22</td>
<td>At what time are you starting?</td>
<td>A che ora comincia?</td>
</tr>
<tr>
<td>2:39</td>
<td>At what time are you going to start tomorrow?</td>
<td>A che ora comincerà domani?</td>
</tr>
<tr>
<td>3:12</td>
<td>Let’s start.</td>
<td>Cominciamo.</td>
</tr>
<tr>
<td>3:23</td>
<td>I want to know.</td>
<td>Voglio sapere.</td>
</tr>
<tr>
<td>3:32</td>
<td>I want to know at what time it will be ready.</td>
<td>Voglio sapere a che ora sarà pronto.</td>
</tr>
<tr>
<td>3:57</td>
<td>I’m going</td>
<td>vado</td>
</tr>
<tr>
<td>4:02</td>
<td>you’re going / he’s going / she’s going / it’s going</td>
<td>va</td>
</tr>
<tr>
<td>4:13</td>
<td>Where are you going?</td>
<td>Dove va?</td>
</tr>
<tr>
<td>4:21</td>
<td>Where are you going to be tonight?</td>
<td>Dove sarà stasera?</td>
</tr>
</tbody>
</table>

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

| 0:00 | good | buono |
| 0:10 | It is very good. | È molto buono. |
| 0:21 | It is quite good. | È proprio buono. |
| 0:29 | It is quite possible. | È proprio possibile. |
| 0:38 | All words ending in -ent and in -ant in English end in -ente and -ante in Italian. | |
| 0:53 | It is very different that way. | È molto differente così. |
| 1:08 | so (in front of an adjective) | così |
| 1:16 | It is not so different. | Non è così differente. |
| 1:27 | It is so good. | È così buono. |
| 1:38 | It is not so different that way. | Non è così differente così. |
| 1:49 | important | importante |
| 1:53 | It is very important that way. | È molto importante così. |
| 2:06 | I have to know it because it’s very important for me. | Devo saperlo perché è molto importante per me. |
| 2:45 | I would like | vorrei |
| 2:57 | I would like to know it. | Vorrei saperlo. |
| 3:21 | I would like to go with you. | Vorrei andare con lei. |
| 3:35 | there | ci |
3:35 ‘ci’ is hooked onto the verb.
3:46 to go
3:47 to go there
3:51 I would like to go there
4:11 I would like to go (and) see
4:43 ‘there’ is in the same position as the pronoun ‘it’ or ‘me’: you can hook it onto the verb.

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

0:10 I want to do it.
0:42 You have options with the pronouns (it, me, etc.): either put it way up front or hook it onto the verb.
1:31 I cannot do it now.
1:48 Why can’t you tell me?
2:50 It is not ready yet but it will be ready for you soon.
3:42 to do / to make
4:01 I do / I’m doing
4:06 he is doing
4:12 Why don’t you do it?
4:24 I’m doing it.
4:34 I am (right now in the process of) doing it.
5:08 I’m just about to
5:16 I’m just about to do it.
5:26 I’m doing it.
5:40 I say / I tell
5:53 you say / you tell
6:02 What are you saying?
6:14 Why don’t you tell me?

Introductory (2-hour) course: CD 2 Track 10

0:00 to understand
0:22 I cannot understand it.
0:31 Can you understand it?  
Può capirlo?

0:38 Can you understand me?  
Può capirmi?

0:47 Why can't you understand me?  
Perché non può capirmi?

1:02 I understand  
capisco

1:20 I understand it.  
Lo capisco.

1:25 I don't understand it.  
Non lo capisco.

1:33 you understand  
capisce

1:42 Do you understand it?  
Lo capisce?

1:49 Do you understand me?  
Mi capisce?

1:58 Don't you understand me?  
Non mi capisce?

2:06 Why don't you understand me?  
Perché non mi capisce?

2:39 I don't understand it very well.  
Non lo capisco molto bene.

3:08 What are you saying?  
Cosa dice?

3:18 what (introducing a question)  
cosa / che cosa / che

3:34 what (in the middle of a sentence)  
ciò che / quel che

3:52 I don't know what you are saying.  
Non so ciò che dice.

4:38 I don't understand very well what you're saying.  
Non capisco molto bene ciò che dico.

4:57 That's not what I'm saying.  
Non è ciò che dico.

5:12 I don't understand what you want to say.  
Non capisco ciò che vuole dire / ciò che vuol dire.

5:45 I don't understand what you mean.  
Non capisco ciò che vuol dire.

5:59 What do you mean?  
Cosa vuol dire?

6:12 You don't understand what I mean.  
Non capisce ciò che voglio dire.
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