

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

Preview from Notesale.co.uk
Page 3 of 32

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, the '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.*

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>
5:14	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>

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Page 17 of 32

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>

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>