

*Michel
Thomas®*

**ADVANCED
SPANISH**

Hodder Arnold

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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

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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 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.

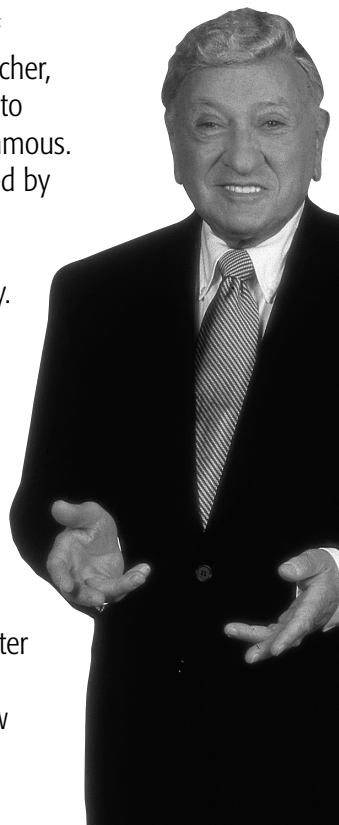


Photo by Robert Miazzi

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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 9–36). 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.

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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 9–36). 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 9–36) 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.

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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

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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.

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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.

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

Review course
Track 2

X

X

✓✓

✓

✓✓

X

x

x

44

x

✓✓

✓

✓

✓

Review course

Track 3

✓

X

✓

✓

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01:22	Why aren't you doing it? (Roberto)	<i>¿Por qué no lo haces?</i>	✓
01:34	Why don't you do it? (all of you)	<i>¿Por qué no lo hacen?</i>	✓
01:45	He is doing it right now.	<i>Está haciéndolo. / Lo está haciendo.</i>	✓
02:18	He is leaving (right now).	<i>Está saliendo.</i>	✓

Advanced course: CD 1 Track 3**Review course
Track 4**

00:00	I don't understand what you are saying.	<i>No comprendo lo que dice.</i>	✓
00:44	to say / to tell	<i>decir</i>	✓
01:10	They are telling me.	<i>Me dicen.</i>	✓
01:41	Why don't you tell me? (to several people)	<i>¿Por qué no me dicen?</i>	✓
01:55	Why don't you tell me? (to Roberto)	<i>¿Por qué no me dices?</i>	✓
02:18	We are telling you.	<i>Le decimos.</i>	✓
02:43	Why don't you understand me?	<i>¿Por qué no me comprende?</i>	✓
03:28	to start	<i>empezar / comenzar</i>	✓
03:41	Why don't you start? (señor)	<i>¿Por qué no empieza?</i>	✓
04:08	Why don't you start? (to several people)	<i>¿Por qué no empiezan?</i>	✓
04:40	I am starting now.	<i>Empiezo ahora.</i>	✓
04:48	Why don't you start? (Roberto)	<i>¿Por qué no comienzas?</i>	✓
05:04	Why don't you start? (Roberto)	<i>¿Por qué no empiezas?</i>	✓
05:24	I am not buying it.	<i>No lo compro.</i>	✓
05:30	Why don't you buy it? (Roberto)	<i>¿Por qué no lo compras?</i>	✓
05:44	Why don't you all buy it?	<i>¿Por qué no lo compran?</i>	✓
05:54	We are buying it.	<i>Lo compramos.</i>	✓

Advanced course: CD 1 Track 4**Review course
Track 5**

00:00	The key sounds for the present tense are: 'a' on the -ar track and 'e' on the -er/-ir track. If you switch tracks (from 'a' to 'e' and 'e' to 'a'), you are in the command tense (the imperative).	X
01:25	You are not buying the house. / He is not buying the house.	✓

01:39	Buy the house!	<i>¡Compre la casa!</i>	✓
01:53	Don't buy it!	<i>¡No lo compre!</i>	✓
02:03	Don't buy it! (Roberto)	<i>¡No lo compres!</i>	✓
02:10	Don't buy it! (to a couple)	<i>¡No lo compren!</i>	✓
02:23	In the positive command, the pronoun (the 'lo' etc.) is hooked on to the verb.		X
02:39	Buy it!	<i>¡Cómprelo!</i>	✓
03:07	Buy it! (to several people)	<i>¡Cómprénlo!</i>	✓
03:17	Don't buy them! (to several people)	<i>¡No los compren!</i>	✓
03:35	Don't buy them! (to Roberto)	<i>¡No los compres!</i>	✓
03:55	In the positive command to Roberto, you don't switch tracks; you just drop the 's'.		X
04:17	Buy it! (Roberto)	<i>¡Cómpralo!</i>	✓
04:26	to call	<i>llamar</i>	✓
04:37	I am calling you.	<i>Le llamo.</i>	✓
04:48	I am calling you. (Roberto)	<i>Te llamo.</i>	✓
04:57	He is calling me.	<i>Me llama.</i>	✓
05:05	Why don't you call me? (Roberto)	<i>¿Por qué no me llamas?</i>	✓
05:16	Why don't you all call me?	<i>¿Por qué no me llaman?</i>	✓
05:26	We are calling you.	<i>Le llamamos.</i>	✓
05:37	We are calling you. (Roberto)	<i>Te llamamos.</i>	✓
05:51	Call me tomorrow.	<i>Llárame mañana.</i>	✓
06:04	Don't call me today!	<i>¡No me llame hoy!</i>	✓
06:31	Don't call me today. (Roberto)	<i>No me llames hoy.</i>	✓
07:14	Call me!	<i>¡Llárame!</i>	✓
07:30	Call me! (to señor/señora/ señorita)	<i>¡Llámemme!</i>	✓
Advanced course: CD 1 Track 5			Review course Track 6
00:00	go-go verbs have -go in the present tense for 'I'.		X
00:15	to have	<i>tener</i>	✓
00:24	you have	<i>tiene</i>	✓
00:46	We don't have it.	<i>No lo tenemos.</i>	✓
01:11	I have	<i>tengo</i>	✓

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01:12	I have it.	<i>Lo tengo.</i>	✓
01:17	I don't have it.	<i>No lo tengo.</i>	✓
01:25	I have to / I must	<i>tengo que</i>	✓
01:33	I have to see it.	<i>Tengo que verlo.</i>	✓
01:56	you say / you tell	<i>dice</i>	✓
02:03	I tell	<i>digo</i>	✓
02:15	I am telling you. (señor)	<i>Le digo.</i>	✓
02:23	I am telling you. (Roberto)	<i>Te digo.</i>	✓
02:29	Why don't you tell me? (Roberto)	<i>¿Por qué no me dices?</i>	✓
02:38	Why don't you tell me? (to a couple)	<i>¿Por qué no me dicen?</i>	✓
03:08	to come	<i>venir</i>	✓
03:16	'v' and 'b' have the same sound, pronounced with your lips.		X
03:24	She is coming with us.	<i>Viene con nosotros.</i>	✓
03:43	we are coming	<i>venimos</i>	✓
03:54	I am coming	<i>vengo</i>	✓
04:20	to do / to make	<i>hacer</i>	✓
04:25	What are you doing?	<i>¿Qué hace?</i>	✓

Advanced course: CD 1 Track 6

00:00	to know	<i>saber</i>
00:07	Do you know it?	<i>¿Lo sabe?</i>
00:15	Do you know it? (Roberto)	<i>¿Lo sabes?</i>
00:26	Why don't you know it? (to several people)	<i>¿Por qué no lo saben?</i>
00:37	We know it.	<i>Lo sabemos.</i>
00:44	I know	<i>sé</i>
00:52	I know it.	<i>Lo sé.</i>
00:58	I don't know it.	<i>No lo sé.</i>
01:05	In Spanish, there are two verbs for 'to know'. One is for general knowledge (saber); the other is for acquaintance with a person or place (conocer).	
01:25	to know somebody	<i>conocer</i>
01:50	I know	<i>conozco</i>
02:01	I don't know him.	<i>No lo conozco.</i>

**Review course
Track 7**

✓
✓
✓
✓
✓
✓
✓
✓
X
✓
✓
✓

02:14	I don't know her.	<i>No la conozco.</i>	✓
Advanced course: CD 1 Track 7			Review course Track 8
00:00	Do you know Pedro?	<i>¿Conoce a Pedro?</i>	✓
00:10	Use of the personal 'a'		X
00:35	Do you know my friend?	<i>¿Conoce a mi amigo?</i>	✓
00:47	Do you know Madrid?	<i>¿Conoce Madrid?</i>	✓
00:52	I don't know him.	<i>No lo conozco.</i>	✓
01:02	I don't know it.	<i>No lo sé.</i>	✓
Advanced course: CD 1 Track 8			Review course Track 9
00:00	go-go verbs		X
00:14	I am saying / I am telling	<i>digo</i>	✓
00:20	I am doing / I am making	<i>hago</i>	✓
00:30	I am doing it.	<i>Lo hago.</i>	✓
00:36	I have it.	<i>Lo tengo.</i>	✓
00:44	I am telling you. (Roberto)	<i>Te digo.</i>	✓
00:55	I am coming	<i>vengo</i>	✓
01:03	to leave	<i>salir</i>	✓
01:08	I am leaving	<i>salgo</i>	✓
01:11	I am leaving tomorrow.	<i>Salgo mañana.</i>	✓
01:19	At what time are you leaving?	<i>¿A qué hora sale?</i>	✓
01:50	to put	<i>poner</i>	✓
01:57	I am putting	<i>pongo</i>	✓
02:02	I am putting it here.	<i>Lo pongo aquí.</i>	✓
02:09	Where are you putting it?	<i>¿Dónde lo pone?</i>	✓
02:21	Why don't you put it here? (Roberto)	<i>¿Por qué no lo pones aquí?</i>	✓
02:38	Verbs containing 'poner' correspond to English verbs with -pose: componer (to compose), oponer (to oppose), suponer (to suppose)		X
02:59	I suppose	<i>supongo</i>	✓
03:08	to bring	<i>traer</i>	✓
03:26	I am bringing it.	<i>Lo traigo.</i>	✓
03:37	to hear	<i>oír</i>	✓
03:46	I am hearing	<i>oigo</i>	✓

Advanced course: CD 1 Track 9

00:00	All the go-go verbs change to ga-ga in the command tense.	
00:19	Come with me!	<i>¡Venga conmigo!</i>
00:29	Don't leave!	<i>¡No salga!</i>
00:38	Don't leave! (Roberto)	<i>¡No salgas!</i>
00:49	Don't leave! (to several people)	<i>¡No salgan!</i>
01:04	Tell me!	<i>¡Dígame!</i>
01:10	Don't tell me!	<i>¡No me diga!</i>
01:17	Tell it to me!	<i>¡Dígamelo!</i>
01:20	Whenever you have two pronouns, the personal one comes first.	
02:06	Don't tell it to me!	<i>¡No me lo diga!</i>
02:17	Tell it to him!	<i>¡Dígaselo!</i>
02:53	Don't tell it to him; tell it to me.	<i>No se lo diga; dígamelo.</i>
03:21	Don't do it!	<i>¡No lo haga!</i>
03:44	Don't do it! (Roberto)	<i>¡No lo hagas!</i>
03:56	Don't do it! (all of you)	<i>¡No lo hagan!</i>
04:07	Do it! (all of you)	<i>¡Háganlo!</i>
04:46	I want to do it.	<i>Quiero hacerlo.</i>
04:51	I can do it.	<i>Puedo hacerlo.</i>
05:00	I cannot do it.	<i>No lo puedo hacer.</i>
05:07	I am doing it. (I am right now in the process of doing it.)	<i>Estoy haciéndolo. / Lo estoy haciendo.</i>
05:47	Do it!	<i>¡Hágalo!</i>
06:17	I am not doing it.	<i>No lo hago.</i>
06:39	Why don't you do it? (Roberto)	<i>¿Por qué no lo haces?</i>
06:50	Why don't you all do it?	<i>¿Por qué no lo hacen?</i>
07:19	Don't do it now.	<i>No lo hagan ahora.</i>
07:45	Don't put it there.	<i>No lo ponga allí.</i>
07:56	Bring it.	<i>Tráigalo.</i>
08:12	Bring me something.	<i>Tráigame algo.</i>
08:22	Bring it to me.	<i>Tráigamelo.</i>
08:33	Don't bring it to me today because I don't need it today.	<i>No me lo traiga hoy porque no lo necesito hoy.</i>
09:26	I hear it.	<i>Lo oigo.</i>
09:38	Hear it!	<i>¡Óigalo!</i>

Review course
Track 10

[illegible]

09:46	Tell it to me; don't tell it to him.	<i>Dígamelo; no se lo diga.</i>	✓
11:59	But don't tell it to him today.	<i>Pero no se lo diga hoy.</i>	✓

Advanced course: CD 1 Track 10**Review course
Track 11**

00:00	With the go-go verbs in the positive command to Roberto, you drop the -go altogether.		X
01:15	Tell it to me.	<i>Dímelo.</i>	✓
01:24	Don't tell it to me. (Roberto)	<i>No me lo digas.</i>	✓
01:36	Don't tell it to me. (to several people)	<i>No me lo digan.</i>	✓
02:02	Tell it to me. (Roberto)	<i>Dímelo.</i>	✓
02:13	Come with me. (Roberto)	<i>Ven conmigo.</i>	✓
02:29	Have it.	<i>Tenlo.</i>	✓
02:47	Put it here. (Roberto)	<i>Ponlo aquí.</i>	✓
02:58	Don't put it there; put it here. (Roberto)	<i>No lo pongas allí; ponlo aquí.</i>	✓
03:44	Don't leave. (Roberto)	<i>No salgas.</i>	✓
03:57	Don't leave. (all of you)	<i>No salgan.</i>	✓

Advanced course: CD 1**Track 11**

00:00	How and when to use the subjunctive (command tense). The command tense has the same 'push' as the present tense. It's rarely used in English. In the sentence 'it is important that you be here', 'be' is subjunctive.	X
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Advanced course: CD 1 Track 12**Review course
Track 12**

00:00	The subjunctive is used quite a lot in Spanish. To form the subjunctive you just switch tracks, from 'a' to 'e' and from 'e' to 'a'. It is used to express doubt or uncertainty.		X
01:56	It is important that you be here.	<i>Es importante que esté aquí.</i>	✓
03:02	It is important that you call me.	<i>Es importante que me llame.</i>	✓
03:28	It is important that you all call me.	<i>Es importante que me llamen.</i>	✓
03:47	It is very important for you (Roberto) to call me later.	<i>Es muy importante que me llames más tarde.</i>	✓
04:21	It is not necessary that you wait for me.	<i>No es necesario que me espere.</i>	✓

16	05:00	to write	<i>escribir</i>	✓
Advanced course: CD 1 Track 13				Review course Track 13
00:00	Words in Spanish never start with 'sc', 'st' or 'sp'. There's always an 'e' at the beginning: 'esc', 'est', 'esp'			X
00:24	to study	<i>estudiar</i>		✓
01:12	Why don't you write to me?	<i>¿Por qué no me escribe?</i>		✓
01:31	Write to me!	<i>¡Escribame!</i>		✓
01:50	Because it's very important that you write to me.	<i>Porque es muy importante que me escriba.</i>		✓
Advanced course: CD 1 Track 14				Review course Track 14
00:00	In Spanish, you cannot say 'I want you to write to me'. You have to say 'I want that you write to me'.			X
00:34	I love you. (I want you.)	<i>Te quiero.</i>		✓
Advanced course: CD 1 Track 15				Review course Track 15
00:00	What do you want me to write to him?	<i>¿Qué quiere que le escriba?</i>		✓
01:11	I want you to do it.	<i>Quiero que lo haga.</i>		✓
01:30	I want you to do it. (Roberto)	<i>Quiero que lo haga.</i>		✓
01:43	I want all of you to do it. (to several people)	<i>Quiero que lo hagan.</i>		✓
02:01	What do you want me to do?	<i>¿Qué quiere que yo haga?</i>		✓
02:29	Why don't you want me to tell it to him?	<i>¿Por qué no quiere que se lo diga?</i>		✓
03:34	I think that he can do it.	<i>Pienso que puede hacerlo.</i>		✓
04:19	I don't think he can do it.	<i>No pienso que pueda hacerlo.</i>		✓
04:48	I want you to call me later.	<i>Quiero que me llame más tarde.</i>		✓
05:03	I want you to write to me.	<i>Quiero que me escriba.</i>		✓
05:19	He wants me to send it to him.	<i>(Él) quiere que se lo mande.</i>		✓
Advanced course: CD 2 Track 1				Review course Track 16
00:05	Review of the future tense			X
01:47	I will buy it.	<i>Lo compraré.</i>		✓

02:08	We will buy it.	<i>Lo compraremos.</i>	✓
02:27	He will buy it.	<i>Lo comprará.</i>	✓
02:35	They will buy it.	<i>Lo comprarán.</i>	✓
02:41	You will buy it. (Roberto)	<i>Lo comprarás.</i>	✓
02:47	I will write to you.	<i>Le escribiré.</i>	✓
03:28	He will write to you.	<i>Le escribirá.</i>	✓
03:36	We will write to you.	<i>Le escribiremos.</i>	✓
03:52	You will write to me.	<i>Me escribirá.</i>	✓
04:07	You will write to me. (Roberto)	<i>Me escribirás.</i>	✓
04:18	They won't write to me.	<i>No me escribirán.</i>	✓
04:28	to take	<i>tomar</i>	✓
04:34	I won't take it.	<i>No lo tomaré.</i>	✓
04:43	We will take it.	<i>Lo tomaremos.</i>	✓
04:51	They won't take it.	<i>No lo tomarán.</i>	✓

17

Advanced course: CD 2 Track 2

00:00 To form the future of the go-go verbs: add a 'd' before the usual future endings.

00:47	I will have	<i>tendré</i>	✓
01:00	I will leave	<i>saldré</i>	✓
01:05	we will leave	<i>saldremos</i>	✗
01:08	they will leave	<i>saldrán</i>	✗
01:12	you will leave (Roberto)	<i>saldrás</i>	✗
01:21	I will come	<i>vendré</i>	✓
01:26	we will come	<i>vendremos</i>	✗
01:30	you will come (Roberto)	<i>vendrás</i>	✓
01:38	to sell	<i>vender</i>	✓
01:44	I will sell	<i>venderé</i>	✗
01:48	I will sell it.	<i>Lo venderé.</i>	✓
02:16	I will put	<i>pondré</i>	✗
02:19	I won't put it here.	<i>No lo pondré aquí.</i>	✓

**Review course
Track 17**

✗

✓

✓

✗

✗

✗

✗

✓

✗

✓

✗

✓

✓

✗

✓

Advanced course: CD 2 Track 3

00:00 There are three ways to express the future tense in Spanish: I will call you tomorrow (Le llamaré mañana), I'm going to call you

**Review course
Track 18**

18

tomorrow (Voy a llamarle mañana), I call you tomorrow
(Le llamo mañana)

00:20	I will call you tomorrow.	<i>Le llamaré mañana. / Voy a llamarle mañana.</i>	X
01:47	I call you tomorrow.	<i>Le llamo mañana.</i>	✓
02:04	I call you tomorrow. (Roberto)	<i>Te llamo mañana.</i>	✓
02:13	to stay / to remain oneself	<i>quedarse</i>	✓
02:25	I am staying	<i>me quedo</i>	✓
02:35	we are staying	<i>nos quedamos</i>	✓
02:44	he is staying	<i>se queda</i>	✓
02:54	they are staying	<i>se quedan</i>	✓
03:00	you are staying (Roberto)	<i>te quedas</i>	✓
03:14	I am going to stay.	<i>Voy a quedarme.</i>	✓
03:31	I want to know how long you are going to stay.	<i>Quiero saber cuánto tiempo va a quedarse.</i>	✓
03:57	I will stay here a few days.	<i>Me quedaré aquí unos días.</i>	✓

Advanced course: CD 2 Track 4**Review course
Track 19**

00:00	'decir' and 'hacer' in the future tense		X
00:46	I will tell	<i>diré</i>	✓
00:54	I will do	<i>haré</i>	✓
01:05	I won't do it.	<i>No lo haré.</i>	✓
01:13	I will tell you later why we won't do it.	<i>Le diré más tarde por qué no lo haremos.</i>	✓
01:51	He won't tell me.	<i>No me dirá.</i>	✓
02:07	He won't tell me why he won't do it.	<i>No me dirá por qué no lo hará.</i>	✓

Advanced course: CD 2 Track 5**Review course
Track 20**

00:49	Make a reservation.	<i>Haga una reservación.</i>	✓
00:59	Make a reservation. (Roberto)	<i>Haz una reservación.</i>	✓
02:03	Do it.	<i>Hazlo.</i>	✓

Advanced course: CD 2 Track 6**Review course
Track 21**

00:00	To go into the 'woulds' you use 'ría'. The same 'r' that you hit for 'will', you also hit for 'would'.		X
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00:06	river	<i>rio</i>	✓
00:46	I would leave	<i>saldría</i>	✓
01:03	we would leave	<i>saldríamos</i>	✓
01:37	He would do it.	<i>Lo haría.</i>	✓
02:00	I wouldn't do it.	<i>No lo haría.</i>	✓
02:06	They wouldn't do it.	<i>No lo harían.</i>	✓
02:06	We wouldn't do it.	<i>No lo haríamos.</i>	✓
02:29	I wouldn't tell you why we wouldn't do it.	<i>No le diría por qué no lo haríamos.</i>	✓
03:09	to wait	<i>esperar</i>	✓
04:05	he will wait	<i>esperará</i>	✓
04:12	he wouldn't wait	<i>no esperaría</i>	✓
04:26	to prepare	<i>preparar</i>	✓
04:35	I will prepare it.	<i>Lo prepararé.</i>	✓
05:04	He wouldn't prepare it.	<i>No lo prepararía.</i>	✓
05:31	I like	<i>me gusta</i>	✓
05:42	I like to see it.	<i>Me gusta verlo.</i>	✓
05:49	I don't like to do it.	<i>No me gusta hacerlo.</i>	✓
06:00	I would like to see it.	<i>Me gustaría verlo.</i>	✓
06:17	I would like to see you.	<i>Me gustaría verle.</i>	✓
Advanced course: CD 2 Track 7			Review course Track 22
00:06	I have spoken	<i>he hablado</i>	✓
00:16	For the past tense with 'have', as in 'I have spoken', use 'haber' (the diving board from which you dive into the past). For -ar verbs you dive into -ado, but if it is not an -ar verb you dive into -ido. The endings for 'haber' are like the endings for 'will' (-ré, -remos, -rá, -rán, -rás), but you replace the 'r' with 'h': he, hemos, ha, han, has.		✗
02:04	I have bought	<i>he comprado</i>	✓
02:15	I have bought it.	<i>Lo he comprado.</i>	✓
02:22	We have bought it.	<i>Lo hemos comprado.</i>	✓
02:31	They have bought it.	<i>Lo han comprado.</i>	✓
02:41	He has sold it.	<i>Lo ha vendido.</i>	✓
02:51	we have eaten	<i>hemos comido</i>	✓
03:00	he has left	<i>ha salido</i>	✓

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Advanced course: CD 2 Track 8

00:04	The simple past (without diving): 'I bought it' instead of 'I have bought it'	
00:27	I spoke	<i>hablé</i>
00:32	In the simple past, the stress is on the last syllable: 'past is last'.	
01:07	I took it.	<i>Lo tomé.</i>
01:14	I called	<i>llamé</i>
01:22	I accepted	<i>acepté</i>
01:31	I didn't accept it.	<i>No lo acepté.</i>
01:37	I bought it.	<i>Lo compré.</i>
03:02	I waited	<i>esperé</i>
03:08	I will wait	<i>esperaré</i>
03:46	He spoke / you spoke / she spoke	<i>habló</i>
04:05	I speak	<i>hablo</i>
04:23	I am buying it.	<i>Lo compro.</i>
04:35	He bought it.	<i>Lo compró.</i>
04:59	I sold	<i>vendí</i>
05:23	I left	<i>salí</i>
05:29	she left / you left	<i>salió</i>
05:33	I understood	<i>comprendí</i>
05:36	he understood / you understood	<i>comprendió</i>

**Review course
Track 23**

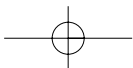
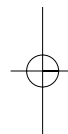
X
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X
✓

Advanced course: CD 2 Track 9

00:00	Endings for the simple past (-é and -ó, and -í and -ió)	
00:40	He sold it	<i>Lo vendió.</i>
00:46	I didn't sell it.	<i>No lo vendí.</i>
01:11	Why didn't you buy it? (señor)	<i>¿Por qué no lo compró?</i>
01:21	Why did you sell it?	<i>¿Por qué lo vendió?</i>
01:52	Why didn't you sell it?	<i>¿Por qué no lo vendió?</i>
02:06	to lose	<i>perder</i>
02:10	I lost it.	<i>Lo perdí.</i>
02:18	When did you lose it?	<i>¿Cuándo lo perdió?</i>
02:24	At what time did you leave?	<i>¿A qué hora salió?</i>

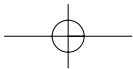
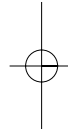
**Review course
Track 24**

X
✓
X
✓
✓
✓
✓
✓
X
✓



22	00:59	they arrived	<i>llegaron</i>	✓
	01:08	At what time did you arrive? (to a couple/several people)	<i>¿A qué hora llegaron?</i>	✓
Advanced course: CD 2 Track 11				Review course Track 26
	00:00	I arrived here two hours ago.	<i>Llegué aquí hace dos horas.</i>	✓
	00:13	For 'ago' you say 'it makes': hace		X
Advanced course: CD 2 Track 12				Review course Track 27
	00:00	They didn't arrive yet. (They still didn't arrive.)	<i>Todavía no llegaron.</i>	✓
	00:33	For 'they' and 'you all' the ending for the simple past on the -er/-ir track is -ieron.		X
	01:00	they left	<i>salieron</i>	✓
	01:06	At what time did you leave? (to several people)	<i>¿A qué hora salieron?</i>	✓
	01:17	they didn't eat	<i>no comieron</i>	✓
	01:26	They wrote to me.	<i>Me escribieron.</i>	✓
	01:38	They spoke to me.	<i>Me hablaron.</i>	✓
	02:07	I am not staying	<i>no me quedo</i>	✓
	02:14	I stayed	<i>me quedé</i>	✓
	02:31	he stayed	<i>se quedó</i>	✓
	02:44	he didn't stay	<i>no se quedó</i>	✓
	02:50	they stayed	<i>se quedaron</i>	✓
Advanced course: CD 2 Track 13				Review course Track 28
	00:00	For 'you, Roberto/Roberta' the ending for the simple past on the -ar track is -aste.		X
	00:23	you spoke (Roberto)	<i>hablaste</i>	✓
	00:38	At what time did you call me? (Roberto)	<i>¿A qué hora me llamaste?</i>	✓
	01:06	Why didn't you call me? (Roberto)	<i>¿Por qué no me llamaste?</i>	✓
	01:19	For 'you, Roberto/Roberta' the ending for the simple past on the -er/-ir track is -iste.		X

01:30	At what time did you leave? (Roberto)	¿A qué hora saliste?	✓
01:42	Why didn't you sell it? (Roberto)	¿Por qué no lo vendiste?	✓
01:57	Why didn't you sell it? (señorita)	¿Por qué no lo vendió?	✓
02:11	Why didn't you sell it? (to several people)	¿Por qué no lo vendieron?	✓
02:29	They sold it.	Lo vendieron.	✓
02:55	He didn't buy it.	No lo compró.	✓
03:10	They bought it.	Lo compraron.	✓
Advanced course: CD 2 Track 14			Review course Track 29
00:00	For 'we' the ending for the simple past is just -mos. So for -ar and -ir verbs the simple past is the same as the present.		X
00:22	we spoke	hablamos	✓
00:40	we speak	hablamos	✓
01:06	we are arriving / we arrive	llegamos	✓
01:19	we arrived	llegamos	✓
01:30	We arrived yesterday.	Llegamos ayer.	✓
01:42	We arrive tomorrow.	Llegamos mañana.	✓
02:01	you left (Roberto)	saliste	✓
02:10	we left	salimos	✓
02:21	we leave / we are leaving	salimos	✓
02:34	For 'we' in the past you either have -amos or -imos. For -er verbs you use -imos, so there is a difference between the simple past and the present.		X
02:50	we sold	vendimos	✓
03:15	we are selling	vendemos	✓
03:32	we eat / we are eating	comemos	✓
03:38	we ate	comimos	✓
Advanced course: CD 2 Track 15			Review course Track 30
00:00	go-go verbs in the past all follow the same pattern, which is different from other verbs. They don't follow the 'past is last' rule.		X
01:39	I did / I made	hice	✓



06:08	you put (Roberto)	<i>pusiste</i>	✓
06:15	we put	<i>pusimos</i>	✓
06:33	they did	<i>hicieron</i>	✓
06:40	you did (Roberto)	<i>hiciste</i>	✓
06:45	we did	<i>hicimos</i>	✓
09:59	they came	<i>vinieron</i>	✓
07:04	you came (Roberto)	<i>viniste</i>	✓
07:08	we came	<i>vinimos</i>	✓
Advanced course: CD 3 Track 1			Review course Track 32
00:13	they could	<i>pudieron</i>	✓
00:18	we could	<i>pudimos</i>	✓
00:23	you could (Roberto)	<i>pudiste</i>	✓
00:28	he couldn't	<i>no pudo</i>	✓
00:45	They told me.	<i>Me dijeron.</i>	✓
01:40	Why didn't you tell me? (to a couple)	<i>¿Por qué no me dijeron?</i>	✓
01:53	They didn't tell me.	<i>No me dijeron.</i>	✓
01:59	They came with me.	<i>Vinieron conmigo.</i>	✓
02:08	They didn't have it.	<i>No lo tuvieron.</i>	✓
02:35	He didn't want it.	<i>No lo quiso.</i>	✓
02:44	They wanted it.	<i>Lo quisieron.</i>	✓
02:54	You wanted it. (Roberto)	<i>Lo quisiste.</i>	✓
03:06	We didn't want it.	<i>No lo quisimos.</i>	✓
Advanced course: CD 3 Track 2			Review course Track 33
00:00	Review of the 'diving' past		X
00:41	I have bought it.	<i>Lo he comprado.</i>	✓
01:12	I have not bought it.	<i>No lo he comprado.</i>	✓
01:56	Where have you bought it? (Roberto)	<i>¿Dónde lo has comprado?</i>	✓
02:34	Where did you buy it?	<i>¿Dónde lo compró?</i>	✓
03:38	He has not sold it.	<i>No lo ha vendido.</i>	✓

26

Advanced course: CD 3 Track 3

00:00	He would buy it.	<i>Lo compraría.</i>
00:16	I wouldn't buy it.	<i>No lo compraría.</i>
00:32	They wouldn't buy it.	<i>No lo comprarían.</i>
01:18	You wouldn't buy it. (Roberto)	<i>No lo comprarías.</i>
01:28	We wouldn't buy it.	<i>No lo compraríamos.</i>

**Review course
Track 34**

✓
✓
X
✓
✓

Advanced course: CD 3 Track 4

00:00	go-go verbs with 'will' and 'would'	
00:46	He won't leave.	<i>No saldrá.</i>
00:52	He wouldn't leave.	<i>No saldría.</i>
01:01	We won't leave.	<i>No saldremos.</i>
01:24	We would not leave.	<i>No saldríamos.</i>
01:41	I would put it here.	<i>Lo pondría aquí.</i>
02:30	We will put it here.	<i>Lo pondremos aquí.</i>
02:39	We wouldn't put it here.	<i>No lo pondríamos aquí.</i>
02:54	He wouldn't come with us.	<i>No vendría con nosotros.</i>
03:07	He wouldn't sell it.	<i>No lo vendería.</i>
03:33	He would come here with us and he would sell it.	<i>Vendría aquí con nosotros y lo vendería.</i>

**Review course
Track 35**

X
✓
✓
✓
✓
✓
✓
✓
✓
✓
✓

Advanced course: CD 3 Track 5

00:00	'hacer' and 'decir' with 'will' and 'would'	
00:31	I will do it.	<i>Lo haré.</i>
00:55	We wouldn't do it.	<i>No lo haríamos.</i>
01:06	We won't do it.	<i>No lo haremos.</i>
01:21	I will tell you later.	<i>Le diré mas tarde.</i>
01:42	He wouldn't tell me.	<i>No me diría.</i>
02:04	We wouldn't tell you.	<i>No le diríamos.</i>
02:27	I will have it for you.	<i>Lo tendré para usted.</i>

**Review course
Track 36**

X
✓
✓
✓
✓
✓
✓
✓

Advanced course: CD 3 Track 6

00:00	to go	<i>ir</i>
00:23	I am going to do it.	<i>Voy a hacerlo.</i>

**Review course
Track 37**

✓
✓

00:54	He is going to do it.	<i>Va a hacerlo.</i>	✓
00:59	They are going to do it.	<i>Van a hacerlo.</i>	✓
01:07	We are going to do it.	<i>Vamos a hacerlo.</i>	✓
01:27	I will go.	<i>iré</i>	✓
01:33	I will go to	<i>iré a</i>	✓
01:38	I will go to see it.	<i>Iré a verlo.</i>	✓
01:44	I wouldn't go.	<i>No iría.</i>	✓
01:52	We wouldn't go.	<i>No iríamos.</i>	✓
Advanced course: CD 3 Track 7			Review course Track 38
00:06	I will be able to do it.	<i>Podré hacerlo.</i>	✓
00:26	He won't be able to do it.	<i>No podrá hacerlo.</i>	✓
00:43	He wouldn't be able to do it.	<i>No podría hacerlo.</i>	✓
Advanced course: CD 3 Track 8			Review course Track 39
00:00	'can you ...?' vs. 'could you ...?' for polite requests		X
00:54	Can you tell me / Will you tell me	<i>¿Puede decirme?</i>	✓
01:05	Can you tell me/Will you tell me where it is.	<i>¿Puede decirme dónde está?</i>	✓
01:21	Could you tell me where it is?	<i>¿Podría decirme dónde está?</i>	✓
01:46	Could you come with me?	<i>¿Podría venir conmigo?</i>	✓
02:01	Can you wait for me? / Will you wait for me.	<i>¿Puede esperarme?</i>	✓
02:24	Could you wait for me?	<i>¿Podría esperarme?</i>	✓
Advanced course: CD 3 Track 9			Review course Track 40
00:00	Use of 'deber'		X
01:35	I must do it now.	<i>Debo hacerlo ahora.</i>	✓
01:44	You must do it.	<i>Debe hacerlo.</i>	✓
01:57	I have to do it.	<i>Tengo que hacerlo.</i>	✓
02:35	How much is it?	<i>¿Cuánto es?</i>	✓
02:46	How much does it cost?	<i>¿Cuánto cuesta?</i>	✓
02:55	How much do I owe?	<i>¿Cuánto debo?</i>	✓
03:16	I will have to do it.	<i>Tendré que hacerlo.</i>	✓

28

- 03:43 I will have to do it. (from *deber*) *Deberé hacerlo.*
- 03:55 I would have to do it. *Tendría que hacerlo. /
Debería hacerlo.*
- 04:35 You should tell me. (Roberto) *Deberías decirme.*

✓

✓

✓

Advanced course: CD 3 Track 10**Review course
Track 41**

- 00:13 I have sold it. *Lo he vendido.*
- 00:25 I would have sold it. *Lo habría vendido.*
- 01:22 I wouldn't have sold it. *No lo habría vendido.*

✓

✓

✓

Advanced course: CD 3 Track 11**Review course
Track 42**

- 00:00 'diving' forms: some verbs that don't dive into -ado and -ido
- 00:38 made in Spain *hecho en España*
- 01:06 I have done it. *Lo he hecho.*
- 01:26 I haven't done it. *No lo he hecho.*
- 01:34 I wouldn't have done it. *No lo habría hecho.*
- 02:14 I have told you. *Le he dicho.*
- 02:36 He has told me. *Me ha dicho.*
- 02:43 I would have told you. *Le habría dicho.*
- 02:58 to see *ver*
- 03:03 seen *visto*
- 03:18 I haven't seen it. *No lo he visto.*
- 03:34 We would have seen it. *Lo habríamos visto.*
- 03:46 I would have gone (with you). *Habría ido (con usted).*
- 04:49 It would have been possible. *Habría sido posible.*
- 05:11 It wouldn't have been possible that way. *No habría sido posible así.*

X

✓

✓

✓

✓

✓

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✓

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✓

X

✓

✓

Advanced course: CD 3 Track 12**Review course
Track 43**

- 00:23 I am doing it. *Estoy haciéndolo.*
- 00:38 I am doing it every day. *Lo hago todos los días.*
- 01:07 In Spanish, the past with -ing is expressed with -aba on the -ar track and with -ía on the other track.
- 01:36 I was speaking *hablaba*
- 01:43 he was speaking *hablaba*

✓

✓

X

✓

✓

01:49	she was speaking	<i>hablaba</i>	✓
01:58	you were speaking (señor)	<i>hablaba</i>	✓
02:02	they were speaking	<i>hablaban</i>	✓
02:44	they were calling	<i>llamaban</i>	✓
03:02	they were buying	<i>compraban</i>	✓
03:10	they were selling	<i>vendían</i>	✓
03:21	They were doing it.	<i>Lo hacían.</i>	✓
03:29	They were telling me.	<i>Me decían.</i>	✓
03:39	We were telling you.	<i>Le decíamos.</i>	✓
03:51	We were doing it.	<i>Lo hacíamos.</i>	✓
Advanced course: CD 3 Track 13			Review course Track 44
00:14	I was going	<i>iba</i>	✓
00:58	I was going to do it.	<i>Iba a hacerlo.</i>	✓
01:19	I was not going to tell you that I was going to do it.	<i>No iba a decirle que iba a hacerlo.</i>	✓
02:09	He was going to be here.	<i>Iba a estar aquí.</i>	✓
02:58	You have not told me that you were going to arrive today.	<i>No me ha dicho que iba a llegar hoy.</i>	✓
03:26	I would have waited for you.	<i>Le habría esperado.</i>	✓
Advanced course: CD 3 Track 14			Review course Track 45
01:07	He told me. / You told me.	<i>Me dijo.</i>	✓
01:16	You didn't tell me.	<i>No me dijo.</i>	✓
01:25	You didn't tell me. (Roberta)	<i>No me dijiste.</i>	✓
Advanced course: CD 3			Track 15
00:00	Simple past forms: tener – tuve, estar – estuve, haber – hube		✗
Advanced course: CD 3 Track 16			Review course Track 46
00:00	Simple past forms: hacer – hice/hizo/hicieron/hiciste/hicimos		✗
01:15	they had	<i>tuvieron</i>	✓
01:27	you had (Roberto)	<i>tuviste</i>	✗
01:30	we had	<i>tuvimos</i>	✓
01:46	they said	<i>dijeron</i>	✓

30

02:21	We told you.	<i>Le dijimos.</i>	✓
02:34	You didn't tell me that you were going to arrive today.	<i>No me dijo que iba a llegar hoy.</i>	✓
03:01	You didn't tell me that you were going to arrive today. (Roberta)	<i>No me dijiste que ibas a llegar hoy.</i>	✓
03:32	I would have waited for you.	<i>Le habría esperado.</i>	✓
03:51	I would have waited for you. (Roberta)	<i>Te habría esperado.</i>	✓

Advanced course: CD 3 Track 17**Review course
Track 47**

00:11	I was waiting	<i>esperaba</i>	✓
00:22	I was waiting for you. (I was awaiting you.)	<i>Le esperaba.</i>	✓
00:29	I was awaiting you. (Roberto)	<i>Te esperaba.</i>	✓
00:35	He was waiting for me.	<i>Me esperaba.</i>	✓
00:46	How to identify the w-ing tense		X
01:57	He was doing it.	<i>Lo hacía.</i>	✓
02:21	I was telling you.	<i>Le decía.</i>	✓
02:30	The w-ing tense is used more in Spanish than in English. It expresses a line in the past. It could be a straight line (I was doing it) or a broken line (I used to do it).		X
04:40	He did it every day.	<i>Lo hacía todos los días.</i>	✓
04:55	he is speaking	<i>habla</i>	✓
06:41	he spoke	<i>habló</i>	✓
07:02	he spoke (very often / every day)	<i>hablaba</i>	✓

Advanced course: CD 3 Track 18**Review course
Track 48**

01:02	He did it this morning.	<i>Lo hizo esta mañana.</i>	✓
02:20	He told me every day.	<i>Me decía.</i>	✓
02:36	He put it here.	<i>Lo puso aquí.</i>	✓
02:51	He put it here every day.	<i>Lo ponía aquí todos los días.</i>	✓
03:34	I cannot see it.	<i>No puedo verlo.</i>	✓
03:42	I don't know where it is.	<i>No sé dónde está.</i>	✓
04:07	He put it here this morning.	<i>Lo puso aquí esta mañana.</i>	✓
04:56	He was telling me.	<i>Me decía.</i>	✓

Advanced course: CD 3 Track 19

00:00	Use of the simple ('dot') past for 'saber'	
01:04	I knew / I found out	<i>supe</i>
01:10	he knew	<i>supo</i>
01:13	they knew	<i>supieron</i>
01:18	you knew (Roberto)	<i>supiste</i>
01:23	we knew	<i>supimos</i>
01:36	Use of the simple ('dot') past for 'ir'	
02:11	I went	<i>fui</i>
02:26	I went to see it last night.	<i>Fui a verlo anoche.</i>
02:47	He went to see it.	<i>Fue a verlo.</i>
03:02	they went	<i>fueron</i>
03:19	he went	<i>fue</i>
03:26	you went (Roberto)	<i>fuiste</i>
03:29	we went	<i>fuimos</i>
03:34	We went to see it.	<i>Fuimos a verlo.</i>

**Review course
Track 49**

X
✓
✓
✓
✓
✓
X
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✓
✓
✓
✓
✓

31

Advanced course: CD 3 Track 20

00:00	'ser' (to be) has the same simple ('dot') past form as 'ir'.	
00:40	It was possible.	<i>Fue posible.</i>
00:58	was (in the w-ing)	<i>era</i>
02:13	was (in the 'dot' past)	<i>fue</i>

**Review course
Track 50**

X
✓
X
X

Advanced course: CD 3 Track 21

00:00	It is in the nature of some verbs to express a 'line' in the past (saber, tener, estar).	
01:49	I used to know	<i>sabía</i>
02:18	I didn't know you were going to arrive today.	<i>No sabía que iba a llegar hoy.</i>
03:24	I didn't have the time.	<i>No tenía el tiempo.</i>
03:36	I was very busy.	<i>Estaba ocupado.</i>

**Review course
Track 51**

X
✓
✓
✓
✓

32

Advanced course: CD 3 Track 22

It is in the nature of some verbs that their past tense is usually a 'line' (querer)

00:00	I wanted	<i>quise / quería</i>
00:56	I wanted to do it.	<i>Quise hacerlo. / Quería hacerlo.</i>
01:11	I would want	<i>querría</i>

**Review course
Track 52**

X

✓

✓

✓

Advanced course: CD 4 Track 1

0.06 'I would want' is also used for 'I would like'. 'me gustaría' or 'quisiera' are often used instead of 'querría'.

00:50	He wanted to do it.	<i>Quiso hacerlo.</i>
01:03	They wanted to do it.	<i>Quisieron hacerlo.</i>

**Review course
Track 53**

X

✓

✓

Advanced course: CD 4 Track 2

00:30	I might want	<i>quisiera</i>
02:26	I would like to do it.	<i>Me gustaría hacerlo.</i>
02:38	I would want to do it.	<i>Querría hacerlo.</i>
03:47	I would like to do it.	<i>Quisiera hacerlo.</i>

**Review course
Track 54**

✓

✓

✓

✓

Advanced course: CD 4 Track 3

00:12	I could do it.	<i>Podría hacerlo.</i>
00:34	It is important to have a sharpened awareness of your own language: 'will you tell me' does not express the future tense in English; it's a polite request.	
03:40	Will you please ...	<i>Puede ...</i>

**Review course
Track 55**

✓

X

✓

Advanced course: CD 4 Track 4

00:00	Another example of the importance of having a sharpened awareness of your own language: 'you don't have to wait' does not mean 'you must not wait', so it's not 'no tiene que esperar' but 'no es necesario que espere'.	
00:00	You have to wait here.	<i>Tiene que esperar aquí.</i>
00:26	You have to wait for me.	<i>Tiene que esperarme.</i>
00:44	You don't have to wait.	<i>No es necesario que espere.</i>
01:34	You must not wait.	<i>No tiene que esperar.</i>
03:58	I need	<i>necesito</i>

**Review course
Track 56**

X

✓

✓

✓

✓

✓

04:27	You don't need to wait.	<i>No necesita esperar. / No necesitas esperar. / No necesitan esperar.</i>	✓
Advanced course: CD 4 Track 5			Review course Track 57
01:10	I wanted to see it.	<i>Quería verlo.</i>	✓
01:13	'could' in English means both 'was able' and 'would be able'. 'podría' is 'could' if it is not clearly in the past.		X
03:00	would be able	<i>podría</i>	✓
03:59	Could you tell me?	<i>¿Podría decirme?</i>	✓
05:08	I couldn't see it.	<i>No pude verlo.</i>	X
06:00	I couldn't do it.	<i>No podía hacerlo.</i>	X
Advanced course: CD 4 Track 6			Review course Track 58
00:00	Formation of the past subjunctive from the 'they' form of the simple past (-aron and -ieron). The past subjunctive is used after 'if'.		X
01:55	if I knew	<i>si supiera</i>	✓
02:07	If I had the time, I would do it.	<i>Si tuviera el tiempo lo haría.</i>	✓
03:34	if I were there	<i>si estuviera allí</i>	✓
04:05	I would tell you	<i>le diría</i>	✓
04:42	I was having	<i>tenía</i>	✓
Advanced course: CD 4 Track 7			Review course Track 59
00:40	I had sold it.	<i>Lo había vendido.</i>	✓
02:36	they had	<i>hubieron</i>	✓
02:44	if I had sold it	<i>si lo hubiera vendido</i>	✓
03:38	if I had seen it	<i>si lo hubiera visto</i>	✓
03:56	I would have bought it.	<i>Lo habría comprado.</i>	X
04:41	If I had known it, I would have told you.	<i>Si lo hubiera sabido, le habría dicho.</i>	✓
Advanced course: CD 4 Track 8			Review course Track 60
01:09	I might do it	<i>hiciera</i>	✓
01:43	If I knew it, I would tell you.	<i>Si yo lo supiera, le diría.</i>	✓

34

Advanced course: CD 4 Track 9

00:00	'would' and 'would have'	
01:14	I would do it.	<i>Lo haría.</i>
03:05	I would buy it.	<i>Lo compraría.</i>
03:26	I would have bought it.	<i>Lo habría comprado.</i>

**Review course
Track 61**

X
✓
✓
✓

Advanced course: CD 4 Track 10

00:00	I was buying it.	<i>Lo compraba.</i>
00:25	He was selling it.	<i>Lo vendía.</i>
02:21	He has sold it.	<i>Lo ha vendido.</i>
02:34	We have sold it.	<i>Lo hemos vendido.</i>
02:42	They have sold it.	<i>Lo han vendido.</i>
02:53	They were selling it.	<i>Lo vendían.</i>
03:33	if I sold it	<i>si lo vendiera</i>
04:56	I might have sold it.	<i>Lo hubiera vendido.</i>
05:29	if I had been there last night	<i>si hubiera estado allí anoche</i>
07:01	I would have seen it.	<i>Lo habría visto.</i>
07:13	And I would have bought it.	<i>Y lo habría comprado.</i>
07:32	I might have bought it.	<i>Lo hubiera comprado.</i>

**Review course
Track 62**

✓
✓
✓
✓
✓
✓
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✓
✓
✓
✓
✓

Advanced course: CD 4 Track 11

00:24	I don't think that he may come.	<i>No pienso que venga.</i>
00:46	I am not sure.	<i>No estoy seguro.</i>
00:55	(at that moment) I wasn't sure.	<i>No estuve seguro.</i>
01:03	(a line) I wasn't sure.	<i>No estaba seguro.</i>
01:23	I didn't know that he might come.	<i>No sabía que viniera.</i>

**Review course
Track 63**

✓
✓
✓
✓
✓

Advanced course: CD 4 Track 12

00:00	The expression 'ojalá' is used with the subjunctive.	
00:36	I hope that	<i>ojalá</i>
00:41	Hopefully (that) he may come.	<i>Ojalá que venga.</i>

**Review course
Track 64**

X
✓
✓

Advanced course: CD 4 Track 13

00:00	Review of 'poder' in the past	
00:41	to look for	<i>buscar</i>
00:49	I was looking for it.	<i>Lo buscaba.</i>
01:10	I lost it and I was looking for it but I couldn't find it.	<i>Lo perdí y lo buscaba pero no pude encontrarlo.</i>

**Review course
Track 65**

✗
✓
✓
✓

Advanced course: CD 4 Track 14

01:18	I had bought it.	<i>Lo había comprado.</i>
01:50	if you had called me last night	<i>si me hubiera llamado anoche</i>
02:05	and if you had told me	<i>y si me hubiera dicho</i>
02:34	that you were going to arrive today	<i>que iba a llegar hoy</i>

**Review course
Track 66**

✓
✓
✓
✓

Advanced course: CD 4 Track 15

00:00	Exceptions in the w-ing tense: iba (ir), era (ser), veía (ver)	
00:48	I would have waited for you.	<i>Le habría esperado.</i>
01:04	I would have made a reservation.	<i>Habría hecho una reservación.</i>
01:20	We would have dined.	<i>Habríamos cenado.</i>
01:34	We would have gone to see it.	<i>Habríamos ido a verlo.</i>
01:59	It would have been very interesting.	<i>Habría sido muy interesante.</i>

**Review course
Track 67**

✗
✓
✗
✗
✓
✗

Advanced course: CD 4 Track 16

00:00	If I had known it, I would have done it.	<i>Si lo hubiera sabido, lo habría hecho.</i>
01:09	I might have done it.	<i>Lo hubiera hecho.</i>
02:37	I wouldn't have been able to do it.	<i>No habría podido hacerlo.</i>

**Review course
Track 68**

✓
✓
✓

Advanced course: CD 4 Track 17

00:00	would have to (should)	<i>debería</i>
01:09	could have	<i>habría podido</i>
01:18	should have	<i>habría debido</i>

**Review course
Track 69**

✓
✓
✓

36

02:33	You should have told me.	<i>Habría debido decirme.</i>
02:42	You could have told me.	<i>Habría podido decirme.</i>
02:48	He would have told me.	<i>Me habría dicho.</i>
04:02	You should have done it.	<i>Habría debido hacerlo.</i>
04:39	He would tell me.	<i>Me diría.</i>

✓

✓

✓

✓

X

Advanced course: CD 4 Track 18

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X

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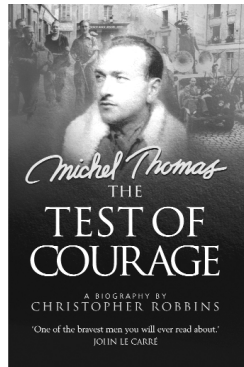
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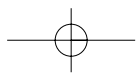
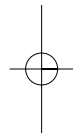
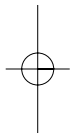
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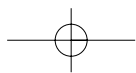
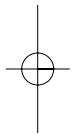
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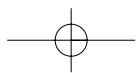
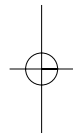
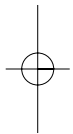
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FREEPOST NW6148, London NW1 3BH

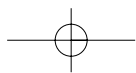
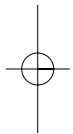
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The Michel Thomas Method aims to offer a great learning experience.

If you have any comments or suggestions please email us at

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