

Michel Thomas[®] method

Greek

Advanced Course

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Hara Garoufalia Middle and Howard Middle

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Introduction

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What is the Michel Thomas Method?

The Michel Thomas Method* 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.

How does the Method work?

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

No books

No writing

Just confidence – in hours

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

*US patent 6,565,358

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'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'

Emma Thompson

'Michel Thomas is a precious find indeed.'

The Guardian

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

'There's no such thing as a poor student, only a poor teacher.'

Michel Thomas

What level of language will I achieve?

The introductory and Foundation 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

HOW ARE THE RECORDINGS 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 the Michel Thomas Method 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. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **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 the teacher 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.

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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 Introductory course comprises the first two hours of the Foundation Course. 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. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher 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 Michel Thomas's own 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. Magazines, newspapers and podcasts (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.

Build your vocabulary with the Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas's 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 used in his earlier courses, with the all-audio and 'building-block' approach. The teacher builds on Michel's foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the teacher, as in Michel Thomas's original Foundation and Advanced courses.

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Who was Michel Thomas?



Michel with Grace Kelly

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fueled his passion for teaching languages, as a result of which he developed a uniquely effective language-teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

Whom did Michel Thomas teach?

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

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,

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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.

Track listing

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In this track listing, the words and phrases taught in the course are listed in English and Greek (transliterated and Greek script). The Greek alphabet is given on pages 35–37, along with an explanation of the transliteration system. This duplicates the alphabet section from the Foundation course.

Abbreviations used in this track listing:

- (m) = masculine
- (f) = feminine
- (n) = neuter
- (fam) = familiar
- (pl) = plural

To show a question in Greek, you use a semi-colon (;) where in English you would use a question mark (?).

CD1 Tracks 1–3

Introduction to the course and how to use it
Recap of key language from the Foundation course.

CD1 Track 4 – subject/object forms

This book is very good.	Αυτό το βιβλίο <i>íne</i> <i>polí kaló.</i>	Αυτό το βιβλίο <i>éívai</i> <i>πολύ καλό.</i>
I want to read a good book.	Θέλω <i>na</i> <i>thiaváso éna</i> <i>kaló vivlio.</i>	Θέλω <i>va</i> <i>diabásw éna</i> <i>kaló βιβλίο.</i>
A salad every day is (‘does’) good (for you).	<i>Mía saláta kaThé méra</i> <i>káni kaló.</i>	<i>Mía saláta káde méra</i> <i>kánei kaló.</i>
He wants a salad.	<i>Théli mía saláta.</i>	Θέλει <i>mía saláta.</i>
This beer wasn’t very good.	<i>Afti i bíra then ítan</i> <i>polí kalí.</i>	Αυτή <i>η</i> <i>μπύρα</i> <i>ðev ítan</i> <i>πολύ καλή.</i>
I want this good beer.	<i>Thélo aftín tin kalí bíra.</i>	Θέλω <i>autήn</i> <i>την καλή</i> <i>μπύρα.</i>

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Don't you want the salad? *Then Thélete tin saláta?* Δεν θέλετε την σαλάτα;
 I'm reading this *Thiavázo affín tin* Διαβάζω αυτήν την
 newspaper now. *efimerítha tóra.* εφημερίδα τώρα.
 Do you want it? *Tin Thélete?* Την θέλετε;

CD1 Track 5 – 'this/that' (neuter, feminine, masculine)

that (n) *ékino* εκείνο
 This book, *Aftó to vivlíο,* Αυτό το βιβλίο,
 not that one *óxi ékino* όχι εκείνο
 I want that sandwich *Thélo ékino to sándouits* Θέλω εκείνο το
 there, please. *ekí, parakaló.* εκεί, παρακαλώ.

That beer is very good; *Ekiní i bíra ine polí kalí –* Εκείνη η μπύρα είναι
 this one isn't. *affí then ine.* πολύ καλή – αυτή δεν
 είναι.

I like that coffee a lot. *Moo arési polí ékinos* Μου αρέσει πολύ
 ο καφές. *Aftós ine o Yórgos,* Αυτός είναι ο Γιώργος –
 This is George, that *ekíní ine i Elení.* εκείνη είναι η Ελένη.

is Eleni.
 This is María, that *Aftí ine i María, ékinós* Αυτή είναι η Μαρία –
 was Kostas. *ífan o Kóstas.* ήταν ο Κώστας. *ekéinos ítan* εκείνος ήταν

CD1 Track 6 – subject/object forms (feminine/masculine)

retsína *retsína (f)* *petoína*
 Do you like retsína? *Sas arési i retsína?* Σας αρέσει η πετοίνα;
 Where will you buy the *Poo Tha agorásete affín* Πού θα αγοράσετε
 retsína tomorrow? *tin retsína avríο?* αυτήν την πετοίνα
 αύριο;
 I don't like this coffee. *Then moo arési aftós* Δεν μου αρέσει αυτός
 ο καφές. *Enas kafés káThe méra* Ένας καφές κάθε μέρα
 does (you) good. *káni kaló.* κάνει καλό.

We want a large coffee. *Théloome énan*
megálo kafé. μεγάλο καφέ.

This was a very big bill. *Aftós ífan énas polí*
megálos logaríasmós. μεγάλος λογαριασμός.

Can I have the bill, *Boró na éxo ton*
 please? *logaríasmó,* λογαριασμό,
parakaló? παρακαλώ?

That taverna has a very *Ekiní i tavérna éxi énan*
 small menu. *polí mikró*
katálogo. κατάλογο.

CD1 Track 7 – gender endings

cheap (not expensive): *ftinó, ftiní, ftinós*
 neuter, feminine,
 masculine (subject)

φτηνό, φτηνή, φτηνός

This beer is cheap; *Aftí i bíra ine ftiní –*
 that one isn't. *ekíní then ine.* εκείνη δεν είναι.

Αυτή η μπύρα είναι
 φτηνή – εκείνη δεν είναι.

This ouzo isn't cheap; *Aftó to ouzó then*
 that one is. *ine ftinó. Ékino ine.* είναι φτηνό. Εκείνο είναι.

Αυτό το ουζό δεν είναι
 φτηνό. Εκείνο είναι.

This coffee is *Aftós o kafés ine*
 very cheap. *polí ftinós.* πολύ φτηνός.

Αυτός ο καφές είναι
 πολύ φτηνός.

The bill was very cheap. *O logaríasmós ífan*
polí ftinós. πολύ φτηνός.

Ο λογαριασμός ήταν
 πολύ φτηνός.

expensive: neuter,
 feminine, masculine
 (subject) *akrínó, akríní, akrínós*

ακριβό, ακριβή, ακριβός

That is an expensive *Ekiní ine miá akríní*
 salad. *saláta.* σαλάτα.

Εκείνη είναι μία ακριβή
 σαλάτα.

This isn't an expensive *Aftós then ine énas*
 coffee. *akrínós kafés.* ακριβός καφές.

Αυτός δεν είναι ένας
 ακριβός καφές.

The bill wasn't very *O logaríasmós then ífan*
 expensive, was it? *polí akrínós,* πολύ ακριβός,
étsi then ine? έτσι δεν είναι;

Ο λογαριασμός δεν
 ήταν πολύ ακριβός,
 έτσι δεν είναι;

moussaka

moosakás (m)

μουσακάς

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We like a good moussaka.	<i>Mas arési énas kalós moosakás.</i>	Μας αρέσει ένας καλός μουσακάς.
We don't like a cheap moussaka.	<i>Then mas arési énas ftinós moosakás.</i>	Δεν μας αρέσει ένας φτηνός μουσακάς.
I want the cheap coffee, not that expensive one.	<i>Thélio ton ftinó kafé, óxi ekino(n) ton akrivó.</i>	Θέλω τον φτηνό καφέ, όχι εκείνο(ν) τον ακριβό.
We want the expensive moussaka, not the cheap one.	<i>Théloome ton akrivó moosaká, óxi ton ftinó.</i>	Θέλουμε τον ακριβό μουσακά, όχι τον φτηνό.
I don't like this cheap wine, but I like that expensive one very much.	<i>Then moo arési aftó to ftinó krasí, allá moo arési ekino to akrivó polí.</i>	Δεν μου αρέσει αυτό το φτηνό κρασί, αλλά μου αρέσει εκείνο το ακριβό πολύ.
Maria will buy that cheap retsina, but we don't like it...	<i>I María Tha agorási ekini(n) tin ftini retsina, allá then mas arési ...</i>	Η Μαρία θα αγοράσει εκείνη(ν) την φτηνή πετσίνα, αλλά δεν μας αρέσει...
That taverna has an expensive menu.	<i>Ekini i tavérna éxi énan akrivó katálogo.</i>	Εκείνη η ταβέρνα έχει έναν ακριβό κατάλογο.

CD1 Track 8 – object forms after prepositions

We're going to the good taverna today.	<i>Páme stin kalí tavérna símera.</i>	Πάμε στην καλή ταβέρνα σήμερα.
He goes to a good school.	<i>Pai se éna kaló sxolio.</i>	Παει σε ένα καλό σχολείο.
station	<i>staThmós</i>	σταθμός
Where is the station?	<i>Poo ine o staThmós?</i>	Πού είναι ο σταθμός;
He was at the station.	<i>Itan ston staThmó.</i>	Ήταν στον σταθμό.
Can you go to the station now?	<i>Boríte na páte ston staThmó tóra?</i>	Μπορείτε να πάτε στον σταθμό τώρα;

CD1 Track 9 – more prepositions, 'your'

for	<i>για</i>	για
What are you buying for Costas?	<i>Ti agorázete gia ton Kósta?</i>	Τι αγοράζετε για τον Κώστα;
We're not buying anything for Maria.	<i>Then agorázoomε τίποτα gia tin Maria.</i>	Δεν αγοράζουμε τίποτα για την Μαρία.
near (to)	<i>kondá se</i>	κοντά σε
Is the taverna near the supermarket?	<i>I tavérna ine kondá sto soopermárket?</i>	Η ταβέρνα είναι κοντά στο σουπερμάρκετ;
No, the taverna isn't near a supermarket.	<i>Óxi, i tavérna then ine kondá se éna soopermárket.</i>	Όχι, η ταβέρνα δεν είναι κοντά σε ένα σουπερμάρκετ.
Is the station near your house?	<i>O staThmó ine kondá sto spíti sas?</i>	Ο σταθμός είναι κοντά στο σπίτι σας;
far from	<i>makriá apó</i>	μακριά από
Is the station far from the taverna?	<i>O staThmós ine makriá apó tin tavérna?</i>	Ο σταθμός είναι μακριά από την ταβέρνα;

CD1 Track 10 – more prepositions

on top of	<i>epáno se</i>	επάνω σε
The book is on top of the television.	<i>To vivlio ine epáno stin tileórasí.</i>	Το βιβλίο είναι επάνω στην τηλεόραση.
table	<i>trapézi (n)</i>	τραπέζι
a small table	<i>éna mikró trapézi</i>	ένα μικρό τραπέζι
The newspaper is on top of the small table.	<i>I efimeritha ine epáno sto mikró trapézi.</i>	Η εφημερίδα είναι επάνω στο μικρό τραπέζι.
under	<i>káto apó</i>	κάτω από
The book is under the table.	<i>To vivlio ine káto apó to trapézi.</i>	Το βιβλίο είναι κάτω από το τραπέζι.
The book is under the television.	<i>To vivlio ine káto apó tin tileórasí.</i>	Το βιβλίο είναι κάτω από την τηλεόραση.
sugar	<i>záhara (n)</i>	ζάχαρη
with	<i>me</i>	με

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I want a large coffee with sugar.	<i>Thélo énan megálo kafé me zákari.</i>	Θέλω έναν μεγάλο καφέ με ζάχαρη.
milk	<i>gála</i>	γάλα
He wants a tea with milk and a little sugar.	<i>Théli éna tsai me gála ke ligo záhari.</i>	Θέλει ένα τσάι με γάλα και λίγο ζάχαρη.
by train	<i>me to tréno</i>	με το τρένο
by underground	<i>me to metró</i>	με το μετρό
by plane	<i>me to aeropláno</i>	με το αεροπλάνο
Will you go with George or with Maria?	<i>Tha páte me ton Yiórgo i me tin María?</i>	Θα πάτε με τον Γιόργο ή με την Μαρία;

CD2 Track 1 – practice with prepositions

car	<i>aftokínito</i>	αυτοκίνητο
We have to go to school by car today.	<i>Prépi na páme sto sxolio me to aftokínito símera.</i>	Πρέπει να πάμε στο σχολείο με το αυτοκίνητο σήμερα.
That glass of wine on the table is for George.	<i>Ékino to potiri krasí (epáno) sto trapézi ine yía ton Yiórgo.</i>	Εκείνο το ποτήρι κρασί (επάνω) στο τραπέζι είναι για τον Γιόργο.
Maria goes to an expensive school near your house.	<i>I María pái se éna akrivó sxolio kondá sto spíti sas.</i>	Η Μαρία πάει σε ένα ακριβό σχολείο κοντά στο σπίτι σας.

CD2 Track 2 – ‘there is’

there is	<i>ipáxi</i>	υπάρχει
There is a station near (to) the supermarket.	<i>Ipáxi énas statthmós kondá sto supermarket.</i>	Υπάρχει ένας σταθμός κοντά στο σουπερμάρκετ.
There isn't a taverna near my house.	<i>Then ipáxi mía tavérna kondá sto spíti moou.</i>	Δεν υπάρχει μία ταβέρνα κοντά στο σπίτι μου.

CD2 Track 3 – familiar form for ‘you’ and verb form

you (fam)	<i>esí</i>	εσύ
you understand (fam)	<i>katalavénis</i>	καταλαβαίνεις
you want (fam)	<i>Thélis</i>	θέλεις
you are hungry (fam)	<i>pinás</i>	πεινάς
you are thirsty (fam)	<i>thipsás</i>	διψάς
you hurt (fam)	<i>ponás</i>	πονάς
you can (fam)	<i>borís</i>	μπορείς
you eat (fam)	<i>tros</i>	τρώς
Do you want (fam) this?	<i>Thélis aftó?</i>	Θέλεις αυτό;
How are (fam) you?	<i>Ti kánis?</i>	Τι κάνεις;
What are you reading (fam) today?	<i>Ti thivázis símera?</i>	Τι διαβάζεις σήμερα;
What are you eating (fam)?	<i>Ti tros?</i>	Τι τρώς;
Are you going (fam) to the park tomorrow?	<i>Tha pas sto páiko ávrío?</i>	Θα πας στο πάρκο αύριο;
Do you go (fam) to school every day?	<i>Pas sto sxolio kaíThé méra?</i>	Πας στο σχολείο κάθε μέρα;
What do you want (fam) to buy at the supermarket today?	<i>Ti Thélis na agorásis sto supermarket símera?</i>	Τι θέλεις να αγοράσεις στο σουπερμάρκετ σήμερα;
You aren't leaving (fam) late, are you?	<i>Then févris argá, étsi then ine?</i>	Δεν φεύγεις αργά, έτσι δεν είναι;

CD2 Track 4 – ‘you’ – familiar forms

Can you read (fam) this book?	<i>Borís na thivásis aftó to vivlio?</i>	Μπορείς να διαβάσεις αυτό το βιβλίο;
You can't go (fam) now – you have to wait a little.	<i>Then borís na pás tóra – prépi na periménis ligo.</i>	Δεν μπορείς να πας τώρα – πρέπει να περιμένεις λίγο.
You should leave (fam) early for (the) school today.	<i>Prépi na fývis norís yía to sxolio símera.</i>	Πρέπει να φύγεις νωρίς για το σχολείο σήμερα.

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Why don't you want to eat (fam) that moussaka?	<i>Yiatí then THélis na fas ekin(o)n ton moosaká?</i>	Γιατί δεν θέλεις να φας εκείνο(ν) τον μουσακά;
Don't you want (fam) to drink (fam) that retsina?	<i>Then thélis na pyis ekiní(n) tin retsína?</i>	Δεν θέλεις να πεις εκείνη(ν) την ρετσίνα;
Do you want (fam) to watch (fam) television or go to the bar?	<i>THélis na this tileórasí, i na pas sto bar?</i>	Θέλεις να δεις τηλεόραση ή να πας στο μπαρ;
for you (pl)	<i>yia sas</i>	για σας
for you (fam)	<i>yia séna</i>	για σένα
your (fam)	<i>soo</i>	σου
That is your (fam) book, isn't it?	<i>Ekinó ine to vivlíoo, étsi then ine?</i>	Εκείνο είναι το βιβλίο σου, έτσι δεν είναι;
Do you like (fam) retsina?	<i>Soo arési i retsína?</i>	Σου αρέσει η ρετσίνα;
you were (fam)	<i>ísoon</i>	ήσουν
Why weren't (fam) you at school yesterday,	<i>Yiatí then ísoon sto skolio exThés,</i>	Γιατί δεν ήσουν στο σχολείο χθές;
Maria?	<i>María?</i>	Μαρία;

CD2 Track 5 – 'they' verb forms

They are buying.	<i>agorázoon</i>	αγοράζουν
They are waiting.	<i>periménoon</i>	περιμένουν
They don't know why they are waiting.	<i>Then kséroon yiatí periménoon.</i>	Δεν ξέρουν γιατί περιμένουν.
Maria and George always read a newspaper on the underground.	<i>I María ke o Yiórgos thiavázoon pánda mia efimerítha sto metró.</i>	Η Μαρία και ο Γιώργος διαβάζουν πάντα μία εφημερίδα στο μετρό.
They don't always watch television at home.	<i>Then víépoon pánda tileórasí sto spíti.</i>	Δεν βλέπουν πάντα τηλεόραση στο σπίτι.
They never drink ouzo ...	<i>Then pínoon poté oúzo...</i>	Δεν πίνουν ποτέ ουζο...

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They often start early and always finish late.	<i>Arízoon sikrá noús, ke telíoon</i>	Αρχίζουν συχνά νωρίς, και τελειώνουν
<i>Eleni and Kostas will take the train tomorrow and will arrive early.</i>	<i>I Eléni ke o Kóstas Tha pároon to tréno ávrio ke Tha ftásoon noús.</i>	Η Ελένη και ο Κώστας θα πάνε το τρένο αύριο και θα φτάσουν νωρίς.
Why don't they leave today?	<i>Yiatí then févgoon símera?</i>	Γιατί δεν φεύγουν σήμερα;
they want	<i>Théloón</i>	θέλουν
They don't want to do anything.	<i>Then Théloón na kánoon típotha.</i>	Δεν θέλουν να κάνουν τίποτα.
They have to leave, but they don't want to.	<i>Prépi na figoon, allá then Théloón.</i>	Πρέπει να φύγουν, αλλά δεν θέλουν.
they can	<i>boroón</i>	μπορούν
They can leave today.	<i>Boroón na figoon símera.</i>	Μπορούν να φύγουν σήμερα.
They can start it tomorrow.	<i>Boroón na to arízoon ávrio.</i>	Μπορούν να το αρχίσουν αύριο.
They can't finish it tomorrow, can they?	<i>Then boroón na to telísooon ávrio, étsi then ine?</i>	Δεν μπορούν να το τελειώσουν αύριο, έτσι δεν είναι;
They are very thirsty.	<i>thipsáne</i>	διψάνε
They will go to England tomorrow.	<i>Tha páne stín anglía ávrio.</i>	Θα πάνε στην Αγγλία αύριο.
They don't speak Spanish very well.	<i>Then miláne ispaniká polí kalá.</i>	Δεν μιλάνε ισπανικά πολύ καλά.
They are eating a salad.	<i>Tróne mía saláta.</i>	Τρώνε μία σαλάτα.

CD2 Track 6 – pronouns: 'they': masculine, feminine, neuter, 'they are/they were'

they (masculine/ unspecified gender)	<i>afí</i>	αυτοί
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Kostas and George are taking the train. <i>They will arrive late.</i>	<i>O Kostas ke o Yiorgos pérnoon to treno. Afí Thá ftásoon argá.</i>	<i>O Kiwtas kai o Giwrgos patiroun to treno. Autoí tha ftásooun apýa.</i>
they are	<i>íne</i>	<i>éivai</i>
they (all feminine)	<i>afés</i>	<i>autés</i>
Here are Maria and Eleni.	<i>Ethó ine i Mariá ke i Elení.</i>	<i>Eðw éivai η Maria kai η Eλένη. Tí theloun autés.</i>
What do they want?	<i>Ti Theloon afés?</i>	<i>η Eλένη. Tí theloun autés.</i>
they (all neuter)	<i>aftá</i>	<i>autá</i>
they were	<i>ítan</i>	<i>ήταν</i>
Where were Kostas and Maria yesterday?	<i>Poo ítan o Kostas ke i Mariá exThés?</i>	<i>Tou ήταν ο Kwtas kai η Maria exthés.</i>

CD2 Track 7 – ‘say/tell/am called’

I say/tell	<i>léo</i>	<i>λέω</i>
you say/tell (fam/pl)	<i>les/léte</i>	<i>λες/λέτε</i>
he/she says/tells	<i>lei</i>	<i>λέει</i>
we say/tell	<i>léme</i>	<i>λέμε</i>
they say/tell	<i>léne</i>	<i>λένε</i>
What are you saying (pl/fam)?	<i>Ti léte?/ti les?</i>	<i>Ti léτε;/τι λες;</i>
I am called (they say me) how	<i>me léne pos</i>	<i>Με λένε πώς</i>
What's your (pl/fam) name?	<i>Pos sas/se léne?</i>	<i>Πώς σας/σε λένε;</i>
What's his/her name?	<i>Pos ton/tin léne?</i>	<i>Πώς τον/την λένε;</i>
What's their name?	<i>Pos toos léne?</i>	<i>Πώς τους λένε;</i>
What's their (all feminine) name?	<i>Pos tis léne?</i>	<i>Πώς τις λένε;</i>
How was the wine?	<i>Pos ítan to krasí?</i>	<i>Πώς ήταν το κρασί;</i>

CD2 Track 8 – indirect object pronouns

Do you like (the) retsina? Why doesn't he like ouzo?	<i>Soo arési i retsína? Yiatí then too arési to ouzo?</i>	<i>Σου αρέσει η ρετσίνα; Γιατί δεν του αρέσει το ούζο;</i>
Why doesn't she like Greek coffee?	<i>Yiatí then tis arési o eilnikós kafés?</i>	<i>Γιατί δεν της αρέσει ο ελληνικός καφές;</i>
to us	<i>mas</i>	<i>μας</i>
We don't like that car...	<i>Then mas arési ekíno to aftokínito...</i>	<i>Δεν μας αρέσει εκείνο το αυτοκίνητο...</i>
They (all genders) like retsina.	<i>Toos arési i retsína.</i>	<i>Τους αρέσει η ρετσίνα.</i>

CD2 Track 9 – pronouns (long forms) after prepositions

with/for me	<i>me/yia ména</i>	<i>με/για μένα</i>
with/for you (fam)/(pl)	<i>me/yia sénna/me/yia sas</i>	<i>με/για σένα/με/για σας</i>
with/for him	<i>me/yia aftón</i>	<i>με/για αυτόν</i>
with/for her	<i>me/yia aftín</i>	<i>με/για αυτήν</i>
with/for us	<i>me/yia mas</i>	<i>με/για μας</i>
with/for them (m)	<i>me/yia aftoos</i>	<i>με/για αυτούς</i>

CD2 Track 10 – ‘there are’

there are two	<i>ipáirtoon thío</i>	<i>υπάρχουν δύο</i>
There are two cinemas near our house.	<i>Ipáirtoon thío sinemá kondá sto spítí mas.</i>	<i>Υπάρχουν δύο σινεμά κοντά στο σπίτι μας.</i>

CD2 Track 11 – recap of past of ‘to be’; time phrases

week	<i>evthomátha (í)</i>	<i>εβδομάδα</i>
We won't go to the cinema this week.	<i>Then Thá páme sto sinemá aftín tin evthomátha.</i>	<i>Δεν θα πάμε στο σινεμά αυτήν την εβδομάδα.</i>
last week	<i>tin perasméni evthomátha</i>	<i>την περασμένη εβδομάδα</i>

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month	<i>μήνας (m)</i>	μήνας
last month	<i>τον περασμένο μήνα</i>	τον περασμένο μήνα

CD3 Track 1 – past tense of verbs

I bought	<i>αγόρασα</i>	αγόρασα
Did you read (pl) this book last week?	<i>Θιάvasate aftó to vivlio tin perasméni evthomátha?</i>	Διαβάσατε αυτό το βιβλίο την περασμένη εβδομάδα;
You read (past) (fam) this book last month ...	<i>Θιάvases aftó to vivlio ton perasméno mina...</i>	Διάβασες αυτό το βιβλίο τον περασμένο μήνα...
I read (past tense)	<i>θιάvasa</i>	διάβασα

CD3 Track 2 – more past verb forms

He/she started it yesterday	<i>To árxisε exTHés.</i>	Το άρχισε χθές.
I started	<i>árxisa</i>	άρχισα
I finished, you finished (fam/pl), he finished, we finished	<i>tellosa, telloses, tellosate, tellose, tellosame</i>	τέλειωσα, τέλειωσες, τέλειωσατε, τέλειωσε, τέλειώσαμε
they waited	<i>perimenan</i>	περίμεναν
I waited, you waited, she waited, we waited	<i>periména, periménate/ perimenes, perimene, periméname</i>	περίμενα, περιμένατε/ περίμενες, περίμενε, περιμέναμε
I had	<i>íxa</i>	είχα
Didn't you have it? (fam)	<i>Then to íxes esí?</i>	Δεν το είχες εσύ;
Didn't you (pl) have it?	<i>Then to íxate esís?</i>	Δεν το είχατε εσείς;
George didn't have it.	<i>O Yiórgos then to íxe.</i>	Ο Γιώργος δεν το είχε.
We didn't have it.	<i>Emís then to íkame.</i>	Εμείς δεν το είχαμε.
They (gender unknown) didn't have it.	<i>Aftí then to íxan.</i>	Αυτοί δεν το είχαν.
Maria and Eleni – they had it!	<i>I María ke i Eleni – aftés to íxan!</i>	Η Μαρία και η Ελένη – αυτές το είχαν!

CD3 Track 3 – more past forms – 1- or 2-syllable verbs

I did/made	<i>ékana</i>	έκανα
What did you do? (fam)	<i>Ti ékanes?</i>	Τι έκανες;
cake	<i>keik (n)</i>	κέικ
When did he make the cake for you (fam)?	<i>Póte ékane to keik gia séna?</i>	Πότε έκανε το κέικ για σένα;
Did you (pl) make a salad for him yesterday?	<i>Kánate mia saláta gia aftón exTHés?</i>	Κάνατε μια σαλάτα για αυτόν χθές;
We didn't make the cake yesterday.	<i>Then káname to keik exTHés.</i>	Δεν κάναμε το κέικ χθές.
They made this big salad ...	<i>Ékanan aftín tin megálii saláta...</i>	Έκαναν αυτή(ν) την μεγάλη σαλάτα...

CD3 Track 4 – past forms of 2-syllable verbs

I knew	<i>íksera</i>	ήξερα
Did you (pl) know why...? Ksérate yiatí...?	<i>Yiatí then íksere...?</i>	Ξέρατε γιατί...;
Why didn't you know (fam)...?	<i>Yiatí then íksere...?</i>	Γιατί δεν ήξερες...;
He didn't know anything. Then íksere típota.		Δεν ήξερε τίποτα.
We knew where you (fam) were yesterday.	<i>Ksérame poo ísoon exTHés.</i>	Ξέραμε πού ήσουν χθές.
They didn't know where we were...	<i>Then íkseran poo ímastan...</i>	Δεν ήξεραν πού ήμασταν...
I wanted	<i>íthela</i>	ήθελα
Didn't you want to go to the cinema yesterday? (fam)	<i>Then ítheles na pas sto sinemá exTHés?</i>	Δεν ήθελες να πας στο σινεμά χθές;
Didn't you (pl) want to go to the theatre today?	<i>Then íthélate na páte sto Théatro símera?</i>	Δεν θέλατε να πάτε στο θέατρο σήμερα;
Maria wanted to watch TV.	<i>I María íthele na thí tileórasi.</i>	Η Μαρία ήθελε να δει τηλεόραση.
We wanted to eat at the taverna...	<i>Emís íthélame na fáme stin tavérna...</i>	Εμείς θέλαμε να φάμε στην ταβέρνα...

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They didn't want to leave early. *Then iTheian na figoon noris.*

Δεν ήθελαν να φύγουν νωρίς.

CD3 Track 5 – past of 'must/have to'

had to *έπρεπε να*

έπρεπε να

We had to leave early. *Έπρεπε να figoome noris.*

Έπρεπε να φύγουμε νωρίς.

You (fam) had to read this book for school... *Έπρεπε να thivásis aftó to vivlio yia to sxolio...*

Έπρεπε να διαβάσεις αυτό το βιβλίο για το σχολείο...

...but I had to go by train *...allá έπρεπε να páo me to tréno.*

...αλλά έπρεπε να πάω με το τρένο.

CD3 Track 6 – past of 'can'

I was able/I could *bóresa na*

μύπορεα να

I wasn't able to take the plane for England. *Then bóresa na páro to aeropláno yia tin Anglia.*

Δεν μύπορεα να πάρω το αεροπλάνο για την Αγγλία.

Were you (fam) able to read this book? *Bóreses na thivásis aftó to vivlio?*

Μύπορες να διαβάσεις αυτό το βιβλίο;

He wasn't able to see where the station was. *Then bórese na thi pou ítan o statthnós.*

Δεν μύπορεσε να δει πού ήταν ο σταθμός.

They weren't able to make the salad for us. *Then bóresan na kánoon tin saláta yia mas.*

Δεν μύπορεσαν να κάνουν την σαλάτα για μας.

We couldn't leave early. *Then borésame na figoome noris.*

Δεν μύπορέαμε να φύγουμε νωρίς.

Why weren't you (pl) able to buy that cheap car? *Yiatí then borésate na agorásate ekíno to ftinó aftokínito?*

Γιατί δεν μύπορέσατε να αγοράσετε εκείνο το φτηνό αυτοκίνητο;

CD3 Track 7 – 'speak'

I want to speak Greek well. *Thélio na miliso eliniká kalá.*

Θέλω να μιλήσω ελληνικά καλά.

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You (fam) should speak Greek with Maria. *Prépi na milisis eliniká me tin Maria.*

Πρέπει να μιλήσεις ελληνικά με την Μαρία.

Kostas wants to speak Spanish with Carmen. *O Kóstas Théli na milisi ispaniká me tin Cármen.*

Ο Κώστας θέλει να μιλήσει ισπανικά με την Κάρμεν.

We have to speak French at school today. *Prépi na milisoome galiká sto sxolio símera.*

Πρέπει να μιλήσουμε γαλλικά στο σχολείο σήμερα.

Do you (pl) want to speak to me? *Thélete na milisete me ména?*

Θέλετε να μιλήσετε με μένα;

When can they speak to George today? *Póte boroon na milisoon me ton Yórgo símera?*

Πότε μπορούν να μιλήσουν με τον Γιώργο σήμερα;

I spoke with George yesterday. *Milisa me ton Yórgo exThés.*

Μίλησα με τον Γιώργο χθές.

Did you (fam) speak French at school today? *Milises galiká sto sxolio símera?*

Μίλησες γαλλικά στο σχολείο σήμερα;

He didn't speak with Maria and Eleni yesterday. *Then milise me tin Mariá ke tin Eleni exThés.*

Δεν μίλησε με την Μαρία και την Ελένη χθές.

When did we speak with them (all feminine)? *Póte milisame emís me aftés*

Πότε μιλήσαμε εμείς με αυτές;

Didn't you (pl) speak Greek in Athens? *Then milisate eliniká stin Athína?*

Δεν μιλήσατε ελληνικά στην Αθήνα;

Why didn't they speak with us in English? *Yiatí then milisan me mas sta agliká?*

Γιατί δεν μίλησαν με μας στα αγγλικά;

CD3 Track 8 – plurals of nouns

the ouzo > the ouzos
the bottle > the bottles
the bottles *to oúzo > ta oúza (n)
to bookáli > ta bookália (n)*

το ouzo > τα ouza
το μπουκαλί > τα μπουκαλία

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The cars are at the station now.	<i>Ta aftokínita ine ston stathmó tóra.</i>	<i>Ta autokínēta einai ston stathmó tóra.</i>
We had two bars and two supermarkets near our house in Greece.	<i>Íxame thío bar (neuter, borrowed word) ke thío soopermárket (neuter, borrowed word) kondá sto spíti mas sin Eilátha.</i>	<i>Eíxame duo mīap kai duo soupergmáket kovta sto otíti mīas stin Elláda.</i>
They have two houses in Greece.	<i>Afti éxoon thío spítia (n) sin Eilátha.</i>	<i>Auroí éχουν duo spítia stin Elláda.</i>
this > these	<i>aftó > aftá (n)</i>	<i>autó > aftá</i>
that > those	<i>ekíno > ekína (n)</i>	<i>ekéino > ekéina</i>

CD3 Track 9 – 'many/a lot of'; neuter plural adjective endings

many (n)	<i>polá (n)</i>	<i>πολλά</i>
There are many cars at the station today.	<i>Ipáxoon polá aftokínita ston staThmó símera.</i>	<i>Υπάρχουν πολλά αυτοκίνητα στον σταθμό σήμερα.</i>
Where are the big glasses for the beer?	<i>Poo ine ta megála potíra yia tin bia?</i>	<i>Πού είναι τα μεγάλα ποτήρια για την μπίρα;</i>
The small glasses for the wine are there.	<i>Ta mikrá potíra yia to krasí ine eki.</i>	<i>Τα μικρά ποτήρια για το κρασί είναι εκεί.</i>
Those magazines are expensive.	<i>Ekína ta periothiká ine akrivá.</i>	<i>Εκείνα τα περιοδικά είναι ακριβά.</i>
them (n)	<i>ta</i>	<i>τα</i>
These are good books – I want to read them.	<i>Aftá ine kalá vivlíá – Thélo na ta thiváso.</i>	<i>Αυτά είναι καλά βιβλία – θέλω να τα διαβάσω.</i>
My Greek isn't very good.	<i>Ta eilíniká (n, pl) moo then ine polí kalá.</i>	<i>Τα ελληνικά μου δεν είναι πολύ καλά.</i>
easy (m, f, n – singular)	<i>éfkolos -i -o</i>	<i>εύκολος -η -ο</i>
French is easy.	<i>Ta galiká ine éfkola.</i>	<i>Τα γαλλικά είναι εύκολα.</i>
difficult (m, f, n – singular)	<i>thískolos -i -o</i>	<i>δύσκολος -η -ο</i>
George is a little difficult.	<i>O Yiórgos ine lígo thískolos.</i>	<i>Ο Γιώργος είναι λίγο δύσκολος.</i>

Greek isn't difficult.	<i>Ta eilíniká then ine thískola.</i>	<i>Τα Ελληνικά δεν είναι δύσκολα.</i>
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CD3 Track 10 – feminine plural forms

I want two beers please...	<i>Thélo thío bires parakaló...</i>	<i>Θέλω δύο μπίρες παρακαλώ...</i>
the (f, pl)	<i>i</i>	<i>οι</i>
These two tavernas are very expensive.	<i>Aftés i thío tavernes ine polí akrivés.</i>	<i>Αυτές οι δύο ταβέρνες είναι πολύ ακριβές.</i>
We bought two salads at the taverna yesterday.	<i>Agorásame thío salátes sin tavérna exThés.</i>	<i>Αγοράσαμε δύο σαλάτες στην ταβέρνα εχθές.</i>
tomato > tomatoes	<i>domáta > domátes (f)</i>	<i>ντομάτα > ντομάτες</i>
suitcase > suitcases	<i>valísa > valíses (f)</i>	<i>βαλίσα > βαλίτσες</i>
many/a lot of (f)	<i>polés</i>	<i>πολλές</i>
There are a lot of tavernas in Athens.	<i>Ipáxoon polés tavérnes sin Athína.</i>	<i>Υπάρχουν πολλές ταβέρνες στην Αθήνα.</i>

CD4 Track 1 – 'I like' + plural; plural object forms

I like expensive cars.	<i>Moo arésoon ta akrivá aftokínita</i>	<i>Μου αρέσουν τα ακριβά αυτοκίνητα.</i>
I don't like tomatoes.	<i>Then moo arésoon i domátes.</i>	<i>Δεν μου αρέσουν οι ντομάτες.</i>

CD4 Track 2 – plural object forms, neuter, feminine

He bought these two cheap cars.	<i>Agórase aftá ta thío tiná aftokínita (neuter, object).</i>	<i>Αγόρασε αυτά τα δύο φτηνά αυτοκίνητα.</i>
Why did you (fem) buy these tomatoes?	<i>Yiatí agórases aftés tis domátes?</i>	<i>Γιατί αγόρασες αυτές τις ντομάτες;</i>
I bought the expensive suitcases, not the cheap ones.	<i>Agórasa tis akrivés valíses, óxi tis ftínés.</i>	<i>Αγόρασα τις ακριβές βαλίτσες, όχι τις φτηνές.</i>

CD4 Track 3 – plural subject and object forms – masculine

the (m, pl)	ί	οι
The bills are always cheap at this taverna.	<i>Ι λογαριασμί ine pánda tini se aftín tin tavérna.</i>	Οι λογαριασμοί είναι πάντα φτηνοί σε αυτήν την ταβέρνα.
They always have cheap bills at the taverna.	<i>Έχουν pánda ftinoós logaríasmós stin tavérna.</i>	Έχουν πάντα φτηνούς λογαριασμούς στην ταβέρνα.
I couldn't read those menus in Greek.	<i>Then bóresa na thiaváso aftoós toos katálogoos/katálogoos sta elliniká.</i>	Δεν μπόρεσα να διαβάσω αυτούς τους κατάλογους/καταλόγους στα ελληνικά.

CD4 Track 4 – masculine plural forms

person	άνθρωπος (m)	άνθρωπος
George is a good person.	<i>Ο Γιόργος ine énas kalós ánthropos.</i>	Ο Γιόργος είναι ένας καλός άνθρωπος.
Dimitris and Eleni are difficult people.	<i>Ο Dimitris ke i Eleni ine thískoi ánthropi.</i>	Ο Δημήτρης και η Ελένη είναι δύσκολοι άνθρωποι.
road/street	thrómos (m)	δρόμος
The roads in Athens have a lot of cars.	<i>Ι thrómi stin Athína éxoon polá aftokínita.</i>	Οι δρόμοι στην Αθήνα έχουν πολλά αυτοκίνητα.
There are lots of cars on the roads in Athens.	<i>Ipáxoon polá aftokínita stoos thrómos stin Athína.</i>	Υπάρχουν πολλά αυτοκίνητα στους δρόμους στην Αθήνα.
The menus are cheap.	<i>Ι katálogoi ine tinií.</i>	Οι κατάλογοι είναι φτηνοί.
many (masculine, subject/object)	poll/poľoos	πολλοί/πολλούς
There are a lot of people in the cinema today.	<i>Ipáxoon poli ánthropi sto sinemá símera.</i>	Υπάρχουν πολλοί άνθρωποι στο σινεμά σήμερα.

We had a lot of people in our taverna last week.	<i>kame poloós anthrópooos stin tavérna mas tin perasméni evthomátha.</i>	Είχαμε πολλούς ανθρώπους στην ταβέρνα μας την περασμένη εβδομάδα.
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CD4 Track 5 – 'some/few'

some/a few (m/f/n pl)	merikí, merikés, meriká	μερικοί, μερικές, μερικά
I have some books for you here.	<i>Έxo meriká vivlíá gia sas ethó.</i>	Έχω μερικά βιβλία για σας εδώ.
There are some tomatoes on the table.	<i>Ipáxoon merikés domátes sto trapézi.</i>	Υπάρχουν μερικές ντομάτες στο τραπέζι.
Some people here wanted to talk with you (fam).	<i>Merikí ánthropi ethó iThelian na milísoon me séna.</i>	Μερικοί άνθρωποι εδώ ήθελαν να μιλήσουν με σένα.
We wanted to take some people with us to the taverna.	<i>THélamε na pároome merikóos anthrópooos me mas stin tavérna.</i>	Θέλουμε να πάρουμε μερικούς ανθρώπους με μας στην ταβέρνα.
sometimes	<i>merikés forés (f pl)</i>	μερικές φορές
time	<i>forá (f)</i>	φορά
They go to the cinema a few times a month.	<i>Páne sto sinemá merikés forés to(n) mína.</i>	Πάνε στο σινεμά μερικές φορές το(ν) μήνα.
(a) few	<i>ligi -es -a</i>	λίγοι -ες -α
There are few people at the cinema today.	<i>Ipáxoon ligi ánthropi sto sinema símera.</i>	Υπάρχουν λίγοι άνθρωποι στο σινεμά σήμερα.
There are few tavernas in our street.	<i>Ipáxoon líges tavérnes ston thrómo mas.</i>	Υπάρχουν λίγες ταβέρνες στον δρόμο μας.
money	<i>lefá (n pl)</i>	λεφτά
Do you have (fam) some money for the bill?	<i>Éxis meriká lefá gia ton logaríasmó?</i>	Έχεις μερικά λεφτά για τον λογαριασμό;

CD4 Track 6 – conditional

if	an	an
If I take the train now,	<i>An páro to tréno tóra,</i>	Αν πάρω το τρένο τώρα,
I'll arrive early.	<i>Tha ftáso noris.</i>	θα φτάσω νωρίς,
If you don't make (fam)	<i>An then káris éna</i>	Αν δεν κάνεις ένα
a big sandwich for	<i>megálo sándouits yia</i>	μεγάλο σάντουιτς για
me now, I'll buy one	<i>ména tóra, Tha agoráso</i>	μένα τώρα, θα αγοράσω ένα
from the supermarket.	<i>éna apó to</i>	αγοράσω ένα από το
	<i>soupermaíket.</i>	σούπερμάρκετ.
If he doesn't read this	<i>An then thiavási aftó to</i>	Αν δεν διαβάσει αυτό
book today, he won't	<i>vivlio símera, then Tha</i>	το βιβλίο σήμερα, δεν
go to school tomorrow.	<i>pai sto sxolio ávrio.</i>	θα πδει στο σχολείο αύριο.
If we don't start the	<i>An then arxísoume to</i>	Αν δεν αρχίσουμε το
book now, we won't	<i>vivlio tóra, then Tha to</i>	βιβλίο τώρα, δεν θα
finish it tomorrow.	<i>telísooume ávrio.</i>	το τελειώσουμε αύριο.

CD4 Track 7 – comparative/superlative forms

better	<i>kalíteros -i -o</i>	καλύτερος -η -ο
than	<i>apó</i>	από
George is better than	<i>O Yiórgos ine kalíteros</i>	Ο Γιώργος είναι
Kostas at school.	<i>apó ton Kósta</i>	καλύτερος από τον
	<i>sto sxolio.</i>	Κώστα στο σχολείο.
Maria isn't better than	<i>I Mariá then ine kalíteri</i>	Η Μαρία δεν είναι
Eleni at school.	<i>apó tin Eíleri sto sxolio.</i>	καλύτερη από την
		Ελένη στο σχολείο.
the best	<i>o kalíteros/</i>	ο καλύτερος/
	<i>i kalíteri/</i>	η καλύτερη/
	<i>to kalítero</i>	το καλύτερο
My car is the best	<i>To aftokinitó mou*</i>	Το αυτοκίνητό μου*
in our road.	<i>ine to kalítero ston</i>	είναι το καλύτερο
	<i>thrómo mas.</i>	στον δρόμο μας.

*Note the change of stress: *aftokínito* (αυτοκίνητο) becomes *aftokinitó* (αυτοκίνητό) when followed by a possessive pronoun such as *mou* (μου) 'my'.

We bought the best	<i>Agorásame tis kalíteres</i>	Αγοράσαμε τις
tomatoes in the	<i>domátes sto</i>	καλύτερες ντομάτες
supermarket.	<i>soupermaíket.</i>	στο σούπερμάρκετ.
more	<i>pio</i>	πιο
This one is easier	<i>Aftó ine pio éfkoilo</i>	Αυτό είναι πιο εύκολο
than that one.	<i>apó ékino.</i>	από εκείνο.
This mousakka is	<i>Aftós o moosakás ine</i>	Αυτός ο μουσακάς είναι
cheaper than that one.	<i>pio ftinós apó</i>	πιο φτηνός από
	<i>ekíno(n).</i>	εκείνο(ν).
That book was more	<i>Ékino to vivlio ítan pio</i>	Εκείνο το βιβλίο ήταν
difficult than this one.	<i>thískolo apó aftó.</i>	πιο δύσκολο από αυτό.
the most	<i>oí/to pio</i>	ο/η/το πιο
This car is the cheapest.	<i>Aftó to aftokínito ine</i>	Αυτό το αυτοκίνητο
	<i>to pio ftinó.</i>	είναι το πιο φτηνό.
question	<i>erótisi (í)</i>	ερώτηση
This question was	<i>Afti i erótisi ítan pio</i>	Αυτή η ερώτηση ήταν
more difficult than	<i>thískoli apó</i>	πιο δύσκολη από
that one.	<i>ekíni(n).</i>	εκείνη(ν).
This question will be	<i>Afti i erótisi Tha ine pio</i>	Αυτή η ερώτηση θα
easier than that one.	<i>éfkoli apó</i>	είναι πιο εύκολη από
	<i>ekíni(n).</i>	εκείνη(ν).
This question will be the	<i>Afti i erótisi Tha ine i</i>	Αυτή η ερώτηση θα
most difficult.	<i>pio thískoli.</i>	είναι η πιο δύσκολη.

CD4 Track 8 – expressions with *na* (yo)

ready	<i>étimos/étimi/étimo</i>	έτοιμος/έτοιμη/έτοιμο
George is ready to	<i>O Yiórgos ine étimos</i>	Ο Γιώργος είναι
finish today.	<i>na telíosi símera.</i>	έτοιμος να τελειώσει
		σήμερα.
Maria wasn't ready to	<i>I Mariá then ítan étimi</i>	Η Μαρία δεν ήταν
leave yesterday.	<i>na fiyi exThés.</i>	έτοιμη να φύγει εχθές.

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CD4 Track 9 – relative pronoun poo (του)

who, which, that	poo	του
The book (that) I read	To vivlio poo thivasa	Το βιβλίο που διάβασα
last week was	tin perasméni	την περασμένη
very good.	euthomátha ítan polí kaló.	εβδουμάδα ήταν πολύ καλό.
These are the	Aftés ine i efimeríthes	Αυτές είναι οι
newspapers (that)	poo thivasa sto	εφημερίδες που
I read on the plane	aeropláno símera.	διάβασα στο
today.		αεροπλάνο σήμερα.

CD4 Track 10 – 'I think that'

I think	nomízo	νομίζω
What do you think? (pl)	Ti nomízete?	Τι νομίζετε;
What do you think?	Ti nomízis?	Τι νομίζεις;
(fam)		
I think that...	Nomízo óti...	Νομίζω ότι...
I think (that) I'll go to	Nomízo óti Thá pao sto	Νομίζω ότι θα πάω στο
the park today	parko símera.	πάρκο σήμερα.
They think that Greek	Nomízoon óti ta eliniká	Νομίζουν ότι τα
is very difficult, but	íne polí thískola.	ελληνικά είναι πολύ
I don't think so.	Allá egó then nomízo.	δύσκολα. Αλλά εγώ
		δεν νομίζω.

CD4 Tracks 11–12 – revision and conclusion

I saw	ítha	είδα
we saw	íthame	είδαμε
good journey	kaló taksíthi	καλό ταξίδι
we thank you	efharisíóome	ευχαριστούμε

The Greek alphabet

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Greek letter	Closest English equivalent	Transliterated
1 A a	Somewhere between A of 'cat' and the U of 'cut'	a
2 B b	V as in 'vase' (There is no hard B sound, as in 'back', in Greek. This sound is created by combining letters; see No. 31 below.)	v
3 Γ γ	G like the English g in 'go', 'get' but softer, with more breath.	g
4 Δ δ	Sounds like Y in front of e or i sounds.	y
5 Ε ε	TH as in 'then', 'this'	th
6 Ζ ζ	E as in 'bed'	e
7 Η η	Z as in 'zoo'	z
8 Θ θ	EE as in 'feet'	i
9 Ι ι	TH as in 'thin'	TH
10 Κ κ	EE as in 'feet'	i
11 Λ λ	K as in 'kick'	k
12 Μ μ	L as in 'lamp'	l
13 Ν ν	M as in 'milk'	m
14 Ξ ξ	N as in 'nice'	n
	Ελληνικά, δεν	
	ξέρω	KS as in 'Jackson'
		ks

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15	Ο, ο το, λίγo	O as in 'lock'	o		
16	Π, π πόδι, από	P as in 'pot'	p		
17	Ρ, ρ μέρα, μακριά	R as in 'red' (with a roll)	r		
18	Σ, σ/ς κρασί Ελληνας	S as in 'sit' (at the end of a word in small letters the alternative s has to be used) ς has to be used)	s		
19	Τ, τ οτίτι, σαλάτα	T as in 'top'	t		
20	Υ, υ πτολύ	E as in 'feet'	i		
21	Φ, φ καφές, εφημερίδα	F as in 'farm'	f		
22	Χ, χ όχι, έχω	CH as in the Scottish 'loch' but softer, less guttural	x		
23	Ψ, ψ δψάω	PS as in 'tips'	ps		
24	Ω, ω εγώ, τώρα	O as in 'lock'	o		

Combinations

25	αι vai, και	E as in 'let'	e		
26	ει ειμα, θέλει	EE as in 'feet'	i		
27	οι ανοιχτό	EE as in 'feet'	i		
28	ου μουσική, μου	OO as in 'hoot'	oo		
29a, b	au αυτός, αύριο	AF as in 'after', or AV as in 'have'	af, av		
30a, b	eu ευχαριστώ, φεύγω	EF as in 'left', or EV as in 'every'	ef, ev		

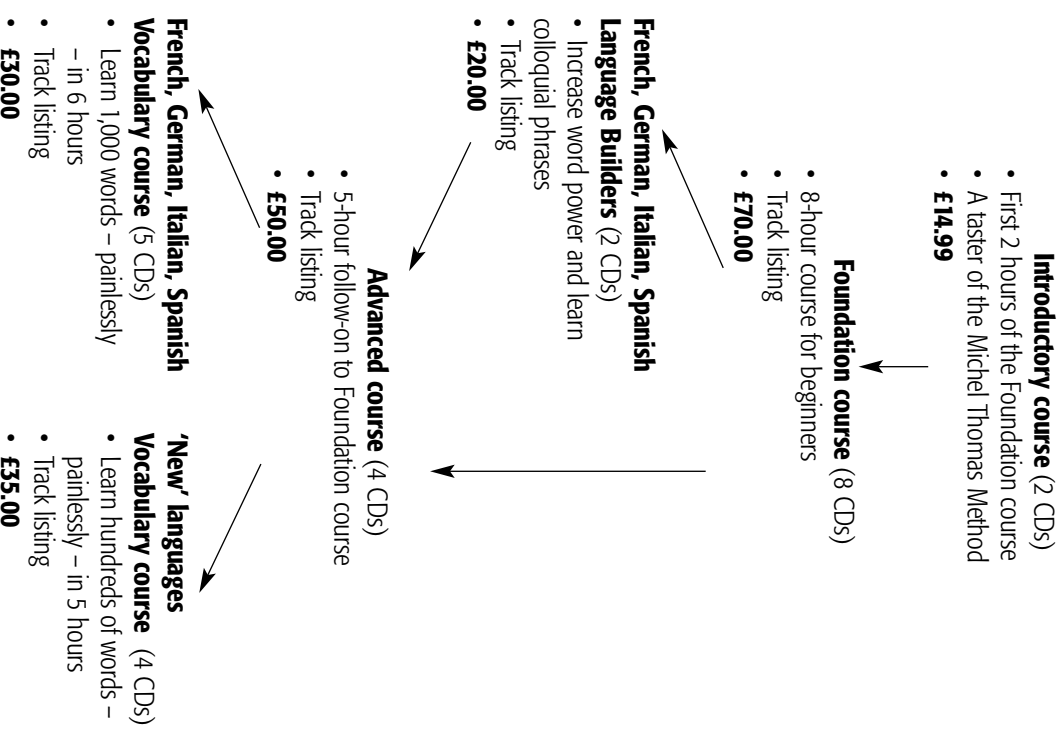
Common Greek signs

ΜΕΤΡΟ underground	ΜΙΤΑΡ bar	ΕΙΣΟΔΟΣ entrance
ΕΞΟΔΟΣ exit	ΩΘΗΣΑΤΕ push	ΣΥΡΑΤΕ pull
ΕΙΣΙΤΗΡΙΑ tickets	ΤΑΜΕΙΟ ticket office/ cash desk	ΕΣΤΙΑΤΟΡΙΟ restaurant
ΞΕΝΟΔΟΧΕΙΟ hotel	ΤΡΑΠΕΖΑ bank	ΣΤΑΘΜΟΣ railway/bus station
ΣΤΑΣΗ (bus) stop	ΤΟΥΑΛΕΤΤΕΣ toilets	ΑΝΟΙΧΤΟ open
ΚΛΕΙΣΤΟ closed	ΑΠΑΓΟΡΕΥΕΤΑΙ ΤΟ ΚΑΠΝΙΣΜΑ no smoking	ΜΟΥΣΕΙΟ museum
ΚΑΦΕΝΕΙΟ café	ΘΕΑΤΡΟ theatre	ΣΙΝΕΜΑ cinema
ΝΟΣΟΚΟΜΕΙΟ hospital	ΑΓΟΡΑ market	ΤΑΞΙ taxi
ΑΕΡΟΔΡΟΜΙΟ airport	ΑΦΙΕΙΞ arrivals	ΑΝΑΧΩΡΗΣΕΙΣ departures
ΑΣΤΥΝΟΜΙΑ police	ΤΑΧΥΔΡΟΜΕΙΟ post office	ΦΑΡΜΑΚΕΙΟ chemist

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