

Michel Thomas[®] method

Polish

Foundation Course

Jolanta Cecuła

Learn another language the way you learnt your own

Succeed with the

Michel Thomas^{method}

and learn another language the way you learnt your own

Developed over 50 years, the amazing teaching methods of the world's greatest language teacher completely takes the strain out of language learning. Michel Thomas' all-audio courses provide an accelerated method for learning that is truly revolutionary.

To find out more, please get in touch with us

For general enquiries and for information about the Michel Thomas Method:

Call: 020 7873 6354 Fax: 020 7873 6325

Email: mtenquiries@hodder.co.uk

To place an order:

Call: 01235 400414 Fax: 01235 400454 Email: uk.orders@bookpoint.co.uk

www.michelthomas.co.uk

You can write to us at:

Hodder Education, 338 Euston Road, London NW1 3BH

Visit our forum at:

www.michelthomas.co.uk

Unauthorized copying of this booklet or the accompanying audio material is prohibited, and may amount to a criminal offence punishable by a fine and/or imprisonment.

Copyright © 2008. In the methodology, Thomas Keymaster Languages LLC, all rights reserved.

In the content, Jolanta Joanna Watson.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, Saffron House, 6–10 Kirby Street, London EC1N 8TS, UK.

Cover image: © Krystyna Szulecka/Alamy

Typeset by Transet Limited, Coventry, England.

Printed in Great Britain for Hodder Education, an Hachette Livre company, 338 Euston Road, London NW1 3BH.

Impression 10 9 8 7 6 5 4 3 2 1

Year 2012 2011 2010 2009 2008

ISBN 978 0340 97517 6

Introduction

3

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

4

'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?

5

- **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.

6

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, having absorbed the vocabulary and grammatical structures.

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?

7

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. Television and radio programmes via satellite, podcasts, newspapers and magazines (print or on-line) (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Continue your study with the Advanced course. Then build your vocabulary with the existing and planned 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 presenter 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 presenter, as in Michel Thomas' original Foundation and Advanced courses.

8



Michel with Grace Kelly

Who was Michel Thomas?

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, fuelled 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,

Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

9

- *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

Abbreviations

The following abbreviations are used in this track listing:

fem. = feminine; inf. = informal; masc. = masculine; neut. = neuter; pl. = plural; sg. = singular

'Men' and 'women'

Adjectives and verb endings given below for 'men' and 'women' are also used for boys and girls, respectively.

Word order

Word order in Polish is quite flexible. The word order as given in all the phrases, sentences and questions printed below (and heard in the recording) are just examples of many different possible word orders, to help you to get started. Feel free to experiment with them to help you develop your own linguistic abilities in Polish. Communication, after all, is about expressing our thoughts and ideas and sharing them with others and each of us does it in a different way. So enjoy finding your own way of expressing yourself!

CD1 Track 1

Introduction

to 'it, this'; *jest* 'is'; *to jest* 'it is, this is'.

In Polish there are no words for 'a', 'an' and 'the'; *mapa* 'map'; *bank* 'bank'; *to jest mapa* 'it is a map' or 'it is the map'.

nie 'not, no'; *to nie jest film* 'this is not a film'.

To ask a question, raise the pitch of your voice at the end of the sentence.

tak 'yes, so, like this / that'; *studio* 'studio', *teatr* 'theatre'.

Putting the word *czy* at the front of a sentence turns it into a question; you do not need to change the word order, and raising your voice at the end is optional. *Czy to jest park?* '[Question word] this is

park? = 'Is this a park?' *Czy* also means 'or'; *Czy to jest klub czy bar?* 'Is this a club or bar?' In short sentences you can omit *jest*.

CD1 Track 2

mam 'I have'; *mam to* 'I have it'. *Ja* means 'I' but there is no need to say it, unless you want to emphasise the 'I'.

In Polish you don't use 'don't' or 'doesn't' to make sentences negative: *nie mam* 'not I have' = 'I don't have'.

Use *tego* for 'it' in negative sentences when 'it' is the object, or recipient, of the action; *nie mam tego* 'I don't have it'.

czytam 'I read, I am reading'; *ale* 'but', *paszport* 'passport'; *pan* 'you' (when talking to a man); *pani* 'you' (when talking to a woman); *pan / pani ma* 'you have'; *pan / pani czyta* 'you read, are reading'.

CD1 Track 3

co 'what'; *co to jest?* 'what this is?' = 'what is this?' The order of 'this is' (etc.) doesn't change in the question, so questions and statements in Polish have the same word order, unlike in English.

dla mnie 'for me'; *co pani ma dla mnie?* 'what do you (fem.) have for me?'

czego 'what' (in negative questions); *czego pan / pani nie ma?* 'what do you not have?'

dlaczego 'for what' = 'why.'

CD1 Track 4

jestem 'am' = 'I am'; *gotowy* 'ready' (describing a man), *gotowa* 'ready' (woman), *gotowe* 'ready' (neut.); *jestem gotowy* 'I (masc.) am ready'; *pan / pani jest gotowy / gotowa* 'you are ready'; *to jest gotowe* 'it is ready'; *pan / pani nie jest gotowy / gotowa* = 'you are not ready'. *Pan* literally means 'sir' and *pani* 'madam', so what you are actually saying is 'sir / madam is not ready'.

12

Czy pan / pani jest gotowy / gotowa? = 'Are you ready?' *Czy* can be omitted from short questions in colloquial speech.

CD1 Track 5

można 'possible' = 'one can, one may, it is possible'; *można?* with rising intonation means 'may I?'; *nie można* 'not possible' = 'it is not possible'.

kupić 'to buy'; *można to kupić* 'possible it to buy' = 'it is possible to buy it'; *czy można to kupić?* 'is it possible to buy this?'

The letter -ć is a typical ending for the basic or 'to' form of the verb; *czytać* 'to read'.

CD1 Track 6

Mam 'I have' also means 'shall I?' or 'am I supposed to?'; *mam to czytać?* 'shall I read this?'

robić 'to do, make'; *nie mam tego robić?* 'am I not supposed to do it?'

już 'already, by now'; *jeszcze* 'still, yet'; *jeszcze nie* 'yet not' = 'not yet'; *pan jeszcze nie jest gotowy?* 'you (masc.) yet not is ready?' = 'aren't you ready yet?'

CD1 Track 7

przepraszam 'excuse me, I'm sorry'; *coś* 'something'; *problem* 'problem'.

CD1 Track 8

Adding -y is one of the most common ways of making a noun plural in Polish: *problemy* 'problems'.

Stress is almost always on the penultimate syllable in Polish; this rule applies even when an extra syllable is added to make the plural: *dokument* 'document', *dokumenty* 'documents'.

gdzie 'where'.

Feminine nouns end in -a; in the plural -a becomes -y: *mapy* 'maps'; *kamera* 'camera', *kamery* 'cameras'.

są 'are'; *gdzie są mapy?* 'where are the maps?'

tutaj 'here', *czy kamery są tutaj?* 'are the cameras here?'

CD1 Track 9

i 'and'.

klub jest tutaj 'club is here' = 'there is a club here'.

tam 'there'; *telefon* 'telephone'.

CD1 Track 10

umieć 'to know how to / to be able to'; *umiem* 'I know how to / I am able to', *pan / pani umie* 'you know how to / you are able to'. The verb that follows is in the form ending in -ć, the 'to' form of the verb: *umiem to robić* 'I know how to / am able it to do' = 'I know how to / am able to do it'.

gotować 'to cook'; *umiem gotować* 'I know how to cook'.

CD1 Track 11

The Polish equivalent of English words ending in '-tion' is -cja; *intonacja* 'intonation'; *organizacja* 'organisation'; *sytuacja* 'situation'; *tradycja* 'tradition'; *informacja* 'information (desk)'. These words are all feminine, since they end in -a.

Polska 'Poland, Polish' (with feminine nouns only); *angielska* 'English' (with feminine nouns); *Czy to jest polska czy angielska tradycja?* 'Is this a Polish or an English tradition?'

konferencja 'conference'; *restauracja* 'restoration, restaurant'; *daleko* 'far'.

CD1 Track 12

wszystko 'everything, all'.

13

14

rozumieć 'to understand'; *rozumiem* 'I understand', *pan / pani rozumie* 'you understand'.

dobrze 'well'; *(nie) rozumiem to (tego) dobrze* 'I (don't) understand it well'.

tego goes after the verb if it is not emphasised, but if you want to emphasise *it*, place it earlier in the sentence: *pani tego nie rozumie* 'you (fem.) don't understand it'.

CD2 Track 1

zaczynać 'to begin, start'; *zaczynam* 'I begin, am beginning', *pan / pani zaczyna* 'you begin, are beginning'. There is only one present tense in Polish, which can be translated by the English 'I begin' and 'I am beginning' (etc.).

If there are two verbs, it is usually safest to place *to* between them: *zaczynam to robić* 'I'm starting it to do' = 'I'm starting to do it'.

właśnie 'just'; *właśnie zaczynam* 'just I am beginning' = 'I'm just beginning'.

CD2 Track 2

teraz 'now'.

że 'that' (when followed by another part of a sentence with a verb in it): *rozumiem, że pan / pani właśnie teraz zaczyna to robić* 'I understand that you're just starting to do it now'.

to 'this, that'; *to jest wszystko* 'that is all'; *jest* is dropped in short sentences: *to wszystko* 'that all' = 'that is all'; *czy to już wszystko?* 'Is that everything, Is there anything else?'; *(czy) coś jeszcze?* '[Question word] something yet?' = 'Anything else?' (said in shops).

wiem 'I know' (a fact), *pan / pani wie* 'you know'.

CD2 Track 3

bardzo 'very'; *wiem to bardzo dobrze* 'I know it very well'.

czy also means 'whether': *nie wiem czy mam to* 'I don't know whether I have it'.

blisko 'close, nearby'.

CD2 Track 4

The Polish equivalents of the English word endings '-ic' and '-ical' are *-yczny* and *-iczny*: *tragiczny* 'tragic'; *ekonomiczny* 'economic'; *polityczny* 'political'; *logiczny* 'logical'. The *-y* at the end is the masculine ending.

In Polish endings change according to the gender of the person or thing being described: *jestem gotowy* 'I am ready' (male, describing himself), *jestem gotowa* 'I am ready' (female, describing herself).

The neuter ('it') ending is *-e*: *to nie jest logiczne, ale jest bardzo praktyczne* 'it is not logical, but it is very practical'.

w 'in'; *w Polsce* 'in Poland'. Here the *w* runs into the following word when spoken and sounds like an 'f'.

dobra 'good' (fem. form).

CD2 Track 5

ciekawý 'interesting' (masc.), *ciekawa* (fem.), *ciekawe* (neut.).

ten 'this' (masc.), *ta* (fem.), *to* (neut.); *ten film* 'this film'; *ta opera* 'this opera'; *ta opera jest bardzo ciekawa* 'this opera is very interesting'.

nic 'nothing': Polish uses what looks like a double negative in English: *nic nie mam* (emphasises *nic*) / *nie mam nic* (neutral word order) = 'I have nothing'.

CD2 Track 6

a 'and' (when used to contrast two things); *ja nic nie wiem a pani wie wszystko* = 'I know nothing and you (fem.) know everything'.

ciekawý / ciekawa jestem 'I am curious, I wonder, I'm wondering'; *ciekawa jestem co to jest* 'I (fem.) wonder what this is'.

toaleta 'toilet'; *ciekawý jestem gdzie jest toaleta* 'I (masc.) wonder where the toilet is'.

uniwersytet 'university' (stress is on *-wer-*).

15

16

CD2 Track 7

komputer 'computer'; *gdzie można kupić komputery?* 'where is it possible to buy computers?'

gazeta 'newspaper'; *nie można* 'not possible'; *nic nie można tutaj kupić* (emphasises *nic*) 'one can't buy anything here'.

CD2 Track 8

mówić 'to speak'; *mówić po angielsku* 'to speak English'; *po polsku* (speak) 'Polish'; *czy pani umie mówić po polsku?* 'do you know how to / are you able to speak Polish?'

pani może 'you (fem.) may / can'; *pan nie może* 'you (masc.) not may / can' = 'you may not / cannot'.

When there are two or more words in a sentence, little words like *to* are usually placed before the verb they belong to, but nouns are placed after it: *pan może to kupić* 'you (masc.) may / can buy it'; *czy pan może kupić gazety?* 'can you (masc.) buy the newspapers?'

CD2 Track 9

kiedy 'when'; *on* 'he'; *ona* 'she'.

On and *ona* take the same verb endings as *pan* and *pani*: *on może* 'he may / can', *ona ma* 'she has', *on czyta* 'he reads', *ona umie* 'she is able (to)', *on wie* 'he knows', *ona zaczyna* 'she begins'.

CD2 Track 10

przygotować 'to prepare'.

CD2 Track 11

There are two key endings for verbs in the 'I' form. The verbs we've met so far have all ended in *-m*, e.g. *jestem* 'I am', *zaczynam* 'I start'. 'I may / can' has the other ending, *-ę*, so *mogę*: *czy mogę to kupić?* 'May I buy it?'

CD2 Track 12

bilet 'ticket'; *koncert* 'concert'; *na* 'for' (in sense 'on to, towards'): *bilet na koncert* 'a ticket for the concert'.

lubić 'to like', *(nie) lubię* 'I (don't) like', *pan / pani lubi* 'you like'.

CD3 Track 1

ją 'her'; *go* 'him'; *lubię ją* 'I like her'; *nie lubię go* 'I don't like him'; *mnie* 'me'; *ona mnie lubi* (emphasises *mnie*) / *ona lubi mnie* (neutral word order) 'she likes me'.

pan / pani (nie) mówi 'you (don't) speak'; *mówię* 'I speak'; *on mówi* 'he speaks'; *on jeszcze nie mówi po polsku* 'he doesn't speak Polish yet'.

CD3 Track 2

kto 'who'; *nikt* 'nobody'. These words take the same verb endings as 'he' and 'she': *nikt tutaj nie mówi po angielsku* 'nobody speaks English here'.

szybko 'fast, quickly'; *za* 'too'; *pan mówi za szybko* 'you (masc.) speak too quickly'.

mówi means 'say' as well as 'speak': *co pani mówi?* 'what are you (fem.) saying?'

nie bardzo means 'not quite' as well as 'not very': *nie bardzo rozumiem* 'not very I understand' = 'I don't quite understand'.

pan / pani robi 'you are doing'; *kto to robi?* = 'who is doing it?'; *nikt tego nie robię* 'nobody is doing it'; *robię to teraz* 'I am doing it now'.

CD3 Track 3

muszę 'I must, have to': *muszę to zrobić* 'I must do it'; *pan / pani musi* 'you must': *co pani musi zrobić?* 'what must you (fem.) do?'

wiedzieć 'to know'; *powiedzieć* 'to say, tell': *muszę coś powiedzieć* 'I must say something'.

17

18

pani means 'to you' as well as just 'you' when talking to a woman; *muszę pani coś powiedzieć* 'I must tell you (fem.) something'; *panu* 'to you' (when talking to a man): *muszę panu to powiedzieć* 'I must tell you (masc.) this'.

mi 'to me': *pan musi mi to powiedzieć* 'you (masc.) must tell me this'; *czy pan może mi powiedzieć?* 'can you (masc.) tell me?'

CD3 Track 4

ponieważ 'because'.

sam 'myself, himself, yourself' (masc.), *sama* 'myself, herself, yourself' (fem.): *sama nie wiem co robić* 'I myself (fem.) don't know what to do'. *sam* can also mean 'alone, on one's own': *czy pan jest sam?* 'are you (masc.) alone?'

mieszkać 'to live', *mieszkam* 'I live'; *mieszkam sama* 'I (fem.) live alone'; *czy pani mieszka sama?* = 'do you (fem.) live alone?'

CD3 Track 5

The infinitive, or 'to' form, of the verb *mogę* 'I may / can', *pan / pani / on / ona może* 'you / he /she may / can' is *móc* ('to may / can'); *pomóc* 'to help'; *mogę pani pomóc* 'I can help you (fem.)'; *czy pan może mi pomóc?* 'can you (masc.) help me?'

jak 'how': *nie wiem jak mogę pani pomóc* 'I don't know how I can help you (fem.)'.

jej 'her' (in the sense of 'to her'), *mu* '(to) him'.

In Polish you help 'to' someone: *mogę jej pomóc* 'I can to her help' = 'I can help her'; *czy pani może mu pomóc?* 'can you (fem.) help him?'

CD3 Track 6

wino 'wine'; *piwo* 'beer'; *mleko* 'milk'.

też 'also': *czy pan też lubi wino?* 'do you (masc.) also like wine?'

woleć 'to prefer', *wolę* 'I prefer', *pan / pani woli* 'you prefer'.

niż 'to' (in the of sense 'prefer to something else'); *wolę wino niż piwo* 'I prefer wine to beer'.

na zdrowie 'for your health' (drinking toast); *zdrowy* 'healthy' (masc.), *zdrowa* (fem.), *zdrowe* (neut.); *mleko jest bardzo zdrowe* 'milk is very healthy'; *niezdrowy* 'unhealthy' (masc.).

19

CD3 Track 7

myśleć 'to think', *myślę* 'I think', *pan / pani myśli* 'you think'; *jak* 'how'; *jak pan / pani myśli?* 'how you think?' = 'what do you think?'; *myślę, że ...* 'I think that ...'.

CD3 Track 8

chcieć 'to want', *chcę* 'I want', *pan / pani chce* 'you want'.

In Polish there are two ways of saying 'you', formal and informal. *Pan* and *pani* are formal; one of the informal words for 'you', used with family and friends, is *ty*: *(ty) chcesz* 'you want'. There is no need to say *ty* 'you' in Polish, as the -sz ending of *chcesz* makes it clear.

Word order is quite flexible in Polish. If you want to emphasise a word, bring it forward in the sentence: *chcę to teraz* 'I want it now' (neutral word order), *teraz to chcę* 'I want it **now**'.

CD3 Track 9

pić 'to drink', *piję* 'I drink', *pijesz* 'you (inf.) drink', *pan / pani pije* 'you (formal) drink'.

jeść 'to eat', *jem* 'I eat', *jesz* 'you (inf.) eat', *pan / pani je* 'you (formal) eat'. *głodny* (masc.), *głodna* (fem.) 'hungry': *jestem głodna* 'I (fem.) am hungry'. *jesteś* 'you (inf.) are': *jesteś głodny?* 'are you (masc.) hungry?'

CD3 Track 10

musieć 'to have to'; *nie muszę* 'I don't have to'.

mieć 'to have'; *nie muszę tego mieć* 'I don't have to have it'.

20

kto może to robić? 'who can do it?', *kto to rozumie?* 'who understands it?', *kto coś chce?* 'who wants something?'

CD4 Track 1

ten sam (masc.), *ta sama* (fem.), *to samo* (neut.) 'this self' = 'the same': *ten sam komputer* 'the same computer', *ta sama gazeta* 'the same newspaper', *to samo studio* 'the same studio'; *chcę kupić to samo* 'I want to buy the same'.

CD4 Track 2

ci 'to you' (inf.); this form is used with some verbs, even where there is no 'to' in English: *on musi ci to powiedzieć* 'he must to you this tell' = 'he must tell you this'; *chcę ci pomóc* 'I want to help you'.

The *ty* 'you' (inf.) verb ending is made up of the *pan / pani* form plus -sz: *możesz* 'you (inf.) can': *czy możesz mu pomóc?* 'can you (inf.) help him?'

CD4 Track 3

nowy (masc.) 'new': *nowy komputer* 'new computer'; *radio* 'radio'; as *radio* is neuter it needs the neuter ending on 'new': *nowe radio* 'new radio'.

dzisiaj 'today'; *jutro* 'tomorrow'; *na dzisiaj / jutro* 'for today / tomorrow'; *chcę mieć to na jutro* 'I want to have it for tomorrow'; *nie chcę mieć tego dzisiaj, ale chcę mieć to jutro* 'I don't want to have it today, but I want to have it tomorrow'.

jeśli 'if': *jeśli można* 'if possible'.

CD4 Track 4

dawać 'to give', *daję* 'I give, am giving', *pan / pani daje* 'you give, are giving'; *dłaczego pan mu to daje?* 'why are you (masc.) giving this to him?'; *pani mi to daje* 'you (fem.) are giving this to me'.

oddawać 'to give back, return', *oddaję* 'I give back, am giving back', *pan / pani oddaje* 'you are giving back'; *dłaczego pani mi to oddaje?* 'why are you (fem.) returning it to me?' Both *ds* of *oddawać* are clearly pronounced.

CD4 Track 5

sprzedawać 'to sell', *sprzedaję* 'I sell, am selling'; *pan / pani sprzedaje* 'you sell, are selling'.

prosić 'to ask, request', *proszę* 'I am asking'; *proszę* also means 'please': *proszę mi pomóc* 'please help me'; *proszę* can also be said when handing something over to mean 'here you are'.

dziękować 'to thank'; *dziękuję* 'I thank' = 'thank you': *dziękuję bardzo* 'I thank very' = 'thank you very much'.

21

CD4 Track 6

In Polish, if you want to emphasise the 'you' of 'thank you' you can say *dziękuję panu / pani* 'I thank to you' = 'thank **you**' (speaking formally), *dziękuję ci* (inf.).

The 'for' after 'thank you', i.e. 'thank you for ...', is *za* in Polish: *dziękuję panu bardzo za telefon* 'thank you (masc.) very much for the telephone call'.

proszę means 'you're welcome' as well as 'please': *bardzo proszę* 'very I ask' = 'you're very welcome'.

gotować 'to cook', *gotuję* 'I cook, am cooking', *pan / pani gotuje* 'you cook, are cooking', *on gotuje* 'he cooks, is cooking'.

obiad 'dinner'; *on gotuje obiad dzisiaj* 'he is cooking the dinner today'.

CD4 Track 7

The ending -ować is very common on Polish verbs, including for new verbs coming into Polish from other languages, e.g. *skanować* 'to scan': *skanuję* 'I scan, am scanning', *pan / pani skanuje* 'you scan, are scanning'. Another verb of this type is *pracować* 'to work': *pracuję* 'I work, am working', *pan / pani pracuje* 'you work, are working', *on / ona pracuje* 'he / she works, is working': *gdzie pani pracuje?* 'where do you (fem.) work?'

22

CD4 Track 8

my 'we'. The verb ending in the 'we' form is also *-my*. There is no need to say *my* for 'we' in Polish except for emphasis, as the *-my* verb ending makes it clear: *pracujemy* 'we work', *gotujemy* 'we cook', *skanujemy* 'we scan', *czytamy* 'we read', *umiemy* 'we are able, know how to', *możemy* 'we can', *chcemy* 'we want', *lubimy* 'we like'.

Where English uses an '-ing' form after for example the verb 'to like', Polish mostly uses the basic 'to' form: *lubimy mówić po polsku* 'we like to speak Polish' = 'we like speaking Polish'; *nie lubię gotować* 'I don't like cooking'.

prezenty 'presents': *lubimy dawać prezenty* = 'we like giving presents'.
lubisz 'you (inf.) like'.

CD4 Track 9

iść 'to go (on foot), to come'; *muszę już iść* 'I must already to go' = 'I must go now'.

To say 'to' a concert in Polish, use *na*: *nie chcę iść na koncert* 'I don't want to go to a concert'.

idę 'I go, am going', *pan / pani idzie* 'you go, are going', *on / ona idzie* 'he / she goes, is going'; *gdzie pan idzie?* 'where are you (masc.) going?'

Word order can change the meaning of the sentence in Polish: *idę już* 'I go already' = 'I'm going already'; *już idę* 'already I go' = 'I'm coming!' (in response to someone hurrying you along).

CD4 Track 10

When saying *idę* 'I am going', in Polish, it does not refer to something you are going to do in the future, like in English; it means you are physically going to do the action now or very soon, or are on your way there: *idę coś kupić* 'I'm going to buy something' ('I'm on my way to buy something').

There is no need to say 'some' in Polish: *idę kupić mleko* 'I go to buy milk' = 'I'm going to buy some milk'.

CD4 Track 11

być 'to be': *chcę być tutaj* 'I want to be here'.

The basic 'to' form of most Polish verbs ends in *-ć*, e.g. *być* 'to be', *czytać* 'to read', but there is a small group of verbs which end in *-c*. So far you have met *móc*, the infinitive of 'may / can', and *pomóc* 'to help'.

CD4 Track 12

jesteśmy 'we are'.

There are two words for 'they' in Polish: *oni* for men only or for a mixed group of people and *one* for a group of women. The endings of *oni* and *one* are reflected in the endings of the plural adjectives: *one są gotowe* 'they (fem.) are ready'; *oni są gotowi* 'they (masc.) are ready'.

jesteśmy gotowe 'we are ready' (referring to women), *jesteśmy gotowi* 'we are ready' (referring to men, or to a mixed group).

CD4 Track 13

jechać 'to go' (by transport); *jadę* 'I go, am going' (by transport), *pan / pani jedzie* 'you go, are going' (by transport).

wakacje 'holiday'; *na wakacje* 'on holiday'; *jadę na wakacje* 'I'm going on holiday'.

do 'to': *do Polski* 'to Poland'; *do Ameryki* 'to America'; *Anglia* 'England', *do Anglii* 'to England'; *z* 'from': *z Polski* 'from Poland'.

CD5 Track 1

z Anglii 'from England'; *z Ameryki* 'from America'.

wracać 'to return (from a place)', *wracam* 'I return, am returning', *pan / pani wraca* 'you return', *on wraca* 'he returns'.

CD5 Track 2

długo 'long'; *niedługo* 'not long, before long'; *ona wraca niedługo* 'she is returning before long'.

późno 'late'; *jest późno* 'it is late'.

23

24

CD5 Track 3

wy 'you' (pl. inf.). To form the *wy* form of the verb, add *-cie* to the *pan* / *pani* or *on* / *ona* form. There is no need to say the *wy* in Polish unless you want to emphasise the word 'you'. *wracacie* 'you return, are returning'; *lubicie* 'you like'; *idziecie* 'you go, are going' (on foot); *jedziecie* 'you go, are going' (by transport); *jesteście* 'you are' – in all these examples you are addressing a group of people informally; *jesteście gotowe?* 'are you (fem. pl. inf.) ready?' *dlaczego nie jesteście jeszcze gotowi?* 'why aren't you (masc. pl. inf.) ready yet?'

CD5 Track 4

właśnie 'precisely, exactly, just'; *właśnie ten student* 'precisely this student' = 'this particular student'; *właśnie ta gazeta* 'this particular newspaper'; *właśnie zaczynam* 'I am just beginning'. *właśnie* can also be used to indicate you are right now in the process of doing something: *właśnie to robię* 'I'm just doing it'.

CD5 Track 5

plan 'plan'; *projekt* 'project'; *planować* 'to plan', *planuję* 'I plan, am planning', *pan / pani planuje* 'you plan, you are planning', *on planuje* 'he plans, is planning'.

CD5 Track 6

mieć zamiar 'to have the intention = 'to intend (to do something)'; *mam zamiar* 'I have the intention', *pan / pani ma zamiar* 'you have the intention': *kiedy pan ma zamiar jechać na wakacje?* 'when are you (masc.) intending to go on holiday?'

właśnie mam zamiar 'just I have intention' = 'I'm just about to': *właśnie mam zamiar to zrobić* 'I'm just about to do it'.

CD5 Track 7

uczyć 'to teach'; *uczę* 'I teach, am teaching'; *nie uczę* 'I don't teach'. *codziennie* 'every day'; the double 'n' is pronounced: *uczę codziennie, ale nie uczę dzisiaj* 'I teach every day but I'm not teaching today'.

CD5 Track 8

pan / pani uczy 'you teach, are teaching'; *uczysz* 'you teach, are teaching' (inf. sg.); *on / ona uczy* 'he / she teaches, is teaching'; *uczę go* 'I'm teaching him'; *uczysz ją?* 'are you (inf.) teaching her?'; *dlaczego nie uczysz mnie?* 'why don't you (inf.) teach me?'

nas 'us'; *was* 'you' (pl. inf.): *ona nie uczy nas* 'she doesn't teach us'; *uczę was* 'I'm teaching you' (pl. inf.); *nie rozumiem was* 'I don't understand you (pl. inf.)'.

CD5 Track 9

pan / pani mieszka 'you live': *gdzie pan mieszka?* 'where do you (masc.) live?'

w Anglii 'in England'; *Ameryka* 'America', *w Ameryce* 'in America': *mieszkam w Anglii* 'I live in England'.

od 'since'; *od kiedy?* 'since when?'

In Polish the present tense is often used to translate the English form 'have been -ing' because you are still doing it: *od kiedy pani mieszka w Ameryce?* 'since when you (masc.) live in America' = 'since when have you been living in America?'

CD5 Track 10

prosić o 'to ask for'. In spoken Polish *o* is often omitted: *czy mogę prosić (o) menu?* 'may I ask for the menu?'

bilety 'tickets'; *temat* 'theme, subject': *co pan wie na ten temat?* 'what do you (masc.) know on this subject?'

25

26

CD5 Track 11

Revision of verbs in the *ja* 'I' and *pan / pani* 'you', he, she, it forms.

The word *niech*, literally 'may, let' turns a sentence into a command: *niech pan czyta* 'may you (masc.) read' = 'read!'; *niech pan je* 'eat!' (said to a man); *niech pan już idzie* 'please go now' (said to a man); *niech pan nie przeprosza* 'don't apologise!' (said to a man); *niech ona to robi* 'may she it do' = 'let her do it'; *niech on to przygotowuje* 'let him prepare it'.

CD5 Track 12

długo 'long, a long time'; *tak długo* 'so long, such a long time': *pracuję tutaj już długo* 'I work here already long' = 'I've been working here for a long time already'.

mieszkacie 'you (inf. pl.) live'; *mieszkasz* 'you (inf. sg.) live'; *pracujesz* 'you (inf. sg.) work'.

jak długo? 'how long?'; *rok* 'year': *ona mieszka tutaj rok* 'she lives here year' = 'she's been living here for a year'.

CD6 Track 1

będę 'I will be'; *nie będę* 'I won't be'; *pan / pani będzie* 'you will be'; *on / ona / to będzie* 'he / she / it will be'.

niedaleko 'not far'; *zaraz* 'in a moment, soon': *zaraz tam będę* 'I'll be there in a moment'; *nic dzisiaj nie będzie gotowe* 'nothing is going to be ready today'.

CD6 Track 2

będę / będzie act as helping words to form the future tense in Polish, rather like the English word 'will': *będę pracować* 'I will work, be working'; *pan / pani będzie pracować* 'you will work': *czy pan będzie tam pracować?* 'will you work there?'

poźniej 'later': *będę to robić poźniej* 'I will be doing it later'.

27

CD6 Track 3

koszt 'cost' (noun) = 'the cost'; *kosztować* 'to cost', *to kosztuje* 'it costs'; *ile* 'how much': *ile to kosztuje?* 'how much does it cost?'; *to będzie kosztować* 'it will cost': *ciekawy jestem ile to będzie kosztować* 'I (masc.) wonder how much it will cost'.

CD6 Track 4

drogi (masc.), *droga* (fem.), *drogie* (neut.) 'dear, expensive'; *to jest (za) drogie* 'it is (too) expensive'.

brat 'brother'; *mama* 'mother': *drogi brat* 'dear brother'; *droga mama* 'dear mother'.

CD6 Track 5

będę gotować 'I will cook, be cooking'; *on będzie gotować* 'he will cook, be cooking'; *będę czytać* 'I will read, be reading'; *on nic nie będzie gotować* 'he won't be cooking anything'.

będziesz 'you (inf.) will': *będziesz jeść* 'you will eat'; *kiedy będziesz gotowa?* 'when will you (fem.) be ready?'; *co będziesz robić później?* 'what are you (inf.) going to do later?'

być może 'perhaps, maybe': *być może będę coś czytać* 'perhaps I will read something'.

CD6 Track 6

The 'we' form of the plural 'will' or 'will be' has the same ending *-my* as in the present tense: *będziemy* 'we will be'; *nie będziemy* 'we won't be'; *będziemy jeść* 'we will eat, be eating'; *będziemy gotować* 'we will cook, be cooking'; *będziemy czytać* 'we will read, be reading'; *co będziemy robić?* 'what will we do / be doing?'

wieczorem 'in the evening': *będziemy tam wieczorem* 'we will be there in the evening'.

The 'you' (inf.) (wy) form of the plural 'will' or 'will be' has the same ending *-cie* as in the present tense: *będziecie* 'you will be'; *nie*

28

będziecie 'you won't be': *będziecie tam wieczorem?* 'will you be there in the evening?'; *będziecie gotować?* 'will you be cooking?'

CD6 Track 7

będziecie mieszkać 'you (pl. inf.) will live, be living': *będziecie mieszkać w Anglii?* 'are you going to live in England?' (talking to a group of people informally).

In the present tense of the verb 'to prefer' the 'you' (pl. inf.) form is *wolicie*, and the 'we' form is *wolimy*: *dlaczego wolicie mieszkać w Anglii?* 'why do you prefer to live in England?'; *wolimy mieszkać w Ameryce* 'we prefer to live in America'.

The 'they' form of 'to go on foot' in the present tense has the ending -ą: *idą* '(they) go, are going'. The same ending is used in the future tense: *będą* '(they) will be': *gdzie oni będą mieszkać?* 'where are they (masc. / mixed group) going to live?'; *one będą mieszkać w Polsce* 'they (fem.) will live in Poland'.

CD6 Track 8

ja też 'I also, me too'. *Ja* is needed in sentences containing 'also' as it is emphatic: *ja też będę tutaj jutro* 'I also will be here tomorrow'.

czekać 'to wait': *będę czekać* 'I will be waiting'; *oni / one będą czekać* 'they will be waiting'; *ona będzie czekać* 'she will be waiting'.

The 'for' as in 'wait **for**' is *na* in Polish: *na mnie* 'for me', *na pana* 'for you' (talking to a man formally), *na panią* 'for you' (talking to a woman formally): *oni będą tutaj na panią czekać* 'they (masc. / mixed group) will be waiting for you here'.

wiecie 'you know' (pl. inf.); *przepraszamy* 'we are sorry'; *dzisiaj wieczorem* 'today in the evening' = 'this evening': *czy pani wie co ona będzie robić dzisiaj wieczorem?* 'do you (fem.) know what she will be doing this evening?'

to samo co ja 'the same what I' = 'the same as me': *ona będzie robić to samo co ja* 'she will be doing the same as me'.

przepraszam pana / panią 'excuse me, sir / madam' – apologising to, or attracting the attention of, a specific person.

CD6 Track 9

There are different plural endings for adjectives, depending on whether you are describing masculine or feminine people: *one będą gotowe* 'they will be ready' (talking about women); *oni będą gotowi* 'they will be ready' (men or a mixed group of men and women).

zdrowy 'healthy' (masc. sg.), *zdrowa* (fem. sg.), *zdrowe* (fem. pl.), *zdrowi* (masc. pl., or mixed): *one nie są zdrowe* 'they not are healthy' = 'they (fem.) aren't healthy', *oni nie są zdrowi* 'they (masc. / mixed group) aren't healthy'.

The plural of *pan* and *pani*, i.e. formal 'you', is *państwo*. This word can be used to mean 'ladies and gentlemen' or to address a couple. *Państwo* also means 'state, nation': *czy państwo są zdrowi* 'are you healthy?' (formal plural, mixed group); *kiedy państwo będą gotowi?* 'when will you be ready?' (talking to a mixed group, formally).

CD6 Track 10

There are three genders in the singular in Polish – masculine, feminine and neuter. In general, in the singular, masculine nouns end in a consonant, feminine nouns end in -a and neuter nouns end in -o or -e. The word for 'my' also has three genders in the singular: *mój* (masc.), *moja* (fem.), *moje* (neut.).

czek 'cheque'; *dom* 'house': *proszę to mój czek* = 'here's my cheque' (the *to* can be omitted).

kolacja 'supper'; *kawa* 'coffee'; *śniadanie* 'breakfast': *mój obiad* 'my dinner'; *moja kolacja* 'my supper'; *moje śniadanie* 'my breakfast'.

wiesz 'you know' (inf. sg.); *czy wiesz gdzie jest moje wino?* 'do you (inf. sg.) know where my wine is?'

Adjectives have different forms for gender, too: singular masculine adjectives end in -y or -i, feminine in -a and neuter in -e.

CD7 Track 1

wiza 'visa': *moja wiza* 'my visa'.

'Your' (formal) does not change according to gender, unlike *mój*,

29

30

because you are literally saying 'of the lady' and 'of the gentleman'; the feminine form is *pani* and the masculine form is *pana*: *pani wiza* 'your visa', *pani paszport* 'your passport' (speaking to a woman); *pana wiza* 'your visa', *pana paszport* 'your passport' (speaking to a man); *to nie jest mój problem ale pani* 'that isn't my problem, but yours (fem.)'.

Similarly, the words for 'his' and 'her' do not change, either, because they mean literally 'of him' and 'of her'. They are the same for all genders and for singular and plural: *jego* 'of him' = 'his'; *jej* 'of her' = 'her': *jego wino* 'his wine', *jego kawa* 'his coffee'; *jej kawa* 'her coffee', *jej dom* 'her house': *gdzie jest jej dom?* 'where is her house?'; *czy to jest jego dom?* 'is this his house?'

to są 'this are' = 'these are': *czy to są jej gazety?* 'are these her newspapers?'

CD7 Track 2

rezerwacja 'reservation'; *obserwacja* 'observation'; *operacja* 'operation'; *organizacja* 'organisation'. To form the verb from these words, remove *-acja* and add *-ować*: *rezerwować* 'to reserve'; *obserwować* 'to observe'; *operować* 'to operate'; *organizować* 'to organise'; *organizuję* 'to I organise it'.

To form the 'they' ending of verbs ending in *-ę* in the 'I' form, take off the *-ę* and add *-ą*: *oni / one organizują* 'they organise, are organising'; *oni / one rezerwują* 'they reserve, are reserving'; *oni / one obserwują* 'they observe, are observing'; *one organizują* 'they (fem.) are organising it'; *oni tego nie obserwują* 'they (masc.) don't observe it'.

na kiedy? 'for when?': *na kiedy oni to rezerwują?* 'for when are they (masc.) reserving it?'

CD7 Track 3

oni / one idą 'they go, are going'; *robię* 'I do, am doing', *oni / one robią* 'they do, are doing'; *one nie mówią po polsku* 'they (fem.) don't speak Polish'; *lubię czytać* 'I like reading', *oni nie lubią czytać* 'they (masc.) don't like reading'.

The same ending is used on the *państwo* or 'you' formal plural form as on the *oni / one* 'they' form: *państwo organizują* 'you organise, are organising'; *państwo rezerwują* 'you reserve, are reserving': *czy państwo to rezerwują?* 'are you reserving it?'; *kiedy państwo będą operować?* 'when will you operate?'

wiemy 'we know': *nie wiemy kiedy będziemy operować* 'we don't know when we will operate'.

Verbs ending in *-m* in the 'I' form form their 'they' form by adding *-j* before the usual *-ą* ending to the *pan / pani / on / ona* form: *on czyta* 'he reads, is reading', *oni / one czytają* 'they read, are reading'; *oni / one mieszkają* 'they live, are living'; *oni / one umieją* 'they know how to'.

31

CD7 Track 4

oni / one wiedzą 'they know'; *oni / one jedzą* 'they eat, are eating'.

The verb endings for 'they' are also used with *państwo*, 'you' (plural formal): *czy państwo jedzą teraz śniadanie?* 'are you eating breakfast now?'

niech pan / pani to kupi 'buy it!' Adding *proszę* ('I ask' / 'please') makes the command more polite. To give a command in the plural, say *niech państwo* with the appropriate verb form: *niech państwo to robią* 'do it!'; *niech państwo to czytają* 'read it!'; *niech państwo jedzą* 'eat!' (said when offering food to guests).

CD7 Track 5

się 'oneself'. This word combines with *mieć* 'to have' when talking about how you feel or how you are: *mieć się* 'to have oneself' = 'to feel'. *Się* never changes, regardless of who is speaking or being referred to: *mam się dobrze* 'I have myself well' = 'I am well'; *jak się pan / pani ma?* 'how are you?' (formal); *jak się masz?* 'how are you?' (inf. sg.).

When Poles ask you 'How are you' they do want to know how you are, unlike English-speakers, for whom the question 'How are you?' often just means 'Hi' or 'Hello'.

32

twój 'your' (masc.), *twoja* (fem.) (inf.): *twój brat* 'your brother'; *twoja mama* 'your mother': *jak się ma twoja mama?* 'how's your mother?'; *jak się ma twój brat?* 'how's your brother?'; *moja mama ma się bardzo dobrze, a twoja?* = 'my mother's very well, and yours?'

CD7 Track 6

nazywać się 'to call oneself' = 'to be called'; *nazywam się* 'I call myself' = 'I'm called, my name is'; *pan / pani nazywa się* 'your name is'; *jak się pani nazywa?* 'what is your (fem., formal) name?'; *jak się nazywa twój brat?* 'what is your (inf.) brother's name?'

uczyć się 'to teach oneself' = 'to learn': *uczę się* 'I teach myself' = 'I am learning'; *on uczy się* 'he is learning'; *pan / pani uczy się* 'you are learning'.

syn 'son'; *mój syn uczy się bardzo dobrze* 'my son is learning very well'; *on bardzo lubi uczyć się czytać po polsku* 'he likes learning to read Polish very much'.

CD7 Track 7

To say 'how do you say ...?' use the verb *mówić* 'to speak' with *się*: *mówi się* 'speaks itself' = 'says': *jak się to mówi po polsku?* 'how itself it speaks in Polish' = 'how does one say (it) in Polish?'

przygotować się 'to prepare oneself' = 'to get ready': *muszę się przygotować* 'I must myself prepare' = 'I must get ready'.

to się zaczyna teraz 'it itself starts now' = 'it is starting now'; *kiedy to się zaczyna?* 'when is it starting?' or 'when does it start?'; *kiedy zaczyna się film?* 'when does the film start?'

dowiedzieć się 'to make know oneself' = 'to find out' (based on the verb *wiedzieć* 'to know').

When there are two verbs, *się* 'self', and other little words, usually go between them: *mogę się dowiedzieć* 'I may / can myself make know' = 'I may / can find it out'; *czy mogę się dowiedzieć?* 'may / can I find out?'

CD7 Track 8

ciepło 'warm'; *zimno* 'cold, it is cold'; *dzisiaj jest ciepło* 'today is warm'; *jest zimno* 'it is cold'; *jutro będzie bardzo zimno* 'tomorrow it will be very cold'; *jest mi bardzo zimno* 'is to me very cold' = 'I am very cold'; *tutaj jest za ciepło* 'it is too warm here'; *tam jest za zimno* 'it is too cold there'; *zimniej* 'colder'; *cieplej* 'warmer'.

robi się 'makes itself' = 'it is getting'; *robi się zimno* 'makes itself cold' = 'it is getting cold'; *zaczyna się robić zimno* 'it's starting to get cold'.

znać 'to know somebody or something', *znam* 'I know', *pan / pani zna* 'you know', *znamy* 'we know'; *znam Kraków* 'I know Krakow'; *nie znam go dobrze* 'I don't know him well'; *czy pani ją zna?* 'do you (fem.) know her?'

się can also mean 'each other' as well as oneself: *znać się* 'to know oneself' or 'to know each other'; *znamy się już bardzo długo* 'we know ourselves already very long' = 'we've known each other for a very long time'.

CD7 Track 9

In the past tense in Polish, gender is taken into account when forming verb endings, unlike in the present tense. So, the ending for the verb after 'I' or 'you' will be different depending on whether a man or a woman is speaking or being referred to, and the endings for 'he', 'she' and 'it' are different.

To form the past tense for most verbs in the singular, the -ć of the basic form of the verb is removed and replaced by -ł, and this gives us the form for 'he'; and then endings are added to make the 'she' and 'it' forms: *być* 'to be', *on był* 'he was', *ona była* 'she was', *ono było* 'it was'; *było mi zimno* 'I was cold'.

With some impersonal expressions, i.e. those which do not refer to anyone in particular, in the present tense 'is' is omitted; in the past tense, however, the verb is obligatory, and because it is impersonal, the verb goes into the neuter, or 'it' form: *można było* = 'it was possible'; *nie można było tego kupić* 'it was not possible to buy it'.

33

34

kupić 'to buy', *on kupił* 'he bought, has bought', *ona kupiła* 'she bought, has bought'. The past tense in Polish can translate both the English 'bought' and 'have / has bought'.

przygotować 'to prepare', *on to przygotował* 'he prepared it' or 'he has prepared it'.

Pan and *pani* have the same endings as *on* and *ona* respectively: *pan przygotował* 'you (masc.) prepared' or 'you (masc.) have prepared', *pani przygotowała* 'you (fem.) prepared' or 'you (fem.) have prepared'.

CD7 Track 10

The 'I' form in the past tense has different forms depending on gender; a man would say *byłem* 'I was' and a woman would say *byłam* 'I was'.

wczoraj 'yesterday'; *byłem tam wczoraj* 'I (masc.) was there yesterday'; *byłam tam wczoraj* 'I (fem.) was there yesterday'; *nie byłem gotowy wczoraj* 'I (masc.) wasn't ready yesterday'; *nie byłam gotowa wczoraj* 'I (fem.) wasn't ready yesterday'.

zajęty (masc.), *zajęta* (fem.), *zajęte* (neut.) 'busy, engaged, occupied': *byłem bardzo zajęty* 'I (masc.) was very busy'; *telefon był zajęty* 'the telephone was engaged'; *to nie było zajęte* 'it was not occupied'.

To ask whether a seat is occupied, ask *czy to jest zajęte?* 'is it occupied?' or just *zajęte?* 'occupied?' with rising intonation.

na nią 'for her': *czy pani też na nią czekała?* 'did you (fem., formal) also wait for her?'; *na niego* 'for him': *nie czekałem na nią ale czekałem na niego długo* 'I (masc.) didn't wait for her but I waited for him for a long time'.

CD8 Track 1

czytałem 'I (masc.) read / was reading'; *czytałam* 'I (fem.) read / was reading'.

dużo 'a lot': *wczoraj czytałam dużo* 'I was reading a lot yesterday'.

pan kupił 'you (masc.) bought'; *pani kupiła* 'you (fem.) bought'; *nic nie kupiłem* 'I (masc.) didn't buy anything'.

35

In the present tense in Polish, the *ty* (inf. sg.) form only has one ending, regardless of gender, so *jesteś* means 'you are', referring to a man or a woman, but there are two endings in the past tense – masculine and feminine: *byłeś* 'you were' (addressing a man, informally), and *byłaś* 'you were' (addressing a woman informally).

CD8 Track 2

czytałaś 'you (fem., inf.) were reading it'; *gotowałaś* 'you (fem., inf.) were cooking'. The final -ś of the *ty* 'you' (inf. sg.) form can be detached from the verb and move to another word in the sentence, usually the first. So it's possible to say *dłaczegoś to czytała?* as well as *dłaczego to czytałaś?* to mean 'why were you reading it?' When the final -ś is removed from the verb ending, what is left ends in -ła, still a past tense feminine ending. Masculine verbs take off the vowel as well so you are left with the basic past tense ending -ł; *gdzie byłeś wczoraj?* 'where were you (masc., inf.) yesterday?' can become *gdzieś był wczoraj?*

CD8 Track 3

one były 'they were' (referring to women): *one były gotowe* 'they (fem.) were ready'.

Pani has a plural form, which is *panie*, used to address a group of women formally. It takes the same verb ending as *one*: *co one robiły?* 'what were they (fem.) doing?'; *co panie wczoraj robiły?* 'what were you (fem. pl., formal) doing yesterday?'; *czy panie coś kupiły?* 'have you (fem. pl., formal) bought something?'

na nas 'for us': *jak długo panie na nas czekały?* 'how long were you (fem. pl., formal) waiting / did you wait for us?'

CD8 Track 4

oni byli 'they were' (referring to men): *oni nie byli gotowi* 'they (masc.) were not ready'.

The plural form of *pan*, to address a group of men formally, is *panowie*. It takes the same verb ending as *oni*: *panowie byli* 'you

36

(masc. pl., formal) were'; *co panowie tam robili?* 'what were you (masc. pl., formal) doing there?'

The masculine plural form of *zajęty* 'busy' is *zajęci* with -c-: *oni byli zajęci* 'they (masc.) were busy'.

wszyscy 'everybody'. This word takes a plural verb, so in Polish you are actually saying 'everybody were': *wszyscy byli zajęci* 'everybody was busy'; *czy panowie byli zajęci wczoraj?* 'were you busy yesterday?' (asking a group of men formally).

The same masculine 'they' ending is used after *państwo* 'you', when addressing a mixed group of people formally: *co państwo wczoraj robili?* 'what were you doing yesterday?' *gdzie panowie na nią czekali?* 'where were you (masc. pl., formal) waiting / did you wait for her?'

państwo also means 'Mr and Mrs': *państwo Nowak / Nowakowie* 'Mr and Mrs Nowak'; *czy państwo Nowakowie byli wczoraj bardzo zajęci?* 'Were Mr and Mrs Nowak very busy yesterday?'

CD8 Track 5

The 'we' form of the past tense has two forms, like the 'they' form; it is formed by adding -śmy to the 'they' form: *one były* 'they (fem.) were'; *byłyśmy* 'we (fem.) were'; *oni byli* 'they (masc.) were'; *byliśmy* 'we (masc. / mixed group) were'; *czytałyśmy* 'we (fem.) were reading'; *kupiliśmy* 'we (masc. / mixed group) bought'.

na was 'for you (pl. inf.)': *nie czekaliśmy na was długo* 'not we (masc.) waited for you long' = 'we didn't wait for you for a long time'.

CD8 Track 6

Verbs whose basic or 'to' form ends in -eć change the e to an a before t: *on miał* 'he had, has had'; *pan miał* 'you (masc.) had, have had'; *pani nie miała* 'you (fem.) didn't have, haven't had'.

dowiedzieć się 'to make know oneself' = 'to find out'; *pan się dowiedział* 'you (masc., formal) yourself made know' = 'you found out, have found out'; *pani się dowiedziała* 'you (fem., formal) found out, have found out'; *jeszcze się nie dowiedziałam* 'I (fem.) haven't found out yet'.

CD8 Track 7

ona mi powiedziała 'she told me'; *ona ci powiedziała* 'she told you (inf. sg.)'; *on pani powiedział* 'he told you (fem. sg., formal)'; *nic nie powiedziałam* 'I (fem.) didn't say anything'; *nie wiedziałem co powiedzieć* 'I (masc.) didn't know what to say'.

When reporting the words of another person, you use the same tense as was used by the original speaker: *powiedziałam, że jestem zajęta* 'I (fem.) said that I am busy' = 'I said that I was busy'; *on powiedział że nie będzie jutro zajęty* 'he said that he wouldn't be busy tomorrow'. In Polish, there is no need to repeat 'I', 'you', 'he' or 'she' in the second part of the sentence if the same person is being referred to as in the first part.

CD8 Track 8

ona miała means 'she was supposed to' as well as 'she had': *ona miała tam pracować* 'she was supposed to work there'.

Since *musieć* 'to have to, must' ends in -eć, the e changes to an a before t: *ona musiała* 'she had to'; *pani musiała* 'you (fem. sg., formal) had to'; *panie musiały* 'you (fem. pl, formal) had to'.

musiałyśmy 'we (fem.) had to'; *pracowałyśmy* 'we (fem.) worked'. This -śmy ending does not affect the stress, which is still carried by the syllable before the past tense -łyśmy or -liśmy ending.

The form for men and mixed groups of people plural past tense ends in -li, which can follow an e, so there is no need to change the vowel, as in the form for women: *oni mieli* 'they had to, were supposed to'; *oni musieli* 'they had to'. This form is also used for a mixed group. The 'we' form for masculine and mixed groups is *musieliśmy* 'we (masc.) had to'.

dom 'house, home'; *w domu* 'in house' = 'at home'.

The -śmy ending can be detached in colloquial speech, and tagged on to the end of the first word of a sentence or question: *wczoraj musieliśmy być w domu* 'we had to be at home yesterday' or *wczorajśmy musieli być w domu*.

37

CD8 Track 9

To form the *wy*, 'you' (pl. inf.), form in the present tense, add *-cie* to the '*pan / pani*, he / she / it' form: (*on*) *wraca* 'he is returning'; *wracacie* 'you (pl. inf.) are returning'. The *wy* 'you' (pl. inf.) form in the past tense is formed by adding *-ście* (as in *jesteście*, 'you are') to the 'they' or 'you' (pl. formal) past tense forms: *one były* 'they (fem.) were'; *byłyście* 'you (fem. pl. inf.) were'; *panie musiały* 'you (fem. pl. formal) had to'; *musiałyście* 'you (fem. pl. inf.) had to'; *oni musieli* 'they (masc.) had to'; *musieliście* 'you (masc. pl. inf.) had to'; *oni robili* 'they (masc.) were doing'; *robiliście* 'you (masc. pl. inf.) were doing'.

The past tense of *móc* 'to may / can' does not follow the pattern above. It belongs to a small group of verbs which base their past tense forms on the present tense rather than the infinitive – in this case on the 'I' form, *mogę*: remove the *-ę* ending and add the past tense endings as usual. So *ona mogła* 'she could'; *pani mogła* 'you (fem. sg., formal) could'; *mogłam* 'I (fem.) could'; *mogłem* 'I (masc.) could'; *one mogły* 'they (fem.) could'; *oni mogli* 'they (masc.) could'; *mogliśmy* 'we (fem.) could'; *mogliśmy* 'we (masc.) could'; *on mógł* 'he could'; *pan mógł* 'you (masc. sg., formal) could'; *on mógł to kupić* 'he could buy it'.

CD8 Track 10

naprawdę 'really, indeed'

gratulacje 'congratulations'; *gratulować* 'to congratulate'; *gratuluje* 'I congratulate'; *gratuluje panu / pani* 'I congratulate to you (sg., formal)' = 'I congratulate you'

wracamy 'we return, are returning'; *jedziemy* 'we go, are going' (by transport); *wracamy niedługo, ale teraz jedziemy na wakacje* 'we are returning before long, but now we are going on holiday'.

Your guide to the Michel Thomas Method courses

- No books
- No writing
- Just confidence

Introductory course (2 CDs)

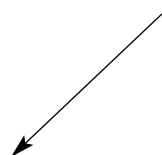
- First 2 hours of the Foundation course
- A taster of the Michel Thomas Method
- **£14.99**

**Foundation course** (8 CDs)

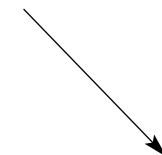
- 8-hour course for beginners
- Track listing
- **£70.00**

**Advanced course** (4 CDs)

- 5-hour follow-on to Foundation course
- Track listing
- **£50.00**

**French, German, Italian, Spanish Vocabulary course** (5 CDs)

- Learn 1,000 words – painlessly – in 6 hours
- Track listing
- **£30.00**

**'New' languages Vocabulary course** (4 CDs)

- Learn hundreds of words – painlessly – in 5 hours
- Track listing
- **£40.00**

The Michel Thomas Method product range

Introductory course (2 CDs*) £14.99

Arabic	ISBN: 978 0340 95728 8
Dutch	ISBN: 978 0340 97170 3
French	ISBN: 978 0340 78064 0
German	ISBN: 978 0340 78066 4
Italian	ISBN: 978 0340 78070 1
Japanese	ISBN: 978 0340 97458 2
Mandarin	ISBN: 978 0340 95722 6
Polish	ISBN: 978 0340 97518 3
Portuguese	ISBN: 978 0340 97166 6
Russian	ISBN: 978 0340 94842 2
Spanish	ISBN: 978 0340 78068 8

*These are the first 2 hours of the Foundation course.

Foundation course (8 CDs) £70

Arabic	ISBN: 978 0340 95727 1
Dutch	ISBN: 978 0340 97169 7
French	ISBN: 978 0340 93891 1
German	ISBN: 978 0340 93892 8
Italian	ISBN: 978 0340 93894 2
Japanese	ISBN: 978 0340 97457 5
Mandarin	ISBN: 978 0340 95726 4
Polish	ISBN: 978 0340 97517 6
Portuguese	ISBN: 978 0340 97167 3
Russian	ISBN: 978 0340 94841 5
Spanish	ISBN: 978 0340 93893 5

Advanced course (4 CDs) £50

Arabic	ISBN: 978 0340 95729 5
Dutch	ISBN: 978 0340 97171 0
French	ISBN: 978 0340 93898 0
German	ISBN: 978 0340 93913 0
Italian	ISBN: 978 0340 93900 0
Japanese	ISBN: 978 0340 97459 9
Mandarin	ISBN: 978 0340 95723 3
Polish	ISBN: 978 0340 97517 6
Portuguese	ISBN: 978 0340 97168 0
Russian	ISBN: 978 0340 94843 9
Spanish	ISBN: 978 0340 93899 7

In the **Review courses** you will hear only the voice of the teacher giving the English prompts and the foreign language responses. As there are no students, there is no teaching of the language structures, and so these courses are ideal for the learner at home to check for areas causing difficulty and to revisit the relevant teaching point in the Foundation or Advanced course.

Foundation Review course (2 CDs) £20

French	ISBN: 978 0 340 92937 7
German	ISBN: 978 0 340 93895 9
Italian	ISBN: 978 0 340 93897 3
Spanish	ISBN: 978 0 340 93896 6

Advanced Review course (1 CD) £10

French	ISBN: 978 0 340 93901 7
German	ISBN: 978 0 340 93902 4
Italian	ISBN: 978 0 340 93904 8
Spanish	ISBN: 978 0 340 93903 1

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

Language Builders (2 CDs) £20

French	ISBN: 978 0 340 78969 8
German	ISBN: 978 0 340 78973 5
Italian	ISBN: 978 0 340 78975 9
Spanish	ISBN: 978 0 340 78971 1

The **Vocabulary courses** carry forward the Michel Thomas Method teaching tradition and faithfully follow this unique approach to foreign language learning, with the all-audio and 'building-block' approach.

Vocabulary courses: French, German, Italian, Spanish (5 CDs) £30

French	ISBN: 978 0 340 93982 6
German	ISBN: 978 0 340 93984 0
Italian	ISBN: 978 0 340 93983 3
Spanish	ISBN: 978 0 340 93973 4

Vocabulary courses: 'new' languages (4 CDs) £40

Arabic	ISBN: 978 0 340 98323 2
Mandarin	ISBN: 978 0 340 98358 4
Russian	ISBN: 978 0 340 98324 9

Background reading

The Test of Courage is Michel Thomas's thrilling biography. Written by acclaimed journalist Christopher Robbins, it tells the story of the world's greatest language teacher and of how his experience at the hands of the Gestapo fuelled his passion for language teaching.

ISBN: 978 0340 81245 7; paperback; £9.99

In *The Learning Revolution* renowned instructional psychologist Dr Jonathan Solity draws on professional experience and lengthy discussions with Michel Thomas to explain how and why the Michel Thomas Method of language teaching works where so many others fail.

ISBN: 978 0340 92833 2; hardback; £19.99

The **Michel Thomas Method Special Editions** comprise:

- The Foundation course on CD
- The Language Builder CD
- Sample hours from 2 other languages
- A CD wallet to store the course in
- Michel Thomas' biography *The Test of Courage*

Special Editions £99

French	ISBN: 978 0 340 81402 4
Italian	ISBN: 978 0 340 81403 1
Spanish	ISBN: 978 0 340 88289 4

These Michel Thomas Method products are available from all good bookshops and online booksellers.

To find out more, please get in touch with us

For general enquiries and for information about the Michel Thomas Method:

Call: 020 7873 6354 Fax: 020 7873 6325

Email: mt-enquiries@hodder.co.uk

To place an order:

Call: 01235 400414 Fax: 01235 400454 Email: uk.orders@bookpoint.co.uk
www.michelthomas.co.uk

You can write to us at:

Hodder Education, 338 Euston Road, London NW1 3BH

Visit our forum at:

www.michelthomas.co.uk

Download and learn a new language anywhere

Now you can download the Michel Thomas Method language courses straight to your PC or Mac. Add them to your personal audio player and take them anywhere. They work with all models of iPod®, Creative®, Palm®, other players, smartphones and other mobile phones: over 500 devices in all.

Listen as you travel, while you drive, or any time your ears are free but your hands are busy.

Four easy steps to download your Michel Thomas Course:

1. Browse by language or skill set and find your course
2. Add to the shopping cart, register and purchase
3. Install our quick and easy software
4. Download and learn

Your purchase is quick and secure, guaranteed by Audible®, the Internet's largest provider of digital spoken-word audio.

For more information, visit **www.audible.co.uk/michelthomas**



Have your say! Listener response form

1. What is your name?
2. Are you ☐ male or ☐ female?
3. What is your age?
4. What is your occupation?
5. What is your address (email and/or postal)?
6. How did you hear about the Michel Thomas Method?
7. Why are you learning a language?
8. Which language are you studying?
9. Which of the Michel Thomas Method courses have you done?
10. Where did you buy/borrow them from?
11. Have you tried another method before? If so, which product?
12. What's the best thing about learning with the Michel Thomas Method?

Please send this form to our FREEPOST address:

Hodder Education Consumer Marketing, 338 Euston Road,
FREEPOST NW6148, London NW1 3BH

If you would like to be put on the Michel Thomas Method mailing list to be kept up to date with the latest offers and new products, please tick the box ☐

The Michel Thomas Method aims to offer a great learning experience. If you have any comments or suggestions please email us at **mtenquiries@hodder.co.uk**

Michel Thomas[®] method

Learn another language the way you learnt your own

Press reviews for the Michel Thomas Method language courses

The Times

'the nearest thing to painless learning'

The Daily Telegraph

'works like a dream'

Sunday Business

'...ideal for any business traveller who needs to be able to get around confidently'

Time Out

'...five minutes into the first CD, you already feel like you're winning'

Red

'Hugely inspiring'

Daily Star

'Michel's methods will teach you effectively and easily'

The Daily Telegraph

'a great way to learn; it's fast and it lasts'