

Michel Thomas® method

Polish

Advanced Course

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Michael Thomas method[®]

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Advanced Course

Jolanta Cecuła

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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.

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

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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 students', 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, 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, Loreta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,

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

- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris; Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.

- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

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Track listing

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Abbreviations

Ø: no ending; A: accusative; D: dative; f / fem: feminine; G / gen: genitive; I: instrumental; impf: imperfective; inf: informal; L: locative; m / masc: masculine; n: neuter; N: nominative; pf: perfective; pl: plural; sg: singular; V: vocative

'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

Zaczynamy 'Let's start'; *coś* 'something'; *ktoś* 'somebody'; *na wakacjach* 'on holiday'; *Byłem na wakacjach* 'I (masc) was on holiday'. The ending of *wakacje* 'holiday' has changed to *-ach* because there is no movement involved (*na* 'on' is followed by the locative case here).

raz 'once, one time'; *ile?* 'how much, how many?'; *ile razy?* 'how many times?' *Raz* is in the genitive plural here. The genitive case normally expresses possession and belonging, so *ile razy?* literally means 'how many of times?' The letter *z* sounds like *s* when it is at the end of a word. *tylko* 'only'; *tylko raz* 'only once'; *wiele* 'many'; *wiele razy* 'many times' (lit. 'many of times').

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CD1 Track 2

bywać 'to be (somewhere) often, to frequent'; *Bywam tam codziennie* 'I am there every day'. In *codziennie* 'every day', the double *n* is pronounced as two separate consonants. Here the second *n* is followed by the vowel *i*, which softens it, so it sounds like the consonant *ń*. *dziennie* 'a / per day'; *Bywałam / bywałam tam wiele razy dziennie* 'I (masc / fem) was there many times a day'.

może 'sea'; *nad morzem* 'by the sea'. The preposition *nad* takes the instrumental case, the ending for which is *-em* (for most masculine and neuter singular nouns); *nad oceanem* 'by the ocean'.

CD1 Track 3

artykuł 'article'; *Czytałam ciekawy artykuł* 'I (fem) was reading an interesting article'; *te* 'these'; *te gazety* 'these newspapers'.

oglądać 'to watch, look at'; *pani oglądała* 'you (fem formal) were watching'; *oglądałem* 'I (masc) was watching'; *Co pan ogląda?* 'What were you (masc formal) watching?' *telewizja* 'television'; *oglądać telewizję* 'to watch television'; *telewizję* is the direct object of the verb and so is in the accusative case.

od 'from'; *do* 'to'; *od czasu do czasu* 'from time to time'. *Od* and *do* are prepositions and take the genitive case. *Ona oglądała telewizję od czasu do czasu* 'She used to watch TV from time to time'.

CD1 Track 4

książka 'book'; *On kupił gazetę a ona kupiła książkę* 'He bought a newspaper and she bought a book'. *gazetę* and *książkę* are direct objects of the verb, and so are in the accusative case: the *-a* of the nominative is changed to *-ę*. The accusative case of *ona* 'she, it' (referring to a feminine noun) is *ją* 'her, it'.

The accusative case of feminine adjectives ends in *-ą*: *Czy pan kupił nową mapę?* 'Have you (masc formal) bought a new map?'

CD1 Track 5

The accusative case of all neuter nouns and of masculine inanimate nouns (i.e. nouns that don't refer to humans or animals) is the same as the nominative, or dictionary, form: *Kupiłam wino* 'I (fem) bought (some) wine'; *Kupiłem nowy dom* 'I (masc) bought a new house'.

The accusative form of *on* 'he, it' (referring to a masculine noun) is *go* 'him, it'; *Dlaczego go kupiłeś?* 'Why did you buy it?' (the 'it' refers to a masculine thing).

In the plural, the nominative and the accusative of feminine nouns are the same: *Kupiłyśmy mapy* 'We (fem) bought (some) maps'.

CD1 Track 6

zamówić 'to order, book'; *taksówka* 'taxi'; *Zamówiłem taksówkę* 'I (masc) ordered a taxi'; *Czy pani zamówiła taksówkę dla mnie?* 'Have you (fem formal) ordered a taxi for me?'; *Kto zamówił taksówkę?* 'Who ordered the taxi?'; *Nikt nic nie zamówił* 'Nobody ordered anything'; *któ* 'who' and *nikt* 'nobody' always take the masculine verb form.

herbata 'tea'; *Czy pan zamówił kawę czy herbatę?* 'Did you (masc formal) order coffee or tea?'

CD1 Track 7

woda 'water'; *(On) zamówił wodę* 'He ordered (some) water'; *książki* 'books'; *Zamówiłem książki, gazety i mapy* 'I (masc) ordered books, newspapers and maps'.

Zamówiłam gazetę 'I (fem) ordered a newspaper'; *Nie zamówiłam gazety* 'I (fem) didn't order a newspaper'. The ending of 'newspaper' in the negative sentence is different from its ending in the positive sentence. This is because in positive sentences the direct object goes (usually) into the accusative case, but then in negative sentences the direct object goes into the genitive case. For most feminine nouns the genitive singular is the same as the nominative and accusative plural: *Zamówiłam gazety* 'I (fem) ordered newspapers'; *Nie zamówiłam gazety* 'I (fem) didn't order a newspaper'.

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After prepositions, the personal pronouns 'him', 'her' and 'them' add the letter *n* at the beginning to make them easier to say: *jej* 'her'; *dla niej* 'for her'; *dla niego* 'for him' (c.f. *jego* 'his'); *dla nich* 'for them' (c.f. *ich* 'them'): *Czy pani zamówiła to dla niego?* 'Have you (fem formal) ordered it for him?'; *Dlaczego pan nie zamówił tego dla nich?* 'Why haven't you (masc formal) ordered it for them?'

CD1 Track 8

zaprosić 'to invite'; *Zaprosiłem go* 'I (masc) invited him'; *Czy ona zaprosiła ich na obiad?* 'Has she invited them for dinner?'. Note that the *n* is only added to pronouns after prepositions, not when 'him', 'her' and 'them' are the object of the verb; *ich* 'them'; *dla nich* 'for them'.

kogo? 'whom?' (from *kto* 'who'); *Kogo zaprosiłeś?* 'Whom did you (masc informal) invite?'; *dla kogo?* 'for whom?'; *Dla kogo przygotowałaś kolację?* 'For whom have you (fem informal) prepared the supper?'

CD1 Track 9

czas 'time' (passing of time); *Miałam czas wczoraj* 'I (fem) had time yesterday'; *o tym* 'about it'; *Nie wiedziałam nic o tym* 'I (masc) didn't know anything about it' (lit. 'not I knew nothing about it'); *widzieć* 'to see'; *widziałem* 'I (masc) saw / have seen'; *Nie widziałam tego* 'I (fem) didn't see it'; *Kogo widziałas?* 'Whom did you (fem informal) see?'

pana paszport 'your passport' (masc formal); *pan* is a noun (lit. 'gentleman'), not a pronoun. *pana brat* 'your (masc formal) brother'. *brat* is the nominative form; in the accusative it is *brata*. *Widziałam pana brata* 'I (fem) saw your brother'. The accusative case of most masculine animate nouns (i.e. nouns that refer to humans or animals) is the same as the genitive case.

twój brat 'your (inf) brother' (nominative case); *twojego brata* 'your brother' (accusative / genitive case); *Widziałam twojego brata wczoraj* 'I (fem) saw your brother yesterday'; *Nie widziałem twojego brata wczoraj* 'I (masc) didn't see your brother yesterday'. For most masculine animate nouns that are the direct object of the verb, the endings in positive and negative sentences are the same (because accusative and genitive case endings are the same for such nouns).

CD1 Track 10

The accusative case of neuter nouns is the same as the nominative case in positive sentences: *widziałas moje piwo / wino?* 'have you (fem informal) seen my beer / wine?' In negative sentences, as with masculine and feminine nouns, the direct object goes into the genitive case: *Nie widziałam twojego piwa* 'I (fem) haven't seen your (informal) beer'; *Nie widziałas mojego wina?* 'Haven't you (fem informal) seen my wine?'

The genitive case of inanimate masculine nouns usually ends in *-u*: *Nie miałam czasu* 'I (fem) didn't have time'; *Nie kupiłem domu / telefonu* 'I (masc) didn't buy the house / telephone'.

tego is the genitive case of *to* 'it, this': *Dlaczego nie kupiłeś tego telefonu?* 'Why didn't you (masc informal) buy this telephone?' (genitive case because this is a negative sentence).

CD2 Track 1

zamknąć 'to close, lock'; *drzwi* 'door' (always plural in Polish); *okno* 'window'; *On zamknął drzwi* 'He closed the door'; *Ona zamknęła drzwi* 'She closed the door'. Note the vowel change from *a* to *ę* in the past tense of *zamknąć*, which also occurs in the plural forms: *Oni zamknęli okno* 'They (masc) closed the window'; *Dlaczego one nie zamknęły okna?* 'Why didn't they (fem) close the window?' Note the use of the genitive *okna* in negative sentences: *Oni nie zamknęli okna* 'They (masc) didn't close the window'; *Dlaczego one nie zamknęły okna?* 'Why didn't they (fem) close the window?'; the accusative case, for the direct object in positive sentences, would be *okno*.

CD2 Track 2

często 'often'; *Robiłem / robiłam to bardzo często* 'I (masc / fem) did it very often, I used to do it very often'; *ciemne piwo* 'dark beer'; *jasne piwo* 'light beer'. Here *ciemne* and *jasne* are adjectives. *ciemno* 'dark' is an adverb, and is used after 'it is' and 'it is getting': *Jest ciemno* 'it is dark'; *Robi się ciemno* 'it is getting dark'; *Robiło się ciemno* 'it was getting dark'. The verb form 'it was getting dark' indicates a process. Polish does not have the range of tenses that English has ('it got dark, it has got dark, it had got dark' etc.); to indicate that an action has been completed, Polish

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uses another verb form, which is often the familiar verb with a prefix.

Zrobiło się ciemno 'it has got dark, it became dark'. So, the two Polish verbs for the English verb 'to do' are *robić* / *zrobić*; they form their tense endings in the same way. The first verb of the pair describes ongoing or continuous actions, the second verb describes completed actions.

nagle 'suddenly'; *Nagle zrobiło się ciemno* 'it suddenly became dark, it has suddenly got dark'. *zupa* 'soup'; *Zupa robiła się zimna* 'The soup was getting cold'; *Zupa zrobiła się zimna* 'The soup became cold'. The verb and adjective have feminine endings to agree with *zupa* 'soup'. *Co robiłaś?* 'What were you (fem informal) doing?' (a continuous action); *Co zrobiłeś?* 'What did you (masc informal) do, what have you done?' (a completed action).

CD2 Track 3

budować 'to build'; *Budowałam dom* 'I (fem) was building a house'; *Mieszkam sam* / *sama* 'I (masc / fem) live alone'; *Oni mieszkali sami* 'They (masc) lived alone'; *One mieszkaly same* 'They (fem) lived alone'. *Sami budowaliśmy dom* 'We (masc) were building a house ourselves'. The other verb in this pair is *zbudować* 'to build' (completed action, also called perfective). *Same zbudowałyśmy dom* 'We (fem) (have) built the house ourselves'. *Oni budowali hotel* 'They (masc) were building a hotel'; *Oni zbudowali hotel* 'They (masc) (have) built the hotel'.

CD2 Track 4

skanować / *zeskanować* 'to scan'. In this case the prefix is *ze-*, not just *z-*, as this would be too difficult to say before *sk-*. *Skanowała dokument* 'She was scanning the document'; *Zeskanował dokument* 'He (has) scanned the document'.

kończyć / *skończyć* 'to finish'. In this case the prefix is *s-*, not *z-*, because it precedes an unvoiced consonant (*k* is the unvoiced equivalent of the voiced *g*). *Kończyłam gotować obiad* 'I (fem) was finishing cooking dinner'; *Skończyłem czytać książkę* 'I (masc) have finished reading the book'. In both sentences *kończyć* / *skończyć* is followed by the imperfective verb *czytać* 'to read' and can never be followed by its perfective counterpart *przeczytać*.

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język 'language'; *język polski* 'the Polish language'. *Polski* comes after *język* here because it is an adjective that has no opposite. Adjectives that do have an opposite, e.g. 'dark', come before the noun: *ciemne piwo* 'dark beer'.

uczyć się 'to learn' takes the prefix *na* to form its perfective form: *nauczyć się* 'to learn'. The object of *uczyć się* / *nauczyć się* 'to learn' is in the genitive: *Uczyłam się języka polskiego* 'I (fem) was learning Polish' (note that the genitive ending of *język* is *-a*, not *-u*, even though it is a masculine inanimate noun); *Nauczyłem się języka polskiego bardzo szybko* 'I (masc) learnt Polish very quickly' (i.e. completed action).

CD2 Track 5

iść 'to go (on foot), walk'. The past tenses of this verb, like in English, are irregular: *Szedł* 'He was going'; *Pan szedł* 'You (masc formal) were going'; *Szła* 'She was going'; *Szłam* 'I (fem) was going'; *Szedłem* 'I (masc) was going'; *Szli* 'they (fem) were going'; *Szli* 'they (masc) were going'. The *d* (plus its helping vowel *e*) only appear in the masculine singular forms: *Szedł* 'He was going'; *Pan szedł* 'You (masc formal) were going'; *Szedłem* 'I (masc) was going'; *Szedł tam* 'He was going there'; *Pan szedł do teatru* 'You (masc formal) were walking to the theatre'; *Czy oni szli do teatru kiedy pani ich widziała?* 'Were they (masc) going to the theatre when you (fem formal) saw them?'; *Widziałam pana kiedy pan szedł do teatru* 'I (fem) saw you (masc formal) when you were going to the theatre.'

CD2 Track 6

Almost all Polish verbs have two forms, or aspects: the imperfective, which is used for continuous actions, and the perfective, used for completed actions. The perfective form of *iść* 'to go' is *pójść*: *oni poszli* 'they (masc) went'; *one poszły* 'they (fem) went'.

dokąd 'where, where to'. This can be used instead of *gdzie* 'where' in sentences with a verb of motion. Both *dokąd* and *gdzie* are correct, but *dokąd* is of higher register and therefore more precise: *Gdzie one poszły wczoraj wieczorem?* = *dokąd one poszły wczoraj wieczorem?* 'Where did they (fem) go last night?' *Wszyscy poszli do teatru* 'Everybody went to the theatre'.

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The genitive ending of some feminine nouns is -i: *Anglia* 'England'; *do Anglii* 'to England'; *restauracja* 'restaurant'; *do restauracji* 'to the restaurant'. *Poszliśmy* 'We (fem) went'; *Poszliśmy do restauracji na obiad* 'We (fem) went to the restaurant for dinner'.

CD2 Track 7

dawać 'to give'; this is the imperfective form of the verb. The perfective form is *dać* 'to give'. *On dawał jej prezenty* 'He used to give her presents' (imperfective), but *One dały mu prezent wczoraj* 'They (fem) gave him a present yesterday' (perfective). *mu* 'to him'; *komu?* 'to whom?'; *Komu oni to dali?* 'To whom did they (masc) give it?'

spzedawać / sprzedac 'to sell' (imperfective / perfective); *Ona to sprzedada* 'She (has) sold it'; *On nie sprzedal tego jeszcze* 'He hasn't sold it yet'; *Spzedalem* to 'I (masc) sold it'.

CD2 Track 8

swój 'one's own'; this can be translated 'my', 'your', 'his', 'her' etc.: it is used when it refers back to the subject of the verb: *Spzedalem swój komputer wczoraj* 'I (masc) sold my computer yesterday' (*swój* refers back to the subject, 'I'); *Oni sprzedali swój komputer* 'They (masc) sold their computer'; *Kiedy one sprzedaly swój dom?* 'When did they (fem) sell their house?'

In colloquial Polish *swój* 'one's own' can be substituted by 'my', 'your', 'our' and 'your (pl)', depending on the subject of the verb, but replacing *swój* with 'his', 'her' and 'their' changes the meaning.

CD2 Track 9

mówić 'to speak' and *powiedzieć* 'to say, tell' form a verb pair: *mówić* is imperfective and *powiedzieć* is perfective. *On mówił długo* 'He spoke for a long time' (continuous action); *Ona powiedziała mi* to 'She told me that / it'; *Ona powiedziała mi o tym* 'She told me about it'; *On mi powiedział* 'He told me'; *wam* 'to you' (plural informal, from *wy* 'you'); *nam* 'to us' (from *my* 'we'); *Powiedzieliśmy wam* to 'We (fem) have told it to you (pl informal)'; *One powiedzieli nam wszystko* 'They (fem) told us everything'. *Czy one powiedzieli wam coś?* 'Did they (fem) say anything to you

(pl informal)?'; *Oni nie powiedzieli wam nic?* 'Didn't they (masc) say anything to you (pl informal)?'

CD2 Track 10

rozumieć / zrozumieć 'to understand'; *Zrozumiałem* to 'I (masc) understood it'. The same English tense can translate either aspect (imperfective or perfective); *(Czy) rozumiałś co ona mówiła?* 'Did you (fem informal) understand what she was saying?' (i.e. 'were you following what she was saying?') and *Zrozumiałś co on mówił?* 'Did you (masc informal) understand what he was saying' (i.e. 'have you understood' – the result is more important than the process); *Zrozumiałś co ona powiedziała?* 'Did you (fem informal) understand what she said?'

Mieszkałem w Polsce, kiedy sprzedalem dom 'I (masc) was living in Poland when I sold the house'.

CD3 Track 1

kilka 'a few'. Expressions of quantity like this in the nominative and the accusative case (also *wiele* 'many', *ile?* 'how much / how many?') are followed by the genitive case: *kilka gazet* 'a few newspapers' (lit. 'a few of newspapers').

To form the genitive plural of feminine nouns ending in -a and neuter nouns ending in -o, just drop the final vowel: *wiele gazet* 'many / a lot of newspapers'; *ile piw?* 'how many beers?' The helping vowel -e is added to separate final consonants where the word would be difficult to say otherwise: *książka* 'book', *kilka książek* 'a few books'. This can affect the pronunciation: in *książka* the *z* is voiceless and sounds *sz*, as it precedes a voiceless consonant; in *książek* the *z* is voiced because it precedes a vowel.

The perfective form of *czytać* 'to read' is *przeczytać*; *Przeczytał kilka książek* 'He read a few books'; *Ile książek przeczytałaś?* 'How many books have you (fem informal) read?'

To form the genitive plural of masculine nouns ending in a consonant, just add -ów: *wiele komputerów* 'a lot of computers'; *wiele domów* 'many houses'.

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kilkaście 'a dozen or so'. This word is made up of *kilka* 'a few' and *naście* 'teen'. It is also followed in the nominative and accusative case by the genitive plural: *Kupiłam kilkaście gazet* 'I (fem) bought a dozen or so newspapers'.

CD3 Track 2

o której godzinie? 'at what time?' (lit. 'at which hour?'); *o* is followed by the locative case, so both *ktorej* and *godzine* are in the locative case; *O której godzinie pan będzie gotowy?* '(At) what time will you (masc formal) be ready?' *On będzie czytać dobrą książkę* 'He will read / be reading a good book'.

CD3 Track 3

pracować 'to work'; this verb only has an imperfective form; *Ona pracowała* 'She was working', *pracowała*, the feminine 3rd person singular past tense, is also a participle and can be combined with the future tense of 'to be' to make a feminine singular (I, you, she) imperfective future: *Będzie pracowała* 'I (fem) will work / be working'; *Ona będzie pracowała* 'She will work / be working'; *Czy będziesz pracowała tutaj jutro?* 'Will you (fem informal) be working here tomorrow?'. *Pracowała* remains the same; no personal endings are added for the 'I' or 'you' forms, unlike in the past tense.

The masculine 3rd person singular form of the verb *pracował* is used as a participle to create masculine singular forms of this future imperfective tense: *Będzie pracował* 'I (masc) will work / be working'. As in feminine forms no personal endings are added.

The future imperfective form *będzie + pracował(a)* (participle) is probably more common in Polish than the form made up of *będzie + pracować* (infinitive), though the meaning is identical. However, the future imperfective of modal verbs like *musieć* 'to have to' can be formed only from the participle.

CD3 Track 4

mógł 'he could'; *mogła* 'she could'. These forms are the past tense of *móc* 'to be able' and combine with *będzie* 'will be' to form the future tense. *Będzie mógł* 'I (masc) will be able'; *będzie mogła* 'I (fem) will be able'; *Nie będzie mogła tam pojechać* 'I (fem) won't be able to go there'; *Ona nie będzie mogła*

tego zrobić 'She won't be able to do it'; *Pan będzie mógł to przygotować* 'You (masc formal) will be able to prepare it'; *Kiedy będziesz mogła to przygotować?* 'When will you (fem informal) be able to prepare it?'

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CD3 Track 5

On będzie musiał 'He will have to' (from *musieć* 'to have to'); *Nie będzie musiał tego czytać, ale on będzie* 'I (masc) won't have to read it, but he will'; *Będzie musiała przygotować obiad* 'I (fem) will have to prepare the dinner'.

The participles used in the future for plural verb forms ('we, you, they') end in *-li / -ły*: *Będziemy musieli to zrobić* 'We (mixed) will have to do it' (lit. 'be doing it', the process is being stressed); *Będziemy musiały to zrobić* 'We (fem) will have to do it' (lit. 'get it done', the result is being stressed); *Oni będą musieli kupić nowy komputer* 'They (masc) will have to buy a new computer'.

bogaty 'rich' (masc); *bogata* 'rich' (fem). After *kiedy* 'when', if the future is being referred to, Polish uses the future tense where English uses the present: *Kiedy będzie bardzo bogata, będzie mogła robić co będzie chciała* 'When I (fem) am (lit. 'will be') very rich I will be able to do what I want' (lit. 'what I will want'); *chciała* is from *chcieć* 'to want'. *chyba że* 'unless' (lit. 'unless that'); *Nie będziemy musieli pracować, chyba że będziemy chcieli* 'We (masc) will not have to work unless we want to' (lit. 'unless that we will want to').

CD3 Track 6

jest 'there is'; *czy jest?* 'is there?' sq. 'there are'; *czy są?* 'are there?'; *Czy jest tutaj telefon?* 'Is there a telephone here?'; *Czy są tutaj telefony?* 'Are there telephones here?'.

nie ma 'there isn't, there aren't', being the negative form, is followed by the genitive case: *Nie ma tutaj telefonu* 'There is no telephone here' (lit. 'there is no of telephone here'); *Nie ma tutaj telefonów* 'There are no telephones here'; *Nie ma tutaj gazety* 'There isn't a newspaper here'; *Nie ma gazet tutaj*, *Gazet nie ma tutaj*, or *Tutaj nie ma gazet* 'There are no newspapers here'.

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CD3 Track 7

czuć 'to feel'; *czuję to* 'I feel it'. The reflexive verb *czuć się* means 'to feel' when talking about your health or feelings: *Czuję się dobrze* 'I feel fine' (lit. 'I feel myself fine'); *Jak się pani czuje dzisiaj?* 'How do you (fem formal) feel today?'; *Czujemy się dobrze* 'We feel fine'.

lepiej 'better'; *najlepiej* 'best'; *Czuję się lepiej* 'I'm feeling better'; *On czuje się najlepiej wczoraj* 'He felt best yesterday'. *Lepiej* 'better' and *najlepiej* 'best' are adverbs. 'Better' and 'best' as adjectives (masculine form) are *lepszy* 'better' and *najlepszy* 'best'; *To piwo jest dobre, ale to wino jest jeszcze lepsze* 'This beer is good but this wine is even (lit. still) better' (adjectives here are in the neuter form because they describe the neuter noun); *Ta wódka jest najlepsza* 'This vodka is the best' (the adjective here is in the feminine form because it describes the feminine noun).

CD3 Track 8

Words that end in '-ure' in English end in *-ura* in Polish: *kultura* 'culture'; *literatura* 'literature'; *struktura* 'structure'; *kurs* 'course'. The direct object of the verb *uczyć* 'to teach' is in the genitive case: *Kursy Michela Thomasa uczą struktury języka* 'Michel Thomas' courses teach the structure of the language'.

dziękuję 'I thank'; *dziękuję, że* 'thank you for' (lit. 'thank you that'); *Dziękuję, że to zrobiłeś* 'Thank you (masc informal) for doing it' (lit. 'thank you that you have done it'); *Dziękuję, że pani to zrobiła* 'Thank you (fem formal) for doing this'.

CD3 Track 9

go 'him' is the genitive form of *on* 'he' as well as the accusative; *Nikt nie wie dlaczego nie ma go tutaj jeszcze* 'Nobody knows why he is not here yet' (lit. 'why there is no of him'); *Nikt nic o tym nie wie* 'Nobody knows anything about it'. The prepositional phrase *o tym* 'about it', when spoken, is treated as a single word in Polish, so, since it is usually the penultimate syllable of words that is stressed, the *o* of *o tym* carries the stress.

widzieć 'to see'; *widzę* 'I see'; *Co widzisz?* 'What can you (inf) see?' (lit. 'what do you see'); *Czy pan ich widzi?* 'Can you (masc formal) see them?'; *Oni widzą wszystko* 'They (masc) can see everything'.

CD3 Track 10

skąd 'where from'; *Skąd pan wraca?* 'Where are you (masc formal) coming back from?'; *Skąd jesteś?* 'Where are you (informal) from?'; *Skąd pan jest?* 'Where are you (masc formal) from?'; *do domu* 'home' (i.e. 'to home'); *Idę do domu* 'I'm going home'; *praca* 'work' (noun); *do pracy* 'to work'.

CD3 Track 11

chodzić 'to go (on foot)' (habitually); *do teatru* 'to the theatre'; *Chodzę do teatru często* 'I often go to the theatre'. Compare this sentence with *Idę do teatru* 'I'm going to the theatre' (i.e. now).

samochód 'car'; *samochodem* 'by car'; *samochodem* here is in the instrumental case; *jeździć* 'to go (by vehicle)' (habitually); *Ona często jeździ do pracy samochodem* 'She often goes to work by car'. Compare this with *Ona jedzie do pracy jutro* 'She is going to work tomorrow'.

CD4 Track 1

zawsze 'always'; *ona jeździ* 'she goes'; *wy jeździcie* 'you go' (pl informal); *Czy wy zawsze jeździcie do pracy samochodem?* 'Do you (pl informal) always go to work by car?'; *jeżdżę* 'I go'. All of these verb forms are from *jeździć* 'to go' (habitually) (by vehicle).

na jak długo? 'for how long?'; *jak często?* 'how often?'; *Jak często pani jeździ do Polski?* 'How often do you (fem formal) go to Poland?'

CD4 Track 2

zamawiać 'to order' is the imperfective aspect of *zamówić*. The present tense is formed from the imperfective aspect; perfective verbs cannot be used in the present. *danie* 'dish'; *dania* 'dishes'. *Oni często zamawiają te same dania* 'They (masc) often order the same dishes'; *Co państwo zamawiają?* 'What are you (mixed group, formal) ordering?'

CD4 Track 3

London 'London'; *w Londynie* 'in London'; *On często bywa w Londynie* 'He is often in London, he (often) frequents London'. The 'i' form of *pisać* 'to write' is *piszę* 'I write', *piszycie* 'to write habitually' behaves like an -ować verb: *on pisuje* 'he writes', *wieczorem* 'in the

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evening', *wieczorami* 'in the evenings'. Both *wieczorem* and *wieczorami* here are in the instrumental case. *On często pisuje artykuły do gazety wieczorem / wieczorami* 'He often writes articles for the newspaper (lit. 'to the newspaper') in the evening / evenings'.

CD4 Track 4

znać 'to know (a person or a place)'; *znam go* 'I know him'.

Some masculine nouns end in an -a: *poeta* 'poet'; *artysta* 'artist'; *kolega* 'colleague'. They have the normal masculine ending in the genitive plural i.e. -ów.

There is a special ending (-u) for words relating to quantity (e.g. *kilka* 'some', *ile* 'how many') when they go with nouns denoting men in the accusative case plural: *Znam kilku poetów* 'I know a few poets'; *Ilu masz kolegów?* 'How many colleagues do you (inf) have?'; *Znamy wielu poetów* 'We know many poets'.

The feminine equivalent of *ich* 'them' is *je*: *Wszyscy je znają* 'Everybody knows them (fem)'.

CD4 Track 5

Revision of the different infinitive and 'I' form endings of verbs in the present.

CD4 Track 6

Nouns can be formed from verbs by taking off the infinitive ending and adding -nie (for -ać verbs): *czytać* 'to read', *czytanie* 'reading'; *mieszkac* 'to live', *mieszkanie* 'flat, apartment' (lit. 'living'); and -enie (for -eć and most other verbs): *widzieć* 'to see', *widzenie* 'seeing'; *czytanie książki* 'the reading of a book'; *Czy ma pan książkę do czytania?* 'Do you (masc formal) have a book to read? (lit. 'to reading')'. The verb appears towards the beginning of the sentence since this is the key idea you are asking about.

Nie widziałś mojego nowego mieszkania? 'Haven't you (fem informal) seen my new flat?' (-ego is the genitive ending of neuter adjectives). *do widzenia* 'goodbye' (lit. 'till the seeing'); *do jutra* 'till tomorrow'.

CD4 Track 7

The perfective future tense is formed by adding present tense endings to the perfective infinitive of the verb. It translates 'will (do)' in the sense of 'get it (done)' i.e. it is the result of the action that is important.

zrobię 'I will do' (from *zrobić* 'to do'); *Kto to zrobi?* 'Who will do it?'; *Nie będę tego robić teraz, zrobię to jutro* 'I'm not going to do it now, I'll do it tomorrow'; *Zrobimy to później* 'We will do it later'; *Kiedy one to zrobią?* 'When will they (fem) do it?'

CD4 Track 8

poprosić 'to ask for, request' is the perfective form of the imperfective verb *prosić*: *Poproszę kawę / herbatę* 'Please could I have a coffee / tea?' (lit. 'I will ask for').

z + instrumental case 'with'. The singular masculine and neuter instrumental ending is -em and the feminine is -ą. *mleko* 'milk'; *z mlekiem* 'with milk'; *cukier* 'sugar' (the *i* is present in this form to soften the sound of the *k* before the *e*); *z cukrem* 'with sugar'; *cytryna* 'lemon'; *z cytryną* 'with lemon'.

CD4 Track 9

napisać 'to write' is the perfective form of *pisać*: *napiszę* 'I will write' (i.e. 'I will finish writing'); *napisze* 'he will write'; *Oni napiszą* (artykuł do gazety) 'They (masc) will write (an article for the newspaper)'.

The command form of the verb can, in theory, be formed from either verb aspect, depending on whether you want to stress the result (perfective), or the process (imperfective). However, in practice, positive commands are usually created from perfective verbs, as those created from imperfective verbs can be interpreted as rushed or even impolite.

Negative commands are mostly created from imperfective verbs and only exceptionally from perfective.

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Niech państwo napiszą artykuł do gazety! 'Write an article for the newspaper!' (addressing a group of people formally); *Napisz artykuł do gazety!* 'Write an article for the newspaper!' (addressing one person informally); *Nie pisz artykułu do gazety!* 'Don't write an article for the newspaper!' (addressing one person informally).

CD4 Track 10

kupować 'to buy' is the imperfective form of *kupić* (perfective).
Imperfective: *kupuję* 'I am buying'; *Oni to kupują* 'They are buying it'.
Perfective: *Kupię to* 'I will buy it'; *On to kupi* 'He will buy it'; *Oni kupią* 'They (masc) will buy'. *Niech pani to kupi!* 'Buy it!' (addressing a woman formally); *Kup to!* 'Buy it!' (addressing one person informally); *Nie kupuj tego!* 'Don't buy it!' (addressing one person informally).

CD4 Track 11

The conditional form (c.f. English 'would') is formed from the past tense plus the particle *by*. The *by* is added to the base form of the past tense, and the personal endings are added to *by*: *on kupił* 'he bought'; *on kupiłby* 'he would buy'; *ona kupiła* 'she bought'; *ona kupiłaby* 'she would buy'; *kupiłem* 'I (masc) bought'; *kupiłbym* 'I (masc) would buy'; *kupiłam* 'I (fem) bought'; *kupiłabym* 'I (fem) would buy'.

chciałem 'I (masc) wanted'; *chciałby* 'he would like'; *chciałbym* 'I (masc) would like' (lit. 'I would want'); *chciałam* 'I (fem) wanted'; *chciałabym* 'I (fem) would like'. *Kiedy pan chciałby być tutaj?* 'When would you (masc formal) like to be here?'; *Co pani chciałaby zrobić wieczorem?* 'What would you (fem formal) like to do this evening?'

CD4 Track 12

mógł 'he could, was able'; *mógłby* 'he could, would be able'; *mógłbym* 'I (masc) could, would be able'; *mogła* 'she could, was able'; *mogłabym* 'I (fem) could, would be able'; *Mógłbym to zrobić* 'I (masc) would be able to do it'.

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Czy pani mogłaby mi powiedzieć? 'Could you (fem formal) tell me?'; *Czy pan mógłby mi powiedzieć, o której godzinie zaczyna się konferencja* 'Could you (masc formal) please tell me at what time the conference starts?' (lit. 'starts itself'). There is no need to add 'please' in Polish, as the form with *mógłby* etc. is already polite enough.

CD4 Track 13

English sentences of the type 'I would like you to (do something)' are translated into Polish as 'I would like that (you would have done something)'. *że* 'that' adds the *by* plus personal endings in such sentences: *Chciałabym, żebyś jej powiedziała, że on tam był* 'I (fem) would like you (fem informal) to tell her that he was there' (lit. 'I would like that to her you would tell').

rok 'year'; *temu* 'ago'; *gdźby* 'if in unreal conditions (e.g. 'if I had known')'; this word, like *że* 'that', adds the personal verb endings: *gdźbym wiedziała* 'if I (fem) had known'.

The conditional in Polish translates 'I would have (done)' as well as 'I would (do)': *kupiłabym* 'I (fem) would buy / would have bought'; *umiiałbym już* 'I (fem) would already be able / would already have been able'.

Gdybym wiedziała, że kursy Michała Thomas są tak efektywne, kupiłabym kurs języka polskiego rok temu... i umiałbym już mówić bardzo dobrze po polsku 'If I (fem) had known that Michel Thomas' courses were (lit. 'are') so effective, I (fem) would have bought the Polish course (lit. 'course of Polish language') a year ago... and I (masc) would already be able to speak Polish very well.'

Grammar reference

The information provided here is meant as a general guide to help you make sense of Polish grammar. All care has been taken to present it as accurately as possible; however, with so much variability in the Polish language, you may find exceptions to the guidelines given below.

Verbs

Aspect		
English meaning	Imperfective	Perfective
apologise, to ask, request, to be, to be able, to; can be called, to begin, start, to build, to buy, to close, lock, to come back, return, to congratulate, to cook, to cost, to do, make, to drink, to eat, to feel, to feel oneself, to find out, to finish, to frequent, to give, to give back, return, to go, to (on foot) go, to (on foot) – habitual go, to (by transport) go, to (by transport) – habitual	<i>przepraszać</i> <i>prosić</i> <i>być</i> <i>móc</i> <i>nazywać się</i> <i>zaczynać</i> <i>budować</i> <i>kupować</i> <i>zamykać</i> <i>wracać</i> <i>gratulować</i> <i>gotować</i> <i>kosztować</i> <i>robić</i> <i>pić</i> <i>jeść</i> <i>czuć</i> <i>czuć się</i> <i>dowiadzać się</i> <i>kończyć</i> <i>bywać</i> <i>dawać</i> <i>oddawać</i> <i>iść</i> <i>chodzić</i> <i>jechać</i> <i>jeździć</i>	<i>przeproszyć</i> <i>poprosić</i> – – <i>nazwać się</i> <i>zacząć</i> <i>zbudować / wybudować</i> <i>kupić</i> <i>zamknąć</i> <i>wrócić</i> <i>pogratulować</i> <i>ugotować</i> – <i>zrobić</i> <i>wypić</i> <i>zjeść</i> <i>poczuć</i> <i>poczuć się</i> <i>dowiedzieć się</i> <i>skończyć</i> – <i>dać</i> <i>oddać</i> <i>pojść</i> – <i>pojechać</i> –

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have, to have to, to; must help, to invite, to know (somebody or something), to know how to, be able to, to know (a fact), to learn, to like, to live, to observe, to operate, to organize, to order, book, to plan, to prefer, to prepare, to read, to reserve, to scan, to see, to sell, to speak, say, tell, to teach, to thank, to think, to understand, to want, to wait, to watch, look at, to work, to write, to write habitually, to	mieć musieć pomagać zapraszać znać	– – pomóc zaprosić –
	umieć wiedzieć uczyć się lubić mieszkąć obserwować operować organizować zamawiać planować woleć przygotowywać (się) czytać rezerwować skanować widzieć spzedawać mówić uczyć dziękować myśleć rozumieć chcieć czekać oglądać pracować pisać pisywać	– – nauczyć się polubić – zaobserwować zoperować zorganizować zamówić zaplanować – przygotować (się) przeczytać zarezerwować zeskanować zobaczyć sprzedać powiedzieć nauczyć podziękować pomysleć zrozumieć zechcieć począkać / zaczekać obejrzeć – napisać –

Imperative

In theory imperative forms can be created from most imperfective and perfective verbs, but in practice perfective verbs are mostly used for creating positive commands and imperfective verbs for creating negative commands.

Formal commands to one person or to a group; informal commands to one person

The formal commands use the appropriate third-person form for *pan*, *pani*, *państwo* etc. with *niech*.

(1) Verbs with the infinitive ending in:

- -ać (e.g. 'to read' *czytać* / *przeczytać*)
- -ować (e.g. 'to cook' *gotować* / *ugotować*)
- short verbs (e.g. 'to drink' *pić* / *wypić*)

Informal command: 'to read' *czytać* / *przeczytać*: drop the -ą ending from the 'they' form: *czytają* / *przeczytają* → *przeczytaj* / *czytaj*

Formal command	Informal command	
Read this! (formally to a man / woman)	<i>Niech pan / pani to przeczyta!</i>	Read this! (informally to a friend)
Don't read this! (formally to a man / woman)	<i>Niech pan / pani tego nie czyta!</i>	Don't read this! (informally to a friend)
Read this! (formally to a group of people)	<i>Niech państwo to przeczytaj!</i>	
Don't read this! (formally to a group of people)	<i>Niech państwo tego nie czytaj!</i>	

(2) Verbs with the infinitive ending in:

- -eć (e.g. 'to say, tell' *powiedzieć*)
- -ić (e.g. 'to speak' *mówić*)

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Informal command: -eć verbs e.g. 'to say, tell' *powiedzieć*: drop the -ą ending from the 'they' form: *powiedzą* → *powiedz*

Formal command		Informal command	
Tell it to her! (formally to a man / woman)	<i>Niech pan / pani jej to powie!</i>	Tell it to her! (informally to a friend)	<i>Powiedz jej to!</i>
Tell it to her! formally to a group of people)	<i>Niech państwo jej to powiedzą!</i>		

Informal command: -ić verbs e.g. 'to speak' *mówić*: drop the -ią ending from the 'they' form: *mówią* → *mów* or drop the -i ending from 's/he' form: *mówi* → *mów* (see also below)

Formal command		Informal command	
Don't say anything! (formally to a man / woman)	<i>Niech pan / pani nic nie mówi!</i>	Don't say anything! (informally to a friend)	<i>Nie mów nic!</i>
Don't say anything! (formally to a group of people)	<i>Niech państwo nic nie mówią!</i>		

(3) Verbs with the infinitive ending in -ić preceded by the consonants *c, dz, n, s, z* use the 's/he' form (of the present tense for imperfective verbs and of the future simple for perfective verbs) as a base and drop the final *i*, but retain the softness created by the vowel *i*, which leads to consonantal alternations in spelling:

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Verb	Informal command (to a friend)	's/he'	Informal command (to a friend)	Alternations
to return, come back – <i>wrócić</i> (pf)	Return quickly!	<i>wróci</i>	<i>Wróć szybko!</i>	<i>ci</i> → <i>ć</i>
to go on foot, habitually – <i>chodzić</i>	Come here!	<i>chodzi</i>	<i>Chodź tutaj!</i>	<i>dzi</i> → <i>dź</i>
to call, telephone – <i>dzwonić / zadzwonić</i>	Call me tomorrow!	<i>dzwoni / zadzwoni</i>	<i>Zadzwoń do mnie jutro!</i>	<i>ni</i> → <i>ń</i>
to ask for, request – <i>prosić / poprosić</i>	Ask for the menu!	<i>prosi / poprosi</i>	<i>Poproś o menu (kartę)!</i>	<i>si</i> → <i>ś</i>
to transport – <i>wozić</i> (impf habitual)	Transport it slowly!	<i>wozi</i>	<i>Woź to wolno!</i>	<i>zi</i> → <i>ź</i>

(4) Verbs with the infinitive ending in -yć (e.g. 'to finish, end' *kończyć* / *skończyć*)

Informal command: 'to finish, end' *kończyć* / *skończyć*: drop the -ą ending from the 'they' form: *kończą / skończą* → *kończ* / *skończ* or drop the -y ending from the 's/he' form: *kończy / skończy* → *kończ* / *skończ*

Formal command		Informal command	
Finish this! (formally to a man / woman)	<i>Niech pan / pani to skończy</i>	Finish this! (informally to a friend)	<i>Skończ to!</i>
Finish this! (formally to a group of people)	<i>Niech państwo to skończą!</i>		

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(5) Verbs with the stem ending in a consonantal cluster and their infinitives ending in:

- -ąć (e.g. 'to start, begin' *zacząć* (pf))
- -nąć (e.g. 'to close' *zamknąć* (pf))
- some -eć verbs (e.g. 'to watch, look at' *obejrzeć* (pf))

Informal command: 'to close' *zamknąć* (pf): drop the -ą ending from 'they' form: *zamkną* and add -i/

Formal command		Informal command	
Close the door! (formally to a man / woman)	Niech pan / pani zamknie drzwi!	Close the door! (informally to a friend)	Zamknij drzwi!
Close the door! (formally to a group of people)	Niech państwo zamkną drzwi!		

Informal command: 'to watch, look at' *obejrzeć* (pf): add j to the 's/he' form or drop the -ą ending from 'they' form: *obejrzą* and add -y/

Formal command		Informal command	
Have a look at this! (formally to a man / woman)	Niech pan / pani to obejrzy!	Have a look at this! (informally to a friend)	Obejrzyj to!
Have a look at this! (formally to a group of people)	Niech państwo to obejrzą!		

(6) Verbs which have o as the core vowel sometimes replace it with ó:

Verb	Informal command (to a friend)	's/he' (to a friend)	Informal command (to a friend)	Alternations
to do, make – <i>robić / zrobić</i>	Don't do it now, do it tomorrow!		<i>z / robi</i> <i>Nie rób tego teraz, zrób to jutro!</i>	<i>o → ó</i>

(7) Irregular forms

Verb	Informal command (to a friend)	
to be – <i>być</i>	Be there this evening!	<i>Bądź tam wieczorem!</i>
to eat – <i>jeść / zjeść</i>	Eat something! Don't eat this!	<i>Zjedz coś! Nie jedz tego!</i>
to give – <i>dawać / dać</i>	Give it to me! Don't give it to her!	<i>Daj mi to! Nie dawaj jej tego!</i>
to have – <i>mieć</i>	Have hope!	<i>Miej nadzieję!</i>
to understand – <i>zrozumieć</i> (pf)	Understand me!	<i>Zrozum mnie!</i>

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Informal commands to a group and to express 'let's ...'

To give an informal command to a group of people add the usual ending -cie to the informal command, and for expressing 'let's...' add -my: e.g.: 'to close, lock' *zamknąć / zamknąć*

Informal command (to a friend)	Informal command (to a friend)	Informal command (to a group of friends)	'Let's...'
Close the door! (informally to a friend)	<i>Zamknij drzwi!</i>	<i>Zamknijcie drzwi!</i>	<i>Zamknijmy drzwi!</i>
Don't close the door! (informally to a friend)	<i>Nie zamykaj drzwi!</i>	<i>Nie zamykajcie drzwi!</i>	<i>Nie zamykajmy drzwi!</i>

Conditional

In structures such as 'I / you / he / we etc. would like you / him / them etc. to do it' in Polish the verb endings vary according to the gender and number of the subject of the main verb ('I / you / he / we etc. would like') and according to the gender and number of the subject of the subordinate clause ('you / him / them etc. to do it').

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The sample below shows you how this works in practice:

'I (m / f) would like X to do (pf / impf) it'	X =
<i>Chciałbym / chciałabym, żebyś to z / robił / a</i>	'you' (m/f sg inf)
<i>Chciałbym / chciałabym, żeby pan / i to z / robił / a</i>	'you' (m / f sg formal)
<i>Chciałbym / chciałabym, żeby on / a to z / robił / a</i>	'him / her'
<i>Chciałbym / chciałabym, żebyśmy to z / robili / z / robiły</i>	'us' (m or mixed / f)
<i>Chciałbym / chciałabym, żebyście to z / robili / z / robiły</i>	'you' (pl inf m or mixed / pl inf f)
<i>Chciałbym / chciałabym, żeby państwo to z / robili</i>	'you' (pl formal mixed)
<i>Chciałbym / chciałabym, żeby panowie to z / robili</i>	'you' (pl formal m)
<i>Chciałbym / chciałabym, żeby panie to z / robiły</i>	'you' (pl formal f)

Nouns

Glossary of cases

(1) Nominative: who? what?

Milanownik: kto? co?

(1a) subject

Marta is reading / reads a book.

Marta (f) czyta książkę.

The newspaper is here

Gazeta (f) jest tutaj.

Is there a newspaper here?

Czy jest tutaj gazeta (f)?

(1b) complement of the expression: 'this is, these are'

to jest, to są

This is a newspaper.

To jest gazeta (f).

These are newspapers.

To są gazety (f).

(2) Genitive: of whom? of what?

Dopełniacz: kogo? czego?

(2a) direct object of negated

transitive verbs (i.e. used with a direct object either expressed or implied)

I don't have a brother, computer, telephone, book, newspaper, wine.

Nie mam brata (m), komputera (m), telefonu (m), książki (f), gazety (f), wina (n).

I don't have brothers, telephones, computers, books, newspapers, wines.

Nie mam braci (m), telefonów (m), komputerów (m), książek (f), gazet (f), win (n).

(2b) complement of the

expression: 'there isn't / there aren't, there wasn't / there weren't, there won't be'

nie ma / nie było / nie będzie

There isn't / wasn't / won't be a telephone, computer, book, newspaper, wine here

Nie ma / nie było / nie będzie tutaj telefonu (m), komputera (m), książki (f), gazety (f), wina (n).

There aren't / weren't / won't be (any) telephones, computers, books, newspapers, wines here.

Nie ma / nie było / nie będzie tutaj telefonów (m), komputerów (m), książek (f), gazet (f), win (n).

(2c) to express 'of'

your (m and f formal) passport (lit. 'passport of gentleman / lady')

pana / pani paszport

(2d) after prepositions: 'from, to, for, from (out of)'

od, do, dla, z

from time to time

od czasu do czasu (m)

to Poland, America, England, to work, home, to the theatre, to the cinema

do Polski (f), Ameryki (f), Anglii (f), do pracy (f), do domu (m), do teatru (m), do kina (n)

from Poland, America, England, theatre, cinema

z Polski (f), Ameryki (f), Anglii (f), teatru (m), kina (n)

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for you (male / female formal)

dla pana / pani

(2e) object of some verbs

I teach / am teaching Polish

Uczę języka (m) polskiego.

(language).

I learn / am learning Polish

Uczę się języka (m) polskiego.

(language)

(3) Dative: to whom? to what?

Celownik: komu? czemu?

(3a) indirect object

I (f) gave it to my mother.

Dałam to mojej mamie (f).

They didn't buy it for them.

Oni nie kupili im tego.

Tell it to Adam!

Powiedz to Adamowi (m)!

To whom did you (m formal)

Komu pan to dał?

give it?

(3b) complement used in

Jest mi zimno / ciepło

expressions such as: 'I am cold /

warm (lit. 'to me is cold / warm')

(4) Accusative: whom? what?

Biernik: kogo? co?

(4a) direct object of transitive

verbs (i.e. used with a direct

object either expressed or implied)

I have a brother, telephone,

Mam brata (m), telefon (m), komputer

computer, book, newspaper, wine.

(m), książkę (f), gazetę (f), wino (n).

I have brothers, telephones,

Mam braci (m), telefony (m),

computers, books, newspapers,

komputery (m), książki (f), gazety (f),

wines.

wina (n).

(4b) object of verbs with

prepositions

Can I have (lit. 'I will ask for')

Poproszę (o) sok (m), wino (n),

(some) juice, wine, coffee

kawę (f)

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Can I have three juices, wines, coffees

Poproszę (o) trzy soki (m), wina (n), kawy (f)

I am waiting for you (m / f formal)

Czekam na pana (m) / panią (f)

(4c) object of prepositions

(active – movement stated or implied)

(to go on foot) to a film, opera, performance

(iść / pójść) na film (m), operę (f), przedstawienie (n)

(to go by transport) on holiday (p)

(jechać / pojechać) na wakacje (p)

(5) Instrumental: with whom?

Narzędnik: z kim? z czym?

with what?

być

(5a) following linking verbs like 'to be'

I (m) am Polish, English, American, Australian, Japanese.

Jestem Polakiem, Anglikiem, Amerykaninem, Australijczykiem, Japończykiem (all m sg).

I (f) am Polish, English, American, Australian, Japanese.

Jestem Polką, Angielką, Amerykanką, Australijką, Japonką (all f sg).

We (m or mixed) are Polish, English, American, Australian, Japanese.

Jesteśmy Polakami, Anglikami, Amerykanami, Australijczykami, Japończykami (all m pl or mixed).

We (f) are Polish, English, American, Australian, Japanese.

Jesteśmy Polkami, Angielkami, Amerykankami, Australijkami, Japonkami (all f pl).

(5b) to communicate the idea 'by means of'

Jadę do pracy samochodem (m), taksówką (f).

I am going to work by car, taxi.

*Lubimy jeździć samochodami (m), taksówkami (f).**We like travelling by car(s), taxi(s).*

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She doesn't like writing with a biro, pen, chalk.

Ona nie lubi pisać długopisem (m), piórem (n), kredą (f).

We like writing with biros, pens, chalk(s)

Lubimy pisać długopisami (m), piórami (n), kredami (f).

(5c) to convey seasons and periods of time

In the evening / evenings

Wieczorem / wieczorami (m)

In the spring, summer, autumn, winter

Wiosną (f), latem (n), jesienią (f), zimą (f)

(5d) object of prepositions: 'on, by, with'

na, nad, z

We are by the sea, ocean, river.

Jesteśmy nad morzem (n), oceanem (m), rzeką (f).

She is going to the restaurant with her brother

Ona idzie do restauracji ze swoim bratem (m)

Are you (inf) going on holiday with your sister?

Jedziesz na wakacje ze swoją siostrą (f)?

Do you (inf) like coffee with milk?

Czy lubisz kawę z mlekiem (n)?

I don't like coffee with milk, I prefer tea with lemon

Nie lubię kawy z mlekiem (n), wolę herbatę z cytryną (f).

(5e) object of some verbs e.g. 'to be interested in' (lit. 'to interest oneself in')

interesować się

I am interested in sport, Polish music.

Interesuję się sportem (m) muzyką polską (f).

(6) Locative: about whom? about what?

Miejscownik: o kim? o czym?

(6a) after the prepositions: 'on, in, at, about, after'

na, w, o, po

I am on holiday (lit. 'holidays')

Jestem na wakacjach (p)

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Where is she now: in London, in Kraków or in Warsaw?

Gdzie ona jest teraz: w Londynie (m), w Krakowie (m) czy w Warszawie (f)?

We like conversing (talking) about music, literature and film.

Lubimy rozmawiać o muzyce (f), literaturze (f) i filmie (m)

Let's talk about interesting films, good books.

Porozmawiajmy o ciekawych filmach i dobrych książkach (p).

We'll talk about it after dinner.

Porozmawiamy o tym po obiedzie (m).

(7) Vocative

Wolacz

(7a) addressing people directly by first names or formally using titles

Good morning (Miss, Mrs, Ms) president, professor, director (addressing a woman formally).

Dzień dobry pani prezydent, profesor, dyrektor (all f).

Good bye (M) president, professor, director (addressing a man formally).

Do widzenia panie prezydencie, panie profesorze, panie dyrektorze (all m).

Robert, Marek, Anna, Maria!

Robertcie (m), Marku (m), Anno (f), Mario (f)!

Adaś, Ania! (diminutives of Adam and Anna)

Adasiu (m), Aniu (f)!

Case endings
(a) Feminine nouns

Case	woda 'water'	książka 'book'	gazeta 'newspaper'
Singular			
N	wo - d - a	książ - k - a	gaze - t - a
G	wo - d - y	książ - k - i	gaze - t - y
D	wo - dzi - e	książ - c - e	gaze - ci - e
A	wo - d - ę	książ - k - ę	gaze - t - ę
I	wo - d - ą	książ - k - ą	gaze - t - ą
L	wo - dzi - e	książ - c - e	gaze - ci - e
V	wo - d - o	książ - k - o	gaze - t - o
Plural			
N	wo - d - y	książ - k - i	gaze - t - y
G	wó - d - ǫ	książ - e - k - ǫ	gaze - t - ǫ
D	wo - d - om	książ - k - om	gaze - t - om
A	wo - d - y	książ - k - i	gaze - t - y
I	wo - d - ami	książ - k - ami	gaze - t - ami
L	wo - d - ach	książ - k - ach	gaze - t - ach
V	wo - d - y	książ - k - i	gaze - t - y

Case	restauracja 'restaurant'	pani 'you/lady'	noc 'night'
Singular			
N	restauracj - a	pan - i	noc
G	restauracj - i	pan - i	noc - y
D	restauracj - i	pan - i	noc - y
A	restauracj - ę	pan - i - ą	noc
I	restauracj - ą	pan - i - ą	noc - ą
L	restauracj - i	pan - i	noc - y
V	restauracj - o	pan - i	noc - y
Plural			
N	restauracj - e	pan - i - e	noc - e
G	restauracj - i	pan - ǫ	noc - y
D	restauracj - om	pan - i - om	noc - om
A	restauracj - e	pan - i - e	noc - e
I	restauracj - ami	pan - i - ami	noc - ami
L	restauracj - ach	pan - i - ach	noc - ach
V	restauracj - e	pan - i - e	noc - e

(b) Masculine nouns

Case	brat 'brother'	ojciec 'father'	komputer 'computer'
Singular			
N	bra - t	oj - ci - e - c	kompute - r
G	bra - t - a	oj - c - a	kompute - r - a
D	bra - t - u	oj - c - u	kompute - r - owi
A	bra - t - a	oj - c - a	kompute - r
I	bra - t - em	oj - c - em	kompute - r - em
L	bra - ci - e	oj - c - u	kompute - r - z - e
V	bra - ci - e	oj - cz - e	kompute - r - z - e

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Plural			
N	<i>bra - ci - a</i>	<i>ojc - owie</i>	<i>kompute - r - y</i>
G	<i>bra - ci</i>	<i>ojc - ów</i>	<i>kompute - r - ów</i>
D	<i>bra - ci - om</i>	<i>ojc - om</i>	<i>kompute - r - om</i>
A	<i>bra - ci</i>	<i>ojc - ów</i>	<i>kompute - r - y</i>
I	<i>bra - ć - mi</i>	<i>ojc - ami</i>	<i>kompute - r - ami</i>
L	<i>bra - ci - ach</i>	<i>ojc - ach</i>	<i>kompute - r - ach</i>
V	<i>bra - ci - a</i>	<i>ojc - owie</i>	<i>kompute - r - y</i>

Case	<i>telefon</i> 'telephone'	<i>kolega</i> 'colleague'
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Singular		
N	<i>telefo - n</i>	<i>kole - g - a</i>
G	<i>telefo - n - u</i>	<i>kole - g - i</i>
D	<i>telefo - n - owi</i>	<i>kole - dz - e</i>
A	<i>telefo - n</i>	<i>kole - g - ę</i>
I	<i>telefo - n - em</i>	<i>kole - g - a</i>
L	<i>telefo - ni - e</i>	<i>kole - dz - e</i>
V	<i>telefo - ni - e</i>	<i>kole - g - o</i>
Plural		
N	<i>telefo - n - y</i>	<i>kole - dz - y</i>
G	<i>telefo - n - ów</i>	<i>kole - g - ów</i>
D	<i>telefo - n - om</i>	<i>kole - g - om</i>
A	<i>telefo - n - y</i>	<i>kole - g - ów</i>
I	<i>telefo - n - ami</i>	<i>kole - g - ami</i>
L	<i>telefo - n - ach</i>	<i>kole - g - ach</i>
V	<i>telefo - n - y</i>	<i>kole - dz - y</i>

(c) Neuter nouns

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Case	<i>może</i> 'sea'	<i>śniadanie</i> 'breakfast'	<i>okno</i> 'window'
Singular			
N	<i>moż - e</i>	<i>śniada - ni - e</i>	<i>ok - n - o</i>
G	<i>moż - a</i>	<i>śniada - ni - a</i>	<i>ok - n - a</i>
D	<i>moż - u</i>	<i>śniada - ni - u</i>	<i>ok - n - u</i>
A	<i>moż - e</i>	<i>śniada - ni - e</i>	<i>ok - n - o</i>
I	<i>moż - em</i>	<i>śniada - ni - em</i>	<i>ok - n - em</i>
L	<i>moż - u</i>	<i>śniada - ni - u</i>	<i>ok - ni - e</i>
V	<i>moż - e</i>	<i>śniada - ni - e</i>	<i>ok - n - o</i>

Plural			
N	<i>moż - a</i>	<i>śniada - ni - a</i>	<i>ok - n - a</i>
G	<i>móź - Ø</i>	<i>śniada - ń - Ø</i>	<i>ok - ie - n - Ø</i>
D	<i>moż - om</i>	<i>śniada - ni - om</i>	<i>ok - n - om</i>
A	<i>moż - a</i>	<i>śniada - ni - a</i>	<i>ok - n - a</i>
I	<i>moż - ami</i>	<i>śniada - ni - ami</i>	<i>ok - n - ami</i>
L	<i>moż - ach</i>	<i>śniada - ni - ach</i>	<i>ok - n - ach</i>
V	<i>moż - a</i>	<i>śniada - ni - a</i>	<i>ok - n - a</i>

Case	<i>imię</i> 'name'	<i>centrum</i> 'centre'
Singular		
N	<i>imi - ę</i>	<i>centrum</i>
G	<i>imi - eni - a</i>	<i>centrum</i>
D	<i>imi - eni - u</i>	<i>centrum</i>
A	<i>imi - ę</i>	<i>centrum</i>
I	<i>imi - eni - em</i>	<i>centrum</i>
L	<i>imi - eni - u</i>	<i>centrum</i>
V	<i>imi - ę</i>	<i>centrum</i>

Plural		
N	<i>imion - a</i>	<i>centr - a</i>
G	<i>imion - 0</i>	<i>centr - ów</i>
D	<i>imion - om</i>	<i>centr - om</i>
A	<i>imion - a</i>	<i>centr - a</i>
I	<i>imion - am</i>	<i>centr - am</i>
L	<i>imion - ach</i>	<i>centr - ach</i>
V	<i>imion - a</i>	<i>centr - a</i>

(d) Consonant alternations

This section exemplifies examples of consonantal alternations (changes of consonants) governed by the various noun declensions (cases) and is by no means complete.

Feminine nouns: there are consonantal alternations in Dative and Locative singular in the last syllable of the stem, before the -e ending, for example:

d → *dz*: *woda* → *w wodzie* 'water' → in water'
k → *c*: *książka* → *w książce* 'book' → in the book'
ł → *l*: *szkoła* → *w szkole* 'school' → at school'
t → *ci* (= *ci*): *gazeta* → *w gazecie* 'newspaper' → in the newspaper'
r → *rz*: *literatura* → *o literaturze* 'literature' → about literature'

Most other consonants get softened by the letter *i* before the -e ending in Dative and Locative singular.

mama → *mamie* (*m* → *m*); *cytryna* → *cytrynie* (*n* → *ni* (= *ni*)); *mapa* → *mapie* (*p* → *p*); *kasa* → *kasie* (*s* → *si* (= *si*)); *kawa* → *kawie* (*w* → *w*)

Masculine nouns: the consonantal alternations occur in Locative singular before the -e ending; for example:

d → *dzi* (= *dzi*): *obiad* → *na obiedzie* 'dinner' → during dinner'
g → *dzi*: *kolega* → *o koleędzie* 'colleague' → about a colleague'
r → *rz*: *komputer* → *o komputerze* 'computer' → about the computer'
t → *ci* (= *ci*): *brat* → *o bracie* 'brother' → about the brother'

As with feminine nouns, most other consonants get softened by the letter *i* before the -e ending in Locative singular: *klub* → *klubie*; *ryba* → *rybie* ('fish').

Neuter nouns: some consonants get softened by the letter *i* before the -e ending in Locative singular: *okno* → *w oknie* (*n* → *ni* (= *ni*)); *piwo* → *piwie* (*w* → *w*)

(e) Vocalic alternations

This section exemplifies examples of vocalic alternations (changes of vowels) governed by the various noun declensions (cases) and is by no means complete.

Feminine nouns: *szkoła* → *szkół* (gen pl): *o* → *ó* 'school' → of school's'

Masculine nouns: *samochód* → *samochody*: *o* → *ó* 'car' → cars'

(f) Simultaneous consonantal and vocalic alternations

Sometimes both types of alternation (i.e. vocalic and consonantal) occur simultaneously in one word.

Neuter nouns: *lato* → *w lecie* 'summer' → in the summer'; *miasto* → *w mieście* ('town' → in the town')

Pronouns

Personal pronouns

Case	'I'	'you' (inf)	'she'	'he'	'it'
N	<i>ja</i>	<i>ty</i>	<i>ona</i>	<i>on</i>	<i>ono</i>
G	<i>mnie</i>	<i>cię</i>	<i>jej</i>	<i>go</i>	<i>go</i>
D	<i>mi</i>	<i>ci</i>	<i>jej</i>	<i>mu</i>	<i>mu</i>
A	<i>mnie</i>	<i>cię</i>	<i>ją</i>	<i>go</i>	<i>je</i>
I	<i>mną</i>	<i>tobą</i>	<i>nią</i>	<i>nim</i>	<i>nim</i>
L	<i>mnie</i>	<i>tobie</i>	<i>niej</i>	<i>nim</i>	<i>nim</i>

Case	'we'	'you' (inf)	'they' (men and mixed)	'they' (non men)
N	<i>my nas</i>	<i>wy was</i>	<i>oni ich</i>	<i>oni ich</i>
G	<i>nas</i>	<i>was</i>	<i>ich</i>	<i>ich</i>
D	<i>nam</i>	<i>wam</i>	<i>im</i>	<i>im</i>
A	<i>nas</i>	<i>was</i>	<i>ich</i>	<i>je</i>
I	<i>nam</i>	<i>wam</i>	<i>nimi</i>	<i>nimi</i>
L	<i>nas</i>	<i>was</i>	<i>nich</i>	<i>nich</i>

Emphatic personal pronouns

Case	'I'	'you' (inf)	'he'	'it'
G	<i>nie</i>	<i>ciebie</i>	<i>jego</i>	<i>jego</i>
D	<i>nie</i>	<i>tobie</i>	<i>jemu</i>	<i>jemu</i>
A	<i>nie</i>	<i>ciebie</i>	<i>jego</i>	–

Examples:

I / he / you inf wasn't / weren't there *nie / ciebie / jego tam nie było* (Genitive)

I (m / f) gave it to you (inf) / him *tobie / jemu to dałem / dałam* (Dative)

I (m / f) saw you (inf) / him there *ciebie / jego tam widziałem / widziałam* (Accusative)

Demonstrative pronouns

'this, that'			
Case	f	m	n
N	<i>ta</i>	<i>ten</i>	<i>to</i>
G	<i>tej</i>	<i>tego</i>	<i>tego</i>
D	<i>tej</i>	<i>temu</i>	<i>temu</i>
A	<i>tę</i>	<i>tego / ten</i>	<i>to</i>
I	<i>tę</i>	<i>tym</i>	<i>tym</i>
L	<i>tej</i>	<i>tym</i>	<i>tym</i>

'these, those'

Case	non-m personal	m personal
N	<i>te</i>	<i>ci</i>
G	<i>tych</i>	<i>tych</i>
D	<i>tym</i>	<i>tym</i>
A	<i>te</i>	<i>tych</i>
I	<i>tych</i>	<i>tych</i>
L	<i>tych</i>	<i>tych</i>

*The above are used to express both 'this / these' and 'that / those'; however, there are separate pronouns for 'that': *tamten, tamta, tamto, tamte* (non m personal) and *tamci* (m personal) (lit. 'there this') inflected as above.

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Interrogative and indefinite pronouns

	Interrogative pronouns		Indefinite pronouns	
Case	'who'	'what'	'nobody'	'nothing'
N	<i>kto</i>	<i>co</i>	<i>nikt</i>	<i>nic</i>
G	<i>kogo</i>	<i>czego</i>	<i>nikogo</i>	<i>niczego / nic</i>
D	<i>komu</i>	<i>czemu</i>	<i>nikomu</i>	<i>niczemu</i>
A	<i>kogo</i>	<i>co</i>	<i>nikogo</i>	<i>nic</i>
I	<i>kim</i>	<i>czym</i>	<i>nikim</i>	<i>niczym</i>
L	<i>kim</i>	<i>czym</i>	<i>nikim</i>	<i>niczym</i>

Possessive pronouns

Singular				
Case	English meaning	f	m	n
N	my	<i>moja</i>	<i>mój</i>	<i>moje</i>
	your (inf)	<i>twoja</i>	<i>twój</i>	<i>twoje</i>
	our	<i>nasza</i>	<i>nasz</i>	<i>nasze</i>
	your (pl inf)	<i>wasza</i>	<i>wasz</i>	<i>wasze</i>
G	my	<i>mojej</i>	<i>mojego</i>	<i>mojego</i>
	your (inf)	<i>twojej</i>	<i>twojego</i>	<i>twojego</i>
	our	<i>naszej</i>	<i>naszego</i>	<i>naszego</i>
	your (pl inf)	<i>waszej</i>	<i>waszego</i>	<i>waszego</i>
D	my	<i>mojej</i>	<i>mojemu</i>	<i>mojemu</i>
	your (inf)	<i>twojej</i>	<i>twojemu</i>	<i>twojemu</i>
	our	<i>naszej</i>	<i>naszemu</i>	<i>naszemu</i>
	your (pl inf)	<i>waszej</i>	<i>waszemu</i>	<i>waszemu</i>
A	my	<i>moją</i>	<i>mojego / mój</i>	<i>moje</i>
	your (inf)	<i>twoją</i>	<i>twojego / twój</i>	<i>twoje</i>
	our	<i>naszą</i>	<i>naszego / nasz</i>	<i>nasze</i>
	your (pl inf)	<i>waszą</i>	<i>waszego / wasz</i>	<i>wasze</i>

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I	my	<i>moją</i>	<i>moim</i>	<i>moim</i>
	your (inf)	<i>twoją</i>	<i>twoim</i>	<i>twoim</i>
	our	<i>naszą</i>	<i>naszym</i>	<i>naszym</i>
	your (pl inf)	<i>waszą</i>	<i>waszym</i>	<i>waszym</i>
L	my	<i>mojej</i>	<i>moim</i>	<i>moim</i>
	your (inf)	<i>twojej</i>	<i>twoim</i>	<i>twoim</i>
	our	<i>naszej</i>	<i>naszym</i>	<i>naszym</i>
	your (pl inf)	<i>waszej</i>	<i>waszym</i>	<i>waszym</i>

Plural				
Case	English meaning	non-m personal	m personal	
N	my	<i>moje</i>	<i>moi</i>	<i>moi</i>
	your (inf)	<i>twoje</i>	<i>twoi</i>	<i>twoi</i>
	our	<i>nasze</i>	<i>nasi</i>	<i>nasi</i>
	your (pl inf)	<i>wasze</i>	<i>wasi</i>	<i>wasi</i>
G	my	<i>moich</i>	<i>moich</i>	<i>moich</i>
	your (inf)	<i>twoich</i>	<i>twoich</i>	<i>twoich</i>
	our	<i>naszych</i>	<i>naszych</i>	<i>naszych</i>
	your (pl inf)	<i>waszych</i>	<i>waszych</i>	<i>waszych</i>
D	my	<i>moim</i>	<i>moim</i>	<i>moim</i>
	your (inf)	<i>twoim</i>	<i>twoim</i>	<i>twoim</i>
	our	<i>naszym</i>	<i>naszym</i>	<i>naszym</i>
	your (pl inf)	<i>waszym</i>	<i>waszym</i>	<i>waszym</i>
A	my	<i>moje</i>	<i>moich</i>	<i>moim</i>
	your (inf)	<i>twoje</i>	<i>twoich</i>	<i>twoim</i>
	our	<i>nasze</i>	<i>naszych</i>	<i>naszym</i>
	your (pl inf)	<i>wasze</i>	<i>waszych</i>	<i>waszym</i>
I	my	<i>moimi</i>	<i>moimi</i>	<i>moimi</i>
	your (inf)	<i>twoimi</i>	<i>twoimi</i>	<i>twoimi</i>
	our	<i>naszymi</i>	<i>naszymi</i>	<i>naszymi</i>
	your (pl inf)	<i>waszymi</i>	<i>waszymi</i>	<i>waszymi</i>

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	my your (inf) our your (pl inf)	moich twoich naszych waszych	moich twoich naszych waszych
L			

The pronouns *jego, jej, ich* ('his, her, their') are not inflected.

Adjectives

dobry, drogi 'good, dear'

Singular		
Case	f	m
N	<i>dobrą, droga</i>	<i>dobry, drogi</i>
G	<i>dobrej, drogiej</i>	<i>dobrego, drogiego</i>
D	<i>dobrej, drogiej</i>	<i>dobremu, drogiemu</i>
A	<i>dobrą, drogą</i>	<i>dobrego, drogiego</i> (animate = G) <i>dobry, drogi</i> (inanimate = N)
I	<i>dobrą, drogą</i>	<i>dobrym, drogim</i>
L	<i>dobrej, drogiej</i>	<i>dobrym, drogim</i>

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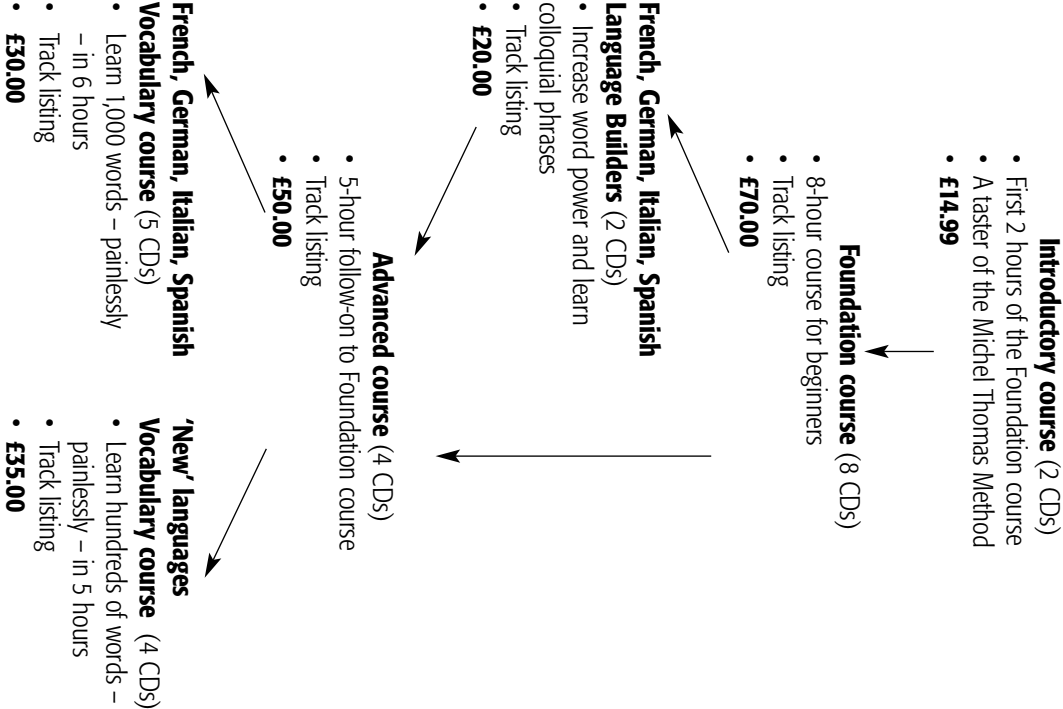
Plural		
Case	non-m personal	m personal
N	<i>dobre, drogie</i>	<i>dobrzy, drodzy</i>
G	<i>dobrych, drogich</i>	<i>dobrych, drogich</i>
D	<i>dobrym, drogim</i>	<i>dobrym, drogim</i>
A	<i>dobre, drogie (=N)</i>	<i>dobrych, drogich</i>
I	<i>dobrymi, drogimi</i>	<i>dobrymi, drogimi</i>
L	<i>dobrych, drogich</i>	<i>dobrych, drogich</i>

Numerals

Case	Question	Indefinite numbers		
	'how much, how many'	'(a) few'	'a dozen or so'	'many'
N	<i>ile, ilu</i>	<i>kilka, kilku</i>	<i>kilkanaście / kilkunastu</i>	<i>wiele / wielu</i>
G	<i>ilu</i>	<i>kilku</i>	<i>kilkunastu</i>	<i>wielu</i>
D	<i>ilu</i>	<i>kilku</i>	<i>kilkunastu</i>	<i>wielu</i>
A	<i>ile, ilu</i>	<i>kilka, kilku</i>	<i>kilkanaście / kilkunastu</i>	<i>wiele / wielu</i>
I	<i>ilu / iloma</i>	<i>kilku / kilkoma</i>	<i>kilkunastu / kilkunastoma</i>	<i>wielu / wieloma</i>
L	<i>ilu</i>	<i>kilku</i>	<i>kilkunastu</i>	<i>wielu</i>

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