

*Michel
Thomas*®

**ADVANCED
ITALIAN**

Hodder Arnold

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Michel Thomas, 1914–2005

Michel Thomas, the internationally renowned linguist and language teacher, who was recently awarded the Silver Star by the US Army for his bravery in the Second World War, died of heart failure at his home in New York on 8th January. He was 90.

To find out more, please get in touch with us

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Introduction

Anyone can learn a language with Michel Thomas!

The amazing teaching method of the world's greatest language teacher, Michel Thomas, is now available to everyone, not just the rich and famous. These all-audio courses, published by Hodder Arnold, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

No books, no pens, no homework, no memorizing – just sit back and let the most sought-after language teacher in the world be your guide. In a matter of hours, you will find yourself speaking and thinking in your new language quite naturally and effortlessly.

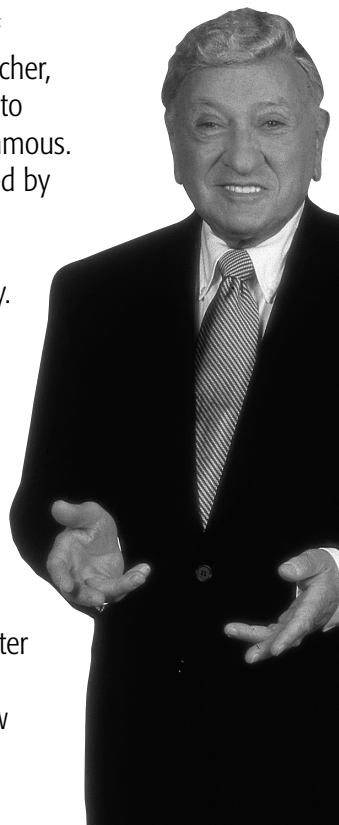


Photo by Robert Miazzi

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What is the Michel Thomas method?

Over a period of twenty-five years, Michel Thomas developed and perfected a unique method of teaching languages*. His approach gives startling results within a remarkably short time, all without the need for books, memorizing, or homework. In essence, Michel Thomas breaks a language down to its component parts and enables learners to reconstruct the language themselves to form their own sentences, to say what they want, when they want. The experience of learning a language becomes so exciting and satisfying that it stimulates self-motivation and builds confidence.

Michel Thomas presents the language within simple, elegant structures that echo the way the language is spoken. He achieves this by guiding you through carefully planned sets of exercises that build up your understanding of the language almost without you realizing it. You are able to absorb the structures effortlessly and apply them naturally right from the start.

What does the Advanced course contain?

In his specially developed course you hear the voice of Michel Thomas as he leads a class of two students, who have completed the Michel Thomas **Foundation** (8-hour) course. Their responses to Michel Thomas are not scripted and they have received no additional instruction or preparation – just the guidance from Michel Thomas that you hear. You participate in this class actively and learn along with the students.

This radically different approach means that you will learn a language in 'real-time' conditions, that is in the same way that the students on the recording learn. There is no need to stop the recording to do homework, additional exercises, or vocabulary memorization. Therefore, unlike other learning methods you may have encountered, you will not be set unrealistic or unachievable goals. The success of the Michel Thomas method is proven by the very results that you hear from the students on the recording and, at the same time, from you as you make your own responses!

*U.S. patent 6,565,358

HOW IS THE ADVANCED COURSE BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas method that the responsibility for the student's learning lies with the teacher. With Michel Thomas as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time and to give you all the time you may need (by pushing your pause button). The pause button is the key to *your* learning!
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that Michel builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons*; you will always be able to pick up from where you left off, without the need to review.

*Tracking breaks in the recordings reflect the numbering in the index (pages 9–37). These breaks are added purely to help you locate where you left off, and do not represent any sort of hierarchy in Michel's method.

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What level of language will I achieve?

The Advanced course is primarily designed for those who have completed the Michel Thomas Foundation (8-hour) course. It is also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

Michel Thomas teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally. You will absorb the vocabulary and grammatical structures and, in addition, will be introduced to elements of writing and reading.

The Advanced follow-on to the Michel Thomas Foundation (8-hour) course expands on the tenses and structures only touched upon in the earlier course, to give you a comprehensive understanding and mastery of complex and sophisticated language.

How quickly can I learn with the Advanced course?

One of the most remarkable features of the Michel Thomas method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Advanced course. Michel masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. Michel moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience (pages 9–37). This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

Who is the Advanced course for?

Anyone can learn a language with the Michel Thomas method – and the wide diversity of his students proves this. Not only does Michel instruct the rich and famous, but he has also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more important, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas course quite simply offers the most effective method that is available.

How do I use the Advanced Review course?

The **Review** course has been devised for those who want to review, quickly and easily, the entire teaching contents of the Michel Thomas Advanced course. The Review course can be used in many ways: when you have reached the end of the main course to check or consolidate your learning; as a quick refresher when you return to the main course after a lapse of time; or if you are a newcomer to Michel Thomas looking for an overview of what the main courses contain. Michel will give you a prompt in English, there is a pause which allows time for your response in the foreign language, then Michel gives the correct response. If you struggled to give the right answer, or gave an incorrect answer, when working through the Review course, you can use the index (pages 9–37) to locate precisely where in the main course the specific language point is taught in depth, and can return to the main course to work through the relevant section again.

What can I do next?

The Michel Thomas **Language Builders** take the form of a ‘one-to-one’ lecture with Michel Thomas, building on the words and phrases in his Foundation (8-hour) and Advanced courses. The courses provide confidence in pronunciation, increase your word-power and consolidate your knowledge in just two hours.

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The much-anticipated **Vocabulary** courses carry forward the Michel Thomas teaching tradition and faithfully follow his unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel's most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas uses in his earlier courses, with the all-audio and 'building-block' approach. The presenter builds on Michel's foundations to encourage the student at home to tap into the vast resources of vocabulary common to English and the foreign languages taught here. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas' original Foundation and Advanced courses. The teaching is all in English, with the addition of two native speakers to give models for perfect pronunciation and to increase the opportunity for practice.

See the end of the booklet for details about all these courses.

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Magazines and newspapers (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

So, who was Michel Thomas?

Michel Thomas was head of the Michel Thomas Language Centers and taught languages for over fifty years, primarily in New York, Beverly Hills, and London. He was a graduate of the Department of Philology at the University of Bordeaux, France, and studied psychology at the Sorbonne (Paris) and at the University of Vienna. However, it was his remarkable life experiences that fuelled his passion for teaching languages.

Michel spent most of his childhood in Germany and France. With the rise of Hitler, he began his years of escape and resistance. He spent two brutal years in French concentration and slave labour camps, constantly threatened by deportation to German death camps.

He escaped and fought for the French Resistance, surviving capture and interrogation by Klaus Barbie – the 'Butcher of Lyons' – and torture by the Gestapo.



Michel in the uniform of an officer in the French Resistance

His mastery of languages enabled him to adopt many identities (the last one being 'Michel Thomas'), and, once France was liberated, allowed him to join the US Army as an intelligence officer. His unit went on to liberate Dachau, where he interrogated the camp executioner and interviewed survivors. As well as recording the horrors of the Holocaust, he was driven by a personal mission to discover the fate of his own family (he later discovered that they had all perished in Auschwitz). At the end of the war, he masterminded operations to uncover war criminals and infiltrate

underground Nazi groups, and was renowned for his ability to extract confessions without ever recourse to violence. In 1944 Michel was nominated for the Silver Star medal for his service to the US Army's 45th Infantry Division in France. The award was finally presented to him in May 2004, sixty years later.

Michel's wartime experiences, particularly his torture by the Gestapo when he discovered the ability to block out pain, made him aware of the untapped potential of the human mind. However, it was his deeply held conviction that the biggest weapon in maintaining a free society was education that drove him to devote his life to probing the learning process. Michel moved to Los Angeles in 1947, and he set up a language institute in Beverly Hills. Over a period of twenty-five years, he developed a unique and revolutionary learning system that has made him the world's leading language teacher. Now, for the first time, his method has been made widely available through the publication of these recordings.

For a full account of his fascinating life, read 'The Test of Courage: Michel Thomas' by Christopher Robbins, published by Hodder & Stoughton.

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Michel with Grace Kelly

Who has Michel Thomas taught?

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

Michel's list of clients include:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand, Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.
- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.
- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

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Review course
Track 2

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- 9:38 'potrebbe' is used for 'would you be able to' and 'could you'.
- 10:02 'could' in English expresses two different tenses: the past (I couldn't do it = I wasn't able to do it) and the conditional (I couldn't do it = I wouldn't be able to do it).
- 10:49 I could (I would be able) *potrei*
- 11:06 I could (I was able) *potevo*

X

X

✓

✓

Advanced course: CD 1 Track 2**Review of the past, the future and the conditional; 'tu' and 'voi' forms****Review course
Track 3**

- 0:17 The familiar form for 'you' is 'tu', which is used for family, children, friends and colleagues. When you've just met someone, use 'Lei'. Don't initiate the use of 'tu'.
- 1:36 I speak *parlo*
- 1:47 he speaks / you speak (Lei) *parla*
- 1:52 you speak (Carla/Roberto) *parli*
- 1:53 For 'tu, Carla, Roberto' the form is 'parli'. That -i is used with all verbs.
- 2:10 I'm selling *vendo*
- 2:14 you're selling (tu) *vendi*
- 2:30 to leave *partire*
- 2:32 you're leaving (tu) *(tu) parti*
- 2:53 to have *avere*
- 2:55 I have *ho*
- 2:59 he has *ha*
- 3:04 you have (tu) *hai*
- 3:17 to go *andare*
- 3:37 we go *andiamo*
- 3:49 I go / I'm going *vado*
- 3:55 he's going *va*
- 4:02 you're going (tu) *vai*
- 4:10 to be *essere*
- 4:22 I am *sono*
- 4:27 he is / she is / it is *è*
- 4:37 you are (tu) *sei*
- 4:49 Where are you? (tu) *Dove sei?*
- 4:56 to know *sapere*
- 5:01 I know *so*
- 5:06 I don't know it. *Non lo so.*

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5:12	He knows it.	<i>Lo sa.</i>	✓
5:17	Don't you know it? (signore)	<i>Non lo sa?</i>	✓
5:30	You know it. (tu)	<i>Lo sai.</i>	✓
5:41	I can	<i>posso</i>	✓
5:46	he can	<i>può</i>	✓
5:50	Can you tell me, signore?	<i>Può dirmi / Mi può dire, signore?</i>	✓
6:22	to want	<i>volere</i>	✓
6:26	I want it.	<i>Lo voglio.</i>	✓
6:31	I don't want any.	<i>Non ne voglio.</i>	✗
6:36	Do you want any? (signore)	<i>Ne vuole?</i>	✓
6:45	Do you want it? (Carlo)	<i>Lo vuoi?</i>	✓
6:53	For 'you' (plural) we have been using 'loro' (they, you all), but 'voi' is used very much. For the ending of the 'voi' form simply go to the infinitive and replace the 'r' with 't': -are > -ate, -ere > -ete, -ire > -ite		✗
7:37	you speak (voi)	<i>parlate</i>	✓
7:45	you're leaving (voi)	<i>voi partite</i>	✓
8:02	You're selling it.	<i>Lo vendete.</i>	✓
8:13	Can you see it?	<i>Potete vederlo?</i>	✓
8:26	Can't you see it?	<i>Non potete vederlo?</i>	✓
8:29	Don't you want to do it?	<i>Non volete farlo?</i>	✓
8:33	Why don't you tell me?	<i>Perché non mi dite?</i>	✗
8:44	Why don't you do it?	<i>Perché non lo fate?</i>	✓
8:54	Why don't you know where it is?	<i>Perché non sapete dov'è?</i>	✗
9:06	Why don't you know where it is? (Roberto)	<i>Perché non sai dov'è?</i>	✗
Advanced course: CD 1 Track 3 'loro' forms			Review course Track 4
0:19	I speak	<i>parlo</i>	✓
0:24	they speak	<i>parlano</i>	✓
0:34	With all -are verbs, for 'they' you go from the first person 'parlo' to 'parlano'. For all other verbs, the first person -o will lead you to the third person -ono, which maintains the same stress.		✗
1:15	I'm leaving	<i>parto</i>	✓
1:20	they are leaving	<i>partono</i>	✓
1:40	I'm selling it.	<i>Lo vendo.</i>	✗

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1:48	They're selling it.	<i>Lo vendono.</i>	X
2:04	I have	<i>ho</i>	✓
2:12	you have (tu)	<i>hai</i>	✓
2:38	they have	<i>hanno</i>	✓
2:39	you have (voi)	<i>avete</i>	✓
2:48	we have	<i>abbiamo</i>	✓
2:54	I am	<i>sono</i>	✓
2:58	they are	<i>sono</i>	✓
3:07	I am busy.	<i>Sono occupato.</i>	✓
3:21	They are busy (now).	<i>Sono occupati / occupate (adesso).</i>	✓
3:52	You are busy. (tu)	<i>Sei occupato (occupata).</i>	✓
4:03	you are (voi)	<i>siete</i>	X
4:10	I'm going	<i>vado</i>	X
4:15	he's going	<i>va</i>	X
4:18	you're going (tu)	<i>vai</i>	X
4:21	they're going	<i>vanno</i>	X
4:26	'vado – vanno' follows the same pattern as 'ho – hanno'		X
4:36	to give / to donate	<i>dare</i>	✓
4:41	I give	<i>do</i>	✓
4:49	you give (tu)	<i>dai</i>	✓
4:52	they give	<i>danno</i>	X
5:14	I want	<i>voglio</i>	X
5:19	they want	<i>vogliono</i>	✓
5:30	I can	<i>posso</i>	X
5:32	they can	<i>possono</i>	X
5:35	you can (voi)	<i>potete</i>	X
5:45	you want (voi)	<i>volete</i>	X
5:51	we want	<i>vogliamo</i>	X
5:55	we can	<i>possiamo</i>	X
Advanced course: CD 1 Track 4			Review course
lo, gli, glielo, me lo, etc.			Track 5
0:00	to say / to tell	<i>dire</i>	✓
0:07	I'm telling / I'm saying	<i>dico</i>	✓
0:18	I'm telling you. (signore) / I'm telling her.	<i>Le dico.</i>	✓

0:34	I'm telling him.	<i>Gli dico.</i>	✓
0:38	I'm telling it to him.	<i>Glielo dico.</i>	✓
0:46	The combination of 'gli' + 'lo' changes to 'glielo'.		✗
0:57	I'm giving it to her.	<i>Glielo do.</i>	✓
1:11	They are not telling me.	<i>Non mi dicono.</i>	✓
1:24	They're not telling it to me.	<i>Non me lo dicono.</i>	✓
1:35	If you have 'it to me', the 'mi' changes to 'me lo'.		✗
1:49	to understand	<i>capire</i>	✓
1:52	I understand	<i>capisco</i>	✓
1:57	I don't understand it.	<i>Non lo capisco.</i>	✓
2:03	They don't understand it.	<i>Non lo capiscono.</i>	✗
2:11	I don't know him.	<i>Non lo conosco.</i>	✓
2:17	They don't know me.	<i>Non mi conoscono.</i>	✓
2:27	I'm finishing	<i>finisco</i>	✓
2:34	I'm finishing it.	<i>Lo finisco.</i>	✓
2:39	They're finishing it.	<i>Lo finiscono.</i>	✓
2:44	They don't want to do it.	<i>Non lo vogliono fare. / Non vogliono farlo.</i>	✓
3:06	They don't want to tell me.	<i>Non vogliono dirmi. / Non mi vogliono dire.</i>	✗

Advanced course: CD 1 Track 5
voi, loro

0:00	The key to 'voi' is the infinitive.	
0:07	Why don't you tell me?	<i>Perché non mi dite?</i>
0:19	Why can't you do it?	<i>Perché non potete farlo? / Perché non lo potete fare?</i>
0:49	Why can't they do it?	<i>Perché non possono farlo?</i>
1:15	Why don't they do it?	<i>Perché non lo fanno?</i>
1:26	Why don't you do it, signore?	<i>Perché non lo fa, signore?</i>
1:40	Why don't you do it? (friend / Roberto)	<i>Perché non lo fai?</i>
1:53	Why don't you do it? (voi)	<i>Perché non lo fate?</i>
2:04	Why don't you tell me? (voi)	<i>Perché non mi dite?</i>
2:36	Why don't you tell it to me? (voi)	<i>Perché non me lo dite?</i>
3:00	Why don't you do it? (voi)	<i>Perché non lo fate?</i>

Review course
Track 6

✗
✗
✗
✓
✓
✗
✓
✓
✗
✓
✗

14

3:13	Why don't you want to do it? (voi)	<i>Perché non volete farlo?</i>	✓
3:30	Why can't you tell it to me now?	<i>Perché non me lo potete dire adesso? / Perché non potete dirmelo adesso?</i>	✓
Advanced course: CD 1 Track 6 noi, lo sto preparando, sto per prepararlo			Review course Track 7
0:06	We cannot do it because we don't want to do it.	<i>Non possiamo farlo perché non vogliamo farlo.</i>	✓
0:26	We're going to see it.	<i>Andiamo a vederlo.</i>	✓
1:00	Can you please show me what you have bought?	<i>Puoi mostrarmi cosa hai comprato?</i>	X
1:36	Can you make me see (what you've bought)?	<i>Può farmi vedere?</i>	X
2:10	This is not what I want.	<i>Questo non è quello che voglio / ciò che voglio.</i>	X
2:25	I'm preparing it.	<i>Lo preparo.</i>	✓
3:04	I'm preparing it right now.	<i>Lo sto preparando.</i>	✓
3:31	I'm just about to prepare it.	<i>Sto per prepararlo.</i>	✓
3:50	'stare' belongs to the handful of verbs (avere, essere, andare, fare) that doesn't follow the usual sequence: sto (I), stanno (they), sta (he/she/it), stai (you), stiamo (we), state (you, voi)		X
Advanced course: CD 1 Track 7 Endings for the future tense: -rò, -rà, -remo, -rai, -rete, -ranno			Review course Track 8
0:29	I have	<i>ho</i>	X
0:34	to leave	<i>partire</i>	✓
0:39	I will leave (to leave I have)	<i>partirò</i>	X
0:47	he will leave (to leave he has)	<i>partirà</i>	X
0:53	you will leave (to leave you have), Roberto	<i>partirai</i>	X
1:02	they will leave (to leave they have)	<i>partiranno</i>	✓
1:10	The 'r' is the key sound for the future tense. The endings are: -rò, -rai, -rà and -ranno. You hook them onto the infinitive except for the -are verbs where -arò changes to -erò (preparerò).		X
2:28	At what time will you leave, Roberto?	<i>A che ora partirai, Roberto?</i>	X
2:38	At what time will you leave, signore?	<i>A che ora partirà, signore?</i>	X

2:46	you will leave (voi)	<i>partirete, voi partirete</i>	✓
3:03	we will leave	<i>partiremo</i>	✓
3:31	we would leave	<i>partiremmo</i>	✓
3:59	We will do it.	<i>Lo faremo.</i>	✓
4:07	We would do it.	<i>Lo faremmo.</i>	✓
4:13	We wouldn't do it.	<i>Non lo faremmo.</i>	✓
4:21	We won't do it.	<i>Non lo faremo.</i>	✓
4:45	He won't tell me.	<i>Non mi dirà.</i>	✗
4:53	We won't do it.	<i>Non lo faremo.</i>	✗
5:04	We wouldn't do it.	<i>Non lo faremmo.</i>	✗
5:12	They will do it.	<i>Lo faranno.</i>	✓
5:20	I won't do it.	<i>Non lo farò.</i>	✓
5:30	Why won't you do it? (tu)	<i>Perché non lo farai?</i>	✓

Advanced course: CD 1 Track 8
Endings for the conditional: -rei, -rebbe, -remmo, -rebbero

			Review course Track 9
0:07	I would do	<i>farei</i>	✗
0:13	he would do	<i>farebbe</i>	✗
0:40	they would do	<i>farebbero</i>	✗
0:49	They wouldn't do it.	<i>Non lo farebbero.</i>	✓
0:56	He wouldn't tell me.	<i>Non mi direbbe.</i>	✓
1:06	They wouldn't tell me.	<i>Non mi direbbero.</i>	✓
1:38	You will be here.	<i>Sarà qui.</i>	✗
1:55	I will be here.	<i>Sarò qui.</i>	✗
1:59	They will be here soon.	<i>Saranno qui subito.</i>	✗
2:06	right away	<i>subito</i>	✗
2:06	soon	<i>presto</i>	✗
2:15	later	<i>più tardi</i>	✗
2:20	We will be here.	<i>Saremo qui.</i>	✗
2:26	But it wouldn't be possible that way.	<i>Ma non sarebbe possibile così.</i>	✗
2:42	We would be very happy to do it.	<i>Saremmo molto contenti / felici di farlo.</i>	✓
3:12	It will please me very much to do it.	<i>Mi piacerà molto farlo.</i>	✗
3:26	But I wouldn't like to do it. (It wouldn't please me to do it.)	<i>Ma non mi piacerebbe farlo.</i>	✗

16

3:46	It would be very important for me.	<i>Sarebbe molto importante per me.</i>	✓
4:02	I will have it for you.	<i>Lo avrò (L'avrò) per te.</i>	✓
4:18	But we won't have it today.	<i>Ma non l'avremo oggi.</i>	✓
4:28	I wouldn't have it today.	<i>Non l'avrei oggi.</i>	✓
4:49	I will leave	<i>partirò</i>	X
4:53	they will leave	<i>partiranno</i>	X
5:01	you will leave	<i>partirà</i>	X
5:06	you (Roberto) will leave	<i>partirai</i>	X
5:16	you all will leave	<i>partirete</i>	X
5:25	When will you leave? (voi)	<i>Quando partirete?</i>	X
5:49	We will leave soon.	<i>Partiremo presto.</i>	X
6:00	But we wouldn't leave today.	<i>Ma non partiremmo oggi.</i>	X
6:17	he will leave	<i>partirà</i>	X
6:22	he would leave	<i>partirebbe</i>	X
6:30	they will leave	<i>partiranno</i>	X
6:42	they would leave	<i>partirebbero</i>	X
7:02	He told me that he won't leave.	<i>Mi ha detto che non partirà.</i>	✓
7:23	I really know that he wouldn't leave.	<i>Veramente so che non partirebbe.</i>	✓
7:50	I'm sure that they wouldn't leave today.	<i>Sono sicuro che non partirebbero oggi.</i>	✓
8:20	you would leave (tu)	<i>partiresti</i>	✓
8:30	The 'would' part for 'tu' is -resti and for 'voi' it's -reste.		X
9:01	You would be here. (tu)	<i>Saresti qui.</i>	✓
9:18	You would be here (all of you).	<i>Sareste qui. / Voi sareste qui.</i>	✓
9:30	The 'r' is the key for 'will' and 'would'. Remember to 'hit' the endings.		X

Advanced course: CD 1 Track 9**mi avrebbe visto e mi avrebbe detto perché non lo farà**

0:00	I will have it.	<i>L'avrò.</i>	✓
0:09	I would have it.	<i>L'avrei.</i>	✓
0:16	I would have bought it.	<i>L'avrei comprato.</i>	✓
0:22	We would have waited for you.	<i>Ti avremmo aspettato.</i>	✓
0:35	We would have waited for him.	<i>L'avremmo aspettato.</i>	✓
0:45	They wouldn't have waited for me.	<i>Non mi avrebbero aspettato.</i>	✓

**Review course
Track 10**

✓
✓
✓
✓
✓
✓

1:22	He would have seen me and he would have told me why he won't do it (that way).	<i>Mi avrebbe visto e mi avrebbe detto perché non lo farà (così).</i>
------	--	---

✓

17

Advanced course: CD 1 Track 10
te lo, glielo

0:00	I'm preparing it.	<i>Lo preparo.</i>
0:27 / 0:54	I'm just about to prepare it.	<i>Lo sto per preparare. / Sto per prepararlo.</i>
0:38	I'm in the process of preparing it.	<i>Lo sto preparando. / Sto preparandolo.</i>
1:32	I will tell you tomorrow.	<i>Le dico domani.</i>
1:52	I tell you. (Roberto)	<i>Ti dico.</i>
1:55	I tell it to you (tomorrow).	<i>Te lo dico (domani).</i>
2:05	I will tell him.	<i>Gli dico.</i>
2:11	I will tell it to him.	<i>Glielo dico.</i>
2:24	I will tell it to you tomorrow. (signore)	<i>Glielo dirò domani.</i>
3:59	He wouldn't tell it to me.	<i>Non me lo direbbe.</i>

Review course
Track 11

X

X

X

X

✓

✓

✓

✓

✓

✓

Advanced course: CD 1 Track 11
parlavo, vendevo, partivo, facevo

0:00	I'm preparing it.	<i>Lo preparo.</i>
0:16	We have a past -ing tense in English: I was preparing, I was doing it, he was buying it. We also have a present -ing tense: am/are/is doing. In the past it's 'was' or 'were doing': the w-ing tense.	
1:38	I was speaking	<i>parlavo</i>
1:52	he was speaking	<i>parlava</i>
2:06	they were speaking	<i>parlavano</i>
2:20	you were speaking (tu, friend)	<i>parlavi</i>
2:31	you were speaking (voi)	<i>parlavate</i>
2:42	we were speaking	<i>parlavamo</i>
2:49	I was selling	<i>vendevo</i>
2:56	they were selling	<i>vendevano</i>
3:13	he was selling	<i>vendeva</i>
3:18	you were selling (Roberto)	<i>vendevi</i>
3:34	we were selling	<i>vendevamo</i>
3:41	I was leaving	<i>partivo</i>

Review course
Track 12

X

X

✓

✓

✓

✓

✓

✓

✓

✓

X

✓

X

X

18

3:47	he was leaving	<i>partiva</i>	X
3:52	you (Roberto) were leaving	<i>partivi</i>	X
3:59	they were leaving	<i>partivano</i>	X
4:05	we were leaving	<i>partivamo</i>	X
4:14	you were leaving (voi)	<i>partivate</i>	X
4:23	I'm doing (it).	<i>(Lo) faccio.</i>	X
4:32	They're doing (it).	<i>(Lo) fanno.</i>	X
4:38	You're doing it. (tu)	<i>Lo fai.</i>	X
4:44	He's doing it.	<i>Lo fa.</i>	X
4:48	You're doing it. (voi)	<i>Lo fate.</i>	X
4:50	We're doing it.	<i>Lo facciamo.</i>	X
4:54	I was doing it.	<i>Lo facevo.</i>	✓
5:01	He was doing it.	<i>Lo faceva.</i>	X
5:07	They were doing it.	<i>Lo facevano.</i>	✓
5:15	We were doing it.	<i>Lo facevamo.</i>	✓
5:24	You were doing it. (voi)	<i>Lo facevate.</i>	✓
5:34	The w-ing tense expresses a straight line in the past, either a short straight line or a very long line.		X
6:10	I did it. / I've done it.	<i>L'ho fatto.</i>	✓
6:12	In English you don't make a sharp distinction between a 'dot' or a 'straight line' in the past. In Italian the line in the past (I was doing – facevo) can also be a broken line (I used to do it, often, every day).		X
7:18	I did it every day.	<i>Lo facevo ogni giorno.</i>	✓
7:38	I was doing it.	<i>Lo facevo.</i>	✓
7:45	I did it.	<i>L'ho fatto.</i>	✓
Advanced course: CD 2 Track 1 'w-ing' past, 'dot' past			Review course Track 13
0:11	A few verbs when used in the past tense express a straight line in the past, such as 'to know'. 'I knew' doesn't refer to a specific moment in the past (a 'dot' past), but to knowledge you've had for some time, either a short or a long period of time.		X
0:48	I knew	<i>sapevo</i>	✓
0:51	I knew it.	<i>Lo sapevo.</i>	✓
0:54	I didn't know it.	<i>Non lo sapevo.</i>	✓
1:18	I found out.	<i>L'ho saputo.</i>	✓

1:29	I found out that it will be ready soon.	<i>Ho saputo che sarà pronto presto.</i>	X
1:50	I didn't know it.	<i>Non lo sapevo.</i>	✓
2:15	Another verb that usually expresses a 'line' in the past is 'volere' (to want): I wanted – I always wanted it.		X
2:50	I have wanted it.	<i>L'ho voluto.</i>	✓
2:38	I (always) wanted it.	<i>Lo volevo.</i>	✓
3:16	I didn't want to buy it.	<i>Non volevo comprarlo.</i>	✓
3:29	I was looking at it (but) I didn't want to buy it. (at that moment)	<i>Lo guardavo (ma) non ho voluto comprarlo.</i>	✓
4:15	I didn't want to have it.	<i>Non volevo averlo.</i>	✓
4:29	I don't understand what you mean.	<i>Non capisco ciò che vuole dire.</i>	✓
5:03	Other verbs with a past tense that expresses a line in the past are 'avere' and 'essere'.		X
5:46	I didn't want to do it because I didn't have the time to do it because I was very busy.	<i>Non volevo farlo perché non avevo (il) tempo di farlo perché ero molto occupato.</i>	X
6:34	I was	<i>ero</i>	✓
6:46	I had	<i>avevo</i>	✓
6:49	I wanted	<i>volevo</i>	✓
6:51	I knew	<i>sapevo</i>	✓
7:08	I could	<i>potevo</i>	✓
7:13	I couldn't find it.	<i>Non potevo trovarlo.</i>	✓
7:27	I didn't know where it was.	<i>Non sapevo dov'era.</i>	✓
8:40	I was looking for it but I didn't find it.	<i>Lo cercavo ma non l'ho trovato.</i>	✓
9:09	I was looking for it but I couldn't find it.	<i>Lo cercavo ma non potevo trovarlo.</i>	✓

**Advanced course: CD 2 Track 2
potere**

0:00	'could' in English expresses two different tenses: 'he couldn't do it' can mean 'he wouldn't be able to do it' or 'he wasn't able to do it'.		X
1:15	He couldn't do it. / He wouldn't be able to do it.	<i>Non potrebbe farlo.</i>	✓
2:09	He couldn't do it (yesterday).	<i>Non poteva farlo.</i>	✓
3:25	Could you tell me where it is?	<i>Potrebbe dirmi dov'è?</i>	✓

**Review course
Track 14**

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4:05	Can you tell me where it is?	<i>Può dirmi dov'è?</i>
4:20	Could you please tell me where it is?	<i>Potrebbe dirmi dov'è?</i>
4:57	He was looking for it and he couldn't find it.	<i>Lo cercava e non poteva trovarlo.</i>

✓

X

✓

**Advanced course: CD 2 Track 3
devo, dovrei**
**Review course
Track 15**

0:00	must / to have to	<i>dovere</i>
0:18	I must see it.	<i>Devo vederlo.</i>
0:30	You have to tell me.	<i>Deve dirmi.</i>
0:42	You have to tell me. (Roberto)	<i>Devi dirmi.</i>
0:57	You all have to tell me.	<i>Dovete dirmi.</i>
1:10	We have to buy it.	<i>Dobbiamo comprarlo.</i>
1:31	I will have to do it.	<i>Dovrò farlo.</i>
1:50	He will have to be here.	<i>Dovrà essere qui.</i>
2:05	Whenever you have two or three consecutive verbs, the second and the third verb will be in the infinitive, except after any form of 'avere' or 'essere'. 'avere' and 'essere' are the two 'diving towers' after which you 'dive' into the past.	
2:52	He would have to be here.	<i>Dovrebbe essere qui.</i>
3:51	He should be here.	<i>Dovrebbe essere qui.</i>
4:00	You should tell me.	<i>Dovrebbe dirmi.</i>
4:10	I think that you should do it. (Roberto)	<i>Penso che / Credo che dovresti farlo.</i>
4:58	I think that you should do it. (voi)	<i>Penso che dovrete farlo.</i>
5:25	We have to buy it.	<i>Dobbiamo comprarlo.</i>
5:38	you would have to (tu)	<i>dovresti</i>
6:18	You should tell me. (tu)	<i>Dovresti dirmi.</i>
6:34	You all should come (with me).	<i>Dovreste venire (con me).</i>
7:02	He had to wait.	<i>Ha dovuto aspettare. / Doveva aspettare.</i>

✓

✓

X

✓

X

✓

✓

X

X

✓

✓

✓

✓

X

✓

✓

✓

✓

X

**Advanced course: CD 2 Track 4
couldn't have done it**
**Review course
Track 16**

0:00	I won't be able to do it without you.	<i>Non potrò farlo senza di te.</i>
0:21	I couldn't have done it without you. / I wouldn't have been able to do it.	<i>Non avrei potuto farlo senza di te.</i>

✓

✓

2:34	If 'could' is not clearly in the past, use 'potrei, potrebbe, potresti, potreste, potrebbero, potremmo'. If it is clearly the past, use 'potevo'.		X
3:45	Could you wait for me now? (signore)	<i>Potrebbe aspettarmi adesso?</i>	✓
4:11	Could you wait for me now? (Roberto)	<i>Potresti aspettarmi adesso?</i>	✓
4:46	Could you wait for me now? (voi)	<i>Potreste aspettarmi adesso?</i>	✓
4:59	I'm sorry but I couldn't wait for you because I had to leave.	<i>Mi dispiace ma non ti potevo aspettare perché dovevo partire / ho dovuto partire.</i>	X
6:00	I haven't been able to wait (for you).	<i>Non ho potuto aspettarti.</i>	X
6:23	to go away	<i>andare via / partire / andarmene</i>	✓
6:50	I'm leaving	<i>parto / me ne vado / vado via</i>	✓
7:27	I had to leave.	<i>Ho dovuto andarmene.</i>	✓

21

**Advanced course: CD 2 Track 5
could have done it**

0:17	To say 'I could have done it' in Italian change it in English to 'I would have been able to do it'. To say 'I could have told you' change it in English to 'I would have been able to tell you'.		X
1:03	I couldn't do it now.	<i>Non potrei farlo ora. / Non potrei farlo adesso.</i>	✓
1:12	I couldn't do it yesterday.	<i>Non potevo farlo ieri.</i>	X
1:35	I have not been able to do it.	<i>Non ho potuto farlo.</i>	✓
2:02	I could have / I would have been able	<i>avrei potuto</i>	X
3:02	I could not have waited for you.	<i>Non avrei potuto aspettarti.</i>	X
3:26	I could have told you.	<i>Avrei potuto dirtelo.</i>	✓
3:50	I couldn't have gone there.	<i>Non avrei potuto andarci.</i>	✓
5:04	I would have to do it.	<i>Lo dovrei fare. / Dovrei farlo.</i>	✓
7:26	I should do it.	<i>Dovrei farlo.</i>	✓
7:31	You should tell me. (signore)	<i>Dovrebbe dirmi.</i>	✓
7:50	I should	<i>dovrei</i>	✓
7:55	You should wait for me. (tu)	<i>Dovresti aspettarmi.</i>	✓
8:53	You have to wait for me.	<i>Devi aspettarmi.</i>	✓

**Review course
Track 17**

22

Advanced course: CD 2 Track 6**Review of 'potere', 'tu' and 'voi' endings, 'could' and 'could have'**

0:00– 2:46	The 'handles': potere (can, to be able), dovere (to have to, must, should, supposed to), volere (to want, to wish, would like). They are used a lot and are followed by infinitives.	
2:53	to be able to	<i>potere</i>
3:39	you can (voi)	<i>potete</i>
5:41	Can you tell me? (voi)	<i>Potete dirmi?</i>
6:06	Can you tell me? (tu)	<i>Puoi dirmi?</i>
6:27	Can you tell me? (signore)	<i>Può dirmi?</i>
6:41	Could you tell me? (tu)	<i>Potresti dirmi?</i>
7:08	Could you tell me? (signore)	<i>Potrebbe dirmi?</i>
8:15	I was looking for it (but) I couldn't find it.	<i>Lo cercavo ma non potevo trovarlo / non lo potevo trovare.</i>
9:20	I couldn't find it (at that moment).	<i>Non l'ho potuto trovare.</i>
9:48	(At that time) I had not been able to find it.	<i>Non avevo potuto trovarlo.</i>
10:19	I could have told you where it was.	<i>Avrei potuto dirle dov'era.</i>
12:33– 14:05	It is important not to guess. The thinking out process may seem long, but the time it takes to think out something is very short. Take your time.	

**Review course
Track 18**

X
✓
✓
✓
✓
X
✓
✓
✓
✓
✓
X

**Advanced course: CD 2 Track 7
chiesto, detto, fatto, visto, scritto**

0:00	I asked you.	<i>Ti ho chiesto.</i>
0:19	In diving 'chiedere' becomes 'chiesto', 'dire' becomes 'detto' and 'fare' becomes 'fatto'.	
0:39	I have done it.	<i>Lo ho fatto. / L'ho fatto.</i>
1:16	I haven't done it.	<i>Non l'ho fatto.</i>
1:26	He didn't do it. / He has not done it.	<i>Non lo ha fatto.</i>
1:46	I saw it.	<i>L'ho veduto.</i>
2:27	I've seen him.	<i>Lo ho visto. / L'ho visto.</i>
2:47	I've seen her.	<i>La ho vista.</i>
2:54	In 'diving', the word you 'dive' into will agree with 'lo', 'la' or another direct object that you are using.	

**Review course
Track 19**

X
X
✓
✓
X
✓
✓
✓
X

3:39	I've seen them.	<i>Li ho visti. / Le ho viste.</i>	✓
4:30	In 'diving', 'scrivere' becomes 'scritto'. parlare > parlato, partire > partito, sentire (to hear) > sentito, vendere > venduto. However, some verbs are different, such as 'vedere' which becomes 'veduto' or 'visto'.		X
Advanced course: CD 2 Track 8 non l'ho fatto			Review course Track 20
0:00	In 'diving', 'chiedere' becomes 'chiesto'.		X
0:17	He asked me.	<i>Mi ha chiesto.</i>	✓
0:31	Why didn't you ask me? (tu)	<i>Perché non mi hai chiesto?</i>	✓
0:53	In 'diving', 'dire' becomes 'detto'.		X
1:07	Why didn't you tell me? (signore)	<i>Perché non mi ha detto?</i>	✓
1:25	In 'diving', 'fare' becomes 'fatto'.		X
1:37	I did it.	<i>Lo ho fatto. / L'ho fatto.</i>	✓
1:47	I didn't do it.	<i>Non l'ho fatto.</i>	✓
1:55	Why didn't you do it? (signore)	<i>Perché non lo ha / Perché non l'ha fatto?</i>	✓
2:23	I didn't do it because I didn't know that you wanted to have it.	<i>Non l'ho fatto perché non sapevo che voleva averlo.</i>	✓
4:21	that you wanted to have it (at that moment)	<i>che ha voluto averlo / che l'ha voluto avere</i>	✓
Advanced course: CD 2 Track 9 could, could have told			Review course Track 21
0:07	Could you please tell me?	<i>Potrebbe dirmi?</i>	X
0:58	He couldn't tell me because he did not know it.	<i>Non poteva dirmi perché non lo sapeva.</i>	✓
3:11	I could have told you. / I would have been able to tell you.	<i>Avrei potuto dirle.</i>	✓
4:11	He couldn't have done it that way.	<i>Non avrebbe potuto farlo così.</i>	✓
Advanced course: CD 3 Track 1 Endings for 'loro' and 'voi'			Review course Track 22
0:23	Whenever you want to say 'they', the 'l' form leads you into it.		X
0:41	I'm leaving	<i>parto</i>	✓

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0:50	they leave	<i>partono</i>	✓
1:00	They're telling me.	<i>Mi dicono.</i>	X
1:13	I know	<i>so</i>	✓
1:17	they know	<i>sanno</i>	✓
1:20– 2:00	There are a handful of verbs which are different in the 'they' form: avere > hanno, essere > sono, dare > danno, andare > vanno, stare > stanno, fare > fanno		X
2:05	they can	<i>possono</i>	✓
2:50	they understand	<i>capiscono</i>	X
3:04	they are finishing	<i>finiscono</i>	X
3:26	For 'voi' you always go to the infinitive.		X
3:38	you can (voi)	<i>potete</i>	✓
3:49	they can	<i>possono</i>	X
4:22	you're saying / telling (voi)	<i>dite</i>	✓
4:56	Why don't you tell me?	<i>Perché non mi dite?</i>	X
5:27	They cannot do it.	<i>Non possono farlo.</i>	X
6:00	They don't want to do it that way.	<i>Non vogliono farlo così.</i>	✓
6:16	They're not telling me.	<i>Non mi dicono.</i>	X
6:28	They don't understand it.	<i>Non lo capiscono.</i>	✓
6:40	The only other exception for 'they', apart from the verbs above, is the -are verbs. You don't use 'parlo' for the 'they' form; it's 'parlano'.		X
7:47	they are eating	<i>mangiano</i>	X
8:00	they are selling	<i>vendono</i>	X
8:10	They don't see it.	<i>Non lo vedono.</i>	✓
8:20	they're finishing	<i>finiscono</i>	✓
8:49	I know him.	<i>Lo conosco.</i>	✓
9:00	They don't know him.	<i>Non lo conoscono.</i>	✓
9:13	For 'voi' (you all) the key is the infinitive. You just replace the 'r' of the infinitive with a 't'. The endings are -ate, -ete or -ite, depending on the verb.		X
9:38	At what time are you all leaving?	<i>A che ora partite?</i>	X
9:52	At what time are they leaving?	<i>A che ora partono?</i>	✓
10:16	to have to, must	<i>dovere</i>	X
10:27	I must	<i>devo</i>	X
10:34	They have to be here soon.	<i>Devono essere qui presto.</i>	X

10:59	they have to	<i>devono</i>
11:06	you have to (voi)	<i>dovete</i>
11:10	You all have to tell me.	<i>Dovete dirmi.</i>
11:58	I have	<i>ho</i>
12:04	they have	<i>hanno</i>
12:13	you have (voi)	<i>avete</i>
12:28	you are doing	<i>fate</i>
12:59	Why don't you tell me? (voi)	<i>Perché non mi dite?</i>
13:04	Why don't they tell me?	<i>Perché non mi dicono?</i>

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X

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25

Advanced course: CD 3 Track 2
venire, dovere, potere

0:00	We cannot find it.	<i>Non possiamo trovarlo.</i>
0:29	I will be able to do it.	<i>Potrò farlo.</i>
0:52	I won't be able to do it that way.	<i>Non potrò farlo così.</i>
1:10	He won't be able to come with us.	<i>Non potrà venire con noi.</i>
1:26	They're not coming.	<i>Non vengono.</i>
1:55	I come	<i>vengo</i>
2:16	Why don't you come? (voi form)	<i>Perché non venite?</i>
2:47	You have to wait for me. (signora)	<i>Deve aspettarmi.</i>
3:25	You have to wait for me. (Roberto)	<i>Devi aspettarmi.</i>
3:39	you're leaving	<i>parti</i>
3:45	you have to	<i>devi</i>
4:05	we have to	<i>dobbiamo</i>
4:18	we have	<i>abbiamo</i>
4:27	We have to wait here.	<i>Dobbiamo aspettare qui.</i>
4:41	I will have to do it.	<i>Dovrò farlo.</i>
5:02	We will have to do it.	<i>Dovremo farlo.</i>
5:27	We would have to do it.	<i>Dovremmo farlo.</i>
6:04	We should do it.	<i>Dovremmo farlo.</i>
6:11	You should wait for me. (signore)	<i>Dovrebbe aspettarmi.</i>
7:22	he should / he would have to	<i>dovrebbe</i>

Review course
Track 23

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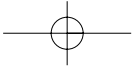
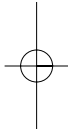
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6:17	He told me that he wouldn't do it.	<i>Mi ha detto che non lo farebbe / non lo avrebbe fatto.</i>	✓
7:37	The endings for 'will' are: -rò, -rai, -rà, -ranno, -remo, -rete		X
8:01	I would do it.	<i>Lo farei.</i>	✓
8:17	He would do it.	<i>Lo farebbe.</i>	✓
8:23	They would do it.	<i>Lo farebbero.</i>	✓
8:32	We would do it.	<i>Lo faremmo.</i>	✓
9:01	You would do it. (tu)	<i>Lo faresti.</i>	✓
9:17	You would do it. (voi)	<i>Lo fareste.</i>	✓

27

Advanced course: CD 3 Track 4
posso, potrà, potrebbe, avrei potuto

0:30	I can	<i>posso</i>	✓
0:34	they can	<i>possono</i>	✓
0:47	we can	<i>possiamo</i>	✓
0:54	you can (Roberto)	<i>puoi</i>	X
1:01	Can you tell me? (Roberto)	<i>Puoi dirmi?</i>	✓
1:10	Can you tell me? (signora)	<i>Può dirmi?</i>	✓
1:22	all of you can (voi)	<i>potete</i>	X
1:40	I will be able to do it.	<i>Potrò farlo.</i>	✓
1:50	I won't be able to do it that way.	<i>Non potrò farlo così.</i>	✓
2:03	He will be able to do it.	<i>Potrà farlo.</i>	✓
2:10	They will be able to do it.	<i>Potranno farlo.</i>	✓
2:19	You will be able to do it. (signore)	<i>Potrà farlo.</i>	✓
2:29	He won't be able to do it.	<i>Non potrà farlo.</i>	✓
2:35	You (Roberto) will be able to do it.	<i>Potrai farlo.</i>	✓
2:46	We will be able to do it.	<i>Potremo farlo.</i>	✓
2:56	We would be able to do it.	<i>Potremmo farlo.</i>	✓
3:30	We couldn't find it.	<i>Non potevamo trovarlo.</i>	✓
3:42	I couldn't go there last night.	<i>Non potevo andarci ieri sera.</i>	✓
4:01	I couldn't go there tonight.	<i>Non potrei andarci stasera.</i>	✓
4:45	Can you tell me? (voi)	<i>Potete dirmi?</i>	✓
4:57	Could you tell me? (signore)	<i>Potrebbe dirmi?</i>	✓

Review course
Track 25

28

5:19	Could you tell me? (Roberto)	<i>Potresti dirmi?</i>	✓
5:37	Could you tell me? (voi)	<i>Potreste dirmi?</i>	✓
5:50	The forms for 'could' are: <i>potrei, potrebbe, potresti, potreste, potrebbero, potremmo</i> . For 'could' in the past use 'potevo'. For 'could have' you have to use the equivalent of 'would have been able to'.		X
6:47	You could have told me.	<i>Avrebbe potuto dirmi.</i>	✓
7:11	I could have told you.	<i>Avrei potuto dirti / dirle.</i>	✓
Advanced course: CD 3 Track 5 dovrei, avrei dovuto			Review course Track 26
0:00	'should' in Italian is the same as 'would have to'.		X
0:17	I should do it.	<i>Dovrei farlo.</i>	✓
0:33	You should wait for me.	<i>Dovrebbe aspettarmi.</i>	✓
0:55	We should go there.	<i>Dovremmo andarci.</i>	✓
1:11	They should come with us.	<i>Dovrebbero venire con noi.</i>	✓
1:28	All of you should wait for us.	<i>Dovreste aspettarci.</i>	✓
1:50	For 'should have' you have to use the equivalent of 'would have had to'; just as for 'could have' you have to use the equivalent of 'would have been able to'.		X
2:10	You could have told me. (voi)	<i>Mi avreste potuto dire. / Avreste potuto dirmi.</i>	✓
3:08	I could have done it.	<i>Avrei potuto farlo.</i>	✓
3:36	I should have	<i>avrei dovuto</i>	✓
3:44	I should have told you.	<i>Avrei dovuto dirle / dirti.</i>	✓
4:15	We should have left earlier.	<i>Avremmo dovuto partire più presto.</i>	X
4:32	earlier	<i>più presto</i>	X
4:49	in a little while	<i>fra poco</i>	X
Advanced course: CD 3 Track 6 essere, sono andato, uscire			Review course Track 27
0:15	In Italian some verbs in the past use 'essere' (be): you have to 'dive' from the 'essere' tower. They are verbs of 'coming' and 'going'. We still have some examples in modern English: The time is come. He is gone.		X
1:55	I went	<i>sono andata</i>	X
2:27	we went	<i>siamo andati / andate</i>	X
2:52	Where did you go? (Carla)	<i>Dove sei andata?</i>	✓

4:09	Where did you go? (girls)	<i>Dove siete andate?</i>	✓
4:30	Where did you go? (mixed group)	<i>Dove siete andati?</i>	✓
4:44	We went to see it.	<i>Siamo andati a vederlo.</i>	✓
5:06	he left	<i>è partito</i>	✓
5:32	At what time did you leave? (signore)	<i>A che ora è partito?</i>	✓
5:48	At what time did you leave? (Carla)	<i>A che ora sei partita?</i>	✓
6:11	we left	<i>siamo partiti</i>	✓
6:34	We've just left.	<i>Siamo appena partiti.</i>	✓
6:48	He just arrived. / He has just arrived.	<i>È appena arrivato.</i>	✓
7:11	we went out	<i>siamo usciti</i>	✓
7:27	to go out	<i>uscire</i>	✓
7:36	I'm going out	<i>esco</i>	✓
7:48	they're going out	<i>escono</i>	✓
7:59	you are going out (voi)	<i>uscite</i>	X
Advanced course: CD 3 Track 7 non mi dire, mi dica			Review course Track 28
0:00	To form the polite imperative, take the first person of the verb and change -o to -a, except with the -are verbs.		X
0:18	Go out!	<i>Esca!</i>	✓
0:38	Don't go out!	<i>Non esca!</i>	✓
1:11	Don't go out! (tu)	<i>Non uscire!</i>	✓
1:13	Don't tell me! (Roberto)	<i>Non mi dire! / Non dirmi!</i>	✓
1:42	Don't wait for me! (friend)	<i>Non aspettarmi!</i>	✓
2:05	Come. (signore)	<i>Venga.</i>	✓
2:35	Don't go there. (Roberto)	<i>Non andarci.</i>	✓
2:52	Don't come. (signore)	<i>Non venga.</i>	✓
3:14	Don't tell me. (Roberto)	<i>Non dirmi. / Non mi dire.</i>	✓
3:26	Tell me. (signore)	<i>Mi dica.</i>	✓
4:07	Don't tell me.	<i>Non mi dica.</i>	✓
4:26	The polite imperative with -are verbs is not formed with -a but with -i.		X
4:40	Speak more slowly.	<i>Parli più lentamente.</i>	✓
5:11	Speak! (Roberto)	<i>Parla!</i>	✓

30

5:28	Leave! (signore)	<i>Parta!</i>
5:38	Leave! (Roberto)	<i>Parti!</i>
5:54	Speak Italian with me, Roberto!	<i>Parla italiano con me, Roberto!</i>
6:06	Speak Italian with me (signore)!	<i>Parli italiano con me!</i>
6:23	Don't speak! (tu)	<i>Non parlare!</i>
7:00	There are a few exceptions to the commands for the 'tu' form.	
7:17	I'm telling you.	<i>Le dico.</i>
7:29	Tell me. (signore)	<i>Mi dica.</i>
7:56	Don't tell me. (Roberto)	<i>Non dirmi. / Non mi dire.</i>
8:29	Don't tell me what you want to buy.	<i>Non mi dire / Non mi dir ciò che vuoi comprare.</i>
8:56	Tell me. (Roberto)	<i>Dimmi.</i>
9:13	Do it.	<i>Fallo.</i>
9:26	Don't do it. (Roberto)	<i>Non farlo. / Non lo fare.</i>
9:41	Give me.	<i>Dammi.</i>
9:54	Don't give me.	<i>Non mi dare.</i>

✓

✓

X

X

✓

X

✓

X

X

✓

✓

✓

✓

✓

✓

✓

Advanced course: CD 3 Track 8
'would' and 'would have'

Review course
Track 29

0:00	He's just arrived.	<i>È appena arrivato.</i>
0:12	He would have arrived earlier.	<i>Sarebbe arrivato più presto / prima.</i>
0:44	We are learning how to use 'would have' with either 'avrei' or 'sarei', but also to make a distinction between 'would' and 'would have', 'could' and 'could have', 'should' and 'should have'. We'll talk about going into the 'woulds' in one direction and into the 'coulds' and the 'shoulds' in a separate direction, away from the 'woulds'. It is very important to keep the 'coulds' and the 'shoulds' out of the 'woulds'. Whenever you want to go into the 'woulds', you know you have to hit the 'r'.	
2:13	You would do it.	<i>Lo farebbe.</i>
4:17	They wouldn't do it.	<i>Non lo farebbero.</i>
4:28	I wouldn't do it.	<i>Non lo farei.</i>
4:37	I would have done it.	<i>Lo avrei fatto.</i>
5:02	I wouldn't do it now.	<i>Non lo farei.</i>
5:08	I wouldn't have done it.	<i>Non lo avrei fatto.</i>
5:18	We wouldn't buy it.	<i>Non lo compreremmo.</i>
6:19	I will buy	<i>comprerò</i>

✓

✓

X

X

✓

✓

✓

X

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✓

6:27	he will buy	<i>comprerà</i>	✓
6:34	we will buy	<i>compreremo</i>	✓
6:41	we would buy	<i>compremmo</i>	✓
6:47	we would have bought	<i>avremmo comprato</i>	X
7:40	Whenever you want to go into the 'woulds', you have to hit the 'r', whether it is a plain 'would' or 'would have'. With 'would have' you have to know if you have to dive from 'avere' or 'essere'. So 'would have' is either 'avrei' (avrei parlato – I would have spoken) or 'sarei' (sarei partito – I would have left).		X
8:35	he would leave	<i>partirebbe</i>	✓
8:49	he would have left	<i>sarebbe partito</i>	✓
9:19	He would buy it.	<i>Lo comprerebbe.</i>	X
9:43	He would have bought it.	<i>Lo avrebbe comprato.</i>	✓
10:03	He wouldn't tell me.	<i>Non mi direbbe.</i>	✓
10:18	He wouldn't have told you.	<i>Non ti avrebbe detto.</i>	✓
10:53	He would arrive soon.	<i>Arriverebbe presto.</i>	✓
11:23	He would have arrived a long time ago.	<i>Sarebbe arrivato molto tempo fa.</i>	✓
11:46	'fa' means 'ago'.		X
Advanced course: CD 4 Track 1 avrebbe potuto, avrebbe dovuto			Review course Track 30
0:00	'would have' is either 'avrei, avrebbe, avremmo, etc.' or 'sarei, sarebbe, saremmo, sarebbero, saresti, etc.'. Keep the 'coulds' and the 'shoulds' out of the 'woulds'. With 'could' you have to know if it is clearly the past (potevo, poteva etc.) or plain 'could' (potrei, potrebbe etc.).		X
0:47	I couldn't find it. (I wasn't able to find it.)	<i>Non potevo trovarlo.</i>	✓
1:08	I couldn't find it (wouldn't be able to find it).	<i>Non potrei trovarlo.</i>	✓
1:18	Could you tell me? (signore)	<i>Potrebbe dirmi?</i>	✓
1:56	You could have told me.	<i>Mi avresti potuto dire. / Mi avrebbe potuto dire.</i>	✓
2:40	I know that you couldn't do it.	<i>So che non potrebbe farlo.</i>	✓
3:41	He wasn't able to do it.	<i>Non poteva farlo.</i>	✓
4:08	I could do it.	<i>Potrei farlo.</i>	✓
4:16	Could you tell me? (signore)	<i>Potrebbe dirmi?</i>	✓

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4:29	I could have told you.	<i>Avrei potuto dirle.</i>	✓
4:50	I would have left sooner.	<i>Sarei partito più presto.</i>	✓
5:35	I could have left sooner.	<i>Avrei potuto partire più presto.</i>	✓
5:54	I would have arrived on time.	<i>Sarei arrivato in tempo.</i>	✓
6:43	You have to wait for me.	<i>Deve aspettarmi.</i>	✓
8:32	You should wait for me. (signore)	<i>Dovrebbe aspettarmi.</i>	✓
8:52	You should have waited for me.	<i>Avrebbe dovuto aspettarmi.</i>	✓

Advanced course: CD 4 Track 2
sono salito, sono stato, c'è, c'era, la gente

0:00	to go up	<i>salire</i>	✓
0:07	I'm going up	<i>salgo</i>	✓
0:26	they're going up	<i>salgono</i>	✓
0:35	you're going up (voi)	<i>salite</i>	✓
0:50	I went up	<i>sono salito</i>	✓
1:11	I have been	<i>sono stato</i>	✓
1:27	he has been	<i>è stato</i>	✓
1:36	she has been	<i>è stata</i>	✓
1:46	I was there yesterday. / I've been there yesterday.	<i>C'ero ieri. / Ci sono stato ieri.</i>	X
2:24	there was	<i>c'era</i>	✓
2:27	there is	<i>c'è</i>	✓
2:31	there are	<i>ci sono</i>	✓
2:37	There are many problems.	<i>Ci sono molti problemi.</i>	✓
2:40	There are many people.	<i>C'è molta gente.</i>	✓
3:06	There are so many people.	<i>C'è tanta gente.</i>	✓
3:25	There were so many people.	<i>C'era tanta gente.</i>	X

Advanced course: CD 4 Track 3
Command forms for 'lei' and 'tu'; present tense of 'venire'

0:00	Wait! (tu)	<i>Aspetta!</i>	X
0:30	Wait! (signora)	<i>Aspetti!</i>	✓
0:41	Speak! (lei)	<i>Parli!</i>	✓
0:51	Speak! (Roberto)	<i>Parla!</i>	✓
0:58	These endings (-a for Roberto and -i for signore) are for the command forms of -are verbs. For all other verbs you switch them around (-i for Roberto and -a for signore).		X

Review course
Track 31

Review course
Track 32

1:17	Leave! (signore)	<i>Parta!</i>	X
1:27	At what time are you leaving?	<i>A che ora parte?</i>	✓
1:49	At what time do we leave? / At what time are we leaving?	<i>A che ora partiamo?</i>	✓
1:59	Let's leave!	<i>Partiamo!</i>	✓
2:13	Let's go!	<i>Andiamo!</i>	✓
2:20	I'm coming	<i>vengo</i>	✓
2:25	they're coming	<i>vengono</i>	✓
2:29	you're coming (voi)	<i>venite</i>	✓
2:36	we're coming	<i>veniamo</i>	✓
2:42	he's coming	<i>viene</i>	✓
2:49	you're coming (Roberto)	<i>vieni</i>	✓
2:58	Come! (signora)	<i>Venga!</i>	✓
2:60	Come! (Roberto)	<i>Vieni!</i>	✓
3:22	Tell me! (Roberto)	<i>Dimmi!</i>	✓
3:41	Don't tell me!	<i>Non mi dire!</i>	✓
3:53	Tell me! (signore)	<i>Mi dica!</i>	✓
4:18	Tell it to me now! (signore)	<i>Me lo dica adesso!</i>	✓

33

Advanced course: CD 4 Track 4 Subjunctive

0:00 The command tense or subjunctive is formed in the same way as the command for 'signore, signora'. In English we also have the subjunctive, although it is not used much, whilst in Italian it is used a lot. In English you use the subjunctive when you say 'if I **were**' instead of 'if I was' or in emphatic expressions, such as 'it is absolutely necessary that you **be** here'. In English in most cases you can get round this. For example, you can say 'I want you/him to do it'. In Italian you can't say this, so you have to say 'I want that you/he do it'. You have to use the subjunctive.

3:44	Speak! (signore)	<i>Parli!</i>	✓
4:17	that I speak / that you (tu) speak / that he speak(s)	<i>parli</i>	✓
4:27	(that) they speak	<i>parlino</i>	✓
4:41	(that) we speak	<i>parliamo</i>	X
4:47	(that) you speak	<i>parliate</i>	X
4:52	'parliamo' is the same as the command form, but 'parliate' is different from the command form which is 'parlate'.		X

Review course Track 33

34

5:43	I want you to speak.	<i>Voglio che parliate.</i>
6:55	To form the subjunctive with verbs that don't end in -are, it's the same pattern but you use -a, instead of -i.	
7:10	Leave! (signore)	<i>Parta!</i>
7:23	I leave (subj.)	<i>parta</i>
7:26	you leave (tu) (subj.)	<i>parta</i>
7:28	he/she/it leaves (subj.)	<i>parta</i>
7:30	you leave (signore) (subj.)	<i>parta</i>
7:34	they leave (subj.)	<i>partano</i>
7:45	we leave (subj.)	<i>partiamo</i>
8:04	you leave (voi) (subj.)	<i>partiate</i>
8:24	I want you to leave (voi) with me.	<i>Voglio che partiate con me.</i>
8:53	At what time are you leaving? (voi)	<i>A che ora partite?</i>
9:11	Why don't you want me to sell it?	<i>Perché non vuole / vuoi / volete che lo venda?</i>
9:52	I don't want you to sell it.	<i>Non voglio che lo venda.</i>
10:15	The subjunctive is a mood tense: it expresses an element of doubt, of uncertainty, not an established fact.	
10:35	I want you to do it.	<i>Voglio che lo faccia.</i>
11:01	I want you to tell me.	<i>Voglio che mi dica.</i>
11:16	At what time do you want me to finish?	<i>(A che ora) vuoi / vuole che finisca?</i>
11:33	I want you to call me.	<i>Voglio che mi chiami.</i>

✓

X

X

X

X

X

X

X

X

X

X

X

X

X

✓

✓

✓

X

✓

✓

✓

X

X

Advanced course: CD 4 Track 5**The subjunctive of 'essere' and 'avere': bisogna, ho bisogno di**

0:00	The subjunctive of 'essere' and 'avere' is a little different. For 'have' start from 'abbiamo' (we have). The subjunctive for 'I, you, he/she/it' is: abbia, abbia, abbia. For 'be' start from 'siamo' (we are). The subjunctive for 'I, you, he/she/it' is: sia, sia, sia.	
1:59	It is important that you be here.	<i>È importante che tu / che lei sia qui.</i>
2:28	It is important that I be here.	<i>È importante che (io) sia qui.</i>
2:40	It is important that they be here.	<i>È importante che siano qui.</i>
3:07	It is important that all of you be here. (loro)	<i>È importante che siano qui.</i>
3:25	it is important	<i>bisogna</i>

**Review course
Track 34**

X

X

✓

✓

✓

✓

✓

3:43	I have need, I need	<i>ho bisogno</i>
3:50	I need it / I have need of it.	<i>Ne ho bisogno.</i>
4:21	I don't need it.	<i>Non ne ho bisogno.</i>
4:41	It is important that he is here.	<i>Bisogna che lui sia qui.</i>

✓

✓

✓

X

Advanced course: CD 4 Track 6
Past subjunctive (regular verbs)

Review course
Track 35

0:00	The subjunctive or command tense for 'have' is: abbia, abbia, abbia, abbiano, and abbiamo, abbiate. And for 'to be': sia, sia, sia, siano, and siamo, siate. The past subjunctive is also much used in Italian. For -are verbs it is -assi.	
0:50	It was necessary that I spoke.	<i>Era necessario che parlassi.</i>
0:59	I spoke (subj.)	<i>parlassi</i>
1:24	you spoke (tu) (subj.)	<i>parlassi</i>
1:27	he, she, it, you spoke (lei) (subj.)	<i>parlasse</i>
1:34	they spoke (subj.)	<i>parlassero</i>
1:38	we spoke (subj.)	<i>parlassimo</i>
1:42	you spoke (voi) (subj.)	<i>parlaste</i>
1:52	It was necessary that we spoke.	<i>Era necessario che parlassimo.</i>
2:42	We can group the past subjunctive verb forms like this: parlassi, parlassi, parlassimo parlasse, parlaste, parlassero	
3:44	For -are verbs the ending is -assi (parlassi), for -ere verbs -essi (vendessi), for -ire verbs -issi (partissi).	
4:02	you left (tu) (subj.)	<i>partissi</i>
4:06	we left (noi) (subj.)	<i>partissimo</i>
5:00	you left (voi) (subj.)	<i>partiste</i>
5:10	he, she, it, you (lei) left (subj.)	<i>partisse</i>
5:26	they left (subj.)	<i>partissero</i>
5:34	you left (voi) (subj.)	<i>partiste</i>
6:08	I sold (subj.)	<i>vendessi</i>
6:23	you sold (tu) (subj.)	<i>vendessi</i>
6:28	we sold (subj.)	<i>vendessimo</i>
6:35	they sold (subj.)	<i>vendessero</i>
6:41	you sold (voi) (subj.)	<i>vendeste</i>

X

✓

✓

X

X

X

X

X

X

✓

X

X

X

X

X

X

X

X

X

X

X

X

X

X

Past subjunctive of 'have', conditional sentences (if I had)

Review course
Track 36

X
X
X
X
X
X

X

✓

✓
X

Past subjunctive of 'to be', conditional sentences (if I had known)

X
X
X
X
X
X
X

X
X
X
X
X
X
X

X

X

7:18	if you had called me	<i>se mi avessi chiamato</i>	X
7:49	and if you had told me	<i>e se mi avessi detto</i>	X
8:05	that you wanted to have it	<i>che volevi averlo</i>	X
8:22	I would have given it to you.	<i>Te lo avrei dato.</i>	X

37

Advanced course: CD 4 Track 9
Historic past

0:20 The historic past is not used much in the spoken language. You will find it more in literature. In some areas of Italy you will hear it also in the spoken language. So instead of 'ha parlato' you will hear 'parlò' (he spoke) or with -ere verbs you will find 'vendè' (he sold). It is useful to recognize it, especially in reading.

X

Advanced course: CD 4 Track 10

0:00 Advice on reading Italian

X

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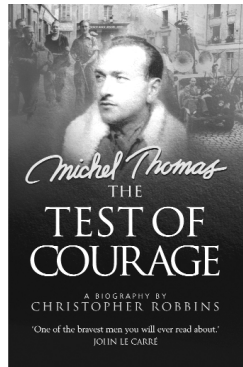
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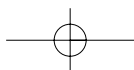
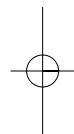
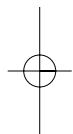
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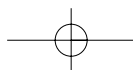
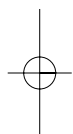
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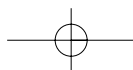
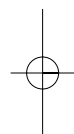
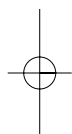
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