

*Michel Thomas*<sup>®</sup> method

# Japanese

## Introductory Course

Helen Gilhooly and Niamh Kelly

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# Introduction

## What is the Michel Thomas Method?

The Michel Thomas Method\* all-audio courses, published by Hodder Education, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

## How does the Method work?

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

**No books**

**No writing**

**Just confidence – in hours**

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

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

\*US patent 6,565,358

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

Emma Thompson

*'Michel Thomas is a precious find indeed.'*

The Guardian

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

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

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

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

Michel Thomas

## What level of language will I achieve?

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

## HOW ARE THE RECORDINGS BEST USED?

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

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally, having absorbed the vocabulary and grammatical structures.

### How quickly can I learn with the Michel Thomas Method?

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

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

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

### Who is the Michel Thomas Method for?

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

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

### What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Television and radio programmes via satellite podcasts, newspapers and magazines (print or on-line) (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Continue your study with the Foundation and Advanced courses. Then build your vocabulary with the existing and planned Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas's unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel's most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and 'building-block' approach. The presenter builds on Michel's foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas' original Foundation and Advanced courses.

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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, 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.

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

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

## Track listing

Japanese is written in several scripts: *Kanji* (an ideographic system, using characters of Chinese origin), *Hiragana* and *Katakana* (syllabaries, in which a single character represents the sound of a syllable). *Rōmaji* (the Japanese language in the Romanised Latin alphabet) is used by foreign students of Japanese who have yet to master the Japanese scripts and by Japanese native speakers when using computer and other keyboards. In this track listing we use the *Rōmaji* script.

### CD1 Track 1

#### Introduction

Pronouncing Japanese. Japanese words in English: *kimono*; *karate*; *karaoke*. English words in Japanese are adjusted to Japanese speech patterns: *kamera* 'camera'; *dejikame* 'digital camera'; *hoteru* 'hotel'; *aisu kurīmu* 'ice cream'; *kōhī* 'coffee'; *T. shatsu* 'T-shirt'.

### CD1 Track 2

*o kudasai* 'please may I have'; *aisu kurīmu o kudasai* 'Ice cream may I have' = 'May I have an ice cream, please?' In Japanese, you don't need words for 'a' or 'the'. *sumimasen* 'excuse me'; *sumimasen aisu kurīmu o kudasai* 'Excuse me, may I have an ice cream, please?'

*kore* 'this'; *sore* 'that'; *are* 'that over there'; *sumimasen kore o kudasai* 'Excuse me, please may I have this?'

*hai* 'yes'; *dōzo* 'go ahead'

### CD1 Track 3

*tabemasu* 'to eat; I eat; she eats; he eats; you eat': *aisu kurīmu o tabemasu* 'Ice cream [o] eat' = 'I eat ice cream'.

*sandoicchi* 'sandwich'

*kore o tabemasu* 'This [o] eat' = 'I eat this'.

This *-masu* form of Japanese verbs also covers the sense of 'will' (the future): *kore o tabemasu* 'I will eat this'.



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*nomimasu* 'to drink; 'I/you/he etc. drink/will drink': *kōhī o nomimasu* 'Coffee [o] drink' = 'I drink coffee'.

*jūsu* 'juice'; *bīru* 'beer'

#### CD1 Track 4

*ashita* 'tomorrow': *ashita kōhī o nomimasu* 'Tomorrow coffee [o] drink' = 'I will drink coffee tomorrow' – the time expression generally comes first in a Japanese sentence. *ashita kōhī o nomimasu* could also mean 'You will drink coffee tomorrow', 'He will drink coffee tomorrow', 'They will drink coffee tomorrow' and so on, as the Japanese *-masu* verb form can refer to any person as the doer of the action of the verb, but in this track listing we will give the English translation with the person who was mentioned on the recording.

*sushi* 'rice with vinegar': *ashita sushi o tabemasu* 'I will eat sushi tomorrow'.

#### CD1 Track 5

*ka* = spoken question mark: *sushi o tabemasu ka* 'Sushi [o] eat [question mark]' = 'Do you / Will you eat sushi?' *hai, tabemasu* 'Yes, I eat' = 'Yes, I do / will eat it' (no word for 'it' in this sort of expression).

#### CD1 Track 6

*tokidoki* 'sometimes': *tokidoki sushi o tabemasu* 'Sometimes I eat sushi'.  
*mainichi* 'every day': *mainichi kōhī o nomimasu* 'Every day I drink coffee'.

#### CD1 Track 7

*mimasu* 'to watch, look, see; I watch, look, see; I will watch, look, see'.  
*terebi* 'television': *mainichi terebi o mimasu* 'Every day television [o] watch' = 'I watch television every day': *o* is a marker to show which item in a sentence has the action done to it.

*ashita terebi o mimasu* 'I will watch television tomorrow'; *mainichi terebi o mimasu ka* 'Do you watch television every day?'

#### CD1 Track 8

*iie* 'no': *īe, sandoicchi o tabemasu* 'No, I will eat a sandwich / sandwiches'. In general there is no distinction in Japanese between singular and plural

forms, so *sandoicchi* means both 'sandwich' and 'sandwiches'. In this track listing we will give the English translation with the singular or plural form according to what was said on the recording.

*konban* 'this evening, tonight': *konban sushi o tabemasu ka* 'Will you eat sushi tonight?'

#### CD1 Track 9

*soshite* 'and' (to link sentences): *ashita terebi o mimasu. Soshite sushi o tabemasu* 'Tomorrow I will watch television. And I will eat sushi'.

#### CD1 Track 10

*konban terebi o mimasu ka* 'Will you watch television tonight?' *mainichi terebi o mimasu ka* 'Do you watch television every day?' *hai, mimasu* 'Yes, I do (watch)'.

#### CD1 Track 11

*yomimasu* 'to read'

*manga* 'comic book': *manga o yomimasu ka* 'Do you read comic books?'

*nani* 'what': *nani o tabemasu ka* 'What [marker o] eat [question mark]' = 'What will you eat?' *konban nani o tabemasu ka* 'What will you eat tonight?'

#### CD1 Track 12

To form the negative, the 'not' or 'don't / doesn't' part of the verb, we remove the *-masu* ending and replace it by *-masen*: *tabemasu* 'I eat'; *tabemasen* 'I don't eat'. This form also covers the future: *konban terebi o mimasen* 'Tonight television [marker o] not watch' = 'I won't watch television tonight'.

*manga o yomimasu ka* 'Do you read comic books?' *iie yomimasen* 'No, I don't read (them)' = 'No, I don't'.

#### CD1 Track 13

*kaimasu* 'to buy': *ashita kamera o kaimasu* 'Tomorrow I'll buy / I'm going to buy a camera'.

The way the Japanese language is used shows respect. The *-masu* verbs show politeness. If we use the negative (*-masen*) part of the verb with the

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question marker *ka* we are in fact making a polite suggestion: *sushi o tabemasen ka* 'Sushi [marker *o*] not eat [question mark]' = 'Won't you eat sushi?' = 'Would you like to eat (some) sushi?'

### CD1 Track 14

*eiga* 'film, movie': *eiga o mimasen ka* 'Won't you / Would you like to watch a film?'

*konsāto* 'concert': *konban konsāto o mimasen ka* 'Won't you watch a concert tonight?'

### CD2 Track 1

*dore* 'which': *dore o kaimasu ka* 'Which [marker *o*] buy [question mark]' = 'Which will you buy?'

### CD2 Track 2

*desu* 'is; it is': *kōhī desu* 'It is coffee' (we don't use the marker *o* with *desu* because *desu* doesn't indicate an action).

*kōhī desu ka* 'Is it coffee?'

*nan desu ka* 'What is (it) [question mark]' = 'What is it?' (*nani* 'what' is shortened to *nan* before *desu* 'is').

*desu* also covers the plural verb form 'are': *manga desu* = 'It is a comic book' or 'They are comic books' (no word for 'it' or 'they' in this context).

*suki desu* 'I (etc.) like', literally: *suki* 'likeable', *desu* 'it is': 'likeable it is' = 'I (etc.) like'.

*kara* = indication of reason, so can be translated by 'so, therefore': *suki desu kara kaimasu* 'Likeable (it) is therefore buy' = 'I like it therefore I'll buy it'. In Japanese we give the reason first, then the result, so 'I'll buy it because I like it' is also *suki desu kara kaimasu*.

### CD2 Track 3

*suki desu kara konban manga o yomimasu* 'I like it therefore I'll read the comic book tonight'; *suki desu kara kōhī o kudasai* 'I like it therefore may I have some coffee?'

### CD2 Track 4

*omoshiroi* 'interesting': *omoshiroi desu ka* 'Is it interesting?' *omoshiroi desu kara terebi o mimasu* 'It is interesting so I'll watch television'; *omoshiroi desu kara ashita eiga o mimasu* 'It's interesting therefore I'll watch a / the film tomorrow'.

### CD2 Track 5

*oishii* 'delicious': *oishii desu ka* 'Is it delicious?'; *oishii desu kara konban tabemasu* 'It's delicious so I'll eat it tonight'.

### CD2 Track 6

*dōshite* 'why': *dōshite manga o yomimasu ka* 'Why comic books [marker *o*] read [question mark]' = 'Why do you read comic books?' *omoshiroi desu kara* 'They are interesting therefore' = 'Because they are interesting': *kara*, the word which we use to give a reason, can also mean 'because'. *dōshite kaimasu ka* 'Why are you going to buy it?' *suki desu kara* 'Because I like it'.

### CD2 Track 7

*omoshiroi konsāto* 'an interesting concert'; *oishii kōhī desu ka* 'Is it (a) delicious coffee?'

### CD2 Track 8

*zehi* 'certainly'

*konban omoshiroi eiga o mimasen ka* 'Tonight interesting film [marker *o*] not watch [question mark]' = 'Won't you watch an interesting film tonight?' = 'Would you like to watch an interesting film tonight?' *hai, zehi* 'Yes, certainly' = 'Yes, I would'.

### CD2 Track 9

*kare* 'he'; *kanojo* 'she' – as 'he' and 'she' these are needed only for clarification or emphasis.

*to* 'with'. *to* is a marker which follows the word it belongs with: *kare to* 'he with' = 'with him'; *kare to eiga o mimasu* 'He with film [marker *o*] watch' = 'I will watch a film with him'; *kanojo to konban eiga o mimasu / konban kanojo to eiga o mimasu* 'I will watch a film with her tonight' (the order of *kanojo to* and *konban* can be interchanged).

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*oishii* covers sense of 'nice', i.e. when 'nice' means 'delicious'.

### CD2 Track 10

To make a suggestion in Japanese, in English 'Let's ...', take off the *-masu* ending from the verb and replace by *-mashō*: *mimashō* 'let's watch': *eiga o mimashō* 'Film [marker *o*] let's watch' = 'Let's watch a film'.

### CD2 Track 11

*shimasu* 'to do / to play'; *gorufu* 'golf'; *tokidoki gorufu o shimasu* 'Sometimes golf [marker *o*] play' = 'I sometimes play golf'; *konban gorufu o shimashō* 'Let's play golf tonight'.

*tenisu* 'tennis'; *konban tenisu o shimasen ka* 'Tonight tennis [marker *o*] not play [question mark]' 'Won't you play tennis tonight?'

*shigoto* 'work': *shigoto o shimasu* 'Work [marker *o*] do' = 'I work'; *kanojo to shigoto o shimasu* 'I work with her'.

### CD2 Track 12

To say 'shall we', we use the question mark word *ka* with the verb suggestion form *-mashō*: *shigoto o shimashō ka* 'Work [marker *o*] let's do [question mark]' = 'Shall we work?'

### CD2 Track 13

*ashita shigoto o shimasu kara konban gorufu o shimashō ka* 'Tomorrow we will work therefore shall we play golf tonight?'

*rirakkusu o shimasu* 'relax [marker *o*] do' = 'to relax': *rirakkusu o shimashō ka* 'Shall we relax?'

## Your guide to the Michel Thomas Method courses

- No books
- No writing
- Just confidence

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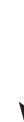
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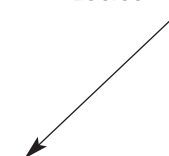
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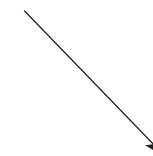
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