



Dutch

Advanced Course

Els Van Geyte and Cobie Adkins-de Jong



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Michel Thomas^{method}
and learn another language the way you learnt your own

Developed over 50 years, the amazing teaching method 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.

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Introduction

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What is the Michel Thomas Method?

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

How does the Method work?

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

No books
No writing
Just confidence – in hours

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

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

*US patent 6,565,358

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

Emma Thompson

'Michel Thomas is a precious find indeed.'

The Guardian

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

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

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

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

Michel Thomas

What level of language will I achieve?

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

HOW ARE THE RECORDINGS BEST USED?

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

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

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

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

How quickly can I learn with the Michel Thomas Method?

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

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

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

Who is the Michel Thomas Method for?

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

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

What can I do next?

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

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

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.

- *Diplomats, dignitaries and academics*: Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.
- *Executives from the following corporations*: AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

Track listing

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CD1 Track 1

goedemorgen = 'good morning'; *goedemiddag* = 'good afternoon';
goedenavond = 'good evening'.

mij = 'me' (stressed); *jullie doen het voor mij* = 'you (plural) are doing it for me'.

CD1 Track 2

jou = 'you' (stressed); *ik doe het niet voor jou* = 'I'm not doing it for you'.

CD 1 Track 3

van = 'of'; *het is van jou* = 'it is yours'; *van wie is dit?* = 'of who(m) is it?'
= 'whose is it?'

kan je me even helpen? = 'can you (just) help me?' = 'could you help me?'
The final *-n* in words ending in *-en* (*even*, *helpen*) is often not sounded.

CD 1 Track 4

kon = 'could' (past tense of *kunnen* 'to be able'). The forms for 'I', 'you' (singular), 'he', 'she' and 'it' are the same in the past tense of *kunnen*.

lang = 'long' (time), *al lang* = 'already for a long time', *altijd* = 'always'.

CD 1 Track 5

The present tense can be used for the future: *Ik werk morgen niet* = 'I'm not working tomorrow' and 'I won't work tomorrow'. Alternatively, you can use the verb *gaan* (to go): *ik ga morgen niet werken* = 'I am not going to work tomorrow'.

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To say you have to do something, you use the verb *moeten*: *ik moet het morgen doen* = 'I have to do it tomorrow'.

To say you promise that you're going to do something, you use the verb *zullen*: *ik zal het morgen doen* = 'I will / shall do it tomorrow'.

CD 1 Track 6

zal ik het doen? = 'shall I do it?' *laten we gaan* = 'let's go'; *laten we naar Amsterdam gaan* = 'let's go to Amsterdam'.

CD 1 Track 7

waar ga je naartoe? = 'where are you going (towards)?'; *ga je daar naartoe?* = 'are you going there (towards)?'

huis = 'house'; *thuis* = 'at home'; *ik ga naar huis* = 'I am going home'; *laten we thuis blijven* = 'let's stay at home'.

CD 1 Track 8

glas (het) = 'glass (the)'; *ik wil graag een glas water* = 'I would like a glass (of) water' – the 'of' is omitted in Dutch.

staan = 'to stand'; *ik sta hier* = 'I am standing here'; *liggen* = 'to lie'; *ik ga liggen* = 'I am going to lie (down)'. *Zitten, liggen* and *staan* are often used in Dutch to indicate position, as in *het glas staat daar* = 'the glass is (standing) there'.

boek (het) = 'book (the)', plural *boeken*.

CD 1 Track 9

er = an unstressed form of *daar* 'there': *hij zit er* = 'he's sitting there'; *er is geen tijd* = 'there's no time'.

huizen = 'houses'; *er staan veel huizen* = 'there are many houses'.

CD 1 Track 10

erop = 'on (it)'; *de kat zit erop* = 'the cat is (sitting) on it'.

All diminutives are *het* words: *het katje ligt erop* = 'the little cat / kitten is lying on it'.

CD 1 Track 11

hoe gaat het? = 'how are you?' (literally 'how goes it?').

hen = 'them' (stressed form; unstressed form is *ze*); *hoe gaat het met hen* = 'how is it going with them?', *hoe gaat het met hen* = 'how are they?'

alles gaat heel goed met me = 'everything is going very well with me' = 'I'm fine'.

CD 1 Track 12

halen = 'to get' or 'to fetch'; *ophalen* = 'to pick up', with emphasis or stress on the prefix *op*-. In such verbs the stressed prefix breaks off when the verb is not used in its 'to' form: *ik haal het voor je op* = 'I'll pick it up for you'; *we halen het voor jullie op* = 'we'll pick it up for you' (plural).

herhalen = 'to repeat'. The emphasis is on *-ha-*, not on the prefix *her*-. In such verbs the unstressed prefix does not break off: *ze herhaalt het altijd* = 'she always repeats it'.

kijken = 'to look' or 'to watch'; *kijk uit!* = 'look out!'; *hij mag wel kijken maar jij niet* = 'he is allowed to watch but you are not'.

CD 1 Track 13

kijken naar = 'to look at / to watch'; *(de) film* = '(the) film'; *ik kijk naar de film* = 'I'm watching the film'; *ze kijkt ernaar* = 'she's looking at it'.

uitkijken = 'to look out'; *uitkijken naar* = 'to look forward to'; the *uit* is stressed and therefore breaks off: *ze kijkt ernaar uit* = 'she's looking forward to it'.

CD 1 Track 14

ik mag het hebben = 'I am allowed to have it' = 'I can have it'; *ik mocht het hebben* = 'I was allowed to have it'; *jullie mochten het zien* = 'you (all) were allowed to see it'.

moeten = 'have to'; *moesten* = 'had to'; *ze moesten het hebben* = 'they had to have it'.

Ik mocht dat niet (doen) = 'I wasn't allowed to do that'; the second verb *doen* is sometimes dropped, as in English ('I wasn't allowed'). This also happens with some other common verbs, such as *komen*, *gaan* and *hebben*: *mochten ze binnen (komen)?* = 'were they allowed (to come) in?'

CD 1 Track 15

terug = 'back', as in *teruggaan* = 'to go back'; *zullen we teruggaan?* = 'shall we go back?'; *rug* = 'back' (i.e. part of the body).

To add emphasis in English, we will often start a sentence with something other than the person or thing doing the action (technically known as the 'subject'), as in 'No longer am I putting up with this' (instead of 'I am putting up with this no longer'). When this happens in English we swap the order of the subject and verb: 'am I' instead of 'I am'. This 'special swap' also happens in Dutch whenever we start the sentence with something other than the subject: *Dat weet ik al* = 'that I know already' = 'I already know that'.

CD 1 Track 16

nu weet ik het = 'now I know it'; it is quite common to start a sentence with a 'time' phrase. This is not the subject so it triggers a 'special swap'.

misschien = 'maybe' or 'perhaps'; *misschien komt ze ook* = 'perhaps she'll come too / she might come too'; *ook niet* 'not either': *ik doe het ook niet* = 'I'm not doing it either'; *morgen doe ik het ook niet* = 'I'm not doing it tomorrow either'.

CD2 Track 1

ik kom als ik tijd heb = 'I'll come if I have time'; but *als ik tijd heb, kom ik* = 'if I have time, I'll come'. *als ik tijd heb* can be seen as a single idea. As it is at the beginning of the sentence, it triggers a 'special swap'.

ik denk dat het niet belangrijk is = 'I think that it's not important'.

CD2 Track 2

met = 'with', but when it is put together with another word it becomes *mee*:
ik wil meedoen = 'I want to join in'; *je mag later meekomen* = 'you can / are allowed to come (along) later'.

ze blijven vandaag, hoop ik = 'they're going to stay today, I hope'.

CD2 Track 3

het is saai, vind ik = 'it's boring, I find'; final 'd' sounds like 't'.

vroeg = 'early'; *het is te vroeg om te drinken* = 'it's too early to drink'. As with *beter* and *later*, the comparative ('more early') is made by adding -er: *vroeger* = 'earlier' (in the past).

niets was vroeger beter = 'nothing was better in the past'; but *vroeger was niets beter* = 'in the past, nothing was better'.

moeilijker = 'more difficult'; *leuker* = 'more fun'; the final -r in comparative forms should always be pronounced.

CD2 Track 4

vroeger had ik goede vrienden = 'earlier (in the past) I had good friends' = 'I used to have good friends'.

dan = 'than': *hij doet het beter dan zij* = 'he does it better than she (does)'.

CD2 Track 5

ik zou het niet doen = 'I wouldn't do it'; *ik zou dat kunnen doen* = 'I would be able to do that'.

combineren = 'to combine'; *ze zouden dat niet kunnen doen* = 'they wouldn't be able to do that'.

CD2 Track 6

nooit = 'never'; *wij zouden dat nooit willen doen* = 'we would never want to do that'.

nog = 'still'; *het regent nog* = 'it is still raining'.

CD2 Track 7

nog iets = 'still something' = 'something else': *wil je nog iets drinken?* = 'would you like something else to drink?'; *nog niet* = 'still not' = 'not yet': *ik spreek het nog niet* = 'I don't speak it yet'; *ik weet het nog* = 'I know it still' = 'I remember it'.

CD2 Track 8

ik heb het = 'I have it': the final *-b* sounds like a 'p'; *nodig* = 'need'; *ik heb het nodig* = 'I have it needy' = 'I need it'.

To say that you have, or had, done something in the past, you 'dive into the past' using the verb *hebben*, 'to have', plus (usually) the sound of the form of the verb that goes with *hij*, *ze* or *het* (e.g. *zegt*), prefixed by *ge-* (e.g. *gezegd*). Note that *gezegd* sounds like *gezegt* because the final *-d* sounds like *-t*.

This 'diving' or *ge-* part of the verb (the past participle) goes at the end of the phrase or sentence: *ik heb het gezegd* = 'I said (have said) it'; *ik had het gezegd* = 'I had said it'.

CD2 Track 9

hij leert Nederlands = 'he is learning Dutch'; *hij heeft Nederlands geleerd* = 'he learnt (has learnt) Dutch'.

in het Engels = 'in English': *hoe zeg je dat in het Engels?* = 'how do you say that in English?'; *ik heb het nog niet geleerd* = 'I haven't learnt it yet'; *ze had het nog nooit geleerd* = 'she had never (before in her life) learnt it'; *ik heb hem gisteravond gebeld* = 'I rang (called) him last night'.

CD2 Track 10

ooit = 'ever': *heb je dat ooit geleerd?* = 'have you ever learnt that?'; *hij heeft het haar gezegd* = 'he has told her'; *heb je ooit in Amsterdam gewerkt?* = 'have you ever worked in Amsterdam?'

mooi = both 'beautiful' and 'beautifully': *je hebt dat mooi gezegd* = 'you said that beautifully'.

CD2 Track 11

maken = 'to make'; *hij heeft het klaargemaakt* = 'he (has) made it ready' = 'he's got it ready'.

With the trigger verbs *willen* and *kunnen*, a *t* sound (final *-d*) is added to the verb form to make the diving form: *ik heb het gewild* = 'I have wanted it'.

wachten op = 'to wait for': *ik heb op je gewacht* = 'I have waited for you'.

CD2 Track 12

For verbs with unstressed prefixes like *herhalen*, we don't add *ge-* to form the 'diving' past: *hij heeft het nog nooit herhaald* = 'he has never repeated it yet'; *betalen* = 'to pay': *hij betaalt altijd* = he always pays; *hij heeft altijd betaald* = 'he has always paid'.

CD2 Track 13

ontdekken = 'to discover' has an unstressed prefix, so doesn't get a *ge-* in the 'diving past': *ze heeft dat nog niet ontdekt* = 'she hasn't discovered that yet'.

CD2 Track 14

een beetje = 'a little bit (of)': *het is een beetje moeilijk* = 'it's a bit difficult'; *zo* = 'so': *het is niet zo moeilijk* = 'it's not so difficult'; *heel veel* = 'very much': *wij hebben heel veel geleerd* = 'we've learnt very much'.

CD2 Track 15

ik zou het hebben = 'I would have it' or 'I was supposed to have it': *ik zou het voor hem vragen* = 'I would ask it for him' or 'I was supposed to ask it for him' – the context determines the meaning.

jullie zouden het vragen, maar wij hebben het gevraagd = 'you were supposed to ask it, but we asked it'; *ik heb het hem gevraagd* = 'I asked him it'.

ik zou het gevraagd hebben = 'I would have asked it'; there is a shorter way to say this: *ik had het gevraagd*; again, the context determines whether 'I had asked it' or 'I would have asked it' is meant.

CD2 Track 16

kopen = 'to buy'; it is an irregular verb and the form that we dive into ('bought' in English) is not *gekoopt* but *gekocht*: *ze hadden het gekocht als ze konden* = 'they would have bought it if they could'.

In Dutch, time comes before place: *ik heb het gisteren in Amsterdam gekocht* = 'I bought it in Amsterdam yesterday'; you could also say: *gisteren heb ik het in Amsterdam gekocht*.

CD3 Track 1

gedaan = done: *je hebt het gedaan* = 'you have done it' or 'you did it';
graag gedaan = 'done with pleasure' = 'my pleasure!'

For some verbs the 'diving past' is formed by putting *ge-* in front of the whole verb: *gegeven* = 'given'; *gezien* = 'seen'; *gewassen* = 'washed'; *gestaan* = 'stood'; *gegaan* = 'gone'; *gekomen* = 'come'; we will say that other verbs that fit this pattern can be put in the '*geven* box'.

CD3 Track 2

ik weet niet of ze het gewassen hebben or *ik weet niet of ze het hebben gewassen* = 'I don't know if (whether) they've washed it'.

CD3 Track 3

haasten = 'hurry': *ze moest zich haasten* = 'she needed to hurry (herself)';
ik heb me gehaast = 'I have hurried (myself)'; *hij moest zich wassen* = 'he had to have a wash'.

CD3 Track 4

ze haalt het voor ons = 'she is fetching it for us'; *ik heb het voor haar gehaald* = 'I have fetched it for her'; *jullie moesten het ophalen* = 'you (all) had to pick it up'.

With a verb like *ophalen*, where the prefix is stressed, in the diving past the prefix breaks off and is put before the *ge-*: *ik heb het opgehaald* = 'I have picked it up'.

klaarmaken = 'to make something ready': *hij heeft het klaargemaakt* = 'he has prepared it'.

CD3 Track 5

hij heeft het schoongemaakt = 'he cleaned it'; *ze hebben niet meegedaan* = 'they didn't join in'.

CD3 Track 6

As *mooi* = 'beautiful', *mooier* = 'more beautiful', so *mooist* = 'most beautiful'. An -e is added when the adjective is placed before the thing it describes: *dit is de mooiste kat* = 'this is the most beautiful cat'.

best = 'best'; *haar beste vriend* = 'her best friend'.

zullen is also used for prediction: *zij zal het (wel) doen* = 'she will do it, I expect'.

ik denk dat zij het zou doen = 'I think she would do it'; *wij zouden het mogen zien* = 'we would be allowed to see it'.

CD3 Track 7

If you are using the 'diving past' of a trigger verb, and you want to follow it with another verb, you use both of them in the 'to' form (infinitive): *ik heb dat willen doen* = 'I have to want to do that' = 'I have wanted to do that'; *ik heb het haar laten zien* = 'I have let her see it' = 'I showed it to her'.

CD3 Track 8

ik had het niet willen doen = 'I hadn't wanted to do it'.

hoeven + niet + te = 'to not have to'; *jullie hoeven niet te gaan* = 'you don't have to go'; *ik hoef niet te gaan* = 'I don't have to go'; *hij hoeft niet te betalen* = 'he doesn't have to pay'.

CD3 Track 9

ik kon het kopen = 'I could (was able to) buy it'; *ik zou het morgen kunnen kopen* = 'I could (would be able to) buy it tomorrow'.

CD3 Track 10

ik had het kunnen kopen = 'I could have bought it'; *je had iets kunnen zeggen* = 'you could have said something'; *je had iets moeten doen* = 'you should have done something'.

CD3 Track 11

jullie hadden iets mogen zeggen = 'you would have been allowed to say something'; *ik vind het leuk om te doen* = 'I find it nice to do it' = 'I like to do it'; *het zou leuk zijn om je te zien* = 'it would be nice to see you'.

CD3 Track 12

zal ik het laten repareren? = 'shall I let it be repaired?' = 'shall I have it repaired?'

waar was je? = 'where were you?'; *er was eens* = 'there was once' = 'once upon a time'.

Het is een goede vraag = 'it's a good question'; *het zijn goede vragen* = 'they are good questions'.

CD3 Track 13

Some verbs, such as many verbs dealing with change or coming and going, use the verb *zijn* 'to be' to form the 'diving past': *ik ben gegaan, je bent gegaan, hij / zij is gegaan* = 'I am (have) / you are (have) / he / she is (has) gone' or 'I / you / he / she went'; *we / jullie / zij zijn gegaan* = 'we / you / they are (have) gone' or 'we / you / they went'; *waar ben je naartoe gegaan?* = 'where are you gone to?' = 'where have you gone (to)?'; *we zijn laat uitgegaan* = 'we went out late'.

CD3 Track 14

ik ben gekomen = 'I have come'; *hij komt morgen aan* = 'he's arriving tomorrow'; *hoe laat zijn ze aangekomen?* = 'at what time did they arrive?'; *ik hoop dat hij terugkomt* = 'I hope that he's coming back'.

CD3 Track 15

beginnen = 'to begin'; *begonnen* = 'begun'; *wij zijn gisteren begonnen* = 'we began yesterday'.

worden = 'to become' or 'to get'; *ik word moe* = 'I'm getting tired'; *hij zal moe worden* = 'he'll become tired'; *het is mooi geworden* = 'it has become beautiful (nice)'.

CD3 Track 16

zijn = 'to be' and *blijven* = 'to stay' also dive into *zijn*: *waar ben je geweest?* = 'where have you been?'; *wij zijn nog nooit in Amsterdam geweest* = 'we've never been in Amsterdam'; *waar was hij geweest?* = 'where had he been?'; *we waren daar geweest* = 'we had been there'.

CD4 Track 1

ik heb het gezegd = 'I have said it'; *ik zou het zeggen als ik daar geweest was* = 'I would say (it) if I had been there'; *ik had het gezegd als ik daar geweest was* = 'I would have said (it) if I had been there'.

hij is aangekomen = 'he has arrived'; *je zou het geweten hebben* (or *je had het geweten*) *als hij aangekomen was* = 'you would have known it if he had arrived'.

CD4 Track 2

ik ben lang gebleven = 'I (have) stayed a long time'; *wij blijven maar een dag* = 'we are staying but one day' = 'we are only staying one day'; *ik was*

gebleven = 'I had stayed' or 'I would have stayed'. For 'would have', therefore, verbs of coming and going will use *was* or *waren*, while the others will use *had* or *hadden*.

wij waren al begonnen = 'we had already started'.

CD4 Track 3

ik heb het geprobeerd = 'I have tried it'; *het was goed geweest* = 'it would have been good'.

het was mogelijk geweest om het te doen, als wij vroeger begonnen waren = 'it would have been possible to do it if we had started earlier'.

CD4 Track 4

Like in English, there is often a pattern to the vowel changes in the past tenses. Here *ij* 'dives' into *e*: *kijken* = 'to look' → *gekeken*; *begrijpen* = 'to understand' → *begrepen*; and *i* 'dives' into *o*: *drinken* = 'to drink' → *gedronken*; *vinden* = 'to find' → *gevonden*.

koffie = 'coffee'.

CD4 Track 5

ga even weg = 'go away (for a moment)'; *ga even zitten* = 'just go and sit down (for a moment)'; *gaat u zitten*, said without a questioning intonation, is a polite request to someone to sit down; *komt u binnen* = 'come in' (polite).

wil je dat ik dit doe? = 'do you want that I do this?' = 'do you want me to do this?'

CD4 Track 6

leven = 'to live (be alive)'; *het leven* = '(the) life'; *hij leeft* = 'he lives'; *hij heeft lang geleefd* = 'he has lived a long time'.

eten = 'to eat'; *het eten* = 'food'; *het eten had beter kunnen zijn* = 'the food could have been better'.

CD4 Track 7

wachten = 'to wait'; *het wachten* = 'the waiting'; nouns like these which are formed from the 'to' form of the verb are all *het* words, like *het huis*, *het boek*.

All plurals are *de* words: *de katten* = 'the cats', as are all words ending in *-atie*: *de combinatie* = 'the combination'.

When you refer back to a *de* word, you have to use *hij* or *hem* to mean 'it' instead of *het*: *de situatie wordt slecht* = 'the situation is becoming bad'; *hij (de situatie) is slecht geworden* = 'it (the situation) has become bad'.

CD4 Track 8

van mij = 'mine'; *de kat is van mij* = 'the cat is mine'; *hij is van mij maar ik wil hem niet* = 'it's mine, but I don't want it' (even if the cat is female).

de weg = 'the road'; *het is de goede weg* = 'it is the right road'.

dat = 'that' when it refers to *het* words: *het is het katje dat ik gekocht heb* = 'it is the little cat that I bought'. With a *de* word, 'that' becomes *die* instead of *dat*; both *dat* and *die* have the *omdat* effect: *het is de kat die ik gekocht heb* = 'it is the cat that I bought'.

de auto = 'the car'; *die auto is van mij* = 'that car is mine'.

CD4 Track 9

hebben = 'to have' 'dives' into *gehad*: *ik heb het gehad* = 'I have had it'; *de kans* = 'the chance': *ik heb nooit de kans gehad* = 'I've never had the chance'.

Words ending in *-ing* are also *de* words: *woning* = 'place that you live / accommodation': *het is een mooie woning* = 'it is a beautiful place / residence / house'.

With *het* words you don't add -e to the adjective before the noun when it's with *een* = 'a': *een nieuw huis* = 'a new house'.

CD4 Track 10

ik weet het nog = 'I still know (it)' = 'I remember'; *toen* = 'when', as in 'the period when': *toen ik jong was* = 'when I was young'.

With many verbs the (descriptive) past tense, e.g. 'I did something' (repeatedly) or 'used to do something', contrasted with the 'diving past' *ik heb iets gedaan* = 'I have done something' or 'I did something' (on one occasion), can be made by adding -de or -den (or sometimes -te or -ten) to the stem ('I' form) of the verb. This we shall call 'wading' into the past: *ik wilde het doen* = 'I wanted to do it'; *wij wilden het doen* = 'we wanted to do it'; *ik wachtte* = 'I waited'; *wij wachtten* = 'we waited'.

CD4 Track 11

Some verbs don't form the 'wading' past in this way: *kunnen* → *kon* / *konden*, *moeten* → *moest* / *moesten*, *mogen* → *mocht* / *mochten*, *worden* → *werd* / *werden*.

CD4 Track 12

De auto is gewassen = 'the car is (has been) washed': in Dutch, 'it is' and 'it has been' are expressed here in exactly the same way. Similarly, both 'was' and 'had been' are expressed in the same way, as are both 'will be' and 'will have been', and both 'would be' and 'would have been': *de auto was al gewassen* = 'the car was (had been) already washed'; *de auto zal al gewassen zijn* = 'the car will already be (have been) washed'; *de auto zou al gewassen zijn* = 'the car would already be (have been) washed'; *het werd laat* = 'it was getting late'.

CD4 Track 13

To say that something is being done, we use *worden*: *het wordt vanavond gewassen* = 'it is being (getting) washed tonight'; *het wordt gedaan* = 'it's getting done'.

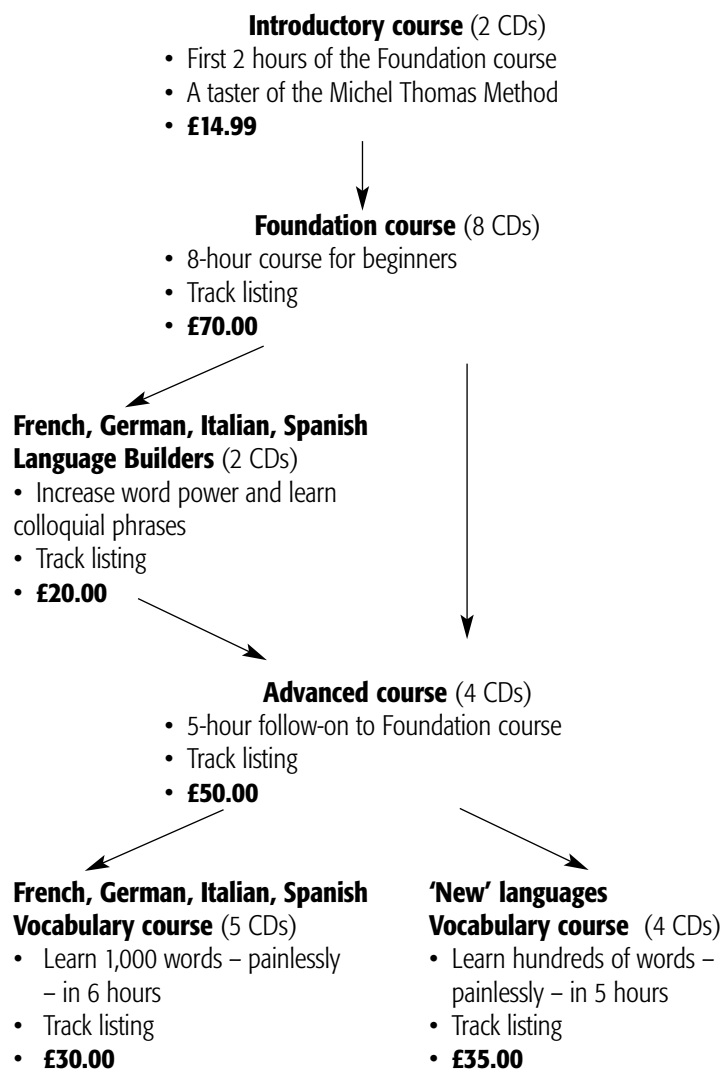
CD4 Track 14

Summary of known verb forms: *hij repareert het* = 'he repairs / is repairing / has been repairing / will repair / will be repairing it'; *hij repareerde het* = 'he repaired it'; *hij heeft het gerepareerd* = 'he (has) repaired it'; *hij had het gerepareerd* = 'he had repaired it'; *hij zal het repareren* = 'he will repair it' (promise); *hij zal het gerepareerd hebben* = 'he will have repaired it'; *hij gaat het repareren* = 'he is going to repair it'; *hij zou het repareren* = 'he would / was supposed to repair it'; *hij zou het gerepareerd hebben* or *hij had het gerepareerd* = 'he would have repaired it'; *de auto wordt gerepareerd* = 'the car is being repaired'; *de auto is gerepareerd* = 'the car is / has been repaired'; *de auto was gerepareerd* = 'the car was / had been / would have been / would be repaired'; *de auto werd gerepareerd* = 'the car was being repaired'; *de auto zou gerepareerd worden* = 'the car would be (get) repaired'; *de auto zal gerepareerd worden* = 'the car will be (get) repaired'; *de auto zal al gerepareerd zijn* = 'the car will already be / have been repaired'.

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