

*Michel Thomas*<sup>®</sup> method

# Russian

## Advanced Course

Natasha Bershadski

 **HODDER**  
EDUCATION  
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# ***Introduction***

3

## **What is the Michel Thomas Method?**

The Michel Thomas Method\* 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.

## **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.

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\*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.

6

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

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

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally. 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 (pages 11–31). 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

In this track listing, the words and phrases taught in the course are listed in English and Russian (transliterated and Cyrillic). The Cyrillic alphabet is given on pages 33–5, along with an explanation of the transliteration system.

## CD1 Track 1

### Introduction

I'm ready	<i>ya gotov(a)</i>	я готов(а)
you are ready	<i>vy gotovy</i>	вы готовы
to speak (in) Russian	<i>govorit' po-rooski</i>	говорить по-русски
I'm glad	<i>ya rad(a)</i>	я рад(а)
we are glad	<i>my rady</i>	мы рады
to see	<i>vid'et'</i>	видеть
I'm very glad to see you	<i>ya och'en' rad(a)</i>	я очень рад(а)
	<i>vas vid'et'</i>	вас видеть
me	<i>m'en'a</i>	меня

## CD1 Track 2

### Verbs in the present

to know	<i>znat'</i>	знать
to think	<i>doomat'</i>	думать
to do	<i>d'elat'</i>	делать
to work	<i>rabotat'</i>	работать
to understand	<i>ponimat'</i>	понимать
I understand you	<i>ya vas ponimayoo</i>	я вас понимаю
but	<i>no</i>	но
not	<i>n'e</i>	не
you don't understand	<i>vy m'en'a n'e</i>	вы меня не
me	<i>ponimayet'e</i>	понимаете
we work	<i>my rabotayem</i>	мы работаем
here	<i>zd'es'</i>	здесь

12

my computer isn't working	<i>moy kompyooter n'e rabotayet</i>	мой компьютер не работает
the computers aren't working	<i>kompyootery n'e rabotayoot</i>	компьютеры не работают
that, what	<i>chto</i>	что
now	<i>s'eychas</i>	сейчас
well	<i>khorosho</i>	хорошо
and	<i>i</i>	и
quickly	<i>bystro</i>	быстро
to hurry	<i>sp'eshit'</i>	спешить
we speak	<i>my govorim</i>	мы говорим
(in) English	<i>po-angliyski</i>	по-английски
what are you saying / speaking?	<i>chto vy govorit'e?</i>	что вы говорите?
I see	<i>ya vizhoo</i>	я вижу
we see	<i>my vidim</i>	мы видите
you see	<i>vy vidit'e</i>	вы видите
I'm sorry	<i>izvinit'e</i>	извините
nothing	<i>nichego (pronounced nich'evo)</i>	ничего
I don't / can't see anything	<i>ya nichego n'e vizhoo</i>	я ничего не вижу
I want	<i>ya khochoo</i>	я хочу
he wants	<i>on khochet</i>	он хочет
to say	<i>skazat'</i>	сказать
you want	<i>vy khotit'e</i>	вы хотите
to find out	<i>ooznat'</i>	узнать

### CD1 Track 3

The future and the past

I will speak	<i>ya boodoo govorit'</i>	я буду говорить
he will speak	<i>on bood'et govorit'</i>	он будет говорить
we will speak	<i>my bood'em govorit'</i>	мы будем говорить

I will be	<i>ya boodoo</i>	я буду
at home	<i>doma</i>	дома
I will have (tea)	<i>ya boodoo (chay)</i>	я буду (чай)
to drink	<i>pit'</i>	пить
he (she) said	<i>on(a) skazal(a)</i>	он(а) сказал(а)
we said	<i>my skazali</i>	мы сказали
what did you say?	<i>chto vy skazali?</i>	что вы сказали?
I can	<i>ya mogoo</i>	я могу

#### CD1 Track 4

Pairs of verbs – general and concrete / one-time

I'm hungry, I want to eat	<i>ya khochoo yest'</i>	я хочу есть
I want to have a meal / something to eat	<i>ya khochoo poyest'</i>	я хочу поесть
it is possible, one can	<i>mozhno</i>	можно
where	<i>gd'e</i>	где
where can one have a (nice) meal?	<i>gd'e mozhno (khorosho) poyest'?</i>	где можно (хорошо) поесть?
I'm thirsty, I want to drink	<i>ya khochoo pit'</i>	я хочу пить
to have a coffee	<i>vypit' kof'e</i>	выпить кофе
beer	<i>pivo</i>	пиво

#### CD1 Track 5

to think	<i>doomat'</i>	думать
to have a think, give it a thought	<i>podoomat'</i>	подумать
it's necessary / needed	<i>nado</i>	надо
to me	<i>mn'e</i>	мне
to us	<i>nam</i>	нам
I / we need to think about it	<i>mn'e / nam nado podoomat'</i>	мне / нам надо подумать
time	<i>vr'em'a</i>	время
time to think it over	<i>vr'em'a podoomat'</i>	время подумать
you / we have	<i>oo vas / nas yest'</i>	у вас / нас есть

14

you will have time to think (it over)	<i>oo vas bood'et vr'em'a podoomat'</i>	у вас будет время подумать
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**CD1 Track 6**

to do	<i>d'elat'</i>	делать
to do, to have (something) done	<i>sd'elat'</i>	сделать
what needs to be done?	<i>chto nado sd'elat'?</i>	что надо сделать?
this, it	<i>eto</i>	это
when	<i>kogda</i>	когда
why	<i>poch'emoo</i>	почему
how	<i>kak</i>	как

Question words

**CD1 Track 7**

perestroika	<i>p'er'estroyka</i>	перестройка
prefix meaning 'transition'	<i>p'er'e-</i>	пере-
to change one's mind	<i>p'er'edoomat'</i>	передумать
I have changed my mind	<i>ya p'er'edoomal(a)</i>	я передумал(а)
wine	<i>vino</i>	вино
have you changed your mind?	<i>vy p'er'edoomali?</i>	вы передумали?

Consonant й (y) (short i)

**CD1 Track 8**

Past tense endings

to redo, do again	<i>p'er'ed'elat'</i>	переделать
to book, order	<i>zakazat'</i>	заказать
taxi	<i>taksi</i>	такси

tickets	<i>bil'ety</i>	билеты
he (she) has booked	<i>on(a) zakazal(a)</i>	он(а) заказал(а)
we (they) have booked	<i>my (oni) zakazali</i>	мы (они) заказали

**CD1 Track 9**

order, booking	<i>zakaz</i>	заказ
have you made / did you make a booking?	<i>vy sd'elali zakaz?</i>	вы сделали заказ?
to show (you, to you)	<i>pokazat' (vam)</i>	показать (вам)
passport	<i>pasport</i>	паспорт
project	<i>proyekt</i>	проект
my	<i>moy</i>	мой

**CD1 Track 10**

'Can', 'to be able to'

you can	<i>vy mozhet'e</i>	вы можете
he (she) can	<i>on(a) mozhet</i>	он(а) может
we can	<i>my mozhem</i>	мы можем
everything	<i>vs'o</i>	всё
metro	<i>m'etro</i>	метро
can you tell me?	<i>vy mozhet'e mn'e skazat'?</i>	вы можете мне сказать?

**CD1 Track 11**

maybe, perhaps	<i>mozhet byt'</i>	может быть
to forget	<i>zabyt'</i>	забыть
he forgot	<i>on zabyl</i>	он забыл
he didn't know	<i>on n'e znal</i>	он не знал
or	<i>ili</i>	или

**CD1 Track 12**

Explanation of difference in meaning between the verbs of the pair  
The two past tenses (progressive and completed)

what were you doing?	<i>chto vy d'elali?</i>	что вы делали?
what have you done?	<i>chto vy sd'elali?</i>	что вы сделали?
I wasn't doing anything	<i>ya nichego</i> (pronounced <i>nichevo</i> ) <i>n'e d'elal(a)</i>	я ничего не делал(а)
I haven't done anything	<i>ya nichego n'e</i> <i>sd'elal(a)</i>	я ничего не сделал(а)
why haven't you done this?	<i>poch'emoo vy eto</i> <i>n'e sd'elali?</i>	почему вы это не сделали?
thank you	<i>spasibo</i>	спасибо
thank you for doing this	<i>spasibo chto vy eto</i> <i>sd'elali</i>	спасибо что вы это сделали

**CD1 Track 13**

who	<i>kto</i>	кто
who has done this?	<i>kto eto sd'elal?</i>	кто это сделал?
who knows?	<i>kto znayet?</i>	кто знает?
everybody, all	<i>vs'e</i>	все
everybody knows	<i>vs'e znayoot</i>	все знают
nobody knows	<i>nikto n'e znayet</i>	никто не знает
reforms	<i>r'eformy</i>	реформы
nobody knows anything	<i>nikto nichego</i> (pronounced <i>nichevo</i> ) <i>n'e znayet</i>	никто ничего не знает
soon	<i>skoro</i>	скоро
to prepare	<i>gotovit'</i>	готовить
to prepare, get prepared	<i>prigotovit'</i>	приготовить
all the documents	<i>vs'e dokoom'enty</i>	все документы
they haven't prepared anything	<i>oni nichego n'e</i> <i>prigotovili</i>	они ничего не приготовили



**CD1 Track 14**

breakfast	<i>zavtrak</i>	завтрак
tomorrow	<i>zavtra</i>	завтра
what are we going to do tomorrow?	<i>chto my bood'em d'elat' zavtra?</i>	что мы будем делать завтра?
to have breakfast (general / concrete)	<i>zavtrakat' / pozavtrakat'</i>	завтракать / позавтракать
where can one have breakfast?	<i>gd'e mozjno pozavtrakat'?</i>	где можно позавтракать?
(plans) for tomorrow	<i>(plany) na zavtra</i>	(планы) на завтра
what's for breakfast?	<i>chto na zavtrak?</i>	что на завтрак?

**CD2 Track 1**

The two futures

I will do, will be doing, am going to do	<i>ya boodoo d'elat'</i>	я буду делать
I will do, have (something) done	<i>ya sd'elayoo</i>	я сделаю
you will do	<i>vy sd'elayet'e</i>	вы сделаете
we will do	<i>my sd'elayem</i>	мы сделаем
they will do	<i>oni sd'elayoot</i>	они сделают
who will do it?	<i>kto eto sd'elayet'?</i>	кто это сделает?

**CD2 Track 2**

later, afterwards	<i>potom</i>	потом
everybody says	<i>vs'e govor'at</i>	все говорят
I will say / tell	<i>ya skazhoo</i>	я скажу
you will say / tell	<i>vy skazhet'e</i>	вы скажете
they will say / tell (you)	<i>oni (vam) skazhoot</i>	они (вам) скажут
I will show	<i>ya pokazhoo</i>	я покажу
I will book	<i>ya zakazhoo</i>	я закажу
you will show	<i>vy pokazhet'e</i>	вы покажете

18

you will book  
we will book

*vy zakazhet'e*  
*my zakazhem*

вы закажете  
мы закажем

### CD2 Track 3

I will find out

*ya ooznayoo*

я узнаю

I wonder

*int'er'esno*

интересно

when they find out

*kogda oni ooznayoot*

когда они узнают

(lit. will find out)

boss

*boss*

босс

he will find out

*on ooznayet*

он узнает

he will say

*on skazhet*

он скажет

### CD2 Track 4

to be

*byt'*

быть

to forget

*zabyt'*

забыть

I will (won't) forget

*ya (n'e) zabooodoo*

я (не) забуду

you won't forget

*vy n'e zaboood'et'e?*

вы не забудете?

(will you)?

that

*to*

то

what (emphatic),

*to, chto*

то, что

that what, the thing that

what will be, will be

*chto bood'et, to bood'et* что будет, то будет

### CD2 Track 5

Difference in meanings of the two past tenses

I was making breakfast /  
used to make breakfast

*ya d'elal(a) zavtrak*

я делал(а) завтрак

I made / have made  
breakfast

*ya sd'elal(a) zavtrak*

я сделал(а) завтрак

**CD2 Track 6**

Present tense; both future tenses

usually, habitually	<i>obychno</i>	обычно
I will make / am going to make / will be making breakfast	<i>ya boodoo d'elat' zavtrak</i>	я буду делать завтрак
I will make breakfast (i.e. get breakfast done)	<i>ya sd'elayoo zavtrak</i>	я сделаю завтрак
as, like	<i>kak</i>	как
we will not forget	<i>my n'e zabood'em</i>	мы не забудем

**CD2 Track 7**

The informal 'you'

you (informal)	<i>ty</i>	ты
you do / are doing	<i>ty d'elayesh'</i>	ты делаешь
you want	<i>ty khoch'esh'</i>	ты хочешь
you can	<i>ty mozhesh'</i>	ты можешь
you will say	<i>ty skazhesh'</i>	ты скажешь
you say / are saying	<i>ty govorish'</i>	ты говоришь
you have	<i>oo t'eb'a (yest')</i>	у тебя (есть)
to / for you	<i>t'eb'e</i>	тебе

**CD2 Track 8**

'To want'

if	<i>yesli</i>	если
we want	<i>my khoteem</i>	мы хотим
they want	<i>oni khot'at</i>	они хотят
if I have time (lit. will have)	<i>yesli oo m'en'a bood'et vr'em'a</i>	если у меня будет время
busy	<i>zan'at(a)(y)</i>	занят(а)(ы)
if you're interested	<i>yesli vam (t'eb'e) int'er'esno</i>	если вам (тебе) интересно

**CD2 Track 9**

tired	<i>oostal(a)(i)</i>	устал(а)(и)
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**CD2 Track 10**

How to say 'would'

I would do / have done	<i>ya sd'elal(a) by / ya by sd'elala</i>	я сделал(а) бы / я бы сделал(а)
I would tell / have told you	<i>ya by skazal(a) vam</i>	я бы сказал(а) вам
I would buy / have bought	<i>ya by koopila</i>	я бы купил(а)
we would prepare / have prepared	<i>my by prigotovili</i>	мы бы приготовили
it would be (interesting)	<i>bylo by (int'er'esno)</i>	было бы (интересно)

**CD2 Track 11**

if (unreal condition)	<i>yesli by</i>	если бы
if I knew / had known	<i>yesli by ya znal(a)</i>	если бы я знал(а)
if you were not in a rush	<i>yesli by vy n'e sp'eshili</i>	если бы вы не спешили
we would do everything now	<i>my by sd'elali vs'o s'eychas</i>	мы бы сделали всё сейчас
if it were not for you ...	<i>yesli by n'e vy ...</i>	если бы не вы ...
I wouldn't have repaired the computer	<i>ya by n'e pochini(a) kompyooter</i>	я бы не починил(а) компьютер

**CD2 Track 12**

Masculine adjective endings

the Bolshoy Theatre	<i>Bol'shoy t'eatr</i>	Большой театр
here is	<i>vot</i>	вот
big	<i>bol'shoy</i>	большой
house	<i>dom</i>	дом

small, little	<i>n'ebol'shoy</i>	небольшой
good	<i>khoroshiy</i>	хороший
restaurant	<i>r'estoran</i>	ресторан
interesting	<i>int'er'esnyy</i>	интересный
film	<i>fil'm</i>	фильм
secret	<i>s'ekr'et</i>	секрет
president	<i>pr'ezid'ent</i>	президент
(good) progress	<i>(bol'shoy) progr'ess</i>	(большой) прогресс
risk	<i>risk</i>	риск
business	<i>bizn'es</i>	бизнес

### CD2 Track 13

Masculine adjective endings continued

Russian, a Russian (man), Russian language	<i>rooskiy</i>	русский
businessman	<i>bizn'esm'en</i>	бизнесмен
new	<i>novyy</i>	новый
our	<i>nash</i>	наш
telephone	<i>t'el'efon</i>	телефон
method	<i>m'etod</i>	метод
effective	<i>eff'ektivnyy</i>	эффективный

### CD2 Track 14

Feminine adjective endings

(big) problem	<i>(bol'shaya) probl'ema</i>	(большая) проблема
portion	<i>portsiya</i>	порция
firm	<i>firma</i>	фирма
it's not big, but good (e.g. of a firm)	<i>ona n'e bol'shaya, no khoroshaya</i>	она не большая, но хорошая
interesting situation	<i>int'er'esnaya sitoatsiya</i>	интересная ситуация
strange situation	<i>strannaya sitoatsiya</i>	странная ситуация
Russian tradition	<i>rooskaya traditsiya</i>	русская традиция

22

Russian (woman) *roosskaya* русская**CD2 Track 15**

Neuter and plural adjective endings

big café	<i>bol'shoye kafe</i>	большое кафе
thank you very much (lit. a big thank you)	<i>bol'shoye spasibo</i>	большое спасибо
thank you for (the souvenir)	<i>spasibo za (soov'enir)</i>	спасибо за (сувенир)
big problems	<i>bol'shiye probl'emy</i>	большие проблемы

**CD3 Track 1**

Plural adjective endings continued

newspaper	<i>gaz'eta</i>	газета
new Russian newspapers	<i>novye roosskiyе gaz'ety</i>	новые русские газеты
magazine	<i>zhoornal</i>	журнал
English	<i>angliyskiy</i>	английский
to read	<i>chitat'</i>	читать
I read / am reading	<i>ya chitayoo</i>	я читаю
you will have big problems	<i>oo vas boodoot bol'shiye probl'emy</i>	у вас будут большие проблемы
you will have a big problem	<i>oo vas bood'et bol'shaya probl'ema</i>	у вас будет большая проблема

**CD3 Track 2**

Nationalities

Adjective and noun endings

Britain	<i>britaniya</i>	Британия
British	<i>britanskiy</i>	британский
American	<i>am'erikanskiy</i>	американский
American tourists	<i>am'erikanskiye tooristy</i>	американские туристы
culture	<i>kool'toora</i>	культура

Russian radio	<i>rooskoye radio</i>	русское радио
we read	<i>my chitayem</i>	мы читаем
humour	<i>yoomor</i>	юмор

### CD3 Track 3

The 'whom and what' position

icons	<i>ikony</i>	иконы
information	<i>informatsiya</i>	информация
it's necessary to redo the work	<i>nado p'er'ed'elat' rabotoo</i>	надо переделать работу

### CD3 Track 4

Feminine adjective endings in the whom / what position

book	<i>kniga</i>	книга
I'm reading a book	<i>ya chitayoo knigoo</i>	я читаю книги
I'm reading an interesting Russian book	<i>ya chitayoo int'er'esnooyoo rooskooyoo knigoo</i>	я читаю интересную русскую книгу
my work	<i>moya rabota</i>	моя работа
I want to show you my work	<i>ya khochoo pokazat' vam moyoo rabotoo</i>	я хочу показать вам мою работу

### CD3 Track 5

water	<i>voda</i>	вода
to buy water	<i>koopit' vodoo</i>	купить воду
vodka	<i>vodka</i>	водка
to drink vodka	<i>pit' vodkoo</i>	пить водку

'you have water (etc.)' = 'by you there is water (etc.)', so 'water (etc.)' is not in the 'whom and what' position.

what will you have: wine or vodka?	<i>chto vy bood'et'e: vino ili vodkoo?</i>	что вы будете: вино или водку?
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24

your situation	<i>vasha sitooatsiya</i>	ваша ситуация
I understand your situation	<i>ya ponimayoo vashoo sitooatsiyoo</i>	я понимаю вашу ситуацию
position	<i>pozitsiya</i>	позиция
thank you very much for the information	<i>bol'shoye spasibo za informatsiyoo</i>	большое спасибо за информацию
(can I have / bring me) mineral water	<i>(mozhno) min'eral'nooyoo vodoo</i>	(можно) минеральную воду
mineral water	<i>min'eral'naya voda</i>	минеральная вода

### CD3 Track 6

this newspaper	<i>eta gaz'eta</i>	эта газета
this computer	<i>etot kompyooter</i>	этот компьютер
these computers	<i>eti kompyootery</i>	эти компьютеры
I'm reading this newspaper	<i>ya chitayoo etoo gaz'etoo</i>	я читаю эту газету
everybody knows this Russian tradition	<i>vs'e znayoot etoo roosskooyoo traditsiyoo</i>	все знают эту русскую традицию

### CD3 Track 7

Endings of nouns in the whom / what position

that (document)	<i>tot (dokoom'ent)</i>	тот (документ)
that book	<i>ta kniga</i>	та книга
you are reading that book	<i>vy chitayet'e too knigoo</i>	вы читаете ту книгу
not this one, that one (e.g. journal)	<i>n'e etot, tot</i>	не этот, тот
not this one, that one (e.g. newspaper)	<i>n'e etoo, too</i>	не эту, ту

### CD3 Track 8

'Going' verbs

Difference between *kooda* and *gd'e*



to go (on foot) / walk things	<i>idti</i> <i>d'ela</i>	ИДИ дела
to where, where to	<i>kooda</i>	куда
because	<i>potomoo chto</i>	потому что

**CD3 Track 9**

to go (concrete verb)	<i>poyti</i>	пойти
to (a place), into	<i>v</i>	в
cinema	<i>kino</i>	кино
Kremlin	<i>Kr'eml'</i>	Кремль
Hermitage	<i>Ermitazh</i>	Эрмитаж

Pronunciation of soft 'l'

**CD3 Track 10**

to (an event)	<i>na</i>	на
concert	<i>kontsert</i>	концерт
ballet	<i>bal'et</i>	балет
hotel room	<i>nom'er</i>	номер
of course, certainly	<i>kon'ечно</i>	конечно
to want	<i>khot'et'</i>	хотеть
I wanted	<i>ya khot'el(a)</i>	я хотел(а)

**CD3 Track 11**

Endings of 'to go' in the present

I am going / walking / coming	<i>ya idoo</i>	я иду
you are going / walking / coming	<i>vy id'ot'e, ty id'osh'</i>	вы идёте, ты идёшь
we are going / walking / coming	<i>my id'om</i>	мы идём
he (she) is going / walking / coming	<i>on(a) id'ot</i>	он(а) идёт

26

they are going / walking / coming	<i>oni idoot</i>	они идут
office	<i>ofis</i>	офис
so	<i>tak</i>	так

**CD3 Track 12**

Future of 'going' verbs

with us	<i>s nami</i>	с нами
with you	<i>s vami</i>	с вами
there	<i>tam</i>	там
(to) there	<i>tooda</i>	туда
you will go	<i>vy poyd'ot'e</i>	вы пойдёте
I will go	<i>ya poydoo</i>	я пойду
we will go	<i>my poyd'om</i>	мы пойдём

**CD3 Track 13**

nowhere	<i>nigd'e</i>	нигде
(to) nowhere	<i>nikooda</i>	никуда
we will not go anywhere	<i>my nikooda n'e poyd'om</i>	мы никуда не пойдём
the bus is coming / going	<i>id'ot avtoboos</i>	идёт автобус
(town) centre	<i>tsentr</i>	центр
everything is going well	<i>vs'o id'ot khorosho</i>	всё идёт хорошо
snow	<i>sn'eg</i>	снег
it is snowing	<i>id'ot sn'eg</i>	идёт снег
it will snow / start snowing	<i>poyd'ot sn'eg</i>	пойдёт снег
bank	<i>bank</i>	банк
football	<i>footbol</i>	футбол
football match	<i>footbol'nyy match</i>	футбольный матч
basketball match	<i>bask'etbol'nyy match</i>	баскетбольный матч

**CD3 Track 14**

## Going by transport

I am going (by transport)	<i>ya yedoo</i>	я еду
he is going	<i>on yed'et</i>	он едет
we are going	<i>my yed'em</i>	мы едем
you are going	<i>vy yed'et'e</i>	вы едете
they are going	<i>oni yedoot</i>	они едут

**CD4 Track 1**

(to the) station	<i>(na) vokzal</i>	(на) вокзал
airport	<i>aeroport</i>	аэропорт
we will go / travel	<i>my poyed'em</i>	мы поедем
I will go / travel	<i>ya poyedoo</i>	я поеду
Saint Petersburg	<i>P'et'erboorg</i>	Петербург
he will go / travel	<i>on poyed'et</i>	он поедет

**CD4 Track 2**Endings after *v / na*

to go / travel	<i>yekhat' / poyekhat'</i>	ехать / поехать
Moscow	<i>Moskva</i>	Москва
to Moscow	<i>v Moskvo</i>	в Москву
America	<i>Am'erika</i>	Америка
police (station)	<i>militsiya</i>	милиция
to the police station	<i>v militsiyoo</i>	в милицию
(I will not go) to work	<i>(ya n'e poydoo) na rabotoo</i>	(я не пойду) на работу
conference	<i>konf'er'entsiya</i>	конференция
to a conference	<i>na konf'er'entsiyoo</i>	на конференцию

**CD4 Track 3**

Commands or requests (formal 'you')

tell (me)!	<i>skazhit'e!</i>	скажите!
show (me)!	<i>pokazhit'e!</i>	покажите!
photo	<i>fotografiya</i>	фотография
they speak / say	<i>oni govor'at</i>	они говорят
speak!	<i>govorit'e!</i>	говорите!
find out!	<i>ooznayt'e!</i>	узнайте!

**CD4 Track 4**

Commands or requests (informal 'you')

find out! (informal)	<i>ooznay!</i>	узнай!
speak! (informal)	<i>govori!</i>	говори!
tell (me)! (informal)	<i>skazhi!</i>	скажи!
country house	<i>dacha</i>	дача
to give	<i>dat'</i>	дать
to pass	<i>p'er'edat'</i>	передать
give (me)!	<i>dayt'e!</i>	дайте!
pass (me)!	<i>p'er'edayt'e!</i>	передайте!
salt	<i>sol'</i>	соль
broadcast, transmission	<i>p'er'edacha</i>	передача

**CD4 Track 5**

go!	<i>idi(t'e)!</i>	иди(те)!
to here	<i>s'ooda</i>	сюда
come here!	<i>idi(t'e) s'ooda!</i>	иди(те) сюда!

**CD4 Track 6**

to love / like	<i>l'oobit'</i>	любить
he (she) loves	<i>on(a) l'oobit</i>	он(а) любит
we love	<i>my l'oobim</i>	мы любим
you love	<i>vy l'oobit'e</i>	вы любите

you love (informal)	<i>ty l'oobish'</i>	ты любишь
soup	<i>soop</i>	суп
I love	<i>ya l'oobl'oo</i>	я люблю
sport	<i>sport</i>	спорт
London	<i>London</i>	Лондон
they love	<i>oni l'oob'at</i>	они любят
student	<i>stood'ent</i>	студент
literature	<i>lit'eratoora</i>	литература
music	<i>moozyka</i>	музыка
favourite	<i>l'oobimyy</i>	любимый
opera	<i>opera</i>	опера

#### CD4 Track 7

Possession ('his', 'her', 'their', 'my' and 'our')

his	<i>yego</i> (pronounced <i>yevvo</i> )	его
her	<i>yeyo</i>	её
their	<i>ikh</i>	их
my	<i>moy, moya, moyo, moyi</i>	мой, моя, моё, мои
our	<i>nash, nasha, nashi</i>	наш, наша, наши
business	<i>d'elo</i>	дело
journalist	<i>zhoornalist(ka)</i>	журналист(ка)
far	<i>dal'eko</i>	далеко
address	<i>adr'es</i>	адрес

#### CD4 Track 8

him	<i>yego</i> (pronounced <i>yevvo</i> )	его
her	<i>yeyo</i>	её
them	<i>ikh</i>	их
he / she / they is / are not in	<i>yego / yeyo / ikh n'et</i>	его / её / их нет
he has	<i>oo n'ego</i>	у него
she has	<i>oo n'eyo</i>	у неё
they have	<i>oo nikh</i>	у них
director	<i>dir'ektor</i>	директор

30

he has moved (house)	<i>on p'er'eyekhal</i>	он переехал
telephone	<i>t'el'efon</i>	телефон
their telephone is	<i>ikh / oo nikh t'el'efon</i>	их / у них телефон
not working	<i>n'e rabotayet</i>	не работает

**CD4 Track 9**

Saying 'let's'

to give	<i>davat' / dat'</i>	давать / дать
let us, let's	<i>davay(t'e)</i>	давай(те)
let's do this	<i>davay(t'e) eto sd'elayem</i>	давайте это сделаем
let's think	<i>davay(t'e) podoomayem</i>	давайте подумаем
let's go	<i>davay(t'e) poyd'om</i>	давайте пойдём
let's book tickets	<i>davay(t'e) zakazhem bil'ety</i>	давайте закажем билеты
let's have breakfast	<i>davay(t'e) pozavtrakayem</i>	давайте позавтракаем
let's prepare	<i>davay(t'e) prigotovim</i>	давайте приготовим
let us (informal), come on!	<i>davay!</i>	давай!

**CD4 Track 10**

to see / have a look	<i>vid'et' / oovid'et'</i>	видеть / увидеть
I will see / have a look	<i>ya oovizhoo</i>	я увижу
we will see / have a look	<i>my oovidim</i>	мы увидим
to see each other	<i>vid'et's'a / oovid'et's'a</i>	видеться / увидеться
we shall see each other	<i>my oovid'ims'a</i>	мы увидимся

**CD4 Track 11**

borshch	<i>borshch</i>	борщ
I (don't) like (to me (not) appeals)	<i>mn'e (n'e) nravits'a</i>	мне (не) нравится
pizza	<i>pitstsa</i>	пицца

I (don't) like this pizza	<i>mn'e (n'e) nnavits'a eta pits'tsa</i>	мне (не) нравится эта пицца
unusual	<i>n'eobychnyy</i>	необычный

**CD4 Track 12**

he could / was able to	<i>on mog</i>	он мог
she could / was able to	<i>ona mogla</i>	она могла
they could / were able to	<i>oni mogli</i>	они могли
you could / were able to	<i>vy mogli</i>	вы могли
I could, would be able to	<i>ya mog(la) by</i>	я мог(ла) бы
could you do it?	<i>vy mogli by eto sd'elat'?</i>	вы могли бы это сделать?
you could have done it	<i>vy mogli by eto sd'elat'</i>	вы могли бы это сделать
could you please do it, would you be so kind as to do it?	<i>vy n'e mogli by eto sd'elat'?</i>	вы не могли бы это сделать?





# The Russian alphabet

	Russian letter	Closest English equivalent	Transliterated
1	<b>А а</b> мама	A as in father, <i>saga</i> , about	a
2	<b>Б б</b> банк, гриб	B as in <i>bet</i> , <i>beat</i> (sounds P at the end of a word).	b
3	<b>В в</b> вокзал, вот	V as in <i>van</i> (can sound F at the end of a word).	v
4	<b>Г г</b> гараж, готов, ничего	G as in <i>go</i> , <i>get</i> (can sound K at the end of a word; sounds V in -ero, -oro and certain other word endings).	g
5	<b>Д д</b> дом, код	D as in <i>dad</i> , <i>den</i> (can sound T at the end of a word).	d
6	<b>Е е</b> есть, где	YE as in <i>yes</i> , E as in <i>met</i> . Softens the preceding consonant (shown with apostrophe ').	ye, 'e
7	<b>Ё ё</b> ёлка, всё	YO as in <i>your</i> , <i>beyond</i> . Softens the preceding consonant (shown with apostrophe '). Always stressed.	yo, 'o
8	<b>Ж ж</b> можно, муж	ZH as in <i>pleasure</i> , <i>vision</i> (can sound SH at the end of a word).	zh
9	<b>З з</b> здесь, занят	Z as in <i>zero</i> , <i>rose</i> (can sound S at the end of a word).	z
10	<b>И и</b> и, или	EE as in <i>feet</i> , <i>eel</i> . Softens the preceding consonant.	i
11	<b>Й й</b> мой	Y as in <i>yet</i> , <i>toy</i> , <i>boy</i>	y

	Russian letter	Closest English equivalent	Transliterated
12	<b>К к</b> Как	K as in <i>rack</i> , <i>key</i>	<i>k</i>
13	<b>Л л</b> лампа, далеко	L as in <i>lamp</i> , <i>lead</i>	<i>l</i>
14	<b>М м</b> Москва	M as in <i>milk</i> , <i>meat</i>	<i>m</i>
15	<b>Н н</b> нет, но	N as in <i>nice</i> , <i>net</i>	<i>n</i>
16	<b>О о</b> он, она	O as in <i>port</i> when stressed. When unstressed - as in <i>again</i> , <i>doctor</i> .	<i>o</i>
17	<b>П п</b> президент	P as in <i>pour</i> , <i>please</i>	<i>p</i>
18	<b>Р р</b> Россия, работа	Scottish rolled 'r'	<i>r</i>
19	<b>С с</b> спасибо	S as in <i>sit</i> , <i>most</i>	<i>s</i>
20	<b>Т т</b> это, так	T as in <i>tuck</i> , <i>team</i>	<i>t</i>
21	<b>У у</b> по-русски, у	OO as in <i>boot</i> , <i>fool</i> . The lips should be protruded.	<i>oo</i>
22	<b>Ф ф</b> кофе	F as in <i>fun</i> , <i>farm</i>	<i>f</i>
23	<b>Х х</b> хлеб, хорошо	Scottish 'loch'	<i>kh</i>
24	<b>Ц ц</b> цирк	T+S as in <i>sits</i> , <i>bits</i>	<i>ts</i>
25	<b>Ч ч</b> хочу, что	CH as in <i>chair</i> , <i>chip</i>	<i>ch</i>

	Russian letter	Closest English equivalent	Transliterated
26	<b>Ш ш</b> ваш, наш	SH as in <i>ship</i> , <i>rush</i>	<i>sh</i>
27	<b>Щ щ</b> борщ, ещё	SHCH as in <i>pushchair</i> , <i>fresh cheese</i>	<i>shch</i>
28	<b>Ъ ъ</b> съел	'hard sign': serves to keep the consonant it follows hard.	"
29	<b>Ы ы</b> вы, ты	Resembles I as in <i>till</i> , <i>bit</i>	<i>y</i>
30	<b>Ь ь</b> думать, большой	'soft sign': used mainly to soften the preceding consonant.	'
31	<b>Э э</b> это	E as in <i>get</i> , <i>bear</i> , <i>where</i>	<i>e</i>
32	<b>Ю ю</b> знаю, говорю	U as in <i>university</i> , <i>tune</i> . Softens the preceding consonant (shown with apostrophe ').	<i>yoo</i> , <i>'oo</i>
33	<b>Я я</b> моя, время	YA as in <i>yummy</i> , <i>yard</i> . Softens the preceding consonant (shown with apostrophe ').	<i>ya</i> , <i>'a</i>

### Vowels

Harden preceding consonant	<b>А</b> мама	<b>О</b> дом	<b>Э</b> мэр	<b>У</b> по-русски	<b>Ы</b> быть
Softens preceding consonant	<b>Я</b> время	<b>Ё</b> идём	<b>Е</b> меня	<b>Ю</b> говорю	<b>И</b> билет



## Common Russian signs

37

<b>МЕТРО</b> metro	<b>БАР</b> bar	<b>ВХОД</b> entry
<b>ТАКСИ</b> taxi	<b>РЕСТОРАН</b> restaurant	<b>ВЫХОД</b> exit
<b>ВОКЗАЛ</b> train station	<b>КАФЕ</b> cafe	<b>ПЕРЕХОД</b> pedestrian crossing
<b>ХЛЕБ</b> bread	<b>БАНК</b> bank	<b>БОЛЬШОЙ ТЕАТР</b> Bolshoy Theatre
<b>МОЛОКО</b> milk	<b>БАНКОМАТ</b> cash machine	<b>ЭРМИТАЖ</b> Hermitage
<b>ОТЕЛЬ</b> hotel	<b>МИЛИЦИЯ</b> police (militia)	<b>МУЗЕЙ</b> museum
<b>ГОСТИНИЦА</b> hotel	<b>КАССА</b> box office, ticket office	<b>СУВЕНИРЫ</b> souvenirs
<b>НЕ КУРИТЬ</b> no smoking	<b>ГАЗЕТЫ</b> newspapers	<b>ПОЛИКЛИНИКА</b> surgery
<b>РЕГИСТРАЦИЯ</b> registration	<b>МАГАЗИН</b> shop	<b>РЫНОК</b> market
<b>ЗАНЯТО</b> engaged, occupied	<b>КНИГИ</b> books	<b>ДОБРО ПОЖАЛОВАТЬ</b> welcome



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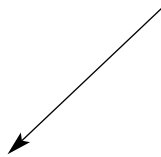
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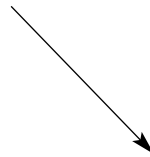
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