

*Michel
Thomas*®

**FOUNDATION
GERMAN**

Hodder Arnold

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Michel Thomas, 1914–2005

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

To find out more, please get in touch with us

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Introduction

Anyone can learn a language with Michel Thomas!

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

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

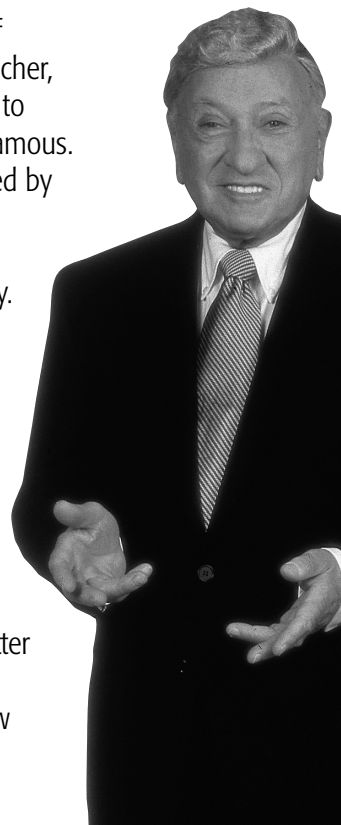


Photo by Robert Milazzo

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What is the Michel Thomas method?

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

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

What does the Foundation (8-hour) course contain?

In his specially developed course you hear the voice of Michel Thomas as he leads a class of two students. These students are novices who have little or no knowledge of the language they are being taught. Their responses to Michel Thomas are not scripted and they have received no additional instruction or preparation – just the guidance from Michel Thomas that you hear. You participate in this class actively and learn along with the students.

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

**U.S. patent 6,565,358*

HOW IS THE FOUNDATION (8-hour) COURSE BEST USED?

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

**Tracking breaks in the recordings reflect the numbering in the index (pages 9–44). These breaks are added purely to help you locate where you left off, and do not represent any sort of hierarchy in Michel's method.*

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What level of language will I achieve?

The Foundation (8-hour) course is designed for complete beginners. It makes no assumption of a knowledge of any language other than English. It will give the beginner a practical and functional use of the spoken language. It is also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

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

How quickly can I learn with the Foundation (8-hour) course?

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

Because the Michel Thomas method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience (pages 9–44). 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 Foundation (8-hour) course for?

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

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

How do I use the Foundation Review course?

The **Review** course has been devised for those who want to review, quickly and easily, the entire teaching contents of the Michel Thomas Foundation course. The Review course can be used in many ways: when you have reached the end of the main course to check or consolidate your learning; as a quick refresher when you return to the main course after a lapse of time; or if you are a newcomer to Michel Thomas looking for an overview of what the main courses contain. Michel will give you a prompt in English, there is a pause which allows time for your response in the foreign language, then Michel gives the correct response. If you struggled to give the right answer, or gave an incorrect answer, when working through the Review course, you can use the index (pages 9–44) to locate precisely where in the main course the specific language point is taught in depth, and can return to the main course to work through the relevant section again.

What can I do next?

The Michel Thomas **Advanced** course is the long-awaited follow-on to the Foundation course. In five hours, Michel expands on the structures he only touches on in the earlier course to give you a comprehensive knowledge of the entire language and verb system. As in the Foundation course, Michel leads a class of two students, who had previously completed the Foundation course.

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

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

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

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

So, who was Michel Thomas?

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

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



Michel in the uniform of an officer in the French Resistance

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

His mastery of languages enabled him to adopt many identities (the last one being 'Michel Thomas'), and, once France was liberated, allowed him to join the US Army as an intelligence officer. His unit went on to liberate Dachau, where he interrogated the camp executioner and interviewed survivors. As well as recording the horrors of the Holocaust, he was driven by a

personal mission to discover the fate of his own family (he later discovered that they had all perished in Auschwitz). At the end of the war, he masterminded operations to uncover war criminals and infiltrate underground Nazi groups, and was renowned for his ability to extract confessions without ever recourse to violence. In 1944 Michel was nominated for the Silver Star medal for his service to the US Army's 45th Infantry Division in France. The award was finally presented to him in May 2004, sixty years later.

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

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

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Who has Michel Thomas taught?

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

Michel with Grace Kelly

Michel's list of clients include:

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

Index

✓ = features on the Review course X = Foundation (8-hour) course only

Foundation (8-hour) course: CD 1 Track 1

0:00 Introduction. How to use this course

Foundation (8-hour) course: CD 1 Track 2

0:00	good morning and welcome	<i>guten Morgen und willkommen</i>	✓
0:09	Similarities between German and English		✓
0:48	to wish	<i>wünschen</i>	✓
0:50	welcome	<i>willkommen</i>	✓
0:53	good morning	<i>guten Morgen</i>	✓
0:59	to learn	<i>lernen</i>	✓
1:04	very quickly	<i>sehr schnell</i>	✓
1:09	Key to similar vocabulary. Consonant shifts that took place in the Middle Ages (d>t>th>s>z, b>p>ph>f>v>w, g>gh>c>ch>k>ck>y>g)		X
4:05	good	<i>gut</i>	✓
4:20	it is	<i>es ist</i>	✓
4:38	't' verb ending for 'he/she/it'		X
4:46	he goes	<i>er geht</i>	✓
4:58	it is good	<i>es ist gut</i>	✓
5:40	Pronunciation of 'u' in German is like 'oo' in English.		X
6:06	what	<i>was</i>	✓
6:43	water	<i>Wasser</i>	✓

Review course CD1 Track 2

Foundation (8-hour) course: CD 1 Track 3

0:00	The 'to' form of the verb, the infinitive, always ends in 'n', usually 'en', in German.		X
0:10	to drink	<i>trinken</i>	✓
0:58	Do you want?	<i>Wollen Sie?</i>	✓
1:20	German 'w' is pronounced like English 'v'.		X
1:38	Will you	<i>Wollen Sie</i>	✓
1:45	What do you want?	<i>Was wollen Sie?</i>	✓
2:01	What do you want to drink?	<i>Was wollen Sie trinken?</i>	✓
2:14	to eat	<i>essen</i>	✓
2:33	What do you want to eat?	<i>Was wollen Sie essen?</i>	✓

Review course CD 1 Track 3

10	2:45	to do	<i>tun</i>	✓
	3:05	What do you want to do?	<i>Was wollen Sie tun?</i>	✓
	3:19	to come	<i>kommen</i>	✓
	3:34	Do you want to come?	<i>Wollen Sie kommen?</i>	✓
	3:45	with me	<i>mit mir</i>	✓
	4:02	Do you want to come with me?	<i>Wollen Sie mit mir kommen?</i>	✓
	4:12	Whenever you have two verbs, the second verb comes at the end of the sentence and is always the 'to' form of the verb.		X
	5:02	today	<i>heute</i>	✓
	5:21	Do you want to come with me today?	<i>Wollen Sie heute mit mir kommen?</i>	✓
	5:46	evening	<i>Abend</i>	✓
	6:08	good evening	<i>guten Abend</i>	✓
	6:21	this evening	<i>heute Abend</i>	✓
	6:36	Do you want to come with me this evening?	<i>Wollen Sie heute Abend mit mir kommen?</i>	✓
	6:58	What do you want to eat?	<i>Was wollen Sie essen?</i>	✓
	7:25	'Wollen Sie' means 'do you want', but it's also used for 'will you'.		X
7:41	Will you come with me tonight.	<i>Wollen Sie heute Abend mit mir kommen.</i>	✓	

Foundation (8-hour) course: CD 1 Track 4

**Review course
CD 1 Track 4**

0:00	to be	<i>sein</i>	✓
0:09	when	<i>wann</i>	✓
0:26	When do you want to be here?	<i>Wann wollen Sie hier sein?</i>	✓
1:01	Do you want?	<i>Wollen Sie?</i>	✓
1:06	Will you	<i>Wollen Sie</i>	✓
1:10	Can you?	<i>Können Sie?</i>	✓
1:19	Pronunciation of 'ö'		X
1:47	to come	<i>kommen</i>	✓
2:00	Can you come with me?	<i>Können Sie mit mir kommen?</i>	✓
2:18	Will you please come with me.	<i>Wollen Sie bitte mit mir kommen.</i>	✓
2:25	Do you want to come with me?	<i>Wollen Sie mit mir kommen?</i>	✓
2:30	The difference between 'do you want' and 'will you', a question and a polite request. Use of rising intonation for questions		X
3:31	please	<i>bitte</i>	✓

3:45	When do you want to come with me?	<i>Wann wollen Sie mit mir kommen?</i>	✓
4:25	to see	<i>sehen</i>	✓
4:42	until I see you again / until I hear you again (good-bye)	<i>auf Wiedersehen / auf Wiederhören</i>	✗
5:16	to hear	<i>hören</i>	✓
Foundation (8-hour) course: CD 1 Track 5			Review course CD 1 Track 5
0:00	When do you want to see it?	<i>Wann wollen Sie es sehen?</i>	✓
0:42	Can you see it?	<i>Können Sie es sehen?</i>	✓
0:58	I can	<i>ich kann</i>	✓
1:03	Pronunciation of 'ch'		✗
1:48	I want	<i>ich will</i>	✓
2:12	Do you want?	<i>Wollen Sie?</i>	✓
2:17	you want	<i>Sie wollen</i>	✓
2:30	if	<i>wenn</i>	✓
2:49	When do you want?	<i>Wann wollen Sie?</i>	✓
3:03	if you want	<i>wenn Sie wollen</i>	✓
3:33	we want	<i>wir wollen</i>	✓
3:44	For 'you' and 'we' you always use the whole verb form.		✗
4:00	to come	<i>kommen</i>	✓
4:13	you are coming	<i>Sie kommen</i>	✓
4:20	we are coming	<i>wir kommen</i>	✓
4:30	Are you coming?	<i>Kommen Sie?</i>	✓
4:45	When are you coming?	<i>Wann kommen Sie?</i>	✓
4:50	When do you come?	<i>Wann kommen Sie?</i>	✓
5:08	I come / I am coming	<i>ich komme</i>	✓
5:26	soon	<i>bald</i>	✓
5:34	I'm coming soon.	<i>Ich komme bald.</i>	✓
5:48	Do you want?	<i>Wollen Sie?</i>	✓
5:56	I want	<i>ich will</i>	✓
6:01	Can you?	<i>Können Sie?</i>	✓
6:46	Can you come with me?	<i>Können Sie mit mir kommen?</i>	✓

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Foundation (8-hour) course: CD 1 Track 6

0:00	to stay	<i>bleiben</i>
0:17	we are staying / we stay	<i>wir bleiben</i>
0:25	How to express the present tense	
2:35	We are staying here.	<i>Wir bleiben hier.</i>
2:39	We are staying here today.	<i>Wir bleiben heute hier.</i>
2:51	We are staying here this evening (tonight).	<i>Wir bleiben heute Abend hier.</i>
3:12	you are staying	<i>Sie bleiben</i>
3:18	Are you staying? / Do you stay?	<i>Bleiben Sie?</i>
3:41	how	<i>wie</i>
3:45	to go	<i>gehen</i>
3:53	to see	<i>sehen</i>
4:08	we are going	<i>wir gehen</i>
4:13	you are going	<i>Sie gehen</i>
4:17	Are you going?	<i>Gehen Sie?</i>
4:20	I am going / I go	<i>ich gehe</i>

**Review course
CD 1 Track 6**

✓
✓
X
X
✓
✓
✓
✓
✓
✓
X
✓
X
✓

Foundation (8-hour) course: CD 1 Track 7

0:02	I	<i>ich</i>
0:13	not	<i>nicht</i>
0:35	now	<i>jetzt</i>
1:45	not now	<i>nicht jetzt</i>
2:12	I want	<i>ich will</i>
2:19	I want to see it.	<i>Ich will es sehen.</i>
2:28	but	<i>aber</i>
2:37	I want to see it but not now.	<i>Ich will es sehen aber nicht jetzt.</i>
2:51	Can you see it?	<i>Können Sie es sehen?</i>
3:05	I can see it.	<i>Ich kann es sehen.</i>
3:47	I cannot see it.	<i>Ich kann es nicht sehen.</i>
4:00	The pronoun (for example, 'es') usually goes before 'nicht'.	
4:27	I cannot see you.	<i>Ich kann Sie nicht sehen.</i>

**Review course
CD 1 Track 7**

✓
✓
✓
✓
✓
✓
✓
✓
✓
✓
X
✓

14	4:23	we are staying	<i>wir bleiben</i>	✓
	4:28	we are not staying	<i>wir bleiben nicht</i>	✓
	4:45	long (time)	<i>lange</i>	X
	4:56	We cannot stay here long.	<i>Wir können nicht... hier lange bleiben.</i>	✓
	5:51	how long	<i>wie lange</i>	✓
	5:56	How long can you stay here?	<i>Wie lange können Sie hier bleiben?</i>	✓
	6:13	I must	<i>ich muss</i>	✓
	6:24	I must see it.	<i>Ich muss es sehen.</i>	✓
	6:40	I must stay here ...	<i>Ich muss hier bleiben ...</i>	✓
	6:46	... but I cannot stay here long.	<i>... aber ich kann nicht lange hier bleiben.</i>	✓
7:11	I must go soon.	<i>Ich muss bald gehen.</i>	✓	
Foundation (8-hour) course: CD 1 Track 10				Review course CD 1 Track 10
0:00	There are two words for 'me'. If 'to me' is implied, then the German is 'mir'. If not, then it is 'mich'.		X	
0:25	Do you understand me?	<i>Verstehen Sie mich?</i>	✓	
1:05	Similarities between German and Anglo-Saxon words in English. You may guess vocabulary but not structure.		X	
2:31	I'm sorry but I cannot find it.	<i>Es tut mir Leid, aber ich kann es nicht finden.</i>	✓	
3:42	I know	<i>ich weiß</i>	✓	
3:49	I know it.	<i>Ich weiß es.</i>	✓	
3:54	I don't know it.	<i>Ich weiß es nicht.</i>	✓	
4:03	where	<i>wo</i>	X	
4:10	I don't know where it is.	<i>Ich weiß nicht wo es ist.</i>	✓	
4:26	I cannot find it.	<i>Ich kann es nicht finden.</i>	✓	
4:47	I'm sorry but I don't know where it is. I cannot find it.	<i>Es tut mir Leid, aber ich weiß nicht wo es ist. Ich kann es nicht finden.</i>	✓	
Foundation (8-hour) course: CD 2 Track 1				Review course CD 1 Track 11
0:34	I understand	<i>ich verstehe</i>	✓	
0:44	I understand you very well.	<i>Ich verstehe Sie sehr gut.</i>	✓	
1:04	I don't understand you very well.	<i>Ich verstehe Sie nicht sehr gut.</i>	✓	

1:19	I cannot understand you very well.	<i>Ich kann Sie nicht sehr gut verstehen.</i>	✓
1:47	If you use 'kann' or 'können', the verb that follows goes at the end of the sentence.		✗
2:05	Do you understand me?	<i>Verstehen Sie mich?</i>	✗
2:30	Will you bring it to me.	<i>Wollen Sie es mir bringen.</i>	✓
2:55	Can you bring it to me today?	<i>Können Sie es mir heute bringen?</i>	✓
3:29	to have	<i>haben</i>	✓
3:52	we have	<i>wir haben</i>	✓
4:00	We have it.	<i>Wir haben es.</i>	✓
4:05	We don't have it.	<i>Wir haben es nicht.</i>	✓
4:16	Do you have?	<i>Haben Sie?</i>	✓
4:21	Do you have it?	<i>Haben Sie es?</i>	✗
4:25	why	<i>warum</i>	✗
4:38	Why don't you have it?	<i>Warum haben Sie es nicht?</i>	✓
Foundation (8-hour) course: CD 2 Track 2			Review course CD 1 Track 12
0:05	for me	<i>für mich</i>	✓
0:22	Can you come with me?	<i>Können Sie mit mir kommen?</i>	✓
0:32	Do you have it for me?	<i>Haben Sie es für mich?</i>	✓
0:51	What do you have for me?	<i>Was haben Sie für mich?</i>	✗
1:12	How to pronounce 'ü'		✗
1:44	It is for me.	<i>Es ist für mich.</i>	✓
1:58	Can you understand me?	<i>Können Sie mich verstehen?</i>	✓
3:02	Why can't you understand me?	<i>Warum können Sie mich nicht verstehen?</i>	✓
4:25	something	<i>etwas</i>	✓
4:41	Can you bring me something now?	<i>Können Sie mir ... etwas jetzt bringen?</i>	✓
5:39	What can you bring me (now)?	<i>Was können Sie mir (jetzt) bringen?</i>	✗
6:11	Why can you not bring it to me now?	<i>Warum können Sie es mir jetzt nicht bringen?</i>	✓
Foundation (8-hour) course: CD 2 Track 3			Review course CD 1 Track 13
0:25	Why don't you have it for me?	<i>Warum haben Sie es nicht für mich?</i>	✓
1:17	I must have it.	<i>Ich muss es haben.</i>	✓

16	1:48	unfortunately	<i>leider</i>	✓
	2:47	I'm sorry but I don't have it for you now.	<i>Es tut mir Leid, aber ich habe es jetzt nicht für Sie.</i>	✓
	3:59	'You' is 'Sie', but if it implies 'to you' then it is 'Ihnen'. 'You' is always written with a capital letter.		X
	4:34	I cannot bring it to you now.	<i>Ich kann nicht ... es Ihnen jetzt bringen.</i>	✓
	4:56	'For' in the sense of 'because' is 'denn'.		X
Foundation (8-hour) course: CD 2 Track 4				Review course CD 1 Track 14
0:00	What do you have for me?	<i>Was haben Sie für mich?</i>	✓	
0:18	What can you bring me?	<i>Was können Sie mir bringen?</i>	✓	
1:01	for you	<i>für Sie</i>	✓	
1:07	with you	<i>mit Ihnen</i>	✓	
1:41	I cannot bring it to you today because I don't have it (for I don't have it).	<i>Ich kann es Ihnen nicht heute bringen, denn ich habe es nicht.</i>	✓	
2:58	I must have it.	<i>Ich muss es haben.</i>	✓	
4:48	to be able	<i>können</i>	✓	
5:28	The 'handles': to have to, to be able to, to want		X	
5:52	to have to	<i>müssen</i>	✓	
6:36	we have to	<i>wir müssen</i>	✓	
6:41	you have to	<i>Sie müssen</i>	✓	
6:45	You have to come with me.	<i>Sie müssen mit mir kommen.</i>	✓	
Foundation (8-hour) course: CD 2 Track 5				Review course CD 1 Track 15
0:00	to give	<i>geben</i>	✓	
0:15	we give	<i>wir geben</i>	X	
0:18	you give	<i>Sie geben</i>	X	
0:23	I am giving	<i>ich gebe</i>	✓	
0:32	I am giving it to you.	<i>Ich gebe es Ihnen.</i>	✓	
1:11	But I cannot give it to you today because I don't have it.	<i>Aber ich kann es Ihnen nicht heute geben, denn ich habe es nicht.</i>	✓	
2:28	When do you want to have it?	<i>Wann wollen Sie es haben?</i>	✓	
2:40	When can you have it?	<i>Wann können Sie es haben?</i>	✓	
3:02	When can you have it for me?	<i>Wann können Sie es für mich haben?</i>	X	

3:59	Two ways to pronounce 'ch'		X
5:00	also	<i>auch</i>	✓
5:05	me too / I also	<i>ich auch</i>	✓
5:12	I don't smoke.	<i>Ich rauche nicht.</i>	✓
5:23	to need	<i>brauchen</i>	✓
5:42	I need it.	<i>Ich brauche es.</i>	✓
5:54	I don't need it.	<i>Ich brauche es nicht.</i>	✓
6:04	I don't need it now.	<i>Ich brauche es jetzt nicht.</i>	✓
6:27	Do you need it?	<i>Brauchen Sie es?</i>	X
6:37	When do you need it?	<i>Wann brauchen Sie es?</i>	✓
6:50	When do you want to have it?	<i>Wann wollen Sie es haben?</i>	✓
8:10	I can bring it to you today.	<i>Ich kann es Ihnen heute bringen.</i>	✓
Foundation (8-hour) course: CD 2 Track 6			Review course CD 1 Track 16
0:00	I want to have it.	<i>Ich will es haben.</i>	✓
0:25	How to express the future tense		X
0:47	We will have it.	<i>Wir werden es haben.</i>	✓
1:07	You will have it.	<i>Sie werden es haben.</i>	✓
1:16	When will you have it for me?	<i>Wann werden Sie es für mich haben?</i>	✓
1:57	I will have it for you today.	<i>Ich werde es für Sie heute haben.</i>	✓
2:52	I will have it today.	<i>Ich werde es heute haben.</i>	✓
3:07	I will see it tonight.	<i>Ich werde es heute Abend sehen.</i>	✓
Foundation (8-hour) course: CD 2 Track 7			Review course CD 1 Track 17
0:00	I will bring it to you.	<i>Ich werde es Ihnen bringen.</i>	✓
0:31	When can you bring it to me?	<i>Wann können Sie es mir bringen?</i>	✓
0:52	When do you want to bring it to me?	<i>Wann wollen Sie es mir bringen?</i>	✓
1:06	When will you bring it to me?	<i>Wann werden Sie es mir bringen?</i>	X
0:50	When can you bring it to me? Because I need it today.	<i>Wann können Sie es mir bringen? Denn ich brauche es heute.</i>	✓
3:03	When do you need it?	<i>Wann brauchen Sie es?</i>	✓
3:14	When do you want to have it?	<i>Wann wollen Sie es haben?</i>	✓
3:35	I want to have it today because I need it.	<i>Ich will es heute haben, denn ich brauche es.</i>	✓

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Foundation (8-hour) course: CD 2 Track 8

0:00	at what time	<i>um wie viel Uhr</i>
0:29	At what time do you want to have it?	<i>Um wie viel Uhr wollen Sie es haben?</i>
1:00	At what time can you be here tonight?	<i>Um wie viel Uhr können Sie heute Abend hier sein?</i>
1:55	At what time do you want to be here?	<i>Um wie viel Uhr wollen Sie hier sein?</i>
2:27	At what time can you be here today?	<i>Um wie viel Uhr können Sie heute hier sein?</i>
2:44	At what time will you be here?	<i>Um wie viel Uhr werden Sie hier sein?</i>

**Review course
CD 1 Track 18**

✓
✓
✓
✓
✓
✓

Foundation (8-hour) course: CD 2 Track 9

0:05	to arrive	<i>ankommen</i>
0:31	At what time will you arrive tomorrow?	<i>Um wie viel Uhr werden Sie morgen ankommen?</i>
1:15	At what time can you be here tomorrow?	<i>Um wie viel Uhr können Sie morgen hier sein?</i>
1:55	How long can you stay here today?	<i>Wie lange können Sie heute hier bleiben?</i>
2:33	How long will you stay here?	<i>Wie lange werden Sie hier bleiben?</i>
2:58	Whenever you start a sentence with 'Will you ...' in English, then it is a polite request and not the future. In German, polite requests are expressed with 'Wollen Sie ...'. All other uses of 'will' in English, such as 'When will you ...', express the future tense and are translated with 'werden'.	
3:39	to wait	<i>warten</i>
5:03	Will you please do it for me.	<i>Wollen Sie es bitte für mich tun.</i>
5:29	When will you do it for me?	<i>Wann werden Sie es für mich tun?</i>
6:08	Will you please stay here with me.	<i>Wollen Sie bitte mit mir hier bleiben.</i>
6:57	How long will you stay here?	<i>Wie lange werden Sie hier bleiben?</i>

**Review course
CD 1 Track 19**

✓
✓
✓
✓
✓
X
X
✓
✓
✓
X

Foundation (8-hour) course: CD 2 Track 10

0:00	to say / to tell	<i>sagen</i>
0:45	Will you tell me.	<i>Wollen Sie mir sagen.</i>

**Review course
CD 1 Track 20**

✓
✓

1:06	When will you tell me?	<i>Wann werden Sie mir sagen?</i>	✓
1:37	Will you tell me where it is because I cannot find it.	<i>Wollen Sie mir sagen wo es ist, denn ich kann es nicht finden.</i>	✓
2:24	I know	<i>ich weiß</i>	✗
2:37	I don't know	<i>ich weiß nicht</i>	✓
2:47	I'm sorry but I don't know where it is. I cannot find it.	<i>Es tut mir Leid, aber ich weiß nicht wo es ist. Ich kann es nicht finden.</i>	✓

Foundation (8-hour) course: CD 3 Track 1

**Review course
CD 1 Track 21**

0:04	to go	<i>gehen</i>	✓
0:13	we go	<i>wir gehen</i>	✓
0:18	we are going	<i>wir gehen</i>	✓
0:23	we don't go	<i>wir gehen nicht</i>	✓
0:29	we are not going	<i>wir gehen nicht</i>	✓
0:34	In German, there are no progressive (-ing) tenses.		✗
0:55	you are going	<i>Sie gehen</i>	✓
1:12	where	<i>wo</i>	✓
1:19	Whenever 'where' implies 'where to', use 'wohin'.		✗
1:47	Where are you going?	<i>Wohin gehen Sie?</i>	✓
2:31	Where do you want to go?	<i>Wohin wollen Sie gehen? / Wo wollen Sie hingehen?</i>	✓
2:43	to go to	<i>hingehen</i>	✗
3:23	there	<i>dort</i>	✓
3:35	Whenever 'there' implies 'to there', use 'dorthin'.		✗
3:46	I want to go there.	<i>Ich will dorthin gehen.</i>	✓
4:11	But I cannot go there today.	<i>Aber ich kann nicht heute dorthin gehen.</i>	✓

Foundation (8-hour) course: CD 3 Track 2

**Review course
CD 1 Track 22**

0:00	I am	<i>ich bin</i>	✓
0:12	busy	<i>beschäftigt</i>	✓
0:22	business / store	<i>das Geschäft</i>	✓
1:19	I am busy.	<i>Ich bin beschäftigt.</i>	✓
1:26	I am very busy now.	<i>Ich bin jetzt sehr beschäftigt.</i>	✓
1:34	I am very busy today.	<i>Ich bin heute sehr beschäftigt.</i>	✓

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Foundation (8-hour) course: CD 3 Track 3

0:00	I will be very busy.	<i>Ich werde sehr beschäftigt sein.</i>	✓
2:09	I am very busy now.	<i>Ich bin sehr beschäftigt jetzt.</i>	✓

**Review course
CD 1 Track 23**

Foundation (8-hour) course: CD 3 Track 4

0:15	Where are you going?	<i>Wohin gehen Sie?</i>	✓
1:02	we are staying	<i>wir bleiben</i>	✓
1:12	How long are we staying?	<i>Wie lange bleiben wir?</i>	X
1:58	How long can we stay here today?	<i>Wie lange können wir heute hier bleiben?</i>	✓
2:32	How long will we stay here today?	<i>Wie lange werden wir heute hier bleiben?</i>	✓
3:10	How long do you want to stay here?	<i>Wie lange wollen Sie hier bleiben?</i>	✓
3:23	How long can you stay here?	<i>Wie lange können Sie hier bleiben?</i>	✓
3:38	How long do you stay here?	<i>Wie lange bleiben Sie hier?</i>	✓
4:07	How long are you staying here?	<i>Wie lange bleiben Sie hier?</i>	✓
4:28	Do you stay here?	<i>Bleiben Sie hier?</i>	✓
4:35	Are you staying here?	<i>Bleiben Sie hier?</i>	✓
5:18	Come!	<i>Kommen Sie!</i>	✓
5:30	When 'towards here' is implied, use 'her'.		X
5:45	Are you coming?	<i>Kommen Sie?</i>	✓
5:50	Do you come?	<i>Kommen Sie?</i>	✓
6:00	Bring it!	<i>Bringen Sie es!</i>	✓
6:06	Bring it to me today!	<i>Bringen Sie es mir heute!</i>	✓
6:19	Are you bringing it to me today?	<i>Bringen Sie es mir heute?</i>	✓
6:36	Do you bring it to me?	<i>Bringen Sie es mir?</i>	✓
6:49	Bring it to me!	<i>Bringen Sie es mir!</i>	✓

**Review course
CD 1 Track 24**

Foundation (8-hour) course: CD 3 Track 5

0:00	to wait	<i>warten</i>	✓
0:19	we are waiting	<i>wir warten</i>	✓
0:28	we don't wait	<i>wir warten nicht</i>	✓
0:35	we are not waiting	<i>wir warten nicht</i>	✓

**Review course
CD 1 Track 25**

0:42	Why are you waiting?	<i>Warum warten Sie?</i>	✓
0:54	Why do you wait?	<i>Warum warten Sie?</i>	✓
1:11	Wait, please!	<i>Warten Sie, bitte!</i>	✓
1:32	Will you wait, please.	<i>Wollen Sie bitte warten.</i>	X
2:31	Do you want to wait, please?	<i>Wollen Sie bitte warten?</i>	✓
2:56	to wait for	<i>warten auf</i>	X
3:19	Will you (please) wait for me.	<i>Wollen Sie (bitte) auf mich warten.</i>	✓
4:04	Will you please wait for me here tomorrow.	<i>Wollen Sie auf mich morgen hier warten, bitte.</i>	✓
Foundation (8-hour) course: CD 3 Track 6			Review course CD 1 Track 26
0:00	Wait for me!	<i>Warten Sie auf mich!</i>	✓
0:14	Are you waiting for me?	<i>Warten Sie auf mich?</i>	✓
0:44	Will you please wait for me.	<i>Wollen Sie bitte auf mich warten.</i>	✓
1:28	Can you wait for me?	<i>Können Sie auf mich warten?</i>	✓
1:39	Where will you wait for me?	<i>Wo werden Sie auf mich warten?</i>	✓
2:57	Would you wait for me.	<i>Wollen Sie auf mich warten.</i>	X
3:07	Do you want to wait for me?	<i>Wollen Sie auf mich warten?</i>	✓
3:39	Where do you want to wait for me?	<i>Wo wollen Sie auf mich warten?</i>	✓
Foundation (8-hour) course: CD 3 Track 7			Review course CD 1 Track 27
0:39	'Sie' also means 'they'. If it's not clear whether 'you' or 'they' is meant, then 'die' can be used.		X
0:43	they are staying	<i>Sie bleiben / die bleiben</i>	✓
1:41	How long are we staying?	<i>Wie lange bleiben wir?</i>	X
1:54	How long do we stay here?	<i>Wie lange bleiben wir hier?</i>	✓
2:14	I am staying	<i>ich bleibe</i>	✓
2:27	I am not staying here.	<i>Ich bleibe nicht hier.</i>	✓
2:34	I am coming with you.	<i>Ich komme mit Ihnen.</i>	✓
2:45	Wait!	<i>Warten Sie!</i>	✓
2:52	Will you (please) wait.	<i>Wollen Sie (bitte) warten.</i>	✓
3:26	Will you wait? / Are you going to wait?	<i>Werden Sie warten?</i>	✓
3:36	In English, we use 'going to' to express the future tense, but in German, the future tense is expressed with 'werden'.		X

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3:49	I will wait for you.	<i>Ich werde auf Sie warten.</i>	✓
4:51	I'm going to stay here.	<i>Ich werde hier bleiben.</i>	✓
5:14	to buy	<i>kaufen</i>	✓
5:35	I'm going to buy it.	<i>Ich werde es kaufen.</i>	✓
5:47	I will buy it.	<i>Ich werde es kaufen.</i>	✓
5:55	We won't buy it.	<i>Wir werden es nicht kaufen.</i>	✓
Foundation (8-hour) course: CD 3 Track 8			Review course CD 1 Track 28
0:00	expensive	<i>teuer</i>	✓
0:07	It is very expensive.	<i>Es ist sehr teuer.</i>	✓
0:19	We are going to buy it because we want to have it.	<i>Wir werden es kaufen, denn wir wollen es haben.</i>	✓
1:07	In German, the future tense can also be expressed using the present tense. For example, you can say 'I see you tomorrow – Ich sehe Sie morgen'.		X
3:30	he will	<i>er wird</i>	✓
3:55	He will buy it.	<i>Er wird es kaufen.</i>	✓
5:29	He will be here soon.	<i>Er wird bald hier sein.</i>	X
6:02	She will be here soon.	<i>Sie wird bald hier sein.</i>	✓
Foundation (8-hour) course: CD 3 Track 9			Review course CD 1 Track 29
0:00	ready	<i>fertig</i>	✓
0:43	It is ready.	<i>Es ist fertig.</i>	✓
0:56	already	<i>schon</i>	✓
2:03	He is here already.	<i>Er ist schon hier.</i>	✓
2:12	I have it already.	<i>Ich hab's schon. (Ich habe es schon.)</i>	✓
2:58	beautiful	<i>schön</i>	✓
3:10	It is very beautiful.	<i>Es ist sehr schön.</i>	✓
3:22	She is very beautiful.	<i>Sie ist sehr schön.</i>	✓
3:34	It is ready already.	<i>Es ist schon fertig.</i>	✓
3:56	everything	<i>alles</i>	✓
4:06	Everything is ready already.	<i>Alles ist schon fertig.</i>	✓
4:46	Everything will be ready for you soon.	<i>Alles wird für Sie bald fertig sein.</i>	✓
6:44	Everything is going to be ready for you soon.	<i>Alles wird für Sie bald fertig sein.</i>	✓

Foundation (8-hour) course: CD 3 Track 10

0:10	For 'he/she/it' the verb ending is 't'.		
0:42	he is staying	<i>er bleibt</i>	
0:49	she is staying	<i>sie bleibt</i>	
1:20	it is staying	<i>es bleibt</i>	
1:30	Everything is remaining here.	<i>Alles bleibt hier.</i>	
1:40	all of them	<i>alle</i>	
1:58	They are all staying here. / All of them are staying here.	<i>Alle bleiben hier.</i>	
2:15	my friend	<i>mein Freund</i>	
2:28	My friend is not staying.	<i>Mein Freund bleibt nicht.</i>	
3:02	My friends are not staying here.	<i>Meine Freunde bleiben nicht hier.</i>	
3:28	We are staying here.	<i>Wir bleiben hier.</i>	
3:36	We are all staying here.	<i>Wir bleiben alle hier.</i>	
4:07	He is coming soon.	<i>Er kommt bald.</i>	
4:48	He is bringing it to me.	<i>Er bringt es mir.</i>	
5:18	He will bring it to you tomorrow.	<i>Er bringt es Ihnen morgen. / Er wird es Ihnen morgen bringen.</i>	
7:01	He is going to bring it to you tomorrow.	<i>Er wird es Ihnen morgen bringen.</i>	
7:34	When will you bring it to me?	<i>Wann werden Sie es mir bringen?</i>	
8:01	When are you going to bring it to me?	<i>Wann werden Sie es mir bringen?</i>	
8:16	Will you please bring it to me.	<i>Wollen Sie bitte ... es mir bringen.</i>	
8:27	Will you bring it to me tomorrow.	<i>Wollen Sie bitte ... es mir morgen bringen.</i>	

**Review course
CD 1 Track 30**

X
✓
✓
✓
✓
✓
✓
✓
X
✓
✓
✓
✓
✓
✓
✓
X
X
X
X

Foundation (8-hour) course: CD 4 Track 1

0:06	I would like	<i>ich möchte</i>	
0:54	I would like to do it.	<i>Ich möchte es tun.</i>	
1:03	I would like to see it.	<i>Ich möchte es sehen.</i>	
1:11	I would like to see you.	<i>Ich möchte Sie sehen.</i>	
1:21	I would like to have it.	<i>Ich möchte es haben.</i>	
1:35	He would like to come with us.	<i>Er möchte mit uns kommen.</i>	
2:48	It can be.	<i>Es kann sein.</i>	

**Review course
CD 1 Track 31**

✓
✓
✓
✓
✓
X
✓

24	2:57	possible	<i>möglich</i>	✓
	3:38	It is not possible.	<i>Es ist nicht möglich.</i>	✓
	4:18	It is not possible like so (that way).	<i>Es ist so nicht möglich.</i>	✓
	5:34	impossible	<i>unmöglich</i>	✓
	5:47	It is impossible.	<i>Es ist unmöglich.</i>	✓
	6:00	entirely	<i>ganz</i>	✓
	6:15	It is entirely impossible.	<i>Es ist ganz unmöglich.</i>	✓
	Foundation (8-hour) course: CD 4 Track 2			
0:00	gladly, with pleasure	<i>gern</i>	✓	
0:46	I like very much to do it.	<i>Ich tue es sehr gern.</i>	✓	
1:14	I like to see it.	<i>Ich sehe es gern.</i>	✓	
1:36	I like to go there.	<i>Ich gehe gern dorthin.</i>	✓	
1:56	I will go there very gladly with you.	<i>Ich werde sehr gern mit Ihnen dorthin gehen.</i>	✓	
Foundation (8-hour) course: CD 4 Track 3				Review course CD 1 Track 32 (cont.)
0:11	I would like to have it.	<i>Ich möchte es haben.</i>	✓	
0:19	I want to have it.	<i>Ich will es haben.</i>	✓	
0:59	to know	<i>wissen</i>	✓	
1:14	we know	<i>wir wissen</i>	✓	
1:19	you know	<i>Sie wissen</i>	✓	
1:24	Do you know?	<i>Wissen Sie?</i>	✓	
1:30	I know	<i>ich weiß</i>	✓	
1:50	he knows	<i>er weiß</i>	✓	
2:25	they know	<i>sie wissen / die wissen</i>	✓	
2:36	I don't know where it is.	<i>Ich weiß nicht, wo es ist.</i>	✓	
3:03	Will you tell me.	<i>Wollen Sie mir sagen.</i>	✓	
3:29	Can you tell me?	<i>Können Sie mir sagen?</i>	X	
3:36	Will you tell me where it is ...	<i>Wollen Sie mir sagen, wo es ist ...</i>	✓	
4:00	... because (for) I cannot find it. ...	<i>denn ich kann es nicht finden.</i>	✓	

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5:55	I understand you.	<i>Ich verstehe Sie.</i>	X
6:01	I do not understand you.	<i>Ich verstehe Sie nicht.</i>	✓
6:25	I cannot understand you.	<i>Ich kann Sie nicht verstehen.</i>	✓
Foundation (8-hour) course: CD 4 Track 6			Review course CD 1 Track 35
0:00	to say / to tell	<i>sagen</i>	✓
0:06	I don't know what you're saying.	<i>Ich weiß nicht, was Sie sagen.</i>	X
0:36	because I don't understand you	<i>denn ich verstehe Sie nicht / weil ich Sie nicht verstehe</i>	X
2:17	I cannot understand you.	<i>Ich kann Sie nicht verstehen.</i>	X
3:09	I don't know what you are saying because I don't understand you.	<i>Ich weiß nicht was Sie sagen, denn ich verstehe Sie nicht. / Ich weiß nicht was Sie sagen, weil ich Sie nicht verstehe.</i>	✓
5:45	because I cannot understand you	<i>denn ich kann Sie nicht verstehen / weil ich Sie nicht verstehen kann</i>	X
Foundation (8-hour) course: CD 4 Track 7			Review course CD 1 Track 36
0:00	because I cannot understand you	<i>weil ich Sie nicht verstehen kann</i>	✓
0:25	I'm going to stay home because I'm very tired.	<i>Ich werde zu Hause bleiben, denn ich bin sehr müde. / Ich werde zu Hause bleiben, weil ich sehr müde bin.</i>	X
1:13	I am very busy.	<i>Ich bin sehr beschäftigt.</i>	X
1:33	I cannot do it today because I am very busy.	<i>Ich kann es heute nicht tun, weil ich sehr beschäftigt bin.</i>	✓
3:14	because I'm going to be very busy today	<i>denn ich werde heute sehr beschäftigt sein / weil ich heute sehr beschäftigt sein werde</i>	✓
5:16	because I cannot come with you tonight	<i>denn ich kann mit Ihnen heute Abend nicht kommen / weil ich heute Abend mit Ihnen nicht kommen kann</i>	✓
Foundation (8-hour) course: CD 4 Track 8			Review course CD 1 Track 37
0:00	I cannot tell you.	<i>Ich kann Ihnen nicht sagen.</i>	✓
0:24	I cannot tell it to you.	<i>Ich kann es Ihnen nicht sagen.</i>	✓

0:38	I cannot tell it to you now.	<i>Ich kann es Ihnen jetzt nicht sagen.</i>	✓
1:38	for I don't know it / because I don't know it	<i>denn ich weiß es nicht / weil ich es nicht weiß</i>	✓
Foundation (8-hour) course: CD 4 Track 9			Review course CD 1 Track 38
0:00	to cost	<i>kosten</i>	✓
0:06	it costs	<i>es kostet</i>	✓
0:25	I want to know how much it costs.	<i>Ich will wissen, wie viel es kostet.</i>	X
0:57	I would like to know how much it costs.	<i>Ich möchte wissen, wie viel es kostet.</i>	✓
1:28	Will you tell me how much it costs.	<i>Wollen Sie mir sagen, wie viel es kostet.</i>	✓
2:05	because I need it	<i>denn ich brauche es</i>	✓
2:23	because I want to have it	<i>weil ich es haben will</i>	✓
2:46	because I would like to have it	<i>weil ich es haben möchte</i>	✓
2:54	because I must have it	<i>weil ich es haben muss</i>	✓
3:22	When can you bring it to me?	<i>Wann können Sie es mir bringen?</i>	✓
4:21	The 'weil' situation is found in many other cases. For example, when 'um wie viel Uhr' and 'wann' are found in the middle of a sentence, they send the verb to the end.		X
5:11	At what time can I have it?	<i>Um wie viel Uhr kann ich es haben?</i>	✓
5:38	When can I have it?	<i>Wann kann ich es haben?</i>	✓
6:32	Will you tell me at what time I can have it.	<i>Wollen Sie mir sagen, um wie viel Uhr ich es haben kann.</i>	✓
Foundation (8-hour) course: CD 4 Track 10			Review course CD 1 Track 39
0:00	I'm sorry but I cannot tell you now why I want to have it today.	<i>Es tut mir Leid, aber ich kann Ihnen jetzt nicht sagen, warum ich es heute haben will.</i>	✓
2:31	I cannot tell you now why I must have it today.	<i>Ich kann Ihnen nicht jetzt sagen, warum ich es heute haben muss.</i>	✓
Foundation (8-hour) course: CD 5 Track 1			Review course CD 2 Track 1
0:44	to ask	<i>fragen</i>	✓
0:53	question	<i>die Frage</i>	✓

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1:01	I have a question.	<i>Ich habe eine Frage.</i>	✓
1:12	Why are you asking?	<i>Warum fragen Sie?</i>	✓
1:22	Why do you ask?	<i>Warum fragen Sie?</i>	✓
1:44	I want to know.	<i>Ich will wissen.</i>	✓
2:31	I would like to know where it is.	<i>Ich möchte wissen, wo es ist.</i>	✓
3:18	I want to go there.	<i>Ich will dorthin gehen.</i>	X
3:37	It is there.	<i>Es ist dort.</i>	✓
4:26	nothing	<i>nichts</i>	✓
4:44	I have nothing.	<i>Ich habe nichts.</i>	X
5:14	I don't understand.	<i>Ich verstehe nicht.</i>	✓
5:19	I don't understand anything.	<i>Ich verstehe nichts.</i>	✓
5:45	I don't have it.	<i>Ich habe es nicht.</i>	✓
6:02	I don't have anything now.	<i>Ich habe jetzt nichts.</i>	✓
6:22	I would like	<i>ich möchte</i>	✓
6:38	I would like to have it.	<i>Ich möchte es haben.</i>	X
7:16	I would like to see it.	<i>Ich möchte es sehen.</i>	✓
7:39	I would like to go there.	<i>Ich möchte dorthin gehen.</i>	✓

Foundation (8-hour) course: CD 5 Track 2

**Review course
CD 2 Track 2**

0:00	It is going very well.	<i>Es geht sehr gut.</i>	✓
2:27	How's it going?	<i>Wie geht's? / Wie geht es?</i>	X
2:39	How are you going? / How are you?	<i>Wie geht's (Ihnen)?</i>	✓
3:02	I'm fine.	<i>Es geht mir sehr gut.</i>	✓
3:55	Everything is going very well.	<i>Alles geht sehr gut.</i>	✓
4:20	better	<i>besser</i>	✓
4:34	much	<i>viel</i>	✓
4:49	many thanks	<i>vielen Dank</i>	✓
4:57	I'm going much better today.	<i>Es geht mir heute viel besser.</i>	✓
5:42	Everything is going much better today.	<i>Alles geht viel besser heute.</i>	✓

Foundation (8-hour) course: CD 5 Track 3

**Review course
CD 2 Track 3**

0:00	to feel	<i>fühlen</i>	✓
1:10	I feel it.	<i>Ich fühle es.</i>	✓

1:22	I don't feel it.	<i>Ich fühle es nicht.</i>	✓
1:30	I cannot feel it.	<i>Ich kann es nicht fühlen.</i>	✓
2:05	Verbs such as 'can', 'must', 'want', 'will' and 'would like' are handles. They are followed by the full verb, which goes at the end of the sentence.		X
2:55	I feel fine.	<i>Ich fühle mich gut.</i>	✓
3:46	I feel very well today.	<i>Ich fühle mich sehr gut heute.</i>	✓
4:03	I don't feel very well.	<i>Ich fühle mich nicht gut.</i>	✓
4:40	We feel fine.	<i>Wir fühlen uns gut.</i>	✓
5:17	He feels good.	<i>Er fühlt sich sehr gut.</i>	✓
5:53	Do you feel it?	<i>Fühlen Sie es?</i>	✓
6:04	How do you feel?	<i>Wie fühlen Sie sich?</i>	✓
6:43	to wash	<i>waschen</i>	✓
7:10	I'm washing it.	<i>Ich wasche es.</i>	✓
7:20	I'm washing myself.	<i>Ich wasche mich.</i>	✓
7:57	to hurry oneself	<i>sich beeilen</i>	✓
8:23	I'm hurrying.	<i>Ich beeile mich.</i>	✓
8:53	I must hurry.	<i>Ich muss mich beeilen.</i>	✓
9:42	We must hurry.	<i>Wir müssen uns beeilen.</i>	✓
10:12	He must hurry.	<i>Er muss sich beeilen.</i>	✓
Foundation (8-hour) course: CD 5 Track 4			Review course CD 2 Track 4
0:00	one	<i>man</i>	X
0:09	One must hurry.	<i>Man muss sich beeilen.</i>	✓
0:49	We must hurry.	<i>Wir müssen uns beeilen.</i>	✓
1:13	You must hurry.	<i>Sie müssen sich beeilen.</i>	✓
1:34	I will hurry.	<i>Ich werde mich beeilen.</i>	✓
2:05	I'm going to hurry.	<i>Ich werde mich beeilen.</i>	✓
2:23	We are going to hurry.	<i>Wir werden uns beeilen.</i>	✓
2:41	We will hurry.	<i>Wir werden uns beeilen.</i>	✓
3:03	Will you hurry, please.	<i>Wollen Sie sich beeilen, bitte.</i>	✓
3:53	Can you hurry?	<i>Können Sie sich beeilen?</i>	✓
Foundation (8-hour) course: CD 5 Track 5			Review course CD 2 Track 5
0:00	shall / should	<i>sollen</i>	✓

30	0:12	You shall hurry up. / You should hurry up.	<i>Sie sollen sich beeilen.</i>	✓
	0:43	Why don't you hurry?	<i>Warum beeilen Sie sich nicht?</i>	✓
	1:47	Hurry up!	<i>Beeilen Sie sich!</i>	✓
	2:30	to interest	<i>interessieren</i>	✓
	2:39	Verbs ending in -ieren		X
	2:45	to organize	<i>organisieren</i>	✓
	2:49	to specialize	<i>spezialisieren</i>	✓
	3:35	interested	<i>interessiert</i>	✓
	3:54	I am interested.	<i>Ich bin interessiert.</i>	X
	4:39	interesting	<i>interessant</i>	✓
	5:47	I am interested. (I interest myself.)	<i>Ich interessiere mich.</i>	✓
	5:55	He is interested. (He interests himself.)	<i>Er interessiert sich.</i>	✓
	6:24	It interests me very much.	<i>Es interessiert mich sehr.</i>	✓
	Foundation (8-hour) course: CD 5 Track 6			
	0:00	that	<i>das</i>	X
	0:26	That interests me very much.	<i>Das interessiert mich sehr.</i>	✓
	0:43	That doesn't interest me.	<i>Das interessiert mich nicht.</i>	✓
	1:01	interesting	<i>interessant</i>	✓
	1:34	joy	<i>die Freude</i>	X
	2:14	to enjoy	<i>sich freuen</i>	✓
	2:29	I am very pleased.	<i>Ich freue mich sehr.</i>	✓
	3:04	It pleases me.	<i>Es freut mich sehr.</i>	✓
	3:25	time	<i>die Zeit</i>	✓
	3:53	newspaper	<i>die Zeitung</i>	✓
	4:38	I have no time.	<i>Ich habe keine Zeit.</i>	✓
	5:06	I have no time now.	<i>Ich habe keine Zeit jetzt.</i>	✓
Foundation (8-hour) course: CD 5 Track 7				Review course CD 2 Track 7
	0:14	possibility	<i>die Möglichkeit</i>	✓
	0:38	I have no possibility.	<i>Ich habe keine Möglichkeit.</i>	✓
	0:55	Whenever you have a noun or an adjective that is followed by a verb, you use 'zu'.		X

1:15	I have no time to do it.	<i>Ich habe keine Zeit, es zu tun.</i>	X
1:49	It is not possible to do it.	<i>Es ist nicht möglich, es zu tun.</i>	✓
Foundation (8-hour) course: CD 5 Track 8			Review course CD 2 Track 8
0:00	Definition of noun, adjective and verb		X
1:26	opportunity	<i>die Gelegenheit</i>	✓
1:34	Words ending in -heit, -keit and -ung take 'die'.		X
2:14	I would like to have the opportunity to see it.	<i>Ich möchte die Gelegenheit haben, es zu sehen.</i>	✓
Foundation (8-hour) course: CD 5 Track 9			Review course CD 2 Track 9
0:00	always	<i>immer</i>	✓
0:09	I don't always have the opportunity to see it.	<i>Ich habe nicht immer die Gelegenheit, es zu sehen.</i>	✓
1:31	often	<i>oft</i>	✓
1:54	I don't very often have the opportunity to see it.	<i>Ich habe nicht sehr oft die Gelegenheit, es zu sehen.</i>	✓
2:33	It is not possible.	<i>Es ist nicht möglich.</i>	X
2:49	It is not possible to go there today.	<i>Es ist nicht möglich, heute dorthin zu gehen.</i>	✓
Foundation (8-hour) course: CD 5 Track 10			Review course CD 2 Track 10
0:00	important	<i>wichtig</i>	✓
1:05	It is very important to do it.	<i>Es ist sehr wichtig, es zu tun.</i>	✓
1:50	It is not so important to do it today.	<i>Es ist nicht so wichtig, es heute zu tun.</i>	✓
2:34	necessary	<i>nötig</i>	✓
3:18	It is not necessary to do it now.	<i>Es ist nicht nötig, es jetzt zu tun.</i>	✓
4:02	late	<i>spät</i>	✓
4:17	Whenever you have 'st' or 'sp', it is pronounced 'sh't' or 'shp'.		X
4:40	city	<i>die Stadt</i>	✓
4:49	state	<i>der Staat</i>	✓
5:02	United States	<i>die Vereinigten Staaten</i>	X

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Foundation (8-hour) course: CD 6 Track 1

0:21	It is very late.	<i>Es ist sehr spät.</i>
0:30	later	<i>später</i>
0:52	a little later / somewhat later	<i>etwas später</i>
1:04	to call	<i>rufen</i>
1:22	to call (on the phone)	<i>anrufen</i>
1:38	Will you call me later.	<i>Wollen Sie mich bitte später anrufen.</i>
2:13	Can you call me later?	<i>Können Sie mich später anrufen?</i>
2:37	too (e.g. expensive)	<i>zu (z.B. teuer)</i>
3:43	to go (not on foot)	<i>fahren</i>
4:21	I'm going to Berlin.	<i>Ich fahre nach Berlin.</i>
4:43	I'm going to Germany.	<i>Ich fahre nach Deutschland.</i>

**Review course
CD 2 Track 11**

✓
✓
X
✓
✓
✓
✓
X
X
X
X
✓

Foundation (8-hour) course: CD 6 Track 2

0:00	to speak	<i>sprechen</i>
1:20	Do you speak English?	<i>Sprechen Sie englisch?</i>
1:43	You speak German very well.	<i>Sie sprechen sehr gut deutsch.</i>
2:09	in German	<i>auf deutsch</i>
2:22	in English	<i>auf englisch</i>
2:33	How do you say it in German?	<i>Wie sagen Sie es auf deutsch?</i>
3:08	one says	<i>man sagt</i>
3:48	One doesn't say it like that.	<i>Man sagt es nicht so.</i>
4:27	One says it.	<i>Man sagt es.</i>
4:34	Does one say?	<i>Sagt man?</i>
4:44	Does one say it like that?	<i>Sagt man es so?</i>
5:01	How does one say it in German?	<i>Wie sagt man es auf deutsch?</i>

**Review course
CD 2 Track 12**

✓
✓
✓
✓
✓
✓
✓
✓
X
✓
✓
✓
✓

Foundation (8-hour) course: CD 6 Track 3

0:00	It is too late.	<i>Es ist zu spät.</i>
0:21	It is too late to do it now.	<i>Es ist zu spät, es jetzt zu tun.</i>
0:51	I'm going to do it later.	<i>Ich werde es später tun.</i>
1:32	It won't be possible to do it now.	<i>Es wird nicht möglich sein, es jetzt zu tun.</i>
4:38	I will do it later today.	<i>Ich werde es heute später tun.</i>

**Review course
CD 2 Track 13**

✓
✓
✓
X
✓

5:05	He will be here soon.	<i>Er wird bald hier sein.</i>	✓
5:27	It will be very important.	<i>Es wird sehr wichtig sein.</i>	✓
5:57	It will be very important to do it.	<i>Es wird sehr wichtig sein, es zu tun.</i>	✓
7:25	But I don't have time to do it now.	<i>Aber ich habe nicht die Zeit, es jetzt zu tun.</i>	✓
7:59	I will not have the time to do it.	<i>Ich werde nicht die Zeit haben, es zu tun.</i>	✓
Foundation (8-hour) course: CD 6 Track 4			Review course CD 2 Track 14
0:15	would	<i>würden</i>	X
1:06	I would do it.	<i>Ich würde es tun.</i>	✓
1:20	He wouldn't do it.	<i>Er würde es nicht tun.</i>	✓
1:51	We wouldn't do it.	<i>Wir würden es nicht tun.</i>	✓
2:18	We won't do it.	<i>Wir werden es nicht tun.</i>	✓
2:46	It won't be possible that way.	<i>Es wird nicht ... so möglich sein.</i>	✓
4:35	It wouldn't be possible.	<i>Es würde nicht möglich sein.</i>	✓
Foundation (8-hour) course: CD 6 Track 5			Review course CD 2 Track 15
0:00	to buy	<i>kaufen</i>	✓
0:05	I would buy it.	<i>Ich würde es kaufen.</i>	X
0:12	I won't buy it.	<i>Ich werde es nicht kaufen.</i>	✓
0:31	It wouldn't be possible to do it.	<i>Es würde nicht möglich sein, es zu tun.</i>	✓
0:58	because he is very busy today	<i>denn er ist sehr beschäftigt heute / weil er heute sehr beschäftigt ist</i>	✓
2:06	because I cannot do it today	<i>weil ich es heute nicht tun kann</i>	✓
2:35	I won't do it today.	<i>Ich werde es heute nicht tun.</i>	✓
2:56	because I won't do it today	<i>weil ich es heute nicht tun werde</i>	✓
3:20	because I wouldn't do it today	<i>weil ich es heute nicht tun würde</i>	✓
3:56	because I wouldn't have the time to do it today	<i>weil ich nicht die Zeit haben würde, es heute zu tun</i>	✓
Foundation (8-hour) course: CD 6 Track 6			Review course CD 2 Track 16
0:10	When will he be here?	<i>Wann wird er hier sein?</i>	✓
0:48	When will it be ready?	<i>Wann wird es fertig sein?</i>	✓

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1:22	I would like to know when it will be ready.	<i>Ich möchte wissen, wann es fertig sein wird.</i>	X
2:39	It will be ready.	<i>Es wird fertig sein.</i>	X
2:54	It would be ready today.	<i>Es würde heute fertig sein.</i>	✓
3:19	It can be ready today.	<i>Es kann heute fertig sein.</i>	✓
3:50	It is going to be ready today.	<i>Es wird heute fertig sein.</i>	✓
4:26	because it will be ready today	<i>weil es heute fertig sein wird</i>	✓
4:56	because it cannot be ready today	<i>weil es heute nicht fertig sein kann</i>	✓
5:30	I want to know at what time it is going to be ready.	<i>Ich will wissen, um wie viel Uhr es fertig sein wird.</i>	X
6:31	I would like to know at what time it will be ready today.	<i>Ich möchte wissen, um wie viel Uhr es heute fertig sein wird.</i>	✓
8:04	I would like to know why it cannot be ready today.	<i>Ich möchte wissen, warum es heute nicht fertig sein kann.</i>	✓

Foundation (8-hour) course: CD 6 Track 7

0:00	if	<i>wenn</i>	X
0:24	if you want	<i>wenn Sie wollen</i>	✓
0:40	We want it.	<i>Wir wollen es.</i>	✓
0:45	We don't want it.	<i>Wir wollen es nicht.</i>	X
0:59	We don't want to do it today.	<i>Wir wollen es heute nicht tun.</i>	✓
1:34	The 'handles' do not have a 't' for 'he/she/it'. For example, 'ich kann, er kann'.		X
1:47	I would like to know when you want to do it.	<i>Ich möchte wissen, wann Sie es tun wollen.</i>	✓
2:23	I would like to know at what time you can do it.	<i>Ich möchte wissen, um wie viel Uhr Sie es tun können.</i>	✓
3:23	I will wait here if you want.	<i>Ich werde hier warten, wenn Sie wollen.</i>	✓

Foundation (8-hour) course: CD 6 Track 8

0:00	'If' has two different meanings in English. Whenever 'if' implies 'whether', the German translation is 'ob'. If it does not imply 'whether', then use 'wenn'.		X
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**Review course
CD 2 Track 17**

X
✓
✓
X
✓
X
✓
✓
✓
✓

Foundation (8-hour) course: CD 6 Track 9

0:09	to try	<i>versuchen</i>	✓
0:18	to seek / to search / to look for	<i>suchen</i>	✓
0:47	I will try.	<i>Ich werde versuchen.</i>	✓
1:00	I'm going to try.	<i>Ich werde versuchen.</i>	✓
1:08	But I don't know if I can do it.	<i>Aber ich weiß nicht, ob ich es tun kann.</i>	✓
1:51	I don't know if it is possible to do it.	<i>Ich weiß nicht, ob es möglich ist, es zu tun.</i>	✗
2:55	(but) I don't know if it will be possible to do it.	<i>(aber) ich weiß nicht, ob es möglich sein wird, es zu tun.</i>	✓
3:42	But I'm going to try.	<i>Aber ich werde versuchen.</i>	✓

**Review course
CD 2 Track 18**

Foundation (8-hour) course: CD 6 Track 10

0:00	I'm waiting	<i>ich warte</i>	✓
0:14	To translate 'have been + -ing', use the present tense.		✗
0:58	since	<i>seit</i>	✓
1:36	to live (reside)	<i>wohnen</i>	✓
1:48	Where do you live?	<i>Wo wohnen Sie?</i>	✓
2:04	I've been living here for ten years.	<i>Ich wohne hier schon seit zehn Jahren.</i>	✓
2:50	How long have you been living here?	<i>Wie lange wohnen Sie (schon) hier?</i>	✓
3:27	How long have you been here in Germany?	<i>Wie lange sind Sie schon hier in Deutschland?</i>	✓
5:22	to work	<i>arbeiten</i>	✓
5:29	work	<i>die Arbeit</i>	✓
5:35	he is working	<i>er arbeitet</i>	✓
5:47	He has been working here for a long time.	<i>Er arbeitet hier seit langer Zeit.</i>	✓
6:15	We have been here for three days.	<i>Wir sind hier seit drei Tagen.</i>	✓

**Review course
CD 2 Track 19**

Foundation (8-hour) course: CD 7 Track 1

0:08	Review of the 'handles' using 'können'		✗
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**Review course
CD 2 Track 20**

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1:07	I can do it.	<i>Ich kann es tun.</i>	✓
1:43	It can be ready today.	<i>Es kann heute fertig sein.</i>	✓
2:33	It cannot be possible that way.	<i>Es kann nicht ... so möglich sein.</i>	✓
3:13	I will buy it tomorrow if I have the time.	<i>Ich werde es morgen kaufen, wenn ich die Zeit habe.</i>	✓
4:19	Can you tell me if you can do it?	<i>Können Sie mir sagen, ob Sie es tun können?</i>	✓
5:30	And I would like to know when you will do it.	<i>Und ich möchte wissen, wann Sie es tun werden.</i>	✓
6:37	I don't understand you.	<i>Ich verstehe Sie nicht.</i>	✓
7:21	I cannot understand you.	<i>Ich kann Sie nicht verstehen.</i>	✓
8:03	He doesn't understand.	<i>Er versteht nicht.</i>	✓
8:18	He cannot understand.	<i>Er kann nicht verstehen.</i>	✓

Foundation (8-hour) course: CD 7 Track 2

**Review course
CD 2 Track 21**

0:00	In English, 'could' has two different meanings: 'was able' or 'would be able'. 'Could' in the past tense (was able) is 'konnten' (you, we, they) or 'konnte' (I, he/she/it).		X
3:19	I couldn't find it.	<i>Ich konnte es nicht finden.</i>	✓
3:46	I couldn't understand you.	<i>Ich konnte Sie nicht verstehen.</i>	✓
4:25	yesterday	<i>gestern</i>	✓
4:53	last night (yesterday evening)	<i>gestern Abend</i>	✓
5:00	He couldn't go there with us last night.	<i>Er konnte nicht mit uns gestern Abend dorthin gehen.</i>	✓

Foundation (8-hour) course: CD 7 Track 3

**Review course
CD 2 Track 22**

0:00	The past tense of 'to be' is 'waren' for 'you, we, they' and 'war' for 'I, he/she/it'.		X
0:35	I was there last night, but it wasn't ready.	<i>Ich war da gestern Abend, aber es war nicht fertig.</i>	✓
1:18	We were there.	<i>Wir waren da.</i>	✓
1:28	Where were you?	<i>Wo waren Sie?</i>	✓
1:40	It was not possible to do it.	<i>Es war nicht möglich, es zu tun.</i>	✓
2:07	The past tense of 'have' is 'hatten' for 'you, we, they' and 'hatte' for 'I, he/she/it'.		X
2:43	I didn't have the time to do it because I was very busy.	<i>Ich hatte nicht die Zeit, es zu tun, weil ich sehr beschäftigt war.</i>	✓

3:55	I couldn't find it.	<i>Ich konnte es nicht finden.</i>	✓
Foundation (8-hour) course: CD 7 Track 4			Review course CD 2 Track 23
0:00	When 'could' expresses 'would be able' in English, use 'könnten'.		✗
0:45	Could you come with me?	<i>Könnten Sie mit mir kommen?</i>	✓
1:25	Use 'könnten' to translate 'could', unless it is clearly in the past.		✗
2:24	Could you tell me?	<i>Könnten Sie mir sagen?</i>	✓
2:37	Could you wait now?	<i>Könnten Sie jetzt warten?</i>	✓
3:50	Can you wait here?	<i>Können Sie hier warten?</i>	✗
4:23	without	<i>ohne</i>	✓
4:38	I couldn't do it without you.	<i>Ich könnte es nicht ohne Sie tun.</i>	✓
5:53	I couldn't do it without you yesterday.	<i>Ich konnte es nicht gestern ohne Sie tun.</i>	✓
7:01	I couldn't understand you.	<i>Ich konnte Sie nicht verstehen.</i>	✓
Foundation (8-hour) course: CD 7 Track 5			Review course CD 2 Track 24
0:00	Review of 'must'		✗
0:30	I must go now.	<i>Ich muss jetzt gehen.</i>	✓
0:43	We must buy it.	<i>Wir müssen es kaufen.</i>	✓
0:56	You have to wait for me.	<i>Sie müssen auf mich warten.</i>	✓
1:26	The past tense of 'must' is 'had to' in English, but in German, it is 'musste'.		✗
1:55	I had to stay here.	<i>Ich musste hier bleiben.</i>	✓
2:10	He had to wait for me.	<i>Er musste auf mich warten.</i>	✓
2:30	Review of 'want'		✗
2:49	He wants to buy it.	<i>Er will es kaufen.</i>	✓
2:57	(but) he cannot buy it because it's very expensive.	<i>(aber) er kann es nicht kaufen, weil es sehr teuer ist.</i>	✓
3:47	because it is too expensive	<i>weil es zu teuer ist</i>	✓
4:13	He doesn't want to have it.	<i>Er will es nicht haben.</i>	✓
5:37	He wants to do it.	<i>Er will es tun.</i>	✓
5:49	He will do it because he wants to do it.	<i>Er wird es tun, weil er es tun will.</i>	✓
7:27	We don't want to do it.	<i>Wir wollen es nicht tun.</i>	✓
7:40	Why don't you want to do it now?	<i>Warum wollen Sie es jetzt nicht tun?</i>	✓

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8:14	He doesn't want to do it.	<i>Er will es nicht tun.</i>	✓
8:28	He won't do it.	<i>Er wird es nicht tun.</i>	✓
8:50	He is not going to do it.	<i>Er wird es nicht tun.</i>	✓
9:38	Will you do it, please.	<i>Wollen Sie bitte ... es tun.</i>	X
9:44	Will you tell me	<i>Wollen Sie mir sagen</i>	X
9:56	He doesn't want to do it.	<i>Er will es nicht tun.</i>	X
Foundation (8-hour) course: CD 7 Track 6			Review course CD 2 Track 25
0:20	I wanted	<i>ich wollte</i>	✓
0:26	he wanted	<i>er wollte</i>	✓
0:33	He wanted to buy it because he wanted to have it.	<i>Er wollte es kaufen, denn er wollte es haben. / Er wollte es kaufen, weil er es haben wollte.</i>	✓
1:13	I didn't want to stay here.	<i>Ich wollte nicht hier bleiben.</i>	✓
1:50	We shall (we should) stay here.	<i>Wir sollen hier bleiben.</i>	✓
2:01	You should tell me.	<i>Sie sollen mir sagen.</i>	✓
2:22	It should be ready.	<i>Es soll fertig sein.</i>	✓
2:46	'Sollte' and 'sollten' can mean 'should' or 'was supposed to'.		X
3:36	'Dürfen' means 'may' or 'to be allowed to': ich darf, er/sie/es/man darf, Sie/wir/sie dürfen.		X
4:49	May I see it?	<i>Darf ich es sehen?</i>	✓
Foundation (8-hour) course: CD 7 Track 7			Review course CD 2 Track 26
0:00	I don't feel like	<i>ich habe keine Lust</i>	✓
1:09	I don't feel like doing it.	<i>Ich habe keine Lust, es zu tun.</i>	✓
1:42	I am very pleased to do it.	<i>Es freut mich, es zu tun.</i>	✓
2:29	I am very pleased to see you.	<i>Ich freue mich sehr, Sie zu sehen. / Es freut mich sehr, Sie zu sehen.</i>	X
3:17	It will give me very much pleasure to see you. / I am looking forward to seeing you.	<i>Es wird mich sehr freuen, Sie zu sehen.</i>	✓
6:58	I would do it.	<i>Ich würde es tun.</i>	✓
7:09	He wouldn't do it.	<i>Er würde es nicht tun.</i>	✓
7:49	It wouldn't be possible to do it.	<i>Es würde nicht möglich sein, es zu tun.</i>	✓
8:21	It was not possible to do it.	<i>Es war nicht möglich, es zu tun.</i>	✓
8:38	'Would be' can also be expressed using 'wäre' or 'wären'.		X

Foundation (8-hour) course: CD 7 Track 8

0:31	Let me work!	<i>Lassen Sie mich arbeiten!</i>
1:02	to repair	<i>reparieren</i>
1:18	I'm going to repair it. / I'm going to fix it.	<i>Ich werde es reparieren.</i>
1:50	I will have it repaired. / I will get it fixed.	<i>Ich werde es reparieren lassen.</i>
2:22	I have to get it fixed.	<i>Ich muss es reparieren lassen.</i>
3:01	I will get it washed.	<i>Ich werde es waschen lassen.</i>
3:26	clean	<i>rein / sauber</i>
4:05	to clean	<i>reinigen</i>
4:12	Will you clean it.	<i>Wollen Sie es bitte reinigen.</i>
4:28	Will you have it cleaned. / Will you get it cleaned.	<i>Wollen Sie es reinigen lassen.</i>
4:45	I have to get it cleaned.	<i>Ich muss es reinigen lassen.</i>

**Review course
CD 2 Track 27**

✓
✓
✗
✓
✓
✓
✗
✓
✓
✓
✓
✓
✓

Foundation (8-hour) course: CD 8 Track 1

0:12	away	<i>weg</i>
1:04	to go away	<i>weggehen</i>
1:19	I will go away soon.	<i>Ich werde bald weggehen.</i>
1:36	But I wouldn't go away without you.	<i>Aber ich würde nicht ohne Sie weggehen.</i>
2:15	out	<i>aus</i>
2:24	to go out	<i>ausgehen</i>
2:35	I want to go out tonight.	<i>Ich will heute Abend ausgehen.</i>
2:47	We would like to go out tonight.	<i>Wir möchten heute Abend ausgehen.</i>
3:34	exit (on foot)	<i>der Ausgang</i>
3:53	entrance (on foot)	<i>der Eingang</i>
4:36	to go (not on foot)	<i>fahren</i>
4:46	exit (driving)	<i>die Ausfahrt</i>
5:13	entrance (driving)	<i>die Einfahrt</i>
5:30	departure	<i>die Abfahrt</i>
5:36	to depart	<i>abfahren</i>
5:44	to go away	<i>wegfahren</i>
5:54	to go away (far)	<i>fortfahren</i>

**Review course
CD 2 Track 28**

✓
✓
✓
✓
✗
✓
✓
✓
✗
✗
✓
✗
✗
✓
✓
✓
✗

40	6:00	to go through	<i>durchfahren</i>	✓
	6:13	to walk through	<i>durchgehen</i>	X
Foundation (8-hour) course: CD 8 Track 2				Review course CD 2 Track 29
	0:00	There are two kinds of prefixes: those that are detachable and those that are not. Whenever the stress is on the prefix, it is detachable.		X
	2:47	good-bye	<i>auf Wiedersehen</i>	X
	3:06	never again	<i>nie wieder</i>	✓
	3:21	I will never again do it.	<i>Ich werde es nie wieder tun.</i>	✓
	3:34	to fetch	<i>holen / abholen</i>	✓
	3:52	I will fetch it.	<i>Ich werde es holen. / Ich werde es abholen.</i>	✓
	4:09	I'm going to fetch you. (I'm going to call for you.)	<i>Ich werde Sie abholen.</i>	✓
	4:16	to fetch again	<i>wiederholen</i>	✓
	4:28	to repeat	<i>wiederholen</i>	✓
	4:56	I repeat	<i>ich wiederhole</i>	X
Foundation (8-hour) course: CD 8 Track 3				Review course CD 2 Track 30
	0:00	to get	<i>bekommen</i>	X
	0:05	I'm getting it.	<i>Ich bekomme es.</i>	✓
	0:13	to arrive	<i>ankommen</i>	X
	0:20	I'm arriving.	<i>Ich komme an.</i>	X
	1:43	I am arriving tomorrow.	<i>Ich komme morgen an.</i>	✓
	1:54	tomorrow morning	<i>morgen früh</i>	✓
	2:33	I'm going out.	<i>Ich gehe aus.</i>	✓
	2:58	tomorrow morning	<i>morgen Vormittag</i>	X
	3:26	We are going to Frankfurt.	<i>Wir fahren nach Frankfurt.</i>	X
	3:56	afternoon	<i>Nachmittag</i>	X
	4:03	this afternoon	<i>heute Nachmittag</i>	✓
	4:12	tomorrow afternoon	<i>morgen Nachmittag</i>	✓
Foundation (8-hour) course: CD 8 Track 4				Review course CD 2 Track 31
	0:00	the day after tomorrow	<i>übermorgen</i>	✓

0:05	over	<i>über</i>	X
0:58	I want to go there.	<i>Ich will dorthin gehen. / Ich will hingehen. / Ich will dort hingehen.</i>	✓
1:39	I will go there.	<i>Ich werde hinfahren.</i>	X
1:45	I'm going there.	<i>Ich gehe hin. / Ich fahre hin.</i>	✓
2:04	towards there	<i>hin</i>	X
2:06	towards here	<i>her</i>	X
2:17	Come here!	<i>Kommen Sie her! / Kommen Sie hierher!</i>	✓
3:38	to come in	<i>hereinkommen</i>	X
3:47	Will you come in here.	<i>Wollen Sie herein kommen.</i>	✓
Foundation (8-hour) course: CD 8 Track 5			Review course CD 2 Track 32
0:00	out	<i>heraus</i>	X
0:32	'her' can be shortened to just 'r'. When it is hooked onto a prefix, it gives a sense of movement. Prefixes can also be used by themselves. For example: Raus! Get out!		X
1:55	to put	<i>legen / stellen</i>	X
2:46	to put on	<i>anlegen</i>	X
2:52	to put in	<i>einlegen</i>	X
3:13	Will you put it on top of it.	<i>Wollen Sie es darauf legen.</i>	✓
3:31	to take	<i>nehmen</i>	✓
3:37	Will you take it out.	<i>Wollen Sie es rausnehmen.</i>	✓
3:49	Will you put it over it.	<i>Wollen Sie es darüber legen.</i>	X
4:02	Will you put it underneath.	<i>Wollen Sie es darunter legen.</i>	✓
Foundation (8-hour) course: CD 8 Track 6			Review course CD 2 Track 33
0:06	I'm putting it over.	<i>Ich lege es rüber.</i>	✓
0:30	to think over	<i>überlegen</i>	X
0:54	I'll think it over.	<i>Ich werde es mir überlegen.</i>	✓
1:12	I'm thinking it over.	<i>Ich überlege es mir.</i>	✓
1:49	to come over	<i>rüberkommen</i>	X
1:57	Will you come over.	<i>Wollen Sie rüberkommen.</i>	✓
2:19	Come over!	<i>Kommen Sie rüber!</i>	✓
2:32	Come in!	<i>Kommen Sie rein!</i>	✓

0:05	to start / to begin	<i>anfangen</i>	✓
0:15	We will start soon.	<i>Wir werden bald anfangen.</i>	✓
0:33	We are starting soon.	<i>Wir fangen bald an.</i>	X
0:51	When are you starting?	<i>Wann fangen Sie an?</i>	✓
1:04	When do we start?	<i>Wann fangen wir an?</i>	✓
1:39	Will you call me later.	<i>Wollen Sie mich später anrufen.</i>	X
2:10	I'm going to call you later.	<i>Ich rufe Sie später an. / Ich werde Sie später anrufen.</i>	✓
2:53	I'm calling you later in order to ask you if you can come with us tonight.	<i>Ich rufe Sie später an, um Sie zu fragen, ob Sie mit uns ... heute Abend kommen können.</i>	✓
3:19	Whenever 'to' in English implies 'in order to', use 'um ... zu'.		X
5:01	I'm going to see you.	<i>Ich werde Sie sehen.</i>	✓
5:15	to hope	<i>hoffen</i>	✓
5:41	I hope	<i>ich hoffe</i>	X
5:49	I hope I can do it.	<i>Ich hoffe, dass ich es tun kann.</i>	✓
6:11	Whenever 'that' is implied in English, use 'dass'. 'dass' cannot be omitted in German as it can in English. Like 'weil', 'dass' sends the verb to the end of the sentence.		X
6:59	I hope he will arrive tomorrow.	<i>Ich hoffe, dass er morgen ankommen wird.</i>	✓
Foundation (8-hour) course: CD 8 Track 9			Review course CD 2 Track 36
0:00	to think	<i>denken</i>	X
0:08	I think	<i>ich denke</i>	X
0:16	to believe / to think	<i>glauben</i>	X
0:43	I think he's going to be here soon.	<i>Ich glaube, dass er bald hier sein wird.</i>	✓
1:21	I hope that you can come with us tonight.	<i>Ich hoffe, dass Sie heute Abend mit uns kommen können.</i>	✓
2:01	easy / light (weight)	<i>leicht</i>	✓
2:38	difficult / heavy (weight)	<i>schwer</i>	✓
3:01	It is very easy.	<i>Es ist sehr leicht.</i>	✓
3:13	It is very interesting.	<i>Es ist sehr interessant.</i>	✓
3:27	comfortable	<i>bequem</i>	✓
3:37	It is very comfortable here.	<i>Es ist sehr bequem hier.</i>	✓

44	3:52	nice	<i>nett / sympathisch</i>	X
	4:46	comfortable / having a nice ambience	<i>gemütlich</i>	X
Foundation (8-hour) course: CD 8 Track 10				Review course CD 2 Track 37
	0:00	The gender (masculine/feminine/neuter) of a noun is determined by the word ending. Words ending in -chen or -lein are neuter (das).		X
	2:34	I want a glass of wine.	<i>Ich will ein Glas Wein haben.</i>	✓
	2:59	I would like to have a glass of red wine.	<i>Ich möchte ein Glas Rotwein haben.</i>	X
	3:26	I must have a glass of white wine.	<i>Ich muss ein Glas Weißwein haben.</i>	✓
	3:39	Excuse me, please! <i>Verzeihung!</i>	<i>Entschuldigen Sie, bitte! /</i>	X
	4:47	May I ask you?	<i>Darf ich Sie fragen?</i>	✓

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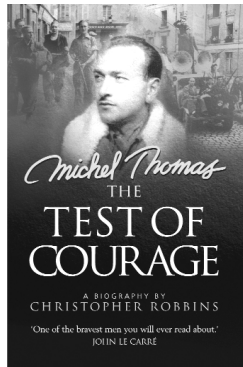
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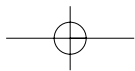
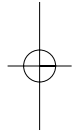
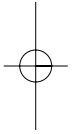
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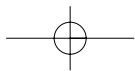
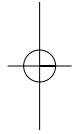
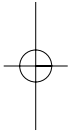
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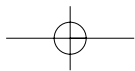
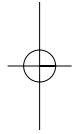
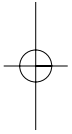
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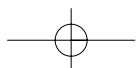
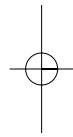
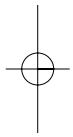
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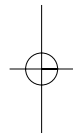
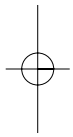
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