

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you another great lesson and this time we're gonna be shopping.

E: That's right. Actually a lot of our users, um, asked for some... some lessons about shopping, right?

M: Exactly and I think one of the most important things when you go shopping is to get a good price.

E: That's right.

M: So, we're gonna be teaching you how to **bargain**.

E: So, Marco, you just mentioned a really great word, um, let's look at it in "**vocabulary preview**".

Voice: Vocabulary preview.

M: Alright, so, we're gonna preview the word **bargain** today.

E: Bargain.

M: Bargain.

E: Bargain.

M: Now, this is an interesting word because it's a **verb** and a **noun**.

E: That's right, um, so, **a bargain** is a good price, right?

M: Okay, so, a bargain is a good price.

E: Yep, this t-shirt was a bargain, um, I only paid a dollar for it.

M: Okay, so that is a bargain.

E: Yes.

M: But **to bargain** as a verb...

E: Um, to try and get a good price.

M: So, it's very similar to **negotiate**.

E: Yeah, so, I would say "uh, it costs a hundred dollars".

M: And then I would say maybe "ah, I'll give you fifty".

E: "Ah, seventy five".

M: Um, and I say "sixty".

E: Etcetera, etcetera [NOTE: **Etcetera** = **etc.** = and so on, and so forth]

M: Hehe. And that's to bargain, right?

E: Yep.

M: Okay, so we're gonna be bargaining, uh, let's listen to the dialogue for the first time as we have a woman bargaining in a store, right?

E: That's right.

DIALOGUE, FIRST TIME

M: Alright, that was some good bargaining skills right there.

E: Yeah, and, you know what, she used a lot of good language to get, ah, a cheaper price, didn't she?

M: Yeah, yeah, that was good. So, let's take a look at this language in "**language takeaway**".

Voice: Language takeaway.

M: Okay, the first word we have in language takeaway today - **price range**.

E: Price range.

M: Price range.

E: Price range.

M: Price range. What does it mean exactly?

E: So, price range is, uh, the minimum and the maximum that you're willing to spend for a thing that you want to buy.

M: Exactly, so, in the dialogue we heard **it's out of my price range**.

E: It's more than I can spend.

M: More than I could spend.

E: Yeah.

M: Okay. Okay, let's look at our next word - **shop around**.

E: Shop around.

M: Shop around.

E: Shop around.

M: So, she said "I'll think... I think I'll **shop around**".

E: Right, um, so she wants to check in a few other stores to see if there's a better price.

M: If I shop around I'm going and trying to compare prices maybe.

E: Exactly, this is a really good, um, shopping technique.

M: Yeah, it is.

E: Yeah.

M: Okay, and let's look at our last word - **pricy**.

E: Pricy.

M: Pricy.

E: Pricy.

M: So, something that's pricy is...

E: Expensive.

M: Expensive.

E: Yep, this is, uh... a more sort of informal way of saying expensive.

M: Exactly, so instead of saying "Wow! That car is really expensive!"

E: It's really pricy.

M: It's really pricy.

E: Yeah.

M: Okay, let's listen to our dialogue for the second time and it's gonna be slowed down a bit.

E: So you'll understand some of these great words a little bit better.

DIALOGUE, SECOND TIME (slow)

M: So, we've covered the language in this dialogue, now let's take a look at some of the phrases in "**putting it together**".

Voice: Putting it together.

E: So, Marco, in this dialogue there's a lot of really useful phrases, um, to help you get a better price when you shop, right?

M: Exactly.

E: So, the first one we have is **can you give me a better deal?**

M: Can you give me a better deal?

E: Can you give me a better deal?

M: So, if I'm shopping and something is too expensive...

E: Yeah.

M: I would use this sentence with the shopkeeper.

E: Yeah, so you might say, um, "hey, this is out of my price range, could you give me a better deal?"

M: Can you give me a better deal?

E: Yep.

M: Okay, we have some examples of **can you give me a better deal**, let's listen.

Voice: Example one.

A: I really like this shirt, but it's too expensive. Can you give me a better deal?

Voice: Example two.

B: Can you give me a better price on this car? I really don't have that much money.

E: So, you can see here that you can say "can you give me a better **deal**" or "can you give me a better **price**".

M: Alright, let's take a look at our next phrase - **that's still more than I wanted to spend**.

E: That's still more than I wanted to spend.

M: That's still more than I wanted to spend.

E: So, if the seller suggests a really high price you can say...

M: That's still more than I wanted to spend. So basically you're telling the shopkeeper...

E: Still too expensive.

M: It's still too expensive.

E: Yeah.

M: You still don't want to spend that much.

E: Uhu.

M: Alright, let's take a look at our last phrase.

E: **That's my last offer.**

M: That's my last offer.

E: That's my last offer.

M: Now, this could work both ways. It could be the shopkeeper that's telling you that.

E: That's my lowest price.

M: Right. Or you could say that's my last offer.

E: That's my highest price, if you are buying it.

M: Right, because sometimes when you're bargaining the shopkeeper will say "alright, what's your best offer, how much will you pay?"

E: "Hundred dollars, **that's my final offer**".

M: Exactly.

E: Uhu.

M: Alright, so, we've looked at a lot of great phrases and words and now you're ready to bargain and also listen to this dialog for the third time and then we'll come back and talk some more.

DIALOGUE, THIRD TIME

M: Alright, so I know that in Canada it's not really common to bargain, right?

E: No, it... it really isn't like even when you go to the market to buy fruits and vegetables, uh, it's very very rare to bargain with the shopkeeper.

M: Uhu, uhu.

E: How about in Ecuador?

M: No, in Ecuador you definitely bargain.

E: Really?

M: Well, if you go to the mall, for example...

E: Yep.

M: Or if you go to a supermarket, of course you wouldn't really bargain.

E: Yeah.

M: Unless maybe you go to a small store or you go to one of the local markets.

E: Yeah.

M: Then it's more common to bargain.

E: Yeah.

M: And you have to, because people expect you to bargaining.

E: Really?

M: Yeah, yeah, in many countries in the world bargaining is almost like an art.

E: Yeah, that's true. Actually, Marco, you are an excellent bargainer, aren't you?

M: Hehe. Yeah, I've... I've been known to bargain with the shopkeepers in... ah... I've been known to bargain a little bit with... with the shopkeepers and helping out.

E: A little bit? I mean you've got better prices than I can even imagine getting.

M: Hehe. Yeah, that's... that's a good story maybe we'll get JP to... to go to our comments section and tell you about that, ah...

E: Yeah.

M: So, we want to know about your countries. Is it common to bargain? Do you really do it? Is it okay? Or when is it okay?

E: Yes, tell us. Visit our website at englishpod.com, tell us about, um, you country's bargaining customs and, um, also leave your questions there for us.

M: Exactly, we'll be there to answer them, but until then we gotta go, so... Bye!

E: Good bye!

M: Hello English learners! Welcome to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: We're bringing you a great **elementary** podcast today.

E: That's right.

M: And we're gonna be teaching you how to order pizza.

E: Yeah, you know, pizza is one of my favorite foods and the favorite food of many people.

M: Exactly, it's one of those common foods that you're at home and you want to order something to eat.

E: Yep.

M: And the typical thing is pizza.

E: Yeah, but you know there's some very special language that you've gotta use, you've gotta know this language, ah, when you want to order a pizza.

M: Exactly, so, let's listen to this dialogue for the first time as a man is ordering pizza.

DIALOGUE, FIRST TIME

M: Okay, so I guess he is not getting his pizza.

E: No, he forgot to give his address.

M: That's a bit of a problem.

E: Uhu.

M: Okay, let's take a look at some of the vocabulary in "**language takeaway**".

Voice: Language takeaway.

E: Alright, we've got some great pizza words for you today, um, and our first one we have is a **medium pizza**.

M: Medium pizza.

E: Medium pizza.

M: So, that's the size, right?

E: Yeah.

M: Medium. You can say medium or...

E: Twelve inch.

M: Twelve inch.

E: Yeah.

M: Usually a medium pizza is twelve inches.

E: Yeah, so you could say "I'd like a **twelve inch** pizza".

M: Okay, for those of us who use centimeters this would be more or less **thirty centimeters**.

E: Okay.

M: Hehe. Alright, let's take a look at the next size. A **large pizza**.

E: Large pizza.

M: A large pizza.

E: So, it might also be called an **eighteen inch**...

M: An eighteen inch pizza.

E: Uhu.

M: Or isn't it sometimes called a **family size**?

E: Maybe.

M: Family size.

E: I guess it depends where you're ordering.

M: Yeah. Okay, so **large** and **medium** pizzas. Now, let's take a look at some of the ingredients.

E: Yes.

M: Okay, we have **pepperoni**.

E: Pepperoni.

M: Pepperoni.

E: Pepperoni.

M: This is the common ingredient of pizza.

E: It's my favorite. Um, a pizza is not a pizza unless it has pepperoni.

M: Hehe. Okay, so, pepperoni is like... is a sausage, right?

E: Yeah, it's a little bit spicy.

M: A little bit spicy.

E: Yeah.

M: And they look like, ah...

E: Like circles.

M: Red circles.

E: Yep.

M: Okay. **Olives.**

E: Olives.

M: Olives.

E: Olives.

M: Olives are little black or green balls.

E: Yes, little green or black balls you... you can also find them in a **Martini**. [NOTE: Cocktail **Martitni**]

M: Yeah, exactly.

E: Yep.

M: It's very common for them to have... it's very common to have an... it's very common to have an olive in a Martini.

E: Yes.

M: Okay. And he also ordered **extra cheese**.

E: Extra cheese.

M: So, that means more cheese.

E: Uhu.

M: Extra.

E: Alright, another ingredient - **ham**.

M: Ham.

E: Ham. The meat of a pig.

M: Yeah, ham.

E: Yep.

M: Okay. And he also ordered another strange ingredient for the pizza - **pineapple**.

E: Pineapple.

M: Pineapple.

E: Pineapple.

M: Now, this is a fruit.

E: I know, so weird to put pineapple on a pizza.

M: Hehe. Many people like pineapple on a... on their pizza. It's a tropical fruit.

E: Yep, comes from Hawaii.

M: Usually.

E: Uhu.

M: And it kind of looks like a little palm tree at the top.

E: Yeah, like a... yeah, the top of a pineapple looks like a tree.

M: Uhu. So, pineapple.

E: Yep.

M: Alright, now, the last description of a pizza. He ordered it with **thin crust**.

E: Thin crust.

M: Thin crust.

E: Thin crust.

M: Now, we know **thin** is some...

E: Skinny.

M: Skinny. But crust. What is **crust**?

E: It's the bread part of the pizza.

M: The outside part.

E: Yep.

M: Okay, so that's the crust.

E: That's my favorite part of the pizza.

M: Really?

E: Yeah, mmm.

M: Thin crust or thick crust.

E: Ah, thin crust... yeah, thin crust and I just... I really love that bread part.

M: Hehe.

E: It's so important to a good pizza.

M: Hehe. Okay, well, you know they also have, um... they also have the crust filled with cheese.

E: I know, it so wrong.

M: That's good too.

E: No.

M: Hehe. Alright, let's listen to our dialogue again and then we'll come back and talk a little bit more.

DIALOGUE, SECOND TIME (slow)

M: Okay, now we have some really polite language that you could use possibly with customers or with clients.

E: Yep.

M: Okay, so let's take a look at them in "**fluency builder**".

Voice: Fluency builder.

E: Okay, my... Alright, the first phrase we have, um, I think is my favorite. This is the way that Marty answered the phone, right?

M: Uhu.

E: He said **this is Marty speaking**.

M: This is Marty speaking.

E: This is Marty speaking.

M: Now, why is this so important?

E: Cause a lot of people when they answer the phones say "I'm Erica..."

M: Uhu.

E: Like "hello, I'm Erica".

M: Uhu.

E: Which is not what English people say.

M: Uhu.

E: We always say "Erica speaking".

M: Uhu, "this is Erica speaking".

E: Exactly. So, guys, remember this, you'll sound really really great when you use this on the phone. **This is Marty speaking**.

M: Exactly. This is Marty... oh, don't use **Marty**. Use your name.

E: Hehe.

M: Hehe. Alright. Then he also mentioned **a two for one special**.

E: Two for one special.

M: A two for one special. So, that means you're getting two...

E: Pizzas, right?

M: For the price of one.

E: Uhu.

M: And a **special** is just a special promotion.

E: A special price.

M: Special price.

E: Yes.

M: Two for one special.

E: Right.

M: Alright, now very easy phrase.

E: Uhu.

M: **Would you like?**

E: Would you like?

M: Would you like?

E: Would you like?

M: Now, this is a great way to offer something.

E: It's a more polite way of asking **do you want**.

M: Do you want.

E: Uhu.

M: Do you want is... is okay.

E: Yeah, it's fine.

M: But I... it's less polite then **would you like**.

E: Exactly.

M: So, whenever you offer something "**would you like** a cup of coffee".

E: "**Would you like** to sit down".

M: Okay.

E: Yep.

M: So, would you like. Let's listen to our dialogue for the last time and then we'll come back and talk about pizza from a pizza expert.

DIALOGUE, THIRD TIME

M: Alright, we're back and we are here with our pizza expert, who else, but Marco from **ItalianPod**.

M1: Hi, everyone.

E: Marco Two, right?

M1: Marco One.

M: I'm Marco Zero, he's Marco One.

M1: Yes.

E: Alright.

M: We've come to an agreement.

M1: So, Zero, wha... **what's the deal about** this pizza thing?

M: We're talking about pizza today and we want to know what's your opinion since pizza comes from Italy, right?

M1: Well, thanks for the question first, ah, Marco Zero. Is my mic working?

M: It should be.

E: Yes.

M1: Okay, so, ah, the problem with pizza is that, ah... yes, it comes from Italy... originate it...the story goes... what was then?

M: Right.

M1: ??? Regina Margarita, Queen Margarita.

M: Alright.

M1: But the problem is that now this confusion worldwide, pizza and Pizza Hut, American pizza, Italian pizza, that is not the same thing.

M: It's not the same.

M1: It's not the same.

M: Okay.

M1: Have you...

M: So, Pizza Hut isn't Italian pizza.

M1: Not... No... ??? So that... th... okay, here it goes, hm, Italians are little better... Italians make food but they're not good at branding it.

M: Okay.

M1: Americans are very good at branding their food.

M: Uhu.

M1: So they have Starbucks and Pizza Hut and bla-bla-bla... The problem is that since they have to brand it they don't change the name.

M: Uh.

M1: So they... they do this PIZZA Hut... that is totally different from Am... Italian pizza. What... How is it different? Have you ever seen the... the... two of them? Have you ever compared them?

M: Yeah, yeah. They are very different. That's true.

E: So, okay, can you put pineapple and ham on a pizza?

M1: Aaah, tech... technically you could...

E: Like it's possible.

M1: As long as you call it Hawaiian you can put pineapple in everything, I guess, but the problem... what I'm trying to say that... Okay, Italian pizza is, you know, you have the... the... the flour, the bread, the pasta... not pasta ??? pizza...

E: The crust, the crust.

M1: The crust, the tomato sauce, and then... then... the...

E: Pepperoni.

M1: Mozzarella cheese and that's a basic and then you can put on top of it... with some variations. My **compito** is basically take everything that you have on the table and put this on it. That's a main difference. But... I'm not saying that I'm against the American pizza. I'm saying that you just should change the name.

M: To another thing. What do you suggest we should call it?

M1: Zippa.

M: Zippa.

M1: It's close enough.

M: Close enough, yeah.

E: Yeah.

M1: But it's a different thing.

E: But... Maybe you need like an **A**, like **Azippa**.

M1: Azippa.

M: Azippa.

E: To indicate that it's American, A for America.

M: Uh, maybe.

M1: **A.Zippa**.

E: A.Zippa.com.

M1: Uh... Can I have a A.Zippa.

M: So, Marco...

E: Dot com.

M1: A.zippaPod.com.

M: So, Marco, I know that, um... that you are very much against having Pizza Hut pizza.

M1: Um, I like it as, ah... as an exotic experience, because I like the fact that is... it's so much stuff in it that you can not even **tell the difference** between the ingredients.

M: Hehe.

M1: You know, the... they have this super mega supreme...

M: Super supreme.

M1: Super supreme.

E: With cheese in the crust.

M1: I don't even know what's inside.

E: Yeah.

M1: It's great. It's great, it's like there's a party in my mouth and everybody's invited.

M: Hehe.

M1: That... that's for me the feeling of American pizza.

M: Well, another interesting thing when we were eating wh... pizza with Marco is that we noticed the way that people from different countries eat pizza.

E: That's right. Italian people fold their pizza.

M1: We do fold... a... and another thing is that we have a hold pizza like if I order one pizza it's not like I share it, everybody has a one slice of it. We ordered one pizza, you ordered your pizza, she ordered her pizza and so on.

M: Pizza is personal.

M1: Pizza's personal. **Don't mess with** my pizza, Marco Zero.

M: Hehe. Alright, well, this whole pizza discussion. Let's see what our listeners have to say about it. I know that we have listeners from all over the world and what do they do with their pizzas.

E: Yes. What do you...

M1: Or their zippas.

M: Or their zippas.

E: What do you like on your pizza?

M: Exactly, for example, I...

M1: How height you want the crust to be?

E: Thin.

M: How high?

E: Thin.

M: I know that, for example...

M1: How thin you want your crust to be?

M: I know that, for example, in some countries they put ketchup on their pizza.

M1: I know! Once I was, ah, eating pizza... look... I had the Japanese friend who ordered the pizza from Pizza Hut and... the pizza had the pineapple and other staff on it and then she took out like ketchup and mayonnaise...

E: Oh, no.

M1: And she got [it] like wild. Haaah!

E: Although I must tell you I like Tabasco on my pizza and I know that's wrong, I know. I'm sorry.

M1: Yes...yeah...what... You do what you have to do, Erica, then, you know, history will judge you for that.

M: Alright, we better go, we're out of time and before Marco has a **heart attack** or an **aneurysm** or something we're making him angry here. And if you have any questions for us and also for Marco, because I'm sure he's gonna be, ah, commenting on this aspect...

M1: Ah, sure.

M: So, go to our comments section at englishpod.com.

E: And Marco and I, ah... Marco Zero and I.

M1: Yes.

E: Are always there, ah, to answer your questions.

M: Alright.

E: Alright, everyone.

M: We'll see you there.

E: Good bye.

M1: Ciao!

M: Bye!

M1: Ciao!

M: Hello English learners! Welcome to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're back bringing you another great lesson, ah, an intermediate lesson.

E: That's right, about one of my favorite subjects.

M: We're talking about food.

E: Exactly.

M: Hehe. So, on this occasion we're gonna be talking about food, so, let's preview some words on "**vocabulary preview**".

Voice: Vocabulary preview.

E: Alright, we have three words for you today. Um, and the first word is **head chef**.

M: Head chef.

E: Head chef.

M: So, what is a head chef?

E: Well, in a professional kitchen, um, this is the boss of the kitchen or the leader of the kitchen.

M: Okay, so, the head chief is the... the main cook...

E: Yes, but...

M: Sort of saying.

E: He doesn't cook

M: He... but he doesn't cook.

E: Okay.

M: Alright, so if he doesn't cook, who's the one that... does the cooking?

E: Um, that brings us to our second word, **sous chef**.

M: Sous chef.

E: Sous chef.

M: Sous chef.

E: S-O-U-S.

M: So, the **S** is silent.

E: Uhu.

M: Because it's like a French word.

E: Yeah, something like that.

M: Okay. So, the **sous chef** is the second in line to the **head chef**.

E: Yea, he's the number two.

M: Number two.

E: Uhu.

M: So, he's basically the one that's doing some of the work.

E: Yeah.

M: In the kitchen.

E: Yep.

M: Now, let's take a look at our last word, **cuisine**.

E: Cuisine.

M: Cuisine.

E: Cuisine.

M: So, this is an interesting word. What exactly does it mean?

E: Well, it basically means, um, cooking, right?

M: Okay.

E: Like the art of cooking.

M: So, for example, I can say **French food**.

E: Yeah, or **French cuisine**.

M: French cuisine, which includes all the food.

E: Yep.

M: And this also the major that people study in college...

E: Yes.

M: To become a chief.

E: Yep.

M: They study cuisine.

E: Uhu. And cuisine is a noun, right?

M: It's a noun. Okay, so I think we're ready to dive into our dialogue. What exactly is going on?

E: Well, um, we're in a restaurant, um, and it's a really busy night and so, we're going to listen to what is happening in the kitchen.

DIALOGUE, FIRST TIME

M: Okay, so, a busy night here at this restaurant.

E: I know, it sounds like, ah, there's a lot of pressure on this chief, Jean Pierre.

M: Yeah. Hehe. Yeah, you can... you can tell in his voice that he's really stressed out.

E: Yeah.

M: Okay, let's take a look at some of this kitchen vocabulary that we found, ah, in "**language takeaway**".

Voice: Language takeaway.

E: Alright, well, we've got five words for you today, ah, and the first one is **peel**.

M: Peel.

E: Peel.

M: Peel.

E: P-E-E-L.

M: So, this is a verb.

E: Uhu.

M: And it means to...

E: Remove the outside skin.

M: Okay, so, for example, when you're gonna eat a banana.

E: You must peel it first.

M: You must peel it.

E: Yep.

M: You gotta take away the yellow skin.

E: Uhu.

M: What else do you peel? Oranges, potatoes.

E: Potatoes, like in the dialogue. Ah, what else can you peel? I don't know, carrots.

M: Carrots.

E: Yeah.

M: Some people peel their tomatoes I don't know why.

E: Yeah, it is kind of weird.

M: Alright, now let's take a look at our next word, **chop**.

E: Chop.

M: Chop.

E: Chop.

M: So, again another verb and it means to...

E: It means to cut food in to pieces.

M: Oh... so if you're gonna eat carrots, first you gotta chop them.

E: Exactly.

M: Right, you can't put a whole carrot in...

E: In you soup.

M: In your soup...

E: No

M: Or in your rice.

E: Yep.

M: Okay, chop.

E: M...

M: Okay our next word, **stirred**.

E: Yeah, this is the past participle of the word stir.

M: Okay, so the verb **stir**.

E: Stir.

M: So, when you stir something...

E: Imagine you have a big pot.

M: Uhu.

E: Um, and you've got a long spoon, you move the spoon around in circles.

M: Okay.

E: So, you're stirring the pot.

M: You're mixing.

E: Uhu.

M: To **stir** is very similar to **mix**.

E: Yes.

M: Okay.

E: So you just move the food around.

M: Move the food around.

E: Yep.

M: Okay, our next word, **butchered**.

E: Again the past participle of the word **butcher**.

M: Okay, butcher.

E: Butcher.

M: Now, this is a verb to butcher something.

E: Uhu.

M: It's when you remove all the bones and all the organs from the meat.

E: Exactly, so you **cut up** the meat.

M: And this is interesting because that's also a **noun**.

E: Right, **a butcher** is the person who cuts up meat.

M: Okay, so... so it's really easy, **a butcher butchers meat**.

E: Yes.

M: Hehe. Alright, our last word, **battered**.

E: Battered.

M: Battered.

E: Battered.

M: Okay, so battered, this is weird.

E: I know, um, normally we all know the... the noun, butter.

M: Uhu.

E: But here it's acting as a **verb**.

M: Okay.

E: So, when you butter something, you spread or put butter on it.

M: Okay.

E: Simple.

M: So, to put butter on something.

E: Yep.

M: So you can butter a piece of bread.

E: Exactly.

M: Or in this case the fish is being buttered.

E: Uhu.

M: Sounds delicious.

E: Yes.

M: Okay, now we're ready to listen to our dialogue for the second time, we're gonna slow it down a little bit so it's easier to understand.

DIALOGUE, SECOND TIME (slow)

M: Okay, so that seems to be a little bit better.

E: Uhu. And, hey, I noticed that there's a lot of really great kitchen words in here like words that you commonly hear in a professional kitchen.

M: Okay. So let's take a look at these kitchen words in "**fluency builder**".

Voice: Fluency builder.

E: Alright, we've got three phrases, ah, and the first one is **in the weeds**.

M: In the weeds.

E: In the weeds.

M: In the weeds.

E: So, when you in the weeds, you're so so busy and you can't do all the work you need to do on time.

M: Okay, so, in the weeds, it means that you're really busy.

E: Yes.

M: And...

E: You can't finish everything.

M: And you can't... you have too much to do.

E: Yep.

M: Okay, in the weeds.

E: Uhu.

M: Okay, our next word, **running low on**.

E: Running low on.

M: Running low on.

E: Running low on.

M: Okay, so before we get into explaining what running low on means, let's listen to some examples.

Voice: Example one.

A: You'd better look for a gas station, we're running low on fuel.

Voice: Example two.

B: We're running low on beers. Can you go out and get some?

Voice: Example three.

C: My flashlight is running low on battery, hurry up before gets dark.

M: So basically running low means...

E: Um, you don't have much of this left.

M: You don't have much of something left.

E: Yep, so here they're running low on wine, so basically...

M: There's no much wine left.

E: Right.

M: So as we've heard in the examples you could also be running low on fuel, for example.

E: Uhu.

M: On your car...

E: Yep.

M: Etcetera. Running low on. Alright and now let's take a look at our last word. **Doing really well.**

E: Doing really well.

M: We are doing really well.

E: Doing really well. So, that seems to be like a pretty simple structure, I mean we know all this words, right?

M: Uhu.

E: So, why is it special?

M: Well, basically, if you say I'm doing really well, maybe it sounds a little bit difficult to understand, what are you doing really well?

E: Uh.

M: So, this is a great way of answering a question when somebody says "how are you?" or "how are you doing?" you can say "oh, I'm doing really well".

E: So...

M: Or "I'm doing well".

E: In your life everything is good.

M: In your life things are good and you're happy basically.

E: Yeah, but in this situation, in the dialogue, what's doing really well?

M: Well, the restaurant is doing really well, the business is doing really well.

E: So when he says we're doing really well, um, business is...

M: Good.

E: Good, they're making lots of money.

M: Exactly.

E: Uhu.

M: So you can use it with people, you can use it with businesses, you can say "oh, I'm doing really well in my new job".

E: Yep.

M: Or "my son is doing really well in school".

E: Yep.

M: Okay, so, you can use in... in those different ways.

E: Alright, well, let's listen to the dialogue, ah, one last time and we'll be able to hear all of these great words and phrases we've just talked about.

DIALOGUE, THIRD TIME

E: So, Marco, do you think this chief had a rat under his hat?

M: Hehe. That was a really good movie.

E: Yeah.

M: **Ratatouille**.

E: Yeah.

M: Disney-Pixar.

E: Uh.

M: Where the rat is a cook.

E: Yes.

M: It's interesting I love to cook but I'm not very good at cooking.

E: Really?

M: But it's good because for me... it helps me relieve stress.

E: Me too, actually, you know, if I'm in a bad mood I go home and cook something to eat and... the world seems a happier place.

M: Hehe. And people don't understand because they think cooking is work.

E: Yep.

M: But, you know, for some people it's fun.

E: Yeah.

M: So what about you guys? What did you like to cook? Do you have any particular dish that you prepare very well?

E: And if you do, please send us the **recipes**.

M: Hehe. Exactly, because we know that we have listeners from all over the world and, of course, we want to know what type of food you prefer.

E: Uhu.

M: So come to [englishpod.com](https://www.englishpod.com) and post your questions, your comments and your recipes.

E: Yes.

M: In our community section and Erica and I will always be there.

E: Yes, um, to test all your recipes as well as answer the questions.

M: Hehe. For sure if, ah, good recipe comes along we'll prepare it and, ah, we'll let you know how it turned out.

E: Yep.

M: Alright guys, we're out of time but we'll see you next time.

E: Until then... good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And we're gonna be looking at our **fifth episode** of our famous love story.

E: Yes, **I'm sorry I love you**.

M: I'm sorry I love you.

E: Part five.

M: Okay. Hehe. Part five. So if you haven't listened to the first four I suggest you go do that first, because...

E: You're gonna be a little bit lost.

M: But it's getting really good.

E: Yeah, and so so good that I don't think we can even say what...

M: What's gonna happen next. Hehe.

E: No, we can't say what the key language is.

M: Oh, yeah, we can't preview anything because it's... we want to surprise you.

E: Yes.

M: But we can tell you this, wha... what's going on?

E: Last time we saw Veronica and Steven, um, they broke up, right?

M: Right.

E: And Veronica was with her friend and feeling really terrible and then Steven suddenly came to sing a beautiful song.

M: So this is continuing on that.

E: Right.

M: Okay. So let's listen to the dialogue and then we'll come back and talk about some of the difficult vocabulary you might find.

DIALOGUE, FIRST TIME

M: Alright, so more drama in our love story.

E: Oh my god.

M: Thing were going well and now more bad news.

E: Yeah, or good news.

M: Or good news.

E: I...

M: We're not sure yet.

E: Yeah.

M: Okay, let's take a look at the vocabulary first in "**language takeaway**".

Voice: Language takeaway.

E: Well, we're gonna looking four words now, um, the firs one, **blaze**.

M: Blaze.

E: Blaze.

M: Blaze.

E: So this noun is, um, another word for a fire, right?

M: For a big fire.

E: A really big fire.

M: Uhu, the blaze.

E: Uhu.

M: So basically it's like a flame of the fire.

E: Yes, this one is a little bit difficult, so I think we can use some examples to show us how to use this word.

Voice: Example one.

A: The blaze is spreading quickly, we need to evacuate these people.

Voice: Example two.

B: We have to go in there and save those people from the blaze.

M: Okay, so, it's clear now, blaze.

E: Uhu.

M: Let's look at our next word, **conceived**.

E: Conceived.

M: The past of **conceive**.

E: Right, conceive.

M: Conceive is a nice fancy word.

E: Yes, and what does it mean, Marco?

M: To create.

E: Oh, like how you side stepped.

M: So, it means to create. You can conceive a baby.

E: Yes.

M: You can conceive an idea.

E: Yes.

M: So, it basically means to create.

E: Yes, um, most commonly with the baby, okay.

M: Yeah, yeah, conceive. So, after the baby was conceived.

E: Yep.

M: We have a **due date**.

E: Yes.

M: We all know that it's nine months later.

E: Yes.

M: Approximately.

E: Yep, due date.

M: So, the due date is the date of birth, basically.

E: It's the doctor's guess when the birth would be.

M: Would be.

E: Yeah.

M: Okay.

E: When you go to the doctor and say "when will my baby be born", he'll... he'll say "well, your **due date** is... bla-bla-bla".

M: Nine months latter.

E: Yeah.

M: Okay. And our last word in language takeaway, **accurate**.

E: Accurate.

M: Accurate.

E: Accurate.

M: Now, the due dates aren't accurate.

E: Right.

M: That means they're not **one hundred percent sure**.

E: Uhu.

M: Or **precise**.

E: Yes. So, when something is accurate it's **absolutely certain**.

M: Absolutely precise.

E: Yes.

M: One hundred percent. Okay, so, accurate. Let's listen to some more examples of how we can use **accurate**.

Voice: Example one.

A: A blood test is the most accurate way of finding out if you're pregnant.

Voice: Example two.

B: These reports are not accurate, John. We checked and discovered a lot of mistakes.

Voice: Example three.

C: This new software helps us calculate costs in a very accurate way.

M: With those examples I think we're ready to listen to this dialogue again. This time we're gonna slow it down, right?

E: Yeah, in case you, um, were so shocked by what happened that you couldn't follow.

DIALOGUE, SECOND TIME (slow)

M: Alright, so continuing on without drama, let's take a look at some interesting phrases in **"fluency builder"**.

Voice: Fluency builder.

E: Well, we've got three phrases for you, um, the first one is **the middle of nowhere**.

M: Middle of nowhere.

E: Middle of nowhere.

M: Middle of nowhere.

E: This is, ah, kind of a funny one, but, um, I think if we listen to some examples, it will help us to understand the meaning of this phrase.

Voice: Example one.

A: We are in the middle of nowhere. How can we find our way back home?

Voice: Example two.

B: I was in the middle of nowhere, so I couldn't even use my mobile phone.

Voice: Example three.

C: It takes me two hours to drive to your house. It's in the middle of nowhere!

M: Alright, so middle of nowhere, it means that you're lost.

E: Yeah, you're in a... in a place with no cities or people or anything nearby.

M: Okay, so... just imagine yourself in the desert. That would be the middle of nowhere.

E: Yes, or, ah, in Canada.

M: In Canada. Hehe.

E: That would be the middle of nowhere.

M: Alright, let's take a look at our next phrase, **first thing in the morning**.

E: First thing in the morning.

M: First thing in the morning.

E: First thing in the morning.

M: So, when we talk about the first thing it means...

E: Really really early in the morning.

M: Really early.

E: Yep.

M: So. I can change it a little bit and say, **first thing in the afternoon**.

E: Early in the afternoon.

M: Or **first thing tomorrow morning**.

E: Right.

M: Right?

E: So, really early tomorrow.

M: Okay. So, it's a very common way of referring to "very early".

E: Yeah, it's not like... first thing in the morning is like six o'clock in the morning, right?

M: Right.

E: But if you say "okay, I'll take care of that first thing in the morning", you'll do it right away in the morning.

M: Right away.

E: Uhu.

M: Right when you get to the office ???.

E: Right.

M: Okay. Let's look at our last phrase, **seems to be in order**.

E: Seems to be in order.

M: Everything seems to be in order.

E: Uhu, so, everything is okay, everything's normal.

M: Everything seems to be normal.

E: Yep.

M: Everything looks okay.

E: Yes.

M: So, this is a very common phrase when... people check your documents...

E: Aha, yeah, that's true.

M: Or the reports.

E: Yep.

M: Ah, they'll say "okay, all the papers seem to be in order".

E: Uhu.

M: Very common.

E: Yes, good news when you pregnant that everything seems to be in order.

M: Exactly.

E: Yeah.

M: Everything is normal. Alright, so let's listen to this dramatic dialogue one more time and we'll come back and talk some more.

DIALOGUE, THIRD TIME

E: Well, Marco, um, what do you think about the situation? Wha... what would you do if you were this guy?

M: It's complicated.

E: I know.

M: Ah, I don't know what I would do. It seems like something, ah, very typical of **soap operas**.

E: Yes.

M: Hehe. Well, I don't know because she didn't really deny it...

E: Uhu.

M: In the end. She didn't say, **no**, right away.

E: Yeah, and... but she didn't say like... **oh**.

M: Yeah, she didn't really accept it.

E: Yeah.

M: So, it still a little bit difficult to see if maybe she **cheated on** him.

E: Yes.

M: Or something.

E: Hey, guys, what do you think? Do you think Veronica cheated on Steven?

M: Do you think is his baby? Maybe it's not. Maybe the doctor is wrong.

E: Maybe it's the doctor's baby.

M: Maybe it's... Hehe.

E: Hehe.

M: Anything could happen here at **EnglishPod**, so send us your ideas and tell us what you think happens next... Ah, come to [englishpod.com](https://www.englishpod.com) where you can leave your questions, your comments.

E: Yeah, and Marco and I are always around to, ah, answer your questions, respond your comments.

M: Exactly and we want to know what you think will happen next.

E: Yes.

M: Alright guys, so until next time... Bye!

E: Bye!

M: Hello everyone! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're gonna be bringing you another great sports lesson.

E: Yes, this one is for all our hockey fans.

M: I know we have a lot of listeners from Russia, so this is a very popular sport in Russia, Czech Republic...

E: Yes.

M: So...

E: And Canada.

M: And Canada, right.

E: Uhu.

M: Very very popular in Canada.

E: It's our national game.

M: Hehe. Well, I guess cause you guys have so much ice.

E: I know, there's nothing else to do.

M: Skiing and hockey.

E: Uh.

M: Alright, so, it's gonna be a really fun lesson, we're gonna have a lot of great vocabulary, so... before we start in the dialogue let's take a look at "**vocabulary preview**".

Voice: Vocabulary preview.

E: We have three words for you now, um, the first one really simple, **puck**.

M: Puck.

E: Puck.

M: Puck.

E: P-U-C-K. Puck.

M: So, it's almost like duck.

E: Aha.

M: But with the P.

E: Yes.

M: And this is actually kind of like the ball that you use in hockey.

E: But it's not as ball.

M: But it's not as ball.

E: It's flat.

M: It's flat.

E: And round.

M: And round.

E: Uh.

M: So. It looks like a disk.

E: Uhu.

M: Kind of like mini **frisbie**.

E: Yes.

M: And this is what the players do, this is what they...

E: They chase this around.

M: They chase it, right.

E: Yeah.

M: So in basketball you have a ball, in soccer you have a ball, in hockey you have a puck.

E: Yep.

M: Okay, our next word...

E: **Key game.**

M: A key game.

E: A key game.

M: So, this word **key**...

E: Important.

M: Means important, right?

E: Really important.

M: Really important.

E: Yeah.

M: So I can say a key game is a really important game.

E: Exactly. You could also maybe say a **key player**.

M: Key player is a really important player.

E: Uhu, or even a **key goal**.

M: A key goal, okay. So, let's take a look at our last word now, **finals**.

E: Finals.

M: Finals.

E: The finals.

M: So, the finals are the last games.

E: That's right., um, and the winner of the finals wins the championship.

M: Okay. For example, in the World Cup in soccer...

E: Uhu.

M: There's only one game played in the finals. So, after everyone gets eliminated there's the one game where the winner is the champion.

E: Yes.

M: Okay. So, now we're ready to listen to our dialogue and it's gonna be a little bit faster than usual...

E: Uhu.

M: Because it's a sport commentator, right?

E: And it's exciting.

M: And it's exciting.

E: Yeah.

M: And there's a lot of action, so don't worry about listen to it and then we'll come back and talk about some of the vocabulary.

DIALOGUE, FIRST TIME

M: Alright, so the **Canadians** versus the **Russians**, ha?

E: It reminds me of a classic classic game.

M: Exactly, the classic match.

E: Yeah.

M: So let's take a look at some of the vocabulary that we heard in the dialogue in "**language takeaway**".

Voice: Language takeaway.

E: We have five phrases in language takeaway today, um, and the first one is **face off**.

M: Face off.

E: Face off.

M: Face off.

E: So, Marco, a face off here is a **noun**, right?

M: It's a noun...

E: Uh.

M: Exactly. And it's... so in the beginning of the match the two players will stand face to face.

E: Yes.

M: Right, that's why it's called kind of a face off.

E: Uhu.

M: And the referee will drop the puck.

E: Yes.

M: And they'll try to get it.

E: Exactly, so that's the face off.

M: That's the face off.

E: Yeah.

M: Okay, let's take a look at our next word, **check**.

E: Check.

M: To check.

E: To check. So an interesting verb here, hey?

M: It... yeah, it's really interesting because it's different from the way that you would say check or **revise**, right?

E: Yes, yep.

M: This is actually kind of a violent move.

E: Yeah. So what do you do?

M: So basically in hockey you take your body and you hit another person with it.

E: Okay, so, to check someone is to hit them with you body.

M: With your body, right.

E: Aha.

M: You can't use your arms or your legs or your hands, you can only hit them like with your shoulder or your... or your hip.

E: Yeah.

M: Sort of hip check.

E: Okay.

M: So, yeah. It's very cool.

E: Alright.

M: Our net word, **goalie**.

E: Goalie.

M: Goalie.

E: Goalie.

M: A goalie is a person.

E: Right.

M: And probably the bravest...

E: Yeah.

M: Of the hockey match.

E: No kidding.

M: So, why don't you tell us what the goalie does?

E: Um, the goalie prevents the puck from coming in the net.

M: From going into the goal, right?

E: Yeah, so the goalie stops the other team from getting a goal.

M: A goal.

E: Yep.

M: Okay, so, the goalie prevents the goals.

E: Uhu.

M: Alright, very interesting. Now, our fourth word is related to goalie.

E: Yes.

M: **Save.**

E: Save.

M: Save.

E: A save.

M: A save, right?

E: Yeah, it's a noun here.

M: It's a noun here. So, the goalie makes saves.

E: That's right. When he stops a goal he makes a save.

M: Makes a save, right.

E: Yeah, yeah.

M: Okay, we have some examples, so we can understand this form of using save.

E: Yes.

Voice: Example one.

A: That was an unbelievable save!

Voice: Example two.

B: The goalie didn't make the save.

Voice: Example three.

C: What a save! The Russians win!

E: Yeah, a little bit unusual hear that save is a **noun** instead of a verb but I think those examples were helpful.

M: Uhu.

E: Uhu.

M: Now let's take a look at our last word. **Breakaway.**

E: Breakaway.

M: Breakaway.

E: A breakaway.

M: Okay, so you have two words there that we know already. **Break.**

E: Yes.

M: Right. And **away**.

E: Yep.

M: So what do these two words together actually mean?

E: Well, imagine a group of hockey players all fighting to get the puck, right?

M: Uhu.

E: And then one player breaks off... breaks out...

M: Escapes.

E: Of the group, yeah, yeah-yeah. And he is... he skates down the ice and he has the puck.

M: Uhu.

E: And he's far away from the other players.

M: Right, right, so he's going away from the other players by himself.

E: Yeah.

M: Okay, so breakaway.

E: Uhu.

M: Alright. So, we've looked at a lot of hockey language here.

E: Yep.

M: And I think it's time now to listen to our dialogue again. This time we're gonna slow it down a little bit.

E: Yes. I think this will help you to understand these words a little bit better.

DIALOGUE, SECOND TIME (slow)

M: Okay, this dialogue is interesting because we have commentators **narrating** or describing what's happening.

E: Yeah.

M: In that moment, right?

E: Yeah, and they're using some interesting grammar, aren't they?

M: Exactly, they are, because some actions are happening in that moment, but... we noticed something a little bit strange.

E: Alright, well, let's look at it in "**grammar breakdown**".

Voice: Grammar breakdown.

M: Okay, let's listen to this sentence that we previously heard in the dialogue.

*Sentence 1: Maurice Richard has the puck now and passes it to the center, he shoots!
Maurice Richard has the puck now and passes it to the center, he shoots!*

E: I noticed that he's using the **present simple**, right?

M: Yeah.

E: Yeah, even though the action is now...

M: Uhu.

E: It's in present simple.

M: Yes, even though the action is happening in that moment he's not using the **present progressive**...

E: Yeah.

M: Or the **present continuous** [NOTE: present progressive = present continuous]

E: Yep.

M: This is because, if you noticed, the actions are very very brief.

E: And fast.

M: And fast.

E: And exciting.

M: Exactly.

E: Uhu.

M: So you... don't really have enough time to say, for, example, **he is shooting**... right?

E: Yes.

M: Because it's only one quick action, he shoots the puck very fast.

E: Uhu.

M: Right. Or for example, you wouldn't really say **he is passing**.

E: Yeah, **he is passing the puck**.

M: Right. It's just one quick action, he takes it and he passes it and the action is finished.

E: Yes, I think we can see a few more examples of this. Let's listen again.

Sentence 2: The Russians win possession and immediately set up their attack. The Russians win possession and immediately set up their attack.

E: Here we can hear that he's using the **present simple** again, because these are very short actions that finished quickly, right?

M: Exactly.

E: And it... it's actually very very common when you're describing something you see...

M: Uhu.

E: That's happening now...

M: Uhu.

E: That's really exciting, it's common to use present simple.

M: Exactly, if you pay attention, most sporting events are in the same way, right?

E: Yep, uhu.

M: Ah, they would describe the actions that are happening in the **present simple**.

E: Yep.

M: Not **present progressive**.

E: Yeah, but Marco, you have an example of, um... up some **present progressive** here, right?

M: Yes, let's listen to this sentence.

Sentence 3: He is flying down the ice. He is flying down the ice.

M: Now, we heard this sentence **he is flying down the ice**.

E: Uhu.

M: Right. Now this one in the **progressive**.

E: Yeah, why is that?

M: Well, first of all, when we say **he's flying down the ice** is not that he's literally flying, okay?

E: No, he's not in the airplane.

M: He's just skating really fast...

E: Yep.

M: Right. So we kind of exaggerate and we say **oh, he's flying down the ice**, but he's actually skating...

E: Uhu.

M: So, this is a progressive action...

E: So, it's...

M: He is doing it.

E: It's happening for more than one second.

M: Yeah.

E: Yeah.

M: Exactly. So that's why we would say **he's flying down the ice** instead of **he flies down the ice**.

E: Yes.

M: Right.

E: Yep.

M: Unless he was like really really really fast.

E: Yeah.

M: Okay.

E: Okay, so here we see that sometimes in English we do use **present simple** to talk about what's happening now, right?

M: Uhu.

E: When it happens really really quickly.

M: Uhu.

E: Or when we want to show that it's really exciting.

M: Exactly.

E: Yep.

M: Makes it much more exciting if we just use the present simple.

E: Yeah.

M: Okay, let's listen to this exciting dialogue one more time and we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

M: Alright, so hockey is the Canadian national sport.

E: Well, actually it isn't...

M: It isn't.

E: The national sport, yeah.

M: What is it?

E: Lacrosse isn't...

M: Lacrosse!

E: Yeah, but anyway, we're not... we don't have a lesson about lacrosse today.

M: Not yet.

E: No, um, but actually all Canadians love hockey.

M: Uhu.

E: Like we start playing hockey when we're about two years old.

M: Yeah, I've heard that...

E: Yeah.

M: I've heard that, ah, some Canadian children **learn how to skate before they learn how to walk.**

E: It's totally common.

M: Hehe. Well, it's a great sport, very very exciting, it's very fast paced.

E: Uhu.

M: And it's very aggressive, that's what I like about it.

E: I know.

M: Not violent, but very aggressive.

E: Yep, but you know what, I must tell you that I'm not a good Canadian, um...

M: You're not a hockey fan?

E: No, I'm not.

M: Really?

E: Yeah, I really... I really hate hockey.

M: Why?

E: Um, I... you know what the puck is so small, it's hard to see where it is on the ice and it's cold and... these guys are fighting and anyway.

M: Hehe. Have you ever been on a hockey game?

E: Yeah, um...

M: Yeah.

E: Many times and I just find that the puck is really small.

M: Hehe. Maybe you just need better seats.

E: Maybe.

M: Hehe. Well, what do you guys think about hock? We'll post some... some videos and some pictures of hockey on... on the comment sections, so you more or less see a little bit more about this really interesting sport and tell us what you think about it.

E: Yeah. So visit our website englishpod.com and you'll find some interesting stuff about hockey, right?

M: Exactly.

E: Um, and also lots of other great lessons.

M: I exactly... and also if you have any questions or doubts about the lesson you can leave your questions on the site.

E: Uhu.

M: Alright, we're out of time, we'll se you guys next time.

E: Thanks for listening and... Good bye!

M: Bye!

M: Hello everyone! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're gonna be bringing you a great lesson that's talking about bank robbery.

E: Yes, and this is an important, ah, lesson for all of our, um, you know, future bank robbers out there.

M: Hehe. Yeah, we're going to teach you some words that you would use for planning a, ah... a bank robbery, but you can apply them to other situations, hopefully not... yeah...

E: I... Yeah, I hope you'll apply them to other situations.

M: Hopefully you won't rob a bank, we don't want to be responsible for any crimes...

E: Yes.

M: You would commit.

E: Yeah.

M: Alright, so why don't we start by looking for some of the vocabulary in "**vocabulary preview**".

Voice: Vocabulary preview.

E: We have one word for you today that you'll hear in the dialogue and it is **filling in**.

M: Filling in.

E: Filling in.

M: So, to **fill in** for somebody, right?

E: Yeah.

M: That means that you are replacing them.

E: Yes, so if Marco can't host the show today maybe Daini will fill in.

M: Okay, so to take the place of someone.

E: Exactly.

M: Alright.

E: Uhu.

M: Okay, so now let's listen to our dialogue, let's listen to this bank robbery and let's see what happens.

DIALOGUE, FIRST TIME

E: Well, it sounds like a pretty interesting plan.

M: It does sound like a plan. Do you think it'll work?

E: Um, I don't know, I guess we'll have to maybe talk a little bit about that later.

M: Okay.

E: Yeah.

M: Let's take a look at the language that we saw in "**language takeaway**".

Voice: Language takeaway.

E: Okay, we heard five really great words, ah, in this dialogue that I'd like to look at now in language takeaway. So let's go to the first one, um, now we heard the boss say that they got **replicas** of the uniforms.

M: Right, replicas.

E: Replicas.

M: Replicas.

E: Replicas.

M: So, it's... this is really easy.

E: Uhu.

M: Something that's a replica is a copy.

E: Exactly.

M: Right. So, for example, in Las Vegas there's a replica of the Eiffel Tower of Paris.

E: Yes, actually I lived in a small city where there was also a replica of the Eiffel Tower.

M: Really?

E: Yeah, in France, um, that... it's kind of weird, you know.

M: Hehe. Well, there're a lot of replicas. Even now in the street maybe you can see replica watches...

E: Aha.

M: Right, that supposedly a Rolex...

E: Yeah.

M: But they're not.

E: Yeah.

M: Ah, and many many other things, so copies.

E: Yes, not the real thing.

M: Not the real thing. Alright, so let's take a look at our next word, **tapped**.

E: We have the phones tapped.

M: We have the phones tapped.

E: Tapped.

M: So, if you tapped someone's phone...

E: Uhu.

M: You do something to the telephone line, so that you can hear their conversations, right?

E: Right, and... and actually the police do this sometimes, right?

M: Right.

E: They...

M: You see it in movies all the time.

E: Yeah, yeah, you connect a wire to the phone, so you can listen to the conversation.

M: Exactly, so you tap the telephone line.

E: Uhu.

M: So, in our dialogue they tapped the bank's phones, right?

E: Uhu.

M: And then he said, if they make a call he will patch the call through...

E: Yes.

M: To him.

E: Yes.

M: Right?

E: So, **patch through**.

M: Patch through.

E: Yeah, patch a call through.

M: Patch through. Now, we still use this today...

E: Yeah.

M: Like if you call, ah... in office, right?

E: Uhu.

M: And you say "Oh, can you **patch me through** to Carroll?"

E: Yes.

M: Right?

E: So, can you connect me to another phone line.

M: Connect me.

E: Yep.

M: Right. Alright, now let's take a look at our next words, **clever**.

E: Yes, the boss is very clever.

M: The boss is very clever.

E: Alright, so if you're clever you're...

M: You're smart.

E: Yeah.

M: You're really smart.

E: Yep. Right, simple, so the boss is quite clever and this is a clever plan.

M: Clever plan, exactly.

E: Uhu.

M: Now, let's take a look at our last word, don't be **greedy**.

E: Greedy.

M: Greedy.

E: Greedy.

M: To be greedy is a bad thing.

E: Right, um, you want everything.

M: You want everything for you.

E: Yes.

M: You don't share.

E: Yes, so like at lunch today when you had that cake.

M: Hehe. And I didn't share.

E: Yeah.

M: I was very greedy.

E: Aha.

M: Hehe. Yes, with food I'm greedy.

E: Alright, so these are some great words and I think, um, you know, if we listen to the dialogue another time, um, a little bit more slowly, we'll be able to hear them a little bit better.

DIALOGUE, SECOND TIME (slow)

M: Okay, so now we understand these words that we talked about in language takeaway, so, now let's take a look at some these great phrases in "**fluency builder**".

Voice: Fluency builder.

E: We've got three phrases for you here, um, and these are all phrases you might use when you're planning something.

M: Uhu.

E: So, the first one, **mapped out**.

M: I've carefully mapped this out.

E: Mapped out.

M: To **map out**.

E: So when you map something out... what do you do?

M: Well, you literally create a plan...

E: Okay.

M: You draw a map...

E: Aha.

M: Of what you're going to do.

E: So, here is the only for like travel or...

M: No, no, no, it's like, for example, if we're starting a new project in the company...

E: Uhu.

M: You can map out the project. What you gonna do this month, next month. So, it's a plan.

E: So, you draw every step in the plan.

M: Every step, right.

E: Okay.

M: So, you said, well, "I've **mapped out** this plan for a new project".

E: Okay, interesting word, I think we should hear some examples of how it's used.

Voice: Example one.

A: So, I have the future all mapped out. Well, you'll get a job as a waiter, then we'll get married and two years latter we'll start having kids.

Voice: Example two.

B: We're mapping out the marketing plan at the meeting today.

Voice: Example three.

C: Okay, I've mapped out our trip and it should take about ten hours.

M: Alright, so, mapped out, really really clear now.

E: Uhu.

M: Let's take a look at our next word.

E: Alright, so if you've mapped out the plan you don't want to screw it up.

M: Right, screw it up.

E: Screw it up.

M: Or **screw up**.

E: Yep.

M: So, to screw something up means that you made a mistake on something.

E: Or you did something wrong.

M: You did it wrong.

E: Yep.

M: Okay, so, for example, if I'm taking an exam and I make a mistake I screwed up on the exam.

E: Exactly.

M: Uhu.

E: Or, for example, here, when we're recording Marco and I make mistakes a lot.

M: Hehe.

E: Maybe more me, than Marco.

M: And we always screw up.

E: Yeah.

M: Hehe. Exactly, so, to make a mistake. It's a really informal word, but very very common.

E: Yeah, in... you know, it... it sounds really really natural when people use this.

M: Alright, so, now let's take a look at our last word, **lose your cool**.

E: Lose your cool.

M: Don't lose your cool.

E: So, what is this to lose you cool? So weird expression.

M: It's a weird expression. Why don't we just give you an example of a person that loses his or her cool?

Voice: What do you mean you're not ready to go? It's time to go! We have to go now...

M: Okay, so basically you lose your temper, you become irritated.

E: You lose control of your emotions.

M: Right.

E: So, Marco, when you lose your cool is it always that you get angry?

M: You don't always get angry, maybe get irritated or impatient.

E: Or even nervous.

M: Nervous.

E: Yep.

M: Right. So, basically you are not in control of your emotions.

E: Yeah.

M: Okay, so we've looked at a lot of great phrases, a lot of great words. So we can listen to our dialogue now for the third time and then we'll come back and talk about this bank robbery business.

DIALOGUE, THIRD TIME

E: So there's a lot of movies about bank robberies, but obviously they happen in real life, so this dialogue is actually based on real events, right?

M: Yeah, this actually happened in real life and, so, it's actually a very creative and non-violent way of, ah, robbing a bank.

E: Okay, so what happened?

M: Basically, this guy went to a bank dressed up as one of the security guards that transport the money from the bank to an... another safe place.

E: Uhu.

M: He had fake credentials of replica credentials and replica...

E: So, fake ID.

M: Yeah, he had replica of the uniform...

E: Wow.

M: And he walked in, he took all these bags with... him and his partner, they took them to the truck and drove off and the bank didn't realize that they had been robbed, they thought it was a routine thing. Three or four hours later the... the real security guard shows up. They were **long gone** and they still can't find them.

E: Really?

M: Yeah.

E: So, a very clever plan.

M: Very clever and very effective, I think they stole over half a million dollars.

E: Okay, well, guys don't try this at home.

M: Hehe. Don't try this at home, but... real life, real English, right?

E: Exactly.

M: Okay, so... ah, come to our website, leave you questions and comments, tell us what you think will happen with these guys. Do you think they'll be successful? Do you think they'll get caught?

E: Yeah, they might end up in jail, who knows.

M: Maybe somebody will lose their cool...

E: Yep.

M: And get caught, right?

E: Well, thanks for listening, guys, and until next time... good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're back in the office, we have a lesson that's talking about something that goes wrong in the office.

E: Yeah, something that I can really understand well, but we'll talk about that later. So this lesson is about a photocopier.

M: A photocopier, so let's take a look at this word in "**vocabulary preview**".

Voice: Vocabulary preview.

M: Alright, so a **photocopier** makes copies.

E: Yeah. It makes copies of documents. We often call it a copier...

M: Uhu.

E: Or a copy machine.

M: Uhu. Yeah, so you can call it a **photocopier**, **copy machine** or **copier**.

E: Yes, or a **Xerox machine** as well.

M: Xerox machine, yeah.

E: Yeah.

M: We can talk about that a little bit later, cause that's an interesting story.

E: Okay.

M: Alright, let's take a look at our next word, **tonner**.

E: Tonner.

M: Tonner.

E: Tonner.

M: So, tonner is what the copy machine uses to make copies.

E: It's like the... the ink.

M: Right, ah, it's a very fine black powder.

E: Ouh.

M: Yeah, yeah.

E: So, it's not an ink.

M: No, it's actually dry.

E: Okay.

M: Yeah, yeah, it's a... it's dry, it's... it's a powder, so you don't' wanna get that all over you.

E: Alright. Well, good advice, Marco, and...

M: Hehe.

E: And our last word in vocabulary preview, **malfunction**.

M: Malfunction.

E: Malfunction.

M: Malfunction.

E: Let's **break down** this word [NOTE: here **break down** means "analyze" or "take to pieces"]

M: Alright.

E: Function?

M: To work.

E: Aha.

M: Alright.

E: Mal?

M: I guess **mal** maybe comes from Latin or something... cause in Spanish we say "Mal", which is something evil or not good.

E: Okay, so I think we can understand malfunction is...

M: Not good working, right? Hehe.

E: Hehe. Yeah, um... okay, more or less it's not working properly.

M: It's not working properly...

E: Yeah.

M: Right.

E: Okay, well, why don't we listen to the dialogue and find out what isn't working properly.

DIALOGUE, FIRST TIME

M: Okay, so this copy machine is definitely not working properly.

E: Hehe. A serious malfunction.

M: A serious malfunction, I think the whole building exploded.

E: Yeah.

M: Alright, very dramatic here at **EnglishPod**, but we have fun, right?

E: Exactly.

M: Okay, let's take a look at some of the great language that we saw in "**language takeaway**".

Voice: Language takeaway.

E: Alright, three words for you here in language takeaway and we heard all of these in the dialogue.

M: Uhu.

E: So, this guy needs to get a copy **ASAP**.

M: ASAP.

E: ASAP.

M: Or A-S-A-P.

E: Yes, meaning...

M: As soon as possible.

E: So, really really fast.

M: Rally fast.

E: Yeah.

M: This is a very very common phase.

E: Uhu.

M: Right?

E: So, it's an **acronym** and you can say it like ASAP or...

M: A-S-A-P.

E: Exactly.

M: Yeah, usually people say like that because it's too long I guess to say **as soon as possible**, so...

E: Yeah.

M: Hey, I need this document ASAP.

E: Yes, a...

M: Or A-S-A-P.

E: Exactly.

M: Okay, let's look at our next word, a **practical joke**.

E: Practical joke.

M: Practical joke.

E: Practical joke.

M: Okay, so, a practical joke. I'm sure we have all played a practical joke on some of our friends, right?

E: Yes.

M: Basically what you do is you do something funny on purpose to someone.

E: Yeah, um, but something crazy.

M: Crazy, right?

E: Yeah, for example, um, when I was in university, ah, there was this guy in our... in our building.

M: Uhu.

E: And we took all of his bedroom furnitures, of his bed his desk, everything, and put it down on the football field.

M: Nice.

E: Yeah, that was a practical joke.

M: Hehe. It is a very good and elaborate practical joke.

E: Yeah.

M: Okay, so practical joke... do something crazy or funny to your friends.

E: Uhu.

M: Okay, and now let's look at our last word, **never mind**.

E: Never mind.

M: Never mind.

E: Never mind.

M: Okay, so if you say never mind it means...

E: Don't worry about it.

M: Don't worry about it.

E: Forget it.

M: Forget it.

E: Yep.

M: Never mind.

E: Yeah. Yeah, this is a... you know, this is so common and I think it would be helpful to understand how it's used, so let's hear some examples.

Voice: Example one.

A: Someone stole my wallet! Oh, wait, never mind. Here it is.

Voice: Example two.

B: Can you get some milk on your way home? Oh, never mind, we still have some.

Voice: Example three.

C: The printer's broken? Never mind I'll do this later.

M: Okay, great examples and I think... our language takeaway is clear. So, why don't we listen to our dialogue for the second time and then we'll come back and talk about putting it together.

DIALOGUE, SECOND TIME (slow)

E: In this dialogue there's some great language that can be used in many different patterns or many different ways, so...

M: Uhu.

E: In today's "**putting it together**" we're gonna show you how to use three of these patterns.

Voice: Putting it together.

M: Okay, the first pattern that we can look at is **out of** tonner.

E: Out of tonner.

M: Right, so, we've already talked about tonner.

E: Yep.

M: Let's talk about "**out of**".

E: Okay, so when you're out of, you... you have none.

M: Right, so let's change a little bit, so I can say, I'm out of milk.

E: Aha, um, I'm out of time.

M: Out of time, right?

E: Yep.

M: Ah, if you're driving, I'm out of gas.

E: Uhu.

M: Or gasoline.

E: Yep. So, **Out of** + **noun**.

M: Uhu, perfect. It means you don't have none... you don't have none...

E: Hehe. **englishpod.com**.

M: EnglishPod.com... you **ain't** got none.

E: Eubonics.com

M: Hehe. Alright, out of time. Let's take a look at our second one, **on your way** up.

E: Yeah, on your way up.

M: On your way, right?

E: Uhu.

M: So, this is a great way when you're talking to someone and you're going to somewhere.

E: Yes.

M: Right? So, on your way up...

E: Can you bring this to HR. [NOTE: **HR** = Human Resources]

M: Okay, on your way to the store...

E: Can you mail this letter.

M: Uhu, or maybe on your way home...

E: Can you buy me some flowers.

M: Hehe. Nice, alright, so on your way, it means...

E: It means while you're going there.

M: Right.

E: Yeah.

M: Taking advantage of the fact that you're going somewhere.

E: Yes.

M: Okay, now let's take a look at our last one and this is a really great phrase.

E: Uhu.

M: **Break down.**

E: Break down.

M: In our dialogue we heard breaking down.

E: Yes.

M: Right?

E: The every thing in the office seems to be breaking down.

M: Right, so when something breaks down...

E: It stops working

M: It stops working...

E: Yeah.

M: Exactly. So we can change it a little bit. What happens if we say **break up**?

E: Ooh, boyfriend and girlfriend.

M: Right.

E: They end their relationship.

M: Okay, so there... we can maybe think about it as their relationship stops working.

E: Oh, nice one.

M: Right?

E: Yeah.

M: Okay. What about **break in**?

E: Hum, enter a place using force.

M: Right, you... you enter a house that's not yours.

E: Yeah, so if you break in to a house maybe you break the window and climb in.

M: Okay.

E: Uhu.

M: What about **brake out**?

E: The opposite.

M: Right.

E: So, for example, you might break out of jail.

M: Break out of prison, uhu?

E: Yep.

M: So, this is a great phrase you can change the... you can change the last word from break down, break up, break in...

E: Yeah.

M: And it means different things.

E: Yeah, so use different **prepositions** for different meanings.

M: Perfect.

E: Uhu.

M: Okay, so now let's listen to our dialogue for the last time and then Erica and I will be back and talk a little bit more about malfunctioning office supplies.

DIALOGUE, THIRD TIME

M: Alright, so, Erica, everything that you touch that's electronic seems to malfunction, right?

E: This is absolutely true.

M: Hehe.

E: I don't know what it is, but you know what, if... if I turn on a computer it will suddenly get a virus.

M: Hehe.

E: And then... even if I'm very careful it still breaks.

M: Right. Yeah, it happens sometimes I can relate to that, um...

E: But you are much, um, better at computers and technology than I am.

M: Hehe. Well, I really really like them and, well, I guess even I know a little bit about copy machines or copiers.

E: Uhu.

M: Because my uncles are... like copy technicians.

E: Really?

M: Yeah, so, um, you know, they fix copiers that broke down.

E: Yeah.

M: Or they replace tonner and, ah, you know, they... they do all that stuff, so that's why I know a little bit about it. But actually the original term is the **Xerox** machine.

E: Yes, why is that?

M: From the brand, right?

E: Ah, right.

M: There's a brand called Xerox.

E: Uhu.

M: And a Xerox invented and patented this technology of making copies.

E: Alright, well, the next time my photocopier explodes I'll call you.

M: You call... call my uncles, right?

E: Okay. Hehe.

M: Hehe. Alright, and, well, let us know how things in your office break down or if you have any stories of like Erica that breaks everything she touches.

E: Yeah, it's true.

M: Alright, so, come to our website, come to our comments section and leave your opinions and we'll be there to also answer any doubts or questions you might have.

E: You can find us at [englishpod.com](https://www.englishpod.com) and Marco and I are always around.

M: Alright, so, we'll see you guys there.

E: Yep, we will!

M: Hehe.

E: Okay, guys, thanks for listening and until next time...

M: Bye!

E: Good bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we have a great lesson for all our **upper intermediate** students.

E: That's right. We're talking about airplane travel today.

M: Airplane travel.

E: Uhu.

M: Right. So, we're gonna be in an airplane, basically.

E: Yes, and we're gonna be listening, um, to some of the common things you might hear on, ah, an announcement in the airplane.

M: Yeah, usually the flight attendant or the captain will come on and say something and, well, usually it's in English, so we gotta understand what they're saying.

E: That's right, and we'll also learn some great phrases that you can use when you wanna describe flights to your friends...

M: Right.

E: When you're talking to them.

M: Yeah, that always happens you arrive somewhere and people are like, **hey, how was you flight?** Now you know how to answer it, right?

E: Exactly.

M: Okay. So, why don't we take a look at our "**vocabulary preview**"?

Voice: Vocabulary preview.

E: We've got three words for you here in vocabulary preview all about flying.

M: Okay, so what's our first one?

E: **Turbulence**.

M: Turbulence.

E: Turbulence.

M: Turbulence.

E: So, turbulence. How can we describe this?

M: Well, turbulence, when you're in an airplane, basically is air that is moving in all directions really fast.

E: Okay, so what happens?

M: So, the airplane will start to shake.

E: Okay.

M: Right?

E: Yep.

M: It's the same thing if you're flying a kite and maybe some turbulence is in the air your kite will maybe fall to the ground.

E: Ouh, ex...

M: Yeah. So it's... air that's moving in all directions that's really turbulent.

E: Alright, well, we'll hear how this word is used in the dialogue, um...

M: Uhu.

E: But another airplane word we hear a lot, um, **crew**.

M: Crew.

E: Crew.

M: Flight crew.

E: Yes. C-R-E-W, crew.

M: Uhu. So, the flight crew is basically the team.

E: Yes.

M: Right?

E: Yep.

M: It's, ah, all the people that are in the airplane. So, it's basically the captain or in... the co-pilot and all the flight attendants, right?

E: Exactly, yeah.

M: That's the flight crew.

E: Yes.

M: Okay, and what about out last word?

E: **Bumpy ride.**

M: Bumpy ride.

E: A bumpy ride.

M: Bumpy.

E: Not smooth.

M: Not smooth.

E: Yeah.

M: So, what would be an example of a bumpy ride?

E: Okay, imagine if you're driving in your car, um...

M: Uhu.

E: And you you're driving on a dirt road...

M: Uhu.

E: Like with many holes in it and everything.

M: And rocks and everything.

E: Yes, you're driving on that route and that would be really really bumpy.

M: Right, so your car will be moving a lot.

E: And shaking, yeah...

M: Exactly.

E: Yeah. So a bumpy ride is, um, a trip where you move and shake a lot, so... kind of uncomfortable.

M: So you can say, that is a bumpy road.

E: Aha.

M: Okay.

E: Or it was a bumpy ride.

M: Or it was a bumpy ride.

E: Yeah.

M: Okay, so now let's listen to our dialogue, we're gonna be listening to these people on an airplane and the captain is gonna give some instructions.

DIALOGUE, FIRST TIME

E: Well, here we are with another dramatic dialogue, another explosion in **EnglishPod**. What's happening?

M: Um, I don't know, a lot of adventure's going on.

E: Yeah.

M: So, we will see what happens, um, but I'm sure they're alright. Don't worry everyone, I'm sure...

E: Well, I hope so. It's kind of making me nervous for my next flight.

M: Hehe. Alright, so let's take a look at some of the words that the captain used in "**language takeaway**".

Voice: Language takeaway.

E: Alright, all of these words you'll hear really really often when you're flying, um, and the first one we have for you is **fasten**.

M: Fasten.

E: Fasten.

M: Fasten you seatbelt.

E: Uhu.

M: Now, this is a great word, fasten means to...

E: **Do up**.

M: Do up or **put on** or...

E: Connect.

M: Connect, right?

E: Yeah.

M: So, usually it'll be with a seatbelt or a belt or something like that.

E: Yeah.

M: Right?

E: Yeah. Now, the pronunciation here is interesting.

M: Yes.

E: It's spelled F-A-S-T-E-N.

M: Right, so it would be FAST EN.

E: No.

M: No, right? Hehe.

E: Fasen.

M: Fasen. The T...

E: Fasen.

M: Kind of become silent.

E: Uhu.

M: So, it's fasen.

E: Yep.

M: Okay, let's look at our next word, **lavatory**.

E: Lavatory.

M: Lavatory.

E: Lavatory.

M: Okay, so what is a lavatory exactly? Cause I'm always confused what's the difference between **bathroom, restroom, washroom, WC, lavatory**.

E: I know, so many words for bathroom, um, a lavatory is a room with a toilet and sink only.

M: Only a toilet and sink.

E: Yes.

M: So no **bath-tub**.

E: No.

M: So it's...

E: No shower either.

M: No shower. So it's very very common to find a lavatory in boats...

E: Aha.

M: Airplanes.

E: Yeah.

M: Or in trains.

E: Yeah, but never in your house.

M: Never in your house, right.

E: Even if your room in your house is only a sink and a toilet it's don't let a lavatory.

M: Yeah, it's, ah, a bathroom.

E: Yeah.

M: Okay.

E: I don't know why, that's just the way it is in English.

M: And something interesting that you told me today...

E: Aha.

M: **WC.**

E: Aha.

M: Right? That's a common thing that you'll see on a bathroom.

E: Yep.

M: **What does that stand for?**

E: **Water closet.**

M: Water closet.

E: Yep.

M: Wow, I didn't know that.

E: Yeah.

M: Water closet. Okay, anyways. Let's take a look at our next word, **stow.**

E: Stow.

M: To stow.

E: Yes, stow your luggage.

M: Stow your luggage.

E: Uhu.

M: So if I stow my luggage it means...

E: You put it in a place where you can get it easily, but it is very safe.

M: Maybe it's not even visible, right?

E: Yeah, so you put it away in a safe spot.

M: Okay, so usually in airplanes they will tell you to stow your luggage under your seat...

E: Yes, or stow your luggage in the **overhead bin.**

M: Overhead bin or **overhead compartment**.

E: Yes.

M: Okay, and our last word.

E: **Refrain**.

M: Refrain.

E: Refrain.

M: Refrain from doing something.

E: Uhu, so this is a verb, um, meaning avoid doing.

M: Avoid doing.

E: Yeah.

M: Do not do.

E: Exactly.

M: Something interesting about this grammar wise is... it's usually followed by **from**.

E: Yep.

M: **Refrain from**, and the verb that follows is always **gerund**, right?

E: Yeah, so **refrain from -ing**.

M: Right, **refrain from using** the lavatory.

E: Yes, **refrain from smoking**.

M: Refrain from smoking, okay.

E: Uhu.

M: So, refrain from.

E: Yep.

M: Alright, so some really great examples in language takeaway.

E: Yep.

M: And, ah, well, now let's take a look at "**fluency builder**" and see some of these great phrases.

Voice: Fluency builder.

E: Alright, three phrases we have for you here, um, the first one, **remain seated**.

M: Remain seated.

E: Remain seated.

M: Remain seated. So, to remain seated.

E: Really simple, to stay sitting.

M: To stay on your seat, don't stand up.

E: Yes.

M: This is really important in airplanes, right?

E: Yeah, because otherwise if there's turbulence you could, you know, end up flying around the airplane.

M: Hehe. Or fall, exactly...

E: Yeah.

M: And hurt yourself.

E: Uhu.

M: Remain seated.

E: Now, one of the reasons they had to remain seated was because they were going to go through a **patch of rough air**.

M: Patch of rough air.

E: Uhu, so patch.

M: No, interesting, okay, so patch is a small area, right?

E: Yeah, yeah, so a small area of turbulence.

M: A small area of turbulence, now...

E: Yeah.

M: What would be another example of patch?

E: Um, maybe, ah, patch of strawberries.

M: So, it's like a little strawberry garden, right?

E: Yes, or a patch of grass.

M: Patch of grass.

E: Uhu.

M: Usually in front of your house you have a little patch of grass.

E: Yep.

M: Okay, so **patch of** and now our last phrase, **suspend**.

E: Suspend.

M: Suspend in flight service.

E: Yeah, so stop for a short time.

M: Stop for a short time. So you could suspend your work.

E: Yeah, and if you're going on vacation you could suspend your subscription to the newspaper.

M: Uhu. Okay, so suspend, to temporarily stop.

E: Yes.

M: Okay, so we've covered a lot of vocabulary and some great phrases.

E: Uhu.

M: So, why don't we listen to our dialogue one more time and we'll come back and talk about flying.

DIALOGUE, SECOND TIME

M: Erica, have you ever had a turbulent flight like this?

E: No... no never this bad, a little bit of turbulence, actually I kind of like turbulent flights.

M: Why?

E: It's sort of like... I don't know it's kind of fun, you get shaken around, you... like stomach moves up and down and it's like...

M: You don't get nervous?

E: No, I get... I get a little excited.

M: Well, it is true that flying is actually very very safe, right?

E: Yeah, um, I know we all hear that like more people are killed in car accidents, than, ah, flight accidents.

M: Uhu.

E: So, it's very very safe. So, yeah, I don't worry about the turbulence.

M: Yeah, yeah.

E: **Knock on wood**. [NOTE: **knock on wood** is an idiom that means to avoid something bad happening or to continue something good happening; it is usually said while actually knocking on something made of wood]

M: Hehe. Yeah, so flying is really safe and, you know, as long as you... remain seated, you fasten your seatbelt and you, you know, you follow the instructions you shouldn't have any problems, right?

E: Yeah, yeah, actually that's a really good point cause actually when I was reading about flight turbulence for this dialogue...

M: Uhu.

E: I kept reading all these stories about these people who, you know, when they got into some turbulent air were, you know, knocked over or they ended up like actually literally flying through the cabin and getting really badly hurt, so...

M: Yeah, yeah.

E: Everyone, you gotta fasten your seatbelt.

M: Yes, remain seated.

E: Yeah, flying tips here at **EnglishPod**.

M: Flying tips at **EnglishPod**, we don't want you to get hurt and we know that you travel a lot, so be safe, right?

E: Yeah, and use this language to describe your flights.

M: Okay, so come to our website englishpod.com, where you can leave questions, you can also leave your comments.

E: Yeah, Marco and I are always there and actually, in fact, we have to go check the site now, so...

M: Yeah, we're out of time, so we'll see you guys next time.

E: Thanks for listening... good bye!

M: Bye!

M: Hello everyone! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you another great advanced lesson for all those advanced users out there.

E: that's right, um, this is a really really useful lesson for all our advanced users.

M: Exactly, you asked for a lesson about job interviews and well, here we are, we're bringing you the first of three parts of the **job interview series**.

E: Alright, so, Marco, you said it is the first of three parts, um...

M: Right.

E: So, tell me what are these three parts?

M: Okay, in this lesson we're gonna be looking at preparing for a job interview.

E: Okay.

M: So, everything you gotta do before the job interview.

E: Uhu.

M: Part two will be talking about your education, your background, your work experience.

E: Okay.

M: And in part three we'll take a look at some of the common questions that are asked at a job interview.

E: And so we'll talk about some great ways to answer these questions.

M: Exactly.

E: Alright, these three lessons will be coming out over the next month or so.

M: Exactly, so we're gonna be looking at part one today, so let's take a look at some vocabulary preview.

Voice: Vocabulary preview.

E: We have three words here in vocabulary preview, that you'll hear in the dialogue in a moment. And the first one is, actually, not really a word, but an **acronym**.

M: Right, **CRM**.

E: CRM.

M: CRM.

E: So, Marco, you are our marketing guy, tell us, what is a CRM?

M: Well, it's really common in marketing.

E: Uhu.

M: It stands for **customer relationship management**.

E: Okay.

M: Or customer relation management, what basically it's the relationship that the company has with its customers.

E: Okay.

M: So, CRM basically has parts like **feedback** or **customer support**, ah, problems that they might have and also information about habits and likes and dislikes from their customers or users.

E: Okay, but I... I... I commonly hear this word, ah, used as a **noun**, so something like, **can you check in the CRM**.

M: Right, there's some software out there, that... that's called the CRM, so...

E: Uhu.

M: [Sugar CRM](#) or many different softwares, which basically manages your database of customers, basically software that... that englobes this whole thing.

E: Okay, got it, right, our next phrase in vocabulary preview, **custom designed**.

M: Custom designed.

E: Custom designed.

M: Custom designed.

E: So, when something is custom designed...

M: It means it's a special design just for you.

E: So, it's unique.

M: Right, that's would the word custom means.

E: Unique, like made especially for one person.

M: Right. So you have **custom designed** or also **custom made**.

E: Uhu.

M: You see it a lot, for example, in cars, right? A custom made car.

E: Yes, or maybe a custom built house.

M: A custom built house.

E: Yep.

M: With your specific likes and dislikes, ???

E: Yeah, your requirements, yep.

M: Uhu. Okay, and our last word, **core values**.

E: Core values.

M: Core values.

E: Core values.

M: So, the core values of a company... what a... what does the core mean, actually?

E: The center.

M: The center, right?

E: Yep. So, and here I think it's like the center or the most important.

M: The most important things that company believes in, right?

E: Right, so maybe, ah, respect for the environment.

M: Okay, or developing their employees.

E: Uhu.

M: Okay, so the core values...

E: Yep.

M: Main things that the company believes in.

E: A great phrase for job interviews.

M: Oh yes, very good phrase. Okay, so why don't we listen to our dialogue? Erica, what exactly is happening?

E: Alright, we're... we're gonna be listening to two friends, um, and this guy is getting ready to go on a job interview, so his friend is helping him to prepare.

M: Okay.

DIALOGUE, FIRST TIME

M: Alright, so he was doing great, but... in the end he said something he shouldn't, right?

E: Yeah, I don't think talking about money as your primary motivation for a coming on to new company is...

M: Yeah, exactly.

E: Really the way to go.

M: Yeah, and we're gonna talk about that a little bit later, but let's take a look real quick at some language takeaway.

Voice: Language takeaway.

E: Alright, in this lesson we have five key words for you from the dialogue, um, which, we hope, that you will remember.

M: Uhu. Let's take a look at the first one, **undisputed**.

E: Undisputed.

M: Undisputed.

E: Undisputed.

M: So, this is kind of a strange word, let's listen to some examples before we explain it.

Voice: Example one.

A: It's undisputed, that she's the best person for the job.

Voice: Example two.

B: The undisputed truth is that unemployment is rising, no one doubts that.

Voice: Example three.

C: He's the undisputed champion of the world.

E: Well, can I understand from these examples that it means, um, there's no doubt.

M: There's no doubt, exactly.

E: There's no question.

M: Okay, now let's take a look our second word, **growth opportunity**.

E: Growth opportunity.

M: It's a great growth opportunity.

E: Uhu, so it's an excellent chance to improve, right?

M: To improve, professionally and also on a personal side, right?

E: Yeah, so talking about growth opportunities we can also use the phrase **a development opportunity**.

M: Uhu, And it's the same thing, right?

E: Yep.

M: To develop, to grow.

E: To improve yourself.

M: Okay, now let's take a look at our third word, **read up**.

E: Read up.

M: Read up.

E: Read up.

M: So when you read up on something...

E: Well, obviously you read it, right?

M: Right.

E: But you're reading it specifically for some information, so you can know more about the subject.

M: So, it's kind of similar to study, right?

E: Kind of, but really what the idea that you're trying to... improve your knowledge about a particular field.

M: Okay, now for our forth word, **unleash potential**.

E: Unleash potential.

M: Unleash potential.

E: Unleash potential.

M: Okay, so **to unleash**.

E: Alright, well, I'm gonna paint a picture for you.

M: Alright.

E: Um, so imagine you have your dog, right?

M: Uhu.

E: And your dog is walking on a leash, like it has a string or rope attached to it.

M: Right.

E: So then when you undo the leash, you unleash the dog and then what happens?

M: It goes around and it's running and...

E: Yeah, yeah, yeah, it's going everywhere.

M: Aha.

E: So, if you unleash potential, you release it and let it go and help it...

M: Grow and become bigger.

E: Yes, yeah, exactly.

M: So you give it freedom.

E: Aha.

M: So, potential is the capabilities or abilities that the person has, right?

E: Yes.

M: To do something great.

E: Uhu.

M: Okay, unleash potential.

E: This, I think, is an excellent word to use in a job interview. I think it is really descriptive and really powerful.

M: Yeah, it is.

E: Yeah.

M: That's a good word. Ah, okay, so let's take a look at our last one now, **resonate with**.

E: Resonate with.

M: Resonate with.

E: Resonate with.

M: So, he mentioned, **this really resonated with me**, so what does he mean by resonated?

E: I guess, he means it connected to him, right?

M: Uhu.

E: It touched him.

M: So, he agrees with this idea or he feels that he can relate to it.

E: Yeah, exactly, you know what, I think this one needs a few examples to really show its meaning.

M: Okay, let's listen.

Voice: Example one.

A: The candidate speech really resonated with the voters.

Voice: Example two.

B: Their music doesn't really resonate with me.

Voice: Example three.

C: Your commitment to fight global warming resonates with me.

M: Alright, so it's clear now to resonate with.

E: Uhu.

M: Right? Okay, so why don't we go and listen to our dialogue for the last time and then we'll come back and give you some great pointers about preparing for a job interview.

DIALOGUE, SECOND TIME

M: Okay, so, preparing for a job interview is really important, right?

E: Yes, yep.

M: Um, and we're gonna give you some really basic tips about how you can prepare for a job interview.

E: Yep, I gotta confess something to you, Marco.

M: What?

E: I love job interviews.

M: Really?

E: Yeah. I know it's really weird, most people hate them, but I love them.

M: So you love being the interviewer or going to job interviews.

E: Both.

M: Really?

E: Yeah, I...

M: Ouh.

E: I like everything about them, so I feel like I have a lot of passion to share with you about this.

M: Hehe. Alright, so let's take a look at the first, ah... point or the first tip, that you can help us out with. So, before you go to a job interview, you should do a little bit of research, right?

E: Right, and that's our first point, um, it's really important to know as much as you can about the company, their history, their product, their... management style... just as much information as you can find out about how they work... and what they do.

M: Aha, and why do you think this is important?

E: Well, basically, um, you'll be asked about it in the interview.

M: Right.

E: And, so if you show that you haven't prepared, you haven't done any research, you show that you don't care.

M: One of the best ways that you can impress in the job interview is to show that you know about the company and...

E: Uhu.

M: Important things like you know what kind of products they offer or what's their largest market.

E: Yeah.

M: And I guess, that really impresses the interviewer...

E: Yeah.

M: Because it shows that you're interested in this company and that you're really want the job.

E: And that you're willing to do the extra work it takes to prepare yourself.

M: Uhu.

E: Cause I think that'll show the interviewer that later on, when you're working for them you'll do that extra work on the job.

M: Exactly, that's a really good point. So, that's our first point, our first tip, **to do some research.**

E: Yes.

M: Now, you've done your research, you know everything about the company, what else should you do?

E: Once you've read up on the company, you've gotta spent some time thinking about yourself.

M: Uhu.

E: You've gotta prepare **to sell yourself to the company**.

M: Okay. So to sell yourself, to really demonstrate them why you're the perfect person for the job.

E: Right, because a lot of people think about why they want to work for the company, right?

M: Uhu.

E: Because they feel like they're **aligned with** the core values or, um, the message of the company resonates with them.

M: Uhu.

E: But what the interviewer really wants to hear is how you, the interviewee, is going to benefit the company, what're you gonna bring to the company?

M: Right, and this is the most important part is to know what are your skills, right?

E: Yes.

M: And, it's not enough to just say, **well, I'm a great leader**.

E: Yep.

M: Right? So, if you are a great leader, you should be ready to give an example of how you have demonstrated to be a great leader, right?

E: Yes, alright, so maybe like an example like I'm a really strong leader because in my previous job I'd the best **JDpower** ratings for employees' satisfaction.

M: Uhu, okay, so you're actually showing with numbers...

E: Yes.

M: Or with facts, that you are a great leader.

E: Yeah, so, the... the key thing here, I think, is identify what your strength and skills are, think of specific examples, if you can give numbers and show how you can bring this skill, um, and your... your experiences to the new company.

M: And now, well, you're ready to sell yourself, you've done your research, now you have all of these things in your mind.

E: Uhu.

M: You have to practice.

E: Yes.

M: Right?

E: A m... A much **overlooked** stage in the preparation.

M: Yeah, a... a lot of people think it through they... they write things down, but don't really practice.

E: Yeah, so I know you have a few tips about how you can practice interviewing effectively.

M: Uhu, okay, well, the first thing that you should do is... use your friends.

E: Yeah.

M: Right?

E: They gotta be good for something.

M: Exactly, and, well, probably your friends are also working at a company...

E: Yeah.

M: Maybe they're managers or maybe they've interviewed someone before already, so you can set up a mini interview and have them pretend that they're the interviewer.

E: Uhu.

M: And ask you these questions and you try to answer seriously and I'm sure, that your friends can give you some great feedback, maybe...

E: Yeah.

M: What you did right, maybe what you did wrong, um, so, that's a really good way. And another thing is also you can record yourself.

E: Yes.

M: Right?

E: Yeah, um, if you have a video camera or even a web, I mean many people have a webcam like right in you laptop.

M: Uhu.

E: Um, record yourself actually doing the practice interview with your friend.

M: And this is really useful, because you can later see what you recorded...

E: Uhu.

M: And detect some of the things that maybe aren't really useful or good, you know, for example, **posture** is a really important aspect.

E: So, what do mean, posture?

M: So, the way that you you're sitting down in your seat...

E: Yep.

M: And how you're expressing yourself with your hands...

E: Yep.

M: Some people, you know, they move a lot...

E: Uhu.

M: During the in... because, of course, you're nervous, so...

E: Yeah.

M: Maybe they're moving from side to side or playing with their feet or playing with something on the table or moving their... hands in an awkward way, so those are the things that you have to watch out for.

E: Yes. So, it... I guess, it's really important to sit up straight and to show that you are powerful in... in control.

M: And another really great thing is **eye-contact**, right?

E: Yeah, yeah, we were talking about this earlier.

M: Uhu, and eye... why is eye-contact so important?

E: If an interviewee maintains eye-contact with me for like most of the interview, I feel like they have really good people skills.

M: Uhu. In my opinion I would say they have a lot of **self-confidence**.

E: Yeah, I'd agree.

M: Right?

E: Yeah.

M: Because if a person is looking down or not looking directly at you, it's either of two things, in my opinion...

E: Uhu.

M: It's either they're not confident enough with themselves or they're lying to you.

E: Yes.

M: Right?

E: Yeah.

M: So...

E: Or... or also they... just they don't have good people skills.

M: Yeah.

E: Yeah, which is a problem in... in today's sort of knowledge-based economy.

M: Exactly.

E: Uhu.

M: So, it's really important to maintain eye-contact and one other really important thing related to eye-contact posture...

E: Yeah.

M: Is the **handshake**.

E: Uhu.

M: When you get to the interview it's really really important to give a firm good handshake.

E: So, **what qualifies as** a firm good handshake?

M: Well, you don't have to prove that you are ultra strong, right? So, you don't have to squeeze the other person's hand really hard.

E: And like break their hand.

M: Exactly.

E: Yeah.

M: It's not like a... strength contest.

E: No.

M: A good firm handshake is squeezing normally, not too tight, not too loose...

E: Yeah.

M: But your entire palm, your entire hand has to be in contact with the other person's palm or hand.

E: Yes.

M: Don't give them the fingers, you know, like...

E: Yeah.

M: Some people give you only four fingers or a half of their hand.

E: Yeah, I hate that.

M: I hate that too and this goes for men and for women...

E: Yeah.

M: Because a lot of women do this.

E: Yep, I call this **the 'dead fish' handshake**.

M: The dead... hehe. It is kind of like a dead fish of the **dead hand handshake**.

E: Yeah, yeah, I'd... I absolutely agree with you on this one, so, nice firm handshake.

M: Yeah, firm handshake and, well, these are our tips for preparing for the interview and everything you have to do before it. I'm sure there're a lot more things out there.

E: Uhu.

M: So, and I'm sure our users have some **insight** on this as well.

E: Yeah, I'd love to hear it, cause like I told you I love job interviews.

M: Hehe. Yeah, so come to our website at englishpod.com, leave us your comments, maybe you've had a good experience with a job interview or maybe a bad one or maybe even as an interviewer you've interviewed some really interesting people.

E: And you got some great tips to share with us.

M: Exactly, so come to our website, leave you questions, leave your comments, share your experiences with our other users and Erica and I will also be there to... to participate in the discussion.

E: Alright, guys, well thanks for listening and until next time... good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you our great suspense scary series.

E: Our thriller.

M: Our thriller, **Ney Guy in Town**, Part 4.

E: Alright, well, I don't wanna give you any **hints** about what will happen in this dialogue.

M: Yes, it's totally unexpected, so... So let's listen to our dialogue and then we'll come back and talk about some of the great vocabulary.

DIALOGUE, FIRST TIME

E: Well, I certainly didn't see that one coming.

M: I know, everyone thought that Armand was a vampire...

E: I know!

M: And now it turns out that they were acting.

E: Yeah, crazy.

M: Crazy, ha?

E: Strange things happen here on **EnglishPod**.

M: Hehe. Alright, So why don't we take a look at some of the language that we saw, in "**language takeaway**"?

Voice: Language takeaway.

E: We have three words for you here that, ah, we heard in the dialogue, um, and the first one, Armand tells Ellen to **drag** her over here.

M: Right, drag.

E: Drag.

M: So, when you drag something or somebody...

E: You pull them across the floor or pull them across the ground.

M: Pull them... but you don't actually pick them up, right?

E: No.

M: Right?

E: Yeah, this ther... their body is still touching the ground.

M: Okay, so, just imagine if you have a really heavy suitcase, it doesn't have any wheels.

E: Uhu.

M: You gotta drag it across the floor

E: Yeah.

M: Right?

E: **I've been there**. [NOTE: **I've been there** = I've done it before, I've come across it before]

M: Hehe. Yeah, it's happen to me too.

E: Yeah.

M: So, drag.

E: Alright, and then he says, **tie her up**.

M: Tie her up.

E: Tie somebody up.

M: Uhu, so to tie somebody up...

E: To use **rope** and put it around a person, so that they cannot move.

M: Right, so you take rope, you tie a person up, so... and it's always used like, right? Tie somebody up.

E: Yes...

M: Tie him up.

E: Tie that up.

M: Tie that up.

E: Yeah.

M: Okay. And our last word...

E: I like this one, **fools**.

M: Fools.

E: Fools.

M: So, or **singular** would be **fool**.

E: Yeah, F-O-O-L.

M: So, what's a fool?

E: Well, a fool is a stupid person.

M: Right, a person that doesn't know...

E: Yes.

M: Something or...

E: Yeah.

M: An ignorant person.

E: Uhu, alright, well, Lois thinks that Armand and Ellen are fools here.

M: Exactly, apparently she got really angry and... and managed to escape...

E: Yes.

M: From the chair or whatever what she was tied up, right?

E: Uhu.

M: Well, the dialogue was a little bit fast, it wa... there was a lot of, ah, sound effects as well.

E: Yep.

M: So, let's listen to this dialogue again, we're gonna slow it down a little bit and I'm sure it's gonna be a little bit easier to understand.

DIALOGUE, SECOND TIME (slow)

E: Well, Marco, I noticed in this dialogue there's a lot of, um, words and phrases that we can use to talk about lying or fooling somebody.

M: Exactly, there is a lot of language about lying, so let's take a look at it in "**fluency builder**".

Voice: Fluency builder.

M: Alright, so in fluency builder today let's take a look at four phrases. The first one, **fell for it**.

E: Fell for it.

M: I can't believe she fell for it.

E: Fell – For - It.

M: Okay, so it's not that she physically fell, right?

E: No, no.

M: Okay.

E: But she believed the lie.

M: She believed the lie.

E: Uhu.

M: You fell for the lie.

E: Yeah.

M: I know that we have some examples, so we can understand this phrase **fell for it** a little bit better.

Voice: Example one.

A: He might seem like a nice guy, but don't fall for it, he's a jerk.

Voice: Example two.

B: I can't believe I fell for your lies.

Voice: Example three.

C: I told my mom I was going to a library and she fell for it.

E: Alright, well, that's a lot clearer to me.

M: Uhu.

E: I noticed how we have the **preposition** "it" here.

M: Yeah, "it" is at the end.

E: Uhu.

M: And it's referring to the **lie**.

E: Yes.

M: Or the **joke**.

E: Uhu.

M: Or the **story**.

E: Yeah.

M: She fell for the story. But you wouldn't say **she fell for the story**, you would say **she fell for it**.

E: So, these three words always always always go together.

M: Uhu.

E: Fell – For – It.

M: Uhu.

E: So don't forget the "**it**".

M: Don't forget the "it". Okay, let's take a look at our second word, **gullible**.

E: So, Ellen thinks that Lois was gullible.

M: Right, a gullible person.

E: Yeah, gullible.

M: A gullible person is... somebody that always believes...

E: Yes.

M: They...

E: They always fall for it.

M: They always fall for it.

E: Yeah.

M: They believe anything you say. So, I know you were a little bit gullible when you were younger, right?

E: Yeah, it is true, um, you know, my grandmother used to tell me... every year she would say **oh, I'm thirty five**...

M: Hehe.

E: **I'm thirty five**, um, and I... I really believed her until I was about twelve years old.

M: Wow.

E: Yeah.

M: So, you were really gullible.

E: I'm really gullible.

M: But you're not anymore.

E: No, I know better.

M: Hehe. Alright, so, gullible, a gullible person. Okay, now let's look at our next phrase, **the cat's out of the bag**.

E: The - Cat - Is - Out - Of - The - Bag.

M: The cat is out of the bag. Okay, so again it's not literal, it's not like you had a cat in a bag and...

E: No.

M: You let it out, right?

E: Hehe. A nice idiom here meaning, ah, the truth is out.

M: The truth is out, we discovered the truth.

E: Yeah, so imagine that a cat is the truth.

M: Right, and it...

E: Uhu.

M: Escaped.

E: Yes.

M: Okay, so the cat's out of the bag, the truth is out, we know the truth now.

E: Yep.

M: Okay. And our last phrase, **pretending**.

E: Pretending.

M: Pretending.

E: So, Lois was pretending to be a normal housewife.

M: Uhu. Let's listen to some examples of how we would use pretending.

Voice: Example one.

A: Pretend that you're my boyfriend and he'll go away.

Voice: Example two.

B: I can't believe Lucy pretended to be sick.

Voice: Example three.

C: You forgot my birthday. Don't pretend that everything is okay.

M: Okay, so pretending is acting like you're somebody that you are not.

E: Yes, or... Yeah it's sort of like acting a lie.

M: Okay, so, for example, on Halloween everyone dresses up as a monster...

E: Uhu.

M: Or Spiderman...

E: Yep.

M: Or something, so everyone pretends to be that character...

E: Yes.

M: But they are not.

E: Yes.

M: Okay, pretending, to pretend.

E: Yeah.

M: Okay, so let's listen to our dialogue one more time and then we'll come back and talk some more.

DIALOGUE, THIRD TIME

M: Okay, so, what do you think will happen in part five?

E: Um, I have no idea.

M: Hehe. Well, what do you guys think will happen in part five? Apparently, Armand isn't vampire anymore, ah...

E: But Lois is a **witch**.

M: But Lois is a witch.

E: Who's Ellen?

M: Hehe. Ellen?

E: What sort of twist are we gonna see here?

M: Is she an **alien**?

E: Oh my god.

M: We don't know what will happen, but you can tell us what you think will happen. Come to our website at englishpod.com and leave all your questions and comments and maybe your story ideas.

E: Yes, Marco and I are always around to answer your questions, um, and to respond your comments, so...

M: Okay.

E: Guys, I think we're out of time for today, but thanks for listening...

M: And we'll see you next time.

E: Good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're swimming.

E: That's right. A nice summertime lesson for everyone.

M: A summertime lesson.

E: Aha.

M: So, we're gonna be talking about swimming and... well, it's a very popular sport, right?

E: Yeah, so this is another lesson in our sports series.

M: In our sports series, okay. So, why don't we preview some of the language we will find in the dialogue?

Voice: Vocabulary preview.

E: Alright, we have two words to look at here, ah, the first word is **sailing**.

M: Sailing.

E: Sailing.

M: Sailing.

E: Well, this is the verb **to sail**, right?

M: Uhu.

E: So, sailing is traveling in a boat.

M: In a boat with no engine.

E: Right, so you must use the wind to push you forward.

M: Exactly, that's a **sailboat**.

E: Yes.

M: Okay, so, sailing.

E: Uhu.

M: Now, let's take a look at our other word, **anchor**.

E: Another boat word here.

M: Yeah.

E: Anchor.

M: Anchor.

E: Anchor.

M: Now, it's spelled, A-N-C-H-O-R.

E: Right.

M: But you don't pronounce the "CH" as you normally would, right?

E: Another one of these really difficult, ah, to spell English words.

M: Right, so you don't say **anCHor**, you would say **anKor**.

E: AnKor.

M: AnKor.

E: AnKor.

M: So, the anchor is a **verb** and a **noun**.

E: That's right, well, when anchor is used as a noun it means the hook, that you throw over the boat into the water and it keeps you staying in the same place.

M: Okay, but the verb **to anchor**.

E: Yes.

M: What does it mean?

E: To do that. Hehe.

M: To do that, right? Hehe. So, you... So, to throw the anchor into the water, you would just say, **to anchor the boat**.

E: Exactly, to keep it in the same place.

M: Okay, great words related to sailing, but now let's listen to our dialogue for the first time, what's... what's happening here, Erica?

E: We've got two friends here, who are sailing in their boat and they decide to take a swim.

M: Hm, let's see what happens.

DIALOGUE, FIRST TIME

M: Alright, so, a shark attack!

E: I know, this is my worst fear when swimming.

M: Hehe. Really? In the... in the ocean, right?

E: Yeah, well, also in the lake, but...

M: Hehe. No sharks in lakes.

E: I know but I'm still afraid of them.

M: Hehe. Alright, so, don't worry about it, I'm sure the girl is okay, ah, it's probably not a shark, maybe it was a dolphin.

E: Yeah, or maybe she's gonna punch the shark in the face...

M: Hehe.

E: And she... she'll escape.

M: Okay. Let's take a look at some of the words that we saw in "**language takeaway**".

Voice: Language takeaway.

E: We have three excellent swimming words for you. The first one is **doggy-paddling**.

M: Doggy-paddling.

E: Doggy-paddling.

M: So, doggy-paddling, it's not really a proper way of swimming, right?

E: No, you don't see this in the Olympics.

M: So, if you've ever seen a dog's swim

E: Uhu.

M: That's why they call it doggy-paddling.

E: Right, you're sort of moving your hands quickly in front of you.

M: Uhu, and your legs are all over the place.

E: Yeah.

M: And you're basically not really swimming, you're just trying **to stay afloat**.

E: Yes.

M: You're trying not **to drown**.

E: Trying not **to sink**.

M: Yeah.

E: Yeah.

M: Okay, so, doggy-paddling.

E: Again, this could be a noun or a verb. **The doggy-paddle...**

M: Uhu.

E: The swimming style. Or **doggy-paddling**, the verb.

M: Okay, interesting. Alright, let's take a look at our second, ah, swimming style.

E: **Breaststroke**.

M: Breaststroke.

E: Breaststroke.

M: The breaststroke.

E: It's like...

M: How's this one?

E: Well, it's sort of like swimming like a frog.

M: So you have your legs that are similar to like a frog, right?

E: Yeah.

M: And what are your hands doing?

E: Um, your hands are moving in front of you together.

M: Uhu.

E: Then out towards the side.

M: Okay.

E: So...

M: So you're kind of doing like circles.

E: Yeah, half-circles.

M: Half-circles.

E: Uhu.

M: Okay, **breaststroke**.

E: Yeah.

M: But you get kind of tired when you swim like this, right?

E: Yeah, maybe, yeah.

M: Uhu.

E: Yeah.

M: Now, let's take a look at our third word, **backstroke**.

E: Backstroke.

M: Backstroke.

E: Backstroke.

M: So, this one's pretty easy. Backstroke, you are...

E: Lying on your back.

M: You're lying on your back.

E: In the water.

M: Uhu, and you're kicking your feet as well.

E: Yep.

M: But, what're your hands doing?

E: They going behai... back behind you, see? I'm doing it now, you see?

M: Hehe. Alright, if you guys could be here in the studio you would see Erica doing her backstroke.

E: Yeah, I'm pretty good at it.

M: Yeah. Hehe. Okay, so let's listen to this dialogue again, and then we'll come back and look at some great phrases.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, we have some really good phrases related to swimming...

E: Uhu.

M: And water.

E: Yep.

M: Okay, let's take a look at these in "**fluency builder**".

Voice: Fluency builder.

E: Alright, the first one, I love this phrase, um, **take a dip**.

M: Take a dip.

E: Take a dip.

M: So, if I say, **I'm going to take a dip...**

E: You're going to have a quick swim.

M: A quick swim.

E: Yep.

M: So you can take a dip in the pool.

E: Yep.

M: In the lake.

E: In the ocean.

M: In the ocean. Even your... in your bath-tub, right?

E: No.

M: No?

E: No, it's just for swimming.

M: Hehe.

E: Unless your bath-tub is really really really big.

M: Alright, so, not for the bath-tub, but for swimming.

E: Yep.

M: Okay. Now let's take a look at our second phrase, **for a little while**.

E: For a little while.

M: For a little while.

E: For a little while.

M: This is really common, I use this a lot.

E: Yeah, me too, I probably use it five hundred times a day.

M: Hehe. Okay, so let's listen to some examples with **for a little while** and then we'll come back and explain it.

Voice: Example one.

A: I'm tired, I just going to sit down for a little while.

Voice: Example two.

B: It will only hurt for a little while.

Voice: Example three.

C: *Do you want to play tennis for a little while?*

E: So it means for a short time.

M: For a short time. And you can change it, right? You can say "Oh, I'm going to play **for a little while**".

E: Yeah, or "I'm going to sleep **for a little while**".

M: Aha, for a short time.

E: Yep. Alright, so if learners use this phrase, um, I find it sounds really really great, cause it's... it's not something that students normally use.

M: Yeah, I guess a student wouldn't really use this phrase normally.

E: Yeah, so, guys, use it, cause you'll sound awesome.

M: Yeah, you'll sound really really fluent. Okay, and let's take a look at our last phrase, **straight towards**.

E: Straight towards.

M: Straight towards me.

E: Straight towards.

M: Okay, so **straight** means directly.

E: Right, **in a line**.

M: In a line, not going anywhere else but directly.

E: Yeah, not **moving side to side**.

M: And **towards** is in that direction.

E: Uhu.

M: So, the shark was coming straight towards me, it's coming directly **at** me.

E: Moving in a line, and not moving side to side.

M: Okay, so can you give me another example of how you would use **straight towards**?

E: "Watch out! There's a car coming **straight towards** you!"

M: Okay, directly towards you.

E: Yeah, or maybe, um, when I get home from work I go straight towards the fridge.

M: Really?

E: Yes.

M: I believe this.

E: Hehe.

M: Alright, so, **straight towards**, directly. Okay, so we've looked at a lot of great words, really good phrases, let's listen to this dialogue one last time and then we'll come back and Erica's gonna tell us a really great story about boat.

DIALOGUE, THIRD TIME

E: Alright, well, Marco, I was telling you, um, that I used to spend every summer on the lake.

M: Uhu.

E: Um, and my family had a really small house on a small island.

M: Uhu.

E: And the my cousins had another small house on another small island.

M: Okay.

E: So our families are really close and we used to go to one house for dinner one night and another house to... dinner...

M: Uhu.

E: The next night. So, everyone was over at my cousins' house except for my grandfather.

M: Uhu.

E: Um, and, so, he was thinking: okay, it's late, maybe I'd better go pick up my wife and see what's going on. So, he goes into the boat. It's dark.

M: Okay.

E: There's no light on the boat.

M: Uhu.

E: He's driving straight towards the island when suddenly my... my cousin in his boat drives directly into my grandfather.

M: Hehe. So, they crashed.

E: They crashed.

M: Two boats crashed in the lake.

E: Yeah, and then my... my grandfather's boat flipped over, turned **upside down**.

M: Wow.

E: And he fell in the water.

M: Da... wha... but he was okay, right?

E: Yeah, he was okay, but, um, you know what, he was really angry about this.

M: Hehe. And the boat?

E: The boat stayed in the water and, you know, the... the m... engine fell down to the bottom.

M: Aah.

E: So, we had to go the next morning to get the boat, and we actually had to, um, hire some **scuba divers** to go to the bottom of the lake to get the engine.

M: Wow.

E: Yeah, um...

M: I imagine your grandpa was pretty angry.

E: Yeah, he tells the story, um...

M: Every year.

E: Yeah, exactly.

M: Hehe.

E: Um, but you know what, I... I've got a million of these crazy lake stories, cause my family, just...

M: It always happens.

E: Yeah, um, yeah.

M: Hehe, alright guys, well, do you have any crazy stories or any stories related to boats or to swimming?

E: Or to shark attacks?

M: Or shark attacks.

E: Yeah.

M: Ah, so come to our website englishpod.com, leave your stories, share with us and also if you have any doubts or questions Erica and I are always there to answer.

E: Well, we're out of time for this lesson, but, um, until next time... Good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're gonna be bringing you the second part of our **job interview** series.

E: That's right, so this is an advanced lesson and we're gonna be talking about educational background and experience.

M: Right, so, in the first part we saw preparing for a job interview. Now we're at the job interview and we're just gonna be talking about your educational background and your job experience.

E: That's right and the language we're gonna learn is gonna focus mostly on these two areas.

M: Okay, perfect. So, let's take a look at some of the difficult words before we listen to the dialogue in "**vocabulary preview**".

Voice: Vocabulary preview.

E: Alright, so, we're gonna talk about a few common words that have to do with education. Now, the first word we... I think we... we might know this one but there's a little trick to it, so the first one is **major**.

M: Major.

E: Major.

M: So, yeah, I guess everyone knows what a major is, right?

E: Yeah, it's the... the main subject that you study in university.

M: Right, so you can study business as a major or...

E: History.

M: Exactly.

E: Yeah.

M: So, but you can also use it as a **verb**, right?

E: That's right, I majored in history.

M: Majored **in**.

E: Uhu.

M: So, usually it's followed by the proposition **in**.

E: Yes, always, in fact.

M: Okay.

E: When used as a **verb**. I majored **in** science.

M: I majored **in** business.

E: Yes.

M: Okay, so, you can say, my major **is** business administration or history **or** you can say I majored **in** business.

E: Yeah, and the same pattern applies to **minor**.

M: Okay, so minor, this is really interesting, because this is more common in English speaking countries, right?

E: That's right.

M: So, what exactly is a minor?

E: Well, just like your major, but smaller.

M: Hehe. Okay, so...

E: So, if... if you major in History, maybe sixty percent (60%) of your classes are in History and you minor in French, maybe thirty or forty percent (30-40%) of your classes are in French.

M: So, basically, you can have two subjects in your degree, you can have a major in Business with a minor in, ah, Art.

E: Yes.

M: Okay...

E: Yeah.

M: That's interesting.

E: Uhu. Alright, and another two simple words... a **bachelor's degree**.

M: Bachelor's degree, okay.

E: A bachelor's degree is what you get after s... going to university for four years.

M: Okay, so, a bachelor's degree, after four years you get that.

E: Yeah.

M: After that you get a **master's degree**.

E: Right, so, that's another two years after your bachelor's degree.

M: Okay, and I guess a master's is more focused on an area, right?

E: Yes, more specialized.

M: More specialized.

E: Uhu.

M: And then the highest degree you can get is a **PhD**.

E: Exactly.

M: Which is a **Philosophy Doctor**, right?

E: Aha.

M: But you're not actually getting a degree in Philosophy.

E: No, it could be in, um, International Relations.

M: Okay, but this is really hard to get.

E: Yeah.

M: You have to go to school for another five or six years, right.

E: Yeah.

M: And it's a lot of research and not many people have it.

E: Yeah. Anyway, some simple words, um, but you know what, it's... it's quite unique to the English speaking world, this system ??? so we bring it to you now.

M: Yeah, perfect. So now let's listen to this guy who is at an interview and he's gonna be talking about his education and work experience.

DIALOGUE, FIRST TIME

E: Well, those were some pretty good answers, ah, to those questions, but... I don't know, Marco...

M: There was a little awkward moment, I don't know if you guys heard it, ah... natural body... what's...

E: Functions.

M: Functions. Hehe.

E: Yeah.

M: So...

E: Oh, dear...

M: Well, making the interview a little bit more interesting, right? It doesn't have to be boring.

E: Exactly, but what is really interesting is some of the language he used to describe his educational background and work experience, so let's look at that now in "**language takeaway**".

Voice: Language takeaway.

M: Okay, so in language takeaway today we have seven words that we wanna focus on before we give you some tips about doing well on a job interview. So, let's take a look at our first word, **course of study**.

E: Course of study.

M: Course of study.

E: A course of study.

M: So, ex... what is a course of study exactly?

E: Basically, it's like a plan of study.

M: Uhu.

E: Or a path of study.

M: Okay, so, his course of study was...

E: Business Administration.

M: Exactly, so that is his course of study.

E: Uhu.

M: Now, let's take a look at our second word, **track**.

E: Track.

M: Track.

E: Track.

M: So, he said he wanted to gain some practical **marketable** skills, that the information management track provided.

E: Exactly.

M: So, what does he mean by this track?

E: Again, basically if the track of study is... is like the path of study.

M: Okay.

E: So, the direction of your study.

M: Okay, so I guess it would be like think of a train...

E: Uhu.

M: Ant the **train tracks**, right?

E: Exactly.

M: Where the train travels. So, that's where it's taking you, that's the path at he followed or you should follow or you want to follow.

E: Yes.

M: Okay, that's pretty interesting.

E: Uhu.

M: Now let's take a look at our third word and it's a really nice **conjunction**, **hence**.

E: Hence.

M: Hence.

E: H-E-N-C-E, hence.

M: Hence, so it sounds fancy, ah, but it's..

E: Yeah, ah, not simple.

M: What does it mean?

E: So.

M: So.

E: Therefore, yeah.

M: Right. So you can use it as a **conjunction** between two ideas.

E: Uhu.

M: So, he said... what would be an example of how you could use **hence**?

E: You could say "the economy is doing poorly, hence, people are losing their jobs".

M: Okay, hence, so, therefore, **in consequence**...

E: Right.

M: So.

E: Exactly.

M: But it just sounds a lot more like professional.

E: And formal.

M: Formal.

E: Yeah.

M: Okay, so try and use this **conjunction hence**, right? Instead of saying so, therefore.

E: Yep.

M: Use it. Okay, our fourth word.

E: **Pursued.**

M: Pursued.

E: He pursued a master's.

M: Okay, so, to pursue.

E: To **chase after** something. [NOTE: another one **chase around after** *someone* or *something* = to look here and there for something or to seek someone or something in many different places]

M: To chase after.

E: Auh!

M: Hehe. So you can pursue a master's degree like he did.

E: Yes, you can pursue a promotion.

M: A dream.

E: Uhu, nice one.

M: Can you pursue a girl?

E: Yes, you can.

M: Alright, so, pursue, to chase.

E: Yes.

M: Okay. Now let's look at our next word, **strive**.

E: Another great word you can use when talking about your experience. To strive is to try really hard.

M: To try really hard.

E: Yeah.

M: Okay, so, I know we have some examples for strive.

E: Yeah, let's take a listen.

Voice: Example one.

A: At our company we're always striving to improve our services.

Voice: Example two.

B: He really strived to get a new job and his work paid off.

M: Okay, great examples, well, strive, to fight, to try really hard.

E: Yep.

M: Alright. Okay, now the next word I didn't really know what it meant, so this is really interesting. **Breadth.**

E: Breadth.

M: So it's kind of like saying bread but adding a "-th" at the end.

E: Yeah.

M: Bread**th**.

E: Breadth of experience.

M: Okay, so... so this basically means it's wide.

E: Exactly, so when you have a great breadth of experience you have a wide variety of experience.

M: Okay, so maybe in different fields...

E: Uhu.

M: Or at different jobs, so...

E: Yeah.

M: You can have experience like in marketing and then a little bit in finance and a little bit in management.

E: Yes, a breadth of experience.

M: Alright. Alright, and now for the last word, it's actually three-in-one.

E: A three-in-one deal.

M: A three-in-one deal, that actually they are very related.

E: Okay.

M: Right? So, when he talked about his work experience we was saying he... he **supervised** and **coordinated** the customer support team.

E: Okay so, he **watched over**, right?

M: Uhu.

E: And made things work together well.

M: To coordinate.

E: Yes.

M: So, these are really great **verbs** that you can use when you're talking about your **job responsibilities**.

E: Yes.

M: I supervised.

E: I coordinated.

M: Uhu, and he used another really great one he said, to **implement**.

E: To implement, um, to make something happen, **to put it in place**.

M: Right, so, he implemented new strategies.

E: Implemented new policies.

M: Okay, **to set in action**.

E: Exactly.

M: Alright, so a lot of great vocabulary, a lot of great stuff and... well, you can use it for when you're at a job interview.

E: Uhu.

M: So, let's listen to this dialogue again and when we'll come back we're gonna give you some tips, so you'll do well in this part of the job interview.

DIALOGUE, SECOND TIME

E: Alright, well, I wanna talk about two main things, um, and the first thing I wanna talk about is, ah, how you address this question about your educational background like wha... what is the interviewer looking to find out.

M: Okay, perfect, so when you're talking about your educational background you shouldn't only talk about your college degree, right?

E: Yep.

M: You should also talk about any type of training that you've had.

E: Yeah, I think it's really important to let the interviewer know that you're continually trying to update your skills and improve your... your knowledge, so any sort of courses or seminars that you might attend this is a great chance to highlight those.

M: And that's what the interviewer's looking for, right?

E: Uhu. Also any... any trade publications, any magazines that you read related to your job is... is a great way to sort of highlight your desire to keep learning.

M: Oh, I think it's really important because it's good that you went to a good university, you got this degree and everything, but continuously training yourself and maybe just by listening to business podcasts or... or reading specific, ah, magazines or stuff like that at... that is demonstrating that you care about what you're doing, that you're continuously learning, right?

E: Exactly.

M: Okay, so, those are the main things to talk about in your educational background. Now, when this work experience question **pops up**, what should you really say?

E: When you're answering this question I think there's something really important to keep in mind.

M: What's that?

E: You wanna make sure that you're being as specific as possible, right?

M: Right, so... giving examples of what you've done.

E: Like really specifically what you did, all of the sort of... the main achievements you have.

M: Okay, so like, for example, we saw in our dialogue that he talked about specific strategies that he implemented to improve customer support in that company.

E: Right and he... then he gave some numbers.

M: Right, he said... yeah, he lowered the **churn rate** to about five percent.

E: So, it's so important whenever you can attach a number to... to your success or your achievement, to be able to do that in the interview, um, really... really demonstrates your achievement.

M: Uhu, yeah, I think that's really important and another thing when you're talking about previous jobs is make sure you keep it on a positive note, right?

E: Yeah, yeah.

M: Even if your experience was not very good or you didn't like the company or, you know, you had problems, you should avoid talking about that and always keep it on a positive note.

E: Right, so if the interviewer asks you why you... why you wanna join this company, why you're looking to leave your... your current job, you... you wanna give these positive reasons.

M: Right, you don't wanna say "Well, because my boss was a jerk", or...

E: Yeah.

M: Or "I didn't like the company anymore".

E: Yeah.

M: You know, you should answer it with something positive like "Well, I think I need a change" or "This job opportunity is more aligned with what I wanna do in the future", etcetera. Yeah, so positive always on your interviews and just, again, prepare for these questions, that are always gonna be there.

E: Yes.

M: So, Erica, I know that you've done a lot of interviews.

E: Uhu.

M: And I understand that you've had a really weird question.

E: Yes. In an... in an interview I once got this question: "If you were a tree, what kind of tree would you be?"

M: Really?

E: Yeah, I'm not kidding, I really was asked that question.

M: What did you answer?

E: Um, I think I said that I would wanna be a **willow tree**, because they're really beautiful.

M: Hehe. Was that the right answer?

E: I... I don't know like what are you suppose to answer to that question? I really don't know what the right answer was.

M: Well, some people, yeah... they'll ask you just... I don't know, random questions...

E: Yeah.

M: Just to see what your response is. I think also maybe is just how you deal with... with, ah... with the pressure or...

E: Or with the unexpected questions.

M: Right, so it was like...

E: Yeah.

M: That is pretty unexpected, though.

E: Hehe.

M: But I guess you handled it pretty well.

E: Okay, well, I mean I got the job, so...

M: Oh, nice, alright.

E: Alright, um, I wanna know from our listeners if they were a tree, what kind of tree they would be.

M: Yeah. Hehe.

E: Hehe.

M: And also tell us about, well, your job experience or your educational background, ah...

E: Uhu.

M: Well, I know, for example, that I've had a lot of different types of job, so I've even been that person, that gets on the bus and charges people the money

E: I know, like...

M: It's... random jobs ???

E: ??? You've had **every job under the sun**.

M: Hehe. So, but it's great, so tell us what have... what's the weirdest job you've had, what the craziest or the best job.

E: Uhu.

M: Or any experiences.

E: Yes, so visit our website englishpod.com, leave your questions and comments there on the website.

M: And we'll definitely be there to answer them and we hope to see you there.

E: Thanks for listening and... Good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you a lesson that was requested by one of our listeners.

E: Yes, that's right. We got a request for a dialogue about a receptionist.

M: So, a receptionist at an office or at a hotel...

E: Uhu.

M: So, today's dialogue is simple, but we're gonna be looking at some really great phrases.

E: Yeah, phrases that will help you sound really, really professional and really fluent.

M: So, we're at an office today and the receptionist is greeting somebody that has an appointment.

E: Alright, let's see what happens.

DIALOGUE, FIRST TIME

E: Well, that's pretty embarrassing, hey?

M: It was embarrassing I... that's what happens to women when they wear **high heels**, see?

E: Actually, that happened to me last weekend.

M: Really?

E: I fell down the stairs, so my... my knees are quite blue.

M: Oh no, see? High heels are dangerous. I don't know why women wear them.

E: Well...

M: Hehe.

E: I don't know, but that's not what we're here to discover.

M: Right, okay, so, let's take a look at some of these great phrases in "**fluency builder**".

Voice: Fluency builder.

E: Well, I really liked how this receptionist used some excellent phrases to sound really professional and one thing she said was **certainly**.

M: Certainly.

E: Certainly.

M: So why did she say certainly?

E: Well, this is a nice way to respond, um, to make the other person know that you understand what they said.

M: So, Josh O'Neil said "Yes, I'm here to see Joanna Stevens. I have an appointment at four".

E: Certainly.

M: So, she is saying, I understand what you said.

E: Yes.

M: And then she said, **may I take your name**.

E: May I take your name.

M: May I take your name.

E: So, this is a nice way of saying...

M: What is your name?

E: Yeah.

M: So... now, this is really important, because if you said "what is your name", is that correct?

E: It's correct, but it's not really very...

M: Exactly, or I would say polite, to a certain extent.

E: Yes.

M: Okay.

E: So, may I take your name.

M: May I take your name.

E: You use this phrase when you're going to write down the person's name.

M: Right, so, if you meet somebody in, ah... on the street or at a bar, you wouldn't say "may I take your name".

E: No.

M: Right.

E: Unless you're going to write it down.

M: Hehe. So, usually, for an office setting where the receptionist has to write down the name.

E: Yes, alright, one more phrase, Ms. Stevens **will be with you momentarily**.

M: Okay, Ms. Stevens will be with you momentarily.

E: Will be with you momentarily.

M: Okay, so, this is really polite.

E: Yes.

M: **Momentarily**, what does that mean?

E: In a moment.

M: In a moment.

E: Soon.

M: Soon.

E: Uhu.

M: Again, she could have said **Ms. Stevens will come out soon** or **Ms. Stevens will see you in a minute**.

E: Yes.

M: But that's... again, it's not really that polite, right?

E: So, when you want to be formal, you can say **Ms. Stevens will be with you momentarily**.

M: Okay, that's a really nice phrase.

E: Alright, there's so much in this dialogue, so many great wonderful polite phrases. So, why don't we listen to it one more time, but this time slowed down?

DIALOGUE, SECOND TIME (slow)

M: Okay, so, it's pretty clear now, but there're still a couple of phrases that I would like to look at. So, why don't we look at, ah, last two sentences.

E: Okay.

M: **Ms. Stevens is ready for you now.**

E: Ms. Stevens is ready for you now.

M: Ms. Stevens is ready for you. So, when she says **ready for you**, what does that mean?

E: Prepared to speak to you.

M: Okay, so instead of saying **Ms. Stevens is ready** or **Ms. Stevens can see you now...**

E: Yes.

M: You use this great little phrase, **is ready for you.**

E: Uhu.

M: Okay, and then she said **I'll show you to her office.**

E: I'll show you to her office.

M: I'll show you to her office.

E: This is a lovely way of saying I will take you to the office.

M: I will take you to the office.

E: Yeah.

M: And she followed it by saying **right this way.**

E: Right this way.

M: Right this way.

E: So, again, walk this way.

M: Walk this way.

E: Yeah.

M: This way, please.

E: Yes.

M: Right this way.

E: It sounds... it sounds really really nice, really polite, really welcoming.

M: Right, and especially if you use it together, right? **I'll show you to her office, right this way, please.**

E: Yes.

M: Okay, so, it's a really great way of being polite to somebody at an office.

E: Now, the final useful phrase, **watch your step.**

M: Watch your step.

E: Watch your step.

M: So, watch your step. You see that everywhere on signs.

E: Yeah. Be careful.

M: Be careful where you step.

E: Yes, be careful where you're walking.

M: Okay. So, obviously, she didn't watch her step and...

E: She fell.

M: She fell. Okay, so really great phrases, let's listen to this dialogue one last time.

DIALOGUE, THIRD TIME

M: Alright, so, a really simple dialogue, but with a lot of good phrases in there and it's also a good review for more advanced students, right?

E: Yeah, remember like these phrases can really help you sound more professional, more welcoming, more polite, basically.

M: Okay, so if you have any questions or doubts, please come to our website [englishpod.com](https://www.englishpod.com)...

E: And Marco and I are always around to respond your questions and comments.

M: Okay, guys, so will see you there and until next time it's...

E: Good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you again the great series **I'm sorry I love you, Part Six**.

E: The newest installment in the **EnglishPod** soap opera.

M: Hehe. Drama, romance...

E: Love, tragedy.

M: Hehe. All of it here at **EnglishPod** and... and in our series. So, today we have a really great dialogue.

E: I... I... I just can't believe what's happening here.

M: Hehe.

E: But before we get into it, we need to preview one word.

M: That's right, so let's take a look at it in "**vocabulary preview**".

Voice: Vocabulary preview.

E: Well, we're gonna preview this word, **sleeping with**.

M: Sleeping with.

E: Sleeping with someone.

M: Sleeping with him.

E: Yes.

M: So, it seems pretty easy, I mean sleeping with, that just sounds like you are in bed with somebody.

E: Yeah, but you are doing a little bit more...

M: Hehe.

E: Than sleeping.

M: Alright, so... so in English this phrase actually means that you are **involved with someone** and have an intimate sexual relationship, right?

E: Yes, you are in a relationship with someone and you are having sex.

M: Exactly, so be careful how you use it, because I know that sometimes you wanna translate and just say, well, they're in the same bed together, but it's not that they're having sex.

E: Right, so most of the time in English the phrase **sleeping with** means sex.

M: Right, okay, sleeping with, be careful.

E: Okay, well, let's find out why are we talking about sleeping with?

M: Hehe. Well, obviously, somebody is sleeping with somebody, so let's listen to the dialogue and then we'll come back and talk about [it].

DIALOGUE, FIRST TIME

M: Scandal, again.

E: Oh, these... poor Veronica and Steven, I just... I don't know how their relationship could get more complicated.

M: It's amazing they're having an amazing, ah, adventure in their love life.

E: I'm sure glad my love life looks nothing like this.

M: Hehe. Alright, so, we saw some really great words, so let's take a look at them in "**language takeaway**".

Voice: Language takeaway.

E: The words we're looking at now are about feelings.

M: Uhu.

E: And, so let's take a look at the first one, **confess**.

M: Okay, confess.

E: To confess.

M: To confess. So, confess, what does that mean?

E: When you confess something, you... you tell a secret that you've been hiding.

M: Okay, so, that's pretty easy. So, you have a secret and you wanna tell it to someone, so you are confessing.

E: Yeah, and it's usually something negative.

M: Negative...

E: Uhu.

M: Oh, Okay.

E: So, Marco, I confess that I stole five dollars from you.

M: Oh, you did?

E: Yeah, sorry.

M: Ah, okay... no wonder my wallet was lighter.

E: Hehe. Yeah.

M: Alright, so, confess.

E: Uh.

M: I shall not forgive you for this.

E: Hehe. Oh, no.

M: Alright, let's take a look at our next word, **overwhelmed**.

E: Overwhelmed.

M: I'm overwhelmed.

E: So, when I am overwhelmed, I am filled with emotion.

M: Okay, with emotion.

E: Uhu.

M: It can be good emotions and bad emotions, right?

E: Yeah, but you just... you feel too much. That's like you're... you're... you're going to explode.

M: Okay, I'm overwhelmed with joy.

E: Yes, or I'm overwhelmed with work.

M: And I'm overwhelmed with jealousy.

E: Like this guy.

M: Right, and that's our third word.

E: **Jealousy**.

M: Jealousy. So, this is interesting because jealousy is the **noun**.

E: That's right, it's the feeling...

M: Of being **jealous**.

E: Wh... which is the **adjective**.

M: Which is the adjective. So, what does it mean when you are jealous?

E: It means that you... you see somebody and you want what they have.

M: Okay, you want what they have.

E: Yeah, so in this case the doctor is **jealous of** Veronica's boyfriend, sh... because the doctor wants Veronica.

M: Okay, jealous.

E: Uhu.

M: So... so, Erica, are you a... are you a **jealous wife**?

E: Um, I don't know, maybe a little bit.

M: A little bit.

E: But I've never gone **to the extent of** telling someone that they're pregnant, when they're not.

M: Hehe. Alright, jealousy. Okay, and let's take a look at our next two words which are actually kind of insult, right?

E: Yeah, they're not very kind words at all.

M: Okay, but you gotta learn them anyways.

E: Yeah.

M: Okay, let's take a look at this one, **jerk**.

E: Jerk.

M: He is a jerk.

E: J-E-R-K, jerk.

M: Jerk. So, what does it mean if someone is a jerk?

E: A stupid and mean person.

M: Hehe. **As plain and simple as** that.

E: Yeah.

M: Stupid and mean. So, can a woman be a jerk?

E: It's mostly male, but now it's becoming more common to... to use with women as well.

M: Okay, so, I can say **he is a jerk** or **she is a jerk**.

E: Yeah, but it is more common for men.

M: Okay, and now let's take a look at our last word, **you lying bastard!**

E: Bastard.

M: Bastard.

E: Bastard.

M: Wow, this is pretty strong as well.

E: Yeah, you gotta be careful about this one.

M: Okay.

E: This one is almost a swearword.

M: Hehe. Almost.

E: Yeah.

M: It sounds like **on the line**. [NOTE: meaning on the line between being a swearword and not being a swearword]

E: Yeah.

M: So, what does it mean if you call someone a bastard.

E: Well, literally it means your mother and father were not married when you... when you were born.

M: When you were born.

E: Uhu.

M: Exactly. So, it is a pretty big insult.

E: Yes.

M: A little bit, I guess...

E: But... but it doesn't really really mean that your mother and father...

M: Right.

E: Weren't married.

M: Right.

E: It just...

M: But you're...

E: It means that you are a jerk.

M: You're a jerk, you're really...

E: You're mean.

M: Big jerk.

E: You're mean person, a really mean person.

M: So, jerk isn't as strong as a bastard.

E: Yes.

M: Right?

E: Bastard is stronger.

M: Okay, so, you gotta be careful when you throw that word in there or how you would use it and again it's for men, right? Not for women.

E: Yeah, you can't use this word with women.

M: Okay, that's...

E: There's another one out there, but that will have to wait for another **EnglishPod**.

M: Hehe. Well, apparently all of these words are just for men, what did we do wrong?

E: I... Marco, I can't begin to tell you.

M: Hehe. Okay. Okay, so let's listen to our dialogue again and then we'll come back and look at some great phrases.

DIALOGUE, SECOND TIME (slow)

M: Alright, so, great stuff, jerk, bastard, all that good words going around.

E: But we've got... also got some amazing phrases, so why don't we take a look at those now in "**fluency builder**".

Voice: Fluency builder.

M: Alright, so in fluency builder today we have three great phrases, let's take a look at the first one. **Bun in the oven**.

E: A bun in the oven.

M: A bun in the oven.

E: Okay, this is obviously an idiomatic phrase, right?

M: Right. Well, it could be literal as well, right?

E: Like you could actually have a piece of bread in your oven.

M: Right, **bun** is a piece of bread.

E: Yeah.

M: In the oven, but in this context we're not using it.

E: No, um, it means you're pregnant.

M: You're pregnant, so the **baby** is the **bun**.

E: Yeah, and the **oven** is your **stomach**.

M: Right, so, you say "She has a bun in the oven".

E: Yes, she's pregnant.

M: She's pregnant, okay. It could be difficult to understand if you don't really, ah, have the explanation, right?

E: Yes.

M: You wouldn't... you would say "What? She has bread in the oven?"

E: What? Yeah, a bun in the oven.

M: Okay, now let's take a look at our second one. **Couldn't help myself**. [NOTE: another one - **can't help but**; for example, we can find this phrase in **President Obama's Inauguration Speech**: "we **cannot help but** believe that the old hatreds shall someday pass"]

E: I couldn't help myself.

M: I couldn't help myself.

E: So, when you can't help yourself, you can't control yourself.

M: Right, you... you did something, be... but you couldn't control it.

E: You couldn't stop it.

M: You couldn't stop it. Okay, so let's listen to some examples of how you would use **I couldn't help myself**, because i... it's a phrase that you can use in many different ways, right?

E: That's right, let's listen.

Voice: Example one.

A: I just couldn't help myself when I saw your car I just had to buy it!

Voice: Example two.

B: I'm sorry I couldn't help myself, I just started laughing.

Voice: Example three.

C: The cake was so good I couldn't help myself I ate it all.

M: Alright, perfect, couldn't help myself, easy.

E: Now, the doctor, he couldn't help himself from lying to Veronica.

M: Uhu.

E: Because he was angry that her boyfriend Steven came into the picture.

M: Came into the picture.

E: To **come into the picture**.

M: Okay, so, what does it mean when somebody comes into the picture?

E: Well, basically, you appear in somebody's life, you come into somebody's life.

M: So imagine that, your life is a picture...

E: Aha.

M: And somebody **all of a sudden** comes into it, so...

E: They come into the picture.

M: Come in...

E: They come into your life.

M: Come into your life.

E: Yes.

M: So, he's angry that Steven appeared into Veronica's life and they're in love and all that stuff, right?

E: Yeah, alright, well, these are some great phases and why don't we listen to them again in context, so let's listen to the dialogue.

DIALOGUE, THIRD TIME

M: Okay, so, Veronica's not pregnant, that was a close one.

E: Yeah.

M: Okay.

E: Phewh, hoo.

M: A... actually they're not married, so this is a very controversial topic, right?

E: Yeah.

M: Being **knocked up**.

E: Yes, nice phrase.

M: Nice phrase.

E: So... there's a lot of interesting phrases and, um, an... and ways you can talk about pregnancy, so if you're knocked up, you are pregnant.

M: Right, so, you could hear that in movies. It's not really...

E: Yeah.

M: I would say, a proper way of saying.

E: No, it's not that polite.

M: Right.

E: Because it... it... it gives you the idea that it was a mistake.

M: Right.

E: Uh.

M: So, you would say **she got knocked up**.

E: Yes, another common phrase is, um, **preggers**.

M: Preggers.

E: Yeah.

M: I heard this is, ah, more Australian, right?

E: Uh, she's pregrous, so she's pregnant.

M: Aha. So, it's actually a pretty interesting topic, I know that, for example, in Latin America if a girl that's maybe in her early twenties...

E: Uhu.

M: Gets pregnant accidentally by her boyfriend...

E: Aha.

M: Usually the family is expected them to get married.

E: Really?

M: Yeah, so, it's kind of like should they get married, should they not...

E: So, there's a lot of pressure.

M: A lot of pressure, but it's different in other countries, right?

E: Yeah. So, I d... I don't know for you guys, wha... what's it like in... in your country, where... where you live. Is there pressure on the... the guy and the girl to get married? I mean should Steven and Veronica get married in this situation?

M: Or what about just living together?

E: Yeah.

M: Or as they say **living in sin**, right? [NOTE: **Living in sin** = Living together without official marriage]

E: Living in sin.

M: Hehe. Living together, living in sin.

E: Yep.

M: So, is it okay to just live together with your... girlfriend or should you get married before?

E: Uhu.

M: This is the controversial topic, so we'll have a lot of different opinions, but it should be interesting.

E: Yes, so visit our website and tell us what you think, englishpod.com.

M: Alright guys, we'll see you there.

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And we're bringing you the final lesson of our **job interview series**.

E: That's right. And in this lesson we're gonna be focusing on two very very common, but sometimes difficult questions.

M: Okay, so, we've talked about preparing for the job interview in **Part One. Part Two**, we talked about educational background and work experience. And in **Part Three** what are we gonna be looking at?

E: We're gonna be looking at two questions. **Why we should hire you?**

M: Uhu.

E: And **your greatest weakness**.

M: Okay, so these are the classic, common questions that you'll get at a job interview, right?

E: That's right. So, why don't we just get started and we'll take a listen to the dialogue and see how our interviewee handles these questions.

DIALOGUE, FIRST TIME

M: Well, our interviewee is doing very well, but I think he had a little bit too many, ah, beans or chili.

E: Oh my god. Like this is probably the most embarrassing thing I can think of.

M: But he doesn't say anything, so I don't know h... maybe he should've said, **oh, pardon me**, excuse me or something like that.

E: I don't know.

M: I don't know, it's a controversy.

E: Yeah. Okay, but what isn't a controversy is the language, cause there's some great stuff in here.

M: Alright, so let's take a look at the language in "**language takeaway**".

Voice: Language takeaway.

E: Alright, we've got some great phrases and words for you to use when you're talking about what sort of benefits and skills and experience and expertise you can bring to a company.

M: Okay, the first thing that he said and... a... a very interesting word, he said, **technical acumen**.

E: Technical acumen.

M: Acumen.

E: Acumen.

M: This is a really hard word. What is **acumen**?

E: It's basically **insight** and understanding and the ability to, um, make good and difficult decisions.

M: Okay, so, yes, a very strong technical acumen.

E: So, a strong insight or understanding of technical issues.

M: Okay, or I can change it and maybe say "I have a very strong **business acumen**".

E: Exactly, these are the two most common ways that this word is used, **technical acumen**, **business acumen**.

M: Okay, great. Now let's take a look at another word, which is very interesting, cause everybody knows it.

E: Yes.

M: **Excel**.

E: Excel.

M: Excel.

E: Excel.

M: Now, excel is, of course, the **software** that you use, right?

E: Yeah, but here it's a **verb** meaning to be really really good at something.

M: Right, to be the best maybe.

E: Yeah.

M: **To** excel **at** something.

E: Yes, so I excel at cooking.

M: Alright, so, excel.

E: Yeah.

M: You are the best.

E: I mean, that's not really gonna help me at a job interview, but...

M: But.

E: The next word might.

M: Hehe. **Head.**

E: Head.

M: Well, in the dialogue we heard it as **headed**, in the **past**, right?

E: Yeah, that's right. He headed the customer support department.

M: So, I think this is very a great... I think this is a great word to use when you're saying, I was the **leader**.

E: Uhu.

M: I was the main person **in charge**. [NOTE: **in charge** = responsible; "call the shots"]

E: Yeah, the **manager**.

M: Uhu.

E: So, this is a nice **verb** to use, um, to show that you are leading something.

M: Okay. Okay, now for the next word. **Struggle.**

E: To struggle.

M: Struggle.

E: Struggle.

M: So, what does struggle mean?

E: It means that you have difficulty doing something.

M: So, i.. it's... it's hard for you.

E: Yeah, yeah, yeah.

M: For, example, when I was in school, I struggled with **math**.

E: Okay, and now I struggle with Chinese.

M: Hehe. Exactly, so, to have a hard time.

E: Yeah, why don't we hear couple of examples of how this word is used?

Voice: Example one.

A: We're really struggling to reach our sales target.

Voice: Example two.

B: Yeah, to be honest, um, I do struggle with time management.

Voice: Example three.

*C: The teacher **farted** in class and I really had to struggle not to laugh.*

M: Okay, so, great examples, let's g... move on to our next word, **punctuality**.

E: Punctuality.

M: Punctuality.

E: Punctuality.

M: Okay, so, to be punctual...

E: It means to be on time always.

M: Always. So, punctuality would be the **noun form**.

E: Right, so, um, the... the condition or the state of always being on time.

M: Right, so, punctuality.

E: So...

M: To be punctual.

E: Yeah, and our interviewee **struggles with punctuality**.

M: Right, like me. Hehe.

E: I guess you guys... I guess guys have something in common.

M: We do. Now, he has a problem with punctuality, but he said he has **addressed this weakness**.

E: Yes, to **address**.

M: Address.

E: Address.

M: Now, if you noticed it's spelled the same way as **Address**.

E: That's right.

M: But you pronounce it differently.

E: To the **verb** address has the str... the **stress** on the second **syllable**.

M: Okay, **addrEss**.

E: Yes.

M: And that means to...

E: Deal with.

M: To **deal with** the problem.

E: Yeah, to s...

M: To... to **acknowledge** the problem.

E: And **to try and solve it**.

M: And to try and solve it.

E: Uh.

M: Okay, so different from your **home address**, where you live.

E: Yeah, and there the **stress** is on the first **syllable**.

M: **Address**.

E: Right.

M: Perfect. Very good. Okay, so let's listen to this dialogue one more time and then we'll come back and talk about these two questions, **greatest weakness** and **why should we hire you**.

DIALOGUE, SECOND TIME

E: Alright, Marco, well, this classic question **why should you... we hire you**, I think you'll hear it in many many different interviews. And how did he deal with it here?

M: Well, the first thing that he said is very very important, because they're asking you **why**, so your immediate reaction with... would be to answer with **because** or **I think that**, but... there's a different way of approaching it, which is a little bit more professional. He said, **I think that I would be a perfect fit in this company**.

E: I think I would be a **perfect fit** in this company.

M: That's how he started his answer and then he explained why.

E: So, this sounds really strong, doesn't it?

M: Yeah, basically it just makes you seem to be very confident and puts you like you are already part of the company.

E: Uhu.

M: Uhu

E: So, this is a great way to **start off** this question, but you gotta **follow** this **up** with some information. So, what kind of information should you be giving?

M: Well, like we talked about in your work experience the same thing goes here. What do you have to offer to this company? What special skills or insights or experience can you bring that would help us?

E: Yeah, that nobody else can bring.

M: Exactly, so, again you have to start talking about your strengths and your previous experience but with examples, right?

E: Very very specific examples and whenever you can **throw in** some numbers or some specific, ah, successes that you have had. [NOTE: **throw in** = add; insert]

M: Exactly, and... once you've talked about these things you can **close off** this answer by saying "**Given the opportunity**, I could bring this kind of success to this company".

E: Given the opportunity, I could bring this kind of success to this company.

M: So, that is just like a magical sentence, saying like "If you give me the chance, I will demonstrate how good I am and how I can help this company".

E: Yes, an... a really really strong **closing argument**. [NOTE: **closing argument** refers to **close of argument**, which means to stop any debates about a given topic; also it's like **closing (final) speech** in the court]

M: Yes, so, that's the way you should **more or less** approach that question, right?

E: Alright, but let's turn now to the classic classic question, **your greatest weakness**.

M: What is your greatest weakness?

E: Uh.

M: When you get this question, be sure to not say "My greatest weakness is I work too much".

E: "My greatest weakness is I'm a **workaholic**".

M: Right, or... what was it? Oh... or I'm **perfectionist**.

E: Yeah, these... we can **see** right **through** these. [NOTE: **see through** *something* means to **discern**; to perceive the true nature of something]

M: Right.

E: I mean th... they too obvious and they too... they too silly, I mean everyone has a weakness, so don't try and turn it around in to a strength. I just don't think that's a good idea.

M: Okay, so, yeah, be sure to stay away from these answers.

E: Uh.

M: But you can say anything like in this case he has a problem with being on time.

E: Yep.

M: So, be honest, say what one of your greatest weaknesses are, but the key to making this weakness look good is saying what you're doing to solve this weakness.

E: Exactly, so... so really be truthful, tell...

M: Right.

E: Tell the interviewer what you're not good at, cause... cause you... there's obviously something that you're not good at.

M: Exactly, so, you can say, "I'm usually late, but I'm getting more organized, I'm doing the seminar, I, you know..."

E: Yep.

M: Let the interviewer know that you're trying to improve this weakness.

E: Exactly.

M: And be sure to also think about your strengths, right?

E: Yeah, be prepared to answer the question **what is your greatest strength**.

M: Aha, so, and again when you're talking about your strengths, be sure it's something more specific than saying, "Oh, I'm very responsible".

E: Yeah, um, you... you wanna be, um, as specific as you can and again give those examples, give those... give those successes, give those numbers.

M: Right, exactly, so think about your weaknesses, think about your strengths. If you don't know them ask people to... ask your colleagues, ask your friends "What do you think is my **greatest strength**?" Maybe you're a funny person, that's a strength.

E: Yes.

M: Okay.

E: Well, remember there's... there're three parts to this **interviewing series** and you can find them on our website at englishpod.com.

M: Right, come to our website englishpod.com, you can look at all of these three lessons and I hope they're really helpful and, of course, if you have any questions or comments or maybe you'd like a little bit more of this interview series, let us know.

E: Alright guys, well, thanks for listening, good luck in your interviews and until next time... Good bye!

M: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're gonna be bringing you a great lesson about "**calling the office**".

E: Yep, that's right. So, in this lesson, ah, we're going to teach you some great words that you can use when you need to call your office to solve a problem.

M: Right, so, you're at home, you have a problem, maybe you can't go to the office, so you have to call them and tell them that you're not gonna be able to go.

E: Yes.

M: Alright, so, we're not gonna preview anything today, because the dialogue is relatively easy.

E: Uhu.

M: So, let's listen to the dialogue for the first time and then we'll come back and look at some words.

DIALOGUE, FIRST TIME

M: Alright, so, a pretty easy dialogue, right?

E: Yeah, pretty simple.

M: Alright, so, there're a couple of words that we wanna look at. So, let's start with "**language takeaway**".

Voice: Language takeaway.

E: Alright, well, today we're looking at three interesting words. The first one is **ooflay**.

M: Ooflay.

E: Ooflay.

M: Ooflay.

E: Marco, what is the ooflay?

M: Alright, so, when you have the ooflay, it means that you're sick, you have, um... it's very similar to a cold.

E: Right, but just worse, right?

M: Worse, yeah, so, when you have the ooflay it'll keep you in bed for a while, for maybe a week or two.

E: So, you have a fever, um, your... your body is hurting.

M: Yeah, yeah, yeah.

E: You just... you're really sick.

M: Yeah, you're really sick.

E: Okay.

M: So, **ooflay**.

E: Alright, well, what about our next word?

M: Well, actually, the next word is, ah... is a phrase that you can use when you're calling the office. **Alling-cay in ick-say**.

E: Alling-cay in ick-say.

M: Alling-cay in ick-say.

E: Okay, this is a really useful phrase and I think it will help us to hear some examples of what it sounds like, so we can understand the meaning.

Voice: Example one.

A: ???.

Voice: Example two.

B: ???.

Voice: Example three.

C: ???

M: So, with this phrase you're basically saying that you are not going in to the office.

E: Exactly.

M: So, let's take a look at our last word for language takeaway. **Eecover-ray**.

E: Eecover-ray.

M: Eecover-ray.

E: Eecover-ray.

M: Okay, so, it's a pretty simple word. Eecover-ray means...

E: To get better, to start feeling healthy again.

M: Okay, so kind of to recharge your batteries.

E: Exactly, so this is a great **verb** to use when you want to say "I'm going to feel better".

M: Okay, eecover-ray.

E: Uhu.

M: So, some really great words, some, ah, really interesting phrases. Well, let's listen to this dialogue again and then we'll come back.

DIALOGUE, SECOND TIME

E: Alright, Marco, have you ever found yourself in the situation like this?

M: Well, um, yeah, a couple of times that I haven't been able to really **make it** to the office...

E: Yeah.

M: And I had to call... So, yeah, I would have to call and tell them that I'm not gonna make it or maybe that I'm gonna be a little bit late.

E: Alright, well, um, yeah, it happens to all of us and you... now you guys have all of this useful language next time you face this problem.

M: Exactly, so, if you have any questions or comments, be sure to visit our website englishpod.com.

E: And Marco and I are there to respond your questions and comments, um, as well there're also lots of other great lessons for you to check out on the website.

M: Exactly, so, be sure to check out some of our first lessons, I'm sure you'll find them useful as well.

E: Yes.

M: Okay.

E: Well, thanks for listening everyone. And until next time...

M: Bye!

E: Bye!

M: Hello English learners! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you another great lesson about sports, part of our **sports series**.

E: That's right and in this lesson we are talking about maybe the world's most favorite sport.

M: Right, one of the most popular sports in the world, **soccer**.

E: Uhu.

M: Or also known as **football** in other countries.

E: Yes.

M: Okay, so, before we get started with this great lesson, let's take a look at some of the words we'll find in the dialogue in "**vocabulary preview**".

Voice: Vocabulary preview.

E: We're going to look at three words here. The first word is **wingman**.

M: Wingman.

E: A wingman.

M: Now, wingman isn't really related to soccer **in any way**.

E: Okay.

M: But it's a way of referring to somebody as your "**right hand**".

E: So, your helper.

M: Your helper, your... your number one guy.

E: Okay.

M: Right?

E: So, a wingman is someone, who helps you a lot.

M: Aha, exactly.

E: Okay, our next word, **tied**.

M: Tied.

E: They're tied.

M: They are tied. Now, this is an interesting word, because **tie** can be a **noun**, **verb**, and an **adjective**, right?

E: Exactly, so, in this case "they are **tied**" it's an **adjective** meaning...

M: They have the same score.

E: Okay.

M: Uhu.

E: And **a tie** is...

M: Is a game that has ended with no winner or loser. Both of them had the same score.

E: Exactly, and so obviously the **verb** "**to tie**" is to reach the same score as your other team.

M: Exactly.

E: Alright, well, our third word can also be used as a **noun** and a **verb** and it is **foul**.

M: Fouled.

E: Fouled.

M: Okay, so, **to foul** somebody...

E: Is to do something to them that is not allowed in this sport.

M: Okay, and... so, when you do this, you have committed **a foul**.

E: Exactly.

M: Okay, so, you use it in the same way, **to foul** or **a foul**.

E: Uhu.

M: Interesting.

E: Well, we're going to hear these three words in context now. So, why don't we listen to our soccer dialogue?

DIALOGUE, FIRST TIME

M: Okay, so, Ecuador tied with Brazil in the **Two Thousand Twenty Two World Cup**.

E: Wow, Marco, I'm really happy to see that you are, ah... able to see so far in to the future.

M: Hehe. Well, I called it, so...

E: Yeah.

M: In 2022 if we do win the **World Cup**, you know who said it first.

E: Alright, do you have money on that?

M: Ah, yes.

E: Hehe.

M: Hehe. Alright, so, **apart from this** we saw some really great vocabulary in this lesson, so let's take a look at it now in "**language takeaway**".

Voice: Language takeaway.

E: Alright, we've got a lot of soccer words for you, but they're all important. So, let's take a look at the first one, **kick off**.

M: Kick off.

E: Kick off.

M: So, a kick off.

E: This is how you start a soccer game, right?

M: Right, so it's the very beginning, the referee blows the **whistle** and you kick the ball to another player. That's the **kick off**.

E: Okay, so, our next phrase, **out of bounds**.

M: Out of bounds.

E: Out of bounds.

M: Okay, out of bounds, this is a great word.

E: Uhu. So, in soccer, when the ball goes out of bounds, it goes outside the white lines, right?

M: Right, outside of the playing field.

E: Okay.

M: And you can use it in all other sports, you can use it in basketball, you can use it in, ah, tennis.

E: Or football or anything.

M: Right, so...

E: Uhu.

M: Any part that is not for playing.

E: **Out of bounds.**

M: What's our next word?

E: **Throw in.**

M: A throw in.

E: A throw in.

M: Okay, so a throw in. The ball goes out of bounds...

E: Aha.

M: How do you put it back in to play?

E: Obviously, a throw in.

M: Okay, so, you throw in the ball. That's the only time where a soccer player will actually grab the ball with his hands.

E: Alright, now, another soccer term we have here, **offside.**

M: Offside.

E: Offside.

M: Okay, so, this is a little bit difficult to explain, but just imagine, you're on the soccer field...

E: Aha.

M: And you're trying to score a goal...

E: Okay.

M: Now, you have some defenders, right?

E: Right.

M: Those are the people who are trying to take the ball away. And you pass the ball to somebody who is behind the defenders.

E: Oh, and that person is offside.

M: Exactly, so, you must be at all times in the same position as the defenders of in front of them, but you can't be **all the way** in the back.

E: Okay, so, is this a **noun** or a **verb** or an **adjective**?

M: So, this is an **adjective**, he is offside. That's his condition.

E: Okay, great.

M: Uhu.

E: Excellent explanation, Marco, thank you.

M: Alright.

E: Now, we're going to look at three different phrases for **three types of kicks** in soccer.

M: Okay, so, let's take a look at this. The first one is **goal kick**.

E: A goal kick.

M: Okay, goal kick.

E: So, who does the goal kick?

M: It's usually the **goalie** or the **goalkeeper**.

E: Alright.

M: Who... who takes the goal kick.

E: Okay, so when the goalie kicks the ball.

M: Uhu.

E: Now, what about a **corner kick**?

M: Okay, so, if the team is attacking. And the ball goes out of bounds...

E: Uhu.

M: In the back area near the goal, then they get a corner kick. They gotta kick the ball from the corner of the field.

E: This is a great chance to **score** a goal, isn't it?

M: Exactly, yes.

E: Okay, and our final kick, a **penalty kick**.

M: Penalty kick.

E: Penalty kick.

M: So, if a player gets fouled, while he is in the area near the goal.

E: Okay.

M: He gets a penalty kick, so basically it's just him... I think it's thirteen or fifteen steps away from the goalie.

E: Uhu.

M: And he gets the opportunity to score or to kick the ball.

E: So, there're no defenders or other players in the way.

M: Nobody, uhu.

E: Wow, another great chance to score a goal.

M: Right.

E: Alright, well, these are all great soccer words. I think we should hear them again in context, so let's listen this time a little bit slower.

DIALOGUE, SECOND TIME (slow)

M: Alright, so, we heard these words that we were talking about in context and now some really interesting phrases came up and this would be a good time to take a look at them in **"fluency builder"**.

Voice: Fluency builder.

E: Well, Marco, there're three great phrases in this dialogue that I wanna look at. Um, the first one **"on the brink of"**.

M: We are on the brink of.

E: We're on the brink of soccer history.

M: Okay, so, "on the brink of". What is... what exactly does that mean?

E: Why don't we hear some examples to help us understand the meaning?

Voice: Example one.

A: Look, we don't have any money. We're on the brink of going bankrupt.

Voice: Example two.

B: The two countries are on the brink of war.

Voice: Example three.

C: We're on the brink of an important discovery.

M: Alright, so, great examples "on the brink of", **at a critical point**.

E: Exactly, it means you're almost there, right?

M: Okay, yeah, very good. And what about this next phrase that I saw and it was really interesting. **No question about it.**

E: No question about it.

M: No question about it.

E: No question about it.

M: Alright, so, this is a statement, that doesn't really make much sense. Well, what am I saying, when I say "oh, no question about it"?

E: You're saying "I agree", "there is no doubt", "you're right"

M: You're right.

E: Uhu.

M: Okay.

E: Well, let's give some examples. I could say "there's no question about it, Ecuador is a great soccer team".

M: Ah, there is no question about that.

E: Hehe. Yeah.

M: Alright, so, or you can say "no question about it, our company makes the best products on the market".

E: Okay, so, really useful phrase, that you can use in sports or anywhere else.

M: Okay. And now let's take a look at our last phrase for fluency builder and it's a really good one to exaggerate a little bit.

E: Okay.

M: **By a mile.**

E: By a mile.

M: By a mile.

E: So, he was offside by a mile.

M: Right, so, the commentator is saying that he was very offside.

E: That it was really obvious.

M: Right.

E: Uhu.

M: So, you can use that also in different context, maybe not in sports.

E: Okay, so, maybe we can say "our company is ahead of all the others by a mile".

M: Right, or if you tell somebody to guess your age and they say “oh, I think you are forty two”.

E: Oh, you could say “you’re off by a mile”.

M: Right, why?

E: So you’re really really wrong.

M: Right, exactly.

E: Yeah.

M: So, it’s a way of exaggerating a little bit.

E: Yes, and saying it’s really obvious.

M: Right.

E: Uhu. Well, three awesome phrases and I think it will help us to hear them one more time. So, let’s listen to the dialogue.

DIALOGUE, THIRD TIME

M: Okay, well, as you all may know, soccer is a very popular sport especially in Latin America.

E: That’s right. And your favorite team, Ecuador.

M: Hehe.

E: Are they... Are they really this good in soccer, they’re really gonna win the **Twenty Twenty-two Cup**?

M: Well, maybe not.

E: Hehe.

M: Well, actually Ecuador has... has improved with time, but usually it’s the strong teams like Argentina and Brazil, who, ah, dominate the region, right?

E: Right.

M: Um, but yeah, hopefully we’ll make it next time.

E: Okay, well, I have my money on Ecuador and...

M: Hehe. For 2022.

E: But, yeah, not on Canada. There's no hope for us.

M: Well, Canada is doing really well now. They, actually...

E: Really?

M: Ah, beat Mexico, if I'm not mistaken.

E: Oh, actually, that's sort of... yeah, I kind of remember that now.

M: Hehe.

E: But, there's... I think there's no hope for us to beat Brazil or Argentina, one of these big countries.

M: We have the next World Cup coming up, so it's really exciting and I don't know who's gonna win.

E: Alright, well, um, listeners! Who do you think is going to win? Who is the best soccer team out there?

M: Hehe. Right, there're really good soccer teams. Although, some of the... some countries aren't really known for their soccer like Russia. You don't really hear too much soccer from Russia.

E: Really?

M: Or from China is for that.

E: I wonder how popular it is in these countries.

M: Hum, so let us know, come to our website [englishpod.com](https://www.englishpod.com), tell us how popular soccer is in your country or what team you are a fan of. I know many people like the European Cups and they're fans of, ah... ah, Barcelona or the Italian teams.

E: Well, come to the website. Marco and I are always around to answer your questions and until next time... Good bye!

M: Bye!

M: Welcome back English learners! My name is **Marco**. And I'm joined here by the lovely...

E: **Erica**.

M: And today we're gonna be bringing you another great lesson. One of the lessons that you requested.

E: Yes, that's right, actually Maxim, Maxim_s requested this one.

M: Right, ah, I think he's really into research and investigation, so, we're bringing you a great lesson about this topic.

E: Okay, so, I'm really excited to hear this dialogue all about research. So, why don't we start listening to two university professors discussing an important question?

DIALOGUE, FIRST TIME

M: Alright, so, interesting. Which came first, the **chicken** or the **egg**?

E: It's an **age-old** question, isn't it?

M: Hehe. And, apparently, they're not going to agree **any time soon**. [NOTE: **any time soon** = in the near future]

E: Alright, well, what they can agree about is this awesome language. So, why don't we take a look at it now in "**language takeaway**"?

Voice: Language takeaway.

M: Okay, on Language takeaway today we have some really great words. And this first one is really good, **irrefutable**.

E: Irrefutable.

M: Irrefutable.

E: The **data** is irrefutable.

M: Okay, so, if the professor says, that the data is irrefutable, what does... what does he mean by that?

E: He's... he's saying that "you cannot deny it", "it is really really true".

M: It is really true, "there is no way this is a lie".

E: Exactly.

M: Okay, **irrefutable evidence**, for example.

E: Yeah, that's a great phrase. Alright, so, the professor complained that Dr. Horowitz's experiment was **flawed**.

M: Flawed.

E: Flawed.

M: So, flawed. Is that an **adjective** or a **verb** or a **noun**?

E: Hm, it is an **adjective**...

M: Okay.

E: Here. Now, when something is flawed, there is a problem with it, right?

M: Okay, so, it has...

E: Is a Mistake.

M: An error.

E: Yeah.

M: Okay. So, this adjective is a way of saying that his experiment has **a flaw**.

E: A mistake, exactly.

M: A mistake. So, **flawed** is the **adjective** of a **flaw**.

E: Right.

M: Okay.

E: Now, the reason that his study or his experiment was flawed is because that it was not **systematic**.

M: Systematic.

E: Systematic.

M: So, systematic, that's an interesting word.

E: Uhu. Now, I think we can recognize the word **system** in here, right?

M: Uhu, right.

E: So, when something is systematic, it follows a process.

M: A certain order.

E: Yes, a certain system.

M: Right, so that's basically what systematic means "to follow a certain order", "to be more organized", right?

E: Exactly, yeah.

M: Okay. And what about our next word?

E: **Preposterous.**

M: Preposterous.

E: Preposterous.

M: **That is preposterous.**

E: I love this phrase.

M: It go... it usually goes together, right? That is preposterous.

E: Yep.

M: Okay, so... what does that mean when I say that?

E: It means it's... **it's absurd**, it's... **it's ridiculous.**

M: Right, it... **it doesn't make sense.**

E: Uhu.

M: **I can't believe you said that.**

E: Alright, well, this is a really interesting phrase, um, but it... I think it's a little bit more common, um, when it's used by older people.

M: Yeah, I... I don't think... I don't really see a young person going up to, ah, someone and say "hey, that's preposterous".

E: Yep, but it is a wonderful phrase.

M: Uhu.

E: Now, our final phrase for takeaway, **oblivious**.

M: Oblivious.

E: You're oblivious to the fact.

M: Uhu. So, a person that is oblivious to something...

E: They don't know or they're... they're **unaware**.

M: Okay, so, they ignore maybe the facts or...

E: Exactly.

M: They don't see it.

E: Yeah, "you're oblivious to the fact that we're in a recession".

M: Okay, or "he is completely oblivious".

E: Uhu.

M: You can just say like that, right?

E: Yep, he doesn't know.

M: Uhu. Okay, so, we took a look at some of the great vocabulary we found in the dialogue, but there're also some really good phrases that, I think, we should look at.

E: Okay, and let's take a look at those in "**putting it together**".

Voice: Putting it together.

E: You know, Marco, one of the things I love about English is the way that, ah, words seem to fit together like... like blocks coming together. And here we have a lot of great examples of these words that fit together really nicely. Okay, so, why don't we look at those, um, and our first one now is **extensive research**.

M: Extensive research.

E: Extensive research.

M: Alright, so, we know **extensive** means...

E: A lot.

M: A lot.

E: Yeah.

M: So, that's really good when you put it together... extensive research. It means you have...

E: A lot... a lot of research.

M: You have really studied. You have really looked things up.

E: Uhu.

M: Okay, extensive research.

E: Another great research-related phrase here is **conclusive evidence**.

M: Conclusive evidence.

E: Conclusive evidence.

M: Alright, now, the first word there, **conclusive**.

E: When something is conclusive, you can't argue with that. It's... it's the final decision. Alright, well, the professor complained that Horowitz's... that Horowitz's investigative approach was flawed, right?

M: Uhu.

E: So, this is our next phrase, **investigative approach**.

M: Investigative approach.

E: Investigative approach.

M: Okay, so, I remember the word **investigate** is a **verb**.

E: Yes.

M: But in this case it's a...

E: It's an **adjective**.

M: It's an adjective.

E: When something is investigative, it's obviously having to do with...

M: An **investigation**.

E: Uhu.

M: So, the **approach** or the... so, when he said "investigative approach"...

E: Just a... I mean, just simply the way you investigate...

M: Okay, the w...

E: The problem.

M: The way he investigate it. Okay, very interesting. What about this other phrase that I saw? It was really interesting, **definitive conclusion**.

E: Definitive conclusion.

M: So, a definitive conclusion.

E: Alright, well, again, I think we know the word **conclusion**, right?

M: Okay.

E: So, it's a final **judgment** or decision.

M: Alright.

E: When something is definitive, you can't argue with it or change it.

M: Okay, so, the conclusion or wha... the... the final... result...

E: Uhu.

M: Is... is final, like there is no way of arguing it.

E: Exactly.

M: Okay.

E: Alright.

M: Definitive conclusion.

E: This is some great language. So, why don't we listen to it one more time in the dialogue?

DIALOGUE, SECOND TIME

M: So, an interesting question. What do you think? What came first the **chicken** or the **egg**?

E: Well, if you ask me, it was the egg.

M: It was the egg?

E: Yeah.

M: Interesting. What about **why did the chicken cross the road**?

E: To get to the other side.

M: Do you think that's really the reason?

E: Well, there's a million different reasons. But this is great. I'm glad you **brought that up**, cause this is like the **classic English joke**.

M: Hehe. The classic English joke, right? Why did the chicken cross the road? And the answer's always...

E: Well, there are a million answers... So, do you guys know any chicken jokes?

M: Yeah, why don't you come to our website englishpod.com and on the 'comment section', why don't you leave us your thoughts on what came first the **chicken** or the **egg**? And why do you think the chicken crossed the road?

E: Alright, we will really look forward to hearing your ideas and, um, Marco and I will be around to answer your questions. So, I think we're out of time for today, but thanks for listening and...

M: We'll see you there.

E: Good bye!

M: Bye!

M: Hello, English learners! Welcome back! We are here at **EnglishPod**. My name is **Marco**.

E: And I'm **Erica**.

M: And today we're gonna be bringing you a lesson about eggs!

E: That's right. Um, and wh... who knew there was so much to talk about when we're talking eggs.

M: Right, well, we always have eggs for breakfast and there're many ways of preparing them, so we're gonna learn what the different ways are.

E: Yes, and we'll learn some of the language that **goes along** with eggs.

M: Okay, so we have three words that we wanna take a look at before we listen to a dialogue, so let's look at these in "**vocabulary preview**".

Voice: Vocabulary preview.

E: Our preview word for this lesson is **picky**.

M: Picky.

E: Picky.

M: Picky.

E: So, picky is an interesting **adjective**.

M: Okay, so, if a person is picky, what does that mean?

E: They're very hard to please.

M: Okay. So, if your boss is picky a... and you give him a report and maybe it has... I don't know... a couple of mistakes or something...

E: Yeah, he'll say "do it again".

M: **Do it up**.

E: Change this... this and this.

M: Okay.

E: So, if you are picky, um, you want everything to be perfect.

M: Okay.

E: And if there's one small thing that's not, you won't... you won't be happy.

M: Okay, so, **picky**.

E: Uhu.

M: Interesting word. Now, our next word, **yolk**.

E: Yolk.

M: Yolk.

E: Y-O-L-K.

M: Yolk.

E: So, this word is actually not in the dialogue.

M: It's not in the dialogue, but it's important that...

E: Yes.

M: You know, right.

E: Okay, so, if you have an egg...

M: Uhu.

E: Th... the yellow part is called the yolk.

M: Okay, and what about the o... other part?

E: **The white.**

M: The white.

E: The white.

M: Or also called the egg white, right?

E: Yes, egg white.

M: Okay, so, pretty simple. **Yolk** and **egg white**.

E: Uhu.

M: Let's listen to our dialogue. Uh, we're gonna be listening to a couple who are having breakfast.

DIALOGUE, FIRST TIME

M: Whoa, she is definitely very picky and has a very bad temper.

E: I know. I can't believe anyone would get so angry over their breakfast.

M: Hehe. Yeah, yeah.

E: But I guess it is the most important meal of the day.

M: Exactly.

E: Uh.

M: So, we heard a couple of different ways of describing, uh, how you prepare eggs, so let's take a look at that in "**language takeaway**".

Voice: Language takeaway.

E: Okay, so, our first preparation method...

M: Uhu.

E: My favorite.

M: Alright.

E: **Sunny side up.**

M: Okay, sunny side up.

E: Sunny side up.

M: Now, this is interesting. Sunny like the sun, right?

E: Exactly.

M: So, when you fry an egg.

E: Uhu.

M: Right? And the yolk looks like a little sun, right?

E: Yeah, exactly.

M: So, why is it called sunny side up?

E: I think because... of what you've just said. It looks like the sun.

M: Hehe. But you don't cook the yolk, right?

E: Okay, yeah, the yolk is still yellow. It's still little bit... uh, liquid.

M: Uhu, uhu.

E: A... little bit soft.

M: Okay, because the opposite would be a **fried egg**.

E: Yes.

M: And that's our second word.

E: Fried egg.

M: Fried egg.

E: So, this you... you put the egg in the pan and you cook it **all the way through**. [NOTE: **all the way through** = to the core]

M: All the way through. So, the yolk is not liquid anymore, becomes hard and...

E: Yes.

M: Right?

E: Exactly.

M: Okay.

E: A fried egg.

M: A fried egg. Alright, so now, let's take a look at our next set of eggs.

E: Alright.

M: Uh, **soft boiled egg**.

E: A soft boiled egg.

M: Soft boiled.

E: Soft boiled.

M: Okay, so, **to boil**... you put the egg...

E: In water.

M: In **boiling** water.

E: Yes, to... and **make it cook**.

M: And make it cook. So, how long would you usually put it in for to be soft boiled?

E: Hm, three minutes, four minutes.

M: Three minutes, okay.

E: Yeah.

M: So, you only cook part of the egg, right?

E: Right, the yolk, the yellow part stays a little bit wet, a little bit liquid.

M: Aha, okay. So, again, the opposite would be...

E: A **hard boiled egg**.

M: Hard boiled egg.

E: Hard boiled.

M: So, hard boiled is when you cook the entire egg, again.

E: Yes, so, then it's hard like a ball.

M: The entire egg.

E: Uhu.

M: So, with these soft boiled and hard boiled eggs, this takes us to our next form, **eggs and soldiers**.

E: Eggs and soldiers.

M: Eggs and soldiers.

E: Eggs and soldiers.

M: Now, this is really interesting. I didn't really know about this before. It kind of sounds like... you're having eggs with, uh, group of soldiers with...

E: Yeah.

M: From the army.

E: Well, this is a very British, um, way of eating eggs, so... you have your soft boiled egg...

M: Uhu.

E: In a cup. And you have a piece of toast.

M: Uhu.

E: But the toast is cut into long pieces.

M: Okay.

E: And then you take those pieces and you **dip** them into the egg yolk.

M: Uh, Okay.

E: It's delicious.

M: It's good.

E: Yeah.

M: Uh.

E: Typical English way of eating eggs.

M: Okay, so, eggs and soldiers.

E: Uhu.

M: Interesting. And this takes us to our last form of, uh, egg preparation and **probably** the most popular.

E: Yes. **Scrambled eggs.**

M: Scrambles eggs.

E: Scrambled eggs.

M: Take eggs, put [th]em in a pan and then you just move [th]em all over the place.

E: Mix [th]em all up.

M: Mix them all up.

E: So, the yellow... so the yolk and the white are mixed together.

M: Mixed together.

E: Uhu.

M: Alright. So, we've looked at a lot of, uh, egg preparation and now we can listen to our dialogue for the second time and then we'll come back and look at some phrases.

DIALOGUE, SECOND TIME (slow)

E: Interesting, that the man in this dialogue is the one doing the baking.

M: Yeah, well, ah... that's modern days... I don't know... men are learning how to cook and, uh... yeah.

E: A house husband.

M: House husbands.

E: Aha.

M: Yeah, more popular these days...

E: Alright, well, since this house husband felt like baking, I think we should look at this in our... and one other phrase in "**fluency builder**".

[*Voice: Fluency builder.*]

M: Okay, so, great phrase, he said "I felt like baking".

E: I felt like baking.

M: I felt like baking. So, let's take a look at this. **He feels like...** or **he felt like...** in the **past**.

E: Uhu.

M: What does that mean when you **feel like**?

E: You want to do it. You have the desire to do it.

M: Okay. And then, **to bake**. And now, this **verb** is in the **gerund form**.

E: That's right, the **-ing form**.

M: And that's the rule, right? I **feel like playing** soccer.

E: Right, I **feel like eating** lunch.

M: Uhu. I **felt like going** to the movies. That's the way you would say this. You have the desire, **you feel like doing something**.

E: Exactly.

M: Okay, very good. And now let's take a look at this second phrase. **Drives me crazy**.

E: Drives me crazy.

M: Drives me crazy.

E: Alright, this is a very, uh... very descriptive phrase and I think if we listen to some examples, it will help us understand the meaning.

Voice: Example one.

A: This music is driving me crazy! Turn it down!

Voice: Example two.

B: Don't leave garbage in my car. It drives me crazy!

Voice: Example three.

C: Your mom is driving me crazy. She keeps calling me!

M: Alright, so, if something drives you crazy...

E: It makes you feel very angry or **annoyed** or...

M: **Irritated**.

E: Yeah, **frustrated**.

M: Okay, but it can also be positive, right? Like that girl drives me crazy.

E: As in you really really really like her.

M: Yeah.

E: I don't know. It sounds a little bit inappropriate to me.

M: Really?

E: Yeah. Hehe.

M: Hehe. I think is okay. She drives me crazy.

E: HUUUUUUH, I don't...

M: Is like she's got me... thinking in... she's **got me in the clouds** or some[thing] like that.

E: Alright, well, maybe there's something about you that I don't need to know, so, um, I'll just let you keep that thought to yourself.

M: Hehe. Alright, well, I'm just saying we could use this in a positive form as well.

E: Okay, okay, I... you're just saying.

M: Hehe. I'm just saying. Alright, so, drives me crazy. Really great phrase, a... and you can use it in all of these different situations like we heard. So let's listen to our dialogue for the last time and then we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

E: Well, I think there're some people who really really love eating eggs for breakfast and some people who just **can't stand** it.

M: Yeah, I don't know who, though, I mean, who doesn't like eggs in the morning?

E: I know, I'm a big fan.

M: Right?

E: Yeah.

M: Eggs, bacon, toast.

E: Yes!

M: Good stuff.

E: Uhu, traditional, um... American-type breakfast.

M: Now, you were telling me, that you have some traditions, when you eat eggs.

E: I know, I think... I'm not sure this is just in my family, but I think, actually, it might be... might be common, um, in... with other people as well. Um, when you eat a soft boiled or hard boiled egg...

M: Uhu.

E: You have to, you know, eat all of the egg **outside of** the shell, and then you have to break the bottom of the shell after you finished. [NOTE: **outside of** = except for]

M: Why?

E: So that the **fairies**, who live in your egg cup can come out.

M: Hehe. So it's kind of like a **superstition**.

E: Yeah, I guess it is. Um...

M: Hm, interesting.

E: Yeah, so... I don't know... you guys, do you have any egg traditions or any other crazy food stories like that?

M: Well, for example, I was telling you that. Uh, when I prepare scrambled eggs, sometimes I like to take some rice...

E: Uhu.

M: Some rice that has already been cooked. Put it in the pan and then take some eggs... Two eggs put it on top of the rice and scramble the rice with the eggs.

E: Okay, for breakfast?

M: Yeah, it could be for breakfast.

E: Really?

M: Yeah, a little bit, not like a huge plate of rice. Or maybe at night you don't have anything to eat...

E: Okay.

M: Scrambled eggs...

E: Yeah.

M: With rice. It's a poor men's food.

E: Ah, alright, well, um... it's also, uh, a quick men's food.

M: Yeah, exactly. So, let us know if you guys have any egg preparations or any special egg recipes or traditions that you practice.

E: Yes. Visit our website at [englishpod.com](https://www.englishpod.com), where you can leave all of your comments and questions.

M: Exactly and as always we... are there to answer them and, uh, solve any problems.

E: Well, we're out of time for today, but until next time... Good bye!

M: Bye!

M: Hello, everyone! Welcome back to **EnglishPod**! My name is **Marco**.

E: And I'm **Erica**.

M: And today we're bringing you a very... I would say, embarrassing lesson for us men.

E: Right, embarrassing for men, but, I think, uh, it's okay for women.

M: Hehe. That's right. We're gonna be talking about buying underwear, specifically women's underwear.

E: Right, so, um, obviously not the favorite thing for men to do.

M: Well, **apart from** being a little bit uncomfortable, it's also boring. [NOTE: **apart from** = besides]

E: Yeah, it involves shopping, right?

M: Involves shopping, so we... we're not really big on that.

E: Alright, but... well, even though it might be a little bit of an uncomfortable, um, topic, there's some great language in here, isn't there?

M: Yeah, there's some really good words and, of course, ah... the different types of underwear, that we're gonna be looking at.

E: Yeah.

M: But we also have some words that we're gonna take a look at before we get into our dialogue, so let's start with vocabulary preview.

Voice: Vocabulary preview.

E: Well, we're gonna look at two words that will appear in our dialogue. And the first one is **lingerie**.

M: Lingerie.

E: Lingerie.

M: Okay, so, lingerie. This is a nice fancy word.

E: Uhu.

M: Basically for underwear, right?

E: Right, for women's underwear.

M: Women's underwear.

E: Yeah.

M: So, lingerie, but it's very nice, very...

E: Like pretty sexy.

M: Sexy underwear.

E: Yeah, yeah. Now, the spelling of this word is interesting, isn't it?

M: Yeah, it's spelled L-I-N-G-E-R-I-E.

E: Lingerie.

M: Lingerie.

E: Yes, don't you love English spellings?

M: Hehe. So, women's nice, pretty sexy underwear.

E: That's right. And our second word, **awkward**.

M: Awkward.

E: Awkward.

M: Awkward.

E: So, this is a feeling that men have, especially when they're buying women's underwear.

M: Well, yeah, you feel a little bit uncomfortable...

E: Yeah.

M: Or it's a strange situation.

E: Or weird...

M: Yeah.

E: Or **out of place**. [NOTE: **out of place** = inappropriate]

M: It's awkward.

E: Yes. Alright, so, we're gonna be hearing both of these two words in the dialogue. Now, Marco, where are we here?

M: We're gonna be at a department store at the section, where they have women's, uh, lingerie and we have a guy buying underwear for his girlfriend.

E: Alright, well, let's find out what happens.

DIALOGUE, FIRST TIME

E: Oh, the poor guy, I totally feel bad for him.

M: Yeah, he was really nervous and, of course, it was very uncomfortable for him.

E: I know and then the security guard **shows up** and...

M: Hehe. Exactly. But we have an opportunity to take a look at some really great words and phrases, so let's **start off** with our first one in "**language takeaway**".

Voice: Language takeaway.

E: Alright, we're gonna look at words here that mostly have to do with underwear, describing underwear.

M: Right.

E: And the first one is **granny panties**.

M: Granny panties.

E: Granny panties.

M: This isn't like a real, real word, right? It's not something that you find in the dictionary.

E: No, it's a **slang word**, um, and we use it to describe really big, ugly underwear like your grandmother would wear.

M: Alright, so, they're not like the sexy little underwear.

E: No.

M: It's more like long and it's not very **appealing** ??? [NOTE: **appealing** = attractive]

E: Just picture what your grandmother would wear.

M: Hehe. No.

E: Hehe.

M: Alright, so, granny panties.

E: So, obviously, uh, this guy doesn't want to be buying any of those, but the saleswoman suggests that he try some **sleep wear**.

M: Sleep wear.

E: Sleep wear.

M: Sleep wear. Okay, so, sleep wear.

E: Obviously, clothes you wear when you're sleeping.

M: Now, this is really interesting, because men aren't really that complicated when they come to sleeping. Just... **throw on** a t-shirt and that's it. [NOTE: **throw on** = put on quickly]

E: Well, obviously, for women there're more options an... and more different things you can chose from, so...

M: Okay.

E: It's a whole separate category for women.

M: I know. Even when you're sleeping, you must wear something nice.

E: Yes.

M: One type of sleep wear is **silky nighties**.

E: Nighties.

M: Nighties.

E: N-I-G-H-T-I-E-S.

M: Okay, so, a **nighty**.

E: Um, it's basically a dress that you wear when you sleep.

M: Okay. Now, the pronunciation is interesting, because the first five letters are **night**.

E: Right.

M: Right? But you don't say nigh**T**.

E: You don't say nigh**Ty**.

M: You say nigh**Dy**.

E: Yeah, you... you make the **T** a **D**.

M: Hm.

E: Nigh**Dy**.

M: Now, she offered him some **silky** nighties.

E: Right, so, silky. Obviously, we know **silk**.

M: Right.

E: Is a soft, shiny fabric, right?

M: Right.

E: So, when something is silky, it's either made from silk or it's...

M: The similar.

E: Soft and shiny.

M: Okay, so...

E: Yeah.

M: Some silky nighties - very soft, shiny, uh, nighties.

E: Exactly.

M: Okay. What about our next word?

E: Well, the salesgirl offers different styles of **undies**.

M: Undies.

E: Undies.

M: Undies.

E: So, undies is an interesting word. It's basically **short** for underwear.

M: Underwear, okay.

E: Uhu.

M: So, you can just call underwear **undies**.

E: Yes, but I think you mostly use this when you're talking about women's underwear.

M: Oh, really?

E: I mean I don't know I would say undies when I'm talking about men's underwear.

M: No, I don't think so. Maybe children's underwear.

E: Yeah, yeah, yeah, for children. Yep.

M: For children, right?

E: Yep.

M: Okay. Alright, so, we saw some of the different types of clothing, but now, let's take a look at this interesting **adjective**, **mortifying**.

E: Mortifying.

M: This is mortifying.

E: Mortifying.

M: Okay, so... when something is mortifying...

E: Well, I think, we've got some examples to show you what that is like.

Voice: Example one.

A: And then I fell in front of everyone. It was mortifying!

Voice: Example two.

B: I was completely mortified, when I realized what I had done.

Voice: Example three.

C: It must've been mortifying for her, when she realized that her underwear was showing.

M: So, basically, it's very embarrassing.

E: Super embarrassing.

M: You want to die almost.

E: Yeah.

M: Okay.

E: Which is... I... interesting. I mean, **mort**.

M: Right, from...

E: French.

M: **Mourir**.

E: Yeah.

M: Uhu.

E: Interesting. Alright, well, um, **etymology**, here at **EnglishPod**.

M: Hehe. Alright, so, some interesting... Okay, so, we saw the different types of underwear, we saw this really great word for when you're really embarrassed.

E: Uhu.

M: So, now, let's take a look at some of the phrases that you would use, when you're really embarrassed in "**fluency builder**".

Voice: Fluency builder.

E: Alright, we have two phrases to look at here. And the first one – **get the hell out of here**.

M: Get the hell out of here.

E: Get the hell out of here.

M: Okay, so, if I say I want to get the hell out of here...

E: You wanna leave this place really quickly.

M: Really quickly. Just...

E: Yeah.

M: I wanna leave.

E: Right now.

M: Now, when you're using this... this phrase of this sentence, uh, "get the hell out of here", is it really polite?

E: No, of course not, it's... it's impolite.

M: Okay, so...

E: It's really negative.

M: Very negative and informal, right?

E: Yeah, yeah.

M: So you would use this maybe with your friends or th... like in this case think it to your self.

E: Yes, but it's not a good idea to use with your boss or your mother.

M: Hehe. Right.

E: Yeah.

M: Okay. I guess, sometimes depending on the tone you use...

E: Uh.

M: How you say it, you can sound really angry, right?

E: Definitely.

M: Right, okay.

E: Alright, well, let's listen to some examples.

Voice: Example one.

A: This place is scary. Let's get the hell out of here!

Voice: Example two.

B: What are you doing in my house? Get the hell out of here!

Voice: Example three.

C: *We were at a friend's party and **all of a sudden** her parents arrived. We got the hell out of there as quickly as possible!* [NOTE: sounds like a strong Australian accent]

M: Alright, so, **get the hell out of here.**

E: Get the hell out of here.

M: Now, let's take a look at our last phrase for fluency builder - **get this over with.**

E: Get this over with.

M: I want to get this over with.

E: So, you want to finish it really quickly.

M: But you wanna finish it because you're not really enjoying it, right?

E: Exactly. It... this is something that you use when the situation is negative.

M: Is negative, okay.

E: Yeah.

M: In case of... I just want to get this over with.

E: Yeah, I wanna get this test over with. I wanna get this day over with. I wanna get this...

M: Maybe, if you're on a bad date. I wanna get this date over with.

E: Yes, exactly.

M: Okay.

E: Alright, well, interesting phrases and I think w... it would help us to hear them once more in context in the dialogue.

DIALOGUE, SECOND TIME

M: Alright, so, I guess the situation is very common: men either having to shop for this type of article for their girlfriend or wife...

E: Uhu.

M: Because it's their birthday...

E: Yeah.

M: Or sometimes we get dragged into a store to... to buy this...

E: So you're shopping with your girlfriend and she's gonna make you go look at underwear with her.

M: Hehe. Yeah, I usually don't do that, though. I just, uh, go to the next section and just look around.

E: Look at tools.

M: Look at tools.

E: Hehe.

M: Hehe. TVs...

E: Yeah

M: And play stations.

E: Yes, but you know what, I have seen some men, who go shopping with their girlfriends or wives and actually enjoy buying underwear.

M: See, that's the thing... I think i... i... it makes sense, but I don't know how comfortable you're actually be. I don't know why. I guess it just a... how it indicates sexuality and other stuff.

E: Yeah, well...

M: I... I could do it for maybe five or ten minutes, give my professional advice...

E: Yeah.

M: And then I'm out of there.

E: Alright, well, maybe those guys, who look like they're enjoying themselves are just really talking in their heads...

M: Hehe.

E: Um, telling themselves how much they hate this.

M: Exactly, maybe they just, uh...

E: They're pretending.

M: Pretending or listening to their iPod.

E: Well, tell us... well, guys... I know we've got a lot of male listeners... tell us what you think, um... are you embarrassed by women's underwear?

M: Right, or, women, why aren't you embarrassed when you buy men's underwear for your boyfriend or husband?

E: I think there's a lot to talk about here...

M: Hehe.

E: So, come to our website at englishpod.com.

M: Right, leave you questions and comments and, of course, tell us what you think about this topic.

E: Well, thanks for downloading this lesson and until next time... Good bye!

M: Bye!