

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

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

M: And today with Erica we have an **upper intermediate** lesson.

E: That's right, an upper intermediate lesson that's a little bit strange.

M: It's a little bit strange, but it's a real English lesson, because that's what we give you here at **EnglishPod**.

E: So, in today's lesson we've got a lot of really great language for you, we've got language to help you to **gossip** better.

M: Gossip! Why don't you, ah, explain it a little bit **just in case**?

E: Okay, so, if I gossip, I maybe share news or information about other people with my friends. Like I might say something like "Marco, did you see what happened in **ChinesePod** today? You'll never guess what I saw!"

M: Exactly, that's gossip and we also have language today to describe things.

E: To describe strange things.

M: Strange things. Alright, so, let's take a look at our "**vocabulary preview**".

Voice: Vocabulary preview.

E: So, on our vocabulary preview we'll look at a few important words that will help you to understand the dialogue a little bit better.

M: Exactly, and the first word is **weird**.

E: Weird.

M: Weird.

E: Weird.

M: Now, this is a common word you probably hear all the time in a lot of different situations, so, we wanna to explain it today.

E: Yeah, uh, this word just means strange.

M: It's strange.

E: Yeah.

M: Weird person is a strange person.

E: Exactly, but the thing about this word is if you are a young person, **let's say** under the age of thirty five (35), you'll probably use it about a hundred times a day.

M: Hehe. Weird.

E: Yeah.

M: It's just such a good sounding word – weird.

E: It is.

M: Okay, but **the thing is** that even though that it's probably more commonly used in **American English**, it's still widely used for **British English** as well.

E: Yeah, that's true.

M: So, but maybe in British English you would say something like...

E: **Odd**.

M: It's odd.

E: Yeah.

M: That's more common. Okay, let's look at our second word – **housewarming gift**.

E: Housewarming gift.

M: Housewarming gift.

E: Housewarming gift.

M: Now, this is a cultural thing, it's really common in North America to give a housewarming gift to someone.

E: Yeah, if I move into a new house, maybe some of my friends or a family will bring a gift over to make my house a little bit more beautiful.

M: So, something like a photo frame or...

E: Or maybe a plant or sometimes even like maybe a basket of **pastries** or something.

M: Okay, well...

E: Yeah.

M: I've never gotten one of those...

E: Really?

M: Cause I don't have a home.

E: Oh...

M: Hehe.

E: Where do you live? On a street?

M: Well, I don't have a... uh, my own home, so, I have never gotten one of those.

E: Okay.

M: Okay, so, we're ready now to listen to our dialogue.

E: So, we've got two housewives who are gossiping about what's going on in a neighborhood and let's listen to what happens.

DIALOGUE, FIRST TIME

E: Ooh, that guy seems kind of weird.

M: Hehe. You can hear his voice is like a weird guy, right?

E: Yeah.

M: Hehe. Alright, let's take a look at our "**language takeaway**" and look at some of these great words.

Voice: Language takeaway.

E: So, our language takeaway focuses on several words from the dialogue that we feel are really important for you to know.

M: Exactly and we have four of them for you today. Why don't we look at the first one?

E: Okay, so, the first word is a **bad feeling**.

M: Bad feeling.

E: A bad feeling.

M: A bad feeling.

E: So, we've got a few examples that will help you to understand how this phrase works.

Voice: Example one.

A: I don't like Kelly's new boyfriend. I've got a bad feeling about him.

Voice: Example two.

B: It's so dark. We shouldn't be up here. I've got a bad feeling about this.

Voice: Example three.

C: I've got a bad feeling about this trip. I feel like something is going to happen. Maybe we shouldn't go.

M: Okay, so, basically you think something bad is gonna happen.

E: Yeah, you have a... soft of uncomfortable feeling.

M: Okay, **that makes sense**. I have a bad feeling about something.

E: Exactly.

M: Okay, let's look at our second word now – **kicked me out**.

E: Kicked me out.

M: Kicked m out.

E: Kicked me out.

M: So, when someone kicks you out, it's they force you to leave. You don't want to leave, but they force you to leave.

E: Yeah, Marco, have you ever kicked someone out of your class?

M: Um, yes, I have, I've kicked...

E: Really?

M: Yeah, if you **misbehave** in my class, you're kicked out.

E: It's you're pretty strict, ha?

M: Hehe. Sometimes I am.

E: Okay.

M: Um, okay also maybe you've kicked your husband out of bed.

E: **Mm, I might** have done that... once or twice or more.

M: We'll have to ask **him**, I'm sure **he has**. Alright, so, that's what it means, you force someone to leave the house, leave the class, leave the bed.

E: So, kicked out of a class, kicked out of the house, kicked out of bed.

M: Exactly, great! Let's look at our third word now – **creeped me out**.

E: Creeped me out.

M: Creeped me out.

E: Creeped me out.

M: Now, this is a really common phrase.

E: I like this phrase a lot and we've got some examples for you to listen to, to help you understand this word a little bit better.

Voice: Example one.

A: Schhh, did you hear that? I think I saw something.

B: Stop it! You are really creeping me out!

Voice: Example two.

C: This place really creeps me out. Let's get out of here!

M: Alright, well, I have a confession to make – I'm kind of creeped out by clowns.

E: You are?

M: Yes! I don't know, they're just creepy, they're... they scare me, I don't know.

E: Really?

M: Yeah, so...

E: What is it about clowns that scare you so much?

M: I don't know there're just... white faces and weird paint... I don't know it's just creepy... And the way the laugh, oh, I don't know, no...

E: Maybe, you had a bad experience with clowns as a child.

M: Probably, I watched a scary movie about clowns or something.

E: Yeah.

M: Alright.

E: So, **creeped me out** basically means "made me feel uncomfortable".

M: Yes, it scares you.

E: Yeah, well, speaking of being scared, we have our final word for language takeaway and it is **scared the heck out of me**.

M: You scared the heck out of me.

E: Scared the heck out of me.

M: You got really scared.

E: Yeah, I think this is a quite common way of saying "You really, really scared me!"

M: Yeah, okay, we're ready to listen to our dialogue again. Now, try and see if you can catch all these phrases that we just talked about.

DIALOGUE, SECOND TIME (slow)

E: You know, one of the things I really like about this dialogue is there's a lot of great phrases that will help you to gossip.

M: That's a good observation, so, I think it's time for "**fluency builder**".

Voice: Fluency builder.

E: In fluency builder we take a simple phrase or a simple word you already know and show you how to express the same idea a little bit more naturally.

M: Okay, great, so, let's take a look at our first item for fluency builder.

E: So, when you gossip with somebody, you often tell them news or information that they don't know already. And you might start by saying "Did you know that".

M: Or you can say "Did you hear".

E: Yeah, both of those phrases are perfectly fine, but if you wanna sound a little bit more native-like when you're gossiping, you might **try out** this phrase from the dialogue...

Phrase 1: I don't know if you've heard... I don't know if you've heard...

M: Yeah, that's a really good phrase. You're saying exactly the same thing, but in a really natural way.

E: It's a great one for gossiping, so, Marco, I **don't know if you've heard**, but **ChinesePod** is up to some pretty crazy things.

M: Hehe. See, that's exactly how you would use that phrase. So, now let's take a look at our second item. Now, when you're gossiping, you want information.

E: That's right, so, you might say "Oh, tell me about it".

M: Or something like "Give me the details".

E: Yeah, and again both of these examples are perfectly fine, but when you're gossiping, you might wanna try something like this...

Phrase 2: You have to fill me in. You have to fill me in.

M: **Fill me in**, yeah, that's... that's what I would say "Fill me in", you know, give me the details. Fill me in.

E: Fill me in on today's gossip.

M: Okay, so, let's take a look at our third item. Now, if you have some **juicy** gossiping news...

E: And you wanna start up a conversation, you might use this phrase here...

Phrase 2: Well, you'll never guess what I saw this morning. Well, you'll never guess what I saw this morning.

M: That's a really good phrase. You can change it a little bit. You can say **you'll never guess who I saw**.

E: Or **you'll never guess what I heard**.

M: Exactly, and...

E: Very excellent gossip phrases.

M: Hehe. We're teaching you how to gossip, because that's real English.

E: People really do it. **See, you got** another langue for it.

M: Hehe.

E: Alright, so, **enough of** our gossip. I think it's time for us to listen to the dialogue one last time.

DIALOGUE, THIRD TIME

E: Okay, Marco, I have a true story for you.

M: Is it kind like a creepy story?

E: It is a creepy story indeed.

M: Is it a true story?

E: No, it's really true.

M: Okay.

E: So, when I was young I used to live in a country.

M: Uhu.

E: And, you know, in a country all of the neighbors know each other. It's a small community, so, everyone knows what's happening all the time.

M: Okay.

E: And there was some gossip going on in our community about a guy who lived at the end of the road.

M: Uhu.

E: And he was the owner of a **car wrecking yard**, so, a place where you take old broken-down cars and **take the parts apart** to sell.

M: Right...

E: And anyway...

M: A **scrap yard**.

E: Yeah, a scrap yard.

M: Alright.

E: Okay, so, you know, he had a wife and a couple of kids, um, and suddenly his wife disappeared.

M: Wow.

E: Yeah.

M: Hehe.

E: And no one knew what happened or anything and, so, several passed and suddenly the police start coming in and start **investigating** this guy and start digging up all of the land around his property. And I guess... I don't know what they're doing, but I think they were looking for the wife's body.

M: Wow, and did they find it?

E: I don't know, I moved away.

M: Hehe. Oh, such a great story, but we don't know how it ends.

E: Yeah, well, um...

M: **But we could** leave it up to the imagination of our listeners.

E: Exactly.

M: Maybe they were looking for an old car.

E: An old car very underground. I don't think so.

M: Hehe. Alright, that's a true story, real English, real stories ???

E: You heard it first here on **EnglishPod**.

M: Here. Alright, so, we wanna hear your comments and suggestions about this topic. **I bet** a lot of our listeners also have creepy stories, maybe **go** stories, maybe... I don't know, different types of, uh, weird stories, so, you guys should definitely log on to **EnglishPod** and share them with us.

E: That's right, go to englishpod.com and in the comment section of the website tell us your creepy stories.

M: And we're gonna pick out the best story as the story of the week.

E: We'll announce it in our [This Just In](#) podcast.

M: Yes, so, we wanna hear all your juicy stories and gossip maybe as well

E: Yes.

M: Hehe.

E: Hehe.

M: Alright, well, it's time for us to go, so, be sure to listen to us next time, but until then it's...

E: Bye-bye!

M: Bye!

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

E: I'm **Erica**.

M: And today we have a great **intermediate** lesson for you.

E: That's right, we've got some excellent real English for you all about **cleaning the house**.

M: Cleaning the house, that's a real life situation, so, we're gonna give you real English.

E: Exactly, so, on today's lesson we're gonna look at language about cleaning the house. We're also going to learn a few phrases that you can use if you wanna ask someone for help and maybe if you're a little bit lazy like me...

M: Hehe.

E: A phrase or two to avoid doing work. Okay, well, let's get started then with our "**vocabulary preview**".

Voice: Vocabulary preview.

M: Alright, great, we have two great words for you today. Erica, why don't tell us the first one?

E: The first word is **such a mess**.

M: Such a mess.

E: Such a mess.

M: So, when something is a mess...

E: It's dirty.

M: Yeah, or things are everywhere.

E: Disorganized.

M: Yeah, so, you know, you have your clothes on the floor and your shoes on...

E: Okay, so, that sounds a lot like my desk at work.

M: Hehe. Your shoes on your desk, yeah, I've seen that; I've been wanting to ask you about that.

E: Hehe. Okay, such a mess – really, really dirty.

M: Okay, now let's take a look at our second word – **chores**.

E: Chores.

M: Chores.

E: Chores.

M: Chores is a really common word for...

E: Things you have to do around the house.

M: Like, for example, laundry...

E: Or **making the bed**.

M: Or when you have to **take out the garbage**.

E: Those are all examples of chores.

M: Chores, yeah. I guess everyone can remember when they were kids, they had chores to do.

E: Yeah, when I was a kid, it was my chore to **chop wood**.

M: Chop wood?

E: Yeah!

M: That's a great chore. Playing with an **axe**.

E: Hehe. Maybe if you're a boy, but for a girl it was not so great.

M: Uh, that's why you're so strong and fit.

E: Yeah. Hehe.

M: Alright, so, let's listen to our dialogue for the first time. It's gonna be kind of fast.

E: But don't worry if you miss something, because we'll explain all of the important language **afterwards**.

DIALOGUE, FIRST TIME

E: Oh my God, Marco, what happened there?

M: An explosion.

E: We love a good explosion here at **EnglishPod**.

M: We're gonna give you as many explosions as possible. Hehe.

E: Okay.

M: Alright, so, let's take a look at our "**language takeaway**".

Voice: Language takeaway.

E: So, 'language takeaway' is the part of our lesson where we teach you what we think are some really important words that are found in the dialogue.

M: Exactly, and we have three really important words in our dialogue today, so, let's start with the first one.

E: **Tidy up**.

M: Tidy up.

E: Tidy up.

M: So, to tidy up means to...

E: Put things in their correct spot.

M: Right, so, put the shoes on the floor.

E: Yeah.

M: Take them off...

E: Get the shoes off my desk.

M: Exactly, so, tidy up – organize things a little bit.

E: Yeah, put things away.

M: Okay, let's take a look at our second word now – **spotless**.

E: Spotless.

M: Spotless.

E: Spotless.

M: So, when you want something to be spotless...

E: You want it to be really clean.

M: Really clean, not a spot of dirt on it.

E: Like your desk.

M: Exactly, my desk is spotless.

E: My desk is not spotless.

M: Hehe. Alright, great word. Now let's take a look at our last word for language takeaway – **mall**.

E: Mall.

M: Mall.

E: M-A-L-L, mall.

M: Mall, yeah. It's a strange sounding word.

E: It is a little bit funny sounding, but it basically means a large building with many shops inside, many different stores inside.

M: Right. Now, in **British English** you would say **shopping center**.

E: Yeah, I think that's a little bit more common, but in **American English** we say **mall**.

M: Mall. Great, so, now it's time in our show to look at "**putting it together**".

Voice: Putting it together.

E: Okay, so, in 'putting it together' we take a word from the dialogue and we show you how to use this word in real English, so, we give you a couple of examples of how this particular word can be used.

M: Exactly, so, the word that we have for today is **groceries**.

E: Groceries.

M: Groceries.

E: Groceries.

M: Erica, why don't you tell us what groceries are all about?

E: So, groceries are all of the food items that you need to buy at the supermarket, so, like your bread and milk and meat and...

M: Vegetables.

E: Exactly.

M: **All that stuff.**

E: Those are all groceries.

M: Okay, so, let's listen to some examples on how we use this phrase.

Voice: Example one.

A: *There's no milk. Can you go to the grocery store?*

Voice: Example two.

B: *Here's the grocery list. I need all of these things, so that I can cook dinner tonight. Don't forget anything.*

Voice: Example three.

C: *I hate grocery shopping. I can never find what I'm looking for.*

M: Okay, great examples. We heard some really interesting combinations, right?

E: Yeah, we heard **grocery store**.

M: Which is where you buy your groceries.

E: Exactly, **grocery shopping**.

M: Buying all your groceries. Hehe.

E: Hehe. And **grocery list**.

M: Um, where you have all the items that you need to buy.

E: A list of everything you need to buy.

M: Exactly.

E: You know, grocery store, I think this is quite a common word in Canada.

M: Probably in North America.

E: Yeah, do you say grocery store in America?

M: Well, if it's a small one.

E: Really, so...

M: Like a small store.

E: In Canada I say grocery store for even like a supermarket.

M: Really?

E: Yeah.

M: I guess, mm, I would say supermarket for a large one and grocery store for a little corner shop.

E: All of these little differences in American and Canadian English.

M: Hehe.

E: Okay, I think it's time for us to listen to our dialogue another time, this time it'll be a little bit slower.

DIALOGUE, SECOND TIME (slow)

M: Okay, great stuff. Love hearing that explosion, that vacuum just is a bomb.

E: Yeah.

M: Hehe.

E: In this dialogue there was some really interesting language that you can use if you don't wanna do any chores in a house.

M: Exactly, so, it's time now for "**fluency builder**".

Voice: Fluency builder.

E: You know, 'fluency builder' is a part of our show that we use to take a common phrase or a word that you already know and show you how to express that idea more fluently and more naturally.

M: Exactly, so, let's take a look at our first idea that we want to explain.

E: **Let's say** you're watching TV like the woman in this dialogue and your husband wants you to help him do the chores and you say "No, I'm busy".

M: Right, or "I'm doing something".

E: Those are two great expressions, but we heard something a little bit different in the dialogue.

Phrase 1: I'm in the middle of something right now. I'm in the middle of something right now.

M: Yeah, that phrase is great. It means she's busy, she's doing something.

E: Yeah, **I'm in the middle of something**.

M: Yeah.

E: And so, Marco, you can tell us about our next phrase.

M: Okay, well, now suppose that you want to say, you'll be there soon.

E: You might say "I'll be there soon" or...

M: "I'm coming".

E: Exactly.

M: But in our dialogue we heard something a little bit different, let's listen.

Phrase 2: I'll be there in a second. I'll be there in a second.

M: So, this is a more natural way of saying "I'll be there very soon".

E: Yeah, you know what, I think I use this phrase almost every day, **I'll be there in a second**.

M: Yeah, yeah, it's really common.

E: Yeah, it means I'll be there really fast.

M: Yes.

E: Okay, so, our final item today in fluency builder, um, is a great phrase that helps you say the idea "Could you" or "Would you".

M: Right or "Can you".

E: Yeah, so, "Can you sweep the floor", "Could you sweep the floor".

M: But in the dialogue we heard something that's a little bit different.

Phrase 3: Why don't you clean the floors and I'll go to the supermarket? Why don't you clean the floors and I'll go to the supermarket?

M: Great, so, this is more natural and it's giving a suggestion.

E: Yeah, it's sort of a polite way of asking someone to clean the floors.

M: Right, it's a really good and polite way of saying it, yeah, I would agree on that. This was fluency builder, now we are ready to listen to our dialogue again at its normal speed.

E: And this time you'll understand a lot better.

DIALOGUE, THIRD TIME

E: Um, has... has this ever happened to you as your vacuum cleaner exploded in your house?

M: Well, not a big explosion like this one.

E: Not so dramatically.

M: Yeah, not so dramatically, but, ah, I've had this happen to me before, yeah. And dust everywhere and it's just... it's a mess. You don't wanna have...

E: You know, this word vacuum, um, is really... a very American word.

M: Yeah, vacuum. Vacuum the rug, vacuum the carpet.

E: Yeah, vacuum cleaner. In the UK what do they say?

M: **Hoover**.

E: Hoover.

M: Yeah, Hoover.

E: Hoover the rug.

M: Hoover the rug. Which is interesting, because it's actually a brand.

E: Yeah?

M: So, I guess it's kind of like American English you say "Pass me a **kleenex**".

E: Oh, that's true.

M: That would be like a **tissue**.

E: Yeah.

M: So, I guess they say "Hoover the rug" or "Hoover the house", yeah.

E: Wow.

M: Hehe.

E: You know, I really love these small differences in meaning that we have between **American English** and **British English**.

M: Yeah, it's... it's fun, okay. Well, another interesting thing about this is that the man was doing the house work.

E: I know.

M: He's a **househusband**.

E: Yeah, so, he's the one doing all the chores in the house.

M: Yeah, that's... well, that's the new trend now. Now it's more popular for men to stay home and take care of the babies and clean the house.

E: Yeah, like when I was growing up, my dad would take out the garbage and **that was it**.

M: Hehe.

E: Hehe. My mom had to do everything else, but now I think it's becoming a lot more common in... especially in North America for the household chores to be divided between the man and the wife equally.

M: Yeah, I think it's fair, it's fair.

E: Me too, yeah.

M: Yeah.

E: You'd make a good husband, Marco.

M: Hehe. That's what they say, but they haven't married me yet.

E: Hehe. Okay.

M: Alright, well, we're out of time folks, be sure to log on to our community website and you can leave all your comments and maybe all the househusbands out there can give us their feedback on what they think about this.

E: Yeah, so, check us out at englishpod.com and thanks for listening today, everyone, until next time, this Marco and Erica saying...

M: Bye!

E: Good bye!

E: Hello everyone! And welcome to **EnglishPod**! My name's **Erica**.

M: And I'm **Marco**.

E: So, Marco, how're you doing today?

M: I'm great! I'm really happy to be back, ready to deliver another great podcast for all our listeners.

E: That's right! And we've got an **intermediate** lesson today about spending money.

M: Yeah, specifically, **spending money in a company**.

E: That's right, we're going to be listening to a business meeting as a company describes how they're spending money.

M: Right, and they're actually looking at their **profit and loss statement**, so...

E: Okay.

M: That's kind of interesting.

E: Well, Marco, can you tell us a little bit about a profit and loss statement?

M: Uh, yeah, sure! Well, all companies **come out with** a profit and loss statement every year or every three months and it's basically a document that shows all the money that the company is spending and all the money the money that the company is earning.

E: So, it's a document that **outlines** how much money the company makes and how much it... it spends.

M: Right, so, in the end, basically, it'll tell you we're making money or we're losing money.

E: Okay, so, we're gonna be listening to, uh, some people discuss a profit and loss statement in just a moment. But before we do that, it's time for "**vocabulary preview**".

Voice: Vocabulary preview.

M: Okay, great! So, today on our vocabulary preview we have two words for you, so, let's take a look at the first one.

E: **Expenses**.

M: Expenses.

E: Expenses.

M: Expenses.

E: So, expenses are things that you have to spend money on regularly.

M: Right, so, for example, in a company regular company expenses are salaries or office supplies or the phone bills, internet bills.

E: Okay, and maybe in a **household** or a family your expenses might be your food, perhaps your transportation or your rent or your heating bills, so, these are all things you spend money on regularly. They're expenses.

M: Expenses, great! Let's take a look at our second word – **through the roof**.

E: Through the roof.

M: Through the roof.

E: Through the roof.

M: So, when something is through the roof, it's...

E: Really, really, really, really high.

M: Really high. Hehe. So, for example, we can talk about gas prices are through the roof lately.

E: Yeah, that's totally true. Gas prices have gone really high **in the past couple of months**.

M: So, when we talk about through the roof, it means that the number is really high.

E: That's right, we typically use this word with numbers. It also gives you the idea that the number has risen really quickly.

M: Yeah, exactly! Hehe.

E: Okay, so, through the roof.

M: Through the roof.

E: Alright, Marco, do you think it's time for the dialogue?

M: Yup, let's listen to the dialogue. As always the first dialogue is gonna be a little bit fast, so, it might be a little bit difficult, but...

E: Don't worry if you don't understand everything, because we will explain all the key language in a minute.

DIALOGUE, FIRST TIME

E: Okay, so, this accountant, she is, uh, pretty **thorough**, hey?

M: Hehe. She's really **persistent** about her job and the manager apparently is a little bit embarrassed.

E: Hm, I wonder why that could be.

M: Hehe. Well, we'll talk about that **in a little while**. Why don't we take a look at our language takeaway for today?

Voice: Language takeaway.

E: In today's language takeaway we're going to look at three words and the first word is **expenditures**.

M: Expenditures.

E: Expenditures.

M: Expenditures.

E: So, **expenditures** sounds pretty close to **expenses**, right?

M: It's pretty similar, but it has a little bit of a difference, so, why don't we listen to some examples and see if we can understand?

Voice: Example one.

A: ??? to president I will increase expenditures on health and education by twelve per cent (12%).

Voice: Example two.

*B: We really need to control our travel expenditures. **From now on** all managers will fly economy class.*

Voice: Example three.

C: Because of the rise in oil prices expenditures on food are higher than they have ever been.

E: So, **expenditures** is the total amount of money that you're spending on something.

M: Right, that's the total amount of money versus **expenses** is the things that you spend money on.

E: Okay, that's really clear.

M: Uhu.

E: Our next word is **out of control**.

M: Out of control.

E: Out of control.

M: So, when something is out of control, it's...

E: It's crazy.

M: Crazy, you can't control it.

E: Exactly, you can't stop it.

M: You can't stop it, right.

E: Out of control.

M: Okay, great! Now, let's take a look at our last word for today – **go over**.

E: Go over.

M: Go over.

E: Go over.

M: So, go over is a pretty simple word. Why don't we listen to some examples, so we can understand **go over**?

Voice: Example one.

A: I need to go over this report one last time to make sure there're no mistakes.

Voice: Example two.

B: Can you help me go over my presentation? I want to make sure it's perfect.

Voice: Example three.

C: Let's go over these numbers one more time and make sure there're no mistakes.

E: Yeah, this is a really common word and it basically means "look at carefully".

M: Yeah, or review.

E: In English we often find simple little words, they fit together really well and you think "Oh, they're so easy". Like the word **go, over**. So easy.

M: Hehe. Yeah.

E: But it's the way that they interact with each other that makes them...

M: Or it makes you sound much better.

E: Exactly, so, **go over** in this case, we might say, um "Let's go over the lesson".

M: Let's go over the lesson, yeah.

E: Yeah.

M: Or...

E: That sounds great.

M: Yeah, that's... and that's more, uh, natural way of saying something like that.

E: Okay, so, we've taken look at our language takeaways for today. I think it's time to listen to the dialogue one more time.

M: And this time the dialogue will be slower, so we can understand and listen to all the words we just talked about.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, I got it.

M: Yeah, it's clear now.

E: Yeah, and you know, I heard a lot of really great phrases in this dialogue that I'd like to at now in "**fluency builder**".

Voice: Fluency builder.

M: Great, so, today on fluency builder we have three words for you. Let's start by looking at the first one – **off the charts**.

E: Off the charts.

M: Off the charts.

E: Off the charts.

M: So, this word is very similar to **through the roof**.

E: Exactly, it also means really high.

M: Right, so, let's listen to some examples of how we can use **off the charts** in a different situation.

Voice: Example one.

A: Oil prices have gone up and our costs are off the charts.

Voice: Example two.

B: Excellent job Susan! Your sales are off the charts this year.

Voice: Example three.

*C: Our losses are off the charts! **That's it!** No bonuses for anyone!*

E: So, Marco, do you think I can change **off the charts** for **through the roof** in these examples?

M: Yeah, you can. Definitely, you can use **off the charts** or **through the roof**, both of them mean the same thing.

E: Okay, so, two ways of saying really, really, really high.

M: Really high. But they're very commonly used in a **business setting**.

E: Yeah, that's true. Okay, so, this next word is a phrase that you can use if you want to tell somebody that you'll check something or you'll investigate something.

M: Right, and we heard it in our dialogue, so, let's listen to the clip.

Phrase 1: I'll look into it. I'll look into it.

E: So, **look into that** that means I'll check something.

M: Yeah, I'll see what's happening.

E: Yeah, does that mean you're gonna take action?

M: No, it doesn't.

E: Okay, so, I think we've got another word that **does** mean you're going to take action.

Phrase 2: I'll take care of it. I'll take care of it.

M: So, this word means that you're going to do something about it.

E: I'll take care of it. I will take responsibility.

M: Exactly, so, I will do something about it.

E: Yeah.

M: I will investigate and I'll do it.

E: Yeah, ex... again, two great phrases – I'll **look into** it; I'll **take care of** it.

M: Okay, so, now let's listen to the dialogue a third time. It's gonna be at its normal speed, but now you have all the tools you need to understand it a lot better.

DIALOGUE, THIRD TIME

E: Well, Marco, I guess one of the benefits of being an executive in a company, especially a large company, is you get a lot of amazing benefits.

M: Yes, when you are a manager or a **CEO** of one of these big companies, you get a lot of great things like... I don't know, a private jet, maybe...

E: Wow, that's... that's nice, hey?

M: Hehe. Or, um, they... um, the company often pays for your house...

E: Yeah.

M: Or for your car, they'll give you a company car.

E: Uhu.

M: Um, they'll pay for your kids or your children's, uh, tuition for high school.

E: So, there're school fees.

M: Yeah, yeah.

E: Okay.

M: And also I've heard about **entertainment bonuses**.

E: Yeah, so, you can **go out** to a restaurant, get the receipt and **claim** the expenses at work.

M: Hah, those are some great benefits, right?

E: So, Marco, **I'm curious to know** what our listeners' expenses are.

M: Yes, we definitely want to know what crazy expenses you have, for example...

E: Well, let's see, my spending on coke zero has gone through the roof since we started this podcast.

M: Hehe. Yes, you spend a lot of money on coke zeros every week, right?

E: Uh, yeah, I probably have, uh... I don't know, ten a week.

M: Well, for examples, I spend, uh, a lot on DVDs each week. I usually buy two or three movies.

E: That is off the charts.

M: Hehe. That is off the charts for DVD spending.

E: Okay.

M: So, we want to know what you spend your money on, be sure to l... go into our community website and tell us what you spend money on.

E: That's right, you can find us at englishpod.com and Marco and I are always there to respond your questions and comments.

M: Great, so, we'll see you there and until then it's...

E: Good bye!

M: Bye!

M: Hello English learners! And welcome to another great podcast with **EnglishPod**! My name is **Marco**.

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

M: And today we have another really great lesson for you – **elementary** lesson.

E: That's right and that's another lesson about money.

M: We have no money here at **EnglishPod**, we are **in debt** here.

E: In debt!

M: Yes.

E: Okay.

M: In dept.

E: In debt.

M: So, what does that mean? Why don't you tell us?

E: If I **owe** you money, I'm in debt.

M: In debt, yes.

E: In fact, I think I am in debt to you.

M: Hehe. You owe me two fifty (2,50) for a coke zero today.

E: That's true.

M: Hehe. Alright. Okay, so, let's get started; let's take a look at our "**vocabulary preview**".

Voice: Vocabulary preview.

E: We have two words today in our vocabulary preview and the first one is **recession**.

M: Recession.

E: Recession.

M: Recession.

E: So, recession. Everyone's talking about it right now and what does it mean?

M: I don't know.

E: Hehe.

M: Hehe. That's your topic. I don't know. I really don't know, why don't you tell me, Erica, cause this isn't my topic for today?

E: Okay.

M: Hehe.

E: Recession is a period of time when the economy of a country is doing badly.

M: In a recession the country is making less money.

E: That's true, so, maybe we can give a few examples of things that happen in a recession to show the meaning of this a little bit better.

M: Right, so, for example, in a recession many people lose their jobs.

E: Because, uh, companies might close or go bankrupt.

M: Exactly, and also people start spending less money.

E: That's true, and the **stock prices** of companies, um, fall pretty dra...

M: **???** fall.

E: Yeah, they... they fall a lot, hey?

M: Yeah, yeah, and that's what's going on now in the United States.

E: Very true.

M: Okay, so, let's take a look at our second word and it has to do with recession, it's **broke**.

E: Broke.

M: Broke.

E: I'm broke.

M: Broke, it means that you have no money, you're broke.

E: I'm broke.

M: Right, so, these are our two words for vocabulary preview today and you're going to hear them in the dialogue.

E: This dialogue is about a man who is in debt, he's broke. Let's find out what happens.

DIALOGUE, FIRST TIME

M: Okay, so, that was a bit unexpected.

E: Yeah, that was certainly strange. He didn't go to the bank to ask for money, did he?

M: No, he went to the **mob**.

E: O...

M: And the mob is broke

E: Oh, no! You know it's a bad recession when even the mob **runs out of** money.

M: Hehe. Alright, so, why don't we start by looking at our "**language takeaway**"?

Voice: Language takeaway.

E: Alright, so, for today's language takeaway we have four words from the dialogue, which we think are really important.

M: Yes, so, why don't we start with the first one? **Loan**.

E: Loan.

M: Loan.

E: Loan.

M: So, Erica, tell us about **a loan**? What is a loan?

E: Okay, when you **borrow** money, you get a loan.

M: A loan, yes. Not to be confused with **alone**, like by myself. Hehe.

E: No, so, this is L-O-A-N.

M: Loan.

E: Right.

M: Okay, great. Let's take a look at our second word – **mortgage**.

E: Mortgage.

M: Mortgage.

E: Mortgage.

M: Now, this is very common. I'm sure many of you have mortgages. What is a mortgage?

E: A mortgage is a type of a loan. Basically, it's a loan that helps you to buy a house.

M: A house or property.

E: Yeah, so, this is a funny word. I mean there's the strange mortgage with a T.

M: Yeah, it has a T in it, but you don't pronounce it, you say mor[t]gage, mor[t]gage.

E: So, not mort... **morT**gage.

M: Not, **morT**gage.

E: Mor[t]gage.

M: Mor[t]gage, yeah. I had trouble spelling that one for this lesson, so, I learned it well now.

E: Okay. Let's move to our third word today.

M: **Hit me pretty hard.**

E: Hit me pretty hard.

M: Hit me pretty hard.

E: Hit me pretty hard. I think we have some examples that will help us understand this phrase.

Voice: Example one.

A: My divorce hit me pretty hard. I'm so depressed.

Voice: Example two.

B: This cold has hit me pretty hard. I've been in bed for a week.

Voice: Example three.

C: The news of Fluffy's death hit me pretty hard. I've been crying for days.

M: Okay, so, that's a lot clear.

E: Yeah.

M: Great. Why don't we take a look at our last word for language takeaway?

E: **Tuition.**

M: Tuition.

E: Tuition.

M: Tuition.

E: So, this is the money you have to pay to your school, so, that you can study there.

M: Right, um, usually it's in college, right, or university?

E: Yeah, but sometimes in some countries you have to pay tuition for public school.

M: Okay, great, so, it's time to listen to our dialogue again and it's gonna be slower, so we can listen to all the words that we just talked about.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, I think a lot of the key language we just talked about is a lot more clear now, but you know, I also noticed some really interesting phrases in this dialogue.

M: Yes, I did too, so, let's start with "**fluency builder**".

Voice: Fluency builder.

E: 'Fluency builder' is a tool that we use to help you sound more native.

M: Right, so, you can sound more natural when you're speaking.

E: So, we take a really common phrase and we show you some great natural ways of expressing that same idea.

M: Exactly, and today we have three of these examples. Let's start with the first one.

E: So, this phrase we use when we want to ask somebody "Can I help you?"

Phrase 1: What can I do for you? What can I do for you?

E: Yeah, that sounds really, really polite and really natural.

M: Right, so, instead of saying "Can I help you" or... I don't know, "What do you need", we can just say **what can I do for you**.

E: Exactly.

M: Great.

E: So, let's move to our second phrase. This phrase we use when we need something, when we wanna say "I'm sorry to bother you".

M: Or "I'm sorry to interrupt".

E: Okay, let's listen.

Phrase 2: I'm really sorry to trouble you. I'm really sorry to trouble you.

E: **I'm sorry to trouble you**. This phrase might be a little bit more difficult to understand how it's used, um, but we've got some examples.

M: Yes, so, let's listen.

Voice: Example one.

A: Can I trouble you for a moment? I just need you to sign this form for me.

Voice: Example two.

B: I'm sorry to trouble you, but may I go home early today?

Voice: Example three.

C: Can I trouble you for a pen? Mine is not working anymore.

M: Okay, so, now let's take a look at our last phrase for fluency builder – **on top of all that**.

E: On top of all that.

M: On top of all that.

E: This is a really useful phrase. Marco, how would you use it?

M: Well, for example, today I lost my job...

E: Oh, no.

M: My car got stolen.

E: Oh, my God.

M: And on top of all that my girlfriend **broke up with** me.

E: That was a terrible day.

M: It was, but don't worry, you can use this phrase also in a positive way.

E: That's true, you could say "So, today was a really great day! It was my birthday and all my friends came to visit me and on top of all that I got a million presents".

M: Hehe. That is a great day, so, you can use **on top of all that** in this way.

E: It's like "and also".

M: And also, yeah.

E: Yeah, so, on top of all that.

M: So, we are ready to listen to our dialogue a third time. We can hear all the words that we just talked about and all the phrases and you'll definitely be able to understand a lot better now.

DIALOGUE, THIRD TIME

E: Today's dialogue was all about **being in debt**, right?

M: Yes.

E: And... and different people have different attitudes or different **viewpoints** on being in debt.

M: Yes, that's true, for example, in North America and in Canada it's a really common thing.

E: Yeah, it's actually almost good to be in debt.

M: It's more than good, it's necessary to be in debt.

E: That's right, unless you have... a history of being in debt and regularly **paying off** your debts, you can't actually borrow money, you can't get a mortgage, you can't get a... a car loan, so you can buy a new car.

M: Right, that's called a **credit history**, so, you must have a good credit history **in order to be able to**, like you say, buy a car or buy a house.

E: Yeah, and you know the funny thing is, um, when I was in university, maybe I was eighteen years old, the first thing that happened at university was, you know, banks came to our university and started offering you credit cards, so, you can get a credit card when you're eighteen no problem.

M: And not only do they offer you credit cards, they give you like free gifts if you **sign up for** a credit card.

E: I know they really want you to have a credit card.

M: Of course they want you to spend more money, **that's the trick**.

E: Yeah, but you know what, it's totally different in Europe, for example, I used to live in Switzerland and there they're really careful with debts like it's a bad thing to be in debt.

M: Oh, yeah, I mean it's bad to be in debt, definitely.

E: For example, if I wanna have a credit card in Switzerland and **let's say** I want to have a limit of, um, five hundred (500) francs that I can spend every month, I need to put in my bank account seven hundred (700) francs before I can even spend that credit card money, so, it's totally opposite from North America.

M: Hehe. Well, yeah, I mean in North America it's crazy the way that people are in debt and it's showing now with the recession, right?

E: Yeah, that's true.

M: So, everyone, **be sure to** handle your money carefully, don't be in debt unless you really, really have to.

E: Good financial advice from **EnglishPod**.

M: **EnglishPod** – financial advising service. Hehe.

E: Okay, everyone, thanks for listening, now remember if you have any questions or comments, please, visit our website at englishpod.com.

M: Right, Erica and I are always there to answer all the questions and we really like to receive comments and suggestions from all our users, so, be sure to go and leave us your comments.

E: Okay, Marco, it's been fun.

M: Yes, it has, but sadly we have to go now, so, until next time it's...

E: Good bye!

M: Bye!

M: Hello everyone! And welcome back to another great lesson with **EnglishPod**! My name is **Marco**.

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

M: Erica, today we have a great **intermediate** lesson.

E: That's right, we've got a lesson about love...

M: About love?

E: And about apologizing.

M: Uh, okay, **love and apologizing**.

E: They go together.

M: Yes, they do, if... especially if you have a girlfriend or boyfriend, right?

E: That's true.

M: Hehe. Okay, so, why don't we start by looking at our "**vocabulary preview**"?

Voice: Vocabulary preview.

E: In today's vocabulary preview we will learn two important words from our dialogue. What's the first word?

M: **Knock over**.

E: Knock over.

M: Knock over.

E: Knock over.

M: So, that's a really simple one, when you knock something over...

E: You make it fall down.

M: Make it fall down.

E: Yep, speaking of knocking things over, this morning I knocked over my coffee cup all over my desk.

M: Yeah, I saw that.

E: Yeah.

M: You almost ruined our lesson plan for today.

E: Yes, I did. It was **all over the place**.

M: Hehe. Okay, let's look at our second word – **explode**.

E: Explode.

M: Explode.

E: Explode.

M: So, when something explodes, this is what happens.

Sound of an explosion.

E: Alright, that's pretty clear.

M: Hehe. That's more than clear I think. So, now we've looked at our two vocabulary preview words for this dialogue and we are ready to listen to it for the first time.

DIALOGUE, FIRST TIME

E: I love happy endings.

M: Hehe. Such a romantic dialogue.

E: Yeah, this guy, oh my God, he is amazing! I would love to meet a guy like that.

M: Like that? Like crashing into you?

E: Maybe not LIKE that.

M: Hehe.

E: Okay, well, I think it's time to, uh, look at some of **the** language in this dialogue. Let's start with our "**language takeaway**".

Voice: Language takeaway.

E: Today we have three important words from our dialogue that we will learn for our language takeaway. The first word is **familiar**.

M: Familiar.

E: Familiar.

M: Familiar.

E: This one I think is a little bit hard to explain.

M: Yeah, so, let's listen to some examples on how we use **familiar**.

Voice: Example one.

A: Norman Clark, that name sounds familiar. Where have I heard it before?

Voice: Example two.

B: Do you know where we are?

C: I have no idea. Nothing looks familiar, I think we're lost.

Voice: Example three.

D: You look really familiar. Did we go to high school together?

E: So, when something's familiar, you think you know it, but you're not exactly sure.

M: Exactly, familiar.

E: Okay, our next word is...

M: **Place.**

E: Place.

M: Place.

E: Aaron's place.

M: Exactly, so, when we refer to place, we refer to house.

E: Right, so, I can say "Hey, Marco, **come over to** my place for dinner tonight".

M: Exactly, or I could say, um, "We're having a party at my place tonight at eight".

E: You might ask someone "How's your new place?"

M: Right.

E: How's your new apartment?

M: Exactly, that's a good one.

E: Yeah.

M: So, place. It's a house.

E: Right. Our final word today is...

M: **Coincidence.**

E: Coincidence.

M: Coincidence.

E: Coincidence.

M: So, again we have some great examples for you to understand how we use **coincidence.**

Voice: Example one.

A: I'm going to New York this weekend.

B: What a coincidence? I am too.

Voice: Example two.

*C: **By coincidence**, everyone in the room was named Alex.*

Voice: Example three.

*D: We met by pure coincidence. One day we ran into each other on our bikes and we've been together **ever since**.*

E: A coincidence is something that happens by chance, right?

M: Right, you didn't plan it, it just happened.

E: Yeah, these funny little things happen all the time, I love it when these coincidences happen.

M: Hehe. Yeah, they're great. So, Erica, why don't you tell us about a coincidence that's happened to you?

E: Well, uh, **the other night** I was having dinner, uh, in a restaurant and I looked up and I saw my old professor...

M: Wow!

E: From university.

M: Hehe.

E: I was such a coincidence, because here we are in Shanghai and I see my professor from Canada...

M: Hehe.

E: Having dinner at the table next to me. It was such a coincidence.

M: That is a coincidence.

E: Yeah.

M: Or has it ever happened to you that you're thinking of someone and that person calls you?

E: That happens all the time.

M: Hehe. That's a coincidence.

E: Yeah, yeah.

M: Okay, so, now that we have learned these three language takeaway words, we can listen to our dialogue a second time, but this time it's gonna be slower.

DIALOGUE, SECOND TIME (slow)

E: Well, that was much clearer, wasn't it?

M: Yes, that was clearer and this brings us to "**fluency builder**".

Voice: Fluency builder.

E: In today's fluency builder we're going to show you different ways of apologizing. It's so important to be able to apologize well, um, and fluently.

M: Exactly, and you also wanna say something different from "I'm sorry".

E: Right.

M: So, that's what we're gonna show you today.

E: We heard some great expressions for "I'm sorry" in the dialogue. Let's listen now.

Phrase 1: I'm so sorry; I feel terrible; please accept my apologies. I'm so sorry; I feel terrible; please accept my apologies.

E: Yeah, **I feel terrible**, I say this one all the time.

M: Yeah, it's a great way of saying "I'm sorry". Now, also if you wanna say "I'm sorry", you also wanna tell the person that you made a mistake, right?

E: That's true, and we **did** hear some wonderful expressions for "I made a mistake" in this dialogue.

Phrase 2: I didn't mean to knock you over; it was an accident. I didn't mean to knock you over; it was an accident.

E: Well, I didn't mean to knock my coffee cup over this morning.

M: Exactly, it was an accident.

E: It was.

M: Hehe. Not **on purpose**, right?

E: **Or so you think.**

M: Hehe. Okay, so, all of these phrases are really useful and great for apologizing and telling someone you made a mistake.

E: Well, it's time for us to listen to our dialogue a third time. This time it'll be at its normal speed and I think you'll be able to understand a little bit better.

DIALOGUE, THIRD TIME

M: Great dialogue and great music, right?

E: Wonderful music, who picked that, Marco?

M: Of course, me. I'm a romantic type, I love romantic music.

E: Really?

M: Yes.

E: Well, speaking of a romantic type, do you believe in **love at first sight**?

M: I... I kind of do.

E: Really?

M: I... I'd like to believe it. Yeah, well... If...

E: That surprises me.

M: Hehe. Well, I think the first time that you see someone it impresses you **someway** and you feel attracted to that person.

E: Really?

M: Yeah, at least **it's** the first feeling that you get that makes you want to talk to that person or **get to know** that person.

E: I'm **the exact opposite**.

M: Really?

E: When I see somebody for the first time, my first impression is always wrong.

M: Uh, okay.

E: So, if I see someone and I like them at the beginning, in three weeks I'll hate them.

M: Hehe.

E: And if I see someone and I hate... I don't like them when I first meet them, I will... I'll be their best friend.

M: Uh, yeah, yeah.

E: So, love at first sight doesn't work for me.

M: Hehe. I'm sure that our listeners have some stories at love at first sight. Maybe they met their wives or their boyfriends in this way.

E: I'd like to hear about it.

M: **Me too**, and if anybody knows the name of the songs we used, also **be sure to** post it on the discussion board.

E: That's right, our challenge for this week.

M: Our challenge for this lesson.

E: Yeah.

M: So, that's all for today everyone, but be sure to go to our website at englishpod.com, and as we said leave all your comments, your stories and see if you know the name of the songs.

E: Okay, well, thanks for listening everyone, and until next time... Good bye!

M: Bye!

E: Hello English learners! And welcome to **EnglishPod**! My name's **Erica** and I'm here with... **Marco**? Marco, hurry up!

M: I'm coming!

E: Hurry up, Marco, we've got a lesson!

M: Oh, okay, I'm here, I'm here, what did I miss?

E: Uh, the lesson.

M: Hehe. Alright, sorry about that. Um, we have a great lesson for you today. We have an **elementary** lesson.

E: That's right, an elementary lesson about **being in a rush** and about **giving directions** when you're in a car.

M: Exactly.

E: We're going to listen to two friends who are getting in a car and they're getting ready to go somewhere and they're in a big hurry. So, let's hurry up and listen to the dialogue.

DIALOGUE, FIRST TIME

M: So, they were in a hurry and it was all just to get to the library.

E: Well, maybe he was late returning a book or something.

M: Hehe. That's a bit dramatic just for returning a book.

E: Yeah.

M: Alright, why don't we look at our "**language takeaway**" for today?

Voice: Language takeaway.

M: Okay, on today's language takeaway we have five words for you today, five really important and useful words that we found in our dialogue. So, let's take a look at the first one – **step on it**.

E: Step on it.

M: Step on it.

E: Step on it.

M: So, what does it mean when I tell you to step on it?

E: Drive faster.

M: Drive faster, right?

E: Uhu.

M: Step on it.

E: Exactly, you might also say "speed up".

M: Speed up, yes.

E: Speed up.

M: That's exactly it! Our second word – **speed up**.

E: Also means "go faster".

M: Go faster. And what about the opposite?

E: You might say "slow down".

M: Slow down.

E: Yeah.

M: Okay, so, **speed up** and **slow down**.

E: So, our third word for today is **having a fit**.

M: Having a fit.

E: Having a fit.

M: Having a fit.

E: Well, this a funny phrase and I think listening to a few examples of this phrase might help us understand its meaning a little bit better.

Voice: Example one.

A: Jeez! You don't need to have a fit. Nothing is going to happen if we're five minutes late.

Voice: Example two.

B: My boss is going to have a fit if I don't finish this on time.

Voice: Example three.

C: Oh, I almost had a fit when my boss told me I had to work this weekend.

M: Okay, great examples. So, Erica, why don't you tell me what does it mean when you **have a fit**?

E: It means you get really angry and you can't control your emotions. So, maybe you start screaming and maybe some **steam comes out of your ears**.

M: Hehe. Okay, that's having a fit.

E: Exactly.

M: Excellent. Okay, let's take a look at our next word now – **cut through**.

E: Cut through.

M: Cut through.

E: Cut through.

M: When you cut through something, it means you just...

E: Go through.

M: Go through.

E: Yeah, quite simple. It... it gives you the idea that you go through something quickly.

M: Quickly, so, I can say "let's cut through the park".

E: Yep, or "let's cut through the backyard".

M: Okay, go through.

E: Uhu.

M: And this takes us to our last word for today – **shortcut**.

E: Shortcut.

M: Shortcut.

E: Shortcut.

M: This is a really common word and not many people know about it.

E: Yeah, you're right, it's two simple words that when you fit them together, the meaning changes. It's... it's a great example of this real English we talk about.

M: And it means to take a shorter way somewhere.

E: Exactly, so, if I take a shortcut, I go the short way.

M: Okay, so, going back just a little bit to **cut through**. If I **cut through** the park, that's basically a **shortcut**.

E: Exactly!

M: Alright.

E: Okay.

M: Now it's clear.

E: Okay.

M: Now it's time to listen to our dialogue again, but this time it's gonna be slower, so then we can understand all these words that we just talked about.

DIALOGUE, SECOND TIME (slow)

E: Okay, well, I think that was a lot more clear this time. You know, there's some great language in that dialogue and I would like to look at how we can "**put it together**".

Voice: Putting it together.

M: Okay, so, today on putting it together we have three phrases for you.

E: And we're gonna show you how you can use these phrases like a native speaker.

M: Okay, so, all of these phrases we heard in the dialogue. Why don't we start with the first one? **Make a...**

E: Make a...

M: So, in the dialogue they say "**make a left** here".

E: Yeah, and we can extend this phrase to say **make a right**.

M: Uhu. That would be the **equivalent** of saying "turn left".

E: Or "turn right".

M: Turn right. And there's one more – **make a U-turn**.

E: Exactly, that means turn the car a hundred and eighty degrees, **all the way around**.

M: Make a U-turn.

E: So, make a left, make a right, make a U-turn.

M: Uhu. If you **ever are in** a taxi and you're telling the taxi driver where to go, this is the perfect way: make a left here, make a right there.

E: Okay, so, let's move to our second phrase and it is **are you nuts?**

M: Are you nuts?

E: Are you nuts? So, this is a great way of saying...

M: Are you crazy?

E: Are you **insane**?

M: Are you mad?

E: So, when would we use a phrase like this?

M: If somebody has a bad idea that you don't agree with, you would say "are you crazy?" or "are you nuts?"

E: So, Marco, let's stop this podcast right now!

M: Are you nuts?

E: Okay, I think that's a good example of how we can use this phrase.

M: Yes.

E: So, are you nuts? Are you insane? Are you mad?

M: So, let's listen to some examples of **are you nuts?**

Voice: Example one.

A: You wanna get married now? Are you nuts? You only met up three weeks ago.

Voice: Example two.

B: Are you nuts? I'm not going to cheat on the exam. What if I get caught?

E: So, I think that's clear and now we can move to our third phrase which is **let's take a side street**.

M: Let's take a side street.

E: Let's take a side street.

M: Again, so, if you're in a taxi, this is a great way to suggest a route.

E: Or suggest a direction.

M: Right.

E: So, we can take this phrase and extend it out with a few more words. We might say "let's take Wilson Avenue".

M: Right, or "let's take the highway".

E: So, let's take a side street, let's take Wilson Avenue, let's take the freeway.

M: Okay, so now, let's take a listen to this dialogue a third time at its normal speed and now you can understand everything that's in this dialogue.

DIALOGUE, THIRD TIME

E: Well, this dialogue **is all about** driving, right?

M: Yes.

E: And in North America where both of us are from...

M: Uhu.

E: Uh, driving is everything.

M: Everybody has a car.

E: When did you get a car?

M: I... well, my car I got when I was like... maybe... nineteen.

E: Really?

M: But I learned how to drive and I was driving already by the age of sixteen.

E: Yeah, **that's the thing**, in many countries you have to wait till I think you're eighteen to drive, but, uh, in North America everyone has a **driver's license** by the time they're sixteen years old.

M: Yeah, yeah, I guess everything is so far away that you need a car.

E: Yeah, it's a lot less likely to have, uh, subways or trains to travel by in North America.

M: Alright, so, now you have all the tools necessary to give directions the next time you're in a car or in a taxi.

E: Well, everyone, I really hope you enjoyed this lesson. Now, I want to remind you all to come to our **EnglishPod** website at englishpod.com and here you'll find a lot of tools to help you understand our podcasts better. So, with that, until next time... this is good bye!

M: Bye!

M: Hello English learners! And welcome back to another episode of **EnglishPod**! My name is **Marco**.

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

M: And today with Erica we are getting married.

E: Well, we're not getting married.

M: Hehe. We're not, but our actors in the podcast are.

E: That's right, so, we've got a lesson today about **weddings**. And you know what, a lot of the language in this lesson is about weddings and marriages and maybe you don't need to use this language everyday, but...

M: Learning this vocabulary will definitely help you understand or learn a lot more about Anglo culture.

E: Okay, great point, Marco, I think now we can look at our "**vocabulary preview**".

Voice: Vocabulary preview.

E: So, two simple words in this vocabulary preview; the first one is **groom**.

M: Groom.

E: Groom.

M: Groom.

E: So, who is the groom?

M: He's the man, the man that's getting married.

E: Okay, and our second word is...

M: **Bride**.

E: Bride.

M: Bride.

E: And obviously the bride is...

M: The woman getting married.

E: Perfect.

M: Hehe.

E: Now we have our **bride** and our **groom**, so, it's time to listen to our dialogue the first time.

DIALOGUE, FIRST TIME

E: Oh, Marco, that sounds sad.

M: Yeah, I know the reception is cancelled now.

E: Marco!

M: Well...

E: They're not getting married!

M: Uh, well, I mean... the best part is when you go and eat and drink at a reception.

E: Okay. Well, there's some great language in this dialogue and now let's look at our "**language takeaway**".

Voice: Language takeaway.

M: Great, our first word on the language takeaway today is **it's about time**.

E: It's about time.

M: It's about time.

E: It's about time.

M: So, now we are going to listen to some examples on how we use this great phrase.

Voice: Example one.

A: Dinners' ready.

B: It's about time! I'm starving!

Voice: Example two.

C: Guess what? I finally got a job.

D: It's about time! You've been unemployed for two years!

Voice: Example three.

E: We're almost there. Just a couple more minutes.

F: It's about time. We've been driving for twelve hours.

E: So, this phrase means 'finally'.

M: Finally! **At last.**

E: We've been waiting a long time for this.

M: Exactly.

E: Okay, so, it's about time.

M: Great, let's take a look at our second word now – **aisle**.

E: Aisle.

M: A-I-S-L-E.

E: Aisle.

M: Aisle. It's a tricky word, it sounds like the **contraction** of 'I will'.

E: Yeah, but it's spelled so strangely.

M: Right, we don't pronounce the **S**, the **S** is silent, it's...

E: That's true.

M: Ai-le.

E: So, what is an aisle?

M: In a big room where you have a lot of chairs that space in the middle that allows people to walk through, that's the aisle.

E: So, the aisle is the part where you walk.

M: Yes.

E: In a big room.

M: In a big room, wh...

E: With many chairs.

M: With many chairs. Hehe.

E: Okay.

M: So, in the church...

E: The bride and groom...

M: **Walk down** the aisle.

E: Exactly.

M: Great.

E: Let's move to our third word...

M: **Bridesmaid.**

E: Bridesmaid.

M: Bridesmaid.

E: So, who are the bridesmaids? Or wait, maybe you ask me that.

M: Yeah, cause I... I... we don't get bridesmaids.

E: Okay, so, the bridesmaids are the women who are friends of the bride who stand next to her when she's getting married. Usually, they're her best friends.

M: Right, okay. Okay, so, we have our bridesmaids, now we have our **flower girl.**

E: Flower girl.

M: Flower girl.

E: Again, I'll explain this one.

M: Please, please.

E: The flower girl is the cute little girl who walks down the aisle and who throws flowers.

M: That's the flower girl. And with the flower girl we have our **ring bearer.**

E: Ring bearer.

M: Ring bearer.

E: So, the ring bearer is the cute little boy who walks down the aisle carrying the...

M: Rings.

E: Yep.

M: Okay, so, a lot of useful vocabulary for a wedding ceremony.

E: That's true.

M: Now, let's look at our last word – **gorgeous**.

E: Gorgeous.

M: Gorgeous.

E: Gorgeous means beautiful.

M: Very beautiful.

E: Yeah, i... you know, beautiful you can only use with a woman.

M: Uhu.

E: Can you use **gorgeous** with a woman or with a man?

M: Yes, gorgeous is **unisex**.

E: So, both men and women are gorgeous.

M: Right, you can say "Oh, that girl is gorgeous".

E: That guy is gorgeous.

M: Right, or you can say even "This house is gorgeous".

E: Okay, so, men, women, objects.

M: Yes, yes.

E: Alright, well, we've learned some really interesting vocabulary that will help us to understand an Anglo wedding, so, why don't we listen to the dialogue slow down?

DIALOGUE, SECOND TIME (slow)

M: Now, in this dialogue we have a word that many students often make mistakes on.

E: So, this is a word that causes a lot of problems.

M: Yes, the word **marry**.

E: Marry.

M: Marry, right? So, we are going to listen now to some common mistakes on how English learners use this word.

E: Right, so, these are **wrong examples**.

Voice: Example one.

A: Honey, let's marry.

Voice: Example two.

B: We married four years ago.

Voice: Example three.

C: When I marry I wanna huge wedding.

E: These are great examples of mistakes students make with the word **marry**. They're missing a word. Let's listen to these **right examples** to see what word is missing.

Voice: Example one.

A: Honey, let's get married.

Voice: Example two.

B: We got married four years ago.

Voice: Example three.

C: When I get married I wanna huge wedding.

M: Great, so, we can see that when we use the word **marry**, we say **to get married**.

E: Exactly right! Get married.

M: To get married, right?

E: Okay, don't forget that.

M: Yes, get married. I will get married.

E: We got married.

M: Right, so, now you know exactly how to use this word, we are ready to listen to our dialogue again for a third time and this time it's gonna be at a normal speed.

DIALOGUE, THIRD TIME

M: Okay, well, I'm gonna be honest with you, I don't know too much about marriages, because, first of all, I'm not married and I've never really been too many marriages, so, Erica, some questions for you.

E: Okay.

M: What are these bridesmaids do... I mean... What are they... what are they about?

E: What do the bridesmaids do?

M: Yeah, what are they... what are they doing there?

E: Well, **like I said earlier**, the bridesmaids are the friends of the bride, but the most important people besides the bride and groom are the **best man** and the **maid of honor**.

M: Okay, and what do they do there, in the ceremony?

E: Well, what they do is they sign the **marriage license**.

M: Okay, so, they're like **witnesses**.

E: Exactly.

M: Okay, so, but **wait a minute**, they sign the marriage license there in the church?

E: Yeah, of course, right inside the church you sign the marriage license.

M: Wow, that's strange, because **from what I know**, in other countries usually you will sign the marriage license before the ceremony.

E: So, you get married twice.

M: Yeah, you have like the **civil marriage** and then you have like the church wedding or whatever.

E: That's so complicated.

M: Hehe. Well, yeah, I mean the church wedding is just a ceremony; it's not really anything official.

E: Oh, in Canada it's the official part as well.

M: I guess maybe it's just more efficient.

E: Maybe.

M: Hehe.

E: Well, this is a really **fascinating**, a really interesting subject, isn't it?

M: Yeah, because there're so many countries that have different marriage ceremonies. I know that marriages in India last around seven days.

E: Yeah, yeah. I wanna know more about how our users get married in their country[s].

M: Yeah, so, please go to our website at englishpod.com and tell us how you get married in your countries.

E: Yeah, **I can't wait to** hear your stories.

M: Yeah, it should be interesting, right?

E: Okay, well, everyone thanks for listening and until next time... Good bye!

M: Bye!

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

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

M: And today with Erica we have a very aggressive lesson for you today.

E: That's true. We've got a revolutionary lesson.

M: Yes, today at **EnglishPod** we're protesting. So, Erica, why don't you tell us what a protest is?

E: Well, uh, when you protest something, you go into the streets and show your disagreement.

M: Right. And you yell and you have signs and everyone's just protesting.

E: And the news comes and if it... if it's not clear now, it'll be clearer after the dialogue, I'm sure.

M: Definitely, definitely. So, why don't we start with our "**vocabulary preview**"?

Voice: Vocabulary preview.

E: We have two words in our vocabulary preview today. The first is **bankrupt**.

M: Bankrupt.

E: Bankrupt.

M: Bankrupt.

E: So, if a company goes bankrupt, what happens?

M: It means that company doesn't have any more money.

E: So, it can't pay salaries.

M: It can't pay anything.

E: Can't pay its bills. Yeah, uh, so, basically, if it's bankrupts, it's probably going to close.

M: Exactly.

E: Okay, our second word today is **bailout**.

M: Bailout.

E: Bailout.

M: Bailout.

E: B-A-I-L, bailout.

M: So, bailout is when the government gives money to a company that is about to go bankrupt.

E: That's true. It's emergency money that will help save the company. Well, these two words are taken directly from our dialogue. And in today's dialogue we're going to bring you live to a newscast.

M: Right, so, why don't we just listen to the dialogue?

DIALOGUE, FIRST TIME

M: Wow, these people are really angry.

E: I think they're **furious**.

M: Hehe. Well, I think they have some good points and we'll talk about that later, but now...

E: It's time for "**language takeaway**".

Voice: Language takeaway.

E: There's some great language in this dialogue. A lot of language we use to express our anger.

M: Right. And one of those words and the first one for language takeaway is **injustice**.

E: Injustice.

M: Injustice.

E: An injustice.

M: So, an injustice is something that isn't fair.

E: It's totally unfair.

M: It's unfair, yeah.

E: Uhu.

M: This is an injustice. Let's look at our second word - **outrage**.

E: Outrage.

M: Outrage.

E: An outrage.

M: So, Erica, why don't you give us an example on how you would use outrage?

E: There's no more coffee! This is an outrage!

M: Yeah, that **???**. That's an outrage! Okay.

E: Let's go to our next word now.

M: **Break out**.

E: Break out.

M: Break out.

E: Break out.

M: So, we have some great examples on how we use **break out**, so, let's listen.

Voice: Example one.

A: War is broken out in the Antarctica as countries of the world fight for control of the icy continent.

Voice: Example two.

*B: Officials are warning that fight **???** could break out in the **water** regions.*

Voice: Example three.

C: A forest fire broke out last night.

E: Well, this is a wonderful **phrasal verb** that means...

M: To begin suddenly.

E: Okay, so, I think that's pretty clear.

M: Yeah.

E: Yeah.

M: Break out.

E: Let's go to our next word now.

M: **Mismanaged.**

E: Mismanaged.

M: Mismanaged.

E: So, when something is mismanaged, it's...

M: Not managed properly.

E: Managed poorly.

M: Poorly, right.

E: Yeah. Our final word today is...

M: **Have the nerve to.**

E: Have the nerve to.

M: Have the nerve to.

E: I think this one also is a little bit difficult to understand.

M: Yeah, but we have some great examples prepared for you, so, let's listen to them.

Voice: Example one.

A: I've been in love with you since the third grade, but I didn't have the nerve to tell you.

Voice: Example two.

B: I don't believe it! You have the nerve to ask me for money when you know I've just lost my job.

Voice: Example three.

C: What?! You have the nerve to bring your new girlfriend to visit my mother!

E: So, **have the nerve to** is like dare to do something, right?

M: Yeah, how dare you.

E: Yeah.

M: Have the nerve to. It's like I can't believe you would do that.

E: Uh-Yeah, I think that's **quicklier**. [NOTE: it sounds like **quickly** + **quicker**; it's kind of a casual but a bit controversial way of saying **more quickly**; sometimes **quicklier** means "faster than quickly"]

M: Uhu.

E: Yeah.

M: Okay.

E: A lot of great words in our dialogue today, um, and also we have some really interesting grammar in today's dialogue.

M: Right, so, today let's look at some "**grammar breakdown**".

Voice: Grammar breakdown.

E: In this section, grammar breakdown, uh, we show you a particular grammar structure and explain a little bit about how that structure affects meaning. So, it's not really about getting the grammar perfectly right; it's about understanding the meaning.

M: Right. And in today's lesson we saw some really great examples on how we used the **present perfect tense**.

E: Let's listen to an example from the dialogue.

Example 1: where a protest has broken out; where a protest has broken out.

E: See the **verb** here **break out** like "a protest has broken out" - happened in the past, right?

M: Right.

E: And it's still going on now.

M: Exactly.

E: So, **present perfect** is used when we're talking at... about event that happened in the past...

M: Uhu.

E: And it's continuing on now.

M: Exactly.

E: Or is continuing to affect now.

M: Exactly.

E: Okay, I think that's pretty clear.

M: Yeah, but now, if you want to indicate or if you want to demonstrate that the action has finished, the event is over, then you would say it like this...

Example 2: a protest broke out; a protest broke out.

M: This form... you see that the protest is over; it happened yesterday already.

E: Right. And I think it's really emphasizing the fact that it is no longer affecting the present moment.

M: Exactly. So, remember the difference between **present perfect** and **simple past**. Now, if you want to know more about these tenses: **present perfect** and **simple past**, be sure to go to our website at **englishpod.com**; in the grammar section you can find some more great examples and a really clear explanation on how these tenses are formed. But now we are ready to listen to our dialogue a second time.

DIALOGUE, SECOND TIME

M: Okay, Erica, so, what do you think about this situation?

E: About the bailout of the auto industry.

M: Yes.

E: I think it's a bad idea.

M: Why?

E: There're so many reasons, I mean... I don't think it's fair for us as taxpayers. Well, I guess I'm not really an American taxpayer.

M: Hehe.

E: But I don't think it's fair for the taxpayers to have to pay for the mismanagement of these companies. I mean they've got so much debt; they've produced cars that nobody really wants to buy and now they are in trouble and it's not our money that should be spend on saving them.

M: Yeah, I would agree with you on that, but you do have to take into consideration the fact that if these companies go bankrupt, thousands of people will lose their jobs. And not only

the people that work at the factories, but also the people that work for other companies that supply these factories.

E: Yeah, I... I mean I see what you're saying, Marco, but at the same time we can't support an industry that isn't working properly. I mean if one of... of these companies goes bankrupt, it's... it's gonna be terrible, but it will force the other two companies, perhaps, to manage themselves better, to **streamline** and become more efficient. I just think it will be better in the future.

M: Uhu, well, it could be, but also maybe all three companies can go bankrupt. It would be sad, because the American car... the American auto industry is a symbol of **prosperity**. It's...

E: Yeah.

M: It's also the symbol of like... the American culture in general.

E: I guess it's true.

M: So... so it would be a shame for it to go bankrupt, because everyone owns a car in the United States or most people. And it's just something that we can't lose. But it is an interesting topic and we also want to know your opinions about this.

E: Yeah, listeners, please come to our website at englishpod.com and tell us what you think about this bailout and about this lesson.

M: On the website we'll post a link to the news article, where you can read a little bit more about this, because this is actually going on now.

E: That's true. Well, everyone, thanks for listening and until next time... Good bye!

M: Bye!

M: Hello English learners and welcome to another lesson with **EnglishPod**! My name is **Marco**.

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

M: And today we're bringing you a great **Christmas** lesson.

E: That's right, we've got a lot of Christmas vocabulary in today's lesson for you.

M: Yeah, it's almost Christmas time, so, everyone is getting into this spirit, especially here at **EnglishPod**, so, we're gonna teach you a little bit more about this.

E: Speaking of the spirit, I think it's time for us to look at our "**vocabulary preview**".

Voice: Vocabulary preview.

E: So, in this part of our show we'll look at some key language in the dialogue that you'll need to know to understand the dialogue and, actually, today we only have one word.

M: **Eggnog**.

E: Eggnog.

M: Eggnog.

E: E-G-G-N-O-G, eggnog.

M: So, eggnog is a really popular Christmas drink.

E: It's a traditional Christmas drink.

M: Right, what does it **made of**?

E: Um, eggs, um, cream, sugar and usually rum.

M: Rum! Oh, so, it has alcohol.

E: Yep, normally, it has alcohol.

M: Okay, alright, that's interesting. There's actually a drink very similar to this in, um, Chili.

E: Really?

M: Yep, they call it **Monkey Tail**.

E: So, in Spanish that would be...

M: **Cola de Mono.**

E: Very nice. Hehe.

M: Hehe. Yeah, so, it's actually really, really good. And it's really similar to Eggnog.

E: Okay, well, with that in mind, uh, let's take a listen to our dialogue for the first time.

DIALOGUE, FIRST TIME

E: Well, I did not see that one coming.

M: Yeah, that was interesting. Santa Clause is being taken to jail.

E: What's gonna happen next, Marco?

M: I don't know, let's talk about that **in a little while**. Let's take a look at some language from this dialogue.

Voice: Language takeaway.

M: So, the first word that we have on our language takeaway today is **vehicle**.

E: Vehicle.

M: Vehicle.

E: Vehicle. So, this is a vehicle.

Sound 1.

E: And this is a vehicle.

Sound 2.

E: And this is a vehicle.

Sound 3.

M: So, all of those are vehicles. Now, I thought that a vehicle was a car, specifically.

E: No, any machine that carries people from one place to another is a vehicle.

M: Great, alright. Let's take a look now at our second word – **attorney**.

E: Attorney.

M: Attorney.

E: So, what is an attorney?

M: A lawyer.

E: Well, **that's simple enough?**

M: Yeah, a lawyer.

E: Let's move to our third word, which is...

M: **Appoint.**

E: Appoint.

M: Appoint.

E: Appoint.

M: So, appoint means choose.

E: Okay, so, the President of a country might appoint his Chief of staff.

M: Right, or I can appoint my attorney.

E: True, so, can you appoint a thing? Can I appoint my coffee cup?

M: No... Hehe. No, no, you only use it for people. You choose someone.

E: Okay, appoint...

M: You can't choose something.

E: So, I appoint someone.

M: Exactly.

E: Alright, let's move to our final word.

M: **Sleigh.**

E: Sleigh.

M: Sleigh.

E: Sleigh.

M: So, Erica, you're from Canada, you can tell us about sleighs.

E: Alright, a sleigh is a vehicle that is pulled by a horse and travels over snow or ice.

M: Okay.

E: So, you know like Santa drives a sleigh.

M: He drives a sleigh. So, do you **drive** a sleigh or **ride** a sleigh?

E: Um, good question...

M: Hehe.

E: Well, the song says "you ride in a one horse open sleigh".

M: Right, okay.

E: Well, you know what, I think it's time for us to look at some interesting phrases that we found in this dialogue, so, let's look at "**putting it together**".

Voice: Putting it together.

M: Today on putting it together we have two great phrases for you and let's take a look at the first one – **step out**.

E: Step out.

M: Step out.

E: So, step out means to go out of a place for a short period of time.

M: Right, so, in our dialogue, for example, the police officer said "Step out of the vehicle".

E: Get out of your vehicle.

M: You can also say "Step out of the office".

E: You can say "I just stepped out of the shower".

M: Right, now we can also say **step in**.

E: It's the **opposite**.

M: The opposite, right?

E: I can ask "Marco, step in to my office for a moment"

M: Oh-oh, okay. So, that's **step out** and **step in**, great phrases! Let's take a look at our final phrase – **get a load of**.

E: Get a load of.

M: Get a load of.

E: So, when I say "Get a load of something", I mean **look at**, right.

M: Right, look at this guy – get a load of this guy.

E: Yeah, that's **what** we heard in the dialogue. Now you can use this phrase **in a number of** different ways and we have some examples for you.

Voice: Example one.

A: Get a load of this! A war has started in Antarctica.

Voice: Example two.

B: Get a load of that house! It's so big!

Voice: Example three.

C: Get a load of him. He's wearing a pink suit!

M: Okay, I think we've covered a lot of interesting words and phrases, so, we are ready to listen to our dialogue a second time. But this time it's gonna be a little slower, so, we can **pick up** all these great words.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, we noticed some really great words and phrases, and with this, now we can start with some "**fluency builder**".

Voice: Fluency builder.

M: Today on fluency builder we have two great phrases that you can use to sound a little bit more natural when you speak.

E: That's right, our first phrase you can use if you want to say "Don't speak to me like that".

Phrase 1: Don't take that tone with me. Don't take that tone with me.

E: So, you often hear this phrase, uh, coming out of the mouth of a mother or a father.

M: Yeah, when their children are maybe **talking back**.

E: Yeah.

M: "Don't take that tone with me, young man!" I used to get that a lot.

E: Really?

M: Hehe. Yeah.

E: Sorry about that.

M: Hehe. Okay, our second phrase... We use it when we have a problem.

E: The phrase we heard in the dialogue was "I think **we've got ourselves a situation** here". Let's listen to another example.

Phrase 2: Houston, we've... got ourselves a situation here. Houston, we've... got ourselves a situation here.

E: Sometimes I use this phrase when I wanna tell my boss that I have a problem. Uh, I might say "Boss, I've got a bit of a situation, can you help me with it?"

M: Okay, yeah.

E: Yeah.

M: I have a little bit of a problem.

E: Yeah, useful phrases, hey?

M: Really useful phrases, great stuff, so, now we can listen to our dialogue a final time and this time we can understand everything that's in it.

DIALOGUE, THIRD TIME

E: So, when the police officer was arresting Santa Clause, uh, he said something a little bit strange, hey?

M: Yeah, he said "You'd better not **pout**, you'd better not cry".

E: Now, are those part of the normal, uh, **rights** that a police officer reads?

M: Hehe. No, no, they're not part of the normal rights, but it's actually from a Christmas song, so, let's listen to how it goes in the song.

Song: You'd better watch out, you'd better not cry, better not pout, I'm telling you why, Santa Clause is coming to town.

E: I'm pretty happy we had a song to play there instead of us having to sing.

M: Hehe. Yeah, but that's great, because if the children cry or if they are not good kids, then Santa Clause will not give them presents.

E: Oh-oh.

M: So, that's why.

E: Okay, listeners, I hope that you're not pouting, I hope you're not crying, um, but it's for us to go, so...

M: Be sure to go to our website at englishpod.com and be sure to leave all your questions and comments and maybe some of your Christmas stories.

E: Alright, thanks for listening and until next time...

M: Bye!

E: Good bye!

E: Well, hello everyone! And welcome to **EnglishPod**! My name's **Erica**.

M: And I'm **Marco**.

E: So, Marco, how're you doing today?

M: I'm doing great and I'm really looking forward to our lesson, because we're going to the eye doctor today.

E: Okay, so, we've got an **elementary** lesson about **going to the eye doctor**.

M: Yes!

E: Well, let's get started then with our "**vocabulary preview**".

Voice: Vocabulary preview.

E: We have three words today in our vocabulary preview. All three words come from our dialogue. Our first word is **struggle**.

M: Struggle.

E: Struggle.

M: Struggle.

E: So, Marco, when I struggle to do something, what does that mean?

M: It means it's difficult, it means that you have a hard time, so you can't really do it very quickly.

E: So, **what** you have to try really hard.

M: You have to try really hard.

E: Yeah, to do something that's difficult.

M: Yes.

E: Okay, our next word is...

M: **Blurry**.

E: Blurry.

M: Blurry.

E: Blurry. B-L-U-R-R-Y.

M: Blurry. Whenever something is blurry, you can't really see it well.

E: It's not clear.

M: Right.

E: That's right, everything will be blurry.

M: Uhu.

E: Okay. And our final word is...

M: **Prescription.**

E: Prescription.

M: Prescription.

E: Often when you go to the doctor and you need some medicine, he **writes out** a prescription.

M: Right, a little paper that says all the medicine that you need and then you can go to the **drug store** and buy it.

E: Exactly.

M: Uhu.

E: Okay, so, those three words you'll hear in today's dialogue and I think it's time we listen to the dialogue.

DIALOGUE, FIRST TIME

E: Well, this guy really has poor vision, hey?

M: Hehe.

E: Well, actually, you know what, I've walked in to the bathroom, the men's bathroom, actually, instead of the women's bathroom. And that's not 'cause I wasn't wearing my glasses.

M: It's because you weren't paying attention.

E: That's true.

M: Hehe. Okay, let's take a look today at our "**language takeaway**".

Voice: Language takeaway.

M: The first word on our language takeaway for today is **twenty/twenty** (20/20) **vision**.

E: 20/20 vision.

M: 20/20 vision.

E: If I have 20/20 vision...

M: It means that you have perfect vision.

E: Which I do not have.

M: Hehe. No, me neither, so, I... I usually wear glasses as well.

E: Yeah.

M: But, yeah, people that have 20/20 vision don't need glasses, they can see clearly with...

E: And perfectly.

M: And perfectly.

E: Yeah. Next word is **far-sighted**.

M: Far-sighted.

E: Far-sighted.

M: Far-sighted.

E: So, if I'm far-sighted, I can't see very well, right?

M: So, if you're far-sighted, you can't see things that are near.

E: So, you can see things that are faraway.

M: Right.

E: But things that are close are **blurry**. Okay.

M: And the **opposite** would be...

E: **Near-sighted.**

M: And which is...

E: You can see things that are close well...

M: But not far.

E: Yeah.

M: Hehe.

E: Okay.

M: **Far-sighted** and **near-sighted**.

E: Okay, so, our next word is **make out**.

M: Make out.

E: Make out.

M: Make out.

E: Make out, that's kind of a funny little phrase. And let's listen to a few examples of this phrase, so we can understand how it's used.

Voice: Example one.

A: I can't make out what this says. The writing is too small.

Voice: Example two.

B: If you look carefully, you can almost make out a few of the stars in the sky.

Voice: Example three.

C: Can you see what's written on the sign there?

D: No, I can't quite make it out.

M: Okay, so, basically, **make out** is to see clearly.

E: Exactly.

M: Uhu, make out.

E: To see.

M: Okay. And our last word for language takeaway today is **blind as a bat**.

E: Blind as a bet.

M: Blind as a bet.

E: So, this is a really funny sounding expression, one of these **weird** English idioms.

M: Yeah, it's a really common expression that just means that you can't see.

E: Exactly, so, it's not like you actually are blind, right?

M: But you just really can't see very well.

E: Okay. Alright, we saw four great words today in our language takeaway, now I think we can listen to our dialogue another time.

M: But this time it's gonna be slower, so we can **pick up** all these great words that we just talked about.

DIALOGUE, SECOND TIME (slow)

M: Alright, great stuff on our dialogue and with this we can start now with "**Putting it together**".

Voice: Putting it together.

E: So, we saw a couple of useful phrases in this dialogue and I think we can show you how to use these phrases in a few different ways.

M: Right, um, the first one that we have today is **what seems to be**.

E: So, we heard in the dialogue the doctor said...

M: "What seems to be the problem?"

E: We can use this same expression **in a number of** different ways. Let's listen.

Voice: Example one.

A: What seems to be the problem?

Voice: Example two.

B: What seems to be the matter?

Voice: Example three.

C: What seems to be the trouble?

M: Okay, so, with these examples we can see how we can use the phrase **what seems to be** in many different ways.

E: Yeah, it's a great way of asking "What's the problem?"

M: So, now let's take a look at another phrase.

E: We heard in the dialogue the doctor said "**Head on** over to the other room".

M: Right, and with this phrase **head on** we can combine it with other **prepositions** to indicate another place.

E: Exactly, let's hear three examples.

Voice: Example one.

A: Head on in.

Voice: Example two.

B: Head on out.

Voice: Example three.

C: Head on up.

M: Okay, so, for example, we can say "Head on into the house, it's gonna rain soon".

E: Or we can say "Hey guys, let's head on out to the park".

M: Uhu, or I can also say "Head on up to my room, **I'll be there in a second**".

E: Great! Those are some cool phrases.

M: Right, and they're really useful.

E: So, why don't we listen to our dialogue and maybe we'll hear them again.

DIALOGUE, THIRD TIME

M: Okay, so, talking about going to the eye doctor today, I have a question for our listeners.

E: A challenge for our listeners.

M: A challenge. What's it called when you can't **distinguish** colors?

E: So, like when you can't **tell the difference** between **red** and **blue** and **green**.

M: Right, so, what is that **condition** called? So...

E: There's like a technical term, we want the technical term.

M: Hehe. We want the technical term. So, we'll be looking for it on our comments' page and be sure to... if you know the answer, post it.

E: At englishpod.com, also if you have questions about today's lesson or any other lesson, please come and visit our website and, uh, ask us.

M: Yeah, we hope to see you there, but until then it's...

E: Good bye!

M: Bye!

M: Hello English learners and welcome back to another great lesson with **EnglishPod**! My name is **Marco**.

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

M: And today we're bringing you a great **intermediate** lesson with some really useful vocabulary.

E: Some vocabulary you can use to describe your job.

M: Yes, this is a really common situation when you... someone asks you what you do and you have to tell them.

E: Exactly, so, today's lesson **is all about that**.

M: So, before we jump into our dialogue, let's start with our "**vocabulary preview**".

Voice: Vocabulary preview.

E: We have two simple phrases today that you'll hear in our dialogue for our vocabulary preview. The first one is **VP**.

M: VP.

E: VP.

M: So, the VP of a company is...

E: The **Vice-President**.

M: The Vice-President, exactly.

E: Yeah, simple little **acronym**.

M: Right.

E: And the next word is **Fortune 500** (five hundred) **company**.

M: Fortune Five 500 company.

E: Fortune Five 500 company.

M: So, a Fortune 500 company is...

E: I'll let you explain.

M: Hehe. Well, **Fortune Magazine** ranks the five hundred biggest companies in the U.S.

E: So, a Fortune 500 company basically is...

M: One of the five hundred biggest companies in the U.S.

E: Okay, that's simple.

M: Yep.

E: Alright, well, with those words it sounds like we're going to be talking to some important people today.

M: Yes, we are gonna be talking to some important people, so, let's listen to our dialogue for the first time. Now, it's gonna be a little bit fast, but you don't have to worry about it.

E: Cause we'll come back and explain all of the important vocabulary.

DIALOGUE, FIRST TIME

M: Alright, great music for our dialogue again, ha?

E: Chosen by...

M: By moi. Hehe.

E: Of course.

M: Yeah, Top Gun is one of my old time favorite movies and Top Gun pilot, what a cool profession?

E: An excellent profession, much cooler than being like a VP.

M: A VP.

E: Yeah.

M: How boring is it?

E: Yeah, anyway, this guy was a bit of a **jerk**, don't you think?

M: Yeah, you can tell a little bit of, uh, the **sarcastic tone** he had in his voice.

E: Definitely, but he did use some interesting phrases and we can talk about those now.

M: Right, so, let's take a look at "**language takeaway**".

Voice: Language takeaway.

E: Our first word for language takeaway is **implement**.

M: Implement.

E: Implement.

M: Implement.

E: Let's listen to some examples of this word to help us understand its meaning.

Voice: Example one.

A: Our company has to implement this sales strategy.

Voice: Example two.

B: Sarah will be responsible for implementing the plan.

Voice: Example three.

C: I implemented several new policies.

M: Okay, great examples, and **just in case** to implement means to...

E: Put into action

M: To put into action, great.

E: Exactly.

M: Our second word for language takeaway – **policies**.

E: Policies.

M: Policies.

E: Policies.

M: So, policies are basically rules and regulations.

E: Exactly, formal rules.

M: For a company or an organization.

E: Exactly.

M: Policies, great.

E: Third word...

M: **Oversee**.

E: Oversee.

M: Oversee.

E: Oversee.

M: So, when you oversee operations, it means...

E: Like you watch it to make sure it's okay.

M: You supervise it.

E: This is an excellent word to use when you wanna talk about your **job responsibilities**.

M: Right.

E: Oversee.

M: Uhu, great. And our last word for language takeaway. It's kind of **tricky**, so, let's listen to how it was used in our dialogue.

Example: That alone means I have fifteen hundred employees under me. Hehe. That alone means I have fifteen hundred employees under me. Hehe.

E: So, this guy has fifteen hundred (1500) employees under him meaning he supervises fifteen hundred employees.

M: Right, he manages fifteen hundred employees.

E: He must be a busy man.

M: Yes! For fifteen hundred employees... How many employees do you have under you, Erica?

E: Uh, two.

M: Yeah, not quite as much as fifteen hundred.

E: Yeah, because I'm not a VP ???... for yet, hey?

M: Hehe. Not yet, but you will.

E: Okay.

M: Alright, so, **with this in mind**, we are ready to listen to our dialogue for a second time and this time it's gonna be slower.

DIALOGUE, SECOND TIME (slow)

M: Okay, great stuff! With this, now we can start with our "**fluency builder**" for today.

Voice: Fluency builder.

E: We heard some excellent phrases in this dialogue, some phrases that sound really natural, hey?

M: Yes! Especially the first one that we have today is... Whenever someone talks and talks and talks and just... and continuously talks without stopping, you would say...

*Phrase 1: She's always **going on about** him at the office. She's always **going on about** him at the office.*

E: This is a really natural way of saying "keeps talking about".

M: Right, keeps talking about him.

E: Yep, so, we have a few examples of how this phrase works. Let's listen.

Voice: Example one.

A: My boss is always going on about how we need to save money; it's all he talks about.

Voice: Example two.

B: Gary is always going on about his kids; he's always talking about how smart they are.

Voice: Example three.

C: My mom is always going on about how I should get married.

M: Okay, excellent! It's clear now.

E: Yes.

M: Okay, so, let's move on to our second phrase for today and this is a great one to use whenever you meet someone for the first time.

E: Or when you start to talk to someone for the first time.

M: Great.

*Phrase 2: Hey, **how's it going?** Hello. Hey, **how's it going?** Hello.*

E: So, this is a really relaxed and natural way of saying "How are you".

M: How are you?

E: Yeah.

M: So, yeah, you can just say "Hey, how's it going?"

E: Yep!

M: Great.

E: Really natural sounding.

M: Now, our third phrase is the most important one of our dialogue.

E: Yes!

M: And it's a really common situation.

E: When someone asks you about your job, they might say this.

*Phrase 3: Arthur, **what do you do for a living?** Arthur, **what do you do for a living?***

M: So, this is a really great way of asking "What work do you do?" or "What is your job?"

E: Yes, and now... I know a lot of students sometimes say "What is your job?"

M: Yeah, and that is... **well**, it's kind of correct, but not really.

E: It doesn't sound very natural.

M: Right.

E: So, you wanna use "What do you do?" or...

M: "What do you do for a living?"

E: Sounds great.

M: That's the way you ask someone what is their job.

E: And that's how you sound super natural.

M: Hehe. Okay, so, we're ready now to listen to our dialogue a last time and now you are ready to understand everything.

DIALOGUE, THIRD TIME

M: Okay, so, I have a little challenge for our listeners today. I have...

E: What is it?

M: Two challenges, actually.

E: Okay.

M: The first one – who performs the song that you heard and what is the song called?

E: Okay, I don't know the answer, so, I'm looking forward to seeing what users do.

M: And the second one is what is the number one company in the Fortune 500?

E: Oh, I also don't know this answer.

M: Hehe. Two great questions, so, I expect to see your answers on the comments page, but also we want to know about your profession.

E: Yes! Tell us about your job, tell us what you do and use some of the great phrases you learned today to describe your answer.

M: Great! So, we hope to see you there, but we're out of time now. So, we'll see everyone at [englishpod.com](https://www.englishpod.com), leave all your questions and, of course, all the comments.

E: And Marco and I are always around to answer your questions.

M: Well, until then it's...

E: 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 the **second part** of **Christmas Chronicles**.

E: Another Christmas lesson to get you in the Christmas spirit.

M: Hehe. Christmas and useful language for all our listeners today.

E: That's right, in today's lesson we'll be learning some great Christmas vocabulary.

M: And police related vocabulary as well.

E: Now, Christmas-police vocabulary, how exactly does that fit together?

M: Hehe. Well, they don't.

E: Hehe.

M: But here at **EnglishPod** we can make anything happen, so, that's why we have done this.

E: To be creative.

M: To be creative. So, let's take a look at our "**vocabulary preview**" for this lesson.

Voice: Vocabulary preview.

E: In today's vocabulary preview we've got two words from our dialogue that you will need to know to understand this dialogue.

M: Uhu, the first one is **elves**.

E: Elves.

M: Elves.

E: Elves, and this is the **plural** of the word **elf**.

M: Elf, right.

E: So, elves are...

M: Little people. Hehe.

E: Little people with **pointy hats**.

M: With pointy hats; Santa's helpers.

E: Okay, so, elves.

M: Elves.

E: Our next word is **candy cane**.

M: Candy cane.

E: Candy cane.

M: Candy cane.

E: So, a candy cane is a traditional Christmas candy, right?

M: Yes, it's red and white.

E: And it's kind of shaped like a... like a '**J**'.

M: Like a '**J**', yeah.

E: Okay, so, it...

M: It's very traditional.

E: Yeah, you... you hang them on a tree and you eat them at Christmas time.

M: Yes.

E: Taste like peppermint.

M: Okay, well, I guess we're ready to listen to our dialogue for the first time, uh, and it's gonna be kind of fast, but...

E: Don't worry if you don't understand everything, because we'll come back and talk about some of the language later.

DIALOGUE, FIRST TIME

M: Okay, so, Santa has escaped from the police car, hey?

E: Thank God!

M: It's like a war over there. They were really firing everything.

E: I know, I mean those elves are...

M: Aggressive.

E: Very aggressive.

M: Hehe. Okay, well, we can take a look at some great vocabulary from this dialogue. Why don't we start with our "**language takeaway**" for today?

Voice: Language takeaway.

E: In today's language takeaway we have five really important words that we hope you will take away from the lesson.

M: Exactly, and the first word that we have today is **booked**.

E: Booked.

M: Booked.

E: Booked.

M: Booked is another way of saying...

E: Arrested.

M: Arrested.

E: Yeah, it's a **slang word**, hey?

M: It's kind of slangy, yeah.

E: Yeah.

M: Yeah, it's a slang word – booked.

E: Okay, next word – **speeding**.

M: Speeding.

E: Speeding.

M: Speeding.

E: So, Santa was speeding, because he was...

M: Going too fast.

E: Driving too fast, yeah.

M: Right...

E: Okay.

M: Going **over the speed limit**.

E: Exactly.

M: Uhu.

E: Third word today is...

M: **Impounded**.

E: Impounded.

M: Impounded...

E: Hm.

M: That's when your car gets arrested.

E: Your car gets arrested?

M: Hehe. Yeah, they take your car to 'car jail'.

E: Okay, so, my car is in 'car jail'.

M: It's...

E: I think I understand.

M: It's impounded.

E: Okay, so, the police take my car and I have to...

M: Pay to get it out.

E: Okay.

M: Uhu.

E: Let's move to our next word – **ruined**.

M: Ruined.

E: Ruined.

M: Ruined.

E: We have a few examples for us to listen to, to understand the meaning of this word.

Voice: Example one.

A: It's been raining for five days. Our vacation is ruined.

Voice: Example two.

B: Look at this hole! You've ruined my favorite pair of jeans.

Voice: Example three.

C: Sam, you've been caught stealing from the company, your chances for a promotion are ruined.

M: Okay, great examples and basically **ruined** means...

E: Destroyed.

M: Destroyed.

E: Yeah, **messed up**.

M: Messed up, okay. Now for our last word – **back up. Backup.**

E: Oh, yeah...

M: So, now for our last word... Okay, so, now for our last word on language takeaway – backup.

E: Backup.

M: Backup.

E: Backup.

M: So, backup is...

E: Help.

M: Help.

E: Yeah.

M: Right?

E: So, when you call for backup, you call for help.

M: Call for help.

E: Yeah.

M: Yeah, you see it all the time in war movies, police "Call for backup!"

E: Yeah.

M: Right?

E: I think though it's important to point out that here the **pronunciation** and **stress** of this phrase is really important, hey?

M: Uhu, yes, yes.

E: You have to say **backup**.

M: **Backup.**

E: **Backup.**

M: Yeah.

E: So, both words are stressed at about the same level, hey?

M: Uhu, **backup**.

E: Cause if you were to say **back up**...

M: That means to move back.

E: Exactly.

M: Yeah, it's different, so, **backup, back up**.

E: Yes.

M: Uhu.

E: The stress is important.

M: The stress ???

E: Alright, well, you know what? I think with those words in mind it's time for us to listen to the dialogue a second time.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, without the sound effects and without any noise I think it's much more clear now, right?

E: A little less dramatic.

M: Less dramatic, but good language.

E: Yes, **speaking of** good language, there're some great phrases I wanna look at in this dialogue and, so, let's do that in "**putting it together**".

Voice: Putting it together.

E: We have two phrases in putting it together that we want to show you how you can use in many different situations. In the dialogue we heard this...

*Phrase: Last week we booked this guy who **claimed to be** the tooth fairy. Last week we booked this guy who **claimed to be** the tooth fairy.*

E: So, when you claim to be something, you're saying that you are something, but it might not be true, right?

M: Right, so, for example, you can say "This woman claimed to be your wife".

E: But she's not.

M: Bu she's not.

E: Okay, we have a few other examples of how you can use the phrase **claim to**.

Voice: Example one.

A: Daniel claimed to be the son of a Government Minister, but later we found out that he was lying.

Voice: Example two.

B: The criminals claimed to have a gun!

Voice: Example three.

C: This man here, he's claiming to know your father.

E: That's such a great phrase, just by putting it together with another **verb** means something different, but still expresses that same idea.

M: Right, claim to have... She claimed to have a baby or something.

E: Yeah.

M: Okay.

E: Okay, so, let's move to our next phrase...

M: **Under heavy**.

E: Under heavy.

M: Under heavy.

E: So, in the dialogue they said "we're **under heavy** attack".

M: Right.

E: You can also use this phrase in a couple of other ways.

Voice: Example one.

A: We're under heavy attack!

Voice: Example two.

B: We're under heavy fire!

Voice: Example three.

C: The Prime Minister is under heavy security.

E: So, if you're under heavy fire...

M: Means that there's a lot of fire.

E: Like gun fire.

M: Gun fire, yeah.

E: Yean, and not like fire fire.

M: Yeah.

E: Okay, and if you're under heavy security...

M: It means that you have a lot of security, a lot of bodyguards or a lot of...

E: Right, like a Prime Minister, a President would be under heavy security.

M: Exactly.

E: Okay.

M: Uhu.

E: Couple of great phrases.

M: Really good phrases and with this we can listen to our dialogue a third time.

DIALOGUE, THIRD TIME

E: So, Marco, the police mentioned something about the **Tooth Fairy**.

M: The Tooth Fairy.

E: I don't know, maybe some of our listeners don't know the story about the Tooth Fairy, so, um... Can I go ahead and say it?

M: **Yes, go ahead.**

E: Okay, well, when you're small and you lose a tooth.

M: Your **baby teeth**.

E: Yeah, you put it underneath your pillow.

M: Aha.

E: And then you go to sleep.

M: Uhu.

E: And then in the night the Tooth Fairy comes into the house... flies into the house, **snicks** under your pillow, takes the tooth and puts money there.

M: Uh, I see.

E: So, this is the story that parents tell their kids about what happens to their baby teeth.

M: And they get money in exchange for it.

E: Right, so, I guess it takes away the sadness of losing that tooth.

M: Yeah, yeah. But in South America, for example, we have the **tooth mouse**.

E: The tooth mouse.

M: Yes...

E: Okay.

M: The tooth mouse.

E: What... what is... how is it called in... in Spanish?

M: Oh, well, some... in some places it's called **Ratoncito Pérez**.

E: Aha.

M: Like, it has a last name Pérez.

E: Oh, really?

M: Uh, in other places it's just called Ratoncito, Raton, which means mouse.

E: Okay, so, it would be like Tooth Fairy Smith.

M: To... yeah, Tooth Fairy Smith. And it's the same thing, it's a little mouse, it comes in and steals the little tooth from you and leaves money in exchange.

E: Cool! Very cool!

M: Yeah, yeah.

E: So, we go from Santa Clause, uh, to guns and wars, to the Tooth Fairy.

M: Only at **EnglishPod**.

E: Exactly.

M: Hehe.

E: Alright, guys, I hope you enjoyed today's lesson. If you have any questions or comments about the lesson, please visit our website englishpod.com. Alright, well, we're out of time, we gotta go, we've got some Christmas shopping to do.

M: Yes, Christmas shopping, so, we'll see you guys later and until then it's...

E: Good bye!

M: Bye!

M: Hello English learners! Welcome to another great lesson with **EnglishPod**! My name is **Marco**.

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

M: So, Erica, how are you today?

E: I'm doing pretty well and I think we've got a good lesson today, a really helpful lesson.

M: What are we talking about today?

E: We have an **elementary** lesson about **making an appointment**.

M: Alright, making an appointment. Yeah, that's really helpful. I guess you have to make appointments for the doctor or...

E: At work, maybe.

M: At work. Personal.

E: Or with your friends.

M: Yeah.

E: Yeah, so, this is language that you can use everyday to make appointments.

M: Great, well, so, why don't we take a look at our "**vocabulary preview**"?

Voice: Vocabulary preview.

E: We only have one word today which you need to know to understand this dialogue and it is **financial adviser**.

M: Financial adviser.

E: Financial adviser.

M: So, what is a financial adviser?

E: A financial adviser is a person who gives suggestions or recommendations about investing money, someone who wants you to put money in the **stock market**.

M: Okay, great. I guess we're ready now to listen to our dialogue for the first time and as always it's gonna be at a normal speed, but you don't have to worry about it, because...

E: We'll come back and teach you all the important words.

DIALOGUE, FIRST TIME

E: Well, I guess Ms. McNealy does not want to speak to any financial adviser.

M: Hehe. Yeah, I guess she doesn't really wanna invest in the stock market, ha?

E: Or maybe she just gets too many phone calls from them.

M: Yeah, yeah.

E: Yeah.

M: If you have money, I guess you'll get phone calls from people like that.

E: I guess we don't have that problem, hey?

M: Hehe. No, we don't. Okay, let's start with our "**language takeaway**" for today.

Voice: Language takeaway.

E: So, four words today. The first one is **available**.

M: Available.

E: Available.

M: Available.

E: Meaning...

M: That you're not busy.

E: That you're free.

M: You're free, you're not busy. [NOTE: **available** can also mean that you're not married or you're not in a relationship, i.e. available for dating; for example, *I'm gonna go out with that girl, she is available*]

E: Exactly! Let's move to our next word – **double check**.

M: Double check.

E: Double check.

M: Double check.

E: I think we've got some examples of this phrase.

Voice: Example one.

A: Do you have the tickets?

B: I think so, but let me just double check.

Voice: Example two.

C: I thought I sent that e-mail already, but let me double check.

M: Okay, so, double check basically means to check something twice.

E: Exactly, to check it again.

M: Check it again, okay. Our third word for language takeaway today is **scheduled**.

E: Scheduled.

M: Scheduled.

E: Scheduled.

M: S-C-H-E-D-U-L-E-D.

E: Scheduled.

M: Scheduled. So, when you have something scheduled, it means that you have something...

E: Planned.

M: Planned, right?

E: Yeah, or **booked at that time**.

M: Booked at that time.

E: Yeah, we've got a lunch scheduled this afternoon, don't we?

M: Yes, we do!

E: Alright.

M: A great lunch, looking forward to it. And our last word for today is **booked solid**.

E: Booked solid.

M: Booked solid.

E: B-O-O-K-E-D, booked solid.

M: So, we have some great examples on how you can use this great phrase **booked solid** and you can understand what it means.

Voice: Example one.

A: I can't get a hotel room; they're booked solid until after the New Year. [NOTE: you can also say "they are **fully booked**"]

Voice: Example two.

B: I'm sorry, there are no seats available on this flight; we're booked solid over the Christmas holidays.

Voice: Example three.

C: Sorry, I can't meet with you today, I'm booked solid.

M: Okay, great, so, booked solid basically is...

E: You have no free time, no available time.

M: Right.

E: So, you've got appointments scheduled all day.

M: All day, great.

E: Uhu.

M: So, **with this in mind**, now we can listen to our dialogue a second time. This time it's gonna be slow, so, we can...

E: Understand a little bit better.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, now it's a little bit more clear and with this we can start with "**putting it together**".

Voice: Putting it together.

E: There're some great examples in this dialogue of phrases you can use when you need to schedule an appointment and we're gonna look at those today. In the dialogue we had Julianne asked about making an appointment and she said this.

Phrase 1: I'm calling to arrange an appointment with Ms. McNealy; I'm calling to arrange an appointment with Ms. McNealy.

M: So, this is a great way to schedule an appointment...

E: Uhu.

M: To ask for some time from somebody else.

E: Yeah, and we have some more examples of this phase.

Voice: Example one.

A: Please book an appointment for next week.

Voice: Example two.

B: Please schedule an appointment for next week.

M: Great, so, after that, when you're scheduling an appointment, you need to suggest a day when maybe that person has time.

E: Yes, let's listen to what they said in the dialogue.

Phrase 2: How's Thursday? Does she have any time available then? How's Thursday? Does she have any time available then?

M: You say, well, "how's Thursday" or "how's Tuesday?"

E: Uhu.

M: And maybe that person doesn't have time that day, so, they'll say something like this.

Phrase 3: Can she do Tuesday? Can she do Tuesday?

M: Okay, Erica, so, if I wanna have a meeting with you, I would say "how's Monday sound?" or "how's Monday?"

E: M-m-monday is no good.

M: Oh, how's...

E: I'm busy all day.

M: How's Tuesday?

E: Sorry, Tuesday is no good either.

M: Hehe. What about Wednesday?

E: Okay, Wednesday works.

M: Alright, great.

E: Wednesday's perfect.

M: Okay, s... great, so, we have a meeting on Wednesday.

E: Okay, they are... those are some great phrases, hey, for scheduling an appointment?

M: Yeah, they're really good. Okay, so, now we can listen to our dialogue a third time and we're ready to understand everything that we've just talked about.

DIALOGUE, THIRD TIME

E: The language in this dialogue is really useful, isn't it, Marco?

M: Yeah, it's from an everyday situation. You always have to make appointments at some point.

E: Yes! And like we said earlier, it's language you can use when you need to talk about work, with your boss, maybe.

M: Right.

E: Or, uh, when you need to do daily things like go to the doctor.

M: Uhu.

E: Or even when you're planning something with your friends.

M: Right.

E: Yep, you can use this in all those situations.

M: In all situations.

E: Aha.

M: Great, well, we're out of time now, but I hope you enjoyed our lesson and found it useful. And if you have any questions or comments, please go to our website at englishpod.com, where we'll be there to answer everything.

E: Yes, we will. So, thanks for listening guys and until next time...

M: Bye!

E: Good bye!

M: Hello everyone! Welcome back to another great lesson with us here at **EnglishPod**! My name is **Marco**.

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

M: And today we're **going out** to eat.

E: Yes! Good thing to, because I'm hungry.

M: I know it's almost lunchtime.

E: Yeah.

M: So, today we're gonna be talking about eating at a restaurant and giving some great recommendations and suggestions.

E: Yes! We have language for describing food, for describing restaurants, and for making suggestions.

M: Great! So, let's start with our "**vocabulary preview**" for this lesson.

Voice: Vocabulary preview.

E: We have two words today from our dialogue which you'll need to know to understand the dialogue.

M: Great! The first one that we have today is **food poisoning**.

E: Food poisoning.

M: Food poisoning.

E: Food poisoning.

M: So, food poisoning is...

E: Not a good thing.

M: Not a good thing.

E: It is when you eat some bad food and that food makes you sick.

M: Yeah.

E: So, you get food poisoning.

M: Okay, so, food poisoning, yeah, not a good thing.

E: Okay, the next word.

M: **Allergic.**

E: Allergic.

M: Allergic.

E: Allergic.

M: So, when you're allergic to something...

E: Um, it makes you sick... that one thing makes you sick.

M: Right.

E: For example, I'm allergic to seafood.

M: Right.

E: If I eat seafood, I cannot breathe.

M: Oh, okay, so, you definitely wanna stay away from fish.

E: Yes, yes.

M: Some people are allergic to nuts like **peanuts** or...

E: Or maybe milk.

M: Milk.

E: Yeah.

M: Cool.

E: So, when one type of food makes you sick, you are allergic to that food.

M: Okay, great, so, with this in mind, now we can listen to our dialogue for the first time at its normal speed, but don't worry if you don't get everything now, because...

E: We'll come back and teach you the important language.

DIALOGUE, FIRST TIME

E: Well, I'm getting hungry just thinking about all of those great restaurants.

M: Yeah, some really good recommendations...

E: Aha.

M: Except for food poisoning, right?

E: No, not so good.

M: Let's start with our "**language takeaway**" for this lesson.

Voice: Language takeaway.

M: Our first word on language takeaway is **check out**.

E: Check out.

M: Check out.

E: Check out.

M: So, we have some great examples on how we can use **check out** in different situations and then you can understand the meaning.

Voice: Example one.

A: Have you been to the new café next door?

B: Yeah, I checked it out yesterday. The food was great!

Voice: Example two.

C: Hey, check out my new car.

Voice: Example three.

D: I'm going to check out the new shopping mall this weekend.

E: So, I can understand that it just means "look at".

M: Yeah, "look at" or yeah... or "go see" as well... Let's go check out that new bar in town.

E: Yeah, okay.

M: Okay.

E: Cool! Next word is **bistro**.

M: Bistro.

E: Bistro.

M: Bistro.

E: So, what's a bistro?

M: It's kind of complicated, but it's like a small restaurant that's not really cheap though.

E: Not so cheap and not so expensive.

M: Aha. And, um, it's usually French.

E: Yes.

M: So, yes.

E: Yeah, small informal restaurant.

M: Yeah, bistro.

E: Uhu.

M: Okay, so, our third phrase for today is **not all that crazy about**.

E: Not all that crazy about.

M: I'm not all that crazy about.

E: Okay, again, kind of a funny phrase, but we've got some examples that will help you understand the meaning.

Voice: Example one.

A: Do you want to go shopping with me tomorrow?

B: I'm not all that crazy about shopping. I don't like spending money.

Voice: Example two.

C: I'm not crazy about jazz music. Can I change the song?

M: So, this is just a really polite way of saying you don't like something.

E: Exactly.

M: But now the opposite of this would be **tasty**.

E: Tasty.

M: That's our forth word – tasty.

E: Tasty.

M: So, when something is tasty...

E: It's good.

M: It's good.

E: Like delicious.

M: Delicious.

E: Yeah, you know what, in English we almost never say "the food is delicious", but we always say...

M: It's really tasty.

E: Yes.

M: This is really tasty.

E: Yes, okay.

M: Tasty. And our last phrase for language takeaway – **in the mood for**.

E: In the mood for.

M: In the mood for.

E: Let's listen to some examples of this phrase and we'll understand the meaning a little bit better.

Voice: Example one.

A: We always eat hamburgers for dinner. I'm in the mood for something different.

Voice: Example two.

B: Let's watch movie. How about Texas Chainsaw Massacre?

C: I am not in the mood for a horror movie.

M: So, if I'm in the mood for something, I **feel like** doing or eating or...

E: Watching or...

M: Watching.

E: Yeah, it means you wanna do that now.

M: Uhu.

E: Yeah.

M: I'm in the mood for.

E: Okay, some great language we just looked at and I think it's time for us to listen to the dialogue a second time.

DIALOGUE, SECOND TIME (slow)

M: Okay, some really great and useful phrases there and I know you wanna talk about specifically some of these phrases.

E: Yes! Today's lesson is all about making recommendations, right?

M: Right.

E: So, let's look at some useful phrases in "**fluency builder**".

Voice: Fluency builder.

M: So, in the dialogue we heard a great way of asking for a suggestion.

E: That's right.

M: Let's listen.

Phrase 1: Do you have any suggestions? Do you have any suggestions?

M: So, that's how you would ask for a suggestion or you can say something else like "do you have any ideas?"

E: Yeah, or you might say "do you have any thoughts?"

M: Uhu. Okay, so, that's...

E: Three great ways.

M: Asking for suggestions.

E: Yep.

M: In response to this you can say something like this.

Phrase 2: I'd recommend giving it a try. I'd recommend giving it a try.

E: We also heard another phrase that we use for giving suggestions.

Phrase 3: You gotta give them a try. You've got to give them a try.

M: So, these two phrases are great - **I'd recommend** or **you gotta give them a try**.

E: Yeah.

M: Great ways of suggesting.

E: Yes.

M: Now, what's really important here is the pronunciation of these words, right?

E: Yeah, you'll notice that we don't say **I would recommend**.

M: Right, we use the **contraction** - **I'd**.

E: I'd.

M: I'd.

E: I'd recommend.

M: I'd recommend.

E: Similarly, in the phrase **you have got to** we shorten that...

M: Yeah.

E: To say...

M: **You gotta**.

E: You gotta.

M: You gotta give them a try.

E: You gotta.

M: Uhu.

E: You know what, guys? If you can shorten your phrases like this, if you can push the sounds together, you'll sound a lot more natural, hey?

M: And also you'll be able to understand, because in movies or in shows they will never say "you have got to give them a try".

E: Yeah, yeah.

M: So, if you know how to use this form, you'll understand what they mean.

E: Exactly.

M: Okay, great.

E: Well, why don't we listen to the dialogue a third time? And you'll hear some of these contractions in the dialogue.

DIALOGUE, THIRD TIME

M: Okay, great dialogue and Erica, I know that you have some food poisoning stories for us.

E: I don't know about stories, but I've definitely had food poisoning before, um...

M: Yeah.

E: One of the worst times that I ever had food poisoning was, uh, when I was traveling in Morocco.

M: Okay.

E: I had some really amazing orange juice, really fresh, squeezed that day in the morning. Um, and then I got on a bus.

M: Okay.

E: I think you can see where this is going, hey?

M: Hehe.

E: Yeah, so I was on the bus and then I started to feel really sick, um, and I was just hoping and hoping and hoping that the bus ride would be over soon.

M: Yeah.

E: But unfortunately it wasn't.

M: Oh, no.

E: All I can say is that... I was sick and it wa... All I can say is that I was pretty sick and really, really unhappy.

M: Yeah, **I bet**. Well, that's very strange that you got sick form, uh, orange juice, ha?

E: Well, yeah, ma... maybe it was with some dirty water or something like that...

M: Yeah.

E: I don't know. It was just... It was a terrible situation.

M: Yeah, it's always complicated when you're travelling to other countries, it could be the water, it could be the... the way they prepare things, so...

E: Yeah, yeah, well...

M: Food poisoning.

E: Guys, I hope that you don't get food poisoning.

M: Hehe. And if you have any food poisoning stories, that would be great for you to share them.

E: Yes, at our website englishpod.com.

M: And we'll see you there to answer all your questions and comments, but now we have to go.

E: Okay, guys, thanks for listening.

M: We'll see you there.

E: Bye-bye!

M: Bye!

M: Hello English learners! And welcome to another great lesson with us here at **EnglishPod**! My name is **Marco**.

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

M: And today we're bringing you a great **Upper Intermediate** lesson.

E: That's right! We're gonna talk about the topic that's been in the news, uh, recently and this topic is...

M: The **bird flu**.

E: That's right!

M: So, can you tell us what the bird flu really is?

E: Basically, the story is a lot of chickens and birds keep getting this disease and they've managed to pass this disease to humans. And the fear is that humans will start to pass this disease to each other and a huge, huge number of people in the world could get really sick.

M: Okay.

E: Yes.

M: So, sounds scary.

E: Well, uh, it maybe a little bit scary, but we do have some interesting language. We've got language to talk about a disease.

M: Uhu.

E: And language that you might use in a planning meeting at work.

M: Alright. So, let's start by looking at our "**vocabulary preview**" for this dialogue.

Voice: Vocabulary preview.

M: Okay, the first word on our vocabulary preview today is **contingency plan**.

E: Contingency plan.

M: Contingency plan.

E: Contingency plan.

M: So, a contingency plan is a, uh...

E: A plan that you make to prepare for an emergency.

M: So, like a **backup plan**.

E: Exactly.

M: Okay.

E: Yeah.

M: Contingency plan. And our last word for the vocabulary preview today is **pandemic**.

E: Pandemic.

M: Pandemic.

E: Pandemic.

M: So, pandemic is something scary.

E: Well, yes. Um, it's an even where a disease affects a lot of people, like we're talking millions of people.

M: Okay.

E: And it spreads very quickly.

M: Aha.

E: And it goes international.

M: Okay, so, a disease that spreads very fast and goes everywhere.

E: Exactly.

M: Okay.

E: Pandemic.

M: Okay, so, we're ready to listen to our dialogue. We're gonna be at a business meeting, where people are talking about a contingency plan.

DIALOGUE, FIRST TIME

M: Alright, what an ironic meeting? Uh, they're talking about the bird flu and they're going to have chicken.

E: Yes, after, uh, sneezing **all over**.

M: Hehe. Yeah, I guess now we could take a look at our "**language takeaway**" for this dialogue.

Voice: Language takeaway.

E: We heard a lot of really useful language in this dialogue and right now we're gonna look at, uh, four different words from the dialogue. The first one is **critical**.

M: Critical.

E: Critical.

M: Critical.

E: We've got some examples of this word that will help us to understand the meaning, so let's listen.

Voice: Example one.

A: It's absolutely critical that we increase our sales. If not, the company will go bankrupt.

Voice: Example two.

B: We have a critical shortage of food. If you don't go help, people will die!

Voice: Example three.

C: This is a critical step in the process. You can't make a mistake here.

E: So, when something is critical, it's basically...

M: Really important, really **urgent**.

E: Right! Okay, great word – critical. The next word we have is **outbreak**.

M: Outbreak.

E: Outbreak.

M: An outbreak.

E: So, when outbreak is... is a sudden start of a disease, right?

M: Uhu.

E: Can I say "oh, I got an outbreak of flu"? Could outbreak describe one person?

M: No, an outbreak means that it's infecting a lot of people.

E: Okay.

M: Not only one person.

E: So, that... we could say "there's an outbreak of the flu at the office".

M: Right.

E: Witch there was.

M: Yeah, a lot of people got sick here with the flu.

E: Yeah.

M: Okay, why don't you tell us about our third word?

E: Our third word is **forecast**.

M: Forecast.

E: Forecast.

M: Forecast. So, to forecast basically means to predict.

E: Exactly.

M: For example, you talk about the weather forecast.

E: Yep.

M: Okay, great! And, uh, the last word for our language takeaway is **vaccines**.

E: Vaccines.

M: Vaccines.

E: Vaccines.

M: So, vaccines are something we all had when we were children.

E: That's true.

M: They are injections that you get to prevent you from getting sick later.

E: Right, so, an injection of medicine from your doctor, so that you don't get a disease in the future.

M: Right, when we are small, we get **polio vaccines**...

E: Yeah, **measles vaccines**.

M: Measles, right.

E: Yeah.

M: A lot of, uh, common diseases.

E: Yes.

M: Okay, so, that's all for language takeaway, some great language related to health and disease, but we also heard some great business related words in this dialogue.

E: That's true! There's a lot of words that you can use in a planning meeting, so let's look at those now in "**fluency builder**".

Voice: Fluency builder.

E: In today's fluency builder we're gonna look at four useful phrases. Now, this first phrase you can use when you want to change the subject at a meeting. Let's listen to what they said in the dialogue.

Phrase 1: let's move to our next order of business; let's move to our next order of business.

M: Okay, so, **let's move to our next order of business**, it's a great way of saying "let's move on".

E: Exactly.

M: Let's **pass to** the next topic.

E: Uhu.

M: Great.

E: Speaking of passing to the next topic, we heard another really interesting phrase in the dialogue. Let's listen.

Phrase 2: we need to come up with a clear plan; we need to come up with a clear plan.

M: So, we need to **come up with** a clear plan. We need to...

E: Think of.

M: Think of a clear plan.

E: Yeah.

M: Uhu.

E: Yeah.

M: We need to come up with.

E: Yeah. Okay, our third phrase we heard in the dialogue is this.

M: Okay, **I'd like you to head up this project.**

E: So, this phrase **head up**; this is a great phrase.

M: It means I'd like you to lead or take care of this project.

E: Okay, and the last phrase for fluency builder you can use when you want to give someone the responsibility of a job. We heard this.

Phrase 4: so, I'll leave this to you; so, I'll leave this to you.

M: **So, I'll leave this to you.** This is "you take charge".

E: Exactly.

M: Uhu.

E: I'll leave this to you.

M: That's a great way of delegating a responsibility and... so, we're gonna leave you to listen to our dialogue a last time and, uh, be sure to pick up all the great vocabulary that we just talked about.

DIALOGUE, SECOND TIME

M: Okay, great! So, this contingency plan idea is really interesting, right?

E: Yeah, it makes sense for a company to prepare in case there is an outbreak of bird flu. I mean they need to maintain their critical business functions even if all the employees are sick, hey?

M: Right, I guess that's really important and, uh, you have to forecast all these, uh, possibilities like people are... gonna be away from the office or even forecast less sales, et cetera.

E: That's right! The interesting thing is that businesses that may not actually be involved in food production or raising chickens or something like that are... are making these contingency plans. I find that really fascinating, so it seems there is a lot of fear out there about the possibility of a pandemic.

M: Yeah, yeah, well, hopefully, they'll come out with the vaccines, so, we don't have to worry about these things.

E: That's true, but until then...

M: We will have to create contingency plans.

E: That's right.

M: Okay, guys, we're out of time today and I hope you enjoyed our lesson and found all these words and phrases really useful and you can apply them in real life.

E: Alright, guys, thanks for listening and be sure to check out our website englishpod.com where you can leave all your questions and comments. Marco and I are always around to answer your questions, so...

M: Until then it's... Bye!

E: Good bye!

M: Hello everyone and welcome to **EnglishPod**! Happy New Year! My name is **Marco**.

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

M: Happy New Year!

E: Happy New Year, Marco!

M: It's December thirty-first and we are on **New Year's Eve**.

E: That's right and since it's New Year's Eve, we're talking about New Year's resolutions.

M: Right, in many places it's very common to make a promise for the New Year.

E: Yeah.

M: Something that you will change.

E: A promise to yourself.

M: To yourself.

E: To change something.

M: And that's what our dialogue is about today, so, why don't we take a look at our "**vocabulary preview**" for this lesson?

Voice: Vocabulary preview.

M: Okay, on vocabulary preview today we only have one word.

E: **Eating habits**.

M: Eating habits.

E: Eating habits.

M: So, what are eating habits?

E: The regular way you eat.

M: Right.

E: So, if you eat healthy or if you eat lots of unhealthy food.

M: Or even maybe what time you eat, right? If you eat everyday at certain time.

E: Yeah.

M: Eating habits.

E: Okay.

M: So, we're ready to listen to our dialogue today and it's gonna be a little bit fast, but don't worry about it.

E: We'll come back and explain all of the key vocabulary after.

DIALOGUE, FIRST TIME

E: So, Marco, do you think this guy will be successful in changing his eating habits?

M: Hehe. Well, I guess he'll never change, but this gives us a great opportunity to look at some great vocabulary in this lesson in "**language takeaway**".

Voice: Language takeaway.

M: Our first word on language takeaway is **junk**.

E: Junk.

M: Junk.

E: Junk.

M: So, junk comes from **junk food**.

E: Exactly.

M: Unhealthy food.

E: Yeah, fries, chips.

M: Hamburgers.

E: Yeah.

M: **All that junk**.

E: All that junk.

M: Hehe. Okay, our second word for language takeaway – **transform**.

E: Transform.

M: Transform.

E: Meaning...

M: To change.

E: Yep.

M: Change.

E: Uhu, so, this guy is going to transform his eating habits.

M: He's going to change his eating habits.

E: Yeah, our third word is...

M: **Stuffed.**

E: Stuffed.

M: Stuffed.

E: I'm stuffed.

M: So, we have some great examples on how we can use **stuffed** and you'll get the meaning from it.

Voice: Example one.

A: Come on! Have one more piece of cake.

B: Oh, I can't. I'm stuffed.

Voice: Example two.

C: Oh, I ate way too much! I'm stuffed!

M: Okay, I'm stuffed.

E: The feeling you get if you eat too much food.

M: Right, I'm full.

E: Yeah.

M: Alright, so, these are some great words that you can use talking about food...

E: And eating habits.

M: And eating habits. Ah, and now we can listen to our dialogue a second time and this time like always it's gonna be slow.

DIALOGUE, SECOND TIME (slow)

E: There's a lot of great language in this dialogue, isn't there?

M: Yeah, a lot of great language that we can take a look at with our "**fluency builder**".

Voice: Fluency builder.

E: The first phrase we have for you is...

M: **Stick to it.**

E: Stick to it.

M: Stick to it.

E: Yes, we've got some examples of how this phrase is used, so, let's listen.

Voice: Example one.

A: Quitting smoking is so hard.

B: Stick to it! It's good for you!

Voice: Example two.

C: I can't solve this math problem!

D: Stick to it! I'm sure you'll get it!

M: So, stick to it, right?

E: Basically means keep doing it.

M: Right. Even though English learning can be hard...

E: You should stick to it.

M: Stick to it.

E: Yeah.

M: Exactly. Okay, let's look at our second phrase for fluency builder – **I mean it.**

E: Mean it.

M: Mean it. Well, this is a great way of saying...

E: I'm serious.

M: I'm serious.

E: Yeah.

M: I mean it.

E: I'm not joking.

M: I'm not joking.

E: Uhu.

M: Right.

E: Yeah. And our final phrase in fluency builder...

M: **Cut out.**

E: Cut out.

M: Cut out.

E: Again, we've got some examples of this phrase as native speakers use it, let's listen.

Voice: Example one.

A: You have to cut out the salt from your diet. No more chips, no more French fries, no more popcorn.

Voice: Example two.

B: It's time for me to focus on my work. I'm going to cut out everything else from my life!

M: Okay, so, cut out means...

E: To remove.

M: Completely remove.

E: Take it away.

M: Take it away.

E: Yeah.

M: Okay, some great language, some great phrases in our dialogue today. So, why don't we listen to it a third time? And we'll come back in a little bit.

DIALOGUE, THIRD TIME

M: Okay, so, New Year's resolutions are really common and popular thing in North America.

E: It's tradition to make a promise to yourself on New Year's and stick to it throughout the whole year.

M: Right, but the funny thing is that very few people actually stick to their New Year's resolution.

E: That's true.

M: The most common ones are I'm gonna **quit smoking**.

E: Yeah.

M: That never happens.

E: No.

M: I'm gonna **go on a diet**.

E: Like this guy.

M: Hehe. I'm gonna **quit drinking**.

E: Aha.

M: That almost never happens either. On New Year's Eve you're still drinking.

E: I mean it's... it's a bad time, oh, come on!

M: Hehe. And another really common one is I'm going to **join a gym**.

E: That's why gym membership sales are so high in January.

M: Right, everyone joins a gym in January, but by...

E: Come February...

M: Yeah, and very few people in a gym.

E: Yeah, so, Marco, do you have a New Year's rev... resolution for this year?

M: Yes, I have a New Year's resolution and I resolve to continue bringing everyone some great lessons.

E: Oh, that's... that's so good.

M: And I think I can stick to that one.

E: Yes, well, I... I do hope that you do stick to that one, Marco.

M: We will, we will, but today we're out of time. So, please go to our website and leave all your questions and comments...

E: At englishpod.com.

M: And, uh, we'll see you there, but until then it's...

E: Good bye!

M: Bye!

M: Hello everyone! Welcome to **EnglishPod**! Today I'm here with **Erica**.

E: Hi, Marco!

M: And I'm **Marco**. Hehe. And we're bringing you a great **Elementary** lesson about a situation at an office.

E: That's true, today we're gonna learn some phrases for asking for **time off**.

M: Right, asking for time off.

E: Or asking for leave.

M: Asking for leave, right.

E: Yeah.

M: Right, so, we're gonna give you some great phrases and vocabulary for when you want to ask for leave. So, let's just listen to our dialogue today, where at in office where Liv wants some time off.

DIALOGUE, FIRST TIME

E: Well, it sounds like the boss wasn't too happy about Liv's request.

M: Well, she wanted to take off for thirty days, so...

E: I guess that is a long time.

M: It is a long time. **I wish I could** do that.

E: Yeah.

M: Okay, we have some great words for you today, so, let's start with our "**language takeaway**".

Voice: Language takeaway.

M: Four words on our language takeaway today, uh, Erica, why don't you tell us **a** first one?

E: The first word is **vacation days**.

M: Vacation days.

E: Vacation days.

M: So, what are vacation days?

E: Basically, you're... it's the number of personal leave days. So, the number of days that you can take to go on vacation.

M: Uhu. How many vacation days do you have?

E: Yeah, I think I... I have not so many; I only have ten vacation days.

M: Ten vacation... Well, in some countries, uh, there're ten vacation days is normal, in other I guess it's ten, fifteen, even twenty I've heard.

E: Yeah, yeah, well...

M: Vacation days.

E: We can't take too many vacation days or else we won't make any more podcasts.

M: Yeah, I know. Uh, why don't we look at second word – **oversees**.

E: Oversees.

M: Oversees.

E: When you travel overseas, you travel over the ocean.

M: Over the ocean, to another country.

E: Exactly.

M: Okay, overseas. Okay and our third word for language takeaway – **unpaid leave**.

E: Unpaid leave.

M: Unpaid leave.

E: So, this is time off without pay.

M: Without pay.

E: Simple.

M: Right, unpaid leave. And out last word – **notice**.

E: Notice.

M: Notice.

E: Notice.

M: So, we have some great examples on how we use notice and from these examples I'm sure you'll be able to understand exactly what they mean.

Voice: Example one.

A: If you want to quit your job, make sure you give enough notice; you'll need to tell us four weeks in advance.

Voice: Example two.

B: You didn't give me enough notice about this project, I didn't have enough time to finish it.

E: So, when you give someone notice, you give them information **in advance**.

M: In advance, right.

E: So, if I wanna take time off, I need to give my boss notice – advanced information.

M: Right, fifteen day notice...

E: Aha.

M: Or a twenty day notice, et cetera.

E: Yeah.

M: Great, so, that's our language takeaway for today, now we are ready to listen to our dialogue a second time and this time it's gonna be really slow.

DIALOGUE, SECOND TIME (slow)

E: A lot of non-native English speakers sometimes feel quite nervous about asking their boss for time off, hey?

M: Yeah, I guess it's, ah, kind of a difficult subject.

E: Yeah, but today we're gonna teach you some great phrases that you can use next time you need ask for some time off.

M: Great, so, why don't we take a look at "**putting it together**"?

Voice: Putting in together.

M: Okay, so, on putting it together today we're gonna talk about some, uh, great phrases that you can use when approaching your boss.

E: Yes, we heard Liv say this.

Phrase 1: Do you have a second? Do you have a second?

E: This is a nice way to make sure your boss isn't busy when you wanna ask them something.

M: Right, right. Right, but we could also say this in two different ways. Let's listen.

Phrase 2a: Do you have a minute? I wanna ask you something.

Phrase 2b: Do you have a sec? I need to talk to you.

M: A great way to approach your boss.

E: Yeah, I lo... I love this phrase **do you have a sec**.

M: Yeah, do you have a sec, it's really natural. Okay, so, you've asked your boss for leave and you want to make sure that he agrees with you.

E: Yes, and this is how Liv did it.

Phrase 3: Would you be okay with that? Would you be okay with that?

E: This is a great **pattern** and we've got two other examples of how you can use it.

Voice: Example one.

A: Are you alright with that?

Voice: Example two.

B: Will you be okay with this?

Voice: Example three.

C: I'm fine with that.

M: Okay, great examples, great patterns, really useful language.

E: Yes.

M: Okay, so now, let's listen to our dialogue a third time.

DIALOGUE, THIRD TIME

E: I really noticed how Liv in this dialogue used a lot of really polite language, hey?

M: Yeah, I guess when you're talking your boss, you really have to be respectful and you have to use really polite language.

E: What sort of things did she do to make herself seem more polite?

M: Well, she said a couple of interesting phrases, for example, "well, I was just wondering".

E: Yeah, I was just wondering.

M: Right, it's like, well... just kind of **setting up** to ask for a favor...

E: Yeah.

M: Or for something.

E: And she also used another phrase that I thought was interesting.

M: Yeah, she also said "I was just hopping that".

E: Yes.

M: Right? I was just hopping that maybe I could take some time off.

E: Yeah, again, it sort of doesn't sound too strong, so...

M: Right.

E: It seems a bit more polite.

M: Yeah, because if she said "well, I want to take some time off", that's too strong.

E: Yeah, so, I was just hopping...

M: And then, well, the boss is "okay, well, when do you wanna leave?" and she says "well, I was thinking of, uh...", right? I was thinking off.

E: Yeah.

M: Again, if she would have said "I want to".

E: Yes.

M: Too strong, right?

E: Yeah, in English sometimes we are careful to not be too direct, when we're asking for some... something, right?

M: Right, yeah.

E: Because if you're too direct, you sound a little bit impolite.

M: Yeah, you sound rude.

E: Yeah.

M: Okay, so, great tips and great things to take into consideration the next time you're talking in to your boss.

E: Alright, guys, we're out of time, but thanks for listening and be sure to check our website englishpod.com.

M: Right, where you can leave all your questions and comments and we'll be there to answer them, but I guess until then 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 the **sequel** of **I'm Sorry, I Love You**.

E: **Part II**.

M: Part Two.

E: That's right.

M: I guess, uh, a lot of our listeners enjoyed the first part...

E: Uhu.

M: And since it was such a romantic...

E: Hit.

M: Dialogue and hit...

E: Yeah.

M: We're bringing Part Two, so, it's even more romantic and I'm sure everyone is gonna find some great and useful language in it.

E: That's right, we've got language that we use to talk about, uh, dates, hey?

M: A date, yeah.

E: Uhu.

M: So, useful language for when you're going on a date.

E: That's right. Well, before we look at this date language, let's listen to the dialogue for the first time.

DIALOGUE, FIRST TIME

M: Wow! Such a romantic dialogue.

E: It really sounds like they're falling in love.

M: Hehe. Yeah, it's a really romantic thing that's going on right now, but there were some really useful words here, so, why don't we take a look at "**language takeaway**"?

Voice: Language takeaway.

E: Today we have three words for language takeaway and the first one is **relieved**.

M: Relieved.

E: Relieved.

M: So, we have some great examples on how we use relieved and I'm really sure you can understand the meaning from the sentences.

Voice: Example one.

A: They were relieved to hear that the company would not be making any layoffs.

Voice: Example two.

B: I'm so relieved to hear your voice; I was worried something happened to you.

E: I guess relieved is like, uh... uh, happy or relaxed feeling that you get if you avoid something bad, right?

M: Right, I'm so relieved that didn't happen.

E: Yeah.

M: Now, for our second word – **pick me up**.

E: Pick me up.

M: Pick me up.

E: So, when you ask someone to pick you up, you're saying, basically...

M: Come and get me.

E: Okay, so, let's... let's give a couple of examples, um...

M: Alright.

E: My husband was supposed to pick me up from work yesterday, but he forgot.

M: Does that really happen?

E: Yes.

M: Hehe. Alright, we'll have a talk with him. Or we could also say "oh, I need to hurry up; the taxi will pick me up at seven".

E: Yes! So, come and get me.

M: Right.

E: Uhu.

M: Pick me up.

E: And our final word in today's language takeaway is...

M: **Ordinary.**

E: Ordinary.

M: Ordinary.

E: Ordinary.

M: So, ordinary is a normal word.

E: Yes, meaning...

M: It's normal.

E: Aha.

M: Nothing uncommon about it.

E: Yeah.

M: So, you can have like an ordinary person.

E: An ordinary day.

M: An ordinary day. Ordinary life.

E: Aha.

M: Nothing exciting about it. Hehe.

E: Hehe.

M: What else is ordinary?

E: Ordinary podcast.

M: An ordinary podcast, which **EnglishPod** is not!

E: Is not!

M: Okay.

E: Yeah.

M: So, ordinary. Okay, great words and I guess now we can listen to our dialogue a second time.

E: This time it'll be a little bit slower and this will help you to understand the language more clearly.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, we looked at some great vocabulary and now we can look at some great phrases...

E: Yes!

M: So, let's start with "**fluency builder**".

Voice: Fluency builder.

M: On fluency builder today we have three great phrases, so, why don't we just start with the first one?

E: Yeah, the first one we heard at the beginning of the dialogue – **make it up to you**.

M: Make it up to you.

E: Make it up to you.

M: Okay, so, we have some great examples on how we use **make it up**, so, let's listen.

Voice: Example one.

A: I'm sorry I forgot your birthday; how can I make it up to you?

Voice: Example two.

B: I feel terrible for calling your mother fat; I wanna make it up to her, so, I got her these flowers.

Voice: Example three.

C: John forgot my anniversary again; he's going to have to make it up to me.

E: We can see from the examples that when you use the phrase **make it up to you**, you're kind of saying you want to balance something bad you did with some good action, right?

M: Right, so, if you call your mother-in-law fat...

E: You'd better buy her at least some flowers or a card or something.

M: To make it up, right?

E: Yeah.

M: Yeah, so...

E: So, the bad action was...

M: Calling her fat.

E: And the balancing, good action was the flowers.

M: Was the flowers, yeah.

E: Yeah.

M: I don't think flowers will be enough, though.

E: Hmm, looks like a **doomed** marriage.

M: Hehe. Okay, our second phrase – **my treat**.

E: My treat.

M: My treat.

E: So, we use this phrase when we want to say "I'll invite you", "I'll pay for you".

M: I'll pay.

E: Aha.

M: Right, so, I can say "hey, let's go get some, uh, beers; it's my treat".

E: Ouh, thanks, Marco.

M: Hehe. So, I'm paying, right?

E: Yeah.

M: My treat. And our last phrase for fluency builder – **a twist of fate**.

E: A twist of fate.

M: Twist of fate.

E: A twist of fate.

M: So, Erica, what is a twist of fate?

E: A twist of fate is an unplanned event that has a big impact on your future or your life.

M: Okay.

E: Marco, can you give us an example of a twist of fate?

M: Alright, for example, okay, you're supposed to catch a flight to another country.

E: Uhu.

M: Alright? But you're late, so you missed your flight.

E: Okay.

M: And, uh, that flight crashes.

E: Wow.

M: Right, so, that's a twist of fate.

E: That's a twist of fate.

M: Hehe. So, yeah, it's like... it's like fate, it's like destiny.

E: Yeah.

M: Um, you were... you weren't supposed to be on that flight.

E: Okay, so, a twist of fate.

M: A twist of fate.

E: Great, on a happier note let's listen to the dialogue a third time.

DIALOGUE, THIRD TIME

M: Okay, so, we're back. Erica, I know you have a story of a twist of fate in your life.

E: Yes, uh, recently, actually, this happened. Um, I went to this party and at the party there was a contest like sort of a lottery.

M: Uhu.

E: You could buy some tickets and win a prize and the prize was a week long vacation.

M: Okay.

E: So, I went with some friends of mine and they were tired, so, they left early and they gave me their tickets and...

M: Wow.

E: Guess what happened?

M: What happened?

E: I... we won!

M: Hehe.

E: We won th... we won the week long vacation.

M: Wow!

E: Yeah. It was amazing, i... so, that was a really lucky twist of fate for me.

M: A lucky twist of fate, yeah.

E: Yeah.

M: That's a good story.

E: Yeah.

M: I'm sure, uh, it wasn't that good of a... twist of fate for your friends.

E: Yeah, but they were very **generous** and let me have the prize anyway.

M: Alright, well, we wanna hear your stories of maybe some type of twist of fate that you've had.

E: Yes!

M: Maybe love stories, maybe tragic stories, any story.

E: Uhu.

M: So, be sure to leave your questions and comments and your stories at our website englishpod.com and, uh, where you can also find us to answer any questions or doubts.

E: Yes, that's right.

M: So, I guess until then 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: We're bringing you an **advanced** lesson today.

E: That's right, an advanced lesson where we talk about **investing in emerging markets**.

M: Right, so, it's kind of a business topic, it's kind of a world topic as well.

E: Yes.

M: And it's pretty difficult.

E: Yeah, it is really hard.

M: Right, so, if you're listening and you don't understand everything, please don't get discouraged, don't, uh, worry about, because we are here to learn.

E: Yes, and we're here to help you.

M: Right.

E: Uhu.

M: So, let's get started with this. I'm really excited about this lesson.

E: Yeah, okay, well, Marco, maybe you can tell us a little bit what is an emerging market?

M: An **emerging market** is a market that is starting to develop.

E: Okay.

M: And it's growing rapidly.

E: So, you can maybe give some examples of... emerging market?

M: Well, for example, China is an emerging market.

E: Yeah.

M: In the last years it's been growing rapidly.

E: More and more people are... are moving to the **middle class** and have money to spend.

M: Right, exactly.

E: Uhu.

M: So, China's like a really great example of an emerging market.

E: Alright, well, with that let's listen to the dialogue for the first time.

DIALOGUE, FIRST TIME

M: Well, it sounds like the dad has **missed out on** a really big investment opportunity, hey?

M: Yeah, his... and his son is pretty smart.

E: Yeah.

M: Hehe. Pretty smart little boy.

E: Aha.

M: Okay, so, we have, uh, some great words that we wanna look at here.

E: Uhu.

M: Why don't we start with the first one – **turmoil**.

E: Turmoil.

M: Turmoil.

E: Turmoil.

M: So, we have some great examples of... how turmoil is used in different sentences, so...

E: Uhu.

M: Let's listen.

Voice: Example one.

A: With the civil war, a famine and inflation the country has been in turmoil for ten years.

Voice: Example two.

B: There's been a lot of turmoil in my life recently: I've moved to new city, I've change my job, I broke up with my girlfriend.

Voice: Example three.

C: The devaluation of the dollar caused the great deal of turmoil in the markets.

M: So, turmoil is a state of...

E: Of uncertainty, of change, of difficult times.

M: A little bit of chaos...

E: Yeah.

M: **Some sort of, yeah.**

E: Yeah, yeah. So, for example when there's a lot of turmoil in the market that means stock prices are changing drastically from day to day.

M: Right, or the economy is in turmoil, it... there's a lot of problems going on.

E: Yeah, uncertainty.

M: Uncertainty. Okay.

E: Uhu.

M: Good word. Alright, and we also saw something really interesting in the dialogue...

E: Yes.

M: About a **proposed stimulus package**.

E: A proposed stimulus package.

M: So, a proposed stimulus package is something that's going on now.

E: Yes, let's break this phrase down.

M: Uhu.

E: So, we've got **stimulus package**.

M: A stimulus package, uh, something to stimulate the economy, right?

E: Right. So, money from the government to get the economy moving.

M: To get it moving.

E: Aha.

M: Stimulus package.

E: **Proposed.**

M: It means that it hasn't been approved yet.

E: Right, it's suggested.

M: It's suggested.

E: Uhu.

M: It's an idea.

E: Uhu.

M: So, the proposed stimulus package for the US economy, for example, is a hundred and fifty billion dollars.

E: Right, it's a hundred and fifty billion dollars of American taxpayers money that the government wants to put into the economy to keep it moving.

M: To keep it moving, right. So, if it works or not, that's still a debate, but...

E: Yeah.

M: Hehe. It's a proposed stimulus package.

E: Let's move to our third phrase - **aggregate demand**.

M: Aggregate demand.

E: Aggregate demand.

M: Aggregate demand.

E: So, **demand** is pretty clear, but this word **aggregate**, what's that about?

M: Aggregate is like, uh, combined, added.

E: Yeah.

M: Right?

E: Yeah.

M: Aggregate demand. For example, in a country like China...

E: Uhu.

M: Where cities like in... Shanghai or cities like Beijing...

E: Yeah.

M: Where more and more people are accumulating wealth...

E: Uhu.

M: The aggregate demand is increasing.

E: Right. Right, the combined demand for consumer goods is growing.

M: Right.

E: Uhu.

M: More people more... have more money, so they're spending more.

E: Yes.

M: Okay.

E: You know, Marco, there's a ton of excellent language in this dialogue, isn't there?

M: Yeah, a lot of good stuff here.

E: Yeah, and we wanna listen to the dialogue one more time, but before we do, we have three words for you that we want you to listen for.

M: Yeah, pay attention to these words: **nest egg**.

E: Nets egg.

M: **Inevitable**.

E: Inevitable.

M: And **hit up**.

E: Hit up.

M: So, from the context of the dialogue try and see if you can figure out what they mean, but after listening to it we'll come back and explain it anyways.

DIALOGUE, SECOND TIME

M: So, the kid wants to invest, because he wants to set up his **nest egg**.

E: That's right, so, basically, he wants to get a bunch of cash together, so that he can buy a house or get married or...

M: Uh.

E: Whatever. It's that... it's the money you need to start your life, right?

M: To start your life; your nest egg.

E: Uhu.

M: It's kind of a weird way of referring to this money, right?

E: I guess it is kind of funny.

M: Hehe. And also the little boy talked about an **inevitable** recession.

E: Yes, inevitable.

M: Inevitable.

E: Inevitable basically means, uh, unavoidable.

M: Right.

E: So, this guy thinks that the recession is unavoidable.

M: It's gonna happen.

E: Yes, inevitable. You know, this word inevitable. If you apply the **root word**, you can get a **noun**, an **adjective** or an **adverb**, right?

M: Right.

E: So, we've got some examples where you can see this word in action.

Voice: Example one.

*A: Jason knew he was going to get laid off, but he was trying to delay the **inevitable**.*

Voice: Example two.

*B: As a new manager, it's **inevitable** that you're going to make mistakes.*

Voice: Example three.

C: ***Inevitably***, *we'll all die at the end of our lives.*

M: So, as you can see, the **noun** and **adjective** form are the same.

E: Yes, **inevitable**.

M: Inevitable. When we use it as an **adverb** though, we add the "-ly" to it.

E: **Inevitably**.

M: Inevitably.

E: Yes.

M: So, yeah, as you can see, we could use it in many different ways depending on what we wanna say.

E: Right, well, inevitably, we have to move on to our third word.

M: **Hit up**.

E: Hit up.

M: So, he says he's going to hit up Mom for the cash.

E: Ask his Mom.

M: Yeah, hit up.

E: Yeah, this is kind of a slangy term, isn't it?

M: Yeah, it's a... it's more informal...

E: Yeah.

M: Uh, a l... a lot more slangy, yeah.

E: We... we wouldn't really use it with your boss, would you?

M: No, you're not gonna go up to your boss and say "hey, I need to hit you up for some cash".

E: No.

M: Hehe.

E: So, Marco, I think this word is only applying to money, right?

M: Well, you wouldn't go up to your boss and say "oh, I need to hit you up for... some vacation time".

E: No, it's typically used like...

M: For money.

E: For money.

M: In this context, yeah.

E: Yeah, yeah.

M: Hit 'em up.

E: We've got some examples of the phrase **hit up**. Let's listen.

Voice: Example one.

A: I'm gonna hit up the boss for a raise.

Voice: Example two.

B: Are you trying to hit me up for money?

Voice: Example three.

C: Oh, I don't have any cash. Have you tried hitting up Sophie? She's rich.

M: Okay, so, this is our first **Advanced** lesson. I hope you enjoyed it. It is a lot more challenging, I think.

E: Yes.

M: Especially, because it's said in a business context, so, ??? So, we have a lot of specific words and a lot of technical vocabulary.

E: That's right. Marco, you're exactly right and I think that our users are gonna have a lot questions about the language in this... in this lesson. So, I'd like to invite you guys to come to our website at [englishpod.com](https://www.englishpod.com).

M: Exactly, where you can leave all your questions and comments and we'll be there to answer them.

E: Yes.

M: But until then 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: Today we're bringing you **Part II** of another great lesson that we had.

E: Yes! **New Guy In Town**.

M: The New Guy In Town.

E: Part Two.

M: Part Two.

E: Aha.

M: Kind of a **creepy** story.

E: Yes.

M: Yeah, and this one is also a little bit strange, a little bit weird.

E: Yeah, unusual **outcome**, unusual ending.

M: But it has to do a lot with invitations.

E: That's right, so, an **invitation** is when you ask somebody to do something with you.

M: Right.

E: Uhu.

M: A dinner invitation.

E: So, we're gonna be talking about **invitations** and **inviting** people to do things.

M: Okay.

E: Well, with that, let's listen to the dialogue for the first time.

DIALOGUE, FIRST TIME

M: Wow! I'm really anxious to see what happens in... in this dinner party.

E: Yeah, I guess we'll have to stay tuned and find out...

M: For Part Three.

E: Yeah.

M: Alright, well, we have some really great vocabulary, so, I guess we can start with **"language takeaway"**.

Voice: Language takeaway.

M: Alright, on language takeaway today we have three great words, uh, Erica, why don't you **start it soft** with the first one?

E: The first word is **thoughtful**.

M: Thoughtful.

E: Thoughtful.

M: Thoughtful.

E: So, when you're thoughtful, you're... kind, right?

M: You're kind, you're **considerate**...

E: Yes, you...

M: To other people.

E: You think about what the other person would like.

M: Right.

E: And you do that thing.

M: **It's so thoughtful of you.**

E: Yeah.

M: Our second phrase – **give me the creeps**.

E: Give me the creeps.

M: Give me the creeps.

E: This is kind of a funny phrase, but I think if we listen to some examples, we'll understand the meaning.

Voice: Example one.

A: Horror movies give me the creeps.

Voice: Example two.

B: Stop it! You're giving me the creeps.

Voice: Example three.

C: I saw this really scary clown; he gave me the creeps.

E: So, I can see this one means to make me feel uncomfortable.

M: Right, it makes me feel...

E: Like **strange**...

M: Scared...

E: Yeah, scared.

M: Also.

E: Yeah.

M: Gives me the creeps.

E: Uhu.

M: And our last phrase for language takeaway – **rope me into**.

E: Rope me into something.

M: Rope me into something.

E: Uhu.

M: So, if you rope me into something, it's...

E: It's like you **convince** me to do something that I don't really wanna do.

M: Right, so, I roped you into landing me your car.

E: Yes, it was a bad idea.

M: That was a bad idea.

E: And you roped me into **going out** for beers after work.

M: Yeah, that was a great idea.

E: Mmm.

M: Hehe. Alright, so, rope me into.

E: Yeah.

M: Convince.

E: Yeah.

M: Alright, so, I guess we could listen to our dialogue again.

E: This time a little bit slower and you'll be able to understand the language a little bit more clearly.

DIALOGUE, SECOND TIME (slow)

M: Well, I guess that's a lot more clearer and with that we can start "**putting it together**" today.

Voice: Putting it together.

E: Today we've got three words and phrases that we wanna show you how you can put together and use differently.

M: Uhu.

E: The first one is **appetite**.

M: Appetite.

E: Appetite.

M: Appetite.

E: So, appetite is like, ah, a strong desire for food, right?

M: Right, an appetite.

E: We've got some examples that show you how to use this phrase; let's listen.

Voice: Example one.

A: *Mmm, dinner smells so good; it's giving me an appetite.*

Voice: Example two.

B: *You're sure eating a lot; you must have a big appetite.*

Voice: Example three.

C: *I'm getting sick; I have a fever and I've lost my appetite.*

M: Okay, so, we saw some great examples of appetite.

E: Uhu.

M: You can lose your appetite.

E: That's right.

M: You have a big appetite.

E: Uhu.

M: Small appetite.

E: A healthy appetite.

M: Right, so, it just means...

E: A desire for food.

M: Desire for foods.

E: A hunger for food. Yeah.

M: Okay. Great, what's our second phrase for today?

E: **Get to know someone.**

M: Get to know.

E: Get to know.

M: So, when you get to know someone is you talk to them and you find out what they do.

E: Yeah, you **get more familiar with** them.

M: More familiar, right.

E: Uhu.

M: For example, we can say "I got to know her in Spanish class and she's a really nice person".

E: Yeah, or you can say "Armand, Ellen and Doris got to know each other at a dinner party".

M: Right, or you can say "if you get to know me, you'll see that I'm not a bad guy".

E: Yeah.

M: Hehe.

E: That's true.

M: Okay, get to know.

E: And our third phrase is **why on earth**.

M: Why on earth.

E: Why on earth.

M: Why on earth. This is the... uh, this is like a saying...

E: Yeah.

M: ??? expression.

E: And you can use it in a lot of different ways, so, we've got some examples for you; let's listen.

Voice: Example one.

A: Where on earth is my phone?

Voice: Example two.

B: How on earth did you learn English in one month?

Voice: Example three.

C: What on earth is it?

E: So, when you ask a question with **on earth** - so, **why on earth**, **how on earth**, **what on earth** - it's like you're showing a lot of surprise.

M: Okay, great stuff! So, let's just listen to our dialogue a third time.

DIALOGUE, THIRD TIME

M: We want to know what you think happens next.

E: Yes, what happens in this dialogue next?

M: So, we want you to send us your idea of what happens next and we're going to choose the best one.

E: That's right, Marco and I will choose the best continuation of this story and we'll use that in **Part Three** of the **New Guy In Town**.

M: That's right.

E: Aha.

M: So, you can give it any direction you want.

E: That's right.

M: And, of course, we'll publish the name of the author.

E: Uhu.

M: With the lesson.

E: Yes.

M: I'm really anxious to see what ideas come up and how we can end this dialogue.

E: I know we've got a lot of really creative users **out there**, so, I'm really looking forward to this.

M: That's right, that's right, so, be sure to send us your ideas either a private message or you can post it on the comment section of...

E: That's right.

M: This lesson and any other questions or doubts. Go to [englishpod.com](https://www.englishpod.com) and you can leave them there.

E: Yes! Marco and I are always happy to answer your questions.

M: Okay, folks, so, until then it's...

E: Good bye!

M: Bye!