
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 **eighth part** of our dramatic romantic love story **I'm Sorry I Love You**.

E: That's right. We're coming close to the end of the story, aren't we?

M: Yeah, we're coming close to the end and we still have a lot of, uh, interesting things going on. So, I wonder what's gonna happen?

E: Well, um, I can tell you that today's lesson involves this word, which we'll hear in "**vocabulary preview**".

Voice: Vocabulary preview.

M: So, today we're just gonna look at this one word – **spy**.

E: A spy.

M: A spy.

E: Spy.

M: Alright, so, we probably know famous spies like James Bond.

E: Or Austin Powers.

M: Right, so, basically, it's a person, who is secretly trying to get information.

E: About a government or maybe a business.

M: Right, so, that's a spy.

E: Now, the **verb** - **to spy**.

M: Same thing, right?

E: Uhu.

M: To **spy on** someone...

E: Yep.

M: To spy on a company.

E: Yep. So, why are we talking spies and spying here in **EnglishPod**? Why don't we find out by listening to our dialogue?

DIALOGUE, FIRST TIME

M: Alright, so, Steven is not even American, he's an Indian spy.

E: He's not even a firefighter.

M: Hehe. Well, there we go. See?

E: Oh my god!

M: Many surprises on this love story.

E: It gets deeper and deeper.

M: Well, why don't we take a look at some of the vocabulary that was used in this great story in "**language takeaway**"?

Voice: Language takeaway.

E: Well, here we've got a lot of language, uh, that you can use when you need to be honest about something. We're gonna look at six phrases here. Another first one – Steven says he needs to **come clean**.

M: Come clean.

E: Come clean.

M: Right, so, basically, he needs to tell the truth.

E: He needs to confess.

M: Confess, right.

E: Uhu. About something that he maybe wasn't truthful about in the past.

M: Yeah, maybe he had a secret or maybe he lied about something.

E: Yep.

M: So, now he's **coming clean**.

E: Uhu.

M: Very good.

E: So, he comes clean and he tells this story about his childhood and he says his father was a **renowned** chemist.

M: Renowned.

E: Renowned.

M: Okay, so, if you are a renowned chemist.

E: You're very famous and well-respected.

M: So, you can use that with people, w... with places.

E: A renowned restaurant.

M: Okay, so, very popular, very well-known.

E: Yeah, we also hear it's commonly like this - a **world-renowned** chemist.

M: Okay.

E: A world-renowned restaurant.

M: So, it... not only popular locally, but the whole world knows about it.

E: Uhu.

M: Very good.

E: Alright, and so, he continues with the story and he says he was **approached** by members of the CIA.

M: Approached.

E: To be **approached by**.

M: Okay, so, if I am approached by somebody from the CIA, what does that mean?

E: Well, they... they come to talk to you about something, uh, really important.

M: Okay, so, the **verb** to **approach** someone can mean get close to.

E: Right, to walk up to them or something like that.

M: Right, but it also carries this... this meaning of coming to talk to you about something.

E: Something important.

M: Something very important.

E: Yep.

M: So, for example, I can say "my boss approached me this morning to talk about an important pay raise".

E: Whoo, lucky you.

M: Hehe.

E: Or maybe, um, Jim approached me to ask if I know if his wife is **cheating on** him or not.

M: Wow, alright, so, that's how you would use this verb approach someone. Now, let's move on to the next word. So, he was approached by members of the CIA and they were **claiming** something about his father.

E: That's right, so, to **claim**.

M: Claim something.

E: To claim something.

M: Alright, so, basically, when you're claiming something, you are saying that it's true.

E: Right, it might not be true.

M: But we don't know.

E: Yeah. So, f... for example, he claims he makes four million dollars a year.

M: Okay, or Bob claims that he saw UFO.

E: Uhu.

M: We can't prove it if it's true or not, but that's what they're saying is true.

E: Yep.

M: So, Steven's father disappeared and, well, he **vowed** to discover where he was.

E: So, Steven vowed to find his father.

M: Vow.

E: To vow.

M: So, this verb to vow means to make a strong promise, right?

E: Yes.

M: And we use it also in marriage, right?

E: **Wedding vows.**

M: Wedding vows, which are basically promises.

E: Uhu.

M: So, if you vow something, you make a very strong promise.

E: Yes, it's very, very bad if you **break a vow.**

M: Oh, really?

E: Uhu.

M: What happens?

E: I don't know. Probably, thunder strikes you and you die.

M: Hehe. Alright, so, don't break your vows.

E: Yeah.

M: And the last word on language takeaway today – **the whereabouts.**

E: The whereabouts.

M: The whereabouts of his father.

E: Uhu. So, the whereabouts is the location.

M: The location.

E: Kind of unknown location, right?

M: Right. I think this is a great word for us to listen to some more examples.

Voice: Example one.

A: *The police don't have any information on the whereabouts of the murderer.*

Voice: Example two.

B: *Currently the whereabouts of the president are unknown.*

Voice: Example three.

C: *You live in Toronto too? Whereabouts do you live?*

M: Alright, so, whereabouts, perfect. You can use it for location, unknown location.

E: Uhu. Alright, so, some great words. Now, I wanna move on to some phrases that we heard in the dialogue. Um, and let's look at those now in "**fluency builder**".

Voice: Fluency builder.

M: Alright, on fluency builder today we have four great phrases and let's start with the first one – **what's going on?**

E: So, Veronica asks "what's going on?"

M: Steven, what's going on?

E: Basically what's happening, right?

M: What's happening; wha... wha... what's... what's the situation?

E: Yeah.

M: Now, another interesting thing is that among friends you could use this phrase to say...

E: Hey, how are you?

M: How are you?

E: Yeah.

M: How's it going? Right?

E: Yeah.

M: So, you can say "hey Erica, what's going on?"

E: And it all depends on your... your tone of voice. So, um, when you wanna know how that person is: "hey Marco, what's going on?"

M: Right, but if you're angry or maybe something strange is happening, you're like: "hey, what's going on here?"

E: Yes, so, your... your voice falls.

M: Right. Now, let's take a look at our next phrase and this one is very, very useful.

E: Uhu.

M: Especially if you've lied.

E: Yes, so, Steven says **I haven't been completely honest with you.**

M: I haven't been completely honest with you.

E: I haven't been completely honest with you.

M: So, that means he hasn't been telling the whole truth.

E: Right, pretty easy to understand, but I think its use is interesting here.

M: Right, you might use it to kind of **soften up** the person to confess something.

E: Right, so, when you're ready to **come clean** about a secret you have or a lie you told, this is a great way to prepare your listener.

M: Right. "Know what, I haven't been completely honest with you".

E: Yeah.

M: Moving on to our third phrase. So, the CIA claimed that Steven's father had made **the discovery of the millennium.**

E: The discovery of the millennium.

M: Discovery of the millennium.

E: Okay, let's break this down. **Millennium.**

M: Millennium is a thousand years.

E: Right.

M: So, the discovery of the millennium is...

E: The best, most important discovery in the past thousand years.

M: Right. So, now we can change it a little bit and say **the invention of the millennium**.

E: Or even **the party of the millennium**.

M: Exactly. So, it doesn't necessarily have to be the most important of the last one thousand years.

E: But it means it was pretty good.

M: It was pretty good.

E: Yeah.

M: Or very important.

E: Yeah. And you can also say the... **the discovery of the decade**, right?

M: Of the decade, of the century.

E: Yep.

M: Of the year.

E: Yep.

M: And now let's take a look at our last phrase. So, Steven confessed he can't claim he told her everything, but he said he **wasn't supposed to** fall in love with her.

E: I wasn't supposed to.

M: I wasn't supposed to fall in love with you.

E: Alright, so, let's look at this phrase **I wasn't supposed to**. It's an interesting one, it's sort of like a cross between **I didn't need to** and **I shouldn't have done**.

M: Right, now, let's look at some examples. I wasn't supposed to come to work today.

E: Alright, so, you didn't need to.

M: It wasn't necessary.

E: Alright, so, maybe it was your annual vacation day, but you came into work anyway.

M: Or maybe it was a holiday.

E: Yeah.

M: And I came to work anyways.

E: So... so, the plan was not for you to come to work.

M: Right. So, in this case we're saying "it wasn't necessary".

E: Or it wasn't planned.

M: Or planned.

E: Yeah.

M: Now, let's look at the other way when **you shouldn't**.

E: Okay. Marco, I wasn't supposed to tell you this, but...

M: Okay, so now, in this case you shouldn't te... be telling me this. You shouldn't tell me the secret.

E: Yeah.

M: But you're going to anyways.

E: Yes.

M: Hehe.

E: ???

M: Hehe. So, I wasn't supposed to. In this case it means I shouldn't.

E: Uhu. Alright, some really great language here. Now, I think it will help us to hear it one more time in the dialogue.

DIALOGUE, SECOND TIME

M: Okay, great, so now we're getting close to the end of this series. So, what's gonna happen? Maybe Veronica's also a spy.

E: Oh my god. I don't think I can handle that.

M: Hehe. Alright, so, we really need your suggestions. We need your ideas. We want to know how you think the series ends or how you would want it to end. Do you want it to be a happy ending?

E: Or a tragedy?

M: Or maybe **action-filled** ending?

E: Alright, well, we got two lessons left in this series. So visit our website at englishpod.com and leave your suggestions.

M: Alright, guys, we'll see you guys there and until next time...

E: Good bye!

M: Bye!

**

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

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

M: And today we're gonna be looking at another kind of science fiction lesson related to **aliens**.

E: That's right. Uh, and I think in this lesson we actually have an alien sighting here at **EnglishPod**.

M: Right, and an alien encounter.

E: Uhu.

M: So, we're gonna be learning about this stars; we're gonna be learning about aliens and UFOs today.

E: That's right. And we're also going to language that you can use to describe, um, negative results, uh, **things that happen that are bad**.

M: That's right, so let's start by looking at "**vocabulary preview**".

Voice: Vocabulary preview.

E: Okay, we have two words for you that we're gonna hear in the dialogue and the first one is **constellation**.

M: Constellation.

E: A constellation.

M: Alright, so, we've all looked up in the sky and seen shapes or figures that are formed by the stars.

E: That's right. So, a constellation is a group of stars that makes a shape and has a name.

M: Right, there are a total of eighty eight known constellations, so the most popular ones I think maybe are the **Little Dipper**, the **Big Dipper**, et cetera.

E: I never knew you're such a fun of, uh, astronomy, Marco.

M: A little bit.

E: Alright. What about the next one?

M: The next one is **earthlings**.

E: Earthlings.

M: Earthlings.

E: So, earthlings are people who live on planet Earth.

M: On Earth, exactly.

E: Yeah.

M: And in the dialogue we're gonna hear "greetings earthlings".

E: This is the most typical phrase that you will hear in almost every single alien movie.

M: Exactly. So, it's like saying "hello people from Earth".

E: Yes. Every single alien in the world says this phrase.

M: Hehe. So, those are two words that we're gonna find in this dialogue today, so why don't we start and listen to what happens with our UFO experience?

DIALOGUE, FIRST TIME

E: Well, that didn't work out so well for the earthlings now, did it?

M: I think the aliens are a little bit belligerent themselves.

E: Uhu.

M: Alright, so, why don't we start by looking at some of those difficult words that we might have found in this dialogue in "**language takeaway**"?

Voice: Language takeaway.

E: Okay, well, the aliens are using a lot of language to describe some of the negative results that are happening because of the humans' behavior on Earth, right?

M: Right.

E: And so, one of the things they said was that "your intelligence and creativity does not come without **consequence**".

M: Consequence.

E: Without consequence.

M: Alright, so, the **consequence** of an action **are** basically the results.

E: Yes, exactly. And here the phrase **without consequence** suggests the negative results.

M: Alright, so, the negative results from your actions.

E: Uhu.

M: Very good. What about our next word?

E: Well, the aliens also talked about human **ambition**.

M: Ambition.

E: Ambition.

M: So, what is ambition exactly?

E: So, ambition is the desire or the want for... for things to be better, to improve, to get rich, to be technologically advanced.

M: Okay, so, to want more.

E: Yep.

M: You have ambitions in your life, in your professional life...

E: Yeah.

M: In your personal life. So, basically we have ambition and we have desires and these are the reasons for our **downfall**.

E: Okay, so, downfall.

M: Downfall.

E: Will be your downfall.

M: So, the downfall of something is...

E: Something that causes failure.

M: Okay, so, the loss of wealth or the loss of reputation or...

E: Uhu.

M: That... it's... it gets ruined.

E: Exactly.

M: The downfall. We can say like, for example, the downfall of the Roman Empire.

E: Or, you know that this guy is, um, a great employee, but his lack of ambition was his downfall.

M: Very good. Alright, coming up to our next word. The alien described that humans have a belligerent attitude.

E: Belligerent.

M: Belligerent.

E: Belligerent.

M: Alright, this is a very nice word, so why don't we listen to some examples of how we can use it in context.

Voice: Example one.

A: Don't take that belligerent tone with me! I don't wanna argue with you.

Voice: Example two.

B: Tomas is always so belligerent; it is impossible to talk to him.

Voice: Example three.

C: Stacey was fired for her belligerent attitude.

E: Okay, so, I can understand that it means, um, sort of aggressive... having a strong willingness to fight.

M: Exactly. A belligerent person, a belligerent attitude.

E: Uhu.

M: A belligerent country.

E: Okay.

M: Very good. And our last word for today.

E: **Anguish.**

M: Anguish.

E: Anguish.

M: So, to cause great anguish.

E: To cause a lot of terrible, emotional or physical pain.

M: Okay, so, it is a **synonym** of pain, of...

E: Uhu.

M: Of suffering.

E: Yeah, but really intense suffering.

M: Really intense.

E: Why don't we give a few examples? Um, the end of his marriage caused him great anguish.

M: Or, for example, the loss of his dog caused him great anguish.

E: Okay, so, anguish.

M: Alright, so, we've covered five great words on language takeaway today. Why don't we move on now to "**putting it together**"?

Voice: Putting it together.

E: Okay, we're gonna look at three phrases that we heard in the dialogue and see how we can use them in different contexts. So, the aliens, um, were praising some of the masterpieces that the humans have created, right?

M: Right.

E: He said "you humans create **such wonders as** the Taj Mahal..." bla-bla-bla.

M: Okay.

E: So, let's look at this phrase – such wonders as.

M: Alright, so, we have a **noun** here – a **wonder**.

E: Uhu. Uh, an amazing thing.

M: An amazing structure.

E: Yes.

M: So, he says "such wonders as". Now, we can change this **noun** and replace it with another one, right?

E: Yeah, we can, um... we can replace that **noun** with anything, so why don't we hear a few examples?

Voice: Example one.

A: To finish this house we need such materials as cement, wood and steel.

Voice: Example two.

B: I need to write a report on this social topic such as psychology, health or marriage.

Voice: Example three.

C: Companies have found that social networking sites such as Facebook and Twitter are great marketing opportunities.

E: So, this is a really useful structure to use when you wanna give examples about... of many different things.

M: Okay, and as the alien was criticizing the humans the guys said "**what gives you the right** to come and judge us?"

E: So, interesting phrase – what gives you the right.

M: What gives you the right.

E: What gives you the right.

M: Alright, so, if I tell you what gives you the right to...

E: Uhu.

M: And then a **verb**.

E: Yep.

M: What am I saying there?

E: You're basically saying "you don't have the right to do this", "you shouldn't do this".

M: Why are you doing it?

E: Uhu.

M: Or why do you want to have this control over me?

E: Yeah. So, when would we... when would you use this phrase?

M: If somebody is trying to control you or maybe somebody is judging you.

E: Uhu.

M: Or doing something to you against your will maybe.

E: Yeah.

M: You would say "what gives you the right to take my phone away?"

E: What gives you the right to tell me what to do?

M: Alright. It's a good phrase to tell that other person that they shouldn't do that.

E: They're doing something unfair.

M: Unfair, okay.

E: Yep.

M: And our next phrase is very similar – **who are you to play God** with our fate?

E: Okay, so, I wanna look at this. Um, **to play God**.

M: Alright, so, to play God is making these **arbitrary decisions** like he is a master of everything.

E: Right, controlling everything.

M: Uhu.

E: But this phrase **who are you to**.

M: So, basically saying you don't have the power or authority to do this.

E: Uhu. And you can use it in exactly the same way. Who are you to tell me what to do?

M: Who are you to take away my phone?

E: Exactly. So, you don't have the power to do this.

M: Very good.

E: So, these phrases are a little bit aggressive, almost, uh, belligerent, wouldn't you say?

M: A little bit, but I guess if you're being treated unfair or if you're angry at a situation, it would be a good phrase to use, to **put your point across**.

E: Yes, and as we saw these humans are pretty angry, so why don't we listen again as they're telling the aliens who are you to do this to us?

DIALOGUE, SECOND TIME

M: Okay, so, UFOs and constellations and stars and planets. Um, have you ever had an encounter with one of these?

E: Well, definitely not an encounter with a UFO, but, um, maybe with some of the wonders of the night sky.

M: Uhu.

E: Uh...

M: What happened?

E: Well, you know, when I was small I use to, uh, have my vacations up in Northern Canada. And because it was so far away from the city...

M: Uhu.

E: It was really dark and... and you could see, um, all of these **shooting stars**, so these stars moving across the sky, um, and **lighting up** the whole sky with... with their brightness. And it really is one of the most beautiful things I've ever seen.

M: So, shooting stars, those are like... like balls of fire that move across the sky, right?

E: Yeah, exactly. And I saw once, actually I was in an astronomy class...

M: Uhu.

E: Um, and turned around and over the **horizon**, like at end of the sky...

M: Uhu.

E: Where the sky meets the earth, I saw this huge ball of fire move across the sky.

M: Wow!

E: And it looked like it landed in the field next to us. It was so close.

M: Wow! That's nice.

E: Yeah, pretty amazing.

M: Well, I imagine that it is really amazing and I guess Canada is the place to be when you... when you wanna see these things.

E: I know, we've got like **Northern lights**, we've got shooting stars, lots of stuff.

M: Alright, so, what about you guys? You should tell us if you've ever seen a shooting star or a **meteor** or something of this type of astronomy things, right?

E: Or even...

M: A UFO.

E: A UFO.

M: Alright, so, come to our website englishpod.com, be sure to leave your questions and your comments and Erica and I are there to answer any questions or doubts.

E: Well, thanks for downloading you guys and until next time... Good bye!

M: Bye!

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

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

M: And today we are going back in time.

E: That's right. We're visiting the nineteen fifties!

M: Alright, so, we are going to the year 1950 and, well, we are going to look at some of the typical and common words and phrases that were used back in that year.

E: Yes, all of these words and phrases you might still hear today, but they are really a little bit old-fashioned.

M: Alright, so, we have some words that we need to look at before we listen to our dialogue, so let's look at these words in "**vocabulary preview**".

Voice: Vocabulary preview.

E: We have two words we're going to hear in the dialogue. The first one – **sock hop**.

M: Sock hop.

E: A sock hop.

M: Okay, now, this is very old-fashioned and probably not used anymore.

E: No, not used anymore. But a sock hop is a school dance.

M: Okay, so, all the kids after school would get together and dance rock-n-roll...

E: Exactly.

M: **In the gym** or something.

E: Yep, uhu.

M: And, well, it's very popular and very common among American culture in those days.

E: Yes, in 1950.

M: So, you would still maybe see this in a movie or something like that.

E: Yeah, yeah.

M: And our second word is still used today – **Sadie Hawkins dance**.

E: A Sadie Hawkins dance.

M: Alright, a Sadie Hawkins dance.

E: So, a Sadie Hawkins dance is a dance when the girls ask the guys to be their **date**.

M: Okay, so, it's a party...

E: Uhu.

M: And the guys don't invite the girls.

E: No, the girls invite the guys.

M: Okay. So, it's a little bit of a... reverse of roles there.

E: Yes.

M: That's interesting, so, in this case the girls have to come up to the guys and say "hey, do you wanna go to the dance with me?"

E: Uhu.

M: Very good. So, this still happens today in North America, so, you will probably hear it sometime. And I guess now we could listen to our dialogue for the first time and it takes place at a high school.

DIALOGUE, FIRST TIME

M: Alright, so, a little bit of a discussion over a girl. Very common as well.

E: Yes, yep.

M: So, we're gonna be looking at some of these words that were maybe a little bit difficult in the dialogue in "**language takeaway**".

Voice: Language takeaway.

E: We've got five phrases and words from the dialogue. Now, the first thing we heard was Sandy said "**Heya**".

M: Heya.

E: Heya.

M: Alright, now, an **interjection**; a way of saying "hi", but very old-fashioned. Heya!

E: Yep. Basically, "hi you".

M: Or "hey you".

E: Yep.

M: Okay, so, hey. I... I guess you would still use it today though, right?

E: Yeah, y... it's still a normal way to... to greet someone.

M: Alright, very friendly.

E: Uhu.

M: Okay, and what about our second word?

E: Well, Sandy asks Tracy "how are you?" and Tracy replies "I'm**swell**".

M: I'm swell.

E: Swell.

M: I'm just swell.

E: When you are swell, you are great.

M: You're great. And again swell is an old-fashioned way of saying I'm good or...

E: Yeah.

M: I'm great.

E: Uhu.

M: But you would still hear it.

E: Yes, and it also is used to describe things. That was a swell party.

M: Okay, swell.

E: Yep.

M: Alright, now for our next word: they got into a fight and Tracy said "**cool it**, guys".

E: Cool it.

M: Cool it.

E: Cool it.

M: So, why don't we listen to some examples of **cool it** before we explain it?

Voice: Example one.

A: Just cool it! Now it's not the right time to get angry.

Voice: Example two.

B: You need to cool it and stop yelling at me.

Voice: Example three.

C: Don't cry, Pam. Just cool it. You will be okay.

M: Alright, so, "cool it, guys" basically means...

E: Relax.

M: Take it easy.

E: Yeah.

M: Don't get into a fight.

E: Uhu.

M: Okay.

E: This is one my Dad used to say to me and my sisters all the time.

M: Hehe.

E: Cool it, kids! Stop fighting!

M: Very good. So, it is still very commonly used, I would say.

E: Yep.

M: Alright, now for our last two words; these are a little bit more old-fashioned.

E: Yes, straight from 1952; they talk about a **knuckle-sandwich**.

M: Alright, he says "do you want a knuckle-sandwich?"

E: A knuckle-sandwich. What are we talking about here?

M: Alright, well, on your hand...

E: Yeah.

M: You have... above your fingers you have your **knuckles**.

E: Okay, so, those are the bumpy parts...

M: Yeah.

E: On my hand.

M: The bones on the top part of your hand. So, he's basically saying "do you want me to punch you?"

E: Uh.

M: Right? Do you want me to hit you with my...

E: Yes.

M: Hand, with my fist. So, it's an... very informal way of saying a **punch**.

E: Yeah.

M: Knuckle-sandwich.

E: I'll give you a knuckle-sandwich.

M: Right. And for our last word, he called... Tommy called Sandy a **pipsqueak**.

E: Pipsqueak.

M: Pipsqueak.

E: A pipsqueak.

M: Now, this is kind of an... an insult, but again very old-fashioned.

E: Yes.

M: A pipsqueak is a very small person, right?

E: A small person, who is not strong or...

M: Okay.

E: Or not powerful.

M: So, a small and weak person.

E: Uhu.

M: Pipsqueak. I guess nowadays you can still call somebody pipsqueak, but maybe in a lighter sense.

E: It's... you'd... you... it would be a little bit funny to call someone a pipsqueak.

M: Okay. So, a pipsqueak. Why don't we listen to our dialogue again? We're gonna slow it down a little bit, so you can get all these words that we just looked at and then we'll come back and look at some phrases.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, that was a little bit easier to understand, but some great fifties-style phrases and words. So, why don't we look at some of these phrases now in "**fluency builder**"?

Voice: Fluency builder.

M: Alright, on fluency builder today we're gonna look at three phrases. Why don't we start with the first one? Sandy said that the party **will be a blast**.

E: It'll be a blast.

M: It'll be a blast.

E: To be a blast.

M: So, if something is a blast, it's very fun.

E: Uhu.

M: It's entertaining.

E: Yes. Really, really fun.

M: Okay, so, the party was a blast.

E: I had a great time last night; it was a blast!

M: Okay, very good. So, very fun times.

E: Yep. And you'll still hear this phrase used today. And the next one, so, Sandy said he **had his eye on** Tracy.

M: He said "I've had my eye on you".

E: To have your eye on someone.

M: So, if I have my eye on the new iPhone that came out...

E: You... you're watching it carefully, because you want it.

M: Okay, so, I'm keeping my attention on it because I want it.

E: I have my eye on that sweater, because it's on sale.

M: Okay, so, you really want that sweater.

E: Yeah.

M: Alright, so, to have your eye on something or on someone.

E: Uhu.

M: Right? And for our last phrase, Tommy told Sandy "hey, buddy, **ease off** my girl".

E: Ease off.

M: Ease off.

E: Ease off.

M: Alright, so, why don't we listen to some examples of how we could use **ease off**, because it might be a little bit tricky and then we'll come back and talk about it.

Voice: Example one.

A: You need to ease off the junk food!

Voice: Example two.

B: Matt is putting so much pressure on me these days. I wish he would ease off.

Voice: Example three.

C: You're pushing Susie too much; you need to ease off a bit.

E: Okay, so, it looks like you say this phrase **ease off** when somebody is, um, putting pressure on you or doing something to you that they shouldn't.

M: Right, maybe they're being too intense or...

E: Yeah.

M: Maybe annoying you.

E: Uhu.

M: So, you tell them "hey, ease off".

E: Yeah, relax, stay back.

M: Stay away.

E: Yeah.

M: Very good. So, ease off. Ease off my girlfriend.

E: Ease off the fatty foods.

M: Alright, so, take it easy, stay away from.

E: Yeah.

M: Okay, so, some great phrases there. I think it's a good idea for us to listen to our dialogue one more time and then we'll come back and talk a little bit more about the **nineteen fifties**.

DIALOGUE, THIRD TIME

M: Okay, so, the nineteen fifties – a nice era and this is the first of our small series that we're gonna have of different words and phrases that were used back in the 1950's, 1960's, 1970's, et cetera.

E: That's right, so, a little bit more time travel is coming up here, in **EnglishPod**.

M: Exactly, because a lot of these phrases are still used and you might even see them in movies or if you're talking somebody that was maybe born in these eras, they might even still use them today.

E: That's right, so, do you guys know any English phrases or slangs from the 1950's? Why don't you visit our website at englishpod.com to tell us about it?

M: Alright, we'll see you guys there. And also if you have questions or comments, please leave them on the comment section as well.

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

M: Bye!

E: Good bye!

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

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

M: And today we're bringing you another part of our sports series and today we're gonna be talking about **volleyball**.

E: That's right! And we're going **all the way to** New Zealand to visit the Men's Volleyball Championships.

M: So, we're gonna be looking at some great words and phrases related to volleyball and also how to describe a sporting event. So, before we **start on the** dialogue let's take a look at two words on "**vocabulary preview**".

Voice: Vocabulary preview.

E: Alright, we're gonna hear both of these words in our dialogue. Now, the first one – **encounter**.

M: Encounter.

E: An exciting encounter.

M: Alright, so, if we have an exciting encounter, it means we have an exciting...

E: Meeting of two people or two teams or two groups.

M: If I say I had an incredible encounter last night with my best friend.

E: Um, you met up your best friend... with your best friend and something happened.

M: Okay, so, that's what an encounter would mean.

E: Yes.

M: Looking at our second word now – **powerhouse**.

E: Two powerhouse teams.

M: Alright, so we have two powerhouse teams – China and Brazil.

E: That's right! So, a powerhouse team is basically a strong, powerful, really energetic great team, right?

M: Okay, so, we can use it for teams, such as in this case, but we can also describe maybe a company or a person...

E: Yep.

M: As a powerhouse.

E: That guy is a powerhouse; he can lift five hundred pounds.

M: Now, I think it's time for us to listen to our dialogue for the first time. We're gonna be listening to this great sporting event as we are taken to New Zealand to see China and Brazil play.

DIALOGUE, FIRST TIME

E: Well, sounds like a pretty exciting encounter between these two countries.

M: Very good teams and both of them, as they mentioned, are powerhouse teams.

E: Well, why don't we take a look at some of the vocabulary that we **came across** in this dialogue? We're gonna be focusing on volleyball words here in "**language takeaway**".

Voice: Language takeaway.

M: Okay, so, on language takeaway today we're gonna have six words. And let's start with the first one: "Chen **bumps** it to the setter".

E: Alright, **to bump**.

M: Alright, so, in volleyball when you are going to receive the ball...

E: Uhu.

M: You put your arms together and you hit it **with your forearms**.

E: That's right! So, the top of your arm.

M: Right! And that's how you pass it to another player. That's called **abump**.

E: So, it is a **noun** and a **verb** – **a bump, to bump**.

M: Exactly.

E: Now, another type of, uh, way to move the ball in volleyball, we heard in the dialogue, is a **set**.

M: "A very nice set by Chen".

E: So, **a set** or **to set**.

M: Right, the word can be used as a **verb** and a **noun**. And again you take the ball and you move it **with the tips of your fingers**.

E: That is actually done by the **setter**.

M: Right, that is done by the setter. And he does this, he sets the ball, so then the **attacker** can **spike** the ball.

E: That's our next word – **to spike**.

M: So, to spike the ball...

E: Or **a spike**.

M: Is when you hit the ball very hard and very fast **with the palm of your hand**.

E: That's right! And that's how you score your points, right?

M: Exactly! So, you'll see three basic moves... the **bump, set** and **spike**.

E: But what about the **serve**?

M: Alright, so, our forth word in volleyball is **service**.

E: So, "it's China's service now".

M: Right! So, the service is the opportunity for the team **to serve** the ball.

E: Yeah, pretty simple.

M: Right! And that means basically to start the game by hitting it to the other side.

E: Now, one type of serve is the **jump serve**.

M: Jump serve.

E: Jump serve.

M: Now, this is very popular and you will see some players do this; they will throw the ball in the air and then jump in the air and hit it.

E: That's right!

M: Alright, so, that's a jump serve. And our last word for today is **let serve**.

E: A let serve.

M: Okay, we have a let serve today.

E: So, a let serve is, uh, when you serve the ball...

M: Uhu.

E: And it's sort of **brushes over** the net. [NOTE: to **brush over** = to touch slightly]

M: Right! It'll hit the net, but it'll still pass to the other side.

E: That's right! And it's an illegal move in volleyball, isn't it?

M: When you are serving – yes.

E: So, a let serve.

M: Right! So, those are the six terms related to volleyball that we're gonna be looking at today. And, well, with this in mind, let's move on to looking at some phrases now in... what is it... **"fluency builder"**.

Voice: Fluency builder.

E: Alright, so, our two announcers Bob and Rick said that we've got an exciting encounter **ahead of us**.

M: Right, so, they used this phrase – ahead of us.

E: Ahead of us.

M: So, basically, what does that mean?

E: Um, something will happen in the very near future.

M: So, they are expecting it or they will encounter it maybe.

E: Yes! So, why don't we give a few examples of this phrase? Marco, we've got a long day ahead of us.

M: We have a very exciting trip ahead of us today.

E: Uhu. Okay, so, ahead of us. So, we know it's an exciting game and we heard that the announcers say "**without a doubt**, both teams are in top shape".

M: Okay, so, the phrase - without a doubt.

E: Without a doubt.

M: So, if I start a phrase using **without a doubt**...

E: You're basically saying it... there's no question, it's so obvious, this definitely is true.

M: It's very true, okay.

E: Yeah.

M: So, without a doubt, **EnglishPod** is the best podcast out there.

E: Without a doubt, this is the strategy we should take.

M: Okay, very good, so, **without a doubt**. Why don't we move on to our third phrase now? This **will prove to** be a **competitive** mach.

E: So, let's look at the phase **will prove to be**; something will prove to be.

M: Okay. So, before we get into it, why don't we listen to some examples?

Voice: Example one.

A: I think he will prove to be the greatest president we've ever had.

Voice: Example two.

B: The new HR policy is proving to be a waste of time.

Voice: Example three.

C: We were worried that we were going to get laid off, but our fears proved to be untrue.

E: Okay, so, when something will prove to be, it will show itself to be this thing, right?

M: It will demonstrate.

E: Uhu.

M: We will see it; we will see for sure how it will be. And now for our forth phrase – a very simple one, but very common in sports commentators...

E: Yeah.

M: Or when you're watching a game.

E: Uhu.

M: You'll say **great play!**

E: Great play.

M: Great play.

E: A great play. Now, we know play is usually a **verb**, right?

M: Uhu.

E: But here it's acting as a **noun**; **a play** is basically a move in a sport or a game.

M: So, when somebody says "a great play", it means all the **succession** of moves and passes and hits to make the point.

E: Yep.

M: So, it was a great play.

E: Uhu. And that... ah, you can use that for any sport.

M: Right. So, why don't we listen to our dialogue now for the second time and then we'll come back and talk about this very popular sport – volleyball.

DIALOGUE, SECOND TIME

E: So, are you a volleyball fan, Marco?

M: It's a very nice sport; it's very fast and it's very hard.

E: Yep.

M: Um, but it's very interesting to get together with friends maybe at the beach and play some beach volleyball.

E: Yes.

M: Or something like that.

E: Yeah, I think that's the best place to play volleyball. And, you know, uh, we even have beach volleyball up in, uh, freezing cold Canada.

M: And do you have **sand**?

E: Um, **occasionally**.

M: Hehe. Alright, so, volleyball is a great sport, but now we want to know what sport you want to learn about. We've covered **soccer**; we've covered **basketball**; we've covered **volleyball**. So, tell us what other sports we... you would like to learn vocabulary and phrases on.

E: That's right! You can tell us this and many more things at englishpod.com, our website, so, check it out.

M: Right! Leave your questions and comments and we'll see you guys there.

E: Thanks for downloading and until next time... Good bye!

M: Bye!

M: Hello English learners! Welcome back to another lesson with us here at **EnglishPod**! My name is **Marco**.

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

M: And today we're gonna be talking about **physics**.

E: That's right! An **Advanced** lesson for, um, all you physics lovers out there. And even for those of you who maybe don't love physics so much, there's still some great language here.

M: Right, we're gonna be talking about the **Big Bang theory** – a very popular theory of how **the universe** or the world and how we **came upon** being created.

E: That's right! So, we've got some physics language, but we've also got some really, um, tough words that **I bet** many of our users have never seen before, which we're gonna look at those, um, in this lesson.

M: Alright, so, why don't we get started with this great and interesting lesson? And let's listen to the dialogue for the first time.

DIALOGUE, FIRST TIME

E: Well, it sure does sound like a difficult class, doesn't it?

M: It's a very interesting topic and very **controversial**, so...

E: Uhu.

M: There're many opinions on it. But before we get into that, why don't we take a look at some of those physics related words that we listened to in "**language takeaway**"?

Voice: Language takeaway.

E: Okay, so, here we are in language takeaway and we've got, uh, four words we've heard in the dialogue that are related to physics. So, let's start with the first one, which is **matter**.

M: Matter.

E: Matter.

M: Okay, so, you probably know this word from "what's the matter?"

E: Right.

M: "What's wrong?"

E: Yep.

M: In this case, we're talking about matter, so, anything that occupies space, that has a mass or that is related to energy. So, matter.

E: So, all things in the world **are made up of** matter, right?

M: Exactly.

E: Okay.

M: Now, let's move on to another one.

E: **Particles.**

M: Particles.

E: Particles.

M: Now, particles are... a little bit more... it's now, particles are a little bit easier. They're just very small pieces of a whole.

E: An apple is made up of apple particles?

M: Something like that. You can... if you wanna understand it easily, yeah, your apple has many small particles that make up the apple.

E: So, like... let's paint a picture here. Imagine you've got a beach and all the pieces of sand are particles of the beach.

M: Exactly, very good! So, those are particles.

E: Now, the next one is a little bit difficult for me; I don't understand this – **anti-particles.**

M: Alright, so, anti-particles.

E: Anti-particles.

M: Now, this... this **prefix anti-**...

E: Uhu.

M: It means something that is against, right?

E: Right. And I... I've seen this one in **anticlockwise.**

M: Alright, so, anti-particles are those that are against particles. So, basically, if you have a particle that has a **positive charge**...

E: Aha.

M: And another one comes in with a **negative charge** in the same way, in the same type of particle. If they get together, they **cancel each other out** and they both die.

E: Ouh.

M: So, that's an anti-particle.

E: Alright, well, you heard it first here at **EnglishPod.**

M: Hehe. So, anti-particles are not a good thing **to have around.**

E: Now, we also heard them talk about the **drift of matter.**

M: Right, drift of matter.

E: Drift of matter.

M: Also, sometimes called **drift of dark matter.**

E: Okay, well, I know the **verb to drift**, right? To... sort of **float awayon** the sea.

M: Right, if you have a little ship, you leave it on the beach it'll **drift away**.

E: Right.

M: I'll be slowly away.

E: Yeah, but what about drift of matter?

M: So, basically, the drift of matter is this **residue** that remains of the Big Bang, of the explosion.

E: Okay.

M: So, matter and radiation **keeps on** drifting through the universe and...

E: So, it's moving slowly trough the universe.

M: Moving slowly, so, this big explosion... and just considerate to be like this **ripple**. And it's expanding and expanding. That's the drift of matter.

E: Alright.

M: Hehe.

E: Well, I learned something else today.

M: Some very specific words related to physics, but it's very interesting. Once you get into reading about these things, it will help you to understand it better.

E: That's right! But we've also got some non-physics related language that we wanna look it now in "**language takeaway**" (part II).

Voice: Language takeaway.

M: So, we were talking about the drift of matter and how it's drifting through the universe. And then **he** said "thus advancing the notions of an expanding universe".

E: So, I wanna look at the phrase **thus advancing notions**.

M: Thus advancing notion.

E: Okay, let's start with the first word here – **thus**.

M: Okay, so, this is a good connector.

E: A **conjunction**.

M: A conjunction; and basically means...

E: Therefore.

M: Therefore or in consequence.

E: Yeah.

M: Right?

E: So, thus advancing notions. Now, **notions** are ideas.

M: Right.

E: And so, when you **advance** notions or advance ideas, um, you help them make progress, you help them go forward and become known.

M: Okay, so, in order to understand this in the context, they are saying that a drift of matter, thus advances notions of an expanding universe. So, **that is** making progress to people believing that the universe is getting bigger.

E: Uhu. Okay, so, interesting phrase. Now, I really like this word **thus** and a lot of people are afraid to use it. So, why don't we hear a few examples of how it's used in context?

Voice: Example one.

A: So, you can see that we've studied the fossil record, and thus we can conclude that evolution is a fact.

Voice: Example two.

B: He broke severe company policies, thus we had to fire him.

Voice: Example three.

C: I did not receive the documents on time, thus I was unable to send them to you.

M: Alright, good examples of **thus** and I guess now we can use it a little bit better.

E: That's right! Now, let's move on to our next word, so, they were talking about people, who go around **touting** theories.

M: Tout.

E: To tout.

M: Okay, so, what... what does this mean, **tout**?

E: Well, basically, when you tout something, um, you talk about it in a positive way, um, **so as to** almost like sell that thing. [NOTE: **so as to**= in order to]

M: Okay.

E: So, for example, we can say, um, the company is touting the many benefits of its product.

M: Okay, very good! So, to talk positively about something.

E: Yeah, with the idea of trying to sell that thing or make people **buy into** it or believe it.

M: Alright, very good! What about our next ph... word?

E: Well, we heard, um, two related words in the dialogue. Um, they were talking about "where's the **rigor** in these theories?" and "**rigorous** testing".

M: Okay, so, what's the difference between rigor and rigorous.

E: **Rigor** is the state of being very clear and careful and exact.

M: Okay.

E: Um, and **rigorous** is just the **adjective** – clear, careful, attention to detail and exact.

M: Okay, very good! So, rigorous training.

E: I'm going over my notes in rigorous detail.

M: Okay, very good! And now, we have one more word today on language takeaway and that is **equivocate**.

E: So, we heard "dude, don't equivocate".

M: Don't equivocate.

E: Don't equivocate.

M: Alright, so, what... what does she... what does **he** mean by this?

E: Well, when you equivocate, you use **big words**, um, to try and **mislead** somebody.

M: Okay, so, using big words to confuse or to mislead.

E: Yep, so, for example, we could say, um, the job candidate... we could say "when asked about his experience, the job candidate equivocated".

M: Okay.

E: Or even "the presidential nominee did not equivocate when he explained his tax policy".

M: Alright, so, some good examples, good phrases, a lot of interesting stuff and a little bit more educational podcast today.

E: That's right! So, let's continue with our education by listening to the dialogue one last time.

DIALOGUE, SECOND TIME

M: Alright, so, the **Big Bang theory** – very controversial. In some schools in the United States they have prohibited the teachers from teaching it.

E: I know, um, which is seems quite interesting to me, um, but it is... it is, actually, very controversial and people can get really, really upset about this in America.

M: Hehe. So, it is an interesting topic. Take it from the point of view of just something else, maybe just to learn a little bit more about this topic, such as physics, right?

E: Right, but there's something that is uncontroversial that I did wanna talk about, um, now that we heard in the dialogue. There's a lot of really interesting sort of slang words here in the dialogue, isn't there?

M: Yeah, we heard in the first part of the dialogue when he said "I've been in physics class all day; **killer**".

E: Killer.

M: So, what does he mean by killer?

E: Oh, he's... he's just basically saying "it's really hard. You know, it's like... it's so difficult that it's "**murderous**".

M: It was intense.

E: Yep, but this word we can use positively as well, can't we?

M: Yeah, I guess you could say "that was a killer party".

E: Yeah, "killer move's on the dance floor".

M: Okay.

E: Another interesting thing is that he said "**math, shmath**".

M: Now, **shmath** isn't really a word.

E: No, but this is a really common structure we use in English, um, when we want to sort of take away from the importance of an idea.

M: Okay, so, you're saying "it's not important", "I don't care about it" or, uh, "it's not worth it".

E: Yeah, so, for example. I'm on a diet.

M: Right, and I would say "diet, **shmiet**".

E: Yeah.

M: So, basically, the structure is just add an **SH-** and then just kind of **make it rhyme**.

E: Yeah.

M: Shmiet. Or like, uh...

E: Like "work, **shmork**".

M: Yeah, "work, shmork"

E: Yeah.

M: Or some like that.

E: Yeah.

M: So, you're just making fun of it and you're taking away importance.

E: Yeah, that's a pretty, uh, pretty **neat phrase** and one... one more. Um, we heard them say "**Duh**".

M: Duh.

E: So, when we say this, we're just saying like "you should know this, stupid".

M: Yeah, this is obvious.

E: Yep.

M: It's kind of making fun of the person or...

E: Yeah.

M: It's just saying "it's so obvious, how can you not know it?"

E: Yeah.

M: And it always goes either at the beginning or at the end of a **sentence**.

E: Yeah, so, duh, Marco, we're... recording a podcast.

M: Right! Very good, so, some great words and phrases in this dialogue and a little bit of slang as well, so, you can use it maybe with your friends.

E: That's right! Um, if you have any questions about the language in this dialogue or any thoughts on physics or the Big Bang theory, come and check our website at englishpod.com.

M: Alright, we'll see you guys there and until next time...

E: Good bye!

M: Bye!

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

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

M: And today we have a very special lesson, because we're gonna be focusing a little bit more on grammar.

E: That's right! Uh, we're going to look today at the difference between **past simple** and **past progressive** or sometimes called **past continuous**.

M: Exactly, so, we are going to take a look at these two structures, which are a little bit confusing at times and we're gonna be practicing today, but before we get started, why don't we take a look at "**vocabulary preview**"?

Voice: Vocabulary preview.

E: Well, this dialogue is all about telling a story in the **past** and we're gonna hear two words in the dialogue that we need to understand the meaning of. So, the first one – **ages**.

M: Ages.

E: I haven't seen you in ages.

M: Okay, so, if I tell you I haven't seen you in ages...

E: Basically, you haven't seen me in a really long time.

M: Okay, so, it's a way of exaggerating a little bit.

E: Yes, um, and this word **ages** we can use, um, in many different ways like "Oh, I've been studying English for ages".

M: Or, for example, I can say "I haven't been to the dentist's in ages".

E: Oh, well, I guess you'd better go, ha?

M: Hehe. Right, so, ages – a very long time.

E: Yes! Now, another phrase – **to run into** somebody.

M: So, to run into somebody.

E: I ran into Matt.

M: Okay, so, if you ran into Matt **the other day**...

E: You met him unexpectedly.

M: Okay, so, you didn't plan to meet, you didn't have a date.

E: Right.

M: You just casually, on the street, met.

E: Exactly.

M: Okay, so, I ran into your friend the other day.

E: Okay, so, two good words; we're gonna hear both of these in the dialogue. So, why don't we get started with "dialogue, first time"?

DIALOGUE, FIRST TIME

M: Alright, very good, so, a funny story and as we saw a lot of stuff in the **past**, right?

E: That's right and we're gonna look at that in a moment, but first we've got lots of exciting language to describe, um, when somebody gets really emotional.

M: Okay, so, why don't we start now with "**language takeaway**"?

Voice: Language takeaway.

E: We have four words here. Now, in the dialogue, um, the guy in the story **lost it**.

M: So, he saw a mouse and he completely lost it.

E: To lose it.

M: Okay, so, when you lose some... you lose it, what are you losing?

E: You're losing control of yourself and your emotion.

M: Okay, so, you **lose your temper** maybe.

E: Yep.

M: So, when I lose it, do I just get angry?

E: Angry or upset or even sad...

M: Your...

E: But it's usually a negative feeling.

M: Okay, so, it's not a good thing to lose it.

E: No, so, for example, when I showed my boss the sales figures he completely lost it.

M: Okay, very good. So, that's what **lose it** means. And now our second word is very similar, but has a little bit of a difference.

E: That's right! He started **freaking out**.

M: Okay, so, to freak out.

E: To freak out.

M: Now, **freak out** is very similar to **lose it**, right?

E: Yeah, but why don't we hear an example now of somebody freaking out.

Example 1: Is just... ah, no! No! Okay, forget it! Forget it! Alright, just, forget it! I don't even wanna... just... I just wanna forget it! I just wanna forget it! I... uh! I don't know! I don't know!

Example 2: Okay, calm down, huh! God! Hehe, what? I got a calm down! I'm so happy again! I can't even express it! I'm like... I haven't... have... I even finished one sentence! I'm like... Hehe! Huh! Gimme a hi-five, baby!

M: Alright, so, we heard this person freaking out and basically it could be losing control or losing your temper, but also in a positive way.

E: Right, so, maybe, um, you're really excited about something that's going to happen, so you're freaking out.

M: Okay, maybe you're very nervous or you're very excited.

E: Uhu.

M: Alright! And now moving on to our third word – **stare**.

E: To stare.

M: People started to stare.

E: Staring.

M: Okay, now, when you stare at someone or at something...

E: You look at and focus at something for a really long time.

M: Okay, so, you're looking at it.

E: Yeah.

M: Or focusing on it

E: Yeah, longer than usual.

M: Alright, maybe when we were small, our parents taught us that it's not nice to stare...

E: Yeah.

M: At other people.

E: Exactly.

M: Alright, so, to stare.

E: And our final word – when Matt saw the mouse he started **shrieking**.

M: Alright, so, to shriek.

E: Shriek.

M: Shriek. Very similar to that movie Shrek.

E: Oh, yeah, it sounds quite similar.

M: Alright, but it's different. What does shriek mean?

E: Well, why don't we listen to an example?

Example of shrieking.

E: Okay, so, I think shrieking is to shout in a very **high pitched** voice.

M: Exactly, that's to shriek. Okay, so, we saw four really great words in language takeaway and why don't we listen now to the dialogue for a second time a little bit slower? And then we'll come back and look at the differences between **simple past** and **past progressive**.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, there's a lot of different uses of **past tense** here in this dialogue, wasn't there?

M: Yeah, since he was telling a story that happened, he used the **past** a lot.

E: Well, let's now as promised look at **past simple** and **past progressive** in "**grammar breakdown**".

Voice: Grammar breakdown.

E: Okay, Marco, before we start our discussion, why don't we hear one example of **past simple** and one example of **past progressive**?

*Example of **past simple**: You know, just last week I ran into Matt as well.*

*Example of **past progressive**: Well, we were talking, catching up on we've been doing.*

M: Okay, so, we heard that "just last week I ran into Matt", so, we discussed what **ran into** means.

E: Yep, to meet someone by surprise.

M: Alright, and now this structure is the **simple past**, right?

E: Yep.

M: Now, the second example that we heard was "we were talking and catching up".

E: Okay, so, let's look at the difference in meaning here. "I ran into Matt" – happened in the past, right?

M: Right, **simple past**.

E: But one moment in the past.

M: So, the action finished, concluded.

E: Started and finished **all around the same time**, so, it's one simple moment.

M: Okay. Now, the other example is in the **past progressive**, so, the action was happening for a longer period of time.

E: Yeah, okay, so, let... let's... let's attach some times to this. Um, maybe you ran into Matt at 8:04, okay? And so the action started at 8:04, but you were talking and catching up from 8:05 until 9:05.

M: Okay, so, you were talking for an hour.

E: Right, so, it's a I... the **past progressive** you use, um, when you're... when an action is happening for a longer period of time.

M: Okay, so, to better understand this, let's have another example.

*Example of **past simple**: Matt saw a mouse run under his chair and he completely lost it.*

*Example of **past progressive**: Everyone was staring and laughing.*

M: So, as we heard in the example, he "saw a mouse run under his chair".

E: So, a quick action that started and finished quickly.

M: Okay, he saw the mouse and it ran under the chair.

E: Yep.

M: Now, the second example we heard was "everyone was staring and laughing".

E: So, maybe this happened over four or five minutes.

M: Okay, so, people were looking at him and laughing and talking about how he was screaming like a girl.

E: Yes.

M: Okay, so, that's the main difference between the **simple past** and the **past progressive** – th... amount of time that the action happened.

E: Yep. Alright, well, **now that** we understand a little bit more about the **past tense**, why don't we hear again in context by listening to the dialogue for a third time?

DIALOGUE, THIRD TIME

M: Okay, perfect, so, now that we understand the words and the grammar behind it, there're some interesting phrases here that you can use **casually** with your friends.

E: Here there's actually a lot of great sort of meeting and greeting and saying hello language.

M: Uhu. So, for example, when they met up, since they were old friends, he said "**Hey**, Pat!"

E: Hey!

M: Okay, so, this word **hey**.

E: It's kind of like "hi".

M: It's "hi", right?

E: Yeah.

M: Ju... and normally you would use it to get somebody's attention, right?

E: Yeah.

M: Like hey, "I'm over here", some...

E: Hey, waiter!

M: Okay.

E: Yeah.

M: But in this case like "hey, how's it going" or "hi".

E: Yeah, so, it's a really friendly and informal way of saying "hi".

M: Okay, and then he asked "**how's it going?**"

E: How's it going?

M: So, again, this is a way of saying "how are you?"

E: Yeah, Marco, what's the correct answer to this greeting?

M: Well... well, for example, he said "things are going great", right?

E: Uhu.

M: You can say "yeah, things are great" or "I'm doing well".

E: Yeah.

M: Or...

E: Even "great", you know...

M: Great!

E: Yeah, so, how's it going?

M: Oh, it's great!

E: Yeah.

M: Right? Now, another one that we didn't see in the dialogue, but it's very popular is when somebody asks "hey, **what's up?**"

E: Yeah, what's up? So, again, what is the right way to answer this question?

M: Alright, so, when somebody says "what's up", you can say "well, not much" or if maybe you have news or something that you wanna share, you would say "well, I just got back from the doctor's office".

E: Yep.

M: Right? But you wouldn't say "fine, thank you" or you wouldn't say "very good" or any of these other common answers to "what's up".

E: That's right!

M: It can be a little bit tricky.

E: Yeah, then... so, the rule is the normal thing to say when someone says "hey, what's up?" is "nothing much".

M: Not much.

E: Yeah.

M: Alright... so, interning ways of greeting casually with people, right? You wouldn't use this for, ah... with your boss maybe or in an office setting.

E: Yeah, more... more useful with your friends.

M: Okay, so, if you have any other questions or have any other informal greetings that you would like to share with us, come to [englishpod.com](https://www.englishpod.com).

E: Yeah, Marco and I are always around to answer your questions and we look forward to hearing from you, so, until next time...

M: Bye!

E: Bye!

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

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

M: And today we are going back in time again and this time we're gonna be in the **nineteen sixties** (1960's).

E: That's right! We're going to learn some, uh, phrases and some slang that were really popular back in nineteen sixty four...

M: Exactly! And most of these phrases and words we still use today, so, it's very interesting and very good to know.

E: That's right! I'm looking forward to, uh, this trip back in time, so, why don't we get started with the dialogue?

DIALOGUE, FIRST TIME

M: Alright, so, great dialogue - very popular in the sixties - the music, the mood...

E: Uhu.

M: And the words, right?

E: That's right!

M: So, why don't we **get down to business** and look at the vocabulary that we saw in this dialogue in "**language takeaway**"?

Voice: Language takeaway.

E: Well, the dialogue opened and we heard this guy say "hey man, I really like your **pad**".

M: I really like your pad.

E: Pad.

M: Okay, so, pad – a very informal way of saying...

E: Your apartment.

M: Your apartment, right?

E: Uhu.

M: And now, it's... you can still use it today.

E: Yeah, that's right, we often hear the expression **bachelor pad**.

M: Okay, a bachelor pad.

E: So, that's an apartment where a single man lives.

M: Okay, so, a bachelor pad.

E: Uhu.

M: Usually, it's very nicely decorated and really... a nice apartment, right?

E: Or maybe it has empty pizza boxes **all over the** floor, Marco.

M: Also a bachelor pad.

E: Yeah.

M: But, so, that's what pad means – an apartment.

E: Yeah.

M: They were talking about the apartment and he said "the lava lamps are **far out**".

E: Far out.

M: Okay, it's far out.

E: So, that's really cool or amazing.

M: Right, and now, **lava lamps**, those are those, ah, strange calm-looking lamps, right?

E: Kind of a light with like some liquid moving inside it.

M: Moving inside.

E: Yeah.

M: Very popular in the sixties.

E: Yeah.

M: So...

E: We'll post some pictures of that.

M: Yeah, and the lamps are far out, so, now you can use that with other things, right? Like you are really far out.

E: Yeah, or this music is really far out.

M: Okay.

E: It kind of gives you the feeling like it sort of **spacey**.

M: Hehe. Spacey.

E: Yeah.

M: Alright, so, the pad is really far out, the lava lamps are great and he was saying "Thanks for letting me **crash** here tonight".

E: To crash.

M: So, to crash at, uh, someone's place.

E: Right, so, we're not talking about like a **car crash** here.

M: No, no, no.

E: But, so, when you crash somewhere, what do you do?

M: Well, you are staying there, then... you're gonna stay there.

E: So, you're guest...

M: As a guest.

E: Yeah, so, like sleep, right?

M: Aha.

E: Yep, and for free.

M: For free, yes.

E: Yes.

M: So, if, for example, you're going to New York and you're gonna visit a friend, you might crash at your friend's house.

E: That's right, so, interesting word, um, and it is quite commonly used now. So, why don't we hear some examples of how we can use it?

Voice: Example one.

A: Hey man, can I crash at your place tonight?

Voice: Example two.

B: I lost my keys, so, I'm crashing at my girlfriend's house.

Voice: Example three.

C: No, you've been sleeping on my couch for a month, you're not gonna crash here tonight!

M: Alright, perfect, so, to crash, right? It's still commonly used today.

E: Yeah.

M: Now, for the forth word – **groovy**.

E: Groovy.

M: That would be groovy.

E: So, again, this means like great or cool or really nice.

M: Yeah, this is... I think this is one of the main words of the nineteen sixties.

E: Yeah.

M: Something was groovy.

E: Yes, I agree, so, it kind of gives you the sense that it's sort of really cool, but in a relaxed way.

M: Yeah, it's groovy.

E: Uhu.

M: This music is really groovy.

E: That's right!

M: And finally, his friend, he said "hey, I gotta **split** for a while".

E: To split.

M: Okay, so, if I say "I have to split".

E: You have to leave.

M: I have to leave.

E: Yeah.

M: Very **colloquial**.

E: Uhu.

M: And it means I have to leave for a little bit.

E: Yep.

M: Split **for a while**.

E: That's right! You may not have heard this one before, so, why don't we hear some examples to help you understand how it's used?

Voice: Example one.

A: Hurry up! We've gotta split before the police get here.

Voice: Example two.

B: This party is boring; let's split!

Voice: Example three.

C: I have to wake up early tomorrow, so, we're going to split.

M: Okay, very good, so, split. Now also, I think you can use it for relationships, right? Me and him...

E: Oh, yeah!

M: **Me and her**...

E: Yeah.

M: Me and her **split up**. [NOTE: This is what was said, but it isn't correct English; one could say "**we** split up" or "**she and I** split up"]

E: That's right, so, you ended your relationship.

M: Yeah, split. Okay, so, we s... we saw five, ah, really common phrases from the nineteen sixties. Let's listen to the dialogue again, a little bit slower, and then we'll come back and look at some phrases from the sixties.

DIALOGUE, SECOND TIME (slow)

E: Alright, well, I wanna get started at looking at these, uh, nineteen sixties slang phrases, so, let's go now with "**putting it together**".

Voice: Putting it together.

M: Alright, on putting it together today let's start with the first part – he talked about "you **dig** what I'm saying?"

E: "I **dig** it, man".

M: You dig what I'm saying?

E: To dig it.

M: Alright, so, we know the **verb dig**, which means to make a hole, right?

E: Yeah.

M: But now, he's talking about **understand**.

E: Yeah, basically, um, you dig what I'm saying - do you understand what I'm saying?

M: And when he says "I dig it", he says "I understand".

E: Yep.

M: Okay, now, there's also another meaning to this, right? **Apart from** understand.

E: Yeah, it can also mean "I like it".

M: Okay, so, I really dig this type of music.

E: Or I really dig this restaurant.

M: Okay, so, it's kind of "I like it".

E: Uhu.

M: Alright, now, moving on... he said "we could **throw a bash here**".

E: Alright, throw a bash.

M: To throw a bash.

E: So, first of all, what is a **bash**?

M: A bash is a party.

E: A really great party.

M: An amazing party.

E: Now, I wanna look at this **verb** to **throw** something, so, we kn...

M: Okay.

E: We... we know that you throw a ball, right?

M: Right.

E: But how can you throw a party?

M: Well, it's basically saying you organize or you host a party.

E: Okay, and how can you use this phrase?

M: Okay, so, I can say, uh, "last week I threw a birthday party in my house".

E: Okay, or "let's throw a bash to celebrate your engagement".

M: Okay, or "next week I'm gonna throw a dinner party at my house".

E: Okay, so, to throw a party and it's usually used for... for parties, right?

M: Right, you wouldn't throw a...

E: Throw a meeting.

M: Alright.

E: No.

M: Exactly.

E: Not.

M: Hehe. Okay. So now, we heard them use the ph... word **man** a lot, right?

E: Yeah.

M: Hey, man.

E: Yeah, that's right! Now, this is so common even in modern English that I think we need some examples.

Voice: Example one.

A: Hey, man! Watch where you're going!

Voice: Example two.

B: Yeah, man! That's a great idea!

Voice: Example three.

C: Man! That was awesome!

M: So, man is one of those words that you just use at the end of your sentences.

E: Or at the beginning or...

M: Or at the beginning.

E: Anywhere.

M: And, so, you say "hey, man" or "yeah, man".

E: Yeah, but what about, um, do you have to be a man to use it? Or do you have to be talking to a man to use it?

M: No, not really. Men and women use the word **man**.

E: Yeah.

M: And you can call a girl like "hey, man, how are you?"

E: Yeah, but that sort of means that she's a really, really good friend like the same level of friend as your guy friends.

M: Yeah, yeah, exactly.

E: Okay.

M: Very good! And now, for the last phrase on putting it together – he said "you go **take care of business**".

E: To take care of business.

M: Okay, so, I have to take care of business.

E: So, we're not really talking about business and work here, are we?

M: No, no, no, no. So, basically, what we're saying is "go handle your affairs".

E: So, do the things you have to do.

M: Okay, so, or solve your problem.

E: Uhu.

M: So, if I say "I have to go to city hall today and take care of some business".

E: So, you're maybe gonna do something like...

M: Pay my taxes...

E: Yeah, yeah.

M: Or something like that.

E: Yeah. Okay, so, to take care of business.

M: Uhu. Okay, so, we heard some great phrases, we saw these words, let's listen to the dialogue for the last time and then we'll come back and talk about this great decade.

DIALOGUE, THIRD TIME

M: Alright, so, nineteen sixties, very famous among rock music, the peace...

E: Yeah.

M: And conflicts and all this stuff.

E: Yeah, that's right, and I guess in, um... in English or Anglo pop culture we look back at this decade, um, very **fondly**.

M: Yeah, and also we're really related to the **hippie movement**, right?

E: Yeah, yeah.

M: People with long hair and **baggy clothes** and...

E: Yeah.

M: You know, living in their cars, going from concert to concert.

E: Yeah, and I... I mean, speaking of music, I think if we think nineteen sixties, at least in... in Anglo world...

M: Uhu.

E: In Anglo world, we think of the best music like I think this is the golden age of music in... in, um, English speaking countries.

M: Yes, it was a very good era and, well, what do you guys think? Do you think the sixties was the best decade or maybe you are more fond of the seventies?

E: Yeah.

M: The disco era.

E: Or even the nineties, so, there's some pretty good music in nineteen ninety four.

M: Exactly, so, come to our [website](#) and let us know what you think and also if you have any questions or comments...

E: Marco and I are always around to answer your questions, so, thanks for downloading and until next time...

M: Good bye!

E: Bye!

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

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

M: And today we're gonna be talking about the weather.

E: That's right, and, you know Marco, this is a really, really useful and important topic in English, isn't it?

M: Exactly, because if you ever travel abroad, you always wanna know about the weather, right?

E: That's right, and Anglo people... English people, **all they ever do is talk about** the weather.

M: Well, it's an important topic; you wanna know what clothes to wear or if you should take an umbrella.

E: Or even when you're making small talk with people.

M: Exactly, so, we're gonna be taking a look at the weather in the United States, but before we get started with the dialogue, let's take a look at "**vocabulary preview**".

Voice: Vocabulary preview.

E: Okay, so, we have two words we're gonna hear in the dialogue. Now, the first one is **forecast**.

M: Forecast.

E: Weather forecast.

M: So, this is what we listen to or what we see on the television - the **weather forecast**.

E: Right, it's like the **prediction** of the weather.

M: Okay, so, forecast. Can I only use it in the weather?

E: No, of... of course, you can use it in many other different situations like in business, for example - forecast sales.

M: Okay, so, the prediction of sales.

E: Uhu.

M: Very good, and we have one more word on vocabulary preview - **a shower**.

E: A shower.

M: Shower.

E: Shower. So, when it... when it rains for a short p... time and it's now too heavy, that's a shower.

M: Okay, very good, so, it's very similar to a... shower at home.

E: Right, it doesn't...

M: It... a little bit of water...

E: And it doesn't last too long.

M: Okay...

E: Yeah.

M: Very good. So, why don't we listen to our dialogue now? We are gonna be listening to the weatherman as he describes the weather in Utah.

DIALOGUE, FIRST TIME

M: Alright, so, we listened to the weather forecast and it doesn't seem like nice weather in Utah, ha?

E: No, it certainly doesn't. Uh, I don't think that I would really, uh, like to live there.

M: Hehe. Well, maybe it's winter or something like that.

E: Well, I guess m... yeah, maybe it's good for skiing.

M: Okay, so, now I think it's time for us to take a look at some of those maybe difficult words, that we may have listened to in this dialogue, in "**language takeaway**".

Voice: Language takeaway.

E: Alright, here we're gonna look at some words and phrases that you can use to describe the weather. Now, the first one – we heard in the weather forecast that they were calling for **scattered showers**.

M: Scattered showers.

E: **Scatter**.

M: Scattered. If something is scattered...

E: It's sort of like, um... it's a little bit of that thing everywhere.

M: Okay, so, and we already talked about what showers were.

E: Right, so, s... shower is, uh, a small bit of... a small amount of rain.

M: Okay, very good. To better understand when something is scattered, imagine that we are in a playground and the children are playing in the playground.

E: Okay.

M: So, the children are scattered everywhere; some of them are playing on the **swing**, some of them are playing, uh, on the grass or in the **sandbox**. So, children... a little bit of children in every different spot.

E: So, if we think that the city is a playground, um, maybe in one part of the city there's a little bit of rain, but not in the other part.

M: Exactly.

E: That's a scattered shower.

M: Very good! Moving on to our second word – we have **hovering**.

E: Hovering.

M: Temperature's hovering around the thirty degree mark.

E: The temperature is **hovering around**.

M: Okay, so, when I say the temperatures are hovering...

E: You mean it's approximately...

M: Okay, so, they can move up and down, so, maybe it'll be a little bit warmer than thirty degrees or a little bit colder.

E: Yes! So, if you think of **hovering** as **floating**.

M: Okay, very good! So, why don't we listen to some more examples of how we could use hovering in different situations?

Voice: Example one.

A: Unemployment rates are hovering around the ten percent mark despite the government's attempts to stimulate the economy.

Voice: Example two.

B: The waiter has kept hovering around us all night; it was really annoying.

Voice: Example three.

C: The company's margin this year is hovering around the forty percent mark.

E: Okay, so, pretty clear, hovering is sort of floating around one area.

M: Very good. Now, let's move on to the next part. We saw that we're gonna have **isolated downpours**.

E: Isolated downpours.

M: Isolated downpours.

E: Okay, let's break this one down. Um, let's start with **downpour**.

M: A downpour is when you have a lot of rain, very strong rain.

E: That's right, for maybe a short amount of time it's really raining heavily.

M: Right, so, that's what a downpour is. And if we take a look at the first word – **isolated**...

E: So, in one small area.

M: Okay, **confined to** a specific area.

E: That's right.

M: Okay, so, we have an isolated downpour - it'll be raining in one specific area.

E: And you hear this a lot with weather language. You s... hear isolated showers, isolated snowstorms.

M: Exactly, so, it'll be in a specific area only.

E: Alright, so, along with the... these showers and rain, we also talked about wind and... and we heard that we will have **gusts** reaching 23 miles per hour.

M: So, we're gonna have gusts reaching 23 miles per hour.

E: **Gusts of wind.**

M: Okay, so, can you explain, uh, to our listeners what **gusts** are?

E: Okay, so, a gust is a sudden increase in the amount of wind.

M: Okay, so, maybe we will have normal wind and... and **all of a sudden** it will get really windy.

E: That's right, for a short amount of time.

M: Okay, that's a gust.

E: G-U-S-T, gust.

M: Gust of wind. And for our final word on language takeaway today we're gonna have **sleet**.

E: Sleet.

M: Sleet.

E: Alright, sleet is a terrible kind of weather, it's sort of a mixture between snow and rain.

M: So, sleet is kind of this strange mix between ice and... and rain and snow. So, just imagine, it's not completely ice, so it's not solid.

E: Uhu.

M: But, it's not water, right? It's not rain. It's something...

E: And it's not snow either.

M: No, it's in the middle.

E: Okay.

M: Alright, so, sleet.

E: But what you really need to know is that it's terrible.

M: Haha. Alright, so, that's all the words we have today for language takeaway. Let's move on now to "**fluency builder**".

Voice: Fluency builder.

E: Alright, on fluency builder today we're gonna look at three phrases that are really common when you're talking about the weather. Now, we heard in the dialogue that there was **a cold front moving in**.

M: A cold front moving in.

E: A cold front is moving in.

M: Okay, so, **a cold front**.

E: Imagine a wall...

M: Uhu.

E: Of cold air.

M: Uhu.

E: Um, and it... and it comes towards a place and then it changes the pressure in the atmosphere.

M: Okay, so, uh, very sudden amount of... of cold air that comes into a place.

E: Right.

M: So, we say a cold front is **moving in**.

E: Uhu. So, we always think of these cold fronts or warm fronts as... as moving. So, you can either say they're moving in or you can say a cold front is **coming in**.

M: Okay, very good, and... okay, we have a cold front that's moving in and we're gonna have winds that will be **coming in from** the North-East.

E: Okay, winds coming in from.

M: Okay, winds coming in from. So, when I say it's coming in from...

E: You're talking about its origin, where it starts.

M: Okay, so, if I change the **noun** and I say... and I don't say winds anymore, but maybe I'll say "my friends".

E: Uhu.

M: My friends are coming in from...

E: Chicago.

M: Chicago, so...

E: Yeah.

M: They are arriving from Chicago.

E: Exactly.

M: What else can I say?

E: Or you can also say "the kids are coming in from outside".

M: Okay, so, where they were before.

E: Uhu.

M: Very good, so, **coming in from**, you can change the **noun** a little bit and you can form these new sentences.

E: Great! Now, our final phrase – we heard the announcer say “it’s gonna be a **cold one**”.

M: It’s gonna be a cold one.

E: It’s gonna be a cold one.

M: So, I have this phrase “it’s gonna be a cold one”; what do I mean by a **cold one**?

E: Okay, so, the **one** represents the event, so the day, right?

M: Okay, so, it’s gonna be a cold day.

E: Yes.

M: Okay.

E: Now, we can obviously change the **adjective**, right? So, it’s gonna be a hot one; it’s gonna be a long one – it’s gonna be a long day.

M: Alright.

E: But we... the one can mean anything.

M: Okay, so, it can be a day, it can be, uh, an event.

E: Meeting.

M: Okay.

E: A project. So, for example, if we’re going to a meeting, I might say “hey Marco, this is gonna be a hard one”.

M: Okay, so, the m... the one represents the meeting.

E: That’s right.

M: This is gonna be a hard meeting.

E: Uhu.

M: Alright, I think this is a very good phrase and it’s very commonly used. So, why don’t we listen to some more examples of how we can use **it’s gonna be a something one**?

Voice: Example one.

A: Temperatures are forecasted to hit 37 degrees today; it’s going to be a hot one, folks! [NOTE: 37 degrees here is in degrees **Celsius** whereas in the dialogue the temperatures are in degrees **Fahrenheit** as used in the USA]

Voice: Example two.

B: It’s only 8 a.m. and I’ve got a hundred e-mails already; it’s gonna be a long one today!

Voice: Example three.

C: I haven’t studied at all for the exam; it’s gonna be a tough one.

M: Okay, so, some great examples and I think it's time for us to listen to this dialogue again and now we can understand all these words and phrases that we've just talked about.

DIALOGUE, SECOND TIME

E: Okay, so, we know that in English speaking countries the weather is always, always, always a great subject of conversation for **small talk**, right?

M: Exactly, if you ever wanna talk to somebody or start a conversation, the weather is always a number one topic.

E: Yeah, and we actually have a phrase in this dialogue that'd be great for starting a conversation like, for example, imagine if you lived here in Utah, and you were, you know, wanting to start a conversation with someone, you could say "it sure is a cold one today, isn't it?"

M: Exactly, that's a great way of starting a conversation and English speaking people love to talk about the weather as you say.

E: That's right, so, guys, if you have any questions about weather vocabulary or if you wanna practice talking about the weather, come to our website at englishpod.com.

M: Right, Erica and I are always there to answer any questions or doubts you may have and also if you have any stories about crazy weather maybe in the countries you're from, let us know.

E: So, thanks for downloading you guys and until next time... Good bye!

M: Bye!

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

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

M: And today we're gonna be teaching you a very important technique, especially for the guys, if you wanna have good luck with the ladies, right?

E: Oh, Marco.

M: Hehe.

E: Well, today's lesson is called **That's flattering**.

M: Right, so, we are going to be teaching you how to flatter someone.

E: Okay, so, what does it mean to **flatter** someone?

B: Well, basically, you're going to be giving compliments and you're gonna make that person feel good about themselves.

E: That's right! Okay, so, flattering. Now, before we get on with this flattering lesson, we need to look at some vocabulary in "**vocabulary preview**".

Voice: Vocabulary preview.

M: Alright, on vocabulary preview today we have two small words. So, the first one is **bar exam**.

E: The bar exam.

M: The bar exam.

E: So, the bar exam is that formal test that lawyers must do to become official lawyers.

M: Right, so, it's that final exam in order to finally become a lawyer.

E: Uhu.

M: Okay, and what about our next word?

E: Well, we're also gonna hear in the dialogue – **obnoxious**.

M: Obnoxious.

E: Obnoxious.

M: Okay, so, this is an **adjective**.

E: Yes, and it means something that is really, really annoying.

M: Okay, so, something can be ano... uh... so, something can be obnoxious.

E: Or someone.

M: Or someone.

E: Uh.

M: Okay, very good. So, now we have these two words that we're going to listen to in the dialogue and now let's listen to two people as they flatter each other in our dialogue.

DIALOGUE, FIRST TIME

E: Alright, so, uh, this is your typical, normal, everyday... behavior that women show to each other, right?

M: Yeah, I think it's very common; I, uh...

E: Yeah.

M: It's very hard to argue against this, because I think everyone does it or at least you've heard maybe your mother or...

E: Yeah.

M: Somebody talked to her friends like this, right?

E: So, pretend that you like a person, who you actually hate.

M: Hehe. Right, you have to be **courteous**.

E: Hm, is that what you're doing to me now?

M: Hehe. Alright, no, I'm not, but we can take a look at some of this great language, very rich language that we found in this dialogue in "**fluency builder**".

Voice: Fluency builder.

E: Alright, we're doing things a little bit different in this lesson, so, we're going to do TWO fluency builders. And in the first one we're going to focus on language you can use to flatter someone.

M: Right, so, let's get started. In the very first part of the dialogue, we heard Valerie say "**I love what you've done with** your hair".

E: I love what you've done with your hair.

M: I love what you've done with.

E: I love what you've done with.

M: Okay, so, if somebody says this, basically they're saying...

E: I like the change you made.

M: Okay, and change not only to your hair, right?

E: It could be anything, so, I love what you've done with your new house.

M: Okay, or I can say "I love what you've done with your garden; it looks so beautiful".

E: Uhu, so, something that you've changed you can use this phrase for.

M: Okay, and in this case it's her hair, so, she is complimenting her on her hair.

E: We also heard Darlene say **you haven't aged a day**.

M: You haven't aged a day.

E: You haven't aged a day.

M: Okay, so, now, she is saying that she hasn't gotten any older.

E: That's right, **to age** is to get older.

M: Okay, so, this is a very common way of telling somebody "you look great!"

E: That's right, you look young.

M: You look young, you look great.

E: Uhu.

M: You haven't aged a day.

E: Alright, so, then they talk about their kids and... they're talking about the son and they... and Valerie says "**he's such a** handsome guy".

M: He is such a handsome guy.

E: He is such a handsome guy.

M: Okay, so, this structure is important, because now I can change the **adjective**...

E: Uhu.

M: And I'm saying he is very intelligent – he is such an intelligent guy.

E: That's right, or even, um, this is such a good day.

M: Alright, very good, so, now why don't we combine the two phrases that we've just heard – **I love what you've done with** and **he is such a...**? And let's listen to some examples.

Voice: Example one.

A: We love what you've done with this place! Such a beautiful room!

Voice: Example two.

B: I love what you've done with your hair! Such a nice color on you!

Voice: Example three.

C: I love what you've done with this space! Such a wonderful garden!

E: Okay, I really like how those two phrases can fit together.

M: Yeah, they are very good and now you can use them together or separately like in the dialogue.

E: That's right, now let's move to our final flattering phrase – Valerie says that Darlene's son **gets his looks from** his mother.

M: Right, he s... she says "he gets his looks from his mother, of course".

E: He gets his looks from.

M: Okay, so, when she says "he gets his looks from", she's saying his appearance.

E: His positive appearance, his good appearance.

M: Right, his good **looks**.

E: Uhu.

M: Okay, so, now we can change the **noun** and I can say "he gets his intelligence from his father".

E: Right, or even he gets his beautiful singing voice from his mother.

M: Okay, so, you... now, typically you would say his mother, his father or maybe one of the grandparents, right?

E: Maybe, yeah.

M: But you wouldn't say "he gets his good looks from his brother".

E: No, no, no... no, mother, father, grandma, grandpa.

M: Alright, so, now that we've covered four great ways of flattering someone, let's listen to this dialogue again, but we're gonna slow it down a little bit, so you can **pick up on** these phrases.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, we... we see a lot of great flattering language in this dialogue, but we also have some really good language and phrases you can use in... in small talk in any situation.

M: Right, so, maybe if you talk to a friend that you haven't seen in a while, we have some really great phrases for, as you say, small talk.

E: So, let's look at those now in "**fluency builder**" (part 2).

Voice: Fluency builder.

M: Okay, so, let's start with the first phrase – she says "Valarie, hi! Wow, how are you? **It's been such a long time**".

E: It's been such a long time.

M: It's been such a long time.

E: So, basically here she's saying, we haven't seen each other in a long time.

M: Right, but it kind of gives you that idea that she regrets not talking to her for such a long time.

E: Yeah, she wishes she could have talked to her.

M: Uhu, it's been such a long time, how are you?

E: Uhu, so, a wonderful way to start a conversation. So, when they start talking about their kids, Valerie says "**By the way, I heard** your son recently graduated".

M: Right, by the way, I heard your son recently graduated.

E: So, this phrase **by the way, I heard** bla-bla-bla is really, really useful.

M: Right, let's take a look at the first part – **by the way**.

E: So, this is a way to... to st... to connect two different ideas or to start a new topic.

M: Exactly, and now when she says "I heard your son recently graduated"...

E: So, we use this phrase **I heard** when we've got information that we're not sure about.

M: Right, or also you are demonstrating interest about a certain topic or a... or a news event that you would like to know about.

E: Right, and so, basically, you're asking the other person "tell me about this".

M: Right, so, I can say "Hey, by the way, I heard you got married".

E: So, I... then I'll tell you all about my wedding.

M: Exactly. Okay, so, this is a very common way of talking to someone or getting some more information from a person. So, let's listen to some more examples of **by the way**.

Voice: Example one.

A: By the way, I heard you've recently been promoted.

Voice: Example two.

B: I heard your daughter just had a baby! Congratulations!

Voice: Example three.

C: Oh, I heard you just got back from holiday in France.

E: Alright, now, since these two ladies don't like each other very much, they wanna end the conversations, right?

M: Right, they wanna end the conversation and, well, you wanna end it in a polite way, right?

E: So, they use a really great phrase here – they said **it's been great talking to you, but I have to get going**.

M: Right, so, it's like "well, it's been great talking to you, but I have to get going".

E: Uhu, so, it's been great talking to you...

M: Uhu.

E: I've... I've enjoyed talking to you.

M: Right, so, this is a very polite, very **subtle** way of saying "hey, I have to go" or...

E: Yeah.

M: "Bye, I can't talk anymore".

E: Yeah, when you say that, you know that the conversation is ending.

M: Exactly. Now, she says "I have to get going". What does that mean **get going**? That... that doesn't make much sense.

E: Basically, it just means leave.

M: Okay, I have to leave - I have to get going.

E: Uhu.

M: You should get g... uh... you should get going, you're gonna be late.

E: Exactly.

M: Okay.

E: So, really good small talk phrases that are useful in any situation. So, why don't we hear them again, one more time by listening to the dialogue?

DIALOGUE, THIRD TIME

M: Alright, very good, so now you have a couple of phrases that you can use to flatter someone be it your friend or somebody that you know or anyone. And, well, they are very, very useful and if you use them correctly, of course.

E: Right, and these phrases sound really honest and really natural, very **native-like**.

M: Okay, so, if you have any other questions or comments or if you wanna share some other phrases that you use to flatter people, come to our website at englishpod.com and leave them in our comment section.

E: So, Marco and I have to get going, but we're looking forward to seeing you on the website. Thanks for listening and until next time...

M: Bye!

E: Bye!

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

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

M: And today we're gonna go back to the movies, but this time we're gonna do it a little bit different.

E: That's right, uh, we're gonna be listening as two movie critics offer their opinion on the latest release.

M: Right, so, we're gonna be learning how to criticize or give your opinions about something.

E: That's right and, uh, here we're talking movies, but a lot of this language can be used to offer your... your criticism or ideas on literature, um, or art or other **artistic pursuits**.

M: Okay, so, before we listen to this dialogue for the first time, let's take a look at "**vocabulary preview**".

Voice: Vocabulary preview.

E: Well, we're gonna look at one word here that we will hear in the dialogue and it is **erudite**.

M: Erudite.

E: Erudite.

M: Okay, so, this word **erudite**, some people pronounce it **Erudite**.

E: That's true and, basically, it's an **adjective**, describing someone, who has a lot of knowledge about a subject.

M: Okay, so, an erudite in engineering.

E: Yes, or an erudite professor.

M: Okay, very good, so, that's the word that we're gonna preview today and now let's listen to our dialogue and find out what movie they are criticizing.

DIALOGUE, FIRST TIME

E: Alright, so, The Lion King, one of my old time favorites.

M: A very good movie and, well, mixed feelings about it, right? Some people think it's good, other people th... other people think it's not that good.

E: Um, **I'm in the good camp**, as you know, um, but anyway there's tons of really useful, um, and quite difficult language here, so, why don't we look at that now in "**language takeaway**"?

Voice: Language takeaway.

M: Alright, on language takeaway today we have five words and we can start with the first one.

E: So, the critic... the first critic said that this was a movie, **depicting** men's eternal greed for power.

M: Depicting.

E: To depict.

M: Alright, so, this word **depict**, it sounds a little bit strange, so, before we explain it, let's take a look at some examples.

Voice: Example one.

A: I don't really like the way that novel depicted the role of women in society; it was pretty sexist!

Voice: Example two.

B: The film depicts the realities of war very accurately.

Voice: Example three.

*C: See, this image here is depicting some of the most well-known **scenes** from Australian history.*

E: Alright, so, depicting, um, I can basically understand that this means to show something. Now, If... now, we can notice, uh, that the word **depict** has th... this short and little word – **pict** in there...

M: Uhu

E: That... that sounds like **picture**.

M: Uhu.

E: And when we think about, um, depicting, we're often thinking about "in a picture" or "in a book", um, or "in a painting".

M: So, in his case the story is depicted in a movie, right?

E: That's right.

M: So, you can see it, it's a picture, basically.

E: Exactly.

M: Alright, very good, so, to depict. Well, moving on, the critic also talked about the **grim portrayal** of the **villain** of the movie - Scar.

E: That's right, so, grim portrayal.

M: A grim portrayal.

E: Okay, let's look at the word **grim** first. When something is grim, it's really unpleasant or uncomfortable or even shocking to think about.

M: Okay, so, something that is grim. Now, what about **portrayal**?

E: Really close to depict. **A portrayal** is something that shows or describes something, especially like in a book or in a picture or in a play.

M: Okay, so, a portrayal. I guess we can relate it again to a **portrait**.

E: That's right.

M: Alright, so, portrayal.

E: Now, we can also use this as a **verb** – **to portray**. So, this movie portrays men's eternal greed.

M: Okay, so, we can use this as a **noun** or as a **verb**.

E: That's right.

M: So, moving on with our third word today we have an **enchanting movie**.

E: That's right, the story was simply enchanting.

M: Okay, so, if something is **enchanting**...

E: It's really, um... it's really attractive and beautiful and interesting and it holds your attention.

M: Okay, it holds your attention. So, it's something very nice, something that is enchanting has to be nice.

E: That's right, and it has this sense of magic around it.

M: Okay, very good, so, an enchanting moment.

E: Or an enchanting woman.

M: Okay, and now, what about our next word? It's very... And what about our next word? It's French, actually, but we use it in English.

E: That's right, so, the... the critic said that this story was **cliché**.

M: Cliché.

E: Cliché.

M: Okay, so, we hear this all the time, what is a cliché?

E: Well, basically, a cliché is a phrase or an idea that is used so often, um, that it loses its meaning or importance or interest.

M: Okay, so, can you give us some examples of a cliché moment or maybe, uh, a phrase that's cliché?

E: Okay, well, how about this one? When you're breaking up with your boyfriend, then you say "honey, it's not you, it's... it's me".

M: Okay, that's cliché, it's typical.

E: Yeah, or maybe, um, a cliché portrayal of a Frenchman would be a guy, riding a bike with a **baguette**, smoking a cigarette and with a beret on his head.

M: Okay, that's a cliché portrayal, very good.

E: Yeah.

M: So, it's common, it's even to a certain point a little bit **stereotypical**.

E: That's right.

M: Alright. And what about our last word?

E: Well, they described this story as a **fable**.

M: Fable.

E: A fable.

M: Okay, so, when we were small, we all read fables.

E: That's right, uh, they are stories, um, about animals that are used to teach people a lesson.

M: Okay, so, a fable teaches you a lesson, I think the most famous one is the one of "The Tortoise and the Hare", right?

E: Yeah, and another good one would be "The Three Little Pigs".

M: Okay, that's also a fable.

E: Yep.

M: Okay, so, we've looked at these five great words and now it's time for us to move on to "**putting it together**".

Voice: Putting it together.

E: Okay, here we're gonna look at some phrases that you can use in a bunch of different ways to help you criticize or give you opinion about a piece of art like a movie or a book or whatever.

M: Okay, so, let's start **right away** with our first word. So, the film critic asked "**what is your impression of** this film?"

E: What's your impression of.

M: What's your impression of something, right?

E: That's right.

M: Alright, so, before we get into explaining **impression**, let's listen to some more examples.

Voice: Example one.

A: I don't know where, but I have the impression that we've met before.

Voice: Example two.

B: I get the impression that he's a very organized person.

Voice: Example three.

C: Somehow Jim got the impression I was gay; did you tell him that?

E: Okay, so, I can see that this means, basically, what's your opinion or how do you feel about something.

M: Okay, so, you can have an impression of something or of someone.

E: Yep.

M: Alright. And what about the next word?

E: Well, the critic Richard Clarke said that it was a really enjoyable film, even despite the **accusations of plagiarism**.

M: Okay, so, now we have an interesting phrase here – the accusations of plagiarism.

E: Accusations of plagiarism.

M: Okay, so, **accusations** is a **noun**, right?

E: Right, it's the action of accusing.

M: Okay, of blaming somebody.

E: Yeah.

M: Alright, and what about **plagiarism**?

E: This is an academic term. If you, uh, plagiarize, you copy someone's work and **take credit** for it.

M: Okay, so, if I copy somebody's book and I say I wrote it, then that's plagiarism.

E: Yeah, that's pretty bad, so...

M: Alright.

E: Accusations of plagiarism. Now, we can use this phrase, **accusations of something**, in a bunch of different ways. So, Marco, what... let's have an example.

M: Alright, so, for example, we can say "he was cleared of all accusations of **tax evasion**".

E: Okay. He denied accusations of **cheating on** his wife.

M: Alright, very good, so, accusations. And now, moving on to the final part of putting it together, we have this word – **lacks**.

E: The film lacks a certain originality.

M: Okay, so, the film lacks a certain originality. What does he mean by that?

E: **It doesn't have enough of.**

M: Okay, so, if you're lacking something, you don't have enough of it.

E: Or you don't have it at all.

M: Alright, so, can you give us some more examples of how we can use **lack**?

E: Okay, the same way it's used in the dialogue – "our team lacks the... appropriate talent to complete this project"

M: Okay or I can say "our school lacks infrastructure for so many students".

E: Or we can also say "infrastructure is lacking at our school".

M: Okay, so, you can use it in those two ways, right? You can use it as a **gerund** or as a **verb**.

E: That's right. Okay, lots of great language here and why don't we hear one more time in context with the dialogue?

DIALOGUE, SECOND TIME

M: Alright, so, a good movie. What do you think about The Lion King? What do you think about his **critique**?

E: Well, I am with Dick on this one. Um, I think that this is a great film, it was one of my favorites and I've seen it about five billion times.

M: Really?

E: Yeah.

M: You really liked it?

E: But I'm not interested in my opinion. I wanna hear criticisms and film criticisms from our users.

M: Right, so, come to our website at englishpod.com, where you can leave your questions or comments and also any criticisms on this particular movie or maybe the other one that we mentioned, uh, "How to Lose a Guy in Ten Days".

E: Personally, not so fond of that one, but looking forward to hearing from our users.

M: Alright, or maybe any other movies you might like. So, uh, come to the website and until next time...

E: Good bye!

M: Bye!

M: Hello English learners! Welcome back to another lesson here with us at **EnglishPod**! My name is **Marco**.

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

M: And today we're going to have a very casual, normal conversation.

E: That's right, we're gonna **listen in** on some **small talk** between a taxi driver and the passenger.

M: Small talk, so, that's basically...

E: Hmm, small short conversations you have with someone that you don't know very well.

M: Okay, so, typical questions like "How old are you?", "Where are you from?"

E: Yep.

M: Et cetera.

E: That's right. And this can be really hard for English learners, cause they often don't know what the right thing to say or the right thing to talk about, so, we're gonna give you a lot of phrases in this lesson that you can use in small talk.

M: Okay, so, we don't have anything to preview today, so, let's listen to the dialogue for the first time and then we'll come back.

DIALOGUE, FIRST TIME

E: Alright, so, I don't think this guy spoke much Spanish, do you?

M: No, even though he has Colombian heritage, I think he doesn't speak much, but maybe he's just a little bit **rusty**.

E: Maybe, but what he does speak is English and since this is **EnglishPod**, why don't we look at some of the phrases that they used for small talk in "**fluency builder**"?

Voice: Fluency builder.

M: Alright, so, today on fluency builder we're gonna take a look at phrases that both the passenger and the taxi driver used to make small talk. So, why don't we start with the first one?

E: Alright, so, the taxi driver tells the passenger that she doesn't look very Chinese, **if you don't mind me saying so**.

M: Right, so, he said "you don't look very Chinese **to me**, if you don't mind me saying so".

E: If you don't mind me saying so.

M: So, what does he mean by this last part of the sentence?

E: Well, this is a phrase that we use, um, to **soften** a sort of... a statement that might be a little bit rude.

M: She could be Chinese.

E: Yeah.

M: Right? So, it maybe a little bit rude to say that, but he kind of apologizes.

E: That's right.

M: Right? By saying if you don't mind me saying so.

E: Okay, so, for example, I could say "hey, Marco, you look a little tired today, if you don't mind me saying so".

M: Okay, so, does it always go at the end?

E: You could use it at the beginning – "if you don't mind me saying so, I just don't think this is a good idea".

M: Okay, very good. So, you can use this phrase in the beginning or at the end of a **sentence**.

E: Right, and it makes your statement a little bit less rude.

M: If you don't mind me saying so. Now, again he also apologizes a little bit when he says "**excuse me if I'm being a bit nosy, but...**"

E: Excuse me if I'm being a bit nosy, but.

M: Excuse me if I'm being a bit nosy, but.

E: Okay, so, let's take a look this **nosy**, what's this?

M: Okay, when somebody is nosy, it means they're very curious, they're asking too many questions.

E: Yeah, asking more questions, then they should ask.

M: Right, so, he apologizes and says "well, excuse me if I'm asking too many questions" and then he asks her another question.

E: He asked her how old she is.

M: Right, so, again it's a polite way of maybe asking a question that might be a little bit sensitive.

E: Yeah, or a little bit impolite.

M: Okay, so, of course, asking a woman her age maybe is a little bit impolite, right?

E: Yes, typically women don't like that too much. Um, but our next phrase – we heard the taxi driver say "**don't get me wrong**".

M: Don't get me wrong.

E: Don't get me wrong.

M: Okay, so, don't get me wrong - he says, well, "don't misunderstand what I'm saying"

E: That's right, this phrase is used so commonly in English, though I think it would help us to hear some examples.

Voice: Example one.

A: Don't get me wrong. It's not that I think you stole my computer; it's just that you were the only one who could get into my room.

Voice: Example two.

B: I do have a few problems with the plan, but don't get me wrong, I still think it's a good idea.

Voice: Example three.

C: Don't get me wrong, I think John's a nice guy, he's just a bit disorganized.

M: Alright, very good examples, so, don't get me wrong, right?

E: That's right.

M: And now for the final phrase on putting it together today. [NOTE: on **fluency builder**, actually]

E: Well, the passenger, the woman, um, says her... her age, um, she says "I'm twenty six years old and **what about yourself?**"

M: What about yourself.

E: What about yourself.

M: Alright, now, this **sentence** isn't very correct, actually, right?

E: Yeah, technically it's not correct in **grammar**, but it is used so commonly everyday by American English speakers that we thought we'd show it to you.

M: Okay, so, you would say "I'm twenty six years old and what about you?"

E: That's right.

M: Okay, but commonly you will hear people say "what about yourself?"

E: And if you use this, um, you'll sound really fluent and really native-like.

M: Okay, very good, so, what about yourself.

E: So, again, it's... it's just like "what about you", so, I could say, um, "hey, Marco, I'm... **I'm going away on holiday** this weekend and what about yourself?"

M: Okay, what about yourself. So, we've taken a look at these four phrases on putting it together, why don't we listen to the dialogue for the second time? We're gonna slow it down a little bit and then we'll come back and take a look at some vocabulary words on "**language takeaway**".

DIALOGUE, SECOND TIME (slow)

E: Well, we've got some interesting vocabulary words and phrases here in language takeaway and the first one...

M: Well, after she gets in the taxi and tells him where she wants to go he answers by saying **sure thing**.

E: Sure thing.

M: Sure thing.

E: Sure thing.

M: So, if I say “yeah, sure thing”, what does that mean?

E: Well, let’s listen to some examples to help us understand.

Voice: Example one.

A: Do you mind lending me a hundred bucks?

B: Sure thing.

Voice: Example two.

C: Could you please send me the e-mail by the end of the day?

D: Sure thing.

Voice: Example three.

E: Do you mind lending me a hundred bucks?

F: Sure thing.

G: Could you please send me the e-mail by the end of the day?

H: Sure thing.

Voice: Example four.

I: Can you get some milk on your way home?

*J: Sure thing, I’m on **my way** now.*

M: Okay, so, sure thing, basically “yea, no problem” or “okay”.

E: Or I’ll do it.

M: I’ll do it.

E: Yep.

M: It’s fine.

E: Yep.

M: So, it’s a very common way, you will hear this a lot when somebody agrees or says “yes, no problem”.

E: Yeah, and again it will help you sound really native-like to use this phrase. Well, the next one – the taxi driver says, um, “I was **born and raised** here”.

M: I was born and raised here.

E: Born and raised.

M: Okay, so, this is a way of saying I was born in this country and I haven't left this country.

E: That's right, so, I'm from this country.

M: Okay, born and raised here in **the good old U.S. of A.**

E: Good old U.S. of A.

M: The good old U.S. of A.

E: So, this is a pretty interesting way of saying America.

M: Right, it's actually more of a phrase, right? The good old U.S. of A.

E: Yep.

M: Okay, so, it means the good United States of America.

E: Yeah, it's kind of a **fond** way or friendly way of describing America.

M: Alright, and we have one more word for language takeaway.

E: Well, the taxi driver was talking about his **Colombian heritage**.

M: Colombian heritage.

E: Heritage.

M: Alright, so, if I have Colombian heritage, what does that mean?

E: Your grandmother or, you know, grandfather, great grandmother or someone in your family is from Colombia.

M: Okay, and what about the word **heritage** by itself?

E: Yeah, so, your heritage is basically your culture, um, your...

M: **Customs**.

E: Yeah, your customs, your... your history.

M: Okay, so, heritage.

E: Uhu.

M: A country rich in heritage.

E: Lots of, uh, good old historical culture in that country.

M: Okay, very good, so, now it's time for us to listen to the dialogue for the last time, now we can understand all this phrases and these great words that we've just looked at and then we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

E: So, Macro, this, uh, taxi driver makes a bit of mistake when he asks the woman how old she is.

M: Yes, um... Yeah, exactly, there're a couple of questions that in some cultures are considered to be normal and okay.

E: Uhu, yeah.

M: But in other cultures they're not really well-accepted.

E: Okay, so, in Anglo culture, for example, um, **it's really impolite to ask a woman how old she is.**

M: Right, women are a little bit more sensitive about their age... Others aren't so much, but it's usually better to just not ask.

E: Yep. And what else should we avoid talking about in small talk?

M: Well, for example, when you ask a person their occupation...

E: Yeah.

M: You can ask what they do for a living, but **don't ask how much money they make.**

E: That's right, Anglo people are really sensitive about talking about money. We hate talking about money.

M: Hehe. Right, so, don't ask somebody their salary or how much money they make, it's just not considered to be polite.

E: And another good one to be careful of is **asking if someone is married or not.**

M: Right, sometimes you're just being friendly and...

E: Yeah.

M: You wanna know if that person has family or something.

E: Yeah.

M: But you have to be careful when and where you ask this question.

E: Right, so, if they've mentioned their family, if they've talked about their kids or, um, something else to do with their family, then it's okay.

M: Right, you can say, well, "oh, how long have you been married?"

E: Yeah.

M: But if a guy asks a girl "oh, are you married?", it kind of sounds like maybe he's interested in her or that he's trying to... to **come on** to her and... and to be maybe more than friendly, right?

E: That's right.

M: Okay.

E: So, some great small talk tips and phrases here at **EnglishPod**, now if you have any questions about this lesson or any other lessons, be sure to visit our website at englishpod.com.

M: And if you also have any doubts about which questions you think are appropriate of asking somebody, yeah, come in to the website and let us know.

E: So, thanks for downloading you guys and until next time... Good bye!

M: Bye!
