

M: Hello, English learners! Welcome back! We are here at **EnglishPod**! I'm joined with **Erica**.

E: And my partner in crime - **Marco**.

M: Alright, so, today we're gonna be talking about a really great topic, one of my favorites...

E: Beer.

M: Beer. So, beer is a very popular drink, especially in... in bars and...

E: Uhu.

M: When you **go out**.

E: Yes, it's very common with students, I think.

M: Yes, and it's also not very strong like, ah, **vodka** or **whiskey**.

E: Yes.

M: Okay. So, we're going to be at a bar today and we're going to be looking at some of this vocabulary that you would find.

E: Yes, I mean, you've got to know this beer vocabulary.

M: Hehe. Okay, so, let's listen to our dialogue for the first time and then we'll come back and look at these words.

DIALOGUE, FIRST TIME

E: Well, it's pretty expensive for two beers and some food.

M: Yes. Well, it happens sometimes you go to these very exclusive bars and they charge you like if it was gold.

E: I mean, that... that's crazy.

M: Hehe. Well, let's take a look at some of these, uh, great words that we saw in "**language takeaway**".

Voice: Language takeaway.

E: Our first word is **on tap**.

M: On tap.

E: On tap.

M: So, he asked "what do you have **on tap**?" Now, this is a... a strange sentence. What exactly does it mean?

E: Okay, well, he's asking about what beers the bar has.

M: But not in a bottle or not in a can, right?

E: Right, um, so, you know, in a bar...

M: Uhu.

E: There's often this machine, right?

M: Uhu.

E: They... that will **pour** very fresh beer right directly into the glass.

M: Into the glass, aha.

E: Uhu.

M: Yea... this is a very popular thing, because like you say, it's fresh beer.

E: Yeah, it tastes better.

M: Tastes better.

E: Yeah.

M: Okay, so... **what do you have on tap**?

E: **What do you have on tap**?

M: Alright, let's take a look at our second word. **Happy hour**.

E: Happy hour.

M: Happy hour.

E: Happy hour.

M: Now, this is very common and popular with bars?

E: Yes.

M: What does it when they have a happy hour?

E: Okay, a happy hour is a period of time, where the drinks are very cheap.

M: Okay. So, happy hour could be from 5 p.m. till 10 p.m. fifty percent (50%) off.

E: So, if the drink is four dollars, then it is now two dollars in happy hour.

M: Okay, perfect. And this brings us to our third word. **A special.**

E: A special

M: **A** special.

E: A special.

M: So, this is a **noun**. And what does that mean when a restaurant or a bar has a special?

E: It's like they're having a **sale**.

M: A sale.

E: So things are cheaper.

M: So, it could be, for example, **a Monday night special.**

E: Uhu. Or, like in the dialogue, **a happy hour special.**

M: Okay, so, it is... a promotion.

E: Yes.

M: Alright, very good. And now, they ordered **a pint** of Heineken and **half a pint** of Budweiser.

E: Uhu.

M: Pint.

E: This is a very, very special beer word. So, a pint is the size of your glass.

M: Okay, so we understand how much a pint is, wh... how... what is... what would be the equivalent in liters?

E: A pint is zero point four (0.4) liters.

M: Okay, so, almost half a liter is...

E: Yeah.

M: One pint.

E: Yes.

M: Okay. It is very common when you're going to a bar, you can order a pint of beer.

E: Yes, exactly, in English we don't say "I'll have half a liter of beer".

M: Right, right. So, let's take a look at our next word on language takeaway. **Appetizers.**

E: Appetizers.

M: Appetizers.

E: Appetizers.

M: Okay, so... what is an appetizer?

E: Well, it is, um, food you eat before your dinner or before your lunch.

M: Okay, so, it's usually maybe like a salad.

E: Or a soup.

M: Uhu.

E: Or something small, that you can eat right before your big meal.

M: Okay, so, some common appetizers at a bar and we saw them in our dialogue – **nachos** and **mozzarella sticks**.

E: Nachos, nachos.

M: Nachos.

E: Nachos.

M: So, nachos are little chips, right?

E: Yeah, corn chips...

M: Uhu.

E: Um, and it has cheese and maybe some **tomatoes** and maybe some beans. [NOTE: Erica's pronunciation of **tomatoes** is more **BrEng** than **AmEng**; there is an old song "Let's Call the Whole Thing Off" which has alternate pronunciations of several common words]

M: Aha. Okay, so, those are nachos. They're very common in the United States.

E: Yes, yeah.

M: And what about mozzarella sticks?

E: Mozzarella sticks - a **travesty** on the world and humanity and everyone's arteries.

M: Well, **mozzarella** is a cheese, right?

E: Uhu.

M: Mozzarella cheese. And the... this cheese is... wh... what is it? How is it prepared?

E: You put it in some **breadcrumbs** and then you fry it in oil. You **deep fry** it.

M: Aha, and you don't like this.

E: No, this is terrible.

M: Why? They're so good.

E: Oh my God, there're...

M: Cause then you can dip it in the little sauce...

E: Oh...

M: It's delicious.

E: Marco, there're so many reasons why this is wrong.

M: Hehe. Alright, well, mozzarella sticks are very popular bar food.

E: Alright, well, why don't we listen to the dialogue again and we'll be able to hear these words in context at a slower speed.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, we saw some really good vocabulary words there and now, let's take a look at "**putting it together**".

Voice: Putting it together.

E: Well, in this lesson we are going to look at one phrase that sometimes causes problems.

M: So, let's listen to this phrase that we're talking about.

Phrase: What about some appetizers? What about some appetizers?

M: Okay, so, this phrase **what about**.

E: Yeah, I often hear people use it to ask a question.

M: So, a common mistake...

E: Uhu.

M: Is asking "what about your weekend?"

E: "What about your new job"

M: Now, this is incorrect, right?

E: You cannot use the phrase **what about** to ask a question about information...

M: Okay.

E: So you... it cannot ask for information.

M: Okay, because in our dialogue the **bartender** said "and what about some appetizers?"

E: Right, because he is making a suggestion.

M: Right, so, he's saying "well, why don't you have some... some food?"

E: Yes, the phrase **what about** can be used to make a suggestion.

M: Okay, so, I can say... "What about going to the movies?"

E: Uhu, um, you know what... let's hear a few more examples of this, cause I think it's really useful.

Voice: Example one.

A: What about these dirty clothes? You said you would wash them days ago.

Voice: Example two.

B: What about going to the mall instead? I'm tired of going to the movies.

Voice: Example three.

C: What about a pizza instead of noodles?

M: Alright, so, really good examples and the same thing we can apply to **how about**.

E: Exactly. So, again, how about cannot ask for information.

M: Okay.

E: So, you can't say "how about your boss?"

M: Ah, alright...

E: Yeah.

M: Perfect. Okay, so, let's listen to this dialogue one last time and then we'll come back and talk a little bit more about bars and beers.

DIALOGUE, THIRD TIME

E: Well, Marco, I know you're a big fan of beer and actually I think everyone here at **Praxis [Language]** is... is a big beer drinker.

M: And this is the perfect opportunity to tell everyone about the world renowned **beer shake**.

E: Oh my god... I... Oh, okay, Marco...

M: Alright, so, everyone that listens to this recipe is a non-believer... They say that it... is not possible for it to taste good.

E: Okay.

M: But, here's the recipe. You take a liter of beer or maybe half a liter.

E: So, a pint.

M: A pint or a pint and a half.

E: Uhu.

M: And you put it in the blender.

E: Okay.

M: Alright. Now, you take two eggs...

E: Aha.

M: Okay, not cooked, not boiled or anything. You take two eggs and put them in the blender. It could be one or two.

E: Okay.

M: And then you take about half a cup of sugar. Put it in the blender.

E: What?

M: And you mix all that together and you get this really good, **foamy**, delicious beer shake.

E: So, a beer-milk shake.

M: Well, it has no milk.

E: Okay.

M: But it's actually really good, I... I've prepared it for some people and they like "no, that's not possible, it can't taste good". And in the end they like "wow, this is actually pretty good".

E: So, did you invent this recipe?

M: It's, uh... it's actually really common in, ah, Ecuador in... in Peru. I've even seen in... in Chile usually with a dark beer.

E: Okay.

M: Right, so...

E: So, like a... a Guinness or...

M: It could be a Guinness or... Yeah, if it's the... a dark beer is a little bit, uh, sweeter.

E: Yeah.

M: So, you wouldn't add so much sugar. But if you have, uh... another beer like a... like a **lager** or a **stout**, you could still do it, but just add a little bit more sugar, because that beer's a little bit more bitter.

E: Okay. Well, I am not going to try this recipe...

M: Hehe.

E: But maybe you guys are.

M: You should. Try it out and let me know how it works.

E: Yeah, you can tell us all about it on our website englishpod.com.

M: Yeah, and we're definitely there to answer all your questions and I'll be posting the recipe as well on the website.

E: Alright, well, we're out of time for today, but 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 a great office lesson.

E: That's right, but actually I hope this situation never happens to any of our listeners.

M: Hehe. Exactly, today we're firing somebody, so...

E: **Yikes**! Hehe.

M: It is a little bit complicated, but maybe you are an HR manager, maybe you are a supervisor and you'll have to do this one day, so... gotta learn how, right? [NOTE: **HR** = Human Resources]

E: Exactly. Alright, well, why don't we get started then, as we listen to Isabel and Anthony?

DIALOGUE, FIRST TIME

M: He did sound a little bit like he had too much to drink and...

E: I know he had that kind of...

M: **Slur**. [NOTE: I guess **slurred speech** is like indistinct speech; gabble]

E: Yeah... Yeah, that... that slow way of talking, that made him seem a little bit drunk.

M: Hehe. Well, that's definitely something you don't wanna do is **show up** to work with alcohol on your breath. [NOTE: **show up** = appear]

E: Exactly, but you know what, there's a lot of great language in this dialogue. So, why don't we take a look at it now in "**language takeaway**"?

Voice: Language takeaway.

E: Alright, well, I wanna look at three words here. Now, the first one, Anthony said that Isabel was **preoccupied**.

M: Preoccupied.

E: Preoccupied.

M: Okay, so, if somebody is preoccupied...

E: They're not focused.

M: Maybe they're a little bit worried.

E: Yeah, they're thinking of something else.

M: Okay, s...

E: Why don't we take a listen to a few examples of how this word is used?

Voice: Example one.

A: James is really preoccupied. I think he's having some family problems.

Voice: Example two.

B: Oh, were you talking to me, honey? I'm sorry. I'm just really preoccupied with work.

M: Alright, so, very clear now. **Preoccupied**. Let's move on to our next word – **direct impact**.

E: Direct impact.

M: A direct impact.

E: Alright, so, again, Isable told Anthony, that the decision will have a direct impact on his career.

M: Uhu.

E: It will have a noticeable or... impact or effect on his career.

M: Okay, so, a **direct impact**. And **what about** our last word? [NOTE: we've discussed this issue already; please see [Erica's post](#) on this one]

E: Well, Anthony said "I **resent** that".

M: Resent.

E: Resent.

M: Okay, now, this is spelled exactly like re**S**ent. Like with an **S**, right?

E: That's right. R-E-S-E-N-T.

M: But you pronounce it like a **Z**.

E: Uhu. ReZent.

M: ReZent that. So, what does it mean if you say "I resent that"?

E: It means I find that insulting.

M: I find that to be not true.

E: Yes.

M: Okay, I resent.

E: Alright, Marco. Well, how do you use this word?

M: Well, if somebody tells you "you're lazy".

E: Okay.

M: Right?

E: Then you might say "hey, I resent that".

M: Right, I do a lot work.

E: Yeah.

M: I'm not lazy.

E: Yeah, so, it's always something that you use after someone insults you.

M: Right. Or says something, that you find to be not true.

E: Uhu.

M: Okay. **Resent** that. And I guess with this it's time for us to listen to this dialogue again and then we'll come back and look at some great phrases.

DIALOGUE, SECOND TIME (slow)

E: Well, there's some wonderful language in here, that you can use when you have to have a difficult conversation with somebody.

M: Right, so, let's take a look at these phrases in "**fluency builder**".

Voice: Fluency builder.

E: We have three phrases here. And the first one is **to beat around the bush**.

M: Okay, beat around the bush.

E: Beat around the bush.

M: Okay, so, this is an idiomatic phrase.

E: Uhu.

M: So, before we explain it, let's listen to somebody beating around the bush.

Example: Okay, the one thing that I wanna tell you, um... it's so important...does that... I don't like... they... I always... sometimes when... alright, here's the deal... this is it... specifically... it's not this, it's not that, it's not you, it's not me... it's everyone... it's everything... do you understand what I'm saying?

M: So, as you can tell, the person has something to say, but...

E: They're taking a long time to say it.

M: Right, you're kind of looking for the right or maybe more polite words to say something.

E: Exactly.

M: So, that is **to beat around the bush**.

E: Now, the opposite of to be around the bush is **to come out with it**.

M: Okay, come out with it.

E: Come out with it.

M: So, maybe you're talking to your friend and he is beating around the bush, so you can just say "hey, come out with it".

E: Tell me.

M: Tell me just...

E: Yeah.

M: What is it.

E: Exactly.

M: Right? **Come out with it**, be direct.

E: When Isabel finally came out with it, she told Anthony, that we're going to have to **let you go**.

M: Let you go.

E: Let you go.

M: So, this is actually a nicer way of saying "you're fired".

E: Yeah, it's a little bit more polite, isn't it?

M: Right, it's... "we're gonna have to let you go" or, uh...

E: Or "I was let go from my company".

M: Right, so, a **synonym** for "to be fired".

E: Exactly.

M: Okay, so, let's listen to Anthony getting fired one more time and then we'll come back and talk a little bit more about this difficult situation.

DIALOGUE, THIRD TIME

M: So, Erica, have you ever fired anyone?

E: I have fired a lot of people.

M: Hehe. Wow! You're a mean person.

E: Oh, yeah, well, you know... there're some people who really do silly things like come to work drunk, um, and if you do that...

M: You're obviously gonna get fired.

E: Yeah.

M: But in the United States, actually, there's an interesting way of firing people. They get a **pink slip**.

E: Oh, yeah, um, but I guess this is just a little bit different than getting fired. This is... you get a pink slip when you, um, get **laid off**.

M: Right.

E: Yeah.

M: I mean, if you come to work, uh, drunk, you get fired immediately, right?

E: Yes.

M: But when you get a pink slip... so, it's basically a little pink paper that tells you, that you have been laid off.

E: Yeah, and, so, when you hear somebody say, um, we sent out... Yep, so, when you hear somebody talk about pink slips like...

M: Uhu.

E: We sent... like our company sent out five hundred pink slips, you know that means, that five hundred people got laid off.

M: Or I got a pink slip today.

E: That means you got laid off.

M: Right.

E: Yeah.

M: That's actually interesting, because I don't know any other country that actually has this...

E: Of special color. Hehe.

M: Special color for firing people.

E: Yeah. **How about** in your country? Is there a special color for pink slips?

M: Hehe. If you guys have any stories as well maybe about being fired or maybe you've had to fire somebody.

E: Uhu. Come to our website and tell us about it.

M: Right, englishpod.com, there you can leave your questions and comments. Erica and I are always there trying to answer your questions and also our great community is there. They will also help you.

E: Okay, guys, well, we're out of time for today, but until next time...

M: Bye!

E: Good bye!

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

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

M: And today we are at a wedding ceremony.

E: Alright, nice.

M: Another nice wedding.

E: Yeah.

M: But, of course, it wouldn't be **EnglishPod**, unless we have something unexpected happening at this wedding. Okay, so we're gonna be talking about hands.

E: Oh... but, Marco, what is there to say about a hand?

M: Well, as you may or may not know each finger has a name on your hand.

E: Okay.

M: So, we're gonna learn how... w... so, we're gonna learn what those names are in English.

E: Perfect. And also we're gonna learn about some common phrases, that you might hear in an English wedding.

M: Exactly, because, I think... Exactly, because usually it's old English...

E: Yes.

M: Maybe English that's not used anymore.

E: Alright, well, I'm excited to find out what this unexpected event is, so let's listen to our dialogue for the first time.

DIALOGUE, FIRST TIME

M: Alright, embarrassing moment for the groom, right?

E: Yes.

M: Confusing the fingers in front of all his friends and family, not good. So, I mentioned before that we're gonna learn the names of each finger in your hand, so let's get started, let's take a look at these in "**language takeaway**".

Voice: Language takeaway.

E: Alright, well, why don't we start with the smallest finger...

M: Okay.

E: On your hand.

M: The smallest finger on your hand. That's called the...

E: **Pinkie.**

M: Pinkie.

E: Pinkie.

M: Sometimes people call it the **little finger.**

E: Yes.

M: Right?

E: Yep.

M: So, a pinkie. And the next finger.

E: Is the one the groom couldn't find.

M: Okay, the **ring finger.**

E: The ring finger.

M: So, this is, of course, like the name says, where the wedding ring is usually placed...

E: Exactly.

M: On this finger.

E: Yeah.

M: Now, the next one is a controversial finger.

E: That must be the **middle finger.**

M: Okay, easy, middle finger. So, why is it controversial?

E: Well, you know, if you put your middle finger up... And you put all...

M: Hehe. Like you're doing right now to me?

E: Hehe. Yes. I'm sorry, Marco, I'll do it this way.

M: Hehe.

E: And all other fingers down...

M: Aha.

E: You are making a very rude gesture.

M: It's a rude...

E: Rude sign.

M: So, ho... what would you call that?

E: I would call that **giving the middle finger**.

M: Giving the middle finger or...

E: Yeah.

M: I've also heard the phrase - **flip someone off**.

E: Yes, or also **flip the bird**.

M: Flip the bird...

E: Yeah.

M: Exactly.

E: Yeah.

M: Or **give him the bird**.

E: Yes.

M: Hehe.

E: So, all phrases that you can use, when you are showing only your middle finger...

M: Right.

E: To somebody.

M: It's not very polite.

E: No, don't do it.

M: Don't do it.

E: Yeah.

M: Or unless somebody deserves it, I guess. Hehe.

E: Well...

M: Alright.

E: We won't talk about that, but what we will talk about is the next finger.

M: The **index finger**.

E: The index finger.

M: Index finger.

E: So, this is the finger you use to point.

M: Right.

E: Yeah.

M: The index finger... Any idea why they call it the index finger?

E: Cause when you're **looking through** the index of a book, you always use this finger.

M: Right, I... I think you also use this finger to pass pages on a book, right?

E: Yeah. Okay, don't believe anything I just told here.

M: Hehe. Well, we're not sure maybe you guys know the real answer to this.

E: Alright.

M: And our last finger, the most important one...

E: The **thumb**.

M: Thumb.

E: T-H-U-M-B.

M: The thumb.

E: Thumb.

M: Okay, so, that's the short but fat finger... on your hand.

E: That... the very moveable one.

M: The moveable one.

E: Yeah.

M: The one that you use to play... Playstation... and all that stuff.

E: Video games.

M: Yeah.

E: Okay, so the pronunciation here. Do you say the **B** at the end of this word?

M: No, I wou.. actually only pronounce the **M**.

E: Yes.

M: The thu**M**.

E: The thu**M**.

M: Yeah, I... you wouldn't say the thum**B**.

E: No.

M: Uhu. Okay, so, now that we're clear on all five fingers, let's listen to our dialogue again and then we'll come back and talk about these difficult phrases that the priest used.

DIALOGUE, SECOND TIME (slow)

E: Well, this is really common wedding speak, isn't it?

M: Yeah, it's really common. That's what usually the priest or the person, who is marrying somebody, would say.

E: Why don't we look at some of these phrases now, because it's really interesting to talk about their meaning. So, the first one – **may this ring be blessed**.

M: May this ring be blessed.

E: May this ring be blessed.

M: So, what does it mean when you bless something or someone?

E: Well, usually, the... the religious leader does this, right?

M: Aha.

E: And he's giving good wishes to that thing.

M: Could be for an object or to a person, right?

E: Yes.

M: You can be blessed as well.

E: Yeah, and so these good wishes usually come from God.

M: Okay. Great, so, what about our next phrase?

E: **Abide in peace.**

M: Abide in peace.

E: Abide in peace.

M: Wow, so, this **verb** - **abide**.

E: It means to live.

M: To live.

E: Yep.

M: To...

E: To be.

M: To be in peace.

E: Yeah.

M: But it's very fancy and I don't know if you use it anymore.

E: No, I think, you would... you would never use this word in conversation or even very rarely in writing. It's... it's quite old.

M: Yes, definitely I would agree. So, abide in peace.

E: Uhu.

M: Okay, what about our next phrase? I like this and it's the common phrase you'll hear in all movies and in all marriages.

E: Yep.

M: **With this ring I thee wed.**

E: With this ring I thee wed.

M: With this ring I thee wed.

E: Okay, we've got two words in here that are also older English words, so... **Thee**.

M: Thee.

E: T-H...

M: E-E.

E: T-H-E-E.

M: Thee.

E: So, this is an... this is a **Middle-English** term for "you".

M: You, right?

E: Yes.

M: So... I would s... can I say "I love thee"?

E: You could, that would be very romantic.

M: Hehe.

E: That also inappropriate for the office.

M: Hehe. But... it's very old and... I guess you would... if you're reading Shakespeare you would definitely...

E: Yeah, yeah, yeah.

M: Come upon this, right?

E: Yes, yes.

M: And what about **wed**?

E: This is also an old word for... an old **verb** for the action of marrying someone.

M: So, I can say "we will be wed next year".

E: Hm...

M: Uhu.

E: But... don't say that now, because you'll sound quite silly.

M: Hehe. Yeah.

E: It's too **old-fashioned**.

M: Yeah, I guess so. But it's good to know, if... especially if you guys are reading something...

E: Yes.

M: A little bit more classical.

E: Or you plan to get married to an English person.

M: Hehe. Alright, and our last phrase – **wear it as a symbol of our love and commitment**.

E: Wear it as a symbol of our love and commitment.

M: So, now, he's referring to the rings, right?

E: Yeah.

M: Wear the ring...

E: Yeah.

M: As a symbol.

E: A sign.

M: A **representation**...

E: Yes.

M: Of love and commitment. So, why would you wear a ring as a... as a symbol of something?

E: Well, obviously, you know, love, you can't see it, you can't touch it...

M: Right.

E: So... so, you need something to show you that it's there.

M: Uhu.

E: So, you need a sign of that love.

M: Something that you can see.

E: Yeah.

M: So, that's what the ring represents.

E: Yeah, but how about this word **commitment**?

M: A commitment is a strong promise. So, you promise to love that person, to take care of them...

E: Yes.

M: Et cetera.

E: Yeah, okay, great. So now, we're a little bit more familiar with some of the language you hear in a wedding ceremony and we also know all of the names of the fingers.

M: Exactly.

E: So, why don't we listen to the dialogue one more time to hear these all in context?

DIALOGUE, THIRD TIME

M: Alright, so, now, it's perfectly clear. And, uh... a romantic dialogue in the end.

E: Yeah, very romantic.

M: Hehe. Although, a little bit embarrassing.

E: Yeah.

M: So, what about wedding rings? Now, we have different types of rings, right?

E: Yeah.

M: We have the wedding ring, the one they... that we just heard.

E: Yeah.

M: But we also have an **engagement** ring.

E: Yes, yeah. In most English-speaking countries the women is very, very lucky...

M: Hehe.

E: Because she gets two rings.

M: Right.

E: So, when the man asks her to marry him...

M: Uhu.

E: He gives her a diamond.

M: A diamond ring.

E: Yeah.

M: That is usually... that's the engagement ring.

E: Uh, and it's really, really important, that he does this.

M: Well...

E: And it's also really important, that he spends a lot of money on the di... on the diamond.

M: Yeah, I know about this. [Diamonds are forever](#), right?

E: An... And the tradition is you must spend at least one month's salary.

M: Wow.

E: Yep.

M: Is that it?

E: Yeah.

M: So, the girl gets an... a diamond engagement ring...

E: Uhu.

M: And then on wedding day she gets the... the wedding ring.

E: Yes.

M: And usually... will she wear both of them?

E: Yeah, she'll always wear both of them. So tha... engagement ring glose... goes closest to you and then the wedding ring on top.

M: And the engagement ring, it represents...

E: The commitment to marry her...

M: So...

E: No, wait... the commitment from the man to marry her.

M: Okay, so that... it's a symbol that they will get married.

E: Yeah, it's a symbol of the promise.

M: Hm. Now, what happens if they **break up** and, uh, and they don't get married? Does he get the ring back?

E: I don't know, um, okay, here's the rule.

M: Hehe.

E: If he was a jerk...

M: Hehe.

E: No.

M: And...

E: But... but if... if it was sort of like a happy break up, then okay.

M: Okay. I guess it's a big risk, right?

E: Yeah.

M: Hehe. Alright, so, that's all for today guys, let us know if you guys have any interesting wedding stories and all that... Sometimes weddings can be embarrassing, people... I don't know... objecting, maybe... I've seen the groom **faint**.

E: Or even fall in a pool.

M: Fall in a pool?

E: Yeah.

M: So, if you have any stories, please share them with us, come to englishpod.com and also if you have any questions or doubts, Erica and I are always there to answer them.

E: Well, thanks for listening to this lesson everyone 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: Today we're bringing you an **upper intermediate** lesson and something that we all do.

E: Right, talking to ourselves.

M: Talking to ourselves, right?

E: Yeah.

M: I think everyone does it. You think to yourself or you talk to yourself.

E: Yeah.

M: And we're gonna be doing that today, but we're gonna be looking at some specific vocabulary. Erica, why don't you tell us about that?

E: Well, unfortunately, we're gonna be following a guy as he's in a really embarrassing situation and we're gonna hear him call himself some bad names.

M: Hehe.

E: In his mind.

M: So, he's a little bit nervous and he thinks he is, uh, not very smart, right?

E: That's right.

M: Okay, so, before we start with this dialogue, there're a couple of words that we should look at in "**vocabulary preview**".

Voice: Vocabulary preview.

E: Alright, we're gonna hear both of these words in the dialogue and the first one is **famished**.

M: Famished.

E: Famished.

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

E: That's right, meaning very, very, very hungry.

M: Very, very hungry, okay.

E: Uhu.

M: So, just very hungry... very easy.

E: Yes.

M: Famished.

E: Now, what about our next one? **Sexist**. [NOTE: please, be careful, and don't confuse this word with the **sexiest**. For example, *she was the sexiest girl I'd ever seen*]

M: Sexist.

E: Sexist.

M: Another **adjective** to describe a person, right?

E: Right. Or a thing, I guess... so, yeah, an idea.

M: Okay, so, a sexist person would be...

E: Somebody, who judges people by their sex.

M: Okay.

E: So, like **all women are stupid**, for example.

M: Hehe. Which is not true, of course.

E: No, of course not.

M: Right? So **sexist** works both ways...

E: Yes.

M: A women can be sexist, a man could be sexist.

E: Exactly. Um, meaning the woman thinks **all men are stupid**.

M: Hehe. Which is also not true.

E: Yes.

M: Hehe.

E: Let's just be clear about that.

M: Hehe. Alright, so, now, that we've taken a look at these two phrases, let's start with our dialogue and we'll be back to talk about all the great words.

DIALOGUE, FIRST TIME

M: Okay, embarrassing first date, ha?

E: Yeah, I mean I really do feel sorry for this guy.

M: Hehe. Well, it happens to us. Sometimes we are in the company of a very beautiful girl and we just get really nervous.

E: Alright, well, I mean, though, psychologists call this **negative self talk**.

M: Hehe. Oh, really?

E: Yeah, this sort of calling yourself names and talking negatively about yourself, but... actually, you can use some of this language to talk negatively about...

M: Others. Hehe.

E: Yeah. So, why don't we look now at this language in "**language takeaway**"?

Voice: Language takeaway.

M: So, in language takeaway today we have five words.

E: Uhu.

M: Let's start with our first one.

E: **Dumb ass.**

M: Dumb ass.

E: Dumb ass.

M: Okay, now this is an... a very, uh, "polite" word, I would say.

E: Definitely, not polite.

M: Okay, but... what is a dumb ass?

E: Well, um, it's obviously a dumb stupid idiot.

M: Hehe. Okay, so, it's a person, that is not very intelligent.

E: And our next word is also quite similar.

M: **Moron.**

E: Moron.

M: Moron.

E: A moron.

M: If a person is a dumb ass or a person is a moron...

E: Uhu.

M: What's the difference?

E: Um, well, basically, a moron is someone who is... not smart, who is very unintelligent.

M: Okay.

E: Okay, so, they don't know what one plus one is.

M: Okay.

E: Alright? But a dumb ass is a person, who does stupid things.

M: Okay.

E: So, maybe a dumb ass like you're planning a bank robbery and the dumb ass forgets to bring the gun.

M: Hehe. Okay. That is a dumb ass, alright.

E: Yeah.

M: So, maybe a moron is a little bit less offensive...

E: Yes.

M: And it's actually... you'll find it in a dictionary, right?

E: Yeah.

M: Whereas a dumb ass... I don't think...

E: It's...

M: You'll find it.

E: Yeah, it's slang.

M: It's slang.

E: Yeah.

M: Exactly.

E: Now, what about this next...? It's also a negative name you can call people – **a tool**.

M: Tool.

E: Tool.

M: This is very strange, because I don't know how a tool can be something negative.

E: Yeah.

M: Towards a person.

E: Yeah.

M: But it actually means the opposite, right? If a person is called a tool, it means they are...

E: Useless.

M: Useless, right?

E: Yeah.

M: So, if you've ever called a tool, they're saying that you're useless.

E: Exactly.

M: You're good for nothing.

E: Alright, well, these are three interesting words. So, why don't we hear some examples of each of these words in use?

Voice: Example one.

A: I hate Tom! He's such a dumb ass! Last week he borrowed my mobile phone and dropped it in to the pool!

Voice: Example two.

B: I don't like Kevin very much. He can be a real moron at times.

Voice: Example three.

C: He was looking for a job, but he didn't even have a resume prepared. He's such a tool.

M: Okay, so, great examples and here at **EnglishPod** we're bringing you real street talk.

E: Exactly.

M: Hehe.

E: Language as it has spoken by today's youth.

M: Okay, now let's take a look at our last two words.

E: Alright, well, these phrases you can use when you're trying to calm yourself down and make yourself relax a little bit, right?

M: Right, let's take a look at the next one – **chill**.

E: Chill.

M: Okay, chill.

E: Chill.

M: So, again, relax...

E: **Calm down**.

M: Calm down.

E: Yeah.

M: You need to chill.

E: Yes. And then you also need to be cool.

M: Be cool.

E: Be cool.

M: Now, if you can tell the patterns related to temperature, right...

E: Yeah.

M: Chill is cold. Cool is similar to cold.

E: Yeah.

M: So, again, that's what it means, to relax.

E: To calm down your emotions.

M: Right.

E: Make your emotions not so hot.

M: Exactly.

E: Yeah.

M: Alright, so, chill, be cool.

E: Exactly. And you use them together like that, don't you?

M: Yeah.

E: Yeah.

M: Now **chill** also has another... another way of using it, right?

E: Exactly.

M: You can say "I'm chilling with my friends".

E: Yeah, "we're chilling here in the **EnglishPod** studio".

M: Hehe. Which means, we're just relaxing...

E: Yes.

M: We're just, uh, having fun.

E: Yeah.

M: Not doing anything, right?

E: Exactly, but you can't say chillin**G**, you have to... you have to drop the **G**.

M: Yeah, you have to drop... Hehe. Right, you can't say I'm chillin**G**.

E: Yeah.

M: You have to say I'm chillin'.

E: I'm chillin'.

M: Hehe. Okay, so, that's all for language takeaway, but now let's take a look at some of the really useful phrases, that we saw in this dialogue in "**fluency builder**".

Voice: Fluency builder.

E: Okay, so, this guy is so happy he's on this date, that he wants to scream at the top of his lungs.

M: **Scream at the top of my lungs.**

E: Scream at the top of my lungs.

M: So, basically, he just wants to... like scream.

E: To **shout** really loudly. [NOTE: **shout** = scream]

M: Really loudly.

E: Yeah.

M: He's so excited, right?

E: Exactly.

M: Okay, so, for example, sometimes you're at a concert, right?

E: Yeah.

M: And you need to talk to your friend and you like screaming at the top of your lungs, because the other person can't hear you.

E: Exactly. Or maybe you're lost in the woods and you need to scream at the top of your lungs, so that someone will hear you...

M: Hey.

E: And find you.

M: Alright, very good. Okay, so, scream at the top of my lungs.

E: Uhu.

M: Our next phrase.

E: **Get it together.**

M: Get it together.

E: Get it together.

M: So, if I tell you "Erica, you need to get it together"...

E: Basically, you're telling me to calm down, relax.

M: So, **pull your emotions together**...

E: Yeah.

M: You know, get your ideas straight.

E: Right, so, i... i... it kind of gives you this idea, that you gotta... pull, like you said... pull your emotions together in a little box and **tie them up**.

M: Hehe. Alright, so, get it together.

E: Yeah. So, Marco, when would you use this phrase **get it together**?

M: I guess, when somebody is either very emotional, maybe crying...

E: Yeah.

M: Or very nervous...

E: Yeah.

M: You know, you tell a person "oh, get... get it together", you know...

E: Yeah.

M: Relax.

E: Yeah.

M: Or when somebody maybe is not doing something good in their life...

E: Yeah.

M: You know, like making bad decisions...

E: Yeah.

M: Or not being responsible, you'd... you'd tell that person "you need to get it together".

E: Exactly.

M: Right?

E: Exactly! I couldn't have said it better myself.

M: Hehe. Okay, so now, why don't we move on to our next phrase? And this is really, really high frequency... I think...

E: Yeah.

M: You would hear it all the time.

E: Alright, so, **what the hell**.

M: What the hell.

E: What the hell.

M: So, why would you say "what the hell"?

E: Well, obviously, you're asking a question, right?

M: Right.

E: Cause you got your... your **W**... you got your **what**.

M: Uhu.

E: But when you say "the hell", you're putting emphasis on the **what**.

M: So, you're asking a really strong question.

E: Right, but it's not polite.

M: It's not polite.

E: Yeah.

M: Okay. So, if I say "what the hell is going on"?

E: Um...

M: What's happening?

E: Really, really what's happening.

M: Right.

E: Yeah.

M: So, and we can change it a little bit. We can replace the **what** with another **WH**, like...

E: Yeah.

M: Why.

E: How.

M: How.

E: Where.

M: Where or when.

E: Yeah.

M: Okay.

E: So, why don't we hear some examples of how this expression is used... using different **WH-words**?

Voice: Example one.

*A: Where the hell are you? I've been waiting for hours! [NOTE: or maybe **four hours**?]*

Voice: Example two.

B: How the hell did you do that? That was amazing!

Voice: Example three.

*C: When the hell are you going to find a job? I'm tired of paying for everything. [NOTE: I guess, you could also say "I'm tired of **pay** for..."]*

Voice: Example four.

D: Who the hell are you? I don't know you?

E: Alright, now our final word, also a little bit strong, um, but... pretty high frequency.

M: Oh, yeah, very high frequency.

E: **Oh, crap.**

M: Oh, crap.

E: Oh, crap.

M: So... it's a little bit strong, but less strong than maybe saying a really bad word, right?

E: Yes.

M: But, it's definitely saying... like you made a mistake, right?

E: Yeah...

M: And...

E: It's like a really strong "oh, no".

M: "Oh, no", exactly, a really strong "on, no".

E: Yeah.

M: But, I guess, not many people say "oh, no!" ???

E: Yeah. "Oh, no! I just lost ten million dollars".

M: Exactly, right? You would not say that.

E: Yeah.

M: So, it's a very strong "oh, no", but it's not as strong as it could be.

E: There're other words out there, that are stronger, but we're not gonna go into them here.

M: But maybe you guys know, so let us know.

E: Yes.

M: Well, we can definitely **keep an eye out on** the... comment section

E: But... don't write the words on the comment section.

M: Hehe. Okay, so, we saw some really great phrases, some really great words, a lot of informal language, but it's very high frequency and you'll use that with you friends or you'll see it in movies, TV shows...

E: Yeah, really common in movies and in TV shows.

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

DIALOGUE, SECOND TIME

M: So, this... these slang words, they're actually very common, right?

E: Yeah, I think like you said, you... it's not likely that you'll find them in a dictionary, um...

M: Of course. And you can find them in movies or sometimes, when you're having a conversation and a very informal conversation with a native speaker...

E: Yeah.

M: These words will **slip out** and these, uh, slang terms will come up.

E: Exactly. And, you know, there's a great resource out there for wonderful English slang terms called UrbanDictionary.com.

M: Exactly, if you ever see a word, that maybe you can't find in conventional dictionary, you're probably gonna find it there.

E: Yeah, we'll put the link up to it on the site.

M: Alright, so also, if you have any questions and comments, be sure to come to our website englishpod.com.

E: Marco and I are there to, um, answer all your questions and we've also got lots of resources like links to **Urban Dictionary**.

M: Right, and also if you have any questions on any other slang terms, that you may have heard or how to use them, be sure to post it on the comment section.

E: Well, guys, thanks for listening to this lesson and until next time... Bye!

M: Good bye!

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

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

M: And today we're gonna be going to one of the least favorite places of many, many people.

E: So, it must be the dentist.

M: Exactly, that place where you have to go every six months, but you...

E: You probably don't go...

M: Hehe. You probably don't. I know, I don't go...

E: No...

M: Every six months.

E: Me neither.

M: So, yeah, we're gonna be going to the dentist and, of course, we're gonna be looking at a lot of great vocabulary, related to teeth and all that crazy stuff dentists do.

E: Yes, and we'll also learn some really interesting phrases, um, so, Marco, let's get started with our "**vocabulary preview**".

Voice: Vocabulary preview.

M: Okay, in vocabulary preview today we have two words. Let's take a look at the first one – **toothache**.

E: Toothache.

M: Toothache.

E: Toothache.

M: Okay, so, we've seen before this, uh... this **ending** "**-ache**", right?

E: Right.

M: It means that hurts.

E: Exactly.

M: So, again, a toothache would be...

E: A hurting tooth.

M: A hurting tooth.

E: Yes.

M: We can also say **stomachache**...

E: Uhu.

M: Headache.

E: Yeah.

M: **Pretty much** everything can... [NOTE: **pretty much** = almost, basically, in most cases, most of the time, etc.]

E: Ache.

M: Ache.

E: Yeah.

M: Okay.

E: So, our next word – **x-ray**.

M: X-ray.

E: X-ray. X, **hyphen** ("-"), R, A, Y.

M: Okay, pretty easy word.

E: Uhu.

M: So, when you go to the doctor, many times you'll get an x-ray.

E: It is a picture of your bones.

M: Right, so, that's an x-ray.

E: Alright, well, we're going to hear both of these words in the dialogue. So, why don't we listen as Gary visits his dentist?

DIALOGUE, FIRST TIME

M: Okay, that always happens the dentist says “no, it’s not gonna hurt, don’t worry about it”...

E: But it always hurts much more than he says.

M: Exactly. So, in this dialogue we saw some interesting words, when the dentist was describing what problems Gary had.

E: Yes. So, why don’t we look at those now in “**language takeaway**”?

Voice: Language takeaway.

M: Alright, let’s take a look at our first word.

E: So, Gary said that his face was all **swollen**.

M: Swollen.

E: Swollen.

M: Swollen.

E: So, swollen is an **adjective**, right Marco?

M: Right, so, his face **is** or **was** swollen.

E: It was bigger.

M: Yeah, his face was bigger than normal.

E: Yes, often when you hurt yourself, that part of your body becomes swollen.

M: Swollen, right.

E: Uhu.

M: So, you have to put some ice on it usually and then the **swelling** will go down.

E: And that’s the **noun**, the swelling.

M: Right.

E: Uhu.

M: The swelling. And, well, the **verb**, **to swell**.

E: Alright, three words for the price of one.

M: So, let's listen to some examples of how we would use the **swelling**, **swollen**, and **to swell**.

Voice: Example one.

*A: My nose is **swollen**; it's the size of a foot ball.*

Voice: Example two.

*B: Put some ice on your foot and **the swelling** will go down.*

Voice: Example three.

*C: I got bitten by a spider and my hand is **swelling up**.*

E: Alright, so...

M: Uhu.

E: Gary's face was swollen and he thought that it was his **wisdom teeth**.

M: Wisdom teeth.

E: Wisdom teeth.

M: Okay, so, this is interesting, wisdom is like wise.

E: Yeah, knowledge.

M: Knowledge.

E: Yeah.

M: So, these teeth, they're not knowledgeable, but they're called wisdom teeth.

E: They are the teeth that grow last in your mouth, right?

M: Right, they are the last teeth at the very end of your mouth.

E: Yes, and usually you get them when you are about twenty.

M: Uhu. And since they come out at this age, sometimes they **interfere**... they, uh, hurt a little bit, so you have to **get them taken out**. [NOTE: (1) **interfere** in this context means **to intersect** or **to impede**, for example, *these two teeth interfere, they impede each*

other; (2) **to get a tooth taken out** means to remove a tooth; you might also say **to get a tooth pulled**, for example, *I got my wisdom teeth pulled this morning*]

E: Yes, alright, wisdom teeth.

M: Wisdom teeth, okay. Now, for our next word and something that we all got as children.
Cavity.

E: Cavity.

M: A cavity.

E: A cavity. It's a hole in your tooth.

M: A hole in your tooth.

E: Uhu.

M: And it's caused by...

E: Too much sugar.

M: Too much sugar, right?

E: Yeah.

M: Or not brushing your teeth enough.

E: Yeah.

M: So, that's why everyone had it, I think, as children cavities.

E: I never had a cavity.

M: Really?

E: Yeah.

M: Wow, didn't have much sugar?

E: I guess I was a bit of a **health nut** when I was a kid [NOTE: a **health nut** basically refers to a person who obsessed with their health and, particularly, with healthy nutrition]

M: Uh, okay.

E: Well, no, I wasn't, my mom was.

M: Hehe.

E: No, I guess not. Alright, but enough about my **eating habits**, let's talk about our next word, **crown**.

M: Crown.

E: A crown.

M: So, a crown, this is interesting.

E: We're not taking kings and queens.

M: Right, **that's the first thing that comes to mind**, right?

E: Yeah.

M: No, a crown is actually the visible part of your teeth.

E: Okay, so, there's one part of your tooth that's inside that you can't see, right?

M: Right, that's called the **root**.

E: Yes, so, when he said "your crown is loose", what's he talking really about the actual tooth?

M: So, sometimes people will have... will lose a tooth or have a really bad cavity.

E: Uhu.

M: So, the dentist needs to make a new crown or a new visible part of the tooth for you, so, sometimes it'll be made of gold...

E: Yep, or...

M: You know...

E: Or **porcelain**. [NOTE: **porcelain** is a hard ceramic material; for example, *porcelain dishes*]

M: Porcelain.

E: Yeah.

M: Exactly.

E: So, a crown, it's like, ah, a really, really, really big filling.

M: Uhu.

E: Yep.

M: A crown, so his crown needed to be refitted or **put back into place**.

E: Yes, now our final word, a **filling**. [NOTE: don't confuse this word with another one, which sounds similarly - **feeling**]

M: Filling.

E: A filling.

M: A filling.

E: So, I just said this word previously.

M: Uhu.

E: Now, when you have a cavity...

M: Uhu.

E: You need to fill it in.

M: Right, you need to fill it with something.

E: Yes.

M: It's usually some sort of paste.

E: Aha. And it gets really hard...

M: And it gets...

E: Just like your tooth.

M: Exactly, so, then it covers up this cavity. Filling.

E: A filling.

M: I have many fillings, I wasn't, uh, very healthy as a kid.

E: Alright, not a good **tooth brusher**.

M: Hehe. Exactly. So, why don't we listen to this dialogue again and then we'll come back and talk a little bit about some of the interesting phrases, that the doctor used.

DIALOGUE, SECOND TIME (slow)

E: Well, the dentist used three really interesting phrases and I wanna look at the first one.

What seems to be the problem?

M: What seems to be the problem?

E: What seems to be the problem?

M: Okay, very easy, little sentence to ask somebody "what's wrong".

E: Exactly.

M: Right.

E: Um, and... I mean these are small easy words, but when you put them together they sound really natural, um, and... and really fluent.

M: Uhu. So, if you ask somebody what seems to be the problem, it's very polite...

E: Yep.

M: And it's a very good way of asking "what's wrong".

E: Yes.

M: Alright.

E: Our next phrase also made up of simple words. **Let's have a look.**

M: Let's have a look.

E: Let's have a look.

M: So, this is a phrase, that maybe your mechanic or your dentist or your doctor will say.

E: Or anyone.

M: Right.

E: Your...

M: Let's have a look

E: Let's look at it and see what the problem is.

M: Hm, okay, let's have a look.

E: Okay, and our final phrase. **It doesn't look good.**

M: It doesn't look good.

E: It doesn't look good.

M: So, I can use this phrase for an object, right?

E: Yeah.

M: Like, uh, this house doesn't look good.

E: Yes, but here it's used a little bit differently. So, why don't we listen to some examples to help us understand the meaning?

Voice: Example one.

A: John told me it doesn't look good for me, I probably won't get the job.

Voice: Example two.

B: It doesn't look good for Michael Jackson. He's in a lot of debt.

Voice: Example three.

C: You know, the economy doesn't look very good.

M: Okay, so, in the examples we can see, that they are using it for the situation.

E: Yeah.

M: It looks maybe problematic.

E: Yeah, it'll... so, when you say it doesn't look good, you basically mean... there are going to be problems.

M: Uhu. Alright, it doesn't look good.

E: Yeah.

M: Okay, so, great phrases, great words, let's listen to our, uh, "Gary at the dentist" one more time, then we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

E: Well, Marco, um, speaking of dentists, have you ever had an experience like this, where you've **spat out** the tooth at the dentist?

M: Hehe. Well, nothing so, uh, serious as this, but, actually, recently when I was in Cambodia...

E: Alright, you called us from Cambodia.

M: Yeah, Hehe. Well, our taxi driver offered us to have some local food...

E: Uhu.

M: And he said "well, we're gonna have dog", so that was...

E: Oh, dear...

M: Interesting, uh, actually it wasn't that bad, it was pretty good, but, you know, if you **get around the fact that** it's a dog...

E: So, what does this have to do with your teeth?

M: I was eating it and I **bit a bone**...

E: Oh.

M: That was hidden...

E: Okay.

M: And I **chipped my tooth**.

E: So, you broke part of your tooth.

M: Yeah, like half of it... which I... I had already chipped before, so I had to go to the dentist and so the dentist created a new crown with... not with gold or porcelain, actually with a paste.

E: Ouh.

M: Aha, and then it becomes hard and it just looks normal. It doesn't even look like I have a... a fake crown, sort of say.

E: But, dentists can be really expensive, so how much did this cost?

M: W... Hehe. Well, this was **for the bargain price** of ten dollars. [NOTE: [for a bargain price](#) means for a relatively small amount of money]

E: Ten dollars.

M: Ten dollars...

E: Nice.

M: That's how much it costs.

E: So, we should all go to Cambodia for dentistry.

M: For... yeah, because actually he was pretty good. He looked very young, though, I was kind of scared, because when he walked in he looked like he was nineteen, but I asked him his age and he was like thirty.

E: Okay, well, you're very **trusting**. [NOTE: **trusting** is an **adjective** and it refers to a person who believes other people easily]

M: Hehe. Yeah, so, I imagine that you guys maybe have some dental experiences. So, why don't you come to our website and tell us all about it.

E: Yeah, visit us at [englishpod.com](https://www.englishpod.com) and you can find lots more resources, uh, for learning English there. Well, guys thanks for listening and until next time... Bye!

M: Good bye!

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

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

M: And today we're going back to school.

E: That's right. We're talking about my least favorite subject.

M: Hehe. That would be math.

E: That's right.

M: Okay, so, we're gonna be talking about math. Now, I know that many of you, of course, know math.

E: Right.

M: But do you know the operations in English?

E: Many people find it hard to find the right words to talk about math in English.

M: Right, so, that's what we're gonna be looking at today.

E: And we'll also look at some names, that you can call people, who are really, really, really smart.

M: Hehe. So, let's listen to our dialogue for the first time and then we'll come back and look at those math words.

DIALOGUE, FIRST TIME

M: Alright, so, that's one smart little girl, ha?

E: Yeah, pretty smart. Actually, smarter than me in math.

M: Hehe. Alright, so, let's take a look at some of those words, that the teacher used to ask her about certain operations in "**language takeaway**".

Voice: Language takeaway.

E: Okay, so, like we said, you guys know how to do math. And you know the words in your language, but maybe in English it's a little bit harder to find the right word, so, let's look at those now.

M: Okay, so, let's look at the first question that she asked. What's four **plus** eleven?

E: Four plus eleven.

M: Okay, plus.

E: Plus.

M: Ah, alright, so, four plus eleven, Erica, is?

E: Uh, let me take a look at here, um, fifteen.

M: Fifteen, okay, so, we are **adding**, right?

E: Yes.

M: So, that's how you would say. Let's go with an easy one: two plus two.

E: Four.

M: Four, right?

E: Yeah.

M: Or five plus five.

E: Ten.

M: Ten, okay.

E: You're really testing my skills.

M: Hehe. So, that's how you would **add** numbers.

E: Now, what about **taking away** numbers?

M: Okay, so, taking away or **subtracting**. Alright, let's test you again. In the dialogue she said "fifty six **minus** sixty".

E: Fifty six minus sixty **equals** negative four.

M: Okay, minus, so that's negative, right?

E: Minus.

M: So... and of course, if you have fifty six apples and you take away sixty, you're **left with...**

E: Negative four...

M: Negative four.

E: Well, actually, you're left with zero apples.

M: Hehe. Yeah, exactly. Now, that answer is also interesting - **negative** four.

E: Negative four.

M: That means minus four, right?

E: Four **less than** zero. [NOTE: don't confuse this "**less than**" with another one, that used in **inequalities**. For example, *five is less than six*, which means $5 < 6$; so, in the last case **less than** refers to the inequality symbol "<"]

M: Four less than zero, very good, negative four. Okay, so now, for our next operation. Twelve **times** twelve.

E: Twelve times twelve.

M: Twelve times twelve.

E: No, Macro, don't ask me the answer.

M: Hehe. Alright, twelve times twelve equals a hundred and forty four. Now, that's **multiplying**.

E: Right, or **multiplication**.

M: Multiplication. Okay, so, this **times** part, it's very easy to remember, because, for example, four times four... You can just say "four", the number four, and you add it, right?

E: Four times.

M: Four times. Four plus four plus four plus four.

E: Right, so, **times**.

M: Times. Aha.

E: Now, the opposite of times.

M: Alright, the opposite of multiplication is **division**.

E: Division.

M: Okay, so, in our dialogue the teacher said “zero **divided by** one”.

E: Zero divided by one.

M: Zero divided by one. Any number divided by zero is zero. [NOTE: “any number divided by zero is zero”, which is not true, of course; **on the contrary**, zero divided by any number is zero]

E: Alright, so, lets’ give another example, fifteen divided by three.

M: Alright, so, fifteen divided by three equals...

E: Five.

M: Five.

E: Uhu.

M: Exactly.

E: So, **divided by**.

M: Divided by, very good. So, after division the teacher was very impressed and now she asked a very hard mathematical operation, especially for a girl this age. The **square root** of two.

E: The square root of.

M: Square root.

E: So, let’s give some examples to show what is the square root.

M: Okay, so, if I ask you the square root of nine...

E: Three.

M: Three, right?

E: Yes.

M: What about the square root of four?

E: Two.

M: Two, okay. So now, one more. The square root of sixteen.

E: Four.

M: Four.

E: Uhu.

M: Okay, so you noticed the **pattern**, right? And I'm sure everyone knows this in their own language how you would get a square root.

E: Exactly. So, this language, um, is pretty simple, you all know it in your own language, but let's hear it again in English one more time with the dialogue.

DIALOGUE, SECOND TIME

M: Okay, so, we understand the mathematical operations, that we saw here, very easy.

E: Uhu.

M: But now, there was another little kid in there, who was very, I think, **envious** or **jealous** [NOTE: we've already compared these words, **envious** and **jealous**; for more information, please see [the link](#)]

E: Yeah, Tommy.

M: Tommy, right.

E: Uhu.

M: So, he called her a couple of different names.

E: Well, let's look at those now in "**fluency builder**".

Voice: Fluency builder.

M: Okay, so the first one, that he called the Crystal, the little girl. He called her a **teacher's pet**.

E: Teacher's pet.

M: Teacher's pet.

E: A teacher's pet.

M: So... Erica, what exactly is a teacher's pet?

E: It is the favorite student the teacher has in that class.

M: Alright, so, it's always the student, that's helping the teacher...

E: Yeah, the smartest student...

M: Yeah.

E: Yeah.

M: The teacher's pet.

E: Yeah, and it has a negative meaning in English.

M: Yeah, I wouldn't say that it's a good thing to be the teacher's pet.

E: Like the teacher thinks it's good...

M: Yeah.

E: But all of the friends and the classmates, they think it's bad.

M: Yeah.

E: Yep.

M: Exactly, the teacher's pet.

E: And similar to teacher's pet is a **suck up**.

M: Suck up.

E: Suck up.

M: Again, suck up, wha... what is this... what is a suck up?

E: A suck up is a person, who tries really, really hard to make the teacher like him.

M: Okay, now, we can also use it outside of the classroom, right?

E: Yeah, at work maybe.

M: Okay, there is always at work... there's always one person, who is the suck up, right?

E: Yes. Um, now, again, this has a negative meaning in English.

M: Yeah, I guess in the workplace the rest of your colleagues don't really like that person, who's considered to be the suck up, who's always trying to please the boss.

E: Exactly.

M: Alright.

E: Alright, so, the teacher calls Crystal a **smarty pants**.

M: Smarty pants.

E: Smarty pants.

M: Okay, so, this is also a little **name-calling**, right? [NOTE: **name-calling** is basically the usage of offensive names]

E: Uhu.

M: So, what is the "smarty pants"?

E: Somebody who is too smart.

M: Too smart.

E: Who tries too hard to be smart.

M: Now, this is only for little kids, right? You... I wouldn't call you a smarty pants, right?

E: No, it's definitely for children. Adults don't say this.

M: Unless maybe you are joking...

E: Uhu.

M: Or... or having fun with someone.

E: Yeah, but if you say it, you are, um, suggesting that you're being like a child.

M: Right.

E: Yeah.

M: Okay, smarty pants.

E: Uhu.

M: And our last one and this is also a very good phrase and a way to describe someone – **know-it-all**.

E: Know-it-all.

M: Know-it-all.

E: A know-it-all.

M: Sometimes you say "Mr. Know-it-all", right?

E: Yeah, that's right.

M: Okay, so, what is a "know-it-all"?

E: Somebody who, um, tries to show everyone, that they know it all.

M: May know everything.

E: Yeah, they so smart.

M: They have the answers...

E: Yeah.

M: To everything.

E: But they really, really try and show everyone, that they know everything.

M: Uhu, uhu. These people can be sometimes a little bit **irritating**, right?

E: Yeah, very, very **annoying**. [NOTE: we've have already discussed and compared these words: **annoying**, **irritating** and others; please, see [the link](#) for more information]

M: Annoying.

E: Yeah.

M: Alright, so, it's not a good thing to be a know-it-all all the time.

E: Yeah, actually, all of these phrases are not good things to be.

M: Hehe. Okay, so, let's listen to our dialogue one more time and then we're gonna come back and Erica's gonna tell us how much she hates math.

DIALOGUE, THIRD TIME

M: Alright, so, Erica you were telling me that you hated math or you still do.

E: Well, yes, that's true.

M: Hehe.

E: I d... I really do hate math and even... even doing a simple, um, you know, like sixteen plus thirty two...

M: Uhu.

E: Is too hard for me.

M: Hehe. So, you were never really that type of person, that's good with numbers.

E: No, **I'm terrible with** numbers. I can't even remember my own phone number.

M: Really?

E: That's true.

M: Hehe.

E: Like I... I really... if someone asks me for my phone number, I have look on my phone, um, in the address book to find it.

M: Hehe. Well, yeah, sometimes numbers can be difficult. I kind of liked, ah, math when I was younger, it's... it... it just made sense, so...

E: Uhu. Well, I guess, there's a reason why I'm an English teacher...

M: Yeah.

E: And not a math teacher.

M: And I was, actually, not very good at language.

E: But here you are.

M: Exactly. Well, I mean in Spanish, I... at like grammar...

E: Ouh.

M: Not very good at that, all those rules.

E: Yeah, but you're pretty good at English.

M: Hehe.

E: So, that's alright with me.

M: That's alright.

E: Yeah.

M: What about you guys? Tell us what your favorite subject or your least favorite subject at school was. What about you? Do you have any favorite subject? Do... did you have a favorite subject?

E: Um, history.

M: History.

E: Yeah, yeah.

M: Okay.

E: Yeah.

M: I liked chemistry... for a while.

E: Oh, god!

M: Hehe.

E: Chemistry involves numbers.

M: Hehe. Well, a little bit...

E: Yeah.

M: But it was interesting as well.

E: So, come to the website, everyone, englishpod.com and you can find lots of other resources there.

M: And also be sure to check out our **activity stream**, where you can answer and, uh, ask very quick questions depending on your level, so you can choose, if you are an elementary student, then you would be talking to other elementaries.

E: That's right, well, thanks for downloading this lesson and until next time... Good bye!

M: Bye!

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

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

M: And today we're going to be in one of my favorite sporting events, which is...

E: **F1** (F-One), of course.

M: **F1 Racing**.

E: Yeah.

M: Alright, so, yeah, we're gonna be talking about racing, specifically F1, w... which is a very popular sport all over the world.

E: Yeah, I think, maybe it's like number two in popularity after soccer.

M: Yeah, I think so. Well...

E: I have no numbers to **back that up**, though.

M: Hehe. Well, they do travel everywhere; they have races all over the world and just people love it, so...

E: Well, it is kind of a cool thing.

M: It... well, going three hundred kilometers per hour in a car is pretty cool. Alright, so, let's not delay this any longer. Let's listen to our dialogue for the first time.

DIALOGUE, FIRST TIME

E: What an exciting race? I always love a good **crash** when it comes to car races.

M: Hehe. I think many people go to races expecting to see a crash.

E: Hm.

M: They don't wanna see people getting hurt.

E: No, but a little bit of, uh...

M: Emotion of just... car crashes and stuff...

E: Yeah, a little, little explosion **here and there**.

M: Hehe. Alright. So now, we so some really exciting language related to racing. So, why don't we look at that now in "**language takeaway**"?

Voice: Language takeaway.

E: Alright, so, we were talking about that crash and I think what led to the crash was the driver **jammed on the brakes**.

M: Right, he jammed on the brakes.

E: **To jam on the brakes**.

M: Okay, now, if I jam on the brakes...

E: You push the brakes really, really hard and really quickly and really suddenly.

M: Right, so, you jam on the brakes and you stop very quickly. So, Lewis Hamilton jammed on the brakes and **consequently** spun out.

E: **To spin out**.

M: Okay, in the **present** it would be **spin out**.

E: Spin out.

M: Okay, so, imagine yourselves driving your car...

E: Uhu.

M: On a very wet road...

E: And then you jam on the brakes...

M: Right, so then the car... you've... you've kind of lose control of the car and it starts to spin.

E: It goes in circles.

M: Aha. That would be to spin out.

E: Hm, this is actually happened to me more than once.

M: Really?

E: Yeah.

M: Were you okay?

E: Yeah-yeah, I was fine, I was fine.

M: Okay. So, the car spun out. Now... in racing you always see this really cool car come out and be of... ahead of everyone when there's an accident.

E: Right, that's called **the pace car**.

M: The pace car.

E: Pace car.

M: Now, why is it called the pace car?

E: Because it sets the pace.

M: Okay, the pace or the speed.

E: Uhu. So, **pace** means speed.

M: Aha. So, this car comes out and no other car can pass it. Everyone must go at the same speed.

E: Right, the pace car.

M: Pace car.

E: Alright, so after there's an accident the **cleanup crew** must come out.

M: Okay, cleanup crew.

E: Cleanup crew.

M: Alright, so, **crew**, this is an interesting word.

E: Uhu. When we talk about a crew, we talk about a group of people who work together.

M: Okay, wha... k... for example, in an office, can I have a crew?

E: Not really.

M: Not commonly, right?

E: Yeah, it's people who work together and they use their hands to work, they do **manual labor**.

M: Okay, so, I can say for example, a construction crew.

E: That's right, or maybe the ground crew at the airport.

M: Okay, or the flight crew.

E: Also at the airport.

M: Alright.

E: Well, in the airplane.

M: So, that's a crew.

E: Uhu. So, cleanup crew.

M: Cleanup crew. Now, they came out to take that car away, that broken or damaged vehicle, so they were **towing** it.

E: Tow.

M: Okay, the **verb** to tow.

E: To tow.

M: So, what does it mean when you tow something or you tow a car?

E: You pull something behind you, so...

M: Uhu.

E: Uh, if you're a truck...

M: Uhu.

E: That might pull a car behind you, that's a **tow truck**.

M: A tow truck.

E: Uhu.

M: Now, this happens commonly if you park your vehicle where you are not supposed to.

E: That's right, um, and your car will get towed.

M: Your car gets towed.

E: Yeah.

M: Very good. Alright, so, we saw some... five really great words related to racing. And now why don't we listen to our dialogue again and then we'll look at some other interesting phrases.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, now we're back and I think it's time for us to take a look at some phrases in "**fluency builder**".

Voice: Fluency builder.

E: Well, even though we're talking about F1 racing, a lot of the language can be used in many different situations. So, let's look at some of those phrases now. When Rick Fields introduced his co-host, he said "my partner in crime".

M: **Partner in crime.**

E: Partner in crime.

M: Now, it's not that they're actually committing a crime, right?

E: No, they're not actually bank robbers.

M: But it's a very common and friendly way of saying "my good friend" or "my...

E: The person I do everything with.

M: Right, my co-worker...

E: Yeah.

M: For example, right?

E: But a co-worker who's a really, really good friend you spend a lot of time with.

M: Okay, so, that's your partner in crime.

E: Uhu.

M: It's just a **metaphor**, right. So, partner in crime. Now, what about the next phrase?

E: The **last stretch**.

M: The last stretch.

E: Last stretch.

M: Okay, before we explain this word let's listen to some examples and then we'll come back and talk about it.

Voice: Example one.

A: We are finally in the last stretch of a very long week. I can't wait to go home.

Voice: Example two.

B: He's in the last stretch of his college years and soon he'll graduate.

E: Okay, so, I understand that to mean like the final length of time.

M: Right, the last or final moments before an ending.

E: Alright, so, the last stretch.

M: The last stretch.

E: Now, when you're on the last stretch, you just have a few minutes **to go**.

M: To go.

E: Yeah, to go.

M: Now, this **preposition to** and the **verb go** is very easy, right?

E: Right.

M: But if you say "five minutes to go", what does that mean?

E: Five minutes **left**.

M: left.

E: Yeah.

M: It doesn't mean it's five minutes to actually leave, right?

E: Right. No, it means you... you must complete five minutes before you can be finished.

M: Okay.

E: So, it's not about exiting.

M: Right. I have five days **to go** before I go on vacation.

E: So. it's not about you actually going on the vacation. It's about you passing those five days.

M: Aha. Can you give us another example?

E: How about... we have forty five minutes to go before the end of the day.

M: Hehe. That's right. So, to go - left.

E: Exactly. To go.

M: Alright, now let's take a look at our last phrase. **Close one.**

E: A close one.

M: A close one.

E: Alright, another interesting phrase made up of simple words, so let's listen to some examples to help us understand it.

Voice: Example one.

A: That was a close one. The teacher almost caught me cheating.

Voice: Example two.

B: It's a close one! We're tied and the game is almost over.

Voice: Example three.

C: My girlfriend almost found the presents I hidden under the bed. It was a close one.

M: Okay, so, a close one. It means...

E: A situation that is almost dangerous, but wasn't.

M: But wasn't.

E: Yeah.

M: Exactly, that was a close one.

E: Uhu.

M: Okay. So, very good phrases I think we can take a lot from this and apply it outside of F1, right?

E: Yeah.

M: Alright, so let's listen to the dialogue for the last time and then we'll come back and talk about this great sport.

DIALOGUE, THIRD TIME

M: Alright, so, F1 racing. Erica, do you like it, do you watch it?

E: Um, yeah, F... F1's pretty... pretty **neat**, um, you know, cars that drive fast, that's pretty interesting. [NOTE: **neat** = cool]

M: Hehe. Well, for some people it isn't, right? Like why do I wanna go to a race and just see fast cars ???

E: Okay, I would never go to a race, but I think it's... I would maybe watch the highlights on TV.

M: Hehe. Well, actually this year it's really exciting, because again we're gonna have a night race, I think, it's in Malaysia or somewhere in Asia. The... the... they're gonna race at night.

E: Oh, so, that's pretty special, ha?

M: Well, it's like harder to see and they're going **rather** fast.

E: Oh, alright.

M: Can you imagine?

E: Alright. So, I hear you're going to the F1 this year.

M: Yes, this year I'm gonna go to the **Shanghai Circuit** to watch the F1 race, so I'm really excited about that. I haven't ever been to one, so it should be fun.

E: Alright, well, I hope you get to see some interesting things like car crashes and pace cars and...

M: Yeah.

E: Yeah. What about you guys, our listeners? Are you fans of F1? Have you ever been to an F1 race?

M: Exactly, send us your questions and comments and also your stories. I think we have listeners from all over the world. We have a lot of listeners in Brazil and I know that there is a grand prix there, so... tell us how did you... how did it go? Do you like it?

E: You can visit us at [englishpod.com](https://www.englishpod.com), where Marco and I are around to answer your questions.

M: Alright, any Canadian race car drivers?

E: Oh, uh, yeah, there was one recently. Someone some something.

M: Hehe. Alright, maybe our users know which one is the Canadian. So, will see you guys there.

E: Thanks for listening...

M: Bye!

E: Bye!

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

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

M: And today we're bringing you an **advanced** lesson for all our advanced learners out there.

E: That's right. And in this lesson we're visiting a history class.

M: Yes, ah, we're gonna be talking about a very interesting topic that's known around the world, which is **International Workers' Day**.

E: That's right. And we're going to learn a little bit about the history of, uh, the workers movement in the United States.

M: Right, but we're also gonna be taking a look at some of the great words and, of course, a little bit more advanced or complicated structures.

E: That's right. So, uh, I guess **without further ado** we can get started with the dialogue.
[NOTE: **without further ado**, it means something like "immediately" or "without deferring any longer" or "with no more talking"]

DIALOGUE, FIRST TIME

M: Alright, so, we were in that history class and we learned something new, something interesting, right?

E: Yeah, International Workers' Day, um, it's a... it's not celebrated in the U.S., but... in the many other countries it is.

M: Right, on **May First**, uh...

E: Uhu.

M: A lot of people have a day off, so that's always good.

E: Yes.

M: Alright, so, why don't we take a look at some of the words that we saw in this dialogue, which were maybe a little bit different or difficult in **"language takeaway"**?

Voice: Language takeaway.

E: Alright, we're just gonna look at five words here and the first one... we talked about the **genesis** of the movement.

M: Right, genesis.

E: Genesis.

M: Okay, so, many of you may know that Genesis is a book in **The Bible**, right?

E: That's right. And that's where this word comes from.

M: Aha.

E: It's the first book in The Bible.

M: Uhu. So, it's the beginning.

E: Or the origin.

M: Origin.

E: Uhu.

M: So, that's a genesis. So, the genesis of our legal system, you would say.

E: Right, or the genesis of this problem.

M: Uhu. So, it's the origin.

E: Yeah, it's a little bit of a formal word, isn't it?

M: Yeah, I guess maybe you can say the origin or the beginning.

E: Yeah, but maybe in... in an academic setting...

M: Uhu.

E: You can talk about the genesis.

M: Yes. Very good. Alright, what do we have next?

E: Well, one of the reasons why the... the workers movement got started was because of the **appalling** working conditions.

M: Uhu, appalling.

E: Appalling.

M: If something is appalling...

E: It's shockingly bad.

M: Very, very bad.

E: Yeah.

M: So now, if something is appalling... like the working conditions were appalling...

E: That's right.

M: You would feel appalled.

E: Exactly. I'm appalled at your behavior.

M: Okay, so, it's almost like you are **disgusted**. [NOTE: when we use the word like disgusted, disgusting and so forth, we pronounce the **K** instead of the **G**; so, it sounds like dis**K**usted]

E: Yeah, that's right.

M: Right?

E: Yeah.

M: Very, very strong word.

E: Yeah, very strong.

M: Okay. Okay, so, the working conditions were appalling and people were setting up this movement.

E: Uhu.

M: Right? But what happened?

E: They met some **hostility**.

M: Hostility.

E: Hostility.

M: Hostility from the police, right?

E: That's right.

M: So, what is hostility?

E: Um, hostility is the state of... of receiving an unfriendly reaction.

M: Okay.

E: They acted in a very unfriendly way and it also suggests, you know, a hint of violence, even.

M: Okay.

E: Yeah.

M: Yeah-yeah. So, if somebody is hostile they can maybe be aggressive and maybe **to a point** violent. [NOTE: **to a point** = to some degree]

E: That's right.

M: Okay, so, a hostile person.

E: Yeah, or a hostile environment, a dangerous environment.

M: Okay, hostility, hostile, very good.

E: Yeah. Now, because of these appalling working conditions the labor movement decided to take **drastic measures**.

M: Drastic measures.

E: Yeah, drastic measures. This is a really wonderful phrase. And I think it would help us to listen to a few examples of this phrase in use.

Voice: Example one.

A: The president was faced with some difficult decisions and was forced to take drastic measures to solve the crisis.

Voice: Example two.

B: The police took very drastic measures to control the protestors outside the government palace.

M: So, we understand drastic measures as extreme actions or decisions, right?

E: Yeah, exactly.

M: I think there's the saying that says "desperate times call for **drastic** measures".

E: No, "desperate times call for **desperate** measures".

M: Oh, thanks. Well, okay, but it goes around there somewhere, right?

E: Some... something like that.

M: So, if... if you really have an emergency, you need to do something drastic.

E: You have to take drastic measures or you can even say "take drastic actions".

M: Okay, very good. And what about our last word?

E: After w... the protest ended, uh, in violence, um, people started to get angry because of the **brutality** the police showed.

M: Okay, brutality.

E: Brutality.

M: So, again maybe brutality and hostility are... maybe similar, right?

E: S... a little bit similar. So, brutality is the state of being **harsh** or very forceful.

M: Okay, so, brutality. Now, we also use the word **brutal**.

E: Right, so that means harsh or very forceful.

M: Now, sometimes we can use that word, but not in a harsh or forceful way, right?

E: Yeah, and it's... it's quite... yeah, I... I might say something like "oh my God, that test was brutal".

M: Aha, it was brutal or...

E: So, that was really hard or really difficult.

M: Right, so, that's what you're saying with this word, that it's very hard or it was very intense.

E: Yeah, maybe one more... one more example.

M: Okay, so, for example I can say "oh, I went for a run today and it was brutal...

E: So...

M: I'm so tired".

E: So, it was really difficult.

M: Yeah, something like that.

E: Yeah, a...

M: Brutal.

E: And, Marco, is this something that used by everyone?

M: That phrase **brutal** using in... in that context would be for younger people, maybe...

E: Uh.

M: Not really... it wouldn't really hear older people using it like that.

E: So, it's a little bit slangy.

M: Yeah-yeah.

E: Okay.

M: Alright.

E: Great, great. So, those are, uh, five interesting vocabulary words. As Marco mentioned we wanna look at some more difficult structures now in "**fluency builder**".

Voice: Fluency builder.

M: Okay, so, we have some phrases that we saw in this dialogue and, well, let's start with the first one.

E: Well, the teacher opens this discussion by talking about how an understanding of the legal system is an **important aspect** of being a good citizen.

M: Okay, an important aspect.

E: An important aspect.

M: So, well, maybe we know the word **important**, right?

E: Obviously.

M: So, what is aspect?

E: A... a part of something. An important part of something.

M: Okay. So, the teacher started with “an important aspect of” and then specified the idea or what part it belongs to.

E: Right, so, it usually follows this form: **noun** is **an important aspect** of **noun**.

M: Okay.

E: So, for example, **quality control** is an important aspect of **keeping customers happy**.

M: Okay, perfect. **A part of**, very good. So, aspect sounds a little bit more formal or just a lot more intelligent, right?

E: Yeah, professional and... actually, this... is a wonderful way of **setting up** your idea.

M: So, the teacher said that it’s an... an important aspect of understanding the legal system was understanding its origins...

E: Uhu.

M: Or its genesis.

E: Yep.

M: And then she moved on and said that **it’s not enough to simply** memorize laws.

E: That’s right. It’s not enough to simply do something.

M: Okay, so the beginning of this sentence “it’s not enough to simply” something.

E: Uhu.

M: By starting the sentence like this you are indicating that more is required, right?

E: So, here “it’s not enough to simply memorize the laws” we’re saying that most people just memorize the laws, but they need to go further.

M: And understand them.

E: Exactly.

M: Another example would be - it’s not enough to simply pass your exams... you must get good grades as well.

E: Right, or maybe in a business context – it’s not enough to simply satisfy your customers, you must impress them.

M: Okay, very good. So, that's a very good way of **starting out** this idea of more is required.

E: That's right, more is required.

M: Alright.

E: Alright, well, I wanna move on to one final point here. I found this sentence to be really, really interesting. **They passed a resolution stating that eight hours would constitute a legal day's work.**

M: Okay, so, why is this interesting?

E: Well, I found that, you know, there's two **verbs** going on here. They **passed** a resolution that eight hours **would** constitute...

M: Okay.

E: A legal day's work. So, we've got two **verb times** going on here at the same time.

M: Uhu.

E: And I'm wondering about this... this one **would**.

M: Okay, so, what's happening here? Obviously, this happened in the past as like about a hundred years ago, right?

E: Right, so, the resolution was passed... a hundred years ago.

M: Aha, right, so... this is going on in the past.

E: Right.

M: But there was a future action that was going to happen **in consequence** of this.

E: Right, so, the resolution stated that eight hours **would** constitute.

M: Uhu.

E: So, that... that's like the primary action was the passing of the resolution...

M: Uhu.

E: And the result is the sort of fi... this event that happens in the past, but is a future event to the first primary event.

M: Hehe. So...

E: Does that make any sense at all?

M: So, this is called **the future in the past**, right?

E: That's right.

M: Okay, so, it's a... it's a grammar structure. Many of you maybe know the **simple present** or... or the... or the **future tenses**, but this is a little strange one and as we said... so, maybe it's a little bit difficult to understand the grammar in general. So, why don't we take a look at some more examples of how we would use this **future in the past**?

Voice: Example one.

A: The president said that he would cut taxes by five percent.

Voice: Example two.

B: I made a promise that I would not smoke anymore.

Voice: Example three.

C: Karl told me he would buy a new car.

M: Okay, so, now I think it's clear this whole idea of the future in the past and, well, uh, we'll also be answering any questions on the site, if you have any problems, right?

E: That's right.

M: Okay, so, why don't we listen to the dialogue one more time and then we'll come back and talk about this holiday, which is the International Workers' Day.

DIALOGUE, SECOND TIME

M: Alright, so, well, Erica, in Canada do you celebrate this?

E: We do, but not on May First.

M: Oh, really? When is it?

E: The first weekend in September.

M: Oh, really? And why?

E: Um, I am not one hundred percent sure...

M: Hehe.

E: I think it's because that we already have a long weekend in... in, uh, May, because we celeb... because on the Twenty-Fourth of May is the Queen... [Queen Victoria's birthday](#). We have to celebrate that. We can't...

M: Oh, really?

E: Yeah, we can't have two vacations in the same month.

M: Oh, wow. Well, yeah, I mean... it's not productive, right?

E: Exactly.

M: We...

E: What about in Ecuador?

M: Yeah, we do on May First, it's a... it's a holiday and... we actually have two holidays in May as well, because on the twenty-fourth we actually celebrate the [Battle of Pichincha](#), which is one of the decisive battles for the independence of Ecuador, so... we don't mind having two holidays in the same month.

E: Well, it sounds like, um, Ecuador has better holiday schedule than Canada, so...

M: Yeah, it is.

E: Yeah.

M: So, yeah, on May First people take vacations and... or companies usually on May First will do something special for their employees.

E: Oh, it's kind of a nice gesture, isn't it?

M: Yeah, so, it's like... it's workers day, so they will... tho... set up maybe a barbeque or a trip or something like that, so that's what usually happens on May First.

E: Great. Well, what about in your countries, listeners? Um, wh... do you celebrate, uh, [May Day](#)? [NOTE: don't confuse with [mayday](#), which is an emergency code word]

M: May Day.

E: Yeah.

M: May First, right? And if you do, well, let us know. Come to our website englishpod.com and leave your questions and comments there as well.

E: That's right. Well, thanks for downloading this lesson and until next time... 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 special lesson for all our **sci-fi** or science fiction fans.

E: Yes, and actually one special user was the inspiration for this lesson.

M: Right.

E: Some... Wolfgang

M: Exactly.

E: This one is for you.

M: Haha. Well, sci-fi is very popular. Star Track, Star Wars...

E: Yeah.

M: And, well, there are some really interesting words that... maybe you wouldn't use in real life or in... in normal circumstances, but you w... do wanna understand these movies or... or why they say these words, right?

E: So, we're gonna look at some sci-fi language in this lesson, but we... before we start let's look at "**vocabulary preview**".

Voice: Vocabulary preview.

M: And in vocabulary preview today we have one phrase only.

E: That's right, **unidentified spacecraft**.

M: Unidentified spacecraft.

E: Unidentified spacecraft.

M: Okay, so, unidentified...

E: You don't know which one it is.

M: You don't know the name, you...

E: Yeah.

M: You don't know the identity.

E: Yes.

M: Okay. And a spacecraft.

E: A spacecraft is a vehicle that travels in space.

M: Okay. Also know as a **spaceship**.

E: That's right.

M: Actually, this is interesting, because you know the word **UFO**.

E: Yes.

M: That's... that comes from...

E: **Unidentified flying object**.

M: Exactly.

E: So, unidentified spacecraft – an... an unknown vehicle flying in space.

M: Right, a UFO. Have you ever seen a UFO?

E: Uh, no.

M: Oh.

E: Yeah.

M: That's too bad. Hehe.

E: Have you?

M: Of course, hasn't everyone?

E: Alright, well, um, I think the people in our dialogue may or may not have seen a UFO. So, why don't we take a listen?

DIALOGUE, FIRST TIME

M: Okay, so, really cool Lord Hater, ha?

E: Yeah.

M: That music and everything. Well, you may have noticed that it's similar to a certain movie out there.

E: W... I don't know, I mean...

M: Hehe.

E: Seems quite... quite original to me.

M: Hehe. But everything for educational purposes.

E: That's right.

M: Okay, so... so, we saw some words that were maybe a little bit difficult, so let's take a look at these now in "**language takeaway**".

Voice: Language takeaway.

E: Well, I guess in the dialogue the bad guys were **breaking through**.

M: Breaking through.

E: Breaking through.

M: In the **simple present** it would be...

E: To break through.

M: Okay, break through, and what does that mean?

E: Well, let's listen to some examples to help us find out.

Voice: Example one.

A: After fifteen minutes the workers broke through the wall and rescued everyone from the fire.

Voice: Example two.

B: He's such a good player. He broke through entire defense.

Voice: Example three.

C: They are breaking through our impenetrable wall! Run!

M: Alright, so, it's kind of like to enter by force somewhere.

E: Yeah, to maybe break some glass and come into a room or something...

M: Okay.

E: Like that.

M: Break through.

E: Yeah.

M: Alright, so, Lord Hater had a fight with his enemy and he said he wants to **settle** this.

E: To settle this.

M: Settle.

E: So, what... what do you do when you settle something?

M: Well, when you settle something is you end a fight or a dispute.

E: Or an argument.

M: Or an argument.

E: Uhu.

M: Or a problem.

E: Yeah, when you settle an argument, does everyone always agree?

M: No, not always, right?

E: Right.

M: Sometimes you are forced to agree.

E: Okay.

M: Not everyone agrees, but you have no other choice.

E: So, it's a little bit different from reaching an agreement, because there's usually a winner and a loser.

M: Right, exactly. Well, now another very popular word and within sci-fi is this word **tractor beam**.

E: Tractor beam.

M: A tractor beam.

E: Tractor beam.

M: Now, I'm not sure if this really exists in real life.

E: Well, I've never heard of it.

M: Hehe. But a tractor beam in sci-fi movies is like this invisible force...

E: Aha.

M: That grabs an object and doesn't let it escape and brings it towards another spaceship.

E: So, it's like... almost like a rope that you can't see.

M: Right, and it brings it in... so, the spaceship **managed to escape** their tractor beam.

E: Okay, I think that is definitely not true.

M: Hehe. Well, maybe, I don't know, but in sci-fi you will always hear this tractor beam.

E: Okay, now let's move on to our final word. This spaceship was **accelerating** towards **the speed of light**.

M: Accelerating.

E: Accelerating.

M: To accelerate.

E: That's right.

M: So, that means to increase speed, right?

E: Yeah, to s... to go faster.

M: To go faster, so...

E: Uhu.

M: If you are in your car...

E: You want to accelerate, so you could pass another car.

M: Okay. Or even when you stop at a red light and it turns green...

E: You gotta accelerate.

M: Okay, to accelerate. Let's listen to our dialogue again and then we'll come back and take a look at some of the phrases that came up in this dialogue.

DIALOGUE, SECOND TIME (slow)

E: Well, great, um... well, great, I mean that's a little more clear this time, but like Marco said I wanna look at now some phrases that you might hear in a sci-fi context.

Voice: Fluency builder.

M: The first phrase that we can take a look at and maybe it looks a little bit strange. He said "she will **no longer be** your prisoner".

E: No longer be.

M: Uhu, no longer be. So, what does he mean by no longer?

E: Um, anymore.

M: Anymore, right?

E: Yeah, so, you will not be my prisoner anymore.

M: Okay. So, how would I use it in this form "no longer be"?

E: You've always gotta use it in the **future tense**.

M: Okay.

E: So, she'll no longer be your prisoner.

M: Uhu.

E: Um, I will no longer be your employee.

M: Okay, or... or I can say I will no longer be your boyfriend.

E: Okay, so it's always **will no longer** be.

M: Uhu.

E: It's always in the **future**.

M: Okay.

E: One more thing, Marco, is this quite commonly used or maybe a little bit formal?

M: I think it's a little bit formal.

E: Uhu.

M: And it's very... I don't know, uh... to a certain point, poetic.

E: Yeah.

M: Right?

E: Which I think is why we hear a little bit more often in sci-fi movies.

M: Uhu. Alright, so, no longer be. What about our next phrase?

E: "**You know nothing of** the power of the obscure side".

M: Okay, you know nothing of.

E: You know nothing of.

M: So, again it's very poetic ???, I think.

E: Yeah, basically meaning "you don't know about".

M: You don't know about.

E: Yeah.

M: So, again, let's take a look at how you would use it. **You know nothing of** and then...

E: Science fiction.

M: Hehe. You know nothing of science fiction, very good.

E: Yeah.

M: So, you would use a **noun** afterwards.

E: Exactly.

M: Okay, so, interesting phrases.

E: Again, formal, um, and probably quite often used in... in science fiction movies.

M: Uhu, but now you can understand when they use some of these words that maybe are a little bit difficult and very common in these types of movies.

E: Now, let's go to our last phrase. And this one actually can be used in... in many different circumstances. **Let's settle this once and for all.**

M: Okay, so, we saw the **verb**... uh, we saw the word **settle** already. Now, let's settle this once and for all.

E: Uhu, **once and for all.**

M: So, what does that mean?

E: Finally, that's right, forever.

M: Okay, so, once and for all – forever.

E: Uhu.

M: So, why don't we listen to some other examples of how we can use this phrase **once and for all** in different contexts?

Voice: Example one.

A: I'm fed up with arguing about this. Let's just settle the argument once and for all.

Voice: Example two.

B: He claims his photographs prove once and for all that UFOs do exist.

Voice: Example three.

C: I told him once and for all that I don't want to be his girlfriend anymore.

M: Okay, so, now I think it's clear. We've saw... we've seen a lot of words; we've seen a lot of phrases. Let's listen to our dialogue one more time.

DIALOGUE, THIRD TIME

M: Okay, so, are you a big sci-fi fan?

E: Um, I think, as you can tell, no.

M: Not...

E: Actually, I've seen some of the Star Wars movies, but every one that I watched I've fallen asleep in the middle of.

M: Really?

E: Yeah, even in the movie theater... I fall asleep in the movie theater watching S... Star Wars.

M: Wow, was it too boring?

E: It was too boring.

M: Or you don't... you're not really into the fantasy ???

E: No, I'm just... the whole time I'm sitting there... going... this cannot happen.

M: Hehe. Well, that's why it's called science fiction, right?

E: Yes.

M: Hehe. But it is interesting to some people and, well, behind Star Wars there is a huge culture. Even some people know some of the languages or symbols tha... that are used and... and... or the names of some of... of some of the robots and models of spacecraft.

E: Well, maybe we'll have to come up with, um, **StarWarsPod**.

M: Hehe. Exactly. Well, that's all for today, guys, I hope you enjoyed our lesson and, of course, if you have questions or comments, you can leave them in a comment section on our website englishpod.com.

E: Well, thanks for listening, 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're bringing you again our romantic, dramatic, suspense series **I'm Sorry I Love You, Part Seven**.

E: So, we're gonna find out what's happening with Steven and Veronica.

M: Right, in the last episode Veronica was at the doctor; she was pregnant...

E: But then the doctor told her it was a lie and he made it up and she wasn't even pregnant.

M: Exactly, so... now let's see what Veronica and Steven are gonna say to each other. Maybe they will break up.

E: I don't know. I don't think so, but let's listen.

DIALOGUE, FIRST TIME

M: Oh, it was such a romantic moment and now what happened? Somebody got shot.

E: Oh my God, I don't know, this is like so big I can't believe this is happening.

M: Well, it's a very, uh, intense drama, but we saw some great words and a lot of great phrases in there, when Steven was telling her all this beautiful words, right?

E: That's right. So, why don't we look at some of these words now in "**language takeaway**"?

Voice: Language takeaway.

M: Veronica was glad... or wa... she was very happy that Steven **showed up**.

E: That's right, showed up.

M: So, to show up.

E: Right, to come to a place.

M: Okay, or to arrive.

E: That's right.

M: So, let's listen to some examples of how we can use show up in different contexts.

Voice: Example one.

A: *We were waiting for you like an hour and you never showed up.*

Voice: Example two.

B: *I didn't invite him to the party. He **just simply** showed up uninvited.* [NOTE: this is interesting structure - **just simply**; it sounds a little bit **redundant**, doesn't it? But it seems that it's very commonly used]

Voice: Example three.

C: *After months of being lost my dog finally showed up... with the family.*

M: Alright, so, I think it's pretty clear now, the **verb show up**.

E: And I think this verb is a little bit informal, isn't it?

M: Yes, you wouldn't really tell your boss "hey, I'm waiting for you to show up".

E: Yeah, yeah, it's... it's a bit too informal.

M: Uhu. As you know, the doctor, he was a s... he was stalking Veronica.

E: That's right. So, that's our next word – **stalk**.

M: To stalk somebody.

E: S-T-A-L-K.

M: Okay, stalk. Now, this isn't a good thing, right?

E: No, this is... this is bad.

M: So, what happens when you stalk someone?

E: You follow them secretly for a long time.

M: And then maybe you... you watch them and...

E: Yeah, like you have... you're standing outside their window watching them get undressed or something.

M: Hehe. Okay, so, many famous people have stalkers, right?

E: Yeah, which is the **noun**.

M: The... the noun form, exactly.

E: Uhu.

M: So, if I'm stalking somebody, I'm considered to be a **stalker**.

E: Yes, so, to stalk.

M: So, don't do this.

E: Uhu.

M: So, Steven described this stalker as a **nut job**.

E: A nut job.

M: Nut job.

E: A nut job.

M: Okay, very, very informal and it doesn't really mean anything literally, but it's crazy.

E: Yes, it means a crazy person.

M: A crazy person. What a nut job?

E: He's a nut job.

M: Okay, so, would you really call this to someone like to their face?

E: No, no, definitely, not. It's definitely impolite.

M: Right, you d... you can't say to someone "oh, you're a nut job".

E: Yeah, but it's not a swear word.

M: No, but it's a little bit insulting, right?

E: That's right.

M: It is like saying you're... you're crazy.

E: Yeah.

M: But stronger. Well, the doctor was a nut job. He was stalking her and... she apologized to Steven for getting him **worked up**.

E: Worked up.

M: So, work up.

E: To be worked up.

M: When you get worked up, what happens?

E: You get really emotional and usually angry or sad or upset, but a negative emotion.

M: Okay, so, you got worked up.

E: So, it's always used with the **verb** to get. So, **to get** worked up.

M: Okay, you get worked up.

E: You got worked up.

M: Okay, very good. And, well, Steven got worked up over nothing, but he didn't mind; he said she is his love and he called her his **soul mate**.

E: His soul mate.

M: Soul mate.

E: That's right a very romantic word meaning the perfect person for you.

M: Right, your other half.

E: Yes. Yeah.

M: Okay, so, your soul mate is that perfect **complement** for you and it's usually romantic, right?

E: Usually romantic, but sometimes you might use it with your very, very, very best friend.

M: Okay, because you understand each other.

E: Yeah, you... you know what the other one's thinking, you're the perfect fit together.

M: Okay, **soul mate**.

E: Uhu.

M: Very good, well, we've seen some really interesting words. So, why don't we listen to our dialogue again and then we'll come back and look at some of the phrases that were used.

DIALOGUE, SECOND TIME

E: That was a little bit more clear this time, but...

M: Uhu.

E: Now I wanna look at some phrases, um, in the dialogue and see how they can be put together.

Voice: Putting it together.

E: So, Veronica apologized to Steven for getting him worked up **over nothing**.

M: Over nothing.

E: Over nothing.

M: Now, it's the complete sentence.

E: Uhu.

M: I'm sorry for getting you worked up over nothing.

E: So, over nothing means for no reason, right?

M: Right, exactly. So, why don't we listen to some other examples of how we can use **over nothing**?

Voice: Example one.

A: You always get angry over nothing. You have such a bad temper.

Voice: Example two.

B: I called the police last night over nothing. I thought I had a thief in my house.

Voice: Example three.

C: Let's not fight over nothing. Let's just have dinner in peace.

E: Okay, so, we see you can use many different **verbs** together with **over nothing**. So, get excited over nothing; get angry over nothing; get upset over nothing.

M: Exactly. Very good, so, over nothing.

E: Uhu.

M: And now for our next phrase. So, when Steven was telling Veronica how much he loved her, he told her "**not a day has gone by** when I haven't thought of you".

E: So, not a day has gone by.

M: Uhu, so, that part of the sentence "not a day has gone by" what does... what does he mean by that?

E: He's... He means basically "everyday I think of you".

M: There hasn't been a moment...

E: Yeah.

M: When I haven't thought of you. Now, how can we change it a little bit? What can we change within this phrase?

E: Well, you can put in different times.

M: Okay.

E: So, not a day has gone by; not an hour has gone by; not a moment has gone by.

M: Not a month, not a year.

E: Exactly.

M: Okay, so you can use different times in that phrase, but... ah, an important thing is that the **complement**... [NOTE: **complement** means addition, something that you add to the first thing you've had already; btw, be careful and don't confuse this one with another word – **compliment**, which means a pleasant thing that you say to another person, usually opposite sex]

E: Uhu.

M: Is always **negative**, right?

E: That's right. So, it's always followed by a negative. Not a day has gone by that I **haven't** wished you were here.

M: Okay, so, it's followed by a negative.

E: That's right. Um, maybe one more - not a second has gone by that I haven't missed you.

M: Okay, very good examples.

E: Uhu.

M: Very romantic.

E: Oh, Marco.

M: Hehe. Alright, and now our last phrase. He told her I'll always be here for you **no matter what**.

E: No matter what.

M: No matter what, so...

E: No matter what.

M: What does he mean by that?

E: Well, regardless of or, you know, nothing's going to stop me.

M: Okay, so, if I want to get that job, I'm going to get it no matter what.

E: So, nothing's gonna stop you.

M: Now, we can change the **WH-word what**...

E: Uhu.

M: At the end, right?

E: Yeah.

M: With other ones.

E: Exactly. So, no matter **where**.

M: No matter where you are, I will find you.

E: Yeah, no matter **when**.

M: No matter when your birthday is, I will be there.

E: That's right. You can see how you can use different WH-words here.

M: Okay, very good. And it's a very common phrase, right?

E: Yeah.

M: No matter what, no matter where, no ma...

E: No matter when.

M: No ma...

E: No matter why.

M: No matter how.

E: Yeah, no matter how.

M: O... Okay, so those were some really great phrases and I think you can play with them a little bit, change some things and then you can use them in your everyday life.

E: That's right, but why don't we hear them again, one more time in context with the dialogue?

DIALOGUE, THIRD TIME

M: Okay, Erica, so, who do you think got shot?

E: I don't know, but I'm starting to think this story is becoming a **soup opera**.

M: Hehe. Well, it certainly is. And, well, what do you guys think happen? Or who do you think got shot? Or...

E: Who did the shooting?

M: Who shot who? Maybe...

E: Was it even a gun shot?

M: Hehe. Maybe it was just a car.

E: The tire could have popped. I don't know.

M: Exactly. So, well, come to our website, tell us what you think happens or what you would like to happen, because I know many people... are expecting a little bit more, uh, romance maybe... and less drama.

E: But if you have any questions about the language in this lesson, please visit the website at englishpod.com.

M: Exactly, Erica and I are always there to answer your questions and, well, anything you guys need.

E: Anything?

M: Anything.

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

M: Good bye!

E: Bye!

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

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

M: And today we're gonna be going to one of those places that is really common, right?

E: That's right. We're going to the **hair salon**.

M: The hair salon or maybe also called a **barbershop**.

E: I guess in this case it's a barber shop, because, uh, it's a man who's getting his haircut.

M: Okay, so, before we see what happens in this barbershop, let's take a look at some of the vocabulary we might **encounter** in "vocabulary preview".

Voice: Vocabulary preview.

E: Okay, we're gonna look at two words that you'll hear in this dialogue and the first one is **trim**.

M: Trim.

E: A trim.

M: Alright, so, when you trim something...

E: You cut just a little bit of it.

M: Alright, so, if I go to the hair salon to get a trim...

E: You are going to cut only a little bit of your hair.

M: Okay.

E: You're not gonna change the style and make it look different.

M: Okay, so, a trim.

E: Uhu. And I think here we've seen that i... i... it could be a **verb** and a **noun**, right?

M: Okay, so, I'm going to get **a trim**.

E: Yes.

M: Or I want you **to trim** my hair.

E: That's right.

M: Alright. And what about our next word?

E: **Fancy**.

M: Fancy.

E: Fancy.

M: So, fancy, now, we know that this word maybe is related to something like **luxury**.

E: Or formal or something like that.

M: Right, but in this case or in this context we're gonna be using it a little bit different.

E: That's right. Here, in this dialogue we'll hear "nothing too fancy".

M: Or nothing too complicated.

E: Nothing too different.

M: Okay, so, we don't want anything too fancy.

E: Alright, but with these two words in mind I think we're ready to listen to the dialogue.

DIALOGUE, FIRST TIME

M: Okay, so, I think maybe his hair cut is not quite what he expected.

E: I think he trusted this stylist a little bit too much.

M: Hehe. I think this stylist had too many Red Bulls or something.

E: Maybe.

M: He was very **hyper**.

E: Maybe that was this problem.

M: Alright, so, why don't we take a look now at some of the language that we saw in **"language takeaway"**?

Voice: Language takeaway.

E: So, I guess this stylist really thought this guy had nice hair, right?

M: Yeah, we heard how he described his hair.

E: He said it was so **silky**.

M: Silky.

E: Silky.

M: Alright, so, we know the word – silk.

E: Uhu.

M: A material, very soft and smooth material.

E: Yeah. And when something is silky, um, it's very soft and smooth.

M: Alright, so, silky hair.

E: Or silky skin.

M: Alright, so, silky. So, he said he had silky and **shiny** hair.

E: Shiny.

M: Shiny.

E: Shiny.

M: Alright, so, we know what shiny is.

E: Do we?

M: Yes, we do.

E: Okay, what?

M: Hehe. So, something that is shiny is... you can see yourself in it; like gold is shiny.

E: Or silver is shiny.

M: Alright, or if you look in the back of a CD...

E: Uhu.

M: It's shiny.

E: Yeah, so, the light **bounces** of things that are shiny.

M: Alright. Now, getting into more hair style vocabulary, he wanted to make sure that his **sideburns** were even.

E: Sideburns.

M: Alright, so, sideburns.

E: Alright, well, sideburns are things that men have, right?

M: Alright, women don't have sideburns.

E: No.

M: Okay.

E: So, it's kind of like a **beard**.

M: Uhu.

E: And it's the hair that grows on your cheeks near your ears.

M: Okay, those are your sideburns.

E: Yes.

M: And now, also the hairstylist suggested that he should let his hair **grow out**.

E: Grow out.

M: Grow out.

E: Let your hair grow out.

M: Alright, so, what does that mean exactly?

E: Make... let your hair get longer.

M: So, you can say "let your hair grow".

E: Yeah.

M: But I guess it's more common to hear "let your hair grow out".

E: Well, maybe it just means something a little bit different...

M: Alright.

E: If I let my hair **grow**, I might let it grow a little bit...

M: Uhu.

E: Might grow it a little bit longer, but if I let my hair **grow out** maybe it's short now and I'll let it get really long.

M: Okay.

E: So, to... let your hair grow out is to really change the length.

M: Alright. Very good, so, let your hair grow out. And our last word on language takeaway today – **afro**.

E: Afro.

M: Afro.

E: So, if this guy let his **curly** hair grow out, he would have an afro.

M: An afro, right?

E: Uhu.

M: So, now this hairstyle was very popular in the Seventies.

E: That's right. It's like a big round curly **fluffy** ball of hair.

M: Exactly, so, that's an afro.

E: We'll post some pictures on the web... just like for you to get a clear idea what this looks like.

M: Alright, so, I think now we are ready to listen to our dialogue for the second time and then we'll come back and look at some phrases.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, we have some phrases here, um, that you might hear in a hair salon or in a barbershop. So, why don't we look at those now in "**fluency builder**".

Voice: Fluency builder.

M: The hairstylist said **don't just stand there**.

E: Don't just stand there.

M: Alright, don't just stand there.

E: So, this is an interesting phrase, Marco, I mean it's made up of really simple words, right?

M: Right, but actually those words make it an order that's a little bit different.

E: So, why don't we hear a few examples to help us understand how to use this phrase?

Voice: Example one.

A: Don't just stand there. Help me take these boxes into the house.

Voice: Example two.

B: The house is on fire! Don't just stand there! Call the fire department!

Voice: Example three.

C: Don't just stand there in the rain. Come inside.

M: Okay, so, basically we can understand that if somebody tells you "don't just stand there", they are expecting you to do something.

E: We might use this phrase, uh, when somebody is not doing what we think they should do.

M: Okay. When action is required.

E: Exactly.

M: Okay. So, why don't we move on to our next phrase now?

E: **Look like a million bucks.**

M: You look like a million bucks.

E: So, when someone looks like a million bucks, they look...

M: Really, really good.

E: Yeah.

M: So, that is a very common way of just saying you look very good.

E: Uhu.

M: Or something looks like a million bucks.

E: So, it can be for a person or a thing, right?

M: Exactly.

E: Okay, and our final phrase. And this one is really common in... in barbershops - **take a little off the top**.

M: Take a little off the top.

E: Take a little off the top.

M: So, that basically means cut a little bit on top.

E: Exactly.

M: And now, can I say "take a little off the sides"?

E: Yeah, you can say that as well.

M: Alright. So, take a little off the top; take a little off the sides.

E: Okay, so, with all this great haircutting language, why don't we listen to our dialogue one last time?

DIALOGUE, THIRD TIME

M: Alright, so, now talking about hairstyles and different, uh, types of hair, there're some interesting ones and maybe aren't so fashionable anymore, right?

E: Yeah, um, actually English has a lot of really cool words to describe haircuts.

M: So, let's start with the couple of them. For example, a **mullet**.

E: A mullet, so, this is when your hair is really short on top and really long in the back.

M: Right, so, the sides and the top are really short, but in the back you have long hair.

E: Yeah, um, in Canada we call that a **shorty-shorty-longback**.

M: Shorty-shorty-longback.

E: Yeah. We also call it **hockey hair**.

M: Hockey hair.

E: Or even **all business up front / all party behind**.

M: Oh, Canadians are, uh, obviously very into this hairstyle.

E: It's unfortunately true.

M: Hehe. Alright, we also have for example, a **mohawk**.

E: Hm, popular amongst the punk rock kids.

M: Exactly, so, you shave your head on the sides...

E: Yeah.

M: But you leave a little like stripe of...

E: Ye...

M: Long hair on top.

E: Of sticking up long hair.

M: Okay, and that's a mohawk.

E: Uhu.

M: What about a **flat-top**?

E: Oh, um, popular with law enforcement agents and serial killers.

M: Hehe. So, basically it's short hair on the sides...

E: And short and flat hair on the top.

M: Right, so your hair...

E: Kind of like a box.

M: Right, you have... it's flat on top...

E: Kind of like your haircut.

M: Hehe. I do not have a flat-top for all of you out there, uh, but I did used to have a **crew-cut**.

E: Oh, crew-cut.

M: A crew-cut.

E: Yeah. Like an army haircut.

M: Right, so, very short on the sides...

E: Uh.

M: And a little bit long on top.

E: Yeah, okay, um, and out last one, my actual personal least favorite haircut.

M: Hehe. **Dreadlocks**.

E: Dreadlocks.

M: Alright, so... so dreadlocks are, uh... knots of hair, right?

E: Yeah, um, it looks like you haven't washed your hair in about seven years.

M: Hehe. Right, those are dreadlocks. Very popular among like **Rastafarians** and...

E: Sure, or like, um, young hippie kids.

M: **Hippies**, right?

E: Yeah.

M: Very good. So... what about in your countries? What different hairstyles are popular there? I know that Japanese hairstyles are really cool.

E: Yeah, that's right, uh, Japanese haircuts can be pretty awesome.

M: Right, so, tell us all about it, come to our website, post some pictures and also if you have any questions or doubts, let us know.

E: Well, thanks for downloading this lesson, 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 bringing you the next part of our suspense series **The new guy in town**.

E: That's right.

M: So, we know that Armand wasn't really a vampire, that he was just acting.

E: And the women aren't quite what they seem in this dialogue.

M: In the last one something happened and she transformed into some sort of, I don't know, creature, right?

E: B... Monster.

M: Right, so now, let's see what happens. So, we're not gonna preview any vocabulary this time, let's just listen to the dialogue and see what happens.

DIALOGUE, FIRST TIME

E: Well, I don't think things are turning w... out very well for our housewives and Armand.

M: Hehe. Apparently, the police officer is not gonna make it...

E: Oh-oh.

M: To the next episode.

E: Oh-oh.

M: Alright, so, we saw some really great vocabulary and even though it's kind of a scary story, there **is** a lot of things we can learn. So, why don't we take a look at it now in "**language takeaway**"?

Voice: Language takeaway.

E: We're gonna look at five words and phrases here and the first one, uh, they described this women as a kind of **creature**.

M: Creature.

E: Creature.

M: Alright, so, what exactly is a creature?

E: Well, a creature can be any animal.

M: Any animal?

E: Yeah, like from a mouse to a bird... to an insect or a bug.

M: So, I can say a bird is a flying creature.

E: Exactly.

M: Alright.

E: But sometimes we also use it to mean an unknown and scary animal.

M: So, there's a creature under my bed.

E: Yes, or some type of creature was attacking me!

M: Hehe. Okay, so, a creature can be any sort of living thing...

E: Exactly.

M: Or animal.

E: Yeah.

M: Alright, what about our next one?

E: Well, the creature **broke free** from some **ropes**.

M: Alright, so, to break free.

E: Break free.

M: Aha, and what does that mean?

E: When you break free, you escape from something that stops you moving.

M: Okay, so, you have the ability to move again.

E: Yes.

M: You break free from maybe ropes.

E: Or chains, or even a relationship.

M: Okay, so...

E: Yeah.

M: I can say "Oh, I finally broke free from that awful relationship".

E: Uhu. Now, that's quite interesting, the way we can use this in different ways. So, why don't we take a look at some examples now?

Voice: Example one.

A: We tied up the dog, but he's trying to break free.

Voice: Example two.

B: I'm glad that I broke free from that horrible relationship.

Voice: Example three.

C: I want to break free from all my daily responsibilities.

M: Okay, so, break free. It's clear now.

E: Uhu. So, why don't we move on to our next word? They thought that maybe this creature was a **kidnapper**.

M: Kidnapper.

E: Kidnapper.

M: Okay, so, this is...

E: A criminal.

M: So, a kidnapper is a criminal.

E: Yep.

M: Alright. And what exactly does a kidnapper do?

E: A kidnapper takes someone to a place and keeps them there against their will.

M: Against their will.

E: With force or violence.

M: Alright, so... so, I guess that makes sense, right? Because the word has "kid" in it...

E: Yeah.

M: So, to take children.

E: Yes.

M: But it can be also... you can kidnap an adult.

E: Yes, that's true.

M: Alright.

E: So, this word can actually be used in three different ways. So, we saw a **kidnapper**, right?

M: Okay, that is the person.

E: Yeah, and the **verb** - **to kidnap**.

M: Okay.

E: Or a **noun** describing an action – a **kidnapping**.

M: A kidnapping.

E: So...

M: Very good.

E: Yeah, a kidnapping took place today.

M: Okay, so, very interesting word and, of course, it's illegal to be a kidnapper.

E: Yes.

M: So, our next word is also very serious and it's also a crime, right?

E: That's right. **Rapist**.

M: A rapist.

E: Rapist.

M: Okay, so, that is a person that...

E: Uhu, who forces someone to have sex.

M: Okay, so, again, against their will...

E: Right.

M: Like a kidnapper.

E: Exactly.

M: Okay, and the **verb** would be...

E: **To rape.**

M: To rape.

E: To rape someone.

M: Okay, so, **on the lighter side** we heard the police officer say something in a very strange way. He said "**Lemme** see you eyes, please".

E: Okay, so, this is an interesting, uh, phrase, it's... it's a sound made from pushing two words together.

M: Right, so, lemme.

E: Why don't we hear a few more examples of this and see if we can figure out what are the two words?

Voice: Example one.

A: Lemme have a look inside the car.

Voice: Example two.

B: Lemme go out tonight, dad, please!

Voice: Example three.

C: Lemme think about it and I will give you an answer tomorrow.

M: So, basically, "lemme" is...

E: Let me.

M: Let me.

E: Yeah. Lemme have that pen.

M: Okay, lemme see.

E: Uhu.

M: Now, we do this also with other words, right?

E: Yeah, another example would be **gimme**.

M: Gimme.

E: Yeah.

M: So, that is "give me".

E: Exactly.

M: Okay, so, an interesting thing. It's not proper English, right?

E: No, you wouldn't really write it this way, but...

M: Or find it in the dictionary.

E: But it's really common when people speak and actually it's more likely that you'll say "lemme", "gimme", than "let me", "give me".

M: Okay, very good. So, I think now it's time for us to listen to our dialogue for the second time and then we'll come back and look at some other phrases that we saw in our dialogue.

DIALOGUE, SECOND TIME (slow)

M: We're gonna look at two phrases now in "**fluency builder**" that you might hear when you're talking about a crime.

Voice: Fluency builder.

M: So, the first phrase that we're gonna look at is **what the heck is going on**.

E: What the heck is going on.

M: What the heck is going on.

E: Okay, so, this is just asking what's happening, right?

M: Right, but it's a very strong way of saying what's happening.

E: Yeah. What really is happening.

M: Aha, now, why do they say what **the heck**? What is heck?

E: Well, heck is sort of a polite of saying **hell**.

M: Okay, so, instead of saying what the hell is going on...

E: What the heck is going on.

M: Now, why do you do this?

E: Um, because in... especially in American English, uh, we don't like to talk about religious words, so like...

M: Uhu.

E: Hell and God and Jesus – these things are, um, impolite in American English.

M: Right, you don't wanna offend anyone.

E: Right.

M: So, that's why we would have other words like "oh, my gosh".

E: For "oh, my God".

M: Or Jeez.

E: Instead of Jesus.

M: Right. Okay...

E: Yeah.

M: So, that is an interesting thing and, of course, it's... it is a little bit of a sensitive topic...

E: Uhu.

M: Among some people, so, that's why it's better to just use these **synonyms**.

E: Yes.

M: Okay. And what about our next phrase?

E: So, they suspected her of being a kidnapper.

M: Okay, so, suspected her of being a kidnapper.

E: Yeah, **suspect someone of being something**.

M: Something.

E: Uhu.

M: So, I suspect she is an alien.

E: Right. I suspect him of being a liar.

M: Okay, so, what about to suspect? What does that mean exactly?

E: To think something that is true, but not **be a hundred percent sure**.

M: So, you can say "I think she is a kidnapper".

E: Yep.

M: Or "I suspect her of being a kidnapper".

E: Uhu.

M: Interesting.

E: Why don't we hear a few more examples?

Voice: Example one.

A: The police suspected him of being a bank robber.

Voice: Example two.

B: We suspect our dog is responsible for this mess.

Voice: Example three.

C: The neighborhood suspected that our neighbor was selling drugs.

M: Alright, very good, so, we've seen a lot of **vocab**, we've seen these phrases. So, I think it's time for us to listen to our dialogue for the last time and then we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

E: Okay, well, Marco, we're coming near the end of this series, aren't we?

M: Yes, exactly. It's a short series, but what do you think happens... or how do you think the series ends? What is really going on?

E: A mystery here at **EnglishPod**, so we want you... to hear from you what do you think is gonna happen.

M: Exactly, come to our website at englishpod.com, where you can leave us your questions, your comments or even maybe your ideas not only for this lesson, but for any lesson that you would like to hear.

E: That's right. Well, guys, we're happy that you downloaded this lesson and remember to check out our website, but until next time... thanks for listening and good bye!

M: Bye!

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

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

M: And today we're gonna be getting money.

E: That's right. We're going to have a lesson about the ATM.

M: The ATM or...

E: Automatic Teller Machine.

M: Okay, that's what it stands for, ATM.

E: Uhu.

M: So, we're gonna be looking at the language that you'll probably find in an ATM maybe in the United States or in an English speaking country.

E: That's right. Um, but before we begin, why don't we look at some vocabulary that we'll hear in the dialogue?

Voice: Vocabulary preview.

M: As we mentioned, the **ATM** or **automatic teller machine** is the machine where you get your money, right?

E: Exactly.

M: And also, well, some people or in different places they may call it the **bank machine**.

E: Yeah, or maybe the **cash machine**.

M: Uhu.

E: Uhu.

M: Or just a **money machine** or something. Alright...

E: So, ATM.

M: ATM. And now, let's take a look at our next word.

E: **Local authorities**.

M: The local authorities.

E: The local authorities.

M: So, what are the local authorities?

E: Well, basically, it's the police.

M: The police.

E: Uhu.

M: Why do you say local authorities?

E: Okay, well, authority is, uh, the person in charge, right?

M: Uhu.

E: The boss.

M: Uhu.

E: So, the local authorities are basically people who are the boss of this place.

M: In that area.

E: Yeah, so...

M: Okay.

E: The police.

M: The local authorities.

E: Uhu.

M: So, why don't we start now with our dialogue? Why are we talking about local authorities and ATM machines?

E: I don't know. We gotta listen to find out.

DIALOGUE, FIRST TIME

M: Alright, so, it's not his day today. I think he was very, uh, unlucky and I... maybe he's gonna be in trouble.

E: I know and he was on a date. This is probably one of the worst things that can happen to a guy when he's on a date.

M: Alright, yeah, so, well, we saw some of, ah, language that was related to an ATM, money and banking.

E: Uhu.

M: So, why don't we take a look at that now in "**language takeaway**"?

Voice: Language takeaway.

E: Alright, so, the guy had to insert his card into the **slot**.

M: Okay, so, slot.

E: Slot.

M: Alright, slot. And that is an **opening**, right? Or a type of hole, maybe.

E: Yeah, it's a hole that is usually long.

M: Long and... it's like a **rectangular** hole.

E: Yeah, it.. a slot is never a circle.

M: Okay, so, for example, when you get mail...

E: Uhu.

M: The mailman will put into your mailbox through the slot.

E: That's right.

M: Okay. Now, well... and now that he put his card into the slot, he had to input a **six-digit PIN code**.

E: Wanna just do both together? Digit and PIN code.

M: Yeah.

E: Okay, so, a six-digit PIN code.

M: Alright, now, we have two words here that are new. **Digit**.

E: Digit is basically a number between zero and nine.

M: Okay, so, any number between zero and nine is considered a digit.

E: Yes, so, one hundred (100) is **made up of** three digits.

M: Three digits, okay.

E: Uhu.

M: And what about **PIN code**? [NOTE: **PIN** is the **acronym** that stands for a **personal identification number**]

E: A PIN code is your secret number that you use to take money out.

M: Now, why wouldn't we say password?

E: Password is usually letters.

M: Okay, and PIN code is numbers.

E: Exactly.

M: Alright. He had to input his six-digit PIN code and then, after that, he had to press the **pound key**.

E: Pound key.

M: Now, this is strange, a pound key, what is that?

E: Well, you know on a phone...

M: Uhu.

E: On the bottom right...

M: Aha.

E: There's a key, um, th... or a button that looks like a **number sign**.

M: Number sign, so, kind of like two vertical lines and two horizontal lines.

E: Yeah, two lines going up and down, two lines going across.

M: Okay, so, that's called the pound key.

E: Uhu.

M: Alright, what about the other one?

E: It's called the star.

M: The star.

E: **Star key.**

M: The star key, alright. So, after the PIN code, after the pound key, now he's ready to **withdraw** money.

E: Uhu. So, we heard **withdrawal**.

M: Okay, so, withdrawal is...

E: Is a **noun**; it's the action of taking money out.

M: Okay a withdrawal.

E: **A withdrawal.**

M: Okay, and **to withdraw**.

E: To withdraw is just the **verb**.

M: To take out money, right?

E: Exactly.

M: So, we have the noun and the verb. The only difference is an **-al** at the end.

E: Yes, so **withdrawal** – **noun**, and **withdraw** – **verb**.

M: Okay, and, well, he wanted to withdraw money, but something happened with the ATM and it turned out that he **was gonna transfer** money. [NOTE: we have here **the future in the past**; please check this [link](#) and listen to this [lesson](#) for more information about this grammar topic]

E: Oh-oh.

M: Hehe. So, transfer.

E: Transfer.

M: Transfer.

E: When you transfer money, you take it from one place and put it in another.

M: Okay, and usually in banking when you transfer money, you don't really see it, right?

E: Exactly.

M: It's all electronic...

E: Uhu.

M: So, you just put it from one bank account to another, but you never actually see this money.

E: Exactly, so, transfer money.

M: Transfer.

E: And now, this one also has a **verb** and a **noun**, right?

M: Right, **a transfer**.

E: And **to transfer**.

M: Same word.

E: Uh, yep.

M: Easy. Alright, so, why don't we listen to our dialogue for the second time? It's gonna be slowed down a little bit and then we'll come back and look at some phrases.

DIALOGUE, SECOND TIME (slow)

E: Okay, so, that was a little easier to understand, um...

M: Uhu.

E: But, Marco, there're some interesting phrases here, some instructions that you commonly, um, read or hear when you're using a bank machine.

M: So, why don't we take a look at these phrases in "**fluency builder**"?

Voice: Fluency builder.

E: Well, the bank machine told this guy to **insert your card**.

M: Insert your card.

E: Insert your card.

M: So, this **verb** - to **insert**.

E: Uhu.

M: To place inside.

E: Exactly, so, what else can we insert?

M: Well, for example, commonly you insert a disc.

E: Yeah, in your computer.

M: In your computer, right?

E: Yeah, or maybe insert a CD into your CD-player.

M: Or DVD into your DVD-player.

E: Yep.

M: Alright, so, to insert something - to put inside.

E: Yes.

M: So, he had to insert his card into the slot.

E: And then the bank machine asked him to **select an option**.

M: Select an option.

E: Select an option.

M: Now, this is a very common, ah, phrase that you will... not only see in ATMs, but basically everywhere, right?

E: Like in... computers or the Internet or many... many things where you're dealing with machines.

M: Uhu. So, it's a... it's an **order** that says "well, select one of these choices that you have".

E: **Make a choice**.

M: Make a choice.

E: Yeah.

M: Select an option. Alright, so... two simple phrases, but very useful and also very high frequency, right?

E: Yeah, and you know what? When you use phrases like these two, it sounds quite professional, doesn't it?

M: Yeah, a... a little bit formal.

E: Uhu.

M: Okay. So, why don't we listen to our dialogue for the last time and then we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

M: Alright, Erica, so, what about you? Have you ever had any problems with the ATM?

E: **I've had more problems than I can count.**

M: Hehe. What happened?

E: Well, I think in the last two years I've probably lost about seven bank cards in an ATM.

M: Really?

E: Yeah.

M: You forget it...

E: Yes.

M: In the slot.

E: Yeah, I leave it in the slot and then walk away from the bank machine and... no bank cards.

M: Well, I think now the ATMs, because this is the common problem...

E: Yeah.

M: Um, now they have like a little alarm that when you take out your money and everything, it just starts beeping and beeping until you take out your card.

E: Yes and I like the bank machines that actually give you your card first...

M: Uhu.

E: And then give you your money.

M: Ah.

E: Cause if they give me my money first, that's all I want, right?

M: Hehe.

E: So, I run away with my money and leave my card in the bank machine.

M: Hehe. Right, I think that's a good idea. I've... I've never seen that before, though.

E: In Switzerland they have them like that.

M: In Switzerland.

E: Yeah.

M: Or what about the ATMs that you only have to **swipe** your card? [NOTE: in this context **swipe** means to pass your card through a special machine/device that "reads" the information encoded in a magnetic strip of the card]

E: Oh, yeah, I've done that as well and also ruined a bank card with that.

M: Hehe.

E: I swiped it too many times, put in a wrong PIN code and...

M: It blocked your card.

E: Yeah, terrible.

M: Hehe. Well, what about you guys? I su... I'm sure everyone has some experience or some inconvenience with ATM machines. So, why don't you come to our website and tell us all about it?

E: You can also find lots more resources on our website, uh, to help your learn English, so check it out and until next time...

M: Good bye!

E: Bye!

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

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

M: And where are we going today, Erica?

E: To the pharmacy.

M: Alright, to the pharmacy or **drug store**?

E: Yes.

M: Or also in British English sometimes people will say the **chemist's**.

E: That's right.

M: So, as you know at the pharmacy you get medicine, but there're certain vocabulary words that are related to this place, that we need to learn.

E: That's right, so, we're gonna learn some vocabulary about medicine and also some interesting phrases.

M: So, before we listen to the dialogue, let's take a look at "**vocabulary preview**".

Voice: Vocabulary preview.

E: We're going to look at two words today that you'll hear in the dialogue and the first one – **milligrams**.

M: Milligrams.

E: Milligrams.

M: Also the **abbreviation** for this is **mg**.

E: That's right.

M: Okay, so, a milligram is...

E: A hundredth of a gram, so, there're one hundred milligrams in a gram. [NOTE: actually, a milligram = a thousandth of a gram]

M: Exactly and it's very common to be used with medicine, right?

E: Exactly.

M: You'd buy medicine in milligrams.

E: Uhu.

M: Okay, and what's our next word?

E: **Price check.**

M: A price check.

E: A price check.

M: Okay, so, at the pharmacy or at the supermarket...

E: Uhu.

M: Sometimes the cashier will ask for a price check.

E: And that is the action of checking to find out the price.

M: Uhu. Okay, so, a price check. With this I think we are ready now to listen to our dialogue for the first time and let's see what our shopper is buying at the pharmacy.

DIALOGUE, FIRST TIME

E: Oh no, how embarrassing!

M: A little bit embarrassing that, uh, she asked for a price check on these condoms, right?

E: Yeah, but you know it almo... it seems like every time you have to buy something embarrassing at the pharmacy, there's a million people watching you.

M: Yeah, yeah, it never fails.

E: Yeah.

M: Well, let's take a look at some of those words that we were talking about related to medicine in "**language takeaway**".

Voice: Language takeaway.

E: Alright, well, the first word – a **prescription**.

M: Prescription.

E: Prescription.

M: Alright, so, what is a prescription?

E: Well, a prescription is a note from your doctor explaining what medicine you need.

M: So, this note from your doctor is necessary to buy that medicine, right?

E: Exactly.

M: Okay, prescription. Well, this shopper was getting some medicine and, well, the chemist or the pharmacist asked if he wanted it **capsules** of **tablets**.

E: So, let's look at those two words.

M: Uhu.

E: A **capsule**.

M: Capsule.

E: Capsule.

M: Now, a capsule is like a small tube, right?

E: Yeah, it's a form of a pill.

M: Uhu.

E: And it's shaped like a tube with the medicine inside.

M: Inside and...

E: Uhu.

M: It's covered in plastic, right?

E: Exactly.

M: Now, you swallow the... the capsule.

E: Yeah.

M: And the **tablet**...

E: Is like a pill that is round and flat.

M: Okay, so, tablet and capsule.

E: Uhu.

M: Both are the same thing basically, but just different presentations.

E: Different shapes.

M: Different shapes.

E: Yeah.

M: It's easier maybe for some people to swallow a capsule.

E: You think so?

M: I... I don't know, I think so...

E: Well, I...

M: Because sometimes, uh, tablets are a little bit like big circles and it's hard to swallow.

E: Yeah, and I guess ca... and I guess capsules are smoother.

M: Yeah, exactly.

E: But we're not pharmacists, so, let's move on and focus on the language, which is what we do know about. So, the pharmacist warned the patient not to take too much medicine, right?

M: Uhu.

E: Because he might **overdose**.

M: Overdose.

E: Overdose.

M: Okay, so, to overdose, like you said...

E: Is to take too much medicine and get really sick or even die.

M: Uhu, so... so, if you overdose on medicine, it could be bad for you instead of good.

E: Well, obviously, very bad.

M: Hehe. And what about our last word for today?

E: Well, the shopper also asked for some **eye drops**.

M: Eye drops.

E: Eye drops.

M: So, this is medicine for your eyes.

E: Yeah, usually liquid like water...

M: Uhu.

E: That you put in your eyes.

M: Okay. So, I think now with this medicine language clear we can listen to our dialogue again, but it's gonna be slow down a little bit.

E: That'll help us understand these phrases just a little bit better.

DIALOGUE, SECOND TIME (slow)

M: Okay, so, now it's time for us to take a look at some of the phrases that we saw in this dialogue in "**putting it together**".

Voice: Putting it together.

E: We're gonna look at two phrases here and we're gonna see how we can use them in different situations. The pharmacist warned "**be sure not to** take it on an empty stomach".

M: Okay, so, be sure not to.

E: Be sure not to.

M: So, what does he mean by this?

E: He just means don't do this.

M: Okay.

E: So, don't... don't take the medicine without eating.

M: We can mix it up a little bit. Why don't we listen to some examples of how we can use this in different situations?

Voice: Example one.

A: Be sure not to leave your bike outside or it would be stolen.

Voice: Example two.

B: Be sure not to forget your umbrella. It's raining today.

Voice: Example three.

C: I told him to be sure no to do anything stupid, but he did.

E: So, Marco, um, why should we say "be sure not to" instead of "don't"?

M: I think "don't" is sounds more like an order...

E: Okay.

M: Or very direct. Maybe "be sure not to" is a little bit softer, a little bit more friendly. So, be sure not to. Now, for our last phrase. So, the pharmacist in the end wanted to check for the price and he said **just hang on there a sec.**

E: So, that's interesting – **hang on.**

M: Hang on.

E: Hang on.

M: Well, hang on, what... what does he mean by hang on?

E: He means wait.

M: Wait.

E: Uhu.

M: It's a v... informal way of saying wait.

E: Exactly... it's also a little bit more friendly than just saying wait.

M: Right, exactly... And we can change the time a little bit, right?

E: Yeah, so, you can say "hang on a second".

M: Uhu, or hang on a moment.

E: Hang on a minute.

M: Alright.

E: What about hang on an hour.

M: Well, maybe if you're telling someone to wait for an hour: "just hang on there for an hour, I'll be there soon".

E: Yeah, but I guess it's more common hang on a minute, hey?

M: Right, maybe for shorter periods of time.

E: Yeah, uhu.

M: Okay, so, with these phrases I think now we can use them in different circumstances, obviously, not only in the pharmacy.

E: Yep.

M: And, well, let's listen to our dialogue for the last time.

DIALOGUE, THIRD TIME

M: Okay, so, with medicine an interesting thing **comes up**, right? [NOTE: to **come up** = to appear]

E: That's right. A lot of people think that you **eat** medicine.

M: Okay, or **drink** medicine.

E: Yeah, but in English you always **take** medicine.

M: Always take medicine.

E: Yeah, so you never can say "oh, I ate my medicine yesterday". It always like has to be I took my medicine.

M: Okay... so, you take the capsules.

E: Exactly, or take the tablets.

M: Alright, so, you take medicine. Now, an interesting thing in the United States, for example, it's very hard to get medicine without a prescription.

E: That's right, so, we always talk about prescription medicine...

M: Uhu.

E: And **OTC** medicine, or **over-the-counter** medicine.

M: So, over-the-counter medicine is...

E: Is medicine you could just buy without that prescription or note from your doctor.

M: Okay, so, for example, if you have a headache, you can go to the pharmacy and buy **aspirin**.

E: Yeah, and that's over-the-counter medicine.

M: Uhu. But prescription medicine - you can't get it without the doctor's note.

E: Yes, and like you said in America you almost have to have a prescription for everything.

M: Which is strange, because people can overdose on aspirin.

E: Uhu.

M: Hehe. So, tell us how medicine and pharmacies work in your countries and also if you have questions or comments our website englishpod.com is always open and ready for you.

E: Well, thanks for downloading this lesson, 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 bringing you another lesson on our sports series.

E: Uhu. We're talking about baseball today.

M: Baseball – the American national **pastime**. [NOTE: **pastime** = an activity or entertainment that makes time pass pleasantly]

E: Is it?

M: Yes, it is.

E: Okay.

M: So, we're gonna be looking at this interesting sport that is played mainly in the Caribbean and, well, it's actually very popular in the United States and Japan.

E: That's right.

M: Korea.

E: Yeah. So, we're not only gonna learn a **bunch** of baseball language, but we're also going to see how baseball has a big influence on English in general. [NOTE: a **bunch** of something = a lot of something]

M: That's right, so, we're gonna learn a lot of great things today. So, why don't we start and listen to our dialogue?

DIALOGUE, FIRST TIME

E: Alright, well, a pretty exiting game there at Richie Stadium

M: Exactly, and we have some interesting players: Roger Vargas and Brian Okami.

E: Uhu.

M: Alright, so, well, we saw some great words and, well, it's time for us to take a look at them now in "**language takeaway**".

Voice: Language takeaway.

E: Okay, we're gonna look at some, uh, common sports and baseball words here. And the first phrase – we'll hear this almost at any sort of international sports event, right?

M: Exactly, and it's the **national anthem**.

E: National anthem.

M: National anthem.

E: So, this is a song, right?

M: Exactly, it's the song that you sing about your country. And many people confuse it, right?

E: Yeah, a lot of people might say "**national hymn**".

M: Okay, hymn. Because in some languages it might be like a hymn.

E: Uhu.

M: Like literally translating.

E: Yeah

M: But in English it's called the national anthem.

E: The national anthem.

M: Alright. So, what about our next word?

E: Well, we were talking about the **pitcher**.

M: Pitcher.

E: P-I-T-C-H-E-R.

M: The pitcher.

E: Pitcher.

M: Okay, and now this is one of the players on a baseball team. And his job is to...

E: To throw the ball.

M: To throw the ball really fast.

E: So that the guy can't hit it with the **bat**.

M: Okay, so, that's the pitcher.

E: Uhu.

M: Now, the interesting thing is that the baseball commentator said "the pitcher **winds up**".

E: Winds up.

M: To wind up

E: To wind up. Okay, well, let me paint you a picture.

M: Okay.

E: So, imagine a clock.

M: Aha.

E: And you're turning, turning and turning the clock to wind it up, to get it ready to go.

M: To make it work.

E: Exactly.

M: Uhu.

E: So, imagine the pitcher doing the same sort of a thing – bringing his arm back behind them, getting ready to throw the ball.

M: Okay, so, that is to wind up.

E: Uhu.

M: Very good. So, you can use this word not only in baseball, but for other things that require you to do this action.

E: Right, to turn something and get it... get it ready to have lots of power.

M: Like some toys.

E: Yeah.

M: Or maybe like a m... a music box.

E: Uhu.

M: Okay, wind up. What about our next phrase?

E: Well, Roger Vargas hit a **line drive**.

M: Line drive.

E: Line drive.

M: Okay, so, what is a line drive?

E: Well, it's a term from baseball and when you hit a line drive, you hit the ball sort of low...

M: Uhu.

E: On towards the ground and it... it travels along the outside of the field.

M: Right, so, the ball basically travels along the **foul line**.

E: Uhu, the white line.

M: The white line.

E: Yeah.

M: Exactly. Very good, so, that's a line drive.

E: And, so, the players on the field were **scrambling** to get the ball.

M: Scrambling.

E: Scrambling.

M: Now, we know scrambled eggs form [one of our lessons](#).

E: Yes, uh, but the **verb** to **scramble** means to, um, move quickly in a disorganized way to do something.

M: Okay, so, the players are moving very fast, trying to get the ball, but they're not doing it very well.

E: Right. And you can use this other ways, right? Not just in baseball.

M: Right, for example, we can say "the people are scrambling to buy their tickets for the concert".

E: Yeah, or I'm going on vacation tomorrow and I'm scrambling to get everything ready.

M: Exactly, it's a very good term that you can use also in your daily life.

E: Exactly.

M: Alright. And what about our last word for today on language takeaway?

E: Well, they were in the fifth **inning** of the game.

M: Okay, so, inning.

E: Inning.

M: Inning.

E: Alright, this is another baseball term.

M: Uhu.

E: And, um, it... it just means the period of play.

M: Okay, so, we learned, for example, that in **soccer** you have **two halves**.

E: Uhu. Or in **hockey**, you have **three periods**.

M: Alright. And in **baseball** you have **nine innings**.

E: Okay, great, so, some interesting sports and baseball vocabulary. Now, I think it'll help us to hear this again slower. So, let's listen to the dialogue.

DIALOGUE, SECOND TIME (slow)

M: Alright, so, as we said, there're a lot of English terms that come from baseball, but we use them in business context or in your daily life, right?

E: Yeah, why don't we look at those now in "**fluency builder**"?

Voice: Fluency builder.

M: Alright, so, the first phrase that we have is **up to bat**.

E: Up to bat.

M: Up to bat.

E: So, literally in this dialogue it means the guy is standing on **home plate** ready to hit the ball, right?

M: Right. He has the bat and he's ready to hit it.

E: But what about in other contexts?

M: So, for example, you can be at a meeting.

E: Uhu.

M: And maybe it's your turn to talk.

E: So, you're up to bat.

M: So, the b... yeah, exactly. Your boss will say "okay, Erica, you're up to bat".

E: Okay, so, it means sort of like it's your turn.

M: It's your turn.

E: Yeah.

M: Very good.

E: Uhu.

M: Alright, so, that's another term that is used in baseball, but very commonly used in other circumstances.

E: So, we also saw, um, in the dialogue that Roger Vargas, um... he hit the ball, but he missed and that was **strike one**.

M: Right. Strike one.

E: Uhu.

M: So, in baseball you have three strikes.

E: Three tries.

M: Three tries before you're out.

E: Yes.

M: And, so, now the same thing happens in daily life.

E: So, um, if someone says "that was strike one".

M: It means you made the first mistake.

E: Yes, and if you make two more, you will be fired, for example.

M: Maybe.

E: Yeah.

M: Aha. Or maybe your parents will say "okay, you... that wasn't nice, strike one".

E: And then two more times and you'll have a **time out**. [NOTE: a **time out** = sort of a punishment when a child must stop playing for a while]

M: Or you'll be **grounded**. [NOTE: to be **grounded** = sort of a punishment when a child must stay home for a certain period of time; i.e. they can't **go out** and **hang out** with their friends]

E: Yes.

M: Okay, so, that's also called a strike. And the pitcher threw a **curve ball**.

E: A curve ball.

M: Curve ball.

E: So, okay, pretty clear. A curve ball is when you throw the ball and it sort of goes **on a curve**, it doesn't go straight, right?

M: Right, exactly.

E: But how can this be used outside of baseball?

M: So, you can say "oh, my boss threw me a curve ball today".

E: So, he gave you an unexpected problem.

M: Aha, or something that was difficult to handle.

E: Okay, um, this one is pretty interesting. I'd like to hear a few more examples.

Voice: Example one.

*A: My boss threw me a curve ball today, so I have to **stay in work** late.*

Voice: Example two.

B: It was a huge curve ball when she asked me how many kids I wanted to have. How am I supposed to know?

M: Alright, so, that's basically a curve ball. You can say a non-expected problem...

E: Yeah.

M: Or situation.

E: That's right.

M: And our last phrase - and, well, probably one that's you already know – **home run**.

E: A home run.

M: A home run.

E: From baseball we know that that's when you hit the ball really far.

M: And you hit it outside of the... of the playing area or outside the **park**.

E: Yes.

M: And now if you use it a business context or in your daily life...

E: Uhu. It means something similar. Why don't we take a listen to the examples and see if we can figure it out.

Voice: Example one.

A: Great job on that sales presentation. You really hit a home run.

Voice: Example two.

B: Our sales team hit a home run this month by doubling our revenue.

M: Okay, so, basically, a home run is a success.

E: A victory.

M: A victory.

E: Yeah, something a big accomplishment.

M: That's right. So, we've seen a lot of these great phrases and as you can see a lot of them from baseball are used in your daily life and there many, many more.

E: Okay, well, why don't we hear them again in the baseball context and we listen to the dialogue one more time?

DIALOGUE, THIRD TIME

M: Alright, so, an interesting dialogue; a very interesting sport.

E: Uhu.

M: And, well, personally I never played this as a child.

E: Uh, me neither, really.

M: I don't really like it too much, but it is kind of fun to... go to a game and especially in the United States have those hot dogs and all that stuff.

E: Okay, yeah.

M: Hehe.

E: Well, a cultural event; a really important piece of American culture.

M: Exactly. So, well, we encourage you to come to our website englishpod.com; tell us what you think and also, of course, if you have questions or doubts, be sure to tell us.

E: If you have any other sort of baseball-related phrases, let us know about them on the website.

M: Okay, so, 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 **EnglishPod**! My name is **Marco**.

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

M: And today we have a special lesson for all of you, who are looking for a new apartment or a house.

E: Or even if you're not looking for an apartment, this lesson will be useful, because it can help you describe what your current apartment or house looks like.

M: That's right. So we're gonna be describing an apartment and other vocabulary related to apartment hunting. Why don't we take a look at some of the first words that we have in "**vocabulary preview**"?

Voice: Vocabulary preview.

E: We're gonna hear these two words in the dialogue. The first one is **landlord**.

M: Landlord.

E: Landlord.

M: Alright, so, who is a landlord? Or what is a landlord?

E: Well, it's pretty simple. A landlord is the person, who owns the house.

M: Okay.

E: Or apartment.

M: So, the owner of the house.

E: Right. Um, and a **landlord rents out** the apartment to the **tenants**.

M: Okay, very good. Tenants.

E: Tenants.

M: So, the tenants are the people that are renting the apartment or house.

E: Exactly.

M: Two important words that we'll find in the dialogue – **tenants** and **landlord**.

E: So, why don't we take a listen to the dialogue now and we'll hear as a couple is **checking out** a new apartment.

DIALOGUE, FIRST TIME

M: Alright, so, apparently the apartment was too good to be true.

E: Yeah, I don't think that's exactly what they're expecting to find in the bathroom.

M: Hehe. Exactly, well, we did find a lot of great words and phrases. So, why don't we take a look at that now in "**language takeaway**"?

Voice: Language takeaway.

E: We're just gonna look at a bunch of vocabulary items related to apartments and, um, house hunting. So, we've got a lot to cover here, so let's get started with the first one – **renovated**.

M: Renovated.

E: Renovated.

M: Alright, so, and the apartment was newly renovated.

E: Okay, so, the **verb** to renovate. Uh, great word and I think some examples will help us understand the meaning.

Voice: Example one.

A: I had to renovate my kitchen, because I accidentally burned everything while cooking.

Voice: Example two.

*B: The city recently renovated the **sealing** of the local church.*

Voice: Example three.

C: John is planning on renovating his night club so as to make it more modern.

M: Okay, so, basically **to renovate** means to make new again.

E: Right, when you renovate a house or an apartment, um, you... you know, **take everything down** and **build it back up** again.

M: Okay, so, it's usually only used for buildings, for apartments, for houses.

E: Or offices.

M: You don't say you renovate your computer.

E: Yeah. And also, um, when you just do something really simple like change the paint color, that's not a renovation.

M: Okay.

E: That's **redecoration**. When you renovate, you have to like, you know, use a hammer and saw and lots of tools.

M: Change...

E: Yeah.

M: A lot.

E: Yeah.

M: Okay. So, the apartment was newly renovated and it was bright and **airy**.

E: Airy.

M: Airy.

E: Airy.

M: Alright, so, airy... well, I guess we understand the word air, right?

E: Yeah.

M: So, if an apartment or a something is airy...

E: Has lots of space...

M: So...

E: Lots of place to **move around**.

M: Okay, so, it's wide, it's...

E: It's open.

M: It's open.

E: Uhu.

M: Okay.

E: Yeah.

M: An open apartment. Very good. Now, for our next word - an important question she asked for the **square footage**.

E: Square footage.

M: The square footage of the apartment.

E: Okay, so, we know square foot, right?

M: Uhu.

E: So, feet like, um, a measure of... of space.

M: Right.

E: Uh, the square footage is just basically the area, how big.

M: Okay. So, why don't we listen to some examples of how we can use these two words – **square footage** in a sentence?

Voice: Example one.

A: As a civil engineer I have to calculate the square footage of the construction site.

Voice: Example two.

B: Robert is worried that the square footage of this land is not big enough.

Voice: Example three.

C: If you multiply the width of the room on the length, you will have the square footage of the room.

E: Those are some great examples. And I find this, uh... the **ending** of this word "-age", **footage** ... it's interesting, isn't it?

M: Yeah, I guess you can only use it with the **imperial system**.

E: Uh, so you can also say **tonnage**.

M: Right.

E: So how... how big, how heavy.

M: Uhu.

E: Or **mileage**.

M: Mileage.

E: Uhu.

M: Right, but you can't say, for example, in meters... you... we... you wouldn't say **meterage**.

E: No, you can't say that.

M: Right?

E: Yep.

M: So, it's not for the metric system, it's only for some units of measurement in the imperial system.

E: Exactly.

M: Alright, so, after we've measured the square footage of the apartment, we saw that they had new ap... **appliances**.

E: Appliances.

M: Appliances.

E: Appliance.

M: So, kitchen appliances, what are those?

E: Machines that do stuff in a kitchen.

M: Alright, so, a blender, a stove, a microwave.

E: Yep.

M: Or I can say "electric appliances".

E: So, like your TV, um, and iron, uh, **vacuum cleaner**.

M: Okay, so, appliance can be any type of machine that's used...

E: In a house.

M: In a house.

E: Yeah.

M: And, well, one of these appliances was a **professional-grade gas range**.

E: Okay, this is great phrase and I wanna **break it down**. So, a **gas range**... now, this is basically a stove, right?

M: Okay.

E: Um, that's... that uses gas instead of electricity.

M: So, I can have an **electric range**.

E: Exactly. Now, **professional-grade**... this is something that's really high quality.

M: So, if it's high quality, why do we say it's professional-grade?

E: Cause it's so good that professionals use it.

M: Okay, so, can I only have professional-grade kitchen appliances?

E: No, of course not. You can have a professional-grade anything like a professional-grade carpet, for example.

M: Okay, or a professional-grade **pickup truck**.

E: Uhu, or you can even change this a little bit and say "industrial-grade".

M: So, after we've seen all the appliances, they described the house as **spacious**.

E: Spacious.

M: The house is very spacious.

E: Pretty easy. We know the word **space** here, right?

M: Right.

E: So, obviously, this means...

M: It...

E: Lots of space.

M: It has lots of space.

E: Yep.

M: So, I guess maybe **spacious** and **airy** are a little bit similar, right?

E: Yeah, uhu.

M: Okay. And, of course, once we were in the master bedroom, we saw that they had a **walk-in closet**.

E: A walk-in closet.

M: Walk-in closet.

E: A walk-in closet.

M: Right, so, this is very easy. I guess walk-in...

E: You can walk into it.

M: Right. And so, it's a huge closet, right?

E: Yeah, it's... now, just... a **note on the spelling** here... walk-in are **hyphenated**. [NOTE: **hyphenated** = with a hyphen, "-"]

M: Okay, **walk-in closet**.

E: Uhu.

M: Very good. And **apart from** this beautiful closet we had an **en-suite bathroom**. [NOTE: **apart from** = besides]

E: En-suite bathroom.

M: En-suite bathroom.

E: Alright, another **note on the spelling** here. It's E-N-...

M: Right.

E: **Hyphen**-S-U-I-T-E.

M: So, even though it's "E-N", we pronounce it like an "O-N".

E: Yep.

M: **On**-suite.

E: So, an en-suite bathroom is a bathroom inside the room.

M: Okay, inside the **master bedroom**.

E: Uhu.

M: Very good. On-suite bathroom. So, a lot of great words describing the... the apartment and also other aspects of **real estate**.

E: So, why don't we listen to these one more time in context and we'll see how they **fit together** to describe an apartment?

DIALOGUE, SECOND TIME

M: Alright, so, this is always... kind of difficult to look for a new apartment and to go and see them. But it's interesting here – they were renting and they had a **real estate agent**.

E: Yeah, um, and actually this is very uncommon in America, isn't it?

M: Yeah, I guess you don't really use a real estate agent unless you're going to buy a house or apartment.

E: Uhu. So, when you're renting you just go and look by yourself.

M: Right, you can find **ads** in the newspaper, on the Internet and deal directly with the landlord.

E: Right. So, after you've done your house hunting and found your apartment, um, you gotta set up the **payment conditions**.

M: Right, like we saw in the dialogue... the **payment terms** were first and last months rent as deposit.

E: Uhu.

M: So, that's basically they'll keep that just in case you damage something in the apartment.

E: Or have a monster living in your bathroom.

M: Hehe. Exactly. And another thing is that I've noticed in some countries you pay rent **in advance**.

E: Right, so, in America you only pay, um, one month rent **at a time**, right?

M: Right. So, I guess this is an interesting topic - real estate and apartment hunting and renting is different in different countries. So, that's where you guys need to come and tell us how is... how does this work in your country?

E: You can also use some of the vocabulary in this dialogue to tell us about your apartment.

M: Right, how many rooms do you have? Bedrooms, dining rooms?

E: What's the square footage?

M: Exactly. Or how many square meters, right?

E: Yep. So, check out our website englishpod.com.

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

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

M: Bye!

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

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

M: And today we're bringing you another **sci-fi** lesson for all of those fans out there of **Star Trek** and **Star Wars**.

E: That's right. And today we're gonna focus on, uh, some phrases. We're not gonna do any vocabulary today. We just gonna learn some phrases that you'll find relating to **science fiction**.

M: Okay, very good. So, why don't we listen to our dialogue for the first time? And we'll come back and look at all these phrases.

DIALOGUE, FIRST TIME

M: Alright, very good. Star Trek fans, apparently they were trying to **act out** one of the famous episodes, where the Klingon's attack the Enterprise.

E: My goodness! Hehe.

M: Hehe.

E: I don't know a lot about, um, Star Trek, but I do know a lot about language. And we've got some great stuff here that will help you understand, um, sci-fi movies and TV shows in English a little bit better. So, why don't we go now to "**fluency builder**"?

Voice: Fluency builder.

M: Alright, so, the first phrase that we have today on fluency builder – **unidentified ship**.

E: An unidentified ship.

M: Unidentified ship.

E: Unidentified ship.

M: If we break it down and look at the first word – **unidentified**.

E: You don't know which one it is.

M: Okay, you don't know the identity.

E: Yep.

M: And a **ship**, I guess that's short for...

E: A rocket ship.

M: A rocket ship.

E: Or a spaceship.

M: Okay.

E: So, we're not talking boats here.

M: Alright.

E: Yeah.

M: We're not talking about boats. Very good. Now, moving on to our second phrase: the Enterprise lost its **warp drive**.

E: Warp drive.

M: Warp drive.

E: Warp drive.

M: So, the warp drive of the Enterprise is actually something like an engine.

E: Uhu.

M: That allows it to go faster than the speed of light.

E: So, superfast.

M: Superfast.

E: But why **warp**?

M: Alright, well, if we take a look at the word **warp** that actually means to bend.

E: Yep, so, like when you warp wood, it... it bends.

M: Exactly.

E: Yeah.

M: You bend wood or you warp metal.

E: Uhu.

M: And, well, that's kind of the theory behind it is that they're going so fast, that they bend or warp time.

E: Okay, so, warp drive. I think it... a very sci-fi specific phrase here.

M: Right. Alright and for our third phrase today – **search party**.

E: Search party.

M: A search party.

E: A search party.

M: Okay, so, wh... what is this? Are we having a party? Wh... what's going on?

E: Well, when somebody gets lost...

M: Uhu.

E: Um, you know, maybe in the woods or something, you send out a search party to find them.

M: So, a **party** would be a group of people.

E: Exactly.

M: So, that also happens in restaurants, I think, right?

E: Right, sometimes you might say "how many people in your party?"

M: In your party.

E: Uhu.

M: Very good. So, party – group of people.

E: Alright, so, in the dialogue we saw that actually these were not real Star Trek characters, but they're just acting. But it didn't sound quite right, right?

M: Yeah, he said that his voice is deeper.

E: So, a **deep voice**.

M: Deep voice.

E: A deep voice.

M: Alright, we're gonna hear an example of what a deep voice sounds like.

Example of deep voice.

M: That is a deep voice.

E: Now, because his voice wasn't deep enough, he didn't sound **authentic**.

M: Authentic.

E: Authentic.

M: Alright, so, authentic, very easy word.

E: Real, **true-to-life**.

M: Real.

E: Yeah.

M: True-to-life, right?

E: Uhu.

M: Not fake.

E: Exactly. So, um, Marco, is that an authentic Rolex?

M: No, it's not. Hehe.

E: Hehe.

M: But thank you for noticing. Alright, so, authentic. And our last word for today.

E: A **wig**.

M: A wig.

E: A wig.

M: Wig, W-I-G, wig.

E: So, a wig is **pretend hair**, right? [NOTE: **pretend** might be also used as an **adjective**]

M: Right, fake hair.

E: So, the hair is not authentic.

M: Ha, very good. Alright, so, a wig.

E: Alright, we've got some great language here. And why don't we listen to it one more time, slow down a little bit in the dialogue.

DIALOGUE, SECOND TIME (slow)

M: Alright, now, it's time for us to take a look at more phrases today in "**fluency builder**".

Voice: Fluency builder.

E: Alright, so, we've got some phrases here that you can use together with a number of different words, right?

M: Exactly.

E: So, the first one: we heard that Data said "we're **under attack**".

M: We're under attack.

E: Under attack.

M: Alright, so, if we're under attack, it means that we are being...

E: Attacked.

M: Attacked.

E: Someone is shooting guns at you or trying to hurt you or something like that.

M: Okay, so, we are under attack.

E: Uhu.

M: Very popular phrase that you would hear in war movies or something.

E: Definitely. Now, you can change this by changing the last word: **we are under fire**.

M: Under fire, which m... basically means the same thing.

E: Yeah, excepting... when you are under fire, um, there're guns involved.

M: Okay, so, they're shooting at you.

E: Yep.

M: Alright, we're under attack; we're under fire.

E: Uhu.

M: Alright, moving on to our second phrase: we've **sustained heavy damage**.

E: Sustain heavy damage. So, when you sustain something, you receive it or you **undergo** this thing.

M: So, usually, it's related to injury or to receiving some type of...

E: Of negative thing.

M: Okay, so, why don't we listen to some examples of how we could use sustain in context.

Voice: Example one.

A: John had a car accident and sustained a fatal injury.

Voice: Example two.

B: The boxer sustained a severe neck injury in the Championship fight.

Voice: Example three.

C: Luckily the warship didn't sustain any serious damage.

E: Alright, so, **you see** we... we typically sustain something like an injury, um... uh, or damage, that is negative.

M: Very good.

E: Uhu.

M: And the last phrase for today: **what is the nature of** this attack?

E: What is the nature of.

M: What is the nature of.

E: Okay, so, basically he's just asking "why are you doing this?"

M: Right, why... what is the reason?

E: Yeah.

M: What is the purpose?

E: Uhu.

M: So, again, we have some more examples of how you could use **what is the nature of** in different situations.

Voice: Example one.

A: What is the nature of your visit to the United States?

Voice: Example two.

B: What is the nature of the threat against our country?

Voice: Example three.

C: The nature of my visit is personal.

E: Okay, so, a great phrase you can use, um, not only when you're talking sci-fi, but in everyday life.

M: Exactly. So, why don't we listen now to the dialogue for the last time and then we'll come back and talk a little bit more.

DIALOGUE, THIRD TIME

E: Oh, Marco, I already admitted that I'm not much of a sci-fi fan. I don't really know anything about Star Trek or Star Wars.

M: Hehe. Well, it is a very popular show. I think it started around the Sixties of Seventies; the...

E: Yep.

M: The first version of Star Trek. And, well, many, many people follow it now. They **dress up**; they know the secret language that is used on the show; they know the spaceships. It's a big culture.

E: That's true. And, speaking of culture, I think we've got, um, a Star Trek movie coming out pretty soon. So, some of this language can help you guys understand it a little bit better.

M: Very good. Yeah, so, if you have any other questions or comments related to... not only to science fiction, but anything in general, please come to the website englishpod.com and leave your questions or comments.

E: Well, 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 looking at some more romance.

E: We're talking about dating.

M: Dating, exactly.

E: Uhu.

M: And not only dating, but asking someone to become your boyfriend or girlfriend.

E: Yep, that's true and, so, we're gonna be focusing on language, um, to express your romantic feelings and also maybe, um, some phrases you can use to ask someone out.

M: Very good. So, I'm sure you guys are excited about this one, so let's listen to the dialogue for the first time.

DIALOGUE, FIRST TIME

E: Alright, I wonder if she's going to say "yes"?

M: I don't know; she seems a little bit confused.

E: Hm, well, I guess it's always strange when your best friend suddenly wants to be your boyfriend or girlfriend.

M: It does happen, though.

E: Yeah.

M: It does happen. So, why don't we take a look at some of the vocabulary that was used in this dialogue to express these feelings? And let's start with "**fluency builder**".

Voice: Fluency builder.

E: Okay, so, we're doing things a little bit differently today, uh, we're looking at phrases and not just vocabulary words. So, he used some wonderful phrases to ask her to be **his boyfriend** and he started with this: **here's the thing**.

M: Here's the thing.

E: Here's the thing.

M: Alright, that's a very strange phrase "here's the thing".

E: Yeah.

M: Is he giving her something?

E: Not quite; he's not giving her, um, an object, but he... he's giving her, um, some information.

M: Okay, so, it's a very common way to start an idea.

E: That's right.

M: You're **about to** tell the person the main problem or...

E: Uhu.

M: The main... uh...

E: The main piece of information.

M: Right, so, you would start with **here's the thing** and then start explaining.

E: Okay, why don't we do an example?

M: For example, you could say "alright, here's the thing - people don't like you".

E: Alright, well, I hope you don't say that to me.

M: Hehe.

E: But another example: "Uh, Marco, here's the thing - we're behind in our podcasting, we have to work overtime".

M: Okay, so, the main idea.

E: Yep.

M: Very good. Moving on to our next phrase.

E: He said "I can't take it".

M: I **can't take it any more**.

E: I can't take it any more.

M: So, he can't take it any more. Take what?

E: Well, why don't we find out by listening to some examples?

Voice: Example one.

A: The man next door has been so loud; I can't take it any more.

Voice: Example two.

B: My boss always yells at me; I can't take it any more.

Voice: Example three.

C: I can't take it any more; I'm going to quit.

M: Alright, so, basically is you **can't stand it**, you can't tolerate it any more.

E: Exactly. This is the phrase we use, um, when we are really frustrated.

M: Yeah, when we're frustrated or when we just can't handle it any more.

E: Uhu.

M: And, well, after he finished his declaration of love she responded by saying **are you series?**

E: Are you series?

M: Are you series?

E: Are you series?

M: Okay, so, what does she mean?

E: She's just saying "really?"

M: Exactly, it's another way of saying "really?"

E: Yep. So, this is the phrase that's really, um... it's quite informal, isn't it?

M: Yeah, I guess you wouldn't use it in a business context.

E: No, and it's also something that's used mostly by younger people.

M: Right, if you say something that's amazing or that's incredible or hard to believe, you might get this response.

E: "Are you serious?"

M: Right. So, he is very serious, but he confessed that he never **had the guts** to tell her.

E: Uhu, have the guts.

M: I never had the guts to tell you.

E: I never had the guts.

M: Alright, so, to have guts.

E: That's to be brave.

M: To be brave, courageous.

E: Yep.

M: So, we have some examples of how we would use **guts** in different situations, so let's listen.

Voice: Example one.

A: I don't have the guts to go skydiving.

Voice: Example two.

B: I don't have the guts to give a speech.

Voice: Example three.

C: I've never had the guts to say "no" to my boss.

E: Alright, so, to have the guts to do something. Hey, but, Marco, this word **guts**, it's an interesting one.

M: Yes it is, because guts can also mean you internal organs.

E: Like your stomach and your **intestines** and your lungs.

M: Exactly, those are your guts.

E: Yep. So, when you have guts you're really brave.

M: Exactly, you're courageous.

E: Uhu.

M: Alright, very good. Why don't we listen to the dialogue for the second time? We're gonna slow it down a little bit. And we'll come back and look at some phrases in putting it together.

DIALOGUE, SECOND TIME (slow)

E: Alright, that's a little bit clearer this time. But while I was listening I noticed that there're some more great phrases that you can use together with different words. So, let's look at those now in "**putting it together**".

Voice: Putting it together.

M: Alright, let's take a look at the first one. He said "I made a reservation just for **the two of us**".

E: The two of us.

M: Just the two of us.

E: So, just the two of us. Um, quite simply, it means you and me, just us, right?

M: Right, just us. So... so, why is this phrase important?

E: I think it's a great way to... to show the idea of only us, right?

M: Right.

E: And we can use it together with any number we want.

M: So, what about the four of us?

E: Uhu, just the four of us.

M: Okay.

E: Just the eight of us.

M: Okay.

E: So... so, it suggests the idea of only us... you know.

M: Okay. So, he made the reservation just the two of us, because he thought they could have a quiet evening **all to ourselves**.

E: All to ourselves.

M: All to ourselves.

E: All to ourselves.

M: If you have something all to yourself or we have something all to ourselves.

E: We have that thing **all alone**. We don't have to share it.

M: We don't share.

E: Yeah.

M: Very good. So, I guess you can say "my parents are out of town, so I have the apartment... or I have the house all to myself".

E: Uhu. Or even, uh, she wants to eat the cake all to herself.

M: Very good. So, that's a very good phrase.

E: And you can use it with any **pronoun**. Well, so, the guy is explaining that "**I've always seen you as** more than just a friend".

M: I've always seen you as.

E: I've always seen you as.

M: So, basically, is the perception or the way you consider that person.

E: The way you think about that person.

M: So, I can say, "I've always seen you as a good friend".

E: I've always seen you as a leader. Okay, so our last phrase is also the last thing we heard in the dialogue. He said "are you willing to **give me a shot**?"

M: Are you willing to give me a shot?

E: To give me a shot.

M: Give me a shot. Alright, I think we have some more examples of how we could use **give me a shot** in different situations. So, let's listen.

Voice: Example one.

A: I know I can do this drawing better. Just give me a shot.

Voice: Example two.

B: The HR manager wasn't going to hire me, but he decided to give me a shot.

E: Okay, so, when you give someone a shot, you take a chance, right?

M: Give that person or give an opportunity.

E: Uhu. Alright, so, we don't know if she will give him a shot or not, but why don't we listen to the dialogue once more to hear these phrases in action?

DIALOGUE, THIRD TIME

M: Alright, so, an interesting dialogue... and it opens up a cultural point.

E: That's right, um, so in the dialogue the guy was asking her if she would be his girlfriend, right?

M: Right, but I guess it's not very common among adults at least...

E: Yeah.

M: In English speaking countries.

E: Yeah, we don't say like "okay, so, please will you be my boyfriend now?", you know.

M: Right, right, right.

E: Um...

M: You would do that maybe in high school or...

E: Yean, e... but even... even then I think it's still a little funny.

M: Hehe.

E: Um, I think for us, when we start to have romantic relationships it just sort of happens naturally, right?

M: Right.

E: You never really have this conversation "will you be my boyfriend?"

M: Right, I guess afterwards you just start talking about other things...

E: Yeah.

M: Which you just consider that you guys are already boyfriend and girlfriend.

E: Yeah.

M: But there's no real...

E: There's no official starting point.

M: Yeah. There's no official point that says "okay, now, we are boyfriend and girlfriend".

E: Yep.

M: Which is interesting, because in other countries they do go through the formality of...

E: Yeah.

M: Asking somebody to become their boyfriend.

E: Yeah, but even, um, you know, like twenty or thirty years ago in English speaking countries you would do this.

M: Oh, yeah, of course.

E: And it was called **going steady**.

M: Going steady.

E: So, you'd ask "will you go steady with me?"

M: That means let's become a stable couple.

E: Exactly.

M: Hehe. Alright, so, we wanna hear your stories and, well, how do you do it in your country? Do you ask someone out? Do you maybe just give them the first kiss and that's an automatic "yes"?

E: Well, I don't know, but I'm looking forward to hearing from our listeners. So, guys, uh, check out our website englishpod.com, you can leave your questions and comments there.

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're gonna be taking you to the airport.

E: That's right. We're gonna listen as a man, um, **checks in** at the airport and, uh, deals with his luggage.

M: That's right. So, we're gonna be looking at a lot of great stuff that can help you the next time you are at the airport at the checking counter. So, why don't we take a look at one word that we're gonna preview today in "**vocabulary preview**"?

Voice: Vocabulary preview.

E: We're gonna hear this guy say "I'd like to check three **pieces**".

M: He's gonna check three pieces of what?

E: Pieces of luggage.

M: So, when we talk about luggage we can say pieces of luggage.

E: That's right. Luggage is a **non-count noun**. So, you can't say **one luggage, two luggages, three luggages** - that's **wrong**.

M: Right, so, we use...

E: Pieces of luggage.

M: Okay. So, three pieces of luggage.

E: Uhu.

M: Very good. Let's listen to our dialogue for the first time. We're gonna see what happens with this guy at the airport and with his pieces of luggage.

DIALOGUE, FIRST TIME

E: Alright, well, that's a **... whole lot of** money, isn't it?

M: Well, I think it's a very common situation. I'm sure many of our listeners can relate to this situation.

E: Overweight charges are pretty expensive wh...

M: Very high.

E: I know from personal experience. But that's not what we wanna talk about. Now we wanna talk about some really useful vocabulary in "**language takeaway**".

Voice: Language takeaway.

M: Alright, on language takeaway today we have five words. So, why don't we start with the first one?

E: So, the woman asked: "will you be **checking any bags** today?"

M: Will you be checking any bags today?

E: To check bags.

M: Right, so, the **verb to check**.

E: It means to, uh, to give your bags to the airline, to register them.

M: Okay, so, that's what happens with your luggage. You check them, so, basically, they become responsible for your bags.

E: Right. It reminds me of **checking in** to a hotel.

M: Right, very similar.

E: Uhu.

M: When you go to a hotel you register at the hotel, you **check in**. In this case you just **check** your luggage.

E: You **don't check in** you luggage.

M: Right.

E: Okay, so, check luggage.

M: So, he wanted to check three pieces of luggage and he also had **carry-on luggage**.

E: Carry-on luggage.

M: Carry-on.

E: So, carry-on luggage; it's pretty simple.

M: That's right, you carry it on yourself.

E: Exactly, you carry it on to the plane. Now, we...

M: Okay.

E: We can talk about carry-on luggage, right?

M: Uhu.

E: Or a carry-on bag.

M: Right, or a carry-on suitcase.

E: Uhu.

M: A very small suitcase that can fit under your seat.

E: Exactly. Alright, so, carry-on luggage. Now, he was traveling on an **intercontinental** flight.

M: Intercontinental.

E: Intercontinental.

M: We have two words there – **inter**...

E: Between.

M: Between, right? And **continental**...

E: So, this sounds like continent.

M: Okay, so, he's traveling maybe from Asia...

E: Uhu.

M: To... North America.

E: Okay, intercontinental.

M: He's trying to **board** this intercontinental flight.

E: So, to board a flight.

M: Board a plane.

E: Board a train.

M: Alright, so, basically it means to...

E: To get on.

M: To get on.

E: To get on a vehicle.

M: Okay, so, I can say board the ship.

E: Uhu.

M: **Board the car.**

E: No.

M: No?

E: No, but board the... board the train.

M: Board the train.

E: Board the bus. **All aboard!**

M: That's right. That's why in movies you see that somebody will yell "all aboard".

E: Yeah.

M: In the train station, right?

E: Exactly.

M: All aboard! Okay, so, board a vehicle. And our last phrase for today – **overhead compartment**. [NOTE: you can also say **overhead bin**]

E: Overhead compartment.

M: Overhead compartment.

E: Alright, let's break this phrase down. Um, **overhead**...

M: So, that's on top of your head, right?

E: Exactly, yeah.

M: Above you.

E: Yeah, and the **compartment** is, um, a place where you can put something and store it.
[NOTE: you can also say "to **stow** your luggage in the overhead compartment" instead of "to **put**"]

M: Uhu.

E: Kind of like a box.

M: Right.

E: Yeah.

M: So, you have an overhead compartment that... big box where you put your bags and your **purse** or whatever on an airplane.

E: Uhu.

M: Very similar **of two**... for example, an **overhead projector**.

E: Right, so, that's the machine that, uh, puts an image or a picture on a wall like sometimes you see them in meetings.

M: Right, so, because the image is over your head...

E: Yeah.

M: And it's big, it's called an overhead projector.

E: Okay, so, some great language. Why don't we hear it again in context by listening to the dialogue for the second time?

DIALOGUE, SECOND TIME (slow)

M: Alright, so, I think it's a little bit more clear now. And with this it's time for us to take a look at some great phrases in "**putting in together**".

Voice: Putting it together.

E: So, this guy was pretty angry about, uh, this airline policy and he said "**how am I supposed to...**"

M: How am I supposed to.

E: How am I supposed to.

M: Okay, so, before we get into explaining this, why don't we listen to a couple of examples? So, we can try and understand what it means?

Voice: Example one.

A: How am I supposed to fit the dog in the car? There're ten people in there already.

Voice: Example two.

B: How's she supposed to get to work if her car is in the shop?

Voice: Example three.

C: How're we supposed to know the answer to that? It's impossible!

E: Okay, so, I... can understand that it means "how can I do this?"

M: Right. How do you expect me to do this?

E: How is this possible for me to do this?

M: Very good.

E: It's a phrase you use when you're frustrated, right?

M: Yeah, exactly, you're maybe a little bit frustrated or you're maybe nervous of... of something that you can't do or don't know how.

E: Yeah, this phrase... it's not impolite, but it sort of gives the idea that you're challenging the other person a little bit.

M: Maybe, yeah.

E: Yeah.

M: Okay. So, a good phrase that you can use on... in different situations and you can try and mix it up with different **verbs**, right?

E: Right.

M: Alright. Now, let's take a look at our next phrase: "I'm sorry, sir, **there's nothing I can do**".

E: There's nothing I can do.

M: There's nothing I can do.

E: There's nothing I can do.

M: So, basically, the woman can't help the man even though he's **insisting** and he's pushing that he wants another **solution**.

E: Yeah.

M: Right? So, finally, she says "I'm sorry, there's nothing I can do".

E: So, we use this phrase, um, when someone's pushing you too much, right?

M: Right, and you would use it only in that situation...

E: Yeah.

M: Towards them, because it is a little bit...

E: It... it's strong.

M: It's not impolite, but it's just... you're saying "you know what? I'm sorry, there's... th... I can't do anything about it". Now, let's move on to our third phrase: "You charge **next to nothing**".

E: Next to nothing.

M: Next to nothing.

E: Next to nothing.

M: Alright, so, we're talking about charging, we're talking about money. Why don't we listen to some examples of what this **next to nothing** phrase means?

Voice: Example one.

A: Do you like my new house? It was so cheap that it almost cost next to nothing.

Voice: Example two.

B: Let's go to Thailand; tickets costs next to nothing right now.

Voice: Example three.

C: The real estate agent charged me next to nothing for his commission, so I got a really good deal.

E: So, when something costs next to nothing it's really cheap, right?

M: It's really cheap.

E: Yeah.

M: Or you consider it to be cheap.

E: Uhu.

M: And now, for our last phrase, it's the complete opposite of **next to nothing**.

E: Right, charge **an arm and a leg**.

M: An arm and a leg.

E: An arm and a leg.

M: Alright, so, this means it's really expensive.

E: It's so expensive it's like giving your arm and your leg.

M: Right, to pay for it.

E: Yeah.

M: Very good, so, **next to nothing** – really cheap; **an arm and a leg** – really expensive.

E: Can we look at the use here? Um, alright, so, in the dialogue we heard "you **charge** an arm and a leg", but we can also say "it **costs** an arm and a leg".

M: Right, because we are referring to money.

E: Uhu.

M: Right?

E: Alright, so, some great phrases here. Now, I think it's time we listen to our dialogue one more time.

DIALOGUE, THIRD TIME

M: Okay, so, airline policies, luggage - it's always a problem, right? **Most of the time** you always end up paying overweight, when you travel.

E: Yeah, um, I know that this happened to me once and it was really expensive.

M: Really? What happened?

E: I was flying on an intercontinental flight from...

M: Uhu.

E: From India back to Europe and, um, I had too many extra bags, but I really need it to bring them and so, it cost me six thousand dollars!

M: Six thousand dollars.

E: Yeah.

M: Wow!

E: So, my credit card was pretty **maxed out** after that.

M: Hehe. That's incredible.

E: Yeah.

M: Well, I'm sure many of our users probably suffered similar experiences like this, so, please come to our website and share it with us at [englishpod.com](https://www.englishpod.com).

E: That's right. Marco and I are always around to answer your questions, so, please check us out and thanks for downloading you guys. Until next time... Good bye!

M: Bye!

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

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

M: And today we're bringing you 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!