

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](http://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!