

## Sessions 1+2:

### Greetings

<b>Formal Greetings</b>	<b>Informal Greetings</b>
<ul style="list-style-type: none"> <li>➤ Hello;</li> <li>➤ Good morning</li> <li>➤ Good afternoon</li> <li>➤ Good day (very old fashioned)</li> <li>➤ <b>Be careful:</b> Good night is not to be used for greeting but for farewell as it indicates that the conversation is finished and you're leaving. E.g. Good night and see you tomorrow!</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hey</li> <li>➤ Hi</li> <li>➤ Hiya</li> <li>➤ Yo</li> <li>➤ Morning</li> <li>➤ Howdy</li> <li>➤ What's up?/ Sup?</li> <li>➤ Long time no see (if you haven't seen someone for a long time)</li> </ul>
<b>Greeting someone you meet for the first time</b>	<b>Greeting someone you've met before</b>
<ul style="list-style-type: none"> <li>➤ Nice to meet/Glad to meet you</li> <li>➤ It's a pleasure to meet you</li> <li>➤ It's very nice to see you</li> <li>➤ I'm pretty pleased to meet you</li> <li>➤ How do you do?(the answer for this one is: Nice/glad to meet you NOT fine or doing well etc. as it is used as greeting not a question into one's wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>➤ It's a (great) pleasure to meet you again</li> <li>➤ It's very nice to see you again</li> <li>➤ I'm pretty pleased to meet you again</li> <li>➤ Nice/ Glad to meet you again</li> </ul>

<b>To make an inquiry into one's wellbeing</b>	<b>Answers for questions into one's wellbeing</b>
<ul style="list-style-type: none"> <li>➤ How are you?</li> <li>➤ How have you been?</li> <li>➤ What's up?/ Sup?</li> <li>➤ How are you doing?</li> <li>➤ How is it going?</li> <li>➤ How's life?</li> <li>➤ What's happening?</li> <li>➤ What's new?</li> <li>➤ How are things?</li> <li>➤ Alright?</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm really fine/ I'm pretty well/ I'm very good/I'm doing quite well (but don't say I'm doing good)</li> <li>➤ I've never been better</li> <li>➤ So far so good</li> <li>➤ Can't complain</li> <li>➤ Better than I deserve</li> <li>➤ Not too bad</li> <li>➤ Could be better (but I also could be worse!)</li> <li>➤ Same old, same old!</li> <li>➤ Good enough</li> <li>➤ Better now that I'm talking to you</li> <li><b>Some negative responses:</b></li> <li>I'm not gonna lie to you ....:</li> <li>➤ I feel terrible</li> <li>➤ I'm not doing well</li> <li>➤ It has been a tough week/day/month...</li> <li>➤ I'm not having an easy time at the moment</li> <li>➤ I'm feeling a bit under the weather</li> <li>➤ Slowly but surely dying</li> <li>➤ Somewhere between blah and meh</li> <li>➤ Just hug me and leave at that</li> </ul>

## ***Formal Greeting:***

**JAMES:** Good morning, Professor Austin, how are you doing?

**PROFESSOR AUSTIN:** Good morning, James. I am doing well. And you?

**JAMES:** I'm great, thank you. This is my friend Emma. She is thinking about applying to this college. She has a few questions. Would you mind telling us about the process, please?

**PROFESSOR AUSTIN:** Hello, Emma! It's a pleasure to meet you. I'm more than happy to speak with you. Please stop by my office next week.

**EMMA:** It's a pleasure to meet you, professor. Thank you so much for helping us.

**PROFESSOR AUSTIN:** Don't mention it. Hopefully, I will be able to answer your questions!

## ***LANGUAGE NOTES:***

- The greetings ***good morning/good afternoon/good evening*** are used at different times of the day to greet people. "***Good evening***" is often used after 6 p.m. or generally when the sun has set.
- "***Good night***" is not a greeting: It is used when leaving a place or group of people. Thank you and good night!/Good night, and see you tomorrow.
- When people meet in the United States, it is customary for them to shake hands. A handshake should be firm and usually lasts for about two to three seconds — which allows enough time to say "***Nice to meet you.***"
- "***Don't mention it***" is another way of saying "***You're welcome.***" The phrase "You are welcome" is more formal. However, responses such as ***Don't mention it./No problem./Happy to help.*** are informal ways of responding to a ***thank you.***

## ***Informal Greeting and Farewell:***

**JANE:** Hi, Helen! How's it going?

**HELEN:** Fine, thanks—and you?

**JANE:** Just fine. Where are you off to?

**HELEN:** To the library. I've got a history exam next week and need to start studying. Ugh.

**JANE:** Oh, no. Well, I'll see you later then. Good luck!

**HELEN:** Thanks. See you later.

## ***LANGUAGE NOTES***

- **“Hi”** is an informal way of saying “hello.” Notice that the “i” sound in “hi” is extended, to show that Jane is very pleased to see Helen.
- **“How's it going?”** is an informal way of saying “How are you?”
- **“Fine, thanks—and you?”** Notice the rising intonation on “and you?” This shows that Helen is interested in what Jane has to say.
- **“Where are you off to?”** is an informal way of saying “Where are you going?” Notice the falling intonation since this is an information question, not a “yes/no” question.
- **“To the library.”** Notice that Helen does not say “I'm going” here because that information was already established in the question “Where are you off to?”
- **“Oh, no”** is a way of saying “I sympathize with you” or “I understand you are not happy.”
- **“See you later”** is an informal way of saying “goodbye.”

## Sessions 3+4:

### Self Introduction

#### Tell me about yourself!

These are some information and expressions you can use in your self-introduction.

#### Greeting:

Use a formal or an informal greeting expression depending on the situation

#### *Your name:*

\****I'm/ I am*** "+name" (but you can call me "nickname"). E.g. I'm Elizabeth but you can call me Beth.

\*When the listener cannot see you, on the phone for example, you can use: ***My name is..../ my name's...../ This is..../ This is*** "+name" ***speaking.***

#### Location:

***I'm from*** "+place name". e.g. I'm from Algeria, I'm from Setif

***I'm*** "+nationality adjective". e.g. I'm Algerian, I'm British

\*If you are from somewhere that is quite far from the location where you're introducing yourself you can say: ***I come from*** "+place name" (this implies some kind of a journey).

\****I was born and raised in*** "+place name"

\****I was born in*** "+place name", ***raised in*** "+place name", ***but now based in*** "+place name". e.g. I was born in New York, raised in Washington, but now based in California.

\****I grew up in*** "+place name" ***but now live in*** "+place name". e.g. I grew up in Washington but now I live in California.

\****I'm originally from*** "+place name" ***but now based in*** "+place name"

\* If you want to say how long you've lived in a certain place it's a perfect opportunity to use the ***perfect tense.***

e.g. ***I've been living in*** New York for four years. ***I've spent the last*** ten years ***in*** California. You can also say: ***I moved to*** London a few years/ four years ***ago.***

#### Position and Company:

\****I work at /for*** "+company name" ***in the*** "+ department name". e.g. I work for Google in the marketing department.

\* ***I am a*** manager ***at*** Starbucks. i.e. ***I am*** + a+ "position" + ***at*** + "company"

~Note that the prepositions ***at*** or ***for*** are used before the company name but the preposition ***in*** is Not.

\* ***I work in*** "+ general area". E.g. I work in sales.

But to give a specific position you can say: ***I work as*** a sales manager; ***I work as*** an account.

#### Qualifications:

\****I'm about to graduate/ I'm a*** "+subject" ***graduate*** or ***postgraduate (post grad).*** E.g. I'm a marketing graduate.

\****I have a BA/MA/ PhD degree in*** "+ subject". e.g. I have a bachelor of arts (BA) degree in English language teaching.

\*If you're taking courses you can say:

*I'm currently taking a course in maths/ I'm taking a course on pottery.*

**Note** that the preposition "in" is used when the course is *theoretical*(maths) and the preposition "on" is used when the course is *practical* (pottery).

*\*I have completed a "number-unit of time in the singular form" course in/on "subject".* E.g. I have completed a seventy two-hour course on cake design.

~Note that the unit of time "*hour*" is in the singular form and that there is a dash between the number "*seventy two*" and the unit of time "*hour*".

### Experience:

*\*I have "number" years/months of experience in the "occupation" field.*

e.g. I have two years of experience in the marketing field/ I have three years of experience in teaching.

*\*I worked in marketing for two years.*

### Family:

*\*I'm from a family of four.*

**Be careful: Don't say:** ~~We are four in our family.~~ Instead you can say: *We are a family of four.*

\*You can say *I have two brothers and two sisters* or *I have four siblings.* (the word *siblings* refers to brothers and sisters without specifying their gender)

*\*I'm one of five siblings.*

*\*I'm an only child.*

*\* I live with my family in....*

*\*I've been married for.../ we've been together for.../ we've been engaged for.....*

*\*I've got twin girls/ two boys/...*

*\*I have a two-year old boy/ girl*

### Hobbies:

*\*I'm a big fan of....*

*\* I'm a keen runner/ reader/ tennis player*

*\*I like reading/ swimming (i.e. noun +ing) or I like to run/swim*

*\*I enjoy swimming/reading/ playing tennis (enjoy+ gerund)*

### Age:

*\*I'm twenty two (years old)*

*\*I'm in my mid/early/ late twenties/ thirties (i.e. decade +s)*

Also: *She is twenty something/ she is thirty something...*

**Task:** Use the previously mentioned expressions to introduce yourself. Remember to condense your sentences to form a fluent coherent presentation.

## ***Formal Introductions***

**MARGARET:** Mr. Wilson, I'd like you to meet Dr. Edward Smith.

**MR. WILSON:** It's nice to meet you, Dr. Smith.

**DR. SMITH:** Pleasure to meet you, too.

**MARGARET:** Dr. Smith is an economist. He just finished writing a book on international trade.

**MR. WILSON:** Oh? That's my field, too. I work for the United Nations.

**DR. SMITH:** In the Development Program, by any chance?

**MR. WILSON:** Yes. How did you guess?

**DR. SMITH:** I've read your articles on technical assistance. They're excellent.

## ***LANGUAGE NOTES***

- ***Mr. Wilson, I'd like you...*** "Mr. Wilson," is pronounced with a rising intonation which is used to address someone. Listen for the "d" in "I'd like." This means I would like, which is very different from I like. ("I'd like" means the same as "I would like" or "I want.")
- ***Dr. Smith is an economist.*** Notice the stress on "economist." This content word has new information, so it is emphasized. There are four syllables in "economist," with the stress on the second syllable (e-CON-o-mist).
- ***He just finished writing...*** "just" means the very recent past. "Just" is usually used with a simple past verb because the action is complete. However, it can also be used with the present perfect (He's just finished writing ...).
- ***Development program.*** Since these two words make a compound noun, the main stress falls on "development."
- ***By any chance?*** Means the same as "possibly." Notice the rising intonation, which is used in yes/no questions to confirm that something is true.

## *Informal Introductions*

**JIM:** Who's the tall woman next to Barbara?

**CHARLES:** That's her friend Mary. Didn't you meet her at Steve's party?

**JIM:** No, I wasn't at Steve's party.

**CHARLES:** Oh! Then let me introduce you to her now. Mary, this is my friend Jim.

**MARY:** Hi, Jim. Nice to meet you.

**JIM:** You, too. Would you like a drink?

**MARY:** Sure, let's go get one

## LANGUAGE NOTES

- “**Who’s**” is the contracted form of who is. It is pronounced the same way as “whose” (/huwz/), but the meaning is different.
- **Didn’t you meet her ...?** Notice that this is a negative question. Charles thought that Jim had met Mary before. He is now surprised that Jim does not know Mary, and so he uses a negative question to show his surprise.
- **I wasn’t at Steve’s party.** Notice that the emphasis here is on “at” although prepositions normally have weak stress. In this case, “at” means “there” (I wasn’t there).
- **Mary, this is my friend Jim.** This is a friendly way to introduce two people. It’s common to follow this with “**Jim, this is Mary.**” In this case, Mary says “**Hi, Jim**” first.
- **Nice to meet you.** This is a typical response after you’ve been introduced to someone.
- “**Sure**” is often used in informal conversation to mean “yes.”

## Session 5:

### Ted's day at school

*Ted tells his parents he did poorly on his chemistry test. They tell him he needs to get serious and study more.*

**Susan:** How's your day at school, Ted?

**Ted:** Bad! I had a chemistry test, and I **blew it!**

**Susan:** Maybe if you didn't **cut class** so often; you'd do better.

**Bob:** That's right, son. Stop **slacking off** and start **hitting the books**

**Ted:** But I **can't stand** chemistry class. Besides, it's a **lost cause**. That class is way **over my head**

**Susan:** You need to **buckle down**

**Ted:** When I'm a famous musician, people won't **give a hoot** about my knowledge of atoms and molecules.

**Bob:** That's **beside the point**.

**Susan:** We know you **have your heart set on** going to New York University

**Bob:** And you **don't stand a chance** of getting in there with such poor grades.

#### Idioms

(to) **blow something:** to spoil or botch something  
e.g. Brenda *blew* the interview and didn't get the job offer.

(to) **cut class:** to miss class without an excuse  
e.g. If you keep *cutting French class*, you're going to fail it

(to) **slack off:** to waste time  
e.g. I'd better stop *slacking off*. My project is due to in two days.

(to) **hit the books:** to start studying.  
e.g. *Hit the books!* I know you have a test tomorrow.

**Can't stand something/someone:** to hate it  
e.g. Peter *can't stand broccoli*. He simply refuses to eat it.

**A lost cause:** something is hopeless  
e.g. Simon spent five years studying Spanish. Finally, he realized it was a *lost cause*. He would never learn it.

Something **over one's head:** it is beyond one's understanding.  
e.g. This article is written for scientists. It is *over my head*.

(to) **buckle down:** to start working seriously  
e.g. if Ann *buckles down* now, she might be able to graduate this year.

(to) **not give a hoot:** to not care about.  
e.g. Tom likes to walk around in his pajamas-he doesn't *give a hoot* about what people think.

**Beside the point:** not relevant; not important.  
e.g. The reason you're late is *beside the point*. The fact is, your dinner is now cold.

(to) **have one's heart set on** something: to really want something  
e.g. Peter *has his heart set on* going to Paris this summer.

(to) **stand a chance:** to have a possibility of success  
e.g. Wilton High School has the best football team in the state. I'm afraid we *don't stand a chance* against them.

(to) **get real:** be serious or realistic about what's going on  
e.g. You think you're going to win 1million in the lottery? *Get real!*

**Exercise:** Choose the most appropriate reply to the following statements.

1. **Bob:** Susan I can't get my job back. It's a lost cause!

**Susan:** a. Lost! Maybe I can help you find it!

b. I know it's not a good cause!

c. I understand. You'll find something else.

2. **Ted:** it's getting late. I'd better start hitting the book.

**Bob:** a. Yes, that's a good idea. Spend some time studying.

b. Hit the books? Why don't you read them instead?

c. Why don't you study instead?

3. **Bob:** this book on computers is way over my head.

**Susan:** a. Over your head? It should be in front of your face.

b. Why don't you start with easier books?

c. Here! Try this book. It's more difficult.

4. **Nicole:** I've got my heart set on going to the school picnic

**Susan:** a. Okay. You should definitely go.

b. Really? Why don't you want to go?

c. I understand. Picnics can be boring.



## Session 6:

### Nicole's Day at School:

*Nicole tells her mother Susan about her successful presentation at school. Her brother Ted Overhears and interrupts the conversation*

**Susan:** How's your day at school, Nicole?

**Nicole:** it was great, Mom. I gave a presentation on Hillary Clinton in government class. Afterwards, my teacher **paid me a complement**.

**Susan:** What did she say?

**Nicole:** She said my presentation was **head and shoulders above** the others.

**Susan:** **Way to go!**

Nicole: she also said I should **go into** politics, just like Hillary.

**Ted:** You're so **gung ho** about school. It **drives me crazy**.

**Nicole:** Ted, **don't butt in!** You're just jealous.

Ted: Right. You **hit the nail on the head**. I'm **green with envy**.

Nicole: Would you just **shut up?** You're **on thin ice with** me right now.

Ted: Oh no! Look at me. I'm **shaking in my shoes!**

Idioms
(to) <b>pay (someone) a complement:</b> to offer someone an admiring comment. e.g. The teacher <i>paid Mathew a complement</i> . He said he had a good American pronunciation.
(to be) <b>Head and shoulders above</b> someone else: be superior to someone e.g. I can't believe you only won second in the competition. You were <i>head and shoulders above</i> the first prize winner!
<b>Way to go!:</b> good work! e.g. That was an interesting essay you wrote. <i>Way to go!</i>
(to) <b>go into:</b> to enter a profession.

e.g. Do you like solving people's problems? If so, you should consider <i>going into</i> psychology.
(to be) <b>gung ho:</b> very excited; very enthusiastic about something e.g. John is really <i>gung ho</i> about his new job.
(to) <b>drive one crazy:</b> to annoy someone very much. e.g. Please stop <i>chewing gum</i> so loudly. It's <i>driving me crazy!</i>
(to) <b>butt in:</b> to interrupt; to interfere. e.g. Joe is very rude. He always <i>butts in to</i> other people's conversations.
(to) <b>hit the nail on the head:</b> to be right e.g. Steve <i>hit the nail on the head</i> with his idea of moving his company's manufacturing to China
(to be) <b>green with envy:</b> desiring another's advantages or things e.g. You won the lottery! I'm <i>green with envy</i> .
<b>Shut up:</b> be quiet; stop speaking e.g. Chris talked for four hours. I thought he'd never <i>shut up</i> .
(to be) <b>on thin ice</b> (with someone): to be temporarily on somebody's bad side; to be in a dangerous position. e.g. Bob was <i>on thin ice</i> with mom after he spent his lunch money on candy bars.
(to) <b>shake in one's shoes:</b> to tremble with fear; to be afraid. e.g. During the storm. Billy was hiding under the table and was really <i>shaking in his shoes</i> .

**Exercise:** Fill in the blanks with the missing word

- Nicole is in a good mood because her teacher .....her a complement.  
a. told                      b. paid                      c. provided
- When you do something good. Your boss might tell you: way.....  
a. to go                      b. to come                      c. to act
- Nicole's teacher told her she was.....and shoulders above her classmates.  
a. elbow                      b. neck                      c. head
- When my friend Chad told me he just won the lottery, I was .....with envy  
a. blue                      b. green                      c. red
- When the robber entered my house, I was in the kitchen shaking in my.....  
a. slippers                      b. pajamas                      c. shoes

## Session 7: Bob's Day at Work

*Bob works as a manager in a furniture store. Peter, his boss, is unhappy about sales. Bob's new advertising campaign hasn't helped. Peter decides to fire him.*

**Peter:** Bob, I hate to **break the news** but our sales were down again last month.

**Bob:** Down again, Peter?

**Peter:** Yeah. These days, everybody's shopping at our competition, Honest Abe's Furniture Store.

**Bob:** But everything in there **costs an arm and a leg!**

**Peter:** That's true. They charge **top dollar**.

**Bob:** And their salespeople are very strange. They really **give me the creeps!**

**Peter:** Well, they must be doing something right over there. Meanwhile, we're **about to go belly-up**.

**Bob:** I'm sorry to hear that. I thought my new advertising campaign would **save the day**.

**Peter:** **Let's face it:** your advertising campaign was **real flop**.

**Bob:** Well then I'll **go back to the drawing board**.

**Peter:** it's too late for that. You're fired!

**Bob:** What? You're **giving me the ax?**

**Peter:** Yes. I've already found a new manager. She's as **sharp as a tack**.

**Bob:** Can't we even **talk this over?** After all, I've been working here for 10 years!

**Peter:** There's **no point in** arguing, Bob. I've already **made up my mind**.

**Bob:** Oh well, **at least** I won't have to **put up with** your non-sense anymore! Good-bye to you and good-bye to this **dead-end job**.

**Peter:** Please leave before I **lose my temper!**

<i>Idioms:</i>
<b>About to:</b> ready to; on the verge of; at the point of e.g. I'm glad you're finally home. I was <i>about to</i> have dinner without you.
<b>After all:</b> despite everything; when everything has been considered; the fact is. E.g. You'd better invite Ed to your party. <i>After all</i> , he's a good friend.
<b>At least:</b> anyways; the good thing is that... e.g. We've run out of coffee, but <i>at least</i> we still have tea.
<b>(to) break the news:</b> to make something known. e.g. Ann and Ed are getting married but they <i>haven't yet broken the news</i> to their parents.
<b>(to) cost an arm and a leg:</b> to be very expensive e.g. A college education in America <i>costs an arm and a leg</i> .
<b>Dead-end job:</b> a job that won't lead to anything else. e.g. Diane realized that working as a cashier was a <i>dead-end job</i> .
<b>(let's) face it:</b> accept a difficult reality. e.g. <i>Let's face it</i> , if you don't have a college degree, it can be difficult to find a high-paying job.
<b>(to) give one the creeps:</b> to create a feeling of disgust or horror. E.g. There was a strange man following me. He was <i>giving me the creeps!</i>
<b>(to) go back to the drawing board:</b> to start a task over because the last try failed; to start again from the beginning. e.g. Frank's new business failed. So he had to <i>go back to the drawing board</i> .
<b>(to) go belly-up:</b> to go bankrupt e.g. The company lost \$3 million last year. They might <i>go belly-up</i> .
<b>(to) give someone the ax:</b> to fire someone. e.g. Poor Paul! He <i>was given the ax</i> two days before Christmas.
<b>(to) lose one's temper:</b> to become very angry e.g. Bob <i>loses his temper</i> when his kids talk on the phone during dinner.
<b>(to) make up one's mind:</b> to reach a decision; to decide e.g. I couldn't <i>make up my mind</i> whether to attend Harvard or Stanford.
<b>No point in:</b> no reason to; it's not worth (doing something) e.g. There's <i>no point in</i> worrying about things you can't change.
<b>(to) put up with:</b> to endure without complain e.g. I don't know how Len <i>puts up</i> with his mean boss every day.
<b>Real flop / flop:</b> a failure e.g. The company was in trouble after its product <i>flopped</i> .
<b>(as) sharp as a tack:</b> very intelligent e.g. Anna got a scholarship to Yale. She's <i>as sharp as a tack</i> .
<b>(to) talk over:</b> to discuss. e.g. Dave and I spent hours <i>talking over</i> the details of the plan
<b>Top dollar:</b> the highest end of price range; a lot of money e.g. wait until those jeans go to sale. Why pay <i>top dollar</i> .

## Session 8: Bob Returns Home with Bad News

Bob tell his wife Susan that he lost his job. Susan suggests that he starts his own business

**Susan:** What's the matter, dear?

**Bob:** Susan, I got canned today at work.

**Susan:** but Bob, you were Peter's right-hand man!

**Bob:** Yes, and he stabbed me in the back.

**Susan:** Keep your chin up. Maybe he'll change his mind and take you back.

**Bob:** When pigs fly! Once he makes up his mind, he never changes it. Besides, I told him off.

**Susan:** Look on the bright side: you won't have to set eyes on Peter again.

**Bob:** Thank Goodness for that!

**Susan:** Hang in there. I'm sure you won't be out of work for long.

**Bob:** In the meantime, we'll have to live from hand to mouth.

**Susan:** Don't get too stressed out, Bob. We'll make ends meet.

**Bob:** I can always get a job at McDonalds as a last resort.

**Susan:** I don't think they're hiring right now.

**Bob:** If worse comes to worst, we can sell our home and move into a tent.

Susan: Let's think big! Maybe you can start your own business.

Bob: Easier said than done!

### Idioms

**(to) change one's mind:** to change one's opinion or decision  
e.g. Tom wasn't going to Bora Bora but he *changed his mind* the last moment

**Easier said than done:** more difficult than you think

e.g. You want to climb Mount Everest? *Easier said than done!*

**(to) get canned** [slang]: to lose one's job; to get fired  
e.g. After Chris *got canned*, it took him a year to find a new job.

**(to) hang in there:** to preserve; to not give up  
e.g. *Hang in there*, Don! Your invention will soon be a success.

**If worse comes to worst:** in the worst case; if absolutely necessary.  
e.g. Ted's car isn't running well. *If worse comes to worst*, he can take the bus to school.

**(to) set eyes on:** to look at; to see for the first time  
e.g. Ted was in love from the moment he *set eyes on* Amber

**(to) stab someone in the back:** to betray someone  
e.g. *Jill stabbed her friend Heather in the back* by stealing her project

**(to be) stressed out:** to be under severe strain; very anxious  
e.g. Al is so *stressed out* about his job that he can't sleep at night.

**(to) tell off:** to scold; to tell someone in strong words what one really thinks  
e.g. Jane *told Tom off* before breaking up with him.

**Thank goodness:** I'm grateful; I'm relieved  
e.g. Susan: "*Thank goodness* you're back home! I was worried about you"

**(to) think big:** to set high goals  
e.g. Why run for Governor of N.Y? *Think big*: run for President of the U.S!

**What's the matter?** What's the problem?

**When pigs fly!** [slang] Never  
e.g. Will Ted teach Nicole how to play the guitar? *When pigs fly!*

**(to) keep one's chin up:** to stay positive.  
e.g. *Keep your chin up!* You'll find your lost dog soon.

**last resort:** if there are no other alternatives left; last solution for getting out of a difficulty.  
e.g. I don't like medicines. I'll only take it as *a last resort*.

**(to) live from hand to mouth:** to barely have enough money to survive.  
e.g. George is really poor. He *lives from hand to mouth*.

**(to) look on the bright side:** to be optimistic; to think about the positive part or aspect of a situation. e.g. you lost your job? *Look on the bright side*, now you'll have more free time

**(to) make ends meet:** to manage one's money so as to have enough to live; to be okay financially.  
e.g. If you can't *make ends meet*, you'll need to start spending less.

**Out of work:** unemployed; not working  
e.g. Gary was out of work for a year before finding a new job.

**Right-hand man:** the most helpful assistant or employee  
e.g. Juan's right-hand man helps him make all of his decisions.

## *Session 9:*

### *Asking Directions*

**MARK:** Excuse me. Could you tell me where the library is?

**NANCY:** Yes, it's that way. You go three blocks to Washington Street, then turn right. It's on the corner, across from the bank.

**MARK:** Thanks! I've only been in town a few days, so I really don't know my way around yet.

**NANCY:** Oh, I know how you feel. We moved here a year ago, and I still don't know where everything is!

#### LANGUAGE NOTES

- ***Could you tell me...*** is slightly more polite than “Can you tell me ...?”
- ***Could you tell me where the library is?*** Notice that “library” is to be stressed here because it is the word with the important information. This is an indirect question, so the subject (the library) comes before the verb (is). The word order is reversed in a direct question (Where is the library?).
- ***Yes, it's that way.*** Notice the stress on “***that***” . The speaker is pointing in a certain direction and wants to emphasize that direction.
- ***I know how you feel*** is a way of saying “I understand.” Notice the emphasis on “feel.” The speaker wants to show empathy and understanding.
- ***I still don't know where everything is!*** Notice the word order of where “*everything is.*” The subject (everything) comes before the verb (is). This word order is different from the direct question (Where is everything?).

## Session 10:

### *At the Supermarket*

**LOUISE:** Hey, Julia ... Look at those desserts! How about baking some cookies today?

**JULIA:** Hmm... Yeah, that's a great idea! While we're here, let's pick up the ingredients.

**JULIA:** OK, what do we need?

**LOUISE:** The recipe calls for flour, sugar and butter. Oh, and we also need eggs and chocolate chips.

**JULIA:** Why don't you get the dairy ingredients? You'll find those in the refrigerated section in the back of the store. I'll get the dry ingredients — they're in aisle.

**LOUISE:** Great! Let's meet at the checkout.

**JULIA:** OK. See you there.

## LANGUAGE NOTES

- **How about** is a casual way to suggest doing an activity. Notice that “how about” is followed by an “-ing” verb.
- **Hmm...** Notice that Julia pauses for a moment. “Hmm” is an expression used to think about something first before speaking.
- **That's a great idea!** Notice the emphasis on “great.” Julia has thought about it and then decided that she really does want to bake cookies.
- **The recipe calls for** is a way of saying “the recipe says we need.” The phrase “call for” can also be used to talk about the weather forecast. (They're calling for rain.)
- **...flour, sugar and butter.** Notice that this is a list, so there are short pauses between each item. Notice also that each ingredient is stressed because this information is important.
- **Why don't you ...** This expression is used to ask someone to do something. It can also be used to give advice — but in this case two friends are deciding on who does which task.
- **Aisle:** Notice the silent “s” in aisle. An aisle is an orderly lane in a supermarket, with shelved products on both sides. Each aisle has a number, so that it is easy to find what you need.

## Session 11: Ted Goes out for the Evening

*Ted leaves to go visit his girlfriend Amber. Ted's mother, Susan, says she doesn't really like Amber. She wishes him a good time anyway.*

**Ted:** See you later, mom?

Susan: Where are you going, Ted?

**Ted:** I told Amber I'd **drop by**.

**Susan:** What are you two going to do?

**Ted:** Maybe go to the movies or to a party. Our plans are still **up in the air**.

**Susan:** Why don't you invite her over here?

**Ted:** I don't want to **hang around** here. Dad is really **down in the dumps**.

**Susan:** Is Amber the girl with the nose ring and the purple hair?

**Ted:** Yeah. I'm **crazy about her!**

**Susan:** Don't **take this the wrong way**, but she's not exactly my **cup of tea**.

**Ted:** **Take it easy**, Mom. We're not about to get married. We just enjoy **hanging out** together.

**Susan:** I guess **there's no accounting for taste**. **Have a good time**.

Ted: Don't worry. **We'll have a blast!**

Susan: (**under her breath**) That's what I'm afraid of!

<i>Idioms</i>
<b>(to) be crazy about:</b> to like very much e.g. Amy is so <i>crazy about</i> golf, she'd like to play every day.
<b>Cup of tea:</b> the type of person or thing that one generally likes e.g. I know Joy is nice, but she's simply <i>not my cup of tea</i> . <b>Note:</b> This expression is almost always used in the negative. <i>She's <u>not</u> my cup of tea.</i>
<b>(to) be down in the dumps:</b> to feel sad; to be depressed

e.g. It's easy to feel down in the dumps when it's raining outside.

**(to) drop by:** to pay a short, often unannounced, visit  
e.g. If we have time before the movie, *let's drop by* Bill's house.

**(to) hang around:** to spend time idly; to linger  
e.g. We had to *hang around* the airport for six hours because our flight was delayed.

**(to) hang out:** to spend time (often doing nothing)  
e.g. Kathy and her friends like to *hang out* in the mall.  
**Note:** "hang out with" means to keep company with someone.

**(to) have a blast:**[slang] to enjoy oneself very much.  
e.g. Heather spent her spring break in Fort Lauderdale. *She had a blast!*

**Take it easy:** relax; don't worry

**(to) take something the wrong way:** to take offense  
e.g. Don't take this the wrong way, but I liked your hair better before you got it cut.  
**Note:** this expression is often used in the negative form: "*Don't take this the wrong way, but....*"

**There's no accounting for taste:** it's impossible to explain individual likes and dislikes  
e.g. Ted like to put sugar in his spaghetti. I guess *there's no accounting for taste*.

**Under one's breath:** quietly; in a whisper  
e.g. Mike agreed to take out the garbage, saying *under his breath*, "I always do the dirty work around here"

**Exercise:** Fill in the blank with the missing word

- Bob was fired. It's not surprising that he's down....the dumps.
- Ted thinks Amber is wonderful. He's just crazy.....her.
- "Don't .....this the wrong way, but I really don't like your girlfriend" said Susan to Ted.
- Ted like to hang.....with Amber. She's fun to be with.
- Ted decided to go over to Amber's house. He'd promised her he'd drop .....
- Bob and Susan don't know where they'll go on vacation. Their travel plans are still up in the .....
- Judy muttered something nasty .....her breath, but I couldn't quite hear her.
- Why are hanging.....the house on such a beautiful day? You should be outside enjoying the weather.

## ***Session 12:***

### ***Can you Say that again:***

**LUKE:** Hello? Hi, Stephanie, how are things at the office?

**STEPHANIE:** Hi, Luke! How are you? Can you please stop and pick up extra paper for the computer printer?

**LUKE:** What did you say? Can you repeat that, please? Did you say to pick up ink for the printer? Sorry, the phone is cutting out.

**STEPHANIE:** Can you hear me now? No, I need more computer paper. Listen, I'll text you exactly what I need. Thanks, Luke.  
Talk to you later.

**LUKE:** Thanks, Stephanie. Sorry, my phone has really bad reception here.

## **LANGUAGE NOTES**

- There are a few ways to express a lack of understanding and to request additional information. The most common ones are stated, but you can also say “***Excuse me***” or simply “***I can't hear you.***” In a more formal situation, try saying “***I'm sorry?***” or “***I beg your pardon?***” (with a rising intonation).
- When asking someone to clarify information try saying ***Can you please repeat that? / Can you spell that for me? / Can you please write down the address for me?***
- ***Cutting out*** describes a difficulty in understanding a caller due to poor cell phone reception. If you are having trouble understanding the caller, you can also say ***The line is breaking up / I am losing you.*** If the phone call is disconnected because of poor reception, you can say ***The call dropped.***
- ***Talk to you later*** is the equivalent in a phone conversation of “***See you later***” in a regular, face-to-face conversation.
- ***Reception here*** means the availability of cellular service, the possibility to receive and give calls on a cellphone. Cellphone reception can be limited in remote areas, inside large buildings or underground (in the subway, for instance).