



Instituto de Educação, Ciência
e Tecnologia do Maranhão

Manual de Língua Inglêsa

**Oficina
Jane Austen**



SECRETARIA DA
CIÊNCIA, TECNOLOGIA
E INOVAÇÃO



GOVERNO DO ESTADO DO MARANHÃO

Flávio Dino

Governador do Estado do Maranhão

Davi Telles

Secretário de Estado da Ciência, Tecnologia e Inovação

Jhonatan Almada

Reitor

Elinaldo Soares Silva

Diretor de Ensino

Dario Manoel Barroso Soares

Diretor de Pesquisa e Extensão

Emanuel Denner Lima de Sena Rosa

Diretor de Planejamento e Administração

EQUIPE DE ELABORAÇÃO:

Fernando Lago

Joniery Rubim

APRESENTAÇÃO

Jovem protagonista,

Ser estudante não é um momento na vida. Ser estudante é uma postura de vida inteira. Aproveitem e valorizem cada momento em nossa escola como oportunidade ímpar de aprendizagem, diálogo, convivência e construção pessoal e coletiva.

A equipe do Instituto Estadual de Educação, Ciência e Tecnologia do Maranhão (IEMA) trabalha permanentemente para que vocês tenham o melhor do mundo, em especial as condições e oportunidades para construir seu projeto de vida.

Nesse sentido, oferecemos nas férias as oficinas Souzinha de Matemática, Gonçalves Dias de Língua Portuguesa e Jane Austen de Língua Inglesa que servem como reforço escolar, pois os alunos que não tiveram um desempenho bom nessas disciplinas possam se dedicar nas oficinas para que no próximo semestre não tenham tanta dificuldade.

Contamos com o empenho de vocês para que o IEMA se fortaleça cada vez mais e se torne referência em ensino técnico de tempo integral.

Um cordial abraço,

Jhonatan Almada
Reitor do IEMA

JANE AUSTEN - ESCRITORA INGLESA (BIOGRAFIA)

Jane Austen (1775-1817) foi uma escritora inglesa, considerada uma das maiores romancistas da literatura inglesa do século XIX, autora de clássicos como "Orgulho e Preconceito" e "Razão e Sensibilidade". Nasceu em Steventon, Hampshire, na zona rural da Inglaterra, no dia 16 de dezembro de 1775. Filha de George Austen, um reverendo anglicano, e de Cassandra Austen era a segunda menina entre sete irmãos, Cresceu em meio a um pequeno grupo social formado por uma classe abastada e religiosa. Com oito anos de idade, foi mandada para um colégio interno em companhia de sua irmã Cassandra, que se tornou sua melhor amiga por toda a vida.

Ainda na adolescência, já mostrava seu talento para as letras. A biblioteca da família era seu lugar preferido quando regressava do colégio interno. Com 17 anos escreveu sua primeira obra "Lady Susan", uma novela onde expõe as relações pessoais dos que viviam naquele tempo. Em 1797, Jane Austen já havia escrito mais dois romances, "Razão e Sensibilidade" e "Orgulho e Preconceito". Os textos foram oferecidos por seu pai a um editor, mas foram rejeitados.

Em 1801 a família mudou-se para Bath ponto de encontro da aristocracia britânica. Em 1805, após a morte do pai, Jane, sua irmã e sua mãe se mudaram para a vila inglesa de Chawton, onde um de seus irmãos lhes cedeu uma propriedade. Suas obras anteriormente recusadas pela editora, só foram publicadas em 1811 e 1813 respectivamente, sob o pseudônimo de "Uma Senhora". Posteriormente, as obras se transformaram em clássicos da literatura inglesa.

Jane Austen publicou ainda: "Mansfield Park" (1814) e "Emma" (1816). Com um texto carregado de ironia sutil, os romances de Jane buscavam retratar a sociedade provinciana da época e a busca das mulheres por um casamento como a única forma de ascender socialmente. Com seu poder de observação do cotidiano reuniu material suficiente para dar vida aos personagens de suas obras com uma aguda percepção psicológica e uma ironia sutil, dissimulada pela leveza da narrativa.

Jane Austen publicou ainda "Mansfield Park" (1814) e "Emma" (1816). No ano seguinte a sua morte foi publicado "Persuasão". Seu primeiro livro, "Lady Susan" só foi publicado em 1871. As obras "Os Watsons" e "Sanditons" que foram deixadas inacabadas foram completadas e publicadas, posteriormente, por um sobrinho da escritora, em 1871. A casa onde Jane, sua irmã e sua mãe moraram, hoje abriga uma casa-museu. O único retrato conhecido de Jane Austen é um esboço feito por sua irmã Cassandra, que se encontra na Galeria Nacional de Arte em Londres.

Jane Austen faleceu em Winchester, Inglaterra, no dia 18 de julho de 1817.



for Everyday Conversation

English for International Communication

*Fernando Lago
Jonierly Rubim*



Contents

Introductions and Small Talks 4

Dialogue 1-1: Formal Greetings 5

Dialogue 1-2: Informal Greetings and Farewells 7

Dialogue 1-3: Formal Introductions 9

Dialogue 1-4: Informal Introductions 11

Dialogue 1-5: What time is it? 13

Dialogue 1-6: Telephone Call 15

Dialogue 1-7: Can You Say That Again? 17

Dialogue 1-8: Coincidences 19

Around Town 21

Dialogue 2-1: Ordering a Meal 22

Dialogue 2-2: At the Doctor's Office 24

Dialogue 2-3: Asking Directions 26

Dialogue 2-4: Calling for Help 28

Dialogue 2-5: At the Supermarket 30

Dialogue 2-6: Running Errands 32

Dialogue 2-7: At the Post Office 34

Dialogue 2-8: Catching Up After Class 36

Dialogue 2-9: Shopping 38

Dialogue 2-10: Transportation 40

Pastimes and Activities 43

Dialogue 3-1: How Old Are You? 44

Dialogue 3-2: At the Movies 46

Dialogue 3-3: What Are You Good At? 48

Dialogue 3-4: What's Your Favorite Sport? 50

Dialogue 3-5: A Night at the Theater 52

Dialogue 3-6: Taking Vacation 54

Dialogue 3-7: At the PetStore 56

Dialogue 3-8: Giving Your Opinion 58

Dialogue 3-9: Hobbies 60

REFERENCES: 62

Introductions and Small Talks



Dialogue 1-1: Formal Greetings

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!

Role-Play – It’s Your Turn Now!

Dialogue 1-1: Formal Greetings

A: Good morning, Professor _____, _____?

B: Good morning, _____. I am doing well. And you?

A: I’m _____. This is my friend _____. _____ is thinking about applying to this college. _____ has a few questions. Would you mind telling us about the process, please?

B: Hello, _____! It’s a _____ to meet you. I’m more than happy to speak with you. Please stop by my office next week.

C: It’s a _____ to meet you, professor. _____ for helping us.

B: _____. Hopefully, I will be able to answer your questions!

LANGUAGE NOTE

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.



Dialogue 1-2: Informal Greetings and Farewells

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. Goodluck!

HELEN: Thanks. See you later.

Role-Play – It's Your Turn Now!

Dialogue 1-2: Informal Greetings and Farewells

A: Hi, _____! How's it going?

B: _____ – and you?

A: Just fine. Where are you _____?

B: To the _____. I've got a _____ exam _____ and need to start studying. Ugh.

A: _____. Well, I'll see you later then. Goodluck!

B: Thanks. _____.

LANGUAGE NOTE

“**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.”



Dialogue 1-3: 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.

Role-Play – It’s Your Turn Now!

Dialogue 1-3: Formal Introductions

A: _____, I’d like you to meet Dr. _____.

B: It’s _____, Dr. _____.

C: _____ to meet you, too.

A: Dr. _____ is _____ . He just finished writing a book on _____.

B: Oh? That’s my field, too. I work for the _____.

C: In the _____, by any chance?

B: Yes. How did you guess?

C: I’ve read your articles on _____.

They’re _____.

LANGUAGE NOTE

Mr. Wilson, I’d like you ... Notice the rising intonation on “Mr. Wilson,” 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.



Dialogue 1-4: 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.

Role-Play – It's Your Turn Now!

Dialogue 1-4: Informal Introductions

A: Who's the tall _____ next to _____?

B: That's her friend _____. Didn't you meet _____ at _____'s party?

A: No, I wasn't at _____'s party.

B: Oh! Then let me introduce you to _____ now. _____, this is my friend _____.

C: Hi, _____. _____ to meet you.

A: You, too. Would you like something to drink?

C: Sure, let's go get one.

LANGUAGE NOTE

“Who’s” is the contracted form of who is. It is pronounced the same way as “whose” (/huwz/), but the meaning is different.

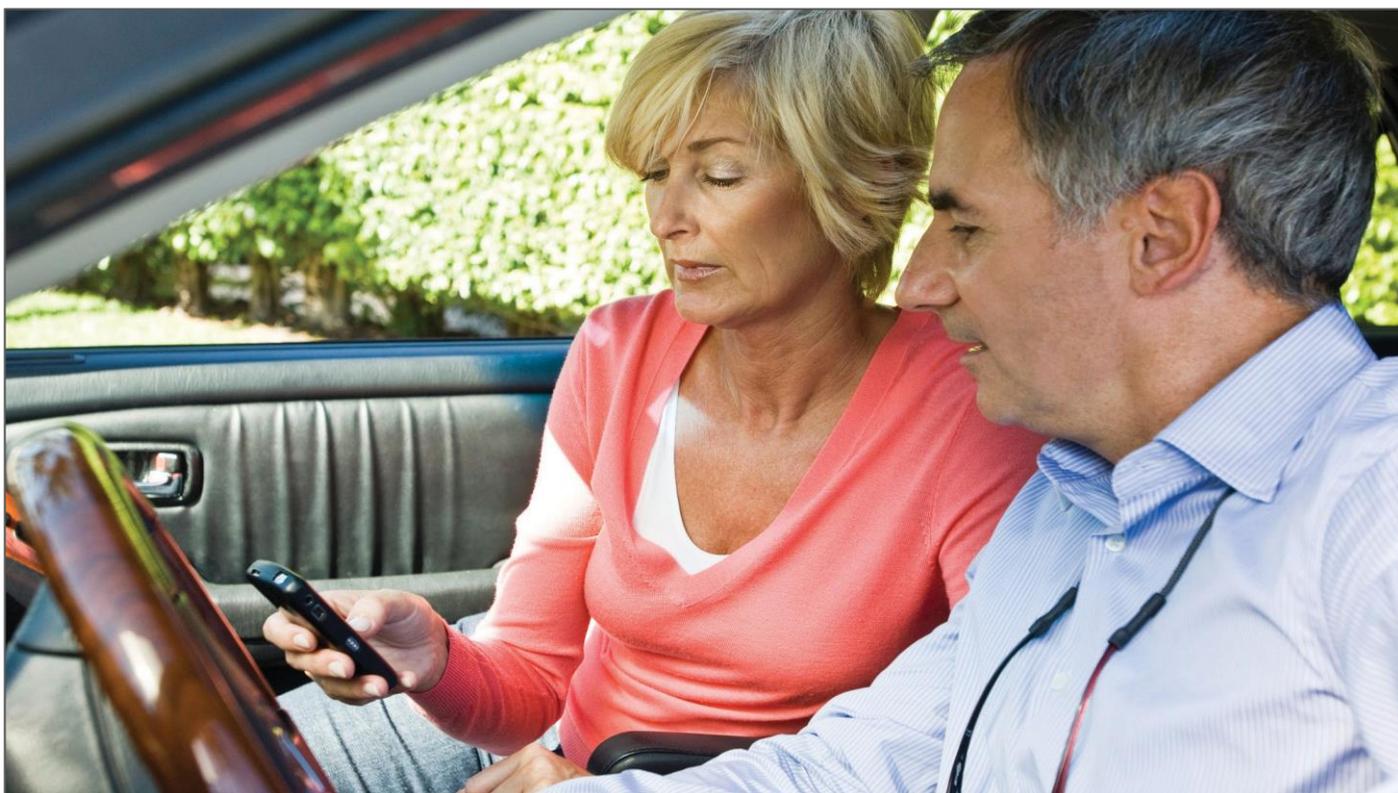
Didn’t you meet her ...? Notice that this is a negative question. Charles thought that Jim had met Mary before. He is now surprised that Jim does not know Mary, and so he uses a negative question to show his surprise.

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.”



Dialogue 1-5: What time is it?

NATASHA: What time is it? We're going to be late!

TONY: It's a **quarter after seven**. We're on time. Don't panic.

NATASHA: But I thought we had to be at the restaurant by **7:30** for the surprise party. We'll never make it there with all this evening traffic.

TONY: Sure we will. **Rush hour** is almost over. Anyway, the party starts at 8:00. But I do need help with directions. Can you call the restaurant and ask them where we park our car?

Role-Play – It’s Your Turn Now!

Dialogue 1-5: What Time Is It?

A: What time is it? We’re going to be late!

B: It’s _____. We’re _____. Don’t panic.

A: But I thought we had to be at the _____ by _____ for the surprise party. We’ll never make it there with all this _____ traffic.

B: Sure we will. Rush hour is almost over. Anyway, the _____ starts at _____. But I do need help with directions. Can you call the _____ and ask them where we park our car?

LANGUAGE NOTE

It’s a quarter after seven. This phrase is one of the most common ways of stating this time. It means: “It’s 15 minutes past 7:00.” Another possibility here is to simply say: “It’s seven fifteen.” In general you can say: “It’s a quarter past the hour.” How do we know the time of day? Look for context clues: “evening traffic.”

In the dialog, Natasha and Tony are going to a surprise party. They need to be on time. Therefore there is an element of stress and urgency. When someone is stressed for time you can use expressions like: *Don’t worry.* / *Don’t stress.* / *We’re fine.* / *We will be on time.*

Natasha thinks the surprise party begins at **7:30**. There are two different ways to express this time. You may say simply “seven thirty” or “half past seven.”

Rush hour is the time of day—usually in the morning and evening—when traffic is heavy because of people commuting to and from their workplace by bus, by car, by subway, on foot, etc.



Dialogue 1-6: Telephone Call

JOHN: Hi, Alice, it's John. How are you?

ALICE: Oh, hi, John! I was just thinking about you.

JOHN: That's nice. I was wondering if you'd like to go to a movie tonight.

ALICE: Sure, I'd love to! What's playing?

JOHN: I was thinking about that new comedy *Lights Out*. What do you think?

ALICE: Sounds great!

JOHN: OK, I'll pick you up around 7:30. The movie starts at 8:00.

ALICE: See you then. Bye!

Role-Play – It's Your Turn Now!

Dialogue 1-6: A Telephone Call

A: Hi, _____, it's _____. How are you?

B: Oh, hi, _____! I was just thinking about you.

A: That's nice. I was wondering if you'd like to go to a _____ tonight.

B: Sure, I'd love to! What's playing?

A: I was thinking about that new _____ . What do you think?

B: Sounds great!

A: OK, I'll pick you up around _____. The _____ starts at _____.

B: See you then. Bye!

LANGUAGE NOTE

Hi, Alice, it's John: Hi, _____, it's _____ is a casual and friendly way to say hello on the phone. Although "it's" means "it is," it is used to mean "I am" here.

Oh, hi, John! Notice the rising intonation here. Alice is excited to hear from John and is very pleased that he called her.

I was wondering if you'd like to ... This is a polite and indirect way of asking "Do you want to ...?" John is nervous and does not want to appear too direct or bold. Notice how the question goes up at the end, which shows that he is not overly confident.

Sure! I'd love to means "Yes, I would love to." Notice that Alice is very enthusiastic and friendly. She wants John to feel comfortable about asking her out on a date.

I was thinking about ... / What do you think? Again, John does not want to appear too bold. He wants to give Alice a chance to suggest a movie.

Sounds great! Is an informal way of saying "That is a good plan."

I'll pick you up is an informal way of saying "I'll come to your house so that we can go together."



Dialogue 1-7: 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.

Role-Play – It's Your Turn Now!

Dialogue 1-7: Can You Say That Again?

A: Hello? Hi, _____, how are things at the office?

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

A: 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.

B: Can you hear me now? No, I need more computer paper. Listen, I'll text you exactly what I need. Thanks, _____.

Talk to you later.

A: Thanks, _____. Sorry, my phone has really bad reception here.

LANGUAGE NOTE

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 cellphone 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).



Dialogue 1-8: Coincidences

JULIA: Well, hello there, Julia! Long time no see!

MEG: Meg! Hi! What a coincidence! I haven't seen you in ages! What are you doing here?

JULIA: I just got a new job in the city, so I'm shopping for some clothes. Hey, what do you think of this shirt?

MEG: Hmmm ... well, you know how much I love blue. See? I've got the same shirt!

JULIA: You always did have good taste! What a small world.

Role-Play – It’s Your Turn Now!

Dialogue 1-8: Coincidences

A: Well, hello there, _____! Long time no see!

B: _____! Hi! What a coincidence! I haven’t seen you in ages!
What are you doing here?

A: I just got a new job in the city, so I’m shopping for some _____.
Hey, what do you think of this _____?

B: Hmmm ... well, you know how much I love _____. See? I’ve got
the same _____!

A: You always did have good taste! What a small world.

LANGUAGE NOTE

A “**cold front**” means a large mass of cold air. It can be plural: There were multiple cold fronts this January.

Here “**supposed to**” refers to something that is intended or expected to happen: I thought it was supposed to rain today. This phrase can be used for many situations: I thought the train was supposed to arrive at 9:00 a.m. sharp.

Yeah / Yup / Uh huh are informal conversational cues used by native speakers in conversation. Each of these responses could be used here for “yes.” Gabriela affirms what Jennifer is saying. The most polite way to affirm a response is to say “yes.”

Listen for the emphasis on “**That’s what I read online this morning.**” This useful phrase can be used with other verbs to convey information: That’s what I heard on the radio. / That’s what I saw on TV. / That’s what I read online.

Chill / freezing / cold: These words describe cold weather. I feel the wind chill. / I feel the chill. / I am freezing. / I am cold.

Wind chill is the effect of the wind making the temperature feel colder on a person’s skin. This is an uncountable noun. The temperature is 4 degrees, but with the wind chill it feels like -8. These phrases are used in weather reports as well. The phrase “**driving down**” means “forcing to be lower” and can be used in many situations. An oversupply of new houses is driving down sales prices in the area

Around Town



Dialogue 2-1: Ordering a Meal

WAITER: Hello, I'll be your waiter today. Can I start you off with something to drink?

RALPH: Yes. I'll have iced tea, please.

ANNA: And I'll have lemonade.

WAITER: OK. Are you ready to order, or do you need a few minutes?

RALPH: I think we're ready. I'll have the tomato soup to start, and the roast beef with mashed potatoes and peas.

WAITER: How do you want the beef — rare, medium, or well done?

RALPH: Well done, please.

ANNA: And I'll just have the fish, with potatoes and a salad.

Role-Play – It's Your Turn Now!

Dialogue 2-1: Ordering a Meal

A: Hello, I'll be your waiter today. Can I start you off with something to drink?

B: Yes. I'll have _____, please.

C: And I'll have _____.

A: OK. Are you ready to order, or do you need a few minutes?

B: I think we're ready. I'll have the _____ to start, and the _____ with _____.

A: How do you want the _____ — rare, medium, or well done?

B: _____, please.

C: And I'll just have the _____.

LANGUAGE NOTE

Can I start you off with something to drink? Notice how the question starts with “Can.” Since this is a yes/no question, the intonation rises at the end.

And I'll have lemonade. Notice how Anna stresses “I'll” and “lemonade” to emphasize her choice.

Are you ready to order, or do you need a few minutes? The word “or” signals a choice here. Notice the rising intonation on order, and the falling intonation on minutes (the first choice is “Are you ready to order?” and the second choice is “Do you need a few minutes?”).

I'll have the tomato soup to start, and the roast beef with mashed potatoes and peas. Notice that “tomato soup,” “roast beef,” “mashed potatoes” and “peas” are stressed because the food order is the important information here. Notice also that “tomato soup,” “roast beef” and “mashed potatoes” are compound words. The stress falls on the second word in each phrase.

Well done, please. Notice that the subject and verb are omitted in the response; only the necessary information is given.

I'll just have the fish. Anna says “just” here to mean that she does not want a starter.



Dialogue 2-2: At the Doctor's Office

DOCTOR: What seems to be the problem?

CATHY: Well, I have a bad cough and a sore throat. I also have a headache.

DOCTOR: How long have you had these symptoms?

CATHY: About three days now. And I'm really tired, too.

DOCTOR: Hmm. It sounds like you've got the flu. Take aspirin every four hours and get plenty of rest. Make sure you drink lots of fluids. Call me if you're still sick next week.

CATHY: OK, thanks.

Role-Play – It’s Your Turn Now!

Dialogue 2-2: At the Doctor’s Office

A: What seems to be the problem?

B: Well, I have a _____ and a _____. I also have a _____.

A: How long have you had these symptoms?

B: About three days now. And I’m really tired, too.

A: Hmm. It sounds like you’ve got the _____. Take _____ every four hours and get plenty of rest. Make sure you drink lots of _____. Call me if you’re still _____ next week.

B: OK, thanks.

LANGUAGE NOTE

What seems to be the problem? means “What is the problem?” Notice that the intonation falls at the end of the question. The doctor wants information, not a “yes/no” answer.

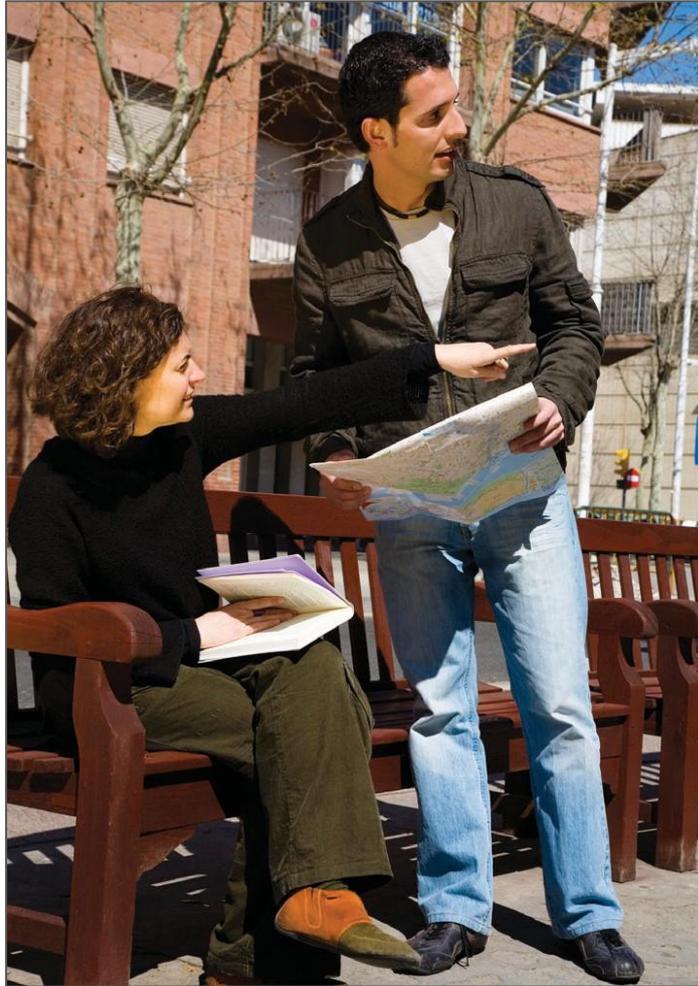
Well is used as an introductory word. Notice how the vowel is drawn out, to sound like “Weeeeeell ...” This can be used as a way to “buy time” while you think about what you want to say next.

A bad cough ... a sore throat ... a headache: Notice the article “a” before each symptom.

About is used to mean “more or less.” It’s used here to give an estimate of time.

Take aspirin ... get rest ... Make sure ... Call me: Notice the doctor uses the simple tense here to give instructions. This is the imperative form of the verb.

Still sick means “continue to be sick.”



Dialogue 2-3: 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!

Role-Play – It’s Your Turn Now!

Dialogue 2-3: Asking Directions

A: Excuse me. Could you tell me where the _____ is?

B: Yes, it’s that way. You go _____ blocks to _____ Street, then turn right. It’s on the corner, across from the _____.

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

B: Oh, I know how you feel. We moved here a _____ ago, and I still don’t know where everything is!

LANGUAGE NOTE

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 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?).



Dialogue 2-4: Calling for Help

PETER: Hey! That car just ran a red light and hit that truck!

GAIL: Is anyone hurt?

PETER: I don't know ... let's call 911. ... Hello? I'd like to report a car accident near the post office on Charles Street. It looks like a man is hurt. Yes, it just happened. OK, thanks. Bye.

GAIL: What did they say?

PETER: They're going to send an ambulance and a police car right away.

GAIL: Good, they're here. I hope the man is OK.

PETER: I know. You have to be so careful when you're driving.

Role-Play – It’s Your Turn Now!

Dialogue 2-4: Calling for Help

A: Hey! That car just ran a red light and hit that truck!

B: Is anyone hurt?

A: I don’t know ... let’s call 911. ... Hello? I’d like to report a car accident near the _____ on _____ Street. It looks like a man is hurt. Yes, it just happened. OK, thanks. Bye.

B: What did they say?

A: They’re going to send an ambulance and a police car right away.

B: Good, they’re here. I hope the man is OK.

A: I know. You have to be so careful when you’re driving.

LANGUAGE NOTE

Hey! This expression is used to show surprise. Notice how **That car just ran a red light and hit that truck!** is said with a lot of energy.

Is anyone hurt? This is a yes/no question, so the intonation rises at the end. Notice how this question is asked in a worried way.

911 is the phone number you dial for emergency services. The person who answers will ask you questions about the emergency situation and then send out the necessary emergency services, which may include police officers, firefighters and an ambulance.

I’d like to report a car accident near the post office on Charles Street. Notice how

the key words “car accident,” “post office” and “Charles Street” are stressed. These are the important details that the emergency services need.

It just happened is a way of saying “It happened a moment ago.” Notice the stress on “just,” which emphasizes that the accident happened very, very recently.

What did they say? Notice how “say” is emphasized, but the intonation falls at the end of the word. This is a “what” question, so the intonation falls at the end.



Dialogue 2-5: 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 10.**

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

JULIA: OK. See you there

Role-Play – It’s Your Turn Now!

Dialogue 2-5: At the Supermarket

A: Hey, _____... Look at those desserts! How about baking some _____ today?

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

B: OK, what do we need?

A: The recipe calls for flour, _____. Oh, and we also need _____.

B: 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 _____.

A: Great! Let’s meet at the checkout.

B: OK. See you there

LANGUAGE NOTE

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



Dialogue 2-6: Running Errands

HOTEL RECEPTIONIST: Hi, there. How can I help you?

CLAIRE: Well, I'm in town visiting for a few days, and I need to get some things done while I'm here.

HOTEL RECEPTIONIST: Sure. What do you need? I need to **get my hair cut**. I also need to **have my new pants hemmed**.

CLAIRE: I need to **get my hair cut**. I also need to **have my new pants hemmed**.

HOTEL RECEPTIONIST: OK. Here's a map of the city. There's a good hair salon here, which is just a block away. And there's a tailor right here. **Is there anything else?** Yes. I'll need to **have my car serviced before my long drive home!**

CLAIRE: Yes. I'll need to **have my car serviced before my long drive home!**

HOTEL RECEPTIONIST: No problem. There's a good mechanic a few blocks away.

Role-Play – It's Your Turn Now!

Dialogue 2-6: Running Errands

A: Hi, there. How can I help you?

B: Well, I'm in town visiting for a few days, and I need to get some things done while I'm here.

A: Sure. What do you need? I need to get my _____. I also need to have my new _____.

B: I need to get my _____. I also need to have my _____.

A: OK. Here's a map of the city. There's a good hair salon here, which is just a block away. And there's a _____ right here. Is there anything else? Yes. I'll need to have my _____ before my long drive home!

B: Yes. I'll need to have my car serviced before my long drive home!

A: No problem. There's a good _____ a few blocks away.

LANGUAGE NOTE

Hi, there. Notice the intonation in this greeting. It rises after "Hi" and falls after "there."

Sure is a friendly expression to mean "OK."

Get my hair cut / have my new pants hemmed / have my car serviced. Notice get/ have + object + participle. This structure is used to describe actions that someone else does for us. "Get" and "have" are interchangeable here.

Is there anything else? here means "Do you need more information?"

Before my long drive home! Notice the emphasis and intonation on "home." The speaker wants to show humor here. If she doesn't get her car checked, she might not get home! She wants to be friendly and light with the receptionist.

No problem here means "Don't worry." Notice the stress on "No." The receptionist laughs first, then puts emphasis on "No" by lengthening the word. This shows that she understands the car could break down if it doesn't get serviced.



Dialogue 2-7: At the Post Office

POSTAL CLERK: What can I do for you today?

CAROL: I need to mail this package to New York, please.

POSTAL CLERK: OK, let's see how much it weighs ... it's about five pounds. If you send it express, it will get there tomorrow. **Or you can send it priority** and it will get there by Saturday.

CAROL: Saturday is fine. How much will that be?

POSTAL CLERK: **\$11.35** [eleven thirty-five]. Do you need anything else?

CAROL: **Oh, yeah!** I almost forgot. I need a book of stamps, too.

POSTAL CLERK: OK, **your total comes to \$20.35** [twenty dollars and thirty-five cents].

Role-Play – It’s Your Turn Now!

Dialogue 2-7: At the Post Office

A: What can I do for you today?

B: I need to mail this package to _____, please.

A: OK, let’s see how much it weighs ... it’s about _____ pounds. If you send it express, it will get there tomorrow. Or you can send it priority and it will get there by _____.

B: _____ is fine. How much will that be?

A: \$_____ [_____]. Do you need anything else?

B: Oh, yeah! I almost forgot. I need a _____, too.

A: OK, your total comes to \$_____ [_____].

LANGUAGE NOTE

What can I do for you today? Notice that this question starts with “What,” so the intonation drops at the end of the question.

Or you can send it priority ... Notice the stress on “or,” which emphasizes that there is another possibility.

\$11.35 ... \$20.35 Notice the two different ways the postal clerk says the price. First he says eleven thirty-five (without the words dollars and cents), then he says twenty dollars and thirty-five cents.

Oh, yeah! is an expression used here to mean “I just remembered something.” It’s often followed by “I almost forgot.”

Your total comes to ... is a way of saying “the cost is”.



Dialogue 2-8: Catching Up After Class

LINDA: Hey! How did your physics exam go?

FRANK: Not bad, thanks. I'm just glad it's over! How about you ... how'd your presentation go?

LINDA: Oh, it went really well. Thanks for helping me with it!

FRANK: No problem. So ... do you feel like studying tomorrow for our math exam?

LINDA: Yeah, sure! Come over around 10:00, after breakfast.

FRANK: All right. I'll bring my notes.

Role-Play – It’s Your Turn Now!

Dialogue 2-8: Catching Up After Class

A: Hey! How did your _____ exam go?

B: Not bad, thanks. I’m just _____ it’s over! How about you ... how’d your presentation go?

A: Oh, it went really well. Thanks for helping me with it!

B: No problem. So ... do you feel like studying tomorrow for our _____ exam?

A: Yeah, sure! Come over around _____, after _____.

B: All right. I’ll bring my notes.

LANGUAGE NOTE

Hey! is a friendly expression meaning “hello.”

How did your physics exam go? is a way of saying “How was your physics exam?”

I’m just glad ... Notice the stress on “glad.” “Just” is used for emphasis before an adjective here.

How about you ... Notice the intonation falls here because the speaker is going to follow it up with a detailed question.

How’d your presentation ... Notice the contraction for “How did” sounds like /howdj/ and “your” sounds like /yer/.

Do you feel like here has the meaning of “do you want to.” Notice “do you feel like” is followed by an “-ing” verb (studying).

Come over here has the meaning of “come to my house.”

Notes Students take notes about what the teacher says during a lecture.



Dialogue 2-9: Shopping

SALESPERSON: Can I help you?

GLORIA: Yes, I'm looking for a sweater — in a size medium.

SALESPERSON: Let's see ... here's a nice white one. What do you think?

GLORIA: I think I'd rather have it in blue.

SALESPERSON: OK ... here's blue, in a medium. **Would you like to try it on?**

GLORIA: OK ... yes, I love it. **It fits perfectly.** How much is it?

SALESPERSON: It's \$50. It will be \$53, with tax.

GLORIA: Perfect! I'll take it.

Role-Play – It's Your Turn Now!

Dialogue 2-9: Shopping

A: Can I help you?

B: Yes, I'm looking for a _____ — in a size _____.

A: Let's see ... here's a nice _____ one. What do you think?

B: I think I'd rather have it in _____.

A: OK ... here's _____, in a _____. Would you like to try it on?

B: OK ... yes, I love it. It fits perfectly. How much is it?

A: It's \$_____. It will be \$_____, with tax.

B: Perfect! I'll take it.

LANGUAGE NOTE

Can I help you? or “May I help you?” is what a salesperson normally says to greet a customer.

I'm looking for a here means “I don't know exactly which one I want.”

Size medium. Clothing usually comes in small, medium and large sizes. Some women's clothing comes in number sizes, usually ranging from 2 to 16.

Let's see ... An expression used when a person wants to think something over, to make a choice or decision, or to look for something.

I'd rather have it in here means “I don't like this exact one. I would prefer it in a different” color/size/material, etc.

Would you like to ...? is a polite way to ask “Do you want to ...?”

Try it on means to test the fit or appearance of a garment by putting it on. “Try on” is a separable phrasal verb, so the object “it” goes between “try” and “on.”

How much is it? means “How much does it cost?” Notice that the main sentence stress falls on “is” in this question.

I'll take it means “I will buy it.”



Dialogue 2-10: Transportation

JOYCE: Should we take a taxi or a bus to the mall?

BILL: Let's take a bus. It's impossible to get a taxi during rush hour.

JOYCE: Isn't that a bus stop over there?

BILL: Yes ... Oh! There's a bus now. We'll have to run to catch it.

JOYCE: Oh, no! We just missed it.

BILL: No problem. There'll be another one in 10 minutes.

Role-Play – It's Your Turn Now!

Dialogue 2-10: Transportation

A: Should we take a _____ or a _____ to the mall?

B: Let's take a _____. It's impossible to get a _____ during rush hour.

A: Isn't that a _____ over there?

B: Yes ... Oh! There's a _____ now. We'll have to run to catch it.

A: Oh, no! We just missed it.

B: No problem. There'll be another one in _____ minutes.

LANGUAGE NOTE

Should we ... or ...? Is a way of asking “Which is better?” “Should” is used to ask for an opinion. Note that we do not say “Will” here.

Take a taxi or a bus? The word “or” signals a choice here. Notice the rising intonation on taxi (the first choice) and falling intonation on bus (the second choice).

Let's (Let us) means “I think we should do this.”

Rush hour is the time of day when most people are going to or from work. In most American cities, rush hour is from about 7:30 to 9:00 a.m. and from about 4:30 to

6:30 p.m. Notice that “rush hour” is a compound noun, with the main stress on the first word.

Isn't that This is a negative question. The speaker expects an affirmative answer. It is used to check information.

Bus stop is a compound noun, with the main stress on the first word.

Oh! is an exclamation used to express alarm or surprise.

Oh, no! is an expression used to express disappointment.

We just missed it here means “We arrived a moment too late to get the bus.” Notice the emphasis on “just” to show the very recent past.

Pastimes and Activities



Dialogue 3-1: How Old Are You?

PATTY: I'm really excited for Aunt Mary's surprise birthday party this afternoon! Aren't you?

SUSAN: Yeah! How old is she?

PATTY: She'll be 55 on May 14[fourteenth].

SUSAN: Wow! I didn't know that my mom was older — she's going to be 57 on September 2 [second]. Anyway, Aunt Mary's going to be so surprised to see us all here!

PATTY: I know! But we still have to get all the food set up before she gets here ... OK! We're all ready now. Shh! She's here!

ALL: Surprise!

Role-Play – It’s Your Turn Now!

Dialogue 3-1: How Old Are You?

A: I’m really excited for _____ surprise birthday party this afternoon! Aren’t you?

B: Yeah! How old is _____?

A: _____’ll be _____ on _____ [_____].

B: Wow! I didn’t know that my _____ was older — _____’s going to be _____ on _____ [second]. Anyway, _____ going to be so surprised to see us all here!

A: I know! But we still have to get all the _____ set up before _____ gets here ... OK! We’re all ready now. Shh! _____’s here!

C: Surprise!

LANGUAGE NOTE

I’m really excited ... Notice the emphasis on “really.” “Really” is used to emphasize the adjective “excited” here.

Birthday party Notice that the normal stress for a compound noun falls on the first element of the compound.

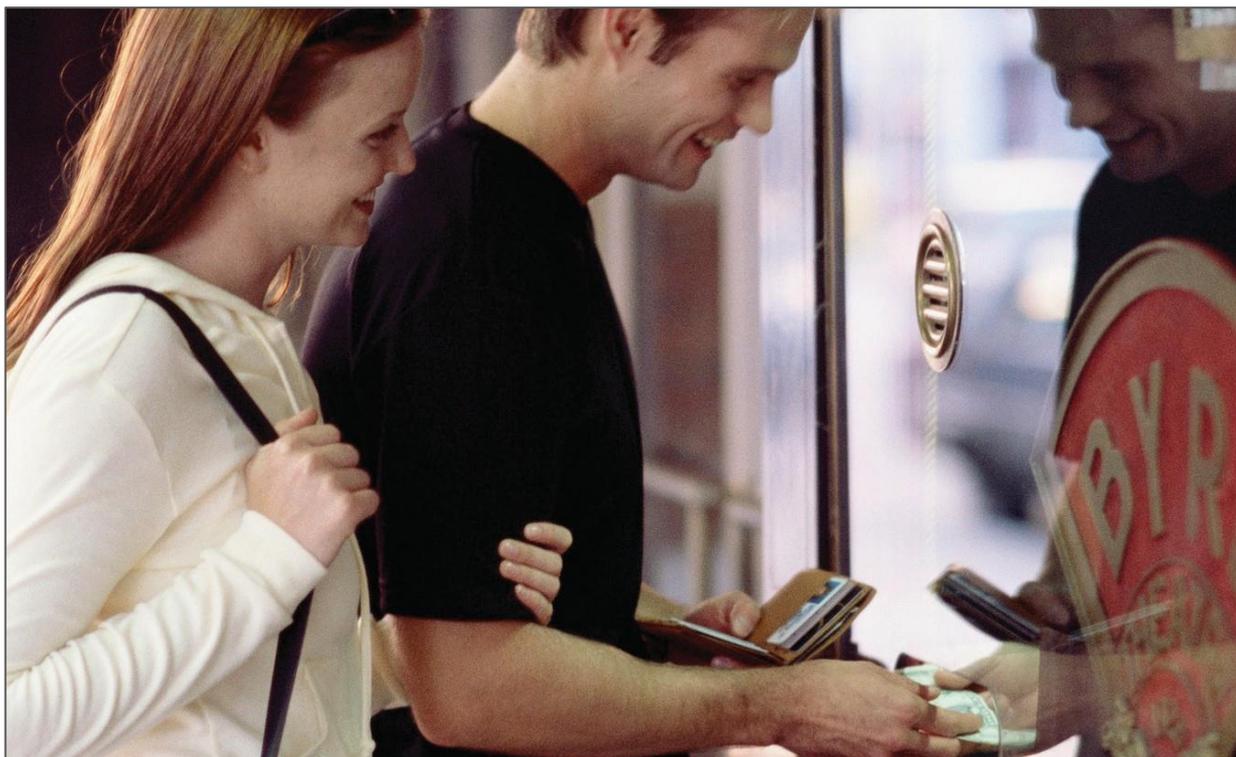
Aren’t you? This negative tag is used to show that the speaker expects a positive answer. Patty assumes that Susan is also looking forward to the party.

She’ll be 55 Notice that “55” is stressed here. This detail answers the question “How old is she?”

Fourteenth Notice that we use “th” for ordinal numbers, starting with 4 [but first,

second and third]. The stress is on the second syllable [fourTEENTH]. Compare this with “fortieth: 40th” [FORTieth].

She’s going to be ... Notice how this is pronounced like “gonna be.” Instead of four syllables “go/ing/to/be” there are three syllables “ga/na/be.”



Dialogue 3-2: At the Movies

BOB: We'd like two tickets for **the 3:30 show**, please.

TICKET SALES: Here you go. **Enjoy the movie!** [Inside the theater]

BOB: **Would you mind moving over one**, so my friend and I can sit together?

WOMAN: **No, not at all.**

BOB: Thanks a lot!

Role-Play – It’s Your Turn Now!

Dialogue 3-2: At the Movies

A: We’d like two tickets for the _____ show, please.

B: Here you go. Enjoy the _____! [Inside the _____]

A: Would you mind moving over one, so my friend and I can sit together?

C: No, _____.

A: _____!

LANGUAGE NOTE

The 3:30 show Movies are shown at different times throughout the day. This refers to the movie that starts at 3:30. Notice the emphasis on 3:30.

Enjoy the movie! Notice how the intonation rises on movie. This is said in a friendly way, and is followed by an exclamation point.

Would you mind is a polite way to ask “Can you do something for me?” Notice the verb ends in “-ing.” Compare this structure to “Would you mind if I” plus a verb that ends in “-ed” (Would you mind if I opened the window?).

Moving over one Here “one” is short for “one seat.”

No, not at all is a way of saying “No, I don’t mind” or “I will be glad to.” Notice the answer to “Would you mind” is in the negative form.



Dialogue 3-3: What Are You Good At?

SANDRA: So ... what should we do?

JULIE: Well, I like to do arts and crafts, and I'm really good at drawing. What do you think?

SANDRA: Hmm ... how about playing a board game? That would be more fun.

JULIE: OK. Let's play Scrabble! I'm really good at spelling, too!

SANDRA: Oh, yeah? We'll see about that!

Role-Play – It’s Your Turn Now!

Dialogue 3-3: What Are You Good At?

A: So ... what should we do?

B: Well, I like to do _____, and I’m really good at _____. What do you think?

A: Hmm ... how about playing a _____? That would be more fun.

B: OK. Let’s play _____! I’m really good at spelling, too!

A: Oh, yeah? We’ll see about that!

LANGUAGE NOTE

So ... Notice how the “o” sound is drawn out here, combined with the intonation, which shows boredom.

I’m really good at “Really” means “very” and is used to emphasize “good.” It goes before the adjective.

What do you Notice the pronunciation here — it sounds like “Whaddaya.”

Hmm ... is used to show that the speaker is thinking. It is also used to show that the speaker disagrees with an idea.

How about is used to make a tentative suggestion. The speaker is introducing an idea and doesn’t want to sound too strong.

Let’s is used to make a strong suggestion. The speaker feels confident about the plan.

Oh, yeah? We’ll see about that! “Oh, yeah?” is used in a joking way to show a bit of friendly competition. Notice the emphasis on “that,” which refers back to “good at spelling.”



Dialogue 3-4: What's Your Favorite Sport?

PHIL: What time is that soccer game on? I thought it started at noon.

JACK: We must have had the wrong time. Oh, well ... soccer's not my favorite sport anyway. **I much prefer basketball.**

PHIL: Oh, really? I thought your favorite sport was tennis! **I'm a big fan of basketball, too.**

JACK: How about a game sometime?

PHIL: Sure thing! Why don't we go shoot some hoops now since the soccer game isn't on?

JACK: Excellent idea. Let's go.

Role-Play – It’s Your Turn Now!

Dialogue 3-4: What’s Your Favorite Sport?

- A:** What time is that _____ on? I thought it started at _____.
- B:** We must have had the wrong time. Oh, well ... _____’s not my favorite sport anyway. I much prefer _____.
- A:** Oh, really? I thought your favorite sport was _____! I’m a big fan of _____, too.
- B:** How about a game sometime?
- A:** Sure thing! Why don’t we go _____ now since the _____ isn’t on?
- B:** Excellent idea. Let’s go.

LANGUAGE NOTE

What time is that soccer game on? means “When does the soccer game start?”

“What time” plus something plus “on” is a common expression used to ask about the start time of a TV show or a movie.

I much prefer basketball here means “I like basketball a lot more than soccer.” Notice how “much” is stressed to show that the speaker really likes basketball.

Oh, really? Notice the rising intonation on “really.” This shows that the speaker is surprised. He thought that Jack liked tennis the best.

I’m a big fan of basketball is a way of saying “I like basketball very much” (“to be a fan of” is a casual expression used to describe something you really like).

How about a game here means “Let’s play a basketball game”

Sure thing! This is a casual expression used to mean “OK.”

Shoot some hoops means to play an informal game of basketball. This is a casual expression used between friends.



Dialogue 3-5: A Night at the Theater

SHANNON: What a fantastic performance! Thank you for inviting me to the musical.

ELENA: You are welcome. I'm happy you enjoyed the show. The choreography of the dancers was incredible. It reminds me of when I used to dance.

SHANNON: I know! You were such a talented ballerina. Do you miss dancing?

ELENA: Oh, that's very kind of you, Shannon. I do miss it sometimes. But I will always be a fan of the arts. That's why I love going to musicals because it's the perfect combination of song, dance and theater.

SHANNON: Absolutely! I'm glad you are still an art fan too. Thank you for the invitation. It's always a pleasure to attend an arts event with you and learn something new.

Role-Play – It’s Your Turn Now!

Dialogue 3-5: A Night at the Theater

A: What a _____ performance! Thank you for inviting me to the _____.

B: You are welcome. I’m happy you enjoyed the _____. The _____ was incredible. It reminds me of when I used to dance.

A: I know! You were such a talented _____. Do you miss _____?

B: Oh, that’s very kind of you, _____. I do miss it sometimes. But I will always be a fan of the _____. That’s why I love going to _____ because it’s the perfect combination of _____ and _____.

A: Absolutely! I’m glad you are still an _____ fan too. Thank you for the invitation. It’s always a pleasure to attend an arts event with you and learn something new.

LANGUAGE NOTE

You are welcome. Elena replies “You are welcome” in this dialogue. She could also say, “Don’t mention it,” which is an example of downgrading. Downgrading a compliment varies with culture. When in doubt, just say “You are welcome.”

When getting a compliment to someone (for example: “**You were such a talented ballerina**”), you can either accept the compliment (“**That’s very kind of you**”) or downgrade the compliment (“Oh, I wasn’t that good”).

Giving compliments in English often includes using superlatives (“the most ...,” “the best ...”). This is the best musical playing on Broadway! / What’s the most entertaining movie you’ve seen? However, compliments can also be given by using the construction “I’m a fan of ...”: *I’m a fan of the arts. / I’m a big fan of theater. / I’m a huge fan of this band.* Notice the use of adjectives.



Dialogue 3-6: Taking Vacation

JULIE: I just bought a **ticket** to New York City. I'm so excited to see the city!

SOPHIE: Good for you! Traveling is so much fun. I love discovering new places and new people. When are you leaving?

JULIE: Next week. I'm taking the **red eye**. It was cheaper. Hopefully, I'll be able to sleep on the plane.

SOPHIE: I wish I could go with you! New York City is a magical place. You will have so much fun.

JULIE: I hope so. I'm going to visit my brother who lives there. I will stay for a week and then take the train down to Washington, D.C.

SOPHIE: That sounds like a great vacation. I'm looking forward to a week at the beach for my summer vacation. I just want to relax.

Role-Play – It's Your Turn Now!

Dialogue 3-6: Taking Vacation

A: I just bought a ticket to _____ City. I'm so excited to see the city!

B: Good for you! Traveling is so much fun. I love discovering new places and new people. When are you leaving?

A: _____. I'm taking the red eye. It was cheaper.

Hopefully, I'll be able to sleep on the plane.

B: I wish I could go with you! _____ City is a _____ place. You will have so much fun.

A: I hope so. I'm going to visit my _____ who lives there. I will stay for a week and then take the train down to _____.

B: That sounds like a great vacation. I'm looking forward to a _____ at the beach for my summer vacation. I just want to relax

LANGUAGE NOTE

Ticket can refer to many different types of transportation (metro, bus, train, plane, etc.). In general, you can guess the means of transportation by the context.

When discussing airplane travel, a **red eye** is a flight that leaves at night to arrive early the next morning. This is in reference to how red your eyes become when you don't get a full night's sleep.



Dialogue 3-7: At the PetStore

CONNIE: Oh! What a beautiful cat. What do you think?

GARY: I think I'd rather get a dog. **Dogs are more loyal than cats.**

CONNIE: Yes, but they're so much work! Would you be willing to walk it **every single day?** And clean up after it?

GARY: Hmm. **Good point.** What about a bird? Or a fish?

CONNIE: We'd have to invest a lot of money in a cage or a fish tank. And I don't really know how to **take care of** a bird or a fish!

GARY: Well, we're obviously not ready to get a pet yet.

CONNIE: **Yeah, you're right.** Let's go grab some coffee and talk about it.

Role-Play – It’s Your Turn Now!

Dialogue 3-7: At the PetStore

A: Oh! What a beautiful _____. What do you think?

B: I think I’d rather get a _____. _____ are more loyal than _____.

A: Yes, but they’re so much work! Would you be willing to walk it every single day? And clean up after it?

B: Hmm. Good point. What about a _____? Or a _____?

A: We’d have to invest a lot of money in a _____ or a _____. And I don’t really know how to take care of a _____ or a _____!

B: Well, we’re obviously not ready to get a pet yet.

A: Yeah, you’re right. Let’s go grab some _____ and talk about it.

LANGUAGE NOTE

Oh! What a beautiful cat “Oh!” is used to show surprise or excitement. “What a ...” is an expression that means “I think this is a very ...” “What a(n) ...” is followed by an adjective, which is usually emphasized. Notice the emphasis on “beautiful” here.

Dogs are more loyal than cats. Two things are being compared here (dogs and cats). Notice the structure of the sentences: (noun/s) plus “is/are more” plus (adjective) plus “than” plus (noun/s). The nouns and the adjective are content words here, so they are all emphasized.

Every single day Notice that each word here is stressed. The speaker wants to make a point, so she emphasizes each word equally. “Every single day” is a lot!

Good point here means “I agree with you.”

Take care of This phrase is used with animals, people and things. It can mean “watch a child while her parents are away,” “feed and house someone or something,” or “make sure things work properly.” (*I always take care of my baby brother/ I take care of my bird by feeding it and cleaning its cage/ I need to take care of the broken sink.*)

Yeah, you’re right. Notice the pronunciation of this expression — the words all blend together here. This casual expression is used to agree with someone that you know well.



Dialogue 3-8: Giving Your Opinion

JAKE: Where should we take a vacation this year? Let's **decide** soon.

MELISSA: Well, I'd like to go somewhere warm. **How about** the beach? Or we could rent a cabin on the lake.

JAKE: You want to go to the beach, again? I want to ski this winter. How about a compromise? What about traveling to the Alps in Europe next April? We can find a ski resort on a lake.

MELISSA: Oh, we've never been to Europe before! But I don't know if it will be sunny and warm then. I need to do some research first. That will help me **make up my mind**.

Role-Play – It’s Your Turn Now!

Dialogue 3-8: Giving Your Opinion

A: Where should we take a vacation this year? Let’s decide soon.

B: Well, I’d like to go somewhere _____. How about the _____?
Or we could rent a _____ on the _____.

A: You want to go to the _____, again? I want to _____ this
_____. How about a compromise? What about traveling to the
_____ in _____ next _____? We can find a _____ on a
lake.

B: Oh, we’ve never been to _____ before! But I don’t know if it will
be _____ and _____ then. I need to do some research first. That
will help me make up my mind.

LANGUAGE NOTE

Decide is a useful verb to express choice. The idiom “**to make up my mind**” also means “to decide”: “There are so many choices in this menu. It’s going to take awhile to make up my mind/decide.” You can finish this sentence with either the idiom or the verb “decide.”

How about This phrase presents an alternative. This phrase can be followed by a subject plus a conjugated verb or by a noun: *How about we go swimming?* / *How about a movie tonight?*

Many verbs express opinions: *to think* / *to believe* / *to suppose* / *to assume*, etc. They are not all synonymous. For example, “to suppose” and “to assume” express that the speaker has a preconceived idea: *He came back late from work, so I assumed that traffic was bad. /I suppose that may not have been the case, and that he might just have had a lot of work.*



Dialogue 3-9: Hobbies

RYAN: I'm so happy this week of **midterm** exams is finished.

TYLER: Same here. I'm looking forward to relaxing in the mountains this weekend. I've planned a little hike in the woods. And I'm **gonna** take a canoe trip down the river if the weather cooperates.

RYAN: Oh, fun! I'm going to Michigan. I'm taking my camera because fall is coming fast. The leaves are already turning all shades of red and orange. It will be **awesome**.

TYLER: Next time you go there, I'll join you. I've heard Michigan is a great place to go canoeing.

Role-Play – It’s Your Turn Now!

Dialogue 3-9: Hobbies

A: I’m so happy this week of _____ exams is finished.

B: Same here. I’m looking forward to relaxing _____ this weekend. I’ve planned a _____. And I’m gonna take a _____ if the weather cooperates.

A: Oh, fun! I’m going to _____. I’m taking my camera because _____ is coming fast. The _____.

B: Next time you go there, I’ll join you. I’ve heard _____ is a great place to _____.

LANGUAGE NOTE

Midterm Students at universities in the United States often take exams midsemester, around October or March of every year. These exams are called midterms. Exams at the end of the semester are called finals or final exams and are usually in May.

Gonna is a colloquial form of “I’m going to.” Other similar constructions include “wanna” [want to] or “hafta” [have to]. These are examples of transcriptions of spoken English and should not be used in a formal context. Some of these examples are now seen in text messages as a means of shortening sentences.

Awesome: is a colloquial way of saying “excellent,” “cool,” “great.” *Last night’s rock concert was awesome.*

REFERENCES:

Dialogues Everyday Conversations. Available on: https://americanenglish.state.gov/files/ae/resource_files/b_dialogues_everyday_conversations_english_lo_0research/20148.html. Accessed in: november 2017.

English as a Second or Foreign Language. Available on: https://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language. Accessed in November 2017.

English Oxford Living Dictionary: Available on: <https://en.oxforddictionaries.com/definition/free>

Google images: accessed from the 12th to the 22nd of November.

