

F2 Conversation

Spring Semester 2015

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Topic 1 **Food**

1. Vocabulary (The *MP3* is available online)

- | | | | |
|-----------------------|-------------------------|----------------------|------------------------|
| 1. Nation | N <u>a</u> tion | 6. Associated | As s <u>o</u> ci a ted |
| 2. Obese | O b <u>e</u> se | 7. Fed up | F <u>e</u> d up |
| 3. Adolescent | Ad o l <u>e</u> s cent | 8. Sue | S <u>u</u> e |
| 4. Rare | R <u>a</u> re | 9. Joints | J <u>o</u> ints |
| 5. Preventable | Pre v <u>e</u> n ta ble | 10. Frivolous | Fri <u>v</u> o lous |

2. Definitions and Samples

| | Word | Form | Definition | Example | Usage Tips | Parts of Speech |
|---|-------------------|-------------|---|---|---|---|
| 1 | Nation | <i>n.</i> | A community of people composed of one or more nationalities and possessing a more or less defined territory and government. | It's one of the richest nations in the world. | Similar to <i>country</i> , <i>sovereignty</i> | Na tion al i ty <i>n</i> Na tion al <i>n</i> |
| 2 | Obese | <i>adj.</i> | Having excessive body fat. | This department provides medical treatment for obese patients. | Can be used as <i>morbidly obese</i> – dangerously overweight...could cause death. | O be si ty <i>n</i> |
| 3 | Adolescent | <i>n.</i> | One who is in the period of life from puberty to maturity terminating legally at the age of majority. | Their children are now adolescents . | Similar to <i>young</i> , <i>immature</i> , <i>youthful</i> . Opposite is <i>adult</i> , <i>mature</i> , <i>grown-up</i> . | Ad o les cence <i>n</i> |
| 4 | Rare | <i>adj.</i> | Seldom occurring or found. | Meeting someone while hiking in Ireland is rare . | Similar to <i>unusual</i> , <i>uncommon</i> , <i>seldom</i> . | Rare <i>adj</i> (cooking) |

| | | | | | | |
|---|--------------------|-------------|--|---|--|---|
| 5 | Preventable | <i>adj.</i> | Something that can be kept from happening or existing. | The death could have been preventable , if the driver had been wearing a seatbelt. | | Pre vent <i>v</i> Pre ven ta bil i ty <i>n</i> Pre ven ter <i>n</i> |
|---|--------------------|-------------|--|---|--|---|

| | Word | Form | Definition | Example | Usage Tips | Parts of Speech |
|----|-------------------|-------------|---|--|---|--|
| 6 | Associated | <i>v.</i> | To bring together or into relationship in any of various intangible ways (as in memory or imagination) | I no longer wish to be associated <i>with</i> people like him. | | As so ci ate <i>n</i> |
| 7 | Fed up | <i>adj.</i> | Tired, or disgusted beyond endurance | We've had one delay after another, and I'm starting to feel pretty fed up . | Similar to <i>bored, weary, sick and tired, jaded.</i> | |
| 8 | Sue | <i>v.</i> | To seek justice or right from (a person) by legal process; <i>specifically:</i> to bring an action against | He is suing the doctor who performed the unnecessary surgery. | We can use: <i>take action against, or bring someone to court over something.</i> | Su er <i>n</i> |
| 9 | Joints | <i>n.</i> | Shabby or disreputable places of entertainment | I'm not going down to that joint again. The last time I was there they ripped me off. | | Joint <i>n</i> |
| 10 | Frivolous | <i>adj.</i> | Having no <i>sound</i> (real) basis (as in fact or law) <a <i>frivolous</i> lawsuit> | Judges are getting sick of people bringing frivolous lawsuits. | Similar to <i>foolish, inconsequential, unimportant.</i> | Friv o lous ly <i>adv</i> Friv o lous ness <i>n</i> |

3. Vocabulary Practice

A. Please put the correct word into the sentences below. Thank you.

Associated

Sue

Fed up

Rare

Nation

1. I'm _____ with this job. I work late, get paid pittance. What the hell am I doing here?
2. This coffee is too hot. It burnt my lip. I'm going to _____ you over this!
3. Lung cancer is _____ with smoking.
4. It's _____ to see young people getting up for seniors on the subway nowadays.
5. The founders of the _____ held the belief that all citizens are equal and have the same rights to freedom and education.

B. Please match the words on the right with the vocabulary on the left. Thank you.

- | | |
|-----------------------------|-----------------|
| 1. Joints _____ | a. very chubby |
| 2. Frivolous _____ | b. stoppable |
| 3. Obese _____ | c. young person |
| 4. Adolescent _____ | d. silly |
| 5. Preventable _____ | e. places |

4. Reading and Video - *Super Size Me* ([Video Link](#) is available online)

Morgan:

Everything's bigger in America! We've got the biggest cars, the biggest houses, the biggest companies, the biggest food, and, finally, the biggest people. America has now become the fattest **nation** in the world. Congratulations! Nearly 100 million Americans are today either overweight or **obese**. That's more than 60% of all U.S. adults. Since 1980 the total number of overweight and obese Americans has doubled, with twice as many overweight children and three times as many overweight **adolescents**. The fattest state in America? Mississippi - where one in four people are obese. I grew up in West Virginia, currently the third-fattest state in America. When I was growing up, my mother cooked dinner every single day. Almost all my memories of her are in the kitchen. And we never ate out, only on those few, **rare** special

occasions. Today, families do it all the time, and they're paying for it - not only with their wallets, but with their waistlines. Obesity is now second only to smoking as a major cause of [preventable](#) death in America, with more than 400,000 deaths per year [associated](#) with related illnesses. In 2002 a few Americans got [fed up](#) with being overweight and did what we do best. They [sued](#) the bastards, taking aim at the fast-food companies and blaming them for their obesity and illnesses, a lawsuit was filed in New York on behalf of two teenage girls. One who was 14 years old, 4' 10", and 170 pounds, the other, 19 years old, 5' 6", and 270 pounds.

The unthinkable had suddenly become reality. People were suing the golden arches for selling them food that most of us know isn't good for you to begin with yet each day, one in four Americans visits a fast-food restaurant. And this hunger for fast food isn't just in America. It's happening on a global basis. McDonald's alone operates more than 30,000 [joints](#) in over 100 countries on 6 continents and feeds more than 46 million people worldwide every day. That's more than the entire population of Spain. In the United States alone, McDonald's accounts for 43% of the total fast-food market. They're everywhere -- Walmarts, airports, rest stops, gas stations, train stations, shopping malls, department stores, amusement parks, even hospitals. That's right -- hospitals. At least you're close when the coronary kicks in. Lawyers for McDonald's called the suits "[frivolous](#)", stating that the dangers of its food are universally known and that these kids can't show that their weight problems and health woes were caused solely by their McDiets. The judge states, however, that if lawyers for the teens can show that McDonald's intends for people to eat its food for every meal of every day and that doing so would be unreasonably dangerous, they may be able to state a claim. Are the food companies solely to blame for this epidemic? Where does personal responsibility stop and corporate responsibility begin? Is fast food really that bad for you? I mean, what would happen if I ate nothing but McDonalds for 30 days straight? Would I suddenly be on the fast track to becoming an obese American? Would it be unreasonably dangerous? Let's find out. I'm ready. Super-size me.

5. Reading Practice

Please fill in the gaps based on your memory of the reading and video. Thanks.

1. America is the _____ nation in the world.
2. More than _____ % of adults in the US are obese.
3. _____ is the fattest state in the US.
4. The two main causes for deaths in America are _____ and _____.
5. McDonald's is spread over the world and feeds more than _____ million people worldwide a day.
6. McDonald's accounts for _____ % of the fast food market in the US.
7. In the US you can find McDonald's everywhere: _____, _____, _____.

6. Conversation Strategies

Asking someone for their opinion about a topic—**Opinion Questions**

| | |
|--|--|
| <p style="text-align: center;">Yes/No Questions</p> <ul style="list-style-type: none">• <i>Do you believe in ...?</i>• <i>Do you think we should ...?</i>• <i>Do you think everybody should ...?</i>• <i>Do you think that...?</i>• <i>Would you consider ...?</i>• <i>Would you ever consider ...?</i> | <p style="text-align: center;">OR Questions</p> <ul style="list-style-type: none">• <i>Are you for or against ...?</i>• <i>Would you prefer...?</i>• <i>Would you rather ...?</i>• <i>What is better: - ... or ...?</i> |
| <p style="text-align: center;">WH Questions</p> <ul style="list-style-type: none">• <i>What do you think of ...?</i>• <i>What do you think is the problem between ... and ...?</i>• <i>What do you think is the problem with ...?</i>• <i>What do you think are the causes of ...?</i>• <i>What are the advantages and disadvantages?</i> | <p style="text-align: center;">Negative Yes/No Questions</p> <ul style="list-style-type: none">• <i>Don't they...?</i>• <i>Don't you think it's better to ...?</i>• <i>Don't you understand that ...?</i>• <i>Don't you see that ...?</i>• <i>Can't you see that ...?</i>• <i>Wouldn't it be better to ...?</i>• <i>Wouldn't it be wiser to ...?</i>• <i>Wouldn't you agree that ...?</i>• <i>Why shouldn't they?</i> |

7. Conversation Strategy Practice

Please look at the Topics below. Please have a short conversation using the Topic and Opinion Questions. Pick the right Opinion Questions from above and ask your partner some questions. Your partner should give a brief response.

Example:

Topic = Pizza

Student A - *Opinion Question 1 = What do you think of **pizza**? /*

Student B - *Response 1 = I like it. It's tasty, fattening, but sure, what food isn't?*

Student A - *Opinion Question 1 = Don't you think it's better to **eat healthier food**?*

Student B - *Response 2 = Nope, I'm not a rabbit.*

Practice:

Student A

Please ask Opinion Questions with the Topics below & have a short conversation with Student B.

Indian Food

Foie Gras

Student B

Please ask Opinion Questions with the Topics below & have a short conversation with Student A

Fast Food

Italian Food

8. Phrasal Verbs

These *Phrasal Verbs* are very common in relation to **Food**.

| Phrase | Meaning | Collocation | Example |
|---------------------|---|---|--|
| Keep *down* | Not to get sick | Food | I'm feeling a little better today. I had a little food earlier and I managed to <u>keep it down</u> . |
| Clog *up* | To block | Arteries | Too many fatty foods will <u>clog up</u> your arteries , requiring you to have surgery. |
| Cut down on* | Reduce your intake of a substance or reduce an activity. | Sugar Coffee | I need to <u>cut down on</u> coffee . I am drinking too much of it nowadays. |
| Wolf *down* | Eat food quickly. | Breakfast / Lunch / Dinner | He <u>wolfed down</u> his breakfast as he was late for school. |
| Eat *up* | Finish all the food on your plate (normally a polite request or order by the host). | Dinner | <u>Eat up!</u> Don't let it go cold! |

9. Idioms

These Idioms are very common and they are connected to **Food**.

| Idiom | Meaning | Situation | Example |
|--|--|---|---|
| Can't stomach (someone or something) | To dislike or hate someone or something | This is used quite strongly when we want to say we hate or dislike someone/something. | I <u>cannot stomach</u> the idea of meeting my old girlfriend. |
| Make one's mouth water | To make someone hungry, to make someone want to eat or drink something | | The restaurant is wonderful and when I see the menu it <u>makes my mouth water.</u> |
| Have a sweet tooth | To have a desire to eat sweet foods | | I <u>have a sweet tooth</u> and I love chocolate. |
| Have a lot on one's plate | To have a lot of things to do or deal with | | I <u>have a lot on my plate</u> this week and I am very busy. |
| Either a feast or a famine | Either too much or not enough of something | | I usually have too much free time or too little free time. It is <u>either a feast or a famine.</u> |

Topic 2 **Travel**

1. Phrasal Verbs

These **Phrasal Verbs** are very common in relation to **Travel** and are found in our **Listening**.

| Phrasal Verb | Meaning | Collocation | Example |
|--------------------|---|---------------|---|
| Run into* | to meet by chance | Friend | I ran into an old classmate yesterday. |
| Get out of* | A way of saying you do not believe what someone is saying | | Get out of here! There's no way she said that about me! |
| End up* | to be in a particular place or state after doing something or because of doing it | Prison | I ended up spending the night in the airport. |
| Hook up* | if people hook up, they start doing something together | | I hooked up with these Americans when I was in Rome. We hung out for a few days seeing the sights. |
| Take off | To leave a place or person suddenly or quickly | | As soon as she saw her ex coming, she took off . |

2. Idioms

These *idioms* are very common and they are connected to **Travel** (Some are found in our **Listening**)

| Idiom | Meaning | Example |
|-------------------------|--|---|
| On a whim | To do something without much thought | <u>On a whim</u> he got off the train and found himself in a small village. |
| On the road | Travelling from place to place | I was <u>on the road</u> with the circus for six months |
| Travel light | Don't pack a lot of things. Bring only what you need | Please <u>travel light</u> tomorrow. We have a lot of walking to do. |
| Watch your back | Be careful: pay attention to people around you | Keep your wallet in a safe place and <u>watch your back</u> on the subway. |
| Bright and early | Very early in the morning | We'll need to leave <u>bright and early</u> to catch the first ferry. |

3. Listening & Reading (The *MP3* is available online)

Listen to and read a conversation about **Travel**.

Joe – USA / David – USA

ran into: to
unexpectedly
see someone

Joe: Hey, you know I ran into John today and he's gonna actually be doin' some travelin' in Europe. He's, uh, he says he's gonna spend a lot of time in Prague.

David: Oh, Prague's awesome. Ah . . . did I tell you I lived there?

get out of here: are you
serious

Joe: No, get out of here. You never told me that.

David: Yeah, I lived in Prague about 15 years ago.

Joe: Oh, whoa, du-, what were you doing there?

end up: to go to a place
last

David: Well, I was traveling. I didn't actually know that I would end up in Prague. I was just gonna do whatever came along.

| | |
|--|--|
| | Joe: Wait, where'd you start out traveling? |
| | David: I got a one way ticket to Amsterdam. |
| | Joe: [laugh] Oh, nice. |
| chick: girl or woman go out with: date look her up: contact her | David: And one of the only people that I knew in Europe was this chick that I used to go out with . So I figured I'd look her up . I knew she had another boyfriend at that point. But she said she could get me a place to stay and she was in Prague. So I figured I'd go there for a few weeks and see how it went. |
| | Joe: She was from Prague? Or... |
| | David: No, she was American, but she was over there teaching English. |
| | Joe: Oh, nice, nice. |
| | David: Yeah. |
| | Joe: So wait, how long did you spend in Amsterdam? |
| sick of it: no longer interested in it | David: I only spent about four days in Amsterdam before I got kind of sick of it . |
| | Joe: So you were just goin', you were just basically like, uh, travelin' through. |
| hitching: hitchhiking; traveling by getting a free ride in a car with someone you do not know | David: Yeah, and then I started hitching . |
| | Joe: Oh, nice, nice. |

| | |
|--|--|
| hooked up: met | David: And kind of <u>hooked up</u> with some English chicks and just kind of spent a little bit of time with them <u>on the road</u> . And then eventually ended up, uh, on a train late at night and, uh, didn't have any money, but pretended I didn't understand what anyone was saying and ended up in Prague. |
| on the road: traveling | |
| took off: to leave | Joe: Wait, when you first <u>took off</u> , um, from the U.S., were you actually traveling alone? |
| | David: Totally by myself. |
| sweet: very good | Joe: Oh, <u>sweet</u> . |
| | David: Yep. |
| | Joe: Nice... |
| | David: It's funny, looking back, I didn't have anything with me, y'know |
| on a whim: to do something without a lot of thought | Joe: Yeah, you could just like basically, uh, take off <u>on a whim</u> . |
| livin' large: doing very well | David: I had like one pair of shoes and no health insurance and I was just, uh, <u>livin' large</u> . |
| totally broke: had no money | Joe: [laugh] That's nice And you know what, now you would probably look back and think that you were <u>totally broke</u> . And, uh, that, now that you have kids, that would be a difficult, a very difficult thing to think of. |
| anonymous: no one knows you | David: If I had to be responsible for them it would be difficult. But, y'know, I, uh, I was only responsible for me. And I kind of... I was, |

| | |
|--|---|
| | I was in the mood to, uh, to feel <u>anonymous</u> . I wanted to go where no one recognized me. |
| not into doin' that: do not want to do that | Joe: Yeah, no that sounds great. So you, I, that's great that you just traveled alone. A lot of people, uh, are <u>not into doin' that</u> , y'know? |
| a big deal: important | David: Yeah, well, it's <u>a big deal</u> . |
| | Joe: Yeah, some people... |
| put yourself out there: to get involved | David: You've got to kind of <u>put yourself out there</u> and just see what happens, y'know. |
| | Joe: Yeah, exactly. I actually, I've never traveled alone. But, uh, I, I'm sure I could do it, y'know, because, uh, I'm good, I, I feel like I'm pretty good at meeting people, y'know? |
| | David: Yeah, yeah. Well sometimes it's fun to meet people and other times it's fun to just truly be on your own. And, y'know, you get into a situation where you, where you realize that nobody knows where you are... |
| | Joe: [laugh] |
| | David: ...and you just have this total sense of, uh, freedom. |
| | Joe: Yeah. |
| it's crazy: hard to believe | David: <u>It's crazy</u> . |
| | Joe: Yeah, I can only imagine. |
| | David: Yeah. |

4. Listening and Reading Practice

After you listen, ask the following questions to your partner.

Student A

Questions:

1. Have you ever **run into** someone you didn't want to meet? How did you act?
2. Have you ever **ended up** lost in a city? If so, where and what happened?

Student B

Questions:

1. Have you ever **taken off** somewhere without telling anyone where you are going? Why/Why not?
2. How often do you **hook up** with friends to travel somewhere? Where was your last trip with your friends?

5. Conversation Strategies

Delaying your Response, maybe to avoid giving an answer.

| Delaying Strategies | Asking someone information |
|--|---|
| <ul style="list-style-type: none">• <i>I can't answer that directly.</i>• <i>I'll need time to think about that.</i>• <i>That's a very interesting question, because...</i>• <i>That's a difficult question to answer, because...</i>• <i>That's a tough question to answer, because...</i>• <i>To be honest, that's a difficult question, because ...</i>• <i>That's a very good question. The reality is that ...</i>• <i>What do you mean by that?</i>• <i>What do you mean by ...?</i>• <i>Well, it depends on what you mean...</i>• <i>Well, if you ask me, it all depends on your circumstances...</i> | <ul style="list-style-type: none">• <i>I'd like to know</i>• <i>I'm interested in</i>• <i>Could you tell me..?</i>• <i>Could I ask about ...?</i>• <i>Do you know if...?</i>• <i>Do you know what....is?</i>• <i>Do you happen to know whether or not...?</i>• <i>Do you happen to know what.... Is?</i> |

6. Conversation Strategy Practice

Using the Opinion Questions from the 1st Chapter, along with general Wh Questions – Who, Where, Why, What, When, Whom, How – Can you ask your Partner questions about the following Topics? Your partner must use Delaying Strategies and follow these up with Asking more Information.

Example:

Topic = **Package Holidays**

Student A: Opinion Question = *What do you think about **package holidays**?*

Student B: Delaying Strategy = *That's a very interesting question, because **I was just on holiday**.
Could you tell me what you think?*

Student A: Response = *Eh, hmm, I don't like them. I prefer backpacking.*

Practice:

Student A:

Please ask Opinion Questions with the Topics below and chat with Student B.

Eurail

Hitchhiking

Student B:

Please ask Opinion Questions with the Topics below and chat with Student B.

KTX

Space Travel

Topic 3 Music

1. Vocabulary (The MP3 is available online)

- | | | | |
|-----------------------|-------------|--------------------|------------|
| 1. Tactic | Tac tic | 6. Former | For mer |
| 2. Merchant | Mer chant | 7. Charity | Char i ty |
| 3. Can't stand | Can't stand | 8. Reprive | Re priev e |
| 4. Scare | Scare | 9. Campaign | Cam paign |
| 5. Torture | Tor ture | 10. Ban | Ban |

2. Definitions and Samples

| | Word | Form | Definition | Example | Synonyms | Parts of Speech |
|---|--------------------|------------|--|---|--|---|
| 1 | Tactic | <i>n</i> | an action or method that is planned and used to achieve a particular goal | We may need to change tactics to win the game. | Ploy Gambit Stratagem | Tac ti cian <i>n</i> |
| 2 | Merchant | <i>adj</i> | someone who buys and sells goods especially in large amounts | The merchant navy traveled hundreds of miles transporting goods from one country to the next. | Retailer Seller Broker Trader | Mer chant <i>n</i> Mer chan dise <i>n</i> Mer can tile <i>adj</i> |
| 3 | Can't stand | <i>id</i> | [to be] unable to tolerate someone or something; disliking them/it extremely | I can't stand the sight of poor kids begging on the streets. It pulls at my heart strings so much. | Abhor Despise Hate Detest | |
| 4 | Scare | <i>v</i> | to cause (someone) to become afraid | You scared me. I didn't see you there. | Alarm Panic Shock | Scar er <i>n</i> |
| 5 | Torture | <i>n</i> | something that causes mental or physical suffering : a very painful or unpleasant experience | Listening to him can be torture . | Persecution Suffering Misery agony torment | Tor tu rer <i>n</i> |

| | Word | Form | Definition | Example | Synonyms | Parts of Speech |
|----|-----------------|------------|---|---|--|--|
| 6 | Former | <i>adj</i> | used to say what someone or something was in the past | The coach is a former professional baseball player | Old Ex- Past Onetime | |
| 7 | Charity | <i>n</i> | an organization that helps people who are poor, sick, etc. | She runs a local charity that gives books to children. | Aid Fund Donation Philanthropy Endowment | Char i tes <i>n pl</i> Char i ta ble <i>adj</i> |
| 8 | Reprive | <i>v</i> | to delay the punishment of (someone, such as a prisoner who is sentenced to death) | He was sentenced to death but then reprived . | Remission Pardon Deferment Postponement | Re prive <i>n</i> |
| 9 | Campaign | <i>n</i> | a series of activities designed to produce a particular result | The group launched a campaign to protect the area from commercial development. | Crusade Drive Fight Movement Push | Cam paign <i>v</i> Cam paign er <i>n</i> |
| 10 | Ban | <i>v</i> | to forbid people from using (something) : to say that something cannot be used or done | The city has banned smoking in all public buildings. | Boycott Condemn Disallow Stop | Ban <i>n</i> |

3. Vocabulary Practice

A. Match the following *synonyms* from the article.

- | | |
|-----------------------|---------------|
| 1. tactic | a. selected |
| 2. good | b. crazy |
| 3. chosen | c. frighten |
| 4. can't stand | d. plan |
| 5. stopping | e. hate |
| 6. scare | f. ex- |
| 7. form | g. effective |
| 8. former | h. stop |
| 9. mad | i. preventing |
| 10. ban | j. kind |

B. Match the following *phrases* from the article.

- | | |
|---|---------------------------|
| 1. Ship captains | a. stand Western culture |
| 2. they thought the pirates | b. form of torture |
| 3. These guys can't | c. its own music choice |
| 4. an effective way | d. used to scare people |
| 5. Each security company will have | e. in the Indian Ocean |
| 6. loud music has been | f. like you are going mad |
| 7. used as a | g. rights charity |
| 8. for weeks | h. of stopping attacks |
| 9. It makes you feel | i. at a time |
| 10. a human | j. would hate them most |

4. Listening & Reading Practice

Read the headline. Guess if *a-h* below are true (T) or false (F).

Headline: Britney Spears music scares off pirates

- a. Ships are scaring away pirates in the Atlantic Ocean using loud music. T / F
- b. The music of Britney Spears is scaring away Somali pirates. T / F
- c. The pirates hate the music because they hate Western culture. T / F
- d. All shipping companies play Britney Spears' songs to Somali pirates. T / F
- e. This is the first time music is being used to scare people. T / F
- f. The article says Guantanamo Bay prisoners were tortured with music. T / F
- g. A prisoner said loud music for weeks was worse than being beaten up. T / F
- h. Pop stars started a campaign to end music being used for torture. T / F

5. Listening & Reading (The *MP3* is available online)

Listen to and read an article about **Music**.

Ship captains in the Indian Ocean are using a new **tactic** to keep pirates away – songs sung by U.S. pop star Britney Spears. An officer with Britain's **merchant** navy, Rachel Owens, said Britney Spears' songs did a good job against Somali pirates. Ms Owens, 34, said: "[Britney's] songs were chosen by the security team because they thought the pirates would hate them most. These guys **can't stand** Western culture or music, making Britney's hits perfect." A spokesman for a security company said playing loud pop music was an effective way of stopping attacks on ships. He said not all shipping companies choose Britney Spears' music. He added: "Each security company will have its own music choice."

This is not the first time loud music has been used to **scare** people. It has even been used as a form of **torture**. Prison guards at Guantanamo Bay started using music in 2003 to keep prisoners awake. In 2008, prisoners had to listen to very loud music for weeks and months. A **former** Guantanamo prisoner, Ruhai Ahmed, explained that the loud music played in his cell for weeks at a time was worse than being beaten up. He said: "It makes you feel like you are going mad." Many people think prisons must stop playing loud music to someone for days or weeks at a time. A human rights **charity** called **Relieve** has started a **campaign** to end it. It wants rock stars to **ban** prisons from using their music for torture.

6. Conversation Strategies

Presenting arguments, giving your own opinion and developing this opinion.

| | |
|--|--|
| <p>Presenting the most important point</p> <ul style="list-style-type: none">• <i>The main thing is...</i>• <i>The most important thing is...</i>• <i>Primarily</i>• <i>Most importantly,</i> | <p>Presenting a number of arguments</p> <ul style="list-style-type: none">• <i>First of all, ...</i>• <i>Firstly, ...</i>• <i>Well, firstly ...</i>• <i>To begin with, ...</i>• <i>I'd start by ...</i>• <i>For a start, ...</i>• <i>There're two points here. Firstly, ...</i>• <i>Secondly, ...</i>• <i>There are two problems here....</i>• <i>Moreover...</i>• <i>You also have to consider</i> |
| <p>Adding an argument</p> <ul style="list-style-type: none">• <i>Also,</i>• <i>Again, that depends on ...</i>• <i>In addition, ... What's more, ...</i>• <i>I might add that...</i>• <i>Perhaps I should also mention...</i>• <i>Not to mention the fact that ...</i>• <i>Plus the fact that...</i>• <i>Not only that, but...</i> | |

7. Conversation Strategy Practice

Please use the Topics and Presenting Arguments language below to have a short conversation. Look at the **Example** for some help.

Example:

Topic = **Kpop**

Student A: Opinion Question = *What do you think about G Dragon?*

Student B: Delaying Strategy = *Hmm, that's a difficult question to answer.*

Student A: Response= *I know, but I'd like to hear your opinion.*

Student B: Presenting Arguments = *Okay, well first of all, I think he is somewhat talented, but the most important thing is that he is generous with his money. In addition, I know he has done some bad things in the past, but sure who hasn't.*

Practice:

Student A:

Please ask Opinion Questions with the Topics below & have a short conversation with Student B.

Brit Pop

Lady GaGa

Student B:

Please ask Opinion Questions with the Topics below & have a short conversation with Student A.

Trot Music

Maroon 5

8. Phrasal Verbs

These **Phrasal Verbs** are very common in relation to **Music**.

| Phrase | Meaning | Collocation | Example |
|--------------------|--|---------------|---|
| Be into | To like something | Music | William is really into modern jazz music. |
| Sell out | No more tickets available | | Ricky and the band have been playing to sold out audiences across the country. |
| Pack out | The ability to fill all the concert seats | | He's a very popular artist. Last year he was able to pack out London's Albert Hall. |
| Grow out of | To finish liking something and move on to something else | | I grew out of pop music when I was 15. I then got into heavy rock music. |
| Storm into | To successfully and quickly enter somewhere | Charts | She stormed into the Top Ten charts last summer with her debut single When I Lost You. |

9. Idioms

These *Idioms* are very common and they are connected to **Music**.

| Idiom | Meaning | Example |
|------------------------------|---|--|
| Change your tune | If someone changes their ideas or the way they talk about them, they change their tune. | He was against the idea to start with, but he soon <u>changed his tune</u> when he realized how much money he'd get. |
| Ring a bell | If something rings a bell, it sounds familiar, but you don't remember the exact details. | John Bentley? The name <u>rings a bell</u> but I don't remember him. |
| Clean as a whistle | Something as clean as a whistle is extremely clean. ... also mean that a person's criminal record is clean. | Bob spent the afternoon washing and shining his car until it was <i>as</i> <u>clean as a whistle</u> . |
| It takes two to tango | This idiom suggests that when things go wrong, both sides are involved and neither side is completely innocent. | A. 'She blames Tracy for stealing her husband.' B. 'Well, it takes <u>two to tango</u> .' |
| Music to one's ears | To say that something is music to your ears means that the information you receive makes you feel very happy. | His compliments were <u>music to my ears</u> . |

Topic 4 **Movies**

1. **Vocabulary** (The *MP3* is available online)

- | | | | |
|---------------------|---------------------|----------------------------|----------------------------|
| 1. Ever | <u>E</u> v er | 6. Duo | D <u>u</u> o |
| 2. Team up | Team <u>u</u> p | 7. Worldwide | W <u>o</u> rl d wide |
| 3. Expecting | Ex <u>p</u> ect ing | 8. Brought together | Brought to <u>g</u> eth er |
| 4. Give away | Give a <u>w</u> ay | 9. Beyond | Be <u>y</u> ond |
| 5. Script | Script | 10. Worried | W <u>o</u> r ried |

2. **Definitions and Samples**

| | Word | Form | Definition | Example | Synonym | Parts of Speech |
|---|------------------|-------------|---|--|--------------------------------------|--|
| 1 | Ever | <i>adv</i> | at any time | She's doing fine and is as pretty as ever . | Always Consistently Constantly | |
| 2 | Team up | <i>pv</i> | Come together as a team to achieve a common goal | He teamed up <u>with</u> the band to produce the album. | Ally Combine Join | |
| 3 | Expecting | <i>v</i> | to think that something will probably or certainly happen | I'm expecting a phone call. | Predict Await Foresee Hope | Ex pect able <i>adj</i> Ex pect ably <i>adv</i> Ex pect ed ly <i>adv</i> Ex pect ed ness <i>n</i> |
| 4 | Give away | <i>pv</i> | to disclose/tell some secret information | The teacher gave away the answers to the test in exchange for bribes. | Reveal Disclose Divulge | |
| 5 | Script | <i>n</i> | the written text of a movie, stage play, screenplay, or broadcast | The actors were asked by the director to follow the script closely. | Writing Manuscript | Script <i>v</i> |

| | Word | Form | Definition | Example | Synonym | Parts of Speech |
|----|-------------------------|-------------|---|---|--|---|
| 6 | Duo | <i>n</i> | two people who perform together, are usually seen together, or are associated with each other | The comedy duo will perform tonight. | Pair Couple Doublet | |
| 7 | Worldwide | <i>adv</i> | throughout the world | Psy is popular worldwide . | International Global Extensive | World wide <i>adj</i> |
| 8 | Brought together | <i>pv</i> | to create a situation in which people meet and do something together, especially when they would not usually do so | The event brought together politicians, business leaders, and academics. | Gather Amass Collect Accrue | |
| 9 | Beyond | <i>pre</i> | outside the limits or range of (something) : more than (something) | We cannot see all the planets beyond our solar system. | Out of reach Out of range Farther | Be yond <i>adv</i> Be yond <i>n</i> |
| 10 | Worried | <i>v</i> | to think about problems or fears : to feel or show fear and concern because you think that something bad has happened or could happen | When they didn't call after two hours, we began to worry . | Anxious Troubled Concerned Distressed | Wor ry <i>n</i> Wor ried ly <i>adv</i> Wor ri er <i>n</i> Wor ry ing ly <i>adv</i> |

3. Vocabulary Practice

Please match the vocabulary on the left to the similar words on the right.

- | | |
|----------------------------|------------------|
| 1. ever | a. looking for |
| 2. team up | b. reveal |
| 3. expecting | c. concerned |
| 4. give away | d. greater than |
| 5. script | e. in history |
| 6. duo | f. united |
| 7. worldwide | g. screenplay |
| 8. brought together | h. globally |
| 9. beyond | i. pair |
| 10. worried | j. work together |

4. Listening & Reading Practice

Before reading: **TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

Headline: Superman and Batman to be in same movie

- | | |
|---|-------|
| a. Two superheroes will appear in the same film for only the second time. | T / F |
| b. We can see the movie in cinemas in 2014. | T / F |
| c. The actor to play Superman also played Superman in "Man Of Steel". | T / F |
| d. The script for the movie will be written later. | T / F |
| e. The movie "The Avengers" made \$1.5 billion in the USA. | T / F |
| f. DC Comics owns the characters Superman and Batman. | T / F |
| g. A director said Superman and Batman are based on ancient myths. | T / F |
| h. Some fans are worried about the story for the new movie. | T / F |

5. Listening & Reading (The *MP3* is available online)

Listen to and read an article about **Movies**.

Superman and Batman will be in the same film together for the first time ever. The movie will be in cinemas in the summer of 2015. Zack Snyder, the director of the latest Superman movie "Man Of Steel," told reporters the news on Saturday. He said many fans of the two superheroes would be happy that the two characters are going to team up. Henry Cavill, who starred in "Man Of Steel," will play Superman again in the new film. The producers don't yet know which actor will play Batman. Moviegoers are expecting an action-packed adventure that will be like no other superhero film. Mr Snyder said he could not give away any secrets about the story because the script hasn't been written yet. The movie company Warner Bros. hopes the Superman-Batman duo will be as successful as the 2012 film "The Avengers". That movie made \$1.5 billion worldwide and successfully brought together the main characters owned by Marvel Comics. Warner Bros. and DC Comics (the owners of Superman and Batman) have spent many years trying to agree to the new film. Snyder told reporters just how great he thought the new movie would be, saying: "Let's face it, it's beyond mythological to have Superman and our new Batman facing off, since they are the greatest superheroes in the world." However, some fans are worried about the new movie. They think the story needs to be extra-special to be successful.

6. Conversation Strategies

Giving your opinion about a topic

| | | | |
|--|---|---|---|
| <p style="text-align: center;">Expressing a strong opinion</p> <ul style="list-style-type: none">• <i>In my opinion, ...</i>• <i>In my view, ...</i>• <i>In my reckoning, ...</i>• <i>I strongly believe in ...</i>• <i>I definitely think that ...</i>• <i>Well, if you ask me, ...</i>• <i>Well, I think ...</i>• <i>I believe</i>• <i>I strongly believe</i>• <i>I have a reason to believe</i>• <i>I'm sure that...</i>• <i>I'm pretty sure that...</i> | <p style="text-align: center;">Expressing a strong value (It's/ They're + value adjective)</p> <ul style="list-style-type: none">• <i>It's a nonsense to ...</i>• <i>... It's a scandal, because ...</i>• <i>It's perfect for ...</i>• <i>It's wrong... Likewise, ...</i>• <i>They're ideal ...</i> | | |
| <p>Expressing certainty</p> <table border="0" style="width: 100%;"><tbody><tr><td style="vertical-align: top;"><ul style="list-style-type: none">• <i>According to government statistics, ...</i>• <i>Actually, ...</i>• <i>In fact, ...</i>• <i>Clearly,</i>• <i>Obviously, ...</i></td><td style="vertical-align: top;"><ul style="list-style-type: none">• <i>People have always ...</i>• <i>People just won't continue to ...</i>• <i>Without doubt, ...</i>• <i>There's no doubt that</i>• <i>Undoubtedly</i>• <i>Surely</i></td></tr></tbody></table> | | <ul style="list-style-type: none">• <i>According to government statistics, ...</i>• <i>Actually, ...</i>• <i>In fact, ...</i>• <i>Clearly,</i>• <i>Obviously, ...</i> | <ul style="list-style-type: none">• <i>People have always ...</i>• <i>People just won't continue to ...</i>• <i>Without doubt, ...</i>• <i>There's no doubt that</i>• <i>Undoubtedly</i>• <i>Surely</i> |
| <ul style="list-style-type: none">• <i>According to government statistics, ...</i>• <i>Actually, ...</i>• <i>In fact, ...</i>• <i>Clearly,</i>• <i>Obviously, ...</i> | <ul style="list-style-type: none">• <i>People have always ...</i>• <i>People just won't continue to ...</i>• <i>Without doubt, ...</i>• <i>There's no doubt that</i>• <i>Undoubtedly</i>• <i>Surely</i> | | |

7. Conversation Strategy Practice

With your partner, can you give your Opinions to the following controversial statements, using the Conversation Strategies above (Expressing Opinion, Values and Certainty)

Student A

Please read these statements to your partner and ask him/her for an Opinion.

A woman's place is in the home.

Murderers should be executed.

Student B

Please read these statements to your partner and ask him/her for an Opinion.

Soft drugs like marijuana should be legalized.

You will be happier if you stay unmarried.

8. Phrasal Verbs

These **Phrasal Verbs** are very common in relation to **Movies**.

| Phrasal Verb | Meaning | Collocation | Example |
|-------------------|--|---|---|
| Walked out | To leave suddenly, often as a signal of disapproval. | Movie Theatre Cinema | I walked out after 20 minutes. The movie was so boring. |
| Packed out | Fill a venue | Theater Venue Gig | The movie theater was packed out last night. |
| Let *down* | To fail to meet the expectations of; disappoint. | | That movie really let me down . I thought it would've been better. |
| Rise above | to be better than other things of the same type | | This film clearly risers above his last attempt. |
| Come out | To be issued or brought out: | Movie Book | The movie is going to come out next month. I hope it's good. |

9. Idioms

These *idioms* are very common and they are connected to **Movies**.

| Idiom | Meaning | Example |
|--------------------------------|--|---|
| Bomb | a movie that is not popular and makes little money | Even though the studio spent \$50 million on that movie, it was a bomb . |
| Flick | a movie | Do you want to catch a flick tonight? |
| (give st) Two thumbs up | to show that you thought a movie was excellent | A: Did you enjoy the movie Inception? B: For sure! I gave it two thumbs up . A: Okay, maybe I'll go see it then. |
| Mind-blowing | overwhelmingly amazing or impressive | Going to that museum was a mind-blowing experience. |
| Gripping | very interesting | The last book I read was so gripping that I couldn't put it down. |

Topic 5 **Fashion**

1. **Vocabulary** (The **MP3** is available online)

- | | | | |
|-------------------|------------------|-----------------------|------------------------|
| 1. Banned | B <u>an</u> ned | 6. Barring | Bar <u>ri</u> ng |
| 2. Catwalk | C <u>at</u> walk | 7. Determining | De <u>te</u> r min ing |
| 3. Ensure | En <u>su</u> re | 8. Vomit | V <u>om</u> it |
| 4. In | <u>I</u> n | 9. Rigorous | R <u>ig</u> or ous |
| 5. Copy | C <u>o</u> py | 10. Attesting | At <u>te</u> st ing |

2. **Definitions and Samples**

| | Word | Form | Definition | Example | Usage Tips | Parts of Speech |
|---|----------------|-----------|---|---|--|-----------------|
| 1 | Banned | v. | To prohibit especially by legal means < <i>ban</i> discrimination>; <i>also</i> : to prohibit the use, performance, or distribution of < <i>ban</i> a book> < <i>ban</i> a pesticide> | The school banned that book for many years. | Synonyms would be... <i>forbid, bar, interdict, outlaw.</i> Antonyms would be - <i>allow, let, permit</i> | Ban <i>n</i> |
| 2 | Catwalk | <i>n.</i> | The raised structure that models walk along in a fashion show. | It must have been very embarrassing and painful when Naomi Campbell fell on the catwalk (<i>runway</i>). Naomi Campbell Fall | Can also be used for... a narrow structure for people to walk on along a bridge or high up on the side of a building | |
| 3 | Ensure | v. | To make sure, certain, or safe (Guarantee) | The airline company took steps to ensure the safety of the passengers. | <i>Insure, assure</i> can be used interchangeably with <i>ensure</i> . | |

| | | | | | | |
|---|-------------|-------------|-----------------------|--|---|----------------|
| 4 | In | <i>Adj.</i> | Extremely fashionable | It seems black tights and sports shoes are the in things to wear now. | <i>In vogue, in season, in fashion</i> | |
| 5 | Copy | <i>v.</i> | To model oneself on | She not only copied her clothes, but also her walk. It was a bit odd. | Synonym would be <i>imitate, mimic.</i> | Co py <i>n</i> |

| | Word | Form | Definition | Example | Usage Tips | Parts of Speech |
|---|--------------------|-------------|--|--|---|--|
| 6 | Barring | <i>v.</i> | To interpose legal objection to or to the claim of | He was barred from the pub because he started a fight there last weekend. | <p>Synonymous with <i>ban, forbid, interdict...</i></p> <p>Another usage means excluding by exception - No one, barring the magician himself, knows how the trick is done.</p> | <p>Bar <i>n</i></p> <p>Set the bar <i>id</i></p> <p>Pass the bar <i>id</i></p> |
| 7 | Determining | <i>v.</i> | To find out or come to a decision about by investigation, reasoning, or calculation < <i>determine</i> the answer to the problem> | They are determining if the suspect should be sentenced or not. | Similar to <i>judge, decide, adjudicate.</i> | |

| | | | | | | |
|----|------------------|------|--|--|---|--|
| | | | <determine a position at sea> | | | |
| 8 | Vomit | v. | An act or instance of disgorging the contents of the stomach through the mouth, to spew up/ forth. | The dog vomited on the floor. | Synonyms would be <i>barf, gag, heave, hurl, puke, retch, spew, spit up, throw up, chuck...</i> | Vom it <i>n</i> Vom it er <i>n</i> |
| 9 | Rigorous | Adj. | Scrupulously accurate | We subjected the data to a rigorous analysis. | Synonyms would be <i>severe, harsh, rigid...</i> | Rig or ous ly <i>adv</i> Rig or ous ness <i>n</i> |
| 10 | Attesting | v. | To authenticate officially | The certificate attests the authenticity of the painting. | Similar to <i>testify, vouch for, avouch...</i> | At tes ta tion <i>n</i> At test er <i>n</i> |

3. Vocabulary Practice

A. Find the word or phrase that is closest in meaning to each word in the left-hand column.

Write the letter in the blank.

- | | |
|---------------------------|-----------------|
| 1) Rigorous ___ | a. throw up |
| 2) Attesting ___ | b. fashionable |
| 3) Determining ___ | c. runway |
| 4) Vomit ___ | d. strict |
| 5) Ensure ___ | e. imitate |
| 6) In ___ | f. barred |
| 7) Barring ___ | g. establishing |
| 8) Catwalk ___ | h. confirming |
| 9) Banned ___ | i. make certain |
| 10) Copy ___ | j. prohibiting |

4. Listening & Reading (The MP3 is available online)

Read the passage to review the vocabulary you have learned.

Models under the age of 16 will be **banned** from London's Fashion Week. In addition, all models may soon have to show a health certificate before they are allowed to walk down the **catwalk**. These are the decisions of the Model Health Inquiry that was set up in March by the British Fashion Council to **ensure** models eat healthily. One major concern was how skinny models have become. Super-thin is **in** and experts fear that models are risking their health due to a variety of eating disorders. An unwanted side effect is that teenagers and young women in their twenties and thirties **copy** the looks and shape of size-zero models and put their health at risk. The inquiry is in response to the deaths of two Uruguayan models Luisel Ramos, 22, and her sister, Eliana, 18, who died last year because of poor diets.

The Model Health Inquiry did not recommend **barring** models based on their body mass index (BMI). It said that the BMI - the ratio of weight to height - was "not an accurate method of **determining** health". The inquiry said models could easily make themselves **vomit** to try and beat the tests and get on the catwalk. Other countries have barred models with a BMI of less than 18. The World Health Organization says a BMI of 18.5 is a minimum healthy standard. The report made 14 recommendations, which include random drug tests and a "**rigorous** scientific study" into the extent of eating disorders within the industry. The report also said that from September 2008, models "should provide a medical certificate **attesting** their good health from doctors with expertise in recognizing eating disorders."

5. Listening and Reading Practice

Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-------------------------------------|
| 1. Models under the | a. in |
| 2. allowed to walk | b. of size-zero models |
| 3. Super-thin is | c. minimum healthy standard |
| 4. models are risking their health due | d. of determining health |
| 5. copy the looks and shape | e. down the catwalk |
| 6. The Model Health Inquiry did not | f. scientific study |
| 7. not an accurate method | g. to a variety of eating disorders |
| 8. a BMI of 18.5 is a | h. age of 16 will be banned |
| 9. a rigorous | i. attesting their good health |
| 10. provide a medical certificate | j. recommend barring models |

6. Conversation Strategies

Agreeing or Disagreeing about an Statement

| | |
|--|---|
| <p>Agreeing Expressing complete agreement</p> <ul style="list-style-type: none"> . <i>Exactly!</i> . <i>Precisely!</i> . <i>Totally!</i> . <i>Absolutely!</i> . <i>That's right!</i> . <i>Correct!</i> . <i>You're right!</i> . <i>You're so right!</i> . <i>That's so true!</i> . <i>I couldn't agree with you more!</i> . <i>I'm with you on that</i> . <i>That's just what I was thinking!</i> . <i>That's exactly what I think.</i> . <i>That's a good point.</i> . <i>That's just how I see it.</i> . <i>My feelings exactly.</i> . <i>I'll say!</i> . <i>You can say that again!</i> | <p>Disagreeing Expressing complete disagreement</p> <ul style="list-style-type: none"> . <i>I don't think so!</i> . <i>I disagree</i> . <i>I disagree entirely.</i> . <i>I'm afraid I can't agree.</i> . <i>I'm afraid you're wrong</i> . <i>On the contrary!</i> . <i>Definitely not!</i> . <i>Rubbish!</i> . <i>Nonsense!</i> . <i>That's ridiculous!</i> . <i>Never in a million years!</i> |
| <p>Agreeing in part</p> <ul style="list-style-type: none"> . <i>Yes, perhaps, however ...</i> . <i>Well, yes, but ...</i> . <i>Yes, in a way, however ...</i> . <i>Hmm, possibly, but ...</i> . <i>Yes, I agree up to a point, however ...</i> . <i>Well, you have a point there, but ...</i> . <i>There's something there, I suppose, however...</i> . <i>I guess you could be right, but ...</i> . <i>Yes, I suppose so, however ...</i> . <i>That's worth thinking about, but ...</i> | <p>Using irony to express disagreement</p> <ul style="list-style-type: none"> . <i>Come off it!</i> . <i>Come on!</i> . <i>Do you really think so?</i> . <i>What!</i> . <i>You can't actually mean that!</i> . <i>You can't be serious!</i> . <i>Are you pulling my leg?</i> . <i>Are you kidding?</i> . <i>You must be kidding!</i> <p>Dismissing an argument as irrelevant or improbable.</p> <ul style="list-style-type: none"> . <i>That isn't the point.</i> . <i>That's highly debatable.</i> . <i>That's highly unlikely.</i> |
| <p>Expressing conditional agreement</p> <ul style="list-style-type: none"> . <i>I'd agree with you if ...</i> . <i>I'd certainly agree if you're thinking of</i> ... | <p>Disagreeing diplomatically (through doubt)</p> <ul style="list-style-type: none"> . <i>I wonder whether that's the case.</i> . <i>Hmmm, I'm not sure about that..</i> . <i>I'm not sure (that) it works like that.</i> . <i>I'm not so sure about that.</i> . <i>I'm not so certain</i> . <i>Well, I'm not sure whether you can really...</i> . <i>Well, I don't know...</i> . <i>Well, it depends...</i> . <i>I'm inclined to disagree with that...</i> <p>Disagreeing in part (appeal to logic)</p> <ul style="list-style-type: none"> . <i>Not necessarily</i> . <i>That doesn't necessarily follow.</i> . <i>That's not necessarily true</i> . <i>That isn't strictly true.</i> |

7. Conversation Strategy Practice

Please use Expressions from the previous page to **Agree** or **Disagree** with your partner.
After you Agree or Disagree, please say why.

Example:

Student A: **Statement:** Daegu is the best city in Korea!

Student B: **Expression:** My feelings exactly!

Why: Daegu is wonderful. It is small and has lots of things to do
and see. I love it here.

Student A: **Response:** Totally ! That's exactly what I think.

Practice

Student A:

1. A woman's place is in the home!
2. Teachers are always right.
3. Money is more important than love.
4.

Student B:

1. Love can last forever.
2. Men are smarter than women.
3. Students should have religious classes in school.
4.

8. Phrasal Verbs

These *Phrasal Verbs* are very common in relation to **Fashion**.

| Phrase | Meaning | Collocation | Example |
|------------------|--|--|--|
| Catch on | To become popular | | His designs caught on very quickly. Now everyone is wearing his shoes. |
| Grow into | To grow big enough to fit clothes that were larger than your size | Pants Shoes | It was a little big on him at first, but he soon grew into it and the more he wore it, the more he liked it |
| Throw on | To put on an item of clothing quickly and without thought. | Jacket Coat | She was in such a hurry she just threw on a few clothes before she left the house. |
| Go with | To match, suit | Tie/shirt Shoes/dress Blouse/dress | Do you think these shoes go with this dress? I'm not sure. |
| Doll up | To dress up for an event, to put on make-up and clothes that you would not normally wear to go out, to look more attractive. | We can use an idiom here: dolled up/dressed up to the nines = dressed perfectly/smartly | She is all dolled up like Marilyn Monroe in her new white halter dress and bright red dress. |

9. Idioms

These *Idioms* are very common and they are connected to **Fashion**.

| Idiom | Meaning | Example |
|---------------------------------------|--|---|
| Fashion victim | An impolite way of saying that someone buys too many fashionable clothes | She's a total <u>fashion victim</u> . That's the third pair of shoes she's bought this week. |
| Like it's going out of fashion | If you use something like it's going out of fashion, you use large amounts of it very quickly | Jane spends money <u>like it's going out of fashion</u> . |
| Buckle down | To make a big effort to do something, to give one's complete attention or effort to do something | Seanan told me to <u>buckle down</u> and get on with my work the other day. |
| Below the belt | To behave in an unfair and cowardly way. | He told me I was fat yesterday. That was a bit <u>below the belt</u> . |
| Keep one's shirt on | To keep from losing one's temper or from getting excited, to be calm or patient | <u>Keep your shirt on</u> , it's only a date, it's not like you're getting married or anything. |

The End