

**P2 Conversation**

Spring Semester 2015

Seanán

(This book is for classroom purposes only and may not be sold)

## **Index**

Topic 1	<b>Current Events World</b>	p.3
Topic 2	<b>Culture</b>	p.11
Topic 3	<b>Movies</b>	p.16
Topic 4	<b>Food</b>	p.23
Topic 5	<b>History</b>	p.32

Topic 1 **Current Events World**

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

- |                         |                   |                      |              |
|-------------------------|-------------------|----------------------|--------------|
| 1. <b>Manufacturer</b>  | Man u fac tur er  | 6. <b>Denigrate</b>  | Den i grate  |
| 2. <b>Merchandise</b>   | Mer chan dise     | 7. <b>Instead of</b> | In stead of  |
| 3. <b>Issued</b>        | Is sued           | 8. <b>Positive</b>   | Pos i tive   |
| 4. <b>Flood</b>         | Flood             | 9. <b>Inaugural</b>  | In au gu ral |
| 5. <b>Inappropriate</b> | In ap pro pri ate | 10. <b>Promote</b>   | Pro mote     |

**2. Definitions and Samples**

	<b>Word</b>	<b>Form</b>	<b>Definition</b>	<b>Example</b>	<b>Synonym</b>	<b>Parts of Speech</b>
1	<b>Manufacturer</b>	<i>n</i>	a company that makes a product	Follow the instructions recommended by the <b>manufacturer</b> .	Maker Builder Producer	Man u fac ture <i>v</i>
2	<b>Merchandise</b>	<i>n</i>	goods that are bought and sold	The <b>merchandise</b> will arrive by truck at noon.	Commodity Product Stock	Mer chan dise <i>v</i>
3	<b>Issued</b>	<i>v</i>	to announce (something) in a public and official way	The king <b>issued</b> a decree forbidding all protests.	Distribute Announced Circulated	Is sue <i>n</i>
4	<b>Flood</b>	<i>v</i>	a large amount of things coming or happening at the same time	The office has been <b>flooded</b> with phone calls.	Deluge Spate Tide	Flood <i>n</i>
5	<b>Inappropriate</b>	<i>adj</i>	not right or suited for some purpose or situation : not appropriate or suitable	We won't tolerate such <b>inappropriate</b> behavior.	Improper Tasteless Unseemly	In ap pro pri ate ly <i>adv</i> in ap pro pri ate ness <i>n</i>

	<b>Word</b>	<b>Form</b>	<b>Definition</b>	<b>Example</b>	<b>Synonym</b>	<b>Parts of Speech</b>
6	<b>Denigrate</b>	<i>v</i>	to say very critical and often unfair things about (someone)	Her story <b>denigrates</b> him as a person and as a teacher.	Belittle Malign Besmirch	Den i gra tion <i>n</i> Den i gra tive <i>adj</i> Den i gra tor <i>n</i> Den i gra to ry <i>adj</i>
7	<b>Instead of</b>	<i>prep</i>	in place of : as a substitute for or alternative to	She chose tea <b>instead of</b> coffee.	Contrary to Oppositely Rather	
8	<b>Positive</b>	<i>adj</i>	good or useful	The book had a <b>positive</b> influence on me.	Constructive Effective Beneficial	Pos i tive <i>n</i> Pos i tive ly ( <i>for emphasis often</i> ) <i>adv</i> Pos i tive ness <i>n</i>
9	<b>Inaugural</b>	<i>adj</i>	happening as the first one in a series of similar events	They attended the <b>inaugural</b> ball.	Initiation Beginning Debut	In au gu ral <i>n</i>
10	<b>Promote</b>	<i>v</i>	to help (something) happen, develop, or increase	The school distributed pamphlets <b>promoting</b> good dental hygiene	Advance Bolster Popularize	Pro mopt ion <i>n</i> Pro mot abil i ty <i>n</i> Pro mot able <i>adj</i>

### 3. Vocabulary Practice

Please match the words below with the correct *Synonyms* on the right.

- |                         |                |
|-------------------------|----------------|
| 1. <b>manufacturer</b>  | a. belittle    |
| 2. <b>merchandise</b>   | b. rather than |
| 3. <b>issued</b>        | c. unsuitable  |
| 4. <b>flood</b>         | d. advertise   |
| 5. <b>inappropriate</b> | e. maker       |
| 6. <b>denigrate</b>     | f. goods       |
| 7. <b>instead of</b>    | g. first       |
| 8. <b>positive</b>      | h. gave        |
| 9. <b>inaugural</b>     | i. wave        |
| 10. <b>promote</b>      | j. cheerful    |

### 4. Listening and Reading Practice

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

#### Headline: **Sportswear maker accused of sexism**

- |                                                                           |       |
|---------------------------------------------------------------------------|-------|
| a. A sportswear maker apologized because people said it was sexist.       | T / F |
| b. The concern was over the washing instructions on the label of a shirt. | T / F |
| c. The apology coincided with International Women's Day.                  | T / F |
| d. A few people used social media websites to complain.                   | T / F |
| e. The company was very slow in putting out an apology.                   | T / F |
| f. The company said it meant that women are better at washing clothes.    | T / F |
| g. The company said it would teach men to wash clothes.                   | T / F |
| h. Asia's Women's Football Day celebrated its tenth year.                 | T / F |

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

Listen to and read an article about **Current Events World**.

An Indonesian sportswear **manufacturer** has had to apologise for a label on its **merchandise** that people deemed to be sexist. The label appeared on the shirts of one of the country's top football clubs, Super League team Pusamania Borneo. It read: "Washing instructions: Give this shirt to a woman. It's her job." The company, Salvo Sports, **issued** its apology on Sunday March 9th, which was unfortunate timing as Sunday just happened to be International Women's Day, an occasion to honour and celebrate women's achievements around the world. The company received a **flood** of complaints on social media from people who thought the wording on the label was highly **inappropriate**.

The company was quick to offer an apology and said it did not mean to **denigrate** women. A Salvo Sports spokesperson said on Twitter: "The message is simply, **instead of** washing it in the wrong way, you might as well give it to a lady because they are more capable." It added: "There is no intention to humiliate women. In contrast, we want to tell the men to learn from women on how to take care of clothes." Many people felt the apology was also sexist. On a more **positive** note for women, The Asian Football Confederation (AFC) launched its **inaugural** AFC Women's Football Day on Sunday. This is designed to recognise events that develop and **promote** the women's game in Asia.

## 6. Conversation Strategies

<p><b>Countering</b></p> <p><b>Countering directly (through antithesis)</b></p> <ul style="list-style-type: none"><li>• <i>But</i></li><li>• <i>But who can say that ...?</i></li><li>• <i>But why ...?</i></li><li>• <i>But if ...</i></li><li>• <i>But surely, ...</i></li></ul> <p><b>Countering politely (through agreement followed by antithesis)</b></p> <ul style="list-style-type: none"><li>• <i>Yes, but remember that</i></li><li>• <i>Yes, but it isn't that ...</i></li></ul> <p><b>Countering politely (through partial agreement followed by antithesis)</b></p> <ul style="list-style-type: none"><li>• <i>That may be so, but ...</i></li><li>• <i>That may be true, but ...</i></li><li>• <i>That may be so, ...</i></li><li>• <i>That might have been the case once, but ...</i></li><li>• <i>Well, maybe they do, but ...</i></li><li>• <i>You may be right about ..., but ..</i></li><li>• <i>Maybe...But the problem is...</i></li><li>• <i>That's a good idea, but...</i></li><li>• <i>That's a good point, but...</i></li><li>• <i>I'd love to, but...</i></li><li>• <i>That would be great, except that...</i></li><li>• <i>That may be so, but...</i></li><li>• <i>Possibly, but...</i></li><li>• <i>..., but what I'm concerned with is...</i></li><li>• <i>..., but what I'm afraid of is...</i></li><li>• <i>..., but what bothers me is...</i></li><li>• <i>..., but what I don't like is...</i></li><li>• <i>..., but what I'm concerned with is...</i></li></ul>	<p><b>Countering using "after all" "at least" "even so" both for concession and antithesis</b></p> <ul style="list-style-type: none"><li>• <i>... After all, ...</i></li><li>• <i>At least there's ...</i></li><li>• <i>But at least...</i></li><li>• <i>Well, even so, ...</i></li></ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 7. Conversation Strategy Practice

Please use Expressions from the previous page to **Counter** something your partner says.

### Example:

*Student A:* I think the world began with the Big Bang.

*Student B:* **That may be so, but** what happened before the Big Bang. I mean, how can something come out of nothing?

*Student A:* **That's a good point,** science cannot explain everything yet, **but** I believe there is a rational answer.

*Student B:* **But surely,** you don't believe that we just magically appeared out of nothing? What about God?

*Student A:* **I'd love to** believe in God, **but** I just don't see the logic for a God.

*Student B:* Huh

### Practice:

Please state the following opinions to your partner. Allow your partner to Counter and then discuss further – try to argue your opinion.

*Student A:*

1. The Earth is flat.
2. Dokdo is Japanese.

*Student B:*

1. Keimyung University is better than Seoul National University.
2. I believe in ghosts.

## 8. Phrasal Verbs

These **Phrasal Verbs** are very common in relation to **Current Events**.

Phrasal Verb	Meaning	Collocation	Example
<b>Fend *off*</b>	to defend yourself against an attack or to protect yourself from a criticism or difficulty by ignoring it or not dealing directly with it	<b>Attack</b> <b>Criticism</b> <b>Blows</b>	His opponent jumped back and tried to <b>fend off</b> the <b>blows</b> .  So far, he has managed to <b>fend off</b> <b>attacks</b> on his reputation.
<b>Come out</b>	if something comes out, it becomes known	<b>Secret</b> <b>Truth</b> <b>Word</b>	The <b>truth</b> about the murder will all <b>come out</b> in court.
<b>Die down</b>	if something dies down, it becomes much less noisy, powerful, or active	<b>Wind</b> <b>Protests</b> <b>Fuss</b>	The government is hoping the <b>protests</b> will <b>die down</b> after today's demonstrations.
<b>Leak *out*</b>	to become known by the public	<b>Secret</b> <b>News</b> <b>Word</b>	<b>News leaked out</b> that he was leaving the show.
<b>Resort to*</b>	to do something extreme or unpleasant in order to solve a problem	<b>Violence</b> <b>Legal action</b>	I think we can solve this problem without <b>resorting to legal action</b> .

## 9. Idioms

These *idioms* are very common and they are connected to **Current Events**.

Idiom	Meaning	Example
<b>The last straw</b>	the last in a series of unpleasant events which finally makes you feel that you cannot continue to accept a bad situation  [from the proverb <b><u>the last straw breaks the (laden) camel's back</u></b> ]	His affair was <b><u>the last straw</u></b> . She divorced him soon after that.
<b>Cross that bridge when we come to it.</b>	something that you say in order to tell someone that you will not worry about a possible problem but will deal with it if it happens	'What if the flight is delayed?' 'I'll <b><u>cross that bridge when I come to it.</u></b> '
<b>Behind the scenes</b>	if something happens behind the scenes, it happens secretly, especially when something else is happening publicly	Diplomats have been working hard <b><u>behind the scenes</u></b> in preparation for the peace talks.
<b>Act of nature</b>	This can refer to a natural disaster (earthquake, storm, flood etc...) Similar to ' <b><u>act of God</u></b> '	This <b><u>act of nature</u></b> may destroy the economy of that region for many years to come.
<b>Leave no stone unturned</b>	To make every possible effort.	They <b><u>left no stone unturned</u></b> hunting for the missing plane.

## Topic 2 **Culture**

1. **Listening & Reading** (The *Video* is available online)  
Watch, listen and read about **Culture**.

### **After Banksy: the parkour guide to Gaza – video**

In response to graffiti artist Banksy's *Make this the Year YOU Discover a New Destination*

Gaza tourist video, the territory's parkour team show us what real life is like there and their dreams beyond the border. To the sounds of Palestine's biggest female hip-hop artist, Shadia Mansour, join Abdallah AlQassab and the rest of the free-running team as they flip, somersault and leap their way round the ruined city.

*Subtitles:*

Banksy says make Gaza your destination...so meet your tour guides.

Yes Banksy come discover my State of Gaza. My name is Abdallah AlOassah. Nearly 50% of us are unemployed and we are very available to show you around.

*(Welcome to Gaza)*

I'm sure we can find a place for you to stay but there are around 12,00 people here in Gaza needing home and needing houses but with no construction materials coming in here in Gaza we can't rebuild.

We have a lot of friends and neighbors around us and they keep their eyes on us.

Electricity comes and goes-in Gaza we must be patient in everything.

*(Gaza's single power station shut down last week)*

We can offer you bread and water but actually most of the water here isn't drinkable and bottled water is too, too expensive but we are happy to share with you.

*(90% of all water in Gaza is undrinkable)*

We are here in the sea port of Gaza. A lot of people come here. Because the situation here in Gaza is very difficult they look at the sea. They want to go out and they want to see the world.

We want to see the parkour teams, we want to see everything. We want to do a lot of things, and we dream a lot.

*(Seeing the world will remain a dream until the borders open)*

In spite all of this happening in Gaza we are here and alive and our spirit is very strong. So come and discover us and make Gaza your destination.

## 2. Conversation Strategies

<b>Logical Argument</b>	<b>Expressing Cause and effect</b>
<p><b>Questions or conclusions based on conditions with "if"</b></p> <ul style="list-style-type: none"> <li>• <i>If ..., why don't they just ...?</i></li> <li>• <i>What if ...?</i></li> <li>• <i>And what happens if ...?</i></li> <li>• <i>What would happen then if ...?</i></li> <li>• <i>If that is so..., (then) ....</i></li> <li>• <i>That would be true if...</i></li> <li>• <i>You would be right if...</i></li> <li>• <i>That would make sense if...</i></li> <li>• <i>It'd be O.K. if ...</i></li> </ul> <p><b>Questions based on conditions with sentence adverbials " then" and "so"</b></p> <ul style="list-style-type: none"> <li>• <i>But if you... Then how do you go about ...?</i></li> <li>• <i>Then can you tell me what's wrong with ...?</i></li> </ul>	<p><b>Cause</b></p> <ul style="list-style-type: none"> <li>• <i>The reason why... is ...</i></li> <li>• <i>The reason why ... is that ...</i></li> <li>• <i>Due to ...,...</i></li> <li>• <i>Because...</i></li> <li>• <i>Because of...</i></li> <li>• <i>Because...,</i></li> <li>• <i>Since...,</i></li> <li>• <i>...is why...</i></li> </ul> <p><b>Result</b></p> <ul style="list-style-type: none"> <li>• <i>For this reason, ...</i></li> <li>• <i>For this reason alone, ...</i></li> <li>• <i>Owing to this, ...</i></li> <li>• <i>This is why ...</i></li> <li>• <i>That's why...</i></li> <li>• <i>This is the reason why ...</i></li> <li>• <i>Therefore</i></li> <li>• <i>So</i></li> <li>• <i>As a result</i></li> <li>• <i>Consequently,...</i></li> <li>• <i>Thus, ...</i></li> </ul>

### 3. Conversation Strategy Practice

Please use Expressions from the previous page to **Argue** with your partner.

**Example:**

*Student A:* Statement: I don't think I can go on vacation with you.

*Student B:* Logical Argument Question: **But if you** can't go with me, **how** am I supposed to pay?

*Student A:* Cause and Result: **The reason why** I can't go is that my mom said no. **Therefore**, I can't go. Sorry.

**Practice**

*Student A:* Statement 1: Hip hop sucks!  
Statement 2: English is stupid!

*Student B:* Statement 1: Humans didn't evolve from monkeys!  
Statement 2: Daegu is the best city in Korea!

### 4. Phrasal Verbs

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

Phrasal Verb	Meaning	Collocation	Example
<b>Tap into*</b>	to understand and express something such as people's beliefs or attitudes	<b>Culture</b>	It's hard to <b>tap into</b> a <b>culture</b> , especially if you don't have the language.
<b>Soak *up*</b>	to spend time experiencing, listening to, or feeling something enjoyable	<b>Culture</b>	There will be plenty of time to enjoy the scenery and to <b>soak up</b> the local <b>culture</b> .

<b>Push in</b>	to force one's way into a group of people, queue, etc	<b>Queue</b>	Generally, anyone who <b>pushes in</b> to a queue will receive some form of rebuke from the person they have pushed in front of.
<b>Put up with</b>	to endure or tolerate without complaint or attempt at reprisal		It's not easy to <b>put up with</b> everything going on around you in a new city.
<b>Keep your head down</b>	To avoid trouble		It takes a while to adjust, so I recommend <b>keeping your head down</b> for a bit until you get used to the place.

## 5. Idioms

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

Idiom	Meaning	Example
<b>Ups and downs</b>	Good and bad times, difficulties	You'll have many <b>ups and downs</b> adjusting to a new culture. It's just part of the process.
<b>Be Greek to</b>	Not to be understood by someone	I tried to figure out the language, but it <b>was</b> all <b>Greek to</b> me.
<b>Creature comforts (of home)</b>	The conveniences of modern life	I'm looking forward to the <b>creature comforts</b> of home after this trip. I miss my cup of tea!
<b>Beat one's head against the wall</b>	To be completely frustrated in one's efforts	Each time I asked the hotel to fix my television I felt I was just <b>beating my head against the wall</b> . They never did anything!!!
<b>Broaden one's horizons</b>	To expand one's knowledge and abilities	Experiencing a new culture is a great way to <b>broaden your horizons</b> .

## 6. Listening & Reading Practice

Please ask and answer the following questions with your partner.

*Student A:*

1. What do you know about parkour?
2. What do you know about Gaza?
3. Why are these teenagers jumping off buildings in Gaza?

*Student B:*

4. Would you go to Gaza and have these tour guides show you around?
5. Do you think sport can bring peace to conflicts?
6. Are there any parkour groups in Korea/Daegu?

### Topic 3 **Movies**

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

1. <b>Halted</b>	H <u>alt</u> ed	6. <b>Shoot</b>	Sh <u>oo</u> t
2. <b>Synagogues</b>	S <u>yn</u> a gogues	7. <b>Restrictions</b>	Re str <u>ic</u> tions
3. <b>Armed</b>	<u>A</u> rmed	8. <b>Shoot-out</b>	Sh <u>oo</u> t- <u>ou</u> t
4. <b>Ban</b>	B <u>an</u>	9. <b>Annual</b>	<u>A</u> n nu al
5. <b>Fake</b>	F <u>ake</u>	10. <b>Fair</b>	F <u>air</u>

#### 2. **Definitions and Samples**

	<b>Word</b>	<b>Form</b>	<b>Definition</b>	<b>Example</b>	<b>Synonym</b>	<b>Parts of Speech</b>
1	<b>Halted</b>	<i>v</i>	to bring to a stop	The strike <b>halted</b> subways and buses.	Stopped Blocked Ended	Halt <i>n</i> Halt <i>adj</i>
2	<b>Synagogues</b>	<i>n</i>	a building that is used for Jewish religious services	The <b>synagogue</b> was damaged in the fire last night.	Chapel House of worship Church	Syn a gog al <i>adj</i>
3	<b>Armed</b>	<i>adj</i>	furnished with weapons	The <b>armed</b> guard took down the perp.	Equipped Loaded Outfitted	Armed <i>adj</i>
4	<b>Ban</b>	<i>n</i>	legal or formal prohibition	The government placed a <b>ban</b> on beef exports.	Boycott Embargo Injunction	Ban <i>v</i>
5	<b>Fake</b>	<i>adj</i>	not true or real : meant to look real or genuine but not real or genuine	He was wearing a <b>fake</b> mustache.	Bogus Counterfeit Fabricated	Fake <i>n</i> Fake <i>v</i>

	<b>Word</b>	<b>Form</b>	<b>Definition</b>	<b>Example</b>	<b>Synonym</b>	<b>Parts of Speech</b>
6	<b>Shoot</b>	<i>n</i>	an occasion when a movie, television show, etc., is being filmed	She is currently on a movie <b>shoot</b> in London.	Filming Event Making	Shoot <i>v</i>
7	<b>Restrictions</b>	<i>n</i>	a law or rule that limits or controls something	They placed <b>restrictions</b> on smoking indoors.	Limits Constraints Conditions	Re strict <i>v</i>
8	<b>Shoot-out</b>	<i>n</i>	a fight in which people shoot guns at each other until one side is killed or defeated	The <b>shoot-out</b> was caught on camera and uploaded to Youtube. It was frightening to watch.	Battle Fight Skirmish	
9	<b>Annual</b>	<i>adj</i>	happening once a year	The <b>annual</b> meeting is in July.	Yearly Anniversary Every year	An nu al ly <i>adv</i> An nu al <i>n</i>
10	<b>Fair</b>	<i>n</i>	a gathering of buyers and sellers at a particular place and time for trade	We went to the housing <b>fair</b> last week at EXCO. It was pretty good.	Exposition Carnival Bazaar	Fair <i>adj</i> Fair <i>v</i> Fair <i>adv</i>

### 3. Vocabulary Practice

Please ask and answer the following questions with your partner. Please answer the questions in full, using the underlined **target language**.

1. Have you or anyone you know ever been halted by the police?
2. Would you like to visit a synagogue? Why/Why not?
3. What would you do if you saw someone armed on the street?
4. Do you think smoking should be banned on campus?
5. Can you tell the difference between fake and authentic products?
6. What do you like to shoot with your camera?
7. Do you think your parents gave you too many restrictions when you were younger? If yes, what were they?
8. Do shoot-outs ever happen in your country? Why/Why not?
9. What annual national celebrations exist in your country?
10. Have you ever been to a fair? If so, what type of fair was it?

#### 4. Listening & Reading Practice

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

##### Headline: Paris halts filming of action movies after terror attacks

- |                                                                         |       |
|-------------------------------------------------------------------------|-------|
| a. The French government has banned action movies being made in Paris.  | T / F |
| b. Security has been relaxed in buildings such as shopping malls.       | T / F |
| c. Armed police can easily be seen on the streets.                      | T / F |
| d. The police said people could get confused if they saw movie filming. | T / F |
| e. The police leader said the ban would be for three months.            | T / F |
| f. The ban does not apply to Steven Spielberg movies.                   | T / F |
| g. A yearly fair based on film sets will be in Paris this week.         | T / F |
| h. Filmmakers are worried that fewer movies will be made in Paris.      | T / F |

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

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

The filming of action movies in the streets of Paris has been halted. This is following the recent terror attacks in the city, which left 20 people dead. Security has increased around synagogues, newspaper and television company offices and shopping malls. Armed police and soldiers are clearly visible on the streets. Security measures now also apply to the movie industry. Paris' police commander said: "There's a problem with these action-type scenes, as the actors in uniform could be targets for terrorists." She added that actors with guns could confuse the public.

The police do not know how long the ban will last. They said the time is not right for car chases and fake weapons. The commander said: "I was shocked to hear witnesses of the Charlie Hebdo attacks say on television that it seemed like a movie shoot." The new restrictions could affect big American productions planned for Paris. One reporter said: "Even if Steven Spielberg wanted to film a big scene with police and a shoot-out in the streets...I'm sure it would not get made." The annual Film Set Fair is in Paris this week. Filmmakers are worried there will be fewer movies filmed in Paris.

## 6. Conversation Strategies

### Clarification

#### Asking someone to repeat

- *Pardon me?*
- *Pardon?*
- *Excuse me?*
- *Sorry?*
- *I'm sorry?*
- *I beg your pardon?*
- *Could you say that again?*
- *Would you repeat that please?*
- *Would you mind repeating that please?*
- *Sorry, what did you say?*
- *Sorry, what was that?*
- *What's that again?*

#### When you can't follow the logical progression in someone's argument

- *You lost me there.*
- *I'm lost.*
- *I'm not following.*
- *I don't follow.*
- *I didn't get that.*

#### Asking for clarification through short Yes/No Questions inviting illustration or example.

- *And are they right?*
- *Does that make it ok?*
- *Can you be a bit more specific?*
- *Are you saying that ...?.*
- *Are we talking about ...?.*

#### Clarification through "What" or "How" Questions inviting illustration or example.

- *What's wrong with that?*
- *What's wrong with ...?.*
- *What do you mean?*
- *What do you mean by ...?.*
- *What are you trying to say?*
- *In what way?*
- *How do you mean?*
- *Why do you say that?.*
- *Why is that*
- *Why not?*
- *Can you explain why ...?.*
- *Why do you think that?*

#### Giving clarification / Reiteration through reference to subject

- *I'm talking about ...*
- *I'm saying that ...*
- *What I'm saying is that ...*
- *The whole point of this is that...*
- *That's what this discussion's about.*
- *I'm talking about ...*

#### Giving clarification after misunderstanding

- *What I mean is...*
- *What I meant is...*
- *What I'm saying is...*
- *What I'm trying to say is...*
- *Don't get me wrong...*
- *Don't misunderstand me...*
- *Let me put it another way, ...*
- *That's not what I said...*
- *That's not what I meant*
- *What I said was...*
- *What I really said/mean/meant...*
- *You must have misunderstood me...*
- *Let's get it straight...*

## 7. Conversation Strategy Practice

Please use Expressions from the previous page to **Clarify** something with your partner.

### Example:

*Student A:* I'm planning to go to *blah blah* on my next vacation.

*Student B:* **Sorry, would you mind repeating that please?**

*Student A:* I'm planning to go to *blah blah* on my next vacation.

*Student B:* **Sorry, you lost me there. Are you saying** you're planning to go to Ireland next vacation?

*Student A:* No, no, **you must have misunderstood me. What I'm saying is** I'm planning to go to Iceland on my next vacation.

### Practice

*Student A:*

Say these sentences to Student B. Then clarify them. Then ask your partner to clarify their sentences.

1. After you *blah blah*, I want you to help me.
2. *Blah blah* is my favorite sport.
3. If you *blah blah*, don't forget to *blah blah*.

*Student B:*

Say these sentences to Student A. Then clarify them. Then ask your partner to clarify their sentences.

1. I always eat *blah blah* for lunch.
2. I think you look like *blah blah*.
3. My best friend told me to *blah blah*.

## 8. Phrasal Verbs

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

Phrasal Verb	Meaning	Collocation	Example
<b>flick through*</b>	To search tv channels using the remote.	<b>Channels</b> <b>Telly</b>	He <b>flicked through</b> the <b>channels</b> on the TV, hoping for some news.
<b>act *out*</b>	To present or perform	<b>Script</b> <b>Story</b>	The <b>script</b> itself is well written and <b>acted out</b> well by the cast.
<b>get *across*</b>	To make something clear or convincing	<b>Meaning</b> <b>Message</b>	The company mainly used TV advertising to <b>get</b> their <b>message across</b> .
<b>figure *out*</b>	To solve / understand a problem	<b>Story</b>	His reason for robbing the bank was definitely hard to <b>figure out</b> .
<b>Live up to*</b>	Start	<b>Expectations</b>	I think the movie was quite good but it didn't <b>live up to</b> my <b>expectations</b> .

## 9. Idioms

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

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

Topic 4 **Food**

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

- |                        |                 |                        |                 |
|------------------------|-----------------|------------------------|-----------------|
| 1. <b>Genetically</b>  | Ge net i cal ly | 6. <b>Life cycle</b>   | Li fe cy cle    |
| 2. <b>Modified</b>     | Mod i fied      | 7. <b>Drought</b>      | Droug ht        |
| 3. <b>Side effects</b> | Side ef fects   | 8. <b>Impoverished</b> | Im pov er ished |
| 4. <b>Lead to</b>      | Lead to         | 9. <b>Rush</b>         | Rush            |
| 5. <b>Ruin</b>         | Ru in           | 10. <b>Solid</b>       | Sol id          |

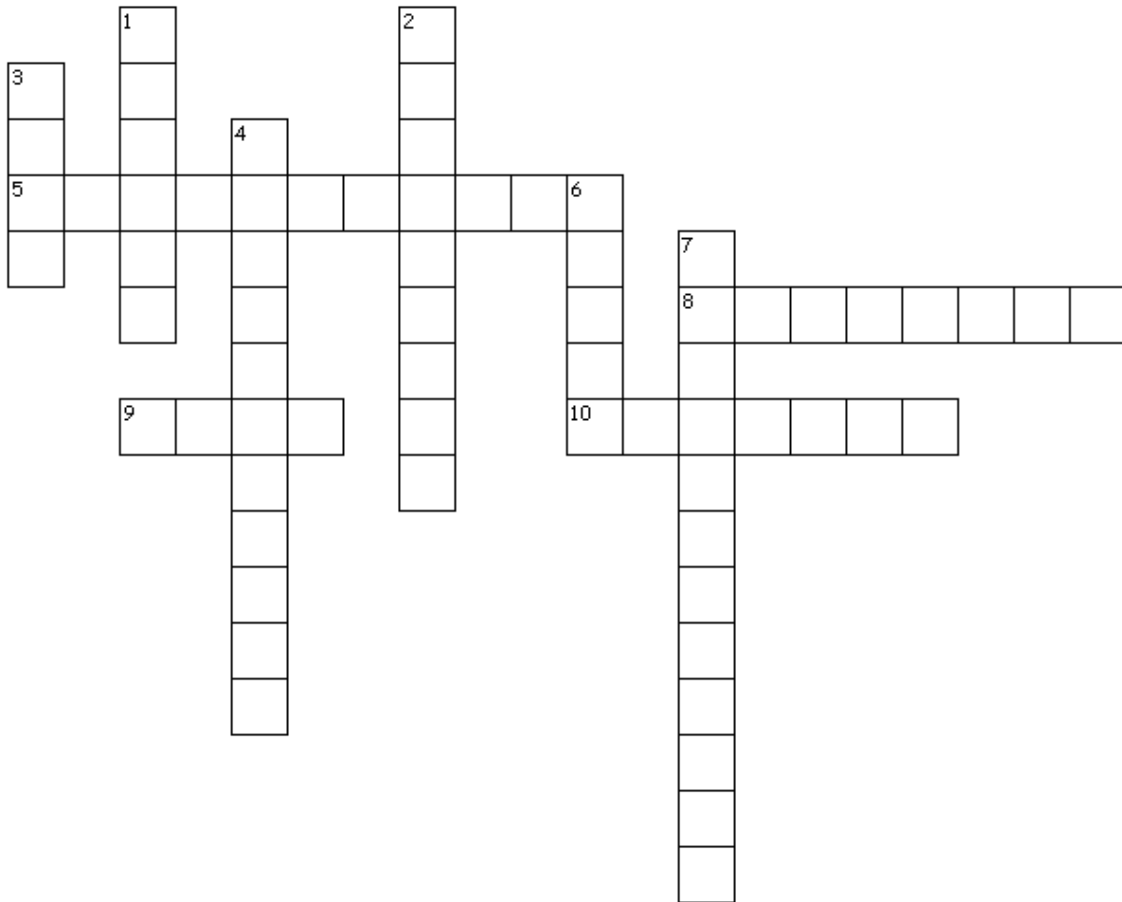
2. **Definitions and Samples**

	Word	Form	Definition	Example	Synonym	Parts of Speech
1	<b>Genetically</b>	<i>adv</i>	of, relating to, or involving genes	Ireland is set to lift its ban on planting <b>genetically</b> modified food crops next year.	Inherently Naturally Intrinsically	Ge net ic <i>adj</i>
2	<b>Modified</b>	<i>v</i>	to change some parts of (something) while not changing other parts	He <b>modified</b> the recipe by using oil instead of butter.	Changed Altered Adjusted	Mod i fi abil i ty <i>n</i> Mod i fi able <i>adj</i> Mod i fi ca tion <i>n</i>
3	<b>Side effects</b>	<i>n</i>	any secondary effect, esp an undesirable one	Does this drug have any <b>side effects</b> ?	Adverse ( <i>effect</i> ) Unwanted secondary ( <i>effect</i> ) Reaction	
4	<b>Lead to</b>	<i>Phr v</i>	to begin a process that causes something to happen	There is no doubt that stress can <b>lead to</b> physical illness.	Provoke Cause Give rise to	
5	<b>Ruin</b>	<i>v</i>	to damage (something) so badly that it is no longer useful, etc. : to spoil or destroy (something)	The bad weather <b>ruined</b> the party.	Devastate Destroy Decimate	Ruin <i>n</i> Ru in er <i>n</i>

	<b>Word</b>	<b>Form</b>	<b>Definition</b>	<b>Example</b>	<b>Synonym</b>	<b>Parts of Speech</b>
6	<b>Life cycle</b>	<i>n</i>	biology : the series of stages through which a living thing passes from the beginning of its life until its death	We used to study the <b>life cycle</b> of frogs in high school.	Biological clock Biorhythm Life process	
7	<b>Drought</b>	<i>n</i>	a long period of time during which there is very little or no rain	The <b>drought</b> caused serious damage to crops.	Dryness Scarcity Aridity	Drought i ness <i>n</i> Drough ty <i>adj</i>
8	<b>Impoverished</b>	<i>adj</i>	poor	The dictator enriched himself but his <b>impoverished</b> people suffered great hardships.	Poor Needy Destitute	Im pov er ish <i>v</i> Im pov er ish er <i>n</i> Im pov er ish ment <i>n</i>
9	<b>Rush</b>	<i>v</i>	to hurry to do something	Don't <b>rush</b> your decision.	Hurry Speed Dash	Rush <i>n</i> Rush <i>adj</i>
10	<b>Solid</b>	<i>adj</i>	completely good, with no mistakes or bad parts	He gave a <b>solid</b> performance yesterday during the game.	Stable Steady Firm	Sol id <i>n</i> Sol id ly <i>adv</i> Sol id ness <i>n</i>

### 3. Vocabulary Practice

Please complete the *Crossword* below using the clues. Help your partner ☺



#### Across

- 5. bad aftermath
- 8. changed
- 9. destroy
- 10. no rain for a long time

#### Down

- 1. causes
- 2. from birth to death
- 3. to do something quickly
- 4. DNA
- 6. strong
- 7. really poor

**4. Listening & Reading** (The *MP3* is available online)  
Listen to and read a conversation about **Food**.

**Todd:** Hey, Akane, I was reading in the paper that China is doing research on genetically modified foods and is considering it. The United States is for using genetically modified foods, (I see) but Europe is against it. (Oh, right) So you're from Canada, what do you think?

**Akane:** Well, I think it's a great idea to have genetically modified foods.

**Todd:** Why?

**Akane:** Well, I think that especially for countries like China research shows that the people in China, the quality of their life is going to be of the level of the people in America within the next thirty years, and if this world is going to support that kind of population, we definitely need more resources in order to make food to support the population.

**Todd:** Do you worry more that maybe there haven't been enough tests on genetically modified foods, that there might be side effects that could lead to cancer, or could maybe ruin the naturally life cycle of the plants?

**Akane:** Uh, definitely, I think there is lots of reasons to be concerned and that's why the research has to be taken carefully and slowly and there has to be laws and procedures in place so that the research is controlled and that foods are tested before people can use them.

**Todd:** So, you're saying that they should do research but it's OK to go ahead and try to use it now?

**Akane:** Well, if there is reason to think that it is safe after many tests then, then I think we should start using it for the future.

**Todd:** Mm, I mean, I can understand why people would want to use genetically modified foods because in terms of drought or insects eating the plants or feeding really impoverished areas like Africa and parts of Asia (Right) it's useful but we really don't know, I mean, aren't you a little bit worried that if you rush it you don't give enough time for the tests, you know, if it's really harmful to the environment or the people.

**Akane:** For sure, so I don't think we should rush it, but at the same time I don't think we should completely stop the research, either because the fact is the population is growing and these people are going to have to eat food so if genetically modified foods can help people to eat and survive and for the human population to survive then we're going to have to continue with the research.

**Todd:** That's a pretty solid argument. I pretty much agree with you on that.

**Akane:** Thanks

**Todd:** OK, thanks, Akane

## 5. Listening & Reading Practice

Please answer the 4 questions below based on the reading/listening (*from memory*) with your partner.

1. What does Akane think about genetically modified foods?
  - a. She is for it.
  - b. She is against it.
  - c. She is not sure yet.
  
2. What is her reason for using genetically modified foods?
  - a. The world's population is rising.
  - b. It protects crops from insects.
  - c. It is better for the environment.
  
3. What does she think must happen first?
  - a. GM foods must be tested.
  - b. The people should vote on it.
  - c. Both of these.
  
4. What is Todd worried about?
  - a. Health concerns.
  - b. Environmental concerns
  - c. Both of these.

## 6. Conversation Strategies

### Illustrating a point

- *For example, ...*
- *For instance, ...*
- *Take for example ...*
- *A classic example of this is...*
- *A classic example of this would be...*
- *To illustrate my point...*
- *Let me give you an example...*
- *Just as an example, let me ...*

### Expressing solutions and alternatives

- *The solution is to ... Then you will ...*
- *The best way to ... is ...*
- *To ..., you really have to ...*
- *There are many choices. You can ... You can ...*
- *Alternatively, ...*
- *Instead, ...*
- *The alternative is...*

### Interrupting

#### Polite interruption

- *Sorry, but...*
- *May I say something?*
- *May I add something?*
- *May I ask a question?*
- *I'd like to say something about that*

#### Holding the floor

- *Hold on*
- *Hold on a second*
- *Yes, I was about to mention that.*
- *Well, I was about to come to th.t*
- *Sorry, I haven't finished yet*
- *... I haven't made my point yet*
- *... I'm about to make my point*
- *... I'm almost done*
- *... If you could just give me a second*
- *... If you let me finish, I'll tell you!*
- *Please let me finish*
- *Could you wait until I'm done?*
- *I'm talking here!*
- *Would you let me finish?*
- *Would you hold on a second?*

#### When two people start speaking at the same time

- *Please*
- *Go ahead*
- *You first*
- *Please, I can wait*
- *It wasn't all that relevant*
- *It wasn't important*
- *Never mind.*

## 7. Conversation Strategy Practice

Please use Expressions from the previous page to *Illustrate* to and *Interrupt* someone. (Groups of 3)

### Example:

Student A		Student B		Student C	
Tell about a time when you went on a date.					
1	<b>Let me</b> tell you about my last date.	2	<b>Hold on a second</b> , when was this?	5	<b>Sorry, may I ask a question?</b>
3	This was last week.	4	Oh, I see.	7	Where was the date?
6	Sure.	10	Was he a nice guy?	9	Nice.
8	It was at East Gate. We went for pasta, then a coffee.	15	<b>Hold on</b> , why are you still with him?	12	Sweet! My boyfriend never pays for everything.
11	Yeah, he was nice. <b>For example</b> , he paid for everything.	17	Ah, okay.	14	Yeah, it's annoying, but...
13	Really?			16	<b>Well I was about to mention that</b> he does pay for the food, I get the coffees.

### Practice

Please practice a conversation similar to above using expressions for *Illustrating* and *Interrupting*.

1<sup>st</sup> = Student A – Start with the situation below and have a short conversation with Student B & C

2<sup>nd</sup> = Student B - Start with the situation below and have a short conversation with Student A & C

3<sup>rd</sup> = Student C - Start with the situation below and have a short conversation with Student A & B

Student A	Student B	Student C
Tell about a time when you won a prize or sporting event	Tell about a time when someone was angry with you	Tell about what you did yesterday from noon to night.

## 8. Phrasal Verbs

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

Phrasal Verb	Meaning	Collocation	Example
<b>Knock *back*</b>	to drink alcohol quickly or in large amounts	<b>Pints</b> <b>Drinks</b>	March 17th is St Patrick's Day, an excuse for people worldwide to finish work early, go to the pub and <b>knock back pints</b> and <b>pints</b> of the black stuff.
<b>Lay *on*</b>	to provide something such as food, entertainment, or a service, especially without charging for it	<b>Food</b> <b>Drinks</b> <b>A spread</b>	They have kindly <b>laid on food</b> , beer and entertainment for us.
<b>Polish *off*</b>	to eat or drink something until it is finished	<b>Bottle</b>	We sat at the table and talked as we <b>polished off</b> the <b>bottle</b> of wine.
<b>Rustle *up*</b>	to quickly produce something such as a meal using whatever is available	<b>Meal</b>	You can <b>rustle up</b> a good tasty <b>meal</b> at short notice if you keep certain basic ingredients in stock.
<b>Ward *off*</b>	to do something to prevent someone or something from harming you	<b>Hunger</b>	A breakfast high in protein can <b>ward off hunger</b> pangs, helping you eat less and ultimately lose weight.

## 9. Idioms

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

Idiom	Meaning	Example
<b>Doggy bag</b>	A special container for taking uneaten food from a restaurant.	After the wedding last weekend, I took home a <b>doggy bag</b> of cookies.
<b>Pot luck</b>	A meal where each invited person contributes one item of food.	The <b>pot luck</b> last weekend at Christian's place was great, people brought over some tasty dishes.
<b>Wolf down</b>	To eat or drink very quickly.	I <b>wolfed down</b> my breakfast this morning as I woke up late and had to catch the early bus.
<b>Leftovers</b>	Food that remains uneaten from a meal	I always have <b>leftovers</b> after Christmas dinner, especially turkey.
<b>Have a sweet tooth</b>	To enjoy eating sweet foods such as candies and desserts.	My problem is that I have a <b>sweet tooth</b> . I have to cut down on sugar.


Topic 5 **History**

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

1. <b>Gauntlet</b>	G <u>aun</u> t let	6. <b>Fusiliers</b>	Fu sil <u>iers</u>
2. <b>Comrades</b>	C <u>om</u> rades	7. <b>Bitter</b>	B <u>it</u> ter
3. <b>Lighter</b>	Ligh <u>ter</u>	8. <b>Sinew</b>	S <u>in</u> ew
4. <b>Recount</b>	Re <u>count</u>	9. <b>Flock</b>	F <u>l</u> ock
5. <b>Slaughtered</b>	S <u>l</u> augh tered	10. <b>Keepsakes</b>	<u>Keep</u> sakes

**2. Definitions and Samples**

	Word	Form	Definition	Example	Synonyms	Parts of Speech
1	<b>Gauntlet</b>	<i>n</i>	to experience a difficult situation, for example a lot of questions, criticism, or attacks	The soldier had to keep his head down and <u>run the gauntlet</u> without getting hit by enemy fire.	Ordeal Onslaught Challenge	Gaunt let <i>n</i>
2	<b>Comrades</b>	<i>n</i>	A close friend you have worked with, been in the military with, etc.	He enjoys spending time with his old army <u>comrades</u> .	Companion Compatriot Mate	Com rade n Com rade li ness <i>n</i> Com rade ly <i>adj</i> Com rade ship <i>n</i>
3	<b>Lighter</b>	<i>n</i>	A large usually flat-bottomed barge used especially in unloading or loading ships	The <u>lighter</u> conveyed the men to the shore. As soon as they disembarked they were set upon by the enemy.	Barge Flat boat Raft	Ligh ter <i>n</i> Ligh ter <i>v</i>
4	<b>Recount</b>	<i>v</i>	To relate (tell) in detail: <u>narrate</u>	The victim <u>recounted</u> the story to the police, not leaving out any details.	Tell Recall Convey	Re coun ter <i>n</i> Re count <i>n</i> Re count <i>n</i>
5	<b>Slaughtered</b>	<i>v</i>	The violent killing of a large number of people	The UN should intervene to stop the <u>slaughter</u> of innocent people.	Butcher Crush Decimate	Slaugh ter er <i>n</i>

6	<b>Fusiliers</b>	<i>n</i>	A soldier armed with a fusil (a light flintlock musket)	The <b>Fusiliers</b> fought bravely at the front, making ground while sustaining heavy casualties.		
---	------------------	----------	---------------------------------------------------------	----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
7	<b>Bitter</b>	<i>adj</i>	Marked by intensity or severity: accompanied by severe pain or suffering	It was a <b>bitter</b> war, thousands died on both sides.	Brutal Cruel Harsh	Bit ter <i>adj</i> Bit ter <i>n</i>
8	<b>Sinew</b>	<i>n</i>	Strong tissue that connects muscles to bones	The surgeon had to cut through bone and <b>sinew</b> to stop the infection from spreading.	Tendon Flesh Muscle	Sin ew <i>n</i>
9	<b>Flock</b>	<i>n</i>	A group under the guidance of a leader; <i>especially</i> : a church congregation	The priest looked down among his <b>flock</b> , asking them to repent for their sins.	Congregation Group Band	Flock <i>v</i>
10	<b>Keepsakes</b>	<i>n</i>	Something that you keep to help you remember a person, place, or event : a memento or souvenir	We were given books as <b>keepsakes</b> of the trip.	Mementos Souvenirs Trophies	

### 3. Vocabulary Practice

- A. Please create ONE sentence for each word from your group (A or B). *No writing*. Please say the sentence to your partner. Please try your best and make an understandable sentence. Thanks.  
Total time is 8 minutes (4 minutes each)

A	B
1. <b>Gauntlet</b>	1. <b>Sinew</b>
2. <b>Fusiliers</b>	2. <b>Recount</b>
3. <b>Comrades</b>	3. <b>Flock</b>
4. <b>Bitter</b>	4. <b>Slaughtered</b>
5. <b>Lighter</b>	5. <b>Keepsakes</b>

### 4. Listening & Reading Practice

Please answer the following comprehension questions with your partner.

1. When was World War 1?
2. Do you know anything about World War 1? Tell your partner.

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

Listen to and read the story.

#### **Gallipoli** April 25 1915

\*James Clifford took his turn to run the gauntlet. He sped out of the bowels of the ship and raced down the gangway, leaping over his fallen comrades. Clifford was a good swimmer and as bullets were splashing into the sea all around him, he dived into the water to get to shore. Along the way, he passed a lighter with two navy men sitting in it. One man had his kneecap torn open by enemy fire, and the two begged Clifford for help. 'For Christ's sake,' they pleaded. 'Help us.' As Bart Clifford – James Clifford's son – would later recount, all that James Clifford could do was to push the lighter out to sea and away from the gunfire.

Clifford managed to make it to shore but was shot in the leg in the process. He joined his Dublin comrades and together they huddled behind the sandbank. Then, two and half hours later, at 8.30am, the

order was given to try again. Men of the T Royal Hampshire Regiment, who had also been in the River Clyde, tried desperately to get to shore but were [slaughtered](#) in the process.

After this final attempt to storm ashore, out of the 2,000 men who had taken part in the attack, only 200 were on the beach, and these men were effectively trapped behind the sandbank. Seventy percent of the two companies of Royal Munster [Fusiliers](#) who had charged out of the River Clyde had fallen. From where he lay, James Clifford looked out to sea and could not believe his eyes. The water around the River Clyde was literally red – red with blood.

V Beach was finally secured the following day after [bitter](#) fighting. For Private James Clifford, the same day he entered the war was the same day he was wounded. He was evacuated to a hospital ship, and when he was fit to serve again, Clifford was posted to the Western Front. Then, while serving in the Loos sector in 1916, a lump of shrapnel sliced his arm nearly clean off, and with the limb dangling from a [sinew](#) and while completely in shock, Clifford stumbled to a dressing station. His son, Bart Clifford, remembers the story. ‘Along the way, my dad came across a man who he thought was a priest. “Father,” he asked, “Could you spare me a cigarette?” The man looked round and turned out to be a Protestant minister. He said, “I’m not of your [flock](#), but you can certainly have a cigarette.”’ After receiving medical treatment, Clifford’s arm was ultimately amputated.

This was enough to get Clifford sent back to his native Killarney, and, seeing as he was friendly with a colonel who was one of the Earls of Kenmare, he managed to get work caddying on the Kerry golf courses. In fact, James Clifford Ford had once been a very good golfer.

However, years later, when the family home was inherited by Clifford’s elder brother, and when this brother married a fiercely nationalistic woman, Clifford was no longer allowed to speak of his First World War experiences. Worse still, his new sister-in-law binned his war medals, along with all [keepsakes](#) that the former soldier had to remind him of his days in uniform.

\*Taken from “A Coward If I Return, A Hero If I Fall” by Neil Richards (pp.43-44)

## 6. Conversation Strategies

<p><b>Specific cases</b></p> <ul style="list-style-type: none"><li>• <i>In that case</i></li><li>• <i>In that respect</i></li><li>• <i>If you are talking about...,then...</i></li><li>• <i>As far as that goes...</i></li><li>• <i>On that point...</i></li></ul> <p><b>Exceptions</b></p> <ul style="list-style-type: none"><li>• <i>There are exceptions, of course...</i></li><li>• <i>One should mention, of course...</i></li><li>• <i>An exception to that is...</i></li><li>• <i>This does include...</i></li><li>• <i>Except of course...</i></li><li>• <i>One exception is...</i></li><li>• <i>Another exception is...</i></li></ul> <p><b>Getting back to the point</b></p> <ul style="list-style-type: none"><li>• <i>Anyway</i></li><li>• <i>In any case,...</i></li><li>• <i>To return to...</i></li><li>• <i>Returning back to...</i></li><li>• <i>To get back to the point...</i></li><li>• <i>Let's get back to the point...</i></li><li>• <i>Where was I?</i></li><li>• <i>What were we talking about?</i></li></ul> <p><b>Generalizations</b></p> <ul style="list-style-type: none"><li>• <i>Generally,...</i></li><li>• <i>In general, ...</i></li><li>• <i>As a rule,...</i></li><li>• <i>Usually,</i></li><li>• <i>Typically,</i></li><li>• <i>By and large,</i></li><li>• <i>On average,</i></li><li>• <i>Generally speaking,</i></li><li>• <i>Speaking in general terms,...</i></li></ul>	<p><b>Conclusions</b></p> <ul style="list-style-type: none"><li>• <i>To make a long story short,...</i></li><li>• <i>So in short,...</i></li><li>• <i>So you see...</i></li><li>• <i>So, finally,...</i></li><li>• <i>So,...</i></li><li>• <i>All in all,...</i></li><li>• <i>In the end,...</i></li><li>• <i>To conclude,...</i></li><li>• <i>To sum up,...</i></li><li>• <i>To summarize,...</i></li><li>• <i>Summing up, ...</i></li><li>• <i>To put it simply,...</i></li><li>• <i>To put it in a few words, ...</i></li><li>• <i>In a nutshell,...</i></li><li>• <i>In brief, ...</i></li><li>• <i>To be brief,...</i></li></ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 7. Conversation Strategy Practice

Please use Expressions from the previous page to **Discuss** something with your partner.

### Example:

*Student A:* I love Spring.

*Student B:* **If you're talking about** Cherry Blossoms, then sure, me too. **On that point I agree**, but I prefer Winter. I like the cold.

*Student A:* **By and large** Winter is too cold in Daegu though.

*Student B:* Yes it is, but **I should mention, of course** that I love winter hiking.

*Student A:* Ah I see. I am not a hiker. **All in all** I like Spring best.

### Practice

Please practice conversations similar to above using expressions for *Specific Cases, Exceptions, Getting back to the Point, Generalizations and Conclusions*.

Please ask a question or say the statement below to your partner and develop a conversation.

*Student A:*

1. Don't you think girls are harder workers than boys?
2. It seems to be you're the best student in class.

*Student B:*

1. Don't you think single life is better than married life?
2. It seems to be you work too hard.

## 8. Phrasal Verbs

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

Phrasal Verb	Meaning	Collocation	Example
<b>Date back</b>	When something was first made, produced.	<b>History</b>	Dorchester has a rich <b>history</b> <b>dating back</b> to Roman times.
<b>Look (back) into</b>	To investigate something	<b>History</b>	When politicians <b>look back into</b> <b>history</b> they should learn from past mistakes.
<b>Delve into</b>	To examine something carefully	<b>Past</b>	The police <b>delved into</b> my <b>past</b> to see what crimes I had committed.
<b>Cover up</b>	To hide the truth	<b>Truth</b>	The government <b>covered up</b> the accident by saying that it was a training exercise.
<b>Make up</b>	To invent, create	<b>Story</b>	The government <b>made up</b> the <b>story</b> to appease the masses.

## 9. Idioms

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

Idiom	Meaning	Example
<b>All's fair in love and war.</b>	In some situations, such as when you are in love or waging war, you are allowed to be deceitful in order to get what you want. (Often said as an excuse for deception.)	I cheated on the entrance exam, but I really want to get into that school, and <u><b>all's fair in love and war.</b></u>  To get Judy to go out with him, Bob lied and told her that her boyfriend was seeing another woman. <u><b>All's fair in love and war.</b></u>
<b>Have been in the wars</b>	Someone, especially a child, who has been in the wars, has been hurt (fun)	You poor little boy, you <u><b>have been in the wars!</b></u>
<b>All out war</b>	Total war, as opposed to limited military actions or threats of war.	We are now concerned about <u><b>all-out war</b></u> in the Middle East.
<b>Go to war</b> (over someone or something)	To wage a war over someone or something. (Often an exaggeration.)	We aren't going to <u><b>go to war</b></u> over this, are we?  Do you want to <u><b>go to war</b></u> over Sarah? Is she that important to you?
<b>An act of war</b>	An international act of warlike violence for which war is considered a suitable response.  Any hostile act between two people.	To bomb a ship is <u><b>an act of war.</b></u>  "You just broke my stereo!" yelled John. "That's <u><b>an act of war!</b></u> "

The End☺