

TEACHER'S NOTES

medal, chillax, drug driving

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Overview: Suggestions for using the **Macmillan Dictionary BuzzWord** article on *medal*, *chillax* and *drug driving*, and the associated worksheets.

Total time for worksheet activities: 60 mins

Suggested level: Upper intermediate and above

1. If you intend to use the worksheets in class, go to the *BuzzWord* articles at the web addresses given before exercises 1, 3 and 5, and print off a copy of the articles. Make a copy of the worksheet and the *BuzzWord* articles for each student. You might find it helpful to check the answers as a class rather than print a copy of the Key for each student.
2. If the members of your class all have computer access, ask them to open the worksheet before they go to the *BuzzWord* article links. Make sure they do not scroll down to the Key until they have completed each exercise.
3. Ask students to read through the *BuzzWord* article on *medal*.
4. Ask students to work in pairs to find the answers to the questions in Exercise 1. Check the answers as a class.
5. Look again at the answer to question 6. Ensure that students understand what *conversion* is. (*Conversion* is when a word takes on another part of speech without undergoing any other changes, such as adding a suffix.) Point out that conversion of nouns to verbs is quite common in English, and explore some simple examples, e.g. *text* (noun) → *text* (verb).
6. Before tackling Exercise 2, explain that, like *medal*, words often take on new meanings. Ask them if they can think of any

examples of words in their own language that have taken on new meanings in recent years. What about English words? (The most obvious examples are often connected with technology, e.g. *web*, *surf*, *window*.) Ask students to complete Exercise 2 individually, and then check the answers as a class. If necessary, you could explain that the first definition in each pair explains the 'older' meaning of the word, and the second one is 'newer'. One of the words in the exercise shows an example of conversion. Ask students if they know which it is. (It is the word *friend*.)

Tip: All the words in this exercise are featured in the *BuzzWord* archive. Interested students might like to read some/all of the articles at home.

7. Ask students to read through the *BuzzWord* article on *chillax*.
8. Get students to work in pairs to complete Exercise 3. Check the answers as a class. Look again at question 3 and ensure students understand what a *blend* is. (A *blend* is a new word formed by combining parts of words, or by combining a part of a word and a whole word). Explore some well-known examples (e.g. *brunch* = *breakfast* + *lunch*, *Wikipedia* = *wiki* + *encyclopedia*). You could also mention that blends are sometimes alternatively referred

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to as *portmanteau* words, a fact which will crop up in a later exercise.

9. Exercise 4 develops the topic of blends. Complete the exercise as a class activity.

Tip: All the new blends in this exercise are featured in the *BuzzWord* archive. Interested students might like to read some/all of the articles at home.

10. Ask students to read through the *BuzzWord* article on *drug driving*.
11. Ask students to work in pairs to complete Exercise 5. When students are ready, ask them to correct the false statements (see the Key for corrections). Check the answers as a class.
12. Explain that joining words together to form compounds is one of the most frequent ways in which new expressions are coined in English. New compounds often take inspiration from compounds that people are already familiar with (e.g. by substituting one of the words with a word which is related to or the opposite of the original), which makes it easier to understand their meaning straight away. Complete Exercise 6 as a class.

Tip: Apart from *global dimming*, all compounds in this exercise are featured in the *BuzzWord* archive. Interested students might like to read some/all of the articles at home.

13. Extension: use Exercise 6 as a platform to explore some higher level vocabulary, e.g. *sip* and *guzzle* as alternatives to *drink*. This

could lead on to looking at alternatives to *eat*, such as *bite*, *swallow*, *taste*, *nibble*, *chew*, etc. You can use the thesaurus function of the Macmillan Dictionary Online to help you.

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Go to the **Macmillan Dictionary BuzzWord** article at:
<http://www.macmillandictionary.com/buzzword/entries/medal.html>

1 Find the information

Read the **BuzzWord** article on *medal* and answer these questions.

1. How many times has London hosted the modern Olympics?
2. What preposition often follows the verb *medal*?
3. What is the past tense form of *medal* in US English?
4. What does the verb *outmedal* mean?
5. What new verb means 'to come first, second or third in a sporting event'?
6. What is the name of the linguistic process that verb use of *medal* is an example of?

2 Old words, new senses

Put the words in the box next to the correct pair of definitions.

friend green migrate occupy troll toxic

1. a. poisonous and harmful to people, animals or the environment
 b. used to describe a loan which causes problems for a bank
2. a. used to describe things which are the same colour as grass
 b. designed to protect the environment or to limit damage to the environment
3. a. to travel to another part of the world for warmer weather at a particular time of the year
 b. to begin using a different system, or to move information from one system to another
4. a. someone you know well and like
 b. to add someone to your contact list on a social networking website
5. a. to use a room, area of land or other place
 b. to move into a public place and stay there for a period of time in order to protest about something
6. a. a very ugly creature in stories that lives in a cave
 b. someone who deliberately sends a rude or annoying message to a discussion group on the internet

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Go to the **Macmillan Dictionary *BuzzWord*** article at:
<http://www.macmillandictionary.com/buzzword/entries/chillax.html>

3 Choose the correct answer

Read the *BuzzWord* article on *chillax* and circle the correct option to complete the statements below.

1. The verb *chillax* is now a popular way of describing the action of *freezing* / *relaxing*.
2. In 2012, it emerged that the British Prime Minister was particularly *good* / *bad* at *chillaxing*.
3. The verb *chillax* is formed from a blend of words *chip* / *chill* and *relax* / *tax*.
4. Initially, the word *chillax* was mainly used by *older* / *younger* people.
5. The word *chill* comes from *old* / *US* English.
6. The expression *take a chill pill* is now a humorous way of telling someone to *calm down* / *get stressed*.

4 Exploring new blends

Match these new blends with their meanings.

- | | |
|-----------------|---|
| 1. babymoon | a. a white berry that looks like a strawberry but tastes like a pineapple |
| 2. glamping | b. people who are not related to you but are your very close friends |
| 3. pineberry | c. a person who works for a charity whilst on holiday |
| 4. flexitarian | d. someone who is mainly vegetarian but sometimes eats meat or fish |
| 5. voluntourist | e. a luxury form of camping |
| 6. family | f. a special holiday taken by parents-to-be |

Can you work out the two words that were combined to make each of the blends?

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Go to the **Macmillan Dictionary BuzzWord** article at:
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5 Comprehension check

Are these statements true (T) or false (F) according to the text?

1. Drug driving has always been a criminal offence in the UK.
2. Cannabis is a controlled drug.
3. The new law can sometimes apply to prescription drugs.
4. The word *drugalyser* is a portmanteau of words *drunk* and *analyser*.
5. Drink-driving laws have not helped to reduce the number of accidents.
6. The expression *drink driving* is not generally used in US English.

6 Compounding patterns

New compounds are often formed on the basis of familiar ones (e.g. *drunk driving* → *drug driving*). Look at the new compounds below, and use the words in the box to complete the compounds they are based on.

bird down face fast guzzler warming

1. _____ food → slow food
2. _____ lift → voice lift
3. _____ flu → swine flu
4. gas _____ → gas sipper
5. hand-me-_____ → hand-me-up
6. global _____ → global dimming

Can you match the new compounds with their definitions a–f below?

- a. a disease that spreads quickly and causes problems such as a sore throat and cough, thought to be related to a virus which infects pigs
- b. a reduction in sunlight caused by pollution
- c. something that has been used and then given to an older member of the family
- d. food which is carefully prepared using traditional cooking methods
- e. a vehicle which does not use a lot of fuel
- f. an operation on the vocal cords which makes a person's voice sound younger

KEY

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KEY

1 Find the information

1. three
2. in
3. medaled or medalled
4. to win more medals than another team or competitor
5. podium
6. conversion

2 Old words, new senses

1. toxic
2. green
3. migrate
4. friend
5. occupy
6. troll

3 Choose the correct answer

1. relaxing
2. good
3. chill, relax
4. younger
5. old
6. calm down

4 Exploring blends

1. f
2. e
3. a
4. d
5. c
6. b

babymoon = baby + honeymoon

glamping = glamorous + camping

pineberry = pineapple + strawberry

flexitarian = flexible + vegetarian

voluntourist = volunteer + tourist

family = friend + family

5 Comprehension check

1. F. Drug driving became a criminal offence in the UK in 2012.
2. T
3. T
4. F. The word *drugalyser* is a portmanteau (= blend) of words *drug* and *analyser*.
5. F. Drink driving laws have (dramatically) reduced the number of accidents.
6. T

6 Compounding patterns

1. fast / d
2. face / f
3. bird / a
4. guzzler / e
5. down / c
6. warming / b