

TEACHER'S NOTES

sea lion

www.macmillandictionary.com

Overview: Suggestions for using the **Macmillan Dictionary BuzzWord** article on *sea lion* and the associated worksheet.

Total time for worksheet activities: 45 minutes

Suggested level: Upper intermediate and above

1. If you intend to use the worksheets in class, go to the *BuzzWord* article at the web address given at the beginning of the worksheet and print off a copy of the article. Make a copy of the worksheet and the *BuzzWord* article for each student. You might find it helpful not to print a copy of the Key for each student but to check the answers as a class.
2. If the members of your class all have computer access, ask them to open the worksheet before they go to the *BuzzWord* article link. Make sure they do not scroll down to the Key until they have completed each exercise.
3. Encourage students to read through the questions in Exercise 1 before they look at the *BuzzWord* article. Ask them to then read through the whole article carefully and answer the questions. When they have completed the exercise tell them to compare their answers with a partner, and then check the answers as a class.
4. Ask students to complete Exercise 2 individually and then compare their answers with a partner. When students have completed the exercise, check the answers as a class, asking students to explain each answer by identifying relevant parts of the text (see the Key for suggestions).
5. Ask students to look at Exercise 3 and explain that the process of 'conversion' means *sea lion* can be used as either a noun or a verb. There are many other core words in English that can be used in more than one part of speech. Exercise 3 highlights some of them (all words in the exercise feature as starred 'red' words in the Macmillan Dictionary). However, each question contains one word that cannot do this (i.e. is only ever used as a noun/verb/ adjective). Ask students to work in pairs to identify the odd one out. If they are unsure of any answers, encourage them to use the Macmillan Dictionary to complete the exercise and, if time permits, explore the different homographs. Are the meanings related (e.g. *research, transplant*) or are some meanings completely distinct (e.g. *watch, match*)? You could also suggest that students explore how stress/pronunciation identifies word class in some cases (e.g. *transfer, reject, contest*) using [this](http://www.onestopenglish.com) Sound Matters article from www.onestopenglish.com by Adrian Tennant.
6. Exercise 4 develops the discourse theme to highlight some verbs related to speaking. Ask students to complete the exercise individually, encouraging them to start with any verbs they immediately recognize so that the others can be worked out by a process of elimination. Students needing extra help could be permitted to look at the Macmillan Dictionary. Check the answers as a class.
7. Exercise 5 provides some examples of the speech acts highlighted in Exercise 4. Before students begin the exercise, read each example out loud with appropriate intonation. Ask students to complete the exercise independently, and then check the answers as a class. As a final activity, play a game in which one student chooses a verb from the box and creates a new sentence demonstrating that verb, which they then read out to the rest of the class. The rest of the class have to guess the correct verb.
8. Tip: The thesaurus boxes in the Macmillan Dictionary could be used to explore a range of related synonyms, e.g.: *interrupt* → *interject, cut in*; *pester* → *nag, badger*; *argue* → *bicker, quarrel*; *boast* → *brag, show off*.

Go to the **Macmillan Dictionary BuzzWord** article at:

http://www.macmillandictionary.com/buzzword/entries/sea_lion.html

1 Find the information

Read the **BuzzWord** article on *sea lion* and answer these questions.

1. In what kind of conversations do people *sea lion*?
2. What's the name of the linguistic process by which *sea lion* has become a verb?
3. Look in the background section and find another name for the same linguistic process. What other examples of it does the author give?
4. Where does the term *gaslighting* come from?
5. What does the word *trolling* mean?
6. What is *Wondermark*?

2 Comprehension check

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

1. A *sea lioner* is interested in what someone is talking about.
2. *Dogpiling* involves a large number of people.
3. Men are more likely to *mansplain* than women.
4. The verb *sea lion* is never used in the passive form.
5. The verb *sea lion* is a metaphor.
6. *Wondermark* features cartoon strips with old-fashioned drawings.

3 Exploring homographs

Circle the word that cannot be used in more than one part of speech.

- | | | |
|--------------|-----------|------------|
| 1. watch | dress | shirt |
| 2. translate | transfer | transplant |
| 3. hand | eye | ear |
| 4. white | beautiful | clean |
| 5. match | contest | compete |
| 6. reject | receive | research |
| 7. article | text | document |

WORKSHEET

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4 Verbs connected with speaking (1)

Match the verbs 1–8 to their definitions a–h.

- | | |
|--------------|--|
| 1. pester | a. to say that you might do something unpleasant, especially in order to make someone do something |
| 2. threaten | b. to tell someone that you are sorry for doing something wrong or for causing a problem |
| 3. complain | c. to keep asking someone for something |
| 4. boast | d. to say that you are not satisfied with something |
| 5. criticize | e. to say or do something to stop someone when they are speaking |
| 6. interrupt | f. to proudly tell other people about what you or someone connected with you has done or can do |
| 7. apologize | g. to speak to someone in an angry way because you disagree with them |
| 8. argue | h. to say what you think is wrong or bad about something |

5 Verbs connected with speaking (2)

Read what the people say (1–8) and choose the verb from the box which correctly describes what they are doing.

apologize	argue	boast	complain
criticize	interrupt	pester	threaten

1. Her new book is good, but I don't think it's as well-written as her last one.

3. My granddaughter's exam results were the best in the school!

5. Can I just stop you there a moment? There's something I'd like to add.

2. I'm so sorry we can't make it to the party.

4. When can we have an ice cream? Can I have one now? Please?

6. We've been waiting for over an hour - this really isn't good enough.

7. If your attitude doesn't improve, then I'll have to tell your manager.

8. No way, Ian. What you're saying is completely wrong!

KEY

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KEY

1 Find the information

1. online conversations/social media
2. conversion
3. verbing; other examples given are *showroom*, *green* and *medal*
4. a 1944 film with the title *Gaslight*
5. to deliberately post negative comments online in order to entice (= make people give) reactions
6. a web-based comic

2 Comprehension check

1. F (main definition, paragraph 3 – *sea lioners* aren't interested in the answers to the questions they ask)
2. T (main definition, paragraph 4, *dogpiling* is where a very large number of people respond to an individual social media post)
3. T (main definition, paragraph 4 – *mansplaining* is done by someone who is 'usually male')
4. F (Background, paragraph 1 – *sea lion* is often used in the passive form)
5. F (Background, paragraph 2 – *sea lion* isn't a metaphor, it was inspired by a cartoon)
6. T (Background, paragraph 2 – *Wondermark* contains cartoon strips created from 'Victorian-era drawings')

3 Exploring homographs

1. shirt
2. translate
3. ear
4. beautiful
5. compete
6. receive
7. article

4 Verbs connected with speaking (1)

1. c
2. a
3. d
4. f
5. h
6. e
7. b
8. g

5 Verbs connected with speaking (2)

1. criticize
2. apologize
3. boast
4. pester
5. interrupt
6. complain
7. threaten
8. argue