



# Unit 2.2

## WATCH


**E**  **1.9 WATCH FOR MAIN IDEAS** Watch the edited TED Talk. Check [✓] the one statement that best expresses the speaker's main purpose.

1. \_\_\_\_\_ She wants people to buy her dictionary.
2. \_\_\_\_\_ She wants people to understand how English works.
3. \_\_\_\_\_ She wants people to understand the job of a lexicographer.
4. \_\_\_\_\_ She wants to encourage people to be creative with language.

**F**  **1.10 WATCH FOR DETAILS** Watch the first segment of the edited TED Talk. Listen for the words and phrases in Column A of the chart. Then match each word or phrase from Column A with the correct type of example or explanation in Column B.

### Segment 1

COLUMN A	COLUMN B
1. a group of people who agree to understand each other	a. Explanation(s) of what language is _____
2. knowing how to make the plural of the invented word <i>wug</i>	b. Examples used to explain what natural grammar rules are _____ <b>2</b> _____
3. not like traffic rules	c. Examples used to explain what usage rules are _____
4. manners	
5. the law of gravity	
6. knowing that you wear a hat on your head and not on your feet	


**G**  **1.11 WATCH FOR DETAILS** Watch the remaining segments of the edited TED Talk. Are the sentences true or false, according to the talk? Write T for *true* or F for *false*.

### Segment 2

1. \_\_\_\_\_ It is fun to make up new words in English.
2. \_\_\_\_\_ The speaker thinks that English has too many words.

### Segment 3

3. \_\_\_\_\_ A lot of words in English come from other languages.
4. \_\_\_\_\_ *Heartbroken* is an example of a blend word.
5. \_\_\_\_\_ Nouns in English often become verbs.
6. \_\_\_\_\_ The word *edit* existed before the word *editor*.

**H**  **1.12 LISTEN FOR EXPLANATIONS OF WORDS AND TERMS** Read the words and terms and explanations below. Then watch the segments of the TED Talk. What kind of explanation(s) does the speaker use? Write the letter of the type of explanation. You will need to use some explanations more than once.

**Segment 1:** lexicographer \_\_\_\_\_

**Segment 2:** the grammar that lives inside your brain \_\_\_\_\_

**Segment 3:** compounding \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Segment 4:** blending \_\_\_\_\_, \_\_\_\_\_

**Explanations**

- a. Define what the word or term means or what it is.
- b. Say what the word or term is similar to. This is called an analogy.
- c. Describe what it does or what its purpose is.
- d. Explain how this type of word or term is formed or was created.
- e. Give an example of the word or term.

**I** **EXPLAIN WORDS AND TERMS** Work with a partner. Take turns explaining the meanings of the words and terms in the box. How was each word or term made? Match each word or term with the correct linguistic term from the talk.

boutique (n)	camcorder (n)	to flame (v)
LOL	thunderstorm (n)	

- 1. Borrowing \_\_\_\_\_
- 2. Compounding \_\_\_\_\_
- 3. Blending \_\_\_\_\_
- 4. Functional shift \_\_\_\_\_
- 5. Put first letters of several words together to form a new word \_\_\_\_\_