**PART 1: TAKE NOTES DURING A LECTURE** ANSWER KEY: points possible

**PART I: TED TALK** [Note: Students listen to the lecture & take notes 1 to 2 weeks prior to the final exam. The teacher either lets students keep their notes to study for the exam (meaning no using notes on the exam) or collects the notes and returns them to the students during the final to use. If using a TEDTalk, keep in mind that students are likely to go home and watch the talk again several times to improve their notes. Thus, letting students keep their notes encourages the good students to improve those notes and study for the test just like they would in a university class.

**WARM-UP**

We read the article “Get Your Own Slang” in class. We also listened to a short lecture about teenagers and slang. What have you learned so far about slang?

Is slang a new phenomenon?

Who tends to create and use slang the most?

Does everyone approve of slang?

Do languages other than English have slang?

In today’s TEDTalk, the speaker argues that slang words like ‘hangry,’ ‘defriend’ and ‘adorkable’ fill crucial meaning gaps in the English language, even if they don't appear in the dictionary. After all, who actually decides which words make it into those pages? The language historian in the talk gives a charming look at the humans behind dictionaries, and the choices they make.

What do “hangry”, “defriend” and “adorkable” mean? Do we need these words?

What do you think defines a “real word”?

**PREDICTION**

Today, you are going to watch a video lecture that continues our discussion about slang. Before the lecture begins, consider everything that you have learned on this topic. What do you expect to learn from the lecture? Write two predictions below, in the form of questions. *(1 pt each)*

1.

2.

**Note-Taking**

You may use the space below to take notes, but the notes will not be graded.

*Anne Curzan, “What Makes a Word Real?” (www.ted.com)*

**QUESTIONS**

9. Ann Curzan tells a story about a dinner companion who asked her about the word “defriend”. He already knew what the word meant. What can you infer about why he asked her about the word? *(2 pts.)*

He asked because he doesn’t approve of these new “words” that spring up. He’s really asking if new slang such as “defriend” are technically words. He’s asking what makes a word “real”?

10. According to Anne Curzan, what do most people mean when they say a word isn’t real? *(2 pts.)*

They mean that the word does not appear in the dictionary

11. Explain what Anne Curzan means when she says that dictionary editors try to both “appear cutting edge” and “not appear faddish”. *(2 pts.)*

She means that they want to strike a balance between the two extremes. They want to be up-to-date and in touch with the latest developments, but at the same time they don't want to follow a trend in new-word usage that disappears quickly.

12. What does the speaker mean when she says that dictionary editors are “just trying to keep up with us”? *(2 pts.)*

She means the editors are trying to follow people's usage of words, and people are changing their usage all the time

13. When the speaker talks about Lake Superior State University, what does she mean by "banished words”? *(2 pts.)*

Words that they think should be eliminated from the language

14. This is a two-part question. Be sure to answer both parts.

a) What has the speaker noticed about the “list of banished words” and the list of words being considered for “word of the year”? *(1 pt.)*

They are often the same words

b) Why does she think this happens? *(2 pts.)*

Because both groups are noticing the same thing, that these words are becoming more common

15. What is the main idea (the TED Talk “idea worth spreading”) of the lecture? (*3 pts.)*

Accept an answer that includes one of these ideas:

A word is real when it is understood by a community of people, not just when it appears in a dictionary. Language evolves, and this makes language interesting.

**PART III. ABBREVIATIONS and SYMBOLS [contains extra optional material]**

What do each of the following symbols and abbreviations mean? (1 pt. each)

|  |  |  |  |
| --- | --- | --- | --- |
| <, > | less than, greater than | 🡩 | increase, grow, gain |
| ≈ | about, approximately | w/in | within |
| / | or | **∴** | therefore |
| vs | versus, against | 🡢 | leads to, caused |
| 🛆 | change | w/ | with |
| w/o | without | + | and |
| s/th | something | s/o | someone |
| i.e. | that is | e.g. | for example |

**PART IV. IDIOMS [extra optional material]**

What does it mean … (*1 pt each)*

26. … to look through “rose colored classes”?

see only the good or positive side of something

27. … to “knife someone in the back”?

to betray someone; to hurt someone without their being aware of it

28. … to speak “off the cuff”?

to speak without preparation

29. ... to have a “green thumb”?

to be able to make things grow

30. … to have a “heart of gold”?

to be very generous and caring

31. … to “get to the bottom of” something?

to find the root cause of a problem

32. … to “have your hands full”?

to be very busy

33. … to “sit on the fence”?

to be undecided

**PART V. PRONUNCIATION [contains extra optional material]**

Suffix Stress Shift

How many syllables are in each word below? Which syllable is stressed?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **# of syllables** | **stressed syllable** |  |  | **# of syllables** | **stressed syllable** |
| *EX* | ***substitute*** | ***3*** | ***1*** |  | ***substitution*** | ***4*** | ***3*** |
| 34. | create | 2 | 2 | 37. | creativity | 5 | 3 |
| 35. | electric | 3 | 2 | 38. | electricity | 5 | 3 |
| 36. | capital | 3 | 1 | 39. | capitalization | 6 | 5 |

Past Tense Endings

How many syllables are in each word below? Is the final sound /d/ /t/ or /ed/?

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **# of syllables** | **final sound** |
| *EX* | ***walked*** | ***1*** | ***t*** |
| 40. | calculated | 4 | ed |
| 41. | washed | 1 | t |
| 42. | removed | 2 | d |
| 43. | invented | 3 | ed |
| 44. | missed | 1 | t |



