

Here Come the Newbies!

Level: Intermediate

Age: Teenagers

Time needed: 25 minutes

Lesson aim: To help students expand their vocabulary by exploring new words and meanings.

Skills: Study skills, speaking, writing

Materials needed: Worksheet, Macmillan online dictionary

Warmer

Ask students what they know about where new words come from and how they enter the language. Elicit some examples of new words students know in English or in their own language. Discuss as a class.

Activity 1

Ask students to read the text and encourage them to share a summary of the main ideas. Tell them not to worry about the exact meaning of every word at this stage. You could ask a few comprehension questions to check understanding and to help explain meaning: What is the most common way that new words are formed in English? What other ways are new words formed? Which words are used to illustrate compounding, borrowing, giving new meaning and shortening?

Key:

- | | |
|-------------------|-----------------|
| a makes up | f load |
| b mundane | g coinage |
| c come about | h affix |
| d euphemistically | i without trace |
| e homespun | j oblivion |

Activity 2

- Put students in pairs. Give them a minute to brainstorm all the phrasal verbs they know with *make up*. Get them to compare their answers with another pair.
- Ask students to look at the meanings with *make up* and share examples using them.

Key:

- a** to invent / Example answers:
to invent an explanation for something, especially in order to avoid being punished or embarrassed; to put make-up on someone's face; to prepare or arrange something; to work at different times from usual because you have not worked enough at the normal times; to become friendly with someone again after an argument; to combine together to form something larger.
- b** **1** to take the place of something that has been lost or damaged or to provide something good so that something bad seems less important
2 to do something good that helps someone feel better after you did something bad to them

Activity 3

Ask students to complete the sentences with the definitions from Activity 2 and find out the word that best completes each sentence.

Key:

- a** make it up to **b** makes up **c** make up for

Activity 4

Ask students to search the words given and read the definitions with the examples. Then give them time to explore the different meaning and write their own examples. If time allows, ask students to read their examples to a partner and ask them to guess the meaning used in each sentence.

Key:

Students' own answers.

VOCABULARY BUILDERS

Activity 5

Give students time to look for the words in the Macmillan Online Dictionary. Then ask them to work in small groups and improvise short conversations to use as many of the Activity 5 words as possible.

Key:

- a all the time
- b used when you realise you have been silly or made a mistake
- c emails that are sent to large numbers of people on the Internet, especially when these are not wanted
- d a difficult day when nothing seems to go well for you
- e every possible thing
- f the activity of shopping in order to make yourself feel happier
- g used for describing a politician who expresses opinions that are different from the official opinions of the political party they belong to, or for describing the things they say
- h someone who tries to avoid working