

## UNIT 8 Word Power

### A. LOGGING ON

#### 1. GOALS

In this unit:

You will learn about the components of an entry in a monolingual dictionary

You will practice the use of: verb endings (e.g. –s present, –ed past, and –ing progressive)

#### 2. VOCABULARY

**INSTRUCTIONS: These words are part of a dictionary entry in a monolingual dictionary. Drag each word to its corresponding definitions.**

archaic	etymology	example	idiom	numbered definition
part of speech	quotation	pronunciation	slang	synonym

1. Very informal words and expressions that are more commonly used in spoken language, for example, *shrink* is slang for *psychiatrist*. **slang**
2. Language that is old and no longer used, for example, *thou art* for *you are*. **archaic**.
3. The part of a dictionary entry that refers to the language a word comes from, for example, *cotton* [Middle English *cotoun* from Old French, from Arabic (Spanish dialectal) *qoton*, variant from Arabic *qutn*]. **etymology**
4. A word or expression that has the same, or nearly the same, meaning as another in the same language, for example, *big* and *large*. **synonym**
5. A group of words whose meaning is different from the meanings of the individual words, for example, *make up one's mind* = *to decide*. **idiom**
6. A word has different definitions in the entry. Each entry is given a number, for example, barbarian 1 a person long ago in the past who belonged to an European tribe that was considered uncivilized 2 a person who behaves very badly and has no respect or art, education, etc. **numbered definition**
7. The meaning and form that a word has, for example, *car* (*n.* noun), *red* (*adj.* adjective), *go* (*v.* verb), *quickly* (*adv.* adverb). **part of speech**
8. A sentence that contains the word defined which shows how this word is used in context. For example, the meaning of *neurotic* is expanded in She became neurotic in keeping the *house clean*. **example**
9. The dictionary entry gives a phonetic transcription of the word defined. The transcription is usually included next to the word, for example, *manual* /mae'nyɑ l / . **pronunciation**
10. The word defined is included in a short piece of writing taken from a book, play, speech, etc. For example, a famous line by Martin Luther King, Jr. is used in the entry to illustrate the meaning of the word *dream*: "I have a dream." **quotation**

Sources: *Longman Dictionary of English Language and Culture*, Longman Ltd., *Oxford Advanced Learner's Dictionary*, Oxford University Press, *The American Heritage Dictionary of the English Language*, Houghton Mifflin Company.

### 3. WARM UP

**INSTRUCTIONS:** The following entries contain examples of each of the definitions given in the vocabulary section above. Use arrows to match the entries with the examples.

phenomenon a fact or an event in nature or society, especially one that is not fully understood

Terrorism is a phenomenon of the 20<sup>th</sup> century.

altar / ołtdr / a holy table in a church or temple  
call to give somebody or something a particular name; to call up somebody to make a telephone call to someone

archaic

proud ( prawd / adj prouder, proudest Feeling satisfaction over an attribute or act by which ones stature is measured

etymology

example

ass (AmEng sl) a stupid person: *Don't be such an ass*

idiom

push n. the act of pushing 2 A vigorous or insistent

numbered definition

effort to provocation to action 3 Persevering energy;

part of speech

enterprise [Middle English *posshen, pusshen*, from Old French *polser, poulserr, to push, beat, from Latin pm/satire]*

quotation

pronunciation

aright ad v (very old fashioned) correctly Do I hear you aright?

slang

misery I great of the mind or body 2 very poor living conditions 3 a person who is always unhappy and complaining: *Misery acquaints a man with strange bedfellows. Shakespeare. The Tempest*

synonym

out of date adj without the most recent information and therefore no longer use: Those figures are very out of date. *Syn* old-fashioned.

retire v 1 to stop doing your job. especially because you have reached a particular age or because your sick  
2 to stop competing during a game, race, etc. usually because you are injured 3 to leave a place, especially to go somewhere quieter or more private 4 to move back from a battle in order to organize your soldiers in a different way 5 (literally) to go to bed: *I retired late because as always the morning would arrive too soon.*

#### 4. Your turn

**INSTRUCTIONS:** With a partner answer these questions. Do not look at the chat above.

1. What is the difference between a synonym and an antonym?

A synonym is a word that has the same or nearly the same meaning as another word in the same language. An antonym is a word that means the opposite of another word.

2. What is the difference between an idiom and a language?

A group of words whose meaning is different from the meanings of its individual words. For example, in English the idiom *call off* in the sentence “We decided to call off the meeting” means *cancel*. A language is like Spanish, English, French, etc.

3. Mention three people whom you do not speak in slang.

(1) Your teachers, (2) your boss, and (3) the credit manager at a bank.

4. Which Costa Rican president is famous for saying the following quotation: *In Costa Rica a storm lasts no longer than three days*. President Ricardo Jiménez Oreamuno.

5. What did he mean by this quotation? People in Costa Rica, or at least the people of his time, do not mess up with a national issue, situation, problem or confrontation for more than three days.

#### B. TURN IT UP

##### 1. Pre-listening

**INSTRUCTIONS:** Answer the following questions.

1. Do you use bilingual/monolingual dictionaries at school?
2. What do you use these dictionaries for?
3. Which of the courses that you take at school require the use of a dictionary?

##### 2. While listening

**INSTRUCTIONS:** Listen and fill in the blanks with the corresponding words.

The *Oxford Advanced Learner's Dictionary* is published by Oxford University Press. It is a highly respected dictionary recommended by English \_\_\_\_\_ teachers and language specialists because it is reliable, \_\_\_\_\_ up-to-date, and easy to use. Some characteristics of the dictionary are: (1) Complete coverage of both British and American English both written and \_\_\_\_\_ spoken, (2) a complete reference \_\_\_\_\_ book with information on \_\_\_\_\_ numbers, punctuation and \_\_\_\_\_ pronunciation, geographical names, the writing of letters, emails and résumés, irregular verbs and a map section, (3) rapid-access page design and shortcuts to the right \_\_\_\_\_ meaning in long entries, (4) full grammar information and many notes on how to use words in context, and (5) topic pages with illustrations and synonyms and antonyms to help the student with \_\_\_\_\_ vocabulary building. In short, the \_\_\_\_\_ OALD is one of the most complete guides to British and American \_\_\_\_\_ English. If you want to learn more about the dictionary, click on [www.oup.com/oald](http://www.oup.com/oald).

### 3. Post listening

**INSTRUCTIONS:** Observe the following dictionary entry.

**host** /həʊst; AmE houst/ *noun, verb*  
■ *noun* **1** [C] a person who invites guests to a meal, a party, etc. or who has people staying at their house: *Ian, our host, introduced us to the other guests.* **2** [C] a country, a city or an organization that holds and arranges a special event: *The college is playing host to a group of visiting Russian scientists.* **3** [C] a person who introduces and talks to guests on a television or radio show: *a TV game show host* **4** [C] (*technical*) an animal or a plant on which another animal or plant lives and feeds **5** [C] ~ of sb/sth a large number of people or things: *A host of musicians will perform at the festival.* ◊ a host of possibilities **6** (**the Host**) [sing.] the bread that is used in the Christian service of COMMUNION, after it has been BLESSED—see also HOSTESS  
■ *verb* [VN] **1** to organize an event to which others are invited and make all the arrangements for them: *Germany is bidding to host the World Cup finals.* **2** to introduce a television or radio programme, a show, etc: *The awards ceremony will be hosted by Sir David Frost.* **3** to organize a party that you have invited guests to: *to host a dinner*

Listening selection and entry taken from *Oxford Advanced Learners' Dictionary*. Oxford University Press.

**-Now ask a classmate these questions. Take turns to ask and answer them.**

- 1 Which of the five definitions is related to the entry of *host* as a verb? No. 6
- 2 Is any of these definitions related to the Catholic ceremony of the mass? No. 6
- 3 What do you pronounce the word *host*?
- 4 Can you name a famous show *host* on Costa Rican TV? What does he/she do?

### 4. Pronunciation

**INSTRUCTIONS:** Listen. Click on the verbs and pay attention to the pronunciation of the final sounds. Then click on the column that corresponds to the final sounds.

VERBS	/ S /	/ Z /	/ IZ /
writes			
defines			
matches			
finds			
looks			
means			
uses			

## C. System Tools

### 1. Warm up

**INSTRUCTIONS:** Talk to one of your classmates and tell him/her about the things you do everyday, the things you did yesterday and the things that you are doing today.

## 2. Charts

### THE SIMPLE PRESENT

Use the simple present to talk about things that (1) you generally do: I usually take a bus to school.

(2) happen all the time: The sun rises in the morning.

This is the present tense: I, you, we, they study in high school.

He, she (it) loves music. (Don't forget the -s)

Use do and does to ask questions: Do you have a pet? Do they like to dance? Do I look fine?

Does he walk to school? Does she drive? Does it work?

What do you do? Where does she live? How do they feel?

Use don't and doesn't to make negative sentences: I don't speak French. She doesn't watch TV.

### 3.1 Practice

**INSTRUCTIONS:** Fill in the blanks with the correct present tense form of the verbs in parentheses.

#### One Day in the Life of Eugenia Ramírez

Eugenia Ramírez is a homemaker. She (live) \_\_\_\_\_ LIVES in Cartago. She is married and (have) \_\_\_\_\_ HAS three kids. Her kids' names (be) \_\_\_\_\_ ARE Humberto, Rocío y Luis Mario. They (go) \_\_\_\_\_ to school at Escuela Winston Churchill in Barrio Los Ángeles, Cartago. Eugenia (get up) \_\_\_\_\_ GETS UP at 5 a.m. every weekday. She (take) \_\_\_\_\_ TAKES and immediately after she (make) \_\_\_\_\_ MAKES breakfast for the kids. When breakfast (be) \_\_\_\_\_ ready, she (wake up) \_\_\_\_\_ WAKES UP her children and (make sure) \_\_\_\_\_ MAKES SURE that they take a shower and (get dressed) \_\_\_\_\_ GET DRESSED for school. After breakfast, Eugenia (kiss good-by). Then they (wait for) \_\_\_\_\_ WAIT FOR the school bus together. Eugenia's day is always busy. At 9 am. she (have) \_\_\_\_\_ spinning class at the Salud y Forma gym. Then she (stop) \_\_\_\_\_ STOPS at her parents' house at Residencial El Molino to say hello. She (get back) \_\_\_\_\_ home before noon in order to prepare lunch. In the afternoon, she (help) \_\_\_\_\_ her children with their homework. Sometimes they (stay) \_\_\_\_\_ STAY home and watch TV in the evening, but occasionally they (go out) \_\_\_\_\_ GO OUT or (visit) \_\_\_\_\_ friends. But before she (come back) \_\_\_\_\_ home, there (be) \_\_\_\_\_ IS one thing that she always (do): she (pick up) \_\_\_\_\_ PICKS UP her husband Arnoldo who (work) at Ferretería La Amistad in Barrio El Molino. He is often tired after work, so Eugenia (like) \_\_\_\_\_ LIKES to drive him home. Does Eugenia (complain) \_\_\_\_\_ COMPLAIN about such hectic schedule. Quite the contrary. She (enjoy) \_\_\_\_\_ ENJOYS being a wife, a mother and a homemaker.

### THE SIMPLE PAST

Use the simple past to describe actions and situations in the past:

Alberto: We have another quiz in English tomorrow.

Alicia: Oh. no. We **had** one last week.

Most of the verbs I past tense end in **-ed**: These are the regular verbs:

We visited the Children's Museum last Friday.

I played soccer with my friends yesterday afternoon.

But other verbs have a different form in the past. These are the irregular verbs:

go - went We went dancing last Friday.

do - did Susan did the homework in the school library.

meet - met I met Mrs. González, my math teacher, in the Ujarrás Ruins.

Use **did** to ask questions in the past: **Did** you see your friend Julio this morning?

When **did** you start high school?

How many oranges **did** you buy?

Use **didn't** to make negative sentences: Today I **didn't wake up** early. It's Sunday.

My family **didn't stay** at the Bambú Hotel .

Antonio **didn't pass** the math course.

The past tense of the verb **to be** has different forms: I/He/She/It **was** sick two weeks ago

We/You/They **were** late today.

To make questions with the verb **to be** place **was** or **were** in initial position in the sentence:

**Was** I/he/she I class yesterday?

**Were** you/we/they at the party last night?

To make negative sentences with the verb **to be** use **wasn't** or **weren't**:

I/he/she **wasn't** at church last Sunday.

We/you/they **weren't** at the club meeting last month.

-/

## 2. Practice

**INSTRUCTIONS: Use the verbs in parentheses to complete the story.**

Rosario (go) \_\_\_\_\_ WENT to the supermarket yesterday. She (need) \_\_\_\_\_ NEEDED to buy some whipped cream for a cake. Soon after she (leave) \_\_\_\_\_ home, she (see) \_\_\_\_\_ (SAW) a brown object on the sidewalk. It (be) \_\_\_\_\_ WAS a wallet! She (pick up) \_\_\_\_\_ it \_\_\_\_\_ PICKED IT UP and (try) \_\_\_\_\_ TRIED to find some form of identification. She (notice) \_\_\_\_\_ NOTICED that the wallet (belong) \_\_\_\_\_ BELONGED to Mr. José Fernández, a neighbor. When she (come back) \_\_\_\_\_ CAME BACK home from the supermarket, Rosario (call) \_\_\_\_\_ CALLED Mr. Fernández. He (answer) \_\_\_\_\_ ANSWERED the phone, and she (ask) \_\_\_\_\_ ASKED him: "Did you by any chance (lose) \_\_\_\_\_ LOST your wallet, Mr. Fernández." He (be) \_\_\_\_\_

WAS quite surprised at the question. “Yes, I (lose) \_\_\_\_\_ LOST it this morning?” Rosario (tell) \_\_\_\_\_ TOLD Mr. Fernández that she (have) \_\_\_\_\_ HAD the wallet. “Where did you (find) \_\_\_\_\_ FIND it, he (ask) \_\_\_\_\_ ASKED. Rosario said: I (see) \_\_\_\_\_ SAW it on the sidewalk near my house. Mr. Fernández (thank) \_\_\_\_\_ THANKED Rosario and (tell) \_\_\_\_\_ TOLD her that he (be) \_\_\_\_\_ WAS on his way to her house to pick the wallet immediately. He (sound) \_\_\_\_\_ SOUNDED so happy. No wonder!

### THE PRESENT PROGRESSIVE

Use the present progressive for actions that are occurring at the moment of speaking.

Use **be + verb + -ing** : I am studying now.

He/She is walking through the park.

It's raining.

We/you/they are playing chess.

To make questions put the form of **to be** in initial position or after the question word:

Am I bothering you?

Is he/she having a good time?

Is it raining?

Are we/you/they watching TV?

What is he doing?

When are you coming back from the trip?

Where are they working now?

Use **am not**, **isn't** or **aren't** to make negative sentences:

I am not taking karate lessons this year. (or: I'm not)

He/she isn't typing the letter.

It isn't raining.

We/you/they aren't talking loudly.

Not all verbs can be used in the present progressive. Instead, they are used in the present tense. For example, you cannot say: “I am understanding”. You usually say: “I understand you”. Here is a list of the verbs that are used only in the present tense:

believe	like	remember
belong	love	see
forget	mean	seem
hate	need	suppose
hear	prefer	understand
know	realize	want

### 3.3. Practice

**INSTRUCTIONS: Ana Elena and José Alfredo are sitting in the school cafeteria. As usual, they are talking about other students and their private lives. Fill in the blanks of the conversation with the present progressive forms of the verbs in parenthesis whenever possible.**

- AE: Look! Isn't that Rosaura López there?  
JA: Are you sure that's Rosaura?  
AE: Well, there's a girl who (sit) \_\_\_\_\_ at the corner table. She looks like Rosaura López. IS SITTING  
JA: Is she alone or (talk) \_\_\_\_\_ is she with someone? TALKING  
AE: She (talk) \_\_\_\_\_ with a guy. I wonder if he is her new boyfriend. IS TALKING  
JA: What (say) \_\_\_\_\_ she \_\_\_\_\_ to him? IS-SAYING. There's so much noise.  
AE: It's not only the noise. They're too far away.  
JA: What \_\_\_\_\_ she \_\_\_\_\_? IS-WEARING  
AE: She doesn't usually wear anything special when she is alone. But today she (wear) \_\_\_\_\_ IS WEARING a red dress. Oh, look. She \_\_\_\_\_ (smoke) IS SMOKING  
JA: But Rosaura doesn't smoke.  
AE: May be she wants to impress the guy. Actually, he \_\_\_\_\_ now \_\_\_\_\_ (light) a cigarette.  
JA: Interesting. Rosaura doesn't like smokers.  
AE: They (leave) \_\_\_\_\_ now. ARE LEAVING. The man (pay) \_\_\_\_\_ IS PAYING  
JA: Damn it! I can't see them.  
AE: You know what? Next time if something interesting (happen) \_\_\_\_\_, I will seat in your place. IS HAPPENING

#### 4. Your Turn

**INSTRUCTIONS: Talk to one of your classmates and tell him/her about the things you do everyday, the things you did yesterday and the things that you are doing today.**

### D. Scan it

#### 1. Pre reading

**INSTRUCTIONS: Discuss the following questions with a classmate.**

1. What makes English an international language? ANSWERS VARY.
2. Which conquerors introduced French words into English? THE NORMANDS
3. Which family of language does English come from? THE GERMANIC LANGUAGES
4. Who is said to be the first people who spoke English? THE ANGLO-SAXONS
5. Where did they live? IN ENGLAND

#### 2. While reading



## Examining Sources of English Vocabulary

English is a Germanic language; that is, it developed from the Germanic branch of the Indo-European languages. Consequently, you would expect English vocabulary to be mostly Germanic. This is true if one looks at the words that are most frequently used such as *he*, *she* and *is*. These words are generally common, every day words, and the common words of a language are the most resistant to change. However, the results are different if you count the words in an English dictionary and look at their origins. You will find that a small percentage of English words are Germanic in origin. The other sources are French, Latin and Greek.

The conquest of England was greatly, although not completely, responsible for this situation. After the Norman conquest, many words came from French. An interesting area of change was in words referring to food. You would expect a language to have one word that refers to both an animal and the meat that is taken from it. English, however, generally has two words. Since the barnyard was considered to be the domain of the Anglo-Saxons, words from their language such as *cow*, *sheep*, and *pig* continued to be used to describe its inhabitants. But once these animals had been prepared for the Normans' meals, they were referred to as *beef*, *mutton*, and *pork*. French words were also adapted to English in areas such as law and literature.

When the Romans conquered Britain, the Anglo-Saxons had not yet arrived there, so the Latin words in English do not come from this early period. Latin words in English have two basic sources. In the eighth century English clerics used Latin in writing about Christianity. During the Renaissance, the fourteenth and fifteenth centuries, English scholars used many words of Latin derivation because they wanted to make their writing more impressive. They were also trying to develop ideas from ancient Greece. This meant that a lot of Greek words were added, too. As a result, English has many synonyms derived from both languages. For example, *sympathy* from Greek and *compassion* from Latin both mean to share someone's feelings.

The most surprising influence on English vocabulary is that of Scandinavian, the language spoken by the Vikings. Numbers such as *three* and pronouns such as *this* come from Scandinavian. This influence is explained by the fact that the Vikings and the Anglo-Saxons were very close and both spoke Germanic languages.

These four sources—French, Latin, Greek, and Scandinavian—provided English with most of its non-native vocabulary. However, borrowing and adapting words from other languages continues even today.

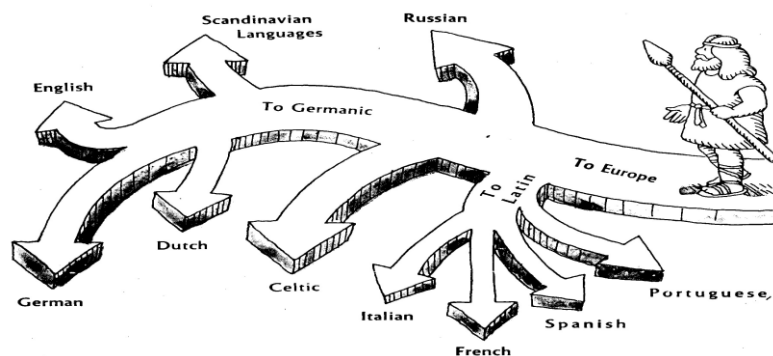
Adapted from *English Alpha*. Houghton Mifflin.

**INSTRUCTIONS: Complete the following chart with information from the above reading. Put an X in the box to match the language with its corresponding influence on English words.**

TYPE OF VOCABULARY	FRENCH	LATIN	GREEK	SCANDINAVIAN
law and literature	X			
religion		X		
numbers and pronouns				X
food	X			
ideas from Greece			X	

### 3. Post reading

**INSTRUCTIONS: Look at the following graph and answer the questions below.**



Graph taken from *English Alpha*. Houghton Mifflin.

1. How many language families are shown in this chart? 5
2. How many languages are derived from Latin? 4
3. Which of these languages are closer to English? Why? GERMAN AND DUTCH. THE THREE ARE GERMANIC LANGUAGES
4. Besides the Latin, Scandinavian and Germanic languages, which languages are shown as separated categories? RUSSIAN AND CELTIC
5. Which people(s) does the man on the left represent? PEOPLE WHO IMMIGRATED TO EUROPE/CONQUERED EUROPE

## G. Type it up

### 1. Pre writing

**INSTRUCTIONS: Read the following sentences and try to guess the meaning of the word in capitals. if you don't the meaning of the word, look it up in your dictionary or ask a classmate.**

1. Our company's losses reached their NADIR in 2001. (the worst moment)
2. Stop NAGGING—I'll help you with the homework as soon as I can.  
(keep asking a person to something)
3. It would be NAÏVE of us to think that politicians are devoted exclusively to the good of the people. (willing to believe that people always tell you the truth)

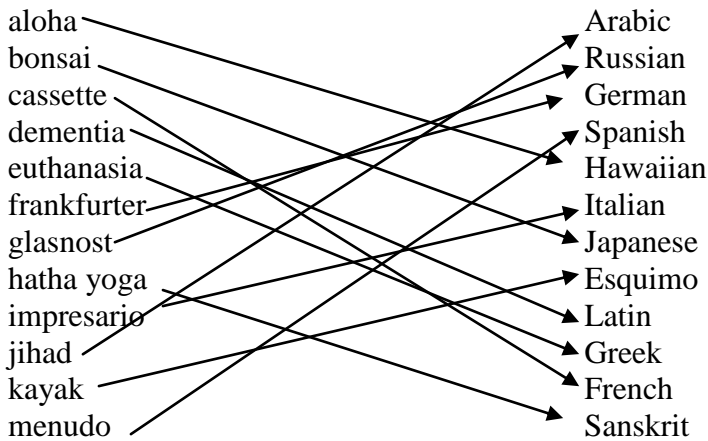
### 2. Writing

**INSTRUCTIONS: Write a composition about your experience with English words. Say what you do when you don't know a word. What strategies do you use to find out what it means? Do you always use a dictionary? Do you ask a person for help? Do you try to find the meaning by looking at the context?**

### 3. Post writing

**INSTRUCTIONS:** The following words are used in English, but they are not “true” English words; that is, they were borrowed from other languages. With a classmate, try to find out what language the words come from. Draw an arrow from the word to the language.

aloha	Arabic
bonsai	Russian
cassette	German
dementia	Spanish
euthanasia	Hawaiian
frankfurter	Italian
glasnost	Japanese
hatha yoga	Esquimo
impresario	Latin
jihad	Greek
kayak	French
menudo	Sanskrit



**F. Logging off**

**1. Team Project for Unit 8**

**Objective:** Find the meanings of Spanish words used in English.

**Product:** You are going to find 10 Spanish words that are used in present-day English. and use each in a sentence. Pay attention to the way their pronunciation differs from the way they are pronounced in Spanish.

**Dissemination:** Pair work.

<b>Roles</b>	<b>Job Description</b>	<b>Student's Name</b>
Student 1 <b>Leader</b>	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 <b>Secretary</b>	Writes information about project	
Student 3 <b>Designer</b>	Designs layout and adds artwork	
Student 4 <b>Assistant</b>	Helps secretary and designer with their work	

### Steps

1. Choose roles for each member of your team. Give the project a name.
2. In your group, decide what you are going to do and how you are going to present the information.
3. Create the text for your section according to your role.
4. Create artwork for your section.
5. Put everything together.
6. Present your project to the class.

## 2. Surfing the Net (icon)

Surf the net using <http://www.wordcentral.com/index.html> and [dictionary.com](http://dictionary.com) to find the definitions of the following Spanish words used in English: *bonanza, fiesta, mascara, matador, loco, llama, palomino, siesta, fajita and zorro*. List your resources and present the information found in class.

<b>Other Internet Address</b>	http://
<b>Topic</b>	
<b>Information found</b>	

## PAIR UP AND WORK

**Situation A:** You are talking to a friend about the importance of learning a second language in today's world. Mention the importance of being bilingual (Spanish-English, for example) in order to find a job, obtain better positions in a company and have access to a culture other than your own.

**Situation B:** You agree with your friend in relation to the importance of learning a second language, such as English for example in today's world. You are going to contribute to the conversation by mentioning other ways which can facilitate language learning outside the classroom, for example, watching movies in English, reading magazines in English, etc.

## **CULTURE NOTE**

The way people refer to weights and measures in one language do not have an exact equivalent in another language. This is true especially if we consider cultural differences in the lifestyles and occupations of people in one culture. For example, it is not easy to find an equivalent in English for the words *atado* or *tamuga* when you refer to the *tapa de dulce*. *Atado* refers to a package that contains two *tapas de dulce* which are *atadas* (tied) one to the other. *Atado* is translated into English as *bundle*. However, it would be quite interesting to see if that word describes the two *tapas de dulce* in the United States. By the same token, the words *cuartillo*, *fanega* and *cajuela* describe units of measure for coffee grains. Coffee is not grown in the United States, so quite probably you wouldn't find an equivalent word in English for these words which are deeply rooted in the Costa Rican culture. If you are translating from English to Spanish and have to deal with these words, the best thing you can do is to provide a description or an explanation. that is, expand their meanings in a context. In fact, you don't learn the meanings of these *cultural* words in English classrooms and textbooks. However, this is not a problem but a challenge for you. Finding an explanation for *fanega*, for example, when speaking in English, will help you practice the language while using other words in order to come up with the real meaning of any of these terms.

## Review of Unit 8

### 1. VOCABULARY

**INSTRUCTIONS: Drag each entry component to the corresponding box.**

etymology      example      numbered definition      synonym  
part of speech      quotation      pronunciation

**proud** praud *adj* **prouder, proudest**. **1** Feeling pleasurable satisfaction over an attribute or act by which one's stature is measured: *proud to serve one's country*  
*Syn:* arrogant, haughty, disdainful, supercilious  
Middle English *proud*, late Old English *prut, prud*, from Old French *prod* gallant, brave, good, *a proud man who will not admit to himself that he is stooping* (Edith Warton)

## GLOSSARY

**archaic language:** language that is old and no longer in use

**entry:** a piece of information that is written or printed in a dictionary or encyclopedia

**etymology:** the study of the origin of words and their meanings

**example:** a person, an object, a situation or a fact that shows, explains or supports what a person says

**definition:** an explanation of the meaning of a word or phrase

**language:** the system of communication that is used by people of a particular country; the system of sounds and words used by humans to communicate

**quotation:** a group of words taken from a book, play, speech, etc. that is repeated because it is interesting or useful.

**slang:** very informal words and expressions commonly used in spoken language

**synonym:** a word or expression that has the same, or nearly the same, meaning as

another in the same language

**reference book:** a book that contains facts and information that you look at when you need to find out something in particular; dictionaries and encyclopedias are considered reference books

## 2. GRAMMAR

**2.1. INSTRUCTIONS: It's 11:30 am Sunday. Mario McGregor (Doble M) from *Columbia Deportes* is narrating the *classic* between Saprissa and La Liga. Fill in the blanks with the correct present tense or present progressive form of the verbs in parentheses.**

**Doble M:** No score so far with only 15 minutes to go. Centeno is now on the attack. He (run) \_\_\_\_\_ IS RUNNING up the field with Luis Marín just behind him. He (pass) \_\_\_\_\_ PASSES to Puppy López who (kick) \_\_\_\_\_ to Drummond. Drummond (shoot) \_\_\_\_\_ SHOOTS, but he (miss) \_\_\_\_\_ MISSES the goal by a fraction. The ball (hit) \_\_\_\_\_ HITS the post and (bounce) \_\_\_\_\_ BOUNCES back into the field. Oh, what hard luck for Saprissa. But what (happen) \_\_\_\_\_ IS HAPPENING down at the other end of the field? Hernández (lies) \_\_\_\_\_ LIES on the ground! He (hold) \_\_\_\_\_ IS HOLDING his right knee. He (seem) \_\_\_\_\_ SEEMS to be severely injured. Coach Javier Delgado (run) \_\_\_\_\_ IS RUNNING over him. Jocer. Molina, the referee, (run down) \_\_\_\_\_ IS - RUNNING DOWN from the other end of FIELD. He (blow) \_\_\_\_\_ BLOWING his whistle. It (look) \_\_\_\_\_ as if he (be) \_\_\_\_\_ IS going to stop the game.

**2.1. Ask a classmate the following questions about the history of Costa Rica. Ask him/her to respond with long answers.**

1. When did Christopher Columbus first arrive in Costa Rica?  
Christopher Columbus first arrived in Costa Rica in 1492.
2. Where did Juan Vázquez de Coronado settle down?  
In La Ciudad del Lodo, what would later be Cartago.
3. Who did Juanito Mora fight at the Rivas Battle?  
He fought William Walker and his filibusters.
4. Why did Juan Santamaría burn the *Mesón*?  
He burned it to get Walker and his soldiers out of the place.
5. When did Costa Rica get independent from Spain?

CR got independent from Spain in 1821.

6. When did Guanacaste become part of the Costa Rican territory?  
Guanacaste became part of the Costa Rican territory in 1856.
7. When did a revolution take place in the mid XX Century?  
It took place in 1948.
8. When did Dr. Oscar Arias Sánchez win the Nobel Prize for Peace?  
He won the Nobel Prize for Peace in 1987.

## SELF ASSESSMENT UNIT 8

In this unit you have learned about the use of monolingual dictionaries and the origin of English words.

### *Skills*

- I can identify and define the components of a dictionary entry.
- I can understand the functions of the present, past and progressive tenses.
- I can talk about a famous monolingual dictionary by listening to its description.
- I can identify the different types of definitions within a dictionary entry.
- I can refer to the origins of English words.
- I can talk about my experience using English words.

### *Self reflection*

1. What was the most useful thing you learned in this unit?

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2. How will this help you in real life?

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