

# Using Language Data to Learn About Language: A Teachers' Guide to Classroom Corpus Use

# USING LANGUAGE DATA TO LEARN ABOUT LANGUAGE: A TEACHERS' GUIDE TO CLASSROOM CORPUS USE

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# FRONT MATTER

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The University of Queensland, St Lucia QLD, Australia

# INTRODUCTION

# ABOUT THIS TEACHER'S GUIDE

Paula Tavares Pinto and Franciele Spinelli

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## What is this e-book about?

**Using language data to learn about language: A teachers' guide to classroom corpus use** contains English, Portuguese and Spanish teaching resources to be used in international language classes. These resources can be used in classrooms with internet access (hands on) or without (hands off).

The idea behind using corpora in the classroom is that learners will play the role of language “detectives”, taking charge of their own learning process while working with others to investigate the language in use. Corpora are large collections of electronic text that learners can query and manipulate to learn about language through repeated exposure. Learners are encouraged to observe data, create hypotheses, formulate rules on linguistic patterns (i.e., an *inductive approach*), and/or verify the validity of grammatical rules from textbooks (i.e., a *deductive approach*). This perspective is called Data-Driven Learning (DDL), and is now widely featured in Computer Aided Language Learning (CALL) research (Boulton, 2010; Crosthwaite, 2020; Frankenberg-Garcia, 2021; Pérez-Paredes, 2020; Scott, 2010; among others).

## How to navigate this e-book?

To navigate the lessons of this e-book, you can:

1. Once you have chosen the lesson you would like to access, click on the lesson hyperlinks in the descriptions below.
2. Click on the CONTENTS tab on the top-left corner of your Pressbook (located underneath the University of Queensland logo). Once you have chosen the lesson you would like to access, you can click on the + button to select the lesson section (see screenshot below).

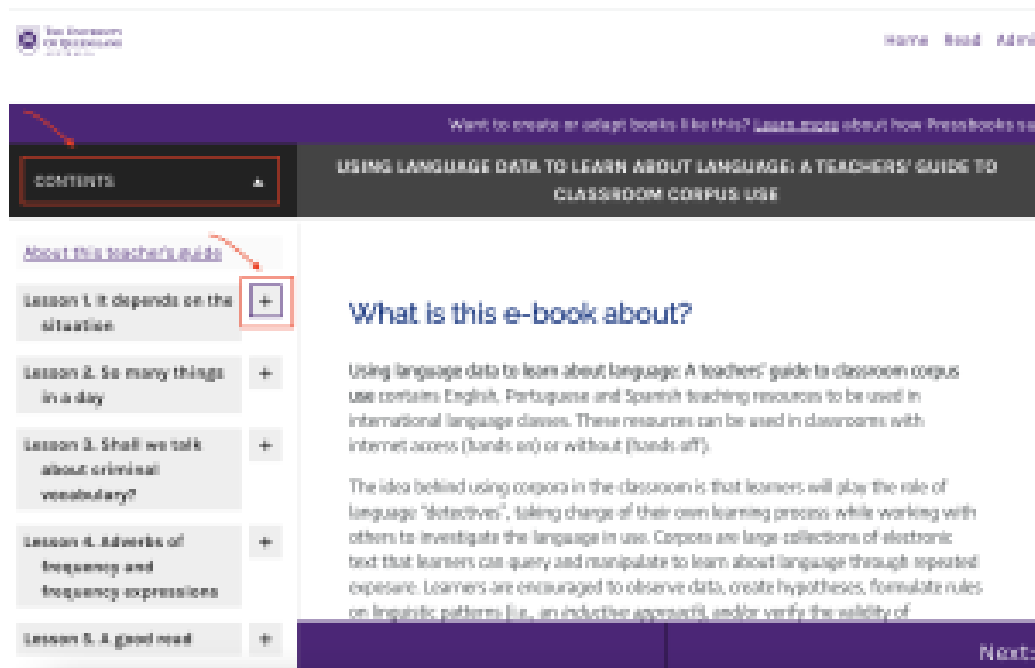


Figure 1.  
Screenshot  
of [Pressbooks](#).  
Retrieved on  
January 12, 2023

3. Click on the Next button on the bottom-right corner to move to the next section of the following lesson. You can return to the previous page or lesson section by clicking on the Previous button on the bottom-left corner (see screenshot below).



Figure 2.  
Screenshot of  
[Pressbooks](#).  
Retrieved on  
January 12, 2023.

## Ready-made DDL lesson plans for in-class use

This collection of ready-made DDL lesson plans is curated to help both new and experienced teachers introduce DDL concepts into their language lesson planning.

In each lesson listed below, teachers and learners will find a description of the target tool and a link to a short video, in which the author(s) of the lesson explain(s) how this tool can be used. Detailed lesson plans are included, which can be used as a starting point or as an inspiration for the creation of future class activities.

Most of the lesson activities can be done 1) with access to the internet (hands on); and/or 2) without

access to the internet (hands off). This is useful for schools where students are not allowed to use their own devices, or where internet access is not available.

### [Lesson 1: It depends on the situation](#)

Designed by William Garcia, the lesson focuses on how to use *Linggle* to teach dependent prepositions to intermediate and advanced-level English learners.

### [Lesson 2: So many things in a day](#)

Targeting High School students, William Garcia introduces learners to *SKELL* for the search of colloquial expressions in English with verbs *be*, *have*, *get*, *put* and *take*.

### [Lesson 3: Shall we talk about criminal vocabulary](#)

In this lesson, Ariane Caldas and Adriane Orenha Ottaiano suggest vocabulary activities for teaching English to High School learners through the use of criminal TV series. Learners will use *COCA (Corpus of Contemporary American English)* as a research source.

### [Lesson 4: Adverbs of frequency and frequency expressions](#)

Designed by Jeane Costa, the lesson focuses on adverbs and expressions of frequency. *SKELL* will be used, which allows the search of several examples of different grammatical and lexical combinations of the same word.

### [Lesson 5: A good read](#)

Elaborated by Liliane Lopes, the lesson focuses on university-level English learners, who will write a book report (book summary) using adjectives and descriptive expressions. *COCA* will be used as a research source.

### [Lesson 6: Surfing the internet and other computer collocations](#)

The lesson was developed by Luciano da Silva and aims to teach the use of collocations and vocabulary on computer science in English to students of technical and technological education. Students will access *SKELL* as a research source for this activity.

## [Lesson 7: Let's talk about Brazilian culture](#)

In this lesson, Talita Serpa proposes the teaching of Brazilian culture vocabulary to High School and/or translation course students through the use of *Linguee*, *DeepL tools* or *Google Translator*, and *COCA*.

## [Lesson 8: What a queer thing to say!](#)

In this lesson, Talita Serpa introduces the use of different translation tools and electronic corpora for the discussion of idiomatic expressions and taboo lexicon from authentic contexts of use.

## [Lesson 9: Is this love?](#)

In this lesson, Carolina de Carvalho presents activities to beginner and intermediate-level English learners, who will search for the word 'love' in different authentic contexts of use in the open access tools *Corpora Lancs* and *Versatile*.

## [Lesson 10: Seal the deal](#)

Designed by Talita Serpa and Celso Rocha, this lesson introduces legal expressions on sale and purchase contracts to Language and Translation course students. For this lesson, learners will access *TradCorpus*, in which bilingual digital glossaries and numerous online tools can be found.

## [Lesson 11: Does it collocate?](#)

In this lesson, Paula Pinto suggests teaching academic collocations to postgraduate students for their academic abstract writing with the support of *Collocaid*.

## [Lesson 12: Many languages, many cultures](#)

In this lesson, Paula Pinto suggests the use of *Compara* corpus of literary translations, in which High School learners will have access to translated novels from Portuguese into English and vice versa. Learners will have the opportunity to learn and discuss culturally-marked terms about indigenous tribes.

## [Lesson 13: Poetry translation](#)

Aline Yuri Kiminami and Aline Cantarotti introduce this lesson for language teaching in translator training courses through the translation of poetry and the use of translation memory tools, such as *Wordfast Anywhere*, digital dictionaries and open access corpora.

## Lesson 14: An unforgettable event

Lessons 14 and 15 focus on Spanish as a second language and were designed by Silmara Moscatelli. In Lesson 14, the author proposes the teaching of protocols vocabulary for organising events during the pandemic with the help of electronic corpora, word lists, and concordance lines from *Sketch Engine*.

## Lesson: 15 ¡Cuándo me falte fuerza, resistiré!

Lesson 15 focuses on temporal expressions through the use of *Voyant Tools*.

We hope that this Teachers' Guide will serve as an inspiration for teachers and students of English and Spanish as a second language for the improvement of their bilingual lexicon, and as an invitation to future explorations of linguistic patterns in both languages!

February, 2023

## About the authors



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# ACKNOWLEDGMENT OF COUNTRY

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We acknowledge the Traditional Owners and their custodianship of the lands on which this project originated. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.



A Guidance  
Through Time by  
Casey Coolwell  
and Kyra  
Mancktelow ©  
The University of  
Queensland

## About the artwork

Quandamooka artists Casey Coolwell and Kyra Mancktelow have produced an artwork that recognises the three major campuses, while also championing the creation of a strong sense of belonging and truth-telling about Aboriginal and Torres Strait Islander histories, and ongoing connections with Country, knowledges, culture and kin. Although created as a single artwork, the piece can be read in three sections, starting with the blue/greys of the Herston campus, the purple of St Lucia and the orange/golds of Gatton.

The graphic elements overlaying the coloured background symbolise the five UQ values:

- The Brisbane River and its patterns represent our Pursuit of excellence. Within the River are tools used by Aboriginal people to teach, gather, hunt, and protect.
- Creativity and independent thinking is depicted through the spirit guardian, Jarjum (Child in Yugambeh language), and the kangaroo
- The jacaranda tree, bora ring, animal prints, footprints and stars collectively represent honesty and accountability, mutual respect and diversity and supporting our people.

Learn more about [The University of Queensland's Reconciliation Action Plan](#).

# LESSON 1. IT DEPENDS ON THE SITUATION

# LESSON 1 DESCRIPTION

## It depends on the situation

William Garcia

## It depends on the situation

The lesson *It depends on the situation* was designed for B1, B2 and C1- level learners, based on the Common European Framework of Reference for Languages (CEFR, 2001). The goal of this lesson is to learn how to use prepositions that follow verbs, nouns and adjectives.

This lesson is available in hands-on and hands-off formats. The difference between these two formats is that in the first one, learners are required to access [Linggle](#) to search for the linguistic data necessary to complete the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding Linggle, learners are expected to be able to use some search options using the wildcard \* and \_ as well as the Part-Of-Speech (POS) label for prepositions – (prep.). Check a screenshot of the Linggle home page below.



Figure 1.  
Screenshot of  
[Linggle](#). Retrieved  
on September 17,  
2022. © Linggle,  
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used with  
permission.

Watch [Pressbooks Video 13 \(YouTube, 5m54s\)](#) below to learn more about how to use LINGGLE.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=653#oembed-1>

## About the author



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# LESSON 1 PLAN

It depends on the situation

---

# Lesson Plan

## Lesson:

It depends on the situation

Language: English

Context: Language Schools

Level: B1, B2, C1

## Main Objective

Use dependent prepositions that follow verbs, nouns and adjectives.

Mode: Face-to-face

Estimated: 2 classes  
(45 minutes each)

## Specific Objectives

- Use LINGGLE to search for dependent prepositions that follow certain verbs, nouns and adjectives.
- Use dependent prepositions in sentences on different topics.

## Material / Tools

- Student handout
- Computers, computer lab (hands-on option)
- Image projector



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=656#h5p-116>



# LESSON 1 DEVELOPMENT

It depends on the situation



Figure 2. [Person writing on a book](#) by Thirdman via Pexels. Retrieved on October 28, 2022.

## Introduction (contextualisation)

🕒 5 mins    👤 Individual

Learners analyse some sentences and decide whether they agree or not with the way these sentences have been written.

🕒 5 mins    👤 Learners-Learners

In pairs, learners talk to each other to find out whether the other learner(s) also agree(s)/disagree(s) with the sentence.

🕒 5 mins    👤 Teacher-Learners

Teacher asks learners to explain why they agreed or disagreed with those sentences.

## Introduction (becoming aware of prepositions)

 5 mins  Teacher-Learners

Teacher asks learners if they have noticed the italics and underlining in the sentences from activity 1 to draw their attention to the prepositions and the word following them.

 5 mins  Learners-Learners

In pairs, learners answer questions from Activity 2. This activity is expected to raise learners' awareness of possible verb-preposition, noun-preposition and adjective-preposition combinations.

 5 mins  Teacher-Learners

Teacher provides learners with feedback on their answers as a whole-class activity. Teacher should explain how each verb, noun or adjective is governed by a specific preposition (dependent prepositions). It is also worth noting the position of the object (someone – sb or something – sth) in these combinations as well as whether the verb that follows is used in the gerund form (-ing) or not.

## Development (research on LINGGLE)

 10 mins  Teacher-Learners

Learners get to know how to use LINGGLE and the search options using the 'underline'.

 10-15 mins  Individual

Learners choose 3 verbs, 3 nouns and 3 adjectives from activity 3 and use LINGGLE to search for the dependent preposition for each verb, noun and adjective.

 5 mins  Learners-Learners

In pairs, learners compare their findings and discuss their search method as they look for dependent prepositions. Learners share the example sentences found in the corpus.

 5-10 mins  Teacher-Learners

Teacher prompts learners to share the dependent prepositions found on LINGGLE and the example sentences chosen by each learner.

## Application (use in sentences and discussion)

 5 mins  Individual

Learners write sentences using the combinations found on LINGGLE.



5-10 mins



Learners-Learners

In pairs, learners discuss the sentences they have written to determine if their peer agrees or disagrees with each statement.

## Conclusion (conclusion and feedback)



5-10 mins



Teacher-Learners

Teacher provides learners with feedback on the sentences they have written and encourages the class to comment on whether or not they agree with these sentences. Then, teacher gives feedback on students' production and asks them share their opinion with the class.

## Assessment

Teacher assesses learning based on learners' participation during class, the combinations they found on LINGGLE and the sentences they have written.

# LESSON 1 ACTIVITIES (HANDS ON)

It depends on the situation

---

## Activity 1

Read the following sentences. Do you agree with them? Talk to one of your colleagues and find out whether they share the same opinion as you.

1. I'm concerned the government is not always able to **provide people with** good quality social services.
2. Non-native speakers usually have **difficulty in understanding** some collocations.
3. I'm sometimes **anxious about speaking** in public.

## Activity 2

Based on the sentences from the previous activity, answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=657#h5p-84>

## Activity 3

Choose 3 words from each category (verb, noun and adjective) from the table below.

VERBS	NOUNS	ADJECTIVES
blame (sb/sth)	attention	available
focus	belief	delighted
object	capacity	different
persist	information	good/bad
suffer	problem	prejudiced
warn (sb)	reputation	suited

Go to [Linggle](https://www.linggle.com/) and search for the prepositions that follow each word you have chosen. To find the preposition for each word, you will need to type the word + prep. in the search box. Use the frequency information to help you choose which is correct – you can also click each result for more examples.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=657#h5p-85>

## Activity 4



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=657#h5p-86>

## Activity 5

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about prepositions? If so, what did you learn?
- Did consulting a corpora tool, such as Linggle help you better understand how to use different prepositions?
- What was it like to use Linggle?

- Do you think you can use this tool to check other aspects of language?

# LESSON 1 ACTIVITIES (HANDS OFF)

It depends on the situation

## Activity 1

Read the following sentences. Do you agree with them? Talk to one of your colleagues and find out whether they share the same opinion as you.

1. I'm concerned the government is not always able to **provide people with** good quality social services.
2. Non-native speakers usually have **difficulty in understanding** some collocations.
3. I'm sometimes **anxious about speaking** in public.

## Activity 2

Based on the sentences from the previous activity, answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=661#h5p-84>

## Activity 3

Read the examples below, extracted from [Linggle](#) to answer the question.

The examples are © [Linggle](#), all rights reserved, used with permission.





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*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=661#h5p-87>

## Activity 4



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<https://uq.pressbooks.pub/using-language-data/?p=661#h5p-86>

## Activity 5

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about prepositions? If so, what did you learn?
- Did consulting a corpora tool, such as Linggle help you better understand how to use different prepositions?
- What was it like to use Linggle?
- Do you think you can use this tool to check other aspects of language?



# LESSON 1 FEEDBACK

---

Thank you for completing Lesson 1 *It depends on the situation*.

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 2. SO MANY THINGS IN A DAY

# LESSON 2 DESCRIPTION

## So many things in a day

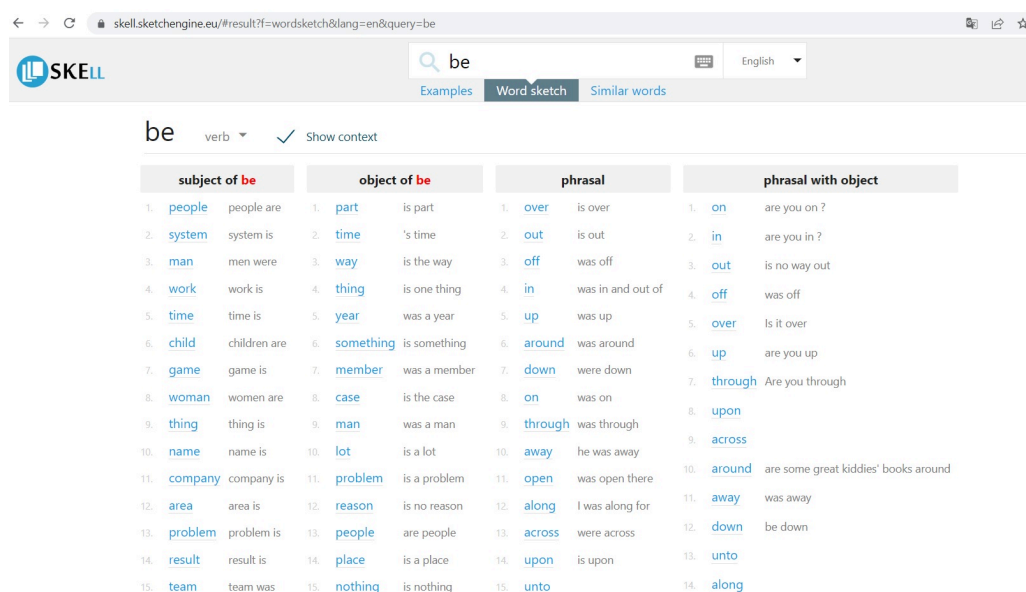
William Garcia

## So many things in a day

The lesson *So many things in a day* was designed for High School learners. This lesson aims to help learners use colloquial expressions with the verbs *be*, *get*, *have*, *put* and *take* in the context of daily/routine activities.

This lesson is available in hands-on and hands-off formats. The difference between these two formats is that in the first one, learners need to access [SKELL](#) to search for the linguistic data necessary to carry out the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding SKELL, learners are expected to be able to use the search options EXAMPLES and WORD SKETCH, the latter being the most relevant for determining the combinations with the verbs *be*, *get*, *have*, *put* and *take*. A screenshot of this function for 'be' is shown below.



The screenshot shows the SKELL website interface. At the top, there is a search bar with the text 'be' and a dropdown menu set to 'English'. Below the search bar, there are tabs for 'Examples', 'Word sketch', and 'Similar words'. The 'Word sketch' tab is selected. Below the tabs, there is a table with four columns: 'subject of be', 'object of be', 'phrasal', and 'phrasal with object'. Each column contains a list of words and their corresponding phrases.

subject of be	object of be	phrasal	phrasal with object
1. people people are	1. part is part	1. over is over	1. on are you on ?
2. system system is	2. time 's time	2. out is out	2. in are you in ?
3. man men were	3. way is the way	3. off was off	3. out is no way out
4. work work is	4. thing is one thing	4. in was in and out of	4. off was off
5. time time is	5. year was a year	5. up was up	5. over is it over
6. child children are	6. something is something	6. around was around	6. up are you up
7. game game is	7. member was a member	7. down were down	7. through Are you through
8. woman women are	8. case is the case	8. on was on	8. upon
9. thing thing is	9. man was a man	9. through was through	9. across
10. name name is	10. lot is a lot	10. away he was away	10. around are some great kiddies' books around
11. company company is	11. problem is a problem	11. open was open there	11. away was away
12. area area is	12. reason is no reason	12. along I was along for	12. down be down
13. problem problem is	13. people are people	13. across were across	13. unto
14. result result is	14. place is a place	14. upon is upon	14. along
15. team team was	15. nothing is nothing	15. unto	

Figure 1.  
Screenshot of  
[SKELL – query be](#).  
Retrieved on  
September 17,  
2022. © SKELL, all  
rights reserved,  
used with  
permission.

Watch the [Pressbooks Video 12 \(YouTube, 5m, 33s\)](#) below to learn more about SKELL, in particular how to use the search functions EXAMPLES and WORD SKETCH.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=643#oembed-1>

## About the author



Mr. William Garcia

SÃO PAULO STATE UNIVERSITY (UNESP)

<https://www.linkedin.com/in/william-garcia-a63288125>

William Danilo Garcia is an English as a Foreign Language (EFL) teacher who works at public schools in São Paulo state, Brazil. He is currently a Ph.D student in Applied Linguistics at São Paulo State University (Unesp), Institute of Biosciences, Humanities and Exact Sciences. He conducts research on the implications of Data-Driven Learning for the context of public High Schools. This research is linked to The United Nations Sustainable Development Goals (SDGs) in the Brazilian research: A corpus-based approach to support research-paper writing and translation Research Project. He is a member of the En-corpora: Corpus-Based and Corpus-Driven Teaching Research Group. He also holds a Master's degree in Applied Linguistics, as well as the Certificate in Teaching English to Speakers of Other Languages (CELTA).

# LESSON 2 PLAN

So many things in a day

---

# Lesson Plan

Lesson: So many things in a day

Language: English

Context: High School

Years: 2 and 3

## Main Objective

Use colloquial expressions with the verbs *be*, *get*, *have*, *put* and *take* in daily activities/ routine context.

Mode: Face-to-face

Estimated: 2 classes  
(45-50 minutes each)

## Specific Objectives

- Discuss daily activities/routine.
- Use SKELL to look for possible combinations with the verbs *be*, *get*, *have*, *put* and *take*.
- Write sentences that describe people's daily routines.

## Material / Tools

- Student handout
- Computers, computer lab (hands-on option)
- Skell
- Image projector



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<https://uq.pressbooks.pub/using-language-data/?p=645#h5p-117>

# LESSON 2 DEVELOPMENT

So many things in a day

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Figure 2. [Person using a computer at a desk](#) by Ekaterina Bolovtsova on Pexels. Retrieved on January 24, 2023.

## Introduction (contextualisation)



5 mins



Teacher-Learners

Discussion about learners' routine.



 5-10 mins  Learners-Learners

In small groups, learners compare their daily routines to identify 3 similarities and 3 differences.

 5 mins  Teacher-Learners

Groups share their information with the whole class.

## Introduction (prior knowledge)

 5-10 mins  Learners-Learners

Still in groups, learners brainstorm possible uses and combinations with the verbs *be*, *get*, *have*, *put* and *take* in the context of daily/routine activities. They are only expected to make these relationships based on their previous knowledge – without using corpora at this stage.

 5 mins  Teacher-Learners

Groups share some possible combinations with the whole class.

## Development (corpus research)

 15 mins  Teacher-Learners

Learners get to know how to use SKELL (reading concordance lines and understanding the word sketch function). *Remember that word sketch only works with single words.*

 20 mins  Learners-Learners

In pairs or groups of three, learners use SKELL to search for possible combinations with the verbs *be*, *get*, *have*, *put* and *take*.

 5-10 mins  Teacher-Learners

Pairs or trios share the combinations found with the whole class. The meanings of the combinations are discussed.

## Application (use in sentences)

 5 mins  Learners-Learners

Still in pairs or trios, learners discuss which combinations apply to each others' daily routines.

 10 mins  Individual

Learners use these combinations to write sentences that describe their daily routine/activities.

## Conclusion (discussion)



10 mins



Teacher-Learners

Learners share some of their sentences with the whole class to identify peers who have done the same activity.

Teacher provides learners with feedback and discusses their opinions in the class and SKELL.

## Assessment

Teacher assesses learning based on learners' participation during class, the combinations they found on SKELL and the sentences they have written at the 'application stage'.

# LESSON 2 ACTIVITIES (HANDS ON)

## So many things in a day

---

### Activity 1

In small groups, talk about your daily routine/activities. Answer the questions below.



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<https://uq.pressbooks.pub/using-language-data/?p=649#h5p-75>

### Activity 2



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### Activity 3



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<https://uq.pressbooks.pub/using-language-data/?p=649#h5p-77>

## Activity 4



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<https://uq.pressbooks.pub/using-language-data/?p=649#h5p-78>

## Activity 5

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about verb combinations? If so, what did you learn?
- What was it like to use Skell?
- Do you think you can use this tool to check other aspects of the language?

# LESSON 2 ACTIVITIES (HANDS OFF)

So many things in a day

---

## Activity 1

In small groups, talk about your daily routine/activities. Answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=650#h5p-75>

## Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=650#h5p-76>

## Activity 3

Analyse the sentences below. These were taken from [Linggle](#), an online tool that shows examples of actual uses of the language.

The sentences are © [Linggle](#), all rights reserved, used with permission.

We **have** put extensive **experience** in application migration.

This **puts** extra money **in your pocket**.

So he **gets home** by 3am.

These boots are easy to **put on** and **off**.

It means the volleyball season **is over**.

By early 1894 the war **was over**.

He married twice and **has** three **children**.

People **are able to** access information online.

A few customers **were able to** resolve the problems.

It can **take** four **photos** per second while recording video.

More skills needed to **get** a **job**.

Who is **taking care of** your forest?

I **put** so much **effort into** it.

The group **gets** some **money** in corporate contracts.

I started to **take pictures** every few minutes.

Many students **have problems** recalling simple facts.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

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## Activity 4



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=650#h5p-80>

## Activity 5

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about verb combinations? If so, what did you learn?
- What was it like to use Skell?
- Do you think you can use this tool to check other aspects of the language?

# LESSON 2 FEEDBACK

---

Thank you for completing Lesson 2 *So many things in a day*.

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

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V1.1			
V2			

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# LESSON 3. SHALL WE TALK ABOUT CRIMINAL VOCABULARY?

# LESSON 3 DESCRIPTION

## Shall we talk about criminal vocabulary?

Ariane Donizete Delgado Ribeiro Caldas and Adriane Orenha Ottaiano

## Shall we talk about criminal vocabulary?

**CAUTION:** This lesson deals with content that may not be suitable for all audiences – please read the lesson materials carefully to decide if you could or should implement this lesson in your own teaching/learning context.

The lesson *Shall we talk about criminal vocabulary?* was designed to help learners improve their English vocabulary related to the criminal area. The lesson focuses on High School and/or Language and Translation undergraduate course learners. This lesson aims to help learners improve their skills related to understanding and producing specialised collocations from the criminal area.

The lesson is available in two formats: hands-on and hands-off. The difference between the two formats is that in the first one, learners are required to access [COCA](https://english-corpora.org/coca/) – *Corpus of Contemporary American English* to observe the behaviour of specialised collocations from the criminal area. In the second format, learners are not required to access COCA.

See below two screenshots of COCA.

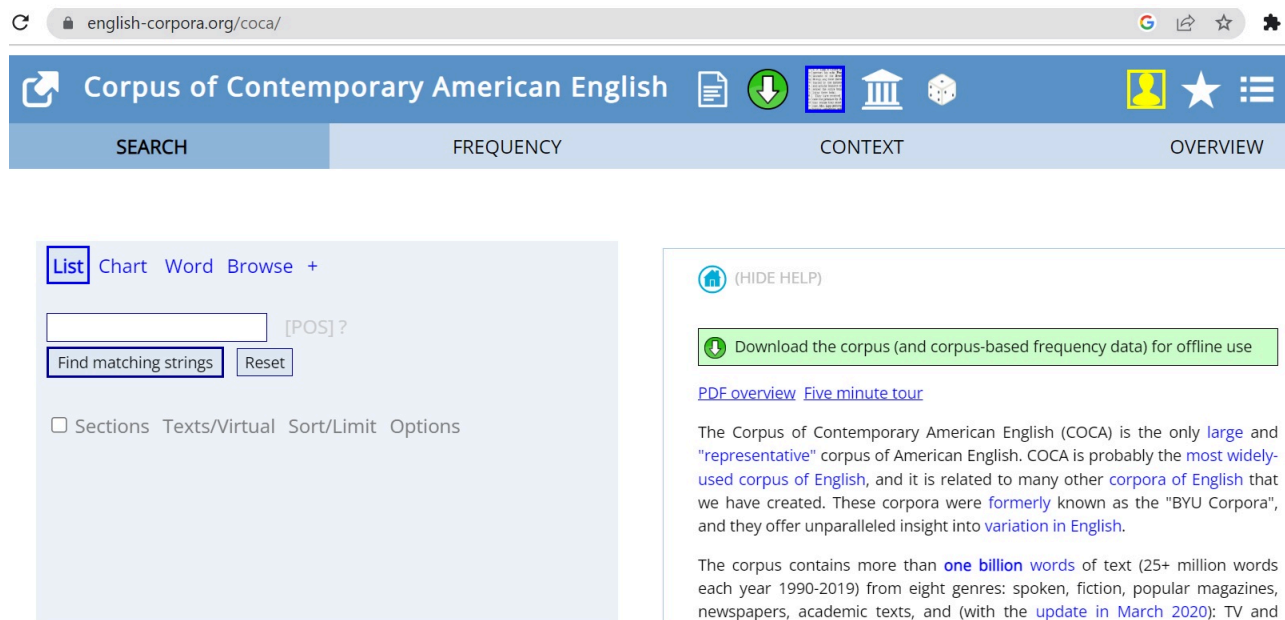


Figure 1. Screenshot of [COCA](https://english-corpora.org/coca/) home page. Retrieved on September 20, 2021. © [Mark Davies \(2008-\)](#), all rights reserved, used with permission.

Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT ACCOUNT

IND SAMPLE: 100 200 500 1000  
PAGE: << 1 / 1000 >>

CLICK FOR MORE CONTEXT HELP SAVE TRANSLATE ANALYZE

1	2012	BLOG	forum.tribalwars.us	Q	at what they discovered was planned. All he brought out with him was the <b>evidence</b> of those plans. # Of course ISDC is in no position to complain al
2	2012	BLOG	forcechange.com	Q	and seizure without a warrant, detained or imprisoned indefinitely, without charge, without <b>evidence</b> , without a lawyer, without a trial, or even tortu
3	2012	BLOG	forum.tribalwars.us	Q	, misled, misinformed and the whole time, this was planned there so called <b>evidence</b> had not even surfaced, so they must have read something tha
4	2012	BLOG	copyhype.com	Q	" making available " a work online is sufficient to show distribution, or whether <b>evidence</b> of actual distribution to another peer must be shown. After
5	2012	BLOG	copyhype.com	Q	itself counts as distribution, or it is a factual scenario that presents sufficient circumstantial <b>evidence</b> from which a jury can infer that actual dissemi
6	2012	BLOG	copyhype.com	Q	not self-executing, yet the DMCA did not make any modifications to section 106 -- <b>evidence</b> that Congress may have believed that a making-availabl
7	2012	BLOG	cryptomundo.com	Q	elusive, but with regular people stumbling into them seemingly all the time, as <b>evidence</b> by the show of hands each week at the town hall, I find it
8	2012	BLOG	dailykos.com	Q	, " just like his father. " # Realizing I don't have any <b>evidence</b> that Romney helped bankroll Prop 8, it remains a valid suspicion. It also
9	2012	BLOG	dailykos.com	Q	pays 15% taxes. Painful but not fatal. His hemming and hawing might be <b>evidence</b> of a conspiracy but is more likely to be evidence of his incompet
10	2012	BLOG	dailykos.com	Q	hemming and hawing might be evidence of a conspiracy but is more likely to be <b>evidence</b> of his incompetence as a candidate. # Surely this would a
11	2012	BLOG	dailykos.com	Q	political activities and birtherism. NBC does not believe that Mr. Trump's pursuit of <b>evidence</b> that President Obama was not born in the United State
12	2012	BLOG	katemats.com	Q	. Be as specific as you can when asking for features, and give physical <b>evidence</b> like screenshots to track bugs. Change " this isn't working " to somet
13	2012	BLOG	kosu.org	Q	may have dogged him. On subsequent trips, spontaneity has not been much in <b>evidence</b> . # " I have rarely seen a human being whose face maintain
14	2012	BLOG	...tionalgeographic.com	Q	n't. And secondly, all domestic dogs are descended from wolves. So historical <b>evidence</b> has wolves both as mans best friend and his worst enemy. R

Figure 2. Screenshot of the keyword evidence of COCA. Retrieved on September 20, 2021. © Mark Davies (2008-), all rights reserved, used with permission.

Watch [Pressbooks Video 2 \(YouTube, 2m18s\)](#) below to learn more about COCA and how to use the LIST search option.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=176#oembed-1>

## About the authors



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Ariane Donizete Delgado Ribeiro Caldas is currently a Ph.D student in Linguistic Studies at São Paulo State University (UNESP), Institute of Biosciences, Humanities and Exact Sciences. She conducts research on Collocations and Corpus-Based Phraseology and Phraseography. This research is linked to “A

phraseographical methodology and model for an Corpus-Based Multilingual Collocations Dictionary Platform” project. She also holds a Master’s Degree in Linguistic Studies at São Paulo State University (UNESP).



Dr. Adriane Orenha Ottaiano

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Adriane Orenha-Ottaiano works as a lecturer at the São Paulo State University (UNESP). She holds a Postdoctoral Fellowship in Translation from Université de Montréal, Canada (FAPESP scholarship – Proc nr. 2018/22943-8), a PhD in Linguistics Studies (UNESP), a Master’s in Linguistics and English Literary Studies from University of São Paulo (USP). She is the principal investigator of the funded project “A phraseographical methodology and model for an Online Corpus-Based Multilingual Collocations Dictionary Platform” (FAPESP 2020/01783-2). She is the founder leader of the CNPq Research Group PHRASCORP – Corpus-based Phraseology and Collocations. Her main research areas are: Corpus-based Phraseology and Phraseography (collocations), Corpus-based Lexicography, Corpus-Based Translation Studies, TEFL, and Corpus Linguistics.

# LESSON 3 PLAN

Shall we talk about criminal vocabulary?

---

# Lesson Plan

**Lesson: Shall we talk about criminal vocabulary?**

**Level / Grade: 2 & 3**

**Context: High school**

## Main Objective

Use vocabulary related to the criminal area in English to practice the skills of comprehension and production of specialised collocations in the field.

**Mode:**

Face-to-face / Online

**Estimated: 5 classes**  
(45 minutes each)

**Language: English**

## Specific Objectives

- Use the Corpus of Contemporary American English (COCA) to check the behaviour of collocations from the criminal area in English.
- Reflect on the growing interest in the criminal area aroused by the range of TV series addressing investigative and criminal issues.

## Material / Tools

- Handout
- Corpus of Contemporary American English (COCA)
- Computer lab or laptops
- Image projector



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<https://uq.pressbooks.pub/using-language-data/?p=178#h5p-118>

# LESSON 3 DEVELOPMENT

Shall we talk about criminal vocabulary?

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Figure 3. [Magnifying glass](#) by Noelle Otto via Pexels. Retrieved on January 30, 2023.

## Introduction

🕒 15 mins    👤 Teacher-Learners

Teacher raises students' prior knowledge of the criminal field and how this field is portrayed in the various TV series about the topic.

🕒 10 mins    👤 Learners-Learners

Teacher invites learners to look for the target vocabulary in the grid.



## Development (exploring COCA)

 40 mins  Teacher-Learners

Learners get to know how to use COCA. Teacher explains and shows how to use the tool. If needed, students can also watch the demo video (from Lesson 3 Description) to learn how to use COCA more effectively.

Guided by the teacher, learners use COCA to explore the concordance lines.

 20 mins  Learners-Learners

In groups, learners use COCA to explore the concordance lines on their own.

## Application (corpus research)

 20 mins  Learners-Learners

Teacher asks learners to use the words found in activity 1 to generate the concordance lines on COCA and observe the given examples so that they can select the phrases that will make up activity 2.

 10 mins  Teacher-Learners

Guided by the teacher, learners discuss the different contexts of use for the criminal field words found on COCA.

## Development (presentation of the concept of collocation)

 20 mins  Learners-Learners

In groups, learners compare the examples they will select in Activity 2 with the excerpts presented in Activity 3. Then, they discuss the similarities and differences between them.

 20 mins  Teacher-Learners

Teacher introduces learners to the concept of collocations, giving examples in learners' first language before moving on to examples in English. General language collocations will be explored first, leading to the collocations presented in the excerpts of activity 3.

## Application (collocations practice)

 20 mins  Learners-Learners

In groups, students complete activity 4. Then, they access COCA again and check how often the collocations they have formed occur in the corpus.



20 mins



Teacher-Learners

The teacher then holds a discussion to explain the use of frequency as one of the indicators of the conventionality of collocations in the language and the target field. This discussion aims to help learners realise that, although it is possible to form different collocations, the ones that will be used are those that are already conventionalised in the language and in the target field.

## Conclusion



30 mins



Teacher-Learners

Learners share their activities with the whole class.

Teacher holds a whole-class discussion about what students have learned and how they can use such data in other contexts.

## Assessment

The assessment will be formative-focused and occur throughout all the activities, aiming to identify learners' understanding as they complete the activities and use the target tool.

# LESSON 3 ACTIVITIES (HANDS ON)

Shall we talk about criminal vocabulary?

---

## Activity 1

To get started, find 13 words that are commonly used in the criminal field in English.



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<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-6>

## Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-8>

## Activity 3

Now, read the examples below and compare them with the ones found on COCA. How similar or different are the contexts? For example, are these collocations found in COCA used in the same context as in the examples below?

Pay attention to collocations in **bold** presented in the examples below – they will be used in the next activity.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-15>

All the examples above were taken from [COCA corpus](#) (used with permission).



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-7>

## Activity 4

Considering the examples of collocations from the previous activity and the criminal field vocabulary from the first activity, match the columns below in order to form commonly used collocations in the criminal field.



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<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-9>



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<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-10>

## Activity 5



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=182#h5p-107>

# LESSON 3 ACTIVITIES (HANDS OFF)

Shall we talk about criminal vocabulary?

---

## Activity 1

To get started, find 13 words that are commonly used in the criminal field in English.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-6>

## Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-24>

## Activity 3

Now, read the examples below and compare them with the ones you wrote for Activity 2. How similar or different are the contexts? For example, are the collocations from your sentences used in the same context as in the examples below?

Pay attention to collocations in bold presented in the examples below – they will be used in the next activity.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-15>

All the examples above were taken from [COCA corpus](#) (used with permission).



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-25>

## Activity 4

Considering the examples of collocations from the previous activity and the criminal field vocabulary from the first activity, match the columns below in order to form commonly used collocations in the criminal field.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-9>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-26>

## Activity 5



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=184#h5p-107>



# LESSON 3 FEEDBACK

---

Thank you for completing Lesson 3 *Shall we talk about criminal vocabulary?*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

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V2			

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# LESSON 4. ADVERBS OF FREQUENCY AND FREQUENCY EXPRESSIONS

# LESSON 4 DESCRIPTION

## Adverbs of frequency and frequency expressions

Jeane Cardoso Costa

## Adverbs of frequency & frequency expressions

The lesson *Adverbs of frequency & frequency expressions* was designed for High School students. This lesson focuses on the use of adverbs of frequency, including *always*, *sometimes*, *never*, *usually*, *frequently*, and *rarely*.

Two formats are available for this lesson: hands-on and hands-off. In the first format (hands-on), learners will need to access [SKELL](#) to search for the linguistic data required for the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding SKELL, learners are expected to use EXAMPLES and WORD SKETCH search functions. It is important to note that the latter search function is essential to determine the combinations in the use of adverbs of frequency, as shown in the screenshot below:

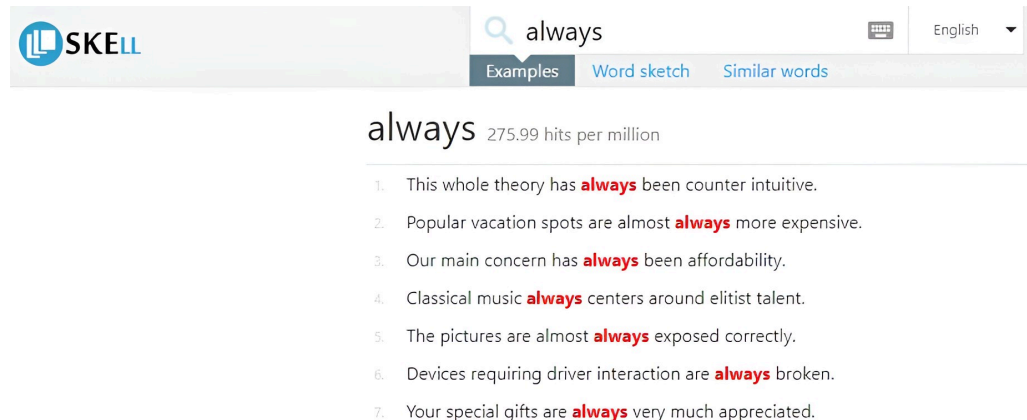


Figure 1.  
Screenshot of  
[Skell Engine  
examples](#).  
Retrieved on 02  
October, 2022. ©  
SKELL, all rights  
reserved, used  
with permission.

Watch [Pressbooks Video 4 \(YouTube, 2m26s\)](#) below to learn more about using the search functions EXAMPLES and WORD SKETCH from SKELL.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=328#oembed-1>

## About the author



Ms. Jeane Cardoso Costa

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<https://sites.google.com/unesp.br/en-corpora-ensino-baseado-e-di/in%C3%ADcio>

<https://www.linkedin.com/in/jeane-cardoso-costa-08706b1b8/>

Jeane Cardoso Costa is a lecturer at the State University of Goiás. She is a Ph.D. candidate in Applied Linguistics in the Linguistic Studies program at Unesp – S.J. Rio Preto. She holds a Master's degree in Language, Literature, and Intercultural Studies from the State University of Goiás, a bachelor's degree in Higher Education Teaching from Faculdade Estácio de Sá and a Bachelor's degree in Languages and School Education from the State University of Goiás. She has experience in the areas of Education and Linguistics. She has intermediate level in English and DELE (Spanish) from the Federal University of Goiás. She is currently a researcher of the En-corpora research group (Ibice/Unesp) linked to the research line of Lexical Pedagogy and translation based on corpora.

# LESSON 4 PLAN

Adverbs of frequency and frequency expressions

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# Lesson Plan

**Lesson: How often?**

**Language: English**

**Years: 2 and 3**

**Context: High School**

## Main Objective

Learn the correct use of the adverbs of frequency, including always, never, sometimes, usually, frequently, rarely.

**Mode:**  
Face-to-face

**Estimated: 2 classes**  
(45-50 minutes each)

## Specific Objectives

- Write sentences with adverbs of frequency and frequency expressions in English
- Position adverbs of frequency and frequency expressions correctly in a sentence
- Use SKELL to discover some potential uses of the adverbs of frequency, including always, never, sometimes, usually, frequently and rarely.

## Material / Tools

- Student handout
- Computers, computer lab (hands on format)
- Skell
- Image projector



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<https://uq.pressbooks.pub/using-language-data/?p=330#h5p-119>

# LESSON 4 DEVELOPMENT

## Adverbs of frequency and frequency expressions

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Figure 2. [People walking on park](#) by Dom J. via Pexels. Retrieved on January 20, 2023.

### Introduction (prior knowledge)

🕒 5 mins      👤 Teacher-Learners

Discussion about learners' previous knowledge on adverbs of frequency in English.

🕒 5-15 mins      👤 Learners-Learners

In pairs, students discuss the use of these adverbs in their everyday life speeches and write sentences that show these adverbs use.

🕒 10 mins      👤 Teacher-Learners

Pairs read the sentences to the whole class.



## Development (research in corpora)

 15 mins  Teacher-Learners

Introduction of SKELL (the concordance lines and the Word sketch function).

 20 mins  Learners-Learners

In groups, students use SKELL to look for adverbs of frequency.

 5-10 mins  Teacher-Learners

The groups present the adverbs found to the class and discuss the context(s) of these adverbs use.

## Application (use in sentences)

 5 mins  Learners-Learners

Still in groups, learners discuss the importance of these adverbs in the target sentences.

 10 mins  Individual

Learners write sentences using these adverbs.

## Conclusion (discussion)

 5 mins  Teacher-Learners

Learners have the opportunity to assess the class and comment on their opinion about SKELL.

## Assessment

Assessment will be based on learners' interaction during the class, their receptivity and handling of the SKELL data, and on the sentences they write with the target adverbs.

# LESSON 4 ACTIVITIES (HANDS ON)

## Adverbs of frequency and frequency expressions

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### Activity 1



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<https://uq.pressbooks.pub/using-language-data/?p=334#h5p-27>

### Activity 2



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<https://uq.pressbooks.pub/using-language-data/?p=334#h5p-28>

### Activity 3



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<https://uq.pressbooks.pub/using-language-data/?p=334#h5p-29>

## Activity 4



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## Activity 5



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<https://uq.pressbooks.pub/using-language-data/?p=334#h5p-30>

## Activity 6



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<https://uq.pressbooks.pub/using-language-data/?p=334#h5p-114>

## Activity 7

Discuss the following questions with your peers:

- What is the importance of adverbs of frequency in the development of sentences?
- Do you think SKELL can help you learn other aspects of language? If so, in which way(s)?

# LESSON 4 ACTIVITIES (HANDS OFF)

## Adverbs of frequency and frequency expressions

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### Activity 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=336#h5p-27>

### Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=336#h5p-28>

### Activity 3

Check the sentences below, which were retrieved from [SKELL](#) (used with permission). SKELL is a tool that shows examples of natural language uses.

#### **ALWAYS**

This whole theory has **always** been counter intuitive.

Popular vacation spots are almost **always** expensive.

Our main concern has **always** been affordability.

Classical music **always** centres around elitist talent.

The pictures are almost **always** exposed correctly.

#### **NEVER**

It had **never** seen battle before today.  
 I had **never** done plasma cutting before.  
 Real biological networks are **never** completely understood.  
 I had **never** had such elevation before.  
 A morning workout has **never** been better!

### OFTEN

You must **often** strip line under extreme deep break conditions.  
 People entering phase 1 trials are **often** healthy individuals.  
 The variable capacitor is **often** connected incorrectly.  
 I find vector graphics **often** quite boring.  
 Even simple chains are **often** quite complex.

### SOMETIMES

This is **sometimes** done through straw purchases.  
 Rate coding is **sometimes** called 'frequently coding'.  
 The ventral ridges are **sometimes** completely red.  
**Sometimes** bigger paper allows 'bigger thinking'.  
 Content biases are **sometimes** called 'direct biases'.

### USUALLY

This procedure is **usually** considered minor surgery.  
 These natural body substances are **usually** taken together.  
 This practice **usually** involves less religious importance.  
 These loans are **usually** named unsecured debt consolidation loans.  
 Villa bath houses **usually** had carefully decorated interiors.



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<https://uq.pressbooks.pub/using-language-data/?p=336#h5p-31>

## Activity 4



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## Activity 5



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=336#h5p-114>

## Activity 6

Discuss the following questions with your peers:

- What is the importance of adverbs of frequency in the development of sentences?
- Do you think SKELL could help you learn other aspects of language? If so, in which way(s)?

# LESSON 4 FEEDBACK

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Thank you for completing Lesson 4 *Adverbs of frequency and frequency expressions*.

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 5. A GOOD READ



# LESSON 5 DESCRIPTION

## A good read

Liliane Mantovani Lopes

## A good read

The lesson *A good read* targets High School students. In this lesson, learners will be invited to discuss their reading habits and will also learn colloquial expressions related to reading.

Following the approach of the previous lessons, this lesson is also available in hands-on and hands-off formats. In the hands-on format, learners will be required to access [COCA](#) – Corpus of Contemporary American English to search for frequent expressions. The hands-off format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

The resources on COCA to be explored include: concordance lines (Concordance), frequency lines (FREQUENCY) and context (CONTEXT). The concordances will be important for learners as they observe the adjectives used to describe people who have the habit of reading. Please see the COCA interface on the screenshot below:

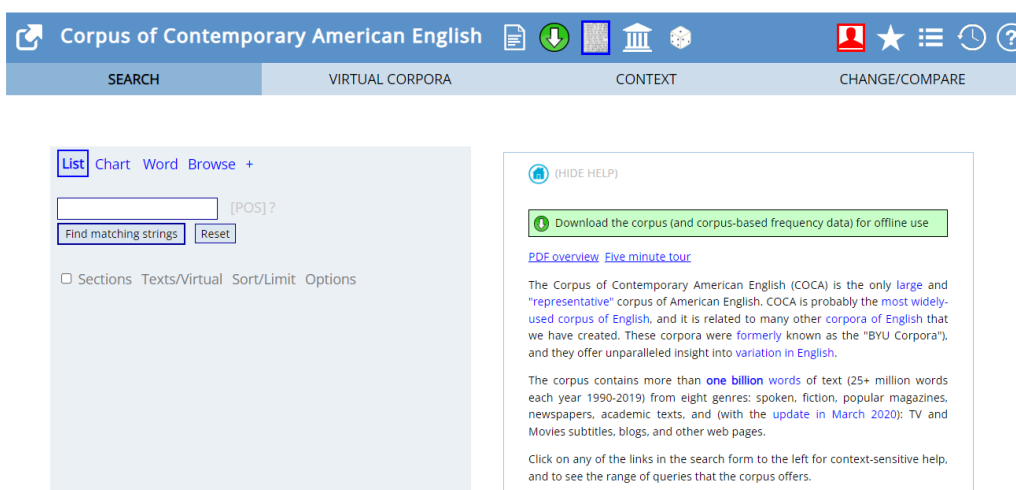


Figure 1. Screenshot of [COCA](#). Retrieved on September 30, 2021. © [Mark Davies \(2008-\)](#), all rights reserved, used with permission.

Please watch [Pressbooks Video 5 \(YouTube, 4m40s\)](#) below to learn more about how to use the main functions of COCA.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=200#oembed-1>

## About the author



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Liliane Mantovani Lopes is a Post Ph.D researcher at the São Paulo State University (UNESP, Brazil). She has a Bachelor's degree in Foreign Languages (2010) and in Portuguese (2021). She holds a Master's (2013) and a Ph.D (2021) degree in Language Studies. Currently, she is a student at North Paraná State University and at Londrina State University. She is a member of the Research Group En-Corpora (Corporsa-Based and Corpora-Driven Teaching) at UNESP. Her research areas are: Translation Studies, Corpus Linguistics and English for Specific and Academic Purposes.

# LESSON 5 PLAN

A good read

---

# Lesson Plan

**Lesson: A good Read**

**Language: English**

**Level: English for Specific Purposes**

**Context: High School**

## Main Objective

Use vocabulary related to the genre "book report" and develop comprehension/written production from authentic texts.

**Mode:**

**Face-to-face / Online**

**Estimated: 4 classes  
(50 minutes each)**

## Specific Objectives

- Use prior knowledge on the lesson topic (book report).
- Use COCA to analyse adjectives.
- Learn specific frequently-used lexical patterns.
- Write a book report.

## Material / Tools

- Handout
- COCA
- Computer lab
- Image projector



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<https://uq.pressbooks.pub/using-language-data/?p=205#h5p-120>

# LESSON 5 DEVELOPMENT

## A good read



Figure 2. [Reading a book in a hammock](#) via PxHere. Retrieved on October 18, 2022.

## Introduction (prior knowledge)



🕒 10 mins     👤 Teacher-Learners

Teacher elicits learners' prior knowledge about the 'book report' genre.

🕒 10 mins     👤 Learners-Learners

Teacher shows Activity 2, which contains expressions formed by two or more words (expressions or collocations), and asks students to do a matching activity.

## Development (getting to know COCA)

 30 mins  Teacher-Learners / Learners-Learners

Teacher introduces COCA so that learners can search for the expressions they have previously studied.

 20 mins  Teacher-Learners

Groups share the information found with the whole class.

## Development (corpus research)

 40 mins  Learners-Learners

Learners explore the use of adjectives and fill the table with the frequency and context of such words.

In groups, learners use COCA to explore the concordance lines.

In groups, learners use their previous knowledge and match the sentences from Activity 2 to the definitions of Activity 6.

## Application (use in writing)

 20 mins  Teacher-Learners

In groups, learners discuss useful questions for the preparation of a book report.

 30 mins  Learners-Learners

In groups, learners discuss useful questions for the preparation of a book report, based on the expressions learnt in class.

## Conclusion

 20 mins  Teacher-Learners

Teacher provides learners with feedback and discusses learners' perceptions of the class and COCA.

## Assessment

The assessment will be formative and will take place throughout the process of the activities by the analysis of learners' engagement with the activities and the data collected from COCA as the final activity.

# LESSON 5 ACTIVITIES (HANDS ON)

## A good read

---

### Activity 1

In groups, discuss the following questions:

- Do you like reading?
- What kind of books do you like reading?
- Have you ever written a “book report” before?

### Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=209#h5p-16>

### Activity 3

Access [COCA](#) and search for the expressions from Activity 2 in the concordance lines. After that, answer the question below.



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<https://uq.pressbooks.pub/using-language-data/?p=209#h5p-17>



## Activity 4

Use the COCA CORPUS to analyse the following expressions: *gripping*, *quite moving*, *readable*, *bookworm*. Answer the questions below.



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<https://uq.pressbooks.pub/using-language-data/?p=209#h5p-18>

## Activity 5



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<https://uq.pressbooks.pub/using-language-data/?p=209#h5p-19>

## Activity 6

In groups, discuss the following questions. Take notes of your key discussion points below.



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<https://uq.pressbooks.pub/using-language-data/?p=209#h5p-20>

## Activity 7

Read an example of a “book report” from the following website [Sample Templates](#).



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=209#h5p-21>

## Activity 8

Discuss the following questions with your peers:

- What were the key takeaways from this lesson?
- In which way(s) has the lesson helped you understand how to write a book report?
- Can COCA help you learn other language-related aspects? If so, in which way(s)?

# LESSON 5 ACTIVITIES (HANDS OFF)

## A good read

### Activity 1

In groups, discuss the following questions:

- Do you like reading?
- What kind of books do you like reading?
- Have you ever written a “book report” before?

### Activity 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=211#h5p-16>

### Activity 3

Look at the sentences below, which were taken from COCA. Answer the questions below:

site about a bill that is being proposed right NOW to legalize really big body <b>gripping</b> traps on land again (330 size). Unfortunately, this is true.
get the bait. Please write your reps and senators NOW if you believe body <b>gripping</b> traps should be set 5 feet up and off the ground to protect your hunting
was just killed in December while grouse hunting on public land in a 220 body <b>gripping</b> trap. # I have hunted with Black labs for 25 years. in MN
a dude in a fucking suit! Where was the restraint to follow through with <b>gripping</b> ideas that were raised rather than creating a confusing cluster-fuck of every theme in the
I'd be equally, if not even more angered. We have heard Elaine <b>gripping</b> to Lea about Marisol from the beginning of the season &: Marisol should send him
here said about you, and perhaps more. # Wow... that was a <b>gripping</b> comment thread -- and a slow-motion car crash from Steinberg's point of view.
sources have produced a near masterpiece of historical imagination and reconstruction.... Masterful and <b>gripping</b> . -- Journal of Interdisciplinary History # Hanson, for those who somehow
WhatSucksBlog on Twitter: What Sucks Mission Statement # Suckiness surrounds us all, <b>gripping</b> us in a vice-like hold, with the ferocity of a bear trap made of
up would also bring up the phantom that opposes it. # This is a <b>gripping</b> account of a courageous journey. Thank you for sharing it, Mr Steven.
nation's current troubles, Liz Alderman reports: # Far from the grim atmosphere <b>gripping</b> Athens, Touthoa teems with silver-tipped olive groves, sun-kissed vegetable gardens and flock
not doing it for the money or honor but to help others is a very <b>gripping</b> idea that easily dug into my soul. This is the character that everyone will
to be for teen readers). There is no question that this was a <b>gripping</b> read, with history mixed really well with a deeply personal story, carefully researched
is falling. It's a time to use "I" statements and share <b>gripping</b> , heartstrings-tugging stories about how the work they've made possible has changed lives.
It was the learning experience of that time in history. Or maybe it was <b>gripping</b> music. But most likely, it was the large cast of really cute boys
who was laid out in the middle of the living room floor breathing heavily and <b>gripping</b> my mother's hand tightly, asking her to take care of her kids when
dragged her away for, and it was ten thousand times worse. # Very <b>gripping</b> : The second sentence is a bit wordy, but I get that you're
hand. This bionic prosthesis senses the electrical activity in his arm muscles and activates <b>gripping</b> or wrist rotating actions accordingly, allowing the user to move the hand " naturally

Figure 3. Screenshot of COCA. Retrieved on September 30, 2021. © Mark Davies (2008-), all rights reserved, used with permission.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=211#h5p-34>

## Activity 4



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=211#h5p-19>

## Activity 5

In groups, discuss the following questions. Take notes of your key discussion points below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=211#h5p-20>

## Activity 6

Read an example of a “book report” from the following website [Sample Templates](#). You may like to print copies of some book reports to distribute to your students in class. Always ensure you follow the copyright protocols.



*An interactive H5P element has been excluded from this version of the text. You can view it*



online here:

<https://uq.pressbooks.pub/using-language-data/?p=211#h5p-21>

## Activity 7

Discuss the following questions with your peers:

- What were the key takeaways from this lesson?
- In which way(s) has the lesson helped you understand how to write a book report?

# LESSON 5 FEEDBACK

---

Thank you for completing Lesson 5 *A good read*.

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

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V1.1			
V2			

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# LESSON 6. SURFING THE INTERNET AND OTHER COMPUTER COLLOCATIONS

# LESSON 6 DESCRIPTION

## Surfing the internet and other computer collocations

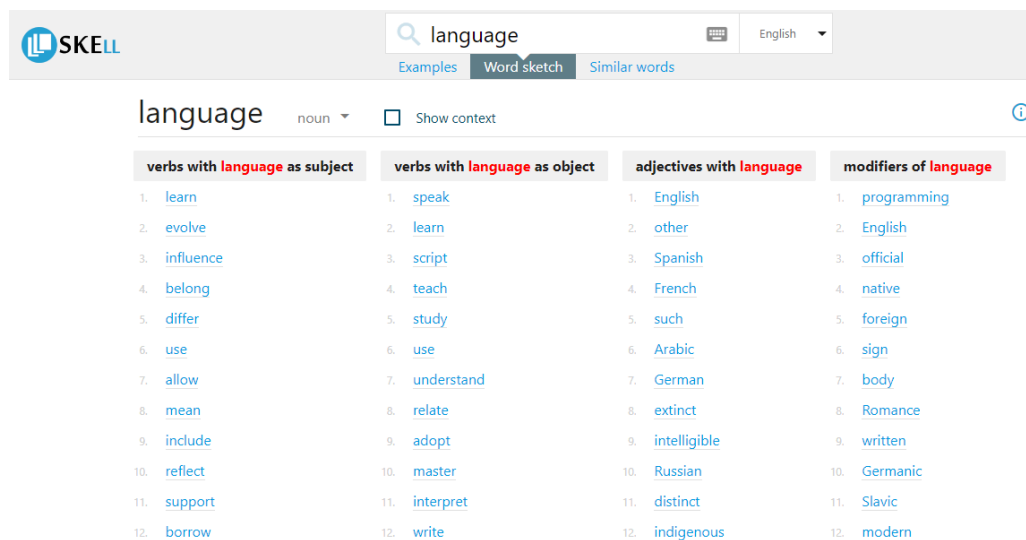
Luciano Franco da Silva

## Surfing the internet and other computer collocations

The lesson *Surfing the internet and other computer collocations* was designed for intermediate-level technical course learners. The main goal of this lesson is to introduce learners to [SKELL](#) in English. The lesson also aims to explore how this tool can be used to assist reading and written production skills for technical texts in the field of Information Technology.

This lesson is only available in hands-on and hand-off formats. The difference between these two formats is that in the first one, learners are required to access SKELL to search for the linguistic data necessary to complete the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Learners are expected to be able to use the search functions EXAMPLES and WORD SKETCH, the latter being the most relevant function to help learners determine the recurrent collocations for the following lexical items: *address*, *firewall*, *keyboard*, *link*, *navigate* and *surf*. Check the following example:



The screenshot shows the SKELL WordSketch interface. At the top, there is a search bar with the word 'language' entered. Below the search bar, there are tabs for 'Examples', 'Word sketch', and 'Similar words'. The 'Word sketch' tab is selected. Below the tabs, the word 'language' is displayed with a dropdown menu showing 'noun'. To the right of the word, there is a checkbox labeled 'Show context' and an information icon. Below this, there are four columns of collocations:

verbs with language as subject	verbs with language as object	adjectives with language	modifiers of language
1. learn	1. speak	1. English	1. programming
2. evolve	2. learn	2. other	2. English
3. influence	3. script	3. Spanish	3. official
4. belong	4. teach	4. French	4. native
5. differ	5. study	5. such	5. foreign
6. use	6. use	6. Arabic	6. sign
7. allow	7. understand	7. German	7. body
8. mean	8. relate	8. extinct	8. Romance
9. include	9. adopt	9. intelligible	9. written
10. reflect	10. master	10. Russian	10. Germanic
11. support	11. interpret	11. distinct	11. Slavic
12. borrow	12. write	12. indigenous	12. modern

Figure 1. Screenshot of 'language' in WordSketch. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

Watch [Pressbooks Video 6 \(YouTube, 3m22s\)](#) below to learn more about SKELL and the search functions EXAMPLES and WORD SKETCH.







One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=412#oembed-1>

## About the author



Mr. Luciano Franco da Silva

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Luciano Franco is a professor at the Federal Institute of Education, Science and Technology of Paraná (IFPR). He holds a Master's degree in Linguistic Studies at the São Paulo State University "Júlio de Mesquita Filho" (UNESP), and is currently a doctoral student at the same institution. He is a member of the Research Group En-Corpora: Corpus-Based and Corpus-Driven Teaching Research Group) at UNESP. His research areas are: English Language Teaching, Corpus Linguistics and English for Specific and Academic Purposes.

# LESSON 6 PLAN

Surfing the internet and other computer collocations

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# Lesson Plan

**Lesson: Surfing the internet and other computer collocations**

**Language: English**

**Context: Technical Courses**

## Main Objective

Introduce learners to new paths for the use of the English language in digital culture in studies and research, with the objective of expanding their personal and professional perspectives. This lesson aims to explore how SKELL can be used to assist reading and written production skills for technical texts in the field of Information Technology.

**Level / Grade:**  
Technical

**Mode:**  
Face-to-face / Online

**Estimated: 2 classes**  
(50 minutes each)

## Specific Objectives

- Learn different strategies in the use of new technologies in the teaching/learning of English for Specific Purposes.
- Learn how to use some of the SKELL platform tools for the improvement of the use of collocations and language reading strategies.

## Material / Tools

- Activities Handout
- Blackboard
- Chalk
- Laptop / Mobile phones



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=414#h5p-121>

# LESSON 6 DEVELOPMENT

## Surfing the internet and other computer collocations

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Figure 2. [Computer lesson for All-19-5](#) by US Department of Education, [CC BY 2.0](#) via Flickr. Retrieved on October 24, 2022.

## Introduction (contextualisation / prior knowledge)



5 mins



Teacher-Learners

Teacher begins the class by writing the following sentences on the board:

- 1) Yesterday I had ice cream
- 2) Yesterday I ate ice cream
- 3) Yesterday I drank ice cream

Teacher asks learners which of these sentences is the most common one(s) and why learners think the other sentence(s) might be wrong.



5 mins



Teacher-Learners

Teacher should explain that a collocation is a combination of words that frequently occur together and draw learners' attention to the structure of some common everyday expressions (e.g., quick shower, fast food, dark chocolate, strong tea). Teacher should point out that these expressions cannot be said in a different way (e.g., fast shower and quick food would not be a "natural" combination in English).



5 mins



Teacher-Learners

Following that, teacher explains the objectives of the lesson, emphasising the uses of new technological resources for reading and writing technical texts.

## Development (SKELL introduction / use of reading techniques)



15 mins



Individual

Teacher starts the activity and explains that learners will read part of a text that talks about SKELL. After that, teacher asks learners to locate at least 15 cognates in the text through the skim-reading strategy to help them make some predictions/assumptions about what SKELL is. After this discussion, teacher asks learners to answer the Activity 1 questions.

*Note:* A **cognate** is a word that has a common origin with another word in the same or different language. They often have similar meaning, spelling, and/or pronunciation. E.g., English "nation" and Spanish "nación" OR English "hope" and German "Hoffnung".



5 mins



Teacher-Learners

After a few minutes, teacher provides learners with feedback for the previous activities (this part of the class should be ideally done using a computer. If this is not possible, teacher may ask learners to use their mobile phones).



15 mins



Teacher-Learners

Teacher hands out the 'How it works' activity sheet and reads the text along with learners. While reading the text, teacher follows the step-by-step on the computer screen.

## Development and Application (use SKELL tool)



15 mins



Individual

Learners do Activity 2. This activity should be done with the teacher's assistance, who can show learners the use of SKELL in a real time interaction.

 5 mins  Teacher-Learners

After a few minutes, teacher provides learners with the right answers for the activity.

 10 mins  Individual

Learners do Activity 3. Teacher acts as a mediator, assisting learners whenever necessary.

 5 mins  Teacher-Learners


Teacher provides learners with the correct answers for Activity 3.

## Conclusion

 10 mins  Teacher-Learners

Walk around the classroom and provide students feedback as/if needed.

## Homework

 5 mins  Individual

Teacher hands out the homework handout, in which learners will have to search for some collocations on SkELL and answer the proposed questions using the strategies learned in class.

 5 mins  Individual

Teacher explains the homework and then checks the lesson plan to ensure that all the lesson stages have been completed.

## Assessment

Learners' engagement and participation in the development of the activities carried out throughout the class.

# LESSON 6 ACTIVITIES (HANDS ON)

## Surfing the internet and other computer collocations

### Activity 1

Skim through the text to answer the questions below.

### What is SKELL?

SKELL (Sketch Engine for Language Learning) is a simple tool for students of English to easily check how real speakers of English use a phrase or a word. No registration or payment is required. Just type a word and click a button.

All examples, collocations, and synonyms were automatically identified by intelligent algorithms and state-of-the-art software analysing large multi-billion text samples. In the manual work was involved.

### Word Sketch – collocations

Collocations cannot be guessed; they must be learned. That is why Word Sketch in SKELL is an invaluable tool. Word Sketch is a summary of the most typical collocations divided into logical categories i.e., noun (n.), adjective (adj.), adverb (adv.), or verb (v.).

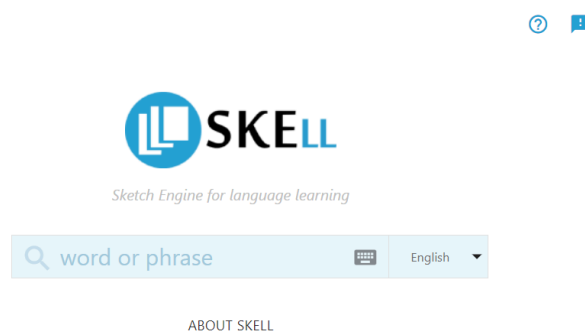


Figure 3.  
Screenshot of  
[SKELL homepage](#).  
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September 22,  
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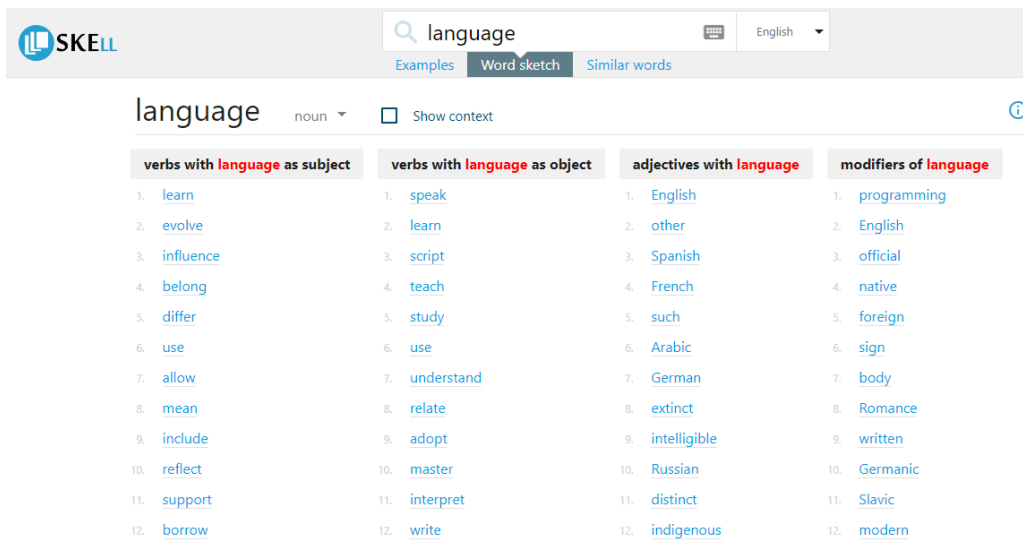


 online here:

<https://uq.pressbooks.pub/using-language-data/?p=418#h5p-35>

## Activity 2

1. Access [SKELL](#). Read the instructions on how to use SKELL, paying attention to context cues (i.e. Figures 3, 4 and 5).
2. Type in a word and click on Word Sketch, as shown in the image below.

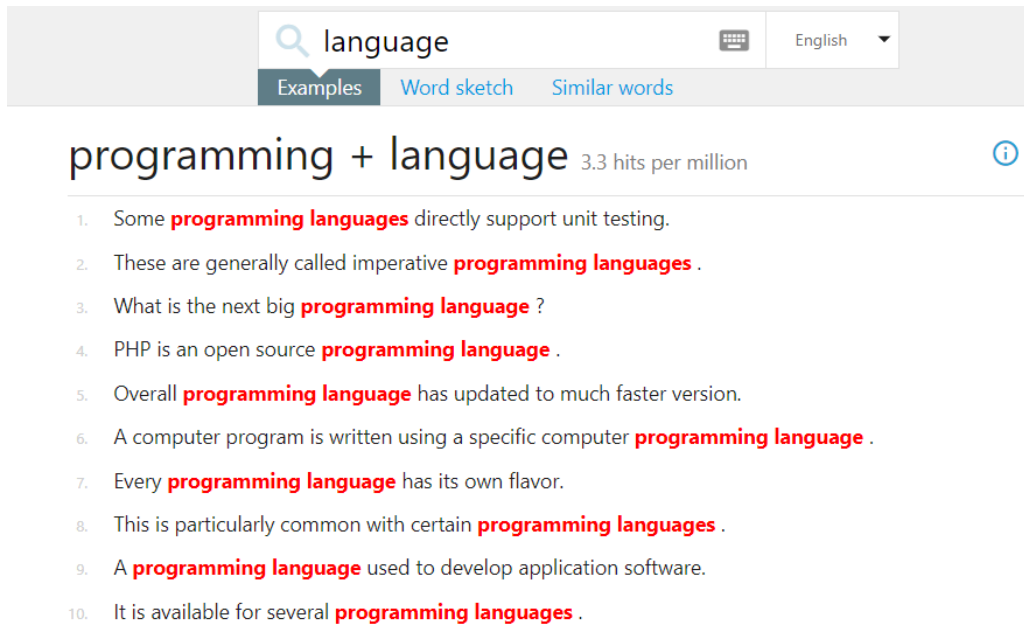


The screenshot shows the SKELL interface with the word 'language' entered in the search bar. The 'Word sketch' tab is selected, displaying four columns of word associations:

verbs with <b>language</b> as subject	verbs with <b>language</b> as object	adjectives with <b>language</b>	modifiers of <b>language</b>
1. <a href="#">learn</a>	1. <a href="#">speak</a>	1. <a href="#">English</a>	1. <a href="#">programming</a>
2. <a href="#">evolve</a>	2. <a href="#">learn</a>	2. <a href="#">other</a>	2. <a href="#">English</a>
3. <a href="#">influence</a>	3. <a href="#">script</a>	3. <a href="#">Spanish</a>	3. <a href="#">official</a>
4. <a href="#">belong</a>	4. <a href="#">teach</a>	4. <a href="#">French</a>	4. <a href="#">native</a>
5. <a href="#">differ</a>	5. <a href="#">study</a>	5. <a href="#">such</a>	5. <a href="#">foreign</a>
6. <a href="#">use</a>	6. <a href="#">use</a>	6. <a href="#">Arabic</a>	6. <a href="#">sign</a>
7. <a href="#">allow</a>	7. <a href="#">understand</a>	7. <a href="#">German</a>	7. <a href="#">body</a>
8. <a href="#">mean</a>	8. <a href="#">relate</a>	8. <a href="#">extinct</a>	8. <a href="#">Romance</a>
9. <a href="#">include</a>	9. <a href="#">adopt</a>	9. <a href="#">intelligible</a>	9. <a href="#">written</a>
10. <a href="#">reflect</a>	10. <a href="#">master</a>	10. <a href="#">Russian</a>	10. <a href="#">Germanic</a>
11. <a href="#">support</a>	11. <a href="#">interpret</a>	11. <a href="#">distinct</a>	11. <a href="#">Slavic</a>
12. <a href="#">borrow</a>	12. <a href="#">write</a>	12. <a href="#">indigenous</a>	12. <a href="#">modern</a>

Figure 4. Screenshot of 'language' in WordSketch. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

3. Click on a collocation to see examples in context (concordance), as shown in the image below.



language

Examples Word sketch Similar words

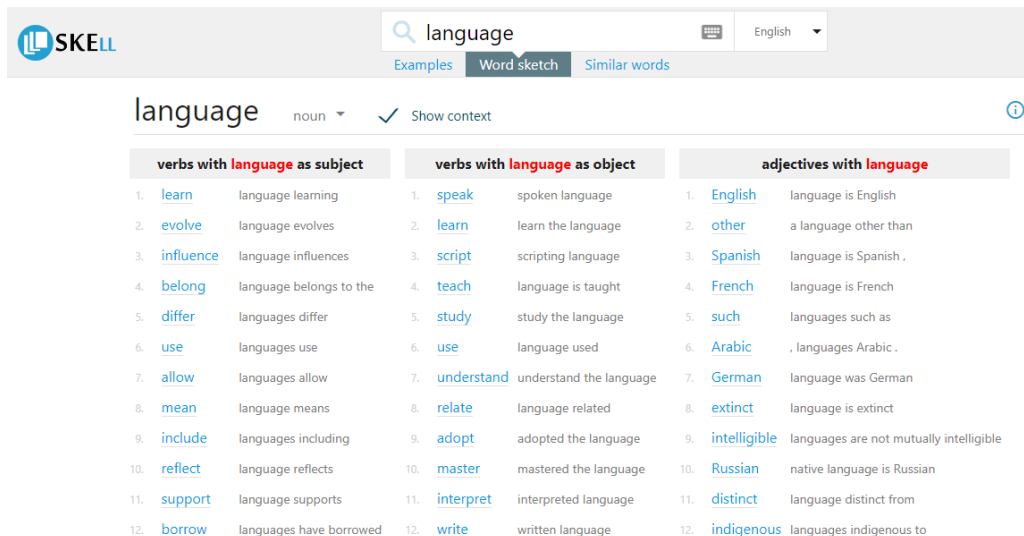
programming + language 3.3 hits per million

1. Some **programming languages** directly support unit testing.
2. These are generally called imperative **programming languages**.
3. What is the next big **programming language**?
4. PHP is an open source **programming language**.
5. Overall **programming language** has updated to much faster version.
6. A computer program is written using a specific computer **programming language**.
7. Every **programming language** has its own flavor.
8. This is particularly common with certain **programming languages**.
9. A **programming language** used to develop application software.
10. It is available for several **programming languages**.

Figure 5. Screenshot of 'programming' + 'language' in example tool in Skell. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

4. By default, the most frequent parts of speech (noun, verb, adjective, etc.) are shown first.

5. By clicking on the Show Context button, you will be shown a broader typical context (if it exists), (e.g., speak is the most frequent verb with language as object) but a broadened context will show that the past participle – spoken, is the most common form of this particular combination.



language noun ✓ Show context

verbs with language as subject	verbs with language as object	adjectives with language
1. <a href="#">learn</a> language learning	1. <a href="#">speak</a> spoken language	1. <a href="#">English</a> language is English
2. <a href="#">evolve</a> language evolves	2. <a href="#">learn</a> learn the language	2. <a href="#">other</a> a language other than
3. <a href="#">influence</a> language influences	3. <a href="#">script</a> scripting language	3. <a href="#">Spanish</a> language is Spanish .
4. <a href="#">belong</a> language belongs to the	4. <a href="#">teach</a> language is taught	4. <a href="#">French</a> language is French
5. <a href="#">differ</a> languages differ	5. <a href="#">study</a> study the language	5. <a href="#">such</a> languages such as
6. <a href="#">use</a> languages use	6. <a href="#">use</a> language used	6. <a href="#">Arabic</a> , languages Arabic .
7. <a href="#">allow</a> languages allow	7. <a href="#">understand</a> understand the language	7. <a href="#">German</a> language was German
8. <a href="#">mean</a> language means	8. <a href="#">relate</a> language related	8. <a href="#">extinct</a> language is extinct
9. <a href="#">include</a> languages including	9. <a href="#">adopt</a> adopted the language	9. <a href="#">intelligible</a> languages are not mutually intelligible
10. <a href="#">reflect</a> language reflects	10. <a href="#">master</a> mastered the language	10. <a href="#">Russian</a> native language is Russian
11. <a href="#">support</a> language supports	11. <a href="#">interpret</a> interpreted language	11. <a href="#">distinct</a> language distinct from
12. <a href="#">borrow</a> languages have borrowed	12. <a href="#">write</a> written language	12. <a href="#">indigenous</a> languages indigenous to

Figure 6. Screenshot of 'language' with context in WordSketch. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

## Activity 3

Use SKELL to help you answer the questions below.



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online here:

<https://uq.pressbooks.pub/using-language-data/?p=418#h5p-36>



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An interactive H5P element has been excluded from this version of the text. You can view it online here:

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## Activity 4

Look for examples of...



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<https://uq.pressbooks.pub/using-language-data/?p=418#h5p-39>

Images in Activity 4 are from [Pexels](#).

## Activity 5 (Lesson Assessment)

Discuss the following questions with your peers. Take notes of your key discussion points in the space provided below.



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<https://uq.pressbooks.pub/using-language-data/?p=418#h5p-40>

## Homework Activity 1



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## Homework Activity 2

Choose the best option to complete the sentences.



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<https://uq.pressbooks.pub/using-language-data/?p=418#h5p-42>

## Homework Activity 3



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<https://uq.pressbooks.pub/using-language-data/?p=418#h5p-43>

## Homework Activity 4



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# LESSON 6 ACTIVITIES (HANDS OFF)

## Surfing the internet and other computer collocations

### Activity 1

Skim through the text to answer the questions below.

### What is SKELL?

SKELL (Sketch Engine for Language Learning) is a simple tool for students of English to easily check how real speakers of English use a phrase or a word. No registration or payment is required. Just type a word and click a button.

All examples, collocations, and synonyms were automatically identified by intelligent algorithms and state-of-the-art software analysing large multi-billion text samples. In the manual work was involved.

### Word Sketch – collocations

Collocations cannot be guessed; they must be learned. That is why Word Sketch in SKELL is an invaluable tool. Word Sketch is a summary of the most typical collocations divided into logical categories i.e., noun (n.), adjective (adj.), adverb (adv.), or verb (v.).

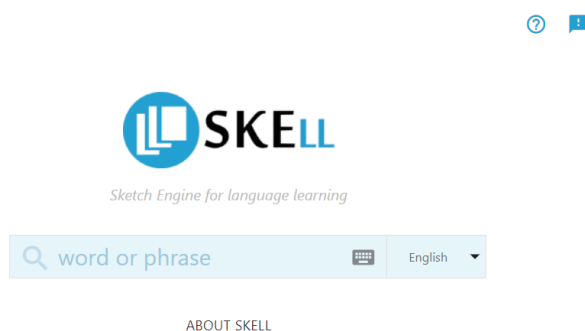


Figure 7.  
Screenshot of  
[SKELL homepage](#).  
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online here:

<https://uq.pressbooks.pub/using-language-data/?p=1640#h5p-35>

## Activity 2

Which of the following collocations are more common in English? Look at the screenshots provided to answer the questions below.

*Hint:* observe the hits per million information to help you answer the questions.

download + link 0.22 hits per million 

1. There are several **download links** for different cell phone operating systems.
2. This update is available using the **download link**.
3. More info, tech support & **download links**.
4. The **download link** is only available for 24 hrs.
5. He also included **download links** for both songs.

Figure 8.  
Screenshot of  
[SKELL  
concordance lines](#)  
(download + link).  
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click + link 1.15 hits per million 

1. For more details **click** the **link** above.
2. **Click** the **links** to open each section.
3. The manual is available by **clicking** the **link** below.
4. **Click** the **link** for more hammer highlights.
5. Get started today by **clicking** the **link** below.

Figure 9.  
Screenshot of  
[SKELL  
concordance lines](#)  
(click + link).  
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## hot link 0.03 hits per million



1. I ordered prime rib and a **hot link** .
2. They are strongly influenced by **hot links** to cover features.
3. We can **hot link** on twitter in seconds.
4. Instead of foot notes, there is **hot linked** text.
5. There are too many **hot links** .

Figure 10.  
Screenshot of  
[SKELL  
concordance lines](#)  
(hot + link).  
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## provide + link 2.17 hits per million



1. **Links** are **provided** to each project output.
2. **Provide** less **links** and jumping off points perhaps.
3. External **links** are **provided** for reference purposes.
4. When borrowing images please **provide a link** .
5. A simple web search will **provide** many interesting **links** .

Figure 11.  
[Screenshot of  
SKELL  
concordance lines](#)  
(provide + link).  
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permission.

## external + link 0.6 hits per million



1. **External links** are provided for reference purposes.
2. All **external links** are checked once a month.
3. This text is available at **external link** #5.
4. That article contains the following **external links** .
5. The issues are fully discussed in the **external links** .

Figure 12.  
Screenshot of  
[SKELL  
concordance lines](#)  
(external + link)  
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## email + address 4.84 hits per million



1. Only business domain **email addresses** are accepted.
2. Many legitimate customers use free **email addresses** .
3. Letters printed will list **email address** unless otherwise specified.
4. One single vote from every **email address** .
5. Post office box and **email addresses** alone are insufficient.

Figure 13.  
Screenshot of  
[SKELL  
concordance lines](#)  
(email + address).  
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## site address 0.08 hits per million



1. I will send him the **site address** .
2. I don't have the web **site address** handy.
3. Other papers on this **site address** this obvious and unsettling discrepancy.
4. Simply use your current job **site address** as a starting point address .
5. Below you'll find the **site addresses** that I referred to.

Figure 14.  
Screenshot of  
[SKELL  
concordance lines](#)  
(site + address).  
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## web address 0.42 hits per million



1. They also often use very similar **web addresses** .
2. LINK – near 2there automatically captures **web addresses** .
3. The television program gave the **web address** for the online companion.
4. A **web address** remained a common occurrence in this sense.
5. HTML code is displayed as text and **web addresses** are automatically converted.

Figure 15.  
Screenshot of  
[SKELL  
concordance lines](#)  
(web + address).  
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## broadband + Internet 0.15 hits per million



1. These phones provide **broadband Internet** and voice communications.
2. OTHER INFORMATION Free wireless **broadband internet** available.
3. TiVo collects detailed usage data from units via **broadband Internet** .
4. Ookla is a corporation that tests **broadband internet** web-based network applications.
5. Wireless **broadband internet** and telephone (tba) available.

Figure 16.  
Screenshot of  
[SKELL  
concordance lines](#)  
(broadband +  
internet).  
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## high + Internet 0.15 hits per million



1. Dish Network also plans on offering **high-speed internet** .
2. All 207 rooms and suites feature Free **high-speed** , wireless **Internet** .
3. The availability of **high-speed Internet** has transformed the bootlegging industry.
4. Television and **high-speed Internet** are provided by Charter Communications.
5. The apartments are wired for cable TV, **high-speed internet** and telephone.

Figure 17.  
Screenshot of  
[SKELL  
concordance lines](#)  
(high-speed +  
internet).  
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## navigate + Internet 0.02 hits per million



1. Both phones are able to **navigate** the **internet** easily.
2. The infotainment system allows drivers to **navigate** the **Internet** using a full web browser when stopped .
3. Or better yet, imagine **navigating** the **internet** and sending emails using just the power of your thoughts.
4. Even if not **navigating** the **Internet** , if your computer has an active Internet connection it is potentially vulnerable.
5. Since October we 've seen a number of new initiatives about how we and our families **navigate** the **internet** .

Figure 18.  
Screenshot of  
[SKELL  
concordance lines](#)  
(navigate +  
internet).  
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## search + Internet 0.32 hits per million



1. Was **searching internet** and found your great site.
2. I stumbled across this article while **searching** the **internet** .
3. Just **search** the **internet** for "breast form".
4. Been **searching** the **internet** for other testimonials.
5. No more **searching** the **Internet** for updates.

Figure 19.  
Screenshot of  
[SKELL  
concordance lines](#)  
(search +  
internet).  
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## surf + Internet 0.25 hits per million



1. She likes reading fiction and **surfing** the **internet** .
2. **Surfing internet** is becoming quite risky nowadays.
3. I was **surfing** the **internet** and came across your site.
4. How can silk benefit the user when **surfing** the **internet** ?
5. I **surf** the **Internet** daily, learning things and buying things.

Figure 20.  
Screenshot of  
[SKELL  
concordance lines](#)  
(surf + internet).  
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## wireless + Internet 0.24 hits per million



1. In addition each room is supplied with free **wireless internet** .
2. Free **wireless internet** is provided throughout the terminal.
3. The library is fitted with **wireless internet** .
4. Do both consoles have **wireless internet** built in?
5. OTHER INFORMATION Free **wireless** broadband **internet** available.

Figure 21.  
Screenshot of  
[SKELL  
concordance lines](#)  
(wireless +  
internet).  
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### Activity 3

Look at some of the collocations below and answer the following questions.

modifiers of <b>keyboard</b>	nouns modified by <b>mouse</b>	
1. <u>QWERTY</u>	1. <u>cursor</u>	
2. <u>vocal</u>	2. <u>pointer</u>	
3. <u>guitar</u>	3. <u>click</u>	
4. <u>piano</u>	4. <u>lemur</u>	
5. <u>on-screen</u>	5. <u>button</u>	
6. <u>backlit</u>	6. <u>embryo</u>	
7. <u>Bluetooth</u>	7. <u>rat</u>	
8. <u>MIDI</u>	8. <u>brain</u>	
9. <u>wireless</u>	9. <u>pad</u>	
10. <u>virtual</u>	10. <u>vole</u>	1
11. <u>onscreen</u>	11. <u>trap</u>	1
12. <u>USB</u>	12. <u>genome</u>	1
13. <u>monitor</u>	13. <u>opossum</u>	1

Figure 22. Screenshot of [SKELL word sketch](#) (keyboard). Retrieved on January 24, 2023.

Figure 23. Screenshot of [SKELL word sketch](#) (mouse). Retrieved on January 24, 2023.

verbs with <b>firewall</b> as subject	
1.	<u>stealthed</u>
2.	<u>block</u>
3.	<u>filter</u>
4.	<u>protect</u>
5.	<u>demarcate</u>
6.	<u>route</u>
7.	<u>encrypt</u>
8.	<u>separate</u>
9.	<u>tunnel</u>
10.	<u>conflict</u>
11.	<u>space</u>
12.	<u>disallow</u>
13.	<u>brace</u>

Figure 24. Screenshot of [SKELL word sketch](#) (firewall). Retrieved on January 24, 2023.

verbs with <b>password</b> as object	
1.	<u>encrypt</u>
2.	<u>forget</u>
3.	<u>reset</u>
4.	<u>hash</u>
5.	<u>guess</u>
6.	<u>crack</u>
7.	<u>store</u>
8.	<u>type</u>
9.	<u>hack</u>
10.	<u>steal</u>
11.	<u>reuse</u>
12.	<u>protect</u>
13.	<u>compromise</u>

Figure 25. Screenshot of [SKELL word sketch](#) (password). Retrieved on January 24, 2023.



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Activity 3 screenshots from SKELL are used with permission.

Images in Activity 3 are from [Pexels](#).

## Activity 4 (Lesson Assessment)

Discuss the following questions with your peers. Take notes of your key discussion points in the space provided below.



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## Homework Activity 1



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## Homework Activity 2

Choose the best option to complete the sentences.



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## Homework Activity 3



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## Homework Activity 4



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# LESSON 6 FEEDBACK

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Thank you for completing Lesson 6 *Surfing the internet and other computer collocations*.

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 7. LET'S TALK ABOUT BRAZILIAN CULTURE!

# LESSON 7 DESCRIPTION

## Let's talk about Brazilian culture

Talita Serpa

---

## Let's talk about Brazilian culture!

The lesson *Let's talk about Brazilian culture!* was designed for students of the initial years of Languages and Translation undergraduate courses. The goal of this lesson is to use Brazilian culture-related vocabulary in the context of the English language in order to understand the different views that can be developed about this country from translated texts.

Lexical sets are groups of words that are organised according to common properties, e.g., semantic types. Lexical sets normally are extracted from corpora, and they are investigated to establish recurring predicative relations within the domain. In order to introduce learners to a new lexical set about a country that is well known but very little explored in terms of popular and cultural vocabulary and its perspective in the English language, we use the English language corpus of works written by Darcy Ribeiro. Ribeiro is one of Brazil's leading anthropologists. He was also a famous politician and novelist and has much of his intellectual production translated into English, mainly by Gregory Rabassa and Betty Meggers. Therefore, we used the Ribeiros's works studied by Serpa in her dissertation *Os estudos de corpora na tradução em diálogo com a sociologia da educação: Formação de um habitus tradutório com subsídios de brasileirismos* das obras de Darcy Ribeiro.

This lesson is available in hands-on and hands-off formats. The difference between these two formats is that in the first one, learners are required to access [COCA](#) – Corpus of Contemporary American English, [Linguee](#) and [DeepL](#) to search for the linguistic data necessary to complete the activities. The second format does not require learners to access these tools as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding COCA, students are expected to be able to use the search option LIST so that they can determine the combinations that can be made with the culturally marked words, as shown in the screenshot below.



English-Corpora.org

corpora guides related resources users my account upgrade help

These are the most **widely used** online corpora, and they are used for **many different purposes** by teachers and **researchers** at **universities** throughout the world. In addition, the corpus data (e.g. **full-text**, **word frequency**) has been used by a **wide range of companies** in many different fields, especially technology and language learning.

The links below are for the free online interface. You can also purchase and download  the corpora for use on your own computer.











Corpus (see tour)	Download	# words	Dialect	Time period	Genre(s)
<a href="#">News on the Web (NOW)</a>		16.7 billion+	20 countries	2010-yesterday	Web: News
<a href="#">iWeb: The Intelligent Web-based Corpus</a>		14 billion	6 countries	2017	Web
<a href="#">Global Web-Based English (GloWbE)</a>		1.9 billion	20 countries	2012-13	Web (incl blogs)
<a href="#">Wikipedia Corpus</a>		1.9 billion	(Various)	2014	Wikipedia
<a href="#">Coronavirus Corpus</a>		1.5 billion	20 countries	Jan 2020-Dec 2022	Web: News
<a href="#">Corpus of Contemporary American English (COCA)</a>		1.0 billion	American	1990-2019	Balanced
<a href="#">Corpus of Historical American English (COHA)</a>		475 million	American	1820-2019	Balanced
<a href="#">The TV Corpus</a>		325 million	6 countries	1950-2018	TV shows
<a href="#">The Movie Corpus</a>		200 million	6 countries	1930-2018	Movies
<a href="#">Corpus of American Soap Operas</a>		100 million	American	2001-2012	TV shows
<a href="#">Hansard Corpus</a>		1.6 billion	British	1803-2005	Parliament
<a href="#">Early English Books Online</a>		755 million	British	1470s-1690s	(Various)
<a href="#">Corpus of US Supreme Court Opinions</a>		130 million	American	1790s-present	Legal opinions
<a href="#">TIME Magazine Corpus</a>		100 million	American	1923-2006	Magazine
<a href="#">British National Corpus (BNC) *</a>		100 million	British	1980s-1993	Balanced
<a href="#">Strathy Corpus (Canada)</a>		50 million	Canadian	1920s-2000s	Balanced
<a href="#">CORE Corpus</a>		50 million	6 countries	2014	Web

Figure 1. Screenshot of COCA. Retrieved on September 20, 2022. © [Mark Davies \(2008-\)](#), all rights reserved, used with permission.

Regarding Linguee and DeepL, learners are expected to use them to search for possible translations into their native languages in order to comprehend the excerpts. Check the following screenshots.



Figure 2.  
Screenshot of  
LINGUEE.  
Retrieved on  
September 20,  
2022. © DeepL, all  
rights reserved,  
used with  
permission.

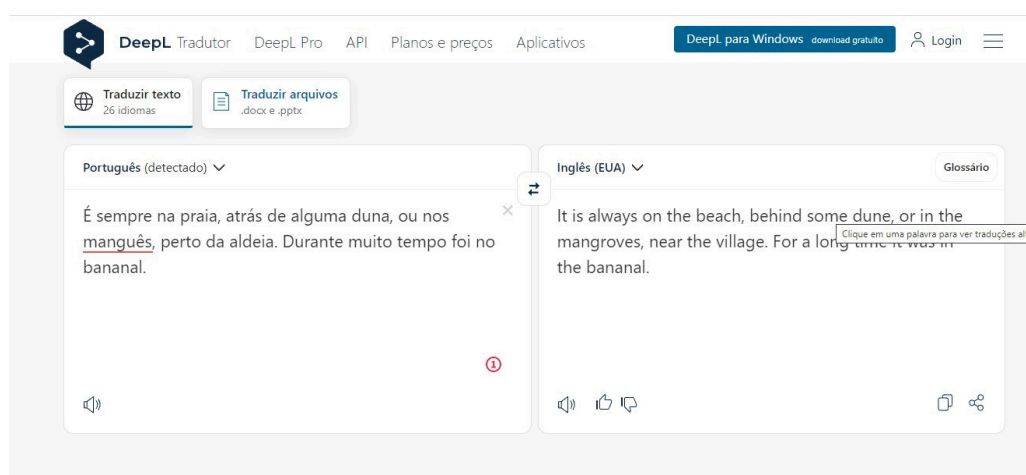


Figure 3.  
Screenshot of  
DEEPL. Retrieved  
on September 20,  
2022. © DeepL, all  
rights reserved,  
used with  
permission.

Watch [Pressbooks Video 9 \(YouTube, 3m14s\)](#) below to learn more about using COCA, Linguee and DeepL in the context of this lesson.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=499#oembed-1>

## About the author



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Talita Serpa has a PhD in Linguistic Studies from the Institute of Biosciences, Languages and Exact Sciences of the São Paulo State University (IBILCE/UNESP) with research about Corpus-Based Translation Pedagogy and Translation Studies (2017). She was also an Academic Visitor at The University of Manchester (UK) (2015-2016) and currently holds the position of Postdoctoral Researcher at UNESP, with CAPES/PNPD assistance (2019-2023), supervised by Prof. Dr. Diva Cardoso de Camargo. She works with Translation Practices and ESP. Member of the Groups Translation, Terminology and Corpora and En-Corpora: Teaching Based and Directed by Corpora (CNPq). She works with Teaching of Translation, Sociology of Translation, Corpus-based Translation Studies and ESP.

# LESSON 7 PLAN

Let's talk about Brazilian culture

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# Lesson Plan

**Lesson:**  
Let's talk about Brazilian Culture!

**Language:** English

**Context:** High School

**Level:** High School

## Main Objective

Use vocabulary related to the Brazilian culture in the context of the English language to understand the different views that can be developed about a country from translated texts.

**Mode:**

Face-to-face and online

**Estimated: 4 classes**  
(45 minutes each)

## Specific Objectives

- Read and translate texts from the area of Anthropology to discuss Brazilian social and cultural values and how they are addressed in English.
- Use the platform DeepL to analyse words and expressions.
- Reflect on the way Brazilian sociocultural elements such as race, beliefs and cuisine can be translated/explained in another language.

## Material / Tools

- Handout
- DeepL
- Corpus of Contemporary American English (COCA)
- Computer lab or laptops
- Image projector



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=501#h5p-122>



# LESSON 7 DEVELOPMENT

Let's talk about Brazilian culture

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Figure 4. [Ministério da Cultura, CC BY 2.0](#) via Wikimedia Commons.. Retrieved on October 24, 2022.

## Introduction



10 mins



Teacher-Learners

Teacher activates learners' previous knowledge on Latin American cultures and how it can be explained in English.



10 mins



Learners-Learners

Teacher asks learners to write down as many words that portray Latin America as they can remember in English.

## Development (the tools)

 10 mins  Teacher-Learners

Learners get to know how to use Linguee and COCA. Teacher explains and shows how to use these tools.

 15 mins  Teacher-Learners

In groups, learners use Linguee to explore the list of words and their contexts of use.

 15 mins  Learners-Learners

In groups, learners use COCA to explore the list of words and their contexts of use.

## Development (corpus research)

 10 mins  Learners-Learners

Teacher shows excerpts from texts written in English, in which there is mention of local cuisine dishes, and asks learners to reflect on the names in English through the use of Linguee and COCA.

 20 mins  Teacher-Learners

Groups share the information found and their conclusions with the whole class.

## Development (use of translation)

 20 mins  Teacher-Learners

In groups, learners look for possible ways to explain the typical ethnic groups in Brazil. Learners can bring to discussion the characteristics they know about Brazilian ethnic groups, such as behaviours, clothes, foods etc. They check the terms/explanations and try to identify which social group they refer to. They use Linguee to check the potential translations.

 30 mins  Learners-Learners

Learners read excerpts taken from a set of Anthropology texts and try to describe the elements of the Latin America geography in English. Learners use DeepL for this part of the activity. In groups of 3 or 4, learners discuss the translation options and consider if they helped them to improve their vocabulary.

## Conclusion



15 mins



Teacher-Learners

Teacher holds a whole-class discussion about what learners have learned and how they can use such data in other contexts.

## Assessment

Assessment will be formative and will take place throughout the process of the activities, by the analysis of learners' participation, the data collected through the target tool, and the homework answers.

# LESSON 7 ACTIVITIES (HANDS ON)

Let's talk about Brazilian culture

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## Activity 1

Answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=505#h5p-52>

## Activity 2

Now, read the excerpts to answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=505#h5p-54>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=505#h5p-53>

## Activity 3

Thinking about ethnicities and processes of racial miscegenation, check the names of social groups below and identify them with groups in your own country.

1. Sharecropper
2. Backlander
3. Mixed-blood
4. Forest-dwelling Indians
5. Coal Black
6. Browns
7. Mulattos
8. Caboclos
9. Whites
10. Woodsman



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=505#h5p-55>

## Activity 4

Read the excerpts below, adapted from the Anthropology texts listed below.

RIBEIRO, D. Maíra. Rio de Janeiro: Civilização Brasileira, 1976.

RIBEIRO, D. O processo Civilizatório. Rio de Janeiro: Editora Civilização Brasileira S.A., 1968.

RIBEIRO, D. O povo brasileiro: a formação e o sentido do Brasil. São Paulo: Companhia das Letras, 1995.

How would you describe these typical Brazilian geographic spaces in your language? Use [DeepL](#) to complete this task. Discuss in groups of 3 or 4 what the translation choices were and their reasons.



*An interactive H5P element has been excluded from this version of the text. You can view it*

online here:

<https://uq.pressbooks.pub/using-language-data/?p=505#h5p-56>

## Activity 5

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about Brazilian culture and English vocabulary about this country?
- What was it like to use DeepL?
- Do you think this tool can be used to learn about culture?

# LESSON 7 ACTIVITIES (HANDS OFF)

Let's talk about Brazilian culture

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## Activity 1

Answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=507#h5p-52>

## Activity 2

Now, read the excerpts to answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=507#h5p-54>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=507#h5p-57>

## Activity 3

Thinking about ethnicities and processes of racial miscegenation, check the names of social groups below and identify them with groups in your own country. To complete this activity, you may like check the suggested dictionaries below. Please note that if the following are not available, you may like to use other dictionaries.

- The Routledge Portuguese Bilingual Dictionary: Portuguese-English and English-Portuguese (Allen, 2014).
- English-Portuguese Translator's Dictionary: English-Portuguese Dictionary for Translators (Korytowski, 2015).

1. Sharecropper
2. Backlander
3. Mixed-blood
4. Forest-dwelling Indians
5. Coal Black
6. Browns
7. Mulattos
8. Caboclos
9. Whites
10. Woodsman



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=507#h5p-58>

## Activity 4

Check the excerpts below, taken from a set of Anthropology texts. How would you describe these geographic spaces in English? Discuss in groups of 3 or 4 the potential translation of these excerpts into your native language.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=507#h5p-56>

## Activity 5

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about Brazilian culture and English vocabulary about this country?
- What was it like to use the suggested dictionaries?
- Do you think that dictionaries can be used to learn about culture?

# LESSON 7 FEEDBACK

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Thank you for completing Lesson 7 *Let's talk about Brazilian culture!*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 8. WHAT A QUEER THING TO SAY!

# LESSON 8 DESCRIPTION

## What a queer thing to say

Talita Serpa

---

### What a queer thing to say!

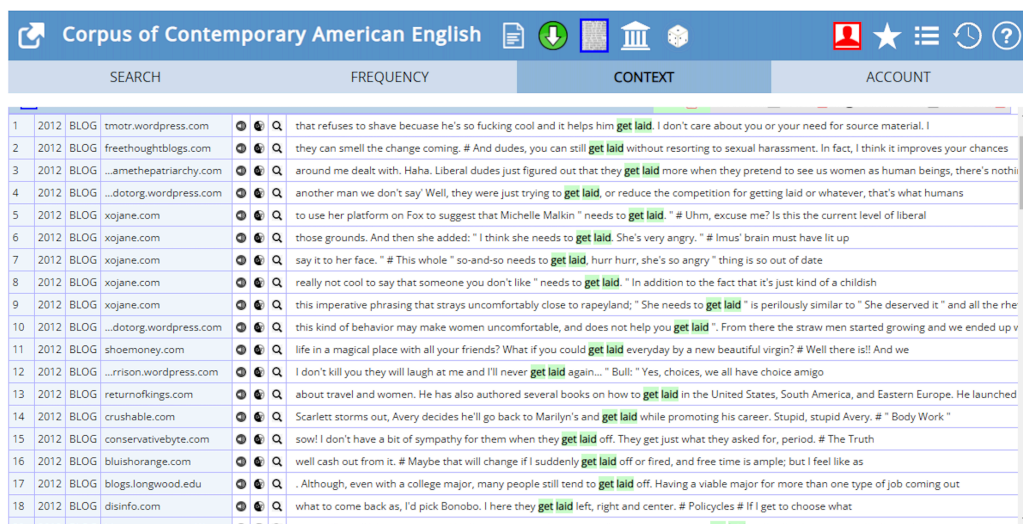
**CAUTION:** This lesson deals with content that may not be suitable for all audiences – please read the lesson materials carefully to decide if you could or should implement this lesson in your own teaching/learning context.

The lesson *What a queer thing to say!* was designed for learners of final years of Languages and Translation undergraduate course. The aim of this lesson is to use vocabulary related to queer and LGBT-QIA + culture in the context of the English language so that learners can expand their knowledge on the language used by specific groups, especially considering aspects such as gender and identity.

Data for this lesson was collected by the author and constitute a corpus based on the captions of the series *Queer as a Folk* in English. We based ourselves on Guilherme Aparecido de Souza's thesis, however, we recompiled and adapted the corpus for the activities presented here. We also used data collected by Serpa, referring to an Anthropology corpus composed of works written by Darcy Ribeiro and translated into English by Meggers and Rabassa. This corpus was also used for the lesson *Let's talk about Brazil* and is available in [TradCorpus](#).

This lesson is available in hands-on and hands-off formats. The difference between these two formats is that in the first one, learners are required to access [COCA](#) – Corpus of Contemporary American English, [Linguee](#), [Urban Dictionary](#) and [DeepL](#) to search for the linguistic data necessary to complete the activities. The second format does not require learners to access any of these tools as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding COCA, learners are expected to be able to use the search option LIST so that they can determine the combinations that can be made with the culturally marked words, as shown in the image below.



Corpus of Contemporary American English				SEARCH	FREQUENCY	CONTEXT	ACCOUNT
1	2012	BLOG	tmotr.wordpress.com	Q	that refuses to shave because he's so fucking cool and it helps him <b>get laid</b> . I don't care about you or your need for source material. I		
2	2012	BLOG	freethoughtblogs.com	Q	they can smell the change coming. # And dudes, you can still <b>get laid</b> without resorting to sexual harassment. In fact, I think it improves your chances		
3	2012	BLOG	...amethepatriarchy.com	Q	around me dealt with. Haha. Liberal dudes just figured out that they <b>get laid</b> more when they pretend to see us women as human beings, there's nothi		
4	2012	BLOG	...dotorg.wordpress.com	Q	another man we don't say 'Well, they were just trying to <b>get laid</b> , or reduce the competition for getting laid or whatever, that's what humans		
5	2012	BLOG	xojane.com	Q	to use her platform on Fox to suggest that Michelle Malkin "needs to <b>get laid</b> ." # Uhm, excuse me? Is this the current level of liberal		
6	2012	BLOG	xojane.com	Q	those grounds. And then she added: "I think she needs to <b>get laid</b> . She's very angry." # Imus' brain must have lit up		
7	2012	BLOG	xojane.com	Q	say it to her face. " # This whole "so-and-so needs to <b>get laid</b> , hurr hurr, she's so angry" thing is so out of date		
8	2012	BLOG	xojane.com	Q	really not cool to say that someone you don't like "needs to <b>get laid</b> ." In addition to the fact that it's just kind of a childish		
9	2012	BLOG	xojane.com	Q	this imperative phrasing that strays uncomfortably close to rapeyland; "She needs to <b>get laid</b> " is perilously similar to "She deserved it" and all the rhe		
10	2012	BLOG	...dotorg.wordpress.com	Q	this kind of behavior may make women uncomfortable, and does not help you <b>get laid</b> ". From there the straw men started growing and we ended up v		
11	2012	BLOG	shoemoney.com	Q	life in a magical place with all your friends? What if you could <b>get laid</b> everyday by a new beautiful virgin? # Well there is!! And we		
12	2012	BLOG	...rison.wordpress.com	Q	I don't kill you they will laugh at me and I'll never <b>get laid</b> again..." Bull: "Yes, choices, we all have choice amigo		
13	2012	BLOG	returnofkings.com	Q	about travel and women. He has also authored several books on how to <b>get laid</b> in the United States, South America, and Eastern Europe. He launched		
14	2012	BLOG	crushable.com	Q	Scarlett storms out, Avery decides he'll go back to Marilyn's and <b>get laid</b> while promoting his career. Stupid, stupid Avery. # "Body Work"		
15	2012	BLOG	conservativebyte.com	Q	sow! I don't have a bit of sympathy for them when they <b>get laid</b> off. They get just what they asked for, period. # The Truth		
16	2012	BLOG	bluishorange.com	Q	well cash out from it. # Maybe that will change if I suddenly <b>get laid</b> off or fired, and free time is ample; but I feel like as		
17	2012	BLOG	blogs.longwood.edu	Q	. Although, even with a college major, many people still tend to <b>get laid</b> off. Having a viable major for more than one type of job coming out		
18	2012	BLOG	disinfo.com	Q	what to come back as, I'd pick Bonobo. I here they <b>get laid</b> left, right and center. # Policies # If I get to choose what		

Figure 1.  
Screenshot of  
COCA of context  
tool. Retrieved on  
September 20,  
2022. © Mark  
Davies (2008-), all  
rights reserved,  
used with  
permission.

Regarding Linguee, Urban Dictionary and DeepL, it is expected that learners can use them to search for possible translations for the target excerpts. Check the following screenshots.



Figure 2.  
Screenshot of  
LINGUEE.  
Retrieved on  
September 20,  
2022. © DeepL, all  
rights reserved,  
used with  
permission.

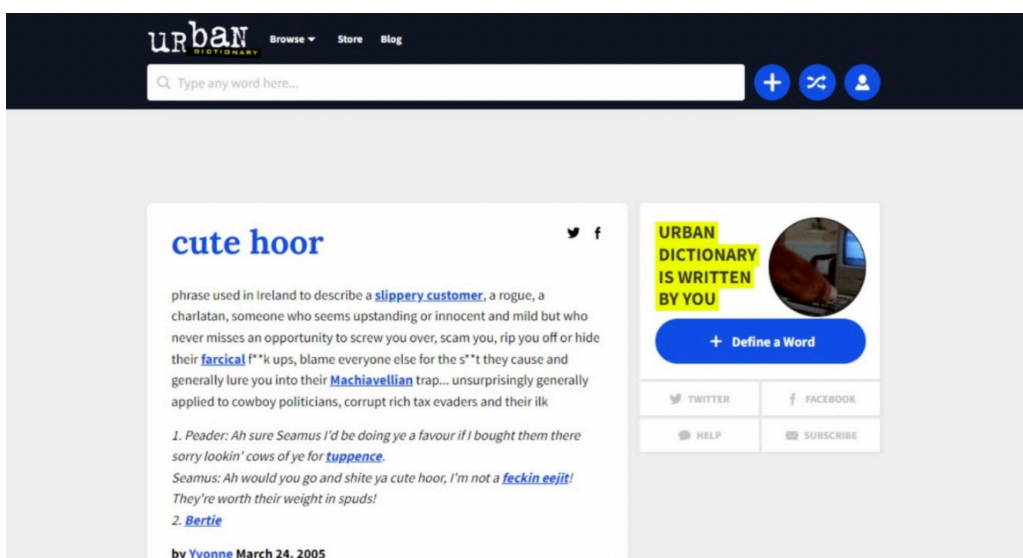


Figure 3.  
Screenshot of  
URBAN  
DICTIONARY.  
Retrieved on  
September 20,  
2022. © Urban  
Dictionary, all  
rights reserved.

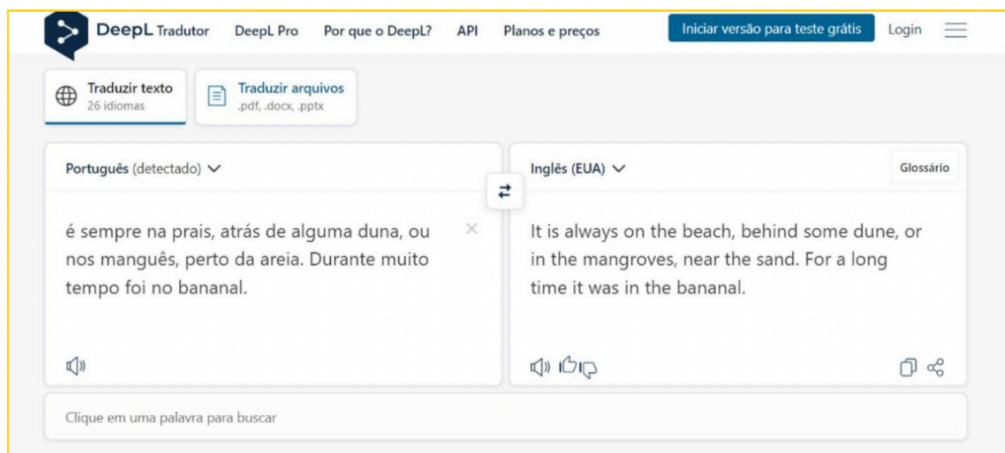


Figure 4. Screenshot of DeepL. Retrieved on September 20, 2022. © DeepL, all rights reserved, used with permission.

Watch [Pressbooks Video 10 \(YouTube, 3m2s\)](#) below to learn more about COCA, Linguae, Urban Dictionary and DeepL in the context of this lesson.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=509#oembed-1>

## About the author



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Talita Serpa has a PhD in Linguistic Studies from the Institute of Biosciences, Languages and Exact Sciences of the São Paulo State University (IBILCE/UNESP) with research about Corpus-Based Translation Pedagogy and Translation Studies (2017). She was also an Academic Visitor at The University of Manchester (UK) (2015-2016) and currently holds the position of Postdoctoral Researcher at UNESP, with CAPES/PNPD assistance (2019-2023), supervised by Prof. Dr. Diva Cardoso de Camargo. She works with Translation Practices and ESP. Member of the Groups Translation, Terminology and Corpora and En-Corpora: Teaching Based and Directed by Corpora (CNPq). She works with Teaching of Translation, Sociology of Translation, Corpus-based Translation Studies and ESP.

# LESSON 8 PLAN

What a queer thing to say

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# Lesson Plan

## Lesson:

What a queer thing to say!

Language: English

Context: Higher Education

Level: C1

## Main Objective

Use vocabulary related to queer and LGBTQIA+ culture in the context of the English language to expand learners' knowledge on the language used by specific groups, especially considering aspects such as gender and identity.

## Mode:

Face-to-face and online

Estimated: 4 classes  
(50 minutes each)

## Specific Objectives

- Read and translate texts to understand the social and cultural differences that represent political struggles in the context of identity discourses and the search for rights equality.
- Use the tools Wikipedia, Linguee and Urban Dictionary to handle language data.
- Reflect on the way sociocultural elements, such as gender and sex are explained/addressed in another language.
- Understand the needs to respect the language and the way of communication of specific groups without generating concepts of value.

## Material / Tools

- Handout
- Wikipedia
- Urban Dictionary
- Linguee
- Corpus of Contemporary American English (COCA)
- Computer lab or laptops
- Image projector





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=511#h5p-123>

# LESSON 8 DEVELOPMENT

## What a queer thing to say

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Figure 5. [Hands covered with rainbow coloured paint](#) by Alexander Grey via Pexels. Retrieved on October 24, 2022.

## Introduction



10 mins



Teacher-Learners

Teacher activates learners' previous knowledge on the LGBTQIA+ culture and how it can be explained in English.



10 mins



Learners-Learners

Teacher asks learners to write as many words as they can remember in English about LGBTQIA+ language.

## Development (corpus research)

 10 mins  Teacher-Learners

Learners get to know how to use COCA, Linguee and Urban Dictionary. Teacher explains and demonstrates how to use these tools.

 15 mins  Learners-Learners

In groups, learners use COCA to explore the list of words and their contexts of use.

 15 mins  Learners-Learners

In groups, learners use Linguee to explore possible translations for the target expressions.

## Application (use of corpora)

 30 mins  Learners-Learners

Teacher presents excerpts from texts written in English in which LGBTQIA+ expressions are mentioned. Learners are then asked to reflect on how these expressions could be translated into their native languages, using Linguee and COCA

 20 mins  Teacher-Learners

Groups share the information found and their conclusions with the whole class.

 20 mins  Teacher-Learners

In groups, learners look for possible ways to represent gender groups in Brazil. They check terms/ explanations and try to identify which social group they refer to.

## Application (use of translation)

 30 mins  Learners-Learners

Learners check the excerpts taken from a set of texts and try to describe the elements of identity in English. To do so, they use COCA. They discuss, in groups of 3 or 4, what the translation options were and their reasons for such choices. Learners may observe the concordances and discuss how the words are helping them find out new vocabulary. They can also compare the lines and write down the lexical items they do not know and discuss with their peers.

 20 mins  Teacher-Learners

Learners share their answers with the whole class.



20 mins



Teacher-Learners

Teacher holds a whole-class discussion about what learners have learned and how they can use such data in other contexts.

## Assessment

Assessment will be formative and will take place throughout the process of the activities, by the analysis of learners' participation, the data collected through the target tool, and the homework answers.

# LESSON 8 ACTIVITIES (HANDS ON)

## What a queer thing to say

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### Activity 1

Today, we use a variety of language forms in our daily interactions, which not only demonstrates how language is constantly evolving but also helps us create new paradigms for community living.

Read the following text about [LGBTQIA+ language on Wikipedia](#).



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=515#h5p-59>

### Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=515#h5p-60>

### Activity 3

The previous activity might have been quite challenging if you didn't know the translations of the terms.



*An interactive H5P element has been excluded from this version of the text. You can view it*

— online here:

<https://uq.pressbooks.pub/using-language-data/?p=515#h5p-61>

## Activity 4

Look at the expressions below with the verb GET. Then, answer the questions below.

- Get laid
- Get all lovey dovey!
- ♪ Get my tits in a knot ♪
- Get a blow job
- ♪ Get in your pants ♪
- Get cranking
- ♪ Get rid of you ♪
- ♪ Get a load of mine ♪
- Get a hard-on
- Get pricked
- Get jerked off
- ♪ Get your rocks off ♪
- Get swelled head



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=515#h5p-62>

## Activity 5

In *Maíra*, written by Darcy Ribeiro in 1975, the author uses several words to refer to the tabooed lexical set about male and female sexual organs. Please see a list of these words below.

Cunt – Prick – Ass – Asshole – Buttock



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=515#h5p-63>

## Activity 6

Based on the use of the word ‘sex’ in *Queer as Folk*, note the prepositions that are used with this word in the graph below. Can you note any collocation(s)?

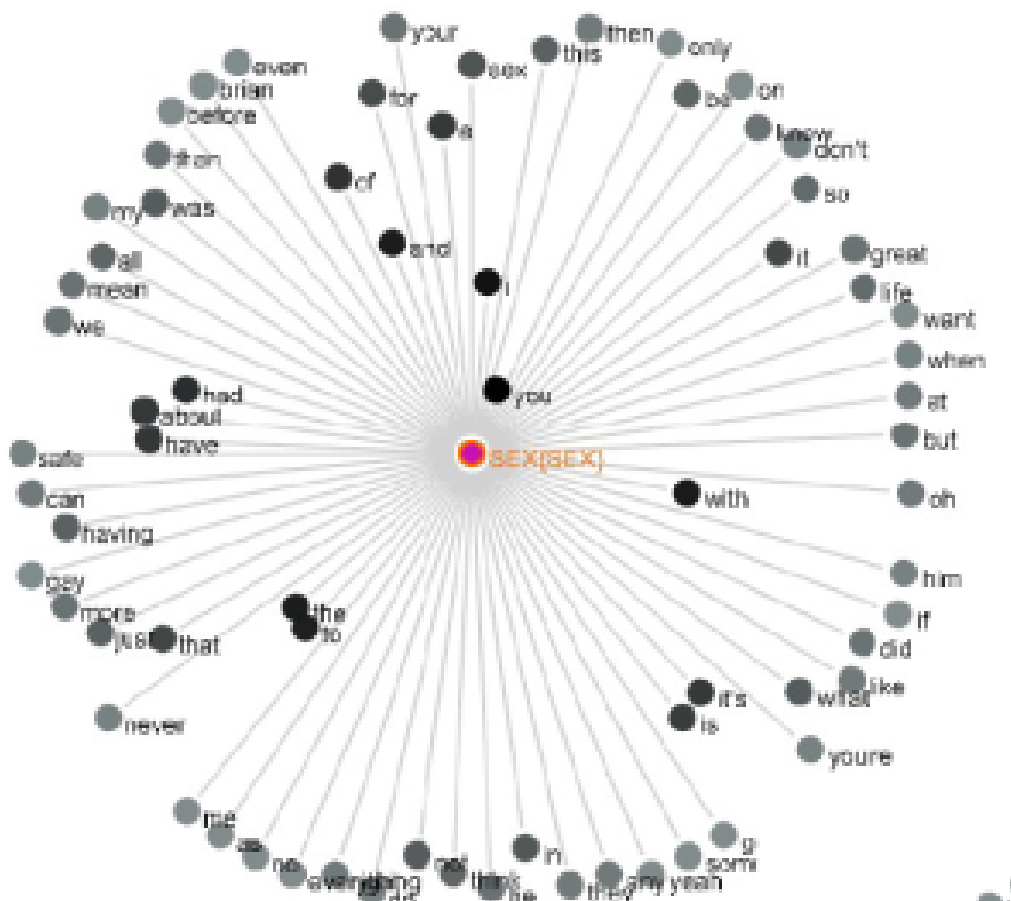


Figure 6.  
Screenshot of  
BNClab – query  
'sex'. Retrieved on  
September 20,  
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permission.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ug.pressbooks.pub/using-language-data/?p=515#h5p-64>

## Activity 7

Discuss the following questions with your peers:

- What have you learnt in this lesson?
- How would you use the queer language in your daily life in other contexts?
- Which of the corpora tools used today did you find more useful? Why?



# LESSON 8 ACTIVITIES (HANDS OFF)

## What a queer thing to say

### Activity 1

Today, we use a variety of language forms in our daily interactions, which not only demonstrates how language is constantly evolving but also helps us create new paradigms for community living.

Read the following text about [LGBTQIA+ language on Wikipedia](#).

*Note for teacher:* As it might be difficult for students to read the text from the screenshot below, we would recommend you to print a copy for each student. Always remember to follow the copyright rules.



Figure 7.  
Screenshot of  
LGBT via  
Wikipedia, [CC  
BY-SA 3.0](#).  
Retrieved on  
October 28, 2022.



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<https://uq.pressbooks.pub/using-language-data/?p=517#h5p-59>

### Activity 2





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=517#h5p-60>

## Activity 3

The previous activity might have been quite challenging if you didn't know the translations of the terms.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=517#h5p-65>

## Activity 4

Look at the expressions below with the verb GET. Then, answer the questions below.

- Get laid
- Get all lovey dovey!
- ♪ Get my tits in a knot ♪
- Get a blow job
- ♪ Get in your pants ♪
- Get cranking
- ♪ Get rid of you ♪
- ♪ Get a load of mine ♪
- Get a hard-on
- Get pricked
- Get jerked off
- ♪ Get your rocks off ♪
- Get swelled head



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=517#h5p-66>

*Note:* If the suggested resources are not available, the teacher can bring texts and newspapers with news that are related to gender.

## Activity 5

In *Maíra*, written by Darcy Ribeiro in 1975, the author uses several words to refer to the tabooed lexical set about male and female sexual organs. Please see a list of these words below.

Cunt – Prick – Ass – Asshole – Buttock



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=517#h5p-67>

## Activity 6

Based on the use of the word ‘sex’ in *Queer as Folk*, note the prepositions that are used with this word in the graph below. Can you note any collocation(s)?

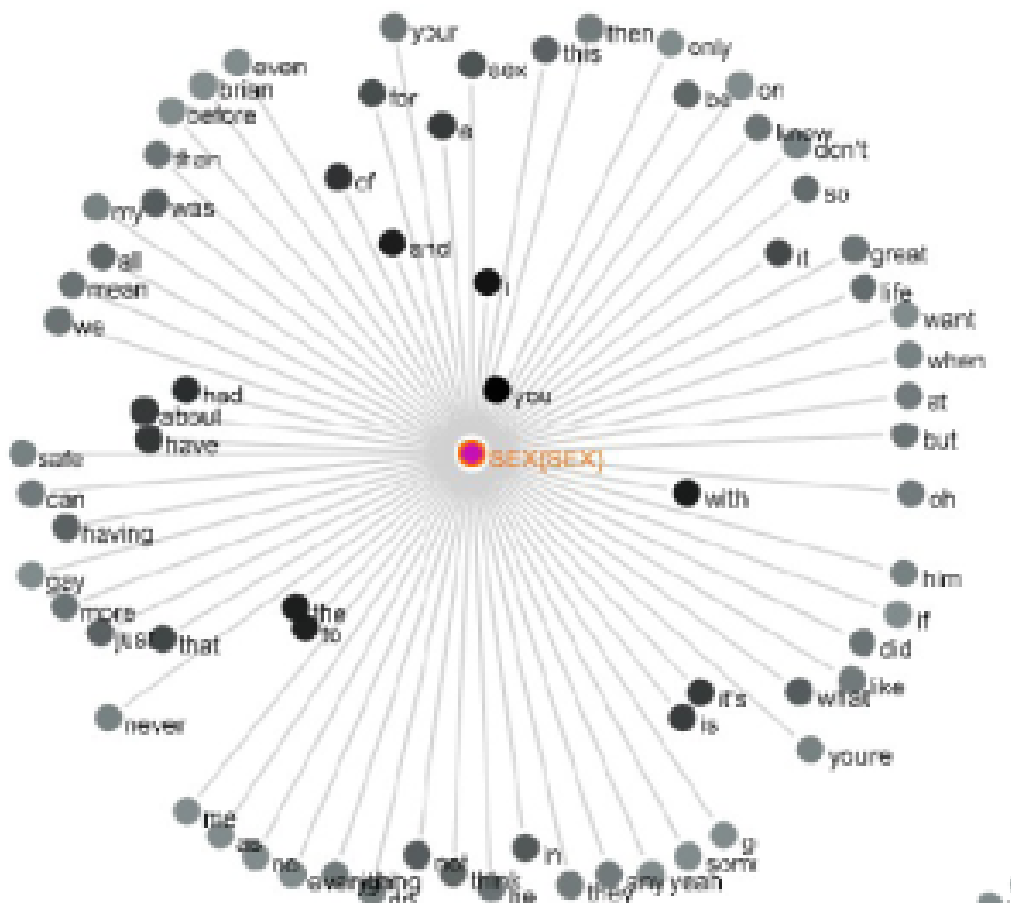


Figure 8.  
Screenshot of  
BNC LAB – query  
'sex'. Retrieved on  
September 20,  
2022. © BNClab,  
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permission.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=517#h5p-64>

## Activity 7

Discuss the following questions with your peers:

- What have you learnt in this lesson?
- How would you use the queer language in your daily life in other contexts?

# LESSON 8 FEEDBACK

---

Thank you for completing Lesson 8 *What a queer thing to say!*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 9. IS THIS LOVE?

# LESSON 9 DESCRIPTION

## Is this love?

Carolina Tavares de Carvalho

---

## Is this love?

The lesson *Is this love?* was designed for a A2/B1 level English language course. The aim of this lesson is to help learners understand the context(s) where the word ‘love’ is used and how this word is expressed and represented in everyday life considering data from authentic language use.

This lesson is available in a hands-on format, but the teacher may adapt it for a hands-off format if needed. The difference between these two formats is that in the first one learners are required to access [BNClab](#) to search for the linguistic data necessary to carry out the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding BNClab, it is expected that students use the search options Usage and select the items gender, age, social class, region and corpus, as shown in the image below.

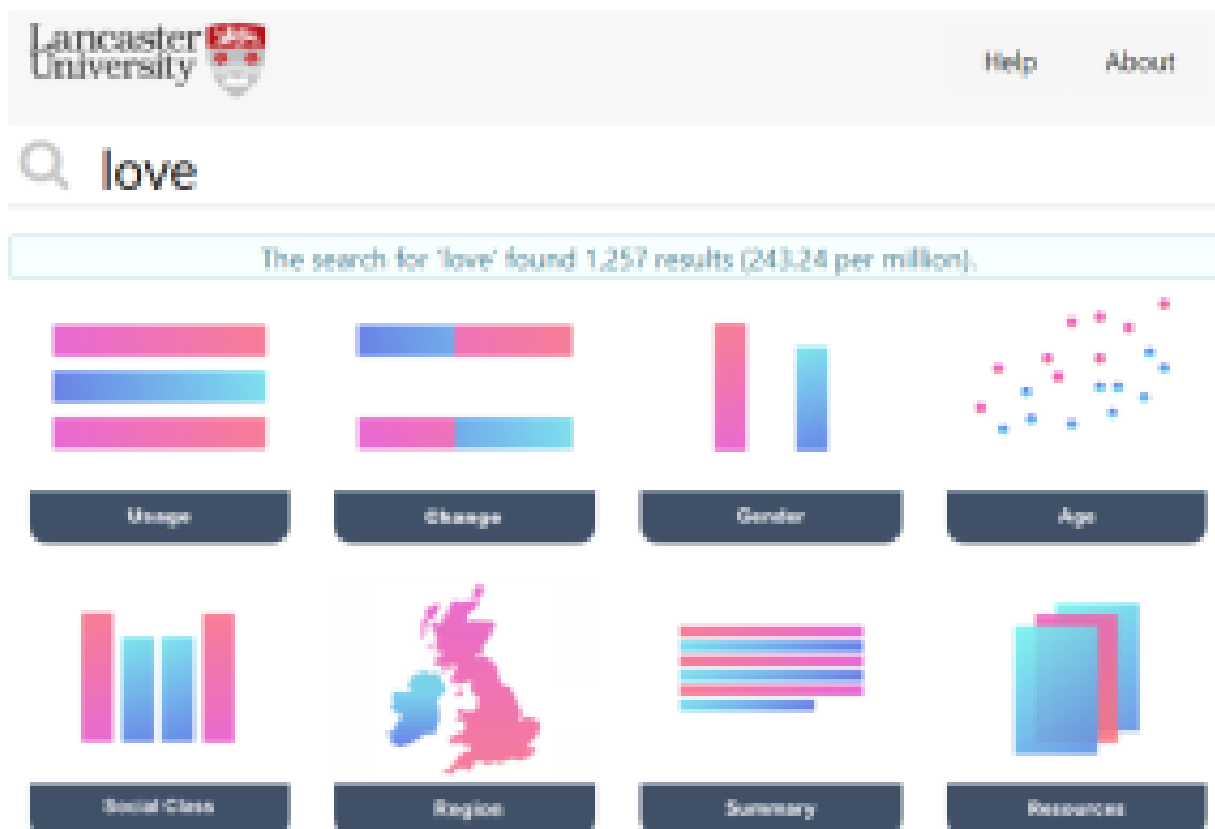


Figure 1. Screenshot of [BNClab query 'love'](#). Retrieved on September 20, 2021. © BNClab, all rights reserved, used with permission.

In this lesson, we will also use TED Ed, YouTube, VersaText and Lyrics Training. Please watch [Pressbooks Video 3 \(YouTube, 13m51s\)](#) below to learn more about BNClab, YouTube, VersaText and Lyrics Training for this lesson.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=117#oembed-1>



## About the author



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Carolina Tavares de Carvalho is a PhD candidate in Applied Linguistics at Universidade Estadual Paulista Júlio de Mesquita Filho – UNESP/Ibilce. She holds a Master's degree (2021) from the same institution in Pedagogy of the Lexicon and Translation Based on Corpora research line. She is a member of the Translation, Terminology and Corpora Research Group and En-Corpora: Corpora-Based and Corpora-Driven Teaching (UNESP-Ibilce), and also participates in the project: The United Nations Sustainable Development Goals (SDGs) in the Brazilian research: A corpus-based approach to support research-paper writing and translation. She has a degree in Civil Engineering from Camilo Castelo Branco University (2009). She has also collaborated with the Global Strategy and Partnerships Seed Funding project (2021) between UNESP and The University of Queensland. She has taught English at Centro Cultural América S/S Ltda (Fernandópolis-SP) since 2017, where she has acted as a pedagogical coordinator.

# LESSON 9 PLAN

Is this love?

---

# Lesson Plan

**Lesson: Is this love?**

**Language: English**

**Level / Grade: A2-B1**

**Context: Language course**

## Main Objective

Understand the context(s) where the word "love" is used and how this word is expressed and represented in everyday life considering data from authentic language use.

**Mode:**

**Face-to-face / Online**

**Estimated: 6 classes  
(50 minutes each)**

## Specific Objectives

- Use the websites Corpora Lancs and VersaText.
- Search and analyse linguistic data.
- Stimulate learners' critical skills and investigative thinking through the use of observation tasks, in which learners analyse whether there is a difference in the use of the word "love" when it is used by men or women and which are the contexts that it appears.
- Work on listening and reading comprehension skills and text comprehension.

## Material / Tools

The material available is accessible from the internet and can be printed for students (hands on and hands off).

Websites used:

- The word "Love" on Corpora Lancs
- Video from Ted Ed
- VersaText with the song lyrics
- Song: 90 Days (Beginner)
- Clip of the song 90 days or Exile (Taylor Swift)



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=120#h5p-124>

# LESSON 9 DEVELOPMENT

Is this love?

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Figure 2. [Heart Book Art on Bokeh Photography](#) by Rahul Pandit via Pexels. Retrieved on January 30, 2023.

## Introduction (prior knowledge)



10 mins



Teacher-Learners

Teacher begins the lesson with a brainstorming activity using the word 'love'.

## Introduction (getting to know Corpora Lances)



45 mins



Teacher-Learners / Learners-Learners

Teacher then walks learners through the website BNCLab and Activity 1, showing learners how to use the website for Activity 4.

Learners share the information they found and their conclusions with the whole class.

## Development and Application (corpus research)

 15 mins  Teacher-Learners

In part 2, teacher introduces the theme again by asking learner to come up with their own definitions of *love*. Teacher asks learners to discuss it in groups and then share it with the whole class.

 35 mins  Learners-Learners

Learners access the website Ted Ed and watch the video *What is love?*

Was the definition similar or different from the ones learners had come up with? While learners are still in groups, the teacher explains the activities of the website. Learners watch the video again and answer the questions.

## Development and Application (corpus research)

 20 mins  Learners-Learners

In the next stage, they learn how to use YouTube to copy the video transcript. With the transcription in hand, they use the website VersaText to investigate the terms found. Through the use of the concordance lines, the teacher asks learners what they can conclude about the content from the video.

*Suggestion:* Learners do Activity 2 as homework. If learners do Activity 2 as homework, the next part of the lesson can begin with a discussion of the results (it is important to note that the teacher should explain the steps described above so that the learners can do Activity 2 as homework).

## Application

 20 mins  Learners-Learners

If learners do Activity 2 as homework, it is recommended that the next part of the lesson begins with a discussion of the results.

If Activity 2 is completed during the class, the teacher can start the next part of the lesson with the *90 Days* song video clip. Based on the clip, ask learners for information about the singer Pink (please follow the same procedure if you have chosen to use the song *Exile*).

Then, learners do a listening comprehension activity of the song using the Lyrics Training website.

 30 mins  Learners-Learners

In groups, learners look for the song lyrics in English and use the website VersaText to answer questions 3, 4 and 5. Learners then have a general discussion regarding their conclusions.

## Conclusion



20 mins



Teacher-Learners

The teacher provides learners with feedback and discusses learners' role during the activities.

## Assessment

Learners are continuously assessed as they complete each activity. The final outcome (it could be done in a presentation format) is learners' critical analysis of the class topic based on the data obtained in the activities.

# LESSON 9 ACTIVITIES (HANDS ON)

## Is this love?

---

**CAUTION:** Unfortunately, some inappropriate concordances may come up when searching for ‘love’ in the corpora tools suggested in the activities below. In addition, the lyrics of some songs suggested below may contain explicit and inappropriate language, which may not be suitable for all audiences. Please read the lesson materials carefully to decide if you could or should implement this lesson in your own teaching/learning context. You may like to choose a different song, as we have suggested below, for the activities while following the same lesson structure.

### Activity 1

Go to [BNCLab](#) and search for terms related to the word *love*. Answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=122#h5p-2>

### Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=122#h5p-1>

After watching the video, go the [Ted Ed website](#) and answer the given questions from the website.



## Activity 3

Go to [YouTube](#) to get the transcript of the video *What is love?* Alternatively, you may like to use the transcript available in [this document](#).

Then, copy the transcript to [VersaText](#) and search for the terms related to the word *love* that appear in the transcript.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=122#h5p-3>

## Activity 4



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=122#h5p-4>

*Note:* If the lyrics of the song are not appropriate for your teaching context, we suggest the song *Exile* by Taylor Swift.

## Activity 5

Access the website [Lyric training](#) and do the song *90 days* listening comprehension activity at the beginner level.

*Note:* If the lyrics of the song are not appropriate for your teaching context, we suggest the song *Exile* by Taylor Swift.

## Activity 6

Search for the lyrics of the song *90 days* on the internet. Alternatively, you may like to use the lyrics from this [Azlyrics – Pink lyrics webpage](#).

Then, copy and paste the lyrics on [VersaText](#). Choose a word and relate the terms connected to it. Then, answer the questions below, justifying your answers with data from VersaText.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=122#h5p-5>

*Note:* If the lyrics of the song are not appropriate for your teaching context, we suggest the song *Exile* by Taylor Swift.

# LESSON 9 ACTIVITIES (HANDS OFF)

## Is this love?

**CAUTION:** Unfortunately, some inappropriate concordances may come up when searching for 'love' in the corpora tools utilised for the activities below. In addition, the lyrics of some songs suggested below may contain explicit and inappropriate language, which may not be suitable for all audiences. Please read the lesson materials carefully to decide if you could or should implement this lesson in your own teaching/learning context. You may like to choose a different song, as we have suggested below, for the activities while following the same lesson structure.

### Activity 1

Observe the lines of concordance for *love* taken from [BNCLab](#). Answer the questions below.

1	was S: also very pleased with your progress she said your	love	of language and books and reading and everything and stories
2	you S: tell me but it 's just beautiful hair I	love	it it 's thick it 's luscious S: it 's ginger
3	's perfect and then please add that thank you S: I	love	vanilla S: I love vanilla too now I 'm gon na
4	I S: do n't I just wan na eat these I	love	these S: you are gon na eat your chips though are
5	water S: and I just thought oh my god you would	love	that S: ooh I would love that S: yeah you look very
6	a S: bit boring S: but I do like it S: yeah we	love	Don S: erm the third series was quite hard for me
7	romantic S: yeah S: mum ? S: where Henry and Anne fell in	love	and then later S: when S: decided he 'd behead her S: when
8	little thick S: not really cos they 're tiny pieces my	love	but I 'll try S: yeah but they are quite thick
9	like S: to we love to play in this we we	love	to flip and flap in the sea and we flip
10	? she 's really nice I love my mentor S: I	love	her too S: I love all my mentors S: yes you 've

Figure 3.  
Screenshot of [the concordance lines \(usage\) BNC LAB](#). Retrieved September on 20, 2021. © BNCLab, all rights reserved, used with permission.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=124#h5p-11>

## Activity 2

Now, look at the lines of concordance when using the filter *gender*. Answer the question below.

14	make our snow ice-cream again mm mm & mm I	love	snow ice cream & would you like to go back to	male
18	why ? for the Eiffel Tower ? & yeah & yeah & I	love	it it's so ar clever it was really quickly	male
23	wondering why is not telling me good morning & sending his	love	& and now I understand he's realised that he just	male
24	just & saying you're very good downhill are n't you	love	? & I'm very what ? & very good at going	male
26	much good that's good to know & or do you	love	but do you love the tablet more ? & well by	male
28	not & engaged I'm not engaged I'm not in	love	& but she's a really cool person is n't she	male
32	it's getting to be a bit sunny & wow I	love	this place & it's very nice & what does it say	male
33	to go the erm & did you use any pans my	love	? & I used every pan every pan just in case	male
43	interesting to please good grief & but I but she'd	love	to play with a jetpack a silver jetpack & mm if	male
56	good to know & or do you love but do you	love	the tablet more ? & well by the time I'm	male

Figure 4.  
Screenshot of  
BNC LAB of  
concordance lines  
(gender – male).  
Retrieved on  
September 20,  
2021. © BNClab,  
all rights reserved,  
used with  
permission.

1	was S: also very pleased with your progress she said your	love	of language and books and reading and everything and stories	female
2	you S: tell me but it 's just beautiful hair I	love	it it 's thick it 's luscious S: it 's ginger	female
3	's perfect and then please add that thank you S: I	love	vanilla S: I love vanilla too now I 'm gon na	female
4	I S: do n't I just wan na eat these I	love	these S: you are gon na eat your chips though are	female
5	water S: and I just thought oh my god you would	love	that S: ooh I would love that S: yeah you look very	female
6	a S: bit boring S: but I do like it S: yeah we	love	Don S: erm the third series was quite hard for me	female
7	romantic S: yeah S: mmm ? S: where Henry and Anne fell in	love	and then later S: when S: decided he 'd behind her S: when	female
8	little thick S: not really cos they 're tiny pieces my	love	but I 'll try S: yeah but they are quite thick	female
9	like S: to see love to play in this we we	love	to flip and flap in the sea and we flip	female
10	? she 's really nice I love my mentor S: I	love	her too S: I love all my mentors S: yes you 've	female

Figure 5. Screenshot of BNCLAB of concordance lines (gender – Female). Retrieved on September 20, 2021. © BNCLab, all rights reserved, used with permission.



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<https://uq.pressbooks.pub/using-language-data/?p=124#h5p-12>

## Activity 3



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=124#h5p-1>

After watching the video, go the [Ted Ed What is love? – Brad Troeger website](#) and answer the given questions from the website.

*Note:* As a teacher, you can download the activity and print a copy for your learners if internet is not available at school. Always remember to follow the copyright rules.

## Activity 4

Look at the word cloud below and the concordance lines generated from the *What is love?* video transcript. Answer the questions below.

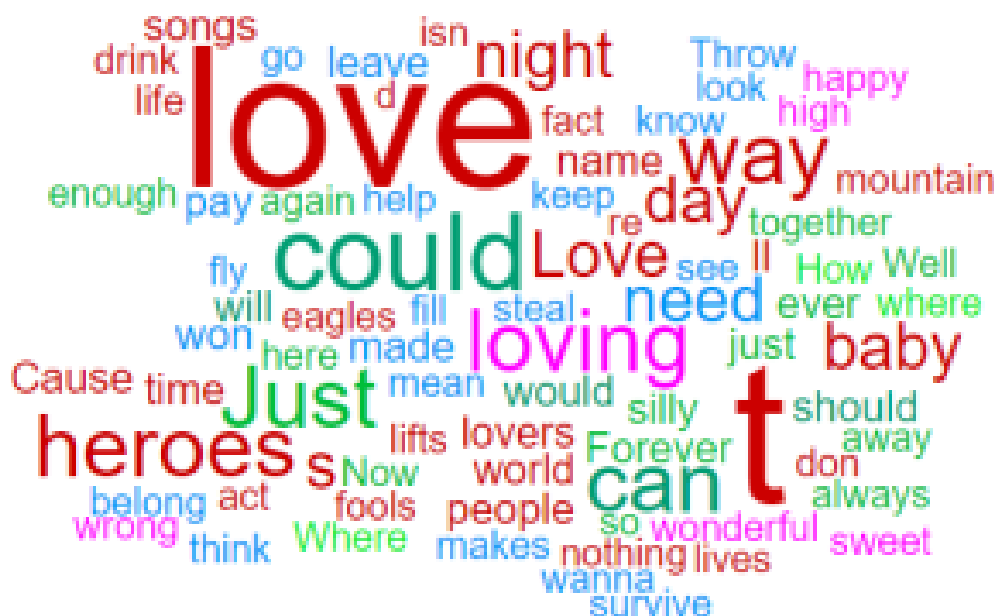


Figure 6.  
Screenshot of the  
word cloud from  
[VersaText](#) from  
the Love Lesson.  
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September 20,  
2021. ©  
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used with  
permission.



Figure 7.  
Screenshot of  
[concordance lines  
from VersaText  
from the Love  
Lesson](#). Retrieved  
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## Activity 5



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<https://uq.pressbooks.pub/using-language-data/?p=124#h5p-4>

Access the website [Lyric training](#) and do the song *90 days* listening comprehension activity at the beginner level.

*Note 1:* As a teacher, you can download the activity and print a copy for your learners if internet is not available at school. Always remember to follow the copyright rules.

*Note 2:* If the lyrics of the song are not appropriate for your teaching context, we suggest the song *Exile* by Taylor Swift.

## Activity 6

Access the website [Lyric training](#) and do the song *90 days* listening comprehension activity at the beginner level.

*Note 1:* As a teacher, you can download the activity and print a copy for your learners if internet is not available at school. Always remember to follow the copyright rules.

*Note 2:* If the lyrics of the song are not appropriate for your teaching context, we suggest the song *Exile* by Taylor Swift.

## Activity 7

Observe the word cloud below based on the song *90 Days* that was taken from [VersaText](#). This word cloud contains the transcription of the song without its nouns. Answer the questions below.

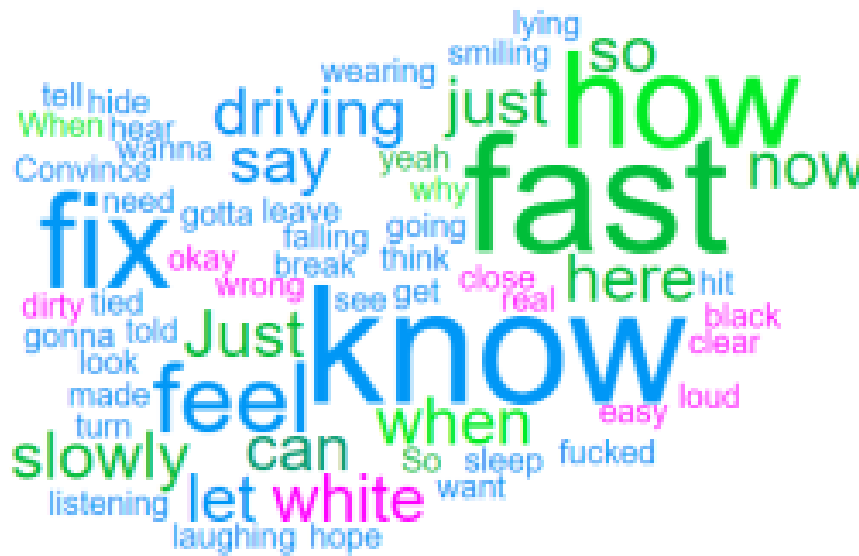


Figure 8.  
Screenshot of the  
world cloud from  
[VersaText](#) from  
Pink's song 90  
Days. Retrieved  
on September 20,  
2021. ©  
VersaText, all  
rights reserved,  
used with  
permission.

*Note:* If the lyrics of the song are not appropriate for your teaching context, we suggest the song Exile by Taylor Swift.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=124#h5p-14>



# LESSON 9 FEEDBACK

---

Thank you for completing Lesson 9 *Is this love?*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 10. SEAL THE DEAL!

# LESSON 10 DESCRIPTION

## Seal the deal

Talita Serpa and Celso Fernando Rocha

## Seal the deal!

The lesson *Seal the deal!* was designed for freshman from Languages and Translation undergraduate courses. The aims of this lesson are to a) use legal-related vocabulary present in contracts and other official documents and; b) reflect on the differences between/among the laws of different countries that result in lexicon changes.

To complete the lesson activities, two comparable corpora were built: (1) a corpus of purchase and sale contracts, and (2) a corpus of texts originally written in English referring to purchase and sale contracts as well. These corpora are both part of Rocha's dissertation *A tradução juramentada de contratos de compra e venda de títulos executivos na direção inglês→português: Semelhança e diferenças no uso de termos simples, expressões fixas e semifixas*. Data from Rocha's research are available as bilingual glossaries on [Tradcorpus](#) in Portuguese and English. However, in order to reach learners of different languages, we adapted the tasks using the English corpus only.

This lesson is available in hands-on and hands-off formats. The hands-on format requires students to access [MateCat](#) and [DeepL](#) to search for the linguistic data necessary to work on the activities. The second format does not require learners to access these tools as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

In terms of MateCat and DeepL, learners are expected to be able to use both tools as they search for other translation patterns and discuss the standardisation of legal genre texts. Check the following screenshots.

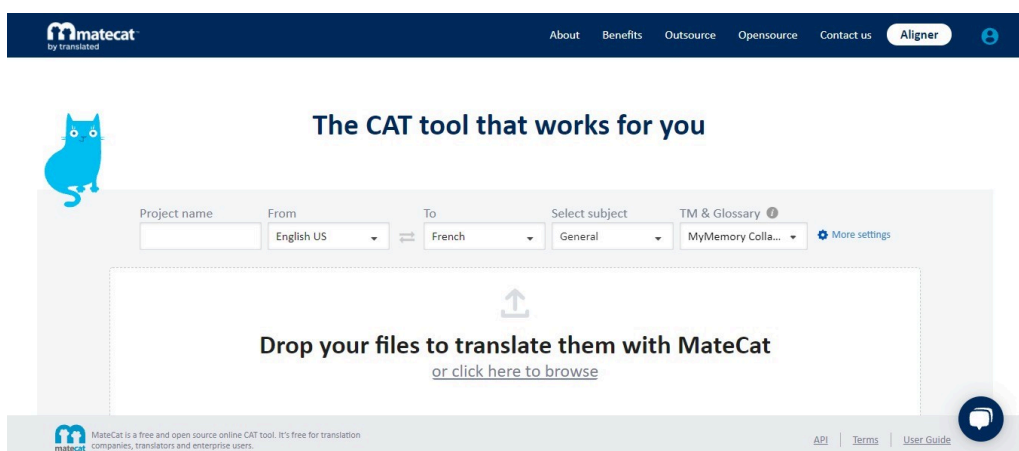


Figure 1.  
Screenshot of  
[Matecat](#)..  
Retrieved on  
September 20,  
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permission.

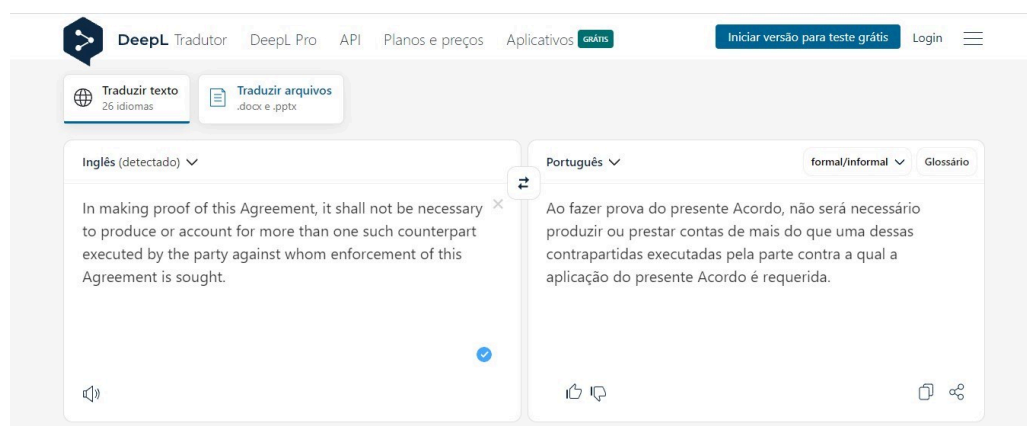


Figure 2.  
Screenshot of  
DEEPL. Retrieved  
on September 20,  
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Watch [Pressbooks Video 11 \(YouTube, 3m25s\)](#) to learn more about MateCat and DeepL.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=607#oembed-1>

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Celso Fernando Rocha is a Lecturer at the São Paulo State University (UNESP, Brazil) and is currently finishing a five years Bachelor's degree at Law School. He has also a Bachelor's degree in Translation, a Master's and a Ph.D degree in Applied Linguistics. He is currently teaching Spanish Language to a teacher's training program and to Translation students.

# LESSON 10 PLAN

Seal the deal

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# Lesson Plan

**Lesson: Seal the Deal!**

**Language: English**

**Context: Higher Education**

**Level: C1**

## Main Objective

Use legal-related vocabulary present in contracts and other official documents and reflect on the differences among/between the laws of different countries that result in lexicon changes.

**Mode:**

**Face-to-face and online**

**Estimated: 4 classes  
(50 minutes each)**

## Specific Objectives

- Read and translate texts on this theme to understand the social and cultural differences that cross the judiciary in English and your native language.
- Reflect on how sociocultural elements such as laws, rights, and duties are expressed in another language.

## Material / Tools

- Handout
- DeepL
- MateCat
- Computer lab or laptops
- Image projector



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<https://uq.pressbooks.pub/using-language-data/?p=609#h5p-125>



# LESSON 10 DEVELOPMENT

## Seal the deal

---



Figure 3. [Colleagues shaking hands in an office](#) by Sora Shimazaki via Pexels. Retrieved on October 24, 2022.

## Introduction

🕒 10 mins    👤 Teacher-Learners

Teacher activates learners' previous knowledge of contracts and legislation and how to talk about them in English and other languages.

🕒 15 mins    👤 Learners-Learners

Teacher encourages learners to write as many words as they can remember in English about the lesson topic.

🕒 15 mins    👤 Teacher-Learners

Learners get to know how to use DeepL. Teacher explains and shows how to use this tool.



20 mins



Learners-Learners

In groups, learners use DeepL to explore possible translations about legal language and law systems.

## Development (corpus research)



30 mins



Learners-Learners

Teacher shows English text excerpts in which legal terms are mentioned, and asks learners to reflect on the terms in their native languages using MateCat.



20 mins



Teacher-Learners

Groups share the information found and their conclusions with the whole class.

## Development (use of translation)



20 mins



Teacher-Learners

In groups, learners check the definitions and try to identify the type of document.



30 mins



Learners-Learners

Learners analyse excerpts from a set of purchase and sale contracts and attempt to describe the legal terms in English. Learners use DeepL to complete this part of the activity. In groups of 3 or 4, learners discuss the translation options and their reasons.

## Wrap up



20 mins



Teacher-Learners

Learners share their activities with the whole class.



20 mins



Teacher-Learners

Teacher holds a whole-class discussion about what learners have learned and how they can use such data in other contexts.

## Assessment

Assessment will be formative and will take place throughout the process of the activities, by the analysis of learners' participation, the data collected through the target tool, and the homework answers.

# LESSON 10 ACTIVITIES (HANDS ON)

## Seal the deal

---

### Activity 1



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<https://uq.pressbooks.pub/using-language-data/?p=613#h5p-69>

### Activity 2



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<https://uq.pressbooks.pub/using-language-data/?p=613#h5p-81>

### Activity 3

Some terms are not easily found in the contracts and other official documents we used in our corpus. We have selected some examples. Please check them below.

- Goods loss
- Insurance period
- Release of ownership
- Credit insurance
- Bank charges



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<https://uq.pressbooks.pub/using-language-data/?p=613#h5p-82>

## Activity 4

Please see below excerpts from the glossaries of Contracts for the Purchase and Sale of Executive Titles from documents in English.



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<https://uq.pressbooks.pub/using-language-data/?p=613#h5p-72>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=613#h5p-83>

## Activity 5



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<https://uq.pressbooks.pub/using-language-data/?p=613#h5p-74>

## Activity 6

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about legal expressions?
- Do you think MateCat can be used to learn about law in different languages?

# LESSON 10 ACTIVITIES (HANDS OFF)

## Seal the deal

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### Activity 1



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<https://uq.pressbooks.pub/using-language-data/?p=614#h5p-69>

### Activity 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=614#h5p-70>

### Activity 3

Some terms are not easily found in the contracts and other official documents we used in our corpus. We have selected some examples. Please check them below.

- Goods loss
- Insurance period
- Release of ownership
- Credit insurance
- Bank charges



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=614#h5p-71>

## Activity 4

Please see below excerpts from the glossaries of Contracts for the Purchase and Sale of Executive Titles from documents in English.



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<https://uq.pressbooks.pub/using-language-data/?p=614#h5p-72>



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<https://uq.pressbooks.pub/using-language-data/?p=614#h5p-73>

## Activity 5



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=614#h5p-74>

## Activity 6

Discuss the following questions with your classmates.

- In this lesson, were you able to learn more about legal expressions?
- Do you think dictionaries can be used to learn about law in different languages?



# LESSON 10 FEEDBACK

---

Thank you for completing Lesson 10 *Seal the deal!*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 11. DOES IT COLLOCATE?

# LESSON 11 DESCRIPTION

## Does it collocate?

Paula Tavares Pinto

## Does it collocate?

The lesson *Does it collocate?* was designed to support Higher Education learners and researchers who have to write scientific papers or abstracts in English. The aim of this lesson is to make learners and researchers aware of the use of academic collocations (combinations as in verbs + prepositions), which are standardised by language users and sometimes go unnoticed in abstracts.

This lesson is available in hands-on and hands-off formats. In the first format, learners and researchers are required to access [Collocaid](#) to search for the linguistic information necessary to complete the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

In terms of Collocaid, users should write their abstracts directly on the tool or simply copy and paste their abstracts onto the tool, as shown in the screenshot below.

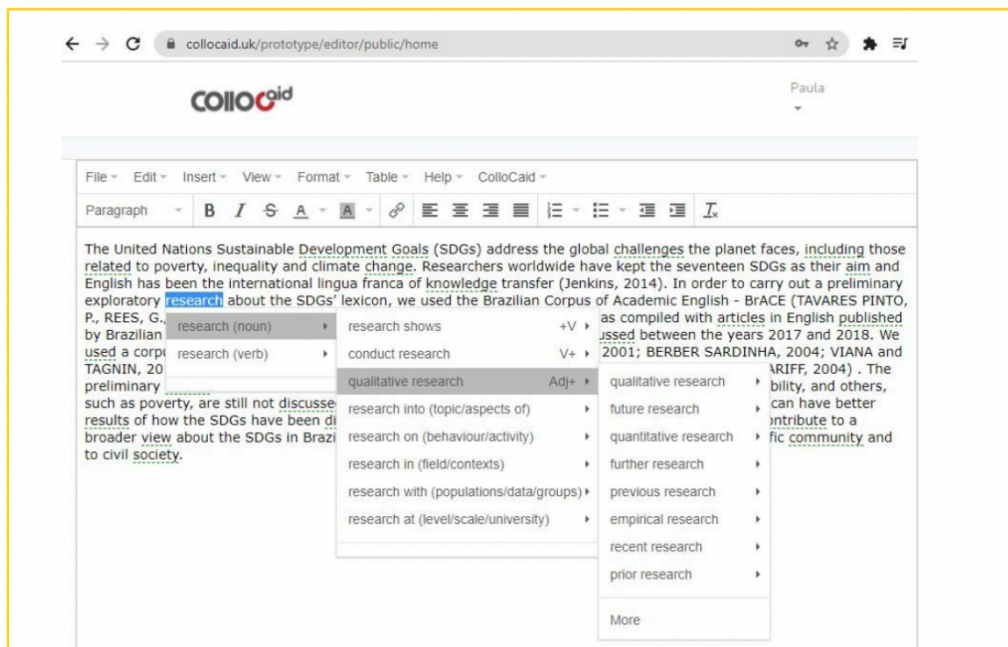


Figure 1. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

*Please note that teachers and learners will need to sign in to Collocaid before starting to use it.*

Watch [Pressbooks Video 7 \(YouTube, 3m38s\)](#) below to learn more about Collocaid and how to use the search options.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=280#oembed-1>

## About the author



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Paula Tavares Pinto is a Lecturer at the São Paulo State University (Unesp, Brazil). She has a Bachelor's degree in Translation and in Languages and Arts. She holds a Master's and a Ph.D degree in Applied Linguistics. She developed part of her Ph.D studies at The University of Manchester, UK, and was a visiting scholar at the University of Surrey, UK. She currently coordinates the Fulbright English Teaching Assistant Program as well as the Unesp's Language Center. In the Graduate Program of Linguistics, her research areas are: Translation Studies, Terminology, Corpus Linguistics, Teacher Training Programs and English for Specific and Academic Purposes.

# LESSON 11 PLAN

Does it collocate?

---

# Lesson Plan

**Lesson:** Does it collocate?

**Language:** English

**Level:** Academic Writing Course

**Context:** Higher Education

## Main Objective

Write abstracts for prominent journals in English.

**Mode:**  
Face-to-face

**Estimated:** 2 classes  
(1 hour each)

## Specific Objectives

- Make the abstracts authors (learners and researchers) aware of academic collocations.
- Explore different abstracts from journals that are related to learners' or researchers' field of studies.
- Write abstracts based on previous research.

## Material / Tools

- Five self-selected abstracts from journals related to learners' or researchers' field of studies
- Access the online platform



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<https://uq.pressbooks.pub/using-language-data/?p=282#h5p-126>

# LESSON 11 DEVELOPMENT

Does it collocate?

---



Figure 2. [Man Writing On A Piece Of Paper](#) by Vanessa Garcia via Pexels. Retrieved on October 24, 2022.

## Homework



10 mins



Individual

Teacher asks learners to select five abstracts from prominent journals in their fields of study and have them available for the following class.

## Introduction



30 mins



Teacher-Learners



Teacher shows an abstract on Collocaid and how the tool works. Teacher draws learners attention to the fact that the tool provides collocation suggestions/options that learners should select/choose from.



## Development

 10 mins  Individual

Learners paste one of the abstracts onto Collocaid to observe the collocations suggested by the tool.

 20 mins  Teacher-Learners (working individually)

Teacher asks learners to paste the other pre-selected abstracts onto Collocaid to analyse the suggested collocation options (verbal, noun, and adverbial collocations).

 10 mins  Teacher-Learners

Teacher and learners discuss the options offered by Collocaid.

## Application

 30 mins  Individual

Learners write their own abstracts and paste them onto Collocaid.

## Conclusion (discussion)

 20 mins  Learners-Learners

Teacher and learners discuss the suitability of the options provided by the tool. They also discuss what each learner has learned.

## Assessment

Teacher selects abstracts from different areas and omits the collocations used in the original texts. Learners are asked to complete the abstracts the appropriate collocations with the support of Collocaid.

Discussion about the collocations learners did not know or did not frequently that use before.

# LESSON 11 ACTIVITIES (HANDS ON)

## Does it collocate?

### What are collocations?

Collocations are frequent combinations of words or “words that go together” that are commonly used by speakers of a language. Collocations can cause difficulty for learners and speakers of other languages. Some examples of academic collocations are ‘do research’, ‘effective use’, and ‘data suggests’.

### Activity 1

Before the lesson, look for 5 abstracts from your research area in English and bring them to class.

Access [Collocaid](#) and sign up.

### Activity 2

Access Collocaid and paste one of your pre-selected abstracts. Explore the possibilities of academic collocations provided by the tool, as shown in the screenshot below.

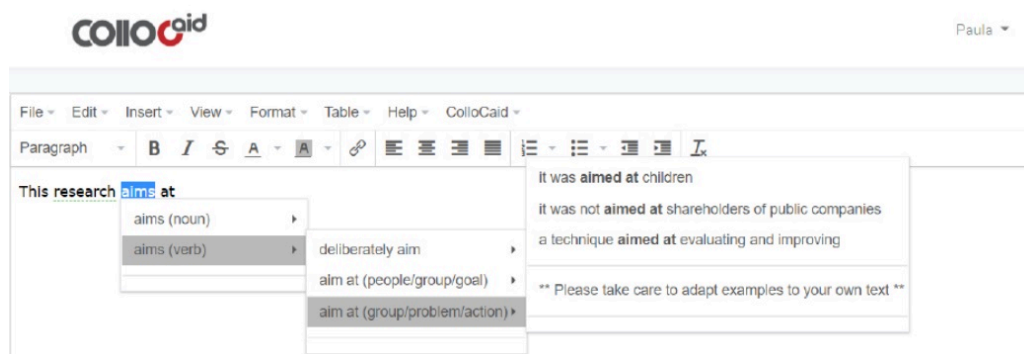


Figure 3.  
Screenshot of  
[Collocaid](#).  
Retrieved on  
September 14,  
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permission.

## Activity 3



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=286#h5p-113>

## Activity 4

Explore the collocations suggested by Collocaid as you analyse your other pre-selected abstracts. Fill in the spaces below with some collocations suggested by the tool.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=286#h5p-22>

## Activity 5

Write or translate an abstract into English and paste it onto Collocaid. What are the collocation options that the tool provides you?



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=286#h5p-23>

## Activity 6

Discuss the following questions with your peers:

- What have you learnt about collocations in this lesson? Why are collocations so important?
- What have you learnt about writing abstracts in this lesson?
- Can Collocaid help you learn other aspects of language? If so, which one(s)?

# LESSON 11 ACTIVITIES (HANDS OFF)

Does it collocate?

## What are collocations?

Collocations are frequent combinations of words or “words that go together” that are commonly used by speakers of a language. Collocations can cause difficulty for learners and speakers of other languages. Some examples of academic collocations are ‘do research’, ‘effective use’, and ‘data suggests’.

## Activity 1

[Collocaid](#) provides suggestions of academic collocations for your English text. The user chooses the most appropriate collocation(s) for their text, which are marked in the inserted text, as shown in the screenshot below.

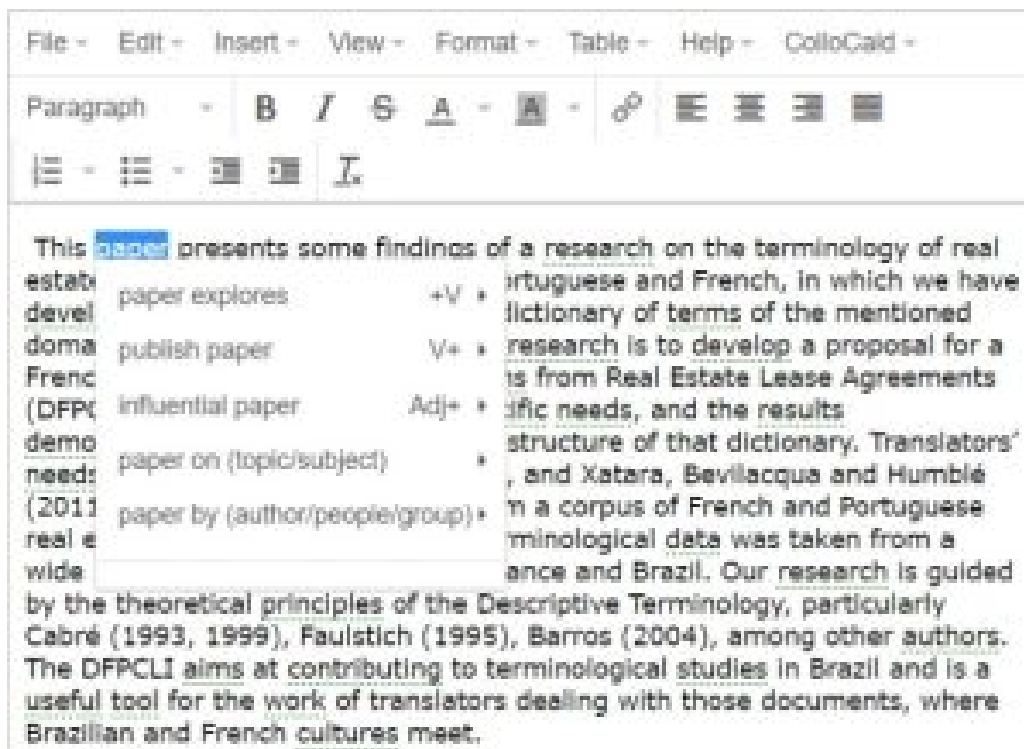


Figure 4.  
Screenshot of  
[Collocaid](#).  
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September 14,  
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## Activity 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=288#h5p-113>

## Activity 3

Check the collocations suggested by Collocaid with the summary below. Then, categorise the collocations as verb collocation, noun collocations and adverbial collocations and fill the chart below.

This paper **presents** some findings of a research on the terminology of real estate lease agreements written in Portuguese and French, in which we have developed a bilingual terminological dictionary of terms of the mentioned domain<sup>1</sup>. The main objective of this research is to develop a proposal for a French-Portuguese Dictionary of Terms from Real Estate Lease Agreements (DFPCLI) focused on translators' **specific** needs, and the results demonstrated here refer to the microstructure of that dictionary studied in Fromm (2007), and Yatera, Bevilacqua and Humm (2004), among other authors. The DFPCLI aims at contributing to terminological situations in Brazil and is a useful tool for the Brazilian and French cultures.

Collocations for 'presents':

- present ((of medical condition) to be seen) + usually presents (Adv+)
- present (to show) + present early (+Adv)
- present with (problem/opportunities/challenge) +
- present in (chapter/table/book) +
- present to (group/ministers/clinician) +
- present at (conference/meeting/beginning) +

Figure 5. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

This paper **presents** some findings of a research on the terminology of real estate lease agreements written in Portuguese and French, in which we have developed a bilingual terminological dictionary of terms of the mentioned domain<sup>1</sup>. The main objective of this research is to develop a proposal for a French-Portuguese Dictionary of Terms from Real Estate Lease Agreements (DFPCLI) focused on translators' **specific** needs, and the results demonstrated here refer to the microstructure of that dictionary studied in Fromm (2007), and Yatera, Bevilacqua and Humm (2004), among other authors. The DFPCLI aims at contributing to terminological situations in Brazil and is a useful tool for the Brazilian and French cultures.

Collocations for 'specific':

- highly specific (Adv+)
- specific to (context/type/individual) +

Figure 6. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

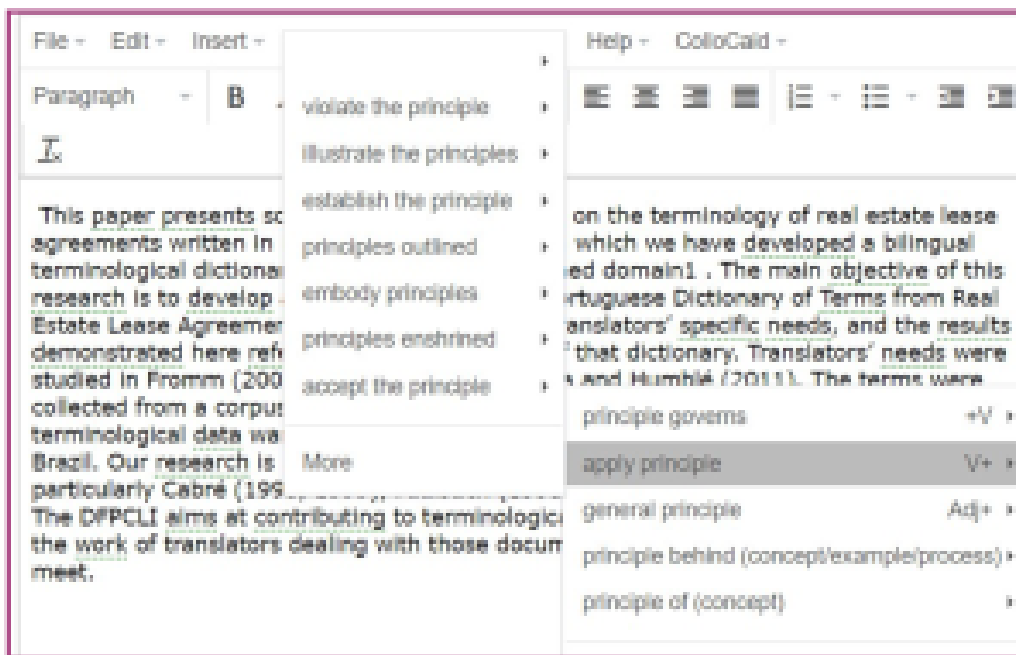


Figure 7.  
Screenshot of  
Collocaid.  
Retrieved on  
September 14,  
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<https://uq.pressbooks.pub/using-language-data/?p=288#h5p-22>

## Activity 4



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<https://uq.pressbooks.pub/using-language-data/?p=288#h5p-45>

## Activity 5

Discuss the following questions with your peers:

- What have you learnt about collocations in this lesson? Why are collocations so important?
- What have you learnt about writing abstracts in this lesson?

- Can Collocaid help you learn other aspects of language? If so, which one(s)?



# LESSON 11 FEEDBACK

---

Thank you for completing Lesson 11 *Does it collocate?*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

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V1.1			
V1.1			
V2			

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# LESSON 12. MANY LANGUAGES, MANY CULTURES

# LESSON 12 DESCRIPTION

## Many languages, many cultures

Paula Tavares Pinto

---

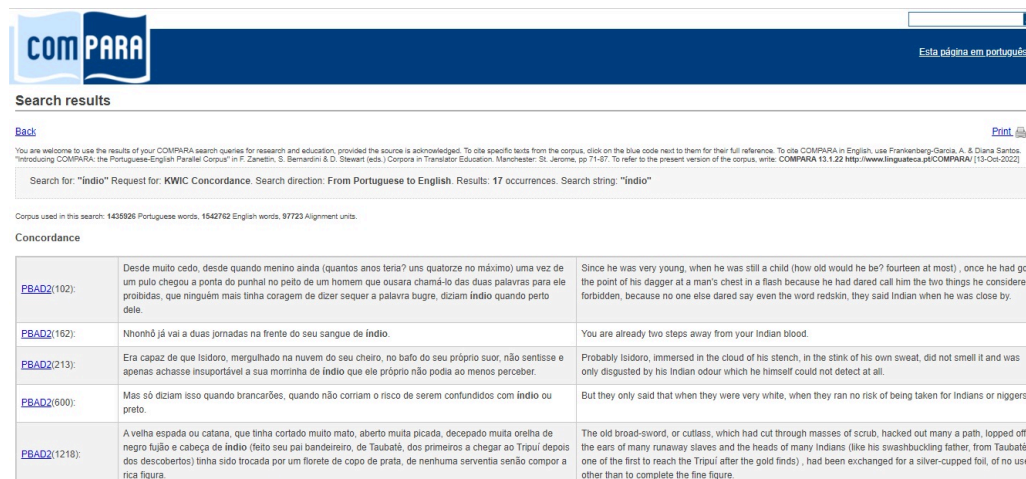
### Many languages, many cultures!

The lesson *Many languages, many cultures!* was designed for High School students. The goal of this lesson is to show learners culturally marked terms of indigenous culture that have been translated from English to any other language. To illustrate the activity, we have chosen texts translated from Portuguese to English in literary works, such as the novel *Iracema* by José de Alencar. However, teachers may adapt it to other languages and cultures that portray their own native tribes.

*Note:* The expression ‘culturally marked terms’ has been developed by professor Francis Aubert. ‘Culturally marked terms’ are those related to one specific culture and not known in any other, such as *cachaça*, *curau*, *maculelê*, and *curupira* in Portuguese. They are terms of our folklore and only Brazilian people know them, however, in a translation, the translator works with them and finds ways to explain what they are, allowing people from other cultures to learn more about that country.

The lesson also aims to provide learners with an opportunity to reflect upon the indigenous peoples described in literature and how indigenous cultures and tribes live today. To do so, learners will start from original and translated literature to research about languages, customs and the reality of indigenous peoples. This lesson can be carried out in an interdisciplinary format among the subjects of foreign languages, History, Geography, among others.

This lesson is available in hands-on and hands-off formats, in which learners can access the parallel corpus (Portuguese – English) [COMPARA](#) and observe passages in which culturally marked terms are found in both languages. This search will allow learners to reflect upon the comparison between cultural terms in Portuguese and English as well as authors’ and translators’ writing style in both languages. In the hands-off format, learners will have access to the same type of information that was pre-selected from the book and will not need to have access to the Internet. Check the following example.



**Search results**

Back Print

You are welcome to use the results of your COMPARA search queries for research and education, provided the source is acknowledged. To cite specific texts from the corpus, click on the blue code next to them for their full reference. To cite COMPARA in English, use Franzenberg-Garcia, A. & Diana Santos, 'Introducing COMPARA, the Portuguese-English Parallel Corpus' in F. Zaretski, S. Bernhardt & D. Stewart (eds.), *Corpora in Translator Education*, Manchester: St. Jerome, pp. 71-87. To refer to the present version of the corpus, write: COMPARA 13.1.22 <http://www.linguistica.pt/COMPARA/> (13-Oct-2022)

Search for: "índio" Request for: KWIC Concordance. Search direction: From Portuguese to English. Results: 17 occurrences. Search string: "índio"

Corpus used in this search: 1458926 Portuguese words, 1542762 English words, 97723 Alignment units.

**Concordance**

PBAD2(102):	Desde muito cedo, desde quando menino ainda (quantos anos teria? uns quatorze no máximo) uma vez de um pulo chegou a ponta do punhal no peito de um homem que ousara chamá-lo das duas palavras para ele proibidas, que ninguém mais tinha coragem de dizer sequer a palavra bugre, diziam índio quando perto dele.	Since he was very young, when he was still a child (how old would he be? fourteen at most), once he had got the point of his dagger at a man's chest in a flash because he had dared call him the two things he considered forbidden, because no one else dared say even the word redskin, they said Indian when he was close by.
PBAD2(162):	Nhonthô já vai a duas jornadas na frente do seu sangue de índio.	You are already two steps away from your Indian blood.
PBAD2(213):	Era capaz de que Isidoro, mergulhado na nuvem do seu cheiro, no bafo do seu próprio suor, não sentisse e apenas achasse insuportável a sua minhinha de índio que ele próprio não podia ao menos perceber.	Probably Isidoro, immersed in the cloud of his stench, in the stink of his own sweat, did not smell it and was only disgusted by his Indian odour which he himself could not detect at all.
PBAD2(600):	Mas só diziam isso quando brancos, quando não corriam o risco de serem confundidos com índio ou preto.	But they only said that when they were very white, when they ran no risk of being taken for Indians or niggers.
PBAD2(1218):	A velha espada ou catana, que tinha cortado muito mato, aberto muita picada, decepado muita orelha de negro fujão e cabeça de índio (feito seu pai bandeirero, de Taubaté, dos primeiros a chegar ao Tripiú depois dos descobertos) tinha sido trocada por um fivete de copo de prata, de nenhuma serventia senão compor a rica figura.	The old broad-sword, or cutlass, which had cut through masses of scrub, hacked out many a path, lopped off the ears of many runaway slaves and the heads of many Indians (like his swashbuckling father, from Taubaté, one of the first to reach the Tripiú after the gold finds), had been exchanged for a silver-cupped foil, of no use other than to complete the fine figure.

Figure 1. Screenshot of COMPARA. Retrieved on September 19, 2022. © COMPARA, all rights reserved, used with permission.

Watch [Pressbooks Video 8 \(YouTube, 3m41s\)](#) below to learn more about how to use COMPARA.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=313#oembed-1>

## About the author



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# LESSON 12 PLAN

Many languages, many cultures

---

# Lesson Plan

**Lesson:** Many languages,  
many cultures!

**Languages:**  
Portuguese / English

**Level:** High School

**Context:** High School

## Main Objective

Discuss the indigenous culture portrayed in literary works from Portuguese to English.

**Mode:** In-person

**Estimated:** 3 classes  
(45 minutes each)

## Specific Objectives

- Explore terms/expressions related to indigenous peoples lives in two translated languages.
- Collaboratively writing in English about indigenous tribes and their cultures today, with the support of dictionaries and online platforms.

## Material / Tools

- Corpus COMPARA. Available at <https://www.linguateca.pt/COMPARA/>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=315#h5p-127>

# LESSON 12 DEVELOPMENT

Many languages, many cultures

---



Figure 2. [Meninas indígenas](#) by Anne Vilela, [CC BY-NC-ND 3.0](#). Retrieved on October 24, 2022.

## Introduction



20 mins



Teacher-Learners

Teacher presents the website COMPARA and talks about the listed authors and the different possible searches (authors, countries, translations in different times, etc).

## Development



25 mins



Teacher-Learners

Teacher and learners discuss about an author who talks about indigenous cultures, such as José de Alencar (a Brazilian author).





20 mins



Individual, Teacher-Learners

Learners read excerpts from *Iracema*, a famous novel in Brazil, and circle culturally marked indigenous terms (e.g., taba/hut; pajé/pajé). Learners then discuss the terms that have been adapted and those that are kept in the source language.



25 mins



Learners-Learners, Teacher-Learners

Learners search for other terms in the corpus and discuss the reasons that led translators to choose these terms. If there is time, teacher expands the discussion to the contexts of use for the target terms.

## Application



20 mins



Individual, Teacher-Learners

Teacher can print a text similar to the one from this [link](#) and provide learners with photo copies. Learners read the text discuss their opinions with their peers.



35 mins



Learners-Learners

Learners write a collaborative text in English. It may be a simple text or a more detailed text, which should be revised by the teacher.

## Conclusion (discussion)



Teacher-Learners

Teacher and learners publish learners' texts in the school newspaper or on a class blog (if any of these are available). Learners and/or teacher may choose a different tool.

## Assessment

Formative assessment based on the exploration of COMPARA corpus and collaborative writing of a text in English.

# LESSON 12 ACTIVITIES (HANDS ON)

## Many languages, many cultures

---

### What is COMPARA?

COMPARA is a bidirectional parallel corpus of Portuguese and English with original texts in these two languages and their respective translations, linked phrase by phrase. If we insert a word in Portuguese, it is possible to see how that word was translated into English in different contexts.

*Note:* This activity can be adapted to parallel corpora available in other languages.

### Activity 1

Access the parallel online corpus [COMPARA](#) and read the instructions for use, including basic, advanced and power use searches. Answer the question below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=319#h5p-46>

### Activity 2

Click on ‘Advanced Search’ and scroll to the bottom of the page. From the authors listed on COMPARA, which ones do you know? Discuss it with one of your peers and your teacher.

- |  |  |
|--|--|
| <input type="checkbox"/> <a href="#">Julian Barnes</a>             | <input type="checkbox"/> <a href="#">Mary Shelley</a>    |
| <input type="checkbox"/> <a href="#">Kazuo Ishiguro</a>            | <input type="checkbox"/> <a href="#">Mia Couto</a>       |
| <input type="checkbox"/> <a href="#">Lewis Carroll</a>             | <input type="checkbox"/> <a href="#">Nadine Gordimer</a> |
| <input type="checkbox"/> <a href="#">Lídia Jorge</a>               | <input type="checkbox"/> <a href="#">Oscar Wilde</a>     |
| <input type="checkbox"/> <a href="#">Machado de Assis</a>          | <input type="checkbox"/> <a href="#">Osman Lins</a>      |
| <input type="checkbox"/> <a href="#">Manuel Antônio de Almeida</a> | <input type="checkbox"/> <a href="#">Patrícia Melo</a>   |
| <input type="checkbox"/> <a href="#">Marcos Rey</a>                | <input type="checkbox"/> <a href="#">Paulo Coelho</a>    |
| <input type="checkbox"/> <a href="#">Mário de Carvalho</a>         | <input type="checkbox"/> <a href="#">Richard Zimler</a>  |
| <input type="checkbox"/> <a href="#">Mário de Sá-Carneiro</a>      | <input type="checkbox"/> <a href="#">Rubem Fonseca</a>   |

Figure 3.  
Screenshot of  
COMPARA.  
Retrieved on  
September 19,  
2022. ©  
COMPARA, all  
rights reserved,  
used with  
permission.

## Activity 3

One of the most widely read authors in Brazil represented in the COMPARA corpus is José de Alencar, the author of *Iracema*. Have you read this novel before? What is it about?

The author wrote a novel about indigenous culture in 1865, which was translated in 1886 and in 2000.

Using the advanced search function, look for the author José de Alencar. See the aligned texts and look for culturally marked terms that portray the indigenous culture in Portuguese and/or in your own language.

*Note:* The expression ‘culturally marked terms’ has been developed by professor Francis Aubert. ‘Culturally marked terms’ are those related to one specific culture and not known in any other, such as *cachaça*, *curau*, *maculelê*, and *curupira* in Portuguese. They are terms of our folklore and only Brazilian people know them, however, in a translation, the translator works with them and finds ways to explain what they are, allowing people from other cultures to learn more about that country.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=319#h5p-47>

## Activity 4

How is the indigenous culture represented by the author in the time the novel was written?

In the examples below you can see the same excerpt produced by two professional translators in different decades. One uses active and the other passive voice to translate the same sentence. At the same time, neither one of them explained the indigenous word “uiraçaba”, which means “place to keep the arrow”. Would you have translated it in a different way, how?

*“Porém a virgem lançou de si o arco e a uiraçaba, e correu para o guerreiro, sentida da mágoa que causara”*

Translation 1: But the maiden cast aside the bow and uiraçaba and ran toward the warrior, regretting the pain she had caused.

Translation 2: But it made the virgin cast away her bow and Uiraçába, and run to the warrior, pained at the pain she had caused.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=319#h5p-48>

## Activity 5

What do you know about the current indigenous culture in Brazil or in other countries?

Read about indigenous peoples in Brazil in following [link](#) or about the indigenous tribes in Canada in the following [link](#).

Discuss the following questions with your peers:

- Were you aware of the information provided in the texts?
- What called your attention about the way indigenous people live nowadays?

## Activity 6



An interactive H5P element has been excluded from this version of the text. You can view it



*online here:*

<https://uq.pressbooks.pub/using-language-data/?p=319#h5p-49>

# LESSON 12 ACTIVITIES (HANDS OFF)

Many languages, many cultures

## What is COMPARA?

COMPARA is a bidirectional parallel corpus of Portuguese and English with original texts in these two languages and their respective translations, linked phrase by phrase. If we insert a word in Portuguese, it is possible to see how that word was translated into English in different contexts.

*Note:* This activity can be adapted to parallel corpora available in other languages.

## Activity 1

COMPARA corpus brings renowned authors from Angola, South Africa, Brazil, the United Kingdom, Mozambique, the United States and Portugal. Do you know any of the authors below? Which novels by these authors have you already read? Discuss it with your peers and your teacher.

- |  |  |
|--|--|
| <input type="checkbox"/> <a href="#">Julian Barnes</a>             | <input type="checkbox"/> <a href="#">Mary Shelley</a>    |
| <input type="checkbox"/> <a href="#">Kazuo Ishiguro</a>            | <input type="checkbox"/> <a href="#">Mia Couto</a>       |
| <input type="checkbox"/> <a href="#">Lewis Carroll</a>             | <input type="checkbox"/> <a href="#">Nadine Gordimer</a> |
| <input type="checkbox"/> <a href="#">Lídia Jorge</a>               | <input type="checkbox"/> <a href="#">Oscar Wilde</a>     |
| <input type="checkbox"/> <a href="#">Machado de Assis</a>          | <input type="checkbox"/> <a href="#">Osman Lins</a>      |
| <input type="checkbox"/> <a href="#">Manuel Antônio de Almeida</a> | <input type="checkbox"/> <a href="#">Patrícia Melo</a>   |
| <input type="checkbox"/> <a href="#">Marcos Rey</a>                | <input type="checkbox"/> <a href="#">Paulo Coelho</a>    |
| <input type="checkbox"/> <a href="#">Mário de Carvalho</a>         | <input type="checkbox"/> <a href="#">Richard Zimler</a>  |
| <input type="checkbox"/> <a href="#">Mário de Sá-Carneiro</a>      | <input type="checkbox"/> <a href="#">Rubem Fonseca</a>   |

Figure 4.  
Screenshot of  
[COMPARA](#).  
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September 19,  
2022. ©  
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rights reserved,  
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permission.

## Activity 2

One of the most widely read authors in Brazil represented in the COMPARA corpus is José de Alencar, the author of *Iracema*. Have you ever read this novel before? What is it about?

The author wrote a novel about indigenous culture in 1865, which was translated into 1886 and in 2000.

Read the aligned text from the screenshots and answer the questions below.

O Pajé inspirado conduzia o sagrado tripúdio e dizia ao povo crente os segredos de Tupã.	Inspired, the pajé led the sacred dance and told the believers of the secrets of Tupã.
O maior chefe da nação tabajara, Irapuã, descera do alto da serra Ibiapaba, para levar as tribos do sertão contra o inimigo pitiguara.	The great chieftain of the Tabajara nation, Irapuã, had descended from the heights of the Ibiapaba mountains to lead the tribes of the interior against the Pitiguara enemy.
A estrela morta que então brilhava sobre a cúpula da floresta, guiou seu passo firme para as frescas margens do rio das garças.	The unmoving star that shone above the forest canopy guided his firm steps toward the cool banks of the river of herons.
O vento não leva a areia da várzea, quando a areia bebe a água da chuva.	The wind does not take away the sand of the meadow when the sand drinks the water from the rain.»
Ele te guiará às margens do rio das garças.	He will guide you to the banks of the river of herons.»
— O sol, que vai nascer, tomará com o guerreiro Caubi aos campos do Ipu.	«The sun, which is to be born, will return with the warrior Caubi to the lands of the Ipu.»
Martim voltou à cabana do Pajé.	Martim returned to the pajé's hut.

Figure 5.  
Screenshot of COMPARA.  
Retrieved on September 19, 2022. © COMPARA, all rights reserved, used with permission.

O tênue sopro da brisa carneava, como frocos de algodão, os compridos e raros cabelos brancos.	The gentle breath of the breeze fluttered his hair - long, thin, and white as flocks of wool.
As tribos tabajaras, dalém Ibiapaba, falavam de uma nova raça de guerreiros, alvos como flores de borrasca e vindos de remota plaga às margens do Mearim.	The Tabajára tribes beyond Ibyapába were full of a new race of warriors, pale as the flowers of the storm, and coming from the remotest shores to the banks of the Mearim. *28 *29 *30
O ancião pensou que fosse um guerreiro semelhante, aquele que pisava os campos nativos.	The old man thought that it was one of these warriors who trod his native ground.
Tranqüilo, esperou.	Calmly he awaited.
A virgem aponta para o estrangeiro e diz:	The virgin, advancing, pointed to the stranger and said: -.
O mancebo sentou-se na rede principal, suspensa no centro da habitação.	The youth took the principal hammock, which was suspended in the centre of the habitation.

Figure 6.  
Screenshot of COMPARA.  
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<https://uq.pressbooks.pub/using-language-data/?p=322#h5p-51>



## Activity 3

How is the indigenous culture represented by the author at the time the novel was written? Look at the excerpts below, which show the same work translated in 1886 and 2000. The excerpts from each translation are not the same in order to protect the rights of the copyright holders, but you can still spot linguistic differences.

### 1886

O moço guerreiro, encostado ao mastro, leva os olhos presos na sombra fugitiva da terra; a espaços o olhar empanado por ténue lágrima cai sobre o jirau, onde folgam as duas inocentes criaturas, companheiras de seu infortúnio.	The young warrior, leaning against the mast, raises his eyes, which are fixed upon the fleeting outline of the shadowy shore. From time to time his sight becomes dim, and a tear falls upon the Girão-bench, where frolic the two innocents, the companions of his misfortune. *4
Refresca o vento.	The wind freshens.
O rulo das vagas precipita.	The surf rolls in higher billows.
O barco salta sobre as ondas e desaparece no horizonte.	The barque leaps upon the waves - disappears on the horizon.
Soprem para ti as brandas auras; e para ti jaspeie a bonança mares de leite!	May softer breezes waft thee, and for thee may the calm jasper seas be like plains of milk!
Iracema, a virgem dos lábios de mel, que tinha os cabelos mais negros que a asa da graúna e mais longos que seu talhe de palmeira.	Iracema, the virgin with the honey lips, whose hair, hanging below her palm-like waist, was jetty as the Graúna bird's wing. *6 *7 *8
Banhava-lhe o corpo a sombra da oiticica, mais fresca do que o orvalho da noite.	The shade of the Oitycica, more refreshing than the dew of night, bathed her form. *13
Os ramos da acácia silvestre esparziam flores sobre os úmidos cabelos.	The arms of the wild acacia dropped their blossoms upon her wet hair.
Tem nas faces o branco das areias que bordam o mar, nos olhos o azul triste das águas profundas.	His face is white as the sands that border the sea, his eyes are sadly blue as the deep.

Figure 7.  
Screenshot of  
[COMPARA](#).  
Retrieved on  
October 13, 2022.  
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### 2000

Um jovem guerreiro cuja tez branca não cora o sangue americano; uma criança e um rafeiro que viram a luz no berço das florestas e brincam irmãos, filhos ambos da mesma terra selvagem.	A young warrior whose white skin is not colored by the blood of the Americas, a child and a mastiff who first glimpsed the light in the forest's cradle and play like brothers, sons both of the same savage land.
A lufada intermitente traz da praia um eco vibrante, que ressoa entre o marulho das vagas:	The intermittent gusts of wind bring from the beach a vibrant echo that resounds amid the surge of the waves:
Que deixara ele na terra do exílio?	What had he left behind in the land of exile?
Refresca o vento.	The wind grows cooler.
O barco salta sobre as ondas e desaparece no horizonte.	The boat tosses upon the surf and disappears on the horizon.
Abre-se a imensidade dos mares, e a borrasca enverga, como o condor, as foscas asas sobre o abismo.	The immensity of the seas unfolds: and the tempest curves, like the condor, its dark wings over the abyss.
Soprem para ti as brandas auras; e para ti jaspeie a bonança mares de leite!	May gentle zephyrs blow for thee, and for thee may calm weather dot with color stormless seas.
Iracema, a virgem dos lábios de mel, que tinha os cabelos mais negros que a asa da graúna e mais longos que seu talhe de palmeira.	Iracema, the maiden with lips of honey, whose hair was darker than the <i>graúna</i> <i>graúna's</i> wings and longer than her torso, straight and slender as the palm.
O pé grácil e nu, mal roçando, alisava apenas a verde pelúcia que vestia a terra com as primeiras águas.	Her graceful, naked feet, scarcely touching the ground, merely smoothed the green plush that carpeted the earth with the first rains.

Figure 8.  
Screenshot of  
[COMPARA](#).  
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## Activity 4

What do you know about the current indigenous culture in Brazil or in other countries?

Read about [indigenous peoples in Brazil](#) or about [the indigenous tribes in Canada](#).

*Note:* Print the copies from texts to provide to your students if internet is not available. Always ensure you follow the copyright rules.

Discuss the following questions with your peers:

- Were you aware of the information provided in the texts?
- What called your attention about the way indigenous people live nowadays?

## Activity 5



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<https://uq.pressbooks.pub/using-language-data/?p=322#h5p-112>

# LESSON 12 FEEDBACK

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Thank you for completing Lesson 12 *Many languages, many cultures*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 13. POETRY TRANSLATION

# LESSON 13 DESCRIPTION

## Poetry translation

Aline Cantarotti and Aline Yuri Kiminami

## Poetry translation

The lesson *Poetry translation* was designed for undergraduate translation training courses. The aim of this lesson is to translate poems with a focus on their lexicon as well as discuss the resources and strategies for translating this textual genre.

This lesson requires hybrid resources (online and offline) since those involved will need access to the internet at some parts of the lesson. The use of CAT tools (computer-assisted translation tools) is required to translate poems. For this lesson, online dictionaries, machine translators with AI (Artificial Intelligence) translation memory, and any other online translation tools can be used. The translation tool to be used is at the user's discretion. We also recommend the search of synonyms, antonyms, images, among other resources that can be used while translating a poem.

We recommend [Wordfast Anywhere](#), a cloud-based tool that has a 30-day trial for \$1. See screenshot below.

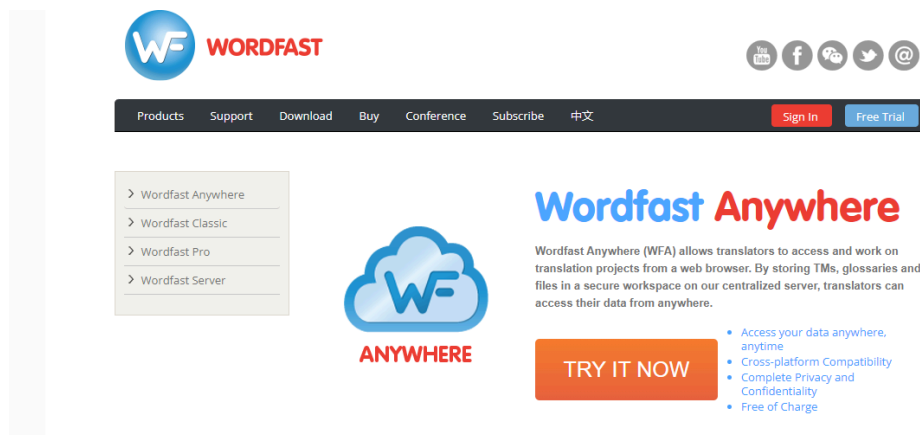


Figure 1.  
Screenshot of  
[Wordfast  
Anywhere](#).  
Retrieved on  
October 03, 2021.  
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rights reserved,  
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permission.

For the purposes of this lesson, Wordfast Anywhere is used as a CAT tool only, in order to manage translation information and data, and does not influence in the creative process of translating poetry. Therefore, it can be substituted by other CAT tools that may be more convenient.

You will need to create an account with your email and a password.

Watch [Pressbooks Video 1 \(YouTube, 3m22s\)](#) below to learn more about how to use Wordfast Anywhere.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=422#oembed-1>

## About the authors



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Aline Yuri Kiminami is a lecturer at the State University of Maringá (DLM-UEM since 2016). She obtained her M.A in Language Studies with focus on Foucauldian Discourse Analysis at the same institution (UEM, 2016) and received the title of Specialist in Foreign Language Teaching at State university of Londrina (UEL, 2013). She has a Ph.D in Literary Studies (UEM-PLE) with focus on

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# LESSON 13 PLAN

Poetry translation

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# Lesson Plan

**Lesson: Poetry translation**

**Language: English**

**Level / Grade: 5th grade**

**Context: Higher Education**

## Main Objective

Translate poems focusing on its lexicon, analysing resources and strategies for translating this genre.

**Mode: Hybrid**

**Estimated: 4-5 classes  
(50 minutes each)**

## Specific Objectives

- Contextualise external aids to be used for the translation of poems
- Use of external aids, including resources and strategies, for the translation of poems
- Search and analyse the lexicon to be translated, considering the context of the translation

## Material / Tools

- Check the list of poems: A mula - Adelaide Ivánova, Para laura - Adelaide Ivánova
- Piriguestismo de guerrilla - Adelaide Ivánova, No espelho - Armando Freitas Filho, Cartão-postal sem fôlego - Armando Freitas Filho. Source: <https://www.poetrytranslation.org/poets/the-poetry--translation-workshop>
- Suggested Cat tool: Wordfast (dictionaries, online tools, etc)
- Readings:

JONES, F.R. Translation of Poetry. In: DALVAI, M. The Oxford Handbook of Translation Studies. Oxford: Oxford University Press, 2012.

MAGALHÃES, C. M. Strategies of Microtextual Analysis: lexical and grammatical levels. In: ALVES, F.; MAGALHÃES, C. M.; PAGANO, A. Traduzir com Autonomia Estratégias para o Tradutor em Formação, São Paulo: Contexto, 2000.





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# LESSON 13 DEVELOPMENT

## Poetry translation



Figure 2. [Person writing different types of text on a piece of paper](#) via PxHere. Retrieved on October 17, 2022.

## Introduction



50 mins



Teacher-Learners

Teacher asks learners to read the text about external aids for translation and discusses/reflects on such aids.

\* Suggestion: Magalhães, Celia. Estratégias de Análise Microtextual: os níveis lexical e gramatical. In: Alves, Fábio; Magalhães, Célia; Pagano, Adriana. Traduzir com Autonomia – Estratégias para o Tradutor em Formação.

Students read the information about the poetry genre, the challenges of poetry translation, and some

approaches to dealing with these difficulties in “The Translation of Poetry,” JONES, F.R. Translation of Poetry. In: DALVAI, M. The Oxford Handbook of Translation Studies. Oxford: Oxford University Press, 2012.

Teacher and learners then discuss the resources and strategies for the translation of poems, including:

1. Characteristics of the poem genre for translation
2. Holmes’s approaches for poetry translation

 50 mins  Teacher-Learners

Teacher and learners reflect on resources and strategies for translating poems – micro and macro analysis: parallel texts, lexicon development (lexical scales, grammatical class change, etc).

Teacher introduces the concept of corpora and demonstrates different types of corpora (parallel, static, reference).

## Development and application

 50 mins  Teacher-Learners

Learners start their translations. Each learner is assigned a poem. The same poem can be given to different learners, depending on the number of learners and poems. Learners then start their translations with the analysis of the translation / annotation possibilities, taking notes of this process.

 30 mins  Individual

Learners start their translations, then write and revise the translation journals.

Guidelines for this activity: learners must translate the target poem using the tools presented in class and simultaneously describe the strategies, tools, resources and challenges found during the process.

 30 mins  Individual

In the final part of the activity, learners review and make the necessary adjustments to their translated text. Make sure learners are aware of the procedural nature of translation. That is, both the translation and the revision can be revisited several times before the final product is achieved.

## Final (feedback)

 30 mins  Learners-Learners

Teacher shares with the class some highlights from students’ translations, pointing out to the terms and expressions that would require further research/ analysis and that presented more variations in the

translation choices. Following each highlight, the contexts of the poems' production, details and in-depth analysis of the source text are presented.

## Assessment

Analysis with teacher highlights on translation notes/translator diary.

*Note:* If you don't have access to the texts suggested in this lesson, you may like to use another text and/or adapt the activities.

# LESSON 13 ACTIVITIES (HANDS ON)

## Poetry translation

### Activity 1

Read the following text: MAGALHÃES, C. M. Estratégias de Análise Microtextual: Os níveis lexical e gramatical. In: ALVES, F.; MAGALHÃES, C. M.; PAGANO, A. Traduzir com Autonomia – Estratégias para o Tradutor em Formação. São Paulo: Contexto, 2000.

*Note:* This text is in Portuguese, so you may like to translate this text into your first language to complete this activity. If you don't have access to this text, you may like to use another text and/or adapt the activity.

Discuss the following questions with your classmates.



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<https://uq.pressbooks.pub/using-language-data/?p=428#h5p-99>

### Activity 2

Poetry translation: Is it possible?

Read the information about the poetry genre, the challenges of poetry translation, and some approaches to dealing with these difficulties in “The Translation of Poetry,” JONES, F.R. Translation of Poetry. In: DALVAI, M. The Oxford Handbook of Translation Studies. Oxford: Oxford University Press, 2012.

*Note:* If you don't have access to this text, you may like to use another text and/or adapt the activity.

### Activity 3

James Holmes (apud Jones, 2011) establishes three main approaches for the translation of poetry. Read their descriptions below:

- **Mimetic:** replicating the original form. This implies openness to the source culture's foreignness (Holmes 1988: 25–6). However, the form may carry different weight in the receptor culture (Hejinian 1998, Raffel 1988)—a five-syllable line feels 'classical' in Chinese, for example, but may appear radically compressed in French.
- **Analogical:** using a target form with a similar cultural function to the source form (e.g. the English iambic pentameter for the Chinese five-syllable line). This implies a belief that receptor-culture poetics has universal value (Holmes 1988: 26).
- **Organic:** choosing a form that best suits the translator's own authenticity' of response to the source (Scott 1997: 35). This stresses the impossibility of recreating the source form—content link (Holmes 1988: 28).

(Excerpts from the text: The Translation of Poetry. JONES, F.R. Translation of Poetry. In: DALVAI, M. The Oxford Handbook of Translation Studies. Oxford: Oxford University Press, 2012.)

Considering the approaches mentioned above, observe the two translations presented for a poem by Emily Dickinson (1830-1886) to answer the questions below.

Original poem	Translation 1	Translation 2
A word is dead	Palavra é morta	Quanto se expresse
When it is said, Some say. I say it just Begins to live That day. (Written by Emily Dickinson)	Quando está dita, Dizem uns. Digo: inicia A só viver Em tal dia. (Translated by José Lino Grünewald)	— Dizem — perece Depressa. Eu — discordando — Digo — isso é quando Começa. (Translated by Nelson Ascher)

Adapted from [Sergio Maciel \(2018\)](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=428#h5p-106>

## Activity 4

*Culturemas* – what are they and what is the relevance of these terms for translation? Read the article “Os culturemas: Unidades linguísticas, ideológicas ou culturais?” (“Los culturemas: ¿unidades lingüísticas,

ideológicos o culturales?”) by Lucia Luque-Nadal. The text is available from [Los culturemas: ¿unidades lingüísticas, ideológicas o culturales? \(PDF, 229KB\)](#).

Discuss the following questions with your classmates.

*Note:* This text is in Spanish, so you may like to translate this text into your first language to complete this activity.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=428#h5p-101>

## Activity 5

You will find some strategies for translating poetry and *culturemas* below. Which one(s) have you come across more often? Discuss with your peers and teacher.



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<https://uq.pressbooks.pub/using-language-data/?p=428#h5p-102>

## Activity 6

Please find below a list of tools and websites that can help you while translating any type of text. Try these tools. Discuss the advantages and disadvantages of each one and how useful they were to you and your peers.

[Wordfast](#)

[AntConc](#)

[Sketch Engine](#)

[COCA](#)

[Oxford Collocation Dictionary](#)

[Ludwig](#)

[OneLook Dictionary Search](#)

[Skell](#)

[Grammarly](#)

[Online Dictionaries Bab.la](#)

## Activity 7

Translate one of the following poems into English or into your first language.

**1) No espelho:** [FILHO, Armando Freitas. No espelho](#) available via the Poetry Translation Center, 2022. Retrieved on November 01, 2022.

**2. Cartão-postal sem fôlego:** [FILHO, Armando Freitas. Cartão-postal sem fôlego](#) available via the Poetry Translation Center, 2022. Retrieved on November 01, 2022.

**3. Para Laura:** [IVÁNOVA, Adelaide. Para Laura](#). In: \_\_\_\_\_. O martelo. Rio de Janeiro: Garupa, 2017. Available via the Poetry Translation Center. Retrieved on November 01, 2022.



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<https://uq.pressbooks.pub/using-language-data/?p=428#h5p-103>

## Activity 8

In pairs, choose two translation strategies you have learnt in this lesson and look for at least two examples to exemplify the use of each strategy. You may like to use intern and external resources to help you translate. Your intern resource is your memory; your external resource is a CAT tool you may use with Corpora.

Share the examples you found with the whole group.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=428#h5p-105>



# LESSON 13 FEEDBACK

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Thank you for completing Lesson 13 *Poetry translation*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# LESSON 14. AN UNFORGETTABLE EVENT

# LESSON 14 DESCRIPTION

## An unforgettable event

Silmara Ribeiro Moscatelli

## An unforgettable event!

The lesson *An unforgettable event!* was designed for Spanish for Specific Purposes learners. The goal of this lesson is to analyse the most common verbs used for planning a protocol for a wedding that occurs during the pandemic.

This lesson is available in two formats, one hands-on and hands-off. The difference between these two formats is that in the first one, learners need to access [SKETCH Engine](#) to search for the linguistic data necessary to complete the activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding SKETCH Engine, learners are expected to be able to use the search options LIST OF WORDS and CONCORDANCE, the latter being the most relevant tool so that learners can determine the combinations with the verbs *tener*, *haber* and *deber*, as shown in the screenshot below.



Figure 1. Screenshot of [SKETCH ENGINE PAINEL](#) generated by painel sketch tool in Sketch Engine. Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.

Watch [Pressbooks Video 14 \(YouTube, 3m31s\)](#) below to learn more about how to use the search options LIST OF WORDS and CONCORDANCE.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=663#oembed-1>

## About the author



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Silmara Ribeiro Moscatelli is a Ph.D. student in Applied Linguistics at Universidade Estadual Paulista Júlio de Mesquita Filho – UNESP/Ibilce. S.J. Rio Preto. She has a Professional Master's Degree in Languages (PROFLETRAS) at the Universidade Estadual Paulista Júlio de Mesquita Filho (2013-2015). Her dissertation key themes were Reading; Literary Short Stories; Public Education; Reading Competence; Discourse Analysis; Aesthetics of Reception. In addition, she has a specialization in Educational Management from UNESP (2012). She graduated in LETRAS Portuguese – Spanish at Universidade Estadual Paulista Júlio de Mesquita Filho and did an undergraduate research project about Modern Foreign Literature.

# LESSON 14 PLAN

An unforgettable event

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# Lesson Plan

**Lesson:**  
An unforgettable event

**Language:** Spanish

**Context:** Higher Education

**Level:** B1

## Main Objective

Use vocabulary related to the planning of events in the context of the pandemic and develop written comprehension/production from authentic texts.

**Mode:** Face-to-face /  
Online

**Estimated:** 4 classes  
(50 minutes each)

## Specific Objectives

- Read pieces of news from newspapers and magazines that address the topic of events during the pandemic
- Use the platform Sketch Engine to analyse verb tenses and forms
- Learn specific frequently-used lexical patterns
- Write a protocol for an event to be held under specific conditions

## Material / Tools

- Handout
- 10 pieces of news from Spanish-speaking newspapers that are related to the lesson topic
- Sketch Engine
- Computer lab
- Screen Projector



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=740#h5p-129>

# LESSON 14 DEVELOPMENT

An unforgettable event

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Figure 2. [Group of people](#) by Roman Boed, [CC BY 2.0](#). Retrieved on October 24, 2022.

## Introduction

🕒 10 mins    👤 Teacher-Learners

Teacher activates learners' previous knowledge on the procedures needed for events to take place during the pandemic.

🕒 10 mins    👤 Learners-Learners

Teacher shows learners headlines of the pieces of news and asks learners, in small groups, to talk about what they think those pieces will be about.

🕒 30 mins    👤 Learners-Learners

Teacher distributes one piece of news that had been previously presented to each group of learners. Learners identify the events-related protocols described in the text. Learners also observe the linguistic variation and the verbal tense that are being used in the text.



## Development (corpus research)

 10 mins  Teacher-Learners

Learners get to know how to use Sketch Engine. Teacher explains and demonstrates how to use the tool.

 15 mins  Teacher-Learners

In groups, learners use Sketch Engine to search for the list of words and the concordance lines.

 15 mins  Learners-Learners

In groups, learners use Sketch Engine to observe the most used verb tenses and forms and some recurrent terms.

## Application (use in sentences)

 20 mins  Teacher-Learners

In groups, learners discuss and decide the combinations that will be useful for drafting a protocol for an event in Spanish.

 30 mins  Learners-Learners

Learners plan and design a poster to organise an event. For this activity, learners should highlight all safety protocols and standards that will be followed so that this event can occur. Learners will also need to create a title, and make the date and place of the event clear. They will also need to write a sentence that draws the target public's attention to attend the party.

## Conclusion

 20 mins  Teacher-Learners

Teacher provides learners with feedback and asks learners what they thought of the class and Sketch Engine.

## Assessment

The assessment will be formative and take place throughout the activities process by analysing learners' engagement with the activities and the data collected from Sketch Engine and the event poster as the final activity.

# LESSON 14 ACTIVITIES (HANDS ON)

## An unforgettable event

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### Activity 1

Read the headlines of the news pieces below. What do you think the aim of this lesson is? Discuss it with a partner.

[Piece of news 1](#)

[Piece of news 2](#)

[Piece of news 3](#)

### Activity 2

Choose one of the pieces of news from Activity 1. Read the whole piece and confirm whether your hypothesis was correct or not. While you are reading the text, answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=742#h5p-89>

### Activity 3

Go to [Sketch Engine](#) to analyse the use of the verbs *tener*, *haber*, and *deber*. Observe the concordance lines of these verbs to answer the questions below.



*An interactive H5P element has been excluded from this version of the text. You can view it*

online here:

<https://uq.pressbooks.pub/using-language-data/?p=742#h5p-115>

## Activity 4

Observe the concordance lines of the verb *deber* to complete the sentences below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=742#h5p-100>

## Activity 5



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=742#h5p-92>

## Activity 6

Discuss the following questions with your peers:

- What are the key takeaways from this lesson?
- What have you learnt about the verbs *tener*, *haber*, and *deber*?
- Can Sketch Engine help you learn other aspects of Spanish? If so, in which way(s)?

# LESSON 14 ACTIVITIES (HANDS OFF)

## An unforgettable event

---

### Activity 1

Read the headlines of the news pieces below. What do you think the aim of this lesson is? Discuss it with a partner.

*Note for teachers:* Make sure you print the pieces of news from the links below so that you can distribute them to your class. Always ensure you follow the copyright protocols.

[Piece of news 1](#)

[Piece of news 2](#)

[Piece of news 3](#)

### Activity 2

Choose one of the pieces of news from Activity 1. Read the rest of the piece and confirm whether your hypothesis was correct or not. While you are reading the text, answer the questions below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=743#h5p-89>

### Activity 3

Please see below some data taken from Sketch Engine to analyse the verbs *tener*, *haber*, and *deber*.

The screenshot shows the PAINEL interface with the search term 'tener' and 67 results. The table displays concordance lines for the verb 'tener' across various documents. The interface includes a sidebar with navigation icons and a top bar with search and filter options.

	Contexto esquerdo	KWIC	Contexto certo
1	doc#0 ntregue el crédito para su nueva casa, en Calderón. "	Tenemos	que remitir ese documento hasta fines de mes".
2	doc#0 n seu irmão em uma empresa de mudanças. </s><s>	Tienen	pensei casarse por el eclesiástico quando termin
3	doc#1 m desta etapa da normativa aplicada em cada região,	teniendo	em conta como norma geral que "as administraç
4	doc#1 ra as normas sanitárias e que os assistentes devem	tener	sempre apresente as principais medidas de segu
5	doc#1 tos principais neste tipo de comemorações e que han	tenido	que modifica ante o risco de contágio. </s><s> C
6	doc#1 a. </s><s> En las regiones onde não está permitido, "	tiene	que haber mesas a modo chill out onde pode est
7	doc#1 ra que compartan com convidados e provedores, que	tienen	que traer firmado y entregue a la entrada". </s><
8	doc#1 Je acuden de forma voluntária al evento, que não han	tenido	sintomas compatíveis nos últimos 15 dias, não tn
9	doc#1 o sintomas compatíveis en los últimos 15 dias, ni han	tenido	contato estrecho com uma pessoa diagnosticada
10	doc#2 s. </s><s> Los sábados son los días más cotizados y,	teniendo	tendo em vista que este pareja tem sua familia ei

Figure 2.  
Screenshot of concordance lines 'tener' generated by the concordance tool in [Sketch Engine](#). Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.

The screenshot shows the PAINEL interface with the search term 'deber' and 67 results. The table displays concordance lines for the verb 'deber' across various documents. The interface includes a sidebar with navigation icons and a top bar with search and filter options.

	Contexto esquerdo	KWIC	Contexto certo
1	doc#0 ar um aumento de contágios. </s><s> Por isso, todos	deben	seguir os protocolos. </s><s> Os controles come
2	doc#0 /s><s> No protocolo se indica que ali exclusivamente	deben	estar la pareja y dos testigos. </s><s> A magistra
3	doc#0 avés da página web do Registro Civil. </s><s> Luego	deben	entregue físicamente a cédula dos novios e regi
4	doc#1 /) Las Bodas	deben	Cumplir con la normativa de cada comunidade. <
5	doc#1 o norma geral que "las administraciones competentes	deberan	garantir o cumprimento por parte dos titulares de
6	doc#1 prindo com as normas sanitárias e que os assistentes	deben	tener sempre apresentar as principais medidas d
7	doc#1 -20200729-1 PDF]Además, los salones de banquetes	deberan	recuperar os dados dos clientes com este objetiv
8	doc#1 rvá-los durante um prazo de 28 dias naturales con las	debidas	garantias. </s><s> Alguns recintos onde se celeb
9	doc#2 /) por completo: colégios e universidades	debian	fechar. </s><s> El restaurante se adelantó inclus
10	doc#3 as las dudas por parte de los novios, las medidas que	deben	tomar por parte de profesionales y, sin duda, son i

Figure 3.  
Screenshot of concordance lines 'deber' generated by the concordance tool in [Sketch Engine](#). Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.

The screenshot shows the PAINEL interface with the search term 'haber' and 67 results. The table displays concordance lines for the verb 'haber' across various documents. The interface includes a sidebar with navigation icons and a top bar with search and filter options.

	Contexto esquerdo	KWIC	Contexto certo
1	doc#0 s> La jueza comenzó la ceremonia diciendo: "Ustedes	han	decidi unir suas vidas para amarse, respetar, sox
2	doc#0 rse y auxiliarse mutuamente". </s><s> Este conteúdo	ha	foi originalmente publicado por Diario EL COMEF
3	doc#0 e faça um link para a nota original de onde você está	ha	tomei este contenido. </s><s> ElComercio.com [l
4	doc#0 i no primeiro trimestre do ano. </s><s> Este conteúdo	ha	foi originalmente publicado por Diario EL COMEF
5	doc#0 e faça um link para a nota original de onde você está	ha	tomei este contenido. </s><s> ElComercio.com [l
6	doc#0 . A estas se suma Galápagos. </s><s> Este conteúdo	ha	foi originalmente publicado por Diario EL COMEF
7	doc#0 e faça um link para a nota original de onde você está	ha	tomei este contenido. </s><s> ElComercio.com [l
8	doc#0 i partilhar com seus familiares. </s><s> Este conteúdo	ha	foi originalmente publicado por Diario EL COMEF
9	doc#0 e faça um link para a nota original de onde você está	ha	tomei este contenido. </s><s> ElComercio.com [l
10	doc#1 va de cada comunidade. </s><s> A nova normalidade	ha	profundas mudanças traídas no desenvolvimentic

Figure 4.  
Screenshot of concordance lines 'haber' generated by the concordance tool in [Sketch Engine](#). Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.



**PAINEL verbo** ( 460 items | 2.342 frequência total )

Verbo	Frequência ?
1 Ser	235 ***
2 haber	128 ***
3 poder	87 ***
4 estar	82 ***
5 tener	67 ***
6 deve	55 ***
7 fazer	47 ***
8 seguir	33 ***
9 usar	27 ***
10 manutenção	27 ***
11 compartilhar	23 ***

Verbo	Frequência ?
14 tomar	20 ***
15 garantir	19 ***
16 limitar	19 ***
17 permitir	19 ***
18 llevar	18 ***
19 dizer	18 ***
20 reduzir	18 ***
21 desinfetar	17 ***
22 assegurar	17 ***
23 evitar	17 ***
24 limpar	15 ***

Figure 5. Screenshot of verbs frequency generated by the word list in [Sketch Engine](#). Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=743#h5p-115>

## Activity 4

Observe the concordance lines of the verb *deber* to complete the sentences below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=743#h5p-100>

## Activity 5



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=743#h5p-92>

## Activity 6

Discuss the following questions with your peers:

- What are the key takeaways from this lesson?
- What have you learnt about the verbs *tener*, *haber*, and *deber*?
- Can Sketch Engine help you learn other aspects of Spanish? If so, in which way(s)?

# LESSON 14 FEEDBACK

---

Thank you for completing Lesson 14 *An unforgettable event*.

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

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V1.1			
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V2			

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# LESSON 15. ¡CUÁNDO ME FALTE FUERZA, RESISTIRÉ!

# LESSON 15 DESCRIPTION

¡Cuándo me falte fuerza, resistiré!

Silmara Ribeiro Moscatelli

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## ¡Cuándo me falte fuerza, resistiré!

The lesson *¡Cuándo me falte fuerza, resistiré!* was developed for High School learners. This lesson aims to observe the use of temporal clauses with the following structure: CUÁNDO + PRESENTE DO SUBJECTIVO/FUTURO DO INDICATIVO, which is used to describe actions that we do not know will occur.

This lesson is available in two formats: hands-on and hands-off. The difference between these two versions is that in the first one, learners will need to access [Voyant Tools](#) to search for the most frequent terms in the song to complete the lesson activities. The second format does not require learners to access this tool as the linguistic data has been previously selected by the author, and is available to download in the lesson itself.

Regarding Voyant Tools, learners are expected to be able to use the search options WORD TREE; MANDALA; CIRUS; TERMS BERRY; CONTEXTS so that they can determine the combinations with the pronoun complement ME and the use of verbs in the PRESENT SUBJUNCTIVE + FUTURE INDICATIVE.

Watch [Pressbooks Video 13 \(YouTube, 4m22s\)](#) below learn more about how to use the search options WORD TREE; MANDALA; CIRUS; TERMS BERRY; CONTEXTS.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/using-language-data/?p=665#oembed-1>

## About the author



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Silmara Ribeiro Moscatelli is a Ph.D. student in Applied Linguistics at Universidade Estadual Paulista Júlio de Mesquita Filho – UNESP/Ibilce. S.J. Rio Preto. She has a Professional Master's Degree in Languages (PROFLETRAS) at the Universidade Estadual Paulista Júlio de Mesquita Filho (2013-2015). Her dissertation key themes were Reading; Literary Short Stories; Public Education; Reading Competence; Discourse Analysis; Aesthetics of Reception. In addition, she has a specialization in Educational Management from UNESP (2012). She graduated in LETRAS Portuguese – Spanish at Universidade Estadual Paulista Júlio de Mesquita Filho and did an undergraduate research project about Modern Foreign Literature.

# LESSON 15 PLAN

¡Cuándo me falte fuerza, resistiré!

---

# Lesson Plan

**Lesson:**  
Cuándo me falte fuerza, resistiré

**Language:** Spanish

**Context:** High School

**Level:** Any

## Main Objective

Understand the use of temporal sentences using the structure CUÁNDO + VERBO NO MODO SUBJUNTIVO/ FUTURO.

**Mode:** Face-to-face / Online

**Estimated:** 4 classes  
(45 minutes each)

## Specific Objectives

- Analyse the song Resisté, by Dúo Dinámico
- Use Voyant Tools to search for the most frequent terms in the song
- Observe the pronoun ME and the verbs to which it is combined to
- Write resistance messages using temporal sentences with verbs in the present of the subjunctive/future

## Material / Tools

- Song Resistiré
- Voyant Tools
- Computer lab



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=748#h5p-130>

# LESSON 15 DEVELOPMENT

¡Cuándo me falte fuerza, resistiré!



Figure 2. [A person standing on a rock at sunset](#) via PxHere. Retrieved on October 24, 2022.

## Introduction (prior knowledge)

🕒 10 mins    👤 Teacher-Learners

Teacher activates learners' previous knowledge about the theme of the song *Resistiré*.

🕒 15 mins    👤 Learners-Learners

Teacher shows learners the video clip, explaining the contexts in which it was recorded and then re-recorded.

## Introduction (discussion)

🕒 10 mins    👤 Learners-Learners

Learners are divided into pairs and discuss about the song theme and the contexts in which the verb *to resist* was used.



10 mins



Teacher-Learners

Pairs share their discussion points with the whole class.

## Development (corpus research)



10 mins



Learners-Learners

Learners get to know how to use Voyant Tools.



15 mins



Teacher-Learners

In groups, learners use Voyant Tools. They explore the following tools by clicking on the Corpus Tools: Word Tree; Mandala; Cirrus; Terms Berry; Contexts for this activity.



20 mins



Learners-Learners

In groups, learners use Voyant Tools to observe the most common verb tenses and modes, as well as the complement pronouns used with the verbs.

## Development



30 mins



Teacher-Learners

In groups, learners discuss the use of time and verbal mode – present of the subjunctive/ future and observe through the tool that the composer used the pronoun complement before verbs. In the song, this verb mode was used to express a need.

## Application



30 mins



Learners-Learners

Learners create a poster with sentences using the target grammatical structure, aiming for a resilience message with the following theme: 5 things that I will do if my plans don't work out.

## Wrap Up



30 mins



Teacher-Learners

Learners present their posters.



## Assessment

The assessment will take place throughout the process of the activities, in a formative way, through the analysis of learners' participation, the data collected from Voyant Tools tool and their final poster.

# LESSON 15 ACTIVITIES (HANDS ON)

¡Cuándo me falte fuerza, resistiré!

## Activity 1

In small groups, discuss the following questions about the song *Resistiré*.

Get the [lyrics in Spanish and the English translation for Resistiré](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=750#h5p-93>

## Activity 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=750#h5p-94>

## Activity 3

Go to [Voyant Tools](#) to search for the most frequent words found in the song lyrics. To do so, copy and paste the song lyrics into the tool and observe the following tools by clicking on the Corpus Tools: Mandala; Cirrus; Terms Berry.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=750#h5p-95>

## Activity 4

Analyse the pronoun *ME*, through the Corpus Tools Word Tree tools. The Corpus Tools Word Tree tool is accessible through the Trends graph (click on the Windows icon). Then click on Visualization Tools and, next, on Word-Tree. The data will be presented in a tree format. The ‘branches’ join the most frequent word together.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=750#h5p-96>

## Activity 5

Answer the following questions as you analyse this data and use the Contexts tool where the pronoun *ME* appears.

To access the Context tool, click on Export a URL. This will open a new URL with the concordance lines of the most frequent words. Now, it is easier to visualise and observe the word category, and verb tense. This will help you to identify the word pattern necessary to do Activities 5 and 6.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=750#h5p-97>

## Activity 6

Observe the concordance lines with the use of verbs in the present of the subjunctive/future in the Contexts tool.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=750#h5p-98>

## Activity 7

After reflecting on the song lyrics and the use of the present temporal sentences of the subjunctive/future, create a poster with sentences using this grammatical structure. Focus on transmitting a message of resilience with the following theme: 5 things I will do if my plans don't work out. You can create your poster on Power Point or using online tools, such as [Canva](#).

## Activity 8

Discuss the following questions with your peers:

- What are the key takeaways from this lesson?
- What have you learnt about the pronoun *ME*?
- Can the corpora tools used in this lesson (e.g., Voyant Tools) help you learn other aspects of Spanish? If so, in which way(s)?

# LESSON 15 ACTIVITIES (HANDS OFF)

¡Cuándo me falte fuerza, resistiré!

---

## Activity 1

In small groups, discuss the following questions about the song *Resistiré*.

Get the [lyrics in Spanish and the English translation for Resistiré](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=751#h5p-93>

## Activity 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=751#h5p-94>

## Activity 3

Observe the screenshot below, retrieved from Voyant Tools. It shows the analysis of the words from the song through the use of the Corpus Tools: Mandala; Cirrus; Terms Berry.



Figure 1.  
Screenshot  
[VOYANT-Tools.](https://voyant-tools.org/?view=Cirrus&corpus=01dd988718c344e857dfe157169b22b)  
Sinclair, S. & G.  
Rockwell. (2023).  
*Voyant Tools.*  
Retrieved on  
February 7, 2023,  
from  
[https://voyant-too  
ls.org/?view=Cirru  
s&corpus=01dd98  
8718c344e857dfe  
157169b22b](https://voyant-tools.org/?view=Cirrus&corpus=01dd988718c344e857dfe157169b22b) ©  
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*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ug.pressbooks.pub/using-language-data/?p=751#h5p-95>

## Activity 4

Analyse the pronoun *ME*, through the examples provided in the screenshots below, which were taken from tool Corpus Tools Word Tree.

The data from Figure 2 is presented in a tree format, in which the “branches” join the most frequent word together. This example shows the connections with the pronoun *ME*.



Figure 2. Screenshot of [VOYANT-Tools](https://voyant-tools.org/?corpus=01dd988718c344e857dfed157169b22b&panels=cirrus,reader,trends,summary,contexts). Sinclair, S. & G. Rockwell. (2023). *Voyant Tools*. Retrieved February 7, 2023, from <https://voyant-tools.org/?corpus=01dd988718c344e857dfed157169b22b&panels=cirrus,reader,trends,summary,contexts> © VOYANT Tools, all rights reserved, used with permission.

Voyant Tools				
Contextos				
Documento	Esquerda	Termo	Direita	
Cuando ...	con la soledad Cuando se	me	cierren las salidas Y la	
Cuando ...	salidas Y la noche no	me	deje en paz Cuando sienta	
Cuando ...	se rebelen los recuerdos Y	me	pongan contra la pared Resistiré	
Cuando ...	Resistiré Erguido frente a todo	me	volveré de hierro para endurecer	
Cuando ...	Soportaré los golpes y jamás	me	rendiré Y aunque los sueños	
Cuando ...	Y aunque los sueños se	me	rompan en pedazos Resistiré, resistiré	
Cuando ...	mi enemigo sea yo Cuando	me	apuñale la nostalgia Y no	
Cuando ...	reconozca ni mi voz Cuando	me	amenace la locura Cuando en	
Cuando ...	factura O si alguna vez	me	faltas tú Resistiré Erguido frente	
Cuando ...	Resistiré Erguido frente a todo	me	volveré de hierro para endurecer	

Figure 3. Screenshot of [VOYANT Tools](https://voyant-tools.org/?view=Contexts&corpus=01dd988718c344e857dfed157169b22b). Sinclair, S. & G. Rockwell. (2023). *Voyant Tools*. Retrieved February 7, 2023, from <https://voyant-tools.org/?view=Contexts&corpus=01dd988718c344e857dfed157169b22b> © VOYANT Tools, all rights reserved, used with permission.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=751#h5p-96>

## Activity 5

Answer the following questions as you analyse from the previous activity where the pronoun *ME* appears.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/using-language-data/?p=751#h5p-97>

## Activity 6

Observe the concordance lines from the screenshot below with the use of verbs in the present of the subjunctive/future in the Contexts tool.

Voyant Tools		
Esquerda	Termo	Direita
con la soledad Cuando se	me	cierren las salidas Y la
salidas Y la noche no	me	deje en paz Cuando sienta
se rebelen los recuerdos Y	me	pongan contra la pared Resistiré
Resistiré Erguido frente a todo	me	volveré de hierro para endurecer
Soportaré los golpes y jamás	me	rendiré Y aunque los sueños
Y aunque los sueños se	me	rompan en pedazos Resistiré, resistiré
mi enemigo sea yo Cuando	me	apuñale la nostalgia Y no
reconozca ni mi voz Cuando	me	amenace la locura Cuando en
factura O si alguna vez	me	faltas tú Resistiré Erguido frente
Resistiré Erguido frente a todo	me	volveré de hierro para endurecer
Soportaré los golpes y jamás	me	rendiré Y aunque los sueños
Y aunque los sueños se	me	rompan en pedazos Resistiré, resistiré

Figure 4.  
Screenshot of  
VOYANT Tools.  
Sinclair, S. & G.  
Rockwell. (2023).  
Voyant Tools.  
Retrieved  
February 7, 2023,  
from  
<https://voyant-tools.org/?view=Contexts&corpus=01dd988718c344e857dfed157169b22b> ©  
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permission.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://uq.pressbooks.pub/using-language-data/?p=751#h5p-98>

## Activity 7

After reflecting on the song lyrics and the use of the present temporal sentences of the subjunctive/future, create a poster with sentences using this grammatical structure. Focus on transmitting a message of resilience with the following theme: 5 things I will do if my plans don't work out.

## Activity 8

Discuss the following questions with your peers:

- What are the key takeaways from this lesson?
- What have you learnt about the pronoun *ME*?
- Can the corpora tools used in this lesson (e.g., Voyant Tools) help you learn other aspects of Spanish? If so, in which way(s)?

# LESSON 15 FEEDBACK

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Thank you for completing Lesson 15 *Cuándo me falte fuerza, resistiré!*

Did you like the lesson? Do you have some ideas on how it could be improved?

Please fill the following [form](#) with your feedback.

Your suggestions are much appreciated! Thanks 😊

The table below provides a record of edits and changes made to this lesson since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

**Version history**

Version	Date	Section or page	Description
V1			
V1.1			
V1.1			
V2			

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# BACK MATTER

Paula Tavares Pinto and Franciele Spinelli

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## A special thanks

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## Peer Review Statement

This book has undergone peer review by subject experts from the University of Queensland (UQ) and São Paulo State University (UNESP). The reviewers were academics and professional staff at research institutions, with specialised experience in language teaching, education and corpus linguistics. Reviews were structured around considerations of the intended audience of the book, and examined the relevance, accuracy, structure and clarity of the content.

We would like to thank the review team for the time, care and commitment they contributed to the book. This book would not be the robust, valuable resource that it is were it not for their feedback and input.

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