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

ADRIANE ORENHA OTTAIANO; ALINE CANTAROTTI; ALINE YURI KIMINAMI; ARIANE DONIZETE DELGADO RIBEIRO CALDAS; CAROLINA TAVARES DE CARVALHO; CELSO FERNANDO ROCHA; FRANCIELE SPINELLI; JEANE CARDOSO COSTA; LILIANE MANTOVANI LOPES; LUCIANO FRANCO DA SILVA; PAULA TAVARES PINTO; PETER CROSTHWAITE; SILMARA RIBEIRO MOSCATELLI; TALITA SERPA; AND WILLIAM GARCIA

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FRONT MATTER

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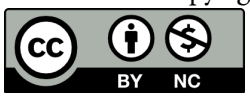

The University of Queensland, St Lucia QLD, Australia

INTRODUCTION

ABOUT THIS TEACHER'S GUIDE

Paula Tavares Pinto and Franciele Spinelli

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).

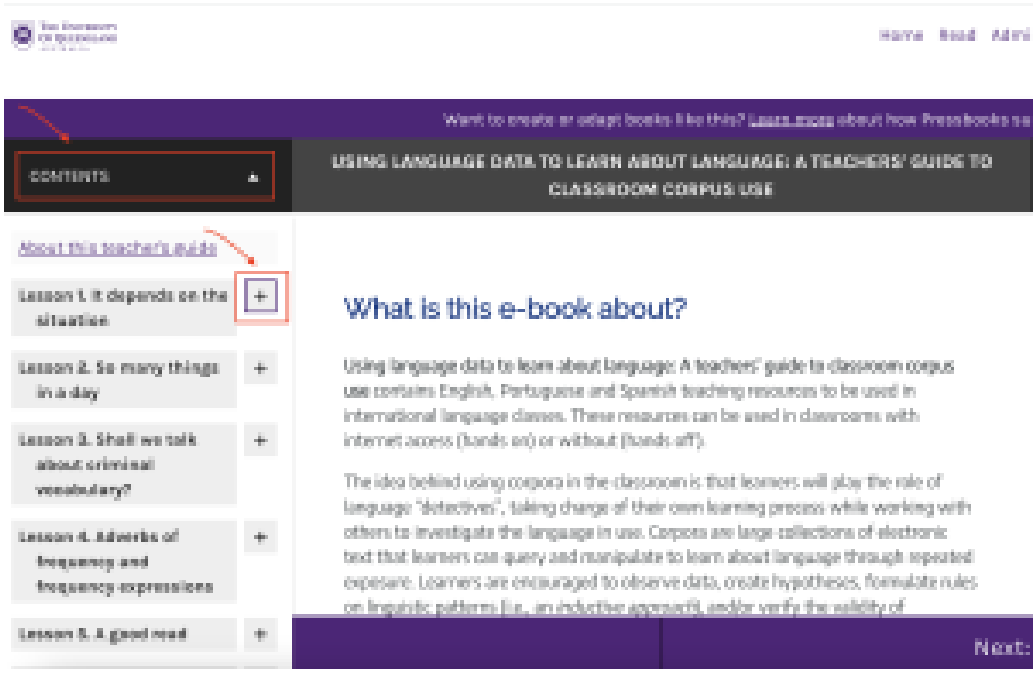

Figure 1. Screenshot of Pressbooks. Retrieved on January 12, 2023

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

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.

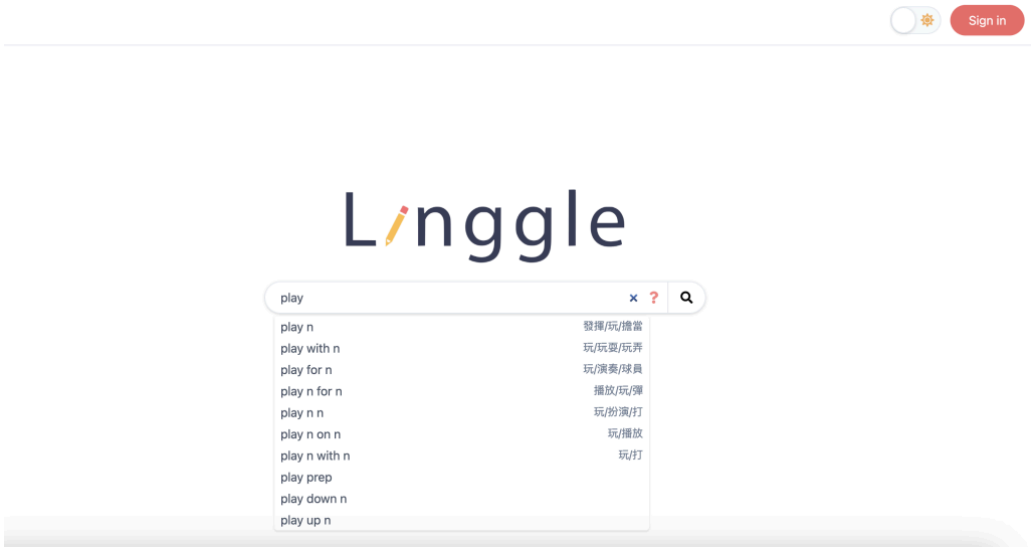

Figure 1. Screenshot of Linggle. Retrieved on September 17, 2022. © Linggle, all rights reserved, used with permission.

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

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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 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.

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-88

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

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-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.

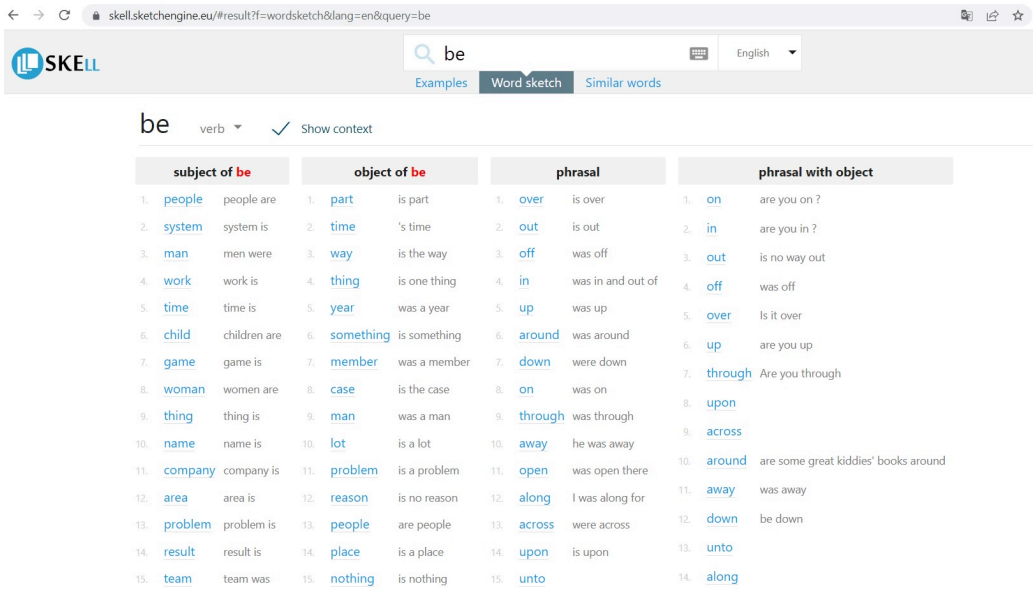

Figure 1. Screenshot of SKELL – query be. Retrieved on September 17, 2022. © SKELL, all rights reserved, used with permission.

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

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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

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=645#h5p-117

LESSON 2 DEVELOPMENT

So many things in a day

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.

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=649#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=649#h5p-76

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=649#h5p-77

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=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:
https://uq.pressbooks.pub/using-language-data/?p=650#h5p-79

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 😊

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 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 lessons 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 – *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.

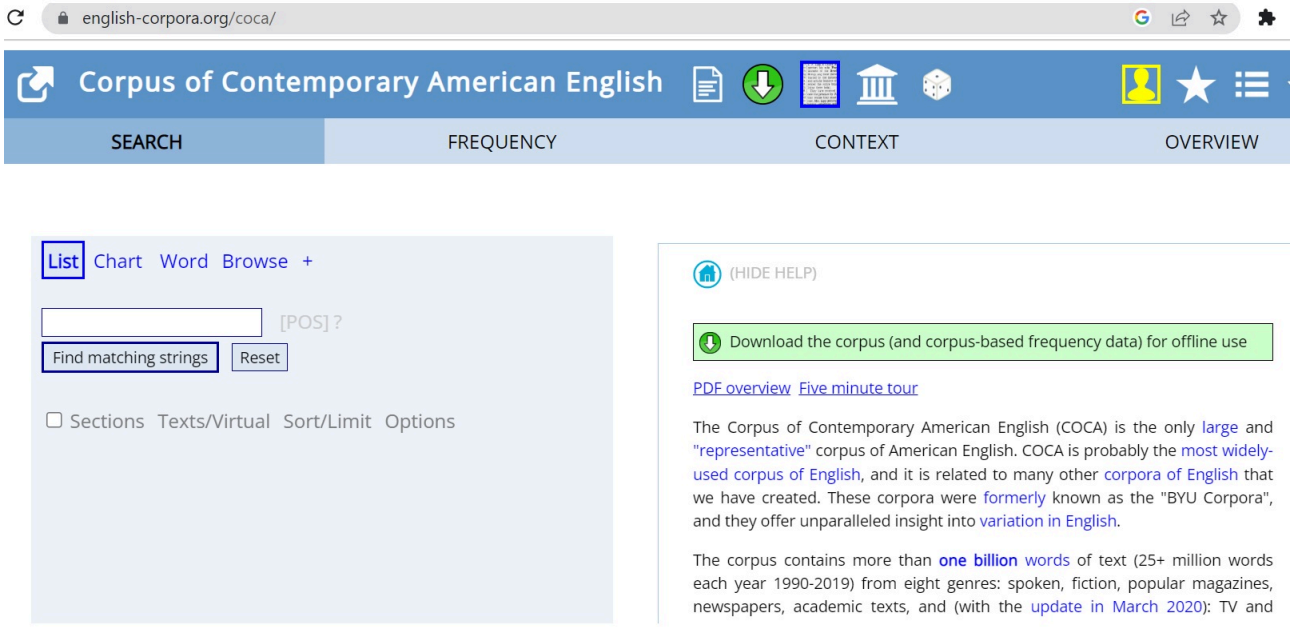

Figure 1. Screenshot of COCA home page. Retrieved on September 20, 2021. © Mark Davies (2008-), all rights reserved, used with permission.

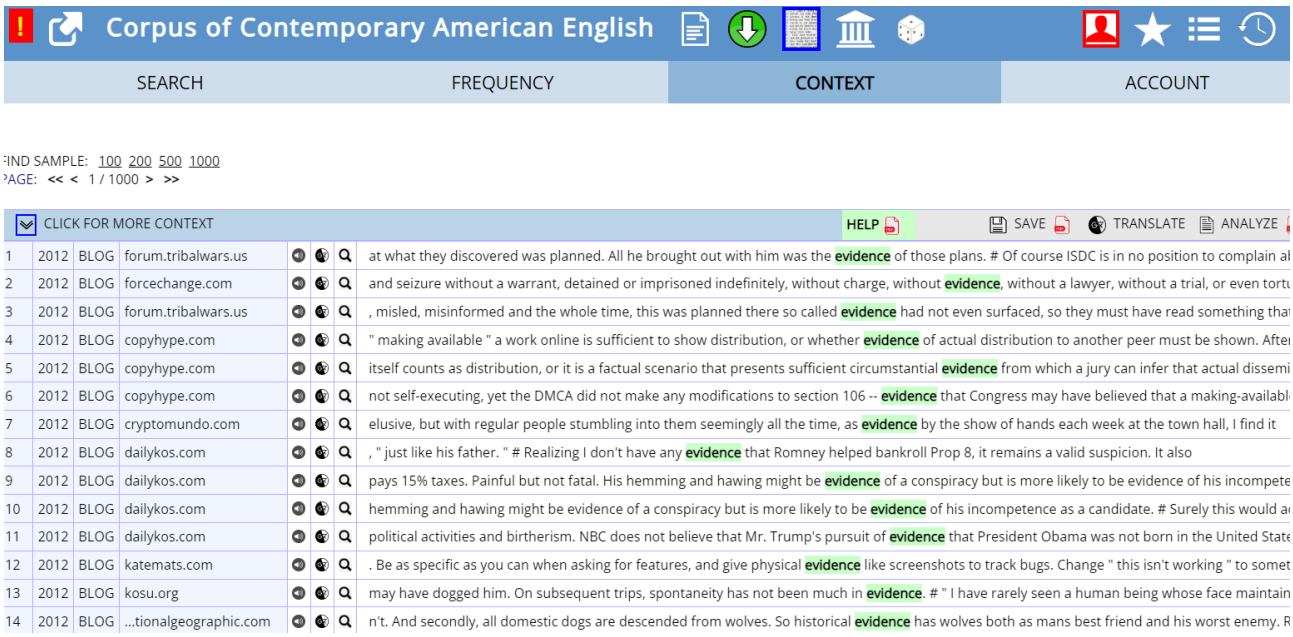

Figure 2. Screenshot of the keyword evidence of COCA. Retrieved on September 20, 2021. © Mark Davies (2008-), all rights reserved, used with permission.

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

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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).

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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

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=178#h5p-118

LESSON 3 DEVELOPMENT

Shall we talk about criminal vocabulary?

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.

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-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.

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-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=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.

Version history

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

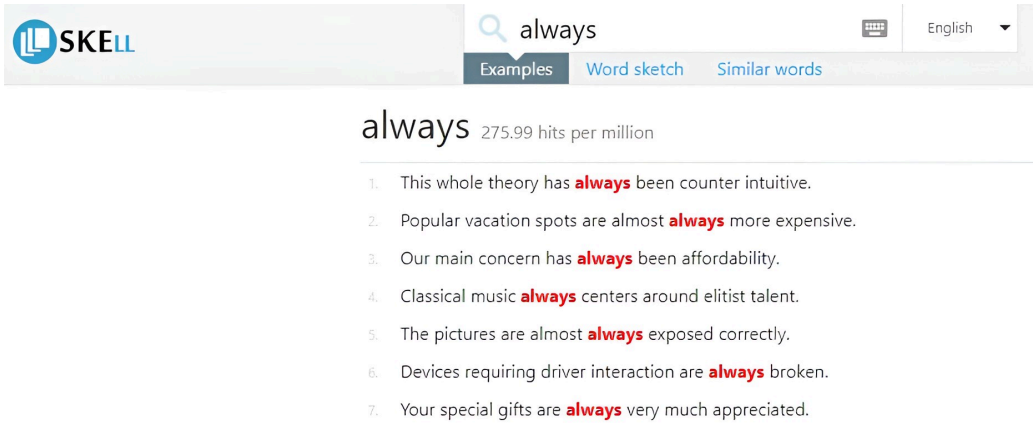

Figure 1. Screenshot of Skell Engine examples. Retrieved on 02 October, 2022. © SKELL, all rights reserved, used with permission.

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

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LESSON 4 PLAN

Adverbs of frequency and frequency expressions

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

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=330#h5p-119

LESSON 4 DEVELOPMENT

Adverbs of frequency and frequency expressions

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

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=334#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=334#h5p-28

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=334#h5p-29

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=334#h5p-104

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=334#h5p-30

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=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

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.

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-31

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=336#h5p-32

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

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

Dr. Liliane Mantovani Lopes
SÃO PAULO STATE UNIVERSITY (UNESP)

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

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=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.

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-17

Activity 4

Use the COCA CORPUS to analyse the following expressions: *gripping, quite moving, readable, bookworm*. 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=209#h5p-18

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=209#h5p-19

Activity 6

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=209#h5p-20

Activity 7

Read an example of a "book report" from the following website SampleTemplates.

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 **gripping** traps on land again (330 size). Unfortunately, this is true.
get the bait. Please write your reps and senators NOW if you believe body **gripping** 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 **gripping** 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 **gripping** 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 **gripping** 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 **gripping** 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 **gripping**. -- Journal of Interdisciplinary History # Hanson, for those who someho
WhatSucksBlog on Twitter: What Sucks Mission Statement # Suckiness surrounds us all, **gripping** 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 **gripping** account of a courageous journey. Thank you for sharing it, Mr Steven.
nation's current troubles, Liz Alderman reports: # Far from the grim atmosphere **gripping** 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 **gripping** 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 **gripping** 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 **gripping**, 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 **gripping** 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 **gripping** 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 **gripping**! 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 **gripping** 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 SampleTemplates. 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			
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:

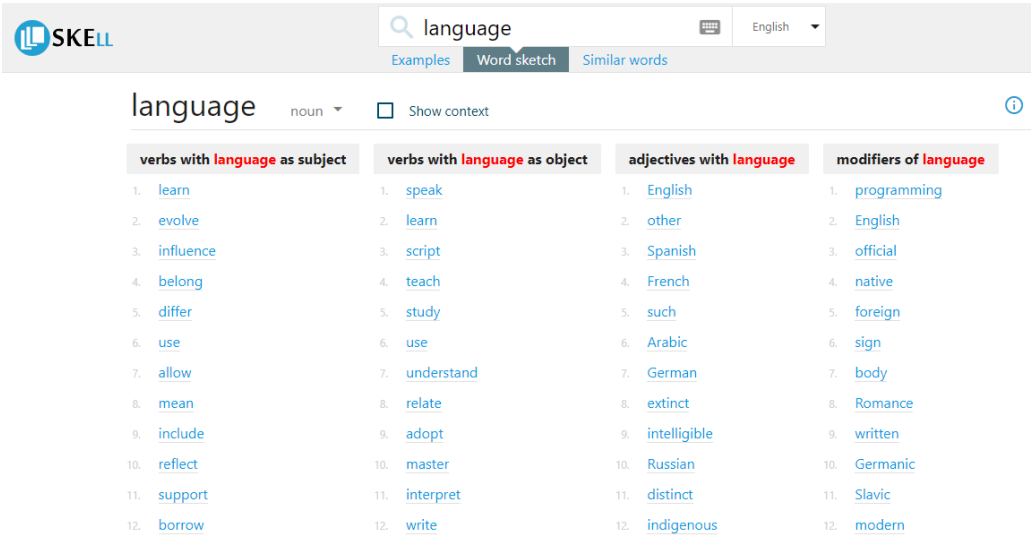

Figure 1. Screenshot of 'language' in WordSketch. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

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

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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

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

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.).

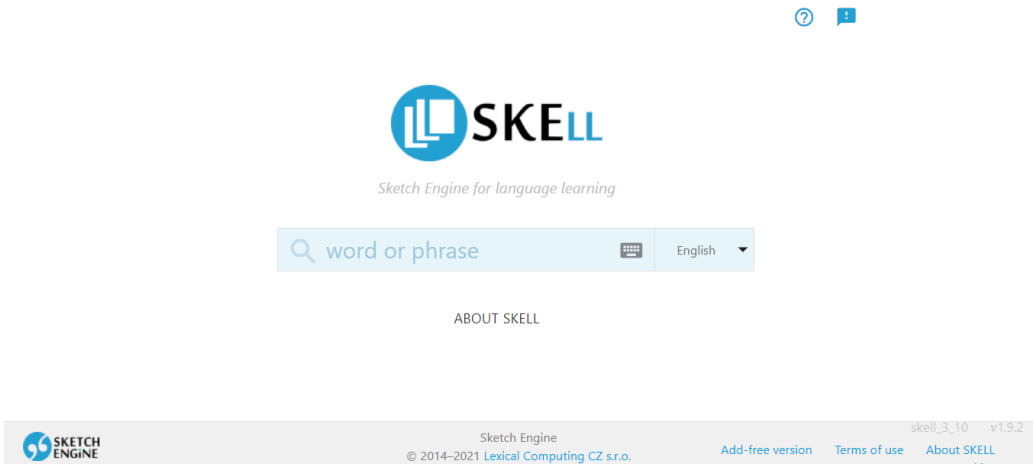

Figure 3. Screenshot of SKELL homepage. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

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=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.

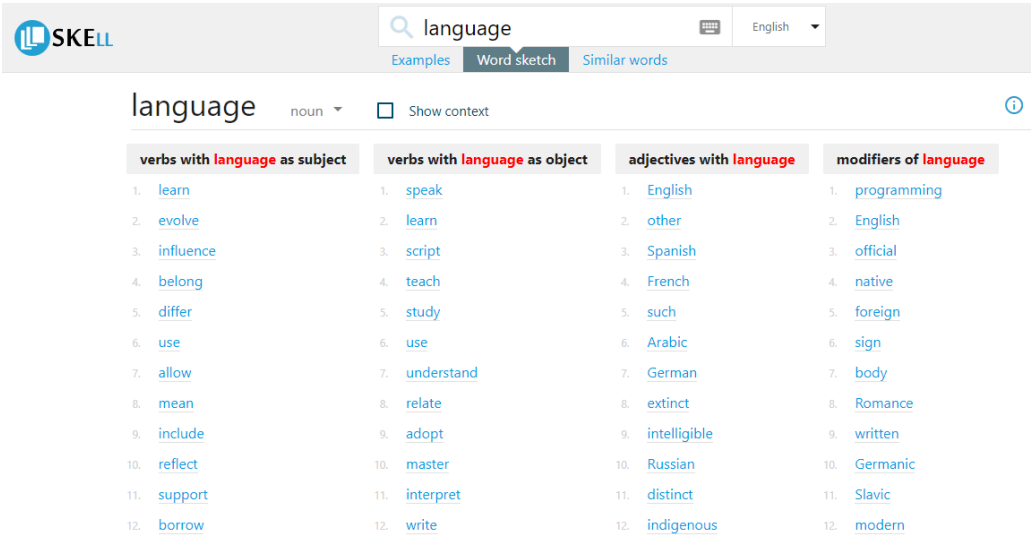

Figure 4. Screenshot of 'language' in WordSketch. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

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

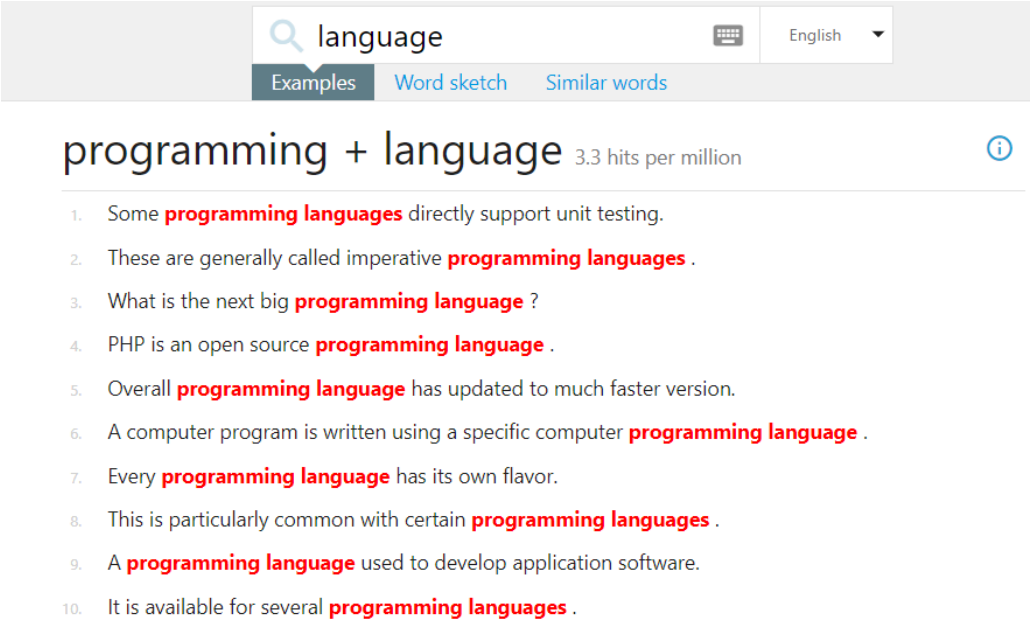

Figure 5. Screenshot of 'programming' + 'language' in example tool in Skell. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

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.

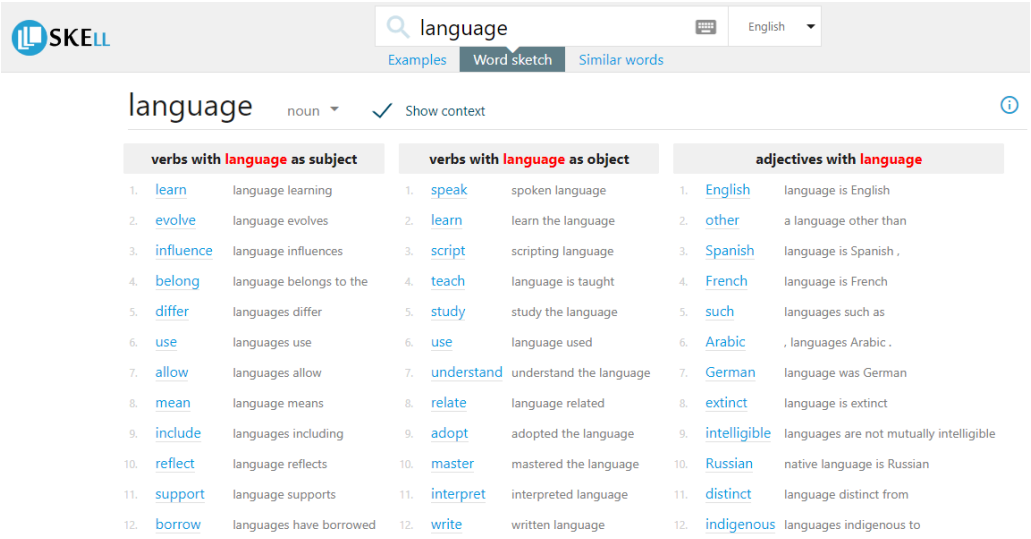

Figure 6. Screenshot of 'language' with context in WordSketch. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

Activity 3

Use SKELL to help you answer the questions below.

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=418#h5p-36

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=418#h5p-37

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=418#h5p-38

Activity 4

Look for examples of...

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=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.

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=418#h5p-40

Homework 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=418#h5p-41

Homework Activity 2

Choose the best option to complete the sentences.

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=418#h5p-42

Homework 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=418#h5p-43

Homework 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=418#h5p-44

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.
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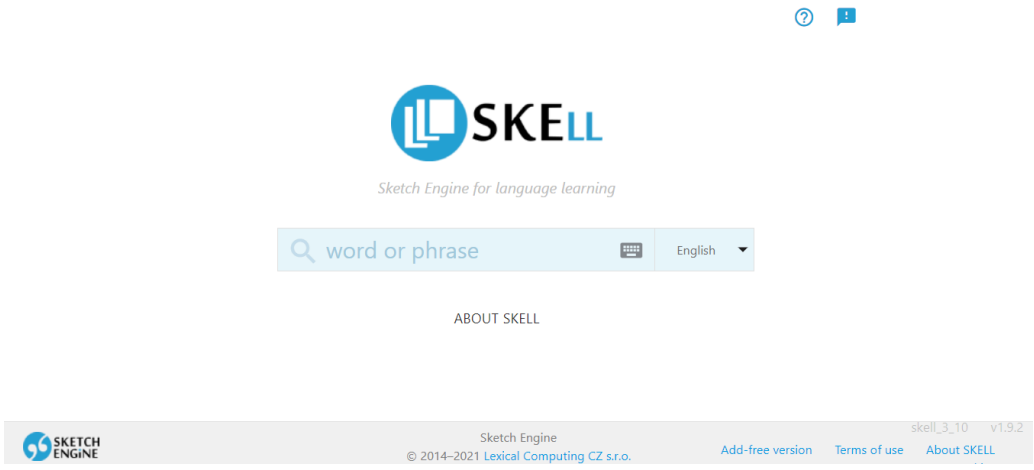


Figure 7. Screenshot of SKELL homepage. Retrieved on September 22, 2022. © SKELL, all rights reserved, used with permission.

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=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.

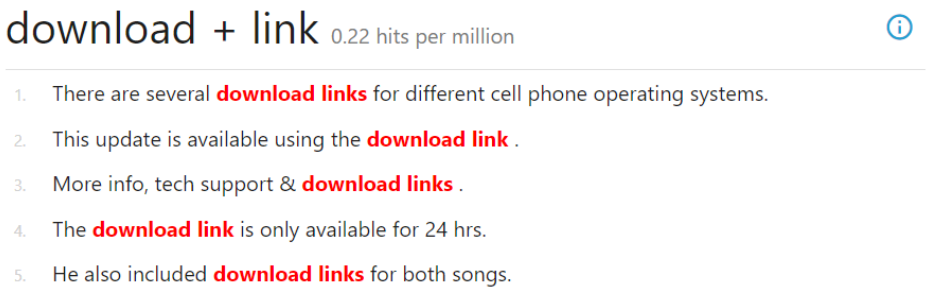


Figure 8. Screenshot of SKELL concordance lines (download + link). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

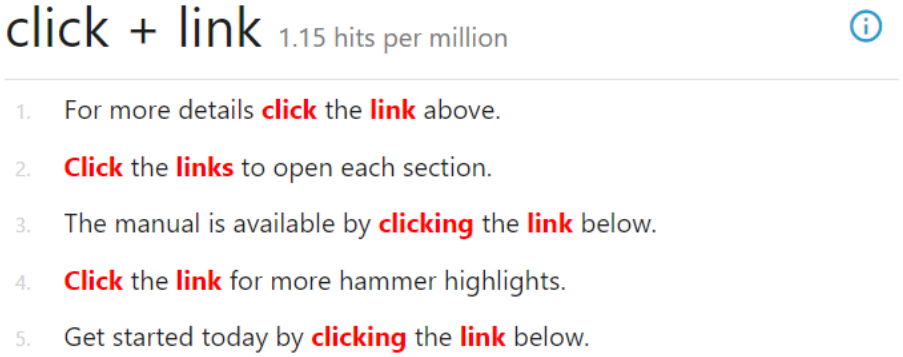


Figure 9. Screenshot of SKELL concordance lines (click + link). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

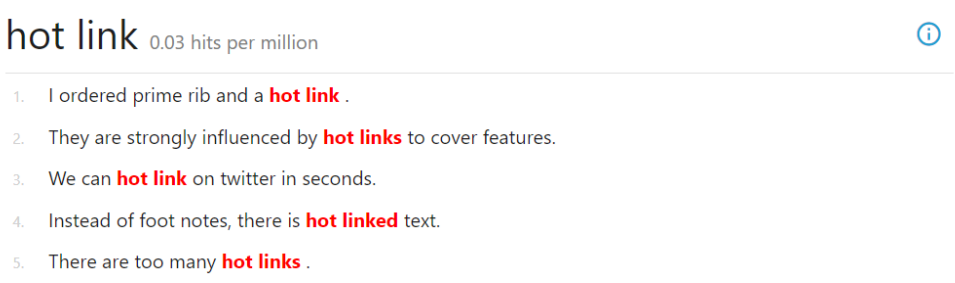


Figure 10. Screenshot of SKELL concordance lines (hot + link). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

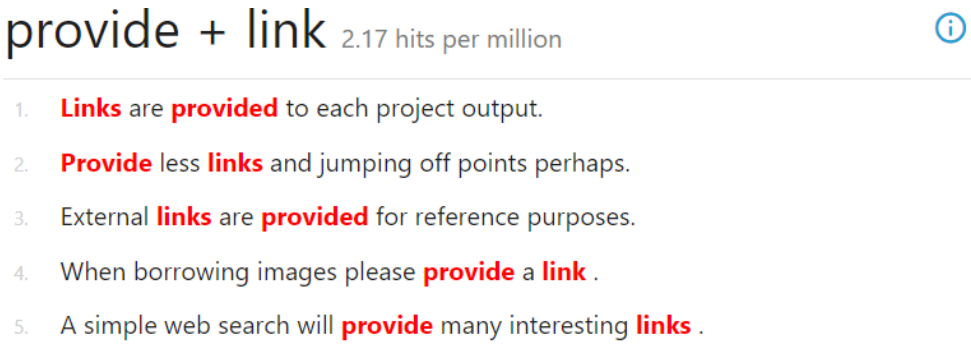


Figure 11. Screenshot of SKELL concordance lines (provide + link). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

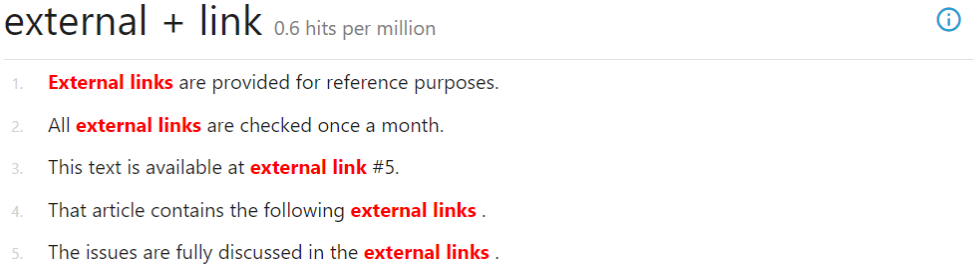


Figure 12. Screenshot of SKELL concordance lines (external + link) Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

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=1640#h5p-108

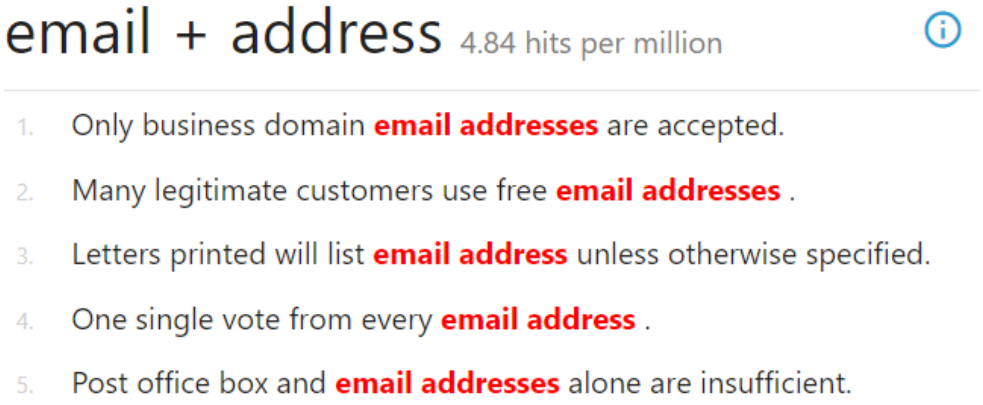


Figure 13. Screenshot of SKELL concordance lines (email + address). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

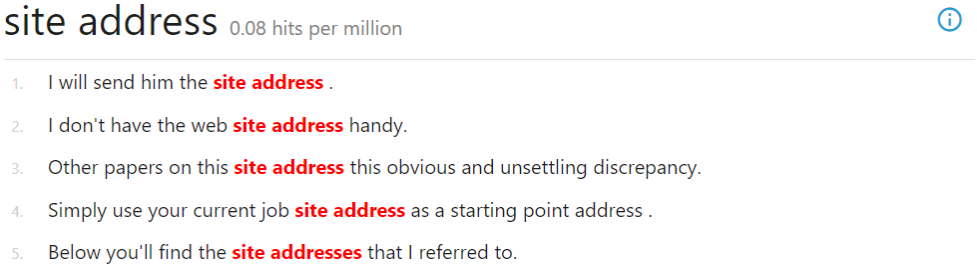


Figure 14. Screenshot of SKELL concordance lines (site + address). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

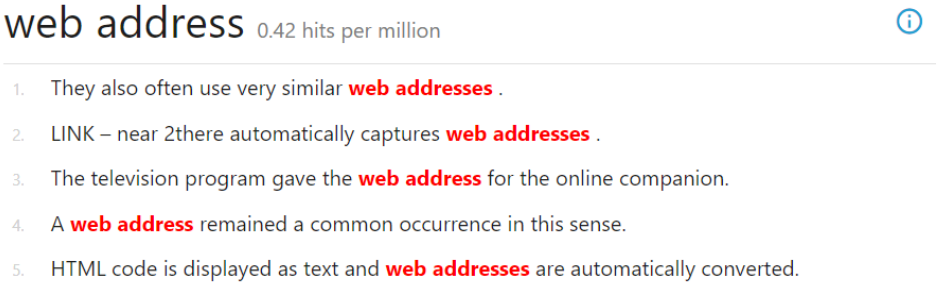
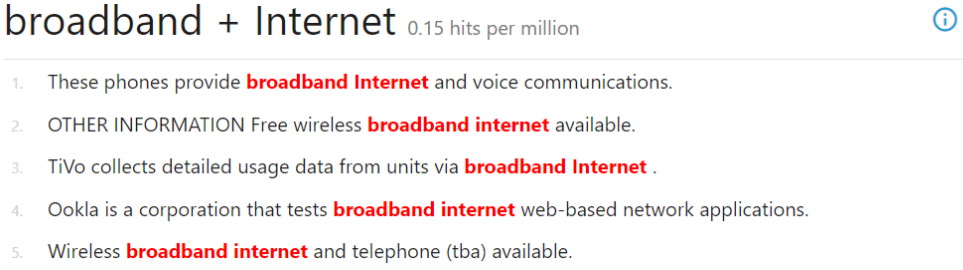


Figure 15. Screenshot of SKELL concordance lines (web + address). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.

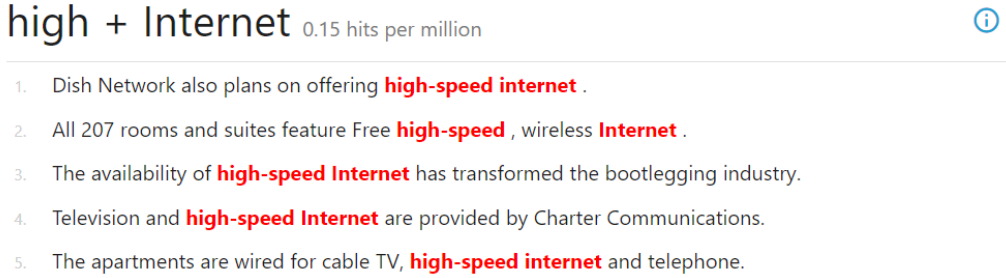
An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://uq.pressbooks.pub/using-language-data/?p=1640#h5p-109



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.

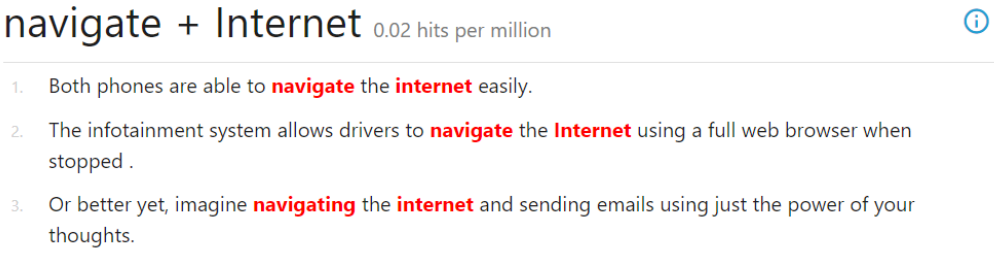
Figure 16. Screenshot of SKELL concordance lines (broadband + internet). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.



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.

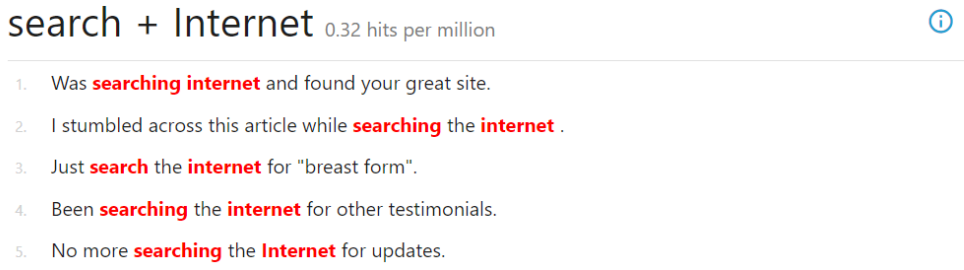
Figure 17. Screenshot of SKELL concordance lines (high-speed + internet). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.



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** .

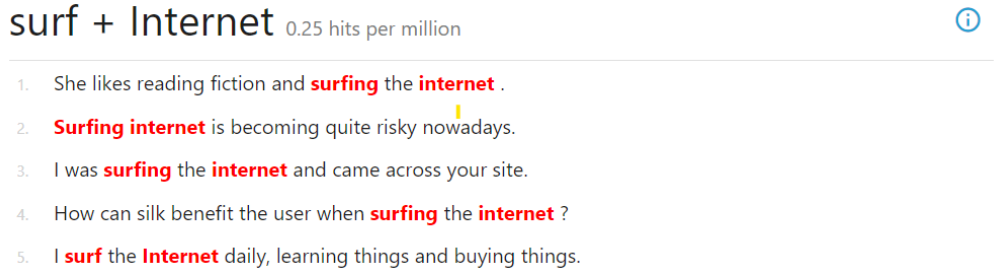
Figure 18. Screenshot of SKELL concordance lines (navigate + internet). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.



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.

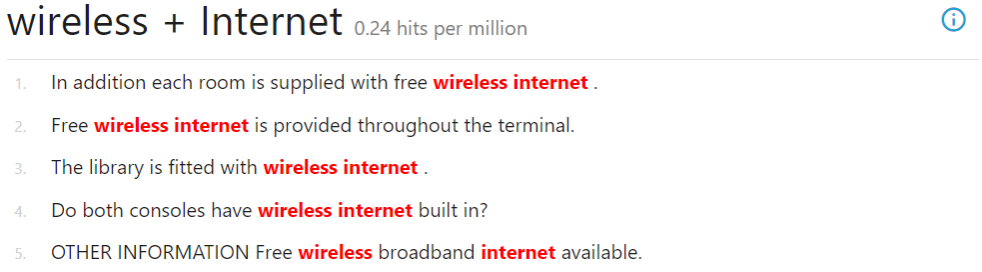
Figure 19. Screenshot of SKELL concordance lines (search + internet). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.



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). Retrieved on January 24, 2023. © SKELL, all rights reserved, used with permission.



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). Retrieved on January 24, 2023. © SKELL, 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=1640#h5p-110

Activity 3

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

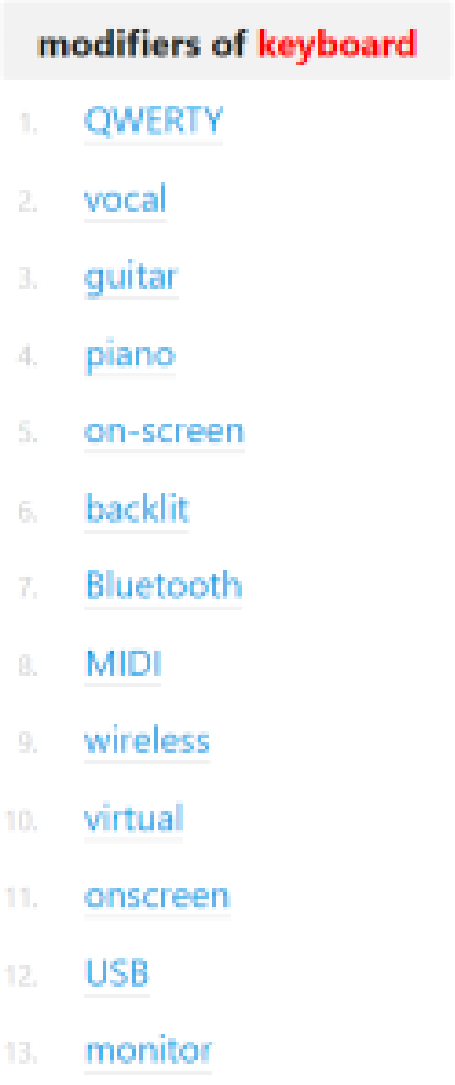


Figure 22. Screenshot of SKELL word sketch (keyboard). Retrieved on January 24, 2023.

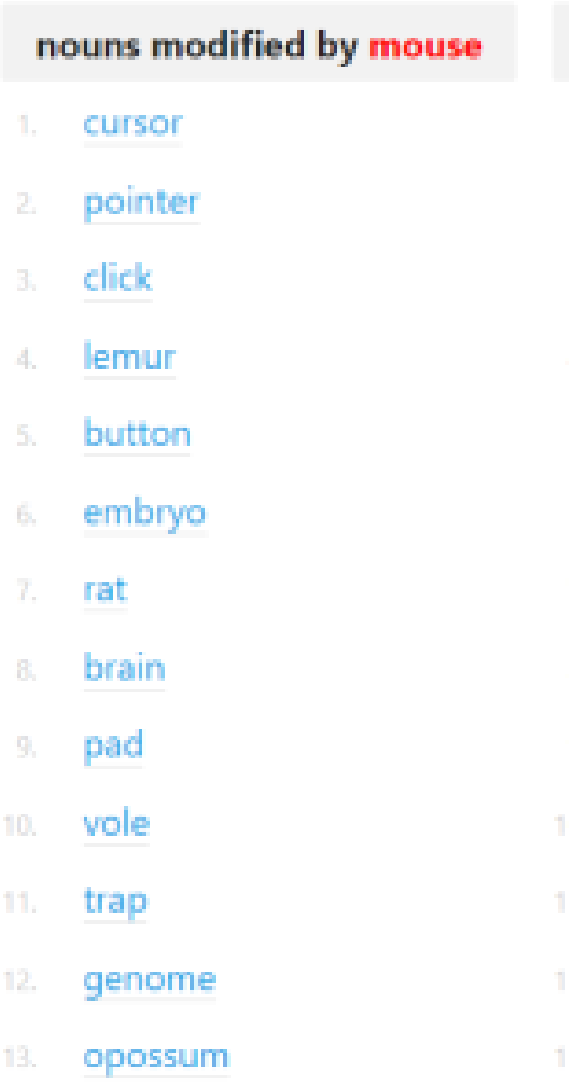


Figure 23. Screenshot of SKELL word sketch (mouse). Retrieved on January 24, 2023.

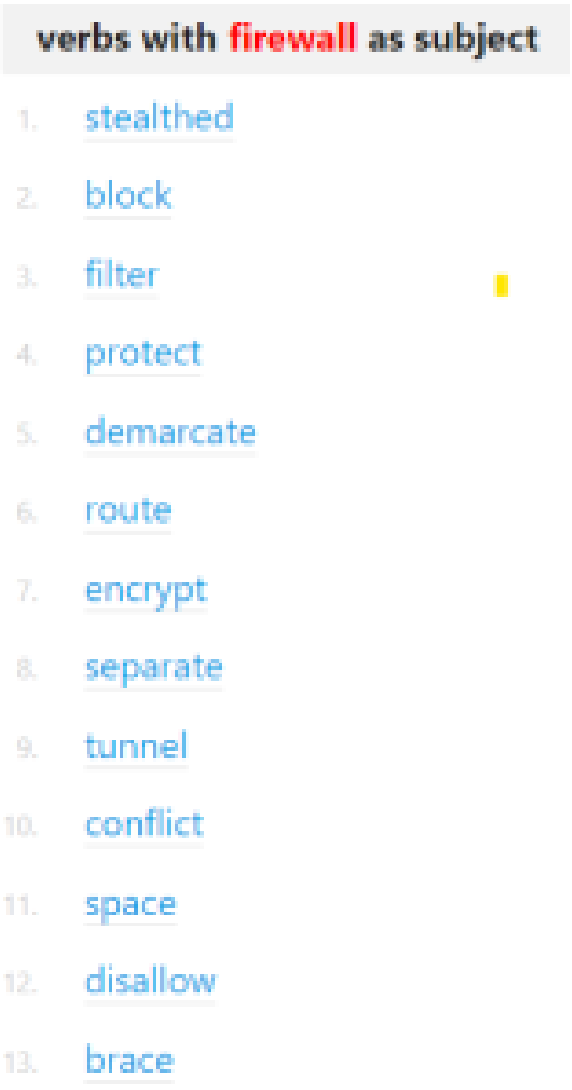


Figure 24. Screenshot of SKELL word sketch (firewall). Retrieved on January 24, 2023.

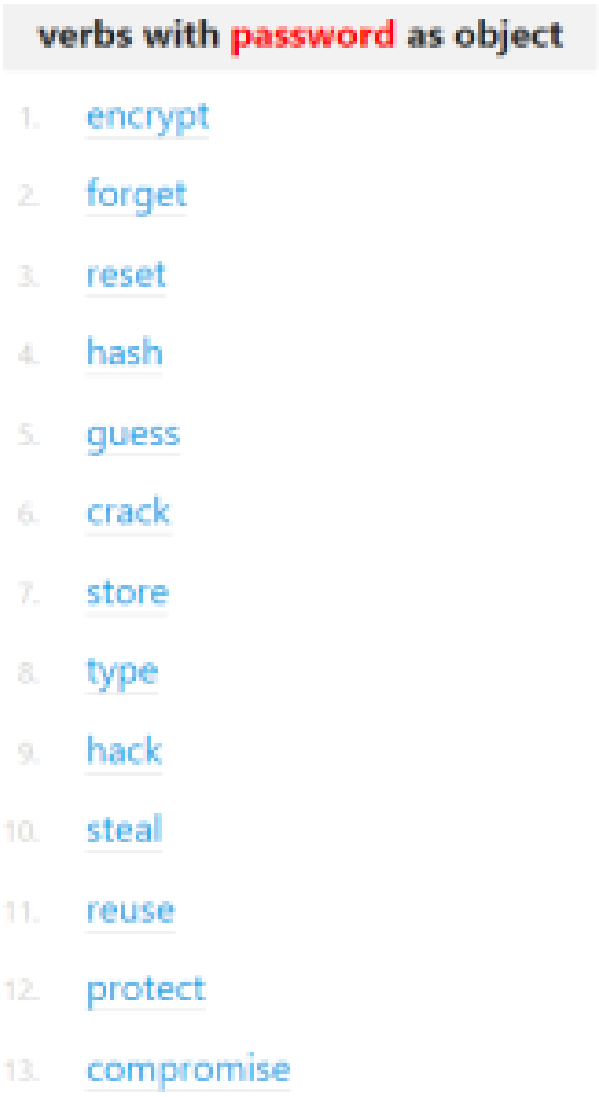


Figure 25. Screenshot of SKELL word sketch (password). Retrieved on January 24, 2023.

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=1640#h5p-39

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.

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=1640#h5p-40

Homework 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=1640#h5p-41

Homework Activity 2

Choose the best option to complete the sentences.

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https://uq.pressbooks.pub/using-language-data/?p=1640#h5p-42

Homework 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=1640#h5p-43

Homework 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=1640#h5p-44

LESSON 6 FEEDBACK

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.

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

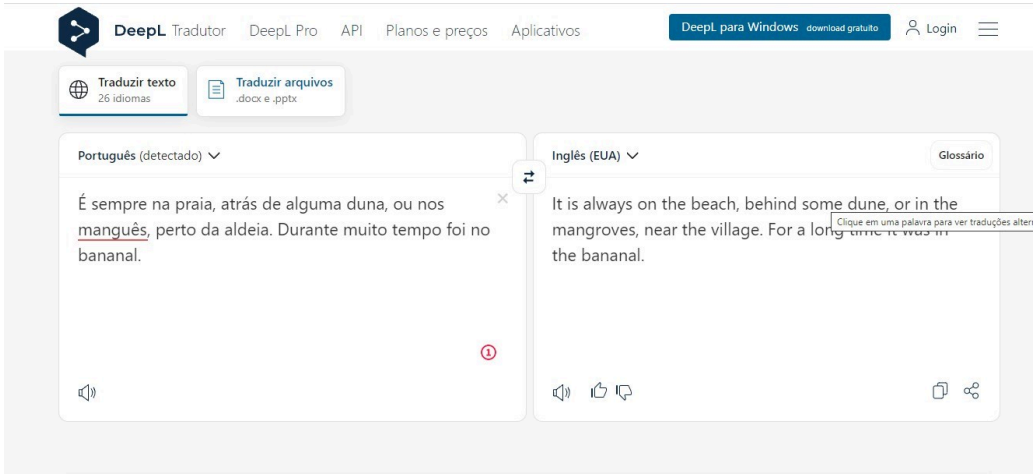

Figure 3. Screenshot of DEEPL. Retrieved on September 20, 2022. © DeepL, all rights reserved, used with permission.

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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LESSON 7 PLAN

Let's talk about Brazilian culture

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

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

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

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

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 LGBTQIA + 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.

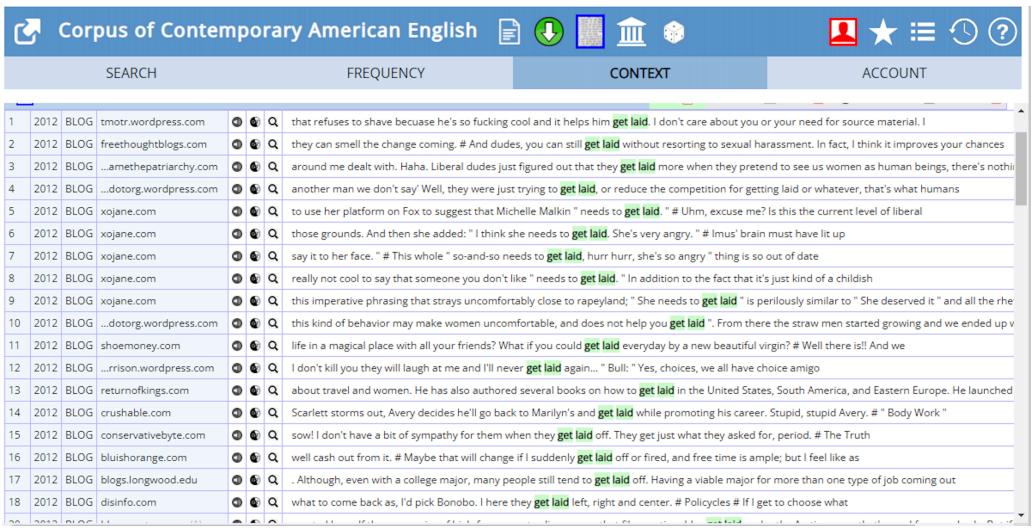

Figure 1. Screenshot of COCA of context tool. Retrieved on September 20, 2022. © Mark Davies (2008-), all rights reserved, used with permission.

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.

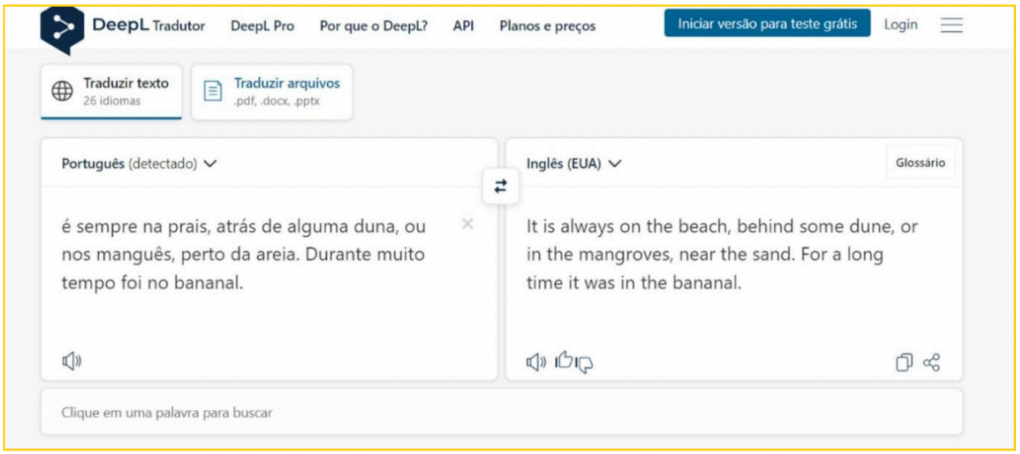

Figure 4. Screenshot of DeepL. Retrieved on September 20, 2022. © DeepL, all rights reserved, used with permission.

Watch Pressbooks Video 10 (YouTube, 3m2s) below to learn more about COCA, Linguee, 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

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

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

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)?

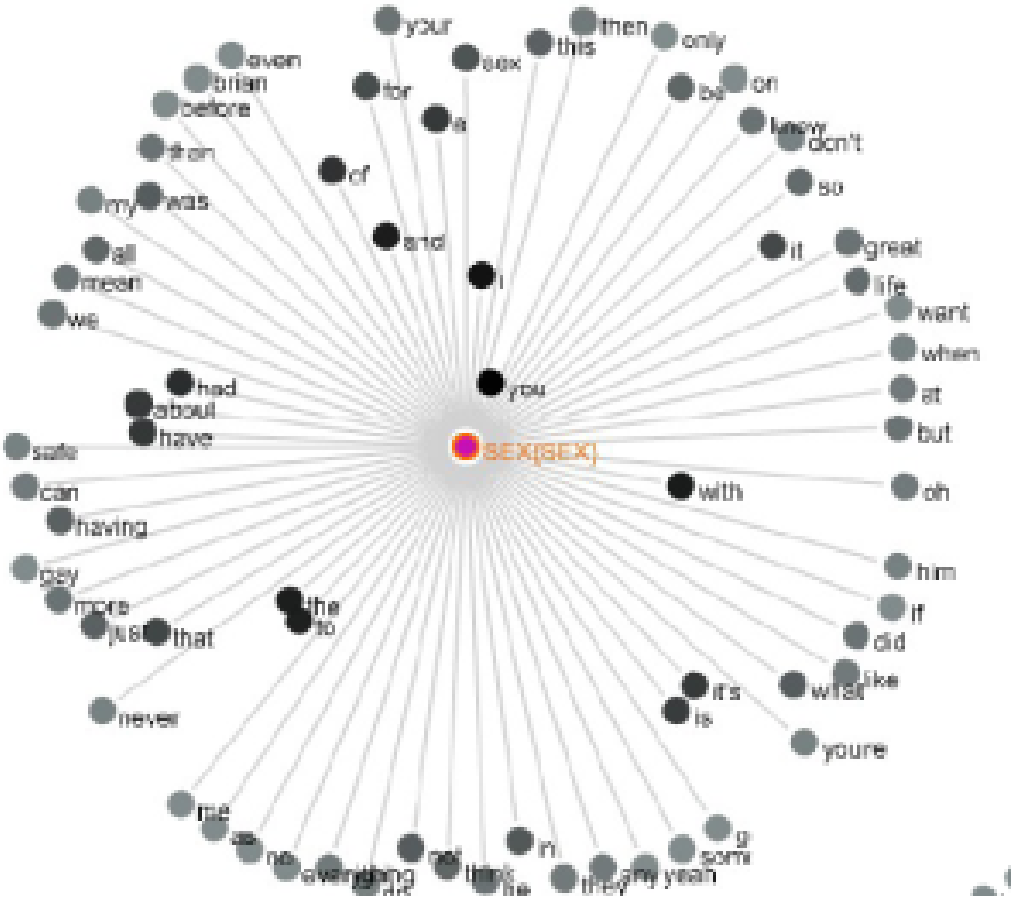

Figure 6. Screenshot of BNClab – query 'sex'. Retrieved on September 20, 2022. © BNClab, all rights reserved, used with permission.

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=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.

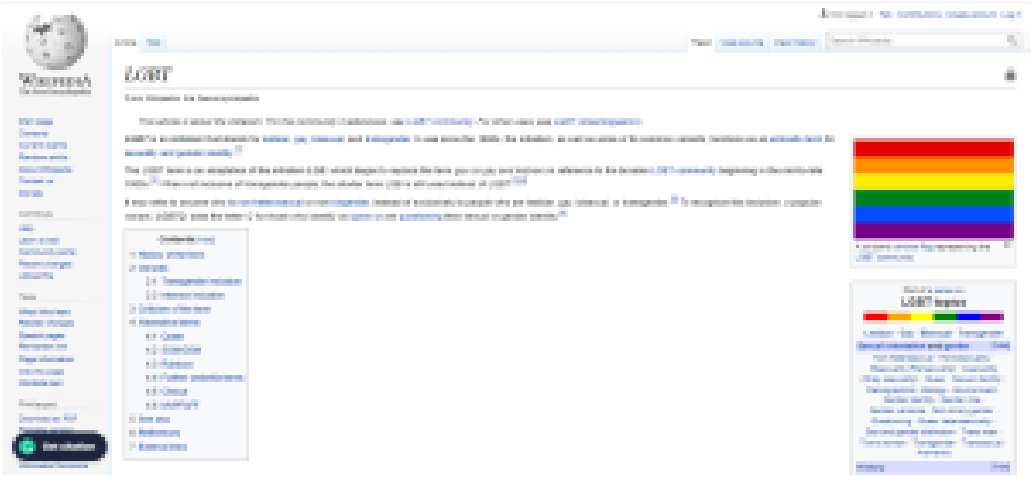

Figure 7. Screenshot of LGBT via Wikipedia, CC BY-SA 3.0. Retrieved on October 28, 2022.

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-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)?

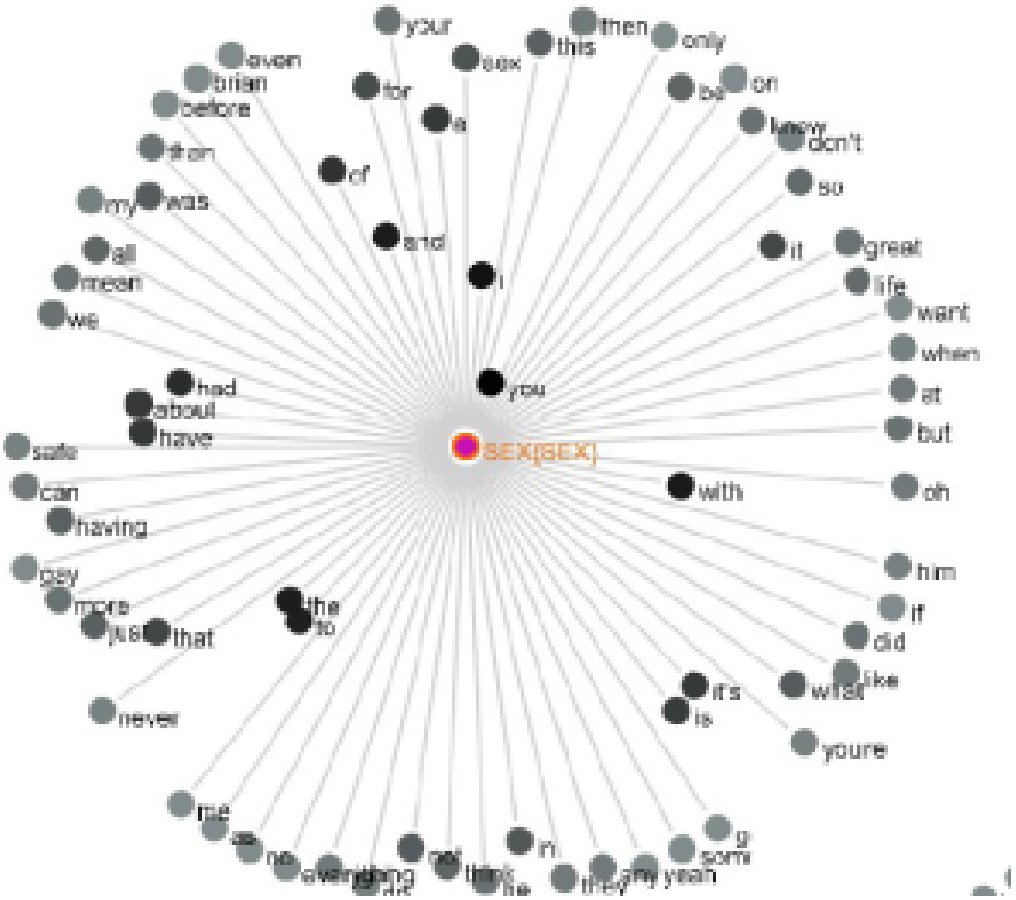

Figure 8. Screenshot of BNC LAB – query 'sex'. Retrieved on September 20, 2022. © BNClab, all rights reserved, used with permission.

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=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.

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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

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Carolina Tavares de Carvalho is a Ph.D. student 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?

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 Lancs)

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 S: mm I	love	snow ice cream S: would you like to go back to	male
18	why ? for the Eiffel Tower ? S: yeah S: yeah S: I	love	it it 's so er clever it was really quickly	male
23	wondering why is not telling me good morning S: sending his	love	S: and now I understand he 's realised that he just	male
24	just S: saying you 're very good downhill are n't you	love	? S: I 'm very what ? S: very good at going	male
26	much good that 's good to know S: or do you	love	but do you love the tablet more ? S: well by	male
28	not S: engaged I 'm not engaged I 'm not in	love	S: but she 's a really cool person is n't she	male
32	it 's getting to be a bit sunny S: wow I	love	this piece S: it 's very nice S: what does it say	male
35	to go the erm S: did you use any pans my	love	? S: I used every pan every pan just in case	male
49	interesting to please good grief S: but I bet she 'd	love	to play with a jetpack a silver jetpack S: mm if	male
56	good to know S: or do you love but do you	love	the tablet more ? S: 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: mum ? S: where Henry and Anne fell in	love	and then later S: when S: decided he 'd behead 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 we 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 BNC LAB of concordance lines (gender – Female). Retrieved on September 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-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.

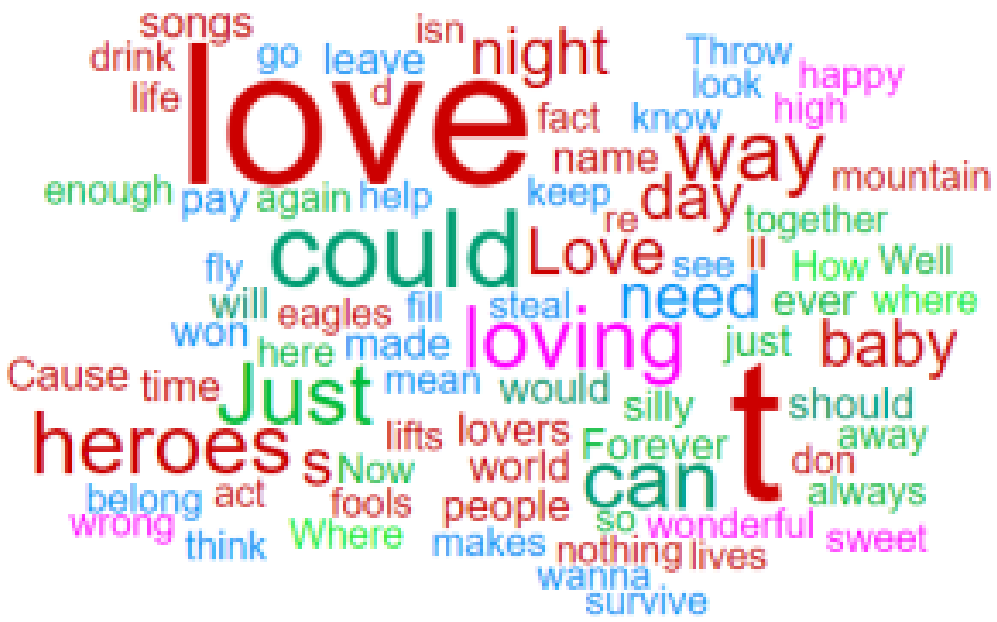

Figure 6. Screenshot of the word cloud from VersaText from the Love Lesson. Retrieved on September 20, 2021. © VersaText, all rights reserved, used with permission.

Figure 7. Screenshot of concordance lines from VersaText from the Love Lesson. Retrieved on September 20, 2021. © VersaText, 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-13

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=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.

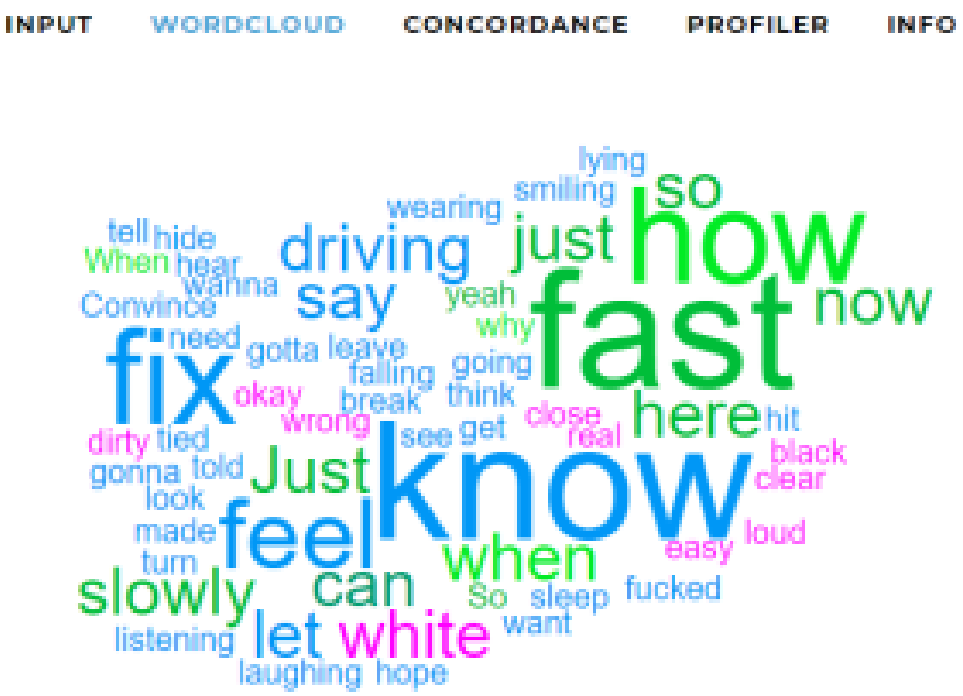

Figure 8. Screenshot of the world cloud from VersaText from Pink's song 90 Days. Retrieved on September 20, 2021. © VersaText, all rights reserved, used with permission.

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.

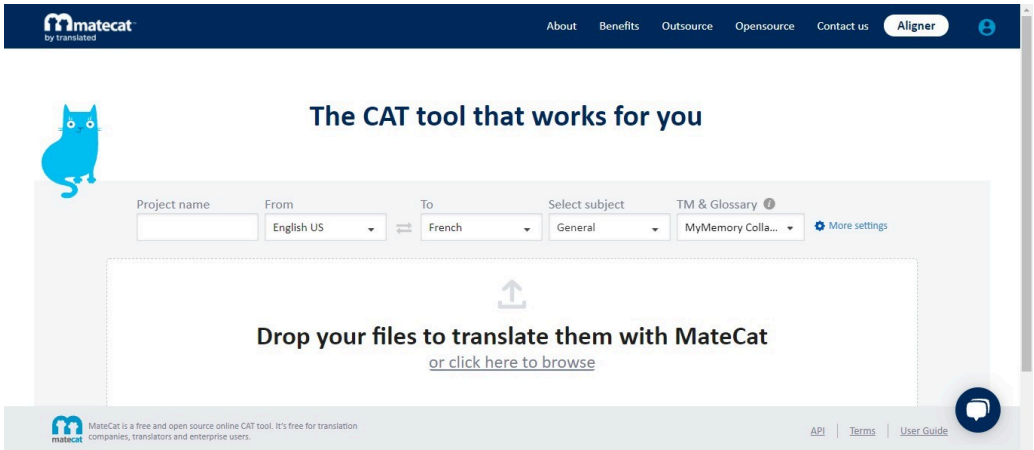

Figure 1. Screenshot of Matecat.. Retrieved on September 20, 2022. © Matecat, all rights reserved, used with permission.

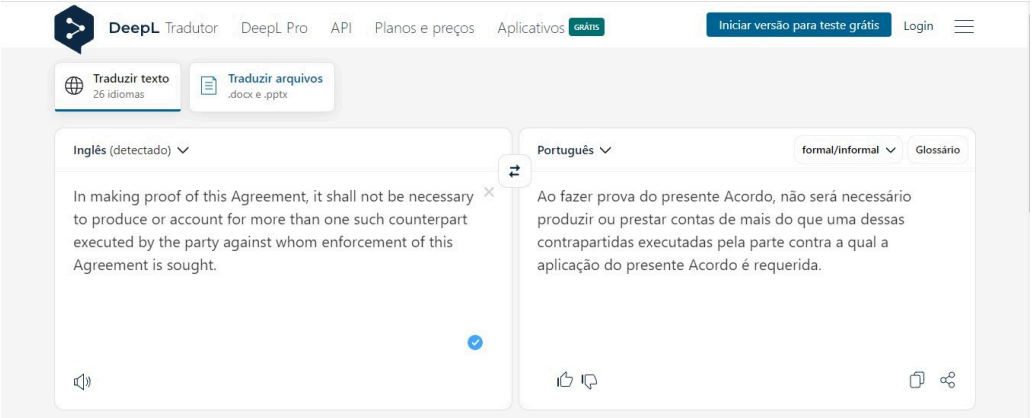

Figure 2. Screenshot of DEEPL. Retrieved on September 20, 2022. © DeepL, all rights reserved, used with permission.

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

About the Authors

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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.

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http://lattes.cnpq.br/4376809612317029

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

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

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=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

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-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=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

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-82

Activity 4

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

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-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

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=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.

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-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=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.

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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.

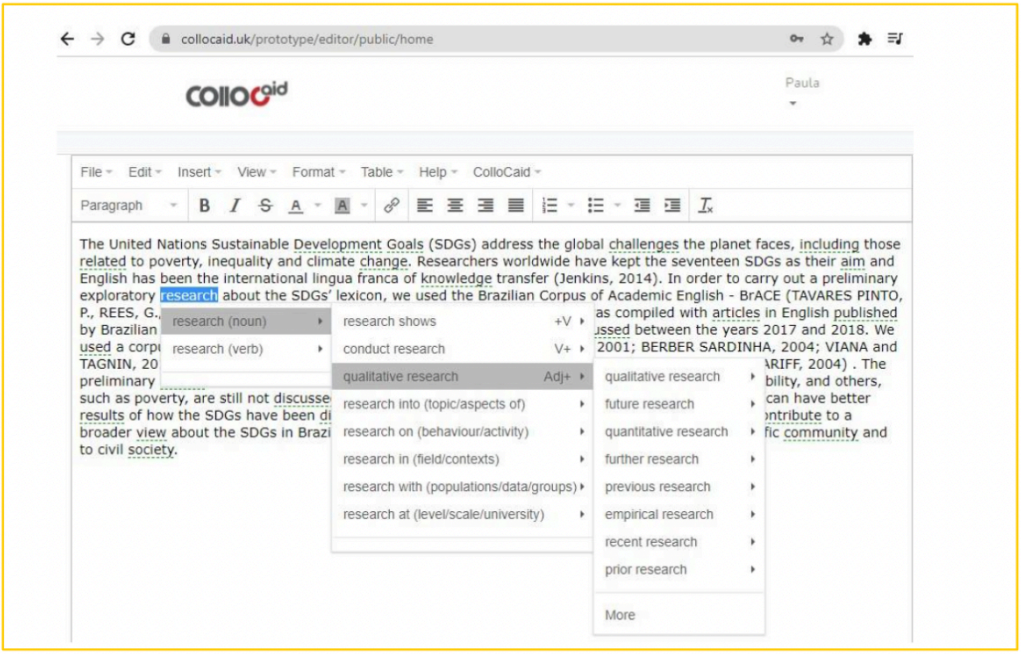

Figure 1. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

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

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=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.

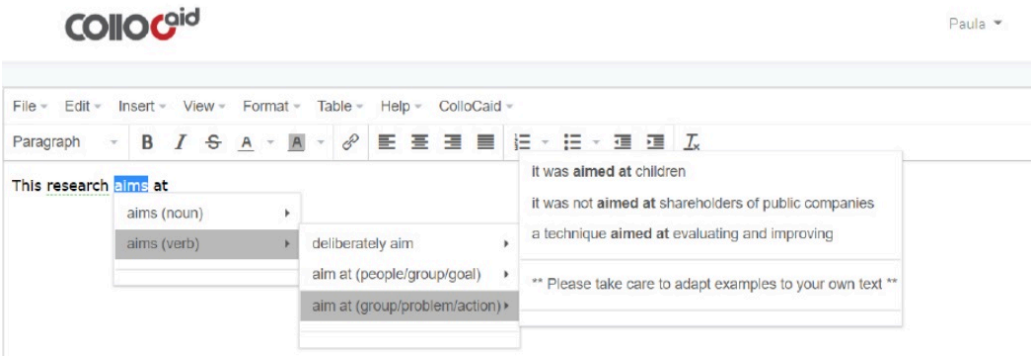

Figure 3. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

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.

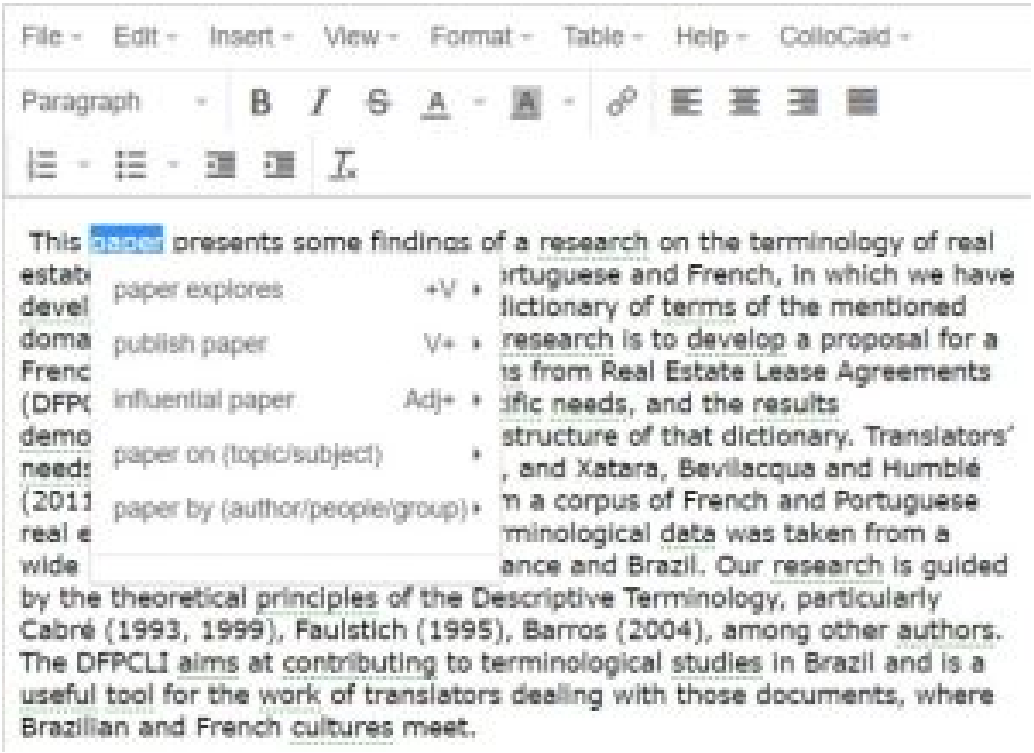

Figure 4. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

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.

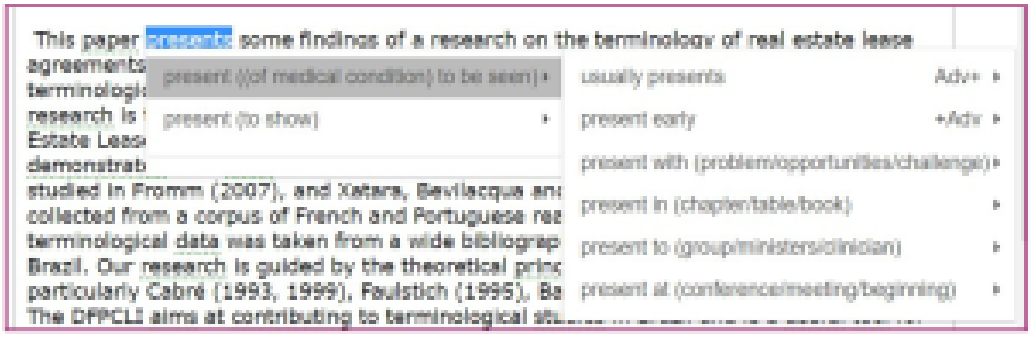

Figure 5. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

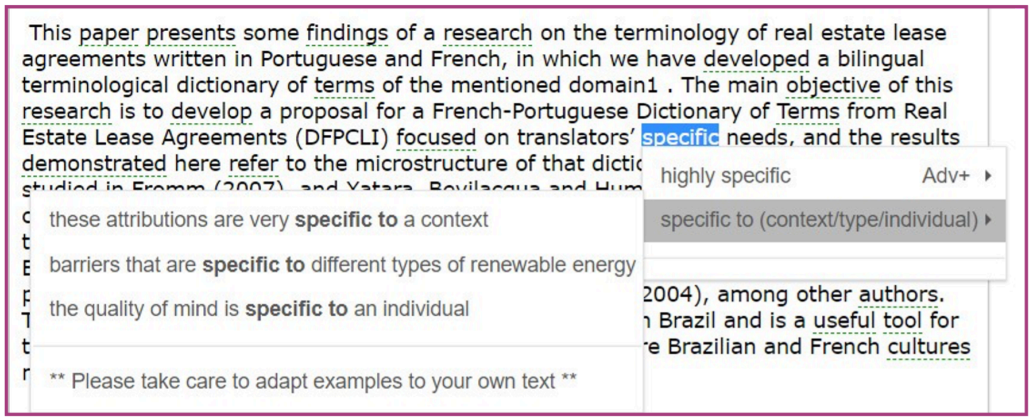

Figure 6. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

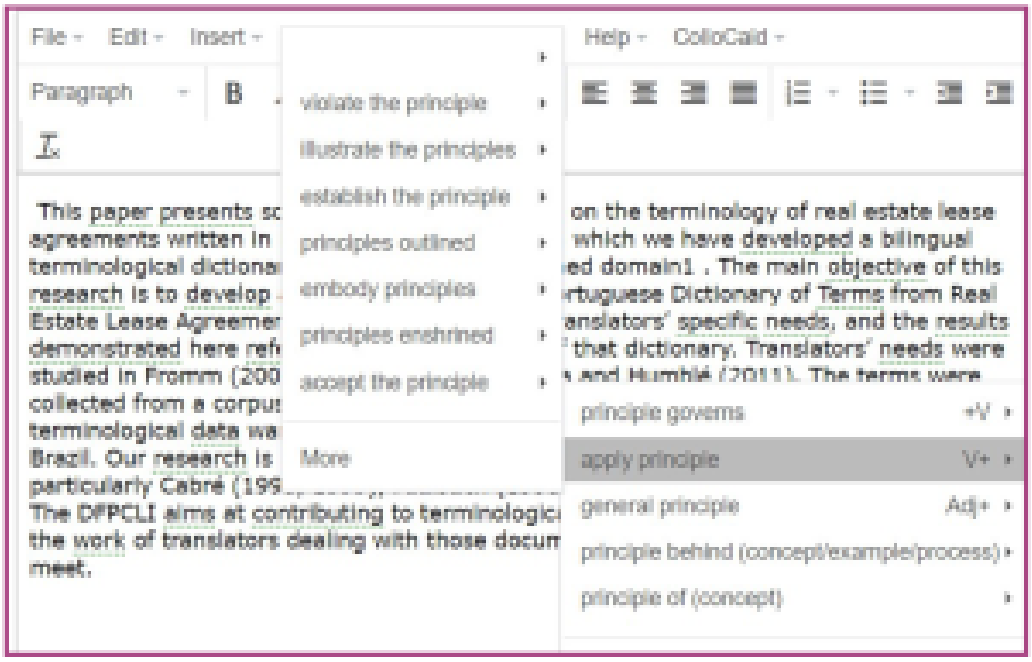

Figure 7. Screenshot of Collocaid. Retrieved on September 14, 2022. © Collocaid, all rights reserved, used with permission.

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=288#h5p-22

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=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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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.

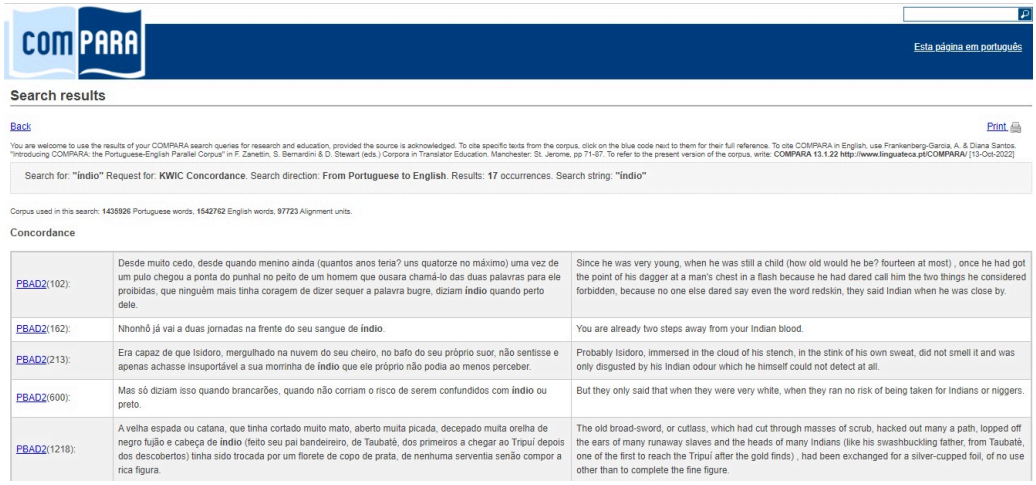

Figure 1. Screenshot of COMPARA. Retrieved on September 19, 2022. © COMPARA, all rights reserved, used with permission.

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.

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.

Figure 4. Screenshot of COMPARA. Retrieved on September 19, 2022. © COMPARA, all rights reserved, used with 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, tornará 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 carmeava, 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. Retrieved on September 19, 2022. © COMPARA, 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=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 tênue 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 Giráo-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.	Iraçéma, 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 Oitycíca, 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. © COMPARA, all rights reserved, used with permission.

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 *graúna graúna's 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. Retrieved on October 13, 2022. © COMPARA, 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=322#h5p-68

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

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=322#h5p-112

LESSON 12 FEEDBACK

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.

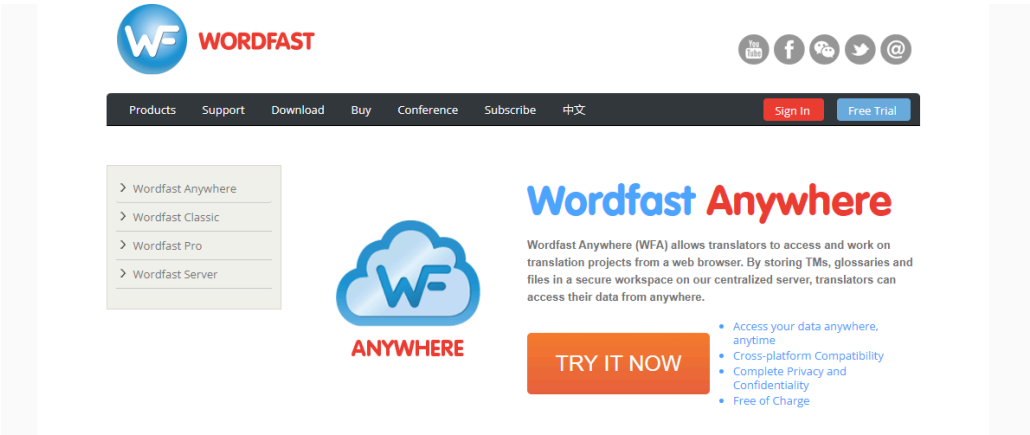

Figure 1. Screenshot of Wordfast Anywhere. Retrieved on October 03, 2021. © Wordfast Anywhere, all rights reserved, used with permission.

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

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LESSON 13 PLAN

Poetry translation

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.

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=424#h5p-128

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 am 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.

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-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 When it is said, Some say. I say it just Begins to live That day. (Written by Emily Dickinson)	Palavra é morta Quando está dita, Dizem uns. Digo: inicia A só viver Em tal dia. (Translated by José Lino Grünewald)	Quanto se expresse — Dizem — perece Depressa. Eu — discordando — Digo — isso é quando Começa. (Translated by Nelson Ascher)

Adapted from Sergio Maciel (2018).

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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 linguísticas,

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.

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-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.

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-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

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

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 Projetor

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

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

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 the 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*.

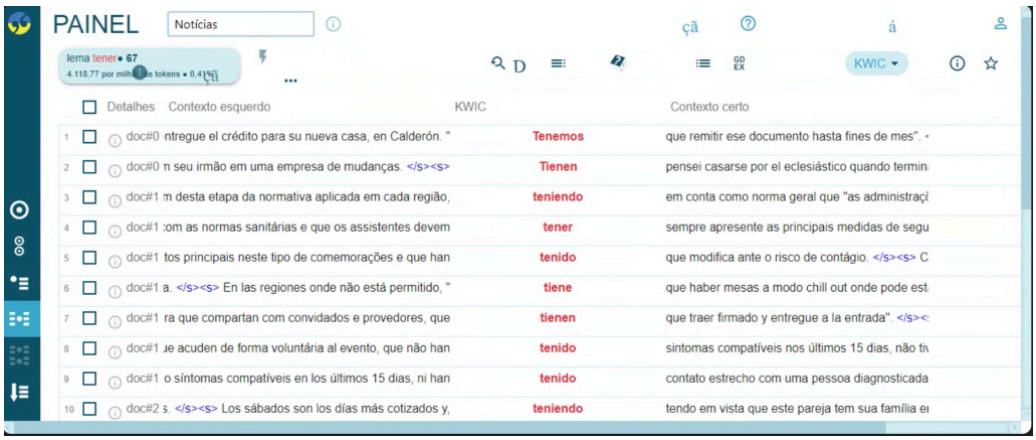

Figure 2. Screenshot of concordance lines 'tener' generated by the concordance tool in Sketch Engine. Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.

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.

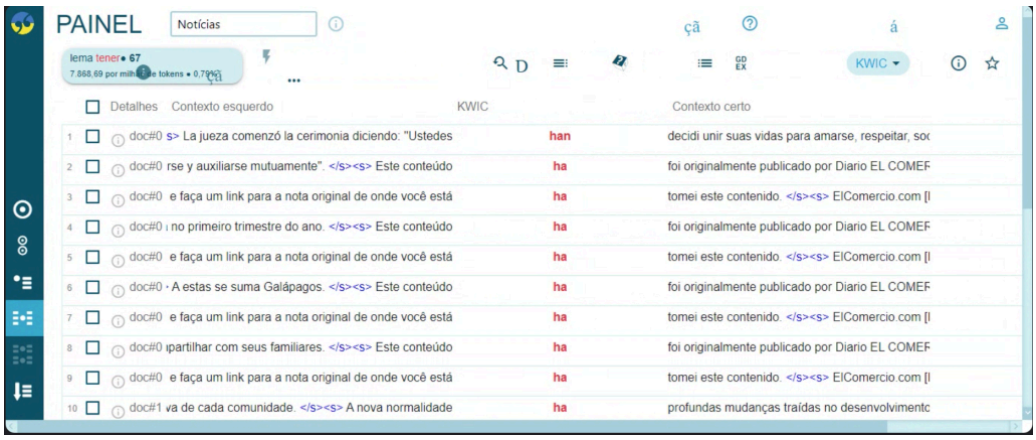

Figure 4. Screenshot of concordance lines 'haber' generated by the concordance tool in Sketch Engine. Retrieved on August 30, 2022. © Sketch Engine, all rights reserved, used with permission.

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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LESSON 15. ¡CUÁNDO ME FALTE FUERZA, RESISTIRÉ!

LESSON 15 DESCRIPTION

¡Cuándo me falte fuerza, resistiré!

Silmara Ribeiro Moscatelli

¡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

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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; Cirus; 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; Cirus; 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; Cirus; Terms Berry.

Figure 1. Screenshot VOYANT-Tools. Sinclair, S. & G. Rockwell. (2023). *Voyant Tools*. Retrieved on February 7, 2023, from https://voyant-tools.org/?view=Cirrus&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-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. 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. 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

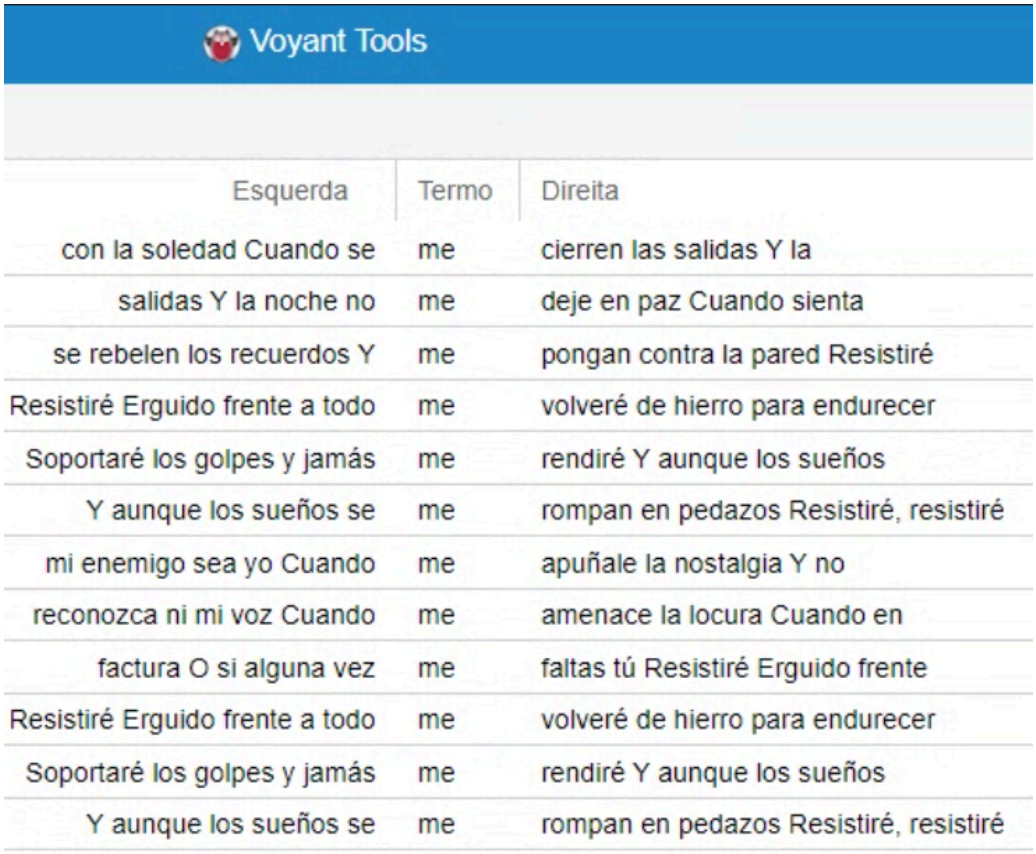
Activity 5

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 © 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-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

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.

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V1.1			
V2			

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BACK MATTER

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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.

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