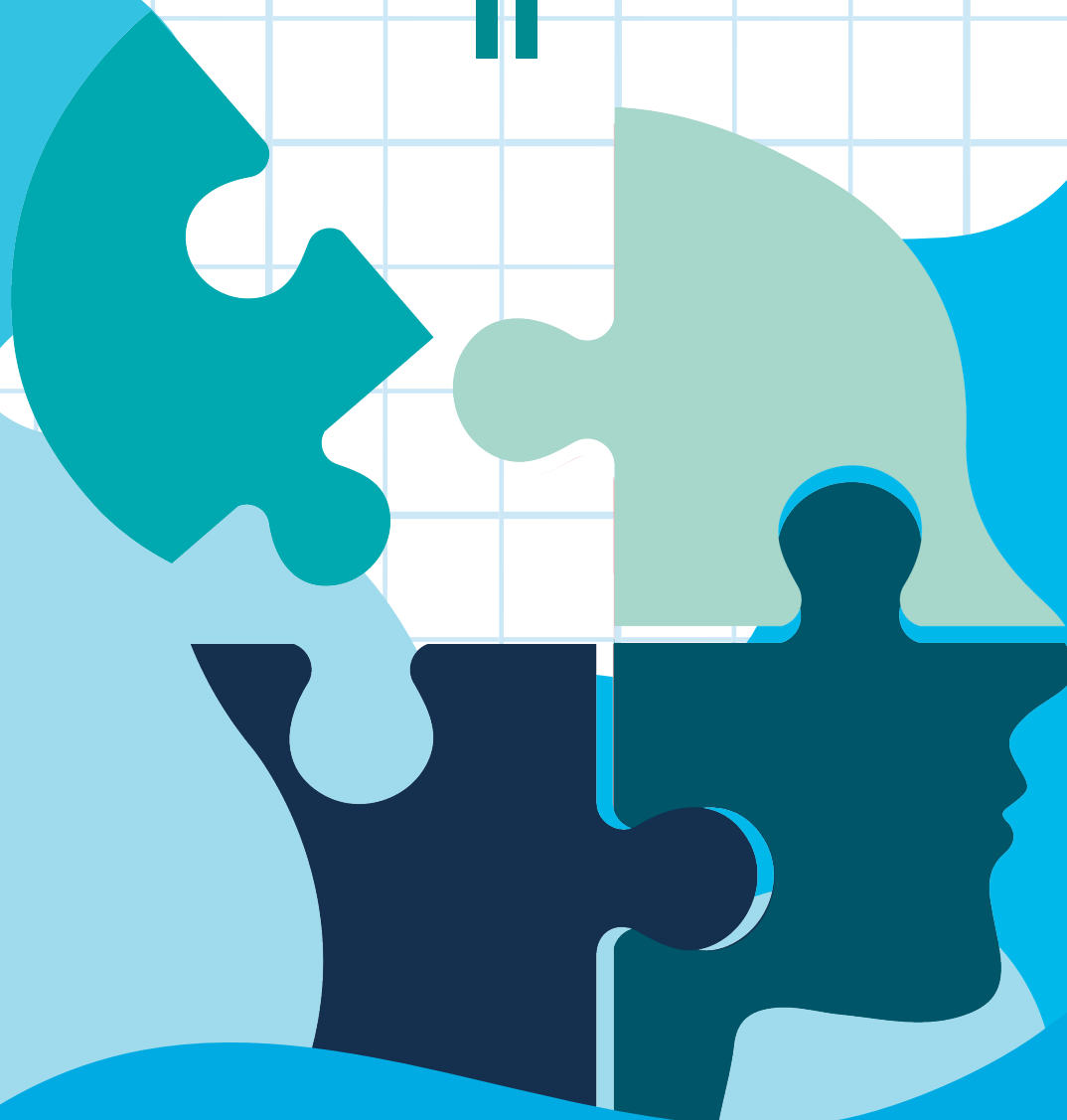


# Discovering Grammar Through Corpus

II



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# Presentation

The book **Discovering Grammar Through Corpus II** is intended to help students understand basic grammar topics through an inductive approach. This book has been designed to be used with the Corpus of Contemporary American English COCA which is a growing 560-million-word Corpus that depicts language as it is used naturally.

This book is organized into two content units that are made up by mini lessons. These units focus on the specific topics of: verb tenses, vocabulary, writing patterns and punctuation.

These are some of the symbols commonly used in the mini lessons:

Symbol	Meaning
	Applying Our Knowledge. These exercises will allow students to activate their schemata. The idea is to make students think as much as possible about the new topic they are about to learn.
	Using Corpus Analysis Toolkits. This section will guide students through the process of using the Corpus of Contemporary American English to learn about the language in a natural way.
	Applying What We Have Learned. Once students have completed the process of learning about a particular grammar topic, these exercises will allow them to apply what they have learned. In this section, students will find exercises such as: conversations, role-plays, games, and information gap exercises that are intended to develop writing and speaking skills.
	Review. In this section, students will have the opportunity to assess how much they have learned. This section will provide students with information on their acquisition of the contents and objectives of each unit.

Finally, we would like to thank you for your support. We really hope this book helps your students learn grammar in an inductive and natural way.

Sincerely,

**Natin Guzmán Arce**

**Jimmy Ramírez Acosta**

**Sonia Rodríguez Salazar**



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# UNIT 1

# Verbs

In this unit, you will work on the following aspects:

Mini Lesson	Topic
1A	Present + be
1B	Present Tenses
1C	Past + be
1D	Past Tenses
1E	Simple Future with will
1F	Simple Future with going to
1G	Phrasal Verbs Part I
1H	Phrasal Verbs Part II
1I	Modals Part I
1J	Modals Part II

# TRACK YOUR PROGRESS

Topic	Your progress in this unit					Did this unit help you learn about the topic?		Questions
	0-20%	21-40%	41-60%	61-80%	81-100%	😊	☹️	
Present + be								
Present Tenses								
Past + be								
Past Tenses								
Simple Future with will								
Simple Future with going to								
Phrasal verbs Part I								
Phrasal verbs Part II								
Modals Part I								
Modals Part II								

**Notes:**



# UNIT 1 A

Present  
+ Be



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

- 1 Complete the following sentences with the correct form of the verb “be” and the correct form of one of the vocabulary words from the box.

animal country language city insect sport mammals sport fish

1. Spanish \_\_\_\_\_ a \_\_\_\_\_ spoken by around 442 million people.
2. Athens \_\_\_\_\_ an ancient \_\_\_\_\_ that holds tons of history.
3. Lions \_\_\_\_\_ wild \_\_\_\_\_ that \_\_\_\_\_ very feared by other species.
4. Soccer \_\_\_\_\_ a very well-paid international \_\_\_\_\_.
5. Cows \_\_\_\_\_ that produce milk and meat for humans.
6. The housefly \_\_\_\_\_ an \_\_\_\_\_ that lives from 15 to 30 days.
7. The biggest \_\_\_\_\_ on planet Earth \_\_\_\_\_ Russia.
8. Mandarin \_\_\_\_\_ one of the hardest \_\_\_\_\_ to learn.
9. Cricket \_\_\_\_\_ a \_\_\_\_\_ that \_\_\_\_\_ not common in Latin America.
10. Most people think that whales, dolphins and or seals \_\_\_\_\_, but, actually, they \_\_\_\_\_ not.
11. I \_\_\_\_\_ very fond of the German \_\_\_\_\_.

- 2 Share your answers with a partner.



If you think you need to learn more about present + be, visit:  
[https://www.grammar.cl/Present/To\\_Be.htm](https://www.grammar.cl/Present/To_Be.htm)





Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on [POS], you will see a drop-down menu.

Since we are analyzing verbs, choose “verb.all.”

Now press “Find matching strings.” The system will list all the nouns found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

**3** In the search tab, type **is\*** and write the first five main frequencies shown by the COCA corpus. Please indicate what follows **is** and the frequency number.

Is + word	Frequency Number

In the search tab, type **are\*** and write the first five highest frequencies shown by the COCA corpus. Please indicate what follows **are** and the frequency number.

are + word	Frequency Number

In the search tab, type **am\*** and write the first five main frequencies shown by the COCA corpus. Please indicate what follows **am** and the frequency number.

am + word	Frequency Number

Answer the following questions based on the gathered data.

1. Are there any similarities among the gathered data?

---

2. What can you conclude from the gathered data?

---

---

- 7 The following examples were taken from COCA. Are they in accordance with your conclusions?

(AM)

Hello, my name is Chad. I **am** a mechanic who owns my own shop.  
I must apologize for the long post.  
Man, **am I** glad it's a new year! I need a re-boot

(ARE)

These **are** a different kind of nail heads.  
We **are not** leaving her alone. You're right.  
What **are you** telling me?

(IS)

This **is** a very tightly bound group of stars.  
But the fact is, his performance on the economy **is the only** place where his approval numbers are above 50 percent.  
This **is not** necessarily the MAC Red championship game, but it's close.

- 8 Discuss with a partner: Do your conclusions match the given examples?





Applying What We Have Learned. Work individually and complete the following exercises.

- 9 Complete the following letter sent from the new exchange student who is coming to Class B4. Use the simple present of the verb to be (am, is, are).

Dear Class B4 classmates,

Hello everyone! My name \_\_\_\_\_ Carlos Ramírez, and I  
\_\_\_\_\_ from Santa Cruz, Bolivia. My family \_\_\_\_\_ quite small.  
My dad \_\_\_\_\_ a lawyer, but he \_\_\_\_\_ a farmer, too. My = My mom \_\_\_\_\_  
a typical housewife. She \_\_\_\_\_ always ready to help us with everything we need. As for  
my siblings, my sister \_\_\_\_\_ in high school, and my brother \_\_\_\_\_  
just two-years old. You might be wondering, \_\_\_\_\_ you a farmer too? In fact, not at  
all. My dad and my cousins \_\_\_\_\_ in charge of the farm and the animals.  
I just love to ride my horse. Its name \_\_\_\_\_ Black Panther. It \_\_\_\_\_ a thoroughbred.  
My country \_\_\_\_\_ located in South America, and my people  
\_\_\_\_\_ very kind and generous. We \_\_\_\_\_ very well-known for some  
landmarks such as Uyuni Salt Flats, The Dead Road, The Illimani Mountain and for  
having the highest capital in the world, *La Paz*. I \_\_\_\_\_ so excited for this  
adventure, and I look forward to meeting you all soon.

Best Regards,  
Carlos Mamani





Applying What We Have Learned. Work individually and complete the following exercises

**10** The verb to be has many connotations in English, knowing how to use properly will help you express yourself clearly. Complete the following sentences using the verb to be in the present tense. Then with a partner's help, fill in the observation box regarding the verb to be.

1. My sister \_\_\_\_\_ 58 years old.
2. Michael Phelps \_\_\_\_\_ from the USA.
3. My students \_\_\_\_\_ very responsible in class.
4. The mother \_\_\_\_\_ happy about how her son was treated.
5. Mr. Hard \_\_\_\_\_ 1.90 meters tall.
6. The bills \_\_\_\_\_ not where I left them.
7. Chirripó \_\_\_\_\_ the highest mountain in Costa Rica.
8. I \_\_\_\_\_ extremely hungry. I have not eaten anything since yesterday.
9. This river \_\_\_\_\_ 100 meters wide.
10. The pizza and the drinks \_\_\_\_\_ \$25 in total.
11. It \_\_\_\_\_ too windy to go running.
12. There \_\_\_\_\_ no people in the concert now.
13. The Earth \_\_\_\_\_ round. A fact, period.

**11** After completing the sentences, work with a partner and write out the different ways the verb to be is used. Also, compare the examples with your own language to see if this verb works similarly.

**Observations:**

- 1.
- 2.
- 3.
- 4.
- 5.



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I like using corpus linguistics to learn			
Distinguish the present tense of the verb to be from other tenses.			
COCA is useful to tackle English learning problems.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people about the verb to be in present tense.			
Distinguish the present tense of the verb to be from other tenses.			
Identify the verb to be in present tense within context.			
Use the verb to be in present tense correctly.			

# UNIT 1 B

## Present Tenses



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1 Complete the following chart with a verb you commonly use.

Tense	Example
Simple Present	
Present Progressive	
Present Perfect	
Present Perfect Continuous	

2 Complete the chart with the correct information.

Tense	When do we use these tenses?
Simple Present	
Present Progressive	
Present Perfect	
Present Perfect Continuous	

3 Complete the chart with the correct information.

What is the grammatical pattern followed in these tenses?			
Tense	Positive statement	Negative statement	Question
Present Perfect Continuous			
Present Progressive			
Present Perfect			
Present Perfect Continuous			



If you think you need to learn more about present + be, visit:  
[https://www.grammar.cl/Present/To\\_Be.htm](https://www.grammar.cl/Present/To_Be.htm)



**Using Corpus Analysis Toolkits.** Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing verbs in present tense, choose “Verb. 3SG.”

- 4 Let’s start working with “Verb.3SG.” Look at the list of the 100 most frequent verbs native speakers use in present tense. Which of those 100 forms are new to you?

- 5 Carry out a quick analysis of three verbs you do not know by clicking on them. Analyze the sentences in which they are used. Can you guess their meaning? Complete this chart with some of them.

Verb	Example	Inferred meaning



6

Now let's work with -ing forms. Use the following search term "Verb.ING." Look at the verb in -ing. Determine whether those forms are used as a gerund, present progressive, or future form. Complete the chart.

Verb	Choose the one that applies			Example
	Gerund	Present Progressive	Future	

7

The following sentences were taken from COCA. Determine how the -ing forms are used in these sentences.

	Choose the one that applies		
	Gerund	Present Progressive	Future
But either way, you're just wearing a tennis shirt.			
For a bit I was back in Paris, watching the river pass by in front of me, with the towers of the Louvre.			
Having just watched the season's first two episodes, I am barely able to recall any of their names.			
I got the majority to understand there were legitimate reasons for not wearing the badge.			
I have a program that ran fine in autocad 2008, but users that have 2013 are having trouble.			
I stopped watching the TV news for web news and stories and video.			
Isn't there a way to get through setup without doing this Wi-Fi stuff?			
Now we are being threatened for having an opinion while real horror surrounds us daily both physically and financially.			
The criteria is mainly based on what that member is doing to better the world through mail.			



Applying What We Have Learned. Work individually and complete the following exercises.

8 Answer the following questions:

1. What have you heard about Harvard University?
2. What do you think a day in the life of a Harvard student is like?
3. Would you like to study at Harvard or any other university?

9 Watch the following video, and answer the questions given below.



Scan the QR code, or go to:

<https://www.youtube.com/watch?v=XkFulQe9EVE&t=223s>

Answer the following questions:

1. What time does Josh wake up?

\_\_\_\_\_

2. What are three activities he does after he wakes up?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Where does Josh live?

\_\_\_\_\_

4. How does Josh get to Harvard every day?

\_\_\_\_\_

5. What are Josh and his classmates doing the first day of classes?

\_\_\_\_\_

6. How long does Josh spend in the library?

\_\_\_\_\_

7. After Josh goes to the library, where does he go to have a snack?

\_\_\_\_\_

8. What are the Harvard Innovation labs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What are some of the adjectives the students used to describe the Hi labs?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

10. What are some of the reasons Josh mentions his days are worthy?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

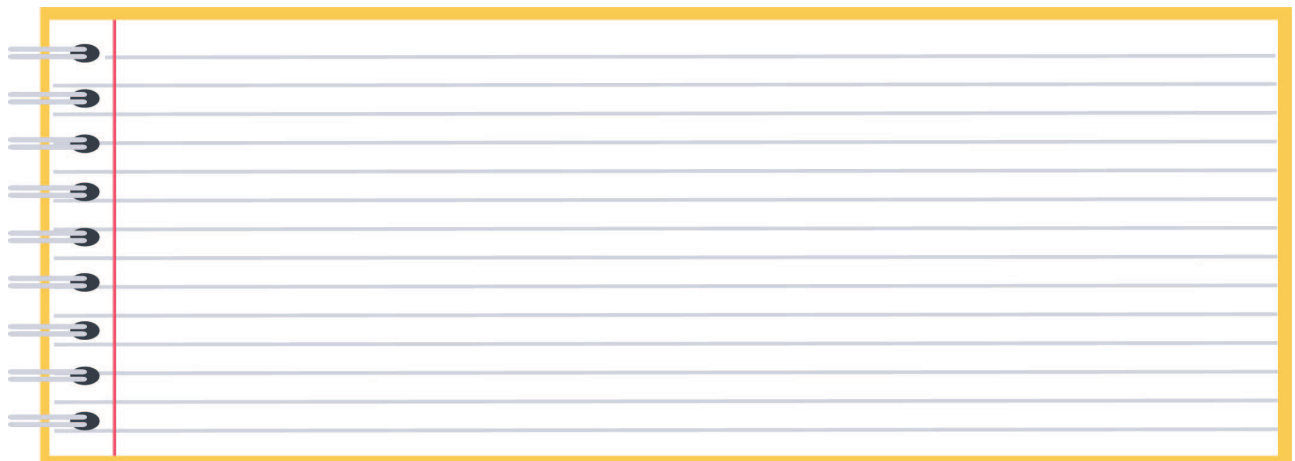
11. Can you list some of the things Josh does every day?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**10** Write a paragraph describing what you usually do as a university student at UNA.





Review. Complete the following exercises related to your learning process.

1 How do you feel about using the Corpus of Contemporary American English? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I can learn grammar by studying real English.			
It is easy for me to infer the rules of grammar by using COCA.			
I sometimes feel lost when using COCA.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Use different forms to express present and future.			
Use the simple present correctly.			
Use the present continuous correctly to talk about ongoing actions.			
Use the present continuous correctly to talk about future actions.			

# UNIT 1 C

Past  
+ Be



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1

Read and complete the following passage with the correct past tense of the verb to be (**was/were**).

Last year \_\_\_\_\_ very difficult for many people. Due to the social and health issues, many people \_\_\_\_\_ out of work. In the USA alone, 50 million people \_\_\_\_\_ without a regular income affecting their family budget and daily activities. In Costa Rica, the most affected areas \_\_\_\_\_ tourism. Lots of workers \_\_\_\_\_ suddenly unemployed and struggled to solve family and economic responsibilities. Unfortunately, this year is not much better. Nevertheless, at least, some Costa Ricans \_\_\_\_\_ able to recover their jobs, and some enterprises \_\_\_\_\_ able to reopen their attractions. Nonetheless, some others \_\_\_\_\_ not. The world itself \_\_\_\_\_ in shock to see how the whole world was impacted. However, poor nations \_\_\_\_\_ the ones that suffered the most and that will take years of recovery. My family and I \_\_\_\_\_ fortunate enough to be able to get through such a difficult time, but it is not over yet. Many people we know \_\_\_\_\_ physically ill or died. Let's pray for better times to come and more opportunities for everyone worldwide.

2

Check and discuss your answers with a classmate.



If you think you need to learn more about Past + be, visit:  
[https://www.grammar.cl/Past/To\\_Be.htm](https://www.grammar.cl/Past/To_Be.htm)



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.

Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing verbs, choose "Verb. ALL."

Now press "Find matching strings." The system will list all the verbs found in the Corpus of Contemporary American English. Now you are ready to do your analysis.



3

Under the search tab, click on list and write was. Then click on **find matching strings** and complete the following chart by writing the subject and the past tense of the verb to be.

Sentence Subject	past tense form (positive or negative)

4

Under the search tab, click on list and write "were." Then click on find matching strings and complete the following chart by writing the subject and the past tense of the verb to be.

Sentence Subject	past tense form (positive or negative)

5

Discuss your findings with a partner by answering the following questions.

1. What type of subject can you see?

---

---

2. Is there any difference between the subjects in regard to number?

---

3. Is the verb **to be** used only as a verb or also as an auxiliary? Provide examples if any.

---

6

Go to the search tab and write \* **was**. Then, write the five most frequent words used before was.

Preceding Word

7

Go to the search tab and write \* **were**. Then write the five most frequent words used before were.

Preceding Word

8

Are there any similarities in usage between **was** and **were**? Write your thoughts and comment.



Applying What We Have Learned. Work individually and complete the following exercises

9 Interview your classmates about his/her high school life. Follow the examples.

**Example: you / shy**

**Student A: Were you shy in high school?**

**Student B: Yes, I was. No, I wasn't.**

Question Formation	Answer	Classmate's name
You / outgoing		
You / athletic		
You / artistic		
You / talkative		
You / serious		
You / hardworking		
You / popular		







**Applying What We Have Learned.** Work individually and complete the following exercises.

**10** Complete the following sentences with the correct form of the past tense of the verb **to be** in positive or negative.

When I \_\_\_\_\_ a child, I used to ride a bike, but now I don't.

My favorite sport as a kid \_\_\_\_\_.

When the earthquake happened, I \_\_\_\_\_ in the kitchen.

Last night, my family and I \_\_\_\_\_ (negative) at home.

The president \_\_\_\_\_ (negative) at the meeting. The reporters \_\_\_\_\_ furious.

The writer of *Romeo and Juliet* \_\_\_\_\_ (negative) Cervantes. It \_\_\_\_\_ Shakespeare.

As I see it, you \_\_\_\_\_ brave enough to face that wild animal.

Nothing \_\_\_\_\_ perfect, but we enjoyed the party at the end.

The books \_\_\_\_\_ (negative) in my closet. My mom found them.

The computer \_\_\_\_\_ brand new and suddenly stopped working.

**11** Complete the following chart about an event, experience or anecdote that happened to you.

Name of the event or experience: \_\_\_\_\_

Where were you? \_\_\_\_\_

Who were you with? \_\_\_\_\_

What happened? \_\_\_\_\_

What was your emotional state? \_\_\_\_\_

What time did it happen? \_\_\_\_\_

Why do you think it happened? \_\_\_\_\_

Were you shocked or surprised? \_\_\_\_\_

**12** Share your story with the rest of the class.



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the Corpus of Contemporary American English? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I think Corpus Linguistics gives me the possibility to expand my English knowledge.			
The instructions to analyze verbs in COCA are clear.COCA			
COCA is beneficial to do corpus analysis.			

2 What did you learn in this unit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people about the past tense of the verb to be.			
Identify the verb to be in past tense within context.			
Learn how to use the verb to be in past tense correctly as natives do.			

# UNIT 1 D

## Past Tenses



**Applying Our Knowledge.** Complete the following exercises. If you have any question, you may ask a classmate.

**1** Complete the following chart with a verb you commonly use.

Tense	Example
Simple Past	
Past Progressive	
Past Perfect	
Past Perfect Continuous	

**2** Complete the chart with the correct information.

Tense	When do we use these tenses?
Simple Past	
Past Progressive	
Past Perfect	
Past Perfect Continuous	

**3** Complete the chart with the correct information.

What is the grammatical pattern followed in these tenses?			
Tense	Positive statement	Negative statement	Question
Simple Past			
Past Progressive			
Past Perfect			
Past Perfect Continuous			



If you need more information about this topic, scan this code, or go to: <https://www.youtube.com/watch?v=wdR5Z-MnuYo>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to do the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.

Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing verbs in past tense, choose "Verb. ED."



- 4 Let's start working with "Verb.ED." Look at the list of the 100 most frequent verbs native speakers use in past tense. Which of those 100 forms are new to you?

- 5 Carry out a quick analysis of the verbs you do not know by clicking on them. Analyze the sentences in which they are used. Can you guess the meaning? Complete this chart with some of them.

Verb	Example	Inferred meaning

6

Complete the following chart with the correct information. Analyze the first 100 examples for each entry.

Criteria to analyze		Examples
Done	Present perfect	
	Past Perfect	
	Passive Voice	
	Done used as adjective	
	Were you able to identify another pattern in which it was used?	
Had	Present perfect	
	Past Perfect	
	Having + had	
	Were you able to identify another pattern in which it was used?	
Gone	Present perfect	
	Past Perfect	
	Passive Voice	



Applying What We Have Learned. Work individually and complete the following exercises.

7 Answer the following questions:

1. Do you know how to swim?
2. How did you learn to swim? Do you want to learn?
3. How many swimming techniques do you know?



8 Watch the following video, and answer the questions given below.



Scan the QR code, or go to:

<https://www.youtube.com/watch?v=csjWfD7zi1A&t=116s>

9 Match the words on the left with the corresponding description or definition on the right.

- |                             |  |
|-----------------------------|--|
| 1. The bathing suit         | ( ) are muscular contractions.   |
| 2. The average beach locker | ( ) should not be too daring but bold enough to allow freedom of movement. |
| 3. Cramps                   | ( ) is not actually big enough to change clothes comfortably.              |
| 4. The bathing suit         | ( ) is the basic stroke for all advanced methods of swimming.              |
| 5. The side stroke          | ( ) has greatly contributed to the current popularity of swimming.         |

1. Write some sentences describing what happened to Goofy.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Write sentences describing things Goofy didn't do that caused trouble.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

10

Work with a classmate and create a role-play in which you talk about what you did last weekend. Be prepared to present your role-play in front of the class.

A large, light gray rounded rectangular area intended for students to write their role-play script.





Review. Complete the following exercises related to your learning process.

1 How do you feel about using the Corpus of Contemporary American English? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I learned new structures while using COCA.			
It is easy for me to understand examples of real English.			
COCA is a good tool to learn about the language.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Use different forms to express past.			
Use the simple past correctly.			
Use the past continuous correctly.			
Use the past perfect correctly.			
Use the past perfect continuous correctly.			



# UNIT 1 E

## Simple Future with will



**Applying Our Knowledge.** Complete the following exercises. If you have any question, you may ask a classmate.

1

Complete the following exercises about the simple future with **will** by writing positive, negative and interrogative statements.

1. **next week / Cesar / the trip / prepare /**

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

2. **Family / I / a / build / and / year / my / house / next /**

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

3. **Government / the / coming / year / new / the / choose / citizens / the / in**

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

2

Ask a classmate to check your answers. Then discuss your responses.



If you think you need to learn more about future with will, visit:  
<https://www.ego4u.com/en/cram-up/grammar/future-1-will>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them

Once you double-click on **"POS"**, you will see a drop-down menu.

Since we are analyzing future modals, choose **"Verb. MODAL"**

Now press "Find matching strings". The system will list all the modals found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

- 3 In the search tab, type the auxiliary **will**. Then double-click on [POS] and scroll down to verb. Modal and click find matching strings.

What is the frequency usage of **will** within COCA corpus?

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- 4 Go back to the search tab and type **will \*** this time.

Word that follows will	Frequency

5 One of the most common verbs after **will** is **be**. Go to the search tab again and type **will be \*** and the results analyze. Write two examples for the first three highest frequencies shown in the data.

**Frequency 1**

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

**Frequency 2**

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

**Frequency 3**

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

6 The verb or auxiliary **will** in negative is usually **will not** or **won't**. Search for both forms to see which one is more frequent. You need to type **won't** and **will not**.

Form	Frequency
Won't	
Will not	

Which seems to be more commonly applied? \_\_\_\_\_

7 Let's analyze the most commonly used contexts for will within the COCA Corpus. Go to the home page in the search tab. Type the word **will** into the search box and then click **word** above. **Then click See detailed info for word.**

1. In which context is will most commonly used?

\_\_\_\_\_

2. In which context is will least commonly used?

\_\_\_\_\_

3. What are the clusters being used ? What can you conclude?

\_\_\_\_\_





Applying What We Have Learned. Work individually and complete the following exercises.

9 Let's make predictions about humans, the planet and our existence.

Time and Issues	Possible Predictions
In the year 2050, humans	
In 2100, housing	
By the years 2060, transportation	
In 200 years, the planet	
By 2040, telecommunication	
By 2090, shore cities	
By 2150, the ice caps	

10 Look at the pictures and guess what people will do.




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Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
Learning about "will" is easier with COCA.			
Following instructions to do research about "will" seems simple.			
COCA helps to contextualize the use of "will" in English.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people about the simple future with will.			
Learn how native speakers use the future with will.			
Identify the simple future with will within context.			
Use the simple future with will correctly.			

# UNIT 1 F

## Simple Future going to



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Complete the following exercises.

1. There are at least seven ways in which we can express future. Mention four ways:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_



2. \_\_\_\_\_ is used to express future when the speaker is talking about plans that have already been made.

3. \_\_\_\_\_ is used to express future predictions.

4. \_\_\_\_\_ is used to express future willingness.

**2** Read each statement and check the correct box.

What form would you use?	Will	Going to
When making promises.		
When you are making a fast decision.		
When you have evidence that something is likely to happen.		
When making requests.		



If you think you need to learn more about future with will, visit:  
<https://www.ego4u.com/en/cram-up/grammar/future-1-will>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.

Go to the options the above **search field** and choose "**KWIC.**"

Type **Going to** in the search field and start.



3

Analyze the first 15 sentences that are displayed in COCA and complete the chart given on the next page.

Sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



Sentence	Tense			For those sentences in future going to, please choose the correct function.
	Past Progressive	Present Continuous	Future going to	
<b>1</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>2</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>3</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>4</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>5</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>6</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>7</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>8</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>9</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>10</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>11</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>12</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>13</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>14</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction
<b>15</b>				<input type="checkbox"/> Prior plan <input type="checkbox"/> Evidence <input type="checkbox"/> Prediction



Applying What We Have Learned. Work individually and complete the following exercises.

4 Answer the following questions and discuss your answers with a classmate.

1. What are you going to do later today?
2. What are your future plans?

5 Watch the following video and comment on people's activities.



Scan the QR code, or go to:  
<https://www.youtube.com/watch?v=OlyYE6USu00>

6 Complete the following chart with information provided by some of the people who were interviewed.

Person	What are their plans for the rest of the day?	What tense did the speaker use to answer the questions?
1		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
2		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
3		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
4		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
5		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to

7

Complete the following chart with information provided by some of the people who were interviewed.

Person	What are their future plans?	What tense did the speaker use to answer the questions?
1		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
2		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
3		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
4		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to
5		<input type="checkbox"/> present continuous <input type="checkbox"/> will <input type="checkbox"/> going to

8

Write a short paragraph in which you talk about your future ten years from now.



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
It is easy for me to get information when using COCA.			
It is easy for me to infer the rules of grammar by using COCA.			
I sometimes feel lost when using COCA.			

2 What did you learn in this unit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people how to use the future going to.			
Use the future going to correctly.			
Talk about future events based on evidence.			
Make predictions using going to.			

# UNIT 1 G



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Guess the meaning of the following sentences. Take the context into consideration.

**Ask out**

1. Albert asked me out to go with him to the concert on Saturday.
2. Are you asking Jeimy out on an official date?

What is the meaning of each sentence?

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**Blow up**

1. The mom blew up around twenty balloons for the birthday party.
2. The boss blew up after all the employees went on a strike.

What is the meaning of each sentence?

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**Break up**

1. After so many years of dating, Jane and Tony broke up last week.
2. I was talking with the customer service agent, but the line was breaking up a lot.

What is the meaning of each sentence?

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**2** Ask a classmate to check your answers. Then discuss your responses.



If you think you need to learn more about future with will, visit:  
<https://www.ego4u.com/en/cram-up/grammar/future-1-will>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to do the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing phrasal verbs, choose **"Verb. ALL"**.

Now press "Find matching strings." The system will list all the verbs found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

3

Go to the search tab field and look for the following verb roots to see the possible combinations of phrasal verbs they might have. Write at least three examples for each verb root.

**Example: Ask = ask out / ask about / ask for / ask to /**

Verb Root	Possible Phrasal verbs
Bring	
Call	
End	
Get	
Got	

You can search for phrasal verbs in context using COCA.

1. Go to the main page and click on the collocates tab. If it is not visible, click the + sign for more options.
2. In the first search box, type the verb (verb root) you want to look up. [POS] should be closed.
3. On the second line, double-click [POS] and choose prep.ALL.
4. Then click find collocates.

4 Look up each of the following verb roots. Write the frequency and two examples, each with a different preposition. Then define its meaning.

**1. Back**

Main Frequency Phrasal Verb: \_\_\_\_\_

Example No.1 \_\_\_\_\_

Example No.2 \_\_\_\_\_

Meaning: \_\_\_\_\_

**2. Carry**

Main Frequency Phrasal Verb: \_\_\_\_\_

Example No.1 \_\_\_\_\_

Example No.2 \_\_\_\_\_

Meaning: \_\_\_\_\_

**3. Come**

Main Frequency Phrasal Verb: \_\_\_\_\_

Example No.1 \_\_\_\_\_

Example No.2 \_\_\_\_\_

Meaning: \_\_\_\_\_

**4. Hang**

Main Frequency Phrasal Verb: \_\_\_\_\_

Example No.1 \_\_\_\_\_

Example No.2 \_\_\_\_\_

Meaning: \_\_\_\_\_

**5. Keep**

Main Frequency Phrasal Verb: \_\_\_\_\_

Example No.1 \_\_\_\_\_

Example No.2 \_\_\_\_\_

Meaning: \_\_\_\_\_

4 Choose a verb to explain to the class. Share a sentence using the verb and its meaning.



Applying What We Have Learned. Work individually and complete the following exercises.

5

Complete the sentences using the phrasal verbs indicated in the chart. You may have to change the tense of the root verb.

**BLOW OUT   BRING UP   CHEER UP   CLEAN UP   GIVE AWAY   LAY OFF**  
**GO OVER   GIVE BACK   COME OUT   DO OVER**

1. My son was devastated about his puppy's death. So my husband took him to the zoo to \_\_\_\_\_ him \_\_\_\_\_.
2. My grandmother became a widow when I was two. As a result, she \_\_\_\_\_ seven children on her own.
3. After working for that company for 10 years, they \_\_\_\_\_ me \_\_\_\_\_ without previous notice.
4. The students did not understand the material the first time. They needed to \_\_\_\_\_ it a thousand times.
5. During this time at home, I made a mess in my room. I have to \_\_\_\_\_ it \_\_\_\_\_ before my mom comes next weekend or she'll kill me.



6. The baby tried to \_\_\_\_\_ the candles for five minutes, and he could not do it.
7. The rich woman \_\_\_\_\_ half of her money to help the poor last year.
8. In life, you need to \_\_\_\_\_ to the community from all you have received either in a physical or material way.
9. The teacher asked the students to \_\_\_\_\_ all the exercises for next week.
10. My wife did not know how to make a cake, so she followed a recipe. It was a mess, but it finally \_\_\_\_\_ ok and it was delicious!





Applying What We Have Learned. Work individually and complete the following exercises.

6 Match the phrasal verb with its corresponding meaning.

**Column A**

- A. Aim at
- B. Back off
- C. Bear up
- D. Decide upon
- E. Hook up
- F. Kick out
- G. Look up
- H. Live with
- I. Key up
- J. Jazz up

**Column B**

- \_\_\_\_\_ To make things more pleasant
- \_\_\_\_\_ To meet with someone
- \_\_\_\_\_ To choose or to select
- \_\_\_\_\_ To accept something unpleasant
- \_\_\_\_\_ To make someone excited
- \_\_\_\_\_ To target
- \_\_\_\_\_ To consult a reference work
- \_\_\_\_\_ To retreat
- \_\_\_\_\_ To resist pressure
- \_\_\_\_\_ To expel

7 Test your knowledge of phrasal verbs by doing this fun multiple-choice quiz. You may need to change the tense of the verb root.

1. The protesters plan to \_\_\_\_\_ the police barricade.  
**a.** to break up    **b.** to break through    **c.** to break out
2. Sorry I am late. I \_\_\_\_\_ at the wrong bus stop.  
**a.** got out    **b.** got in    **c.** got off
3. When I was ready to go, they phoned to say that the meeting had been \_\_\_\_\_.  
**a.** call out    **b.** call up    **c.** called off
4. She has taken the exam three times and failed, but she won't \_\_\_\_\_.  
**a.** give off    **b.** give up    **c.** give down
5. After many hours of thinking about the problem, suddenly he \_\_\_\_\_ the solution.  
**a.** hits up    **b.** hits down    **c.** hit him on



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
The directions helped me find phrasal verb examples easily.			
I learned many new phrasal verbs through the COCA search examples easily.			
COCA software is a very suitable means to learn more about phrasal verbs.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people what phrasal verbs are.			
Understand the importance of phrasal verbs.			
Identify some phrasal verbs in context.			
Use some phrasal verbs correctly.			

# UNIT 1 H

## Phrasal Verbs Part II



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Answer the following questions.

1. What types of phrasal verbs are there?

1. \_\_\_\_\_

2. \_\_\_\_\_

2. Phrasal verbs are made up of a \_\_\_\_\_ or \_\_\_\_\_.

Rewrite the following sentence in as many ways as possible.

**She turned off the computer.**

- \_\_\_\_\_
- \_\_\_\_\_

**2** Complete the chart with the correct information.

Phrasal Verb	Meaning	Sentence
Hang in		
Hang on		
Hang out		
Hang up		



If you need more information about this topic, scan this code, or go to:  
<https://www.youtube.com/watch?v=8-ktHXX0Bkl>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

## Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

Next to the **search field** you will see different options. Click **"Word."**

Once you click on **"Word,"** you can search for any word that you want.

Type the words below into the search box and press enter. The system will produce a list with all the information for the given word. You will find the following: topics, collocates, synonyms, clusters, virtual corpora and concordance lines.

2 Let's start working with the verb "open" and complete this chart.

Phrasal Verb	Inferred meaning	Example taken from COCA

3 Let's now work with the verb "pick" and complete this chart.

Phrasal Verb	Inferred meaning	Example taken from COCA

4 Let's work with the verb "pass" and complete this chart.

Phrasal Verb	Inferred meaning	Example taken from COCA

5 Let's now work with the verb "turn" and complete this chart.

Phrasal Verb	Inferred meaning	Example taken from COCA



Applying What We Have Learned. Work individually and complete the following exercises.

6 Complete the following chart by providing the meaning of the phrasal verb. Supply an example for each phrasal verb.

Phrasal verb	Meaning	Example
Make up		
Mix up		
Move away		
Open up		
Pass by		
Run into		
Pick out		
Run away		
Throw away		
Turn down		

7 Complete the following chart by writing the correct phrasal verb based on the definition.

Phrasal verb	Definitions

8 Complete the following chart by writing the correct phrasal verb based on the definition.

Phrasal verb	Meaning
	Make unhappy
	Register at a hotel
	Stop trying
	Quit a class or school
	End a phone call
	Die

9 Match the phrasal verb on the left with the corresponding definition in the right by writing the correct number. Some answers may be repeated.

- |               |   |
|---------------|---|
| 1. Bring up   | ( ) Find a solution, resolve something.             |
| 2. Drop off   | ( ) Discard; put in the garbage                     |
| 3. Figure out | ( ) Read quickly, review                            |
| 4. Tear down  | ( ) Test, experiment with                           |
| 5. Help out   | ( ) Raise (a family)                                |
| 6. Look over  | ( ) Demolish  |
| 7. Talk over  | ( ) Assist  |
| 8. Think over | ( ) Discuss   |
| 9. Throw away | ( ) Select  |
| 10. Work out  | ( ) Think about something carefully.                |
|               | ( ) Take someone or something on the way somewhere. |
|               | ( ) Understand, solve, decide.                      |

10 Walk around the classroom and look for a classmate who matches the description given.

### FIND SOMEONE WHO...

Has blown up balloons to decorate for a party.	
Has broken down over a difficult situation.	
Never calls back.	
Counts on his or her friends.	
Often cuts in line.	
Eats out every weekend.	
Always gets along with his/her family.	



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I learned new phrasal verbs while using COCA.			
It is easy for me to understand the meaning of phrasal verbs from examples of real English.			
COCA is a good tool to learn about phrasal verbs.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Use separable and inseparable phrasal verbs.			
Identify when a phrasal verb is separable or inseparable.			
Rewrite sentences using a phrasal verb.			



# UNIT 1

## Modals Part I



**Applying Our Knowledge.** Complete the following exercises. If you have any do questions, you may ask a classmate.

**1** Read the following sentences and determine the speaker's intention.

1. Can you use your phone? I need to call my mom now.

- a.** ability      **c.** permission      **e.** past      **g.** Suggestion  
**b.** possibility   **d.** probability      **f.** responsibility      **h.** Assumption

2. The man could have finished on time, but the power outage affected his job.

- a.** ability      **c.** permission      **e.** past      **g.** Suggestion  
**b.** possibility   **d.** probability      **f.** responsibility      **h.** Assumption

3. There are no clouds in the sky. I can go for a walk and take the kids and the dogs.

- a.** ability      **c.** permission      **e.** past      **g.** Suggestion  
**b.** possibility   **d.** probability      **f.** responsibility      **h.** Assumption

4. The money should be redistributed to those who are jobless, homeless or foodless.

- a.** ability      **c.** permission      **e.** past      **g.** Suggestion  
**b.** possibility   **d.** probability      **f.** responsibility      **h.** Assumption

5. The new soccer coach could hire new players to reorganize the team and its strategies.

- a.** ability      **c.** permission      **e.** past      **g.** Suggestion  
**b.** possibility   **d.** probability      **f.** responsibility      **h.** Assumption



**2** Ask a classmate to check and discuss each other's responses.



If you think you need to learn more about modals, visit:  
<https://www.ego4u.com/en/cram-up/grammar/future-1-will>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing modals, choose **“Verb. MODAL”**.

Now press “Find matching strings.” The system will list all the modals found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

3

Go to the search tab field and type `_VM*`. The COCA corpus will display the list of all modal auxiliaries. Look for each modal: can, could, would and should. Write them in the chart in order of highest to lowest frequency.

Modal Auxiliaries	Frequency

4 Look up the following modals again: can, could, would and should. In which context or genre is each modal most commonly used?

Modal Auxiliaries	Text, area or genre
Can	
Could	
Should	
Would	

1. Two examples of how CAN is used:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

2. Two examples of how COULD is used:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. Two examples of how SHOULD is used:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

4. Two examples of how WOULD is used:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5 Discuss your answers with a partner. Then share them with the class.





Applying What We Have Learned. Work individually and complete the following exercises.

6

Read the following dilemmas and provide a solution for each of them using some of the previous modals. Use details to support your answers.

### 1. Dilemma: Career Choice

“John, 23, is debating which major to pick. He has to choose between Nursing or Chemistry. He is passionate about each, but he loves to work with chemicals and create new mixes to help agriculture, cattle and farmers to improve their work. Nonetheless, he loves to work with people and help them get better. Chemistry takes five years and nursing only three. Another important factor is that he only has enough money to cover three years of school. What should he do?

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### 2. Dilemma: Weight

Your mom has put on a lot of weight, and none of her clothes fit. Your doctor says she needs to be on diet. However, she does not see any trouble or have a major health issue. What should she do?

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### 3. Dilemma: Car Dent

You took your dad’s car without permission. While parking the car on the street, you hit a metal pole causing a dent and a paint scratch. You know your dad will be mad and blame your mother who is the other person who has permission to drive it. What can you do?

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### 4. Dilemma: The possible cheater

You caught your boyfriend/girlfriend with lots of naked pictures and compromising text messages in his/her smartphone notes. He/she denies knowing anything about it and says it is a prank from one of their closest friends to tease them both. What would you do?

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Applying What We Have Learned. Work individually and complete the following exercises.

7

Look at the pictures and identify what you can or cannot do. You can use any modal seen in this unit.



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Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
Corpus linguistics gives different ways to study modals.			
I can clearly understand modals from the directions given in this unit.			
COCA serves as a good data platform for non-natives to learn about modals.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people what modal auxiliaries are.			
Analyze how modal auxiliaries are used native speakers.			
Identify some modal auxiliaries within context.			
Use some modal auxiliaries correctly.			

# UNIT 1 J



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Read the following statements and check the correct box.

	May	Might	Must	Shall	Ought to	Need to
It is more common in British English than in American English.						
It is used to ask for permission in a formal way.						
It is used to express obligation.						
It is used to express orders and give advice.						
It is used to give permission in a formal way.						
It is used to indicate future action.						
It is used to talk about actions that are necessary to achieve a specific objective.						
It is usually used with "I" or "we."						
We use this form to talk about events that are desired or ideal.						
You use this when you are talking about the present or future, but you are not sure.						

**2** Complete the following.

What's the difference between may and might? \_\_\_\_\_

What's the difference between must and need to? \_\_\_\_\_

Write a sentence using shall. \_\_\_\_\_

What would be the negative form of ought to? \_\_\_\_\_

What is the negative form of shall? \_\_\_\_\_



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the options above **search field** and choose **"KWIC."**

Type the modal you are going to analyze into the search field and press **start**.

3 Let's start working with the modal **"may,"** and complete the chart.

When is it used?	Example

4 Let's continue working with the modal **"might,"** and complete the chart.

When is it used?	Example



5 Now let's work with the modal **"must,"** and complete the chart.

When is it used?	Example

6 Now work with the modal **"shall,"** and complete the chart.

When is it used?	Example

7 Finally, let's work with the modal **"need to,"** and complete the chart.

When is it used?	Example

8 Work with a classmate to check your answers to the previous exercises.





Applying What We Have Learned. Work individually and complete the following exercises.

9

The following sentences were all taken from the Corpus of Contemporary American English. Analyze each sentence: underline the modal and determine the function the modal auxiliary has in each case.

“You don’t need to assume that the players of a game are rational and are bent on out-thinking each other”, says Karl Sigmund, a game theorist at the University of Vienna in Austria.

They need to do some hard work to restore their credibility. Until then... they can go on hating, accusing, lying, denying, defending... and losing.

In part, I hope that highlighting this link may diminish ways in which social workers and other professionals write about, and otherwise describe, individuals with psychiatric disorders using stigmatizing language.

Thus, Muslim nurses may experience tensions and difficulties in providing care to opposite-gender patients. Similarly, patients may also dislike or even refrain care services provided by opposite-gender nurses.

During the interviews, teachers noted that some boys might be getting more of their time and that the main reason was the obvious disciplinary problems they have with them.

Now, he might well be right that there’s no secret coalition, but I daresay that if it happened to him it would suggest to him that there was some element of connivance between the perpetrators of this crime and the police KOPPEL.

However, there ought to be some reason why we’re here and there ought to be some reason why the universe has been built. Things we can’t answer, powers that we don’t know about.

After a week or so, you remember that you ought to call her husband to thank him for sending you her book. “I only just recently started reading it,” you say, true and untrue all at once.

I am of the view that thought cannot be contained and if we live in a free atmosphere, opinions shall balance each other and logic shall prevail.



Applying What We Have Learned. Work individually and complete the following exercises.

10

Write ten recommendations for someone who is just starting college. Use the modals we have studied in this unit.

11

You are an expert on education, and today you have been invited to participate on TV program in which you will give advice to students on how to prepare for college. Work with a classmate and create a role-play use some of the ideas you wrote in the previous exercise. Be prepared to present your role-play to the class



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I can use COCA to learn about modals and how they are used.			
I learned something new about modals thanks to COCA.			
It was easy for me to use COCA and get information about modals.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Use modals to express my ideas in a better way.			
Tell the difference between may and might.			
Tell people how to use must and ought to.			

# UNIT 2

## WRITING

In this unit, you will work on the following aspects:

Mini Lesson	Topic
2A	Collocations I
2B	Collocations II
2C	Collocations III
2D	Collocations IV
2E	Lexicon I
2F	Lexicon II
2G	Coordinating Conjunctions
2H	Subordinating Conjunctions
2I	Connectors

# TRACK YOUR PROGRESS

Topic	Your progress in this unit					Did this unit help you learn about the topic?		Questions
	0-20%	21-40%	41-60%	61-80%	81-100%	😊	☹️	
Collocations Part I								
Collocations Part II								
Collocations Part III								
Collocations Part IV								
Lexicon I								
Lexicon II								
Coordinating Conjunctions								
Subordinating Conjunctions								
Connectors								

**Notes:**



# UNIT 2 A

## Collocations Part I



**Applying Our Knowledge.** Complete the following exercises. If you have any question, you may ask a classmate.

1

Each sentence below contains a collocation. Identify it and explain how it is composed.

**Example:** They are happily married.  
**Collocation:** happily married      **Composition:** adverb + adjective

1. My God! Thirty years in this war is awfully stupid.

Collocation: \_\_\_\_\_ Composition: \_\_\_\_\_

2. The doctor recommended parents to make their children do regular exercise.

Collocation: \_\_\_\_\_ Composition: \_\_\_\_\_

3. I need a kilo of flour to make this cake.

Collocation: \_\_\_\_\_ Composition: \_\_\_\_\_

4. My neighbors and I are so fed up with all the street dogs barking.

Collocation: \_\_\_\_\_ Composition: \_\_\_\_\_

5. He turned back and saw her eyes filled with love and tenderness.

Collocation: \_\_\_\_\_ Composition: \_\_\_\_\_

6. The illness finally came to an end.

Collocation: \_\_\_\_\_ Composition: \_\_\_\_\_

2 Ask a classmate to check your answers. Then discuss your responses



If you think you need to learn more about collocations, visit:  
<https://7esl.com/collocations/>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

## Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing collocations, choose **" collocates."**

Now press "Find matching strings." The system will list all the collocations found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

**Collocation Definition:** Collocations are words that are frequently placed together. So a **collocation in English is a group of two or more words that are often found together** either in English speech or English writing. As an example of this, we would say, "**happy birthday – not merry birthday.**"

**3** Let's look in the COCA corpus for common, well-known parts of speech and possible collocates. Go to the COCA main page and click on the **+** sign. Then click on **collocate** and type in the words indicated below. Write the top three most frequent ways each word is used.

### Adjective happy + noun

**4** Instructions: Type **happy** into the first search box and type **n\*** into the second box. Click on **0** on the left side and **2** on the right. Then click **find collocates**.

Frequency	Collocation Examples
1	
2	
3	



#### 4 Verb get + adjective

Instructions: Type the **word come** into the main search box and then click word above. Then click **collocates** and find in the adjective column what the three main collocations are.

Frequency	Collocation Examples
1	
2	
3	

#### 5 Adverb absolutely + adjective

Instructions: Type **absolutely** into the first search box and type **j\*** into the second box. Click on **0** on the left side and **1** on the right. Then click **find collocates**.

Frequency	Collocation Examples
1	
2	
3	

#### 6 Verb believe + preposition at

Instructions: To make more clear, try: Type **believe** into the first search box and then double-click on [POS] and choose **prep.All**. Click on **0** on the left side and **1** on the right. Then click find

Frequency	Collocation Examples
1	
2	
3	

#### 7 Noun House + noun

Instructions: Type **house** into the first search box and then double-click on [POS] and choose **noun. All**. Click on **0** on the left side and **1** on the right. Then click **find collocates**.

Frequency	Collocation Examples
1	
2	
3	

8 Choose an example to share with a classmate and then with the class.



Applying What We Have Learned. Work individually and do the following exercises

9 Complete the following sentences by using the verbs in the box.

DO

COME

HAVE

KEEP

1. \_\_\_\_\_ the homework.

2. \_\_\_\_\_ back

3. \_\_\_\_\_ fun

4. \_\_\_\_\_ going

5. \_\_\_\_\_ exercise

6. \_\_\_\_\_ away

7. \_\_\_\_\_ harm

8. \_\_\_\_\_ breakfast

9. \_\_\_\_\_ money

10. \_\_\_\_\_ business

11. \_\_\_\_\_ track of

12. \_\_\_\_\_ along

13. \_\_\_\_\_ out

14. \_\_\_\_\_ a secret

15. \_\_\_\_\_ dinner

16. \_\_\_\_\_ the dishes

17. \_\_\_\_\_ in mind





Applying What We Have Learned. Work individually and complete the following exercises.

9

Complete the following sentences by using the verbs in the box. You may have to change the tense of the verb.

BRING CATCH DO DRAW FIND GET

1. The negotiator was looking for a way to \_\_\_\_\_ the two sides together.
2. He came into the room quietly so that he wouldn't \_\_\_\_\_ attention.
3. The politician promised to \_\_\_\_\_ change to his community if he was elected.
4. While mum was preparing meals, I helped her \_\_\_\_\_ the laundry.
5. The actors \_\_\_\_\_ the director's ideas to life.
6. We have to \_\_\_\_\_ some more research before we can publish the results.
7. I'm sorry. I didn't \_\_\_\_\_ your name. Could you tell me again?
8. The mafia boss had his associates do everything for him so he didn't have to \_\_\_\_\_ his hands dirty.
9. I was sitting too close to the fire so my newspaper \_\_\_\_\_ fire.
10. \_\_\_\_\_ your duty and arrest those two muggers
11. The journalists revealed some exciting details and \_\_\_\_\_ the crimes of the company to light.
12. Even though I am an adult, I still \_\_\_\_\_ a kick out of putting toys together.
13. You can't behave like that. You must \_\_\_\_\_ a line between your private and professional life.
14. You must wear something warmer or else you'll \_\_\_\_\_ a cold.



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
Corpus linguistics gives me ideas about what collocations are and how they work.			
Following the instructions to get the information about collocation was clear.			
COCA is valuable to study collocations.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people what collocations are.			
Distinguish some collocations.			
Identify collocations within context.			
Use some collocations correctly.			

# UNIT 2 B

## Collocations Part II



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Answer the following questions.

1. What is a collocation? \_\_\_\_\_

2. Why do you think it is important to learn about collocations? \_\_\_\_\_

**2** Complete the following chart. Think about possible collocations for the verbs given and write their corresponding meaning.

Collocation	Meaning
Get	
Have	
Keep	
Go	
Hold	
Impose	
Keep	
Let	



If you need more information about this topic, scan this code, or go to: <https://www.youtube.com/watch?v=nh8r9SDmHn4>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the options above the search field and choose **“COLLOCATES.”**

Type the verb you want to learn about into the search field and then press start.

3 You are going to carry out an analysis of the verbs below. Complete the chart with the information you find.

Get	
Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

Go	
Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Hold

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Keep

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Leave

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Let

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	



Applying What We Have Learned. Work individually and complete the following exercises.

4 Write your own sentences using the pattern given.

### Get

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

### Go

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

### Hold

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	



## Keep

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Leave

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Let

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

**5** Work with a classmate and check your work. If you have questions, ask your professor.





Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I have learned what collocations are using COCA.			
It was easy for me to get information about collocations using COCA.			
COCA has a search option for collocations.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Explain what collocations are.			
Identify collocations easily.			
Use collocations appropriately.			

# UNIT 2 C

## Collocations Part III



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1 Look at the following table and make possible combinations with the prepositions indicated.

**Related**  
**Proud**  
**Familiar**

**Nervous**  
**Responsible**  
**Pessimistic**

**Notorious**  
**Married**  
**Fed up**

**Read**  
**Furious**  
**Mad**

OF	FOR	WITH	TO	ABOUT

2 Choose one phrase from each column and use it in a complete sentence.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



If you think you need to learn more about collocations, visit:  
<https://7esl.com/collocations/>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

Type in the word you want to look up.

Now press **"Find matching strings."** The system will list all the collocations found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

3

The following collocations are very common in the English language with the verb **"pay."** Look up each collocation and complete the information.

#### Pay a Bill

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

#### Pay a fine

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

#### Pay a visit

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay attention**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay by credit card**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay cash**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay interest**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay one's respects**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay someone a compliment**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_

### **Pay someone a visit**

Frequency: \_\_\_\_\_ Genre: \_\_\_\_\_

Example: \_\_\_\_\_



Applying What We Have Learned. Work individually and complete the following exercises.

4 Complete the following collocations using the verbs in the box.

**A Deal**

**Sense**

**Sure to**

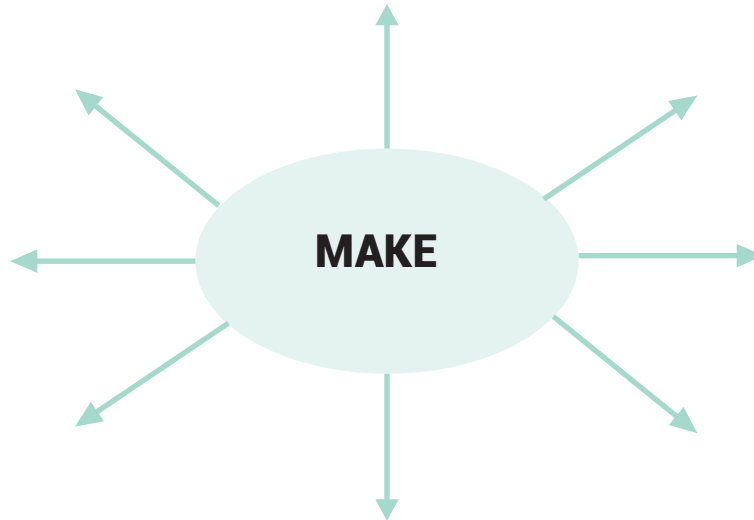
**A Decision**

**Someone**

**Bubbles**

**Up**

**The Bed**



After making the combinations, complete the following sentences by using them. Change the verb tense when necessary.

1. The secretary didn't tell the truth she \_\_\_\_\_ a weird story.
2. The explanation the driver gave didn't \_\_\_\_\_.
3. The sergeant \_\_\_\_\_ her parents \_\_\_\_\_ by obtaining the gold medal.
4. \_\_\_\_\_ close the door before leaving the office.
5. My brother never \_\_\_\_\_ his \_\_\_\_\_. Mom gets mad at him because of that.
6. It is difficult to \_\_\_\_\_ with a troubled mind.
7. The manager congratulated everyone for \_\_\_\_\_ that brings lots of profit.



Applying What We Have Learned. Work individually and complete the following exercises.

5 Read the following passage and then extract examples of collocations being used.

### The Search to Conquer Space

It is not a secret that governments and personal individuals have been working hard to conquer space for a long time. During the last few decades, space rockets have been launched to discover new things and study signs of life on the moon, mars or other planets and stars. Reaching out to find new discoveries seems to be an endless race. Lately, Richard Branson and Jeff Bezos were responsible for the first attempt to conquer space tourist travel.

To some people, these trips don't make any sense especially when we see how humans are behaving causing too much damage to planet Earth. Personally, I think we are making a mistake in investing a lot of money and paying too much attention to space, leaving behind the problems we need to face on earth. We are completely responsible for destroying the only living place we have. It is true that human existence is important, but the question is how many of us can go and live in space? Space exploration may end up in wonderful discoveries; nonetheless, some people are adamant that this race is irrelevant when many people are struggling to survive on earth.

6 Examples of collocations being used in the passage.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
Using corpus linguistics to study more about collocations is thought-provoking.			
Instructions are clear enough to carry out the exercises.			
COCA is a tool that makes me feel like a language expert.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people what collocations are.			
Come up with some of my own collocations.			
Identify collocations within context.			
Use some collocations correctly.			



# UNIT 2 D

## Collocations Part IV



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Match the words on the left with their corresponding form on the right. There might be more than one possible answer.

- |            |               |
|------------|---------------|
| 1. Save    | ( ) A call    |
| 2. Solve   | ( ) A game    |
| 3. Spend   | ( ) A problem |
| 4. Take    | ( ) For       |
| 5. Undergo | ( ) Money     |
| 6. Vote    | ( ) Results   |
| 7. Waste   | ( ) Surgery   |
| 8. Win     | ( ) Time      |
| 9. Yield   | ( ) Water     |

**2** Complete the following chart. Think about possible collocations for the verbs given and write their corresponding meaning.

Collocation	Meaning
Set	
Spend	
Take	
Tell	
Undergo	
Vote	
Waste	
Win	



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the options above the **search field** and choose **"COLLOCATES."**

Type the verb you want to learn about into the search field and then press start.

3

You are going to carry out an analysis of some verbs. Complete the chart with the information you find.

#### Save

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

#### Tell

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Undergo

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Vote

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Waste

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Win

Pattern	Meaning
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	



Applying What We Have Learned. Work individually and complete the following exercises.

4 Write your own sentences using the pattern given.

### Save

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

### Tell

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

### Undergo

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Vote

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Waste

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

## Win

Pattern	Sentence
+ Noun	
+ Adjective	
+ Verb	
+ Adverb	

5 Work with a classmate and check your work. If you have questions, ask your professor.





Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I have learned what collocations are using COCA.			
It was easy for me to get information about collocations using COCA.			
COCA has a search option for collocations.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Explain what collocations are.			
Identify collocations easily.			
Use collocations appropriately.			

# UNIT 2 E



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1

Classify the following personal introductions, greetings and farewells as formal or informal.

Conversations	Level of Formality
<b>Student A:</b> What's up, dude? <b>Student B:</b> Nothing much bro, you? <b>Student A:</b> So far, so good. <b>Student B:</b> Cool Man.	
<b>Student A:</b> Good morning, Miss Well. How are you today? <b>Student B:</b> I am doing very well, Tony. What about you? <b>Student A:</b> I'm great, thanks. <b>Student B:</b> Glad to hear that, Tony.	
<b>Student A:</b> Hey bro! What are you up to? <b>Student B:</b> Hanging in there, man!	
<b>Student A:</b> How have you been? Long time no see! <b>Student B:</b> It's been fabulous.	

2

Discuss the classifications you chose with a partner. Then write two reasons why you chose your classifications.

A. \_\_\_\_\_

B. \_\_\_\_\_



If you think you need to learn more about collocations, visit:  
<https://www.thoughtco.com/what-is-a-lexicon>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

Make sure you are in the **list** section / tab.

Type in each phrase from the list below.

Now press “Find matching strings” to find the frequency.

3 Look for the following common greetings, personal introductions and farewells in COCA corpus and write the information requested. Follow the instructions in the box above.

Phrase	Frequency
*How are you*	
*what's up*	
*Howdy*	
*hey bro*	
*hi*	
*hello*	
*How are you doing*	



4

Lexicon is very important in any language. Look up the following phrases in the COCA and write the frequency for each one. Then write two examples for each phrase.

1. Adjective **Fast** + Noun: Using the main search box, type in **fast**. Double-click [POS] and choose **noun.ALL**.

Frequency: \_\_\_\_\_

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

2. Personal Pronoun + verb: Using the main search box, type in **PRON**. Double-click [POS] and choose **verb.ALL**.

Frequency: \_\_\_\_\_

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

3. Noun + ness: Using the main search box, type in **\*ness**. Double-click [POS] and choose **noun.ALL**.

First Word Frequency: \_\_\_\_\_

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

4. Adverb ending in **ly**: On the main page, type **\*ly** and on the **{POS}** click **adv.ALL**

First Word Frequency: \_\_\_\_\_

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

5 Work with a classmate and check your work. If you have questions, ask your professor.





Applying What We Have Learned. Work individually and complete the following exercises.

6 In English it is very common for one word to have many variations depending on its part of speech. Complete the chart using the words below. Use a dictionary if needed. Use the completed examples to help you.

VERB	ADJECTIVE	ADVERB	NOUN
Educate	Educative	Educatively	Education
		Interrogatively	
Express			
			Likeness
	Communicative		
		Electively	
Inform			

7 Choose words from the chart above and use them to write complete sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



Applying What We Have Learned. Work individually and complete the following exercises.

8

Make the following combinations and indicate which new part of speech is created. See the example below.

**Example: Use + less = useless adjective**

Book + ing = \_\_\_\_\_

Happy + ness = \_\_\_\_\_

Less + en = \_\_\_\_\_

Improve + ment = \_\_\_\_\_

Cloud + y = \_\_\_\_\_

Create + ive = \_\_\_\_\_

Do + able = \_\_\_\_\_

Give + er = \_\_\_\_\_

Employ + ment = \_\_\_\_\_

Fight + er = \_\_\_\_\_



9

Use a physical or electronic dictionary to look up synonyms for these well-known English words.

**Synonym 1**

**Synonym 2**

1. Individual \_\_\_\_\_

2. Important \_\_\_\_\_

3. Learner \_\_\_\_\_

4. Different \_\_\_\_\_

5. Absolutely \_\_\_\_\_

6. Amazing \_\_\_\_\_

7. Country \_\_\_\_\_

8. Big \_\_\_\_\_

10

Share your responses with the whole class to increase and improve your lexicon.



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I love using corpus linguistics to study lexicon.			
The instructions for how to use COCA to study lexicon are easy to follow in this unit.			
COCA software helps to learn more about English vocabulary.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people about lexicon.			
Distinguish lexicon variations.			
Identify lexicon in context.			
Use some lexicon correctly.			

# UNIT 2 F



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1

Match the words on the left with their corresponding form on the right. There might be more than one possible answer.

- |                      |                |
|----------------------|----------------|
| 1. Very angry        | ( ) Awful      |
| 2. Very bad          | ( ) Brilliant  |
| 3. Very big          | ( ) Cautious   |
| 4. Very bright       | ( ) Costly     |
| 5. Very careful      | ( ) Difficult  |
| 6. Very creative     | ( ) Furious    |
| 7. Very detailed     | ( ) Innovative |
| 8. Very expensive    | ( ) Luminous   |
| 9. Very fat          | ( ) Massive    |
| 10. Very hard        | ( ) Meticulous |
| 11. Very intelligent | ( ) Obese      |
| 12. Very shy         | ( ) Timid      |

2

Complete the following chart. Think about synonyms for the following words. Write them in the box.

	Synonym
Near	
Nice	
Quick	
Serious	
Shy	
Thing	
Weak	
Wonderful	



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.

Go to the options above the **search field** and choose **"WORD."**

Type the word you want to learn about in the search field and then press start.



**3** The following words are very frequent and students tend to overuse them. Complete the following chart with synonyms for these words.

	Synonyms
Near	
Neat	
Nice	
Pacific	
Quick	
Rare	
Real	
Really	
Sad	
Safe	
Serious	
Shy	
Thin	
Thing	
Weak	
Wonderful	





Applying What We Have Learned. Work individually and complete the following exercises.

6

The following examples were taken from COCA. Look at the underlined words in the following sentences. Rewrite them using an appropriate synonym. There may be some cases in which the underlined word cannot be replaced.

1. If taxes are a reality of life, then all must shoulder a portion of the burden, both rich and all but the poorest.

---

2. We're a rich country and we can cope with arthritis and cancer at the same time.

---

3. He has fulfilled a lot of his agenda. Women against men, unemployed, against employed poor against rich, black and all?.

---

4. The authors argue that policymakers should instead look for other tools to raise the wages of low-skill workers and to provide poor families with an acceptable standard of living.

---

5. Within a relatively short time span, at least two groups of people trekked across a land bridge from Asia to Alaska and then went their separate ways, one down the Pacific Coast and the other into the heart of North America, a new genetic study suggests.

---

6. How can a society that is individualistic, pluralistic, pacific, devoted to private pleasures and domestic tranquility, prevail against an enemy that is collectivist, authoritarian, militaristic, mobilized for power and conquest?

---



7. Reconciling CFP Board's definition of fiduciary status with state common law is a serious matter. Yet Rhodes may raise a more serious question: is the CFP Board's advertising misleading?

---

8. I realized I am being videotaped. So I'm very careful.

---

9. Two hours go very quickly when the public is participating.

---

10. I am 40, shy, overweight and soooo desperate to go to the gym it is unreal.

---

11. Secretary General of the MCC said, "The disclosure of this terror cell is a sad reflection of the fact that five years of the so called War on Terrorism has failed in all its objectives and has brought terror to our very doorsteps."

---

12. LOL.... its terrible. But you're right -- when I finally do it, I'll be proud of myself and then mad I didn't do it earlier.

---

13. I had seen my Rheu-Doc several times with no real results or diagnosis or TREATMENT!.

---

14. Being the orderly neat freak that I can sometimes be, it really bothers me inside that I have this uncompleted task.

---

**7** Work with a classmate and check your work. If you have questions, ask your professor.





Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I have learned and improved my vocabulary using COCA.			
It was easy for me to find synonyms using COCA.			
COCA has a search option for synonyms.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Use a variety of words to express the same meaning.			
Use synonyms easily.			
Identify when a word cannot be substituted.			
Use other words instead of <b>very + adjective</b> to improve the way I write and speak.			

# UNIT 2 G

## Coordinating Conjunctions



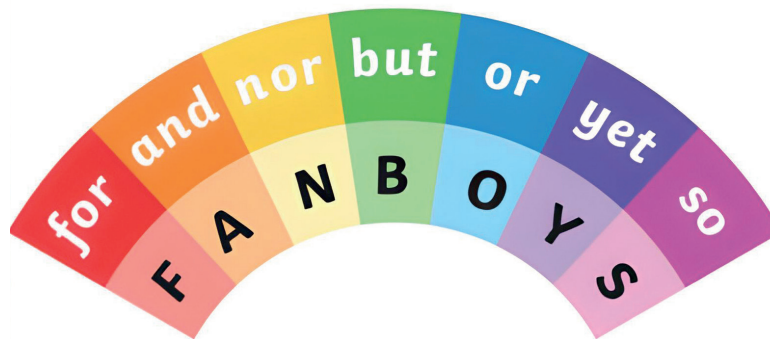
**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1

Look at the following picture and use the conjunctions to complete the sentences. This is a good way to remember them too. These are seven common conjunctions.

### Co-ordinating Conjunctions

There are seven conjunctions.  
They give equal importance to the words or sentences they connect.



1. My husband asked me to choose between Cancun \_\_\_\_\_ Mexico City. Dilemma!
2. Andrea \_\_\_\_\_ Nick got the university scholarship due to their wonderful grades.
3. I would not go to India \_\_\_\_\_ China. It is too far away from here.
4. We are so full after all the food \_\_\_\_\_ we asked for dessert.
5. He doesn't want to buy that car \_\_\_\_\_ it contaminates much more than the others.
6. The students did not do the homework on time, \_\_\_\_\_, they will lose some points.
7. My daughter would love to invite everyone to the wedding, \_\_\_\_\_ they don't have enough money to have many guests.

2

Discuss your answers with the whole class.



If you think you need to learn more about collocations, visit:  
<https://www.thoughtco.com/what-is-a-lexicon>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

## Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing coordinating conjunctions, choose "**conj.CRD.**"

Now press "**Find matching strings.**" The system will list all the coordinating conjunctions found in the Corpus of Contemporary American English. Now you are ready to do your analysis.

- 3 On the main page, double click on [POS], and scroll down for **conj.CRD.** Write the six most common coordinating conjunctions used in the COCA corpus.

Position	Coordinating Conjunctions	Frequency
1		
2		
3		
4		
5		
6		

4

Let's do research on how the combination of these coordinating conjunctions works in context. Go to the main search page and click on **collocates**. Write two examples for each combination.

1. Choose the **charts tab**. Then type in the conjunction **but** and click **See frequency by section**. Then complete the chart with the two main frequencies.

Coordinating Conjunction	But (numbers)	Genre
Frequency 1		
Frequency 2		

2. Choose the **charts tab**. Then type in the conjunction **however** and click **See frequency by section**. Then complete the chart with the two main frequencies.

Coordinating Conjunction	Yet (numbers)	Genre
Frequency 1		
Frequency 2		

3. Choose the **charts tab**. Then type in the conjunction **nevertheless** and click **See frequency by section**. Then complete the chart with the two main frequencies.

Coordinating Conjunction	Nor (numbers)	Genre
Frequency 1		
Frequency 2		

5

Discuss your findings with a partner and answer the following questions.

1. What differences do you see among the coordinating conjunctions?
2. How are they used within the different genres in regard to frequencies?

6

Let's look for synonyms for the following coordinating conjunctions. Under the main search box, click on **Find matching strings** and type in the words from the chart below. Add the synonyms to the chart.

But	And



Applying What We Have Learned. Work individually and complete the following exercises.

7 Combine the pairs of sentences using a coordinating conjunction from the picture at the beginning of this unit. There are many possible combinations.

1. He is a wonderful man. I can't see myself marrying him.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. She was having problems remembering her appointments. She bought an agenda.

a. \_\_\_\_\_

b. \_\_\_\_\_

3. I have to go to the supermarket on Mother's Day It might rain a lot.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. I got worried about the news. I went online to investigate more.

a. \_\_\_\_\_

b. \_\_\_\_\_



Choose the option that best completes each sentence.

1. We can go out for dinner now \_\_\_\_\_ later.

- a. nor
- b. or
- c. and

2. I have some free time \_\_\_\_\_ an extra ticket to see a movie. Wanna go?

- a. but
- b. yet
- c. and

3. The capital of Australia is not Melbourne \_\_\_\_\_ Sydney. right?

- a. nor
- b. so
- c. for

4. \_\_\_\_\_ the love he has for his team, he has stayed two more years.

- a. but
- b. for
- c. yet

5. Marco did not study for the test, \_\_\_\_\_ he passed with a good grade.

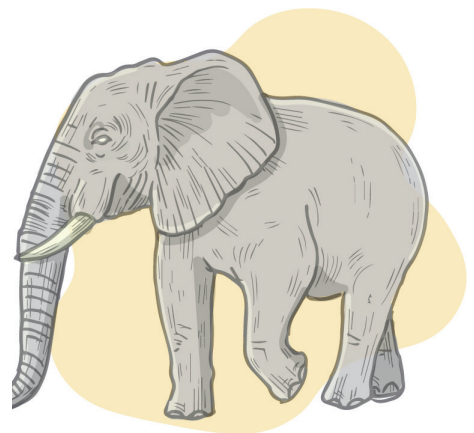
- a. but
- b. so
- c. yet

6. Elephants are big, \_\_\_\_\_ whales are so much bigger.

- a. yet
- b. and
- c. but

7. Tonight, I drink wine \_\_\_\_\_ beer, but I drink for sure.

- a. nor
- b. or
- c. and





Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
Corpus linguistics is useful to learn about coordinating conjunctions.			
It was easy for me to follow the instructions and get the information I needed.			
Using COCA to study coordinating conjunctions is thought-provoking.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people about coordinating conjunctions.			
Learn about the most common coordinating conjunctions used by native speakers.			
Identify coordinating conjunctions in context.			
Use some coordinating conjunctions correctly.			



# UNIT 2H

## Subordinating Conjunctions



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

**1** Answer the following questions.

1. What is a subordinating conjunction?

---

---

2. When do we use subordinating conjunctions?

---

---

3. What is a dependent clause? What are independent clauses also called?

---

---

4. What is an independent clause? What are independent clauses also called?

---

---

5. List some subordinating conjunctions you know.

---

---

**2** Complete the following chart. Write subordinating conjunctions based on the criteria given.

Comparison	Concession	Condition	Time	Place	Manner	Reason



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, you have to use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters [POS]. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing subordinating conjunctions, choose “**Conj. SUB.**”

**3** Complete the following chart. Write subordinating conjunctions based on the criteria given.

Comparison	Concession	Condition	Time	Place	Manner	Reason



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.

Go to the **search field**.

Type the word you want to learn about into the search field and then press start.



	Examples
Comparison	
Concession	
Condition	
Time	
Place	
Manner	
Reason	

4 Complete the following chart. Write subordinating conjunctions based on the criteria given.

1. Can you identify the dependent clause and the independent clause in each case?
2. What is the most common punctuation pattern in these sentences?
3. What punctuation pattern do you usually use with these conjunctions?



Applying What We Have Learned. Work individually and complete the following exercises.

5

The following examples were taken from COCA. Look at the underlined words in the following sentences. Substitute them for another subordinating conjunction.

1. He said Mrs. Kovaks didn't have to worry about him because he'd agreed to partner with Ernie Latina, who had a Chevrolet.

---

---

2. HHS will not continue a deferral for more than 30 days unless a hearing has begun within that time or the time for beginning the hearing has been extended by mutual consent of the recipient and the Secretary.

---

---

3. His approach enabled us to estimate ancestral spatial locations throughout the phylogenetic history while accounting for uncertainty in the phylogenetic and diffusion process.

---

---

4. Out groups (whether a different ethnicity, class, sexuality, creed, whether being one of twins, an albino, someone disabled or an unusually talented individual) are suspect and challenging in their abnormality.

---

---

5. Proceed to your boss's office for a very awkward meeting that he absolutely doesn't want to have to do, but is basically obligated to because all your coworkers demand that he say something to you about your reek.

---

---

6. Since none of them were willing to divulge any information about those who had hired them to attack Aivas, his guardians had no recourse but to have them all transported to the mines of Crom to work underground with other incorrigibles.

---

---

7. Since The New Painting of Common Objects included artists from both the East and West - yet in terms of numbers, California artists dominated -- it is not surprising that Artforum, then a California-based magazine, covered the show in depth.

---

---

8. The Colossus would give us insight into whether civilization is a fragile development or if it is common.

---

---

9. Unless I have an overwhelming urge to open something, which I rarely ever do, it goes into the trash bag on Monday night when I'm on my way out to the dumpster.

---

---

10. While he is certainly favored to win the state this year, his apparent struggles there are a sign of a campaign falling apart in the home stretch.

---

---

6

Analyze the previous sentences and determine if you can rewrite them by changing the order of the dependent clause.



7

Write your own sentences using the following subordinating conjunctions. Use an extra sheet of paper. When you finish, share your work with a classmate.

*When*

*Because*

*While*

*Since*

*Whether*

*Although*

*Where*

*Though*

*Unless*

*Whereas*



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
I have learned about subordinating conjunctions by using COCA.			
It was easy for me to get the information needed to complete the exercises.			
COCA has a search option for subordinating conjunctions.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Identify dependent and independent clauses.			
Identify subordinating conjunctions.			
Use subordinating conjunctions appropriately.			
Punctuate sentences correctly when using subordinating conjunctions.			

# UNIT 21



**Applying Our Knowledge.** Complete the following exercises. If you have any questions, you may ask a classmate.

1

Most of the coordinators fall into the following categories: **contrastive, concessive and corrective**. Read the following sentences and classify them based on the category listed above. Write the number of each sentence in the correct box.

1. The president did not reveal the; on the contrary, he will keep them until next week.
2. Everyone wants to go; however, it all depends on the weather conditions.
3. You have to bring your umbrella with you; otherwise, you will get soaking wet.
4. My mother and my dad will join us on the fifth day of the trip.
5. He has put her through so much, yet, she forgives him. I couldn't believe my eyes.
6. They do not want to retire for they love the university.
7. Do they need a ride, or are they taking public transportation?
8. Mr. Wealth has a lot of money. Instead of spending it on luxurious things, he has a simple life.
9. The flood caused so much material destruction; nonetheless, no one has died.
10. Productivity has increased 150%, so workers will be getting an extra bonus.

Contrastive	Concessive	Corrective

2

Share your answers with the class.



If you think you need to learn more about connectors, visit:  
<https://www.wallstreetenglish.com>



Using Corpus Analysis Toolkits. Use the Corpus of Contemporary American English (COCA) to complete the following exercises.

### Things to keep in mind...

In order to complete the following exercises, use the Corpus of Contemporary American English (COCA). Scan this QR Code to go to the website.



Go to the **search field**.

To the right of the search field, you will see the letters **[POS]**. Double-click on them.

Once you double-click on **[POS]**, you will see a drop-down menu.

Since we are analyzing subordinating conjunctions, choose "**conj.ALL.**"

3

On the main page, double-click on **[POS]** and scroll down for **conj.ALL.** write and get the data for each of the following coordinators.

#### 1. However

Type **however** into the search tab. Then click **chart** and use the information to complete the table. Write the frequency and the context in which **however** is the most common.

Frequency	Genre Area	Field More Used	Percentage in Field

#### 2. Nevertheless

Type **nevertheless** into the search tab. Then click **chart** and use the information to complete the table. Write the frequency and the context in which **nevertheless** is the most common.

Frequency	Genre Area	Field More Used	Percentage in Field



### 3. Nonetheless

Type **nonetheless** into the search tab. Then click **chart** and use the information to complete the table. Write the frequency and the context in which **nonetheless** is the most common.

Frequency	Genre Area	Field More Used	Percentage in Field

4 The three previous connectors are similar in meaning. Answer the following questions analyzing your data.

1. Which of the three is most frequently used?

---

2. Are the genre areas similar among them or not?

---

3. Write an example for each field topic per genre area for each connector.

---

---

---

5 Let's look at some common punctuation patterns regarding connectors. Click on + symbol above the search box. Then click on **KWIC**. Double-click on **[POS]** and scroll down to **punc.All**. Type in a connector word leaving two spaces to the left and two to the right. Then click **key word in context** to search.

<i>On the contrary</i>	<i>Thus</i>	<i>On the other hand</i>	<i>Conversely</i>
<i>For instance</i>	<i>Hence</i>		<i>As a result</i>

Punctuation Pattern 1.

---

Punctuation Pattern 2.

---

6 Discuss all your findings with a partner.



Applying What We Have Learned. Work individually and complete the following exercises.

7 Complete the following paragraph using the connectors in the box.

Consequently    At the end    Clearly    At first    As a result    So    Until    Then  
There    However    In conclusion    Finally

### Jean and Karl's Vacation

After a year and half of working from home, Jean and Karl planned to have the perfect vacation. \_\_\_\_\_, they had three different places to choose from going abroad, a country-wide trip or just an all-inclusive hotel. \_\_\_\_\_, making a decision was difficult, \_\_\_\_\_, they decided to go to Orlando, USA. Finally, it was travel day, and the dream vacation became a nightmare. First, the original flight was cancelled. \_\_\_\_\_ Jean and Karl missed their connection flight and missed the first tour that started in the afternoon. They ended up arriving at the hotel at midnight very stressed and in complete despair. The only thing they wanted was to rest and sleep. \_\_\_\_\_, they found out that for an inexplicable reason, their booking had been cancelled by the booking company provider. \_\_\_\_\_, they needed to make a new booking which cost them twice what they had budgeted. \_\_\_\_\_, the vacation began with a negative feeling; \_\_\_\_\_, the rest of it worked out as planned but they were a little short on money. \_\_\_\_\_, on the way back home, the airline told them that their flight was overbooked and they might have to wait until the next day. \_\_\_\_\_, Jean had it. She started yelling at the counter agent \_\_\_\_\_ the manager came to talk to them. \_\_\_\_\_, they got in the plane and arrived home safe and sound.





Applying What We Have Learned. Work individually and complete the following exercises.

8

Look at the picture and write possible solutions using the connectors given to save and help preserve our planet.

## PROTECTING OUR PLANET STARTS WITH YOU

<p><b>BIKE MORE DRIVE LESS</b></p> 	<p><b>reduce REUSE recycle</b></p>  <p>Cut down on what you throw away. Follow the three "R's" to conserve natural resources and landfill space.</p>	<p><b>choose sustainable</b></p>  <p><b>seafood</b></p> <p>Learn how to make smart seafood choices at <a href="http://www.FishWatch.gov">www.FishWatch.gov</a>.</p>	<p>Trees provide food and oxygen. They help save energy, clean the air, and help combat climate change.</p>  <p><b>PLANT A TREE</b></p>
<p><b>EDUCATE</b></p>  <p>When you further your own education, you can help others understand the importance and value of our natural resources.</p>	<p><b>CONSERVE WATER</b></p>  <p>The less water you use, the less runoff and wastewater that eventually end up in the ocean.</p>	<p><b>-SHOP- WISELY</b></p>  <p>Buy less plastic and bring a reusable shopping bag.</p>	<p><b>Don't send chemicals into our waterways.</b></p>  <p>Choose nontoxic chemicals in the home and office.</p>
<p><b>Volunteer!</b></p>  <p>Volunteer for cleanups in your community. You can get involved in protecting your watershed too!</p>		<p><b>Long-lasting light bulbs - ARE A - BRIGHT IDEA</b></p>  <p>Energy efficient light bulbs reduce greenhouse gas emissions. Also flip the light switch off when you leave the room!</p>	

Taken from: <https://oceanservice.noaa.gov/ocean/earthday.html>

1.However: \_\_\_\_\_

2.Though: \_\_\_\_\_

3.Even though: \_\_\_\_\_

4.Consequently: \_\_\_\_\_

5.Contrary: \_\_\_\_\_

6.Nevertheless: \_\_\_\_\_

7.Yet: \_\_\_\_\_

8.Thus: \_\_\_\_\_



Review. Complete the following exercises related to your learning process.

1 How do you feel about using the **Corpus of Contemporary American English**? Complete the following chart.

	I completely agree.	I somehow agree.	I disagree.
Learning about connectors is clear through corpus linguistics.			
The instructions to study connectors are comprehensible.			
COCA data provides good examples about connectors.			

2 What did you learn in this unit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 Complete the following chart with your information. Check  the boxes that best describe your progress in this unit.

I Can			
Tell people about connectors.			
Distinguish the most common connectors from other conjunctions.			
Identify connectors in context.			
Use some connectors correctly.			



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