

Discovering Grammar Through Corpus

1

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Presentation

The book ***Discovering Grammar Through Corpus I*** 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 three content units that are made up of mini lessons. These units focus on the specific topics of: nouns, adjectives, and adverbs.

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

Nouns

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

Mini Lesson	Topic
1A	Countable
1B	Uncountable
1C	Proper
1D	Collective
1E	Subject nouns that are derived from adjectives

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%	😊	☹️	
Countable								
Uncountable								
Proper								
Collective								
Subject nouns that are derived from adjectives								

Notes :



UNIT 1 A

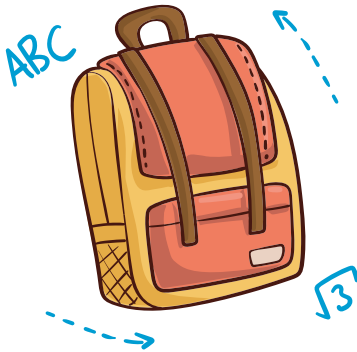
Countable Nouns



Applying Our Knowledge. Complete the following exercises. When you finish them, share your work with a classmate.

- 1 Which of the following items do you have in your school bag? Count them and fill in the blanks with the quantity you have.

In my school bag, I carry.....



- _____ pen (s) and _____ pencil (s).
- _____ ruler (s).
- _____ eraser (s).
- _____ book (s) and _____ notebook (s).
- _____ sharpener (s).
- _____ colored pencil (s) and _____ crayons (s).
- _____ calculator (s).
- _____ smartphone (s) or _____ tablet(s)/computer(s).
- _____

***Note:** Write something that you have that is not on the list.

- 2 From exercise 1, write five objects that you and your partner both have.

Me	My Partner
1.	
2.	
3.	
4.	
5.	

- 3 Based on the previous exercises, answer the following question with your partner.
What does the “s” in the parentheses represent? A. Singular B. Plural C. Neutral.

- 4 Explain your answer:



If you think you need to learn more about countable nouns,
visit: <https://www.englishvid.com/english-resource/countable-and-uncountable-nouns/>



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

Things to keep in mind...

Use the Corpus of Contemporary American English (COCA) to complete the following exercises. 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” will see a drop-down menu.

Since we are analyzing countable nouns, choose “Noun. ALL”.

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

1

Complete the following chart with the data provided by the corpus.

How many total nouns are there?	
What is the most frequent noun from the list?	
What is its frequency?	
Is it a countable noun?	
Is this noun in its plural or singular form?	

2 What are the ten most frequent nouns used in this corpus after the noun **“people”**? Write the noun, its frequency, and indicate if it is countable or not.

<i>Noun</i>	<i>Frequency</i>	<i>Countable Yes or No</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

3 Choose ten more countable nouns from the corpus list and write their singular and plural form in the next chart.

<i>Noun</i>	<i>Plural Form</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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





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

1 What is the plural form of the following nouns?

Noun	Plural
Fish	
Child	
Cactus	
Offspring	
Sheep	
Tooth	
Goose	
Foot	
Crisis	

2 Most regular nouns are made by adding “-s, -es or -ies.” Write the plural form of the following nouns.

1. One computer, two _____
2. A flash, some _____
3. A book, a lot of _____
4. One piano, four _____
5. A wolf, a pack of _____
6. A belief, several _____
7. One cry, many _____
8. One wish, three _____
9. A tomato, five _____
10. An opinion, some _____

3 What are two conclusions you can make about plural nouns based on the two previous exercises.

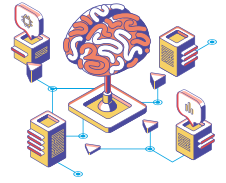
1.

2.



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

1 Read the following passage and complete the exercises below.



The New Technological Mindset

Many years ago, people relied on their brains to remember phone numbers, names, and even license plate numbers. However, with the increased use of smartphones, user have become more dependent on their devices to recall such details.

These days it almost seems that people are born with an innate ability to use tablets, smartphones, and even electronic gadgets such as Google voice recognition and Amazon’s virtual assistant Alexa. Practically every aspect and domain of our lives has been influenced by technological devices and advancements. Whether this is good or bad (a reasonable discussion), today’s reality is that human life has been transformed drastically in the last two decades or so.

2 Complete the following exercises based on the previous passage.

The following list has been taken from the passage.

Year	User	Voice	Domain
People	Detail	Name	Aspect
Brain	Number	Life	Advancement
Phone	Devices	Gadget	Alexa
Plate	Assistant	Ability	Google
Voice	Tablet	Smartphone	Amazon

Write all of the countable nouns in the box below.

3 Match the following words with their corresponding definition or synonym.

- | | |
|---------------|------------------------------|
| 1. Phone | _____ Feature, detail |
| 2. Assistance | _____ A ten-year period, ten |
| 3. Area | _____ Gadget, tool |
| 4. Decade | _____ Vehicle, automobile |
| 5. Device | _____ Mobile, telephone |
| 6. Car | _____ Help, support |



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I love corpus linguistics.			
It was easy for me to follow the instructions and get the information I needed.			
I think COCA is a useful tool to analyze a corpus.			

- 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>I can:</i>			
Tell people what countable nouns are.			
Distinguish countable nouns from uncountable nouns.			
Identify countable nouns in context.			
Use countable nouns correctly.			

UNIT 1 B

Uncountable Nouns



Applying Our Knowledge. Complete the following exercises. When you finish, check your work with a classmate.

1

Complete the following exercises.

From the following list, circle all the uncountable nouns.

Rice	Coffee	House	Car	Computer
Pen	Air	Money	People	Card

What is an uncountable noun?

How do you identify uncountable nouns?

2

Complete the following chart. Check the box that applies.

Do you use these forms with countable or uncountable nouns?	Countable	Uncountable
A little		
A lot		
Any		
Many		
Much		
Some		
Too many		
Too much		

3

Explain your answer: _____



If you need more information about this topic, scan this code, or go to: <https://www.youtube.com/watch?v=tjPoypKl11g>



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

Things to keep in mind...

Use the Corpus of Contemporary American English (COCA) to complete the following exercises. 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 uncountable nouns, choose “Noun. ALL”

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

- 1 Complete the following chart with the data provided by the corpus.

Uncountable nouns	Frequency

2

Complete the following chart with information from the 100 most frequent nouns. Classify the uncountable nouns in their corresponding category.

Abstract ideas	Feelings	Gas
Liquids	Mass nouns	Powders and grains

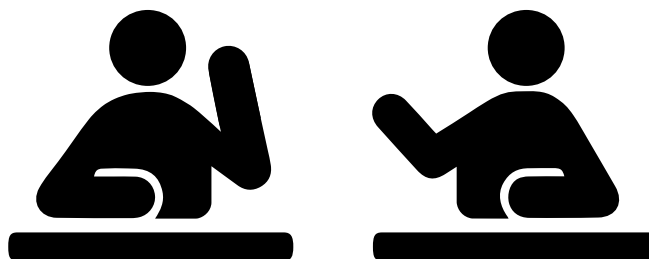
3

Analyze your work by discussing and completing the following ideas.

- What did you learn about uncountable nouns? Based on your analysis, which nouns are more frequent: countable or uncountable?
- From the previous exercise, which category is more common among uncountable nouns?
- Uncountable nouns are used with a **singular / plural** verb.
- Uncountable nouns **are / are not** used with a or an.
- You can't use quantity words before **countable / uncountable** nouns.
- What else did you learn about uncountable nouns?

4

Work with a classmate to check your answers to the previous exercise.





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

1

What is your favorite dish? How do you prepare it? Write the ingredients you need and then write the directions to prepare it. Add quantifiers when needed.

Ingredients:



Directions:





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

1 Classify the ingredients from your recipe.

Countable	Uncountable

What counting word or unit of measurement did you use to make your uncountable nouns countable?

2 Work with a classmate and create a role-play in which you are teaching someone how to prepare your recipe.





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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about uncountable nouns.			
I learned about uncountable nouns by using COCA.			
Using COCA is not helpful.			

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>I can...</i>			
Tell people what uncountable nouns are.			
Classify nouns based on whether they are countable or uncountable.			
Use uncountable nouns properly.			
Make uncountable nouns countable.			

UNIT 1 C

Proper Nouns



Applying Our Knowledge. Complete the following exercises. When you finish them, share your work with a classmate.

1 Classify the following proper nouns into the correct category (people, places or things) according to what you know about proper nouns.

<i>Peter</i>	<i>Iphone</i>	<i>Tik Tok</i>	<i>Mr. Cooper</i>
<i>Computer</i>	<i>The Smiths</i>	<i>Universal Studios</i>	<i>Watch</i>

PEOPLE	PLACES	THINGS

2 Highlight the proper nouns in the sentences and substitute them for a common noun.

Example: Mr. Tough gave us a lot of homework to do.

Mr. Tough = The teacher

1. By May 2021, Whatsapp had 2 billions users worldwide.
2. I want to buy a new Galaxy that connects via satellite.
3. The Hamptons is a very elegant residential area.
4. Sofia Vergara is a famous Colombian actress.
5. I love to watch AGT to see people's talents.

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

3 Explain your answer: _____



If you think you need to learn more about proper pronouns, visit: <https://www.gingersoftware.com/content/grammar-rules/nouns/proper-noun/>



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

Things to keep in mind...

Use the Corpus of Contemporary American English (COCA) to complete the following exercises. 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 it.

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

Since we are analyzing proper nouns, choose "Noun. ALL".

4

In the search bar, write **"amazon"** to see what results you get.

1- What is the frequency of the word "amazon"?

2- How many searches does the word "amazon" appear on?

3- Write three more examples where the word "amazon" appears.

4- Next to the word frequency, you will find **"total / unique +"**. If you click there, what is the result?

Unique forms	
Total Frequency	

5- What can you grasp from these data?

5

Look for the word "**Glamazon.**" Click it and write three examples of how it is used.

1. _____

2. _____

3. _____

6

Now click the first three sources where **Glamazon** is used and then write a definition of this proper noun.

According to the sources, **Glamazon is**.....

1.

2.

3.

7

Work with a classmate. Check and compare the answers from the two previous exercises.





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

1

Match a word on the left with a word on the right to create a complete proper noun. Use the example to help you.

Fire + Stick = Fire stick

1. Mac	Republic	= _____
2. Michael	Columbus	= _____
3. Braulio	Donald's	= _____
4. Olive	Studios	= _____
5. Apple	Chang Díaz	= _____
6. Czech	Garden	= _____
7. Taj	Carrillo	= _____
8. Universal	T.V.	= _____
9. Christopher	Jordan	= _____
10. Franklin	Mahal	= _____

2

Complete the following sentences by using the **proper nouns** you formed in the previous exercise.

1. One of the most widespread fast-food chains is _____.
2. The _____ was built as a sign of true love. It is located in India.
3. My dad is so excited about his new _____. Now he can watch all the movies.
4. If you visit Orlando in the USA, don't miss the opportunity to go to _____. It is a must.
5. The only Costa Rican astronaut who has been to space is _____.
6. In _____, you can find castles, medieval buildings and the famous Charles Bridge.
7. One of the greatest basketball players of all times is _____.
8. If you go trail walking in _____ park, please do so with a tour guide.
9. _____ has opened a couple of restaurants in Costa Rica recently.
10. A new theory explains that America was not actually discovered by _____.



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

1 Read the following passage.



Mount Everest
by Barry C. Bishop

Like other high peaks in the region, Mount Everest has long been revered by local peoples. Its most common Tibetan name, *Chomolungma*, means “Goddess Mother of the World” or “Goddess of the Valley.” The Sanskrit name *Sagarmatha* means literally “Peak of Heaven.” Its identity as the highest point on Earth’s surface was not recognized, however, until 1852, when the governmental Survey of India established that fact. In 1865 the mountain—previously referred to as Peak XV—was renamed for Sir George Everest, British surveyor general of India from 1830 to 1843.

The Himalayan ranges were thrust upward by tectonic action as the Indian-Australian Plate moved northward from the south and was subducted (forced downward) under the Eurasian Plate following the collision of the two plates between about 40 and 50 million years ago. The Himalayas themselves started rising about 25 to 30 million years ago, and the Great Himalayas began to take their present form during the Pleistocene Epoch (about 2,600,000 to 11,700 years ago). Everest and its surrounding peaks are part of a large mountain massif that forms a focal point, or knot, of this tectonic action in the Great Himalayas. Information from global positioning instruments in place on Everest since the late 1990s indicates that the mountain continues to move a few inches to the northeast and rise a fraction of an inch each year.

Adapted from: <https://www.britannica.com/place/Mount-Everest>

2 Complete the following exercises based on the passage.

A- From the text above search for:

1- Two examples of proper nouns indicating people are: _____ and _____.

2- Two examples of proper nouns indicating places are: _____ and _____.

B- Indicate if the following statements are Facts (F) or Not Facts (NF).

Statements	F	NF
1. All proper nouns are capitalized in the text.		
2. The word <i>peoples</i> is a proper noun.		
3. All proper nouns refer to a specific one-of-a-kind element.		
4. The years 1830,1843,1852 and 1865 are proper nouns because they represent specific times.		



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
Corpus linguistics helps me understand the topic better.			
Getting information about proper nouns from COCA was simple.			
I think COCA is a useful tool to draw conclusions about this topic.			

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>I can...</i>			
Tell people what proper nouns are.			
Distinguish proper nouns from common nouns.			
Identify proper nouns within context.			
Use proper nouns correctly.			

UNIT 1 D

Collective Nouns



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Answer the following questions.

What are collective nouns? _____

Look at the following list and circle all of the collective nouns.

Board Group Choir Class Committee Family Jury Set
Computer Meeting Elephant Dogs Mall Collection Car
University Panel Staff Flock Bunch Pack System Rules

Can you add some other collective nouns? _____

In general terms, collective nouns are usually followed by a singular verb; however, in some cases they are followed by a plural verb. Do you know when to use one form over the other one? Read the following explanations and check the correct box.

When the individuals in the collective noun are all doing the same activity at the same time, you use a _____.

Singular verb

Plural verb

When the individuals in the collective noun are all doing different activities, you use a _____.

Singular verb

Plural verb

2

Classify the collective nouns from exercise 1.

What do they describe?

People

Animals

Things

3

Check your work with a classmate.



If you need more information about this topic, scan this code, or go to: <https://www.youtube.com/watch?v=erQJ9ze1KIs>



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 **search field**.

Above the **search field**, you will see several different options. Click “Word.”

Type each word below into the search box and then 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.

4 Complete the following chart.

Collective Nouns	Is it followed by a singular or plural verb?	Clusters presented	Examples
Class	<input type="checkbox"/> Singular verb <input type="checkbox"/> Plural verb		
Crowd	<input type="checkbox"/> Singular verb <input type="checkbox"/> Plural verb		
Family	<input type="checkbox"/> Singular verb <input type="checkbox"/> Plural verb		
Police	<input type="checkbox"/> Singular verb <input type="checkbox"/> Plural verb		
Staff	<input type="checkbox"/> Singular verb <input type="checkbox"/> Plural verb		

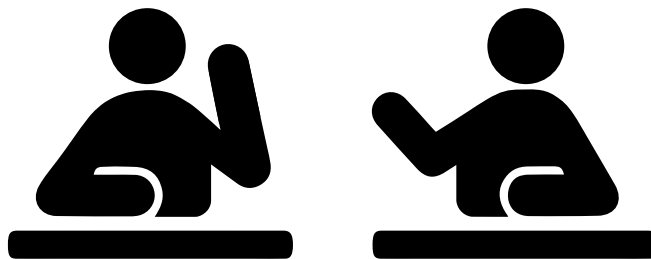
4

Complete the following chart.

Collective Nouns	<i>Is it followed by a singular or plural verb?</i>	Clusters presented	Examples
<i>Police is</i>			
<i>Police are</i>			
<i>Family is</i>			
<i>Family are</i>			
<i>Class is</i>			
<i>Class are</i>			
<i>Staff is</i>			
<i>Staff are</i>			
<i>Pack is</i>			
<i>Pack are</i>			

4

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





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

1

The following sentences were all taken from the Corpus of Contemporary American English. Analyze each example and explain the use of the singular or plural verb.

1. If you have been following the story, the local police is either purposely covering up for Zimmerman by changing the testimony of witnesses.
2. The police are now investigating if an informal network of abusers around him existed.
3. The police is there to protect our citizens and is loyal to the state.
4. Police are investigating to see if this is an Animal Cruelty case or a religious ritual.
5. That's what family is for - the basic unit of society.
6. The family is not opposed to medical treatment per se, but they have decided to seek alternative treatment for this cancer at a clinic in another country.
7. The Hauser family are simple farmers who homeschooled their children until Child Protective Services intervened.
8. Family are people you trust, love, want to spend time with.
9. The crowd is always right (wrong!).
10. The crowd is not wise. It's hysterical and insane.
11. I'd say 50 percent of the crowd are Buckeye fans and it's pretty inspiring watching the other guys on the team.
12. The crowd are in fact largely cheering and waving as the cruise ship approaches.
13. The Wolf Pack are a legitimate preseason top-10 team, at the very least.
14. Also in my pack are blankets, hand warmers, a big survival knife, signaling devices, fire-starting equipment. You can't have enough fire starter.
15. This Pack is International! You can use it on non-German Systems without any Problem.

- ***Were you able to figure out the use of singular and plural verbs with these forms?***
- ***Do you think that the grammar rules that explain the use of these forms are consistent among native speakers?***
- ***Are there examples where the grammar rules were not followed? Which ones? Why?***



Applying What We Have Learned. Work in groups of five and play this board game. Ask your professor to give you a die and markers. Your goal is to create a sentence using the pattern given.

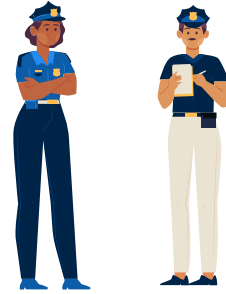
START

Family is

Lose a turn!

Police is

Sorry! You have to start again!



Police are

Class is

Roll again!

Staff is

Move ahead 4 spaces!

Family are

Lose a turn!



Go back 3 spaces!

Move ahead 1 space!

Choir is

Choir are

Go back 1 space!



FINISH



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about collective nouns.			
I learned about collective nouns by using COCA.			
I find COCA useful to learn about 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>I can...</i>			
Tell people what countable nouns are.			
Use collective nouns properly.			
Determine whether I need a plural or singular verb after a collective noun.			
Use collective nouns when writing and speaking.			

UNIT 1 E

Adjectival Nouns



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a partner.

1 Read and analyze the following sentences and identify their subject. Write the subject in the box.

1. The rich should have a moral obligation to help those in poverty.
2. The unemployed have been offered special training to get back into the workforce.
3. The deaf must be given special classroom attention in the educational system.
4. The poor is increasing greatly in developing countries in the 21st century.
5. The elderly have a lot of trouble walking on uneven sidewalks.
6. The sick is more affected by the current world pandemic.

1.
2.
3.

4.
5.
6.













2 Check your work with a classmate.



If you think you need to learn more about adjectival nouns, visit:
<https://www.englishgrammar.org/category/adjectives/>



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**.

Above the **search field**, you will see a menu. Click on the symbol +.

Click on KWIC.

Type the rich in the box and click on Keyword in Context (KWIC).

Now the system will display a list of all the hits found in the Corpus of Contemporary American English. You are ready to do your analysis.

3 Answer the following exercises based on the information provided by COCA.

The following sentences are extracted from the corpus search. Analyze them and indicate how the noun “the rich” is being used in context from a grammar viewpoint.

A- It is reality instituted for the defense of **the rich** against the poor.

B-**The rich** are getting richer and the poor poorer.

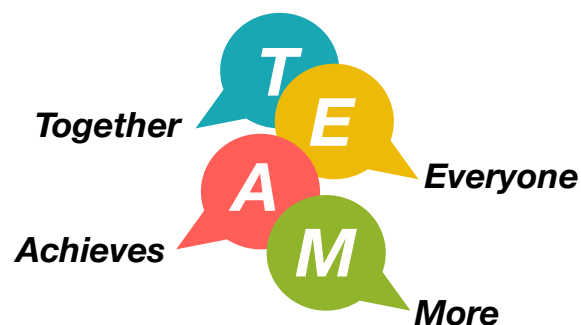
C-You need to go and protest real issues like how **the rich** do not pay the taxes they are supposed to pay.

In sentence A, the concept “the rich” works as:

In sentence B, the concept “the rich” works as:

In sentence C, the concept “the rich” works as:

4 Work with a classmate and compare your answers.



5

The following text fragments were taken from COCA. Read them carefully and then answer the questions.

Fragment 1

It seemed like the right thing to do to go against the grain. It was the ultimate rebellion. The problem is, I was wrong: Tax breaks for **the rich** don't trickle down... Nation-building is immoral... Capitalism does not naturally self-correct and Corporations, left to their own devices, won't do the right thing and the poor won't be fed get fed by private organizations alone. "I think it was naive," Krohn now says of the speech. "It's a 13-year-old kid saying stuff that he had heard for a long time.... I live in Georgia. We're inundated with conservative talk in Georgia."

Taken from: <http://www.politico.com/news/stories/0712/78068.html> / <https://www.english-corpora.org/coca>

Fragment 2

Brand new details about Donald Trump's tax plan this morning. It's a populist agenda that taxes Wall Street and cuts taxes for the middle class. He would slash most tax deductions for **the rich**, lower corporate taxes to 15 percent and shrink seven individual tax brackets down to four.

Taken from: New Day 8:30 AM EST <https://www.english-corpora.org/coca>

In these fragments extracted from the COCA, the noun **the rich** is being used in economic and social contexts. Can you find three words that indicate each context?

Economical Area	Social Area
1.	1.
2.	2.
3.	3.

6

Group work:

Discuss the three words you have chosen in a small group. Then share your ideas with the whole class.



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

1

Let's learn more about adjectival nouns. Match column A with its corresponding definition in column B. Check your answers with your teacher and classmates.

Adjectival Noun		Definitions
The blind		People who believe in a religion
The deaf		People who are mentally ill
The destitute		People who have a lot of money
The dead		People who have no home
The dying		People who physically or mentally ill
The elderly		People who have no money or possessions
The faithful		People who are millionaires
The homeless		People who have been bruised
The injured		People who cannot see
The insane		People who have lived for a short time
The jobless		People who are old
The old		People who are no longer alive
The poor		People who are hurt by a weapon
The rich		People who are morally bad
The sick		People who are unemployed
The wealthy		People who cannot hear
The wicked		People who are no longer young
The wounded		People who are about to die
The young		People who have little money



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

Group work:

1

Read the following passage called, “The Rich, the Poor and the Trash.”

The Rich, the Poor and the Trash

Trash is a symbol of our times. How we deal with it speaks volumes about our consumption and prosperity - and our levels of social inequality. What some throw away, others need to survive.

In the documentary, “The Rich, the Poor and the Trash,” co-directors Naomi Phillips and Thomas Hasel explore the lives of people both working with and living off trash. Twenty-eight-year-old Godwin Ochieng lives in Dandora, a slum in Kenya, where one of the largest dumpsites in Africa is located. He spends his days combing through endless piles of garbage coming in the truckload from the city’s wealthier districts in the hope of finding something to sell: for him, the mountain of trash is a lifeline. Meanwhile, halfway around the globe in one of the world’s richest and most expensive cities, Pierre Simmons combs the streets of New York for cans he can sell to recycling companies. Both men live in countries where the gap between rich and poor is vast. But the social gap between the US and Kenya is also huge. Economists Lucas Chancel and Kate Raworth warn against the consequences of a huge imbalance at both the national and international levels. They believe it poses a great danger to our entire system of values in the West, to our understanding of democracy and, ultimately, to our economy.

Taken from: [https://](https://www.dw.com/en/the-rich-the-poor-and-the-trash/av-44167751)

www.dw.com/en/the-rich-the-poor-and-the-trash/av-44167751

Complete the sentences based on the article.

- Godwin Ochieng is a representative of:
a-the rich b-the trash c-the poor
- New York City is a symbol of:
a-the rich b-the trash c-the poor
- A synonym for the word trash is:
a-cans b-dumpsites c-garbage
- The bulk of trash of our cities is a sign of:
a-prosperity b-poverty c-recycling
- The main idea of this documentary review is:
a-life in Kenya and New York b-social inequality c-danger of losing social values.



Watch at: https://youtu.be/G_e7eFSkEjw



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
It is easy to see adjectival nouns in COCA.			
The Instructions to find adjectival nouns in COCA are clear.			
I better understand what adjectival nouns are after 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>I can...</i>			
Tell people what adjectival nouns are.			
Distinguish adjectival nouns from nouns.			
Identify adjectival nouns within context.			
Use adjectival nouns correctly.			

UNIT 2

Adjectives

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

Mini Lesson	Topic
2A	Descriptive Adjectives
2B	Quantitative Adjectives
2C	Proper Adjectives
2D	Interrogative Adjectives
2E	Indefinite Adjectives
2F	Compound Adjectives
2G	Degree of Adjectives

TRACK YOUR PROGRESS

Topic	Your progress in this unit					Was this unit helpful to learn about the topic?		Questions
	0,20%	21-40%	41-60%	61-80%	81-100%	😊	☹️	
Descriptive Adjectives								
Quantitative Adjectives								
Proper Adjectives								
Interrogative Adjectives								
Indefinite Adjectives								
Compound Adjectives								
Degree of Adjectives								

Notes:





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 **search field**.

Above 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 each word bellow into the search box and then 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.

4

According to the Corpus of Contemporary American English, these are the 20 most common adjectives.

Good

New

Great

Big

Old

Different

American

Little

High

Sure

Right

Real

Best

Important

Only

National

Small

Long

Black

Social

Choose 10 of the previous adjectives. Complete this chart with information from COCA.

Descriptive Adjectives	Synonym	Which pattern is more common?	Examples
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	
		<input type="checkbox"/> before noun <input type="checkbox"/> after noun	

5 Work with the adjectives you didn't use in the previous exercise. What are the most common clusters with these adjectives? Complete the chart.

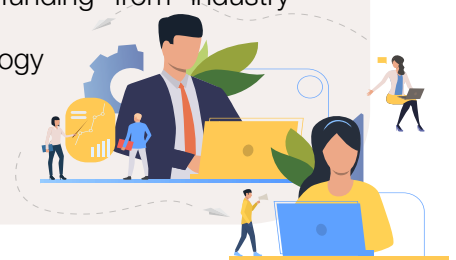
Form	Cluster *** + Adjective	Cluster *** + Adjective



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

- 1 The following paragraph was taken from the Corpus of Contemporary American English. Read it and try to add descriptive adjectives without affecting meaning.

“He is the poster child for how innovation can become a key part of faculty members academic pursuits,”said Mark Crowell, executive director of UVa Innovation and associate vice president for research. “He has taken the extra step of looking for opportunities to translate discoveries in the lab into a new service, product or company to benefit society and generate economic value”. Felder said he has benefited from vast improvements in resources and information for entrepreneurs in recent years. “There wasn’t enough information back in the good old days about how to be an entrepreneur and what kind of steps you had to take,”Felder said. “Now we’re a whole lot smarter, and there are high-quality resources dedicated to facilitating translation.” Felder is also the author of more than 120 peer-reviewed publications and has received more than \$30 million in grants from the National Institutes of Health, with additional funding from industry sources, venture capital and federal Small Business Technology Transfer awards.



Discussion questions

- **How many descriptive adjectives were you able to include without altering meaning?**
- **How easy or difficult was it for you to add these adjectives?**



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

1

The following sentences were all taken from the Corpus of Contemporary American English. Identify the descriptive adjectives in each sentence. Then substitute each adjective with a synonym.

1. Over the 19 years since that day, that old boat has witnessed some serious fun and the consumption of a fair number of beers.
2. I doubt it. You must've had some good times together. Eve said he used to come by and see you.
3. This is a good documentary for anyone who wants to understand the cold war era.
4. The Obama Administration, with the new agreement, is further collaborating with the Colombian military in spite of that institution's grave human rights abuses in recent years.
5. The new F-150 is better than its closest competition in practically every category, proving that advanced technology can indeed groom Old Paint for another stint of faithful service.
6. The O'Connors' marriage is at the heart of this biography, and it's nothing less than a great love story.
7. I mean, one of the great things about it is that she quite obviously loves the songs that she's singing.
8. And that could be a problem. A big problem. I knew exactly where Emikai, Aronobal, and Terese had been at the time of Muzzfor's death.
9. Porky spends the rest of the film trying to get into the lots and sets of an unnamed studio, with little success.
10. The most obvious evidence is in retail where millions of Americans now shop online for the best prices.
11. I have discovered that the first days of the school year are not the best times to share detailed information with teachers about specific material adaptations and teaching modifications.
12. Next to this shelf you may have a small table with chairs where the children can easily work on their projects while you read to them.

2

Work with a classmate to check your answers from the previous exercise. Ask your teacher for help if you need it.





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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about descriptive adjectives.			
I learned about descriptive adjectives by using COCA.			
It was easy for me to get information about this topic using COCA.			
I find COCA useful to learn about English.			

- 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>I can...</i>			
Tell people what descriptive adjectives are.			
Use descriptive adjectives properly.			
Use descriptive adjectives when writing and speaking.			

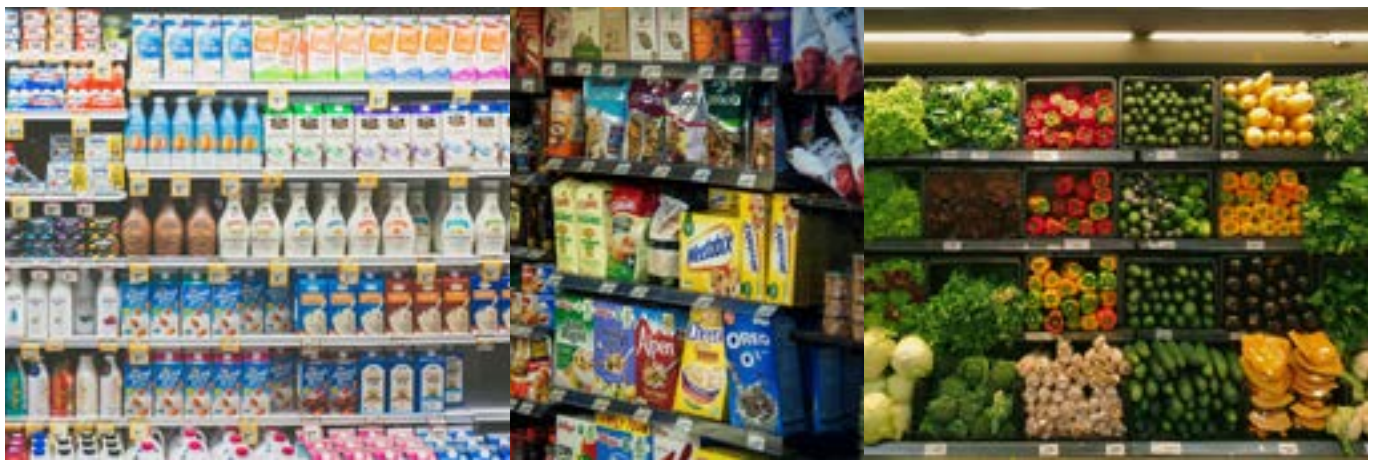
UNIT 2 B

Quantitative Adjectives



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

- 1 Imagine you are going to the supermarket to buy your groceries. Complete the following sentences by looking at the pictures of the supermarkets.



1. I need to buy some _____ to make salads.
2. My mom wants me to bring her _____ for the cereal. We are almost out.
3. My husband will buy several packages of _____ to have something sweet.
4. To make guacamole, you need some _____, quite a few _____ and onions.
5. There are a lot of canned _____ imported into this new section.
6. If you go to the grocery store, please, purchase more _____ to make the sandwiches.
7. My children are dying to get a few _____ and some coke to watch the movie.

- 2 Check your work with a classmate.



If you think you need to learn more about quantitative adjectives, visit:
<https://englishgrammar10.com/adjective/quantitative-adjectives-list/>



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 **search field**.

Above 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 quantitative adjectives, choose **“Adj. ALL”**

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

- 3** Complete the following chart by listing the frequency of the following quantitative adjectives. Type each adjective into the search box and write down the frequency of each one.

Quantitative	Adjective Frequency
Little	
A little	
Some	
Several	
A few	
Few	
A lot of	
Lots of	

- 4 Go back to COCA search box again. Write the phrase “a few people” and write down two example phrases. Do the same with the phrase “few people.” Then compare the context of each phrase.

“A few people” Examples:

1. _____
2. _____

“Few people” Examples:

1. _____
2. _____

- 5 By looking at the contexts in COCA and the four examples you have chosen to write above, answer the following questions.

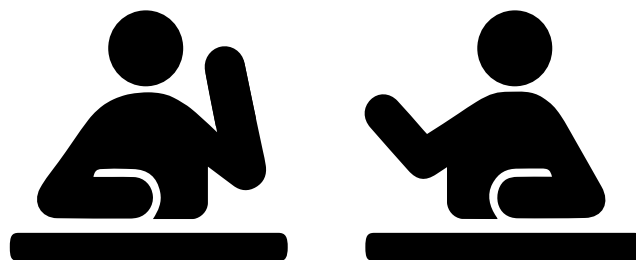
1. What is the context in which these adjectives are used? What situations or topics are mentioned?

2. Can you find any difference in using a few or few? If so, can you indicate what they mean in the examples above in terms of social connection or understanding?

3. Analyze the following sentences and write your observations.

She has little knowledge about how to handle social encounters.
She has a little knowledge about how to handle social encounters.

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





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

1 Write a list of the products you need to buy for your house and family when you go to the supermarket.

<i>Dairy Products</i>	<i>Packaged Products</i>	<i>Beverages</i>	<i>Poultry</i>
<i>Canned Products</i>	<i>Seafood</i>	<i>Meat</i>	<i>Vegetables</i>

2 After writing the list, indicate how much or how many you need of one item per category.

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

3 Group Work: After completing both activities regarding grocery shopping, tell the rest of the class what is on your list and the amounts you need.



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

1

Situation: “My Best Friend’s Birthday Party”

One of your best friends is going to celebrate her 50th birthday. You know that she likes partying. You’d like to prepare something special for her, but it’s a surprise. Complete the following conversation by using the quantitative adjectives in the box. There are many possible correct answers.

A few	Few	A little	Little	A lot of	Lots of	Several
Some	Many	Much	Numerous	plenty of		

..... **phone ringing**

Andrea: Hello!

Louise.: Andrea, this is Louise. What’s up?

Andrea: Hey! Not much! What about you?

Louise: Everything is good! I am calling to plan Bridget’s birthday party. I have _____ ideas.

Andrea: Great! I am so excited about it. I think we need _____ wine. She loves it.

Louise: Ha, ha, ha! For sure, a must. Also, _____ snacks and soft drinks.
Remember, _____ people don’t drink alcohol at all.

Louise: However, Andrea, we need to do something special. It is her 50th!

Andrea: Yes, my cousin Paul has a cabin at the beach. I rented it. So, we can put _____ decorations around the pool, _____ of lights on the palm trees and live music.

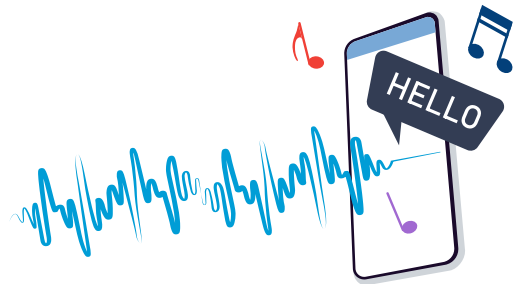
Louise: Wow, it sounds so incredible. I will rent _____ beach tent canopies.

Andrea: Great idea, it could rain. How about _____ bottles of champagne to make a toast.
Also, I was thinking of putting _____ torches and _____ wood to make a beach bonfire.

Louise: Wonderful! Let’s contact the others to see what else we need and make a budget.

Andre: Ok. I will text everyone tomorrow. Then we’ll see how _____ money we need and other details. Talk later.

Louise: Ok, later.





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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
Corpus Linguistics is simple to use.			
Directions to study quantitative adjectives are simple.			
COCA is a software that makes linguistic analysis effortless.			

- 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>I can...</i>			
Tell people what quantitative adjectives are.			
Distinguish quantitative adjectives from descriptive adjectives.			
Identify quantitative adjectives within context.			
Use quantitative adjectives correctly.			

UNIT 2 C

Proper Adjectives



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Answer the following questions.

- What are proper adjectives?
- Can you list some proper adjectives?
- How are proper adjectives formed?

2 Look at the following list of adjectives. Circle all the proper adjectives.

Spanish **Tall** **Fresh** **Nice**
Wonderful **French** **Christian** **Asian**
Beautiful **Red** **Good** **Bad**
Excelent **Hispanic** **African** **Great**

3 As you know, proper adjectives are derived from proper nouns. Create proper adjectives from the following proper nouns.

Proper noun	Proper adjective	Proper noun	Proper adjective
Europe		America	
Paris		China	
Italy		Brazil	
Africa		Shakespeare	
Germany		Korea	
Mars		Mexico	

4 Work with a classmate to check you work.



If you need more information about this topic, scan this code, or go to: <https://www.youtube.com/watch?v=PmveBJZTh5E>



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 **search field**.

Above 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 each word below into the search box and then 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.

1 Complete the following chart.

Proper Adjective	What are the three most common concordance lines?
American	1. 2. 3.
Italian	1. 2. 3.
Chinese	1. 2. 3.
Korean	1. 2. 3.
African	1. 2. 3.

2

Complete the following chart.

Proper Adjective	What are the three most common clusters? Adjective + * * *
American	1. 2. 3.
Italian	1. 2. 3.
Chinese	1. 2. 3.
Korean	1. 2. 3.
African	1. 2. 3.

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**.

Above the search field you will see different options. Click **“Chart.”**

Once you click on **“Chart,”** you can search for any word that you need.



3

When are these conjunctive adverbs more frequently used? Complete the chart by checking the correct box.

Conjunctive Adverb	Blog	Web	TV	Spoken	Fiction	Magazine	News	Academic
American								
Italian								
Chinese								
Korean								
African								
Mexican								



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

1

The following paragraph was taken from the Corpus of Contemporary American English. Read it carefully. Circle all the proper adjectives and underline the noun they modify.

Ron Paul will drive the psychiatrists nuts cause no one was able to beat him in the debate. He talks very smartly and I'm sure that the psychiatrists will be baffled whenever they try to brainwash him or force him to take medication. Is it not completely ironic that those who really are insane reach for psychological punishment of others who are not insane? The Nazis did this. The Soviets did this. The Chinese did this. Now, an "American" Marxist is doing this.

This has GOT to end! It literally turns my stomach that any supposed American would resort to this tactic to control the dissent that is guaranteed by the 1st Amendment to the US Constitution. Our forefathers went to war against the greatest military power of their time for less. This is precisely why we have the second amendment. To prevent just this type of thing from happening. I feel the time is coming close for the American public to stand up.



2

Complete the following chart with adjectives from the passage above. As you know, proper adjectives come from proper nouns. By adding a suffix like **-ian**, **-an**, **-esque**, **-ese** and **-istic**, you can create proper adjectives. Complete the following chart with proper adjectives that meet these criteria.

-ian	-an	-esque	-ese	-istic

3

Work with a classmate and check your work.



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

1 Write 6 sentences using some of the proper adjectives you have learned in this unit.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

2 You are a journalist and you are writing a short paragraph about different cultures. You want to include information about their food, religion, politics, and other important aspects of their lives. Write the paragraph in the space provided.



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about proper adjectives.			
I learned about proper adjectives by using COCA.			
It was easy for me to search for the required information.			
I enjoy doing grammatical analysis 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>I can...</i>			
Tell people what proper adjectives are.			
Identify the noun some proper adjectives are derived from.			
Use proper adjectives correctly.			
Use proper adjectives naturally when writing and speaking.			

UNIT 2D *Interrogative Adjectives*



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Your graduation is coming soon. You would like to dress up for the ceremony and do something memorable with your family. Answer the following questions based on this situation.

- Which type of clothes should you wear?

- What colors might you wear to the ceremony?

- Where might you go after the ceremony to celebrate?

- Who would you invite?

- What present would you like to get from friends and family?



2 Analyze the following sentences. Is there a difference in meaning? Discuss your ideas with a classmate.

1. Which cell phone will they give us?

2. What cell phone will they give us?



If you think you need to learn more about interrogative adjectives, visit:
<https://www.grammar-monster.com/glossary/interrogative>



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 **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 interrogative adjectives, choose **“Adj. ALL.”**

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

1

Go to the search bar in COCA and type the word WHAT. Find two examples where the word “what” is used as an interrogative adjective. Remember that an interrogative adjective must modify a noun.

1.

2.

- 2 Go to the search bar in COCA again and now type the word **WHICH**. Find two examples where the word “which” is used as an interrogative adjective. Remember that an interrogative adjective must modify a noun.

1.

2.

- 3 Go to the search bar in COCA again and now type the word **WHOSE**. Find two examples of the word “whose” used as an interrogative adjective. Remember that an interrogative adjective must modify a noun.

1.

2.

- 4 After grasping the general idea of what interrogative adjectives are, answer the following questions.

1. Which of the following sentences has an interrogative adjective?

- a. Who’s wearing a blue suit?
- b. Whose color do you prefer for your suit?

2. What word do you think is an interrogative adjective?

- a. Who’s
- b. Whose
- c. Whom
- d. Who

3. In the question, which of the following is true?

- a. The listener does know the options to choose from
- b. The listener knows the options to choose from.
- c. The listener does not care about any of the shirts.
- d. The listener is forced to choose only one specific shirt.

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





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

- 1 Analyze the following sentences and determine whether they have **interrogative adjectives (IA)** or **non-interrogative adjectives (NIA)**.

Sentence	IA	NIA
1. Which car do you prefer, a Hyundai or a Toyota?		
2. If you had the choice, which country would you live in?		
3. What would you like to eat for dinner, John?		
4. Whose computer did you use yesterday?		
5. What element of the periodic table did you forget in the exam?		
6. Where do you go swimming every Saturday?		
7. Whose phone is ringing?		
8. When are you visiting Santiago?		
9. What watch does he want: a Rolex or an Omega?		
10. What are you getting to drink?		





Applying What We Have Learned. Work with a partner by doing the next situation.

1

Analyze the following weekly activities for John, Martha and Chris. Then answer the questions.

	John	Martha	Chris
Morning	Deliver Pity's mail. Clean Mark's pool.	Visit the nursing home "The Good Elderly Life" Do social work at the hospital.	Walk Tony's dogs. Mow Phill's lawn.
Afternoon	Go to St. Pete's Market to buy vegetables. Work at the cafeteria Monet until 9 p.m.	Go to work at Bank of Burick. After work, go home and make dinner for the family.	Go to St. Vincent University to attend classes. After work, go to work at Bowling Live until 10 p.m.
Evening / Night	Take the St. Antony bus to go home. Go to bed and sleep.	After dinner, do the dishes and watch Channel 7 News. Take a shower and go home.	Drive home to Village Youth Town. Eat something, watch the soap opera "Days of our Lives" and go to sleep.

1. What nursing home does Marth go to? _____
2. Whose taking Tony's dogs for a walk? _____
3. Which market does John go to? _____
4. What soap opera does Chris watch? _____
5. What bus does John take? _____
6. Whose mail does John deliver? _____
7. Whose lawn does Chris mow? _____
8. Which channel does Martha watch for the news? _____



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I like using corpus linguistics to learn.			
The instructions to get the information in COCA are comprehensible.			
COCA is a useful tool to learn about English functions.			

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>I can...</i>			
Tell people what interrogative adjectives are.			
Distinguish interrogative adjectives from proper adjectives.			
Identify interrogative adjectives within context.			
Use interrogative adjectives correctly.			

UNIT 2 E

Interrogative Adjectives



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Circle the indefinite adjectives.

<i>a lot</i>	<i>all</i>	<i>another</i>	<i>any</i>
<i>both</i>	<i>each</i>	<i>either</i>	<i>enough</i>
<i>every</i>	<i>few</i>	<i>little</i>	<i>many</i>
<i>most</i>	<i>much</i>	<i>neither</i>	<i>one</i>
<i>other</i>	<i>same</i>	<i>several</i>	<i>so many</i>
<i>so much</i>			<i>some</i>

- What are indefinite adjectives?
- How do indefinite adjectives and indefinite pronouns differ?
- Look at the following sentences. Which one has an indefinite adjective, and which one an indefinite pronoun?
 - No, she doesn't have enough.
 - No, she doesn't have enough time.

2 Subject-verb agreement with indefinite adjectives. Circle the correct verb form. Why did you choose that form?

1. A lot of information (is/are) given in that lecture.
2. A lot of cars (is/are) in the parking lot.
3. All the choir (is/are) in the theater.
4. Every person (is/are) responsible for their decisions.
5. Neither the professor nor the students (is/are) in the class.



3 Work with a classmate to check your work.



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 **search field**.

Above 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 each word below into the search box and then 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.

1

Complete the following chart.

What are the three most common concordance lines?

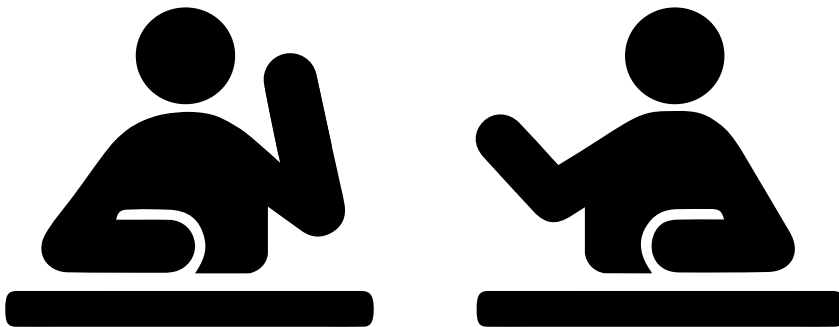
All	1. 2. 3.
Both	1. 2. 3.
Every	1. 2. 3.
Few	1. 2. 3.

Many	1. 2. 3.
Much	1. 2. 3.
Several	1. 2. 3.

2 Complete the following chart.

Proper Adjective	What are the three most common clusters? Adjective + * * *
All	
Both	
Every	
Few	
Many	
Much	
Several	

3 Work with a classmate to check your answers to the previous exercise.





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

1

Answer the following questions:

1. What mistakes do you think people make when purchasing a house?
2. What are some recommendations you would give to someone who is purchasing a house?



Watch the following video, and answer the questions given below. Scan the QR code or go to:
https://www.youtube.com/watch?v=-_4CM4m9BPI&t=337s

1. Can you list some of the adjectives that were used in the video?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. What indefinite adjectives did the speaker use in his video?

- a. _____
- b. _____
- c. _____

3. Can you write some of the sentences in which those adverbs were used?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____





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

1 What are some indefinite adjectives you frequently use? Write them in the box.

2 Write some mistakes people who are purchasing a house usually make. Make sure you use some of the indefinite adverbs you listed in the previous exercise.

Example: Some people do not have a clear list of what they want in their house.

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

3 Work with a classmate and check your work. Share your recommendations with a classmate. Use this information to create a role-play in which an expert on selling houses gives recommendations.



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
Using COCA allows me to learn grammar easily.			
It was easy for me to follow the instructions and get the information I needed.			
I think COCA is a useful tool to analyze corpus.			

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>I can...</i>			
Tell people what indefinite adjectives are.			
Identify indefinite adjectives.			
Use indefinite adjectives correctly.			
Use a wide variety of indefinite adjectives to make my writing diverse.			

UNIT 2F *Compound Adjectives*



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Analyze the following sentences and underline all of the adjectives.

1. Mary's two-year old boy has beautiful sky-blue eyes.
2. The thirteen-story building collapsed due to natural and human interference.
3. The four-century ruins were discovered by Petroni.
4. The West Bank region in Gaza has been bombarded for two weeks in a row.
5. Costa Rica's currency is very colorful. They have made a ten-colon bill, twenty-colon bill and a fifty-colon bill.

Write all of the adjectives you found in the box below.

2 From the list gotten above, determine if the adjectives are simple or compound.

Simple Adjectives	Compound Adjectives



If you think you need to learn more about compound adjectives, visit:
<https://www.grammar.cl/english/compound-adjectives.htm>



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 **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 adjectives, choose **“adj. ALL.”**

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

- 1 Search for the frequency of the following compound adjectives and complete the chart. Write the word in the search box and click search. Then write the frequency for each word. This way you will see how common these compound adjectives are in COCA.

Compound Adjectives	Frequency
1. Well-known	
2. Four-foot	
3. Part-time	
4. Well-done	
5. Full-time	
6. Middle-aged	
7. Fat-free	
8. Last-minute	
9. Breath-taking	
10. First-day	

2 Answer the following questions based on the information you obtained from the previous exercise.

1. Which is the most frequent adjective from the list on the chart?

2. Which is the least frequent adjective from the list?

3 Search for the following compound adjectives and provide an example found in the COCA.

1. Well-known

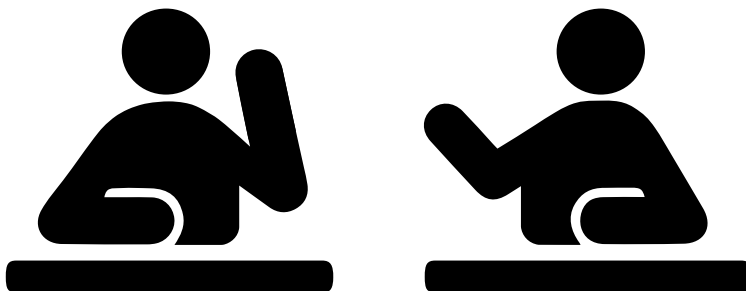
2. Middle-aged

3. Last-minute

4. Breath-taking

5. Sugar-free

4 Work with a classmate to share your discoveries from the previous exercise and analyze the context in which each compound adjective is used.





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

1

Classify the adjectives as compound adjectives or not compound adjectives.

Sentence	Not compound	Compound
I need to buy a green and blue shirt.		
There are many French-speaking countries in Africa.		
The big black swan started flying after I approached it.		
My closed-minded family would not approve of this open relationship.		
Chris Pegan is a smart 20-year-old student.		
The new white house was built in a month. What a record!		
The Burj Khalifa is a 163-story building. That's massive!		

Group work:



Discuss your answers with your classmates and teacher. Which sentences have compound adjectives? Write three observations about how compound adjectives are used.

1.

2.

3.



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

1

Rearrange the following sentences using compound adjectives.

Example:

I need a table with six legs.

I need a six-legged table.

1. Adrian is a young boy. He is 15 years old.

2. I need to read this book. It has 500 pages.

3. Harry Potter is an interesting character. Everybody knows him.

4. Adrian is a young boy. He is 15 years old.

5. The virus is drug resistant.

6. The flat is a studio. Its area is around 100 square meters.

2

Analyze the following sentences. Explain whether there is a difference in meaning or not. Then discuss your answers with the rest of the class.

a- *I saw a man-eating alligator.*

What does it mean? Explain.

b- *I saw a man eating alligator.*

What does it mean? Explain.



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
COCA is easy to work with.			
Following the instructions and search queries to study compound adjectives are clear.			
COCA as a tool to analyze English structure is helpful.			

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>I can...</i>			
Tell people what compound adjectives are.			
Distinguish compound adjectives from indefinite adjectives.			
Identify compound adjectives within context.			
Use compound adjectives correctly.			

UNIT 2 G *Degree of Adjectives*



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Answer the following questions.

- What are adjectives of degree used for? _____
- The three degrees of adjectives are positive, comparative, and superlative. True False
- What spelling rules for comparatives and superlatives do you know? Write them on the following lines.

1. _____
2. _____
3. _____
4. _____

- Can you list some irregular adjectives? Adjectives that do not follow the rules you listed in the previous exercise.

Positive	Comparative	Superlative

2

Think about some adjectives you know and complete the following chart.

Positive	Comparative	Superlative

3

Check your work with a classmate.



If you need more information about this topic, scan this code, or go to: <https://www.youtube.com/watch?v=pCAmC3oyxo4>



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 **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 degree of adjectives, choose “Adj. CMP” for comparatives and choose “Adj. SPRL” for superlatives.

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

- 1 Let's start working with comparatives “Adj. CMP.” Look at the list of the 100 most common comparative forms native speakers use. Which of those 100 forms are new to you?

2

Complete the following chart by looking for examples that meet the given criteria.

Adjective	Criteria	Example
	No + better	
	Double comparative The _____, the better.	
	Better than	
	For the better	
	Much better	
	The better	

3

Let's start working with superlatives "Adj. SPRL." Look at the list of the 100 most common superlative forms native speakers use. Which of those 100 forms are new to you?

4

Complete the following chart by looking for examples that meet the given criteria.

Adjective	Criteria	Example
	The worst	
	Possessive adjective + worst	
	Verb + worst	
	The best and + worst	

5

Work with a classmate to check your answers to the previous exercise.





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

1 Look at the following chart and write sentences using comparatives and superlatives.



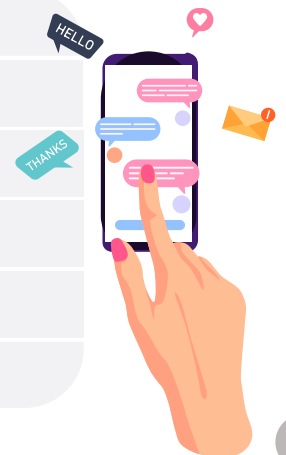
	Heredia	San José	Alajuela
Area	2,656 square kilometers	4,462 square kilometers	9,757 square kilometers
Population	512,172	2,723,850	1,002,917
Altitude	259 meters above sea level	1172 meters above sea level	71 meters above sea level
Temperature	25 °C	19° C	27° C



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2 Complete the following chart with information about two cell phones that have been recently released. Write a paragraph in which you compare these two devices.

Name		
Price		
Dimensions		
Capacity		
Camera		
New features		





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

1 Write your paragraph in this box.

A large, empty, light gray rounded rectangular box intended for writing a paragraph.

Work with a classmate and create a role-play in which you are presenting the newest model of a cell phone on a TV program. Be prepared to present your role-play in front of the class. While talking about this cell phone, make sure you compare it with other models available on the market.



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to learn about new ways in which comparatives and superlatives are used.			
I learned about double comparatives by using COCA.			
I don't find COCA useful to learn about 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>I can...</i>			
Identify positive, comparative, and superlative forms of adjectives.			
Compare people and objects using comparatives and superlatives.			
Use double comparatives.			

UNIT 3

Adverbs

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

<i>Mini Lesson</i>	<i>Topic</i>
3A	Adverbs of manner
3B	Adverbs of frequency
3C	Adverbs of definite frequency / time
3D	Adverbs of degree + Adjective
3E	Linking adverbs
3F	Focusing adverbs
3G	Adverbs of probability
3H	Ordinal adverbs
3I	Adverbs of place

TRACK YOUR PROGRESS

Topic	Your progress in this unit					Was this unit helpful to learn about the topic?		Questions
	0-20%	21-40%	41-60%	61-80%	81-100%	😊	☹️	
Adverbs of manner								
Adverbs of frequency								
Adverbs of definite frequency / time								
Adverbs of degree + Adjective								
Linking adverbs								
Focusing adverbs								
Adverbs of probability								
Ordinal adverbs								
Adverbs of place								

Notes:



UNIT 3 A

Adverbs of Manner



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Analyze the following sentence. Write the name of each part of the sentence in the spaces provided.

My dog always waves his tail happily when he sees me.

1 2 3 4 5 6 7 8 9 10 11

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

2

How many adverbs are there in the previous sentence?

3

What type of adverbs are they?

- a. Adverbs of manner
- b. Adverbs of frequency
- c. Linking adverbs
- d. Adverbs of probability

4

What is the adverb of manner in the previous sentence?

5

List three adverbs of manner you know. _____, _____, and _____.

6

Do all adverbs end in “ly”?



If you think you need to learn more about adverbs of manners, watch this video. Scan the code or go to: https://www.youtube.com/watch?v=N9_8l4MgJzU



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 **search field**.

To the right of the search field, you will see the letters “POS.” Double-click on it.

Once you double-click on “POS,” you will see a drop-down menu.

Since we are analyzing adverbs, choose “Adv. ALL.”

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

1

Complete the following chart with the information from the five most frequent adverbs listed.

<i>Adverb</i>	<i>Frequency</i>	<i>Is this an adverb of manner?</i>

2 What are the ten most frequent adverbs of manner used in this corpus? Write the adverb and its frequency.

<i>Adverb</i>	<i>Frequency</i>

3 Write five sentences using some of the adverbs you listed in the previous exercise. Have you used those adverbs before?

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

4 Work with a classmate to check your answers to the previous exercise.





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

1

Answer the following questions:

1. Do you know what a HireVue interview is?
2. Have you ever done a HireVue interview?
3. What do you think are the most common mistakes people make in a HireVue?

2

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



Scan the QR code or go to:
<https://www.youtube.com/watch?v=J2VnJOw5Cd0>

1. Can you list some adverbs used in the video?

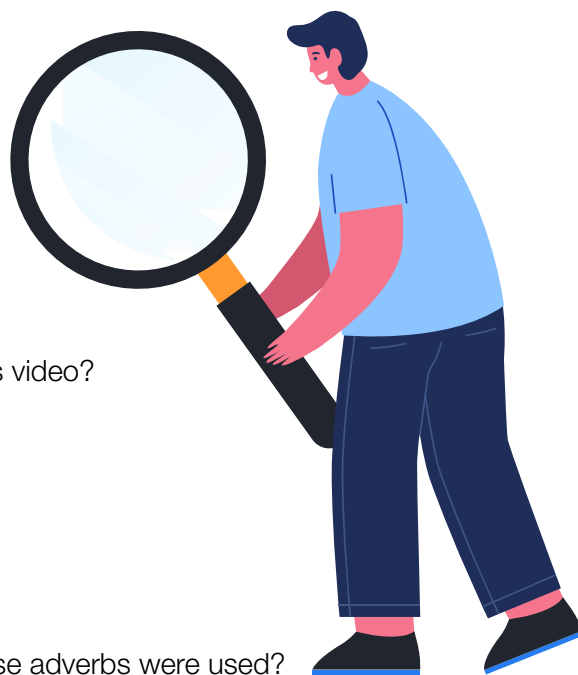
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. What adverbs of manner did the speaker use in his video?

- a. _____
- b. _____
- c. _____

3. Can you write some of the sentences in which those adverbs were used?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____





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

1 What are some adverbs of manner you frequently use? Write them in the box.

Write recommendations for someone who is recording a video for a job interview. Make sure you use some of the adverbs you listed in the previous exercise

Example: *When recording a video, you have to speak clearly.*

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

Work with a classmate and check your work. Share your recommendations with your classmate. Use this information to create a role-play in which an expert on job interviews gives recommendations to record a HireVue interview.



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I love corpus linguistics.			
It was easy for me to follow the instructions and get the information I needed.			
I think COCA is a useful tool to analyze corpus.			

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>I can...</i>			
Tell people what adverbs are.			
Define what adverbs of manner are.			
Identify adverbs of manner.			
Use adverbs of manner correctly.			

UNIT 3 B *Frequency Adverbs*



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Arrange the following words to form a grammatically correct sentence.

1- brother / to / at / my / the / goes / gym / 10 a.m. / usually.

2- forecasts / morning / Mr. Wallace / weather / usually / the.

3- always / wanted / to / space / conquer / have / people.

2

Analyze the information about frequency adverbs in the chart below.

Frequency	Adverbs of Frequency
100%	Always
90%	Usually
80%	Generally / Normally
70%	Often / Frequently
50%	Sometimes
30%	Occasionally
10%	Seldom
5%	Hardly ever
0%	Never

3

Why is it important to know the frequency of the adverbs?



If you think you need to learn more about frequency adverbs, visit:
https://www.grammar.cl/Basic/Adverbs_Frequency.htm



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 **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 countable nouns, choose “Adverb. ALL.”

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

1

Complete the following chart with the information gathered from COCA.

What is the total number of adverbs given?	
What is the adverb at the top of the list?	
What is its frequency?	
Is it an adverb of frequency or not?	
What is the adverb least used within the COCA corpus?	

2

Complete the following chart with the information gathered from COCA.

Adverb	Frequency
1. Always	
2. Usually	
3. Normally	
4. Often	
5. Sometimes	
6. Occasionally	
7. Seldom	
8. Hardly ever	
9. Rarely	
10. Never	

3

Within the COCA corpus, search for an example of each of the following adverbs of frequency. Write the example next to the word.

Always: _____

Sometimes: _____

Never: _____

4

Work with a classmate. Discuss the following questions.

1. What are the positions of adverbs of frequency?
2. Most of the time, the adverb of frequency occurs either before the verb to be or before other verbs. Is this the case in the example you have chosen?
3. Do you think the position of the adverb interferes with the meaning of the sentence? If so, how?
4. Do you think the adverb used accurately expresses the speaker's idea?
5. Adverbs of frequency answer the question "how often." In the previous examples, how is this question answered?



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

1

Analyze the following chart. Then complete the exercises with the information.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning	University Classes	University Classes	University Classes	University Classes	University Classes
12:00 p.m	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon	Guitar Lessons	Study Group	Guitar Lessons	Study Group	Guitar Lessons
Evening	Swimming	Gymnastics	Running	Gymnastics	Theater Classes
6:00 pm	Dinner	Dinner	Dinner	Dinner	Dinner
Night	Watch T.V Sleep	Reading Sleep	Hang out with friends or Sleep	Watch T.V Sleep	Spare time or sleep

1. Sara _____ has breakfast at 6: 00 am.
2. Sara _____ sees her family.
3. Sara _____ goes out with her friends.
4. Sara _____ takes guitar lessons.
5. Sara _____ practices gymnastics.
6. Sara _____ goes swimming.
7. Sara _____ watches T. V.
8. Sara _____ reads and sees her boyfriend.
9. Sara _____ has lunch and dinner at the same time.
10. Sara _____ goes to church.

Pair work: Compare the adverbs of frequency you used to the ones your classmate used.



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

1

Read the following passage.

My Daily Routine



Most university students have a very routine life. Usually, all students wake up very early, have breakfast, and attend their classes. Personally, I like to do things differently; therefore, I am not the typical university student. Besides doing all my classwork and homework, I have joined the the university mountain biking team as well as the folklore dance group. So this means that I am very busy all the time. I practice biking regularly by myself and on Sundays with the team. As for folklore dance practice, I go Monday and Wednesday evenings from 6:00 p.m. to 9:00 p.m. Sometimes we have performances where we represent the university, and we have competed once and won the national dancing folklore trophy. I don't see my family during the semester because they live in another town 10 hours away I mostly hang out with my friends or roommates.

I rarely go to restaurants or to the movies because i have a limited budget. But there are many free things to do like running, window shopping or just enjoying the natural surroundings we have in this country. Students frequently complain about the amount of work they have to do during the semester, but I generally don't stress myself out because if you get organized, life becomes simpler and easier. So let's keep up the good work and enjoy life.

Answer the following questions about the passage using adverbs of frequency.

1- How often does the speaker practice folklore dance?

2- How often does the speaker practice biking?

3- What time does the speaker get up?

4- How often does the speaker see family during the semester?

5- How often does the speaker go to classes?



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I feel comfortable using COCA to study grammar.			
Studying frequency adverbs is interesting when using COCA.			
COCA is a software that helps me understand the English 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>I can...</i>			
Tell people what frequency adverbs are.			
Distinguish frequency adverbs from adverbs of manner.			
Identify frequency adverbs within context.			
Use frequency adverbs correctly.			

UNIT 3 C

Adverbs of Definite Frequency



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Look at the following adverbs and circle all the adverbs of definite frequency.

Beautifully	Firmly	Here
Every month	Every other month	Once a week
Happily	So	Well
Hourly	Daily	Weekly
Inside	There	First
Last	Enough	Very
Monthly	Yearly	Twice a month
Once every two years	Fast	Hard
Twice a year	Three times a year	Four times a year

2

Which of the following sentences is correct? Why?

Twice a month, I go out with my friends.

I go out with my friends twice a month.

3

Write five sentences using adverbs of definitive frequency. Think about activities that you usually do.

1. _____
2. _____
3. _____
4. _____
5. _____



If you think you need to learn more about adverbs of definite frequency, watch this video. You can scan the code, or you can go to: <https://www.youtube.com/watch?v=Z-cYBbRAitE&t=2s>



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 **search field**.

Above the search field you will see different options. Click “Word.”

Once you click “Word,” you can search for any word that you want.

Type each word below into the search box and then press “Clusters.” This will list all the different combinations for a particular word. The information will be listed based on their frequency.

If you click any of the results, you will be taken to another screen where you can see how those words are actually used in context.

1

Follow the steps given in the previous chart and answer these questions.

Adverb of definite frequency: **Twice**

According to COCA, what are the three most frequent forms of twice a _____?

1. _____
2. _____
3. _____

Click on **twice a week**. Is this form used more frequently in initial, middle, or final position?

- Initial position
- Middle position
- Final position

How is **twice a week** used in initial position?
Can you write an example from COCA?

How is **twice a week** used in middle position?
Can you write an example from COCA?

How is **twice a week** used in final position? Can you write an example from COCA?

Adverb of definite frequency: **Every**

According to COCA, what are the three most frequent forms of every when used as an adverb of definite frequency?

1. _____
2. _____
3. _____

Click on **every day**. Is this form used more frequently in initial or final position?

- Initial position
- Final position

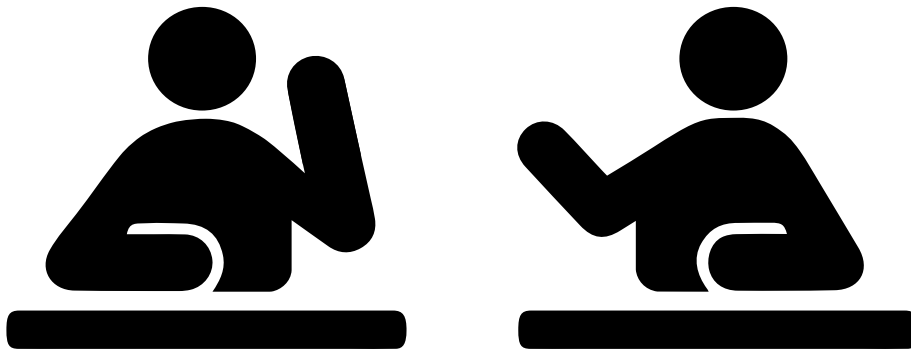
How is **every day** used in initial position? Can you write an example from COCA?

How is **every day** used in final position? Can you write an example from COCA?

Can you find a phrase where **every day** is used in middle position?

2

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



Now it is your turn to carry out an analysis of an adverb of definite frequency you want to learn more about.



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

1

What are some adverbs of definite frequency you use? Write them in the box.

2

Write 10 sentences using adverbs of definite frequency. Think about activities that you usually or rarely do.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

3 Work with a classmate and create a conversation in which you talk about things you both like and don't like to do. Make sure you use adverbs of definite frequency when possible.

Ann: What do you like to do Mary?

Mary: Every time I have a day off, I like to stay home to read and drink coffee.



Notes:

4 Practice your conversation and be prepared to present it in front of your classmates.

	Presentation 1	Presentation 2	Presentation 3	Presentation 4	Presentation 5
What adverbs of definite frequency did your classmates use?					
Were most of those adverbs placed in initial or final position?					



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I feel comfortable using COCA.			
It was easy for me to follow the instructions and get the information I needed.			
I think COCA is a useful tool to analyze corpus.			

- 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>I can...</i>			
Identify adverbs of definite frequency.			
Use adverbs of definite frequency correctly.			
Tell people how to use adverbs of definite frequency.			
Use adverbs of definite frequency in different positions.			

UNIT 3 D

Adverbs of Degree + Adjective



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Complete the following sentences with one of the words below.

LOTS PRETTY TOO FAR EXTREMELY TOO

- 1- It is impossible to drink this coffee. It is _____ hot.
- 2- We tried really hard to get this done on time. However, I think it is _____ late now.
- 3- The new Mercedes-Benz is _____ expensive and exclusive.
- 4- The pandemic has claimed _____ of unnecessary death due to the anti vaxxers.
- 5- The new Netflix series is _____ good. It is _____ from boring.

2

Analyze the following pictures and add an adverb of degree to intensify the description.

Use: **very, too, awfully.**



It is _____ dry. Life is unbearable.



It is _____ cold outside; wear three coats.



It is _____ windy to go out for a walk.



If you think you need to learn more about adverbs of degree, visit:
<https://onlineteachersuk.com/adverbs-of-degree/>



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 **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 adverbs, choose “Adverb. ALL”

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

1

Complete the following chart with the given information gathered from COCA. By analyzing the frequency, you can grasp a general idea of how native speakers use these adverbs.

Intensifying Adverb or Emphasizer	Frequency
Really	
Actually	
Simply	
Certainly	
Clearly	
Obviously	
Definitely	
Surely	
Literally	
Quite	
Too	
Enough	

2 In COCA, look for the adverb of degree **“extremely.”**

- Go to the search bar.
- Write the word **extremely.**
- Answer the following questions.



3 Click the **context tab** and write three examples that appear in the results.

4 Click **search** again and write **extremely.** Then click **word** and next click **see detailed info for word.** At that point, answer the following questions.

Click the number to the right of the word **extremely** and complete the chart.

Frequency	
Text Range	
Which genre is used the most	
What are some synonyms of the word?	

5 In the upper part of the same page, click “clusters.” Then write five common clusters in which **extremely** is commonly used. A cluster is seen as a possible spoken or written language pattern.

Cluster examples:



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

1 Complete the sentences below using the following words.



REALLY QUITE PRETTY OBVIOUSLY CLEARLY TOO ENOUGH

1. It is _____ satisfying to go to the beach on weekends.
2. My sister wants to watch a movie, but these movies are _____ boring.
3. It is _____ difficult to learn Russian.
4. Riding a bike is _____ easy.
5. It is _____ interesting the way she talks.
6. He explained the question, but he was not _____ specific with his answer. .
7. Diet and exercise are _____ important.

2 Choose the correct adverb of degree from the parentheses.

1. The weather was _____ bad; it rained a lot. (pretty/only)
2. The boss was _____ happy about this week's production. (not at all/enough)
3. The students are _____ excited to come back to classes again. (really/too)
4. The bibliography offers some _____ interesting books to read. (enough/quite)
5. I am _____ tired of working so much without being paid more. (very/almost)



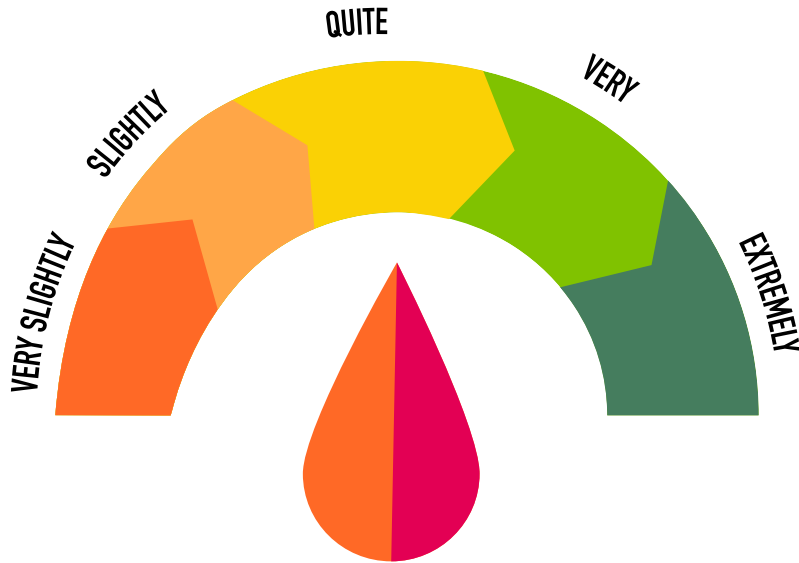
3 Compare your answers from the second exercise with a partner.



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

1

Look at the following graphic and analyze the intensity of each adverb of degree.



What conclusions can you draw from this image?

1. _____

2. _____

Write sentences using the adverbs of degree shown in the image.

A. Very slightly

B. Slightly

C. Quite

D. Very

E. Extremely



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about adverbs of degree + adjectives.			
Using COCA to learn about adverbs of degree + adjectives is interesting.			
The use of COCA is difficult sometimes.			

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>I can...</i>			
Tell people what adverbs of degree are.			
Distinguish adverbs of degree from adverbs of definite frequency.			
Identify adverbs of degree within context.			
Use adverbs of degree correctly.			

UNIT 3 E *Conjunctive Adverbs*



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Answer the following questions.

What are conjunctive adverbs also called? _____

What is the difference between a conjunction and a conjunctive adverb?
Fill in the blanks to find out.

A _____ ties together two independent sentences or clauses, but at the same time it can be moved around in a sentence. A _____, however, joins sentences together, but it has to stay in the same position.

Can you list some conjunctive adverbs you know? _____

2 Complete the following chart by categorizing some of the adverbs you wrote in the previous exercise.

Addition	Consequence	Comparison
Contrast	Time	Clarification

3 Check your work with a classmate.



If you need more information about this topic, scan this code, or go to:
<https://www.youtube.com/watch?v=KWpqYA5xdPk&t=7s>



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 **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 each word below into the search box and then 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.

1

Complete the following chart.

Conjunctive adverb	Synonyms	Clusters presented	Examples
However			
Besides			
Therefore			
For example			
Meanwhile			

2 How do you punctuate conjunctive adverbs? Look at the examples you wrote in the previous exercise and analyze the punctuation pattern. What is the most common punctuation pattern?

Write some examples.

1. _____

2. _____

3. _____

4. _____

3 When are these conjunctive adverbs most frequently used? Complete the chart by checking the correct box.

Conjunctive Adverb	Blog	Web	TV	Spoken	Fiction	Magazine	Academic	News
However								
Therefore								
Besides								
For example								
Meanwhile								
Additionally								

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





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

1

Look at the following chart. Circle all of the conjunctive adverbs you are already familiar with.

Accordingly	Furthermore	Nonetheless
Again	Hence	Now
Also	However	Otherwise
Anyway	Incidentally	Similarly
Besides	Instead	Still
Certainly	Likewise	Subsequently
Consequently	Meanwhile	Then
Contrarily	Moreover	Thereafter
Conversely	Namely	Therefore
Finally	Nevertheless	Thus
Further	Next	Undoubtedly

2

Classify the previous conjunctive adverbs into the correct category.

Addition	Consequence	Comparison
Contrast	Time	Clarification

3

Work with a classmate and check your work.



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

- 1 Write 6 sentences using some of the conjunctive adverbs from the previous page. Punctuate your sentences properly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



- 2 You are a journalist and you work for **Technology Magazine**. You have been assigned to write a review of the latest phones from Apple and Samsung. You decide to write a comparison between these two phones. Write your review in the space provided.



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about conjunctive adverbs.			
I learned about conjunctive adverbs by using COCA.			
Using COCA is not helpful.			

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>I can...</i>			
Tell people what conjunctive adverbs are.			
Classify conjunctive adverbs based on their function.			
Use conjunctive adverbs properly.			
Punctuate conjunctive adverbs correctly.			
Incorporate conjunctive adverbs naturally when writing and speaking.			

UNIT 3 F

Focusing Adverbs



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Match the sentences on the left with their meanings on the right.

- A. Only John may drive the car. _____ It specifies that John could drive the car.
- B. John may only drive the car. _____ It expresses that John is the driver and no one else.
- C. John may drive the only car. _____ It says that there is just one car.
- D. John may drive the car too. _____ John may drive the car, but not the other vehicles.

2 Analyze the following sentences. Then discuss their meanings with a partner.

- 1. My dad has even given me permission to go to the movies.
- 2. My dad has only given me permission to go to the movies.
- 3. The billionaires have even left the town due to the crisis.
- 4. Even the billionaires have left the town due to the crisis.



My observations about focusing adverbs.

3 Discuss your ideas with a partner.



If you think you need to learn more about focusing adverbs, visit:
<https://www.youenglishweb.com/focus-adverbs-advanced-english/>



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 **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,”** will see a drop-down menu.

Since we are analyzing focusing adverbs, choose **“Adverb. ALL.”**

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



1

The focusing adverbs **JUST** and **ONLY** can be used interchangeably. Search for each adverb and answer the following questions.

1- Which of the two focusing adverbs is more used within the COCA corpus?

2- What is the frequency of the focusing adverbs shown in COCA corpus?

JUST: _____

ONLY: _____

2 Complete the following chart using COCA. Type the focusing adverb into the search box. Click **“word”** and then click **“see detailed info for word.”** Mark the most common contexts where each adverb is found.

A- Focusing Adverb: **JUST**

Blog	Web	TV/Movies	Spoken	Fiction	Magazine	Newspaper	Academic

3 A- Focusing Adverb: **ONLY**

Blog	Web	TV/Movies	Spoken	Fiction	Magazine	Newspaper	Academic

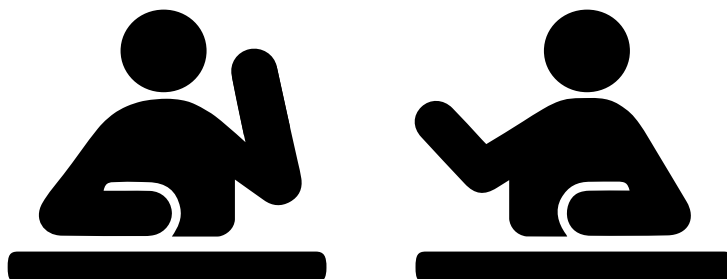
4 Another relevant focusing adverb is **too**. Look up the adverb *too* in COCA and write three examples of how it is used in context.

1- _____

2- _____

3- _____

5 Discuss the meaning of *too* in each sentence and how it is used differently depending on the context.





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

6

Adverb Editing Challenge. Rewrite the following story by using focusing adverbs such as **only, too, also, even, just, neither nor, very or just.**

Original Text

Dear Mates,

My mom bought me a new dog called Fluffy. He is pretty. It is two months old. My brother and I have not seen him, but we are dying to. I need to take care of him. I need to bathe him and feed him. I am excited about the new doggy. I wish I could take Fluffy to the school for you to see him.

See you tomorrow!

Regards,
Brandon



New Version of the Text:

1

Underline the **focusing adverbs** used in each sentence.

1. My auntie Ann is very excited about her new exercise routine.
2. Only those fully vaccinated will be able to travel abroad in the upcoming months.
3. The majority of the clients have also asked for the road to be repaired.
4. It is too difficult to predict the weather in a tropical area.
5. My wife and two children will go to Orlando next year. I might go as well.
6. At least two of the cars involved in the accident were totally destroyed.
7. The president just needs to sign the decree, and the money goes into the accounts.
8. Neither the United Nations nor WHO want to state who is to blame in the recent war.

2

Analyze the following sentences and explain the meaning of the focusing adverb. An example has been done for you.

Example: **Just Peter will go to the party.**

Meaning: **It means Peter will go to the party alone. No one else will go.**

1. Example: Even my one-year-old understood the joke.

Meaning: _____

2. Example: Just one more hour and I finish today's working hours.

Meaning: _____

3. Example: The activity is mostly for students. Sorry, no one else can come.

Meaning: _____

4. Example: There will be exactly 20 players in the game. No more, no less.

Meaning: _____

5. Example: Not only my mom, but also my dad will attend the concert.

Meaning: _____



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I enjoy using corpus linguistics.			
Following directions to do research in COCA is easy for me.			
COCA is a good means to learn 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>I can...</i>			
Tell people what focusing adverbs are.			
Distinguish focusing adverbs from conjunctive adverbs.			
Identify focusing adverbs within context.			
Use focusing adverbs correctly.			

UNIT 3 G Adverbs of Probability



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Answer the following questions.

1. What is an adverb of probability? _____

2. In the following chart, write all the adverbs of probability that you know.

3. Can you list some conjunctive adverbs you know? _____

4. **Perhaps** and **maybe** are usually used in (initial, middle, final) position.

2

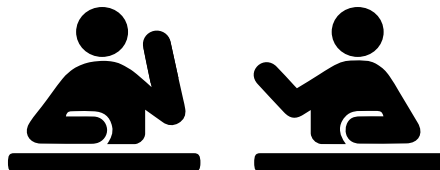
Classify the following adverbs based on their certainty.

definitely	certainly	possibly	probably
obviously	clearly	perhaps	maybe

0% - 30%	30% - 50%	50% - 70%	70% - 100%

3

Check your work with a classmate.





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 **search field**, and type the word you want to analyze.

Press **“Enter.”**

The system will tell you how frequent that word is. You will also have the possibility to look at examples in which that word is used. You just have to click on the word you are analyzing to see the information.



1

Complete the following charts using COCA. Look for sentences that meet the criteria indicated in the box. Write an example in the space provided.

Adverb of probability: DEFINITELY	
Criteria	Examples
Pronoun + adverb	
Verb to be + adverb	
Adverb between auxiliary verb	
Modal + adverb	

Adverb of probability: POSSIBLY

Criteria	Examples
Pronoun + adverb	
Adverb between auxiliary verb	
Modal + adverb	

Adverb of probability: Obviously

Criteria	Examples
Pronoun + adverb	
Verb to be + adverb	
Adverb between auxiliary verb	
Modal + adverb	

2

Complete the following chart.

	Perhaps	Maybe
Frequency		
Patterns where it is found.	<input type="checkbox"/> Initial position <input type="checkbox"/> Final position <input type="checkbox"/> Between auxiliary and verb <input type="checkbox"/> Set off with commas <input type="checkbox"/> And + perhaps	<input type="checkbox"/> Initial position <input type="checkbox"/> Final position <input type="checkbox"/> Between auxiliary and verb <input type="checkbox"/> Set off with commas <input type="checkbox"/> And + perhaps
Did you find another way in which perhaps is used? Write an example.		
Based on your analysis, which form is more frequent in initial position?		

3

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





Applying What You Have Learned. Let's practice by completing the following exercises.

1

Work with a classmate and answer the following questions.

How often do you think about the future?

What are you doing right now to ensure a great future?

What are some things you should avoid if you want to have a great future?

2

Watch the following video and complete the exercises.



Go to <https://www.youtube.com/watch?v=lzWuD6lHcCc> or scan this code.

3

What are the four steps you should follow in order to have a great future?

a. _____

b. _____

c. _____

d. _____

4

Do you think the previous steps will allow you to create a great future? Why?

5

What else would you add to ensure a great future for yourself?

6

Work with a classmate and discuss your answers.





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

1 Based on the video, write 6 sentences describing what Jonathan can do to improve his life. Use **maybe** or **perhaps** in your sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2 You are a life coach and you want to write some tips people can follow to have a better future. Write your tips using the adverbs of probability given. Check your work with a classmate.

Definitely

Certainly

Obviously

Possibly

Probably



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
I can use COCA to get information about adverbs of probability.			
I learned something new about adverbs of probability by using COCA.			
Using COCA is not helpful to learn about grammar.			

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>I can...</i>			
Tell people what adverbs of probability are.			
Classify adverbs of probability based on their certainty.			
Use adverbs of probability properly.			
Use adverbs of probability naturally when writing and speaking.			

UNIT 3 H

Ordinal Adverbs



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1

Choose the correct option to complete the sentence with a meaningful idea.

1. Mary is going to celebrate her _____ birthday in Cancun, Mexico.

- a- twenty-three b- twenty-third

2. After many fertility SP. trials, The Robinsons were able to conceive their _____ child.

- a- firstly b- first

3- It took the diver a _____ attempts to do a perfect dive.

- a- hundred b- hundredth

4- Harry Potter is a wonderful saga, but I did not like book number _____ at all.

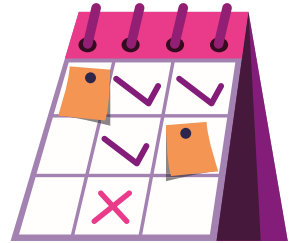
- a- seven b- seventh

5- Chinese people are very superstitious; they always skip the number _____.

- a- thirteen b- thirteenth

6- On our _____ wedding anniversary, we will book a cruise to the Greek islands.

- a- fifty-two b- fifty-second



2

Discuss the choices you made with a partner.



If you think you need to learn more about countable nouns visit:
https://www.grammar-quizzes.com/adv_connective.html



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 **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 adverbs, choose “Adverb. ALL.”

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

1

There are three commonly used ordinal adverbs in the English language: First or firstly, second or secondly and third or thirdly. Use COCA to look up each one and indicate its most common media context.

Ordinal Adverb	Frequency	Genre
First		
Firstly		
Second		
Secondly		
Third		
Thirdly		

1 Answer the following questions based on the gathered data.

- 1. Which ordinal adverb has the highest frequency? _____
- 2. Which has the lowest frequency? _____
- 3. Which genre seems to have more ordinal adverbs? _____

2 Two useful ordinal adverbs are **finally and lastly**. Use COCA and write two examples for each word below. Then analyze each sentence with a partner.

FINALLY

- 1- _____
- 2- _____

LASTLY

- 1- _____
- 2- _____

3 Go to the search tab. Double-click **{POS}**. Scroll down to **num.ORD** and then click **Find matching strings**.

1. What are the two ordinal adverbs that come up in the search? You will use these two adverbs in the next exercise.

- a- _____
- b- _____

4 Go back to the search tab to do research on the two ordinal adverbs you just found. Put the adverb into the search box as follows: adverbs + 1 space + *. **For example: XXXX ***. Then click **Find matching strings**. Write the first 5 results for each adverb.

Ordinal adverb number 1	Ordinal adverb number 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

5 Talk to a partner about the results and draw some conclusions about how the adverbs are used.





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

1

The following ordinal adverbs **finally, at last, lastly and in the end** are used to indicate something happened after a period of time. Complete the following exercises by selecting the best option.

1. The scared dog _____ came back after being terrorized by the fireworks.

a. at last

b. finally

c. in the end

d. lastly

2. My kid had a musical gift, but _____ he stopped playing the piano due to a broken finger.

a. at last

b. finally

c. in the end

d. lastly

3. _____, the baby fell asleep. Now my mom can rest a little. She's exhausted.

a. at last

b. finally

c. in the end

d. lastly

4. _____, I want to thank you for all your support.

a. at last

b. finally

c. in the end

d. lastly

5. My cousin has worked so hard, and _____ he has gotten what he wanted.

a. at last

b. finally

c. in the end

d. lastly

6. _____, what really leads to success is trust and love.

a. at last

b. finally

c. in the end

d. lastly

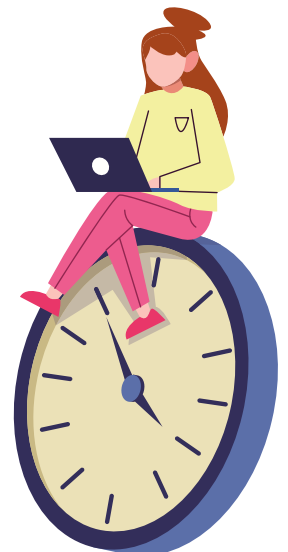
7. I need to do some homework, some house chores, and _____ my hair.

a. at last

b. finally

c. in the end

d. lastly





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

1

Read the following passage about how to be happy in life. Then write the steps given in the text.



The Pursue of Happiness

Hundreds of books and videos have been made about how to become happy in life. Though all input can benefit our critical thinking and brain, the truth is that reaching happiness is not the result of following a recipe or formula. Actually, the general conclusion is that happiness is a decision that you need to make everyday regardless of the circumstances around you. Therefore, here are some tips to keep in mind if you want to be happy.

To begin with, be bold about your life. Live it the way you think you deserve. Then, don't pay attention to people's criticism about you and your life. If there is something you can take from others to help you grow positively, perfect. If not, just let it go. Another component is to avoid comparing yourself to others. You are who you are, and no one else can be you. Your physique or personal belongings are yours, that's it. Those who have more or less than you, have to live the way life lets them be. Comparison prevents you from living fully. Also, you cannot avoid negative issues or problems in life, but you can choose how to react to them. For example, imagine someone ignores you or while you are driving, or a driver almost hits you. Either case can cause anger and despair. Nonetheless, you can switch those ideas by thinking that drivers were probably just distracted or absent-minded. Even if these drivers acted intentionally, you'll never know for sure. Let it go! Last but not least, remember that everyone is entitled to live their lives as they want, and so are you.

2

According to the passage, what tips can help increase your happiness?

1. First,

2. Second,

3. Third,

4. Fourth,

5. Fifth,

6. Finally,



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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
Corpus linguistics increases my understanding of ordinal adverbs.			
It was easy to do the research for this unit's topic.			
I think COCA is helpful to see how native speakers use ordinal adverbs.			

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>I can...</i>			
Tell people what ordinal adverbs are.			
Distinguish ordinal adverbs from adverbs of probability.			
Identify ordinal adverbs within context.			
Use ordinal adverbs correctly.			

UNIT 31

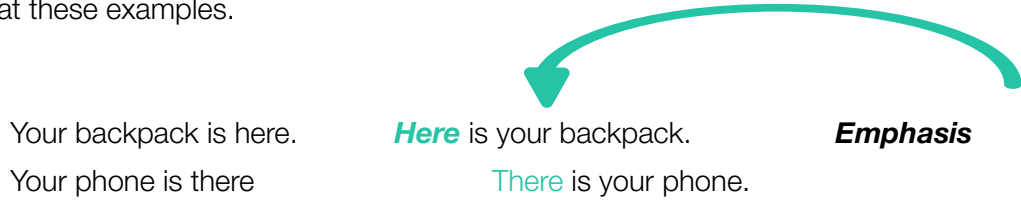
Adverbs of Place



Applying Our Knowledge. Complete the following exercises. When you finish them, check your work with a classmate.

1 Can you list some adverbs of place you know? Write them in the box.

2 Did you know that when using **here** and **there** their position changes the emphasis of the idea? Look at these examples.



3 Can you think of some adverbs of place to complete this chart?

Adverbs of place that are also prepositions	Adverbs of place ending in -where	Adverbs of place ending in -wards	Adverbs of place expressing movement and location

4 What is the adverb of manner in the previous sentence? _____



If you think you need to learn more about adverbs of place, watch this video. Scan the code or go to: <https://www.youtube.com/watch?v=55KikNI9ABk>



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 **search field** and type the word you want to analyze.

Press "Enter."

The system will tell you how frequent that word is, and you will also have the possibility to look at examples where that word is used. You just have to click on the word you are analyzing to see all of the information.

1

Complete the following chart. Which forms are more frequent?

Adverb	Frequency
Backward	
Backwards	
Forward	
Forwards	
Upward	
Upwards	



Based on the information you obtained, what is a conclusion you can reach?

Adverb of place or preposition? As you know, there are adverbs of place that look like prepositions. Do you know the difference? Let's complete the following exercises to find out.

2 Complete the chart. Check the correct option.

It is usually followed by a noun or noun phrase.	<input type="checkbox"/> Preposition <input type="checkbox"/> Adverb of place
It always requires an object.	<input type="checkbox"/> Preposition <input type="checkbox"/> Adverb of place
It doesn't require an object.	<input type="checkbox"/> Preposition <input type="checkbox"/> Adverb of place
It answers the question where to the verb.	<input type="checkbox"/> Preposition <input type="checkbox"/> Adverb of place
Please see the research and logic behind this premise.	<input type="checkbox"/> Preposition <input type="checkbox"/> Adverb of place
I feel like I am behind or made the wrong decisions which put me behind .	<input type="checkbox"/> Preposition <input type="checkbox"/> Adverb of place

Source: Examples taken from COCA

3 Look for examples where the words in the following chart are used as prepositions or as adverbs of place. Use the Corpus of Contemporary American English to complete this exercise.

	Preposition	Adverb of place
Above		
Across		
Behind		
Below		
Beside		

Based on the information you obtained, what is a conclusion you can reach?

4 Work with a classmate to check your answers to the previous exercise.



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

2

Write sentences using the following adverbs of place.



Abroad

Ahead

Back

Beyond

Down

Southwards

Everywhere

Here

Indoors

Outside

Overseas

There

West

3

Work with a group of classmates to check your answers.





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

1 Write 4 sentences using **there** and **here** as adverbs of place. Use **there** and **here** to show emphasis.

1. _____

2. _____

3. _____

4. _____

2 You are a reporter for a local newspaper. A person has just called to tell you that he saw a ghost outside his house. You have decided to interview this person and write a short article about it. Write what happened in the space provided. Make sure you use adverbs of place.





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>I completely agree.</i>	<i>I somehow agree.</i>	<i>I disagree.</i>
The Corpus of Contemporary American English allowed me to learn about adverbs of place.			
It was easy for me to follow the instructions and get the information I needed.			

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>I can...</i>			
Tell people how to use adverbs of place.			
Write sentences using there and here to show emphasis			
Use adverbs of place properly.			
Use adverbs of place naturally when writing and speaking.			

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