



## Ready-made Corpus Activities to Teach EAP

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### Activity #1 : *Introduction to Concordance Lines I*

5 to Kenneth Rexroth's. Rexroth uses [many of](#) his early poems when he reads to j  
6 n heartily to dislike Marcus Reno. [Many of](#) his fellow officers refused to spe  
7 hardly accidental, therefore, that [many of](#) his most vivid figures do suggesti  
11 wide verandas strewn with rockers. [Many of](#) its sojourners were devoted to sec  
12 editor (who disliked the club and [many of](#) its members) tried to block my par  
14 than of that unblemished record. [Many of](#) my friends at the time thought that  
15 To those of my readers who find [many of](#) my opinions morally, or politicall  
16 s upon the subject of slavery, of [many of](#) our colored citizens, and of those  
18 lass status. #AN EXCESS OF ZEAL# [Many of](#) our very best friends are reformers  
28 port at least 15 more. But a great [many of](#) the dancers are more or less nativ  
29 fed. By the middle of the summer, [many of](#) the larvae apparently receive such  
30 n these subjects should be spared. [Many of](#) the latter were destroyed in their  
31 ings are looking up these days for [many of](#) the State turnpikes on which inves  
32 with social disapproval. Even so, [many of](#) the things that happened to Wright  
33 30 years. He collaborated with [many of](#) the big name entertainers visiting  
77 r states did this in order to keep [many of](#) their people more securely in slav  
78 ry, Miss Mao and Mr & Fuller chose [many of](#) their arrangements from the works o  
85 watch them and you can tell that [many of](#) them are running away from somethin  
95 the other dogs strung out behind, [many of](#) them trailing blood. John himself  
101 xperienced many memorable moments. [Many of](#) these experiences are so important  
102 haphazard houses. At the moment, [many of](#) these are being pulled down. Whole  
103 y hero, yet is a creative artist. [Many of](#) these aspects will be seen as compa  
121 #LET THE MEDIA CLEAN HOUSE, TOO# [MANY OF](#) US in public relations were flatter  
125 or muscular dystrophy. But for [many of](#) us, it will prove an enjoyable luxu  
126 ride and love for our country. To [many of](#) us, this is a land to which we or

24 e examples", Hough catalogued the [many](#) abuses encouraged by existing proce  
25 Parker, had made an impression on [many](#) academic and literary men. The diff  
26 ng hours. This means that a great [many](#) academically talented girls are dis  
27 on, sedulously fostered by all too [many](#) academics who mistakenly believe t  
47 n, "No Vacancy". No matter how [many](#) Americans go abroad in summer, pro  
48 temperature equivalence valid for [many](#) amorphous systems did not hold her  
59 riking in description, amusing in [many](#) anecdotes. He has a pleasant sense  
60 rporation have naturally explored [many](#) angles, as well as personalities th  
61 mage to the ego of the editor and [many](#) another intelligent, well-informed  
69 ng such high yields per acre that [many](#) are being forced to buy new harvest  
70 s as well as aid with design; and [many](#) are engineers who have been advanc  
71 alth- some are in poor health and [many](#) are invalids. Some have lovely hom  
75 pture the attention and uncover so [many](#) areas of need in this amazing worl  
76 e fiction. In addition, there are [many](#) areas of the human situation beside  
77 e company has managed to automate [many](#) areas of their service. It has not  
110 ch other in a market place like so [many](#) bags of wheat and corn (unsupporte  
111 playing a dangerous game, with so [many](#) balls in the air at once that a mi  
112 ead they divided the surface into [many](#) bands or covered it by all-over pat  
118 cian and a lithe, glimmering body. [Many](#) belly dancers are married, but Ser  
137 le fuzzy from drink, they dropped [many](#)) called forth yelps of derision.  
138 use all trimmed up, hadn't brought [many](#) callers in two whole months. D  
139 ature of his mission, he received [many](#) calling cards and invitations from  
156 ment personnel is still needed in [many](#) cases. There are also more basic p

1. What is the difference between **many** and **many of**?
2. What words come after **many**? Give examples.
3. What parts of speech usually come after **many**?
4. What words come after **many of**? Give examples.
5. What parts of speech usually come after **many of**?

### Many or many of?

Archie Parker, had made an impression on  
s. Instead of relatively small sales to  
in communication with other people, but  
mbining to lower the price of work; but  
arkets. You read various guesses on how  
new corporation have naturally explored

Things are looking up these days for  
to the ends of intonation spans. In  
es with social disapproval. Even so,  
Here in an evening Persians enjoy  
Testament heritage of Christianity";  
eir states did this in order to keep  
our campus never become sophomores.

erature, once wrote "We are all, though  
e fallen to the temptation which besets  
palsy or muscular dystrophy. But for  
spent among the planters of Attakapas,  
istinguished executive editor today.  
l be cherished forever by me. And, like

aves. The anti-slavery movement took  
f the contemporary. Such study may take  
he kids of the neighborhood, I had made  
nd looks like one to stand training and  
stinct impression is more valuable than  
s engaged in the slave trade. After how

academic and literary men. The  
accounts, there are now  
adjust to school, even college, to  
against combining to raise it".  
Americans are camping. The number  
angles, as well as personalities

the State turnpikes on which  
the syllables, intonation can be  
the things that happened to Wright  
the things which are important to  
their gifted members were prominent  
their people more securely in slavery  
them appear to drop out, for one

us are snobbish enough to wish to  
us to read into our authors-  
us, it will prove an enjoyable  
whom were coarse + passionate  
you are familiar, I'm sure, with  
you here present, I hold as the

forms. Benjamin Lundy (1789-1839),  
forms. The study of ideas in  
friends among them, taking part in  
future battles with colts in his  
fuzzy ones. But clarity is not  
generations is such wealth

**Activity #2 : Introduction to Concordance Lines II**

Which prepositions go in the blanks of this sentence?

Children with divorced parents have a greater tendency \_\_\_\_\_ get involved to drugs.

**Tendency**

1 ly, a vicious cycle develops. This [tendency](#) can be broken either by restoring  
2 for the people. There is a marked [tendency](#) for religions, once firmly establi  
3 ounced grain, there is sometimes a [tendency](#) for the hole to wander, due to the  
4 e end. There is a parallel to this [tendency](#) in the assignment of time in long-  
5 at can only be suggested here. The [tendency](#) is toward putting dominant stress  
6 g are relatively unimportant. This [tendency](#) is, perhaps, most clearly revealed  
7 r. It appears that the dominant [tendency](#) of Mann's early tales, however pic  
8 owl" is a striking example of this [tendency](#)- that is disoriented, Dionysian bu  
9 e white, hard and brilliant, has a [tendency](#) to "jump" away from the other colo  
10 at he feels is President Kennedy's [tendency](#) to be too conciliatory. # GOP REST  
11 ces? We should first recognize our [tendency](#) to develop a hierarchy of values,  
12 to doubt because of the universal [tendency](#) to exaggerate dimensions. Measurem  
13 ality of behavior, behind even the [tendency](#) to great strategic mistakes, there  
14 - which probably accounted for his [tendency](#) to keep to himself. Garth's gla  
15 tanding, for all its vagueness and [tendency](#) to mistake the detail, is initiall  
16 of arrangement, experts warn, is a [tendency](#) to pay the wife more than her job  
17 Adolescents have a much-discussed [tendency](#) to polarize ideas and values, to p  
18 ggerated by another bad habit, our [tendency](#) to rate the "goodness" or "badness  
19 as the growing nationalism and the [tendency](#) to regard the state, and the indiv  
20 onfirm the opinion of some that my [tendency](#) to skepticism and dissent gets us  
21 le of unconditional surrender: The [tendency](#) to view any war in which we might  
22 tion, together with the persisting [tendency](#) toward fiscal irresponsibility;  
23 nce or that it contains a coercive [tendency](#) (which is closer to the point). Ra  
24 more homogeneous with the North- a [tendency](#) which Willard Thorp terms "Yankeef

1. What prepositions come after *tendency*?
2. What part of speech comes after *tendency for*?
3. What part of speech comes after *tendency to*?
4. Using the information you gathered, fill in the blank for *tendency* in the sentence above.

### Activity #3: Using a Corpus

1. Go to mypcc and choose the link **corpus**  
or go directly to <http://www.edict.com.hk/concordance/>
2. Under English choose **simple search**
3. Go to **Select Corpus** and choose **Brown Corpus**
4. Type any word in the blank and press **Search for Concordances**
5. To see the words on the left in alphabetical order choose **sort left**, to see the words on the right choose **sort right**.
6. Click on the blue word in the middle to see the whole sentence.

### Questions

What preposition goes in the blank: Many students are interested \_\_\_\_\_ learn English.

#### 1. Look up *interested in* (sort right):

How many sentences came up?

What form is the verb after interested?

Finish the sentence:

Many students are interested in \_\_\_\_\_ English.

#### 2. Look up *interested to* (sort right)

How many examples come up?

What form is the verb after interested?

Finish the sentence:

Many students are interested to \_\_\_\_\_ English.

#### 3. Which sentence do you think is better? Why?

**Activity #4: Suggestions and Indirect Orders in Academic Speech**

This is an excerpt of a conversation between an Anthropology instructor and a student during the instructor's office hour. The student is showing the instructor a draft of his/her essay. Read the dialog and answer the questions.

**Instructor:** Um, so, uh, I suppose I would do some work pulling this part together into an argument about sort of how it's representing the community first. And then I'd go back um, to your sort of, beginning which I don't know what your beginning is.

**Student:** This was the beginning.

**Instructor:** Right yeah okay so here's, um, right. So that is the beginning of your introduction and that's cool. Um, you **might wanna** sort of expand it a little bit thinking about these sort of themes. Um cuz those are the things that are gonna enable you to tie it to broader readings.

1. What part of the essay is the teacher focusing on in this conversation?
2. What does the teacher mean when he/she says: *"you might wanna sort of expand it a little bit"*? Is the teacher giving a suggestion that the student can choose to follow or not? Why?
3. What other expressions could the teacher have used in this situation? Would these expressions have had the same meaning?

This is an excerpt of a conversation between a Linguistics instructor and a student during the instructor's office hour.

**Instructor:** Yeah. yeah exactly. hm. You seriously interested in China?

**Student:** Yeah. I took the, Chuang Tzu course last, semester. Yeah. Chuang Tzu

**Instructor:** Oh you did? Chuang Tzu? Oh, my favorite philosopher. He's the only religious writer that has good jokes. Ever, anywhere. Uh in that case **let me recommend** a book, called Bridge of Birds. it's a fantasy novel. i use it in my, uh metaphors class. Freshman seminar at the R-C. It's terrific.

1. What are the instructor and student talking about in this conversation?
2. What does the instructor mean when he/she says: *"in that case let me recommend a book"*? Is the teacher giving a suggestion that the student can choose to follow or not? Why?
3. What other expressions could the teacher have used in this situation? Would these expressions have had the same meaning?

**Underline the expressions that teachers use to give indirect orders:**

1. *Instructor:* I'm not as familiar with overall, what I might wanna suggest is maybe at the end of the session I can show you a couple things. Okay?

2. *Instructor:* What's that about? What's the significance of that? How's that different from Howell? You might just wanna like again sort of draw out some conclusions from this a little bit.

3. *Instructor:* And, let me introduce these to you and I'm gonna develop, a, flow diagram here so i strongly recommend, you leave a piece of area in your notes so that we can fill this in, as i develop the pieces.

4. *Instructor:* So, when you do this, um, you'll wanna have a cover page that has all the things that would go on a cover page, uh.

5. *Instructor:* How do you calculate these local losses these friction losses? What coefficients do you use? Right I would like to see all that. what i would like to see as well is\_ and in these coefficients I haven't elaborated but it's like, exit coefficients entrance coefficients valve coefficients and this and that, and, i would like to see, <WRITING ON BOARD> your F values I wanna make sure that you do it

## Activity #5 : Analyzing your Essay



### First part: Analyzing the first table

#### Reminder:

**K1 Words** (blue) belong to the list of the 1,000 most common words in English

**K2 Words** (green) belong to the list of 1001-2000 most common words in English

**AWL Words** (yellow) are on the Academic Words List

**Off list Words** (red) do not belong to any of these lists – often proper nouns or misspellings

1. Look at the K1 words (1-1000 most common words in English).

a) How many words from this list did you use in your essay? \_\_\_\_\_

b) What is the percentage? \_\_\_\_\_

2. Look at the K2 words (1000-2000 most common words in English).

a) How many words from this list did you use in your essay? \_\_\_\_\_

b) What is the percentage? \_\_\_\_\_

3. Look at the AWL words (academic words).

a) How many words from this list did you use in your essay? \_\_\_\_\_

b) What is the percentage? \_\_\_\_\_

4. Look at the Off-list words (words that don't belong to any of the other lists).

a) How many words from this list did you use in your essay? \_\_\_\_\_

b) What is the percentage? \_\_\_\_\_

#### General analysis:

1. Do most words in your essay belong to the first (K1) and second (K2) lists? \_\_\_\_\_

2. Do you have a significant percentage of academic words in your essay? (at least 6%)  
\_\_\_\_\_

3. Based on this first analysis, do you think you should improve the vocabulary level of your essay? \_\_\_\_\_

✓ **If yes**, how are you going to do that?

Some suggestions:

( ) use a dictionary/thesaurus

( ) look for common words in the essay (for example, *good, bad, things*) and try to find synonyms

## **Second part: Analyzing specific word lists**

1. Look at the list of off-list words (red words) in the "token list" (first list of words – below the "integral text").

- ✓ Are any of these words misspelled? \_\_\_\_\_
- ✓ If yes, which ones?

2. Look at the list of words in the "type list" (below the "token list"). Are any of the words in your essay repeated more than 4 times? \_\_\_\_\_

- ✓ **If yes**, what are those?
  
- ✓ Are these words key words in your essay, grammar words (for example, prepositions, articles, etc.), or regular words?
  
- ✓ **If they are regular words**, do you do think you should find synonyms for them?
  
- ✓ **If yes**, how are you going to do that?

## **Third part: Evaluation**

1. Was this process helpful to you?      (    ) yes      (    ) no
2. Are you going to use this website for future essays?      (    ) yes      (    ) no
3. Why?

Activity #6 : Keywords

Global Warming



1. Pre-reading

greenhouse	gases	carbon dioxide	reflective
invisible	infrared	sunlight	absorb
climate	scientists	heat	atmosphere
waves	planet	energy	earth

## What Is Global Warming?

The Simple Fourth-Grade Science That Everyone Needs to Learn

By BILL BLAKEMORE

<http://abcnews.go.com/Technology/print?id=1755389>

March 26, 2006 —

Of all the different gases that make up Earth's atmosphere, greenhouse gases are an especially important group. Greenhouse gases have one thing in common: They let **visible** light through but not heat. Greenhouse gases even let strong light that can heat you up, like sunlight, pass through. To be **precise**, they let in **energy** in the form of **visible** light but don't let in **energy** in the form of **invisible** heat waves, or infrared light. They absorb those types of **energy**. So when light from the sun -- **visible** light -- hits Earth's atmosphere, the greenhouse gases let it through on its way to the ground. When that sunlight hits something reflective on the ground, such as white snow or a shiny metal roof, it bounces back as **visible** light -- right back through the atmosphere and back into outer space. But when the sunlight hits something dark and non-reflective, its heat -- its **energy** -- gets absorbed (that's why people often wear reflective white when playing tennis on a hot day instead of heat-absorbent

black). The sunlight's **energy**, which arrives as **visible** light, gets **converted** to heat in the ground. This **energy** then radiates back toward space in the form of what was first called dark **energy** when scientists discovered it in France two centuries ago. We now call it infrared, or **invisible** heat waves. (Many night-vision scopes "see" by picking up these heat waves or infrared waves from living bodies.) This is the kind of **energy** that the greenhouse gases don't let through but absorb, as would a black cotton shirt.

So this heat, which originally came from the sun to Earth in the form of **visible** light waves, is now trapped in Earth's atmosphere. Unable to get back to outer space, it warms the air further, which over time helps warm the ground and oceans as well.

(...)

### Vocabulary:

[001] rom his White House office than had **PREVIOUSLY** been disclosed. The records confi  
[002] ual attention and guidance than was **PREVIOUSLY** available. Peer advisers help stud  
[003] osition. Eisner and Katzenberg, who **PREVIOUSLY** worked together at Paramount, are  
[004] t-mile stretch of the river that had **PREVIOUSLY** been under a health advisory. Vir  
[005] ought about in him. The man who had **PREVIOUSLY** seemed most at home in Paris cafes  
[006] ited on a subject-by-subject basis. **PREVIOUSLY**, they were classed in three broad  
[007] test Sinologist in the West, having **PREVIOUSLY** achieved an international status  
[008] y a happy irony the thoughts of the **PREVIOUSLY** great, but now discredited, Eric a  
[009] irst- choice university, Newcastle. **PREVIOUSLY** she was at an independent school  
[010] emed afraid of people of whom he had **PREVIOUSLY** been fond. Rather than ask for wh

[001] ou could be paying your credit card **PRECISELY** on time and staying within your cr  
[002] utive authority. Crime, or more **PRECISELY** a rising fear of crime, has become  
[003] r of the 21st century will be doing **PRECISELY** the kinds of thing that you can't d  
[004] heir deaths. It is impossible to say **PRECISELY** how many animals Healey has killed  
[005] se responses, Schmidgall argues, are **PRECISELY** the sort that Whitman sought and e  
[006] des may pass before venerable wood, **PRECISELY** cut and properly dried, reaches th

[001] irected "The White Rose " (1982), a **DRAMATIC** reconstruction of a student group th  
[002] eginning of what many hope will be a **DRAMATIC** turnaround for this beleaguered tea  
[003] ved to be one of Broadway's biggest **DRAMATIC** hits of the 1980s, and it threw Hof  
[004] everyone in it? This is the central **DRAMATIC** question of Alice Hoffman's dark an  
[005] scene as a nightly backdrop to the **DRAMATIC** rebirth of the Fairlie-Poplar Histor  
[006] of reasons. It wasn't a sudden, big, **DRAMATIC** decision. And we realized that Ele  
[007] sh habits! England doesn't have the **DRAMATIC** beauty of the States, but oh, it is  
[008] hoods there is more opportunity for **DRAMATIC** tension. Fame is a metaphor for the  
[009] In Germany, however, its effect was **DRAMATIC** and instantaneous. It opened the fl  
[010] ntmaking and photography. The city's **DRAMATIC** skyline and close proximity to hill