

# ***TEACHING GUIDES***

**TARGET STUDENTS: Junior Two Students**

**CORPUS USED: Lextutor Concordance**

**GROUP MEMBERS: Fannie & Raina**

**WORDS: Spend & Cost**

**Duration: 90 Minutes**

## Teaching Objectives:

### On finishing the lesson, students are able to

#### 1. Words and expressions:

- (1) Distinguish the different usages between spend and cost.
- (2) Master the language patterns of the two verbs

#### 2. Skills and strategies

- (1) Use the corpus properly and individually
- (2) Use the two verbs productively in speaking and writing

#### 3. Significance of learning

- (1) Gain confidence through cooperative learning
- (2) Develop learner autonomy with corpus search

## Teaching Procedures:

**Step 1: Test students' knowledge of the target language item (spend and cost) and arouse their attention on the target language items.**

1. Read the text. Fill in the missing words from the box below and pay attention to the form of the words.

spend	cost
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Individual Work:  
Independent Practice



I live near the beach. I \_\_\_\_\_ 20 minutes going there by car. On a hot summer day, I can \_\_\_\_\_ a whole day at the beach. I usually pack drinks and food for lunch because food at the beach is overpriced. A hot dog \_\_\_\_\_ me around five dollars! A cup of juice \_\_\_\_\_ about four dollars! Plus, I have to \_\_\_\_\_ a lot of time waiting in line. I don't want to take time standing in line to buy overpriced junk food!

**Teacher Tips:** Teachers can use the cloze to test students' knowledge and raise their awareness of the differences of the two words before the following activities. Students can check answers with their partners afterwards.

## Step2. Use lextutor to provide students with hands-on corpus search

<https://www.lexutor.ca/conc/eng/>

2. Look at the concordance lines below and see if you can find the answers to Question 1 by yourselves, then discuss with your partners about the uncertain answers.

**Pair Work:  
Discovery Activity**

**Teacher Tips:** Ask the students to search the words from the corpus if computers or tablet PCs are available; if not, use the printed lines. Check the concordance lines. Ss start to explore and discover the language use pattern.

**Search the word “spend”, sorted one word left (taken from *Brown\_BNC writ.(2+m)* corpus) .**

**A. Please circle the subjects (before the word *spend*) in the sentences and then fill in the table. The first example has been done for you.**

100. ☐ tors, such as temperature (see p. 303). **H. lapillus** will **usually SPEND** at least a day on each prey item and in some instances the  
 101. ☐ e things we do to escape our fears and to forget our worries. **We SPEND** millions of dollars every year on fortune tellers and sooth  
 102. ☐ ed by the sea of wonder in which we are immersed and in which **we SPEND** our lives. One such is Abraham Meyer, the writer of a recen  
 103. ☐ he race tracks, and more billions on other forms of gambling. **We SPEND** billions of dollars on liquor, and many more billions on va  
 104. ☐ ons of dollars every year on fortune tellers and soothsayers. **We SPEND** billions of dollars at the race tracks, and more billions o  
 105. ☐ 's night are as often as not the lutihaw, mustachioed toughs **who SPEND** most of their lives in and out of the local prisons, brothe  
 106. ☐ bers of the Peace Corps, the influence on the lives of those **who SPEND** two or three years in hard work abroad- all this may combin  
 107. ☐ come the young musicians, students from the ages of 12 to 18 **who SPEND** six weeks at the Brevard Music Center summer camp, and to g  
 108. ☐ and academic position call for historical and critical work **will SPEND** most of his or her working time as a programmer. 4) Diversi  
 109. ☐ d daughter, Mr. and Mrs. Thomas Glennon, and their children **will SPEND** several days in Brigantine, N. J. Mr. and Mrs. James Jansse  
 110. ☐ job. However, there always is some limit to the numbers who **will SPEND** the time and effort to acquire training. Again, one major d  
 111. ☐ e. It is interesting to note however that Nepalese men and **women SPEND** almost equal amounts of time involved in their own activiti  
 112. ☐ , and could not control themselves. Later in your life you **would SPEND** many years attempting to disprove this thesis. A test of fa  
 113. ☐ arriage. There was no form of contraception and many women **would SPEND** their entire adult lives pregnant and would probably die in  
 114. ☐ available for work, as one had to be in those days. Yet he **would SPEND** hours pleading with a reluctant employer to take on a boy h  
 115. ☐ ge. At the same time, it was unlikely that any businessmen **would SPEND** a day in a Christian mission out of mere curiosity. No, Kay  
 116. ☐ ago"? The boy hesitated. Then, "I'm not talking. But I **wouldn't SPEND** a night in here for a million bucks"! He was in a hurry to  
 117. ☐ arriving Czechoslovakia round lunch time the following day. **You SPEND** the first week of your holiday here, at Brno Lake and surro  
 118. ☐ the job and I'm not going to stop watching them. HOW LONG DO **YOU SPEND** ON YOUR HAIR? I spend about half an hour in the bathroom in  
 119. ☐ y to arrive in Zakopane around lunch time the following day. **You SPEND** the first week of your holiday here in Zakopane transferrin

100	H.lapillus
101	We
106	Who

**B. Tick the correct one(s). (You may tick both if necessary)**

These circled words in **Question A** refer to

- a. sb. ✓  
 b. sth.

C. Please circle the objects (after the word *spend*) in the sentences and then fill in the table. The first example has been done for you.

101. ☐ e things we do to escape our fears and to forget our worries. We **SPEND** millions of dollars every year on fortune tellers and sooth  
102. ☐ ed by the sea of wonder in which we are immersed and in which we **SPEND** our lives. One such is Abraham Meyer, the writer of a recen  
103. ☐ he race tracks, and more billions on other forms of gambling. We **SPEND** billions of dollars on liquor, and many more billions on va  
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101	millions of dollars
102	our lives
115	a day

D. Tick the correct one(s). (You may tick both if necessary)

These circled words in **Question C** refer to

a. time ☒

b. money ☒

Search the word “cost”, sorted one word left (taken from *Brown\_BNC writ.(2+m) corpus*) .

A. Please circle the subjects (before the word *cost*) in the sentences and fill in the table. The first example has been done for you.

485. ☐ returning favors. I'll do anything for somebody I like. It won't **COST** you a cent, Phil. Go ahead and try me"! Phil rubbed his fore  
486. ☐ a mortgage over £30,000. Taken as a whole these measures would **COST** someone on a £30,000 a year salary about £825 of their aft  
487. ☐ speed to develop high thrust-to-weight engines is that it would **COST** perhaps a billion dollars- and you don't spend that sort of  
488. ☐ ace, it doesn't look authentic; and in the third place, it would **COST** a fortune to reproduce in the first place- you've got six co  
489. ☐ e who regard Your Grace as their lawful monarch, though it would **COST** them their lives to declare as much openly!" "I am grateful,  
490. ☐ h earth, as shown in figure 10. Materials for this shelter would **COST** about \$700. A contractor probably would be required to help  
491. ☐ ly pays tax on the dividends paid to its shareholders), it would **COST** the nation nothing to do away with mainstream corporation ta  
492. ☐ nd hardware was under \$800. A comparable manufactured boat would **COST** close to \$3,000. Consider what you have to earn to be able t  
493. ☐ o you and your family as a home in comparison with what it would **COST** to live in town. Take into account the difference in city an  
494. ☐ of pit-run gravel. The materials for a double-wall shelter would **COST** about \$700. Contractors' charges would be additional. The sh  
495. ☐ olarship grants. Officials estimated the combined programs would **COST** 5.1 million dollars the first year and would go up to 21 mil  
496. ☐ tor to no laurels. The game is not worth the ammunition it would **COST**. We therefore leave the writer to the enjoyment of the unenv

485	it
486	these measures
492	boat

B. Tick the correct one(s). (You may tick both if necessary)

These circled words in **Question A** refer to

a. sb.

b. sth. ✓

C. Please circle the objects or direct objects (after the word *spend*) in the sentences and fill in the table. The first example has been done for you.

485. ☐ returning favors. I'll do anything for somebody I like. It **won't COST** you **a cent**. Phil. Go ahead and try me"! Phil rubbed his fore  
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496. ☐ tor to no laurels. The game is not worth the ammunition it **would COST**. We therefore leave the writer to the enjoyment of the unenv

485	a cent
488	a fortune
489	their lives

D. Tick the correct one(s). (You may tick more than one if necessary)

These circled words in **Question C** refer to

a. time

b. money ✓

c. loss or suffering ✓

### Step 3. Summarize language patterns inductively

After answering questions from A to D. Groups can then give feedback to each other, explaining the different collocations and usage of “*spend*” and “*cost*” and then summarize the use patterns.

Group interaction:  
making the task easier

**Teacher Tips:** Provide students with many language examples and help them language patterns inductively.

## Spend (please list out another Two use patterns)

use pattern	Examples from the corpus
1.sb. spend +money/time on+sth.	We spend <u>millions of dollars</u> every year <i>on</i> fortune tellers.
2.sb.spend+money/time+doing+sth.	You would spend <u>many years</u> attempting to disprove this thesis.
3.sb.spend+money/time+in+sp.	I wouldn't spend <u>a night in</u> here.

### Conclusion:

#### spend:

1.to pay out or expend; dispose of (money, wealth, resources, etc.):

e.g. *I resist to spend my money.*

2.to employ (labor, thought, words, time, etc.), as on some object or in some proceeding:

e.g. *Don't spend much time on it.*

3. to pass (time) in a particular manner, place, etc.:

e.g. *We spent a few days in Baltimore.*

## Cost (please list out another TWO use patterns)

use pattern	Examples from the corpus
1.sth. cost (sb.) +money	The leisure center will cost the company <u>1.4 million</u> .
2. sth. cost (sb.)+loss	It would cost them <u>their lives</u> .
3.sth. cost+sb.+suffering/sacrifice	The truth cost me <u>bitter tears</u> .

### Conclusion:

#### cost: verb

1.to require the payment of (money or something else of value) in an exchange:

e.g. *That camera cost \$200.*

2. to result in the loss of:

e.g. *Carelessness costs lives.*

3. cause to lose or suffer:

e.g. *The accident cost her a broken leg.*

#### Step 4. Output exercises

Individual Work:  
Independent Practice



4.



Look at the picture above, and complete the passage with ‘spend’ or ‘cost’ in the correct form

In Mexico, people like to eat burritos as breakfast. A burrito is a dish in Mexican and Tex-Mex cuisine that consists of a flour tortilla with various other ingredients. People usually \_\_\_\_\_ 35 minutes on homemade burritos, including cook, assembly, and clean up while they just \_\_\_\_\_ 19 minutes getting the take-out burritos. However, homemade burritos only \_\_\_\_\_ them \$1.34 but the take-out burritos \_\_\_\_\_ them \$6.86. Some people prefer to make burritos at home because they \_\_\_\_\_ less money but others prefer to buy burritos because they want to \_\_\_\_\_ less time on burritos.

#### Teacher Tips:

1. Engage students in output exercises and check students’ understanding of these two words.

2. Encourage students to use the corpus searches if they are confused.



## 5. Oral and written exercises

### Speaking activity:

Work in groups of 3. Student A interviews student B, student C records student B's answers. Then take turns.

(Student B interviews student C, student A records student C's answers.)

(Student C interviews student A, student B records student B's answers.)



Group work:  
interview, record &  
report

Step1: As the Spring Festival is coming, the teacher asks students to prepare homemade gifts for their classmates and bring them to class.

Step2: In class, students are then divided into groups of three to do an **interview and take notes** of the time and money he/she spent on the homemade gifts.

Step3: Students take turns to **interview and write down** the information the speaker gave.

Step4: Students then **report** the information they recorded to group members and can **receive** the gift if he or she **reports** correctly.

### Sample Dialogue:

Student A: What gift did you prepare?

Student B: I prepared a/an XX.

Student A: How long did you spend making your gift?

Student B: I spent .....making my gift.

Student A: How much did it cost you? / How much did you spend on the gift?

Student B: It cost me ...../ I spent.....on my gift.

Student A: Why did you make this gift?

Student B: The reason why I made this gift is that/Because.....



### Teacher Tips:

Check students' understanding of the instructions and then encourage students to bridge the information gap through communication. Get everyone involved in the task and make sure they have mastered these two words.



## Writing activity:

Write a short passage according to the notes.

Individual work:  
writing

### Tips:

First, you need to describe the gift you received.

Second, money and time spent on the gift are needed to express with the words 'spend' and 'cost'.

Last, you need to write about whether you like the present or not and explain why.

