

Teaching Guides

Target students: Junior secondary level

Corpus Used: Corpus of Contemporary American English(COCA)

Time Duration: 70 minutes

Lesson Objectives:

1. Support students to identify the differences between adverbs “hard” and “hardly” inductively. (“hard” can be an adjective and adverb. Here we just compare it with “hardly” as an adverb)
2. Guide students to use corpora for word analysis
3. Expose students to various encounters with the two target words in different contexts.

Group11

Group members:

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Step1 Check students' existing knowledge of adverbs "hard" and "hardly" (T-Ss, 5minutes)

Activity: Fill in the gaps by putting up the green card or red card. (5 minutes)

(Teacher Tips:

- ✧ Each student gets two cards. The word "hard" is on every green card while "hardly" is on all the red cards.
- ✧ Every time the teacher shows a picture and its caption (on PPT), students should answer by putting up one of the cards.)

 <p>He is working_____.</p>	 <p>It rained_____this morning.</p>
 <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Pandas who get enough sleep, do not have dark circles.</p> </div> <p>I can_____believe it.</p>	 <p>People_____travel these days because of Covid-19</p>

Step2 Explore the corpora data (Ss-Ss, 25minutes)

Activities: Work with your partner, read the concordances and try to summarize the use patterns of "hard" and "hardly".

(Teacher tips: Considering the lack of computers and corpus software, paper-based concordances are given to students as worksheets. Before handing out the worksheets, the teacher should show students the process of searching the target concordances in COCA for about 7minutes.)

a. Read the chart below and fill in the blanks. (5minutes)

"hard" often comes after verbs like: work,

1	<input type="checkbox"/>	WORK HARD	5939	<div style="width: 100%; height: 10px; background-color: #007bff;"></div>
2	<input type="checkbox"/>	WORKED HARD	4445	<div style="width: 90%; height: 10px; background-color: #007bff;"></div>
3	<input type="checkbox"/>	WORKING HARD	3873	<div style="width: 80%; height: 10px; background-color: #007bff;"></div>
4	<input type="checkbox"/>	HIT HARD	1195	<div style="width: 20%; height: 10px; background-color: #007bff;"></div>
5	<input type="checkbox"/>	TRYING HARD	1082	<div style="width: 18%; height: 10px; background-color: #007bff;"></div>
6	<input type="checkbox"/>	DIE HARD	1057	<div style="width: 17%; height: 10px; background-color: #007bff;"></div>
7	<input type="checkbox"/>	WORKS HARD	820	<div style="width: 13%; height: 10px; background-color: #007bff;"></div>
8	<input type="checkbox"/>	BREATHING HARD	734	<div style="width: 12%; height: 10px; background-color: #007bff;"></div>
9	<input type="checkbox"/>	TRIED HARD	702	<div style="width: 11%; height: 10px; background-color: #007bff;"></div>
10	<input type="checkbox"/>	PLAY HARD	699	<div style="width: 11%; height: 10px; background-color: #007bff;"></div>
11	<input type="checkbox"/>	TRY HARD	663	<div style="width: 10%; height: 10px; background-color: #007bff;"></div>
12	<input type="checkbox"/>	SWALLOWED HARD	612	<div style="width: 9%; height: 10px; background-color: #007bff;"></div>
13	<input type="checkbox"/>	FOUGHT HARD	460	<div style="width: 7%; height: 10px; background-color: #007bff;"></div>
14	<input type="checkbox"/>	THINK HARD	427	<div style="width: 6%; height: 10px; background-color: #007bff;"></div>
15	<input type="checkbox"/>	PLAYING HARD	410	<div style="width: 6%; height: 10px; background-color: #007bff;"></div>

b. Read the concordances below and fill in the blanks. (5minutes)

"hardly" often comes after _____(answer: be/modal verbs) or before _____.(answer: verbs, adjectives..)

own accord ; freely and openly . Such prodigious numbers could hardly be baptized by immersing their whole bodies under water
the work of the independent inspector general . # Daley can hardly be blamed for thinking citizens of this city have given him
players get involved . in any case , the events can hardly be considered a bad thing . # I doubt any of the
Lautrec may have received an erotic charge from these sights can hardly be doubted ; brothels of the day were known to entertain c
That an actor wants to throw his weight around would hardly be noticed in Hollywood , if the actor did n't weigh 80
I was wrong about the market . Today 's selloff can hardly be proof of anything , and it could actually be the result
" Arabs have been in Palestine so long that this can hardly be taken seriously . " The Arabs are not responsible for the
harsh realities of the links between poverty and education can hardly be understated ; Many people in Mauritius of adult age hav
win the Nobel prize , and to this day Joe could hardly bear to talk about it . The Nobel prize was well beyond
novelists are the declared enemies of their society . There has hardly been a serious or important novel in this century that did r
election is a choice between contrasting gun policies that have hardly been discussed ; The policy promoted by Republicans -- in
wealth gap . But over the past several decades policy has hardly been neutral ; The federal government currently has two
Mr. Meyer said . # He noted that the collection was hardly being depleted by the sale . # " They 're selling a
. It was my turn to be shocked ; I could hardly believe it ; I had admitted I was wrong and instead of
The Call . Dorothy 's office at the Catholic Worker was hardly big enough for her desk . Here she and I would sometimes

c. Match the adverbs with the language use. (3minutes)

- 1) We use "hard" to a) describe things with little likelihood
 2) We use "hardly" to b) describe actions with great effort, force or difficulty

d. Go back to step1 and check if you got it right. (5minutes)

Step3 More exercises (S, T-Ss, Ss-Ss, 40 minutes)

Activity 1: Multiple choice questions (Individual work, 10minutes)

(Teacher tips: the sentences below are adapted from COCA concordances.)

- We are trying _____ to fight and avoid the threat of COVID-19.
a. hard b. hardly
- We try _____ to deal with the problem.
a. hard b. hardly
- I still know _____ anything about him.
a. hard b. hardly
- Kate could _____ believe how well things were going.
a. hard b. hardly
- I have worked _____ to be able to prove I am the best student in the class.
a. hard b. hardly
- We could _____ go much farther north this time of year.
a. hard b. hardly
- France has been struck _____ by this terrible scourge several times.
a. hard b. hardly
- He had a rapid way of walking with _____ any wasted motion.
a. hard b. hardly
- I _____ believe in ghost stories anymore.
a. hard b. hardly
- The baby kicked her _____ in the ribs.
a. hard b. hardly

Activity 2: oral and writing task (T-Ss & Ss-Ss, 25 minutes)

(Teacher tips: Give clear instructions and ask checking questions.)

Step 1: Fill in the first 4 gaps with either “hard” or “hardly” (Individual work, 5minutes)

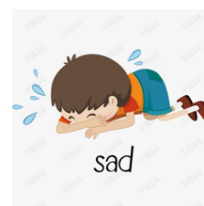
What a bad day !

hard or hardly?

I got up at 9 o'clock today , I could ____ get to school on time, because it was raining ____.

When I got to school , I got a task from my teacher. These exercises were hard, I worked very ____, but I could____ finish it in a limited time.

After I went back home, I _____



Step 2: Think of possible bad things happened after you got home to complete the bad day diary. (Individual work 5minutes) Example: I was so tired that I could hardly move my legs. But my mother asked me to mop the floor.

Step 3: Exchange your diaries, read carefully, check and discuss on each other’s errors referring to the target language. (Pair work 5minutes)

Step 4: 3 of you will come to the stage and present your bad day diaries, and then the rest of you will vote for the most unfortunate person. (Ss-Ss 7 minutes)

Step 5: The rest of the class should try to cheer up the unluckiest classmate. (3minutes)

Example: “Come on!” or “Be happy! ” “Every dog has his day.”

Activity 3 Summary (5 minutes)

Think back to this lesson. Write a list of what you have learned. Then we will summarize this lesson together.

(Teacher tips: Instead of telling students what they have learned from this lesson, let them reflect and conclude what they have learned by themselves)

Example:

1. The difference between “hard” and “hardly” and the usage of them.
2. How to use COCA to search for the authentic contexts of words.
3. How to use “hard” and “hardly” to describe the hardships in life.

After-class task:

Try to conduct a corpus search for “late” and “lately” on COCA and report your findings in the next class!