

## **A Corpus-Based Innovative Approach to Vocabulary Teaching**

### **Group members:**

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**Topic:** Environment

**Class Duration:** 70 minutes

**Target vocabulary Items:** "Preserve" vs. "Conserve"

**Level of students:** Secondary (Junior form 2 or 3)

**Corpus used:** COCA

### **Learning objectives:**

By the end of the lesson, students will be able to:

1. Distinguish the difference in the usage between the verbs “preserve” and “conserve”;
2. Write a short article about air pollution or water pollution using the verbs “preserve” and “conserve”;
3. Use the corpus and AI tools to support self-directed and inductive learning.

### **Context:**

To celebrate “World Earth Day”, students are going to participate in lots of learning activities. For example, they need to distinguish the words “preserve” and “conserve” and use them to describe what they can do to protect the environment.

## **Lesson progression:**

### **Stage 1: Bringing in the topic and introducing the new vocabulary (10 minutes)**

The teacher introduces today's lesson topic, which is "The World Earth Day", to the students. Then, the teacher assigns an exercise and asks the students to brainstorm the things that need to be protected on Earth.

Next, the teacher introduces new vocabulary words, "conserve" and "preserve". The students are then divided into groups to discuss and categorize the nouns or noun phrases they came up with in the previous task. This activity aims to help them understand the differences between these two verbs.

Following that, the teacher demonstrates how to use ChatGPT for instant feedback on sorting nouns into collocations with "conserve" or "preserve". The chatbot can promptly correct any errors in the students' answers, enhancing their comprehension and highlighting areas where they need to make improvements. This approach encourages learning by identifying knowledge gaps.

### **Stage 2: Corpus exploration and inductive discovery by students (25 minutes)**

**Task 1:** Before doing hands-on corpus research, students will be divided into a few groups and learn the steps to use COCA. Then, the teacher gives out papers printed with the concordance lines and students need to find common features in the authentic examples of "preserve" and "conserve".

To facilitate understanding, the teacher can ask students to read the sentence and do some peer work.

Notably, effective peer-to-peer learning requires balanced study groups. To achieve this, the teacher can organize them into groups with similar proficiency levels.

Next, students will be asked to underline the object that follows the two verbs, and they can discuss with their group members to summarize the environmental contexts in which these verbs are commonly used. By doing so, students can cultivate their problem-solving skills.

**Task 2:** To enhance comprehension, the teacher guides students in using an AI tool to create images depicting the usage scenarios of "preserve" and "conserve".

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**Task 3:** Finally, after the teacher provides a clear summary of the usage contexts for the two words explicitly, students are given time to explore COCA by themselves. And they will engage in a game to assess their understanding of the difference between the two words.

**Task 4:** The teacher is supposed to assign each group a different genre, such as newspapers, magazines, academics, and blogs. Students use COCA to further develop the usage awareness of "preserve" and "conserve" related to environmental topics, discussing and summarizing the features within their respective groups. The teacher will explain how to select a single genre to observe, for example, focusing on "conserve" in an academic context.

Students will carefully read the context within their chosen genre, and they are encouraged to compare and contrast their findings with other groups to deepen their understanding.

The teacher can randomly call upon several groups to share their observation with the whole class, providing feedback to correct any misunderstandings that they may have.

**Stage 3: Group discussion and synthesis (15 minutes)**

The teacher will divide the students into small groups of 4-5 members.

Each group will select a topic from the provided options related to the usages of 'preservation' and 'conservation', covering areas such as Renewable Energy and Water Pollution.

The teacher will provide each group with a mind map, which includes examples, related vocabulary, resources, and reasons related to 'preservation' and 'conservation'.

The teacher will explain that the mind map will be used to organize their findings for the subsequent task of creative writing. Students will be encouraged to complete the whole mind map, drawing inspiration from the given examples.

Then, students engage in a discussion, using the corpus to find more examples and applications of 'preservation' and 'conservation'.

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The teacher will encourage students to fill the mind map with examples from the corpus, relevant vocabulary, and their own thoughts.

Throughout the activity, the teacher will monitor the groups, offering guidance and answering any questions that arise.

After students finish their mind maps, one member from each group will be asked to present their mind map and the group's findings.

After each presentation, the teacher and other students will provide feedback, mainly focusing on the accuracy of the content.

**Stage 4: Creative application (15 minutes)**

After receiving guidance from the teacher, students will create a Synthesis Poster that encompasses various environmental-related words. In stage 4, students will use their acquired knowledge to finish a group project. The teacher will provide instructions on using "preserve", "conserve", and other words from the Synthesis Poster to describe pollution and provide measures to protect the Earth.

During the task, the teacher can give students some hints about what they have learned and what is suitable for students to use in this writing task. Also, the teacher should encourage students to cooperate with each other. Students should be informed that there will be a presentation after finishing the writing task.

**Stage 5: Presentation and feedback (5 minutes)**

The teacher will divide the students into small groups of 4-5 members.

Within each group, students will be asked to exchange their written work and engage in peer check. Students will be encouraged to discuss the usage of 'conserve' and 'preserve', and correct each other if necessary. This process allows students to learn from each other, gaining insights into different perspectives on Earth protection, as well as improving their expression and vocabulary use. In this task, the teacher will move around, monitor the groups, and provide necessary guidance to some students.

After 3 minutes of checking and discussion, 1 to 3 students will be given the opportunity to present their own written work in class. They will be guided to create

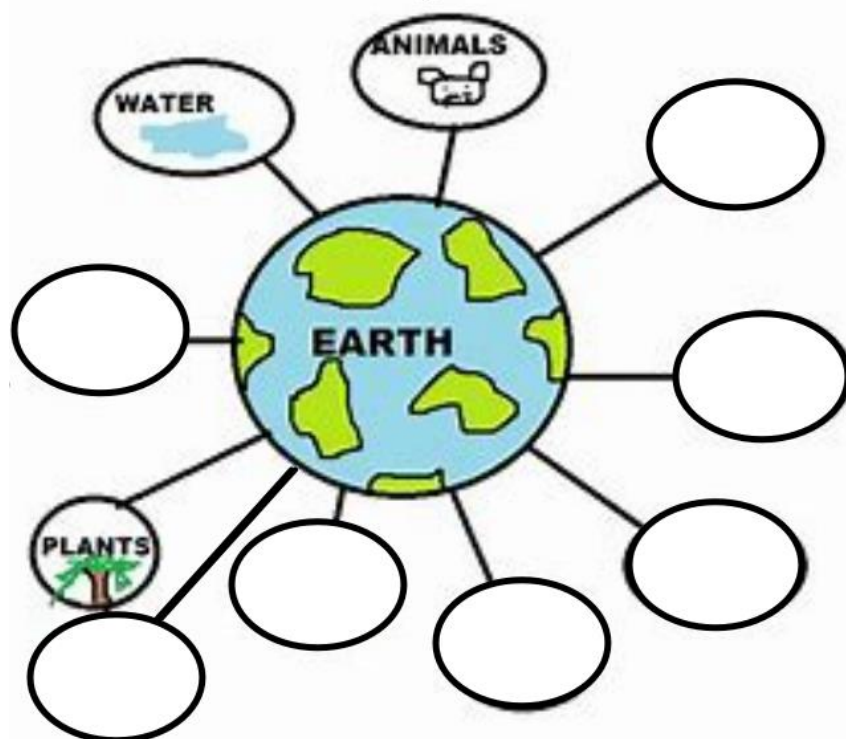
and share animated motion pictures based on their written sentences using an AI-powered tool.

The teacher will offer positive feedback to students and explain the presented sentences in detail, focusing on the usage of 'conserve' and 'preserve', collocations, vocabulary, etc.

**STAGE 1: Bringing in the topic and introducing the new vocabulary(10 minutes)**

**Part 1: Brainstorming**

The World Earth Day is coming. As one of the global citizens, all of us need to take action to protect our environment. In this section, you are required to come up with something that you need to protect on the earth and fill in the blanks.



**Part 2: Group discussion (Pair work)**

Below are two verbs, "conserve" and "preserve" and both share the common meaning

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of protecting and maintaining something. Please input the nouns or noun phrases you wrote during the first task into the correct columns to match the verbs.

conserve	preserve

After students finish the matching task, the teacher facilitates a peer-check activity. Pairs of students swap their answer sheets with other pairs and check collocations that may sound problematic. To further support this activity, the teacher demonstrates how to use **ChatGPT** for instant feedback on sorting nouns into collocations with “conserve or “preserve”. Students can input ChatGPT the following sample prompts:

- Should “forest” be categorized under “preserve” in the collocation of “preserve + noun/noun phrases”?
- Is “energy efficiency” appropriately categorized under the “conserve + noun/noun phrases” collocation?
- Does the noun phrase “historical landmarks” fit better with “conserve” or “preserve” in terms of collocation?
- In the collocation of “conserve + noun/noun phrases”, does “strawberry jam” fit correctly?

By utilizing the chatbot, students can receive instant feedback to correct any errors and thus reveal knowledge gaps.

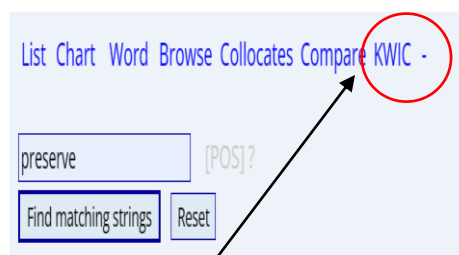
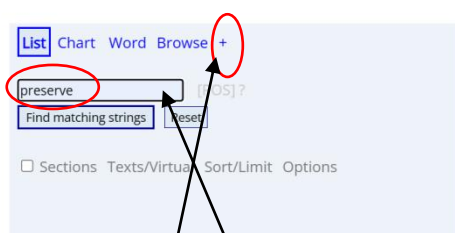
## **Stage 2: Corpus exploration and inductive discovery by students (25 minutes)**

**Task1: looking for a suitable context to use “**preserve**” and “**conserve**” with the authentic examples (Group work)**

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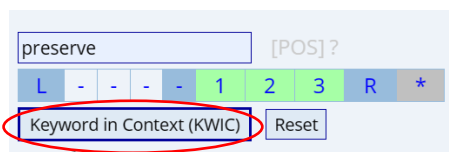
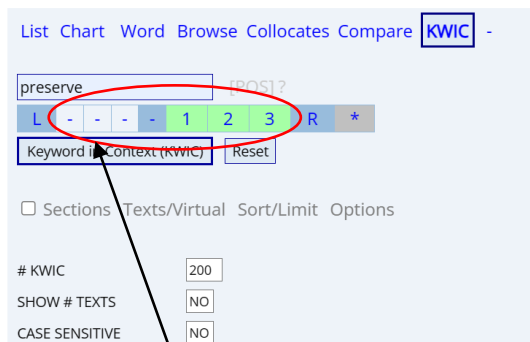
(The teacher teaches the students how to use COCA to find authentic sample sentences containing "preserve" and "conserve", the steps are as follows:

**Step1:** Choose "search" in the top menu



**Step2:** Type in "preserve" in the search bar

**Step3:** Click "+" to locate the KWIC button, and the "KWIC" option will then appear



**Step4:** click "-" between the "L" and "R" and COCA automatically sorts the 1-3 words to the left/right for you

**Step5:** click "Keyword in Context" to search

(After demonstrating the research results on screen, the teacher gives out papers printed with selected sentences from COCA.)

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Form groups of 3-4. Have a look at the concordance lines below for both "preserve" and "conserve" from COCA. Then, compare the usage environmental context of the two verbs.

(Concordance lines of 'preserve')

4	2008	MAG	VegTimes	🔍🔍🔍	They not only produce a highquality product , but also help preserve a part of the planet 's natural ecosystem . Learn more :
5	2012	BLOG	peaceworker.org	🔍🔍🔍	CO2-emitting facilities . The economic " tipping point " to preserve a precariously high a 3.5-degree increase in average glc
6	1998	NEWS	NYTimes	🔍🔍🔍	in January , Gov . Christine Todd Whitman outlined plans to preserve about 1 million acres -- about half of New Jersey 's rema
7	1999	NEWS	Houston	🔍🔍🔍	from there , explaining that he wanted old photographs to preserve all aspects of Houston 's heritage . # One photo , "
12	2014	FIC	Confrontation	🔍🔍🔍	. She chooses a sample of each jam , jelly , preserve and butter for a spoon , except for pumpkin butter . An
13	2006	ACAD	Environment	🔍🔍🔍	, private , and civil society actors concerns how best to preserve and enhance the tremendous gains in human well-bein
14	2017	ACAD	Washington Law Review	🔍🔍🔍	commensurate with their respective resources and abilities to preserve and enhance the fishery . " ) . # 184 . See
15	1999	MAG	CountryLiving	🔍🔍🔍	is available from Sur La Table ( 800-2430852 ) ; To preserve and freeze larger quantities , the company also offers a
22	2012	WEB	globalissues.org	🔍🔍🔍	societies " ; # France has sought to promote maintenance or preserve and spread of french culture , language , and influence
23	1990	NEWS	NYTimes	🔍🔍🔍	a few women , but the union is a virtual male preserve and the work , while well paid , is hard . About
24	2012	WEB	pbs.org	🔍🔍🔍	and support all of the genealogists out there working hard to preserve and uncover the histories of our family and our ancest
25	2002	ACAD	AmerEthnicHis	🔍🔍🔍	the ideals which our fathers worked so hard to establish and preserve and which we are morally bound to perpetuate . " 53 H
26	1994	NEWS	Chicago	🔍🔍🔍	Reserve slowly was cobbled together , it includes nature preserve areas forest preserve , land owned by townships , Con

**Teacher tips:**

The teacher leads students to read these sentences and helps them understand the meanings.

Q1: Please circle the object after the word "preserve" in the sentences. The first example has been done for you.

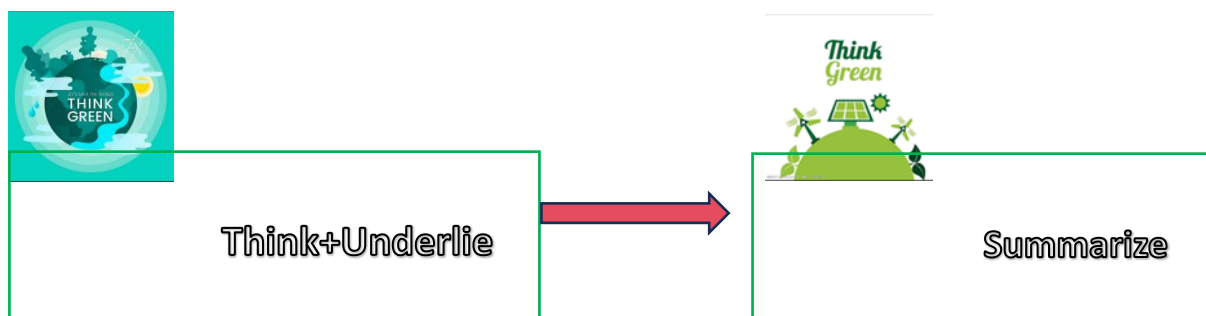
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26	1994	NEWS	Chicago	🔍🔍🔍	Reserve slowly was cobbled together , it includes nature preserve areas forest preserve , land owned by townships , Con

**Teacher tips:** After students finish, they can check and discuss with their group members.





### Summary:

The scope of application of “preserve” is Large/ Limited (Circle one)  
(suggested answer: limited)

**Meaning (1):** keep something as it is, especially to prevent it from decaying or being damaged or destroyed.

**Meaning (2):** to treat food in a particular way so that it can be kept for a long time without going bad.

**Special Meaning (3):** a food made from fruit or vegetables boiled with sugar and water until it becomes a firm sauce.

In the following aspects, “preserve” applies to: Natural resources/ Cultural heritage/ Preservation method/ Environmental sustainability /Environmental Protection /Jam  
(You can circle more than one answer)  
(Suggested answer: Cultural heritage, Environmental protection, and Jam.)

### Teaching suggestions:

(The teacher orally explain the requirements of the task to students.)

- 1) **read aloud** the sentence that contains the word “preserve”;
- 2) **underlie** the object that can show the collocation of the words;
- 3) **summarize** the usage scenario of the word;

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(Concordance lines of 'conserve')

1	1992	ACAD	MarineFish	🔍	🔍	🔍	billfishes, the FMP (50 C.F.R. 644 ) seeks to conserve	🔍	species	🔍	Sailfish . Istiophorus platypterus (57 inch
2	1994	NEWS	Houston	🔍	🔍	🔍	every million tires you can convert to energy , you can conserve	🔍	50,000	🔍	barrels of oil . " Other processors , including "
3	2012	ACAD	Bioscience	🔍	🔍	🔍	, in which the majority of recovery funds are used to conserve	🔍	few	🔍	some species while others are only monitored
4	2006	ACAD	MechanicalEng	🔍	🔍	🔍	of having to use fossil fuels more wisely in order to conserve	🔍	finite	🔍	resource and to reduce the production of gr
5	2012	BLOG	captivenow.com	🔍	🔍	🔍	news is. many businesses offer discount coupons to assist you conserve	🔍	little	🔍	bit of money . Whether you 're new to employ
6	2012	ACAD	Bioscience	🔍	🔍	🔍	not-yet-endangered species , has enhanced states ' capacity to conserve	🔍	wide	🔍	range of wildlife species , moving beyond the
7	2004	TV	Monk	🔍	🔍	🔍	look at me ! Monk . Help me ! Got to conserve	🔍	air	🔍	[ Monk] , just push the button . Push , push
8	2012	BLOG	brightsurf.com	🔍	🔍	🔍	insights and tools to enable future researchers to identify , conserve	🔍	and	🔍	breed trees that are better able to contend with
9	2012	BLOG	theoildrum.com	🔍	🔍	🔍	down the wrong path thinking that we do not need to conserve	🔍	and	🔍	develop more energy-efficient transportation m
10	2013	MAG	Newsweek	🔍	🔍	🔍	land and water of the refuge in a manner that will conserve	🔍	and	🔍	enhance the natural diversity of fish , wildlife , p
11	2012	BLOG	noaanews.noaa.gov	🔍	🔍	🔍	the ocean to the surface of the sun , and to conserve	🔍	and	🔍	manage our coastal and marine resources . Visi
12	2012	BLOG	fws.gov	🔍	🔍	🔍	Asia , Latin America and other areas of the worldto help conserve	🔍	and	🔍	manage these species . The efforts are making z
13	2012	WEB	ncleg.net	🔍	🔍	🔍	. # It shall be the policy of this State to conserve	🔍	and	🔍	protect its lands and waters for the benefit of al
14	2012	WEB	dos.ny.gov	🔍	🔍	🔍	? 4 . The policy of the state shall be to conserve	🔍	and	🔍	protect its natural resources and scenic beauty
15	2012	WEB	e360.yale.edu	🔍	🔍	🔍	http : **35;5312;TOOLONG ... # Jerome , it is great to conserve	🔍	and	🔍	recycle   It is laudable to own efficient appliance

**Teacher tips:** The teacher can invite some students to lead others to read these sentences, let students help students, teachers can monitor them, and give appropriate support.

Q2: Please circle the object (after the word "conserve") in the sentences. The first example has been done for you.

1	1992	ACAD	MarineFish	🔍	🔍	🔍	billfishes, the FMP (50 C.F.R. 644 ) seeks to conserve	🔍	species	🔍	Sailfish . Istiophorus platypterus (57 inch
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6	2012	ACAD	Bioscience	🔍	🔍	🔍	not-yet-endangered species , has enhanced states ' capacity to conserve	🔍	wide	🔍	range of wildlife species , moving beyond the
7	2004	TV	Monk	🔍	🔍	🔍	look at me ! Monk . Help me ! Got to conserve	🔍	air	🔍	[ Monk] , just push the button . Push , push
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9	2012	BLOG	theoildrum.com	🔍	🔍	🔍	down the wrong path thinking that we do not need to conserve	🔍	and	🔍	develop more energy-efficient transportation m
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**Teacher tips:** After students finish, they can check other groups' answers and discuss them with them.

**Summary:**

**The scope of Application of “Conserve”:** Large / Limited (Circle one)  
(Suggested answer: Large)

**Meaning (1):** To use resources wisely and avoid waste, ensuring **sustainability for future generations**.

**Meaning (2):** Refer to **the sustainable management and use** of natural resources in an environmental context, to prevent depletion.

**Meaning (3):** Broadly relates to **saving or sparing** something from being used up or exhausted.

**In the following aspects, “conserve” applies to:**

Natural resources/Environmental sustainability/Energy Efficiency/Urban Development/Historical Preservation (You can circle more than one answer)

(Suggested answer: Natural resources, Environmental sustainability, Energy efficiency)

**Teaching suggestions:** In this section, lead students to self-learning

- 1) **Follow some students and read aloud** the sentence that contains the word “conserve”
- 2) **underline** the object that can show the collocation of the words
- 3) **summarize** the usage scenario of the word

**Teacher tips:** Upon understanding the rules for using “conserve” and “preserve” in various scenarios, students can better assess the correctness of their collocations in Stage 1.

**Task 2: Visualizing the usage scenarios of “preserve” and “conserve”**

Following the summary of the rules for using “preserve” and “conserve” in different scenarios, the teacher guides students in using AI-generated images to depict those scenarios, aiming to aid students in visualizing and differentiating the applications of “preserve” and “conserve” in distinct contexts. For stronger students, they can generate their own prompts. Teacher prompts can be provided for relatively weak students or

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upon request.

For this activity, students can use **The Deep Dream Generator** (<https://deepdreamgenerator.com/>) to produce AI-generated images for “preserve” based on the following sample prompts:

- Generate an image showing relics in a museum setting to illustrate “preserve cultural heritage”.
- Create an image depicting a wildlife sanctuary for “preserve environmental protection”.
- Produce an image of assorted jars of homemade jam for “preserve jam”.



(Screen captures of AI-generated images for the usage scenarios of “preserve”)

Similarly, students can use the following sample prompts to generate images for “conserve”:

- Create an image of a thriving forest with a river and wildlife, illustrating the concept of “conserving natural resources”.
- Generate an image of an urban park with renewable energy sources and green buildings, symbolizing the idea of “conserve environmental sustainability”.
- Design an image showcasing energy-saving appliances and LED lighting in a modern setting, representing the notion of “conserve energy efficiency”.



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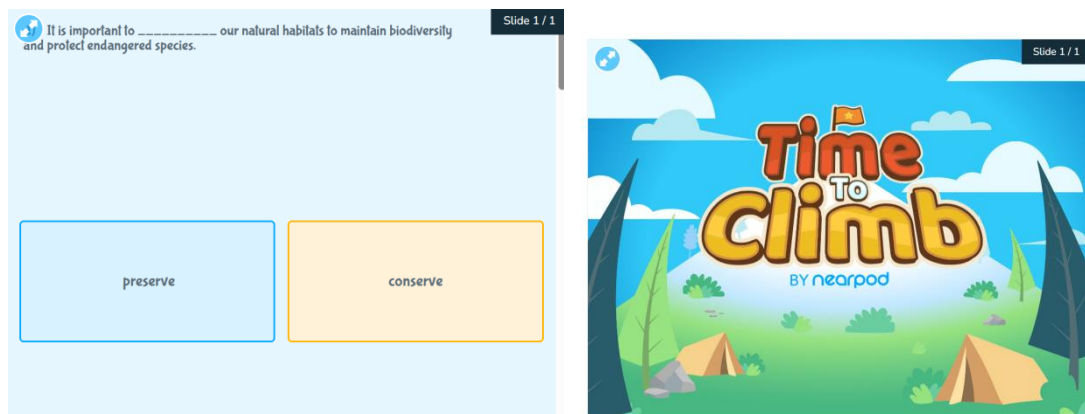


(Screen captures of AI-generated images for the usage scenarios of “conserve”)

(After learning the different usage contents of “preserve” and “conserve”, students will be given opportunities to explore COCA following the steps mentioned before. Finally, they play a game to reinforce their knowledge.)

**Task 3: Word game (Individual work)**

Fill in the gaps with either "preserve" or "conserve" based on the appropriate context.



[https://app.nearpod.com/?pin=115C910FB8C5E92818815AFA617FA0BD-1&&utm\\_source=link](https://app.nearpod.com/?pin=115C910FB8C5E92818815AFA617FA0BD-1&&utm_source=link)

**Teacher tips:** After students finish their work, the teacher will use a Nearpod game activity to quickly address widespread errors and resolve any confusion.

#### Task 4: Deep Dive with COCA

**Part 1:** Now I will assign each group a different genre, and you can use COCA to further discuss the usage of “preserve” and “conserve” in a particular genre. For example, I will show you the steps about how to search “conserve” in the academic genre.

##### Step 1:

Choose the section of genre.

The screenshot shows the British National Corpus (BNC) search interface. The search term "conserve" is entered in the search box. The "ACADEMIC" section is selected in the "Sections" dropdown menu. The "FREQUENCY" sorting option is chosen, and the minimum frequency is set to 5. The "SECTIONS" panel on the right shows a list of sections to compare, including "un-\* verbs in FIC vs ACAD", "Past tense verb + over in SPOKEN vs NEWS", "\*ment in ACAD vs FIC", "Synonyms of smart in FIC vs ACAD", "ADJ + track in NEWS vs SPOK", "Nouns near chair in ACAD vs FIC", and "ADJ in tabloids vs NEWS", "Nouns in advertising vs MISC".

##### Step 2:

Go into the context.

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The screenshot shows the British National Corpus (BNC) search interface. The search results are displayed in a table with columns for ID, APN, W\_ac, polit, law, edu, and the corresponding text snippet. The word 'conserve' is highlighted in green in the text snippets. The interface includes a search bar, navigation tabs (SEARCH, FREQUENCY, CONTEXT, ACCOUNT), and a toolbar with options like SAVE, TRANSLATE, ANALYZE, and HELP.

ID	APN	W_ac	polit	law	edu	Text Snippet
1	APN	W_ac	polit	law	edu	are largely unexplored. While there are local adaptations of agricultural and pastoral practice to <b>conserve</b> soil, these processes ensure that they are usually not far-
2	APN	W_ac	polit	law	edu	of the on-going development and change of land-use practices, and why are adaptations to <b>conserve</b> the soil not sometimes made? The answer to these questions
3	APN	W_ac	polit	law	edu	earth or masonry which are designed to protect soil from water erosion, and to <b>conserve</b> water as a resource by means of interception, diversion and deceleration
4	APN	W_ac	polit	law	edu	for failures in conservation programmes. # (a) # Conservation techniques do not <b>conserve</b> soil in practice because of technical failures through inadequate or misap
5	APN	W_ac	polit	law	edu	processes of spatial displacement of land-users. For example, efficiently run coffee estates which <b>conserve</b> soil well, can' cause, soil erosion in other places, by displ
6	APN	W_ac	polit	law	edu	unspecified reasons. There are clear reasons why state power should encompass the means to <b>conserve</b> soil, reafforest and so on, but why do governments not do
7	APN	W_ac	polit	law	edu	are those concerning the nature of the state and the extent to which governments can <b>conserve</b> the environment. Lastly there are those concerning the developme
8	APN	W_ac	polit	law	edu	Second, there is a different sense in which private individuals may not want to <b>conserve</b> soil or have a small family other than the most obvious that it may not
9	B2P	W_ac	polit	law	edu	alienate the lands which will come to them from my estate, but let them <b>conserve</b> them for their successors and give each other reciprocal guarantees to that effect
10	CJG	W_ac	polit	law	edu	, as it was then considered that restricting the use of vision would help to <b>conserve</b> it. Evidence from ophthalmologists, especially Mann and Pirie (1946), and
11	FA3	W_ac	polit	law	edu	selection from it, but of deciding to what extent the curriculum should attempt to <b>conserve</b> , reform, revolutionize or even reverse cultural patterns and trends. An e
12	FCJ	W_ac	polit	law	edu	the quota system was established by Regulation (E.E.C.) No. 170/83 in order to <b>conserve</b> fishery resources, not to provide a means of partitioning the markets and e
13	FRB	W_ac	polit	law	edu	, experienced men is tiring and some ministers have found that it is best to <b>conserve</b> their energies for major issues. finally, a strong departmental philosophy is ha
14	G1G	W_ac	polit	law	edu	he should say and do, and how and when, are his means to <b>conserve</b> and tap the sources of his power. Similarly, Heclio and Wildavsky's classic
15	HTF	W_ac	polit	law	edu	assist in the establishment of such a regime the bureaucracy must have been able to <b>conserve</b> most of its resources intact through the preceding liberal-democrati
16	J57	W_ac	polit	law	edu	one might expect the middle class to opt for the political party most likely to <b>conserve</b> the existing state of affairs. Those in working-class jobs and those with no job
17	HU3	W_ac	medicine			who are either unsuitable for general anaesthesia because of medical contraindications or who wish to <b>conserve</b> their gall bladders. Existing conservative treatme
18	HWW	W_ac	medicine			everyday life. Thus, the short fat people of the chilly north, who <b>conserve</b> heat better than tall lean Africans, demonstrate one of a number of ecological
19	BMP	W_ac	humanities	arts		argue that they have a duty imposed upon them under recent Acts of Parliament to <b>conserve</b> the natural environment of Orkney. Thus, the planners tend to see th
20	GUW	W_ac	humanities	arts		time of menstruation and, in keeping with Spencer's belief in the need to <b>conserve</b> energy in order to ensure healthy reproductive development, advised rest for te

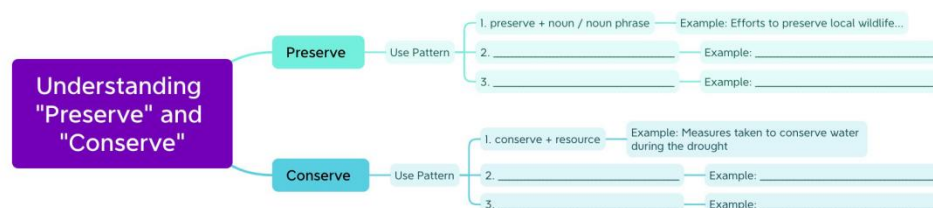
**Part 2:** Here is the use of “conserve” in the genre of academic. You can carefully read the context and summarize the basic features with your teammates. After concluding these features, you can compare your findings with other groups, observing differences and similarities.

Does any group want to share your ideas now?

### Stage 3: Group discussion and synthesis (15 minutes)

#### Task 1: Try it yourself

Are you familiar with the use of "preserve" and "conserve"? Work in groups of 3-4, and try to summarize the use patterns of these two verbs. Below is the first example for each word to help you get started.



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Summarize the difference between the verb 'conserve' and 'preserve'. Match up the words and the language used.

preserve

conserve

To keep something the way it is, without change

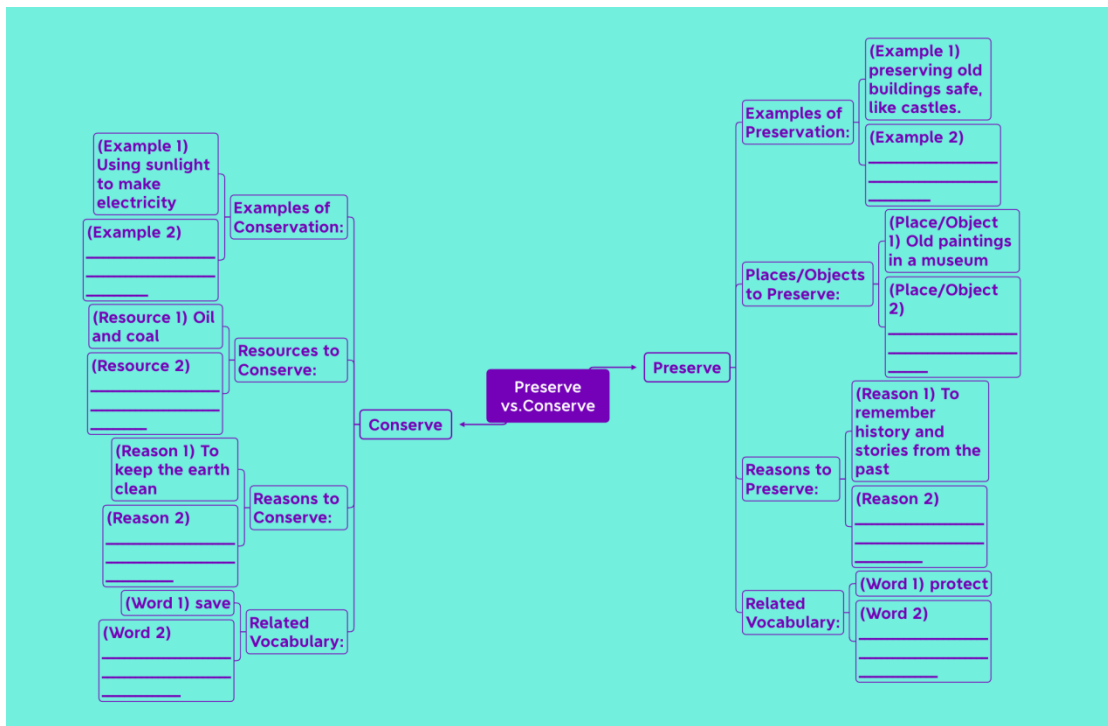
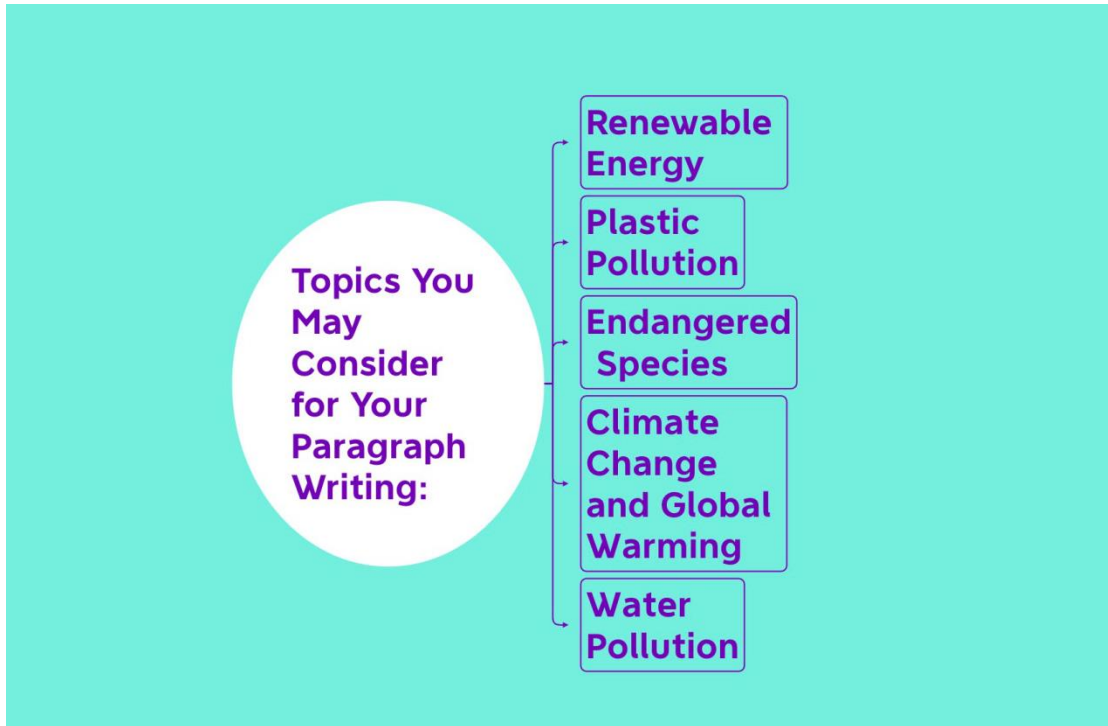
To use something carefully so it's not wasted

**Task 2: Writing Task preparation**

Now you may use COCA to find out how these words are used in environmental topics, and complete the Mind Map:

1. Fill in examples and reasons for using "preserve" and "conserve."
2. If you need ideas for environmental topics, some options are provided.





Then, talk about your mind map with your group, and share with your friends what you found about "preserve" and "conserve."

**Stage 4: Creative Application (15 minutes)**

After Creating a Synthesis Poster, you now have a larger vocabulary in the environment. Now please form a group of 4 and write a short article about protecting the environment.

**Instruction:**

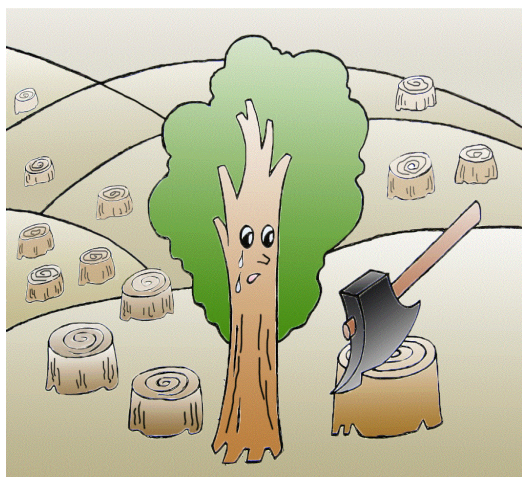
Use "preserve" and "conserve" correctly and use other vocabulary from the synthesis poster as much as possible.

**Group work:** Write an article about pollution and provide measures to protect the environment. (less than 80 words)

1. Write down what you know about pollution
2. Use "preserve" and "conserve" in your article



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**Stage 5: Presentation and feedback (5 minutes)**

**Task 1:**

Work in groups of 3-4.

**Instruction:**

After finishing your article, please exchange your work with each other and read other's articles carefully using a provided evaluation form by the teacher.

Then, try to check their usage of 'conserve' and 'preserve', and help each other to correct the errors in the articles if necessary.



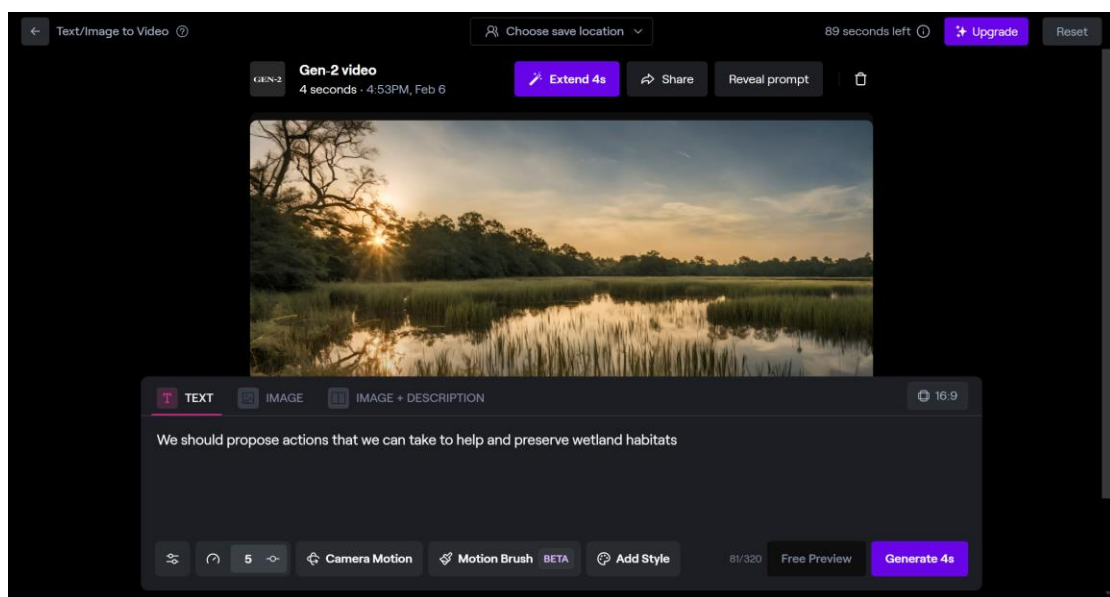
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**Task 2:**

Any volunteer wants to share your sentences involving “preserve” and “conserve” with us? You can facilitate your sentence sharing by using animated motion pictures created with **Runway Gen-2** (<https://research.runwayml.com/gen2>) based on your writing.

For example:

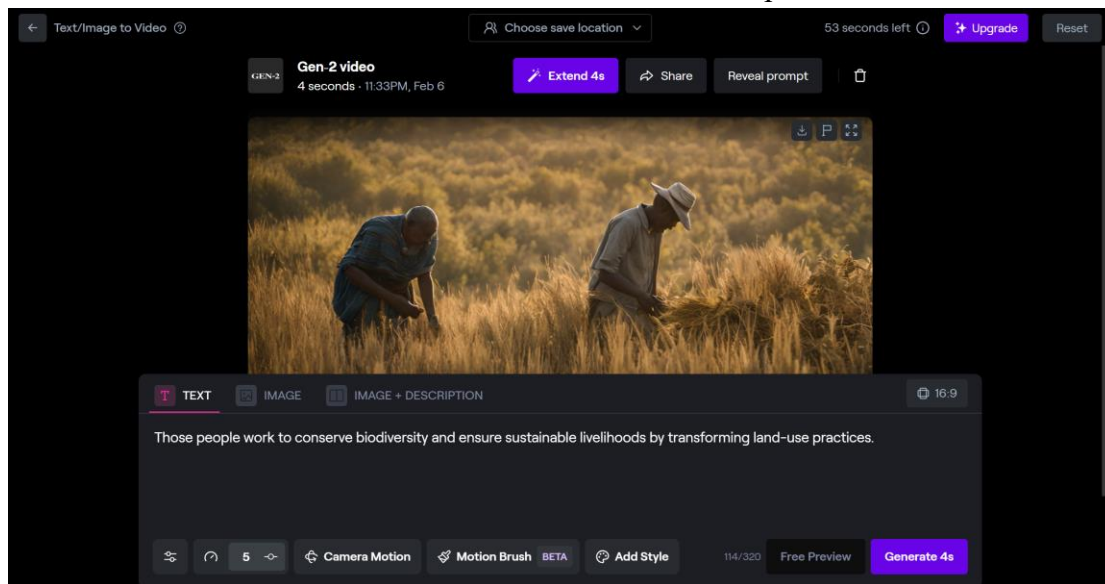
If you enter the sentence “We should propose actions that we can take to help and preserve wetland habitats” into the prompt box of **Runway Gen-2**, you can get a motion picture.



(Screen captures of an AI-generated motion picture based on students’ writing)

Another example of the sentence involving “conserve” would be “those people work to conserve biodiversity and ensure sustainable livelihoods by transforming land-use practices”. Using this sentence as the prompt, you will get another motion picture from **Runway Gen-2**.

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(Screen captures of an AI-generated motion picture based on students' writing)