



Corpus-based Vocabulary Lesson Plan

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Topic:

Replacing the overused word(s) in IELTS writing tasks to demonstrate lexical variety

Target Students:

Tertiary level or IELTS candidates

Duration: Double lesson (80 minutes)

Corpus Used: BNC corpus <https://www.english-corpora.org/bnc/>

Learning Objectives:

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

1. Master near-synonyms of 'people';
2. Replace 'people' with its near-synonyms depending on the context;
3. Master the multiple functions of corpus to find near-synonyms and probe into the context-specific usage of the target word;
4. Make use of corpus as an effective self-learning tool to avoid repetition and thus develop their lexical resources.

Rationale:

According to IELTS Examination criteria, it is expected that candidates are able to ‘use a wide range of vocabulary with very natural and sophisticated control of lexical features. However, learners tend to lack lexical variety in their writing tasks. One of the common problems that has been spotted in our teaching practice is that students would overuse ‘people’ in their compositions, which could be substituted by other items in the specific context. Therefore, we would like to design a double lesson to improve the lexical awareness of exam candidates by utilizing the BNC corpus to explore the near-synonyms of the target vocabulary items. Students will be highly motivated to acquire the vocabulary, and enhance their writing ability through corpus-based inductive ‘data-driven learning’.

In fact, the purpose of this teaching plan is beyond teaching the synonyms of the word 'people' but also encouraging them to explore more functions of the corpora to target their common errors, lastly toward the skill of self-correction via this inductive process. Repetition of ‘People’ is one of their most common errors in terms of vocabulary variety, and also an easy one for students to improve by using corpora. So, we started the teaching plan from replacing the word ‘people’ and finalized it with an output where students can apply the corpus skills they just learned to other overused words.

At the first ‘**knowledge-testing and consciousness-raising**’ stage, the teacher will display a sample article which has too much repetition of the word ‘people’. Students are expected to spot the problem by some guiding questions in pair work.

At the second ‘**hands-on corpus search and inductive discovery**’ stage, multiple functions of the corpus will be introduced. The teacher will first introduce the basic functions of ‘List’ and ‘Sections’. Then, the core function to find near-synonyms of this lesson would be demonstrated by the key word ‘people’; and students will use a mind map to categorize the words by context. Subsequently, students will be asked to observe the different frequency use of the target word in varying contexts. The ‘Compare’ function and concordance lines will also be recommended to make comparison of the two words in the particular context. Finally, students are guided to discuss the benefits of the corpus compared with the dictionary.

At the third ‘**semi-controlled practice and consolidation**’ stage, students are asked to use the context-specific near-synonyms of ‘people’ to substitute the word in the article presented at the first stage. With the help of the teacher’s guidance and scaffolding, they are expected to enhance the lexical variety through pair and group work.

At the final ‘**free output**’ stage, students are required to improve another sample article in the writing task 1. First, they are supposed to analyze the article in terms of lexical variety, and find out the overused words. Then, they will use the corpus as a tool to find the near-synonyms of target vocabulary items used in the context. In this process, learners are enabled to operate the corpus by themselves, and thus be more familiar with the functions of the corpus. It is hoped that this would also facilitate learner autonomy, and encourage students to apply the corpus tool to their daily vocabulary learning in the future.

Teaching Plan:

Stage 1: knowledge-testing and consciousness-raising (15 mins)

Aim	Procedure	Time (Min.)	Interaction Patterns
Have the Ss observe and think about the issue before the discussion	T presents an IELTS Writing Task 1 sample article, and ask Ss to observe the vocabulary in the article.	3	T->S
Draw Ss' attention to the overused word 'people'	Ss discuss with their partner the answers to the questions.	6	S<->S
Strengthen Ss' awareness of lexical repetition and lead them to the solution	T checks the answers with the class; T may ask Ss to come to the T's computer and type the near-synonyms of 'people'.	6	T<->S

Stage 2: hands-on corpus search and inductive discovery (25 mins)

Aim	Procedure	Time (Min.)	Interaction Patterns
Draw Ss' attention to the basic functions of corpus	Introduce the basic function: 'List' and 'Sections'	3	T->Ss S
Explicitly inform Ss how to make use of the corpus to find near-synonyms	Introduce the core function in this lesson of finding near-synonym	3	T->Ss S
Draw Ss' attention to the different genre of a word	Introduce the sub-menu of 'Sections' in the academic context	3	T->Ss S
Draw Ss' attention to the different context	Introduce the concordance lines from frequency to compare 'people' and	3	T->Ss S

of a word	'public'		
Reinforce the functions just taught	Individual practice and pair discussion	4	S S<->S
Draw Ss' attention to use a modifier to replace the phrases	Advanced function - modifying the key words	3	T->Ss S
Check their understanding	Individual practice and pair discussion	6	S S<->S

Stage 3: semi-controlled practice and consolidation (15 mins)

Aim	Procedure	Time (Min.)	Interaction Patterns
Assist Ss to replace the rest of 'people' inductively	Ss finish the substitution of the rest of 'people' by themselves with the help of BNC corpus.	5	Ss
Reinforce the operation and findings	Ss discuss their answers with their partners	5	Ss<->Ss
	T checks the answers with the class;	5	T->Ss

Stage 4: free output (25 mins)

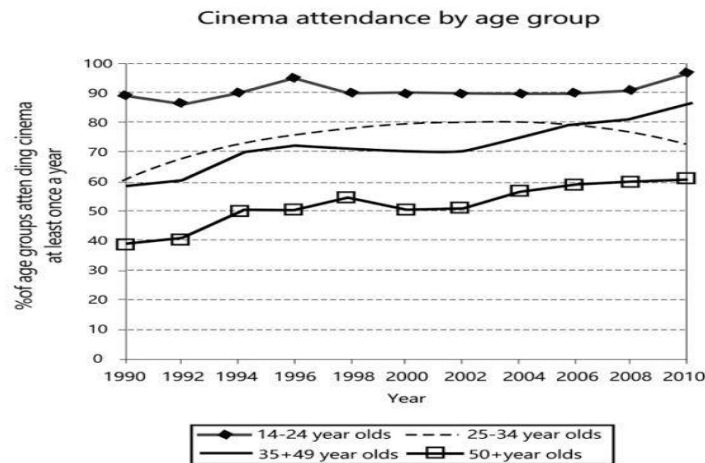
Aim	Procedure	Time (Min.)	Interaction Patterns
Practice Ss' corpus skills	Ss checked another sample essay focusing on the variety of the vocabulary and replace the overused words	18	S
	Ss were asked to share how to replace the words	7	Ss<->Ss

Teaching Procedure

Stage 1: Knowledge-testing and consciousness-raising (15 mins)

1. Look at the sample article from a candidate. What do you think of the vocabulary used? Please discuss with your partner and answer the following questions.

The graph below gives information about cinema attendance in Australia between 1990 and the present, with projections to 2010. Summarise the information by selecting and reporting the main features, and make comparisons with relevant. Write at least 150 words.



The graph shows percentages of **people** attending the cinema at least once a year in Australia between 1990 to 2010 with projections for the future. The graph is described by 4 groups of **people** with different ages which are 14 to 24, 25 to 34, 35 to 49, and over 50 years old.

The youngest **people** have been going to the cinema more than any other **people** and the percentage has been keeping very high at approximately 90% since 1990. It is predicted to keep the high and to increase more from 2006.

People in the middle age groups have enjoyed going to the cinema between 60% to 80%. The percentage of **people** of age 25 to 34 has been higher than the **people** of age 35 to 49 group but from 2006 the percentage of 25 to 34 years old **people** will decrease while 35 to 49 years old **people** will increase and get higher than the **people** in the other groups.

The old **people** seem to go to the cinema less than other **people** but the percentage of their attendance has slightly gone up by 15% from 40% to 55% between 1990 to 2004 and it will keep increasing to 60% by 2010.

Overall, young **people** seem more likely to go to the cinema but old **people** are not.

? Questions:

☺ Teacher tips

- Before the discussion, T can have the Ss observe and think about the issue themselves.

- 1) How many 'people' are there in the article? _____ (14)
- 2) Do you think he/she did a good job? If not, which criterion has he/she violated?

(Lexical resources: use a wide range of vocabulary)

- 3) Can you think of any words that can substitute the word 'people'? Write them down.

- 4) Can all these words be used to replace any of the 14 cases of 'people' in this article?

Not really. 1) context; 2) genre.

☺ Teacher tips

- For Q3, other reasonable answers are acceptable. But T should point out the focus of today's lesson would be about how to use near-synonyms to avoid repetition. T may ask Ss to come to the teacher's PC and type in their answers, so that T can check and compare with Ss together.
- For Q4, T should guide Ss to think of the usage of the words in the context, and thus raise Ss' awareness of the usage of words depending on the particular context.

Stage 2: Hands-on corpus search and inductive discovery

Step 1: Introduce the basic function: 'List' and 'Sections'

😊 Teacher tips

- First, T can introduce what a corpus is – a collection of spoken or written utterances.
- Next, T starts introducing the basic 'List' and 'Sections' function as a foundation for students' further exploration of the corpus in the next stages.
- After each step, T can ask related questions to make sure Ss follow the lecture

Operation for this step

1) Type in 'people';

2) Check the box of 'Sections' function;
3) Click 'Find matching 'strings''

ON CLICK: [CONTEXT](#) [TRANSLATE \(??\)](#) [GOOGLE](#) [IMAGE](#) [PRON/VIDEO](#) [BOOK](#) (HELP)

WORD PROFILES: [PEOPLE](#)

	CONTEXT	ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2019
1	PEOPLE	1783263	318083	268032	158046	425926	113974	184389	206887	107926	202843	200285	195652	197104	199062	202202

1.162 seconds

Individual Work

? Questions:

- 1) How many sections are there? (8)
- 2) Which section should we focus on now? (Academic)
- 3) What do the numbers mean?
A. Frequencies of the word B. Pages
- 4) Which one is the most common section for 'people'? (Spoken)
- 5) How do you know? (The darkest blue color)

Step 2: Introduce the core function in this lesson of finding near-synonym

😊 Teacher tips

Operation for this step

- 1) Type in '= people'
- 2) Check the box of 'Sections' function;
- 3) Click 'Find matching 'strings''

Search interface showing the input field with '=people', the 'Find matching strings' button, and the 'Sections' checkbox checked.



British National Corpus (BNC)									
SEARCH		FREQUENCY			CONTEXT			ACCOUNT	
	CONTEXT	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
1	PEOPLE [S]	119936	21289	13165	7340	15595	21748	14513	26286
2	PUBLIC [S]	38032	1787	1399	2041	5193	8561	8977	10074
3	FAMILY [S]	33369	1756	4670	2048	4683	6190	5945	8077
4	SOCIETY [S]	23355	922	733	1033	2388	4686	7304	6289
5	COMMUNITY [S]	22674	1294	340	887	2699	6036	5830	5588
6	POPULATION [S]	12859	460	179	400	578	4015	5069	2158
7	RELATIONS [S]	10862	176	293	242	528	4075	3421	2127
8	INDIVIDUALS [S]	7914	318	91	233	321	1890	3009	2052
9	NATION [S]	4261	155	141	290	643	1160	894	978
10	PERSONS [S]	3943	127	184	48	104	756	1720	1004
11	FILL [S]	3858	641	630	432	321	508	283	1043
12	CITIZENS [S]	3157	185	122	145	360	888	773	684
13	RELATIVES [S]	2582	116	211	123	428	635	661	408
14	INHABITANTS [S]	1493	6	138	94	80	536	346	293
15	OCCUPY [S]	1022	35	71	58	67	224	336	231
16	ANCESTORS [S]	882	15	145	39	39	313	181	150

? Questions:

- 1) What is the most used near-synonyms of 'people'? (Public)
- 2) What is the most used near-synonyms of 'people' in academic section? (Public)
- 3) Is there an easier way to find out the most used near-synonyms in academic section? (Use the sub-menu in section function)

Individual Work

Step 3: Introduce the sub-menu of 'Sections' in the academic context

😊 Teacher tips

Operation for this step

Search interface showing the 'Sections' sub-menu. The search term is '=people'. The 'Sections' sub-menu is open, showing options like 'ACADEMIC', 'MAGAZINE', and 'NEWSPAPER'. The 'ACADEMIC' option is selected.

- 1) Type in '= people'
 - 2) Check the box of 'Sections' function;
 - 3) Click 'sections' to show the sub menu
 - 4) Select 'academic'
 - 5) Click 'Find matching strings'
- * T may ask Ss to try other sections

British National Corpus (BNC) search results table. The table shows the frequency of the word 'people' in different sections. The 'ACADEMIC' section has the highest frequency (14513).

SEARCH	FREQUENCY	CONTEXT	ACCOUNT
1	PEOPLE [S]	ALL	14513
2	PUBLIC [S]		8977
3	SOCIETY [S]		7304

Individual Work

? Questions:

- 1) What is the most used near-synonyms of 'people' in academic section? (**Public**)
- 2) What is the most used near-synonyms of 'people' in magazine section? (**Family**)
- 3) What are the advantages of two search methods in step 2 and 3?
(e.g., a context-specific use pattern is clearly displayed by using the 'Sections' sub-menu, while a general frequency across all genres can be acquired without specifying the sections)
- 4) Can these words replace 'people' in the first paragraph? (**Not really; context**)

Step 4: Introduce the concordance lines from frequency to compare ‘people’ and ‘public’

😊 Teacher tips

Operation for this step

British National Corpus (BNC)									
SEARCH		FREQUENCY			CONTEXT		ACCOUNT		
	CONTEXT	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
1	PEOPLE [S]	14513						14513	
2	PUBLIC [S]	8977						8977	
3	SOCIETY [S]	7304						7304	
4	FAMILY [S]	5945						5945	
5	COMMUNITY [S]	5830						5830	
6	POPULATION [S]	5069						5069	
7	RELATIONS [S]	3421						3421	
8	INDIVIDUALS [S]	3009						3009	
9	PERSONS [S]	1720						1720	

1. From step 3, click on each of ‘people’ and ‘public’ to get the concordance lines

When we mention the term “feminist theology,” many **people** in China shake their heads and say it is too radical to accept. It is both within the church and outside the church, there are **people** studying her. Within the church, Wu Zivei, a student of biblical studies, emphasizing criticism of patriarchy and domination. # In recent years, **people** outside the church in China have also become interested in feminist theology. # On the contrary, in “ekklesia of woman,” all marginalized **people** are accepted as equal. # As a critical comment to Schussler-Fiorenza, in 1970s, the church paid more attention to evangelism and reaching new **people** than theological thinking. In fact, the Chinese church is full of suffering; the **people** in this land have undergone war, aggression, starvation, persecution, and so on. # According to Anna Tsing, “Women and small **people** are hard to deal with.” # Yang also mentions that since the foundation of the People’s Republic of China (PRC), with the slogan “Times and sustained by the ultimate reality. # Khlok-Khng Yeo says that when **people** mention feminist theology, they should not forget the suffering of Jesus Christ, but to let women be **people** – not to be wife, mother, or companion, but to be a suffering mother who suffers for her children.” (51) The history of China is full of suffering; the **people** in this land have undergone war, aggression, starvation, persecution, and so on. # By using the metaphor of the suffering mother, Chinese **people** can easily understand the suffering Christ. From this, I think Wu Yifang undertook exceptional works in their ordinary life. All these **people** testified that women in the church and even their faith and being witnesses, may become light and salt, benefit **people** and glorify God. # Angela Wong proposes an imp

Primarily, however, an empirically based study of **public** order policing is impossible to undertake, if only unsatisfactorily obtain some direct and first-hand impression of **public** order policing. # In Northern Ireland have to be more sensitive about **public** perceptions of the police and the constables, retreating into the relative security of **public** encounters with their characteristic expectations that the **public** in Easton have of the police, and of their role in the community – # residents’ benefit; phone calls from the **public** asking for air and train information also sometimes how they interact with various sections of the **public**, from ethnic minorities to road users; and # rising and provides the greatest disjuncture with **public** imagery rather than the fact that it contains, as attested to by the **public** response to the Policy Studies Institute study of the Metropolitan Police, is the complaints procedure which members of the **public** can initiate against police officers. # against police officers. Some members of the **public** bring these so routinely that their complaints are so sensitive to complaints against the police and a **public** which has sections eager to conform much like a school, and a **public** school at that, and the reserve men are at the bottom of the list of requests made by members of the **public** at the station’s enquiry desk; telephone calls made by members of the **public**. # As the policemen and women themselves note as note, these tasks are really forms of **public** relations (FN 20/6/87, p. 13). Under this category of # Police, the policeman remarked, I think the **public** get a really good deal over here. Like, in England a host of infringements and **public** nuisances, many of which do not come within what the senior police managers, the IRA, or the **public**. # ROUTINE POLICING AND GENDER DIVISIONS # O

Group Work

? Questions:

- 1) From the concordance lines, is ‘public’ an appropriate substitution here? Why or why not? (e.g. No, public refers to a group of various people while we need a noun referring to a certain group of people)
- 2) What are the suitable substitutions in first paragraph? (e.g. population, individual)

The graph shows percentages of **people/population** attending the cinema at least once a year in Australia between 1990 to 2010 with projections for the future. The graph is described by 4 groups of **people/ individuals** with different ages which are 14 to 24, 25 to 34, 35 to 49, and over 50 years old.

Step 5: Practice to reinforce the functions just taught

1) Exercise

Replace the 'people' in this paragraph.

The young **people** population/persons/individuals have been going to the cinema more than any other **people** population/persons/individuals and the percentage has been keeping very high at approximately 90% since 1990. It is predicted to keep the high and to increase more from 2006.

Individual
Work

? Questions:

1) Is replacing the word the only way to improve the variety of 'young people'?

(No, we can modify the key words with different adjectives)

2) What can we do to replace the phrase 'young people'?

(e.g '= young', '=young people', '=young =people')

Pair Work

😊 Teacher tips

- For question 2, T can ask Ss to show the whole class how to do the research.

Step 6: Advanced function - modifying the key words

😊 Teacher tips

Operation for this step

1) Type in '=old =people'

	CONTEXT	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
1	OLDER PEOPLE	615						615	
2	OTHER PEOPLE	444						444	
3	ELDERLY PEOPLE	312						312	
4	OLD PEOPLE	216						216	
5	OTHER PERSONS	87						87	
6	OTHER PUBLIC	52						52	
7	ELDERLY POPULATION	45						45	
8	OTHER INDIVIDUALS	34						34	
9	OTHER FAMILY	34						34	

Individual Work

? Questions:

- 1) What are the suitable collocations to replace old people in this article?
(e.g. older people, elderly population, etc.)
- 2) Try to replace the collocation 'young people' by yourself.

Step 7: Practice to check their understanding

1) Exercise

Replace the 'people' or the related phrases in this paragraph.

**Individual
Work**

The old **people** / elderly population/ etc. seem to go to the cinema less than other **people** / persons/ etc. but the percentage of their attendance has slightly gone up by 15% from 40% to 55% between 1990 to 2004 and it will keep increasing to 60% by 2010.

Group Work

2) Group discussion

After the exploration of these functions of BNC, what do you think are the benefits of the corpus, compared with the dictionary?

😊 Teacher tips

- Ss are required to combine the functions introduced before to generate the results. T could review some of the procedures if some students forget them.
- T can guide Ss to reflect on the search functions of the corpus and encourage them to share their thoughts among group members. This would help Ss to have a better understanding of the corpus as a learning tool to facilitate Ss' vocabulary acquisition.

Stage 3: semi-controlled practice and consolidation



**Individual
Work**

1. Replace the 'people' or the related phrases in rest of the paragraphs.

People / Individuals/ etc. in the middle age groups have enjoyed going to the cinema between 60% to 80%. The percentage of **people** / persons/ etc. of age 25 to 34 has been higher than the **people** / population/ etc. of age 35 to 49 group but from 2006 the percentage of 25 to 34 years old **people** will decrease while 35 to 49 years old **people** / individuals/ etc. will increase and get higher than the **people** / persons/ etc. in the other groups.

Overall, young **people** / younger individuals/ etc. seem more likely to go to the cinema but old **people** / older persons/etc. are not.



Pair Work

2. Discuss your answers with your partner

Stage 4: free output

1. Please have a look at the sample essay you have and use the BNC corpus to improve the vocabulary variety in his/her essay. Use the check boxes on the right to help you and Replace them in the essay.

Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

It is certainly said that learning is an ongoing process. Every **people** learn something new according to their age, experience, knowledge and education. According to my point of view it is always better to have a **teacher** for study.

One **teacher** has adequate knowledge to teach his/her **students**. He knows all the possible ways to make subject easier for the **students**, moreover, he teaches them in an effective manner. For example, some **students** are weak in some subjects but a **teacher** always guides them according to their mental capacity. Some **people** can learn better in group by discussing the topics with others. **People** can know how we can learn effectively in class, where the **teacher** always gives an easy direction to learn.

...

In sum up, I would like to say that it is always better for the **people** to have a **teacher** because a **teacher** has good knowledge, experience and is educated how to teach others. **People** will learn from a **teacher** in an easier way rather than on their own.

Find out which word(s) are overused.

Find out the most used near-synonyms of this word in academic section.

Analyze which near-synonyms can replace the overused word.

2. Please share what you have done in front of the class.

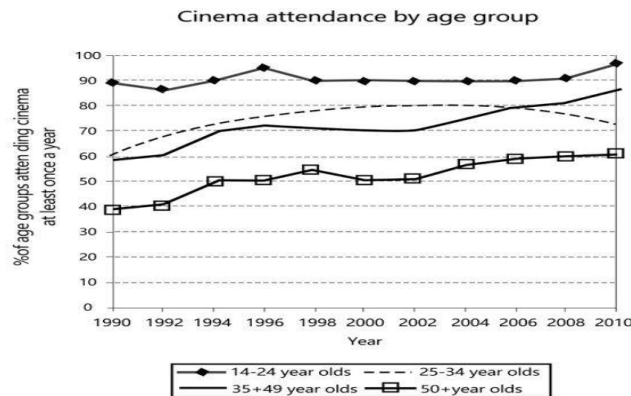
Appendices

XX Secondary School *Replace the overused words* Worksheet

Stage 1: Knowledge-testing and consciousness-raising

1. Look at the sample article from a candidate. What do you think of the vocabulary used? Please discuss with your partner and answer the following questions.

The graph below gives information about cinema attendance in Australia between 1990 and the present, with projections to 2010. Summarise the information by selecting and reporting the main features, and make comparisons with relevant. Write at least 150 words.



The graph shows percentages of people attending the cinema at least once a year in Australia between 1990 to 2010 with projections for the future. The graph is described by 4 groups of people with different ages which are 14 to 24, 25 to 34, 35 to 49, and over 50 years old.

The youngest people have been going to the cinema more than any other people and the percentage has been keeping very high at approximately 90% since 1990. It is predicted to keep the high and to increase more from 2006.

People in the middle age groups have enjoyed going to the cinema between 60% to 80%. The percentage of people of age 25 to 34 has been higher than the people of age 35 to 49 group but from 2006 the percentage of 25 to 34 years old people will decrease while 35 to 49 years old people will increase and get higher than the people in the other groups.

The old people seem to go to the cinema less than other people but the percentage of their attendance has slightly gone up by 15% from 40% to 55% between 1990 to 2004 and it will keep increasing to 60% by 2010.

Overall, young people seem more likely to go to the cinema but old people are not.

? Questions:

- 1) How many 'people' are there in the article? _____
- 2) Do you think he/she did a good job? If not, which criterion has he/she violated?

- 3) Can you think of any words that can substitute 'people'? Write them down.

_____ _____ _____ _____
_____ _____ _____ _____

- 4) Can all these words be used to replace any of the above cases of 'people' in this article?

Stage 2: Hands-on corpus search and inductive discovery

1. Step 1: Introduce the basic function: 'List' and 'Sections'

? Questions:

- 1) How many sections are there?
- 2) Which section should we focus on now?
- 3) What do the numbers mean?
A. Frequencies of the words B. Pages
- 4) Which one is the most common section for 'people'?
- 5) How do you know?

2. Step 2: Introduce the core function in this lesson of finding near-synonym

? Questions:

- 1) What is the most used near-synonyms of 'people'?
- 2) What is the most used near-synonyms of 'people' in academic section?
- 3) Is there an easier way to find out the most used near-synonyms in academic section?

3. Step 3: Introduce the sub-menu of 'Sections' in the academic context

? Questions:

- 1) What is the most used near-synonyms of 'people' in academic section?
- 2) What is the most used near-synonyms of 'people' in magazine section?
- 3) What are the advantages of two search methods in step 2 and 3?
- 4) Can these words replace 'people' in the first paragraph?

4. Step 4: Introduce the concordance lines from frequency to compare ‘people’ and ‘public’

? Questions:

- 1) From the concordance lines, is ‘public’ an appropriate substitution here? Why or why not?
- 2) What are the suitable substitutions in first paragraph?

The graph shows percentages of people attending the cinema at least once a year in Australia between 1990 to 2010 with projections for the future. The graph is described by 4 groups of people with different ages which are 14 to 24, 25 to 34, 35 to 49, and over 50 years old.

5. Step 5: Practice to reinforce the functions just taught

- 1) Replace the ‘people’ in this paragraph.

The young people have been going to the cinema more than any other people and the percentage has been keeping very high at approximately 90% since 1990. It is predicted to keep the high and to increase more from 2006.

? Questions:

- 1) Is replacing the word the only way to improve the variety of ‘young people’?
- 2) What can we do to replace the phrase ‘young people’?

6. Step 6: Advanced function - modifying the key words

? Questions:

- 1) What are the suitable collocations to replace old people in this article?
- 2) Try to replace the collocation ‘young people’ by yourself.

7. Step 7: Practice to check their understanding

- 1) Replace the 'people' or the related phrases in this paragraph.

The old people seem to go to the cinema less than other people but the percentage of their attendance has slightly gone up by 15% from 40% to 55% between 1990 to 2004 and it will keep increasing to 60% by 2010.

- 2) Group discussion

After the exploration of these functions of BNC, what do you think are the benefits of the corpus, compared with the dictionary?

Stage 3: semi-controlled practice and consolidation

1. Replace the 'people' or the related phrases in rest of the paragraphs.

People in the middle age groups have enjoyed going to the cinema between 60% to 80%. The percentage of people of age 25 to 34 has been higher than the people of age 35 to 49 group but from 2006 the percentage of 25 to 34 years old people will decrease while 35 to 49 years old people will increase and get higher than the people in the other groups.

Overall, young people seem more likely to go to the cinema but old people are not.

2. Discuss your answers with your partner

Stage 4: free output

1. Please have a look at the sample essay you have and use the BNC corpus to improve the vocabulary variety in his/her essay. Use the check boxes on the right to help you and Replace them in the essay.

Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

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One teacher has adequate knowledge to teach his/her students. He knows all the possible ways to make subject easier for the students, moreover, he teaches them in an effective manner. For example, some students are weak in some subjects but a teacher always guides them according to their mental capacity. Some people can learn better in group by discussing the topics with others. People can know how we can learn effectively in class, where the teacher always gives an easy direction to learn.

...

In sum up, I would like to say that it is always better for the people to have a teacher because a teacher has good knowledge, experience and is educated how to teach others. People will learn from a teacher in an easier way rather than on their own.

- Find out which word(s) are overused.

- Find out the most used near-synonyms of this word in academic section.

- Analyze which near-synonyms can replace the overused word.

- 2) Please share what you have done in front of the class.