**Exercise 1:** *Find grammar mistakes in the text below (no rewrites necessary).*

Moreover the people should not limit themselves on using the new technology but also learn how to write their own programs. Despite of there is so many software on the market they do not cover every action that user require. But if the user have also some basic programming skills he can do his work faster and more effective. For example imagine office worker that have to process one thousand documents per day and each document is processed by the same sequence of commands. If the user spend few days by learning some simple programming language and then write the program that do the same sequence of commands automatically then the user never have to spend so much time by clicking thousand times the same button again. Thus he can do some other important work. Therefore programming skills can be very useful in situations like these and save people lots of repetitive work. And also if the program is correct it cannot do mistake while the user can.

**Exercise 2:** *Look at the following short story and rewrite it using the prompts below*.

Not having enough money for a 'vánočka,' Vincent stole 10 Kč from an old lady. However, the old lady started crying and once Vincent saw that, he began feeling guilty and eventually returned the money to her.

Not having enough money for a 'vánočka,' Vincent stole 10 Kč from an old lady. However, the old lady started crying and_____

_____.

Not having enough money for a 'vánočka,' Vincent stole 10 Kč from an old lady. However, the old lady started crying, causing _____

_____.

Not having enough money for a 'vánočka,' Vincent stole 10 Kč from an old lady. However, the old lady started crying. _____ing _____

_____.

**SKETCH ENGINE**

https://ske.fi.muni.cz

Working with British National Corpus (BNC)

   a)  Simple search

   -   What texts does "I" appear in?

        o   Modifying search

**Simple query:** [ I ]    [Make Concordance]

Query types  Context  Text types  ⓘ

## Context

### Lemma filter

Window: [both ▾] [5 ▾] tokens.

Lemma(s): [_____] [all ▾] of these items.

### PoS filter

Window: [both ▾] [5 ▾] tokens.

PoS:
- ☐ noun
- ☐ noun singular
- ☐ noun plural
- ☐ numeral
- ☐ particle
- ☐ preposition
- ☑ pronoun
- ☐ verb
- ☐ full stop

[all ▾] of these items.

## Text types

Subcorpus: [None (whole corpus) ▾] info create new ⓘ

| TEXT TYPE | PUBLICATION DATE |
|---|---|
| ☐ Spoken context-governed | ☐ 1960-1974 |
| ☐ Spoken demographic | ☐ 1975-1984 |
| ☑ Written books and periodicals | ☐ 1985-1993 |
| ☐ Written miscellaneous | ☐ Unknown |
| ☐ Written-to-be-spoken | [Select All] |
| [Select All] | |

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| ☐ Written-to-be-spoken | [Select All] |
| [Select All] | |

| DOMAIN FOR WRITTEN CORPUS TEXTS | MEDIUM FOR WRITTEN CORPUS TEXTS |
|---|---|
| ☐ Imaginative | ☐ Book |
| ☑ Informative: applied science | ☐ Miscellaneous: published |
| ☐ Informative: arts | ☐ Miscellaneous: unpublished |
| ☐ Informative: belief & thought | ☐ Periodical |
| ☐ Informative: commerce & finance | ☐ To-be-spoken |
| ☐ Informative: leisure | [Select All] |
| ☑ Informative: natural & pure science | |
| ☐ Informative: social science | |
| ☐ Informative: world affairs | |
| [Select All] | |

| DAVID LEE'S CLASSIFICATION | SPEAKER ID |
|---|---|
| [_____] | [_____] |
| *Documentation* | |

[Make Concordance]  [Clear All]

- Use * for anything (to * surprise; to * it differently, simply *)

**Simple query:** to * surprise    Make Concordance

Query types   Context   Text types

**Text types**

    Subcorpus: Written_Domain_Informative    info create new

- Are the following words or phrases formal or informal?

  o A lot of

  o figure

  o America

  o You

  o Bad

  o fridge

  o Show

b) Sort and Frequency functions

- work with the word "consequently"

**Multilevel frequency distribution**

Frequency limit: 5

| first level | second level | third level | fourth level |
|---|---|---|---|
| Attribute: word | Attribute: word | Attribute: word | Attribute: word |
| Ignore case ☐ | Ignore case ☐ | Ignore case ☐ | Ignore case ☐ |
| 6L 5L 4L 3L 2L **1L** Node 1R | 6L 5L 4L 3L 2L 1L **Node** 1R | 6L 5L 4L 3L 2L 1L Node **1R** | 6L 5L 4L 3L 2L 1L **Node** 1R |
| Position: 2R | Position: 2R | Position: 2R | Position: 2R |

Make frequency list

- compare the frequency of the following:

  a. To put it another way vs to put it in another way

  b. Another key thing to remember vs importantly

  c. To give an illustration vs for instance

  d. Little attention vs small amount of attention

  e. Of equal importance vs equally important

c) <u>Phrases</u>

- Check for correct phrase – "researches were conducted," "one criteria," "make a photo,"

d) Lemmas – base form of the word