

TRABAJO DE FIN DE MÁSTER EN LINGÜÍSTICA INGLESA APLICADA

# How useful is Grammar Checker? A case study

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## **Introduction**

Writing has always been an arduous task for our students. It has always enjoyed a high profile in the English classroom, the greater part of evaluation based on it, but it is the skill least practised due to the limitations in time in the classroom.

If we compare written language to oral language, we can appreciate that the main difference is that writing is permanent and can be redrafted whereas oral communication is ephemeral and spontaneous. Written language has a deliberate plan and a purpose and therefore students are taught the different structures for a descriptive, narrative, expository, dialogic or argumentative text. Unlike oral communication, written language is unilateral and non-reciprocal so this means that the writer needs to anticipate problems or difficulties for a presumed reader as there is no negotiation of meaning. To clarify meaning, and to guarantee the integrity of the message, organisational devices need to be used such as “firstly”, “secondly”, “moreover” and “in conclusion”.

Similarly, written language tends to be complex with compound and subordinate sentences as we can re-read the text to understand it. Halliday also states that written language has a high lexical density which means there is a high number of content words since context needs to be clarified through language. He defines lexical density as: “the number of lexical items as a proportion of the number of running words” (Halliday 1985:64). Finally, oral language uses prosody so students need to be taught factors such as word stress and intonation whereas written language uses graphic features. This means students need to use capital letters, punctuation and spelling correctly and be taught strategies to improve this skill.

In the same way, Byrne suggests we teach: spelling, punctuation, logical devices (such as discourse markers and adverbial conjuncts), grammatical devices (e.g. anaphora) and lexical devices (e.g. synonyms, repetition). In his book *Teaching Writing Skills* (1979) Byrne states that we should learn how to write for several reasons: it supports new material learnt, adults feel reassured when they re-read classwork, it enables differentiation between learning styles, needs and speeds, it provides variety and enables homework and it provides formal/informal testing.

Byrne also distinguishes between errors and mistakes, explaining that the former is made when “learners try to do something with language which they are not yet able to do” as he/she does not have the knowledge or has not learnt the concept yet, whereas the latter is when a student knows the grammar but has temporarily forgotten. In other words, as Byrne points out: “mistakes are slips of some kind”.

In the School of Languages, students of B2 following the CEFRL have progress tests throughout the academic course which comprise the 4 skills, and at the end of year have the certificate exams. We follow the evaluation criteria specified in the guide offered to students at the beginning of the year<sup>1</sup> which in turn have been derived from the proficiency descriptors of the CEFR.<sup>2</sup> Students tend to have more difficulty in passing the productive skills rather than the receptive skills. With two-hour lessons twice a week, students are encouraged to speak in English during class, and to practise doing writings independently due to the time limit in class. For this, students frequently use checkers to correct their work before handing it in. However, students are usually disappointed to see that not only their mistakes are not frequently detected, but that they do not seem to be learning from their self correction. This means they tend to skip revising their work before handing it in.

Grammar checker is a great alternative for students to check and correct their work and has great pedagogical value. The students from the School of Languages are mainly adult learners who are normally working and so have very limited timing to practise writing. They have more time during weekends and so with the help of grammar checker they can self correct their work according to the free time they have available and at the time that best suits them.

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<sup>1</sup> [http://www.eoilpgc.com/?page\\_id=1037](http://www.eoilpgc.com/?page_id=1037)

<sup>2</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

## Checkers

There are many grammar checkers for sale on the internet. However, the one most frequently used is the built in grammar and spelling checker of Microsoft, as it releases a new version of the checker each year and is completely free. It offers a drop-down list of possible corrections, for you to select the most appropriate one. This type of checker works by using tagging and parsing programmes.

Tagging refers to identifying the part of speech of a word in a corpus whereas parsing is “the process of organising tagged sentences into sentence segments to determine their structures.”<sup>3</sup> However, many students of EFL complain about the number of mistakes that go unnoticed or more importantly the false positives, where grammatically correct sentences are marked as incorrect. Lawley, a tenured lecturer at the Universidad Nacional de Educación a Distancia (UNED), gives examples where Microsoft word does not identify a mistake, or even worse misdiagnoses it: “It finds, for example, no mistakes in the sentence *\*Then he said us that he had always worked as waiter*, which in fact contains two mistakes (*said us* should be *told us*, and *as waiter* should be *as a waiter*)”.<sup>4</sup> Krishnamurthy, professor at the University of Washington’s Bothell campus also highlights the numerous problems his students encounter using Microsoft’s word checker: “I never realized how bad this feature really was until a student turned in a poorly written report that was “spellchecked” and “grammarchecked”<sup>5</sup>.

Daniel Kie, professor of the college of Dupage, compares Microsoft's Word and various other grammar checkers for their ability to find and identify the twenty most frequent errors in a corpus of 3000 college essays (Connors and Lunsford 398). He states:

After ten years of benchmarking the progress of these grammar checking programs, not one of them has made significant improvements toward creating a system that can reliably find and correct the twenty most common usage errors made by first year composition students at American colleges and universities. In ten years of product development, Microsoft, for example, has only managed to improve

---

<sup>3</sup> [http://www.ru.is/~hrafn/students/BScThesis\\_taggingParsingLargeCorpus.pdf](http://www.ru.is/~hrafn/students/BScThesis_taggingParsingLargeCorpus.pdf)

<sup>4</sup> <http://ilt.msu.edu/issues/february2015/action1.pdf>

<sup>5</sup> <http://faculty.washington.edu/sandeep/check/>

Word's grammar checking functionality a mere 10%, judging by these test results – small improvement.

6

He concluded that “all word processors had considerable difficulties identifying and correcting most of the twenty most common and frequently occurring usage errors.”<sup>7</sup>

## **Grammar Checker**

“A crucial variable in error correction is recognising the existence of errors” (Lee, 1997: 473)

Unlike other checkers, Grammar checker uses bigrams to detect errors and allows students to notice and correct their mistakes after reflecting on the pedagogical feedback given. It is therefore an error detection method which identifies the mistake by dividing a text into segments consisting of two words. So, for example the sentence *\*My sister is geography teacher* can be divided into four segments: (a) *My sister* (b) *sister is* (c) *is geography* (d) *geography teacher*. We can then use a corpus that has a large collection of grammatically correct sentences to see if these segments can be found in the corpus. The idea is that the bigram “is geography” will either not appear or have a very low frequency and may therefore be a mistake. Having viewed that traditional grammar checkers which are based on tagging are parsing programs are not satisfactory, we are going to analyse the extent to which Grammar Checker allows students of B2 in the School of Languages (Advanced 2) to self correct and peer correct their work.

For this, we are going to select three compositions of the same student. Firstly, I am going to correct the composition and write down the feedback without handing it in to the student. The student will then get familiarized with Grammar Checker through the tutorial provided in Youtube <https://www.youtube.com/watch?v=3qC4w1h6jB4> and will then correct his work on the spot reflecting on the feedback provided. We will time how long the student takes to correct his work and record what feedback is provided and whether the student successfully can correct his mistakes. This will be done with three writings altogether to be able to

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<sup>6</sup> <http://www.editorsoftware.com/wordpress/does-grammar-checkers-work/>

<sup>7</sup> <http://papyr.com/hypertextbooks/grammar/gramchek.htm>



analyse the extent to which Grammar Checker has helped to self correct his work. The feedback given by the student at the end will be essential to appreciate both the advantages of using this checker, and the drawbacks too for future developments.

## Data analysis

Pedro is thirty-seven years old and has been going to the School of Language in Santander for four years. He is in the second course of the Advanced level (B2) and has two hour lessons twice a week. Although Pedro is a very hardworking student, he cannot always come to class due to his working hours. He gets high marks in his listening and reading skills exams, but admits that he struggles with his writing exam. He has decided to use Grammar Checker (GC) to see if it can help him improve this skill.

Pedro will go through the tutorial first, and then correct the composition using GC. For this, I will sit next to him so that I can take note of how he is using it and the problems he may encounter, if any.

## Composition 1

Pedro starts using GC at 17:20

Pedro introduces his first composition, and the first filter is that of spelling.

### Result of the spelling filter:

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with **overweight** and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because **they'll** probably have **overweight**. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, to do sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes... It reduces hours to practice sports and go out with friends. And finally, the government must to ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things **can't** be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

[Modify](#)

### How does it work?

The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:

- Yellow:** spelling mistakes with pedagogic feedback.
- Purple:** words that are not amongst the 90, 000 most frequent English words.

Click on them to get more info.

The first problem he detects is that the word “overweight” is highlighted which means it is misspelled. However, Pedro actually wrote the spelling correctly which creates confusion at first, but since he knows that what he has written is correct, he decides to move on.

In the same way, the highlighted words in purple are actually correct. This time Pedro is not hundred percent sure that he has written it correctly so he decides to read the feedback provided.

### Result of the spelling filter:

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with **overweight** and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because **they'll** probably have **overweight**. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, to do sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes... It reduces hours to practice sports and go out with friends. And finally, the government must to ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things **can't** be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

[Modify](#)

[Next](#) ⇨

**Very infrequent word: they'll**

This is a **very infrequent** word. It appeared 0 times in our database.

If the word is not the name of a person or place, check if it's correct in the Wordreference clicking [here](#) (External service not supported by us).

[Do you think it is correct? Improve our results.](#)

#### How does it work?

The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:

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[Modify](#)

[Next](#) ➡

**Very infrequent word: can't**

This is a **very infrequent** word. It appeared 0 times in our database.

If the word is not the name of a person or place, check if it's correct in the Wordreference clicking [here](#) (External service not supported by us).

[Do you think it is correct? Improve our results.](#)

**HOW DOES IT WORK?**

The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:

**Yellow:** spelling mistakes with pedagogic feedback.

**Purple:** words that are not among the 90, 000 most frequent English words.

Click on them to get more info.

As you can see from the image above, the student is redirected to word reference to check if he wrote it correctly. The feedback is not straightforward as it takes some time for Pedro to realise that the software does not detect the apostrophe in writing and this is why it is highlighted as a mistake. If you look at the image below you can see that instead of the apostrophe there is a question mark in the word.

they'll

Spanish-English

Foros

Ver También:

- teveo
- textil
- texto
- textual
- textualmente
- textura
- tez
- tezontle
- Tino.
- TGV
- thriller
- ti
- tiamina
- tianguie
- tianguis
- TIAR
- tiera
- tiarrón
- tibante
- tibe
- Tiber

**they'll**

Definición | Sinónimos | Conjugador | in context | images

No English translation found for 'they'll'.

Look for a definition in the monolingual Spanish dictionary.

Did you want to translate 'they'll' to Spanish?

**Forum discussions with the word(s) "they'll" in the title:**

Even if they'll wait, it's [it'll] only be a week  
 give them half a chance and they'll fleece you  
 hacen lo que sea - they'll do anything for  
 I doubt that they'll let me take.....  
 I'm not going... they'll  
 it's not certain that they'll approve of the idea  
 So they'll make a fine mess over my poor carpets  
 that's the line they'll toe whether busy or slow  
 The locals don'thal they'll go to get them

Advertisements

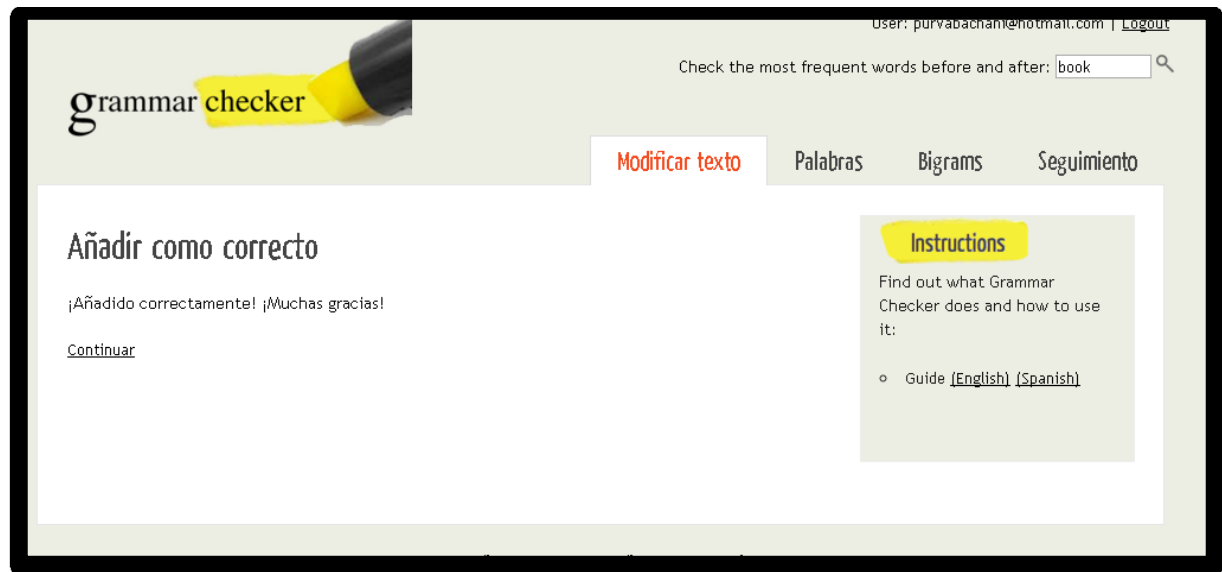
OCHO APELLIDOS CATALANES  
 20 de NOVIEMBRE en CINES

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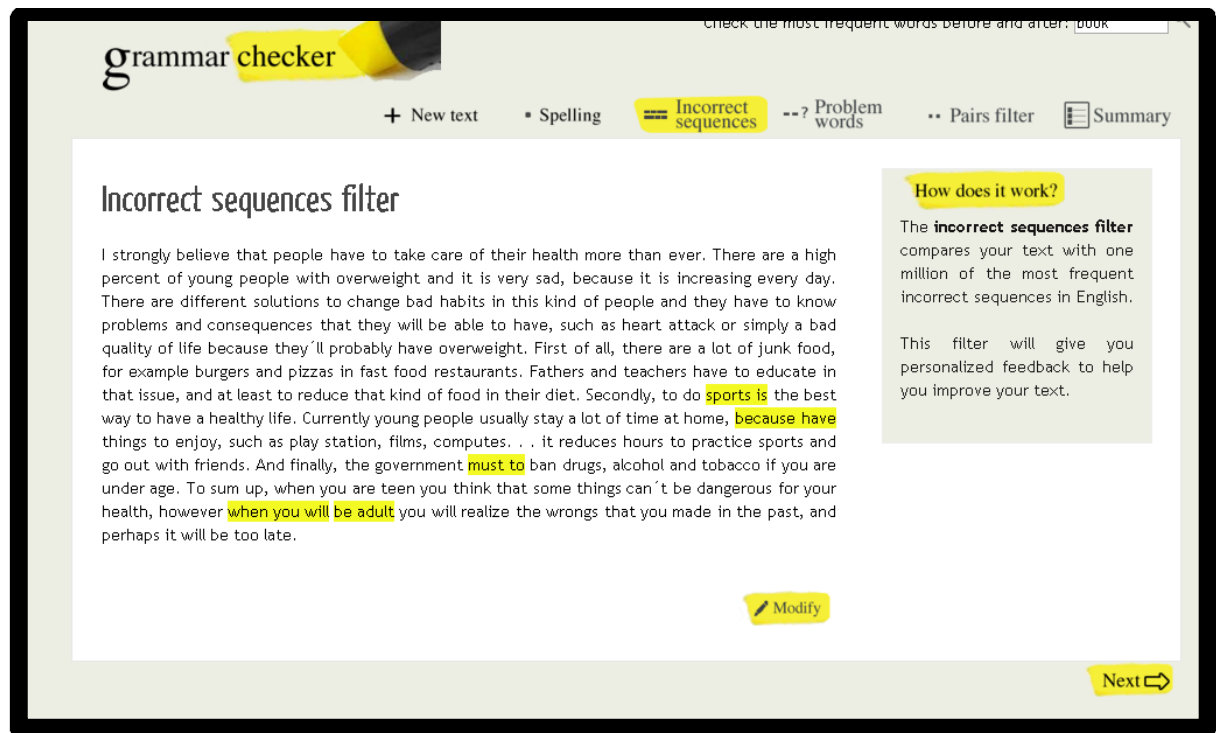
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Pedro realises that this is a mistake of the software and decides to improve it by adding “they’ll” and “can’t”.



Grammar Checker then takes you to the next step, which is called “incorrect sequences”. If you click on the words highlighted, feedback is provided to help you correct the mistake.



You wrote: *sports is*

Did you mean *sports are*?

We use a plural verb to agree with a plural noun.

*European cities are different.*

~~*European cities is different.*~~

But note:

*The lack of clothes is problematic.*

(Here "is" agrees with "lack" which is singular)

*Buying weapons is very easy there.*

(Here the gerund "buying" agrees with the singular verb)

Exception: *United States* (countries are singular)



*The United States is an influential country.*

The feedback here is very helpful. The student does not rush into correcting "sports" to "sport", but patiently reads the feedback and decides that it is best to use the gerund instead of selecting the correct answer from a readymade list. However, when modified, GC still highlights it as a mistake, but the student carries on with the next mistake.

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes. . . it reduces hours to practice sports and go out with friends. And finally, the government must to ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

You wrote: **because have**

Did you mean **because X have**?

After **because** there must be a subject for the verb **is** or **have**.

*I like Tom because he is friendly.*



~~*I like Tom because is friendly.*~~

In this case, the student clearly forgot to put the subject, so here GC allowed him to correct this successfully.

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . it reduces hours to practice sports and go out with friends. And finally, the government must to ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

You wrote: **must to**

Did you mean **must**?

Modal verbs are not followed by **to**. They are followed immediately by an infinitive.

*I can see you.*

~~*I can to see you.*~~

In the next mistake we can see that Pedro has written the full infinitive after the modal verb “must”. He goes through the feedback, which is great revision of the rules and writes the bare infinitive instead (i.e. infinitive without “to”).

that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . it reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

you improve your text.

Modify

Next →

You wrote: **when you will**

Did you mean **when you**?

We use the present tense after *when* to describe a time in the future when something will occur.

*When he finishes school he is going on holiday.*

~~*When he will finish school he is going on holiday.*~~

But note structures like:

*It'll be different next May, when I will be studying hard.*

(Here *when* stands for the time - *next May* - which has already been mentioned.)

In this case, Pedro has used “will” after a future clause. Once again, he corrects the mistake straightaway, realising that after a future time clause we use the present simple. However, once this mistake is corrected, the sentence is not highlighted anymore (see image below) and Pedro misses the opportunity to correct another basic mistake: He has forgotten to use the indefinite article before “adult” due to language interference.

**grammar checker**

+ New text   • Spelling   **Incorrect sequences**   --? Problem words   .. Pairs filter   Summary

## Incorrect sequences filter

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . it reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

**How does it work?**

The **incorrect sequences filter** compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

[Modify](#)

In the next step, problem words are detected. These are typical words that Spanish students tend to have difficulties with and are therefore highlighted so students can revise the rules and check whether they have used the words correctly. The problem words detected in this text are reflected in the image below:

problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

[Modify](#)

*These are the problem words you have used in your text:*

- + that
- + know
- + all
- + for
- + fathers
- + the
- + enjoy



The first word listed is “that” and we can see how many times he has used it in the text. Pedro reads the feedback and checks one by one if he has used that word correctly throughout the text.

### Problem words filter

I strongly believe **that** people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences **that** they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in **that** issue, and at least to reduce **that** kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think **that** some things can't be dangerous for your health, however when you are adult you will realize the wrongs **that** you made in the past, and perhaps it will be too late.

[Modify](#)

These are the problem words you have used in your text:

^ that

that

#### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

These are the problem words you have used in your text:

^ that

that

1. Common error	Correct version
<i>London, <del>that</del> is the biggest city in Britain, is also the capital.</i>	<i>London, <b>which</b> is the biggest city in Britain, is also the capital.</i>
<i>Mr Smith, <del>that</del> is my teacher, will be late.</i>	<i>Mr Smith, <b>who</b> is my teacher, will be late.</i>

Don't use “*that*” in a non-identifying clause (when the clause is not identifying the person/place/thing).

2. Common error	Correct version
<i>I think <del>that</del> is a good idea to eat first.</i>	<i>I think <b>that</b> it is a good idea to eat first.</i>

[Find the occurrences of this problem word in the text](#)

He concludes that he has used “that” correctly throughout the text. The next word is “know”.

+ New text   • Spelling   ≡ Incorrect sequences   --? Problem words   .. Pairs filter   📄 Summary


## Problem words filter

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to **know** problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

**How does it work?**

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.



^ know

### know

<p><b>1. Common error</b></p> <p><i>I <b>knew</b> Mary at a party.</i></p> <p>We use "meet" to refer to the first occasion.</p>	<p><b>Correct version</b></p> <p><i>I <b>met</b> Mary at a party.</i></p>
<p><b>2. Common error</b></p> <p><i>We <b>knew</b> Paris well on that holiday.</i></p> <p>We use "get to know" for a process of learning about a person, place or thing.</p>	<p><b>Correct version</b></p> <p><i>We <b>got to know</b> Paris well on that holiday.</i></p>

**Find the occurrences of this problem word in the text**

In this case, Pedro does detect a mistake in his writing and uses the feedback correctly to modify his work.

The next problem word is "all". He decides to skip this feedback as he knows he has used it correctly since it is a linker.

bad quality of life because they'll probably have overweight. First of **all**, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

Modify

These are the problem words you have used in your text:

+ that

+ know

^ all

all

Common error

Correct version

*All is OK.*

*Everything is OK.*

*He knows all.*

*He knows everything.*

But we do use "all" to mean "everything" when the words alter the limit of the meaning: *He knows all that he needs to know; All this is OK.*

The following problem word is "for" but in this case Pedro knows he has used them correctly but decides to read the feedback anyway.

## Problem words filter

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to get to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, **for** example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous **for** your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

Modify

**for**

<b>1. Common error</b>	<b>Correct version</b>
<i>He sat down <del>for</del> resting.</i>	<i>He sat down <b>to</b> rest.</i>
Don't use <i>for</i> + -ing to say why someone does something.	
<b>2. Common error</b>	<b>Correct version</b>
<i>He is living there <del>for</del> six years.</i>	<i>He has been living there <b>for</b> six years.</i>
VERB IN PERFECT TENSE + <b>FOR</b> + PERIOD OF TIME	
<b>3. Common error</b>	<b>Correct version</b>
<i>Hamlet was written <del>for</del> Shakespeare.</i>	<i>Hamlet was written <b>by</b> Shakespeare.</i>
Use " <i>by</i> " not " <i>for</i> " in positive constructions.	

Find the occurrences of this problem word in the text

The next word highlighted is “fathers”. This is a very typical mistake made by even advanced students due to language interference. The feedback is extremely useful and is a quick reminder of how in English we use “parents” to refer to your mother and your father.

### Problem words filter

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to get to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. **Fathers** and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

Modify

#### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

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**fathers**

Everyone has one father and one mother; your mother and your father are your parents.

<b>Common error</b>	<b>Correct version</b>
<i>Jim and Mark are brothers; they live <del>with their fathers</del>.</i>	<i>Jim and Mark are brothers; they live <b>with their parents</b>.</i>

Find the occurrences of this problem word in the text

The use of the indefinite article is confusing for students of all levels and so revision of the rules are always important. Pedro goes through the feedback and analyses whether he has used the article correctly.

### Problem words filter

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to get to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Parents and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is **the** best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, **the** government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize **the** wrongs that you made in **the** past, and perhaps it will be too late.

✎ Modify

**How does it work?**

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

**the**

1. Common Error	Correct Version
<i>My favourite drink is <del>the</del> coffee.</i>	<i>My favourite drink is coffee.</i>
<i><del>The</del> flowers are vital for <del>the</del> bees.</i>	<i>Flowers are vital for bees.</i>

Don't use *the* with plural nouns and uncountable nouns when you talk about something in general. *I like the coffee that she makes* is correct because it refers to specific coffee.

2. Common Error	Correct Version
<i>I was at <del>the</del> university with him.</i>	<i>I was at university with him.</i>
<i>After his accident he went to <del>the</del> hospital.</i>	<i>After his accident he went to hospital.</i>
<i>Children have to go to <del>the</del> school.</i>	<i>Children have to go to school.</i>

Don't use *the* when you talk about a school, university, hospital, prison, church, or college unless you are referring to a specific building: *The school is next to the hospital.*

3. Common Error	Correct Version
<i>He has <del>the</del> breakfast at 8 o'clock.</i>	<i>He has breakfast at 8 o'clock.</i>

Don't use *the* with *breakfast, lunch, dinner, tea* and *supper* unless you are referring to a specific meal: *The lunch was delicious.*

4. Common Error

Correct Version

~~The~~ John's house.

John's house.

~~The~~ Ana's father.

Ana's father.

~~The~~ Beethoven's music.

Beethoven's music.

Don't use *the* before a name ending in 's.

5 Common Error

Correct Version

He hurt ~~the~~ leg playing football.

He hurt ~~his~~ leg playing football.

She raised ~~the~~ hand.

She raised ~~her~~ hand.

We use *my, your, his, her, our, their* before the parts of someone's body.

Here the student has doubts whether “government” goes with the definite article or not. He decides to omit the article, saying that we are talking about governments in general. Subsequently, the word “enjoy” is highlighted.

## Problem words filter

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to get to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Parents and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things to **enjoy**, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

 Modify

enjoy

Common error	Correct version
<i>He went for a walk. He <b>enjoyed</b> a lot.</i>	<i>He went for a walk. He <b>enjoyed it</b> a lot.</i>
	<b>Or:</b> <i>He read a book. He <b>enjoyed himself</b> a lot.</i>

Common patterns with enjoy:


- He enjoyed the film.*  
SUBJECT + enjoy + OBJECT
- He enjoyed himself.*  
SUBJECT + enjoy + REFLEXIVE PRONOUN
- He enjoys reading.*  
SUBJECT + enjoy + VERB IN -ing FORM

The student is not sure how to correct this mistake. He knows that it does not sound right, and looks for a way to change the infinitive. He decides to change the sentence all together, and use the present tense instead. When modified, he is now sure that it is correct.

The next step is called “pairs filter”. Here, bigrams are detected and their frequency in a corpus is analysed. Words which are very infrequent pair words are likely to be erroneous and are therefore highlighted. The first bigram is “health more”, but the student knows he has written it correctly and moves on to the next words.

## Pairs filter - Very suspicious combinations

I strongly believe that people have to take care of their **health more** than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to get to know the problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Parents and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things they enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.



**How does it work?**

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Very suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** **Very suspicious pairs**

**Orange:** Suspicious pairs

**Yellow:** Slightly suspicious pairs

**All:** All suspicious pairs

**Very infrequent pair of words: *health more***

This is a very infrequent pair of words.

Ratio: 0.03. It appeared 1 when statistically it should have appeared at least 35.35 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'health'.](#)

[Check the most frequent words that usually appear before or after the word 'more'.](#)

“Know problems” is highlighted and so Pedro decides to use the corpus to check which are the most frequent words that precede “problems”.

**know problems** and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Parents and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because they have things they enjoy, such as play station, films, computes. . . It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

 Modify

your phrases are infrequent or very infrequent.

Currently **Very suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** Very suspicious pairs

**Orange:** Suspicious pairs

**Yellow:** Slightly suspicious pairs

**All:** All suspicious pairs

 Next

**Very infrequent pair of words: *know problems***

This is a very infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 15.71 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'know'.](#)

[Check the most frequent words that usually appear before or after the word 'problems'.](#)



## Search

These are the most frequent words before and after the string **problems**. You can use this functionality to do extra checking on your text.

problems (24554)						
Combination	Frequency	Ratio		Combination	Frequency	Ratio
the problems	4048 (23%)	2.83		problems of	2920 (12.4%)	3.34
these problems	726 (4.1%)	25.8		problems in	1343 (5.7%)	2.46
of problems	690 (3.9%)	0.93		problems and	1237 (5.3%)	1.73
any problems	423 (2.4%)	15.59		problems with	1179 (5%)	6.34
and problems	374 (2.1%)	0.62		problems are	633 (2.7%)	5.04
their problems	367 (2.1%)	5.9		problems that	629 (2.7%)	2.37
social problems	326 (1.9%)	34.67		problems for	624 (2.7%)	2.54
health problems	275 (1.6%)	60.37		problems which	535 (2.3%)	5.13
no problems	274 (1.6%)	6.61		problems to	305 (1.3%)	0.42
to problems	266 (1.5%)	0.44		problems were	290 (1.2%)	3.37

Since “the” appears on the top of the list, the student realises straightaway that he has omitted the article.

Next, Pedro clicks on the orange and yellow colours on the right hand side of the screen to go through the suspicious and slightly suspicious pairs that are detected by GC.

The screenshot shows the Grammarly interface with the 'Pairs filter' selected. The main text area contains a paragraph with several words highlighted in orange and yellow. A legend on the right explains the color coding: Red for very suspicious pairs, Orange for suspicious pairs, Yellow for slightly suspicious pairs, and All for all suspicious pairs. A 'Modify' button is visible at the bottom of the text area.

**Grammar checker**

Check the most frequent words before and after a book

+ New text • Spelling == Incorrect sequences --? Problem words **.. Pairs filter** Summary

### Pairs filter - Suspicious combinations

I strongly believe that people have to take care of their health more than ever. There are a **high percent** of young people with **overweight** and it is very sad, because it is increasing every day. There are different solutions to **change bad** habits in this kind of people and they have to know problems and consequences that they will be able to have, such **as heart** attack or simply a bad quality of life **because they'll probably have overweight**. First of all, there are a lot of junk food, for **example burgers** and pizzas **in fast** food restaurants. Parents and teachers have to educate in that issue, and at least to **reduce that** kind of food in their diet. Secondly, doing **sports is** the best way to have a healthy life. Currently young people usually **stay a** lot of time at home, because have things to enjoy, such **as play station**, films, computes... It **reduces hours to practice sports** and go out with friends. And finally, the government must ban drugs, alcohol and **tobacco if** you are under age. To sum up, when you **are teen you** think that some **things can't be** dangerous for your health, **however when you are adult you** will realize the wrongs that you made in the past, and perhaps it will be too late.

**How does it work?**

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

- Red**: Very suspicious pairs
- Orange**: **Suspicious pairs**
- Yellow**: Slightly suspicious pairs
- All**: All suspicious pairs

**Modify**

Since there are so many words highlighted in orange, this is a bit discouraging and very time consuming. He decides to go straight to the words he knows does not sound right, and only check in the corpus those words that he thought might have a mistake. The first word he clicks on is “change bad”, as he does not understand why this is highlighted and wants to double check. He clicks on both links, but none of the alternatives satisfy him.

**Infrequent pair of words: *change bad***

This is an infrequent pair of words.  
 Ratio: 0. It appeared 0 when statistically it should have appeared at least 3.37 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'change'.](#)  
[Check the most frequent words that usually appear before or after the word 'bad'.](#)

bad (11510)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
a bad	2219 (23%)	9.49	bad news	543 (5%)	361.56
the bad	761 (7.9%)	1.13	bad for	422 (3.9%)	3.66
as bad	500 (5.2%)	6.84	bad as	387 (3.6%)	4.47
so bad	449 (4.7%)	21.18	bad weather	295 (2.7%)	422.92
and bad	387 (4%)	1.37	bad enough	274 (2.5%)	70.22
of bad	384 (4%)	1.11	bad luck	239 (2.2%)	626.94
very bad	345 (3.6%)	30.41	bad thing	209 (1.9%)	67.71
too bad	344 (3.6%)	47.38	bad and	168 (1.6%)	0.5
is bad	324 (3.4%)	3.07	bad debts	138 (1.3%)	540.25
not bad	282 (2.9%)	6.13	bad time	104 (1%)	5.52
was bad	261 (2.7%)	2.75	bad in	103 (1%)	0.4
in bad	201 (2.1%)	0.93	bad at	102 (0.9%)	1.51
or bad	198 (2.1%)	4.97	bad idea	91 (0.8%)	34.71
be bad	171 (1.8%)	2.4	bad debt	89 (0.8%)	122.3
that bad	164 (1.7%)	1.56	bad day	88 (0.8%)	12.84

change (27755)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
to change	4403 (20.5%)	6.42	change in	4628 (17.2%)	7.51
a change	2913 (13.6%)	5.17	change of	2267 (8.4%)	2.29
the change	2098 (9.8%)	1.3	change the	1732 (6.4%)	0.9
of change	1394 (6.5%)	1.67	change and	944 (3.5%)	1.17
for change	658 (3.1%)	2.8	change is	684 (2.5%)	2.27
and change	544 (2.5%)	0.8	change from	590 (2.2%)	4.29
this change	465 (2.2%)	4.13	change to	577 (2.1%)	0.71
social change	441 (2.1%)	41.49	change their	439 (1.6%)	5.27
will change	376 (1.8%)	5.62	change was	353 (1.3%)	1.3
not change	372 (1.7%)	3.35	change his	321 (1.2%)	2.37
any change	354 (1.6%)	11.54	change that	312 (1.2%)	1.04
can change	337 (1.6%)	6.69	change your	289 (1.1%)	8.22
no change	317 (1.5%)	6.76	change it	236 (0.9%)	0.94
may change	249 (1.2%)	7.74	change for	227 (0.8%)	0.82
would change	213 (1%)	3.63	change as	219 (0.8%)	1.05

Therefore, he decides to look up “habit” instead.

These are the most frequent words before and after the string **habit**. You can use this functionality to do extra checking on your text.

habit (2062)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the habit	567 (36.1%)	4.72	habit of	971 (49.6%)	13.22
a habit	385 (24.5%)	9.2	habit and	87 (4.4%)	1.45
of habit	88 (5.6%)	1.42	habit to	45 (2.3%)	0.75
his habit	72 (4.6%)	8.48	habit is	37 (1.9%)	1.65
their habit	48 (3.1%)	9.19	habit which	27 (1.4%)	3.08
bad habit	42 (2.7%)	167.65	habit that	23 (1.2%)	1.03
this habit	38 (2.4%)	4.54	habit was	21 (1.1%)	1.04
and habit	29 (1.8%)	0.57	habit in	17 (0.9%)	0.37
by habit	24 (1.5%)	2.27	habit with	16 (0.8%)	1.03
nasty habit	24 (1.5%)	807.18	habit as	14 (0.7%)	0.9
her habit	21 (1.3%)	3.4	habit or	12 (0.6%)	1.42
smoking habit	19 (1.2%)	359.67			
bowel habit	17 (1.1%)	635.48			
that habit	12 (0.8%)	0.64			

After seeing that “bad habit” is quite a frequent combination of words, he decides to move on.

The next pair of words he checks is “have overweight”. He decides to look at words that go before and after “overweight”, as the results will be more useful. He immediately realises that in English we say “be overweight”, rather than “have overweight”.

**Infrequent pair of words: *have overweight***

This is an infrequent pair of words.  
 Ratio: 0. It appeared 0 when statistically it should have appeared at least 1.4 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'have'.](#)  
[Check the most frequent words that usually appear before or after the word 'overweight'.](#)

These are the most frequent words before and after the string **overweight**. You can use this functionality to do extra checking on your text.

overweight (353)					
Combination	Frequency	Ratio		Combination	Frequency Ratio
are <i>overweight</i>	35 (19.7%)	22.96		<i>overweight</i> and	33 (10.6%) 3.21
the <i>overweight</i>	27 (15.2%)	1.31		<i>overweight</i> people	24 (7.7%) 58.17
being <i>overweight</i>	20 (11.2%)	66.93			
an <i>overweight</i>	15 (8.4%)	12.88			
and <i>overweight</i>	12 (6.7%)	1.38			
stone <i>overweight</i>	12 (6.7%)	494.3			
slightly <i>overweight</i>	8 (4.5%)	276.95			
was <i>overweight</i>	8 (4.5%)	2.75			
pounds <i>overweight</i>	8 (4.5%)	371.69			
is <i>overweight</i>	6 (3.4%)	1.86			
heavily <i>overweight</i>	6 (3.4%)	423.05			
cent <i>overweight</i>	6 (3.4%)	43.33			
be <i>overweight</i>	5 (2.8%)	2.29			

The next words he checks is “stay a”. This is quite challenging for him, as he does not know how to use the tool most efficiently. After checking words that go after and before “stay” and not getting any convincing results, he decides to look at “stay time”. There is no word that convinces him in the words that appear on the top of the list so he decides to move on. If you see, “spend time” is actually the right answer, but since it appears much lower on the list he does not even get to it.

**Infrequent pair of words: stay a**

This is an infrequent pair of words.  
 Ratio: 0.45. It appeared 94 when statistically it should have appeared at least 207.99 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'stay'.](#)  
[Check the most frequent words that usually appear before or after the word 'a'.](#)

These are the most frequent words before and after the string **stay**. You can use this functionality to do extra checking on your text.

stay (10243)						
Combination	Frequency	Ratio		Combination	Frequency	Ratio
to stay	4461 (49%)	17.62		stay in	1639 (17%)	7.21
and stay	354 (3.9%)	1.4		stay with	817 (8.5%)	10.54
will stay	347 (3.8%)	14.05		stay at	619 (6.4%)	10.32
you stay	286 (3.1%)	7.59		stay on	615 (6.4%)	7.51
can stay	227 (2.5%)	12.21		stay here	567 (5.9%)	91.77
would stay	225 (2.5%)	10.39		stay there	323 (3.4%)	11.31
could stay	170 (1.9%)	12.42		stay for	240 (2.5%)	2.34
not stay	150 (1.6%)	3.66		stay away	238 (2.5%)	44.49
should stay	137 (1.5%)	13.54		stay and	218 (2.3%)	0.73
a stay	133 (1.5%)	0.64		stay out	202 (2.1%)	9.55
can't stay	126 (1.4%)	67.89		stay the	186 (1.9%)	0.26
i stay	124 (1.4%)	2.42		stay where	124 (1.3%)	11.07
they stay	108 (1.2%)	3.33		stay up	119 (1.2%)	5.45

## Search

These are the most frequent words before and after the string **'time'**. You can use this functionality to do extra checking on your text.

time (130970)						
Combination	Frequency	Ratio		Combination	Frequency	Ratio
the time	23166 (25.5%)	3.03		time to	10496 (8.2%)	2.74
this time	8536 (9.4%)	16.05		time of	7032 (5.5%)	1.51
first time	7648 (8.4%)	51.83		time and	5267 (4.1%)	1.38
same time	7032 (7.7%)	94.53		time in	4564 (3.6%)	1.57
a time	5967 (6.6%)	2.24		time for	4193 (3.3%)	3.2
of time	5798 (6.4%)	1.47		time the	3517 (2.8%)	0.39
some time	3931 (4.3%)	19.68		time when	2912 (2.3%)	10.09
that time	3854 (4.2%)	3.23		time he	2459 (1.9%)	2.94
long time	3402 (3.7%)	50.89		time i	2447 (1.9%)	3.16
in time	3218 (3.5%)	1.31		time that	1806 (1.4%)	1.28
last time	2050 (2.3%)	22.86		time it	1614 (1.3%)	1.36
any time	1779 (2%)	12.29		time as	1555 (1.2%)	1.58

from time	1755 (1.9%)	3.21		time is	1399 (1.1%)	0.99
to time	1712 (1.9%)	0.53		time she	1353 (1.1%)	3
every time	1507 (1.7%)	32.42		time was	1260 (1%)	0.99
no time	1363 (1.5%)	6.16		time they	1254 (1%)	2.55
one time	1342 (1.5%)	4.27		time with	1124 (0.9%)	1.13
his time	1237 (1.4%)	2.29		time you	1094 (0.9%)	1.92
over time	1006 (1.1%)	6.21		time on	1070 (0.8%)	1.02
more time	1000 (1.1%)	3.8		time we	1034 (0.8%)	2.93
and time	977 (1.1%)	0.3		time at	938 (0.7%)	1.22
second time	945 (1%)	19.7		time before	872 (0.7%)	7.02
short time	932 (1%)	38.68		time since	823 (0.6%)	10.9
each time	889 (1%)	11.39		time a	796 (0.6%)	0.25
next time	872 (1%)	16.79		time being	758 (0.6%)	5.77
their time	833 (0.9%)	2.51		time or	576 (0.5%)	1.07
much time	826 (0.9%)	7.79		time there	566 (0.4%)	1.55
good time	758 (0.8%)	8.78		time ago	544 (0.4%)	20.15
was time	731 (0.8%)	0.68		time by	485 (0.4%)	0.61
had time	643 (0.7%)	1.21		time after	453 (0.4%)	2.65

which <i>time</i>	614 (0.7%)	1.31	<i>time</i> has	432 (0.3%)	1.12
on <i>time</i>	607 (0.7%)	0.69	<i>time</i> but	401 (0.3%)	0.66
it's <i>time</i>	602 (0.7%)	7.84	<i>time</i> had	388 (0.3%)	0.62
your <i>time</i>	593 (0.7%)	4.23	<i>time</i> spent	379 (0.3%)	21.8
is <i>time</i>	578 (0.6%)	0.48	<i>time</i> this	358 (0.3%)	0.57
little <i>time</i>	558 (0.6%)	7.79	<i>time</i> off	345 (0.3%)	3.84
my <i>time</i>	545 (0.6%)	3.26	<i>time</i> between	331 (0.3%)	2.35
have <i>time</i>	506 (0.6%)	0.97	<i>time</i> will	330 (0.3%)	0.88
her <i>time</i>	448 (0.5%)	1.14	<i>time</i> taken	292 (0.2%)	5.58
full <i>time</i>	405 (0.4%)	11.48	<i>time</i> during	291 (0.2%)	4.32
with <i>time</i>	400 (0.4%)	0.48	<i>time</i> from	282 (0.2%)	0.43
as <i>time</i>	400 (0.4%)	0.48	<i>time</i> limit	252 (0.2%)	34.52
take <i>time</i>	385 (0.4%)	4.89	<i>time</i> out	243 (0.2%)	0.9
what <i>time</i>	372 (0.4%)	1.74	<i>time</i> would	217 (0.2%)	0.66
all <i>time</i>	347 (0.4%)	1.1	<i>time</i> were	198 (0.2%)	0.43
present <i>time</i>	332 (0.4%)	10.41	<i>time</i> now	195 (0.2%)	1.12
right <i>time</i>	330 (0.4%)	4.41	<i>time</i> later	189 (0.1%)	3.23
only <i>time</i>	327 (0.4%)	1.77	<i>time</i> again	182 (0.1%)	2.34
our <i>time</i>	324 (0.4%)	2.98	<i>time</i> consuming	182 (0.1%)	227.29
third <i>time</i>	311 (0.3%)	13.18	<i>time</i> period	181 (0.1%)	4.87
spare <i>time</i>	310 (0.3%)	91.23	<i>time</i> around	180 (0.1%)	2.79
given <i>time</i>	306 (0.3%)	5.79	<i>time</i> than	179 (0.1%)	0.81
own <i>time</i>	254 (0.3%)	2.89	<i>time</i> came	178 (0.1%)	2.74
enough <i>time</i>	248 (0.3%)	6.62	<i>time</i> because	177 (0.1%)	1.4
about <i>time</i>	244 (0.3%)	1.14	<i>time</i> which	174 (0.1%)	0.31
less <i>time</i>	242 (0.3%)	4.84	<i>time</i> his	171 (0.1%)	0.27
its <i>time</i>	226 (0.2%)	1.05	<i>time</i> round	165 (0.1%)	4.37
another <i>time</i>	215 (0.2%)	3.06	<i>time</i> available	160 (0.1%)	3.82
spend <i>time</i>	210 (0.2%)	24.64	<i>time</i> comes	154 (0.1%)	7.82

He also checks “teen” and “adult”, and realises he has forgotten to use the article again because of interference of his mother tongue. However, the results of the corpus make him

think carefully whether to use the definite or indefinite article, and he decides that in this case the indefinite article fits best.

**Infrequent pair of words: *are teen***

This is an infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 0.34 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'are'.](#)

[Check the most frequent words that usually appear before or after the word 'teen'.](#)

## Search

These are the most frequent words before and after the string '**teen**'. You can use this functionality to do extra checking on your text.

teen (78)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the teen	9 (12.7%)	1.98	No word found after teen		
a teen	8 (11.3%)	5.05			

**Infrequent pair of words: *be adult***

This is an infrequent pair of words.

Ratio: 0.18. It appeared 5 when statistically it should have appeared at least 28.2 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'be'.](#)

[Check the most frequent words that usually appear before or after the word 'adult'.](#)



These are the most frequent words before and after the string '**adult**'. You can use this functionality to do extra checking on your text.

adult (4555)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the adult	683 (17.3%)	2.57	adult education	519 (12.4%)	468.9
an adult	592 (15%)	39.4	adult life	252 (6%)	90.19
of adult	370 (9.4%)	2.7	adult and	154 (3.7%)	1.16
in adult	236 (6%)	2.76	adult population	90 (2.2%)	130.35
and adult	143 (3.6%)	1.28	adult suffrage	86 (2.1%)	4364.16
for adult	133 (3.4%)	3.45	adult males	78 (1.9%)	692.76
universal adult	84 (2.1%)	766.91	adult male	67 (1.6%)	121.12
to adult	82 (2.1%)	0.73	adult is	46 (1.1%)	0.93
young adult	57 (1.4%)	42.06	adult to	44 (1.1%)	0.33
with adult	54 (1.4%)	1.86	adult world	44 (1.1%)	19.87
his adult	53 (1.3%)	2.83	adult in	42 (1%)	0.42
their adult	47 (1.2%)	4.07	adult women	37 (0.9%)	21.83
on adult	44 (1.1%)	1.43	adult training	34 (0.8%)	35.12

The words highlighted in yellow are the following:

Check the most frequent words before and after:

+ New text
• Spelling
≡ Incorrect sequences
--? Problem words
•• Pairs filter
☰ Summary

### Pairs filter - Slightly suspicious combinations

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Parents and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, doing sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes... It reduces hours to practice sports and go out with friends. And finally, the government must ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things can't be dangerous for your health, however when you are adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

✎ Modify

#### How does it work?

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Slightly suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

- Red: Very suspicious pairs
- Orange: Suspicious pairs
- Yellow: **Slightly suspicious pairs**
- All: All suspicious pairs

The only doubt he has is what preposition follows the verb “educate.” In the corpus no suggestion is given, so he decides to check online instead and realises that he had written the right preposition.

**Suspicious pair of words: *educate in***

This is a suspicious pair of words.  
 Ratio: 0.5. It appeared 3 when statistically it should have appeared at least 6.02 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'educate'.](#)  
[Check the most frequent words that usually appear before or after the word 'in'.](#)

## Search

These are the most frequent words before and after the string '**educate**'. You can use this functionality to do extra checking on your text.

educate (321)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
to educate	229 (82.4%)	28.86	educate the	59 (19.5%)	2.66
and educate	23 (8.3%)	2.91	educate and	23 (7.6%)	2.46
also educate	5 (1.8%)	12.64	educate them	15 (5%)	27.93
should educate	5 (1.8%)	15.77	educate their	12 (4%)	12.45
help educate	4 (1.4%)	35.91	educate people	12 (4%)	31.98
you educate	4 (1.4%)	3.39			

idioms.thefreedictionary.com/educate+in

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Instant Grammar Checker  
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It's free

**educate in**

**educate someone in something**  
to train someone about something; to school someone in something. *Her parents educated her in the ways of the old country. She had educated herself in the ways of big business.*

See also: [educate, in](#)

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Link to this page:

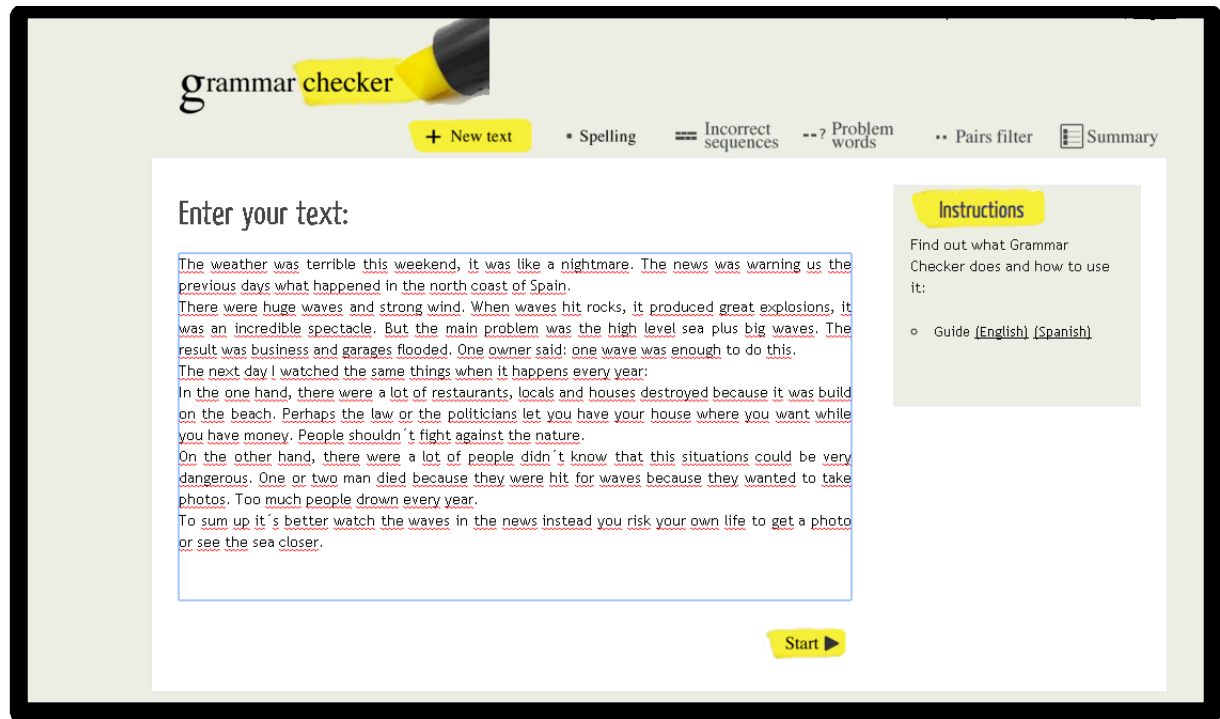
Finishes at 19:30

After using GC, Pedro briefly commented on his experience. He took over two hours to correct his work, but this was his first time using GC and he acknowledges that the more he gets familiarized with GC, the faster he will be at correcting his work. Pedro admits he hardly ever corrects his work as it is very time consuming and knows he will not find any mistakes. However, after using GC he admits that he knew how to correct the mistakes he made and that the feedback was extremely useful not only to correct that essay, but even for general revision. The overall feeling was very positive. He admits he did not practise this skill a lot as he did not have anyone to correct his work, and correcting it himself, he thought was a waste of time. However, now he has changed his mind and will use this tool more often. The fact that he can correct his work anywhere and anytime is also very motivating as he has long hours of work and has more time during the weekends.

## Composition 2

This is Pedro's second time using Grammar Checker. He has written a composition about the storm that collapsed Las Palmas' streets a few weeks ago.

Starts: 11:43 Finishes: 14:11





The screenshot shows the Grammar Checker interface. At the top, there is a navigation bar with the following options: '+ New text', 'Spelling', 'Incorrect sequences', 'Problem words', 'Pairs filter', and 'Summary'. The main area is titled 'Enter your text:' and contains a text input field with the following text:

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: In the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that this situations could be very dangerous. One or two man died because they were hit for waves because they wanted to take photos. Too much people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

At the bottom right of the text input field, there is a yellow 'Start' button with a right-pointing arrow. To the right of the text input field, there is an 'Instructions' box with the following text: 'Find out what Grammar Checker does and how to use it:' and a link 'Guide (English) (Spanish)'.

Pedro adds the text and uses the spelling filter to check it. There are three words highlighted in purple, as you can see in the image below. Pedro clicks on these words to read the feedback provided.

grammar checker 

Check the most frequent words before and after:  

+ New text   • Spelling   ≡ Incorrect sequences   --? Problem words   .. Pairs filter   ☰ Summary


### Result of the spelling filter:

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: In the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that this situations could be very dangerous. One or two man died because they were hit for waves because they wanted to take photos. Too much people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

**How does it work?**  
The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:  
**Yellow:** spelling mistakes with pedagogic feedback.  
**Purple:** words that are not amongst the 90, 000 most frequent English words.

Click on them to get more info.

 Modify

 Next


### Result of the spelling filter:


The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: In the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that this situations could be very dangerous. One or two man died because they were hit for waves because they wanted to take photos. Too much people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

**How does it work?**  
The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:  
**Yellow:** spelling mistakes with pedagogic feedback.  
**Purple:** words that are not amongst the 90, 000 most frequent English words.

Click on them to get more info.

 Modify

 Next

**Very infrequent word: *shoulnd` t***

This is a **very infrequent** word. It appeared 0 times in our database.

If the word is not the name of a person or place, check if it's correct in the Wordreference clicking [here](#) (External service not supported by us).

[Do you think it is correct? Improve our results.](#)

As we can see, the apostrophe is not detected again, so Pedro directly adds the three words.

grammar checker Check the most frequent words before and after:

Modificar texto Palabras Bigrams Seguimiento

## Añadir como correcto

¡Añadido correctamente! ¡Muchas gracias!

[Continuar](#)

### Instructions

Find out what Grammar Checker does and how to use it:

- Guide [\(English\)](#) [\(Spanish\)](#)

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The second filter detects incorrect sequences.

grammar checker Check the most frequent words before and after:

+ New text • Spelling **Incorrect sequences** --? Problem words •• Pairs filter Summary

## Incorrect sequences filter

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: **in the one hand**, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that **this situations** could be very dangerous. One or **two man** died because they were hit for waves because they wanted to take photos. Too **much people** drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

[Modify](#)

### How does it work?

The **incorrect sequences filter** compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

[Next](#)

## Incorrect sequences filter

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: **in the one hand**, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that **this situations** could be very dangerous. One or **two man** died because they were hit for waves because they wanted to take photos. Too **much people** drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

**How does it work?**  
The **incorrect sequences filter** compares your text with one million of the most frequent incorrect sequences in English.  
This filter will give you personalized feedback to help you improve your text.

[Modify](#) [Next](#)

You wrote: **in the one hand**

Did you mean **on the one hand**?

To express a point of view we use the phrase *on the one hand*.

*On the one hand, hard work can be very rewarding. On the other hand, it can be very stressful.*

Pedro realises very quickly that he has written the preposition wrong and corrects it.

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that **this situations** could be very dangerous. One or **two man** died because they were hit for waves because they wanted to take photos. Too **much people** drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

compares your text with one million of the most frequent incorrect sequences in English.  
This filter will give you personalized feedback to help you improve your text.

[Modify](#) [Next](#)

You wrote: **this situations**

Did you mean **these situations**?

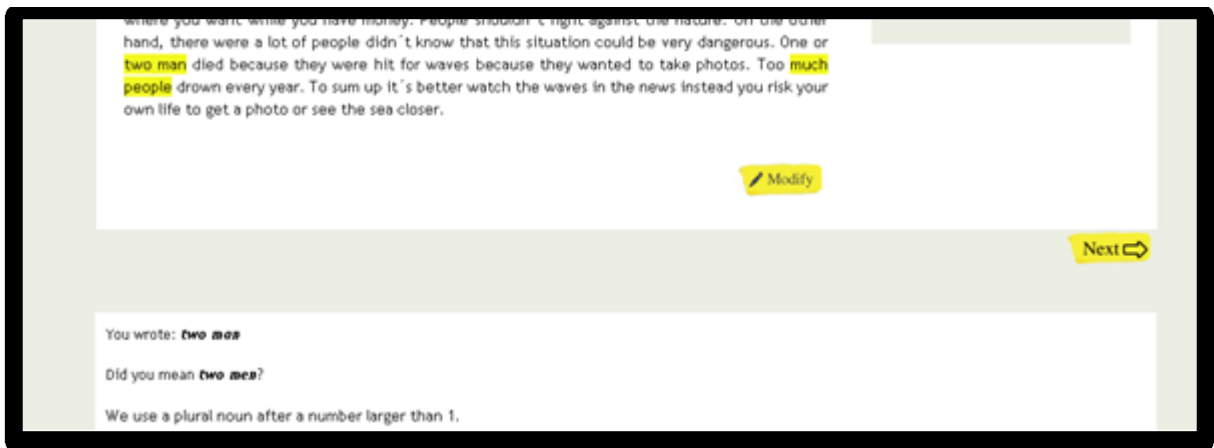
*This is followed by a singular noun; these is followed by a plural noun.*

*This thing is important.*

~~*This things are important.*~~

*These things are important.*

Here, the second mistake is of concord, which is very basic mistake for this level. Pedro realises that the determiner needs to concord with the noun.



As we can see, Pedro has made the same mistake, but here instead of just jumping to correct the plural, he takes the time to read the feedback and double check. Obviously he knows the mistake he has made, but it is positive to see that he reads all the feedback. In Spanish, adjectives concord with the nouns too (unlike in English, where adjectives that indicate quality do not vary) so this is good revision.



where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or **two man** died because they were hit for waves because they wanted to take photos. Too **much people** drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

Modify

Next ↪

You wrote: ***much people***

Did you mean ***many people***?

We cannot use *much* to refer to the quantity of people; we use *many*.

*There weren't many people at the concert.*

~~*There weren't much people at the concert.*~~

But note:

*There wasn't much people could do.*

(Here *much* refers to what they 'could do', not the number of people)

The last words highlighted are “much people”. This is a good point and a very typical mistake. Instead of just referring to countable and uncountable nouns, the feedback is more detailed, specifying nuances in meaning which is very useful for this level. Pedro reads the feedback and corrects the mistake.

He goes on the next filter which detects problem words.

## Problem words filter

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against the nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit for waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

These are the problem words you have used in your text:

+ the

+ same

+ know

+ that

+ for

The first problem word is the definite article, and we can see all the times they appear in this text.

## Problem words filter

**The** weather was terrible this weekend, it was like a nightmare. **The** news was warning us **the** previous days what happened in **the** north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But **the** main problem was **the** high level sea plus big waves. **The** result was business and garages flooded. One owner said: one wave was enough to do this. **The** next day I watched **the** same things when it happens every year: On **the** one hand, there were a lot of restaurants, locals and houses destroyed because it was build on **the** beach. Perhaps **the** law or **the** politicians let you have your house where you want while you have money. People shouldn't fight against **the** nature. On **the** other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit for waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch **the** waves in **the** news instead you risk your own life to get a photo or see **the** sea closer.

Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

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These are the problem words you have used in your text:

^ the

the

1. Common Error

Correct Version

~~The~~ flowers are vital for ~~the~~ bees.

Flowers are vital for bees.

Don't use *the* with plural nouns and uncountable nouns when you talk about something in general. *I like the coffee that she makes* is correct because it refers to specific coffee.

#### 2. Common Error

#### Correct Version

I was at ~~the~~ university with him.

I was at university with him.

After his accident he went to ~~the~~ hospital.

After his accident he went to hospital.

Children have to go to ~~the~~ school.

Children have to go to school.

Don't use *the* when you talk about a school, university, hospital, prison, church, or college unless you are referring to a specific building: *The school is next to the hospital.*

#### 3. Common Error

#### Correct Version

He has ~~the~~ breakfast at 8 o'clock.

He has breakfast at 8 o'clock.

~~The~~ lunch is the most important meal.

Lunch is the most important meal.

Don't use *the* with *breakfast, lunch, dinner, tea* and *supper* unless you are referring to a specific meal: *The lunch was delicious.*

#### 4. Common Error

#### Correct Version

~~The~~ John's house.

John's house.

~~The~~ Ana's father.

Ana's father.

~~The~~ Beethoven's music.

Beethoven's music.

Don't use *the* before a name ending in 's.

#### 5 Common Error

#### Correct Version

He hurt ~~the~~ leg playing football.

He hurt **his** leg playing football.

She raised ~~the~~ hand.

She raised **her** hand.

We use *my, your, his, her, our, their* before the parts of someone's body.

Find the occurrences of this problem word in the text

Due to interference of his mother tongue, Pedro tends to use the article incorrectly. He goes through the feedback and checks all the definite articles he has used. One mistake is detected

and corrected: Pedro concludes that “nature” goes without the article as we are talking about general things.

The next problem word is “same” and it appears once in the text.

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the **same** things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit for waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

Modify

these are the problem words you have used in your text:

- + the
- ^ same

Common error	Correct version
<i>She likes the same music <del>than</del> her husband.</i>	<i>She likes the same music as her husband.</i>

Pedro states that it is not a comparative, so he moves on to the next problem word which is “know”.

## Problem words filter

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit for waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

These are the problem words you have used in your text:

+ the

+ same

^ know

know

*I ~~knew~~ Mary at a party.*

*I ~~met~~ Mary at a party.*

We use "meet" to refer to the first occasion.

#### 2. Common error

#### Correct version

*We ~~knew~~ Paris well on that holiday.*

*We ~~got to~~ know Paris well on that holiday.*

We use "get to know" for a process of learning about a person, place or thing.

Find the occurrences of this problem word in the text

This is very good revision. Pedro considers using "get to know" but then thinks again and realises it is not exactly a process of learning, so he moves on to the next problem word: "that".

## Problem words filter

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people didn't know **that** this situation could be very dangerous. One or two men died because they were hit for waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

✎ Modify

### How does it work?

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These are the problem words you have used in your text:

+ the

+ same

+ know

^ that

### that

#### 1. Common error

London, ~~that~~ is the biggest city in Britain, is also the capital.

Mr Smith, ~~that~~ is my teacher, will be late.

#### Correct version

London, **which** is the biggest city in Britain, is also the capital.

Mr Smith, **who** is my teacher, will be late.

Don't use "that" in a non-identifying clause (when the clause is not identifying the person/place/thing).

#### 2. Common error

I think ~~that~~ is a good idea to eat first.

#### Correct version

I think **that** it is a good idea to eat first.

Find the occurrences of this problem word in the text

Here, Pedro tries to replace "that" with "which" or "who" but realises it does not make sense so leaves it the way it is.

The next problem word is "for":

## Problem words filter

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit **for** waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

These are the problem words you have used in your text:

+ the  
+ same  
+ know  
+ that  
^ for

### 1. Common error

*He sat down **for** resting.*

Don't use *for* + -ing to say why someone does something.

### Correct version

*He sat down **to** rest.*

### 2. Common error

*He is living there **for** six years.*

VERB IN PERFECT TENSE + FOR + PERIOD OF TIME

### Correct version

*He has been living there **for** six years.*

### 3. Common error

*Hamlet was written **for** Shakespeare.*

Use "by" not "for" in positive constructions.


### Correct version

*Hamlet was written **by** Shakespeare.*

Find the occurrences of this problem word in the text

This is a very useful point, due to the interference of Spanish once again. Pedro realises immediately after reading the last point that we write "by waves."

Once all the mistakes are corrected, he uses the pair filter. The words detected as very suspicious pairs are the following:


Grammar checker 

Check the most frequent words before and after:  🔍

+ New text • Spelling = Incorrect sequences --? Problem words **.. Pairs filter** 📄 Summary

## Pairs filter - Very suspicious combinations

The weather was **terrible this** weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you **want while** you have money. People shouldn't fight against nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit by waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

 Modify

**How does it work?**

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Very suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** Very suspicious pairs  
**Orange:** Suspicious pairs  
**Yellow:** Slightly suspicious pairs  
**All:** All suspicious pairs

**Next** ➡

**Very infrequent pair of words: terrible this**

This is a very infrequent pair of words.  
 Ratio: 0. It appeared 0 when statistically it should have appeared at least 14,28 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'terrible'.](#)  
[Check the most frequent words that usually appear before or after the word 'this'.](#)

The first pair is “terrible this”. Pedro thinks he has written it correctly, but double checks by clicking on the links.



## Search

These are the most frequent words before and after the string '**terrible**'. You can use this functionality to do extra checking on your text.

terrible (3515)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
a terrible	1094 (37.2%)	15.33	terrible thing	111 (3.3%)	117.76
the terrible	420 (14.3%)	2.05	terrible things	70 (2.1%)	54.96
was terrible	127 (4.3%)	4.39	terrible to	55 (1.6%)	0.53
that terrible	97 (3.3%)	3.03	terrible and	51 (1.5%)	0.5
and terrible	84 (2.9%)	0.97	terrible mistake	43 (1.3%)	292.5
this terrible	82 (2.8%)	5.74	terrible shock	39 (1.2%)	227.31
so terrible	74 (2.5%)	11.43	terrible time	35 (1%)	6.08
is terrible	63 (2.1%)	1.96	terrible state	34 (1%)	28.82
something terrible	62 (2.1%)	46.36	terrible for	31 (0.9%)	0.88
most terrible	61 (2.1%)	17.89	terrible that	30 (0.9%)	0.79
of terrible	51 (1.7%)	0.48	terrible pain	29 (0.9%)	102.91
some terrible	50 (1.7%)	9.33	terrible place	29 (0.9%)	15.51

He is slightly confused as he does not know if there is a mistake or not. He decides to look at the next pair of words highlighted: “want while”. He clicks on the links below to see how these words usually collocate

happens every year: On the one hand, there were a lot of restaurants, locals and houses destroyed because it was build on the beach. Perhaps the law or the politicians let you have your house where you **want while** you have money. People shouldn't fight against nature. On the other hand, there were a lot of people didn't know that this situation could be very dangerous. One or two men died because they were hit by waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

Currently **Very suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** Very suspicious pairs

**Orange:** Suspicious pairs

**Yellow:** Slightly suspicious pairs

**All:** All suspicious pairs

 Modify

**Next** 

### Very infrequent pair of words: *want while*

This is a very infrequent pair of words.

Ratio: 0.05. It appeared 1 when statistically it should have appeared at least 19.58 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'want'.](#)

[Check the most frequent words that usually appear before or after the word 'while'.](#)

## Search

These are the most frequent words before and after the string **want!**. You can use this functionality to do extra checking on your text.

want (36231)						
Combination	Frequency	Ratio		Combination	Frequency	Ratio
you want	6493 (19.3%)	48.71		want to	20495 (58%)	19.32
i want	6077 (18%)	33.6		want a	1329 (3.8%)	1.53
don't want	3656 (10.9%)	189.58		want you	1241 (3.5%)	7.86
not want	2268 (6.7%)	15.65		want the	1040 (2.9%)	0.42
didn't want	2187 (6.5%)	193.69		want it	775 (2.2%)	2.36
they want	2044 (6.1%)	17.83		want me	773 (2.2%)	16.67
we want	1983 (5.9%)	24.03		want him	489 (1.4%)	7.79
who want	701 (2.1%)	10.41		want them	424 (1.2%)	7
will want	646 (1.9%)	7.39		want of	307 (0.9%)	0.24
to want	635 (1.9%)	0.71		want her	265 (0.7%)	2.06
really want	574 (1.7%)	53.13		want is	255 (0.7%)	0.65
would want	573 (1.7%)	7.48		want any	244 (0.7%)	5.15
just want	451 (1.3%)	13.92		want that	223 (0.6%)	0.57
doesn't want	362 (1.1%)	94.2		want your	213 (0.6%)	4.64
wouldn't want	347 (1%)	92.53		want my	195 (0.6%)	3.56
people want	309 (0.9%)	8.64		want more	194 (0.5%)	2.25
may want	283 (0.8%)	6.74		want and	190 (0.5%)	0.18
and want	271 (0.8%)	0.3		want us	185 (0.5%)	7.86
might want	230 (0.7%)	11.89		want this	171 (0.5%)	0.98
also want	184 (0.5%)	4.12		want some	165 (0.5%)	2.52
he want	178 (0.5%)	0.91		want an	142 (0.4%)	1
still want	168 (0.5%)	6.95		want their	127 (0.4%)	1.17
for want	162 (0.5%)	0.53		want something	126 (0.4%)	7.72
do want	148 (0.4%)	3.29		want from	120 (0.3%)	0.67
only want	119 (0.4%)	2.33		want anything	114 (0.3%)	12.19
won't want	107 (0.3%)	29.02		want one	111 (0.3%)	1.08
all want	103 (0.3%)	1.18		want people	98 (0.3%)	2.31
should want	99 (0.3%)	2.77		want anyone	91 (0.3%)	16.06
she want	93 (0.3%)	0.88		want his	89 (0.3%)	0.5
always want	88 (0.3%)	6.08		want for	88 (0.2%)	0.24

did want	88 (0.3%)	3.26	want in	79 (0.2%)	0.1
now want	84 (0.2%)	2.06	want our	72 (0.2%)	2.02
d'you want	83 (0.2%)	305.67	want he	72 (0.2%)	0.31
you'll want	82 (0.2%)	28.77	want all	65 (0.2%)	0.63
never want	79 (0.2%)	4.55	want no	63 (0.2%)	0.87
even want	78 (0.2%)	2.54	want another	60 (0.2%)	2.61
me want	76 (0.2%)	1.94	want someone	57 (0.2%)	8.36
or want	76 (0.2%)	0.61	want with	56 (0.2%)	0.2
that want	70 (0.2%)	0.21	want nothing	55 (0.2%)	4.42
women want	62 (0.2%)	5.45	want i	55 (0.2%)	0.26
ever want	60 (0.2%)	6.84	want or	42 (0.1%)	0.28
you'd want	59 (0.2%)	31.39	want out	37 (0.1%)	0.49
actually want	52 (0.2%)	10.88	want now	36 (0.1%)	0.75
her want	49 (0.1%)	0.45	want at	36 (0.1%)	0.17
probably want	45 (0.1%)	5.82	want she	35 (0.1%)	0.28
the want	41 (0.1%)	0.02	want what	31 (0.1%)	0.44
could want	38 (0.1%)	0.78	want said	31 (0.1%)	0.41
parents want	38 (0.1%)	7.3	want those	30 (0.1%)	0.88

simply want	38 (0.1%)	6.18	want children	28 (0.1%)	1.7
police want	37 (0.1%)	4.39	want everything	27 (0.1%)	4.41
they'll want	36 (0.1%)	36.57	want everyone	26 (0.1%)	5.47
anyone want	36 (0.1%)	7.52	want money	25 (0.1%)	1.89
he'll want	36 (0.1%)	36.12	want such	22 (0.1%)	0.47
shall want	36 (0.1%)	5.68	want but	22 (0.1%)	0.13
both want	35 (0.1%)	1.44	want these	21 (0.1%)	0.43
customers want	33 (0.1%)	14.19	want things	21 (0.1%)	1.6
he'd want	33 (0.1%)	9.29	want as	21 (0.1%)	0.08
users want	32 (0.1%)	14.28	want so	20 (0.1%)	0.25
but want	31 (0.1%)	0.22	want help	19 (0.1%)	1.28
them want	28 (0.1%)	0.55	want only	19 (0.1%)	0.31
does want	27 (0.1%)	1.75	want anybody	19 (0.1%)	20.9
particularly want	27 (0.1%)	3.53	want when	19 (0.1%)	0.24
others want	26 (0.1%)	2.65	want tae	17 (0%)	128.08
who'd want	25 (0.1%)	68.74	want information	16 (0%)	1.04
desperately want	23 (0.1%)	34.62	want just	16 (0%)	0.42
men want	23 (0.1%)	1.87	want peace	16 (0%)	4.72

<i>it want</i>	22 (0.1%)	0.08	<i>want too</i>	15 (0%)	0.55
<i>him want</i>	22 (0.1%)	0.42	<i>want each</i>	15 (0%)	0.59
<i>ye want</i>	22 (0.1%)	45.76	<i>want done</i>	15 (0%)	1.36
<i>much want</i>	21 (0.1%)	0.72	<i>want further</i>	14 (0%)	0.92
<i>she'll want</i>	21 (0.1%)	44.28	<i>want not</i>	14 (0%)	0.08
<i>i'll want</i>	20 (0.1%)	4.72	<i>want other</i>	14 (0%)	0.23
<i>yer want</i>	20 (0.1%)	39.8	<i>want change</i>	13 (0%)	1.03
<i>children want</i>	18 (0.1%)	1.29	<i>want good</i>	13 (0%)	0.46
<i>members want</i>	17 (0.1%)	1.76	<i>want there</i>	13 (0%)	0.13
<i>which want</i>	17 (0.1%)	0.13	<i>want both</i>	13 (0%)	0.45
<i>usually want</i>	17 (0.1%)	2.59	<i>want then</i>	13 (0%)	0.25
<i>well want</i>	17 (0.1%)	0.57	<i>want much</i>	13 (0%)	0.37
<i>they'd want</i>	17 (0.1%)	13.25	<i>want if</i>	12 (0%)	0.13
<i>companies want</i>	16 (0%)	2.65	<i>want somebody</i>	12 (0%)	10.53
<i>merely want</i>	15 (0%)	5.44	<i>want by</i>	12 (0%)	0.05
<i>one want</i>	15 (0%)	0.17	<i>want are</i>	12 (0%)	0.06
<i>a want</i>	15 (0%)	0.02	<i>want answers</i>	12 (0%)	8.45
<i>of want</i>	15 (0%)	0.01	<i>want ter</i>	11 (0%)	53.72

<i>did want</i>	88 (0.3%)	3.26	<i>want in</i>	79 (0.2%)	0.1
<i>now want</i>	84 (0.2%)	2.06	<i>want our</i>	72 (0.2%)	2.02
<i>d'you want</i>	83 (0.2%)	305.67	<i>want he</i>	72 (0.2%)	0.31
<i>you'll want</i>	82 (0.2%)	28.77	<i>want all</i>	65 (0.2%)	0.63
<i>never want</i>	79 (0.2%)	4.55	<i>want no</i>	63 (0.2%)	0.87
<i>even want</i>	78 (0.2%)	2.54	<i>want another</i>	60 (0.2%)	2.61
<i>me want</i>	76 (0.2%)	1.94	<i>want someone</i>	57 (0.2%)	8.36
<i>or want</i>	76 (0.2%)	0.61	<i>want with</i>	56 (0.2%)	0.2
<i>that want</i>	70 (0.2%)	0.21	<i>want nothing</i>	55 (0.2%)	4.42
<i>women want</i>	62 (0.2%)	5.45	<i>want i</i>	55 (0.2%)	0.26
<i>ever want</i>	60 (0.2%)	6.84	<i>want or</i>	42 (0.1%)	0.28
<i>you'd want</i>	59 (0.2%)	31.39	<i>want out</i>	37 (0.1%)	0.49
<i>actually want</i>	52 (0.2%)	10.88	<i>want now</i>	36 (0.1%)	0.75
<i>her want</i>	49 (0.1%)	0.45	<i>want at</i>	36 (0.1%)	0.17
<i>probably want</i>	45 (0.1%)	5.82	<i>want she</i>	35 (0.1%)	0.28
<i>the want</i>	41 (0.1%)	0.02	<i>want what</i>	31 (0.1%)	0.44
<i>could want</i>	38 (0.1%)	0.78	<i>want said</i>	31 (0.1%)	0.41
<i>parents want</i>	38 (0.1%)	7.3	<i>want those</i>	30 (0.1%)	0.88

## Search

These are the most frequent words before and after the string **while**'. You can use this functionality to do extra checking on your text.

while (51184)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
a <i>while</i>	3481 (7.6%)	3.35	<i>while</i> the	8798 (37.6%)	2.49
and <i>while</i>	1158 (2.5%)	0.92	<i>while</i> he	1945 (8.3%)	5.94
that <i>while</i>	1077 (2.3%)	2.31	<i>while</i> i	1358 (5.8%)	4.49
but <i>while</i>	529 (1.2%)	2.64	<i>while</i> in	1224 (5.2%)	1.08
little <i>while</i>	300 (0.7%)	10.72	<i>while</i> she	1191 (5.1%)	6.75
the <i>while</i>	258 (0.6%)	0.09	<i>while</i> they	1170 (5%)	6.1
short <i>while</i>	236 (0.5%)	25.06	<i>while</i> it	1149 (4.9%)	2.47
it <i>while</i>	190 (0.4%)	0.48	<i>while</i> a	1006 (4.3%)	0.82
long <i>while</i>	139 (0.3%)	5.32	<i>while</i> you	740 (3.2%)	3.32
even <i>while</i>	131 (0.3%)	3.02	<i>while</i> others	729 (3.1%)	44.41
him <i>while</i>	128 (0.3%)	1.71	<i>while</i> we	633 (2.7%)	4.58
her <i>while</i>	125 (0.3%)	0.81	<i>while</i> at	619 (2.6%)	2.06

After looking thoroughly through the most frequent words, he does not find a better or suitable match, so he leaves it the way it is. The suspicious pairs detected are highlighted in orange:

grammar checker Check the most frequent words before and after:

+ New text   • Spelling   == Incorrect sequences   --? Problem words   .. Pairs filter   ☰ Summary

## Pairs filter - Suspicious combinations

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous **days what** happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an **incredible spectacle**. But the main problem was the high **level sea plus** big waves. The result **was business** and **garages flooded**. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: on the one hand, there were a lot of restaurants, locals and houses destroyed because it **was built** on the beach. Perhaps the law or the **politicians let** you have your house where you want while you have money. People **shouldn't fight** against nature. On the other hand, there were a lot of **people didn't know** that these situations could be very dangerous. One or two men died because they were hit by waves because they wanted to take photos. Too many **people drown every** year. To sum **up it's better** watch the waves in the **news instead** you risk your own life to get a photo **or see** the **sea closer**.

[Modify](#)

**How does it work?**

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** Very suspicious pairs  
**Orange:** Suspicious pairs  
**Yellow:** Slightly suspicious pairs  
**All:** All suspicious pairs

[Next](#) ⇨

He only checks those words that he thinks could be incorrect. The first pair is “days what”.

**Infrequent pair of words: *days what***

This is an infrequent pair of words.  
 Ratio: 0.15. It appeared 7 when statistically it should have appeared at least 45.22 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'days'.](#)  
[Check the most frequent words that usually appear before or after the word 'what'.](#)

He decides to look at the words that precede “what”.

Combination	Frequency	Ratio	Combination	Frequency	Ratio
of <i>what</i>	9788 (6.7%)	2.11	<i>what</i> is	13404 (12.2%)	8.01
know <i>what</i>	6189 (4.3%)	62.71	<i>what</i> the	7889 (7.2%)	0.74
and <i>what</i>	5680 (3.9%)	1.5	<i>what</i> he	7551 (6.9%)	7.66
to <i>what</i>	3857 (2.7%)	1.01	<i>what</i> was	7360 (6.7%)	4.89
in <i>what</i>	3214 (2.2%)	1.11	<i>what</i> i	7010 (6.4%)	7.69
is <i>what</i>	3171 (2.2%)	2.25	<i>what</i> they	6497 (5.9%)	11.24
but <i>what</i>	3048 (2.1%)	5.04	<i>what</i> you	5709 (5.2%)	8.49
about <i>what</i>	2627 (1.8%)	10.44	<i>what</i> it	4812 (4.4%)	3.44
for <i>what</i>	2441 (1.7%)	1.87	<i>what</i> we	4306 (3.9%)	10.35
see <i>what</i>	2387 (1.6%)	16.84	<i>what</i> do	3534 (3.2%)	15.59
that's <i>what</i>	2380 (1.6%)	70.87	<i>what</i> she	3415 (3.1%)	6.43
on <i>what</i>	2208 (1.5%)	2.12	<i>what</i> a	3392 (3.1%)	0.91
that <i>what</i>	1856 (1.3%)	1.32	<i>what</i> are	3245 (3%)	4.11
with <i>what</i>	1708 (1.2%)	1.73	<i>what</i> to	2695 (2.5%)	0.6
exactly <i>what</i>	1597 (1.1%)	121.23	<i>what</i> happened	2308 (2.1%)	108.41
out <i>what</i>	1309 (0.9%)	4.87	<i>what</i> had	2282 (2.1%)	3.09
from <i>what</i>	1292 (0.9%)	2	<i>what</i> about	2173 (2%)	7.29

Pedro is starting to know how to use the corpus more efficiently and is being more practical. He realises immediately that we can say “about what” as it is high in the frequency list. The next words he checks are “incredible spectacle”.

**Infrequent pair of words: *incredible spectacle***

This is an infrequent pair of words.  
Ratio: 0. It appeared 0 when statistically it should have appeared at least 0.01 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.







He does not know if looking at the corpus is the best choice here. Therefore, he decides to check if “spectacle” exists or whether he is translating from Spanish.

Word of the Day Translate Games Blog

Dictionary.com definitions

[**spek-tuh-kuh** 1]

[Synonyms](#) [Examples](#) [Word Origin](#)

**noun**

- anything presented to the sight or view, especially something of a striking or impressive kind:  
*The stars make a fine spectacle tonight.*
- a public show or display, especially on a large scale:  
*The coronation was a lavish spectacle.*
- spectacles**, eyeglasses, especially with pieces passing over or around the ears for holding them in place.
- Often, **spectacles**.
  - something resembling spectacles in shape or function.
  - any of various devices suggesting spectacles, as one attached to a semaphore to display lights or different colors by colored glass.
- Obsolete.* a spyglass.

He realises that the first entry is what he intended to define. He decides he has used the word correctly and moves on to “level sea”:

**Infrequent pair of words: level sea**

This is an infrequent pair of words.  
 Ratio: 0.43. It appeared 1 when statistically it should have appeared at least 2.33 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'level'.](#)  
[Check the most frequent words that usually appear before or after the word 'sea'.](#)



level (23836)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the <i>level</i>	3908 (23.4%)	2.81	<i>level</i> of	7955 (35.5%)	9.37
a <i>level</i>	962 (5.8%)	1.99	<i>level</i> and	712 (3.2%)	1.03
high <i>level</i>	900 (5.4%)	112.89	<i>level</i> in	521 (2.3%)	0.98
this <i>level</i>	544 (3.3%)	5.62	<i>level</i> is	376 (1.7%)	1.45
low <i>level</i>	452 (2.7%)	120.05	<i>level</i> with	341 (1.5%)	1.89
higher <i>level</i>	415 (2.5%)	113.07	<i>level</i> to	279 (1.2%)	0.4
local <i>level</i>	407 (2.4%)	39.57	<i>level</i> at	258 (1.2%)	1.85
sea <i>level</i>	387 (2.3%)	165.8	<i>level</i> the	231 (1%)	0.14
highest <i>level</i>	332 (2%)	289.5	<i>level</i> for	228 (1%)	0.96
national <i>level</i>	286 (1.7%)	53.88	<i>level</i> as	191 (0.9%)	1.07
lower <i>level</i>	273 (1.6%)	97.16	<i>level</i> was	153 (0.7%)	0.66
same <i>level</i>	268 (1.6%)	19.8	<i>level</i> or	142 (0.6%)	1.45
ground <i>level</i>	268 (1.6%)	74.52	<i>level</i> which	142 (0.6%)	1.4
price <i>level</i>	265 (1.6%)	66.51	<i>level</i> that	132 (0.6%)	0.51

Bingo! Using the corpus for this pair has proved to be extremely useful. He realises very quickly he has forgotten the preposition. He continues and checks “was business”:

**Infrequent pair of words: *was business***

This is an infrequent pair of words.  
Ratio: 0.13. It appeared 32 when statistically it should have appeared at least 249.31 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

Check the most frequent words that usually appear before or after the word 'was'.  
Check the most frequent words that usually appear before or after the word 'business'.

He does not see the mistake. He thinks it might be a spelling mistake but then realises that it was not highlighted in the spelling filter so moves on to “was build”.

**Infrequent pair of words: was build**

This is an infrequent pair of words.

Ratio: 0.15. It appeared 8 when statistically it should have appeared at least 52.43 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

Here he realises that he has written the past participle incorrectly, so corrects it without needing to check the corpus.

**Infrequent pair of words: people didn't**

This is an infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 0 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

Check the most frequent words that usually appear before or after the word 'people'.

Check the most frequent words that usually appear before or after the word 'didn't'.

For the following pair “people didn’t”, it takes him a while to see the mistake. He realises he has forgotten to put the relative pronoun, so alters is and checks if it continues to be highlighted.

### Pairs filter - Suspicious combinations

The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days about what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level of the sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things when it happens every year: on the one hand, there were a lot of restaurants, locals and houses destroyed because it was built on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people who didn't know that these situations could be very dangerous. One or two men died because they were hit by waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead you risk your own life to get a photo or see the sea closer.

It is still highlighted, so he is a bit disappointed. He decides to go to the next pair: “drwon every”.

**Infrequent pair of words: *drown every***

This is an infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 0.12 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'drown'.](#)

[Check the most frequent words that usually appear before or after the word 'every'.](#)

every (33622)						
Combination	Frequency	Ratio		Combination	Frequency	Ratio
in every	2435 (7.7%)	3.86		every day	2309 (8.3%)	115.36
of every	1612 (5.1%)	1.59		every time	1507 (5.4%)	27.37
for every	1519 (4.8%)	5.34		every year	1202 (4.3%)	49.2
and every	1272 (4%)	1.54		every other	658 (2.4%)	11.43
that every	1009 (3.2%)	3.29		every one	564 (2%)	5.9
at every	772 (2.4%)	4.64		every week	559 (2%)	58.9
to every	757 (2.4%)	0.91		every night	531 (1.9%)	45.24
almost every	748 (2.4%)	73.23		every morning	358 (1.3%)	58.33
on every	695 (2.2%)	3.06		every word	319 (1.2%)	48.96
with every	681 (2.2%)	3.17		every aspect	310 (1.1%)	185.24

He notices that we can say “every year”, so he proceeds to check “news instead”:

**Infrequent pair of words: *news instead***

This is an infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 1.42 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'news'.](#)

[Check the most frequent words that usually appear before or after the word 'instead'.](#)

instead (12878)						
Combination	Frequency	Ratio		Combination	Frequency	Ratio
but <i>instead</i>	559 (5.8%)	11.07		<i>instead</i> of	5937 (92%)	12.94
and <i>instead</i>	351 (3.7%)	1.11		<i>instead</i> to	329 (5.1%)	0.87
that <i>instead</i>	156 (1.6%)	1.33		<i>instead</i> he	326 (5%)	3.96
used <i>instead</i>	128 (1.3%)	17.2		<i>instead</i> the	269 (4.2%)	0.3
so <i>instead</i>	83 (0.9%)	3.5		<i>instead</i> they	213 (3.3%)	4.41
it <i>instead</i>	55 (0.6%)	0.56		<i>instead</i> it	179 (2.8%)	1.53
him <i>instead</i>	52 (0.5%)	2.76		<i>instead</i> she	165 (2.6%)	3.72
them <i>instead</i>	46 (0.5%)	2.53		<i>instead</i> a	135 (2.1%)	0.44
is <i>instead</i>	40 (0.4%)	0.34		<i>instead</i> on	121 (1.9%)	1.17
preferring <i>instead</i>	32 (0.3%)	479.43		<i>instead</i> we	89 (1.4%)	2.56
said <i>instead</i>	30 (0.3%)	1.33		<i>instead</i> for	89 (1.4%)	0.69
if <i>instead</i>	29 (0.3%)	1.07		<i>instead</i> that	87 (1.3%)	0.63
or <i>instead</i>	28 (0.3%)	0.63		<i>instead</i> i	85 (1.3%)	1.12
was <i>instead</i>	26 (0.3%)	0.25		<i>instead</i> there	59 (0.9%)	1.64
her <i>instead</i>	26 (0.3%)	0.67		<i>instead</i> be	46 (0.7%)	0.49

He notices that “instead” is followed by a preposition and corrects this. The next pair is “sea closer”:

**Infrequent pair of words: sea closer**

This is an infrequent pair of words.  
 Ratio: 0. It appeared 0 when statistically it should have appeared at least 0.42 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

Check the most frequent words that usually appear before or after the word 'sea'.  
Check the most frequent words that usually appear before or after the word 'closer'.

closer (4239)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
a closer	325 (9.2%)	3.78	closer to	1590 (39.6%)	12.81
much closer	211 (6%)	61.49	closer and	171 (4.3%)	1.38
the closer	149 (4.2%)	0.6	closer together	167 (4.2%)	117.31
moved closer	137 (3.9%)	240.99	closer look	165 (4.1%)	83.57
and closer	119 (3.4%)	1.14	closer than	106 (2.6%)	14.88
came closer	102 (2.9%)	57.55	closer inspection	76 (1.9%)	807.86
on closer	97 (2.8%)	3.39	closer examination	76 (1.9%)	323.4
even closer	96 (2.7%)	26.74	closer links	52 (1.3%)	244.92
is closer	87 (2.5%)	2.24	closer relationship	47 (1.2%)	73.46
her closer	79 (2.2%)	6.22	closer in	36 (0.9%)	0.38
be closer	67 (1.9%)	2.55	closer co-operation	34 (0.8%)	215.13
was closer	66 (1.9%)	1.89	closer the	33 (0.8%)	0.11
ever closer	64 (1.8%)	62.33	closer still	30 (0.7%)	8.95
are closer	62 (1.8%)	3.39	closer ties	28 (0.7%)	355.76

Pedro thinks that “closer” is highlighted because he has forgotten to put a preposition (like he learned with “instead”). So, he decides to add the preposition “to” erroneously, since it is at the top of the frequency list.

The slightly suspicious combinations are highlighted in yellow as you can see in the image below:

Check the most frequent words before and after: book

**g**rammar checker

+ New text • Spelling = Incorrect sequences --? Problem words **.. Pairs filter** Summary

## Pairs filter - Slightly suspicious combinations

The weather was terrible this weekend, it was like a nightmare. The news **was warning** us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level of the sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same **things when** it happens every year: on the one hand, there were a lot of restaurants, locals and houses destroyed because it was built on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people who didn't know that these situations could be very dangerous. One or two men died because they were hit by waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead of **you risk** your own life to get a photo or see the sea closer to.

**Modify**

### How does it work?

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Slightly suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** Very suspicious pairs  
**Orange:** Suspicious pairs  
**Yellow:** **Slightly suspicious pairs**  
**All:** All suspicious pairs

He decides to only check “things when”:

**Suspicious pair of words: *things when***

This is a suspicious pair of words.  
 Ratio: 0.72. It appeared 39 when statistically it should have appeared at least 53.94 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'things'.](#)  
[Check the most frequent words that usually appear before or after the word 'when'.](#)

## Search

These are the most frequent words before and after the string **'things'**. You can use this functionality to do extra checking on your text.

things (28982)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
of things	2099 (9.4%)	2.41	things that	1596 (5.9%)	5.1
the things	1766 (7.9%)	1.05	things to	1401 (5.2%)	1.65
other things	1559 (7%)	37.21	things are	1307 (4.8%)	8.82
these things	1220 (5.5%)	36.74	things like	982 (3.6%)	25.08
such things	746 (3.3%)	23.58	things in	936 (3.5%)	1.45
all things	589 (2.6%)	8.44	things were	766 (2.8%)	7.53
two things	522 (2.3%)	14.03	things which	558 (2.1%)	4.53
and things	498 (2.2%)	0.7	things as	554 (2%)	2.54
many things	493 (2.2%)	20.01	things and	515 (1.9%)	0.61
those things	483 (2.2%)	21.08	things you	487 (1.8%)	3.86
do things	458 (2.1%)	12.74	things i	482 (1.8%)	2.81
that things	438 (2%)	1.66	things have	397 (1.5%)	2.92

He decides to change the relative pronoun to “that”.

## Pairs filter - Slightly suspicious combinations

The weather was terrible this weekend, it was like a nightmare. The news **was warning** us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an incredible spectacle. But the main problem was the high level of the sea plus big waves. The result was business and garages flooded. One owner said: one wave was enough to do this. The next day I watched the same things that it happens every year: on the one hand, there were a lot of restaurants, locals and houses destroyed because it was built on the beach. Perhaps the law or the politicians let you have your house where you want while you have money. People shouldn't fight against nature. On the other hand, there were a lot of people who didn't know that these situations could be very dangerous. One or two men died because they were hit by waves because they wanted to take photos. Too many people drown every year. To sum up it's better watch the waves in the news instead of **you risk** your own life to get a photo or see the sea closer to.

 Modify

### How does it work?

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Slightly suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

**Red:** Very suspicious pairs

**Orange:** Suspicious pairs

**Yellow:** Slightly suspicious pairs

**All:** All suspicious pairs

He is then given a list of his most frequent mistakes, but he does not know how to interpret the information:

## My most frequent mistakes:

Mistake	Type	Number of occurrences
terrible this	Very infrequent pair of words	7
incredible spectacle	Infrequent pair of words	7
sea plus	Infrequent pair of words	7
was business	Infrequent pair of words	7
garages flooded	Infrequent pair of words	7
politicians let	Infrequent pair of words	7
shouldn't fight	Infrequent pair of words	7
didn't know	Infrequent pair of words	7
people drown	Infrequent pair of words	7
drown every	Infrequent pair of words	7

## My texts

Text	Date	Infrequent words	Very infrequent words	Suspicious pair of words	Infrequent pair of words	Very infrequent pair of words
<u>The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it was an ...</u>	2015-12-04 14:59:20	0	0	0	0	0
<u>The weather was terrible this weekend, it was like a nightmare. The news was warning us the previous days what happened in the north coast of Spain. There were huge waves and strong wind. When waves hit rocks, it produced great explosions, it</u>	2015-12-04 14:34:19	0	0	0	0	0

### Instructions

Find out what Grammar Checker does and how to use it:

- Guide [\(English\)](#) [\(Spanish\)](#)

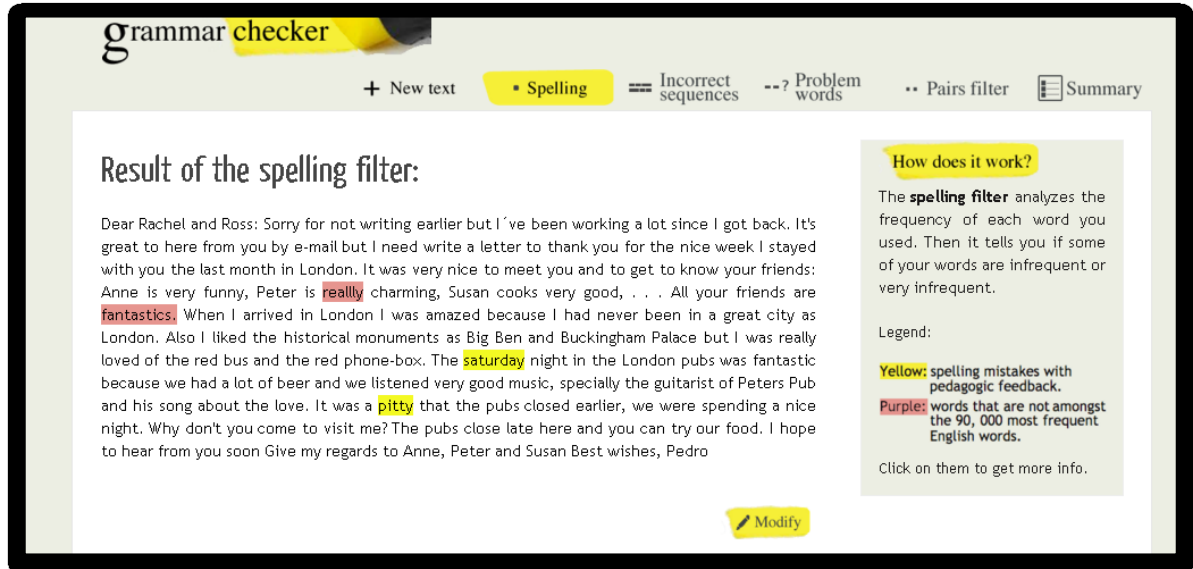


### Composition 3

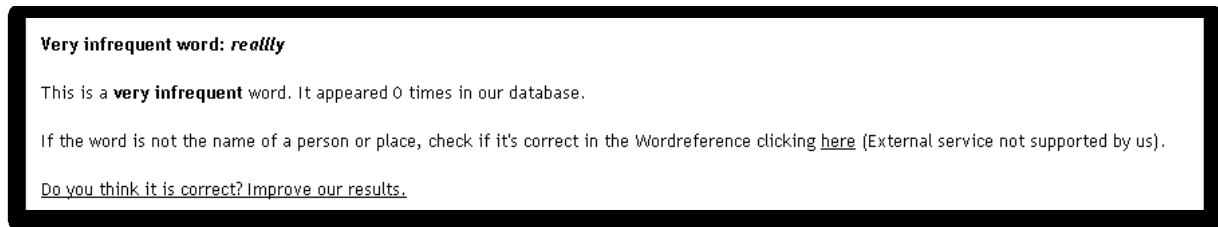
Starts at 8:27 Finishes: 9:21

For this composition, Pedro was asked to write a letter thanking some friends he had just visited. Letter writing is a typical type of activity that students are asked to do in an exam, so it is important that they practise this format as much as possible.

Pedro adds the text and goes through the spelling filter. The words highlighted are shown below:

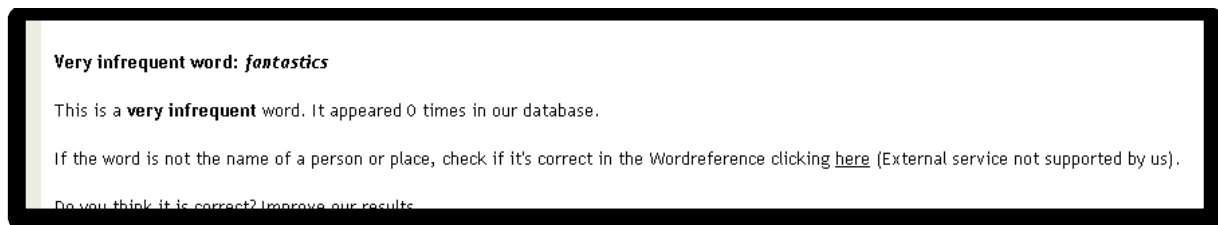


The screenshot shows the Grammarly checker interface. At the top, there's a navigation bar with options: '+ New text', '\* Spelling', 'Incorrect sequences', '--? Problem words', '\*\* Pairs filter', and 'Summary'. The main content area is titled 'Result of the spelling filter:' and contains a letter. The letter text is: 'Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastics. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about the love. It was a pitty that the pubs closed earlier, we were spending a nice night. Why don't you come to visit me? The pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro'. The words 'really', 'fantastics', 'saturday', and 'pitty' are highlighted in yellow. A 'Modify' button is at the bottom right. On the right side, there's a 'How does it work?' section explaining the spelling filter and a legend: 'Yellow: spelling mistakes with pedagogic feedback.' and 'Purple: words that are not amongst the 90,000 most frequent English words.'



This block shows the feedback for the word 'really'. It starts with 'Very infrequent word: really'. Below that, it says 'This is a very infrequent word. It appeared 0 times in our database.' Then, it provides a link to check the word's correctness: 'If the word is not the name of a person or place, check if it's correct in the Wordreference clicking [here](#) (External service not supported by us).' At the bottom, there's a link: 'Do you think it is correct? Improve our results.'

In the first word, Pedro identifies the mistake very quickly and corrects it.



This block shows the feedback for the word 'fantastics'. It starts with 'Very infrequent word: fantastics'. Below that, it says 'This is a very infrequent word. It appeared 0 times in our database.' Then, it provides a link to check the word's correctness: 'If the word is not the name of a person or place, check if it's correct in the Wordreference clicking [here](#) (External service not supported by us).' At the bottom, there's a link: 'Do you think it is correct? Improve our results.'

The second word highlighted is “fantastics”, which is not really a spelling mistake, but since it was highlighted he quickly identified the mistake.

The next word is “saturday”, and the feedback provided is the following:

You wrote:

*saturday*

The correct spelling is Saturday

Days of the week and months of the year always start with a capital:

*Monday*                      *January*

*Tuesday*                     *February*

*Wednesday*                *March*

*Thursday*                    *April*

*Friday*                        *May*

*Saturday*                    *June*

*Sunday*                      *July*

*August*

The last word highlighted is: “pitty”, Pedro reads the feedback and corrects the mistake.

You wrote:

*pitty*

The correct spelling is pity

Similarly:

*city*

**Result of the spelling filter:**

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about the love. It was a pity that the pubs closed earlier, we were spending a nice night. Why don't you come to visit me? The pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

How does it work?  
The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:  
**Yellow:** spelling mistakes with pedagogic feedback.  
**Purple:** words that are not amongst the 90,000 most frequent English words.

Click on them to get more info.

Modify

As you can see, there are no more spelling mistakes so he moves on. He is happy to see there are not any words highlighted.

The next filter detects incorrect sequence:

+ New text   • Spelling   **Incorrect sequences**   --? Problem words   .. Pairs filter   Summary

**Incorrect sequences filter**

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about the love. It was a pity that the pubs closed earlier, we were spending a nice night. Why don't you come to visit me? The pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

How does it work?  
The **incorrect sequences filter** compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

Modify


As you can see, there are no incorrect sequences detected. Pedro is extremely happy to see his progress.

The next step takes him to the problem words filter.

+ New text   • Spelling   ≡ Incorrect sequences   **--? Problem words**   .. Pairs filter   ☰ Summary

## Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about the love. It was a pity that the pubs closed earlier, we were spending a nice night. Why don't you come to visit me? The pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro



**How does it work?**

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

*These are the problem words you have used in your text:*

+ for
+ since
+ the
+ know
+ funny
+ all
+ that
+ spending

The first problem word is “for” and there are two occurrences.

These are the problem words you have used in your text:

for

1. Common error	Correct version
<i>He sat down <del>for</del> resting.</i>	<i>He sat down <b>to</b> rest.</i>
Don't use <i>for</i> + -ing to say why someone does something.	
2. Common error	Correct version
<i>He is living there <del>for</del> six years.</i>	<i>He has been living there <b>for</b> six years.</i>
VERB IN PERFECT TENSE + FOR + PERIOD OF TIME	
3. Common error	Correct version
<i>Hamlet was written <del>for</del> Shakespeare.</i>	<i>Hamlet was written <b>by</b> Shakespeare.</i>
Use "by" not "for" in positive constructions.	

Find the occurrences of this problem word in the text

### Problem words filter

Dear Rachel and Ross: Sorry **for** not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need write a letter to thank you **for** the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about the love. It was a pity that the pubs closed earlier, we were spending a nice night. Why don't you come to visit me? The pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

[Modify](#)

#### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

Pedro does not detect any mistakes. He reads the feedback and tells me that it is very useful, especially the third common error.

The next word is "since".

^ since

**since**

Common error	Correct version
<i>I've lived here <b>since</b> two years.</i>	<i>I've lived here <b>for</b> two years.</i>
We use since before a specific point in time: <i>I've lived here since 2013.</i>	
When we talk about duration, we use <i>for</i> .	

Find the occurrences of this problem word in the text

## Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot **since** I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about the love. It was a pity that the pubs closed earlier, we were spending a nice night. Why don't you come to visit me? The pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

Modify

**How does it work?**

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

He double checks he has used it correctly, and highlights he is talking about a point in time not a period.

He moves on to the next problem word, the definite article.

the

1. Common Error

Correct Version

*My favourite drink is ~~the~~ coffee.*

*My favourite drink is coffee.*

*~~The~~ flowers are vital for ~~the~~ bees.*

*Flowers are vital for bees.*

Don't use *the* with plural nouns and uncountable nouns when you talk about something in general. *I like the coffee that she makes* is correct because it refers to specific coffee.

2. Common Error

Correct Version

*I was at ~~the~~ university with him.*

*I was at university with him.*

*After his accident he went to ~~the~~ hospital.*

*After his accident he went to hospital.*

*Children have to go to ~~the~~ school.*

*Children have to go to school.*

Don't use *the* when you talk about a school, university, hospital, prison, church, or college unless you are referring to a specific building: *The school is next to the hospital.*

3. Common Error

Correct Version

*He has ~~the~~ breakfast at 8 o'clock.*

*He has breakfast at 8 o'clock.*

Don't use *the* with *breakfast, lunch, dinner, tea* and *supper* unless you are referring to a specific meal: *The lunch was delicious.*

4. Common Error

Correct Version

*~~The~~ John's house.*

*John's house.*

*~~The~~ Ana's father.*

*Ana's father.*

*~~The~~ Beethoven's music.*

*Beethoven's music.*

Don't use *the* before a name ending in 's.

5. Common Error

Correct Version

*He hurt ~~the~~ leg playing football.*

*He hurt ~~his~~ leg playing football.*

*She raised ~~the~~ hand.*

*She raised ~~her~~ hand.*

We use *my, your, his, her, our, their* before the parts of someone's body.

Find the occurrences of this problem word in the text

This is the third time he reads this feedback. At first he overlooks it and looks at the occurrences in his text, but then he looks back at the feedback as he starts having doubts.

For the first occurrence he uses first language knowledge as he cannot find it under the common errors. For the second occurrence he looks again for the rule as he is not sure if he has written it correctly. Since he does not find it again, he decides to move on. He only modifies the last 3 occurrences as we are talking about things in general.

### Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for **the** nice week I stayed with you **the** last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked **the** historical monuments as Big Ben and Buckingham Palace but I was really loved of **the** red bus and **the** red phone-box. **The** Saturday night in **the** London pubs was fantastic because we had a lot of beer and we listened very good music, specially **the** guitarist of Peters Pub and his song about **the** love. It was a pity that **the** pubs closed earlier, we were spending a nice night. Why don't you come to visit me? **The** pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

[Modify](#)

#### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

The next word is the verb “know”:

^ know

### know

1. Common error	Correct version
<i>I <b>knew</b> Mary at a party.</i>	<i>I <b>met</b> Mary at a party.</i>
We use “ <i>meet</i> ” to refer to the first occasion.	
2. Common error	Correct version
<i>We <b>knew</b> Paris well on that holiday.</i>	<i>We <b>got to know</b> Paris well on that holiday.</i>
We use “ <i>get to know</i> ” for a process of learning about a person, place or thing.	

[Find the occurrences of this problem word in the text](#)



## Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I´ve been working a lot since I got back. It´s great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don´t you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

 Modify

He is happy to see he has used it correctly, and tells me he has deliberately used the expression as it was fresh in his mind from the last time he used GC.

He checks the feedback for the next word: “funny”:

^ funny

### funny

*Funny* means “comic” or “humorous”. It can also mean “unusual”. It does not mean “enjoyable” or “entertaining”.

 Find the occurrences of this problem word in the text

## Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I´ve been working a lot since I got back. It´s great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don´t you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

 Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

This is a very good point. Pedro highlights that for the latter meaning we use “fun”. He reads the feedback for the following word: “all”.

The screenshot shows a Grammarly error explanation for the word "all". At the top, it says "all". Below that, there are two columns: "Common error" and "Correct version". Under "Common error", there are two examples: "Att is OK." and "He knows att.". Under "Correct version", there are two examples: "Everything is OK." and "He knows everything.". Below these examples, there is a note: "But we do use 'all' to mean 'everything' when the words alter the limit of the meaning: He knows all that he needs to know; All this is OK." At the bottom, there is a yellow button that says "Find the occurrences of this problem word in the text".

The screenshot shows the "Problem words filter" interface. On the left, there is a text area with the following content: "Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro". At the bottom right of the text area, there is a yellow button with a pencil icon and the word "Modify". On the right side of the interface, there is a section titled "How does it work?" which contains the following text: "The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly. Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide."

The rule is not too clear here. He does not understand the difference between “everything” and “all” so he decides to google it.

dictionary.cambridge.org/es/gramatica/gramatica-britanica/all-or-every

*everyone/everybody/everything* instead:

*The meeting is at Oriol Hall. It begins at 8 pm and **all** are welcome.*

Not: ... *every* is welcome

**Everyone** is welcome to join the village social club.

See also:

- **Every**

### All and every + nouns

The meaning of *all* and *every* is very similar but we use them in different ways. We use *all* with plural and uncountable nouns and *every* with singular nouns:

**All donations** will be sent to the earthquake relief fund.

**All equipment** must be returned by the end of June. (uncountable)

**Every donation** is appreciated.

We can use *all* and *all of* before determiners, but we don't use *every* before determiners:

*I invited **all (of)** my friends.*

Not: ... *every* my friends

The next word is “that” and this is the feedback provided:

^ that

**that**

1. Common error	Correct version
<i>London, <del>that</del> is the biggest city in Britain, is also the capital.</i>	<i>London, <b>which</b> is the biggest city in Britain, is also the capital.</i>
<i>Mr Smith, <del>that</del> is my teacher, will be late.</i>	<i>Mr Smith, <b>who</b> is my teacher, will be late.</i>

Don't use “*that*” in a non-identifying clause (when the clause is not identifying the person/place/thing).

2. Common error	Correct version
<i>I think <del>that</del> is a good idea to eat first.</i>	<i>I think <b>that</b> it is a good idea to eat first.</i>

Find the occurrences of this problem word in the text

## Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity **that** pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

There is no error detected.

He checks the feedback for "spending":

spending

**spend**

You *spend* money on something or someone.

Common error	Correct version
<i>They spent all their money <del>in</del> clothes.</i>	<i>They spent all their money <b>on</b> clothes.</i>

Find the occurrences of this problem word in the text

## Problem words filter

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to here from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved of the red bus and the red phone-box. The Saturday night in the London pubs was fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were **spending** a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

Modify

### How does it work?

The **problem words filter** shows at the bottom of the screen the words associated with error - words that many students of English use incorrectly.

Grammar Checker does not know if you have used them correctly or incorrectly. If you are not certain, click on the word and Grammar Checker will help you decide.

He is not referring to money. Pedro highlights that here we are referring to time so no preposition is needed.

The next filter is the pairs filter. The very suspicious combinations are illustrated below:

Grammar checker

+ New text • Spelling = Incorrect sequences --? Problem words .. Pairs filter Summary

### Pairs filter - Very suspicious combinations

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great **to here** from you by e-mail but I need write a letter to thank you for the nice week I stayed with **you the** last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really **loved of** the red bus and the red phone-box. The Saturday night in the London **pubs was** fantastic because we had a lot of beer and we listened very good music, **especially the** guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close **late here** and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

Modify

**How does it work?**

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Very suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

- Red:** Very suspicious pairs
- Orange:** Suspicious pairs
- Yellow:** Slightly suspicious pairs
- All:** All suspicious pairs

Pedro checks the first words highlighted: “to here”.

**Very infrequent pair of words: to here**

This is a very infrequent pair of words.  
Ratio: 0.08. It appeared 101 when statistically it should have appeared at least 1192.72 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'to'.](#)  
[Check the most frequent words that usually appear before or after the word 'here'.](#)

He realises he has made a mistake, as “hear” and “here” are homophones.

He then checks the following pair, and decides to check the corpus

**Very infrequent pair of words: *you the***

This is a very infrequent pair of words.

Ratio: 0.08. It appeared 1665 when statistically it should have appeared at least 20316.51 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'you'.](#)

[Check the most frequent words that usually appear before or after the word 'the'.](#)

**you (348532)**

Combination	Frequency	Ratio	Combination	Frequency	Ratio
if you	27514 (8.8%)	37.58	you can	18692 (6.8%)	24.95
do you	13335 (4.2%)	30.83	you are	17729 (6.5%)	9.94
that you	11248 (3.6%)	3.54	you have	15725 (5.7%)	9.6
are you	7586 (2.4%)	5.04	you know	11261 (4.1%)	42.63
when you	7585 (2.4%)	11.69	you will	10333 (3.8%)	10.38
and you	7472 (2.4%)	0.87	you to	7853 (2.9%)	0.77
to you	6242 (2%)	0.72	you want	6493 (2.4%)	41.13
as you	6008 (1.9%)	2.72	you don't	6330 (2.3%)	28.81
for you	5942 (1.9%)	2.02	you were	6029 (2.2%)	4.93
what you	5709 (1.8%)	10.06	you could	5868 (2.1%)	10.64
did you	4798 (1.5%)	18.49	you think	5644 (2.1%)	27.54
tell you	4388 (1.4%)	54.97	you may	5162 (1.9%)	10.78
but you	4196 (1.3%)	3.07	you do	5125 (1.9%)	10

Looking at the corpus does not help him identify the mistake so he moves on to the next bigram: “pubs was”.

**Very infrequent pair of words: *pubs was***

This is a very infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 9.55 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

Pedro thinks it is a mistake of concord, so he erroneously corrects it. The next words he checks are “specially the” and uses the corpus to detect the mistake:

**Very infrequent pair of words: *specially the***

This is a very infrequent pair of words.  
 Ratio: 0.04. It appeared 4 when statistically it should have appeared at least 103.47 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

These are the most frequent words before and after the string '*specially*'. You can use this functionality to do extra checking on your text.

specially (1775)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
a <i>specially</i>	251 (14.6%)	6.96	<i>specially</i> designed	210 (13.8%)	985.37
been <i>specially</i>	110 (6.4%)	24.72	<i>specially</i> for	120 (7.9%)	6.75
are <i>specially</i>	63 (3.7%)	8.22	<i>specially</i> adapted	59 (3.9%)	1907.07
be <i>specially</i>	59 (3.4%)	5.37	<i>specially</i> trained	56 (3.7%)	763.49
of <i>specially</i>	57 (3.3%)	1.07	<i>specially</i> commissioned	54 (3.5%)	1750.47
was <i>specially</i>	54 (3.1%)	3.69	<i>specially</i> made	52 (3.4%)	27.47
is <i>specially</i>	53 (3.1%)	3.26	<i>specially</i> prepared	46 (3%)	220.27
the <i>specially</i>	52 (3%)	0.5	<i>specially</i> constructed	46 (3%)	839.5
in <i>specially</i>	38 (2.2%)	1.14	<i>specially</i> developed	39 (2.6%)	148.91
and <i>specially</i>	35 (2%)	0.8	<i>specially</i> built	39 (2.6%)	150.66
with <i>specially</i>	26 (1.5%)	2.29	<i>specially</i> to	35 (2.3%)	0.67
were <i>specially</i>	26 (1.5%)	4.95	<i>specially</i> written	35 (2.3%)	130.22
or <i>specially</i>	16 (0.9%)	2.6	<i>specially</i> created	28 (1.8%)	153.54

Pedro observes there is a pattern, and that normally the participle follows the adverb. He thinks of omitting the definite article but is not sure this is correct and so leaves it the way it is.

The next bigram is “late here”. He knows it is correct so he moves on.

### Very infrequent pair of words: *late here*

This is a very infrequent pair of words.

Ratio: 0. It appeared 0 when statistically it should have appeared at least 9.11 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

[Check the most frequent words that usually appear before or after the word 'late'.](#)

[Check the most frequent words that usually appear before or after the word 'here'.](#)

## Pairs filter - Very suspicious combinations

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved the red bus and the red phone-box. The Saturday night in the London pubs were fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

 Modify

### How does it work?

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Very suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

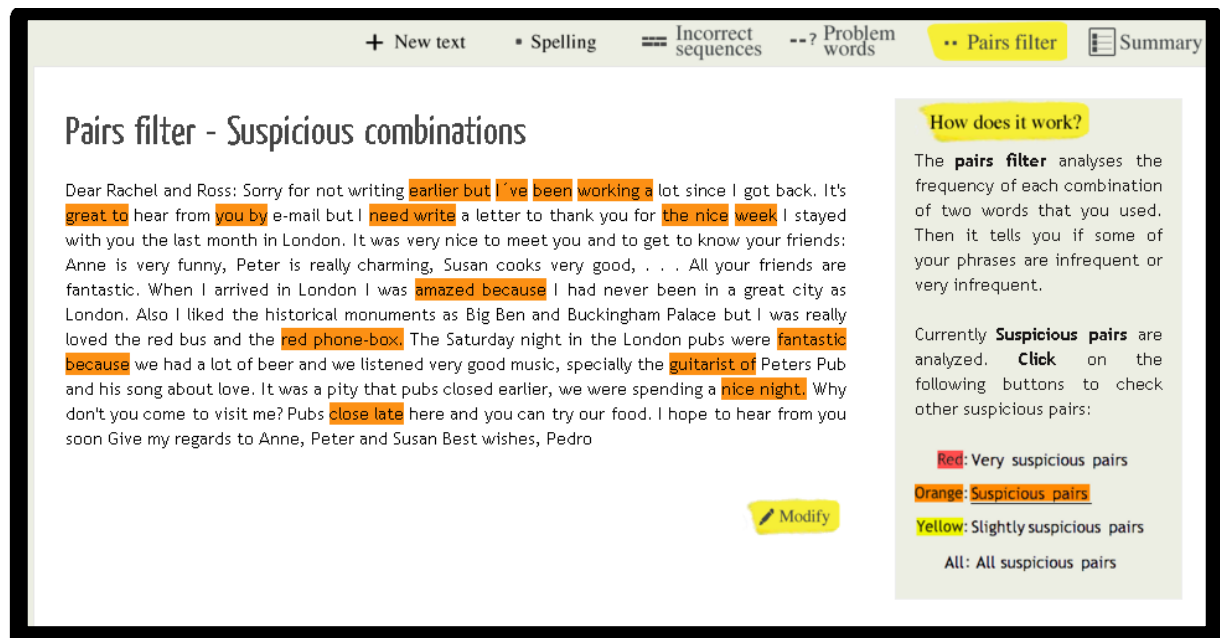
**Red:** Very suspicious pairs

**Orange:** Suspicious pairs


**Yellow:** Slightly suspicious pairs

**All:** All suspicious pairs

He clicks on the suspicious pairs to check the words highlighted in orange.



The screenshot shows the Pairs filter interface with the following elements:

- Navigation bar: + New text, • Spelling, = Incorrect sequences, --? Problem words, .. Pairs filter (highlighted), ☰ Summary
- Section-Header: Pairs filter - Suspicious combinations
- Text: Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved the red bus and the red phone-box. The Saturday night in the London pubs were fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro
- Modify button:  Modify
- How does it work? section:
  - The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.
  - Currently **Suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:
  - Red:** Very suspicious pairs
  - Orange:** Suspicious pairs
  - Yellow:** Slightly suspicious pairs
  - All:** All suspicious pairs

He goes through the words highlighted and ignores the words he is sure are correct. The first mistake he detects is “need” and realises it is followed by the full infinitive.



He also checks the words “phone-box” to make sure he has used it correctly. He decides to check the corpus.

**Infrequent pair of words: red phone-box**

This is an infrequent pair of words.  
Ratio: 0. It appeared 0 when statistically it should have appeared at least 0 times in our database of 67525132 pairs of words.

Check if some of the words are incorrect.

### Search

These are the most frequent words before and after the string **phone-box**!. You can use this functionality to do extra checking on your text.

phone-box (15)			phone-box (15)		
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the phone-box	8 (66.7%)	9.15	No word found after phone-box		
a phone-box	4 (33.3%)	13.13			

The corpus does not help him so he decides to google it.

The screenshot shows a Google search for "phone-box" on the Spanish domain (google.es). The search results page displays approximately 441,000,000 results in 0.52 seconds. A cookie consent banner is visible. Below the banner, there is a section for "Imágenes de phone-box" (Images of phone-box) with a "Denunciar imágenes" (Report images) link. The image results show several red phone booths. A link "Más imágenes de phone-box" (More images of phone-box) is also present.

If Pedro had checked the words that usually follow “phone” he would see that “box” appears as one of the most frequent words that follows phone.

These are the most frequent words before and after the string **phone**. You can use this functionality to do extra checkin

phone (5470)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the <i>phone</i>	2196 (52.2%)	6.89	<i>phone</i> call	510 (10.2%)	504.54
a <i>phone</i>	482 (11.5%)	4.34	<i>phone</i> calls	307 (6.2%)	824.71
to <i>phone</i>	235 (5.6%)	1.74	<i>phone</i> and	241 (4.8%)	1.51
mobile <i>phone</i>	106 (2.5%)	1295.55	<i>phone</i> rang	186 (3.7%)	1319.57
and <i>phone</i>	97 (2.3%)	0.72	<i>phone</i> number	174 (3.5%)	60.17
by <i>phone</i>	95 (2.3%)	3.39	<i>phone</i> down	168 (3.4%)	33.51
or <i>phone</i>	68 (1.6%)	3.59	<i>phone</i> to	146 (2.9%)	0.91
his <i>phone</i>	55 (1.3%)	2.44	<i>phone</i> the	115 (2.3%)	0.3
your <i>phone</i>	43 (1%)	7.35	<i>phone</i> in	112 (2.2%)	0.92
can <i>phone</i>	42 (1%)	4.23	<i>phone</i> box	88 (1.8%)	201.18
of <i>phone</i>	40 (1%)	0.24	<i>phone</i> numbers	74 (1.5%)	109.87
her <i>phone</i>	36 (0.9%)	2.2	<i>phone</i> for	74 (1.5%)	1.35
i'll <i>phone</i>	32 (0.8%)	49.98	<i>phone</i> was	71 (1.4%)	1.33

The slightly suspicious combinations are the following:

+ New text
• Spelling
≡ incorrect sequences
-- Problem words
•• Pairs filter
☰ Summary

### Pairs filter - Slightly suspicious combinations

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need to write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved the red bus and the red phone-box. The Saturday night in the London pubs were fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

✎ Modify

**How does it work?**

The **pairs filter** analyses the frequency of each combination of two words that you used. Then it tells you if some of your phrases are infrequent or very infrequent.

Currently **Slightly suspicious pairs** are analyzed. **Click** on the following buttons to check other suspicious pairs:

Red: Very suspicious pairs

Orange: Suspicious pairs

Yellow: Slightly suspicious pairs

Pedro thinks it is correct as moves on.

## My texts

Text	Date	Infrequent words	Very infrequent words	Suspicious pair of words	Infrequent pair of words	Very infrequent pair of words
<u>Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need to write a letter to thank you for the nice week I stayed with you the last month in London. It was ve...</u>	2015-12-15 09:21:17	0	0	0	0	0
<u>Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need write a letter to thank you for the nice week I stayed with you the last month in London. It was very ...</u>	2015-12-15 09:08:52	0	0	0	0	0
<u>Dear Rachel and Ross: Sorry</u>	2015-12-	0	0	0	0	0

### Instructions

Find out what Grammar Checker does and how to use it:

- Guide ([English](#)) ([Spanish](#))

## My most frequent mistakes:

Mistake	Type	Number of occurrences
terrible this	Very infrequent pair of words	7
incredible spectacle	Infrequent pair of words	7
sea plus	Infrequent pair of words	7
was business	Infrequent pair of words	7
garages flooded	Infrequent pair of words	7
politicians let	Infrequent pair of words	7
shouldn't fight	Infrequent pair of words	7
didn't know	Infrequent pair of words	7
people drown	Infrequent pair of words	7
drown every	Infrequent pair of words	7

These mistakes are of his last composition! Something is not working.

## **Conclusion**

Byrne stresses the importance of self-correction and peer correction. Even though at the end of the evaluation process, it is the teacher who will correct their writing, students need to learn and develop the process of editing and redrafting their work, and the only way to be able to achieve these skills is through practice: “We need to stress once again the importance of getting the learners themselves to identify and correct mistakes (...) But this important critical ability will not develop unless the learners are given the opportunity to exercise it from a much earlier level.”

Traditionally, teachers correct all of students’ mistakes which is very time consuming and demotivating for students. Byrne also questions how effective this process is as we are not sure if students are actually learning from their mistakes: “It is time-consuming for the teacher and discouraging for the students- atleast if they get their work back covered in red ink. Apart from that there must be some doubt about how effective this form of correction is.”

By mixing different correction procedures, where sometimes it is the students themselves that correct each other’s work and other times the teacher can correct their work we can draw from the best parts of both correction procedures: “In general, however, although it is important to give the students opportunities to correct written work so that they develop a self-critical attitude, it does not seem that one approach is so intrinsically superior that it can be used all the time and you should therefore draw on the various approaches to suit the needs of your students.”

Below, I have included my corrections for Pedro’s compositions. Byrne suggests a key for corrections which I have taken into account, but have also included focus on vocabulary and layout

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I <sup>S</sup> <del>recieved</del> <sup>S</sup> <del>jour</del> letter.
W.O.	Wrong word order	We know <sup>W.O.</sup> <del>well</del> this city. Always I am happy <sup>W.O.</sup> <del>here</del> .
T	Wrong tense	If he <u>will come</u> , it will be too late.
C	Concord Subject and verb do not agree	Two policemen <sup>C</sup> <del>has</del> come. The news <sup>C</sup> <del>are</del> bad today.
WF	Wrong form	We want <sup>WF</sup> <del>that</del> you come. That table is <sup>WF</sup> <del>our</del> .
S/P	Singular or plural form wrong	We need more <sup>S</sup> <del>informations</del> .
h	Something has been left out	They said <sup>h</sup> <del>was</del> wrong. He hit me on <sup>h</sup> <del>the</del> shoulder.
[ ]	Something is not necessary	It was <sup>[ ]</sup> <del>too much</del> difficult.
?M	Meaning is not clear	Come and <sup>PM</sup> <del>rest</del> with us for a week. The view from here is very <sup>PM</sup> <del>suggestive</del> .
NA	The usage is not appropriate	He <sup>NA</sup> <del>requested</del> me to sit down.
P	Punctuation wrong	Wha <sup>P</sup> ts <sup>P</sup> your name He asked me what I wanted <sup>P</sup> ?

By comparing my corrections to that of GC and we can draw conclusions on how effective GC is in helping students identify their mistakes and correct them.

### Corrections for composition 1

I ~~strongly believe that people have to take care of their health more than ever.~~ There ~~are~~ is a high percent of young people with overweight and it is very **sad** (disappointing/shocking/frustrating...) because it is increasing every day.

There are different solutions to change **bad** habits in this kind of people and they have to know ^ the problems and consequences that they ~~will be able to~~ could have, such as ^ a heart attack or simply a **bad** quality of life because they'll probably ~~have~~ be overweight.

First of all, there ~~are~~ is a lot of junk food, for example burgers and pizzas in fast food restaurants. ~~Fathers~~ Parents and teachers have to educate in that issue matter, and at least ~~to~~ reduce that kind of food in their diet.

Secondly, ~~to do~~ doing sports is the best way to have a healthy life. Currently, young people usually ~~stay~~ spend a lot of time at home, because they have things to do that they enjoy, such as the play station, films, computers... It reduces ~~hours~~ the amount of time to practice sports and go out with friends.


~~And~~ Finally, the government must ~~to~~ ban drugs, alcohol and tobacco if you are ~~under age~~ underage.

To sum up, when you are a teen you think that some things can't be dangerous for your health. ~~How~~ However when you will be an adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

Time to correct: 15 minutes

257 words

**wrong** (redirected from *wrongs*)  
Also found in: [Medical](#), [Legal](#), [Idioms](#), [Encyclopedia](#), [Wikipedia](#).

**wrong**  (rɒŋ, rɔŋ)

*adj.*

1. Not in conformity with fact or truth; incorrect or erroneous: *a wrong answer.*
2.
  - a. Contrary to conscience, morality, or law: *Stealing is wrong.*
  - b. Unfair; unjust: *The kids felt it was wrong when some got to go on the field trip but not others.*
3. Not required, intended, or wanted: *took a wrong turn.*
4. Not fitting or suitable; inappropriate or improper: *said the wrong thing.*
5. Not in accord with established usage, method, or procedure: *the wrong way to shuck clams.*
6. Not functioning properly; amiss: *What is wrong with the TV?*
7. Designating the side, as of a garment, that is less finished and not intended to show: *socks worn wrong side out.*

*adv.*

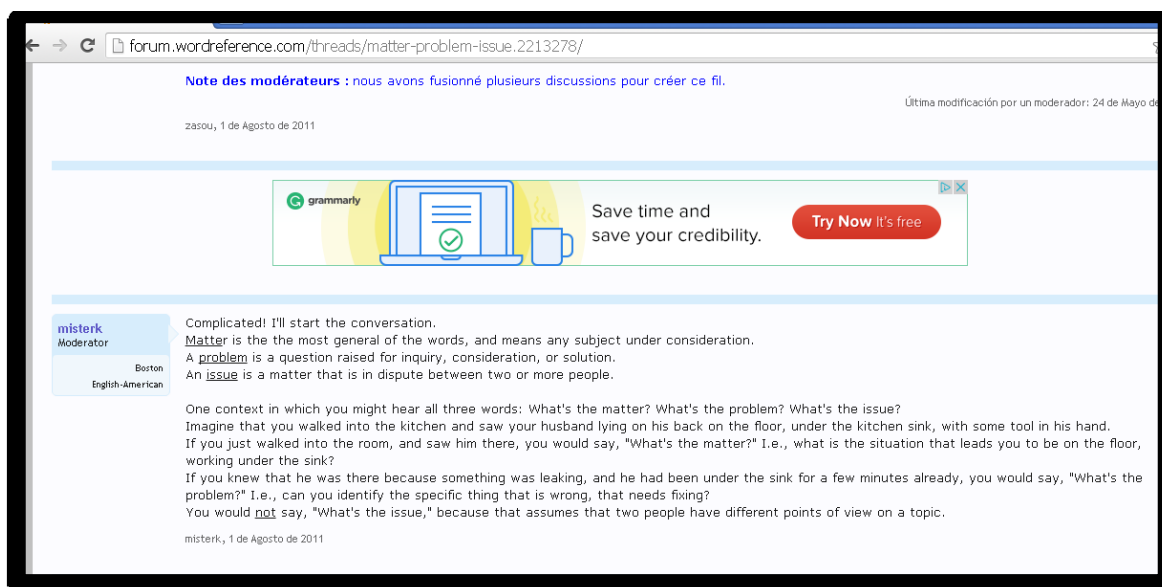
1. In a wrong manner; mistakenly or erroneously: *answered wrong.*
2. In a wrong course or direction: *turned wrong at the crossroads.*
3. Immorally or unjustly: *She acted wrong in lying.*

*n.*

1.
  - a. An unjust, injurious, or immoral act: *felt that he had been done a wrong.*
  - b. That which is unjust, immoral, or improper: *doesn't seem to know right from wrong.*
  - c. The condition of being in error or at fault: *I hate being in the wrong.*
2.
  - a. An invasion or a violation of another's legal rights.
  - b. Law A tort.

*tr.v. wronged, wrong-ing, wrongs*

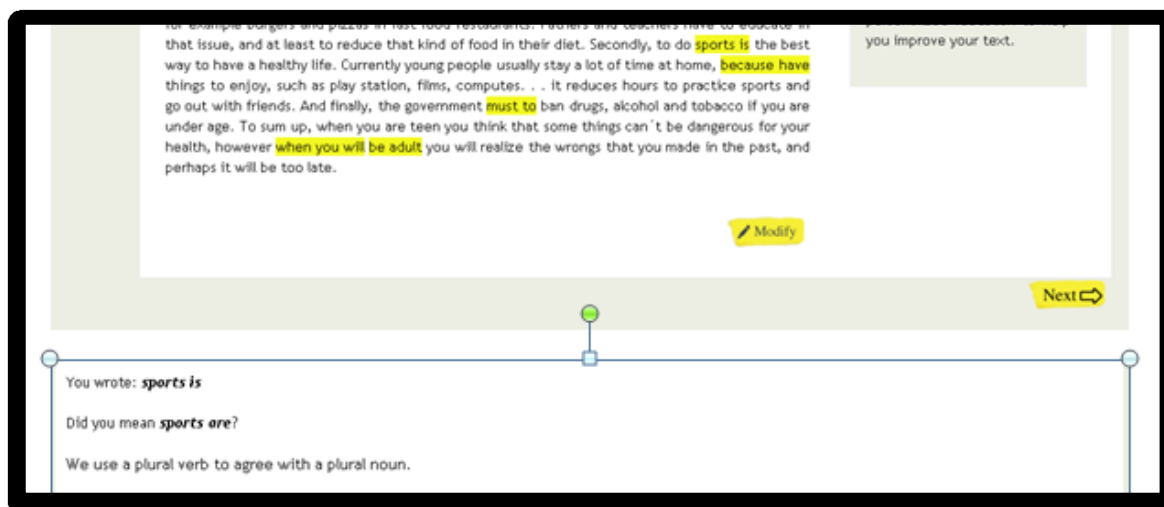
1. To treat (someone) unjustly or injuriously.
2. To discredit unjustly; malign: *"those whom he had wronged with his bitter pen" (Evan I. Schwartz).*



## Comments

When comparing my marking to GC's, several mistakes can be drawn out:

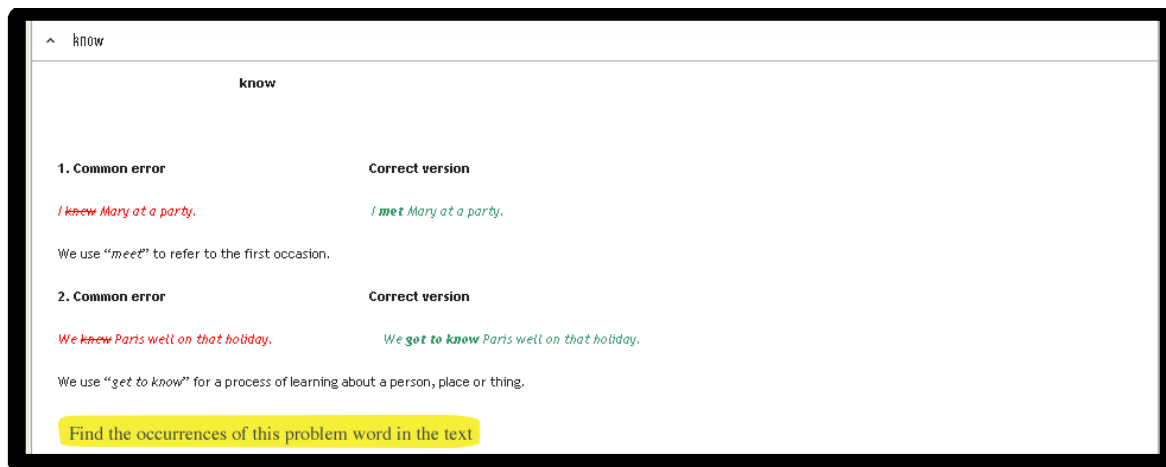
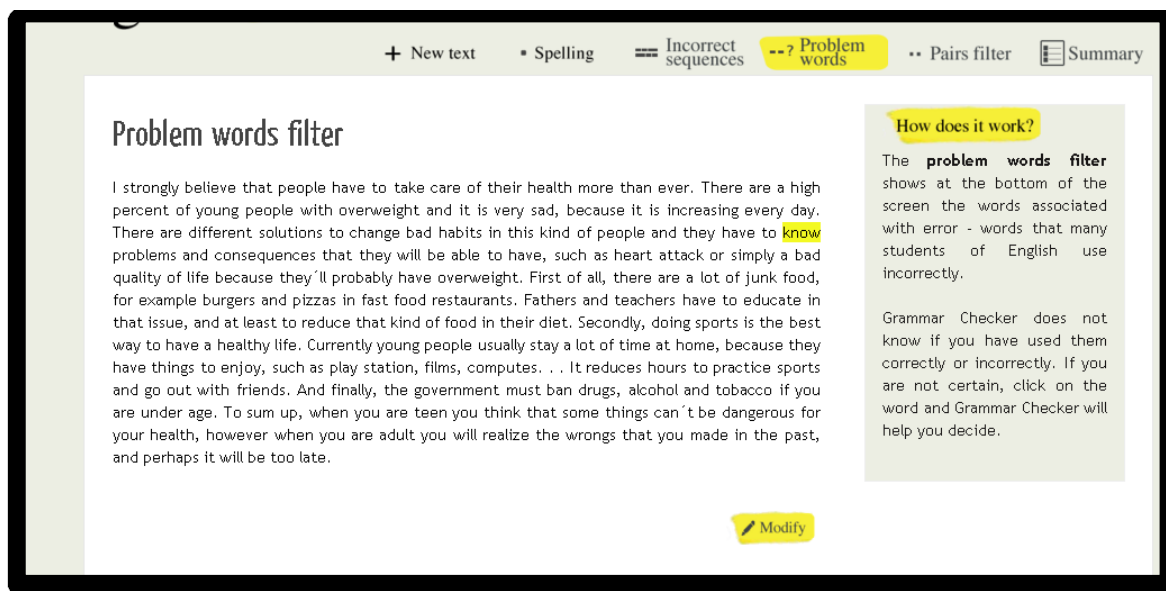
Firstly, tense concord. Although GC, does detect when a noun does not concord with a verb (see image below), sometimes this is missed. This is shown where we read: "There are a high percentage" instead of "there is". In the same way, uncountable nouns take a singular verb form, so we would say "There is a lot of junk food" rather than "there are".



Secondly, the student sometimes does not use the correct verb choice. The mistake is not of concord, but of meaning. For example, the student writes "they will be able to have overweight" instead of using the modal "could" to indicate theoretical possibility. In the same way, the student uses the full infinitive instead of the bare infinitive in "and at least to

reduce that kind of food.” Grammar checker does not detect this so the student does not correct it.

Thirdly, the student may not be aware of collocations. Although GC does use a corpus and sometimes does detect this mistake as in the case of suggesting the student to use “get to know” (see image below), this is not always the case.



For example, Pedro writes “stay time” instead of “spend time” which can be due to translating directly from his mother tongue. Although GC uses a corpus and we can check what words collocate with “time”, the word “spend” was so far below in the frequency list, almost at the end of all possible suggestions, that Pedro did not even get to it. In this case, the corpus did not help Pedro correct this mistake.



Another mistake Pedro made was where he writes “the hours of time” which could be corrected as “the amount of time”. A more complex mistake where feedback can only be offered by looking for the difference between two words that may look like absolute synonyms but are in fact near synonyms and therefore are not interchangeable in all contexts are the words “issue” and “matter”. Pedro writes “educate in that issue”, whereas we would actually say “educate in that matter”.

Moreover, some spelling mistakes are not detected as is in the case of “compute” where Pedro has accidentally missed the “r” at the end. A further example of this is where we read “under age” as two separate words, which in fact is just one. Harder to detect and correct through self-correction with GC is the use of vocabulary and layout. For B2, we ask students to use a higher level of vocabulary that is adequate to the level and to pay attention to the layout of their work focusing on the correct use of paragraphs. Therefore, I have highlighted the words “sad” or “bad” as for B2 students are expected to use richer vocabulary.

On the other hand, some mistakes have been detected where GC highlights as being incorrect, which the student has actually used correctly. This is the case of the word “overweight”, which GC has detected as 2 separate words and therefore is highlighted as a spelling mistake, but the student has actually written it as a single word.

## Result of the spelling filter:

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with **overweight** and it is very sad, because it is increasing every day. There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because **they'll** probably have **overweight**. First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet. Secondly, to do sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes... It reduces hours to practice sports and go out with friends. And finally, the government must to ban drugs, alcohol and tobacco if you are under age. To sum up, when you are teen you think that some things **can't** be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

[Modify](#)

[Next](#) ⇨

You wrote:  
over weight

The correct spelling is overweight

### How does it work?

The **spelling filter** analyzes the frequency of each word you used. Then it tells you if some of your words are infrequent or very infrequent.

Legend:

- Yellow:** spelling mistakes with pedagogic feedback.
- Purple:** words that are not amongst the 90, 000 most frequent English words.

Click on them to get more info.

In the same way, the words “they’ll” and “can’t” have also been highlighted, when they are actually correct. The student is redirected to [wordreference.com](http://wordreference.com), and it is here where Pedro realises that the apostrophe is not detected by GC and this is why it is highlighted.

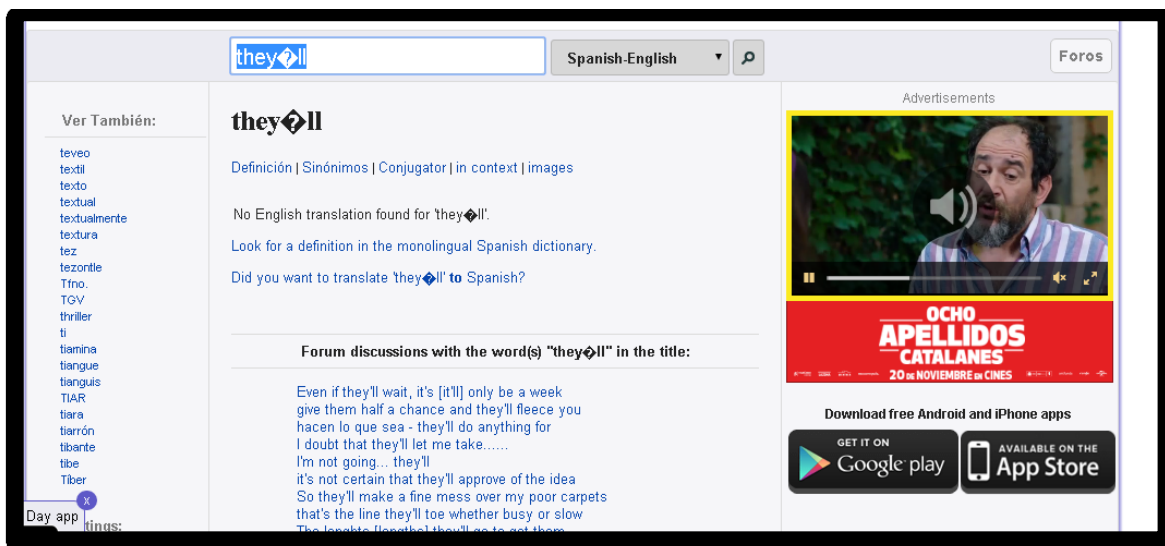
[Next](#) ⇨

**Very infrequent word: they'll**

This is a **very infrequent** word. It appeared 0 times in our database.

If the word is not the name of a person or place, check if it's correct in the Wordreference clicking [here](#) (External service not supported by us).

[Do you think it is correct? Improve our results.](#)



Therefore, the following improvements can be made for the first writing. I have organised the comments in different categories:

### **Suggestions for GC (From writing 1)**

- **Pairs filter**: We could add to the corpus contractions (e.g. can't, mustn't...) or a way that the system can detect the apostrophe so that words that are actually correct, are not highlighted, giving erroneous feedback. If this is not possible, a warning could be given stating clearly that apostrophes are not detected.
- **Spelling filter**: The word "overweight" is detected as incorrect. This should be corrected. Additionally, the adjective "underage" is erroneously spelt as "under age".
- **Incorrect sequences**: the word "there" could be highlighted so that students double check concord. Feedback can be given stating clearly that we use "there is" with singular countable nouns and uncountable nouns, whereas we use "there are" with plural nouns.

There is + singular noun      e.g. There is a pen on the table.

There are + plural noun      e.g. There are pens on the table.

There is + uncountable noun      e.g. There is some food on the table.

- Even though GC uses a corpus and this works very efficiently helping students to be familiar with collocations, some mistakes are very common. Such is the case of

writing “stay time” since this is a mistranslation from Spanish. If it is highlighted as an incorrect sequence, students can double check with the feedback provided to see if they actually were referring to “spend time”.

### Word choice

- An additional filter could be added which could highlight all the adjectives in the text. Students could then look at the adjectives they have used and look for synonyms whenever appropriate. Therefore, if the adjectives “bad” and “sad” were highlighted, Pedro would be reminded of the importance of using richer vocabulary and could change them. A link to a website with synonyms could be provided so students would just have to click on it and be redirected to a website such as [www.thesaurus.com](http://www.thesaurus.com). Alternatively, all the nouns could be highlighted and students would be reminded that they can enrich their text simply by adding adjectives and adverbs.

### Problem words filter

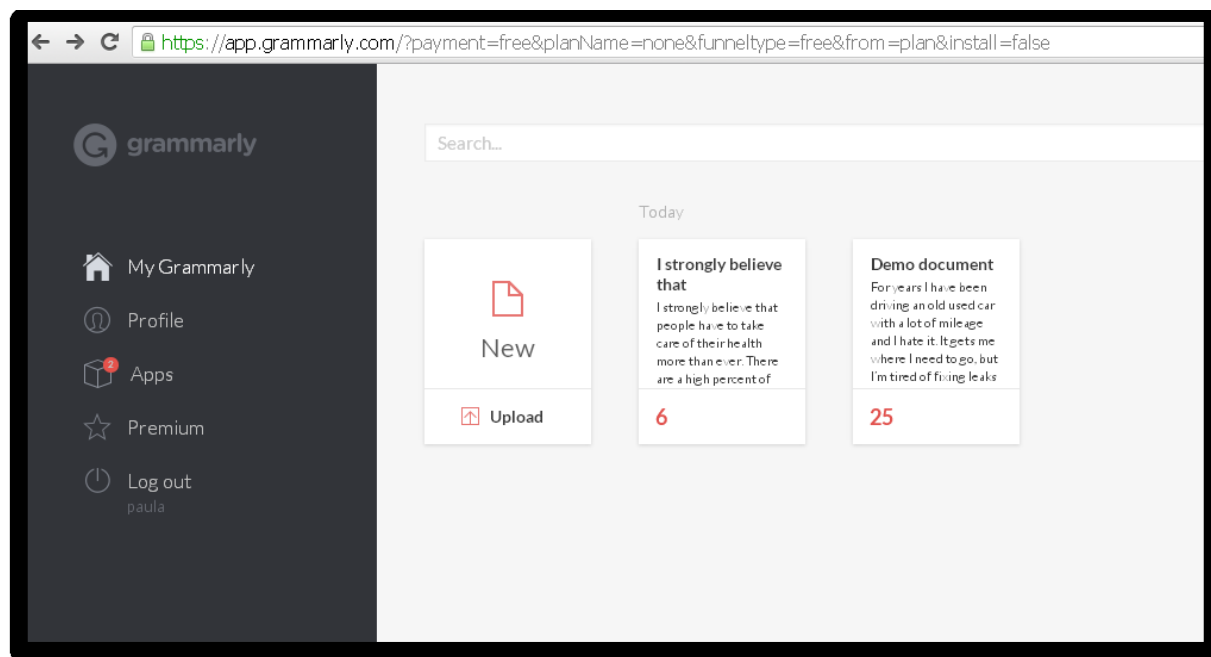
- “Matter” and “issue” could be added to the problem word filter, explaining the difference between them.

The positive side must also be highlighted. By using GC the student has actually corrected many mistakes that would otherwise go unnoticed. The feedback provided allowed Pedro to rethink the sentence structure and use the gerund for example making the sentence used sound more natural: “doing sports is the best way...” In the same way, Pedro was reminded that after “when” we use the present simple, allowing him to self correct: “when you ~~will be~~ are...”

Through the problem words filter, the student has detected and corrected the mistake he continuously made due to language interference. He therefore has corrected and used “parents” instead of “fathers”, mistranslated from Spanish. Not only did he read the feedback provided for this mistake, but he also had to go through the other problem words filter making him revise other possible mistakes he could make in the future. This is invaluable as students normally do not spend enough time revising rules which is a vital part to enhance the writing skill.

By having a corpus integrated, time is saved, as some words which we may not encounter in our everyday lives but are in fact correct are recorded. This is the case of the noun “the wrongs” which I had to check in [wordreference.com](http://wordreference.com) to see if this is actually grammatically correct. Also, in many cases the corpus helped Pedro with collocations. For example, Pedro writes incorrectly “have overweight” instead of using “be over weight” which is a further example of translation from Spanish. However, here he quickly realises his mistake due to the corpus. In the same way, the corpus was very helpful when Pedro omits the article. Here, the words “teen” and “adult” are highlighted in orange again which gives Pedro the hint that something is wrong.

I have also tried other grammar checkers found online and advertised as being free. One of the most popular ones is called “Grammarly”. I have downloaded this application and pasted Pedro’s text to compare the results and corrections.



I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day.

There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight.

First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet.

Secondly, to do sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes... It reduces hours to practice sports and go out with friends.

And finally, the government must to ban drugs, alcohol and tobacco if you are under age.

To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be

are → is  
sad/  
example,  
Possibly confused word: computes  
must to  
an adult or the adult

too late.

GENERAL (DEFAULT) 226 WORDS 6 CRITICAL ISSUES 8 ADVANCED ISSUES UPGRADE

I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day.

There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight.

First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet.

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And finally, the government must to ban drugs, alcohol and tobacco if you are under age.

To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be

are → is

The plural form of be **are** does not seem to agree with the singular subject **a high percent**. Consider changing the verb form.

In most sentences, the subject comes before the verb. When a sentence begins with the word **there** followed by a form of **be** (*There is, There was, There has been*), the subject of the sentence is not the word **there**. It is the noun or noun phrase that follows the verb. This is also true for the interrogative form of sentences with **there** (*Is there? Was there? Has there been?*). Make certain that the form of be agrees with the subject.

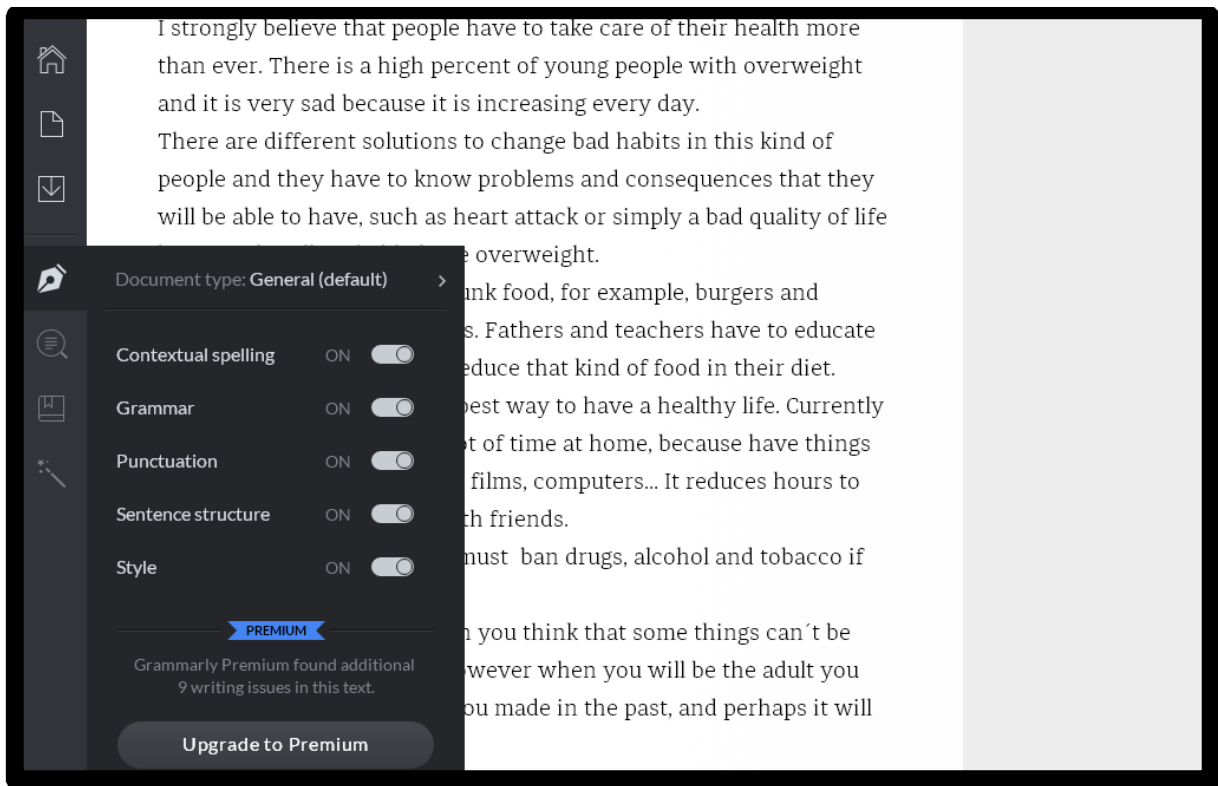
**Incorrect:** There are a problem with your order.  
**Correct:** There is a problem with your order.

**Incorrect:** Were there a book on the table?  
**Correct:** Was there a book on the table?

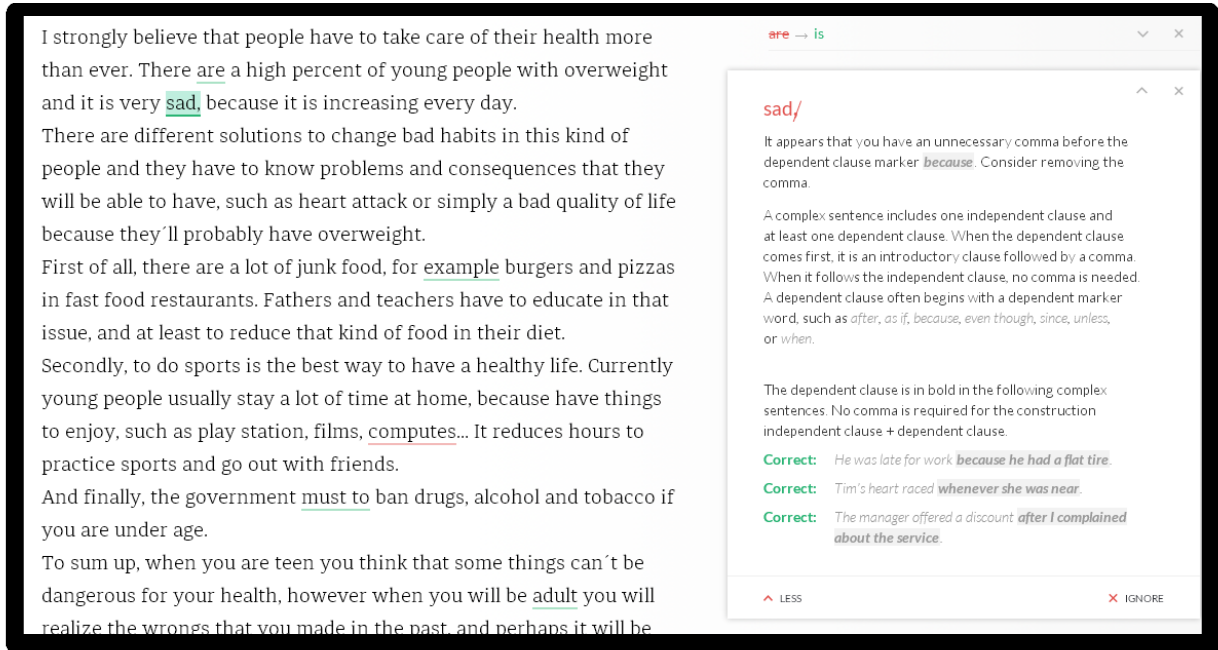
**Incorrect:** There have been a dog barking all night.  
**Correct:** There has been a dog barking all night.

LESS IGNORE

Six mistakes have been detected and these are underlined with a different colour depending on the type of mistake it is (spelling, grammar, punctuation, style or sentence structure).



If you click on the mistake an explanation is given with the mistake corrected as you can see in the screen captures below.



I strongly believe that people have to take care of their health more than ever. There are a high percent of young people with overweight and it is very sad, because it is increasing every day.

There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight.

First of all, there are a lot of junk food, for example burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet.

Secondly, to do sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computes... It reduces hours to practice sports and go out with friends.

And finally, the government must to ban drugs, alcohol and tobacco if you are under age.

To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

you are under age.

To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

However, some of the feedback is erroneous. For example, in this text the word “adult” is underlined and the corrections suggested are to add the definite or indefinite article. Here we can see how in this case we cannot use the definite article, so a student might be misled with the feedback given.

If the student corrects the six mistakes, the text would finally look like this:



I strongly believe that people have to take care of their health more than ever. There is a high percent of young people with overweight and it is very sad because it is increasing every day.

There are different solutions to change bad habits in this kind of people and they have to know problems and consequences that they will be able to have, such as heart attack or simply a bad quality of life because they'll probably have overweight.

First of all, there are a lot of junk food, for example, burgers and pizzas in fast food restaurants. Fathers and teachers have to educate in that issue, and at least to reduce that kind of food in their diet.

Secondly, to do sports is the best way to have a healthy life. Currently young people usually stay a lot of time at home, because have things to enjoy, such as play station, films, computers... It reduces hours to practice sports and go out with friends.


And finally, the government must ban drugs, alcohol and tobacco if you are under age.

To sum up, when you are teen you think that some things can't be dangerous for your health, however when you will be the adult you will realize the wrongs that you made in the past, and perhaps it will be too late.

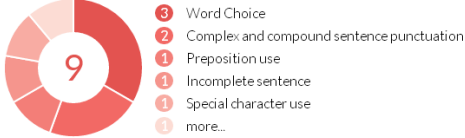
For Grammarly, this text is now perfect, and does not have any mistakes.

As we can see, Grammarly has many drawbacks. Firstly, many mistakes are ignored. Not only that, the feedback offered sometimes can be incorrect, misleading students and creating confusion as we saw with the word "adult". Secondly, all the mistakes are highlighted in one go and with different colours. This does not give student enough time to think what type of mistake it is and how to correct it. Moreover, the mistake is corrected so the student misses the opportunity to actually self correct his/her work. Similarly, since the student cannot look at the corpus to see how words commonly collocate, a valuable opportunity to see how words actually work together is lost. Finally, once all the text is correct, Grammarly highlights that additional mistakes have been found, but for this feedback the student needs to upgrade his/her plan. This means that for a thorough analysis of the text, Grammarly is not free.

← → <https://www.grammarly.com/Upgrade?Enhancement:WordChoice=3&Grammar:Prepositions=1&Punctuation:CompPunct=2&SentenceStructure:Frags>

 Back to my account Hello, pau

We found **9** additional writing issues in this text.




3 Word Choice  
2 Complex and compound sentence punctuation  
1 Preposition use  
1 Incomplete sentence  
1 Special character use  
1 more...

Experience the Full Power of Grammarly  
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**250+** **Over 250 new, premium checks:**  
Find sentence structure and writing style issues, and get suggestions for more effective vocabulary usage.


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**Monthly Plan** Select Plan  
~~\$37.95~~ \$29.95 / month

**Quarterly Plan** Select Plan  
~~\$24.98~~ \$19.98 / month  
Billed as one payment of \$59.95



 **Available directly within Microsoft Office®:**  
Make your documents shine in Microsoft Word and send clear, professional emails directly from Outlook (PC only).

 **Relevant corrections for every writing situation:**  
Get customized checks for student essays, professional emails, personal blogs, and 30 more document types.

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Have a question or want to share feedback? Our experts are always ready to help!

 **No-hassle, money-back guarantee:**  
If you're not fully satisfied with Grammarly within 7 days, we'll refund 100% of your purchase price!

**Annual Plan** Select Plan  
**Best value**  
~~\$14.58~~ \$11.66 / month  
Billed as one payment of \$139.95

   
CLICK TO VERIFY

Gingerly is also a popular grammar checker that claims to be free. However, after installing it several times with different computers and using different accounts, it continuously states that the sign up has failed.

[www.ingersoftware.com/ingles/grammarcheckat/V62zyd3k1ac](http://www.ingersoftware.com/ingles/grammarcheckat/V62zyd3k1ac)

**Corrector** Get started now!

Google Drive for Work WorkSpace

**Try Ginger Now**

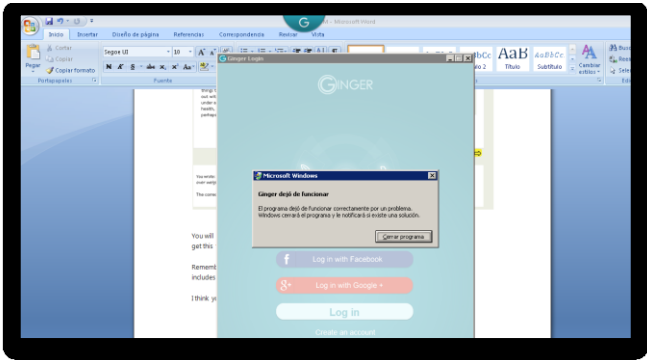
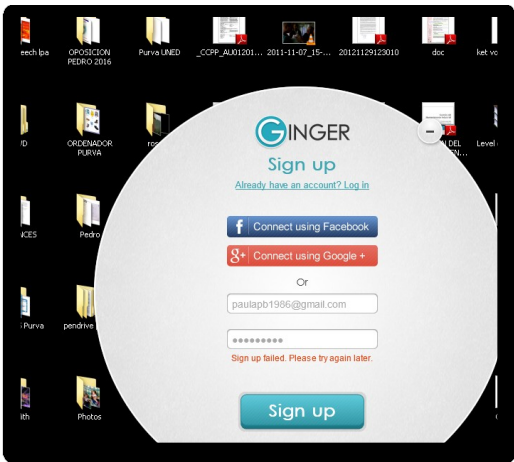
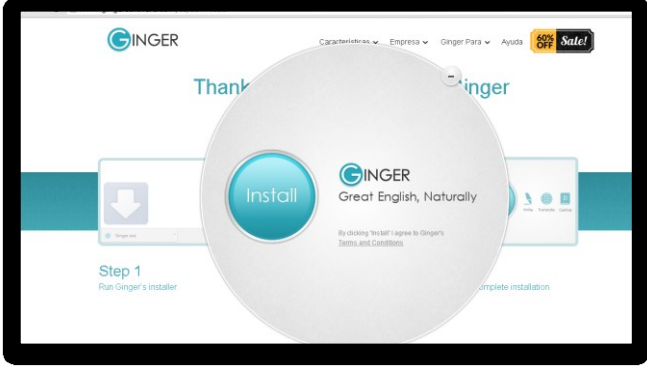
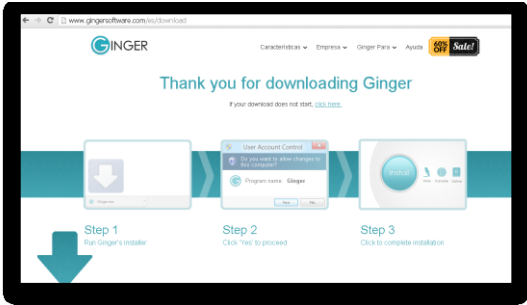
express your self in better ways.  
Express yourself in better ways 

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Es **MÁS FÁCIL**  
de lo que piensa.





## Corrections for the second composition

The weather was terrible this weekend, it was like a nightmare. The news had been warning ~~was warning~~ us the previous days what <sup>^</sup>was happening ~~happened~~ in the north coast of Spain.

There were huge waves and strong wind. When the waves hit the rocks, it produced great explosions, it was an incredible ~~spectacle~~ site/ view. But the main problem was the ~~high-level~~ rising sea level plus the big waves. The result was businesses and garages flooded. One owner said: "One wave was enough to do this".

The next day I watched on T.V the same things which/that ~~when it~~ happens ~~every~~ each year:

~~In~~ On the one hand, there were a lot of restaurants, ~~local~~ shops and houses destroyed because ~~it was built~~ they were built near ~~on~~ the beach. Perhaps the law or the politicians let you have your house where you want ~~while~~ if/as long as/ when you have money. People shouldn't fight against ~~the~~ nature.

On the other hand, there were a lot of people that/who didn't know that ~~this~~ these situations could be very dangerous. One or two ~~man~~ men died because they were hit ~~for~~ by waves because they wanted to take photos. Too ~~much~~ many people drown ~~every~~ each year.

To sum up, it's better to watch the waves in the news instead of ~~you~~ risking your own life to get a photo or seeing the sea closer.

**Sea level rise - Wikipedia, the free encyclopedia**  
[https://en.wikipedia.org/wiki/Sea\\_level\\_rise](https://en.wikipedia.org/wiki/Sea_level_rise) ▼ Traducir esta página  
 The 2013 IPCC report (AR5) concluded, "there is high confidence that the rate of sea level rise has increased during the last two centuries, and it is likely that ...  
 Mechanism - Past changes in sea level - Projections - Models

**Sea Level Rise -- National Geographic**  
[ocean.nationalgeographic.com/.../critical-issues-sea-l...](http://ocean.nationalgeographic.com/.../critical-issues-sea-l...) ▼ Traducir esta página  
 Learn about the environmental issue of sea level rise and its causes and ... ice caps, increased heat is causing the massive ice sheets that cover Greenland and ...

**Past 150,000 Years of Sea Level History Suggests High ...**  
[www.skepticalscience.com/Past-150000-Years-of-Se...](http://www.skepticalscience.com/Past-150000-Years-of-Se...) ▼ Traducir esta página  
 7 dic. 2012 - Key points An accurately dated, near-continuous, history of sea level variations for the last 150000 years has been compiled. Comparison with ...

**Causes of Sea Level Rise: What the Science Tells Us (2013 ...**  
[www.ucsusa.org/.../causes-of-sea-level-rise.html](http://www.ucsusa.org/.../causes-of-sea-level-rise.html) ▼ Traducir esta página  
 As the rate of ice loss has accelerated, its contribution to global sea level rise has increased from a little more than half of the total increase from 1993 - 2008 to ...

**Global Warming Effects on Sea Level**  
[www.climatehotmap.org/global.../sea-level.html](http://www.climatehotmap.org/global.../sea-level.html) ▼ Traducir esta página  
 Average sea level is rising because of shrinking land ice -- such as mountain ... High tides and storm surges riding on ever-higher seas are more dangerous to ...

**Rising Sea Level | A Student's Guide to Global Climate ...**  
[www3.epa.gov/climatechange/kids/.../sea-level.html](http://www3.epa.gov/climatechange/kids/.../sea-level.html) ▼ Traducir esta página  
 20 ago. 2015 - Rising Sea Level. Water encroaching on coastal buildings As water gets warmer, it takes up more space. Each drop of water only expands by a ...

**5 terrifying impacts of rising sea levels - Business Insider**

local | adjective | lo-cal | \lɒ-kəl|

relating to or occurring in a particular area, city, or town  
 located or living nearby  
 of a bus or train : making all the stops on a route

How many of these commonly misspelled words can you spell? »

Full Definition of LOCAL

- characterized by or relating to position in space : having a definite spatial form or location
- a : of, relating to, or characteristic of a particular place : not general or widespread  
 b : of, relating to, or applicable to part of a whole
- a : primarily serving the needs of a particular limited district  
 b of a public conveyance : making all the stops on a route
- involving or affecting only a restricted part of the organism : TOPICAL <a local anesthetic>
- of or relating to telephone communication within a specified area

www.merriam-webster.com/dictionary/local

Yes, "Irregardless" is a word. Why you shouldn't use it. Your best SCRABBLE game Prep with our new tool.

local

noun

a person who lives in a particular area, city, or town : a local person  
 a train or bus that makes all of the stops along its route  
 a local part of a labor union

Full Definition of LOCAL

a local person or thing; as  
 a : a local public conveyance (as a train or an elevator)  
 b : a local or particular branch, lodge, or chapter of an organization (as a labor union)  
 c *British* : a nearby or neighborhood pub

See local defined for English-language learners »

Time taken to correct: 20 minutes

## Comments

After correcting Pedro's second composition I could see straightaway that Pedro has made progress. In his last composition, he was told that he needed to improve his word choice;

more precisely he had to use adjectives that were more appropriate to his level. Here we can see that he has used adjectives such as “huge” and “incredible” to elevate his lexis.

In the same way, he has learnt to use GC more efficiently. Even though, it takes him almost two hours to fully correct his writing, he has realised where he can use the corpus to correct a mistake, and when it is not helpful so he can skip this step. The filters also give him hints on where to look for the mistake and what type of mistake it is.

Pedro also admits that using GC before handing in a piece of work is also a motivation booster, as he can hand in his best work, rather than a piece of writing with careless basic mistakes which he actually knows are wrong. For example, Pedro wrote “mans”, where he clearly knows that this noun goes through mutation when put in plural so we say “men”. Being able to correct this mistake on his own, makes it less intimidating than being corrected by a teacher.

However, there is still room for improvement. Once again, apostrophes were not detected, although since Pedro already knew this, he ignored the words highlighted that were contracted: “didn’t”, “shouldn’t” and “it’s”.

Also, Grammar checker does not detect when the student uses the wrong tense. For example, Pedro should have used the past perfect and the past continuous when narrating “had been warning us” and “was happening”. In the same way, Pedro does not always use the gerund and the infinitive correctly as in “instead of risking” and “better to watch.”

Therefore, even though these words were highlighted in the pair filter, since the corpus didn’t allow Pedro to detect the mistake as it was not due to collocations, Pedro missed that the mistake was grammatical.

Punctuation is ignored in many cases. For example, after linkers such as “to sum up”, a comma is needed. In the same way, direct speech is introduced with inverted commas. Harder to correct is sentence length. At this level students are expected to use complex sentences with subordinators. Pedro sometimes used short simple sentences which may make

his writing look too simple: “too many people drown every year” which could be enriched to: “Unfortunately, too many people drown every year as a result of the weather”.

In contrast, Pedro uses the word “spectacle” which comes from Latin and therefore is considered as being elevated. This contrasts with the lexis he uses in his text, and so although “spectacle” does exist in English, Pedro has translated this word from Spanish. Alternatively, he could use “view” or “site” which would sound more natural in this context. In the same way, Pedro writes “locals” due to interference of his mother tongue. It is not highlighted so Pedro misses the opportunity to correct the word or look into it.

Although GC has included the definite article “the” as a problem word, the lack of using the article is also a problem. For example, all the articles in the text were highlighted so Pedro checked their use with the rules provided in the feedback. However, he did not check whether he had used the article correctly in all nouns. Therefore, Pedro erroneously omitted the article where we read “waves” and “rocks”, and did not realise this since it was not highlighted. In the same way, although the distributive adjectives “each” and “every” are almost identical in meaning, their meaning is not always interchangeable in all contexts.

Although it could be possible to use either in the examples provided by Pedro in his text, if we look at the meaning closely, we could state that “each” is more appropriate here, as we are emphasizing the individual quality of each year, and the fact that it is happening year after year. These nuances could be explained by GC too by including these distributive adjectives under the filter of problem words.

The corpus allowed Pedro to correct mistakes like where he missed the preposition in “instead”. However, in one case the corpus actually misled Pedro make him correct his work erroneously. Since the word “closer” was highlighted in orange, Pedro used the corpus to check whether it was followed by a preposition such as in the example above. Seeing that the most frequent preposition was “to”, Pedro corrected his work and added the preposition. It would be very useful if Grammar Checker could detect the use of preposition at the end of a sentence as erroneous in this case. In the same way, the words “want while” are

highlighted in red, but the words “if” or “when” are so far below in the frequency list that Pedro misses them.

In many cases, GC detects mistakes in concord such as in “this situations” and “two man” but doesn’t detect putting the noun “business” into plural due to the lack of article and the fact that we are talking about businesses in general: “businesses and garages flooded”.

The summary of mistakes included at the end is a bit confusing, as Pedro could not understand why the number “7” was repeated so many times.

### **Suggestions for GC (Writing 2)**

#### Incorrect sequences:

-When a sentence ends in a preposition, the preposition could be highlighted so that students can check if they have put it in the right place, or whether they could omit it.

#### Problem words:

- The definite and indefinite article is included in this category and they are detected in a text. However, GC could also detect where the article has been omitted by highlighting all nouns and contrasting those nouns that do have an article with those that don’t so students can check if they have missed the article.

-Spectacle: This could be included as a problem word as in many cases students use this word because of language interference. Other alternatives could be offered, and they can compare how frequently the words “view” and “site” are used in comparison to “spectacle”. Notice how “view” appears 22299 times, “site” 8641 times and “spectacle” only appears 582 times



## Search

These are the most frequent words before and after the string **'view'**. You can use this functionality to do extra checking on your text.

view (22299)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the view	2824 (16.7%)	2.17	view of	6610 (31.3%)	8.32
of view	2799 (16.5%)	4.17	view that	2270 (10.8%)	9.43

## Search

These are the most frequent words before and after the string **'site'**. You can use this functionality to do extra checking on your text.

site (8641)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the site	3023 (48.9%)	6	site of	1205 (15.6%)	3.91

## Search

These are the most frequent words before and after the string **'spectacle'**. You can use this functionality to do extra checking on your text.

spectacle (582)					
Combination	Frequency	Ratio	Combination	Frequency	Ratio
the <i>spectacle</i>	187 (44.4%)	5.51	<i>spectacle</i> of	177 (32.5%)	8.53
a <i>spectacle</i>	84 (20%)	7.11	<i>spectacle</i> and	22 (4%)	1.3
and <i>spectacle</i>	14 (3.3%)	0.98	<i>spectacle</i> in	18 (3.3%)	1.39

-Local: This is also a translation from Spanish, and students should be redirected to the dictionary. We could also ask students if they meant “shop”.

-Each and every: This should also be included as problem words, as although their meaning is closely related, they are not interchangeable in all contexts.

https://www.englishclub.com/grammar/determiners-quantifiers-each-every.htm

EnglishClub : Learn English : Grammar : Determiner : Quantifiers : each, any

⇒ ECAds: [Preposition eBook](#), [370 sample sentences/200 quiz questions](#)

**each, every**

The **quantifiers** *each* and *every* are a kind of **determiner**. They have similar but not always identical meanings. We always use them with a singular countable noun.

*Each* means "every one, regarded individually".

*Every* means "every one, regarded as a whole".

Sometimes, *each* and *every* have the same meaning:

- Prices go up *each* year.
- Prices go up *every* year.

But often they are not exactly the same.

*Each* expresses the idea of "one by one". It emphasizes individuality.

*Every* is half-way between *each* and *all*. It sees things or people as singular, but in a group or in general.



### Corrections for composition 3

Dear Rachel and Ross:-

Sorry for not writing earlier but I've been working a lot since I got back. It's was great to ~~here~~ hear from you ~~by e-mail~~ but I needed/ wanted to write a letter to thank you for the nice week I stayed with you ~~the~~ last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very ~~goodwell~~, ...Aall your friends are fantastic.

When I arrived ~~in~~ at London I was amazed because I ~~had~~ never been in a great city as such as/like London. Also, I liked the historical monuments such as Big Ben and Buckingham Palace but what I ~~was~~ really loved was ~~of~~ the red bus and the red phone-box. The ~~s~~Saturday night in the London pubs was fantastic because we had a lot of beer and we listened to very good music, especially the guitarist of Peters' Pub and his song about ~~the~~ love. It was a pity that the pubs closed ~~earlier~~ early, we were ~~spending a nice night~~ having a good time.

Why don't you come to visit me? The pubs close late here and you can try our food.  
I hope to hear from you soon  
Give my regards to Anne, Peter and Susan.

Best wishes,

Pedro

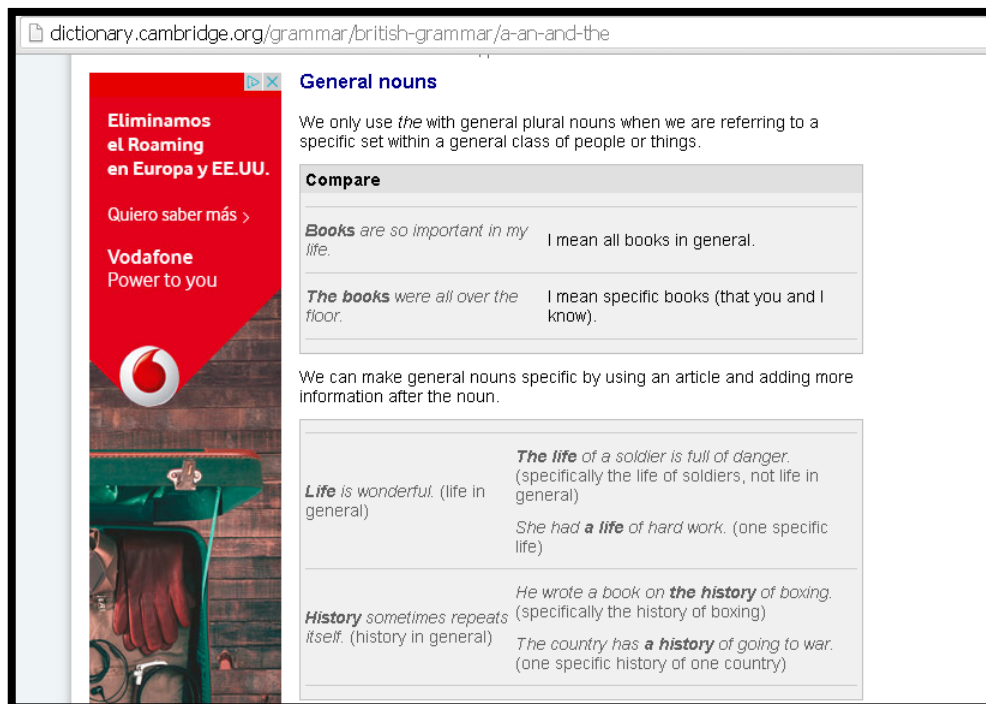
Pedro clearly has made improvements. Firstly, he has taken less time to correct his work with GC. This means that he has started to learn how to use this efficiently and the best way to use the corpus to detect errors. Secondly, since some of the feedback he has already read previously when checking his prior compositions. This allows him to correct his work while he is writing his text. For example, he admitted that when writing he consciously used “know” instead of “get to know” and was very proud to know that he was using this correctly. Finally, we can see that he has started to use richer vocabulary (e.g. charming) and is definitely making fewer mistakes. We can clearly see that he is conscious of the importance of checking his work thoroughly.

However, some problems have been detected. Firstly, GC does not highlight punctuation mistakes, and since this is a letter format and we are using the format used in British English, a comma is needed after the opening sequence. We have previously stated that GC does not correct wrong use of tenses, such as using the past tense instead of the present tense. Pedro also writes “fantastics” and this is highlighted in the pairs filter. Although GC does normally detect this type of mistake, in this case it was Pedro who realised what type of mistake he had made. Sometimes, Pedro writes an expression that does not sound natural in English, so the best thing to do is to change that sentence he has used for a more frequently used expression such as “have a good time” instead of “spend a nice night”. Knowing this beforehand, we can openly state to students that they need to check for this as GC will not check it for them.

## Suggestions for GC (writing 3)

Incorrect sequences:

- The: Although it is already included as a problem word, there is no rule to explain why it is incorrect to write “the last night”. If it is included under this filter, students will be more aware of this typical mistake. Feedback can be provided such as the one found in [www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)



dictionary.cambridge.org/grammar/british-grammar/a-an-and-the

**General nouns**

We only use *the* with general plural nouns when we are referring to a specific set within a general class of people or things.

Compare	
<i>Books</i> are so important in my life.	I mean all books in general.
<i>The books</i> were all over the floor.	I mean specific books (that you and I know).

We can make general nouns specific by using an article and adding more information after the noun.

<i>Life</i> is wonderful. (life in general)	<i>The life</i> of a soldier is full of danger. (specifically the life of soldiers, not life in general)
	<i>She had a life</i> of hard work. (one specific life)
<i>History</i> sometimes repeats itself. (history in general)	<i>He wrote a book on the history</i> of boxing. (specifically the history of boxing)
	<i>The country has a history</i> of going to war. (one specific history of one country)

Problem words:

- Good/ well can be included under this category. It is a very typical mistake that students repeatedly make, so by providing them the rule, they can make sure they are using it correctly.

*Good* is an adjective, which means that it modifies nouns: e.g. This is a good movie

*Well* is an adverb, which means that it modifies verbs, adjectives, and other adverbs.

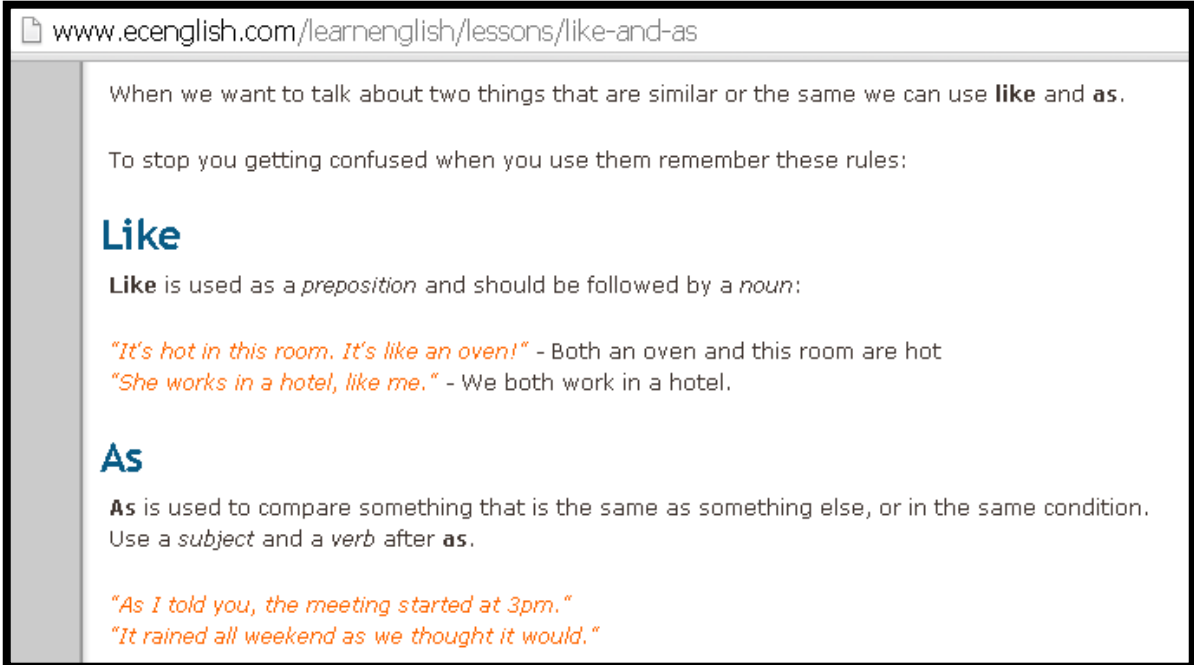
E.g. You speak English well

Notice: *Well* can be used as an adjective to mean "in good health." E.g. You look well/I don't feel well

- Specially/especially: This is also a typical mistake and often creates a lot of confusion.

If we look up the meaning in a dictionary, we will see that *especially* means “above all” or “particularly” (e.g. I love flowers, especially tulips) whereas we use *specially* to talk about the specific purpose of something such as in “specially designed”.

- As/like: These can be found in comparative structures but are not interchangeable. We could remind students that when introducing examples, we use “such as”. Feedback can be provided like in the image below from [www.ecenglish.com](http://www.ecenglish.com)



The screenshot shows a webpage titled "www.ecenglish.com/learnenglish/lessons/like-and-as". The content explains the use of "like" and "as".

When we want to talk about two things that are similar or the same we can use **like** and **as**.

To stop you getting confused when you use them remember these rules:

**Like**

**Like** is used as a *preposition* and should be followed by a *noun*:

*"It's hot in this room. It's like an oven!"* - Both an oven and this room are hot  
*"She works in a hotel, like me."* - We both work in a hotel.

**As**

**As** is used to compare something that is the same as something else, or in the same condition. Use a *subject* and a *verb* after **as**.

*"As I told you, the meeting started at 3pm."*  
*"It rained all weekend as we thought it would."*

- In/to: Pedro mixes up these prepositions and is not sure about the difference in meaning. If they are included as problem words students can use internet to check if they are using the preposition correctly. A link can be provided to redirect students or simply ask them to use google. For example, [www.inmadom-myenglishclass.blogspot.com](http://www.inmadom-myenglishclass.blogspot.com) offers the following explanation which is very relevant to this composition:

## Arrive in, at or to?

One of the typical mistakes my students make is using the preposition **"to"** with the verb **"arrive"**.  
For example: \*We arrived to London.  
The preposition **"to"** can never follow the verb **"arrive"**, because it is a preposition of movement and the verb is not. Instead of **"to"**, we can use **"at"** or **"in"**, but, when should we use one or the other?  
The answer is easy:

- We use **"at"** when we get to a small place such as an airport, station or village.

Ex.: The children arrived at school quite late.

- We use **"in"** when we get to a large place such as a country or a city.

Ex.: The Vikings arrived in Britain in the 8<sup>th</sup> century.

Sometimes it's not so easy and you can find examples like:

[They arrived at Cardiff](#)

Being Cardiff a big town, **"in"** should have been used, but **"at"** is correct because we actually mean arrive at Cardiff station or airport.



### Pairs filter

Words that have a hyphen should be detected as 2 separate words. For example, the corpus detected "phone-box" as a single word. This meant that Pedro was checking for the frequently used words before and after "phone-box" instead of "phone" and since the corpus did not help him clear his doubt, he decided to use the internet instead.

### Final remarks

Therefore, several changes can be made to GC so that students can make the most of it. Firstly, if we look at the three compositions and compare the use of GC to the corrections made by the teacher, we will see that several improvements can be made. We can reflect these suggestions on a table like the one below:

Spelling	Contractions included (e.g. mustn't) Underage Overweight
Incorrect sequences	There is/are Spend time (vs. stay time) The last month/last month Sentences that finish in prepositions
Pairs filter	Words with a hyphen detected as 2 words
Problem words	Each/every Like/as Spectacle/view Local/shop In/to/at

Contractions should be included in the corpus, or students should know beforehand that GC does not detect contractions and may highlight them as being erroneous. Likewise, in clear cases where punctuation is missing such as a comma after linkers, GC could use the corpus to detect this, showing that after “to sum up” for example, a comma is always used.

Secondly, at the end of using GC, students can reflect on the types of mistakes they have made. This is a very useful tool, especially for revision, but does not always work and students do not know how to interpret the results. If we could alter this for it to be more effective, this would definitely benefit our learners. For example, a table could be provided where mistakes are organized under the headings: spelling, incorrect sequences, problem words and pairs filter. If GC could detect when a student corrects a word that was highlighted as incorrect, and once it is modified, it is

not highlighted anymore and reflect this information in a table, this would help students reflect and learn from his/her mistakes. For example, in the second composition the mistakes found are summarised by GC as the following

+ New text   • Spelling   == Incorrect sequences   --? Problem words   .. Pairs filter   Summary

## Text performance

Text submitted: 2015-12-15 09:21:17:

Dear Rachel and Ross: Sorry for not writing earlier but I've been working a lot since I got back. It's great to hear from you by e-mail but I need to write a letter to thank you for the nice week I stayed with you the last month in London. It was very nice to meet you and to get to know your friends: Anne is very funny, Peter is really charming, Susan cooks very good, . . . All your friends are fantastic. When I arrived in London I was amazed because I had never been in a great city as London. Also I liked the historical monuments as Big Ben and Buckingham Palace but I was really loved the red bus and the red phone-box. The Saturday night in the London pubs were fantastic because we had a lot of beer and we listened very good music, specially the guitarist of Peters Pub and his song about love. It was a pity that pubs closed earlier, we were spending a nice night. Why don't you come to visit me? Pubs close late here and you can try our food. I hope to hear from you soon Give my regards to Anne, Peter and Susan Best wishes, Pedro

Mistake	Type
monuments as	Suspicious pair of words
earlier but	Infrequent pair of words
but I've	Infrequent pair of words
I've been	Infrequent pair of words
working a	Infrequent pair of words

**Instructions**

Find out what Grammar Checker does and how to use it:

- Guide [\(English\)](#) [\(Spanish\)](#)

great to	Infrequent pair of words
you by	Infrequent pair of words
the nice	Infrequent pair of words
nice week	Infrequent pair of words
amazed because	Infrequent pair of words
red phone-box	Infrequent pair of words
fantastic because	Infrequent pair of words
guitarist of	Infrequent pair of words
nice night	Infrequent pair of words
close late	Infrequent pair of words

[← Back](#)

If instead, a table is provided such as the one below, students can reflect on the corrections and learn from their mistakes.



### Your frequent mistakes

	Incorrect	Correct
Spelling	Reallly Pitty	Really Pity
	Saturday	Saturday
Incorrect sequences	The last month	Last month
Problem words	Good/well	Check rule: Good=adjective, Well =adverb
	In/to	Check rule
	As/like	Check rule
	Specially/especially	Check rule
Pairs filter	Need write	Need to write

Alternatively, if the system cannot detect the changes made in a text and reflect them in a table like the one above, students could be given an empty table which they have to fill in themselves to reflect on their learning. Points can be given to students who take their time to fill the table in, and these students can be rewarded. For example, if a student has corrected five writings and reflected his mistakes and the corrections in a table for revision, he could be granted a week of using GC for free. By motivating students to revise their mistakes and to note down their corrections, we are helping them use strategies to develop their strategic competence and thus enhancing meaningful learning.

We have stated above in the introduction that Grammar checker uses bigrams to detect mistakes in a text. For example, in the sentence “My sister is lawyer”, the student has omitted the indefinite article and GC detects this as an incorrect sequence.

+ New text   • Spelling   **Incorrect sequences**   --? Problem words   .. Pairs filter   Summary

## Incorrect sequences filter

my sister **is lawyer**

**Modify**

**How does it work?**

The **incorrect sequences filter** compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

**Next** ⇨

---

You wrote: *is lawyer*

Did you mean *is a lawyer*?

We do not use single countable nouns immediately after the verb *to be*. We put an article (*a/an/the/another*) or a possessive pronoun (E.g. *my, his, your*) after the verb and before the noun; use the appropriate one when making a change to your writing.

*I am an accountant.*

However, if instead the student writes “\*My sister is geography teacher”, notice how GC does not detect a mistake, even though the student has made the exact same mistake as in the previous example.

+ New text   • Spelling   **Incorrect sequences**   --? Problem words   .. Pairs filter   Summary

## Incorrect sequences filter

my sister is geography teacher

**Modify**

**How does it work?**

The **incorrect sequences filter** compares your text with one million of the most frequent incorrect sequences in English.

This filter will give you personalized feedback to help you improve your text.

[My frequent mistakes](#) | [My texts](#)

## My texts

Text	Date	Infrequent words	Very infrequent words	Suspicious pair of words	Infrequent pair of words	Very infrequent pair of words
<a href="#">my sister is geography teacher...</a>	2015-12-22 19:58:19	0	0	0	0	0

The bigrams detected are: My sister/ sister is/ is geography/ geography teacher. Notice if we write “My favourite subject is geography”, the bigrams in this case are: My favourite/ favourite subject/subject is/is geography. In this case, the sentence is grammatically correct. GC does not distinguish whether the adjective is a complement and therefore does not need an article, or whether it is modifying a noun, in which case it needs an article. A solution to this would be to use a trigram filter instead of a bigram filter so that this type of mistake does not go unnoticed.

Similarly, students need to be warned that GC does not check tenses, punctuation or layout and they need to do this themselves. For this, a checklist could be provided before they use GC so that students can look out for mistakes that GC does not detect. If they need to revise the rules for punctuation for example, a link is provided that redirects them to a website where they can review the rules. Below I have included an example:

### Checklist

- Have you checked your tenses? For a general revision on tenses click [here](#) or visit [http://www.learn-english-today.com/lessons/lesson\\_content/verbs/verb\\_tense-revision.html](http://www.learn-english-today.com/lessons/lesson_content/verbs/verb_tense-revision.html)
- Have you used adjectives to make your writing more interesting? If you need to use a thesaurus click [here](#) or visit [www.thesaurus.com](http://www.thesaurus.com).

- ☑ Have you used punctuation correctly? For a quick guide click [here](#) or visit [http://www.myenglishpages.com/site\\_php\\_files/writing-punctuation-tips.php](http://www.myenglishpages.com/site_php_files/writing-punctuation-tips.php)
- ☑ Is your writing organized? Have you used the right structure and format? For great writing tips click [here](#) or visit [http://www.myenglishpages.com/site\\_php\\_files/writing-tips.php](http://www.myenglishpages.com/site_php_files/writing-tips.php)

Finally, if students correct their work erroneously in the pairs filter, he/she misses the opportunity for the other filters to recheck the work. For example, when modifying his work to correct a mistake, a spelling mistake could be made but the student will not detect it as he/she has already gone through the spelling filter. This could be altered, and students could be given the opportunity to go back again and double check their work with the other filters. By adding a “back” button, students that accidentally press the “next” button, do not have to start all over again!

When Pedro was asked if he would continue to use Grammar Checker, he immediately stated that Grammar Checker saves him time and money. He used to have two-hour tuitions twice a week to improve his writing, and he has already reduced this to a one-hour class once a week. He admits that teachers hardly ever give such extensive feedback, which is normally limited to a grade and some words crossed out in red and corrected. Grammar Checker provides the rules that he needs to learn and revise, and allows him to reread and recheck his work as many times as he wants and without having to pay more for this.

As a teacher, I can state that with thirty students in a class, and with four different classes we hardly get enough time to set writing homework and even less to correct it. Feedback is very limited, and students normally overlook the comments and pay more attention to their grade. This leads to students making the same mistakes continuously slowing down their progress. Pedro has been constantly revising the rules for the problem words detected in his writings. This knowledge has been reflected on the huge improvement he has made in his last composition. If students corrected their work and took the time to read the feedback and revise the rules, this would lead to enormous progress which would be motivating for students and teachers alike.

Similarly, teachers normally only check with the rules when correcting writings when they have doubts, which means that sometimes mistakes are overlooked. For example, even though I am a proficient user of the English language I wrote erroneously “less mistakes” in this essay. Grammar Checker pointed out that we say “fewer mistakes” which shows that sometimes teachers are not even aware that a mistake has been made, and mistakes have become fossilized. This shows how useful GC is for all levels, even for teachers!

All in all, we can see that no grammar checker can substitute a teacher, but Grammar checker motivates students to self correct their work and arms them with the tools to achieve true communicative competence. Learning how to write effectively is an arduous process, and more so in a foreign language. If we enlarge the corpus that GC uses and keep adding problem words and incorrect sequences so that it becomes more and more efficient, we can give students and teachers the opportunity to use their time efficiently. If, as Jeremy Harmer stated there is purpose (for example, in this case to self-correct) and expectation (on behalf of the student to see his/her progress), students will be motivated to work on their writing skills.

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