

A corpus-based innovative approach to vocabulary teaching and learning

Group 7 Activity Design

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Level of students: Primary 6 of intermediate level (20 students in total)

Number of lesson: One double lesson (80 mins in total)

Textbook adapted: Longman Elect 6A Chapter 5: Our favourite film

Topic: Disney films '*Frozen*', '*Finding Nemo*', and '*Toy Story 3*'

Target vocabulary items: '-ed' ('*bored*') and '-ing' ('*boring*') adjectives

Learning objectives:

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

1. distinguish the difference in the usage between '-ed' and '-ing' adjectives with the focus on '*bored*' and '*boring*' in the dialogue between Anna and Elsa in '*Frozen*'.
2. use '-ed' adjectives to describe how people feel or '-ing' adjectives to describe people or things that cause others to have feelings in the story of '*Finding Nemo*'.
3. write a short film review on '*Finding Nemo*' using '-ed' and '-ing' adjectives.
4. use the corpus (2k Graded) to support self-directed and inductive learning.

Corpus used: Lextutor Concordance (2k Graded)

Context: It is Disney Film Week and you are going to enjoy a lot of Disney films, like '*Frozen*' and '*Finding Nemo*'. During the week, you will learn how to describe different things using '-ed' and '-ing' adjectives and how to write a short film review using '-ed' and '-ing' adjectives.

Lesson progression:

STAGE 1: Testing Ss' knowledge and Raising Ss' awareness (15 mins)

Assuming that Ss watched the Disney film 'Frozen' in the last lesson, T first asks Ss to work individually to complete an exercise about Anna and Elsa, the main characters in 'Frozen', to test their understandings of '-ed' and '-ing' adjectives, with '*bored*' and '*boring*' as the target vocabulary items.

Ss will then be asked to work in pairs to check each other's work to see if there are any different answers, and they will try to think of some rules of using '-ed' and '-ing' adjectives regarding the individual task.

Ss will then be asked to work in groups to further explore the use of '-ed' and '-ing' adjectives by making use of corpus to see if their initial thoughts are correct.

STAGE 2: Hands-on corpus search and Inductive discovery by Ss (20-25 mins)

Ss will be asked to use the corpus to search for some authentic examples of '-ed' and '-ing' adjectives or simply read the concordance lines captured from the corpus, depending on the availability of computers.

Next, Ss will then be asked to circle some key language forms in the sentences which contain the '-ed' and '-ing' adjectives. Then, they try to find out the rules and sentence patterns when using '-ed' and '-ing' adjectives. They are also encouraged to amend the individual task in STAGE 1 if there are mistakes to make the part of 'Frozen' more complete.

By comparing both results (with corpus and without corpus), T can emphasise the benefit of using corpus for self-directed learning. Then, T will summarize the usage of '-ed' and '-ing' adjectives.

STAGE 3: Output and Application (40-45 mins)

There are two language foci in this stage: speaking and writing.

Before the activity starts, T will first tell Ss that they are going to watch another Disney film called 'Finding Nemo' and then introduce the story plot of 'Finding Nemo' to ensure that Ss are clear about the storyline of the film.

After that, Ss will work in groups of 5, each group member will be given a corresponding scenario card according to assigned student number. The order of the scenario card is the same as the storyline of the story. Ss need to complete the speech bubble and the photo caption. Ss can refer to the table to get the hint. When they have completed the scenario card, they take turns to read aloud their answer in their group. Ss are encouraged to do a peer assessment on their peers' performance.

Eventually, Ss will be asked to produce a short film review on 'Finding Nemo' by using both '-ed' and '-ing' adjectives individually. Ss will be provided with a sample film review of 'Frozen' to deconstruct the structure and language use.

Ss are encouraged to share their views on the film 'Finding Nemo' and the class has to vote for the best 3 short film reviews for the whole lesson.

STAGE 4: Homework

Ss are going to watch some clips of another Disney film 'Toy Story 3'. There are three short video clips of some scenes in the film with different levels of difficulty. Ss will be given a worksheet that is corresponding with their own level. Each worksheet will have a different task. For the easiest worksheet, Ss are only asked to fill in some '-ed' and '-ing' adjectives; for the intermediate one, Ss are asked to compose some complete sentences describing the scene using '-ed' and '-ing' adjectives; for the most difficult one, Ss are asked to write a paragraph to describe what is happening in the scene using '-ed' and '-ing' adjectives. This approach is adopted because T wants to maximize students' learning and caters for their learning diversity. Ss are also encouraged to do one or more worksheets if they feel comfortable and confident. This stage is designed to provide Ss with free practice; still, there are some hints for each worksheet.

STAGE 1: Testing Ss' knowledge and Raising Ss' awareness

Name: _____ Class: 6____(____) Date: _____

Part 1: Filling in the blanks [Individual work]

You watched the Disney film 'Frozen' in the last lesson. Do you remember the two characters 'Anna' and 'Elsa'? They are talking to each other right now. Read their conversation and fill in the blanks with either '**bored**' or '**boring**'.



Part 2: Talking to your partner [Pair work]

Work with your partner. Read each other's work and see if you have the same answer with your partner. Then, find out your own rules on when to use '*bored*' and '*boring*'.

When to use ' <i>bored</i> '?	When to use ' <i>boring</i> '?
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Disney Film Week: '-ed' & '-ing' adjectives

STAGE 2: Hands-on corpus search and Inductive discovery by Ss

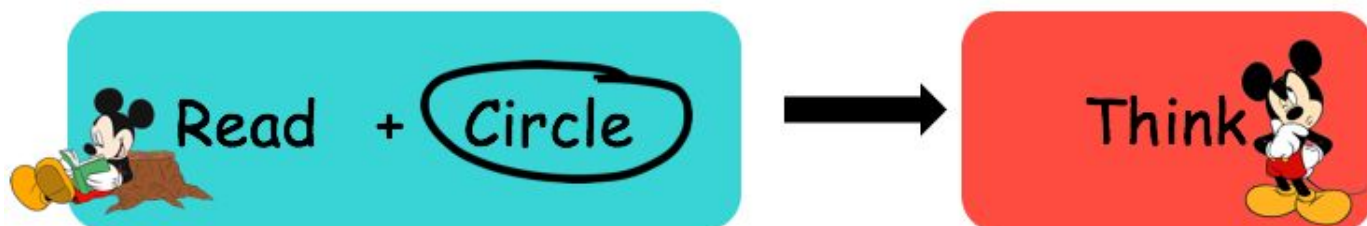
Name: _____ Class: 6_____(____) Date: _____

Part 1: Testing your rules by looking into the use of 'bored' and 'boring' with authentic examples [Group work]

Form groups of 5. Look at the concordance lines below for both 'bored' and 'boring' from the 2k Graded Corpus. Then, compare the use of the two adjectives.

Concordance lines of 'bored'

006. ☐ work I'm doing now. There is no work for me here, and I would be **BORED** to death in a month.' Then take me with you! I would go any
007. ☐ e. They like that. It's not easy and most of the time they're so **BORED** with easy things that they enjoy something more difficult -
008. ☐ orse and put his hand up to touch its head. Timber looked rather **BORED**. 'He hasn't had any exercise yet today,' said Simon. 'Would
009. ☐ found himself alone with Ruth. Ruth did not like riding, and was **BORED** by horses. But she desperately wanted her twin sister, Jane
010. ☐ ly from giving birth that she was reading a magazine and looking **BORED**. Flora introduced herself and asked after Meriam's health.
011. ☐ elsewhere). And as, in her case, one of the players was a little **BORED** by it all and was just looking forward to some hot milk bef
012. ☐ sed. They hated fuss, and talkative people, and they were always **BORED** by poetry (Flora was sure Elfine wrote poems). 'So, unless
013. ☐ silk. She was pleased to see that Elfine did not seem nervous or **BORED**, but enjoyed being the centre of attention. At one o'clock
014. ☐ ole it,' replied Reuben simply. 'Who from?' asked Flora, who was **BORED** by having to pretend to be shocked at things, and really wa
015. ☐ y is no longer the sole basis of the economy. It was just a hole **BORED** beneath a busy four-lane. But in the most frightening perio
016. ☐ a wealthy lawyer, who was proud of Paul's progress and extremely **BORED** by his conversation. For the last two years Paul had lived
017. ☐ ynde turned to Lady Circle. I sometimes think I'm getting rather **BORED** with black people,' she said. Are you?' I have never had th



Short sum up: Most of the subjects are **people / things**. (Circle one)

Teacher tips!

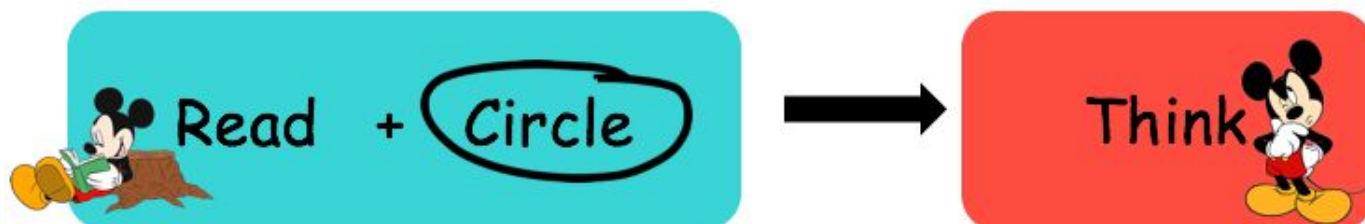
(Teacher can orally demonstrate the following steps to students.)

- 1) Read the sentence that contains the word 'bored'.
- 2) Circle the subject of the sentence. (one has been done for you as an example)
- 3) Think if the subject is a **person** or a **thing**.



Concordance lines of 'boring'

007. ☐ d it rather dull, Rogers. You don't play golf, do you?' No. Very BORING game,' said Rogers, not at all politely. But if you don't
 008. ☐ y enjoy reading. Morris Townsend agreed with her that books were BORING he had been to places that people had written about, and t
 009. ☐ o do something to make life at Clare Park more exciting. It's so BORING. We're allowed to do anything we like, just anything.' 'Do
 010. ☐ nd someone younger to spend the evening with.' 'They're all very BORING.' She raised her glass to her lips. 'Well, I'm just the sa
 011. ☐ were only too aware, because she was always reading aloud long, BORING bits from their letters) wrote to her. These gentlemen wer
 012. ☐ 'That would be delightful,' agreed Flora, thinking how nasty and BORING it would be. 'There's something about you...' said Mr Mybu
 013. ☐ in Ireland, however hard you try. I don't know if you find this BORING? Not at all,' said Paul. I think it's most encouraging.'
 014. ☐ in one place.' He turned back from the window. I know of no more BORING and useless activity than generalizing about life. Did you
 015. ☐ mber of my team with the job of protecting her. He found the job BORING, but told me he tried to help Gillian by reading to her ev
 016. ☐ f his business life in England. Four weeks went by like this - a BORING time for all of us, and Cutlet began to complain that his
 017. ☐ on them, didn't we, Mary?' laughed Blanche. 'But governesses are BORING. Let's change the subject. Mr Rochester, will you sing wit
 018. ☐ r IV/II. Duncan watched the screen as the huge, lifeless, cruel, BORING lump of rock came closer and closer. Its temperature was m



Short sum up:

Most of the subjects are **people / things**. (Circle)

The adjective 'boring' usually stands before **a noun / a verb / an adverb / an adjective**. (Circle one)

Teacher tips!

(Teacher can orally demonstrate the following steps to students.)

1. Read the sentence that contains the word 'boring'.
2. Circle the subject of the sentence OR Underline the word after the adjective 'boring'. (Two have been done for you as examples)
3. Think if the subject is a **person** or a **thing**.
4. Think what part of speech the underlined word is (a noun? a verb? an adverb? an adjective?).



Part 2: Looking into the sentence pattern of 'bored' and 'boring' [Group work]

Read the concordance lines again. Write down at least three sentence patterns of using 'bored' and 'boring' in the table below. An example is shown for each.

<u>The adjective 'bored'</u>	
Sentence Pattern	Example from the corpus
1. I + would + be + <i>bored</i> + preposition + noun (+ preposition + noun)	I would be <u>bored</u> to death in a month,
2.	
3.	
4.	

<u>The adjective 'boring'</u>	
Sentence Pattern	Example from the corpus
1. very + <i>boring</i> + noun	very <u>boring</u> game
2.	
3.	
4.	

Part 3: Summarising the use of '*bored*' and '*boring*' [Group work]



Are your rules same with what you find above?

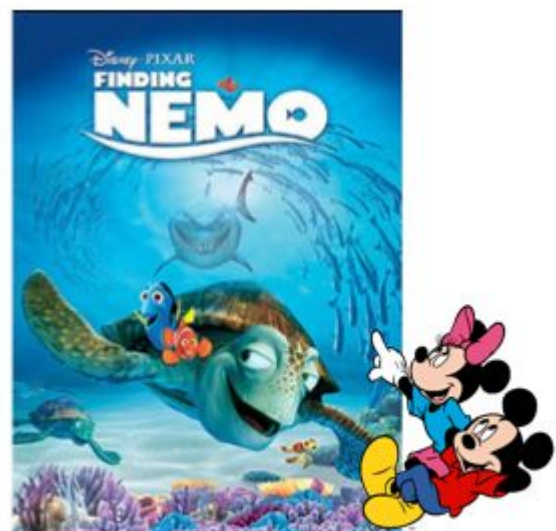
Now, you can read the individual task about Anna and Elsa's conversation again and change some of the blanks if you think they are not correct.

Circle your final answer(s).

1. We use '-ed' adjectives ('*bored*') to describe how people / things feel.
2. We use '-ing' adjectives ('*boring*') to describe people / things that cause others to have the feelings.

Teacher tips!

In order to make the individual task much more complete, teacher don't forget to bring students back to the task and let them amend the work, aiming at giving students a chance to apply what they have learnt before the next film.



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STAGE 3: Output and Application

Name: _____ Class: 6____(____) Date: _____

Story Plot of 'Finding Nemo'

The film is about a little fish called Nemo who lives with his father, Marlin. A man catches Nemo so his father Marlin sets off to look for him. Marlin faces a lot of difficulties but he doesn't give up. In the end, Marlin saves Nemo.

Teacher tips!

- 1) Introducing the story plot of '*Finding Nemo*' can ensure that every student knows the flow of the story.
- 2) Deconstructing the plot with different scenes helps students to catch up the story.



Part 1: Role playing [Group work: Speaking]

Form groups of 5 and assign each with a number (Student 1; Student 2; Student 3; Student 4; Student 5).

Each of you will have a scenario card:

1. Read the scenario card;
2. Complete the **speech bubble** and the **photo caption** using the '-ed' or '-ing' adjectives;

You can use the following table to help you.

bored	excited	surprised	frightened	touched
boring	exciting	surprising	frightening	touching


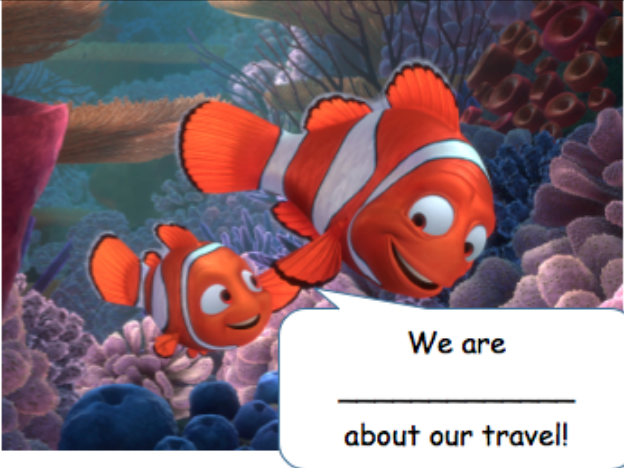
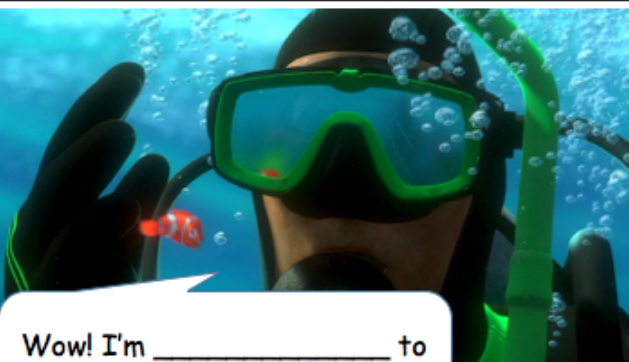

3. Share your ideas with your peers.

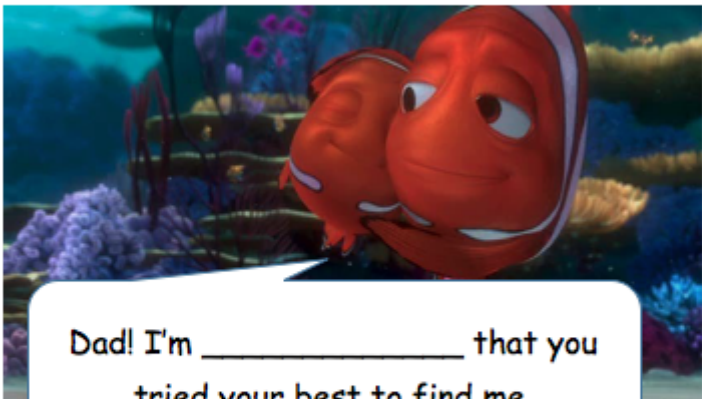
Teacher tips!

1) If your students don't know some of the adjectives in the table, encourage them to look up the dictionary.



2) If you are not sure how to use some of the '-ed' and '-ing' adjectives, encourage them to search through corpus.



Student 1	Student 2
 <p>Everyone is sleeping. No one plays with me. I am _____.</p> <p>Scene one is _____.</p>	 <p>We are _____ about our travel!</p> <p>Scene two is _____.</p>
Student 3	Student 4
 <p>Wow! I'm _____ to see a beautiful fish like this!</p> <p>Scene three is _____.</p>	 <p>The jellyfishes can hurt us. Marlin, I'm _____.</p> <p>Scene four is _____.</p>

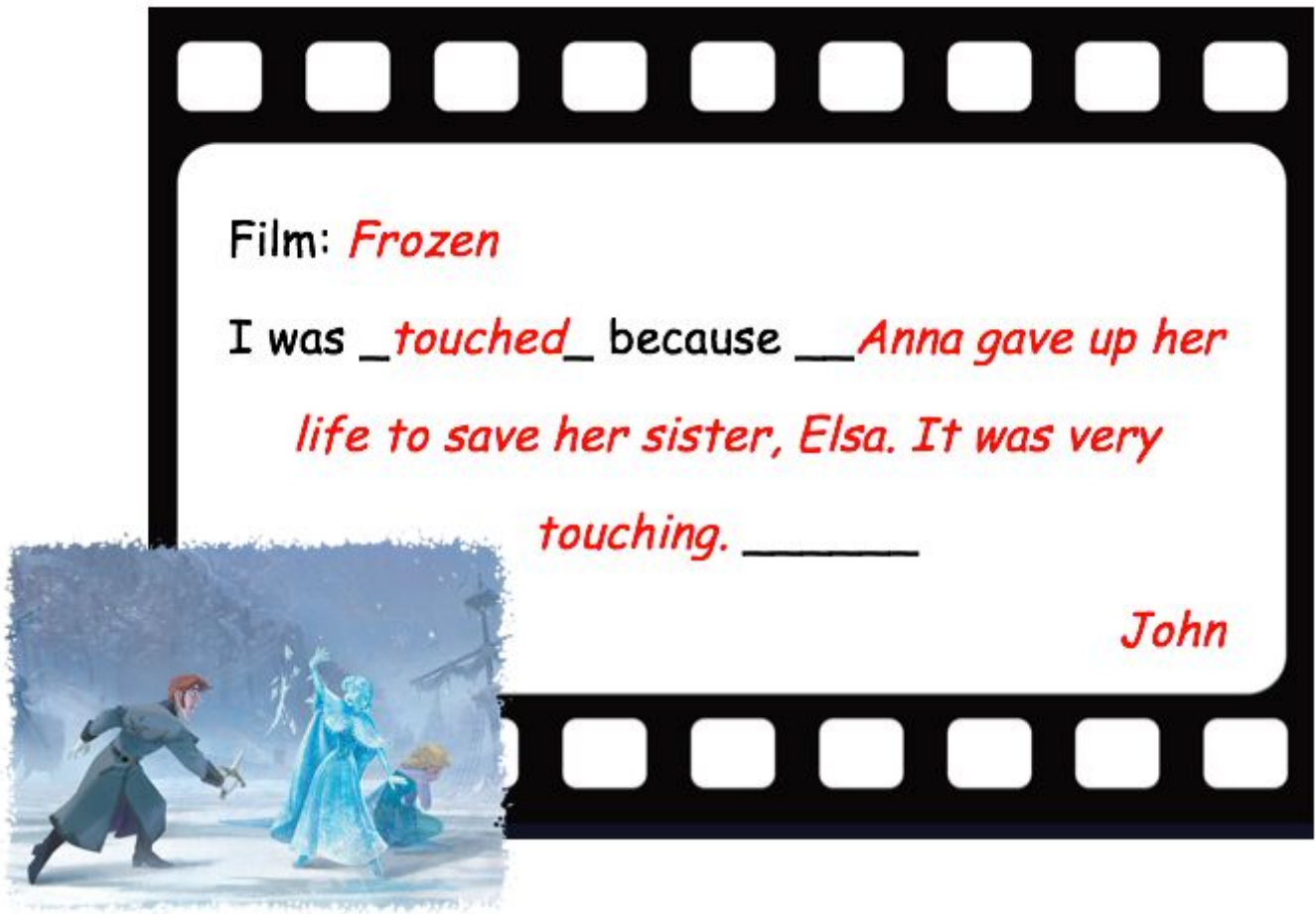
Student 5
 <p>Dad! I'm _____ that you tried your best to find me.</p>
Scene five is _____.

Put a tick (✓) in the box. **[Peer Assessment]**

		
Your peer can <u>use</u> the '-ed' and '-ing' adjectives correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Your peer can <u>present</u> the dialogue lively.	<input type="checkbox"/>	<input type="checkbox"/>

Part 2: Writing a short film review [Individual work: Writing]

Now, write a short film review of *Finding Nemo* to tell us how you feel about the film. You can read the sample film review of *Frozen* below.



Film: *Frozen*

I was *_touched_* because *__Anna gave up her life to save her sister, Elsa. It was very touching. _____*

John

Steps:

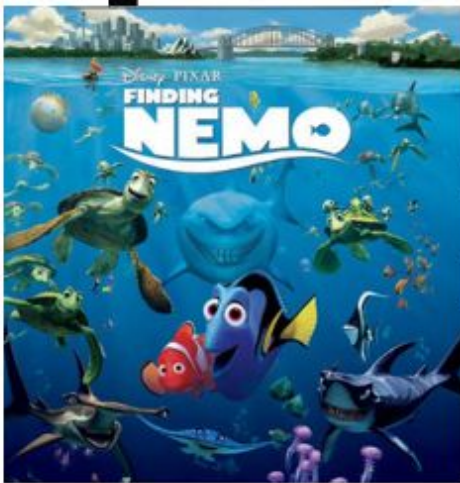
1. Write the **name** of the film.
2. Describe your **feelings** about the film.
3. Give an **example**.
4. Sign your **name**.

*Use simple past tense to write the short film review

It's your time to write!

Film: _____

I was _____ because _____



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STAGE 4: Homework (Less able learners)

Name: _____ Class: 6____(____) Date: _____

1. Watch the video clip of 'Lotso's future'
<https://www.youtube.com/watch?v=PYzFcBd8Bu8>;
2. Use '-ed' or '-ing' adjectives to describe the **character(s)** and the **scene**.
(Hint: You can use the following table to help you)

bored	excited	surprised	frightened
boring	exciting	surprising	frightening

- 1) The garbage man is _____ because he finds a teddy bear
with strawberry flavour.
- 2) Lotso thinks: It is _____ to be picked up by this man.
- 3) Lotso is very _____ to make friends with other toys but
the toys are _____.



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Disney Film Week: '-ed' & '-ing' adjectives
STAGE 4: Homework (Intermediate learners)

Name: _____ Class: 6____(____) Date: _____

1. Watch the video clip of 'Children's playtime'
<https://www.youtube.com/watch?v=nny1Du93z9o>;
2. Write 3 sentences to describe the **character(s)** and the **scene** with '-ed' or '-ing' adjectives. (Hint: You can read the scenario card of 'Finding Nemo')

1) _____

_____.

2) _____

_____.

3) _____

_____.



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Disney Film Week: '-ed' & '-ing' adjectives
STAGE 4: Homework (Advanced learners)

Name: _____ Class: 6____(____) Date: _____

1. Watch the video clip of 'Lotso's past'
<https://www.youtube.com/watch?v=EJJXYPhVOFM>;
2. Write 70 words to describe the **character(s)** and the **scene** with '-ed' or '-ing' adjectives. (Hint: You can read the sample short film review)

