

A corpus-based innovative approach to vocabulary teaching and learning

Group 10 Activity Design

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Level of students: Primary 6 of upper level (24 students in total)

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

Topic: Movie Festival and Marvel Superheroes

Target vocabulary items: "borrow" and "lend" (2k Graded corpus: [CORPUS CONCORDANCE OUTPUT \(lextutor.ca\)](#))

Learning objectives:

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

1. distinguish the difference in the definition of "borrow" and "lend" .
(Comprehension)
2. identify the different preposition in the phrases of "borrow" and "lend" respectively with the topic of Marvel Superheroes. (Knowledge)
3. use the corpus (2k Graded) to support self-directed and inductive learning.
(Analysis)
4. apply the collocations of "borrow" and "lend" in practice. (Application)

Lesson Progression (T for teacher, Ss for students)

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

Assuming that an activity called "Movie Festival" was held in the last lesson, the Marvel series appealed to students, enabling them to better understand the Marvel characters or heroes. In this lesson, T will introduce several main characters and ask Ss to complete related exercises individually to assess the extent to which students have already known about "borrow" and "lend" — both are the target linguistic items today. Then, Ss will be required to work in pairs to check each other's work. And they will also discuss the definitions of "borrow" and "lend".

STAGE 2: Hands-on corpus search and inductive discovery by Ss (25-30 mins)

In part 1, Ss will be asked to work in groups using 2K Graded Corpus to search for authentic examples of the verbs "borrow" and "lend". Then, they need to simply read the key sentence and refine their definitions written in stage 1. T will provide the standard answers for Ss to check finally.

In part 2, Ss are going to look into the use of "borrow" and "lend" and Ss will be asked to reread the concordance line individually. T should tell Ss to circle the preposition after the two verbs and focus on the nouns around the two verbs. After analyzing, Ss will be required to fill in the blanks about the short summary. In this process, T needs to give specific guidance.

In part 3, Ss will be asked to fill the summary chart about the definitions and collocations of "borrow" and "lend" without referring to part 1 and 2 to check Ss' understanding and recall the whole framework of knowledge.

STAGE 3: Application and output (30-40 mins)

After the rules are deduced from the previous stage, Ss will be able to apply them in actual use. Preceded by a warm-up exercise, this stage design will create a different context for Ss to use the linguistic items "borrow" and "lend" in reading, writing, and speaking in a stated, interrogative, or imperative tone. Interaction between Ss in a free and lively classroom atmosphere is expected to

improve the learning motivation and decrease the affective filter in Ss. Also, considering the unexpected situation, an optional step is provided to prompt flexibility of the teaching.

STAGE 4: Homework

Ss are going to watch a clip of another Marvel series film "Spidey & Sue Storm Outsmart Swarm" . Ss will be given a worksheet that is corresponding to their own level. Each worksheet will have a different task. For the easiest worksheet, Ss are only asked to fill in the collocations of "borrow" and "lend" ; for the intermediate one, Ss are asked to compose 3 complete sentences using the collocations of "borrow" and "lend" ; for the most difficult one, Ss are asked to write a paragraph to talk about what they want from these people with "borrow" and "lend" . This approach is adopted because T wants to maximize students' learning and cater to 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.

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Marvel Superheroes Week: "borrow" & "lend"

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

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

Part 1: Completing the conversations [Individual work]

At the Movie Festival held last week, Marvel superheroes were introduced. Many of you would love to possess their superpowers. Do you remember "Mighty Thor" and "Iron Man"? Now, you[Ⓢ] have a chance to ask them for their weapons. Complete the following conversations with "borrow" or "lend".

Conversation 1



Conversation 2



Part 2: Working with your partner [Pair work]

Work in pairs. Take turns to read your own work and see if there is any difference in answers. Then, find out the definitions of "borrow" and "lend" .

Vocabulary	Definition
borrow	To ____ something ____ someone and _____ later
lend	To ____ something ____ someone and _____ later

Teacher tips:

The situation that Ss cannot achieve the right answers is allowed.

The purpose of this part is to elicit questions which will be solved in Stage 2.

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Marvel Superheroes Week: "borrow" & "lend"

STAGE 2: Hands-on corpus search and Inductive self-discovery

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

Part 1: Checking your definition by looking into the usages of "borrow" and "lend" from the 2k Grade Corpus. Read the texts and then try to refine your definitions. [Group work]

Form groups of 4. Look at the concordance lines below for both "borrow" and "lend" from the 2k Graded Corpus. Then read the texts in the Corpus and try to refine your definitions about the two verbs.

Concordance lines of "borrow"

001. ☐ 'you sit quietly and be a good boy. I'm going to BORROW your car for an hour or two.' I enjoyed the
002. ☐ oreign port, a red - eyed, dirty drunk, asking to BORROW five dollars from me. You know how often th
003. ☐ odfrey. I tell you, I haven't got any!' You could BORROW it, Or wait , I'v
004. ☐ hidden away in that cottage! Why doesn't Godfrey BORROW some [Click and get more](#) m back when
005. ☐ t do you do when a new neighbour moves in? Go and BORROW something? He could not remember. People mo
006. ☐ did not insist on an answer. Then he went out to BORROW some water from a neighbour. Aku-nna was gl
007. ☐ pause, he continued more calmly. 'I was trying to BORROW money to buy the Lucella. Niels was getting
008. ☐ mile. 'I didn't want to find out. I was trying to BORROW fifty million dollars. I couldn't see any b
009. ☐ ledsoe. You threatened him while he was trying to BORROW money to buy the Lucella, but once he'd got

Larger context for BORROW in Corpus corpus_graded_2k.txt

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I'll tell him that his handsome eldest son fell in love with that poor girl Molly in the town, and married her in a hurry. The Squire'll be angry because you married her in secret, and he'll disinherit you. Then I'll get the house and land when the old man dies! But don't worry, I'm a good brother to you. I won't tell him, and you'll Find the money to pay back, I know you will.' Where can I get the money from?' cried Godfrey. I tell you, I haven't got any!' **You could BORROW it,' said Dunstan carelessly.** Or wait , I've had a better idea. You could sell your horse.' Sell wildfire! You know how much I love that horse!' Well, you could ride him to the hunt tomorrow. I know two or three men who'd be interested in buying him, and they'll be at the hunt, I'm sure. It'd be easy.' No, I haven't got time to go hunting tomorrow. I , I'm going to Mrs Osgood's birthday dance.' Aha!' said Dunstan, laughing.

Concordance lines of "lend"

004. [] suggested Brierly's plan of escape to Jim. I would LEND him some money - he could pay it back when he
 005. [] r a little, and then Silas would quickly agree to LEND his money. It was four o'clock in the afterno
 006. [] sing so much money that I couldn't find anyone to LEND me more. I had sold all my ship
 007. [] nd your way back in the dark.' 'Perhaps you could LEND me a s... the Grange?'
 008. [] avolta, Julia Roberts and Winona Ryder seeking to LEND nuance to their characters by lighting up cig
 009. [] n her bed; even on the floor. Perhaps, I ought to LEND her some of my plastic wallets! Sighing, I sa
 010. [] ng the pages of some music by Schumann. 'You must LEND me these, Basil,' he cried. 'I want to learn
 011. [] ow money on Tara and -' 'And who has any money to LEND you on this place? Only the Carpetbaggers who
 012. [] o want some money,' said Scarlett. 'I want you to LEND me three hundred dollars.' 'You were talking

Click and get more



Larger context for LEND in Corpus corpus_graded_2k.txt

[Get more](#)

'They're too big. There weren't many ports that could take them. I was sure they wouldn't succeed.' His face was angry. 'But then I started losing orders. And Martin! I saved him from prison. I gave him his old life back. And how did he thank me? By building that Lucella Wieser right under my nose.' 'Why didn't you build your own?' 'I couldn't afford to. My other businesses were paying the Steamship bills, and I was losing so much money that I couldn't find anyone to LEND me more. I wished I could blow up all my ships and collect the insurance. Then I had a better idea. Get rid of the Lucella and close the upper lakes to the bigger ships at the same time. I can't keep the Poe Lock shut forever, but I can make enough money in the next twelve months to start building some new ships next year. And Martin should be finished by then.' He laughed crazily. 'I see.' I felt tired and miserable. I couldn't think of any way to stop him.

Teacher tips:

(The teacher can tell the students the following steps orally)

1. **Click** the word "borrow" / "lend" and find the relevant content.
2. **Highlight** the key sentence.
3. **Read** the key sentence in the context.
4. **Think** about the meanings of "borrow" and "lend" and redefine your definitions.

ANSWERS

Vocabulary

Definition

borrow

To get something from someone and give it back later

lend

To give something to someone and they bring back later

Part 2: Looking into the use of “borrow” and “lend” in the context.

[Individual work]

Read the concordance lines again. Circle the preposition after the word “borrow” or “lend” and underline the noun before and after the proposition. Then analyze the collocations of “borrow” and “lend” .

Concordance lines of “borrow”

001. [] 'you sit quietly and be a good boy. I'm going to BORROW your car for an hour or two.' I enjoyed the
002. [] oreign port, a red - eyed, dirty drunk, asking to BORROW five dollars from me. You know how often th
003. [] odfrey. I tell you, I haven't got any!' You could BORROW it,' said Dunstan carelessly. Or wait , I'v
004. [] hidden away in that cottage! Why doesn't Godfrey BORROW some money from him, and pay him back when
005. [] t do you do when a new neighbour moves in? Go and BORROW something? He could not remember. People mo
006. [] did not insist on an answer. Then he went out to BORROW some water from a neighbour. Aku-nna was gl
007. [] pause, he continued more calmly. 'I was trying to BORROW money to buy the Lucella. Niels was getting
008. [] mile. 'I didn't want to find out. I was trying to BORROW fifty million dollars. I couldn't see any b
009. [] ledsoe. You threatened him while he was trying to BORROW money to buy the Lucella, but once he'd got

Circle + Underline + Analyze

To sum up:

“borrow” is often followed by the preposition “ _____ ”

Collocation: borrow _____



Teacher tips:

(The teacher can tell the students the following steps orally)

1. Circle the preposition after the word “borrow” .
2. Underline the nouns before and after the proposition.
3. Analyze whether these nouns are people or objects.

Concordance lines of "lend"

004. ☐ suggested Brierly's plan of escape to Jim. I would LEND him some money - he could pay it back when he
 005. ☐ r a little, and then Silas would quickly agree to LEND his money. It was four o'clock in the afterno
 006. ☐ sing so much money that I couldn't find anyone to LEND me more. I wished I could blow up all my ship
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 009. ☐ n her bed; even on the floor. Perhaps ,I ought to LEND her some of my plastic wallets! Sighing, I sa
 010. ☐ ng the pages of some music by Schumann. 'You must LEND me these, Basil,' he cried. 'I want to learn
 011. ☐ ow money on Tara and -' 'And who has any money to LEND you on this place? Only the Carpetbaggers who
 012. ☐ o want some money,' said Scarlett. 'I want you to LEND me three hundred dollars.' 'You were talking

Circle + Underline + Analyze

To sum up:

"lend" is often followed by the preposition " _____ "

Collation: lend _____

lend _____



Part 3: Summarizing the definitions and collocations of the verb “borrow” and “lend” [Individual work]



Now, without referring to part 1& 2, write down the answers to check your own understanding!

Vocabulary	Definition
borrow	To _____ something _____ someone and _____ later
lend	To _____ something _____ someone and _____ later

Collocation	
borrow	Lend

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STAGE 3: Output and Application

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

Teacher tips:

After learning the usages of "borrow" and "lend" from corpus, students will be given chances to identify and use them.

Part 1: Blank filling

Borrow or lend? Discuss with your partner in 5 minutes and share your answers with the class.

1. Can I _____ your pen?
2. Can you _____ some money to me?
3. When I _____ you my eraser, you said you' d give it back!
4. They said we could _____ their books.
5. He' ll _____ her the umbrella if she really needs it.

Teacher tips:

1. **Introduce** the past tense of "borrow" and "lend" in exercise No.3.
2. **Analyze** two words syntactically and semantically when sharing the answer.
 - 1). borrow: To get something from someone and give it back later.
(borrow sth. from sb.)
 - 2). lend: To give something to someone and they bring back later.
(lend sb. sth. / lend sth. to sb.)
3. For each exercise, pick one pair to share their ideas.
4. It should be a quick run-over of the linguistic points.

Part 2: Activity time

Step 1: Think and write

What do you want to borrow from your friends?

What do you want to lend to your friends?

What do you want to borrow?	
What do you want to lend?	

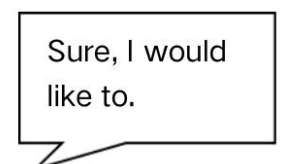
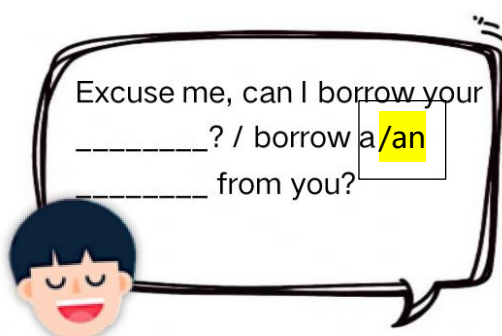


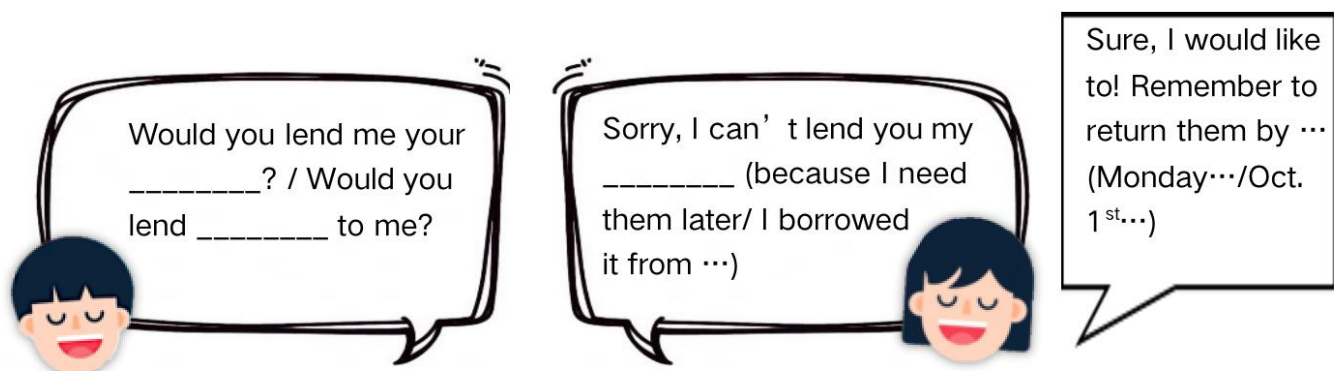
Teacher tips:

1. **Brainstorm** items that students can borrow or lend before writing: pen, pencil, ruler, tape, eraser, glue, scissors, clips, notebook, a piece of (colored) paper, stapler, sticky note, crayon, marker...
2. Students are required to **fill in the blanks** within 2 mins. At least 3 items for each blank should be written.

Step 2: Move and Speak

Use the following structures and try to borrow items from your friends or lend items to your friends!





Teacher tips:

1. To prevent chaos, students can be designated to their desk mates and borrow/lend things. If the class is disciplined and students' learning motivation is high, they can move freely in the class.
2. Before the activity, a student with better proficiency can be invited to demonstrate with the teacher.

Part 3: What just happened?

Step 1: Write down what you borrowed or what you lent on a piece of paper.

Don't mention your own name in the writing.

Attention: What tense should you use?

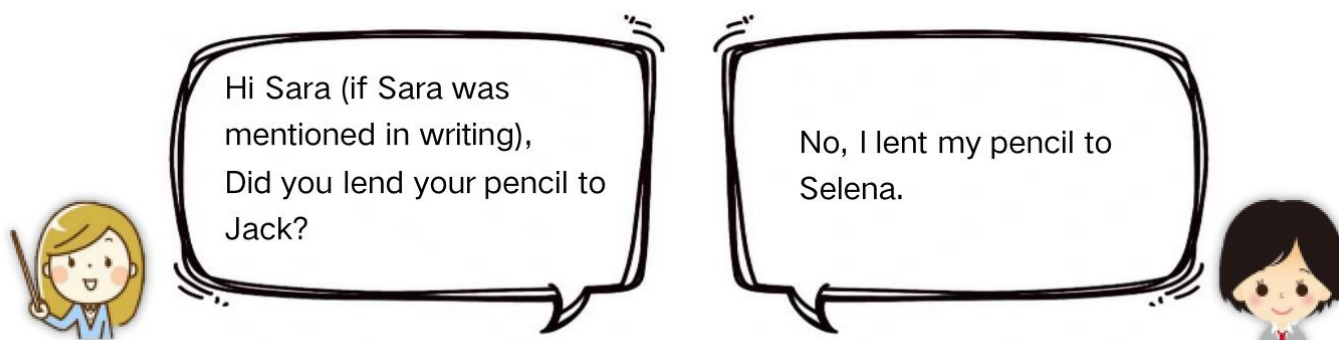
At the beginning, I borrowed a _____ from _____.

Later, _____ lent me her _____.

(After that.../Then.../Next...)

Finally, I borrowed _____ (number) items from my friends and lent _____ (number) items to my friends.

Step 2: Guess who wrote it?



Teacher tips:

1. Collect the writing paper, ask a student to take a random writing paper and read it.
2. Other students listen and guess who is the writer through questioning the students mentioned in the paper.
3. It is suggested that two more rounds of Q&A be conducted in the class until two writers are found.

Step 3* Group work

1: Pair work

Ask your partner what he/she lent or borrowed, from whom.

If your partner succeeded? If not, why?

2: Report to the class

Introduce what your partner lent or borrowed, from whom.

If your partner didn't succeed? Tell others the reasons.

Teacher tips:

This activity is optional for class, depending on time limit and the class situation.

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Marvel Superheroes Week: "borrow" & 'lend'



STAGE 4: Homework (Less able learners)

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

1. Watch the video clip of "Spidey & Sue Storm Outsmart Swarm"

<https://www.youtube.com/watch?v=5zGA9M71Y-w>

2. Use the collocations of "borrow" or "lend" to talk about what you want to get from them (Hint: You can use the following table to help you).

Characters	Super powers
 Spider-Man	web-shooters
Susan Storm 	invisibility / force shield

- 1) I want to borrow _____ from _____ because he can web-crawl and leap across buildings!
- 2) I want to borrow _____ from _____ because she can become invisible and surprise you!
- 3) I' m wondering if _____ can _____ me his web-shooter? I also want to help people!

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Marvel Superheroes Week: "borrow" & "lend"

STAGE 4: Homework (Intermediate learners)

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

1. Watch the video clip of "Spidey & Sue Storm Outsmart Swarm"

<https://www.youtube.com/watch?v=5zGA9M71Y-w>


2. Write 3 sentences to describe what you want to get from them. (Hint: You can read the picture below for ideas.)



1) _____

2) _____

3) _____



Marvel Superheroes Week: "borrow" & "lend"

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

A row of 15 cartoon characters representing various professions: a cameraman, a businesswoman, a scientist, a lawyer, a police officer, a doctor, a nurse, a chef, a baseball player, a judge, a librarian, a mail carrier, a construction worker, a chef, a construction worker, and a soldier.

This image shows a single sheet of white paper with horizontal ruling lines. The paper is framed by a thick, black-and-white diagonal striped border. There are ten horizontal lines across the page, creating nine equal-sized rectangular sections for writing. The lines are evenly spaced and extend almost to the edges of the inner frame.

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