

## **Corpus-based Lesson Competition 2019/20**

### **Lesson Plan**

**Participants:** Wong Yui Wan, Xian Ruixi

**Level of students:** Secondary 1

**Linguistic Background:** Intermediate

**Setting:** Local students at a Band 1 secondary school

**Class size:** 32

**Duration:** 105 mins

**Corpus used:** Corpus of Contemporary American English (COCA)

#### **Prior Knowledge:**

1. Students are familiar with the characters and plot of the movie, *Harry Potter and the Philosopher's Stone*.
2. Students can use past tenses to talk about and describe past events.

#### **Lesson Objectives:**

At the end of the lesson, students should be able to...

1. Realize that “read”, “watch” and “see” are not always synonymous;
2. Differentiate the different uses of the words “read”, “watch”, and “see”;
3. Use “read”, “watch” and “see” correctly in a creative writing task.

**Unit:** A Magical World

**Context:** The annual Creative Writing Competition is coming soon. This year’s topic is about recreating the Harry Potter series. All participants should turn in an entry re-writing one scene from a Harry Potter movie. Your English teacher has picked some scenes for you. In groups of 4, you should make use of your imagination and rewrite the scene given.

<b>Time</b>	<b>Activity</b>	<b>Purposes</b>	<b>Interaction mode</b>	<b>Materials</b>
10 mins	<p><b><u>Lead-in</u></b> T introduces the context and lesson objectives to Ss.</p> <p>T tells Ss that the scenes she has chosen for them are from the first movie from the Harry Potter series (Harry Potter and the Philosopher’s Stone). T plays the trailer to remind Ss of the characters and plot of the movie.</p>	<p>To contextualize the lesson</p> <p>To consolidate Ss’ prior knowledge of the characters and plot of the movie</p>	T → Ss	<p>PowerPoint</p> <p>Movie trailer</p>
10 mins	<p><b><u>Stage 1: Test students’ knowledge</u></b></p> <p>T distributes a worksheet and explains the instructions (Appendix A).</p> <p>Ss fill in the blanks on the brochure (Appendix A).</p> <p>T checks the answers with the whole class (Appendix B).</p>	To detect Ss lexical gaps	<p>T → Ss</p> <p>Ss individual work</p> <p>T → Ss</p>	<p>PowerPoint</p> <p>Worksheet (Appendix A &amp; B)</p>

15 mins	<p><b><u>Stage 2: Hands-on corpus search by students</u></b></p> <p>T briefly introduces the functions of corpora to Ss briefly.</p> <p>T models how to use ‘collocates’ function on COCA.</p> <p>In pairs, Ss follow the instructions on COCA Guide (Appendix C) to find nouns that collocate with ‘read’, ‘watch’ and ‘see’</p>	To provide Ss with hands-on experience of using COCA	<p>T → Ss</p> <p>T → Ss</p> <p>Pairwork</p>	<p>PowerPoint</p> <p>COCA Guide (Appendix C)</p>
30 mins	<p><b><u>Stage 3: Inductive discovery by students</u></b></p> <p>T asks Ss to study the results from COCA (on Appendix C) and watched the video clips of the movie <i>Harry Potter and the Philosopher’s Stone</i> and try to find the differences between ‘read’, ‘watch’ and ‘see’.</p> <p>T distributes paper slips (Appendix D) to Ss. In pairs, Ss match the nouns with ‘read’, ‘watch’ and ‘see’ with the reference of search results they got from COCA.</p> <p>In pairs, Ss match the nouns with ‘read’, ‘watch’ and ‘see’.</p> <p>Ss share their answers in groups of four and discuss the differences among ‘read’, ‘watch’ and ‘see’.</p> <p>T guides Ss to find the differences among ‘read’, ‘watch’ and ‘see’ by filling in the blanks on the</p>	To guide Ss to find the differences between ‘read’, ‘watch’ and ‘see’ through studying the nouns that collocate with them	<p>T → Ss</p> <p>Pairwork</p> <p>Ss ← → Ss</p> <p>T → Ss</p>	<p>PowerPoint</p> <p>Paper slips (Appendix D)</p> <p>Summary of rules (Appendix E)</p>




	summary of rules (Appendix E).			
40 mins	<p><b><u>Stage 4: Output exercise</u></b></p> <p>T revises the names of the main characters on the PowerPoint with the whole class. T divides the class into groups of 4 and distributes one photo (Appendix F), an A4 paper and some markers to each group.</p> <p>T introduces a creative writing task to Ss. With reference to the photo given, Ss should write 4-8 sentences on the A4 paper to describe what happened in that scene. The photos are given to Ss according to each group's English proficiency. Less able students are given photos with more cues and characters to describe (e.g., the photo given to Group 1). Ss are required to use 'read', 'watch' and 'see' in the sentences they create. One PowerPoint slide with the faces and the corresponding names of the main characters will be shown on the screen. Ss are encouraged to think creatively and come up with ideas that differ from the original plot. Less able Ss could follow the guiding questions closely and describe what was happening in the photo. Higher ability Ss could think out of the box and add extra ideas on top of what they see in the photo.</p> <p>Ss are given 20 minutes to work on this task. While Ss are discussing, the T walks around and offers assistance to those in need.</p>	<p>To make sure that Ss recognize the main characters from the picture given</p> <p>To provide an opportunity for Ss to practice using 'read', 'watch' and 'see' on the sentence-level creatively</p> <p>To scaffold Ss by showing the names of the characters on the screen and providing guiding questions</p> <p>To cater for learner diversity by distributing photos of different difficulty levels to each group and allowing flexibility in terms of how much Ss rely on the photos given</p> <p>To cater for learner diversity by providing one-to-one teacher support for higher ability as well as less able Ss</p>	<p>T → Ss</p> <p>T → Ss</p>	<p>PowerPoint Photos (Appendix F) A4 papers x8 Markers</p>

	<p>After 20 minutes, Ss take turns to present their creative writing with the use of the visualizer. Other Ss who are watching the presentation are encouraged to point out any mistakes (but especially the incorrect uses of 'read', 'watch' and 'see').</p> <p>By the end of the lesson, T collects students' works and submit them for the creative writing competition.</p>	<p>To encourage peer feedback</p> <p>To evaluate Ss' understanding of the correct use of 'read', 'watch' and 'see'</p>	<p>Ss←&gt;Ss</p>	<p>Visualizer</p>
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**Appendix A**  
**Worksheet (Student Version)**

Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

You are reading an old brochure that introduces school life at Hogwarts but some words have already faded. It contains some reminders for new Hogwarts students. Read the school brochure and fill in the blanks with 'read', 'watch' or 'see'.

<p>1. Before you travel to Hogwarts, you need to _____ the information on your train ticket.</p>		
<p>2. After you find the 9 <math>\frac{3}{4}</math> platform, you will _____ the Hogwarts Express.</p>		
<p>3. When you are having a magic class, you'd better _____ carefully how the teacher enchants a spell.</p>		

4. Don't forget to \_\_\_\_\_ magic books to study for exams!



5. At Hogwarts, you can \_\_\_\_\_ the quidditch game held annually by the end of each term.



6. Remember that you should never walk alone in the castle at night! Otherwise, you might \_\_\_\_\_ a scary monster!



**Appendix B**  
**Worksheet (Teacher Version)**

Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

You are designing a school brochure that introduces school life at Hogwarts. It contains some reminders for new Hogwarts students. Read the school brochure and fill in the blanks with 'read', 'watch' or 'see'.

7. Before you travel to Hogwarts, you need to read the information on your train ticket.



8. After you find the 9  $\frac{3}{4}$  platform, you will see the Hogwarts Express.

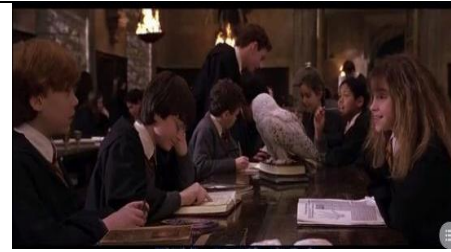


9. When you are having a magic class, you'd better watch carefully how the teacher enchants a spell.





10. Don't forget to \_\_\_\_\_ **read** \_\_\_\_\_ magic books to study for exams!



11. At Hogwarts, you can \_\_\_\_\_ **watch** \_\_\_\_\_ the quidditch game held annually by the end of each term.



12. Remember that you should never walk alone in the castle at night! Otherwise, you might \_\_\_\_\_ **see** \_\_\_\_\_ a scary monster!

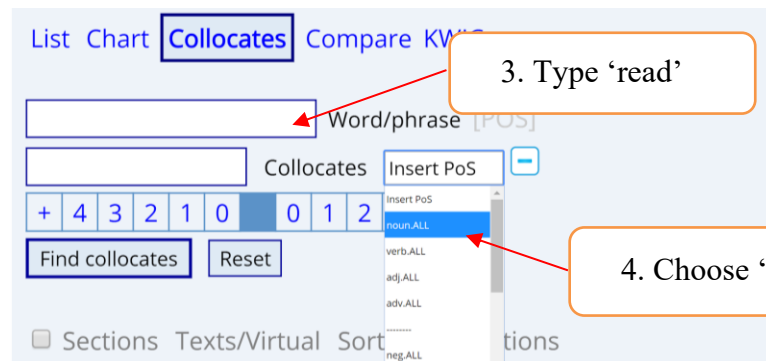
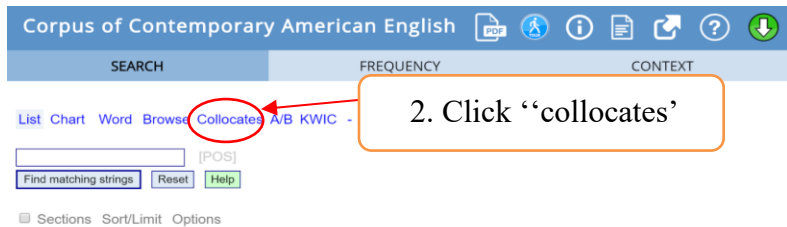
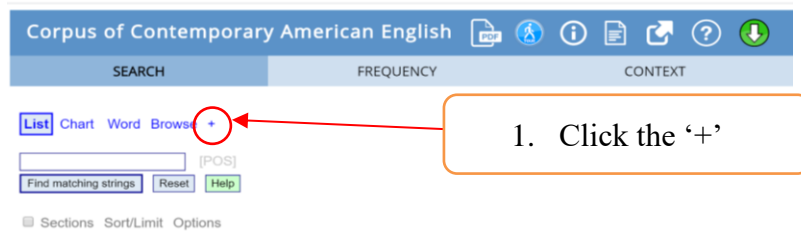


## Appendix C COCA Guide

### **Stage 2 Hands-on Corpus search by students (Individual work)**

Follow the guide and use COCA to find the nouns collocate with read, watch and see.

Here is an example of searching nouns collocates with 'read'.



List Chart **Collocates** Compare KWIC

read Word/phrase [POS]

\_nn\* Collocates noun.ALL

+ 4 3 2 1 0 0 1 2 3 4 +

Find collocates Reset

Sections Texts/Virtual Sort/Limit

5. Choose '1' to find the nouns that are frequently used right after 'read'

6. Click 'find collocates'

**Stage 3 Inductive discovery of language patterns (pair/group work)**

Study the results from COCA and watch the video clips of Harry Potter.

Try to summarize the differences between read, watch and see.

**Nouns that collocate with 'read'**

1	<input type="checkbox"/>	TERMS	348	
2	<input type="checkbox"/>	BOOKS	152	
5	<input type="checkbox"/>	STORIES	66	
6	<input type="checkbox"/>	NEWS	57	
7	<input type="checkbox"/>	ARTICLES	35	
8	<input type="checkbox"/>	NEWSPAPERS	34	
9	<input type="checkbox"/>	REPORTS	33	
13	<input type="checkbox"/>	COMMENTS	18	
20	<input type="checkbox"/>	MESSAGES	15	
34	<input type="checkbox"/>	INFORMATION	8	
38	<input type="checkbox"/>	TEXT	8	
42	<input type="checkbox"/>	NOVELS	7	
43	<input type="checkbox"/>	POETRY	7	

Movie clip of *Harry Potter and the Philosopher's Stone* with the word 'read' (with Chinese and English subtitles)

<https://www.youtube.com/watch?v=ZPdDEpRnkBg>

### Nouns that collocate with ‘watch’

1	<input type="checkbox"/>	TV	2196	
2	<input type="checkbox"/>	TELEVISION	766	
3	<input type="checkbox"/>	MOVIES	543	
6	<input type="checkbox"/>	VIDEOS	208	
7	<input type="checkbox"/>	VIDEO	185	
8	<input type="checkbox"/>	SPORTS	119	
9	<input type="checkbox"/>	CARTOONS	104	
12	<input type="checkbox"/>	FILM	86	
14	<input type="checkbox"/>	GAMES	77	
15	<input type="checkbox"/>	SHOWS	75	

Movie clip of *Harry Potter and the Philosopher’s Stone* with the word ‘watch’ (with Chinese and English subtitles)

[https://www.youtube.com/watch?v=8j8rPwvbj\\_A](https://www.youtube.com/watch?v=8j8rPwvbj_A)

### Nouns that collocate with ‘see’

1	<input type="checkbox"/>	TABLE	5498	
2	<input type="checkbox"/>	FIGURE	4492	
3	<input type="checkbox"/>	PEOPLE	3625	
4	<input type="checkbox"/>	THINGS	3410	
11	<input type="checkbox"/>	NOTE	712	
17	<input type="checkbox"/>	WOMEN	522	
20	<input type="checkbox"/>	RESULTS	407	
21	<input type="checkbox"/>	EVIDENCE	406	
22	<input type="checkbox"/>	PICTURES	398	
34	<input type="checkbox"/>	KIDS	274	
37	<input type="checkbox"/>	MEN	260	

Movie clip of *Harry Potter and the Philosopher’s Stone* with the word ‘see’ (with Chinese and English subtitles)

<https://www.youtube.com/watch?v=TK4rtIeRDcg>

**Appendix D**  
**Paper Slips**

The following words should be cut out as paper slips and put inside envelopes. Each pair of students will get an envelope.

<b>read</b>	<b>watch</b>	<b>see</b>
a recipe	a piano competition	my teacher's angry face
letters	television	people passing by
posts	a magic show	some apples on the tree
magazines	a movie	an insect on her shirt

**Appendix E**  
**Summary of Rules**


Rules for differentiating the uses among read, watch and see:



\_\_\_\_\_ means you look at **written words** and try to understand it.

\_\_\_\_\_ means you **notice** something/someone by using your eyes.


\_\_\_\_\_ means you pay attention to something **for a long time**.



**Appendix F**  
**Photos**

<b>Group</b>	<b>Guiding Questions</b>	<b>Photo</b>
<b>1</b>	<p><b>Where did this scene take place?</b></p> <p><b>What were the characters in this scene doing?</b></p> <p><b>Who noticed Harry's letter first?</b></p> <p><b>Who was the letter from?</b></p> <p><b>What was the letter about?</b></p>	

<p>2</p>	<p><b>What was Harry looking at in the Mirror of Erised?</b></p> <p><b>How did Harry discover the Mirror of Erised?</b></p> <p><b>What was something special about the Mirror of Erised?</b></p>	 A still from the Harry Potter movies showing Harry Potter from behind, wearing his red Gryffindor sweater, looking into the Mirror of Erised. The mirror reflects his family: his mother, father, and younger brother.
<p>3</p>	<p><b>Why were Hermione, Harry and Ron so excited in this scene?</b></p> <p><b>Where were they?</b></p> <p><b>What happened afterwards?</b></p>	 A still from the Harry Potter movies showing Hermione Granger, Harry Potter, and Ron Weasley laughing joyfully. They are all wearing their black Hogwarts robes.



<p><b>4</b></p>	<p><b>Where were Ron and Hermione?</b></p> <p><b>Why was Ron angry and frustrated in this scene?</b></p> <p><b>Why was Hermione happy in this scene?</b></p>	 A still from the movie 'Harry Potter and the Chamber of Secrets' showing Ron and Hermione sitting at their desks in a classroom. Ron is on the left, looking slightly annoyed, and Hermione is on the right, smiling and holding a small object. Other students are visible in the background.
<p><b>5</b></p>	<p><b>Why were Harry, Hermione and Ron screaming in this scene?</b></p> <p><b>Where were they?</b></p> <p><b>What happened afterwards?</b></p>	 A still from the movie 'Harry Potter and the Chamber of Secrets' showing Harry, Hermione, and Ron standing in a stone hallway. They are all screaming with their mouths wide open, looking upwards in shock or fear. They are wearing their school uniforms.

<p><b>6</b></p>	<p><b>Why did Ron look so scared in this scene?</b></p> <p><b>What were Snape and Harry doing respectively?</b></p> <p><b>What happened afterwards?</b></p>	
<p><b>7</b></p>	<p><b>Where were the characters in this scene?</b></p> <p><b>What did Professor McGonagall tell Ron and Harry?</b></p> <p><b>What were other students doing?</b></p>	
<p><b>8</b></p>	<p><b>Why was Aunt Petunia so frightened?</b></p> <p><b>Why was Uncle Vernon holding a gun and looking cross?</b></p> <p><b>What happened afterwards?</b></p>	