

Lesson designed by Ms. Po Yin Wong [Competition no. HK 1]

Pentecostal Lam Hon Kwong School

A corpus-based approach to vocabulary teaching and learning

Level of students: Secondary 1, mixed-ability level

Number of lessons: One double lesson (70 minutes)

Linkage between textbook and syllabus: *New Treasure Plus 1A* Unit 1 (Text 3 & 4) – Writing descriptions and writing a blog entry

Students' background knowledge: Writing a blog entry, using adjectives in descriptions and using WordandPhrase.info (one lesson was dedicated to the teaching of its use).

Topic: Vocabulary building: Telling the difference between 'switch on' and 'open' using the short film 'Lifted' by Pixar as a springboard for subsequent activities (Link of video: <https://www.youtube.com/watch?v=LVL0c6FrLi0>) (The link on the worksheet has been shorten. Shorten link in the phone text: shorturl.at/jvxAZ)

Target vocabulary items: 'switch on' and 'open'

Rationale for this lesson: A majority of the students have trouble distinguishing the use of 'switch on' and 'open' because of L1 influence. Both verbs have the same Chinese meaning which makes it confusing to students. Many use the verbs interchangeably without realizing the change in meaning.

Learning objectives:

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

1. Distinguish between 'switch on' and 'open' with the use of concordance lines on Word and Phrase
2. Induce the rules of using 'switch on' and 'open'
3. Self-correct and reflect on the mistakes on the use of 'switch on' and 'open'
4. Use reading, writing, listening and speaking skills to fulfill meaningful communicative purposes.

Corpus adopted: Word and Phrase

Framework adopted: Design principles of corpus-based teaching and learning activities by Dr. Angel Ma

Context: You are Ernie, a Secondary 1 student in Hong Kong. Currently, you are staying at your grandmother's house in California. Last night, something happened to you and you are trying to recall the details.

Lesson Plan

Stage	Task, procedures and rationale	Time - mode
	Introduce the learning objectives	5 minutes
<p>Stage 1: Stimulate Ss' interest in the topic, test Ss' knowledge and detecting lexical gaps</p>	<p>Task 1: Ss are told that they have received a text from their neighbour, Sam, about something strange that happened last night. Ss then watch the video and jot down notes. The video is used as a springboard for meaningful contextualized discussion on the use of the target vocabulary items</p> <p>(Link of video: https://www.youtube.com/watch?v=LVLoc6FrLi0) (The link on the worksheet has been shorten. Shorten link in the phone text: shorturl.at/jvxAZ)</p> <p>Task 2: Ss are asked to complete a blog entry about the incident by filling in the blanks with either 'switch on' or 'open'. They are reminded to use the correct forms of the verbs. This helps to identify gaps in target linguistic production.</p>	<p>5 minutes – Individual work</p> <p>5 minutes – Individual work</p>
<p>Stage 2: Hands-on corpus searches by Ss and provide opportunities to look for language patterns</p>	<p>Task 3: Before Ss 'publish' their blog post, they decide to double-check the usage of 'switch on' or 'open' on Word and Phrase to see if you have used them correctly. Ss are asked to take notes on the concordance lines. Considering students' language ability and stress level, these concordance lines are carefully selected to ensure that the language used in them can be comprehended by students without much difficulty which allows them to focus on the use of 'switch on' and 'open' instead of decoding the meaning of words.</p>	<p>10 minutes – Individual work</p>

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<p>Stage 3: Inductive discovery and noticing by Ss and summarizing language patterns</p>	<p>Task 4: Ss are asked to compare the notes with their writing buddy, share what they notice about the use of ‘switch on’ and ‘open’ in Task 3, jot down any differences or similarities and draw a conclusion. They could refer to the concordance lines in the handout in the discussion.</p>	<p>10 minutes – pair work</p>
<p>Stage 4: Development of Ss’ metacognitive skill by means of conducting self- and peer-reflection on linguistic production</p>	<p>Task 5: Ss are asked to reflect upon the answers they wrote in Task 1 and to compare their answers with the lists of nouns that go with ‘switch on’ and ‘open’. Then, Ss are asked to react on the discrepancies by self-correcting their responses in Task 1. Ss also have the opportunity to proofread their peer’s work and discuss a question that they have.</p> <p>Task 6: Ss are asked to complete an exit slip at the end of class so as to provide teachers with immediate feedback on Ss’ level of understanding of the target vocabulary items and identify gaps that need to be filled in subsequent lesson.</p>	<p>15 minutes – individual work & peer work</p> <p>5 minutes – individual work</p>
<p>Stage 5: An output exercise that supports multimodal learning and learners’ diversity</p>	<p>Task 7 (Homework): Ss are asked to respond to a comment from Scott by creating a subsequent blog post about the incident. To support multimodal learning and celebrate learner diversity, Ss are allowed to choose to respond by (1) creating a comic strip, (2) making a short video or (3) simply writing another blog entry. Supporting materials like pictures and to-do-lists are given to Ss which could help them particularly the lower-achievers to complete the task. Students are reminded to use of ‘switch on’ or ‘open’ in their work. They are encouraged to seek help from Word and Phrase for language support.</p>	<p>10 minutes – T to Class</p>
	<p>Conclusion and recap the lesson objectives</p>	<p>5 minutes – T to Clas</p>

<u>Follow-up work (Next Lesson)</u>		
<p>Stage 6 (Restart the cycle → Go back to Stage 1): Stimulate Ss' interest in the topic, test Ss' knowledge and detecting lexical gaps</p>	<p><u>Task 8 (At the start of the next lesson – Gallery Walk):</u> At the start of the subsequent class, Ss are invited to post their blog posts on the noticeboards as if they are posting it on their blog. Ss are asked to read and comment on two blog posts from other students. In the meanwhile, T can observe any erroneous linguistic production in the use of 'switch on' and 'open' and note it down on the blackboard.</p>	<p>10 minutes – individual work and peer sharing</p>
	<p><u>Task 9 (After Gallery Walk):</u> After gathering the comments from peers, Ss are asked to read them and make changes to the blog post. T will seize this opportunity to discuss her observation in incorrect use of 'switch on' and 'open' in Ss' blog posts and the list of unanswered questions noted in the exit slip from the previous lesson. For example, if a student writes 'open' a computer in his work, T will ask the class whether there is a change in meaning instead of using 'switch on'. Instead of providing Ss with the 'correct answers', T will guide Ss to look for the answers on Word and Phrase themselves. In this way, Ss will get into the habit of using the website for answers on language usage for meaningful reasons rather than going on Word and Phrase because the teacher told them to do so.</p>	<p>10 minutes – individual work & peer sharing</p>

Lesson design for a lesson on 'switch on' and 'open'

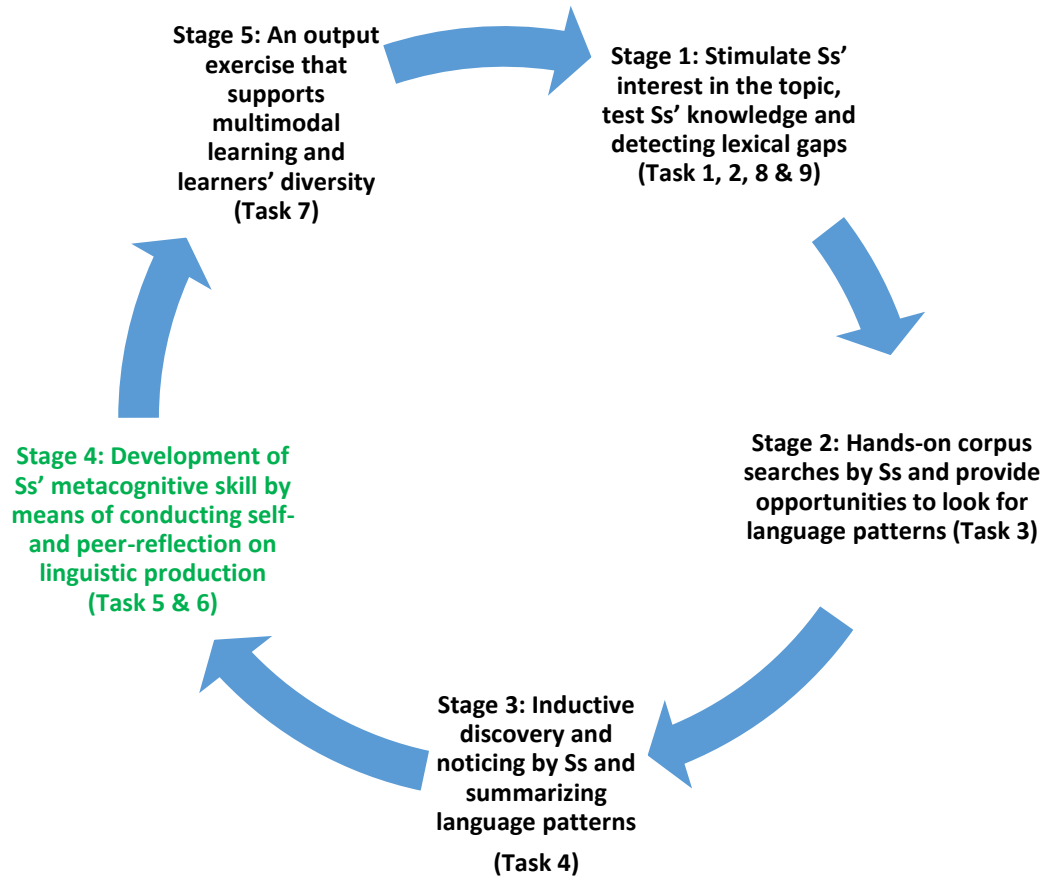


Figure 1: A teaching framework based on Dr. Angel Ma's principles of corpus-based teaching and learning activities

Answers for Task 1:

Nearly got abducted by aliens!

Hi, friends of Earth! I am glad that I still live to tell the story. You will never believe what I am about to tell you.

Last night, a strong beam of light appeared outside my house. It was very bright as if someone had **switched on** a giant flashlight outside in the field. The light came from a giant saucer that appeared outside my window. Somehow the aliens **switched on** the light to lift me off my bed and push me out of the window. I regretted so much that I **opened** the window before I went to bed because that made me an easy target for them. The aliens must have a hard time abducting me because they kept bumping my head into the walls and ceilings like a pinball. I guess they tried to **switch on** a different switch to see which one worked! The worst part is that after so many tries, I had developed a lump on my head. It is strange that I did not **open** my eyes when I was being thrown around in the room like that. Finally, they got me out of my house and up into the sky. Then, they **opened** the door at the bottom of the spacecraft to let me in. But when I nearly got inside the ship, they shut off the light beam and I went falling from the sky at high speed. Luckily, they **switched on** the power again and got me just in time. They brought me back in my bed and cleaned up the mess. I am so confused. How can they do all of this without me knowing and how come it took them so long to get me into their spaceship?

Have you ever had similar experiences before? Leave a comment below to share your story or to ask a question.

Suggested response for Task 4

‘Switch on’ is followed by nouns that talk about a switch that **allows electricity to flow into a device or machine** whereas ‘open’ cannot be used to **talk about machines that uses electricity and energy.**

‘Open’ is followed by nouns that talk about **moving things to leave a space allowing access and vision which does not require electricity.**