**Supplementary material: A selected corpus-based lesson plan designed by two student teachers**

**Level of students:** Secondary 1

**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 achieve the following:

1. Realize that ‘read’, ‘watch’, and ‘see’ are not always synonymous;
2. Differentiate between 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 submit an entry that re-writes one scene from a Harry Potter movie. Your English teacher has picked some scenes for you. In groups of four, you should use your imagination when rewriting the scene provided.

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| **Time** | **Activity** | **Purposes** | **Interaction mode** | **Materials** |
| 10 mins | **Lead-in**  T introduces the context and lesson objectives to Ss.  T tells Ss that the scenes chosen for them are from the first movie of 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. | To contextualize the lesson  To consolidate Ss’ prior knowledge of the characters and plot of the movie | T → Ss | PowerPoint  Movie trailer |
| 10 mins | **Stage 1: Test students’ knowledge**  T distributes a worksheet and explains the instructions  Ss fill in the blanks on the brochure  T checks the answers with the whole class | To detect Ss lexical gaps | T → Ss  Ss individual work  T → Ss | PowerPoint  Worksheet |
| 15 mins | **Stage 2: Hands-on corpus search by students**  T briefly introduces the functions of corpora to Ss briefly.  T models how to use the ‘collocate’ function of COCA.  In pairs, Ss follows the instructions in the COCA Guide to find nouns that collocate with ‘read’, ‘watch’, and ‘see’. | To provide Ss with hands-on experience of using COCA | T → Ss  T → Ss  Pairwork | PowerPoint  COCA Guide |
| 30 mins | **Stage 3: Inductive discovery by students**  T asks Ss to study the results from COCA, watch the video clips of the movie *Harry Potter and the Philosopher’s Stone*, and try to determine the differences between ‘read’, ‘watch’, and ‘see’.  T distributes paper slips to Ss. In pairs, Ss match the nouns with ‘read’, ‘watch’ and ‘see’ with the reference of search results they got from COCA.  In pairs, Ss match the nouns with ‘read’, ‘watch’, and ‘see’.  Ss share their answers in groups of four and discuss the differences between ‘read’, ‘watch’, and ‘see’.  T guides Ss to find the differences between ‘read’, ‘watch’, and ‘see’ by filling in the blanks on the summary of rules. | To guide Ss to find any differences between ‘read’, ‘watch’, and ‘see’ by studying the nouns that collocate with them | T → Ss  Pairwork  Ss←>Ss  T → Ss | PowerPoint  Paper slips  Summary of rules |
| 40 mins | **Stage 4: Output exercise**  T revises the names of the main characters on the PowerPoint with the whole class. T then divides the class into groups of four and distributes one photo, a piece of A4 paper, and some markers to each group.  T introduces a creative writing task to Ss. With reference to the photo provided, Ss should write four to eight 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 level. 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 corresponding names of the main characters will be shown on the screen. Ss are encouraged to think creatively and develop 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 outside the box and add extra ideas in addition to what they see in the photo.  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.  After 20 minutes, Ss take turns to present their creative writing with the use of the visualizer. Other Ss watch the presentation and are encouraged to highlight any mistakes (especially incorrect uses of ‘read’, ‘watch’ and ‘see’).  By the end of the lesson, T collects students’ work and enters them for the creative writing competition. | To ensure that Ss recognise the main characters from the picture provided  To provide an opportunity for Ss to practice using ‘read’, ‘watch’, and ‘see’ creatively at sentence level  To scaffold Ss by displaying the names of the characters on screen and providing guiding questions  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 provided photos  To cater for learner diversity by providing one-to-one teacher support for higher ability and less able Ss  To encourage peer feedback  To evaluate Ss’ understanding of the correct use of ‘read’, ‘watch’, and ‘see’ | T → Ss  T → Ss  Ss←>Ss | PowerPoint  Photos  A4 papers x8  Markers  Visualizer |