# Lesson Topic: "Do", "Play", "Go" with Sports 

## Group number: 1

## Student full names:

Chen Qi

Feng Yongxin
Chen Xiayun
He Fangheng

Target students: Primary 3
Corpus used: COCA, iWeb
Language skills covered: Speaking, reading and writing
Lesson duration: 100 mins

## Learning objectives:

1. Differentiate the collocation of "do", "play" and "go" with different sports.
2. Facilitate inductive learning by using corpus search to find the language pattern.
3. Practice using the collocation in class and encourage students to use them to communicate with others in the real situation.

## Stage 1: Lead-in Activity (Time Limit: 10 min )

## Teacher Tips:

- The Teacher uses Bing Dundun, the official of the 2022 Winter Olympics, to build a context to arouse students' interest, and then tells students to learn the suitable collocation of "do", "play" and "go" with sports.
- Context: Bing Dundun likes doing sports, but he needs to use the right keys to enter sports venues. Now Bing Dundun needs students' help to find the right keys by correctly collocating sports activities with the verbs "do", "play" and "go".



## Instruction:

The teacher gives each student four cards whose colors are the same as the keys'. Students should answer five questions on the PPT by raising the corresponding cards to show their answers.

## Question 1



The girl likes to $\qquad$ yoga.

## Question 2



The boy wants to $\qquad$ swimming.

## Question 3



The boy likes to $\qquad$ football.

## Question 4



The boy likes to $\qquad$ tennis.

## Question 5



The children like to $\qquad$ cycling.

## Stage 2：Corpus－based Learning（Time Limit： 15 min）

## Instructions：

1．The teacher introduces COCA and iWeb，the largest English corpus，to students and teaches them how to find out the most common verb that goes with each sport．

2．The teacher then demonstrates the searching process and results of verb collocation to students by using＂tennis＂as an example．

List Word Browse＋

| VERB tennis |
| :--- |
| Find matching strings |
|  |

Texts／Virtual Sort／Limit Options

3．The teacher presents the screenshot of the most frequent collocation verb to students on a PPT slide．

ON CLICK：圁CONTEXT TRANSLATE（？？）$\equiv$ ENTIRE PAGE GOOGLE $⿴ 囗 十$ IMAGE $\square$ PRONNIDEO DBOOK

| HELP | （1） | $\star$ | ALL FORMS（SAMPLE）： 100200500 | FREQ | TOTAL 22，122 | UNIQUE 1，598＋ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | （1） | $\star$ | PLAYING TENNIS | 4911 |  |  |  |
| 2 | （i） | $\star$ | PLAY TENNIS | 4210 |  |  |  |
| 3 | （i） | ＊ | PLAYED TENNIS | 1138 | － |  |  |

4．The teacher chooses some search results with the phrase＂play tennis＂and guides students to read the sentences．

```
cottonon.com
```

cottonon.com
rmnet.org
rmnet.org
-10

```
-10
```




```
teachpe.com Q as tennis elbow, lateral epicondylitis occurs more commonly in people who do not play tennis. It is caused by repetitive wrist extension movements (pulling the wr
```

teachpe.com Q as tennis elbow, lateral epicondylitis occurs more commonly in people who do not play tennis. It is caused by repetitive wrist extension movements (pulling the wr
teachpe.com ( ) is caused by excessive use of the wrist extensors. If you do not play tennis, it may be due to an activity such as painting or DIY which you
teachpe.com ( ) is caused by excessive use of the wrist extensors. If you do not play tennis, it may be due to an activity such as painting or DIY which you
kimberlysnyder.com

```
kimberlysnyder.com
```

5. Review the answers: The teacher guides students to look for the concordance lines and find out the correct verbs of each sports activity in Exercise 1 by themselves.

Ex. 1 Fill in the blanks with the verb 'do', 'play', and 'go'.


The girl likes to $\qquad$ yoga.

The boy likes to__football. The children like to ___ cycling.


The boy likes to $\qquad$ tennis.

## Search results in COCA



## Stage 3: Find the Language Pattern (Time Limit: 25 min )

## Instructions:

1. There are 12 sports cards illustrated with pictures. The teacher briefly checks students' vocabulary by only showing the pictures and then teaches students the words.

ballet

2. The teacher offers printed screenshots of "do", "play" and "go" in COCA, and gives students five minutes to individually circle the verbs before these sports.

## Aerobics



Skiing

| HELP | (1) | * | ALL FORMS (SAMPLE): 100200500 | FREQ | TOTAL 884 \| UNIQUE 221 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | GO SKIING | 211 |  |
| 2 | © | $\star$ | GOING SKIING | 74 | $\square$ |
| 3 | © | $\star$ | WENT SKIING | 62 |  |
| 4 | © | * | STARTED SKIING | 35 | - |
| 5 | © | $\star$ | LIKE SKIING | 18 | - |
| 6 | © | $\star$ | ENJOY SKIING | 17 | - |
| 7 | © | * | LOVE SkIING | 15 | $\square$ |
| 8 | © | * | MAKES SKIING | 15 | $\square$ |
| 9 | © | $\star$ | BEGAN SKIING | 12 | $\square$ |
| 10 | © | $\star$ | GONE SKIING | 12 | $\square$ |

## Cricket

| HELP | (1) | * | ALL FORMS (SAMPLE): 100200 | FREQ | TOTAL 244 \| UNIQUE 86 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | (1) | $\star$ | PLAY CRICKET | 41 |  |
| 2 | (1) | $\star$ | PLAYING CRICKET | 35 |  |
| 3 | © | * | PLAYED CRICKET | 18 |  |
| 4 | © | $\star$ | MIZ CRICKET | 15 |  |
| 5 | (1) | $\star$ | WATCH CRICKET | 9 |  |
| 6 | (1) | * | WATCHING CRICKET | 9 |  |
| 7 | (1) | $\star$ | LIKE CRICKET | 7 | - |
| 8 | © | $\star$ | PLAYS CRICKET | 5 | $\square$ |

## Jogging

| HELP | (1) | * | ALL FORMS (SAMPLE): 100200 | FREQ | TOTAL 392 \| UNIQUE 96 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | GO JOGGING | 84 |  |
| 2 | (1) | $\star$ | Started jogging | 41 |  |
| 3 | (1) | $\star$ | WENT JOGGING | 32 | $\square$ |
| 4 | © | $\star$ | START JOGGING | 21 | $\square$ |
| 5 | (1) | $\star$ | GOES JOGGING | 14 |  |
| 6 | 0 | $\star$ | GOING JOGGING | 13 |  |
| 7 | © | $\star$ | began jogGing | 13 | - |
| 8 | (1) | $\star$ | CAME JOGGING | 11 | $\square$ |

Ballet

| HELP | (1) | * | ALL FORMS (SAMPLE): 100200 | FREQ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | (1) | $\star$ | DO BALLET | 252 |  |
| 2 | (1) | $\star$ | COMPLETE BALLET | 47 |  |
| 3 | (1) | * | make ballet | 33 | $\square$ |
| 4 | (1) | $\star$ | ACT Ballet | 28 | - |
| 5 | (1) | * | PERFORM BaLlet | 26 | $\square$ |
| 6 | (1) | * | ensure ballet | 4 | - |
| 7 | (1) | $\star$ | Prepare ballet | 1 | 1 |
| 8 | (1) | $\star$ | EXECUTE BALLET | 1 | 1 |

## Hockey

| HELP | (1) | * | ALL FORMS (SAMPLE): 100200500 | FREQ | TOTAL 1,300 \| UNIQUE 274 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | PLAY HOCKEY | 306 |  |
| 2 | (1) | $\star$ | PLAYING HOCKEY | 205 |  |
| 3 | © | $\star$ | PLAYED HOCKEY | 103 |  |
| 4 | © | $\star$ | LOVE HOCKEY | 45 | $\square$ |
| 5 | (1) | $\star$ | WATCHING HOCKEY | 38 | $\square$ |
| 6 | (1) | $\star$ | LIKE HOCKEY | 37 | $\square$ |
| 7 | © | * | PLAYS HOCKEY | 28 | - |
| 8 | (1) | $\star$ | WATCH HOCKEY | 27 | $\square$ |

Riding

| help | (1) | $\star$ | ALL FORMS (SAMPLE): 100200500 | FREQ | TOTAL 1,776 \| UNIQUE 337 + |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 0 | ฝ | started riding | 143 |  |  |
| 2 | 0 | * | GO RIDING | 99 |  |  |
| 3 | 0 | * | keepriding | 82 |  | - |
| 4 | 0 | * | Start riding | 75 |  |  |
| 5 | - | $\star$ | come riding | 52 | $\square$ |  |
| 6 | 0 | * | love riding | 50 |  |  |
| 7 | 0 | * | like riding | 48 | $\square$ |  |
| 8 | 0 | $\star$ | WENT RIDING | 46 | $\square$ |  |

## Volleyball



## Soccer

| 1 | - | 大 | PLAY SOCCER | 475 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | © | $\star$ | PLAYING Soccer | 409 |  |
| 3 | 0 | $\star$ | played soccer | 224 | - |
| 4 | © | * | PLAYS SOCCER | 73 | - |
| 5 | 0 | $\star$ | State soccer | 51 | $\square$ |
| 6 | 0 | $\star$ | LIKE SOCCER | 34 | $\square$ |
| 7 | 0 | * | WATCHING SOCCER | 32 | $\square$ |
| 8 | © | $\star$ | LOVE SOCCER | 28 | $\square$ |

## Judo



## Skating

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100 | 200 | FREQ | TOTAL $364 \mid$ UNIQUE $98+$ |
| :---: | :---: | :---: | :--- | :--- | :--- | :--- | :--- |
| 1 | $\mathbf{0}$ | $\star$ | GO SKATING | 57 |  |  |
| 2 | $\mathbf{0}$ | $\star$ | FIGURE SKATING | 51 |  |  |
| 3 | $\mathbf{0}$ | $\star$ | STARTED SKATING | 32 |  |  |
| 4 | $\mathbf{0}$ | $\star$ | WENT SKATING | 20 |  |  |
| 5 | $\mathbf{0}$ | $\star$ | GOING SKATING | 17 |  |  |
| 6 | $\mathbf{0}$ | $\star$ | START SKATING | 16 |  |  |
| 7 | $\mathbf{0}$ | $\star$ | SYNCHRONIZED SKATING | 12 |  |  |
| 8 | $\mathbf{0}$ | $\star$ | BEGAN SKATING | 9 |  |  |

## Karate

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100 | FREQ |  |  |
| :---: | :---: | :--- | :--- | :---: | :---: | :---: |
| 1 | $\mathbf{0}$ | $\star$ | DO KARATE | 157 |  |  |
| 2 | $\mathbf{0}$ | $\star$ | MAKE KARATE | 15 |  |  |
| 3 | $\mathbf{0}$ | $\star$ | PERFORM KARATE | 6 |  |  |
| 4 | $\mathbf{0}$ | $\star$ | EXECUTE KARATE | 1 | 1 |  |
| 5 | $\mathbf{0}$ | $\star$ | COMPLETE KARATE | 1 | 1 |  |
|  |  | TOTAL | 180 |  |  |  |

3. Group work: Four students sitting next to each other form a group and they are asked to share their findings and put their group answer in this table. The teacher should encourage them to analyze the language patterns when monitoring.


| aerobics | jogging | riding | judo |
| :---: | :---: | :---: | :---: |
| skiing | ballet | volleyball | skating |
| cricket | hockey | soccer | karate |

## do



## play

4. Students are asked to share their answers with the whole class after the group discussion while the others review their answers. The teacher then uses the correct answers to elicit students to find the language patterns.
5. The teacher can use the rule table to scaffold students to draw a conclusion.

## Rules:

1. We use $\qquad$ with ball games and team sports.
2. We use $\qquad$ with sports and activities ending in "-ing".
3. We use with non-team sports and activities.

## Stage 4: In Class Exercise (Time Limit: 10 min )

## Instruction:

The teacher divides students into two groups. Each group picks a number at a time.
The first student who answers the question correctly can win one point for their group.
The group with the highest point is the winner.
https://www.baamboozle.com/game/1263118


## Stage 5: Output Exercise (Time Limit: 15 min )

## Instructions:

1. The teacher divides students into several groups.
2. Introduce the task:
(1) The teacher asks students to design a route that involves as many sports as possible with their group members.
(2) The teacher sets the rules: i) Draw with one line. ii) Do not overlap the lines. iii) Describe your route orally.
3. Students discuss with their group members and draw their routes on the map.

## Teacher Tips:

- Before the discussion, each group will be given a map.
- The teacher serves as a monitor and facilitator during the discussion.
- The teacher collects the maps after the discussion.

4. Evaluation \& Feedback:
(1) The teacher shows the maps on the board. Students are encouraged to evaluate their peers' performance and give their opinions.
(2) The teacher invites the three fastest groups to present in front of the class.
(3) The teacher summarizes and corrects the errors that students made during the activity. The group doing the most sports within the time limit will be the winner.

## Teacher Tip:

- An example can be given to the students:

First, Bing Dundun and I played football. After that we played badminton. We had a good time playing sports. What a wonderful day!



## Instructions:

1. The teacher presents the dialogue of two mascots, Bing Dundun and Xue Rongrong, talking about their favourite sports and then asks elicitation questions (e.g. What sports do Bing Dundun and Xue Rongrong like?) to check their understanding of the dialogue.
2. The teacher divides the class into two groups. Within each group, students have ten minutes to do a pair interview about their favourite sports.
3. Each group leader collects data of the students' favourite sports and reports it to the teacher, who presents the results of the top three sports and invites some volunteers to share their discussion in front of the class at the end of this stage.

## Teacher Tip:

- The teacher presents the following sentence structures on the PPT and asks students to use them in their conversation:

What is your favourite sport?
How often do you ... (e.g. go skating)?
Will you ... (e.g. go skating) with me this weekend?
What do you bring to ... (e.g. go skating)?

## Stage 7: Ending the Class (Time Limit: 5 min)

## Instructions:

1. The teacher summarizes what they have learned in this lesson.
2. The teacher gives students a checking list to help them assess their acquisition.

| Number | Item | Your feeling |
| :---: | :--- | :---: |
| 1 | I know the differences among "do", "play", <br> "go" with sports. | I know what corpus is and what I can find <br> in corpus. |
| 3 | I know how to use "do", "play", "go" with <br> sports in daily life. |  |
| 4 | I am happy about this lesson. |  |

## Stage 8: Homework

## Instruction:

The teacher designs tiered assignments based on the abilities and interests of students.

## For intermediate learners



## For advanced learners

Name: $\qquad$ Class: $\qquad$

- Draw a picture and describe the sports and leisure activities that your families or friends like to play on the weekend. ( 50 words)
Writing Tips
- Include the date or time.
- How does your family or friends feel when they do exercises?
- Write in the Simple Present tense.


$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


## Appendix 1



Appendix 2







## Appendix 3

## Aerobics

ON CLICK: 葍CONTEXT ©
TRANSLATE (??) : ENTIRE PAGE GOOGL
IMAG
■ PRON/VIDEO
$\square B O O K$ (HELP)

| HELP | (1) | * | ALL FORMS (SAMPLE): 100200 | FREQ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | do aerobics | 191 |  |  |
| 2 | (1) | $\star$ | COMPLETE AEROBICS | 11 | $\square$ |  |
| 3 | (1) | $\star$ | Perform aerobics | 6 | $\square$ |  |
| 4 | (1) | $\star$ | MAKE AEROBICS | 2 | I |  |
|  |  |  | TOTAL | 210 |  |  |
|  |  |  |  |  |  | 0.359 seconds |

## Skiing

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100200500 | FREQ | TOTAL 884 \| UNIQUE 221 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | GO SKIING | 211 |  |
| 2 | © | $\star$ | GOING SKIING | 74 |  |
| 3 | © | $\star$ | WENT SKIING | 62 | $\square$ |
| 4 | (1) | $\star$ | STARTED SKIING | 35 | $\square$ |
| 5 | (1) | $\star$ | LIKE SKIING | 18 | $\square$ |
| 6 | (1) | $\star$ | ENJoY SKIING | 17 | - |
| 7 | (1) | $\star$ | LOVE SKIING | 15 | $\square$ |
| 8 | © | $\star$ | MAKES SKIING | 15 | $\square$ |
| 9 | (1) | $\star$ | BEGAN SKIING | 12 | $\square$ |
| 10 | (1) | $\star$ | GONE SKIING | 12 | $\square$ |

## Cricket

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100200 | FREQ | TOTAL 244 \| UNIQUE 86 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | PLAY CRICKET | 41 |  |
| 2 | © | $\star$ | PLAYING CRICKET | 35 |  |
| 3 | (1) | * | PLAYED CRICKET | 18 |  |
| 4 | © | $\star$ | MIZ CRICKET | 15 |  |
| 5 | © | $\star$ | WATCH CRICKET | 9 | - |
| 6 | © | $\star$ | WATCHING CRICKET | 9 |  |
| 7 | © | $\star$ | LIKE CRICKET | 7 | - |
| 8 | © | $\star$ | PLAYS CRICKET | 5 | - |

## Jogging

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100200 | FREQ | TOTAL 392 \| UNIQUE 96 + |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | © | $\star$ | GO JOGGING | 84 |  |
| 2 | (1) | $\star$ | Started jogking | 41 |  |
| 3 | © | * | WENTJOGGING | 32 |  |
| 4 | © | $\star$ | Start jogging | 21 |  |
| 5 | (1) | $\star$ | GOES JOGGING | 14 |  |
| 6 | (1) | $\star$ | GOING JOGGING | 13 | $\square$ |
| 7 | © | $\star$ | BEGAN JOGGING | 13 | $\square$ |
| 8 | (1) | $\star$ | CAMEJOGGING | 11 | $\square$ |

Ballet

| HELP | （1） | $\star$ | ALL FORMS（SAMPLE）： 100200 | FREQ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | （1） | $\star$ | do ballet | 252 |  |
| 2 | （1） | $\star$ | COMPLETE BALLET | 47 |  |
| 3 | （1） | $\star$ | MAKE BALLET | 33 | $\square$ |
| 4 | （1） | $\star$ | ACT ballet | 28 | $\square$ |
| 5 | © | $\star$ | PERFORM BALLET | 26 | $\square$ |
| 6 | （1） | $\star$ | ensure ballet | 4 | － |
| 7 | （1） | $\star$ | Prepare ballet | 1 | 1 |
| 8 | （1） | $\star$ | EXECUTE BALLET | 1 | I |

## Hockey

| HELP | （1） | － | ALL FORMS（SAMPLE）： 100200500 | FREQ | TOTAL 1，300｜UNIQUE 274 ＋ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | （i） | ＊ | PLAY HOCKEY | 306 |  |
| 2 | （i） | 大 | PLAYING HOCKEY | 205 |  |
| 3 | （i） | 耎 | PLAYED HOCKEY | 103 |  |
| 4 | （i） | 大 | LOVE HOCKEY | 45 | $\square$ |
| 5 | （i） | ＊ | WATCHING HOCKEY | 38 |  |
| 6 | （1） | ＊ | LIKE HOCKEY | 37 |  |
| 7 | （i） | ＊ | PLAYS HOCKEY | 28 | $\square$ |
| 8 | （i） | 大 | WATCH HOCKEY | 27 | $\square$ |

## Riding

| HELP | （1） | $\star$ | ALL FORMS（SAMPLE）： 100200500 | FREQ | TOTAL 1，776｜UNIQUE 337 ＋ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | （1） | $\star$ | Started riding | 143 |  |  |
| 2 | （1） | ＊ | GO RIDING | 99 |  |  |
| 3 | （1） | $\star$ | KEEP RIDING | 82 |  |  |
| 4 | （1） | $\star$ | Start riding | 75 |  |  |
| 5 | （1） | $\star$ | COME RIDING | 52 | $\square$ |  |
| 6 | （1） | $\star$ | LOVE RIDING | 50 |  |  |
| 7 | （1） | $\star$ | LİE RIDING | 48 | $\square$ |  |
| 8 | （1） | $\star$ | WENT RIDING | 46 |  |  |

## Volleyball



## Soccer



## Judo



## Skating

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100 | 200 | FREQ |
| :---: | :---: | :---: | :--- | :---: | :---: |
| 1 | ( | $\star$ | GO SKATING | 57 |  |
| 2 | $\mathbf{0}$ | $\star$ | FIGURE SKATING | 51 |  |
| 3 | $\mathbf{0}$ | $\star$ | STARTED SKATING | 32 |  |
| 4 | $\mathbf{0}$ | $\star$ | WENT SKATING | 20 |  |
| 5 | $\mathbf{0}$ | $\star$ | GOING SKATING | 17 |  |
| 6 | $\mathbf{0}$ | $\star$ | START SKATING | 16 |  |
| 7 | $\mathbf{0}$ | $\star$ | SYNCHRONIZED SKATING | 12 |  |
| 8 | $\mathbf{0}$ | $\star$ | BEGAN SKATING | 9 |  |
|  |  |  |  |  |  |

## Karate

| HELP | (1) | $\star$ | ALL FORMS (SAMPLE): 100 | FREQ |  |
| :---: | :---: | :---: | :--- | :---: | :---: |
| 1 | $\mathbf{0}$ | $\star$ | DO KARATE | 157 |  |
| 2 | $\mathbf{\theta}$ | $\star$ | MAKE KARATE | 15 |  |
| 3 | 0 | $\star$ | PERFORM KARATE | 6 |  |
| 4 | $\mathbf{0}$ | $\star$ | EXECUTE KARATE | 1 | 1 |
| 5 | $\mathbf{0}$ | $\star$ | COMPLETE KARATE | 1 | 1 |
|  |  | TOTAL | 180 |  |  |
|  |  |  |  |  |  |

## Appendix 4

Rules:

1. We use with ball games and team sports.
2. We use $\qquad$ with sports and activities ending in "-ing".
3. We use with non-team sports and activities.

Appendix 5


## Appendix 6

| Number | Item | Your feeling |
| :---: | :--- | :---: |
| 1 | I know the differences among "do", "play", <br> "go" with sports. | I know what corpus is and what I can find <br> in corpus. |
| 3 | I know how to use "do", "play", "go" with <br> sports in daily life. |  |
| 4 | I am happy about this lesson. |  |

(All images of this lesson design are selected from the Internet.)

