# 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

**<u>Lesson duration:</u>** 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:**

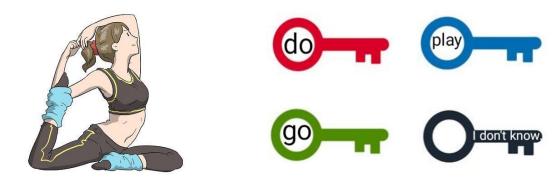
- The Teacher uses Bing Dundun, the official of the 2022 Winter Olympics, to build a context to arouse students' interest, and then tells students to learn the suitable collocation of "do", "play" and "go" with sports.
- Context: Bing Dundun likes doing sports, but he needs to use the right keys to
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

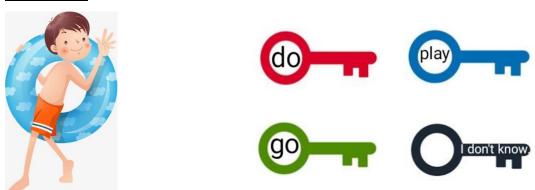
The teacher gives each student four cards whose colors are the same as the keys'. Students should answer five questions on the PPT by raising the corresponding cards to show their answers.

## **Question 1**



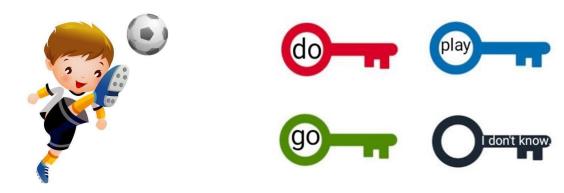
The girl likes to \_\_\_\_ yoga.

## **Question 2**



The boy wants to \_\_\_\_\_ swimming.

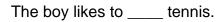
## **Question 3**



The boy likes to \_\_\_\_ football.

## **Question 4**













# Question 5



The children like to \_\_\_\_ cycling.









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

#### Instructions:

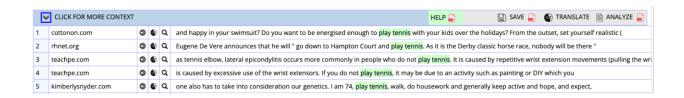
- 1. The teacher introduces COCA and iWeb, the largest English corpus, to students and teaches them how to find out the most common verb that goes with each sport.
- 2. The teacher then demonstrates the searching process and results of verb collocation to students by using "tennis" as an example.



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



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



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.



#### **Search results in COCA**

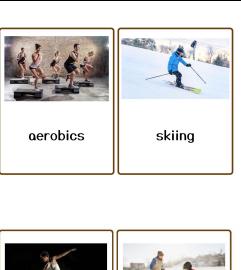


# Stage 3: Find the Language Pattern (Time Limit: 25 min)

jogging

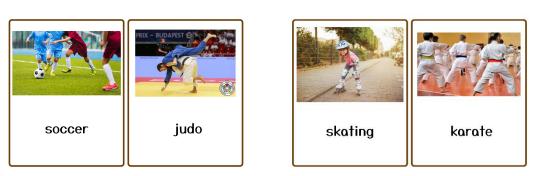
#### **Instructions:**

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.





cricket



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** 

OTELER BESTELL WINDOWS IN THE CHINE INC. S SOURCE MINISTER BUTTON (ILLE)					
HELP		*	ALL FORMS (SAMPLE): 100 200 500	FREQ	TOTAL 884   UNIQUE 221 +
1	0	*	GO SKIING	211	
2	0	*	GOING SKIING	74	
3	0	*	WENT SKIING	62	
4	0	$\star$	STARTED SKIING	35	
5	0	*	LIKE SKIING	18	
6	0	$\star$	ENJOY SKIING	17	
7	0	*	LOVE SKIING	15	
8	0	*	MAKES SKIING	15	
9	0	*	BEGAN SKIING	12	
10	0	*	GONE SKIING	12	<b>-</b>

## **Cricket**

HELP	(I)	$\star$	ALL FORMS (SAMPLE): 100 200	FREQ	TOTAL 244   UNIQUE 86 +
1	0	*	PLAY CRICKET	41	
2	0	*	PLAYING CRICKET	35	
3	0	*	PLAYED CRICKET	18	
4	0	*	MIZ CRICKET	15	
5	0	*	WATCH CRICKET	9	
6	0	*	WATCHING CRICKET	9	
7	0	*	LIKE CRICKET	7	
8	0	*	PLAYS CRICKET	5	

## **Jogging**

HELP	(i)	*	ALL FORMS (SAMPLE): 100 200	FREQ	TOTAL 392   UNIQUE 96 +
1	0	*	GO JOGGING	84	
2	0	*	STARTED JOGGING	41	
3	0	*	WENT JOGGING	32	
4	0	$\star$	START JOGGING	21	
5	0	*	GOES JOGGING	14	
6	0	*	GOING JOGGING	13	
7	0	*	BEGAN JOGGING	13	
8	0	*	CAME JOGGING	11	

### **Ballet**

		*	ALL FORMS (SAMPLE): 100 200	FREQ
1	0	*	DO BALLET	252
2	0	$\star$	COMPLETE BALLET	47
3	0	$\star$	MAKE BALLET	33
4	0	*	ACT BALLET	28
5	0	*	PERFORM BALLET	26
6	0	*	ENSURE BALLET	4
7	0	*	PREPARE BALLET	1
8	0	*	EXECUTE BALLET	1

#### **Hockey**

		*	ALL FORMS (SAMPLE): 100 200 500		TOTAL 1,300   UNIQUE 274 +
1	0	*	PLAY HOCKEY	306	
2	0	$\star$	PLAYING HOCKEY	205	
3	0	$\star$	PLAYED HOCKEY	103	
4	0	*	LOVE HOCKEY	45	
5	0	*	WATCHING HOCKEY	38	
6	0	$\star$	LIKE HOCKEY	37	
7	0	$\star$	PLAYS HOCKEY	28	
8	0	*	WATCH HOCKEY	27	

<u>Riding</u>

		*	ALL FORMS (SAMPLE): 100 200 500		TOTAL 1,776   UNIQUE 337 +
1	0	*	STARTED RIDING	143	
2	0	$\star$	GO RIDING	99	
3	0	*	KEEP RIDING	82	
4	0	$\star$	START RIDING	75	
5	0	*	COME RIDING	52	
6	0	$\star$	LOVE RIDING	50	
7	0	$\star$	LIKE RIDING	48	
8	0	$\star$	WENT RIDING	46	

<u>Volleyball</u>

1	0	*	PLAYING VOLLEYBALL	95	
2	0	*	PLAY VOLLEYBALL	93	
3	0	*	PLAYED VOLLEYBALL	62	
4	0	$\star$	CHALLENGE VOLLEYBALL	36	
5	0	*	PLAYS VOLLEYBALL	16	
6	0	*	RANKED VOLLEYBALL	8	_
7	0	*	LOVE VOLLEYBALL	5	-
8	0	*	BEACH VOLLEYBALL	4	-

Soccer

		-			
1	0	*	PLAY SOCCER	475	ı
2	0	*	PLAYING SOCCER	409	ı
3	0	*	PLAYED SOCCER	224	ı
4	0	$\star$	PLAYS SOCCER	73	ı
5	0	*	STATE SOCCER	51	
6	0	$\star$	LIKE SOCCER	34	
7	0	$\star$	WATCHING SOCCER	32	
8	0	$\star$	LOVE SOCCER	28	

<u>Judo</u>

HELP	1	$\star$	ALL FORMS 93		
1	0	*	DO JUDO	69	
2	0	*	COMPLETE JUDO	12	
3	0	*	MAKE JUDO	7	
4	0	$\star$	PERFORM JUDO	3	
5	0	$\star$	ORGANIZE JUDO	2	

**Skating** 

-							-
	HELP	(i)	*	ALL FORMS (SAMPLE): 100 200	FREQ	TOTAL 364   UNIQUE 98 +	ı
	1	0	*	GO SKATING	57		ı
	2	0	*	FIGURE SKATING	51		ı
	3	0	*	STARTED SKATING	32		ı
	4	0	*	WENT SKATING	20		ı
	5	0	*	GOING SKATING	17		
	6	0	*	START SKATING	16		
	7	0	*	SYNCHRONIZED SKATING	12		
	8	0	*	BEGAN SKATING	9		

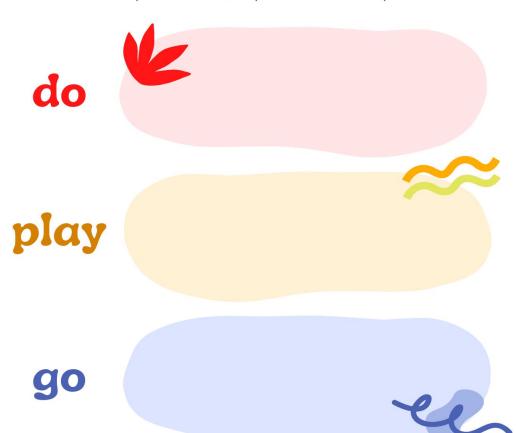
<u>Karate</u>

HELP	(1)	*	ALL FORMS (SAMPLE): 100	FREQ	
1	0	$\star$	DO KARATE	157	
2	0	$\star$	MAKE KARATE	15	
3	0	*	PERFORM KARATE	6	•
4	0	*	EXECUTE KARATE	1	L
5	0	$\star$	COMPLETE KARATE	1	L
				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.



aerobicsjoggingridingjudoskiingballetvolleyballskatingcrickethockeysoccerkarate



- 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	with ball games and team sports.
2. We use	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.

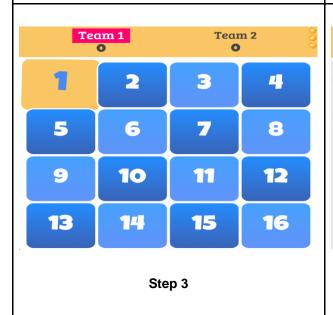
The group with the highest point is the winner.

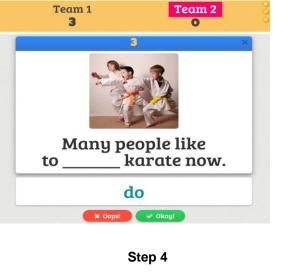
https://www.baamboozle.com/game/1263118





Step 2





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

#### **Instructions:**

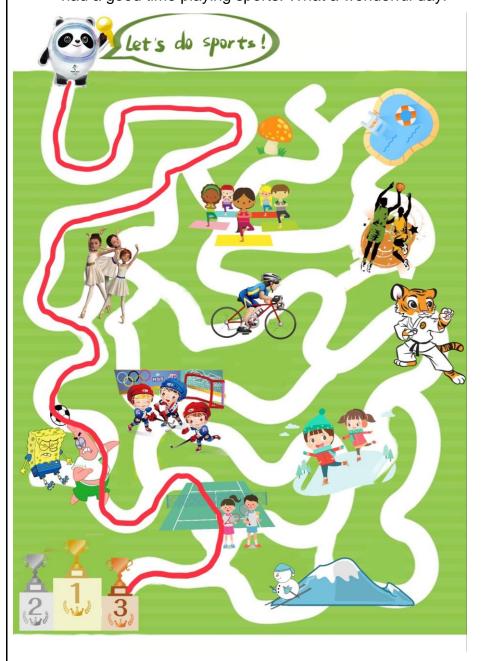
- 1. The teacher divides students into several groups.
- 2. Introduce the task:
- (1) The teacher asks students to **design a route** that involves as many sports as possible with their group members.
- (2) The teacher sets the rules: i) Draw with one line. ii) Do not overlap the lines. iii) Describe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

## **Teacher Tips:**

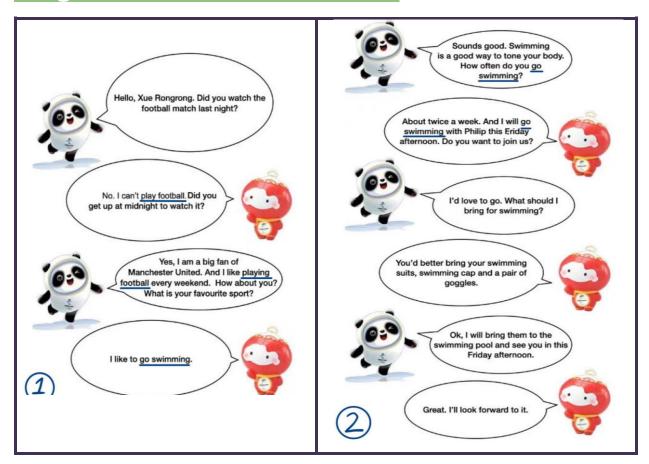
- Before the discussion, each group will be given a map.
- The teacher serves as a monitor and facilitator during the discussion.
- The teacher collects the maps after the discussion.
- 4. Evaluation & Feedback:
- (1) The teacher **shows** the maps on the board. Students are encouraged to **evaluate** 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!



# Stage 6: Pair Communication (Time Limit: 20 min)



#### 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	Υ	our feelir	ng
1	I know the differences among "do", "play", "go" with sports.			
2	I know what corpus is and what I can find in corpus.			
3	I know how to use "do", "play", "go" with sports in daily life.			
4	I am happy about this lesson.		6,6	

# Stage 8: Homework

#### Instruction:

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

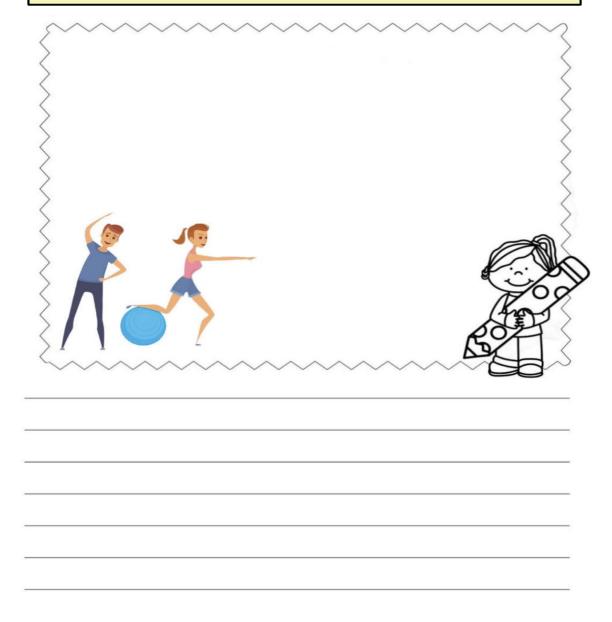
#### For intermediate learners



## For advanced learners

Name: _	 Class:	

- **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.





**Derobics** 

skiing





cricket







ballet



hockey





volleyball



# skating



# karate



# **SOCCE**



judo



## <u>Aerobics</u>

ON CLICK:	<b>■</b> COI	NTE)	T	р № ВООК	(HELP)
HELP	(i)	*	ALL FORMS (SAMPLE): 100 200	FREQ	
1	0	*	DO AEROBICS	191	
2	0	*	COMPLETE AEROBICS	11	<b>—</b>
3	0	*	PERFORM AEROBICS	6	
4	0	*	MAKE AEROBICS	2	I
			TOTAL	210	
					0.359 seconds

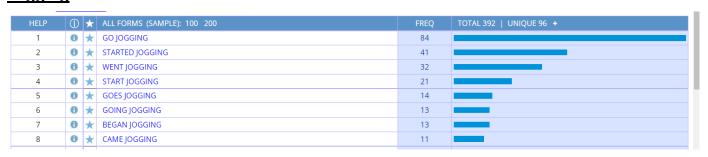
### Skiing

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HELP	(i)	*	ALL FORMS (SAMPLE): 100 200 500	FREQ	TOTAL 884   UNIQUE 221 +	
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4	0	$\star$	STARTED SKIING	35		
5	0	$\star$	LIKE SKIING	18		
6	0	$\star$	ENJOY SKIING	17		
7	0	$\star$	LOVE SKIING	15		
8	0	*	MAKES SKIING	15		
9	0	*	BEGAN SKIING	12		
10	0	$\star$	GONE SKIING	12		

## **Cricket**

-					
HELP	(i)	*	ALL FORMS (SAMPLE): 100 200	FREQ	TOTAL 244   UNIQUE 86 +
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6	0	*	WATCHING CRICKET	9	
7	0	*	LIKE CRICKET	7	
8	0	*	PLAYS CRICKET	5	

## **Jogging**



## **Ballet**

HELP	(i)	*	ALL FORMS (SAMPLE): 100 200	FREQ	
1	0	*	DO BALLET	252	
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3	0	*	MAKE BALLET	33	
4	0	$\star$	ACT BALLET	28	
5	0	$\star$	PERFORM BALLET	26	
6	0	$\star$	ENSURE BALLET	4	F
7	0	$\star$	PREPARE BALLET	1	þ
8	0	*	EXECUTE BALLET	1	

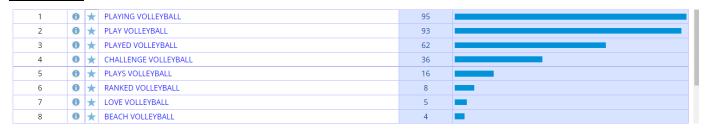
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8	0	*	WATCH HOCKEY	27	

## **Riding**

_					
HELP	(1)	$\star$	ALL FORMS (SAMPLE): 100 200 500	FREQ	TOTAL 1,776   UNIQUE 337 +
1	0	*	STARTED RIDING	143	
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3	0	*	KEEP RIDING	82	
4	0	*	START RIDING	75	
5	0	*	COME RIDING	52	
6	0	*	LOVE RIDING	50	
7	0	*	LIKE RIDING	48	
8	0	*	WENT RIDING	46	

### **Volleyball**



## Soccer

					· · · · · · · · · · · · · · · · · · ·
1	0	$\star$	PLAY SOCCER	475	
2	0	$\star$	PLAYING SOCCER	409	
3	0	$\star$	PLAYED SOCCER	224	
4	0	$\star$	PLAYS SOCCER	73	
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7	0	*	WATCHING SOCCER	32	_
8	0	*	LOVE SOCCER	28	

## <u>Judo</u>

HELP	(i)	*	ALL FORMS 93	FREQ	
1	0	*	DO JUDO	69	
2	0	*	COMPLETE JUDO	12	
3	0	*	MAKE JUDO	7	
4	0	$\star$	PERFORM JUDO	3	<ul> <li>**</li> </ul>
5	0	*	ORGANIZE JUDO	2	
			TOTAL	93	

## <u>Skating</u>

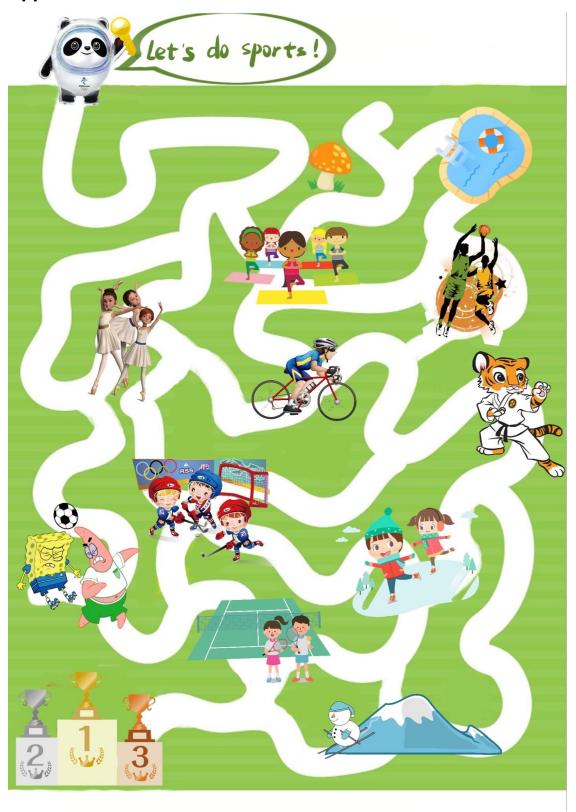
HELP	(j)	*	ALL FORMS (SAMPLE): 100 200	FREQ	TOTAL 364   UNIQUE 98 +
1	0	*	GO SKATING	57	
2	0	*	FIGURE SKATING	51	
3	0	*	STARTED SKATING	32	
4	0	*	WENT SKATING	20	
5	0	*	GOING SKATING	17	
6	0	$\star$	START SKATING	16	
7	0	*	SYNCHRONIZED SKATING	12	
8	0	*	BEGAN SKATING	9	

## **Karate**

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

# Rules:

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



Number	Item	Your feeling		
1	I know the differences among "do", "play", "go" with sports.			
2	I know what corpus is and what I can find in corpus.			
3	I know how to use "do", "play", "go" with sports in daily life.		00	
4	I am happy about this lesson.		0,0	

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