

Collocations with *make* and *do* by Emily Ballard

Age:	Teenagers / Adults
Level:	Pre-intermediate (A2)–Advanced (C1)
Time:	20–40 minutes
Objective:	to become familiar with and memorize collocations with the verbs <i>make</i> and <i>do</i>
Key skill:	vocabulary
Materials:	one or more set of cards (appropriate for level) per group of two to five students; two boxes labelled <i>make</i> and <i>do</i> per group (optional); one copy of the answer sheet per student (optional)

Note: This is a great game for practising *make* and *do* collocations, especially for students whose first language only has one verb as a translation for these (such as Spanish and French). It can be played with a minimum of two students. It can be adapted for any language point where there are two possibilities.

Preparation

There are three sets of cards for different levels. Decide which set or sets of cards your students will play with. (For example, intermediate students can play with both levels 1 and 2, or only level 2. Advanced students can play with all three levels, or only level 3.) Print and cut out enough for each group of two to five students. Keep the level 1 cards separate for now. Alternatively, you can make your own cards using other collocations you have looked at in class.

Students in each group of two to five will sort the cards and place each one into the correct box. Prepare enough boxes before the lesson, one labelled *make* and one *do* for each group. Alternatively, don't prepare boxes beforehand and simply have students place the cards in another kind of container that they can label themselves or on/next to pieces of paper or card with *make* and *do* written on them.

If you decide to give students each a copy of the correct collocations sheet, cut off any levels that are not relevant to them before handing them out.

Procedure

1. Divide the students into groups of two to five. Give each group a set of level 1 cards. Ask students to try to divide the cards into two groups but do not yet reveal that the cards fit into a *make* group and a *do* group. Students will probably find patterns and organize the cards more or less into the *make* and *do* groups without realizing or they may guess that the cards divide into *make* and *do* collocations.
2. Once the students have arranged their two groups, reveal or confirm that the words on the cards form collocations with *make* and *do* and check that their answers are correct. Further practise can be done by asking each student to make a sentence using one of the cards.
3. Depending on the level, give each group one or more sets of cards (they can be mixed up if there is more than one set) and have them deal out the same number of cards to each student in their group.

The aim of the game: to get rid of all your cards

Rules: Students take it in turns to put one of their cards into either the *make* or *do* box, saying the collocation aloud as they do so. For example, a student puts the *bed* card into the *make* box and says 'make the bed'.

If a student thinks their classmate has made a mistake, they can challenge him or her by saying 'Challenge!' If a mistake has been made, the player must take all the cards from both boxes. However, if the challenged player did not make a mistake, then the challenger must take all the cards themselves.

Note: When a student loses a challenge and takes all the cards, they benefit from practising the collocations again which helps them to remember the collocations. Therefore, it is essential to encourage risky and competitive game playing!

The first student to play all their cards is the winner. The game can then carry on until the last student has played all their cards, with the winner still able to challenge if they wish, or it can stop at this point.

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4. Monitor to ...

- help students with the meanings of the words on the cards (being careful not to give away the answers);
- confirm whether challenges are correct or incorrect;
- carefully note down any incorrect collocations that go unchallenged.

Due to the competitive nature of the game, it is rare for incorrect collocations to go unchallenged. However, it is important to dedicate five to ten minutes after the game has finished to highlight any incorrect collocations that have been missed.

5. To save students having to write down all the correct answers, you may want to give them each a copy of the correct answers sheet. You can cut off the levels that are not relevant to your students. They can also note down the meanings of any new language.

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dinner	exercise
an appointment	a crossword
the bed	somebody a favour
a complaint	research
a decision	the ironing
a promise	the shopping
a difference	an exam
an effort	the washing up
a mistake	the cooking
an excuse	your homework
friends	the housework
a phone call	the cleaning
a plan	nothing
money	sport

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an announcement

your best

a noise

the right thing

a mess

a workout

an inquiry (into)

well

a profit

a course

an investment

business

a discovery

yoga

an application

your hair

progress

a talk (on)

a suggestion

a dance

a wish

the accounts

a speech

your make-up

a list

your nails

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a breakthrough

an operation

the best of the situation

the honours

a toast

your duty

sense of

harm

certain

good

an attempt

your head in (informal)

contact (with somebody)

economics at university

amends

away with somebody (informal)

the most of

damage

a note (of)

80mph

a confession

press ups

an exception

the bare minimum

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LEVEL 1

make	do
dinner	exercise
an appointment	a crossword
the bed	somebody a favour
a complaint	research
a decision	the ironing
a promise	the shopping
a difference	an exam
an effort	the washing up
a mistake	the cooking
an excuse	your homework
friends	the housework
a phone call	the cleaning
a plan	nothing
money	sport



LEVEL 2

make	do
an announcement	your best
a noise	the right thing
a mess	a workout
an inquiry (into)	well
a profit	a course
an investment	business
a discovery	yoga
an application	your hair
progress	a talk (on)
a suggestion	a dance
a wish	the accounts
a speech	your make-up
a list	your nails



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LEVEL 3

make	do
a breakthrough	an operation
the best of the situation	the honours
a toast	your duty
sense of	harm
certain	good
an attempt	your head in (informal)
contact (with somebody)	economics at university
amends	away with somebody (informal)
the most of	damage
a note (of)	80mph
a confession	press ups
an exception	the bare minimum