

Make /Do Lesson Plan**Level: Elementary****Lesson length: approx. 45 mins**

<p><u>Lesson Aims/objectives for students</u> Ss will review and learn de-lexicalised (make-do) collocations by using them in a role play and a written note.</p>	<p>Evidence By the end of the session ss will have used all the make / do collocations in both controlled and freer productive activities and they will have acquired the new language in a way that it will be used naturally by them from here on.</p>
<p>Primary aims Vocabulary: Ss will engage in activities that will help them notice/revise/learn make/do collocations. They will then use them in various tasks (role play/writing short notes)</p>	<p>Ss will be able to find collocations with do and make in their tasks and then use them in more productive ways. They will fill in grids and match collocations with the L1 expression.</p>
<p>Secondary aims Speaking: In conference with the T ss will engage in a role playing task between two people whilst using make/do collocations. They will make use of turn taking strategies, forming questions, answering questions and strategies that avoid communication break down. Writing: Ss will write their own short note about what they did around the house incorporating as many collocations as possible. Autonomous learner-peer feedback: Ss will exchange their written notes and will provide feedback regarding the language errors. Phonology: ss in conference with the T will chunk and use linkage correctly when participating in the role play.</p>	<p>Ss will be able to use the make/do collocations in their dialogues Ss will write a short text in which they write down everything Maria did or did not do in the house. They will use as many collocations as possible. Ss will check each other's papers and find/correct errors in collocations. Ss will use the right intonation/stress patterns when talking to each other as part of the dialogue. They will also use linkage and elision where necessary.</p>

Language analysis

The focus of this session are restricted collocations make / do

make the beds : put sheets/pillows, blankets so that the bed looks tidy make breakfast: prepare breakfast make supper/dinner: prepare dinner/supper make lunch: prepare lunch Make a toast: when you bring glasses together during a celebration. Make an appointment: call a dentist and say what time you will go (here) Make sure: ensure Make a cake: prepare a cake Make a call: phone sme Make me smile: put a smile on my face Make up my mind: decide Make a reservation: book a table at a restaurant (here) Make a mess: make sth look untidy	do the laundry: wash clothes do the shopping: buy foods etc do the house chores: clean the house Do for a living: your job/work. Do business with: to buy or sell goods or services. Do sports: play basketball, run etc. Do crosswords do hair: style your hair do nails: put nail polish/trim nails do washing up: wash dishes
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These collocations may need to be conjugated and used in the:

simple past make-made

Do-did

Present continuous:

I am making/I am doing

Source Aids/Handouts

My own material Tasks 1/2/3/4 handouts

PPT

Picture of couple from here: <http://splatter.com/unique-date-ideas-to-spice-up-boring-couple-life/>

Linguistic assumptions

Ss will already know the simple present/present continuous/simple past as they are elementary level learners.

Ss may know a few make /do collocations.

Ss are familiar with role playing tasks and characteristics of dialogues.

Stage	Teacher Activity	Learner Activity	Aims	Materials	Interaction	Time
Lead in Let's talk	T shows PPT with picture of a couple and asks them what they think this lesson will be about. Then she gives the handout and asks sts in pairs to fill in the table about what men/women do to prepare for a date.	Ss make predictions/assumptions about the picture. Ss make predictions about how ppl prepare for dates and fill in the table	To provide a context for the session. This will be a session where the learners will be looking at the development of a relationship whilst integrating collocations that are connected to this development.	PPT slide 3 handout	Classroom pair	1 min introduction 3 mins providing a context
Task 1.	Teacher gives handout 1 with the text from Jack and Maria's diaries and asks learners to read and then circle/ underline the collocations.	SS read the text and notice the make/ do collocations	Ss will activate noticing and chunking skills. They will familiarize themselves with the words that follow make and do.	Handout task 1	individual	3-4 minutes
Task 2	T tells ss to fill in the comprehension check questions based on the information from the diary entries. T shows answers on PPT. T then asks ss if their predictions about preparation before a date where correct or not.	Ss answer the questions and then take part in classroom feedback. Ss see if their predictions were realized in the diary entries	Ss scan the text for information and show their understanding of the text.	Handout task 2 PPT slide 4	individual	6 minutes

Task 3	T asks ss to tick the collocations in the grid and then tells them to try to check their answers in pairs. T finally shows answers on PPT	Ss tick the correct option and then correct their answers	Ss will notice and match the make /do collocations which will raise awareness regarding their formation.	Handout task 3 PPT slide 5	Individual class	2 minutes 2 minutes
Task 4	T gets ss to match the collocations in task 3 with the phrases they could replace in task 4. T shows answers on PPT.	Ss match the collocations to a different way of saying the same meaning/ phrases in task 4	Ss will check their understanding of the collocations by seeing synonymous phrases and matching the collocations with their equivalent meaning.	Handout task 4 PPT slide 6	Individual class	4 mins
Task 5	T gives the next handout which presents the new language. She then asks students to try to think of what the two people would say during their date. T monitors closely the preparation of the role play and steps in when necessary. T nominates one or two pairs to act out their dialogue	Ss read the new collocations Ss prepare their role play Depending on time some ss do the role play in front of the class	Ss prepare notes for a dialogue that will simulate what the two people would say during the date whilst making use of the make/do collocations. They will also practice strategies connected to conversing like turn taking, interrupting and fillers. Ss whilst doing the role play will also practice phonological features of connected speech like linkage elision etc.	Handout task 3	Individual Pair class	2 mins 8 mins 6 mins
Task 6	T asks ss to produce a note which informs Jack about what Maria has or has not done around the house. T then asks ss to peer correct and find any errors in collocations.	Ss check each other's' papers for errors.	Writing: ss (in conference with the teacher) produce a short text which makes use of all the target language.	Handout task 6	pair	6 mins writing 3 mins peer checking

