

Lesson 5 - Make and Do (grammar)

To do or not to do!

Teacher's page

This lesson is to help students understand the difference between 'do' and 'make'.

Read the text on the teacher and student page:

After reading the text, ask the students if they know what the difference is between 'do' and 'make'?

Do: is used when someone performs an action, activity or task. It relates to the activity itself, e.g. I **do** the shopping every Friday.

Make: is used for producing or creating something. Also used when preparing food, e.g. She **is making** a birthday cake.

Make is also used in certain expressions: **make** plans, **make** arrangements, **make** a mistake, **make** a noise.

After explaining the difference between the two verbs the students then make up a group story.

The students do the last exercise; fill in using '**do**' or '**make**':

Lesson 5 - To do or not to do!

Teacher and Student page:

Read the text and notice when the verbs 'do' and 'make' are used:

This morning I woke up and wanted to **do** some cooking and decided to **make** pancakes for breakfast. Then I **did** a little housework and other chores. After I **did** the dishes, I **made** a nice cup of hot coffee and **did** nothing for half-an-hour. This gave me the energy to **make** a tasty chocolate cake for afternoon tea.

Suddenly the phone rang. My friend wanted to **make** plans to meet me for lunch in our favourite restaurant. This **made** me very happy as I didn't need to **make** lunch. I quickly got dressed and **did** my hair. I drove to the mall where we were meeting for lunch. I arrived fifteen minutes early so I had time **to do** a little shopping.

We met at 'Make your Meal' and sat in our usual place next to the window. After eating the main course, I **made** a suggestion that we eat dessert at home – my chocolate cake!

Question:

Do you know what the difference is between 'do' and 'make'?

Fill in using 'do' or 'make':

I _____ my homework.

I _____ a cup of tea.

He _____ his exercises every day.

They _____ a noise in class.

I _____ my hair last week.

Dad _____ the housework last month.

Mr. Brown _____ some orange juice.

We _____ steak for dinner.

She _____ the cleaning.

Let's _____ a date for next week.

Please _____ yourselves at home.

Lesson 11 - exercise

Move It!

Teacher's page:

The students read the poem on Student page 1.

After reading, the students underline the rhyming words (at the end of each line).

Then the students make a list of different sports or activities not mentioned in the poem.

The students answer the discussion questions on Student page 2.

Then in pairs, the students write another verse using the different sports and activities from the list.

Lesson 11 - Move It!

Student page 1:

Read the following:

Exercise is good for us,
Rather walk than take a bus.
Muscles need a working out,
Every day it's good to move about.

Exercise is good for all,
Running, swimming or playing ball.
Whether you choose yoga, tai chi or chi cong,
You can be sure it will make you strong.

Don't forget your brain as well,
This needs exercise – every cell.
If you don't use your brain,
In time you may become insane.

Have you exercised today?
Do not let your brain decay.
Time to pop to the gym and jump on a bike,
Or go for a walk or a long healthy hike.

After reading, underline the rhyming words.

Make a list of different sports or activities:

Lesson 11 - Move It!

Student page 2:

Discussion questions:

1. Do you exercise?
2. If so, which exercises do you do?
3. Do you think that people exercise more today than ten years ago? If so, why?
4. Do you think having cars makes us lazy?
5. What activities could be called 'exercises for the brain'?
6. Do you like watching the Olympic Games on television?
7. What do you think is more important - a healthy diet or regular exercise?

What do you consider a healthy diet?

Which exercises burn calories and which build or strengthen muscles?

In pairs write another verse using the different sports and activities from the list:

Lesson 24 - neighbours

Can I borrow some...?

Teacher's page:

Ask the students the following questions:

Can I borrow some milk?

Do you have some sugar I can borrow for my cake?

I have run out of eggs, can you lend me some?

Who asks these questions?

You've guessed it - neighbours.

Ask the following question on Student page 1.

What is a neighbour for you?

A neighbour is a person who is there for you when you need them

A neighbour is a person who lives in the flat or house next to you

A neighbour is a person who feeds your dog when you go on vacation

A neighbour is a person who makes a lot of noise at all hours of the day or night

The students answer the discussion questions.

The students choose their new neighbour from the six people on Student page 2.

Discuss the different situations that you could have with your neighbours.

Lesson 24 - Can I borrow some...?

Student page 1:

What is a neighbour for you?

A neighbour is a person who lives in the flat or house next to you

A neighbour is a person who feeds your dog when you go on vacation

A neighbour is a person who makes a lot of noise at all hours of the day or night

Neighbours are people who are there for you when you need them

Discuss the following questions:

1. Do you have nice neighbours?
2. Do you have neighbours that annoy you?
3. Are you friendly with any of your neighbours?
4. Do you think that in the past neighbours were friendlier than they are today?
5. Do you borrow anything from your neighbours and do they borrow things from you?
6. Do you leave your house key with a neighbour when you go on holiday?
7. Name three characteristics that make up a good neighbour.
8. Who was your most memorable neighbour?

Lesson 24 - Can I borrow some...?

Student page 2:

**Who would you prefer to have as your new neighbour?
Choose from the following list of people and explain why.**

Paul and Shirley – They work for a large clothing company. Paul also plays the drums and Shirley teaches yoga part time.

Barbara – She is very quiet and doesn't have a lot of friends. She is moving jobs at the moment and might get a job telemarketing at all hours of the day and night.

Jack – He is a very friendly person. He plays football for the local football team. Most footballers are loud and many of them drink a lot of alcohol.

Clive and Claire – They look very sweet together and both have jobs on children's TV. She is pregnant and expecting a baby in the next month or two.

Zoe and Zack – They are newly married and have a big dog. Big dogs often bark at strangers.

Dick – He is an accountant and seems to be quite unfriendly. He leaves for work very early and comes home late. He cooks a lot, even late at night.

What do you do?

Your neighbour drums loudly after 22:00. What do you do?

Your neighbour's baby cries a lot at night. What do you do?

Your neighbour leaves his bag of rubbish outside his front door before he takes it to the bin. What do you do?

GAME - Statements

Teacher's page 1:

Before the lesson:

Print and cut out all the cards.

For option 1 – 1 set is needed

For option 2 – 3 or 4 sets are needed

The cards are marked 'a' or 'b' and represent a pair of statements that are related.

a

I am so happy that today
there are washing machines.

b

Yes, before that people used
to wash their sheets by hand.

The aim of the game is to match up pairs of statements.

In the lesson:

Option 1: Give each student an equal amount of 'a' and 'b' cards. Make sure that an individual student doesn't receive a related pair of statements.

The students walk around the room in order to find a matching statement.

When they find one, the student with the card marked 'a' receives that pair of statements.

Once all the pairs of statements have been found, the students sit down and read the cards aloud to the class. This gives the opportunity to check that the pairs do in fact match.

Option 2: Divide the students into pairs or groups of three. Each group receives a set of 'a' and 'b' cards. The groups place the cards in front of them and have to match up pairs of statements.

The first group to match all the pairs of statements successfully is the winner.

Once all the pairs of statements have been found, the students take turns to read the pairs aloud to the class.

In order to encourage a group conversation, ask students to choose one of the pairs and talk about that topic.

'a' cards:

<p>a</p> <p>I am so happy that these days there are washing machines.</p>	<p>a</p> <p>People who own cars can get around quickly and easily.</p>	<p>a</p> <p>The Internet is so convenient for finding information.</p>
<p>a</p> <p>Life is easier with a TV remote control.</p>	<p>a</p> <p>The GPS tells you how to get from place to place.</p>	<p>a</p> <p>Money is a convenient way to buy and sell.</p>
<p>a</p> <p>With a digital camera you can see your photos immediately.</p>	<p>a</p> <p>Food can stay fresh for a longer time.</p>	<p>a</p> <p>Today people know that the world is round.</p>
<p>a</p> <p>Nowadays, you can see and speak to everyone on Skype.</p>	<p>a</p> <p>iRobots have made some of the housework much easier.</p>	<p>a</p> <p>Answering machines let you know that someone has called you.</p>

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b Yes, before that people used to wash their sheets by hand.	b Once, people had to travel long distances by horse and carriage.	b An encyclopedia was the place to look up facts about different topics.
b In the past people had to physically get up from the couch to change channels.	b Until a few years ago, people actually had to read a map to get to new destinations.	b In ancient times people bartered goods.
b We had to wait a few days until our film was developed.	b Before the invention of the fridge, it was dangerous to keep food for a long time.	b People used to think that you could fall off the edge of our planet.
b To see your family in another country, you had to travel.	b We used to spend hours sweeping the floor.	b If someone phoned you and you weren't available, they couldn't leave a message.

'b' cards: