Small jobs, big plans

DM1 · Do and make · B1; supported A2 · Adults and teens

1. Help at the library’s skills afternoon. Which job would you choose?

Visitors will try painting, exercise or phone photography. Why would you choose that job?

Finding ideas for the skills afternoon

Clearing up after a children’s painting class

Getting the room ready for an event

Skills afternoon
Rafi, Leah · Organisers’ group

TODAY

Rafi 09:14
I’m doing some research into activities people want.

Leah 09:16
We’ve made arrangements with the library. The room is booked.

Rafi 09:17
We’re making progress! Could you do me a favour and test the booking link?

Message the group...

Find two phrases with do and two with make.
What is ready? What still needs checking?

2. Learn the whole phrase

DO some research · exercise · your best · someone a favour · a good job · some work
MAKE progress · a decision · arrangements · a mess · an appointment · a difference

Do often goes with tasks; make often goes with a result. This is a guide, not a rule for every phrase. Learn the complete phrase.
do - did - done - doing / make - made - made - making

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Get the afternoon ready

DM1 · Shared planning task · Work in pairs or small groups

Saturday at the library

You are planning a free skills afternoon for **12 visitors**. Choose **two activities**: painting, a simple exercise class, or using a phone camera.
You have **£30** for materials. Everyone in your group needs at least one job.

3. Complete the messages with the correct form of do or make.

We need to _____ a decision about our two activities.

I've _____ some research. Painting materials cost £25; exercise needs no materials; the camera activity uses visitors' own phones.

Could you _____ me a favour and check our room booking?

Put covers on the tables so we don't _____ a mess.

4. Agree your plan. Give everyone a job.

Choose two activities within £30. Decide who will check the booking, prepare materials, welcome visitors and clear up. One person can have more than one job.
I could do... Could you do me a favour and...? Let's make... That would make a difference because...

Our activities: _____ Materials cost: £_____

Name: _____ Job(s): _____

Name: _____ Job(s): _____

Other names and jobs: _____

5. Give an update. Then change your plan.

Report your choices, cost and jobs. Your partner asks one question.
Update: Painting now costs £35. Keep your £30 limit. What will you change?
Then use your A/B questions to finish with a conversation.

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Your questions: Student A

DM1 · Final speaking · Complete, check, then choose a few questions

Write do or make in the correct form. Use the phrase bank if you need it.
Check with your teacher. Take turns asking questions from your own sheet.
Give a reason or example. Ask a follow-up. You do not need to finish the list.

1. What helps you _____ progress when you are learning something difficult?
2. Have you ever _____ some research before buying something and changed your mind? What happened?
3. When you need to _____ an important decision, who do you talk to?
4. What kind of exercise do you enjoy _____? What makes it enjoyable?
5. Who usually _____ the arrangements when you go away with others? Are you happy with that?
6. When did someone last _____ you a favour? How did it help?
7. Which activity always seems to _____ a mess at home? Who clears it up?
8. Tell your partner about a time you _____ your best but things still went wrong.
9. Do you prefer to _____ an appointment by phone or online? Why?
10. Who do you know who _____ a really good job? What makes them good at it?
11. What small change could _____ a difference to your working day?
12. Where do you go when you need to _____ some work without interruptions?

Follow the answer

Why? / What happened next? / Can you give an example?
You can use an invented example or pass on a question.
Finish by sharing one interesting thing you learnt about your partner.

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Your questions: Student B

DM1 · Final speaking · Complete, check, then choose a few questions

Write do or make in the correct form. Use the phrase bank if you need it.
Check with your teacher. Take turns asking questions from your own sheet.
Give a reason or example. Ask a follow-up. You do not need to finish the list.

1. How can you tell whether you are _____ progress in English? What have you noticed?
2. What would you like to _____ some research into if you had a free afternoon?
3. What was the best decision you _____ last year? What happened afterwards?
4. Is it easier for you to _____ exercise alone or with other people? Why?
5. Have you ever _____ arrangements that changed at the last minute? What did you do?
6. What favour would you happily _____ for a neighbour? What would you rather not do?
7. Did you enjoy _____ a mess as a child? What were you doing?
8. What helps you _____ your best when you feel nervous?
9. Have you ever forgotten an appointment you _____? How did you deal with it?
10. What would help a new colleague _____ a good job in their first week?
11. Who has _____ a difference to something you care about? In what way?
12. Do you ever _____ some work at weekends? How do you feel about it?

Follow the answer

Why? / What happened next? / Can you give an example?
You can use an invented example or pass on a question.
Finish by sharing one interesting thing you learnt about your partner.

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Teacher notes & answers

DM1 · B1; supported A2 · Adults and teens · Flexible lesson length

Start with the pictures and messages

Share Student 1. Elicit researching ideas, making a mess/clearing up, and preparing a room. Ask which job learners would choose. The pictures are prompts, not a test with one exact wording. Chat: doing some research; do me a favour; made arrangements; making progress. The room is booked; the link needs testing. Explain “do someone a favour” as helping them with something.

Keep the language explanation short

Learn the whole combination: do some research, do exercise, do your best, do someone a favour, do a good job, do some work; make progress, make a decision, make arrangements, make a mess, make an appointment, make a difference. Task/result is only a guide. Forms: do/does, did/done, doing; make/makes, made/made, making. After a modal or to, use the base form; have + past participle; enjoy + -ing. Support lower-level learners with examples from the chat.

Student 2: check, plan, report, adapt

3: 1 make; 2 done; 3 do; 4 make. First plan: any two activities fit the stated materials budget. Painting + either other activity costs £25; exercise + camera costs £0. Require two choices, a clear cost and at least one job per learner. Four jobs can be combined or shared; for a larger group, add specific materials/welcome/clear-up jobs. The printed cost is for the full painting activity for all visitors. On the £35 update, painting no longer fits. Switch to exercise + camera (£0). Do not invent discounts. Ask learners to explain the change using target phrases. Sample: “We’ve made a decision. We’ll do exercise and use our phone cameras. Rafi will check the room and welcome visitors; Leah will prepare and clear up.”

Student A answers

1 make; 2 done; 3 make; 4 doing; 5 makes; 6 do; 7 make; 8 did; 9 make; 10 does; 11 make; 12 do.

Student B answers

1 making; 2 do; 3 made; 4 do; 5 made; 6 do; 7 making; 8 do; 9 made; 10 do; 11 made; 12 do. For B9, “had made” is also possible if learners add had; made is the one-word answer.

Finish with conversation, then a fresh check

Give one partner A and the other B. These are different question sets, not secret facts. Check forms first; choose a few questions and explore the answers. The A/B sets provide 24 optional prompts in total. Praise a useful follow-up; repair one recurring phrase, then ask for a new example. Exit check: ask learners to say one thing they need to do and one decision they need to make.

Adapt and extend

One-to-one: take the other question set. Online: send shared pages and separate A/B sheets. In groups of three, rotate questioner, speaker and follow-up questioner. Stronger learners can close the phrase bank and report progress. Support: choose familiar prompts and rehearse a short answer. Optional homework is independent, with a separate self-check page and model. No recording is required.

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