

# 11 What Might You Do?



In this exercise you'll have to think about how words work together. Helping learners with words that are frequently and typically found with certain other words is one of the main aims of the **Longman Dictionary of Contemporary English**:

- Word combinations are highlighted throughout the text.
- At key dictionary entries Collocation Boxes list word combinations with definitions where necessary, together with example phrases which show these words in a natural context.



The CD-ROM gives you instant access to all the most common word combinations in a special "Phrase bank". And you can test yourself by clicking "Exercises" at the top of the screen.

**assumption** [ə'sʌmpʃən] /n/

1 [C] something that you think is true although you have no definite proof: **assumption that** A lot of people **make the assumption** that poverty only exists in the Third World. | My calculations were **based on the assumption** that house prices would remain steady. | We are **working on the assumption** that the conference will take place as planned. | **about** People make a lot of assumptions about me, **underlying assumption** - a belief that is used as the basis for an idea, but which may not be correct.

2 [U] formal when someone starts to have control or power: **(of)** the assumption of responsibility

**pace** [peɪs] /n/

1 **SPEED OF EVENTS/CHANGES** [singular] the speed at which something happens or is done

**pace of change/reform/growth**  
**pace of life**  
**at your own pace** (=at the pace that suits you)  
**at a rapid/slow/steady etc pace**  
**at breakneck pace** (=extremely fast)  
**gather pace** (=happen more quickly)  
**keep up the pace** (=continue to do something or happen as quickly as before)  
**at a snail's pace** (=very slowly)

*The pace of change in our lives is becoming faster and faster. | Here in Bermuda, the pace of life is very slow. | Public spending continues to rise at a steady pace. | Children learn best by studying at their own pace. | The company had been growing at breakneck pace until last year. | Support for European unity began to gather pace. | If they can keep up the pace, they should have finished by early next week. | Things are changing, but at a snail's pace.*

⚠ Do not say 'in your own pace' or 'on your own pace'. Say at your own pace.

Read through the following questions and choose the logical answers. For each question, there may be more than one correct answer. For example, in question 1, you can **make money** or **make an effort**, and something can **make a change**, but you **do the laundry**, **do an experiment**, and **do a job**.

1. Which of the following might you **make**?  
 a) money   b) the laundry    c) an effort   d) an experiment   e) a job    f) a change
2. Which of the following might you **do**?  
a) an appointment   b) your best   c) the laundry   d) an accusation   e) your homework   f) your duty
3. Which of the following might you **form**?  
a) a committee   b) a circle   c) a strategy   d) a government   e) a leader   f) a line
4. Which of the following might you **construct**?  
a) a tree   b) a building   c) a scream   d) an argument   e) a detail   f) a fence
5. Which of the following might you **perform**?  
a) music   b) business   c) a function   d) a kind act   e) medicine   f) surgery
6. Which of the following might you **commit**?  
a) a serious crime   b) an act of kindness   c) facts to memory   d) death   e) suicide   f) a felony
7. Which of the following might you **conduct**?  
a) a study   b) an error   c) an orchestra   d) an investigation   e) a party   f) electricity
8. Which of the following might you **develop**?  
a) a fact   b) an idea   c) film   d) time   e) a product   f) a hypothesis

# Teacher's Notes

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**Time:** 25 minutes

**Aims:**

■ To improve understanding of certain verb-object word combinations (collocations).

■ To prepare students for TOEFL®/TOEIC® examinations.

1. Introduce the activity by giving some examples of acceptable and unacceptable collocations. (You can **tell the truth** but not "tell the facts". You can **express ideas** but not "express your name".)
2. Ask the students to work on their own and select the answers that they think are logical.
3. Divide the students into groups, where they can share, compare, and discuss their answers with other learners.
4. Tell the students to check their dictionaries for typical word combinations. Encourage them to think about which word to look up (e.g. "make" or "money" for the phrase **make money?**).
5. Ask the class to come up with a variety of other typical objects that can follow each of these verbs.

**Answers:**

1. a, c, f
2. b, c, e, f
3. a, b, c, d, f
4. b, d, f
5. a, c, d, f
6. a, c, e, f
7. a, c, d, f
8. b, c, e, f