Lesson Plan
Causative have

Katarina Ristanović, Takovski ustanak Grammar school, Gornji Milanovac, Serbia

Key words: causative have, happiness, money, unusual inventions

Level: Intermediate +
Time: 45 minutes

By the end of the lesson the students:
- will be able to recognize the ‘causative have’ construction in written context
- will be able to transform the sentences using the construction
- will have used the 'causative have/get' construction to talk about unusual inventions
- will have discussed the things that make them happy

Lead in: (5 min) WHOLE CLASS ACTIVITY
Teacher reads out the quote from the slide or the blackboard:

"People say money isn't key to happiness, but I always figured if you have money, you can have a key made."

Ask the students how they understand the quote and whether they agree with it or not. We encourage the students to support their point of view.

Activity # 1  WHOLE CLASS ACTIVITY AND PAIR WORK (10 min)
Show the students the underlined part of the sentence and ask them if the author of the quote had in mind making the key herself or asking someone else to do it for her. Explain that the construction can be used when we pay or ask someone to do something for us. Show on the slide/write on the board “I am having my key made at the moment.” and ask the students to restate the sentence starting with ”someone” (is making the key for me at the moment). In pairs the students will then restate the sentence “I am having my key made.” using the following words:

1. while I was sitting in the coffee shop
2. before I moved in
3. already
4. should
5. tomorrow

**Activity # 2 WHOLE CLASS ACTIVITY (5 min)**

Show the PPT slides or newspaper/magazine cut-outs and elicit the sentences students would use to describe the pictures. Prompt them to use the ‘causative have’ construction asking questions (e.g. Teacher: Is she varnishing the nails herself? Student: No, she is having them varnished.)

**Activity # 3 GROUP WORK (20 min)**

Show the slide/pictures of unusual inventions and ask the students what they could have done if they could purchase these unusual gadgets. In groups students need to design (draw or describe) the unusual invention. The presentations of the inventions follow. Encourage the students to use the ‘causative have’ construction when describing the invention. Encourage the other group members to ask additional questions about the invention. In the end the students could vote for the best one.

**Wrap-up: WHOLE CLASS ACTIVITY (10 min)**

Ask the students what their key to happiness is and if they are happier when they do something themselves or when they can have things done. You can finish off by asking them to write a list of their ingredients for happiness for homework.

****

**Katarina Ristanović** graduated from the Faculty of Philology, Belgrade, in 2000 and has been working in Grammar school “Takovski ustanak”, Gornji Milanovac ever since. As SITT trainer and a teacher trainer she has been involved in the “Towards Better Understanding” project for the past 7 years. In 2010 she became a member of the ELTA Board and is the current ELTA International Coordinator and ELTA Vice President. Her interests include teacher development and CLIL.