## Causitive Have <br> Teacher's Notes

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Level: Intermediate

Description: Would you rather cook your own meals, or have them cooked for you? Do you like cleaning your home, or would you prefer to have someone else do it and save yourself the hassle? For many of us, it's a no-brainer! Though the difference between doing something oneself and having someone else do something for us is blatantly obvious to English teachers, it's not always the case for students. The exercises in this activity sheet help to familiarise students with the Causative Have, offering them fun and varied practice both alone and in pairs.

Aim: To practise using the Causative Have through a series of written and communicative exercises.
Procedure: Give each student a copy of the two-page activity sheet.
Exercise A: Students begin by completing the sentences using 'have' and a suitable verb in the correct form.
answer key:

1. having, removed
2. had, varnished
3. has, checked
4. have, shaved
5. had, stolen
6. has, delivered
7. have, painted

Exercise B: Next, students rewrite the sentences using the Causative Have.

## answer key:

1. John had his broken tooth fixed.
2. Sara is having her front door painted.
3. You need to have your eyes tested.
4. We have our grass cut every month
5. Nick has his shirts ironed

Exercise C: After this, students complete the conversation questions with 'have' plus a suitable verb in the correct form. Once they've done this, they ask them to a partner.

## answer key:

1. had, removed
2. have, delivered
3. had, stolen
4. have, cooked
5. have, washed
6. having, taken
7. had, made

Exercise D: Next, students imagine they've become billionaires and can now get someone to do all the tasks they hate doing. The pairs chat and list five things they will have done. e.g., 'We will have our meals cooked for us.', 'We'll have our homework done.' Afterwards, they compare their sentences with another pair.

Exercise E: Lastly, students think of two things they could have done at each of the places listed and complete the sentences. Once they've done this, the pairs think of two more places and write down two things that can be done there. After completing their sentences, students swap partners and take turns reading them out, saying 'blank' instead of the place. The other person then tries to guess the place they are describing.

