

IN-CLASS SPEAKING LESSON PLAN

**GET IT DONE (pages 165 - 176)**

**SKILL LEVEL:** Intermediate +

**AGE:** Young adults (18 +)

**MATERIALS:**

- Whiteboard and marker
- Copies of charts from *Understanding and Using English Grammar*
  - \* 2-5 & 2-7 (Regular and Irregular Verbs in Simple Past and Past Participle)
  - \* 2-6 (Regular Verbs: Pronunciation of **-ED** Endings)
- Worksheet for Causative “get/have” with models and partner exercise

**TIME:** 30 minutes

**OBJECTIVES:**

- Introduce the passive causative “get/have” and practice this in group exercises
- Review and practice formation of regular and irregular past participles
- Review pronunciation of *-ed* endings of past participles
- Develop accuracy and understand English spoken at conversational speed

**PROCEDURES:**

**Introduction:** Introduce yourself and ask students to write their names on name tag or tent card.

- 1. Preparation:** Ask warm-up questions to several students to illustrate meaning of passive causative “get/have”.

*Does Emily cut her own hair?*

*Who probably cuts her hair?                      The hairdresser cuts her hair.*

**Emily has/gets her hair cut by the hairdresser.**      WRITE EXAMPLE 1 ON BOARD

*Do you (does Nick) change the oil in your (his) car?*

*Who probably changes the oil in his car?      The garage/service technician changes the oil in his car.*

**Nick has/gets his oil changed (at the garage, service station).**      WRITE EXAMPLE 2 ON BOARD

*Do you wash your own car?*

*Do you take it to the car wash?*

**You get/have your car washed (at the car wash).**      WRITE EXAMPLE 3 ON BOARD

- 2. Presentation:** State the objectives and activity of the lesson. Review the formation and usage of the passive causative (get/have) on the board.

*Is the subject (Emily, Nick) doing the action to himself or herself?*

*Does the subject get someone else to do something for him/her?*

Introduce Causative and ask class to articulate rules for forming causative using examples on the board.

***Subject + have/get (tense) + object (noun or pronoun) + past participle .....***

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Ask students to give you the past participle of several regular and irregular verbs. WRITE ON BOARD  
Review the three different pronunciations of final **-ed**;

Simple Form	Simple Past	Past Participle	Pronunciation of -ed
look	looked	looked	/t/ voiceless sounds (k, p (drop), s, ch, sh, f)
clean	cleaned	cleaned	/d/ voiced sounds (l, v, n, b, vowel sounds)
decide	decided	decided	/ed/ after t (invited) and d sounds

Simple Form	Simple Past	Past Participle
come	came	come
have	had	had
get	got	gotten
cut	cut	cut

Hand out reference charts for Simple Past and Past Participles.

**Transition:** Explain the conversation exercise (**Practice**) and model with a student for the class using the worksheet. *“I am going to complain about something. You need to respond with advice for me using the causative “get/have”.*

My battery is dead! What should I do? *You should get or have **it** charged.*  
Subject + should get or have + pronoun + past participle.

My glasses are broken. *You should get/have **them** fixed.*  
Subject + should get or have + pronoun + past participle

My coat is stained (dirty). *You should get **it** cleaned(drycleaned).*

- 3. Practice:** Explain the exercise. Hand out the worksheet and have the students work in pairs. Have them take turns reading the complaints and having their partner respond using *causative get/have*. After a designated period of time, have the partners switch roles.
- 4. Evaluation:** Listen during the exercise and note any incorrect structures, past participles, and pronunciation. At the end of the exercise, review the causative *get/have* and elicit responses from the students for any mistakes.
- 5. Extension:** Have the students write five complaints and statements of advice using causative *get/have*. They will practice in class the next day by stating a complaint and having one of their classmates give advice.

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**EXAMPLES OF COMPLAINTS AND ADVICE (CAUSATIVE GET/HAVE)**

**COMPLAINT**

My **battery** is dead! (What should I do?)

My **glasses** are broken. (What should I do?)

My **coat** is stained (dirty).

My **eyes** hurt.

**ADVICE**

*You should get or have **it** charged.*

Subject + should get or have + pronoun + past participle.

*You should get/have **them** fixed.*

Subject + should get or have + pronoun + past participle

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**PRACTICE WITH YOUR PARTNER**

**Person 1 complains**

My hair is too long.

My TV is broken.

My teeth hurt.

My shoes are too tight.

The roof leaks.

My gas tank is empty.

**Person 2 gives advice**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Person 2 complains**

My knife is dull.

My shirts are wrinkled.

My shoes are too tight.

My skirt is too short.

My hair is grey.

My license has expired.

**Person 1 gives advice**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Helpful vocabulary**

Stretch

Repair

Shorten

Iron

Color, dye

Check

Lengthen

Sharpen

Renew