

Causative Verbs and DIY

Review causative verbs have, get, let, and make.

1. Discuss

Discuss the following with a partner.

1. When was the last time you had a professional do something for you?
2. Who does these things in your household: you, a friend or family member, or a professional?



Photo by Bidvine from Pexels

- change a car battery paint a room replace a light bulb install a shelf

2. Vocabulary

A. Match the verbs in bold to their definitions.

- | | |
|-------------------------------------|--|
| 1. ____ fix a leak | a. To add paint, wallpaper, or accessories to a room to change its appearance. |
| 2. ____ service a car | b. To place items on the wall such as shelves, curtains, and pictures. |
| 3. ____ change a lock | c. To look and see everything is correct and operating as normal. |
| 4. ____ replace a light bulb | d. To exchange one item for another. |
| 5. ____ decorate a room | e. To have an item professionally checked and approved. |
| 6. ____ put up some shelves | f. To repair something that is broken. |
| 7. ____ check car oil | g. To put something new in place of something old. |

B. Match the verbs in Part 2A to the objects to form verb noun collocations.

1. _____ a gas appliance / a car / a motorbike
2. _____ car oil / a car battery
3. _____ a room / a cake / a Christmas tree
4. _____ a computer / the roof of your house
5. _____ / _____ a light bulb / a bicycle tire / a fuse
6. _____ a mirror / a picture / a poster

C. How handy are you? Ask your partner ten questions about the jobs above. Award one point for every job they can do.

- e.g. **A** Can you fix a computer?
B Yes, I can. / No, I can't.

My score is:

My partner's score is:

D. Check your score from Part 2C.

| 0 DIY Disaster! | 1-4 Odd Jobs are OK | 5-7 You are handy | 8+ DIY Pro! |
|--|---|--|--|
| Your DIY skills are a <u>little lacking</u> and you are not very handy with a hammer. The thought of decorating <u>makes you break out into a cold sweat</u> . Best to <u>let others take the reins</u> when it comes to construction. | You can change a light bulb although anything beyond this you prefer to <u>get things done</u> by a professional. You <u>know your limits</u> and are happy to put your feet up and <u>let the pros do their thing!</u> | You definitely <u>know your way around</u> a tool box and watching DIY shows on TV <u>makes you want</u> to get the power tools out! If there's a problem, you don't <u>get someone else in to fix it</u> , you <u>tackle it yourself!</u> | You are a pro! There is nothing you can't fix! You don't <u>let someone else get all the glory</u> , you don't <u>have your car serviced</u> by another mechanic, you can do these things with your eyes closed! |

3. Causative Verbs

A. Read the information and circle the best causative verb to use for 1-4. Review Part 2D for help.

Causative verbs express the reason something happens. They do not indicate something the subject did for themselves, instead something the subject had, let, made, or got someone to do for them.

- For things we **pay** others to do, use: **let / make / get / have**
- For things we **ask** someone to do, use: **let / make / get / have**
- For things we **allow** others to do, use: **let / make / get / have**
- For things that are **forced**, use: **let / make / get / have**

B. Complete the following phrases with do, to do, or done. Check Part 2D for help.

- I let someone something.
- I make someone something.
- I get someone something.
- I have something by someone.

C. Complete the sentences with the correct form of the verb in brackets.

- I usually my sister (cut) my hair for me. She does a decent job of it.
- I had to my car (service) the other day after it broke down. It cost a fortune!
- When I was a kid, my parents never me (stay) out past curfew!
- I was late for school again, so my teacher me (write) 100 lines on the board after class saying, "I will be on time in the future."

4. Discuss

A. Match the idiomatic phrases to the definitions.

- | | |
|---|--|
| 1. _____ to be lacking (in) | a. To be in control of a task or job; to be the leader; to take control. |
| 2. _____ to break out into a cold sweat | b. To receive all of the positivity and praise in a situation. |
| 3. _____ to take the reins | c. To understand how much you are capable of. |
| 4. _____ to know your limits | d. To not have a lot of something. |
| 5. _____ to know your way around | e. To feel nervous or worried about doing something. |
| 6. _____ to tackle something | f. To try to do something yourself. |
| 7. _____ to get all the glory | g. To know how to do something well. |

B. Discuss the following topics with a partner.

- | | |
|--|---|
| 1. Something that made you break out in a cold sweat . | 3. A skill you feel is a little lacking . |
| 2. A time you tackled something yourself instead of getting a professional. | 4. A time you felt confident you knew your way around something. |

C. A survey conducted by a DIY chain in the UK discovered that many young people (under 35) are lacking key life skills. Discuss the results and challenge yourselves to keep the conversation going.

- 1/3 of young adults have to have someone change their light bulbs, because they don't know how. What do you think about this?
- A quarter of people surveyed said that they would have to ask someone how to boil an egg. They said it's tricky to get it right, as 'you can't see if it's cooked.'
- Many young people still live with their parents. This is because of the high price of housing rent in the UK. At what age do children leave home in your country?
- 23% of young adults said they couldn't use a washing machine and would have to get someone to teach them.
- 77% said they didn't know how to fix a bicycle tire puncture themselves and would need to get it done at a bicycle shop. Can you fix a punctured tire?
- Many young adults can't iron a shirt or blouse and make their mothers to do it for them.
- Do young people in your country know how to cook meals or do they eat instant food and get their parents to cook all their meals?
- Do schools in your country teach students basic life skills? What classes did you take? If not, do you think they should?

Causative Verbs and DIY



Level: Intermediate: B1
Upper-Intermediate: B2

Updated: Jun 16, 2022

Language: Function: Explaining.
Forms: Idioms and phrasal verbs. Passive voice. Verb noun collocations.

Target time: 90 minutes.

Overview: Students review causative verbs: have, get, let, and make. DIY verb noun collocations and idiomatic phrases are reviewed. Students will be able to talk about things they can and can't do, get others to do, have done by professionals, let others do, and how things make them feel.

1. DISCUSS

In pairs, students discuss who does these things in their home or family. Elicit answers from students to share with the class.

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

2. VOCABULARY

A. Individually or in pairs, students read the verb noun collocations and match the bold verbs with the definitions. Help students with new vocabulary and answer any questions that arise. Students can compare their answers with a partner and discuss any differences or check answers as a class.

- fix
f. To repair something that is broken.
- service
e. To have an item professionally checked and approved.
- change
d. To exchange one item for another.
- replace
g. To put something new in place of something old.
- decorate
a. To add paint, wallpaper, or accessories to a room to change it's appearance.
- put up
b. To place items on the wall such as shelves, curtains, and pictures.
- check
c. To look and see everything is correct and operating normally.

B. Individually, students match the verbs in Part 2A with the objects to form verb noun collocations. Answer any questions as students work through the activity. Students can compare their answers with a partner and discuss any differences or check answers as a class. Discuss if necessary.

- service a gas appliance / a car / a motorbike
- check car oil / a car battery
- decorate a room / a cake / a Christmas tree
- fix a computer / the roof of your house
- replace/change a light bulb / a bicycle tire / a fuse

6. put up a mirror / a picture / a poster

C. Explain that the quiz and its results are intended to be a fun activity and should not be taken seriously. In pairs, students ask their partner ten "Can you...?" questions about the jobs in Part 2B.

- e.g. **A** Can you change a lock?
B Yes, I can. / No, I can't.

Students award one point for every job their partner can do. Students add up their partner's score and write it in the space provided. Students change roles and practice again.

D. In pairs, students read their results to each other and discuss. Do they agree or disagree? Why or why not? Ask students to pay attention to the bold and underlined phrases in the text. These phrases will be referenced in a later activity.

3. CAUSATIVE VERBS

A. Define causative verbs for the class. Causative verbs are verbs that show the reason something happened. They do not indicate something the subject did for themselves, instead something the subject had, let, made, or got someone to do for them. Answer any questions that arise and discuss.

Individually or in pairs, students circle the best causative verb to use for 1-4. Students can review the bold phrases in Part 2D for help. Students can check their answers with a partner and discuss any differences or check answers as a class.

- For things we pay others to do, use: **have or get**
- For things we ask someone to do, use: **get**
- For things we allow others to do, use: **let**
- For things that are forced, use: **make**

B. In pairs, students fill the gaps with 'do', 'to do', or 'done' to complete the sentences. Students can review the bold text in Part 2D for help. Check answers with the class.

- I let someone **do** something.
- I make someone **do** something.
- I get someone **to do** something.
- I have/get something **done** by someone.

C. Individually, students complete the sentences with the correct form of the verb in brackets. Students can compare their sentences with a partner or check as a class.

- I usually **get** my sister **to cut** my hair for me.
- I had to **get/have** my car **serviced** the other day after it broke down. It cost a fortune!

3. When I was a kid, my parents never **let me stay** out past curfew!
4. I was late for school again so my teacher **made me write** 100 lines on the board after class saying, "I will be on time in the future"

4. DISCUSS

- A. In pairs, students discuss phrases 1-7 and match them to the definitions. Encourage students to refer to the text in Part 2D to check context if necessary.
 1. to be lacking (in)
 - d. To not have a lot of something.
 2. to break out into a cold sweat
 - e. To feel nervous or worried about doing something.
 3. to take the reins
 - a. To be in control of a task or job; to be the leader; to take control.
 4. to know your limits
 - c. To understand how much you are capable of.
 5. to know your way around
 - g. To know how to do something well.
 6. to tackle something
 - f. To try to do something yourself.
 7. to get all the glory
 - b. To receive all of the positivity and praise in a situation.
- B. In pairs or as a class, students discuss the topics and share their experiences. Allow students to continue their discussion for as long as you feel appropriate.
- C. In pairs, groups, or as a class, students randomly choose a result from survey conducted by a DIY chain in the UK and read it to their partner, group, or class. Timer challenge: Challenge students by asking them to keep the conversation going for three minutes (or more or less, depending on the class size and level). Use a timer if you think it would motivate your students.