



Unit 8B

The richest woman in the world



When her car breaks down, ...	... she doesn't get it repaired at a garage ...	... she just buys a new one.
When she wants a new hair style, ...	... she doesn't go to the hairdresser ...	... she gets it cut lying in bed at home drinking champagne.
If she is alone for dinner, ...	... she doesn't go to a restaurant ...	... she has lobster and caviar delivered to her house.
If her toenails need cutting, ...	... she doesn't cut them herself ...	... she has them cut by her personal manicurist who also paints them purple.
If her shoes are dirty, ...	... she doesn't get her servant to clean them ...	... she goes out and buys two new pairs.
When her cats are hungry, ...	... she doesn't get her servants to feed them ...	... she feeds them herself – she loves her cats.
When it's time for her to make a new record, ...	... she doesn't write the songs herself ...	... she gets her songs written by the most famous songwriters in the world.
When she is bored with her home, ...	... she moves into a hotel ...	... and she has her whole house redecorated while she is away.
If she is lonely, ...	... she doesn't visit her friends ...	... she has them picked up in her Rolls Royce and brought to her house.
If she wants to read a book ...	... she doesn't read it herself ...	... she has it read to her by a servant.



Unit 8B



Teacher's Notes

The richest woman in the world

Interaction

Group work

Aim

To make sentences using the causatives *have* and *get*.

Time

15 minutes

Skills

Speaking

Listening

Grammar and function

to have / get something done

Vocabulary

Stardom

Preparation

Photocopy, cut up and shuffle one set of cards for each group.

Answers

The cards are in the correct order on the activity sheet.

Procedure

- 1 Introduce the theme by pretending that you need a hair cut. Say, e.g. *I'm not happy with my hair today. I think that it's too long. What can I do?* Elicit *You can get your hair cut.*
- 2 Write this sentence on the board and ask students if they can remember similar examples. Remind them that we use this structure when another person is doing a job that the first person cannot do for themselves.
- 3 Put the students into small groups.
- 4 Give each group a set of cards.
- 5 The students work together to make sentences. Each sentence must be made from three cards, one of each type.
- 6 At the end, the groups compare their sentences by taking turns to read one aloud.

Additional ideas

After the activity, students role play in pairs as interviewer and richest woman / man to practice the structure further. One student plays the interviewer and asks their partner questions. Their partner imagines they are the richest man / woman in the world and answers appropriately, e.g.

Interviewer: Do you get your car repaired when it breaks down?

Richest man /

woman: No, I don't. I buy a new one.