

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

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**HAIPHONG PRIVATE UNIVESITY
FOREIGN LANGUAGES DEPARTMENT**

GRADUATION PAFER

CAUSATIVE VERBS

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Class:

NA 902

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HAI PHONG - 2009

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Mã số: 091101

Lớp: NA 902

Ngành: Ngoại ngữ

Tên đề tài: CAUSATIVE VERBS

Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

Người hướng dẫn thứ nhất:

Họ và tên: Nguyễn Thị Quỳnh Hoa

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Đại học Dân lập Hải Phòng

Nội dung hướng dẫn: A study on English semantic synonyms

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày.....thángnăm 200

Yêu cầu phải hoàn thành xong trước ngày.....tháng.....năm 200

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 200

HIỆU TRƯỞNG

GS.TS.NGŨT Trần Hữu Nghị

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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Hải Phòng, ngày tháng năm 2009

Cán bộ hướng dẫn
(họ tên và chữ ký)

NHẬN XÉT ĐÁNH GIÁ
CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chấm phản biện :

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Ngày..... tháng..... năm 2009

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Abbreviations and Symbols

1. E.g. = Example
2. Fig. = Figure
3. (1988 : 159) = (year : page)
4. etc = et cet era
5. V = Verb
6. Adj = Adjective
7. Sb = Somebody
8. Sth = Something

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PART ONE: INTRODUCTION

1. RATIONALE OF THE STUDY

When studying English grammar, one of the most popular difficulties is using verbs with similar features. Each verb has one or more than one meanings and each meaning has its specific usage, and the pair of verbs that makes me interest in best is the pair of causative verbs. It has inspired me to study causative verbs because it gives me a lot of exciting things. However, in my opinion, causative verbs are not mentioned specifically in grammar books and students who learn English as foreign language do not pay much attention to English causative verbs. Therefore, they do not often use them both speaking and writing. The fact is that, English causative verbs are used very much in communication. When reading newspapers or materials written in English, many causative verbs are used. This encourages me to broaden and enrich my knowledge. That is the reason why I decide to choose the research entitle “A study on causative verbs”

2. AIMS OF THE STUDY

The research is done with the hope to:

- Firstly, it aims to point out the syntactic and semantic features of English causative verbs.
- Secondly, how to study and how to use these verbs exactly is still a current problem faced by the learners. Therefore, next aim is to help English learners to find out the mistakes they can make when studying and practicing English with the variety of examples.
- Thirdly, it gives the explanation which helps English learners understand the matter thoroughly, so that they can find the way to correct the mistakes
- Finally, I hope that this study will be a useful material for the English learning students who find interested in causative verbs in English grammar.

3. SCOPE OF THE STUDY

Within the shortage of time, experience and references, my graduation paper can not cover all aspects of the causative verbs. It mainly focuses on syntactic and semantic features of the causative verbs. Besides, mistakes of learners in using causative verbs and some suggested solutions will be given in this study.

4. METHODS OF THE STUDY

Getting a scientific method of study is very important. In order to achieve the mentioned aims, different methods are used:

Firstly, collecting essential related documents in reference books with the great help of my guide teacher, from web pages and dictionaries as well as my friends is necessary. This theme is studied on the basis of analyzing, contrasting, research of linguistics and a part of my knowledge during the time of doing my study. An in-depth analysis is made into the syntactic and semantic features of causative verbs to point out both general and distinctive features that make learners confused.

Secondly, the survey also will be given to many students in my university in order to develop further understandings about causative verbs in English. Through survey, I will not only see knowledge of student about English especially causative verbs but also find out mistakes of students in using these verbs.

My survey includes series of questions related to causative verbs in English grammar. Moreover, exercises about these verbs also will be given for student. From that point, received results can be analyzed and the most popular mistakes of student as well as some suggested solutions are found out

5. DESIGN OF THE STUDY

With the purpose of creating an easy understanding research, this graduation paper is divided into three main parts:

Part one is **introduction** of the paper in which rationale of the study, aims of the study, scope of the study, method of the study, design of the study are introduced to give the background of the study.

Part two entitled **development** is the main part of the research and it includes 3 chapters:

Chapter 1 is **theoretical background** - refers to the knowledge related to the study, gives some theoretical background of English verbs, provide the basic knowledge about causative verbs in English grammar (definition, structures, using ways,...)

Chapter 2, **research methodology**, is designed to provide the general information about survey (definition, questionnaire...)

Chapter 3 focuses on **survey in the study** gives results of the survey and mistakes faced by Vietnamese learners when using causative verbs

Part three is **Conclusion** - reviews what have studied and points out the limitation of the study, supplies some implications for students as well as teachers

PART TWO: DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND

1. ENGLISH VERBS

Definitions of English verb

Verb has been defined by many linguists and grammarians

According to Alexander (1988: 159): “a verb is a word (*run*) or a phrase (*run out of*) which expresses existence of a state (*love, seem*) or the doing of an action (*take, play*)”

E.g.: I **love** my mother very much (state)

He **plays** football very well (action)

As for Eckersky (1966: 4) “words that express the idea of action or being that affirm that a person or a thing is, does, or suffers something, etc. Words of this kind are called verbs”

E.g.: They boys **played** football

He **is** hungry

“Verbs are the words that express actions or states of affairs. Most of verbs can be conveniently thought of as doing words (e.g. open, feel, do, carry, etc)”

<http://www.books.google.com>

E.g.: Marry **opened** these windows

It **feels** hot in here

To sum up, verbs are one of the major grammatical groups, and all sentences must contain one.

Verb has some special features that none of other part of speech has. It expresses the time (present-past-future), duration, completeness, incompleteness of an action, said Ecskerley (1998: 179)

E.g.: I usually go away at weekends	(present)
I went to the cinema three times last week	(past)
She will be very angry	(future)
We haven't seen each other for a long time	(duration)
He has lost his key	(completeness)
It has been raining for two hours	(incompleteness)

Classification of English verbs

There are many ways of classifying English verbs

Base on the function within the verb phrase, Quirk & et al (1985: 96) classifies English verbs into lexical, primary and modal auxiliary verbs. Of the three classes, lexical verbs can act only as main verbs, the modal auxiliary verbs can act only as auxiliary verbs, and the primary verbs can act either as main verbs or as auxiliary verbs.

E.g.: Lan cooked this food yesterday.	(lexical verb)
Did Lan cook this food yesterday?	(primary auxiliary verb)
Lan will cook this food tomorrow.	(modal auxiliary verb)

Relating to the function of items in the verb phrases, Quirk (1973: 25) classifies English verbs into lexical verbs and auxiliary verbs, and the latter is subdivided into primary and modal auxiliaries

E.g.: He speaks English very well	(lexical verb)
She had visited	(primary verb)
Martin will dance	(modal auxiliary verb)

According to Khue's opinion (2003: 158) English verbs are divided into special verbs and ordinary verbs, of which special and ordinary verbs are sub-divided into auxiliary, defective verbs and regular, irregular verbs respectively.

E.g.: He is sleeping right now	(auxiliary verb)
I can play the piano	(defective verb)
It rained this morning	(regular verb)
I bought a new car three days ago	(irregular verb)

In short, English verb are divided into two main classes: lexical verbs and auxiliary verbs

2. ENGLISH LEXICAL AND AUXILIARY VERBS

2.1. Lexical verb

2.1.1. Definition of lexical verb

Khue (2003: 163) defined that “lexical verbs (full verbs) are the verbs that bare their lexical meaning”

E.g.: The sun **shines** by day

They **are** at home

2.1.2. Classification of lexical verb

There are five ways to classify the lexical verb

+ According to Thomson and Martinet (1960: 105): “lexical verbs which are known as ordinary verbs, consist of all the verbs, except the auxiliary verbs. They are divided into regular and irregular verbs”

E.g.: The house we **moved** into is absolutely beautiful (regular verb)

He is a person **I wrote** to (irregular verb)

+ According to progressive aspectual contrast, there are two types: dynamic verbs and stative verbs

E.g.: I **hate** her (stative verb)

I **am eating** (dynamic verb)

+ According to the relationship between verb and other sentence elements, there are two types: intensive verbs and extensive verbs

E.g.: She is very beautiful

She dislikes egg

+ According to word – formation (morphologically), there are three types: simple verbs (run, go, swim...), derived verbs (enlarge, tighten, shorten...) and compound verbs (look up to, put up with....)

+ According to verb complementation, there are five types:

- Intensive verbs: E.g.: She is an aggressive teacher

My duty is of great importance

- Intransitive verbs: E.g.: He is running

- Mono-transitive verbs: E.g.: I think that she is a lazy girl

- De-transitive verbs: E.g.: I told my teacher that I couldn't hand in the paper in time

- Complex transitive verbs: E.g.: I will choose him the best candidate

2.1.3. Forms of lexical verbs

There are 5 forms:

Forms	Symbol	example	Function
base	V	Call Drink Put	-all the present tense except 3 rd person singular: I/you/they <i>call</i> everyday -Imperative: <i>call</i> at once -Subjunctive; He demanded that she <i>call</i> and see him -The bare infinitive: He may <i>call</i> ; and the to-infinitive: He wants her <i>to call</i>
-S form(3 rd person singular present)	V-s	Calls Drinks Puts	3 rd person singular present tense: He/she/it <i>calls</i> everyday
past	V-ed 1	Called Drank put	Past tense: He <i>called</i> yesterday
-ing participle	V-ing	Calling Drinking putting	-progressive aspect(be +V-ing).He is <i>calling</i> in a moment -in – ing participle clause: <i>calling</i> early, I found her at home
-ed participle(past participle)	Verb-ed 2)	Called Drunk put	-perfective aspect(have+V-ed2).he has <i>drunk</i> the water -passive voice(be+V-ed2) he is <i>called</i> Jack -In-ed participle clause: <i>called</i> early, he had a quick breakfast

2.2. Auxiliary verbs

2.2.1. Definition of auxiliary verbs

Khue (2003: 162) said that “auxiliary verbs are verbs that help to form tense, voice and aspect of a principle verb”

E.g.: He **is sitting** near you. (present tense)

 The book **was found** under the table. (passive voice)

 I **have answered** your question. (perfect aspect)

According to Quirk (1973: 25) “auxiliary verbs are verbs which only bare grammatical meaning. They are further divided into primary verbs (do, have, be) and modal verbs (can, could, may, might, will, would, etc)”.

E.g.: **Do** you like Italian opera?

 I **have** had this car for three years.

 He **was** sleeping.

 Tom **won't** pass the examination.

 I **can** hear something.

And Thomson & Martinet (1960: 109) said that “auxiliary verbs are verbs that help to form a tense or an expression. They combine with present or past participles or with infinitives to form the tense of ordinary verbs as the following example:

E.g.: I **am** coming.

 He **has** finished.

 I **didn't** see them.

2.2.2. Classification of auxiliary verbs

Auxiliary verbs are sub-classified into either primary, modal auxiliaries (1) or principal, modal auxiliaries and semi-modals (2):

(1)

PRIMARY AUXILIARIES	MODAL AUXILIARIES		
BE	CAN	COULD	USED TO
HAVE	MAY	MIGHT	NEED
DO	SHALL	SHOULD	DARE
	WILL	WOULD	
	MUST	OUGHT TO	

(2)

PRINCIPLE AUXILIARY	MODAL AUXILIARY		SEMI-MODALS
TO BE	CAN	COULD	TO NEED
TO HAVE	MAY	MIGHT	TO DARE
TO DO	MUST	HAVE TO	USED
	OUGHT		
	SHALL	SHOULD	
	WILL	WOULD	

2.3. Lexical verbs in comparison with auxiliary verbs

+ Lexical verbs are the verbs of which the meaning can be explained and which denote action or state. While auxiliary verbs are the verbs that only carry grammatical meaning and help to form negative and interrogative sentences

E.g.: I **get** up at 8 o'clock every morning. (3)

They **don't** live here. (4)

Does she see us? (5)

In (3) is a lexical verb, (4), (5) are example of auxiliary verbs which make the negative (4), and interrogative sentences (5)

+ A lexical verb, normally, has five forms: the base, the past, the –ing form, the s-form and the – ed participle. But an auxiliary verb has three forms: the base, the s-form and the past for primary auxiliaries and two forms: the base and the past for modal auxiliaries

FORM	LEXICAL VERBS	PRIMARY AUXILIARIES	MODAL AUXILIARIES
base	drink	do	can
-s form	drinks	does	
- ing form	drinking		
past	drank	did	could
-ed participle	drunk		

- A lexical verb is often stressed but aren't an auxiliary verb

E.g.: He 'sent it to his mother.

I have 'worked.

3. GRAMMATICAL CATEGORIES OF VERBS

3.1. Tense

Tense is the use of verb form to express the time of the action or state

3.1.1 Present

+Present Tense

E.g.: I do my homework.

+Present Continuous Tense

E.g.: I am doing my homework tomorrow.

+Present Perfect Tense

E.g.: I have done my homework.

+Present Perfect Continuous Tense

E.g.: I have been doing my homework.

3.1.2 Past

+Past Tense

E.g.: I did my homework.

+Past Continuous Tense

E.g.: I was doing my homework.

+Past Perfect Tense

E.g.: I had done my homework.

+Past Perfect Continuous Tense

E.g.: I had been doing my homework.

3.1.3 Future

+Future Tense

E.g.: I will do my homework.

+Future Continuous Tense

E.g.: I will be doing my homework.

+Future Perfect Tense

E.g.: I will have done my homework.

+Future Perfect Continuous Tense

E.g.: I will have been doing my homework.

3.2. Aspect

Aspect helps to denote the manner in which the actions are performed. There are four aspects:

- Simple. E.g.: He usually has breakfast on bed.
- Progressive. E.g.: I was chatting on the phone.
- Perfective. E.g.: John has died.
- Perfect progressive. E.g.: I have been teaching for 5 years.

(future time expression is not the tense, not aspect, which is the use of modal verb will or shall the meaning futurity)

3.3. Voice :

In English grammar, voice doesn't mean the sound you make when you speak. It shows whether the subject of a sentence is doing the action, or having the action done to it.

If the subject is the agent or actor of the verb in a sentence, the verb is in the active voice. When the subject is the target of the action, it is said to be in the passive voice.

Voice denotes the relationship between subject and verb. It has two forms: active voice and passive voice. In case of active voice, subject is agentive but in case of passive, voice is recipient

3.3.1 Active voice: The active voice is the "normal" voice. This is the voice that we use most of the time. You are probably already familiar with the active

voice. In the active voice, the object receives the action of the verb

E.g.: Cats eat fish.

3.3.2 Passive voice: The passive voice is less usual. In the passive voice, the subject receives the action of the verb:

E.g.: Fish are eaten by cats.

3.4. Mood

Mood is a grammatical category of verb that relates the verbal action to such condition as certainty, obligation, necessity, and possibility. In other words, mood is used to denote the speaker's attitude towards the action or event or state

Mood is classified into three subclasses: indicative mood, imperative mood and subjunctive mood

3.4.1 Indicative mood: is used to refer to a fact or what is believed to be a fact

E.g.: She graduated from Oxford in 1982.

3.4.2 Subjunctive mood: is used to express desirability, obligation or condition or contrary fact

E.g.: I suggested that John wear his best suit.

I wish I were more beautiful.

3.4.3 Imperative mood: is used to demand, request, commend or order

4. GENERALIZATIONS CAUSATIVE VERBS

4.1. Definitions of causative verbs

There are many different definitions of causative verbs. Following are the most exact definitions:

+ Causative verbs are used to indicate the one person cause a second person to do something. A person can cause somebody to do something for him or her buy paying, asking, or forcing the other person

(Cliff test preparation TOEFL CBT-Michael A.pyle)

Example: Chuck **had** Maria **complete** the forms

+ The causative is a common structure in English. It is used when one thing or person cause another thing or person to do something

E.g.: I **had** John **fix** the car (I arranged for the car to be fix by John-I *caused* him to fix it)

(<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/caus.htm>)

+ We use the causative when we do not carry out an action ourselves, but are responsible for the action being performed

E.g.: She **had** her car **serviced** last week – (She didn't service the car herself, but the car was serviced because of her, she took it to a garage and asked them to do it) (<http://www.usingenglish.com/glossary/causative-verb.html>)

+ Causative verbs show that one person makes another person do something. They also show that one person makes something happen. A causative verb is followed by another verb in (1) the simple form, (2) infinitive form, or (3) the past participle form. The causative verb can be in any tense.

E.g.: (1) The manager **made** Mr. Smith **demonstrate** the product
(2) The manager **should have allowed** Mr. Cox **to demonstrate** the product
(3) I **will get** the documents **prepared** in two languages

(How to prepare for the TOEIC test – 3rd Edition – BARRON'S)

4.2. Structures of causative verbs

There are two basic causative structures: Active and Passive form

4.2.1. Active form

* We use this structure when someone causes something to happen, or when that person causes another to take an action.

For example:

+Airport security *had* everyone *remove* their shoes.

+The professor *made* his students *give* an oral presentation

In both cases, the subject of each sentence (airport security and the professor) caused another action to happen (removing shoes and giving an oral presentation). These are active causatives

* Active causatives use the following structure:

Subject + causative verb + agent + action verb + object

Note: action verb is usually simple form, infinitive form)

E.g.: I **will have** Susan **wash** the car

I **will get** Susan **to wash** the car

-The agent is the person/thing to whom is caused to take an action, such as:

Susan

- It's also important to note that some causative verbs require the bare infinitive, namely when using *have*, *let*, and *make*. Other common causative actions require the to-infinitive, such as *allow*, *convince*, *employ*, *encourage*, *get*, *help*, *permit*, and *require*.

For example:

The lawyer convinced the judge *to lower* the fine.

The teacher encouraged his students *to apply* for the scholarships.

* Note: Modal auxiliary verbs may also be used with the causative sentence structure. Modals usually offer a suggestion, such as: The online magazine

should encourage all readers to submit suggestions for future issues. The structure is:

Subject+ modal auxiliary verb +causative verb +agent +object/complement

E.g.: Bosses should permit employees to take flex time.

(http://www.headsupenglish.com/index.php?option=com_content&task=view&id=273&Itemid=94)

4.2.2. Passive form

* We use this structure to talk about having something done by another person/thing. Take a look at the following example:

-Peter *had his house repaired* after the tornado last year.

-The President *had his speech written* by a very talented group of writers.

In both cases, the person (Peter and the President) arranged for something (repairing a house and writing a speech) to be done by a third person.

* Passive causatives use the following structure:

Subject + causative verb + object + action verb

(This structure is usually no agent, action verb is in past participle, object comes before it)

E.g.: We **had** our door **fixed**

Our neighbors **will have** their lawn **mowed**

(Cam nang ngu phap Tieng Anh- Vo Nguyen Xuan Tung (2002)

(http://www.headsupenglish.com/index.php?option=com_content&task=view&id=273&Itemid=94)

* Note: In addition, modal auxiliary verbs may be used with the causative sentence structure. Most often, modals express a suggestion by the speaker, such as: You should have your hair cut. Unlike *need* and *want*, though, the causative verb must always accompany the modal verb. Look at the following structure and example:

Subject+ modal auxiliary verb + causative verb +object + past participle

E.g.: He **should have** his suits cleaned.

4.3. Causative verbs with the complementation of the verbs

4.3.1. Causative of intransitive verbs

- Intransitive verbs are those that can be used without an object.

The word order for intransitive sentences is SV (PP).

E.g.: +Min makes her come.

+The students make the teacher wait

4.3.2. Causative verbs of di-transitive verbs

- Ditransitive verbs take two objects which are an indirect object and a direct object. The basic word order for ditransitive sentences is SVOO

E.g.: +I made John write a letter to Min

+I made the dog bite the child.

4.3.3 Causative verbs of transitive verbs

Transitive verbs are used with an object. The basic word order for transitive sentences is SVO

E.g.: +I make him write a letter.

+He forced the boy to eat meat

(<http://www.albany.edu/anthro/fac/broadwell/mon/trans.html>)

4.4. Forms of the causative

4.4.1. Tenses: The causative verbs can be in any tenses

- present: We **have** our house decorated every year

I **am letting** this machine cool

- past: His mother **made** him take his medicine

- present perfect: We **have just had** our house decorated

- future: Mr. Chin will allow Ms. Davis to attend the meeting

We'll **be having** our house decorated next year

4.4.2 Modals

- present:

+ The manager **can get** the projector fixed before the meeting

+ We **may be having** our house decorated soon

- past: The manager **could have let** Mary demonstrate the product

4.5. The causative used for focus

4.5.1. The use of the causative for things

The causative is similar to the passive. We focus on what is done to something or someone, not on what someone does

Active: I'm servicing my car. Jack is servicing my car
(I'm doing the job myself; or I know who is doing it)

Passive: My car is being serviced
(someone is doing the job for me)

Causative: I'm having my car **serviced**
(I'm responsible for causing someone to do the job)

When we use the passive or the causative, we may not know or may not need to name who performs a service for us. However, in contrast to the passive, we use the causative to stress the fact that we are 'causing' someone else to perform a service for us. We do not normally use the active (I am servicing my car) to mean that someone else is doing something for us. Nor can we say 'I want to cut my hair' when we mean 'I want to have my hair cut'. Note that *by + agent* is added only when it is necessary to mention who or what did the action:

E.g.: We're getting the job done **by some local builders**.

4.5.2. The use of the causative for people

The causative verbs can refer to things we cause to be done to other people

Active: I'm teaching her English (I'm teaching her myself)

Passive: She's being taught English (I may not know or wish to name the teacher)

Causative: I'm having her **taught** English (I'm responsible for causing someone to do the job)

(Long man English grammar- L. G. Alexander (1988: 247)

5. USING WAYS OF CAUSATIVE VERBS

The common causative verbs are: Have, get, make, help, let, allow, suggest, want, force, need, order, cause, permit.....). And each is explained in detail in following section.

5.1. HAVE

“Have” is a common causative verb. 'Have' as a causative verb expresses the idea that the person wants something to be done for them. This causative verb is often used when speaking about various services. There are two forms of the causative verb 'have'.

Subject + have + person + simple form

E.g.: Chuck **had** Maria **complete** the forms (1)

She **will have** her children **cook** dinner for her (2)

The verb after causative “have” must be in the simple form, because one person causes another person to do something: (1) & (2) are active sentences. (1) means that Maria completed the forms because Chuck caused her to do so (either by asking or telling her to do so)

Subject + Have + Object + Past Participle

E.g.: The new director **had** the office **painted**

I **want to have** this book **renewed** please

The verb after causative “have” must be in past participle when something happens (the office was paint). Two examples are passive sentences.

***Note: other related uses of ‘have’ + object + past participle**

+ In the sense of “experience”:

E.g.: You should understand by now. **You’ve had it explained** often enough!

(= it has been explained to you)

+ In the sense of “allow”:

E.g.: I refuse to **have my house used** as a hotel

+ To describe the present result of past action:

E.g.: we now **have** the problem **solved**

5.2. GET

Subject + get + person + infinitive

E.g.: He **got** his mother **to paint** his car

George **is getting** his teacher **to give** him a make-up exam

The verb after causative “get” must be an infinitive. One person causes another person to do something. Two examples are active sentences.

Subject + get + thing + past participle

E.g.: Let’s **get** some of our money **exchanged** for dollars

We **got** the car **delivered** to the airport.

The verb after causative “get” must be in past participle when we want to say that somebody arranges for something to be done by someone else. Two examples are passive sentences.

*** Note:** “get” + *infinitive to mean ‘persuade’, ‘manage to’, etc.*

– “get” with an object before a infinitive conveys the idea of ‘persuade’ or ‘manage to’:

E.g.: I finally **got the car to start** by asking everyone to push it

-sometimes we use *get + object + past participle* to say that w managed to do something ourselves. The stress is different from the stress in causative sentences.

E.g.: I got the **'job** done (stress on object: = I did it myself)

I got the job **'done** (stress on participle: someone else did it)

5.3. MAKE

- 'Make' as a causative verb expresses the idea that a person does not perform an action directly. The person cause it to happen by forcing another person to do it

- the verb 'make' is stronger than the verbs 'have' or 'get'. It means 'force', 'compel'. And it can only be followed by a clause in active voice:

Subject+ make + person + simple form

Subject + make + thing + simple form

E.g.: Peter **made** her **do** her homework

I made the machine **work**

5.4. LET

In a causative, a person does not perform an action directly. With 'let', a person gives permission another person to do it

- 'let' means 'allow', 'permit'. In causative, 'let' has no passive voice

Subject + let + person + simple form

E.g.: The professor **let** the students **leave** early

(this means that the professor allowed the students to leave early)

Subject + let + thing + simple form

E.g.: I **am letting** the computer **run** faster

5.5. HELP

In a causative, a person does not perform an action directly. With 'let', a person assists another person to do it. 'Help' is usually followed by the simple form but be followed by the infinitive in some cases. It can be followed by a clause in active voice.

Subject + help + person + simple form (infinitive)

E.g.: He **is helping** me **to type** my paper

Ann Marie **helped** her daughter **write** the essay

(this means that Ann Marie assisted her daughter in writing the essay)

5. 6. NEED

‘Need’ is followed by the infinitive only if an animate being is the subject

Animate as being subject + infinitive

E.g.: My friends **needs to learn** English

Inanimate object as subject + V-ing

+ to be+ past participle

E.g.: The grass **needs cutting** = the grass **needs to be cut**

The roof **needs to be repaired** = the roof is in need of repair

5.7. WANT

a. Active:

Subject + want + person + infinitive

E.g.: The director **wants** his accountant **to type** that report

b. Passive:

We use ‘want’ followed by an *object + past participle* to say that we want something to be done.

Subject + want + thing + past participle

E.g.: I **don’t want** these glasses **broken**

5.8. Comparison between: “have” & “get”

5.8.1. Causative ‘get’ and ‘have’ compared

- Though ‘have’ and ‘get’ are often used interchangeably in causative, ‘get’ is more limited. They are not interchangeable in:

E.g.: I **had a tooth out** this afternoon

‘Get’ is stronger than ‘have’ (and contains a stronger idea of action by the subject) in:

E.g.: I must **get this car serviced** soon

- ‘Get’ sounds more natural than ‘have’ in the imperative:

E.g.: **get your hair cut! Get your eyes tested!**

- In suggestions with **why don’t you...?** ‘get’ is much stronger than ‘have’:

E.g.: why don’t you *have your hair cut?* (neutral suggestion)

Why don’t you *get your hair cut?* (almost an order)

5.8.2. Non-causative ‘get’ and ‘have’ + object + past participle

Get + object + past participle can be used in a non-causative way for accidents, disaster, etc. that happen beyond our control:

E.g.: Don’t join in their argument or you might get your nose punched
(that’s what might happen to you)

- Non-causative *have* can be used in the same way:

E.g.: She **had her house destroyed** in an earthquake

5.8.3 we use *have* if it is clear that the person referred to in the subject of the sentence is not responsible for or has no control over what happens:

E.g.: +I **had** my appendix removed when I was six

+They **had** their car broken into again

- We use *get* when we say that the person referred to in the subject of the sentence does something themselves, causes what happens, perhaps accidentally, or is to blame for it:

E.g.: +I'll **get** the house cleaned if you cook the dinner

(= I'll clean the house)

+ Sue **got** her fingers trapped in the bicycle chain

(= Sue trapped her fingers)

5.9.NOTES

Certain verbs can be used to express a causal relationship between the subject and object in a sentence. Some of them require a "to" while others do not. Note the following patterns:

With "to"

S + V + O + to V (O)

I *allowed* Jim *to* clean up the mess.

I *asked* Jim *to* clean up the mess.

I *told* Jim *to* clean up the mess.

I *persuaded* Jim *to* clean up the mess.*

Without "to"

S + V + O + V (O)

I *let* Jim *clean* up the

mess.

I *had* Jim *clean* up the

mess.

I *made* Jim *clean* up the

mess.

* Other verbs which use this pattern are *require*, *command*, *force*, *order*, *remind*, and *urge*. The verb *help* can be used with or without "to": *Help Jim (to) clean up the mess.*

* Some verbs use the pattern, S + V *that* S + V (the second verb is in the base form)

I *insisted* that Laura do her homework.

(*not* "does")

I *suggested* that Laura do her homework.

I *recommended* that Laura do her homework.

* Other verbs which can be used with this pattern are *ask, require, request, and demand*.

(http://www.eslgold.com/grammar/causative_verbs.html)

6 .SOME CAUSATIVE STRUCTURE

6.1. **To have sb do sth = to get sb to do sth = Sai ai, khiến ai, bảo ai làm gì**

I'll have Peter fix my car.

I'll get Peter to fix my car.

6.2. **To have/to get sth done = làm một việc gì bằng cách thuê người khác**

I have my hair cut. (I don't cut my hair, but I make someone else do it for me instead)

I have my car washed. (I don't wash my car myself, but my car is washed by the service)

In this case, *to want* and *would like* also can used : *To want/ would like Sth done*. (rarely)

I *want/ would like* my car washed.

Question for this structure: What do you want done to Sth?

What do you want done to your car?

6.3. **To make sb do sth = to force sb to do sth = Bắt buộc ai phải làm gì**

E.g.: The bank robbers made the manager give them all the money.

The bank robbers forced the manager to give them all the money.

After object of *make* can use an adjective : *To make sb/sth + adj*

E.g.: Wearing flowers made her more beautiful.

Chemical treatment will make this wood more durable

6.4.1 **To make sb + P2 = làm cho ai bị làm sao**

E.g.: Working all night on Friday made me tired on Saturday.

6.4.2 **To cause sth + P2 = làm cho cái gì bị làm sao**

E.g.: The big thunder storm caused many waterfront houses damaged.

-Object of *make* is a verb bare, *it* is in between *make* and adjective:

make it + adj + V as object.

E.g.: The wire service made it possible to collect and distribute news faster and cheaper.

- Object of *make* is noun or noun phrase, *it* isn't in between *make* and adjective:

Make + adj + noun/ noun phrase.

E.g.: The wire service made possible much speedier collection and distribution of news.

6.5. **To let sb do sth=to permit/allow sb to do st =để cho ai,cho phép ai làm gì**

E.g.: I let me go.

At first, she don't allow me to kiss her but...

6.6. **To help sb to do sth/do sth = Giúp ai làm gì**

E.g.: Please help me to throw this table away.

She helps me open the door.

- if object of *help* is a impersonal pronoun with meaning “people”, we don't refer this object and verb without “to”

E.g.: This wonder drug will help (~~people to~~) recover more quickly.

-if object of *help* and object of verb behind it is one, we will omit object after ‘help’ and ‘to’ of verb.

E.g.: The body fat of the bear will help (~~him to~~) keep him alive during hibernation.

6.7. **Three special verbs : see, watch, hear**

Meaning of these verbs change when verb after object in different forms

+ *To see/to watch/ to hear sb/sth do sth* (action is witnessed from start to finish)

E.g.: I heard the telephone ring and then John answered it.

+ *To see/to watch/ to hear sb/sth doing sth* (action isn't witnessed from start to finish, but at specific time)

E.g.: I heard her singing at the time I came home.

(<http://www.vn4000.com/content/view/118/34/>)

CHAPTER 2: RESEARCH METHODOLOGY

1. DEFINITION OF SURVEY

Survey: is a detailed inspection or investigation

Survey research is a research method involving the use of questionnaires and statistical surveys to gather data about people and their thoughts and behaviors.

* the use of surveys to collect data for different purposes: the collection of data from a given population for the purpose of analysis of a particular issue. Data is often collected from only a sample of a population, and this is known as a sample survey.

Surveys are used widely in research:

To inspect, or take a view of; to view with attention

To examine with reference to condition, situation, value, etc.

To determine the form, extent, position, etc

2. STEPS IN SURVEY DESIGN

Effective survey design involves the following steps:

1. Articulate survey goals
2. Decide who to survey
3. Decide how to administer the survey
4. Develop the survey questions
5. Pretest the survey
6. Conduct the survey
7. Analyze the results and document the findings

3. SURVEY QUESTIONNAIRES: Question is the most important part in survey

* a series of questions used to gather information in survey to gather information by individual samples so as to learn about the whole thing.

Example:

+ You could survey a river's water quality by taking a cupful of water from different locations at different times.

+ You can also do a survey on people's opinions, by asking randomly chosen people the same question.

4. TYPES OF SURVEY QUESTIONS

Survey questions vary according to what type of information they are trying to collect from the respondents, and how this information will apply to the goals of the survey.

There are two basic types of survey questions: Open-ended and Closed-ended.

4.1 Open-ended

This type of question allows participants to respond in any way they choose. Open-ended questions provide primarily qualitative data, and are frequently used in exploratory research.

Example

What is your current marital status?

A: [Participants provide answers in their own words]

4.2 Closed-ended

In contrast to open-ended questions, closed-ended questions require participants to choose from a limited number of responses predetermined by the researcher. There are 5 basic types of closed-ended questions: Multiple-choice; Categorical; Likert-scale; Numerical; and Ordinal. Closed-ended questions provide primarily quantitative data, and are frequently used in confirmatory research

4.2.1 Multiple Choice

Use a multiple-choice question when you want your respondents to choose the best possible answer among all options presented.

Example

What is your current marital status? (Select one.)

- Single
- Married
- Divorced
- Separated
- Widowed

4.2.2 Categorical

Use a categorical question when the possible answers are categories, and the respondent must belong to one category.

Example

What is your gender?

- Male
- Female

4.2.3 Likert-Scale

Use a Likert-scale question when you are trying to determine respondents' attitudes or feelings about something.

Example

How important do you think SAT scores are to a college student's success? (select one):

Not very important 1 2 3 4 5 Extremely important

4.2.4 Ordinal

Sometimes you may want your respondents to rank order their responses. A ranking indicates the importance assigned by a participant to an attitudinal object.

Example

Please rank the importance of the following qualities in a team leader. (Please fill in your rank order in the spaces provided using the numbers 1 through 5)

- A team leader that is sincere
- A team leader that gets resources for the team
- A team leader that is an advocate for the team
- A team leader that is a strong disciplinarian
- A team leader that is a good motivator

4.2.5 Numerical

When the answer must be a number, ask a numerical question.

Example

What is your current age? (select one)

- Less than 18
- 18 to 29
- 30 to 39
- 40 to 49
- 50 or older

CHAPTER 3: SURVEY IN THE STUDY

1. Aims of survey

This survey is designed to investigate knowledge about causative verbs of students at the Hai Phong Private University as well as their difficulties in learning and using causative verbs and their common mistakes.

2. Object of survey

With the hope of helping the English learners improve their knowledge about causative verbs. The research of this paper only focuses on 50 students at HPU who have basic knowledge about English. These students learn at different departments of HPU such as: English, Accountant, Construction... They like studying English and understand that English is very necessary, important to learning as well as communication nowadays

3. Method of survey

- Using investigation method through 50 questionnaires for students
- Statistical method

4. Findings

4.1. Awareness of student about English and causative verbs

With the hope to understand more about students' opinion of English grammar, especially of the causative verbs, these five questions were designed in survey.

Following detail tables express results of the survey through the first 5 sentences are given for students:

1. How long have you been study English?

Answer	Count	Percent	20%	40%	60%	80%	100%
1- 3 years	0	0%					
3 -5 years	10	20%					
5-7 years	15	30%					
more than 7 years	25	50%					
Total	50	100%					

Fig 1: Years of learning English.

When being asked about years of learning English, 50% (25/50 asked students) have learnt English more than 7 years and 30% have learnt from 5 to 7 years. That proves that many students have learnt English rather a long time, therefore, they certain have themselves rather confident English knowledge. And the second table impresses time that student spend for learning English much or little

2. How many English periods do you have a week?.....period(s)/week

Answer	Count	Percent	20%	40%	60%	80%	100%
1- 3 periods	8	16%					
5-7 periods	10	20%					
7-10 periods	12	24%					
more than 10 periods	20	40%					
Total	50	100%					

Fig 2: English periods a week

Also, data result in table indicates large amount of student like learning English so they spend a lot of time in a week for English: 40% student learn more than 10 periods/a week, 24% learn from 7-10 periods a week. However, they still face to difficulties in using causative verbs.

3. Have you ever learnt or done exercises related to the causative verbs?

Answer	Count	Percent	20%	40%	60%	80%	100%
yes	28	56%					
no	22	44%					
Total	50	100%					

Fig 3: Percentage of doing causative verbs exercises.

Because of causative verbs are not mentioned specifically in grammar books so student does not have many chances to learn or do exercise related to these verbs. That due to in total 50 asked students, 56% of answered that they have done this kind of exercises.

4. Among the following verbs, which are causative verbs?

Answer	Count	Percent	20%	40%	60%	80%	100%
smell, hear, see, feel, taste	6	12%					
have, make, help, get, want	28	56%					
know, understand, believe	11	22%					
start, finish, continue, stop	5	10%					
Total	50	100%					

Fig 4: Identifying causative verbs

According to the fourth table, 28 students (56%) answer correctly the question about causative verbs. They know that verbs such as: “have, make, want, get, help” are causative verbs. This result shows that it is too few students who know about causative

verbs (structure, using ways...). That is reason why many students are usually confused and face difficulties in learning or using causative verbs

5. Do you think that the difficulties in learning and using causative verbs is:

Answer	Count	Percent	20%	40%	60%	80%	100%
very great	17	34%					
great	10	20%					
neutral	12	24%					
not very great	5	10%					
not great at all	6	12%					
Total	50	100%					

Fig 5: Difficult degree of learning and using causative verbs

According to the fifth table, many students still face to difficulties in learning and using causative verbs: 34% (17 students) in this investigation answer “very great” and 20% answer “great” with question “Do you think that the difficulties in learning and using causative verbs is” . Many asked students agree that they often make mistakes in exercises related to the causative verbs. Only 12% of 50 students assume that causative verb is not great at all.

Data analytical result shows that it takes a long time for most of the students to study English. And they spend rather many periods on learning English every week. However, there is only 56% in total 50 students who have knowledge about causative verbs in English. In fact that, many students can know to use verbs such as: have, make, get...but they do not known about causative verbs(definition, functions, structures...) because causative verbs are rarely mentioned much in studying English grammar. Therefore, student has to face many difficult problems in using causative verbs. My survey gave the test with 20 sentences related to causative verbs for 50 students of HPU to find out exactly mistakes often made by English learners.

4.2. Mistakes faced by Vietnamese learners when using causative verbs

Through 5 questions about English knowledge of student and 20 test sentences about causative verbs in my survey, sudden results are showed that:

- + Among total 25 students have learnt English more than 7 years, 17 students (34%) answer correctly 4th question (among the following verbs, which are causative verbs), and almost these students choose exactly from 10-17 test sentences/ 20 test sentences. Other 8 students(16%) with more 7 years in English learning do not have knowledge

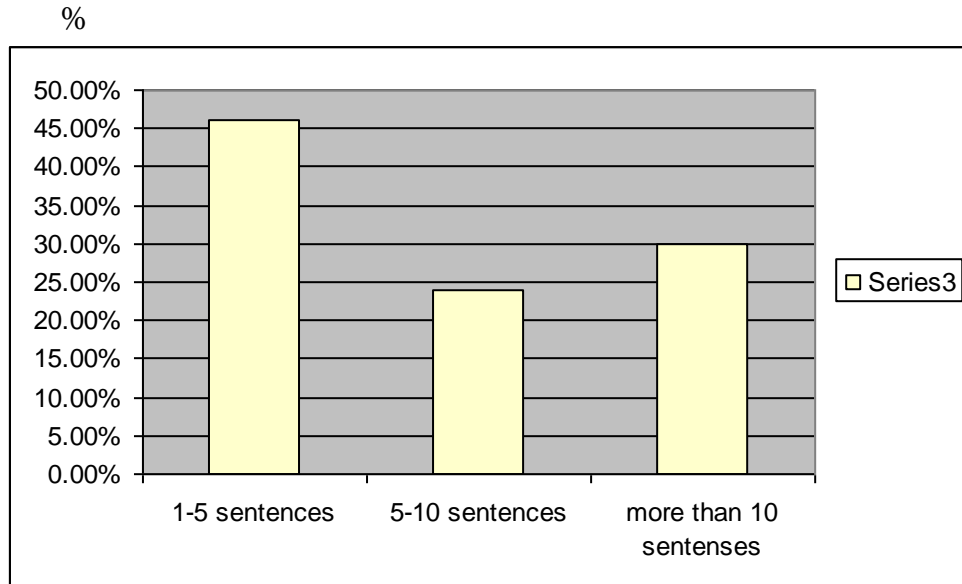
about causative verbs and only answer correctly 3-5 sentences in my causative verbs test

+ With 15 answers “5-7 years”: there are 16% of asked students (8 students) that know verbs (such as: have, make, help, want, get) are called causative. However, they only answer correctly the most 8 test sentences about causative verbs among 20 sentences are given.

+ there are 10 students who have learn English from 3- 5 years, and only 6% (3 students) in them choose ‘b’(have, make, get, want, help) is their correct answer. But they also answer exactly from 4 to 7 sentences/20 sentences

In short, result shows that among total 50 students, nobody can answer correctly all sentences in the survey although these questions are not completely hard even very basic. Therefore, we can find that student has too little knowledge about causative verbs and they also do not have a lot of chances to practice exercises related to these verbs.

- And by checking what the students have done, some common mistakes are found:



Amount of correct answers

Fig 6: Amount of correct answers in test

Through above chart, it is clear that there are 30% of asked students (15/50 students) answered exactly more than 10 test sentences. And 23 students (46%) got the right choice the most 5 sentences. The rest (24% means that 12 students) had from 5 to 10

correct answers. This result indicates that a large of students has a shortage of causative verbs and makes a lot of mistakes, namely:

+) mistakes in using the form of the causative verbs:

A lot of students do not know that the verb after causative verbs must be in simple form, infinitive form, or past participle form. Therefore, they still conjugated in V(s,es) and V(ing) form:

Here are the examples illustrating it:

Correct forms	Common errors
-I made the machine worked	-I made the machine working
-Ellen got Marvin to type her paper	-Ellen got Marvin types her paper
-John helped his father wash the car	-John helped his father washing the car

+) mistakes in using active and passive structures of causative verbs:

Many students do not know that causative verbs have two basic structures: active and passive. However, each causative verb has different structures. And that often causes trouble to the learners. Look at the sentences below for illustration:

Correct forms	Common errors
-Toshiko had her car repaired by a mechanic (passive)	-Toshiko had her car repair by a mechanic
-Dr Byrd is having the students write a composition (active)	-Dr Byrd is having the students to write a composition
-We will have to get the Dean to sign this form (active)	-We will have to get the Dean signing this form
-We got our house painted last week (passive)	-We got our house paints last week

+) sometimes, students do not take interest in causative verbs or object but they care about tenses of causative verbs to conjugate.

Please, look at the following sentences

Correct forms	Common errors
-Maria is getting her hair cut tomorrow	-Maria is getting her hair cuts tomorrow
-Be careful washing those glasses. I don't want them broken	-Be careful washing those glasses. I don't want them to break

+) *After checking what 50 students have done with 20 test sentences about causative verbs, there are some structures of causative verbs that student often makes mistake such as:*

To permit somebody to do something

(20th sentence, there are 40 students among 50 students answers incorrectly)

To get somebody to do something

(19th sentence, 40/50 students make mistake in this sentence)

To make somebody do something = To force somebody to do something

(1st and 18th sentences, 32/50 students don't answer correctly)

PART THREE

CONCLUSION

1. Implications

In the process of learning English verbs, the learners may face with difficulties in identifying the semantic and syntactic features of causative verbs. After making an investigation about the causative verbs, and finding out some common errors made by English students, the research of this paper would like to provide some suggestions to help the learners overcome the difficulties they may face during the time study causative verbs

1.1. Implication for students

Firstly, the learners have to know about meanings as well as using ways or structures of causative verbs, and know which are causative verbs such as: have, get, make, help, let, allow, suggest, want, force, need, order, cause, permit, cause,.....In here, each different verb has different using ways and structures, thus student should find the most effective learning and practicing way to avoid mistake about structure between causative verbs

For example: **To have sb do sth = to get sb to do sth**

To make sb do sth = to force sb to do sth

Secondly, when learning or using sentences related to causative verbs, the learners should pay attention causative verbs and object in sentence to conjugate exactly

For example: subject + **get** + *person* + *infinitive*

subject + **get** + *thing* + *past participle*

Finally, there are no more effective ways than learn by heart and practice frequently “practice makes perfect”, so it is very important for the learners to keep practicing regularly. For example, doing exercises related to the forms and meanings of causative verbs, reading English grammar books, finding information about English causative verbs on internet, etc

1.2. Implication for teachers

Teacher should spend a lot of time in class to teach student about semantic and syntactic of causative verbs, simultaneously, help student correct mistakes through exercises. Besides, teacher should give for student many exercises related to causative verbs as well as documents include structures, vocabulary, using ways of causative verbs to help student can have a thorough grasp of knowledge about causative verbs

2. Summary of the study

English auxiliary and lexical verbs often cause a lot of confusion to the learners of which the causative verbs are an essential part. Using their forms, especially, using their structures correctively usually make the learners to difficulties. And in fact that, there are too few documents mention to this issue. Therefore, “a study on causative verbs” is mentioned in this paper.

To sum up, causative verbs play an important role in English grammar. Because of their great usefulness, they are more and more widely used. So far, this study has reached its aims, those are, to help learners know clearly about semantic and syntactic of causative verbs and find out their mistakes when using them as well as provide them with clear explanations, therefore they can correct their mistakes themselves.

In this study, readers can have a general view on basic and the most important knowledge about causative verbs in English. Through my study, students can know “what is causative verb”, “how is using causative structure” and using ways of some causative verbs such as: have, make, get...

For more details, some of structures and using ways of causative verbs that may cause misuse are introduced and given with possible circumstances of misuse and the ways to correct and avoid these mistakes as well. The theory in this study is illustrated with a wide range of examples are extracted from variety of books and websites, which help readers understand more easily and precisely.

Moreover, this study supplies English learners with some kinds of relevant exercises to this subject, which can be a chance to practice and verify what we have just studied. However, readers can raise other questions or applications of studying causative verbs, therefore, they will be studied more in detailed.

Due to limitation of time, resources and knowledge of mine, shortcomings of this study is unavoidable. Therefore, to complete this study, comment, if any, will be highly appreciated. Nevertheless, it is hoped that this study, to some

extents, will provide those who care about English causative verbs with deeper understanding to avoid misuse. My study will be useful and helpful for student for leaning English

3. Suggestions for further research

Due to the limitation of time and comprehensive knowledge of mine in this field, the research can not study deeper and wider. Therefore, some useful suggestions will be given for further research:

- + Study on difference between causative verbs and bare infinitives, progressive verbs
- + Study on non- causative verbs

Once again, I would like to send my sincere thanks to the ones who I love for their support and encouragement during this study

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APPENDIX

1. SURVEY QUESTIONNAIRE

Here is survey questionnaire which was given to 50 students at Hai Phong private university:

SURVEY QUESTIONNAIRE

My name is Vu Thi Thanh Huyen. I am now taking the degree of Bachelor of Arts offered by the English Department-HPU. My graduation paper is titled "A study on causative verbs"

I am conducting this study in order to develop further understandings about causative verbs in English grammar. This letter invites you participate in this study and outlines clearly the involvements that will be requested of you by participating in this study.

With your permission, the questionnaire will be used for the purposes of data analysis. Your confidentiality is assured. You will not be identified by this material and your anonymity is assured throughout the process and the subsequent report. Your participation in this study is entirely voluntary.

Decide your answer by circling A, B, C, D.....or filling in your own opinion

1. How long have you been study English?
 - a. 1- 3 years
 - b. 3 -5 years
 - c. 5-7 years
 - d. more than 7 years
2. How many English periods do you have a week?.....period(s)/week
3. Have you ever learnt or done exercises related to the causative verbs?
 - a. yes
 - b. no
4. Among the following verbs, which are causative verbs?
 - a. smell, hear, see, feel, taste
 - b. have, make, help, get, want
 - c. know, understand, believe
 - d. start, finish, continue, stop

5. Do you think that the difficulties in learning and using causative verbs is:
- a. very great
 - b. great
 - c. neutral
 - d. not very great
 - e. not great at all

CAUSATIVE VERBS EXERCISE

Choose the correct answer

1. The teacher made Juan.....(leave) the room
 - a. leave
 - b. to leave
 - c. leaving
 - d. leaved
2. Toshiko had her car.....(repair) by a mechanic
 - a. to repair
 - b. repaired
 - c. repairing
 - d. repair
3. Ellen got Marvin.....(type) her paper
 - a. type
 - b. typing
 - c. to type
 - d. types
4. The teacher let the students (leave).....class early
 - a. leaved
 - b. leaving
 - c. leave
 - d. to leave
5. I made the machine(work)
 - a. working
 - b. to work
 - c. worked
 - d. work
6. We got our house.....(paint) last week
 - a. painted
 - b. paint
 - c. painting
 - d. to paint
7. Dr Byrd is having the students.....(write) a composition
 - a. to write
 - b. wrote
 - c. written
 - d. write
8. Maria is getting her hair(cut) tomorrow
 - a. to cut
 - b. cutting
 - c. cut
 - d. cuts

18. We forced our competitors.....(lower) the prices

- a. to lower
- b. lower
- c. lowered
- d. lowering

19. The director should have allowed..... the product

- a. to demonstrate
- b. demonstrate
- c. demonstrating
- d. demonstrated

20. The company has never permitted employees.....public statements

- a. making
- b. to make
- c. make
- d. made

Here are the key of causative verbs exercise in survey questionnaire

- | | | | |
|-----|---|-----|---|
| 1. | A | 11. | C |
| 2. | B | 12. | C |
| 3. | C | 13. | C |
| 4. | C | 14. | B |
| 5. | C | 15. | B |
| 6. | A | 16. | D |
| 7. | D | 17. | C |
| 8. | C | 18. | A |
| 9. | A | 19. | A |
| 10. | D | 20. | B |

2. FURTHER EXERCISES

PART A: Choose the correct answer

1. Psychologist believed that incentives.....to increase our productivity
 - a. make us want
 - b. make us to want
 - c. making us want
 - d. makes us wanting

2. Lobbyists who represent special interest groups getthat benefits their groups
 - a. congress to pass the legislation
 - b. congress passed the legislation
 - c. the legislation to pass by congress
 - d. the legislation that congress passing

3. The immigration and naturalization service often.....their visas if they fill out private papers
 - a. lets students extend
 - b. lets students for extend
 - c. letting students to extend
 - d. let students extending

4. The company has never permitted employees.....public statements
 - a. making
 - b. to make
 - c. make
 - d. made

5. Tracy can't have the package.....until Monday
 - a. deliver
 - b. will deliver
 - c. delivering
 - d. delivered

6. Our company wants its clients.....with our work
 - a. satisfying
 - b. satisfy
 - c. satisfied
 - d. satisfaction

7. The severe weather conditions in the alpine regions forced the airlinesall outgoing flights and divert incoming planes
 - a. canceling
 - b. to cancel
 - c. cancel
 - d. canceled

8. The increase in layoffs over the past two fiscal periods has caused everyone.....less secure
 - a. feel
 - b. felt
 - c. was felt
 - d. to feel

19. Barbara stopped at the gas station to have the tank.....
- a. to fill
 - b. filled
 - c. filling
 - d. fills
20. I got Aliceme some money so I could go to a film yesterday.
- a. to lend
 - b. lent
 - c. lending
 - d. lend
21. Mr. Campbell went to a doctor to have the wart on his nose.....
- a. removing
 - b. to remove
 - c. remove
 - d. removed
22. Peeling onions always makes me.....
- a. cry
 - b. to cry
 - c. cries
 - d. cried
23. David Copperfield was supposed to paint the fence, but he didn't want to do it. He was a very clever boy. Somehow he got his friendsit for him.
- a. to do
 - b. doing
 - c. do
 - d. done
24. We had a professional photographer pictures of everyone who participated in our wedding.
- a. taking
 - b. takes
 - c. to take
 - d. take
25. I spilled some sauce on my suit. Now I need to get my suit
- a. to clean
 - b. cleaning
 - c. clean
 - d. cleaned
26. Be careful washing those glasses. I don't want them
- a. broke
 - b. breaks
 - c. broken
 - d. to break
27. Mr. Watson will want the reportsoon
- a. to return
 - b. return
 - c. returned
 - d. returning
28. Before the prime minister arrived, the police ordered the area
- a. clear
 - b. cleared
 - c. be clear
 - d. clearing

9. The supervisor let the new clerk asking as many questions as she
 A B C
 wanted
 D
10. The travel agent had the reservation change to a later time
 A B C D

PART C: Read the passage and choose the one word or phrase that best complete each sentence.

Please post
NOTICE

To: all employees
From: volunteering

In order to give back to the community, our company lets each employ.....up to three hours a month of paid leave for volunteer work with a local volunteer organization. In order to get credit for this, the employ must have the volunteer organization.....the enclosed form.

Some departments may prefer to volunteer as a group on a monthly basis. The head of a department should.....his staff members write down all of the local charities and organizations they are interested in. A vote may be the best way to choose a new volunteer project each month.

1. (A) take
 (B) will take
 (C) taking
 (D) takes
2. (A) signed
 (B) to sign
 (C) sign
 (D) signs
3. (A) get
 (B) has
 (C) have
 (D) made

MEMO

From the Desk of: Ned Rogers
To: Connie Hung

Connie,

The photocopier has broken down again. Please get a repairpersonis as soon as possible. I'm afraid that whatever Eric did when his took it apart may end up costing must money. In the future, we can't allow staff member.....the copier themselves. It almost always make the problem worse.

Having said that, I Shane.....from Sales to look into any technical problems we have in the future. Besides being a salesman he is a trained technician. I got him to fix my printer at home and he did a great job. Unfortunately, he's always on a vacation this week

Ned

1. (A) service
(B) to service
(C) will service
(D) services
2. (A) using
(B) to fix
(C) making
(D) to have
3. (A) allow
(B) will allow
(C) allowing
(D) allowed

ANSWER KEY

PART A

- | | | |
|-------|-------|-------|
| 1. A | 11. D | 21. D |
| 2. A | 12. A | 22. A |
| 3. A | 13. A | 23. A |
| 4. B | 14. B | 24. D |
| 5. D | 15. A | 25. D |
| 6. C | 16. B | 26. C |
| 7. B | 17. B | 27. C |
| 8. D | 18. A | 28. B |
| 9. C | 19. B | 29. B |
| 10. B | 20. A | 30. A |

PART B

1. C -> turn
2. A -> printed
3. D -> (to) nourish
4. B -> leave
5. D -> to work
6. B -> taken
7. B -> to help
8. C -> to leave
9. C -> ask
10. C -> changed

PART C NOTICE

1. C
2. A
3. C

MEMO

1. C
2. B
3. C