Causative Constructions in English with Implications for Teaching

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1. Introduction

This paper studies causative constructions in English. It sheds light on the different forms they take, their meanings as well as they pose for foreign learners of English. It also involves an appendix of suggested remedial exercises to help students overcome the difficulties of tackling those causative constructions.

It is hypothesized that causatives pose considerable problems for learners of English because they are linguistically and cognitively complex, and that they are susceptible of a variety of surface syntactic expressions in English.

The findings of the paper validate the hypotheses put forward regarding the difficulties causatives pose for learners of English due to the complex and multivariate forms and meanings they involve.

2.Definition of Causative Constructions

Hornby et al (1963: 149, 206) state that **'causative construction'** is an arrangement and relationships of words in a sentence provided that that sentence expresses or acts as **'cause'**.

Trask (1997: 36, 53) defines a causative construction as a grammatical structure which appears systematically in some languages and which expresses the notion of making someone do something. The construction **We cleaned the house** has a corresponding causative **Bill made me clean the house.**

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So, causatives are transitive sentences related to intransitive ones from which they differ by an extra agent, as the following example provided by Wekker and Haegeman (1985: 9):

(1) The snake killed the rat. (Transitive)

    NP (Agent) VP   NP

(2) The rat died. (Intransitive)(=The snake caused the rat to die.)

3.The Main Features of Causatives

The most important features of causatives is that they may be paraphrased with the verb **'cause'**.

For instance, (3 and 4) are causatives and have the same meaning since both of them express or act as **'cause'**.

(3) Tom broke the glass.

(4) Tom caused the glass to break.

As cited by Anderson (1969: 99-104), certain clues that help to distinguish causatives are:

a. Causative verbs**: cause, make, get, let, have,………. .**

b. Verbs taking objects of **'results'**: **build, destroy, break, demolish, paint,… .**

c. Verbs showing changes of **'states'**: **boil, cool, dissolve, heal, kill, open, repair,… .**

d. Causative adjectives: **cool, blue, yellow, clear, tough, aggressive, … .**

e. Causative agents: **Vera broke the pen.**

        Agent

According to Generative Semantics, sentence (6) **{NP cause (NP VP)},** which is a paraphrase to sentence (5) **{NP VP NP},** can be represented in deep structure as:

(5) Nancy broke the teapot.

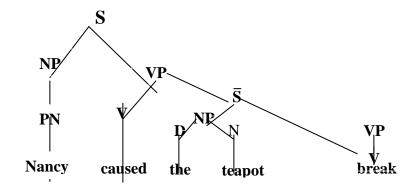**(6) Nancy caused the teapot to break.**

Figure (1): The deep structure of the sentence: *Nancy caused the teapot to break.*

4.Causative and Non-Causative Contrast

Lyons (1968:352) states that '**causativity**' may show the relationship between transitive and intransitive constructions. The same verb enters into both types. The transitive verbs have causative readings (meanings) of their intransitive verbs. For example:

(7) Crusoe grows rice. (Transitive)(=Crusoe causes rice to grow.)

(8) Rice grows. (Intransitive)

Moreover, the contrast can be noticed when the relationship between causative and non- causative verbs is the 'suppletion'. For instance:

(9) Rose taught Oliver music. (Causative)(=She caused him to learn it.)

(10)   Oliver learnt music. (Non-causative)

Thus, it may be agued that the contrast between causatives and non-causatives is semantically and syntactically in 'subjectivization'. Causatives subjectivize **'Agent 2'**, but non-causatives subjectivize **'Agent 1'**. Consequently, both types (9 and 10) express the same fact that **Rose taught Oliver music** and **He learnt it from her.**

However, Smith (1999:103) draws the contrast between the meaning of causatives and non-causatives, as in **Vera killed the dog** and **Vera saw the dog**. The former is causative, meaning that Vera caused the dog to die, whereas the latter has no such causal meaning. Linguists suggest that this meaning difference is a reflection of a syntactic difference. **Vera killed the dog** is syntactically complex, involving an abstract predicate **CAUSE**, absent from the sentence with **saw** .Roughly, **Vera killed the dog** has the meaning and the structure of **Vera caused the dog to die**; but **Vera saw the dog** is just that, with no internal complexity.

As supported by Quirk et al (1985:828), a contrast may be drawn between the Non-Causative Perfective Construction **Have finished it before you go to bed** and the Causative Complex-Transitive Construction **Have it finished before you go to bed**, where **have** is an imperative and **finished** is a simple passive in the dependent clause. However, the two constructions are similar in meaning.

5.Subject as External Causer and Instrument

The subject, as stated by Quirk et al (1985:743) and Greenbaum and Quirk (1990:210),may have the following roles:

1. The subject has the external causer role: it expresses the cause of an event:

(11)**The earthquake destroys many buildings.**
(12)**The electricity killed the engineer.**

2. The subject has also the instrument role: the agent uses the entity as an instrument to carry out an action:

   (13)Computers solve problems. (=…make them solve…)
   (14) A stone broke the window. (=… made it break…)

6.Causative Verbs (Transitivity and Intransitivity)

   Radford (1997:255) defines causative verb as a verb which has the same sense (meaning) as **'cause'**, as in **The teacher had his students study**.

   Huddleston and Pullum (2005:17, 307) state that causative verbs are lexemes whose most distinctive property is to cause a new state to occur to someone. Thus, the causative verb is the main determinant of an action, an event, or a new state to occur to someone in a construction.

   (15)Hemingway killed many bulls. (He caused them to die.)

   As cited by Smith (1978:101), **'transitivity'** and **'intransitivity'** are associated with **'causatives'** since all causative verbs have the same selectional features as the verb **'cause'**. Many verbs occur transitively and intransitively with the same **NPs** as object of the transitive verb (e.g. 16), and as subject of the intransitive verb (e.g. 17).

   (16)The musicians began the party. (Transitive Verb)
   (17)The party began. (Intransitive Verb)

   Verbs of this type involve changes of states, and they have causative readings (meanings). For instance, **The musicians began the party** may be paraphrased by **The musicians caused the party to begin.**

   Chomsky (1965:189) maintains that a causative transformation can be accounted for the derivation of a transitive verb from its intransitive one, as in **Jane dropped the pen** which can be derived from **The pen dropped**. So, transitive verbs may have causative readings of their intransitive counterparts. Transitive verbs are regarded as the

causative verbs of their intransitive counterparts. Semantically and syntactically, causative verbs and transitive verbs are mixed because causative verbs are transitive verbs with the same meanings. Soga (1970:272-274) mentions that many intransitive verbs become transitive verbs via **'causativization'**.

It is worth citing that some transitive verbs cannot be causative verbs, as **read** and **write**.

(18)Eva is reading (writing) an article.

However, Halliday (1968:179-215) cites that causative verbs may exist in both transitive and intransitive structures.

(19) Rose rolls the barrel. (Transitive) (=Rose causes the barrel to roll.)

(20) The barrel rolls.(Intransitive)

Moreover, Smith (1978:108) mentions that all non-stative verbs are causative verbs.

It is worth stating that transitive verbs with reflexive objects may be causative verbs because they involve changes of states, as in:

(21) Hemingway killed himself.

Besides, other causative verbs include **make, create**, **elect**, and **appoint**. Verbs like **smoke**, and **milk** may also be causative verbs.

(22) Vera made me make up stories.

(23) People elected Jack to be a chairman.

(24) Fagin smoked the cigar.

Swan (1980:323, 371) pinpoints that causative verbs like **cause**, **oblige**, **compel**, **order**, **command**, **make**, … are used in the construction **{…Causative verb+ Object+ Infinitive}.**

(25) The police obliged the thief to surrender. (Infinitive with to)

(26) Hard life makes man cry. (Infinitive without to)

Quirk et al (1985:417) see that verbs, like **pull**, **push**, **turn**, may express causative meaning. The adjective functions as object complement.

(27) She pulled her belt too tight. (= She caused her belt to be tight by pulling it.)

(28) The news turned her hair white. (=The news caused her hair to be white)

Regarding intransitivity, many intransitive verbs, but not all, can be causative verbs only in their deep structures. For example, as given by Trask (1993: 93):

(29) The ship sank.

(30) The radio broke.

Derived intransitive verbs, like **read**, **sell**, **wash**, may also function as causative verbs. For instance:

(31) The newspaper reads well.

(32) Hardy's novels sell well.

Intransitive verbs which indicate voluntary actions and which are under the subject's control (e.g. **go**, **leave**) are not causative verbs, as in:

(33) Vera went to the zoo.

(34) Nancy left Fagin's gang.

As supported by Quirk et al (1985:723), the intransitive verb may lack the causative meaning of the transitive verb.

(35) They walked.

(36) They walked the monkey.

Finally, as supported by Leech et al (2006:55), causative verbs may be defined as verbs causing actions, events, or new states to somebody or something.

(37) Tyson, a boxer, made his enemies yield quickly.

7.Causative Verbs Uses

Eckersley and Eckersley (1960: 126) and Leech and Svartvik (1994:103-104) mention two causative verbs uses:

1. The transitive use of some verbs becomes the causative function of that verb.

(38) Farmers grow rice in Iraq. (=…cause it to grow)

(39) They rolled the ball down the hill. (=…caused it to roll)

2. A different form of the verb is sometimes used to show the difference between the transitive form and the intransitive form.

(40) The farmer felled the tree. (Transitive) (=…caused it to fall)

(41) The tree fell. (Intransitive)

(42) Tom ran the car into the lake. (Transitive) (=…caused it to run…)

(43) Tom ran fast. (Intransitive)

(44) The engineer narrowed the road. (Transitive) (=…caused it to be narrow)

(45) The road became narrow. (Intransitive) (=narrow is an adjective)

8.Causative Adjectives

As stated by Anderson (1971: 72), **'causative adjectives'** are those with causative meanings, like **tough** and **aggressive**. They become causative adjectives because there is a mental change of state in the subject, as in:

(46) Shaw became tough.

(47) Clay got aggressive.

Besides, other causative adjectives with causative meanings are found in English, like **yellow**, **blue**, **cool**, and **clear**. For instance:

(48) The melons became yellow.

(49) His face was blue with cold.
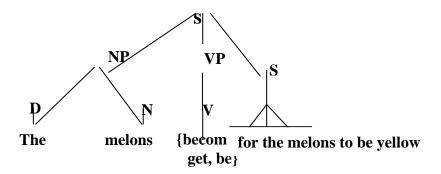
(50) Wells got clear in his stories

Moreover, some English words may have causative meanings whether they are used as causative adjectives or as causative verbs, as in:

(51) The leaves of the book were yellow. (Causative adjective)

(52) The leaves of the book were yellowed with age. (Causative verb) (=…were caused to become yellow.)

It is worth mentioning that not all adjectives are causatives, like **'modal adjectives'** (e.g. **eager**, **unable**, **likely**, **probable**) which can have complements. For example:

(53) She is eager to study medicine.

(54) He is unable to run fast.

As an analysis, <u>**The melons became yellow**</u> may be represented in deep structure as:

Figure(2). <u>**The deep structure of:**</u> *The melons became yellow.*

9. Forms (Patterns) of Causatives

Alexander (1988: 246-248) states that causatives may take the following forms (patterns):

1. The causative is formed with <u>**have+ object+ past participle**</u> of regular and irregular verbs.

(55) I have my house painted yearly.

(56) The barber had my hair cut .

Quirk et al (1985:132) and Radford (1997:91) cite that <u>**have**</u> has a dynamic use in a causative sense followed by an<u>**-ed**</u> participle, or in a similar sense followed by a bare infinitive. <u>**Have**</u> can also be followed by <u>**V+ing.**</u>

(57) Did they have the car repaired?

(58) Did they have you repair the car?

(59) I had my students studying hard. (=… made them study hard)

2. The form (pattern) cited in (60) expresses the causative use for things: the focus is on what is done to something; one is caused to perform a service for us. Verbs, like **build**, **clean**, **decorate**, **deliver**, **mend**, **repair**, **print** ….are used for this purpose.

(60) I am having my book printed. (= I cause one to print it for me).

3. The form (pattern) cited in (61) expresses the causative use for people: verbs like **instruct**, **teach**, **prepare**, **train** …refer to things caused to be done to other people.

(61) I am having him taught English.

4. The form of **have** may apply to **get.** But **get** has a stronger use.

(62) I get (have) my house painted yearly. (Get is stronger than have)

Get is followed by **to+ V** or **V+ing**.

(63) I can't get her to talk.

(64) I got my students studying hard.

5. The form of **let** is as (65). **Let** is followed by bare infinitive **(V).**

(65) Shaw let his readers enjoy his plays. (=…made them=caused them to)

6. Generally, the forms (patterns) of the rest of causative verbs are like the preceding forms (patterns). Causative verbs may be followed by **to+V,** or **V**, or **V+ing.**

(66) Ice causes plants to die.

(67) The Egyptians made Mubark resign.

(68) I got my children working hard.

10. Causative Constructions Types
   Causative constructions can be classified into four types:
1. True Causatives:
   They are real causatives. They can be distinguished easily.
   (69) The police made the thief run away.
2. Quasi-causatives:
   They have some properties of causative verbs.
   (70) The teacher required that his students be rewarded.
3. Lexical causatives:
   They can be named as **'First degree causatives'.**
   (71) The students sat down.

4. Periphrastic causatives:
They may be named as **'Second degree causatives'.**
   (72) The teacher made the students sit down.
   Types (3 and 4**)** are cited by Halliday (1968:198).
   Moreover, Biber et al (1999:363-370) classify causative constructions on the basis of causative verbs into two types:
   1. Causative verbs with nominalized direct objects:
   (73) Social rules cause the deletion of social habits.
   2. Causative verbs with following complement clauses:
   (74) What caused you to be ill?
   (75) Vitamins enable us to live longer.

11. Causatives as Phase Structures[1]
   Causatives, as stated by Richards (1996:98-100), are extended phase structures with two participants. The first participant causes or facilitates the process. The second participant occurs between the two verbs.

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[1] Phase structures are those with two verbs representing a single process. The first verb is categorized according to the information it adds about the processes. The second verb is always dependent on the first verb. The second verb takes the forms of **to+V**, or **V**, or **V+ing**.

(76) Computers help <u>keep the economy going.</u>

(77) Students study software which <u>enables them to do many tasks.</u>

In (76 and 77), there is only one action. The first participant causes or facilitates the action. The second participant is the only Actor.

Some partial generalizations can be made since it is a problem for leaners of English to know which form the second verb should take**:**

1. **Verbs of time** used in causatives are followed by **<u>V+ing</u>** (e.g.76). But only some **time verbs** used in phase structures can also be used in causatives (e.g. **<u>keep</u>** but not **<u>continue</u>**; **<u>stop</u>** but not **<u>cease</u>**).

2. **Other causative verbs** (except **<u>make</u>**, **<u>let</u>**, **<u>help</u>**, **<u>have</u>**) are mostly followed by **<u>to +V</u>** (infinitive with **<u>to</u>**) (e.g. 77).

3. **<u>Make</u>**, **<u>let</u>** and **<u>have</u>** are always followed by **<u>V</u>** (bare infinitive) (e.g.78).

(78) The police made the thief run away.

But in the passive, a **<u>to+V</u>** is required (e.g.79).

(79) The thief was made to run away.

4. **<u>Help</u>** can be followed by either **<u>to+V</u>** or **<u>V</u>** (e.g.80).

(80) I helped the students (to) get high marks.

It is worth citing that some leaners regularize the system and use **<u>to+V</u>**, making errors like:

(81) *Going on a diet makes us to lose weight.

(82) * Do not let the fire to go out.

12.Analysis of Causatives

The analysis for the causative construction **<u>I forced the student to study English inside</u>**, as cited by Celce-Murcia and Larsen-Freeman (1999:637), is represented in deep structure as:
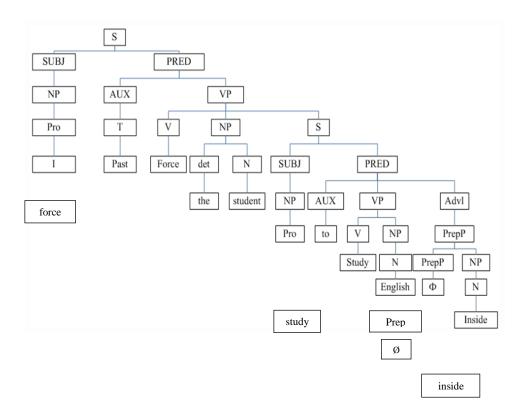
Figure (3). The deep structure of: *I forced the student to study English inside.*

13. Implications for Teaching Causative Constructions
13.1 Introduction
This section is an attempt to clarify the problems in teaching causatives and to provide the solutions.
13.2 Problems
By depending on the test results in **(13.4),** the problems that the students face when they learn causatives are:

The first problem is how causatives are formed .The second problem is the lack of concord between the subject and

the causative verb in the third person singular present .The third problem is how causatives are distinguished .The fourth problem concerns the types and meanings of causatives.

13.3 Test

A test was designed to implement the practical procedures of the study.

The test sample was one hundred first year students from the Engineering College in Salahaddin University.

The test included four questions based on the four problems cited in **(13.2).**

The first question requires the formation of causatives.

The second question concerns the lack of concord between the subject and the present verb.

The third question deals with the causatives distinction.

The fourth question demands showing the meanings of the types of causatives.

The test satisfied both validity and reliability which were achieved by the test-retest method. Fifty students from the sample were retested after two weeks .The results are tabulated by using Pearson correlation coefficient formula:

$$R = \frac{n\sum xy - \sum x \sum y}{\sqrt{\left[n\sum x^2 - \left(\sum x\right)^2\right]\left[n\sum y^2 - \left(\sum y\right)^2\right]}}$$

Reliability coefficient was **(0.90)**, which was acceptable.

The test was administered at the Engineering College on 4/5/2012.The test papers were distributed with instructions. The examinees were asked to answer the four questions in one hour. The test papers were scored later .The results are tabulated in the tables (**1 and 2**) in (**13.4**).

13.4 Test results

The students' answers of the first question show that the students have difficulties in forming causatives since **58.3%** of them make errors.

The students' answers of the second question reveal that the students suffer much from this problem because **54%** of them make errors in adding the third person singular **–s** to the present causative verbs.

The students' answers of the third question display that the students face difficulties as **38%** of them make errors in distinguishing various structures of causatives.

The students' answers of the fourth question show that the students do not suffer much from this problem because only **22.5%** of them make errors in finding out the differences between various types of causatives.

Moreover, the test results are shown in tables (**1** and **2**).

Table (1).Percentage of each question.

Question 1	Question 2	Question 3	Question 4
√ 41.7%	√ 46%	√ 62%	√ 77.5%
X 58.3%	X 54%	X 38%	X 22.5%

Table (2).Percentage of questions 1, 2, 3, 4 together.

√ 56.8%	
X 43.2%	

It can be concluded that only **43.2%** of the students face problems in forming and using causatives .This fact shows their weakness in dealing with such constructions.

13.5 Recommendations for teaching causatives

The following suggestions should be considered when teaching causatives so as to overcome the difficulties and arrive at successful solutions:

1. Teachers of English are advised to explain causatives with examples in real contexts.

2. Practical teaching must be stressed via giving the students enough practice and exercises.

3. Students should learn the patterns, uses, and meanings of causatives as they are really used.

4. Students have to attain a communicative competence in using causatives with others fluently and correctly.

13.6 Lesson plan

The following lesson plan of teaching causatives is proposed .It may solve the problems that face the students when they learn causatives .It involves the following activities:

1. Causatives (patterns, types, and meanings) should be explained by teachers. Real examples and visual aids should be used .This warms up the students and raise their interest.

(83) Water causes plants to grow.

(84) Teachers made students study.

2. Students need plentiful practice .They have to give examples of their own orally, using different causative verbs and adjectives.

(85) I had my hair cut.

(86) Hunger made Oliver cry.

(87) **Law obliges us to send children to schools**.

(88) Kipps's face became yellow with fear.

3. Students can work in groups. Each one says something about his (her) activities, using causative verbs and adjectives.

(89) I made my sister draw the picture.

4. Teachers can ask the students questions about causatives .The students should answer.

(90)a.Teacher: What caused you to succeed? b. Student: Studying caused me to succeed.

5. Pictures, which are useful visual aids, should be used. For example, in a picture, a lion following a deer:

(91) Teacher: What made the deer run away?

       Student (1): The lion made the deer run away.

       Student (2): The lion had the deer run away.

       Student (3): The lion caused the deer to run away.

       Student (4): The lion got the deer to run away.

       Student (5): The lion obliged the deer to run away.

(92)Teacher (showing a picture): Who repaired the broken window?

Student: Jack repaired it.(….caused it to be repaired)

(93) Teacher (showing a picture) : Why were the book leaves yellow?

Student: They were yellow with age.

6. Students can play a simple game inside classes, using as many causatives as possible.

7. Students may be asked to give their own examples that illustrate causative verbs and causative adjectives.

8. After oral production , the students can do written work .They can be asked to write sentences and simple compositions, using causatives.

9. Finally, the students have to be given enough exercises to be done at home as homework. (**See 13.7**).

13.7 Recommended exercises

The following typical exercises may be given to the students as homework to reinforce their capacity in using causative constructions, and to remedy the problems they face (**See 13.2**):

Exercise (1):

Use the correct verb forms to express causatives:

  a. The storm caused the trees (fall).

  b. Teachers make their students (studies).

  c. Did they have you (to repair) the bus?

  d. The officer commanded the soldiers (resists).

  e. I got my house (paint).

Exercise (2):

Choose the correct verb forms to fill the blanks:

  a. I made him………………the hall.(to leave , leave, leaving)

b. Blood cancer causes patients…………….. . (to die, die, dying)

c. I had my hair…………….. . (to cut ,cut ,cutting)

d. Drivers should stop ……………fast. (to drive, drive ,driving)

e. A stick…………………. the window yesterday. (to break, break, broke)

Exercise (3):
Insert suitable causative verbs in the blanks:
(felled , helped , get , kills , destroy)
a. The police cannot………………… the criminal to confess.

b. Frost …………………flowers.

c. We………………him (to) find his money.

d. Fires……………forests.

e. The strong wind ……………………..the tree.

Exercise (4):
Correct the tenses of the causative verbs:

a. Bad treatment (make) Oliver Twist cry.

b. Earthquakes usually (causes) buildings to fall down.

c. We (to permit) smoking here.

d. The police (force) the thief to give in yesterday.

e. Did they (had) the plane repaired?

Exercise (5):
Star the ungrammatical causative constructions:
a. Calculators enable us to do many tasks.

b. Radios cause people passes time happily.

c. Poverty makes beggars to beg.

d. Computers help keep the economy go.

e. Water is caused to increase by floods.

f. Have the work done before you go to school.

Exercise (6):
Insert the appropriate causative adjectives in the blanks:
(tough , aggressive , yellow, blue , clear , cool)
a. Her face got ………………. with cold.

b. Bele became…………………and ……………………….in playing football.

c. Trees leaves become …………………….. in autumn.

d. Wordsworth got……………………… in his poems.

e. Spring water becomes…………………….in summer.

Exercise (7):
Make the following ungrammatical causative constructions grammatical:
a. *Hard life makes man to cry.

b. *Hard life makes man crying.

c. *The police obliged the gang surrender.

d. *Car accidents cause people die.

e. *Had I the doctor examine me?

f. *The frequency is caused to rise again by electric shocks.

g. *The soldiers were got across the river by the officer.

h. *Do not let the children to play near fire.

Exercise (8):
Give examples of your own for the following terms:
a. True causative constructions.

b. Quasi- causative constructions.

c. Lexical causatives.

d. Periphrastic causatives.

e. Causative verbs with nominalized direct objects.

f. Causative verbs with following complement clauses.

g. Causative adjectives.

Exercise (9):
Draw tree- diagrams to analyse the following causative constructions:
a. Portia caused the suitors to leave.

b. We forced the workers to dig wells outside.

c. Her face got blue.

d. The bananas became yellow.

Exercise (10):

Ask the students to write short compositions of their own on causative constructions, using causative verbs and adjectives where necessary. These paragraphs can be given as homework so that they can be fluent and skillful in constructing and using causatives in both spoken and written English.

14. Summary Conclusion

The following conclusions can be drawn from the study:

1. Causatives are linguistically and cognitively complex structures with different forms and used for various functions. They are a big obstacle to overcome for teachers and students of English as a second or foreign language.

2. Causation is a relationship between two states of affairs and a cause to make the change from one state to another.

3. Causatives foreground an agent that controls the subject of the corresponding non-causatives.

4. Causatives may be distinguished morphologically and syntactically. Morphologically, they are easily distinguished. Syntactically, they are confusing and complex since they contain an abstract predicate **CAUSE**, absent from non-causatives, which are simple. Causatives, unlike non-causatives, have internal complexity in meaning and structure.

5. Causatives can have surface as well as deep structure to show the internal relationships within such sentences.

6. Causatives are susceptible of a variety of surface syntactic expressions in English.

7. Causative constructions are transitive constructions, related to second simpler transitive or intransitive constructions, from which they differ by the additional agent **NPs** perceived as the direct instigators of the actions expressed in the constructions.

(94)People laugh a lot. (Non-causative construction).

(95) Chaplin made people laugh a lot (Causative construction).

8. Causative verbs express overtly causative constructions.

(96) Jack made (had) me wash the car.

9. Causative verbs (**e.g. <u>cause</u>, <u>compel</u>, <u>get</u>, <u>permit</u>, <u>require</u>, <u>force</u>, <u>allow</u>, <u>enable</u>, <u>let</u>, <u>help...</u>**) can be regarded as nonfactual verbs.

(97) The floods caused the house to fall down.

10. Causative verbs like **<u>cause</u>**, **<u>get</u>**, **<u>want</u>**, **<u>prefer</u>** take only the active form, and no passive form is possible.

(98) a. Electric shocks cause the frequency to rise again.(Active)

*The frequency is caused to rise again by electric shocks. (Passive)

b. The general had to get his troops across the river. (Active)

(=….. caused them to pass from one side to the other)

c. Do you want father to talk with you?(Active)

d. He said that he would prefer the doctor to examine him.

No passive forms are possible with **(98: a, b, c, d)**.

But with other causative verbs, passive is possible.

(99) a. **The criminal started the fire (Active) (=…caused it to start).**

b. The fire was started by the criminal (Passive)

11. Inversion may occur with perfective **<u>have</u>**, but not with causative **<u>have</u>**.

(100) Have they gone to London?   (Perfective)

(101) *Had I the doctor examine me?   (Causative)

12. The test shows that Iraqi students have weakness in forming and using causative constructions since **43.2%** of them make errors in using such structures .The remedy for their problems is by giving them enough exercises in using causatives. The following appendix includes some exercises that can be helpful in this respect.

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81

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التراكيب السببية في الإنكليزية مضامين في التدريس

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المستخلص

يتناول هذا البحث دراسة التراكيب السببية من اللغة الإنكليزية ويسلط الضوء على مختلف أشكالها ومعانيها، فضلاً عن الصعوبات التي تتسبب فيها لدارسي اللغة الإنكليزية من غير المتكلمين بها، وتشتمل على ملحق من تمارين مقترحة لمعالجة أخطاء الطلبة ومساعدتهم في التغلب على المشكلات لدى التعامل مع التراكيب السببية.

وتفترض الدراسة أن التراكيب السببية تنشأ عنها صعوبات لا يستهان بها لمتعلمي اللغة الإنكليزية لكونها معقدة من الناحيتين اللغوية والإدراكية، ولإمكانية ظهورها في أشكال متنوعة من البنى النحوية السطحية في اللغة الإنكليزية

ولقد أثبتت نتائج البحث الفرضيات التي وضعت لها من الصعوبات التي تشكلها التراكيب السببية لمتعلمي اللغة الإنكليزية من الطلبة لما تنطوي عليه من أشكال ومعانٍ معقدة ومتنوعة .