

1. Verbs: Core Concepts

a. Definition

A verb functions as the grammatical nucleus of the predicate in a sentence, serving to articulate an action, an occurrence, a state of being, or possession. Academically, it is a word or a group of words that describes what the subject of a sentence *does* (action), what the subject *is* (state), or what the subject *has* (possession). It constitutes the essential element that asserts something about the subject.

b. Functions of Verbs

1. **Action (Dynamic Function):** Describes a physical or mental action performed by or on the subject. This encompasses what a subject does or what happens to a subject.

Examples:

- a. The scientist **conducts** an experiment.
 - b. The team **ran** a successful campaign.
 - c. He **thinks** about the problem.
2. **State (Stative Function):** Describes a condition, state of being, feeling, or quality of the subject, without involving a physical action.

Examples:

- a. The solution **seems** stable.
 - b. He **is** ill.
 - c. I **know** him.
3. **Possession:** Indicates ownership, belonging, or the holding of a property or quality.

Examples:

- a. The laboratory **has** modern equipment.
- b. He **has** a book.
- c. I **have** a big house.

c. Grammar Rules for Verbs

1. **Rule 1: Subject-Verb Agreement.** The verb is the only part of speech that must grammatically agree with its subject in both **person** (first, second, third) and **number** (singular, plural).

Examples:

- a. She **reads** every day. (Third person singular)
- b. They **read** every day. (Third person plural)
- c. I **am** learning. (First person singular)

2. **Rule 2: Finite Verbs in Clauses.** Every grammatically complete English sentence must contain a finite verb. A finite verb is the verb in a clause that matches a subject and shows tense and number/person, enabling it to serve as the main verb of the sentence's predicate.

Examples:

- a. The dog **barks** loudly.
- b. She **studied** diligently.
- c. We **will arrive** soon.

3. **Rule 3: Adverbial Modification of Dynamic Verbs.** Dynamic verbs are modified by adverbs, which describe *how*, *when*, or *where* an action is performed.

Examples:

- a. She sings **beautifully**.
- b. He works **diligently**.
- c. They arrived **early**.

Expert Note: Adverbs directly describe the manner, time, or place of the action itself, not the state of the subject.

2. Stative vs. Dynamic Verbs

a. Definition

English verbs are broadly categorized based on whether they express a physical or mental action (dynamic) or a state/condition (stative).

b. Characteristics and Rules

1. **Dynamic Verbs (Action Verbs):** These verbs describe a deliberate or undeliberate action, a process, or an event that has a beginning and an end. They involve change over time and can be performed by the subject.

Characteristics: Can be used in continuous (progressive) tenses.

Examples:

- a. She is **running**.
- b. He is **building** a house.
- c. The event is **happening** now.
2. **Stative Verbs (Non-Action Verbs):** These verbs describe a state of being, a condition, a thought, a feeling, a sense, or a relationship. They are not typically used in continuous (progressive) tenses because states are not actions in progress.

Characteristics: Express states rather than actions.

Incorrect Use (Error):

- a. Incorrect: I am **knowing** the answer.(X)
I **know** the answer.
- b. He is **having** three cars.(X)
He **has** three cars.

Expert Note: Avoid using stative verbs in continuous tenses unless a specific dynamic meaning is intended (e.g., "She is *having* a good time" implies "experiencing").

c. Rule 4: Stative Verbs Followed by Adjectives

1. Stative verbs are followed by adjectives, which function as subject complements. These adjectives describe the state or quality of the subject, not the verb itself.

Examples:

- a. The rose smells **sweet**. (Describes the rose, not how it smells).
- b. The food tastes **bad**. (Describes the food, not how it tastes).
- c. He feels **hungry**. (Describes his state, not how he feels).

Errors to Avoid:

- d. The food tastes **badly**.(X)
The food tastes **bad**.
- e. He feels **hungrily**.(X)
- f. He feels **hungry**.

Expert Note: Learners often mistakenly use an adverb after a stative verb, assuming all verbs are modified by adverbs. Ask yourself: "Is the word describing the subject or the action?" If it describes the subject's state, use an adjective. If it describes how the action is done, use an adverb.

d. Linking Verbs

Many stative verbs are also linking verbs. A linking verb's primary function is to connect the subject to a subject complement.

* **Common Linking Verbs:** *be, seem, appear, feel, look, smell, taste, sound, become.*

*** Examples:**

- * She **is** a doctor.
- * He **seems** tired.
- * The music **sounds** beautiful.

e. Verbs with Both Stative and Dynamic Meanings

Several verbs can function as either stative or dynamic depending on the context, which changes their meaning and grammatical behavior. The context always determines the verb's function and the applicable grammatical rules.

Word	As Stative	As Dynamic
Have	Possession of something	Experiencing or Eating
Think	Opinion	Considering
Feel	Emotion or Opinion	Physical Contact
Taste	Check Flavor	Act of Tasting
See	Perception	Act of Meeting or Visiting

Examples (Stative)

1. I **have** a car. (Possession)
2. I **think** he is right. (Opinion)
3. The **fabric** feels soft. (State of fabric)

Examples (Dynamic):

1. We are having dinner. (Eating)
2. He is thinking about his future. (Considering)
3. She is feeling the texture. (Physical contact)

Expert Note: Pay close attention to context. If the verb describes the subject's state, use an adjective. If it describes **how** an action is performed, use an adverb.

3. Transitive vs. Intransitive Verbs

a. Definition

Verbs are classified based on whether they require an object to complete their meaning. This classification is fundamental to understanding sentence structure.

b. Types of Verbs

1. **Transitive Verbs (TV):** A transitive verb expresses an action that is directed toward a person, place, or thing. The recipient of this action is known as the **direct object**. The action *transits* or passes over from the subject to the object.

Characteristics: Requires a direct object to complete its meaning. Answers "what?" or "whom?" after the verb.

Examples:

- a) The student **wrote** an essay. (Wrote *what*? An essay.)
- b) The driver **stopped** the train. (Stopped *what*? The train.)
- c) The committee **discussed** the matter. (Discussed *what*? The matter.)

Errors to Avoid: Do not add a preposition directly after a transitive verb that takes a direct object.

- d) The committee discussed **about** the matter. (X)
- e) The committee discussed the matter.

2. **Intransitive Verbs (IV):** An intransitive verb expresses a complete action without needing an object to receive it. The action does not pass over to a recipient; it is complete in itself.

Characteristics: Cannot take a direct object. Often followed by adverbs or prepositional phrases.

Examples:

- a) The sun **shines**. (The action is complete).
- b) He **sat** on the spot. (No direct object; "on the spot" is a prepositional phrase).
- c) The car **stopped** suddenly.

3. **Ambitransitive Verbs:** Many verbs can function as both transitive and intransitive depending on the context.

Examples:

- a) (Transitive): He **stopped** the car. (Car is the direct object)
- b) (Intransitive): The car **stopped** suddenly. (No direct object)
- c) (Transitive): She **reads** a book.
- d) (Intransitive): She **reads** every evening.

c. Rule 6: Passive Voice and Transitive Verbs

Only transitive verbs can be used to form the passive voice. This is because the passive voice is constructed by making the direct object of the active sentence the new subject. Without a direct object, this transformation is impossible.

Examples (Active to Passive):

1. The peon **rang** the bell. (Active) → The bell **was rung** by the peon. (Passive)
2. The driver **stopped** the train. (Active) → The train **was stopped** by the driver. (Passive)
3. He **wrote** the letter. (Active) → The letter **was written** by him. (Passive)

Errors to Avoid: Trying to form the passive voice with an intransitive verb.

1. Intransitive verb: The sun shines brightly.
2. Incorrect Passive: Brightly is shone by the sun. (Impossible)

d. Ditransitive Verbs

Some transitive verbs, known as ditransitive verbs, can take both a direct object and an indirect object.

Examples:

1. He **gave** *her* a *ring*. (Her: indirect object, to whom; ring: direct object, what)
2. She **told** *me* a *story*. (Me: indirect object; story: direct object)
3. The teacher **assigned** *the students* a *project*. (The students: indirect object; a project: direct object)

e. Rule 7: Prepositional Objects vs. Direct Objects

An object that follows a preposition is a **prepositional object**, not a direct object. The presence of a prepositional object does not make a verb transitive. The verb must be able to take an object directly.

Examples:

1. He **relies on** his friends. (Relies is intransitive; "his friends" is the object of the preposition "on").
2. She **listens to** music. (Listens is intransitive; "music" is the object of the preposition "to").
3. They **talked about** the movie. (Talked is intransitive; "the movie" is the object of the preposition "about").

Note on Subject Complements vs. Direct Objects:** Do not confuse a subject complement with a direct object. A subject complement renames or describes the subject and typically follows a linking verb. A direct object receives the action of a transitive verb.

1. Ram **is** a good boy. ("a good boy" renames Ram; "is" is a linking verb, making it intransitive).
2. Ram **helped** me. (Helped is transitive; "me" is the direct object).

4. Principal Forms of Verbs

a. Definition

The principal forms of a verb are the foundational forms from which all tenses and moods are constructed. Mastering these forms is essential for correct conjugation and sentence construction in English. There are five principal forms:

1. **V1 (Base Form / Present Simple / After Modals):** The dictionary form of the verb. Used for present tense with I/you/we/they and after modal verbs.

Examples:

- a) I **eat** breakfast daily.
- b) They **sing** beautifully.
- c) She can **go** now.

2. **V2 (Past Simple):**

Usage: Used only for the simple past tense, showing a completed action in the past.

Examples:

- a) He **went** home yesterday.
- b) We **ate** dinner late.
- c) She **sang** a lovely song.

3. **V3 (Past Participle):**

- o **Usage:** Used in perfect tenses and passive voice with auxiliaries (have, has, had, is, are, was, were).

Examples (Perfect Tense):

- a) They have **gone** to the market.
- b) I had **eaten** before you arrived.
- c) She has **sung** that song many times.

Sentence Examples (Passive Voice):

- a) The book was **given** to him.
- b) The work is **done**.
- c) The song was **sung** by her.

4. **V4 (Present Participle / Gerund -ing form):**

Usage: Used in continuous tenses; can also function as a noun (gerund) or adjective (participle).

Examples: *going, eating, singing.*

Examples (Continuous Tense):

- a) He is **going** to school.
- b) They were **eating** lunch.
- c) She is **singing** a new song.

Examples (Gerund)

- a) **Speaking** in front of a crowd can be nerve-wracking. (*Speaking* is the **subject**.)
- b) I can't imagine **living** without music. (*Living* is the **object of the preposition** 'without'.)
- c) His favorite pastime is **collecting** stamps. (*Collecting* is the **subject complement**, renaming the pastime.)

Examples (Adjective)

- a) The **shining** star guided the sailors. (*Shining* describes the noun 'star'.)
- b) Do you know the woman **sitting** on the bench? (*Sitting* describes the noun 'woman'.)
- c) He read a very **interesting** article. (*Interesting* describes the noun 'article'.)

5. V5 (Simple Present – 3rd Person Singular):

The -s/-es form.

Usage: Used in present tense with he, she, it, or singular nouns.

Examples:

- a) He **goes** to work.
- b) She **eats** slowly.
- c) The bird **sings** sweetly.

Note: Participles as Adjectives (Verbals)

While V3 and V4 are crucial for forming tenses, they also function as adjectives (verbals). The term "participle" signifies a word that participates in the characteristics of both a verb and another part of speech (in this case, an adjective).

5. Auxiliary Verbs (Helping Verbs)

Auxiliary verbs (also known as helping verbs) are verbs that add functional or grammatical meaning to the main verb in a clause. They assist the main verb in expressing tense, aspect, mood, or voice. The three primary auxiliaries in English are *be*, *have*, and *do*. A defining characteristic of primary auxiliaries is their ability to function as either an auxiliary verb or a main verb.

b. Primary Auxiliary Verbs**1. BE:**

As a Main Verb (Linking Verb): Links the subject to a subject complement (a noun or adjective), expressing a state of existence or a condition.

Examples:

- a) He **is** a teacher. (Linking to a noun.)
- b) They **are** honest. (Linking to an adjective.)
- c) She **was** tired.

As an Auxiliary Verb with Present Participle (V-ing/V4): Used in continuous tenses.

Examples:

- a) He **is teaching** English.
- b) They **were playing**.
- c) I **am studying**.

As an Auxiliary Verb with Past Participle (V3): Used in passive sentences.

Examples:

- a) A book **is given** to him.
- b) The work **has been done**.
- c) The meal **was prepared**.

Errors & Nuance: Confusing the active and passive use of the V3 form after *be*. Learners often assume *is* + V3 must be passive, even when the V3 form functions as a participial adjective describing the subject's state.

- a) He **is surprised**. (Active voice; "surprised" is an adjective describing his emotional state).
- b) He **was given** a surprise. (Passive voice; an action was done to him).
- c) The window **is broken**. ("broken" describes the state of the window, acts as an adjective).
- d) The window **was broken** by the child. ("broken" is part of the passive voice construction).

Expert Note: Distinguish between a passive construction (action done to the subject) and a stative description (adjective describing the subject's state).

2. HAVE:

As a Main Verb: Primarily indicates possession, ownership, or the experience of something.

Examples:

- a) I **have** a book. (Possession).
- b) She **has** a high fever. (Experiencing).
- c) We **had** a good time.

As an Auxiliary Verb with Past Participle (V3):
Used in perfect tenses.

Examples:

- d) I **have done** the work. (Present Perfect).
- e) She **had left** before I arrived. (Past Perfect).
- f) They **will have finished** by then.

3. DO:

As a Main Verb: Means to perform or carry out an action.

Examples:

- a) He **does** the work on time.
- b) She **did** her homework.
- c) They **do** exercises daily.

As an Auxiliary Verb: Used in simple present and simple past tenses to form negative statements and questions. It is always followed by the base form of the main verb (V1).

Examples (Negatives):

- a) He **does not come** on time.
- b) I **did not complete** the work.
- c) She **does not understand**.

Examples (Questions):

- a) **Did** you **complete** the work?
- b) **Do** they **live** here?
- c) **Does** he **know**?

For Emphasis: Can be used in positive statements for emphasis, followed by the base form of the verb (V1).

Examples:

- d) I **do help** my students. (Emphasizes certainty).
- e) She **does understand** the problem.
- f) We **did enjoy** the concert.

Expert Note: The emphatic use of *do* is more common in spoken English. In formal writing and exams, its use in positive sentences is typically restricted to show strong assertion or contrast.

6. Gerunds (The Verbal Noun)

a. Definition

A gerund is a verb form that ends in *-ing* and functions as a noun in a sentence. Because it is derived from a verb, it retains certain verb-like properties (e.g., it can be modified by adverbs and can take an object), but its grammatical role within the clause is that of a noun. It is often referred to as a verbal noun.

b. Grammatical Functions of Gerunds

Like any noun, a gerund can serve several grammatical functions within a sentence.

1. As a Subject:

- a) **Swimming** is good for health.
- b) **Reading** helps improve vocabulary.
- c) **Eating** vegetables is important.

2. As a Direct Object:

- a) He likes **swimming**.
- b) She enjoys **dancing**.
- c) They avoid **lying**.

3. As an Object of a Preposition:

- a) He is fond of **swimming**.
- b) They are interested in **learning** French.
- c) She is tired of **waiting**.
- d)

4. As a Subject Complement:

- a) His only motive was **finding** the truth.
- b) My hobby is **collecting** stamps.
- c) Her favorite activity is **hiking**.

c. Rules for Gerunds

1. **Rule: Possessive Case Before a Gerund.** When a noun or pronoun precedes a gerund, it must be in the possessive case. The possessive form acts as an adjective modifying the gerund (which is a noun).

Errors to Avoid: Using the objective case (e.g., *me, him, them*) or subjective case (e.g., *I, he, they*) before a gerund. This is a very frequently tested error.

Examples:

- a) His father appreciated **him working** hard.(X)
His father appreciated **his working** hard. (The father appreciated the action of working, not the person him).
- b) I don't mind **Rohan staying** out late.(X)
I don't mind **Rohan's staying** out late.
- c) I object to **you calling** me.(X)
I object to **your calling** me.

Expert Note: The objection is to the act of the gerund, not to the person. Hence, the possessive is required.

2. **Rule: Gerund After Prepositions.** If a verb immediately follows a preposition, that verb must be in the gerund form (-ing). Infinitives (to + V1) cannot be the object of a preposition (with the rare exception of *but* and *except*).

Examples:

- a) Before **to take** this medicine, you should consult a doctor.(X)
Before **taking** this medicine, you should consult a doctor.

- b) He is accused of **to steal** the documents.(X)
He is accused of **stealing** the documents.
- c) She apologized for **to be** late.(X)
She apologized for **being** late.

3. **Rule: Verbs Conventionally Followed by a Gerund.** Certain verbs are conventionally followed by a gerund, not an infinitive. These verbs often relate to liking/disliking, starting/stopping, or considering actions.

Common Examples: *enjoy, avoid, mind, stop, finish, admit, deny, suggest, consider.*

Examples:

- a) I enjoy **watching** movies.
I enjoy **to watch** movies.(X)
- b) Correct: He stopped **smoking**.
- c) Correct: She finished **reading** the book.
- d) Correct: We considered **moving** to another city.
Nuance: The verb *stop* can be followed by an infinitive, but with a different meaning ("stop in order to do something").
- e) He stopped **to smoke**. (He paused his current activity in order to smoke).

7. Infinitives (The Verbal Noun)

An infinitive is the base form of a verb (V1), typically preceded by the particle *to* (full infinitive). The bare infinitive consists of only the base form. Like a gerund, it can function as a noun, but it can also function as an adjective or an adverb. It is a non-finite verb, meaning it is not bound by tense or subject-verb agreement.

Forms of Infinitives

1. **Full Infinitive:** *to + base verb* (e.g., *to go, to eat*). This is the default choice in most uses.
2. **Bare Infinitive:** *base verb without to* (e.g., *go, eat*). Used only in specific patterns.

Infinitive's Roles

Like a gerund, an infinitive can act as the subject, object, or complement in a sentence. It can also function as an adverb or an adjective.

1. As a Subject:

- a) **To find** fault is easy.
- b) **To err** is human.
- c) **To travel** is to live.

2. As a Direct Object:

- a) He hopes **to win** the race.
- b) She wants **to learn** French.
- c) They decided **to leave**.

3. As a Subject Complement:

- a) His ambition is **to become** a doctor.
- b) Her goal is **to finish** the project.
- c) The best solution is **to apologize**.

4. As an Adverb (to express purpose - answers "why?"):

- a) He went to the market **to buy** vegetables.
- b) They met **to discuss** the plan.
- c) I saved money **to buy** a laptop.

5. As an Adjective (to modify a noun):

- a) He has homework **to finish**.
- b) They looked for a bench **to sit on**.
- c) She needs a book **to read**.

d. Use of the Bare Infinitive

The bare infinitive is used in specific grammatical patterns:

After Modal Verbs: (e.g., *can, could, may, might, shall, should, will, would, must*).

- a) You **must study** hard.
- b) She **can speak** French.
- c) They **should arrive** soon.

2. After Causative Verbs (Active Voice): (e.g., *make, let, bid*).

- a) I made him **do** the work.
- b) My boss let me **leave** early.
- c) They bade him **enter**.

3. After Perception Verbs + Object: (e.g., *see, watch, hear, notice, feel*).

- a) I saw him **do** the work.
- b) We heard her **sing**.
- c) I felt the earth **tremble**.

4. After Fixed Expressions: (e.g., *had better, would rather/sooner (than)*).

- a) You **had better leave**.
- b) I **would rather stay** than go.
- c) She **would sooner quit** than compromise.

e. Use of the Full Infinitive (to + V1)

The full infinitive is used in most other common cases:

1. After Many Main Verbs: (e.g., *want, hope, plan, decide, promise, refuse, learn, need, expect, agree*).

- a) I decided **to leave**.
- b) She hopes **to win** the race.
- c) They agreed **to help**.

2. After Adjectives and Adjective Phrases:

- a) It's hard **to believe**.
- b) She is eager **to learn**.
- c) I am happy **to see** you.

3. To Express Purpose (≈ "in order to"):

- a) He came **to help**.
- b) Save money **to buy** a laptop.
- c) She studied hard **to pass** the exam.

4. After too / enough:

- a) It's too cold **to swim**.
- b) She is tall enough **to reach**.
- c) The box is too heavy **to lift**.

f. Rule: Split Infinitives

A split infinitive occurs when a word (usually an adverb) is placed between *to* and the verb. While traditionally considered an error, modern usage often accepts it, especially for clarity or emphasis. However, in formal writing and standardized tests, it is generally safer to avoid it.

Split Infinitive: He was advised **to carefully work** on the project.

Standard Form (Safer): He was advised **to work carefully** on the project.

Examples:

- a) Split: To **boldly go** where no one has gone before.
Standard: To go **boldly** where no one has gone before.
- b) Split: I need to **quickly finish** this task.
Standard: I need to finish this task **quickly**.

Expert Note: In highly formal or standardized contexts, prioritize the standard form to avoid potential deductions.

g. Rule: Verbs Followed by Infinitives

Just as some verbs are followed by gerunds, others are followed by infinitives. These often relate to plans, decisions, desires, or attempts.

Common Examples: *hope, plan, decide, want, agree, refuse, promise, manage, learn.*

Examples:

- a) Correct: I decided **to leave**.(X)
I decided **leaving**.
- b) Correct: She managed **to finish** on time.
- c) Correct: He promised **to call**.

h. Rule: Transitive Verbs with Object Before Infinitive

Some transitive verbs require an object before the infinitive.

Common Examples: *advise, allow, ask, command, encourage, forbid, order, tell, request.*

Examples:

- a) I advised **to go**.(X)
I advised **him to go**.
- b) She asked **to help**.(X)
She asked **me to help**.
- c) They encouraged **to participate**.(X)
They encouraged **everyone to participate**.

Note: In the passive voice, these verbs are followed directly by the infinitive.

- a) He **was advised to go**.
- b) She **was asked to help**.
- c) Everyone **was encouraged to participate**.

8. Gerund vs. Infinitive: Meaning Distinction

When a verb can be followed by either a gerund or an infinitive, the choice often depends on the intended meaning.

a. Infinitive for Incomplete, Future, or Potential Actions

Infinitives often suggest something that has not yet happened, a purpose, or a potential action.

Examples:

- a) He hopes **to win**. (The winning has not yet occurred; it's a future goal).
- b) He was determined **to expand** his business. (The expansion is a future goal).
- c) It is not wise **to rely** too much on others. (General advice about a potential action).

b. Gerund for Real, Completed, or General Activities

Gerunds often refer to an action as a concept, a habit, or something that is already happening or has happened.

Examples:

- a) He enjoys **winning**. (Refers to the general activity of winning).
- b) I remember **meeting** him. (The meeting already happened).
- c) She started **running** this morning. (The action has begun).

c. Specific Verbs with Meaning Changes

1. Stop:

With Infinitive (to + V1): Stop an action in order to do something else.

- a) He **stopped to smoke**. (Paused his current activity to have a cigarette).
- b) I **stopped to tie** my shoelace.

With Gerund (V-ing): Cease an ongoing activity (quit the habit).

- a) He **stopped smoking**. (Quit the habit).
- b) I **stopped eating** junk food.

2. Remember:

With Infinitive (to + V1): Recall a duty or task to be done (future action).

- a) I **remembered to meet** him. (Remembered the appointment, which was a future task).
- b) Please **remember to lock** the door.

With Gerund (V-ing): Recall a past event or memory (past action).

- a) I **remember meeting** him. (Recall the past event).
- b) I **remember seeing** that movie.

2. Help:

Rule: The verb *help* can take either a full infinitive or a bare infinitive. Both *to do* and *do* are correct, but the bare infinitive is common.

Examples:

- a) I **helped him do** the work.
- b) I **helped him to do** the work.
- c) She **helps me clean** the house.
- d) He **helped her carry** the bags.

Expert Note: In formal writing, both forms are acceptable, but the bare infinitive often sounds more natural.

9. Causative Verbs

a. Definition

A causative verb is a verb used to indicate that one person or thing causes, persuades, allows, or helps another person or thing to perform an action.

Instead of the subject directly performing the action, the subject *causes* the action to be performed by another agent.

The five most common causative verbs are *make*, *have*, *get*, *let*, and *help*.

Specific Causative Verbs

1. MAKE:

Meaning: Implies that the agent has no choice; they are forced or compelled to perform the action.

Examples:

- a) I **made him do** the work. (I forced him).
- b) The cruel lady **made the servant do** all the household chores.
- c) Her parents **make her study** every night.

Error: Do not use 'to-infinitive' after *make* in active voice.

I made him **to do** the work.(X)

Passive Voice Structure:

Examples:

- a) He **was made to do** the work. (The agent "He" becomes the subject, and "was made" is followed by the to-infinitive "to do").
- b) The servant **was made to do** the household chores.
- c) She **was made to apologize**.

2. **HAVE:**

Meaning: Implies that the subject arranges for or requests someone to do something. It is less forceful than *make*.

Examples:

- a) I **had the mechanic repair** my car. (I arranged for the mechanic to repair it).
- b) She **had her assistant prepare** the report.
- c) We **had the plumber fix** the leak.

Passive Voice Structure: *have* + *Object (Thing)* + *Past Participle (V3)* in active person

Examples:

- a) I **had my car repaired**. (The car was repaired by someone).
- b) She **had the report prepared**.
- c) We **had the leak fixed**.

3. **GET:**

Meaning: Implies that the subject persuades or convinces the agent to perform the action. It is similar to *have* but often suggests more effort in persuading.

Active Voice Structure: *get* + *Agent (Person)* + *to-Infinitive*

Examples:

- a) I **got him to do** the work. (I persuaded him).
- b) She **got her children to clean** their rooms.
- c) We **got our friend to help** us.

Error: Do not use 'bare infinitive' after *get* in active voice.

I got him **do** the work.(X)

Passive Voice Structure: *get* + *Object (Thing)* + *Past Participle (V3)*

Examples:

- a) I **got my car repaired**. (Functionally identical to "I had my car repaired").
- b) She **got her hair cut**.
- c) We **got the report finished**.

4. **LET:**

Meaning: To permit or allow someone to do something.

Active Voice Structure: *let* + *Agent (Object)* + *Bare Infinitive (V1)*

Examples:

- a) My boss **let me leave** early. (My boss permitted me to leave).
- b) She **let him borrow** her book.
- c) They **let the children play** outside.

Passive Voice: The verb *let* is not typically used in the passive voice. Instead, the verb *allow* is used.

Example (using allow): I **was allowed to leave** early by my boss.

5. **HELP:**

Meaning: To assist someone in doing something. The verb *help* is unique because it can be followed by either the bare infinitive or the to-infinitive. Both are grammatically correct.

Active Voice Structure: *help* + *(Agent)* + *Bare Infinitive / to-Infinitive*

Examples:

- a) I **helped him do** the work.
- b) I **helped him to do** the work.
- c) She **helped me (to) solve** the problem.

Passive Voice: Not normally used in this causative sense.

d. Key Note: Active/Passive Distinction for Have and Get

This distinction is crucial for *have* and *get*. To decide between the active (V1/to-V1) and passive (V3) structures, look at the word immediately following the causative verb:

If it's an **agent (person)** who can perform the action, use the **active structure**.

Example: I **had the dentist remove** my tooth. (Dentist is the agent).

If it's an **object (thing)** that receives the action, use the **passive structure**.

I had my tooth removed. (Tooth is the object receiving the action).

e. Errors to Avoid with Causative Verbs

Causative verbs are a frequent source of errors. Pay close attention to:

1. Using a **to-infinitive** after *make* or *let* in the active voice. (Incorrect)
2. Using a **bare infinitive** after *get* in the active voice. (Incorrect)
3. Confusing the active and passive patterns for *have* and *get* based on whether the word following is an agent or an object.

Summary of Causative Verb Patterns:

Causative Verb	Active Voice Structure	Passive Voice Structure	Example (Active)	Example (Passive)
Make	make + agent + V1	be made + to-V1	She made him clean the room.	He was made to clean the room.
Have	have + agent + V1	have + object + V3	She had the plumber fix the leak.	She had the leak fixed.
Get	get + agent + to-V1	get + object + V3	He got his friend to help him.	He got the car repaired.
Let	let + agent + V1	(Not used; use 'allow to-V1')	She let him leave early.	He was allowed to leave early.
Help	help + agent + V1 / help + agent + to-V1	(Not normally used in this causative sense)	She helped him (to) solve the problem.	- (No common passive)