

ENGLISH

Verbs

&

Essentials of Grammar

for ESL Learners

- Understand grammar quickly and easily
- Find the verb you need with helpful tables
- Learn correct usage through real-life examples

A practical guide to the mastery of English

Ed Swick

ENGLISH

Verbs

& Essentials of Grammar *for* ESL Learners

Ed Swick



New York Chicago San Francisco Lisbon London Madrid Mexico City
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ISBN: 978-0-07-170203-4

MHID: 0-07-170203-2

The material in this eBook also appears in the print version of this title: ISBN: 978-0-07-163229-4, MHID: 0-07-163229-8.

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*This book is dedicated to my terrific grandchildren: Riane, Aaron, and Riley Swick
and Jalyn and Tori Cox.*

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Preface

English Verbs & Essentials of Grammar for ESL Learners is a practical guide and handbook for the student of English who wants a quick reference on verbs and grammar. The purpose of the book is to present and illustrate the major concepts of the language that are the basis for speaking, understanding, reading, and writing with accuracy.

Part 1 of the book is devoted to verbs. Although English does not have complicated conjugational forms, English verbs have a variety of tenses and specific uses for certain tenses that must be understood to use verbs appropriately. This book presents the various tenses with clarity and provides an abundance of examples that illustrate the use of the tenses and how different kinds of verbs function in those tenses. The last chapter of Part 1 illustrates the formation and function of phrasal verbs, an English concept that is often a mystery to nonnative speakers. The language used in the examples throughout the book is authentic and contemporary.

Verb usage and tenses are summarized in Appendix A, which gives an overview of all verb types and their functions, illustrated in a series of useful tables. Appendix B provides a complete list of irregular verbs and the formations they take in the past tense and as past participles. Each appendix serves as a guide to quick answers to the most commonly posed questions about verbs.

Part 2 of the book is a review of all aspects of English grammar, from the use of definite and indefinite articles to the rules for sentence construction and punctuation. It is a convenient reference for finding explanations of difficult points of grammar. These explanations are accompanied by appropriate examples that use current, high-frequency expressions. Each chapter in Part 2 presents a single grammar topic, which allows for an in-depth look at the target subject of the chapter. Just like Part 1 of *English Verbs & Essentials of Grammar for ESL Learners*, Part 2 uses language that is simple and concise, which makes the book practical for English students of any level of proficiency.

Students of English will find this a helpful handbook for review or even as an introduction to new concepts. It is a valuable and handy tool for travel, business, and individual or classroom study.

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Part I

English Verbs

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1. The Present Tense

The English present-tense conjugations are relatively simple to form. There are three distinct types of present-tense conjugations:

1. The simple present tense, which indicates a habitual or repeated action
2. The progressive, which indicates an ongoing or incomplete action
3. The emphatic response

The Simple Present Tense

The simple present tense of most verbs requires only an *-s* ending in the third-person singular. This is true whether the subject is a pronoun (*he, she, it*) or a singular noun. The first- and second-person pronouns (*I, we, you*), the third-person plural pronoun (*they*), and plural nouns require no ending in the present tense of this type:

Subject	<i>to help</i>	<i>to run</i>	<i>to put</i>
I	help	run	put
you	help	run	put
he/she/it	help <u>s</u>	run <u>s</u>	put <u>s</u>
we	help	run	put
they	help	run	put
the boy	help <u>s</u>	run <u>s</u>	put <u>s</u>
the boys	help	run	put

This tense shows a habitual or repeated action:

I always help my friends. (*always* = I help my friends all of the time.)

He runs the fastest. (It is his habit to run the fastest.)

They put salt on the sidewalk after it snows. (This habit occurs after every snow.)

4 English Verbs

When negating verbs in the simple present tense, the auxiliary *to do* followed by the adverb *not* is required. They both precede the negated verb:

Tom does not understand. We do not care anymore.
Bill doesn't like her. I don't speak Russian.

There are only two English verbs that have a more complex conjugation in the simple present tense:

Subject	<i>to be</i>	<i>to have</i>
I	am	have
you	are	have
he/she/it	is	has
we	are	have
they	are	have
the boy	is	has
the boys	are	have

These two verbs also show a habitual or repeated action. Note that adverbs are used to accentuate that meaning:

I am a student at this school. (My regular activity is being a student.)
They are seldom home. (Their occasional habit is to be away from home.)
She often has toast for breakfast. (Her habit is to have toast for breakfast.)
I have five brothers. (These boys are my brothers every minute of every day.)

When negating *to be*, the adverb *not* follows the conjugated form of *to be*. When negating *to have* as a transitive verb, a form of *to do* is required followed by the adverb *not*:

This is not my idea of fun.
I do not have your documents.
We aren't alone in this room.
Mark doesn't have any change.

Auxiliaries

Most auxiliaries do not require an ending in the third-person singular conjugation, except those that are derived from a transitive verb or those formed with the verb *to be*. The auxiliary *must*, for example, never has an ending; the auxiliary *to want to* comes from a transitive verb and requires a third-person singular ending; and the auxiliary *to be able to* is formed with the verb *to be*:

Subject	<i>must</i>	<i>to want to</i>	<i>to be able to</i>
I	must	want to	am able to
you	must	want to	are able to
he/she/it	must	wants to	is able to
we	must	want to	are able to
they	must	want to	are able to
the boy	must	wants to	is able to
the boys	must	want to	are able to

When auxiliaries such as these are used with another verb, the other verb is in its infinitive form. The conjugated verb in the sentence is the auxiliary. For example:

He **must explain** his behavior. (auxiliary with no ending)

Bill **can help** you with this project. (auxiliary with no ending)

No one **wants to go** to his party. (auxiliary with third-person singular ending)

Mary **likes to sing** and **dance**. (auxiliary with third-person singular ending)

We **are able to communicate** with them. (auxiliary formed with *to be*)

She **is supposed to arrive** at noon. (auxiliary formed with *to be*)

When negating auxiliaries, the three types of auxiliaries follow different patterns:

1. Auxiliaries that have no third-person singular conjugational change (*must*, *can*, for example) are simply followed by the adverb *not*.

You must not lie to me.

She cannot hear you.

That shouldn't matter.

It can't be true.

2. Auxiliaries that also function as transitive verbs (*want to*, *like to*, for example) use *to do* plus *not* to form the negative.

I do not want to complain.

Tim does not like to surf anymore.

We don't want to stand in your way.

She doesn't like to sit in the back row.

3. Auxiliaries that are formed with the verb *to be* (*to be able to*, *to be supposed to*, for example) place the adverb *not* after the verb *to be*.

I am not able to reach the switch.

You aren't supposed to touch that.

The Progressive Conjugation

The progressive conjugation is composed of a present-tense conjugation of the verb *to be* and an accompanying verb formed as a present participle (*singing, making, talking*, and so on). It is only the verb *to be* that requires any conjugational changes in the present tense. The present participle is static:

Subject	<i>to help</i>	<i>to run</i>	<i>to put</i>
I	am helping	am running	am putting
you	are helping	are running	are putting
he/she/it	is helping	is running	is putting
we	are helping	are running	are putting
they	are helping	are running	are putting
the boy	is helping	is running	is putting
the boys	are helping	are running	are putting

This tense shows an action that is in progress and not yet complete. It is often incomplete because of an interruption:

I am helping Tom. (My helping Tom is an ongoing task.)

She is running in a race. (At this moment, she is in a race and not yet at the finish line.)

Bill is putting milk in the glass when he breaks the glass. (This action is interrupted by the glass's being broken.)

The verbs *to be* and *to have* can also be used in this tense form:

Subject	<i>to be</i>	<i>to have</i>
I	am being	am having
you	are being	are having
he/she/it	is being	is having
we	are being	are having
they	are being	are having
the boy	is being	is having
the boys	are being	are having

The usage of *to be* and *to have* in this tense form indicates an action in progress or interrupted:

You are being very stubborn. (Your stubbornness is ongoing.)

They are having a party when the lights go out. (The party is interrupted by the sudden darkness.)

When negating progressive verbs with *not*, the adverb is placed between the verb *to be* and the present participle:

I am not listening.
 She is not studying.
 We aren't going.
 Tom isn't joining us tonight.

The Emphatic Response

An emphatic response is used as a *contradiction* to what someone else has stated—positive or negative. If the statement is positive, the emphatic response is negative. If the statement is negative, the emphatic response is positive. The auxiliary verb *to do* is used together with another verb to form the emphatic response:

I do like broccoli.
 We don't have a car.

In response to a negative statement, use the positive form of *to do*:

They don't help us. That's not true. They **do** help us.
 Mary doesn't sing in our chorus. She **does** sing in our chorus.

In response to a positive statement, use the negative form of *to do*. Notice that a form of *to do* is not required in positive statements, except those that use *to do* as a transitive verb and not as an auxiliary:

They live on Main Street. No. They don't live on Main Street.
 You need my advice. I don't need your advice!
 Tom does his chores alone. Tom doesn't do his chores alone.

If an emphatic response to a sentence in which the verb is in the progressive form is needed, the auxiliary *to do* cannot be used. Instead, in speech the auxiliary *to be* or the negative adverb is intoned, and in writing, the response can end with an exclamation point:

She isn't listening. She **is** listening!
 We aren't going along. You **are** going along!
 You are being foolish. I am **not** being foolish!
 Jim is staying in the city. Jim is **not** staying in the city!

Questions

Only the simple present tense and the progressive formation in the present tense can be stated as questions. The emphatic response does not occur as a question; it is only used to reply to a previously made statement. However,

its characteristic use of the auxiliary *to do* becomes important in the formation of many questions in the simple present tense.

Most verbs in a simple present-tense sentence can be used to ask a question by means of the auxiliary verb *to do*. If the subject of the sentence is a third-person singular pronoun or noun, the verb becomes *does*. With all other persons, the verb becomes *do*:

Present-Tense Statement

John speaks two languages.

They swim laps daily.

She respects Professor Jones.

The women earn enough money.

Present-Tense Question

Does John speak two languages?

Do they swim laps daily?

Does she respect Professor Jones?

Do the women earn enough money?

If the verb in the present-tense statement is the transitive verb *to have*, the question formed from the verb can often begin with the verb itself or be formed together with the auxiliary *to do*:

Present-Tense Statement

You have an answer to the question.

She has a valid passport.

Present-Tense Question

Have you an answer to the question?

Do you have an answer to the question?

Has she a valid passport?

Does she have a valid passport?

If the verb in the present-tense statement is the verb *to be*, the question begins with the verb itself:

Present-Tense Statement

I am well again.

There is a problem here.

The workers are angry.

Present-Tense Question

Am I well again?

Is there a problem here?

Are the workers angry?

Since the progressive present tense requires the use of the verb *to be*, the approach to question formation for *to be* is used:

Present-Tense Statement

Mother is sitting alone.

The crops are growing well.

I am confusing you.

Present-Tense Question

Is mother sitting alone?

Are the crops growing well?

Am I confusing you?

If an auxiliary is derived from a transitive verb (*want*, *like*, *have*, and so on), it forms questions with the verb *to do*:

Present-Tense Statement

She wants to stay here.

We do not have to get up early.

Present-Tense Question

Does she want to stay here?

Don't we have to get up early?

Auxiliary verbs can be used with all three types of present-tense conjugations. When they are used, the meaning of the conjugational type is retained. For example:

He rides his bike to school. (His habit is to ride his bike to school.)

He **has to** ride his bike to school. (His “compulsory” habit is to ride his bike to school.)

She is swimming laps. (She is in the process of swimming laps.)

She **might** be swimming laps. (Someone suggests she may be swimming laps.)

You don’t like yogurt.

I **do** like yogurt! (emphatic response)

Mary can’t speak French.

Mary **can** speak French! (emphatic response)

Modal Auxiliaries

Modal auxiliaries are auxiliaries that change the nuance of the meaning (*obligation, desire, and so on*) of an accompanying verb. The modals that are followed by an infinitive that omits the particle word *to* are:

can	might
could	must
had better (better)	should
may	would

Those that include the particle word *to* in the infinitive are:

be able to	like to
be allowed to	need to
be supposed to	ought to
be to	used to
have got to	want to
have to	wish to

When modal auxiliaries are used in the present tense, they become the verb that is conjugated in a sentence. The accompanying verb is always in the form of an infinitive—one that represents a habitual or repeated action or one that represents an action in progress. For example:

Habitual or Repeated Actions

I can understand both English and German.

We must always help our neighbors.

You have got to be on time from now on.

They often want to spend the night at Aunt Jane’s house.

Action in Progress

Tim may be playing in tomorrow's game.

Should you be looking through your sister's purse?

She is supposed to be studying in her room.

John needs to be earning more money.

2. The Past Tense

The English past-tense conjugations consist of two forms that also exist in the present tense:

1. The simple past tense, which indicates a habitual, repeated, or complete action
2. The progressive, which indicates an ongoing or incomplete action

The Simple Past Tense of Regular Verbs

The simple past tense of most verbs requires an *-ed* ending with regular verbs. No other conjugational endings are needed for any of the persons in either the singular or plural:

Subject	<i>to help</i>	<i>to pull</i>	<i>to call</i>
I	helped	pulled	called
you	helped	pulled	called
he/she/it	helped	pulled	called
we	helped	pulled	called
they	helped	pulled	called
the boy	helped	pulled	called
the boys	helped	pulled	called

This tense shows a habitual, repeated, or complete action:

I always helped my friends. (*always* = I helped my friends all of the time.)

He often pulled a red wagon. (It was his habit to pull a red wagon.)

They called me every day. (*every day* = They called me repeatedly.)

The Simple Past Tense of Irregular Verbs

Irregular verbs form the simple past tense in more than one way. Some make a vowel change. Some make a vowel and consonant change. A few trans-

form completely. And a small group of verbs in the past tense looks identical to the present-tense verb:

Subject	<i>to know</i>	<i>to buy</i>	<i>to go</i>	<i>to put</i>
I	knew	bought	went	put
you	knew	bought	went	put
he/she/it	knew	bought	went	put
we	knew	bought	went	put
they	knew	bought	went	put
the boy	knew	bought	went	put
the boys	knew	bought	went	put

Although these verbs have an irregular formation in the simple past tense, they still show a habitual, repeated, or complete action.

Bob knew him in grade school. (a habit throughout grade school)

I always bought American cars. (*always* = My habit was to buy American cars.)

Jane went home. (complete action)

She put on lipstick every day. (a habit every day)

There are two English verbs that require a special look in the simple past tense:

Subject	<i>to be</i>	<i>to have</i>
I	was	had
you	were	had
he/she/it	was	had
we	were	had
they	were	had
the boy	was	had
the boys	were	had

These two verbs also show a habitual, repeated, or complete action. Note that adverbs are used to accentuate the habitual or repeated meaning:

I was a student at this school. (My regular activity was being a student.)

They were seldom home. (Their occasional habit was to be away from home.)

She often had toast for breakfast. (Her habit was to have toast for breakfast.)

I had five dollars. (complete action = I no longer have the money.)

When negating verbs in the simple past tense, the auxiliary *did* followed by the adverb *not* is required for most verbs. They both precede the negated verb:

Tom did not understand.
 We did not care anymore.
 Bill didn't like her.
 I didn't speak with her.

When negating *to be*, the adverb not follows the past-tense form of *to be*.
 When negating *to have* as a transitive verb, *did* is required followed by the adverb *not*:

This was not my idea of fun.
 I did not have your documents.
 We weren't alone in the room.
 Mark didn't have any change.

Auxiliaries

Not all auxiliaries can be formed in the past tense. The auxiliary *must*, for example, uses an auxiliary with a synonymous meaning for the past tense:

must had to

The auxiliary *can* has a past-tense form but can also use an auxiliary with a synonymous meaning as its past tense:

can could or was able to

Auxiliaries that are also used as transitive verbs (for example, *to want* or *to like*) can change to the past tense. Auxiliaries that are formed with the verb *to be* (for example, *to be able to*) change the verb *to be* to the past tense:

Subject	<i>may</i>	<i>to want to</i>	<i>to be able to</i>
I	might	wanted to	was able to
you	might	wanted to	were able to
he/she/it	might	wanted to	was able to
we	might	wanted to	were able to
they	might	wanted to	were able to
the boy	might	wanted to	was able to
the boys	might	wanted to	were able to

When an auxiliary is used with another verb, the other verb is in its infinitive form. The conjugated verb in the sentence is the auxiliary. For example:

He **had to explain** his behavior.
 Bill **could help** you with this project.

No one **wanted to go** to his party.
 We **were able to communicate** with them.
 She **was supposed to arrive** at noon.

When negating auxiliaries, the three types of auxiliaries follow different patterns.

1. Auxiliaries such as *might* and *could* are simply followed by *not*:

You might not agree with me.
 She could not hear you.

2. Auxiliaries that also function as transitive verbs (*want to*, *like to*, for example) use *did* plus *not* to form the negative:

I did not want to complain.
 Tim did not like to surf anymore.
 We didn't want to stand in your way.
 She didn't like to sit in the back row.

3. Auxiliaries that are formed with the verb *to be* (*to be able to*, *to be supposed to*, for example) place the adverb *not* after the verb *to be*.

I was not able to reach the switch.
 You weren't supposed to touch that.

See a complete list of irregular past-tense forms in Appendix B at the end of the book.

The Progressive Conjugation

The progressive past tense is composed of a past-tense conjugation of the verb *to be* and an accompanying verb formed as a present participle (*singing*, *making*, *talking*, and so on). It is only the verb *to be* that requires any conjugational changes in the past tense. The present participle is static:

Subject	<i>to help</i>	<i>to run</i>	<i>to put</i>
I	was helping	was running	was putting
you	were helping	were running	were putting
he/she/it	was helping	was running	was putting
we	were helping	were running	were putting
they	were helping	were running	were putting
the boy	was helping	was running	was putting
the boys	were helping	were running	were putting

This tense shows an action that was in progress or was not yet completed. It is often incomplete because of an interruption:

I was helping Tom. (My helping Tom was an ongoing task.)

She was running in a race. (She was in a race but may not have finished it.)

Bill was putting milk in the glass but dropped the glass. (This action was interrupted by the glass's being dropped.)

The verbs *to be* and *to have* can also be used in this tense form:

Subject	<i>to be</i>	<i>to have</i>
I	was being	was having
you	were being	were having
he/she/it	was being	was having
we	were being	were having
they	were being	were having
the boy	was being	was having
the boys	were being	were having

The usage of *to be* and *to have* in this tense form indicates an action that was in progress or interrupted:

You were being very stubborn. (Your stubbornness was ongoing.)

They were having a party when the lights went out. (The party was interrupted by the sudden darkness.)

When negating progressive verbs with *not*, the adverb is placed between the verb *to be* and the present participle:

I was not listening.

She was not studying.

We weren't going.

Tom wasn't joining us tonight.

Questions

Both the simple past tense and the progressive formation of the past tense can be stated as questions. The auxiliary *did* is frequently used in the construction of questions.

Most verbs in a simple past-tense sentence can be used to ask a question by means of the auxiliary verb *did*:

Past-Tense Statement

John spoke two languages.

They swam laps daily.

She respected Professor Jones.

The women earned enough money.

Past-Tense Question

Did John speak two languages?

Did they swim laps daily?

Did she respect Professor Jones?

Did the women earn enough money?

If the verb in the past-tense statement is the transitive verb *to have*, the question formed from the verb can often begin with the verb itself or be formed together with the auxiliary *did*:

Past-Tense Statement

You had an answer to the question.

She had a valid passport.

Past-Tense Question

Had you an answer to the question?

Did you have an answer to the question?

Had she a valid passport?

Did she have a valid passport?

There is a tendency to form questions with the verb *to have* by means of a form of the verb *to do*. If the verb in the past-tense statement is the verb *to be*, the question formed from the verb begins with the verb itself:

Past-Tense Statement

He was sick again.

There was a problem here.

The workers were angry.

Past-Tense Question

Was he sick again?

Was there a problem here?

Were the workers angry?

Since the progressive past tense requires the use of the verb *to be*, the approach to question formation for *to be* is used:

Past-Tense Statement

Mother was sitting alone.

They were planting corn.

It was confusing you.

Past-Tense Question

Was mother sitting alone?

Were they planting corn?

Was it confusing you?

If an auxiliary is derived from a transitive verb (*want, like, have, and so on*), it forms questions with the verb *did*:

Past-Tense Statement

She wanted to stay here.

We did not have to get up early.

Past-Tense Question

Did she want to stay here?

Didn't we have to get up early?

Auxiliary verbs can be used with both types of past-tense conjugations. When they are, the meaning of the conjugational type is retained. For example:

He rode his bike to school. (His habit was to ride his bike to school.)

He **had to** ride his bike to school. (His “compulsory” habit was to ride his bike to school.)

She was swimming laps. (She was in the process of swimming laps.)

She **was supposed to** be swimming laps. (It was presumed that she was swimming laps.)

The type of past-tense question formed with auxiliaries depends upon the type of auxiliary and whether the action is complete or in progress. If the auxiliary is also a transitive verb and indicates a complete action, the question begins with *did*. If the auxiliary is formed with *to be* or is in the progressive form, the question begins with *was/were*:

He had to go to school. **Did** he have to go to school?
 She was supposed to go home. **Was** she supposed to go home?

When such questions are negated, *did* begins the question and the adverb *not* follows the subject. If the adverb is formed as a contraction, it is attached to the auxiliary *did*. If the auxiliary is formed with *to be*, the question begins with *was/were* and not *did*:

He did not have to go to school. **Did** he not have to go to school?
 I didn't want to help. **Didn't** you want to help?
 They were not able to attend. **Were** they not able to attend?
 She wasn't supposed to go home. **Wasn't** she supposed to go home?

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3. The Present Perfect and the Past Perfect

The English perfect-tense conjugations consist of two forms that also exist in the present tense. They occur in both the present perfect and the past perfect tense:

1. The simple perfect tenses, which indicate a habitual, repeated, or complete action
2. The progressive perfect tenses, which indicate an ongoing or incomplete action

The Perfect Tenses of Regular Verbs

The perfect tenses require an *-ed* ending on past participles formed from regular verbs. The past participles are preceded by *has* or *have* in the present perfect tense and by *had* in the past perfect tense. No other conjugational endings are needed for any of the persons in either the singular or plural:

Subject	<i>to help</i>	<i>to pull</i>	<i>to call</i>
I	have/had helped	have/had pulled	have/had called
you	have/had helped	have/had pulled	have/had called
he/she/it	has/had helped	has/had pulled	has/had called
we	have/had helped	have/had pulled	have/had called
they	have/had helped	have/had pulled	have/had called
the boy	has/had helped	has/had pulled	has/had called
the boys	have/had helped	have/had pulled	have/had called

The present perfect and past perfect tenses show a habitual or repeated action. A verb in the present perfect tense indicates an action begun in the past and completed in the present. A verb in the past perfect tense indicates an action begun and completed in the past:

I have always helped my friends. (*always* = I have helped my friends all of the time.)

He had often pulled a red wagon. (It had been his habit to pull a red wagon.)

They have called me every day. (*every day* = They have called me repeatedly.)

She had worked here since June. (Her work began in June and ended later in the past.)

The Perfect Tenses of Irregular Verbs

Irregular verbs form past participles in more than one way. Some make a vowel change. Some make a vowel and consonant change. A few transform completely. And a small group of verbs as past participles looks identical to the present-tense verb. All use *have*, *has*, or *had* as their auxiliary:

Subject and

Auxiliary	<i>to make</i>	<i>to know</i>	<i>to buy</i>	<i>to go</i>	<i>to put</i>
I have/had	made	known	bought	gone	put
you have/had	made	known	bought	gone	put
he/she/it has/had	made	known	bought	gone	put
we have/had	made	known	bought	gone	put
they have/had	made	known	bought	gone	put
the boy has/had	made	known	bought	gone	put
the boys have/had	made	known	bought	gone	put

Although these verbs have an irregular past participle, they still show a habitual or repeated action:

I have always bought American cars. (*always* = My habit has been to buy American cars.)

Bob had known him in grade school. (a habit throughout grade school)

She has put on lipstick. (complete action)

Jane had gone home. (complete action)

There are two English verbs that require a special look in the perfect tenses:

Subject	<i>to be</i>	<i>to have</i>
I	have/had been	have/had had
you	have/had been	have/had had
he/she/it	has/had been	has/had had
we	have/had been	have/had had
they	have/had been	have/had had
the boy	has/had been	has/had had
the boys	have/had been	have/had had

These two verbs also show a habitual, repeated, or complete action. Note that adverbs can be used to accentuate the habitual or repeated meaning:

They have rarely been here. (Their rare habit has been to be here.)

I had been a student at this school. (My regular activity had been being a student.)

I have had a flat tire. (complete action = having had a flat tire)

She had often had toast for breakfast. (Her habit had been to have toast for breakfast.)

When negating verbs in the perfect tenses, the auxiliary *have* followed by the adverb *not* is required. They both precede the past participle:

Tom has not understood.

We had not heard the news.

Bill hasn't been in the army.

She hadn't yet arrived.

Mother has not been well.

I hadn't had enough sleep.

Modal Auxiliaries

Not all modal auxiliaries can be formed in the perfect tenses. The auxiliary *must*, for example, uses an auxiliary with a synonymous meaning for the present perfect and past perfect:

must → have had to / had had to

The auxiliary *can* has no perfect-tense form but can also use an auxiliary with a synonymous meaning to form the perfect tenses:

can → have been able to / had been able to

Modal auxiliaries that are also used as transitive verbs (for example, *to want* or *to like*) can change to the perfect tenses. Auxiliaries that are formed with the verb *to be* (for example, *to be able to*) change the verb *to be* to a participle (*been*). Both types use *have/had* as their auxiliary:

Subject	<i>want to</i>	<i>to be able to</i>
I	have/had wanted to	have/had been able to
you	have/had wanted to	have/had been able to
he/she/it	has/had wanted to	has/had been able to
we	have/had wanted to	have/had been able to
they	have/had wanted to	have/had been able to
the boy	has/had wanted to	has/had been able to
the boys	have/had wanted to	have/had been able to