

UNIT **2** Passions

# Present and Past: Perfect and Perfect Progressive





◀ Climbers BASE jump from Half Dome at Yosemite National Park, California.

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## EXPLORE



CD1-09

- 1 **READ** the book review of *Polar Obsession*. What is Paul Nicklen's passion?



## Paul Nicklen's *Polar Obsession*

For most people, the Arctic and Antarctica are strange places that we know very little about. Paul Nicklen's collection of photographs and stories, *Polar Obsession*, offers an excellent introduction.

Nicklen grew up on an island in Northern Canada, where he learned all about the outdoors from his Inuit<sup>1</sup> neighbors. Ever since that time, he **has loved** animals, cold weather, and adventure.

As a photojournalist, Nicklen **has spent** a lot of time in icy polar waters. He **has followed** sea lions, **dived** with whales, and **studied** polar bears. One of the most exciting parts of the book covers Nicklen's unforgettable encounter with a leopard seal in Antarctica.

As the photographs clearly show, leopard seals are very large—up to 12 feet (4 meters) long and weighing over 1000 pounds (450 kilograms). They have huge, sharp teeth, and they move quickly through the water searching for food such as fish and penguins.

Leopard seals can be dangerous, but this didn't stop Nicklen from trying to photograph one. When a huge seal approached his boat, Nicklen got into the water. He was shaking with fear, but much to his surprise the seal treated him gently. She even tried to feed him! The seal brought him penguins to eat, and he photographed her. Nicklen says it was the most incredible experience that he **has ever had** as a photographer.

In *Polar Obsession*, Nicklen shows us the beauty of the polar world and his passion for it. He also helps us to understand the importance of protecting it.

<sup>1</sup> **Inuit:** indigenous people living in Arctic regions of Alaska, Canada, and Greenland



▲ Paul Nicklen meets a leopard seal.



The leopard seal shows its sharp teeth.

**2 CHECK.** Write the letter of the phrase that completes each sentence.

1. Nicklen's neighbors taught him all about d.  
a. leopard seals can be dangerous
2. Nicklen has spent a lot of time working in \_\_\_\_\_.  
b. a leopard seal
3. Nicklen's most incredible experience was with \_\_\_\_\_.  
c. its food
4. He was frightened because \_\_\_\_\_.  
d. the outdoors
5. The leopard seal offered Nicklen \_\_\_\_\_.  
e. icy polar waters

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Find these sentences in the book review from exercise 1. Write the missing words.

1. Nicklen grew up on an island in Northern Canada, where he learned all about the outdoors from his Inuit neighbors.
2. Ever since that time, he \_\_\_\_\_ animals, cold weather, and adventure.
3. As a photojournalist, Nicklen \_\_\_\_\_ a lot of time in icy polar waters.
4. He \_\_\_\_\_ sea lions, \_\_\_\_\_ with whales, and \_\_\_\_\_ polar bears.
5. When a huge seal \_\_\_\_\_ his boat, Nicklen \_\_\_\_\_ into the water.

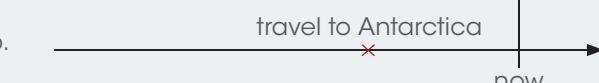
**B** Look at the sentences in exercise A. Write the number of each sentence next to the phrase that best describes the time of the event.

1. Completed at a known time in the past: 1, \_\_\_\_\_
2. Completed at an unknown time in the past: \_\_\_\_\_, \_\_\_\_\_
3. Started in the past and continues to the present: \_\_\_\_\_

# LEARN

## 2.1 Present Perfect

Statements	
	Subject + Have/Has ( <i>Not</i> ) + Past Participle
Affirmative	I <b>have visited</b> many countries.
Negative	Tom <b>hasn't seen</b> the photos of my trip.
Questions	
	(Wh-) + Have/Has + Subject + Past Participle
Yes/No	Have you <b>visited</b> the Arctic? Has Paul <b>taken</b> many photos?
Wh-	What have you <b>heard</b> ? Who has he <b>met</b> ?
Answers	
	No, I <b>haven't</b> . Yes, he <b>has</b> .
	Nothing. Why? An explorer.
Who/What + Has + Past Participle	
Who or What as Subject	Who has <b>completed</b> the assignment? What has <b>happened</b> ?
	Only one student ( <b>has</b> ). Nothing, yet.

<p>1. Use the present perfect for</p> <ul style="list-style-type: none"> <li>a. actions or events that started in the past and continue in the present;</li> <li>b. an action or event that happened at an indefinite time in the past;</li> <li>c. recently completed actions or events; <i>just</i> is common with this use of the present perfect.</li> </ul>	<p>a.  now</p> <p>We <b>have lived</b> in Canada for a long time.</p> <p>b.  now</p> <p>He <b>has traveled</b> to Antarctica.</p> <p>c.  now</p> <p>A tornado <b>has just hit</b> downtown.</p>
<p>2. Use the present perfect to connect the past to the present.</p>	<p>She <b>has taught</b> school for 20 years. Now she wants to write a book.</p>
<p>3. <i>Already, always, ever, and never</i> often come before the past participle.  Yet and so far are common at the end of a sentence.</p>	<p>The employees <b>have already left</b> work. It's late. <b>Have</b> you <b>ever seen</b> a kangaroo?</p> <p>She <b>hasn't called yet</b>. I expect the call soon. The speeches <b>have been good so far</b>. There's one more.</p>

**4** Complete the conversations with the words in parentheses. Use the present perfect.

**Conversation 1**

**Bev:** How is your class going?

**Ken:** Great. (1) I've learned (I / learn) a lot about the Arctic and polar explorers.

**Bev:** That sounds interesting. (2) \_\_\_\_\_ (you / see) that book by Paul Nicklen?

**Ken:** No, (3) \_\_\_\_\_. Who is he? (4) \_\_\_\_\_ (I / never / hear) of him.

**Bev:** He's a photographer. (5) \_\_\_\_\_ (he / live) and (6) \_\_\_\_\_ (work) in polar climates for many years. (7) \_\_\_\_\_ (he / take) amazing photos of all kinds of animals.

**REAL ENGLISH**

Do not repeat *have/has* between present perfect verbs connected by *and*.

*He has followed sea lions and studied polar bears.*

**Conversation 2**

**Lee:** (8) \_\_\_\_\_ (Mr. Chin / just / cancel) today's class.

**Jen:** Really? (9) \_\_\_\_\_ (he / reschedule) it yet?

**Lee:** No, not yet. But I heard the class might be on Saturday.

**Jen:** Is that possible? (10) \_\_\_\_\_ (you / ever / have) a class on a Saturday?

**5 ANALYZE THE GRAMMAR.** Work with a partner. Look at each answer you wrote in exercise **4**. Then write the number of each answer next to the correct description below. Refer to chart 2.1.

1. Started in the past and continues to the present: \_\_\_\_\_, \_\_\_\_\_

2. Happened at an indefinite time in the past: 1, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. Happened recently: \_\_\_\_\_, \_\_\_\_\_

**2.2 Present Perfect with For and Since**

Use *for* or *since* with actions or events that started in the past and continue to the present.

- Use *for* + an amount of time (number of days, months, . . .).
- Use *since* + a specific past time (exact date, time, month, . . .).
- Use a past time clause with *since*.



- Jo has worked at this store **for six months**.
- He hasn't been a student **since May**.
- I've known him **since he graduated**.

- 6 Complete the sentences. Use the present perfect form of the verb in parentheses. Then write *since* or *for*.

1. People in many countries enjoy ice swimming. It became popular several decades ago.

People have enjoyed (enjoy) ice swimming for \_\_\_\_\_ several decades.

2. The first Canadian Polar Bear Swim was in 1920. It is still an annual event.

The Canadian Polar Bear Swim \_\_\_\_\_ (be) an annual event  
\_\_\_\_\_ 1920.

3. Our town had its first New Year's Day swim in 2010. Our town still has this swim.

Our town \_\_\_\_\_ (have) a New Year's Day swim \_\_\_\_\_ many years.

4. I wanted to swim with the Polar Bears when I was 13. I'm 23 and I still want to do it.

I \_\_\_\_\_ (want) to swim with the Polar Bears \_\_\_\_\_ ten years.

5. The only sport my brother does is winter swimming. He \_\_\_\_\_ (not play) any other sport \_\_\_\_\_ he was a teenager.

6. My father doesn't participate anymore. His last winter swim was four years ago.

My father \_\_\_\_\_ (not participate) \_\_\_\_\_ four years.

7. My cousin always jumps into the water first. He did this last year and the year before.

My cousin \_\_\_\_\_ (always / jump) into the water first  
\_\_\_\_\_ he joined the Polar Bears.

8. We all love winter swimming. We loved our first experience, and we still love it.

We \_\_\_\_\_ (love) winter swimming \_\_\_\_\_ we first tried it.

### 2.3 Present Perfect and Simple Past

1. The present perfect is used for a. actions or events that started in the past and continue to the present; b. completed actions or events with a connection to the present.	a. Mary is our math teacher. She <b>has taught</b> here for five years. b. The children <b>have read</b> the rules. They're ready to play the game now.
2. The simple past is used for completed actions or events.	She <b>taught math</b> ten years ago. Now she works in finance.
3. With the present perfect, the exact time of the action or event is not given.  With the simple past, the exact time of the past action or event is given or understood.	✓ They <b>have gone</b> to Morocco. ✗ They have gone to Morocco <u>last month</u> . ✓ They <b>went</b> to Morocco <b>last month</b> . ✓ Did you <b>sleep</b> well?
4. Use the present perfect with a time period that has not ended yet.  Use the simple past with a completed past time period.	I've <b>called</b> her twice <b>this morning</b> . (It's still morning. I may call her again.) I <b>called</b> her twice <b>yesterday</b> .

**7** Circle the correct form of the verb to complete each sentence.

1. a. She **has dreamed / dreamed** about going to the North Pole since she was young.  
b. She **has dreamed / dreamed** about going to the North Pole last night.
2. a. I **have never photographed / never photographed** animals in the wild before.  
b. We **have not photographed / didn't photograph** animals when we were in Alaska.
3. a. Last year, my grandfather **has gone / went** to Iceland on business twice.  
b. My grandfather **has gone / went** to Iceland on business twice since 2005.
4. a. They **haven't seen / didn't see** any bears on their trip so far.  
b. They **haven't seen / didn't see** any bears on their trip last month.

## PRACTICE

**8 PRONUNCIATION.** Read the chart and listen to the examples. Then complete the exercises.

**PRONUNCIATION**

**Reduced Have and Has in the Present Perfect**

Have and has are often contracted or reduced in the present perfect. Repeat these examples.



CD1-10

**Examples:**

**Full Pronunciation**

Lisa has just arrived.

Most people have already left.

Who has she talked to?

What have you done?

**Reduced Pronunciation**

Lisəz just arrived.

Most peopləv already left.

Whoz she talkəd to?

Whatəv you done?

**A** Listen to the sentences. Which form of *have/has* do you hear, the full form or the reduced form? Check (✓) the correct box.

	<b>Full</b>	<b>Reduced</b>
1. Lee has always loved animals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Our neighbors have adopted many animals over the years.	<input type="checkbox"/>	<input type="checkbox"/>
3. Who has taken care of an animal before?	<input type="checkbox"/>	<input type="checkbox"/>
4. We have faced many challenges with our cats.	<input type="checkbox"/>	<input type="checkbox"/>
5. Kara has taken her dog to the park every day for years.	<input type="checkbox"/>	<input type="checkbox"/>
6. Tyrone has volunteered at the animal shelter since 2012.	<input type="checkbox"/>	<input type="checkbox"/>
7. Our landlords have made a rule about owning pets.	<input type="checkbox"/>	<input type="checkbox"/>
8. What have you learned from working with animals?	<input type="checkbox"/>	<input type="checkbox"/>

**B** Work with a partner. Compare your answers from exercise A. Then listen again and check your answers.



CD1-11



▲ Eye of a green tree python snake, common to Australia

**9** Complete the exercises.

**A** Complete the interview with the words in parentheses. Use the present perfect or simple past.

- Sara:** How long (1) have you been (you / be) a snake catcher, Tim?
- Tim:** (2) \_\_\_\_\_ (I / have) this job for over ten years.
- Sara:** When (3) \_\_\_\_\_ (you / become) interested in snakes?
- Tim:** When (4) \_\_\_\_\_ (I / be) a kid, and  
(5) \_\_\_\_\_ (snakes / fascinate) me ever since then. When (6) \_\_\_\_\_ (I / be) in middle school, (7) \_\_\_\_\_ (I / not read) much about any other subject. During my high school years, (8) \_\_\_\_\_ (I / often / volunteer) at the local zoo, and then in college (9) \_\_\_\_\_ (I / major) in herpetology—the study of reptiles.
- Sara:** And after college (10) \_\_\_\_\_ (you / spend) a few years in Thailand. Isn't that right?
- Tim:** Yes, I was working with Thai snake experts. (11) \_\_\_\_\_ (I / really enjoy) my time with them.
- Sara:** (12) \_\_\_\_\_ (you / ever / experience) any life-threatening situations since you started working with snakes?
- Tim:** (13) \_\_\_\_\_ (I / work) with many poisonous snakes over the years, but (14) \_\_\_\_\_ (only one / bite) me. That was scary! Since that time, (15) \_\_\_\_\_ (I / pay more attention) to the snakes' behavior.
- Sara:** Why do you love your job?
- Tim:** (16) Because \_\_\_\_\_ (I / be) able to live my childhood dream.

- B** Listen and check your answers. Then practice the conversation with a partner. Notice your pronunciation.

**10 EDIT.** Read the e-mail. Find and correct eight more errors with the present perfect and simple past.

Dear Ms. Ramos,

I am writing to apply for the position of staff photographer that I ~~have seen~~<sup>saw</sup> on your website. I believe that my experience has prepared me well for this job.

Photography is my passion. I loved photography ever since I was a child. That is when I have gotten my first camera. The thrill of taking pictures never gone away, but my interests have changed over the years. While I was growing up, I liked to photograph people; however, as an adult, I have took more pictures of nature than people.

I lived in Hawaii since 2013, and I have traveled all over the islands to photograph rare birds and plants. I've learned a lot, and my technique has improved in the last few years. My photos has never appeared in a magazine or book, but several have been on display at a local gallery since several months. I would be happy to share my portfolio on request.

I have heared a lot about your magazine, and it would be a pleasure to work for you. I look forward to talking to you about this opportunity.

Sincerely,  
Katy Mills



## 11 WRITE & SPEAK.

- A Use the words to write questions. Use the present perfect or simple past.

1. what activities / you / always / love / to do

What activities have you always loved to do?

---

2. what activities / you / enjoy / when you were younger

---

3. you / visit / any interesting places / when you were a child

---

4. you / visit any interesting places / recently

---

5. what dreams for the future / you / have / as a child

---

6. what / goals / you / achieved / in the last few years

---

- B Work with a partner. Ask and answer the questions in exercise A.

A: *What activities have you always loved to do?*

B: *I've always loved listening to music.*

## 12 APPLY.

- A What is your passion? What kind of job would allow you to follow your passion? Imagine that you are applying for your ideal job. Write an e-mail and apply for that job. Use ideas from the e-mail in exercise 10 on page 39 to help you. Use the simple past and present perfect.

- B Read a partner's e-mail. Ask and answer questions about each other's passion.

A: *So, you've been playing the flute ever since you were a child. I didn't know that.*

B: *Yeah. I've always loved it.*

A: *Have you always wanted to play in an orchestra?*

B: *No. At first, I wanted to be a music teacher.*

**EXPLORE**

- 1 **READ** the magazine article about Helen Thayer. What advice does she have for other people?

## Helen Thayer: A Lifelong Adventurer



Helen Thayer **has** never **let** age stop her. She and her husband, Bill, fulfilled a lifelong dream for their 40th wedding anniversary. They walked 1600 miles (2575 kilometers) in intense heat across the Gobi Desert. There they met Mongolian nomads<sup>1</sup> and learned about their culture. To celebrate 50 years of marriage, the Thayers walked almost 900 miles (1448 kilometers) across the Sahara Desert to study the customs of the people who live there. Now in her seventies, Thayer keeps on planning trips for the future.

Thayer, born in New Zealand, **has been exploring** the outdoors for most of her life. Since childhood, she **has traveled** widely in harsh climates and across rough lands. She **has walked** to the North Pole with her dog as her only companion. She **has** also **kayaked** 2200 miles (3541 kilometers) down the Amazon, and **done** several mountain climbs. These trips **haven't been** easy, but they've **been** very satisfying.

In recent years, Thayer **has been talking** to groups around the world. She **has continued** to travel and bring back stories to share with both children and adults. Thayer hopes to inspire<sup>2</sup> people to follow their passions and fulfill their dreams.<sup>3</sup> What is her advice? Set goals, plan for success, and never give up.

<sup>1</sup> **nomads:** people who move from place to place instead of living in one place

<sup>2</sup> **inspire:** to make someone want to do something

<sup>3</sup> **fulfill one's dream:** to manage to do what you hoped you would do

- The Gobi Desert covers parts of Mongolia and China

**2 CHECK.** Read the statements. Circle **T** for *true* or **F** for *false*.

- |   |          |          |
|---|----------|----------|
| 1. Helen Thayer and her husband drove across two deserts. | <b>T</b> | <b>F</b> |
| 2. As a child, Thayer liked the outdoors.                 | <b>T</b> | <b>F</b> |
| 3. The trips have been in one part of the world.          | <b>T</b> | <b>F</b> |
| 4. Thayer has traveled down the Amazon River.             | <b>T</b> | <b>F</b> |
| 5. Thayer has stopped traveling in recent years.          | <b>T</b> | <b>F</b> |

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Read the sentences from the article in exercise **1**. Notice the words in **bold**. Is the action completed or possibly still in progress? Choose the correct answer.

1. Thayer, born in New Zealand, **has been exploring** the outdoors for most of her life.  
a. completed                      **(b)** possibly still in progress
2. She **has walked** to the North Pole with her dog as her only companion.  
a. completed                      b. possibly still in progress
3. She **has** also **kayaked** 2200 miles down the Amazon . . .  
a. completed                      b. possibly still in progress
4. In recent years, Thayer **has been talking** to groups around the world.  
a. completed                      b. possibly still in progress

**B** Work with a partner. Compare your answers from exercise **A**. What do you notice about the verb forms used for actions that are possibly still in progress? Discuss your ideas with your partner.



## 2.4 Present Perfect Progressive

Statements	
	Subject + Have/Has (Not) + Been + Verb + -ing
Affirmative	I <b>have been waiting</b> for my friend for an hour.
Negative	Tom <b>hasn't been sleeping</b> enough this term.

Questions	
	(Wh-) + Have/Has + Subject + Been + Verb + -ing
Yes/No	<b>Have you been working</b> for a long time?
Wh-	<b>What has Raul been reading</b> lately?

Answers	
	Yes, I <b>have</b> . / No, I <b>haven't</b> .
	A lot of short stories.

Who or What as Subject	Who/What + Has + Been + Verb + -ing
	<b>Who has been managing</b> the lab?

1. Use the present perfect progressive for ongoing actions that started in the past and continue in the present.

2. The present perfect progressive is often used

- a. with *for* or *since*
- b. without *for* or *since* to emphasize that the action happened recently or is temporary
- c. for repeated actions that started in the past and continue in the present

3. **Remember:** The progressive is not usually used with stative verbs.



I've been working on my research paper.

a. They **have been studying** Spanish for years.

b. The chef's **been working** hard. It's the busy season.

c. I've **been texting** Jose all day. He hasn't replied to any of my messages.

✓ She **has known** him since college.  
✗ She has been knowing him since college.

- 4** Complete the conversations with the words in parentheses. Use the present perfect progressive.

**Sasha:** How long (1) have you been going (you / go) on long-distance hikes?

**Gina:** Since I was in college. And I'm now in my sixties.

(2) \_\_\_\_\_ (my husband / hike) since he was a child.

**Sasha:** (3) \_\_\_\_\_ (it / get) easier or more difficult for you to hike long distances these days?

**Gina:** Well, I'd say that lately (4) \_\_\_\_\_ (we / work) harder to keep up with the younger people on the hikes, but I don't think (5) \_\_\_\_\_ (we / cause) any problems or delays!

- Jack:** (6) \_\_\_\_\_ (you / enjoy) yourselves on the trip so far?
- Katya:** Oh, yes. (7) \_\_\_\_\_ (we / have) a wonderful time.
- Jack:** So what (8) \_\_\_\_\_ (you / do) during your stay here in town?
- Katya:** Well, (9) \_\_\_\_\_ (we / visit) museums and (10) \_\_\_\_\_ (take) tours of the major sights.

## 2.5 Present Perfect Progressive and Present Perfect

1. The present perfect is used for completed actions.  The present perfect progressive is used for continuous actions that are not complete.	I've <b>read</b> the chapter. I'm ready to discuss it.  Jill <b>has made</b> five phone calls.  I've <b>been reading</b> the chapter. I'm almost finished.  Jill <b>has been making</b> phone calls for two hours.
2. The present perfect and present perfect progressive have similar meanings with some verbs that express routines, such as <i>live</i> , <i>work</i> , and <i>teach</i> .	Tony <b>has lived</b> in New York for ten years.  He <b>has been living</b> in New York for ten years.
3. The present perfect is often used to express the idea of <i>how many</i> or <i>how much</i> .  The present perfect progressive is often used to express the idea of <i>how long</i> .	How many cookies <b>has he eaten</b> ?  He <b>has eaten</b> five cookies.  How long <b>have you been playing</b> the piano?  We <b>have been playing</b> for a long time.
4. <b>Remember:</b> The progressive is not usually used with stative verbs.	✓ I <b>have loved</b> that movie since I was a child. ✗ I <b>have been loving</b> that movie since I was a child.

### 5 Read the sentences. Circle Y for yes or N for no to answer the questions.

- |  |                                    |   |   |
|--|------------------------------------|---|---|
| 1. a. Tony has set high goals for himself.       | Is he still setting goals?         | Y | N |
| b. Nick has been setting high goals for himself. | Is he still setting goals?         | Y | N |
| 2. a. We've been counting votes for hours.       | Are they counting now?             | Y | N |
| b. We've counted the votes.                      | Are they counting now?             | Y | N |
| 3. a. Dana has lost 35 pounds.                   | Is she still losing the 35 pounds? | Y | N |
| b. Dana has been losing weight.                  | Is she still losing weight?        | Y | N |
| 4. a. I've been working in a store this summer.  | Is he still working?               | Y | N |
| b. I've worked in the store for 25 years.        | Is he still working?               | Y | N |

### 6 Complete the exercises.

A Circle the best answer to complete each question.

1. How long have you **taken** / **been taking** classes at this school?
2. How many friends have you **made** / **been making** since you started studying here?

3. How many cups of coffee have you **bought / been buying** this week?
4. How long have you **owned / been owning** a cell phone?
5. What gifts have you **gotten / been getting** in the last year?
6. How many times have you **eaten / been eating** out this month?
7. How much homework have you already **done / been doing** this week?
8. What TV programs have you **watched / been watching** this week?

**B SPEAK.** Work with a partner. Ask and answer the questions from exercise A.

A: How long have you been taking classes at this school?

B: For two months.

## PRACTICE

**7** Complete the conversations with the words in parentheses. Use the present perfect or present perfect progressive. In some sentences both forms are possible.

1. A: Have you finished \_\_\_\_\_ (you / finish) your assignment?  
B: Yeah, and now I'm going to get something to eat.
2. A: \_\_\_\_\_ (you / find) your keys?  
B: No, I'm not sure where they are.
3. A: Is this your phone?  
B: Yeah, thanks. \_\_\_\_\_ (I / look for) it everywhere.
4. A: You look exhausted.  
B: I am. \_\_\_\_\_ (I / work) for hours.
5. A: Are you crying?  
B: No, \_\_\_\_\_ (I / chop) onions.
6. A: \_\_\_\_\_ (you / hear) the news?  
B: No, what happened?
7. A: How long \_\_\_\_\_ (Pat / study) Chinese?  
B: \_\_\_\_\_ (he / take) classes for about a year now,  
and \_\_\_\_\_ (he / learn) a lot.
8. A: \_\_\_\_\_ (Julio / take) his final exam?  
B: Not yet, but \_\_\_\_\_ (he / study) all week.

**8 LISTEN, WRITE & SPEAK.** Look at the photo and read the caption. What is chef Barton Seaver's passion?

**A** Read the sentences about Barton Seaver. Then listen to the interview with him. Circle **T** for *true* and **F** for *false*.

- |   |          |          |
|---|----------|----------|
| 1. Barton Seaver hasn't been eating seafood for very long.          | <b>T</b> | <b>F</b> |
| 2. His family and childhood have influenced his career choices.     | <b>T</b> | <b>F</b> |
| 3. Seaver hasn't been focusing on his seafood restaurants recently. | <b>T</b> | <b>F</b> |
| 4. Seaver has developed a list of popular fish to eat.              | <b>T</b> | <b>F</b> |
| 5. In his opinion, people have been eating too many vegetables.     | <b>T</b> | <b>F</b> |
| 6. Seaver hasn't written about oceans or seafood for a long time.   | <b>T</b> | <b>F</b> |



▲ Barton Seaver, chef and advocate for the oceans, believes that the choices we make directly affect the ocean and all the life it supports.

**B** Look at the false sentences from exercise **A**. Write a true sentence for each.

1. Barton Seaver has eaten seafood since he was a child.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C** Work in a group. Discuss the questions. Listen again if necessary.

1. Why did Barton Seaver create a list of substitute fish for people to eat?
2. What do you think he has been talking about in his lectures?
3. What is an aspect of eating/food production that you have heard about or feel is important?

**9** Complete the exercises.

- A** Look at the checklist. Hank and Jake must complete these tasks by the end of next week to graduate from cooking school. Who is closer to graduating, Hank or Jake?

Tasks	Hank	Jake
1. Plan a daily menu	✓	✓
2. Take an online course on food science	✓	
3. Write a paper on food safety	✓	
4. Plan a food budget for one week	✓	✓
5. Serve a four-course holiday meal		

- B** Complete the paragraph with the words in parentheses. Use the present perfect or present perfect progressive. Add *not* where necessary.

(1) Both Hank and Jake have planned (plan) a daily menu.  
(2) \_\_\_\_\_ (complete) the online food science course yet because he was sick for two weeks. The professor is letting him make up the final exam next week. (3) \_\_\_\_\_ (already / take) the course, so (4) \_\_\_\_\_ (help) Jake study for the exam.  
(5) \_\_\_\_\_ (already / turn in) his food safety paper. (6) \_\_\_\_\_ (work) hard on his food safety paper, but (7) \_\_\_\_\_ (finish) it yet. (8) \_\_\_\_\_ (plan) the food budget and the menu for the holiday meal together for a few weeks.  
(9) \_\_\_\_\_ (serve) the holiday meal yet, but they plan to serve it next Thursday. Both hope to graduate in December.

**10 APPLY.**

- A** Write a paragraph about a short or long-term goal you have for the future, such as passing a test or graduating from college. Write at least three things you have or have not done or been doing to achieve your goal.

*My goal is to get an A in my history class. I've been doing my homework every night and participating a lot in class. I've finished all my assignments on time. I haven't started my research paper yet, but I've been thinking about different topics.*

- B** Share your goals with a group. Ask your classmates follow-up questions.

A: *Have you gotten As on your tests?*

B: *I've gotten one A and one B, but it was 89 percent, so that's a pretty high B.*

**EXPLORE**

CD1-15

- 1 READ** the article about Alex Honnold. What big risk did he take to fulfill his dream?

## Daring. Defiant. Free.

A new generation of superclimbers is pushing the limits in Yosemite



Every rock climber who has come to Yosemite has a dream. Alex Honnold's dream was to free solo Half Dome, a 2130-foot (649-meter) wall of granite. Free soloing means climbing with only rock shoes and some chalk to help keep the hands dry. Honnold couldn't use a rope or anything else to help him stick to the slippery stone. The few people who **had climbed** Half Dome before **had used** ropes, and it **had taken** them more than a day to do the climb.

On a bright September morning, Honnold was clinging<sup>2</sup> to the face of Half Dome, less than 100 feet (30 meters) from the top. He **had been climbing** for two hours and forty-five minutes, but all of a sudden he stopped. Something potentially disastrous had occurred—he had lost some of his confidence. He **hadn't felt** that way two days before when **he'd been racing** up the same rock *with* a rope. That climb **had gone** well. Today though, Honnold hesitated. He knew that even the slightest doubt could cause a deadly fall, thousands of feet to the valley floor below. He knew he had to get moving, so he chalked his hands, adjusted his feet, and started climbing again. Within minutes, he was at the top.

Bloggers spread the news of Honnold's two-hour-and-fifty-minute free solo, and climbers were amazed. On this warm fall day, 23-year-old Alex Honnold **had just set** a new record in one of climbing's biggest challenges.

<sup>1</sup> **granite:** a kind of very hard rock

<sup>2</sup> **cling:** to hold something tightly

◀ Alex Honnold free soloing in  
Yosemite National Park, California

**2 CHECK.** Circle the correct answer to complete each statement.

1. When you free solo, you climb without **shoes / rope**.
2. Alex Honnold's free solo of Half Dome **was / wasn't** successful.
3. Honnold lost his **confidence / rope** for a moment on his way up Half Dome.
4. **No / Some** climbers before Honnold climbed Half Dome in under three hours.

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

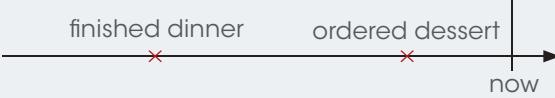
**A** Work with a partner. Read the sentences about the article. Write 1 above the underlined action or situation that happened first. Write 2 above the one that happened second.

1. Honnold climbed Half Dome without a rope. Others had climbed it with rope.
2. He had been confident until he got near the top.
3. This time was different from the last time. The last time he had used a rope.
4. He climbed the fastest. Nobody had ever climbed so quickly.

**B** Look at the sentences in exercise **A** again. Did the sentences with *had* + past participle happen first or second? Discuss your answer with a partner and then your class.

# LEARN

## 2.6 Past Perfect

Statements		Questions	Answers
	Subject + Had (Not) + Past Participle		
Affirmative	Lisa <b>had finished</b> her assignment by the due date.		
Negative	Tim <b>hadn't revised</b> his essay before class.		
		Questions	Answers
	(Wh-) + Had + Subject + Past Participle		
Yes/No	<b>Had</b> you <b>been</b> to Tokyo before your trip?		Yes, I <b>had</b> . / No, I <b>hadn't</b> .
Wh-	Where <b>had</b> Raul <b>lived</b> before he came here?		Japan.
		Who/What + Had (Not) + Past Participle	
Who or What as Subject	<b>Who had left</b> the party when you arrived?		Most people <b>had</b> .
<p>1. The past perfect is used to show that one action or event happened before another past action, event, or time.</p> <p>2. Use the past perfect for the action or event that happened first. Use the simple past for the one that happened second.</p> <p>3. The past perfect is not necessary when the context is clear. Words like <i>before</i> and <i>after</i> make the order of events clear.</p> <p>4. <i>Already, always, ever, just, and never</i> usually go before the past participle.</p> <p>5. <i>By + a time or by the time + subject + simple past</i> are often used with the past perfect. <i>By</i> means <i>before</i> or <i>not later than</i>.</p>		 <p>We <b>had finished</b> dinner, so we <b>ordered</b> dessert.</p> <p>When I <b>arrived</b>, the first band <b>had already played</b>.</p> <p><b>Second Event</b>                            <b>First Event</b></p>	

- 4 Complete the conversation with the words in parentheses. Use the simple past or past perfect. In some sentences both forms are correct. Use contractions where possible.

**Deb:** So tell me, why (1) did you take (you / take) the train from Moscow to Beijing?

**Joe:** Because it was my dream to ride the Trans-Siberian Railway. It was something (2) I'd always wanted (I / always / want) to do.

**Deb:** How long (3) \_\_\_\_\_ (the trip / take)?

**Joe:** Seven days. By the time the train arrived at Beijing's main train station, (4) \_\_\_\_\_ (I / travel) 4735 miles.

**Deb:** (5) \_\_\_\_\_ (you / ever / be) on such a long ride?

**Joe:** No, never. The longest train ride (6) \_\_\_\_\_ (I / ever / take) was only six hours long.

**Deb:** What (7) \_\_\_\_\_ (you / do) during those seven days? Did you ever get bored?

**Joe:** No, not at all. It was fun on the train, and I had many conversations. By the time the journey was over, (8) \_\_\_\_\_ (I / make) many new friends. In fact, one of them (9) \_\_\_\_\_ (go) to my high school. (10) \_\_\_\_\_ (I / never / meet) her before!

## 2.7 Past Perfect Progressive

### Statements

	Subject + <i>Had (Not) + Been + Verb + -ing</i>
Affirmative	Nick <b>had been skiing</b> for years when he first skied the Alps.
Negative	We <b>hadn't been climbing</b> since 2008.

### Questions

	( <i>Wh-</i> ) + <i>Had + Subject + Been + Verb + -ing</i>
Yes/No	<b>Had Linda been waiting</b> for a long time?
Wh-	<b>How long had you been waiting</b> before he arrived?

### Answers

Yes, she **had**. / No, she **hadn't**.  
Ten minutes.

	<i>Who/What + Had (Not) + Been + Verb + -ing</i>
<i>Who or What as Subject</i>	<b>What had been causing</b> that noise?

A broken car alarm.

1. Use the past perfect progressive

- a. when an action or event was happening for a period of time until (or just before) another action, event, or time
- b. to talk about how long something happened

a. She **had been climbing** for half an hour when she suddenly got a pain in her leg.

b. We'd **been trying** to win the contest **for five years**.

2. **Be careful!** Use the past perfect to talk about how many times something happened.

We'd **tried** to win the contest **five times**.

**5** Complete the exercises.

**A** Complete the sentences with the words in parentheses. Use the past perfect progressive. Then compare your answers with a partner.

1. By the time Sylvia was 18, she had been hiking (hike) for several years.
2. Two German hikers \_\_\_\_\_ (follow) a difficult trail when they lost their way.
3. The Danish hikers \_\_\_\_\_ (prepare) dinner when a bear approached their campsite.
4. Two young hikers were getting ready to go home. They \_\_\_\_\_ (not camp) for very long when they lost interest.
5. The rescue workers \_\_\_\_\_ (stay) at the park office before they moved into a house nearby the park.
6. Yesterday, George rescued a hiker who \_\_\_\_\_ (wait) for help for over 12 hours.
7. Some hikers were worried. They \_\_\_\_\_ (head) back to the camp when they heard thunder, and they had to look for shelter.
8. They \_\_\_\_\_ (not think) about the weather until the sky turned very dark.

**B** Complete the questions about the people in exercise A.

1. How long had Sylvia been hiking by the time she was 18?
2. What kind of trail \_\_\_\_\_ the German hikers \_\_\_\_\_ when they lost their way?
3. What \_\_\_\_\_ the Danish hikers \_\_\_\_\_ when the bear approached?
4. How long \_\_\_\_\_ the two young hikers \_\_\_\_\_ when they lost interest?
5. Where \_\_\_\_\_ the rescue workers \_\_\_\_\_ before they moved?
6. How long \_\_\_\_\_ the hiker \_\_\_\_\_ for help?
7. Where \_\_\_\_\_ the hikers \_\_\_\_\_ when they heard thunder?
8. \_\_\_\_\_ the hikers \_\_\_\_\_ about the weather before?

**C SPEAK.** Work with a partner. Ask and answer the questions in exercise **B**. Find the answers in exercise **A**.

A: *How long had Sylvia been hiking by the time she was 18?*      B: *For several years.*

## PRACTICE

### 6 WRITE & SPEAK.

**A** Complete the questions with the words in parentheses. Use the simple past or past perfect.

1. What had you learned (you / learn) to do by the age of ten?
2. What did you learn (you / learn) to do in your teens?
3. How many languages \_\_\_\_\_ (you / study) by the time you were fifteen years old?
4. How many languages \_\_\_\_\_ (you / learn) as a child?
5. What things \_\_\_\_\_ (you / never / do) when you were a child?
6. What things \_\_\_\_\_ (you / never / do) until recently?
7. How many places \_\_\_\_\_ (your parents / live) by the time you were born?
8. Where \_\_\_\_\_ (you / live) when you were growing up?

**B** Work with a partner. Ask and answer the questions in exercise **A** with information about yourself. Answer with the simple past or past perfect.

A: *What had you learned to do by the age of ten?*

B: *I had learned to catch fish by then.*

### 7 SPEAK & WRITE.

**A** Work with a partner. Read the time line about an athlete who paid the ultimate price for his passion. What was his passion? Discuss your answer with your partner.

#### Dan Osman: A Passionate Life

<b>1963</b>	Born in Reno, Nevada
<b>1975</b>	Starts rock climbing
<b>1981</b>	Moves to California and starts free solo climbing at Yosemite
<b>1989</b>	Gets bored with climbing and tries jumping from cliffs
<b>1990s</b>	Appears in the Masters of Stone videos
<b>1995</b>	Meets Andrew Todhunter, who starts to write a book about him
<b>11/22/98</b>	Makes a successful 925-foot jump off a cliff at Yosemite
<b>11/23/98</b>	Fails trying to make a 1000-foot jump at Yosemite; dies at age 35
<b>1999</b>	Todhunter's book about Osman is published

- B** Use information from the time line in exercise **A** on page 53 and the words in parentheses to complete the sentences. Use the past perfect. Add *not* where necessary.

1. Dan Osman hadn't been (be) a rock climber before the age of twelve.
2. Osman \_\_\_\_\_ (climb) free solo until he moved to California.
3. By 1989, he \_\_\_\_\_ (become) bored with climbing.
4. In 1989, Osman \_\_\_\_\_ (appear) in the Masters of Stone videos yet.
5. Andrew Todhunter didn't start his book about Osman until he \_\_\_\_\_ (meet) him.
6. When Osman died, Todhunter \_\_\_\_\_ (finish) the book yet.
7. Before his death, Osman \_\_\_\_\_ (already / jump) from many cliffs.
8. He \_\_\_\_\_ (complete) a jump of almost 1000 feet not long before his fatal jump.

- C** Write questions in your notebook about the sentences in exercise **B**. Then ask and answer the questions with a partner.

A: *Had Osman done any climbing before the age of twelve?*

B: *No, he hadn't. He did his first climb when he was twelve.*

- 8** Complete the story with the verbs in the box. Use the past perfect or the past perfect progressive. Add *not* where necessary.

go eat notice plan rest ride sleep want

Ginny was about to start a mountain biking trip. She was excited because she (1) hadn't gone mountain biking alone before. She (2) \_\_\_\_\_ to go on a biking trip for a long time, and (3) \_\_\_\_\_ for this trip for five months.

On the day of her trip, Ginny had a lot of energy because she (4) \_\_\_\_\_ well the night before. She started smoothly. She (5) \_\_\_\_\_ for several hours when she got a flat tire. Fortunately, she had a spare tire. A bit later, she was hungry because she (6) \_\_\_\_\_ anything since her mid-morning snack, so she stopped and ate a sandwich. Later, she decided to rest, so she rode back to a pond because she (7) \_\_\_\_\_ that it was shady there. She (8) \_\_\_\_\_ for long before she felt ready to get up and finish her ride.

#### REAL ENGLISH

The past perfect is often used to give a reason or explain an event that happened before another event in the past.

*I didn't recognize her because she had changed her hairstyle.*



▲ An image of the Canadian Arctic around 1834

## 9 READ & SPEAK.

- A** Read the paragraph about an expedition to the Canadian Arctic. Find and underline the simple past, past perfect, and past perfect progressive verb forms.

By the mid-nineteenth century, Europeans had been trying to find a quick way to travel to Asia for hundreds of years. They had been looking for a waterway through the icy Canadian Arctic since the sixteenth century; however, no one had ever found it. Then in 1845, Sir John Franklin tried. He set out on the risky journey with an expedition of 128 men. Two years passed by, but Franklin did not return. What had happened to him and his men? Had their ship sunk? Had they gotten lost? A rescue team went to find out.

- B** Work with a partner. Read the questions about the text in exercise **A**. Discuss the answers with your partner and then your class.

1. What had the Europeans been trying to find since the sixteenth century?
2. Why do you think they wanted to find it?
3. What did Sir John Franklin do?
4. What do you think happened to Franklin and his men?

## 10 LISTEN.



- A** Listen to the interview with an author who wrote a book about the search for Franklin and his crew. Then read the sentences. Circle **T** for *true* or **F** for *false*.

- |  |          |          |
|--|----------|----------|
| 1. The Northwest Passage was a popular route. Many explorers had been through before Franklin.   | <b>T</b> | <b>F</b> |
| 2. One rescue team found proof that Franklin had died.   | <b>T</b> | <b>F</b> |
| 3. A rescue team found a detailed message about the difficulties Franklin and his men had faced. | <b>T</b> | <b>F</b> |
| 4. Franklin's men had abandoned their ships.   | <b>T</b> | <b>F</b> |
| 5. The men died from several different things, including starvation and disease.                 | <b>T</b> | <b>F</b> |



CD1-16

- B** Correct the false statements in exercise **A**. Listen again to check your answers.

No explorers had been through the Northwest Passage before Franklin.

## 11 APPLY.

- A** Work with a partner. Look at the photo on this page. Imagine what could go wrong on this trip. Then complete the chart with your ideas. Use the simple past, past perfect, and past perfect progressive.

### A Kayaking Trip

What Happened	Why It Happened
1. While kayaking, they got lost.	1. <u>They hadn't been paying attention to their location.</u>
2. <u>They got sunburned.</u>	2. They hadn't brought any sunblock.
3. They lost a paddle.	3. _____
4. _____	4. They had been walking around.
5. They got mosquito bites.	5. _____
6. _____	6. _____

- B** Share your ideas with the class.



**C** Work in a group. Imagine what went wrong on the camping trip in the photo or any trip you know about. Follow the instructions below.

1. Discuss what happened and why.
2. Complete the chart below with the five most interesting ideas from your discussion. Use the chart from exercise **A** as a guide.
3. Share your answers with the class.

What Happened	Why It Happened
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____
4. _____	4. _____
_____	_____
5. _____	5. _____
_____	_____

Charts  
2.1-2.7**1** Complete the paragraph. Use the correct form of each verb in parentheses.

I (1) had (have) a terrible car accident when I was sixteen. I (2) lose (lose) a leg. As an athlete, this was especially devastating. I (3) be (be) a gymnast from the age of eight, and I (4) win (win) three national competitions. It (5) take (take) me a lot of time to recover, and I (6) not think (not think) about competing again. Then, one of my coaches (7) tell (tell) me about the Paralympics and (8) suggest (suggest) that I train for swimming. I could do that with only one leg. I (9) always / want (always / want) to be in the Olympics. In fact, I (10) train (train) for the Olympics at the time of my accident. So I (11) listen (listen) to my coach and (12) start (start) swimming. I (13) swim (swim) ever since that day and I love it. I (14) win (win) several competitions. Lately, I (15) train (train) for the next Paralympics. I hope to win a medal!

Charts  
2.1, 2.3-2.7**2** **EDIT.** Read the text by a traveler on safari. Find and correct eight more errors with the simple past, present perfect, past perfect, or past perfect progressive.**Mason's Travels on Safari**

It had always been our dream to travel to southern Africa, and we'd make <sup>made</sup> a lot of plans for our trip. I wanted to take a lot of wildlife photographs, so my friend has recommended that I bring two cameras. When I got to Namibia, I had panicked. One camera had been missing. Luckily, I was finding it later.

The next day, we had started out on our safari with a tour. By the end of our tour, we saw some amazing things. One time, when we stopped to take pictures, we were only a few feet away from a cheetah. Amazing!

We had never bothered the animals at night. However, we heard their various calls and other noises outside our tent every night. At first, I had been afraid of the sounds, but not by the end of the trip. It was really the most incredible trip I've ever been taking.

Cheetah running, ►  
Namibia



CD1-17

### 3 LISTEN & SPEAK.

**A** Circle the correct form of the verb. Then listen to the conversation and check your answers.

1. Liu Yang is the first female astronaut that China **ever sent / has ever sent** into space.
2. She **trained / has trained** to be a pilot at China's Air Force College, and then she **joined / has joined** the Air Force.
3. She **flew / has flown** five different types of aircraft, and she **did / has done** 1680 hours of flight time.
4. She **also participated / has also participated** in military exercises and emergency rescues.
5. Liu started training to be an astronaut. She **has never experienced / had never experienced** anything so challenging.



CD1-18

**B** Listen to the next part of the conversation. Then work with a partner. Discuss the questions. Then listen again and check your answers.

1. What has Liu Yang done in her life?
2. Had she always wanted to be an astronaut?
3. How have her coworkers described her?
4. How long had she been in the Air Force before becoming an astronaut?



## 1 READ & NOTICE THE GRAMMAR.

- A What is a goal that you have achieved? How did it affect you? Tell a partner your ideas. Then read the narrative.

### Achieving a Goal

About a year ago, I was watching the Olympics, and I decided that I wanted to become a runner. I knew I should set an achievable goal, so I decided to train for a 5K race.

My parents were surprised when I told them about my goal, because I had never been interested in running before. In fact, I had never run more than a mile, and I had always been very slow. My friends thought I was joking. Everyone assumed that I would quit after a week.

Fortunately, I proved them all wrong. I did two things to achieve my goal. First, I went online and researched a good training plan. I found a website that helps you plan workouts. You start by walking, and then you gradually start running. After that, I joined a local running group. We ran in the park twice a week, and I made friends who had also decided to run a 5K.

Three months later, I achieved my goal: I ran in my first race. I didn't win, but I ran the whole way, so I was proud of myself. Since then, I have run in several races. I have also started training for a longer run. My next goal is to run in a 10K race. My friends have stopped laughing at me, and a few of them have even asked me to help them start running!



#### GRAMMAR FOCUS

In the narrative in exercise A, the writer uses these verb forms:

**Simple past**

- to tell about the main event of the story (*About a year ago . . . I **decided** that . . .*)

**Past perfect**

- to discuss events that happened before the main story (*I **had** never **run** more than a mile . . .*)

**Present perfect**

- with *since* to tell about past events that continue to the present (***Since** then, I **have run** in several races.*)

- B Read the narrative in exercise A again. Find and circle two more examples of the simple past. Underline two past perfect examples, and double underline two present perfect examples.

# Write a Personal Narrative

**C** Complete the time line with information from the narrative in exercise **A**. Write the letter of the events in the correct order. Then compare your answers with a partner.

- a. Ran in several other races
- b. Was never interested in running
- c. Joined a running club
- d. Parents were surprised
- e. Ran in 5K
- f. Watched the Olympics
- g. Found a good website



## 2 BEFORE YOU WRITE.

- A** Work with a partner. Make a list of goals that you have achieved. Discuss which goals would be the most interesting to write about.
- B** Create a time line for your personal narrative. Write the events of the story that you want to tell. Use the time line in exercise **1C** as a guide.
- 3** **WRITE** two or three paragraphs telling your story. Use your time line in exercise **2B** and the text in exercise **1A** as a guide. Remember to start your story with background information. At the end, tell how your life has changed.

### WRITING FOCUS Using *First* and *After that* to Show a Sequence

Notice *first* and *after that* in the narrative in exercise **1A**.

Use these words at the beginning of the sentence to explain the order of events in a text. Place a comma after *first* and *after that*.

*First*, I went online and . . . *After that*, I joined a local running club.

**4** **SELF ASSESS.** Underline the verb forms in your narrative. Then use the checklist to assess your work.

- I used the present perfect and the present perfect progressive correctly. [2.1, 2.2, 2.4, 2.5]
- I used the simple past correctly. [2.3]
- I used the past perfect and the past perfect progressive correctly. [2.6, 2.7]
- I used commas correctly with *first* and *after that*. [WRITING FOCUS]