

CHAPTER 2

Perfect and Perfect Progressive Tenses

PRETEST: What do I already know?

Write "C" if a sentence has the correct verb form and "I" for incorrect. Check your answers below. After you complete each chart listed, make any necessary corrections.

1. ____ How long have you know my sister? (2-1 and 2-2)
2. ____ We have been in this meeting since 7:00 A.M. (2-3)
3. ____ Did you ever seen a ghost? (2-4)
4. ____ How you been? I haven't seen you for a while. (2-5)
5. ____ Jonas owned his home since last year, but his parents helped him buy it. (2-6)
6. ____ How long you have been waiting for me? (2-7)
7. ____ I am watching TV since I got home. (2-7)
8. ____ I had felt sick after dinner, so I went to bed. (2-8)
9. ____ We'd wanted to go out to breakfast, but we overslept. (2-9)
10. ____ Toni's eyes were itchy and red because she had been working in a dusty room. (2-10)

Incorrect sentences: 1, 3, 4, 5, 6, 7

EXERCISE 1 ► Warm-up. (Charts 2-1 and 2-2)

Read the conversations. The verbs in blue are in the past participle form. Complete the chart.

1. A: How long have you **lived** in London?
B: I've **lived** in London all my life.
2. A: How long have you **spoken** English?
B: I've **spoken** English for more than a year.
3. A: How long have you **done** extreme sports?
B: I've **done** extreme sports since I was a teenager.



SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1. live	lived	
2. speak	spoke	
3. do	did	

2-1 Regular and Irregular Verbs

Regular Verbs: The simple past and past participle end in -ed.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hope	hoped	hoped	hoping
stop	stopped	stopped	stopping
listen	listened	listened	listening
study	studied	studied	studying
start	started	started	starting

English verbs have four principal parts:

- (1) simple form
- (2) simple past
- (3) past participle
- (4) present participle

Irregular Verbs: The simple past and past participle do not end in -ed.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hit	hit	hit	hitting
find	found	found	finding
swim	swam	swum	swimming
break	broke	broken	breaking
wear	wore	worn	wearing

Some verbs have irregular past forms.

Most of the irregular verbs in English are given in the alphabetical list in Appendix Chart E-9.

2-2 Irregular Verb List

Group 1: All three forms are the same.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
bet	bet	bet	let	let	let
burst	burst	burst	put	put	put
cost	cost	cost	quit*	quit	quit
cut	cut	cut	shut	shut	shut
fit	fit/fitted	fit/fitted	spread	spread	spread
hit	hit	hit	split	split	split
hurt	hurt	hurt	upset	upset	upset

*Also possible in BrE: *quit-quitte-quitte*.

Group 2: Past participle ends in -en.

bite	bit	bitten	hide	hid	hidden
break	broke	broken	mistake	mistook	mistaken
choose	chose	chosen	ride	rode	ridden
drive	drove	driven	rise	rose	risen
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	speak	spoke	spoken
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	swell	swelled	swollen/swelled
freeze	froze	frozen	take	took	taken
get	got	gotten/got*	wake	woke	woken
give	gave	given	write	wrote	written

*In BrE: *get-got-got*. In AmE: *get-got-gotten/got*.

Group 3: Vowel changes from a in the simple past to u in the past participle.

begin	began	begun	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
ring	rang	rung	stink	stank/stunk	stunk
run	ran	run	swim	swam	swum
shrink	shrank	shrunk			

Group 4: Past tense and past participle forms are the same.

bend	bent	bent	mean	meant	meant
bleed	bled	bled	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	read	read	read
buy	bought	bought	say	said	said
catch	caught	caught	sell	sold	sold
dig	dug	dug	send	sent	sent
feed	fed	fed	shoot	shot	shot
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	slide	slid	slid
grind	ground	ground	sneak	snuck/sneaked	snuck/sneaked
hang*	hung	hung	speed	sped	sped
have	had	had	spend	spent	spent
hear	heard	heard	spin	spun	spun
hold	held	held	stand	stood	stood
keep	kept	kept	stick	stuck	stuck
lay	laid	laid	sting	stung	stung
lead	led	led	strike	struck	struck
leave	left	left	sweep	swept	swept
lend	lent	lent	swing	swung	swung
light	lit/lighted	lit/lighted	teach	taught	taught
lose	lost	lost	tell	told	told
make	made	made	think	thought	thought
			understand	understood	understood
			weep	wept	wept
			win	won	won

***Hang** is a regular verb when it means "to kill someone with a rope around his/her neck." COMPARE: *I **hung** my clothes in the closet. They **hanged** the murderer by the neck until he was dead.*

Group 5: Past participle adds final -n to the simple past, with or without a spelling change.

blow	blew	blown	see	saw	seen
do	did	done	swear	swore	sworn
draw	drew	drawn	tear	tore	torn
fly	flew	flown	throw	threw	thrown
grow	grew	grown	wear	wore	worn
know	knew	known	withdraw	withdrew	withdrawn
lie	lay	lain			

Group 6: The first and third forms are the same.

become	became	become
come	came	come
run	ran	run

Group 7: One of the three forms is very different.

be	was, were	been
go	went	gone

Group 8: Both regular and irregular forms are used. (The regular form is more common in AmE, and the irregular form is more common in BrE.)

awake	awakened/awoke	awakened/awoken	prove	proved/proven	proved/proven
burn	burned/burnt	burned/burnt	shine	shined/shone	shined/shone
dream	dreamed/dreamt	dreamed/dreamt	smell	smelled/smelt	smelled/smelt
kneel	kneeled/knelt	kneeled/knelt	spill	spilled/spilt	spilled/spilt
lean	leaned/leant	leaned/leant	spoil	spoiled/spoilt	spoiled/spoilt
learn	learned/learnt	learned/learn			

EXERCISE 2 ► Looking at grammar. (Charts 2-1 and 2-2)

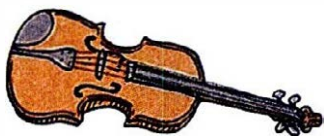
Work with a partner. Give the past tense and past participle forms of the verbs, orally or in writing. Each partner has the answers in italics.

PARTNER A: (<i>book open</i> ; say the verb) PARTNER B: (<i>book closed</i> ; give the two forms)	PARTNER B: (<i>book open</i> ; say the verb) PARTNER A: (<i>book closed</i> ; give the two forms)
1. go (<i>went, gone</i>)	13. begin (<i>began, begun</i>)
2. see (<i>saw, seen</i>)	14. speak (<i>spoke, spoken</i>)
3. sting (<i>stung, stung</i>)	15. cut (<i>cut, cut</i>)
4. think (<i>thought, thought</i>)	16. break (<i>broke, broken</i>)
5. lead (<i>led, led</i>)	17. catch (<i>caught, caught</i>)
6. blow (<i>blew, blown</i>)	18. take (<i>took, taken</i>)
7. bet (<i>bet, bet</i>)	19. make (<i>made, made</i>)
8. choose (<i>chose, chosen</i>)	20. swim (<i>swam, swum</i>)
9. put (<i>put, put</i>)	21. grow (<i>grew, grown</i>)
10. write (<i>wrote, written</i>)	22. let (<i>let, let</i>)
11. drive (<i>drove, driven</i>)	23. sing (<i>sang, sung</i>)
12. feel (<i>felt, felt</i>)	24. win (<i>won, won</i>)

EXERCISE 3 ► Let's talk. (Charts 2-1 and 2-2)

Complete the questions with the past participle form of the verb. Work with a partner. Take turns asking and answering questions with **How long have you**.

1. wear glasses → *How long have you worn glasses?*
→ *I've worn glasses for three years.* OR *I don't wear glasses.*
2. speak English
3. know our teacher
4. study English
5. have a passport/visa
6. own (a cell phone, a computer, a tablet, an iPod®, etc.)
7. be awake
8. live in this town
9. participate in sports
10. play (the piano, the guitar, the violin, etc.)

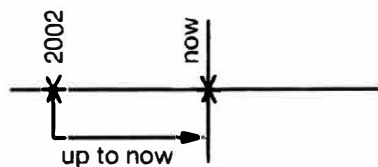


EXERCISE 4 ► Warm-up. (Chart 2-3)

Complete the sentences about yourself. What do you notice about the tenses of the verbs in blue? In which sentences do the situations continue from the past until now?

1. I **got up** at _____ o'clock today.
2. I **have been** up since _____ o'clock.
3. I **have been** up for _____ hours.

2-3 Present Perfect: *Since* and *For*



(a) Mrs. Oh **has been** a teacher **since** 2002.

The PRESENT PERFECT is often used with *since* and *for* to talk about *situations that began in the past and continue up to now*.

PRESENT PERFECT FORM = *has/have* + past participle

In (a): SITUATION = being a teacher
TIME FRAME = from 2002 up to now

(b) I **have been** in this city **since** last May.

(c) We **have been** here **since** nine o'clock.

(d) Rita knows Rob. They met two months ago. She **has known** him **for** two months. I met him three years ago. I **have known** him **for** three years.

Notice the use of *since* vs. *for* in the examples:

since + a specific point in time (e.g., 2002, last May, nine o'clock)

for + a length of time (e.g., two months, three years)

(e) I **have known** Rob **since** I was in high school.

(f) We **have lived** in an apartment **since** we moved to this city.

A time clause (i.e., a subject and verb) may follow *since*, as in (e) and (f).^{*} NOTE: The verb before *since* is present perfect. The verb in the time clause is simple past.

^{*}See Chart 17-2, p. 373, for more information about time clauses.

EXERCISE 5 ► Looking at grammar. (Chart 2-3)

Complete the sentences with appropriate time expressions.

1. Today is the 14th of June. I bought this book two weeks ago.

I have had this book since the first of June.

I have had this book for two weeks.

2. I started learning English in _____ (year).

I've been an English student for _____.

I've been an English student since _____.

3. I met my best friend in _____.

I've known her/him for _____.

I've known her/him since _____.

4. I first used _____ (name of social media) in _____.

I have had a/an _____ account since _____.

I have had a/an _____ account for _____.

5. I have a/an _____ that I bought _____ ago.

I have had it since _____.

I have had it for _____.

EXERCISE 6 ▶ Let's talk. (Chart 2-3)

Work in small groups. Complete each sentence using **since**. (You may use the Internet.) Then restate your sentence using **for**. Compare your answers with other groups. Answers may vary; discuss the most interesting differences.

Trivia: How Long?

1. Dinosaurs have been extinct since _____ / for _____ years.
2. Humans have used fire since _____ / for _____ years.
3. People have driven cars since _____ / for _____ years.
4. Cars have had airbags since _____ / for _____ years.
5. Doctors have treated infections with penicillin since _____ / for _____ years.
6. People have communicated by email since _____ / for _____ years.
7. Jet airplanes have carried airline passengers since _____ / for _____ years.
8. Satellites have gone into space since _____ / for _____ years.

EXERCISE 7 ▶ Looking at grammar. (Chart 2-3)

Work with a partner. Take turns completing the sentences with the words in the box.

a long time
two days
the beginning of March

most of the month
December
last week

New Year's Day
days
over a week

yesterday
you got here
ages

Snow has been on the ground since ...

It has been cold for ...

EXERCISE 8 ▶ Looking at grammar. (Chart 2-3)

Choose the correct verbs.

A House in the Woods

1. Richard and Sylvia **lived / have lived** in a log cabin since they **moved / have moved** to Canada.
2. Since Sylvia **was / has been** a child, she **loved / has loved** the outdoors.
3. Richard **wanted / has wanted** to live in the woods since he first **went / has gone** camping with his parents.
4. They **saw / have seen** a lot of wildlife since they **bought / have bought** their property.
5. Since they **left / have left** the city, they **felt / have felt** a lot more relaxed.

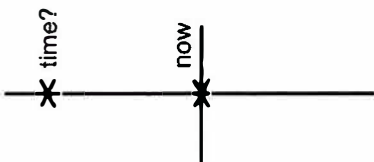
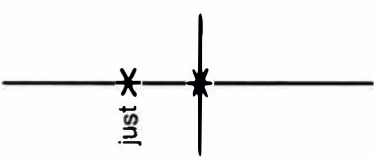
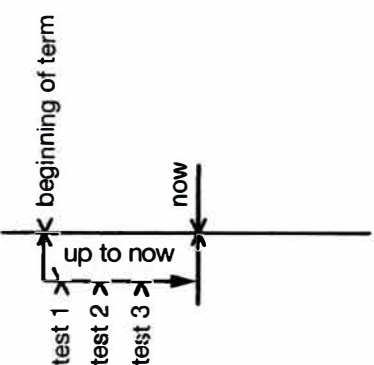


EXERCISE 9 ► Warm-up. (Chart 2-4)

Check (✓) the statements that are true for you. Then underline the time words in each sentence. Is the time exact or unspecified?

- _____ I have already had lunch.
- _____ I haven't finished my homework for this class yet.
- _____ I have never been late to class.
- _____ I have felt tired lately.

2-4 Present Perfect: Unspecified Time and Repeated Events

	<p>(a) — <i>Have</i> you <i>ever seen</i> snow? — No, I <i>haven't</i>. I've <i>never seen</i> snow. But Anna <i>has seen</i> snow.</p> <p>(b) <i>Have</i> you <i>finished</i> your homework <i>yet</i>? I <i>still haven't finished</i> mine. Jack <i>has already finished</i> his.</p>	<p>The present perfect can talk about <i>events that have (or haven't) happened before now</i>. The exact time of the event is unspecified.</p> <p>The adverbs <i>ever</i>, <i>never</i>, <i>yet</i>, <i>still</i>, <i>already</i>, and <i>lately</i> are often used with the present perfect.</p> <p>In (a): EVENT = seeing snow TIME FRAME = from the beginning of their lives up to now</p> <p>In (b): EVENT = doing homework TIME FRAME = from the time the people started up to now</p>
	<p>(c) Sara <i>has recently finished</i> her work.</p> <p>(d) Sara <i>has just finished</i> her work.</p> <p>(e) Sara <i>has finished</i> her work.</p>	<p>Use of the present perfect with <i>just</i> or <i>recently</i> emphasizes that an action was recently completed.</p> <p>In (c) and (d): EVENT = doing work TIME FRAME = a recent time in the past</p> <p>Sometimes <i>just</i> or <i>recently</i> is implied by use of the present perfect. For example, in (e), Sara has <i>recently</i> or <i>just</i> finished her work.</p>
	<p>(f) We <i>have had</i> three tests <i>so far</i> this term.</p> <p>(g) I've <i>met</i> many people <i>since</i> I came here.</p>	<p>The present perfect can also express an event that has occurred repeatedly from a point in the past up to the present time. The event may happen again.</p> <p>In (f): REPEATED EVENT = taking tests TIME FRAME = from the beginning of the term up to now</p> <p>In (g): REPEATED EVENT = meeting people TIME FRAME = from the time I came here up to now</p>
<p>CONTRACTIONS:</p> <p>(h) <i>I've</i> been there. <i>You've</i> been there. <i>We've</i> been there. <i>They've</i> been there.</p> <p><i>He's</i> been there. <i>She's</i> been there. <i>It's</i> been interesting.</p>		<p>Have and has are usually contracted with personal pronouns in informal writing, as in (h).</p> <p>NOTE: He's there. He's = He is He's been there. He's = He has</p>

EXERCISE 10 ▶ Looking at grammar. (Charts 2-1 → 2-4)

Check (✓) all the correct verbs.

At Work

1. Where have your colleagues _____ so far?

<input checked="" type="checkbox"/> been	_____ traveled	_____ presenting
_____ went	_____ taught	_____ ridden
<input checked="" type="checkbox"/> worked	_____ living	_____ flown
_____ drove	_____ ran	_____ stay

2. We still haven't _____ the project.

_____ finished	_____ worked on	_____ began
_____ complete	_____ starting	_____ study
_____ did	_____ spent time on	_____ viewing
_____ see	_____ looked at	_____ discussed

3. What hasn't your team _____ yet?

_____ done	_____ wrote	_____ decided
_____ saw	_____ gotten	_____ researched
_____ tried	_____ communicated	_____ understanding
_____ paid for	_____ bought	_____ spend

EXERCISE 11 ▶ Grammar and speaking. (Charts 2-1 → 2-4)

Complete each sentence with the past participle form of a verb in the box. Some sentences have more than one possibility. Then interview another student and circle *yes* or *no*. If the person answers "yes," ask for more information.

ace*	develop	own	show	teach
become	<input checked="" type="checkbox"/> dream	play	sleep	witness

- | | | |
|--|-----|----|
| 1. Have you ever _____ <i>dreamed / dreamt</i> _____ in English? | yes | no |
| 2. Have you ever _____ in a tent? | yes | no |
| 3. Have you ever _____ someone a skill? | yes | no |
| 4. Have you ever _____ an unusual pet? | yes | no |
| 5. Have you ever _____ a crime? | yes | no |
| 6. Have you ever _____ a test? | yes | no |
| 7. Have you ever _____ in a rock band? | yes | no |
| 8. Have you ever _____ someone around your city? | yes | no |
| 9. Have you ever _____ software? | yes | no |
| 10. Have you ever _____ seasick? | yes | no |

*ace = do exceptionally well on something

EXERCISE 12 ► Looking at grammar. (Charts 2-1 → 2-4)

Underline the present perfect verbs. What is the time frame in each situation?

At a Party

Example: A: I haven't attended many parties since I came to this city. I hardly know anyone here.

B: C'mon. I'll introduce you to some people.

Time frame: from the time the speaker arrived in this city to the present time

1. A: Hi, Judy. Welcome to the party. Have you ever met my cousin, Mark?

B: No, I haven't. It's nice to meet you.

2. A: How did you like the DVD I lent you?

B: Gosh, I'm sorry, but I haven't watched it yet. I haven't had time.

3. A: This week has been crazy so far. I've had two tests and a quiz. And it's only Wednesday!

B: I know. It gets really busy toward the end of the quarter.

4. A: This food looks delicious! I haven't eaten all day.

B: Try the lobster. It's amazing.

A: Hmmm. I've never had lobster. I'll try it.



lobster with shrimp around it

EXERCISE 13 ► Looking at grammar. (Charts 2-1 → 2-4)

Complete the sentences with the correct form of the present perfect or simple past verb.

An Experience Studying Abroad

Gabriel is the first person in his family to study abroad. He *(be)* _____ a student at

1

Oxford University for the past year. He is studying international relations there on a scholarship.

His parents are very proud. No one in the family *(receive, ever)* _____ a

2

scholarship before. Gabriel *(want)* _____ to study overseas since his family

3

(take) _____ a trip to Asia when he was a teenager. He enjoyed meeting people

4

from other cultures and finding out more about them. Since he *(come)* _____

5

to Oxford, he *(meet)* _____ students from around the world. During this

6

time, he *(discover)* _____ common interests among his classmates. He

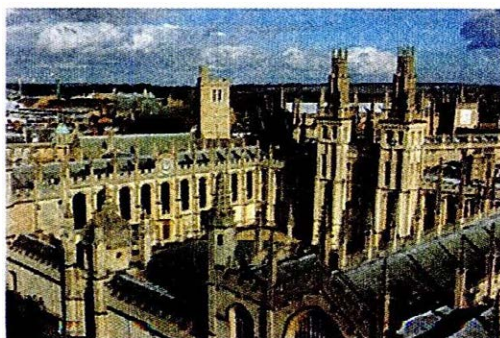
7

(hear, also) _____ a variety of opinions very different from his. He *(learn)*

8

_____ much about the world, both inside and outside the classroom.

9



Oxford University

EXERCISE 14 ▶ Let's talk: game. (Charts 2-1 → 2-4)

Sit in a circle (a maximum of 18 students). If there are more than 18, divide the class into two or more circles as necessary. Student 1 makes a true sentence with the given phrase, using the affirmative with **before** or the negative with **never**.

Example: 1. buy a car → *I've bought a car before.* OR *I've never bought a car.*

Student 2 repeats the sentence using **He/She** and then makes a sentence for item 2.

Example: 2. break a window → *He's bought a car before.* OR *He's never bought a car before.*
I've never broken a window.

Student 3 repeats the sentences from Students 1 and 2, and then makes a sentence for item 3. Continue until all students have made sentences. Classmates may help students who are having difficulty.

- | | |
|---------------------------|--|
| 1. buy a car | 10. swing a baseball bat |
| 2. break a window | 11. lose my ID |
| 3. drive a truck | 12. forget to pay a bill |
| 4. teach a class | 13. grow my own vegetables |
| 5. make a cup of espresso | 14. build a house |
| 6. win a contest | 15. accidentally tear a page out of a textbook |
| 7. ride an elephant | 16. catch a big fish |
| 8. eat homemade ice cream | 17. dig up something valuable |
| 9. fall off a ladder | 18. wear socks that didn't match |

EXERCISE 15 ▶ Reading, grammar, and speaking. (Chart 2-4)

Part I. Read the paragraph. Underline the present perfect verbs. Discuss their use.

A Bucket List

The phrase “bucket list” has become popular because of a movie of the same name: *The Bucket List*. In the movie, two cancer patients, one a playboy and the other a family man, become roommates in the hospital. Neither has a good prognosis. They spend a lot of time together and talk about what they want to do before they “kick the bucket.” *Kick the bucket* is an idiom for “die.” So the two friends make “a bucket list”: a list of things they want to accomplish before they kick the bucket.

Now many people have made bucket lists. Activities often include traveling to exotic places and doing exciting sports like skydiving or bungee jumping. There are books and websites with hundreds of suggestions.

Think about your life. What haven't you done but would like to do?

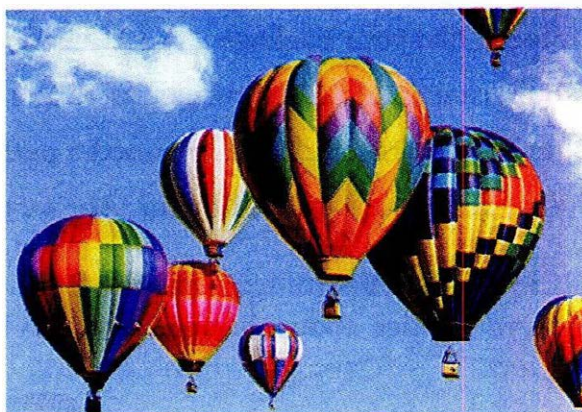
Do you know these words?
- cancer patient
- prognosis



Part II. Work with a partner and take turns summarizing what Monica has already done and what she has not yet done. Use these sentences: **She has ... already.** OR **She hasn't ... yet.**

SITUATION: Monica, an architect, is 65 years old. She has had a bucket list since she was 50. The checkmarks are for the activities she has already done.

1. ☒ ride in a hot-air balloon
2. ☐ learn how to write computer code
3. ☒ eat at a 5-star restaurant
4. ☐ find a job she never wants to quit
5. ☐ sing in front of a live audience
6. ☐ discover a cure for her insomnia
7. ☐ sleep on a beach under the stars
8. ☒ swim with dolphins
9. ☒ travel to Antarctica
10. ☒ have an interesting conversation with a famous person



Part III. Make your own bucket list of 5–7 items. Share your list with your classmates. Who has the same wishes as you? Who has already accomplished some of them?



EXERCISE 16 ▶ Warm-up: listening. (Chart 2-5)

Listen to these common questions. How are *have* and *has* pronounced?

- | | | |
|---------------------------------|------------------------|---------------------------|
| 1. How have you been? | 3. What has happened? | 5. When have I said that? |
| 2. How long have you been here? | 4. What have you done? | 6. Where have you been? |

2-5 Have and Has in Spoken English

(a) **How have** you been?

Spoken: *How/v/* you been? OR
How/əv/ you been?

(b) **Jane has** already eaten lunch.

Spoken: *Jane/z/* already eaten lunch. OR
Jane/əz/ already eaten lunch.

(c) **Mike has** quit his job.

Spoken: *Mike/s/* quit his job. OR
Mike/əs/ quit his job.

In spoken English, the present perfect helping verbs *has* and *have* are often reduced following nouns and question words.*

In (a): *have* can sound like /v/ or /əv/.

In (b): *has* can sound like /z/ or /əz/.

In (c): *has* can sound like /s/ or /əs/.**

NOTE: “ə” sounds like “uh.”

Jane/z/ eaten. *Jane's* = *Jane has*

Jane/z/ here. *Jane's* = *Jane is*

Mike/s/ quit his job. *Mike's* = *Mike has*

Mike/s/ here. *Mike's* = *Mike is*

*In very informal writing, *has* is sometimes contracted with nouns (e.g., *Jane's already eaten.*) and question words (e.g., *Where's he gone?*). *Have* is rarely contracted in writing except with pronouns (e.g., *I've*). See Chart 2-4 for written contractions of *have* and *has* with pronouns. See Appendix Chart C for more information about contractions in general.

**See Appendix Chart E-6 for the pronunciation of final *-s* after voiced and voiceless sounds.



EXERCISE 17 ▶ Listening. (Chart 2-5)

Complete the sentences with *is*, *has*, or *have*. Write the full forms, not the contractions.

At Home with Roommates

Example: You will hear: Finally! The mail's come.

You will write: Finally! The mail has come.

1. Someone's phone _____ ringing. It's not mine.
2. Your girlfriend _____ just left a message.

3. Her friends _____ canceled, so she's free tonight.
4. The coffee _____ fresh. Have some.
5. It looks like your package _____ arrived.
6. Your sister _____ downstairs. She's borrowing some boxes for her move.
7. Our neighbors _____ planned a party for next weekend.
8. What _____ we told them? Are we going?

EXERCISE 18 ► Warm-up. (Chart 2-6)

What do you notice about the verb tenses in blue? Discuss the differences.

I've **heard** a lot of good things about Professor Stevens, but I **haven't taken** any of her classes. **Have** you?



Yes. I **took** one of her classes last year. I **loved** it.

2-6 Present Perfect vs. Simple Past

<p>PRESENT PERFECT</p>	<p>(a) I've met Linda, but I haven't met her husband. Have you met him?</p>	<p>The PRESENT PERFECT is used to talk about <i>past events when there is no specific mention of time</i>.</p> <p>In (a): The speaker is talking about <i>some unspecified time before now</i>.</p>
<p>SIMPLE PAST</p>	<p>(b) I met Helen yesterday at a party. Her husband was there too, but I didn't meet him. Did you meet him at the party?</p>	<p>The SIMPLE PAST is used when there is a <i>specific mention of time</i>.</p> <p>In (b): The speaker is thinking of a specific time: yesterday.</p>
<p>PRESENT PERFECT</p>	<p>(c) Sam has been a math teacher for ten years. He loves teaching.</p>	<p>The PRESENT PERFECT is used for <i>situations that began in the past and continue to the present</i>.</p> <p>In (c): The present perfect tells us that Sam is still a teacher now.</p>
<p>SIMPLE PAST</p>	<p>(d) Jim was a teacher for ten years, from 2000 to 2010. Now he is an engineer.</p>	<p>The SIMPLE PAST is used for <i>situations that began and ended in the past</i>.</p> <p>In (d): The simple past tells us that Jim is not a teacher now.</p>

EXERCISE 19 ► Looking at grammar. (Chart 2-6)

Use the information in the timeline to:

- make past tense sentences with: *leave, start*;
- make present perfect sentences with: *be, live, study, work*.

Jin's Timeline

Example: Jin's parents have been in Australia since 1990.

1990: Jin's parents immigrated to Australia from Hong Kong.

1991: They settled in Sydney, Australia.

1992: They opened a restaurant.

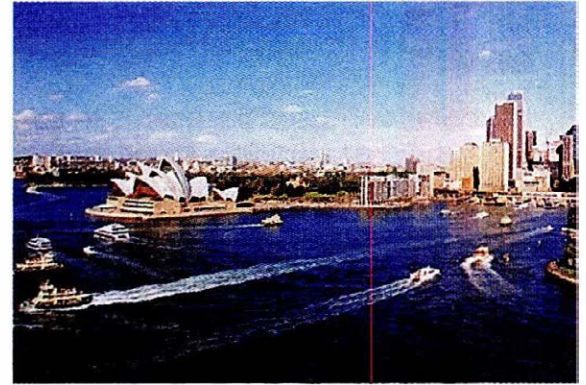
1995: Jin was born.

2013: He entered the University of Melbourne.

2015: He went to Hong Kong to study Chinese.

Now: Jin is studying in Hong Kong.

His parents are working at their restaurant in Sydney.



EXERCISE 20 ► Looking at grammar. (Chart 2-6)

Complete the sentences. Use the simple past or the present perfect form of the verbs in parentheses.

- Noor is from a hot, dry country. She (*see, never*) _____ snow. Last January, I (*see*) _____ snow for the first time in my life.
- Last night my friend and I (*have*) _____ some free time, so we (*go*) _____ to a show. Since classes began, I (*have, not*) _____ much free time.
- Ming Won (*be*) _____ in this class for three months. His English is getting better and better. He plans to take this class until the end of May. Mrs. Perez (*be*) _____ in our class for three months, but then she left school to get a job.
- Late-breaking news! A major earthquake (*occur, just*) _____ in southern California. It (*occur*) _____ at 9:25 A.M.
- A: Greg Adams? Yes, I know him. I (*know*) _____ him since college.
B: Did Natalie just say Joe North passed away? I'm sorry to hear that.
I (*know*) _____ him well when we were in college together.
- I admit that I (*get***) _____ older since I last (*see*) _____ you, but with any luck at all, I (*get, also*) _____ wiser.

*Typically, the present perfect is used in sentences with *already, yet, and just*, but in some situations the simple past is also commonly used with these adverbs in informal English, especially American English, with no difference in meaning.

**COMPARE:

- I have gotten or have got four letters so far this week.* In this sentence, *have gotten / have got* is present perfect. (NOTE: *Got* is used as the past participle of *get* in both American English and British English. *Gotten* occurs only in American English.)
- I have got a problem.* In this sentence, *have got* is not present perfect. *I've got a problem = I have a problem.* The expression *have got* means "have" and is common in informal spoken English. Its meaning is present; it has no past form.

EXERCISE 21 ► Reading and grammar. (Chart 2-6)

Read the blog entry by author Stacy Hagen. Underline the simple past and present perfect verbs in the paragraphs. Discuss as a class why they are simple past or present perfect.



BlueBookBlog Using Flashcards with Spaced-Repetition Practice

Have you ever used flashcards to study grammar or vocabulary? Have you made flashcards to study the past participle forms that you saw at the beginning of this chapter? Research has shown that using flashcards with spaced-repetition practice is a very effective way to memorize information.

Spaced repetition means spacing out your practice over a period of time. For example, after you study a list of vocabulary words, you wait a few days to review them. If you get the words correct, you wait longer before you review them again. On the other hand, for words you missed, you practice them over shorter periods of time. There are many apps for spaced-repetition flashcard practice. I personally like AnkiApp because it's very user-friendly. Anki follows your progress and chooses the flashcards for you to study each day.

Why is memorizing this way effective? Think about learning basic math. If you know your times tables (e.g., 5x1, 5x2, 5x3), then your mind is free to do more complex math because you don't have to figure out these basic equations. The answer is right there for you to use. We can think of grammar in a similar way. If you know your past participles automatically, you don't need to think about the form before you try to express your ideas.

For English grammar, I think spaced repetition is especially useful for learning irregular past tense and past participle forms; gerunds and infinitives; prepositions; and two- and three-word verbs. You can try out this technique with the past participles that we have studied in this chapter or with the gerunds and infinitives at the end of Chapter 1. See what you think. You may be pleasantly surprised by your progress. Good luck!

EXERCISE 22 ► Let's talk. (Charts 2-1 → 2-6)

Work in groups of 5-7 students. Ask questions with the given words and **Who has**. When someone answers "yes," ask *wh*-questions to get more information. NOTE: The follow-up questions will use past tense.

Example: catch a big fish

STUDENT A: Who has caught a big fish?

STUDENT B: I have.

STUDENT C: What did you catch?

STUDENT D: Where did you catch it? etc.

- | | |
|---------------------------------------|--------------------------------------|
| 1. write a blog? | 8. feed a lion? |
| 2. lose a credit card? | 9. drink Turkish coffee? |
| 3. climb to the top of a mountain? | 10. take a cooking class? |
| 4. give a speech to a large audience? | 11. shake hands with someone famous? |
| 5. tell a lie? | 12. hold a snake? |
| 6. sing in public? | 13. fall on ice? |
| 7. ride on a motorcycle? | 14. accidentally shrink a shirt? |

EXERCISE 23 ► Editing. (Chart 2-6)

Help Carolina send an effective job inquiry. Read her letter and correct the 8 errors she makes with past tense and present perfect verbs.

414 3rd Ave.
New York, NY 10026

Dear Mr. Anderson:

I have just learned from my friend Robert Shaw that he has deciding to leave his position as tour guide and that you need to find a summer replacement quickly. I would like to apply for the position.

I have come to this city two years ago to study at Columbia University. I am a student in history and economics since that time. I am a hard worker and have held several part-time jobs at the college: tutor, library researcher, and History Department teaching assistant.

I am originally from Mexico City and speak fluent Spanish and English. My father is an English professor, and I have learned to speak English as a child. When I lived in Mexico, I have worked at my uncle's hotel. I help tourists with their travel arrangements in the city. I also give city tours in both Spanish and English. I have a good sense of humor, and my tours were a lot of fun.

Because of my history background, I am very interested in this city since I arrived. I have done a lot of reading and have discovered many fascinating stories about it.

I think I have the qualifications to make an excellent tour guide. Would it be possible to speak with you about the job at a convenient time? I thank you in advance.

Sincerely,

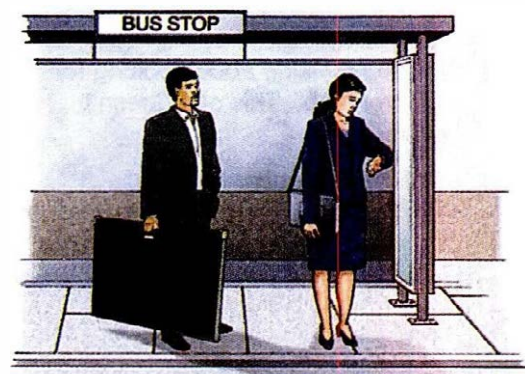
Carolina Burns

Carolina Burns

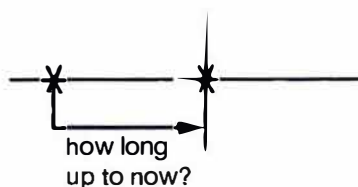
EXERCISE 24 ► Warm-up. (Chart 2-7)

Check (✓) the two correct sentences in each group.

1. Anita is at the bus stop.
 - a. ____ She is waiting for the bus.
 - b. ____ She is waiting for the bus for 15 minutes.
 - c. ____ She has been waiting for the bus for 15 minutes.
2. Tarik is at the bus stop too.
 - a. ____ He is standing beside Anita.
 - b. ____ He is standing there since five o'clock.
 - c. ____ He has been standing there since five o'clock.



2-7 Present Perfect Progressive



- (a) Right now I **am sitting** at my desk.
- (b) I **have been sitting** at my desk **since** seven o'clock. I **have been sitting** here **for** two hours.
- (c) It's **been raining all day**. It's still raining right now.

COMPARE:

In (a): The PRESENT PROGRESSIVE expresses *an activity in progress right now*. (See Chart 1-1, p. 2.)

In (b): The PRESENT PERFECT PROGRESSIVE expresses *how long* an activity has been in progress. In other words, it expresses *the duration of an activity that began in the past and continues in the present*.

Time expressions often used with this tense are

- *since* and *for*, as in (b);
- *all day/all morning/all week*, as in

NOTE: In (c): **It's been raining**. **It's = It has**
It's still raining. **It's = It is**

- (d) I've **known** Alex **since** he was a child.

INCORRECT: ~~I've been knowing~~ Alex since he was a child.

The present perfect progressive is not used with non-progressive or stative verbs such as *know*. To express *the duration of a situation that began in the past and continues to the present*, only the present perfect is used.

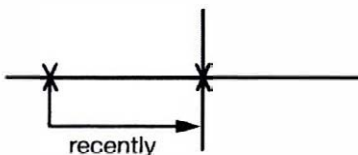
(See Chart 1-3, p. 7, for a list of non-progressive verbs.)

- (e) How long **have** you **been living** here?
- (f) How long **have** you **lived** here?
- (g) Ben **has been wearing** glasses since he was ten.
- (h) Ben **has worn** glasses since he was ten.

For some (not all) verbs, the idea of *how long* can be expressed by either tense — the present perfect progressive or the present perfect.

NOTE: (e) and (f) have the same meaning;
(g) and (h) have the same meaning.

Either tense can be used only when the verb expresses the duration of present activities or situations that happen regularly, usually, habitually: e.g., *live, work, teach, study, wear glasses, play chess, etc.*



- (i) I've **been thinking** about looking for a different job. This one doesn't pay enough.
- (j) All of the students **have been studying** hard. Final exams start next week.

When the tense is used without any mention of time, it expresses a general activity in progress recently, lately. For example, (i) means *I've been thinking about this recently, lately*.



EXERCISE 25 ► Looking at grammar. (Chart 2-7)

Complete the sentences with **is**, **are**, **has been**, or **have been**.

1. Mr. and Mrs. Jones _____ sitting outside on their porch right now.
They _____ sitting there since after dinner.
2. The test begins at 1:00. Right now it's 11:00. Sara is at the library. She _____
reviewing her notes right now. She _____ reviewing her notes all morning.
3. Marco wants to buy a pair of jeans. He _____ waiting for a cashier right now.
He _____ standing there for over five minutes. He needs to find someone.

EXERCISE 26 ► Looking at grammar. (Chart 2-7)

Complete the email with the present perfect progressive form of the verbs in parentheses.



From: Jack
To: Dawson/Reed family
Subject: Update

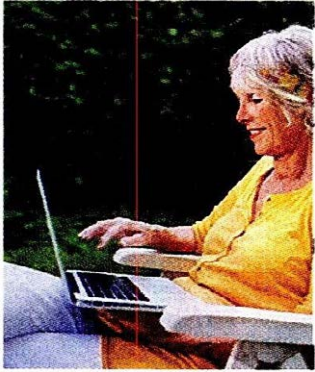
Today at 8:18 PM

Hi everyone,

Here is a quick update on our family's activities for the past month.

My brother (*look*) _____ (1) for a
new job. My sister (*help*) _____ (2)
my parents find a new place to live. I (*work*) _____
_____ (3) 80-hour weeks at my new job and (*get, not*)
_____ (4) much sleep. My grandparents
(*travel*) _____ (5) overseas. My grandmother
(*do*) _____ (6) research for a travel blog that she writes.

As you can see, we've all been very busy!



EXERCISE 27 ► Let's talk: pairwork. (Chart 2-7)

With a partner, take turns asking and answering questions. Use the phrases in the box and the present perfect progressive for the answer.

drink a milkshake

admire your new hairstyle

drive around the city

stand outside in the cold

work for six hours straight

listen to music with my headphones on

swim in the pool

try to fix a leak

- | | |
|--|-------------------------|
| 1. Why are you shivering? | 1. I've ... |
| 2. What took you so long? We're late! | 2. I got lost. I've ... |
| 3. Do you know you have a milk mustache? | 3. Oops. I've ... |

- | | |
|--|-----------------------------------|
| 4. When are you going to take a break? | 4. Soon. I've ... |
| 5. Why are you under the kitchen sink? | 5. I've ... |
| 6. I've been calling you. Didn't you hear me? | 6. No, I've ... |
| 7. What?? Why are you looking at me like that? | 7. Nothing's wrong. I've just ... |
| 8. Your eyes are really red. Have you been crying? | 8. No, I've ... |

EXERCISE 28 ▶ Looking at grammar. (Chart 2-7)

Complete the sentences. Use the verb in *italics* in the first sentence to complete the remaining sentence(s). Use the present perfect or the present perfect progressive. In some sentences, either verb form is correct.

1. I'm *trying* to study. I have been trying to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.
2. Joe *has* an old bike. He has had the same bike for 20 years.
3. Matt *works* at ABC Appliances. He has worked / has been working there since 2005.
4. Toshi *is waiting* for his friend. He _____ for her since five o'clock. She's late for their date.
5. I *like* funny TV shows. I _____ comedies ever since I was a child.
6. Susie *is watching* several episodes in a row of her favorite comedy. She _____ them all afternoon without a break.
7. Dr. Chang *teaches* math. He is an excellent teacher. He _____ math at this school for more than 25 years.
8. Don't wake Nora up. She *is sleeping*. She _____ all morning. She isn't feeling well.
9. Sue and Rick *are playing* tennis right now and they're getting tired. They _____ since nine o'clock this morning. Sue's winning. She's the better tennis player. She _____ tennis since she was ten. Rick started playing only last year.



EXERCISE 29 ▶ Listening. (Chart 2-7)

Listen to the conversation one time with your book closed. Then, with your book open, listen again and write the words you hear.

It's been a while!

- A: Good to see you! So what _____ up to lately?
1
- B: Not too much. _____ it easy.
2
- A: How nice! Glad to hear you _____ too hard. By the way, _____ your parents? I _____ them for a while.
3 4 5

B: _____ great. _____

6

7

now that they're retired.

A: How long _____ retired?

8

B: Gosh, I don't know. _____ a couple of years now.

9

A: So _____ a lot*?

10

B: Yeah. _____ in warm, sunny

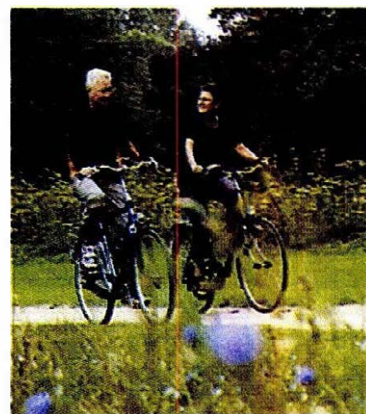
11

places in the winter and _____ summers here.

12

A: What a great way to spend retirement! I'm glad to hear _____ themselves.

13



EXERCISE 30 ▶ Reading and writing. (Chart 2-7)

Part I. Product reviews on websites often use the present perfect and present perfect progressive. Look at the following examples and underline the present perfect and present perfect progressive verbs. Discuss their use.

1. ★★★★★☆ **Very Nice Camera!**

By Sammy P.

I have had this camera for 8 months now. It takes great pictures. I haven't had any problems with it. It's a little complicated to learn at first, but the instructions help. I have ordered other products from this site and have had great service.

2. ★★★★★★ **Incredible Product**

By Vitafan

I have been taking these vitamins since last year. They're incredible! My memory has improved. I have had more concentration and have been doing better in school. I have lost weight and I haven't even been trying! This product is fantastic!

3. ☆☆☆☆☆ **DO NOT BUY**

By Adriana J.

I don't know why this company is in business. I have never been so disappointed with a product in my life. My laptop arrived with a dead battery. The customer service is terrible. I have emailed and called the company numerous times, but they haven't responded. I have asked for a refund and now am waiting for a response. Order from this company only if you want a defective product.

Part II. Find an online product review that uses present perfect and/or present perfect progressive. Underline the verbs in the perfect tenses.

Part III. Write a short product review for an item you own. Use the present perfect and present perfect progressive at least one time each.

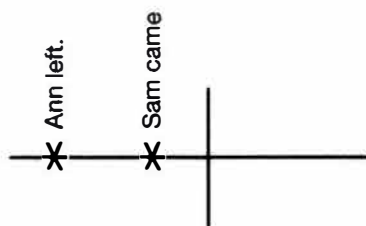
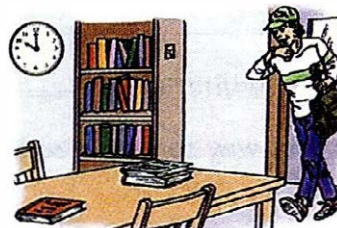
*Notice: A statement form (not a question form) can sometimes be used to ask a question by using a rising intonation at the end of a sentence.

EXERCISE 31 ► Warm-up. (Chart 2-8)

Look at the verbs in blue. Which event happened first?

1. The teacher **stood** up. Someone **had knocked** on the classroom door.
2. I **looked** at the board. The teacher **had written** my name there.

2-8 Past Perfect



- (a) Sam came at 10:00.
Ann left at 9:30.
In other words, Ann **had** already **left** when Sam came.

The PAST PERFECT expresses an activity that was complete before another activity or time in the past.

- (b) *By the time* Sam came, Ann **had** already **left**.

In (a): 1st: Ann left.
2nd: Sam came.

Adverb clauses with *by the time* are frequently used with the past perfect in the main clause, as in (b).*

- (c) Sam **had left** *before* Ann came.
(d) Sam **left** *before* Ann came.
(e) *After* the guests **had left**, I went to bed.
(f) *After* the guests **left**, I went to bed.

If either *before* or *after* is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used, as in (d) and (f).

NOTE: (c) and (d) have the same meaning;
(e) and (f) have the same meaning.

- (g) *Actual spoken words*: I **lost** my keys.
(h) *Reported words*: Jenny **said that** she **had lost** her keys.

The past perfect is commonly used in reported speech.** If the actual spoken words use the simple past, the past perfect is often used in reporting those words, as in (h).

Common reporting verbs include *tell (someone)*, *say*, *find out*, *learn*, and *discover*.

- (i) *Written*: Bill **felt** great that evening. Earlier in the day, Annie **had caught** one fish, and he **had caught** three. They **had had** a delicious picnic near the lake and then **had gone** swimming again. It **had been** a nearly perfect vacation day.

The past perfect is often found in more formal writing such as fiction.

In (i), the fiction writer uses the simple past to say that an event happened (*Bill felt great*), and then uses the past perfect to explain what had happened before that event.

- (j) *I'd* left. *You'd* left.
We'd left. *They'd* left.
She'd left. *He'd* left.
It'd left.

Had is often contracted with personal pronouns in informal writing.

NOTE: *I'd* left. *I'd* = *I had*
I'd like to leave. *I'd* = *I would*

*For more information about *by the time*, see Chart 17-2, p. 373.

**For more information about verb form usage in reported speech, see Chart 12-7, p. 262.

EXERCISE 32 ▶ Looking at grammar. (Chart 2-8)

Use the simple past or the past perfect form of the verbs in parentheses to complete the sentences. In some cases, either tense is correct.

How was your day?

1. I woke up with a headache, but I (*feel*) _____ better after I (*take*) _____ some medicine.
2. I was late for my first class. The teacher (*give, already*) _____ a quiz when I (*get*) _____ to class.
3. It was raining really hard when I (*leave*) _____ home this morning. My shoes were soaked when I (*get*) _____ to work. Fortunately, by the time I (*be*) _____ ready to leave, they (*dry, already*) _____.
4. I (*make*) _____ a fantastic lunch to take to work. I (*put*) _____ it in the staff fridge this morning. I never (*have*) _____ a chance to eat it. When I went to the fridge, someone (*eat, already*) _____ it.

EXERCISE 33 ▶ Looking at grammar. (Chart 2-8)

Complete the sentences with the given verbs and the simple past or past perfect.

1. *feel / forget / look / offer*

I got ready to pay the bill, but when I _____ in my purse, I discovered that I _____ my wallet. I _____ so embarrassed. My friend generously _____ to pay my part of the bill for me.

2. *lose / recognize / run / talk*

Yesterday at the airport, I _____ into Rick Collins, an old friend of mine. I (*not*) _____ to him in years. At first, I (*not*) _____ him because he _____ a great deal of weight.

3. *decide / go / see*

During my lunch break, I _____ to go to the art museum. I (*never*) _____ any of Picasso's paintings before I _____ there.



EXERCISE 34 ▶ Warm-up: listening. (Chart 2-9)

How is **had** pronounced in these sentences?

Excuses

1. I'm sorry I missed the appointment. I had written down the wrong date.
2. We knew we were running late. We had misread the bus schedule.
3. Sorry — I wanted to come to your party, but my family had already made other plans.

2-9 Had in Spoken English

(a) **Joe had** already heard the story.
Spoken: *Joe /d/* already heard the story. OR
Joe /əd/ already heard the story.

(b) **Who had** been there before you?
Spoken: *Who/d/* been there before you? OR
Who/əd/ been there before you?

(c) The dog **had** a bone.
Spoken: The dog *had* a bone.

In spoken English, the helping verb **had** in the past perfect is often reduced following nouns and question words. It can be pronounced as /d/ or as /əd/.*

NOTE: "ə" sounds like "uh."

Had is not reduced when it is a main verb, as in (c).

*See Chart 2-4 for written contractions of **had** with pronouns.

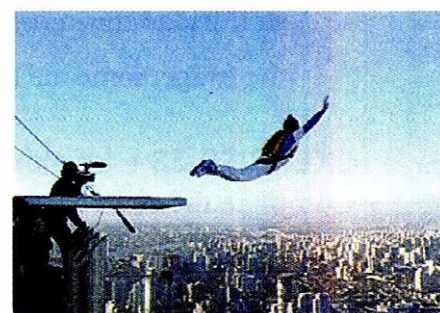


EXERCISE 35 ▶ Grammar and listening. (Charts 2-5, 2-8, and 2-9)

Before listening, complete the sentences with **is**, **had**, or **would**. Then listen and note the reduced pronunciation for these verbs.

A Base Jumper

- My friend Tom _____ a base jumper. He jumps off buildings and mountains — for fun. Last year he jumped off a skyscraper. Tom and his team _____ planned it for over a year.
- Family and friends _____ told him he was crazy, but that didn't change his mind.
- I wanted to watch, but I _____ gotten sick the day before.
- Afterward, Tom said it was the most thrilling experience he _____ ever had.
- I _____ kind of like to try something like that, but I'm afraid of heights.



EXERCISE 36 ▶ Listening. (Charts 2-5, 2-8, and 2-9)

Listen to the sentences. You will hear reduced forms for **had**, **would**, **has**, and **have**. Write their non-reduced forms.

Examples: You will hear: The kids'd stayed up too late. They were late for school.

You will write: The kids had stayed up too late. They were late for school.

You will hear: The kids'd like to stay up late. There's no school tomorrow.

You will write: The kids would like to stay up late. There's no school tomorrow.

You will hear: The kids've stayed up too late. They need to go to bed.

You will write: The kids have stayed up too late. They need to go to bed.

- You're a new student, aren't you? How long _____ you been in this country?
 - You left your job? How long _____ you been there?
- You're looking for Jack? Jack _____ left. He isn't here.
 - We were looking for Sam, but he _____ left by the time we got there.

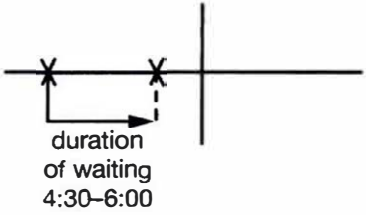
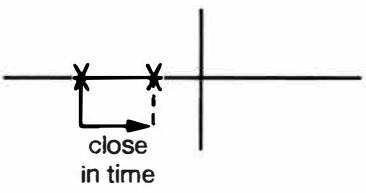
3. a. Since we're teachers, we have the summers off and do a lot of traveling. We _____ like to travel to Africa next.
- b. We _____ wanted to travel with my parents on our last trip, but they became ill and needed to cancel.
4. a. Unfortunately, my phone died when we were lost. I _____ forgotten to recharge it.
- b. My phone's dead, and I _____ forgotten to bring the charger.

EXERCISE 37 ► Warm-up. (Chart 2-10)

Which sentence (a. or b.) logically follows each statement? Discuss the meanings of the verbs in blue.

1. I **have been waiting** for Jack since 5:00. _____ a. Then I left.
2. I **had been waiting** for Jack since 5:00. _____ b. And I'm still here.
3. I **have been working** outside for almost an hour. _____ a. It's hot. I think I'll go inside.
4. I **had been working** outside for almost an hour. _____ b. But I got too hot and came inside.

2-10 Past Perfect Progressive

	<p>(a) Eric finally came at six o'clock. I had been waiting for him <i>since</i> four-thirty.</p> <p>(b) The police had been looking for the criminal <i>for</i> two years before they caught him.</p>	<p>The PAST PERFECT PROGRESSIVE emphasizes the <i>duration of an activity that was in progress before another activity or time in the past</i>.</p> <p>NOTE: The past perfect progressive is used infrequently compared to other verb tenses.</p>
	<p>(c) When Judy got home, her hair was still wet because she had been swimming.</p> <p>(d) I went to Ed's house after the funeral. His eyes were red because he had been crying.</p>	<p>This tense also may express an activity <i>in progress close in time to another activity or time in the past</i>.</p>
<p>(e) <i>Actual spoken words:</i> I have been waiting for you.</p> <p>(f) <i>Reported words:</i> Lia told me that she had been waiting for me.</p>		<p>The past perfect progressive also occurs in reported speech.</p>

EXERCISE 38 ► Looking at grammar. (Chart 2-10)

Read the sentences and answer the questions that follow.

- a. Ryan **has been researching** a topic for his thesis since the beginning of the year.
- b. Ryan **had been researching** a topic for his thesis when he decided to change majors.
- c. Ryan **researched** several different topics for his thesis.
- d. Ryan **has researched** several different topics for his thesis.
- e. Ryan **had researched** several different topics, but then he decided to change majors.

1. Which sentences emphasize the duration of the activity (research)? _____
2. In which sentences does the activity (research) continue up to now? _____
3. In which sentences is the activity (research) finished? _____
4. Which sentences have two activities in the past, one occurring before the other? _____

EXERCISE 39 ▶ Looking at grammar. (Charts 2-4, 2-7, and 2-10)

Choose the correct sentence in each pair. Explain why the other sentence is incorrect.

Updates on the Family

1. a. My brother Jose has changed majors again. He's not sure what he wants to be.
b. My brother Jose had changed majors again. He's not sure what he wants to be.
2. a. Until Uncle Rudi went to the doctor, he has not been sleeping well.
b. Until Uncle Rudi went to the doctor, he had not been sleeping well.
3. a. The twins have been working on a science project all semester. It's taking a lot of time.
b. The twins had been working on a science project all semester. It's taking a lot of time.
4. a. Jill damaged her knee during a soccer game. She had been having trouble walking, so she had surgery on it. Now she's much better.
b. Jill damaged her knee during a soccer game. She has been having trouble walking, so she had surgery on it. Now she's much better.
5. a. Our nieces are going to be in the school play next weekend. They had been rehearsing a lot. They're excited and a little nervous.
b. Our nieces are going to be in the school play next weekend. They've been rehearsing a lot. They're excited and a little nervous.

EXERCISE 40 ▶ Looking at grammar. (Charts 2-7 and 2-10)

Complete the sentences. Use the present perfect progressive or the past perfect progressive form of the verbs in parentheses.

1. a. We (*wait*) _____ have been waiting for Nancy for the last two hours, but she still hasn't arrived.
b. We (*wait*) _____ had been waiting for Nancy for over three hours before she finally arrived yesterday.
2. a. It is midnight. I (*study*) _____ for five straight hours. No wonder I'm getting tired.
b. It was midnight. I (*study*) _____ for five straight hours. No wonder I was getting tired.
3. a. Jack suddenly realized that the teacher was asking him a question. He couldn't answer because he (*daydream*) _____ for the last ten minutes.
b. Jack (*daydream*) _____ a lot. I wonder if he's in love.
4. a. Wake up! You (*sleep*) _____ long enough. It's time to get up.
b. When I woke up, I didn't know where I was. I (*sleep*) _____ soundly.
5. a. Sofia (*work*) _____ as a software engineer when her company transferred her. Now she's head of the Information Technology department.
b. Sofia (*work*) _____ long hours since she got the IT position.

EXERCISE 41 ▶ Let's talk. (Chapters 1 and 2 Review)

Answer the questions and discuss the meaning of the verb forms. Work in pairs, in small groups, or as a class.

1. a. When the rain stopped, Gloria was riding her bike to work.
b. When the rain stopped, Paul jumped on his bike and rode to work.

QUESTION: Who got wet on the way to work?

ANSWER: *Gloria.*

2. a. Ms. Lincoln taught at this school for nine years.
b. Mr. Sanchez has taught at this school for nine years.

QUESTION: Who is teaching at this school now?

3. a. Alice was opening the door when the doorbell rang.
b. George walked to the door after the doorbell rang.

QUESTION: Who had been expecting a visitor?

4. a. Donna lived in Chicago for five years.
b. Carlos has been living in Chicago for five years.

QUESTION: Who still lives in Chicago?

5. a. Jane drank some lemonade because she had been working outside.
b. Sue drank some lemonade because she was working outside.

QUESTION: Who drank lemonade after she finished working?

6. a. I looked across the street. Mr. Fox was waving at me.
b. I looked across the street. Mrs. Cook waved at me.

QUESTION: Who began to wave at me before I looked across the street?

7. a. Dan was leaving the room when I walked in.
b. Sam had left the room when I walked in.

QUESTION: Who did I see when I came into the room?

8. a. Ken went to the store because he was running out of food.
b. Ann went to the store because she had run out of food.

QUESTION: Who is better at planning ahead?

9. a. Jack had been studying Spanish since he was in elementary school. He spoke it very well by the time he moved to Peru.
b. Robert has been studying Spanish since he was in elementary school. His Spanish is getting quite good.

QUESTION: Who is studying Spanish in school?

EXERCISE 42 ▶ Looking at grammar. (Chapters 1 and 2 Review)

Complete the sentences with verbs in the box.

have has had is was were

Travel Experiences

1. You need to stay calm now. The plane _____ just hitting some turbulence.
2. Oh, no! I _____ lost my passport! It's not in my bag.

have has had is was were

3. While we _____ traveling in Europe last summer on a rail pass, we met people from around the world.
4. I _____ never tried frog legs. Let's try them at this café. The reviews say they're delicious.
5. I _____ never tried frog legs until I visited France.
6. I _____ getting worried when you texted. I was afraid you _____ taken the wrong subway.
7. People are saying that the weather _____ never been so hot and humid. I hope it's not going to stay like this for long.
8. The most amazing thing happened when I was in Tokyo. The very first person I saw when I stepped outside my hotel was a student I _____ taught several years before in New Zealand!
9. William _____ planned to leave for Asia on Tuesday when his sister called with bad news. Their parents _____ been in a car accident.
10. Travel _____ becoming harder for my grandfather now. He _____ lost his ability to walk and needs to use a wheelchair.
11. I _____ just found the tour podcasts you mentioned. Do you want to subscribe?



EXERCISE 43 ▶ Listening. (Chapter 2 Review)

Listen to each situation. Choose the sentence (a. or b.) that correctly describes it.

New Careers?

Example: You will hear: Kristi and her husband have had several conversations in the past few months about changing careers.

You will choose: ☒ a. They have thought about changing careers.
b. They changed careers a few months ago.

1. a. Kristi knows how to design websites.
b. Kristi is learning how to design websites.
2. a. Her husband knows how to design websites.
b. Her husband is learning how to design websites.
3. a. Kristi is working as a nurse but finds it stressful.
b. Kristi has experience as a nurse.
4. a. Eric is designing websites now.
b. Eric designed websites when he was in college.
5. a. Eric wants his parents to work for him part-time.
b. His parents have already done work for Eric part-time.

EXERCISE 44 ► Check your knowledge. (Chapters 1 and 2 Review)

Correct the errors in verb tense usage.

1. Since I came to this country, I am learning a lot about the way of life here.
2. I arrive here only a short time ago. I am here since last Friday.
3. How long you are living here? I been here for almost two years.
4. Why you no have been in class for the last couple of days?
5. I am coaching a soccer team for the last two months.
6. When I was a child, I had lived with my aunt instead of my parents. My uncle has die before I am born, so I never knew him. My aunt raised me alone.
7. I'm living in my cousin's apartment since I have arrived here. It very small, and we are sharing the bedroom. I am needing my own place, but I don't find one so far.
8. My grandfather had lived in a small village in Italy when he was a child. At the age of 19, he had moved to Rome, where he had met and had married my grandmother in 1957. My father had been born in Rome in 1960. I am born in Rome in 1989.

EXERCISE 45 ► Reading and writing. (Chapter 2)

Part I. How has the world changed since the 1950s? Read the passage. Why does the first paragraph have mostly simple past and the second paragraph have more present perfect?

A Different World

My parents were born in the 1950s.* Since then, the world has gone through extraordinary changes, especially in the areas of communication and electronics. My parents didn't have devices like computers and cell phones. There was no Internet until the 1990s. Students went to the library to do research, and it took them many hours to find information. They typed their papers on typewriters, and when they made a mistake, they began again. They often wrote letters because long-distance phone calls were expensive. They didn't have voicemail, so they had to call people back. Some homes still had party lines: families shared one phone line, and sometimes people picked up the phone and heard their neighbors' conversations. For entertainment, they had just a few channels on the TV, or they watched movies in theaters. They played music on phonographs or listened to the radio.

Since the 1980s, computers and the Internet have changed communication dramatically. People get information instantly online, and they can reach each other quickly through email. Cell phones have been available since the 1990s. Texting has become so popular that for many people it has replaced phone calls. Computers and cell phones have also introduced people to apps for games, social media, music, movie streaming, and photo editing, to name just a few. The world seemed very quiet in my parents' time, but for better or for worse, life today has become digital.

Do you know these words?
- extraordinary
- dramatically



*Note that there is no apostrophe when adding -s to years.

Part II. Think about the decade when your parents' generation was born. What was different about life in that decade? Here are some areas you can think about to get started: communication, culture, fashion, advertising, entertainment, inventions, transportation, and the environment.

1. Choose one topic and make a list of changes.
2. Write one or two paragraphs based on your list.
3. Think carefully about the use of the simple past and present perfect as you write.

WRITING TIP

If you want your writing to sound more natural, it is important to not translate from your language. There is a good chance that your language expresses ideas very differently. In the beginning, use simple sentence structures that you have learned. You may want to express a complex idea, but if you haven't learned the grammar for this, break the idea down into simpler language. As you learn more advanced grammar, you can begin to express more complex ideas.

Reading English books and listening to English are also very important for good writing. You start to see that particular words go with other words in a specific way. And certain words, phrases, and structures begin to sound familiar as well. At this point, you may find that they start to appear in your writing in a natural way.

Part III. Edit your writing. Check for the following:

1. ☐ indented paragraph(s)
2. ☐ use of the simple past for activities that began and ended at a particular time in the past
3. ☐ use of the present perfect for activities that began in the past and are still in progress, or for unspecified or recent time
4. ☐ correct spelling (use a dictionary or spell-check)

 Go to the Essential Online Resources for Self-Study: Gerunds and Infinitives 2