

2 Been there, got the T-shirt!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Exclamations

TEST YOUR GRAMMAR

1 Work in pairs. What is strange about these sentences? What should they be?

1 Columbus has discovered America.
2 I travelled all my life. I went everywhere.
3 I've learnt English.
4 Ouch! I've been cutting my thumb.

2 Which of these verb forms can change from simple to continuous? What is the change in meaning?

1 What do you do at the weekend?
2 I don't like her boyfriend.
3 I had a shower at 7.00.
4 Someone's eaten my sandwich.

OFF TO SEE THE WORLD

Present Perfect Simple and Continuous

1 Look at the pictures and read about the famous explorer **Marco Polo** and the backpacker **Jake Ellis**. Why did people go exploring in the past? Why do people go travelling today?

2 Which lines below do you think go with each person, Marco Polo (**MP**) or Jake Ellis (**JE**).

1 ☐ He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.

2 ☐ He's learnt a lot about history in Vietnam, seen amazing scenery in Laos, and visited ancient temples in Cambodia.

3 ☐ He's been staying in cheap hostels, along with a lot of other travellers.

4 ☐ His route led him through Persia and Afghanistan.

5 ☐ He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively.

6 ☐ 'I've had diarrhoea a few times.' Apart from that, his only worry is the insects. He's been stung all over his body.

7 ☐ He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery.

8 ☐ He's been travelling mainly by public transport.

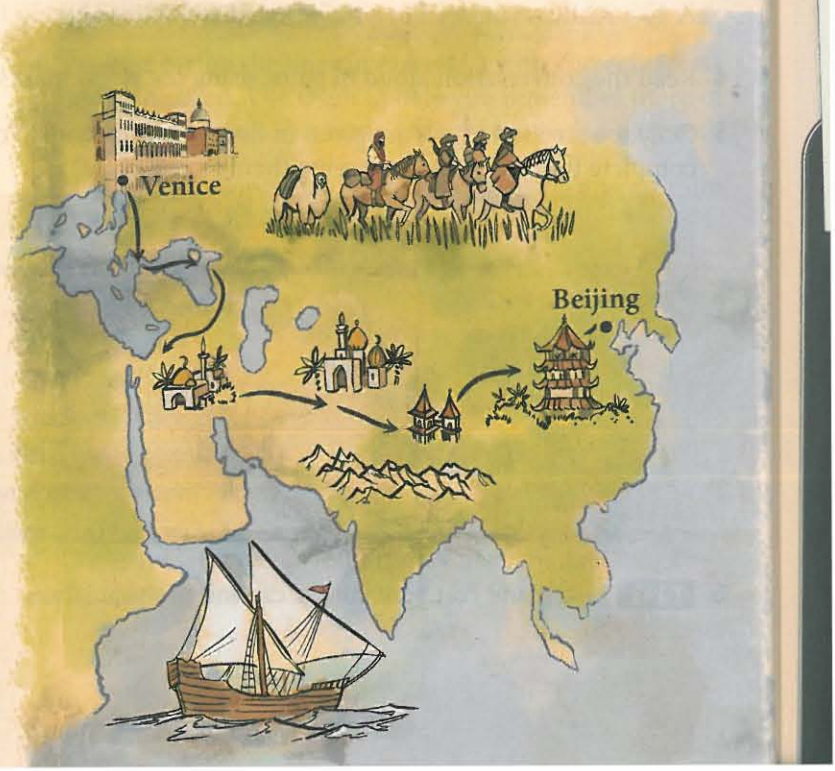
T 2.1 Listen and check. What other information do you learn about the two travellers?



MARCO POLO
1254–1324

Marco Polo was the first person to travel the entire 8,000-kilometre length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years. ...

He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.



3 Match the lines about Jake in **A** and **B**. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
He's been stung	in cheap hostels.
He's visited	all over his body.
He's been staying	a lot of really great people.'
'I've been	to Laos and Vietnam.
'I've met	mugged.'
He's been	ancient temples.

T 2.2 Listen and check.

Travel Wednesday 13 March

Backpacker raises money for charity





Jake's route around Asia

Jake Ellis is in Singapore. He's on a nine-month backpacking trip round south-east Asia. He flew into Bangkok five months ago. Since then, he's been to Cambodia, Vietnam, Laos, and China. But Jake hasn't been partying his way around the tourist spots. He's raised thousands of pounds for WaterAid by doing a sponsored bike ride from Saigon to Angkor Wat. ...

He's been taking it easy for a week before getting a flight to The Philippines. 'Once you've got the travel bug, it becomes very hard to stay in the same place for too long,' he said.





LANGUAGE FOCUS

1 What is the main tense used in the sentences about Marco Polo? Why?

What are the main tenses used in the sentences about Jake Ellis? Why?

2 Compare the use of tenses in these sentences.

1 She's been writing since she was 16.
She's written three novels.

2 I've read that book. It's good.
I've been reading a great book. I've nearly finished it.
I've been reading a lot of travel books lately. I've read three about Peru.

3 He's played tennis since he was a kid.
He's been playing tennis since he was a kid.

▶▶ **Grammar Reference p141**

PRACTICE

Questions and answers

1 Read the pairs of questions. First decide who each question is about, Marco Polo or Jake Ellis. Then ask and answer the questions.

1 Where did he go?
Where has he been?
2 How long has he been travelling?
How long did he travel?
3 How did he travel?
How has he been travelling?
4 Who has he met?
Who did he meet?
5 Did he have any problems?
Has he had any problems?

2 Here are the answers to some questions. Write the questions.

Marco Polo

1 In 1254, in Venice. ***When and where?***
2 Four years. ***How long / journey / China?***
3 For seventeen years. ***How long ...?***
4 Gold and jewellery. ***What / bring back?***
5 *The Travels of Marco Polo*. ***What / title?***

Jake Ellis

6 Mainly by public transport. ***How / travelling?***
7 Cambodia, Vietnam, Laos, and China. ***Which ...?***
8 In cheap hostels. ***Where / staying?***
9 Thousands of pounds. ***How much / raise?***
10 Yes, he has, a few times. ***Has / ill?***

T 2.3 Listen and check your answers.

Discussing grammar

3 Put the verbs in the correct tense. Discuss the reasons for your answers with your partner.

drive	1	We _____ over 500 miles yesterday. We _____ already _____ 200 miles today. We _____ for hours without a break.
try	2	_____ you ever _____ Korean food? _____ you _____ kimchee when you were in Seoul?
go/be	3	How many times _____ you _____ to America? How many times _____ Christopher Columbus _____ to America?
live	4	My aunt _____ in the same house since she was born. I _____ with her for the past month while I look for a job.

Simple and continuous

LANGUAGE FOCUS

1 Simple verb forms see actions as whole and complete.
He works in London. It rained all night. I've run six miles.

2 Continuous verb forms see actions in progress.
I'm working in Rome for two weeks. It was raining when I got up. I've been running for three hours.

3 State verbs are not usually used in the continuous.
*I **know** Peter well. I've always **liked** him.*

Name some more verbs like these.

▶▶ **Grammar Reference p141**

4 Match a line in **A** with a line in **B**. Write *1* or *2* in the boxes.

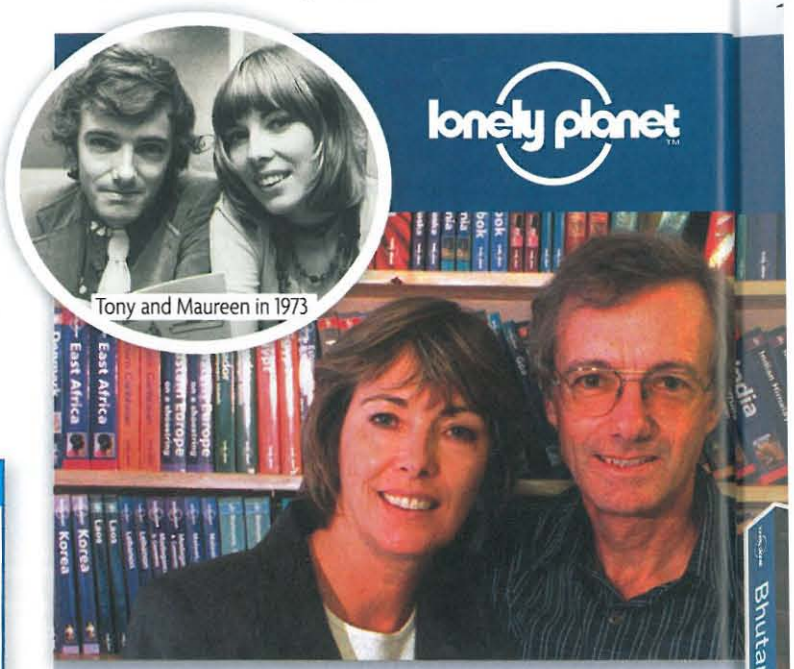
A		B
a ☐	Peter comes	1 from Switzerland.
b ☐	Peter is coming	2 round at 8.00 tonight.
c ☐	I wrote a report this morning.	1 I sent it off this afternoon.
d ☐	I was writing a report this morning.	2 I'll finish it this afternoon.
e ☐	What have you done	1 since I last saw you?
f ☐	What have you been doing	2 with my bag? I can't find it.
g ☐	I've had	1 a headache all day.
h ☐	I've been having	2 headaches for weeks.
i ☐	I've known	1 my new neighbours.
j ☐	I've been getting to know	2 Anna for over ten years.
k ☐	I've cut	1 my finger. It hurts.
l ☐	I've been cutting	2 wood all morning.

▶▶ **WRITING A formal letter or email – A letter of complaint** *p104*

Destination Lonely Planet

5 How do you plan holidays? Do you use travel guides?

6 Look at the pictures. **Tony and Maureen Wheeler** are the founders of the *Lonely Planet* travel guides. Work with a partner. **Student A** Look at this page. **Student B** Look at p160.



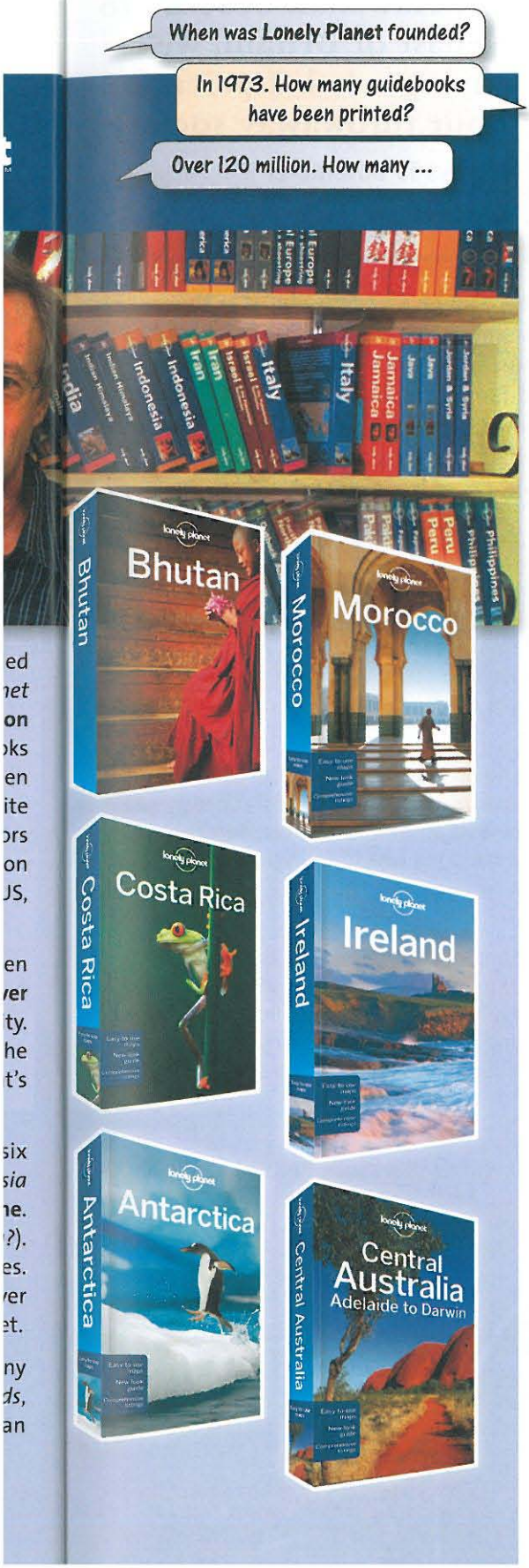
The travel guide company *Lonely Planet* was founded by **Tony and Maureen Wheeler** ... (*When?*). *Lonely Planet* is an outstanding publishing success. **Over 120 million guidebooks** have now been printed and it has books for almost every country in the world. They have been translated into ... (*How many*) languages. The website www.lonelyplanet.com receives **over 100 million** visitors per year, and there has been in excess of 10 million downloads of its apps. It has offices in the UK, the US, and India with its headquarters in ... (*Where?*).

Tony Wheeler lived in many different countries when he was young because **his father's job took him all over the world**. He studied ... (*What?*) at Warwick University. Maureen was born in **Belfast**. She went to London at the age of 20 because ... (*Why?*). She met Tony in Regent's Park **three days after arriving**.

In 1972 they travelled ... (*Where?*) The trip took six months. They wrote their first book, called *Across Asia on the Cheap*, **on their kitchen table in Melbourne.** They have lived in Melbourne on and off ... (*How long?*). Together they have been to **more than 100** countries. Tony says that the most amazing place he has ever visited is a remote hilltop city called Tsaparang, in Tibet.

The Wheelers sold *Lonely Planet* in ... (*When?*), but Tony still writes for the company. His new book, *Dark Lands*, recalls his experiences in countries such as Pakistan and Colombia.

Student A Ask and answer questions with **Student B** to complete the information about Tony and Maureen Wheeler.



SPEAKING AND LISTENING

Dreams come true

1 20,000 people were asked in a poll what they most wanted to do before they die. Here are the top 15 activities.

- ☐ go whale-watching
- ☐ see the Northern Lights
- ☐ visit Machu Picchu
- ☐ escape to a paradise island
- ☐ go white-water rafting
- ☐ fly in a fighter plane
- ☐ fly in a hot-air balloon
- ☐ climb Sydney Harbour Bridge
- ☐ swim with dolphins
- ☐ walk the Great Wall of China
- ☐ go on safari
- ☐ go skydiving
- ☐ dive with sharks
- ☐ drive a Formula 1 car
- ☐ go scuba diving on the Great Barrier Reef



What are your top five? Which don't interest you at all? Discuss in groups.

2 Look at the results of the poll on p160. Does anything surprise you?

3 T 2.4 Listen to three people describing the activities in exercise 1. Which one is each of them talking about? How did the experience affect them?

4 Answer the questions with **A** (Alan), **B** (Bernie), or **C** (Carol).

Who ...

1 [B] says their activity was uneventful at first? Why?
2 [ ] didn't finish their activity? Why not?
3 [ ] describes the sound that they heard? What was it like?
4 [ ] was surprised at the size of what they saw? How do they describe it?
5 [ ] has done the activity twice? Which time was best?
6 [ ] had their activity spoilt by the weather? How?

5 T 2.4 Listen again and check/complete your answers.

SPOKEN ENGLISH Fillers

When we speak (in any language!), we often use fillers to help give us time to decide what to say next. These are words and phrases such as *like, you know, I mean, kind of*, etc.

Bernie Erm ... there was a nervous *kind of* feeling amongst us.

Carol I was wearing *like* only a summer dress and sandals.

Look at the tapescript on p122 and find more examples of fillers.

READING AND SPEAKING

Our plastic planet

1 The article you are going to read talks about *'the infinite number of plastic products that fill our lives.'*

In groups, make a list of all the plastic products you use in a typical day.

Share your list with the whole class.

2 Here are some more lines from the article. What do you think they are talking about?

I realised the sandy beach was being transformed into a plastic beach.

Twice the size of France, the Garbage Patch is like a plastic soup in the sea.

They are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

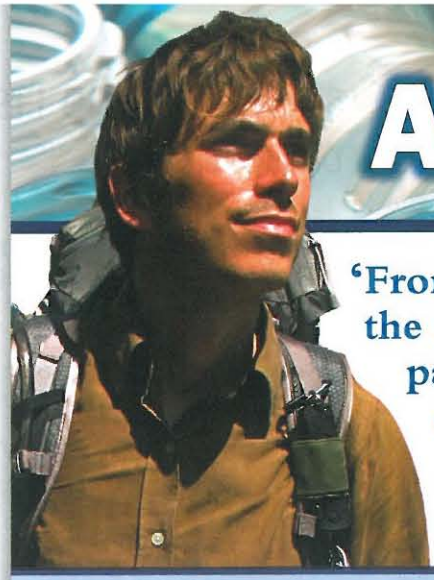
We need to spurn and reject the main culprits.

3 Read through the article quickly. Answer the questions.

1 Who is Simon Reeve?
2 Which products from your list in exercise 1 are mentioned?
3 Which of your ideas about the lines in exercise 2 were correct? Which were not?
4 Which places in the world are mentioned?
5 What are 'nurdles'?

4 Read the article again. Are these statements true (✓) or false (✗)? Correct the false ones.

1 Hawaii is protected from rubbish because of its position in the Pacific Ocean.
2 Volunteers clear the nurdles from the beaches.
3 The sea makes the nurdles smaller and smaller.
4 600,000 tons of plastic rubbish is polluting our seas.
5 Factories are reducing the amount of plastics they produce.
6 There are three major ways that plastic is ruining our planet.
7 Most of the plastic garbage is made up of plastic bags, bottles and packaging.
8 Bangladesh and Modbury have something in common.



A planet

'From Hawaiian beaches to the coast of Britain, we're paying a lethal price for our throwaway society.'

says TV adventurer

Simon Reeve

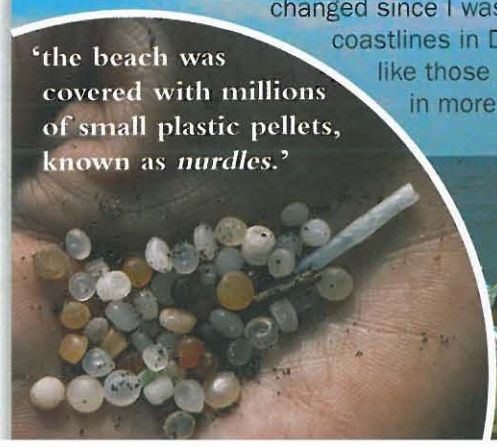
Hawaii is generally considered to be the one place in the world where you should be able to guarantee finding paradise. The beautiful tropical islands have been used as the setting for countless TV series and films, ranging from *Lost* to *Jurassic Park*. Isolated in the middle of the vast Pacific Ocean, distance alone should protect Hawaii's spectacular landscapes and turquoise sea from the environmental problems facing the rest of the planet.

So when I arrived in Hawaii, I was staggered to discover beaches covered in plastic rubbish washed up from around the world. Pristine sand was covered by old plastic toothbrushes, combs, shoes, belts and mouldings. Sam Gon, a Hawaiian conservationist, took me to one beach where 70 local volunteers were doing their best to remove tons of garbage. But as soon as it was cleaned, the waves dumped another mountain of rubbish.

The larger pieces of waste can be collected by hand. But when Sam and I dropped to our knees, I could see the surface of the beach was covered with millions of small plastic pellets, known as *'nurdles'*. These are the raw material that factories use to form the infinite number of plastic products that fill our lives. These are dumped out of factories into our seas in their trillions.

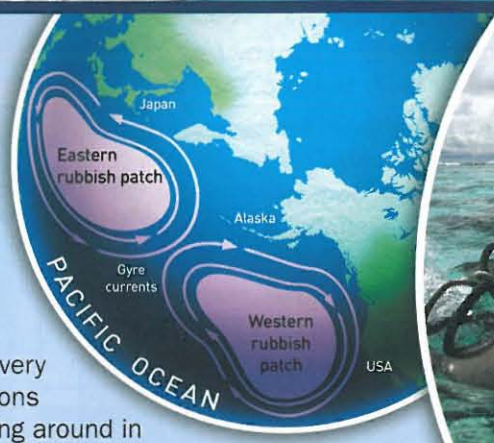
Yet the big shock came when Sam told me to dig into the sand. Plastic doesn't biodegrade. Instead it breaks down into ever smaller pieces. Among the grains of sand were billions of tiny plastic flecks, which the pounding of the sea was reducing in size. As I dug through the plastic, I realised the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii to the seas around Britain, we are soiling our own nest. It was a shock to realise how much British beaches have changed since I was a child playing on beautiful coastlines in Dorset and south Wales. Just like those in Hawaii, they are now covered in more litter than ever before.



'the beach was covered with millions of small plastic pellets, known as *nurdles*.'

poisoned by plastic





Since 1994, plastic litter has increased by an extraordinary 121 per cent. The plastic we see on our beaches is just a fraction of the plastic waste that is clogging our oceans. Incredibly all the plastic *ever* created – totalling hundreds of millions of tons – is still out there in the environment in some form.

There are an estimated 600,000 plastic containers dumped overboard by ships every single day. In total, at least 100 million tons of plastic rubbish is thought to be sloshing around in our seas. The scale of the problem is extraordinary. The beaches I visited in Hawaii are being swamped by rubbish from the Great Pacific Garbage Patch, a vast accumulation of the world's plastic debris floating in the Pacific Ocean. Twice the size of France, the Garbage Patch is like a plastic soup in the sea and is doubling in size each decade.

And it is not alone. Scientists believe that sea currents have created *five* vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 bits of rubbish per square mile. This is an international scandal and a global problem, for which we are all responsible.

'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'

From bicycle helmets to food packaging, from water bottles to toothbrushes, plastic makes our lives easier. But its production and use is completely out of control. 'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'

Because tiny fragments of plastic in our oceans are so small and look like food, they are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

So plastic is ruining our beaches, choking the oceans, and poisoning our food chain. The consequences are still not fully understood, but they are likely to be devastating. We need to spurn and reject the main culprits: plastic bags, packaging and single-use water bottles, a wasteful obscenity. These make up the bulk of plastic garbage.

In Bangladesh, they have done away with plastic bags and replaced them with natural jute bags. If they can do it, so can we. England has recently joined the growing number of countries which impose a tax on plastic bags, and the small town of Modbury in Devon has banned them completely.

At stake is the future of beaches, our seas, and the food chain. It is nothing short of an environmental emergency.



What do you think?

- Give your personal reactions to the text. Use these phrases.

  I didn't know/I already knew that ...
  What surprised me was ...
  It's incredible that ...
  It's a shame that ...
  I wonder what can be done to ...

- Do you believe plastic is causing 'an environmental emergency'?
- Are there other things that are more harmful to the environment than plastic? What?

Vocabulary work

1 How many words meaning 'rubbish' can you find in the article?

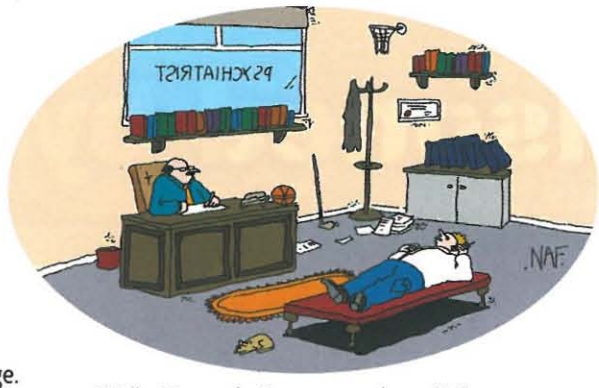
2 Discuss the meaning of the highlighted words.

3 Match the words in **A** and **B**. What are the contexts?

A	B
1 turquoise	a number
2 infinite	b water bottles
3 grains of	c chain
4 food	d society
5 mountain of	e currents
6 sea	f sea
7 single-use	g rubbish
8 throwaway	h sand

VOCABULARY

Hot verbs – *make, do*



"Hello, Mum ... the Doc wants to know if I have difficulty making decisions. What do you think?"

1 There are many expressions with *make* and *do*. Look at these examples from the text on pp18–19.

- Plastic *makes* our lives easier.
- Bags and bottles *make up* most of the plastic garbage.
- 70 local volunteers were *doing their best* to remove tons of garbage.
- In Bangladesh they have *done away with* plastic bags.

2 Put the words in the right box.

a good impression	business	arrangements	~~a decision~~	a difference
research	a profit/a loss	your best	a start/a move	sth clear
a good job	a degree	an effort	sb a favour	a suggestion

MAKE	DO
a decision	

3 Complete the sentences with some of the expressions in exercise 2.

1 When you go for a job interview, it's important to _____.
2 I think we're all getting tired. Can I _____? How about a break?
3 A lot of _____ has been _____ into the causes of cancer.
4 I think the director is basically _____. He's reliable, he's honest, and he gets results.
5 I'd like to _____ right now that I am totally opposed to this idea.
6 Right. I think we should _____ and get down to business.
7 I don't mind if we go now or later. It _____ no _____ to me.
8 Could you _____ me _____ and lend me some money?

T 2.5 Listen and check.

4 Match a line in **A** with a line in **B**. Underline the expression with *make* or *do*.

A	B
1 She's made the big time as an actress.	'She's a corporate lawyer.'
2 We'll never make the airport in time.	'Well, I can make myself understood.'
3 'What does she do for a living?'	'Yeah. It really made my day.'
4 'You'll all have to do more overtime and work weekends.'	The traffic's too bad.
5 'How much do you want to borrow? £20?'	She can command $20 million a movie.
6 'How much Spanish do you speak?'	'Great. That'll do fine.'
7 'I hear the boss said you'd done really well.'	'That does it! I'm going to look for another job!'

T 2.6 Listen and check. What extra comment do they make?

Phrasal verbs

5 Complete the sentences with a phrasal verb with *do*.

do away with sth	do without sth
could do with sth	do sth up

1 I'm so thirsty. I _____ a cup of tea.
2 We've bought an old flat. We're going to _____ it _____ over the next few years.
3 I think we should _____ the monarchy. They're all useless. And expensive.
4 I could never _____ my personal assistant. She organizes everything for me.

T 2.7 Listen and check.

6 Do the same with these phrasal verbs with *make*.

make sth up	make up for sth
make of sb	make off with sth

1 Thieves broke into the castle and _____ jewellery and antique paintings.
2 Jake's parents buy him loads of toys. They're trying to _____ always being at work.
3 What do you _____ the new boss? I quite like him.
4 You didn't believe his story, did you? He _____ the whole thing _____.

T 2.8 Listen and check.

EVERYDAY ENGLISH
Talking about places

Where is it exactly?

1 Look at the ways of describing location. What preposition goes with each set of phrases?

_____	the middle of nowhere the heart of the countryside the far south of Japan the French quarter of the city
_____	the outskirts of the city the beach by the sea the bank of the river the edge of the forest
_____	the top of the mountain the corner of the street the back of the hotel the end of the track

2 T 2.9 Listen to four people talking about places they have been to. Where are they talking about?

3 T 2.9 Listen again and complete the lines.

1 'They stand just ...'
'I kind of expected them to be right ...'
2 'There's a viewing terrace right ...'
3 'We were staying ...'
4 'It's a magnificent white building, right ...'
'I loved the colourful streets ...'

SPOKEN ENGLISH Adding emphasis

Look at the sentences in exercise 3 again. Notice how *right*, *just*, and *very* add emphasis. Use them to complete the description.

We rented a flat _____ in the centre. The Grand Canal was _____ at the end of the street. It was wonderful to be in the _____ heart of the city.

T 2.10 Listen and check.

What is it like?

4 Read the two texts about the same hotel complex. Where would you find such texts? Complete them with words from the boxes.

50-minute
360-degree
20-square
14-night
four-bedroom

Enjoy a [1] _____ stay in our magnificent hotel complex, set in a [2] _____ mile area of coastal parkland. Our luxury suites give [3] _____ views of the surrounding area and access to our private beach. Also available are [4] _____ villas on a self-catering basis. All this just a [5] _____ drive from the airport.



five-star
20-mile-an-hour
100-metre-tall
two-hour
five-minute

I must say I found your brochure somewhat misleading. Sadly our expectations of [6] _____ luxury accommodation were not met. The travel time to and from the airport was affected by roadworks and a [7] _____ speed limit. This meant that it was at least a [8] _____ journey each way. Although the view from our suite was impressive, you failed to mention the [9] _____ wind turbines all along the coast, which spoil the beauty. We were expecting 'access to your private beach' to mean a [10] _____ stroll. Instead we had to walk miles to reach the sea.

5 Work in groups. Where would be a good place to do these things? Use some of the expressions in exercises 1 and 4, adding your own ideas.

- have a holiday home
- spend a relaxing weekend
- have a picnic on a summer's day
- escape from the world for a month

I'd love to have a four-bedroom holiday home by a lake in the heart of the countryside.

How do you get there?

6 T 2.11 Listen to three conversations. What is the problem in each one?

7 T 2.11 Listen to conversations 1 and 2 again, and make notes of the directions. Work with a partner. Take turns to give directions based on your notes.

1 In each statement underline what is applicable to FORMAL writing.

1 You can open with: Dear Ben, / Dear Mr Smith, / Dear Sir/Madam, / Hi Bob, / Dear Ms Jones,.
2 You can close with: Yours, / Yours sincerely, / Yours faithfully, / Love, / Best wishes, / Best,.
3 In very formal letters, you shouldn't use: I'm / We cannot / I won't / I would like / they're / we did not
4 You can sign with: your first name / just your surname / your full name.
5 You can introduce your topic with: Just a note to say ... / I'm writing to express my ...
6 You can make a request with: Can you ...? / I'd be grateful if you could ... / Would it be possible for you to ...
7 In an email: Please find attached ... / I've attached ...
8 In a letter: I've also sent you ... / Please find enclosed ...
9 You can end with: I look forward to hearing from you at your earliest convenience. / Looking forward to seeing you soon.

2 Which of these adjectives would you expect to find in a letter of complaint?

dismayed	delighted	appalled	distressed
thrilled	disappointed	pleased	upset
satisfied	shocked	disgusted	overjoyed

3 Read the letter of complaint to an airline and answer the questions.

1 Where had the family been on holiday?
2 Who wasn't well?
3 Why couldn't the family travel home together?
4 Which members of the family travelled back to Gatwick airport? Which to Heathrow? Why?

4 How are the more informal lines below expressed in the letter?

- because your airline didn't do the right thing
- [Tom] felt a bit sick
- We adults weren't very worried
- we told her what had happened
- the plane wouldn't leave until we got off
- the news really upset us
- we felt better when they offered
- I want you to tell us exactly why we weren't helped

5 Discuss and make a list as a class of some situations you could complain about. Choose one and write a letter or email of complaint.



47 Cassiobury Close
Brighton
BN1 6NZ

Customer Services
QFly Airways
PO Box 611
Slough
SL5 1NP

3 March

BOOKING REFERENCE: 4YFHTT (Benjamin and Susan Potts)

Dear Sir or Madam,

I am writing to complain about a most distressing travel experience, which we believe was the direct result of your airline's mishandling of the situation.

Our family group of six were due to return from the holiday of a lifetime, departing Antigua for London Gatwick, on flight QF 5612 at 19.40 on February 26th. Our son, Tom (7), having spent too long in the sun, was feeling a little unwell in the departure lounge. None of the adults present were overly concerned. On entering the aircraft, a member of the crew asked if our son was all right. We explained the situation and went to take our seats. The crew member returned with a thermometer and took my son's temperature. She said that it was 100.2°F (the normal body range is between 97°F and 100°F.) She left and we settled in our seats. My son was already feeling much better.

A few minutes later, she returned to say that she had contacted paramedics and since my son's temperature was above normal, we would have to leave the aircraft, as he may become ill during the flight. We were incredulous, pointing out that our son now felt fine. However, we were told that a series of events had been set in motion, which meant that the aircraft would not depart until we disembarked. This news caused great distress to my entire family, especially my son, and his four-year-old sister. However, we were reassured by the offer of guaranteed seats on the flight the following evening. In the end we disembarked, leaving our daughter with her grandparents.

We were taken to a hospital, where we spent three hours and $550 to get a letter stating that my son was safe to fly. We were shocked and dismayed to hear the doctor's disbelief that our son had been asked to leave the flight.

To add insult to injury, the next day there were no guaranteed seats. Due to the continuing distress of our children and pressing work engagements, we could not risk waiting for standby seats. Fortunately Delta Airlines came to our rescue, offering us flights to Heathrow that day via New York, JFK. Flights that cost $3300.

In conclusion, I would ask you to provide a detailed explanation of your airline's lack of assistance and that you not only refund the expenses incurred, but also pay us compensation for the distress caused.

I enclose a letter from the doctor who examined my son and a detailed breakdown of all our expenses with receipts. I look forward to your swift reply.

Yours faithfully,

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UNIT 2

Introduction to the Present Perfect

1 Many languages have a past tense to refer to past time, and a present tense to refer to present time. English has these, too, but it also has the Present Perfect, which relates past actions to the present.

2 The use of the Past Simple roots an action in the past, with no explicit connection to the present. When we come across a verb in the Past Simple, we want to know *When*?

3 The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know how this affects the situation now.

4 Compare these sentences.

I ***lived*** *in Rome.* (But not any more.)
I've ***lived*** *in Rome, Paris, and New York.* (I know all these cities now.)
I've ***been living*** *in New York for ten years.* (And I'm living there now.)
She's ***been married*** *three times.* (She's still alive.)
She ***was married*** *three times.* (She's dead.)
Did *you* ***see*** *the Renoir exhibition?* (It's finished now.)
Have *you* ***seen*** *the Renoir exhibition?* (It's still on.)
Did *you* ***see*** *that programme on TV?* (I'm thinking of the one that was on last night.)
Did *you* ***enjoy*** *the film?* (Said as we're leaving the cinema.)
Have *you* ***enjoyed*** *the holiday?* (Said near the end of the holiday.)
Where ***have*** *I* ***put*** *my glasses?* (I want them now.)
Where ***did*** *I* ***put*** *my glasses?* (I had them a minute ago.)
It ***rained*** *yesterday.* (= past time)
It's ***been snowing***. (There's snow still on the ground.)

Present Perfect Simple and Continuous

See the introduction to the perfect aspect and the continuous aspect in Unit 1.

Present Perfect Simple and Continuous have three main uses.

1 Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.
We've ***lived*** *in this house for 20 years.*
Sorry I'm late. ***Have*** *you* ***been waiting*** *long?*
I've ***been*** *a teacher for five years.*
I've ***been working*** *at the same school all that time.*

Notes

- There is sometimes little or no difference between the simple and the continuous.
  I've played
  I've been playing *tennis since I was a kid.*
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
  I've ***been living*** *with a host family for six weeks.*
  The castle ***has stood*** *on the hill overlooking the sea for centuries.*
- Certain verbs, by definition, suggest duration, for example, *wait, rain, snow, learn, sit, lie, play, stay*. They are often found in the continuous.
  It's ***been raining*** *all day.*
  She's ***been sitting*** *reading for hours.*
- Remember that state verbs rarely take the continuous.
  I've ***known*** *Joan for years.* ~~*I've been knowing~~*
  How long ***have*** *you* ***had*** *that car?* ~~*have you been having~~*
  I've never ***understood*** *why she likes him.* ~~*I've never been understanding~~*

2 Present result

The verb action happened in the past, usually the recent past, and the results of the action are relevant now.

You've ***changed***. *What* ***have*** *you* ***done*** *to yourself?*
I've ***lost*** *some weight.*
I've ***been doing*** *some exercise.*
I'm covered in mud because I've ***been gardening***.

In this use, the simple emphasizes the completed action. The continuous emphasizes the repeated or ongoing activities over a period of time.

Notes

- Certain verbs, by definition, suggest a short action, for example, *start, find, lose, begin, stop, break, die, decide, cut*. They are more often found in the simple.
  We've ***decided*** *to get married.*
  I've ***broken*** *a tooth.*
  I've ***cut*** *my finger.*
  In the continuous, these verbs suggest a repeated activity.
  I've ***been stopping*** *smoking for years.*
  You've ***been losing*** *everything lately. What's the matter with you?*
  I've ***been cutting*** *wood.*
- The use of the simple suggests a completed action.
  I've ***painted*** *the bathroom.*
  The use of the continuous suggests a possibly incomplete action.
  I'm tired because I've ***been working***. (Finished? Not finished?)
  Someone's ***been eating*** *my chocolates.* (There are some left.)
- The continuous can be found unqualified by any further information.
  I'm wet because I've ***been swimming***.
  We're tired because we've ***been working***.
  'Why are you red?' 'I've ***been running***.'
  The simple sounds quite wrong in this use.
  ~~**I've swum*~~. ~~**We've worked*~~. ~~**I've run*~~.
- Sometimes there is little difference between the Past Simple and the Present Perfect.
  Where ***did*** *you* ***put*** *my keys?*
  have *you* ***put***
- American English is different from British English. In American English, these sentences are correct.
  Did you hear the news? The President resigned!
  Did you do your homework yet?
  Your father just called you.
  I had breakfast already.

3 Indefinite past

The verb action happened at an unspecified time in the past. The actual time isn't important. We are focusing on the experience at some time in our life.

Have *you ever* ***taken*** *any illegal drugs?*
She's never ***been*** *abroad.*
Have *you ever* ***been flying*** *in a plane when it's hit an air pocket?*

Note

- Notice these two sentences.
  She's ***been*** *to Spain. (At some time in her life.)*
  She's ***gone*** *to Spain. (And she's there now.)*
  The first is an example of indefinite past.
  The second is an example of present result.