
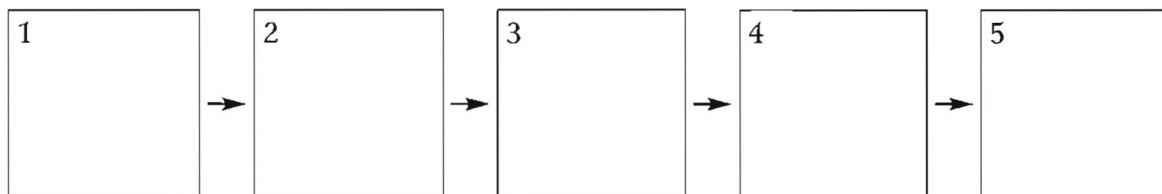



## A Context listening

- 1** You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (A–F). Put the activities in the order which you think is best when writing an assignment.

- A make notes  
B start to write  
C do research  
D make a plan  
E re-read books  
F get a book list

- 2**  **3** Listen to the first part of the conversation. Which five activities does Sue mention? Write the letters A–F in the correct order in boxes 1–5 on the flowchart.



- 3**  **3** Listen to the second part of the conversation and fill in the gaps.

- 1 Sue: I ..... plenty of information for the assignment.
- 2 Sue: When I was in the library last week, I ..... those leaflets.
- 3 Carl: I ..... tired since I started this course!
- 4 Carl: I ..... and I'm already tired.

- 4** Look at your answers to Exercise 3 and find examples of each of the following:

- a something that only happened recently .....
- b something that happened at some time before now, but we do not know when .....
- c an action + the length of time it has been going on .....
- d something that happened at a stated time in the past .....

Which tense is used in each of the examples a–d above?

## B Grammar

We use the present perfect when we want to show a link between the present and the past.

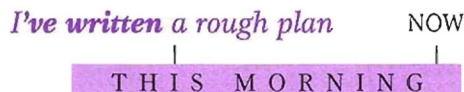
### 1 Present perfect simple

+	have/has + past participle	She's <b>started</b> the assignment.
-	have/has not + past participle	I <b>haven't started</b> the assignment.
?	have/has ... + past participle?	<b>Have you started</b> the assignment?

We use the present perfect simple

- to talk about a time period that is not finished (e.g. *today, this week*):

*I've written a rough plan this morning.* (it is still morning)



- to show that something happened at some point in the past before now. We don't state when it happened:

*I've collected plenty of information.* (at some point before now and I will use it to write my essay)

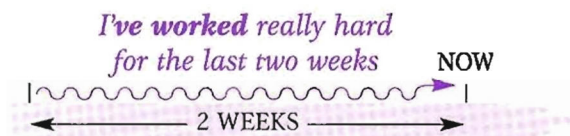
The following time expressions are often used: *ever, never, before, up to now, still, so far*.

*It's the longest I've ever had to write.* (at any point before now)

⚠ If we state when something happened we must use the simple past:

*I wasted a lot of time last week.* (~~not I have wasted a lot of time last week~~)

- to talk about a present situation which started in the past, usually with *for/since*:



*I've worked really hard for the last two weeks.* (I've worked hard till now)

We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2001, since Monday, since ten o'clock, since I was four, since I started the course*).

- to talk about something that happened at an unstated time in the past but is connected to the present:

*I've read all the books on the reading list.* (I have the notes now)

The following time expressions are often used: *recently, just, already*, and *yet* with negatives or questions.

*I've just got up.*

*Have you written your assignment yet?*

Compare the use of the present perfect with the past simple:

### Present perfect

- links the past with the present:  
*I've made quite a lot of notes. (at some point before now and I may make more notes)*
- does not talk about a specific time in the past:  
*Have you read the leaflet? (at some time before now)*
- uses time expressions that show the time period is unfinished:  
*I've read six articles this week. (the week isn't finished)*

### Past simple

- only talks about the past:  
*I made notes on the most important things. (when I did the reading and I've finished making notes)*
- states a specific past time, or the time is understood:  
*I read the leaflets when I was in the library. (I'm not in the library now and the reading is finished)*
- uses time expressions that show the time is finished:  
*I read five books last week. (last week has finished)*

Note the position of the following time expressions that occur with the present perfect:

- between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)  
*I've **already** written the notes.*  
*I've **just** finished my essay.*  
*Ever* is generally used with questions or negatives:  
*Have you **ever** been to Buenos Aires?*
- after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2003, since I was a child* etc.)  
*I've felt tired **for weeks**.*  
*I haven't flown **before**.*
- If there is an object clause, the time expression comes at the end:  
*I've gone to bed early **every night since then**.*  
*I've written more than ten assignments **since I started this course**.*

## 2 Present perfect continuous

+	have/has been + verb + -ing	<i>I've <b>been studying</b> really hard.</i>
-	have/has not been + verb + -ing	<i>He <b>hasn't been studying</b> really hard.</i>
?	have/has ... been + verb + -ing?	<i><b>Have you been studying</b> really hard?</i>

We can use either the present perfect simple or the present perfect continuous to say how long a situation or activity has been going on (often with *for* or *since*):

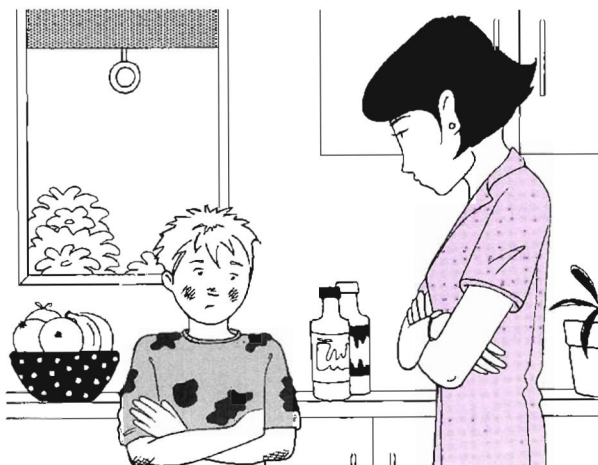
- I've felt tired **for weeks**.*  
*I've **been feeling** tired **since** I started this course.*  
*I've **worked** at the restaurant **since** I moved here.*  
*I've **been working** at the restaurant **for** three years.*



Compare the different uses of the present perfect simple and the present perfect continuous:

### Present perfect continuous

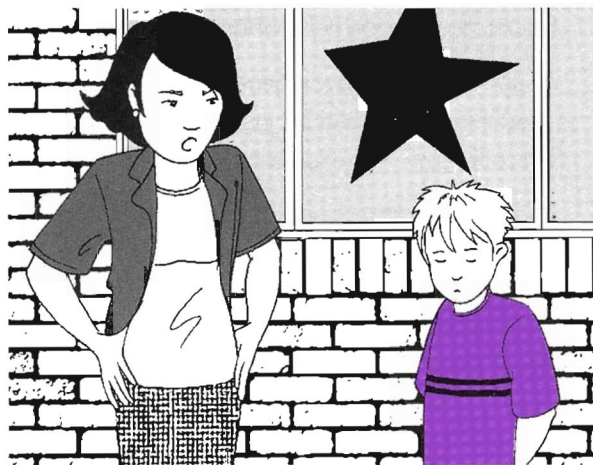
- ◆ emphasises how long:  
*I've been reading for the past two weeks.*
- ◆ focuses on the activity itself (it does not show whether the activity is completed or not):  
*I've been writing my essay.* (we don't know if the essay is finished or not)



*What have you been doing?* (the boy's mother is interested in the activity that made him so dirty now)

### Present perfect simple

- ◆ says how many times:  
*I've read three articles.*
- ◆ focuses on the result or completion of the activity:  
*I've written my essay.* (the essay is finished but we don't know when)



*What have you done?* (the boy's mother is interested in the result of the action: the broken window)

▲ State verbs (see Unit 1) do not generally have a continuous form:

*I've known them since I was a child.* (~~not I've been knowing them since I was a child~~)

### Grammar extra: *This is the first time etc.*

We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

*It's the first time I've ever had to write such a long assignment.*

*Is this the only time you've travelled abroad?*

*That's the sixth cup of coffee you've had today.*

## C Grammar exercises

1 Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as I  
1 have always been interested in natural history and even as a child I  
2 have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

As you 3 already saw in Section A of this application, I have a good academic record and I 4 just received the results of my recent exams, all of which 5 have been excellent.

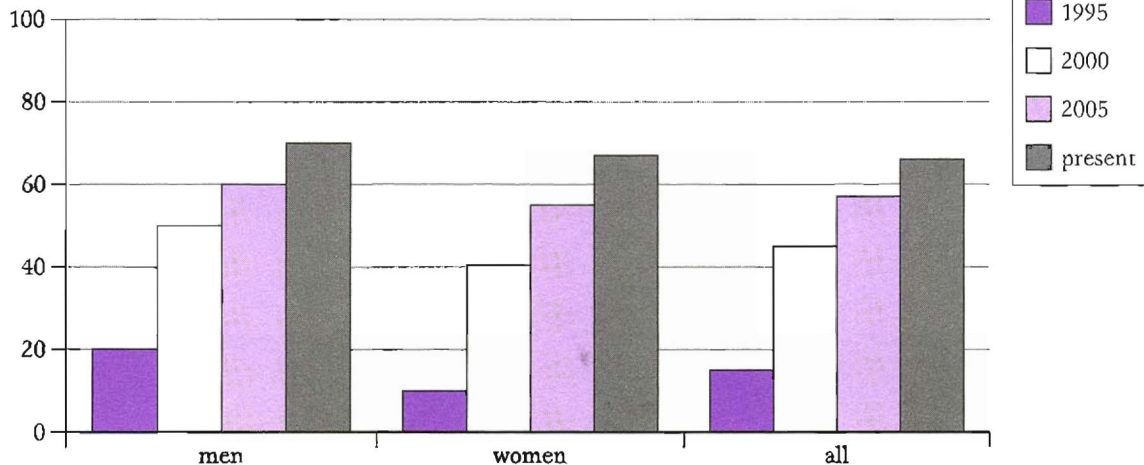
In addition, your university attracts me because I enjoy sports and I  
6 have read in your prospectus about the large number of sports on offer. Last year I 7 have represented my school at badminton and I 8 played in football teams since I was eleven. I 9 have recently joined a basketball team which competes at a national level.

I 10 did not travel abroad much yet, although as a young child I 11 have been to Singapore and Hong Kong with my family. I realize that I 12 have not spent much time away from home up to now, but am keen to become more independent.

- 1 ..... ✓
- 2 ..... *enjoyed*
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

2 Look at the chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.

Percentage of UK adults to have used the Internet



- 1 The chart shows the percentage of British adults who have used (use) the Internet since 1995.
- 2 The number of women who have ever used the Internet ..... (increase) by more than 60% since 1995.
- 3 The percentage of men who have accessed the Internet ..... (rise) to 60% in 2005.
- 4 The number of women to have accessed the Internet ..... (rise) each year.
- 5 The percentage of men who used the Internet ..... (be) greater than the percentage of women from 1995 to 2005.
- 6 However, British women ..... (overtake) British men in Internet usage since 2005.
- 7 The total number of people accessing the Internet ..... (grow) each year although the most significant rise ..... (occur) between 1995 and 2000.

### 3 Underline the correct form of the verbs.

To: Paul Johnson

From: Sunita Soh

Subject: Seminar presentation on Friday

Dear Paul

1 I've just received / I've just been receiving your message to us all about the seminar on Friday. 2 I've worked / I've been working on my presentation for the last week, and 3 have now finished / now finished it, so I am happy to be one of the first to present it. However, 4 I've made / I made an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture 5 you've said / you said that we should use visual aids as much as possible. 6 I haven't found / I didn't find anything to use. Is it essential? 7 I've done / I did lots of presentations before, and I feel OK about this one. In my last presentation 8 I used / I have been using the overhead projector, and I want to do this again – does this count as a visual aid?

One last question: 9 I've been / I went to Professor Russell's lecture yesterday, and 10 have been learning / learnt quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? 11 I've been wondering / I wondered about this – maybe it is better to stick to the materials and references 12 you've given / you've been giving us. I hope you can let me know.

Thanks for your help.

Sunita



- 4 Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once.

be do feel have live pass study start take travel want work

**Interviewer:** How long have you been living (1 you) here?

**Student:** I ..... (2) in London for the past three years. I come from Japan originally. I ..... (3) at a college here since I arrived.

**Interviewer:** ..... (4 you) any travelling over the past three years?

**Student:** Yes, I ..... (5) really lucky. I have long holidays so I ..... (6) all over Europe. I especially liked Spain.

**Interviewer:** What is the most interesting thing you ..... (7) recently?

**Student:** Well, I ..... (8) to play tennis, and I ..... (9) singing lessons for a few months now too. But the thing that I am most proud of is that I ..... (10 just) my driving test. It's the first time I ..... (11) it so I'm really pleased but I ..... (12 never) so nervous in all my life!

**Interviewer:** How do you think English will be useful in your life?

**Student:** I ..... (13) a Hospitality and Tourism course over here, so I need English for my studies and my job. I ..... (14 always) to work in the tourist industry because I ..... (15 always) interested in history and cultural sites, and I ..... (16 already) as a tour guide in my home town.

Now answer these questions about yourself.

17 How long have you been studying English?

.....

18 Have you studied any other languages? (Which ones? For how long?)

.....

19 Have you travelled very much? (Where have you been to?)

.....

20 What have you been doing to prepare for this exam?

.....

21 How has your life changed over the past ten years?

.....

lower level, and then you can talk to the instructor about changing if you think it's too easy.) 8 Doherty (My name is John Doherty, that's DOHERTY) 9 11.00/eleven (am) (I have appointments from 9.00 to 10.30, so could you make it 11.00?) 10 0117 965 478 (my number's 0117 965 478)

### Grammar focus task

- 1 want 2 are always looking 3 Do members have to  
4 don't actually allow 5 suits 6 think

## Unit 2

### A: Context listening

- 1 A CDs B a laptop computer C a roast chicken D a purse  
E a handbag F a TV  
2 1 CDs; a roast chicken; a purse 2 B (So you see, you do need to be careful to lock your door at all times of the day)  
3 1 called 2 happened; was watching 3 used to keep  
4 would leave 5 walked 6 didn't hear; was listening  
7 went; opened; took  
4 1 sentences 2 and 6 2 sentences 1 and 5 3 sentence 7  
4 sentences 3 and 4 5 past simple; past continuous; would; used to

### C: Grammar exercises

- 1 2 was 3 took 4 was 5 received 6 meant 7 invented  
8 laid 9 allowed 10 replaced 11 increased 12 did not own 13 walked 14 rode (- B1 and Appendix 1)  
2 2 made 3 were studying 4 was describing 5 picked up  
6 noticed 7 was crying 8 apologised 9 said 10 didn't know 11 made 12 happened 13 was showing  
14 was examining 15 was smiling 16 got 17 said  
18 laughed 19 wasn't looking 20 inspired 21 started  
(- B1 and B2)

Used to is possible in 1 and 2: *used to have* and *used to make*

- 3 2 would/used to follow 3 moved 4 visited  
5 would/used to give 6 Did you use to have (*would* is not used with state verbs or in questions) 7 really used to like/used to really like (*would* is not used with state verbs)  
8 used to/would go 9 used to/would spend 10 took  
11 did you use to have to (*would* is not used in questions)  
12 used to have to (*would* is not used with state verbs)  
13 didn't use to look forward to (*would* is not generally used with negatives) (- B1 and B3)  
4 3 used to go 4 ✓ 5 noticed 6 ✓ 7 realised  
8 was snowing 9 skidded 10 ✓ 11 phoned 12 ✓  
(background scene) 13 stopped (event) 14 ✓ 15 came  
16 ✓ (- B1-B3)

### D: Test practice

#### Reading

Questions 1-9: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 2 the experiment is mentioned several times but only paragraph D describes how it was done). Remember that the words in the passage may paraphrase the words in the questions.

- 1 E (*prey spiders did not respond to them in any way*) 2 D (*The researchers allowed various prey spiders to spin webs in the*

*laboratory and then introduced Portia spiders.*) 3 F (*lions hunting at night, for example*) 4 D (*To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web*) 5 B (*They will attack something about twice their own size*) 6 A (*for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it*) 7 B (*Portia spiders live mostly in tropical forests, where the climate is hot and humid.*) 8 B (*The fifteen known species of Portia jumping spiders*) 9 F (*Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by ...*)

### Questions 10-13: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

10 A (*Portia spiders moved more when the webs were shaking (vibrating) than when they were still (motionless)*) so B is incorrect; C is incorrect: *they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed*; D is incorrect: *If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements* 11 A (*They'd make a big pluck with one of their hind legs = make strong vibrations with one leg*; B and C are incorrect: *the spiders would ... then creep forwards up to five millimetres before the vibrations died down*; D is incorrect: *the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web*) 12 C (*this is the first example of an animal making its own smokescreen that we know of*; A is incorrect: *lions also do this*; B is incorrect: *Portia spiders mimic trapped insects not other prey-eating animals*; D is incorrect: *we are not told that spiders are the only animal that uses 'trial and error'*) 13 B (*Sometimes they will even take an indirect route to reach a prey spider ... When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.*)

### Grammar focus task

- 1 a 2 c 3 b

## Unit 3

### A: Context listening

- 1 A logical order would be: 1 F 2 C 3 A 4 D 5 E 6 B  
2 1 C 2 A 3 D 4 E 5 B  
3 1 've collected 2 read 3 've been feeling 4 've just got up  
4 a sentence 4 (present perfect simple) b sentence 1 (present perfect simple) c sentence 3 (present perfect continuous)  
d sentence 2 (past simple)

### C: Grammar exercises

- 1 3 have already seen 4 have just received 5 were 6 ✓  
7 represented 8 have played 9 ✓ 10 have not travelled  
11 went 12 ✓ (- B1)  
2 2 has increased (*since*) 3 rose (*in 2005*)  
4 has risen (*each year*) 5 was (*from 1995 to 2005*)  
6 have overtaken (*since 2005*) 7 has grown (*each year*);  
occurred (*between 1995 and 2000*) (- B1)



- 3 2 've been working 3 have now finished 4 've made  
5 said (*at last week's lecture*) 6 haven't found 7 've done  
8 used 9 went 10 learnt 11 've been wondering  
12 've given (> B1 and B2)
- 4 2 've been living (*for the past three years*) 3 've been studying  
(focus on activity) 4 Have you done 5 've been (state verb)  
6 've travelled 7 've done 8 've started 9 've been having  
(*'ve been taking* is also possible – focus on activity and  
duration) 10 've just passed (recent activity) 11 've taken  
(*it's the first time*) 12 've never felt (*'ve never been* is also  
possible) 13 've been doing (*'ve been taking* is also possible –  
focus on activity) 14 've always wanted 15 've always been  
16 've already worked (> B1 and B2, Grammar extra)
- Answers will vary. Suggestions: 17 I've been studying English  
since I was six years old. 18 I haven't studied any other  
languages. / I have studied ... / I studied French at school but  
I've forgotten almost everything now. 19 I've been to ...  
20 I've been reading a lot and taking lots of practice tests.  
21 My life has changed a great deal. I've finished university ...  
(> B1 and B2)

### D: Test practice

#### General Training Writing Task 1

Test tip: Read the question carefully. Make sure you include all  
the information required in your letter and make sure you stick  
to the time limit so that you leave enough time to answer Task 2.  
Do not write any addresses.

See model answer in unit.

#### Grammar focus task

- 1 I have lived in this town all my life 2 I have been working as  
a receptionist at a local hotel 3 I have read many guidebooks

## Unit 4

### A: Context listening

- 1 1 d 2 a 3 f 4 c 5 h 6 b 7 g 8 j 9 e 10 i  
2 1 January 27, 1756 / 27 January 1756 / January 27th, 1756 /  
27th January 1756 2 one/1 3 (a) composer 4 six/6  
5 (the) violin  
3 1 was born; had already died 2 was; had also been  
3 mastered; had copied 4 was; had written  
5 hurried; spread 6 were; had ever been  
4 1 past simple 2 past perfect

### C: Grammar exercises

- 1 2 had entered 3 had made 4 had not discovered  
5 had also turned up 6 had multiplied (> B1)  
2 2 had doubled 3 remained 4 began 5 had tripled  
6 was 7 increased 8 had reached 9 had peaked  
10 had managed (> B1)  
3 2 'd always been 3 'd heard 4 arrived 5 'd been feeling  
6 had come 7 'd walked 8 'd learnt 9 had prepared  
10 'd been expecting ('d expected) 11 took off  
12 didn't feel 13 approached 14 had done 15 stepped  
16 hadn't burnt 17 'd been hoping ('d hoped)  
18 managed 19 'd done (> B1 and B2, Grammar extra)  
4 2 had started 3 bought 4 'd never taken 5 stayed; visited;  
'd been; 'd liked (liked); 'd decided 6 'd been developing 7 'd  
already discussed; 'd made; 'd phoned; felt; hadn't waited 8 'd  
been running (> B1 and B2)

### D: Test practice

#### Reading

#### Questions 1–6: choosing paragraph headings

Test tip: Try to get the general idea of what each paragraph is  
about. Make sure that the heading you choose reflects the overall  
message in the paragraph and not just one fact.

- 1 vii (Paragraph A tells us about an advertisement for pens that  
brought 5,000 people into a shop.) 2 ix (Paragraph B tells us  
about earlier pens and their problems; there were 350 patents for  
pens in fifty years. A patent is a formal application to  
manufacture something so that no one else can copy it.) 3 vi  
(Paragraph C tells us that one of the Biro brothers was annoyed  
at problems he had with fountain pens, so he decided to invent a  
new one.) 4 iv (Paragraph D tells us about the problem with  
the first design and how this was solved with a second design  
which worked better. We also learn that the brothers moved to  
Argentina.) 5 viii (Paragraph E tells us that the United States  
Department of War requested the pens be made in the U.S., so an  
American company bought the rights from the Biro brothers.)  
6 iii (Paragraph F tells us that an American man on holiday in  
Argentina saw the pens and copied them back in the U.S.)

The following headings are incorrect: i (Although fountain pens  
are mentioned in the text none of the paragraphs tells us that  
they are no longer used = *are history*.) ii (The Biro brothers were  
never very famous.) v (Paragraph E tells us that the United  
States Department of War actually helped the progress of the  
Biro pen.)

#### Questions 7–9: multiple choice

Test tip: Read all the questions and options and underline or  
highlight any important information or key words that you need  
to find in the passage. Use the questions to locate the relevant  
part of the reading passage. If you cannot find an answer, just  
move on to the next one and come back to this one later.

- 7 D (*Depending on the climate or air temperature, sometimes the  
pens would do both* i.e. leak and clog. A is incorrect: the pens were  
never manufactured; B is incorrect: there is no mention of the  
manufacturing technology; C is incorrect: the first pen was  
designed for use on leather – we are not told that it could not  
write on paper.) 8 A (*The first Biro pen, like the designs that had  
gone before it, relied on gravity for the ink to flow to the ball bearing  
at the tip.* B is incorrect: the second pen was based on capillary  
action, not the first; C is incorrect: the pen did not work with  
heavy ink; D is incorrect: the pen only worked when held  
upright.) 9 C (*The Biro brothers had failed to secure a U.S. patent  
on their invention.* A is incorrect: it was Loud's patent that had  
expired, not the Biro brothers' patent; B is incorrect: we know  
that a patent gave the sole rights to manufacture; D is incorrect:  
there is no mention of Reynolds having any contact with the Biro  
brothers, and they sold the permission to Eversharp.)

#### Questions 10–12: short-answer questions

Test tip: Scan the text for the information you need. It is  
important to write only the key words and take note of the word  
limit (here you are told to write no more than two words and/or a  
number).

- 10 leather 11 (in) Argentina (~~not it was in Argentina~~)  
12 (in) 1945 (~~not it was in 1945~~)