

3

Present perfect

present perfect simple and continuous

- Look at the list of activities A-F
- Put them in the order 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

A logical order would be: 1 F 2 C 3 A 4 D 5 E 6 B

Sue: Hi Carl. Have you written your assignment yet?

Carl: Hi Sue. No, I haven't, but I've been trying to get some ideas together.

Sue: What sorts of things have you been doing?

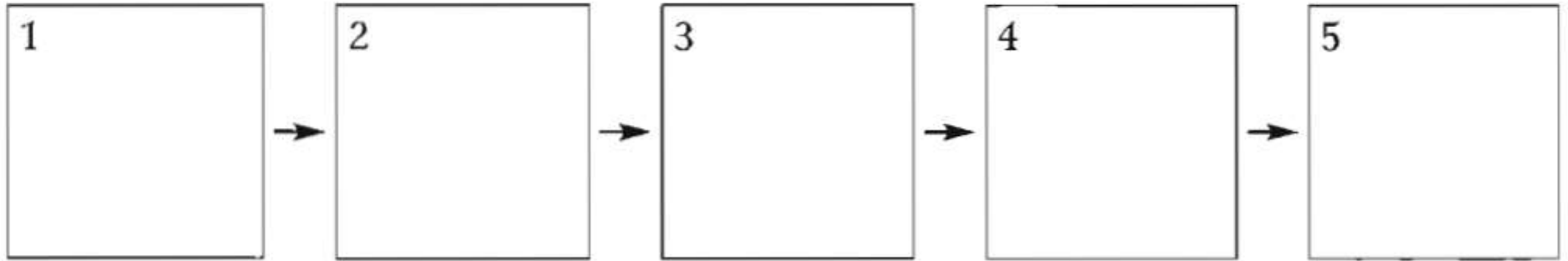
Carl: Well, I've worked really hard for the last two weeks and I've nearly finished all the books on the reading list. I've made quite a lot of notes but they're not very structured. What about you?

Sue: I did the reading a few weeks ago, and I made notes on the most important things. I've written a rough plan this morning, and I was going to make a start on writing the assignment today but I've decided I need to read the most important parts of the books again before I do that. I'm actually finding it quite hard. It's the first time I've ever had to write such a long essay so I'm a bit nervous about it.

Carl: Yes, it's the longest essay I've ever had to write as well. I find all the reading so difficult. I read five books last week, and they all said different things!

(Pause)

Write the letters A-F in the correct order in the flowchart



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

1 C 2 A 3 D 4 E 5 B

Sue: I find the best approach is to read only the sections that you need in order to answer the question. You don't usually have to read the whole book. I've collected plenty of information for the assignment that way.

Carl: That's good advice. I've been trying to read the whole of each book, and the more I read, the more confused I get. I probably wasted a lot of time last week.

Sue: Oh, I'll tell you what other things I found really helpful. When I was in the library last week, I read those leaflets called 'How to get the best out of the library' and 'How to write assignments'. They really helped. Have you read them?

Carl: No, I haven't even seen them. I'll have to get hold of a copy; they sound very useful. I really need some direction. I find I'm so tired at the moment. I've read six articles this week but I can barely remember what they said! In fact, I've been feeling tired since I started this course!

Sue: Hmm, I know what you mean. I felt like that as well at the start until one of my tutors told me it was far more important to get enough rest than to stay up late studying. I've gone to bed early every night since then and I manage to concentrate for longer during the day, so in the end I do actually get more done. I went to bed at ten thirty last night and I feel great.

Carl: Well, I've just got up and I'm already tired. I must try going to bed earlier - at least till I've done this assignment.

Sue: Yeah, it should help.

Write these sentences down, then 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.

1 've collected 2 read 3 've been feeling 4 've just got up

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?

a sentence 4 (present perfect simple) b sentence 1 (present perfect simple) c sentence 3 (present perfect continuous)
d sentence 2 (past simple)

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

1 Present perfect simple

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

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)

I've written a rough plan NOW

THIS 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)

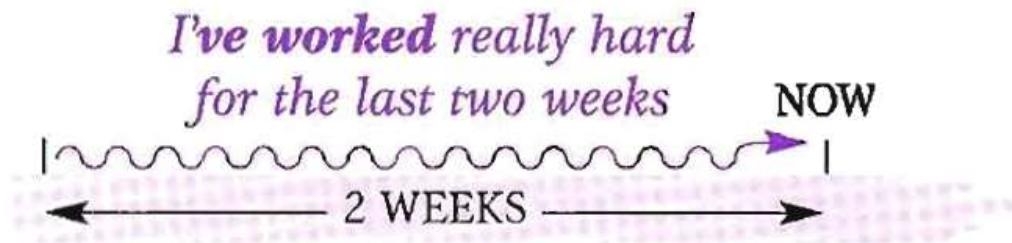
The following time expressions are often used: *ever, never, before, up to now, still, so far.*

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

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

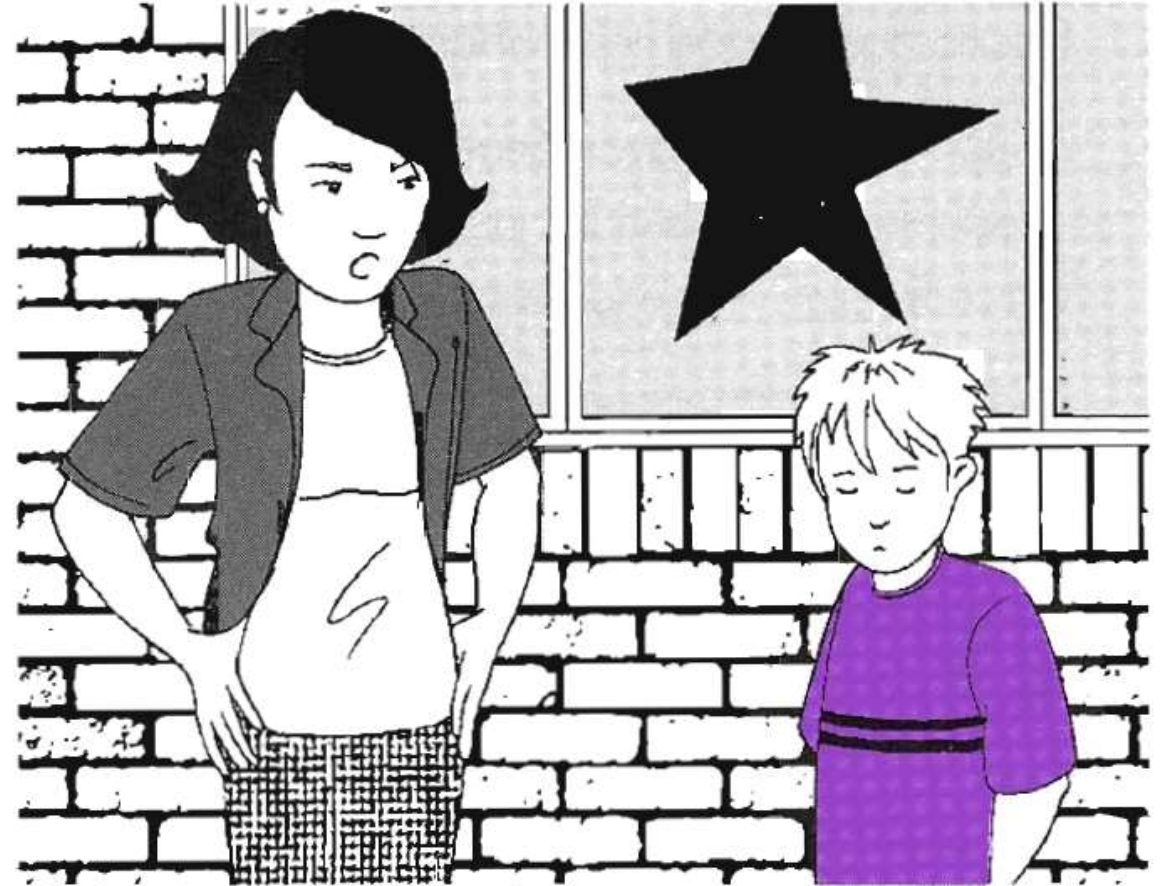
- ◆ emphasises how long:
I've been reading for the past two weeks.
- ◆ focuses on the activity itself (it does not show whether the activity is completed or not):
I've been writing my essay. (we don't know if the essay is finished or not)

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



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.*

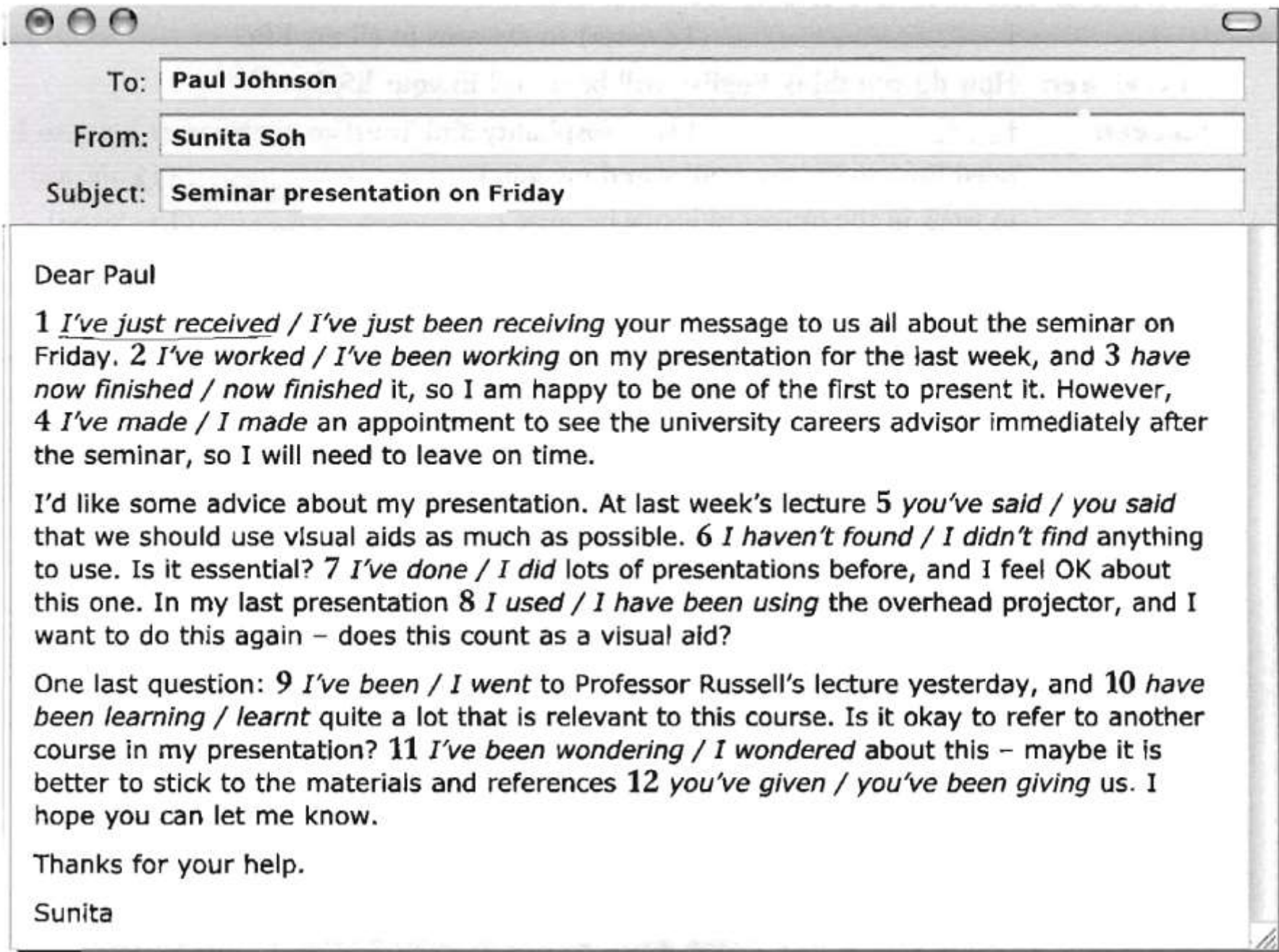
We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

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.

3 Underline the correct form of the verbs.



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)

Test practice

Academic Reading

*You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.*

- **Questions 1-5**
- [Reading Passage 1](#) has eight paragraphs, **A-H**.

Which paragraphs contains the following information?

Write the correct letter **A-H** in boxes **1-5** on your answer sheet.

NB You may use any letter more than once.

- **1)** the possibility of carrying out research on children before they start talking C
- 2)** the difficulties in deducing theories from systematic experiment H
- 3)** the differences between analysing children's and adults' language B
- 4)** the ability to record children without them seeing the researcher C
- 5)** the drawbacks of recording children in an environment they know E

- **6)** In the 19th century, researchers studied their own children's language. **TRUE**

7) Attempts to elicit very young children's opinions about language are likely to fail. **TRUE**

8) Radio microphones are used because they enable researchers to communicate with a number of children in different rooms. **FALSE**

9) Many children enjoy the interaction with the researcher. **NOT GIVEN**

- **Ways of investigating children's language**

One method of carrying out research is to record children's spontaneous language use. This can be done in their homes, where, however, it may be difficult to ensure that the recording is of acceptable **10) acoustic quality**. Another venue which is often used is a **11) research centre/center**, where the researcher can avoid distracting the child. A drawback of this method is that it does not allow children to demonstrate their comprehension. An alternative approach is to use methodology from the field of **12) experimental psychology**. In this case, a number of children are asked to carry out a **13) (relevant) task**, and the results are subjected to a **14) statistical analysis**.