

3

Telling tales

Past tenses

Active and passive

Giving opinions

Test your grammar

- 1 Look at the three sentences. What is the difference in meaning?
 - a When Sylvia arrived home at eight o'clock, Tim cooked the dinner.
 - b When Sylvia arrived home at eight o'clock, Tim was cooking the dinner.
 - c When Sylvia arrived home at eight o'clock, Tim had cooked the dinner.
- 2 Match a picture with a sentence in exercise 1.



PRESENTATION (1)

Past Simple and Past Continuous

- 1 Look at the pictures. They tell the story of one of Aesop's fables. What can you see? What can you guess about the story?
- 2 Read the story. Put the verb in brackets into the Past Simple. They are all irregular. Complete the moral of 'The Bald Knight' at the end.

The Bald

Once upon a time, a long time ago, there was a knight who, as he _____ (grow) older, _____ (lose) all his hair. He _____ (become) as bald as an egg. He didn't want anyone to see his bald head, so he _____ (buy) a beautiful, black, curly wig.

One day some lords and ladies from the castle invited him to go hunting with them, so of course he _____ (put) on his beautiful wig. 'How handsome I look!' he _____ (think) to himself. Then he _____ (set) off happily for the forest.

3 The following sentences have been taken from the story. Read it again and decide where they fit.

- a ... as he was dressing in front of his mirror.
- b He was riding along, singing merrily to himself, when he passed under an oak tree and ...
- c They were all still laughing when they arrived back at the castle.

4 T.17 Listen and check your answers.

Grammar questions

- What tense are all the underlined verb forms in Exercise 3?
- What is the difference in meaning between the following two sentences?

He laughed when he fell off his horse.

He was laughing when he fell off his horse.

PRACTICE

1 Grammar

Underline the correct verb form in the following sentences.

- a While he *rode/was riding* in the forest he *lost/was losing* his wig.
- b When I *arrived/was arriving* the party was in full swing. Paul *danced/was dancing* with Mary, and Pat and Peter *drank/were drinking* champagne.
- c When I *finished/was finishing* the ironing, I *cooked/was cooking* dinner.
- d How fast *did they travel/were they travelling* when their car *had/was having* a puncture?
- e A police car *passed/was passing* us on the motorway when we *did/were doing* 80 miles per hour.
- f I *took/was taking* a photograph of him while he *ate/was eating* an ice-cream.
- g He *didn't like/wasn't liking* the photo when he *saw/was seeing* it.
- h I'm sorry I *woke/was waking* you. What *were you dreaming/did you dream* about?

2 Pronunciation

T.18 You will hear twelve regular verbs in the Past Simple. Put them in the right column, according to the pronunciation of *-ed*.

/t/	/d/	/ɪd/

15 **H**owever, a terrible thing happened. His wig _____ (catch) on a branch and _____ (fall) off in full view of everyone. How they all laughed at him! At first the poor knight _____ (feel) very foolish but then he _____ (see) the funny side of the situation, and he started laughing, too.

20 **T**he knight never _____ (wear) his wig again.

THE MORAL OF THIS STORY IS: WHEN PEOPLE LAUGH AT US, IT IS BEST TO ...



discussion People wear masks. Why?

3 Speaking

1 Read what Sylvia did yesterday.



6.30	woke up
6.45 – 7.15	packed her suitcase
7.30 – 8.30	drove to the airport
9.20 – 10.15	flew to Edinburgh
11.00 – 12.45	had a meeting
1.00 – 2.15	had lunch
2.30 – 4.45	visited a school
6.05 – 6.45	wrote a report on the plane
8.30 – 9.00	cooked a meal
9.30 – 11.00	listened to music

2 Work with a partner. Ask and answer questions about what Sylvia *was doing* at the times below.

Example

What was she doing at 6 o'clock in the morning?

She was sleeping.

7.00 am	11.30 am	6.30 pm
8.00 am	1.30 pm	8.45 pm
9.45 am	3.00 pm	10.00 pm

3 Write a similar list about what you did yesterday. Ask and answer questions with your partner about different times of the day.

Example

What were you doing at 7 o'clock in the evening?

I was having dinner.

4 Life stories

Work in pairs. Join a line in **A** with a word in **B** and a line in **C** to make your own story about the lives of a grandmother and grandfather. Read your story to others in the class.



A

They met and fell in love
They got married
They had their first son
They lived in Hong Kong
They had five more sons
They sent their sons to boarding school
They lived in six different countries
They were happily married
My grandfather died

B

when
while
during
for

C

they returned to Britain.
they were living in Hong Kong.
the Second World War.
they were working abroad.
the summer of 1991.
five years.
their marriage.
over forty-five years.
they were working together in Malaysia.

T.19 Listen and check the true story of their lives. How different is your version?

PRESENTATION (2)

Past Simple and Past Perfect

- 1 Look at the pictures. They tell the story of another of Aesop's fables. What can you see? What do you think the story is about?
- 2 T.20 Close your books and listen to the story. Is it the same as yours?
- 3 Read the story and complete the moral at the end.

The Farmer and his Sons



There was once an old, dying farmer (1). Before he died he wanted to teach his three sons how to be good farmers. So he called them to him and said, 'My boys, before I die I want you to know that there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'

The sons promised and (2) they began looking for the treasure.

They worked very hard in the hot sun (3). In their minds they pictured boxes of gold coins, diamond necklaces and other such things.

4 Where do the following sentences fit in the story?
Put a number 1–6 in the boxes.

- a as soon as their father had died,
- b who had worked hard in his vineyard all his life
- c what their father had meant by the great treasure,
- d and all the time as they were working they wondered what their father had left for them
- e They felt that all their hard work had been for nothing.
- f Soon they had dug up every inch of the vineyard.

5 Listen again and check your answers.



(4) But they found not a single penny. They were very upset. (5) But then the grapes started to appear on the vines and their grapes were the biggest and best in the neighbourhood, and they sold them for a lot of money. 15

Now they understood (6) and they lived happily and wealthy ever after.

THE MORAL OF THIS STORY IS:
HARD WORK BRINGS ...



● Grammar questions

- What tense are all the underlined verb forms in Exercise 4?
- Which sentence is true?
 - a *The sons looked for the treasure when their father was dying.*
 - b *The sons looked for the treasure when their father had died.*
- What is the difference in meaning between a and b?

PRACTICE

1 Discussing grammar

Work in pairs and discuss your answers.

- 1 Discuss the difference in meaning between the following pairs of sentences.
 - a When I arrived at the party, they *were drinking* champagne.
When I arrived at the party, they *'d drunk* the champagne.
 - b When I got home, the children *went* to bed.
When I got home, the children *had gone* to bed.
 - c They thanked their teacher for everything she *was doing* to help them pass the exam.
They thanked their teacher for everything she *'d done* to help them pass the exam.
 - d He told me that they *were staying* at the Ritz Hotel.
He told me that they *had stayed* at the Ritz Hotel.
- 2 Join the sentences using the conjunction in brackets. Change one verb into the Past Perfect.

Example
The children went to bed. We watched television.
(After)
After the children had gone to bed, we watched television.

 - a I took an aspirin. My headache disappeared. (when)
 - b He drove 200 miles. He stopped for a break. (after)
 - c I couldn't pay for my ticket. A thief stole my wallet. (because)
 - d She passed her driving test. She bought a car. (as soon as)
 - e I didn't go to Italy. I learnt Italian. (until)
 - f He didn't tell the policeman. He took the money. (that)
 - g We didn't tell Anna. George rang. (that)

2 Dictation and questions

Ask your teacher questions about the gaps in the following text. Write in the replies the teacher gives you to complete the story.

Example

Last summer Wanda and Roy went on holiday to _____ (Where?).

Where did they go?

Last summer Wanda and Roy went on holiday to

- (1) _____ (Where?). Every day they
(2) _____ and _____ (What?). One morning they were swimming (3) _____ (Where?) when a huge wave (4) _____ (What/do?). Wanda was very upset because (5) _____ (Why?). The next day they were sunbathing (6) _____ (Where?) and Wanda was wearing (7) _____ (What?) when suddenly there was another huge wave, which (8) _____ (What/do?). She was furious, but then she looked down and to her amazement she saw (9) _____ (What?).

3 Stress and intonation

- 1 **Student A** Read out a statement from your list.
Student B Answer Student A with the correct response from your list.

Student A

I went to the airport but I couldn't catch the plane.
I was homesick while I was living in New York.
I met my boyfriend's/girlfriend's parents last Sunday.
My grandfather had two sons from his first marriage.
I told everyone the good news.
As soon as I saw him I knew something was wrong.

Student B

Hadn't they heard it already?
Oh dear! Had you forgotten your passport?
Really? I didn't know he'd been married before.
Oh! Hadn't you met them before?
Oh dear! What had happened?
Poor you! Had you never lived abroad before?

- 2 T.21 Listen and check your answers. Pay particular attention to the stress and intonation.
- 3 Change roles and practise the conversations again. Choose one or two and make them into longer conversations.



LANGUAGE REVIEW

Narrative tenses

The Past Simple

- 1 The Past Simple is used to express a finished action in the past.

We played tennis yesterday.

She saw Peter last Sunday and they went for a walk.

They met in 1980 but they didn't marry until 1993.

- 2 It is also used to express a past habit.

When I was a child we went to Spain every summer.

I wore a uniform at school.

The Past Continuous

The Past Continuous is used to express an activity in progress in the past.

The events of a story are in the Past Simple, but descriptions and interrupted activities are in the Past Continuous.

When we arrived, he was making some coffee.

When we arrived he made some coffee.

It was raining and she was feeling miserable when suddenly she saw Peter and she smiled again.

The Past Perfect

The Past Perfect is used to make clear that one action in the past happened before another action in the past.

When we arrived home Anna had gone to bed.

When we arrived home Anna went to bed.

 Grammar Reference: page 145.

● VOCABULARY

Art, music and literature



Use your dictionary to look up any new words.

- 1 Look at the nouns below and write them in the correct column.

composer poem author painter
oil painting instrument band palette sketch
tune chapter orchestra bugle biography
brush detective story banjo portrait fiction
play drawing novel pianist pop group

ART	MUSIC	LITERATURE

- 2 Which of the following verbs can go with the nouns in Exercise 1?

read write compose play play in draw
paint conduct hum tune

- 3 Complete each of the following sentences with a verb in the right tense and a noun.

- Agatha Christie _____ many famous _____.
- I couldn't put the book down until I _____ the last _____.
- I don't know the words of the song but I can _____ the _____.
- The only _____ I can _____ is the piano.
- Picasso often _____ unusual _____ of his girlfriends.
- The _____ of Princess Diana _____ by the journalist, Andrew Morton.
- Listen! The show is starting. Can you hear the _____? They _____ their instruments.
- My brother is a soldier. He _____ the bugle in the army _____.
- Before I painted the picture I _____ a quick _____ in pencil.

- 4 Work in groups. Do you have a favourite book or poem, piece of music, or painting? Why do you like it? Think about it for a few minutes then compare your favourites with the rest of the class.

● READING AND SPEAKING

The writer, the painter and the musician

Pre-reading task

- 1 T.22 You are going to read about the lives of three famous people, Agatha Christie, Pablo Picasso, and Scott Joplin.

- Why were they famous?
- Look at and/or listen to their most popular works. Do you know any more?

▲ *Guernica* 1937 by Pablo Picasso
© Succession Picasso/DACS 1996.

The Entertainer ▶
by Scott Joplin

- 2 Discuss the following questions about the people.

- What nationality were they?
- Which century were they born in?
- Which one do you know most/least about?

Reading

Work in three groups.

Group A Read about the writer.

Group B Read about the painter.

Group C Read about the musician.

Read your extract and answer the questions about your person. Try to *guess* the words underlined from the context. Then use your dictionary to check the words.

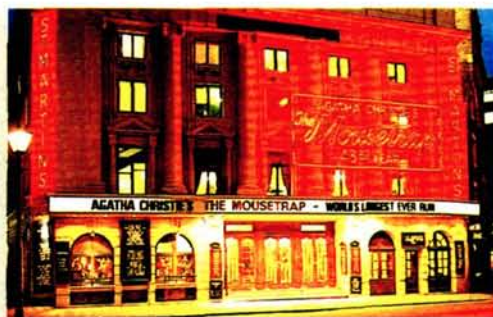
- 1 Where was she/he born?
- 2 When was she/he born?
- 3 What do you learn about her/his childhood?
- 4 Which people played a part in her/his career?

- 5 What do you think were the most important events in her/his life?
- 6 What do you learn of her/his works?
- 7 When did she/he die?
- 8 Which of the following numbers or dates relate to your person? What do they refer to?

50	79	6,000	11	13	14	4,680,000
1882	1920	1926	1937	1952		

When you have finished, find a partner from each of the other groups and go through the questions together, comparing information.

The Writer



Agatha Mary Clarissa Christie is possibly the world's most famous detective story writer. She wrote 79 novels and several plays. Her sales outnumber those of William Shakespeare. However, behind her 4,680,000 words was a painfully shy woman whose life was often lonely and unhappy.

She was born in 1890 in Devon, the third child of Clarissa and Frederick Miller, and grew into a beautiful and sensitive girl with waist-length golden hair. She didn't go to school but was educated at home by her mother. Her father died when she was 11 and both she and her mother were grief-stricken.

▲ A scene from *The Mousetrap*, which opened in London on 25 November 1952 and is still running today.

During World War I, while she was working in a hospital dispensary, she learned about chemicals and poisons, which proved very useful to her in her later career. She wrote her first detective novel, *The Mysterious Affair at Styles*, in 1920. In it she introduced Hercule Poirot, the Belgian detective who appeared in many subsequent novels. Her other main detective was an elderly spinster called Miss Marple.

In 1914, at the beginning of the war, she had married Archibald Christie but the marriage was unhappy. It didn't last and they divorced in 1926. That year there was a double tragedy in her life because her much-loved mother died. Agatha suffered a nervous breakdown, and one night she abandoned her car and mysteriously disappeared. She went missing for 11 days and was eventually found in a hotel in Harrogate, in the North of England. It is interesting to note that it was while she was suffering so much that she wrote one of her masterpieces, *The Murder of Roger Ackroyd*.

Agatha desperately wanted solitude and developed very bitter feelings towards the media because the newspapers had given her a hard time over her breakdown and disappearance. She was determined never to let them enter her private life again and she buried herself in her work. On 25 November 1952 her play *The Mousetrap* opened in London. Today, over 40 years later, it is still running. It is the longest-running show in the whole world.

She enjoyed a very happy second marriage to Max Mallowan, an archaeologist. Her detective skills were a help to him in his excavations in Syria and Iraq. By successfully staying out of the limelight she ultimately found happiness with her beloved husband. She died peacefully in 1976.

The Painter

On 25 October 1881 a little boy was born in Malaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! But despite being the youngest ever smoker, this baby grew up to be one of the 20th century's greatest painters—**Pablo Picasso**.

Picasso showed his truly exceptional talent from a very young age. His first word was *lápiz* (Spanish for pencil) and he learned to draw before he could talk. He was the only son in the family and very good-looking, so he was thoroughly spoiled. He hated school and often refused to go unless his doting parents allowed him to take one of his father's pet pigeons with him!

Apart from pigeons, his great love was art, and when in 1891 his father, who was an amateur artist, got a job as a drawing teacher at a college, Pablo went with him to the college. He often watched his father paint and sometimes was allowed to help. One evening his father was painting a picture of their pigeons when he had to leave the room. He returned to



find that Pablo had completed the picture, and it was so amazingly beautiful and lifelike that he gave his son his own palette and brushes and never painted again. Pablo was just 13.

From then onwards there was no stopping him. Many people realized that he was a genius but he disappointed those who wanted him to become a

traditional painter. He was always breaking the rules of artistic tradition and shocked the public with his strange and powerful pictures. He is probably best known for his 'Cubist' pictures, which used only simple geometric shapes. His paintings of people were often made up of triangles and squares with their features in the wrong place. His work changed our ideas about art, and to millions of people modern art means the work of Picasso. *Guernica*, which he painted in 1937, records the bombing of that little Basque town during the Spanish Civil War, and is undisputedly one of the masterpieces of modern painting.

Picasso created over 6,000 paintings, drawings and sculptures. Today a 'Picasso' costs several million pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilt some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.

The Musician

Ever since it was the musical theme in the film 'The Sting', there are few people who have not tapped their feet to the hit piano tune, 'The Entertainer'—the most famous composition of the American musician, Scott Joplin.

Scott was born in Texas in 1868, into a poor but musical black family. His father, who was a freed slave, played the violin, and his mother played the banjo and sang. Scott played the violin and bugle but his favourite instrument was his neighbour's piano. His father worked extra hours to buy him a battered old grand piano, and soon Scott was playing by ear negro tunes, blues, and spirituals. Music flowed naturally from his fingers, and he quickly became the talk of the town.

Scott didn't learn to read music until he was 11, when an old German music teacher spotted his talent and gave him free, formal piano lessons. He learned to play the works of such composers as Bach, Beethoven, and Mozart as well as his improvised music. Thus when he started to write music, his tunes were a wonderful mixture of classical European



and African beat. This unique style was known as Ragtime, and was played everywhere in the USA in the early 1900s by both black and white musicians.

In 1882, when Scott was 14, his mother died and he left home to seek his fortune in St. Louis. In the 1880s, St. Louis was noisy and bustling with life. The waterfront of the Mississippi River was full of gangsters, gamblers, and sailors. The sound of music was everywhere—black, white and mixed. The hot steamy nights were filled with blues, working songs, banjos, and honky tonk pianos. Scott was soon playing Ragtime piano in cheap bars on the waterfront. This was a rough, tough area of the city where arguments over girls, whisky, and money were settled with fists and guns. Scott grew up very fast and his musical talent continued to develop. All in all he wrote about 50 piano rags.

Scott Joplin died in 1917. Today he is the undisputed King of Ragtime, thanks to his natural ability, his unusual musical education, and the popularity of the film, *The Sting*.

Comprehension check

- 1 Read the other two extracts quickly. Help each other with any new words, particularly those words which are underlined in your text.
- 2 Here are some answers about all three people. Write in the questions.
 - a What _____ ?
She was beautiful and shy, with long, golden hair.
 - b Why _____ ?
To help him breathe, after a difficult birth.
 - c How _____ ?
By working extra hours.
 - d Why _____ ?
Because they gave her a hard time over her breakdown and disappearance.
 - e When _____ ?
In 1937.
 - f Where _____ ?
To St. Louis.

Language work

- 1 'The Mousetrap' *was written* by Agatha Christie.
In the sentence above, *was written* is an example of the Past Simple passive.
Find some more examples of this in the texts on pages 30 and 31, and put a box around them.

 **Grammar Reference: page 144.**

- 2 Put the auxiliaries *was*, *had*, or *didn't* into the gaps.
 - a Agatha Christie _____ educated at home. She _____ go to school.
 - b She _____ found in a hotel in Harrogate, after she _____ been missing for 11 days.
 - c She _____ stop writing while she _____ suffering from a nervous breakdown.
 - d Pablo Picasso _____ like going to school unless he _____ allowed to take one of his father's pigeons with him.
 - e His father _____ paint again after Pablo _____ completed the picture of the pigeons.
 - f Some paint _____ spilt on the French minister's trousers when he _____ visiting Picasso.
 - g Scott Joplin left home after his mother _____ died.

Note-taking and discussion

Choose *one* of the most famous writers, painters or musicians in your country and write some notes about him/her. Discuss your notes with a partner.

- Is he/she alive or dead?
- What is/was he/she?
- What works do you know?
- Do you like his/her work? Why? Why not?
- What do you know about his/her life?

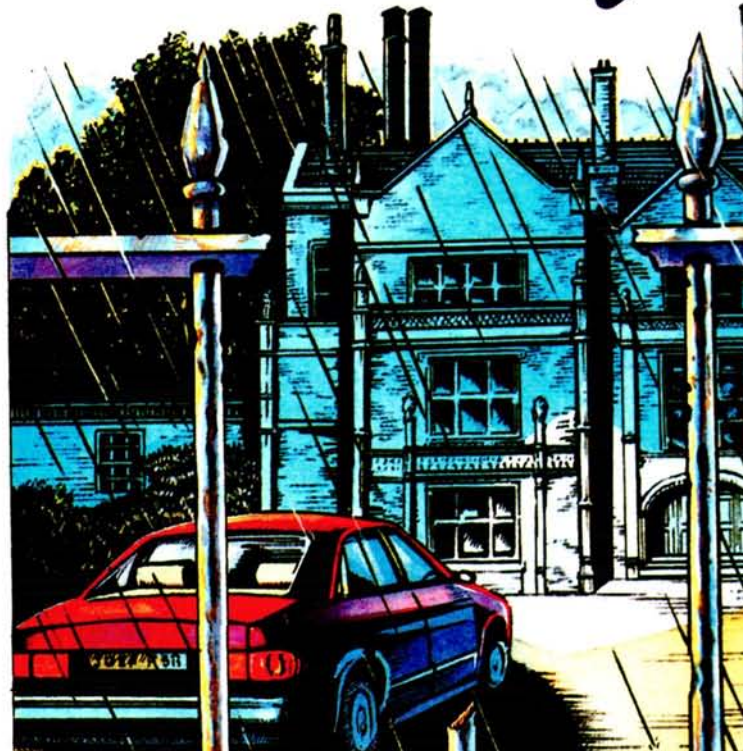
● WRITING AND LISTENING

Adverbs in a narrative

Work in pairs.

- 1 Think about the worst holiday you ever had. Write some notes about it, then swap information with your partner.
- 2 Look at the top of page 33 and read about Jack and Liza's holiday. Put the words on the right into the correct place in each line, and make any necessary changes to the punctuation.

The holiday



Just after Christmas two years ago, Jack and Liza decided to go away for New Year. They didn't want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in the Sunday Times for a holiday flat in a village near Oxford.

It was no ordinary flat. It was on the top floor of an old Tudor mansion. They booked it and on New Year's Eve they set off in the car. It was raining and freezing cold. They were happy and excited.

They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the huge front door, went up the steps, and knocked. Nothing happened. They knocked again. The door opened and a small, wild-looking, old lady stood there.

suddenly somewhere

so really

However immediately

Although heavily

nearly finally
incredibly

loudly

more loudly Eventually slowly

3 T.23 Listen to Jack and Liza talking about what happened next and complete this part of the story.

The old lady was wearing ...

She was carrying ...

The house was ...

When she was leading them upstairs ...

When they saw the rooms they couldn't believe their eyes ...

4 Read the end of the story. Put the words on the right into the correct place.

that wasn't

When they got outside again the rain had turned to snow. They ran to the car, laughing. They felt that they had been released from a prison and now they wanted to be with lots of people. They drove to the next village and as midnight was striking, they found a hotel with a room for the night. 'Happy New Year!' cried Jack, as he kissed the surprised receptionist on both cheeks. 'You have no idea how beautiful your hotel is!'

hysterically

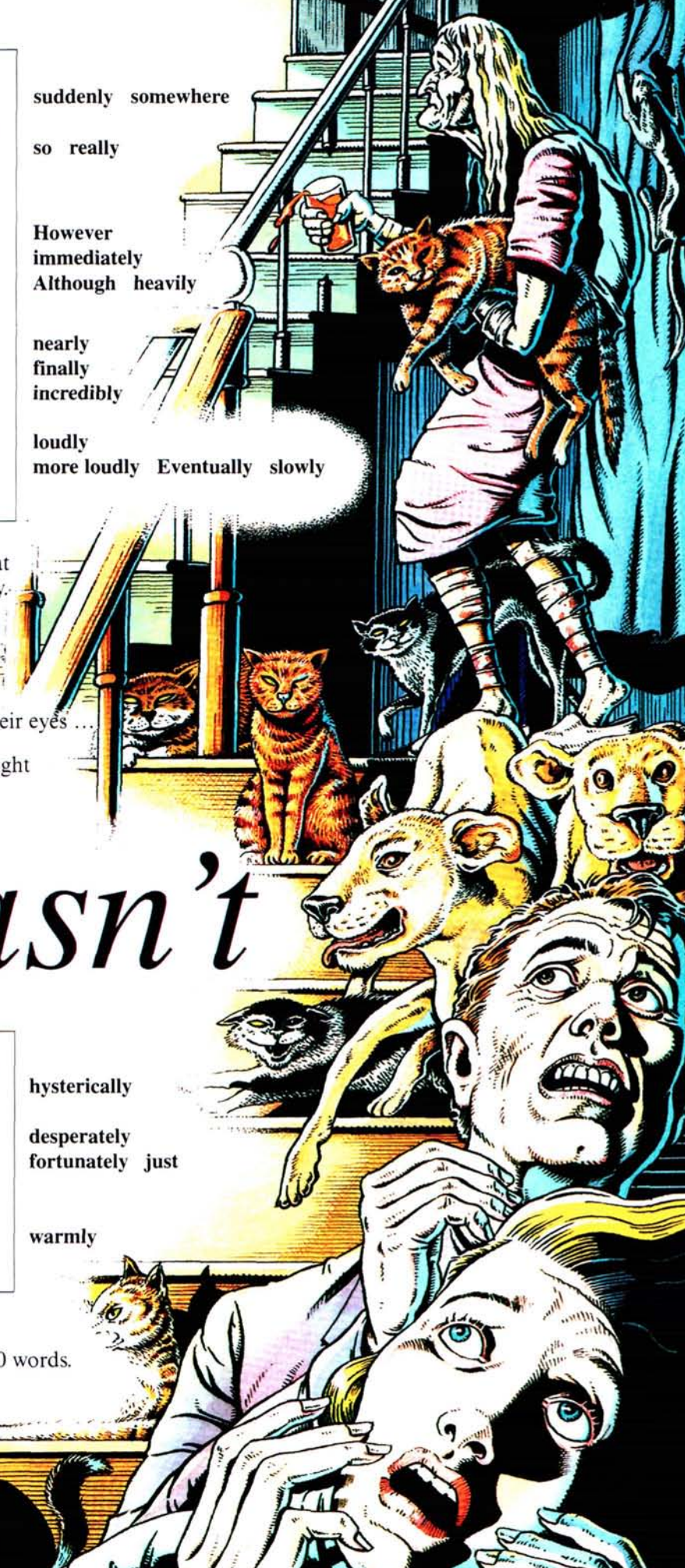
desperately

fortunately just

warmly

5 Write the story of your worst holiday in about 250 words.

- When was it?
- Where was it?
- Who were you with?
- Why was it bad?



Giving opinions

1 What do the words in *italics>* refer to in the sentences below?



- a *It* was so boring I fell asleep in the first act.
- b I didn't like his last *one*, but I couldn't put his latest *one* down until the last chapter.
- c *It* was excellent. Have you seen *it* yet? *It* stars Anthony Hopkins and Emma Thompson.
- d *She's* usually very good but I don't think *she* was right for this part.
- e I think *they* spoil *them*. They always give *them* whatever they want.
- f *It* was a good break, but the weather wasn't very good.
- g *They* were delicious. John had tomato and mozzarella topping and I had ham and mozzarella.
- h *It* was really exciting, especially when Smith scored in the closing minutes.

3 Write down some things you did, places you went to, and people you met last week. Work with a partner and ask for and give opinions about them.

Example
Student A

Student B

I went to Peter's party.

Oh! What was it like?

Great! I really enjoyed it.

I met Maria's sister.

What did you think of her?

She's lovely. I liked her a lot.

2 T.24 The following questions are all asking for opinions. Match them with the opinions given in Exercise 1.

- Did you like the film?
- What did you think of the play?
- Did you enjoy your pizzas?
- Do you like Ben Brown's novels?
- What do you think of their children?
- What was your holiday like?
- What did you think of Hannah Smart?
- What was the match like?

Listen and check your answers. Practise some of the questions and answers with a partner.