



General Upper Intermediate

Unit 3: Goodwill of Those We Don't Know

Objectives

- Language focus: Narrative tenses
- Vocabulary: Talking about books and films
- Everyday English: Showing interest and surprise
- Reading: Book at bedtime
- Listening: An interview with a BBC journalist
- Writing: Narrative writing (1)





1. Where do you think the girl in the photo is? Why is she offering free hugs? Would you accept one? Would you give one?

2. Read the quote. Why is this particularly hard to imagine in today's world? How can we create a kinder world in our own daily lives?

‘Just imagine how different the world would be if we all spoke to everyone with respect and kindness.’

Holly Branson

Test your grammar!

1. Match the verbs in the sentences with their past tense names.

Sentences	Past Tenses
It was snowing ...	Past Simple
I was soaked to the skin ...	Past Continuous
I'd missed my metro ...	Past Simple Passive
I'd been walking for an hour ...	Past Perfect Simple
A kind passer-by gave me an umbrella ...	Past Perfect Continuous

Language focus | Narrative tenses

- 1. Look at the photos and read the captions. Who and what is the article about?
- 2. Read the whole article. What does the title refer to? Can you find answers to your questions?

3. Use the prompts to make questions about Dr Alsous. Answer them.

- 1. How / helped / start a business?
- 2. What / been doing / Damascus University?
- 3. What / to / his beehives?
- 4. When and why / launch the Buzz Project?
- 5. Where I Razan living when / arrived?
- 6. Why / Dr Alsous leave / country?
- 7. Why / England?
- 8. Why / not find / job as a beekeeper?

Listen and check



Audio 3.1

4. Match a line in A with a line in B to tell Dr Alsous’ story. Read the story aloud. Name the past tenses used.

A	B
1. When he arrived to join her	a. a few years before him.
2. Posting on Facebook	b. didn’t help him find any work.
3. He was helped	c. he wanted to help people like himself.
4. His daughter had moved to England	d. after war broke out.
5. Dr Alsous left his home	e. she was just starting her cheese company.
6. Razan won	f. because of the project.
7. He launched the Buzz Project because	g. the World Cheese Award in 2017.
8. He was interviewed by the BBC	h. by a kind lady who gave him a beehive.

Bees, Cheese and Refugees!

Dr Ryad Alsous knows a lot about bees. Back home in his country, Syria, he worked in the Agriculture Department at the University of Damascus, where he was known as the ‘Professor of Bees’. He had 500 beehives and had been researching bees for many years when civil war broke out and all his hives were destroyed.



Dr Ryad Alsous – the university professor and beekeeper who arrived in England with only the jacket he was wearing.

Dr Alsous’ daughter, Razan, had already left Syria. She had moved to England with her husband and three children. They were living in Huddersfield, in the north-west, where Razan was setting up *The Yorkshire Dama Cheese Company*, producing ‘squeaky’, Syrian-style cheese, using Yorkshire milk. This has since become extremely successful and won many awards. Dr Alsous says: “Razan told us it was a friendly place and the people had been good to her, so my wife and I came here.” Dr Alsous needed work – he had left Syria with just the jacket he was wearing. He posted on Facebook to find a job as a beekeeper, but he was overqualified. Then a lady from Manchester gave him one of her hives, and from this he started a business. He built two more out of recycled wood – now he has 17. In 2017, he launched the ‘*Buzz Project*’, a beekeeping training course which aims to help refugees and the unemployed – making money from honey!

Dr Alsous was interviewed about the project on BBC Radio’s ‘On Your Farm’ programme. He believes that ‘*bees are good for the soul*’.

Razan’s award-winning Yorkshire Dama Cheese Company



LANGUAGE FOCUS

1. Which paragraph, **a** or **b**, is better in style? In what ways?

a. Dr Alsous studies bees. His hives were destroyed in the war. He came to England. Life was difficult. He was looking for work for many months. A kind lady gave him a beehive. He started his own business.

b. Dr Alsous, known as the 'Syrian Bee Professor', came to England after his hives had been destroyed in the war. At first life was difficult. He had been looking for work for many months before, finally, a kind lady gave him a hive, and with this he started his own business.

2. Underline examples of past tenses, active and passive, in the article.

Go to pages 17-20 for grammar reference.

1. Rewrite each sentence (1-6), beginning with the part in bold.

1. He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**

Mick was a homeless beggar, but he hadn't always been poor, as he'd had a successful business which, unfortunately, had gone bust.

2. They were shopping all day. They spent all their money on clothes. **Jane and Dan were broke.** (*because*)
3. He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
4. He bought a house in Scotland. He first saw it while he was driving there on holiday. **Last week, John moved to the house.**
5. She won \$2,000 in a competition. **Last night, Sally was celebrating.** (*because*)
6. I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there.** (*because*)

2. Compare the use of tenses in these sentences. Say which tense is used and why.

A	B
1. When Alice arrived,	- I made a cake. - I was making a cake. - I had made a cake.
2. The film started The film had started	when we got to the cinema.
3. He was sacked because	- he had stolen some money. - he had been stealing money for years
4. When I got to the garage, my car	- was being repaired. - had been repaired.
5. I read I was reading	- a novel on the plane. - the report on the plane.

3. News stories are usually bad news, but you will read four good news stories. Look at the photos and the headlines. What are the stories about?

4. Skim the stories. Answer a question about each one.

- 1. What had the security officer kept for Maudie?
- 2. What did Chris do with the money?
- 3. Why didn't the new mum pay the fine?
- 4. Why did the commuters lift the bus?

5. These lines have been taken from the texts. Where do they belong to?

- | | |
|---------------------------------|--|
| a. had been browsing through | e. had made him smile |
| b. had been given | f. was forced to give up all her painting supplies |
| c. had been hit | g. was waiting for her in the baggage area |
| d. had been staying in hospital | h. worked together |

6. Listen. Who are the kind strangers in each story? 

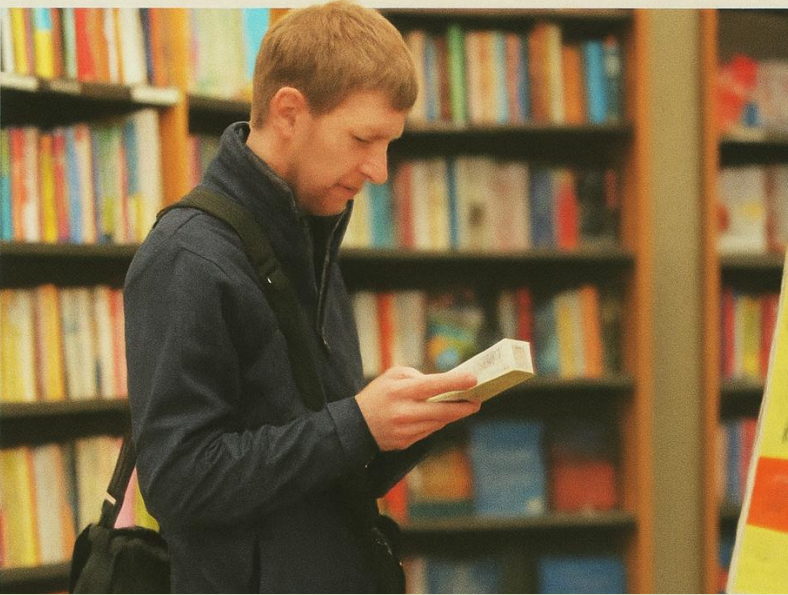
Audio 3.3

Airport Security Officer's act of kindness

Canadian artist, **Maudie Gaouette**, had forgotten the airport rules about taking liquids onto the planes. So, when she got to airport security, she 1. _____. However, when she returned a week later, a security officer 2. _____ with her paints. Not only had he kept them safe for her, he'd also looked up her return date so he could meet her. Maudie was amazed.



£5 notes hidden in books



Chris Topping, from Liverpool, England, 3. _____ some children's books in his local Waterstones bookshop when, in the pages of one, he came across a £5 note and an anonymous message. 'Hi, if you find this money, then know the universe is smiling at you. Have a great day!' Chris said the note 4. _____, so he used the money to buy sandwiches and drinks for some homeless people he'd seen on the street. He hoped that would please the anonymous donor.

No parking ticket for sick baby's mum



A new mum in Canberra, Australia 5. _____ with her sick baby boy. She returned to her car after being discharged and discovered that she 6. _____ a parking ticket. But when she opened the envelope on her windscreen, she discovered a note from a kind lady called Laura. Laura had seen the ticket and written, 'I'm sure whatever you were going through in hospital was tough enough, so I've paid it for you. Hope things get better!'

Bus lifted by 100 Londoners

A crowd of Londoners 7. _____ to lift up a double-decker bus when a cyclist had become trapped beneath it. Amazing pictures on YouTube showed about 100 commuters in east London lifting the huge 212 bus, when Anthony Shields 8. _____ and knocked off his bike. Anthony spent a month in hospital, but has now recovered completely. He said he was 'moved to tears' when he watched the video of his rescue.



SPOKEN ENGLISH – Giving and reacting to news

In conversation when we tell or hear news, we can use certain expressions. Put the following expressions under the correct headings.

- What happened was (...)

(...) then what happened ...?

Where did this happen?

I don't believe it.

It says here that (...)
- Anyway, in the end (...)

Apparently (...)

That's such a shame.

Who called the police?

You're kidding!

Reacting to news	Giving news	Asking for more information
Really? That's amazing.	Did you hear about ... ? The incredible thing	How did it happen? Did he die?

7. Listen to a conversation about one of the stories. Which story? Which expressions from Spoken English do the people use?



Audio 3.4

8. Role play. Have similar conversations about two of the other stories. Use some of the expressions of the SPOKEN ENGLISH chart.

Did you hear about ... ?

No, I didn't.
What ... ?

1. Read the profile of Ruth Rendell, a well-known bestselling English writer.



Ruth Rendell (1930-2015) was an English author of crime fiction, specializing in psychological thrillers. She won many awards for her writing, including three from the Crime Writers Association and three Edgar Awards from the Mystery Writers of America. She was a prolific writer, and many of her novels have been successfully adapted for film and TV. The series *The Ruth Rendell Mysteries* ran for 13 years on British TV. She also wrote under the pen name, Barbara Vine.

2. *The Fallen Curtain* is a collection of short stories by Ruth Rendell. Look at the cover and read the reviews. What are some of the words used to describe her work? What's a 'page-turner'?

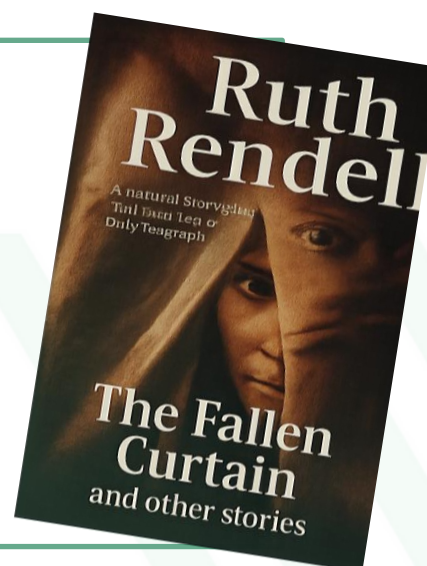
REVIEWS

"Suspense at its best." - The Times

"One of the best inventors of plots since Agatha Christie."
- Daily Telegraph

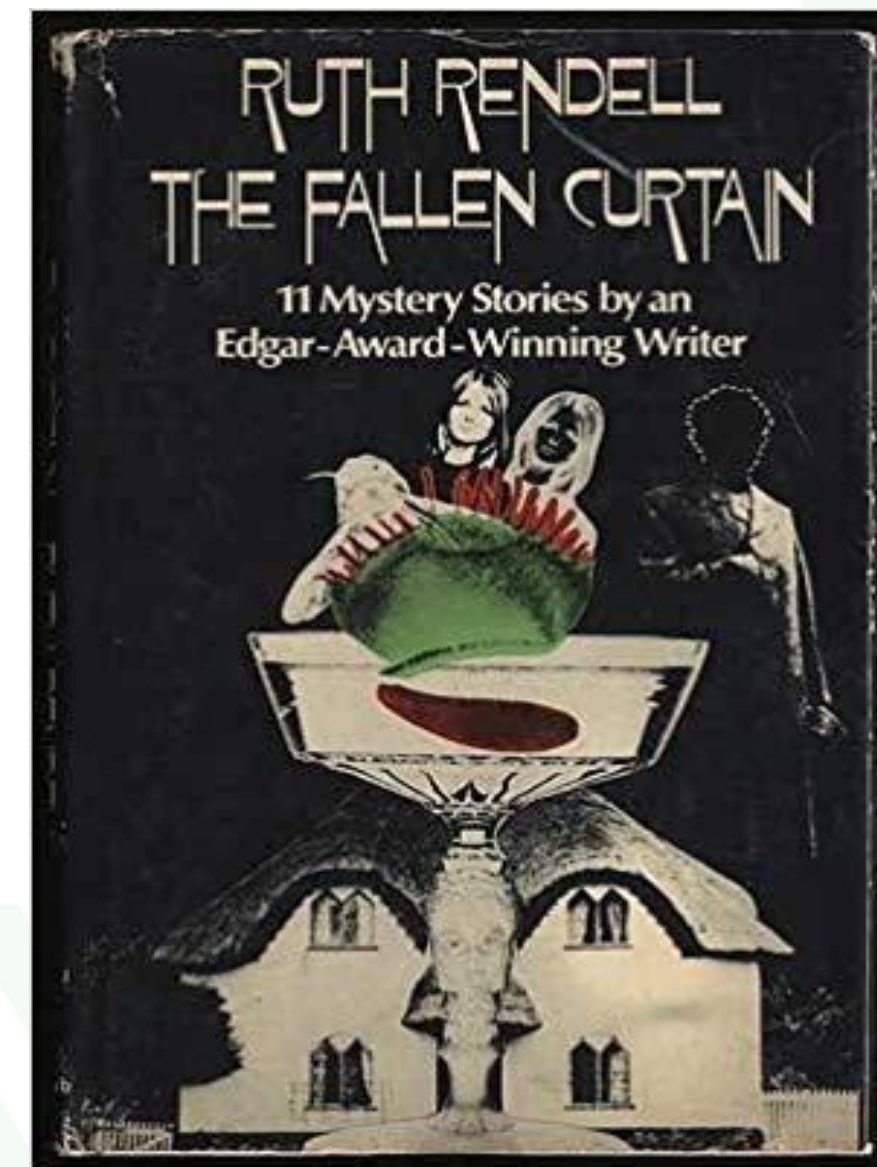
"Haunting dramas with unexpected twists and shocking conclusions."

"The author's spine-chilling skills produce another page-turner."



3. *The Clinging Woman* is one of Ruth Rendell's short stories. It opens with the attempted suicide of a young woman. Only the prompt action of a young neighbour saves her life.

- What questions could you ask about the story?
- What do you think the title means?
- Now turn to the next page and find out more about *The Clinging Woman*.



1. You are going to listen to *The Clinging Woman* as read on a late-night radio programme called *Book at Bedtime*. Look at the picture and discuss these questions.

- 1. What is the woman doing? What is the man in the window doing?
- 2. What is she thinking? What is he thinking?
- 3. What do you think happens next?

2. Listen to and read **Part 1** of the story now. Complete this synopsis of the facts so far. Use the following prompts to help you.



- There are two characters, a girl and ...
- She lives ...
- He lives ...
- It is ... in the morning.
- He has been woken by ...
- The weather ...
- Suddenly he notices ...

3. Match the highlighted words in the text with a synonym or near synonym from the list below.

a dangerous act	holding tightly	disappearing
woken up	look (noun)	empty
chat	a model	faded
informed	attention	courage

The Clinging Woman

Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise block next to his. His flat was on the sixth floor and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and he had got out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.



4. Listen to and read **Part 2**. Answer the following questions (1-7).



Audio 3.6

- 1. What is the man's first interpretation of what he sees?
- 2. What is his second interpretation? How does he know it's wrong?
- 3. What is his third interpretation? What does he do?
- 4. How do other tenants react?
- 5. Why is he an 'unwilling hero'? What do you learn about his character?
- 6. What happened two weeks later?
- 7. Why doesn't he recognize the person at the door?

5. Listen only to **Part 3** of the story.



Audio 3.7

- 1. How does the man feel as she talks? What does he say?
- 2. What does he want her to do?
- 3. What doesn't he want to happen?
- 4. How does he feel as she goes? How does she seem?

6. Match the highlighted words in the text with a synonym or near synonym from the list below.

a dangerous act	holding tightly	disappearing
woken up	look (noun)	empty
chat	a model	faded
informed	attention	courage

The Clinging Woman

Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a **stunt**. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn't even a real girl, but a **dummy**. He opened the window and looked down. The car park, paved courts, grass spaces between the blocks, all were **deserted**. On the balcony rail one of the dummy's hands moved, **clutching** its anchorage more tightly, more desperately. He had to believe then what was obviously happening – unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her **nerve** and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialled the emergency number for the police.

The arrival of the police cars and the rescue of the girl became the focus of **gossip** and speculation for the tenants of the two blocks. Someone found out that it was he who had **alerted** the police and he became an unwilling hero. He was a modest, quiet young man, and, disliking this **limelight**, was relieved when the talk began to die away, when the novelty of it **wore off**, and he was able to enter and leave his flat without being pointed at as a kind of St. George and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theatre, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face.

She said, 'I'm Lydia Simpson. You saved my life. I've come to thank you.'

What do you think?

- Why is it 'curious' that they meet the next morning?
- What do you think happens at the bus stop? Do they get to know each other? Go out together?
- The writer doesn't ever give the man a name. Why not?
- Here are some lines from the rest of the story.

"My life has been yours ever since you saved it."

"We don't need children to bring us together. You're my husband and my child and my friend all in one."

The first thing he noticed when he let himself in at his front door at six was the stench of gas.

"How long," she asked dully, "will you be gone?"

"Three months." She paled. She fell back as if physically ill.

... she had been lying there, the empty bottle of pills still clutched feebly in her hand.

7. Discuss what you think it will happen. Read a synopsis of the story. Why is *The Clinging Woman* a clever title?

Synopsis

A man (whose name we never learn) wakes up early one morning, to see a woman hanging from her balcony. He calls the police, who come to rescue her. His neighbours treat him as a hero. He thinks he did nothing that was brave and wants to forget the whole episode. Two weeks later the woman comes to his door to thank him. She introduces herself as Lydia Simpson.

They get to know each other and have meals together. One evening he asks her why she tried to kill herself. She replies that she had been engaged to be married, but the man had left her for someone else.

He is drawn to her because she is neat, feminine, and self-reliant. In time they get married. She is the perfect wife and homemaker. They have a close, intense relationship, with very few outside people coming into their lives.

The man is promoted at work. He needs to find a secretary. Lydia proposes herself. He tries to explain that it wouldn't be a good idea for his wife to be his secretary as well, but she takes this as a rejection of his love. The next day she tries to commit suicide again by gassing herself in the oven. She is rushed to the hospital, where she confesses to him that she had also tried to kill herself when she was 17 because a boy had let her down.

The man is determined to dedicate the rest of his life to looking after his wife. He refuses to go on a business trip to Canada in order to stay with her. They decide not to have children. Their own company is enough for them. He gets sick and does some work from home with Lydia acting as his secretary. He becomes despondent and even contemplates suicide himself. As he approaches 40, he sees himself trapped.

His company is opening an office in Australia, and he is offered the opportunity of going there for three months. He is worried because this will take him away from home. He tries to put off telling Lydia, but eventually she finds out. She reacts very badly, but helps him prepare for the trip. He knows that she will probably try to kill herself again. He also thinks about suicide as a way out of this suffocating relationship.

He discovers Lydia has taken an overdose of sleeping pills. She is still alive. He is about to call for an ambulance when he makes a big decision. He goes out of the house and doesn't come back until several hours later when he knows his wife will have died.

1. We usually want to know some things about a book before we start reading it. Here are some answers. Write in the questions. After that listen and check.



- 1. Who wrote it?
Ruth Rendell.
- 2. _____ ?
It's a psychological thriller.
- 3. _____ ?
It's about a psychologically disturbed young girl.
- 4. Where and _____ ?
Modern-day London.
- 5. _____ ?
A girl called Lydia and a young man.
- 6. _____ ?
No, it hasn't. But other stories by the same author have been adapted.
- 7. _____ ?
It has quite a shocking end.
- 8. _____ ?
Yes, I would – absolutely. It's a real page-turner. I couldn't put it down.
- 9. What _____ like?
They all said that it was a very clever story.

2. Which questions in 1 could also be asked about a film? What **extra** questions can be asked about a film?

3. Are these words connected with film, theatre or books? Write them in the correct column. Some go in more than one.

critic	director	novel	dressing room
musical	performance	paperback	sequel
matinee	whodunnit	interval	star role
act	autobiography	blockbuster	director
thriller	dressing room	full house	plot
documentary	animation	stalls	hardback
fairy tale	review	programme	backstage
script	trailer	screen	sequence
rehearsal	playwright	storyline	chapter

Theatre	Films	Books



4. Talk about films, plays or books you have seen or read recently. You can use the questions from 1 and words from 3.

1. Listen to the conversation and answer the following questions.

1. What does she do now?
2. What did she do before?
3. Why is she particularly well known?



Audio 3.9

2. Discuss the following questions.

- Why do you think she called her autobiography *The Kindness of Strangers*?
- Do you think her career will have made her an optimist or a pessimist about the world? Why?

3. Sit back and listen to the complete interview with Kate. Simply see if any of your ideas were correct. If so, which? Why?



Audio 3.10



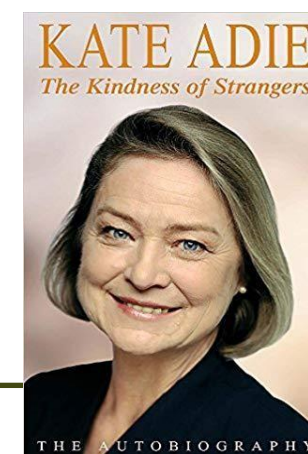
"Welcome, Kate! What I'd really like to know is why you called your autobiography *The Kindness of Strangers*?"

Kate Adie CBE, BBC journalist

Kate Adie CBE is an English journalist. She worked for the BBC for 14 years as their Chief News Correspondent, and she currently presents From Our Own Correspondent on BBC Radio 4. In this programme, journalists and writers from all over the world take a closer look at the stories behind the headlines.

Kate herself has travelled widely in her career. She became well known as one of the first British women journalists to face extreme danger in war zones around the world. Her most memorable reports include the Gulf wars and Belfast during The Troubles.

Her best-selling autobiography is called *The Kindness of Strangers*.



Listening and Speaking | An interview with a journalist

4. Listen again and answer the questions.



Audio 3.10

1. Why does the interviewer think what Kate says is 'refreshing'?
2. In what ways did people help her during the protest?
3. Where was she when 'there was a lot of pressure and a lot of extraordinarily vicious, misogynistic press at home'? Who was she with?
4. Which act of kindness is both frightening and funny? In what ways?
5. The interviewer says, 'That's so lovely to hear.' What is?
6. Kate says: 'we go two steps forward and one step back.' What is she referring to?
7. Does she believe absolutely that the world will get better? How do you know?

WHAT DO YOU THINK?

- Why were parts of the British press so 'anti-Kate'?
- Which qualities do you think Kate has, that make her such a successful war correspondent?
- Do you know what The Troubles in Ireland were? What caused them?
- What's happening in the world at the moment that foreign correspondents like Kate are covering?

5. Optional. Tell the story of what happened to Kate in Belfast in your own words.

Begin like this:

While working in Belfast during The Troubles, Kate was covering a riot one day when...

1. Listen to the conversation. Write in B's answers. How does she show interest and surprise?



A: Jade's got a new boyfriend.
B: _____? Good for her!
A: Apparently, he lives in a castle.
B: _____? How amazing!
A: Yes. She met him in Slovenia.
B: _____? That's interesting.
A: Unfortunately, he can't speak much English.
B: _____? Well, as long as he can say 'I love you'!



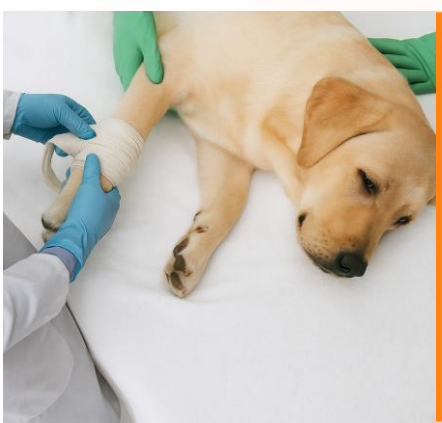
2. B uses **echo questions** and **reply questions**. Which are which?
Practice the conversation with a partner/ your teacher.

3. Complete the conversations with either an echo or a reply question.



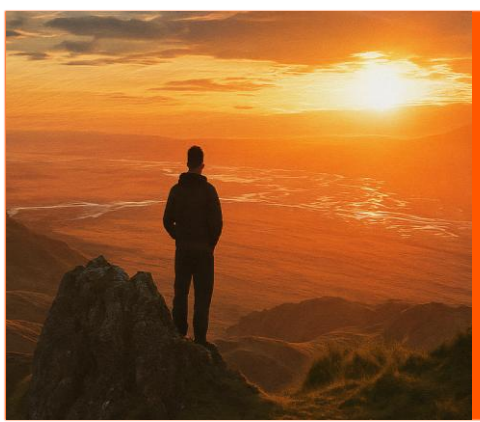
A: Sam wants to apologize.
B: _____? Why?
A: Well, he's broken your mother's Chinese vase.
B: _____? Oh, no!

A: We had a terrible holiday.
B: _____?
A: Yes. It rained all the time.
B: _____? How awful!
A: Yes. And the food was disgusting!
B: _____? What a disaster!



A: I'm broke.
B: _____? How come?
A: Well, I had a £500 vet's bill for my dog.
B: _____? Poor Ziggy. What happened?
A: He was attacked by another dog in the park.
B: _____? Where was the owner?

A: It took me three hours to get here.
B: _____? But it's only ten miles.
A: Yes, but there was a huge traffic jam on the motorway.
B: _____? That's awful!
A: We didn't move at all for two hours.
B: _____? I bet you were really fed up.



A: I'm on a mountain, watching the sun set.
B: _____? How lovely.
A: It is. And I've got something to ask you.
B: _____? Is it important?
A: Yes, you see ... I'd like to marry you.
B: _____? Wow! How romantic.

4. Listen and compare. Audio 3.12

Present Perfect Simple and Continuous

The Past Simple differs from all three uses of the Present Perfect.

1. The Past Simple refers to finished past.

Shakespeare **wrote** plays. (He's dead.)

I've **written** a few short stories. (I'm alive.)

2. There is no present result.

I **hurt** my leg. (But it's better now.)

I've **hurt** my leg. (And it hurts now.)

3. It refers to definite past.

I saw him		last night. two weeks ago.
		on Tuesday. at 9.00.

Compare this with the indefinite adverbials found with the Present Perfect.

I've met her		<i>recently. before. since January.</i>
I haven't met her		<i>yet. for months.</i>

I've		<i>never</i>		met her.
		<i>just</i>		

Note:

- Even without a past time adverbial, we can imagine a past time.

Did you **have** a good journey? (The journey's over. You're here now.)

Thank you for supper. It **was** lovely. (The meal is finished.)

Past Simple

The Past Simple is used:

1. to express a finished action in the past.

Columbus **discovered** America in 1492.

2. to express actions which follow each other in a story.

I **heard** voices coming from downstairs, so I **put** on my dressing gown and **went** to investigate.

3. to express a past state or habit.

When I **was** a child, we **lived** in a small house by the sea.
Every day, I **walked** for miles on the beach with my dog.

Past Continuous

The Past Continuous is used:

1. to express an activity in progress before and probably after a time in the past.

I phoned at 4.00, but you didn't answer. What **were** you **doing**?

2. to set the scene of a past situation or activity.

The cottage **was looking** so cosy. A fire **was burning** in the grate, music **was playing**, and from the kitchen **were coming** the most delicious smells.

3. to express an interrupted past activity.

I **was having** a bath when the phone rang.

4. to express an incomplete activity in the past.

I **was reading** a book during the flight. (But I didn't finish it.)
Compare: I **watched** a film during the flight. (the whole film)

5. to express an activity that was in progress at every moment during a period time.

I **was working** all day yesterday.
They **were fighting** for the whole of the holiday.

Notes:

- The Past Simple expresses past actions as simple, complete facts.
- The Past Continuous gives past activities' time and duration.

‘What **did** you **do** yesterday evening?’

‘I **stayed** in and **watched** the match.’

‘I **tried** calling you, but you **didn't** answer.’

‘Oh, I **was watching** the match and **had** my phone off. Sorry.’

- Notice how these questions and answers in the Past Continuous and Past Simple refer to different times.

When we **got** there, Jan **was ironing**. She **stopped** ironing and **made** us some tea.

What **was** she **doing** when we got there? She **was ironing**.

What **did** she **do** when we **got** there? She **made** some tea.

Past Perfect

The Past Perfect is used when we look back to a time in the past and refer to an action that happened before then.

Keith was fed up. He'd **been looking** for a job for months, but he'd **found** nothing.

Notes:

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.

He'd **lost** his job and his wife **had left** him. Since then he'd **been sleeping** rough, and he **hadn't been eating** properly.

- The Past Perfect can refer to definite as well as indefinite time.

I knew his face immediately. I'd first **met** him in October 2003.
(= definite)

I recognized her face. I'd **seen** her somewhere before.
(= indefinite)

Past Perfect and Past Simple

1. Verbs in the Past Simple tell a story in chronological order.

John **worked** hard all day to prepare for the party. Everyone **had** a good time. Even the food **was** all right. Unfortunately, Andy **upset** Peter, so Peter **left** early. Pat **came** looking for Peter, but he **wasn't** there. It **was** a great party. John **sat** and **looked** at all the mess. He **felt** tired. It **was** time for bed.

2. By using the Past Perfect, the speaker or writer can tell a story in a different order.

John sat and looked at all the mess. It **had been** a great party, and everyone **had had** a good time. Even the food **had been** all right. Unfortunately, Nick upset Pete, so Pete left early. Dave came looking for Peter, but he'd already **gone**. John felt tired. He'd **been working** all day to prepare for the party. It was time for bed.

Note:

- For reasons of style, it is not necessary to have every verb in the Past Perfect. Once the time of 'past in the past' has been established, the Past Simple can be used as long as there is no ambiguity.

... Nick upset Pete ... Pete left ...

Present Perfect Simple and Continuous

1. We can use time conjunctions to show that two actions happened one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used

After I'd **had/had** a bath, I **went** to bed.

As soon as the guests **left/had left**, I **started** tidying up.

I **sat** outside until the sun **had gone/went** down.

2. The Past Perfect can emphasize that the first action was completed before the second action started.

When I **had read** the paper, I threw it away.

We **stayed up** until all the beer **had gone**.

3. Two verbs in the Past Simple can suggest that the first action led into the other, or that one caused the other to happen.

When I **heard** the news, I **burst** out crying.

As soon as the alarm **went off**, I **got up**.

3. The Past Perfect is more common with when because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.

As soon as all the guests **left**, I **tidied** the house.

Before I **met** you, I **didn't know** the meaning of happiness.

When I **opened** the door, the cat **jumped** out.

When I'd **opened** the mail, I **made** another cup of coffee.

