

#### Objectives

- Grammar: Past tenses. Active and Passive
- Vocabulary: Spelling and Pronunciation
- Everyday English: Giving Options
- Reading: The Picture of Dorian Gray
- Listening: Once Upon a time...







**1.** Look at the photo. What animal is it? What is it doing? Imagine this is the cover of a novel. What could the story be about?

**2.** Read the quote. Think of examples of folk tales or legends that didn't happen, but can still tell us something true about life.



**‘All stories are true.  
But some of them  
never happened.’**

James A Owen

1. Continue the ‘Fortunately...Unfortunately ...’ story around the class.

**I was driving my motorhome ....**

- Unfortunately, I crashed into an elephant.
- Fortunately, the elephant wasn’t injured.
- Unfortunately, ...



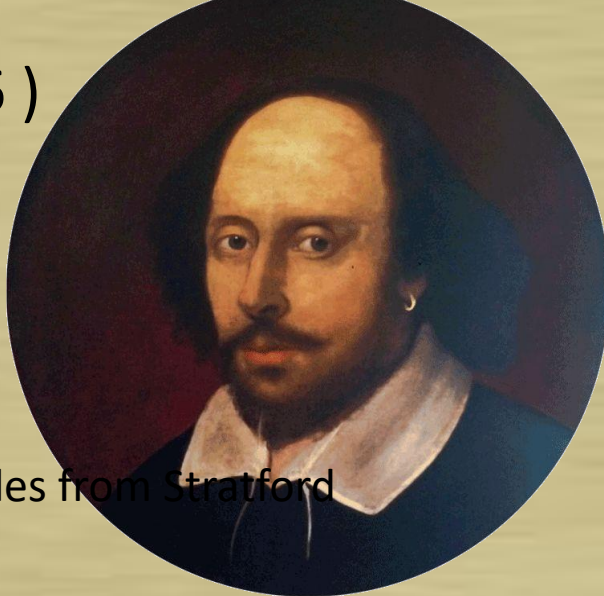
William Shakespeare

- 1. What do you know about Shakespeare? Why is he famous?
- 2. Read the questions in red about him. Can you answer any of them?
- 3. Read the text quickly to check the answers. Why is his wife called ‘unfortunate’?
- 4. Listen and complete the text with the correct past tense, active and passive. Can you name the tenses? Which verbs are irregular?
- 5. Read the text again and answer the questions.



- 1. Did Shakespeare come from a poor family? How do you know?
- 2. Do you think his education helped his career as a playwright? How?
- 3. What was he doing when his son died?
- 4. What did he do as well as write plays?
- 5. Why were the theatres closed?
- 6. Why did people think he had visited Italy?
- 7. Did other writers like Shakespeare’s work?
- 8. In what ways did the plague affect his life?

William Shakespeare (1564 – 1616 )



When and where was Shakespeare born?

Shakespeare was born in April 1564 in Stratford-upon-Avon. At the time, Stratford **1. had** (have) a population of about 1,000, but just after his birth, 200 people **2. were killed** (kill) by the plague. Fortunately, William survived. His father, John Shakespeare, was a wealthy wool-trader who **3. \_\_\_\_\_** (own) three houses in the town. In the 1500s, it used to take two days to ride the 100 miles from Stratford to London.

Did Shakespeare go to school?

Shakespeare **4. \_\_\_\_\_** (go) to his local grammar school from the age of seven until 15. Only boys **5. \_\_\_\_\_** (attend) school in the 16th century. They **6. \_\_\_\_\_** (teach) Latin and had to memorize stories from history.

Did Shakespeare marry?

Shakespeare **7. \_\_\_\_\_** (marry) Anne Hathaway, a farmer’s daughter in 1582, when he was just 18 years old. Anne was 28. They had three children: Susanna in 1583, and twins, Judith and Hamnet, in 1585. Hamnet **8. \_\_\_\_\_** (die) of the Black Plague in 1596 when Shakespeare **9. \_\_\_\_\_** (live) and working in London.

What did Shakespeare do in London?

He **10. \_\_\_\_\_** (come) to London in about 1590 and by 1592 he **11. \_\_\_\_\_** (become) a well-known actor and playwright. One of his first plays, Henry VI, **12. \_\_\_\_\_** (perform) in the Rose Theatre in 1591. Then for two years, from 1592–1594, theatres were closed because of the plague. This was when Shakespeare **13. \_\_\_\_\_** (write) most of his poetry. Most of his 37 plays **14. \_\_\_\_\_** (write) between 1594 and 1613 after he **15. \_\_\_\_\_** (join) an acting company called The Lord Chamberlain’s Men. The actors often used to perform for Elizabeth I. In 1597, they **16. \_\_\_\_\_** (buy) £10 shares in a new theatre, the Globe. This theatre was, and still is, a huge success.

Did Shakespeare ever visit Italy?

Six of Shakespeare’s plays have an Italian background, including *Romeo and Juliet* and *The Merchant of Venice*. Because of this, many people believe that he **17. \_\_\_\_\_** (visit) Italy, but there is no evidence of this.

Was Shakespeare famous in his own lifetime? When did he die?

He was famous during his lifetime. His plays and poems **18. \_\_\_\_\_** (hold) in high regard by other writers. He died on April 23, 1616 in Stratford and he **19. \_\_\_\_\_** (bury) in Holy Trinity church. It surprises many people that in his will the only thing he **20. \_\_\_\_\_** (leave) his unfortunate wife was their ‘second best bed’!



LANGUAGE FOCUS

1. In these sentences, which verb form is ...?

- Past Continuous
- Past Simple
- Past Perfect
- Past Simple passive

- a. He went to the local school.
- b. He was working in London.
- c. He was buried in Stratford
- d. By 1592, he had become famous.

Find more examples of the four verb forms in the text.

2. What is the difference in meaning in these sentences

- a. When we arrived, they performed the play.
- b. When we arrived, they were performing the play.
- c. When we arrived, they had performed the play.

3. Read the sentence.

They **used to perform** for Queen Elizabeth I.

- a. Did this happen once or many times?
- b. Find another example of *used to* in the text.

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

1. It snowed all day yesterday.  
It was snowing when I woke up.
2. I wore an elegant blue suit for my interview.  
I can remember exactly what you were wearing when we first met.
3. **A:** What were you doing when you lost your phone?  
**B:** Window shopping.  
**A:** What did you do when you lost your phone?  
**B:** I reported it immediately.
4. When Marge arrived,  
a. we were having dinner.  
b. we had dinner.  
c. we'd had dinner.
5. He said  
a. he was staying  
b. he'd stayed  
c. he always stayed  
d. at the Mabbi Hotel.
6. When I was a kid, I used to play soccer with my dad.  
I played soccer with my kids last Sunday.



## What were you doing when...?

1. Ask and answer two questions about the action in *italics*.

1. I was on a ski slope. *I broke my shoulder*. I called Ski emergency.

What were you doing when you broke your leg? - I was skiing.

What did you do when you broke your shoulder? - I called Ski emergency.

2. Sue was in the station shops. *Her train departure was announced*. She went to the gate.

3. I was on the highway. *I ran out of gas*. I phoned the AAA for help.

4. Mike was at work. *His bike was stolen*. He went to the police station.

5. I was on a flight to Rome. *I met Taylor Swift*. We talked about her songs.

## I didn't do much

2. Listen to four people saying what they did last night.

Who said these lines? Write the number 1-4.



4.2

1. \_\_\_\_ I had an early night.
2. \_\_\_\_ I didn't do much.
3. \_\_\_\_ I did a bit of online shopping.
4. \_\_\_\_ It wasn't really my kind of thing.
5. \_\_\_\_ I'm going to be out every night when it's all over.
6. \_\_\_\_ I even took my laptop to bed.
7. \_\_\_\_ It does me good after a day's work.
8. \_\_\_\_ Not the best of nights for me!

## Talking about you

3. Ask and answer these questions.

### What did you do ... ?

- last night
- last weekend
- on your last birthday
- ...

### What were you doing yesterday at ... ?

- 7 a.m.
- 10 a.m.
- 12.30
- 3 p.m.
- 8.30 p.m.
- midnight

### Shakespeare caused an air crash?

4. Read the introduction to a strange story. Why did the plane crash? Can you think how Shakespeare caused it? Use your imagination.



### How Shakespeare caused an air crash

On October 4, 1960, a Lockheed Electra plane was taking off from Boston Airport in the US when a flock of about 20,000 starlings suddenly flew into its path. The plane crashed into the sea and 62 people were killed. The birds had choked the engines of the plane and brought it down. Tragically, only 19 people survived.

### So ... what is the link to Shakespeare?

5. Listen and find out how this tragedy can be blamed on Shakespeare. Answer the following questions.



1. Who is Eugene Schieffelin
2. Who was he obsessed by?
3. What did he do as a result of his obsession?
4. How did this lead to two disasters?

6. Identify all the past tenses in the introduction in exercise 4. Why are they used?

7. Listen again and complete the sentences with the verb form used in the audio.



1. Starlings \_\_\_\_\_ in 1890 by a New Yorker called Eugene Schieffelin.
2. He \_\_\_\_\_ a list of all the songbirds in Shakespeare's plays and poetry.
3. Some birds, such as thrushes and blackbirds, \_\_\_\_\_ it difficult to survive.
4. The starlings thrived, and by the 1940s they \_\_\_\_\_ across America.
5. They \_\_\_\_\_ gigantic flocks of up to a million birds.
6. Many native species, such as bluebirds and woodpeckers, \_\_\_\_\_ out.

8. Explain how it was that Shakespeare caused the air crash. Begin like this:

*'The accident happened when a flock of starlings struck the plane. Many years earlier, Eugene had brought these birds to the United States because...'*



In Shakespeare’s day, there were no spelling rules.  
Among the many spellings of SHAKESPEARE were:

Shaxper   Shaxspere   Shackspere   Shakspeare

1. Listen and repeat these words. What do they tell you about English spelling and pronunciation?



good /gʊd/   food /fu:d/   blood /blʌd/  
enough /ɪˈnʌf/   through /θru:/   cough /kɒf/   bought /bɔ:t/

2. Read these words aloud. Which two words rhyme?

- |                |         |              |            |       |
|----------------|---------|--------------|------------|-------|
| 1. <b>love</b> | move    | <b>glove</b> | <u>/ʌ/</u> | /u:/  |
| 2. some        | come    | home         | /ʌ/        | /əʊ/  |
| 3. pear        | dear    | fear         | /ɛə/       | /ɪə/  |
| 4. lost        | most    | post         | /ɒ/        | /əʊ/  |
| 5. death       | breath  | beneath      | /ɛ/        | /i:/  |
| 6. boot        | shoot   | foot         | /u:/       | /ʊ/   |
| 7. eight       | weight  | height       | /eɪ/       | /aɪ/  |
| 8. blood       | stood   | flood        | /ʌ/        | /ʊ/   |
| 9. flower      | power   | lower        | /aʊə/      | /əʊə/ |
| 10. allow      | swallow | follow       | /aʊ/       | /əʊ/  |



3. Each group has the same vowel sound. Say them, then spell them.

- 1. /u:/   through   tooth   tr\_\_\_\_th   j\_\_\_\_ce
- 2. /ɔ:/   court   b\_\_\_\_n   b\_\_\_\_t   w\_\_\_\_k
- 3. /ɜ:/   w\_\_\_\_k   b\_\_\_\_d   w\_\_\_\_ld   \_\_\_\_n
- 4. /ɛə/   t\_\_\_\_   f\_\_\_\_   squ\_\_\_\_   th\_\_\_\_

Homophones

4. Listen and write the words you hear. Did you write the same words?



5. Homophones are words that sound the same but have different spellings and meanings. Read these, then write another word that sounds the same.

- |               |                |                  |
|---------------|----------------|------------------|
| 1. wear _____ | 4. piece _____ | 7. allowed _____ |
| 2. male _____ | 5. flew _____  | 8. court _____   |
| 3. wore _____ | 6. week _____  | 9. pair _____    |

6. Write the spelling of the words in phonemic script

- 1. I went out in the rain and I /kɔ:t/ the /flu:/.
- 2. /pi:s/ is the opposite of /wɔ:/.
- 3. I’m not /əˈlaʊd/ to /wi:/ make-up.
- 4. I /wɔ:/ the same /peə/ of socks for a /wi:k/.



## Some common words

7. How are these words pronounced? Read them aloud.

|        |         |       |        |           |         |
|--------|---------|-------|--------|-----------|---------|
| answer | biscuit | fruit | recipe | vegetable | receipt |
| knee   | human   | cure  | woman  | women     |         |

Listen and check.   
4.7

## Reciting a poem

8. Listen to Henry King's sad story. Practise it and recite it.  
What do you notice about the pronunciation and spelling  
of the highlighted words?



9. **Optional.** Do you know any English poems? Find one  
and recite it.

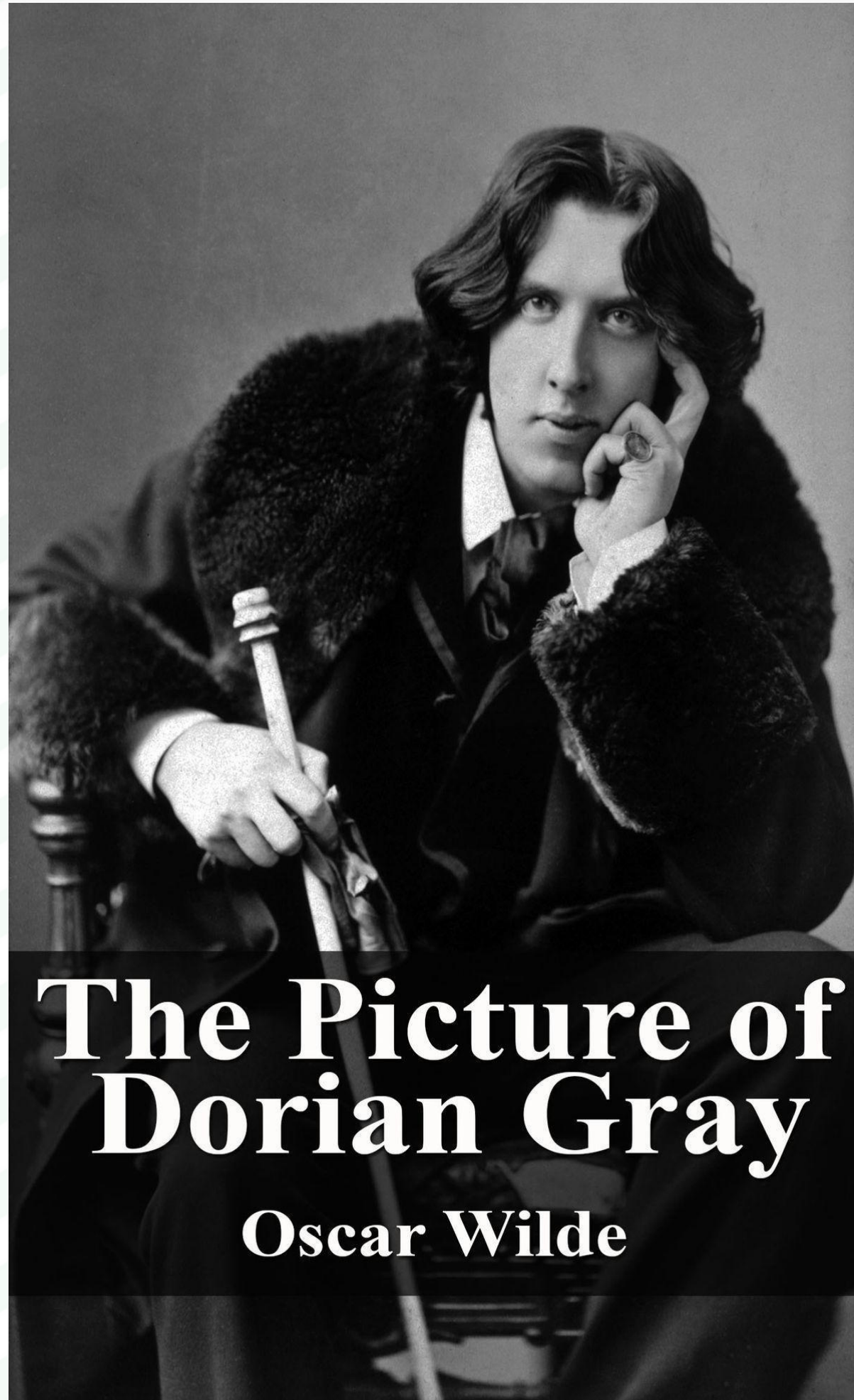
## THE UNFORTUNATE TALE OF HENRY KING

by: Hilaire Belloc

The chief defect of Henry King  
Was chewing little bits of string.  
At last he swallowed some which tied  
Itself in ugly knots inside.  
Physicians of the utmost fame  
Were called at once; but when they came  
They answered, as they took their fees,  
'There is no cure for this disease.  
Henry will very soon be dead.'  
His parents stood about his bed  
Lamenting his untimely death,  
When Henry, with his latest breath,  
Cried 'Oh, my friends, be warned by me.  
That Breakfast, Dinner, Lunch, and Tea  
Are all the human frame requires ...'  
With that, the wretched child expires.







1. Read about Oscar Wilde. Answer the questions.

1. How many novels did he write?
2. What else did he write?
3. What is the theme of The Picture of Dorian Gray?
4. Was it an immediate success?

**Oscar Wilde** (1854–1900) was an Irish writer who became one of London's most popular playwrights in the late 19th century. He wrote just one novel, The Picture of Dorian Gray. At first, this was very badly received, but years later, after Wilde's death, it was finally recognized as a great classic. Wilde always defended Dorian Gray, saying that 'the idea of a young man selling his soul in exchange for eternal youth', was 'old in the history of literature'. Over the years, there have been many adaptations for stage and film.



2. Look at the list of characters. The setting is late 19th century London. Guess what happens in the story.

The characters



**Dorian Gray:** a wealthy, cultured, extremely handsome young man



**Basil Hallward:** a well-known portrait painter



**Lord Henry Wotton:** a pleasure-seeking Oxford University friend of Basil's



**Sibyl Vane:** a young Shakespearean actress



**Dr Alan Campbell:** former friend of Dorian



**Mrs Vane:** Sibyl's mother



**James Vane:** Sibyl's brother, a sailor

The Picture of Dorian Gray  
Oscar Wilde



3. Read and listen to the story for pictures 1-6. Answer the questions.



- 1. Why did Lord Henry want to meet Dorian?
- 2. Why do you think Basil didn't want this?
- 3. How did Lord Henry's words influence Dorian's reaction to the portrait?
- 4. What did Dorian confide to Henry?
- 5. What caused James to be so worried about his sister?
- 6. Why was Dorian so embarrassed?

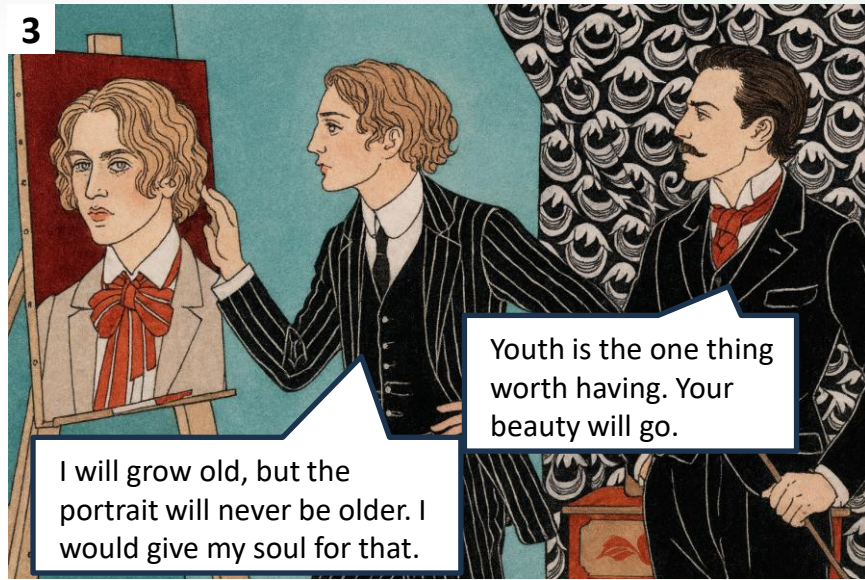
4. What is your opinion of each of the characters so far?



Basil Hallward was working in his studio on a portrait of a beautiful young man, when he was visited by his pleasure-loving friend, Lord Henry Wotton. Henry was very impressed by the portrait and wanted to meet this charming youth, Dorian Gray. This worried Basil.



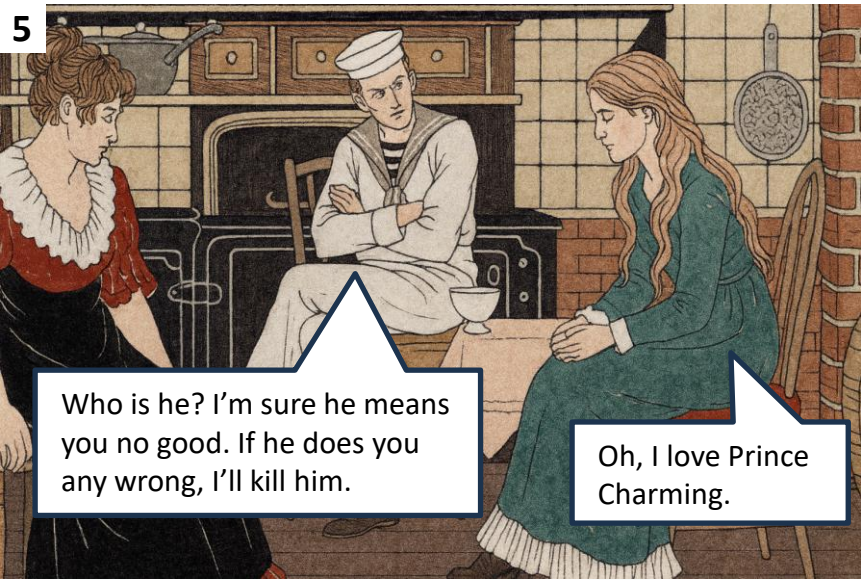
At that moment, Dorian arrived and, to Basil's distress, invited Henry to stay and watch. Immediately Henry started to charm Dorian with his clever ideas about life. Basil continued painting, but Dorian was tired and went into the garden. Henry followed.



Dorian listened wide-eyed to Henry's words about the horrors of old age. He had never thought about this before. He viewed his youthful self in the finished portrait and felt troubled. It would never grow old and ugly. He would sell his soul to remain young forever, like the portrait.



Dorian and Henry soon became great friends and Dorian began to seek new pleasures around London. One day, he confided to Henry that he had been to an old Shakespearian theatre in the East End, and fallen in love with 'Juliet', a beautiful young actress called Sibyl Vane.



Sibyl lived with her poor mother and brother James, who was preparing to sail to Australia. James was frightened for his beloved sister. She had told them of her great love of 'Prince Charming', whose real name she did not know, but who came to see her play each night.



Finally, Dorian asked Sibyl to marry him. He invited Henry and Basil to see her act so that they could see why he had fallen for her. She looked lovely as Juliet. Then she spoke... her acting was terrible, meaningless. Dorian, embarrassed and furious, ended the engagement.



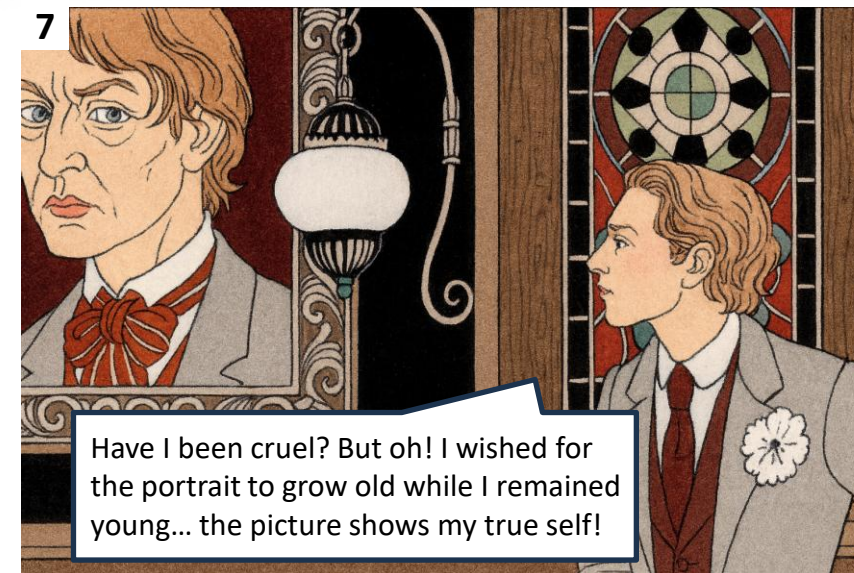
# Reading and speaking | The Picture of Dorian Gray

5. Read and listen to 7-12. Answer the questions.

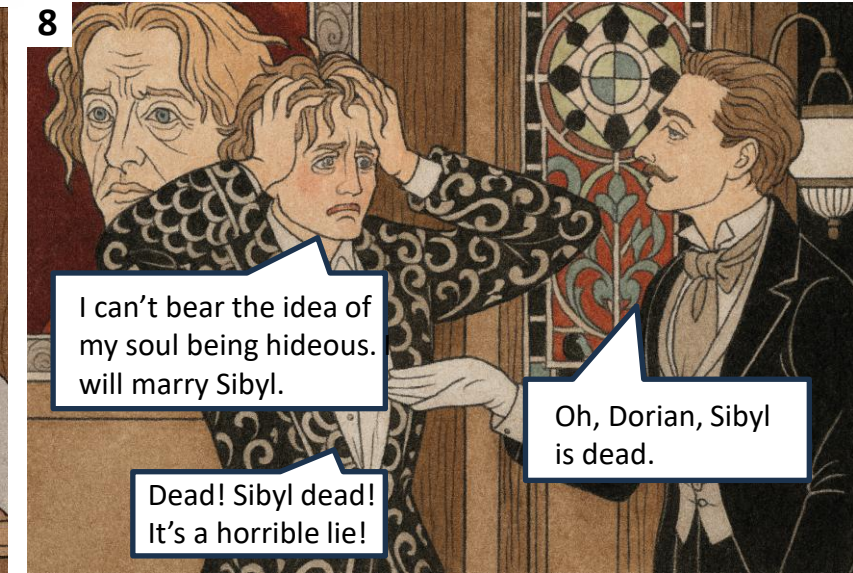


4.10

1. What made Dorian so afraid?
2. Why was Henry so shocked at Dorian's words?
3. What happened when Basil came to see Dorian?
4. How and why did Alan Campbell help Dorian?
5. Why didn't James Vane kill Dorian?
6. What was the portrait like at the end of the story? Why?



Dorian left Sibyl and walked the streets. Arriving home at dawn, his eye caught the portrait and he jumped back in horror. The face had changed — his soft expression had become hard and cruel. Suddenly he recalled what he'd said in Basil's studio. Dorian was afraid!



Next day, Dorian approached the portrait, sick with fear. He was gazing at it with disbelief when Lord Henry arrived. Dorian told him that he'd now decided to marry Sibyl after all. Henry gasped! Dorian hadn't received his note — Sibyl was dead!



Years passed. Dorian tried to drown his guilt in a life of pleasure and scandal. Basil came to confront him about his evil ways, and reacted with horror when Dorian revealed the now hideous portrait. In a fit of rage, Dorian blamed Basil for all his suffering, and stabbed his friend to death.



Basil's body lay beneath the portrait, which was now sweating blood. A cruel and desperate Dorian contacted a former doctor friend, Alan Campbell, and managed to blackmail the horrified man into helping him get rid of Basil's body.



Dorian tried to forget Basil and the portrait. Again he threw himself into his decadent life. One night in a pub by the river, a sailor grabbed him from behind. It was Sibyl's brother, James! But how could this youthful-looking man be Dorian? James ran off in fear.



Finally, Dorian had suffered enough. He wanted his old life back. He went to see the portrait. To his horror, it had become even more repulsive. He had to destroy it. He took a knife and stabbed the picture... The police found the body of an ugly, wrinkled old man beneath a perfect portrait.

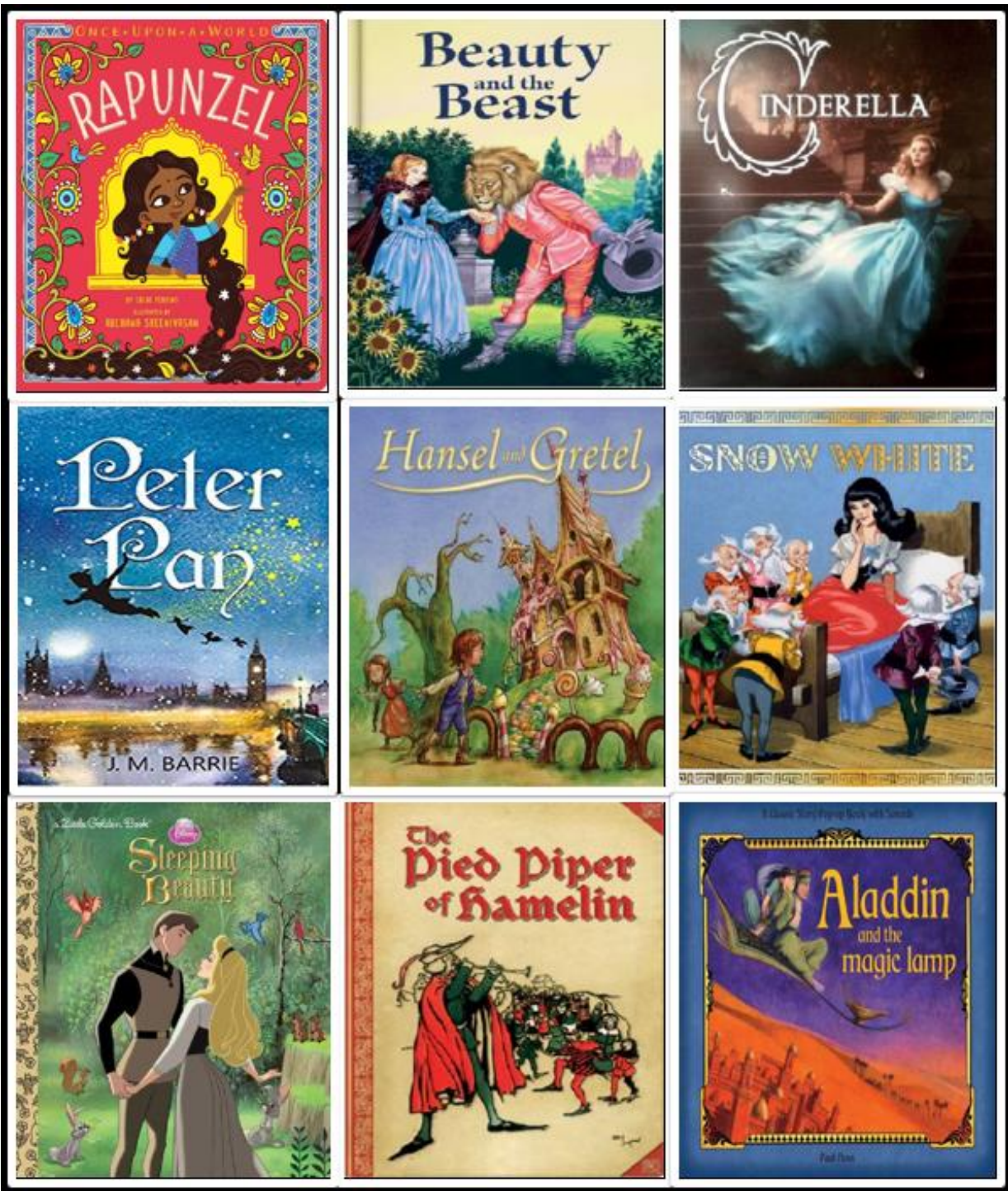
## What do you think?

- Which characters were most to blame for the tragedy?
- How can people stay young-looking today? Would you do it?

6. Retell the story in your own words.



1. Did you have a favourite story as a child?  
What was it? Why did you like it?
2. Say what you know about these stories.



3. Listen to people talking about two of the stories. After each one, say which story it is and who the main characters are.

  
4.11

4. Listen again and make notes in the chart.  4.11

|                                                             | 1. Richard and Ian | 2. Beth and Anna |
|-------------------------------------------------------------|--------------------|------------------|
| Why is it a favourite story?                                |                    |                  |
| Who are the good characters and who are the bad characters? |                    |                  |
| What are some key moments in the plot?                      |                    |                  |
| What magic is there in the story?                           |                    |                  |

5. Who or what do these lines from the conversations refer to?

**Richard and Ian**

- I was fascinated by the flying.
- He was scary to me.
- All the kids in the audience screamed.
- I loved the idea of never growing up
- She was so cheeky and rude.
- Being an adult is tough.

**Beth and Anna**

It's quite a dark story really. It's really sad.

A wicked witch whisked it away.

Don't ask difficult question.

She used to throw it out of the window.

He didn't die, but he was blinded.

They lived happily ever after.

6. **Optional.** Make some notes about your favourite childhood story. Kindly explain why you like it.





1. Read and listen to the conversation between three people. Which two people agree with each other?  4.12



- A** So, what do you think of the latest Bond movie? It's really great, isn't it?
- B** Definitely! I think it's absolutely fantastic!
- C** Mmm. D'you think so? I'm not so sure. It wasn't as good as the last one.
- B** Oh yes, it was. I thought it was much more exciting.
- C** it was Ok, but it wasn't good. My favourite will always be *Skyfall*
- A** Why? Because Daniel Craig was Bond?
- C** No, of course not, but he does make a pretty good Bond doesn't he?
- B** Pretty good? He's absolutely brilliant.
- A** Yeah, he's a cool guy. Do you two have a favourite Bond?
- C** Me, no, not really. They're all so different.
- B** For me it's Sean Connery – surely he's the best? He's the original. I've got the whole box set of all the Bond movies and he was definitely the best.
- A** I totally agree. He's the definitive James Bond. I love his Scottish accent.
- C** Well, I do too, but you're only saying he's the best because he was the first. Who d'you think the next Bond will be?
- A** I've no idea.
- B** Maybe they'll have a female Bond one day – Jemima Bond!!
- C** Now, that's something I could be really enthusiastic about! Dum-di-di dum dum ...!! Jemima Bond saves the world!

2. Listen again to the conversation. Answer the questions.  4.12

1. **A** and **B** agree with each other. They express strong opinions. Find examples of the words they use.
2. **C** is not so sure and is less enthusiastic. What are her actual words?

SPOKEN ENGLISH Making conversation

1. Listen and repeat the sentences. The intonation on the question tags goes down. Why?  4.13

'It's great, isn't it?'      'He does make a pretty good Bond, doesn't he?'

2. We can use an adverb to qualify an adjective or a verb. Which two are the strongest?

|              |                      |               |
|--------------|----------------------|---------------|
| really great | absolutely fantastic | pretty good   |
| really like  | just love            | totally agree |

3. Complete these question tags.

1. We had a great time in New York, didn't we?
2. But the weather wasn't that good, \_\_\_\_\_?
3. New Yorkers lead very busy lives, \_\_\_\_\_?
4. Our friends took us to a fabulous show on Broadway, \_\_\_\_\_?
5. We'd never been to a musical before, \_\_\_\_\_?
6. I lost my passport. I'm such an idiot, \_\_\_\_\_?

Listen and check. What is the reply?  4.14



4. Make these opinions stronger. Use a wide voice range to sound enthusiastic.

1. He was pretty good in the role.

  
Pretty good? He was **absolutely wonderful!**

2. The talk was quite interesting.

*really fascinating*

3. The bride looked quite nice.

*absolutely fabulous*

4. I quite liked that chocolate dessert.

*really loved*

5. He quite likes Maria.

*totally adore*

6. The book wasn't very good.

*really awful*

7. I don't like noisy bars.

*just can't stand*

Listen, check, and repeat.   
4.15

## What's your opinion?

5. Write some notes on two of these topics.

- the last film you saw
- something in today's news
- the weather
- a sporting event
- a recent trip you took
- a book you're reading
- your favorite food or restaurant

6. Use your notes to ask for and give your opinions.

Have you seen/heard/read ...?

No, I haven't. What did you think of it?

It was brilliant! Really amazing!



## Linking ideas

1. Look at the picture. Who are the people?  
What do you think the story is about?
2. Read the story of the farmer and his sons.  
Complete the moral at the end.
3. Where do the following sentences fit in the story?  
Write a-f in spaces 1-6.
  - 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 while they were working they thought about what their father had said
  - e. because they felt that all their hard work had been for nothing
  - f. Soon they had dug up every inch of the vineyard

## 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 his bedside and said, 'My boys, I have an important secret to tell you: there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'

The sons gave their promise and **2.** \_\_\_\_\_, they began looking for the treasure.

They worked very hard in the hot sun **3.** \_\_\_\_\_. They pictured boxes of gold coins, diamond necklaces, and other such things. **4.** \_\_\_\_\_.

But they found not a single penny. They were very upset **5.** \_\_\_\_\_. However, a few months later, 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.

Now the sons understood **6.** \_\_\_\_\_ and they lived happily ever after.



**The moral of this story is:** "Hard work brings \_\_\_\_\_."



## Linking ideas

4. Read this story. Who are the people in the picture?
5. Complete sentences 1-9 with the linking words below.

before    while    during    when    but  
However,    so    who    as soon as

6. Rewrite the story. Add more detail to make it more interesting. Begin like this:

*Long ago, an aged emperor resided in a vast golden palace at the heart of the city of Ping Chong. He was blessed with three graceful daughters, yet, to his regret, no son...*

7. Write a folk tale or fairy story that you know. Write about 200 words.

**Begin:** *There was once ... or Once upon a time, there ...*

**End:** *... and they lived happily ever after.*

## The Emperor and his Daughters

- 1 There was once an emperor \_\_\_\_\_ lived in a palace.
- 2 He had three daughters \_\_\_\_\_ no sons.
- 3 He wanted his daughters to marry \_\_\_\_\_ he died.
- 4 He found three princes. \_\_\_\_\_ his daughters didn't like them.
- 5 They refused to marry the princes, \_\_\_\_\_ the emperor became very angry.
- 6 He said they must get married \_\_\_\_\_ they were 16 years old.
- 7 The three daughters ran away \_\_\_\_\_ the night and found work on a farm.
- 8 They fell in love with the farmer's sons \_\_\_\_\_ they were working there.
- 9 They married the sons \_\_\_\_\_ they were 16. \_





We use different past tenses to describe moments and periods of time in the past. Look at the diagram. Read the sentences.

When Tim arrived home at 7.00 ...

**6.30:** ... his son **had gone out**.

**7.00:** ... his son **was going out**.

**7.30:** ... his son **went out**.

## Past Simple

### Form

The form of the Past Simple is the same for all persons.

1. **An action that happens again and again (a habit or routine).**

He **left** at three o'clock.

They **arrived** three weeks ago.

She **didn't finish** on time yesterday.

I **didn't visit** my parents last weekend.

When **did** he **finish** the report? What time **did** they **leave**?

## Short answer

Did you enjoy the dinner?      **Yes, we did./No, we didn't.**

## Use

The Past Simple is used to express:

1. **a finished action in the past.**

We **met** in 2000.      John **left** two minutes ago.

2. **actions that follow each other in a story.**

Mary **walked** into the room and **stopped**. She **listened** carefully.  
She **heard** a noise coming from behind the curtain and ...

3. **a past situation 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.

This use is often expressed with *used to*.

We **used to** live in a small house ...

I **used to** walk for miles ...



## Spelling of verb + -ed

1. Most regular verbs add -ed to the base form of the verb.

worked      wanted      helped      washed

2. When the verbs ends in -e, add -d.

liked      used      hated      cared

3. If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding -ed.

stopped      planned      robbed

But we write *cooked*, *seated*, and *moaned* because there are two vowels before the consonant.

4. The consonant is not doubled if it is -y or -w.

played      showed

5. In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.

pre'ferred      ad'mitted

But we write *'entered* and *'visited* because the stress is on the first syllable.

6. Verbs that end in a consonant + -y change the -y to -ied.

*carried*      *hurried*      *buried*

But we write *enjoyed*, because it ends in a vowel + -. There are many common irregular verbs.





Look at the time expressions that are common with Past simple.

|           |                           |                          |
|-----------|---------------------------|--------------------------|
| I met her | <b>last night.</b>        | <b>in 2020.</b>          |
|           | <b>two days ago.</b>      | <b>In summer.</b>        |
|           | <b>yesterday morning.</b> | <b>when I was young.</b> |

## Past Continuous

### Form

*was/were + verb + -ing*

|                                            |                                       |
|--------------------------------------------|---------------------------------------|
| I <b>was learning</b> Dutch.               | They <b>were driving</b> to Bonn.     |
| We <b>weren't waiting</b> for a long time. |                                       |
| What <b>were</b> they <b>doing</b> ?       | Where <b>was</b> he <b>studying</b> ? |

### Short answer

|                            |                                          |
|----------------------------|------------------------------------------|
| Were you looking for me?   | <b>Yes, I was./No, I wasn't.</b>         |
| Were they waiting outside? | <b>Yes, they were./No, they weren't.</b> |

### Use

The Past continuous is used:

1. to express activities in progress before, and probably after, a particular time in the past.

At seven o'clock this morning, I **was having** my breakfast.  
You made a lot of noise last night. What **were** you **doing**?

2. for descriptions.

It was a lovely day and the sun **was shining**. Jan looked beautiful. She **was wearing** a green cotton dress.

3. to express an interrupted past activity.

When the phone rang, I **was having** a shower.  
While we **were playing** tennis, it started to rain.

4. to express an incomplete activity.

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



## used to

*Used to* expresses a habit or state in the past that is now finished.

I **used to** read comics when I was a kid. (but I don't now)

Did you **use to** read comics when you were a child?

This town **didn't use to** be a nice place to live, but then it changed.





1. Sometimes both tenses are possible. The Past Simple focuses on past actions as complete facts. The Past Continuous focuses on the duration of past activities, often describing being in the middle of them. Compare:

**A:** I didn't see you at the party last night.

**B:** No. I **stayed** at home and **watched** the football.

**A:** I phoned at 8.00, but you didn't answer.

**B:** Sorry, I **was watching** the football.

2. Questions in the Past Simple and Past Continuous refer to different time periods. The Past Continuous asks about activities that began before; the Past Simple asks about what happened after.

**A:** What **were** you **doing** when the accident happened?

**B:** I **was shopping**.

**A:** What **did** you **do** when you saw the accident?

**B:** I **phoned** the police.





The Past perfect refers to an action in the past that was completed before another action in the past.

## Form

The form of the Past Perfect is the same for all persons.

## Positive and negative

|     |                    |                          |
|-----|--------------------|--------------------------|
| I   | 'd (had)<br>hadn't | left when the post came. |
| You |                    |                          |
| We  |                    |                          |

## Question

|                  |      |                     |
|------------------|------|---------------------|
| Where <b>had</b> | you  | <b>been</b> before? |
|                  | she  |                     |
|                  | they |                     |

## Short answer

He had already left?                      Yes, he **had**./No, he **hadn't**.

## Use

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

When I got to my car, I saw that someone **had broken** into it. I didn't go to the cinema because **I'd seen** the film before.

2. The Past Simple tells a story in chronological order.

Sue **met** Pete at university. They **got** married. They **were** together for six years. They **divorced** last month.

The *Past perfect* can be used to tell a story in a different order.

Sue and Pete **divorced** last month. They'd **met** at university and **had been** together for six years.

3. Notice the difference between these sentences.

When I got to the party, Peter **went** home. (= First I arrived, then Peter left.)

When I got to the party, Peter **had gone** home. (= First Peter left, then I arrived.)

4. The Past Perfect Continuous refers to long actions or repeated activities.

We were exhausted because we'd **been driving** all day.  
I went to the doctor because I'd **been having** a lot of headaches.



# Language focus - Past tenses in the passive

## Form

**Past Simple passive:** *was/were + past participle*

The museum **was opened** in 1897.

**Past continuous passive:** *was/were being + past participle*

The trees **were being** cut down.

**Past Perfect passive:** *had been + past participle*

The house **had been redecorated**.

## Use

The uses are the same in the passive as in the active.

The bridge **was built** in 1876. (finished action in the past)

The bridge **was being repaired** when it collapsed. (interrupted past activity)

The letter didn't arrive because it **had been sent** to my old address.  
(one action before another action in the past)

