3 Good times, bad times

Past tenses • Spelling and pronunciation • Giving opinions

STARTER

Play the Fortunately, Unfortunately game around the class.
Start: I woke up very early this morning.
Student A Fortunately, it was a lovely day.
Student B Unfortunately, I had to go to school.

VINCENT VAN GOGH
Past tenses and used to

1 Look at the pictures by the painter, Vincent Van Gogh. What do you know about him? Was he happy? Was he successful?
2 Read the notes below about Vincent Van Gogh. Complete the questions about his life.

Vincent Van Gogh 1853–1890

Vincent Van Gogh was born in 1853. When he was a young man he worked in London and Paris, but he was dismissed.

He tried to commit suicide.

In Paris, Vincent met many famous artists while he was .

In 1888 he moved to Arles in the south of France. Another famous painter came to live with him. He was an old friend.

One evening Van Gogh left the house carrying a . He cut off part of his ear.

After this, he moved into an asylum. Many of his most famous paintings were completed here.

In 1890, while he was , he shot himself in the chest. Two days later he died. He was buried.

When he died, he had no money.

1 Where was he born?
2 What job?
3 Why?
4 Why?
5 Which?
6 What when he met them?
7 Who?
8 Where first meet?
9 What?
10 Why?
11 Which?
12 What doing?
13 Why?
14 Where?
15 Why didn’t?

T3.1 Listen and check the questions.

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Vincent

Vincent Van Gogh, the genius unrecognized in his own lifetime

Vincent Van Gogh was born in Brabant in the Netherlands in 1853. As a young man he worked as an art dealer in London and Paris. He was dismissed from this job because he had argued with customers about art.

In 1881 he tried to commit suicide. He was depressed because he had fallen in love with his cousin, but she had rejected him.

In 1886 he went to Paris to study art, and it was while he was studying that he met Degas, Pissarro, Seurat, Toulouse-Lautrec, Monet, and Renoir.

After two years in Paris, Van Gogh went to live in Arles in the south of France. His friend and fellow painter, Gauguin, who had met in Paris, came to join him. The two men settled down in Arles, but there was a lot of tension between them. Vincent used to drink heavily, and they quarrelled fiercely, mainly about the nature of art.

One evening in December 1888, Van Gogh left the house carrying a razor blade. He’d been drinking, and he’d had an argument with Gauguin. He cut off part of his ear.

After this, he moved voluntarily into an asylum for the insane at St-Rémy-de-Provence. He used to wake up at six in the morning and go out to paint. It was here, in the last two years of his life, that many of his most famous paintings were completed. These included Starry Night, Irises, and Self-Portrait without a Beard.

In 1890 he left the warm south and moved to Auvers-sur-Oise. Here he continued working despite his growing depression. It was while he was painting outside that Vincent shot himself in the chest. Two days later, he died. He was buried in the cemetery in Auvers.

When Van Gogh died, he had no money because he’d only sold one of his paintings, The Red Vineyard, in his entire life. His sister-in-law took his collection to Holland, where his work was published. He was instantly recognized as a genius.

GRAMMAR SPOT

1 In these sentences, which verb form is . . . ?
   Past Simple  Past Continuous  Past Simple passive
   He worked as an art dealer.
   He was dismissed.
   He was studying art.
   Find more examples of the three verb forms in the text.

2 In this sentence, what happened first?
   He was dismissed because he had argued with customers.
   had argued is an example of the Past Perfect tense.
   How is this tense formed? Find more examples in the text.

3 Look at the sentence.
   Vincent used to drink heavily.
   Do you think this happened once or many times?
   Find another example of used to in the text.

--- Grammar Reference 3.1–3.7 p135–7

Pronunciation

4 Listen and repeat the weak forms and contracted forms.
   /waz/  /waz/
   What was he doing?  He was studying.
   /w3d/  /hxd/
   They were working . . .  He’d had an argument.
   /b3rd/  /hxd bm/
   They’d met in Paris.  He’d been drinking.

5 Write the verbs from the box in the chart according to the pronunciation of -ed.

<table>
<thead>
<tr>
<th>worked</th>
<th>dismissed</th>
<th>tried</th>
<th>rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t/</td>
<td>/d/</td>
<td>/id/</td>
<td></td>
</tr>
</tbody>
</table>

--- T 3.4 Listen and check.
PRACTICE

I didn’t do much

1 T3.5 Listen to four people saying what they did last night. Who said these lines? Write a number 1–4.
☐ I went for a drink with a couple of friends.
☐ We talked for a bit.
☐ I didn’t do much.
☐ I got home about nine.
☐ I had an early night.
☐ I didn’t get home till about midnight.
☐ I did some stuff on the computer.
☐ Quite a late night for me!

2 What did you do last night? Discuss in small groups.

Discussing grammar

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

1 It rained all day yesterday.
   was raining when I woke up.

2 I wore a suit for my interview.
   She looked great. She was wearing a black top and tight jeans.

3 ‘What were you doing when you lost your phone?’
   ‘Shopping.’
   ‘What did you do when you lost your phone?’
   ‘Bought a new one.’

4 When Bill arrived, we were having lunch.
   we had lunch.
   we’d had lunch.

5 I got to the cinema. The film started.
   had started.

6 When I was a kid I used to play football with my dad.
   I played football with my kids last Saturday.

A newspaper story

4 Read the newspaper article. Put the verbs in brackets in the correct past tense, active or passive.

T3.6 Listen and check.

5 T3.7 Listen to a radio news item on the subject of the same accident. What do you learn that wasn’t in the newspaper article?

Dictation

6 T3.8 You will hear a summary of the interview at dictation speed. Write it down. Compare with a partner.

The three vases, which (1) produced during the Qing dynasty in the 17th century, (2) stand on the windowsill at the Fitzwilliam Museum in Cambridge for forty years. Last Thursday they (3) smash into a million pieces. The vases, which (4) donate in 1948, (5) be the museum’s best-known pieces.

The Fitzwilliam (6) decide not to identify the man who (7) cause the disaster: ‘It was a most unfortunate and regrettable accident,’ museum director Duncan Robinson said, ‘but we are glad that the visitor (8) seriously (not injure).’

The photograph of the accident (9) taken by another visitor, Steve Baxter: ‘We (10) watch the man fall as if in slow motion. He (11) fly through the air. The vases (12) explode as though they (13) hit by a bomb. The man (14) sit there stunned in the middle of a pile of porcelain when the staff (15) arrive.’

The museum declined to say what the vases were worth.
VOCABULARY

Spelling and pronunciation

1. Listen and repeat these words. What do they tell you about English spelling and pronunciation?
   - good /ɡʊd/
   - food /fjuːd/
   - blood /blʌd/
   - road /rəʊd/
   - rode /rəʊd/ (past tense)

2. Words that sound the same
   - Listen and write the words you hear. What do they have in common? Compare with a partner. Did you write the same words?
   - 1 male
   - 2 blew
   - 3 piece
   - 4 where
   - 5 caught
   - 6 week
   - 7 hole
   - 8 pair
   - 9 allowed
   - 10 weight

3. Read these words aloud. Write another word with the same pronunciation.
   - 1 mail
   - 2 blew
   - 3 piece
   - 4 where
   - 5 caught
   - 6 week
   - 7 hole
   - 8 pair
   - 9 allowed
   - 10 weight

4. Write the correct spelling of the words in phonemic script.
   - 1 /piːs/ Peace is the opposite of /wɔː/ ________.
   - 2 I'm not /laʊd/ to /wɜː/ ________ make-up.
   - 3 I'd like a /peɪ/ ________ of /bluː/ ________ jeans, please.
   - 4 I /wɔː/ ________ the same socks for a /hɑʊl/ ________ /wɪːk/ ________.
   - 5 I had to /wɜːt/ ________ in the rain and I /kæt/ ________ the /flʌ/ ________.

5. Spelling
   - Read these words aloud. Which two words rhyme?
     - 1 love
     - 2 some
     - 3 dear
     - 4 lost
     - 5 meat
     - 6 boot
     - 7 eight
     - 8 blood
     - 9 flower
     - 1 move
     - 2 home
     - 3 fear
     - 4 most
     - 5 cheat
     - 6 foot
     - 7 weight
     - 8 wood
     - 9 power

6. These words have the same vowel sound but different spellings. Spell the words.
   - /ʌ:/ t oo th tr u th j __ ce thr __
   - /ɑː:/ c __ t d __ n w __ fl __
   - /æ:/ __ th w __ ld b __ n f __
   - /eɪ:/ t __ f __ squ __ th __

Lost sounds

7. In some words we lose sounds.
   - chocolate /tʃɒklət/ has two syllables, not three.
   - comfortable /kʌmˈfrəʊbl/ has three syllables, not four.
   - Read these words aloud. Cross out the lost sounds.

   - different
   - several
   - business
   - restaurant
   - marriage
   - interesting
   - vegetable
   - temperature
   - secretary

8. Some words have silent letters. Cross out the silent letters in these pairs of words.
   - 1 foreign
   - 2 climb
   - 3 neighbour
   - 4 honest
   - 5 knee
   - 6 psychology
   - psychiatrist

T 3.12 Listen and check.

T 3.11 Listen and check.

T 3.13 Listen and check.

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READING
A Shakespearean tragedy

1 What do you know about William Shakespeare?

2 Look at the list of characters in the story of Romeo and Juliet. What do you know about the story? How did people at that time decide who to marry? Who made the decision?

3 Read 1–6 in the story. Answer the questions.
   1 Why did the Montagues and the Capulets hate each other?
   2 Why wasn’t it a good idea for Romeo to go to the Capulet’s party?
   3 What happened when Romeo and Juliet first met?
   4 ‘Wherefore art thou Romeo?’ (= Why are you Romeo?) Why was Juliet upset about Romeo’s name?
   5 How long had they known each other when they decided to get married?
   6 Why did Friar Laurence agree to marry them?
   7 Why did Romeo try to stop the fight?
   8 Why was Juliet desperate?

4 Read 7–12 in the story. Answer the questions.
   1 What couldn’t Juliet tell her father?
   2 What was the Friar’s plan?
   3 Which part of the plan worked?
   4 What went wrong with the plan?
   5 Why did Romeo kill himself?
   6 Why did Juliet kill herself?
   7 How did their families feel at the end?

5 Listen to actors speaking Shakespeare’s lines, and follow them in the story. Read the lines in more modern English on p148.

6 Retell the story using the pictures.

What do you think?

- Whose fault was the tragedy?
- In the play, Juliet was just thirteen. Do you think this is too young to fall in love?
- Shakespeare wrote comedies, tragedies, and history plays. What titles do you know? Do you know any of the stories?

WRITING TELLING A STORY (1) p105

10 But Romeo never received the Friar’s letter. Thinking that his beloved Juliet had died, he bought poison and went to the tomb. He saw his beautiful, lifeless Juliet. He would never leave her side. He kissed her, and drank the poison.
Lord Capulet was planning a celebration for his daughter, Juliet. Romeo, Lord Montague’s son, went to the party uninvited. He saw Juliet and fell instantly in love. They touched hands. They talked. They kissed. Only then did they discover their families were enemies!

That night Juliet stood on her balcony and declared her love for Romeo. Romeo had climbed up a wall and was listening. They swore eternal love to each other, and promised to marry in secret the next day.

Returning to Verona, Romeo found his friends, Benvolio and Mercutio, being attacked by Tybalt, Juliet’s cousin. Romeo tried to stop the fight. He failed, and Mercutio was killed. Romeo had to take revenge! He fought Tybalt and killed him.

The Prince, hearing of the deaths, banished Romeo from Verona. Poor Juliet! Her husband had killed her cousin, and now he was exiled. She was desperate. Her nurse brought Romeo to Juliet so they could be together one last time.

Juliet ran to Friar Laurence for help. The Friar gave her a sleeping potion to make her appear dead for forty-two hours, so she couldn’t marry Paris. The Friar would tell Romeo the plan, and he would arrive as she was waking up. They could then escape together.

Juliet returned home and pretended to agree to the marriage. She took the drug. The next day, everyone thought she was dead. She was carried to the family tomb, from where, according to the Friar’s plan, Romeo would rescue her.

Juliet woke up to see Romeo lying dead beside her. She wept and kissed him again and again, hoping that the poison on his lips would kill her too. Finally she took his dagger and, stabbing herself, fell dead upon her husband’s body.

The families of the Montagues and the Capulets arrived at the tragic scene. They were overwhelmed with grief, and horrified at the pain that their families’ hatred had caused. Thus they buried their feud, along with their precious children, Romeo and his sweet Juliet.
LISTENING AND SPEAKING

The first time I fell in love

1 What do you understand by these quotations?

‘People ask what love is. If you have to ask, you don’t know.’

‘Love is a kind of madness.’

‘Love is blind.’

‘When you’re in love, 1 + 1 = everything, and 2 - 1 = nothing.’

‘Love is what is left when being in love has burned away.’

‘Love is the most beautiful of dreams and the worst of nightmares.’

2 T 3.15 Listen to three people talking about the first time they fell in love. Take notes and complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Sarah</th>
<th>Tommy</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How old was he/she?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Who did he/she fall in love with?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Was it a pleasurable experience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Was the love reciprocated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 How did it end?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 In groups, compare your answers. Listen again to check.

4 What are some of the effects of being in love that the people describe? ‘He made me go all weak at the knees.’

What do you think?

- Psychologists say we fall in love with a person with whom we can form a whole, like yin and yang in Chinese philosophy. Do you agree?
- Who do we fall in love with? Someone like ourselves, or someone different? Do opposites attract?
- ‘The course of true love never did run smooth.’ (Shakespeare – A Midsummer Night’s Dream) Think of couples, perhaps famous, perhaps not, who didn’t have or haven’t had an easy romance. What happened to them?
- What couples do you know who are well-suited? Why do they go well together?
EVERYDAY ENGLISH
Giving opinions

1 T 3.16 Read and listen to the conversation. What is it about? Which two people agree with each other?

A So, what do you think of Meg’s new boyfriend? He’s really great, isn’t he?
B Definitely! I think he’s absolutely fantastic!
A Mmm. Me too. I just love the stories he tells.
B So do I. He’s very funny. I really like his sense of humour.
A They get on so well together, don’t they?
C Well, maybe. He’s quite nice, but I don’t think that he’s the one for her.
B That’s rubbish! They absolutely adore each other!
C Mmm. I’m not so sure.
B Come on! You’re just jealous. You’ve always fancied her.
C Actually, that’s not true at all. But I quite like her sister.

In groups of three, practise the conversation.

2 Listen again to the conversation. Answer the questions.
1 A and B agree with each other. What are their actual words?
2 A uses two question tags. Practise them.
   He’s really great, isn’t he?
   They get on so well together, don’t they?
   Is A really asking for information, or does she just want the others to agree with her?

3 Complete these question tags.
1 We had a great time in Paris, didn’t we?
2 The weather was lovely, isn’t it?
3 The French really love their food, do they?
4 It’s a lovely day today, isn’t it?
5 Alice and Tom are a really lovely couple, aren’t they?
6 Tom earns so much money, doesn’t he?
7 They want to get married, do they?

T 3.17 Listen and check.

4 Work in pairs to make these opinions stronger. Use a wide voice range to sound enthusiastic.
1 She’s quite nice. She’s absolutely wonderful!
2 The film was good. just brilliant
3 The hotel’s all right. really fabulous
4 I like dark chocolate. absolutely adore
5 I quite like Peter. really love
6 The book wasn’t very good. absolutely awful
7 I don’t like noisy bars. just can’t stand

T 3.18 Listen and repeat.

5 Write down some opinions on ...
   • the last film you saw
   • something in today’s news
   • the weather
   • the clothes that someone is wearing today
   • what a celebrity is doing at the moment
   • a programme on TV

6 In pairs, ask for and give opinions.

SPOKEN ENGLISH Making an opinion stronger

1 Adverbs like very, really, just, and absolutely help make an opinion stronger.
   it’s good. → it’s really good.
   it’s bad! → it’s just awful! → it’s absolutely awful!

2 We can use an adverb to qualify an adjective or a verb.
   He’s really great, isn’t he?
   I really don’t like his sense of humour.

Find more examples in the conversation in exercise 1.