

## Past tenses 2

past perfect simple; past perfect continuous

match the words (1-10) with the correct meanings (a-j).

- |                          |                                        |
|--------------------------|----------------------------------------|
| 1 extraordinary          | a brother or sister                    |
| 2 sibling                | b reach a high level in something      |
| 3 achievement            | c part of a piano or computer          |
| 4 keyboard               | d amazing                              |
| 5 demand                 | e status                               |
| 6 master ( <i>verb</i> ) | f success                              |
| 7 gifted                 | g very talented                        |
| 8 in rapid succession    | h ask in a forceful way                |
| 9 reputation             | i fast development at a very early age |
| 10 precocious            | j quickly one after another            |

1 d 2 a 3 f 4 <sup>-</sup>c 5 h 6 b 7 g 8 j 9 e 10 i

# complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1 .....

Number of surviving brothers and sisters:

2 .....

Profession of father:

3 .....

Wrote first composition before the age of:

4 .....

Taught self to play:

5 .....



Good morning and welcome to today's talk on famous composers. Today we're going to look at the remarkable career of Wolfgang Amadeus Mozart. Mozart was born in Salzburg on January 27, 1756, the last of seven children. However, when Mozart was born, five of his siblings had already died in infancy or early childhood. His only surviving sibling was his sister, Nannerl, who was five years older. Mozart's father, Leopold, was a composer and his grandfather had also been a musician. Times were hard and the family had been struggling for some time.

When she was eight, Nannerl began keyboard lessons with her father. Mozart's sister was extremely gifted at the keyboard and she had been making excellent progress when her brother, then aged three, demanded to be taught as well. In just 30 minutes Mozart mastered the piece of music, which his father had copied into Nannerl's notebook. Wolfgang's achievement was followed in rapid succession by others. By the time he was six, the little boy had written a composition of his own into the notebook. And by age seven, he had taught himself how to play the violin without ever having received a lesson.

When Leopold Mozart saw how extraordinary his son was, he decided not to waste Wolfgang's precocious talents and took him on a tour across Europe with his sister. At Linz, Wolfgang gave his first public concert. Among the audience were some important statesmen who were astonished and hurried on to Vienna to spread sensational reports of what they had seen. By the time he was 17, Mozart's reputation had already begun to spread through Europe and his family were richer than they had ever been before.

# complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1 .....

Number of surviving brothers and sisters:

2 .....

Profession of father:

3 .....

Wrote first composition before the age of:

4 .....

Taught self to play:

5 .....





**2 1 January 27, 1756 / 27 January 1756 / January 27th, 1756 /  
27th January 1756 2 one/1 3 (a) composer 4 six/6  
5 (the) violin**

## fill in the gaps.

- 1 However, when Mozart ..... five of his siblings ..... in infancy or early childhood.
- 2 Mozart's father, Leopold, ..... a composer, and his grandfather ..... a musician.
- 3 In just 30 minutes Mozart ....., the piece of music, which his father ..... into Nannerl's notebook.
- 4 By the time he ..... six, the little boy ..... a composition of his own.
- 5 They ..... to Vienna and ..... sensational reports of Mozart's talent.
- 6 His family ..... richer than they ..... before.

For each sentence underline which event happened first.

**3** 1 was born; had already died 2 was; had also been  
3 mastered; had copied 4 was; had written  
5 hurried; spread 6 were; had ever been

**Look at your answers to Exercise 3 and answer these questions.**

- 1 Which tense is used in sentence 5 to show that the events took place in chronological order? .....**
- 2 Which tense is used in the other sentences to show that the second event the speaker mentioned actually happened first? .....**

**4 1 past simple 2 past perfect**

## 1 Past perfect simple

+ *had* + past participle

*They **had listened** to his music.*

- *had not* + past participle

*They **hadn't listened** to his music.*

? *had ...* + past participle?

***Had** they **listened** to his music?*

We use the past perfect simple

- ◆ when we are talking about the past and want to mention something that happened earlier:

*His father was a composer and his grandfather **had also been** a musician. (Mozart's grandfather was a musician and then later his father became a composer)*

Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:

*By the time he was 17, Mozart's reputation **had already begun** to spread through Europe.*

- ▲ We use the past simple tense if the events are mentioned in chronological order:

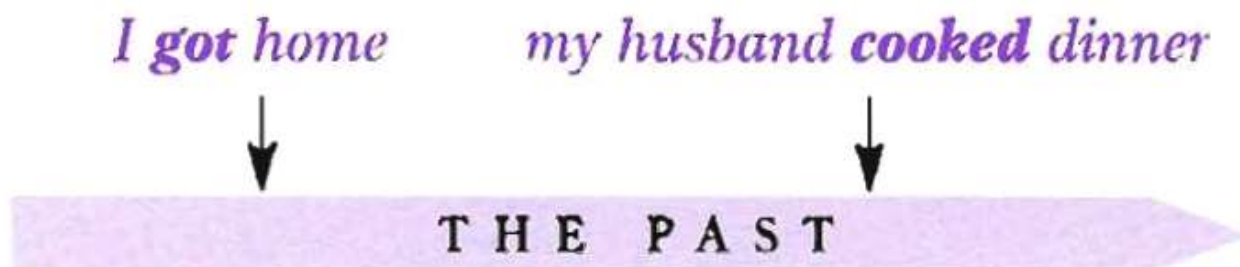
*His grandfather **was** a musician and his father **was** also a composer.*

- ◆ with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:

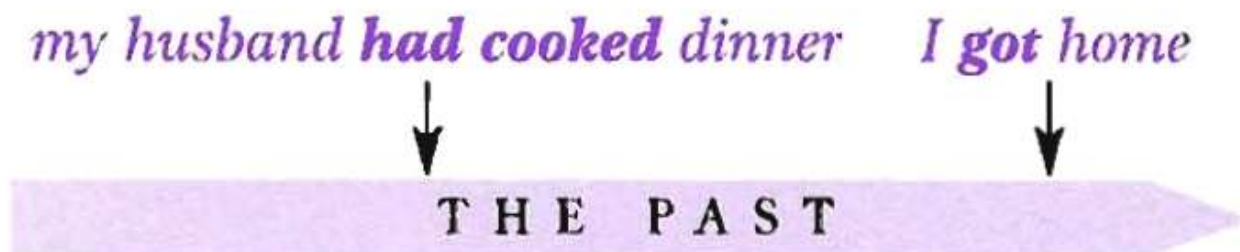
*When Mozart was born, five of his siblings **had** already **died**.* (Mozart's siblings died first, then Mozart was born)

▲ Notice the difference in meaning between these two sentences:

*When I got home, my husband **cooked** dinner.* (= I got home and then my husband cooked dinner)



*When I got home, my husband **had cooked** dinner.* (= my husband cooked dinner before I got home)





- ◆ to talk about an indefinite time before a particular point in the past, often with words like *always, sometimes, never, before, by* + fixed time:

*His family were richer than they **had ever been before**. (= they were not as rich at any time before this point in the past)*

***By the time** he was six, the little boy **had written** a composition of his own.*

- ◆ to report past events using reporting verbs (see Unit 15):  
*The man told me he **had met** my father a long time before.*

## 2 Past perfect continuous

**+** *had been + verb + -ing*

*She'd been studying for ages.*

**-** *had not been + verb + -ing*

*He hadn't been studying for long.*

**?** *had ... been + verb + -ing?*

*Had you been studying for long?*

We use the past perfect continuous to focus on how long an activity continued or to focus on the activity itself:

*Times were hard and the family **had been struggling for some time**. (to show how long)*

*Mozart's sister was extremely gifted at the keyboard and she **had been making excellent progress**.  
(focus on the activity)*

⚠ We cannot use the past perfect continuous to say how many times something happened:

*I knew the way as I **had visited** her several times before. (~~not I knew the way as I had been visiting her several times before.~~)*

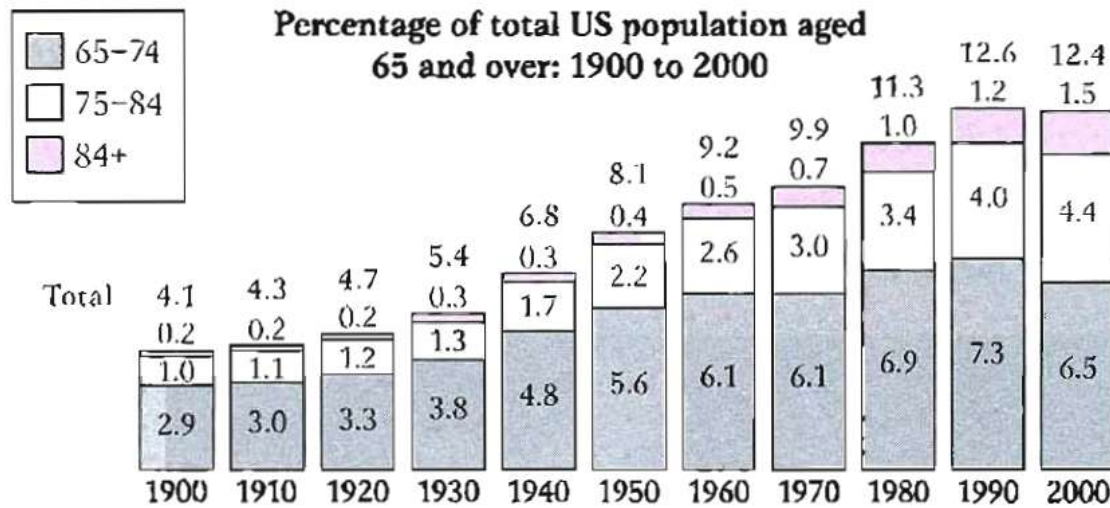
⚠ State verbs (see Unit 1) do not generally have a continuous form.

## Grammar extra: Unfulfilled hopes

We use the past perfect to talk about past disappointments or things that did not happen as expected:

*The politician **had expected** to be re-elected, but in the end she only got ten per cent of the vote.  
I **had been hoping** to go with my brother on his trip but I was too sick to go.*

Complete the report with the past simple or past perfect simple of the verbs in brackets.



The chart shows the percentage of people aged 65 and over in the United States between 1900 and 2000. In the year 1900 just over 4% of the population **1** ..... *was* ..... (*be*) aged over 65. However, by 1960 this figure **2** ..... (*double*).

The number of people aged between 75 and 84 **3** ..... (*remain*) fairly steady between 1900 and 1930, making up only 1-1.3% of the population. The figure **4** ..... (*begin*) to rise more significantly in 1940 and by 1970 it **5** ..... (*triple*) to reach 3% of the population.

Although there **6** ..... (*be*) no change in the number of people aged 65-74 between 1960 and 1970, the number of people aged 75 and over **7** ..... (*increase*) during this time. By the year 2000, 12.4% of the US population **8** ..... (*reach*) the age of 65 or more, although this was slightly lower than in 1990 when it **9** ..... (*peak*) at 12.6%.

The chart shows that today people in the United States can expect to live longer than in 1900. By the year 2000 more than 12% of the population **10** ..... (*manage*) to live to the age of 65 and over compared to only 4.1% in 1900.

**2 2 had doubled 3 remained 4 began 5 had tripled  
6 was 7 increased 8 had reached 9 had peaked  
10 had managed (➤ B1)**

Fill in the gaps with the past simple, past perfect simple or past perfect continuous of the verbs in brackets.

Last year my friends ..... *arranged* ..... (1 *arrange*) for us to try fire-walking, which is when you walk on hot coals. I ..... (2 *always/be*) fascinated by it and I ..... (3 *hear*) people say it was an unforgettable experience. I was very excited when I ..... (4 *arrive*) on the day, although beforehand I ..... (5 *feel*) a little frightened! My friends and I ..... (6 *come*) in the hope that by the end of the day we would be able to say we ..... (7 *walk*) across hot, burning coals.

Our teacher was very good, and by teatime we ..... (8 *learnt*) a great deal and ..... (9 *prepare*) the fires. I ..... (10 *expect*) to be terrified when the time came to walk, but as I ..... (11 *take off*) my shoes and socks I ..... (12 *not/feel*) afraid. I ..... (13 *approach*) the coals as all my friends before me ..... (14 *do*), and started walking! I could feel the heat, but as I ..... (15 *step*) back onto the grass at the other end I knew the coals ..... (16 *not/burn*) my feet at all. As I ..... (17 *hope*), all my friends ..... (18 *manage*) the walk and none of us were burnt. The whole experience was amazing, and I just wished I ..... (19 *do*) it sooner.





3 2 'd always been 3 'd heard 4 arrived 5 'd been feeling  
6 had come 7 'd walked 8 'd learnt 9 had prepared  
10 'd been expecting ('d expected) 11 took off  
12 didn't feel 13 approached 14 had done 15 stepped  
16 hadn't burnt 17 'd been hoping ('d hoped)  
18 managed 19 'd done (➤ B1 and B2, Grammar extra)

**Test practice**

1 vii (Paragraph A tells us about an advertisement for pens that brought 5,000 people into a shop.) 2 ix (Paragraph B tells us about earlier pens and their problems; there were 350 patents for pens in fifty years. A patent is a formal application to manufacture something so that no one else can copy it.) 3 vi (Paragraph C tells us that one of the Biro brothers was annoyed at problems he had with fountain pens, so he decided to invent a new one.) 4 iv (Paragraph D tells us about the problem with the first design and how this was solved with a second design which worked better. We also learn that the brothers moved to Argentina.) 5 viii (Paragraph E tells us that the United States Department of War requested the pens be made in the U.S., so an American company bought the rights from the Biro brothers.) 6 iii (Paragraph F tells us that an American man on holiday in Argentina saw the pens and copied them back in the U.S.)

The following headings are incorrect: i (Although fountain pens are mentioned in the text none of the paragraphs tells us that they are no longer used = *are history*.) ii (The Biro brothers were never very famous.) v (Paragraph E tells us that the United States Department of War actually helped the progress of the Biro pen.)

**1. Vii**

**2. Ix**

**3. Vi**

**4. Iv**

**5. Viii**

**6. iii**

### Questions 7-9: multiple choice

**Test tip:** Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

7 D (*Depending on the climate or air temperature, sometimes the pens would do both i.e. leak and clog.* A is incorrect: the pens were never manufactured; B is incorrect: there is no mention of the manufacturing technology; C is incorrect: the first pen was designed for use on leather – we are not told that it could not write on paper.) 8 A (*The first Biro pen, like the designs that had gone before it, relied on gravity for the ink to flow to the ball bearing at the tip.* B is incorrect: the second pen was based on capillary action, not the first; C is incorrect: the pen did not work with heavy ink; D is incorrect: the pen only worked when held upright.) 9 C (*The Biro brothers had failed to secure a U.S. patent on their invention.* A is incorrect: it was Loud's patent that had expired, not the Biro brothers' patent; B is incorrect: we know that a patent gave the sole rights to manufacture; D is incorrect: there is no mention of Reynolds having any contact with the Biro brothers, and they sold the permission to Eversharp.)

**Questions 10–12: short-answer questions**

**Test tip:** Scan the text for the information you need. It is important to write only the key words and take note of the word limit (here you are told to write no more than two words and/or a number).

**10** leather    **11** (in) Argentina (~~not it was in Argentina~~)

**12** (in) 1945 (~~not it was in 1945~~)