

**COLEGIO ANTONIO VAN UDEN J.T**

GUIA N° 08 DE TRABAJO EN CASA 2020

**Lesson Plan**

Date: <b>10 al 21 de Agosto-2020</b>		
Teacher´s names: <b>CARLOS PINEDA / MARTHA LEÓN</b>		
<b>English Class</b>		
Course: <b>801-802-803-804</b>		
Guide: <b>08</b>		
Time: <b>02 weeks</b>		
<b>Third term</b>		
Topic: <b>Simple Past Tense Vs Past Continuous (Progressive)</b>		
<b>Objectives</b>		
1. By the end of the lesson learners will be able to talk about events in the Past in English combining Simple Paste Tenses or Past Continuous.		
2. Learners will recognize differences between Simple Past (regular and irregular verbs, auxiliar <b>DID (NOT)</b> and Past Progressive ( <b>WAS/WERE...Verb(...ING)</b> ) and their rules to make sentences and talk about the Past.		
3. Learners will do different activities to learn and practice the English language using the Past form.		
<b>Materials:</b> It´s not necessary in this lesson.		
<b>Introduction</b>	The student practices reading, speaking and writing using the English Past form ( <b>Simple Past Tense Vs Past Continuous (Progressive)</b> )and then will send some writing activities proposed by the teacher.	<b>Two (02) weeks</b> to do and send the activities
<b>Stage 1 Knowledge Activation</b>	Activity 1 Learn rules and essential information on the formation of the Simple Past Forms: <b>Simple Past Tense Vs Past Continuous (Progressive)</b>	
<b>Stage 2 Reading Comprehension About the topic</b>	Activity 2 Look for regular, irregular verbs, auxiliary DID(NOT); was/were, Verb...(ING) and vocabulary in the dictionary	
<b>Stage 3 Production</b>	Activity 3 (The students have to practice with different activities proposed by the teacher to understand the correct use of the simple past Vs past continuous in different contexts.) There is information and examples provided to you.	
<b>Extra activities</b>	Review tutorials and more information about the topic and look up the meaning of the unknown words in the dictionary.	
<b>Lesson self-evaluation</b>	How do you feel? What kind of difficulties did you find to develop the activities?	
<b>General comments</b>	Given by the teacher and the student	

**Key Words:**

Past Simple		Past Continuous	
▪ first		▪ when	
▪ then		▪ while	
		▪ as long as	

## PAST SIMPLE

### AFFIRMATIVE

Regular Verbs : -ED

Irregular Verbs : 2nd column

I **playED** football

I **BOUGHT** a T-shirt

### NEGATIVE

I **DIDN'T** play football

I **DIDN'T** buy a T-shirt

### INTERROGATIVE

**DID** you play football?

**DID** you buy a T-shirt?

### USE

o Action in the past taking place once, never or several times

*Example:* He **visited** his parents every weekend.

o Actions in the past taking place one after the other

*Example:* He **came** in, **took** off his coat and **sat** down.

o Action in the past taking place in the middle of another action

*Example:* When I **was** having breakfast, the phone **suddenly rang**.

### SIGNAL WORDS

Yesterday, 2 minutes **AGO**, in 1990,

the other day, **LAST** Friday...

## SIMPLE PAST TENSE: PASADO SIMPLE

El **Pasado Simple** es un tiempo verbal que se utiliza para describir acciones que han sucedido en un tiempo anterior y que ya han finalizado, por ejemplo:

She **cleaned** her house. Ella **limpió** su casa.  
I **broke** the window. Yo **rompí** la ventana.

Aquí vemos su conjugación que en el español equivale al **Preterito Indefinido**. Observa que la estructura de la oración es similar a la del Presente Simple:

SIMPLE PAST TENSE (Pasado Simple)			
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO	
I <b>played</b> Yo <b>jugué</b>	<b>Did</b> I play? ¿ <b>Jugué</b> yo?	I <b>did not</b> play Yo <b>no</b> <b>jugué</b>	
You <b>played</b> Tú <b>jugaste</b>	<b>Did</b> you play? ¿ <b>Jugaste</b> tú?	You <b>did not</b> play Tú <b>no</b> <b>jugaste</b>	
He <b>played</b> Él <b>jugó</b>	<b>Did</b> he play? ¿ <b>Jugó</b> él?	He <b>did not</b> play Él <b>no</b> <b>jugó</b>	
She <b>played</b> Ella <b>jugó</b>	<b>Did</b> she play? ¿ <b>Jugó</b> ella?	She <b>did not</b> play Ella <b>no</b> <b>jugó</b>	
It <b>played</b> Él/Ella <b>jugó</b>	<b>Did</b> it play? ¿ <b>Jugó</b> él / ella?	It <b>did not</b> play Él / Ella <b>no</b> <b>jugó</b>	
We <b>played</b> Nosotros <b>jugamos</b>	<b>Did</b> we play? ¿ <b>Jugamos</b> nosotros?	We <b>did not</b> play Nosotros <b>no</b> <b>jugamos</b>	
You <b>played</b> Ustedes <b>jugaron</b>	<b>Did</b> you play? ¿ <b>Jugaron</b> ustedes?	You <b>did not</b> play Ustedes <b>no</b> <b>jugaron</b>	
They <b>played</b> Ellos <b>jugaron</b>	<b>Did</b> they play? ¿ <b>Jugaron</b> ellos?	They <b>did not</b> play Ellos <b>no</b> <b>jugaron</b>	

Tanto en la forma interrogativa como en negativa se utiliza como auxiliar **DID** que es la forma pasada del verbo "TO DO" y acompaña al verbo principal en su forma infinitiva. En las negaciones puede utilizarse la forma contraída de **DID NOT** o sea **DIDN'T**. En el cuadro superior se emplea el verbo To Play (Jugar) a modo de ejemplo.

## PAST CONTINUOUS TENSE

+

**S + was/were + V-ing**

She **was cooking** all morning.

-

**S + was/were + not + V-ing**

She **was not sleeping** when he came home.

?

**Was/were + S + V-ing?**

Was she **sleeping** when he came home?

Usage

Example

To describe parallel actions

While I **was washing** the dishes, I **heard** a loud noise.

To describe what someone was doing at a particular point in time

I **was working** in the garden all day yesterday.

To express interrupted action in the past

I **was driving** to work when I **crashed** my car.

To describe repetition and irritation

He **was always complaining** in class.



## Past Continuous Tense

**Past Continuous Tense** indicates an action which started in the past and continued in a certain time period.

**POSITIVE (+)**

**NEGATIVE (-)**

**QUESTION (?)**

I **was starting**

I **was not starting**

**Was I starting**

You **were starting**

You **were not starting**

**Were you starting**

He **was starting**

He **was not starting**

**Was he starting**

She **was starting**

She **was not starting**

**Was she starting**

It **was starting**

It **was not starting**

**Was it starting**

We **were starting**

We **were not starting**

**Were we starting**

You **were starting**

You **were not starting**

**Were you starting**

They **were starting**

They **were not starting**

**Were they starting**

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**Positive Sentences**

**Negative Sentences**

**Question Sentences**

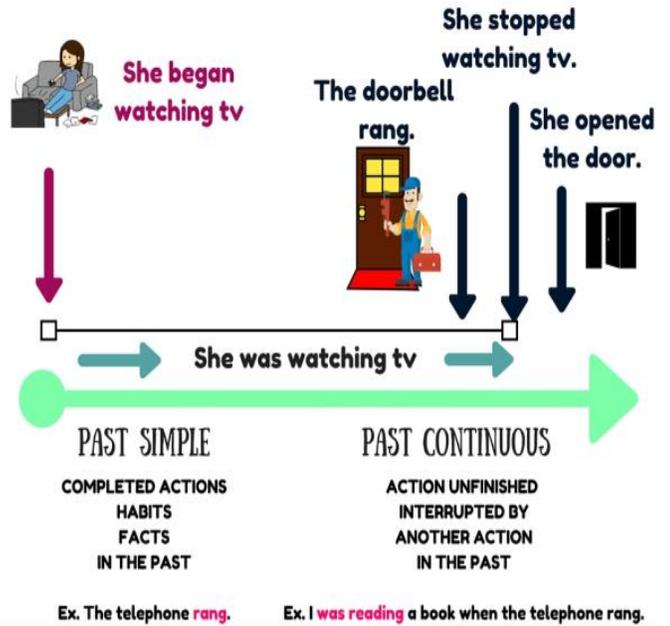
- You **were watching** television last night.
- They **were studying** math yesterday.
- I **was washing** the dishes when the phone rang.
- As she **was reading** the book, Alice came.
- It **was raining** yesterday evening.
- I **was learning** German last year.

- You **were not watching** television last night.
- They **were not studying** math yesterday.
- I **was not washing** the dishes when the phone rang.
- As she **was not reading** the book, Alice came.
- I **was not learning** German last year.

- Were you watching** television on last night?
- Were they studying** math yesterday?
- Was I washing** the dishes when the phone rang?
- Was she reading** the book when they came?
- Was it raining** yesterday evening?
- Was he learning** German last year?

# Past simple vs. Past continuous

TENSE	AFFIRMATIVE	NEGATIVE	INTERROGATIVE	ADVERBS AND EXPRESSIONS
PAST SIMPLE	I played football I went to the cinema (2nd column)	I did not / didn't play football I did not / didn't go to the cinema	Did I play football? Did I go to the cinema?	yesterday last (+day, month...) (days, months...) +ago when
PAST CONTINUOUS	He was playing football They were playing football	He was not / He wasn't playing football They were not / weren't playing football	Was he intelligent? Were they intelligent?	at (+time) while as



Don't forget the auxiliary in the past simple: DID

Don't forget the verb TO BE in the past continuous: WAS / WERE



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## PAST SIMPLE OR PAST CONTINUOUS

PAST SIMPLE	PAST CONTINUOUS
<p>PARA HABLAR DE UNA ACCIÓN ACABADA EN UN TIEMPO ANTES DE AHORA EN UN MOMENTO DETERMINADO.</p> <p><i>John Cabot sailed to America in 1498.</i></p> <p>EXPRESIONES DE PASADO SIMPLE:</p> <p>frecuencia: <i>often, sometimes, always;</i></p> <p>un punto determinado en el tiempo: <i>last week, when I was a child, yesterday, six weeks ago.</i></p> <p>un punto no determinado en el tiempo: <i>the other day, ages ago, a long time ago etc.</i></p> <p>Ejemplos:</p> <ul style="list-style-type: none"> <li>- Yesterday, I <b>arrived</b> in Geneva.</li> <li>- She always <b>played</b> the piano when she was a child.</li> </ul>	<p>EXPRESA UNA ACCIÓN LARGA O INCOMPLETA EN EL PASADO:</p> <p><i>"I was going to spend the day at the beach but I've decided to go on an excursion instead."</i></p> <p>PARA DESCRIBIR UNA ACCIÓN LARGA INTERRUPTIDA POR OTRA CORTA:</p> <p><i>"I was having a beautiful dream when the alarm clock rang."</i></p> <p>PARA DESCRIBIR EL CONTEXTO EN QUE SE DESARROLLA UNA ACCIÓN:</p> <p><i>"It was getting dark. The prince was walking silently around the hall..."</i></p>



➤ Verbos que no se utilizan en la forma continua

Algunos verbos no admiten la forma continua:

- *stative verbs*: verbos de estado; *be\*, cost, fit, mean, remain, suit*

Ex: The weather was awful.

➤ Verbos que no se utilizan en la forma continua

Algunos verbos no admiten la forma continua:

- *stative verbs*: verbos de estado;  
*be*\*, *cost*, *fit*, *mean*, *remain*, *suit*

Ex: The weather was awful.

- ✚ Verbos que expresan la posesión o la pertenencia;  
*belong*, *have*\*

Ex: I didn't have a lot of luggage.

- ✚ Verbos de percepción sensorial;  
*feel*\*, *hear*, *see*\*, *smell*\*, *taste*\*, *touch*

Ex: I saw many villages.

- ✚ Verbos que expresan sentimientos;  
*hate*, *hope*, *like*, *love*, *prefer*, *regret*, *want*, *wish*

Ex: My friends preferred to spend their holidays by the sea.

- ✚ Verbos de pensamiento y reconocimiento;  
*believe*, *know*, *realise*, *recognise*, *seem*, *think*\*, *understand*

Ex: I thought they would be sitting at the beach all day.

- ✚ Oraciones en estilo directo:  
*answer*, *ask*, *reply*, *say*

Ex: "We are spending all day inside", my friends said.

### Activity 01

- I. De acuerdo con la información anterior desarrolle los siguientes ejercicios. (TRADUZCA SIEMPRE)

**EX:** When Andrea arrived I \_\_\_\_ a programme about deserts. (Cuando Andrea llegó yo **estaba viendo** un programa de desiertos)

- were watching
- was watching**
- watch

1. You \_\_\_\_ in the park when you \_\_\_\_ her.

- walked / were meeting
- walked / didn't met
- were walking / met

2. My friends \_\_\_\_ me they \_\_\_\_ stop laughing at Tom's jokes the other night.

- told / weren't
- told / couldn't
- tolded / couldn't

3. \_\_\_\_ your mum \_\_\_\_ last Thursday?

- Did / was working
- Was working / during
- Was / working

4. Dorothy \_\_\_\_ when I arrived. She was so tired.

- was sleeping
- sleep
- slept

5. \_\_\_\_ a strange object outside. It \_\_\_\_ a lot of noise.

- There was / was making
- There were being / maked
- There're / was making

### Activity 02

II. Complete with full sentences according to the pictures.

*Write: simple past or past continuous. (Translate)*



Ex:- I  you  
because I  to music.

**(No te oí porque estaba escuchando música)**



01.- When I  up,  
the birds .



02.- I  my leg  
when I .



03.- I  flamenco  
while I  in Seville.



04.- When we  there,  
they  their house.



05.- When I  Sam,  
he  a beer.

### Activity 03

III. Are these sentences in the Past Simple or in the Past Continuous? Choose the correct answer.



Ex: Yesterday at three o'clock, Martha was chatting on the Internet. (**Ayer a las 3 en punto, Martha estuvo "chateando" por internet**)

A. ? Past Continuous

B. ? Past Simple



1. At two o'clock Sandra wasn't waiting for the train.

A. ? Past Continuous

B. ? Past Simple



2. John and Martin ate hamburgers.

A. ? Past Simple

B. ? Past Continuous



3. My brother and I played a board game yesterday afternoon.

A. ? Past Continuous

B. ? Past Simple



4. Was Diana wearing a red dress?

- A. ? Past Simple
- B. ? Past Continuous



5. Did John take a bus to work?

- A. ? Past Simple
- B. ? Past Continuous

### Activity 04

IV. PAST SIMPLE and PAST CONTINUOUS - Negative sentences (Translate>)

An exercise by Montse Morales:

**Complete the sentences with the NEGATIVE form of the verb. (Simple Past and Past Progressive)**

Ex:



Gutemberg INVENTED the printing press. (**Gutemberg inventó la prensa escrita**)  
He ... the radio. **Él NO inventó la radio**).

didn't invent



1. Yesterday they **HAD** breakfast at half past eight.

They ... breakfast at nine.



2. He **WAS SITTING** on an armchair.

He ... on a sofa.



3. I **MET** my friends in the street yesterday.

I ... my friends in the cinema.



4. I **SAW** a cartoon programme.

I ... a soap opera.



5. I **WAS CARRYING** a purple bag.

I ... a blue bag.

### Activity 05

V. Which sentence makes more sense? (Translate)

Ex:

- I **had** a bath when the phone rang last night.
- I was having a bath when the phone rang last night.**  
( Me estaba bañando cuando el teléfono sonó anoche)

- 
- Q1. Which sentence makes more sense?
- How fast **did he drive** when the accident happened?
- How fast **was he driving** when the accident happened?
- Q2. Which sentence makes more sense?
- The students **stopped talking** when the teacher walked into the room.
- The students **were stopping talking** when the teacher walked into the room.
- Q3. Which sentence makes more sense?
- We **had** a picnic when it began to rain.
- We **were having** a picnic when it began to rain.
- Q4. Which sentence makes more sense?
- We **ran** to the car to keep dry when it started to rain.
- We **were running** to the car to keep dry when it began to rain.
- Q5. Which sentence makes more sense?
- When you called last night I **did** my homework.
- When you called last night I **was doing** my homework.

**COLEGIO ANTONIO VAN UDEN J.T**  
**GUIA N° 09 DE TRABAJO EN CASA 2020**  
**Lesson Plan**

Date: <b>24 de Agosto al 04 de Septiembre-2020</b>		
Teacher´s names: <b>CARLOS PINEDA / MARTHA LEÓN</b>		
<b>English Class</b>		
Course: <b>801-802-803-804</b>		
Guide: <b>09</b>		
Time: <b>02 weeks</b>		
<b>Third term</b>		
Topic: <b>Reading Stories and Songs</b>		
<b>Objectives</b>		
1. By the end of the lesson learners will be able to practice Speaking, Reading, Writing and Listening skills about the Present and Past.		
2. Learners will improve their English Language using their abilities with fun activities.		
3. Learners will read, listen and complete different stories and songs, so they will learn and practice the English language using the Present and Past forms.		
<b>Materials:</b> It´s not necessary in this lesson.		
<b>Introduction</b>	The student practices listening, reading, speaking and writing comprehension using the English Present and Past forms and then will complete some activities proposed by the teacher.	<b>Two (02) weeks</b> to do and send the activities
<b>Stage 1 Knowledge Activation</b>	Activity 1 Practice English skills through short tales and songs.	
<b>Stage 2 Reading Comprehension About the topic</b>	Activity 2 Look for regular and irregular verbs, auxiliaries and vocabulary in the dictionary or using translators.	
<b>Stage 3 Production</b>	Activity 3 (The students have to practice their English skills with different activities proposed by the teacher to understand the meaning and correct writing form and pronunciation in tales and songs they listen, in different contexts.) There is information provided to you.	
<b>Extra activities</b>	Review songs, tales and more information about the topic and look up the meaning of the unknown words in the dictionary.	
<b>Lesson self-evaluation</b>	How do you feel? What kind of difficulties did you find to develop the activities?	
<b>General comments</b>	Given by the teacher and the student	

**Activity 01**

- I.
  1. Escoja los cuentos de acuerdo con los dibujos
  2. Lea, entienda y **complete los siguientes cuentos** cortos **usando los verbos en pasado** en el idioma Inglés. **(TRADUZCA SIEMPRE)**
  3. Escriba la forma correcta del pasado de los verbos que están según las tablas.

## Story Time

Do you know these popular stories?

- 1)Hansel and Gretel      2)Little Red Riding Hood      3)Sherlock Holmes  
4) Beauty and the Beast      5)Robin Hood      6)The Little Mermaid



Did you read stories when you were young? Which one was your favourite?

Complete the stories with the words in the box:

### Sleeping Beauty

lived	lived	woke	slept	took	was	cast
	grew	came	married	cut		saw

A long time ago there \_\_\_\_\_ a beautiful princess . She \_\_\_\_\_ in a very high tower. A wicked fairy \_\_\_\_\_ a spell and the princess \_\_\_\_\_ for a hundred years. A big forest \_\_\_\_\_ around the tower. One day a handsome prince \_\_\_\_\_ to the tower. He \_\_\_\_\_ his sword and \_\_\_\_\_ the trees. He \_\_\_\_\_ the princess and \_\_\_\_\_ her with a kiss. The prince \_\_\_\_\_ the princess and they \_\_\_\_\_ happily ever after.

### The Three Little Pigs

made	tried	ate	built	were	lived	fell	blew	was	used	came
------	-------	-----	-------	------	-------	------	------	-----	------	------

Once upon a time there \_\_\_\_\_ three little pigs. One \_\_\_\_\_ a house with straw, one \_\_\_\_\_ a house with wood and the other \_\_\_\_\_ bricks. One day a big bad wolf \_\_\_\_\_ and \_\_\_\_\_ to destroy the houses. He \_\_\_\_\_ on each house. The houses of straw and wood \_\_\_\_\_ down and he \_\_\_\_\_ the pigs. The house of bricks \_\_\_\_\_ very strong so the final pig \_\_\_\_\_ a long and happy life.

Now complete the tables with the past simple verbs from the stories:

Present simple	Past simple
live	.....
sleep	.....
grow	.....
cut	.....
cast	.....
marry	.....
be	.....
take	.....

Present simple	Past simple
be	.....
eat	.....
make	.....
build	.....
use	.....
blow	.....
try	.....
fall	.....

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### Activity 02

- II. Busque, escuche, lea, cante, entienda y **escoja la forma correcta de los verbos, que están en negrilla**, de la canción de **Bruno Mars (Don't Give Up)** empleando el idioma Inglés. **(TRADUZCA LA CANCIÓN)**

# Don't Give Up

Bruno Mars

Choose the correct alternative for each situation. Then, listen and check.



When you **want/wants** to do something that's new  
And it **seem/seems** really, really hard to do  
You **feel/feels** like quitting, you **feel/feels** you're through  
Well I **have/has** some advice for you

If you **want/wants** to catch a ball  
But you're having no luck at all  
The ball **hit/hits** your head, it **hit/hits** your nose  
It **hit/hits** your belly, your chin and toes  
Well, try and try and try again  
Keep on trying and soon end  
You **put/puts** your hands out in the air  
You'll catch the ball  
Yes this I **swear/swears**

Don't give up  
Keep on trying  
You're gonna make it  
I ain't lying  
Don't give up, don't ever quit  
Try and try and you can do it  
Don't give up, yeah

You got yourself rollerskates  
You **put/puts** them on and you **feel/feels** great  
You **stand/stands** up, then you **fall/falls**,  
Don't think you can skate at all  
You **get/gets** back up, then you **trip/trips**,  
You **skip/skips** and **tip/tips** and **slip/slips**, and **flip/flips**  
You **try/tries** and **try/tries** and **try/tries** some more  
And soon you're skating across the floor

Don't give up  
Keep on going  
You're on a boat,  
So keep on rowing  
Don't give up, don't ever stop  
Try and try and you'll come out on top  
Don't give up



Don't give up, keep on moving,  
You're gonna get there, just keep on grooving

Don't give up, don't pack it in  
Try and try, and you'll win  
Don't give up, no no no (x4)  
Don't give up!

## Activity 03

1. Busque, escuche, lea, cante, entienda, **complete y escoja en Inglés**, la forma correcta de los verbos que están en las casillas y las palabras o números de **una parte de la canción** de Ed Sheeran (Thinking Out Loud). (TRADUZCA LA CANCIÓN)
2. Numere el coro de la canción de Ed Sheeran, de acuerdo con el orden en que lo escuche.



## Thinking Out Loud- Ed Sheeran



cheeks	love	heart	feet	taste
touch	legs	eyes	honey	mouth

Fill in the missing words or choose the correct word.

When your \_\_\_\_\_ don't work like they used to before

And I can't sweep you off of your \_\_\_\_\_

Will your \_\_\_\_\_ still remember the \_\_\_\_\_ of my love

Will your \_\_\_\_\_ still smile from your \_\_\_\_\_

And darling I will be loving you 'til we're 70/ 17/ 73

And baby my \_\_\_\_\_ could still fall as hard at 20/ 23/ 33

And I'm thinking 'bout how people fall in love in mystery/ mysterious ways

Maybe just the \_\_\_\_\_ of a hand/ plan/ grand

Oh me I fall in \_\_\_\_\_ with you every single way/ day/ stay

And I just wanna tell you I am So \_\_\_\_\_ now



Chorus: Number in the correct order.

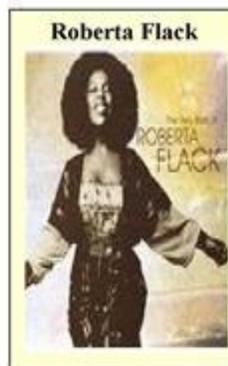
- \_\_\_\_\_ I'm thinking out loud
- \_\_\_\_\_ Kiss me under the light of a thousand stars
- \_\_\_\_\_ Maybe we found love right where we are
- \_\_\_\_\_ Take me into your loving arms
- \_\_\_\_\_ Place your head on my beating heart

### Activity 04

- IV. Busque, escuche, lea, cante, entienda y **complete con la forma correcta de los verbos que están en pasado y en negrilla**, de la casilla de abajo, de la canción de Roberta Flack (Don't Give Up) , (**NO la de Fugees**) empleando el idioma Inglés. (**TRADUZCA LA CANCIÓN**)

SONG: Killing me softly  
SIMPLE PAST

1. Listen to the song.
2. Complete the song using the verbs in the box
3. Play bingo using the verbs in the past



Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

1. I \_\_\_\_\_ he \_\_\_\_\_ a good song,
2. I \_\_\_\_\_ he \_\_\_\_\_ a style
3. And so I \_\_\_\_\_ to see him to listen for a while
4. and there he \_\_\_\_\_ this young boy, a stranger to my eyes.

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

5. I \_\_\_\_\_ all flushed with fever, embarrassed by the crowd.  
I \_\_\_\_\_ he \_\_\_\_\_ my letters
6. and \_\_\_\_\_ each one out loud
7. I \_\_\_\_\_ that he would finish but he just \_\_\_\_\_ right on.

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

8. He \_\_\_\_\_ as if he \_\_\_\_\_ me, in all my dark despair
9. And then he \_\_\_\_\_ right through me, as if I wasn't there.  
And he just kept on singing, singing clear and strong.

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

Looked    knew    sang    kept    read  
prayed    felt    found    was    came  
heard    had    sang    were    saw    Wrote  
played    visited    worked    drove    ate    went  
spoke    drank    ran