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E-MAIL		GRADO	

GUIA DE ESTUDIO (01)

OBJETIVO	Expresar sentimientos o experiencias acontecidas en el pasado teniendo en cuenta el uso del pasado simple y el pasado perfecto.		
CONCEPTO	comunicación- Valor - contexto	EJE	Conociendo mi entorno
TEMA	Talking about the past	FECHA DE PUBLICACIÓN.	lunes, 26 de julio de 2021
TIEMPO DE TRABAJO	2 SEMANAS	FECHA DE ENTREGA	viernes, 06 de Agosto de 2021

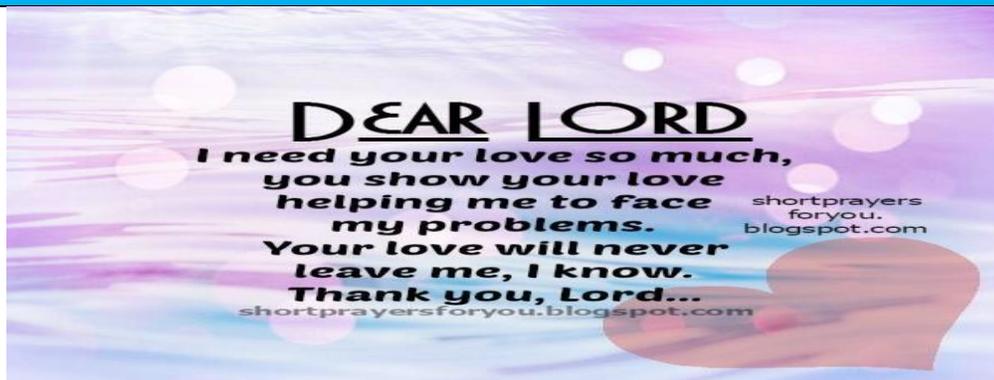
VALOR DE LA SEMANA:



LA FELICIDAD

De acuerdo con el diccionario online Merriam-Webster, la felicidad es un estado de bienestar, una experiencia agradable o satisfactoria. De acuerdo con Mahatma Gandhi, “la felicidad es cuando lo que piensas, dices y haces están en armonía”. Por su parte, George Sheelan señala que la felicidad difiere del placer, puesto que tiene que ver con la lucha y la perseverancia para alcanzar un objetivo. Por último, Margaret Lee Runbeck indica que la felicidad no es la estación a la que se llega sino una forma de viajar. Todas estas definiciones señalan en cierto punto que la felicidad depende de nuestras decisiones, es decir, del modo en el que afrontamos las situaciones que se nos presentan.

MOMENTO DE ORACIÓN





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Talking about the past

Level: intermediate

Past events and situations

We use the **past simple** to talk about:

- something that happened **once in the past**:

*The film **started** at seven thirty.*

*We **arrived** home before dark.*

- something that **was true for some time in the past**:

*Everybody **worked** hard through the winter.*

*We **stayed** with our friends in London.*

When we talk about something that happened **several times in the past**, we use the **past simple**:

*Most evenings, we **stayed** at home and watched DVDs.*

*Sometimes they **went** out for a meal.*

or **used to**:

*Most evenings, we **used to stay** at home and watch DVDs.*

*We **used to go for** a swim every morning.*

or **would**:

*Most evenings, he **would take** the dog for a walk.*

*They **would** often **visit** friends in Europe.*

We do not normally use *would* with **stative verbs**. We use the **past simple** or **used to** instead:

*He ~~would~~ **looked** much older than he does now. (NOT ~~would look~~)*

*We ~~would~~ **used to feel** very cold in winter. (NOT ~~would feel~~)*



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We use the **past continuous**:

- for something that **happened before and after a specific time in the past**:

*It was just after ten. I **was watching** the news on TV.*

*At half-time we **were losing** 1–0.*

- for something that **happened before and after another action in the past**:

*He broke his leg when he **was playing** rugby.*

*She saw Jim as he **was driving** away.*

The past in the past

We use the **past perfect** when we are **looking back** from a point in the past to something earlier in the past:

*Helen suddenly remembered she **had left** her keys in the car.*

*When we **had done** all our shopping, we caught the bus home.*

*They wanted to buy a new computer, but they **hadn't saved** enough money.*

*They would have bought a new computer if they **had saved** enough money.*

The past and the present

We use the **present perfect**:

- for something that **started in the past and continues in the present**:

*We **have lived** here since 2017. [and we still live here]*

*I **have been working** at the university for over ten years.*

- for something that **happened in the past** but is **important in the present**:

*I can't open the door. I've **left** my keys in the car.*

*Jenny **has found** a new job. She works in a supermarket now.*

The future in the past

When we talk about the **future from a time in the past** we use:

- **would** as the past tense of *will*:



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He thought he **would buy** one the next day.
Everyone was excited. The party **would be** fun.

- **was/were going to:**

John **was going to drive** and Mary **was going to follow** on her bicycle.
It was Friday. We **were going to set off** the next day.

- the **past continuous:**

It was September. Mary **was starting** school the next week.
We were very busy. Our guests **were arriving** soon and we had to get their room ready

LET'S PRACTICE

Choose the correct expression(s) to complete each sentence or write the verbs using the correct form

1. I ___ to university in 1994, at the age of nineteen.

- went
- used to go
- would go

2. I remember that my friend Andrew a dog called Snowy.

3. My computer crashed while I ___ the document.

- saved
- was saving
- had saved

4. They're still in the US, so they've lived there FOR MORE THAN 50 YEARS

- finished past time
- not finished

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5. My grandparents (move) to the United States in 1968.

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¹ <https://learnenglish.britishcouncil.org/english-grammar-reference/talking-about-the-past>



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How to Talk About the Past in English – Video

In this lesson, you can learn how to talk about the past in English.

Talking about the past includes many things. Do you want to talk about interesting experiences you've had, tell a funny story, or talk about something you regret in the past?

In this lesson, you'll see the words, phrases and structures you need to talk about the past in clear, fluent English.



<https://youtu.be/rZS5qICGIY>

You'll see your score at the end. After you finish the quiz, click the 'view questions' button to see the correct answers and explanations.

1. True or false: 'if only' and 'if' have a similar meaning.

- True
- False



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- True

Now, test your understanding of the lesson with this 20-question quiz.

You'll see your score at the end. After you finish the quiz, click the 'view questions' button to see the correct answers and explanations.

1. Put the lines in order to make a short dialogue.

- I watched one or two episodes, but I didn't like it much.
- There were too many characters, and I couldn't remember who was who.
- What didn't you like about it?
- Have you ever seen 'Dark'?

Now, test your understanding of the lesson with this 20-question quiz.

You'll see your score at the end. After you finish the quiz, click the 'view questions' button to see the correct answers and explanations.

1. Match the beginnings and endings to make complete sentences.

Sort elements

going when the accident happened?

be shy when you were a child?

remember to buy milk?

seen a ghost?

Have you ever	
---------------	--

Did you	
---------	--



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Did you use to

Where were you

2

² <https://www.oxfordonlineenglish.com/talk-about-the-past-in-english>



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Te invitamos a que realices el siguiente organizador gráfico o rutina de pensamiento, teniendo en cuenta la información dada anteriormente. (No es necesario imprimir esta imagen, se puede realizar el diagrama en una hoja y resolver, para anexar en el taller que enviara a su profesor)
COMO PRIMER PUNTO DEL TALLER DE TRABAJO

TALLER DE TRABAJO (01)

1. Realice el organizador gráfico o la rutina de pensamiento que encuentra al final del documento GUIADEESTUDIO que corresponde con este TALLER DE TRABAJO.

2. Write the verbs using the correct forms (past simple, past continuous or past perfect).

1. My computer while I the document.



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2. After I [] a full breakfast , I [] for a walk along the beach.
3. The old lady [] the door and [] it behind her.
4. I remember it clearly. It [] midnight and we [] the late film.
5. We [] at the conference on time, but then I [] that I [] my presentation on my laptop at home.

3. Write 3 simple sentences in simple past, past progressive and past perfect tenses.

4. Write 3 simple sentences in the future in the past and the past continuous.

5. Write a paragraph about a solidary experience that you have had with domestic animals. Use past tenses.

Estudiante, recuerda que resolviendo estas 5 preguntas iniciales de forma correcta has alcanzado la **COMPETENCIA BÁSICA**. Estas preguntas se resuelven directamente con la GUÍA DE ESTUDIO, no necesitas utilizar internet – *Con las 5 primeras preguntas puedes entregar el TALLER DE TRABAJO*

6. . Tell your solidary experience in your virtual class or in a video and send it to your english teacher.

7. Make a presentation in power point or prezzi showing and telling brietfly how domestic animals have influenced in your mood in times of pandemic.



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Evaluation Criterias

- Correct grammar
- Coherence
- Creativity
- organization

Estudiante, recuerda que resolviendo estas 2 preguntas (6-7) de forma correcta has alcanzado la **COMPETENCIA ALTA**. *Resolviendo correctamente estas preguntas puedes mejorar tu evaluación*

8. . Make the exposition of the last item(7) in your virtual class or send a video to your english teacher. Keep in mind the following evaluation criterias.

Evaluation Criterias

- Coherence
- Fluency
- Pronunciation
- Entonation
- Spontaneity (no reading)
- Presentation
- Creativity
-

Estudiante, recuerda que resolviendo esta pregunta final de forma correcta has alcanzado la **COMPETENCIA SUPERIOR**. *Resolviendo correctamente esta pregunta puedes mejorar tu evaluación*

RECUERDA QUE el TALLER DE TRABAJO se envía sólo una vez. La primera entrega es la que se evalúa.

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