PAST CONTINUOUS

Week 1

Past Continuous

Examples, Formula & Usage



Past continuous or past progressive tense is used to describe the past action that has not finished.

FORMULA

AFFIRMATIVE SENTENCES

Subject + was/were + present participle + object

EXAMPLES

→ They **were doing** useful work.

→ He **was driving** to work yesterday.

NEGATIVE SENTENCES

Subject + was/were + not + present participle + object

EXAMPLES

→ They **were not doing** useful work.

→ He **was not driving** to work yesterday.

INTERROGATIVE SENTENCES (QUESTIONS)

Was/were + subject + present participle + object + ?

EXAMPLES

→ **Were** they **doing** useful work?

→ **Was** he **driving** to work yesterday?

Usage	Example
To show an action that was in progress at some specific time in past.	We were having lunch at 02:00 pm yesterday.
To describe the ongoing action when another action started	I was driving car when she called me.
To describe two or more ongoing actions in the past.	He was drinking the tea while he was watching TV.
To describe the specific situation.	When I entered the house, the chef was cooking the meal and kids were watching cartoons.



LIVEWORKSHEETS

PAST SIMPLE VS PAST CONTINUOUS

Past simple



- an action that happened at a definite time in the past

Last year we **bought** a dog.

- actions that happened immediately one after the other in the past

Lou **took** a shower, **brushed** his teeth and **went** to bed.

Past continuous

- an action that was in progress at a stated time in the past

Yesterday at 4 I **was talking** to Meg on the phone.



- two actions that were happening at the same time

Liz **was vacuuming** while her sons **were tidying** their room.

- an action that was in progress (longer action) when another action interrupted it

When I came in, Sue **was reading**.

LIVEWORKSHEETS

Past Simple and Past Continuous

Choose the correct verb form: Past Simple or Past Continuous in each of the following sentences based on grammar rules.



1) Mary **prepared / was preparing** lunch when they **came / was coming.**

2) Tom was very unlucky. It **rained / was raining** every day during his holidays.

3) Who was that nice girl you **talked / were talking** to when I **walked / was walking** by the pub?

4) Last weekend Susan **fell / was falling** and **broke/ was breaking** her leg.

5) When I **entered / was entering** the cafeteria Mary **had / was having** lunch with Peter.

6) We **drove/ were driving** to Berlin in Robert´s new car yesterday night.

7) The sun **shone / was shining** brightly when **I got up / was getting up** this morning.

8) Ann finally **told / was telling** us the whole story about Peter.

LIVEWORKSHEETS

LISTENING EXERCISES

Listen to the audio "Young doctor vs. old doctor" and choose the correct answer according to the information provided.

more enthusiastic	are relaxing	would go to the doctor more
wouldn´t understand new techniques	more experience	Would be close in age



1-Why would Martin trust and old doctor?



2-Why would Mitchell want a female doctor?



3- Ruth thinks younger doctors_____.



4- Shuan thinks an old doctor _____.



5- Simon thinks a new doctor would be _____.



6- Why does Tom want a younger doctor?

LIVEWORKSHEETS

Listen to the audio "what makes a good teacher?" and choose the correct answer according to the information provided. There are 2 answers in most of the statements.

1) Cheryl thinks good teachers are good at _____ .

- Listening
- Explaining
- managing

2) Ray thinks good teachers are _____ .

- Experts
- able to understand students
- good entertainers

3) Demelza thinks good teachers are _____ .

- fun
- good at explaining
- strict

4) Jeff thinks good teachers _____ .

- love teaching
- are good listeners
- are patient

5) Nydja thinks good teachers _____ .

- are open-minded
- are challenging
- are knowledgeable

6) Hoa thinks good teachers _____.

- are convincing
- are strict
- are dedicated

LIVEWORKSHEETS

Listen to the audio "The Courage TO BE WHO SHE IS". Then, number the information in the order it appears.



WAYS IN WHICH THEY HELPED MATLIN

Her parents		helped her not to be embarrassed when people asked why she pronounce words differently.
Her school		Helped her discovered her love of acting.
Her brother		helped her with her acting career.
Her summer camp		Told her just to be herself and not listen to criticism.
Henry Winkler		taught her sign language and encouraged her to speak, too.
Whoopi Goldberg		enrolled her in a school with both hearing and deaf children, they sent her to a camp to learn sign language



LIVEWORKSHEETS

Listen to the audio "Students". Then drag word (s) or phrases and drop them below to the corresponding blank space.

passion	stand out	hung up
volunteer	keen interest	make mistakes

1) Nydja says students need _____.

2) Jeff says you need to _____.

3) Demelza says students get _____.

4) Ray says students should _____.

5) 5) Hoa thinks students should _____.

6) Mauro says students need _____.

LIVEWORKSHEETS

VOCABULARY FROM AUDIO "STUDENTS"

FILL THE SENTENCES OUT USING VOCABULARY WORD (S) FROM THE BOX IN BLANKS CORRECTLY.

keen	stick to	sit back	hung up
trial and error			

1. **If you_____ your goals, you will eventually achieve them.**
2. **I keep getting _____on how to do this. Please help me.**
3. **Poor students like to just _____and not try anything.**
4. **She has a _____interest in history.**
5. **I learned how to do web design by _____.**



Speaking Exercise

1-Sp makes research about a famous person from any country as an actress, actor, businessman, singer, writer, activist, politician. Make an oral following these steps:

1- Name of the person and country.
2- Explain obstacles this person faced.
3- How did she or he deal with these obstacles.
4- In which ways this person overcame his or her obstacles.
5- Why this person is a role model to you?
6- And explain why that specific person inspires you?

Note: Audio must include grammar and vocabulary of the week and must be 1 ½ long.

LIVEWORKSHEETS