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Dirección de Educación  
Básica para Estudiantes  
con Desempeño Sobresaliente  
y Alto Rendimiento

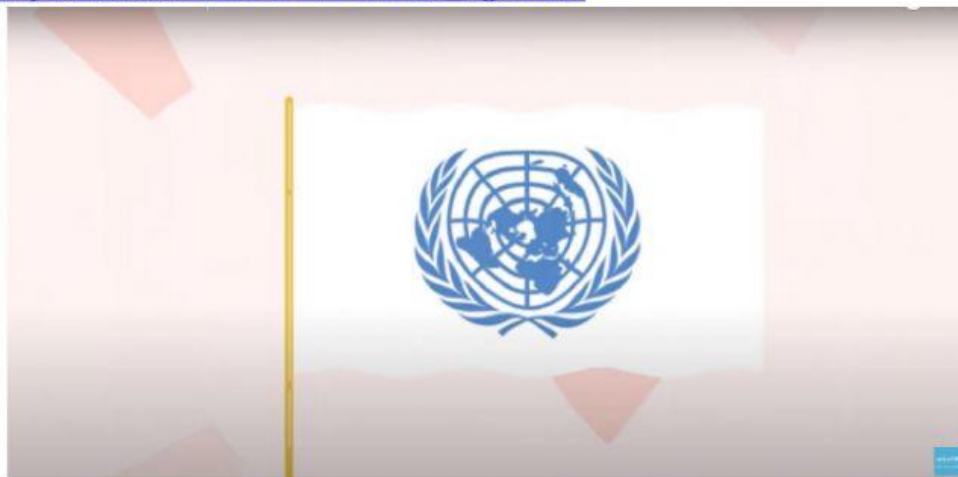
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## DEVELOPMENT

### Activity 2

1. Watch the video about the Sustainable Development Goals (SDGs).

[https://www.youtube.com/watch?v=M-iJM02m\\_Hg&t=27s](https://www.youtube.com/watch?v=M-iJM02m_Hg&t=27s)



2. Read Annex 1 about past continuous.

3. Use the appropriate form of the verbs in the box to complete the chart below with information about the progress on achieving the SDGs. Use past continuous (positive, negative).



## SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD





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- access   - come   - breathe   - reach   - struggle   - live   - suffer   - rise  
- increase   - use   - lack   - waste   - lose

GOAL	EXAMPLE
1	<ul style="list-style-type: none"> <li>(+) According to the UN, about 75 million people _____ in extreme poverty in 2022.</li> </ul>
2	<ul style="list-style-type: none"> <li>(+) According to the UN report, about 1 in 10 people worldwide _____ from hunger.</li> </ul>
3	<ul style="list-style-type: none"> <li>(+) The number of deaths caused by tuberculosis _____ from 2020 to 2022 due to the pandemic.</li> </ul>
4	<ul style="list-style-type: none"> <li>(+) Globally, between 2020-2021, primary schools _____ access to internet.</li> </ul>
5	<ul style="list-style-type: none"> <li>(+) Women's share in national parliaments _____ 26.2% by the end of 2022.</li> </ul>
6	<ul style="list-style-type: none"> <li>(+) As of 2019, around 733 million people _____ water sources in countries with high and critical levels of water stress.</li> </ul>
7	<ul style="list-style-type: none"> <li>(-) By 2020, around 733 million people _____ electricity provided by the government.</li> </ul>
8	<ul style="list-style-type: none"> <li>(-) Between 2020 and 2021, global unemployment rate _____ down below pre-pandemic levels.</li> </ul>
9	<ul style="list-style-type: none"> <li>(+) In 2021, passenger airline industry _____ to recover from the losses caused by the pandemic.</li> </ul>
10	<ul style="list-style-type: none"> <li>(+) In 2021, more migrants _____ their lives because of border crossing restrictions around the world.</li> </ul>
11	<ul style="list-style-type: none"> <li>(-) In 2022, 99% of the world's urban population _____ good quality air, but polluted air instead.</li> </ul>
12	<ul style="list-style-type: none"> <li>(+) In 2022, countries _____ about 13.3% of world's food because of poor management techniques before reaching retail markets.</li> </ul>
13	<ul style="list-style-type: none"> <li>(?) _____ global temperatures _____ over the last decades? Yes, and it will lead to more extreme weather.</li> </ul>

Adapted from <https://unstats.un.org/sdgs/report/2022/goal-02/>



## ANNEX 1

# PAST CONTINUOUS TENSE

## Positive

I He She It	+	was	+	staying	« 1st form of verb + '-ing' »
You We You They	+	were	+	staying	« 1st form of verb + '-ing' »

Example: We were staying in Paris.

## Negative

I He She It	+	was not wasn't	+	staying	« 1st form of verb + '-ing' »
You We You They	+	were not weren't	+	staying	« 1st form of verb + '-ing' »

Example: We were not ( weren't ) staying in Paris.

## Question

Was	+	I He She It	+	staying	« 1st form of verb + '-ing' »
Were	+	You We You They	+	staying	« 1st form of verb + '-ing' »

Example: Were we staying in Paris?

Example: Were we staying in Paris?

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# 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 – FORM

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<p><b>POSITIVE</b></p> <p>I } He } She } <b>was working</b> It } You } We } <b>were working</b> They }</p>	<p><b>NEGATIVE</b></p> <p>I } He } <b>was not working.</b> She } <b>wasn't working.</b> It } You } We } <b>were not working.</b> They } <b>weren't working.</b></p>															
<p><b>QUESTION</b></p> <p>Was { I           he           she           it } <b>working?</b> Were { you          we          they }</p>	<p><b>SHORT ANSWER</b></p> <p>Yes, { I          he          she } <b>was.</b>          it } No, { you          we } <b>were</b>          they }</p> <p>{ I   he } <b>was not.</b>   she } <b>wasn't.</b>   it }   you } <b>were not.</b>   we } <b>weren't.</b>   they }</p>															
<p><b>-ING SPELLING</b></p> <table border="0"> <tr> <td>work</td> <td>study</td> <td>working</td> <td>studying</td> <td rowspan="3">GENERAL RULE: add <b>-ing</b></td> </tr> <tr> <td>live</td> <td>make</td> <td>living</td> <td>making</td> <td>Consonant + <b>-e</b> : delete <b>-e</b> and add <b>-ing</b></td> </tr> <tr> <td>run</td> <td>swim</td> <td>running</td> <td>swimming</td> <td>Consonant + vowel + consonant (stressed): double the consonant + <b>-ing</b></td> </tr> </table>		work	study	working	studying	GENERAL RULE: add <b>-ing</b>	live	make	living	making	Consonant + <b>-e</b> : delete <b>-e</b> and add <b>-ing</b>	run	swim	running	swimming	Consonant + vowel + consonant (stressed): double the consonant + <b>-ing</b>
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