

 <p>INSTITUCIÓN EDUCATIVA DEPARTAMENTAL ALFONSO LÓPEZ PUMAREJO</p> <p>No Dane: 125123000134 Nit: 832003716-7</p> <p>Aprobado por Resolución No 004574 de diciembre 29 de 2004</p>	<p>PROCESO COMUNICACIÓN</p> <p>GUIA DE TRABAJO</p>	Código: IEDALP_RGCOCN_2019 Versión 03
		Cachipay Cundinamarca Año 2021

Grade	Subject	Topic	Term	WS #	Teacher
9th	English	SIMPLE PAST TENSE WAS/ WERE	1	4	RUBY PÉREZ 901 DIANA GAMBA 902 alpumasolidaria@gmail.com

Objetivo: Reconocer adecuadamente la estructura del pasado simple por medio de ejercicios cortos de escucha y habla.

WAS - WERE TO BE - Past Tense

AFFIRMATIVE

I	was	happy.	
He	was	hungry.	
She	was	a nurse.	
It	was	big.	
We		were	early.
You		were	at school.
They		were	quiet.

NEGATIVE

I	wasn't	sad.	
He	wasn't	thirsty.	
She	wasn't	a teacher.	
It	wasn't	small.	
We		weren't	late.
You		weren't	at home.
They		weren't	noisy.

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ENGLISH

QUESTIONS

⊕ Affirmative They **were** happy.

⊕ Question Were **they** happy?

Short Answer Yes, they were / No, they weren't

⊕ Affirmative She **was** rich.

⊕ Question Was **she** rich?

Short Answer Yes, she was / No, she wasn't

WH-Word

Where	Verb
Why	was
When	were

Verb

was	Subject
were	I / he / she / it

Subject

I / he / she / it	Complement
we / you / they	sick ... ?
	tired ... ?
	ready ... ?

- Why **was** he angry? - When **was** she nervous?
 - Where **were** you yesterday? - Who **were** those people?

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WORKSHEET # 4 /

SIMPLE PAST TENSE VERB TO BE WAS – WERE

Analiza la estructura del verbo TO BE (ser/estar) en pasado simple WAS y WERE en el cuadro explicativo de al lado.

Activity # 1:

Completa las conversaciones conjugando el verbo *to be* en pasado simple: **was / were** y en su forma negativa **wasn't / weren't**.

Luego señala con diferentes colores las oraciones afirmativas, negativas e interrogativas. Tu docente te proporcionará el audio de apoyo de las conversaciones para completar los espacios en blanco y practicar las pronunciaciones, o puedes ingresar a este link

<https://vimeo.com/251286084>

<p>Conversation 1</p> <p>Man: How _____ the movie? Woman: It _____ really good. Man: _____ it scary? Woman: Yes, it _____ really scary. Man: Nice. _____ it crowded? Woman: No, it _____. There _____ many people there, surprisingly.</p>	<p>Conversation 2</p> <p>Man: Where _____ you last night? Woman: I _____ at work. Man: Really? I _____ at your shop. You _____ there. Woman: No, I _____ in the back working. Man: You _____? Woman: Really! I _____ there.</p>
<p>Conversation 3</p> <p>Man: How _____ the test? Woman: It _____ really hard. Man: How long _____ it? Woman: There _____ about 20 problems. Man: Yeah! What _____ your score? Woman: Let's just say, it _____ great, but it _____ bad either.</p>	<p>Conversation 4</p> <p>Man: Do you know who _____ at the party? Woman: Jason _____ there. So _____ Sue. Man: _____ Tom and Katie there? Woman: No, they _____ there, but their son _____. Man: Oh, I see. So, _____ it fun? Woman: Yeah, it _____ a fun evening.</p>

Student's full name: _____ Group: _____ Page # _____

 **LIVEWORKSHEETS**

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Activity # 2: Luego de completar las conversaciones, envía a tu docente un audio mp3 donde inicias la grabación diciendo tu nombre completo, curso, guía y # de actividad en inglés, luego interpretas las conversaciones tipo monólogo o con acompañante. Recuerda, solo es **un (1)** audio que incluya las 3 conversaciones.

También debes enviar evidencia del desarrollo de las actividades donde has escrito. Marca esta hoja y envíala a tu docente.