	INSTITUCIÓN EDUCATIVA FEDERICO SIERRA ARANGO **Resoluciones Dptales. 15814 de 30/10/2002 - 9495 de 3/12/2001** **NIT: 811039779-1 DANE: 105088001750** **Bello - Antioquia**	

ASIGNATURA	Inglés	**PERIODO**	2 (semanas 8 y 9)
GRADO	Octavo (8°)	**DOCENTE**	Luis Fernando Herrera, Daniel Franco y Karen Présiga
FECHAS			
OBJETIVO	Comprender las reglas gramaticales, usos y estructuras del pasado simple en inglés. Reconocer la correcta pronunciación de los verbos regulares e irregulares.		
OBSERVACIONES	Realiza en tu cuaderno un glosario con las palabras que no conoces y escribe su significado con la ayuda de un diccionario.		

SIMPLE PAST TENSE

Hay muchas maneras de hablar del pasado en inglés, pero el pasado simple es la forma más común. El pasado simple en inglés es equivalente al pretérito imperfecto y pretérito indefinido del español. **Usamos el pasado simple para acciones completas en el pasado**. El período de tiempo de estas acciones no es importante como en el español. En el pasado simple hay verbos regulares y verbos irregulares.

★ Usos

1. **El pasado simple se utiliza para hablar de una acción concreta que comenzó y acabó en el pasado**. En este caso equivale al pretérito indefinido español. Generalmente, lo usamos con adverbios de tiempo como **"last year"**, **"yesterday"**, **"last night"**. Ejemplos:

Tom **stayed** at home last night.*(Tom se quedó en casa anoche.)*

Kate **worked** last Saturday.*(Kate trabajó el sábado pasado.)*

2. **Se usa el pasado simple para una serie de acciones en el pasado.** Ejemplos:

I **received** the good news and immediately **called** my husband. *(Recibí la buena noticia y llamé de inmediato a mi marido.)*

He **studied** for an hour in the morning, **worked** all afternoon and **didn't return** home until 10 at night. *(Estudió durante una hora por la mañana, trabajó toda la tarde y no regresó a casa hasta las 10 de la noche.)*

3. También lo usamos para acciones repetidas o habituales en el pasado, como se usa el pretérito imperfecto español. Ejemplos:

We always **traveled** to Cancun for vacation when we were young.*(Siempre viajábamos a Cancun durante las vacaciones cuando éramos jóvenes.)*

He **walked** 5 kilometers every day to work.*(Caminaba 5 kilómetros hasta el trabajo cada día.)*

4. Se utiliza para hablar de generalidades o hechos del pasado. Ejemplo:

The Aztec **lived** in Mexico. *(Los aztecas vivían en México)*

Reglas gramaticales

Para formar el pasado simple con verbos regulares, usamos el infinitivo y añadimos la terminación "**-ed**". La forma es la misma para todas las personas (I, you, he, she, it, we, they).

Ejemplos:

- want → **wanted**
- learn → **learned**
- stay → **stayed**

Nota: Hay muchos verbos regulares en inglés y también diferentes maneras de formarlos. Por ello, debes estar atento a las terminaciones de estos verbos para poder formar el pasado simple.

Por otra parte, existe otra clase de verbos que por su propia naturaleza, poseen una forma pasada predeterminada y no se forma con "***-ed***". A estos verbos se les conoce como irregulares, debido a que no siguen ninguna regla y la única forma de reconocerlos es a través de su memorización.

⚠ Excepciones:

1. Para verbos que terminan en una "**e**", sólo añadimos "**-d**".

Ejemplos:

change → **changed**
believe → **believed**

2. Si el verbo termina en una vocal corta y una consonante (excepto "**y**" o "**w**"), doblamos la consonante final.

Ejemplos:

stop → **stopped**
commit → **committed**

3. Con verbos que terminan en una consonante y una "**y**", se cambia la "**y**" por una "**i**".

Ejemplos:

study → **studied**
try → **tried**

Estructura

	Affirmative	Negative	Interrogative
Estructura	Sujeto + verbo en pasado	Sujeto + auxiliar did + not + verbo en infinitivo	Auxiliar did + sujeto + verbo en infinitivo
Ejemplo	They **learned** English. (Ellos aprendieron inglés.)	They **didn't learn** English. (Ellos no aprendieron inglés)	**Did** they **learn** English? (¿Aprendieron ellos inglés?)

Pronunciación

Pronunciamos la terminación **"-ed"** de forma diferente dependiendo de la letra que va al final del infinitivo. En general la **"e"** es muda.

1. Con los infinitivos que terminan en **"p"**, **"f"**, **"k"** o **"s"** (consonantes sordas, excepto **"t"**) pronunciamos la terminación **"-ed"** como una **"t"**. Ejemplos:

- looked*[lukt]* / kissed*[kisst]*

2. Con los infinitivos que terminan en **"b"**, **"g"**, **"l"**, **"m"**, **"n"**, **"v"**, **"z"** (consonantes sonoras, excepto **"d"**) o una vocal, pronunciamos sólo la **"d"**. Ejemplos:

| yelled*[jeld]* / cleaned*[klind]*

3. Con los infinitivos que terminan en **"d"** o **"t"**, pronunciamos la **"e"** como una **"i"**. Ejemplos:

| ended*[endid]* / waited*[weitid]*

ACTIVITY

1. **Read the story of Chris, a sixteen-year-old boy from Toronto. Complete it with regular past simple forms of the verbs in brackets.**

It was a Tuesday. Chris (1)_____ (finish) school, and (2)_____ (decide) to go to the park. He (3)_____ (relax) on a bench near a lake. Suddenly, someone (4)_____ (scream) loudly. A woman was at the edge of the water, and a small boy was in the middle of the lake. The boy (5)_____ (try) to swim, but he (6)_____ (disappear) under the water. Chris (7)_____ (not have) time to put on a swimsuit. He (8)_____ (jump) into the water and (9)_____ (pull) the boy out of the water. The boy's mother (10)_____ (want) to give Chris some money, but he (11)_____ (not take) it. He was a true hero!

2. **A lot of common verbs are irregular in English. Match the infinitives with the past simple affirmative forms.**

Infinitives

do - make - write - leave - say - eat - drink - drive - come - give - have - go - get - swim - sleep - meet - read - buy - teach - run

Past simple forms

had - went - made - said - bought - did - swam - read - taught - got - met - drank - ate - slept - wrote - drove - came - gave - left - ran

3. **Look at the pictures. What social problems do you think each picture represents?**

4. Read the stories. Match them with the pictures in exercise **3.**

EVERYDAY PEOPLE CHANGING THE WORLD

1

Thulani Madondo started an educational programme to help children living in the slums of Kliptown, South Africa.

When Thulani left primary school, his father told him that he didn't have enough money for his high school fees. Thulani washed cars and carried boxes to earn his own money to pay to go to school.

The Kliptown Youth Program helps other young people in Kliptown to get an education and improve their lives. It gives them uniforms, books and money for their school fees.

2

Pushpa Basnet runs a day care centre for children who are growing up in prison in Nepal.

Pushpa studied social work at university. One day when she visited a women's prison, she saw children living there. She was shocked by this situation and she opened a children's day care centre.

Every day, children under the age of six leave prison in the morning to spend the day at the centre. Pushpa also runs a residential home for older children who have the chance to go to school and get food and health care.

3

Catalina Escobar's foundation transforms the lives of Colombian teenage mothers.

Catalina worked as a volunteer in a hospital in Cartagena. One day, a twelve-day-old boy died in her arms because the baby's teenage mother didn't have money for the treatment to save him. A week later, Catalina's baby son Juan Felipe fell from a balcony and died. Catalina didn't want any more children to die in these terrible situations.

Her foundation offers medical care and training programmes to help teenage mothers and their children to have a better life.

Glossary

- slums: ***barrios bajos***
- school fees: ***matrícula***
- earn money: ***ganar dinero***
- day care centre: ***guardería***
- grow up: ***criarse***
- training: ***formación***

5. Complete the table with information from each text:

Questions	Thulani	Pushpa	Catalina
a. Where do they live?			
b. Why did they decide to help people?			
c. How do they help people?			

6. **Read the stories from exercise 4. Answer the questions. Write full sentences and use the past simple in your answers.**

a. Why did Thulani Madondo have to work while he was still at school?
b. What kind of organisation did Thulani create to help poor children?
c. What did Pushpa study at university?
d. Why did Pushpa start a children's day centre?
e. What happened to Catalina Escobar's son?
f. Why did the twelve-day-old baby die?

Focus on Language

7. **Look at the underlined past simple affirmative and negative forms in the stories from exercise 4. Answer the questions.**

a. What is the past simple affirmative ending for regular verbs? _____
b. What do we do when a verb ends in **-y**? Find an example in the text. _____
c. Irregular verbs don't end in ***-ed***. Find the past simple form of four irregular verbs in the text. What are their infinitive forms? _____
d. Find three negative forms. To make the negative, we use _____ + infinitive.