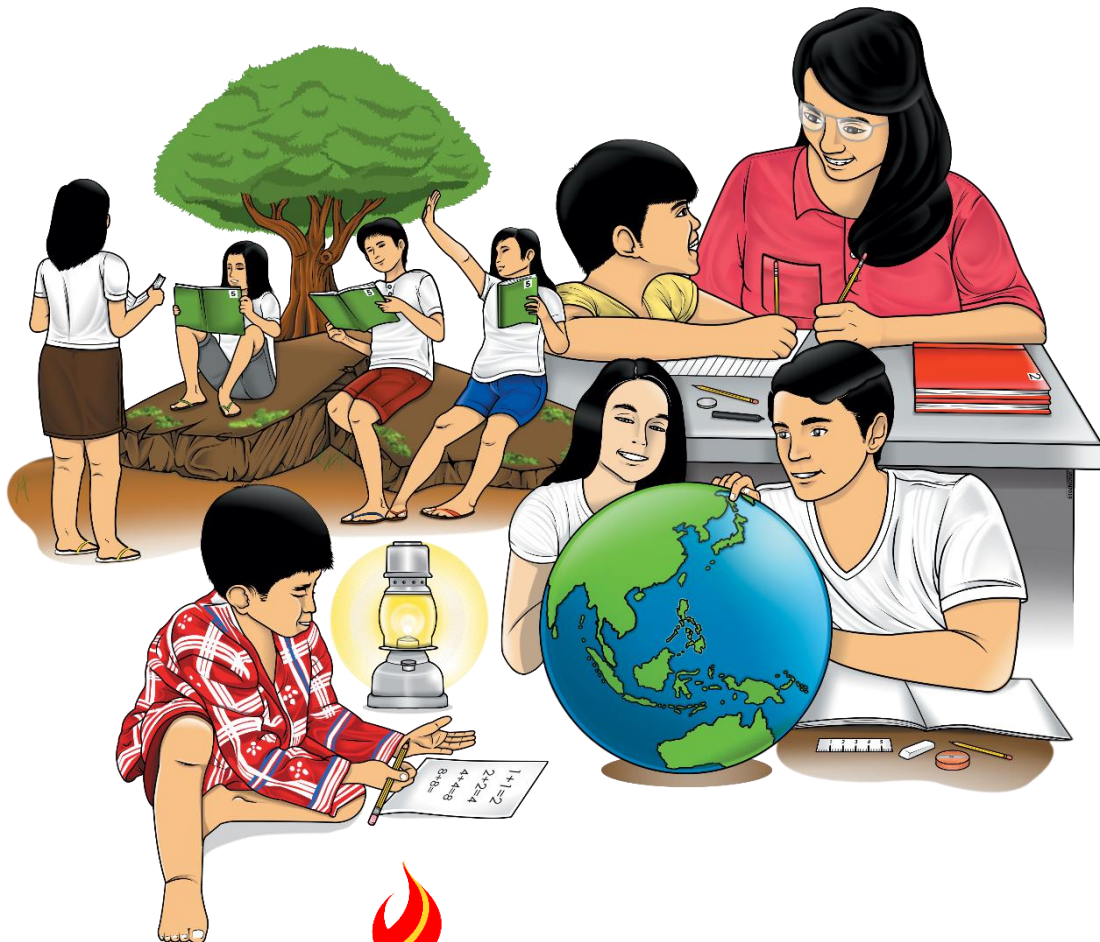


7

English

Quarter 1 – Module 4: Simple Past Tense



CO_Q1_ENGLISH 7_Module 4



GOVERNMENT PROPERTY
NOT FOR SALE

English – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 4: Simple Past Tense
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Development Team of the Module

Writers: Tjerehmay C. Navor

Editors: Shiena Lyn L. Antenor

Reviewers: Evelyn C. Frusa PhD, Delia B. Mabalot, Rolex H. Lotilla, Arvin Tejada,
Dolores L. Carreon, and Precious Joy A. Ubas

Illustrator: Herminio L. Juelo

Layout Artist: Rolex H. Lotilla

Cover Art Designer: Reggie D. Galindez

Management Team: Allan G. Farnazo, CESO IV – Regional Director

Gilbert B. Barrera – Chief, CLMD

Arturo D. Tingson Jr. – REPS, LRMS

Peter Van C. Ang-ug – REPS, ADM

Gerardo O. Magno – Subject Area Supervisor

Belen L. Fajemolin PhD – CID Chief

Evelyn C. Frusa PhD – EPS - LRMS

Bernardita M. Villano – ADM Coordinator

Printed in the Philippines by Department of Education – SOCCSKSARGEN Region

Office Address: Regional Center, Brgy. Carpenter Hill, City of Koronadal

Telefax: (083) 2288825/ (083) 2281893 E-mail

Address: region12@deped.gov.ph

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-test are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module, or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teachers are also provided to the facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the simple past tense. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is about:

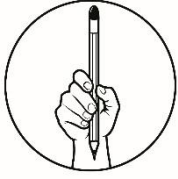
- Simple Past Tense

After going through this module, you are expected to:

1. use the simple past tense correctly;
2. write about actions and events in the past;
3. do the different tasks related to the simple past tense;

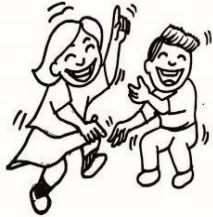
Essential Learning Competencies:

Use the past tense correctly in varied contexts.

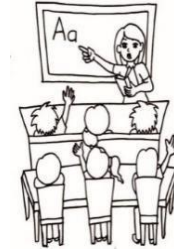


What I Know

Instructions: Identify the different actions based on the given pictures. Write down a sentence below the drawing using the simple past tense.



1. _____



2. _____



3. _____



4. _____



5. _____

Lesson

1

Simple Past Tense

The knowledge of grammar, particularly the tenses, would come in very handy for students who are essentially learners whose mother tongue is not English.

The mastery of the English language is quite difficult for non-native speakers, but this will not be much of a problem if grammar structure is presented in a simple and understandable fashion.

Verbs are words that describe an action or occurrence or indicate a state of being.

These are words that express action that is either physical (dance, eat, talk, etc.) or mental (understand, hope, think, choose).

When verbs are used to refer to a state of being, linking verbs and helping verbs are used. The most common linking verb is the verb to be in all its forms and the modals.

Verbs have tense. Tense is the time expressed by a verb. Past tense means the action has already taken place. Time markers used are the following words: yesterday, last night, a few minutes ago etc.

The simple past and past perfect tenses are both used to refer to actions which have already occurred in the past. The simple past tense is used to express action or state of being that happened at some definite past time while the past perfect tense expresses an action that was completed before another past action. It also shows an action that occurred for a period of time in the past.



What's In

Verbs may be categorized as either regular or irregular verbs. To form the regular verb: make some changes in the spelling particularly the vowels.

Examples:

Regular verbs + d	Regular verbs + ed
dance + d = danced	walk + ed = walked
combine + d = combined	paint + ed = painted
love + d = loved	look + ed = looked
use + d = used	play + ed = played
smile + d = smiled	clean + ed = cleaned
file + d = filed	brush + ed = brushed
slice + d = sliced	touch + ed = touched
live + d = lived	climb + ed = climbed
retire + d = retired	spray + ed = sprayed
race + d = raced	print + ed = printed

- To form the irregular verb; make some changes in the spelling particularly the vowels.

Examples:

Irregular verbs	Past form
go	went
shake	shook
strike	struck
buy	bought
bite	bit
fly	flew
run	ran
choose	chose
speak	spoke
take	took

- Be verbs, is and are, when used in the past tense become **was** and **were**. **Was** is used when the subject is singular. On the other hand, **were** is used when the subject is two or more.

Examples:

Present tense	Past tense
She <u>is</u> a grade 7 student.	She <u>was</u> a grade 7 student.
You <u>are</u> an excellent dancer.	You <u>were</u> an excellent dancer.

- The helping verbs, **do** and **does**, when used in the past tense become **did**.

Examples:

Present Tense	Past Tense
It <u>does</u> not change its color.	It <u>did</u> not change its color.
<u>Does</u> she talk in a loud voice?	<u>Did</u> she talk in a loud voice?

Task 2: Grammar Exercises

A. Give the past form of the verb in the parenthesis. Write your answer on your paper.

1. Last year, I (go) to Vigan on a holiday.
2. It (be) fantastic.
3. I (visit) lots of interesting places. I (be) with my two friends.
4. In the morning, we (walk) in the streets of Vigan.
5. In the evening, we (go) to pubs.
6. The weather (be) strangely fine.
7. It (do) not rain a lot.
8. We (see) some beautiful rainbows.
9. Where (do) you spend your last holiday?
10. They (choose) to stay at the hotel last summer.

B. Complete the following sentences using “was” or “were”.

1. The teacher nice.
2. The students very clever.
3. However, one student in trouble.
4. We sorry for him.
5. He nice though.



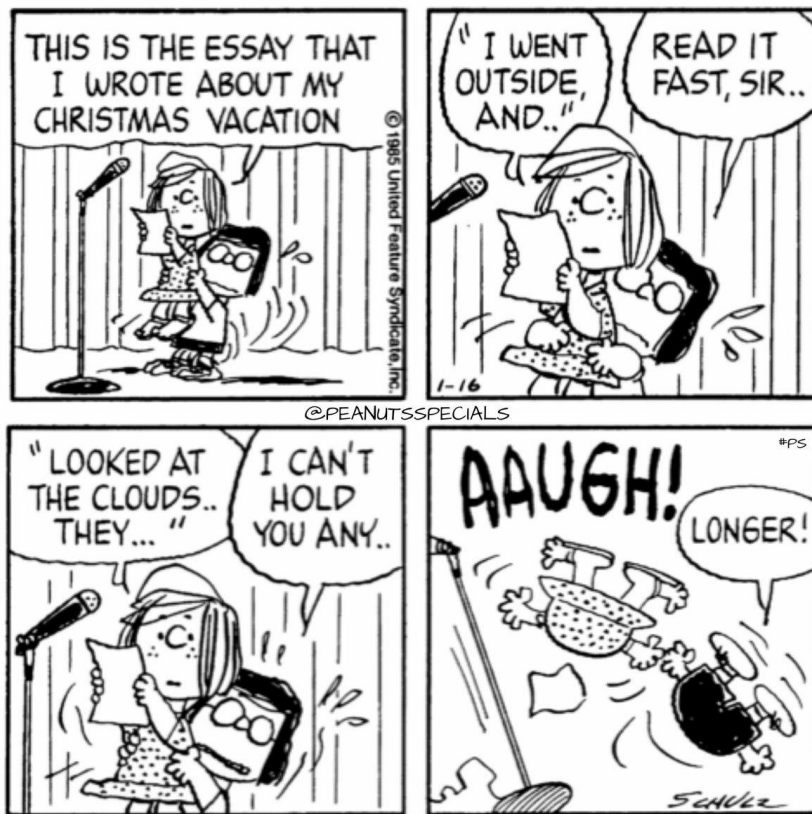
Notes to the Teacher

Make sure that the students are reviewed about tenses.
Familiarize them with the regular and irregular verbs.



What's New

Directions: Look at the Peanuts comic strip. Read the dialogue between the two characters. Answer the questions given below.



Illustrated by Charles Schultz

I. Comprehension Questions:

1. Can you identify the two characters?
2. What is the activity required by their teacher for these two characters to do?
3. Describe the emotion felt by the character hiding behind her friend?
4. What term do we usually use to refer to the fear of speaking before an audience?
5. Looking at the last frame, what happened to the two characters?
6. Write down the verbs in the past tense that you can see inside the speech bubbles?



What is It

The **simple past** is a verb tense that is used to talk about something that happened or existed before now.

Examples:

- Mark **placed** his bag on top of the table.
- Rose **cleaned** the office after her work.
- Yanie **recorded** the enrolled students.

We use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** the project, **submitted** on time, and **received** a good grade.
- Sheila **ate** a sandwich, **drank** a glass of juice, and **felt** satisfied with her snack.
- The teacher **discussed** the lesson, **gave** an activity, and **checked** the students' output.

✓ **Do not forget that time markers are also used in the simple past tense.**

- **Time markers** are words such as yesterday, last night, and a year ago are used with verbs in the past tense.

Examples:

Present Form	Past Form
I write a letter today .	I wrote a letter yesterday .
The boy rides his bicycle every day .	The boy rode his bicycle a few minutes ago .
Baby Tina shakes the toy frequently .	Baby Tina shook the toy just an hour ago .
Terry goes to the cinema alone now .	Terry went to the cinema alone last night .

Other time markers:

last year	ago
last Tuesday	in 1985
last month	this morning
last March	the day before yesterday

The simple past tense is the common tense used in some literary genres like the short story, novel and the fable. But informal and casual writing like the diary also uses the simple past tense.

Webster's definition of a diary: "A record of events, transactions, or observations, kept daily or at frequent intervals." A diary usually contains a person's innermost thoughts – struggles and triumphs, recording of a touching experience, a keen observation or insight about human nature and even include sudden spiritual insights.

DIARY OF A STONE AGE CHILD

Dear Diary,

Today was the most incredible day of my life. Shall I tell you what I did?

I woke feeling cold and looked up to see my younger brother, Stoat, leaving.

The fire had gone out and the deer skin that my mother, Fennel, had draped carefully over me last night had fallen off, so my bare feet could feel the autumn breeze blowing in. It was time to get up. Emerging from the tipi, I looked out at the hills beyond our camp to see the sun slowly rising. I had jobs to do that morning but first I had to help my brother to gather some breakfast. We took our rabbit skin back to the edge of the wood where the blackberries grew and filled them up to the brim. We could not resist gobbling a few berries as we picked, because the hunters had not had a successful day out yesterday, and we had only had a baby deer to share between our large families of twenty four so we were so ravenously hungry.

Note: tipi - less common spelling of TEPEE

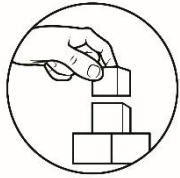
: A conical tent usually consisting of skins and used especially by American Indians of the Great Plains - <https://www.merriam-webster.com/dictionary/tipi>

“WAGOLL – Diary of a Stone Age Child – Example Diary Text for Y3/4 English Recount Writing”. 2020. TES Resources.

Comprehension Questions:

1. Where did the child and his brother go?
2. What fruit did they pick?
3. How many persons fed on the animal that they caught?
4. Identify the different sensory images present in the diary entry. What appealed to your sight and taste?
5. How did the writer start his diary entry?
6. Can you identify the different kinds of paragraphs that he wrote to relate his experience?
7. What values/insights about human nature can you glean from this diary entry?

Instructions: Reminiscing about the past is the perfect way of reliving an experience. Write a diary entry about your COVID-19 ordeal.

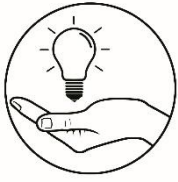


What's More

During the COVID-19 pandemic, most teenagers engaged in hobbies to while away their boredom. What particular hobby did you engage in to express your creativity? Observe the use of the simple past tense. Note: examples of hobbies are gardening, baking, painting and sketching.

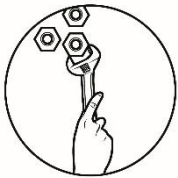
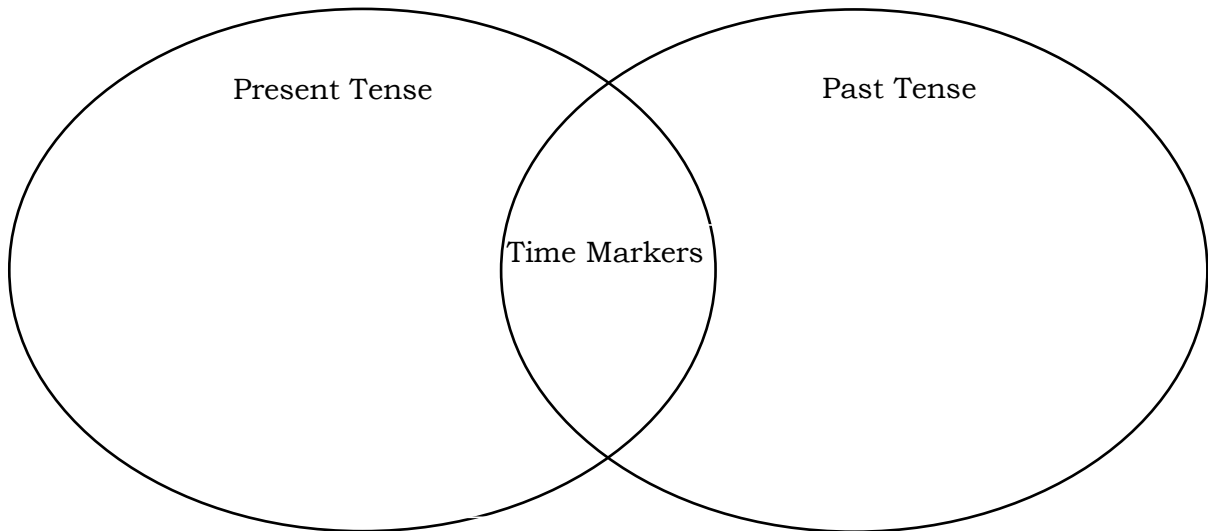
RUBRIC FOR JOURNAL/PARAGRAPH WRITING

CRITERIA	EXCELLENT (5)	PROFICIENT (3)	DEVELOPING (1)
Content	The response to the assigned topic is thorough and well written.	The response is thoughtful and fairly well written.	The response to the topic is not substantial.
Accuracy	Expert in using the simple past tense. There should be 4-5 sentences which are grammatically correct.	Fairly able in using the simple past tense. There should be 2-3 sentences which are grammatically correct.	Fails to use the simple past tense. There should be 1-2 sentences which are grammatically correct.
Mechanics	Perfect spelling and punctuation.	There are few spelling errors and some minor punctuation mistakes.	Many instances of incorrect spelling and punctuation.



What I Have Learned

Directions: Fill in the time markers used for both the present and past tenses using a Venn diagram.



What I Can Do

Task 6: Variable Responses

Directions: You are given several situations which concern you as a teenager. Just choose one which you are familiar with. Write about it by using the appropriate tense. Underline the past tense. Write your answers on your notebook.

A. You read an article on body shaming. As a teenager, you have insecurities about how you look as you slowly undergo a transition from childhood to adolescence. Write about your experience of developing a positive self-image.

B. Your school conducted an earthquake drill last year. Recall how you and your classmates behaved. Write about your funny, emotional and physical reactions.

C. Some of your friends are addicted to computer games like Mobile Legends. Write a dialogue about their pleasure/enjoyment of the game. Use the past tense.



Assessment

I. Rewrite the sentences using simple past tense. Write your answers on your notebook.

1. We open the door. _____
2. You write poems. _____
3. Richard plays in the garden. _____
4. Kerry does not speak English. _____
5. Do you see the bird? _____

II. Have you read a poem by Henry Wadsworth Longfellow? The poem, *The Arrow and the Song*, contains verbs in the past form. Write down the verbs.

The Arrow and the Song
by Henry Wadsworth Longfellow

I shot an arrow in the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroken;
And the song, from beginning to end,
I found again in the heart of a friend.

III. Use the be verbs, was and were to complete the sentences.

1. I _____ hungry.
2. You _____ in Australia last year.
3. She _____ not there.
4. Charlie Chaplin _____ a famous actor.
5. Lisa and James _____ at home.

IV. My Unique Experience

Sample of Aesop's Fable entitled "Fox and Grapes"

A fox was very hungry and came into a vineyard where lots of lovely ripe grapes were hanging on the vines. The fox jumped up and up again until he was tired but he did not get one grape. So he said to himself, "Let somebody else have the stupid grapes. They are so green and probably sour, I don't want them."

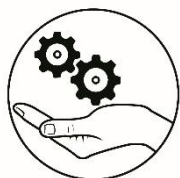
Comprehension Questions:

1. Why did the fox come into a vineyard?
2. How did he try to get the grapes?
3. What lesson can you get from this fable?

ANALYTIC RUBRIC FOR DIARY ENTRY

	Need Practice 2 pts	good 6 pts	very good 8 pts	Excellent 10 pts
Paragraph format and organization How the paragraph was organized.	Need Practice Student wrote 1 paragraph with many grammatical errors (articles, contractions, verb form and spelling). Did not follow directions. Not presented	good Student wrote 1 paragraph with many grammatical errors (articles, contractions, verb form and spelling). Did not follow directions.	very good Student wrote 2 paragraphs with no more than 6 grammatical errors (articles, contractions, verb form and spelling). Followed most of the directions.	Excellent Student wrote 2 paragraphs with 4 or less grammar errors (articles, contractions, verbs and spelling). Followed all instructions.
Grammar Sentence Structure: Subject - Verb	Need Practice Student has 6 or more grammatical errors or mistakes in verbs shift to past tense. (The sentence does not have a subject and or verb, not a right structure)	good Student has 7- 9 grammatical errors. or mistakes in verbs shift to past tense which makes communication difficult for reader	very good Student has 6 grammatical errors or mistakes in verbs shift to past tense. (The sentence has a subject and a verb. Right structure. They are used and placed correctly)	Excellent Student has 3 or less grammatical errors or mistakes in verbs shift to past tense. (The sentence has a subject and a verb. Right structure. They are used and placed correctly)
Past Simple Uses the Past Simple Tense	Need Practice The Past Simple tense usage interferes with	good The Past Simple tense usage is managed to	very good The Past Simple tense is 80 % correct and	Excellent The Past Simple tense is 90% correct and

	reader's comprehension, lacks of use of regular or irregular verbs or uses only present tenses to communicate	incorporate it to 1 paragraph however the ideas are no enough understandable.	students have managed to incorporate the Past Simple to 2 paragraphs in an understandable way.	students have managed to incorporate the Past Simple to the 2 paragraphs in a very creative way. (if possible used past progressive)
Content	Need Practice	good	very good	Excellent
Do the sentences in the paragraph express a complete thought?	There was no connection with the student's ideas with his/her chosen topic. Content is not clear to read	Student has minimal details in the presentation of his/her paragraph. Lacks of description	Student has included detailed information about the topic selected. Using a good description of the facts in the story.	There was a connection between his/her chosen topic and the student's ideas. There were clear ideas and descriptions of the actions.



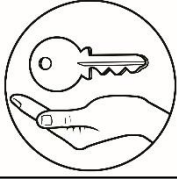
Additional Activities

Directions: Look for the past form of the following verbs inside the box.

d	e	k	a	b	t	t	o	o	k
m	j	d	d	s	y	c	z	n	g
s	n	e	e	d	w	x	a	k	t
o	k	h	s	m	t	r	m	e	r
n	m	g	s	l	d	m	i	j	a
h	d	u	i	e	r	n	s	p	c
t	s	a	k	n	o	q	a	l	e
n	e	l	l	t	v	o	w	e	d
e	a	i	j	z	e	s	r	f	f
w	a	n	t	e	d	s	a	t	h

- | | | |
|----------|-----------|----------|
| 1. leave | 6. see | 11. vow |
| 2. go | 7. kiss | 12. bake |
| 3. drink | 8. Trace | 13. sit |
| 4. walk | 9. drive | 14. take |
| 5. lend | 10. laugh | 15. want |

Good Job! You've completed the module!



Answer Key

What I Know

1. The children danced.
2. The teacher taught to her students.
3. The girl ate the cake.
4. The boy kicked the ball.
5. The woman and the boy brought some gifts.

What's More

1. A
2. B
3. C
4. D
5. A

What's In

Task 2 Grammar Exercises

1. went
2. was
3. visited, was
4. walked
5. went

B.

1. was
2. were
3. was
4. were

5. was
6. was
7. did
8. saw
9. did
10. Chose

What's New

1. The two characters were Peppermint Patty (with freckles) and Marcie (with eyeglasses).
2. They were supposed to read their sample essay on how they spent their Christmas vacation.
3. Marcie felt nervous and afraid.
4. Stage fright
5. They lost their balance and they fell off the stage
6. Wrote, went and looked

What Is It

Diary of a Stone Wall child

1. They went to the forest/woods.
2. Blackberries
3. Twenty four
4. Sight – berries, hills, camp, tipi
5. Taste – berries, baby deer's meat
6. He started to write with a statement and a question.
7. Narrative and descriptive paragraphs.
8. Community spirit, cooperation and sharing.

Additional Activities

1. left
2. went
3. drank
4. walked
5. lent
6. saw
7. kissed
8. traced
9. drove
10. laughed

11. vowed
12. baked
13. sat
14. took
15. wanted

Sensory Images

1. hills
2. fire
3. blackberries
4. rabbit skin
5. baby deer
6. camp
7. sun
8. fire
9. berries
10. rabbit skin

Assessment

1. You opened the door.
2. You wrote poems.
3. Richard played in the garden.
4. Kerry did not speak English.
5. Did you see the bird?

II.

1. shot
2. fell
3. knew
4. flew
5. found

III. Was/were

1. was
2. were
3. was
4. was
5. Were

IV. 1. The fox was very hungry.

2. The fox jumped up and up again until he was tired.
3. You hate what you cannot have. Nothing comes easy without hard work.

What I Have Learned

Venn diagram

Present Tense

Time Markers

now, today, everyday, always, sometimes, frequently, never

Past Tense

Time Markers

yesterday, last night, the other week, a week ago, hours ago, last month

References

A Charming Grandmother Going Out For A Walk (With images): Cartoon drawings, Cartoon clip art, Cartoon people. (n.d.). Retrieved from <https://www.pinterest.ph/pin/674484481669843674/>

A Grandfather Wearing His Glasses (With images): Old man cartoon, Family cartoon, Old man pictures. (n.d.). Retrieved from <https://www.pinterest.ph/pin/818107088529040526/>

"Banner Stock Children Clipart Transparent Background - Children Playing Clipart Transparent PNG - 710X356 - Free Download On Nicepng". 2020. *Nicepng.Com.*

https://www.nicepng.com/ourpic/u2w7y3t4o0i1w7o0_banner-stock-childrenclipart-transparent-background-children-playing/.

board table meeting images. (n.d.). Retrieved from

https://www.shutterstock.com/search/board+table+meeting?context_photo=14733&search_source=base_related_searches&ref_context=keyword

"Crib Clipart Cartoon, Crib Cartoon Transparent FREE For Download On Webstockreview 2020". 2020. *Webstockreview.*

[https://webstockreview.net/explore/crib-](https://webstockreview.net/explore/crib-clipartcartoon/)

[clipartcartoon/https://webstockreview.net/explore/crib-](https://webstockreview.net/explore/crib-clipartcartoon/)

[clipartcartoon/https://webstockreview.net/explore/crib-clipart-cartoon/](https://webstockreview.net/explore/crib-clipart-cartoon/).

"Download 2100K+ Free Clipart On Berserk On". 2020. *Berserkon.Com.* <https://berserkon.com/img/get>.

Fox and Grapes - Fables Exercises.(n.d.). Retrieved from https://first-english.org/reading_understanding/fables/03_fable_fox_and_grapes_exercise.htm

iRubric: RUBRIC WRITING PARAGRAPHS IN PAST SIMPLE. (n.d.). Retrieved from <https://www.rcampus.com/rubricshowc.cfm?code=HX462B8&sp=yes&>

Peanuts Specials (@peanutsspecials), *First appearance: January 16, 1985*, Twitter, January 17, 2018, <https://twitter.com/peanutsspecials/status/953339619948441600>.

"Policeman Captured Criminal , 4 PICS 1 WORD ANSWER Letter Police Officer Theft, The Police Seized The Prisoner Transparent Background PNG Clipart | Hiclipart". 2020. *Hiclipart.Com.* <https://www.hiclipart.com/free-transparentbackground-png-clipart-izqgn>.

"WAGOLL - Diary Of A Stone Age Child - Example Diary Text For Y3/4 English Recount Writing". 2020. *TES Resources.*

[https://www.tes.com/teaching-resource/wagoll-diary-of-a-stone-age-child-example-diary-text-for-y3-4-english-recount-writing-](https://www.tes.com/teaching-resource/wagoll-diary-of-a-stone-age-child-example-diary-text-for-y3-4-english-recount-writing-11983113?fbclid=IwAR3yZgbrOKFYrtQEhvYSxaMUksG8FkMJWsweg-rcDOKEwRMXBiXeHn_HwcM)

[11983113?fbclid=IwAR3yZgbrOKFYrtQEhvYSxaMUksG8FkMJWsweg-rcDOKEwRMXBiXeHn_HwcM](https://www.tes.com/teaching-resource/wagoll-diary-of-a-stone-age-child-example-diary-text-for-y3-4-english-recount-writing-11983113?fbclid=IwAR3yZgbrOKFYrtQEhvYSxaMUksG8FkMJWsweg-rcDOKEwRMXBiXeHn_HwcM).

Sample Analytic Rubric for Diary Entry - <https://www.rcampus.com/rubricshowc.cfm?code=HX462B8&sp=yes&>

For inquiries or feedback, please write or call:

Department of Education – Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax No.: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph