

7 Jin-Woo Was Working in His Office

Past Continuous

Target patterns: Past continuous
I was . . . -ing at (time)
I was . . . -ing to (purpose)

Communication skills: Talking about what you were doing
Giving reasons

Language sets: Routine words

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Warm Up

What Was I Doing?

Write a puzzle on the board similar to the one in the illustration. The sentences refer to things you were doing at specific times on one day recently. Give a series of hints—for example, “*It’s about me.*” (pause) “*Yesterday.*” Then, in pairs or groups, the students make similar puzzles for each other to solve.

He Was Falling Asleep

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where was he working?
What was he drinking?

Follow-up questions

What was Jin-Woo doing at eleven o’clock?
What were you doing at eleven o’clock last night?

Why was he falling asleep?
Why was he drinking coffee?

Comprehension – personalization

T: *Bedroom?*
S1: *Was Jin-Woo working in his bedroom?*
S2: *No, he wasn’t.*
S2: *Where was he working?*
S3: *He was working in his office.*
T: *You . . . three o’clock.*
S3: *Where were you working/studying at three o’clock this afternoon?*
S4: *I was . . . (I wasn’t working/studying).*
Continue in a chain.

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T: *Was he drinking coffee to lose weight?*
S5: *No, he wasn’t.*
Why was he drinking coffee?
S6: *To stay awake.*
T: *Why were you . . . (something that happened in the class a bit earlier)?*
S7: *To . . .*
Continue in a chain.

Personalization

The students ask each other what they were doing at particular recent times, and follow each question with “*Why?*”

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Warm Up

Purpose

Ask the students why we do something, for example, “*Why do we work?*” “*Why do we get married?*” etc. Encourage the students to give as many answers as possible starting with “*To.*” The students then do the activity in pairs or groups. If possible, the students can think of their own questions, but, if necessary, you can write questions on the board.

Marc Was Playing in a Rock Concert

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where are Manuel and Carmen going to go?
Why is Michelle going to study hard?

Follow-up questions

What were Marc’s fans doing at eleven o’clock?
What were you doing at eleven o’clock yesterday morning?

Why was Carmen eating a lot?
What do you do a lot?
Why?

Comprehension – personalization

T: *Marc was playing in the park.*
All students:
No! He was playing in a rock concert!

Compass Publishing

T: *His fans were sleeping.*

All students:

No! They were shouting and screaming.

T: *They were climbing onto the stage to hit him.*

All students:

No! They were climbing onto the stage to touch him.

T: *Carmen – dreaming about?*

S1: *What was Carmen dreaming about?*

S2: *She was dreaming about being a famous tennis player.*

T: *Why was she eating a lot?*

S3: *To try to forget that she was lonely.*

T: *Do you . . . a lot?*

S4: *Yes I do/No, I don't.*

T: *Why?*

S5: *To . . .*

Continue in a chain.

T: *What were you doing at six o'clock in the evening on July 15th 2011?*

S1: *I think I was . . .*

T: *Why?*

S1 *To . . .*

Continue in a chain.

Personalization

The students ask each other “*Why do you . . . ?*” questions. The student answering tries to give more than one answer, starting with “*To . . .*”

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I went shopping.

I was having breakfast.

I was waiting at a bus stop.

Controlled Practice

At Ten O'clock

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He was shaving.*

3. *He was exercising.*

4. *She was reading a magazine.*

5. *He was robbing a bank.*

6. *She was flying a plane.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I was working in my office at four o'clock yesterday afternoon.

I was driving my car at six o'clock yesterday evening.

I was watching a movie at ten o'clock last night.

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Warm Up Making Accusations

Make humorous accusations against students—for example, “*At eight o'clock last night, you were having dinner with . . .*” Encourage them to deny the accusations and say what they were really doing. The students can then do the activity in pairs or groups. They can take turns making accusations about what the other student(s) were doing at a particular time.

The Dog Was Tired

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why did she get into Bruce's car?

Why did she go home so late?

Follow-up questions

Why was she walking in the park with Bruce?

What were you doing at three o'clock yesterday afternoon?

Why?

Why was she holding Bruce's hand?

What were you doing at eight o'clock last night?

Why?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student asks the other what he/she was doing at a particular time, is suspicious about his/her answers, and asks follow-up questions. The students then exchange roles.

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Communication Activities

A. Witnesses

A student from one team flashes a picture for a fixed amount of time (one or two seconds for a simple picture). The picture should include some people performing actions. He/She then asks the other team a fixed number of questions about what people in the picture were doing. The other team gets a point for each correct answer.

B. Last Sentences

Put the class in teams. A student from one team asks "Why do we/people . . . ?" (e.g. "Why do we get up in the morning?") The students take turns giving different answers starting with "To." The aim is to be the team that makes the last sentence.

C. What Was Happening?

1. Cut one set of *Who?* *What?* and *Where?* cards into separate cards and place another set where all the students can see it.
2. Shuffle the *Who?* *What?* and *Where?* cards separately, and secretly remove one card of each type (these cards show what crime has been committed, where it was committed, and who the villain was).
3. Mix the other cards together and deal them out.
4. The students look at their cards and take turns making guesses (e.g. "I think Robin Hood was assassinating the president in Chicago"). Another student who has one of these cards can say "No, he wasn't!" taking a card at random from the guessing student's hand, and then making his/her own guess. The game continues until someone guesses

correctly.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

- Man: *What problems are there in your neighborhood?*
- You: *There are too many cars, and there aren't enough good restaurants.*
- Man: *What problems are there in your city?*
- You: *There are too many people, and there isn't enough green.*
- Man: *What problems are there in your country?*
- You: *There's too much crime, and there aren't enough jobs.*

Picture prompts

- He's getting used to living on an island.*
- He's learning to ride a horse.*
- He's trying to tell jokes.*
- She believes in Santa Claus.*
- He believes in ghosts.*
- He believes in vampires.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.