



# What were you doing?

 **EAE Learning objectives for this lesson** 

Learn about and practice using the past continuous.  
Learn about different body parts and movements.

## Introduction – Questions and Answers

- 1, What were you doing yesterday?
- 2, What were you doing on the weekend?
- 3, What were you doing after school/work yesterday?
- 4, What do you like to do to keep fit? How often do you do it?
- 5, What part of the body do you think is the most important for a human? Why?



## Activity One – Match up

Match the word with the correct definition and picture

- A, Eyes
- B, Nose
- C, Tongue
- D, Head
- E, Legs
- F, Knee
- G, Teeth
- H, Elbow

- 1, The upper part of the body for humans
- 2, The movable organ in the mouth
- 3, Two limbs used to help humans walk.
- 4, The organ of sight.
- 5, Part of the body to help you smell.
- 6, Joint of the body which allows us to bend our arm.
- 7, Joint of the leg which allows movement
- 8, In the mouth, used to chew food.

### **Activity Two – Whole body slap**

The teacher will say a body part and you must touch that body part as quickly as possible. The students will then be the ones to call out the parts

Make it more difficult by calling out more than one body part.

### **Activity Three – Bingo**

Write down four body parts on a grid

Once a the picture of a body part is shown, call out the body part and cross it off your grid. The first person to get three body parts crossed off wins

Example grid -

<b>Teeth</b>	<b>Foot</b>
<b>Elbow</b>	<b>Knee</b>

### **Activity Four – What is the past continuous?**



#### **The Past Continuous:**

The past continuous tense is used to describe actions that began in the past and often continued for a short period of time after the action started. This tense describes actions or events that happened at a specific time in the past. These actions are usually no longer happening at the time the sentence is being said or written.

It can also be used for an interrupted action

It is formed like this: Subject + was/were + verbING

- Statement: You **were studying** when she called.
- Question: **Were** you **studying** when she called?
- Negative statement: You **were not studying** when she called. (weren't studying)

### **Activity Five – Gap fill**

Fill in the gaps with the correct form in the past continuous (was happening) or the present continuous tense (happening now)

- 1, I \_\_\_\_\_ TV when she called. (watch)
- 2, Sammy \_\_\_\_\_ for us when we got off the plane. (wait)
- 3, I \_\_\_\_\_ to my iPod, so I didn't hear the fire alarm. (listen)
- 4, I \_\_\_\_\_ dinner when she arrived. (make)
- 5, What \_\_\_\_\_ now? (do)
- 6, I \_\_\_\_\_ when I was 21 (study)
- 7, What \_\_\_\_\_ she \_\_\_\_\_ that smelt so good? (cook)
- 8, I \_\_\_\_\_ when I suddenly saw a fox
- 9, I promise \_\_\_\_\_ when you fell in the river (not laugh)
- 10, I \_\_\_\_\_ sitting in the English classroom (sit)

## Activity six – Listening comprehension

Fill in the gaps of the song below  
Ed Sheeran, shape of you

The club isn't the best place to find a lover  
So the bar is where I \_\_\_\_\_  
Me and my friends at the table doing shots  
Drinking fast and then we talk \_\_\_\_\_  
Come over and start up a conversation with just me  
And trust me I'll give it a chance \_\_\_\_\_  
Take my hand, stop, put Van the Man on the jukebox  
And then we start to \_\_\_\_\_, and now I'm \_\_\_\_\_ like

Girl, you know I want your \_\_\_\_\_  
Your love was handmade for somebody like \_\_\_\_\_  
Come on now, \_\_\_\_\_ my lead  
I may be crazy, don't mind me  
Say, boy, let's not \_\_\_\_\_ too much  
Grab on my waist and put that \_\_\_\_\_ on me  
Come on now, follow my lead  
Come, come on now, follow my \_\_\_\_\_

I'm in love with the \_\_\_\_\_ of you  
We push and pull like a magnet do  
Although my \_\_\_\_\_ is falling too  
I'm in love with your \_\_\_\_\_  
And last night you were in my room  
And now my bedsheets smell like you  
Every day discovering something brand \_\_\_\_\_  
I'm in love with your \_\_\_\_\_  
Oh—I—oh—I—oh—I—oh—I  
I'm in love with your body  
Oh—I—oh—I—oh—I—oh—I  
I'm in love with your body  
Oh—I—oh—I—oh—I—oh—I  
I'm in love with your body  
Every day discovering something brand new  
I'm in love with the \_\_\_\_\_ of you

One week in we let the story begin  
We're going out on our first \_\_\_\_\_  
You and me are thrifty, so go all you can \_\_\_\_\_  
Fill up your bag and I fill up a plate  
We talk for hours and hours about the sweet and the sour  
And how your \_\_\_\_\_ is doing okay  
Leave and get in a taxi, then kiss in the backseat  
Tell the driver make the radio play, and I'm \_\_\_\_\_ like



**Activity seven – What was happening in the video**

<https://www.youtube.com/watch?v=LLV5SOYQirE>

Shape Of You - Ed Sheeran - Fitness Zumba Dance Video – Choreography



Tick when you see these actions below (number them in the order you see them performed)

<b>Hop</b> up and down	
<b>Slide</b> their legside to side	
<b>Hold</b> their hand in the air	
<b>Jump</b> their feet in and out	
<b>Raise</b> their arms up and down	
<b>Swing</b> their arms	
<b>Turn</b> their body around	
<b>Tap</b> their toes	
<b>Punch</b> their arms to the side	
<b>Bend</b> their knees in and out	

Now tell your teacher the order you saw them performed using the past continuous

He was swinging his arms

**Activity eight – Follow the instructions**

Now in partners, one person will give the other instructions on the movements they have to do

e.g. Clap your hands

**Activity nine – What were you doing?**



Discuss with your partner what you were doing at a certain point in your life in the past and what you are doing right now.

learning objectives

How far have you got?

easy access english

Fill in the bars to show your progress