

# MINI-CONVERSATIONS

## PAST CONTINUOUS

This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2.  
Approximate Time: 15 minutes.



2:00 a.m.	1:00 p.m.
6:00 a.m.	1:30 p.m.
6:30 a.m.	2:15 p.m.
7:45 a.m.	2:45 p.m.
8:15 a.m.	3:30 p.m.
9:00 a.m.	5:00 p.m.
9:30 a.m.	6:00 p.m.
10:00 a.m.	8:15 p.m.
11:15 a.m.	10:45 p.m.
noon	midnight

Write this conversation model on your board.



### PAST CONTINUOUS

**A:** What were you doing at ..... yesterday?

**B:** I was (*verb + ing*).

**A:** Where were you (*verb + ing*)?

**B:** I was (*verb + ing*) + (*place*).

**A:** Why were you (*verb + ing*)?

**B:** I was (*verb + ing*) because (*reason*).

**A:** Were you having a good time?

**B:** Yes, I was. / No, I wasn't.

**A:** Continue with your own Questions and Answers!

**Grammar Focus** Past Continuous

**Level** Elementary to Intermediate (CEFR A2 to B1)

## ACTIVITY NOTES

### Getting the Conversation on the Board

First, write the conversation in the box on the board.

Better yet, give one of your learners the conversation who will then dictate it to a classmate to write on the board.

You might even consider dividing the board in half, with 'A' lines on one side and 'B' lines on another side – and having two learners dictate the 'A' and 'B' lines to two classmates at the board simultaneously. The end result should look something like this:

<b>A.</b> What were you doing at 2:00 in the morning?	<b>B.</b> I was watching TV.
<b>A.</b> Where were you watching TV?	<b>B.</b> I was watching TV in the living room.
<b>A.</b> Why were you watching TV?	<b>B.</b> I was watching TV because there was a great movie on.
<b>A.</b> Were you having a good time?	<b>B.</b> Yes, I was.

Still another option is to have the learners face away from the board while they dictate the lines. This makes the exercise even more fun and more challenging (a little like conveying information over the phone).

### Practicing the Conversation and the Grammar Target

**MODEL**

After the conversation is on the board (with any mistakes corrected), drill it once or twice with your class.

Erase the time ('2:00 in the morning') from the board.

Then, ask one of your students to come to the front of the classroom to help you model the conversation. Demonstrate how to use the cue cards.

**PRACTICE**

All the students should stand up and be given one of the cue cards. Have two students model the exercise one more time – this time with different cue cards.

After they both have turns being both the 'A' and 'B' students, have them exchange cards and continue with new classmates.

Monitor your learners carefully, and encourage more questions to continue the conversation. For example, 'What kind of movie were you watching?' and "Are you tired now?" etc.