

LESSON PLAN

Class: A2, 10-12 years old

Topic: Past Continuous Tense for Interrupted Actions

Length of lesson: 60 mins

Date: xxx

Number of students: 12

Lesson type: Grammar

Lesson aim: By the end of this lesson, students will be better able to use the past continuous tense for interrupted actions to discuss actions in progress that were interrupted by another action.

Lesson objectives:

- Identify the sentence structure for the past continuous tense for interrupted actions.
- Compose sentences with the past continuous tense for interrupted actions.
- Explain when to use the past continuous tense for interrupted actions.

Materials and equipment:

- Laptop, desktop, tablet, or smartphone
- Reliable internet connection
- Headset with microphone (required for the teacher, optional for students if they have a built-in microphone, but recommended)
- Camera

- Video conferencing software (ex.: Zoom, Google Meet, etc.) - If needed, the teacher will send the link to students. (*Note: Google Meet's whiteboard will not display on phones*).
- Notebook, writing utensils (optional)

Anticipated problems:

1. Students may confuse when to use was/were.
2. The students speak the same L1 so may be reluctant to speak English.
3. The Wi-Fi signal could be weak.
4. Students may have a weak internet connection.

Solutions:

1. Highlight the difference throughout the lesson.
2. Remind students to only speak English in class as needed.
3. Try to be as close to the router as possible. Have a backup ready in case Wi-Fi goes down.
4. Suggest they log off and back on. Suggest they turn their camera off.

Stage 1	Timing	Interaction	Teacher Activity	Student Activity
<p>Warmer</p> <p>Aim Greet the students online. To set the context for the lesson.</p>	2 mins	T-C	<p>Note: Provide students with links and codes for the presentation.</p> <p>The teacher's welcome screen is displayed. Greet students as they join the lesson.</p>	Students use the link to join the lesson.
	2 mins		<p>Display the next slide.</p> <p>Have students view images A and B on the screen and type a sentence for each describing what they see clicking Submit when done. <i>(If your presentation is not interactive, use the Chat feature or students can answer verbally.)</i></p>	Students type and submit a sentence for each image describing what they see.
	3 mins	O/C	<p>Review the responses and type words or sentences on the screen produced by the students to elicit the targeted language in the Presentation stage. <i>(Note: You can select the platform you want to use to type and display text.)</i></p>	Students verbally review the sentences they wrote with the teacher and the class.

(7 mins)		Sample responses: <i>Susie is running. Her dog is watching her run.</i>	
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Stage 2	Timing	Interaction	Teacher Activity	Student Activity
<p>Presentation</p> <p>Aim To introduce students to the past continuous tense for interrupted actions.</p> <p>Check understanding.</p>	2 mins	T-C	<p>Elicit target language. Praise the students for their responses.</p> <p><i>Note: Responses might include “is/are.” Ask students if that means the action is currently happening. What verb “to be” makes the action present tense?</i></p> <p>Lead into your target language, “So based on your responses, was Susie running on the treadmill?” (<i>Write the question on the screen.</i>) The class responds “Yes.”</p> <p>“Great! How would you answer that in a complete sentence?”</p>	<p>The class responds.</p> <p>The class confirms by answering “Yes” as a chorus.</p>

Note: Confirm that “running” is a verb, but with “ing,” we can refer to running as a present participle.

Subject/Noun To be Present participle
(verb ending in “ing”)

Susie was running

Ask, “**What happened when Susie was running on the treadmill?**”
Review the responses on the screen provided earlier.

Start typing the second sentence on the screen with the help of the class leaving a blank space after the first action (you will eventually write the subordinate conjunction in this space).

Students can write the sentence in their notes area.

Ex.: Susie was running on the treadmill _____ her dog walked in.

The class reviews verbally with the teacher.

				Students write the sentence using their notes area.
	3 mins	T-C	<p>Label the sentence with the help of the class. Point to the sentence on the board and ask:</p> <ol style="list-style-type: none"> 1. What is the continuous action? 2. What action interrupted the continuous action? (<i>The teacher can point out that this action is in the past simple form.</i>) 3. What word connects the two actions? <p><i>Praise their responses and confirm "that the second action is connected by adding a subordinating conjunction" (Grammarly, n.d.), in</i></p>	The class responds to the teacher's question as a chorus to label the sentence.

	(20 mins)		<p>this example “when,” so now this sentence is past continuous with an interrupted action.</p> <p style="text-align: center;"> <i>past</i> <i>subordinating</i> <i>action that</i> <i>continuous</i> <i>conjunction</i> <i>interrupted</i> Susie was running when her dog walked in. </p>																									
	2 mins	T-C	<p>Elicit a negative form of “to be” using the image and ask, “Were they swimming when it started to rain?” Wait for the response and review the next slide (5) displaying the table below explaining the negative form of “to be,” written out/contractions.</p> <table border="1" data-bbox="921 1036 1390 1289"> <tr> <td>I was not tired this morning.</td> <td>OR</td> <td>I wasn't tired this morning.</td> </tr> <tr> <td>You were not crazy.</td> <td>OR</td> <td>You weren't crazy.</td> </tr> <tr> <td>He was not married.</td> <td>OR</td> <td>He wasn't married.</td> </tr> <tr> <td>She was not famous.</td> <td>OR</td> <td>She wasn't famous.</td> </tr> <tr> <td>It was not hot yesterday.</td> <td>OR</td> <td>It wasn't hot yesterday.</td> </tr> <tr> <td>We were not invited.</td> <td>OR</td> <td>We weren't invited.</td> </tr> <tr> <td>You were not at the party.</td> <td>OR</td> <td>You weren't at the party.</td> </tr> <tr> <td>They were not friends.</td> <td>OR</td> <td>They weren't friends.</td> </tr> </table> <p style="text-align: center;">Woodward, 2024</p>	I was not tired this morning.	OR	I wasn't tired this morning.	You were not crazy.	OR	You weren't crazy.	He was not married.	OR	He wasn't married.	She was not famous.	OR	She wasn't famous.	It was not hot yesterday.	OR	It wasn't hot yesterday.	We were not invited.	OR	We weren't invited.	You were not at the party.	OR	You weren't at the party.	They were not friends.	OR	They weren't friends.	The class responds to the teacher’s question.
I was not tired this morning.	OR	I wasn't tired this morning.																										
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	<p>2 mins</p> <p>(22 mins)</p>	<p>T-S</p>	<p>Ask the question again and select a student to respond in a full sentence using a negative form from the first column. <i>They were not swimming when it started to rain.</i></p> <p>Select another student to complete the sentence using a contraction. <i>They weren't swimming when it started to rain.</i></p> <p>Write both sentences on the screen.</p> <p>Students can write the sentences in their designated notes area.</p> <p>Praise the class for their work.</p>	<p>The student responds to the teacher.</p> <p>The student responds to the teacher.</p> <p>Students write the sentences in their notes area.</p>
	<p>3 mins</p>	<p>T-C</p>	<p>Check form. Point to examples on the screen and ask:</p> <ol style="list-style-type: none"> 1. What is the past tense of "to be" in this sentence? 	<p>The class responds to the teacher's questions as a chorus.</p>

	(28 mins)		<ol style="list-style-type: none">2. What verb is the present participle ending in “ing?”3.4. What is the subordinating conjunction connecting the two actions? <p>Check concept. Ask concept questions to check if the students understand the function and how the target language is used.</p> <p>Point to sentences on the board and ask:</p> <ol style="list-style-type: none">1. Are we talking about the present, past, or past continuous with an interrupted action? Past continuous with an interrupted action.2. Which action happens first?3. Was this first action in progress before the second action interrupted it? Yes4. Are both the actions in the past tense?” Yes	
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Stage3	Timing	Interaction	Teacher Activity	Student Activity
Practice Stage Aim To practice using the past continuous tense for interrupted actions.	6 mins	Individual	Share the activity link in the chat and allow students to work on their own to complete the activity. https://www.ivennie.com/english-quiz	Students complete the activity.
	4 mins (38 mins)	O/C	The teacher reviews the correct answers with the students. Praise the students on their work. Ask if there are any questions.	Students provide answers with the teacher. Feedback is given for incorrect answers.
Stage 4	Timing	Interaction	Teacher Activity	Student Activity
Production Stage Aim Students will work together to form a question and response based on the past continuous tense for interrupted actions.	2 mins	T-C	Activity Explanation <i>Note: Before the course, the teacher creates three breakout rooms if available on their platform.</i> The teacher assigns three groups of four. Group members are assigned a number between 1-4. Based on the assigned number, the member in each group performs the instruction next to their number below:	

			<p>#1 - Ask a question to elicit a past continuous response. (<i>For example, Were you at the store today?</i>).</p> <p>#2 - Answer the question with the correct verb to be.</p> <p>#3 - Supply the subordinating conjunction.</p> <p>#4 - Provide an action in the past simple form that causes an interruption.</p>	
	5 mins	Ss-Ss	Groups develop their sentences. The teacher monitors the breakrooms making sure only English is spoken.	Groups develop their sentences based on the teacher's instructions.
	4 mins	O/C	Groups return to the main room. The teacher calls on each group to read their dialog typing each on the screen.	Groups go through their dialogue.
	(49 mins)		Praise students for a well-done job! The teacher reviews any incorrect questions/sentences for groups to correct.	Groups make corrections if needed.
Stage 5	Timing	Interaction	Teacher Activity	Student Activity

<p>Plenary</p> <p>Aim Confirm students understood the lesson.</p>	<p>4 min</p> <p>(55 mins)</p>	<p>TC</p>	<p><i>Display slide 6 to start the review. Display slides 7-10 for the questions displayed.</i></p> <p>Your mom or dad asks what you learned in class today. Answer the following:</p> <ol style="list-style-type: none"> 1. When do you use the past continuous tense for interrupted actions? 2. What verbs “to be” do you use in the past continuous tense? 3. Interrupted verbs within the past continuous tense end with? 4. What subordinate conjunction was used to connect actions to create the past continuous tense for an interrupted action? <p>Display the final slide and finish up.</p>	<p>The class responds. The teacher scans the screen to ensure all students are responding.</p>
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Adelaide, A. (2024, September). *The verb to be in past simple tense: How to use it, examples, & exercise*. Preply. [The Verb "To Be" In Past Simple: How to Use It \(+ Exercise\)](#)

Grammarly. (n.d.). Past continuous tense: How and when to use it, with examples. [Past Continuous Tense: How and When to Use It | Grammarly](#)

Woodward Education. 2024. *To be - past tense*. Grammar. [To Be in Past Tense | WAS and WERE | Learn English Grammar with Woodward English](#)