



LEVEL 1
LESSON 42
I WAS MINDING MY OWN BUSINESS

Topics Describing ongoing past activities Asking about past events Giving information about past events Describing a sequence of events	Prepare Before Class Two Student A & Student B Activity Sheets Images of or books about famous detectives
Learning Strategy Read Between the Lines	Goals Grammar: reflexive pronouns; while-clauses; past continuous tense Speaking: reflexive pronouns: herself, ourselves, and yourself Pronunciation: pronouncing /didjə/

Day 1

Introduce the Lesson Topic

Tell students, “We’re going to solve a mystery today. We can be detectives - like Sherlock Holmes. Do you like mysteries?” Give students time to respond and make sure they understand the concept of a mystery and the word detective.

Compare television or literature mysteries that are popular in the students’ home culture(s), for example, Edgar Allan Poe or Agatha Christie in English-speaking literature, Arturo Perez-Reverte in Spanish literature, Josef Skvorecky in Russian literature, and Jose Luis Borges in Argentina. Ask students to tell you their favorite detective or mystery film or television series.

Continue, “How do detectives solve mysteries? They listen to people and think about what the people are not saying directly. We call that ‘reading between the lines.’” Give an example of a classroom situation: “Let’s say I tell you, ‘Be sure to review this lesson before Friday.’ You can *read between the lines* and guess that I will give you a quiz on Friday.”

Say, “We will practice telling stories too.”

Teach the Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Present the Conversation

Tell students that in the video Anna sees a crime and tries to help find the robbers. She hurts her arm. That is the mystery. The news reporter Guy Newsman wants to know, “How did she hurt herself?” Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 42

1. Listen:

Is that when you hurt your arm?

Speak:

Is that _____ you hurt _____ arm? (when, your)

3. Listen:

While I was running I tripped and fell.

Speak: While I _____ running I

_____ and fell. (was running, tripped, fell)

2. Listen:

No, at that time I was not fighting the robbers.

Speak:

No, at that time I _____ not _____ the robbers. (was, fighting)

4. Listen:

And that's when you hurt your arm!

Speak:

And that's _____ you _____ your arm! (when, hurt)

Ask students, “Did you notice when Anna said, ‘I was minding my own business?’ She is using the past continuous tense.” Write on the board:

BE (past) + Verb + ing = past continuous

Ask students to find other sentences with the past continuous tense in the conversation.

Write them on the board:

I was yelling

She was yelling

Point out that the above sentences tell us about one action. Contrast the next sentences:

It looks like she hurt herself while she was trying to stop the crime.

Well, I had time while I was resting on a bench.

While I was running, I tripped and fell.

While I was lying on the ground, someone stepped on my arm!

Ask students, “How many actions are in these sentences?” Point to the first sentence to identify the phrases, ‘hurt herself’ and ‘was trying to stop the crime.’ Explain, “These sentences use ‘while’ and the past continuous to tell us that there was an action going on for some time, then one or more other actions or events happened during that time.”

Ask students to come up with some examples from their own lives. Possible answers may be:

While I was sitting at my desk last night, I did my homework.

I sang a song while I was walking to school.

Point out that the verb for the *second* action is in the **simple past tense** in these sentences. Explain, “Sometimes, people leave out the ‘while.’ Look at what Guy said: ‘You hurt your arm in a vending machine buying a bag of chips?’”

Say, “You can also say it this way: ‘You hurt your arm in a vending machine while you were buying a bag of chips?’”

Day 2

Learning Strategy

Remind students of the question the news reporter asked in the conversation for this lesson: “Anna, what did you see and what happened to your arm?”

Continue, “In this lesson, Guy, the reporter, uses a strategy we can call, ‘read between the lines.’ That means he makes a guess, based on his understanding and what he hears Anna saying.

How many times does he guess how she hurt her arm?” Give students a chance to look at the conversation and tell you the times he asks about her arm (he makes five guesses).

“When you watched this video (or listened to the conversation), What did you think? Did you guess that she hurt her arm falling or fighting the robbers?” Give students a chance to respond, telling you what event they thought was the accident that hurt Anna’s arm.

Continue, “Now you can ‘read between the lines’ like all good detectives. And when you read in English, you can do the same thing to guess at the meaning of the writer.”

Speaking Practice

After the key words, the video teaches how to use reflexive pronouns like herself, ourselves, and yourself.

Speaking Practice Script – Lesson 42

1. In this lesson you hear a new kind of pronoun. Listen to the news reporter.

Guy: It looks like she hurt herself when she was trying to stop the crime.

When the news reporter says, “It looks like she hurt herself,” he is using the reflexive pronoun “herself.”

2. We use a reflexive pronoun when the same person is the subject and the object of the sentence. In the example that you just heard, the meaning is “It looks like Anna hurt Anna.”

Anna is the subject of the sentence and also the object, or the thing that receives the action of the verb.

3. Listen to another example from this lesson:

Guy: Okay we have to find “ourselves” another story, guys.

In this sentence, Guy is saying that he and his crew have to find a more interesting news story. He uses the reflexive pronoun “ourselves.”

Notice the spelling change: the letter “f” in self changes to “ves” when the word is plural.

4. Here is a chart that shows the pronouns we have learned and let’s learn English Up to now. Say the new ones with us. Note the spelling changes in the plural forms.

myself	itself
yourself	ourselves
herself	yourselves
himself	themselves

Make a sentence with these two ideas:

Listen:

I made cookies.

The cookies are for me

Speak:

I made cookies for _____. (myself)

Pronunciation Practice

The Pronunciation Practice video teaches how English speakers pronounce the words “did you” quickly and learn to say them as /didjə/.

Pronunciation Practice Video Script – Lesson 42

1. When English speakers pronounce the words “did you” quickly, they usually say them as /didjə/. Listen to the reporter asking Anna a question.
Guy: Anna, What did you see and what happened to your arm?

2. Now you try it.
Listen to this sentence. Then say it quickly and pronounce “did you” as /didjə/.
How did you hurt yourself?
Speak:
How _____ hurt yourself? (/didjə/)

Activity

Give students copies of the Activity Sheets. Half of the class should get the two Student A sheets and the other half should get the two Student B sheets. Explain, “We will play a fun game and practice the reflexive pronouns and the past continuous today.”

First, ask students to complete the box at the top left and the bottom left side. They can check their words with their partner.

This activity is like the game, ‘Mad Libs.’” Have two students come to the front to demonstrate the activity. Give each of them one of the two worksheets.

Ask Student A to give you any verb in the past continuous form. For example, ‘was eating.’ Then, instruct Student B to insert the verb into the first sentence with a blank, as in “ Next, while I was eating the bus to work...”

After students laugh, suggest that the partner come up with a correct verb for the sentence, such as “was riding.” Explain that in the “Mad Lib” game, the sentences don’t have to make sense, as long as the verb structure is correct. The object is to have fun with the strange pairings of verbs and pronouns.

Have students form partners do the activity sheets together. When students have finished, ask several pairs to tell you the funniest sentences they came up with.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, "Today my boss will tell me what she thinks of my work. Is it good? Or is it bad?"
2. Ms. Weaver says, "As you know, at the start of a new year we have a work review."
3. Ms. Weaver says that Anna's audience is going "Down, down, down!"
4. Ms. Weaver's posters say, "If at first you succeed, you will be a success," "Working hard looks hard because it really is hard" and "Teamwork works best with a team."
5. Anna says, "Our audience is not big enough."

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Students may choose one of these topics:

1. In this lesson, Anna hurt herself in the vending machine. Did you ever hurt yourself by accident? What were you doing when you hurt yourself?
2. Tell about a mystery in your own life. You may tell about a real event or one that you imagine.

Give students time to write. If time allows, have students share their writing with a partner.

Conversation

- Guy: Hello. I'm Guy Newsman with News Channel XYZ. I'm here in Washington, D.C. at the scene of a crime. We are talking with this woman. She saw the crime during her lunch break. It looks like she hurt herself while she was trying to stop the crime. Tell us your name.
- Anna: Hi, Guy. I'm Anna.
- Guy: Anna, what did you see and what happened to your arm?
- Anna: Guy, I was minding my own business. See, I work over there.
- Guy: Um-hum
- Anna: I left work to get some lunch. Then suddenly, I heard a woman yelling. She was yelling like this ... "Help! Help!"
- Guy: Um-hum
- Anna: Two robbers were grabbing her bag like this. She was hitting them with her umbrella.
- Guy: Is that when you hurt your arm?
- Anna: No. At that time, I was not fighting the robbers.
- Guy: Um-hum.
- Anna: See. I was too far away and I didn't have my own umbrella.
- Guy: So, what happened next?
- Anna: They grabbed her bag and ran away! So, I grabbed her umbrella and ran after the robbers.
- Guy: Then that is the time that you hurt your arm?
- Anna: No. I was yelling, "Stop, robbers! Stop!" She was yelling, "Hey, come back with my umbrella!"
- Guy: Were you afraid?
- Anna: I had no time to be afraid, Guy. Well, I had time while I was resting on a bench. I had a lot of time.
- Guy: Then what happened?
- Anna: The robbers got on a bus. So, I ran after the bus.
- Anna: While I was running, I tripped and fell.
- Guy: And that is the time that you hurt your arm?
- Anna: No. While I was lying on the ground, someone stepped on my arm!
- Guy: Ouch. That's too bad.
- Anna: Yeah. And they didn't apologize. Well, then the robbers got themselves kicked off the bus.
- Guy: Why?
- Anna: They didn't pay. You've got to pay when you get on a bus. The police came and took them away.
- Guy: And that's when you hurt your arm!

Anna: No.

Guy: Then, when did you hurt yourself?

Anna: Well, Guy, by this time, I was feeling very hungry. So, I went to my office to get a snack.

Ms Weaver: Anna, I'm calling for help right now.
(on the phone) Hello? Yes, please come right away. My co-worker is stuck in a vending machine.

Guy: You hurt your arm in a vending machine buying a bag of chips?

Anna: I was really hungry and the bag was stuck. I had to -

Guy: That's all from News Channel XYZ. This is Guy Newsman saying goodbye.

Guy: Okay, we have to find ourselves another story, guys.

Anna: Until next time! Hi Mom!!

Key Words

arm - *n.* either one of the two long body parts that join the top of your body at the shoulder and that end at the hand or wrist

chips - *n.* thin, hard, and usually salty pieces of food

crime - *n.* an illegal act for which someone can be punished by the government

fall (past tense: fell) - *v.* to come or go down suddenly from a standing position

grab - *v.* (past participle: grabbing) to quickly take and hold (someone or something) with your hand or arms

ground - *n.* the soil that is on or under the surface of the earth

kick off - *phrasal verb.* (past tense: kicked off) force (someone) to leave

lie - *v.* (gerund: lying) to be in a flat position on a surface

minding my own business - *idiom.* doing what you normally do and not bothering anyone

robber - *n.* a criminal who steals money or property or a thief who robs people

snack - *n.* a small amount of food eaten between meals

step - *v.* to put your foot down — usually + in or on

stuck - *adj.* difficult or impossible to move from a position

trip - *v.* (past tense: tripped) to fall or nearly by accidentally hitting your foot on something as you are walking or running

umbrella - *n.* a device that is used for protection from the rain and sun

vending machine - *n.* a machine that you put money into in order to buy food or drinks

Quiz - Level 1, Lesson 42 - I Was Minding My Own Business

Listen. Circle the letter of the correct answer.

1. Why does the reporter want to talk with Anna?

- a. He wants to learn about Washington DC.
- b. She was the victim of a crime.
- c. He wants to find out how she hurt her arm.
- d. She was watching the police stop a crime.

5. What did Anna do?

- a. Anna hit the robbers with an umbrella.
- b. She grabbed the robbers and ran with them.
- c. Anna took the woman's umbrella and ran.
- d. She grabbed the woman's bag and ran away.

2. What was happening to the woman?

- a. She was taking Anna's umbrella.
- b. Two robbers were taking her bag.
- c. She was taking a bag from Anna.
- d. Two robbers were hitting her.

6. When did Anna have time to be afraid?

- a. When she was running after the robbers.
- b. After the robbers took the bag.
- c. When she was resting on the bench.
- d. Before she went back to work.

3. What strategy is Guy using when he asks, "Is that when you hurt your arm?"

- a. Personalize
- b. Cooperate
- c. Use Selective Listening
- d. Read Between the Lines

7. Why did Anna fall?

- a. Anna fell off of the bus.
- b. She was getting on a bus quickly.
- c. The bus ran into Anna.
- d. She tripped while she was chasing the robbers.

4. Why could the robbers run away from Anna?

- a. She was too far away and didn't have her umbrella.
- b. The robbers hurt her arm.
- c. She was too afraid of them and it was raining.
- d. The robbers took her umbrella.

8. How did Anna hurt herself?

- a. Anna tripped and fell on a bag of chips.
- b. She was trying to get a bag of chips from a machine.
- c. Anna fell when she was going back to work.
- d. She was helping Ms. Weaver move a vending machine.

STEP 1

Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

STUDENT A

eat



You were eating dinner.

study



I _____ math.

drive



she _____ to work.

fight



We _____ .

Please give me a past continuous verb!

Please also give me a reflexive pronoun!

me

myself

you

her / him

it

us

you (plural)

they

was cooking

myself



STEP 2

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

STUDENT A

The Worst Day Ever

Yesterday was the worst day
of my life.

First, while I was cooking breakfast,
(past continuous verb)

I burned myself ! Then, while
(reflexive pronoun)

I my car to school,
(past continuous verb)

a self-driving car crashed
(reflexive pronoun)

into me! I got to work okay. But then,

when my friends and I
(past continuous verb)

 on our project, my
(past continuous verb)

friends started fighting and got

 kicked out!
(plural reflexive pronoun)

What a horrible day!



STEP 1

Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

STUDENT B

play



You were playing tennis.

ride



I _____ a horse.

talk



she _____ to me.

relax



We _____ .

Please give me a past continuous verb!

Please also give me a reflexive pronoun!



me

myself

you

her / him

it

us

you (plural)

they

was sleeping

themselves



STEP 2

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

STUDENT B

The Best Day Ever

Yesterday was the best day
of my life.

First, while I was sleeping, my
(past continuous verb)
children made themselves, breakfast
(reflexive pronoun)
so I did not have to wake up early!

Next, while I _____ the bus to work,
(past continuous verb)
my boss called and said all my co-workers
and I could have the day to _____.
(reflexive pronoun)

Then while my family _____ in the
(past continuous verb)
garden, the ice cream truck came and we

bought _____ ice cream!
(reflexive pronoun)

It was a great day!

