



**Before watching:**

- 1) Tell a partner what you normally do during a blackout. Do they happen a lot in your neighborhood?
- 2) Share your ideas with the whole group.

**While watching:**

1) As you watch the passage, match the friends to what they were doing when the lights went out.



1) Ross; 2) Phoebe; 3) Rachel; 4) Joey; 5) Monica; 6) Chandler

- ( ) play the guitar
- ( ) work
- ( ) watch a concert
- ( ) watch a concert
- ( ) watch a concert
- ( ) leave an ATM vestibule

2) Check with a partner. Make sure you use *S/he was ...ing*.

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3) What did they do while the lights were out?

- ( ) go to Monica's house
- ( ) talk to her mother
- ( ) call her grandma
- ( ) light some Hanukkah candles
- ( ) call Monica and talk to Joey

4) Check with a partner. Remember to use the simple past.

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**After watching:**

1) Interview your partner:

What were you doing...	Where were you? / Who were you with?	What did you do after that?
...when... ?		
...when... ?		
...when... ?		

2) Tell the group what you found out.



Teacher's notes

Before watching:

1. Discuss with students what they normally do during a blackout – and/or tell them what you do. Encourage them to continue the discussion on their own.
2. Have students report on their findings to the whole group.

While watching:

1. Part 1 (Past Continuous): After making sure students know the friends' names, play the first part of the video and have them match the friends' names to what they were doing when the lights went out.
2. Students compare in pairs.
3. When they're done comparing in pairs, ask them to, in the same pairs, write (complete) sentences about what the friends were doing. *E.g. Ross, Rachel and Monica were watching a concert/pocket show/Phoebe's concert etc.*
4. Part 2 (Simple Past): Tell students they'll now watch the second video, in which they'll find out what the friends did while the lights were out. You can try and elicit a few predictions from them.
5. Students watch second video and match friends' names to activities.
6. Students compare in pairs.
7. When they're done comparing, have them write (complete) sentences about what the friends did while the lights were out. Encourage them to write a few more sentences, not only the ones based on the matching activity.

After watching:

1. Students think of three moments in the past to interview classmates about. *E.g. when the Twin Towers collapsed; when Barack Obama was (re)elected etc.*
2. Students walk around the class and interview three classmates as to what they were doing in those moments and what they did afterwards. By the end of the class, a student's chart should look like this:

What were you doing...		Where were you? / Who were you with?	What did you do after that?
...when <i>the twin towers collapsed?</i>	Higor	He was working.	He went home and watched everything on TV.
...when <i>Brazil won the World Cup in 2002?</i>	Cintya	I was watching the game at a friend's house.	I went to my boyfriend's house and we celebrated with his family.

<i>...at this time yesterday?</i>	Helton	I was watching a movie in the cinema.	I had dinner with my girlfriend.
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3. Students report on their findings to the whole class.
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Thanks for downloading this activity and I'd love to hear your thoughts about it. I also thank Natália Guerreiro for sending me a link to her activities – more to come! – so I could share them here on the blog.

If you have any activities you've prepared using any episode of this amazing series, please send them to me and they'll be shared here as well!

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