

Yesterday

ACTIVITY TYPE

pairwork information gap, individual writing, class survey

LANGUAGE FOCUS

past simple questions and short answers

verbs: *catch a bus, do your homework, eat, get up, go to bed, have a shower, send a text message, swim, use the internet*

LEVEL

3

AGE RANGE

11–12

TIME

30 minutes

MATERIALS

a copy of the *Yesterday* worksheet per pupil; for the extension activity: an enlarged copy of the *Graph template* at the back of the book, a copy of the *Graph template* per six to eight pupils, crayons

Before class

Make a copy of the *Yesterday* worksheet for each pupil. For the extension activity, make an enlarged copy of the *Graph template* at the back of the book and a copy of the *Graph template* per six to eight pupils.

In class

- Revise or pre-teach questions in the simple past about the verbs on the worksheet by using the flashcards. Say *I got up early yesterday* (nodding your head). Say *I didn't get up early on Sunday* (shaking your head). Write these forms on the board and continue practising the other verbs in the same way. Ask individual pupils questions, e.g. (*Judy*), *did you have a shower yesterday?* to elicit *Yes, I did.* (*Edward*), *did you catch a bus to school?* to elicit *No, I didn't.* Write these on the board. Use the flashcards to weave the questions around the class. (Pablo ask Mark, Mark ask Susie, etc.)
- Copy part of the chart from section 1 of the worksheet onto the board, writing three or four verbs in the appropriate boxes. Ask an individual pupil the questions, e.g. *Olga, did you get up early yesterday?* to elicit the answer *Yes, I did* or *No, I didn't.* Put a tick for Yes or a cross for No in the box. Ask another pupil *Did Olga get up early yesterday?* If necessary provide the answers *Yes, she did* and *No, she didn't* and write them on the board. Ask other pupils questions about Olga using the information from the chart.
- Arrange the class in pairs: A and B. Give pupils their worksheets, and tell them to ask and answer questions to complete section 1. Circulate to monitor and correct.
- Refer your class to section 2 of the worksheet and ask a pupil the first question: *Did your friend get up early?* By demonstration explain that pupils answer the questions in section 2 using the answers their friend has given them in section 1. Circulate to monitor and correct.
- Refer your class to section 3 of the worksheet and ask them to answer the questions. Circulate to monitor and correct.

Extension

- Arrange the class in groups of six to eight pupils and give each group a copy of the *Graph template*.
- One person in each group writes the verbs in the boxes at the bottom of each column and another pupil acts as interviewer, asking each of the others in the group the relevant questions. Pupils then colour in a box in each verb column for a positive answer.
- When they have finished ask each group to report their results to you by asking *How many children got up early yesterday? How many children had a shower?* etc. as you shade in the boxes on the enlarged copy of the graph. This can be displayed in the classroom.
- If necessary, explain that when a question word (*How many?*, *Who?* etc.) is the subject of the verb we do not use an auxiliary in the interrogative form.

1 Ask your friend *Did you yesterday?* and write ✓ (Yes) or X (No) in the box.



2 Write the answers: *Yes, he did, Yes, she did, No, he didn't or No, she didn't.*

- 1 Did your friend get up early? _____
- 2 Did your friend have a shower? _____
- 3 Did your friend send a text message? _____
- 4 Did your friend use the internet? _____
- 5 Did your friend catch a bus to school? _____
- 6 Did your friend eat pizza? _____
- 7 Did your friend do his/her homework? _____
- 8 Did your friend go to bed late? _____

3 What about you? Write the answers: *Yes, I did or No, I didn't.*

- 1 Did you get up early? _____
- 2 Did you have a shower? _____
- 3 Did you send a text message? _____
- 4 Did you use the internet? _____
- 5 Did you catch a bus to school? _____
- 6 Did you eat pizza? _____
- 7 Did you do your homework? _____
- 8 Did you go to bed late? _____

Did he or didn't he?

ACTIVITY TYPE

pairwork information gap

LANGUAGE FOCUS

past simple question forms
and short answers
places

LEVEL

3

AGE RANGE

11-12

SKILLS

speaking, listening for
information, reading, writing
(optional)

TIME

20-30 minutes

MATERIALS

a copy of the *Did he or didn't he?* worksheet per pair of pupils

Before class

Make a copy of the *Did he or didn't he?* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

In class

- Write 'Where can we go in the town?' on the board and write pupils' suggestions on the board under the heading 'go'. Make sure that the answers necessary to complete the activity are included ('park', 'zoo', 'museum', 'hospital', etc.).
- Revise or pre-teach past simple question and short answer forms by asking individual pupils: *Did you go to the park yesterday? Did you go to school? Did you go to the zoo?* etc. to elicit positive or negative short answers (*Yes, I did. / No, I didn't.*). Ask pupils to ask and answer questions from the list on the board.
- Refer pupils to 'park' in the list. Say *What can you see in a park?* Write pupils' suggestions under the heading 'see', e.g. 'trees', 'children', 'flowers'. Select the relevant places for the activity and repeat the procedure to complete the list and to include *lion, statue, film, doctor and teacher.*
- Repeat the above procedure for 'do'. Say *What can you do in the park?* Write their suggestions under the heading 'do', e.g. 'walk', 'play', 'sit down'. Select the relevant places for the activity and repeat the procedure to complete the list and to include *take a photo, buy a poster, eat popcorn, have an X-ray and study history.*
- Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- Explain that some people went to different places in the town yesterday, and they must find out where they went, what they saw and what they did, by asking their partner questions. Copy part of the chart from the activity onto the board.
- Refer pupils to the example. Ask:
Did Jim go to the park yesterday? to elicit the response *No, he didn't.*
Did Jim go to the zoo yesterday? When pupils say *Yes, he did,* write 'to the zoo' in the box on the board.
Continue with further examples:
Did he see an elephant? No, he didn't.
Did he feed the giraffes? No, he didn't.
Did he take a photo? Yes, he did.
- Ask pupils to face their partners. They ask and answer questions to complete their sheet.
- Circulate to monitor and correct.






Extension

Using the information in the chart, pupils write sentences about each character. This is particularly effective to practise the conjunctions *where* and *and*. Write an example on the board:
'Jim went to the zoo, where he saw a lion and took a photo.'

Ask pupils to write similar sentences. Correct collectively. Pupils dictate their sentences to the teacher, who writes them on the board.






A**Ask pupil B questions to complete the chart.**

Example: Did Jim go to the park yesterday? No, he didn't.
 Did Jim go to the zoo yesterday? Yes, he did.

	go	see	do
Jim 	to the zoo	a lion	take a photo
Liz 	to the museum		buy a poster
Caroline 		a film	
Ricky 	to the hospital		have an X-ray
Ned and Milly 		their teacher	

**B****Ask pupil A questions to complete the chart.**

Example: Did Jim go to the park yesterday? No, he didn't.
 Did Jim go to the zoo yesterday? Yes, he did.

	go	see	do
Jim 	to the zoo	a lion	take a photo
Liz 		a statue	
Caroline 	to the cinema		eat popcorn
Ricky 		a doctor	
Ned and Milly 	to school		study history