

Yesterday

Topic: Yesterday

Aims:

- To revise 'wh' questions in the past
- To develop students' speaking skills

Level: Lower intermediate B1

Introduction

In this lesson students practise forming, asking and answering 'wh' questions in the past tense. They play two games and do a mingling activity.

Procedure

Lead in: Jumbled sentences

- Write these jumbled up questions on the board:

/ today / did / breakfast / for / What / have / you / ?

/ eat / did / yesterday / Where / you / lunch / ?

/ night / bed / did / time / last / go / What / you / to / ?

- Students order the words and write the three questions.

Answers:

What did you have for breakfast today?

Where did you eat lunch yesterday?

What time did you go to bed last night?

- Tell students to ask and answer the questions in pairs.

Task 1: Guess the question

- Put students into pairs; A and B. Give Students A a copy of Task 1A and give students B a copy of Task 1B.

Task 1A

Student A. Write the answers to these questions on a piece of paper. Write simple answers. *E.g. nine o'clock, soup, at home, by train, midnight.*

What time did you leave your home today?

What did you have for lunch yesterday?

Where did you have dinner yesterday?

How did you come to class today?

What time did you go to bed last night?

Task 1B

Student B. Write the answers to these questions on a piece of paper. Write simple answers. *E.g. 17.55, an egg, a hamburger, on foot, 07.00.*

What time did you arrive at class today?

What did you have for breakfast today?

Where did you have lunch yesterday?

How did you go home from the last class?

What time did you get up this morning?

- Students read their five questions and write their answers. They must not show their partner their worksheet.
- Student A tells student B their answer for question 1. Student B tries to guess the original question. Then students exchange roles and repeat the activity. For question 2, student B tells student A their answer first. Students guess each other's questions, taking turns to go first each time. Monitor students and encourage them to help each other with guesses.

Task 2: Danny's day

- Students do a mingling activity. Give each student a copy of Task 2 (A).

Task 2 (A)

Danny's Day

Yesterday ...

- 1 Danny woke up at _____.
- 2 He got up at _____.
- 3 After that he had _____.
- 4 He had _____ and _____ for breakfast.
- 5 Then he read _____ for half an hour.
- 6 He went to _____ at nine o'clock.
- 7 He had lunch with _____ in a restaurant.
- 8 He finished work at _____.
- 9 He went home by _____.
- 10 He arrived home at _____.
- 11 Then he _____ for an hour.
- 12 After that, he _____.
- 13 He had _____ for dinner.
- 14 After dinner he _____.
- 15 Before going to bed he _____.
- 16 He took off his clothes and _____.
- 17 He went to bed at _____.
- 18 He _____ for an hour in bed.
- 19 He set his alarm for _____ in the morning.
- 20 He fell asleep at _____.

- Cut up 1 copy of Task 2 (B) into 20 separate strips. Share the strips out between the students.

Task 2 (B)

1 Danny woke up at half past seven.

2 He got up at twenty to eight.

3 After that he had a shower.

4 He had toast and marmalade for breakfast.

5 Then he read a computer magazine for half an hour.

6 He went to work at nine o'clock.

7 He had lunch with his boss in a restaurant.

8 He finished work at half past six.

9 He went home by bus.

10 He arrived home at five past seven.

11 Then he read the newspaper for an hour.

12 After that, he took his dog for a walk.

13 He had a pizza for dinner.

14 After dinner he watched a DVD.

15 Before going to bed he phoned his friend.

16 He took off his clothes and put his pyjamas on.

17 He went to bed at ten past ten.

18 He read for an hour in bed.

19 He set his alarm for ten past seven in the morning.

20 He fell asleep at twenty past eleven.

- Students complete the information on Task 2 (A), using the information on their slip(s) of paper.
- Students mingle, asking and answering questions to complete Task 2 (A) with information about Danny's day.
- Monitor students to make sure they are formulating the past tense questions correctly.

Task 3: The 'yesterday' game

- Demonstrate the game with the whole class. On the board write 'yesterday'. Explain that you are going to tell the students how you spent yesterday. Your objective is to arrive at bed time. The objective of your opponent (the class) is to stop you from arriving at bed time by interrupting

you politely to ask questions (using past tenses). Elicit a few examples of the types of questions students can ask. Write them on the board.

E.g.

What did you wear? Who did you go with? How did you get there? What did you see? Etc.

- You have a limit of three minutes. Nominate a student to keep a track of the time. Then begin.

E.g.

Teacher: I had breakfast and ...

Student: Excuse me, but what did you have for breakfast?

Teacher: Actually, I had cereals.

Student: Did you have sugar on your cornflakes?

Teacher: Yes, I did.

Student: Where did you buy the cornflakes?

Stop after three minutes and check how far into yesterday you were able to describe.

- Put students into groups of four to play the game. Students take turns to describe what they did yesterday. The other students interrupt politely to ask questions. Tell students when to start and stop. The winner in each group is the student who gets to the latest time yesterday.