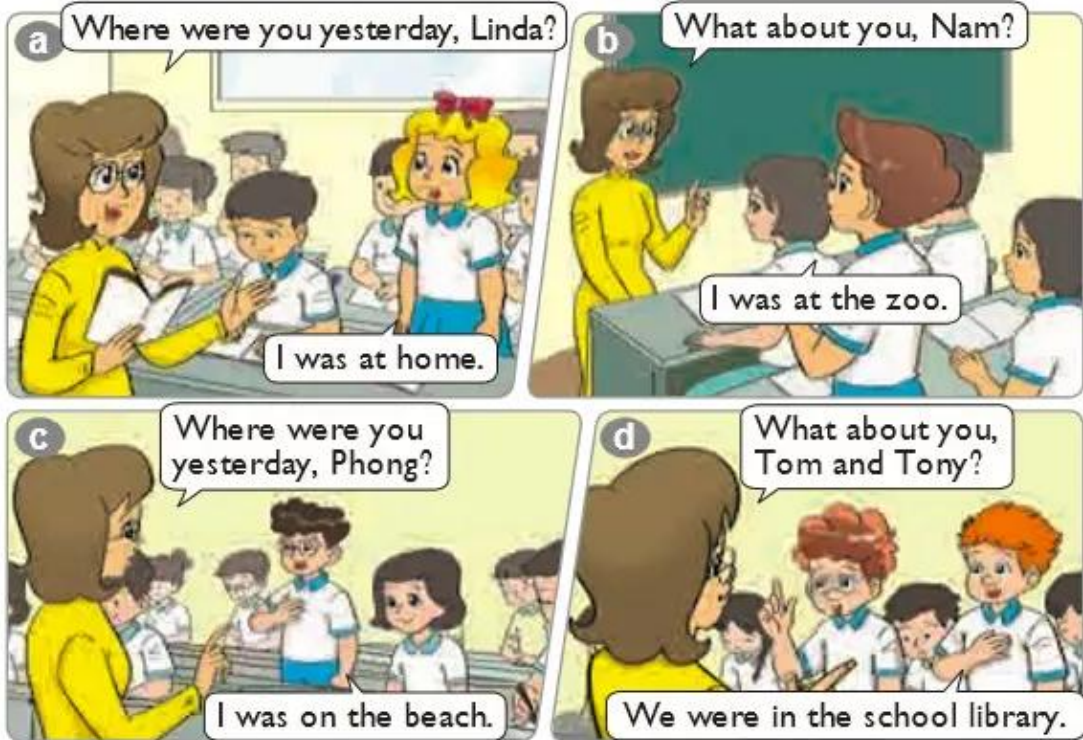


# Where were you yesterday?

## Lesson 1

1 Look, listen and repeat. 🧐 🎧 🗣️



2 Point and say. 📌 😊

Where were you yesterday?

I was \_\_\_\_\_.



at home



at the zoo



on the beach



in the school library

Work in pairs. Ask your partners where they were yesterday. 😊

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Past activities*.
- ask and answer questions about where someone was in the past, using *Where were you yesterday? I was ...*
- ask and answer questions about what someone did in the past, using *What did you do yesterday? I + verb-ed*.
- pronounce the sounds of the letters **ed** in the words *played, watched* and *painted* respectively.

**Warm-up:** Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to tell what their family members are possibly doing at the moment, e.g. *My mum is working in the hospital. My dad is working on the farm. My sister is learning at school.*

### 1. Look, listen and repeat.

- Tell pupils that they are going to find out about how to ask and answer questions about where someone was yesterday.
- Ask them to look at the four pictures to identify the context in which the language is used. Ask questions such as *Who are they? Where are they?* and *What are they talking about?* Help them to identify that Miss Hien asks the pupils where they were yesterday and they answer. (In Picture a, Linda says *I was at home*. In Picture b, Nam says *I was at the zoo*. In Picture c, Phong says *I was on the beach*. In Picture d, Tom and Tony say *We were in the school library*.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

**Language note:** *Was* is used with singular pronouns and *were* is used with plural ones.

### 2. Point and say.



- Tell pupils that they are going to practise asking and answering questions about where someone was in the past.
- Have them look at the bubbles to understand how to use the language. Ask them to look at the pictures to identify where the people were yesterday. Teach the phrases *at home, at the zoo, on the beach, in the school library*.
- Point to the first picture and model the task with one pupil, using the question and the answer in the bubbles and the phrase under the picture. (Teacher: *Where were you yesterday?* Pupil: *I was at home*.) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the phrases under the pictures. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate the task in front of the class. Check as a class.

### Work in pairs. Ask your partners where they were yesterday.

- Tell pupils that they are going to practise using *Where were you yesterday? I was ...*
- Ask them to work in pairs: one pupil asks the question and the other gives the answer about where they were yesterday. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play in front of the class.


3 Listen and tick.  

1.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>

4 Look and write.  

- A: Where was Tom yesterday?  
B: He was \_\_\_\_\_.
- A: Where was Linda yesterday?  
B: She was \_\_\_\_\_.
- A: Where were Phong and Nam yesterday?  
B: They were \_\_\_\_\_.



5 Let's sing. 

**Where were you yesterday?**

Where were you yesterday?  
Yesterday, yesterday?  
Where were you yesterday?  
I was at home.

What did you do yesterday?  
Yesterday, yesterday?  
What did you do yesterday?  
We watched TV.



**Warm-up:** Spend a few minutes revising the previous lesson. Get some pairs of pupils to go to the front of the class to ask and answer questions about where someone was yesterday/yesterday morning/yesterday afternoon/last weekend.

### 3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about where the characters were and tick the correct pictures.
- Have them look at the pictures to identify the similarities and differences. (1a. Tom was in the cinema. 1b. He was in the swimming pool. 1c. He was at school. 2a. Linda was at the zoo. 2b. She was in the library. 2c. She was in the cinema. 3a. Tony was on the beach. 3b. He was in the library. 3c. He was in the garden.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures. Tell them that they should focus on where each pupil was.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** 1 c      2 b      3 a

#### Audio script

- |   |   |
|---|---|
| <b>1. Tom:</b> Where were you yesterday morning, Nam? | <b>2. Mai:</b> Where were you yesterday afternoon, Linda? |
| <b>Nam:</b> I was at school. What about you, Tom?     | <b>Linda:</b> I was in the school library.                |
| <b>Tom:</b> I was at school, too.                     | <b>Mai:</b> Were you there with Akiko?                    |
| <b>3. Jack:</b> Where were you last weekend?          | <b>Linda:</b> No. Akiko was in her classroom.             |
| <b>Tony:</b> I was on the beach.                      |   |
| <b>Jack:</b> Wow, that's wonderful!                   |   |

### 4. Look and write.

- Tell pupils that they are going to complete the sentences about where the characters were.
- Give them a few seconds to look at the questions and the incomplete answers and to identify the missing words they need to complete the answers. Then focus pupils on the pictures to identify where the characters were. If necessary, get pupils to work in pairs.
- Give them time to do the task independently. Go around and offer help, if necessary. Get pupils to swap their answers before checking as a class. If there is enough time, call some pairs to role-play the dialogues.

**Key:** 1 at home/in the kitchen      2 in the library/at school      3 on the beach

### 5. Let's sing.

- Tell pupils that they are going to sing the song *Where were you yesterday?*
- Teach the song, following the procedure in *Teaching the unit components* in *Introduction*. First, have pupils read each line of the lyrics aloud. Do choral and individual repetition and check comprehension. Then, play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask two groups of pupils to the front of the class. One group sings the questions and the other sings the answers. Have the rest of the class sing together and clap hands.

# Lesson 2

## 1 Look, listen and repeat. 🗣️ 🎧 🐜



## 2 Point and say. 🖱️ 😊

What did you do yesterday?



## 3 Let's talk. 🗣️ 🗣️

- Where were you yesterday?
- What did you do?

**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Where were you yesterday?*

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story where pupils ask and answer questions about what they did in the past.
- Ask them to look at the four pictures to identify the characters and the context in which the language is used. You may ask questions such as *Who are they? Where are they? What are they doing?* (In Picture a, Tony asks Mai where she was yesterday and she answers she was at home. In Pictures b, c and d, Tony asks what Mai did, using *What did you do in the morning/afternoon?* and *What about yesterday evening?*) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.

### 2. Point and say.

- Tell pupils that they are going to ask and answer questions about what someone did in the past.
- Have them look at the bubbles to understand how the language is used to ask and answer questions about what someone did in the past, using *What did you do yesterday? I + verb-ed.*
- Ask pupils to look at the four pictures to identify what the pupils did yesterday. Teach the phrases *played badminton, painted a picture* and *watered the flowers.*
- Point to the first picture and do the task with one pupil as a model, using the question in the first bubble and the phrase under the picture for the answer. (Teacher: *What did you do yesterday?* Pupil: *I played badminton.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs of pupils to demonstrate the task in front of the class. Check as a class or correct pronunciation, if necessary.

**Language note:** In this lesson, verb-*ed* is used to express an action that happened in the past. Expressions for the past time include *yesterday, yesterday morning/afternoon/evening, last night* and *last week/month/year.*

### 3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2, using *Where were you yesterday?* and *What did you do?*
- Ask them to work in pairs: one asks the questions and the other gives the answers, using facts about themselves.
- Select some pairs to role-play in front of the class.

4 Listen and number. 🎧 🗣️



a



b



c

5 Look and write. 👁️ 🖋️

1. Mai: Where was Tom yesterday afternoon?

Tony: He was \_\_\_\_\_.

Mai: What did he do?

Tony: He \_\_\_\_\_.



2. Phong: Where was Mai yesterday evening?

Akiko: She was \_\_\_\_\_.

Phong: What did she do?

Akiko: She \_\_\_\_\_.



3. Linda: Where were Phong and Nam yesterday?

Quan: They were \_\_\_\_\_.

Linda: What did they do?

Quan: They \_\_\_\_\_.



6 Let's play. 🎉



**Peelmanism**

watch/watched TV

paint/painted a picture

skip/skipped

listen/listened to music

play/played football



**Warm-up:** Spend a few minutes revising the previous lesson by playing *Charades*. Follow the procedure in *Games in Introduction*. Ask pupils to mime what they did yesterday (e.g. *watched TV, played badminton, watered the flowers, painted a picture*).

#### 4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about where Linda was and what she did, and number the pictures. (a. Linda played volleyball on the beach. b. She watered the flowers at home. c. She painted a picture at school.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures. Ask them to focus on where Linda was and what she did.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** a 3    b 1    c 2

#### Audio script

- |  |  |
|--|--|
| 1. <i>Tom:</i> Where were you yesterday morning? | 2. <i>Mai:</i> Where were you yesterday afternoon? |
| <i>Linda:</i> I was at home.                     | <i>Linda:</i> I was at school.                     |
| <i>Tom:</i> What did you do?                     | <i>Mai:</i> What did you do?                       |
| <i>Linda:</i> I watered the flowers.             | <i>Linda:</i> I painted a picture.                 |
| 3. <i>Jack:</i> Where were you last weekend?     |  |
| <i>Linda:</i> I was on the beach at Ha Long Bay. |  |
| <i>Jack:</i> What did you do there?              |  |
| <i>Linda:</i> I played volleyball.               |  |

#### 5. Look and write.

- Tell pupils that they are going to complete the answers to the questions about where the characters were and what they did, using the picture cues.
- Ask them to look at the three pictures to identify where the characters were and what they did. Then ask pupils to read the incomplete answers and find appropriate words to fill the gaps.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pairs to act out the dialogues.

**Key:** 1 In the garden, watered the flowers    2 In the bedroom, watched TV  
3 on the beach, played football

#### 6. Let's play.

- Tell pupils that they are going to play the game *Pelmanism*. Follow the procedure in *Games in Introduction*.
- Ask them to play in small groups. Prepare two sets of cards for each group, one with activities in the present tense, and the other with the same activities in the past tense. First, one player in each group shuffles the cards and lays them face down on the table. Each player in turn selects two cards and turns them over. If the cards show the same activity in the present and past tenses, that player wins the pair and goes on to turn over another pair of cards. If the cards show different activities, that player should turn them face down again and the next player has a turn. The game ends when all the cards are gone. The winner is the player with the most pairs.
- Call on one group to act out the game in front of the class.



# Lesson 3

## 1 Listen and repeat. 🎧 🐝

ed /d/

played

I play**ed** badminton yesterday morning.

ed /t/

watched

I watch**ed** TV yesterday evening.

ed /ɪd/

paint**ed**

Mai paint**ed** a big picture last weekend.

## 2 Listen and tick. Then say aloud. 🎧 ✅ 🗣️



1. I played badminton yesterday afternoon.

/d/ /t/ /ɪd/



2. We watched TV in the evening.



3. They painted many beautiful pictures.

## 3 Let's chant. 🎨

### What did he do yesterday?

What did he do yesterday?

He played badminton.

What did she do yesterday?

She watched TV.

What did you do yesterday?

I painted pictures.



**Warm-up:** Spend a few minutes revising the previous lesson by calling a group of three pupils to the front of the class to play the game *Pelmanism* with activities in the present and past tenses.

### 1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **ed** in the words *played*, *watched* and *painted* respectively.
- First, put the letters **ed** with the three phonetic symbols and the words *played*, *watched* and *painted* on the board. Play the recording and ask pupils to repeat a few times. Draw their attention to the three different pronunciations of **ed**. Then put the three sentences on the board. Play the recording more than once and let pupils say the sentences.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

**Language note:** *ed* in verbs ending with voiced sounds (e.g. *m, n, l*) is pronounced /d/; *ed* in verbs ending with voiceless sounds (e.g. *s, x, sh, ch*) is pronounced /t/; *ed* in verbs ending with *t* or *d* is pronounced /ɪd/.

### 2. Listen and tick. Then say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct boxes.
- Give them a few seconds to read the sentences in silence and guess how the verbs *played*, *watched* and *painted* are pronounced.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct boxes.
- Have pupils swap their answers before checking as a class. Then ask pupils to read the sentences aloud.

**Key:** 1 /d/ 2 /t/ 3 /ɪd/

#### Audio script

1. I played badminton yesterday afternoon.
2. We watched TV in the evening.
3. They painted many beautiful pictures.

### 3. Let's chant.


- Tell pupils that they are going to say the chant *What did he do yesterday?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them read the chant and check comprehension. Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show pupils how to chant and do actions. Call one group to chant the questions and another to chant the answers.
- Get pupils to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and complete.  



Hello everyone. It was Sunday yesterday and it was very cold. I was at home. In the morning, I watered the flowers in the garden. In the afternoon, I played chess with my father. After dinner, I watched TV. I was happy.

1. Linda \_\_\_\_\_ yesterday morning.
2. She \_\_\_\_\_ yesterday afternoon.
3. She \_\_\_\_\_ yesterday evening.

5 Write about you. 

Yesterday, I was \_\_\_\_\_.

In the morning, I \_\_\_\_\_.

In the afternoon, I \_\_\_\_\_.

In the evening, I \_\_\_\_\_.

6 Project 

Work in pairs. Ask your partners where they were and what they did last weekend. Then tell the class about it.

- Where? \_\_\_\_\_  
\_\_\_\_\_
- What? \_\_\_\_\_  
\_\_\_\_\_

**Warm-up:** Spend a few minutes revising the previous lesson. Get two groups to go to the front of the class to say the chant *What did he do yesterday?* and do actions.

#### 4. Read and complete.

- Tell pupils that they are going to read the text and complete the sentences.
- Have them read the incomplete sentences under the text and elicit what words they need to fill the gaps. Then ask them to read the text to find the appropriate information (what Linda did in the morning, in the afternoon and in the evening) to complete the sentences. Get pupils to work in pairs or groups, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer the questions about what Linda did.

**Key:** 1 watered the flowers in the garden

2 played chess with her father

3 watched TV

#### 5. Write about you.

- Tell pupils that they are going to write a short paragraph about themselves.
- Have them work in pairs or groups to discuss what they did yesterday. Focus pupils on what they did in the morning, afternoon and evening. Check comprehension.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask some pupils to write their paragraphs on the board.

**Key:** *Pupils' own answers*

#### 6. Project

- Tell pupils that they are going to do an interview with one of their classmates about where he/she was and what he/she did last weekend and report to the class.
- Give each of them a piece of paper. Have pupils work in pairs and take turns asking *Where were you last weekend?* and *What did you do there?* They should take notes during the interview.
- When pupils finish interviewing, ask them to report to the class about their partners' weekend. To make this activity more challenging, you may ask them not to look at the notes.

**Example:**

*Hello everyone. I interviewed Thu. Last weekend, Thu was on the beach. She played badminton with her friends. They went swimming in the sea. Then they had dinner in a restaurant. They were very happy.*

**Key:** *Pupils' own answers*