

Aims

- To ask and answer about actions in the past
- To further consolidate the past simple of regular and irregular verbs
- To practise pronouncing irregular past simple forms
- To practise for the Listening paper Part 3

Key language

actions with *have*: a bath, a holiday, a shower, a text message, friends/family visiting, hot milk, lunch, pasta, rice
 ball, breakfast, bring, bus, buy, cat, catch, cheese, come, difficult, drive, email, fly, flower, go, interesting,

lesson, letter, lion, phone, picture, ride, sandwich, school, sea, send, (a) text, think, throw, today, town, weekend, write, yesterday
 past simple (regular and irregular verbs) *Did you ...? Yes, I did./No, I didn't. When did you last ...?*

Materials

Pupil's Book pages 26–27
 Verb cards Photocopiable Resource 4 (pages 136 and 137) (one for every four, six or nine pupils)
 CD

OBJECTIVES**Setting objectives**

Tell the children that they are going to learn words for actions with *have* and how to say what they did in the past.

Warmer activity

Walk around the classroom looking at children and asking them one by one *Did you have a shower this morning?* until you find a pupil that answers *Yes, I did.* Write the pupil's name on the board. Do the same for the question *Did you have a bath last night?* Point to the two names on the board and say *(Pedro) had a shower this morning. (Sara) had a bath last night.*

1 Ask and answer. Find someone who ... (PB page 26)

- Ask the children to open their books on page 26. Read the *Find someone who ...* prompt and ask *Who had a shower this morning? (Pedro) Who had a bath last night? (Sara).* Read the rest of the prompts one by one checking the children's comprehension. Explain that the children will walk around and try to find a person for each clue by asking questions. Point out that they won't read the sentence from the page. They have to form the question with *did*. To ensure they have understood the task, say *Find someone who had rice yesterday.* and encourage the class to form the question *Did you have rice yesterday?* Do the same for all the prompts.
- Demonstrate the activity once more. Ask *Did you have hot milk for breakfast?* around the class eliciting *No, I didn't.* until a pupil replies *Yes, I did.* Write the pupil's name in your book or on the board. Point out that they write only their classmate's name. They don't have to write the whole sentence, e.g. *Maria had hot milk for breakfast.* Also point out that they can't write the name of pupils who reply *No, I didn't.* They have to keep asking the question until they find someone who replies *Yes, I did.*
- The children stand up with their books and walk around the classroom asking questions for the prompts in Exercise 1. Monitor and make sure the children write just one name for each prompt and only the name of classmates who reply *Yes,*

I did. Also, make sure that they don't overhear other classmates' conversations copying answers without asking questions themselves.

- Set a time limit or stop the task once a child has completed all the prompts. Then take whole class feedback by asking, e.g. *Who had pasta yesterday?* and eliciting answers, e.g. *Sandra had pasta yesterday.* With older children, put them in groups of three to four to exchange information.

Teaching Tip

It's a good idea to encourage the children to ask the questions in random order to avoid echoing the same question at more or less the same time. It's also important that the children keep moving around the classroom talking to different classmates. Some children might pair up with a classmate and ask him/her all the questions aiming to complete the names as quickly as possible. Changing partners every time they ask a question will help them consolidate the language. If there is an uneven number of pupils, participate in the task so that everyone has a partner to ask and answer a question with.

2 Read and write your answer (On Thursday / Last week / Yesterday ...). (PB page 26)

- Pre-teach the question *When did you last ...? Say When did you last go to the cinema? I went to the cinema last Saturday.* Elicit when the last time was that the children went to the cinema.
- Draw a computer, a mobile phone and an envelope on the board. Ask *What do you write on the computer/on a mobile phone/on paper?* Write *email, text (message) and letter* next to each drawing as you elicit the words from the class. Mime talking on the phone and say *We (hmm) on the phone.* Elicit *We speak on the phone.*
- Read the questions in Exercise 2 with the class and model an answer for each one using *on + day, last week/+ day and yesterday.* Ask the

children to write their answers even if they can't remember the exact day when they did each of the things. Encourage them to answer the questions as if they were somebody famous.

- Put the children in pairs to ask and answer the questions. Take whole class feedback.

Cross-reference

Further practice with technology topics can be found in Lesson 43 *Computers and Things* (TB p.108).

3 Play the game *Matching Pairs*. (PB page 26)

Preparation: Photocopy the verb cards (a set for every four, six or nine pupils) from Photocopiable Resource 4 on pages 136 and 137. Choose whether to use Set 1 or 2 or decide which verbs you want the children to practise, as well as how many depending on their age and knowledge, then select the relevant base and past forms from the resource. There are 44 verbs in total. You can use the other set as well as different combinations of cards in future classes. Make sure you photocopy the cards on thick and/or coloured paper otherwise the children will be able to see the words even when the card is face down. Use a different colour for the pasts or tell the children to draw a line diagonally on the back of the past cards so that they will know to pick up one of each type. This will help you order the cards quickly and it will also help the children play the game.

- If required, before they start playing the game, pre-teach or revise the verbs on the cards. With confident children, call out the base form of each verb showing the card at the same time. For every verb, ask the class to call out the past form. With less confident children, show them both verb cards and drill the two forms a few times.
- Divide the class so that the children play in pairs (groups of four or six) or in two groups of three. Hand them the cards and ask them to spread them face down in two sets: present and past. The children take turns turning over two cards, one from each set, calling out the verbs as they do so. If the verbs match, they keep the cards. If they don't match, they turn them over again without changing their position. Encourage the pairs or teams to work together and help each other with pronunciation. The game is over when there aren't any more cards to turn over. Then the teams count up their cards to find out the winner. With older confident children, set up the game so that they play on their own.
- Keep the cards safe in envelopes to use them again in future lessons and to play other games.

4 15 Listen and write the words on the lines. Listen and repeat. (PB page 27)

- Read the four verbs in their base form. Ask the children to listen and write the past simple of the

verbs. Explain that they will hear the spelling for each verb in the past simple.

- Play CD track 15 twice if necessary. The children write the verbs, check their answers and focus on the pronunciation. Check answers with the class. Ask children to spell a verb for you to write on the board.
- Play the recording again and invite the children to repeat. Point out that all the past forms end with the same sounds: bought – /bɔ:t/; caught – /kɔ:t/; brought – /brɔ:t/; thought – /θɔ:t/.

Key: buy – bought, catch – caught, bring – brought, think – thought



Part 1 Listen and write the words on the lines.

Man: Buy, bought
 Boy: B-O-U-G-H-T, bought.
 Man: Catch, caught.
 Boy: C-A-U-G-H-T, caught.
 Man: Bring, brought.
 Boy: B-R-O-U-G-H-T, brought
 Man: Think, thought.
 Boy: T-H-O-U-G-H-T, thought.

Part 2 Listen and repeat.

Man: Buy, bought
 Catch, caught.
 Bring, brought.
 Think, thought.



5 16 Listen and tick (✓). (PB page 27)

- Allow some time for the children to read the sets of sentences to themselves. Then tell them to listen and tick the sentences they hear in each pair. Play CD track 16 twice for the children to tick the sentences and check their answers.
- Ask the children to compare their answers in pairs before checking with the class. Point out that it's very important to listen to the whole recording carefully as the difference might be in the last word, e.g. item 4.

Key: 1 I bought some cheese sandwiches for lunch.
 2 We caught the bus to town in the morning.
 3 She brought us some pictures of lions.
 4 I thought the lessons were interesting.



16 Listen and tick.

One
 I bought some cheese sandwiches for lunch.

Two
 We caught the bus to town in the morning.

Three
 She brought us some pictures of lions.

Four
 I thought the lessons were interesting.

6 **17** **Ben did many things last week. What did he do on the different days? Listen and draw lines. Look at the example. (PB page 27)**

- Elicit what the children can see happening in each of the pictures. Then tell them that this is what Ben did last week on different days. Ask them to guess what some of the language they might hear on the CD could be, to tell you how we say these actions in the past *went in the car, caught the bus, learned about animals, bought some flowers, bought some sandwiches*, etc.
- Explain that the children will hear Ben talking with someone. They have to listen and match each picture with a day. Tell the children not to worry about colouring in the pictures (see Cross-reference note below). Play CD track 17 once through for the children to draw lines. Play the recording again once or twice if necessary for the children to check their answers.
- Check the answers with the class by asking *What did Ben do on (day)?* and encouraging the children to answer, e.g. *He learnt about lions at school.*

Key: 1 picture of lion: Tuesday, 2 basketball: Friday, 3 bus: Saturday, 4 flowers: Sunday, 5 sandwiches: Wednesday

17 **Ben did many things last week. What did he do on the different days? Listen and draw lines. Look at the example.**

Man: *What did you do last week, Ben? Were you busy?*
Boy: *No, it was a quiet week.*
Man: *Were you bored?*
Boy: *Oh, no. On Monday school was good.*
Man: *Why?*
Boy: *We started learning about animals. I thought the lessons were interesting.*

Can you see the line? Now you listen and draw lines.

One

Man: *Which animals did you learn about?*
Boy: *Many. But the best was the lion on Tuesday.*
Man: *Did you look at pictures?*
Boy: *Yes, with the teacher. She brought us some pictures of lions.*

Two

Man: *Did you see Lucy last week?*
Boy: *Yes, she came round to play on Friday.*
Man: *It was a nice evening on Friday.*
Boy: *Yes. We played basketball.*
Man: *Is she good at that now?*
Boy: *Well. She caught the ball when I threw it.*

Three

Boy: *I went to town on Saturday.*
Man: *Who did you go with?*
Boy: *With my mum.*

Man: *Did you go in the car?*
Boy: *No, we caught the bus to town in the morning.*

Four

Man: *Wasn't it Mother's Day on Sunday?*
Boy: *Yes, it was.*
Man: *Did you do anything for that?*
Boy: *I bought some flowers for my mum and gave them to her.*

Five

Boy: *Mum was very busy on Wednesday so I went to buy some food for us.*
Man: *That was good of you.*
Boy: *I bought some cheese sandwiches for lunch and fish and chips for dinner.*
Man: *Well done for helping.*
Boy: *Hmm. I can't cook but I can go to the shops near our house!*

In Lesson 16, Exercise 4 the children listen to a different dialogue about these pictures in Lesson 14, Exercise 6. The activity trains the children in using the language they will hear in Part 5 of the Listening paper but in this activity they are also expected to listen and check that the pictures are correct according to the dialogue, and to identify one mistake.

Cooler activity

Play the game **Bingo** with the verbs that you used in Exercise 3. Write the past simple form of the verbs on the board or stick the past cards for the children to refer to. Ask them to draw a grid with six boxes and write a past simple verb in each box. Take the present cards and shuffle them. Start picking a card, calling out the present form three to four times so that the children think of the past form and check if they have it. They cross it out if they do. The first pupil to cross out all six verbs shouts **Bingo!** Continue until two or three more children have **Bingo**.

Cross-reference

Further practice of the past simple can be found in Lesson 32 *Can You Remember the Past?* (TB p.85).

YLE Skills Movers Photocopiable Resource 4

VERB CARDS

Present, Base Forms

| Set 1 | | | | Set 2 | | | |
|------------|---------|----------|----------|-------|--|--|--|
| bring | buy | catch | choose | | | | |
| come | draw | drink | drive | | | | |
| eat | find | fly | get | | | | |
| give | go | have | hit | | | | |
| hide | hold | hurt | know | | | | |
| learn | lose | make | mean | | | | |
| put | read | ride | run | | | | |
| say | see | sing | sit down | | | | |
| sleep | spell | stand up | swim | | | | |
| take | tell | think | throw | | | | |
| understand | wake up | wear | write | | | | |

Past Forms

Set 1

Set 2

| | | | |
|------------|---------|----------|----------|
| brought | bought | caught | chose |
| came | drew | drank | drove |
| ate | found | flew | got |
| gave | went | had | hit |
| hid | held | hurt | knew |
| learnt | lost | made | meant |
| put | read | rode | ran |
| said | saw | sang | sat down |
| slept | spelt | stood up | swam |
| took | told | thought | threw |
| understood | woke up | wore | wrote |