



LEVEL 1
LESSON 24
YESTERDAY WAS
AMAZING!

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|---|---|
| Topics Festivals Cultural traditions | Prepare Before Class Handout for practicing 'Substitute' Photos of Folklife Festival for practicing 'Substitute' |
| Learning Strategy Substitute | Goals Grammar: Regular Past Tense Verbs Speaking: Voiced and voiceless past tense pronunciations Pronunciation: Substituting one word for another |

Day 1

Introduce the Lesson Topic

Say, "Today we will learn about festivals and cultural traditions."

Ask students to think about their own culture. Say, "What are some of the cultural traditions in your country?"

Then ask students, "Do you enjoy festivals?" or "What kinds of festivals have you heard of?"

Continue, "When we go to festivals or cultural events, we often talk about them later. We describe them in the past tense. Let's learn how to do that in English today. We will also learn how to use the strategy substitute when we talk about these things."

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Speaking Practice

The video teaches words people use when they cannot remember a word or do not know the correct word.

Speaking Practice Script – Lesson 24

1. Sometimes we cannot remember a word. There are often other words you use to talk about the thing.

Listen to Anna talk about the Basque game:

They are playing a game. It's a kind of handball.

What do they call it? They call it pilota!

2. In informal speech there are other ways to say you do not remember a word.

Some people say “whatchamacallit” or “thingamajig” to substitute for a word they do not know.

A: What's that?

B: What?

A: The thingamajig on your desk?

B: Oh, that's a can opener.

Day 2

Present the Conversation

Tell students that the video will show Anna visiting a cultural festival in Washington, D.C. She learns about the Basque culture from Spain. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 24

1. Listen:
Yesterday started like a usual workday.

Speak:
_____ like a usual workday.
(Yesterday started)

3. Listen:
Then, I saw something.

Speak:
Then, I _____. (saw something)

2. Listen
I wanted a break.

Speak:
I _____ a break. (wanted)

4. Listen:
It was a festival.

Speak:
_____ a festival. (It was)

Activity

Tell students, “Now, we are going to practice this some more.” Hand out the Activity Sheets to all students. Tell students, “Look at both Activity Sheets. Work with a partner to write sentences using the past tense in the spaces at the top of both sheets. Try to help each other.

Tell students, “When you are finished with the top parts of the sheets, you should work on the next part by yourself. Write your own summary.” When students are done, ask students to share their writing with a partner. If there is time, students can then walk around and ask two other classmates what they wrote.

Learning Strategy

Tell students the learning strategy for this lesson is substitute. Say, “We substitute when we do not know a word. When you substitute, you use words you know to describe something that you do not know.”

Play the video, remind students of the conversation, or use the photos in the Resources section. If using photos, ask a student to answer the question written about one of the photos. If you replayed the video, ask, “What happens when Anna does not know a word?”

Say, “You can hear Anna telling about the game. She does not remember the name at first.” They are playing a game. It’s a kind of handball. What do they call it? They call it pilota!

Say, “Anna uses a phrase, “It’s a kind of handball,” to tell about the game. She is substituting that phrase for the Basque name. Then she remembers the name, pilota.”

Give students a copy of the “substitute” handout. Have one student demonstrate the activity. Tell the student, “Ask me about the first picture.” After the student asks, “What is this woman wearing?” answer along these lines: “I think it’s a special kind of hat. What do you think?”

Encourage the student to try to describe the headgear. Thank the student and address the class. Tell students, “Find a partner. Choose one person to go first. Ask about a picture.”

Say, “Your partner will try to describe the picture. You do not need to know the name in English. Just use the words ‘you know.’ You can paraphrase - put it into other words - or substitute -use a word like whatchamacallit or thingamajig.” As students work on the exercise, remind them that they can either substitute or paraphrase to explain unknown objects.

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce regular past tense endings, including /d/, /ld/, and /t/.

Pronunciation Practice Video Script – Lesson 24

1. Regular past tense verbs have the /ed/ ending, but are pronounced in three different ways.

Here are the three sounds:

/d/ /ld/ /t/

Here are some examples of the three sounds:

| | | |
|-----------|------------|----------|
| walk /t/ | start /ld/ | play /d/ |
| dance /t/ | want /ld/ | call /d/ |
| cook /t/ | | |

Now you try it.

Say this sentence in the past tense:

We start singing, then we play, and we dance.

We started (/ld/), singing, then we played (/d/) and we danced (/t/)

2. There is one past tense verb in this lesson that does not add -ed.

That is was, the past tense form of the verb “be.”

Listen to Anna talking about yesterday in the video.

Yesterday was the most amazing day.

Was is a verb with an irregular past tense form.

You will see more irregular verbs in the next lesson.

Tell students they are going to practice this some more.

Ask students to work in pairs. Tell them they are going to practice writing sentences with regular past tense verbs, and then practice saying them, too.

Just like in the video, students should write simple sentences using at least one past tense verb. Make sure that students practice pronouncing all three endings - /d/, /ld/, and /t/

Examples include:

I walked all day.

I wanted to read.

I called my family.

Then, ask several volunteers to share their examples with the whole class.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says "Life in Washington, D.C. is interesting. I see something new every day -- like yesterday. Yesterday started like a usual workday."
2. Anna says "They are cooking traditional Basque food."
3. Anna says " They are playing a game. It's a kind of handball."
4. Anna says "Every year, the festival shows different cultures. This year, one of the cultures was the Basque culture."
5. Anna says, "She is using a whachamacallit to make part of a ship."
6. Anna says, "This is traditional Basque art." She also says it is beautiful.

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Tell about a party or festival in your town. (Students can create stories about a party or festival if their town does not have one.)

What did you do when you went to it? (Students can create stories about this if they have not been to a festival)

Give students time to write. If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.

Resources

Conversation

- Anna:** Yesterday was the most amazing day. I want to tell my friend back home about it. So, I am writing her a letter!
- Anna:** Dear Penelope, Life in Washington, D.C. is interesting. I see something new every day -- like yesterday. Yesterday started like a usual work day
- Anna:** I said, "Yesterday started like a usual work day."
- Anna's voice:** I was at work. And I wanted a break. So, I walked and walked ... and walked. Then, I saw something! It was a festival -- a big festival!
- Anna:** It is the Smithsonian Folklife Festival.
- Anna's voice:** Yes. It was the Smithsonian Folklife Festival. Every year the festival shows different cultures. This year one of the cultures was the Basque culture. There was dancing and food and games!"
- Anna:** I am dancing a traditional Basque dance.
- Anna's voice:** At the festival, I danced a traditional Basque dance!
- Anna:** They are cooking traditional Basque food.
- Anna's voice:** They cooked a lot of traditional Basque food.
- Anna:** They are playing a game. It's a kind of handball. What do they call it? They call it pilota!
- Anna's voice:** They played a game with their hands and a small ball. It's a kind of handball. But this game is called pilota.
- Anna:** This is beautiful! This is traditional Basque art.
- Anna:** They are making a traditional Basque ship. This festival is a lot of fun!
- Anna's voice:** The whole day was a lot of fun!
- Anna:** Who said that? I want to write my friends and tell them about my day!
- Anna:** ... So, I wanted to tell you about my day! Please, my friend, come visit Washington, D.C. soon. There is a lot to do! Until next time ... Anna.

Key Words

was - *v.* past tense of the verb “be” in first or third person (I was; he/she/it was)

Basque Country - *n.* region of Spain

culture - *n.* the beliefs, customs, or arts of a particular society

festival - *n.* an organized series of performances

handball - *n.* a game for two or four players who use their hands to hit a ball against a wall

interesting - *adj.* attracting your attention and making you want to learn more about something or to be involved in something

said - *v.* past tense of the verb “say”

traditional - *adj.* following the tradition of a certain group or culture

Past tense verbs

start - started

want - wanted

walk - walked

dance - danced

play - played

call - called

Quiz - Level 1, Lesson 24 - Yesterday Was Amazing!

Listen. Circle the letter of the correct answer.

1. What happened yesterday?

- a. Yesterday, Anna worked all day.
- b. Anna did not have to work.
- c. Anna saw something new.
- d. Yesterday ended like a usual day.

4. What does Anna say about the festival?

- a. She liked the food and dancing at the festival.
- b. The festival shows many cultures.
- c. Anna says the festival was long.
- d. The Smithsonian Folklife festival is new.

2. What did they do?

- a. The men cooked Basque chicken.
- b. They cooked traditional food.
- c. The men looked at traditional Basque food.
- d. They ate traditional Basque food.

5. Anna is using a machine in this video. You may not know the name of the machine. What learning strategy can you use to talk about it?

- a. Plan
- b. Monitor
- c. Substitute
- d. Summarize

3. How does Anna describe the game?

- a. Anna says the game is for small people.
- b. She says they call it Dakota.
- c. Anna says pilota is a slow game.
- d. She says it is a kind of handball.

6. What does Anna say about the pottery?

- a. I want to learn to make beautiful Basque art.
- b. What do you call this Basque art?
- c. These are Basque artists at work.
- d. ...beautiful! This is traditional Basque art.

STEP 1

1. Look at the picture below on the right. 2. Look at the list of verbs on the left. 3. Write about what the people in the pictures are doing. Be sure to use the past tense.

VERBS

JUMP PLAY

COOK LISTEN

TALK WORK

WATCH USE

Marco

David

Lana

Judy

Marco jumped into the pool.

STEP 2

1. Pretend the people in the picture above are your friends.
2. Tell your partner what your friends did yesterday.
3. Ask your partner what their friends did yesterday.
4. Listen to your partner summarize what their friends did.
5. Use the space below to draw a picture of the things their friends did.

What did your friends do yesterday?

The pool?

Marco jumped into the... thing...

Yes!

STEP 3

1. Look at the pictures below on the left. 2. Look at the list of verbs on the right. 3. Write about what the people in the pictures are doing. Be sure to use the past tense.



VERBS

USE

COOK

PLAY

DANCE

TALK

WATCH

CALL

JUMP



Tim used the computer.

STEP 4

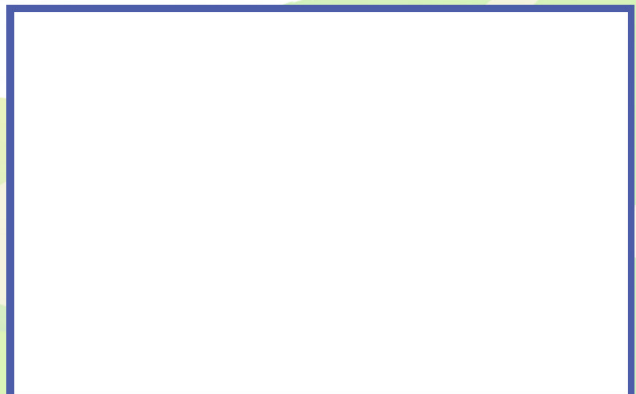
1. Now pretend the people in the picture above are your friends.
2. Tell your partner what your friends did yesterday.
3. Ask your partner what their friends did yesterday.
4. Listen to your partner summarize what their friends did.
5. Use the space below to draw a picture of the things their friends did yesterday.

What did your friends do yesterday?

The computer?

Tim used the... thing...

Yes!



Photos for Practicing Substituting

“Anna is helping make a ship. What is she using?”



“What is the thing under the clay pot?”



SUBSTITUTE

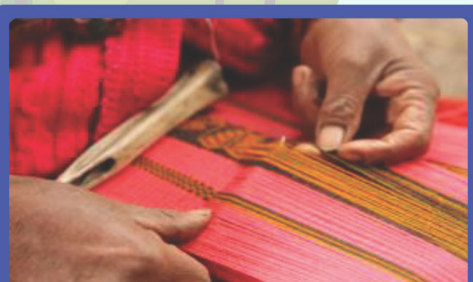
Look at the pictures below and answer each question.



What is this woman wearing?



What is the man carrying?



What does the woman use
to weave?



What are the children playing?



What is this tool?



Do you have one of these?