

# Confidence and Connections™

## Extra Practice Worksheet

### LESSON 10: WH- QUESTIONS IN THE SIMPLE PAST WITH "GO" AND "STAY" LANGUAGE TOOLS

QUESTIONS				ANSWERS				
Where	did	you	go	yesterday?	I	went	to the	park. store.
		he		We				
		she		this morning?	He	stayed	home.	
		Sue			She			
		they			They			
		Mark			Mark			

**TIP:** "Where did you go?" sounds like "Where'd ja go?"

Confidence and Connections Book 1L, Lesson 10, Language Tools, page 53

**Part 1:** Look at the picture. Finish the answers.



Q: Where did Marco go yesterday evening?

A: He went to the gym.



Q: Where did you go last weekend?

A: I \_\_\_\_\_ to the \_\_\_\_\_.



Q: Where did he go yesterday afternoon?

A: He \_\_\_\_\_ to the \_\_\_\_\_.



Q: Where did she go last night?

A: She \_\_\_\_\_.



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### LESSON 10: WH- QUESTIONS IN THE SIMPLE PAST WITH "GO" AND "STAY"

**Part 2:** Look at Liza’s schedule. Answer the questions.

LIZA’S SCHEDULE LAST WEEK						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30 family dinner at home	31 English class	1 the park to walk	2 English class	3 the park to walk	4 library to study	5 a movie with friends

1. Where did Liza go last Monday and Wednesday?

*She went to English class.*

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2. Where did Liza go on Friday afternoon?

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3. Where did Liza go on Sunday evening?

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4. Where did Liza go last Saturday night?

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5. Where did Liza go on Tuesday and Thursday morning?

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### ANSWER KEY

#### Part 1:

2. I went to the park.
3. He went to the library.
4. She stayed home.

#### Part 2:

2. She went to the library to study.
3. She went to family dinner at home.
4. She went to a movie with friends.
5. She went to the park to walk.

### TEACHER NOTES

#### ***How to use this worksheet:***

1. Review the Language Tools chart for this worksheet in Book 1L, Lesson 10. In this lesson, student(s) are practicing *only* “went” and “stayed home,” not any other verbs.
2. Have the student(s) complete the worksheet on their own.
3. Review the answers together. Have students ask and answer the questions in pairs for more oral practice.

#### ***Extension:***

1. **Groups:** Find pictures online of the places in the Vocabulary Words & Phrases (movies, gym, grocery store, library, park, home – ones that look different from the ones in the book, but are still identifiable). Make up six names (you can use student names, or random names). Print the pictures and write the names on cards or sticky notes. Have students come up and choose a name and picture, then choose another student in the group class to make a sentence with the name, “went,” and the location. **1-1:** In a 1-1 class, the teacher first models and chooses the names and pictures (if working online, you can show the pictures online or copy and paste them into a document). The student makes a sentence using the name, “went,” and the location.
2. Personalization helps make the language more relevant: ask your student(s) to make a schedule for their previous week like the one in Part 2 and have them speak to one another. Student A should ask questions, “Where did you go on Sunday?” etc. and Student B answers. Then they switch. Model this with individual students a few times until all the students understand. In a 1-1 class, the teacher is Student A. Then switch with your student.