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# Listening & Speaking Practice

**Teacher's Guide**

**1**

Prathomsuksa





# Practice 1: Introduce Yourself

## Exercises A-D

### Objectives

Students will be able to

- say the English alphabet and basic family vocabulary.
- use simple sentences to introduce themselves.
- practise a short dialogue with a partner and develop confidence in speaking in front of their peers.
- use the pronouns 'he' and 'she' correctly when talking about others.

### Guidelines to improve students' listening comprehension

#### • Before listening

1. Briefly discuss the topic first. For example, if the passage is about introducing themselves, ask students some questions:

- *"What's your name?"*
- *"How old are you?"*

This helps students to focus on specific things regarding the passage.

2. Ask students to study pictures from the passage. This helps them understand what the passage is about.
3. Introduce some important words or phrases regarding the passage. This helps them not get stuck on unfamiliar words.

#### • During listening

1. For the first listen, ask students to listen carefully.
2. For the second listen, have students read along out loud.

#### • After listening

1. Teacher can ask students some questions to check their listening comprehension. For example:

- *"What is her name?"*
- *"How old is she?"*

This can check students' understanding after listening to the passage.

## Activities

- Start the lesson:
  - Ask a few students to tell their names, for example, *"Hello, what's your name?"*
  - Explain to the students that they are going to create a special name tag that tells everyone about them using the alphabet. This name tag will help them learn the letters in their own names and introduce themselves to their friends.
    - The teacher goes first. Hold up your own name tag and say, *"My name is [Teacher's Name]. My name starts with the letter [first letter of your name]. The letter [first letter] makes the sound /.../."*
  - Explain to students that today they will learn how to introduce themselves using a few simple sentences.
- Lead students to practise:
  - Write the blank sentences, 'Hello, my name is \_\_\_\_\_. I am \_\_\_\_\_ years old. I am in Grade \_\_\_\_\_.' on the board.
  - Ask for a volunteer. Write the volunteer's name in the first blank. Ask the volunteer their age and write it in the second blank. Finally, write '1' in the last blank. Read the completed sentences with the student.
  - Ask students to work in pairs. Let them take turns practising the dialogue in Exercise C using their own names and age. Encourage them to look at their partner while they speak.
  - Ask a few students to come to the front of the class to introduce themselves to everyone. This builds confidence and provides a chance to assess their speaking skills.
  - For Exercise D, challenge students to create their own characters and write down a similar dialogue.
  - Assign them to work on Exercises A to D on pages 3 to 5.

# Exercises E-H

## Objectives

Students will be able to

- listen, identify and name various colours.
- practise a full dialogue with a partner, taking turns asking and answering.
- answer the question with a simple sentence, 'It's \_\_\_\_\_.'
- develop confidence in speaking in front of their peers.

## Activities

- Start the lesson:
  - Review the previous lesson on simple introductions. Ask a few students their names and age to activate their prior knowledge.
  - Explain that they will learn to have a longer, more detailed conversation with a friend, asking and answering more questions about themselves.
  - Ask students to name their favourite colour.
  - Ask a few students to point at the things in the classroom that have the same colour as their favourite colour.
- Lead students to practise:
  - Divide students into pairs. Let them take turns practising the dialogue in Exercise G using their own information.
  - For Exercise H, ask a few students to share their findings. For example, ask a student, "What is [Friend's Name]'s favourite colour?" The student can respond, "It's [Colour Name]."
  - Assign them to work on Exercises E to H on pages 5 to 7.
  - Use the dialogue in Exercise H to practice speaking with a friend in front of the class.

# Exercise I

## Objectives

Students will be able to

- read and choose the correct answer in a short, simple dialogue.
- understand the flow of a simple conversation.

## Activities

- Start the lesson:
  - Review greetings. Ask a few students, “*Hello, how are you?*” and “*What’s your name?*” to activate their prior knowledge of simple conversation.
- Lead students to practise:
  - Assign them to work on Exercise I on page 8.
  - Ask students to work in pairs. Let them act out the completed dialogue.
  - Challenge students to add a greeting at the end of the dialogue, such as ‘It was nice to meet you.’
  - Summarise key points learned from the lesson.



## Practice 2: Meet My Friends

### Exercises A-C

#### Objectives

Students will be able to

- tick the correct answers after listening to the questions.
- identify different hobbies from listening and number the pictures in the correct order.
- match the names to the correct pictures after listening to the sentences.

#### Activities

- Start the lesson:
  - Ask students about their favourite things to do for fun: *"What do you like to do in your free time?"* and have a few students share. Introduce the word 'hobby' as a special word for the things we love to do.
  - Gather the students and have them sit in a large circle on the floor. Introduce the activity: *"Today, we are going to be super reporters! We're going to interview our friends to find out what they can do."* The teacher goes first. Hold the microphone and say: *"My name is [Teacher's Name]. What I can do is [read a book]! What's your name? What can you do?"* Hand the microphone to a student and help them answer. This gives them a clear example of what to do.
  - Ask a few students to make a sentence about what the friends who they interviewed can do. For example, *"[Friend's Name] can swim."*
- Lead students to practise:
  - Ask a few students to come to the front of the class to act out a simple action of what they can do. For example, swim, play football, or sing. Then, the rest of the class guess what the actions are by saying, *"He/She can swim."*; *"He/She can play football."* or *"He/She can sing."*
  - Assign them to work on Exercises A to C on pages 11 to 13.

# Exercises D-G

## Objectives

Students will be able to

- introduce themselves and a friend to a third person.
- practice and create their own simple dialogues.
- act out a simple dialogue with a partner or in a small group.
- ask and answer questions about a person's name and hobby.
- use appropriate greetings and farewells.

## Activities

- Start the lesson:
  - Have students greet a few friends by saying, *"Hello, I'm [Student's Name]."* And the other friend responds, *"Hello, I'm [Student's Name]."*
  - Explain to students that today they will be learning how to greet and introduce themselves and their friends to new people.
- Lead students to practise:
  - Divide students into groups of three. In each group, assign two students to be the 'friends' and the other one to be the 'new friend'. Let them introduce themselves and ask a few questions. For example, *"What is your friend's name?"* or *"What do you and your friend like to do?"*
  - Ask a few groups to come to the front of the class and perform their dialogue. Encourage them to use gestures and expressions. The student who asks the questions should point to the correct person when asking *"What's your name?"* or *"What's her name?"* This is a great way to build confidence.
  - Assign them to work on Exercises D to G on pages 14 to 16.
  - Summarise key points learned from the lesson.



## Practice 3: What's in My Classroom

### Exercises A and B

#### Objective

Students will be able to identify and describe general classroom items by using vocabularies they learn.

#### Guidelines to improve students' listening comprehension

##### • Before listening

1. Briefly discuss the topic first. For example, if the passage is about school supplies, ask students some questions:
  - *"What's in your bag?"*
  - *"What do you see around you in our classroom?"*

This helps students to focus on specific things regarding the passage.

2. Ask students to study pictures from the passage. This helps them understand what the passage is about.
3. Introduce some important words or phrases regarding the passage. This helps them not get stuck on unfamiliar words.

##### • During listening

1. For the first listen, guide students to focus and catch the main idea.
2. For the second listen, guide them to listen for details. Students can take notes with some important words instead of full sentences.

##### • After listening

1. Teacher can ask students some questions to check their listening comprehension. For example:
  - *"Where is Helen?"*
  - *"What does Helen love to do?"*

This can check students' understanding after listening to the passage.



## Activities

- Start the lesson:
  - Start by asking a quick '20 questions' about school supplies. For example, hold up an item (e.g., a ruler) and ask students, "*What is this?*" Encourage them to say the name of each item.
  - Have students repeat the names of the items after you.
- Lead students to practise:
  - Play a clip: <https://www.youtube.com/watch?v=AS5nhKzaOqo>
  - After watching the clip, ask students a question, "*What do you see in the video?*" Let students say all the school supplies they see in the video and find those items in their classroom.
  - Assign them to work on Exercises A and B on pages 19 and 20.

## Exercises C and D

### Objective

Students will be able to identify and name common school supplies as well as using singular (This is... / There is...) and plural (There are...) forms.

## Activities

- Start the lesson:
  - Start by asking students about their own desks. "*What do you have on your desk right now?*" Use this as an opportunity to review some of the vocabulary they have learnt (e.g., pen, pencil, notebook).
  - Look at each student's desk. Say what you see on a student's desk. For example, "*There is a ruler. There is a pencil case. There is an eraser. There are two pencils.*" And ask, "*Whose desk is that?*" Then, let students find out who owns that desk. After they found the owner of the desk, they will have to say, "*That is [Student's Name]'s desk.*" as they point to the desk.
- Introduce the structure:
  - Write the structures on the board:
    - This is... / There is... / There are...

Explain that 'This is...' is used to introduce or identify a single person, place, or thing that is close to us. 'There is...' is used when a single person or thing exists in a particular place. It's used to describe what we can see in a room, on a table, or in a picture. 'There are...' is used for the same reason as 'There is...' but for two or more people or things. It's the plural form.

- Model the question: Point to a student's desk that is close to you, and ask "*Whose desk is this?*"; "*What's on this desk?*"
- Lead students to practise:
  - Ask students to work in pairs. Take turns saying what the items are on their partner's desk.
  - Bring a desk to the front of the class and place a few items (e.g., pens, pencils, notebooks, rulers, erasers) on the desk. Divide students into small groups of three. Have the groups take turns saying what the items are on the desk. Place different items or a different number of items for each group. Encourage them to use the sentence starters.
  - Quickly review the singular and plural forms used in the lesson.
  - Assign them to work on Exercises C and D on page 21.

## Exercises E-H

### Objectives

Students will be able to

- say vocabulary related to the classroom and school supplies (e.g., classroom, writing, pencil, eraser, pencil case).
- use the phrases 'Yes, it is.' and 'No, it isn't.'
- ask the question "*What's it?*" and answer with "*It's a...*".

### Activities

- Start the lesson:
  - Begin with a quick review of the school supplies. Hold up a few items (e.g., an eraser, a ruler, a glue stick) and ask students to say their names.
  - Explain the concepts of 'Yes, it is.' and 'No, it isn't.' to the students. Use simple examples: Teacher holds up a pencil and asks, "*Is this a pen?*", and students answer, "*No, it isn't.*" Then teacher holds it up again and asks, "*Is this a pencil?*", and students answer, "*Yes, it is.*"

- Teacher changes to hold up a pen and asks, *"What's it?"*, and students answer, *"It's a pen."* Then, teacher holds up a few other items, ask the same question and let students say what each item is.
- Lead students to practise:
  - Have students draw their favourite school supply and then create a dialogue about it using 'Yes, it is.' / 'No, it isn't.' or 'What's it?' / 'It's a...'.
    - Use real school supplies to model the sentence. Hold up a pencil and say, *"There is a pencil in my hand."* Then hold up three pencils and say, *"There are three pencils in my hand."* Emphasise the difference between 'is' for one item and 'are' for more than one.
  - Ask a few students to name one or two things they have in their bag. For example, *"What's in your bag, [Student's Name]?"* a student could say, *"There is a pencil case and there are coloured pencils in my bag."*
  - Play a memory game. Have one student say what's in his/her bag. The next student must repeat what the first student said and then add one more item from his/her own bag.
  - For Exercise H, have students look at the picture and ask them a few questions about what they see. *"Who do you see in the picture?"*. *"Where is she?"*. *"What is she doing?"*. *"What's on her desk?"*.
- Assign them to work on Exercises E to H on pages 22 to 24.



## Practice 4: Follow My Instructions

### Exercises A-C

#### Objective

Students will be able to give and follow simple instructions.

#### Activities

- Start the lesson:
  - Play 'Simon says'. Explain the rules of Simon Says to students.
  - Remind them that they should only follow the instructions if you say, "*Simon Says.*"
  - If you give an instruction without saying "*Simon Says*", they should not do it.
  - Give simple instructions, such as:
    - "*Simon Says, point to a book.*"
    - "*Simon Says, pick up an eraser.*"
    - "*Simon Says, give a ruler to a friend.*"
    - "*Wave your hands.*" (Without saying "*Simon Says*")
    - "*Raise your right hand.*" (Without saying "*Simon Says*")
  - Gradually increase the complexity of the instructions and the speed of delivery.
  - You can also use actions that require movement around the classroom, such as:
    - "*Simon Says, walk to the door.*"
    - "*Simon Says, run to the window.*"
    - "*Simon Says, wipe the desk.*"
    - "*Simon Says, clean the board.*"
    - "*Simon Says, pick up the pencils.*"

This is a fun way to get students ready to listen and follow instructions.

- Lead students to practise:
  - Act out some simple instructions. Say, "*Stand up, please.*" and model the action. Then say, "*Sit down, please.*" Do this a few times, have students follow your instructions. This introduces the concept of giving and following instructions.
  - Ask students to work in pairs. Take turns coming up with their own simple instructions to give to their partner, for example, "*Take out your pencil, please.*" or "*Close your book, please.*"

- Remind students of the importance of using 'please' when asking someone to do something. Play a clip: [https://www.youtube.com/watch?v=zXlXDo-CRc84&list=RDzXlXDoCRc84&start\\_radio=1](https://www.youtube.com/watch?v=zXlXDo-CRc84&list=RDzXlXDoCRc84&start_radio=1)
- Assign them to work on Exercises A to C on pages 27 to 29.

## Exercises D-F

### Objectives

Students will be able to

- give and follow simple instructions.
- use verbs related to classroom actions (e.g., open, draw, raise, pass, take out, put away).

### Activities

- Start the lesson:
  - Start the lesson by having a quick discussion about classroom chores and activities. Ask students, *"What jobs do we do in our classroom to keep it clean?"* or *"What do you do when you need a ruler from a friend?"* This helps to activate prior knowledge and vocabulary.
  - Briefly review the verbs in the instructions, such as open, draw, raise, pass, take out, and put away. You can ask students to act them out.
- Lead students to practise:
  - Do a quick 'Listen and Do' activity. Say a simple instruction, for example, *"Put your hands on your head."* or *"Touch your nose."* This gets the students' attention and prepares them for the lesson.
  - Assign them to work on Exercises D to F on pages 30 to 32.
  - Summarise key points learned from the lesson.





## Practice 5: My Favourite Things

### Exercises A and B

#### Objective

Students will be able to identify specific vocabulary words related to toys and use simple adjectives to describe toys.

#### Activities

- Start the lesson:
  - Begin by asking students about their favourite toys. *“Does anyone have a favourite toy? What is it? What colour is it?”* or *“What are your favourite toys? Do you have a cute teddy bear or a cool car?”* This helps activate their prior knowledge and gets them excited.
  - Pretend your classroom is a toy shop. Show pictures of different toys and ask students to describe them by using simple adjectives. For example, *“This is a big, red car.”* or *“That is a small, blue ball.”*
  - Divide students into pairs or small groups. Give each group a set of toy pictures and adjective cards. Have them match the correct adjectives to the toys.
- Lead students to practise:
  - Describe a toy using adjectives and let students guess what that toy is. This helps them focus on details and listening.
  - Assign them to work on Exercises A and B on pages 41 and 42.

### Exercises C and D

#### Objectives

Students will be able to

- answer simple ‘Yes, it is’ or ‘No, it isn’t’ questions.
- identify objects based on descriptions.

## Activities

- Start the lesson:
  - Hold up a toy (e.g., a red ball) and ask a yes/no question about it. *"Is this a blue ball?"* (No, it isn't.) *"Is this a red ball?"* (Yes, it is.) Practise a few times with different objects.
- Lead students to practise:
  - Prepare a box and put some pictures of toys in it. Ask a student to pick a picture in the box without looking and ask a question about the picture, for example, *"Is it a long train?"* The other students answer, *"Yes, it is."* Or *"No, it isn't."* Practise a few times, let students take turns picking a picture and ask a question.
  - Encourage students to create their own questions about toys using the sentence frame: *"Is it a...?"* to ask their partner.
  - Assign them to work on Exercises C and D on pages 43 and 44.

## Exercises E and F

### Objectives

Students will be able to

- ask and answer questions about a person's favourite toy using the structure 'What is [name]'s favourite toy?' and 'His/Her favourite toy is a [toy].'
- practise using the possessive adjectives 'his' and 'her'.

### Activities

- Start the lesson:
  - Show students some pictures of people with their belongings. Ask questions like, *"Whose car is this?"* or *"Whose doll is that?"* Guide students to answer, using 'his' or 'her.'
- Lead students to practise:
  - Ask students to work in pairs. Each pair has to ask their partner about his/her favourite toy. After that, take turns telling the class what their partner's name and favourite toy is, using the structure 'His/Her name is..., his/her favourite toy is a...'
  - Assign them to work on Exercises E and F on pages 45 and 46.
  - Summarise key points learned from the lesson.



## Practice 6: Animal Show

### Exercises A and B

#### Objectives

Students will be able to

- identify and name various animals.
- say vocabulary related to animals.

#### Activities

- Start the lesson:
  - Ask a student to come to the front of the classroom to act out an animal and let the rest of the class guess what the animal is.
- Lead students to practise:
  - Ask students to share if they have pets at home or if they know someone who does. *“Does anyone have a pet? What kind of pet is it?”* If they don’t have pets, ask what kind of pet they wish they could have. This helps activate their imagination and connects to the activity.

### Exercises C and D

#### Objective

Students will be able to say the phrases ‘I like...’ and ‘I don’t like...’

#### Activities

- Start the lesson:
  - Ask students about animals they like. *“What are some animals you like? What do you do with animals? Do you feed them? Play with them?”*
  - Ask students about animals they like and don’t like. For example, *“Do you like dogs? Do you like elephants?”* Use gestures and facial expressions to convey ‘like’ (thumbs up, smile) and ‘don’t like’ (thumbs down, frown).

- Lead students to practise:
  - Write 'I like...' and 'I don't like...' on the board. Say the name of an animal and ask students to write the name on the board. If students like that animal, write its name under 'I like...' If students don't like that animal, write its name under 'I don't like...' Then, let the whole class count together to see how many students like or dislike that animal. Do this activity a few times with different animals.
  - Assign them to work on Exercises A to D on pages 49 to 51.
  - Ask a few students to share their favourite animal from the exercises and why they like it (e.g., *"I like rabbits because they are cute."*).
  - Encourage students to add a reason for their like or dislike (e.g., *"I like dogs because they are friendly."* or *"I don't like rats because they are scary."*).

## Exercises E-H

### Objective

Students will be able to describe the positions using simple prepositions (e.g., on, under).

### Activities

- Start the lesson:
  - Pretend the classroom is a zoo. Place toy animals at different places in the classroom (e.g., on a desk, under a chair, in a box, on a book). Say the name of an animal and have students point to the correct animal, then state where it is.
- Lead students to practise:
  - Show pictures of objects in various positions. Ask questions like, *"Where is the ball?"* or *"Where is the cat?"* Guide students to answer by using prepositions.
  - Lead students play 'Hide and Seek':
    - Hide objects around the classroom.
    - Give students clues by using prepositions. For example, *"The toy car is under the table."*
    - Have students find the hidden objects.
  - Assign them to work on Exercises E to H on pages 52 to 54.
  - Summarise key points learned from the lesson.



## Practice 7: Shopping List

### Exercises A-C

#### Objectives

Students will be able to

- recognise and say the names of numbers 11-20.
- identify and name various food items.

#### Activities

- Start the lesson:
  - Ask students to review numbers 1-10 to make sure that they have strong background knowledge in mathematics.
  - Use flashcards to quickly review number names and numerals.
  - Count objects together as a class.
  - Introduce numbers 11-20 by displaying number flashcards for 11-20, then point to each number and say the name clearly. Encourage students to repeat.
  - Relate numbers to everyday objects (e.g. 10 fingers and toes, 12 months in a year).
  - Use real objects to count and represent numbers, such as items in a shopping list.
- Lead students to practise:
  - Play the clip: <https://www.youtube.com/watch?v=YPUS1LWg3jg> to draw students' attention to the lesson.
  - Practise chanting numbers 11-20 as a class.
  - Talk about shopping, ask students, "*Has anyone ever gone to the grocery store with your family? What kinds of food do you buy?*" Introduce the idea of a shopping list.
  - Pretend the classroom is a supermarket. Each group of students hold a shopping list. Ask them to pick up food flashcards as shown in the shopping list.
  - Assign them to work on Exercises A to C on pages 57 to 59.



# Exercises D-G

## Objectives

Students will be able to

- identify and name various food items.
- tell about a shopping list using simple sentences.
- read and role-play a simple dialogue about buying food.
- identify and name various food items and their prices.

## Activities

- Start the lesson:
  - Use flashcards to quickly review number names and numerals.
  - Ask students to work in a group of 3 to 4. Give each group a few pictures of food items. Have students pick 2 or 3 pictures and say what they've got using simple prepositions (e.g., on, in). For example, students pick the pictures of an apple and a cup of tea, they will have to say, *"We've got an apple in a cup of tea."* Then, ask students if that makes sense or not.
- Lead students to practise:
  - Ask students if they've ever bought something at a store. *"Who has bought something from a shop? What did you buy? What do you say to the seller?"* Introduce the idea of asking about prices.
  - Assign them to work on Exercises D to G on pages 60 to 62.
  - Summarise key points learned from the lesson.



## Practice 8: Eat Healthily

### Exercise A

#### Objective

Students will be able to identify and name various food items.

#### Activities

- Start the lesson:
  - Guide students to say simple sentences like, *"I like apples,"* or *"This is milk."*
  - Show students pictures of various kinds of foods and ask them what kind of food they like and don't like.
- Lead students to practise:
  - Discuss which foods are healthy and how they help our bodies.
  - Play 'What's in the Basket?' game. Describe a 'mystery' fruit (*"It's yellow, long, and monkeys love it!"*) and have students guess.
  - Assign them to work on Exercise A on page 65.

### Exercises B and C

#### Objective

Students will be able to use 'Has got... / Have got...' to talk about food items.

#### Activities

- Start the lesson:
  - Talk about lunchboxes. *"What do you like to have in your lunchbox? What's your favourite thing to eat for lunch?"* This helps activate prior knowledge and connect to the practise.
- Introduce the structure:
  - Write the structures on the board:
    - Has got... / Have got...
    - Has he/she/it got...? / Have you/they got...?

Explain that these structures are used to say or ask if someone possesses something. 'Has got' is used when talking about one other person. 'Have got' is used when talking about yourself or more than one person.

The short form of have got is 've got and the short form of has got is 's got.

- Model the question: Hold a pen and say, *"I have got a pen."* Then, point to a student's pencil and say, *"He/She has got a pencil."* Use the pictures to ask questions. For example, point to a picture of a girl holding an apple, ask *"Has she got an apple?"*
- Lead students to practise:
  - Ask students to design their own lunchbox and say what they have using the structure 'I've got...'. For example, student says, *"I've got a sandwich and an apple in my lunchbox."*
  - Assign them to work on Exercises B and C on pages 66 and 67.

## Exercises D and E

### Objective

Students will be able to ask questions using the structures 'Has he/she/it got...? / Have you/they got...?' and answer with 'Yes, I have. / No, I haven't.'

### Activities

- Start the lesson:
  - Pretend that the classroom is a TV show. Assign some students to be nutritionists who suggest about healthy food.
  - Teacher suggests some food that we should eat even though we don't like (e.g. vegetable).
- Lead students to practise:
  - Ask students to shout out different things they've seen on pizza (e.g., cheese, pepperoni, mushrooms, pineapple, olives, chicken, peppers, onions). Write these suggestions on the board.
  - According to the activity in Exercises B and C that have students design their own lunchbox. Now, teacher asks what students have in their lunchbox, for example, *"Have you got a banana?"* and student answers, *"No, I haven't."* This helps students practise asking and answering using 'Yes, I have.' or 'No, I haven't.'
  - Assign them to work on Exercises D and E on pages 68 and 69.

# Exercise F

## Objectives

Students will be able to

- practise forming simple sentences: '[Name]'s favourite fruit is...' and '[Name]'s favourite vegetable is...'
- reinforce recognition of common fruit and vegetable vocabulary

## Activities

- Start the lesson:
  - Start by asking students about their favourite fruits and vegetables. *"What's your favourite fruit? What's your favourite vegetable?"*
  - Play the clip: <https://www.youtube.com/watch?v=5pM7Bp3Hcfk> to draw students' attention to the lesson.
- Lead students to practise:
  - Describe mystery fruits and vegetables. For example, *"It's yellow, long, and monkeys love it!"* (Banana) *"It's long and orange. Rabbits and bunnies love to eat it!"* (Carrot) and have students guess.
  - Break down the sentence: Write the sentence structures on the board:
    - [Name]'s favourite fruit is [fruit].
    - [Name]'s favourite vegetable is [vegetable].

Explain that "'s" (apostrophe s) is a common way to show possession or belonging.

- Encourage students to combine sentences, e.g., *"Jake's favourite fruit is pineapple and his favourite vegetable is cabbage."*
- Assign them to work on Exercise F on page 70.
- Summarise key points learned from the lesson.