



Go Get English

Practice Makes Perfect!

Listening & Speaking Practice

Teacher's Guide

2

Prathomsuksa



Practice 1: My Free Time

Exercises A and B

Objectives

Students will be able to

- answer questions and provide details after listening to a passage about weekly activities.
- talk about daily routines using simple present tense.

Activities

- Start the lesson:
 - Begin the class by reviewing the days of the week. Ask students to name them in order (Monday, Tuesday, etc.). You can write them on the board.
 - Look at the pictures in Exercise A. Ask students to describe each picture.
 - Ask students which of these activities they enjoy doing.
- Introduce the structure:
 - Write the sentence structure on the board:

- I _____ on _____ [Day] _____.
 - Explain that this structure is used to tell what someone does each day of the week.
- Lead students to practise:
 - Ask students to draw a picture of what they do on their favourite day of the week and share it with the class.
- Assign them to do Exercises A and B on pages 3 and 4.

Guidelines to improve students' listening comprehension

- First listening: Play the audio file once from start to finish. Tell students to just listen and not draw anything. This helps them get the overall context.
- Second listening: Play the audio a second time. Instruct students to draw the lines to match the days and pictures as they listen. Pause the audio between each day if necessary to give them time.

Guidelines to improve students' listening comprehension

- Third listening: Play the audio one last time. This allows students to check their work and fill in any matches they may have missed.
- Review: Go over the answers as a class. Call on different students to share their answers. For example, “*What did the person do on Monday?*” Confirm the correct match for each day.

Exercise C

Objectives

Students will be able to

- ask and answer questions about weekly schedules using the phrase “What do you do on _____ [Day] _____ ?”
- talk about activities in the present tense using simple sentence structure.

Activities

- Start the lesson:
 - Review the days of the week. Write them on the board and have students repeat after you.
 - Divide students into small groups or pairs.
 - Give each group a whiteboard or a large piece of paper.
 - The teacher calls out a day of the week and the corresponding activity from the exercise (e.g., “*I listen to music on Saturdays.*”)
 - The members of the group work together to draw a picture representing that activity as quickly as possible.
 - After a few seconds, the teacher says “*Stop!*” and has each group hold up its drawing. The group with the best or fastest drawing wins.
 - Have the students from the winning group say the full sentence: “*I listen to music on Saturdays.*”
 - You may give some rewards to the winning group such as small dolls or key rings.

- Introduce the structure:

- Write the sentence structure on the board:

- What do you do on _____ [Day] _____ ?

Explain that this structure is used to ask what someone usually does on a day of the week, as well as explaining the way to reply to that question.

- I _____ on _____ [Day] _____.

- Lead students to practise:

- Prepare the scene for the activity of interviewing a celebrity in the classroom, for example, a backdrop, a red carpet or a press conference table.
 - One student acts as a famous person, and the others are reporters. The reporters ask about the celebrity's schedule for the week. Encourage them to use the structure learnt.

- Assign them to do Exercise C on page 5.

Exercise D

Objectives

Students will be able to

- answer questions after listening to a passage about various activities.
- talk about daily routines using simple present tense.

Activities

- Start the lesson:
 - Have the class stand or sit in a circle.
 - Start by asking the first student, "*What do you do on Mondays?*"
 - The first student answers using the sentence structure, "*I play badminton on Mondays.*"
 - The first student then turns to the person next to him/her and asks a question about a different day, for example, "*What do you do on Wednesdays?*"
 - The second student answers and then asks the next person in the circle.
 - The activity continues around the circle. If a student makes a mistake, the teacher can offer a quick correction before continuing.
 - This activity encourages active listening and quick thinking.
- Lead students to practise:
 - Explain to students that you are going to act out one of the four activities in Exercise D, and they need to guess which one it is.
 - Start by miming an action, such as jogging in place.
 - Have students shout out their guesses. When they guess correctly, point to the picture in Exercise D.
 - Now, turn it over to the students. Say the name of an activity, such as "*playing badminton*", and have all the students stand up and mime the action.
 - Do this for all pictures. This kinesthetic activity helps them remember the vocabulary.
- Assign them to do Exercise D on page 6.

Exercise E

Objectives

Students will be able to

- ask and answer questions about how often an activity is done using the question structure: "How many hours a week do you _____?"
- reply using the structure: "I _____ [number] hour/s a week."
- talk about various activities with appropriate vocabulary.

Activities

- Start the lesson:
 - Write down some activities on one set of slips of paper (e.g., sing songs, go jogging, play games).
 - Write down the numbers from 1 to 4 on another set of slips.
 - Divide the class into two teams.
 - A student from Team A comes to the front and secretly picks one activity slip and one number slip.
 - The student must then act out the activity (e.g., mime singing a song) for their team.
 - Once the team guesses the activity correctly, the student then holds up a certain number of fingers to represent the number of hours.
 - The team must then say the full, correct sentence: "*You sing songs one hour a week.*"
 - If the team says the full sentence correctly, they get two points. If they get the activity, or the number of frequencies, but not the full sentence, they get one point.
 - Teams take turns. The team with the most points at the end wins.
- Introduce the structure:
 - Write the sentence structure on the board:
 - How many hours a week do you _____ ?
 - Explain that this structure is used to ask how frequently someone does something in a week, as well as explaining the way to reply to that question:
 - I _____ [number] hour/s a week.

- Lead students to practise:
 - Create a simple worksheet with prompts such as:
 - Find someone who sings songs four hours a week.
 - Find someone who paints pictures two hours a week.
 - Find someone who rides a bicycle three hours a week.
 - Give each student a worksheet.
 - Explain the rules: *“You must walk around the room and ask your friends, ‘How many hours a week do you _____?’”*
 - When a student finds a friend who gives the correct answer (e.g., *“I sing songs four hours a week.”*), they write that person’s name next to the corresponding prompt on their sheet.
 - The first student to get all the boxes filled with a name wins.
- Assign them to do Exercise E on page 6.

Exercises F and G

Objectives

Students will be able to

- draw pictures to represent weekly activities obtained from conversations with their friends.
- identify specific information after listening to a passage about weekly activities.

Activities

- Start the lesson:
 - Prepare two sets of flashcards: days of the week and activities.
 - Divide the class into two teams.
 - Give one team the day flashcards and the other team the activity flashcards.
 - The first student from Team A (days) holds up a card and asks, “*What do you do on _____ [Day] _____ ?*”
 - The first student from Team B (activities) must hold up an activity card and say the full sentence, “*I _____ on _____ [Day] _____ .*”
 - If the team says the full sentence correctly, they get a point.
 - Students then rotate and the next pair takes their turn. Continue the activity until every student gets to speak.
- Lead students to practise:
 - The teacher chooses a student to come in front of the class and says a day of the week for him/her, for example, “*Tuesday*”.
 - The student must think of an activity he/she does or would like to do on Tuesday without saying it out.
 - Instead, the student gives clues about the activity. For example, for ‘reading a book’, he/she might say, “*It’s quiet.*”; “*You can do it indoors.*” or “*It has pages.*”
 - The rest of the class tries to guess the activity. The first person to guess correctly can be the next to give clues.
 - This is a great way to reinforce vocabulary in a fun, riddle-like format.
- Assign them to do Exercises F and G on pages 7 and 8.
- Summarise key points learned from the lesson.



Practice 2: My Diary

Exercises A and B

Objectives

Students will be able to

- answer questions after listening to a passage about weekly activities.
- read along with listening to a poem.

Activities

- Start the lesson:
 - Visit 'Free Time Spinner' on <https://g.co/gemini/share/8edc9a917ebb>.
 - Choose a volunteer to come out. Click "Spin!" When the spinner stops, look at the activity and encourage the student to speak by asking:
 - Do you like to do this activity?
 - Why?
 - When do you usually do this activity?
 - Have other students take turns speaking.
- Lead students to practise:
 - Divide the class into two or more teams.
 - A student from the first team comes to the front of the class.
 - The teacher whispers an activity and a day of the week to the student (e.g., "*Playing badminton on Friday*").
 - The student must act out the activity without speaking.
 - Their team has one minute to guess the activity and the day of the week. They must say the full sentence, "*He/She plays badminton on Fridays.*"
 - Award a point for each correct guess. The team with the most points at the end wins.
- Assign them to do Exercises A and B on pages 11 and 12.

Exercise C

Objective

Students will be able to ask and answer questions about weekly activities using the sentence structures: “Do you...” and “Yes, I do. / No, I don’t.”

Activities

- Start the lesson:
 - Show the video about weekend activities to students:
<https://www.youtube.com/watch?v=eFlf2DxVqMs>.
 - Ask what they usually do at weekends. Encourage them to speak the full sentence:
“I _____ at weekends.”
- Introduce the structure:
 - Write the sentence structure on the board:
 - Do you _____ at weekends?
 - Explain that this structure is used to ask whether someone does an activity at weekends, as well as explaining the ways to reply to that question:
 - Yes, I do.
 - No, I don’t.
- Lead students to practise:
 - Prepare cards or pieces of paper with one word on each card.
For example,
 - “DO” “YOU” “WEEKENDS” “AT” “PLAY” “?” “FOOTBALL”
 - “I” “YES” “DO” “.” “,”
 - Divide the class into small groups (five to seven students). Give each group a set of mixed-up word cards.
 - Each group races to arrange themselves in the correct order, holding the cards.
The first group to form the correct ‘human sentence’ and say it aloud wins a point.
 - Change the word cards for each group and have them play a few more rounds.
The group with the most points wins.
- Assign them to do Exercise C on page 13.

Exercise D

Objective

Students will be able to ask and answer questions about daily activities and specific days of the week using the simple present tense.

Activities

- Start the lesson:
 - Prepare a ball or a soft object to pass around. Then, have students sit or stand in a circle.
 - The teacher starts by saying a full sentence using the structure, for example, *“I play football on Tuesdays.”*
 - The teacher then passes the ball to the next student in the circle. That student must repeat the previous sentence and then add a new one, changing either the activity, the day or both. For example, *“I play football on Tuesdays. I sing on Wednesdays.”*
 - The next student continues the chain, repeating the previous two sentences and adding their own.
 - The activity continues around the circle, building a longer and longer ‘sentence train’. If a student makes a mistake, the train ‘derails’, and you start a new train from that student.
- Lead students to practise:
 - Start with one student asking, *“What do you do on Monday?”* The next student answers and then asks another student *“What do you do on Tuesday?”*, and so on, going through all the days of the week and different activities.
- Assign them to do Exercise D on page 14.

Exercise E

Objective

Students will be able to talk about their personal daily routines using simple present tense.

Activities

- Start the lesson:
 - Play the game of ‘Daily Routine Sentence Builder’ with students on <https://g.co/gemini/share/8661bd3adbe2>.
- Lead students to practise:
 - Prepare two or three similar sets of large flashcards or pictures of the daily routine actions (wake up, take a bath, have breakfast, go to school, study, play with friends, have dinner, go to bed, and read a book).
 - Scatter the flashcards face up on a table or on the floor.
 - Divide the class into two or three teams.
 - Call out a daily routine scenario, for example, *“Show me what you do in the morning.”*
 - The first student from each team races to arrange the relevant flashcards in the correct order (e.g., wake up, take a bath, have breakfast).
 - The first team to correctly sequence the cards and say the actions aloud wins.
- Assign them to do Exercise E on page 15.
 - You may choose a few students to read their work aloud to the class.

Exercises F and G

Objectives

Students will be able to

- answer questions after listening to a passage.
- talk about their daily activities using correct vocabulary.
- engage in simple question-and-answer dialogues about personal routines.

Activities

- Start the lesson:

- Think of a secret daily routine for yourself or a fictional character, including activities and days.
- Make a statement about the routine (e.g., “*On Tuesdays, I watch Doraemon.*”).
- Students listen and decide if the statement is ‘True’ or ‘False’ based on what they think the teacher’s (or character’s) real routine might be, or if it sounds logical.
- Students can show ‘True’ with a thumbs up and ‘False’ with a thumbs down.
- If they think it is false, call on a student to explain why or suggest a more likely activity/day.

- Lead students to practise:

- Secretly choose one activity and one day of the week (e.g., “play soccer” on “Saturday”). Write it down so you do not forget, but do not show it to the students.
- Tell students you have a secret activity and day. They need to guess it by asking “Yes/No” questions.
- Students take turns asking questions using the “*Do you ___ on [Day] ?*” format.
- The teacher can only answer “*Yes, I do.*” or “*No, I don’t.*”
- The student who correctly guesses both the activity and the day wins and gets to be the next ‘secret keeper’.

- Example Dialogue:

Student 1: Do you watch TV on Mondays?

Teacher: No, I don’t.

Student 2: Do you play football on Saturdays?

Teacher: Yes, I do!

(Student 2 wins and becomes the next secret keeper.)

- This game promotes critical thinking and targeted questioning.
- Assign them to do Exercises F and G on page 16.
- Summarise key points learned from the lesson.



Practice 3: Living Spaces

Exercise A

Objective

Students will be able to identify vocabulary associated with various types of buildings or locations from a listening passage.

Activities

- Start the lesson:
 - Show the video on <https://www.youtube.com/watch?v=s2eC9gTKVa8> to introduce vocabulary related to living places to students.
- Lead students to practise:
 - Briefly review the vocabulary for the locations/buildings shown in the pictures in Exercise A. You can point to each picture and ask, “*What is this place?*” or “*What do you see here?*” (e.g., school, living room, barn, apartment building, hill, house).
 - Prepare a list of riddles describing various types of homes. They can be other ones that are not shown in the book.

Examples:

- I am a tall building with many floors. Lots of families live inside me, but they don't have their own yards. What am I? (An apartment building)
- I am a small house, often in the countryside. I might have a cozy fireplace. What am I? (A cottage)
- I am a building on a farm, usually for animals or hay. What am I? (A barn)
- I am a very big, old building, sometimes with towers. Kings and queens used to live in me. What am I? (A castle)
- I am a temporary home, often made of fabric, used for camping. What am I? (A tent)
- I am a building where one family lives. I often have a garden and a garage. What am I? (A house)

- Read one riddle aloud to the class.
- Students listen and raise their hand when they know the answer.
- Call on a student to guess the type of home.
- If correct, that student can read the next riddle or choose the next riddle-reader.

• Assign them to do Exercise A on page 19.

Exercises B and C

Objectives

Students will be able to

- answer simple questions about components of a house and its surroundings from a listening passage.
- ask and answer questions about features of a house, as well as expressing preferences using the sentence structure: “Is / Are there _____ ?”

Activities

- Start the lesson:
 - Introduce vocabulary related to different parts of a house by showing the video on https://www.youtube.com/watch?v=aEM9d_8_i0k.
 - Ask students which words they already know, and which words are new for them.
- Introduce the structure:
 - Write the sentence structures on the board:
 - Is there _____ ? / Are there _____ ?
 - Explain that these structures are used to ask if something exists in a place, as well as explaining ways to reply to those questions:
 - Yes, there is. / Yes, there are.
 - No, there isn't. / No, there aren't.
- Lead students to practise:
 - Give each student a piece of paper.
 - Choose a room in the house for them to draw, but do not say it out (e.g., bedroom, living room).
 - Let every student ask a question to find out what the room looks like using the sentence structure “Is there _____ ? / Are there _____ ?”
For example,
 - Is there a bed?
 - Are there pillows?
 - If the answer is yes, students draw that object down.
 - Continue until all students get to ask a question. Then, have them show their drawings. The fun is in seeing how different everyone's final drawings are.
- Assign them to do Exercises B and C on pages 20 and 21.

Exercise D

Objective

Students will be able to answer questions after listening to the descriptions of locations with directional language.

Activities

- Start the lesson:
 - Draw a simple diagram of the classroom on the board including all student desks.
 - Have students get in line randomly. Then, each student comes to the board and writes his/her name in the correct desk in the diagram.
 - After writing his/her name, the student must say the full sentence: “[Name]’s desk is here.”
 - This activity encourages them to read and identify locations of places on a simple map.
- Lead students to practise:
 - Have students work in groups of five to six.
 - Provide a variety of building blocks (Lego, wooden blocks, etc.) and a large flat surface (like a table or a mat).
 - Ask each group to build a small town. They can create houses, a school, a park, stores and roads.
 - Once the town is built, challenge them to draw a simple map of their block town from a bird’s-eye view.
 - Then, give each group directions to navigate the town. For example, “*Go from the red house to the tallest building.*”
 - This activity helps them understand how 2D maps represent 3D spaces and reinforce spatial vocabulary.
- Assign them to do Exercise D on page 22.

Guidelines to improve students' listening comprehension

• Before listening

- Students should first look carefully at the map of the town. They should identify and name the different places (Amy's house, Library, School, Park, Store) and the streets (Main Street, Maple Street, Elm Street).
- Encourage them to notice where things are located in relation to each other (e.g., "Amy's house is next to the Library."; "The School is on Elm Street.").
- Have students read through multiple choices of questions 1 to 6 before the audio begins. This helps them know what information to listen for. They should understand that each question has two answer choices (A and B).

• During listening

- Students should listen closely to the audio track.
- As they listen, they should follow the descriptions on the map with their finger or eyes.
- Encourage them to pay attention to specific names of places and streets, as well as directional words (e.g., next to, across from, on, turn left, turn right).
- They need to match what they hear with what they see on the map.
- After hearing the relevant information for each question, students should circle the correct answer (A or B). They might need to listen to the track multiple times.

• After listening

- Students can review their circled answers and compare them with the map one last time to ensure accuracy.
- Teacher encourages them to discuss why each answer is correct, referring back to the map and the information heard in the audio. This reinforces their understanding.

Exercises E and F

Objective

Students will be able to describe their favourite room and the items in it, using descriptive language and drawing skills.

Activities

- Start the lesson:
 - Prepare a selection of five to seven household items (real objects or pictures) for a specific room (e.g., a small pillow, a toy bed, a mini blanket for the bedroom).
 - Place the chosen items on a table or in a designated 'room' area.
 - Have students look at the items for 10 seconds, trying to remember them.
 - Ask students to close their eyes or turn around.
 - Remove one or two items.
 - Students open their eyes and try to guess "What's missing?" They must name the item and the room it belongs to.
 - Repeat with different rooms and items.
- Lead students to practise:
 - Review the names of common rooms in a house (bedroom, bathroom, living room, kitchen). You can ask students to name things they usually see in these rooms.
 - Point to the word bank in Exercise E. Read each word aloud (bed, toilet, oven, sofa, fridge, coffee table, soap, shower, blanket, TV, dish, pillow) and have students repeat after you. Briefly discuss what each item is if needed.
- Assign them to do Exercises E and F on pages 23 and 24.
- Summarise key points learned from the lesson.



Practice 4: Getting Dressed

Exercises A and B

Objective

Students will be able to select the correct answers after listening to descriptions of clothing.

Activities

- Start the lesson:
 - Introduce vocabulary related to clothing items by showing the video on https://www.youtube.com/watch?v=By_YBbOFLHY.
 - Encourage students to repeat each word.
- Lead students to practise:
 - Prepare ten pictures of people dressed in different styles and show them to students.
 - Choose a student to be the describer. The describer secretly chooses a picture, then gives clues about what that person is wearing, using clothing vocabulary (e.g., *"This person is wearing a red shirt."* or *"This person has a hat on his/her head."*).
 - The describer gives clues by speaking one sentence at a time. After each sentence is spoken, other students (the ‘guessers’) work together to cut out one picture that is likely not the correct answer.
 - Repeat this until only one picture is left. Then, the describer tells if that is the correct picture.
 - You can have them play a few more rounds with different describers.
- Assign them to do Exercises A and B on pages 27 and 28.

Exercise C

Objectives

Students will be able to

- ask and answer simple questions about what people are wearing.
- talk about clothing items using complete sentences.

Activities

- Start the lesson:

- Prepare a collection of various clothing items (e.g., hats, scarves, oversized shirts, sunglasses, which can be simple props or real clothes).
- Set up a ‘dressing up’ station with the clothes.
- Have students choose an item or two to put on.
- One by one, students can ‘model’ their outfit. As they do, the class (or the teacher) describes what they are wearing.
- Alternatively, students can describe their own chosen items: *“I am wearing a big, red hat!”*
- This can be done in small groups, with each group describing their ‘models’.

- Introduce the structure:

- Write the sentence structure on the board:
 - Is _____ wearing _____ ?

Explain that this structure is used to ask if someone is wearing some clothing items, as well as explaining ways to reply to that question:

- Yes, he is. / Yes, she is.
- No, he isn’t. / No, she isn’t.

- Lead students to practise:

- Start by describing one item you are wearing (e.g., *“I am wearing a blue shirt.”*).
- Have students take turns describing one item they are wearing.
- Increase the challenge: One student describes an item they are wearing, and others guess what it is. For example, *“I am wearing something on my feet that I run in. What is it?”* (Trainers)
- You can also have one student describe another student’s clothing for the class to guess.
- Assign them to do Exercise C on page 29.

Exercise D

Objective

Students will be able to identify appropriate clothes for various occasions from a listening passage.

Activities

- Start the lesson:
 - Prepare a list of occasions on the board (e.g., a birthday party, a snowy day, a day at the beach) and give each student a blank sheet of paper.
 - Introduce the activity by saying, *“You are a fashion designer today. Your job is to create the perfect outfit for a specific event.”*
 - Students either choose an occasion from the list or are assigned one.
 - They draw an outfit for that occasion on their paper.
 - After students finish their drawings, the teacher chooses a few students to come out in front of the class.
 - The chosen students show their drawings to the class and describe the outfits (e.g., *“This outfit is for a snowy day. It has a warm jacket, a scarf and snow boots.”*). The teacher may give some suggestions to help them with describing.
- Lead students to practise:
 - Create or find pictures that show a person wearing clearly inappropriate clothing for an occasion (e.g., a person wearing a heavy winter coat and scarf on a beach, someone in pajamas at a formal party, a ballerina in a sports uniform).
 - Display one of the ‘wrong outfit’ pictures on the board or project it.
 - Ask students, *“Look at this picture. What is the occasion?”*
 - Then ask, *“What is wrong with what the person is wearing?”*
 - Have students identify the inappropriate clothing items and explain why they do not fit the occasion. (e.g., *“The person is wearing a jacket at the beach. That’s wrong because it’s hot there!”*).
 - Finally, ask them to suggest what the person should be wearing instead.
- Assign them to do Exercise D on page 30.

Exercise E

Objectives

Students will be able to

- talk about clothing items using complete sentences.
- practise speaking and listening skills in a group setting.

Activities

- Start the lesson:

- Point to different items of your own clothing and ask, “*What am I wearing?*” and provide the name (e.g., “*I’m wearing a shirt.*”; “*I’m wearing trousers.*”).
- Invite a few students to come to the front and describe what a classmate is wearing, using simple sentences.

- Lead students to practise:

- The teacher calls out a word from Exercise E such as “*belt*”.
- Students must find the item in the pictures in Exercise E and point to it. They can then shout out the name of the character who is wearing it (“*Johan!*”).
- To make it slightly more challenging, the teacher can call out a character name, and the students have to find all the clothing items that person is wearing. For example, “*Find everything Maria is wearing!*” Students would point to and name the blouse, skirt and ribbon.

- Assign them to do Exercise E on page 31.

Exercise F

Objective

Students will be able to engage in a conversation to ask and answer about preferences using the sentence structures: “Do you like _____ ?” and “Yes, I do. / No, I don’t.”

Activities

- Start the lesson:
 - Hold up a picture or an actual object (e.g., a hat, a ball, a jacket).
 - Say, “*I like [the object]*.” and give a thumbs up.
 - Then, say, “*I don’t like [the object]*.” and give a thumbs down.
 - Hold up a series of different items and asks the class, “*Do you like this?*”
 - Students respond with a thumbs up (Yes, I do.) or a thumbs down (No, I don’t.).
This gets them physically involved before they have to speak.
- Introduce the structure:
 - Write the sentence structure on the board:
 - Do you like _____ ?
 - Explain that this structure is used to ask if someone likes something, as well as explaining ways to reply to that question:
 - Yes, I do.
 - No, I don’t.
- Lead students to practise:
 - Prepare a box or bag that students cannot see into, and a few different clothing items with varied textures (e.g., a soft scarf, a rough pair of jeans, a silky tie).
 - Place one clothing item in the box/bag.
 - Have one student reach in and feel the item without looking.
 - Ask them, “*Do you like the clothing item?*” based on how it feels.
 - They can respond, “*Yes, I do.*” or “*No, I don’t.*”
 - Then they pull the item out to reveal it and say the name of the clothing item aloud.
- Assign them to do Exercise F on page 32.
- Summarise key points learned from the lesson.



Practice 5: Our Body

Exercises A-C

Objectives

Students will be able to

- identify various body parts from a listening passage.
- understand sequencing, follow multi-step instructions, and express creativity through movement.

Activities

- Start the lesson:

- Show the video on <https://www.youtube.com/watch?v=h4eueDYPTIg> to introduce vocabulary related to body parts.
- Have a student stand at the front of the class. The class closes their eyes. The student at the front hides one of his/her body parts from view (e.g., putting his/her hand behind his/her back). When the class opens their eyes, they have to guess which body part is missing. The student who guesses correctly gets to be the next one to hide a body part.

- Lead students to practise:

- Write various action verbs (e.g., run, jump, clap, sing, dance) on cards. Have students sort them into categories like 'Actions I do with my legs' and 'Actions I do with my hands'.
- One student performs a series of actions (e.g., clapping, raising his/her arms, turning around), and the rest of the class follows. Repeat this activity a few times with another student taking the lead.

- Assign them to do Exercises A to C on pages 41 and 42.

Exercises D-G

Objectives

Students will be able to

- engage in a conversation to ask and answer questions about abilities using 'can' and 'can't'.
- speak to conduct a mini-survey about friends' abilities.
- associate specific action verbs with pictures after listening to a passage.
- adapt dialogues about abilities by substituting vocabulary.

Activities

- Start the lesson:
 - Show the video on <https://www.youtube.com/watch?v=EzQ6Ag16rJk> to introduce the sentence structures.
 - Encourage students to repeat the sentences to get familiar with them.
- Introduce the structure:
 - Write the sentence structures on the board:
 - Can you _____ ?
 - What can you do?
- Explain that these structures are used to ask about the ability of someone, as well as explaining ways to reply to those questions:
 - Yes, I can. / No, I can't
 - I can _____.
- Lead students to practise:
 - Create a bingo-like grid with different abilities for each square (e.g., play the piano, swim, speak another language). Students must find a classmate who can do that activity and get their signature. The first to get a "bingo" wins.
 - Have students choose one ability they have and demonstrate it (if appropriate and safe) or talk about it.
- Assign them to do Exercises D to G on pages 43 to 45.

Exercises H and I

Objectives

Students will be able to

- answer questions after listening to a passage about one's abilities.
- extract specific details from a listening passage and organise them in a chart.

Activities

- Start the lesson:
 - Show pictures of people doing activities. Make statements about what the people 'can' or 'can't' do, and have students determine if the statement is true or false based on the visual.
- Lead students to practise:
 - Plan a short 'talent show' in the classroom. Students can prepare a brief performance or demonstration of an ability they have (e.g., singing a short song, showing a drawing, doing a magic trick, bouncing a basketball).
 - After each student show their ability, have the class say the full sentence together, "He/She can _____."
- Assign them to do Exercises H and I on page 46.

Guidelines to improve students' listening comprehension

- First listening: Play the audio file once from start to finish. Tell students to just listen and not do anything. This helps them get the overall context.
- Second listening: Play the audio a second time. Instruct students to write the answers as they listen. Pause the audio between each sentence if necessary to give them time.
- Third listening: Play the audio one last time. This allows students to check their work and fill in any matches they may have missed.
- Review: Go over the answers as a class. Call on different students to share their answers. Then, confirm the correct answer for each question.
- Summarise key points learned from the lesson.



Practice 6: Animals on the Move

Exercises A-C

Objectives

Students will be able to

- associate specific animal characteristics with pictures after listening to a passage.
- differentiate between 'can' and 'can't' from a listening passage about animals' abilities.
- pronounce a poem, as well as associating animal names with their sounds, along with listening to it.

Activities

- Start the lesson:
 - Show the video to introduce some animal characteristics:
<https://www.youtube.com/watch?v=CT86DI442jA>.
 - Encourage students to act out along the video.
- Lead students to practise:
 - Ask a volunteer to stand in front of the class and think of an animal, then say what it can and cannot do using the sentence structure "It can _____, but it can't _____. " (e.g., "It can roar, but it can't fly.") The other students guess the animal. Repeat for several rounds with different students giving clues.
 - Assign different animal sounds to students and have them perform a 'concert' where they make their sounds in response to your cues.
- Assign them to do Exercises A to C on pages 49 and 50.
 - Refer to the listening guideline on page 25 of Teacher's Guide to reinforce students' listening comprehension skill.

Exercise D

Objective

Students will be able to describe the function of different body parts of animals.

Activities

- Start the lesson:
 - Call out an animal name (e.g., “*Elephant!*”). Students then act out the animal’s characteristics (e.g., extending their arm to mimic the trunk).
 - You can have students take turns calling animal names, and the others act out the animals’ characteristics.
- Lead students to practise:
 - Give students various cut-outs of different animal body parts (e.g., bird wings, fish fins, cat whiskers, dog paws). Have them combine them to create a silly, imaginary animal and then describe what each part of their new animal does.
- Assign them to do Exercise D on page 51.

Exercise E

Objective

Students will be able to identify animals based on their specific characteristics from a listening passage.

Activities

- Start the lesson:
 - Create a list of animal characteristics for students to find (e.g., something that flies, something with a shell, something with a pattern, something that lives in a hole).
 - Prepare pictures or toy animals corresponding with the characteristics. Spread them on a table or put them in a box.
 - Divide students into two or three groups. The teacher calls out animal characteristics one by one. Then, the first person of each team races to find a picture or toy animal that fits the description. The group with the correct one gets a point
 - When the game ends, the group with the most points wins.

- Lead students to practise:
 - Place pictures of animals inside a closed box.
 - Have a student come out to randomly pick one picture, but do not show it to other students.
 - The class works together to ask yes or no questions about the animal's characteristics (e.g., "Does it have fur?"; "Does it live in the water?") and the student who picks the picture respond with "Yes, it has/is/does." or "No, it hasn't/isn't/doesn't."
 - The first student to correctly guess the animal wins.
- Assign them to do Exercise E on page 52.

Exercises F and G

Objectives

Students will be able to

- verbally describe what animals are able to do using 'can' and 'can't'.
- talk about what animals look like using descriptive adjectives.
- ask and answer questions about animal characteristics and abilities.

Activities

- Start the lesson:

- Sit in a circle. Hold up a picture of an animal or a toy animal.
- Go around the circle and have each student say something the animal 'can' or 'can't' do.

Examples:

(Holding a picture of a monkey)

Student 1: A monkey can climb trees.

Student 2: A monkey can't fly.

Student 3: A monkey can swing from a branch.

- If a student gets stuck, prompt them with a simple question like, "Can it live in the water?" or "Can it run fast?"

- Lead students to practise:
 - Write an animal name on the board. Have students brainstorm as many words as they can to describe that animal. Write the words around the animal's name.
 - Then, guide them to say full sentences one by one based on the words written (e.g., *"A tiger is big."*; *"A tiger has sharp claws."*; *"A tiger can run fast."*).
- Assign them to do Exercises F and G on pages 53 and 54.
- Summarise key points learned from the lesson.



Practice 7: Time at the Beach

Exercise A

Objective

Students will be able to read along with, and act out a short poem about beach experiences, focusing on sensory details and comprehension.

Activities

- Start the lesson:
 - Provide pictures of various items/activities. Have students sort them into 'Things you find at the beach' and 'Things you don't find at the beach.'
- Lead students to practise:
 - Set up different stations around the room, each with an instruction for a beach-related movement (e.g., "Walk like a crab."); "Swim like a fish."); "Fly a kite."). Students rotate through the stations.
- Assign them to do Exercise A on page 57.

Exercises B and C

Objectives

Students will be able to

- answer location-based questions from provided images after listening to a passage.
- ask and answer about prepositions of objects using ‘where’ questions.

Activities

- Start the lesson:

- Have students separate into two or three groups and line up.
- Then, whisper a sentence that describes an object in a particular position to the first person of each group (e.g., “*The ball is under the umbrella.*”). The sentences might be different for each group.
- The first person then whispers to the second person and so on. When the last person hears the sentence, he/she runs to the board and draws the picture according to the sentence as quickly as possible.
- The first group to draw the correct picture wins.

- Introduce the structure:

- Write the sentence structure on the board:
 - Where is / are _____ ?

Explain that this structure is used to ask about the locations of objects, as well as explaining ways to reply to the question:

- _____ is / are [preposition] _____.

- Lead students to practise:

- Write various prepositions on cards (e.g., on, under, next to, in, behind, in front of). Students pick a card and act out arranging objects in the classroom using that preposition. Others guess the preposition.
- Hide a small item (e.g., a ball, a doll) somewhere in the classroom. Other students ask “*Where is the [item]?*” and the teacher gives clues using prepositions (“*It’s under the desk.*”; “*It’s behind the book.*”).
- Assign them to do Exercises B and C on pages 58 and 59.

Exercise D

Objectives

Students will be able to

- do a role play according to the story heard.
- verbally describe beach activities to their friends.

Activities

- Start the lesson:

- Introduce beach activities by showing the video on

<https://www.youtube.com/watch?v=sK8T8gbYIfA>.

Then, encourage students to name the activities they see in the video as many as possible.

- Lead students to practise:

- Prepare a beach ball.
 - Write beach-related words (e.g., sand, wave, swim, sun, shell, kite) on different sections of the beach ball with a permanent marker.
 - Have a student toss the ball to a friend. Whoever catches it says the word his/her right thumb lands on. He/She can then use the word in a sentence or act it out.

- Assign them to do Exercise D on page 60.

Exercises E and F

Objectives

Students will be able to

- identify appropriate action verbs related to beach activities from a listening passage.
- speak using polite phrases for agreement and polite refusal to suggestions for activities, such as “Let’s _____.”; “That’s a good idea.” and “Sorry, I don’t want to.”

Activities

- Start the lesson:
 - Have students sit in a circle. One student makes a “Let’s _____. ” suggestion. The next student either agrees or refuses (saying “Yes” or “No”). Then, he/she makes a “Let’s _____. ” suggestion to the student next to them. This can continue around the circle.
- Introduce the structure:
 - Write the sentence structure on the board:
 - Let’s _____.
 - Explain that this structure is used to invite someone to do something together, as well as explaining ways to reply to the sentence:
 - That’s a good idea. / Sure. / Why not?
 - Sorry, I don’t want to. / Maybe next time.
- Lead students to practise:
 - Show various pictures of beach items or scenes. Ask students, “*What can we do with a/an [item]?*” or “*What can we do here?*” Encourage them to use “Let’s _____. ” suggestions.
 - Present two “Let’s _____. ” suggestions (e.g., “Let’s swim.” vs “Let’s build a sandcastle.”). Have students vote for their preference and then explain their choice using simple reasons.
- Assign them to do Exercises E and F on page 61.

Exercise G

Objective

Students will be able to talk about their holiday using simple sentences.

Activities

- Start the lesson:
 - Bring a large world map or a local map. Ask students to share their holiday places by saying "*I went to _____.*" and mark them on the map. This helps visualise different destinations. Then, make simple statistical data to see which place is the most popular among students.
- Lead students to practise:
 - Have students write simple riddles about their holiday for classmates to guess. For example, "*It was sunny. I went with my dad. I built a sandcastle. Where was I?*" (The beach)
- Assign them to do Exercise G on page 62.
- Summarise key points learned from the lesson.



Practice 8: What's the Weather Like?

Exercises A-D

Objectives

Students will be able to

- identify activities the children agree to do based on the dialogue heard.
- identify different weather types from a listening passage.
- describe the weather and suggest a suitable activity using the target sentence structure.

Activities

- Start the lesson:
 - Show the video on <https://www.youtube.com/watch?v=sn6GLgaTY0M> to introduce vocabulary about different weather types.
 - Encourage students to pronounce the words along the video.
 - Ask questions like “*What is your favourite weather type?*”; “*Why is that?*”; “*What do you usually do in that weather?*”; “*What activity you don’t do in that weather?*”
- Lead students to practise:
 - Give a series of instructions to the class, who draw what they hear. The instructions should incorporate both weather and activity vocabulary.
 - For example, “*Draw a big yellow sun in the top corner.*” “*Now, draw two children flying a kite.*” “*Oh no, it starts to rain! Draw some rain coming down from a cloud.*” “*The children run inside to play a board game.*”
 - After the drawing is complete, students can compare their pictures with their classmates and discuss the differences.
 - This activity reinforces listening skills and attention to detail.
- Assign them to do Exercises A to D on pages 65 to 67.
 - After finishing Exercise D, find a few volunteers to do a role play using the dialogues practised.

Exercise E

Objective

Students will be able to answer questions in simple dialogues regarding weather conditions and prepositions of place.

Activities

- Start the lesson:
 - Prepare a small ball and a song. Have students sit or stand in a circle.
 - The first student holds the ball. When the teacher starts the song, the first student passes the ball to the student next to him/her, and the next student continues to pass the ball around the circle.
 - Pause the song at any time. When the song is paused, the student holding the ball must answer a question.
 - The teacher asks a question related to weather. For example, *“How is the weather in summer?”*; *“What do you do on a rainy day?”*; *“What is your favourite season?”*
 - After the student answers, continue the song and have them continue passing the ball.
 - If a student cannot answer the question, the teacher may give some help.
- Lead students to practise:
 - Prepare slips of paper with vocabulary words about weather conditions written.
 - Divide students into two teams.
 - A student from Team A picks a slip of paper. They must mime the weather condition and then mime putting on the appropriate clothing. For example, if they pick ‘rainy’, they might shiver and then mime opening an umbrella.
 - Team B guesses the weather and the clothing item.
 - If they guess correctly, it is their turn to mime the weather condition.
 - Encourage students to use the target vocabulary when guessing (e.g., *“It’s rainy! You’re using an umbrella.”*).
- Assign them to do Exercise E on page 68.

Exercises F and G

Objectives

Students will be able to

- verbally describe pictures using provided words and phrases, combining weather conditions with corresponding activities.
- engage in a simple dialogue and change some words to create variations.

Activities

- Start the lesson:

- Prepare flashcards of different weather conditions (sunny, rainy, snowy, windy).
 - Hold up a flashcard and call out the word (e.g., “*sunny*”).
 - Students perform a simple action or ‘dance move’ for that weather (e.g., for ‘sunny’, they might stretch their arms up like the sun; for ‘rainy’, they might wiggle their fingers down like rain).
 - Continue with different weather words, increasing the speed if students are comfortable.

- Lead students to practise:

- Prepare small slips of paper.
 - Give each student a slip of paper.
 - Instruct them to write down a weather condition and an activity they would do, using the sentence structure from Exercise F (e.g., “*It is windy. I fly a kite.*”).
 - Students then mix and mingle, asking each other questions: “*What activity do you do?*” or “*How is the weather?*”
 - They must find the person whose plan and weather condition match the ones they have written on their paper.
 - Once a student finds the match, he/she should practise a simple dialogue of agreeing to do the activity with their match.

For example:

A: It's sunny today. Let's eat ice cream.

B: That's a good idea.

(Then, switch roles.)

- Assign them to do Exercises F and G on pages 69 and 70.
- Summarise key points learned from the lesson.