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English

Practice
Makes Perfect!

Listening & Speaking Practice

Teacher's Guide

3

Prathomsuksa



Practice 1: Welcome

Exercises A-D

Objectives

Students will be able to

- identify people's appearance (long/short/curly/black hair; black/brown eyes), personality (kind, patient, friendly) and personal style (wearing jeans/T-shirt/shorts) from listening.
- orally describe people's appearance, personality and personal style.
- ask and answer the questions about numbers of things that someone has.

Activities

- Start the lesson:

- Show a flashcard featuring a picture of a boy or a girl. Ask some questions about his/her appearance like "*What is the colour of the boy's hair/eyes?*"; "*Has he got brown hair?*"; "*Does he have short hair?*"; "*What is he wearing?*"; "*From the picture, is he kind/friendly? How do you know?*"
- Engage students with a fun activity called 'Guess Who?' to practise describing and identifying people. Teacher prepares a set of pictures of famous figures or cartoon characters that students know. Ask a volunteer to pick one picture and describe the appearance of a person to their classmates to guess. For example,
 - "*He has short brown hair.*"
 - "*He always wears a cowboy hat and brown boots.*"
 - "*He is a famous cartoon character.*"

(Answer: Woody from 'Toy Story' movie)

Then, let other students take turns picking up the rest of the pictures and describing what they see to their classmates.

- Introduce the sentence frames:

- Write the sentence frames on the board:

- Has he/she/it got...? / Have you/they got...?
 - Does he/she/it have...? / Do you/they have...?

Explain that these sentence frames are used to ask if someone possesses something, as well as explaining ways to reply to those questions:

- Yes, he/she/it has. / Yes, I/they have.
 - No, he/she/it hasn't. / No, I/they haven't.
 - Yes, he/she/it does. / Yes, I/they do.
 - No, he/she/it doesn't. / No, I/they don't.

- Model the question: Use the pictures to ask some questions. For example, point to a picture of a woman having long straight brown hair and brown eyes, ask "*Has she got brown hair?*"; "*Does she have curly hair?*"; "*Has she got green eyes?*"

- Lead students to practise:

- Ask two to three volunteers to be in front of the class. Ask some questions about each volunteer's appearance and let the rest of the class answer the questions. For example, "*Has she got blonde hair?*"; "*Is her hair straight?*"; "*What about the colour of her eyes? Are they black?*"
 - Ask students to work in pairs. Each pair has to describe their partner's appearance, personality, things that he/she has and how many of them, and his/her favourites like colour, sport, book, movie, etc. Then let them take turns presenting what they find out about their partners in class.
 - Assign them to do Exercises A to D on pages 3 to 5.

Exercises E and F

Objectives

Students will be able to

- tell time to the hour and half-hour.
- ask and answer the questions about time.

Activities

- Start the lesson:
 - Ask students about their daily routines. For example, “*What time do you wake up?*” or “*What time do you go to bed?*”
 - Show a picture of an analogue clock and ask students to guess the time.
- Introduce the concept of telling time:
 - Introduce the parts of a clock: the hour hand and the minute hand.
 - Explain that when the minute hand points to 12, it's o'clock.
 - Practise telling time to the hour using a large analogue clock.
 - Have students practise telling time on their small clocks.
 - Start telling time to the half-hour:
 - Explain that when the minute hand points to 6, it's half past.
 - Practise telling time to the half-hour using a large analogue clock.
 - Have students practise telling time to the half-hour on their small clocks.
- Lead students to practise:
 - Practise students to ask and answer time questions:
 - Introduce time expressions: **morning, afternoon, evening, night.**
 - Model questions like, “*What time is it?*” and “*What time do you go to school?*”
 - Ask students to pair up with a partner to practise asking and answering questions about time.
 - Role-play scenarios like making appointments or asking for bus times.
- Consolidation:
 - Review key points: parts of a clock, telling time to the hour and the half-hour, time expressions.
 - Have students complete Exercises E and F on page 6.

Exercises G and H

Objectives

Students will be able to

- tell about their abilities using 'can' / 'can't' correctly.
- ask and answer the questions using 'can' / 'can't' and 'has' / 'have' correctly.

Activities

- Start the lesson:
 - Quickly review the modal 'can' by asking some simple questions like, "*Can you run?*" or "*Can you jump?*" Further explain that 'can or can't' are used to tell someone is able or unable to do something.
 - Show some pictures of a boy or a girl in cartoon doing some specific activities, as well as some pictures of a cartoon that cannot do some activities. Then, ask students to describe the pictures using 'can' or 'can't'. For example, "*The boy can swim, but he can't do gymnastics.*"
- Lead students to practise:
 - Ask students to work in pairs. Have each pair interview their partner about what he/she can and can't do. Then, teacher randomly selects some pairs to present their findings in class.
 - Engage students with a fun activity. Divide students into small groups and ask them to sit together. One member of each group comes to the front of the class and acts according to what teacher says. For example, the teacher says, "*He can play football.*" The members of each group act like they are playing football. If the teacher says, "*He can't play football.*", students cross their hands in an 'X' shape. Then, let another member take turns acting according to what teacher will say until all students have had a turn.
 - Assign them to do Exercise G on page 7.
 - Review how to use 'has/have; has got/have got; can/can't' in interrogative sentences and ways to reply to those questions.
 - Engage students with a fun activity that could be done in the same group as the previous activity. Hand out some flashcards to each group. Ask each group to create some questions based on the pictures shown on the cards and answer those questions using 'has/have; has got/have got; can/can't'. Then, ask each group to present their interrogative sentences they created and how to reply to those questions.
 - Assign them to do Exercise H on page 8.
 - Summarise key points learned from the lesson.



Practice 2: Every Day

Exercises A and B

Objectives

Students will be able to

- recognise vocabulary words about occupations, including places of work and responsibilities of each occupation.
- ask and answer questions about occupations based on the given words.
- converse with their classmates about their ambitions.

Activities

- Start the lesson:
 - Play a video clip about occupations to engage students with the lesson:
<https://www.youtube.com/watch?v=mS9t6EAtJy4>
 - Engage students with a fun activity called 'Who Am I?' to practise describing and identifying occupations. Teacher prepares cards with different occupations (e.g., doctor, baker, pilot, artist). Ask a volunteer to pick up a card without looking at it and to hold it on his/her forehead. Other students give some clues without saying the job name. The volunteer has to guess the occupation based on the clues. For example,
 - *"This person works in a hospital."*
 - *"He treats sick people."*(Answer: Doctor)

Then, other students take turns picking up the rest of the cards and let their classmates give them some clues to guess the occupations. Make sure all students have had a turn.

- Lead students to practise:
 - After learning vocabulary words regarding occupations, students work in pairs to ask their partner about what he/she wants to be when growing up, including the reasons using the following sentence frames:
 - "What do you want to be when you grow up?"
 - "I want to be a _____ when I grow up because _____."

Then each pair reports what they find out in class. For example,

"Ben wants to be a pilot when he grows up because he likes seeing a plane flying in the sky. He thinks wearing a pilot uniform and flying a plane is very cool. He also wants to travel around the world."

- Assign them to do Exercises A and B on pages 11 and 12.

Exercises C-E

Objectives

Students will be able to

- identify key details from listening and answer comprehension questions about daily routine correctly.
- create sentences from given words about daily routine and orally present them.

Guidelines to improve students' listening comprehension

• Before listening

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

- *"What time does the boy wake up?"*
- *"What does he do after waking up?"*
- *"What does he do after school?"*
- *"What does he do every evening?"*

This helps students focus on specific details 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. Ask students to retell the passage using sequencing words (e.g., first, then, next, finally).
2. Ask students some questions to check their listening comprehension. For example,
 - *"What time does he wake up every day?"*
 - *"Does he have breakfast before going to school?"*
 - *"What does he always do at school?"*

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

Activities

- Start the lesson:

- Introduce the word 'daily routine' on the board and explain its meaning, together with giving some examples of activities related to this word.
- Play the game 'Daily Routine Chain Story' to practise using words about daily routine and speaking skills.

Teacher divides students into small groups of five to six. One member of each group comes to the front of the classroom. To determine the order of playing the game from first to last, ask them to draw lots to see who would go first. The first one starts saying a sentence relevant to daily routine, for example "*I wake up at 6 o'clock.*" The second one repeats the first sentence and says another sentence: "*I wake up at 6 o'clock and I make the bed.*" Continue the game until someone forgets a step or cannot create a sentence. For those who can create a sentence and do not forget a step, they get one point. If there is anyone who cannot create a sentence or forgets a step, he/she does not get a point.

After the first round has finished, let another member of each group follow the same mentioned process until every member of each group has had a turn. The winner of this game is the group who gets the highest points.

- Lead students to practise:

- Ask some questions about students' routines. For example, "*What time do you wake up?*"; "*How do you go to school?*"; "*What do you do after school?*"; "*When do you do your homework? Before or after dinner?*"; "*What time do you go to bed?*" All these questions relate to students' daily routines.
- Ask students to work in pairs. Each pair has to ask their partner about his/her daily routine. After that, each pair takes turns presenting what they find out about their partner's routine in class.

• Assign them to work on Exercises C to E on pages 12 - 14.

Exercises F and G

Objectives

Students will be able to

- talk about how frequently they do specific activities, using the following adverbs of frequency: 'always', 'sometimes', and 'never'.
- ask and answer questions about their daily routines.

Activities

- Start the lesson:

- Introduce adverbs of frequency (e.g., **always, sometimes, never**) on the board and explain their meanings, together with how to use each adverb in sentences by giving some examples of daily routine that students have learned.

Adverbs of frequency are used to describe how often an action occurs. Students can use adverbs of frequency in creating sentences about their routines to specify how frequently they do such actions.

- Practise using adverbs of frequency and speaking skills through a fun activity. Teacher labels three corners of the classroom with adverbs of frequency: **Always, Sometimes, Never**. Then, say one sentence like "*Drink a glass of milk.*" Students walk to the corner that matches what they do and say a sentence "*I always drink a glass of milk.*"

- Lead students to practise:

- This activity could be done in the same pairs as the previous activity about asking their partners' routine. Have students ask their partners about how often they do such activities. For example,

- "*Do you always get up at 6 in the morning?*"
 - "*Do you play table tennis sometimes?*"
 - "*What kind of food have you never tried before?*"
 - "*What do you always do after finishing your homework?*", etc.

- Randomly select some pairs to summarise and present their partners' routine and how often they do such activities in class.
- Assign them to work on Exercises F and G on pages 15 and 16.
- Summarise key points learned from the lesson.



Practice 3: Right Now

Exercises A and B

Objectives

Students will be able to

- identify key details from listening and answer comprehension questions about household chores and activities correctly.
- talk about household chores and activities using the present continuous tense form.

Activities

- Start the lesson:
 - Begin with a fun and engaging question: "*What are you doing right now?*"
 - Students share their current activities with a partner.
- Introduce the structure:
 - Quickly review the present continuous tense form:

Subject + Verb Be (is/am/are) + present participle (Verb + ing)

The present continuous tense is used to show an action that is going on at the time of speaking. For example,

- Mary is doing the washing-up.
- Peter is watering the plants.
- We are studying English.

- Lead students to practise:
 - Have students practise describing actions in the present continuous tense through a fun activity called 'What Am I Doing?'. Teacher prepares action cards (e.g., go to school, play badminton, make the bed, bake cookies). Ask a volunteer to pick a card and act out silently according to what the card says. Other students try to guess using the present continuous tense form: "*You are going to school.*"; "*You are playing badminton.*" Let other students take turns acting out according to the cards. Make sure all students have had a turn.
 - As for the listening exercises, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to do Exercises A and B on pages 19 and 20.

Exercises C and D

Objectives

Students will be able to

- ask and answer questions about household chores and activities based on the given words and pictures using the present continuous tense form.
- orally describe what characters in a picture are doing.

Activities

- Lead students to practise:

- Divide students into small groups of three. Hand out an image to each group and ask students to take turns asking and answering questions about the image they've received using the present continuous tense form. For example,
 - What is the girl doing? / What are these people doing in the museum?
 - She is buying a ticket. / They are viewing a painting.

Then, each group summarises what they have discussed about the image in class.

- Assign them to work on Exercises C and D together in class.

Exercises E and F

Objectives

Students will be able to

- differentiate negative sentences from affirmative sentences in the present continuous tense from listening.
- identify key details from the passage they listen to and answer comprehension questions correctly.

Activities

- Start the lesson:

- Show a picture of a character doing an action and ask students some questions that are not relevant to such action in the picture to let them answer in negative form. For example,
 - *"Is he watering the plant?" / "Is he baking a cake?" / "Is he doing K-pop dance?"*
 - *"No, he isn't."*

Then, teacher summarises the sentences in interrogative form into negative form by saying as follows:

- “*He isn’t watering the plant. He isn’t baking a cake. He isn’t doing K-pop dance. And what is he doing?*”

This question stimulates students to answer in affirmative form.

- “*He is playing football.*”

- Introduce the structure:

- Quickly review how to change affirmative sentences to negative sentences in the present continuous tense by adding **not** or **n’t** after the verb ‘Be’.

Sentence	Negative Sentence	
I am playing guitar.	I am not playing guitar.	I’m not playing guitar.
You are cleaning the window.	You are not cleaning the window.	You aren’t cleaning the window.
Mary is reading a book.	Mary is not reading a book.	Mary isn’t reading a book.
They are sweeping the floor.	They are not sweeping the floor.	They aren’t sweeping the floor.

- Lead students to practise:

- As for the listening exercises, teacher can use the guidelines to improve students’ listening comprehension shown on page 6 for students’ better understanding of their listening.
- Assign them to do Exercises E and F on pages 23 and 24.
- Summarise key points learned from the lesson.



Practice 4: Year In, Year Out

Exercise A

Objective

Students will be able to identify key details from short sentences they listen to and answer comprehension questions correctly.

Activities

- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to do Exercise A on page 27.

Exercises B-D

Objectives

Students will be able to

- converse with their classmates about their weekly activities.
- create sentences and use expressions to ask for information about what others usually do in a week in real life.

Activities

- Start the lesson:
 - Begin with engaging questions: *“What do you do on Saturday?”*; *“What do you do on Friday evening?”* Let students share their answers in class.
 - Ask students to write their weekly activities in their notebook, and then pair up with their friend. Each pair asks each other about their weekly activities using the interrogative sentence frame: *‘What do you do on...?’* Then, randomly select some pairs to share their partners' weekly activities in class.
- Lead students to practise:
 - Engage students with a fun activity called 'Find Someone Who...?' to encourage them to ask and answer questions.

Teacher hands out a worksheet with prompts to each pair, for example

- Find someone who plays football on Monday.
- Find someone who reads books on a rainy day.
- Find someone who goes grocery shopping with his/her parents on Saturday.

Students walk around asking: “*Do you play football on Monday?*”; “*Do you read books on a rainy day?*” If they find a classmate doing such activity, write his/her name down. Then, ask them to share their findings orally. For example,

“*James plays football with his friends on Monday. Tina reads books on a rainy day. Jessie goes grocery shopping with her parents on Saturday.*”

- Assign them to do Exercises B to D on pages 27 to 29.

Exercise E

Objective

Students will be able to identify key details from listening and answer comprehension questions about seasons correctly.

Activities

- Start the lesson:
 - Introduce the word ‘**four seasons: spring, summer, autumn and winter**’ on the board and explain to students about the differences of the four seasons.
 - Engage students with a video clip about the four seasons in a year:
https://www.youtube.com/watch?v=H0xppT_FRU
 - Explain further about the **seasons in Thailand: the hot season, the rainy season and the cold season**. The reason why Thailand has three seasons because Thailand is located near the equator, so the climate is hot and humid.
- Lead students to practise:
 - As for the listening exercise, teacher can use the guidelines to improve students’ listening comprehension shown on page 6 for students’ better understanding of their listening.
 - Assign students to do Exercise E on page 30.

Exercises F and G

Objectives

Students will be able to

- draw the pictures according to the sentences regarding the prepositions of place.
- converse with their classmates about positions of objects.

Activities

- Start the lesson:

- Start with a video clip that highlights the prepositions of place in an interesting way.
[https://www.youtube.com/watch?v=pCoefMybtYc&ab_channel=BBCLearning English](https://www.youtube.com/watch?v=pCoefMybtYc&ab_channel=BBCLearningEnglish)

The video clip explains the prepositions of place, including **in, on, at, next to, in front of, behind, under, above, and between**.

- Introduce the sentence frames:

- Write the sentence frames on the board to ask and answer the question about positions of objects:

- Where is _____ ? or Where's _____ ?
 - Where are _____ ? or Where're _____ ?

Explain that these sentence frames are used to ask about the positions of objects.

The ways to reply to those questions are as follows:

- It is (a preposition of place) _____. / It's (a preposition of place) _____.
- They are (a preposition of place) _____. / They're (a preposition of place) _____.

- Lead students to practise:

- Introduce some images representing different prepositions of place and ask students to identify them.

- Explain the prepositions of place by using some examples. (e.g., The dog is on the chair.)

- Provide students with sentence starters and ask them to complete the sentences with appropriate prepositions of place. For example,

- The girl is sitting _____ the tree.
 - The light pole is _____ the trees.

- Assign them to do Exercises F and G on pages 31 and 32.

- Conduct a quick review by asking students to share two sentences using the prepositions of place.

- Summarise key points learned from the lesson.



Practice 5: My New House

Exercises A-D

Objectives

Students will be able to

- listen and identify the prepositions of place from short sentences and a passage.
- converse with their classmates about positions of objects used and found in our house.

Activities

- Start the lesson:

- Introduce vocabulary words regarding things found and used in the house by showing some flashcards. Have students repeat the words after you. Or teacher can play the following video clip:

https://www.youtube.com/watch?v=cRUMLRH-uco&ab_channel=kidomind

- Engage students with a fun activity. Divide students into small groups of three and distribute each group an image of different rooms in a house and ask them to describe things found in that image, their functions (why we use them) and locations (using the prepositions of place) in sentences. Then, each group has to orally present in class.

- Quickly review the prepositions of place students have learned from Practice 4.

- Engage students with a video clip describing the positions of things in a living room:

https://www.youtube.com/watch?v=RzpD95qKXUI&ab_channel=EnglishwithFreddie

Ask students to listen carefully to what the video clip describes.

- From the video clip, introduce more prepositions of place (e.g., outside, through, in the middle, beside, below), together with giving some examples to show how to use them in sentences. For example,

- There is a tree outside the house.
- I can see a bird through the window.
- There is a small table in the middle of the room.
- The sink is below the mirror.
- The bedside lamp is beside the bed.

- Lead students to practise:
 - Ask students to work in pairs and hand out an image featuring things in a room to each pair. Ask each pair to take turns asking and answering questions about things and the positions of things shown on the image using the prepositions of place they have learned. Refer to Exercise C on page 43.
 - *“How many books are there in this bedroom?”*
 - *“There are eight books.”*
 - *“Where are they?”*
 - *“They are on the shelf.”*

This way allows students to learn and recognise vocabulary words regarding household items, together with the prepositions of place.

- Assign them to do Exercises A to D on pages 41 to 44.

Exercises E and F

Objective

Students will be able to identify key details from a conversation and a short passage they listen to and answer comprehension questions correctly.

Activities

- As for the listening exercises, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to work on Exercises E and F on pages 45 and 46.
- Summarise key points learned from the lesson.



Practice 6: Food, Please!

Exercise A

Objective

Students will be able to identify key details about ingredients of each dish from short sentences they listen to and tick the correct pictures.

Activities

- Start the lesson:
 - Quickly review vocabulary words about food and its ingredients by showing some images to students and asking them to identify what ingredients of the dish they see. For example, teacher shows an image of a sandwich and asks students:
 - *“What ingredients are in this sandwich?”*
 - *“There are tomatoes, lettuce, bacon, and mayonnaise.”*
 - *“What about this image? What ingredients are used for pizza?”*
 - *“There are onions, tomato sauce, cheese, and ham.”*
 - *“What ingredients are in the fried rice?”*
 - *“There are cucumbers, onions, eggs, shrimps, and rice.”*
- Lead students to practise:
 - As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to do Exercise A on page 49.

Exercises B-D

Objectives

Students will be able to

- ask and answer the questions using ‘there is/there are’ correctly.
- differentiate between countable and uncountable nouns from listening.
- identify and draw things in the correct containers.

Activities

- Start the lesson:
 - Quickly review how to use ‘there is/there are’ and countable and uncountable nouns through a fun activity. (‘There is’ is used for singular nouns (one item), while ‘there are’ is used for plural nouns (more than one item). For instance,
 - Divide students into small groups of three. Give each group a set of picture cards that include countable and uncountable nouns (e.g., a picture of an apple, a bunch of grapes, a bowl of rice, a glass of milk). Instruct each group to sort the cards into two piles: one for countable noun and the other for uncountable noun. Have each group present one countable noun and one uncountable noun they’ve sorted.
 - Then, each group creates sentences using one countable noun and one uncountable noun from their sorting.
 - One volunteer from each group shares their sentences.
- Lead students to practise:
 - Engage students with a fun activity. Ask students to pair up with their friends. Then, hand out each pair two images of two different dishes and ask them to study the images to see what ingredients are used for those dishes **without showing the images to their partners**. This means that they have to guess what dish their partners have received. But to make this activity easier for students, they can tell their partners **only one clue** about the kind of food they’ve received, for instance:
 - “It’s a bowl of soup.”
 - “It needs to be baked in an oven.”
 - “It’s a kind of salad.”
 - “It’s a stir-fried dish.”

- Students start asking their partners to get some more clues for guessing.
For instance,

- *“Are there any tomatoes and green papaya in it?”*
- *“Yes, there are.”*
- *“Is there any salted field crab?”*
- *“No, there isn’t.”*
- *“Are there chillies, dried shrimp, and peanuts in it?”*
- *“Yes, there are.”*
- *“Is it spicy papaya salad or Som Tum?”*
- *“Yes, it is.”*

- Each pair takes turns asking and answering questions about the dishes their partners have received until they can guess the right dish.

Note: Teacher can guide students some vocabulary words that they don't know to help them not get stuck on unfamiliar words.

- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to work on Exercises B to D on pages 50 and 51.

Exercises E and F

Objectives

Students will be able to

- converse with their classmates about ordering food through a role-play.
- naturally use expressions in their conversation when ordering food in a restaurant.

Activities

- Start the lesson:

- Introduce some flashcards to let students learn vocabulary words used in a restaurant, together with explaining their meanings.
- Then, introduce some common expressions used when ordering food in a restaurant and write them on the board. For example,
 - Welcome! Can I have your order, please?
 - Excuse me. I would like to order _____, please.
 - Would you like some _____? / What would you like to _____?
 - Please give me _____.
 - How much does it cost?
 - It costs _____.
 - Thank you.
 - You're welcome. Enjoy your meal.

- Lead students to practise:

- This activity could be done in the same pairs as the previous activity and do a role-play in a fast-food restaurant. One student is a customer, while the other acts as a vendor, referring to Exercise E on page 52. Then, switch their roles.
- After learning how to use the expressions for this situation, each pair comes up with their own dialogues for ordering drinks or sweets in a café and practise the dialogues with their partner. Then, present their new dialogues to the class.
- Assign them to work on Exercise F on pages 53 and 54.
- Summarise key points learned from the lesson.



Practice 7: Places I Visit

Exercises A-D

Objectives

Students will be able to

- listen to a passage about telling directions and follow them correctly.
- tell directions correctly.
- ask and answer questions about directions.

Activities

- Start the lesson:

- Introduce vocabulary words regarding places usually found in a city, together with their meanings. Play the following video clip to engage students with the lesson.

https://www.youtube.com/watch?v=rukfyB1sjyM&ab_channel=ForrestLanguageLab

- Hand out some flashcards relating to places to students and have them tell the class the names of those places and explain their importance (why people go there / what they do there; who works there; pets are allowed to enter there or not, etc.)

- Lead students to practise:

- Introduce some expressions used for asking and telling directions. For example,

- How do I go to the _____ ?
 - How do I get to the _____ ?
 - How do I get to the _____ from the _____ ?
 - Turn left. / Turn right. / Turn left/right at the _____.
 - Go straight. / Go straight past a _____. / Keep going straight until you reach _____.
 - You will reach the _____. / You will see the _____ on your right/left.

- Divide students into small groups of four. Hand out a sheet of A3 paper to each group and ask them to create a simple town map featuring places they've learned from the video clip or flashcards on their map. There must be names specified each place on the map. After each group has finished drawing a map, they must switch their map with other groups and use that map to practise asking and telling directions with their group members using the expressions they've learned earlier. Then, each group does a role-play in class.

- Assign them to work on Exercises A to D on pages 57 to 59.

Exercises E and F

Objectives

Students will be able to

- identify key details of imperative sentences and answer comprehension questions correctly.
- give orders and requests using imperative sentences.

Activities

- Start the lesson:
 - Quickly review the basic sentence structure (subject, verb, object) using simple sentences.
 - Explain that imperative sentences are used to give orders or requests.
For example,
 - Please open your book to page 12.
 - Turn off the lights after leaving the classroom.
 - Don't talk on your mobile phone when you are in the cinema.
 - Emphasise the use of the base form of the verb at the beginning of the sentence.
- Lead students to practise:
 - Play the game 'Classroom Treasure Hunt'.

Ask students to pair up with their partners: one is the Commander and the other is the Searcher. Give one small object or a flashcard to each Commander and ask them to hide what they've received in the classroom. Then, the Commanders of each pair give step-by-step instructions to their Searchers. For example,

- *"Walk to the right corner of the room."*
- *"Take three steps to the window."*
- *"Turn right and look under the desk."*

After the objects are found, ask each pair to switch the roles.

The winner of this game is the pair who can find the object as quickly as possible.

- Assign them to work on Exercises E and F together in class.

Exercises G and H

Objective

Students will be able to identify key details from short sentences and passages they listen to and answer comprehension questions correctly.

Activities

- As for the listening exercises, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to do Exercises G and H on pages 61 and 62.
- Summarise key points learned from the lesson.



Practice 8: On Holiday

Exercises A-C

Objectives

Students will be able to

- form negative sentences in the simple past tense using regular and irregular verbs and converse with their classmates.
- identify key details from short sentences and passages they listen to and answer comprehension questions correctly.

Activities

- Start the lesson:

- Quickly review the simple past tense in the affirmative form. (e.g., I went grocery shopping with my parents yesterday.)
- Engage students to the lesson by asking a question "*What did you do yesterday?*" and let them share their answer in class. This helps activate students' knowledge about the simple past tense.

- Introduce the structure:

- Introduce the structure of negative sentences. Explain how to form negative sentences in the simple past tense using '**did not**' or '**didn't**' followed by the base form of the verb.
- Give some examples of both regular and irregular verbs. For example,
 - I did not attend the ballet class yesterday.
 - Gina didn't see her cat.

- Introduce the structure:

- Play the game 'Story Circle: What Happened Yesterday?' to practise forming negative sentences in the simple past tense and speaking skills.

Teacher divides students into small groups of five to six. One member of each group comes to the front of the classroom. To determine the order of playing the game from first to last, ask them to draw lots to see who would go first. The first one starts a story using the past tense: "*Yesterday, I woke up late.*" The second student continues the story: "*I didn't have breakfast at home.*" The others continue the story until they all say their sentences. For those who can create a sentence

that relates to the previous sentences and makes sense to the story, they get one point. If there is anyone who cannot create a proper sentence, he/she does not get a point.

After the first round has finished, let another member of each group follow the same mentioned process until every member of each group has had a turn. The winner of this game is the group who gets the highest points.

Note: Other words indicating time, like **last night**, **last week**, etc. can be used for this game.

- As for the listening comprehension exercises, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to do Exercises A to C on pages 65 and 66.

Exercises D-G

Objectives

Students will be able to

- tell what they did when on holiday using the simple past tense.
- converse with their classmates about their weekends.

Activities

- Start the lesson:

- Engage students with an activity called 'Guess My Holiday' to practise asking and answering questions in the simple past tense form.

Ask students to think about three activities they did when on holiday and the destination they went. Then, ask a volunteer to be in front of the class and let the rest of the class ask yes/no questions. For example,

- *"Did you swim?"*
- *"Did you collect some seashells?"*
- *"Did you play beach volleyball?"*

The volunteer answers:

- *"Yes, I did."* or *"No, I didn't."*

Then, ask where the volunteer went:

- *"Did you go to the beach?"*
- *"Yes, I did."*

Whoever guesses all activities and the destination correctly can be the next volunteer standing in front of the class.

- Introduce the sentence frames:

- Write the sentence frames on the board to ask someone where he/she went last weekend and how to reply to the question:

- Where were you on _____? (e.g., Where were you on Sunday afternoon?)
- I was at _____. (e.g., I was at the cinema.)

To ask how someone feels or thinks about places he/she visited or activities he/she did, write the following sentence frames on the board:

- How was the _____? (e.g., How was the movie?)
- It was _____. (e.g., It was exciting and fun.)

- Lead students to practise:
 - Ask students to work in pairs. Each pair asks their partner where he/she went last weekend and how he/she feels or thinks about the place he/she visited or activity he/she did, using the sentence frames they've learned earlier. They take turns asking and answering the questions.

Then, teacher randomly selects some pairs to summarise what they find out about their partners' weekend in class. For example,

"Milin went to a café near her house to have some cakes with her parents. The cakes were delicious. She had a good time there."

- Assign them to work on Exercises D - G together in class.

Exercise H

Objective

Students will be able to identify key details from a short passage and answer comprehension questions correctly.

Activities

- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on page 6 for students' better understanding of their listening.
- Assign them to do Exercise H on page 70.
- Summarise key points learned from the lesson.