



Listening & Speaking Practice

Teacher's Guide

4

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Practice 1: Where Are You From?

Exercises A-C

Objectives

Students will be able to

- naturally use social expressions for greeting and self-introduction in real life.
- identify key details from listening and answer comprehension questions about self-introduction correctly.
- give information about themselves.

Activities

- Start the lesson:

Start with a warm-up activity called 'Greeting Circle'. Ask students to stand in a circle. Ask them to pass a soft ball around while playing music. When the music stops, the student who has the ball must greet the next person on his/her right using a greeting expression. For example,

- *"Hello. / Hi! / Good morning. / How have you been?", etc.*

The next person must respond appropriately:

- *"Hi! How are you?"*

Continue until everyone has had their turn.

- Play a video clip about people and their countries to let students learn the names of other countries and their nationalities, as well as to engage them with the lesson: <https://www.youtube.com/watch?v=rkwTg07Tzdl>

After watching the video clip, summarise the sentence frames from the video clip on the board about self-introduction:

- Hello!

My name is _____.

I am from (country name).

I am (nationality).

- Introduce the expressions:

- Write the expressions used for greeting and self-introduction on the board.
Refer to Oh! My Grammar: To greet and to introduce on page 1.

To greet:

- Hello. / Hi!
- How are you? / How have you been?
- Good morning. / Good afternoon.

Ways to reply:

- I'm good.
- I'm fine, thanks.

To introduce:

- My name is _____.
- I would like you to meet my new friend. This is _____.
- Joey, this is my friend, _____.

Way to reply:

- Hi, _____. Nice to meet you.

- Lead students to practise:

- Hand out flashcards regarding people and their countries to each student. Divide students into pairs and have each pair ask some questions according to the information on the flashcards they've received. Students have to use expressions for greeting and self-introduction. This activity encourages them to use the expressions they've learned earlier.
- Assign students to do Exercise A on page 6 together in class.
- As for the listening exercise, teacher can use the guidelines below to develop students' listening comprehension.

Guidelines to improve students' listening comprehension

• Before listening

1. Briefly discuss the topic first. For example, if the passage is about someone's personal background, ask students some questions:

- *"What is the main character's name?"*
- *"Where does he/she live?"*
- *"With whom does he/she live?"*
- *"What is his/her favourite activity?"*

This helps students focus on specific details regarding the passage.

Guidelines to improve students' listening comprehension

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,

- *“Where does Akira live?”*
- *“Does she live with her family?”*
- *“What is her favourite season?”*
- *“Why does Akira like strawberries?”*

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

- Assign students to do Exercise B on page 7.
- Hand out a sheet of blank paper to each student. Ask them to write information about themselves, for example, their name, age, town they live in, favourite subject and hobbies on a given paper in a bullet-point format. Then, ask some volunteers to introduce themselves based on the information they've written to the class. Refer to Exercise C.
- Assign them to do Exercise C on page 8 together in class.

Exercise D

Objective

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

Activities

- Lead students to practise:
 - Before listening, ask students some questions after they read each statement of Exercise D.
 - *“What are the main characters’ names?”*
 - *“What time does she go to school?”*
 - *“What does she do after school?”*
 - *“After having dinner, what does she usually do?”*
 - *“What time does she go to bed?”*
 - Then, play the audio files of Exercise D on page 9. Guide students to listen carefully and catch the main idea. (Teacher can play the audio files two to three times.)
 - After listening to the audio files, ask them some questions to check their listening comprehension. For example,
 - *“What time does Rene go to school?”*
 - *“Does she attend the ballet class after school?”*
 - *“What time does she go to a learning centre?”*

These questions help check students’ understanding after listening to the passage.

- As for the listening exercise, teacher can use the guidelines to improve students’ listening comprehension shown on pages 2 and 3 for students’ better understanding of their listening.
- Assign students to do Exercise D on page 9.

Exercise E

Objective

Students will be able to recognise expressions for greeting, self-introduction and taking leave through role-play.

Activities

- Start the lesson:
 - Quickly review some expressions used for greeting and introduction, together with introducing some expressions for bidding farewell. Refer to Oh! My Grammar: To take leave or to bid farewell on page 1.

To take leave or to bid farewell:

- Goodbye. / Bye!
- I've got to go now. Goodbye.

Ways to reply:

- We'll catch up another time. Bye.
- See you later. Goodbye.
- Talk to you later. Bye.

- Lead students to practise:

- Engage students with an activity called 'Meet and Greet'. Ask students to walk around the room when playing music. When the music stops, they pair up with the nearest classmate. Each pair has to greet, introduce themselves and take leave using the expressions they've learned.

Moreover, each pair has to ask for each other's information, like their age, their favourite hobbies or activities they do when they have free time, and so on. Finally, each pair reports their findings in front of the class. For example,

"This is Emma. She is ten years old. She enjoys painting and swimming when she has free time. Her favourite food is pizza and yellow is her favourite colour."

- Assign them to do Exercise E on page 10 together in class.

Exercise F

Objective

Students will be able to naturally use expressions in their conversation when greeting, introducing themselves, and bidding farewell.

Activities

- Lead students to practise:
 - Ask students to do the 'Introduction Role-Play' using real-life scenarios (e.g., first day of school, meeting someone new).
 - This activity could be done in the same pairs as the previous activity. Have each pair come up with short dialogues and act accordingly. For example,
 - *"Good morning. My name is Patty. I'm a new student."*
 - *"Hi, Patty. I'm James. Nice to meet you."*
 - *"Nice to meet you too, James."*
 - *"I'll introduce you to other classmates, so they'll get to know you more."*

Then, rotate pairs and roles.

- Assign them to do Exercise F on page 11.
- Summarise key points learned from the lesson.



Practice 2: My Week

Exercises A-C

Objectives

Students will be able to

- identify key details from listening and answer comprehension questions about students' favourite school subjects correctly.
- give information about themselves like their daily routines, abilities, favourites, as well as their reasons in their conversation.

Activities

- Start the lesson:

- Introduce the sentence frames for asking and answering about their favourites and frequency of doing that activity:
 - What's / What is your favourite _____? (e.g., What's your favourite subject?)
My favourite _____ is _____. (e.g., My favourite subject is Science.)
 - Do you like _____?
Yes, I do. / No, I don't.
 - Why do you like _____?
 - I like _____ because _____.
 - How often do you have _____? / How often is your _____?
(e.g., How often is your PE class?)
 - Thrice a week.

- Lead students to practise:

- Engage students with a fun activity called 'Favourite Things Interview' to practise asking questions and answering appropriately. Teacher puts students into pairs and hands out two sheets of blank paper as an interview sheet to each pair. Ask them to interview their partner about his/her name, favourites (e.g., subject, dish, pet, place to go for holiday, hobbies, etc.), and the reasons why he/she likes it, using the sentence frames they've learned earlier. For example,

- "What's your favourite pet?"
 - "Why do you like it?"
 - "What's your favourite subject?"
 - "Why _____ is your favourite subject?"

Students write down the information they've got from the interview and then present their findings in class. For example,

"This is Joe. His favourite subject is Maths because he likes calculation. What he likes to do when he has free time is painting pictures and helps his parents do some house chores."

- As for the listening exercises, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercises A to C on pages 13 to 15.

Exercise D

Objectives

Students will be able to

- converse with their classmates using 'has to/have to' to talk about their duties or responsibilities in the family.
- orally describe given pictures about what children in the pictures have to do or not do.

Activities

- Start the lesson:

- Quickly review how to use 'has to/have to' in sentences. For example,
 - Mindy has to do the washing-up.
 - Jamie and his younger brother have to feed their cat.

Further explain that the 'has to/have to' form can be used to talk about one's duties or responsibilities in his/her family.

- Ask students some questions about their duties or responsibilities in the family. For example,

- *"What do you have to do to help your parents at home?"*
 - *"I have to feed my cat/dog."*
 - "I have to help my dad wash our car."*
 - "I have to set the table.," etc.*

- Lead students to practise:

- This activity could be done in the same pairs as the previous activity. Hand out some pictures featuring actions with ticks and cross-out marks to each pair. Each pair asks and answers questions based on the actions of the pictures they've received, using the 'has to/have to' form. For example,

- *"What does Ricky have to do?"*
 - "He has to do his homework."*
 - *"What doesn't Lily have to do?"*
 - "She doesn't have to water the plants."*

Then, select some pairs to describe what the people in the pictures have to do or not have to do.

Note: Teacher can guide students with some words that they are unfamiliar or do not know.

- Assign them to work on Exercise D on page 16.

Exercise E

Objectives

Students will be able to

- recognise expressions for apology through role-play.
- use social expressions for apology in their real life.

Activities

- Start the lesson:

- Introduce some expressions used for apology. Refer to Oh! My Grammar: To apologise on page 2.

To apologise:

- I'm sorry. / I'm so sorry.
- I'm sorry for being late.
- I apologise for the delay.

Ways to reply:

- That's okay.
- It's alright.
- Please come earlier next time.

- Lead students to practise:

- Ask students to do the 'Apology Role-Play' using real-life scenarios (e.g., being late for class, breaking your friend's items unintentionally).
- Ask students to pair up with their partner. Have each pair create two situations in which someone makes a mistake and say apology using expressions they've learned earlier. Then, act out short dialogues to the class. For example,
 - *"Nina, can I have my pen that you've borrowed from me?"*
 - *"Oh! I think I lost it. I'm so sorry, Lucy."*
 - *"Umm, it's alright."*
 - *"I'll buy a new one for you."*
 - *"Okay, thank you."*

Then, students rotate their roles and act out a new situation.

- Ask students to listen to the conversation of Exercise E on page 17. Then, the whole class read along.
- The same pair from the previous activity can practise the dialogues of Exercise E. Then, ask them to switch their characters.

Exercise F

Objective

Students will be able to naturally use expressions in their conversation when asking and answering about their favourites or their responsibilities or when making a mistake and saying apology.

Activities

- Start the lesson:
 - Quickly review some expressions used for talking about someone's favourites, responsibilities and ways to say apology that students have learned.
 - What's your favourite _____ ?
 - Why do you like it?
 - What does he have to do?
 - He has to _____.
 - I'm sorry. / I'm so sorry.
 - I'm sorry for _____.
 - I apologise for _____.
- Lead students to practise:
 - Ask students to pair up. Each pair prepares some questions about the expressions that they have learned before to ask their partners. Let each pair practise asking and answering questions.
 - Assign them to do Exercise F on page 18.
 - Summarise key points learned from the lesson.



Practice 3: Go Shopping

Exercises A and B

Objectives

Students will be able to

- identify key details from listening and answer comprehension questions about shopping correctly.
- do a role-play about shopping.

Activities

- Start the lesson:

- Introduce some sentence frames used when doing the shopping at a shop:
 - Hi, can I help you?
 - I'm looking for a _____.
 - How much does it cost?
 - It cost _____ baht. Will you take it?
 - Yes, I will. Here is the payment.
 - Thank you.
 - You're welcome.

- Lead students to practise:

- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
 - Assign them to do Exercise A on page 20.
 - Engage students with a fun activity – 'Shopping Role-Play'. Ask students to pair up with their partner. Have each pair create a shopping situation at a bakery, a bookshop or a flower shop and write their own dialogues using some sentence frames they've learned earlier. Each pair acts out the situation to the class. For example, a situation at a stationer's:

- "Hi, can I help you?"
 - "I'm looking for a box of coloured pencil."
 - "It's over here. It has 24 colours for one set."
 - "How much does it cost?"
 - "It cost 90 baht. Will you take it?"
 - "Yes, I will. Here is the payment."
 - "Thank you."
 - "You're welcome."

- To further develop students' speaking and listening skills, teacher can carry out one more activity through role-play by turning a classroom into a simulated market with various shops. Students can choose to act out as shopkeepers or customers.
- Assign students to do Exercise B on page 21 together in class.

Exercises C and D

Objectives

Students will be able to

- naturally use expressions for shopping in real life.
- identify key details from listening and number the correct sequence of the story about grocery shopping.

Activities

- Start the lesson:

- Engage students with a video clip about grocery shopping. Guide students to focus and catch the main idea for the first listen, and for the second listen, students should listen for details.

<https://www.youtube.com/watch?v=qj7JB4Cm-64>

This helps students recognise vocabulary words about grocery shopping and can incorporate them with real-life experience.

- After watching the video clip, ask some questions about it to check students' listening comprehension. For example,
 - Why did Anna go grocery shopping?
(Answer: She didn't have the ingredients to bake eggplant cakes.)
 - Before going to the supermarket, what did Anna do?
(Answer: She listed the things she had to buy.)
 - Why is it not safe for children to cook food on their own?
(Answer: Some cooking utensils are dangerous. It's better to cook together with adults.)
 - After Anna finished her shopping, where did she go?
(Answer: She went to the checkout counter to pay for her shopping.)
 - Have you gone grocery shopping before? How often do you go there?
(Accept any suitable answers.)

- Lead students to practise:

- Divide students into small groups of three to do the role-play about grocery shopping, starting from listing what to buy to payment at a cashier counter. Each group has to come up with their own dialogues. Then, act out the situation to the class.

For example, a situation in which a mother asks her daughter to buy food for preparing their dinner together. They list things to buy before going grocery shopping. At a grocery store, they get what they want and pay for their shopping at a cashier counter.

Mum: *I would like to cook spaghetti carbonara for our dinner. But we've run out of some ingredients.*

Julie: *What do we have to buy?*

Mum: *We need spaghetti, eggs, bacon and pepper. We have to go to a grocery store.*

Julie: *Sure. I'll write the list down.*

Mum: *Great, Julie. Shall we leave now?*

Julie: *Okay, Mum. Let's go.*

At a grocery store, Julie and her mother get all the ingredients they want.

Mum: *I think we've got what we want. Let's pay for them at a cashier counter.*

Julie: *Okay, Mum.*

Cashier: *Good afternoon. How are you?*

Mum: *I'm good.*

Cashier: *How will you be paying?*

Mum: *I'll pay in cash.*

Cashier: *Here is your change and your receipt. Have a nice day.*

Mum: *Thank you.*

- Assign students to work on Exercise C on page 22 together in class.
- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercise D on page 23.

Exercise E

Objectives

Students will be able to

- recognise expressions for shopping through role-play.
- naturally use expressions for shopping in real life.

Activities

- Start the lesson:

- Before starting the lesson, engage students with a video clip about going shopping with a friend. Guide students to focus and catch the main idea for the first listen, and for the second listen, students should listen for details.

https://www.youtube.com/watch?v=xtFMJkcChmo&ab_channel=EliteEnglishLearning

- After watching the video clip, ask students if anyone can remember what the two characters say about shopping. Then, list some expressions used for shopping on the board. For example,

- *How does this look?*
 - *That jacket fits perfectly.*
 - *They go really well with this outfit.*
 - *I hope you found everything you were looking for.*
 - *This top is on 20% discount today.*
 - *We've already shopped enough for today!*
 - *Alright, your total is \$128.*
 - *I'll pay by card. / I'll pay in cash.*
 - *All set! Here's your shopping bag.*
 - *Thank you for shopping with us.*
 - *We'll definitely come again. And thank you for being so helpful.*
 - *Always a pleasure. Have a great day.*

- Lead students to practise:

- Ask students to listen to the conversation of Exercise E on page 24. Then, the whole class read along.
 - Ask students to pair up with their partner. Each pair does a role-play about shopping to practise the dialogues: one is a shopkeeper, and the other is a customer, and then switches their roles. Refer to Exercise E on page 24.
 - After doing Exercise E, ask each pair to come up with their own dialogues. They can use the expressions from the clip or from Exercise E. After that, teacher asks each pair to act out the role-play in front of the class.

Exercise F

Objective

Students will be able to naturally use expressions in their conversation when going shopping.

Activities

- Lead students to practise:
 - Quickly review some expressions used in shopping situations that students have learned before. For example,
 - Excuse me. Where is/are _____ ?
 - Can I help you?
 - I'm looking for _____.
 - How much does it cost?
 - Is/Are _____ on sale?
 - Can I try it on?
 - Do you have a bigger/smaller size?
 - Assign them to work on Exercise F on page 25.
 - Summarise key points learned from the lesson.



Practice 4: All About Food

Exercises A and B

Objectives

Students will be able to

- ask and answer questions about what and how much food their classmates take every day which relates to the concept of staying healthy.
- identify key details from listening and answer comprehension questions about daily intake correctly.

Activities

- Start the lesson:
 - Quickly review the concept of how to stay healthy by preparing flashcards of healthy and unhealthy food. Ask students to sort which kinds of food are healthy and unhealthy.
 - Encourage students to share how to keep themselves healthy. For example,
 - Drink enough water in a day.
 - Sleep eight hours a day.
 - Exercise regularly.
 - Eat healthy food, especially fruits and vegetables.
 - Avoid sweets and candies, as well as snacks with high sodium.
 - Avoid greasy food.

This can check students' existing knowledge on other subjects.

- Lead students to practise:
 - Engage students with a fun activity – ‘Find Someone Who...?’ to encourage students to ask and answer questions.

Prepare a worksheet or a chart with the following texts:

- Find someone who likes pizza.
- Find someone who drinks a glass of milk every day.
- Find someone who enjoys playing sports.
- Find someone who regularly eats vegetables and fruits.
- Find someone who prefers staying at home rather than doing some outdoor activities.
- Find someone who is glued to his/her mobile phone.

Hand out the worksheet to students. Ask them to walk around asking: “*Do you like pizza?*”; “*Do you drink a glass of milk every day?*” If they find a classmate doing such activity, write his/her name down. Then, ask them to share their findings orally. For example,

“*Tim likes pizza because he thinks it’s delicious. Gina drinks a glass of milk every day. Kevin enjoys playing sports because he wants to stay strong.*”

- Assign them to do Exercise A on page 27 together in class.
- As for the listening exercise, teacher can use the guidelines to improve students’ listening comprehension shown on pages 2 and 3 for students’ better understanding of their listening.
- Assign them to do Exercise B on page 28.

Exercises C and D

Objectives

Students will be able to

- converse with their classmates about comparing two different things to make decisions and to solve problems.
- recognise expressions for ordering food in a restaurant through role-play.
- naturally use expressions for ordering food in a restaurant.

Activities

- Start the lesson:

- Engage students with a fun activity called ‘Which One Suits You’ that encourages them to think logically when comparing two things and giving reasons for making decisions.
- Prepare two different pictures of the same category, for instance two pets, two school lunch dishes, two games, etc. Ask students to work in pairs and hand out two pictures of the same category to each pair. Ask them to discuss by asking some questions using comparative adjectives. (Students have learned the comparison of adjectives from Go Get English: Reading & Writing Practice.)
For example,

- “*Which pet is better for a small house?*”
- “*Which lunch is healthier?*”
- “*Which games is more interesting?*”

Each student must give at least one reason using comparative adjectives or logic words (because, so, but). They can use the following sentence frames to express their reason:

- *I choose _____ because _____.*
- *I think _____ is better than _____ because _____.*

Then, they present their choice to the class.

- *"We choose cats because they are smaller than dogs and more suitable for a small house."*
- *"We choose salad because it is full of different kinds of vitamins and fibre."*

- Lead students to practise:

- Ask students to do one more activity together as a class. Encourage them to give reasons about where to go for the school trip: *A zoo or a museum*. They can use the above sentence frames to create sentences.

Note: Let students know that there is no right or wrong for their reasons. This activity is aimed at encouraging them to confidently share their thoughts.

- Ask students to listen to the conversation of Exercise C on page 29. Then, the whole class read along.
- The same pair from the previous activity can practise the dialogues of Exercise C. Then, ask them to switch their characters.
- Then, engage students with a video clip regarding ordering food in a restaurant. Guide students to focus and catch the main idea for the first listen, and for the second listen, students should listen for details.

https://www.youtube.com/watch?v=Cl6Tm_R5n74&ab_channel=CarlosFarias

- After watching the video clip, ask students if anyone can remember what the two customers and the waitress say when ordering food. Then, list some expressions used for ordering food on the board. For example,

- *Are you ready to order?*
- *Yes. Can I have the mushroom pizza, please?*
- *And can I have the burger and chips, please?*
- *Certainly. What would you like to drink?*
- *An orange juice for me, please.*
- *And can I have a bottle of mineral water?*
- *Would you like a dessert?*
- *Yes. Can I have the fruit salad, please?*
- *And chocolate ice cream for me, please.*
- *Can my husband have the bill, please?*

Note: Teacher can introduce some other related expressions used for ordering food, for example *"May I take your order?"; "Can I have the menu, please?"*

- Ask students to do a role-play taking place in a café where a customer would like to order a drink and a piece of cake. This activity can be done in the same pairs as the previous activity. One student acts as a customer while the other is a waiter or a waitress. Moreover, each pair has to create their own dialogues. For example,
 - “Hello, may I take your order?”*
 - “Hi. I would like a cup of hot latte.”*
 - “Would you like to order some cakes? Here is the menu.”*
 - “Yes, I’d like a piece of coconut cake.”*
 - “Okay. May I repeat your order? A cup of hot latte and a piece of coconut cake.”*
 - “That’s right. Thank you.”*
 - “Your order will be served shortly.”*

Then, each pair acts out the role-play in front of the class.

- Assign them to do Exercise D on page 30.

Exercise E

Objective

Students will be able to identify key details from listening and number the correct steps of making a smoothie.

Activities

- Lead students to practise:
 - Divide students into small groups of three. Then, hand out a sheet of blank paper to each group and ask them to write the step-by-step instructions of one easy-to-cook recipe. It can be a dessert, a dish or a drink. After that, cut each step into strips and exchange their recipe with another group. Then, ask students to arrange the steps of the recipe each group has received correctly and present it to the class.
 - As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercise E on page 31.

Exercise F

Objective

Students will be able to naturally use expressions in their conversation when being in a restaurant.

Activities

- Lead students to practise:
 - Quickly review some expressions used when being in a restaurant that students have learned before. For example,
 - Excuse me, can I sit there?
 - Is this seat available?
 - Can I have the menu, please?
 - May I take your order?
 - What would you like to order/drink?
 - Would you like a dessert?
 - I'd like to have _____.
 - Assign them to work on Exercise F on page 32.
 - Summarise key points learned from the lesson.



Practice 5: Getting Around

Exercises A and B

Objectives

Students will be able to

- ask and answer questions about what they will be doing on a vacation.
- recognise vocabulary words and expressions regarding vacation plan when conversing with their classmates.
- identify key details from listening and answer comprehension questions about a school trip correctly.

Activities

- Start the lesson:

- Quickly review the present continuous tense structure as it can refer to a future planned action:

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

Students can use this structure to tell what they have planned to do for a vacation or weekend.

Sentence examples:

- Where are you going?
- I'm going to the zoo.

- Lead students to practise:

- Ask students to plan what they will be doing on a vacation:
 - Place to go
 - When they are going
 - How to get there
 - What time they are leaving and arriving there

Write down their above plan in the table of Exercise A on page 41. Then, ask students to pair up with their partner and ask him/her about their vacation plan. Students can follow the dialogues from Exercise A as a guideline.

After that, ask each pair to orally summarise what they find out about their partner's vacation plan. For example,

"Jane is going to the beach this Saturday. She's going there by car. She will leave at 7 in the morning. It takes two hours to reach there."

- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercise B on page 41.

Exercise C

Objective

Students will be able to identify key details from listening and answer comprehension questions about a weekend with family correctly.

Activities

- Start the lesson:
 - Start with a warm-up question: *"What did you do last Sunday/Saturday?"*
This helps activate students' engagement before listening to the passage.
 - Then, play the audio file of Exercise C on page 42. Guide students to listen carefully and catch the main idea.
 - After listening to the audio file, ask them some questions to check their listening comprehension. For example,
 - *"What is the main character's name?"*
 - *"What did he do?"*
 - *"Where did Mr. Smith and his family go?"*
 - *"Where did they have dinner?"*
 - *"Did they have a good time together?"*

These questions help check students' understanding after listening to the passage.

- Lead students to practise:
 - As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
 - Assign them to do Exercise C on page 42.

Exercises D and E

Objectives

Students will be able to

- converse with their classmates about what they will be doing this weekend.
- identify key details from listening and answer comprehension questions about weekend plans correctly.

Activities

- Start the lesson:

• Engage students with an activity. Ask students to walk around the room when playing music. When the music stops, they pair up with the nearest classmate. Then, teacher hands out each pair with two worksheets about a weekend plan stating the following information:

- Place to go
- When they are going
- What to do there
- With whom they are going

After that, each pair takes turns asking their partner using the sentence frames they've learned from Exercise A. Finally, each pair orally summarises what they asked their partner. For example,

"Thomas is going camping this Saturday with his family. He's going to put up a tent and go fishing there. He's also making a campfire to cook food at a campground."

Note: The information on each worksheet must be of different information.

This activity helps gauge students' comprehension and ability to digest information efficiently.

- Lead students to practise:

• The next activity can be done in the same pairs as the previous activity. Ask each pair to study the dialogues of Exercise D: Part a on page 43. Then, they practise the dialogues with their partner. After that, each pair writes their own weekend plan in their notebook and takes turns asking what they will be doing this weekend. Students can follow the dialogues of Exercise D: Part a or can come up with their own dialogues. Then, they fill up the information from asking their partner on the table of Exercise D: Part b.

Teacher selects some pairs to act out the dialogues for this exercise.

- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercise E on page 44.

Exercise F

Objectives

Students will be able to

- read a simple town map and converse with their classmates about it.
- tell directions to others correctly.

Activities

- Start the lesson:

- Quickly review some expressions used for asking and telling directions.

For example,

- Excuse me, can you tell me how to get to _____ from _____ ?
 - Follow the street.
 - Turn left. / Turn right. / Turn left at _____.
 - Go straight. / Continue straight along the road.
 - Cross the T-junction. / Cross the crossroad.

- Lead students to practise:

- Prepare a big, simple town map and show it to students. Ask them to study the map to see the places on the map and their locations. Then, ask two volunteers to practise the dialogues about asking and telling directions. Also let other students take turns asking and telling directions.

- Assign them to work on Exercise F on page 45.

Exercise G

Objective

Students will be able to naturally use expressions in their conversation when asking and telling directions and talking about someone's vacation or weekend plan.

Activities

- Lead students to practise:
 - Quickly review some expressions used for asking someone's vacation or weekend plan, including asking and telling directions that students have learned before.
For example,
 - Where are you going?
 - I'm going to _____.
 - What will you be doing this weekend?
 - I'm going _____ with my family.
 - Excuse me, can you tell me how to get to _____ ?
 - Sure. Follow the _____, then turn right. Your destination is on your _____.
 - Assign them to work on Exercise G on page 46.
 - Summarise key points learned from the lesson.



Practice 6: Helping Out

Exercises A and B

Objectives

Students will be able to

- converse with their classmates about asking for help.
- naturally use social expressions in their conversation when asking for help.
- identify key details from listening and answer comprehension questions about asking for help correctly.

Activities

- Start the lesson:

- Introduce some expressions used for asking for help.
Refer to Oh! My Grammar: To ask for help on page 2.

To ask for help:

- Can you help me _____ ?
- Could you please help me _____ ?
- Can you teach me how to _____ ?

Ways to reply:

- All right. / Sure. / Okay.
- I'm afraid I can't help you this time.

- Lead students to practise:

- Ask students to work in pairs. Each pair receives a sheet of paper indicating a role-play situation using the asking-for-help expressions. The situations can be doing some house chores like doing the washing-up, feeding a dog, watering plants, or teaching Maths homework, cleaning the classroom, etc. Each pair has to come up with their own dialogues. For example,

- *"Hey, Amy. I don't understand this Maths problem. Can you help me solve it?"*
 - *"Sure. Let me see."*
 - *"Thanks so much, Amy."*
 - *"If you need any help about Maths practice, I can help you."*
 - *"Thanks. That's very nice of you."*
 - *"You're welcome, Jane."*

- Assign them to act out the dialogues of Exercise A on page 48 together in class.
- As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercise B on page 49.

Exercise C

Objective

Students will be able to recognise and use expressions for asking and offering help through role-play.

Activities

- Start the lesson:
 - Quickly review some expressions used for asking for help.
 - Can you help me _____ ?
 - Could you please help me _____ ?
 - Can you teach me how to _____ ?
 - All right. / Sure. / Okay.
 - I'm afraid I can't help you this time.
 - Introduce some expressions used for offering help.
 - Can I help you?
 - Would you like me to _____ ?
 - Don't worry, I'll help you.
- Lead students to practise:
 - Prepare short situation cards. For example,
 - Carrying a heavy bag
 - Looking for the library
 - Finding a missing Science textbook
 - Dropping pencils on the floor
 - Ask students to work in pairs. Each pair receives a situation card using the offering-help expressions. In pairs, one student acts the problem, while the other student offers help. For example,
 - *"That bag looks so heavy. Can I help you carry it?"*
 - *"Yes, please. That's very kind of you."*

Then, they switch their roles. However, the dialogues must be different after switching their roles. This means that each pair has to prepare two different dialogues for the same situation.

Finally, teacher invites volunteers to act out the situation in class.

- Assign them to do Exercise C on page 50 together in class.

Exercise D

Objective

Students will be able to naturally use expressions in their conversation when asking and offering help.

Activities

- Lead students to practise:
 - Quickly review some expressions used for asking and offering help that students have learned before. For example,
 - Can you help me _____ ?
 - Could you please help me _____ ?
 - Can you teach me how to _____ ?
 - How can I help you?
 - All right. / Sure. / Okay. I'll help you.
 - I'm afraid I can't help you this time.
 - Can I help you?
 - Would you like me to _____ ?
 - Don't worry, I'll help you.
 - Assign them to work on Exercise D on page 51.

Exercises E and F

Objective

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

Activities

- As for the listening exercises, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
- Assign them to do Exercises E and F on pages 52 and 53.
- Summarise key points learned from the lesson.



Practice 7: Get Active

Exercises A-D

Objectives

Students will be able to

- recognise vocabulary words regarding sports through activities.
- ask and answer questions about their abilities in sports.
- identify key details from listening and answer comprehension questions about sports correctly.

Activities

- Start the lesson:

Start with a warm-up activity to practise describing and identifying types of sports. Teacher prepares picture cards featuring different types of sports. 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 sport name. The volunteer has to guess the sport based on the clues. For example,

- *"We play this sport on the beach."*
- *"The equipment for this sport includes a ball and a net."*
- *"There are only two players per team."*

(Answer: beach volleyball)

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

- Lead students to practise:

Engage students with a fun activity called 'Find Someone Who...?' (Sports Edition) to encourage students to ask and answer questions about their abilities in sports.

Have students pair up with their partner. Teacher prepares a worksheet or a chart with the following texts:

- Find someone who is good at football.
- Find someone who regularly plays tennis.
- Find someone who never plays table tennis.
- Find someone who is good at gymnastics.
- Find someone who is not good at badminton.
- Find someone who is not good at basketball.
- Find someone who usually does yoga.
- Find someone who is good at running.

Then, hand out a worksheet to each pair. Students walk around asking: “*Are you good at running?*”; “*Do you regularly play tennis?*” If they find a classmate doing such activity, write his/her name down. Then, ask them to share their findings orally. For example,

“Jamie is good at running, but he never plays tennis. Laura usually does yoga, but she is not good at basketball. Emily is good at gymnastics, but she is not good at badminton.”

- Assign them to do Exercise A on page 55 together in class.
- This activity could be done in the same pair as the previous activity. Each pair takes turns asking some questions about sports he/she likes. Then, they present their findings in class. Students can use the questions from Exercise C on page 56 as a guideline.
- As for the listening exercises, teacher can use the guidelines to improve students’ listening comprehension shown on pages 2 and 3 for students’ better understanding of their listening.
- Assign them to do Exercises B and D on pages 56 and 57.

Exercise E

Objective

Students will be able to naturally use expressions regarding sports in their conversation.

Activities

- Lead students to practise:
 - Quickly review some expressions used for asking someone about sports that students have learned before. For example,
 - Are you good at _____ ?
 - Yes, I am good at _____. / No, I am not good at _____.
 - Do you usually play _____ ?
 - What sport do you like?
 - How often do you play this sport?
 - Do you like _____ ?
- Assign them to work on Exercise E on page 58.

Exercises F and G

Objectives

Students will be able to

- identify key details from listening and answer comprehension questions regarding sports correctly.
- converse with their classmates when comparing two things to make decisions and to solve problems.
- recognise expressions used for talking about sports through role-play.

Activities

- Start the lesson:

- Engage students with a fun activity called 'Debate Pairs' that encourages them to think logically when comparing two things and giving reasons in making decisions.
- Ask students to work in pairs and give each pair a choice about sports.

For example,

- running vs. basketball
- indoor rock climbing vs. badminton
- cycling vs. swimming, etc.

Student A argues for Option 1 while Student B argues for Option 2. Then, they take turns giving reasons. For example,

- Student A: "*I think running is better than playing basketball because you do not need any sport equipment.*"
- Student B: "*Playing basketball is better because you can practise your hand-eye coordination.*"
- Student A: "*Running is better because you can do it alone, anywhere, anytime. No need to wait for others to play with you.*"
- Student B: "*Playing basketball helps promote strong relationship among friends because players have to play together as a team.*"

After three to four turns, the class votes on the most convincing argument.

Students can use the following sentence frames to express their reason:

- _____ is better because _____.
- I think _____ is better than _____ because _____.

- Lead students to practise:
 - As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
 - Assign them to do Exercise F on page 59.
 - Ask students to listen to the conversation of Exercise G on page 60. Then, the whole class read along.
 - The same pair from the previous activity can practise the dialogues of Exercise G. Then, ask them to switch their characters.
- Summarise key points learned from the lesson.



Practice 8: What's the Matter?

Exercise A

Objectives

Students will be able to

- give advice and recommendations using 'should' and 'shouldn't' form.
- identify key details from listening and label the correct pictures regarding safety at home.

Activities

- Start the lesson and introduce the structure:

- Introduce 'should' and 'shouldn't' form.

Should + the base form of the verb

We use 'should' and 'shouldn't' to give advice and recommendations to others.

For example,

- You should keep your room clean.
- You shouldn't talk to strangers.

- Lead students to practise:

- Engage students with a fun activity. Prepare some picture cards about safety at home: Do and Don't pictures. Show one picture at a time and ask students to say a sentence together that they should do or shouldn't do. For example,

- Teacher shows a picture of a child who is jumping on a sofa, and students say, "*We shouldn't jump on a sofa.*"
- Teacher shows a picture of a child who is locking doors and windows, and students say, "*We should lock doors and windows when our parents are not home.*"

- Assign them to do Exercise A on page 62.

Exercises B-D

Objectives

Students will be able to

- recognise vocabulary words and expressions about illnesses through role-play.
- naturally use expressions regarding illnesses in their conversation.
- identify key details from listening and number the correct sequence of the story regarding safety at home.

Activities

- Start the lesson:

- To engage students with the lesson, play a video clip below about a boy and a girl asking about illness. For the first listen, guide students to focus and catch the main idea. For the second listen, guide them to listen for details.

<https://www.youtube.com/watch?v=LIC-Trk54Zg>

- Ask students some questions about the video clip to check students' listening comprehension. For example,
 - What does John's friend say when she sees John's shivering and sneezing?
(Answer: "*What's wrong with you John? You look sick.*")
 - What symptoms does John have?
(Answer: He's shivering. He has a headache, snuffle and cough.
He's also tired.)
 - Why is John's friend sure that he has a cold?
(Answer: Because people can catch a cold during the changes of season.)
 - What should John do to treat a cold?
(Answer: He should drink lots of warm water and eat fruits for vitamins.)
 - From the video clip, should we sneeze or cough to others? Why? What should we do when we are going to sneeze or cough?
(Answer: No, we shouldn't. People around us can catch a cold or get infected from our sneeze and cough. When we're going to sneeze or cough, we should cover our mouth with tissue or handkerchief.)

- Introduce sentence frames:
 - Introduce some sentence frames when talking about other's illnesses. For example,
 - What's the matter? / What's wrong with you?
 - Are you having _____?
 - Yes, I've got _____. / No, I feel great.
 - You should go see a doctor.
 - Hope you feel better soon.
- Lead students to practise:
 - Play a video clip introducing vocabularies about illnesses.
https://www.youtube.com/watch?app=desktop&v=tERmnS_Bjws&t=45s&ab_channel=PUPPIChannel
 - Ask students to work in pairs to do a role-play about illnesses from Exercise B on page 63. Then, ask them to switch their roles.
 - This practice could be done in the same pairs as the previous activity. Have students do a role-play and practise the dialogues between Jack and Bella. Refer to Exercise D on page 65.
 - As for the listening exercise, teacher can use the guidelines to improve students' listening comprehension shown on pages 2 and 3 for students' better understanding of their listening.
 - Assign them to do Exercise C on page 64.

Exercise E

Objective

Students will be able to naturally use expressions regarding illnesses in their conversation.

Activities

- Lead students to practise:
 - Quickly review some expressions used for talking about illnesses that students have learned before. For example,
 - What's the matter?
 - I have a _____. / I've got a _____.
 - You should go see a doctor.
 - I hope you feel better soon. / I hope you are feeling better.
 - I'm feeling much better. Thank you.
- Assign them to work on Exercise E on page 66.

Exercise F

Objective

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

Activities

- Start the lesson:
 - Ask students what tips or tricks they use when they listen to a conversation, a short story or a passage that help them catch the main idea and other supporting details. They can be the guidelines to improve students' listening comprehension on pages 2 and 3 that teacher has taught them before or their own tips or tricks. Encourage them to share their tips or tricks.
- Lead students to practise:
 - Teacher summarises the tips and tricks on listening comprehension that students have shared on the board, together with emphasising the guidelines to improve students' listening comprehension on pages 2 and 3 for students' better understanding of their listening.
 - Assign them to do Exercise F on page 67.
- Summarise key points learned from the lesson.