



Go
Get
English

Practice
Makes Perfect!

Listening & Speaking Practice

Teacher's Guide

5

Prathomsuksa



Practice 1: At School

Exercise A

Objective

Students will be able to identify appropriate verbal responses in various social situations.

Activities

- Start the lesson:
 - Play a game of 'Dialogue Hunting' by creating a set of cards with questions or statements and their suitable responses. For example, a card might say, "May I borrow your eraser?" while another says, "Sure, here you go."
 - Distribute one card to each student.
 - Let students walk around the room, reading their card and trying to find the person with the card that completes their conversation. The first three correct pairs win.
 - You may give some small rewards to the winning pairs.
 - This activity gets students up and moving while connecting spoken language to appropriate replies.
- Introduce the expression:
 - Write the expressions used for asking for permission on the board. Refer to Oh! My Grammar on page 2: To ask for permission.
 - May I...?
 - Can I...?
 - Could I...?
- Lead students to practise:
 - Show a picture of a social situation with a clearly inappropriate response. For example, a picture of someone falling down with a speech bubble that says, "Good morning!"
 - Ask the students, "*What's wrong with this conversation?*" Have them identify why the response is unsuitable and then suggest a better, more appropriate reply. This activity helps students develop a deeper understanding of social context.
 - Assign them to do Exercise A on page 6.

Exercise B

Objective

Students will be able to differentiate between similar-sounding words in a listening passage.

Activities

- Start the lesson:
 - Get students familiar with words with similar consonant or vowel sounds by showing the video on <https://www.youtube.com/watch?v=142GaxX0pHQ>.
 - Encourage them to repeat each word.

- Lead students to practise:
 - Give students a set of two similar-sounding words (e.g., 'know' and 'note').
 - Students must create three sentences using these words.
 - Two of the sentences must be truthful statements, and one must be a lie.

For example,

- I know how to sew clothes. (Truth)
 - I like to take notes while studying. (Truth)
 - I know what you ate in the morning. (Lie)
- Students then read their three sentences to a partner or the class, and the other students must guess which sentence is the lie.
- This helps students differentiate between similar sounds and consider their meanings.

- Assign them to do Exercise B on page 7.

Guidelines to improve students' listening comprehension

- **First listening**

Play the entire audio track once or twice without pausing. Encourage students to just listen and get a general idea. They can try to underline words if they feel confident, but the main goal is exposure.

- **Second listening**

Play the audio again, pausing after each sentence. Give students time to underline the correct word from the options provided for each question.

- **Third listening**

Play the audio one more time, allowing students to check their answers and make any necessary corrections.

- **Review answers**

Go through each sentence as a class. Ask students to provide their answer and explain why they chose that word. Correct any mistakes and clarify meanings as needed.

Exercise C

Objectives

Students will be able to

- identify and describe various actions being performed by different individuals in a picture.
- engage in a conversation by forming questions and answers in the present continuous tense (e.g., “What is [Name] doing?”; “He/She is...”).

Activities

- Start the lesson:
 - The teacher silently performs a simple action (e.g., pretending to write, read, drink or hop).
 - Students raise their hands and guess what the teacher is doing using the present continuous. For example, “*You are writing!*” or “*You are drinking water!*”
 - The first student to guess correctly gets to perform the next action.
 - This directly practises forming questions and answers in the target tense.
- Introduce the structure:
 - Write the sentence structure on the board:
 - What is [Name] doing?
 - Explain that this structure is used to ask about the activity someone is performing, as well as explaining way to reply to the question:
 - He/She is...
- Lead students to practise:
 - Create a worksheet with questions like “Find someone who is wearing blue today.” or “Find someone who is writing now.”
 - Have students walk around the classroom, asking their classmates, “*Are you wearing blue?*” or “*Are you writing now?*” and the students being asked reply with “*Yes, I am.*” or “*No, I’m not.*”
 - They then write down the names of classmates who fit the description.
 - This encourages natural conversation using the present continuous in a real-world classroom context.
- Assign them to do Exercise C on page 7.

Exercise D

Objectives

Students will be able to

- ask for help in the classroom using polite phrases.
- pronounce specific words by practising them in a conversational setting.

Activities

- Start the lesson:
 - Bring in a small selection of words that are commonly mispronounced by students or have tricky sounds (could be from the book or common vocabulary).
 - Write the words on the board. Say each word incorrectly, then correctly. Ask students to identify which is correct.
 - Then, have them practise saying the words correctly individually and chorally.
- Introduce the expression:
 - Write the expressions used for greeting on the board. Refer to Oh! My Grammar on page 1: To greet.
 - Hi. / Hello.
 - Good morning / afternoon / evening.
 - How do you do?
- Ways to reply:
 - Hi. / Hello.
 - I'm good. / I'm doing well.
- Lead students to practise:
 - Play a game of 'Pronouncing Challenge'.
 - Divide students into two or three teams. Have each team send a representative to the front of the class.
 - Write a challenging word on the board, especially word that might be unfamiliar or have unusual pronunciation (e.g., athlete, island, muscle).
 - The representatives race to raise their hands. The quickest one gets to pronounce the words aloud. If he/she pronounces it correctly, his/her team gets a point. If he/she pronounces it wrongly, the next quickest representative gets to answer.
 - If no one can pronounce the word correctly, tell the answer and have everyone repeat the word. Then, move on to the next word.
 - Repeat a few more rounds. When the game ends, the team with the most points wins.
- Assign them to do Exercise D on page 8.

Exercises E and F

Objective

Students will be able to choose the correct answers regarding the main ideas and specific details of the story heard.

Activities

- Start the lesson:
 - Have students do a fun activity together by playing a song in English. When you stop the music, students must repeat the last word or phrase they heard.
 - This is a fast-paced and fun way to practise listening for individual words and short phrases.
- Lead students to practise:
 - Play the video on <https://www.youtube.com/watch?v=3hqgb4GCJyo>.
 - Ask some questions about the main idea of the dialogue. For example, “Who are the main characters?”, “What did the children talk about?”, “What did they agree to do in the end?”, “Where should this dialogue likely happen?”
 - Tell students that there is no need to understand every word they hear. They should pay attention to the keywords in order to get the main idea of the story.
 - Play the video again and ask the same questions. Observe the students whether they can grasp the broad picture of what they heard.
- Assign them to do Exercises E and F on page 9.

Guidelines to improve students' listening comprehension

• First listening

Tell students to listen for the main idea of the story. What is happening? Who are the characters? What is the main problem? Encourage them to relax and just get the overall gist. They should not be trying to answer the questions yet.

• Second listening

Now, tell the students to listen for details. This is the time to pay close attention to names, places, and specific actions. They can now attempt to answer the questions.

• Review

After the second listening, go over the answers as a class. You can play the audio a third time if needed, pausing to highlight the parts of the audio that provide the answers.

Exercise G

Objective

Students will be able to engage in a conversation about school activities with a partner by making variations of a provided dialogue.

Activities

- Start the lesson:
 - Start by asking a question that relates to the exercise, such as “*What do you usually do after school?*” or “*How do you get to school?*”
 - Form a circle with your students. You start by asking a student a simple question. That student answers and then asks a new question to the next person in the circle. The chain continues until everyone has had a chance to speak. This low-pressure environment helps build confidence.
- Lead students to practise:
 - Tell students they are going to interview a classmate about their school life.
 - In pairs, have students create a list of three questions related to school, hobbies, or family. Encourage them to use some of the sentence structures from the dialogue (e.g., “*What time do you usually...?*”; “*How do you get to...?*”).
 - One student interviews the other, and then they switch roles. After the interviews, have each student share one interesting fact they learned about their partner with the class.
- Assign them to do Exercise G on page 10.

Exercises H and I

Objective

Students will be able to answer questions regarding the main ideas and specific details of the story heard.

Activities

- Start the lesson:
 - Say a list of 10 to 15 random words related to school (e.g., ruler, math, library, playground, teacher, football).
 - Have students create two columns on a piece of paper: 'Classroom Items' and 'School Activities'. As you say the words, they must listen carefully and write each word in the correct category.
 - This is a quick and fun way to practise listening for specific details.
- Lead students to practise:
 - Find a short, one-minute audio clip of a story or a conversation (e.g., <https://www.youtube.com/watch?v=XIEXA6jdAng>). Do not tell the students what it is about.
 - Play the audio once. Have students jot down any words or phrases they remember. Play it a second time and have them add more notes.
 - In pairs, have students try to guess the main idea of the story or conversation based on their notes. Encourage them to create a title for the story. Share some of the titles with the class.
- Assign them to do Exercises H and I on pages 10 and 11.
 - Refer to the Guidelines to improve students' listening comprehension on page 5 of Teacher's Guide.

Exercise J

Objective

Students will be able to tell a cohesive short story using visual cues and provided vocabulary.

Activities

- Start the lesson:
 - Give students a starting word.
 - The first student says a word that is related to the starting word. The next student says a word related to the previous one, and so on.
 - For example, if the word is 'school', the chain might go: school → book → read → story → tell.
- Lead students to practise:
 - Start a story with a single sentence (e.g., "*Once upon a time, a small dog with big ears went to the park.*"). Go around the room, and each student adds one sentence to continue the story. This requires careful listening to build on the previous sentence.
 - Assign them to do Exercise J on page 11.
 - Summarise key points learned from the lesson.



Practice 2: My Free Time

Exercise A

Objective

Students will be able to identify appropriate verbal responses in various social situations.

Activities

- Start the lesson:
 - Provide a list of simple conversation starters (e.g., “*What’s your favourite subject?*”; “*Do you play any sports?*”; “*What did you do last weekend?*”). Pair students up and have them use these starters to have a short conversation.
 - After a few minutes, have them switch partners. This helps them practise initiating dialogue.
- Lead students to practise:
 - Prepare a few simple, short dialogues that are similar to the ones in the exercise, but leave out the final response. For example,

Teacher: Hey! How was your weekend?
Student 1: It was great! I went to the beach.
Teacher: That sounds awesome! I... (Pause here.)
 - Read the dialogue aloud and have students shout out or raise their hand with a possible ending.
 - This encourages them to think about context and what a natural response would be.
- Assign them to do Exercise A on pages 13 and 14.

Exercises B and C

Objectives

Students will be able to

- match descriptions to the correct pictures after listening to clues about free-time activities.
- interview and gather information about free-time activities from their peers.

Activities

- Start the lesson:
 - Give students a letter of the alphabet. They have to come up with as many sports as they can that start with that letter.
 - For example, for 'S', they could say "soccer", "swimming", "skiing", etc.
 - You can make it a competition between teams or have students work individually.
- Lead students to practise:
 - Create a list of facts and false statements about different sports.
 - Read each statement aloud, and have students decide if it is true or false.
 - For example, "*In baseball, there are four bases.*" (Fact) or "*You use a small stick to play badminton.*" (False).
- Assign them to do Exercises B and C on page 15.

Exercises D-F

Objectives

Students will be able to

- invite others to activities by constructing simple sentences and questions.
- respond appropriately to invitations.
- identify key phrases in a dialogue.
- create and practise a new dialogue with a partner.

Activities

- Start the lesson:
 - Create a set of matching cards. One card has a picture of an activity (e.g., a movie theatre). The matching card has a sentence that describes the activity or an invitation (e.g., “Would you like to see a movie?”).
 - Place all the cards face down in a grid.
 - Students take turns flipping over two cards at a time, trying to find a match.
 - When a student finds a match, he/she must say the sentence out loud to keep the pair.
 - Continue until all cards are revealed.
- Introduce the expression:
 - Write the expressions used for greeting and bidding farewell on the board. Refer to Oh! My Grammar on page 1: To greet, To bid farewell / to take leave.

To greet

- Hi. / Hello.
- How are you?

Ways to reply:

- Hi. / Hello.
- I'm good. / I'm doing well. / Couldn't be better.

To bid farewell / to take leave

- Goodbye. / See you later.

Ways to reply:

- Goodbye. / See you later.
- Take care. Bye.

- Lead students to practise:
 - Give each student a small piece of paper with a different activity written on it (e.g., play badminton, go to the cinema, have a pizza party, fly a kite).
 - Instruct students to stand up and walk around the room. Their goal is to find a partner and use the phrase, “*Would you like to...?*” to invite them to their activity.
 - The partner should respond with either, “*Yes, I would love to!*” or “*I’m sorry, I can’t.*”
 - After the brief conversation, they should exchange papers and find a new partner. Repeat for a few minutes.
- Assign them to do Exercises D to F on pages 16 and 17.

Exercise G

Objective

Students will be able to identify the correct information after listening to a story.

Activities

- Start the lesson:
 - Have each student write down one question about free-time activities.
 - Have them get up and walk around the room. When you say “*Stop!*” they must find a partner and ask their question.
 - The partner answers the question and then asks their own.
 - Have them repeat the activity for a few more times but with different partners.
- Lead students to practise:
 - Tell students you are going to play a part of the audio from Track 9.
 - Instruct them to listen carefully and draw a picture based on what they hear.
 - For example, if the dialogue mentions “Josh played basketball,” they should draw a boy playing basketball.
 - After the drawing is complete, have students share their drawings and describe what they drew.
- Assign them to do Exercise G on page 18.
 - Refer to the Guidelines to improve students’ listening comprehension on page 5 of Teacher’s Guide.

Exercise H

Objective

Students will be able to tell a story using transition words and descriptive language.

Activities

- Start the lesson:
 - Prepare a storybook, preferably not well-known story (There is a variety of free storybooks to choose on <https://freetkidsbooks.org/grade/#>).
 - Show only the first page to the class. Ask students what they think is happening.
 - Write their ideas on the board.
 - Next, show the second picture. Ask, “*What happened? How did we get here from the first picture?*”
 - Repeat this process for the third and fourth pictures. Encourage students to speculate on the sequence of events.
- Lead students to practise:
 - In small groups, assign each group one of the four pictures from Exercise H.
 - The group must create a ‘freeze frame’ (a still, silent pose) that represents the action in their assigned picture.
 - Have the groups perform their freeze frames in order (from Picture 1 to Picture 4) for the class.
 - After each group’s freeze frame is completed, encourage the group members to describe what happens in their frame.
- Assign them to do Exercise H on page 18.
- Summarise key points learned from the lesson.



Practice 3: Towns and Cities

Exercises A-C

Objectives

Students will be able to

- locate a place on a map after listening to directions.
- correctly use prepositions and phrases like “turn left”, “go straight” and “on the corner of” in a conversation.
- verbally describe a route from one point to another.

Activities

- Start the lesson:
 - Divide students into pairs.
 - Have one student put on a blindfold (or just close his/her eyes).
 - Place an object in an easy-to-reach but slightly hidden location on a table.
 - The other student must give verbal directions to guide their partner’s hand to the object.
 - This activity is fun and demonstrates how clear instructions are essential for success.
- Lead students to practise:
 - Designate different areas of the classroom as landmarks (e.g., the library, the playground, the bus stop). You can put up signs or pictures.
 - Have one student stand in the middle of the room.
 - Give directions to the student, such as, *“Go straight, turn left, and you’ll find the playground.”*
 - The student must follow the directions to reach the correct spot.
 - This activity is a great way to reinforce key vocabulary in a memorable way.
- Assign them to do Exercises A to C on pages 20 and 21.

Exercises D and E

Objectives

Students will be able to

- ask for and give directions to a specific place.
- talk about locations and travel time using correct prepositions and phrases.
- substitute words in a dialogue to create new conversations.

Activities

- Start the lesson:
 - Ask students, "*Imagine you are in a brand new town! What would be the first thing you'd want to know? What would you ask?*"
 - Write their suggestions on the board (e.g., "*Where is the toilet?*"; "*How do I get to the beach?*"; "*Is there a good restaurant?*").
 - This helps them connect to the scenario of being a tourist asking for help.
- Introduce the structure:
 - Write the sentence structure on the board:
 - How far is...from here?
 - Explain that this structure is used to ask how much the distance or time taken to travel to a place, as well as explaining how to reply to the question:
 - It takes [duration of time] by [mode of transport].
 - It's [distance] away.
- Lead students to practise:
 - List a few common places in a town (e.g., cinema, school, bank, train station, hospital, park).
 - Ask students, "*Imagine you want to go to the cinema. How would you get there?*"
 - Elicit various modes of transport (e.g., by bus, by car, by train, by foot, by bike).
 - Write down their suggestions on the board.
 - Then, ask, "*How long would it take for each mode of transport?*" Elicit time phrases (e.g., five minutes, ten minutes, half an hour, an hour).
 - Say a destination and a mode of transport (e.g., "*The library, by bike*"), and students quickly call out a possible time in a full sentence (e.g., "*It takes five minutes to get to the library by bike.*").
- Assign them to do Exercises D and E on pages 22 and 23.

Exercise F

Objective

Students will be able to accurately mark locations on a simple map based on verbal instructions.

Activities

- Start the lesson:
 - Project or draw a simple town map on the board (or use a large printout). Include various landmarks (e.g., hospital, museum, park, school, supermarket, police station, road).
 - Call out the name of a place (e.g., *“Find the hospital.”*).
 - Have students raise their hands to answer. Then, they go to the board to point the correct location.
 - This gets them warmed up for actively engaging with map visuals and listening for specific names.
- Lead students to practise:
 - Show the students the town map, but this time, intentionally remove five to seven key landmarks (e.g., digitally erase them or use sticky notes to cover them).
 - Tell the students, *“Oh no! Some buildings are missing from our map!”*
 - Give a brief description of the location (e.g., *“The library should be next to the park.”*).
 - Find a volunteer to come out and point to the correct missing part on the map.
- Assign them to do Exercise F on page 23.

Exercises G and H

Objective

Students will be able to verbally describe their town using descriptive adjectives and relevant vocabulary.

Activities

- Start the lesson:
 - Play a short audio clip of city sounds on <https://www.youtube.com/watch?v=30H1PpTzoQI>.
(Do not show the videos to students. Just let them listen to the sounds.)
 - Ask students to describe what they hear and what kind of place it might be.
- Lead students to practise:
 - Prepare a small ball or soft object.
 - Students sit in a circle.
 - Play some music and have students pass the small ball or soft object around.
 - When the music stops, the student holding the object must answer a town related question posed by the teacher (e.g., “*What’s your favourite place in town?*”; “*Is there a good restaurant nearby?*”).
 - If he/she answers correctly, he/she stays in. If he/she hesitates or struggles, he/she is out (or simply pass the round and the game continues for fun).
- Assign them to do Exercises G and H on page 24.
 - Refer to the Guidelines to improve students’ listening comprehension on page 5 of Teacher’s Guide.

Exercise I

Objective

Students will be able to answer comprehension questions based on what they hear.

Activities

- Start the lesson:
 - Project the image of a famous tourist attraction.
 - Ask students, “*What famous place is this? Where do you think it is located?*”
 - Accept all guesses. Then, reveal the answer.
 - Ask, “*If you could go anywhere in the world, where would you go? What would you do there?*”
 - This creates excitement and connects the activity to real-world travel experiences.
- Lead students to practise:
 - Write key vocabulary words from Track 13 (e.g., tower, bridge, river, walkway, avoid) on individual slips of paper.
 - Place the slips of paper into a bag or hat.
 - Students take turns pulling out a word. They must either:
 - use it in a sentence.
 - draw a quick picture representing the word.
 - Give struggling students some help.
 - This ensures students are familiar with important terms before they hear them in context.
- Assign them to do Exercise I on page 25.
 - Refer to the Guidelines to improve students’ listening comprehension on page 5 of Teacher’s Guide.
 - Summarise key points learned from the lesson.



Practice 4: Food and Health

Exercise A

Objective

Students will be able to identify appropriate responses to various social situations and requests.

Activities

- Start the lesson:
 - Show the video on <https://www.youtube.com/shorts/uNJBQjLNUKo> to introduce practical phrases used in a restaurant.
 - Ask students what each phrase in the video is used for.
 - Play the video again and encourage them to repeat the dialogue.
- Introduce the expression:
 - Write the expressions used for asking for permission on the board.
Refer to Oh! My Grammar on page 2: To ask for permission.
 - May I...? / Can I...? / Could I...?
- Ways to reply:
 - Yes, you may.
 - Sure, go ahead.
 - I am afraid not.
- Lead students to practise:
 - Create simple 'menu' cards with food items (e.g., spaghetti, chicken soup, hamburger, salad) and 'order' cards with phrases like "I would like..."; "Can I have..."; "What do you recommend?"
 - Students work in pairs or small groups. One student acts as the server, holding the menu cards, and the other acts as the customer, holding the order cards.
 - The customer tries to match his/her order phrase with a menu item (e.g., "*I would like the spaghetti, please.*"). The server confirms the order.
 - This quickly introduces key vocabulary and phrases in a low-pressure way.
- Assign them to do Exercise A on page 27.

Exercises B and C

Objectives:

Students will be able to

- match corresponding information about favourite foods after listening to statements.
- verbally express their own and others' food preferences using appropriate vocabulary (e.g., love, like, alright with, dislike, hate).

Activities

- Start the lesson:
 - Write 'FOOD' in the centre of the whiteboard.
 - Ask students, "*What's your favourite food?*" or "*What food do you know?*"
 - Encourage them to shout out words. Write their suggestions around 'FOOD' to create a mind map.
 - Introduce or review key vocabulary from Exercise B if it does not come up naturally (e.g., pizza, burger, sardines, soup, porridge, fried chicken).
- Lead students to practise:
 - Play a short music (e.g., <https://www.youtube.com/watch?v=ykTR0uFGwE0>). Have students dance, clap or move along to the music.
 - Pause at any time. When the music is paused, students must freeze instantly.
 - Find a few students who cannot stay still and have them come to the front.
 - Ask questions like "*What is your favourite food?*"; "*What does it look like?*"; "*How does it taste?*"; "*What food do you hate?*"; "*Why is that?*"
 - Encourage them to describe the food and give reasons for their preferences. You may give some help to struggling students.
- Assign them to do Exercises B and C on pages 28 and 29.

Exercise D

Objective

Students will be able to identify key information related to nutrition from an audio recording.

Activities

- Start the lesson:
 - Draw a large, empty plate on the whiteboard.
 - Ask students, “*What foods should we eat to be strong and healthy?*”
 - Encourage students to shout out healthy food items. Draw quick sketches or write the names of foods on the plate.
 - Briefly introduce that these foods give us ‘power’ or ‘important things’ called nutrients, and today we will learn about some called ‘vitamins’.
- Lead students to practise:
 - On the board, write ‘Why do we eat healthy food?’ in the centre.
 - Ask students to shout out reasons why eating healthy is important. Write their answers around the central question, creating a word web or cloud. Guide them to include words like ‘strong’, ‘energy’, ‘grow’, ‘sick’ and eventually ‘vitamins’. This visual activity helps connect healthy eating to the role of vitamins.
- Assign them to do Exercise D on page 29.
 - Refer to the Guidelines to improve students’ listening comprehension on page 5 of Teacher’s Guide.

Exercise E

Objectives

Students will be able to

- engage in a collaborative discussion to plan a party menu.
- initiate and sustain a conversation using given prompts.

Activities

- Start the lesson:
 - On the board, write 'What's your favourite party food?'
 - Ask students to raise their hands for different food categories (e.g., pizza, cake, fruit, snacks, juice). Tally the votes on the board.
 - Discuss why certain foods are popular for parties. This immediately connects to the theme of party food.
- Lead students to practise:
 - Write down a few common food preferences/allergies (e.g., 'vegetarian', 'doesn't like spicy food', 'allergic to nuts', 'loves chocolate') on separate cards.
 - Have students pair up and hand out a preference card to each pair.
 - They must plan a menu that takes into account their friend's specific preference or allergy, ensuring they do not include any forbidden items.
- Assign them to do Exercise E on page 30.

Exercise F

Objective

Students will be able to tell a short story by incorporating given vocabulary words.

Activities

- Start the lesson:
 - Prepare three to four pictures representing key moments from a very simple, well-known story (e.g., The Hare and the Tortoise, Little Red Riding Hood, The Lion King).
 - Ask students to retell the story with a different ending. What could the characters have done differently in each picture?
 - This promotes critical thinking about cause and effect in storytelling.
- Lead students to practise:
 - Show a single, interesting picture (not from the practice book) that implies a story (e.g., a child looking surprised, an animal doing something unexpected).
 - Ask students, *“What do you think is happening here? What happened before this picture? What will happen next?”* Encourage them to brainstorm ideas.
 - This helps them practise inferring narratives from visuals.
- Assign them to do Exercise F on page 30.

Exercises G and H

Objectives

Students will be able to

- identify and categorise specific information about nutrition and sleep from listening passages.
- take notes and retell the information heard using their own words.

Activities

- Start the lesson:
 - Write the following questions on the board:
 - What did you eat for breakfast this morning?
 - What will you eat for dinner today?
 - How many hours did you sleep last night?
 - What is one thing you do to help you fall asleep?
 - Find volunteers to answer each question. Have the other students give a silent thumbs up if they like the answers, or thumbs down if they do not.
 - Facilitate a short discussion, asking a few students to share their reason why they like or dislike the answers.
- Lead students to practise:
 - Divide students into groups of four to six.
 - Assign each group one of the two topics: 'Mealtime manners' or 'A good night's sleep'.
 - Have each group create and perform a short role play that shows the importance of their assigned topic.
 - For example, a 'Mealtime manners' role play could show a family having a healthy breakfast, while a 'Good night's sleep' role play could show someone making their room dark and quiet before bed.
- Assign them to do Exercises G and H on page 31.
 - Refer to the Guidelines to improve students' listening comprehension on page 5 of Teacher's Guide.

Exercises I and J

Objectives

Students will be able to

- identify and categorise specific information about food recipe from a listening passage.
- verbally explain a multi-step process of cooking using descriptive language.

Activities

- Start the lesson:
 - Write the names of a few food groups on the board or on different corners of the room (e.g., fruits, vegetables, desserts, protein).
 - Call out a food item, like “*bananas*”, “*carrots*” or “*ice cream*”.
 - Have students quickly move to the corner of the room that matches the food group.
 - After they have moved, ask a few students to explain why they chose that group.
- Lead students to practise:
 - Show the video on https://www.youtube.com/shorts/gFN0So_o1R4 as an example of how to explain multi-step process.
 - List important keywords from the video on the board and explain them one by one.
- Assign them to do Exercises I and J on page 32.
- Summarise key points learned from the lesson.



Practice 5: Giving Help

Exercises A and B

Objectives

Students will be able to

- identify and match appropriate responses in situations regarding asking for and offering help.
- create their own short dialogue about asking for and offering help by making variations of the given dialogue.

Activities

- Start the lesson:

- Tell students you need help with a variety of tasks (e.g., *“I need someone to help me erase the board.”*; *“I need someone to help me pass the papers.”*).
- Have students raise their hands and practise offering to help using phrases like, *“Can I help you?”* or *“Do you need any help?”*
- Acknowledge their offers. After the students complete the task, respond with *“Thank you very much.”* or *“That’s very kind of you.”*

- Introduce the expression:

- Write the expressions used for asking for help on the board. Refer to Oh! My Grammar on page 2: To ask for help.
 - Can you...? / Could you...? / Would you...?

Ways to reply:

- Sure. / Of course. / Alright.
- I’m sorry but...

- Lead students to practise:

- Write a simple dialogue starter on the board, like *“Excuse me, could you please ...?”*
- Have students work with a partner to complete the conversation with two or three more lines.
- Ask a few pairs to read their dialogues to the class. This gets them thinking about how conversations flow.
- Assign them to do Exercises A and B on pages 41 and 42.

Exercises C-E

Objective

Students will be able to answer comprehension questions and identify key ideas from a story heard.

Activities

- Start the lesson:
 - Create a list of simple statements, some of which are true and others false.
For example:
 - Yesterday, I helped a cat that fell into the river.
 - I will join the school cleaning campaign next month.
 - Two students helped me carry the books to the teachers' room last week.
 - [Student's name] lent [another student's name] his/her pencil yesterday.
 - Read one statement aloud at a time. Instruct students to stand up if they believe the statement is true and remain seated if they believe it is false. This simple movement helps to maintain engagement.
 - After a few rounds, ask a few students to explain why they chose true or false for a specific statement. This is the most crucial part of the activity, as it prompts them to think critically and articulate their reasoning. For example, if the statement is *“Yesterday, I helped a cat that fell into the river.”*, a student should be able to say, *“False, there is no river nearby.”*
- Lead students to practise:
 - Play the video on https://www.youtube.com/shorts/zamt_1PAwqE.
 - After watching, have students write their own mind map about the story consisting of 'Who', 'What', 'Where', 'How', 'When' and 'Why'.
 - Explain and discuss the details with the whole class.
- Assign them to do Exercises C to E on pages 43 to 45.
 - Refer to the Guidelines to improve students' listening comprehension on page 5 of Teacher's Guide.

Exercises F and G

Objectives

Students will be able to

- tell a story based on a sequence of pictures and given vocabulary.
- discuss personal experiences of giving or receiving help with a partner.

Activities

- Start the lesson:
 - Write the word ‘HELP’ in the centre of the whiteboard.
 - Ask students to shout out different ways they can help someone. As they call out ideas, write their responses around the central word.
 - Encourage a wide range of ideas, from simple actions like “*opening a door*” to more complex ones like “*helping with homework*” or “*cheering up a sad friend*”.
 - This is a great way to activate their prior knowledge and build vocabulary.
- Lead students to practise:
 - Find some volunteers and pair them up. Assign a simple helping scenario to each pair (e.g., ‘A student helps another who dropped a book.’; ‘One friend comforts another who is sad.’).
 - Have them act out the scenario one by one.
 - The other students work together to explain what happens in each scenario.
- Assign them to do Exercises F and G on page 46.
- Summarise key points learned from the lesson.



Practice 6: Be Careful

Exercise A

Objectives

Students will be able to

- match spoken or written dialogue to a corresponding social situation.
- respond appropriately to social cues and context.

Activities

- Start the lesson:

- Read a series of short scenarios aloud to the class. Some actions should be appropriate and others not.

Example:

- You see a friend running with scissors and you say, "Please be careful with those!" (Appropriate)
- A classmate is climbing on a chair and you don't say anything, even though you think he/she might fall. (Not appropriate)
- Someone is trying to cross the street without looking, and you grab their hand and shout, "Be careful!" (Appropriate)
- Your teacher says, "Please be careful with the glue," and you ignore him/her. (Not appropriate)

- After each scenario, have students give a thumbs up for 'appropriate' and a thumbs down for 'not appropriate'.
- Choose a few students to explain why their choice was appropriate, encouraging them to articulate the social rule behind the action.

- Introduce the expression:

- Write the expressions used for apologising on the board. Refer to Oh! My Grammar on page 2: To apologise.
 - I'm sorry.
 - Please forgive me.
 - I apologise for...

Ways to reply:

- That's okay.
- It's alright.
- Be careful next time.

- Lead students to practise:
 - Tell students they are now ‘Danger Detectives’.
 - Read a scenario about a place like a playground, a kitchen, or a classroom. The scenario should contain a potential hazard without explicitly stating it

Example:

 - A child is running with untied shoelaces near the stairs.
 - A friend is about to touch a hot stove.
 - A friend is running with a sharp object.
 - A child is about to pet a dog he/she doesn’t know without permission.
 - Students must listen carefully and then identify the danger and explain how they would politely warn the person.
- Assign them to do Exercise A on page 48.

Exercises B-D

Objectives

Students will be able to

- summarise a story about an emergency situation from a listening passage.
- identify key ideas after listening to a story about online safety.

Activities

- Start the lesson:
 - Turn the ‘Stop, drop and roll’ method into a fun, low-stakes practice. Play a song or shout “Fire!” and have students immediately stop, drop to the floor, and roll.
 - This shows the critical fire response technique, so they have a broad picture in mind of what to do in an emergency.
- Lead students to practise:
 - Show students pictures of inappropriate or careless behaviours (e.g., someone crossing against a red light, someone staying close to a building on fire, a child posting his/her personal information online).
 - Ask them to identify what is wrong and explain the safe way to do it.
- Assign them to do Exercises B to D on pages 49 and 50.
 - Refer to the Guidelines to improve students’ listening comprehension on page 5 of Teacher’s Guide.

Exercise E

Objectives

Students will be able to

- ask and provide details in a dialogue about reporting an accident via a phonecall using appropriate phrases.
- participate in a role play using clear pronunciation and appropriate intonation.

Activities

- Start the lesson:
 - Play the video on <https://www.youtube.com/watch?v=yX7PGlcmbac>.
 - Ask students to work in pairs and narrate the story in the video. Encourage them to use phrases like, “*I think...*” or “*Maybe someone...*”
 - This low-pressure activity gets them talking and using descriptive language before tackling the structured dialogue.
- Lead students to practise:
 - Start with a simple question: “*Imagine you see something unusual or an accident. What's the first thing you would do?*”
 - Write down students' answers on the board. Guide them toward ideas like ‘call for help’, ‘check if anyone is hurt’ or ‘stay calm’.
 - Introduce the topic of reporting an accident. Ask students what kind of information they think a police officer or emergency services operator would need.
 - This pre-loads key vocabulary without directly teaching it.
- Assign them to do Exercise E on page 51.

Exercise F

Objectives

Students will be able to

- tell a short story with a clear beginning, middle, and end, using a given set of words.
- verbally describe a scene and characters in a compelling way.

Activities

- Start the lesson:
 - Write the word 'Story' in the centre of the board.
 - Have students call out words they associate with stories (e.g., characters, problem, solution, ending, brave, scary).
 - This activity activates their prior knowledge about narrative and gets them thinking about the components of a good story.
- Lead students to practise:
 - Play the video on <https://www.youtube.com/watch?v=fHLt2IGosL0> to show an example of storytelling.
 - Tell them to pay attention to the story structure, mood and tone, and sequencing words.
 - Encourage them to give their opinions (e.g., "*Is the storytelling in the video good? Why?*"; "*What do you feel while listening to the boy in the video?*").
- Assign them to do Exercise F on page 51.

Exercise G

Objectives

Students will be able to

- engage in a discussion about road safety in a small group.
- present their findings to the class with confidence.

Activities

- Start the lesson:
 - Choose one student to be the ‘traffic light’ at the front of the room. The other students stand in a line at the opposite side of the room.
 - The ‘traffic light’ turns their back to the class and says, “*Green light!*” The students then move towards the ‘traffic light’.
 - At any time, the ‘traffic light’ can say “*Red light!*” and turn around. Students must freeze immediately. Anyone who is caught moving has to go back to the starting line.
 - The first student to reach the ‘traffic light’ wins and becomes the new ‘traffic light’ for the next round.
 - Afterwards, discuss how traffic lights and road signs are like the signals in the game. They tell us when it is safe to go and when we must stop. Emphasise that just like in the game, it is very important to follow the rules to stay safe.
- Lead students to practise:
 - Show students pictures of various road signs one by one. Have them shout out the name and meaning of each sign.
 - This helps them connect the visual symbols with the safety rules they represent.
- Assign them to do Exercise G on page 52.

Exercise H

Objective

Students will be able to answer questions regarding the truthfulness of the given statements after listening to a short story.

Activities

- Start the lesson:
 - Ask students if they have ever fallen or gotten a scrape.
 - Have them stand up and pretend to trip and fall (safely, of course).
 - Ask them, “*What happened?*” and have them describe the action.
 - Introduce the key vocabulary words from the story, such as ‘tripped’ and ‘slipped’.
- Lead students to practise:
 - Have students look at the three pictures in Exercise H.
 - In pairs or small groups, have students discuss what they think the story is about.
 - Ask questions: “*Look at the first picture. What do you think just happened? What will happen next? Why is the lady helping the boy in the second picture? What do you think the last picture is for?*”
 - Ask a few groups to share their predictions with the class. Write some key vocabulary on the board.
- Assign them to do Exercise H on page 52.
 - Refer to the Guidelines to improve students’ listening comprehension on page 5 of Teacher’s Guide.

Exercise I

Objectives

Students will be able to

- tell a story in a logical sequence using descriptive verbs and nouns.
- discuss and construct a coherent narrative with a partner.

Activities

- Start the lesson:
 - Put the phrase ‘Oops! That was unexpected!’ on the board.
 - Ask students to share a time when something unexpected happened to them.
 - This encourages them to use their personal experiences to connect with the story they are about to see.
- Lead students to practise:
 - Choose one student to sit on a chair at the front of the classroom, namely the ‘hot seat’.
 - Tell the class that the student in the hot seat is a character from one of the stories in Exercise I. The class must ask yes-or-no questions to figure out who the character is and what happened to him/her.
 - Give the student in the hot seat a character identity (e.g., ‘the woman’, ‘the man riding the bike’, ‘the boy playing football’, ‘the neighbour’).
 - The class can then ask questions like, “Are you a boy?”, “Did something break?” or “Are you angry?”
 - This activity encourages inferential thinking and helps students start thinking about the characters’ roles and their feelings.
- Assign them to do Exercise I on page 53.
- Summarise key points learned from the lesson.



Practice 7: Running Errands

Exercise A

Objective

Students will be able to identify and use appropriate phrases for inquiries and corresponding replies in dialogues.

Activities

- Start the lesson:
 - Play the video on <https://www.youtube.com/watch?v=WXyfQYbf8Y> to introduce a conversation in a grocery store.
 - Encourage students to practise speaking according to the practise section in the video.
- Lead students to practise:
 - Present a few simple scenarios (e.g., “Someone says ‘It’s a beautiful day,’ and you say...”).
 - Have students work in pairs to come up with the funniest, most inappropriate, or most awkward response they can think of.
 - Share a few of the awkward responses. This will lead to a discussion about why certain responses do not fit and what a more appropriate response would be.
- Assign them to do Exercise A on page 55.

Exercises B and C

Objective

Students will be able to answer questions regarding the main ideas and specific details from an audio recording.

Activities

- Start the lesson:
 - Have students sit or stand in a circle.
 - Start by saying, "*I went to the store, and I bought an apple.*"
 - The next student repeats your sentence and adds a new item.
For example, "*I went to the store, and I bought an apple and a banana.*"
 - Continue around the circle, with each student repeating the entire list in order before adding their own item.
 - This encourages active listening and memory recall.
- Lead students to practise:
 - Write a list of simple, one-line statements on the board. Each statement should imply a different role or purpose.

For example:

- What should we do first?
- I'll go to the store to get the poster board.
- Don't forget the glitter!
- That's a great idea, let's do that.

- Ask students to read the sentences and guess the purposes of each speaker.

For example:

- What should we do first? → This person is trying to get the group organised.
- I'll go to the store to get the poster board. → This person is volunteering to take action.
- Don't forget the glitter! → This person is helping the group remember important details.
- That's a great idea, let's do that. → This person is providing positive feedback and moving the plan forward.

- As a class, discuss how a person's words can reveal his/her role in a conversation.
- Assign them to do Exercises B and C on pages 56 and 57.
- Refer to the Guidelines to improve students' listening comprehension on page 5 of Teacher's Guide.

Exercises D-F

Objectives

Students will be able to

- identify key vocabulary related to ordering food, banking transactions, and mailing a package.
- communicate clearly and appropriately in different formal and informal social situations.

Activities

- Start the lesson:
 - The teacher mimes an action related to visiting a bank, sending parcels at a post office, or making a call to order food. (e.g., waiting in a line, counting money, writing a check, taking a number from a machine).
 - Students have to guess what the teacher is doing and where it takes place.
 - Once they have guessed, ask them to say a sentence to describe each action, like "*You are waiting in a queue.*"
- Lead students to practise:
 - Have students interview their classmates about one of the following experiences:
 - Making transactions at a bank
 - Sending parcels at a post office
 - Making a call to order food
 - They may ask, "*Have you ever gone to...with your parents? What did you do there?*"
 - This activity promotes speaking practice and sharing personal experiences.
- Assign them to do Exercises D to F on pages 58 to 60.
- Summarise key points learned from the lesson.



Practice 8: Wildlife

Exercises A-C

Objectives

Students will be able to

- recite a short poem with proper rhythm and intonation.
- identify rhyming words within the poem.
- identify and list different sea creatures.

Activities

- Start the lesson:
 - Call out various animal names and have students stand up and act out the movements of the animals.
 - This kinesthetic activity gets them engaged and thinking about the subject matter.
- Lead students to practise:
 - Play a short audio clip of ocean sounds (waves crashing, whale songs, etc.).
 - Ask students to close their eyes and imagine what they might see, hear, and feel at the ocean.
 - Lead a brief class discussion on their ideas, focusing on the animals that live in the sea. This primes their vocabulary for the poem's theme.
- Assign them to do Exercises A to C on pages 62 and 63.

Exercises D-G

Objectives

Students will be able to

- identify animals based on given clues from an audio record.
- answer questions based on spoken information about animals.
- infer information from a listening passage.

Activities

- Start the lesson:

- Play the video on <https://www.youtube.com/watch?v=tIZwYsJpqjo> to introduce some interesting animal facts.
 - Ask students, “*What facts do you remember?*” and list them on the board.
 - Play the video again to confirm the facts. This gets students to listen for and identify specific details and then discuss what they heard.

- Lead students to practise:

- Present a series of challenges and ask students which animal would be best suited to them.

For example:

- You need to find food that's far away. Which animal would be the best at that?
(The elephant, with its long trunk and great sense of smell)
 - You're trying to hide in a forest. Which animal is an expert at camouflage?
(The bear, with its fur that blends in with the trees)
 - You need to swim a very long distance. Which animal is best suited for this?
(The whale)
 - This activity encourages students to think critically and apply their knowledge in a new context.
- Assign them to do Exercises D to G on pages 63 to 65.
 - Refer to the Guidelines to improve students' listening comprehension on page 5 of Teacher's Guide.

Exercise H

Objectives

Students will be able to

- ask and answer simple questions about personal preferences.
- recall and state reasons for a favourite animal in a conversation.

Activities

- Start the lesson:
 - Ask the class to sit in a circle.
 - Start a quick, informal poll. Ask students to raise their hands for a few animal categories: *“Who likes big cats like lions and tigers?”*, *“Who likes sea animals?”*, *“Who likes pets?”*
 - Have a few students share their favourite animal and a simple reason, such as *“I like crocodiles because they are strong.”* This gets them comfortable speaking about the topic.
- Lead students to practise:
 - Call out various animal habitats (e.g., grassland, jungle, desert, mountain, river and stream, ocean, arctic) and have students shout out the name of animals living in each habitat.
 - List the animal names on the board as some ideas for students when doing the exercise.
- Assign them to do Exercise H on page 66.

Exercise I

Objectives

Students will be able to

- take notes on specific details from a listening passage.
- discuss and summarise key information in small groups.
- present information to their classmates.

Activities:

- Start the lesson:
 - Let students play the game of 'Animal Fact Finder' on <https://gemini.google.com/share/4bd19fff1aff>.
- Lead students to practise:
 - Have students look at the pictures in Exercise I.
 - Ask them to describe what they see in each picture.
 - Have them brainstorm what kind of environment or 'home' each animal lives in. For example, "*A polar bear lives in a cold, snowy place.*" This gets them thinking about habitats and animal characteristics.
- Assign them to do Exercise I on page 67.
 - Refer to the Guidelines to improve students' listening comprehension on page 5 of Teacher's Guide.
 - Summarise key points learned from the lesson.