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Makes Perfect!

# Listening & Speaking Practice

Teacher's Guide

6

Prathomsuksa



# Practice 1: Welcome

## Exercises A and B

### Objective

Students will be able to introduce themselves, express their likes, dislikes, and interests as well as describing their family members and practising speaking confidently in front of others.

### Activities

- Start the lesson:
  - Ask students what kinds of information they think people usually share when introducing themselves.
  - Start with a warm-up activity called 'Two Truths and a Lie'. Start by introducing yourself briefly to the class, sharing two true facts and one lie. For example: *"Good morning, everyone. My name's [Teacher's Name]. I love pizza. I have two cats. I can play the guitar."* Then, have students guess which one is the lie.
- Lead students to practise:
  - Create a bingo card with prompts like 'Find someone who likes bananas,' 'Find someone who is afraid of spiders,' 'Find someone who likes to draw in their free time.' Students go around the room, ask their classmates questions (e.g., *"Do you like bananas?"*), and get their signatures.
  - Assign them to work on Exercises A and B on pages 6 and 7.

# Exercises C and D

## Objectives

Students will be able to

- practise short dialogues with a partner, focusing on fluency and pronunciation.
- expand their vocabulary related to personal details (e.g., names, family, school subjects, free time activities, holidays).

## Activities

- Start the lesson:
  - Have students stand up. Play some soft music. When the music stops, students pair up with the nearest person. Give them simple questions to ask and answer (e.g., *“What’s your name?”*, *“How old are you?”*, *“Where do you live?”* or *“What’s your favourite colour?”*). When the music starts again, they find a new partner. Repeat 2-3 times. This gets them comfortable with quick exchanges.
- Lead students to practise:
  - Ask students to work in pairs. Have them interview each other using the questions in Exercises C and D, then introduce their partner to the class. This shifts the focus from ‘I’ to ‘He/She.’
  - In pairs, have students create a short dialogue (2-3 exchanges) based on a different topic (e.g., favourite subject, sport, place). They can then perform it for the class.
  - Ask a student to think of a famous person or a classmate. Other students ask ‘Yes/No’ questions about that person’s personal details (e.g., *“Does he live in Bangkok?”*, *“Has she got a superpower?”*) until they guess correctly.
  - Ask students to identify the grammatical structures used in the questions (e.g., Wh-questions, Yes/No questions).
  - Draw columns on the board for each category:
    - Name: (Students’ names, common names)
    - Family Members: (Numbers: one, two, three, etc.)
    - Favourite Subject: (Math, English, Art, Music, PE, History, etc.)
    - Free Time Activity: (read books, play games, draw pictures, ride a bike, watch TV, help parents, etc.)
    - Holiday Activity/Place: (visited the beach, went to the mountains, stayed at home, played with friends, visited grandparents, etc.)

Ask students to suggest words for each category, writing their ideas on the board.

- Assign them to work on Exercises C and D on pages 8 and 9.

# Exercises E and F

## Objectives

Students will be able to

- ask and answer questions using vocabulary related to personal characteristics and preferences.
- conduct a simple interview with a partner to gather information about their likes and dislikes.

### Guidelines to improve students' listening comprehension

#### • Before listening

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

- *"Where do you live?"*
- *"How many people are there in your family?"*

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

2. Introduce some important words or phrases regarding the passage. This helps them not get stuck on unfamiliar words.

#### • During listening

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

#### • After listening

1. Teacher can ask students some questions to check their listening comprehension. For example:
  - *"What is his name?"*
  - *"Where does he live?"*
  - *"What is his favourite hobby?"*

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

## Activities

- Start the lesson:
  - Engage students with a fun activity: 'Quick Questions'. Write a few simple questions on the board (e.g., 'Do you like swimming?', 'Do you like cooking?', 'Do you like adventure sports?'). Have students quickly ask and answer these questions with 2 to 3 different classmates.
  - Tell students different activities or foods (e.g., pizza, reading books, running, broccoli). Students show thumbs up for 'I like' and thumbs down for 'I don't like.' This quickly reviews the concept of likes and dislikes.
- Lead students to practise:
  - Read out a description of a person (e.g., "*She has long curly brown hair, big green eyes, and a small nose. She's wearing a yellow shirt and blue jeans.*"). Students listen and draw what they hear. Then, let them compare their drawings with their friends.
  - Show various pictures of activities (e.g., painting, playing basketball, cooking). Have students take turns asking their partner, "*Do you like [activity in picture]?*"
  - For Exercise F, create a large chart on the board with the activities from the exercise. Students vote (e.g., raise hands, put a sticker) for 'Yes' or 'No' for each activity. Discuss the class's overall likes and dislikes.
  - Assign them to work on Exercises E and F on pages 10 and 11.
  - Summarise key points learned from the lesson.



## Practice 2: Life in the Past

### Exercises A-C

#### Objectives

Students will be able to

- understand the meaning and use of ‘used to’ for past habits or states that no longer happen.
- say positive sentences using ‘used to’ + base form of the verb.
- say negative sentences using ‘didn’t use to’ + base form of the verb.
- differentiate between present and past habits.

#### Activities

- Start the lesson:
  - Ask students to share one thing they used to do when they were young that they don’t do now, and one thing they didn’t use to do but do now.
- Introduce the structure:
  - Write the structures on the board:
    - Subject + used to + base form of verb (for positive form)
    - Subject + didn’t use to + base form of verb (for negative form)

Emphasise that ‘use’ in ‘didn’t use to’ does not have a ‘d’ at the end because ‘did’ already carries the past tense.

Explain that ‘used to’ shows something that happened regularly in the past, but not now and ‘didn’t use to’ shows something that didn’t happen regularly in the past, but might now.
  - Model the question: Use the pictures to ask questions. For example, point to a picture of a kite, ask students *“Did you use to fly a kite?”*
- Lead students to practise:
  - Ask students to explain the grammatical rule for ‘used to’ and ‘didn’t use to’ in their own words.
  - Ask students to work in pairs. Have them interview their partner about what they used to do when they were young (e.g., *“Did you use to play with toy cars?”*, *“Did you use to watch cartoon?”*). They then report back to the class about their partner.
  - Challenge students to ask *“Did you use to...?”* questions and answer with short answers (“Yes, I did.” / “No, I didn’t.”).

- Students can interview their family members about what they ‘used to do’ when they were young versus what they do now. Then, share it with the class.
- Assign them to work on Exercises A to C on pages 13 and 14.

## Exercises D and E

### Objectives

Students will be able to

- expand their vocabulary related to daily activities and personal experiences.
- identify the questions asked in the past tense (e.g., “*Why didn’t you...?*”, “*Where did you go...?*”, “*How was...?*”, “*What happened...?*”).

### Activities

- Start the lesson:
  - Discuss with students the importance of listening for specific words, tense, and overall meaning when doing listening comprehension exercise.
  - Write various short scenarios on cards (e.g., ‘You spilled water on your friend’s book,’ ‘Your friend is crying,’ ‘You won a prize’). Students pick a card and role-play their immediate response.
- Lead students to practise:
  - Give students a simple scenario and ask them how they would respond.
    - “*Imagine your friend says, ‘I got a new puppy!’ What would you say?*” (e.g., “Wow!”, “That’s great!”, “What’s its name?”)
    - “*Imagine your teacher says, ‘Why didn’t you finish your homework?’ What would you say?*” (e.g., “I forgot,” “I was sick,” “I’m sorry.”)
 This activates their knowledge of appropriate responses.
  - For exercise E, emphasise that both questions (e.g., ‘did you go,’ ‘was your trip,’ ‘happened’) and answers should be in the past tense form. This is a good opportunity to briefly review regular and irregular past tense verbs.
  - Have each pair choose one dialogue and extend it by adding 1-2 more exchanges. For example, after “*I visited the National Museum,*” the other person could ask, “*What did you see there?*”
  - Give students a picture prompt (e.g., two friends talking about a party, a student talking to his/her parents about a school trip). Have students create a short dialogue with at least three exchanges.
  - Review past simple verb forms (e.g., go -> went, happen -> happened, forget -> forgot, visit -> visited).
  - Assign them to work on Exercises D and E on pages 15 and 16.

# Exercises F-H

## Objectives

Students will be able to

- use past simple verbs to describe actions.
- order past events from the story heard correctly.
- write and tell a story about the past.
- role-play asking and answering questions about a past event.
- ask for and provide clarification using polite phrases (e.g., “*Could you repeat...?*”, “*How many species...?*”).

## Activities

- Start the lesson:

- Ask students to share a few things they did last weekend. Write some ideas on the board (e.g., watched TV, played football, visited grandparents, did homework, ate pizza).
- Ask students to describe their routine this morning in order (e.g., “*First, I woke up. Then, I brushed my teeth. After that, I ate breakfast.*”). Emphasise words like ‘first,’ ‘then,’ ‘after that.’ This reinforces the concept of sequence.

- Lead students to practise:

- Briefly review common past simple verbs.
  - Write a few irregular verbs on the board. For example, go - went, eat - ate, see - saw, do - did, have - had.
  - Remind students that most regular verbs just add ‘-ed’ (e.g., play - played, watch - watched, visit - visited).
- For exercise H, ask students to work in groups. Research another historical or scientific topic (e.g., Ancient Egypt, Space, Volcanoes) and create a similar short guide/assistant dialogue with visitor questions.
- Assign them to work on Exercises F to H on pages 17 and 18.
- Summarise key points learned from the lesson.



## Practice 3: How Is It Made?

### Exercise A

#### Objective

Students will be able to expand their vocabulary related to common objects.

#### Activities

- Start the lesson:
  - Point to each object in the classroom such as a box, a ruler, a desk, a chair or a handkerchief. Ask students to say what each object is made of.
- Lead students to practise:
  - Give students some clues and have them guess what that object is. For example, *“It is an object made of paper. It has many pages and a story inside. People use it to read and learn various things.”*
  - Assign students to work on Exercise A on page 20.

### Exercises B-D

#### Objectives

Students will be able to

- follow a sequence of instructions and order events logically.
- expand their vocabulary related to cooking and food.
- learn new vocabulary related to crafting or making.

#### Activities

- Start the lesson:
  - Discuss activities that happen in a certain order (e.g., getting ready for school, brushing teeth, eating breakfast). Ask students, *“Why is it important to do things in the right order?”* (e.g., to get a good result, to not forget steps).
- Lead students to practise:
  - Have students cook some food or bake a cake by pretending to do each step as you or another student instructs.

- Have students describe what they think might happen if a step was missed or done out of order (e.g., “*What if we tried to cut the cake before it cooled?*”).
- Have students work in small groups to write their own simple recipe. They can then present it to the class.
- Assign them to work on Exercises B to D on pages 21 to 23.

## Exercises E-G

### Objectives

Students will be able to

- talk about the characteristics of objects around them.
- practise speaking and presenting on a given topic.

### Activities

- Start the lesson:
  - Begin by asking students about their favourite toys. “*What's your favourite toy?*”, “*What is it made of?*”, “*What can it do?*”
  - Ask students to bring a toy from home (if appropriate) and describe it to the class. Allow the rest of the class to ask questions after each student finishes describing their toy.
- Lead students to practise:
  - Assign students to work on Exercises E and F on pages 24 and 25.
  - Have students create their own short dialogue about a toy they have at home. They can write a short description of their toy and then create a conversation.
  - Have a brief class discussion about robots. Ask students some questions like, “*What is a robot?*” and “*What kinds of jobs do robots have today?*”.
  - Assign them to work on Exercise G on page 26.
  - Challenge students to imagine and briefly describe their own new product that would solve a problem.
  - Ask students to work in pairs. Each pair thinks of a product they like and describe its uses and materials to their partner.
  - Ask students to work in groups of 5-6. Brainstorm another product idea and write their own short notes and a simple advertisement for it. Then, present it to the class.
  - Summarise key points learned from the lesson.



## Practice 4: Tell Me a Story

### Exercises A and B

#### Objectives

Students will be able to

- identify the main idea of the story.
- tell the basic story elements and character traits.

#### Activities

- Start the lesson
  - Begin by asking students about their favourite stories.
  - Show 3-4 unrelated images on the board and ask students to create a story using the pictures. Guide students by asking:
    - *“Who is in the story?”*
    - *“What is happening in the story?”*
    - *“What do you think happens next?”*
- Lead students to practise:
  - Assign students to work on Exercises A and B on pages 28 and 29.
  - Challenge students to identify the main idea or the moral of the story in their own words.
  - Ask them to predict what might happen after the story ends.
  - Assign roles and have students act out short scenes from one of the stories.

# Exercises C and D

## Objective:

Students will be able to identify the main idea, the sequence of events, the main character, the setting, the moral and the core problem of the story.

### Guidelines to improve students' listening comprehension

#### • Before listening

1. Briefly discuss the topic 'The Thirsty Crow' first. Ask students some questions:
  - *"What is the story about?"*
  - *"Who is the main character?"*This helps students to focus on specific details regarding the passage.
2. Ask students to study pictures from the passage. This helps them understand what the passage is about.
3. Introduce some important words or phrases regarding the passage. This helps them not get stuck on unfamiliar words.

#### • During listening

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

#### • After listening

1. Ask students to retell the passage using sequencing words (e.g., first, then, next, finally).
2. Teacher can ask students some questions to check their listening comprehension. For example:
  - *"Where did the story take place?"*
  - *"How did the crow solve the problem?"*
  - *"What is the moral of the story?"*

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

## Activities:

- Start the lesson:
  - Play the clip: <https://www.youtube.com/watch?v=Oq-vK6nyPDY> . After listening to the story 'The Dog and his Bone', ask students to tell what the story is about, who the main character is, where the story takes place and the moral of the story.
- Lead students to practise:
  - Assign students to work on Exercises C and D on pages 30 and 31.
  - Ask students, "*If you were the crow, what else could you try to get a drink?*" (This encourages creative problem-solving).
  - Ask students to think of another animal that might face a similar problem and how it could solve it.
  - Encourage students to create a different ending for the story.

## Exercises E and F

### Objectives

Students will be able to

- practise active listening when a peer shares their wishes.
- present their story clearly and confidently to the class.

## Activities

- Start the lesson:
  - Begin by asking students, "*If you could wish for one thing, what would it be?*" Have them imagine what might happen if their wish came true or think about how their wish might impact others.
- Introduce the structure:
  - Write the structures on the board:
    - I wish...

Explain that 'I wish...' is used to express a desire for something to be different from how it is in reality. It's often used to talk about regrets or things you want but can't have. The verb that follows 'wish' must be in a past tense form, even if you are talking about the present or future.

- For example:
  - I wish I had more money.
  - I wish I knew how to play the piano.
  - I wish I was a superman.
- Lead students to practise:
  - Have each student say one thing they wish for but they cannot say the same wish as their friends.
  - Assign them to work on Exercises E and F on pages 32 and 33.
  - Summarise key points learned from the lesson.



## Practice 5: How Can I Help You?

### Exercises A and B

#### Objective

Students will be able to expand their vocabulary related to household chores and helping others.

#### Activities

- Start the lesson:
  - Introduce the topic of helping others and give students examples of situations to ask for help, based on 'Oh! My Grammar' on page 2. For example: "*Can you help me look for my pencil case?*", "*Can you help me with this homework?*", "*Could you help me put up these notices, please?*", and ways to reply: "*Of course, I'll help you.*", "*Sure, let me help you.*"
  - Ask students to talk about how they help out at home. They can describe their responsibilities and how they feel about them.
- Lead students to practise:
  - In pairs or small groups, have students act out a short scene of two people discussing chores and helping others.
  - Assign them to work on Exercises A and B on page 41.

# Exercises C and D

## Objectives

Students will be able to

- ask for help and respond appropriately.
- enhance their speaking skills through dialogue practice and role-play.

## Activities

- Start the lesson:
  - Introduce the topic of asking for and offering help. Discuss different situations where we might need to ask for help (e.g., with homework, a chore, finding a missing object).
  - Ask students to recall a moment when someone helped them. Have them share their story with a partner, and then ask a few students to share with the whole class.
  - Play the clip: <https://www.youtube.com/watch?v=TPhabSkn3sM> for students to learn about please, thank you and asking for permission.
- Lead students to practise:
  - As a class, create a chart of polite phrases for asking for and offering help (e.g., “Could you...?”, “Would you mind...?”, “I’d be happy to”, “Sure!”).
  - Start a discussion about politeness. Ask students: “*What do you say when someone offers to help you?*”
  - Give students different scenarios to act out. For example: ‘A student needs to borrow a book from a friend,’ or ‘Someone dropped their groceries.’
  - Ask students to work in pairs. Create their own two-part dialogue about asking for or offering help. They can write it down and then perform it for the class.
  - Assign them to work on Exercises C and D on pages 42 and 43.

# Exercises E-G

## Objectives

Students will be able to

- identify the main idea and the sequence of events.
- choose words that are relevant to the given topics.
- improve their speaking skills by practising a conversation with a partner.
- improve their speaking and listening skills by engaging in a realistic dialogue.

## Activities

- Start the lesson:
  - Ask students about their own experiences, "*Have you ever ordered food in a restaurant?*", "*What do you say to the waiter?*", "*What does the waiter say to you?*"
- Lead students to practise:
  - For Exercise E, before playing the audio file, have students look at the pictures and try to guess the story's sequence. After listening, they can compare their predictions to the actual story.
  - Have students create their own dialogues for a different situation, like buying a movie ticket or ordering food at a restaurant.
  - For Exercise G, give each group a scenario to act out, such as: 'The waiter accidentally brings the wrong drink,' or 'The pupil doesn't like the food they ordered.' How do they politely handle the situation?
  - Assign them to work on Exercises E to G on pages 44 to 46.
  - Summarise key points learned from the lesson.



## Practice 6: Music and Party

### Exercises A and B

#### Objectives

Students will be able to

- expand their vocabulary related to parties and celebrations.
- identify suitable responses to common social greetings and statements.
- choose conversations that are consistent and appropriate to the given situation.

#### Activities

- Start the lesson:
  - Start a class discussion about polite greetings and responses. Ask students, *“What do you say when someone gives you a gift?”* or *“What’s a nice thing to say when you get a compliment?”*
- Lead students to practise:
  - For Exercise A, ask students to work in pairs. Create a short dialogue between two friends at one of the parties. What might they be talking about?
  - For Exercise B, create new scenarios for students to role-play in pairs. For example, ‘A friend won a singing contest,’ or ‘You have been invited to a birthday party.’
  - Assign them to work on Exercises A and B on pages 48 and 49.

# Exercises C and D

## Objectives

Students will be able to

- answer questions about the main ideas obtained from what they heard.
- choose the correct and appropriate words or sentences for the given dialogue.
- expand their vocabulary related to planning and shopping.

## Activities

- Start the lesson:
  - Divide students into small groups of 3-4. Give each group a different person to buy a gift for (e.g., a grandmother, a best friend, a teacher). Each student in the group must suggest one gift idea and explain why it's a good choice. After everyone has shared, the group must come to present their final decision to the class.
- Lead students to practise:
  - Assign students to work on Exercise C on page 50.
  - Have students work in pairs to role-play the conversation in Exercise C (Part a). They can switch roles to practise both parts.
  - Ask students to create a short dialogue for a different holiday or occasion, like a friend's birthday party or a family get-together.
  - Assign students to work on Exercise D on page 51.
  - In pairs, have one student acts as a reporter and the other one acts as a celebrity, like an athlete, an actor, or a famous scientist. Then, write down three questions they would ask their partner.

# Exercises E and F

## Objectives

Students will be able to

- choose the correct and appropriate words or sentences for the given interview.
- expand their vocabulary related to music, sports, and hobbies.
- interview friends about their favourite music, interests and hobbies.

## Activities

- Start the lesson:
  - Ask students about their favourite music or hobbies. For example, *“What kind of music do you like? Do you play any instruments?”*
  - If any students play instruments, encourage them to share a short performance.
- Lead students to practise:
  - Ask a student to come to the front of the class and describe a hobby without naming it. Then, let others guess what it is.
  - In pairs or small groups, students take turns humming or singing a few lines from a song by their favourite artist without saying the title or the singer's name. The other students have to guess the song. The student can describe the song's mood or story without using any key words. For example, *“This is a sad song about a breakup”* or *“This is a happy song to listen to when you're dancing.”*
  - Assign students to work on Exercises E and F on pages 52 and 53.
  - For Exercise F, bring the class together. Ask students to share their findings for each question.
  - Summarise key points learned from the lesson.



## Practice 7: It's an Emergency

### Exercises A and B

#### Objectives

Students will be able to

- identify different emergency situations.
- expand their vocabulary related to emergencies and assistance services.
- choose the correct and appropriate sentences for the given dialogues.

#### Activities

- Start the lesson:
  - Ask students if they've ever seen or heard about an emergency, "*Has anyone ever seen something happen that made you feel scared or worried? What did you do?*"
  - Write key vocabulary on the board (e.g., emergency, action, police station, ambulance, rescue team, plaster, dentist, shout loudly, admit to hospital). Discuss their meanings and clarify any unfamiliar terms.
- Lead students to practise:
  - Discuss what items belong in an emergency kit at home or school.
  - Assign students to work on Exercise A on page 55.
  - For exercise A, ask students to think of other possible actions for each emergency.
  - Students can role-play making an emergency call, practising what to say and the information to provide.
  - Present students with new emergency scenarios and ask them to brainstorm appropriate actions.
  - Assign students to work on Exercise B on page 56.

# Exercises C and D

## Objectives

Students will be able to

- choose words that are appropriate, correct, and consistent with the stories they heard.
- identify new vocabulary related to emergencies and natural disasters.

## Activities

- Start the lesson:

- Play the clip: <https://www.youtube.com/watch?v=Xgc90CoJbDI>
- Based on the clip, ask students, *“Has anyone here ever experienced a fire before? If so, please share your story with the class.”*
- Ask students, *“Have you ever seen a fire? What should you do if you see smoke or flames somewhere?”*

- Lead students to practise:

- Assign students to work on Exercise C on page 57.
- For Exercise C, ask students to create a short dialogue between Ken and a firefighter.
- Assign students to work on Exercise D on page 57.
- Challenge students to explain why each flood safety rule is important.
- Ask students to create a simple emergency plan for their homes (e.g., meeting points, emergency contacts).
- Students can act as news reporters, reporting on the fire incident or giving advice on flood safety.

# Exercises E-G

## Objectives

Students will be able to

- choose appropriate sentences in simple problem-solving scenarios.
- say new vocabulary related to daily problems and solutions.
- express feelings and reactions to an emergency using relevant vocabulary.
- ask and answer questions in the dialogues using the provided words.

## Activities

- Start the lesson:
  - Ask students, *“Imagine you hear a really loud fire alarm at school. What’s the first thing you think or feel? What should you do?”*
  - Discuss the importance of fire drills and safety.
- Lead students to practise:
  - Assign students to work on Exercise E on page 58.
  - For Exercise E, ask students to create a different problem scenario and write their own short dialogue.
  - Brainstorm other common problems (e.g., flat tire, forgetting homework, getting lost) and discuss possible solutions.
  - Discuss the importance of having spare keys or emergency contacts.
  - Assign students to work on Exercise F on page 59.
  - For Exercise F, ask students to choose one picture and write a short paragraph describing what they think happened next.
  - Students can draw their own simple picture scenario and provide a list of vocabulary words, then swap with a partner to create questions and answers.
  - Assign students to work on Exercise G on page 60.
  - For Exercise G, challenge students to add an extra question from the reporter and an extra answer from a pupil.
  - Discuss local community heroes like firefighters and what qualities they possess.
  - Summarise key points learned from the lesson.



## Practice 8: What's Your Opinion?

### Exercises A and B

#### Objectives

Students will be able to

- express their preference for traditional or modern cooking with reasons.
- listen critically to arguments presented in a debate.
- express personal opinions on a topic, providing supporting reasons.
- expand their vocabulary related to food, nutrition, and personal preference.

#### Activities

- Start the lesson:
  - Ask students, “Who loves fast food? Who prefers food cooked at home? Why do you like one more than the other?” Encourage them to provide reasons for their preferences.
- Lead students to practise:
  - Briefly explain what a debate is – two or more people presenting different arguments or opinions on a topic.
  - Ask students to work in small groups or pairs. Have them discuss the question, ‘Are there any traditional cooking methods still used today?’
  - Have students discuss whether homemade food or fast food is better for the environment and for health.
  - Assign students to work on Exercises A and B on pages 62 and 63.

# Exercises C and D

## Objectives

Students will be able to

- express their opinions on various issues, both in agreement and disagreement, regarding the given topics.
- express their own opinions on a controversial topic, providing reasons.
- identify the main ideas from listening to different opinions on various issues.

## Activities

- Start the lesson:
  - Ask students, "*How many of you have a mobile phone? Do you think mobile phones should be allowed in school? Why or why not?*" This immediately engages students with a topic relevant to their lives.
  - Lead a whole-class discussion about the advantages (pros) and disadvantages (cons) of mobile phones in school.
    - Pros: Emergencies, safety (transportation, contacting parents), educational tools (research, learning apps), communication.
    - Cons: Distraction, cheating, cyberbullying, social issues, theft/loss.
- Lead students to practise:
  - Review the sentence starters: 'I think that...', 'I believe...', 'In my opinion...', 'I agree', 'Moreover'. Explain how these phrases are useful in expressing opinions and adding more reasons.
  - Assign students to work on Exercises C and D on pages 64 and 65.
  - For Exercise C (Part b), after the debate, have a brief discussion. "*Was it easy or hard to argue for your side? Did anyone change their mind after hearing the other side's arguments?*"
  - For Exercise D, discuss the range of opinions presented by Tina, Kate, and Harry. "*Do you agree with Tina? What about the opinions of Kate or Harry? Whose opinion is closest to yours?*"
  - Divide students into groups of 3-4. Ask them to discuss what rules they would create about mobile phones in school if they were the principal, and have them explain their reasons. Each group will then present their ideas to the class.
  - Encourage students to use phrases like 'I think...', 'I believe...', 'In my opinion...'.

# Exercises E and F

## Objectives

Students will be able to

- tell the main ideas from listening to various people's opinions.
- identify specific opinions expressed by different speakers.
- choose appropriate words and sentences to present opposing opinions.

## Activities

- Start the lesson:
  - Ask students, "*Look at what everyone is wearing today. Do you think we should all wear the same uniform to school every day? Why or why not?*" This immediately engages students with the topic.
  - Ask students, "*How many of you love fast food? What's your favourite fast food item? Why do you like it?*" This directly connects to their experiences and interests.
  - Lead a whole-class discussion about the advantages (pros) and disadvantages (cons) of fast food.
    - Pros: Convenience, taste, quick, variety.
    - Cons: Low nutritional value, high in fats/calories, can be expensive if eaten often, not always fresh.
- Lead students to practise:
  - Assign students to work on Exercise E on page 66.
  - Ask students, "*Now that we've heard Anna and Sarah's arguments, what do you think? Who did you agree with more, and why?*"
  - As a class, create a T-chart on the whiteboard listing the pros and cons of school uniforms, drawing from what Anna and Sarah said, and adding students' own ideas.
  - Ask students to briefly state their own opinion and a reason. Encourage them to use phrases like "*I agree with Anna because...*" or "*In my opinion, Sarah is right because...*"
  - Have students prepare a short, informal debate with another student on a different school-related topic.
  - Assign students to work on Exercise F on page 67.

- For Exercise F, ask students, “*Which statements did you agree with? Which ones did you disagree with? Which student’s opinion is closest to yours?*”
- Divide students into groups of 3-4. Discuss how to make healthier choices when eating fast food (e.g., choosing salads, smaller portions, water instead of soda).
- Have students conduct a class survey on how often students eat fast food and graph the results.
- Summarise key points learned from the lesson.