



Go Get English

Practice
Makes Perfect!

Reading & Writing Practice

Teacher's Guide

3

Prathomsuksa



Practice 1: Welcome

Exercises A-B

Objectives

Students will be able to

- ask and answer 'Can' questions.
- use 'has' and 'have' correctly in sentences.

Activities

- Starts the lesson:
 - Quickly review the modal 'can' by asking some simple questions like, "Can you run?" or "Can you jump?".
 - Play the game 'Simon Says' using actions that require physical ability.
- Introduce the structure:
 - Write the sentence structure 'Can you...?' on the board. Explain that this structure is used to ask if someone is able to do something.
 - Model the question: Use the pictures to ask questions. For example, point to a picture of someone swimming and ask, "Can you swim?".
- Lead students to practise:
 - Divide students into pairs. Let them practise asking and answering 'Can' questions by using the pictures.
 - Play the game 'Can you do it?'. Teacher calls out an action, and students raise their hands if they can do it.
- Assign them to do Exercises A and B.
- Introduce the concept: Explain the difference between 'has' and 'have'. Use some simple examples like, "I have a book." and "She has a doll."
- Lead students to practise: Show flashcards of objects. Ask some questions like, "Does she have a ball?" or "Do you have a pencil?".
- Lead them to play the game 'What do I have?'. Teacher holds up an object, and asks students to guess what you have.

Exercise C

Objective

Students will be able to use 'like' and 'will' to express preferences and future plans in complete sentences.

Activities

- Ask students to share one food they like, one activity they like to do when they have free time, and one activity they will do this weekend.
- Pose the questions: "What kinds of food do you like?" or "What do you like to do in your free time?", and "What will you do tomorrow?".
- Discuss the usage of 'like' with examples:
 - "I like ice cream."
 - "She likes to read."
- Introduce 'will' for future plans:
 - "I will play soccer after school."
 - "They will visit their grandparents."
- Ask students to work in pairs to create sentences together using 'like/likes to'.
- Assign them to do Exercise C.

Exercises D-E

Objective

Students will be able to use 'has' and 'have' correctly in sentences and answer questions using them.

Activities

- Start with a fun song or chant that involves using 'has' and 'have' in it to draw students' interest.
- Ask students, "What do you have in your backpack?" to engage them in a discussion about possession and introduce the topic.
- Provide sentences on the board and ask students to fill in the blanks with 'has' and 'have'.
- Start with simple examples (e.g. "He _____ a bike.") and gradually increase the levels of difficulty (e.g. "I _____ a lot of homework.").

- Have students share one sentence they wrote using 'has' and 'have'. This reinforces their learning and allows for peer sharing.
- Assign them to do Exercises D-E.

Exercise F

Objectives

Students will be able to

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

Activities

- Teacher reviews daily routines. Ask some questions like,
 - “What time do you wake up?” or “What time do you go to bed?”
- Play a guessing game: Show a picture of a clock and ask students to guess the time.
- Introduce the concept of telling time to the hour:
 - Introduce the parts of a clock: the hour hand and the minute hand.
 - Explain that when the minute hand points to 12, it's o'clock.
 - Practise telling time to the hour using the large analog clock.
 - Have students practise telling time on their small clocks.
- Start telling time to the half-hour:
 - Explain that when the minute hand points to 6, it's half past.
 - Practise telling time to the half-hour using the large analog clock.
 - Have students practise telling time to the half-hour on their small clocks.
- Practise students to ask and answer time questions:
 - Introduce time expressions: morning, afternoon, evening, night.
 - Model questions like, “What time is it?” and “What time do you go to school?”
 - Ask students to pair up with a partner to practise asking and answering time questions.
 - Role-play scenarios like making appointments or asking for bus times.
- Consolidation:
 - Review key points: parts of a clock, telling time to the hour and the half-hour, time expressions.
 - Have students complete time practice. Refer to page 8.



Practice 2: Every Day

Exercises A, D, E and F

Objective

Students will be able to summarise key details from a text and answer comprehension questions accurately.

Activities

- Begin with a fun question: “What is your favourite story and what makes it special?”.
- Allow students to share their answers to engage them.
- Introduce the day’s lesson by explaining that they will become story detectives, uncovering the main ideas and details from a story.
- Explain the concept of the main idea and the supporting details using a simple graphic organiser to illustrate how they relate.
- Read a short text aloud while modeling how to identify the main idea and the supporting details. Teacher can choose a story from Exercises A, D, E or F.
- Discuss the importance of summarising what they read.
- Provide a new short story for students to read together. Refer to Exercises A, D, E and F.
- Ask guiding questions (e.g. “What is the main idea of this story?”).
- Break down the story into sections and have students identify its supporting details.
- Monitor student responses and provide feedback during the discussion.
- Lead them to work on Exercises A, D, E and F.

Exercise B

Objective

Students will be able to create sentences that demonstrate proper subject and verb agreement.

Activities

- Begin with a fun question: “What happens when a cat and dogs are playing together? Do they run or runs?”.

- Engage students by showing pictures of singular and plural animals.
- Ask students which verb form fits best with each subject using the images.
- Explain the concept of subject-verb agreement using examples on the board.
- Use a chart or a table to show singular subjects and plural subjects with their corresponding verbs.
- Distribute sentence strips with subjects and ask students to choose the correct verb from a list.
- Monitor students as they work, walking around to provide support and correct any misconceptions.
- Start with easy subjects (e.g. 'The dog', 'The cats') and gradually introduce more complex sentences.
- Encourage students to explain their reasons for choosing each verb.
- Provide students with a set of picture cards showing various subjects and verbs. They can create their own sentences with correct subject-verb agreement for each picture.
- Assign them to work on Exercise B.
- Lead them to share one sentence they created from Exercise B with a partner, emphasising the subject-verb agreement.

Exercise C

Answering Do/Does questions

Objective

Students will be able to identify and answer Do/Does questions by using context clues from texts.

Activities

- Start with a fun, interactive read-aloud of a short story. Teacher can use a short story from the previous exercises.
- Ask students to think about what they would do if they were the characters in the story.
- Pose the question: "What do you think the character should do next?" to engage students and make them think critically.

- Introduce the concept of Do/Does questions with examples (e.g. “What does the character do?” or “What do they want to achieve?”).
- Use a graphic organiser to show how to break down the question and find answers.
- Model answering a Do/Does question using a different passage.
- Have students work in pairs to read a new short passage and come up with one Do question and one Does question.
- Assign students with the practice from Exercise C.
- Gather students for a quick review. Ask volunteers to share one Do/Does question they answered and how they found the answer.
- Summarise key points about using context clues and evidence from the text or picture.



Practice 3: Right Now

Oh! My Grammar (Pages 19 and 21)

Objectives

Students will be able to

- use the present continuous tense to describe ongoing actions.
- use the negative form of the present continuous tense in sentences.

Activities

- Begin with a fun and engaging question: “What are you doing right now?”.
- Students will share their current activities with a partner.
- Show a short video clip of people doing various activities (e.g. running, cooking, dancing) and ask students to describe what they see by using the present continuous tense form.
- Explain that the present continuous tense tells us what is happening at the moment.
- Model how to form the present continuous tense using the sentence structure: Subject + is/am/are + verb(-ing).
- Provide examples on the board and ask students to repeat them.
- Put students into pairs and ask them to take turns to describe pictures of people doing activities, using the present continuous tense.
- Start with simple prompts, such as “What is she doing?” and gradually increase complexity by asking, “What are they doing in the park?”.
- Assign them to work on Exercise A.
- Have a quick sharing session where a few students read their sentences aloud.
- Ask the class to identify the verb forms used and confirm they are in the present continuous tense.
- Introduce the concept of saying what someone is not doing: “What is this person NOT doing?”.
- Show how to change affirmative sentences into negative ones: “She is playing.” becomes “She is not playing.”.
- Provide examples and write them on the board.

- Ask students to work in pairs to create negative sentences using prompts on the board (e.g. “They are swimming.”).
- Set expectations: work quietly together, help each other, and take turns.
- Assign them to work on Exercise B.

Exercises C and D

Objective

Students will be able to summarise key details from a text and answer comprehension questions accurately.

Activities

Teacher can use these following activities to enhance their reading comprehension.

- *Before Reading*
 1. Activate prior knowledge: Discuss what students already know about the topic. This helps them connect new information to their existing knowledge.
 2. Set a purpose: Have students set goals for their reading, such as finding the main idea or learning about a specific character.
 3. Preview the text: Skim the text, look at headings, pictures, and captions to get an overview.
- *During Reading*
 1. Read aloud: Read aloud to model fluent reading and comprehension strategies.
 2. Think aloud: Share your thinking process as you read, modeling how to make inferences, visualise, and ask questions.
 3. Annotate: Encourage students to mark the text with questions, comments, or underlining key points.
 4. Summarise: Have students summarise what they’ve read periodically to check understanding.
- *After Reading*
 1. Discuss and debrief: Facilitate discussions about the text, asking open-ended questions to encourage critical thinking.
 2. Write about it: Have students write summaries, reviews, or creative responses to the text.

3. Connect to other texts: Compare and contrast the text to other books or real-life experiences.
4. Use graphic organiser like Venn diagrams, story maps, or timelines to visually represent the text.
5. Assign students to practise. Refer to Exercises C and D.



Practice 4: Year In, Year Out

Exercises A, B and C

Teacher can use the activity guide from Exercises C and D of Practice 3 to engage students' understanding of their reading comprehension.

Exercise D

Objective

Students will be able to rearrange jumbled words to form meaningful sentences.

Activities

- Begin with a fun word scramble game to encourage students to guess a jumbled sentence.
- Ask students, "What happens when we mix up the words in a sentence?"
- Engage students with a short-animated video that shows the difference between scrambled and correct sentences.
- Explain the elements of a sentence: subject, verb, and object.
- Show examples of jumbled sentences and the correct versions.
- Use visuals to depict how word order affects meaning.
- Provide students with a set of jumbled sentences on the board.
- Lead them to work together as a class to rearrange the words into correct sentences, asking guiding questions. Refer to Exercise D on page 30.
- Have students share one sentence they created from their worksheets with a partner.

Oh! My Grammar / Exercises E and F

Objective

Students will be able to identify and use the prepositions of place and the prepositions of time in sentences.

Activities

- Start with a fun song or video that highlights prepositions in a playful way.

- Ask students, “What is your favourite place to play? When do you like to play there?” to engage them in thinking about places and times.
- Introduce a visual aid with images representing different prepositions and ask students to identify them.
- Explain the prepositions of place by using examples. (e.g. “The cat is under the table.”)
- Show the prepositions of time with examples. (e.g. “I eat lunch at noon.”)
- Use interactive visuals (like a poster or digital presentation) that illustrate the prepositions in action.
- Provide students with some sentence starters and ask them to complete them with appropriate prepositions. For example, “The dog is _____ the house.” and “We will meet _____ 3 p.m.”
- Assign them to do Exercises E and F.
- Conduct a quick review by asking students to share one sentence they created using a preposition of place and one using a preposition of time. Refer to Exercises E and F.
- Summarise key points learned from the lesson.



Practice 5: My New House

Exercise B: Reading

Teacher can use the activity guide from Exercises C and D of Practice 3 for better understanding of their reading.

Exercise C

Teacher can use the activity guide from Exercises E and F of Practice 4 for better understanding of the prepositions of place.

Exercise D

Objective

Students will be able to write a short story using given vocabulary.

Activities

- Start with a fun storytelling question: "If you could have any animal in the world as a pet, what would it be and why?".
- Share a brief, engaging short story using vocabulary to draw students' interest.
- Explain that today, students will learn how to create their own short stories by using specific vocabulary.
- Introduce the structure of a short story: introduction, body, and conclusion.
- Discuss the importance of vocabulary in storytelling. Show examples of how vocabulary can enhance a story.
- Present the list of vocabulary.
- Model writing a short story together as a class, using one word from the vocabulary list.
- Ask students to contribute ideas for characters, settings, and plot points.
- Read all together and ask them where they want to correct.
- Assign them to do Exercise D in small groups.
- Lead them to share their story in class.

- For more writing skills, assign them to write their own short stories using at least five words.
- Have students share their stories with a partner or in small groups.
- Ask a few students to share their favourite part of their story with the class.
- Summarise the key points learned about story structure and vocabulary usage.

Oh! My Grammar / Exercise E

Objective

Students will be able to identify and use possessive adjectives in sentences.

Activities

- Start the lesson by asking students: “Whose is this?” while holding up a personal item (e.g. a backpack, a pencil).
- Engage students by allowing them to guess whose item it is, encouraging them to use possessive adjectives.
- Introduce the term ‘possessive adjective’ and explain that these words help us talk about ownership.
- Explain the meaning of possessive adjectives and provide examples on the board or example on page 45.
- Use visual aids (e.g. pictures of people and their belongings) to illustrate each possessive adjective.
- Have students repeat possessive adjectives after you, ensuring they understand the pronunciation.
- As a class, distribute a list of sentences with missing possessive adjectives (Oh! My Grammar on page 45) and guide students to fill in the blanks.
- Encourage students to explain their choices as they fill in the blanks.
- Assign them to work on Exercise E.



Practice 6: Food, Please!

Exercises A and B

- Teacher can use the activity guide from Exercises C and D of Practice 3 for better understanding of their reading.
- Teacher can assign them a role-play activity. Then, engage students act out scenes from Exercise B.

Oh! My Grammar / Exercise C: Countable & Uncountable Nouns

Objectives

Students will be able to

- differentiate between countable and uncountable nouns.
- demonstrate their understanding by categorising a list of nouns and creating sentences using each type of noun.

Activities

- Start with a brief discussion about nouns. Ask students to raise their hands and say either one or two nouns they can think of. Write these nouns on the board. Then, ask
 - What is a noun?
 - Can anyone tell me a noun that you can count?
 - What about a noun that you cannot count?
- On the whiteboard, draw two columns labeled 'Countable Nouns' and 'Uncountable Nouns'. Explain that countable nouns are those we can count (such as apples, dogs), while uncountable nouns are those we cannot count as individual units (such as water, rice). Provide examples for each category.

For instance:

- Countable: 1 book, 2 apples, 3 cars
- Uncountable: milk, sugar, furniture

- Divide the class into small groups of 3-4 students. Give each group a set of picture cards that include countable and uncountable nouns (e.g. a picture of an apple, a bunch of grapes, a bowl of rice, a glass of water). Instruct each group to sort the cards into two piles: one for countable nouns and another for uncountable nouns. Then, have each group present one countable noun and the other one for uncountable noun they have sorted.
- Assign them to work on Exercise C.
- Engage students to create sentences using the countable and uncountable nouns from their sorting.
- As a class, ask for volunteers to share their sentences.

Exercises D and E

Objective

Students will be able to correctly use the words 'some' and 'any' in sentences.

Activities

- Activate prior knowledge: Begin the lesson by asking students some questions about their experience with objects in their houses or classrooms. For example:
 "If you open your backpack, what do you see? Do you have any pencils?"
 "Do we have any crayons in our pencil case?"
 "In my bag, I have some blank paper."
- Introduce vocabulary: Write the words 'some' and 'any' on the whiteboard. Explain the context of their use:
Some: Used in affirmative sentences to indicate a non-specific quantity
 (Example: "I have some apples.")
Any: Used in negative sentences or questions
 (Example: "Do we have any apples?")
- Lead students to construct sentences by guiding them through a few examples on how to use 'some' and 'any'.
- Engage students to do hands-on activity: Divide students into small groups and provide each group with a container of classroom items. Assign them to create five sentences using 'some' and 'any'.
- Assign students to Exercises D and E.

Exercise F

Objective

Students will be able to form questions by using 'there is' and 'there are' and reply appropriately in full sentences.

Activities

- Start the lesson by engaging students with a picture of a lively scene (like a playground or a zoo) projected on the board. Ask students some open-ended questions about the scene, encouraging them to observe details.
- Lead students to identify how many objects they see. Elicit responses like, "I see one monkey." for singular and "I see two dogs." for plural.
- Introduce the terms 'there is' and 'there are'. Explain that these phrases help us describe what we see.
- Clarify when to use each phrase. 'There is' is used for singular nouns (one item), while 'there are' is used for plural nouns (more than one item).
- Ask students to give some examples of items in the classroom and write them on the board by using 'there is' and 'there are'. Help students convert their sentences into questions: "Is there a pencil?" or "Are there any chairs?".
- Divide students into small groups and provide each group with a set of picture cards showing different quantities of objects. Each group will select a card and create one question using either 'there is' or 'there are' based on the image. For example, if a card shows one dog, they might write, "Is there a dog?" and if there are four cats, they might write, "Are there four cats?". Then, let them share their questions and ask the others group reply.
- Point out to the students how to form questions and answers. Assign them to do Exercise F.



Practice 7: Places I Visit

Exercise A

Objectives

Students will be able to

- identify the main idea of a text.
- recall key details from a story.
- make inferences based on the text.
- summarise a short passage.
- apply comprehension strategies to new texts.

Activities

- Start the lesson by introducing the concept of reading comprehension and its importance and the concept of story elements such as characters, setting, problem, and solution.
- Use a simple example to demonstrate: “Imagine a story where a dog is trying to find his missing bone. Who is the character? Where does the story happen (the setting)? What is the problem? How does it get solved?”
- Explain how to identify the main idea and the supporting details using a sample paragraph.
- Demonstrate how to make inferences by reading a passage aloud and thinking aloud about the characters’ feelings.
- Assign them to work in pairs to read a short story on page 57. Let them identify the main idea and two supporting details and share in class.
- Lead them to answer the questions.

Oh! My Grammar / Exercises B and C

Objective

Students will be able to identify and use imperative sentences to give commands and requests.

Activities

- Quickly review the basic sentence structure (subject, verb, object) using simple sentences.
- Explain that imperative sentences are used to give commands or requests. Use some simple examples like “Close the door.” and “Please sit down.”
- Emphasise the use of the base form of the verb at the beginning of the sentence.
- Show pictures of people doing different actions and ask students to identify the action. Then, model how to form an imperative sentence for each action.
- Provide pictures and sentence strips. Students match the picture with the correct imperative sentence.
- Assign them to do Exercise B together in class.
- Quickly review the key points of imperative sentences.
- Lead them to do Exercise C together in class.

Exercise D

Teacher can use the activity guide from Exercise A in this practice for their reading comprehension.

Oh! My Grammar: Adjectives / Exercises E, F and G

Objective

Students will be able to identify and use adjectives to describe nouns.

Activities

- Quickly review the basic sentence structure (subject, verb, object).
- Explain that adjectives are words that describe nouns. Give some examples of adjective like ‘big’, ‘small’, ‘red’, and ‘blue’.
- Show pictures of objects and describe them by using adjectives.
- Have students identify adjectives in sentences and label pictures with appropriate adjectives.

- Lead them to play game by dividing the class into two teams:

One student from each team acts out an adjective (e.g. 'big', 'small', 'happy', 'sad').
The first team that guesses the correct adjective earns a point.

- Quickly review the key points of adjectives.
- Assign students to Exercises E-G.



Practice 8: On Holiday

Oh! My Grammar / Exercises A-D

Objective

Students will be able to form negative sentences in the simple past tense using regular and irregular verbs.

Activities

- Quickly review the simple past tense in the affirmative form (e.g. “I played soccer yesterday.”).
- Lead students to play the game ‘What did you do yesterday?’ to activate students’ past tense knowledge.
- Introduce the concept of negative sentences. Explain how to form negative sentences in the simple past tense using ‘didn’t’ and the base form of the verb.
- Provide examples with both regular and irregular verbs (e.g. “I didn’t play soccer yesterday.”, “She didn’t eat the apple.”).
- Assign them to work in pairs to practise forming negative past tense sentences.
- Teacher can provide pictures and sentence strips. Students match the picture with the correct negative past tense sentence.
- Lead students to play ‘True or False game’. Prepare a list of statements in the past tense; some are true and some are false. Read each statement aloud. Students stand up if the statement is true and sit down if it’s false. Then, discuss the correct answers and explain the negative form of the verbs used in the false statements.
- Quickly review the key points of the negative past tense.
- Assign them to do Exercises A–D.

Exercise E: Reading

Teacher can use the activity guide for better understanding of reading comprehension from the previous practices.

Oh! My Grammar / Exercises F-H

Objective

Students will be able to use the conjunctions 'and' and 'but' to connect ideas in sentences.

Activities

- Quickly review the basic sentence structure (subject, verb, object). Teacher can let students play game for fun class. Play the game 'Sentence Building' which allows students to build simple sentences using picture cards.
- Introduce the concept of conjunctions as words that connect ideas. Explain the use of 'and' to connect similar ideas and 'but' to connect contrasting ideas.
- Use some simple examples like "I like apples and oranges." and "I like apples but I don't like oranges."
- Show pictures of contrasting or related events and model how to use 'and' and 'but' to connect the ideas.
- Show flashcards/pictures with conjunctions and have students repeat them collectively and individually.
- Quickly review the key points of conjunctions 'and' and 'but'.
- Teacher may introduce more complex sentences using multiple conjunctions and have them write short stories for advanced learners.
- Assign them to work on Exercises F–H.