



Practice
Makes Perfect!

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English**

Reading & Writing Practice

Teacher's Guide

5

Prathomsuksa



Oh! My Grammar

Possessive Pronouns page 1

Objectives

Students will be able to

- understand and use basic possessive pronouns (mine, yours, his, hers, its, ours, theirs).
- apply possessive pronouns in more complex sentences and in different contexts.

Activity guide

1. Warm up class and start with a brief conversation to activate students' prior knowledge. For example, "How was your weekend? How about yours? / Did you enjoy your weekend? I enjoyed mine".
2. Teacher introduces possessive pronouns. Explain the concept of possessive pronouns that are used to show possession. Possessive pronouns are used to replace the nouns used in a sentence. Give some examples on the whiteboard. For example, 'This is my book. That is yours.'
3. Show flashcards with nouns and possessive pronouns.
4. Lead students to know how to replace nouns with possessive pronouns, for example, my dog >> mine; your pencils >> yours; his shirt >> his.
5. Create some simple sentences to show how to use the possessive pronouns in sentences. For example, 'This is my ball. It's not yours.' , 'These cherries are theirs.' , 'I enjoyed my lunch. Did you enjoy yours?'
6. Let students do pair work to create sentences using possessive pronouns.
7. Then, ask them to present their sentences to the class.
8. Explain them more by using the examples on page 1.

9. Teacher may prepare some short stories or paragraphs containing possessive pronouns. Read and then, ask them to identify and underline the possessive pronouns.
10. Teacher wraps up class by quickly reviewing the concept of possessive pronouns and how to use them.

Adverbs of Manner

page 2

Objectives

Students will be able to

- understand and use basic adverbs of manner (e.g. slowly, quickly, loudly).
- apply adverbs of manner in more complex sentences and different contexts.

Activity guide

1. Greet and warm up class. Teacher starts with a brief conversation to activate students' prior knowledge. For example, "Can you tell me how you usually walk to school? Do you walk slowly or quickly?"
2. Explain the concept of adverbs of manner with some examples on the whiteboard.
 - Example: 'He runs quickly. She sings loudly.'
3. Show flashcards with verbs and adverbs. Ask students to match the adverbs to the correct verbs.
 - Example: 'walk' + 'slowly' = 'walk slowly'
4. Lead students to read on page 2.
5. Students work in pairs to create sentences using adverbs of manner.
6. They present their sentences to the class.
7. Read a short story or a paragraph containing adverbs of manner.
8. Ask students to identify and underline the adverbs.
9. Lead them to conclude the concept of adverbs of manner.

Objectives

Students will be able to

- identify and use basic collective nouns (e.g. team, family, class).
- apply collective nouns in complex sentences and understand less common collective nouns.

Activity guide

1. Teacher warms up class. Start with a brief conversation to activate students' prior knowledge. For example, "Can you tell me about your class? How many students are in your team?"
2. Explain the concept of collective nouns with some examples on the whiteboard. For example, 'A team of players'.
3. Show flashcards with individual nouns and their corresponding collective nouns.
4. Students match the individual nouns to the correct collective nouns.
 - Example: 'players' + 'team' = 'team of players'
5. Students work in pairs to create sentences using the collective nouns.
6. Assign them to present their sentences to the class.
7. Lead them to read the examples on page 3.
8. Teacher prepares a short story or a paragraph containing some collective nouns.
9. Ask students to read, identify and underline the collective nouns.

Example of a short story containing the collective nouns

The Farm Visit

One sunny morning, a family decided to visit a farm. They saw a **flock** of sheep grazing in the meadow. Nearby, a **herd** of cows was munching on the grass. The children were excited to see a **gaggle** of geese swimming in the pond.

In the barn, a **brood** of chickens clucked happily, while outside, a **swarm** of bees buzzed around the flowers. As they walked further, they came across a **pack** of dogs playing in the yard.

The family enjoyed their day on the farm, learning about all the different groups of animals.

Objectives

Students will be able to

- understand and identify compound nouns.
- use compound nouns correctly in sentences.

Activity guide

1. Start class with a brief conversation to activate students' prior knowledge.
For example, "What are some things you use every day? Let's list them."
2. Explain the concept of compound nouns with some examples on the board.
 - Example: 'A compound noun is made up of two or more words that function as a single noun, for instance, toothbrush, sunflower, baseball.'
3. Show flashcards with individual words and have students combine them to form the compound nouns.
 - Example: 'tooth' + 'brush' = 'toothbrush'
4. Teacher can use examples on page 4 to practise them for their better understanding.
5. Teacher can look for more compound nouns via the internet to practise.
6. Assign them to work in pairs to create sentences using the compound nouns.
Then, present their sentences to the class.
7. Assign them to read a story or a paragraph containing some compound nouns.
Then, ask students to identify and underline the compound nouns.
8. Wrap up the concept of compound nouns.



Reading Comprehension

Practices focus on vocabulary

Objective

Students will be able to enhance their reading comprehension by learning and applying new vocabulary words from a story.

Materials needed

- Short, age-appropriate story (e.g. The Lion and the Mouse)
- Vocabulary word cards (word, picture, definition and sentence example)
- Vocabulary bingo cards or matching worksheets
- Whiteboard or chart paper
- Graphic organiser: vocabulary word + sentence creation

Activity guide

1. Start the class by using these example activities:

1.1 Guess the word:

- Display images or act out clues related to the story's key vocabulary (e.g. 'kindness', 'trap', 'rescue').
- Ask:
 - ⦿ "What word do you think this is?"
 - ⦿ "Have you heard this word before?"
- Write their guesses on the board.

2. Vocabulary introduction:

2.1 Present five to seven key vocabulary words with flashcards or on the board, including:

- Word
- Definition
- Picture/visual representation
- Sentence in context (from the story or everyday life)

3. Practice activity:

3.1 Say a word, and students act it out or make gestures (e.g. pretend to set a 'trap' or show 'kindness').

3.2 In pairs, students write their own sentence by using a word.

4. Teacher may practise vocabulary in different situations such as:

4.1 Vocabulary in context:

- Read a story aloud, pausing when vocabulary words appear.
- Discuss each word in the sentence. Ask:
 - ◉ "What does this word mean here?"
 - ◉ "How does it help us understand the story?"

4.2 Collaborative reading:

- Students read in pairs and underline vocabulary words.
- Have them guess the meanings by using context clues.

4.3 Post-reading such as:

- Vocabulary review activity:
 - ◉ Play the game 'Vocabulary bingo' by providing students with bingo cards containing the vocabulary words. Call out definitions or synonyms, and students mark the matching words.
 - ◉ Do the matching activity by letting them pair words with pictures or definitions.
- Graphic organiser by letting students choose three vocabulary words and complete the word
 - ◉ Write a sentence using the word.
 - ◉ Draw a picture of the word.
 - ◉ Discuss how students might encounter or use the new words in real life.

In addition, teacher may use technology-based activity integrated in different phases of teaching such as:

1. Digital flashcards including definitions, images, and audio pronunciation
 - Use tools like Quizlet or Kahoot to create digital flashcards for the vocabulary words.
 - Play games like matching or timed challenges.
 - Students work in pairs on tablets or computers to review words.
 - Play a class-wide Quizlet Live or Kahoot game to test their understanding.
2. Interactive word mapping
 - Use a tool like Padlet or Popplet to create an interactive word map for each vocabulary word (word meaning, synonyms/antonyms, an example sentence and a picture or drawing).
 - Students add their own sentences or drawings to the shared map.
3. Vocabulary games on apps such as Wordwall or Baamboozle which let you design customised vocabulary games (e.g. matching, fill-in-the-blanks or spin-the-wheel games)
 - Project the games on a screen and have students play in teams.
 - Alternatively, allow individual students to play on devices in a rotation.
4. Audio-visual integration such as Nearpod to integrate videos and interactive quizzes
 - Embed a video clip from a cartoon or a story that uses the vocabulary words.
 - Pause to highlight words and have students answer quizzes about their meanings.

Practices focus on inference skills

Objective

Students will be able to enhance their ability to make inferences by using textual clues and prior knowledge to understand implicit meaning in a story.

Materials needed

- A short story and images from the story or related situations
- Graphic organiser: 'Clues + What I know = Inference' chart
- Post-it notes or index cards
- Whiteboard or projector

Activity guide

1. Teacher may start the class by:
 - asking students "What was happening in the picture?"
 - showing an image with a scenario, then ask:
 - ◉ "What do you think happened here?"
 - ◉ "Why do you think that?"
 - writing their responses on the board, highlighting how they used clues and prior knowledge.
2. Teach keywords from the story related to actions or emotions (e.g. 'clue', 'evidence', 'suspect', 'mystery').
3. Use images or gestures to reinforce meanings.
4. Discuss scenarios related to the story. For example:
 - If the story is about a missing lunch, ask:
 - ◉ "Has anyone ever lost something important?"
 - ◉ "What did you do to figure out what happened?"

5. Teacher may guide them to read the story aloud, pausing at key points to model inferencing.
6. Teacher may use in-pair activity by letting them take turns to read and identify clues in the text.
7. Teacher may use group discussion as a class after the lesson, such as “How did the character feel, even though it wasn’t directly stated?”
8. Teacher may wrap up class by showing images or sentences on the board. Then, lead students to make inferences aloud.

Practices for understanding the story and improving reading comprehension

Objective

Students will be able to improve their ability to understand a story by identifying the main idea, sequence of events, and characters' actions and motivations.

Materials needed

- Stories from Practices 1-10
- Story sequencing cards or a timeline graphic organiser
- Question cards for comprehension (Who, What, When, Where, Why, How)
- Whiteboard and markers

Activity guide

1. Start a warm-up activity by using a story puzzle.
 - Show three to four unrelated images on the board and ask students to create a story using the pictures.
 - Guide them by asking:
 - ◉ “Who was in the story?”
 - ◉ “What was happening in the story?”
 - ◉ “What would happen next?”
2. Build background knowledge by asking and discussing the story's topic. For example, “What do you know about the story?”
3. In order to understand the story easily, teacher may introduce five to seven keywords from the story and use pictures or simple definitions to explain each word.
4. Lead students to read the story aloud, pausing to ask questions:
 - “Who are the main characters so far?”
 - “What do you think will happen next?”

5. Teacher may let students take turns to read aloud in pairs or small groups or encourage them to underline key sentences and unfamiliar words.
6. Assign students to do pair reading. For example,
 - Provide students with cards showing the events from the story.
 - In small groups, have them arrange the events in the correct order.
7. Lead students to comprehension discussion by using question cards to guide a class discussion. For example,
 - “Who was the main character?”
 - “What was the problem in the story?”
 - “What lesson did the story teach?”
8. Teacher may use graphic organiser to summarise the main idea of the story.



Objective

Students will learn how to write a descriptive paragraph by focusing on sensory details.

Activity guide

1. Teacher starts with a warm-up activity by discussing the simple sentence structure (subject + verb + object).
2. Provide students with some sentence starters to complete. For example,
 - I like to...
 - My favourite food is...
3. Then, ask students to share their sentences with the class.
4. In order to practise how to write a simple sentence for better understanding, students can practise rearranging the sentences.
5. Practise students to enhance their skills of building sentences by giving them some words or keywords and pictures to form sentences.
6. Teacher practises students more by:
 - 6.1 Using a picture
 - Show them a picture (e.g. a park, a beach).
 - Discuss what they see and provide them some starter sentences.
 - Encourage them to write sentences for describing the picture.
Refer to pages 35 and 41.
 - 6.2 Using 5W's techniques
 - Provide students with a simple scenario and ask them to answer the 5W's (Who, What, Where, When, Why).
 - Then, ask them to write a short paragraph using their answers.

6.3 Forming a simple paragraph

- Discuss the sentences of a simple paragraph (topic sentence, supporting details, concluding sentence).
- Then, ask students to write a paragraph about celebrating Mother's Day.
- Pair students up to read their paragraphs to each other.

6.4 Using graphic organisers

- Mind maps can be used.
- Provide a blank template for students to fill out.
- Demonstrate how to use the graphic organiser with a sample topic.
- Have students complete their own graphic organisers based on the brainstorming session.
- Teacher should walk around the room to offer guidance and support as needed.
- When they finish, teacher should encourage students to share their graphic organisers and outlines with a partner for feedback.
- Lead them to reflect on the pre-writing process and how it helped them organise their thoughts.

6.5 Practising email writing

- Show students a well-structured email, highlighting the key parts such as:
 - ◉ Greeting: 'Dear [Name],' or 'Hi [Name],'
 - ◉ Body: Main message, clear and concise
 - ◉ Closing: 'Best,' 'Sincerely,' or 'Yours truly,'
 - ◉ Signature: [Your name]
- Provide templates and ask them to do fill-in-the-blank sections for key parts like greetings, body, and closing.
- Start with simple templates and gradually increase complexity as students gain confidence.
- Use role-play scenarios on page 48 or real-life situations to create realistic scenarios.

- Encourage students to act out the email exchange.
- Assign them to exchange emails and provide feedback on content, grammar and punctuation.
- Facilitate group discussions to analyse different email styles and identify strengths and weaknesses.