

THE GOVERNMENT OF
THE REPUBLIC OF THE UNION OF MYANMAR
MINISTRY OF EDUCATION

ENGLISH TEXT

GRADE 1



2017-2018

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1. How to Use the Teacher's Guide

This teacher's guide is an essential companion to the textbook. It consists of a detailed lesson plan for each of the 72 lessons. A typical lesson will consist of a series of activities and the teacher's guide explains how to do each activity. We strongly recommend that the teacher consult the guide before conducting a lesson.

1.1 Overview of the First Grade English Curriculum

The first grade curriculum is child-centered and uses a communicative teaching methodology. This means that all-class, pair, and group activities are blended into each lesson so that students can learn the English language by experiencing it.

The textbook is organised by topics. Students learn words and phrases related to each topic through listening to the teacher's demonstrations and using them in real situations. In terms of reading and writing, students will learn the names of the letters and how to write them. The specific objectives of the first grade curriculum are given below.

1. To recognize the shapes of English letters and say their names.
2. To write capital and small letters.
3. To listen and understand stories, short talks, and classroom English.
4. To imitate standard English pronunciation and prosody (intonation, stress, and rhythm) when doing rhymes and model dialogues.
5. To use structures (e.g. I like...) learned in class to communicate feelings, thoughts and information.
6. To understand and use vocabulary related to the textbook topics (e.g. My friends, colours, etc.) to describe the world around them.
7. Develop an interest in learning about other cultures through participating in language learning activities and understanding and discussing lesson content.

1.2 Overview of Lesson Types

There are six types of lessons:

- 1) Language-focused lessons;
- 2) Skill-focused lessons;
- 3) Letter-focused lessons;
- 4) Language review lessons;
- 5) Letter review lessons;
- 6) Project-based lessons.

Understanding the structure of each lesson type will help the teacher prepare and conduct each lesson effectively. Below, the outline of each lesson type is described.

(1) *Language-focused lessons*

The purpose of this type of lesson is to learn English phrases or vocabulary for communication.

Usually, these lessons have Presentation, Practice, and Production stages.

Presentation: Students listen to the language through the teacher's demonstration and try to guess the meaning. The point of this is to get children interested in learning the language. After students have made some guesses, the teacher confirms the meaning of the language and students practise it.

Practice: The purpose of this stage is for students to practise the language they heard in the presentation stage. Here, the students participate in various kinds of language drills, which are both challenging and enjoyable.

Production: In this stage, under the teacher's guidance, students are expected to use the language they have learned and practised in real-life situations.

The names of the activities vary in the textbooks but lessons will usually progress from listening and understanding the language, to practising the language, and, lastly, to using the language.

(2) Skill-focused lessons

The purpose of this type of lesson is to practise the skills of either listening or speaking. In these types of lessons, children learn a song, listen to a story, or prepare a presentation. Although the names of the activities vary, the lessons progress through the following three stages:

Pre-stage: Students learn words or background information that will help them understand a story/ song or do a presentation.

While-stage: Students practise singing a song/ doing a presentation or they listen to a story.

Post-stage: Students perform in front of the class, demonstrate their understanding of the story, or do a slightly more difficult task.

(3) Letter-focused lessons

The purpose of these lessons is to learn how to write and say the letters. Although the names of the activities differ, the lessons progress through the following stages.

Listen and say: Students are exposed to letters and words that begin with the letters. They then practise saying the words and letters.

Writing 1: Students practise writing the letters.

Letter recognition activities: Students hear a letter or word and must identify it by ticking a box or colouring.

Writing 2: Students practise writing the letter in a more challenging activity.

(4) Language review lessons

The purpose of these lessons is for students to consolidate the language they learned in a unit. These lessons contain a series of review activities for an entire unit. Self-assessment is in the final stage of the lesson. Here, students evaluate the extent to which they were successfully able to use the language in the textbook activities.

(5) Letter review lessons

The purpose of these lessons is for students to consolidate their knowledge of all the letters they learned in the previous two units. The lessons consist of the following sections. First, the teacher reintroduces the letters and the children recall their shapes, names, and words they appear in. Second, the teacher does a series of short activities where students practise writing and saying the letters. Lastly, students self-assess the extent to which they were able to say and write the letters.

(6) Project-based lessons

After every two units, students have a project-based lesson. In these lessons they use all the language they have learned in the previous two units to complete a project. The projects in this textbook are 'What's your name?' song and 'How are you?' song, my toy, my meal and my family. It will take students three periods to complete a project. The purpose of each project lesson is given below:

Project Lesson 1: Students learn about the project and what they must do. Students begin to prepare.

Project Lesson 2: Students continue to work on their projects.

Project Lesson 3: Students present their project work to others using English. They also conduct self-assessment and evaluate the extent to which they could complete the project.

1.3 Recommended Supplementary Materials

Audio: The audio support in this Teacher's Guide aims at helping the teacher in doing listening activities in the classroom.

The CD icon  is shown in the Teacher's Guide to indicate when there is an audio track for an activity.

It is highly recommended that the teacher listens to the audio beforehand so that they can use the language in the textbook with confidence. In case of limited resources, the teacher can be a model for the listening activity.

Flashcards: Many activities in the language and review lessons use flashcards for vocabulary learning. Teachers should prepare flashcards of the vocabulary for these lessons. If the teacher cannot create the flashcards, it is possible to use only the textbook.

Stationary for craft work: There are many drawing activities, which will require markers, paper, glue, scissors, etc.

Notebooks: The textbook provides space for letter writing but notebooks can be used for additional practice.

2. Assessment

The purpose of assessing Grade 1 students is for them to learn to monitor their own learning. Grade 1 assessment is informal and formative. Teachers provide informal assessment at the end of each class. This means that they either praise learners for being able to use the language presented in the lesson or they give learners advice on how to improve. Formative assessment is used to help students understand the extent to which they have accomplished the class objectives and also to help them improve. Formative assessment is usually done at the end of the review and project-based lessons. Here, students self-assess how well they could perform the tasks in these lessons.

3. Annual Plan of Teaching and Learning

Unit	Topic	Periods	Schedule
1	My Friends	6	June July
2	Things around us	10	
Review 1		3	
Project 1 : 'What's your name? Song, and 'How are you?' Song		3	
3	Colours	10	July August September
4	Parts of the Body	10	
Review 2		3	
Project 2 : My Toy		3	
5	Food and Drink	10	October November December
6	Fruits	10	
Review 3		3	
Project 3 : My Meal		3	
7	English for our Class	10	December January February
8	My Family	8	
Review 4		3	
Project 4 : My Family		3	
Reserved		10	
Total		108	

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3.1 Scope and Sequence

Unit / Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit 1 My Friends	ABC Song Song: Alphabet song The letters A-Z	ABC Song Song: Alphabet song The letters a-z	Hello, I'm Aye Aye. Nice to meet you. Language focus: Hello. I'm ... Nice to meet you.	Good morning. Language focus: Good morning. Good afternoon. Good evening. Goodbye.	What's your name? Language focus: What's your name? My name's ...	How are you? Language focus: How are you? I'm fine. I'm great.
	It's a bag. Vocabulary: bag, book, chair, desk, pencil, ruler	Letters of the week: Aa, Bb Vocabulary: ant, apple, ball, boy	It's a bed. Vocabulary: bed, fan, mat, plate, spoon, table	Letter of the week: Cc, Dd Vocabulary: cake, cup, dog, duster	It's a bird. Vocabulary: bird, cat, cock, cow, fish, goat	The Noisy Animals Vocabulary: Animal sounds – Meow Meow Moo Moo Woof Woof Baa Baa Cock-a-doodle-doo Language focus: Good night. Be quiet. It's morning.
Unit 2 Things around us	Language focus: What's this? It's a ...	Language focus: What is this? It's a ...	Language focus: What is this? It's a ...	Language focus: What's this? It's a ...	Language focus: What's this? It's a ...	
Review 1	Review of Units 1 and 2.					
Project 1	‘What's your name?’ Song and ‘How are you?’ Song					
Unit 3 Colours	What colour is this? Vocabulary: black, blue, brown, green, pink, red, white, yellow	Letters of the week: Ee, Ff Vocabulary: ear, eye, fan, fish	It's long. Vocabulary: long, short big, small	Letters of the week: Gg, Hh Vocabulary: girl, goat, hand, hat	This is an apple. Vocabulary: apple, pencil, ruler big, long, short brown, red, white	The Red Ant Vocabulary: ant, cat, cock, dog, black, red, white yellow, big, small Language focus: What's this? It's a/an ... It's ... (colour/size) How are you? I'm great.
	Language focus: What colour is this? It's ...	Language focus: It's ...	Language focus: It's ...	Language focus: This is a/an ... It's ... (colour/size)	Language focus: This is a/an ... It's ... (colour/size)	

Unit Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit 4 Parts of the Body	Touch your nose. Vocabulary: ear, eye, face, hair, mouth, nose Language focus: Touch your ...	Letters of the week: Ii, Jj Vocabulary: ice, iron, jacket, jam Language focus: Touch your ...	Touch your head. Vocabulary: arm, finger, hand, head, shoulder Language focus: Touch your ...	Letters of the week: Kk, Ll Vocabulary: key, kite, lamp, lock	Touch your knee. Vocabulary: foot, knee, leg, toe Language focus: Touch your ...	'Head, shoulders, knees and toes' Song Vocabulary: ear, eye, head, knees, mouth, nose, shoulders, toes
	Review of Units 3 and 4.					
Review 2	My Toy					
Project 2	I eat...	Letters of the week: Mm, Nn Vocabulary: mat, monkey, nail, nest	I drink ... Vocabulary: coffee, juice, tea, water Language focus: I drink ... (and ...)	Letters of the week: Oo, Pp Vocabulary: orange, owl, pencil, pin	I like/I don't like ... Vocabulary: bread, cake, chicken, egg, fish, milk Language focus: I like ... I don't like ...	'Do you like ...?' Vocabulary: bananas, pineapples, mangoes, apples Language focus: Do you like...? Yes, I do. No, I don't. Yes, I like ... No, I don't like ...
	Unit 5 Food and Drink	Vocabulary: cake, chicken, fruits, rice Language focus: I eat ... (and ...)	Letters of the week: Qq, Rr Vocabulary: quail, queen, rabbit, ruler	What's this? It's a ... Vocabulary: coconut, guava, papaya, pineapple, watermelon Language focus: What's this? It's a ...	Letters of the week: Ss, Tt Vocabulary: snake, sun, table, tree	How many ...? Vocabulary: 1-10 apples, bananas, guavas, oranges, papayas Language focus: How many ...?'
Unit 6 Fruits	It's a/an ... Vocabulary: apple, banana, lime, mango, orange Language focus: What's this? It's a/an ...	Letters of the week: Qq, Rr Vocabulary: quail, queen, rabbit, ruler	What's this? It's a ... Vocabulary: coconut, guava, papaya, pineapple, watermelon Language focus: What's this? It's a ...	Letters of the week: Ss, Tt Vocabulary: snake, sun, table, tree	How many ...? Vocabulary: 1-10 apples, bananas, guavas, oranges, papayas Language focus: How many ...?'	Give me some bananas. Vocabulary: bananas, coconuts, guavas, pineapples, papayas, mangoes Language focus: Give me some ... How many ...?'
Review 2	Review of Units 5 and 6.					
Project 3	My Meal					

Unit Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit 7 English for our Class	Stand up. Vocabulary: book, hand(s), clap, close, open, raise, sit, stand Language focus: Sit down. Stand up. Raise your hand. Clap your hands. Open your book. Close your book.	Letters of the week: Uu, Vv Vocabulary: umbrella, uncle, vase, violin	Touch your friend. Vocabulary: circle, door, friend, line, group, pairs, make, touch, walk Language focus: Touch your friend. Walk to the door. Make a line. Make a circle. Make pairs. Make a group.	Letters of the week: Ww, Xx Vocabulary: wall, water, xylophone	Look at the picture. Vocabulary: ball, board, book, door, picture, pencil, song come, draw, look, open, sing, bring Language focus: Look at the picture. Bring a pencil. Draw a ball. Open the door. Come here. Sing the 'ABC' song.	'Action Song' Vocabulary: hand(s) clap, raise, sit, stand, touch Language focus: Clap your hands. Sit down. Stand up. Raise your hand. Touch me. It's so nice to see you.
	Unit 8 My Family	This is my ... Vocabulary: father, mother brother, sister, apples, bananas, oranges, papayas Language focus: This is my ... He/She likes ...	Letters of the week: Yy, Zz Vocabulary: yacht, yolk zebra, zip	His/ Her name is ... Vocabulary: grandfather, grandmother, father, mother, uncle, aunt Language focus: This is my ... His/her name is ...	I have a/an ... Vocabulary: brother, sister, uncle, aunt Language focus: I have a/an ...	How old are you? Language focus: How old are you? I'm ...
Review 4	Review of Unit 7 and 8					
Project 4	My Family					

4. Lesson Plans

4.1 Unit 1 My Friends

Lesson 1 ABC Song



Objectives:

By the end of the lesson, students will be able to:

- recognise the English capital letters.
- have fun while singing the ABC song.

Resources and preparation:

alphabet chart, alphabet flashcards, CD (if available)

Hang the alphabet chart in the center of the board.

Prepare alphabet flashcards for the whole class.

(If the class size is over 50, some students need to share the flashcards.)

Teaching procedure

Pre-teaching

(12 minutes)

- Tell students that they are going to learn the 'ABC' Song today.
- Play the recording or sing the 'ABC' Song and point to the letters while playing the recording or singing the song. (ABC သီချင်းကိုဖွင့်ပြု၍သော်လည်းကောင်း ဆရာကိုယ်တိုင် ဆိုပြု၍သော်လည်းကောင်း ကျောင်းသားများကို နားထောင်စေပါမည်။ ထို့နောက် ကျောင်းသားများ သီချင်းနားထောင်နေစဉ် ဆရာက alphabet chart ပေါ်ရှိ အက္ခရာများကို ထောက်ပြပါ)
- Ask students if they have learned any of the letters.
- Ask students to say the letters that they recognise.
- Point to the letters and ask students to repeat A to Z after the teacher 3 times or more if necessary. (ဆရာက alphabet chart ပေါ်ရှိ letter များကို ထောက်ပြပြီး ကျောင်းသားများကို လိုက်ဆိုရန် ပြောပါ။ ၃ ကြိမ် သို့မဟုတ် လိုအပ်သလို ပြုလုပ်ပါ)

01 Listen and sing.

(15 minutes)

- Point to the letters in the alphabet chart and sing the song.

ABC song

ABCDEF G

HIJKLMN OP

QRSTU V

WXYZ

Now I know my ABCs.

Everybody sing with me.

- Ask students to clap their hands and repeat after you.
(ကျောင်းသားများကို လက်ခုပ်တီးစေပြီး ဆရာဆိုသည့်အတိုင်း နောက်မှ လိုက်ဆိုရန်ပြောပါ)
- Ask them to sing along while pointing to the alphabets on their textbook page.
(ကျောင်းသားများက ကျောင်းသုံးစာအုပ်မှ အင်္ဂလိပ်အက္ခရာများကို ထောက်ပြီး သီဆိုရန် ပြောပါ)
- Ask students to repeat the song if necessary.

Post-teaching

(10 minutes)

- Give the alphabet flashcards to the students randomly.
(ကျောင်းသားများအား alphabet flashcard များကို သင့်လျော်သလို ဝေပေးပါ)
- Make sure that each student has almost the same number of cards.
(ကျောင်းသား တစ်ယောက်စီကို card အရေအတွက်များ တူညီစွာပေးပါ)
- As the song is being played, each student holds the flashcard up in the air when he/ she hears the letter he/ she has.
(သီချင်းသီဆိုနေစဉ် ကျောင်းသားများက မိမိတို့တွင်ရှိသော အက္ခရာအမည်သီချင်းဆိုသံကြားသည့်အခါ flashcard ကို မြှောက်ပြရန် ပြောပါ)

Summary and feedback

(3 minutes)

- Show some alphabet flashcards and ask some student to tell you what the letters are.
- Give feedback on their pronunciation.

Lesson 2 ABC Song



Objectives:

By the end of the lesson, students will be able to:

- recognise the English small letters.
- have fun while singing the ABC song.

Resources and preparation:

alphabet chart, alphabet flashcards, CD (if available)

Hang the alphabet chart in the center of the board.

Teaching procedure

Pre-teaching

(12 minutes)

- Ask students to sing the 'ABC' Song chorally and in group.
(ကျောင်းသားများကို 'ABC' Song ကို တစ်ခန်းလုံး၊ အုပ်စုလိုက်၊ တစ်ယောက်ချင်းစီ သီဆိုရန် ပြောပါ)

01 Listen and sing.

(15 minutes)

- Write on the board (1) a b c d e f g (2) h i j k l m n o p
(3) q r s t u v (4) w x y z

Now I know my A, B, Cs.

Everybody, sing with me.

- Divide the class into 4 groups.
- Ask Group (1) to sing a, b, c, d, e, f, g,
Group (2) to sing h, i, j, k, l, m, n, o, p,
Group (3) q, r, s, t, u, v and
Group (4) w, x, y, z.
(အုပ်စု ၁ ကို 'a, b, c, d, e, f, g' အုပ်စု ၂ ကို 'h, i, j, k, l, m, n, o, p' အုပ်စု ၃ ကို 'q, r, s, t, u, v' နှင့် အုပ်စု ၄ ကို 'w, x, y, z' ဟု အသီးသီး အလှည့်ကျ သီဆိုရန် ပြောပါ)
- Ask all groups to sing 'Now I know my A, B, Cs. Everybody sing with me.'
- Swap the roles and repeat the song. (အုပ်စုလိုက် အလှည့်ကျပြောင်း၍ ထပ်မံသီဆိုရန် ပြောပါ)

Post-teaching

(10 minutes)

- Ask students to make groups of four.
- Ask each group to sing the 'ABC' Song in turn.
- Ask one student in the group to sing 'a, b, c, d, e, f, g', another to sing 'h, i, j, k, l, m, n, o, p', another to sing 'q, r, s, t, u, v' and the fourth one to sing 'w, x, y, z'.

- Monitor the class when each group sings the song.
(အုပ်စုလိုက် သီဆိုနေမှုကို အတန်းတွင်း လှည့်လည်ကြည့်ရှု ပြုပြင်ပေးပါ)
- Focus on the pronunciation of 'f, l, m, n, p, q, r, t and x' and make some students have the correct pronunciation.
(f, l, m, n, p, q, r, t နှင့် x တို့၏ အသံထွက်ကို အာရုံစိုက်ပြီး မှန်ကန်စွာ အသံထွက်တတ်စေရန် သတိပြုပါ)

Summary and feedback (3 minutes)

- Check if each student can say the letters correctly or not.
- Ask some students to say out the letters which they may have difficulty in pronouncing.
(e.g. f, h, l, m, n, q, u, x)
(e.g 'f, h, l, m, n, q, u, x' တို့၏ အသံထွက်မှန်ကန်မှု ရှိ မရှိ ကျောင်းသားအချို့ကို မေးပါ။ အသံထွက်မှားလျှင် ပြင်ပေးပါ)

Lesson 3 Hello, I'm Aye Aye. Nice to meet you.

Unit 1 My Friends

Lesson 3 Hello, I'm Aye Aye. Nice to meet you.

Listen and say.

Hello. Hello.

I'm Aye Aye. I'm Tun Tun.

Nice to meet you. Nice to meet you.

Hello, I'm Kyaw Kyaw. Nice to meet you.
Hello, I'm Moe Moe. Nice to meet you.

4

Unit 1 My Friends

Practise.

Hello, I'm Moe Moe. Nice to meet you.
Hello, I'm Soe Soe. Nice to meet you.

Say and tick.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5

Objectives:

By the end of the lesson, students will be able to:

- say 'Hello' and respond to their friends.
- introduce themselves using 'I'm ...'.
- give the response 'Nice to meet you.' after they introduce themselves.

Words and expressions: proper nouns (names), Hello, I'm ... Nice to meet you.

Resources and preparation: CD (if available)

Teaching procedure

Warm up

(2 minutes)

- Greet students in English and in Myanmar.

02 Listen and say.

(15 minutes)

- Ask students to listen to the teacher and watch the teacher's demonstration.
(ကျောင်းသားများကို နားထောင်ရန်နှင့် ဆရာ၏ သရုပ်ပြမှုကို ကြည့်ရှုရန် ပြောပါ)
- Demonstrate to the whole class by saying 'Hello, I'm ... Nice to meet you.' with gestures.
(ကျောင်းသားများကို 'Hello, I'm ... Nice to meet you.' ဟု သရုပ်ပြ နှုတ်ဆက်ပါ)
- Point to the textbook page, elicit from students what the pictures are about.
(ကျောင်းသုံးစာအုပ်ရှိ သင်ခန်းစာပါ စာမျက်နှာကို ပြပါ။ ရုပ်ပုံများကို ကြည့်၍ အကြောင်းအရာကို ခန့်မှန်းရန် ပြောပါ)
- Explain the meaning of 'Hello', 'I'm ... (own name).', and 'Nice to meet you.'.
- Repeat with individual students in the class. If necessary, say the expressions again.
- Point to a student and ask him/ her to greet another students, introduce themselves and respond to each other.

03 Chain conversation

(10 minutes)

- Divide the class into two circles. (The number of students for each circle will depend on the class size.)
(စက်ဝိုင်း ၁ ခုတွင် ပါဝင်မည့် ကျောင်းသားအရေအတွက်ကို အတန်းရှိ ကျောင်းသားဦးရေပေါ်မူတည်၍ သင့်လျော်သလို ပြောင်းလဲနိုင်သည်)

- Explain the activity and demonstrate it with some students.
- Ask students from each circle to do the chain conversation activity as shown in the textbook. In the activity, a student introduces himself/ herself, saying 'Hello, I'm ... Nice to meet you.'. Then, the student next to him/ her continues introducing himself/herself. The activity ends when every student finishes introducing herself/ himself.

(ကျောင်းသုံးစာအုပ်ပါ ပုံအတိုင်း သရုပ်ပြ သင်ကြားပြပါ။ ကျောင်းသားတစ်ယောက်က စတင်၍ မိမိဘေးရှိ ကျောင်းသားကို မိမိအမည် ပြောပြမိတ်ဆက်ပါ။ 'Hello, I'm ... Nice to meet you.' သုံး၍ အပြန်အလှန် နှုတ်ဆက်ပြီးနောက် ဒုတိယမြောက် နှုတ်ဆက်ခံရသော ကျောင်းသားက မိမိဘေးရှိ နောက်တစ်ယောက်နှင့် ထပ်မံနှုတ်ဆက်ပါ။ ထိုနှုတ်ဆက်ခံရသော ကျောင်းသားက မိမိဘေးက နောက်တစ်ယောက်နှင့် အပြန်အလှန်ထပ်မံနှုတ်ဆက်ပါ။ ဤသို့ အဆင့်ဆင့်နှုတ်ဆက်ပြီး ပထမဆုံးကျောင်းသားအလှည့် ပြန်ရောက်သောအခါ activity ပြီးဆုံးပါပြီ)

- Monitor the class.

Practise.

(15 minutes)

Say and tick.

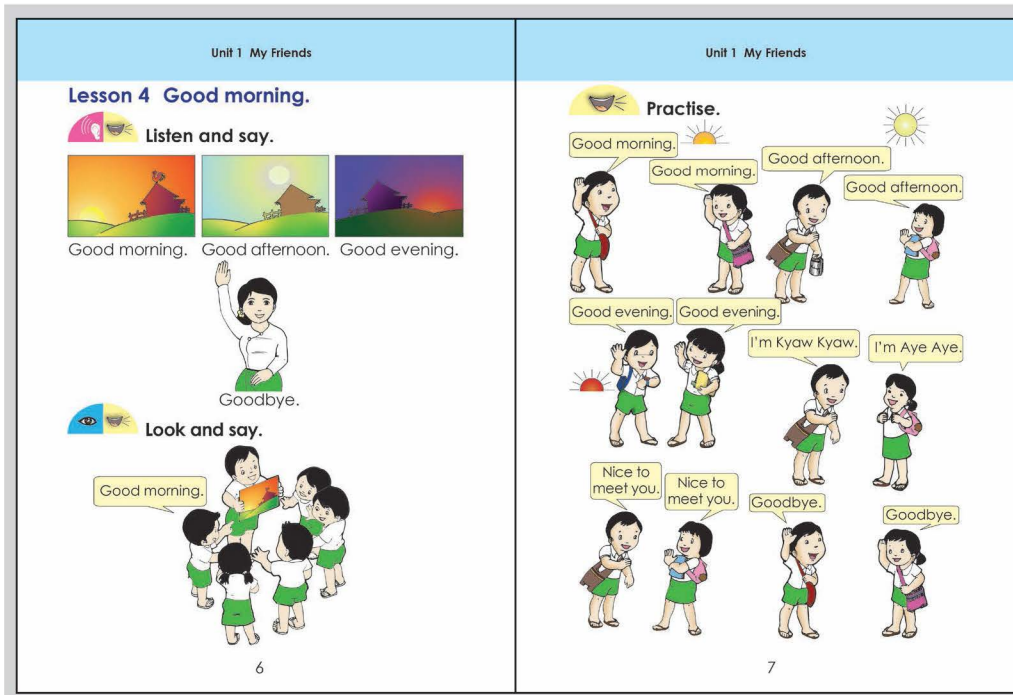
- Tell students to look at the picture in the textbook.
- Demonstrate the activity.
- Explain the students how to do the activity.
- Ask students to take their books and pencils, walk around the class and introduce themselves to their friends.
(ကျောင်းသုံးစာအုပ်များနှင့် ခဲတံတို့ကိုကိုင်၍ သူငယ်ချင်းအချင်းချင်း အတန်းတွင်း လှည့်လည်မိတ်ဆက်ရန် ပြောပါ)
- If a student asks the question to a boy, ask him/ her to tick the picture of a boy, but if he/ she asks the question to a girl, ask him/ her to tick the picture of a girl.
(ယောက်ျားလေးသူငယ်ချင်းကို မေးပါက ယောက်ျားလေး ဇယားကွက်ကိုခြစ်ပြီး မိန်းကလေးသူငယ်ချင်းကို မေးပါက မိန်းကလေး ဇယားကွက်ကို ခြစ်ရန်ပြောပါ)
- Monitor the class but let them talk freely at this stage.
(အတန်းတွင်း လှည့်လည်ကြည့်ရှုကာ ကျောင်းသားအချင်းချင်း လွတ်လပ်စွာ ပြောဆိုစေပြီး လိုအပ်သည်များကို ညွှန်ကြားပေးပါ)
- Ask some students how many classmates they spoke to.

Summary and feedback

(3 minutes)

- Tell students that they can now greet and respond to their friends' greetings in English and introduce themselves to each other. If they can greet and introduce themselves to each other, tell them, 'Good job!'.
(အခု သူငယ်ချင်းများနဲ့ အင်္ဂလိပ်လို အပြန်အလှန် နှုတ်ဆက်တတ်ပြီလား ဟုမေးပါ။ ကျောင်းသားများက အသံထွက်မှန်ကန်စွာ ရွတ်ဆိုနိုင်ပါက 'Good job!' ဟု ချီးကျူးပေးပါ)
- Review any 'weak' areas. e.g. pronunciation of new phrases.
(အသံထွက်လိုအပ်ချက်ရှိသည့် နေရာများကို ပြုပြင်ပေးပါ)

Lesson 4 Good morning.



Objectives:
 By the end of the lesson, students will be able to:

- greet each other and say goodbye in English appropriately.
- have a short conversation using English.

Expressions: 'Good morning', 'Good afternoon', 'Good evening', 'Goodbye',
 'I'm ...', 'Nice to meet you.'

Resources and preparation: flashcards showing the pictures of good morning, good afternoon and good evening, CD (if available)

Teaching procedure

Warm up (3 minutes)

- Elicit from students, asking them what they learnt the previous day.
- Revise the previous lesson, saying 'Hello, I'm..., Nice to meet you.'

04 Listen and say. (10 minutes)

- Show the students three cards with the pictures of 'morning, afternoon and evening' in the textbook. (or hang them on the board) (morning, afternoon, evening ကတ်ပြားများကို ကျောင်းသားများအားပြပါ သို့မဟုတ် သင်ပုန်းပေါ်တွင် ချိတ်ထားပါ)
- Ask them what part of the day each picture shows. (ပုံ ၁ ခုစီသည် နေ့တစ်နေ့၏ မည်သည့်အချိန် ဖြစ်သည်ကို မေးပါ)
- Explain to students how to greet in the morning, afternoon and evening in English.
 (မနက်၊ နေ့လယ်၊ ညနေတို့တွင် အင်္ဂလိပ်လို မည်ကဲ့သို့ နှုတ်ဆက်ရမည်ကို ရှင်းပြပါ)
- Write the words 'morning, afternoon and evening' on the board and teach students the pronunciation of the words.
- Show the morning card and say, 'Good morning.'
- Tell them to repeat after the teacher.
- Follow the same procedure for 'Good afternoon.' and 'Good evening.'

- Demonstrate how to say, 'Goodbye.'
- Repeat the expressions, if necessary.

Look and say.

(12 minutes)

- Point to a picture card on the board (or hold up a flashcard) and say the expression.
(သင်ပုန်းပေါ်မှ ပုံတစ်ပုံကို ထောက်ပြ၍ သို့မဟုတ် flashcard တစ်ခုကို ကိုင်ပြ၍ နှုတ်ဆက်ပြပါ)
- Ask students to repeat after you.
- Repeat the expressions if necessary.
- Practise the dialogue with a student.

T: Good morning, ...

S: Good morning, ...

T: I'm ... (name).

S: I'm ... (name).

T: Good bye, ... (S's name).

S: Good bye, ...

- Practise with other expressions 'Good afternoon.' and 'Good evening.'
- Ask 2 or 3 pairs of students to practise the dialogue.
- Praise students if they can use the expressions correctly.
(မှန်ကန်စွာ နှုတ်ဆက်နိုင်ပါက ကျောင်းသားများကို ချီးကျူးပေးပါ)

Practise.

(12 minutes)

- Ask two students to come up to the front and demonstrate the following conversation.

(ကျောင်းသား နှစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်၍ အောက်ပါစကားပြောကို သရုပ်ပြရန် ပြောပါ)

S1: Good morning.

S2: Good morning.

S1: I'm ...

S2: I'm ...

S1: Nice to meet you.

S2: Nice to meet you.

S1: Goodbye.

S2: Goodbye.

- Follow the same procedure for 'Good afternoon.' and 'Good evening.'
- Tell students to walk around and greet their friends using the expressions that they have learned.
(အထက်ပါ စကားပြောကို အတန်းတွင်း လှည့်လည်၍ ကျောင်းသားအချင်းချင်း လေ့ကျင့်ရန်ပြောပါ)
- Students should talk to as many friends as possible.
- Monitor the class.

Summary and feedback

(3 minutes)

- Check if students know how to greet and say goodbye to others.
- Ask students how many friends they talked to.

Lesson 5 What's your name?

Unit 1 My Friends

Lesson 5 What's your name?

Listen and say.

What's your name?

My name's Tun Tun.

My name's Su Su.

Ask and answer.

What's your name?

My name's Phyu Phyu.

8

Unit 1 My Friends

Practise.

What's your name?

My name's Su Su.

Ask and tick.

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9

Objectives:
 By the end of the lesson, students will be able to:

- ask someone's name in English.
- introduce themselves using 'My name's ...'.

Words and expressions: proper nouns (names), 'What's your name?', 'My name's ...'

Resources and preparation: ball(s) for the game (If there is no rubber ball, make a paper ball.)
 CD (if available)

Teaching procedure

Warm up (3 minutes)

- Elicit from the students what they learnt from the previous lesson.

05 Listen and say. (10 minutes)

- Draw two faces on the board and name them, 'Tun Tun and Su Su'.
- Point to Tun Tun's face and ask, 'What's your name?' and answer 'My name's Tun Tun.'
 (သင်ပုန်းပေါ်ရှိ Tun Tun ပုံကို ညွှန်ပြပြီး 'What's your name?' ဟုမေး၍ 'My name's Tun Tun.' ဟု နမူနာ ဖြေပြပါ)
- Point to Su Su's face and ask, 'What's your name?' and answer 'My name's Su Su.'
 (သင်ပုန်းပေါ်ရှိ Su Su ပုံကို ညွှန်ပြပြီး 'What's your name?' ဟုမေး၍ 'My name's Su Su.' ဟု နမူနာ ဖြေပြပါ)
- Repeat the dialogue if necessary.
- Ask students the meaning of 'What's your name?' and 'My name's ... (Use teacher's name).'
- Repeat the expressions with some students.
- Ask two students to come to the front of the class.
- Ask one student to ask, 'What's your name?' and the other to respond, 'My name's ...'.

Teacher's tip: Another variation is to act out the dialogue using pencil puppets.
 (အထက်ပါစကားပြောများကို တုတ်ထိုးရုပ်အသုံးပြု၍လည်း သင်ကြားနိုင်ပါသည်)

Ask and answer.

(12 minutes)

Throwing ball game

- Divide the class into groups.
- Ask one group to make a circle to play the game.
(ကစားရန်အတွက် စက်ဝိုင်းပုံ အုပ်စု ၁ စု ဖွဲ့ပါ)
- Demonstrate how to play the game.
- Ask other groups to observe them.
- Tell a student to throw the ball to another student and ask, 'What's your name?'.
(ကျောင်းသား တစ်ယောက်က အခြားကျောင်းသားတစ်ယောက်သို့ ဘောလုံးပစ်ရင်း 'What's your name?' ဟုမေးရန် ပြောပါ)
- Tell that student to respond, using 'My name's ...'. That student throws the ball to another student and asks 'What's your name?'.
(ဘောလုံးရရှိသော ကျောင်းသားက မိမိအမည်ကို 'My name's ...'. အသုံးပြု၍ ဖြေကြားပြီး အခြားကျောင်းသား တစ်ယောက်သို့ ဘောလုံးပစ်ရင်း 'What's your name?' ဟုဆက်မေးရန် ပြောပါ။ ဤနည်းအတိုင်း ဆက်လက်ကစားရန် ပြောပါ)

Teacher's tip: Another variation is to make a chain conversation row by row.

(အထက်ပါစကားပြောများကို ခုံတန်းအလိုက် 'Chain conversation' အသုံးပြု၍ သင်ကြားနိုင်ပါသည်။)

Practise.

(12 minutes)

Ask and tick.

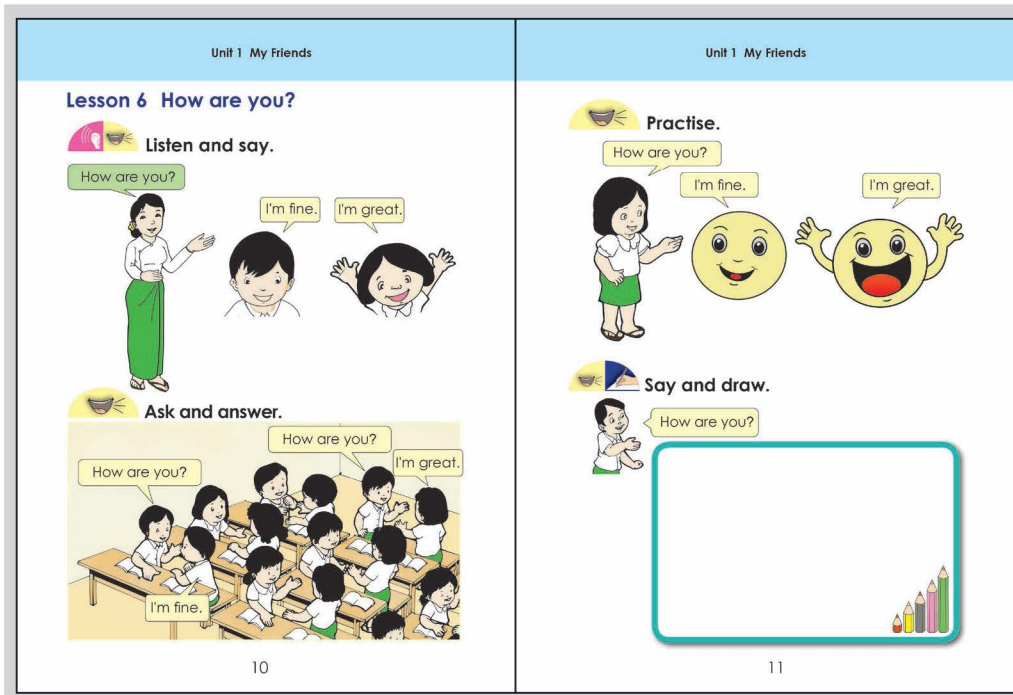
- Tell students to look at the table and explain how to do the activity.
- Ask them to take their book and walk around the class, asking each other, 'What's your name?' and answering the question, 'My name's ...' within the allotted time.
(သတ်မှတ်ထားသောအချိန်အတွင်း အတန်းတွင်းရှိ ကျောင်းသားများနှင့် 'What's your name? My name's ...' ဟု အမေးအဖြေ ပြုလုပ်ရန် ဆရာကပြောပါ)
- If a student asks the question to a boy, ask him/ her to tick the picture of a boy, but if he/ she asks the question to a girl, ask him/ her to tick the picture of a girl.
(ယောက်ျားလေးသူငယ်ချင်းကို မေးပါက ယောက်ျားလေး ဇယားကွက်ကိုခြစ်ပြီး မိန်းကလေးသူငယ်ချင်းကို မေးပါက မိန်းကလေး ဇယားကွက်ကို ခြစ်ရန်ပြောပါ)
- Tell students to put a tick in the box on the textbook page after asking the question to one friend.
(One tick for one friend.) (သူငယ်ချင်းအသစ်တစ်ယောက်၏ အမည်ကိုမေးပြီးတိုင်း ဇယားကွက်အတွင်း အမှတ် ၁ မှတ်ခြစ်ရန် ပြောပါ)
- Monitor the class.
- Ask some students how many classmates they spoke to.

Summary and feedback

(3 minutes)

- Ask students how to greet, introduce and respond to their friends in English.
- Review any weak areas. e.g. pronunciation of 'What's your name?' and 'Nice to meet you.'.

Lesson 6 How are you?



Objective:

By the end of the lesson, students will be able to:

- listen and respond to the teacher's question: 'How are you?' appropriately.

Expressions:

'How are you?', 'I'm fine/ great.'

Resources and preparation:

flashcards, CD (if available)

Photocopy or draw two pictures/ faces before starting the class.

Teaching procedure

Warm up

(3 minutes)

- Elicit from students what they learnt from the previous lesson.

06 Listen and say.

(12 minutes)

- Draw two faces on the board with expressions for 'fine' and 'great'.
('fine' and 'great' ခံစားချက်များကို ဖော်ပြသော မျက်နှာပုံ ၂ ခုကို သင်ပုန်းပေါ်တွင် ဆွဲပါ)
- Ask students to name the faces (e.g. Tun Tun, Su Su, etc.)
(မျက်နှာပုံ ၂ ခု၏ အမည်များကို ကျောင်းသားများကိုယ်တိုင် ပေးရန်ပြောပါ) (ဥပမာ ။ ။ ထွန်းထွန်း၊ စုစု စသည်ဖြင့်)
- Ask students to watch and listen to the dialogue.
- Point to Tun Tun's face, ask, 'Hello, Tun Tun. How are you?' and answer, 'I'm fine.'
- Repeat the conversation three times.
- Point to the face of Tun Tun on the board, ask the class, 'Hello, Tun Tun. How are you?' and confirm the expressions.
(သင်ပုန်းပေါ်ရှိ Tun Tun မျက်နှာပုံကို ညွှန်ပြ၍ 'How are you?' ဟုမေးပြီး ကျောင်းသားများ၏အဖြေ မှန် မမှန် စစ်ဆေးအတည်ပြုပါ)
- Tell the whole class to ask and respond.
- Follow the same procedure for the expression, 'I'm great.'
(အထက်ပါ အစီစဉ်အတိုင်း 'I'm great.' ကို ဆက်လက်သင်ကြားပါ)

Ask and answer.

(12 minutes)

- Ask all the students to work in pairs.
- Tell a pair of students to demonstrate the dialogue and tell the class to watch them.

S1: How are you?

S2: I'm fine. How are you?

S1: I'm great.

Practise.

- Tell students to look at the two pictures on page 11 and tick the picture depending on how they feel.
(ကျောင်းသားများကို ကျောင်းသုံးစာအုပ်ထဲရှိ ရုပ်ပုံနှစ်ပုံကို ကြည့်စေပြီး သူတို့ ခံစားချက်အတိုင်း အမှတ်ခြစ်ရန်ပြောပါ)
- Ask students to ask each other, saying 'Hello, (name). How are you?' in pairs.
(နှစ်ယောက်တစ်တွဲထိုင်နေသော ကျောင်းသားများကို တစ်ယောက်က 'Hello, (name). How are you?' ဟုမေးစေပြီး ကျန်တစ်ယောက်က ၎င်းခြစ်ထားသော ခံစားချက်သရုပ်ဖော်ပုံအတိုင်း ပြန်ဖြေစေကာ အပြန်အလှန် လေ့ကျင့်ရန်ပြောပါ)
- Monitor the class.

Say and draw.

(10 minutes)

- Tell students to draw a picture to show how they feel in the blank space.
(ကျောင်းသုံးစာအုပ်ထဲရှိ သတ်မှတ်ထားသောနေရာတွင် သူတို့၏ ခံစားချက်ကိုဖော်ပြသောပုံဆွဲရန်ပြောပါ)
- Ask students to walk around the class and ask, 'Hello, (name). How are you?' to their friends.
(ကျောင်းသားများကို အတန်းတွင်းတွင် လှည့်လည်၍ သူငယ်ချင်းများအား 'Hello, (name). How are you?' ဟုမေးရန်ပြောပါ။ သူငယ်ချင်းက 'How are you?' ဟု မေးလျှင် သူတို့၏ ခံစားချက်ကို ဖော်ပြပုံပါအတိုင်း ပြန်ဖြေရန်ပြောပါ)
- Encourage them to talk to as many friends as they can.

Summary and feedback

(3 minutes)

- Check how many of the students feel 'fine' and how many of the students feel 'great'.
- Check their pronunciation of 'fine' and 'great'.

4.2 Unit 2 Things around us

Lesson 1 It's a bag.

Unit 2 Things around us	Unit 2 Things around us						
<p>Unit 2 Things around us</p> <p>Lesson 1 It's a bag.</p> <p> Listen and say.</p> <table border="1"> <tr> <td> bag</td> <td> book</td> <td> chair</td> </tr> <tr> <td> desk</td> <td> pencil</td> <td> ruler</td> </tr> </table> <p> What's this? It's a book.</p> <p> What's this? It's a chair.</p> <p style="text-align: center;">12</p>	bag	book	chair	desk	pencil	ruler	<p> Practise.</p> <p> What's this? It's a bag.</p> <p> Ask and answer.</p> <p> What's this? It's a ruler.</p> <p style="text-align: center;">13</p>
bag	book	chair					
desk	pencil	ruler					

Objectives:

By the end of the lesson, students will be able to:

- recognise common objects in the classroom.
- ask the question 'What's this?' and answer it by using 'It's a ...'.

Words and expressions: bag, book, chair, desk, pencil, ruler
'What's this?', 'It's a ...'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(2 minutes)

- Greet students in English using the expressions in the previous units.

07 Listen and say.

(15 minutes)

- Show the objects in the classroom and elicit the names in Myanmar.
(ကျောင်းသားများကို စာသင်ခန်းအတွင်းရှိ ပစ္စည်းများအား ညွှန်ပြ၍ ၎င်းပစ္စည်းများ၏ အမည်များကို သိ မသိ မေးပါ)
- Tell students to listen to the following dialogue carefully.
(ကျောင်းသားများကို အောက်ပါ dialogue ကို သေချာစွာနားထောင်ရန်ပြောပါ)
T: What's this? (Showing a book.)
Ss: It's a book. (Students can answer in English or in Myanmar.)
T: Right! It's a book. Repeat after me.
Ss: It's a book.
- Do the same procedure for the rest of the words: pencil, chair, bag, and ruler.
- Point to or hold up real objects in the classroom and ask students to say the words in English.
(စာသင်ခန်းအတွင်း ရှိပစ္စည်းများကိုညွှန်ပြ၍ ကျောင်းသားများကို ၎င်းပစ္စည်း၏ အမည်ကို အင်္ဂလိပ်လိုပြောပါ)

08 Hold up a flashcard and ask students to say 'It's a ...'.

(flashcard တစ်ခုကိုပြ၍ ၎င်းကတ်ပြားရှိပုံကို 'It's a' သုံး၍ ပြောဆိုရန်ပြောပါ)

- Point to or hold up a flashcard and ask students 'What's this?'.
(flashcard တစ်ခုကိုပြ၍ ၎င်းကတ်ပြားရှိပုံကို 'What's this?' သုံး၍ ပြောဆိုရန်ပြောပါ)
- Check whether they can identify the objects or not.
- Point to a chair and ask students, 'What's this?' and tell them to answer the question.
(ဆရာက မိမိတိုင်ခုံကိုညွှန်ပြ၍ 'What's this?' ဟု မေး၍ကျောင်းသားများကို ဖြေဆိုရန်ပြောပါ)
T: What's this?
Ss: It's a chair.
- Repeat the same procedure for other objects. (e.g. a bag, a book, a pencil, a ruler, etc.)

Practise.

(10 minutes)

- Ask students to work in pairs. (ကျောင်းသားများ နှစ်ယောက်တစ်တွဲ လေ့ကျင့်ကြရန်ပြောပါ)
- Ask a student to show his/ her bag and ask, 'What's this?' to another student.
(ကျောင်းသားတစ်ယောက်က မိမိ၏လွယ်အိတ်ကိုပြ၍ 'What's this?' ဟု မေးရန်ပြောပါ)
- Tell the other student to answer the question, using 'It's a ...'.
(အခြားကျောင်းသားကို 'It's a' ကိုသုံး၍ အဖြေကို ပြောဆိုရန်ပြောပါ)
- Ask other students to observe the conversation.

Ask and answer.

(10 minutes)

- Ask a volunteer to show any object (e.g. a bag, a book, a pencil, a ruler, etc.) and ask, 'What's this?'.
(ကျောင်းသားတစ်ယောက်ကို ပစ္စည်းတစ်ခုခုပြစေပြီး 'What's this?' ဟု မေးရန်ပြောပါ)
- Tell students to answer the question.
(အခြားကျောင်းသားများကို ၎င်းမေးခွန်းကို ဖြေဆိုရန်ပြောပါ)
- Tell other students to practise as in the demonstration.
(အခြားကျောင်းသားများကို သရုပ်ပြခဲ့သည့်အတိုင်း လေ့ကျင့်ရန်ပြောပါ)

Summary and feedback

(3 minutes)

- Tell students that they can now ask, 'What's this?' and answer using, 'It's a ...'.

Lesson 2 Letters of the week: Aa, Bb

Unit 2 Things around us

Lesson 2 Letters of the week: Aa, Bb

Listen and say.

ant

ball

apple

boy

14

Unit 2 Things around us

Trace and write.

AAA BBB

aaa bbb

Listen and tick.

Listen and tick.

B

a

A

b

Write.

A a

_ a

B _

_ b

15

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Aa and Bb.
- say the letters Aa and Bb.
- write the capital letters 'A, B' and small letters 'a, b'.

Words and expressions:

ant, apple, ball, boy

'What's this?'

Resources and preparation:

alphabet chart, flashcards

Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'A' and 'B' and two for the small letters 'a' and 'b'.

Teaching procedure

Warm up

(2 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများကို alphabet chart ပေါ်ရှိ အက္ခရာများကို ညွှန်ပြပြီး ABC Song ကိုသီဆိုရန်ပြောပါ)
- Ask them to repeat the song if necessary.

09 Listen and say.

(15 minutes)

Letter 'Aa'

- Show the flashcard of the letter, 'capital A' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'A' flashcard ပြပါ)
- Ask them to find the capital letter 'A' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'A' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'capital A' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital A' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Show the flashcard of the letter, 'small a' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'a' flashcard ပြပါ)

- Ask them to find the small letter 'a' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'a' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'small a' 3 times and ask students to repeat after the teacher. (ဆရာက 'small a' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Write 'A, a' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'A, a' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'ant' and 'apple' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'ant' and to say, 'A, ant', pointing to the letter 'A' in the word 'ant'. (ကျောင်းသားများကို 'ant' ပုံကိုကြည့်စေပြီး 'ant' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'A'ကိုညွှန်ပြကာ 'A, ant'ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask students to look at the picture of 'ant' and say, 'A, ant'.
- Do the same for the picture of 'apple'.
- Show the flashcards of 'A, ant and apple' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and respond to each other. (ကျောင်းသားများကို နှစ်ယောက်စီတွဲပါ။ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန် ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and respond to each other.
- Give feedback.

10 Letter 'Bb'

- Repeat the same procedure for the letter 'Bb'.

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'A' and the small letter 'a' in the space given.
- Ask students to write the capital letter 'B' and the small letter 'b' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Spend about 15 minutes for writing each letter.

(လေ့ကျင့်ခန်းစာအုပ်ထဲတွင် ၎င်းအက္ခရာများကို ၁ လုံးလျှင် ၁၅ မိနစ်ခန့်ရေးပါ)

- Help them if necessary.

Listen and tick.

(6 minutes)

- Ask students to listen to the teacher or the recording.
- Say the word 'apple' aloud.
- Ask them to listen and put a tick in the correct box.
- Say the word 'ball' aloud.
- Ask them to listen and put a tick in the correct box.
- Check students' answers.

Listen and tick.

(5 minutes)

- Ask students to tick the letters the teacher says-'a' and 'b'.

Write.

(10 minutes)

- Ask students to write the missing letter in each box.

Summary and feedback

(2 minutes)







- Check the pronunciation of 'A, ant, apple' and 'B, ball, boy'.

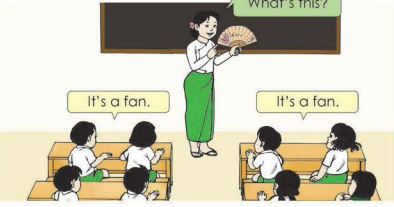
Lesson 3 It's a bed.

Unit 2 Things around us

Lesson 3 It's a bed.

Listen and say.

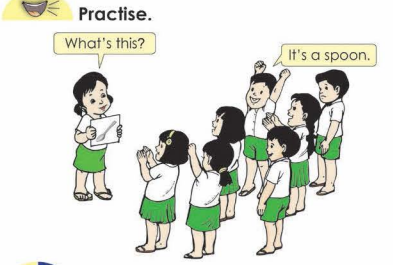
 bed	 fan	 mat
 plate	 spoon	 table











16

Unit 2 Things around us

Practise.



Ask and tick.

 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

17

Objective:

By the end of the lesson, students will be able to:

- name some objects in the house.

Words and expressions: bag, bed, book, fan, mat, plate, spoon, table

'What's this?' 'It's a ...'.

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Ask students what letters they learnt in the previous lesson.
- Ask students, 'What's this?' by pointing to the picture to revise the previous lesson.

11 Listen and say.

(20 minutes)

- Ask students to look at the pictures and elicit the meanings.
(ကျောင်းသားများကို ရုပ်ပုံကားချပ်များကို ကြည့်ရန်ပြောပါ)
- Say each word aloud and ask students to repeat after the teacher.
- Point to each picture and ask students to say the word.

12 Show a fan or flashcard and ask students, 'What's this?'

(ယပ်တောင် သို့မဟုတ် ရုပ်ပုံကိုပြ၍ ကျောင်းသားများကို 'What's this?' ဟု မေးပါ)

- Ask students to give the answer in Myanmar or English.
- Next, say, 'It's a fan.' and ask students to repeat after the teacher.
- Do the same procedure for the other words: bag, bed, book, mat, plate, spoon, table.
- Point to real objects or show the flashcards and ask students to say the words in English.
(ပစ္စည်းစစ် သို့မဟုတ် ရုပ်ပုံကားချပ်ကို ညွှန်ပြ၍ ကျောင်းသားများအား ၎င်းပုံကို အင်္ဂလိပ်လို ပြောရန်ပြောပါ)
- Show students the flashcards and ask students to say, 'It's a ...'.

- Show students the flashcards and ask students, 'What's this?'

Practise.

(15 minutes)

Ask and tick.

- Ask students to work in pairs.
- Call a pair of students to come to the front and demonstrate the activity to the class.
- Tell a student to ask the question, 'What's this?', pointing to a picture in the textbook and other student to answer, 'It's a/ an ...'. (ကျောင်းသားတစ်ယောက်က ကျောင်းသုံးစာအုပ်ထဲရှိ ရုပ်ပုံတစ်ပုံကို ညွှန်ပြ၍ 'What's this?' ဟု မေးပါစေ။ အခြားကျောင်းသားက 'It's a/ an ...' ကို သုံး၍ ဖြေဆိုရန် ပြောပါ)
- Tell that student to put a tick in the box in his/ her textbook when the answer of his/ her partner is correct. (ဖြေဆိုသူက အဖြေမှန်ကို ပြောနိုင်လျှင် မေးသူက မိမိ၏ ကျောင်းသုံးစာအုပ်ထဲရှိ သက်ဆိုင်ရာဇယားကွက်ထဲတွင် အမှတ်ခြစ်ရန်ပြောပါ)
- Ask them to take turns.
- Tell the rest of the class to follow the same procedure for doing the activity.
- Monitor the class.
- Ask students how many ticks they have got.

Summary and feedback

(2 minutes)

- Tell students they can now name things around them in English.
- When students leave the class, point to their bags and ask, 'What's this?' to see how they respond.

Lesson 4 Letters of the week: Cc, Dd

Unit 2 Things around us

Lesson 4 Letters of the week: Cc, Dd

Listen and say.

cake

dog

cup

duster

18

Unit 2 Things around us

Trace and write.

ccc DDD

ccc ddd

Listen and circle.

Tick and say.

c

d

Write and say.

__ up

__ og

19

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Cc and Dd.
- say the letters Cc and Dd.
- write the capital letters 'C, D' and the small letters 'c, d'.

Words and expression: cake, cup, dog, duster
'What's this?'

Resources and preparation: alphabet chart, flashcards

Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'C' and 'D' and the small letters 'c' and 'd'.

Teaching procedure

Warm up

(2 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများကို alphabet chart ကို ညွှန်ပြပြီး ABC Song ကို သီဆိုရန် ပြောပါ)
- Ask them to repeat the song if necessary.

13 Listen and say.

(10 minutes)

Letter 'Cc'

- Show the flashcard of the letter, 'capital C' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'C' flashcard ပြပါ)
- Ask them to find the capital letter 'C' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'C' ကို Alphabet chart ထဲတွင် ရှာရန် ပြောပါ)
- Say, 'capital C' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital C' ဟု ၃ ကြိမ် ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန် ပြောပါ)
- Show the flashcard of the letter 'small c' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'c' flashcard ပြပါ)
- Ask them to find the small letter 'c' in the alphabet chart.
- Say, 'small c' 3 times and ask students to repeat after the teacher.

(ဆရာက 'small c' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)

- Write 'C, c' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'C, c' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'cake' and 'cup' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'cake' and to say, 'C, cake', pointing to the letter 'C' in the word 'cake'. (ကျောင်းသားများကို 'cake' ပုံကိုကြည့်စေပြီး 'cake' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'C' ကို ညွှန်ပြကာ 'C, cake' ဟုရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask students to look at the picture of 'cake' and say, 'C, cake'.
- Do the same for the picture of 'cup'.
- Show the flashcards of 'C, cake and cup' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and respond to each other. (ကျောင်းသားများ ၂ ယောက်စီတွဲပါ။ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this ?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန်ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and respond to each other.
- Give feedback.
- Repeat the same procedure for the letter 'Dd'.

14 Letter 'Dd'

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'C' and the small letter 'c' in the space given.
- Ask students to write the capital letter 'D' and the small letter 'd' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Spend about 15 minutes for writing each letter. (လေ့ကျင့်ခန်းစာအုပ်ထဲတွင် ၎င်းအက္ခရာများကို ၁ လုံးလျှင် ၁၅ မိနစ်ခန့် ရေးရန်ပြောပါ)
- Help them if necessary.

Listen and circle.

(6 minutes)

- Say a word e.g. 'cake' aloud.
- Ask students to listen and circle the picture of 'cake' in the textbook.
- Say the word 'duster' aloud.
- Ask students to listen and circle the picture of 'duster' in the textbook.
- Check their answers.

Tick and say.

(5 minutes)

- Ask students to listen to the teacher, tick the letters and say the letters and the words.

Write and say.

(10 minutes)

- Ask students to write the missing letter in each blank.
- Ask them to say the words.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'C, cake, cup' and 'D, dog, duster'.

Lesson 5 It's a bird.

Unit 2 Things around us

Lesson 5 It's a bird.

Listen and say.

 bird	 cat	 cock
 cow	 fish	 goat

20

Unit 2 Things around us

Trace and say.

1 	2 	3
4 	5 	6

Practise.

21

Objectives:

By the end of the lesson, students will be able to:

- say the names of some animals in English.
- ask the question, 'What's this?'

Words and expressions: bird, cat, cock, cow, fish, goat
'What's this?' 'It's a ...'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up (2 minutes)

- Revise the previous lesson by asking students to say the names of the objects in the class in English by asking 'What's this?'

15 Listen and say. (15 minutes)

- Show one part of a picture and ask, 'What's this?'
(တိရစ္ဆာန်လေး ၁ ကောင်၏ ရုပ်ပုံတစ်ပိုင်းကို ပြ၍ 'What's this?' ဟုမေးပါ)
- Tell them something about the animal (shape, size, colour, etc.) and the food it eats and ask, 'What's this?'
- Mime the animal sounds and ask them, 'What's this?'
(၎င်းတိရစ္ဆာန်လေး၏ အသံကို တုပထွက်ပြ၍ 'What's this?' ဟုမေးပါ)
- Ask students to guess what the animals are.
(၎င်းတိရစ္ဆာန်လေးများ၏ အမည်များကို ကျောင်းသားများအား ခန့်မှန်းရန်ပြောပါ)
- Ask students to listen and say the name of the animal while the teacher is showing the flashcard of the animal.(ကျောင်းသားများကို နားထောင်စေပြီး တိရစ္ဆာန်၏ အမည်ကို ဆရာက flashcard ကိုပြပြီး ပြောပါ)
- Follow the same procedure for the other animals.
- Ask two students to stand up.

16 Ask one student to hold up the picture of an 'animal' picture and say, 'What's this?'

- Ask another one to answer the question.
S1: What's this? (Showing the picture).
S2: It's a ...
- Follow the same procedure for the other animals.
- Ask students to work in pairs.
- Ask them to look at the pictures in the textbook, asking and answering the question, 'What's this?' and 'It's a ...'.
S1: What's this? (Showing the picture).
S2: It's a ...
- Follow the same procedure for the other animals.

Trace and say.

(10 minutes)

- Show students the pictures of animals in their textbook for them to trace.
- Ask them to tell the teacher what animals they are.
- Say the names of the animals in English and let students find them in their textbooks.
(ငင်းတိရစ္ဆာန်လေးတို့၏ အမည်များကို ပြောစေပြီး ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံများထဲတွင်ရှာရန်ပြောပါ)
- Ask them to say the names of the animals in English.
- Check students' answers.
- Monitor the class.
- Ask them to tick the animal they like most in the textbook. Call out some students to say their favourite animals.
(သူတို့ဆွဲသားထားသော ရုပ်ပုံများထဲမှ အနှစ်သက်ဆုံးတစ်ပုံကို အမှတ်ခြစ်ပါစေ။ ကျောင်းသားအချို့ကို အတန်းရှေ့သို့ခေါ်ပြီး သူတို့နှစ်သက်သော တိရစ္ဆာန်လေးအမည်ကို ပြောရန်ပြောပါ)

Practise.

(10 minutes)

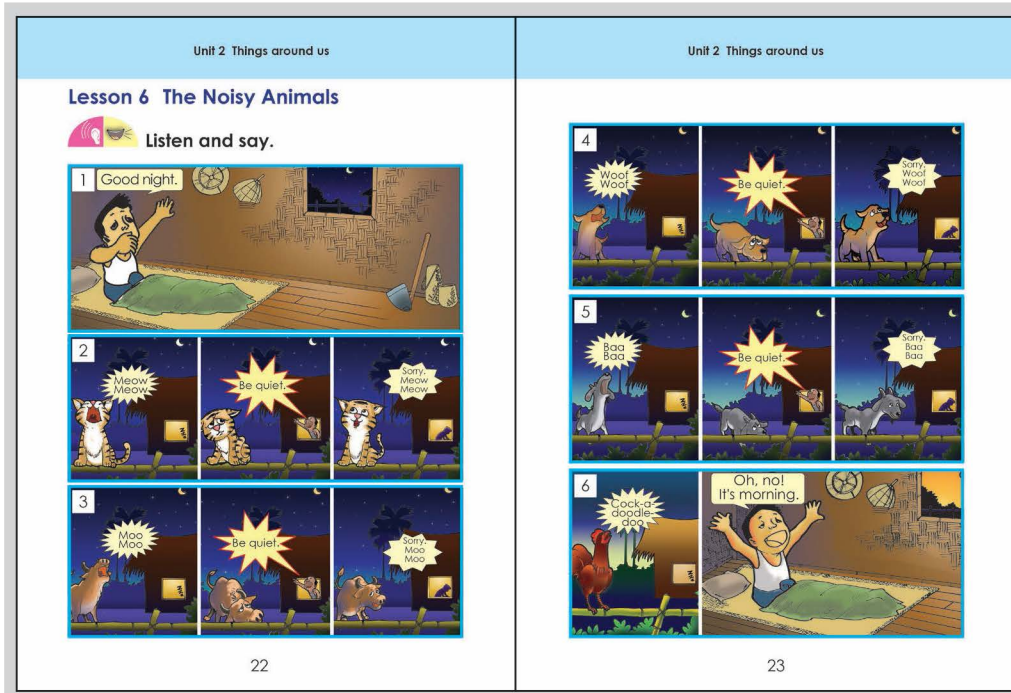
- Pile the flashcards face down on the table.
(flashcard များကို စားပွဲပေါ်တွင် မှောက်၍ပုံထားပါ)
- Ask two students to come up to the front.
- Ask one student to pick a card and ask, 'What's this?' and let the other student answer, 'It's a ...'.
(ကျောင်းသားတစ်ယောက်က မှောက်ထားသော flashcard တစ်ပုံကို ကောက်ယူ၍ 'What's this?' ဟုမေးစေပြီး အခြား ကျောင်းသားက 'It's a ...' ဟု ဖြေဆိုရန်ပြောပါ)
- Ask some more pairs (at least 5) to do the activity.
- Monitor the class.

Summary and feedback

(3 minutes)

- Ask students how many new words they learnt.
- Give feedback on students' pronunciation (e.g. bird, cock, fish).

Lesson 6 The Noisy Animals



Objectives:

By the end of the lesson, students will be able to:

- learn more about the animals around them.
- recognise the animals and the sounds they make.
- act out the story 'The Noisy Animals'

Words and expressions: cat, cock, cow, dog, goat
'Be quiet', 'Sorry', 'Wake up'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Pre-teaching

(3 minutes)

- Show the flashcards. (cat, cock, cow, dog, sheep) (Flashcard တစ်ပုံစီကို ညွှန်ပြပြီး 'What's this?' ဟုမေးပါ)
T: What's this?
Ss: It's a cat.
- Repeat the same procedure with the rest of the cards. (ဖတ်စာအုပ်ပါ လယ်သမားပုံကို ညွှန်ပြပြီး 'What is he?' ဟုမေးပြီး ကျောင်းသားများအား ခန့်မှန်းဖြေဆိုရန်ပြောပါ။ ကျောင်းသားများကို 'He is a farmer.' ဟု ရှင်းလင်းပြောပြပါ)

17 Storytelling (1)

(10 minutes)

- Ask students to listen to the story. (Read out or play the recording.)
('Farmer' ပုံကို ပြ၍ လယ်သမား၏ ပုံစံအတိုင်း သရုပ်ဆောင်ပြပါ။ ပုံပြင်တွင် ပါဝင်သော တိရစ္ဆာန်ပုံများကိုပြ၍ ၎င်းတို့၏ ပုံသဏ္ဍာန် အသံများအတိုင်း သရုပ်ဆောင်ပြပါ)

Picture 1: Farmer: 'Good night.'	Picture 2: Cat : 'Meow, Meow.' Farmer: 'Be quiet!' Cat: 'Sorry' Meow, Meow.' (Softly)	Picture 3: Cow : 'Moo, Moo' Farmer: 'Be quiet!' Cat: 'Sorry' 'Moo, Moo.' (Softly)
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Picture 4: Dog : 'Woof, Woof' Farmer: 'Be quiet!' Cat: 'Sorry' 'Woof, Woof' (Softly)	Picture 5: Goat : 'Baa, Baa' Farmer: 'Be quiet!' Cat: 'Sorry' 'Baa, Baa.' (Softly)	Picture 6: Cock : 'Cock-a-doodle-doo' Farmer: 'Oh, no! It's morning.' Cock: 'Wake up!'
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Storytelling (2) (5 minutes)

- The purpose of the storytelling (2) is to reinforce students' understanding of the story. (ဒုတိယအကြိမ် ပုံပြင်ပြောခြင်း၏ ရည်ရွယ်ချက်သည် ကျောင်းသားများ ပုံပြင်ကို ပိုမို နားလည်စေရန်ဖြစ်ပါသည်)
- Make sure that the animal sounds become softer after the farmer's saying, 'Be quiet.'
(လယ်သမားကြီးက 'Be quiet' ဟု ပြောသောအခါ ပုံပြင်ပါ တိရစ္ဆာန်များ၏ အသံများ တိုးသွားသည်ကို သတိထားမိရန် ပြောပါ)
- Ask them how the animals respond when the farmer says, 'Be quiet'. (လယ်သမားကြီးမှ 'Be quiet!' ဟု ပြောသောအခါ မည်သည့် တိရစ္ဆာန်များက မည်ကဲ့သို့ ပြန်လည်တုံ့ပြန်သည်ကို မေးပါ)
- Tell the story again. (ပုံပြင်ကို နောက်တစ်ကြိမ်နားထောင်ရန် ပြောပါ)
- Elicit the names of animals by making their sounds.
e.g. The teacher says, 'Woof Woof' and students say, 'It is a dog.'. (ဆရာက တိရစ္ဆာန်များ၏ အသံကို ပြုလုပ်ပြပြီး မည်သည့် တိရစ္ဆာန်ဖြစ်ကြောင်း မေးပါ။ ဥပမာ ။ ။ ဆရာက 'Woof Woof' ဟု အသံထွက်လျှင် ကျောင်းသားများက 'It is a dog.' ဟု ဖြေကြားရန် ပြောပါ)

Storytelling (3) (10 minutes)

- The purpose of the storytelling (3) is to get students involved in the story and ready for the role play. (တတိယအကြိမ်မြောက် ပုံပြင်ပြောခြင်း၏ ရည်ရွယ်ချက်မှာ ပုံပြင်တွင် ကျောင်းသားများ ကိုယ်တိုင်ပါဝင်ပြီး role play ဆောင်ရွက် ရန်ဖြစ်ပါသည်)
- Act out the story and ask students who says these expressions. (ဆရာက ဦးဆောင်ပြီး ကျောင်းသားများကို ပုံပြင်ပါ အကြောင်းအရာများအတိုင်း ပြောဆိုရန် ပြောပါ)
T: Good night. (farmer) Ss: Meow, Meow. (cat)
T: Be quiet! (farmer) Ss: Sorry 'Meow, Meow.' (cat)
- Do the same procedure for 'cow, dog, sheep and cock.'

Storytelling (4) (10 minutes)

- Divide the class into two groups, A acts as animals and B as the farmer. (ကျောင်းသားများအား နှစ်စုခွဲ၍ အုပ်စု A ကို တိရစ္ဆာန်များနှင့် အုပ်စု B ကို လယ်သမားအဖြစ် သရုပ်ဆောင်ရန် ပြောပါ)
- Facilitate both A and B to take their respective roles in the story properly.

Role Play

- Divide the class into six groups.
- Ask the 'farmer' group and the 'cat' to stand in front of the class. (အုပ်စုတစ်စုကို လယ်သမား၊ ကျန်အုပ်စုများကို ပုံပြင်ပါ တိရစ္ဆာန်တစ်ကောင်စီ အတိုင်း အမည်ပေး ပြုလုပ်ရန်ပြောပါ)
- Ask the 'cat' group to say, 'Meow, Meow' loudly, and the 'farmer' group to say, 'Be quiet.' so the 'cat' group will say, 'Sorry' 'Meow, Meow' softly. (ကြောင်အဖွဲ့က 'Meow, Meow' ဟု ကျယ်လောင်စွာ အော်၍ လယ်သမားအဖွဲ့က 'Be quiet!' ဟု ပြောရန်နှင့် ကြောင်အဖွဲ့က 'Meow, Meow' ဟု တိုးတိုးညင်သာစွာ အော်ရန်ပြောပါ)

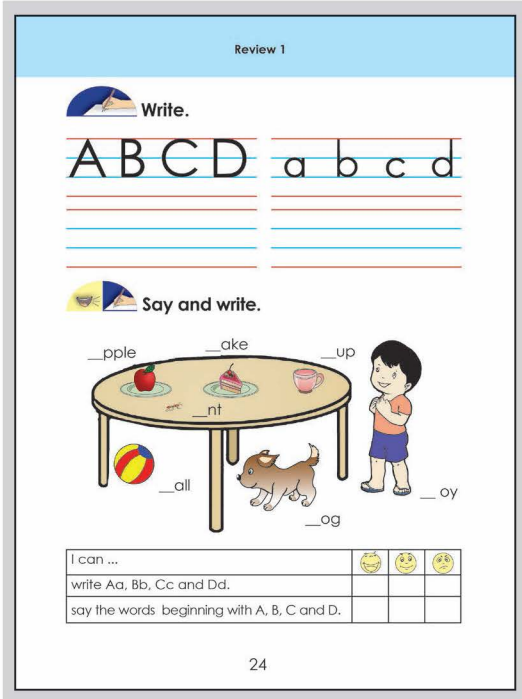
Cat group: Meow, Meow.
Farmer group: Be quiet.
Cat group: Sorry. Meow, Meow.

- Follow the same procedure for the rest of the groups. ('cow' group, 'dog' group, 'goat' group, 'cock' group.)
- Repeat the story telling if students can't do the activity properly.

Summary and feedback (2 minutes)

- Ask them how many words they have learnt and ask them to say these words.
- Check whether students recognise the sound of the animals they have learnt in the story.

4.3 Review 1



Objective 1: By the end of period 1, students will be able to say the words beginning with Aa-Dd.

Words:

ant, apple, ball, boy, cake, cup, duster, dog

Resources and preparation:

alphabet chart, flashcards

Warm up

(3 minutes)

- Ask the class to sing the 'ABC Song'.
- Point to any letter on the Alphabet chart and ask some students what it is- first in order, and then at random.

Write.

(15 minutes)

Write the letters in the air.

- Write the letter (Aa-Dd) in the air and ask the class to guess what the letter is- first in order, and then at random.

(ဆရာက A မှ D အက္ခရာစာလုံးများကို ပထမဦးစွာ လေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ပြီးနောက် အစီအစဉ်တကျမဟုတ်ဘဲ ရေးပြပြီး ကျောင်းသားများကို ဖြေကြားရန်ပြောပါ)

Write the letters.

- Ask the class to write the letters in their textbooks.
- Monitor the students' writing and help them if necessary.

Say and write.

(18 minutes)

- Show a flashcard (e.g. apple) to the class and ask, 'What's this?'
(ကျောင်းသားများအား apple ဝုံ flashcard ကိုပြပြီး 'What's this?' ဟုမေးပါ)
- Give feedback.
- Ask them to find the 'apple' in the picture and circle it.
(apple ဝုံကိုရှာပြီး ကျောင်းသုံးစာအုပ်ထဲတွင် ဝိုင်းရန်ပြောပါ)
- Ask them to say the initial letter of 'apple'.
- Ask them to complete the initial letter of 'apple' in their textbooks.
- Follow the same procedure to complete the remaining letters of the words.

Summary and feedback




(2 minutes)

- Ask students to say the letters 'Aa-Dd' and the words beginning with them.
- Give feedback on their pronunciation of the letters and the words.


Self-assessment

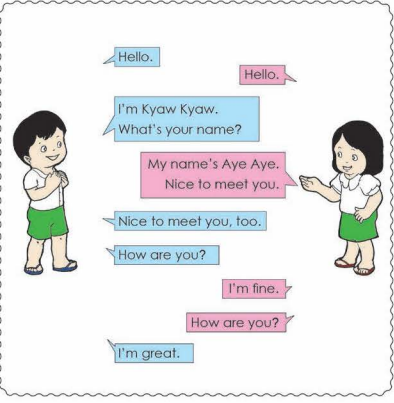
(2 minutes)

- Explain how to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. Help them if necessary.

I can ...			
write Aa, Bb, Cc and Dd.			
say the words beginning with A, B, C and D.			

Review 1

 Listen and say.



Hello.
 Hello.
 I'm Kyaw Kyaw.
 What's your name?
 My name's Aye Aye.
 Nice to meet you.
 Nice to meet you, too.
 How are you?
 I'm fine.
 How are you?
 I'm great.

I can ...	😊	😊	😊
greet my friends in English.			
make friends in English.			

25

Objective 2: By the end of period 2, students will be able to greet in English and make friends in English.

Expressions:
 'Hello, I'm ...!', 'Nice to meet you.', 'What's your name?', 'My name's ...!', 'How are you?', 'I'm (fine/great).!'

Resources and preparation:
 Draw 2 faces (Kyaw Kyaw and Aye Aye) and write the dialogue on the board.

Warm up (3 minutes)

- Greet the class in English.

18 Listen and say. (15 minutes)

- Ask students to listen to and watch the dialogue.
- Act out the following dialogue.

Kyaw Kyaw: Hello.

Aye Aye: Hello.

Kyaw Kyaw: I'm Kyaw Kyaw. What's your name?

Aye Aye: My name's Aye Aye. Nice to meet you.

Kyaw Kyaw: Nice to meet you, too. How are you?

Aye Aye: I'm fine. How are you?

Kyaw Kyaw: I'm great.
- Teacher acts as Kyaw Kyaw. Students act as Aye Aye and then take turns. (ဆရာက 'Kyaw Kyaw'၊ ကျောင်းသားများက 'Aye Aye' အဖြစ် တစ်လှည့်စီ သရုပ်ဆောင်ပါ)
- Practise the dialogues for 2 times.
- Divide the class into two groups: one group is Kyaw Kyaw and another group is Aye Aye. (ကျောင်းသားများကို အုပ်စု ၂ စုခွဲပြီး ပထမအုပ်စုကို 'Kyaw Kyaw'၊ နောက်တစ်အုပ်စုကို 'Aye Aye'ဟု သတ်မှတ်ပါ)
- Ask the groups to practise the dialogue.

- Pair work
- Ask students to work in pairs.
 - Ask them to practise the dialogue.
 - Monitor the class and check students' pronunciation.

Onion Activity (15 minutes)

- In this activity, students make a double circle and talk face to face.
- Explain the rules of the activity in Myanmar.
- Divide the class into two groups.
- Ask students to form 2 circles, every student facing each other. (If the size of the class is big, form 4 circles.)
(ထိုအုပ်စု ၂ စုကို စက်ဝိုင်း ၂ ထပ်ပုံစံ မျက်နှာချင်းဆိုင် မတ်တပ်ရပ်နေရန် ပြောပါ)
- The inner circle is Kyaw Kyaw and the outer circle is AyeAye.
(အတွင်းစက်ဝိုင်းရှိ အုပ်စုကို 'Kyaw Kyaw' ဟုသတ်မှတ်ပြီး အပြင်စက်ဝိုင်းရှိ အုပ်စုကို 'Aye Aye' ဟုသတ်မှတ်ပေးပါ)
- Explain when the teacher claps his/ her hands everyone moves to the right to meet a new partner. (ဆရာ၏ လက်ခုပ်သံကြားလျှင် ကျောင်းသားများ ညာဘက်သို့ရွေ့၍ အခြားကျောင်းသားတစ်ယောက်နှင့် စကားပြောလေ့ကျင့်ကြရန်ပြောပါ)
- Ask students to practise the dialogue face to face and change their partner when the teacher claps his/ her hands.
- Make sure everyone takes turn and practises with different partners.
- Ask students to talk until they meet the first partner they talked to.
- Listen to students' pronunciation and note down any language mistake.

Summary and feedback




(2 minutes)

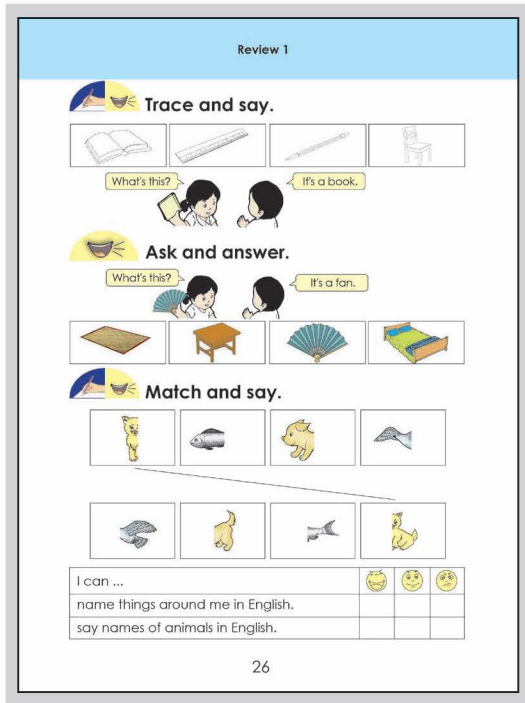
- Review any weak areas. e.g. Pronunciation- **I'm** rather than **I am**.

Self-assessment

(2 minutes)

- Explain the 'I can...' statements table to students in Myanmar.
- Ask each student to choose the icon that shows his/her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
greet my friends in English.			
make friends in English.			



Objective 3: By the end of period 3, students will be able to name things around them in English and say the names of animals in English.

Expressions:
 bed, book, chair, fan, pencil, mat, ruler, table, cat, bird, dog, fish
 'What's this?', 'It's a ...'

Resources and preparation:
 flashcards

Warm up (5 minutes)

- Show a pencil and ask the class, 'What's this?' and ask them to answer using 'It's a ...'.
- Point to a ruler, a table and a chair and ask again.
- Follow the same procedure showing 'ruler' and 'table'.

Trace and say. (15 minutes)

- Ask students to look at the pictures in the textbook.
 (ကျောင်းသုံးစာအုပ်ထဲတွင်ရှိသော ရုပ်ပုံများကို ကြည့်ရန် ပြောပါ)
- Ask them to draw the pictures.
- Call out a student to the front, point to a picture in the textbook and ask, 'What's this?' and have him answer using 'It's a ...'!
 (ကျောင်းသား တစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်ပြီး ကျောင်းသုံးစာအုပ်ထဲမှ ရုပ်ပုံတစ်ခုကိုညွှန်ပြကာ 'What's this?' ဟုမေးပြီး 'It's a ...' ဟု ပြန်ဖြေရန်ပြောပါ)
- Ask the whole class and ask them to answer.
- Ask every row and have it answer.
- Tell a row to ask and the other rows answer.
- Ask them to take turns.
- Give feedback on their pronunciation and intonation.

Ask and answer. (10 minutes)

- Ask a student, 'What's this?' pointing to a textbook picture and have him/her to ask using 'It's a ...'.
- Do this with some students randomly.

Pair work

- Ask students to work in pairs.
- Tell them to ask and answer using 'What's this?' and 'It's a ...'.

- Monitor the class.
- Give feedback on their weak areas.

Match and say.

(10 minutes)

- Ask students to match the pictures and say, 'It's a ...'.
- Tell them to ask and answer using 'What's this?' and 'It's a ...' with at least three friends.
- Monitor the class.

Summary




(2 minutes)

- Summarise the lesson by revising all the vocabulary and expressions.

Self-assessment

(2 minutes)

- Ask students whether they know how to complete the table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
name things around me in English.			
say names of animals in English.			

4.4 Project 1

'What's your name?' Song and 'How are you?' Song

Project 1 'What's your name?' Song and 'How are you?' Song

 Listen and sing.

 'What's your name?'
 (Hello)⁴
 (What's your name?)²
 (My name's Toe Toe.)²
 (What's your name?)²

 'How are you?'
 (Hello, Aung Aung.
 How are you?)³
 (Great!)
 It's so nice to see you.

I can ...			
sing 'What's your name?' Song.			
sing 'How are you?' Song.			

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Objective : By the end of the project, students will be able to sing the 'What's your name?' Song and the 'How are you?' Song by substituting their names.

Expressions:

'Hello, What's your name?', 'My name's ...', 'How are you?', 'Great!', 'It's so nice to see you.'

Resources and preparation:

CD (if available)

Teaching procedure for Period 1

Warm up

(5 minutes)

- Ask a student, 'What's your name?' and ask him to answer using 'My name's (the student's own name)'.
(ကျောင်းသားတစ်ယောက်ကို 'What's your name?' ဟု မေးပြီး 'My name's...'. ဟုပြန်ဖြေရန်ပြောပါ)
- Practise with at least 3 students.

19 Presentation

(15 minutes)

- Play the CD or sing the 'What's your name?' Song 3 times. (To the tune of 'Are you sleeping?')

[Hello]⁴

[What's your name?]²

[My name's Toe Toe.]²

[What's your name?]²

- Ask students to repeat after the teacher line by line.
- Sing the song together with students.
- Ask students to sing the song in chorus.

Practice

(10 minutes)

- Divide the class into two groups.
- Tell one group to sing the first two lines of the song 'Hello, What's your name?' and the other group to sing 'My name's Toe Toe. What's your name?'

(ပထမအုပ်စုက ပထမစာကြောင်း ၂ ကြောင်းဖြစ်သော 'Hello, What's your name?' ကို ရွတ်ဆိုပြီး ကျန်အုပ်စုက ဒုတိယစာကြောင်း

၂ ကြောင်း: 'My name's Toe Toe. What's your name?' ကိုရွတ်ဆိုရန်ပြောပါ)

- Ask the groups to swap the roles. (အုပ်စု ၂ စုကို သူတို့ ရွတ်ဆိုသောစာကြောင်းများကို လဲလှယ်၍ ဆိုရန်ပြောပါ)

Production

(7 minutes)

- Call a student to come to the front and ask the rest of the class to sing the first two lines of the song 'Hello, What's your name?' and that student to sing the last two lines using his/her own name.

(ကျောင်းသားတစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်ပါ။ ကျန်သောကျောင်းသားများက ပထမစာကြောင်း ၂ ကြောင်းဖြစ်သော 'Hello, What's your name?' ဟု ရွတ်ဆိုစေပြီး အတန်းရှေ့ထွက်နေသော ကျောင်းသားက ဒုတိယစာကြောင်း ၂ ကြောင်းတွင် သူ၏အမည် ထည့်သွင်းပြီး ပြန်ဆိုရန်ပြောပါ)

- Repeat the activity with some students randomly.

Summary and feedback

(3 minutes)

- Ask one pair to come to the front of the class and demonstrate the song.
- Give feedback on their pronunciation of the words (e.g. 'What's' and 'My name's')

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask a student, 'How are you?' and ask him/ her to give the answer 'Fine/Great!'.

20 Presentation

(15 minutes)

- Practise with at least 3 students.
- Play the CD or sing the 'How are you?' Song 3 times.

[Hello, Aung Aung.

How are you?]

Aung Aung: (Great!)

It's so nice to see you.

- Ask students to repeat after the teacher line by line.
- Sing the song together with the students.
- Ask students to sing the song in chorus.

Practice

(10 minutes)

- Divide the class into two groups.
- Tell one group to sing the first two lines of the song, 'Hello, Aung Aung. How are you?' and the other group to sing 'Great!'.
- Ask both groups to sing, 'It's so nice to see you.'
- Ask the groups to swap their roles.

Production

(7 minutes)

- Call a student to come to the front and ask the rest of the class to sing the first two lines of the song, 'Hello, (the name of the student)! How are you?' and the student to say, 'Great/Fine'.
- Ask all students to sing, 'It's so nice to see you.'
- Repeat the activity with some students randomly.

Summary and feedback

(3 minutes)

- Ask two students to come to the front of the class and demonstrate the song.
- Give feedback on pronunciation of words (e.g. Great, It's so nice to see you.)

Teaching procedure for Period 3

Warm up

(2 minutes)

- Have students sing the two songs that they have learnt in the previous lesson together.

Presentation

(10 minutes)

- Demonstrate how to perform the two songs substituting the teacher's own name.
(ဆရာက မိမိအမည်ကို သီချင်း ၂ ပုဒ်တွင်ထည့်သွင်းပြီး သရုပ်ပြသင်ကြားပါ)
- Tell students they are going to perform the two songs, substituting their own names.
(ကျောင်းသားများ၏ အမည်များကို သီချင်း ၂ ပုဒ်ထဲသို့ထည့်သွင်းပြီး သီဆိုသရုပ်ဆောင်ပြရန် ပြောပါ)
- Review the expressions they have to use in their performance.

'What's your name?' Song

- Ask a student from each group to stand in front of the group and ask the rest of the group to sing the first two lines of the song and ask that student to sing the last two lines using his/ her own name.

'How are you?' Song

- Ask a student from each group to stand in front of the group and ask the rest of the group to sing the first two lines of the song, replacing that student's name and ask the student to say 'Great/Fine'.
- Ask all students from each group to sing 'It's so nice to see you.' together.
- Give them time to practise the two songs.

Production

(10 minutes)

- Ask each group to draw lots and present the song.
(e.g. If group A draws the lot for the song 'How are you?', the group will come to the front of the class and sing the song with actions as they have practised before.)

Summary and feedback




(3 minutes)

- Summarise the project by asking students to sing the two songs.

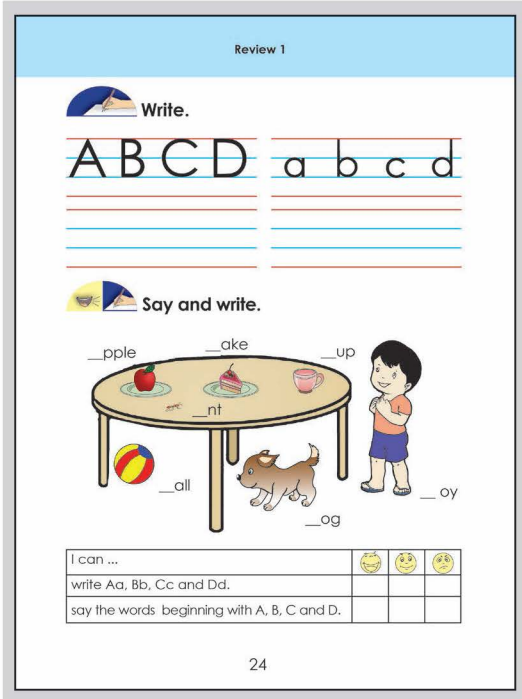
Self-assessment

(6 minutes)

- Explain 'I can...' statements table to the students in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
sing 'What's your name?' song.			
sing 'How are you?' song.			

4.3 Review 1



Objective 1: By the end of period 1, students will be able to say the words beginning with Aa-Dd.

Words:
ant, apple, ball, boy, cake, cup, duster, dog

Resources and preparation:
alphabet chart, flashcards

Warm up (3 minutes)

- Ask the class to sing the 'ABC Song'.
- Point to any letter on the Alphabet chart and ask some students what it is- first in order, and then at random.

Write. (15 minutes)

Write the letters in the air.

- Write the letter (Aa-Dd) in the air and ask the class to guess what the letter is- first in order, and then at random.

(ဆရာက A မှ D အက္ခရာစာလုံးများကို ပထမဦးစွာ လေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ပြီးနောက် အစီအစဉ်တကျမဟုတ်ဘဲ ရေးပြပြီး ကျောင်းသားများကို ဖြေကြားရန်ပြောပါ)

Write the letters.

- Ask the class to write the letters in their textbooks.
- Monitor the students' writing and help them if necessary.

Say and write. (18 minutes)

- Show a flashcard (e.g. apple) to the class and ask, 'What's this?'
(ကျောင်းသားများအား apple ဝုံ flashcard ကိုပြပြီး 'What's this?' ဟုမေးပါ)
- Give feedback.
- Ask them to find the 'apple' in the picture and circle it.
(apple ဝုံကိုရှာပြီး ကျောင်းသုံးစာအုပ်ထဲတွင် ဝိုင်းရန်ပြောပါ)
- Ask them to say the initial letter of 'apple'.
- Ask them to complete the initial letter of 'apple' in their textbooks.
- Follow the same procedure to complete the remaining letters of the words.

Summary and feedback




(2 minutes)

- Ask students to say the letters 'Aa-Dd' and the words beginning with them.
- Give feedback on their pronunciation of the letters and the words.


Self-assessment

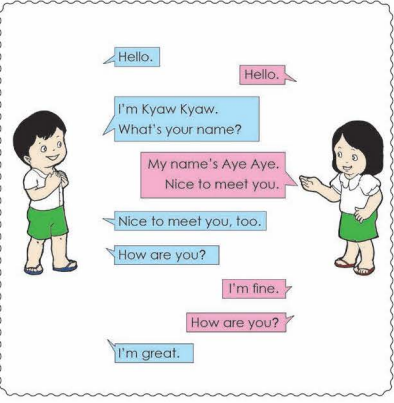
(2 minutes)

- Explain how to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. Help them if necessary.

I can ...			
write Aa, Bb, Cc and Dd.			
say the words beginning with A, B, C and D.			

Review 1

 Listen and say.



Hello.
 Hello.
 I'm Kyaw Kyaw.
 What's your name?
 My name's Aye Aye.
 Nice to meet you.
 Nice to meet you, too.
 How are you?
 I'm fine.
 How are you?
 I'm great.

I can ...	😊	😊	😊
greet my friends in English.			
make friends in English.			

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Objective 2: By the end of period 2, students will be able to greet in English and make friends in English.

Expressions:
 'Hello, I'm ...!', 'Nice to meet you.', 'What's your name?', 'My name's ...!', 'How are you?', 'I'm (fine/great).!'

Resources and preparation:
 Draw 2 faces (Kyaw Kyaw and Aye Aye) and write the dialogue on the board.

Warm up (3 minutes)

- Greet the class in English.

18 Listen and say. (15 minutes)

- Ask students to listen to and watch the dialogue.
- Act out the following dialogue.

Kyaw Kyaw: Hello.

Aye Aye: Hello.

Kyaw Kyaw: I'm Kyaw Kyaw. What's your name?

Aye Aye: My name's Aye Aye. Nice to meet you.

Kyaw Kyaw: Nice to meet you, too. How are you?

Aye Aye: I'm fine. How are you?

Kyaw Kyaw: I'm great.
- Teacher acts as Kyaw Kyaw. Students act as Aye Aye and then take turns. (ဆရာက 'Kyaw Kyaw'၊ ကျောင်းသားများက 'Aye Aye' အဖြစ် တစ်လှည့်စီ သရုပ်ဆောင်ပါ)
- Practise the dialogues for 2 times.
- Divide the class into two groups: one group is Kyaw Kyaw and another group is Aye Aye. (ကျောင်းသားများကို အုပ်စု ၂ စုခွဲပြီး ပထမအုပ်စုကို 'Kyaw Kyaw'၊ နောက်တစ်အုပ်စုကို 'Aye Aye'ဟု သတ်မှတ်ပါ)
- Ask the groups to practise the dialogue.

- Pair work
- Ask students to work in pairs.
 - Ask them to practise the dialogue.
 - Monitor the class and check students' pronunciation.

Onion Activity (15 minutes)

- In this activity, students make a double circle and talk face to face.
- Explain the rules of the activity in Myanmar.
- Divide the class into two groups.
- Ask students to form 2 circles, every student facing each other. (If the size of the class is big, form 4 circles.)
(ထိုအုပ်စု ၂ စုကို စက်ဝိုင်း ၂ ထပ်ပုံစံ မျက်နှာချင်းဆိုင် မတ်တပ်ရပ်နေရန် ပြောပါ)
- The inner circle is Kyaw Kyaw and the outer circle is AyeAye.
(အတွင်းစက်ဝိုင်းရှိ အုပ်စုကို 'Kyaw Kyaw' ဟုသတ်မှတ်ပြီး အပြင်စက်ဝိုင်းရှိ အုပ်စုကို 'Aye Aye' ဟုသတ်မှတ်ပေးပါ)
- Explain when the teacher claps his/ her hands everyone moves to the right to meet a new partner. (ဆရာ၏ လက်ခုပ်သံကြားလျှင် ကျောင်းသားများ ညာဘက်သို့ရွေ့၍ အခြားကျောင်းသားတစ်ယောက်နှင့် စကားပြောလေ့ကျင့်ကြရန်ပြောပါ)
- Ask students to practise the dialogue face to face and change their partner when the teacher claps his/ her hands.
- Make sure everyone takes turn and practises with different partners.
- Ask students to talk until they meet the first partner they talked to.
- Listen to students' pronunciation and note down any language mistake.

Summary and feedback




(2 minutes)

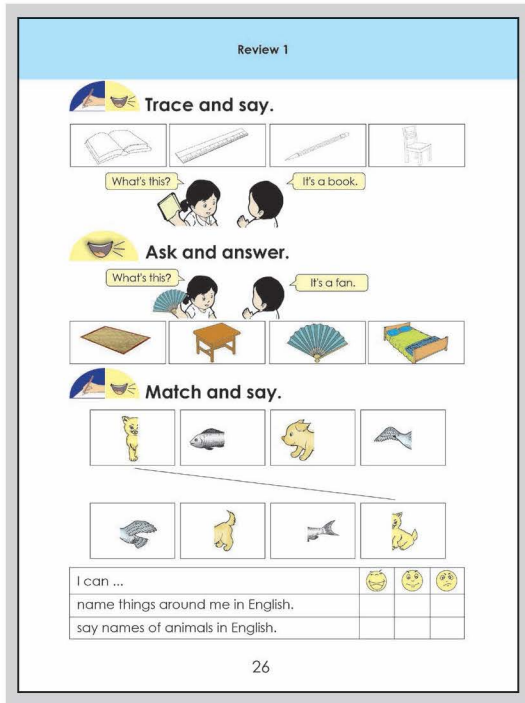
- Review any weak areas. e.g. Pronunciation- **I'm** rather than **I am**.

Self-assessment

(2 minutes)

- Explain the 'I can...' statements table to students in Myanmar.
- Ask each student to choose the icon that shows his/her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
greet my friends in English.			
make friends in English.			



Objective 3: By the end of period 3, students will be able to name things around them in English and say the names of animals in English.

Expressions:
 bed, book, chair, fan, pencil, mat, ruler, table, cat, bird, dog, fish
 'What's this?', 'It's a ...'

Resources and preparation:
 flashcards

Warm up (5 minutes)

- Show a pencil and ask the class, 'What's this?' and ask them to answer using 'It's a ...'.
- Point to a ruler, a table and a chair and ask again.
- Follow the same procedure showing 'ruler' and 'table'.

Trace and say. (15 minutes)

- Ask students to look at the pictures in the textbook.
 (ကျောင်းသုံးစာအုပ်ထဲတွင်ရှိသော ရုပ်ပုံများကို ကြည့်ရန် ပြောပါ)
- Ask them to draw the pictures.
- Call out a student to the front, point to a picture in the textbook and ask, 'What's this?' and have him answer using 'It's a ...'!
 (ကျောင်းသား တစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်ပြီး ကျောင်းသုံးစာအုပ်ထဲမှ ရုပ်ပုံတစ်ခုကိုညွှန်ပြကာ 'What's this?' ဟုမေးပြီး 'It's a ...' ဟု ပြန်ဖြေရန်ပြောပါ)
- Ask the whole class and ask them to answer.
- Ask every row and have it answer.
- Tell a row to ask and the other rows answer.
- Ask them to take turns.
- Give feedback on their pronunciation and intonation.

Ask and answer. (10 minutes)

- Ask a student, 'What's this?' pointing to a textbook picture and have him/her to ask using 'It's a ...'.
- Do this with some students randomly.

Pair work

- Ask students to work in pairs.
- Tell them to ask and answer using 'What's this?' and 'It's a ...'.

- Monitor the class.
- Give feedback on their weak areas.

Match and say.

(10 minutes)

- Ask students to match the pictures and say, 'It's a ...'.
- Tell them to ask and answer using 'What's this?' and 'It's a ...' with at least three friends.
- Monitor the class.

Summary




(2 minutes)

- Summarise the lesson by revising all the vocabulary and expressions.

Self-assessment

(2 minutes)

- Ask students whether they know how to complete the table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
name things around me in English.			
say names of animals in English.			

4.4 Project 1

'What's your name?' Song and 'How are you?' Song

Project 1 'What's your name?' Song and 'How are you?' Song

 Listen and sing.

 **'What's your name?'**

(Hello)⁴
 (What's your name?)²
 (My name's Toe Toe.)²
 (What's your name?)²

 **'How are you?'**

(Hello, Aung Aung.
 How are you?)³
 (Great!)
 It's so nice to see you.

I can ...			
sing 'What's your name?' Song.			
sing 'How are you?' Song.			

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Objective : By the end of the project, students will be able to sing the 'What's your name?' Song and the 'How are you?' Song by substituting their names.

Expressions:

'Hello, What's your name?', 'My name's ...', 'How are you?', 'Great!', 'It's so nice to see you.'

Resources and preparation:

CD (if available)

Teaching procedure for Period 1

Warm up

(5 minutes)

- Ask a student, 'What's your name?' and ask him to answer using 'My name's (the student's own name)'.
(ကျောင်းသားတစ်ယောက်ကို 'What's your name?' ဟု မေးပြီး 'My name's...'. ဟုပြန်ဖြေရန်ပြောပါ)
- Practise with at least 3 students.

19 Presentation

(15 minutes)

- Play the CD or sing the 'What's your name?' Song 3 times. (To the tune of 'Are you sleeping?')

[Hello] ⁴

[What's your name?]²

[My name's Toe Toe.]²

[What's your name?]²

- Ask students to repeat after the teacher line by line.
- Sing the song together with students.
- Ask students to sing the song in chorus.

Practice

(10 minutes)

- Divide the class into two groups.
- Tell one group to sing the first two lines of the song 'Hello, What's your name?' and the other group to sing 'My name's Toe Toe. What's your name?'

(ပထမအုပ်စုက ပထမစာကြောင်း ၂ ကြောင်းဖြစ်သော 'Hello, What's your name?' ကို ရွတ်ဆိုပြီး ကျန်အုပ်စုက ဒုတိယစာကြောင်း

၂ ကြောင်း: 'My name's Toe Toe. What's your name?' ကိုရွတ်ဆိုရန်ပြောပါ)

- Ask the groups to swap the roles. (အုပ်စု ၂ စုကို သူတို့ ရွတ်ဆိုသောစာကြောင်းများကို လဲလှယ်၍ ဆိုရန်ပြောပါ)

Production

(7 minutes)

- Call a student to come to the front and ask the rest of the class to sing the first two lines of the song 'Hello, What's your name?' and that student to sing the last two lines using his/her own name.

(ကျောင်းသားတစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်ပါ။ ကျန်သောကျောင်းသားများက ပထမစာကြောင်း ၂ ကြောင်းဖြစ်သော 'Hello, What's your name?' ဟု ရွတ်ဆိုစေပြီး အတန်းရှေ့ထွက်နေသော ကျောင်းသားက ဒုတိယစာကြောင်း ၂ ကြောင်းတွင် သူ၏အမည် ထည့်သွင်းပြီး ပြန်ဆိုရန်ပြောပါ)

- Repeat the activity with some students randomly.

Summary and feedback

(3 minutes)

- Ask one pair to come to the front of the class and demonstrate the song.
- Give feedback on their pronunciation of the words (e.g. 'What's' and 'My name's')

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask a student, 'How are you?' and ask him/ her to give the answer 'Fine/Great!'.

20 Presentation

(15 minutes)

- Practise with at least 3 students.
- Play the CD or sing the 'How are you?' Song 3 times.

[Hello, Aung Aung.

How are you?]

Aung Aung: (Great!)

It's so nice to see you.

- Ask students to repeat after the teacher line by line.
- Sing the song together with the students.
- Ask students to sing the song in chorus.

Practice

(10 minutes)

- Divide the class into two groups.
- Tell one group to sing the first two lines of the song, 'Hello, Aung Aung. How are you?' and the other group to sing 'Great!'.
- Ask both groups to sing, 'It's so nice to see you.'
- Ask the groups to swap their roles.

Production

(7 minutes)

- Call a student to come to the front and ask the rest of the class to sing the first two lines of the song, 'Hello, (the name of the student)! How are you?' and the student to say, 'Great/Fine'.
- Ask all students to sing, 'It's so nice to see you.'.
- Repeat the activity with some students randomly.

Summary and feedback

(3 minutes)

- Ask two students to come to the front of the class and demonstrate the song.
- Give feedback on pronunciation of words (e.g. Great, It's so nice to see you.)

Teaching procedure for Period 3

Warm up

(2 minutes)

- Have students sing the two songs that they have learnt in the previous lesson together.

Presentation

(10 minutes)

- Demonstrate how to perform the two songs substituting the teacher's own name.
(ဆရာက မိမိအမည်ကို သီချင်း ၂ ပုဒ်တွင်ထည့်သွင်းပြီး သရုပ်ပြသင်ကြားပါ)
- Tell students they are going to perform the two songs, substituting their own names.
(ကျောင်းသားများ၏ အမည်များကို သီချင်း ၂ ပုဒ်ထဲသို့ထည့်သွင်းပြီး သီဆိုသရုပ်ဆောင်ပြရန် ပြောပါ)
- Review the expressions they have to use in their performance.

'What's your name?' Song

- Ask a student from each group to stand in front of the group and ask the rest of the group to sing the first two lines of the song and ask that student to sing the last two lines using his/ her own name.

'How are you?' Song

- Ask a student from each group to stand in front of the group and ask the rest of the group to sing the first two lines of the song, replacing that student's name and ask the student to say 'Great/Fine'.
- Ask all students from each group to sing 'It's so nice to see you.' together.
- Give them time to practise the two songs.

Production

(10 minutes)

- Ask each group to draw lots and present the song.
(e.g. If group A draws the lot for the song 'How are you?', the group will come to the front of the class and sing the song with actions as they have practised before.)

Summary and feedback




(3 minutes)

- Summarise the project by asking students to sing the two songs.

Self-assessment

(6 minutes)

- Explain 'I can...' statements table to the students in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
sing 'What's your name?' song.			
sing 'How are you?' song.			

4.5 Unit 3 Colours

Lesson 1 What colour is this?

Unit 3 Colours

Unit 3 Colours
Lesson 1 What colour is this?

Listen and say.

black	blue	brown	green
pink	red	white	yellow

What colour is this?

It's yellow.

It's yellow.

28

Unit 3 Colours

Ask and answer.

What colour is this?

It's brown.

Practise.

29

Objectives:

By the end of the lesson, students will be able to:

- say different colours in English.
- say what colour the objects around them are.

Words and expressions: black, blue, brown, green, pink, red, white, yellow

'What colour is this?', 'It is ...'.

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Put flashcards of the colours on the board.
- Point to the teacher's blouse/ shirt and ask what colour it is in Myanmar.
(ဆရာက မိမိဝတ်ထားသော အင်္ကျီကို ပြ၍ မည်သည့်အရောင်ဖြစ်သည်ကို မေးပါ)
- Point to a student's skirt/ shorts/ trousers/ longyi and ask what colour it is in Myanmar.
(ကျောင်းသားများ၏ စကတ်၊ ဘောင်းဘီ၊ လုံချည်တို့ကို ညွှန်ပြ၍ မည်သည့်အရောင်ဖြစ်သည်ကို မေးပါ)

21 Listen and say.

(15 minutes)

- Tell the students that they will learn how to say the colours in English.
- Put flashcards of the colours on the board.
- Point to a colour and ask students to say the colours: white, blue, brown, green, pink, red, white, yellow.
- Ask them to repeat after the teacher.
- Ask one student to point to the 'yellow' card.
(ကျောင်းသားတစ်ယောက်ကို ခေါ်၍ အဝါရောင်ကတ်ပြားကို ညွှန်ပြရန်ပြောပါ)
- Ask students whether they agree with him/ her.

(အခြားကျောင်းသားများကို သူ၏အဖြေ မှန် မမှန် မေး၍ အတည်ပြုပါ)

- Follow the same procedure for other colours.
- Give feedback.

22 Show the flashcard of 'yellow' and ask, 'What colour is this?' to some students.

(အဝါရောင် flashcard ကိုပြ၍ ကျောင်းသားများအား 'What colour is this?' ဟုမေးပါ)

- Check the answer.
- Follow the same procedure for asking other colours.
- Give feedback.

Ask and answer.

(10 minutes)

- Ask students to work in pairs.
- Ask each pair to ask, 'What colour is this?' showing flashcards and give answers.

(ကျောင်းသားများကို နှစ်ယောက်တစ်တွဲ တွဲပြီး တစ်ယောက်က 'What colour is this?' ဟုမေး၍ ကျန်တစ်ယောက်က မည်သည့်အရောင်ဖြစ်ကြောင်း 'It's ...' အသုံးပြု၍ တစ်လှည့်စီ ဖြေဆိုရန်ပြောပါ)

- Monitor the class.

Practise.

(10 minutes)

- Ask students to work in pairs.
- Give students flashcards of 'apple, lime, mango, dog, cat and cow'.
- Ask each other, 'What's this?' and 'What colour is this?' by showing a flashcard.
- Monitor the class.

Summary and feedback

(2 minutes)

- Show some flashcards to students and ask, 'What colours is this?'
- Give feedback.

Lesson 2 Letters of the week: Ee, Ff

Unit 3 Colours

Lesson 2 Letters of the week: Ee, Ff

Listen and say.

ear

fan

eye

fish

30

Unit 3 Colours

Trace and write.

Say and circle 'e'. Say and circle 'f'.

e a r

f a n

Tick and say.

Write and say.

__an

__ar

31

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Ee and Ff.
- say the letters Ee and Ff.
- write the capital letters 'E, F' and the small letters 'e, f'.

Words and expression: ear, eye, fan, fish
'What's this?'

Resources and preparation: alphabet chart, flashcards
Hang the alphabet chart on the wall or board.
Make two flashcards for the capital letters 'E' and 'F' and the small letters 'e' and 'f'.

Teaching procedure

Warm up (3 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများအား alphabet chart ကို ညွှန်ပြပြီး 'ABC' Song ကို သီဆိုရန် ပြောပါ)
- Have them repeat the song if necessary.

23 Listen and say. (15 minutes)

Letter 'Ee'

- Show the flashcard of the letter, 'capital E' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'E' flashcard ပြပါ)
- Ask them to find the capital letter 'E' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'E' ကို alphabet chart ထဲတွင် ရှာရန် ပြောပါ)
- Say, 'capital E' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital E' ဟု ၃ ကြိမ် ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန် ပြောပါ)

- Show the flashcard of the letter, 'small e' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'e' flashcard ပြပါ)
- Ask them to find the small letter 'e' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'e' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'small e' 3 times and ask students to repeat after the teacher. (ဆရာက 'small e' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို နောက်မှ လိုက်ဆိုရန်ပြောပါ)
- Write 'E, e' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'E, e' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'ear' and 'eye' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture of 'ear' and to say 'E, ear', pointing to 'E' 'ear'. (ကျောင်းသားများအား 'ear' ပုံကိုကြည့်စေပြီး 'ear' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'E'ကိုညွှန်ပြကာ 'E, ear'ဟု ရွတ်ဆိုရန်ပြောပါ)
- Point to the letter 'E' in the word 'ear'. ('Ear' ဟုရွတ်ဆိုစဉ် 'E' ကို ညွှန်ပြပါ)
- Ask them to repeat after the teacher.
- Ask students to look at the picture of 'ear' and say, 'E, ear'.
- Do the same for the picture of 'eye'.
- Show the flashcards of 'E, ear and eye' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and respond to each other. (ကျောင်းသားများ နှစ်ယောက်စီတွဲပါ။ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this ?' ဟု မေးခွန်းမေး၍ ကျန် တစ်ယောက်ကို ဖြေဆိုရန်ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and respond to each other.
- Give feedback.

24 Letter 'Ff'

- Repeat the same procedure for the letter 'Ff'.

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'E' and the small letter 'e' in the space given.
- Ask students to write the capital letter 'F' and the small letter 'f' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Spend about 15 minutes for writing each letter.
- Help them if necessary.

Say and circle 'e'. Say and circle 'f'.

(7 minutes)

- Ask students to say the word 'ear' first.
- Ask them to say and circle the letter 'e' in the word 'ear'. (ကျောင်းသားများက 'e' ဟုရွတ်ဆိုပြီး ear စာလုံးတွင် 'e' ကိုဝိုင်းရန်ပြောပါ)
- Follow the same procedure for the letter 'f'.

Tick and say.

(6 minutes)

- Ask students to tick the picture and say the letter and the word beginning with the letters. (ကျောင်းသားများက ရုပ်ပုံကိုအမှတ်ခြစ်ပြီး စကားလုံး၏ အစ အင်္ဂလိပ်အက္ခရာစာလုံးကို ရွတ်ဆိုရန်ပြောပါ)

Write and say.

(7 minutes)

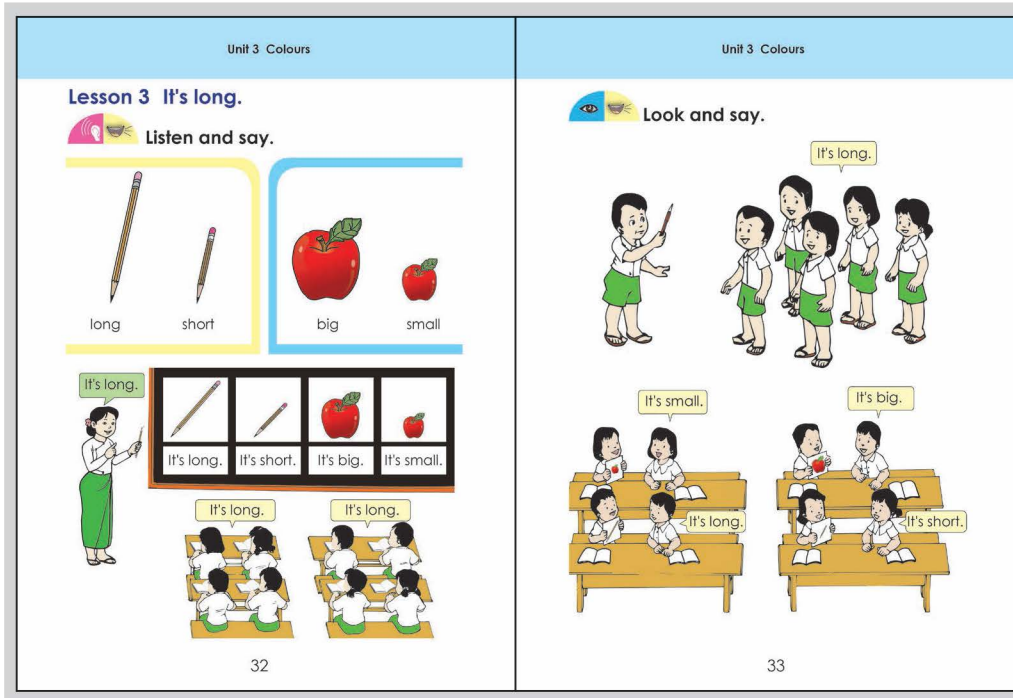
- Ask students to write the missing letter in each blank given.
- Ask them to say the words.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'E, ear, eye' and 'F, fan, fish'.

Lesson 3 It's long.



Objectives:
 By the end of the lesson, students will be able to:

- recognise new words, 'long', 'short', 'big' and 'small'.
- name some objects in English.

Words and expressions: apple, big, long, pencil, short, small
 'It's long.', 'It's short.', 'It's big.', 'It's small.'
 'It's ... (adjective).'

Resources and preparation: flashcards that have pictures of a long pencil, a short pencil, a big apple, a small apple, CD (if available)
 Photocopy or draw four pictures from the textbook before starting the class.
 (Preferably on A4 size paper)

Teaching procedure

Warm up (3 minutes)

- Review the previous lesson: 'What colour is this?'

25 Listen and say. (10 minutes)

- Show a long pencil to students and ask them, 'What's this?'. Students will answer, 'It's a pencil.'. (ခဲတံရှည် တစ်ချောင်းကို ပြပြီး ကျောင်းသားများကို 'What's this?' ဟုမေးပါ။ ကျောင်းသားများကို 'It's a pencil.' ဟုဖြေကြားရန်ပြောပါ)
- Say, 'Right. It's a pencil.'

- **26** Show a long pencil and say, 'It's long.'
- Ask students to repeat after the teacher.
- Show a short pencil and say, 'It's short.'
- Ask students to repeat after the teacher.
- Repeat the same procedure for the words 'big' and 'small'.

(အထက်ပါ သင်ကြားနည်းအတိုင်း 'big and small.' ကို ဆက်လက်သင်ကြားပါ)

- Show a big apple and ask students to say, 'It's big.'
- Show a small apple and ask students to say, 'It's small.'
- Check whether they can compare two objects.

Look and say.

(20 minutes)

- Ask one student to hold a long pencil and to show it to the class.
- Ask other students to say, 'It's long.'
- Practise this with some students randomly.
- Check students' answers.
- Divide the class into groups of five.
- Provide four objects or four flashcards to each group.

(အုပ်စု ၁ စုစီကို သင်ခန်းစာပါ ပစ္စည်း ၄ ခု သို့မဟုတ် flashcard ၄ ခု ပေးပါ)

- Ask one member of each group to show an object and other members to say, 'It's long.'

(အုပ်စု ၁ စုအတွင်းရှိ ကျောင်းသားများအား ကြိုက်နှစ်သက်ရာ ပစ္စည်း ၁ ခုစီကို ပြပြီး ကျန်ကျောင်းသားများက 'It's ...' အသုံးပြု၍ ဖြေကြားရန်ပြောပါ)

- Ask them to take turns.
(ကျောင်းသားများကို တစ်လှည့်စီ လုပ်ဆောင်ရန်ပြောပါ)
- Monitor the class.

Teacher's tip: If the resources are limited, the pictures in the textbook can be used.

(သင်ထောက်ကူပစ္စည်း မရရှိပါက ကျောင်းသုံးစာအုပ်ပါ ပုံများကို ပြပြီး အသုံးပြုနိုင်ပါသည်)

- Ask students to work in pairs.
- Tell two students to come out and ask one student to point to the flashcard of a long pencil.
- Ask another student to say, 'It's long.'
- Tell them to take turns.
- Ask one student to show a flashcard and the other student to say, 'It's long.'
- Monitor the class.

Summary and feedback

(2 minutes)

- Tell students they can describe the objects using 'long, short, big, small'.
- Review any weak areas.

Lesson 4: Letters of the week: Gg, Hh

Unit 3 Colours

Lesson 4 Letters of the week: Gg, Hh

Listen and say.

girl

goat

hand

hat

34

Unit 3 Colours

Trace and write.

GGG HHH

ggg hhh

Say the words.

Start

Finish

Listen and circle.

girl

hand

35

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Gg and Hh.
- say the letters Gg and Hh.
- write the capital letters 'G, H' and the small letters 'g, h'.

Words and expression: girl, goat, hand, hat
'What's this?'

Resources and preparation: alphabet chart, flashcards

Hang the alphabet chart on the wall or board. Make two flashcards for the capital letters 'G' and 'H' and the small letters 'g' and 'h'.

Teaching procedure

Warm up

(3 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများကို alphabet chart ကို ညွှန်ပြပြီး 'ABC' Song ကို သီဆိုရန် ပြောပါ)
- Ask them to repeat the song if necessary.

27 Listen and say.

(15 minutes)

Letter 'Gg'

- Show the flashcard of the letter, 'capital G' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'G' flashcard ပြပါ)
- Ask them to find the capital letter 'G' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'G' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'capital G' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital G' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Show the flashcard of the letter, 'small g' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'g' flashcard ပြပါ)

- Ask them to find the small letter 'g' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'g' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'small g' 3 times and ask students to repeat after the teacher. (ဆရာက 'small g' ဟု ၃ ကြိမ်ခွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Write 'G, g' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'G, g' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'girl' and 'goat' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'girl' and to say, 'G, girl', pointing to the letter 'G' in the word 'girl'. (ကျောင်းသားများအား 'girl' ပုံကိုကြည့်စေပြီး 'girl' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'G' ကိုညွှန်ပြကာ 'G, girl'ဟု ခွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher and ask students to look at the picture of 'girl' and say, 'G, girl'.
- Do the same for the 'goat' picture.
- Show the flashcards of 'G', 'girl' and 'goat' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and respond to each other. (ကျောင်းသားများ နှစ်ယောက်စီတွဲပါ။ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this ?' ဟု မေးခွန်းမေးပြီး ကျန် တစ်ယောက်ကို ဖြေဆိုရန်ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and respond to each other.
- Give feedback.

28 Letter 'Hh'

- Repeat the same procedure for the letter 'Hh'.

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'G' and the small letter 'g' in the space given.
- Ask students to write the capital letter 'H' and the small letter 'h' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Spend about 15 minutes for writing each letter. (ငင်းအက္ခရာများကို လေ့ကျင့်ခန်းစာအုပ်ထဲတွင် အက္ခရာ ၁ လုံးလျှင် ၁၅ မိနစ်ခန့် ရေးပါ)
- Help them if necessary.

Say the words.

(10 minutes)

- Divide the class into groups. (Number of groups is flexible.)
- Ask them to stand up and say the objects in order from start to finish. Tell them to sit down when they finished. The group that finishes first wins. (ကျောင်းသားများကို အုပ်စုလိုက် မတ်တပ်ရပ်စေပြီး ရုပ်ပုံ၏အမည်များကို start မှ finish အထိ အစဉ်အတိုင်း ခွတ်ဆိုရန် ပြောပါ။ ခွတ်ဆိုပြီးသွားသော အုပ်စုကို ထိုင်ရန်ပြောပါ။ ပထမဦးဆုံးပြီးသွားသောအုပ်စုက အနိုင်ရကြောင်းပြောပါ)
- Monitor the class.

Listen and circle.

(10 minutes)

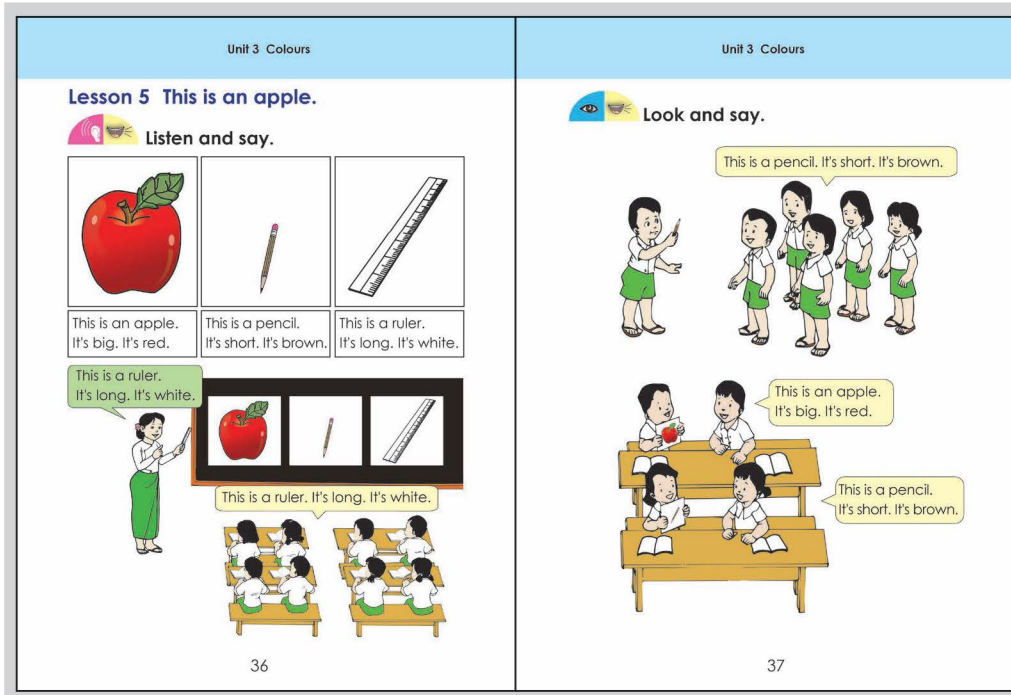
- Say the letter 'g' and ask students to circle it.
- Make sure that students circle the correct letter 'g' among others.
- Say the letter 'h' and ask students circle it.
- Make sure that students circle the correct letter 'h' among others.

Summary and feedback

(2 minutes)

- Check their pronunciation of 'G, girl, goat' and 'H, hand, hat'.

Lesson 5 This is an apple.



Objective:

By the end of the lesson, students will be able to:

- describe the size and colour of an object.

Words and expressions: apple, big, brown, long, pencil, red, ruler, short, white
'This is a (noun).', 'It's (adjective).'

Resources and preparation: flashcards (a short brown pencil, a big red apple, a long white ruler), CD (if available)

Photocopy or draw three pictures on the board before starting the class preferably on A4 size paper.

Teaching procedure

Warm up

(3 minutes)

- Review the previous lesson showing the flashcards of a long pencil, a short pencil, a big apple and a small apple.

29 Listen and say.

(15 minutes)

- Show the flashcard of 'apple' and ask students, 'What's this?'.
(Students can answer in Myanmar or in English.)
- Check students' answers.

30 Say, 'Right, this is an apple.'. And 'It's big. It's red.'

- Follow the same procedure for the other objects.
- Check whether they can describe the objects.

Look and say.

(20 minutes)

- Tell a student to come out and to hold up a short pencil.

(ကျောင်းသားတစ်ယောက်ကို အတန်းရှေ့သို့ လာစေပြီး ခဲတံတို့ တစ်ချောင်းအား ကိုင်မြှောက်၍ အတန်းသို့ ပြရန်ပြောပါ)

- Ask him to show it to the class.

- Ask other students in the class to say, 'This is a pencil. It's short. It's brown.'
- Divide the class into groups.
- Provide three objects or three flashcards to each group.
(အုပ်စု ၁ စုစီကို ပစ္စည်း ၃ မျိုး သို့မဟုတ် flashcard ၃ ခု ပေးပါ)
- Ask one member of each group to show an object or flashcard and other members say, 'This is ... It's ... It's ...'.
(အုပ်စုတွင်းရှိ အဖွဲ့ဝင်တစ်ယောက်က ရုပ်ပုံ သို့မဟုတ် ပစ္စည်းစစ်ကို ပြစေပြီး 'This is ... It's ... It's ...' ဟု ပြောဆိုရန်ပြောပါ)
- Monitor the class.

Teacher's tip: If the resources are limited, the pictures in the textbook can be used as flashcards.

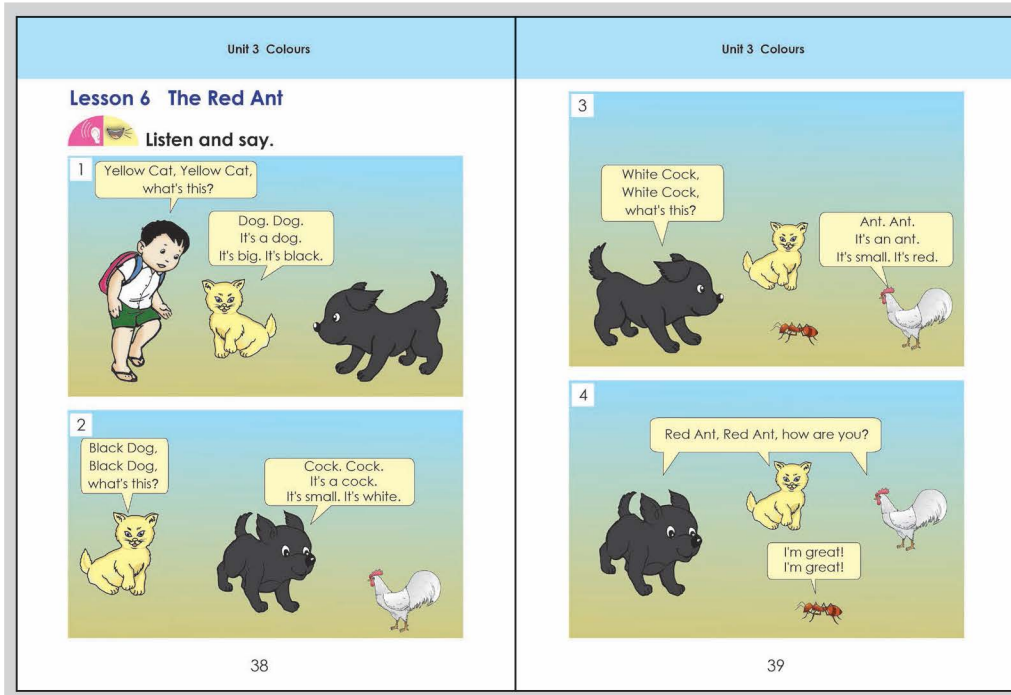
- Tell two students to come out and ask one of them to hold an object or a flashcard.
(ကျောင်းသားနှစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်ပြီး ကျောင်းသားတစ်ယောက်ကို ရုပ်ပုံ သို့မဟုတ် ပစ္စည်းအစစ် ၁ ခု ကိုင်ပြရန်ပြောပါ)
- Ask another student to say, 'This is an apple. It's big. It's red.'
(အခြားကျောင်းသားက 'This is ... It's ... It's ...' ဟု ပြောဆိုရန်ပြောပါ)
- Ask students to work in pairs.
- Provide them with flashcards.
- Ask one student to show the flashcard of an apple and the other student to say, 'This is an apple. It's big. It's red.'
(ကျောင်းသားတစ်ယောက်ကို ပန်းသီးပုံ flashcard ကို ကိုင်ပြစေပြီး အခြားကျောင်းသားက 'This is an apple. It's big. It's red.' ဟု ပြောရန် ပြောပါ)
- Ask them to take turns.
(တစ်လှည့်စီ အမေး အဖြေပြုလုပ်ရန် ပြောပါ)
- Monitor the class.
- Help students if necessary.

Summary and feedback

(2 minutes)

- Tell students they can describe the objects using 'This is ..., It's ... and It's ...'.
- Give feedback on their pronunciation.

Lesson 6 The Red Ant



Objectives:

By the end of the lesson, students will be able to:

- recognise sizes of animals in a story.
- recognise colours of animals in a story.
- read out the story 'The Red Ant'.

Words and expressions: ant, big, black, cat, cock, dog, red, small, white, yellow
'What's this?', 'It's ...', 'How are you?', 'I'm great.'

Resources and preparation: flashcards of animals (ant, cat, cock, dog), CD (if available)

Teaching procedure

Pre-teaching

(3 minutes)

- Elicit the characters in the story from students.
(ပုံပြင်ပါ ဇာတ်ဆောင်များကို ကျောင်းသားများအားမေးမြန်းပါ)
- Ask them the sizes of the animals in the story.
- Ask them the colours of the animals in the story.

Storytelling (1)

(10 minutes)

- Show the flashcard of each animal and ask students to say what it is, what size it is and what colour it is.
(တိရစ္ဆာန် တစ်ကောင်စီ၏ flashcards များကို ပြ၍ မည်သည့်အကောင် မည်သည့်အရွယ်အစား မည်သည့်အရောင်ဖြစ်သည်ကို ပြောရန် ပြောပါ)

- **31** Tell students to listen to the teacher or the recording of the story and enjoy the story.
(အသံသွင်းထားသော ပုံပြင်ကို ဖွင့်ပြ၍ ဖြစ်စေ၊ ဆရာက ပြောပြ၍ ဖြစ်စေ ကလေးများကို နားထောင်ရန်ပြောပါ)

<p>Picture 1 The boy: Yellow Cat, Yellow Cat, what's this? The yellow cat: Dog, Dog, It's a dog. It's big. It's black.</p>	<p>Picture 2 The yellow cat: Black Dog, Black Dog, what's this? The black dog: Cock, Cock, It's a cock. It's small, It's white.</p>
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Picture 3 The black dog: White Cock, White Cock, what's this? The white cock: Ant, Ant, It's an ant. It's small. It's red.	Picture 4 The yellow cat, the black dog, the white cock: Red Ant, Red Ant, how are you? The red ant: I'm great! I'm great!
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- Point to each picture of the story and tell the story slowly.

Storytelling (2)

(5 minutes)

- Tell students to listen to the story again.
- Tell students to point to each animal picture in the story as they listen to the story.
(ပုံပြင်နားထောင်နေစဉ်တွင် ပါဝင်သောတိရစ္ဆာန် တစ်ကောင်စီ၏ ရုပ်ပုံကို ထောက်ပြရန် ပြောပါ။)
- Ask students to repeat after the teacher.
- Repeat the story and help them if necessary. Give feedback on the pronunciation.

Storytelling (3)

(10 minutes)

- Call out five students to the front and ask them to act out the story.
(ကျောင်းသား ငါးယောက်ကို အတန်းရှေ့သို့ခေါ်၍ ပုံပြင်ကို အမှုအရာနှင့် ရွတ်ဖတ်ရန်ပြောပါ)
- Assign each student in that group to play the role of 'the boy and four animals'.
(ကျောင်းသား တစ်ယောက်စီကို ဇာတ်ဆောင်တစ်ဦးစီ နေရာမှ သရုပ်ဆောင်ရန် ပြောပါ)
- Make sure all the 5 students understand their roles.
(ကျောင်းသား ငါးယောက်က ၎င်းတို့ သရုပ်ဆောင်ရမည့် အခန်းကဏ္ဍများကို သေချာစွာသဘောပေါက်စေရန် ပြောပါ)
- Ask one group to play the role of 'the boy', the other four to play the role of 'four animals'.
(The boy ဇာတ်ဆောင်နေရာတွင် ကျောင်းသားတစ်ဖွဲ့ကို သရုပ်ဆောင်စေပြီး ကျန် တိရစ္ဆာန် လေးကောင် နေရာတွင်လည်း ကျောင်းသား ၁ ဖွဲ့စီက အသီးသီး သရုပ်ဆောင်ရန် ပြောပါ)

Picture 1 Group 1 (The boy): Yellow Cat, Yellow Cat, what's this? Group 2 (The yellow cat): Dog. Dog. It's a dog. It's big. It's black.	Picture 2 Group 2 (The yellow cat): Black Dog, Black Dog, what's this? Group 3 (The black dog): Cock. Cock. It's a cock. It's small. It's white.
Picture 3 Group 3 (The black dog): White Cock, White Cock, what's this? Group 4 (The white cock): Ant. Ant. It's an ant. It's small. It's red.	Picture 4 Group 2 (The yellow cat) Group 3 (The black dog) Group 4 (The white cock)Red Ant, Red Ant, how are you? Group 5 (The red ant): I'm great! I'm great!

- Monitor group work and help students if necessary.
- Divide the class into groups of five.
- Call out a group to the front and ask them to act out the story. Five members in the group take the roles of 5 characters and act out respectively.
(အုပ်စု ၁ စုကို အတန်းရှေ့သို့ခေါ်၍ ပုံပြင်ကို အမှုအရာနှင့် ရွတ်ဖတ်ပါရန် ပြောပါ။ အုပ်စုတွင်းရှိ ကျောင်းသားများကို ဇာတ်ဆောင် တစ်ကောင်စီ နေရာတွင် သရုပ်ဆောင်ရန် ပြောပါ)
- Tell every group to act out the story within its own group.
(ထိုအုပ်စုကို နမူနာယူ၍ ကျန်အုပ်စုများကိုလည်း ထိုနည်းအတိုင်း မိမိအုပ်စုအတွင်း သရုပ်ဆောင်ရန် ပြောပါ)
- Monitor the class.
- Call one group to the front and make them present the story.

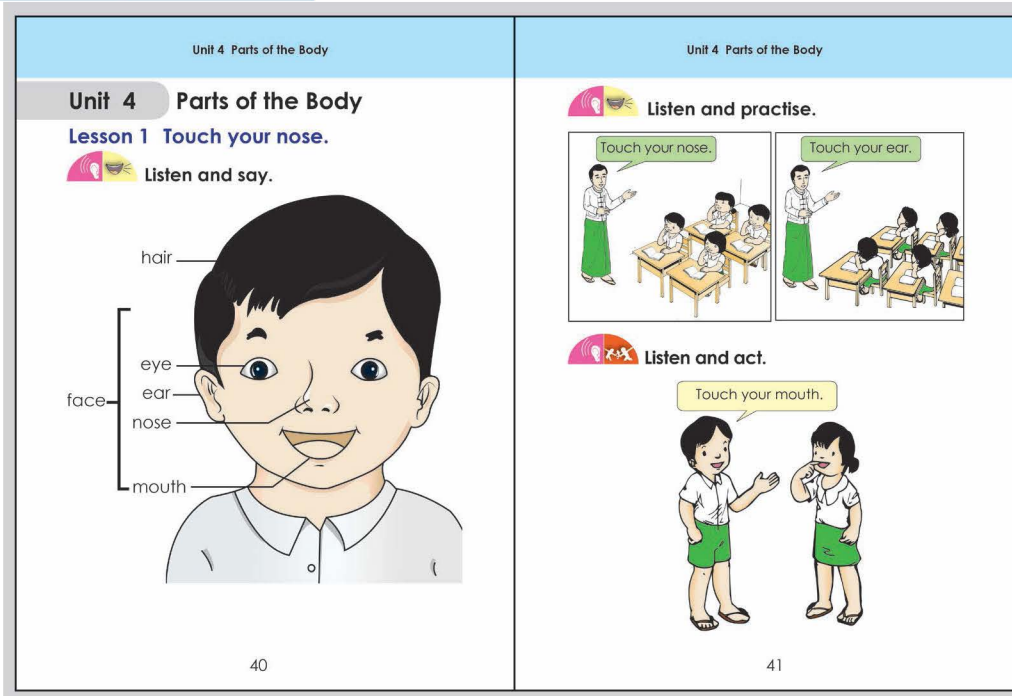
Summary and feedback

(2 minutes)

- Give feedback on the pronunciation and intonation.
- Summarise the lesson by asking the class about the story in Myanmar.

4.6 Unit 4 Parts of the Body

Lesson 1 Touch your nose.



Objectives:

By the end of the lesson, students will be able to:

- say some parts of their body in English.
- give instructions using 'Touch your ...'.

Words and expression: ears, eyes, face, hair, mouth, nose
'Touch your ...'.

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Greet students saying 'Hello.'
- Ask students to sing the 'What's your name?' Song.

32 Listen and say.

(10 minutes)

- Say, 'eye' and then ask, 'Where is my eye?' with a confused look.
(ဆရာက 'eye' ဟု ပြောပြီး 'Where is my eye?' လို့ သိလိုသည့်အမူအရာဖြင့်မေးပါ)
- Ask, 'Is it eye?', pointing to other parts of the face (e.g. mouth).
(မျက်လုံး မဟုတ်သည့်အခြားသော အစိတ်အပိုင်းတစ်ခု ဥပမာ-ပါးစပ်ကို ညွှန်ပြ၍ Is it eye? လို့မေးပါ)
- Ask students who think it is 'eye' to raise their hands.
(ထိုသို့ညွှန်ပြစဉ် မျက်လုံးဟု ယူဆသူများကို လက်မြှောက်ပြပါဟု ပြောပါ)
- Follow the same procedure pointing to the other parts of the face until the students have got the correct answer.
(အထက်ပါ အစီအစဉ်အတိုင်း မျက်နှာရှိ အခြားအစိတ်အပိုင်းများကိုညွှန်ပြ၍ ကျန်စကားလုံးများကို ဆက်လက်မေးပါ)
- Check students' answers.
- Follow the same procedure for other parts of the face: ear, face, hair, mouth and nose.

- Point to different parts of the body they have learnt and say the words in English.

(ကျောင်းသားများ မျက်နှာပါ အစိတ်အပိုင်းများကို ပြောပြနိုင်သည်အထိ လေ့ကျင့်ပေးပါ)

33 Listen and practise.

(12 minutes)

- Say, 'Touch your eye.' touching the teacher's own eye. Say the phrase again until students touch their eyes.
(ဆရာမှ 'Touch your eye.' ဟု ပြော၍ မိမိ၏ မျက်လုံးကို လက်နှင့်ထိပါ။ ကျောင်းသားများကိုလည်း သူတို့ မျက်လုံးကို လက်နှင့်ထိရန် ပြောပါ)
- Repeat the procedure for the other parts of their body: ear, face, hair, mouth, and nose.
- Give the instructions, 'Touch your nose.', 'Touch your ear.' etc. to students.
- Ask them to follow the teacher's instructions.

Listen and act.

(12 minutes)

- Call out two students and ask one student to give instructions and the other to act out.
(ကျောင်းသားနှစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်၍ တစ်ယောက်က ခန္ဓာကိုယ်အစိတ်အပိုင်းအမည်များကို မေးစေပြီး ကျန်တစ်ယောက်ကို အမူအရာ (gesture) ဖြင့် ပြုလုပ်ရန် ပြောပါ)
S1: 'Touch your eye.' (The student can say any part of the body he/ she has learnt)
S2: (Touches his/ her eye.)
- Ask different pairs to practise giving and following instructions.
(အခြားသော ကျောင်းသားများကိုလည်း နှစ်ယောက်တစ်တွဲ ညွှန်ကြားချက်ပေးခြင်းနှင့် လိုက်နာဆောင်ရွက်ခြင်းကို လေ့ကျင့်ရန် ပြောပါ)

Summary and feedback

(3 minutes)

- Ask them to say the parts of the body they have learnt by pointing to these parts.
- Check students' pronunciation.

Lesson 2 Letters of the week: Ii, Jj

Unit 4 Parts of the Body

Lesson 2 Letters of the week: Ii, Jj

Listen and say.

ice

iron

jacket

jam

42

Unit 4 Parts of the Body

Trace and write.

Listen and tick.

Listen and tick.

i

J

j

I

Write and say.

__ce

__am

43

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Ii and Jj.
- say the letters Ii and Jj.
- write the capital letters 'I, J' and the small letters 'i, j'.

Words and expression: ice, iron, jacket, jam
'What's this?'

Resources and preparation: alphabet chart, flashcards
Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'I' and 'J' and the small letters 'i' and 'j'.

Teaching procedure

Warm up (2 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများကို alphabet chart ကို ညွှန်ပြပြီး 'ABC' Song ကိုသီဆိုရန် ပြောပါ)
- Ask them to repeat the song if necessary.

34 Listen and say. (15 minutes)

Letter 'Ii'

- Show the flashcard of the letter, 'capital I' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'I' flashcard ပြပါ)
- Ask them to find the capital letter 'I' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'I' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'capital I' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital I' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Show the flashcard of the letter, 'small i' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'i' flashcard ပြပါ)
- Ask them to find the small letter 'i' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'i' ကို alphabet chart ထဲတွင်

ရှာရန်ပြောပါ)

- Say, 'small i' 3 times and ask students to repeat after the teacher. (ဆရာက 'small i' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Write 'I, i' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'I, i' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'ice' and 'iron' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture of 'ice' and to say, 'I, ice', pointing to the letter 'I' in the word 'ice'. (ကျောင်းသားများကို 'ice' ပုံကိုကြည့်စေပြီး 'ice' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'I'ကိုညွှန်ပြကာ 'I, ice'ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask them to look at the picture of 'ice' and say, 'I, ice'.
- Do the same for the picture of 'iron'.
- Show the flashcards of 'I, ice and iron' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and respond to each other. (ကျောင်းသားများ နှစ်ယောက်စီ တွဲပါ။ တစ်ယောက်က flashcard များကို ကိုင်မြှောက်ပြပြီး 'What's this?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန်ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and respond to each other.
- Give feedback.

35 Letter 'Jj'

- Repeat the same procedure for the letter 'Jj'.

Trace and write. (80 minutes)

- Ask students to write the capital letter 'I' and the small letter 'i' in the space given.
- Ask students to write the capital letter 'J' and the small letter 'j' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Help them if necessary.

Listen and tick. (5 minutes)

- Ask students to listen to the teacher or the recording.
- Ask them to put a tick in the box for the word they hear. (iron, jacket) (နားထောင်ပြီး မှန်ကန်သော အကွက်တွင် အမှတ်ခြစ်ရန် ပြောပါ)
- Follow the same procedure for the remaining pictures.

Listen and tick. (5 minutes)

- Ask students to tick the letters 'i' and 'j'. (ကျောင်းသားများအား letters 'i' နှင့် 'j'ကို အမှတ်ခြစ်ရန် ပြောပါ)

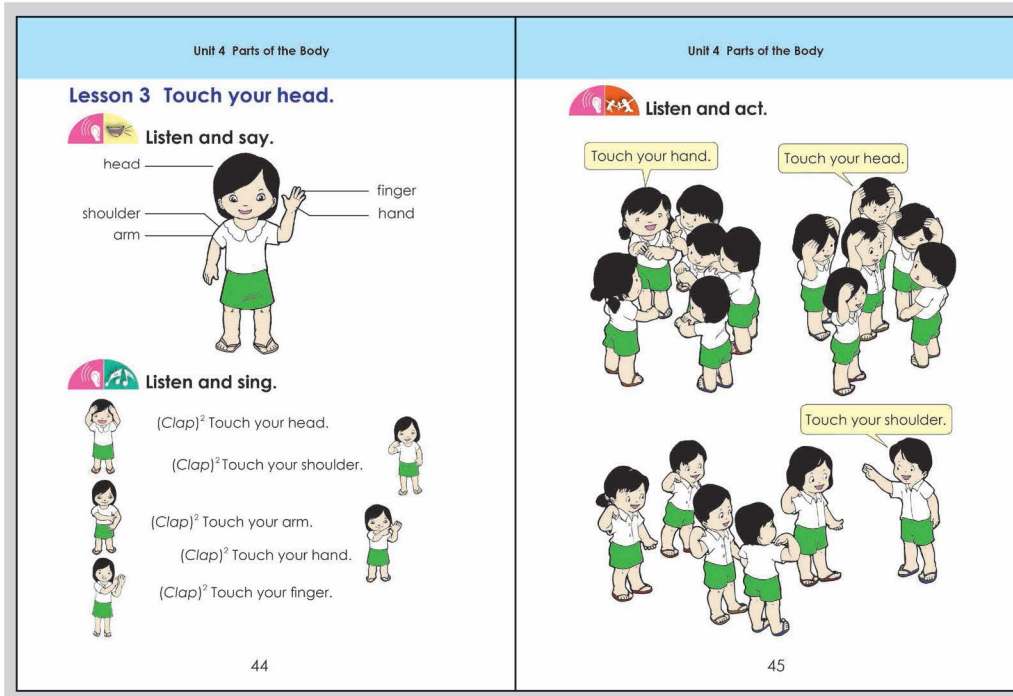
Write and say. (10 minutes)

- Ask students to write the missing letter in each blank given.
- Ask them to say the word.

Summary and feedback (3 minutes)

- Check the pronunciation of 'I, ice, iron' and 'J, jacket, jam'.

Lesson 3 Touch your head.



Objectives:
 By the end of the lesson, students will be able to:

- say parts of the body in English.
- sing a chant, 'Touch your ...'

Words and expression: arm, finger, hand, head, shoulder
 'Touch your ...'

Resources and preparation: flashcards (a long pencil, a short pencil, a big apple, a small apple), CD (if available)
 Photocopy or draw four pictures from the textbook before starting the class preferably on A4 size paper.

Teaching procedure

Warm up (3 minutes)

- Elicit parts of the body that students learnt from the previous lesson.

36 Listen and say. (10 minutes)

- Say, 'head' and 'shoulder' three times touching your head and shoulder.
 (2 vocabulary items at a time) (ဦးခေါင်းကို လက်နှင့်ထိပြပြီး 'head' ပခုံးကို လက်နှင့်ထိပြပြီး 'shoulder' ဟု ၃ ကြိမ်ပြောပါ။ ၁ ကြိမ်လျှင် ဝေါဟာရ ၂ ခုစီ ပြောပါ)
- Touch your head and shoulder and ask students to guess the meaning.
 (ဆရာက ဦးခေါင်းနှင့်ပခုံးကို လက်နှင့်ထိပြပြီး မည်သည့်အရာများဖြစ်ကြောင်း ကျောင်းသားများကို ခန့်မှန်းရန် ပြောပါ)
- Follow the same procedure for the remaining parts: arm, finger, hand.
- Check and correct the pronunciation.
- Give instructions to students: 'Touch your ...'. (e.g. Touch your head.)
- Ask students to follow the instructions by touching the parts of the body that the teacher said.

(ဆရာပြောသည့် ခန္ဓာကိုယ်အစိတ်အပိုင်းကို ကျောင်းသားများကလက်နှင့်ထိရန် ညွှန်ကြားပါ)

- Ask them to repeat after the instructions, 'Touch your head.', 'Touch your mouth.', etc.

37 Listen and sing. (chant)

(12 minutes)

(Clap twice) Touch your head.

(Clap twice) Touch your shoulder(s).

(Clap twice) Touch your arm(s).

(Clap twice) Touch your hand(s).

(Clap twice) Touch your finger(s).

- Sing the chant and ask students to follow the instructions in the chant.

(Chant ကိုသီဆိုနေစဉ် ကျောင်းသားများအား ညွှန်ကြားချက်များအတိုင်း ပြုလုပ်ရန် ပြောပါ)

(Whole class)

- Monitor the class.

- Divide the class into two groups.

- Ask one group to chant and the other group to act out.

(အုပ်စု တစ်စုက Chant ကိုဆို၍ ကျန်အုပ်စုက Chant ပါညွှန်ကြားချက်ကို ဆောင်ရွက်ရန်ပြောပါ)

- Check students' pronunciation.

Listen and act.

(12 minutes)

- Divide the class into groups. Within each group one student gives an instruction and the others do the action. (Number of groups is flexible according to the class size.)

(ကျောင်းသားများကို အုပ်စုများဖွဲ့ပါ။ အုပ်စု ၁ စုအတွင်းတွင် ကျောင်းသားတစ်ဦးက 'Touch your ...' ဟု ညွှန်ကြားချက်ပေးပြီး ကျန်ကျောင်းသားများက သူ၏ ညွှန်ကြားချက်ကို ပြုလုပ်ရန် ပြောပါ) (အုပ်စုဖွဲ့ရာတွင် အတန်းရှိ ကျောင်းသားအနည်းအများ အလိုက် သင့်လျော်သလို ဖွဲ့ပါ)

- Change the roles so all students get a chance to give instructions.

(ကျောင်းသားတိုင်း ညွှန်ကြားချက်ပေးသည့် အခွင့်အရေးရအောင် ကျောင်းသားများကို အလှည့်ကျဆောင်ရွက်ရန်ပြောပါ)

- Monitor the class.

Summary and feedback

(3 minutes)

- Give feedback.

- Check students' pronunciation.

Lesson 4 Letters of the week: Kk, Ll

Unit 4 Parts of the Body

Lesson 4 Letters of the week: Kk, Ll

Listen and say.

key

lamp

kite

lock

46

Unit 4 Parts of the Body

Trace and write.

KKK ll

kkk ll

Listen and circle.

Tick and say.

l

k

Write and say.

__ock
__ey

47

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Kk and Ll.
- say the letters Kk and Ll.
- write the capital letters 'K, L' and the small letters 'k, l'.

Words and expression: key, kite, lamp, lock

'What's this?'

Resources and preparation: alphabet chart, flashcards

Hang the alphabet chart on the wall or board. Make two flashcards for the capital letters 'K' and 'L' and the small letters 'k' and 'l'.

Teaching procedure

Warm up

(2 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများကို alphabet chart ကို ညွှန်ပြပြီး 'ABC' Song ကို သီဆိုရန် ပြောပါ)
- Ask them to repeat the song if necessary.

38 Listen and say.

(15 minutes)

Letter 'Kk'

- Show the flashcard of the letter, 'capital K' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'K' flashcard ပြပါ)
- Ask them to find the capital letter 'K' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'K' ကို alphabet chart ထဲတွင် ရှာရန် ပြောပါ)
- Say, 'capital K' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital K' ဟု ၃ ကြိမ် ရွတ်ဆိုပြီး ကျောင်းသားများကို နောက်မှ လိုက်ဆိုရန် ပြောပါ)
- Show the flashcard of the letter, 'small k' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'k' flashcard ပြပါ)
- Ask them to find the small letter 'k' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'k' ကို alphabet chart ထဲတွင် ရှာရန် ပြောပါ)

ရှာရန်ပြောပါ)

- Say, 'small k' 3 times and ask students to repeat after the teacher. (ဆရာက 'small k' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို နောက်မှ လိုက်ဆိုရန်ပြောပါ)
- Write 'K, k' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'K, k' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'key' and 'kite' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture of 'key' and to say, 'K, key', pointing to the letter 'K' in the word 'key'. (ကျောင်းသားများအား 'key' ပုံကို ကြည့်စေပြီး 'key' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'K'ကိုညွှန်ပြကာ 'K, key'ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask students to look at the picture and say 'K, key.'
- Do the same for the picture of 'kite' .
- Ask students to look at the flashcards of 'K, key and kite' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and respond to each other. (ကျောင်းသားများ နှစ်ယောက်စီတွဲပါ။ တစ်ယောက်က flashcard များကို ကိုင်မြှောက်ပြပြီး 'What's this?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန်ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and respond to each other.
- Give feedback.
- Repeat the same procedure for the letters 'L'.

39 Letter 'L'

Trace and write. (80 minutes)

- Ask students to write capital letter 'K' and small letter 'k' in the space given.
- Ask students to write capital letter 'L' and small letter 'l' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Help them if necessary.

Listen and circle. (5 minutes)

- Ask students to listen to the teacher.
- Say the word 'key' aloud.
- Ask students to circle to the picture of a key in the textbook. (ကျောင်းသုံးစာအုပ်ထဲတွင် 'key' ပုံကို ရှာ၍ ဝိုင်းရန် ပြောပါ)
- Follow the same procedure for the rest of the pictures.
- Check answers.

Tick and say. (5 minutes)

- Ask students to listen to the teacher and tick the letters they hear for the words. (ဆရာပြောသော စကားလုံးကို နားထောင်စေပြီး ကျောင်းသားများကြားသည့်အတိုင်း ပေးထားသောနေရာတွင် အမှန်ဖြစ်ရန် ပြောပါ)
- Say the letters and the words related to the letters. (၎င်းအက္ခရာနှင့်စသော ဝေါဟာရများကို ပြောပြပါ)

Write and say. (10 minutes)

- Ask students to write the missing letter in each blank.
- Ask them to say the words.

Summary and feedback (3 minutes)

- Check the pronunciation of 'K, key, kite' and 'L, lamp, lock'.

Lesson 5 Touch your knee.



Objectives:

By the end of the lesson, students will be able to:

- say some parts of the body in English.
- give instructions using English.

Words and expression: foot, knee, leg, toe
'Touch your ...'.

Teaching procedure

Warm up (3 minutes)

- Touch the teacher's 'arm, finger, hand, head, and shoulder' etc. and ask students to say them in English.

40 Listen and say. (15 minutes)

- Touch the teacher's leg and knee and ask students to say what they are.
(ဆရာက ခြေထောက်နှင့် ခူးကို လက်နှင့်ထိပြီး ကျောင်းသားများကို ခန္ဓာကိုယ်၏ မည်သည့်အစိတ်အပိုင်းဖြစ်ကြောင်း ဖြေရန်ပြောပါ)
- Say, 'leg, knee,' touching the teacher's leg and knee 3 times.
(ခြေထောက်ကို ထိပြီး 'leg' ခူးကို လက်နှင့်ထိပြီး 'knee' ဟု ၃ ကြိမ်ပြောပါ)
- If necessary, repeat and use gestures to check their understanding.
- Explain to students how to pronounce the plural in 'legs, knees and toes'. Say that 'foot' is an exception and the plural form of 'foot' is 'feet'.
(ကျောင်းသားများကို legs, knees နှင့် toes တို့၏ အသံထွက်ကို ရှင်းပြပါ။ ခြွင်းချက်အနေဖြင့် 'foot' ၏ အများကိန်းသည် 'feet' ဖြစ်ကြောင်းပြောပါ)
- Show the teacher's leg(s), knee(s), foot (feet) and toe(s) and ask students to say what they are in English.
- Give instructions to the whole class. (e.g. Touch your knee. Touch your knee and toe.)

41 Listen and practise. (12 minutes)

- Divide the class into two groups.
- Ask one group to give instructions and the other group to follow the instructions.

- Ask them to touch other parts of the body. (e.g. 'eye, knee, shoulders, arm and toes')
(အခြားခန္ဓာကိုယ်အစိတ်အပိုင်းများကိုလည်း 'Touch your ...' အသုံးပြုပြီး ကျောင်းသားများအား ဆရာ၏ ညွှန်ကြားချက်ကို လိုက်နာ လုပ်ဆောင်ရန် ပြောပါ)
- Check the pronunciation.

Listen and act.

(12 minutes)

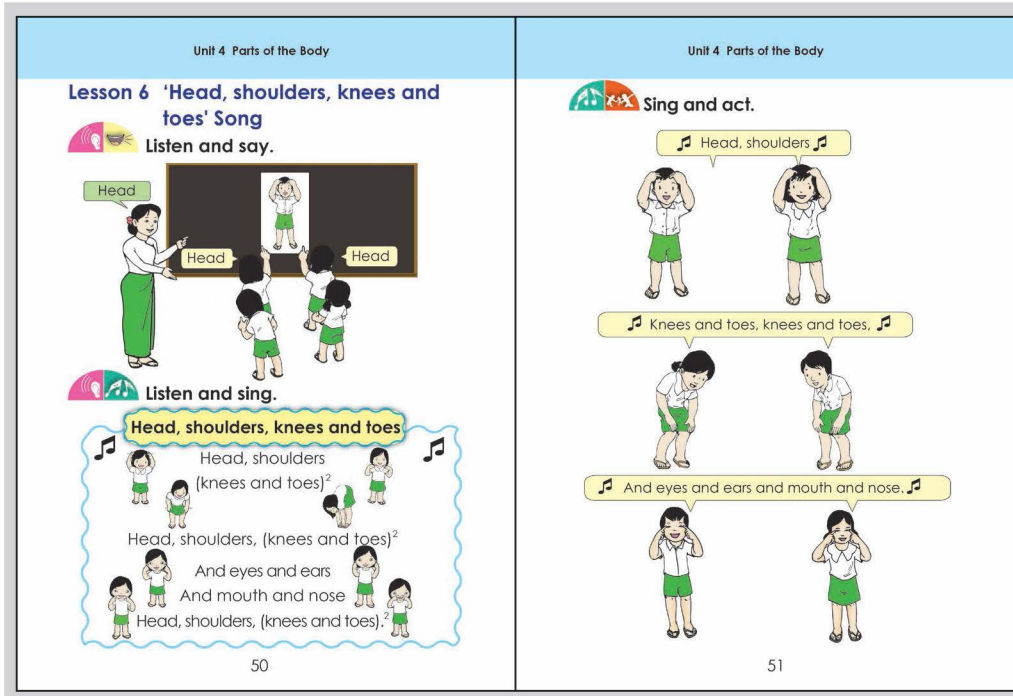
- Give instructions to students: 'Touch your ...'. (e.g. Touch your knee.)
- Ask students to follow the instructions.
- Ask each student to give an instruction, (e.g. Touch your knee.) and another student to follow the instruction.
(ကျောင်းသားတစ်ယောက်ကို 'Touch your ...' ဟု ညွှန်ကြားချက်ပေးရန် ပြောပါ။ အခြားကျောင်းသားကို ညွှန်ကြားချက်အတိုင်း ပြုလုပ်ရန် ပြောပါ) (ဥပမာ ။ ။ Touch your knee.)

Summary and feedback

(3 minutes)

- Check if students can name parts of the body correctly.
- Check if students can give and follow the instructions.

Lesson 6 'Head, shoulders, knees and toes' Song



Objectives:

By the end of the lesson, students will be able to:

- sing 'Head, Shoulders, Knees and Toes' song with actions.
- say parts of the face and body in English.

Words and expression: eyes, ears, head, knees, nose, shoulders, toes
'Touch your ...'.

Resources and preparation: CD (if available)

Teaching procedure

Pre-teaching

42 Listen and say.

(7 minutes)

- Touch parts of the body and ask students to say them in English: head, ears, eyes, mouth, nose, shoulders, knees and toes.

(ဆရာက မိမိ၏ ခန္ဓာကိုယ် အစိတ်အပိုင်းများကို ညွှန်ပြ၍ ကျောင်းသားများကို head, ears, eyes, mouth, nose, shoulders, knees, toes အင်္ဂလိပ်လိုဖြေကြားရန် ပြောပါ)

- Elicit from students what they learnt from the previous lesson.

43 Listen and sing.

(15 minutes)

- Sing the song with gestures.

'Head, shoulders, knees and toes'

Head, shoulders, (knees and toes)²

Head, shoulders, (knees and toes)²

And eyes and ears

And mouth and nose

Head, shoulders, (knees and toes)².

- If there is no video or audio, the teacher can sing the song for students.

- Divide the class into 2 or 3 groups depending on the class size.
- Ask Group 1 to sing the 'Head, shoulders, knees and toes' song and other groups to do the actions. Then, take turns.

(အဖွဲ့ ၁ ကိုသီချင်းသီဆိုစေ၍ ကျန်အဖွဲ့မှ အဖွဲ့ဝင်များအားလုံး အမူအရာဖြင့်သရုပ်ဖော်ရန် ပြောပါ။ ထိုနည်းအတိုင်း တစ်လှည့်စီ ဆောင်ရွက်ရန် ပြောပါ)

- Monitor the class.

(If the class-size is big, divide the class into more than 2/ 3 groups.)

Sing and act.

(15 minutes)

- Ask one student to sing the song with gestures.
- Tell students to practise the song with gestures.

(One student sings the song, the other student does the actions.)

(ကျောင်းသားတစ်ယောက်က သီဆို၍ အခြားကျောင်းသားတစ်ယောက်က သရုပ်ဆောင်ရန် ပြောပါ)

- Ask students to practise the song and action faster.

Summary and feedback

(3 minutes)

- Check the pronunciation for the 'Head, shoulders, knees and toes' song.
- Check whether students can touch the parts of their body properly.

4.7 Review 2

Review 2

Write.

E F G H I J K L

e f g h i j k l

Match and say.

I can ...	😊	😐	😞
write Ee, Ff, Gg, Hh, Ii, Jj, Kk and Ll.			
say the words beginning with E, F, G, H, I, J, K and L.			

52

Objective 1: By the end of period 1, students will be able to say some words beginning with Ee-Ll.

Words:

eye, fish, goat, hat, iron, jam, key, lamp

Resources and preparation:

alphabet chart, flashcards

Warm up

(3 minutes)

- Ask the class to sing the 'ABC' Song.
- Point to any letter on the Alphabet chart and ask some students what it is first in order, and then at random.

Write

(15 minutes)

Write the letters in the air.

- Write a letter (Ee-Ll) in the air and make the class guess what the letter is first in order, and then at random.
(ဆရာက Ee-Ll အက္ခရာစာလုံးများကို ဦးစွာပထမလေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ပြီးနောက် အစီအစဉ်တကျမဟုတ်ဘဲ ရေးပြပြီး ကျောင်းသားများကို ခန့်မှန်းရန် ပြောပါ)

Write the letters.

- Ask the class to write the letters in their textbooks.
- Monitor the students' writing and help them if necessary.

Match and say.

(18 minutes)

- Show a flashcard (e.g. eye) to the class and ask, 'What's this?'
- Give feedback.
- Ask them to find 'eye' in the picture.
- Ask them to match and say the capital letter 'E', the small letter 'e' and the 'eye' picture in their textbook.
(ကျောင်းသားများအား အင်္ဂလိပ်အက္ခရာ 'E', 'e' နှင့် 'eye' ပုံတို့ကို ယှဉ်တွဲပြီး ရွတ်ဆိုရန် ပြောပါ)
(Follow the same procedure to complete the remaining letters of the words.)

Summary and feedback




(2 minutes)

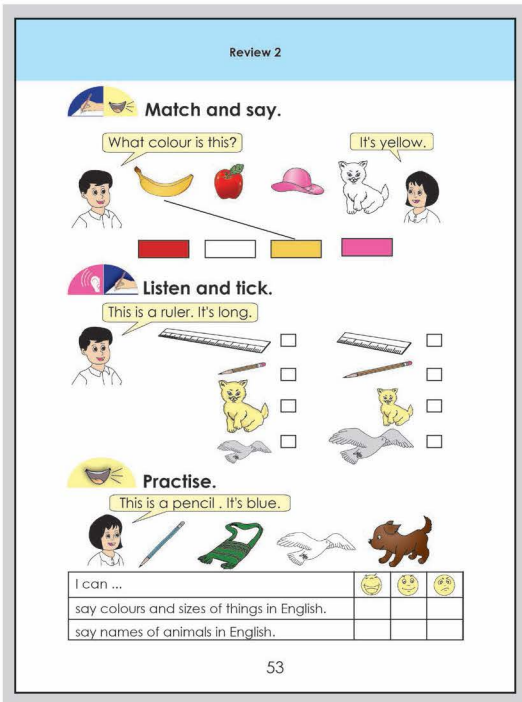
- Ask students to say the letters 'Ee to Ll' and the words related to them.
- Give feedback on the pronunciation of the letters and the words.

Self-assessment

(2 minutes)

- Explain how to complete the 'I can ...' statement table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. (Help them if necessary.)

I can ...			
write Ee, Ff, Gg, Hh, Ii, Jj, Kk and Ll.			
say the words beginning with E, F, G, H, I, J, K and L.			



Objective 2: By the end of period 2, students will be able to say colours and sizes of things in English and say names of animals in English.

Words and expressions:
 apple, bag, banana, bird, black, brown, cat, dog, green, hat, red, pencil, pink, ruler, white, yellow
 'What colour is this?', 'It's ...', 'This is a /an ...'

Resources and preparation:
 picture cards and colour cards

Warm up (3 minutes)

- Point to the blackboard and ask the class, 'What colour is this?'
- Point to some objects and ask the class, 'What colour is this?'

Match and say. (12 minutes)

- Ask students to match the pictures and colours.
 (ကျောင်းသားများအား ရုပ်ပုံနှင့် အရောင်တို့ကို ယှဉ်တွဲရန် ပြောပါ)
- Draw a line to match the picture card and colour card.
- Tell them to ask, 'What colour is this?' and give the answer, 'It's ...'.

44 Listen and tick. (10 minutes)

- Show the textbook page and explain to students how to do the activity.
- Say, 'This is a ruler. It's long.' at least three times and ask the class to listen carefully.
 ('This is a ruler. It's long.' ကို ၃ ကြိမ်ပြောပြီး ကျောင်းသားများအား သေချာစွာနားထောင်ရန်ပြောပါ)
- Tell students to tick the correct picture.
 (ကျောင်းသားများအား မှန်ကန်သော ပုံကို ရွေး၍ ခြစ်ရန်ပြောပါ)
- Follow the same procedure for the remaining words.
- Repeat the sentences if necessary.
- Check their answers.

Practise. (10 minutes)

- Point to the textbook pictures and ask students what they are and what colours they are.
- Tell students to point to the picture of a pencil and say, 'This is a pencil. It's brown.'
 (ကျောင်းသားများအား ခဲတံပုံကိုပြပြီး 'This is a pencil. It's brown.' ဟု ပြောရန် ပြောပါ)
- Ask students to work in pairs and practise the language.
- Ask a student to point to any random picture and say what it is and what colour it is.

(ကျောင်းသားတစ်ယောက်အား ပုံများအနက် တစ်ပုံကို ရွေးချယ်စေပြီး မည်သည့်ပုံ ဖြစ်ကြောင်းနှင့် မည်သည့်အရောင်ဖြစ်ကြောင်း အမေး၊ အဖြေ ပြုလုပ်ရန်ပြောပါ)

- Monitor the class.

Summary and feedback




(2 minutes)

- Ask students to say colours and sizes of things and animals.
- Check pronunciation.


Self-assessment



(3 minutes)

- Explain how to do the 'I can...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
say colours and sizes of things in English.			
say names of animals in English.			

Review 2



 Listen and sing.




 **Head and shoulders, knees and toes** 

Head and shoulders, knees and toes,
knees and toes, knees and toes,
head and shoulders, knees and toes,
it's my body.

Eyes and ears and mouth and nose,
mouth and nose, mouth and nose,
eyes and ears and mouth and nose,
it's my body.

Hands and fingers, arms and legs,
arms and legs, arms and legs,
hands and fingers, arms and legs,
it's my body.

I can ...			
say parts of the body in English.			

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Objective 3: By the end of period 3, students will be able to say parts of the body.

Words and expression:
arm, ear, eye, finger, hand, head, knees, leg, mouth, nose, shoulders, toes

Resources and preparation:
CD (if available)

Warm up (3 minutes)

- Elicit parts of the body from students and ask them to tell you what they are in English.
- Draw parts of the body that students responded on the blackboard.
- Encourage students to remember parts of the body: face, eye, nose, ear, mouth, hair, head in English.
- Sing, 'Head and shoulders, knees and toes' song to the class.

45 Listen and sing. (18 minutes)

- Sing the song with actions again with more words as follows.
(သီချင်းကို အောက်ပါစာသားများအတိုင်း အမှုအရာဖြင့် ထပ်မံသီဆိုပါ)

'Head and shoulders, knees and toes'

Head and shoulders, knees and toes,
knees and toes, knees and toes,
head and shoulders, knees and toes
It's my body.

Eyes and ears and mouth and nose,
mouth and nose, mouth and nose,
eyes and ears and mouth and nose,
It's my body.

Hands and fingers, arms and legs,
arms and legs, arms and legs,
hands and fingers, arms and legs,
It's my body.

- Tell the class to sing the song with actions.

Listen and act.

(15 minutes)

This activity is a combination of the 'Head and shoulders, knees and toes' song and 'Touch your ...' lesson.

(ဤ Activity သည် 'Head and shoulders, knees and toes' song နှင့် 'Touch your ...' lesson ကို ပေါင်းစပ်ထားခြင်း ဖြစ်ပါသည်)

- Divide the class into two groups: A and B.
- Ask both groups to sing the first part of the 'Head, shoulders, knees and toes' song together, touching their heads, shoulders, knees and toes.
- At the end of the first verse, tell students to touch their heads and ask them to touch their heads.

T: Head and shoulders, knees and toes,
 knees and toes, knees and toes,
 head and shoulders, knees and toes.

(Pause) 'Touch your head.' (shoulders, knees, toes)

S: They touch their heads.

- Follow the same procedure for the second and the third part of the song.

Summary and feedback




(2 minutes)

- Point to any part of the body and ask what it is.
- Check the pronunciation of every part of the body.

Self-assessment

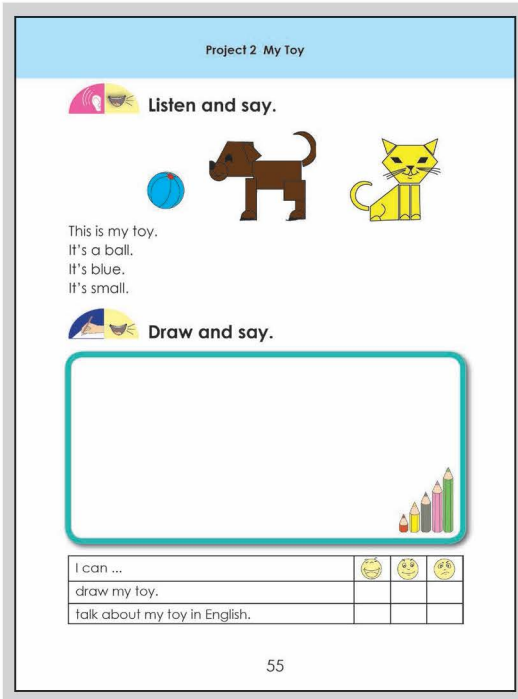
(2 minutes)

- Ask students how to fill up the 'I can ...' statement table.
- Ask each student to choose the icon ✓ that is correct for them and put a tick in the space under the chosen icon.

I can ...			
say parts of the body in English.			

4.8 Project 2

My Toy



Objective : By the end of the project, students will be able to talk about the toys they have drawn using words and expressions they learnt in Units 3 and 4.

Words and expressions:
black, blue, brown, green, pink, red, yellow, white, long, short, big, small, ball, cat, cow, dog, kite
'What's this?', 'What colour is this?', 'This is my toy.', 'It's ...'.

Resources and preparation:
A copy of toy pictures from the textbook. Draw toy pictures on or the board preferably on A4 size paper.

Teaching procedure for Period 1

Warm up (5 minutes)

- Ask students to look at the three pictures in the textbook.
- Ask students what they are.
- Ask them the words that can be used to refer to the three pictures in Myanmar.
- Tell them that they are called 'အရုပ်' in Myanmar and 'toys' in English.
(ပုံ ၃ ပုံကို မြန်မာလို အရုပ်နှင့် အင်္ဂလိပ်လို 'toys' ဟု ခေါ်ကြောင်းပြောပါ)

Presentation (15 minutes)

- Draw a ball on the board or stick a copy of the picture of a ball on the board.
- Say, 'This is my toy.' and 'It's a ball.' and ask students to repeat.
- Ask them what the colour of the ball is and tell them to answer using 'It's ...'.
- Ask them whether the ball is big or small and tell them to say 'It's ...'.
- Follow the same procedure to talk about the other two pictures.

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- | | | |
|--|---|---|
| T: This is my toy. | T: This is my toy. | T: This is my toy. |
| T: Class, what's this?
(Pointing to the ball) | T: Class, what's this?
(Pointing to the dog) | T: Class, what's this?
(Pointing to the cat) |
| S: It's a ball. | S: It's a dog. | S: It's a cat. |
| T: Yes, it's a ball. | T: Yes, it's a dog. | T: Yes, it's a cat. |
| T: What colour is this? | T: What colour is this? | T: What colour is this? |
| S: It's blue. | S: It's brown. | S: It's yellow. |
| T: Yes, it's blue. Is it big or small? | T: Yes, it's brown. Is it big or small? | T: Yes, it's yellow. Is it big or small? |
| S: It's small. | S: It's big. | S: It's big. |

Practice

(10 minutes)

- Point to the ball and say, 'This is my toy. It's a ball. It's blue. It's small.'
- Ask students to repeat after the teacher.
- Follow the same procedure for the other two pictures.

Production

(7 minutes)

- Ask students to work in pairs.
- Ask students to practise the language in pairs.

Summary and feedback

(3 minutes)

- Summarise the lesson.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Revise the previous lesson.

Practice

(15 minutes)

- Hang the pictures of 'cow', 'dog' and 'kite'.
- Ask them to draw a picture of a cow, a dog or a kite in the space given in the textbook.
(ကျောင်းသားများအား ကျောင်းသုံးစာအုပ်ထဲရှိပေးထားသော နေရာလွတ်တွင် နွား၊ ခွေး သို့မဟုတ် စွန် အရုပ်များအနက် ကြိုက်ရာ ၁ ပုံကို ရေးဆွဲရန် ပြောပါ)
- Monitor the class and help students who have difficulty in drawing their picture.
- Demonstrate how to make a presentation by pointing to a picture.
- Ask 3 students to come to the front and to present the pictures using 'This is my toy. It's a ... It's ... It's ...'. (ကျောင်းသား သုံးယောက်ကို အတန်းရှေ့သို့လာ၍ မိမိတို့၏ အရုပ်များကို ညွှန်ပြကာ ၎င်းအရုပ်များအကြောင်းပြောရန် ပြောပါ)
- Put students into groups and ask each member of the groups to talk about their toys in turns. (ကျောင်းသားများကို အုပ်စု ဖွဲ့ပါ။ ကျောင်းသားတစ်ယောက်စီက မိမိ၏ အဖွဲ့ဝင်များကို အရုပ်အကြောင်းအလှည့်ကျ ပြောဆိုရန် ပြောပါ)
- Monitor the class.

Teaching Procedure for Period 3

Warm up




(3 minutes)

- Make sure that all students have their drawings.

Production

(13 minutes)

- Demonstrate how to make a presentation by pointing to the picture shown in the previous lesson.
- Make sure that every student is ready for presentation. (presentation ပြုလုပ်ရန် အဆင်သင့် ဖြစ်ခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Put students into groups of 5 or 6 naming them A, B, C, D, etc., and ask them to talk about their toys in order.
- Make sure all the members in each group talk about their toys.
- Ask some students from each group to come to the front and talk about their toys.
- Give feedback.
- Ask students to complete the self-assessment table.

I can ...			
draw a toy.			
talk about my toy in English.			

4.7 Review 2

Review 2

Write.

E F G H I J K L

e f g h i j k l

Match and say.

I can ...	😊	😐	😞
write Ee, Ff, Gg, Hh, Ii, Jj, Kk and Ll.			
say the words beginning with E, F, G, H, I, J, K and L.			

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Objective 1: By the end of period 1, students will be able to say some words beginning with Ee-Ll.

Words:

eye, fish, goat, hat, iron, jam, key, lamp

Resources and preparation:

alphabet chart, flashcards

Warm up

(3 minutes)

- Ask the class to sing the 'ABC' Song.
- Point to any letter on the Alphabet chart and ask some students what it is first in order, and then at random.

Write

(15 minutes)

Write the letters in the air.

- Write a letter (Ee-Ll) in the air and make the class guess what the letter is first in order, and then at random. (ဆရာက Ee-Ll အက္ခရာစာလုံးများကို ဦးစွာပထမလေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ပြီးနောက် အစီအစဉ်တကျမဟုတ်ဘဲ ရေးပြပြီး ကျောင်းသားများကို ခန့်မှန်းရန် ပြောပါ)

Write the letters.

- Ask the class to write the letters in their textbooks.
- Monitor the students' writing and help them if necessary.

Match and say.

(18 minutes)

- Show a flashcard (e.g. eye) to the class and ask, 'What's this?'
- Give feedback.
- Ask them to find 'eye' in the picture.
- Ask them to match and say the capital letter 'E', the small letter 'e' and the 'eye' picture in their textbook. (ကျောင်းသားများအား အင်္ဂလိပ်အက္ခရာ 'E', 'e' နှင့် 'eye' ပုံတို့ကို ယှဉ်တွဲပြီး ရွတ်ဆိုရန် ပြောပါ) (Follow the same procedure to complete the remaining letters of the words.)

Summary and feedback




(2 minutes)

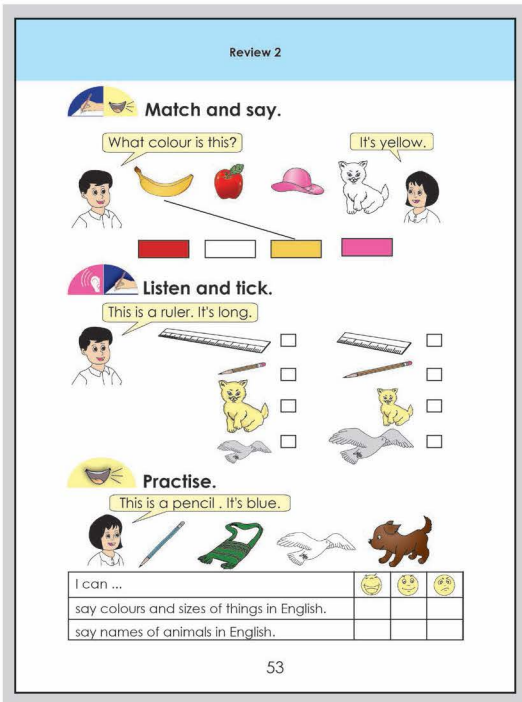
- Ask students to say the letters 'Ee to Ll' and the words related to them.
- Give feedback on the pronunciation of the letters and the words.

Self-assessment

(2 minutes)

- Explain how to complete the 'I can ...' statement table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. (Help them if necessary.)

I can ...			
write Ee, Ff, Gg, Hh, Ii, Jj, Kk and Ll.			
say the words beginning with E, F, G, H, I, J, K and L.			



Objective 2: By the end of period 2, students will be able to say colours and sizes of things in English and say names of animals in English.

Words and expressions:
 apple, bag, banana, bird, black, brown, cat, dog, green, hat, red, pencil, pink, ruler, white, yellow
 'What colour is this?', 'It's ...', 'This is a /an ...'

Resources and preparation:
 picture cards and colour cards

Warm up (3 minutes)

- Point to the blackboard and ask the class, 'What colour is this?'
- Point to some objects and ask the class, 'What colour is this?'

Match and say. (12 minutes)

- Ask students to match the pictures and colours.
 (ကျောင်းသားများအား ရုပ်ပုံနှင့် အရောင်တို့ကို ယှဉ်တွဲရန် ပြောပါ)
- Draw a line to match the picture card and colour card.
- Tell them to ask, 'What colour is this?' and give the answer, 'It's ...'.

44 Listen and tick. (10 minutes)

- Show the textbook page and explain to students how to do the activity.
- Say, 'This is a ruler. It's long.' at least three times and ask the class to listen carefully.
 ('This is a ruler. It's long.' ကို ၃ ကြိမ်ပြောပြီး ကျောင်းသားများအား သေချာစွာနားထောင်ရန်ပြောပါ)
- Tell students to tick the correct picture.
 (ကျောင်းသားများအား မှန်ကန်သော ပုံကို ရွေး၍ ခြစ်ရန်ပြောပါ)
- Follow the same procedure for the remaining words.
- Repeat the sentences if necessary.
- Check their answers.

Practise. (10 minutes)

- Point to the textbook pictures and ask students what they are and what colours they are.
- Tell students to point to the picture of a pencil and say, 'This is a pencil. It's brown.'
 (ကျောင်းသားများအား ခဲတံပုံကိုပြပြီး 'This is a pencil. It's brown.' ဟု ပြောရန် ပြောပါ)
- Ask students to work in pairs and practise the language.
- Ask a student to point to any random picture and say what it is and what colour it is.

(ကျောင်းသားတစ်ယောက်အား ပုံများအနက် တစ်ပုံကို ရွေးချယ်စေပြီး မည်သည့်ပုံ ဖြစ်ကြောင်းနှင့် မည်သည့်အရောင်ဖြစ်ကြောင်း အမေး၊ အဖြေ ပြုလုပ်ရန်ပြောပါ)

- Monitor the class.

Summary and feedback




(2 minutes)

- Ask students to say colours and sizes of things and animals.
- Check pronunciation.


Self-assessment



(3 minutes)

- Explain how to do the 'I can...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
say colours and sizes of things in English.			
say names of animals in English.			

Review 2



 Listen and sing.




 **Head and shoulders, knees and toes** 

Head and shoulders, knees and toes,
knees and toes, knees and toes,
head and shoulders, knees and toes,
it's my body.

Eyes and ears and mouth and nose,
mouth and nose, mouth and nose,
eyes and ears and mouth and nose,
it's my body.

Hands and fingers, arms and legs,
arms and legs, arms and legs,
hands and fingers, arms and legs,
it's my body.

I can ...			
say parts of the body in English.			

54

Objective 3: By the end of period 3, students will be able to say parts of the body.

Words and expression:
arm, ear, eye, finger, hand, head, knees, leg, mouth, nose, shoulders, toes

Resources and preparation:
CD (if available)

Warm up (3 minutes)

- Elicit parts of the body from students and ask them to tell you what they are in English.
- Draw parts of the body that students responded on the blackboard.
- Encourage students to remember parts of the body: face, eye, nose, ear, mouth, hair, head in English.
- Sing, 'Head and shoulders, knees and toes' song to the class.

45 Listen and sing. (18 minutes)

- Sing the song with actions again with more words as follows.

(သီချင်းကို အောက်ပါစာသားများအတိုင်း အမှုအရာဖြင့် ထပ်မံသီဆိုပါ)

'Head and shoulders, knees and toes'

Head and shoulders, knees and toes,
knees and toes, knees and toes,
head and shoulders, knees and toes
It's my body.

Eyes and ears and mouth and nose,
mouth and nose, mouth and nose,
eyes and ears and mouth and nose,
It's my body.

Hands and fingers, arms and legs,
arms and legs, arms and legs,
hands and fingers, arms and legs,
It's my body.

- Tell the class to sing the song with actions.

Listen and act.

(15 minutes)

This activity is a combination of the 'Head and shoulders, knees and toes' song and 'Touch your ...' lesson.

(ဤ Activity သည် 'Head and shoulders, knees and toes' song နှင့် 'Touch your ...' lesson ကို ပေါင်းစပ်ထားခြင်း ဖြစ်ပါသည်)

- Divide the class into two groups: A and B.
- Ask both groups to sing the first part of the 'Head, shoulders, knees and toes' song together, touching their heads, shoulders, knees and toes.
- At the end of the first verse, tell students to touch their heads and ask them to touch their heads.

T: Head and shoulders, knees and toes,
 knees and toes, knees and toes,
 head and shoulders, knees and toes.

(Pause) 'Touch your head.' (shoulders, knees, toes)

S: They touch their heads.

- Follow the same procedure for the second and the third part of the song.

Summary and feedback




(2 minutes)

- Point to any part of the body and ask what it is.
- Check the pronunciation of every part of the body.

Self-assessment

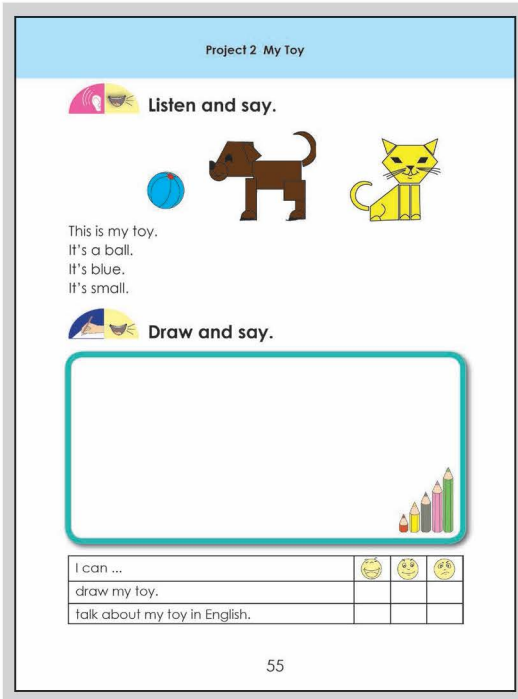
(2 minutes)

- Ask students how to fill up the 'I can ...' statement table.
- Ask each student to choose the icon ✓ that is correct for them and put a tick in the space under the chosen icon.

I can ...			
say parts of the body in English.			

4.8 Project 2

My Toy



Objective : By the end of the project, students will be able to talk about the toys they have drawn using words and expressions they learnt in Units 3 and 4.

Words and expressions:
black, blue, brown, green, pink, red, yellow, white, long, short, big, small, ball, cat, cow, dog, kite
'What's this?', 'What colour is this?', 'This is my toy.', 'It's ...'.

Resources and preparation:
A copy of toy pictures from the textbook. Draw toy pictures on or the board preferably on A4 size paper.

Teaching procedure for Period 1

Warm up (5 minutes)

- Ask students to look at the three pictures in the textbook.
- Ask students what they are.
- Ask them the words that can be used to refer to the three pictures in Myanmar.
- Tell them that they are called 'အရုပ်' in Myanmar and 'toys' in English.
(ပုံ ၃ ပုံကို မြန်မာလို အရုပ်နှင့် အင်္ဂလိပ်လို 'toys' ဟု ခေါ်ကြောင်းပြောပါ)

Presentation (15 minutes)

- Draw a ball on the board or stick a copy of the picture of a ball on the board.
- Say, 'This is my toy.' and 'It's a ball.' and ask students to repeat.
- Ask them what the colour of the ball is and tell them to answer using 'It's ...'.
- Ask them whether the ball is big or small and tell them to say 'It's ...'.
- Follow the same procedure to talk about the other two pictures.

46

- | | | |
|--|---|---|
| T: This is my toy. | T: This is my toy. | T: This is my toy. |
| T: Class, what's this?
(Pointing to the ball) | T: Class, what's this?
(Pointing to the dog) | T: Class, what's this?
(Pointing to the cat) |
| S: It's a ball. | S: It's a dog. | S: It's a cat. |
| T: Yes, it's a ball. | T: Yes, it's a dog. | T: Yes, it's a cat. |
| T: What colour is this? | T: What colour is this? | T: What colour is this? |
| S: It's blue. | S: It's brown. | S: It's yellow. |
| T: Yes, it's blue. Is it big or small? | T: Yes, it's brown. Is it big or small? | T: Yes, it's yellow. Is it big or small? |
| S: It's small. | S: It's big. | S: It's big. |

Practice

(10 minutes)

- Point to the ball and say, 'This is my toy. It's a ball. It's blue. It's small.'
- Ask students to repeat after the teacher.
- Follow the same procedure for the other two pictures.

Production

(7 minutes)

- Ask students to work in pairs.
- Ask students to practise the language in pairs.

Summary and feedback

(3 minutes)

- Summarise the lesson.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Revise the previous lesson.

Practice

(15 minutes)

- Hang the pictures of 'cow', 'dog' and 'kite'.
- Ask them to draw a picture of a cow, a dog or a kite in the space given in the textbook.
(ကျောင်းသားများအား ကျောင်းသုံးစာအုပ်ထဲရှိပေးထားသော နေရာလွတ်တွင် နွား၊ ခွေး သို့မဟုတ် စွန် အရုပ်များအနက် ကြိုက်ရာ ၁ ပုံကို ရေးဆွဲရန် ပြောပါ)
- Monitor the class and help students who have difficulty in drawing their picture.
- Demonstrate how to make a presentation by pointing to a picture.
- Ask 3 students to come to the front and to present the pictures using 'This is my toy. It's a ... It's ... It's ...'. (ကျောင်းသား သုံးယောက်ကို အတန်းရှေ့သို့လာ၍ မိမိတို့၏ အရုပ်များကို ညွှန်ပြကာ ၎င်းအရုပ်များအကြောင်းပြောရန် ပြောပါ)
- Put students into groups and ask each member of the groups to talk about their toys in turns. (ကျောင်းသားများကို အုပ်စု ဖွဲ့ပါ။ ကျောင်းသားတစ်ယောက်စီက မိမိ၏ အဖွဲ့ဝင်များကို အရုပ်အကြောင်းအလှည့်ကျ ပြောဆိုရန် ပြောပါ)
- Monitor the class.

Teaching Procedure for Period 3

Warm up




(3 minutes)

- Make sure that all students have their drawings.

Production

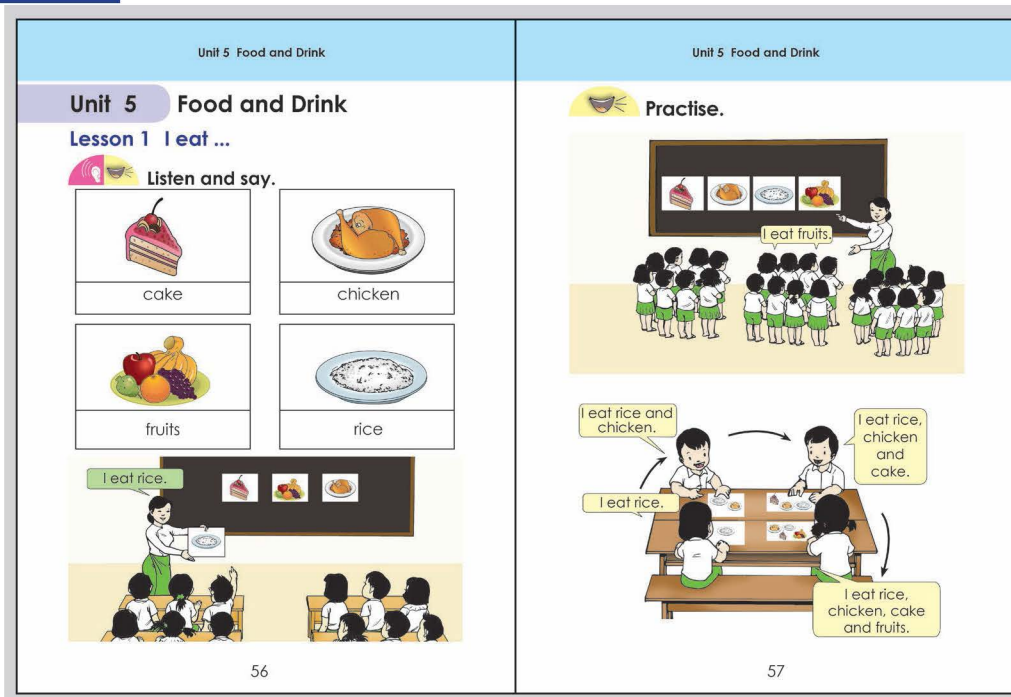
(13 minutes)

- Demonstrate how to make a presentation by pointing to the picture shown in the previous lesson.
- Make sure that every student is ready for presentation. (presentation ပြုလုပ်ရန် အဆင်သင့် ဖြစ်ခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Put students into groups of 5 or 6 naming them A, B, C, D, etc., and ask them to talk about their toys in order.
- Make sure all the members in each group talk about their toys.
- Ask some students from each group to come to the front and talk about their toys.
- Give feedback.
- Ask students to complete the self-assessment table.

I can ...			
draw a toy.			
talk about my toy in English.			

4.9 Unit 5 Food and Drink

Lesson 1 I eat...



Objective:

By the end of the lesson, students will be able to:

- say the food they usually have in English.

Words and expression: cake, chicken, fruits, rice

I eat...

Resources and preparation: flashcards, CD (if available)

Hang flashcards on the board.

Teaching procedure

Warm up

(2 minutes)

- Elicit from students some common foods they usually have. (e.g. chicken, rice, etc.)

47 Listen and say.

(20 minutes)

- Say the words 'cake, chicken, fruits, rice' one by one.
- Then, pointing to the pictures in the textbook, ask students to say the words.
- Ask students, 'What's this?' holding up the picture of 'rice'.

(rice ရုပ်ပုံအား ကိုင်မြှောက်ပြ၍ ကျောင်းသားများကို 'What's this?' ဟုမေးပါ)

48 Ask students to say 'rice' and the teacher says, 'I eat rice'.

(ကျောင်းသားများက 'rice' ဟု ဖြေပါစေ။ ထို့နောက် ဆရာက 'I eat rice.' ဟုပြောပါ)

- Ask them to repeat after the teacher.
- Do the same procedure for the remaining words: cake, fruits and chicken.

Practise.

(10 minutes)

- Ask students to look at the pictures on the board.
- Point to the picture of 'fruits' and ask students to say, 'I eat fruits.'

- Follow the same procedure by pointing to other pictures.

Memory challenge

(12 minutes)

- Divide the class into groups of four.
- Ask them to look at the list of food and say them.
- Demonstrate the activity to students and revise all the four words they have learnt.
- In each group, the first student says, 'I eat rice'. The second student adds another word and says, 'I eat rice and chicken'. (အုပ်စု ၁ စုတွင် ပထမကျောင်းသားက အစားအစာဝေါဟာရတစ်လုံးပါသော ဝါကျ 'I eat rice.' ဟု ဆိုရန်ပြောပါ။ ဒုတိယကျောင်းသားက အစားအစာဝေါဟာရတစ်လုံးထပ်ပေါင်းထည့်၍ 'I eat rice and chicken' ဟု ဆိုရန်ပြောပါ)
- The activity goes on with each student in the group, adding one more word to the sentence until all four words are used. (ဝေါဟာရလေးလုံးပါဝင်သော ဝါကျတစ်ကြောင်းတည်ဆောက်ပြီးသည်အထိ ဆက်၍ ဆိုရန်ပြောပါ)

S1: I eat rice.

S2: I eat rice and chicken.

S3: I eat rice, chicken and cake.

S4: I eat rice, chicken, cake and fruits.

Summary and feedback

(3 minutes)

- Ask the class how many new words they have learnt.
- Review any weak areas of their pronunciation (e.g. final consonant /s/ sound).

Lesson 2 Letters of the week: Mm, Nn

Unit 5 Food and Drink

Lesson 2 Letters of the week: Mm, Nn

Listen and say.

mat

 monkey

nail

 nest

58

Unit 5 Food and Drink

Trace and write.

Say and circle 'm'. Say and circle 'n'.

mat

nest

Tick and say.

m

n

Write and say.

__at

__est

59

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Mm and Nn.
- say the letters Mm and Nn.
- write the capital letters 'M, N' and the small letters 'm, n'.

Words and expression: mat, monkey, nail, nest
'What's this?'

Resources and preparation: alphabet chart, flashcards
Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'M' and 'N' and the small letters 'm' and 'n'.

Teaching procedure

Warm up (2 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများအား alphabet chart ကို ညွှန်ပြပြီး 'ABC' Songကိုသီဆိုရန်ပြောပါ)
- Ask them to repeat the song if necessary.

49 Listen and say. (20 minutes)

Letter 'Mm'

- Show the flashcard of the letter, 'capital M' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'M' flashcard ပြပါ)
- Ask them to find the capital letter 'M' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'M' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'capital M' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital M' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Show the flashcard of the letter, 'small m' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'm' flashcard ပြပါ)

- Ask them to find the small letter 'm' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'm' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say 'small m' 3 times and ask students to repeat after the teacher. (ဆရာက 'small m' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Write 'M, m' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'M, m' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'mat' and 'monkey' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'mat' and to say 'M, mat', pointing to the letter 'M' in the word 'mat'. (ကျောင်းသားများအား 'mat' ပုံကိုကြည့်စေပြီး 'mat' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'M' ကိုညွှန်ပြကာ 'M, mat' ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask them to look at the picture of 'mat' and say 'M, mat'.
- Do the same for the picture of 'monkey'.
- Show the flashcards 'M, mat and monkey' to students.
- Tell a pair of students to ask 'What's this?' holding up the flashcards and his/ her partner to respond to him/ her. (ကျောင်းသားများ နှစ်ယောက်စီတွဲ၍ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this ?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန် ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and his/ her partners to respond to him/ her.
- Give feedback.

50 Letter 'Nn'

- Repeat the same procedure for the letter 'Nn'.

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'M' and the small letter 'm' in the space given.
- Ask students to write the capital letter 'N' and the small letter 'n' in the space given.
- Tell them to write both capital and small letters in their exercise books at least 10 times.
- Help them if necessary.

Say and circle 'm' and say and circle 'n'.

(6 minutes)

- Ask students to say 'nest' first.
- Ask students to say and circle the letter 'n' in the textbook.
- Follow the same procedure for 'mat'.

Tick and say.

- Ask students to tick the pictures and the letters.
- Ask them to say the letters and the words related to the letters.

Write and say.

- Ask students to write the missing letter in the words 'mat' and 'nest'.
- Ask them to say the word.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'M, mat, monkey' and 'N, nail, nest'.

Lesson 3 I drink ...

Unit 5 Food and Drink

Lesson 3 I drink ...

Listen and say.

 coffee	 juice
 tea	 water

I drink tea.

60

Unit 5 Food and Drink

Practise.

I drink juice.

I drink water. I drink ...

I drink ... I drink ...

61

Objective:
By the end of the lesson, students will be able to:

- say the names of drink they usually have in English.

Words and expression: coffee, juice, tea, water
I drink ...

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up (3 minutes)

- Elicit from students some common drinks that they usually have.

51 Listen and say. (20 minutes)

- Say, 'coffee' and ask students whether they know it or not.
- Ask students to find and point to the picture of 'coffee' in the textbook.
(ကျောင်းသုံးစာအုပ်ရှိ ကော်ဖီပုံကို ရှာ၍ ညွှန်ပြရန် ပြောပါ)
- Ask students, 'What's this?' pointing to the picture of coffee in the textbook.
- Say, 'coffee' and ask students to repeat after the teacher.

52 Say, 'I drink coffee.' and ask them to repeat after the teacher.

- Follow the same procedure for the remaining words: juice, tea and water.

Practise. (12 minutes)

Speak quickly.

- Divide the class into two or three groups.
- Point to each picture on the board.
- Ask each group to say, 'I drink...'
- Check students' answers and give feedback.

Memory Challenge

(12 minutes)

- Divide the class into groups of four.
- Ask students to take turns to look at the list of drinks and say them and add new items to it.
(ကျောင်းသားများအား သောက်စရာစာရင်းကို အလှည့်ကျကြည့်၍ အခြားသောက်စရာအသစ်များကို ထပ်မံဖြည့်စွက်ရန် ပြောပါ)
- Demonstrate the activity. Revise all the words they have learnt.
(ဆရာက နမူနာလုပ်ပြပါ။ ကျောင်းသားများ သိပြီးသော သောက်စရာနှင့် ပတ်သက်သည့် စကားလုံးများကို ပြန်လည် လေ့ကျင့်ပေးပါ)
- In each group, ask the first student to say, 'I drink water.' and the second student to add another word and say, 'I drink water and juice.'
(အဖွဲ့တစ်ဖွဲ့စီရှိ ပထမကျောင်းသားကို 'I drink water.' ဟု ပြောစေပြီး ဒုတိယကျောင်းသားကို နောက်ထပ် သောက်စရာတစ်ခု ဖြည့်စွက်၍ 'I drink water and juice.' ဟု ပြောဆိုရန် ပြောပါ)
- The activity goes on with each student in the group, adding one more word to the sentence until all four words are used.
S1 : I drink water.
S2: I drink water and juice.
S3: I drink water, juice and coffee.
S4: I drink water, juice, coffee and tea.

Summary and feedback

(3 minutes)

- Ask students if they can say the names of drinks in English.
- Review the weak areas of their pronunciation if necessary.
- Make sure that students have correct pronunciation.

Lesson 4 Letters of the week: Oo, Pp

Unit 5 Food and Drink

Lesson 4 Letters of the week: Oo, Pp

Listen and say.

orange

owl

pencil

pin

62

Unit 5 Food and Drink

Trace and write.

Say the words.

Write and say.

__ in

__ encil

__ range

__ wl

63

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Oo and Pp.
- say the letters Oo and Pp.
- write the capital letters 'O, P' and the small letters 'o, p'.

Words and expression: orange, owl, pencil, pin

'What's this?'

Resources and preparation: alphabet chart, flashcards

Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'O' and 'P' and the small letters 'o' and 'p'.

Teaching procedure

Warm up

(3 minutes)

- Ask students to sing the 'ABC' Song, pointing to the letters in the alphabet chart. (ကျောင်းသားများအား alphabet chart ကို ညွှန်ပြပြီး 'ABC' Song ကို သီဆိုရန်ပြောပါ)
- Ask them to repeat the song if necessary.

53 Listen and say.

(20 minutes)

Letter 'Oo'

- Show the flashcard of the letter, 'capital O' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'O' flashcard ပြပါ)
- Ask them to find the capital letter 'O' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'O' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say 'capital O' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital O' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသား များကို လိုက်ဆိုရန်ပြောပါ)
- Show the flashcard of the letter, 'small o' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'o' flashcard ပြပါ)
- Ask them to find the small letter 'o' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'o' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)

- Say, 'small o' 3 times and ask students to repeat after the teacher. (ဆရာက 'small o' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Write 'O, o' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'O, o' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'orange' and 'owl' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'orange' and to say, 'O, orange', pointing to the letter 'O' in the word 'orange'. (ကျောင်းသားများအား 'orange' ပုံကိုကြည့်စေပြီး 'orange' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'O'ကိုညွှန်ပြကာ 'O, orange'ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask them to look at the picture of 'owl' and say, 'O, owl'.
- Do the same for the picture of 'owl'.
- Show the flashcards of 'O, orange and owl' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and his/her partner respond to him/her. (ကျောင်းသားများ နှစ်ယောက်စီတွဲ၍ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန် ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and the other students to respond to him/her.
- Give feedback.

54 Letter 'Pp'

- Follow the same procedure for the letter, 'P'.

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'O' and the small letter 'o' in the space given.
- Ask students to write the capital letter 'P' and the small letter 'p' in the space given.
- Tell them to write both capital and small letters in their exercise books. (၎င်းအက္ခရာများကို လေ့ကျင့်ခန်း စာအုပ်ထဲတွင် အက္ခရာ ၁ လုံးလျှင် ၁၅ မိနစ်ခန့် ရေးပါ)
- Help them if necessary.

Say the words.

(10 minutes)

- Divide the class into groups.
- Ask each group to stand up and say the objects in order from start to finish. (The group that finishes first wins and sits down.)
- Monitor the class.

Write and say.

(10 minutes)

- Ask students to write the missing letter in each blank given.
- Ask them to say the word.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'O, orange, owl' and 'P, pencil, pin'.

Lesson 5 I like/ I don't like...

Unit 5 Food and Drink

Lesson 5 I like/ I don't like ...

Listen and say.

bread	cake	chicken
egg	fish	milk

I like chicken.
I don't like fish.

64

Unit 5 Food and Drink

Practise.

I like bread.
I don't like milk.

I like bread.
I don't like milk.

I like ...
I don't like ...

65

Objectives:

By the end of the lesson, students will be able to:

- talk about the food and drink they like.
- talk about the food and drink they don't like.

Words and expressions: bread, cake, chicken, egg, fish, milk

I like .../ I don't like...

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Ask students, 'What did you have this morning?' in Myanmar.
- Ask them to respond with what they had in English.

55 Listen and say.

(20 minutes)

- Say each of the words: bread, cake, chicken, egg, fish, and milk.
- Pointing to the picture in the textbook, ask students to say the words.
- Ask them, 'What's this?' pointing to the picture of 'chicken'.

56 Ask them to say 'chicken' and the teacher says, 'I like chicken.'

- Follow the same procedure for the remaining words: bread, cake, egg, fish and milk.
- Ask students, 'What's this?' pointing to the picture of 'fish'.
- Ask them to say, 'fish' and the teacher says, 'I don't like fish.'
- Ask students to say, 'I don't like fish.'
- Follow the same procedure for the remaining words: cake, chicken, egg, and milk.

Practise.

(20 minutes)

- Explain the activity to students in Myanmar.
- Ask some students to do demonstration in front of the class.

- Divide the class into groups and ask every group to stand in a circle. (အုပ်စုများဖွဲ့၍ အုပ်စုဝင်များကို စက်ဝိုင်းပုံစံ၍ မတ်တပ်ရပ်ရန်ပြောပါ။)
- Ask each student to say, 'I like ... I don't like ...' to the student next to him/ her. (မိမိနှင့် ကပ်လျက်ရပ်နေသော အခြားကျောင်းသား တစ်ယောက်ကို 'I like ... I don't like ...' ဟုပြောဆိုရန် ပြောပါ)
- The activity goes on until it comes back to the first student.
(ပထမဆုံးကျောင်းသားအလှည့် ပြန်ရောက်သည်အထိ တစ်လှည့်စီ ဆက်၍လေ့ကျင့်ရန်ပြောပါ)
- Ask them to take turns as they have seen in the demonstration.
- Monitor the class.

Summary and feedback

(2 minutes)

- Finish by pointing out the words students have learnt.
- Ask students the food or drink they like.
- Ask students the food or drink they don't like.

Lesson 6 Do you like...?

Unit 5 Food and Drink

Lesson 6 Do you like ... ?

Listen and say.

Do you like coffee, Tun Tun?

Yes, I do.

Listen and sing.

Do you like ... ?

Do you like ... ?

Do you like ... ?

Do you like apples? 🍏 🍏

Yes, I do. Yes, I do.

Yes, I like apples. 🍏 🍏

No, I don't. No, I don't.

No, I don't like apples. 🍏 🍏

66

Unit 5 Food and Drink

Practise.

Do you like ... ? Do you like ... ?
Do you like cake?

Yes, I do.
Yes, I do.
Yes, I like cake.

No, I don't.
No, I don't.
No, I don't like cake.

67

Objectives:

By the end of the lesson, students will be able to:

- ask their friends the food and drink they like using 'Do you like ...?'
- respond using 'Yes, I do./No, I don't.'

Words and expressions:

apple, cake, coffee

'Do you like ...?', 'Yes, I do. Yes, I like. / No, I don't. No, I don't like.'

Resources and preparation:

CD (if available)

Write 'Do you like ...?' on the board.

Teaching procedure

Warm up

(2 minutes)

- Elicit the vocabulary of food and drink students like and don't like.

57 Listen and say.

(20 minutes)

- Ask the class, 'Do you like coffee?' and have them guess the meaning of the question. (ကျောင်းသားများကို 'Do you like coffee?' ဟုမေးပြီး ၎င်းမေးခွန်း၏အဓိပ္ပာယ်ကို ခန့်မှန်းဖြေကြားရန် ပြောပါ)
- Make sure that students know the meaning of the question and ask them to answer, 'Yes, I do.' and 'No, I don't.'
- Ask a student to come to the front and do the demonstration.

T: Do you like coffee, Tun Tun?

Tun Tun : Yes, I do. Or No, I don't.
- Ask the class to repeat after the teacher.
- Tell half of the class to ask, 'Do you like...?' and the other half to answer, 'Yes, I do.' and 'No, I don't.' (အတန်းရှိ ကျောင်းသားတစ်ဝက်ကို 'Do you like...?' မေးစေပြီး ကျန်တစ်ဝက်ကို 'Yes, I do.' နှင့် 'No, I don't.' တို့ကို အသုံးပြု၍ ဖြေဆိုရန်ပြောပါ)
- Ask them to take turns.

Listen and sing.

(12 minutes)

- Sing the 'Do you like ...?' song.
- Ask students to repeat after the teacher.
- Ask them to sing the song row by row.

Practise.

(15 minutes)

- Divide the class into 3 groups: A, B and C.
- Ask the groups to play their roles to say, 'Do you like ...?' or to say, 'Yes, I do ...' or 'No, I don't ...'.

A: Do you like,
Do you like,
Do you like cake?

B: Yes, I do,
Yes, I do,
Yes, I like cake!

C: No, I don't,
No, I don't,
No, I don't like cake!

- Ask the groups to take turns.
- Make sure that every group practises all the three expressions: 'Do you like ...?', 'Yes, I like ...' and 'No, I don't like ...'. (ကျောင်းသားများ 'Do you like ...?', 'Yes, I like ...' 'No, I don't like ...' အသုံးအနှုန်းများသေချာစွာ အသုံးပြုနိုင်ရန် လေ့ကျင့်ပါ)
- Ask the groups to repeat the same procedure using different foods and drinks.

(from Unit 5: lesson 1, 3 & 5)

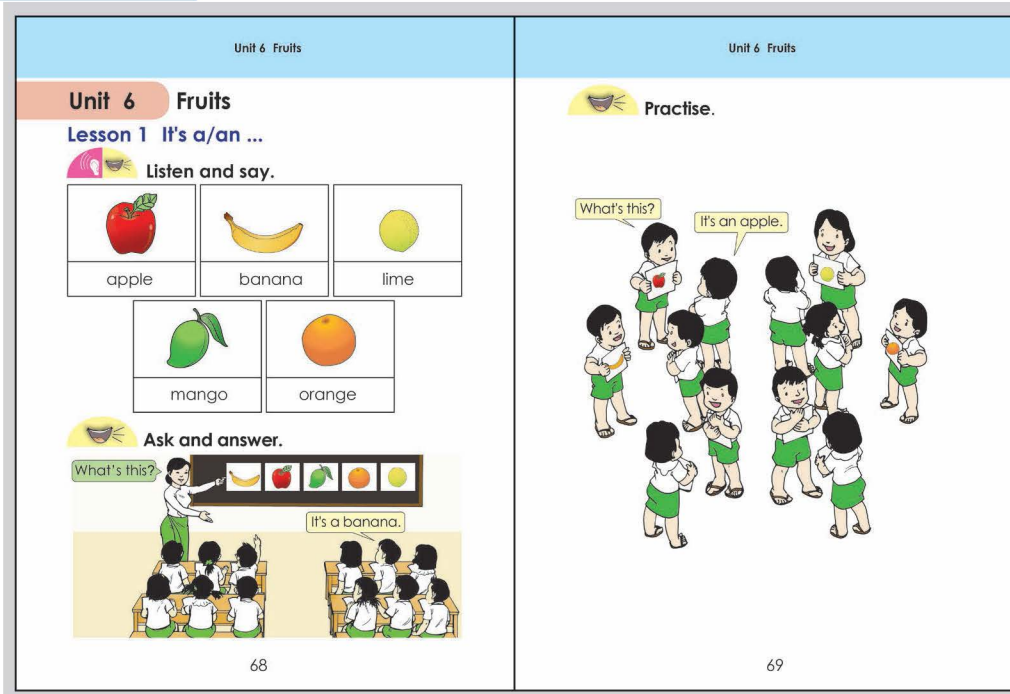
Summary and feedback

(3 minutes)

- Check if they can ask their friends the food they like.
- Ask students to respond the question, 'Do you like ...?' using 'Yes, I like ...' or 'No, I don't like ...'.

4.10 Unit 6 Fruits

Lesson 1 It's a/an ...



Objective:

By the end of the lesson, students will be able to:

- say the names of fruits in English.

Words and expressions: apple, banana, lime, mango, orange
'What's this?', 'It's a/an ...'

Resources and preparation: flashcards with pictures of fruits, CD (if available)

Teaching procedure

Warm up (2 minutes)

- Elicit from students some common fruits they know.

58 Listen and say. (20 minutes)

- Show only part of the picture of an apple and ask students, 'What's this?'
(ပန်းသီးပုံ တစ်စိတ်တစ်ပိုင်းကို ပြ၍ 'What's this?' ဟု မေးပါ)
- If they can't guess correctly, show them a little more of the picture and ask them, 'What's this?' again.
(ကျောင်းသားများက မှန်ကန်စွာ မဖြေနိုင်ပါက ပုံကို ယခင်ကထက် အနည်းငယ်ပို၍ ဖွင့်ပြကာ 'What's this?' ဟု ထပ်မေးပါ)
- Show the picture again and say, 'apple' two or three times if necessary.

59 Say 'It's an apple.' and ask students to repeat after the teacher.

- Do the same for the remaining words: banana, lime, mango, orange.

Ask and answer. (12 minutes)

- Show a real fruit or a flashcard with a fruit or a picture of a fruit in the textbook and ask the class, 'What's this?'.

(အသီး သို့မဟုတ် အသီးပုံ flashcard ကိုပြ၍ ဖြစ်စေ၊ ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံကို ပြ၍ ဖြစ်စေ 'What's this?' ဟုမေး၍ ကျောင်းသားများ၏အဖြေကို နားထောင်ပြီး နားလည်သဘောပေါက်ခြင်း ရှိ မရှိ စစ်ဆေးပါ)

- Ask the students to respond using 'It's a/an ...'.
- Make sure they ask and answer the question correctly.
- Use the article 'a' before a noun when the first syllabus is pronounced with the consonant sound and use the article 'an' before a noun when the first syllabus is pronounced with the vowel sound. (ဗျည်းသံ ဖြင့်စသောစကားလုံး၏ ရှေ့တွင် article 'a' ကိုသုံးပြီး သရသံ ဖြင့်စသောစကားလုံး၏ ရှေ့တွင် article 'an' ကိုသုံးရသည်)
- Hold up other flashcards with other pictures of fruits: banana, lime, mango, orange and ask students, 'What's this?' for each flashcard and ask students to respond, saying 'It's a/an...'(အခြားအသီးများဖြစ်သော banana, lime, mango, orange တို့၏ ပုံများကိုလည်း ပြ၍ 'It's a/an ...' ဖြင့်ဖြေဆိုရန်ပြောပါ)

Practise.

(12 minutes)

Onion Activity

- Ask students to form double circles and each student in the outer circle and in the inner circle to face each other. (ကျောင်းသားများကို စက်ဝိုင်းပုံ ၂ ထပ်စီပါ။ အတွင်းစက်ဝိုင်းမှ ကျောင်းသားများနှင့် အပြင်စက်ဝိုင်းမှ ကျောင်းသားများကို မျက်နှာချင်းဆိုင်၍ စီထားပါ)
- Ask each student in the outer circle to say, 'What's this?' by showing a flashcard they have or by pointing to a picture in the textbook. Tell each student in the inner circle to reply, 'It's a/an...'. (အပြင်စက်ဝိုင်းမှ ကျောင်းသားများက မိမိတို့နှင့် မျက်နှာချင်းဆိုင်တွင်ရှိသော အတွင်းစက်ဝိုင်းရှိ ကျောင်းသားများကို ကျောင်းသုံးစာအုပ်ပါ နှစ်သက်ရာ အသီးပုံကိုပြ၍ 'What's this?' ဟုမေးရန်ပြောပါ။ အတွင်းစက်ဝိုင်းရှိကျောင်းသားများအား 'It's a/an...' ဟု ဖြေဆိုရန်ပြောပါ)
- Tell students that once the teacher claps his/ her hands, everyone in the outer circle moves to their right to meet a new partner. (ဆရာက လက်ခုပ်တစ်ချက်တီးလိုက်သည်နှင့် တစ်ပြိုင်နက် အပြင်စက်ဝိုင်းမှ ကျောင်းသားများအားလုံး မိမိ၏ညာဘက်သို့ တစ်ဦးစီ ရွှေ့သွားပါစေ။ အတွင်းစက်ဝိုင်းမှ နောက်ထပ် သူငယ်ချင်းတစ်ယောက်စီနှင့် ထပ်မံမျက်နှာချင်းဆိုင်ကာ ယခင်အတိုင်း အမေးအဖြေ ပြုလုပ်ရန် ပြောပြပါ)
- Ask students to continue the activity, changing the partner when the teacher claps his/her hands. (ဆရာလက်ခုပ်တီးတိုင်း နောက်တစ်ယောက်နှင့်ပြောင်း၍ ထိုနည်းအတိုင်း ဆက်လက်၍ အမေးအဖြေပြုလုပ်ရန် ပြောပါ)
- Ask students to continue talking until they meet the first partner they talked to. (မိမိ ပထမဦးဆုံး မေးခဲ့ဖူးသည့် ကျောင်းသားနှင့် အလှည့်ပြန်ကျသည်အထိ ဆက်လက်ပြုလုပ်ရန်ပြောပါ)
- Then, change members in the outer circle and in the inner circle.
- Make sure everyone takes turns and practises with different partners.
- Listen to students and note down any mistakes they made.

Summary and feedback

(3 minutes)

- Review any weak areas especially the different use of the articles 'a' and 'an'.

Lesson 2 Letters of the week: Qq, Rr

Unit 6 Fruits

Lesson 2 Letters of the week: Qq, Rr

Listen and say.

quail

rabbit

queen

ruler

70

Unit 6 Fruits

Trace and write.

Listen and circle.

Tick and say.

Match and say.

quail
queen
rabbit
ruler

71

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Qq and Rr.
- say the letters Qq and Rr.
- write the capital letters 'Q, R' and the small letters 'q, r'.

Words and expression:

quail, queen, rabbit, ruler

'What's this?'

Resources and preparation:

alphabet chart, flashcards

Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'Q' and 'R' and the small letters 'q' and 'r'.

Teaching procedure

Warm up

(2 minutes)

- Ask students to sing the 'ABC' Song pointing to the letters in the alphabet chart. (ကျောင်းသားများကို alphabet chart ကို ညွှန်ပြပြီး 'ABC' Song ကို သီဆိုရန် ပြောပါ)
- Ask them to repeat the song if necessary.

Listen and say.

(20 minutes)

Letter 'Qq'

- Show the flashcard of the letter, 'capital Q' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'Q' flashcard ပြပါ)
- Ask them to find the capital letter 'Q' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'Q' ကို alphabet chart ထဲတွင် ရှာရန် ပြောပါ)
- Say, 'capital Q' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital Q' ဟု ၃ ကြိမ် ရွတ်ဆိုပြီး ကျောင်းသားများ ကို လိုက်ဆိုရန် ပြောပါ)

- Show the flashcard of the letter, 'small q' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'q' flashcard ပြပါ)
- Ask them to find the small letter 'q' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'q' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say 'small q' 3 times and ask students to repeat after the teacher. (ဆရာက 'small q' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို နောက်မှ လိုက်ဆိုရန်ပြောပါ)
- Write 'Q, q' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'Q, q' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'quail' and 'queen' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'quail' and to say, 'Q, quail', pointing to the letter 'Q' in the word 'quail'. (ကျောင်းသားများအား 'quail' ပုံကိုကြည့်စေပြီး 'quail' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'Q' ကိုညွှန်ပြကာ 'Q, quail' ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to repeat after the teacher.
- Ask students to look at the picture of 'quail' and say 'Q, quail'.
- Do the same for the picture of 'queen'.
- Show the flashcards with the letter 'Q, quail and queen' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and his/ her partner to respond to him/ her. (ကျောင်းသားများ နှစ်ယောက်စီတွဲ၍ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this ?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန် ပြောပါ)
- Tell students to take turn, asking 'What's this?' holding up the flashcards and his/ her partner to respond to him/her.
- Make sure that they ask and answer the question correctly.

61 Letter 'Rr'

- Repeat the same procedure for the letters 'Rr'.

Trace and write.

(80 minutes)

- Have students write the capital letter 'Q' and the small letter 'q' in the space given.
- Have students write the capital letter 'R' and the small letter 'r' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Help them if necessary.

Listen and circle.

(6 minutes)

- Say the word 'quail' aloud.
- Ask students to listen and circle the picture of 'quail' in the textbook.
- Follow the same procedure for the remaining pictures.

Tick and say.

(5 minutes)

- Ask students to tick the letters 'q' and 'r' and the pictures.
- Ask them to say the letters 'q' and 'r' and the words beginning with 'q' and 'r'.

Match and say.

(10 minutes)

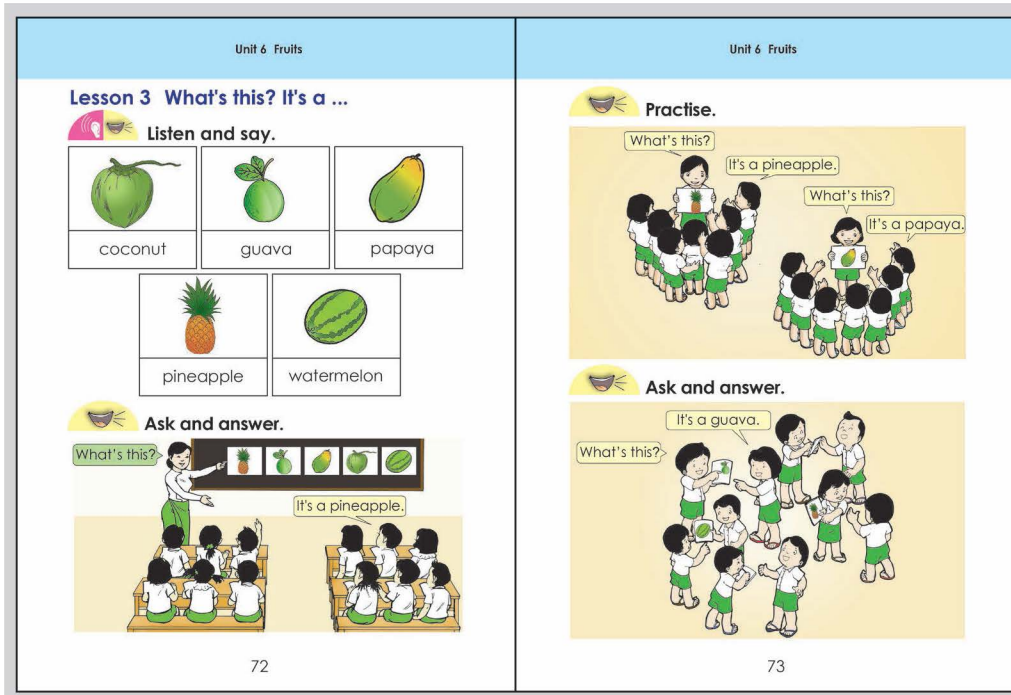
- Ask students to match the pictures and the words.
- Ask them to say the words.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'Q, quail, queen' and 'R, rabbit, ruler'.

Lesson 3 What's this? It's a ...



Objective:

By the end of the lesson, students will be able to:

- say the names of fruits in English.

Words and expressions: coconut, guava, papaya, pineapple, watermelon
'What's this?', 'It's a...'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up (3 minutes)

- Elicit from students the names of fruits they have learnt in the previous lesson.

62 Listen and say. (20 minutes)

- 63** Tell students to listen to the teacher carefully and show only part of the coconut picture and ask the students, 'What's this?'

(ကျောင်းသားများကို သေချာဂရုစိုက်နားထောင်ကြရန်ပြော၍ အုန်းသီးပုံ တစ်စိတ်တစ်ပိုင်းကို ပြ၍ 'What's this?' ဟုမေးပါ)

- If they can't guess correctly, show them a little more of the picture and ask them, 'What's this?' again. (ကျောင်းသားများက မှန်ကန်စွာ မဖြေနိုင်ပါက ပုံကို ယခင်ကထက် အနည်းငယ်ပို၍ ဖွင့်ပြကာ 'What's this?' ဟု ထပ်မေးပါ)
- Tell students to respond in Myanmar or English.
- Hold up the coconut picture and say 'coconut' two or three times.
- Ask students to repeat after the teacher.
- Repeat the same procedure for the other fruits: guava, papaya, pineapple, watermelon.

Ask and answer. (5 minutes)

- Show a real fruit or a flashcard with a fruit or a picture of a fruit in the textbook and ask the class 'What's this?'
- Ask students to answer, 'It's a ...'.
- Make sure they ask and answer the question correctly.

- Hold up other flashcards with other pictures of fruits and ask students, 'What's this?' for each flashcard and ask students to respond, saying 'It's a ...'

Practise.

(10 minutes)

- Divide the class into groups.
- Ask the groups to pile the flashcards with the face down on the desks.
- Ask one student from each group to stand outside their groups, pick up the flashcards one by one and ask, 'What's this?' (အုပ်စု ၁ စုချင်းစီ၏ရှေ့တွင် ကျောင်းသားတစ်ယောက်စီ အလှည့်ကျထွက်၍ flashcard များထဲမှ တစ်ခုကို ယူ၍ မိမိအုပ်စုကို 'What's this?' ဟု မေးရန်ပြောပါ)
- Ask group members to answer the question.
- Ask students to take turns, asking 'What's this?' and the rest to answer.

Ask and answer.

(10 minutes)

- Ask students to walk around the class and ask their friends 'What's this?' showing a flashcard or picture in the textbook. (ကျောင်းသားများကို flashcard ပြ၍ဖြစ်စေ၊ ကျောင်းသုံးစာအုပ်ပါပုံကို ပြ၍ဖြစ်စေ အတန်းတွင်းလှည့်လည်၍ သူငယ်ချင်းများအား 'What's this?' ဟု မေးရန်ပြောပါ)
- Tell students to ask about at least 4 fruits (to different students).
- Make sure all the students participate in the activity and ask and answer the question correctly.
- Ask students how many classmates they have talked to.

Summary and feedback

(2 minutes)

- Tell students they can now ask the names of the fruits by using 'What's this?' and answer by using 'It's a ...'.
- Review any weak areas.

Lesson 4 Letters of the week Ss, Tt

Unit 6 Fruits

Lesson 4 Letters of the week: Ss, Tt

Listen and say.

snake

sun

table

tree

74

Unit 6 Fruits

Trace and write.

S S S T T T

s s s t t t

Listen and circle.

Listen and tick.

S

T

S

t

Write.

m n o p q r s t

75

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Ss and Tt.
- say the letters Ss and Tt.
- write the capital letters 'S, T' and the small letters 's, t'.

Words and expression:

snake, sun, table, tree

'What's this?'

Resources and preparation:

alphabet chart, flashcards

Hang the alphabet chart on the wall or on the board. Make two flashcards for the capital letters 'S' and 'T' and the small letters 's' and 't'.

Teaching procedure

Warm up

(2minutes)

- Ask students to sing the 'ABC Song', pointing to the letters in the alphabet chart. (ကျောင်းသားများအား alphabet chart ကိုညွှန်ပြပြီး 'ABC Song' ကိုသီဆိုရန်ပြောပါ)
- Ask them to repeat the song if necessary.

64 Listen and say.

(20 minutes)

Letter 'Ss'

- Show the flashcard of the letter, 'capital S' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'S' flashcard ပြပါ)
- Ask them to find the capital letter 'S' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'S' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say 'capital S' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital S' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများ ကို လိုက်ဆိုရန်ပြောပါ)
- Show the flashcard of the letter, 'small s' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 's' flashcard ပြပါ)

- Ask them to find the small letter 's' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 's' ကို alphabet chart ထဲတွင် ရှာရန်ပြောပါ)
- Say, 'small s' 3 times and ask students to repeat after the teacher. (ဆရာက 'small s' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)
- Write 'S, s' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'S, s' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'snake' and 'sun' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture 'snake' and to say, 'S, snake', pointing to the letter 'S' in the word 'snake'. (ကျောင်းသားများအား 'snake' ပုံကိုကြည့်စေပြီး 'snake' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'S'ကိုညွှန်ပြကာ 'S, snake'ဟု ရွတ်ဆိုရန်ပြောပါ)
- Ask them to look at the picture and say, 'S, snake'.
- Do the same for the picture of 'sun'.
- Show the flashcards with the letter 'S, snake and sun' to students.
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and his/ her partner to respond to him/ her. (ကျောင်းသားများ နှစ်ယောက်စီတွဲ၍ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this ?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန် ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and his/ her partner to respond to him/her.
- Make sure that they ask and answer the question correctly.

65 Letters 'Tt'

- Repeat the same procedure for the letters, 'Tt'.

Trace and write.

(80 minutes)

- Ask students to write the capital letter 'S' and the small letter 's' in the space given in the textbook.
- Ask students to write the capital letter 'T' and the small letter 't' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Help them if necessary.

Listen and circle.

(6 minutes)

- Say the word 'tree' aloud.
- Ask students to listen and circle the picture of 'tree' in the textbook.
- Follow the same procedure for the remaining pictures.

Listen and tick.

(5 minutes)

- Ask students to listen to the teacher or the recording.
- Ask them to put a tick in the box for the letter they hear.
- Check the students' answers.

Write.

(10 minutes)

- Ask students to write the small letters 'm' to 't' in the space given.
- Help them if necessary.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'S, snake, sun' and 'T, table, tree'.

Lesson 5 How many ...?

Unit 6 Fruits

Lesson 5 How many ...?

Listen and say.

	1		6
	2		7
	3		8
	4		9
	5		10

How many oranges are there?

5 oranges

76

Unit 6 Fruits

Practise.

How many apples are there?

3 apples

Ask and answer.

How many guavas are there?

7 guavas

77

Objectives:

By the end of the lesson, students will be able to:

- ask 'How many ... are there?' and give answers.
- Say and count and write number 1 to 10 in English.

Words and expression:

apple, banana, mango, orange, papaya

'How many... are there?'

Resources and preparation:

flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Elicit from students the names of fruits by showing flashcards and asking 'What's this?'
- Ask students to answer using 'It's a ...'.

66 Listen and say.

(20 minutes)

- Point to the picture of a banana and ask students, 'What's this?' and students answer 'It's a banana.'
- Ask students to count the number of bananas in the textbook and ask 'How many bananas are there?'
- Ask them to answer '1 banana'.
- Follow the same procedure, counting and asking questions, substituting the names of fruits.

Practise.

(12 minutes)

- Ask students to work in pairs.
- Tell a student from each pair to point to the pictures of fruits and ask each other 'How many ... are there?' and ask his/ her partner to answer the question correctly. (ကျောင်းသုံးစာအုပ်ပါ အသီးပုံများကို ကျောင်းသားတစ်ယောက်က ညွှန်ပြ၍ 'How many ... are there?' ဟု မေးစေပြီး ကျန်တစ်ယောက်က ရုပ်ပုံပါ သစ်သီးအရေအတွက်ကို ဖြေရန်ပြောပါ)
- Let them answer the questions.
- Make sure that students ask and answer the questions correctly.

Ask and answer.

(12 minutes)

- Ask students to work in pairs.
- Ask a student from each pair to point to the pictures in the textbook randomly and ask each other, 'How many... are there?' and ask his/ her partner to answer the question correctly. (ကျောင်းသား တစ်ယောက်က ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံများ အနက် နှစ်သက်ရာ ပုံတစ်ပုံညွှန်ပြ၍ 'How many ... are there?' ဟု မေးစေပြီး ကျန်တစ်ယောက်က ရုပ်ပုံပါ သစ်သီးအရေအတွက်ကို ဖြေရန် ပြောပါ)
- Make sure that students can ask and answer the questions correctly.

Summary and feedback


(3 minutes)

- Ask some students, 'How many ... are there?'
- Check the pronunciation of students in saying the names of fruits (e.g. oranges) and numbers (e.g. 4, 6, 8).


Lesson 6 Give me some bananas.


Unit 6 Fruits

Lesson 6 Give me some bananas.

 **Listen and sing.**

Give me some bananas




Give me some bananas. 

How many bananas?


(clap hands)³

3 bananas?

Yes, please.


Here you are. 

Thank you.




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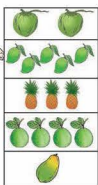

Unit 6 Fruits

 **Practise.**


Give me some coconuts.

 2 coconuts


How many coconuts?

Give me some mangoes.

 5 mangoes

How many mangoes?



79

Objectives:

By the end of the lesson, students will be able to:

- use the names of fruits and numbers in English.
- use the expression 'Give me some ...'

Words and expressions:

coconuts, guavas, mangoes, papaya, pineapples, number 1 to 10
'Give me some ...', 'How many ...?'

Resources and preparation:

flashcards of number, flashcards of fruits, CD (if available)
Draw pictures of the fruits on the board or put the flashcards of fruits on the board.

Teaching procedure

Warm up

(2 minutes)

- Elicit from students the names of the fruits and numbers 1 to 10 learnt in the previous lessons.

68 Listen and sing.

(20 minutes)

- Ask students to listen to the song 'Give me some bananas'. Make sure to clap to show the number of fruits.

'Give me some bananas'

A: Give me some bananas.

B: How many bananas?

A: (clap hands)3

B: Three bananas?

B: Yes, please.

A: Here you are.

B: Thank you.

Practise.

(25 minutes)

- Divide the class into two groups: A and B.
- Tell group A to start saying, 'Give me some pineapples' and group B to say, 'How many pineapples?'. Ask two groups to sing the song alternately.
(Group A မှ စတင်၍ 'Give me some pineapples' ဟု ရွတ်ဆိုပါ။ Group B က 'How many pineapples?' ဟု ပြန်မေးပါစေ။ အုပ်စု ၂ စု လုံး တစ်လှည့်စီ ရွတ်ဆိုရန်ပြောပါ)
- Repeat the song substituting with different fruits and numbers that they have learnt in the previous lesson about 3 times. (ယခင်သင်ခန်းစာတွင် ကျောင်းသားများသိရှိပြီးသော အခြားအသီးများနှင့် နံပါတ်များကို အစားထိုးပြီး သီချင်းကို ၃ ကြိမ်ခန့် လေ့ကျင့်ရန်ပြောပါ)
- Ask groups to use the different fruits if they have more time e.g. apple, orange, etc.
- Ask students to work in pairs.
- Ask each pair to choose any number and a fruit they like.
- Ask each pair to sing the song, substituting the number and fruits and take turns.
- Monitor the class.

Summary and feedback

(3 minutes)

- Make sure that students can identify the names of fruits and numbers 1-10 correctly.
- Make sure that every student participates in the group work and pair work activities.
- Check their pronunciation.

4.11 Review 3

Review 3

Write.

M N O P Q R S T

m n o p q r s t

Match and say.

t

s

q

p

n

m

r

o

I can ...

write Mm, Nn, Oo, Pp, Qq, Rr, Ss and Tt.	😊	😊	😊
say the words beginning with M, N, O, P, Q, R, S and T.			

80

Objective 1: By the end of period 1, students will be able to say the words beginning with Mm-Tt.

Words:

monkey, nest, owl, pineapple, quail, rabbit, sun, tree

Resources and preparation:

alphabet chart, flashcards

Warm up

(3 minutes)

- Ask the class to sing the 'ABC' Song.
- Point to any letter on the Alphabet chart and ask some students what it is first in order, and then at random.

Write.

(15 minutes)

Write the letters in the air.

- Write a letter (Mm-Tt) in the air and have the class guess what the letter is first in order, and then at random.
(ဆရာက (Mm-Tt) အက္ခရာစာလုံးများကို ဦးစွာပထမ လေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ထို့နောက်အစီအစဉ်တကျ မဟုတ်ဘဲရေးပြပြီး ကျောင်းသားများအား ခန့်မှန်းရန်ပြောပါ)

Write the letters.

- Ask the class to write the letters in their textbooks.
- Monitor the students' writing and help them if necessary.

Match and say.

(18 minutes)

- Show a flashcard with the picture of (e.g. monkey) to the class and ask, 'What's this?'
- Give feedback.
- Ask them to find out the 'monkey' in the picture.
- Ask them to match and say the small letter 'm' and the 'monkey' picture in their textbooks.
(ကျောင်းသားများအား အင်္ဂလိပ်အက္ခရာ အသေး 'm' နှင့် 'monkey' ပုံတို့ကို ယှဉ်တွဲပြီး ရွတ်ဆိုရန်ပြောပါ)
- Follow the same procedure for the remaining letters.

Summary and feedback




(2 minutes)

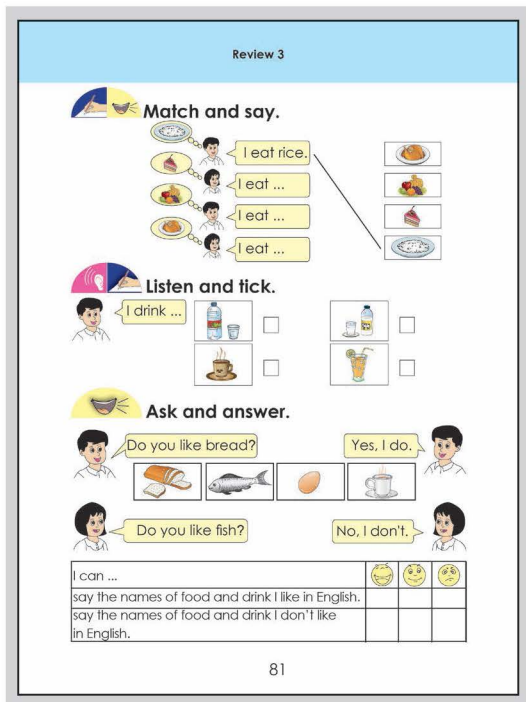
- Ask students to say the letters 'Mm-Tt' and the words beginning with them.
- Give feedback on the pronunciation of the letters and the words.

Self-assessment

(2 minutes)

- Tell students how to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. Help them if necessary.

I can ...			
write Mm, Nn, Oo, Pp, Qq, Rr, Ss and Tt.			
say the words beginning with M, N, O, P, Q, R, S and T.			



Objective 2: By the end of period 2, students will be able to talk about food and drink they like and they don't like.

Words and expressions:

bread, cake, chicken, coffee, egg, fish, fruits, juice, milk, rice, tea, water

'I eat ...', 'I drink ...', 'Do you like ...?', 'Yes, I do., No, I don't.'

Resources and preparation:

flashcards

Warm up

(3 minutes)

- Elicit what they eat before they come to school.
- Point to the textbook and ask the class, 'What's this?'

Match and say.

(10 minutes)

- Ask students to look at the example 'I eat rice.' and explain how to match the expression 'I eat ...' and the pictures. (ကျောင်းသုံးစာအုပ်ပါ 'I eat rice.' ဝါကျနှင့် ရုပ်ပုံ မည်ကဲ့သို့ ယှဉ်တွဲရမည်ကို ရှင်းပြပါ)
- Ask students to match the expressions with the pictures.
- Ask them to say, 'I eat ...'.
- Follow the same procedure for the remaining words.
- Check if all students can match the pictures and expressions and practise language well.

69 Listen and tick.

(10 minutes)

- Ask students to listen to the teacher or the recording.
- Ask them to circle what they hear.
- Ask them to say the sentence, 'I drink water.'
- Follow the same procedure for the remaining words.
- Check if all students can listen and practise the expression well.

Ask and answer.

(12 minutes)

- Ask students to look at the example picture and ask, 'Do you like bread?'
- Ask them to respond 'Yes, I do.' if they like bread, and 'No, I don't.' if they don't.

Pair work

- Ask students to form into pairs.
- Ask students to practise asking and answering the question using the expressions. (ကျောင်းသုံးစာအုပ်ပါအသုံးအနှုန်းများကို အသုံးပြုပြီး အမေးအဖြေ လေ့ကျင့်ရန်ပြောပါ)

- Monitor the pair work and help students if they can't do the task.

Summary and feedback




(2 minutes)

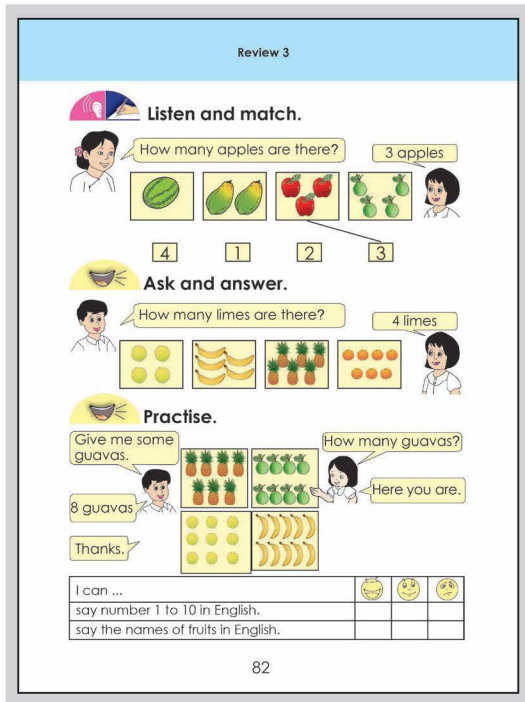
- Summarise the lesson by pointing out the expressions, 'I eat ...', 'I drink ...', 'Do you like ...?', 'Yes, I do.' and 'No, I don't.'.

Self-assessment

(3 minutes)

- Explain to students the 'I can...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
say the names of food and drink I like in English.			
say the names of food and drink I don't like in English.			



Objective 3: By the end of period 3, students will be able to ask the question 'How many ... are there?' and identify some common fruits.

Words and expressions:
apple, banana, guava, lime, orange, papaya, pineapple, watermelon, number 1 to 10
'How many ... are there?', 'Give me some ...', 'Here you are.', 'Thanks.'

Resources and preparation:
flashcards

Warm up (3 minutes)

- Point to any three numbers on the board and ask students what they are.
- Show some fruit flashcards and ask students to identify the fruits and to count the number.

70 Listen and match. (10 minutes)

- Draw three apples on the blackboard and write numbers 1 to 4 next to it.
- Ask a student to come to the front, point to the blackboard and ask him, 'How many apples are there?' and answer '3 apples'. (ကျောင်းသားတစ်ယောက်ကို အတန်းရှေ့သို့ ခေါ်၍ သင်ပုန်းပေါ်ရှိ ပန်းသီးပုံများကို ညွှန်ပြကာ 'How many apples are there?' ဟု မေးပါ။ ဝ မှ ၄ အထိ ရေးထားသော ဂဏန်းများထဲမှ ၃ ကို ရွေးချယ်စေပြီး '3 apples' ဟု ဖြေရန်ပြောပါ)
- Draw the line to match the picture and the number as the students say them.
- Ask students to match the numbers and pictures and practise asking, 'How many ... are there?' and answering, '1 to 4...'
- Monitor the class.

Ask and answer. (10 minutes)

- Ask students to look at the textbook.
- Ask them to look at the limes and count them.
- Ask them, 'How many limes are there?' and students answer, '4 limes'.
- Ask paired students to ask and answer using 'How many ...are there?' and the number '1 to 4...'. ('How many ...are there?' နှင့် ဝ မှ ၄ အထိ ဂဏန်းများအသုံးပြုကာ နှစ်ယောက်တစ်တွဲ အမေးအဖြေ ပြုလုပ်ရန်ပြောပါ)
- Monitor the class.

Practise. (13 minutes)

- Ask students to look at the textbook page and identify the fruits and count them.
- Show the textbook page and tell students to count the fruits first by saying, 'How many ...are there?' ('How many ... are there?' ဟုမေးပါစေ။ ကျောင်းသုံးစာအုပ်ပါ အသီးပုံများကို ရေတွက်ပြီး ဖြေရန်ပြောပါ)

- Check students' answer.
- Practise the dialogue as follows:
 T: Give me some guavas.
 Ss: How many guavas?
 T: 8 guavas
 S: Here you are.
 T: Thanks.
- Ask students to practise asking for and offering something in pairs.
- Monitor the class.
- Give feedback on pronunciation. (eg. oranges, papayas, lemons)

Summary and feedback




(2 minutes)

- Ask students to recall the language they used in the activity.
- Point to any fruit in the textbook page and check the pronunciation of fruits and number 1 to 10.

Self-assessment

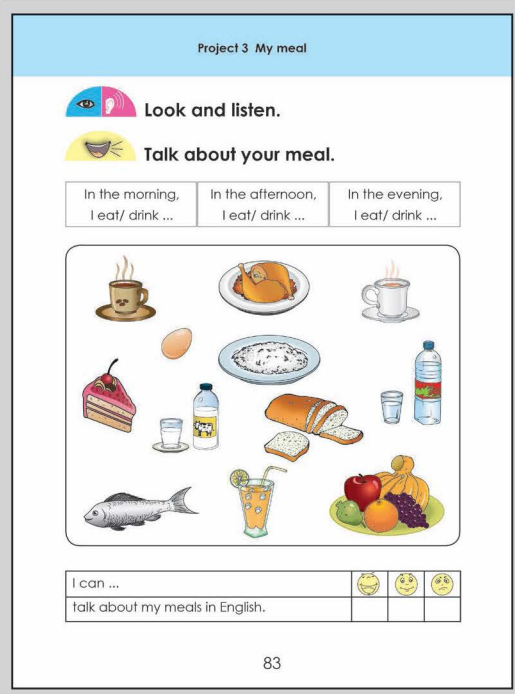
(2 minutes)

- Explain to students the 'I can...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
say the number 1 to 10 in English.			
say the names of some fruits in English.			

4.12 Project 3

My Meal



Objective : By the end of the project, students will be able to talk about their own meals using the language they learnt in Unit 5 and 6.

Words and expressions:

chicken, eggs, fish, rice, bread, milk, cake, water, juice, coffee, tea, fruits

'In the morning', 'In the afternoon', 'In the evening', 'I eat/ drink ...'.

Resources and preparation:

picture cards

Teaching procedure for Period 1

Warm up (5 minutes)

- Ask students what they usually have in the morning, afternoon and evening.
- Show the textbook page and elicit the vocabulary.

Presentation (10 minutes)

- Tell students to guess what their teacher eat in the morning. Elicit students' answers. (ဆရာစားသည့် နံနက်စာကို ကျောင်းသားများအား ခန့်မှန်းဖြေဆိုရန်ပြောပါ)

71 Look and listen.

Model Presentation

- Show the picture of the meal and present the class as follows.

(အစားအစာပုံများကို ပြ၍ အောက်ပါအတိုင်း သင်ကြားပါ)

T: This is my meal. In the morning, I eat bread. I drink milk.
In the afternoon, I eat rice. I drink juice. In the evening, I eat fruit. I drink water.

Practice (10 minutes)

- Ask students to repeat after the teacher. (ကျောင်းသားများကို ဆရာ၏ နောက်မှ လိုက်ဆိုရန် ပြောပါ)

Production (10 minutes)

- Point to the textbook pictures and say, 'I eat/ drink ...' and ask students to complete the sentence. (ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံကို ညွှန်ပြ၍ 'I eat/ drink ...' ဟု ပြောပြီး ကျောင်းသားများအား အဖြေကို ဖြည့်စွက်ပြောရန် ပြောပါ)
- Monitor the class and confirm words and expressions, and pronunciation.

Summary and feedback (5 minutes)

- Ask students to talk about their meal pointing to the textbook page. Students may talk about what they actually eat for each meal.

Teaching procedure for Period 2

Warm up (5 minutes)

- Recall all the vocabulary that students practised in the previous lesson.
- Review the lesson by asking some students to talk about the food they had yesterday to work on the project tasks.

Presentation (10 minutes)

Making a meal (Preparing a meal)

- Tell students to prepare their own meal individually. (ကျောင်းသားတစ်ယောက်ချင်းစီအား မိမိ၏အစားအစာများကို

ပြင်ဆင်ရန်ပြောပါ)

- Tell them to help friends who have difficulty in preparing a meal. (အစားအစာပြင်ဆင်ရန် အခက်အခဲရှိသော သူငယ်ချင်းကို ကူညီရန်ပြောပါ)
- Monitor the class and help them if necessary and confirm whether students have finished or not.

Practice

(20 minutes)

Practising for presentation

- Call an able student who has finished and tell him to talk about his/ her meal or call a volunteer to do a presentation about his meal.
(အစားအစာ ပြင်ဆင်တတ်သော ကျောင်းသားတစ်ယောက်ကို ခေါ်၍ သူ၏ အစားအစာအကြောင်းကို ပြောဆိုရန် ပြောပါ သို့မဟုတ် မိမိအစားအစာကို မိမိဆန္ဒအလျောက် တင်ပြလိုသော ကျောင်းသားကို ခေါ်၍ တင်ပြရန်ပြောပါ)

Production

(10 minutes)

- Tell him/ her to talk about his/ her meal to the class as follows.
This is my meal. In the morning, I eat/ drink ... and ...
In the afternoon, I eat/ drink ... and ... In the evening, I eat/ drink ... and ...
- Ask them to practise individually.

Feedback and follow up

(5 minutes)

- Monitor the class and give feedback to the students' work.
- Tell the class that they will have to talk about their meal in the next period.
- Give help to the students who are weak in doing presentations.

Teaching procedure for Period 3

Warm up

(5 minutes)

- Revise all the vocabulary students have learned so far.
- Review the lesson by pointing to the pictures in the textbook or the enlarged picture on the board.
(ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံ သို့မဟုတ် အကြီးချဲ့ထားသည့်ရုပ်ပုံကို သင်ပုန်းပေါ်တွင် ကပ်၍ သင်ကြားပြီးသော သင်ခန်းစာများကို ပြန်လည်လေ့ကျင့်ပါ)
- Tell them what to do during the lesson for the day.
- Hang the enlarged picture on the board or use the flashcards while they are presenting in order to confirm the meaning of the words.

Talk about your meal. (Individual)

(10 minutes)

- For presentations, ask students in the first row to stand up.
- Ask them, 'What do you eat in the morning?' in Myanmar.

Practice

(10 minutes)

- Ask students to say, 'In the morning, I eat/ drink ...'.
- Elicit from the class what some of the students eat after the students' presentations.
(ကျောင်းသားများ၏ တင်ပြမှုပြီးနောက် အစားအစာများကို အတန်းရှိ ကျန်ကျောင်းသားများအားမေးပါ)

Production




(10 minutes)

- Ask the next row and choose a different meal they eat/ drink in the afternoon or in the evening.
(နောက်ခုံတန်းတစ်တန်းမှ ကျောင်းသားများကိုခေါ်၍ နေ့လယ်နှင့် ညနေတို့တွင် သူတို့စားသော မတူညီသည့် အစားအသောက်များကို ရွေးချယ်တင်ပြရန် ပြောပါ)
- Repeat this process with the remaining rows.

Self-assessment

(5 minutes)

- Tell students to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to recall what language they have used in the previous activity.
- Ask students to tick the box and help students in ticking the statements.
- Praise those who can do it properly and encourage the weaker ones to practise more.

I can ...			
talk about my meals in English.			

4.11 Review 3

Review 3

Write.

M N O P Q R S T

m n o p q r s t

Match and say.

t

s

q

p

n

m

r

o

I can ...

write Mm, Nn, Oo, Pp, Qq, Rr, Ss and Tt.	😊	😊	😊
say the words beginning with M, N, O, P, Q, R, S and T.			

80

Objective 1: By the end of period 1, students will be able to say the words beginning with Mm-Tt.

Words:

monkey, nest, owl, pineapple, quail, rabbit, sun, tree

Resources and preparation:

alphabet chart, flashcards

Warm up

(3 minutes)

- Ask the class to sing the 'ABC' Song.
- Point to any letter on the Alphabet chart and ask some students what it is first in order, and then at random.

Write.

(15 minutes)

Write the letters in the air.

- Write a letter (Mm-Tt) in the air and have the class guess what the letter is first in order, and then at random.
(ဆရာက (Mm-Tt) အက္ခရာစာလုံးများကို ဦးစွာပထမ လေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ထို့နောက်အစီအစဉ်တကျ မဟုတ်ဘဲရေးပြပြီး ကျောင်းသားများအား ခန့်မှန်းရန်ပြောပါ)

Write the letters.

- Ask the class to write the letters in their textbooks.
- Monitor the students' writing and help them if necessary.

Match and say.

(18 minutes)

- Show a flashcard with the picture of (e.g. monkey) to the class and ask, 'What's this?'
- Give feedback.
- Ask them to find out the 'monkey' in the picture.
- Ask them to match and say the small letter 'm' and the 'monkey' picture in their textbooks.
(ကျောင်းသားများအား အင်္ဂလိပ်အက္ခရာ အသေး 'm' နှင့် 'monkey' ပုံတို့ကို ယှဉ်တွဲပြီး ရွတ်ဆိုရန်ပြောပါ)
- Follow the same procedure for the remaining letters.

Summary and feedback




(2 minutes)

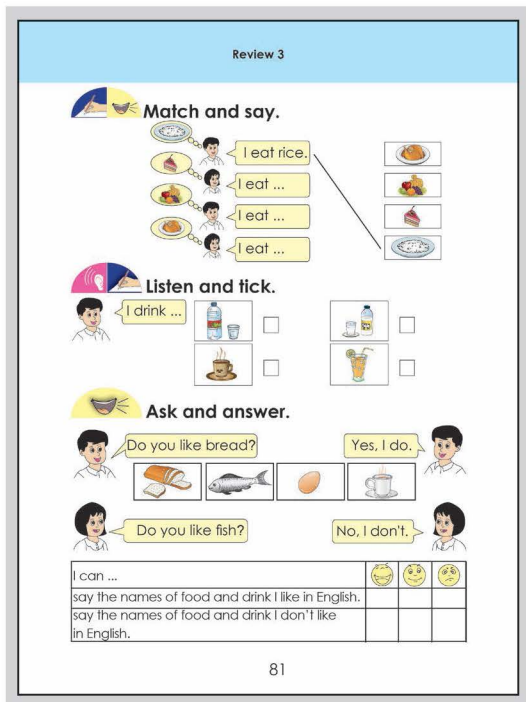
- Ask students to say the letters 'Mm-Tt' and the words beginning with them.
- Give feedback on the pronunciation of the letters and the words.

Self-assessment

(2 minutes)

- Tell students how to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. Help them if necessary.

I can ...			
write Mm, Nn, Oo, Pp, Qq, Rr, Ss and Tt.			
say the words beginning with M, N, O, P, Q, R, S and T.			



Objective 2: By the end of period 2, students will be able to talk about food and drink they like and they don't like.

Words and expressions:
bread, cake, chicken, coffee, egg, fish, fruits, juice, milk, rice, tea, water
'I eat ...', 'I drink ...', 'Do you like ...?', 'Yes, I do., No, I don't.'

Resources and preparation:
flashcards

Warm up (3 minutes)

- Elicit what they eat before they come to school.
- Point to the textbook and ask the class, 'What's this?'

Match and say. (10 minutes)

- Ask students to look at the example 'I eat rice.' and explain how to match the expression 'I eat ...' and the pictures. (ကျောင်းသုံးစာအုပ်ပါ 'I eat rice.' ဝါကျနှင့် ရုပ်ပုံ မည်ကဲ့သို့ ယှဉ်တွဲရမည်ကို ရှင်းပြပါ)
- Ask students to match the expressions with the pictures.
- Ask them to say, 'I eat ...'.
- Follow the same procedure for the remaining words.
- Check if all students can match the pictures and expressions and practise language well.

69 Listen and tick. (10 minutes)

- Ask students to listen to the teacher or the recording.
- Ask them to circle what they hear.
- Ask them to say the sentence, 'I drink water.'
- Follow the same procedure for the remaining words.
- Check if all students can listen and practise the expression well.

Ask and answer. (12 minutes)

- Ask students to look at the example picture and ask, 'Do you like bread?'
- Ask them to respond 'Yes, I do.' if they like bread, and 'No, I don't.' if they don't.

Pair work

- Ask students to form into pairs.
- Ask students to practise asking and answering the question using the expressions. (ကျောင်းသုံးစာအုပ်ပါအသုံးအနှုန်းများကို အသုံးပြုပြီး အမေးအဖြေ လေ့ကျင့်ရန်ပြောပါ)

- Monitor the pair work and help students if they can't do the task.

Summary and feedback




(2 minutes)

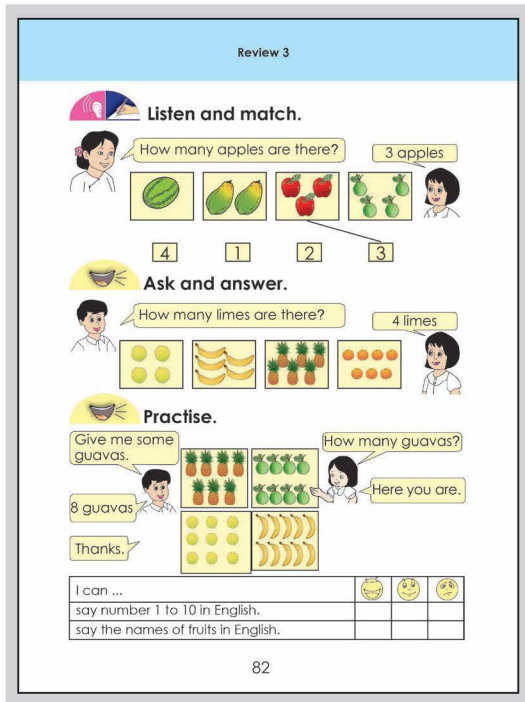
- Summarise the lesson by pointing out the expressions, 'I eat ...', 'I drink ...', 'Do you like ...?', 'Yes, I do.' and 'No, I don't.'.

Self-assessment

(3 minutes)

- Explain to students the 'I can...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
say the names of food and drink I like in English.			
say the names of food and drink I don't like in English.			



Objective 3: By the end of period 3, students will be able to ask the question 'How many ... are there?' and identify some common fruits.

Words and expressions:
 apple, banana, guava, lime, orange, papaya, pineapple, watermelon, number 1 to 10
 'How many ... are there?', 'Give me some ...', 'Here you are.', 'Thanks.'

Resources and preparation:
 flashcards

Warm up (3 minutes)

- Point to any three numbers on the board and ask students what they are.
- Show some fruit flashcards and ask students to identify the fruits and to count the number.

70 Listen and match. (10 minutes)

- Draw three apples on the blackboard and write numbers 1 to 4 next to it.
- Ask a student to come to the front, point to the blackboard and ask him, 'How many apples are there?' and answer '3 apples'. (ကျောင်းသားတစ်ယောက်ကို အတန်းရှေ့သို့ ခေါ်၍ သင်ပုန်းပေါ်ရှိ ပန်းသီးပုံများကို ညွှန်ပြကာ 'How many apples are there?' ဟု မေးပါ။ ဝ မှ ၄ အထိ ရေးထားသော ဂဏန်းများထဲမှ ၃ ကို ရွေးချယ်စေပြီး '3 apples' ဟု ဖြေရန်ပြောပါ)
- Draw the line to match the picture and the number as the students say them.
- Ask students to match the numbers and pictures and practise asking, 'How many ... are there?' and answering, '1 to 4...'
- Monitor the class.

Ask and answer. (10 minutes)

- Ask students to look at the textbook.
- Ask them to look at the limes and count them.
- Ask them, 'How many limes are there?' and students answer, '4 limes'.
- Ask paired students to ask and answer using 'How many ...are there?' and the number '1 to 4...'. ('How many ...are there?' နှင့် ဝ မှ ၄ အထိ ဂဏန်းများအသုံးပြုကာ နှစ်ယောက်တစ်တွဲ အမေးအဖြေ ပြုလုပ်ရန်ပြောပါ)
- Monitor the class.

Practise. (13 minutes)

- Ask students to look at the textbook page and identify the fruits and count them.
- Show the textbook page and tell students to count the fruits first by saying, 'How many ...are there?' ('How many ... are there?' ဟုမေးပါစေ။ ကျောင်းသုံးစာအုပ်ပါ အသီးပုံများကို ရေတွက်ပြီး ဖြေရန်ပြောပါ)

- Check students' answer.
- Practise the dialogue as follows:
 T: Give me some guavas.
 Ss: How many guavas?
 T: 8 guavas
 S: Here you are.
 T: Thanks.
- Ask students to practise asking for and offering something in pairs.
- Monitor the class.
- Give feedback on pronunciation. (eg. oranges, papayas, lemons)

Summary and feedback




(2 minutes)

- Ask students to recall the language they used in the activity.
- Point to any fruit in the textbook page and check the pronunciation of fruits and number 1 to 10.

Self-assessment

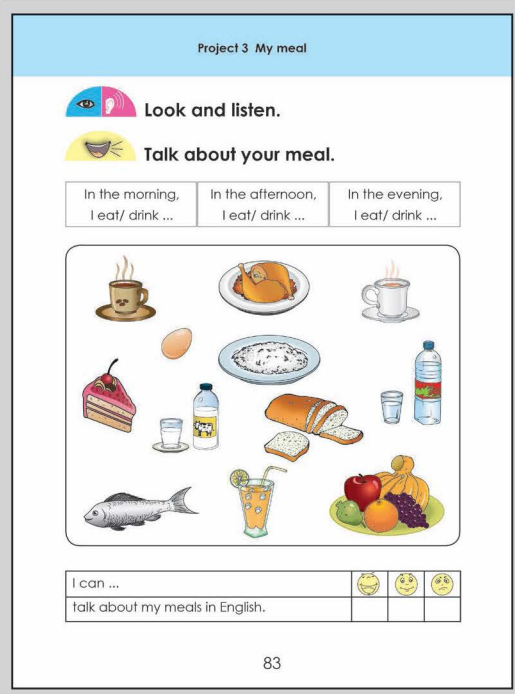
(2 minutes)

- Explain to students the 'I can...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
say the number 1 to 10 in English.			
say the names of some fruits in English.			

4.12 Project 3

My Meal



Objective : By the end of the project, students will be able to talk about their own meals using the language they learnt in Unit 5 and 6.

Words and expressions:

chicken, eggs, fish, rice, bread, milk, cake, water, juice, coffee, tea, fruits

'In the morning', 'In the afternoon', 'In the evening', 'I eat/ drink ...'.

Resources and preparation:

picture cards

Teaching procedure for Period 1

Warm up (5 minutes)

- Ask students what they usually have in the morning, afternoon and evening.
- Show the textbook page and elicit the vocabulary.

Presentation (10 minutes)

- Tell students to guess what their teacher eat in the morning. Elicit students' answers. (ဆရာစားသည့် နံနက်စာကို ကျောင်းသားများအား ခန့်မှန်းဖြေဆိုရန်ပြောပါ)

71 Look and listen.

Model Presentation

- Show the picture of the meal and present the class as follows.

(အစားအစာပုံများကို ပြ၍ အောက်ပါအတိုင်း သင်ကြားပါ)

T: This is my meal. In the morning, I eat bread. I drink milk.
In the afternoon, I eat rice. I drink juice. In the evening, I eat fruit. I drink water.

Practice (10 minutes)

- Ask students to repeat after the teacher. (ကျောင်းသားများကို ဆရာ၏ နောက်မှ လိုက်ဆိုရန် ပြောပါ)

Production (10 minutes)

- Point to the textbook pictures and say, 'I eat/ drink ...' and ask students to complete the sentence. (ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံကို ညွှန်ပြ၍ 'I eat/ drink ...' ဟု ပြောပြီး ကျောင်းသားများအား အဖြေကို ဖြည့်စွက်ပြောရန် ပြောပါ)
- Monitor the class and confirm words and expressions, and pronunciation.

Summary and feedback (5 minutes)

- Ask students to talk about their meal pointing to the textbook page. Students may talk about what they actually eat for each meal.

Teaching procedure for Period 2

Warm up (5 minutes)

- Recall all the vocabulary that students practised in the previous lesson.
- Review the lesson by asking some students to talk about the food they had yesterday to work on the project tasks.

Presentation (10 minutes)

Making a meal (Preparing a meal)

- Tell students to prepare their own meal individually. (ကျောင်းသားတစ်ယောက်ချင်းစီအား မိမိ၏အစားအစာများကို

ပြင်ဆင်ရန်ပြောပါ)

- Tell them to help friends who have difficulty in preparing a meal. (အစားအစာပြင်ဆင်ရန် အခက်အခဲရှိသော သူငယ်ချင်းကို ကူညီရန်ပြောပါ)
- Monitor the class and help them if necessary and confirm whether students have finished or not.

Practice

(20 minutes)

Practising for presentation

- Call an able student who has finished and tell him to talk about his/ her meal or call a volunteer to do a presentation about his meal.
(အစားအစာ ပြင်ဆင်တတ်သော ကျောင်းသားတစ်ယောက်ကို ခေါ်၍ သူ၏ အစားအစာအကြောင်းကို ပြောဆိုရန် ပြောပါ သို့မဟုတ် မိမိအစားအစာကို မိမိဆန္ဒအလျောက် တင်ပြလိုသော ကျောင်းသားကို ခေါ်၍ တင်ပြရန်ပြောပါ)

Production

(10 minutes)

- Tell him/ her to talk about his/ her meal to the class as follows.
This is my meal. In the morning, I eat/ drink ... and ...
In the afternoon, I eat/ drink ... and ... In the evening, I eat/ drink ... and ...
- Ask them to practise individually.

Feedback and follow up

(5 minutes)

- Monitor the class and give feedback to the students' work.
- Tell the class that they will have to talk about their meal in the next period.
- Give help to the students who are weak in doing presentations.

Teaching procedure for Period 3

Warm up

(5 minutes)

- Revise all the vocabulary students have learned so far.
- Review the lesson by pointing to the pictures in the textbook or the enlarged picture on the board.
(ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံ သို့မဟုတ် အကြီးချဲ့ထားသည့်ရုပ်ပုံကို သင်ပုန်းပေါ်တွင် ကပ်၍ သင်ကြားပြီးသော သင်ခန်းစာများကို ပြန်လည်လေ့ကျင့်ပါ)
- Tell them what to do during the lesson for the day.
- Hang the enlarged picture on the board or use the flashcards while they are presenting in order to confirm the meaning of the words.

Talk about your meal. (Individual)

(10 minutes)

- For presentations, ask students in the first row to stand up.
- Ask them, 'What do you eat in the morning?' in Myanmar.

Practice

(10 minutes)

- Ask students to say, 'In the morning, I eat/ drink ...'.
- Elicit from the class what some of the students eat after the students' presentations.
(ကျောင်းသားများ၏ တင်ပြမှုပြီးနောက် အစားအစာများကို အတန်းရှိ ကျန်ကျောင်းသားများအားမေးပါ)

Production




(10 minutes)

- Ask the next row and choose a different meal they eat/ drink in the afternoon or in the evening.
(နောက်ခုံတန်းတစ်တန်းမှ ကျောင်းသားများကိုခေါ်၍ နေ့လယ်နှင့် ညနေတို့တွင် သူတို့စားသော မတူညီသည့် အစားအသောက်များကို ရွေးချယ်တင်ပြရန် ပြောပါ)
- Repeat this process with the remaining rows.

Self-assessment

(5 minutes)

- Tell students to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to recall what language they have used in the previous activity.
- Ask students to tick the box and help students in ticking the statements.
- Praise those who can do it properly and encourage the weaker ones to practise more.

I can ...			
talk about my meals in English.			

4.14 Unit 8 My Family

Lesson 1 This is my ...

Unit 8 My Family

Unit 8 My Family
Lesson 1 This is my ...

Listen and say.

father

mother

brother

sister

This is my father.
This is my mother.
This is my brother.
This is my sister.

96

Unit 8 My Family

Match and say.

This is my father. He likes oranges.

father

apples

mother

oranges

brother

bananas

sister

papayas

97

Objectives:

By the end of the lesson, students will be able to:

- use family vocabulary together with 'my, his, and her'.
- talk about their family members.

Words and expressions: mother, father, brother, sister
'This is my ...', 'His/ Her name is ...', 'He/ She likes ...'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Greet students by saying 'Hello./ 'How are you?'
- Introduce your name (My name is . . .)
- Ask some students 'What's your name?' randomly.

80 Listen and say.

(15 minutes)

- Point to the flashcard of 'father' and say, 'father'.
- Ask students to repeat after you and make sure the meaning of 'father'.
- Do the same for the remaining words: mother, brother and sister.

81 Ask students to look at the family picture, pointing to the 'father' picture and say, 'This is my father.'

(ကျောင်းသားများအား မိသားစုပုံကိုကြည့်စေပြီး အဖေပုံကို ညွှန်ပြကာ 'This is my father.' ဟုပြောရန် ပြောပါ)

- Ask them to say 'father' for two or three times and say, 'This is my father.'
(ကျောင်းသားများကို 'father' ဟု ၂ ကြိမ် ၃ ကြိမ် ပြောစေပြီး 'This is my father.' ဟု ပြောရန် ပြောပါ)
- Do the same procedure for the remaining words: mother, brother and sister.
- Ask students to listen to the teachers' modelling: father, mother, brother, sister.
- Ask them to say, 'father' by pointing to the picture of 'father'.

- Follow the same procedure for 'mother, brother and sister' four times.

Match and say.

(20 minutes)

- Ask students to look at the pictures on the board.
- Tell students to choose one person from their family, and draw the lines to match the fruit he/ she likes. One or more fruits can be chosen. (ကျောင်းသားများ မိသားစုပုံထဲမှ လူတစ်ဦးကို ရွေးချယ်စေပြီး သူနှစ်သက်ရာသစ်သီးနှင့် ယှဉ်တွဲရန် ပြောပါ။ သစ်သီး တစ်မျိုး သို့မဟုတ် နှစ်မျိုး ရွေးချယ်နိုင်ကြောင်း ပြောပါ)
- Ask them to say, 'This is my father. He likes oranges.'
- Ask students to look at the textbook and choose one member from their family.
- Ask them to draw lines to match the fruits that he/ she likes.
- Ask students to talk about their family members and their likes.
- Focus on pronunciation and monitor the class.

Summary and feedback

(2 minutes)

- Make sure that the difference among 'him, her, his and her' and do some drills if necessary.
- Ask them how many new words they have learned.
- Check their pronunciation.

Lesson 2 Letters of the week: Yy, Zz

Unit 8 My Family

Lesson 2 Letters of the week: Yy, Zz

Listen and say.

yacht

yolk

zebra

zip

98

Unit 8 My Family

Trace and write.

Listen and tick.

Listen and tick.

Y

 ebra

Z

 olk

Write and say.

ebra

olk

99

Objectives:

By the end of the lesson, students will be able to:

- recognise the letters Yy and Zz.
- say the letters Yy and Zz.
- write the capital letters 'Y, Z' and the small letters 'y, z'.

Words and expression: yacht, yolk, zebra, zip

'What's this?'

Resources and preparation: alphabet chart, flashcards

Hang the alphabet chart on the wall or board. Make two flashcards for the capital letters 'Y' and 'Z' and small letters 'y' and 'z'.

Teaching procedure

Warm up

(3 minutes)

- Ask students to sing the 'ABC' Song, pointing to the letters in the alphabet chart. (ကျောင်းသားများအား alphabet chart ကိုညွှန်ပြပြီး 'ABC' Song ကိုသီဆိုရန် ပြောပါ)
- Ask them to repeat the song if necessary.

82 Listen and say.

(15 minutes)

Letter 'Yy'

- Show the flashcard of the letter, 'capital Y' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအကြီး 'Y' flashcard ပြပါ)
- Ask them to find the capital letter 'Y' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအကြီး 'Y' ကို alphabet chart ထဲတွင် ရှာရန် ပြောပါ)
- Say, 'capital Y' 3 times and ask students to repeat after the teacher. (ဆရာက 'capital Y' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန်ပြောပါ)

- Show the flashcard of the letter, 'small y' to students. (ကျောင်းသားများကို အင်္ဂလိပ်အက္ခရာအသေး 'y' flashcard ပြပါ)
- Ask them to find the small letter 'y' in the alphabet chart. (အင်္ဂလိပ်အက္ခရာအသေး 'y' ကို alphabet chart ထဲတွင် ရှာရန် ပြောပါ)
- Say, 'small y' 3 times and ask students to repeat after the teacher. (ဆရာက 'small y' ဟု ၃ ကြိမ်ရွတ်ဆိုပြီး ကျောင်းသားများကို လိုက်ဆိုရန် ပြောပါ)
- Write 'Y, y' on the board and check if students can recognise the letters. (အင်္ဂလိပ်အက္ခရာ 'Y, y' တို့ကို သင်ပုန်းပေါ်တွင် ရေးပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Show the pictures of 'yacht' and 'yolk' to students and ask them to say what they are in Myanmar.
- Ask students to look at the picture of 'yacht' and to say, 'Y, yacht', pointing to the letter 'Y' in the word 'yacht'. (ကျောင်းသားများအား 'yacht' ပုံကိုကြည့်စေပြီး 'yacht' စာလုံးထဲရှိ အင်္ဂလိပ်အက္ခရာ 'Y' ကိုညွှန်ပြကာ 'Y, yacht' ဟု ရွတ်ဆိုရန် ပြောပါ)
- Ask them to repeat after the teacher.
- Ask them to look at the picture of 'yacht' and say, 'Y, yacht'.
- Do the same for the picture of 'yolk'.
- Ask students to look at the flashcards of 'Y, yacht and yolk.'
- Tell a pair of students to ask, 'What's this?' holding up the flashcards and to respond to each other. (ကျောင်းသားများ နှစ်ယောက်စီတွဲ၍ တစ်ယောက်က flashcard များကိုကိုင်မြှောက်ပြပြီး 'What's this?' ဟု မေးခွန်းမေးပြီး ကျန်တစ်ယောက်ကို ဖြေဆိုရန် ပြောပါ)
- Tell students to take turns, asking 'What's this?' holding up the flashcards and to respond to each other.

83 Letter 'Zz'

- Repeat the same procedure for the letters 'Zz'.

Trace and write.

(80 minutes)

- Ask students write the capital letter 'Y' and the small letter 'y' in the space given.
- Ask students write the capital letter 'Z' and the small letter 'z' in the space given.
- Tell them to write both capital and small letters in their exercise books.
- Help them if necessary.

Listen and tick.

(5 minutes)

- Ask students to listen to the teacher or the recording.
- Ask them to put a tick in the box for the word they hear: yacht and zip.
- Check the answers.

Listen and tick.

(5 minutes)

- Say the letters 'y' and 'z'.
- Ask students to tick the letters 'y' and 'z'.

Write and say.

(10 minutes)

- Ask students to write the missing letter in each blank given.
- Ask them to say the words.

Summary and feedback

(2 minutes)

- Check the pronunciation of 'Y, yacht, yolk' and 'Z, zebra, zip'.

Lesson 3 His/ Her name is ...

Unit 8 My Family

Lesson 3 His/Her name is ...

Listen and say.

This is my grandfather.
His name is U San Tun.

Look and say.

This is my uncle.
His name is U Ba Tun.

This is my aunt.
Her name is Daw Su Su.

100

Unit 8 My Family

Practise.

This is my grandmother.
Her name is ...

Put one tick for one friend.

101

Objectives:

By the end of the lesson, students will be able to:

- use family vocabulary with 'my', 'his' and 'her'.
- introduce the family members using 'my', 'his' and 'her'.

Words and expressions: grandmother, grandfather, aunt, uncle
my/ his/ her name is ...

Resources and preparation: flashcards, CD (if available)
Hang a family picture on the board.

Teaching procedure

Warm up (3 minutes)

- Greet students in English.
- Elicit the family vocabulary.
- Elicit what they learnt from the previous lesson.

84 Listen and say. (15 minutes)

- Point to the flashcard of 'grandfather' and say, 'grandfather'.
- Ask students to repeat after you and make sure the meaning of 'grandfather'.
- Do the same for the remaining words: grandmother, uncle and aunt.

85 Point to the family tree on the board and introduce the teacher's family members to the whole class, using 'He/ She is my ...', 'His/ Her name is ...'. (ဆရာက မိမိ၏ မိသားစုဓာတ်ပုံကိုပြ၍ 'He is my' နှင့် 'His name is ...' ဟု ပြောပြီး မိမိ၏ မိသားစုဝင်များနှင့် မိတ်ဆက်ပေးပါ)

- Point to the family tree in the textbook and say, 'He is my grandfather. His name is... She is my grandmother. Her name is...' etc. (ကျောင်းသုံးစာအုပ်ရှိ မိသားစုပုံကို ညွှန်ပြ၍ 'He is my grandfather. His name is... She is my grandmother. Her name is...' စသည်ဖြင့် ပြောပါ)
- Ask students to introduce their family members, using 'grandfather, grandmother, father, mother,

brother, sister, uncle and aunt' and 'my, his and her'. (ကျောင်းသားများကို grandfather, grandmother အစရှိသည့် စကားလုံးများနှင့် my/ his/ her/ name is... ကိုသုံး၍ မိမိ မိသားစုဝင်များနှင့် မိတ်ဆက်ရန် ပြောပါ)

- If necessary, repeat the expressions to check students' understanding.
- Ask some students to practise introducing their family members: grandfather, grandmother, aunt and uncle.

Look and say.

(2 minutes)

- Ask students to form into two groups and to stand up.

(အတန်းကို အုပ်စုနှစ်စုဖွဲ့၍ မတ်တပ်ရပ်ရန်ပြောပါ)

- Put random flashcards on the board.

- Ask each member of the groups to introduce his/ her family members by saying 'He is my uncle. His name is... ' to the student next to him/ her. When a member of a group has finished introducing his/ her family members, he/ she can sit down. The group with all students sitting wins.

(အဖွဲ့ထဲမှ တစ်ယောက်ကို He is my uncle. His name is ကို သုံး၍ မိမိဘေးရှိ သူငယ်ချင်းနှင့် မိတ်ဆက်ပါစေ။ မိမိမိသားစုကို မိတ်ဆက်ပေးပြီးပါက ထိုင်ပါစေ။ ကျောင်းသားအားလုံး ဦးစွာထိုင်ပြီးသည့်အဖွဲ့အား အနိုင်ပေးပါ)

- Monitor the class.

Practise.

(12 minutes)

Put one tick for one friend.

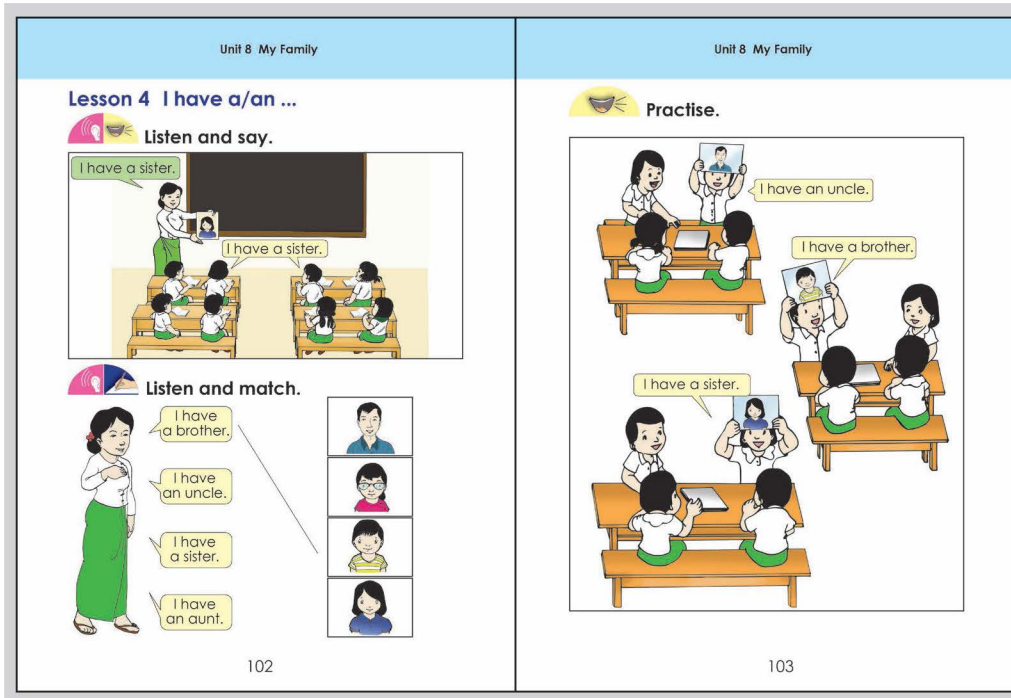
- Ask students to work in pairs.
- Ask them to look at the family tree in the textbook.
- Ask students to introduce their family members: 'grandfather', 'grandmother' 'aunt', and 'uncle' to their friends using 'My/ His/ Her name is ...'. (ကျောင်းသားများအား My/ His/ Her name is ...ကို သုံး၍ မိမိ မိသားစုဝင်များ အဖိုး၊ အဖွား၊ အဒေါ်၊ ဦးလေးစသည်တို့ကို မိတ်ဆက်ပေးရန် ပြောပါ)
- Ask them to go around the class and tell their friends about their family members.
- Put a tick in the box after introducing their family members to a friend.
- Monitor the class.

Summary and feedback

(3 minutes)

- Tell students that they can introduce their family members to their friends in English.
- Review any 'weak' areas e.g. His/ Her name's, not his/her name is.
- Check pronunciation. (e.g. grandfather, grandmother, aunt, uncle)

Lesson 4 I have a/an ...



Objective:

By the end of the lesson, students will be able to:

- use family vocabulary together with 'I have a/ an ...'

Words and expression: aunt, brother, sister, uncle
'I have a/ an ...'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Elicit what students learnt in the previous lesson.

86 Listen and say.

(10 minutes)

- Show a flashcard of 'sister' and ask, 'Who's she?' in Myanmar. (အစ်မပုံကိုပြပြီး ကျောင်းသားများ မှတ်မိခြင်း ရှိမရှိမေးပါ)
- Show the flashcard again and say, 'I have a sister.'. (အစ်မပုံကိုပြပြီး 'I have a sister.' ဟု ပြောပါ)
- Ask students to guess the meaning of 'I have a sister.' and make sure they understand the meaning of the sentence. (ကျောင်းသားများကို 'I have a sister.' အဓိပ္ပါယ်ကို ခန့်မှန်းစေပြီး ၎င်းဝါကျကို ကျောင်းသားများနားလည်သည်အထိ ပြောပြပါ)
- Ask students to repeat after the teacher. (ကျောင်းသားများကို ဆရာနောက်က လိုက်ဆိုရန်ပြောပါ)
- Do the same procedure for the rests of the words: aunt, brother and uncle.
- Ask students to repeat after the teacher row by row and then individually.
- Ask a student to say the sentence, 'I have a/ an ...' and all class to repeat after him/ her. (ကျောင်းသား တစ်ယောက်ကို 'I have a/ an ...' ဟုရွတ်ဆိုစေပြီး အခြားကျောင်းသားများအား ၎င်းကျောင်းသားနောက်မှ လိုက်ဆိုရန် ပြောပါ)
- Repeat the same procedure with some other students.

Listen and match.

(12 minutes)

- Ask students to match the sentences and the pictures in the textbook and say the sentences. (ကျောင်းသားများကို ကျောင်းသုံးစာအုပ်ထဲရှိ ဝါကျများနှင့် ရုပ်ပုံများကို ယှဉ်တွဲစေပြီး ဝါကျများကို ရွတ်ဆိုရန် ပြောပါ)
- Ask them to say the sentences and take turns with pairs by pointing to the pictures. (ရုပ်ပုံများကို ညွှန်ပြပြီး နှစ်ယောက်တွဲကာ စာကြောင်းများကို အလှည့်ကျ ရွတ်ဆိုရန် ပြောပါ)

Practise.

(12 minutes)

- Divide the class into groups.
- Put the flashcards with the face down on their desks. (flashcard များကို စားပွဲများပေါ်တွင် မှောက်ထားပါ)
- Ask a student from each group to choose one flashcard and say, 'I have a/ an ...'. (အုပ်စုတစ်စုစီရှိ ကျောင်းသား တစ်ယောက်က flashcard တစ်ခုစီကိုရွေးချယ်ပြီး 'I have a/ an ...' ဟု ရွတ်ဆိုရန် ပြောပါ)
- Ask every member of the groups to take turns. (အုပ်စုတွင်းရှိ အဖွဲ့ဝင်တိုင်း အလှည့်ကျ ပြောရန်ပြောပါ)
- Monitor the class.

Summary and feedback

(3 minutes)

- Review any weak areas.
- Check their pronunciation.

Lesson 5 How old are you?

Unit 8 My Family

Lesson 5 How old are you?

Listen and say.

How old are you? Aye Aye Tun Tun Zar Zar

I'm 5.

I'm 6.

I'm 7.

How old are you?
I'm 5.

Ask and answer.

104

Unit 8 My Family

Practise.

Ask and tick.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

105

Objectives:

By the end of the lesson, students will be able to:

- say how old they are in English.
- ask someone's age in English.

Words and expressions: 'How old are you?', 'I'm...'

'My/ His/ Her name is ...'

Resources and preparation: flashcards, CD (if available)

Teaching procedure

Warm up

(3 minutes)

- Ask students, 'How are you?' to review the previous lesson.
- Check students' answers. ('I'm fine./ 'I'm great.')

87 Listen and say.

(15 minutes)

- Put three flashcards on the board. (Aye Aye, Tun Tun, Zar Zar)
- Demonstrate the dialogue. Ask Aye Aye, 'How old are you?'
- Act as Aye Aye and say, 'I'm 5.'
- Do the same procedure for Tun Tun and Zar Zar.

Teacher's tip: Teacher acts as Aye Aye, Zar Zar and Tun Tun alternately.

- Model the dialogue 2 or 3 times if necessary.
- Ask students whether they can ask someone's age using 'How old are you?' and say their own age using 'I'm ...'. (ကျောင်းသားများအား 'How old are you?' ကိုသုံး၍ အခြားကျောင်းသားတစ်ယောက်၏ အသက်ကို မေးမြန်းတတ်ခြင်း ရှိ မရှိ၊ 'I'm ...' သုံး၍ မိမိအသက်ကို ပြောပြတတ်ခြင်း ရှိ မရှိ မေးပါ)
- Point to any student and ask, 'How old are you?' and ask that student to say his/ her age.
- Point to other students and ask them, 'How old are you?' and ask them to say their age.

- Tell students to ask their friends' age and answer when they are asked.

Ask and answer.

(10 minutes)

- Divide students into groups.
- Explain to the class how to play the game.
- Tell one student in each group to ask 'How old are you?', throwing the ball to another student and that student responds, 'I'm ...'. (အုပ်စုအတွင်း ကျောင်းသားတစ်ယောက်က 'How old are you?' ဟု မေးခွန်း မေးလျက် အခြားကျောင်းသားဆီသို့ ဘောလုံးကို ပစ်ပေးစေပြီး ဘောလုံးကို ဖမ်းမိသော ကျောင်းသားက 'I'm ...' ဟု တုန့်ပြန်ဖြေရန်ပြောပါ)
- Ask the students in each group to follow the same procedure.
- The group that finishes first wins.

Practise.

(12 minutes)

Ask and tick.

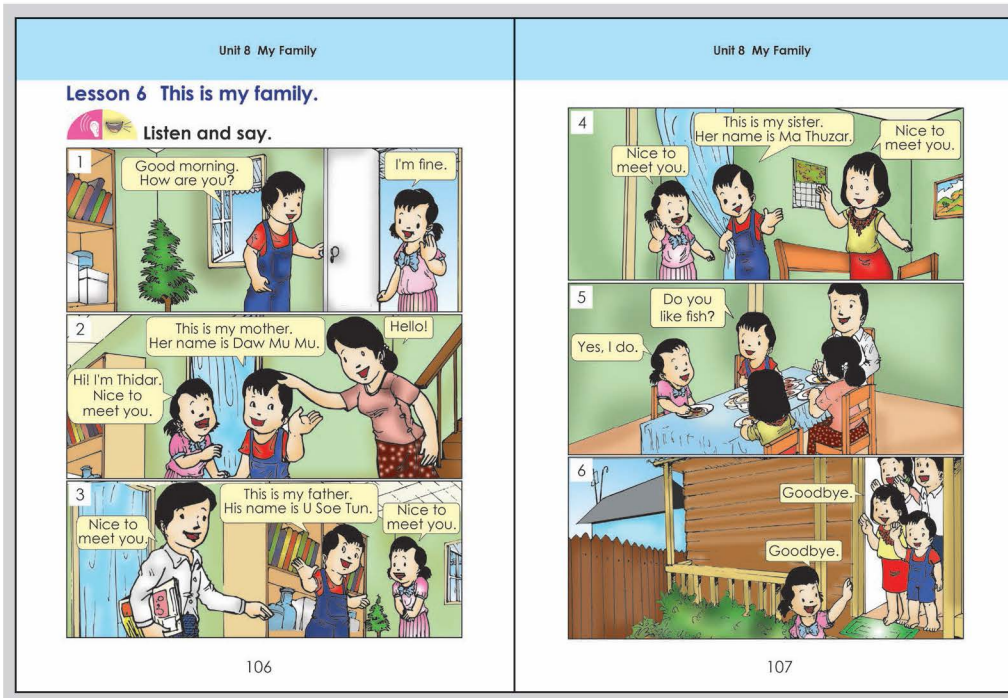
- Tell students to look at the table on the textbook page.
- Explain to students the procedure of the activity.
- Ask them to take their books and walk around the class, asking 'How old are you?' to their friends. (ကျောင်းသားများ ကျောင်းသုံးစာအုပ်များကို ယူဆောင်လျက် အတန်းတွင်းလှည့်လည်ပြီး သူငယ်ချင်းများအား 'How old are you?' ဟု မေးရန်ပြောပါ)
- Put a tick in the table after asking the question and getting the answer. (One tick for one friend.) (အမေးအဖြေ ပြုလုပ်ပြီးတိုင်း ဇယားတွင် အမှန်ခြစ် ၁ ခု ခြစ်ရန်ပြောပါ)
- Monitor the class.
- Ask some students how many classmates they spoke to.

Summary and feedback

(3 minutes)

- Review any weak areas.
- Check their pronunciation. (e.g. 'How old are you?', 'I'm...')

Lesson 6 This is my family.



Objective:

By the end of the lesson, students will be able to:

- introduce their family members to their friends in English.

Words and expressions: mother, father, sister, family
 'Good morning, how are you?', 'I'm ...', 'This is my ...',
 'His/ Her name is ...', 'Nice to meet you.',
 'Do you like ...?', 'Yes, I do.', 'Goodbye.'

Resources and preparation: family photo, flashcards with each picture of the story
 Photocopy each picture in the textbook. Size A4 or A3.

Teaching procedure

Pre-teaching

(3 minutes)

- Tell students how many members there are in the teacher's family and who they are.
- Ask some students how many members there are in their family and who they are.

(ကျောင်းသားအချို့ကို ခေါ်၍ သူတို့ မိသားစုတွင် မိသားစုဝင်မည်မျှရှိကြောင်းနှင့် မည်သူတို့ ဖြစ်ကြောင်း ဖြေရန်ပြောပါ)

88 Storytelling (1)

(10 minutes)

- The purpose of the first storytelling is so that students listen to and enjoy the story. The teacher's acting and repeated use of the expressions will help students understand the story.

(ပုံပြင်ကို ပထမအကြိမ်ပြောရာသည့် ရည်ရွယ်ချက်မှာ ကျောင်းသားများ ပုံပြင်ကို နားလည်စေရန် ဖြစ်သည်။ ဆရာ၏ အမူအရာနှင့် ထပ်တလဲလဲ ရွတ်ဆိုပြသော စကားအသုံးအနှုန်းက ကျောင်းသားများ၏ ပုံပြင်အပေါ် နားလည်မှုကို ပံ့ပိုးပေး နိုင်မည်ဖြစ်သည်)

- Show flashcards of each picture of the story.
- Ask students to look at the pictures and name the characters.

(ပုံများကို ကြည့်ပြီး ပါဝင်သည့်သူများ မည်သူတို့ဖြစ်သည်ကို ကျောင်းသားများအား မေးပါ)

Picture 1:

Tun Tun : Good morning. How are you?

Thidar : I'm fine.

Picture 2:

- Tun Tun : This is my mother.
Her name is Daw Mu Mu.
- Daw Mu Mu : Hello!
- Thidar : Hi! I'm Thidar. Nice to meet you.

Picture 3:

- Tun Tun : This is my father.
His name is U Soe Tun.
- U Soe Tun : Nice to meet you.
- Thidar : Nice to meet you.

Picture 4:

- Tun Tun : This is my sister.
Her name is Ma Thuzar.
- Ma Thuzar : Nice to meet you.
- Thidar : Nice to meet you.

Picture 5:

- U Soe Tun : Do you like fish?
- Thidar : Yes, I do.

Picture 6:

- Tun Tun : Goodbye.
- Thidar : Goodbye.

Storytelling (2)

(5 minutes)

- The purpose of the second storytelling is to reinforce students' understanding of the story.
(ပုံပြင်ကို ဒုတိယအကြိမ်ပြောခြင်း၏ ရည်ရွယ်ချက်မှာ ကျောင်းသားများ ပိုမိုနားလည်သဘောပေါက်စေရန် ဖြစ်ပါသည်)
Before telling the story again, check the following.
- Ask 'How many members are there in your family?'
- Ask them 'Who are they?'
- Tell the story again.

Storytelling (3)

(10 minutes)

Draw your family.

- Tell students to draw their family.

Teacher's tip: Family pictures do not need to be perfect in this step.

Storytelling (4)

(10 minutes)

Talk about the family picture in the textbook.

- Divide the class into groups.
- The teacher talks about his/ her family picture.
- Ask each student in the group to talk about the family pictures they have drawn.

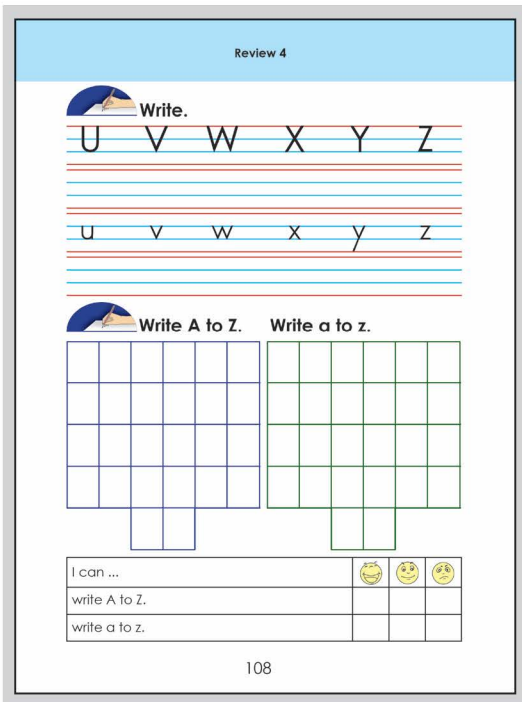
Summary and feedback

(2 minutes)

- Ask students how many words they have learnt and ask them to say the words.
- Tell them they can introduce their family members to their friends by saying 'This is my ...' 'His/ Her name is ...'.

(မိမိ မိသားစုအကြောင်း အခြားသူများကို ပြောပြလျှင် 'This is my ...' 'His/ Her name is ...' ဟု ပြောနိုင်ကြောင်း ပြောပါ)

Review 4



Objective 1: By the end of period 1, students will be able to write Uu - Zz.

Resources and preparation:
alphabet chart, flashcards

Warm up

(3 minutes)

- Ask the class to sing the 'ABC' Song.
- Point to any letter on the alphabet chart and ask some students what it is first in order, and then at random.

Write

(15 minutes)

Write the letters in the air.

- Write a letter (Uu - Zz) in the air and ask the class to guess what the letter is first in order, and then at random.
(ဆရာက (Uu - Zz) အက္ခရာစာလုံးများကို ပထမဦးစွာလေထဲတွင် အစဉ်လိုက်ရေးပြပါ။ ထို့နောက် အစဉ်လိုက်မဟုတ်ဘဲ အက္ခရာစာလုံးများကို လေထဲတွင် ရေးပြပြီး ကျောင်းသားများအား ခန့်မှန်းဖြေဆိုရန်ပြောပါ)
- Ask the class to write the letters Uu - Zz in their textbooks.
- Monitor the students' writing and help them if necessary.

Write A to Z.

(13 minutes)

- Show a flashcard (e.g. umbrella) to the class and ask, 'What's this?'
- Give feedback.
- Ask them to say the words related to U, V, W, X, Y and Z.
- Ask them to write the capital letters 'A - Z.'

Write a to z.

(10 minutes)

- Ask them to write the small letters 'a - z.'

Summary and feedback




(2 minutes)

- Ask students to say the letters 'Uu - Zz' and the words related to them.
- Give feedback on the pronunciation of the letters and the words.

Self-assessment

(2 minutes)

- Explain how to complete the 'I can ...' statements table in Myanmar.
- Explain every 'I can ...' statement in Myanmar.
- Ask students to put a tick in the box. Help them if necessary.

I can ...			
write the capital letters A to Z.			
write the small letters a to z.			

Review 4

Listen and match.

Open your book.

Close your ...

Raise your ...

Clap your ...

Say and act.

Sit down.

I can ...	😊	😐	😞
give instructions in English.			
follow instructions given in English.			

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Objective 2: By the end of period 2, students will be able to understand and give the instructions in English.

Expressions:
 'Open your book.', 'Close your book.', 'Raise your hand.', 'Clap your hands.', 'Sit down.', 'Stand up.', 'Make a circle.', 'Make a line.', 'Make pairs.', 'Make a group.', 'Bring a pencil.', 'Touch your friend.', 'Draw a ball.', 'Sing the ABC song.'

Resources and preparation:
 flashcards

Warm up (3 minutes)

- Give some instructions in English and review the instructions for classroom language. (Instruction များကို အင်္ဂလိပ်ဘာသာဖြင့် ပေး၍ အတန်းတွင်းသုံး instruction များကို လေ့ကျင့်ပေးပါ)

89 Listen and match. (14 minutes)

- Point to the text book page and explain the activity.
- Write down four instructions on the left side of the board and put four flashcards on the right of the board in jumbled order. (a closed book, an opened book, a raised hand, clapping hands.)
 (သင်ပုန်း၏ ဘယ်ဘက်ခြမ်းတွင် ညွှန်ကြားချက် ၄ ခုကို ရေး၍ ညာဘက်ခြမ်းတွင် flashcard ၄ ခုကို အစီအစဉ်တကျ မဟုတ်ဘဲ ထားပါ)
- Call out a student to the front, tell him/ her 'Open your book.' and ask him/ her to point to the correct picture. (ကျောင်းသားတစ်ယောက်ကို အတန်းရှေ့သို့ခေါ်၍ 'Open your book.' ဟုပြောပြီး ကျောင်းသားကို မှန်ကန်သောပုံအား ညွှန်ပြရန် ပြောပါ)
- Draw a line to match the instruction and the picture as the student points. (ကျောင်းသား ညွှန်ပြသည့်အတိုင်း ညွှန်ကြားချက်နှင့် ရုပ်ပုံကို မျဉ်းကြောင်းဆွဲ၍ ယှဉ်တွဲပါ)
- Tell students to listen carefully to the teacher, and match the instructions with the pictures.
- Follow the same procedure for the remaining instructions. (အခြားညွှန်ကြားချက်များကိုလည်း ထိုနည်းအတိုင်း ပြုလုပ်ပါ)
- Check and repeat the instructions if necessary.

Say and act. (18 minutes)




- Point to the textbook page and explain how to do the activity. (ကျောင်းသုံးစာအုပ်ပါ စာမျက်နှာကိုပြ၍ activity ကို ရှင်းပြပါ)
- Call out five students to the front, tell one of them to say 'Sit down.' and the rest four to act according to the instruction. (ကျောင်းသား ငါးယောက်ကို အတန်းရှေ့သို့ခေါ်၍ သူတို့ထဲမှ တစ်ယောက်က 'Sit down.' ဟု instruction ပေးရန်နှင့်

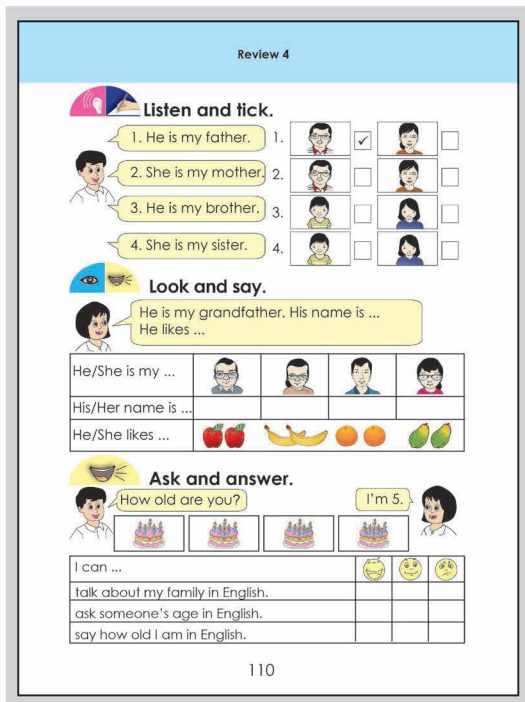
ကျန်သောကျောင်းသား လေးယောက်က instruction အတိုင်းပြုလုပ်ရန် ပြောပါ)

- Follow the same procedure for the remaining instructions.
(အခြားညွှန်ကြားချက်များကိုလည်း ထိုနည်းအတိုင်း ပြုလုပ်ရန်ပြောပါ)
- Divide the students into groups of 5.
- Ask one from each group to give instructions and the rest to act according to the instructions.
- Monitor the class.

Self-assessment

- Tell students to complete the 'I can ...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
give instructions in English.			
follow instructions given in English.			



Objective 3:

By the end of period 3, students will be able to:

- talk about their family members.
- ask someone's age.
- say their age.

Words and expressions:

father, mother, brother, sister, grandfather, grandmother, uncle, aunt, apple, banana, orange, papaya, number 1-10

'This is my ...', 'His/Her name's ...', 'He/She likes ...', 'How old are you?', 'I'm ...'

Resources and preparation:

flashcards

Warm up

(3 minutes)

- Ask some students how many members there are in their family.
- Elicit numbers 1 to 10 from students.
- Ask some students how old they are and their family members are.

90 Listen and tick.

(10 minutes)

- Tell students to look at the pictures of the family members in the textbook.
- Say the sentence, 'He is my father.' three times and tell students to tick the correct picture.
('He is my father.' ဟု ၃ ကြိမ် ရွတ်ဆိုပြ၍ မှန်သော တစ်ပုံကို ရွေးချယ်၍ အမှန်ဖြစ် ခြစ်ရန်ပြောပါ)
- Tell them to say, 'He is my father.' after ticking the correct picture.
- Follow the same procedure for 'mother, brother, and sister'.
- Check if all students can choose the correct picture.
(ပုံရွေးချယ်မှု မှန်ကန်ခြင်း ရှိ မရှိ စစ်ဆေးပါ)
- Ask some students to stand up and say the sentences.
(ကျောင်းသားအချို့ကို မတ်တပ်ရပ်စေ၍ ဝါကျများကို ရွတ်ဆိုရန်ပြောပါ)

Look and say.

(12 minutes)

- Point to the textbook page and explain to students how to do the activity.
- Draw a table of three rows on the board.
(သင်ပုန်းပေါ်တွင် row ၃ ခုပါသော ဇယား တစ်ခု ဆွဲပါ)
- Draw a picture of a man in the first row and write a man's name 'U San Htut' in the second row, and draw a picture of an apple in the third row.
(ပထမ row တွင် အမျိုးသား တစ်ယောက်ပုံ ဒုတိယ row တွင် အမည် နှင့် တတိယ row တွင် ပန်းသီးပုံ ဆွဲပါ)
- Point to the picture and say, 'He is my grandfather. His name is U San Htut and he likes apple.'
- Repeat the demonstration if necessary.

- Tell students to finish the activity with the rest of the pictures shown in the table by talking about their grandmother, uncle and aunt. (ကျောင်းသားများ၏ grandmother, uncle and aunt တို့၏ အမည်များကို ပြောပြစေပြီး ဇယားကွက်တွင် ကျန်သော ပုံများနှင့် လေ့ကျင့်ခန်းလုပ်ရန်ပြောပါ)
- Monitor the class.

Ask and answer. (12 minutes)


- Tell students to look at the pictures of birthday cakes in the textbook and tell them to count the number of candles.
- Explain that the number of candles on the birthday cake represents a person's age. (မွေးနေ့ကိတ်ပေါ်ရှိ ဖယောင်းတိုင် အရေအတွက်သည် လူတစ်ယောက်၏ အသက်ကို ကိုယ်စားပြုကြောင်းရှင်းပြပါ)
- Call out a student to the front and ask him, 'How old are you?'
- Ask him to point to the cake with six candles and say, 'I'm six.'
- Tell every student to do the activity with the friend next to him like a chain conversation. (ကျောင်းသားတိုင်းကို မိမိဘေးရှိ သူငယ်ချင်းကို မေးပြီး chain conversation ကဲ့သို့ လေ့ကျင့်ခန်းလုပ်ရန်ပြောပါ)
- Tell students to practise again with new partners if they have time.
- Give feedback on the pronunciation.

Summary and feedback (2 minutes)

- Summarise the lesson by pointing out the expressions 'He is my ... His/ Her name's ... He/She likes ... How old are you?, I'm ...'.

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statements table in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

I can ...			
talk about my family in English.			
ask someone's age in English.			
say how old I am in English.			

Project 4

My Family

Project 4 My Family

 **Look and listen.**

 This is my family.
This is my father.
His name is U Tun Tun.
This is my mother.
Her name is Daw Win May.
This is my brother.
His name is Aung Aung.



 Draw the picture of your family and talk about your family.



I can ...
draw a picture of my family.
talk about my family in English.

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Objective: By the end of the project, students will be able to draw a family picture and talk about their family using the language they learnt in Unit 8.

Words and expressions:

father, mother, brother, sister, uncle, aunt, grandfather, grandmother

'This is. . . His/ her name is. . . He/she likes. . . I love my family.'

Resources and preparation:

pencils, scissors, paper, glue

Hang pictures of my family on the board.

Teaching procedure for Period 1

Warm up

(5 minutes)

- Elicit the vocabulary of family members from students.
- Ask if they can say all their family members in English.

91 Look and listen.

(10 minutes)

- Recall vocabulary of family members by pointing to the family pictures in the textbook or on the board.
- Point to the board or the textbook and tell students as follows:

T: This is my family.

This is my father. His name is. . . He likes. . .

This is my mother. Her name is . . . She likes. . .

This is my brother. His name is . . . He likes. . .

If there are more family members,

(This is my sister. Her name is . . . She likes. . .

This is my uncle. His name is . . . He likes. . .

This is my aunt. Her name is . . . She likes. . .

This is my grandfather. His name is . . . He likes. . .

This is my grandmother. Her name is . . . She likes. . .)

Practice

(10 minutes)

- Point to any picture in the textbook and ask students to practise the language, 'This is . . .'/ 'His name is . . .'/ 'Her name is . . .'/ 'He likes . . .'/ 'She likes . . .'.

Production

(10 minutes)

- Ask each row to practise the language.
- Ask some individuals to practise the language.

Summary and feedback

(5 minutes)

- Summarise the language that can be used in talking about family members.

- Call some students to come to the front of the class one by one.
- Ask each of them to talk about their family members.

Teaching procedure for Period 2

Warm up (5 minutes)

- Point to any one in the family picture in the textbook and have the class practise the language, 'This is ...'.

Draw the picture of your family. (10 minutes)

- Give a piece of paper and (colour pencils) to every student. (ကျောင်းသားတစ်ယောက်စီအား စာရွက်တစ်ရွက်စီနှင့် ရောင်စုံခဲတံများ (ရှိလျှင်) ပေးပါ)
- Tell everyone to draw and colour his/ her family members (5 to 8 members) on the given paper. (ကျောင်းသားတိုင်း သူတို့၏ မိသားစုဝင်များ၏ပုံကို ရေးဆွဲစေပြီး ရောင်စုံခြယ်ရန်ပြောပါ)
- Help students who have difficulty in drawing and tell them that their pictures don't need to be perfect. (ပုံဆွဲရန် အခက်အခဲရှိသော ကျောင်းသားများကို ကူညီရန်နှင့် သူတို့၏ ပုံများသည် ပြည့်စုံသောပုံများဖြစ်ရန် မလိုကြောင်း ပြောပါ)

Practice (10 minutes)

- Ask some students to talk about their family in front of the class showing the picture they have drawn. (ကျောင်းသားအချို့ကို စာသင်ခန်းရှေ့ထွက်ပြီး မိမိဆွဲထားသောပုံကိုပြ၍ သူတို့၏ မိသားစုအကြောင်းကို ပြောရန်ပြောပါ)

Production (10 minutes)

- Tell students to sit in pairs.
- Ask them to talk about their family in pairs.

Summary and feedback (5 minutes)

- Make sure all students finish their family pictures and are ready for the next period.
- Collect their pictures and tell them that the pictures will be used in the next period.

Teaching procedure for Period 3

Warm up (5 minutes)

- Return their pictures to the respective students.
- Tell them to prepare the language to talk about their family members.

Talk about your family. (10 minutes)

- Ask students to hang their pictures on the walls around the class.
- Help students hanging their pictures on the wall.
- Make sure everyone's work is on the wall.

Practice (8 minutes)

- Ask a student to talk about his/ her family, pointing to his/her picture.
- Ask students to walk around the class and observe their friends' pictures.

Production (7 minutes)

- After observing the family pictures around the class, ask some students to talk about their family, pointing to their pictures. (ကျောင်းသားများကြည့်ရှုပြီးပါက သူတို့၏ ရုပ်ပုံများကိုပြသပြီး မိသားစုအကြောင်းကို ရှင်းပြရန်ပြောပါ)
- Monitor the class.

Summary and feedback (5 minutes)

- Make sure that students know the vocabulary and expressions to talk about their family.
- Check their pronunciation. (e.g. father, mother, grandfather, grandmother..., He/ She likes... etc.)

Self-assessment (5 minutes)

- Explain the 'I can ...' statements to the students in Myanmar.
- Ask each student to choose the icon that shows his/ her feeling for each statement and put a tick in the space under the chosen icon.

Classroom Language for Grade 1

Some Everyday Classroom Terms

If you speak English with your students, they will feel more confident to use English themselves. You can give your classroom an English atmosphere (feeling) by using some of these simple English phrases with your students every day. Below are phrases that you can use for starting class, managing the class, and ending class.

1. Starting the Class

- Good morning./ Good afternoon./ Good evening.
- How are you?
- I'm fine. / I'm great. Thank you. And you?

2. Managing the Class

Giving instructions

- Change your partner.
- Circle the ().
e.g. Circle the letter 'E'.
- Clap your hands.
- Come here.
- Come to the front.
- Count the ().
e.g. Count the fruits.
- Do the actions.
- Draw a picture.
- Draw and colour.
- Draw your family tree.
- Find the picture of () in your textbook.
e.g. Find the picture of 'an apple' in your textbook.
- Fill in the right answer.
- Greet your friends.
- Guess and answer.
- Hold up your ().
e.g. Hold up your flashcard.
- Introduce yourself.
- Listen.
- Listen carefully.
- Listen to the (CD /song/ story).
- Look around the class.
- Look at me.
- Look at the (blackboard).
- Look at the capital/ small letter () in your textbook.
e.g. Look at the small letter 'a' in your textbook.
- Look at the picture/ flashcards on the board/ in your textbook.
- Look at the top/ bottom/ left side/ right side of the page.
- Make a circle/ a group.
- Make groups of () people.
e.g. Make groups of 4 people.
- Make groups.
- Make pairs.
- Pick up a card/ a flashcard and ask.
- Point to the picture.
- Point to the letter ().
e.g. Point to the letter 'B'.
- Present (your meal/ your toy/ your family) to the class.
- Put a tick in the box.
- Raise your hand.
- Repeat after me.
- Say the word again.
- Sing the song again.
- Say () in English.
e.g. Say ဝနံ့သိ: in English.
- Say/ sing (it) on your own.
- Say the answer.
- Sing the song with actions.
- Sit in pairs.
- Stand up.
- Take turns.
- Talk with your partner/ group.
- Touch your ().
e.g. Touch your nose.
- Turn to page ().
e.g. Turn to page 12.
- Walk around the class.
- Write the letters in your exercise book/ textbook.

Asking questions

- Are you ready?
- Do you know, ()?
e.g. Do you know, coffee?
- Do you know, ()?
e.g. Do you know, Tun Tun?
- Do you understand?
- Do you have a ()?
e.g. Do you have a pencil?
- How about you, ()?
e.g. How about you, Thida?
- How many () are there?
e.g. How many oranges are there?
- What colour is this?
- What's this (in English)?
- What's your favorite ()?
e.g. What's your favorite fruit/ drink/ food/
colour?
- What's your name?
- Who is he/she?
- Who wants to try? Anyone else?

Making requests

- Attention, please.
- Be quiet, please.
- English, please.
- Let's say it together.
- Let's sing the () song.
e.g. Let's sing the ABC song.
- Let's play the () game.
e.g. Let's play the 'Throwing a ball' game.
- Let's practise.
- Let's talk.
- Let's try it.

Teacher responses and encouragement

- Excellent!
- Good.
- Good job!
- Great!
- Louder, (name), I can't hear you!
e.g. Louder, Nilar, I can't hear you!
- Once again.
- Pardon?
- That's good!
- Try again.
- Well done!

3. Ending Class

- Goodbye.
- See you tomorrow.
- Have a nice ().
i.e. Have a nice lunch/ afternoon/ Math class!

Listening Script

Unit 1 Lesson 1 and 2

01

A B C D E F G H I J K L M N O P Q R S T U V W
X Y and Z. Now, I know my A, B, Cs. Everybody,
sing with me.

Unit 1 Lesson 3

02

Aye Aye: Hello.
Tun Tun: Hello.
Aye Aye: I'm Aye Aye.
Tun Tun: I'm Tun Tun.
Aye Aye: Nice to meet you.
Tun Tun: Nice to meet you.

03

Kyaw Kyaw: Hello, I'm Kyaw Kyaw.
Nice to meet you.
Moe Moe: Hello, I'm Moe Moe.
Nice to meet you.

Unit 1 Lesson 4

04

(Good morning.) x 3
(Good afternoon.) x 3
(Good evening.) x 3
(Goodbye.) x 3

Unit 1 Lesson 5

05

(Teacher: What's your name?
Tun Tun: My name's Tun Tun.) x 3
(Teacher: What's your name?
Su Su: My name's Su Su.) x 3
(Student: What's your name?
Phyu Phyu: My name's Phyu Phyu.) x 3

Unit 1 Lesson 6

06

(Teacher: How are you?
Student: I'm fine.) x 3
(Teacher: How are you?
Student: I'm great.) x 3

Unit 2 Lesson 1

07

Bag x 3
Book x 3
Chair x 3
Desk x 3
Pencil x 3
Ruler x 3

08

(Teacher: What's this?
Student: It's a bag.) x 3
(Teacher: What's this?
Student: It's a book.) x 3
(Teacher: What's this?
Student: It's a chair.) x 3
(Teacher: What's this?
Student: It's a desk.) x 3
(Teacher: What's this?
Student: It's a pencil.) x 3
(Teacher: What's this?
Student: It's a ruler.) x 3

Unit 2 Lesson 2

09

(Capital A) x 3
(Small a) x 3
(A ant) x 3
(A apple) x 3

10

(Capital B) x 3
(Small b) x 3
(B ball) x 3
(B boy) x 3

Unit 2 Lesson 3

11

Bed x 3
Fan x 3
Mat x 3
Plate x 3
Spoon x 3
Table x 3

12

(Teacher: What's this?
Student: It's a bed.) x 3

(Teacher: What's this?
Student: It's a fan.) x 3
(Teacher: What's this?
Student: It's a mat.) x 3
(Teacher: What's this?
Student: It's a plate.) x 3
(Teacher: What's this?
Student: It's a spoon.) x 3
(Teacher: What's this?
Student: It's a table.) x 3

Unit 2 Lesson 4

13

(Capital C) x 3
(Small c) x 3
(C cake) x 3
(C cup) x 3

14

(Capital D) x 3
(Small d) x 3
(D dog) x 3
(D duster) x 3

Unit 2 Lesson 5

15

Bird x 3
Cat x 3
Cock x 3
Cow x 3
Fish x 3
Goat x 3

16

(Teacher: What's this?
Student: It's a bird.) x 3
(Teacher: What's this?
Student: It's a cat.) x 3
(Teacher: What's this?
Student: It's a cock.) x 3
(Teacher: What's this?
Student: It's a cow.) x 3
(Teacher: What's this?
Student: It's a fish.) x 3
(Teacher: What's this?
Student: It's a goat.) x 3

Unit 2 Lesson 6

17

Man: Good night.
Cat: Meow Meow

Man: Be quiet.
Cat: Sorry. (softly) Meow Meow
Cow: Moo Moo
Man: Be quiet.
Cow: Sorry. (softly) Moo Moo
Dog: Woof Woof
Man: Be quiet.
Dog: Sorry. (softly) Woof Woof
Goat: Baa Baa
Man: Be quiet.
Sheep: Sorry. (softly) Baa Baa.
Cock: Cock-a-doodle-doo
Man: Oh, no! It's morning.

Review 1-2 Unit 1

18

Kyaw Kyaw: Hello.
Aye Aye: Hello.
Kyaw Kyaw: I'm Kyaw Kyaw. What's your name?
Aye Aye: My name's Aye Aye.
Nice to meet you.
Kyaw Kyaw: Nice to meet you, too. How are you?
Aye Aye: I'm fine. How are you?
Kyaw Kyaw: I'm great.

Project 1

19

'What's your name?' Song
(To the tune of 'Are you sleeping?')
(Hello) ⁴
(What's your name?) ²
(My name's Toe Toe.) ²
(What's your name?) ²

20

'How are you?' Song
(To the tune of 'Skip to my Lou')
(Hello, Aung Aung. How are you?) ³
Aung Aung: (Great!)
It's so nice to see you.

Unit 3 Lesson 1

21

Black x 3
Blue x 3
Brown x 3
Green x 3
Pink x 3
Red x 3
White x 3
Yellow x 3

22

(Teacher: What colour is this?
 Student: It's black.) x 3
 (Teacher: What colour is this?
 Student: It's blue.) x 3
 (Teacher: What colour is this?
 Student: It's brown.) x 3
 (Teacher: What colour is this?
 Student: It's green.) x 3
 (Teacher: What colour is this?
 Student: It's pink.) x 3
 (Teacher: What colour is this?
 Student: It's red.) x 3
 (Teacher: What colour is this?
 Student: It's white.) x 3
 (Teacher: What colour is this?
 Student: It's yellow.) x 3

Unit 3 Lesson 2

23

(Capital E) x 3
 (Small e) x 3
 (E ear) x 3
 (E eye) x 3

24

(Capital F) x 3
 (Small f) x 3
 (F fan) x 3
 (F fish) x 3

Unit 3 Lesson 3

25

Long x 3
 Short x 3
 Big x 3
 Small x 3

26

(Teacher: It's long.
 Students: It's long.) x 3
 (Teacher: It's short.
 Students: It's short.) x 3
 (Teacher: It's big.
 Students: It's big.) x 3
 (Teacher: It's small.
 Students: It's small.) x 3

Unit 3 Lesson 4

27

(Capital G) x 3
 (Small g) x 3
 (G girl) x 3
 (G goat) x 3

28

(Capital H) x 3
 (Small h) x 3
 (H hand) x 3
 (H hat) x 3

Unit 3 Lesson 5

29

Apple x 3
 Pencil x 3
 Ruler x 3
 Big x 3
 Long x 3
 Short x 3
 Brown x 3
 Red x 3
 White x 3

30

(Teacher: This is an apple.
 It's big.
 It's red.
 Students: This is an apple.
 It's big.
 It's red.) x 3
 (Teacher: This is a pencil.
 It's short.
 It's brown.
 Students: This is a pencil.
 It's short.
 It's brown.) x 3
 (Teacher: This is a ruler.
 It's long.
 It's white.
 Students: This is a ruler.
 It's long.
 It's white.) x 3

Unit 3 Lesson 6

31

Boy: Yellow Cat, Yellow Cat, what's this?
 Yellow Cat: Dog. Dog. It's a dog. It's big. It's black.
 Black Dog, Black Dog, what's this?

Black Dog: Cock. Cock. It's a cock. It's small.

It's white.

White Cock, White Cock, what's this?

White Cock: Ant. Ant. It's an ant. It's small. It's red.

Black Dog, Yellow Cat and WhiteCock:

Red Ant, Red Ant, how are you?

Red Ant: I'm great! I'm great!

Unit 4 Lesson 1

32

Ear x 3

Eye x 3

Face x 3

Hair x 3

Mouth x 3

Nose x 3

33

Teacher: (Touch your ear.) x 3

(Touch your eye.) x 3

(Touch your face.) x 3

(Touch your hair.) x 3

(Touch your mouth.) x 3

(Touch your nose.) x 3

Unit 4 Lesson 2

34

(Capital I) x 3

(Small i) x 3

(I ice) x 3

(I iron) x 3

35

(Capital J) x 3

(Small j) x 3

(J jacket) x 3

(J jam) x 3

Unit 4 Lesson 3

36

Arm x 3

Finger x 3

Hand x 3

Head x 3

Shoulder x 3

37

(Clap.)² Touch your head.

(Clap.)² Touch your shoulder.

(Clap.)² Touch your arm.

(Clap.)² Touch your hand.

(Clap.)² Touch your finger.

Unit 4 Lesson 4

38

(Capital K) x 3

(Small k) x 3

(K key) x 3

(K kite) x 3

39

(Capital L) x 3

(Small l) x 3

(L lamp) x 3

(L lock) x 3

Unit 4 Lesson 5

40

Foot x 3

Knee x 3

Leg x 3

Toe x 3

41

Teacher: (Touch your foot.) x 3

(Touch your knee.) x 3

(Touch your leg.) x 3

(Touch your toe.) x 3

Unit 4 Lesson 6

42

Ears x 3

Eyes x 3

Head x 3

Knees x 3

Mouth x 3

Nose x 3

Shoulders x 3

Toes x 3

43

'Head, shoulders, knees and toes' Song

Head, shoulders, (knees and toes)²

Head, shoulders, (knees and toes)²

And eyes and ears

And mouth and nose

Head, shoulders (knees and toes).²

Review 2-2 Unit 3

44

Student: This is a ruler. It's long.

This is a pencil. It's short.

This is a cat. It's big.

This is a bird. It's small.

Review 2-3 Unit 4

45

'Head and shoulders, knees and toes' Song

(To the tune of the song 'London Bridge is falling down')

Head and shoulders, knees and toes,
knees and toes, knees and toes,
head and shoulders, knees and toes,
it's my body.

Eyes and ears, mouth and nose,
mouth and nose, mouth and nose,
eyes and ears and mouth and nose,
it's my body.

Hands and fingers, arms and legs,
arms and legs, arms and legs,
hands and fingers, arms and legs,
it's my body.

Project 2 My Toy

46

Teacher: This is my toy.
It is a ball.
It is blue.
It is small.

Unit 5 Lesson 1

47

Cake x 3
Chicken x 3
Fruits x 3
Rice x 3

48

Teacher: (I eat cake.) x 3
(I eat chicken.) x 3
(I eat fruits.) x 3
(I eat rice.) x 3
(I eat cake.) x 3
(I eat chicken.) x 3
(I eat fruits.) x 3
(I eat rice.) x 3

Unit 5 Lesson 2

49

(Capital M) x 3
(Small m) x 3
(M mat) x 3
(M monkey) x 3

50

(Capital N) x 3
(Small n) x 3
(N nail) x 3
(N nest) x 3

Unit 5 Lesson 3

51

Coffee x 3
Juice x 3
Tea x 3
Water x 3

52

Teacher: (I drink coffee.) x 3
(I drink juice.) x 3
(I drink tea.) x 3
(I drink water.) x 3

Unit 5 Lesson 4

53

(Capital O) x 3
(Small o) x 3
(O orange) x 3
(O owl) x 3

54

(Capital P) x 3
(Small p) x 3
(P pencil) x 3
(P pin) x 3

Unit 5 Lesson 5

55

Bread x 3
Cake x 3
Chicken x 3
Egg x 3
Fish x 3
Milk x 3

56

Teacher: (I like chicken.
I don't like fish.) x 3
(I like bread.
I don't like cake.) x 3

Unit 5 Lesson 6

57

Do you like ...?

(The underlined word can be substituted with any food or drink in this unit.)

Do you like ...? Do you like ...? Do you like apples?
Yes, I do. Yes, I do. Yes, I like apples.
No, I don't. No, I don't. No, I don't like apples.

Unit 6 Lesson 1

- 58**
Apple x 3
Banana x 3
Lime x 3
Mango x 3
Orange x 3

- 59**
(Teacher: What's this?
Student: It's an apple.) x 3
(Teacher: What's this?
Student: It's an banana.) x 3
(Teacher: What's this?
Student: It's an lime.) x 3
(Teacher: What's this?
Student: It's an mango.) x 3
(Teacher: What's this?
Student: It's an orange.) x 3

Unit 6 Lesson 2

- 60**
(Capital Q) x 3
(Small q) x 3
(Q quail) x 3
(Q queen) x 3

- 61**
(Capital R) x 3
(Small r) x 3
(R rabbit) x 3
(R ruler) x 3

Unit 6 Lesson 3

- 62**
Coconut x 3
Guava x 3
Papaya x 3
Pineapple x 3
Watermelon x 3

- 63**
(Teacher: What's this?
Students: It's a coconut.) x 3
(Teacher: What's this?
Students: It's a guava.) x 3
(Teacher: What's this?
Students: It's a papaya.) x 3

- (Teacher: What's this?
Students: It's a pineapple.) x 3
(Teacher: What's this?
Students: It's a watermelon.) x 3

Unit 6 Lesson 4

- 64**
(Capital S) x 3
(Small s) x 3
(S snake) x 3
(S sun) x 3

- 65**
(Capital T) x 3
(Small t) x 3
(T table) x 3
(T tree) x 3

Unit 6 Lesson 5

- 66**
(One banana) x 3
(Two papayas) x 3
(Three apples) x 3
(Four mangoes) x 3
(Five oranges) x 3
(Six mangoes) x 3
(Seven oranges) x 3
(Eight bananas) x 3
(Nine papayas) x 3
(Ten apples) x 3

- 67**
(Teacher: How many bananas are there?
Student: 1 banana) x 3
(Teacher: How many papayas are there?
Student: 2 papayas) x 3
(Teacher: How many apples are there?
Student: 3 apples) x 3
(Teacher: How many mangoes are there?
Student: 4 mangoes) x 3
(Teacher: How many oranges are there?
Student: 5 oranges) x 3
(Teacher: How many mangoes are there?
Student: 6 mangoes) x 3
(Teacher: How many oranges are there?
Student: 7 oranges) x 3
(Teacher: How many bananas are there?
Student: 8 bananas) x 3
(Teacher: How many papayas are there?
Student: 9 papayas) x 3

(Teacher: How many apples are there?
Student: 10 apples) x 3

Unit 6 Lesson 6

68

Give me some bananas.

A: Give me some bananas.

B: How many bananas?

A: (clap hands) 3

B: Three bananas?

A: Yes, please.

B: Here you are.

A: Thank you.

Review 3-2 Unit 5

69

Teacher: I drink milk.
I drink coffee.

Review 3-3 Unit 6

70

Teacher: How many apples are there?
Students: 3 apples
Teacher: How many papayas are there?
Students: 2 papayas
Teacher: How many guavas are there?
Students: 4 guavas
Teacher: How many watermelons are there?
Students: 1 watermelon

Project 3 My Meal

71

In the morning, I eat bread. I drink milk.
In the afternoon, I eat rice. I drink juice.
In the evening, I eat fruit. I drink water.

Unit 7 Lesson 1

72

Teacher: (Sit down.) x 3
(Stand up.) x 3
(Raise your hands.) x 3
(Clap your hands.) x 3
(Open your book.) x 3
(Close your book.) x 3

Unit 7 Lesson 2

73

(Capital U) x 3
(Small u) x 3
(U umbrella) x 3
(U uncle) x 3

74

(Capital V) x 3
(Small v) x 3
(V vase) x 3
(V violin) x 3

Unit 7 Lesson 3

75

Teacher: (Touch your friend.) x 3
(Walk to the door.) x 3
(Make a line.) x 3
(Make a circle.) x 3
(Make pairs.) x 3
(Make a group.) x 3

Unit 7 Lesson 4

75

(Capital W) x 3
(Small w) x 3
(W wall) x 3
(W water) x 3

77

(Capital X) x 3
(Small x) x 3
(X xylophone) x 3

Unit 7 Lesson 5

78

Teacher: (Look at the picture.) x 3

(Bring a pencil.) x 3
(Draw a ball.) x 3
(Open the door.) x 3
(Come here.) x 3
(Sing the 'ABC' Song.) x 3

Unit 7 Lesson 6

79

'Action' Song
(To the tune of 'Skip to my Lou')
Clap your hands and sit down.
Clap your hands and stand up.
Raise your hand and touch me.
It's so nice to see you.

Unit 8 Lesson 1

80

Father x 3
Mother x 3
Brother x 3
Sister x 3

81

Student: This is my father.
This is my mother.
This is my brother.
This is my sister.

Unit 8 Lesson 2

82

(Capital Y) x 3
(Small y) x 3
(Y yacht) x 3
(Y yolk) x 3

83

(Capital Z) x 3
(Small z) x 3
(Z zebra) x 3
(Z zip) x 3

Unit 8 Lesson 3

84

Grandfather x 3
Grandmother x 3
Father x 3
Mother x 3
Uncle x 3
Aunt x 3

85

Teacher: (This is my grandfather.
His name is U San Tun.) x 3
(This is my grandmother.
Her name is Daw Yu Yu.) x 3
(This is my father.
His name is U Aung Myint.) x 3
(This is my mother.
Her name is Daw Sandar.) x 3
(This is my uncle.
His name is U Ba Tun.) x 3
(This is my aunt.
Her name is Daw Su Su.) x 3

Unit 8 Lesson 4

86

(Teacher: I have a brother.
Students: I have a brother.) x 3
(Teacher: I have a sister.
Students: I have a sister.) x 3
(Teacher: I have an aunt.

Students: I have an aunt.) x 3
(Teacher: I have an uncle.
Students: I have an uncle.) x 3

Unit 8 Lesson 5

87

(Teacher: How old are you?
Student: I'm 5.) x 3
(Teacher: How old are you?
Student: I'm 6.) x 3
(Teacher: How old are you?
Student: I'm 7.) x 3

Unit 8 Lesson 6

88

Student 1: Good morning. How are you?
Student 2: I'm fine.
Student 1: This is my mother.
Her name is Daw Mu Mu.
Student 1's
Mother: Hello!
Student 2: Hi! I'm Thidar. Nice to meet you.
Student 1: This is my father.
His name is U Soe Tun.

Student 1's
Father: Nice to meet you.
Student 2: Nice to meet you.
Student 1: This is my sister.
Her name is Ma Thuzar.

Student 1's
sister: Nice to meet you.
Student 2: Nice to meet you.
Student 1: Do you like fish?
Student 2: Yes, I do.
Student 1's
family: Goodbye.
Student 2: Goodbye.

Review 4-2 Unit 7

89

Open your book.
Close your book.
Raise your hand.
Clap your hands.

Review 4-3 Unit 8

90

He is my father.
She is my mother.
He is my brother.
She is my sister.

91

This is my family.

This is my father.

His name is U Tun Tun.

This is my mother.

Her name is Daw Win May.

This is my brother.

His name is Aung Aung.

Word List

A

a /ə/
action /'æk.fən/
afternoon /,ɑ:f.tə'nu:n/
an /ən/
and /ænd/
ant /ænt/
apple /'æp.əl/
are /ɑ:r/
arm /ɑ:m/
at /ɑ:r/
aunt /ɑ:nt/

B

bag /bæg/
ball /bɔ:l/
banana /bə'nɑ:.nə/
be /bi:/
bed /bed/
big /bɪg/
bird /bɜ:d/
black /blæk/
blue /blu:/
body /'bɒd.i/
book /buk/
boy /bɔɪ/
bread /bred/
brother /'brʌð.ər/
brown /braʊn/

C

cake /keɪk/
cat /kæt/
chair /tʃeər/
chicken /'tʃɪk.ɪn/
circle /'sɜ:.kəl/
clap /klæp/
close /kləʊz/
cock /kɒk/
coconut /'kəʊ.kə.nʌt/
coffee /'kɒf.i/
colour /'kʌl.ər/

come /kʌm/

cow /kaʊ/

cup /kʌp/

D

desk /desk/
do /du:/
dog /dɒg/
don't /dəʊnt/
door /dɔ:r/
down /daʊn/
draw /drɔ:/
drink /drɪŋk/
duster /'dʌs.tər/

E

ear /ɪər/
eat /i:t/
egg /eg/
evening /'i:v.nɪŋ/
everybody
eye /aɪ/

F

face /feɪs/
fan /fæn/
father /'fɑ:.ðər/
fine /faɪn/
finger /'fɪŋ.gər/
fish /fɪʃ/
foot /fʊt/
friend /frend/
fruit /fru:t/

G

girl /gɜ:l/
goat /gəʊt/
good /gʊd/
goodbye /gʊd'baɪ/
grandfather /'græn.fɑ:.ðər/
grandmother /'græn.mʌð.ər/
great /gret/
green /gri:n/
group /gru:p/

guava /'gwɑ:.və/

H

hair /heər/
hand /hænd/
hat /hæt/
have /hæv/
head /hed/
hello /he'ləʊ/
here /hɪər/
how /haʊ/

I

I /aɪ/
is /ɪz/
it /ɪt/
ice /aɪs/
iron /aɪən/

J

jacket /'dʒæk.ɪt/
jam /dʒæm/
juice /dʒu:s/

K

key /ki:/
kite /kaɪt/
knee /ni:/

L

lamp /læmp/
leg /leg/
like /laɪk/
lime /laɪm/
line /laɪn/
lock /lɒk/
long /lɒŋ/
look /lʊk/

M

make /meɪk/
mango /'mæŋ.gəʊ/
many /'meni/
mat /mæt/
me /mi:/
meet /mi:t/

milk /mɪlk/
monkey /'mʌŋ.ki/
morning /'mɔ:.nɪŋ/
mother /'mʌð.ər/
mouth /maʊθ/

N

nail /neɪl/
name /neɪm/
nest /nest/
nice /naɪs/
nose /nəʊz/
now /naʊ/

O

old /əʊld/
open /'əʊ.pən/
orange /'ɒr.ɪndʒ/
owl /aʊl/

P

pair /peər/
papaya /pə'paɪ.ə/
pencil /'pen.səl/
picture /'pɪk.tʃər/
pin /pɪn/
pink /'pɪŋk/
pineapple /'paɪn.æp.əl/
plate /pleɪt/

Q

quail /kweɪl/
queen /kwi:n/
quiet /'kwaɪ.ət/

R

rabbit /'ræb.ɪt/
raise /reɪz/
red /red/
rice /raɪs/
ruler /'ru:lər/

S

see /si:/
short /ʃɔ:t/
shoulder /'ʃəʊl.dər/
sing /sɪŋ/
sister /'sɪs.tər/

sit /sɪt/
small /smɔ:l/
snake /sneɪk/
so /səʊ/
some /sʌm/
song /sɒŋ/
sorry /'sɒr.i/
spoon /spu:n/
stand /stænd/
sun /sʌn/

T

table /'teɪ.bəl/
take /teɪk/
tea /ti:/
the /ði:/
this /ðɪs/
to /tu:/
toe /təʊ/
touch /tʌtʃ/
touch /tʌtʃ/
toy /tɔɪ/
tree /tri:/

U

umbrella /ʌm'brel.ə/
uncle /'ʌŋ.kəl/
up /ʌp/

V

vase /va:z/
violin /,vaɪə'lm/

W

walk /wɔ:k/
wall /wɔ:l/
water /'wɔ:tər/
watermelon /'wɔ:tə,mel.ən/
white /waɪt/
with /wɪð/

X

xylophone /'zaɪ.lə.fəʊn/

Y

yacht /jɔ:t/
yellow /'jel.əʊ/
yes

yolk /jɔ:k/
you /ju:/
your /jɔ:r/
Z
zebra /'zi:brə/
zip /zɪp/