

How to use this Teacher's Guide

The teacher's guide is divided into five main sections: Introduction, Lesson Plans, Listening Scripts, Answer Key and Word List.

I. Introduction

This Introduction section covers the following topics that the teachers should be aware of:

1. Overview of Student-centred Pedagogy
2. Basic Principles for Effective Teaching and Learning
3. Bloom's Taxonomy
4. Questions that could be Asked at Different Stages of a Lesson
5. Overview of 21st Century Skills and Soft Skills
6. Overview of Classroom Level Assessment
7. Overview of Social Dimensions in Secondary School Classrooms (Gender, Ethnic Diversity, Social Status and Disabilities)
8. Syllabus and Year Plan

1. Overview of Student-centred Pedagogy

In a student-centred secondary school classroom the following key points will be observable:

- ✓ Lessons are interesting, relevant and meaningful to students' lives.
- ✓ Students participate actively and in collaboration with their peers.
- ✓ Teachers provide challenges and real-life problem-solving situations.
- ✓ Students develop higher level critical thinking and problem-solving skills.
- ✓ Teacher explains, asks questions and listens; students discuss, ask questions and listen.

2. Basic Principles for Effective Teaching and Learning

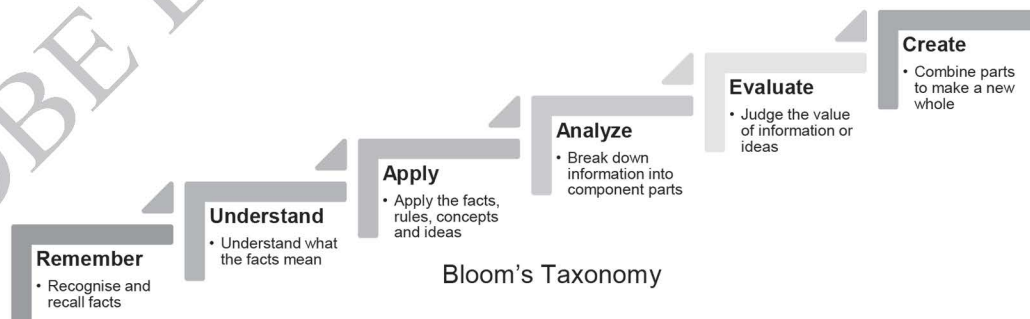
Effective teaching and learning occurs when teachers and students work together to achieve learning outcomes as follows:

- ✓ The teacher makes learning clear for the learner. → content and knowledge
- ✓ The teacher and students use a variety of approaches. → pedagogy
- ✓ The teacher and students give and receive clear and regular feedback. → assessment

Learning outcomes are statements that clearly define what students are expected to know, understand and be able to do in terms of knowledge, skills, attitudes and values at the end of a period of learning (see Lesson Plans).

3. Bloom's Taxonomy

Bloom's Taxonomy of learning domains are incorporated in lesson plans and activities to ensure that students in secondary school grades develop higher-order thinking skills. Look for these key words in lesson plans.



4. Questions that could be Asked at Different Stages of a Lesson

Below is a list of questions the teacher can ask at different stages of a lesson.

At the beginning of a lesson:

- ✓ What skills and knowledge will the students learn by the end of this topic / lesson?

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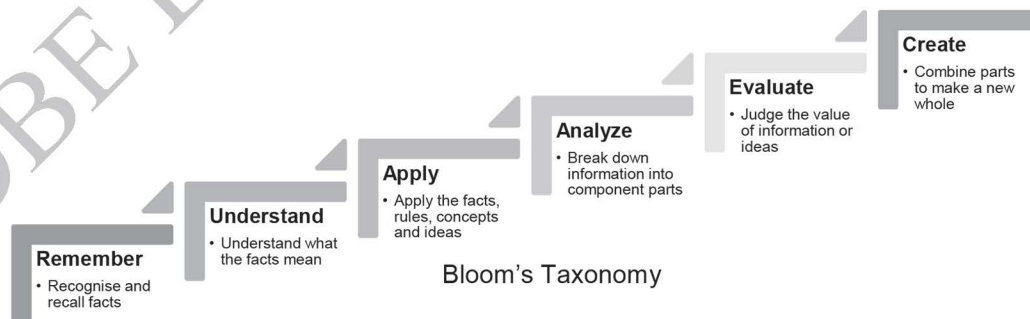
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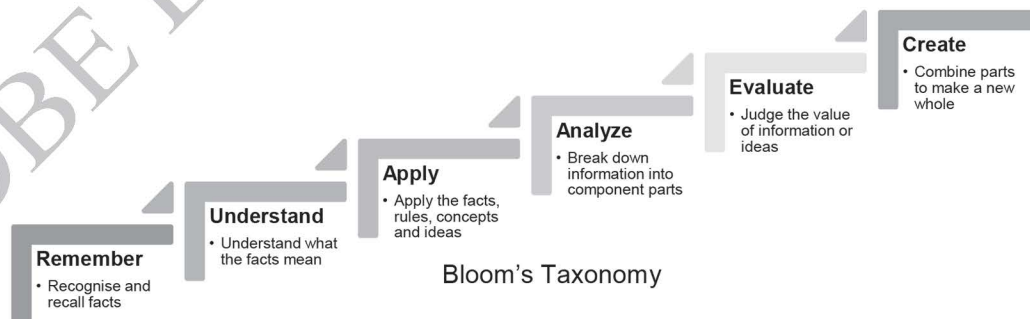
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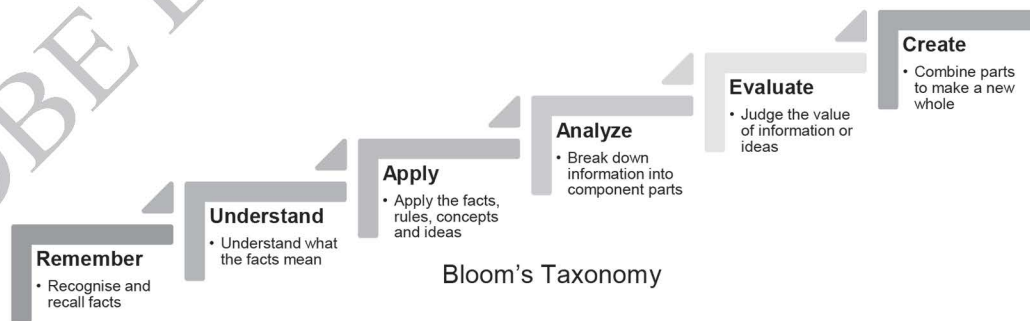
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At the beginning of a lesson:

- ✓ What skills and knowledge will the students learn by the end of this topic / lesson?

- ✓ How will the students be organized for the planned activities?
- ✓ What information do you need? What information do the students need?
- ✓ What equipment or materials do you need? What equipment or materials do the students need?
- ✓ How will the materials be available, organized, and used?
- ✓ What do you think the result will be?

In the middle of a lesson:

- ✓ Ask yourself “Is the lesson/activity going as expected?”
- ✓ Is there any other information you might need to help the students understand the lesson?

At the end of a lesson:

- ✓ Did your work / the activity turn out as expected?
- ✓ Did the lesson raise other questions for the students to consider?
- ✓ Could it have been done differently?
- ✓ What have you / the students learned in this lesson?
- ✓ Has the work helped you to assess individual student's conceptual understanding?
- ✓ What needs to be included in the next lesson or improved in this lesson?

5. Overview of 21st Century Skills and Soft Skills

Young people need 21st century skills and soft skills in the workplace and to navigate our complex world. The 5 C's – important skills for learning are:

- ✓ Collaboration - encourage students to work in groups, share ideas, and find solutions together
- ✓ Communication – verbal and non-verbal communication: reading, writing, speaking and listening
- ✓ Critical thinking and problem solving – let students find solutions to problems and correct errors
- ✓ Creativity and innovation – thinking “outside the box” to explore new ideas and solve problems
- ✓ Citizenship– active participation in the school community and development of fairness and conflict resolution skills

6. Overview of Classroom Level Assessment

90% of all assessment for learning happens in classrooms during lessons. Classroom level assessment can be used to provide immediate feedback to students and teachers. It helps to identify what learning the students need to do next if they are to successfully move forward with their learning. Teachers can make observations during a lesson to identify instructional strategies that work.

(1) Classroom level assessment includes the following approaches:

- ✓ **Student-centred:** teachers and students focus on observing and improving learning rather than teaching. Students understand what they are being asked to learn (not what they are asked to do).
- ✓ **Teacher-directed:** each individual teacher decides what to assess, how to assess and how to respond to the information gained through the assessment.
- ✓ **Active participation of students:** by being part of the assessment process, their understanding and self-assessment skills increase. Their motivation is also increased when they realize that the teacher is interested in them as learners.
- ✓ **Formative assessment:** The intention of formative assessment is to inform the teacher about a student's learning progress by providing evidence, so the teacher can help the student improve their learning. Teachers will need to determine how best they can record this evidence from the students learning so they will be able to adjust their teaching to improve the quality of learning. Development of the Soft Skills is an ideal place to begin to develop the teachers' formative assessment capability and techniques. Every teacher is a teacher of the soft skills, so all students are having their learning reinforced and enhanced in every lesson.

- ✓ How will the students be organized for the planned activities?
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(2) Strategies for conducting classroom level formative assessments

- ✓ **Observation:** Observe the students directly and record observations, including behaviour in group work in preparation for practical or performance activities. Also observe one or more of the 5Cs.
- ✓ **Questioning:** The Teacher asks the students questions to determine the level of understanding (Bloom's taxonomy) and adjusts their teaching as a result. This may happen at any time in the lesson as well in the Review and Assessment for the final stage of a lesson or series of lessons.
- ✓ **Student Learning Journal:** The teacher asks students to write answers to open ended questions (e.g. what I have learned and what I still need to learn) in their exercise book as part of the review at the end of the lesson, and then at the beginning of the next lesson a similar task is used to determine prior knowledge, by asking students to write what they know about today's lesson objective. The teacher uses a sample of maybe 10 books / students to assess the overall class performance or prior knowledge and adjust teaching accordingly.

7. Overview of Social Dimensions in Secondary School Classrooms (Gender, Ethnic Diversity, Social Status and Disabilities)

The National Education Law (2014) states that the curriculum should produce good citizens who understand and accept diversity, value equality, value democratic and human rights standards, allow promotion of each ethnic group's rich literature, culture, arts, traditions and historical heritage, and which is also in line with the curriculum used in other countries.

As a basic principle, the classroom should be "inclusive" of all students, regardless of their gender, ethnic diversity, social status and disabilities. An equitable and inclusive school environment will enable all students to access education while respecting individual identity and values, and gaining an understanding and appreciation of the diversity of others.

Teachers are required to demonstrate actions as good examples of desired positive attitudes and values. Those attitudes and values will inspire students to become good citizens.

Also, teachers should be aware of and avoid some social biases in the classroom for example stereotyped roles, discrimination between different cultures and ethnic nationalities, bias according to social status, and overlooking traditional norms and values.

Look for other examples and opportunities that strengthen equity and inclusiveness in the classroom setting, in lessons and school environment. You can also discuss and share ideas with other teachers in your school to ensure all students are valued and respected.

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8. Syllabus and Year Plan

(1) Syllabus

The syllabus for Grade 6 English Textbook includes seven course components, five soft skills and learning objectives.

Unit Number & Soft Skills	<i>Listening & Speaking</i>	<i>Reading</i>
Unit 1 <i>Communication Collaboration</i>	<ul style="list-style-type: none"> Greeting people Introducing oneself Leave-taking 	<ul style="list-style-type: none"> Holiday greetings Talking about places
Unit 2 <i>Communication Collaboration</i>	<ul style="list-style-type: none"> Hobbies and ambitions Asking for and giving personal information 	<ul style="list-style-type: none"> Talking about personal details
Unit 3 <i>Communication Collaboration Critical Thinking</i>	<ul style="list-style-type: none"> Places in a city Asking and answering questions 	<ul style="list-style-type: none"> Shops in a market Different kinds of food Going shopping
Review 1	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 1, 2 and 3 	
Project 1 <i>Communication Collaboration Creativity</i>	<ul style="list-style-type: none"> To use a simple holiday postcard To write a holiday postcard 	
Poem 1	Poem: <i>The owl</i> by Edward H. Richards	
Unit 4 <i>Communication Collaboration</i>	<ul style="list-style-type: none"> Words that go with go / do / play Talking about hobbies and families 	<ul style="list-style-type: none"> Different kinds of food Expressing likes and dislikes
Unit 5 <i>Communication Collaboration</i>	<ul style="list-style-type: none"> Making appointments Nationalities and countries 	<ul style="list-style-type: none"> Talking about personal interests Making appointments
Unit 6 <i>Communication Collaboration Creativity</i>	<ul style="list-style-type: none"> Ordering food and drinks Talking about prices 	<ul style="list-style-type: none"> Food items Health benefits
Review 2	<ul style="list-style-type: none"> To help students revise selected knowledge and skills from Units 4, 5 and 6 	
Project 2 <i>Communication Collaboration Creativity</i>	<ul style="list-style-type: none"> To recognize different food groups and sort different types of food into the food groups To review vocabulary related to food 	
Poem 2	Poem: <i>Early to bed and early to rise</i> by Benjamin Franklin	

Unit Number & Soft Skills	<i>Listening & Speaking</i>	<i>Reading</i>
Unit 7 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Choosing the best words to describe a person 	<ul style="list-style-type: none"> • Clothes and footwear
Unit 8 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking & Problem Solving</i>	<ul style="list-style-type: none"> • Describing numbers and quantities • Shopping • Asking about prices 	<ul style="list-style-type: none"> • Different kinds of shops • Advertisements, leaflets and brochures
Unit 9 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i> <i>Citizenship</i>	<ul style="list-style-type: none"> • Stationery items • Making requests 	<ul style="list-style-type: none"> • Identifying stationery items • Things in the classroom
Review 3	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 7, 8 and 9 	
Project 3 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To revise and practise using vocabulary about clothes and stationery items • To create a flyer in groups to advertise items for sale at a school funfair 	
Poem 3	Poem: <i>The rainbow</i> by Christina Rossetti	
Unit 10 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Sports • Parts of the body • Seeing a health professional for a sports injury 	<ul style="list-style-type: none"> • Sports stars
Unit 11 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Talking about school • Classroom rules 	<ul style="list-style-type: none"> • School rules • Library rules
Unit 12 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Talking about shapes 	<ul style="list-style-type: none"> • Different shapes • Instructions and directions
Review 4	<ul style="list-style-type: none"> • To help students revise selected knowledge and skills from Units 10, 11 and 12 	
Project 4 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To identify different sports and equipment • To give a presentation on their favourite sport in groups 	
Poem 4	Poem: <i>The butterfly</i> by Rick Hunter	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> Comparatives and superlatives 	<ul style="list-style-type: none"> Describing people 	<ul style="list-style-type: none"> Describing people
<ul style="list-style-type: none"> Uncountable nouns Quantifiers How many / How much 	<ul style="list-style-type: none"> Things I wish to buy 	<ul style="list-style-type: none"> Describing numbers Asking about prices
<ul style="list-style-type: none"> Possessive pronouns Modals: <i>can</i>, <i>can't</i>, <i>could</i> and <i>couldn't</i> 	<ul style="list-style-type: none"> The use of 'have' 	<ul style="list-style-type: none"> Making requests and offers
<ul style="list-style-type: none"> To provide summative assessment of student learning 		
<ul style="list-style-type: none"> To successfully complete the project by working collaboratively in small groups 		
<ul style="list-style-type: none"> Present continuous Sports and sports equipment 	<ul style="list-style-type: none"> A sports star Favourite sports 	<ul style="list-style-type: none"> Asking for and giving information about sports and injuries
<ul style="list-style-type: none"> The use of <i>can</i> and <i>may</i> The use of <i>must</i>, <i>mustn't</i> and <i>can't</i> 	<ul style="list-style-type: none"> How to write a short note 	<ul style="list-style-type: none"> Talking about school and school rules
<ul style="list-style-type: none"> Adjectives describing shapes The use of imperatives with sequence words 	<ul style="list-style-type: none"> Describing shapes 	<ul style="list-style-type: none"> Describing shapes Giving instructions and directions
<ul style="list-style-type: none"> To provide summative assessment of student learning 		
<ul style="list-style-type: none"> To successfully complete the project by working collaboratively in small groups 		

(2) Year Plan

The year plan for Grade 6 English Textbook includes 48 lesson topics for 12 units, allocation of periods for each lesson, 4 review sections, 4 projects, 4 poems, and revision and exam periods.

Year Plan for Grade 6 English Textbook

Unit	Lesson	Topic	Period	Total periods for each unit	Schedule
Unit 1	Lesson 1	Greeting, introducing and leave-taking	4	14	June
	Lesson 2	Greetings from postcards	4		
	Lesson 3	Greetings for special events	3		
	Lesson 4	Let's send a postcard!	3		
Unit 2	Lesson 1	Tell me about you!	4	14	
	Lesson 2	Talking about families	4		
	Lesson 3	My best friend	3		
	Lesson 4	Daily routine	3		
Unit 3	Lesson 1	Talking about your city	4	14	July
	Lesson 2	At the market	4		
	Lesson 3	Where is it?	3		
	Lesson 4	My favourite room	3		
Review, Project & Poem	Review 1		2	5	
	Project 1		2		
	Poem 1	The owl	1		
Unit 4	Lesson 1	Talking about your family and free time	4	14	August
	Lesson 2	A happy family	4		
	Lesson 3	Talking about habits and routines	3		
	Lesson 4	What we like and dislike!	3		
Unit 5	Lesson 1	Where shall we meet?	4	14	
	Lesson 2	Let's read a short note!	4		
	Lesson 3	Where are you from?	3		
	Lesson 4	Filling in a form	3		
Unit 6	Lesson 1	Let's eat out!	4	14	September
	Lesson 2	Do you eat healthy food?	4		
	Lesson 3	What's the difference: countable and uncountable?	3		
	Lesson 4	Let's go shopping!	3		
Review, Project & Poem	Review 2		2	5	October
	Project 2		2		
	Poem 2	Early to bed and early to rise	1		

Unit 7	Lesson 1	What does he look like?	4	14	November	
	Lesson 2	What's she wearing?	4			
	Lesson 3	Who is the tallest?	3			
	Lesson 4	Find someone who ...	3			
Unit 8	Lesson 1	How much is it?	4	14		
	Lesson 2	Look at this leaflet!	4			
	Lesson 3	How much do you want?	3			
	Lesson 4	Happy birthday!	3			
Unit 9	Lesson 1	Requesting	4	14		
	Lesson 2	My favourite possessions	4			
	Lesson 3	This is mine!	3			
	Lesson 4	Does this pen belong to you?	3			
Review, Project & Poem	Review 3		2	5	December	
	Project 3		2			
	Poem 3	The rainbow	1			
Unit 10	Lesson 1	Sport is great!	4	14		
	Lesson 2	A Myanmar lady sport star to admire	4			
	Lesson 3	We are doing sports	3			
	Lesson 4	A sports star I like	3			
Unit 11	Lesson 1	I love my school	4	14		January
	Lesson 2	Our school keeps discipline	4			
	Lesson 3	Must or Can?	3			
	Lesson 4	A phone message	3			
Unit 12	Lesson 1	Shapes	4	14		
	Lesson 2	The Tin Man looking for a heart	4			
	Lesson 3	What shape is it?	3			
	Lesson 4	Can you describe it?	3			
Review, Project & Poem	Review 4		2	5	February	
	Project 4		2			
	Poem 4	The butterfly	1			
	Total (teaching periods)			188		
	Reserve (revision and exam)			28		
	Total			216		

II. LESSON PLANS

1. Unit 1

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- understand simple greetings
- understand short simple messages on greeting cards and postcards (e.g. holiday greetings, birthday greetings)
- make an introduction and use basic greeting and leave-taking expressions
- write on a greeting card or simple postcard
- offer greetings

Soft Skills

- Communication skills (when reporting progress on exercises)
- Collaboration skills (when working successfully in pairs or in groups)

Lesson 1: Greeting, introducing and leave-taking

No. of Lessons: 4

Objectives

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

- greeting people, introduce oneself and say goodbye

Resources & Preparation

Audio CD, listening scripts, speaking cards

This lesson is organized into TWO parts– Listening and Speaking.

There are six exercises for Listening and three exercises for Speaking.

Words and Expressions

Excuse me, I'm from...,
My name's ..., What's your name?, Nice to meet you, Goodbye

Period 1 (45 minutes)

Introduction

Class discussion: *What is an introduction?*

Write the lesson objectives on the board. Explain briefly.

Introduce yourself to the students. Ask some of the students *"What's your name?"*, *"What grade are you in?"*, and *"Where do you live?"*

Listening

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask them to look at the picture. Tell them to ask each other the questions about the picture. e.g. What are the children doing? Where are they going? 	<ul style="list-style-type: none"> Students guess what the children in the picture are doing and where they are going to.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Ask the students to cover Exercise 3. Explain they must listen carefully to the recording for the words on the list. Ask students to read the words on the list. Play the recording three times or more, if necessary. 	<ul style="list-style-type: none"> Students listen to the CD and then put a tick (✓) next to the correct word. They check their answers with their neighbours.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Read Dialogue 1 and check the answers. Ask them to listen to Dialogue 1 again and repeat after the speakers. Play the recording again if necessary. Divide the class into two big groups. Students on the right are Aung Aung and students on the left are Su Hlaing. Ask them to practise the dialogue. Swap the role. Ask volunteer pairs to act out Dialogue 1. 	<ul style="list-style-type: none"> Students listen to the recording and repeat after the speakers. Students on the right take Aung Aung's role and on the left Su Hlaing's role, and practise the dialogue. Then, students practise in pairs. Volunteer pairs act out Dialogue 1.
Period 2 (45 minutes)		
Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the picture in their textbook. Use the questions from Exercise 4 to help them <i>think</i>, <i>pair</i> and <i>share</i> the information about the picture. 	<ul style="list-style-type: none"> Students think about the picture. In pairs, students talk about the picture using the questions. Student share their answers.
Exercise 5	Teach	Practise
	<ul style="list-style-type: none"> Ask students to cover Exercise 6. Ask them to read the words before they listen. 	<ul style="list-style-type: none"> Students listen put a tick (✓) next to the correct word.

- Explain they must listen carefully to the recording of Dialogue 2 for the words on the list.
- Play the recording at least 3 times or more, if necessary.

Exercise 6**Teach**

- Ask students to read Dialogue 2 and check their answers.
- Ask them to listen to Dialogue 2 again and repeat after the speakers.
- Play 1 more time if necessary.
- Ask students to practise in pairs.
- Choose 2/3 pairs to do the role play in front of the class.

Practise

- Pairs practise the dialogue.
- 2/3 pairs will act out the dialogue in front of the class.

Period 3 (45 minutes)**Speaking****Exercise 1****Teach**

- Tell students that the left column shows expressions to be used when we greet people, introduce oneself and say goodbye.
- Explain that the right column shows the responses to these expressions.
- Tell them to listen and match the expressions in the left column with the responses in the right column.
- Play the recording 2 times.
- Explain the table of useful language when students have listened and done Exercise 1.
- Give feedback.

Practise

- Students listen to the recording and match the expressions with the correct responses.
- They check their answers.

Exercise 2**Teach**

- Ask students to go around the class and greet three students by using the expressions in the table given in Speaking Exercise 1.
- Monitor the class whether students can use the expressions correctly or not. Give feedback on their pronunciation, stress and intonation.

Practise

- Students take turns greeting and responding (using the greetings in Speaking Exercise1).
- Each student records the names of the students they have greeted and responded to.

Period 4 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Organize the class into groups of three. Give each group a set of three speaking cards. Explain that each student in the group must introduce each other by using the expressions given (Hello! I'm ... / My name's ... / I'm ... years old). Monitor and check students' use of language they have learned. 	<ul style="list-style-type: none"> Students will take turns to take a card and say the expressions. They will use the information (name, place and age) on the speaking cards. Help one another to develop simple introductions to each other.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Talk about the exercises in the lesson. Which ones were helpful for achieving the objectives? 	<ul style="list-style-type: none"> When would you introduce yourself and others? Why are simple greetings useful?

Lesson 2: Greetings from Postcards

No. of periods: 4

Objectives

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

- Say holiday greetings and talk about places

This lesson focuses on Reading.

There are four exercises to help develop reading and comprehension.

Resources & Preparation

Holiday postcards

Words and Expressions

Merry Christmas! Happy New Year! Adjectives describing weather: cool/fine/breezy/beautiful, etc.

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Discuss briefly.

Ask students what they usually do on holidays.

Do they go away? If so, where do they go? Who/what do they see, and what do they do? If they do not go away from home, what do they do? Who/What do they see?

Reading

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to look at the pictures. • Have a class discussion on where they can find the things in the pictures. • Ask students to match the pictures with the correct words in the box. • Check their answers. • Drill the pronunciation and give feedback on their pronunciation. 	<ul style="list-style-type: none"> • Students match the pictures with the words in the box. • They say the words aloud.

Period 2 (45 minutes)

Exercise 2a & 2b	Teach	Practise
	<ul style="list-style-type: none"> • Explain the format of a postcard. • Ask students to read the postcards. • Ask them which postcard has a holiday greeting. • Ask them to underline the words they don't know. • Have a class discussion: Where are the postcards from? • Give feedback. 	<ul style="list-style-type: none"> • Students study the format of a postcard. • They underline the words they don't know as they read them. • They discuss where the postcards are from. • They write their answers in their books. • They check their answers.

Period 3 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to read the postcards again. • Hold a class discussion, using questions based on 5Ws: who? what? where? why? when? • Discuss the table and check their understanding of the task. 	<ul style="list-style-type: none"> • Students copy and complete the table in their exercise books. • Check the meaning of new words.

Period 4 (45 minutes)

Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to read the postcards and answer the questions. • Explain what short answers are. • Explain what complete answers are. 	<ul style="list-style-type: none"> • Students read in silence. • They provide short answers first, and check them as a class. • They write down the complete answers in their books.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Ask students to think about the different exercises they have done in this lesson. Which ones did they enjoy most? Why? Which one was the hardest? 	<ul style="list-style-type: none"> If the class wrote a postcard about the school today, what would they say about the weather? About the lesson? About the place around the school?

Lesson 3: Greetings for special events

No. of periods: 3

Objectives

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

- Say greetings for special events, describe weather and places using adjectives, and use affirmative sentences and negative sentences to talk about the weather

This lesson focuses on Reading.

There are four exercises to help develop reading and comprehension.

Resources & Preparation

Greeting cards, seasonal cards

Words and Expressions

Greeting:

Happy New Year! Merry X'mas! Happy Birthday! Happy Holiday! Get well soon!

Adjectives to describe the weather:

cloudy, rainy, snowy, sunny, windy

Adjectives to describe a place: beautiful, big, small, pleasant, etc.

Period 1 (45 minutes)

Introduction

Greet the class saying "Good Morning/afternoon". Ask students "How are you?" and ask them to respond "Fine, thanks. And you?" Then ask them "How's the weather today?"

Write the lesson objectives on the board. Briefly describe the lesson and its exercises.

Vocabulary

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the pictures and hold a class discussion on when and why we send the greeting cards. Instruct the class to match the pictures with the best expressions. Check their answers. 	<ul style="list-style-type: none"> In class, students discuss when and why we send greeting cards. (e.g. at Christmas, on one's birthday, when someone falls ill) In pairs, students match the pictures with the greeting expressions and then check their answers.

<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> Review the words in the box. Tell students that they are adjectives that can be used to describe the weather conditions. Tell them to look at the pictures and describe the weather in each picture: <i>which adjective is best to describe each picture?</i> 	<p>Practise</p> <ul style="list-style-type: none"> Students work in pairs to fill in the blanks with suitable words in the box.
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> Instruct students to complete the sentences with the adjectives they have learned in Exercise 2. Give students a set time to copy and complete the sentences. Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> In pairs, students read the sentences and find clues for the correct answers. They copy the sentences into their exercise books, and complete them.
<p>Period 2 (45 minutes)</p>	
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> Explain 'negative sentences' and 'interrogative sentences'. Class discussion: talk about the weather using the adjectives from Exercises 2 and 3. Class demonstration: Pointing at the picture, ask students to look at No 1 and practise saying "Is it cloudy?", "No it's not cloudy. It's sunny". 	<p>Practise</p> <ul style="list-style-type: none"> As a class, students practise negative and interrogative sentences about the weather. In pairs, they take turns asking and answering the questions.
<p>Exercise 5 Teach</p> <ul style="list-style-type: none"> Ask students to read the sentences. 'Which words are the adjectives that describe places?' Discuss No. 1 together as a class. 	<p>Practise</p> <ul style="list-style-type: none"> Students underline the adjectives in each sentence.
<p>Period 3 (45 minutes)</p>	
<p>Exercise 6 Teach</p> <ul style="list-style-type: none"> Elicit what the nouns in Column A are. Tell the students to describe the nouns in Column A. They must use the adjectives in Column B. 	<p>Practise</p> <ul style="list-style-type: none"> Students make decisions, matching the nouns with the best adjectives. They write down the correct pairs in their exercise books.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • What are nouns? Give 3 examples used in this lesson. • What are adjectives? Give 3 examples used in this lesson. • What is an example (from the lesson) of an affirmative sentence? A negative sentence? 	<ul style="list-style-type: none"> • Which exercise did you enjoy most? Why? • Which exercise do you want to do again? Why?

Lesson 4: Let's send a postcard!

No. of periods: 3

Objectives

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

- Write sentences by using 'be + adjectives'
- Write a postcard

This lesson focuses on Writing.
There are five exercises.

Resources & Preparation

Sample greeting cards, white sheets of A4 size paper, colour pencils, glue sticks

Words and Expressions

Adjectives to describe nouns: pleasant, busy, noisy, sweet, lovely, etc.

Period 1 (45 minutes)

Introduction

What is a postcard? What does it look like? What is it used for?

Write the lesson objectives on the board. Briefly discuss.

Ask students to look at a picture (e.g. a picture of flowers) and ask them "*Are these flowers fresh?*", "*Are these flowers beautiful?*" and other examples of adjectives describing nouns. Think of examples in the classroom and the school.

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Elicit the adjectives they have learnt. • Explain the use of "verb be + adjective combination". • Explain that the items in Column A and Column B are halves of sentences. • Ask students to match Column A and Column B to make complete sentences. • Ask five pairs and check the answers. 	<ul style="list-style-type: none"> • Students say some adjectives they have learnt. • In pairs, students read and match the items in the two columns. • Students check their answers with the teacher.

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Organize students into groups of 4. Instruct them to write as many sentences as they can by using the words in the table. Go around and monitor the class. 	<ul style="list-style-type: none"> Students work in groups to discuss and share ideas to choose the correct form of the verb be for specific subjects.

Period 2 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Organize students into groups of 4 or 5. Instruct students to look at the expressions. Class discussion: Where do expressions such as "Hi Myat Mon," and "See you on Monday!" go? Check each group's answers. 	<ul style="list-style-type: none"> Students work in groups to discuss and fill in the blanks.

Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask students to look at the postcard in Exercise 3 again. Class discussion: review the 5 steps of writing a postcard. Check answers. 	<ul style="list-style-type: none"> In pairs, students look at the given expressions and match them with the 5 postcard writing steps. Copy and complete the table in their exercise books.

Period 3 (45 minutes)

Exercise 5	Teach	Practise
	<ul style="list-style-type: none"> Organize students into groups of 4 or 5. Ask groups to write a postcard. Set time for the task. Monitor and support students' efforts. When the students finish, display the postcards on the classroom wall. Have a class 'show and tell'. Give students feedback on the use of language and vocabulary. 	<ul style="list-style-type: none"> Students in groups work to discuss and decide on the name of the receiver and the place of the postcard. Each group writes a postcard. They describe the weather conditions there. They express personal feelings about the place. Each group describes what they can see or do there.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Think about the lesson objectives. Give some examples of be + adjectives. Group postcards: ask students which ones they like most. 	<ul style="list-style-type: none"> Think about the different writing exercises you did in this lesson. Which one did you learn the most from? And why?

2. Unit 2**No. of Lessons: 4****Learning Outcomes:**

At the end of this unit, students will be able to:

- describe hobbies and ambitions
- ask for and give personal information
- understand personal details
- use present simple
- talk about a friend

Soft Skills

- Communication skills (when reporting progress on exercises)
- Collaboration skills (when working in pairs or in groups)

Lesson 1: Tell me about you!**No. of periods: 4****Objectives**

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

- describe hobbies and ambitions
- ask for and give personal information

This lesson is organized into TWO parts – Listening and Speaking.

There are five exercises for Listening and five exercises for Speaking.

Resources & Preparation

Audio CD, listening scripts and personal information cards

Words and Expressions

Dancing, gardening, listening to music, flying kites, skipping, etc.

Period 1 (45 minutes)**Introduction**

Write the lesson objectives on the board. Explain briefly.

Class discussion: Ask students about the different kinds of hobbies or interests that they have. You may need to review the meanings of these words – hobbies, interests and ambitions. Tell students about one of your hobbies (an activity that you enjoy and that you spend your free time doing).

Listening**Exercise 1****Teach**

- Form students into pairs and tell them to study the pictures and choose the correct word for each picture.

Practise

- In pairs, students discuss, choose and record the best answer.

<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> • Ask students to listen carefully to the recording and check their answers. • Play the recording at least 3 times or more, if necessary. • Check their answers and give feedback. • Let them listen again and repeat. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs, students listen, discuss and check their answers. • They listen again and repeat.
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Explain what ambition means using some examples: ambition – something that you want to do or achieve very much. e.g. My son's/nephew's ambition is to be/become a doctor. • Explain the use of 'be' and 'become': to become a doctor - implies there are steps or a process one must go through. to be a doctor - only emphasizes the end point or goal. • Explain students that the words in the box are occupations or jobs. • Tell students to study the pictures and choose the correct word for each picture. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs, students discuss, choose and record the best answer.
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Tell students to listen carefully to the recording and check their answers. • Play the recording at least 3 times or more, if necessary. • Let them listen again and repeat. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs, students listen, discuss and check their answers. • They listen again and repeat.
<p>Period 2 (45 minutes)</p>	
<p>Exercise 5a Teach</p> <ul style="list-style-type: none"> • Tell students to listen to Aung Aung talking about himself. Before playing the recording, ask students to read the sentences given in Exercise 5a. • Make sure students understand the statements. • Tell students to listen carefully to the recording and circle T for true statements and F for false statements. • Play the recording at least 3 times or more, if necessary. 	<p>Practise</p> <ul style="list-style-type: none"> • They read each statement and decide if it is <i>True</i> or <i>False</i>. Then they circle T or F.

Exercise 5b**Teach**

- Tell students to listen to the recording again to check their answers.
 - Ask students some questions to correct the information for the statements which are false.
3. How many sisters does he have?
one sister.
4. When does his school start?
at **7:00 a.m.**
6. What is his favourite food?
coconut rice and chicken curry.

Practise

- Students check and correct their answers for Exercise 5a.
- Listen carefully and say the correct information for the statements which are false.

Speaking**Exercise 1****Teach**

- Explain students that they have to match the questions in Column A with the answers in Column B.
- Let them read the questions in Column A and the answers in Column B.
- Tell the students to choose the correct answers for the questions in Column A.

Practise

- Students read each column carefully.
- They choose the correct answer for each question.

Exercise 2**Teach**

- Organize students into pairs.
- Let them check their answers for Exercise 1 first.
- Check their answers and give feedback if necessary.
- Explain that only short answers are found in Column B as using short answers is more natural in conversation.
- Drill the dialogue. Check of their pronunciation, tone and intonation.
- Ask the pairs to practise the dialogue.
- Move around the class. Help students where necessary.
- Ask students to write the answers in complete sentences in their exercise book.

Practise

- In pairs, students check their answers.
- Each pair practises the dialogue.
- They write the answers in complete sentences.
e.g. 1. My name is Thet Thet.

Period 3 (45 minutes)**Exercise 3****Teach**

- Hand out personal information cards, one per student (or use the card in the text).
- Check the students' understanding of the words on the card, before asking them to complete it. For address, ask them to write complete address.
- The teacher completes the card as an example.
- Go around the class and monitor the students.

Practise

- Each student completes his / her personal information card by writing correct information in each blank space.

Exercise 4**Teach**

- Hand out another personal information card (or use the card in the text), one for each student.
- Organize the class into pairs.
- Tell students to ask each other the questions (students can use the language in the useful language box) and write the personal information of his / her partner on the card.

Practise

- In pairs, students ask each other questions and write the personal information of their partner on the card.

Period 4 (45 minutes)**Exercise 5****Teach**

- Tell the class to take turns reading out the personal information about their friend or class member.
- Encourage the class members to listen and support one another.
- (for weak students) Write the personal details of their friend in the blanks using the facts in Exercise 4. Then, let them read aloud.

Practise

- Each student writes the personal details of their friend in the blanks using the facts in Exercise 4.
- Each student reads out the personal information card he / she completed.

Review**Summary of Lesson**

- Talk about the exercises in the lesson.
- Ask:
which ones were helpful for achieving the objectives.

Reflection on Learning

- Give examples of personal information.
- Have your hobbies / interests / ambitions changed from when you were a small child?

Lesson 2: Talking about families**No. of periods: 4****Objectives**

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

- Understand personal details

This lesson focuses on Reading.

There are four exercises to help develop reading and comprehension.

Resources & Preparation

Text book

Words and Expressions

There are ----- people in my family.

I've got a brother.

We live in -----.

Period 1 (45 minutes)**Introduction**

Write the lesson objective on the board. Briefly discuss.

Explain that a personal detail includes information about a person's family (or) family members.

Reading

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to read questions 1-6, and answers a-f carefully. • Ask them to choose the correct answer for each question. 	<ul style="list-style-type: none"> • Students read the questions and answers. • They choose the correct answer for each question.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs and let them check their answers first. • Move around and check each pair of students and support their efforts. • (Class work) Check their answers. Give feedback if necessary. • Drill the dialogue. Then, practise the dialogue with students. 	<ul style="list-style-type: none"> • In pairs, students check and correct their answers. • Practise the dialogue (teacher-students) • Each pair practises the dialogue.
Period 2 & 3 (90 minutes)		
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs. One person in each pair will play the role of Student A and the other Student B. • Tell them that they have the texts with different items of information about the same person. • Let them read the respective text for each pair and find the missing information. • Begin with all Student As: Student A asks 	<ul style="list-style-type: none"> • In pairs, read the respective text for each pair and take turns for the exercise. Student A asks Student B questions on page 18. Student A uses Student B's answers to complete the paragraph. Then, Student B asks Student A questions on page 19. Student B uses Student A's answers to complete the other paragraph.

Student B the questions in the TB to get the missing information.

- Then change over: Student B asks Student A questions in the TB to get the missing information.
- Go around the class and help students if necessary.
- Check the answers.
- Read the text sentence by sentence as a model. Let them repeat the text sentence by sentence.
- Ask some students to read it aloud.

- They read aloud the text sentence by sentence.
- They practise reading the whole text.

Period 4 (45 minutes)

Exercise 4

Teach

- Tell students to look at the picture of Mie Mie and ask them to guess Mie Mie's age, hobby, etc.
e.g. How old is Mie Mie?
- Tell them to read the 13 points of personal details written around the picture of Mie Mie. Let them discuss how they relate to Mie Mie.
- Check their answers:
e.g. 7 family members – there are 7 people in her home.
Shan noodles – her favourite food is Shan noodles.
- Tell students that they are to read the paragraph about Mie Mie and her family.

Practise

- Students read the 13 points of personal details written around her picture.
- They read the story about Mie Mie. Decide which ones are true and which ones are false for Mie Mie.
- They cross out the false or incorrect personal details.

Review

Summary of Lesson

- Give examples of types of personal information (or details) about their family, or family members.

Reflection on Learning

- Ask the students to think about the different exercises they have done in this lesson.
- Which ones did they enjoy most? Why? Which one was the hardest?

Lesson 3: My best friend

No. of periods: 3

Objectives

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

- use simple present tense
- talk about a friend

This lesson focuses on Reading.

There are four exercises to help develop reading and comprehension.

Resources & Preparation

Pictures from the text book and more visuals related to the lesson in the text if available.

Words and Expressions

I like -----.
 He/She likes -----.
 We/ They like -----.

Period 1 (45 minutes)

Introduction

Ask the students: *What can you remember about simple present?*

Write the lesson objectives on the board. Briefly describe the lesson and its exercises.

Grammar

Exercise 1	Teach	Practise				
	<ul style="list-style-type: none"> • Ask students to read the text. • Ask students to decide which words in the text are verbs in present simple tense. • Tell the class to check their answers. • Class discussion: review answers for Exercise 1. • Ask students to find the negative sentence in the text. 	<ul style="list-style-type: none"> • Students read the text. • They identify verbs in simple present tense and underline them. • They identify the negative sentence. 				
Exercise 2	Teach	Practise				
	<ul style="list-style-type: none"> • Discuss: 'affirmative and negative sentences in the simple present tense'. Include some examples in discussion. • Explain that it is important to make subject-verb agreement in the sentence. So, it is necessary to add 's' to the main verb for the subject singular except the subject 'I' and 'You' in affirmative sentences. e.g. Kyaw Kyaw <u>likes</u> fish. / I like fish. With plural subject, it is not necessary to add 's' to the main verb. e.g. We <u>like</u> fish. Form: Affirmative sentence <table border="1" style="width: 100%;"> <tr> <td>I/We/You/They</td> <td>like</td> </tr> <tr> <td>He/She/It</td> <td>likes</td> </tr> </table>	I/We/You/They	like	He/She/It	likes	<ul style="list-style-type: none"> • Students complete the table in their books. • Students check their answers with their friends. • They check the answers with the teacher.
I/We/You/They	like					
He/She/It	likes					

- To form negative sentences, auxiliary verbs 'do' and 'does' are used with 'not'.
e.g. They do not go to school at the weekend.
Ma Ma does not cook.

I/We/You/They	do not like
He/She/It	does not like

- Tell students to study the table and fill in the blanks.
- Check their answers and give feedback if necessary.

Exercise 3 Teach

- Make sure students know the words in the box.
- Let them read the sentences and complete the sentences with the correct form of each verb.
- Check students' understanding of the task.
- Class discussion: review answers for Exercise 3.
- Give feedback if necessary.

Practise

- Students choose the correct verb for each of the sentences.
They use the present simple form of the verb to complete the sentence.
- Students check, discuss and then correct their answers.

Exercise 4 Teach

- Let students study the rules for the use of present simple given in the box.
- Explain that the present simple is used:
 - to talk about something that we do regularly:
e.g. I walk to school every day.
He doesn't play computer games.
 - to talk about something that *happens regularly*:
e.g. I get up at 6:00 in the morning.
He *does not* eat meat.
 - to talk about things that are true and *do not change*:
e.g. The sun *rises* in the east.
- Do sentence No. 1 together.
- Check their answers. Give feedback if necessary.

Practise

- Students read the sentences in Exercise 3 and think about why the present simple is used.
- They write down (a) (b) or (c) like the example sentence.

Period 2 (45 minutes)**Exercise 5a****Teach**

- Class review:
What is an affirmative sentence? What is a negative sentence?
- Use examples in the discussion.
- Remind students that they have to study the pictures thoroughly and choose the correct information according to each picture. Then, they have to choose the affirmative sentence to write first, and then, the negative sentence.

Practise

- Students study the 8 pictures carefully.
- They write an affirmative sentence, then a negative sentence, for each picture.

Exercise 5b**Teach**

- Organize students into pairs.
- Check the answers.
- Give feedback if necessary.
- Teacher does model reading.

Practise

- In pairs, students discuss their answers.
- They check their answers with the teacher.
- Listen to the teacher and read the sentences out.

Period 3 (45 minutes)**Exercise 6a****Teach**

- Go through the questions with the class.
- Discuss the missing words for the first 2 questions.
- Check the answers. Give feedback if necessary.

Practise

- Each student reads and completes the questions.
- They check the answers with the teacher.

Exercise 6b**Teach**

- Organize students into pairs.
- Tell students to ask and answer the questions in pairs.

Practise

- In pairs, students take turns to ask each other the questions.
- They record their partner's answers.

Exercise 6c**Teach**

- Monitor the students while they are writing.

Practise

- Each student writes a paragraph using the information from their partner (recorded in 6b).

Review**Summary of Lesson**

- Think about the lesson objectives.
- Give examples of verbs in the simple present from the lesson.

Reflection on Learning

- Ask students to give examples of what they do regularly and some things that are always true and do not change.

Lesson 4: Daily routine**No. of periods: 4****Objectives**

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

- Understand personal details

This lesson focuses on Reading.

There are four exercises to help develop reading and comprehension.

Resources & Preparation

Pictures related to the lesson in the text if available

Words and Expressions

Daily Activities

e.g., pack the school bag

have breakfast

make the bed

take the rubbish out, etc.

Period 1 (45 minutes)**Introduction**

Ask some students the following questions.

When do you get up?

When do you go to school?

Do you help your parents after class? How?

Write the lesson objective on the board. Briefly discuss.

Writing

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to make a list of activities they do. • Elicit students some activities they usually do. e.g. brush teeth, wash face, have breakfast, sweep the floor, help parents, ... • Have students look at the activities in Exercise 1a and tick the activities they usually do. Let them add some other activities that they do (which are not in the list). • Make sure your students understand all the activities in Exercise 1a. 	<ul style="list-style-type: none"> • Students say aloud their daily activities. • Students read the activities in Exercise 1a and tick the activities that they do. Then, they add some more activities. • Class work: Students discuss the activities in Exercise 1a.
Exercise 1b	Teach	Practise
	<ul style="list-style-type: none"> • Let students put the activities they have chosen into the correct column. • Ask students when they do each activity: e.g. When do you get up? When do you have your dinner? When do you study your lessons? 	<ul style="list-style-type: none"> • Students put their daily activities in the correct column. • They compare their answers. • They say when they usually do the activities. (in the morning/ afternoon/ evening or at night)

- Let them give the answers using parts of the day: morning, afternoon, evening or night.

Period 2 (45 minutes)

Exercise 2

Teach

- Explain students that Aung Aung's daily routine is given but not in order.
- Let them read the jumbled sentences first.
- Tell them that the first activity is given. Let them arrange the activities in order.
- Check their answers. Give feedback if necessary.

Practise

- They choose the activities that Aung Aung does in order.
- Check their answers with teachers.

Exercise 3

Teach

- Let students make a list of activities they usually do starting from the time they wake up till they go to bed.
- Let them write a paragraph on "My Daily Routine".
- Remind students to use present simple to write what they usually do.
- Ask some students to read aloud what they have written. The teacher listens to them carefully and lets other students ask some questions if they want to get more information.
- Give feedback if necessary.

Practise

- Make a list of activities they usually do starting from the time they wake up till they go to bed.
- Write a paragraph on "My Daily Routine".
- Some students read aloud what they have written.
- The rest of the students listen to the others carefully and ask some questions if they want to get more information.

Period 3 (45 minutes)

Exercise 4

Teach

- Let students ask and answer the questions in Exercise 4. Tell them to give short answers and note down their friend's answers.

Practise

- In pairs: ask and answer the questions.
- Note down the answers.

Exercise 4

Teach

- Ask students to go through the answers they have and let them write a paragraph on "My Friend's Daily Life".
- Remind students to use present simple to write what their friend usually does. Tell students they have to use the third person singular (e.g. Aung Aung, He, Su Su, She).
- Monitor the class and check subject and verb agreement in their writing.

Practise

- Write a paragraph on "My Friend's Daily Life" using the answers they have.
- Some students read aloud what they have written.
- The rest of the students listen to the others carefully and ask some questions if they want to get more information.

- Ask some students to read aloud what they have written and give feedback where necessary.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • Talk about the different exercises you did in this lesson. 	<ul style="list-style-type: none"> • What did you learn from writing about your friend's daily life?

3. Unit 3

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- describe places in a city or town
- ask and answer questions about location
- discuss shopping at the market
- recognize and use prepositions of place
- give directions
- identify and describe rooms and the content of the rooms

Soft Skills

- Communication skills (asking and answering questions about location and shopping)
- Collaboration skills (discussion in pairs and as a whole class)
- Critical thinking skills
(in comparing the market they have been to with the market in the lesson)

Lesson 1: Talking about your city

No. of periods: 4

Objectives

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

- describe places in a city or town
- ask and answer questions about location

This lesson is organized into TWO parts – Vocabulary, and Listening and Speaking.

There are two exercises for Vocabulary, and four for Listening and Speaking.

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Briefly discuss.

Write down the words, 'restaurant' and 'park' and ask students:

What is a restaurant? What can people do in a restaurant?

What is a park? What can people do in a park?

Resources & Preparation

Audio CD, listening scripts

Words and Expressions

Places in a city:

airport, bank, supermarket, gym, hotel, museum, park, playground, restaurant, etc.

Where is ... ?

It's near / next to / opposite ...

- Ask some students to read aloud what they have written and give feedback where necessary.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • Talk about the different exercises you did in this lesson. 	<ul style="list-style-type: none"> • What did you learn from writing about your friend's daily life?

3. Unit 3

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- describe places in a city or town
- ask and answer questions about location
- discuss shopping at the market
- recognize and use prepositions of place
- give directions
- identify and describe rooms and the content of the rooms

Soft Skills

- Communication skills (asking and answering questions about location and shopping)
- Collaboration skills (discussion in pairs and as a whole class)
- Critical thinking skills
(in comparing the market they have been to with the market in the lesson)

Lesson 1: Talking about your city

No. of periods: 4

Objectives

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

- describe places in a city or town
- ask and answer questions about location

This lesson is organized into TWO parts – Vocabulary, and Listening and Speaking.

There are two exercises for Vocabulary, and four for Listening and Speaking.

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Briefly discuss.

Write down the words, 'restaurant' and 'park' and ask students:

What is a restaurant? What can people do in a restaurant?

What is a park? What can people do in a park?

Resources & Preparation

Audio CD, listening scripts

Words and Expressions

Places in a city:

airport, bank, supermarket, gym, hotel, museum, park, playground, restaurant, etc.

Where is ... ?

It's near / next to / opposite ...

Brainstorm: Ask students to think of other places they can see in a city.

Vocabulary

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> Carry out a 'Think, Pair and Share' activity with the class, for each of the pictures. What do they think it is? Have a class discussion and check that students know what places the pictures are. 	<ul style="list-style-type: none"> Students think about each picture. They do this by themselves. In pairs, they discuss their answers. They share their answers and ideas in class discussion.
Exercise 1b	Teach	Practise
	<ul style="list-style-type: none"> Review words in the box with the class. Read and repeat each word together. Discuss the possible meaning of each word. Check answers and give feedback. Have students write down their answers in their exercise books. 	<ul style="list-style-type: none"> Students practise reading each word out loud. They match the words with the pictures. They check their answers. They write down the answers in their exercise books.

Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Ask students to match the places with what they can see or do there. Do No 1. as an example. Ask students "What can you see at an airport?" Check answers and ask "What can you see / do at a ...?" Form students into pairs and ask and answer questions. 	<ul style="list-style-type: none"> Students match the places with what they can see or do there. They check their answers and practise asking and answering questions.

Learning and Speaking

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask students to listen and say the words in the box. Play the recording at least three times. Help the students recognize the words they hear. 	<ul style="list-style-type: none"> Students listen and say the words in the box.

Period 3 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the words in Exercise 1 again and tell them to tick (✓) the words they hear. 	<ul style="list-style-type: none"> Students listen and tick the words they hear. Students listen to the recording again and check their answers.

- Play the recording, pausing the audio for students to check their answers again and check their answers.

Exercise 3 Teach

- Ask students to look at the pictures.
- Class discussion: "What places do you see in the picture?"

Practise

- Students say aloud the places they see in each picture.

Period 4 (45 minutes)

Exercise 4a Teach

- Ask students to read the dialogue in Exercise 4a.
- Ask them to complete the dialogue. Use the places they see in Exercise 3.

Practise

- Students read the dialogue.
- Complete the dialogue in their exercise books, using the places in Exercise 3.

Exercise 4b Teach

- Ask students to check their answers with their friends.
- Ask them to practise asking and answering the questions.

Practise

- Students check their answers with their friends.
- Students practise asking and answering the questions.

Review

Summary of Lesson

- Ask students to think about the different exercises they have done in this lesson. Which one did they enjoy most? Encourage them to give reasons for their answers.

Reflection on Learning

- Name THREE places that students can go to in a big city or town.
- Give examples of the things that can be done in each place.

Lesson 2: At the market

No. of periods: 4

Objectives

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

- talk about shops in the market
- talk about going shopping
- describe different types of food

This lesson focuses on Reading.

There are four exercises to help develop reading and comprehension.

Resources & Preparation

sticky notes / paper for Shopping lists, glue

Words and Expressions

Shops in a local market:
butcher's, fishmonger's, greengrocer's, toy shop, flower shop, grocer's, food stalls.

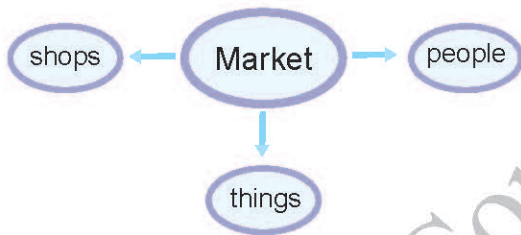
Things you can buy at a market:
meat, fish, prawns, fruits, vegetables, flowers, toys, food

Excuse me, where can I buy ... ?
You can buy ... at ...

Period 1 (45 minutes)

Introduction

Draw a mind map of 'market' on the board. Complete the mind map by having a class discussion.



Ask students:

- Who does the shopping at home?*
- Have you ever been to a market?*
- Do you like going to a market? Why?*

Write the lesson objectives on the board. Briefly discuss.

Reading

Period 2 (45 minutes)

Exercise 1

Teach

- Ask students to look at the words in the box. Brainstorm what they are.
- Drill the pronunciation of the shops.
- Explain what the different shops sell. Write them down on the board.
- Discuss the shop in each picture.
- Ask students
"What do you see in the picture 1"
"What does she sell?"
What type of shop is it?

Practise

- They practise pronunciation.
- They look at the pictures and guess what kind of shop each picture is.
- They match the pictures with the different types of shops in the box.

Exercise 2	Teach	Practise
<ul style="list-style-type: none"> Ask students to look at the items in Column A and match them with the shops in Column B. Ask students, "Where can you buy meat?" Ask students to write their answers in their exercise books. 	<ul style="list-style-type: none"> Students match the items in Column A and match them with the shops in Column B. Students write their answers in their exercise books. 	

Period 3 (45 minutes)

Exercise 3	Teach	Practise
<ul style="list-style-type: none"> Tell students they are going to read a paragraph on going to the market. Ask students, "What do you think you will find in the text?" Write down what they say on the blackboard. e.g. shops, meat, fish, etc. Ask them to read the paragraph. Ask students to write down the words they don't understand. Ask them to raise their hands to ask questions. Ask students what the paragraph is about and tick (✓) the points on the blackboard. Ask students to answer the questions in Exercise 3. Have them ask and answer the questions in pairs. Ask students to find the sentences beginning with 'There is/ are ...' and write them down. Form students into groups of 3 or 4 and ask students to make new sentences using the pattern "There is/ are + noun/ noun phrase ..." Check answers. 	<ul style="list-style-type: none"> Students predict what they will find in the paragraph. They read the paragraph silently. They write down the words they don't understand and ask the teacher. They scan the paragraph and answer the questions. They practise asking and answering the questions in pairs. They write down the sentences beginning with "There is/ are ..." in their exercise books. In groups, students discuss and write down the sentences. 	

Period 4 (45 minutes)

Exercise 4a	Teach	Practise
<ul style="list-style-type: none"> Brainstorm the word 'list'. Write students' answers and ideas on the board. They brainstorm 'shopping list'. Write students' answers and ideas on the board. Ask students to imagine they are going to a market and make a shopping list that has five items. 	<ul style="list-style-type: none"> Students give examples of items on a shopping list. Students make their shopping list, discussing with their friends or asking for help from their teacher if necessary. 	

- Monitor the class and help students with the names of food items they want to put on their shopping list.

Exercise 4b

Teach

- Tell students to ask their friend where they can buy the items on the list. Tell students to look at the expressions in the useful language box, and use them.
- Ask one student to stand up and demonstrate the dialogue with him / her.
- Form students into pairs and ask them to practise asking and answering the questions.
- Go around and monitor the class.
- Ask two / three pairs of volunteer students to come to the front of the class and demonstrate.

Practise

- Using their shopping list, students ask and answer the questions about where they can get the items on their shopping list.
- Some pairs of students volunteer to demonstrate the dialogue.

Review

<p style="text-align: center;">Summary of Lesson</p> <ul style="list-style-type: none"> • Ask students to share what they have learned about: <ul style="list-style-type: none"> - What shops can you find in the market? - What is a shopping list? 	<p style="text-align: center;">Reflection on Learning</p> <ul style="list-style-type: none"> • What are the similarities (if any) between the market in this lesson and the market they have been to? • What are some of the differences (if any)?
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Lesson 3: Where is it?

No. of periods: 3

Objectives

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

- recognize and use prepositions of place
- ask for and give directions

This lesson focuses on Grammar. There are TWO parts for Grammar.

In Grammar A, there are three exercises. In Grammar B, there are two exercises.

All the exercises will help achieve the lesson objectives.

Resources & Preparation

things in the classroom

Words and Expressions

Where is/are ... ?

Can you tell me ... ?

Excuse me, do you know where ... ?

How do I get to ... ?

Prepositions of place (in, on, under, next to, between, in front of, opposite, behind, go along, turn right, turn left)

Period 1 (45 minutes)**Introduction**

Write down "Preposition" on the board and ask students to give examples of prepositions they know.

Write the lesson objectives on the board. Briefly discuss.

Ask students questions to elicit the use of prepositions of place, asking about the location of classroom objects. Write down the answers and underline the prepositions of place. e.g. "Where is the marker/ chalk?"

Grammar (Prepositions of place)

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the pictures and read aloud the examples. Check the students' understanding of prepositions of location. 	<ul style="list-style-type: none"> Students read aloud the examples. They ask questions, encouraged by the teacher. They practise a few examples, guided by teacher.

Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask them to name the items in the picture. Instruct the students to ask and answer questions on the location of each item. 	<ul style="list-style-type: none"> In pairs, first, students name the items. Next, they take turns asking and answering questions on the location of each item in the picture.

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Ask students to underline the correct prepositions. Check their answers. Let them practise asking and answering questions on the location of things in their classroom. 	<ul style="list-style-type: none"> Students identify the correct prepositions. They can discuss with their neighbours. They underline the correct answer. They practise asking and answering questions on the location of things in the classroom.

Grammar (Giving directions)**Period 3 (45 minutes)**

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Demonstrate the use of these expressions: go along, turn right and turn left. Discuss the different ways to give directions. Ask the class to name the places, roads and streets in the picture. Tell students "You are here" by pointing out the picture. 	<ul style="list-style-type: none"> Students practise different ways to give directions. They look at the picture and say aloud the places, roads and streets they see in the picture.

Exercise 2**Teach**

- Describe and explain different ways of asking for directions. Give one example of asking for and giving direction to a place in the picture.
- Ask students to complete the dialogues using the words in the box.
- Divide students into pairs. Tell them to take turns asking for and giving directions. Draw their attention to details such as articles and prepositions in each sentence.

Practise

- Students complete the dialogues using the words in the box.
- In pairs, they take turns asking for and giving directions.

Review

Summary of Lesson	Reflection on Learning
Quick quiz: <ul style="list-style-type: none"> • Name prepositions of place. • Give examples of how to ask for and give directions. 	<ul style="list-style-type: none"> • Which exercises did you enjoy most? (Encourage them to give reasons.) • Which exercises do you think you did well in? Which ones did you find difficult?

Lesson 4: My favourite room**No. of periods: 3****Objectives**

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

- identify things in rooms
- describe a room

This lesson focuses on Reading, and Writing.

There are four exercises for Reading, and four for Writing.

Period 1 (45 minutes)**Introduction**

Draw a picture of a typical home or dwelling from the area around the school and ask students, "Where do you cook meals? Where do you watch TV or listen to the radio? Where do you sleep?" Explain that the lesson will focus on different rooms of a house.

Write the lesson objectives on the board. Briefly discuss.

Brainstorm: *What is a kitchen? What things can we find in a kitchen?* Write the ideas on the board.

Students copy them into their exercise books.

Resources & Preparation

pictures or drawings of rooms in a house / apartment

Words and Expressions

There is/are ...

It is ...

It has ...

Reading

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the picture. Elicit the items in the picture. Ask them to read the paragraph quickly and underline the things in the kitchen. Explain the meanings of the words. Ask them to label the things in the picture with the words in the paragraph. 	<ul style="list-style-type: none"> Students read the paragraph quickly and underline the things in the kitchen. They label the things in the picture with the words in the paragraph.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the titles out loud. They must choose the correct title. 	<ul style="list-style-type: none"> Students read the titles aloud. They they choose the correct title.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the paragraph in Exercise 2 silently. They must write down the words they don't know. Ask general comprehension questions to check their overall understanding. Explain the meaning of the words they don't know. Do the model reading. Ask students to complete the table with the highlighted words in the paragraph. 	<ul style="list-style-type: none"> Students do silent reading and write down the words they don't know in their exercise books. Students answer the teacher's questions. Students listen to the teacher's model reading and read the text aloud. Students complete the table with the highlighted words in the paragraph.

Period 2 (45 minutes)

Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Ask students to find the adjectives that are used to describe Aung Aung's kitchen. Ask students to read out the whole sentences. Give feedback on their pronunciation. 	<ul style="list-style-type: none"> Students read out the sentences with the adjectives. Repeat as prompted by the teacher.

Writing

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the pictures. Class discussion: Where can you find these things? 	<ul style="list-style-type: none"> Students participate in the discussion.

Period 3 (45 minutes)

Exercise 2	Teach	Practise

<ul style="list-style-type: none"> Ask students to think about the room they sleep in. Discuss the questions with the students. 	<ul style="list-style-type: none"> Students answer the questions orally.
Exercise 3 Teach	Practise
<ul style="list-style-type: none"> Ask students to write a paragraph about "My Bedroom." Monitor the class. 	<ul style="list-style-type: none"> Students write a paragraph about "My Bedroom."
Exercise 4 Teach	Practise
<ul style="list-style-type: none"> Ask students to describe his or her bedroom to their friend. Ask two students to read out their paragraphs to the class. 	<ul style="list-style-type: none"> In pairs, each student describes 'his / her bedroom' to each other.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> What are examples of items in a kitchen or cooking area? What are examples of items in sleeping areas? 	<ul style="list-style-type: none"> Think about the different exercises that we did in this lesson. Which one do you think you did your best in? Give reasons for your answer. Which one was the hardest? Give reasons for your answer.

4. Review 1, Project 1 & Poem 1

Review 1

No. of periods: 3

The purpose of Review 1:

- to help students revise some selected knowledge and skills from Units 1, 2 and 3
- to provide summative assessment of their learning

There are six exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

Period 1 (45 minutes)

Introduction

Explain that the purpose of Review 1 is to revise and check student learning over Unit 1, Unit 2 and Unit 3. This review will take two periods. There are 6 exercises.

Reading

Exercise 1 Teach	Practise
<ul style="list-style-type: none"> Explain what the expression 'odd one out' means. Do No. 1 as an example. 	<ul style="list-style-type: none"> Quietly working on their own: students read each sentence carefully and decide which word is the 'odd one out'.

5. Unit 4**No. of Lessons: 4****Learning Outcomes:**

At the end of this unit, students will be able to:

- use words that go together with go/play/do
- talk about hobbies and families
- identify different kinds of food
- express likes and dislikes
- talk about habits and routines
- express preferences for hobbies and free time activities
- express preferences for different kinds of food and drink

Soft Skills

- Communication skills (when talking about themselves and their families)
- Collaboration skills (when working successfully in pairs or in groups)

Lesson 1: Talking about your family and free time**No. of periods: 4****Objectives**

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

- use words that go together with go / do /play
- talk about hobbies and families

This lesson focuses on Listening and Speaking.
There are seven exercises altogether.

Resources & Preparation

Audio CD, listening scripts
and photos / pictures

Words and Expressions

Words that go together with go/play/do

go	do	play	play the
climbing	judo	badminton	drums
go diving	do	play	play the
	karate	basketball	flute
go	do	play football	play the
fishing	yoga		guitar

Period 1 (45 minutes)**Introduction**

Draw a mind map on the board with the word 'hobby' in the centre.

Brainstorm different hobbies children have.

Write a few common things children like doing in their free time.

This introduction will activate students' prior knowledge of the notion 'hobby' and different hobbies.

Warm Up: Mime five different hobbies and make students find out what these hobbies are: singing, reading, dancing, walking, playing badminton.

Listening and Speaking**Exercise 1****Teach**

- Tell students that they are going to listen to different hobbies. These are the words that go with the verbs 'go', 'do' and 'play'.

Practise

- Students listen to the recording and repeat after it on the second listening.
- Students repeat the phrases.

- Tell them you will play the recording twice.
- Ask students to look at Exercise 1 and listen to the recording on the first listening.
- Ask students to listen to the recording again: repeat after the speaker.
- Check students' pronunciation and give feedback.

Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Explain the following: <ul style="list-style-type: none"> - sports that ends in verb-ing such as climbing, fishing follow the verb 'go'. - sports with more physical activity follow the verb 'do'. - sports that need a ball or other objects such as shuttlecock follow the verb 'play'. - musical instruments need the article 'the' and follow the verb 'play'. • Ask students to put the words in the correct column, and then check their answers. • Review answers with class. 	<ul style="list-style-type: none"> • Students read the words given and make decisions about which words go with the different verbs. • They complete the table in their exercise books. • They check their answers with their neighbours first. • They check their answers with the teacher.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to look at the pictures. Ask: which are the hobbies they have looked at in Exercises 1 and 2? • Ask students to match the pictures with the correct hobbies. Remind them to write the words together with the verbs 'go', 'do' and 'play'. • Ask them to check their answers first with their friends. Then, give correct answers. 	<ul style="list-style-type: none"> • Students look at the pictures and choose the verb 'go' or 'do' or 'play' and the sports or musical instruments. • They record their answers in their exercise books. • They check their answers with their neighbours and then they check with the teacher.

Period 3 (45 minutes)

Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> • Tell students that they will be listening to Bannyar, Haymah, Thiha, and Thazin talking about themselves. • Ask students to read the prompts given in the boxes. Give them a few minutes. Then ask them to guess the jobs of the speaker's parents, the number of brothers and sisters, their hobbies, etc.). 	<ul style="list-style-type: none"> • Students read the prompts and guess what the parents do, how many brothers or/ and sisters he or she has, what their hobbies are, etc. • Students listen to the recording and read the prompts given in the boxes at the same time, and choose the speakers according to the hints given in the boxes.

- Play the recording: ask students to write the names of the speakers in the blanks.
- Give feedback.

- They write down the names of the speakers in the blanks.
- They check their answers with their neighbours first, and then check with the teacher.

Exercise 5 Teach

- Go through the hobbies given in the first column.
- Tell students to listen for the speakers who have these hobbies.
- Play the recording for the second time. Ask students to write down the names of the speakers in the second column.
- Check students' answers, and give feedback.

Practise

- Students listen to the recording and listen for the hobbies given in the first column.
- In the second column, they write down the names of the people who have the hobbies given in the first column as they hear them.
- They check their answers with their neighbours first, and then check with the teacher.

Period 4 (45 minutes)

Exercise 6 Teach

- Ask students to read the paragraph. Make them guess the answers first.
- Play the recording and make students fill the blanks with the words as they listen.
- Call out the answers, and give feedback.

Practise

- Students read the paragraph first and guess the answers.
- They listen to the recording and fill in the blanks.
- They check their answers with their neighbours before they check their answers with their teacher.

Exercise 7 Teach

- Form the class into pairs.
- Ask pairs to tell each other about their family and hobbies. Encourage them to use the useful language given in the speech bubbles.
- Go around and facilitate students.

Practise

- Using the paragraph in Exercise 6, students practise talking about themselves, including:
 - names
 - family members (parents, grandparents, uncles, aunts, brothers, sisters and cousins)
 - hobbies
- They must use the language phrases given in Exercise 7.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Refer to the lesson objectives (written on the board) Ask the students: what are some examples of words that go together with go / do / play? Describe some of your hobbies using words that go together with go / do / play. Describe your families, using words that go together with go / do / play. 	<ul style="list-style-type: none"> Statement: "After listening to the recordings of people talking about themselves, students will find it easier to talk about themselves." Is this true or false? What do you think?

Lesson 2: A happy family

No. of periods: 4

Objectives

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

- identify different kinds of food
- express likes and dislikes

This lesson focuses on Reading.

There are six exercises to help develop reading and comprehension.

Resources & Preparation

Pictures of emoticons and pictures of food items/ real food

Words and Expressions

Love, like, dislike, hate

Various kinds of food, sports, entertainment – dumplings, doughnuts, porridge, noodles, pancakes, watching TV, football matches, etc.

Period 1 (45 minutes)

Introduction

- Show students 4 emoticons from Exercise 1 and ask students to relate them to the verbs – *love, like, dislike, hate*.
- Show students the pictures of food or real food (bread, biscuit, banana and dumplings) and tell them what you (Teacher) like, love, dislike or hate.

Reading

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Draw 4 emoticons on the board and point at each emoticon '<i>like, love, dislike or hate</i>' randomly and ask students to identify them. Ask students to fill in the blanks with the verbs '<i>like, love, dislike or hate</i>' by looking at the emoticons given at the end of the sentences. Ask students to read out their answers in complete sentences. Ask how many sentences are true for them. 	<ul style="list-style-type: none"> Students say 'love, like, dislike or hate' by looking at the emoticons as the teacher points at them. They look at the end of each sentence and fill in the blanks with 'love, like, dislike or hate'. Students choose the sentences that are true for them.

Exercise 2 Teach

- Ask students if they know the food and drinks in the pictures.
- Read out the names of food and ask students to repeat after you. Ask them to repeat them.
- Ask students to draw emoticons related to each picture, to show their likes and dislikes.

Practise

- Students look at the pictures and repeat the names of food and drinks after the teacher. Then, they repeat them.
- They draw emoticons of *love*, *like*, *dislike* and *hate* in their exercise books, related to the pictures to show their likes and dislikes.

Period 2 (45 minutes)**Exercise 3 Teach**

- Show the picture of a food item in Exercise 2 and draw the emoticon for like on the board. Then write a sentence for your choice.
e.g. *I like dumplings.*
- Ask students to look at the emoticons they have chosen in Exercise 2, and write a sentence for each picture.
- Ask three students to read out their sentences to the class. Give feedback.

Practise

- Students look at their emoticons in Exercise 2 and write ten sentences with *love*, *like*, *dislike* or *hate* in their exercise books.
- Three students read out their sentences to the class.

Exercise 4 Teach

- Pre-teach the new vocabulary e.g. entertainment, pop music, hip-hop, delicious, basketball court, etc.
- Ask students what their parents or other family members like doing, and what kind of food they like, etc.
- Read out the text for students. Ask them to read the text again - first in groups, and then individually.
- Ask students what each paragraph is about.

Practise

- Students read after the teacher.
- Students find out the general idea of each paragraph.

Period 3 (45 minutes)**Exercise 4a Teach**

- Ask students to read the text again and complete the table with the information from the text.
- Check individual students' answers.

Practise

- Students read the text again and complete the table with the information from the text.
- They check their answers with the students sitting closest to them first, and then with the teacher.

Exercise 4b	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to read the read the questions and answer them. (scanning) • Explain that the question 'What does Thura's father do?' is asking about the job. • Remind students that Question No.3 requires separate answers for each boy because they have different hobbies. • Give feedback. 	<ul style="list-style-type: none"> • Students answer the questions in their exercise books. • They check their answers with their neighbours, then with their teacher.

Period 4 (45 minutes)

Exercise 5	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to read out the people listed on the left and the food items listed on the right. Ask them to copy the list of food items into their exercise books. • Ask them to choose only two people. Write their names in their exercise books. Add their own names. Draw lines from the food items they like to each of the names. 	<ul style="list-style-type: none"> • Students choose two people from their family. • They draw lines from three people (themselves and the other two family members), to the food items they like.
Exercise 6	Teach	Practise
	<ul style="list-style-type: none"> • Remind students to look at their choices from Exercise 5. • Ask students to tell the class the food items they and two of their family members like. • Remind them that they can use 'like' and 'love'. 	<ul style="list-style-type: none"> • Each student tells the class the food items he/she and two of his/her family members like.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • What are some words we can use to express our likes and dislikes? • ('like', 'love', 'dislike', and 'hate') • What are some skills that we have practised in this lesson? • (reading, scanning for specific information) 	<ul style="list-style-type: none"> • Which exercises did you enjoy most? And why? • We talked about our likes and dislikes in this lesson. What do you think: is it easy or difficult to talk about yourself in class?

Lesson 3: Talking about habits and routines

No. of periods: 3

Objectives

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

- express likes and dislike
- use adverbs of frequency

This lesson focuses on Vocabulary and Grammar. There are three exercises for Vocabulary, and two for Grammar.

Resources & Preparation

Photos of hobbies

Words and Expressions

Doing athletics, cycling, playing golf, doing judo, running a marathon, rowing, sailing, weightlifting
Like, love, dislike, hate + Verb -ing
Adverbs of frequency (*always, usually, generally, often, sometimes, seldom, rarely / hardly, never*)

Period 1 (45 minutes)

Introduction

Class work: Ask the class if they like playing sports.

How many of you like doing sports? / Raise your hand if you like playing sports.

Write down two questions on the board:

"What sports do you like doing?" "How often do you do that sport?"

Ask these questions to 5 students randomly.

Teacher mimes three sports and asks students to find the words for them.

(badminton, basketball, golf)

Vocabulary

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to look at the pictures first. • Read out the sports in the box. Ask students to repeat after the teacher. • In pairs: ask them to match the words and the pictures. Call out the answers. 	<ul style="list-style-type: none"> • Students go through the sports given in the box. • In pairs, students look at the pictures and match the words with the pictures. • They check the answers with the teacher.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to find the words that do not belong to the group. • Do No. 1 together as an example. Explain that 'swimming', 'rowing', and 'yachting' are water sports but 'golf' isn't. • Give feedback. 	<ul style="list-style-type: none"> • Students find something in common in the words in each item and cross out the odd word. • They check their answers with their neighbours first and then with the teacher.

Period 2 (45 minutes)**Exercise 3****Teach**

- Tell students that they are going to talk about what they like or dislike doing, using the verbs **like, love, dislike, hate + Verb-ing**.
- Write the example sentences on the board: I really like cycling; I love doing judo; I dislike running a race; I hate eating cold food.
- Ask them to read the sports and hobbies given in the table.
- Ask them to compare their list with their friend's, and find out what they like or dislike on their friend's list.
- Remind them that:
"So do I" is used for the same opinion for affirmative sentences.
"Oh, really?" is used for different opinion.
"Neither do I" is used for the same opinion for negative sentences.

Practise

- Students put a tick (✓) in the correct column for the sports and hobbies they like or dislike.
- Students put ticks and crosses under the four different columns according to the degrees of their likes and dislikes.
- In pairs, they compare their answers with their friend's likes and dislikes.
- They talk about their likes and dislikes with their friend, using the language given in the box.

Student A: I like cycling. What about you?

Student B: So do I. I like cycling.

Student A: I hate swimming.

Student B: Oh, really? I love it.

Student A: I don't like weightlifting.

Student B: Neither do I.

Grammar**Period 3 (45 minutes)****Exercise 1****Teach**

- Ask students to look at the diagram with the adverbs of frequency *always, usually, generally, often, sometimes, seldom / rarely / hardly, and never*.
- Tell them that adverbs of frequency are used to describe how often we do things or how often something happens.
- Explain the meanings and uses of *always, usually, often, sometimes, rarely / hardly, and never* as follows:

Practise

- Students compare and contrast the frequency of each adverb.
- They do Exercise 1 by looking at the diagram given in front of the sentences.

Grammar Reference

- Adverbs of frequency are used to describe how often we do things or how often something happens.
- These are generally used with the present simple.
- We put them before the verb or between the auxiliary verb and the main verb.
- We use them to describe a range of frequency.
- always = at all times (100%)
 - e.g. *I always get up at 6 o'clock.* (I never get up before or after 6.)
- usually/ generally = most often (85%)
 - e.g. *I usually go to school by bus.* (Sometimes I go on foot.)
- often = many times (75%)
 - e.g. *I often go to the library.* (many times a week)
- sometimes = at times : now and then (50%)
 - e.g. *I sometimes play football with my friends.* (not many times)
- seldom/ rarely/ hardly = not often (10%)
 - e.g. *I rarely eat chili.* (almost never)
- never = at no time (0%)
 - e.g. *I never get up late.* (I get up early every day.)

Exercise 2

Teach

- Form students into groups of 4. Ask them to tell each other what they usually do or never do.
- Remind them to use only two adverbs of frequency *usually* and *never*.
- e.g. *I usually go climbing. I never run a race.*

Practise

- In groups of 4, students take turns to talk about one thing they usually do and one thing they never do.

Review

Summary of Lesson

- Ask recall questions about the use of like, love, dislike, hate + Verb -ing
- Ask recall questions about adverbs of frequency such as *always, usually, often, sometimes, rarely / hardly, never*

Reflection on Learning

- Review the lesson objectives with the class. Ask questions to elicit views from the students, about their progress with achieving the lesson objectives.

Lesson 4: What we like and dislike!**No. of periods: 3****Objectives**

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

- express preferences for hobbies and free time activities
- express preferences for different kinds of food and drink

This lesson focuses on Writing.

There are six exercises for Writing.

Resources & Preparation

Pictures of different kinds of sports, food and drink given in this lesson (or real food and drink)

Words and Expressions

like, love, dislike and hate + verb-ing
adverbs of frequency: *always, usually/ generally, often, sometimes, seldom/ rarely/ hardly, never*

Period 1 (45 minutes)**Introduction**

Write the lesson objectives on the board. Briefly discuss with the students.

Ask: *What is a hobby? What are examples of hobbies?*

Ask students to stand up. Call out the names of ten different hobbies and tell students to keep standing up for the ones they like and to sit down for the ones they dislike.

Writing**Exercise 1****Teach**

- Ask students to look at the pictures in their exercise books and write a list for the hobbies they like and a list for the hobbies they don't like.
- Check students' understanding of instructions, and monitor the class.

Practise

- Students study the pictures and discuss which ones they like and dislike.
- Write a list of the hobbies for the hobbies they like and another list for the ones they dislike.

Exercise 2**Teach**

- Divide the class into pairs and tell them to take turns telling each other which hobbies they like and dislike.
- Tell them to use the verbs of likes and dislikes: like, love, dislike and dislike + Verb-ing.
- Some of the hobbies are in the Verb-ing form, and easy to use. But, some hobbies are in the noun form. So, remind students to choose the suitable verbs for different nouns (do, go or play).
- Ask them to look at the useful language given in the dialogue-box.

Practise

- In pairs, students tell their friends the hobbies they like or dislike. Use *like, love, dislike* and *hate*.
- They can use similar sentences given in the box.

I like dancing. I dislike singing.

I love running a race. I hate doing judo.

Period 2 (45 minutes)**Exercise 3****Teach**

- Tell students to copy the table in their exercise books. They must write 3 sentences in Column A about the hobbies they like.
- Remind them to use the verbs *like* or *love* only (*like/ love + Verb-ing*) in these sentences.
- Tell them to write 3 sentences in Column B about how often they do the hobbies they have chosen in Column A.
- Remind them to use the adverbs of frequency, and monitor the class.

Practise

- Students look at Exercise 2 again and choose only 3 hobbies they like or love.
- In Column A, they write 3 sentences with the verbs *like* and *love + Verb-ing*.
- In Column B, students write 3 more sentences about how often they do the hobbies they like, using the adverbs of frequency in Lesson 3.

Exercise 4**Teach**

- Tell students to read out their sentences.
- Tell them to read one sentence from Column A with its counterpart from Column B.

Practise

- Students read out the sentences to the class.

Period 3 (45 minutes)**Exercise 5****Teach**

- Tell students to look at the pictures. Ask: "How many kinds of food and drink do you like?"
- Then choose 3 students. Ask each one to share their answer.
- Then ask the class: "Which foods and drinks do you like?" Give them 1 minute to think. Ask 3 other students, to share their answers.
- Read out the names of food and drink. Students repeat.
- Tell the students to write a list of the food they like, and another list of the foods they dislike.
- Tell them to think about their family members. "Which food and drinks do they like and dislike?"
- Ask students to write 5 sentences about the food and drink both they and their family members like and dislike.

Practise

- Students look at the pictures and count the kinds of food and drink they like.
- They practise saying the names of food and drink.
- Selected students read out their answers.
- Students write 2 different lists in their exercise books.
- They write 5 sentences only for the food and drink both they and their family members like and dislike, using the sentence structure *like / love / dislike / hate + Verb-ing*.

Exercise 6 Teach	Practise
<ul style="list-style-type: none"> • Ask students to read the questions. Check their understanding. Discuss answers for some of the questions. • Ask the questions, and select a few students to answer. • Tell students to answer each question. Organize their answers into one paragraph. • Tell them to check the paragraphs in pairs and give advice to each other. 	<ul style="list-style-type: none"> • After discussing and practising answers to some questions as a class, students answer each question. • They organize their answers into a paragraph. • In pairs: they show their paragraphs to each other and provide peer support making suggestions.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • Review examples of the hobbies students like doing with the structure <i>like/ love + Verb-ing</i>. • Ask for 2-3 examples about how often they do these hobbies, using <i>adverbs of frequency</i> (e.g. <i>always, usually, generally, often, sometimes, seldom ...</i>) • Review examples of food and drink that their family members like or dislike. 	<ul style="list-style-type: none"> • Brainstorm the different types of exercises that helped student learning in this lesson. e.g. reading / writing/ working in pair.

6. Unit 5

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- | | |
|---|--|
| • talk about when and where to meet | • talk about personal interests |
| • identify different nationalities and countries | • talk about time and meeting |
| • select relevant information to write about themselves | • organize different countries and nationalities |
| • write in and complete a form | • name capitals and languages |
| | • practise the present simple |

Soft Skills

- Communication skills
(when talking about time and meeting, and when filling in a form)
- Collaboration skills
(when talking about personal interests in pairs or groups)

Exercise 6 Teach	Practise
<ul style="list-style-type: none"> • Ask students to read the questions. Check their understanding. Discuss answers for some of the questions. • Ask the questions, and select a few students to answer. • Tell students to answer each question. Organize their answers into one paragraph. • Tell them to check the paragraphs in pairs and give advice to each other. 	<ul style="list-style-type: none"> • After discussing and practising answers to some questions as a class, students answer each question. • They organize their answers into a paragraph. • In pairs: they show their paragraphs to each other and provide peer support making suggestions.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • Review examples of the hobbies students like doing with the structure <i>like/ love + Verb-ing</i>. • Ask for 2-3 examples about how often they do these hobbies, using <i>adverbs of frequency</i> (e.g. <i>always, usually, generally, often, sometimes, seldom ...</i>) • Review examples of food and drink that their family members like or dislike. 	<ul style="list-style-type: none"> • Brainstorm the different types of exercises that helped student learning in this lesson. e.g. reading / writing/ working in pair.

6. Unit 5

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- | | |
|---|--|
| • talk about when and where to meet | • talk about personal interests |
| • identify different nationalities and countries | • talk about time and meeting |
| • select relevant information to write about themselves | • organize different countries and nationalities |
| • write in and complete a form | • name capitals and languages |
| | • practise the present simple |

Soft Skills

- Communication skills
(when talking about time and meeting, and when filling in a form)
- Collaboration skills
(when talking about personal interests in pairs or groups)

Lesson 1: Where shall we meet?**No. of periods: 4****Objectives**

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

- talk about when and where to meet
- identify different nationalities and countries

This lesson will focus on Listening and Speaking.
There are six exercises for Listening and Speaking.

Resources & Preparation

Audio CD and listening scripts

Words and Expressions

Where shall we meet?

When / Where are we going to meet?

Would you like to _____?

I'll join you. See you then.

Where are you from?

I'm from _____.

I'm _____.

Period 1 (45 minutes)**Introduction**

Begin with a class discussion.

Ask some of the students these questions:

Do you have a friend?

When / Where do you meet your friend?

Where are you from – which area, village or town? State? Country?

What is ASEAN?

What are ASEAN member countries?

Listening and Speaking

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Review the words in the box with the class, before each recording. Check their understanding of the words. • Tell students to listen carefully to the recording of Conversation 1 (C1). • Step 1: Play the recording once. • Step 2: Play the recording again. Tell the students to fill in the blanks. • Step 3: Play the recording again. Tell the students to check their answers. Play the recording again if necessary. • Repeat the steps for C2 and then C3. 	<ul style="list-style-type: none"> • Students discuss the meaning of the words in the box. • Step 1: Students listen to the recording. • Step 2: Students listen. Decide the correct words to fill in the blanks. • Step 3: Students listen and check their answers. • They will do this for C1, C2 and C3.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to check answers with their friends. • Review: Call out the correct answers for each conversation. 	<ul style="list-style-type: none"> • Students check their answers with their friends. • They check their answers with the teacher.

Period 2 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask students to practise each conversation. Class review: invite some pairs to practise C1 in front of the whole class. Repeat with different pairs for C2 and then C3. 	<ul style="list-style-type: none"> Students practise the conversations in pairs on their own. Selected pairs practise in front of the whole class.
Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the words. Explain that they are the names of countries and nationalities. Class discussion: what is the difference between nationalities and countries? Tell them to complete the table. 	<ul style="list-style-type: none"> Students complete the table and check the answers with the teacher.

Period 3 (45 minutes)

Exercise 5a	Teach	Practise
	<ul style="list-style-type: none"> Ask students to listen to the conversations and complete them. Tell them that they can refer to nationalities and countries listed in Exercise 4. Check answers with the students. 	<ul style="list-style-type: none"> Students listen carefully and complete the conversations. Students check answers with their friends. They check their answers with the teacher.
Exercise 5b	Teach	Practise
	<ul style="list-style-type: none"> Tell students to check their answers with their friends. Check everyone's answers. 	<ul style="list-style-type: none"> Students check their answers with other students. Students then check the answers with the teacher.

Period 4 (45 minutes)

Exercise 6	Teach	Practise
	<ul style="list-style-type: none"> Class discussion: review the sample conversation. Organize students into pairs. Ask each pair to practise 5 conversations. Move around and listen to the pairs. Give feedback (pronunciation, stress and intonation). 	<ul style="list-style-type: none"> Students look at the example and in pairs, practise the conversations, using the information given in the boxes. The selected pair practises the sample conversation.

- Class review: choose 2-3 pairs to practise the conversations in front of the class. Give feedback on their pronunciation, stress and intonation. Invite others to volunteer.

Review

<p style="text-align: center;">Summary of Lesson</p> <ul style="list-style-type: none"> • Talk about the exercises in the lesson. • Which ones were helpful for achieving the objectives? 	<p style="text-align: center;">Reflection on Learning</p> <ul style="list-style-type: none"> • Give examples of countries, nationalities and capitals.
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Lesson 2: Let's read a short note!

No. of periods: 3

Objectives

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

- talk about personal interests
- make appointments

This lesson focuses on Reading.

There are three exercises to help develop reading and comprehension.

Resources & Preparation

Short notes

Words and Expressions

Talking about time and places to meet
Personal interests (travelling, watching TV, listening to music, visiting countries, singing songs, etc.)

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Briefly discuss.

Warm up to lesson by brainstorming:

What do you like to do in your free time?

What are your personal interests?

Do you like travelling? Do they like reading, listening to music, watching movies, playing sports, gardening, drawing pictures, etc.?

Reading

Exercise 1	Teach	Practise
<ul style="list-style-type: none"> • Instruct students to copy the chart into their exercise books. Then read the short paragraphs quietly. • Ask for volunteers, to take turns reading each short paragraph out loud. Then tell the whole class to read out the paragraphs. • Ask them to tick the activities the children who wrote the notes, like to do. 	<ul style="list-style-type: none"> • Students read the paragraphs silently, and then listen to volunteers read out each paragraph. • As a class, they read out each paragraph. • They tick the activities the three children like to do. • They check their answers with the teacher. 	

- Listen to students and give feedback on their pronunciation. Check their answers.

Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to read two short notes silently first. Then, read the notes out loud as a class. • Check students' pronunciation. • Elicit the message of each note. • Ask them to complete the blanks. • Check their answers. 	<ul style="list-style-type: none"> • Students read the short notes silently. • They listen to the teacher and read out loud. • They think about the message of each note. • They think carefully and decide the best words to complete the blanks. • They check their answers with the teachers.

Period 3 (45 minutes)

Exercise 3a	Teach	Practise
	<ul style="list-style-type: none"> • Tell students that they are going to read a note asking for leave of absence and fill in the blanks with the words in the box. • Discuss the meanings of the words in the box. • Tell students to think carefully and choose the correct word to fill each blank. 	<ul style="list-style-type: none"> • Students look at the words in the box. • They discuss the meanings of the words. • They read the short note and fill in the blanks with the words in the box.

Period 4 (45 minutes)

Exercise 3b	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to check the answers with their friends. • Give feedback if necessary. 	<ul style="list-style-type: none"> • Students check the answers with their friends. • They check their answers with the teacher.

Exercise 3c	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to read the note in Exercise 3a. • Ask them to answer the questions. • Hold a class discussion, using questions based on who, when and why. Check students' understanding. 	<ul style="list-style-type: none"> • Students read the note in Exercise 3a. • They answer the questions. • They check their answers with the teacher.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Ask students their views about <u>short notes</u>: Are they useful? If so, why and how are they useful? If students can write a short note, what would they write about? 	<ul style="list-style-type: none"> Ask students about the exercises in this lesson: which one did they enjoy most? Why? Ask students if they enjoyed having a <u>class discussion</u> about their personal interests. Do they have ideas about how class discussions can be improved?

Lesson 3: Where are you from?

No. of periods: 4

Objectives

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

- recognize different countries, nationalities and capitals
- practise the present simple

This lesson focuses on Vocabulary and Grammar.

There is one exercise for Vocabulary.

There are four exercises for Grammar.

The purpose of the exercises is to help achieve the lesson objectives.

Resources & Preparation

Map or globe of the world

Words and Expressions

The names of ASEAN Countries, their nationalities and their capitals

The use of present simple with Verb to 'Be' and Verb to 'Do'

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Briefly discuss with the class.

Warm up to the lesson by brainstorming:

Ask students the name of their country, their nationality and the capital of the country.

Introduce the students with the name of ASEAN countries, their nationalities and their capitals.

Vocabulary

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the names of ASEAN Countries, their nationalities and their capital cities. Read the names aloud to the class. Tell students to repeat. Tell them to repeat after the teacher. Check their pronunciations and give feedback. 	<ul style="list-style-type: none"> Students study the names of ASEAN countries, their nationalities and their capital cities. They take turns in small groups, looking for these countries on the map or globe. They listen to the names of each country, and repeat after the teacher.

- Take turns looking at a map or globe of the world to locate each ASEAN country.

Exercise 1b**Teach**

- Tell students to read the questions.
- Explain students that in item 5, option (a) and option (b) are given in the possessive forms using “ ‘s” and that only an apostrophe is used for the plural nouns in option (c) “the Philippines’ ”.
- Ask them to choose the correct answers, a, b, or c.
- Check their answers.
- Give feedback.

Practise

- Students read the questions.
- They choose the correct answers.
- In pairs, they check their answers, before teacher leads class discussion about the answers.

Grammar**Period 2 (45 minutes)****Exercise 1****Teach**

- Explain : the present simple is used to talk about (a) a current situation and (b) an activity in a current programme.
- Tell students to read the examples.
- Explain that Example 1 shows a current situation and Example 2, an activity in a current programme.
- Ask students to read the sentences in silence, and then out loud.
- Tell them to match the sentences with the use of the present simple, (a) for a current situation, or (b) an activity in a current programme.
- Elicit answers for each item. Then check their answers.

Practise

- Students read the sentences.
- They read the sentences aloud.
- They choose the correct answers.
- They check their answers with the teacher.

Exercise 2**Teach**

- Explain: the present simple is used to talk about (a) a current situation and (b) an activity in a current programme.
- Ask students to read the sentences, and then to complete the sentences in their exercise books.
- Elicit answers, and then check answers.

Practise

- Students read the sentences.
- They complete the sentences.
- They give answers to the teacher.
- They check their answers with the teacher.

Period 3 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the sentences. Ask them to identify the correct answers, and write them in their exercise books. Check students' answers. 	<ul style="list-style-type: none"> Students read the sentences. They underline the correct answers and write them in their exercise books. They check their answers with the teacher.
Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Tell students that they are going to put the words in the correct order to form questions. Explain how to form questions, using the grammar points in the tables. Discuss No. 1 as an example. Practise it with the class, and check their understanding. Ask students to put the words in each question, in the correct order. Check their answers. When this task is done, ask them to write short answers for each question. The answers must be true for them. In other words, 'you' in the TB, refers to each student. Class review: ask volunteers to share their answers. 	<ul style="list-style-type: none"> Students read the instructions with the teacher, and ask the teacher if they are not clear about the task. They read each question and organize the words in the correct order. They check their answers with the teacher. Then, they write short answers for each question. The answers are about themselves. They volunteer to share their answers with the class.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Have a short quiz about the names of ASEAN countries, their nationalities and their capital cities. Ask for examples from the lesson, of using the verb 'be' and the verb 'do'. 	<ul style="list-style-type: none"> Review the lesson objectives. Briefly discuss students' views about what they learned and how they learned it.

Lesson 4: Filling in a form**No. of periods: 3****Objectives**

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

- filling in a form
- select relevant information to write about themselves

This lesson focuses on Writing.

There are two exercises for Writing.

Resources & Preparation

Registration form

Words and Expressions

Name, nationality, age, date of birth, grade, father's name, address

Period 1 (45 minutes)**Introduction**

Write the lesson objectives on the board. Briefly discuss.

Warm up to lesson by brainstorming:

Ask students: *What is a form? What are some examples of forms they have seen, that required filling out?*

Ask if they have filled in a form about themselves.

Writing

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> Tell students to read the given text thoroughly. Tell them that they are going to fill in the form about Nyein Chan. Class discussion: Elicit the personal information about Nyein Chan. Ask them to fill in the form about Nyein Chan. Monitor the class while they are filling in the form. Class discussion of students' answers. Write down the answers on the board. 	<ul style="list-style-type: none"> Students read the text thoroughly. They give responses to the teacher's questions. They fill in the form using the facts about Nyein Chan. They check their answers with the teacher.

Period 2 (45 minutes)

Exercise 1b	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the questions carefully. Tell them to match the questions in Column A with the responses in Column B. Ask them to write the questions and responses in their exercise books. 	<ul style="list-style-type: none"> Students read the questions. They match the questions in Column A with the responses in Column B. They write the questions and responses in their exercise books.

Exercise 1c	Teach	Practise
	<ul style="list-style-type: none"> Check students' answers. Organize the class into pairs or small groups of 4. Tell students to practise the questions and answers in their groups. Monitor the class while practising. Ask students to volunteer to demonstrate in front of the class. 	<ul style="list-style-type: none"> Students check their answers with the teacher. They practise the questions and answers with their friends. They volunteer to demonstrate.

Period 3 (45 minutes)

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> Tell students to read the form. Discuss the personal information that is required to fill in the form. Ask them to fill in the Badminton Club Registration Form with their personal information. Ask them to exchange and check their friend's form. 	<ul style="list-style-type: none"> Students read the form. They fill in the form with the required personal information. They exchange and check their forms in pairs.
Exercise 2b	Teach	Practise
	<ul style="list-style-type: none"> Tell students to write a paragraph about themselves. They must use the information in the Badminton Club Registration Form. Monitor the class while the students are writing the paragraph. 	<ul style="list-style-type: none"> Students read the instruction with the teacher. They can ask questions to make sure they understand what to do. They write a paragraph about themselves, using the information in the Badminton Club Registration Form.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Class review: What does 'personal information' mean? Give some examples. (e.g. name, nationality, age, date of birth, grade, parents' names, address) 	<ul style="list-style-type: none"> Think about the lesson. Which exercise made you think very hard? Which did it make you think hard?

7. Unit 6**No. of Lessons: 4****Learning Outcomes:**

At the end of this unit, students will be able to:

- | | |
|--|---|
| <ul style="list-style-type: none"> order food and drinks talk about prices discuss food items identify health benefits | <ul style="list-style-type: none"> recognize countable and uncountable nouns use words for weight and measure talk about food and weight plan a shopping list |
|--|---|

Soft Skills

- Communication skills
(when engaging in dialogue and roleplay)
- Collaboration skills
(when engaging in pairs and groups)
- Creativity
(when planning an event in order to make a shopping list)

Period 3 (45 minutes)

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to read the form. • Discuss the personal information that is required to fill in the form. • Ask them to fill in the Badminton Club Registration Form with their personal information. • Ask them to exchange and check their friend's form. 	<ul style="list-style-type: none"> • Students read the form. • They fill in the form with the required personal information. • They exchange and check their forms in pairs.
Exercise 2b	Teach	Practise
	<ul style="list-style-type: none"> • Tell students to write a paragraph about themselves. • They must use the information in the Badminton Club Registration Form. • Monitor the class while the students are writing the paragraph. 	<ul style="list-style-type: none"> • Students read the instruction with the teacher. They can ask questions to make sure they understand what to do. • They write a paragraph about themselves, using the information in the Badminton Club Registration Form.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> • Class review: What does 'personal information' mean? Give some examples. (e.g. name, nationality, age, date of birth, grade, parents' names, address) 	<ul style="list-style-type: none"> • Think about the lesson. • Which exercise made you think very hard? • Which did it make you think hard?

7. Unit 6**No. of Lessons: 4****Learning Outcomes:**

At the end of this unit, students will be able to:

- | | |
|--|---|
| <ul style="list-style-type: none"> • order food and drinks • talk about prices • discuss food items • identify health benefits | <ul style="list-style-type: none"> • recognize countable and uncountable nouns • use words for weight and measure • talk about food and weight • plan a shopping list |
|--|---|

Soft Skills

- Communication skills
(when engaging in dialogue and roleplay)
- Collaboration skills
(when engaging in pairs and groups)
- Creativity
(when planning an event in order to make a shopping list)

Lesson 1: Let's eat out!**No. of periods: 4****Objectives**

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

- order food and drinks
- talk about prices

This lesson focuses on Listening and Speaking.

There are five exercises to help achieve the learning objectives.

Resources & Preparation

Audio CD, listening scripts
and visuals

Words and Expressions

Are you ready to order?
What would you like to drink/ have/eat?
What will you have/eat/drink?
Would you like something to drink/eat/
have?
I'll have/I'd like
Can I have.....?
Can I see the menu?

Period 1 (45 minutes)**Introduction**

Brainstorm the meaning of 'eating out' from students.

Talk about yourself: where you usually eat out, which place you prefer and what kind of food you eat.

Write the lesson objectives on the board and briefly describe the lesson and its exercises.

Listening and Speaking

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs. • Ask them to take turns asking and answering the warm-up questions. • Demonstrate the exercise to the class by practising with 2 selected students. 	<ul style="list-style-type: none"> • Students listen and watch the class demonstration carefully. • In pairs: students ask and answer the questions. They talk about their own eating preferences and give reasons for their answers.

Period 2 (45 minutes)

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> • Class discussion: Ask students questions about the pictures of food and drink. e.g. What is picture 1? • Ask them to match the pictures with the words in the box. • Check the answers with the whole class. 	<ul style="list-style-type: none"> • Students carefully study the pictures in the TB. • In their exercise books, they must choose the correct word for each picture. • Students check and correct their answers.

<p>Exercise 2b Teach</p> <ul style="list-style-type: none"> • Class discussion: 'What is a menu?' • Then discuss the menu in the TB with the class. • Encourage students to ask questions about the menu. 	<p>Practise</p> <ul style="list-style-type: none"> • Students look at the menu. • Students participate in the class discussion. • They ask and answer questions.
<p>Exercise 2c Teach</p> <ul style="list-style-type: none"> • Ask students to listen to the recording. • Play the recording at least 3 times. 	<p>Practise</p> <ul style="list-style-type: none"> • Students listen carefully to the recorded dialogue. • They fill in the blanks with the correct words.
<p>Exercise 2d Teach</p> <ul style="list-style-type: none"> • Play the recording one more time. • Ask students to check the answers with their friend. 	<p>Practise</p> <ul style="list-style-type: none"> • Students check their answers for Exercise 2c. • They check and correct their answers if necessary.
<p>Exercise 2e Teach</p> <ul style="list-style-type: none"> • Ask students to practise the dialogue in groups of 3. • Facilitate the groups of students with their dialogue practice. 	<p>Practise</p> <ul style="list-style-type: none"> • Students form into groups of 3. • They practise the dialogue. • They check and correct their answers if necessary.
<p>Period 3 (45 minutes)</p>	
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Ask students to listen carefully to the recording. • Tell them to write the prices they hear. • Play the recording at least 3 times. • Check the answers with the students 	<p>Practise</p> <ul style="list-style-type: none"> • Students listen to the recording and write down the answers. • They check and correct their answers.
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Organize the class into pairs: tell them to practise the dialogue using the menu of the <i>Moonlight</i> Restaurant (see Exercise 2). 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs: students practise using the dialogue about food items and their prices as described in the menu.

Period 4 (45 minutes)

Exercise 5a	Teach	Practise
	<ul style="list-style-type: none"> Organize students into groups of 4 or 5, and ask each group to listen to the dialogue. Tell the groups they must work together to put the sentences in the correct order. Play the recording at least 3 times, if necessary. Ask each group to present their answers. 	<ul style="list-style-type: none"> In groups: students listen to the dialogue. They read and discuss the sentences. They decide, as a group, the correct order of the sentences and rewrite them. The group presents their answers.
Exercise 5b	Teach	Practise
	<ul style="list-style-type: none"> Ask students to listen to the dialogue again. Check the answers with the whole class. 	<ul style="list-style-type: none"> In groups: students check and correct their answers.
Exercise 5c	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Make sure students understand the words 'waiter and 'customer'. Role-play: one student will be the waiter, the other will be the customer. Ask each pair to role-play the dialogue. 	<ul style="list-style-type: none"> In pairs: students take on the role of either waiter or customer. Students practise the dialogue. Students in each pair change their role and practise the dialogue again.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Name examples of food items and their prices. What are some ways to order food and drinks? 	<ul style="list-style-type: none"> Which exercises did you enjoy most in this lesson? And why? What was the hardest exercise for you and why was it hard? Let's think about the lesson objectives. Which exercises helped you to achieve the lesson objectives?

Lesson 2: Do you eat healthy food?**No. of periods: 4****Objectives**

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

- discuss food items
- identify health benefits

This lesson focuses on Reading.

There are three exercises to help develop reading and comprehension.

Resources & Preparation

Audio CD, listening scripts, pictures and diagrams

Words and Expressions

Good health, health benefits.
Adjectives and verbs describing good health/health benefits: rich, stronger, good, important, healthy, build, contain, give, etc.

Period 1 (45 minutes)**Introduction**

Write the lesson objectives on the board. Briefly discuss the lesson activities.

Class discussion: *What is breakfast? What is lunch? What do you usually have for your breakfast? What do you usually have for your lunch?*

Reading

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask students pre-reading questions about their breakfast. 	<ul style="list-style-type: none"> Students form into pairs and sit face to face. They ask and answer the questions about their breakfast.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the texts. Hold a class discussion using questions based on 5 Ws: who, what/which, where, when and why and (how) if necessary. 	<ul style="list-style-type: none"> Students read the texts. They check the meanings of the new words.

Period 2 (45 minutes)

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the pictures and ask what they are. Ask them to look at the texts in Exercise 2 again and ask who had what. Ask them to draw lines from the names to the food items. Check their answers. 	<ul style="list-style-type: none"> Students look at the pictures and say what each picture is. They read the texts again and say what Kaythi and Zaw Naing had. They draw lines from the names to the food items.
Exercise 2b	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the texts again. Check their comprehension of the texts. Explain what they have to do using the examples given in the table. Ask them to copy and complete the table in their exercise books Check their answers. 	<ul style="list-style-type: none"> Students copy and complete the table. They check their answers.

Period 3 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Ask students to read the texts. Ask them what each text is about. Ask them to find the food items each person had and their health benefits. 	<ul style="list-style-type: none"> Students read the texts and find the food items each person had. They discuss what each person had and their health benefits.

- Hold a class discussion on the two texts.

Exercise 3a**Teach**

- Ask students to go through the questions and answer them.
- Ask them to write the questions and answers in their exercise books.
- Check answers and give feedback.

Practise

- Students write the questions and answers in their exercise books.
- They check their answers.

Exercise 3b**Teach**

- Ask students to find the words in the passage that have the same meanings as the words given in Exercise 3b. Tell them the first letter is the clue.
- Explain the meanings of the new words.

Practise

- Students read the texts again. They find words in the passage that have the same meanings as the words given in the exercise.
- Students check their answers.

Period 4 (45 minutes)**Exercise 3c****Teach**

- Ask students to read the texts in Exercises 2 and 3 again.
- Discuss the table in the TB. Check their understanding of the given task.

Practise

- Students copy and complete the table in their exercise books.
- They check the meanings of new words.
- They check and correct their answers.

Review**Summary of Lesson**

- Think of the readings from the lesson.
- Name some of the foods we have discussed. What are the health benefits of these different foods?

Reflection on Learning

- What was the most difficult exercise in this lesson for you to do?
- Which part of the lesson did you like best? Give reasons for your answer.

Lesson 3: What's the difference: countable and uncountable?**No. of periods: 4****Objectives**

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

- recognize countable and uncountable nouns
- use words for weight and measure

This lesson focuses on Grammar. There are four exercises.

Resources & Preparation

Pictures from the textbook & more visuals related to the words in the text if available

Words and Expressions

a packet of, a pair of, a bottle of,
a sack of, a loaf of, a bar of, a pound of

Period 1 (45 minutes)**Introduction**

- Ask the class: *What does 'countable' mean? What does 'uncountable' mean?*
- Write the lesson objectives and briefly discuss them.
- Give the class a brief explanation of the exercises in this lesson.

Grammar

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to look at the words in the box. Discuss the meaning of the different words. • Organize students into groups. Each group decides which words are countable, and which ones are uncountable. • Organize students into pairs: they must organize the words into columns – one for countable words and the other for uncountable words. 	<ul style="list-style-type: none"> • In groups: students discuss the types of the words and write C for countable and U for uncountable. • In pairs: they organize the words into different groups. • They check their answers.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Review the use of articles 'a' and 'an' with the class. • Ask students to put either 'a' or 'an' in correct places of each sentence. • Ask them to write the sentences in their exercise books. 	<ul style="list-style-type: none"> • In pairs, students read out the sentences. • They circle the nouns that need 'a'. • They underline the nouns that need 'an'. • They write the sentences adding a/ an where necessary.
Period 2 (45 minutes)		
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> • Review again the use of s/es for plural nouns and no –s/es for singular nouns. • Ask students to identify and write down the correct answers. 	<ul style="list-style-type: none"> • In different pairs, students read the sentences together, out loud. • They decide on the correct answers, and write them in their exercise books. • They check and correct their answers.
Exercise 4a	Teach	Practise
	<ul style="list-style-type: none"> • Explain how some food items have words that refer to how these food items are measured. Include examples in the explanation. • Ask students to match the food items in Columns B with correct words in Column A. 	<ul style="list-style-type: none"> • In groups of 4/5, students match the items with their respective containers or measurement words. • They check their answers.

Period 3 (45 minutes)

Exercise 4b	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the pictures. Ask them to match the pictures with the correct phrases from Exercise 4a. 	<ul style="list-style-type: none"> In pairs: students study the pictures carefully. Decide which pictures match with the correct sentences. Write out the correct pairs in their exercise books.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Review the lesson objectives with the class (write on the board). Ask the students to think about the exercises in this lesson and decide which ones were the most useful for achieving the objectives. 	<ul style="list-style-type: none"> What are countable nouns? Give 5 examples used in this lesson. What are uncountable nouns? Give 5 examples used in this lesson. Using 2 containers from the textbook, think of 2 food items that can be used with these containers.

Lesson 4: Let's go shopping!**No. of periods: 3****Objectives**

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

- talking about food and weight
- plan a shopping list

This lesson focuses on Vocabulary.

There are four exercises to help achieve the learning objectives.

Resources & Preparation

Pictures and blank sheets of A4 size paper with coloured pencils

Words and Expressions

100 ticals= 1 viss
1000 grams= 1 kilogram (kg)
How much/ how many ?

Period 1 (45 minutes)**Introduction**

Begin the class with the question: *What is a scale? Where and when do you use it? When do you count things? When do you measure things?*

Write the lesson objectives on the board and describe the exercises in this lesson.

Writing

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask students to study the two pictures and ask them what they are and what they are used for. Explain the uses of weights and measurements. 	<ul style="list-style-type: none"> In pairs, students fill in the blanks with the words provided.

- Explain what a shopping list is.
- Ask them to fill in the blanks with the words provided in pairs.
- Check students' answer.

Period 2 (45 minutes)

Exercise 2a

Teach

- Check students' understanding of the text in Exercise 1.
- Organize students into groups of 3 or 4, and ask them to write a shopping list for Thawdar Lamin's birthday party.

Practise

- Students form into different groups of 3 or 4.
- They discuss and share ideas on what food items to buy and how much is needed for the birthday party.

Exercise 2b

Teach

- Ask students to read out their shopping lists.
- Ask them why they put them on their shopping list.

Practise

- In groups students read out their own shopping lists and give reasons why.

Period 3 (45 minutes)

Exercise 3

Teach

- Instruct students to study the table.
- Review 'how much' and 'how many' with uncountable and countable nouns.
- Explain the first one as an example. Ask them why 'How much' is used.
- Organize students into pairs. Ask them to complete the dialogue between the shopkeeper and the customer using the prompts provided.
- Check their answers.

Practise

- Students form into pairs.
- Using the prompts provided, they complete the dialogue between the shopkeeper and the customer.
- They check and correct their answers.

Exercise 4

Teach

- Ask students to form into pairs.
- Ask them to role-play the dialogue using the information provided in the table.
- Facilitate and check their pronunciations. Affirm and correct when needed.

Practise

- In pairs, students take turns in practising the dialogue changing the roles of customer and shopkeeper.
- They choose the places they want (e.g. at the greengrocer's or at the butcher's) and talk about the items described at these places.

Review

Summary of Lesson	Reflection on Learning
<p>These are the main things we learned in this lesson.</p> <ul style="list-style-type: none"> • Making a shopping list • Asking about prices <p>What else did you learn?</p>	<ul style="list-style-type: none"> • Which activity did you find most interesting? Why and how was it interesting? • Which activity was the hardest? Why was it hard?

8. Review 2, Project 2 & Poem 2

Review 2

No. of periods: 2

The purpose of Review 2:

- to help students revise some selected knowledge and skills from Units 4, 5 and 6
- to provide summative assessment of their learning

There are seven exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

Period 1 (45 minutes)

Introduction

Explain that the purpose of Review 2 is to revise and to check student learning over Unit 4, Unit 5 and Unit 6. There are 7 exercises to be done.

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs. • Explain the task carefully. • Discuss the example in the TB with the students. 	<ul style="list-style-type: none"> • Working in pairs, students study the table carefully and write sentences about Zeya, using the information in the table. • When they have finished, find another pair of students to compare and check answers.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs. • Tell them to read sentences carefully. Discuss and decide the best word to complete each sentence. • Give feedback. 	<ul style="list-style-type: none"> • In pairs: students read, discuss and decide on the best answer to complete each of the blanks. • They check their answers with the teacher.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> • Explain that there is a mistake in each sentence of this paragraph. • Organize students into groups of 3 or 4. • Tell them to work together to find the mistakes, and then rewrite correct sentences. 	<ul style="list-style-type: none"> • Students read the paragraph carefully. • In groups, they discuss each sentence and decide what the mistake is. • Then they discuss how to correct the mistake and write a correct paragraph.

9. Unit 7

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- choose and use the best words to describe a person
- talk about clothes and footwear
- use comparative and superlative forms of the adjectives
- describe people

Soft Skills:

- Communication skills (when reporting progress on exercises)
- Collaboration skills (when working successfully in pairs or groups)
- Creativity (when sketching a picture about a person described in the written text.)

Lesson 1: What does he look like?

No. of periods: 4

Objectives

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

- choose and use the best words to describe a person

This lesson is organized into THREE parts – Vocabulary, Listening and Speaking.

There are three exercises for Vocabulary, two for Listening and one for Speaking.

Resources & Preparation

Audio CD, listening scripts, pictures of actors, actresses or models

Words and Expressions

Of average / medium height, in his/her forties, fair complexion, wavy hair, big black eyes, big ears

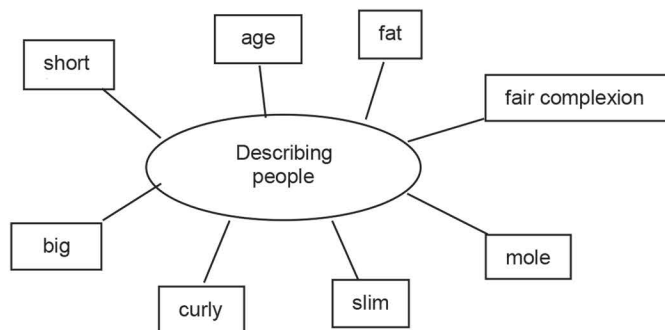
Period 1 (45 minutes)

Introduction

Class discussion: Ask some confident students to answer the following questions: *Is your mother tall? Is she slim? Has she got long hair? How old is she?*

Write the lesson objectives on the board. Briefly discuss.

Draw a mind map about 'describing people'. Elicit from students the words used to describe a person from students. Record the words via the mind map. Here is an example:



Vocabulary

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Class discussion: Explain that people are described according to their height, build and looks. Discuss what these words (height, build, looks) mean. Review the meaning of the words in the box with the students. Tell students to think carefully, and decide which words go in the different columns. Make sure students understand all the words in the box. medium height / average height – neither tall nor short thin / slim – opposite of fat plump – having a soft round body overweight – too heavy and too fat well-built – with a solid, strong body Use handsome for male and beautiful for female. Explain and demonstrate how to use these words. Include examples. Give examples of actors and actresses. e.g He is tall. He's overweight. She is beautiful. 	<ul style="list-style-type: none"> In pairs: students discuss, choose and put the words in the correct columns. In pairs: students discuss and describe some famous persons using their height, build and look.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Tell students that the adjectives in Column A are used to describe the nouns in Column B. e.g. curly hair Tell students to study the adjectives in Column A and have them match these adjectives with nouns in Column B. Tell the students that: <i>big, small</i> and <i>black</i> can also be matched with <i>eyes</i>: big eyes, small eyes, black eyes; <i>black</i> and <i>brown</i> can also be matched with <i>hair</i>: black hair, brown hair. Explain some language points to describe the significant features. I <i>have got</i> short hair. She <i>has got</i> a round face. Ask students to describe themselves using some significant features. 	<ul style="list-style-type: none"> In pairs: students guess the correct collocation. In pairs: students describe themselves using their significant features. e.g. I have got short hair.
Period 2 (45 minutes)		
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Tell students to study the picture and 	<ul style="list-style-type: none"> In pairs: students discuss and label

- choose the correct words to describe the picture.
- Check the answers.

Period 3 (45minutes)		Listening
Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Tell students to study the pictures carefully first. Elicit vocabulary that can be used to describe each person in the pictures. Before playing the recording, teach some vocabulary which you think is difficult for your students, e.g. late twenties (about 27/28/29 years old) early twenties (about 21/22/23 years old) bald – having little or no hair on the head plait – a long piece of hair that is divided into three parts and twisted together: (the woman in Picture 5 wears her hair in a plait) Tell students to listen carefully to the recording of the descriptions of five people. Play the recording at least 3 times or more, if necessary. 	<ul style="list-style-type: none"> Students study the pictures carefully and guess vocabulary items to describe the people in the pictures. Students listen carefully to the recording. They match the people with the descriptions. They check their answers.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Replay the recording about U Aung to let the students listen again and complete the text. 	<ul style="list-style-type: none"> Students listen and complete the text.
Period 4 (45 minutes)		Speaking
Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Move around the class and help students. 	<ul style="list-style-type: none"> In pairs: Student A describes a person in the picture using the vocabulary they have learnt. Student B listens to his/her friend's description and says the name of the person who he/she has described.

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> How do we describe a person? (height, build and looks) 	<ul style="list-style-type: none"> Let students describe the teacher.

Lesson 2: What's she wearing?

No. of periods: 4

Objective

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

- talk about clothes and footwear

This lesson focuses on Reading.
There are five exercises to help develop reading and comprehension.

Resources & Preparation

A calendar with the picture of a person or a group of people, pictures from the textbook

Words and Expressions

I'm wearing...
He / She is wearing... (blouse, jeans, trousers, slippers, flip-flops, shoes)

Period 1(45 minutes)

Introduction

Write the lesson objective on the board. Briefly discuss.

Brainstorm: *What do these words mean – clothes and footwear?*

Encourage students to give examples of these words from what they can observe around them. e.g. school uniform / cap / slippers / shirt / longyi

Write the lesson objective on the board. Briefly discuss with students.

Vocabulary

Exercise 1

Teach

- Ask students to study the pictures and match them with the correct words.
- Move around and check if students do their work properly.
- Drill the words in order to be pronounced correctly.

Practise

- Students study the pictures and the words given.
- Students match the words with the pictures.
- They check their answers with the teacher.
- Read the words out.

Period 2 (45 minutes)

Reading

Exercise 1

Teach

- Tell students to look at the pictures.
- Ask students some questions. e.g. Who has got curly hair? Who is wearing a hat?
- Introduce the new vocabulary 'bunches'. Who is wearing her hair in bunches? (Picture 3)
- Organize the students into pairs. Ask them to read the text and write the name of the person in each picture.

Practise

- Class discussion: elicit answers such as "the boy in No. 4 has got curly hair" and "the girl in No. 3 is wearing a hat".
- In pairs: students answer the questions and record them in their exercise books.

Period 3 & 4 (90 minutes)

Exercise 2

Teach

- Ask students some questions about their family. e.g. Do you have any brothers or sisters? How old are they? Do they look like you?
- Organize the students into pairs. Ask students to read the text and choose

Practise

- In pairs: Read the text. Read the different headings.
- Discuss and then choose the correct heading for each paragraph.

<p>the correct heading for each paragraph.</p> <ul style="list-style-type: none"> • Move around the class and help students if necessary. • Check their answers. 	
<p>Exercise 3a Teach</p> <ul style="list-style-type: none"> • Tell students to read the textbook carefully. They must copy and complete the table in Exercise 3a. • Move around the class and help students if necessary. Then, review the answers. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs: read, discuss and complete the table.
<p>Exercise 3b Teach</p> <ul style="list-style-type: none"> • Ask students to choose ONE person from the reading exercise (Ko Ko, Pu Pu or Su Su). • They must draw a sketch of that person from the reading exercise. Each student must do this quietly, without telling anyone which person from the text they decided to draw. • Give them 3 minutes to draw the picture. • Organize them into pairs. Ask them to show their drawings to each other and take turns guessing who it is. 	<p>Practise</p> <ul style="list-style-type: none"> • Each student draws a picture in 3 minutes. • In pairs: show their sketch drawings to one another. • In pairs: take turns guessing who the other person has drawn.

Review

<p>Summary of lesson</p> <ul style="list-style-type: none"> • Choose 3 of the words and expressions students read in the different exercises. • Review them with the class: practise pronunciation. Check their recall of the meaning of the words. Then practise use of the words. 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Ask students to get into pairs. • Identify and discuss the different methods of teaching and learning that they think, occurred over the lesson. • Share their ideas in class discussion.
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Lesson 3: Who's the tallest?

No. of periods: 3

Objective

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

- use the comparative and superlative forms of adjectives

Resources & Preparation

Things that can be used to compare in the class
 e.g. a big book and a small book, a long pen and a short one
 pictures from the textbook

This lesson focuses on Grammar.

There are five exercises that help achieve the lesson objectives.

Words and Expressions	
Comparative	Superlative
taller than	the tallest
heavier than	the heaviest
more talkative than	the most talkative
better than	the best

Period 1 (45 minutes)

Introduction

Write the lesson objective on the board. Briefly discuss.

The teacher reads the following statements and asks students to say whether the statements they've heard are *True* or *False*. If the sentences are false, ask them to correct them. e.g. The aeroplane is faster than the train. (T)

The tortoise walks more slowly than the rabbit. (T)

Grammar	
Exercise 1	Teach
	<ul style="list-style-type: none"> Ask the students to look at the pictures, read the sentences and then, choose the correct answers. Check their answers. Explain the <u>use</u> and <u>form</u> of the comparative and the superlative using some examples. e.g. This book is <u>bigger than</u> that book. This book is <u>the biggest</u>. Let them study the language box and discuss with students.
Practise	
	<ul style="list-style-type: none"> Students look at the pictures, read the sentences and then, choose the correct answers.

Exercise 2	Teach
	<ul style="list-style-type: none"> Have students answer the questions. Make sure students understand the questions. Go around the class and help students. Organize students into pairs and have them practise the short dialogue.
Practise	
	<ul style="list-style-type: none"> Students read the questions and write down the answer. In pairs: ask and answer the questions using the facts which are true for them.

Period 2 (45 minutes)

Exercise 3	Teach
	<ul style="list-style-type: none"> Explain the different forms of comparative and superlative adjective using examples. Instruct them to add 'er' to one or two syllable adjectives like <u>small</u> to form the comparative adjective and 'est' to form the superlative adjective. For adjectives which have more than two syllables, 'more' and
Practise	
	<ul style="list-style-type: none"> Students think of irregular adjectives. They complete the table. Read the words out.

<p>'most' are used to form the comparative and superlative adjectives.</p> <ul style="list-style-type: none"> • Explain students how to form the comparative and superlative adjectives for the ones ending in 'y', e.g. happy ('y' is omitted and + <i>ier / iest</i>). • Elicit some irregular form of adjectives. • Drill the adjectives. 	
<p>Period 3 (45mins)</p>	
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Explain students how to use the comparative and the superlative adjectives in the sentences using examples. • Ask them to use 'than' with the comparative and 'the' with the superlative adjectives. • Let them look at the pictures in Exercise 4 and do the exercise. • Check the answers and give feedback. 	<p>Practise</p> <ul style="list-style-type: none"> • Students look at the pictures and information given under the pictures. • They complete the sentences.
<p>Exercise 5 Teach</p> <ul style="list-style-type: none"> • Ask students to do Exercise 5. • Check the answers and give feedback if necessary. • Read aloud the text sentence by sentence. Let them read aloud the text individually. • Check pronunciation and give feedback. 	<p>Practise</p> <ul style="list-style-type: none"> • Students do the exercise. • They read the text aloud. • They practise pronunciation of the comparative and superlative forms of the adjectives.
<p style="text-align: center;">Review</p>	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Have them compare two famous actors or actresses. • Have them compare two things on their desks. 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Which exercise did you enjoy most? And why? • If there was time, which exercise do you want to do again? And why?

Lesson 4: Find someone who ...

No. of periods: 3

Objective

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

- describe people

This lesson focuses on Writing.

There are five exercises for Writing.

Resources & Preparation

A calendar with the pictures of a person or a group of people

Words and Expressions

She / He has got a mole.

Her eyes are big.

Period 1 (45 minutes)**Introduction**

Without showing the calendar, describe a famous actor or actress on the calendar and have students guess the name of the person. When students give the answer, show the calendar.

Ask students the names of some famous scientists they know.

Discuss what they are famous for.

Write the lesson objective on the board. Briefly discuss.

		Writing	
Exercise 1	Teach	Practise	
	<ul style="list-style-type: none"> • Make sure students know the names of the scientists given. • Read out the names of the scientists. Ask the students to repeat after the teacher. • Organize them into pairs. Let them discuss the invention or discovery that the scientists were famous for. 	<ul style="list-style-type: none"> • Students read aloud the names of the scientists. • In pairs, they discuss the invention or discovery that the scientists made. • They choose the correct invention or discovery for each scientist. 	
Exercise 2	Teach	Practise	
	<ul style="list-style-type: none"> • Organize students into pairs. Ask students to study the pictures carefully again and find out significant features of each scientist. <i>Suggested significant features:</i> long and wavy hair, a big nose, dark eyes, a moustache, shoulder length wavy hair, brown eyes, a long and pointed nose, thin lips, long and square face, cleft chin, short hair, thick eyebrows, a moustache, a beard, etc. • Tell them that they are to read about the three scientists and the description of each scientist. Have them read the text. • Ask some questions about the scientists to check students' understanding of the texts. e.g. When was Graham Bell born? 	<ul style="list-style-type: none"> • In pairs: students discuss and write down the significant features in their exercise books. • They complete the text with the appropriate significant features. • They check the answers with the teacher. 	

Period 2 (45minutes)

Exercise 3	Teach	Practise	
	<ul style="list-style-type: none"> • Explain the form of verb to 'be' and 'has got' with adjectives and nouns using example sentences. e.g. 1. They <u>are</u> <u>good looking</u>. 2. He <u>has got</u> a mole. <p>Form: has / have got + N am / is / are + adj</p>	<ul style="list-style-type: none"> • Students complete the sentences. 	

<ul style="list-style-type: none"> Ask students to check <u>subject-verb agreement</u> in the sentences. Check answers and give feedback. 	
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<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> Have the students study the pictures. Ask some questions: Has he/she got long hair? What is he wearing? What shape of face has he/she got? What significant features has he/she got? Have them write down the description of each of the pictures. Go around the class and help students. Have some students read out what they've written. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> Students write down the description of each of the pictures. They read out what they've written.
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Period 3 (45 minutes)

<p>Exercise 5a Teach</p> <ul style="list-style-type: none"> Ask students to write down a description of one of their classmates individually. Tell them that it is important not to tell anyone the name of the person they are describing and not to write down the name of the person. Set time (20 minutes to write a description). Go around the class and help students where necessary. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> Individuals decide and choose one student in the class. Individuals write down the description.
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<p>Exercise 5b Teach</p> <ul style="list-style-type: none"> Let them read out what they've written and ask the classmates the name of the student he/she has described. Give feedback. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> Read out what they've written and ask the classmates the name of the student he/she has described.
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Review

<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> Show the calendar with the pictures of a famous actor or actress. Have students describe him/her. 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> Which exercise did you enjoy most? And why? If there was time, which exercise do you want to do again? And why?
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10. Unit 8

No. of lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- describe large numbers and quantities
- understand words and short sentences when listening to a simple shopping conversation
- identify different kinds of shops and things
- handle numbers and quantities
- ask about prices
- role-play the conversation between the customer and the shop assistant
- use uncountable nouns
- ask questions with *How many/ How much*

Soft Skills

- Communication skills (when talking about prices)
- Collaboration skills (when role-playing dialogues in pairs)
- Creativity (when creating a dialogue on shopping)
- Critical thinking and problem solving skills (when discussing and deciding what to buy as birthday presents in a limited amount of money)

Lesson 1: How much is it?

No. of periods: 4

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

- say large numbers and quantities
- talk about prices

Resources & Preparation

Audio CD, listening scripts, Number cards, Pictures of things to buy

This lesson focuses on Listening and Speaking. There are seven exercises altogether.

Words and Expressions

- 1020 = a thousand and twenty
- 35000 = thirty-five thousand

Customer (C)	Shop Assistant (SA)
<ul style="list-style-type: none"> • I'm looking for crayons. • Excuse me, do you sell pens? • Excuse me. How much is it? • I'll take it, please. • How much are they? 	<ul style="list-style-type: none"> • What size do you want? • Sorry. We haven't got any at the moment. • That's 5,000 Kyats. • Hello, can I help you? • Here's your change.

Period 1 (45 minutes)**Introduction**

This introduction will activate students' prior knowledge of what people do when shopping. Ask students, "Class, do you like shopping?", "How many of you have done shopping?" When some students raise their hands, ask a few students, "What did you buy?" "How much was it?", etc.

Tell students that in this lesson, they are going to practise simple shopping conversations.

Warm up to lesson

On the board, write single digit, 2-digit, 3-digit and 4-digit numbers. (e.g. 6, 72, 108 and 2,500). Ask students to read out the number. (Six, Seventy-two, A / One hundred and eight, Two thousand, five hundred)

Ask students to think of a number, and write it in their exercise books. Ask them to pair up with someone, and tell each other the numbers they have written down.

Listening and Speaking

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Tell them to look at the numbers in the table, and listen carefully and read out the numbers. Read out the numbers again. Ask students to repeat each number after the teacher. Check students' pronunciation and give feedback. 	<ul style="list-style-type: none"> Students look at the numbers in the table. Students listen to the teacher and repeat after the numbers. Students repeat the numbers by themselves.
Period 2 (45 minutes)		
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Explain the following: When we say numbers with more than three digits, we need the word 'and' before the last two digits. e.g. 234 = Two hundred <u>and</u> thirty four Divide the class into pairs. Ask students to read out the numbers in pairs. Monitor and give feedback. 	<ul style="list-style-type: none"> Students first write down the answers. Then, they read out the numbers to each other.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Play the recording. Give feedback on the answers. 	<ul style="list-style-type: none"> Students listen to the recording and check their answers.
Exercise 4a	Teach	Practise
	<ul style="list-style-type: none"> Tell students to read some expressions used by customers and shop assistants in shopping. Ask them to decide who says the expressions – the customer or the shop assistant. Tell students to put the expressions in the correct column. 	<ul style="list-style-type: none"> Students read the expressions in the table and decide who says the expressions – the customer or the shop assistant. Students put the expressions used by the shop assistant in the first column and the expressions used by the customer in the second column.
Exercise 4b	Teach	Practise
	<ul style="list-style-type: none"> Play the recording for students to check their answers. 	<ul style="list-style-type: none"> Students listen to the recording and check their answers.

- Ask students to listen and check their answers.
- Ask them to repeat after the recording.

- They drill the expressions.

Period 3 (45 minutes)

Exercise 5a

Teach

- Tell students that they are going to listen to the dialogue between the customer and the shop assistant.
- Organize the students into pairs. Tell them to read the dialogue first and guess the missing words.
- Play the dialogue. Ask students to listen and fill the blanks.
- Play the recording again and check the students' answers.

Practise

- Students read the dialogue.
- Together with the teacher, students guess the missing words.
- They listen to the dialogue and fill the blanks.
- They listen to the dialogue and check their answers.

Exercise 5b

Teach

- Play the dialogue again and ask students to repeat after the recording.
- Ask students to practise the dialogue first with their friends beside them. They must practise again, but this time with someone sitting behind them.
- Call out the names of students randomly and ask them to role-play the dialogue in front of the class.

Practise

- Students drill the dialogue in pairs, that is, they practise the dialogue in pairs again and again so that they become familiar with it.

Exercise 6a

Teach

- Tell students to ask about the prices of the things people buy.
- Ask students to look at the pictures and the price tags.
- Tell them to use the questions: "How much is a/ an -----? / How much are these -----?" to ask the prices of these things and answer the questions using, "That's ----- kyats./ They're ----- kyats".
- Give an example for the first item.

Practise

- Students ask the prices of the things in the pictures in pairs.
e.g. A: How much is a T-shirt?
B: That's 6,000 kyats.

Period 4 (45 minutes)

Exercise 6b

Teach

- Tell students to role-play the dialogue between the customer and the shop assistant at the market.

Practise

- They listen to the dialogue and drill it in pairs.

- Review the dialogue in Exercise 5a.
- Make sure students understand the dialogue.
- Drill the dialogue and monitor the class.

Exercise 7 Teach

- Divide the class into two big groups. Students sitting on the right will be Customers. The students on the left will be Shop Assistants.
- Ask Customers to choose a thing they want to buy.
- Ask Shop Assistants to decide the price.
- Ask students to find their partners from the other side.
- Encourage them to use the dialogue in Exercise 6b to role-play the dialogue in pairs.
- Ask 3 pairs to demonstrate the role-play in front of the class.

Practise

- Students look at the dialogue in Exercise 6b.
- Customers choose the things they want to buy.
- Shop Assistants decide the price.
- Students find their partners from the other side and prepare a dialogue between the customer and the shop assistant.
- They role-play the dialogue in pairs.

Review

Summary of lesson

- Discuss the key points from this lesson:
Counting numbers
Asking prices
Role-playing the dialogue between the customer and the shop assistant

Reflection on learning

- Think about the role-plays you did in this lesson.
- Are role-plays useful? How and why did the role-plays in this lesson help with learning?

Lesson 2: Look at this leaflet!

No. of periods: 4

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

- identify different kinds of shops
- transfer the information from leaflets
- skim the main ideas of paragraphs
- scan the specific information

Resources & Preparation

Pictures of shops (chemist's, flower shop, clothes shop)
Teacher prepares a stuffed toy, some medicine bottles, flowers, and some new clothes.

This lesson focuses on Reading.
There are three exercises altogether.

Words and Expressions

Different kinds of shops: bookshop, chemist's, clothes shop, flower shop, stationery shop, toy shop
Shopping items available in different shops
Advertisement leaflet/ Travel leaflet

Introduction

Teacher asks students, "Class, where do you go for shopping?", "If you want to buy a dress, what shop do you go to?" (The list of items will change: a pair of trainers/ a hat/ a pen, etc.)
Tell students that in this lesson, they are going to learn about different kinds of shops.

Warm up to lesson

Show the picture of a chemist's and ask students "What can you buy here?"

Show the picture of a flower shop and ask students "What can you buy here?"

Show the picture of a clothes shop and ask students "What can you buy here?"

		Reading	
Exercise 1	Teach	Practise	
	<ul style="list-style-type: none"> Go through the shopping items with the class, and brainstorm what kinds of shops sell these items. Ask them to read the types of shops given in the box. Then, ask them to fill in the blanks with the types of shops. Check students' answers and give feedback. 	<ul style="list-style-type: none"> Students read the names of shopping items. They discuss with their friends the shops where they can get these things. They write the answers next to the items. First, they check their answers with their friends and then with the teacher. 	

Note: Chemist's is a shop which sells medicine. It is also known as 'pharmacy' or 'drug store'.

Period 2 (45 minutes)

Exercise 2a	Teach	Practise	
	<ul style="list-style-type: none"> Tell students that they are going to read two leaflets to get information about shops, programmes, etc. (Explain that leaflets are printed sheets of paper given free to people to advertise or give information.) Ask students to read the first leaflet and ask them what kind of shop it is. Tell them to identify the items and their prices. Tell them that the prices that are crossed out are the old prices and tell them that this is known as <i>discount</i>. Ask students to answer the questions. Tell the answers to students, and give feedback. 	<ul style="list-style-type: none"> Students listen carefully to the explanation about 'leaflets'. They ask questions to check their understanding. In pairs: they read the leaflet. They read the questions and find the answers in the leaflet. First, they check their answers with their friends and then with the teacher. 	

Period 3 (45 minutes)**Exercise 2b****Teach**

- Ask students if they like travelling, and if so, what kinds of places they like to go.
- Tell them that they are going to read a travel leaflet about a very interesting place.
- Go through the glossary first so that students will understand some new vocabulary items before they read.
- Go through the main ideas of the paragraphs given above the text.
- Tell students to read the text individually to find the main idea of each paragraph.
- Ask them to match the paragraphs with the main ideas in pairs.

Practise

- Students read the glossary together with the teacher.
- They read the text and decide which paragraph contains each of the main ideas given above the text.
- They check their answers with their friends first, and then check with the teacher.

Period 4 (45 minutes)**Exercise 2c****Teach**

- Read out the text paragraph by paragraph and ask comprehension questions orally.
- Explain the difficult words or ideas.
- Read the whole text again and ask students to read after you.
- Ask them to read the questions given below the text.
- Explain how to find the answers.
- Ask students to write the answers in their exercise books.

Practise

- Students repeat after the teacher as he / she reads out the text.
- They listen carefully to the explanation of difficult words or ideas, and ask questions if necessary.
- They answer the oral questions.
- They write down the answers in their exercise books.

Exercise 3**Teach**

- Divide the class into groups of four.
- Ask each group to choose a place they want to visit in Myanmar.
- Ask them to make a list of things they want to do on that trip.

Practise

- In groups of four, students discuss and choose a place they want to visit in Myanmar.
- They can look at the example given in the box.

e.g. *Inlay Lake*

- *row a boat*
- *visit floating gardens*

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> • Tell the students this will be a quick quiz to summarise the lesson. • Name as many different kinds of shops as you can • What kind of information would be on an advertisement for a clothes shop? Give examples. • What kind of information would be on a travel leaflet about Inlay Lake? 	<ul style="list-style-type: none"> • What is skimming? What is scanning? • What do you think about these types of reading – hard? Easy? • What is the purpose of skim reading? The purpose of scanning? • Have a class discussion about ways the students can improve their skills in these types of reading.

Lesson 3: How much do you want?

No. of periods: 3

Objectives

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

- classify different kinds of uncountable nouns
- learn some quantifiers
- use “How many” and “How much”

This lesson focuses on Grammar.

There are four exercises altogether.

Resources & Preparation
 For demonstration: things that are countable and things that are uncountable (pens, pencils, books, water, juice)

Words and Expressions
 Uncountable nouns: liquids, particles or grains, abstract ideas, gases and groups of similar items
 Quantifiers: a lot of, many, much, some, any, a little, a few

Period 1 (45 minutes)

Introduction

Show students a few pens, a few pencils and a few books one item at a time. Ask “Class, how many pens/ pencils/ books can you see in my hand?”

Show them some water (in a bottle) or a glass/ bottle of juice and ask “Class, what about this?” (pause, wait for responses). Then ask: “Can we count this?”

Tell them that in this lesson, they are going to look at the things that they can count and things they cannot count.

Warm up to lesson

Ask students to ask two questions to their friends: “How many books have you got in your bag?” and “How much water do you drink every day?” Then ask three students “Who has the most books and who drinks the most water?”

Grammar: Uncountable nouns

Explain uncountable nouns: anything that cannot be counted.

e.g. liquids, particles or grains, abstract ideas, gases and groups of similar items

<ul style="list-style-type: none"> • liquids e.g. water, oil 	<ul style="list-style-type: none"> • gases e.g. oxygen, hydrogen
<ul style="list-style-type: none"> • particles/ grains e.g. sand, dust 	<ul style="list-style-type: none"> • groups of similar items
<ul style="list-style-type: none"> • abstract ideas e.g. advice, information 	<ul style="list-style-type: none"> e.g. money, equipment

Exercise 1**Teach**

- Go through the nouns in the box. Ask students "Are these things countable?"
- Ask them to put these uncountable nouns in the five different groups.
- Do the first word "furniture" together.
- Give feedback.

Practise

- Students read the names of things in the box and put them in the columns they belong to.
- First, they check their answers with their friends and then with the teacher.

Quantifiers

- Explain what a quantifier is: a word or phrase that is used **before a noun** to describe the **number** or **amount** of something.
- Tell students that they are going to look at some useful quantifiers in English grammar: *a lot of, many, much, some, any, a little* and *a few*.
- Explain the following with an example of each (use examples from the textbook):
 - a lot of/ many/ much= a large amount or a large number
 - *many* for countable nouns; *much* for uncountable nouns; *a lot of* for both
 - *some/ any* = a certain number or amount, both countable and uncountable
 - *some* for positive sentences
 - *any* for negative sentences and questions
 - *a little* = a small amount, uncountable
 - *a few* = a small number, countable

Countable		Uncountable	
a lot of	plural	a lot of	singular
many	plural	much	singular
some	plural	some	singular
any	plural/ singular	any	singular
a few	plural	a little	singular

Period 2 (45 minutes)**Exercise 2****Teach**

- Tell students that there is a mistake in each sentence in Exercise 2.
- Remind them to focus on the quantifiers, that is, they find the nouns and their quantifiers.
- Tell them that No. 1 is done as an example.
- Do No. 2 together with the students.
- Ask students to do the rest on their own.
- Give feedback.

Practise

- Students read the sentences and find the quantifiers and the nouns.
- They find the mistakes and correct them.
- They check their answers with their friends, and then with the teacher.

How many/ How much

- *How many* or *How much* is used in **questions** to ask the quantity or amount of things.
- **How many** is used with countable nouns.
e.g. How many apples do you want? (countable nouns)
I want some apples. Just three apples.
- **How much** is used with uncountable nouns.
e.g. How much milk is left in the bottle? (Uncountable nouns). A little.

Exercise 3a	Teach	Practise
	<ul style="list-style-type: none"> • Tell students that they can ask questions with “How many” or “How much” if they want to find out the number of people, things, etc. They can also do this for the amount of things. • Ask students to fill the blanks with “How many” or “How much”. • Remind them to look at the nouns after the blanks: “How many” for countable nouns and “How much” for uncountable nouns. • Tell them that No. 1 is done as an example. • Do No. 2 together with the students. • Ask students to do the rest on their own. • Drill the questions and give feedback. 	<ul style="list-style-type: none"> • Students read the sentences and look at the nouns immediately after the blanks. • They fill the blanks with “How many” if they see countable nouns after the blanks, and “How much” if they see uncountable nouns. • They check their answers with their friends, and then with the teacher. • They drill the questions.
Period 3 (45 minutes)		
Exercise 3b	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to answer the questions in Exercise 3a. (The answers must be true for them). • Remind them that they can answer the number or the amount using the exact numbers or quantifiers such as many, much, some, etc. 	<ul style="list-style-type: none"> • Students answer the questions with the exact numbers or quantifiers. e.g. <i>How much time do you need to draw a picture?</i> About fifteen minutes./ A lot of time. <i>How many countries do you want to visit when you grow up?</i> Many countries/ ten countries, etc.
Exercise 3c	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to go around the class and ask the questions in Exercise 3a to 5 of their classmates. They must bring their exercise books with them. 	<ul style="list-style-type: none"> • Students go around the class and ask the questions to 5 of their classmates. • They record their friends' answers in their exercise books.

<ul style="list-style-type: none"> • Ask them to take notes of their friends' answers. • Ask five students to report back to the class. • Remind them to use the third person singular verb with <i>-s/-es/ies</i>. 	<ul style="list-style-type: none"> • The 5 selected students report back to the class. <p>e.g. Kay Kay <u>drinks</u> a lot of water every day. / Kay Kay drinks three bottles of water every day. Naing Naing <u>eats</u> a little rice a day. / Naing Naing eats two plates of rice a day.</p>
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Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> • Divide the class into pairs. • Tell students that they are going to ask and answer the questions about the number of students/ desks/ chairs in their classroom, the amount of water in the water-pot, the number of people in their family, the amount of water/ milk/ coffee/ tea they drink a day. • Remind them to use <i>How many</i> or <i>How much</i>. • Monitor the class. 	<ul style="list-style-type: none"> • In pairs, students ask questions using <i>How many</i> or <i>How much</i>. • They use numbers or quantifiers to give the answers to the questions. <div style="text-align: center;"> </div>

Review

<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Pop test! Ask the class these quick review questions. • Name different kinds of uncountable nouns. • Give 3 examples of quantifiers. • Answer these questions: 'How many teachers are in this school?' 'How much time is left in this period?' 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Tell the students to quickly skim over this lesson in the textbook. • Ask them to think quietly about the different exercises. • In pairs: decide on 2-3 ways students learned and share the ideas in class discussion. • [examples include: talking to each other; writing; listening to teacher; reading.....]
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Lesson 4: Happy Birthday!

No. of periods: 3

Objectives

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

- talk about the things they want to buy
- think critically what they should buy with a certain amount of money in hand
- fill in the purchase order when shopping

Resources & Preparation

Birthday card, flowers
 Card game: cards with pictures of birthday presents with the price tags

This lesson focuses on Writing.
There are two exercises altogether.

Words and Expressions
Surprise birthday party, birthday presents, stationery, spend, price, cost, delivery, purchase order, unit price, item

Period 1 (45 minutes)

Introduction

Ask three students:

“What did you get on your birthday?”, “Did you like it?” and “Who gave it to you?”

Tell them that in this lesson, they are going to think carefully what birthday presents they should buy. (They have the limited amount of money, and the things they buy should meet the birthday boy's/ girl's needs.)

Warm up to lesson

Ask students to take a picture card each. Form students into groups of five.

Ask them to collect the cards and total the amount of money.

Ask groups to report the things they have and calculate the total price.

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> • Pre-teach the vocabulary items: <i>surprise birthday party, birthday presents, stationery, spend, price, cost</i> • Ask some personal questions. <i>What did you get on your 10th birthday?</i> <i>Did you like it?</i> <i>Who gave it to you?</i> • Ask students to read the passage. • Ask them some comprehension questions orally as follows: <i>What are the children doing?</i> <i>Whose birthday is it?</i> <i>What are the things they want to buy?</i> <i>How much money do they have?</i> 	<ul style="list-style-type: none"> • Students read the passage in silence. • They listen carefully to the questions, and answer the questions orally.

Period 2 (45 minutes)

Exercise 1b	Teach	Practise
	<ul style="list-style-type: none"> • Divide the class into groups of five. • Ask them to look at the things and their prices. • Ask them to decide the things they should buy for Thuzar as their birthday presents. 	<ul style="list-style-type: none"> • Students look at the things in the box and read the prices. • They scan the text again and discuss what Thuzar likes/ needs.

<ul style="list-style-type: none"> • Check student's understanding of the different things. 	
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Exercise 1c	Teach	Practise
	<ul style="list-style-type: none"> • Tell groups that they must choose three things to buy for Thuzar's birthday. • Ask them to review the text in Exercise 1a and discuss what Thuzar likes or needs. • Ask students to write the names of items and their prices in the table. • Remind them that they cannot use more than 15,000 kyats. • Monitor the class, and give feedback. 	<ul style="list-style-type: none"> • Students read the text again and discuss what Thuzar likes or needs. • They choose three things and write them in the table. • They total the costs of items. • They report their list to the class.

Period 3 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Explain that they can buy things by sending a purchase order, especially at the supermarket. • Pre-teach some vocabulary items: delivery, purchase order, cost, items, unit price, etc. • Ask students to read the purchase order and fill in the form with their names, addresses, and contact numbers. • Tell them to fill in the item list with the three things they would like to buy from Exercise 1b, and total the costs. • Monitor the class. • Ask three students to report back to the class. 	<ul style="list-style-type: none"> • Individually, students read the purchase order and fill in the form with their names, addresses and phone numbers. (if they do not have a phone number, they can pretend and make one up) • They write the names of three things they want to buy and their prices in the form. • Then, they total the costs. • Three students report back to the class.

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> • Ask students: In this lesson, we role-played. What did we plan? (a surprise birthday party for a close friend) What did we choose? (birthday presents) What did we complete or fill out? (the purchase order) 	<ul style="list-style-type: none"> • Group discussion on useful birthday presents within a limited amount of money (this will develop students' critical thinking). • Elicit ideas for other types of presents (including presents that do not require money). • Ask: what do they think about purchase orders? (a new type of buying things)

11. Unit 9

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- identify different stationery items
- formulate requests
- identify and describe different stationery items
- recognize things in the classroom
- practise using possessive pronouns
- correctly use modals such as 'can, can't, could and couldn't'
- practise the use of 'have'
- understand the use of 'have' to show possession

Soft Skills

- Citizenship (when students keep their classroom and school clean)
- Communication skills (When making requests and offers)
- Collaboration skills (when working successfully in pairs)
- Critical thinking skills (when matching different stationery items with their uses)

Lesson 1: Requesting

No. of periods: 4

Objectives

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

- identify different stationery items
- formulate requests

This lesson focuses on Listening and Speaking.

There are three exercises, which will help achieve the learning objectives.

Resources & Preparation

Audio CD and listening scripts

Words and Expressions

Can / Could I _____ ?
 Can / Could you _____ ?
 (Could is more polite)

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Briefly discuss.

Warm up to lesson by brainstorming.

Ask students the following questions. Elicit answers from different students.

- Ask students:
- Do you have stationery items?*
 - Do you like to use/buy stationery items?*
 - What are the different stationery items you have?*
 - Which colours of stationery items do you usually buy?*
 - What is/are your favourite stationery item(s)?*

Listening and Speaking

Exercise 1

Teach

- Tell students to look at the pictures.
- Ask them if they can name them.
- Ask them to match the pictures with the school materials in the box.

Practise

- Students look at the pictures.
- They match the pictures with the school materials in the box.
- They write down their answers.

<ul style="list-style-type: none"> • Check their answers. • Ask them to listen to the recording. • Play the recording. • Ask them to repeat. • Check the students' pronunciations. • Give feedback. 	<ul style="list-style-type: none"> • They check their answers with the teacher. • They listen to the recording. • They repeat the words in the recording.
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Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Tell students that they are going to listen to three dialogues and complete them with the words in the box. • Before listening, ask them to read the words in each box and each dialogue first. • After reading each dialogue, play the recording for three times. • Ask the students to fill in the blanks for each dialogue. • Elicit answers for each dialogue. • Give students enough time to fill in the blanks for each dialogue. • Check their answers. 	<ul style="list-style-type: none"> • Students read the words in each box and the dialogues first. • They listen to the recording. • They complete the dialogues with the words from the box. • They check their answers with the teacher.

Period 3 (45 minutes)

Exercise 3a	Teach	Practise
	<ul style="list-style-type: none"> • Tell students that they are going to listen to the recording and match different stationery items in Column A with their uses in Column B. • Ask them to read the words in the columns. • Play the recording for three times. • Check their answers. 	<ul style="list-style-type: none"> • Students read the words in the columns. • They listen to the recording and match different stationery items in Column A with their uses in Column B. • They check their answers with the teacher.

Exercise 3b	Teach	Practise
	<ul style="list-style-type: none"> • Tell students that they are going to listen to the dialogues between Zar Zar and Tin Ko. • Before listening, elicit the names of the stationery items in the pictures. • Tell students not to look at Exercise 3c and ask them to write down the things that Zar Zar borrows from Tin Ko in their exercise books. • Play the recordings for three times. • Ask the students to tick the things borrowed. 	<ul style="list-style-type: none"> • Students look at the pictures. • They identify the things in the pictures before listening. • They listen to the recording. • They tick the things that Zar Zar borrows from Tin Ko. • They check their answers with the teacher.

Period 4 (45 minutes)

Exercise 3c	Teach	Practise
	<ul style="list-style-type: none"> Tell students to read the dialogues and check their answers. Give feedback. 	<ul style="list-style-type: none"> Students read the dialogues and check their answers.
Exercise 3d	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask each pair to practise the dialogues. Choose some pairs to act out in front of the class. 	<ul style="list-style-type: none"> Students practise the dialogues in pairs. Then, they act out each dialogue in front of the class.

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> Briefly review each exercise from the lesson. Summarize the main point of each exercise. 	<ul style="list-style-type: none"> Ask students: What are the benefits of learning in pairs? What are some ways we can improve our learning when we work in pairs?

Lesson 2: My favourite possessions**No. of periods: 4****Objectives**

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

- identify and describe different stationery items
- recognize things in the classroom

This lesson focuses on Reading.

There are five exercises to help develop reading and comprehension.

Period 1 (45 minutes)**Introduction**

Write the lesson objectives on the board. Briefly discuss.

Ask students:

What things do you usually bring to school? What is/are your favourite thing(s) to bring to school? Why are these things your favourite things? What are the colours of these favourite things? Elicit answers from different students.

Resources & Preparation

Stationery items and things in the classroom

Words and Expressions

I like _____.
I love _____.
I'm fond of _____.
I'm crazy about _____.

Reading

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Tell students that they are going to read three short paragraphs. Ask them to read the paragraphs first silently, and then aloud. Class discussion: 	<ul style="list-style-type: none"> Students read the paragraphs silently. They read the paragraphs out loud. They respond to the teacher by

<p>Ask: what is the first paragraph about? Elicit answers. Discuss line by line. Then ask: what is the second paragraph about? Elicit answers. Discuss line by line. Explain students that 'just' is used to emphasize that Kay Kay loves her bag. Repeat these steps for the third paragraph.</p> <ul style="list-style-type: none"> • Ask them to complete the table. • Elicit the answers from them and check the answers. 	<p>answering the teacher's questions.</p> <ul style="list-style-type: none"> • They complete the table. • They give answers to the teacher. • They check their answers with the teacher.
Period 2 (45 minutes)	
<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> • Ask students to write five things they have in their pencil cases. Note: Tell students who may not have pencil cases to use their imagination. • Check answers and give feedback. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students write down five things they have in their pencil cases (their own, or their friend's or the teacher's). • They check their answers with the teacher.
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Tell students to read the list of things they can find in their classroom. • Tell the students to look around the classroom and write a list of things that they can see in their classroom. • Tell them that they can add some more words in the list of things. • Ask volunteers to read out the things they find in the classroom. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students look at the list of the things given. • They read the words aloud. • They write down the things they can find in their classroom. (adding some more words) • Volunteers read out the things they find in the classroom.
Period 3 (45 minutes)	
<p>Exercise 4a Teach</p> <ul style="list-style-type: none"> • Tell students to read the text silently. • Do the model reading with pauses and correct pronunciation. • After the class reading and coaching, ask them to study the pictures on the right. They must decide on the correct label for each picture. • Check their answers. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students read the text silently. • They repeat after the teacher. • They read aloud in groups and then individually. • They write the correct label for each picture. • They check their answers with the teacher.
<p>Exercise 4b Teach</p> <ul style="list-style-type: none"> • Tell students to look at the pictures in Exercise 4b. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students look at the pictures. • They give the answer with the

<ul style="list-style-type: none"> • Class discussion: Ask: Which picture is Soe Soe's classroom? • Encourage them to give reasons for their answer. 	<p>reasons for their choice.</p>
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Exercise 4c Teach	Practise
<ul style="list-style-type: none"> • Ask students to study the picture and read the paragraph about Soe Soe's classroom. • Ask them to write a list of the things in Soe Soe's classroom. • Check their answers. 	<ul style="list-style-type: none"> • Students study the picture and read the paragraph from Exercise 4a. • Students write down the things that they can find in Soe Soe's classroom. • They check their answers with the teacher.

Period 4 (45 minutes)

Exercise 5 Teach	Practise
<ul style="list-style-type: none"> • Class discussion: Ask students to talk about the two pictures and the expressions written between them. Check for students' understanding. • Ask: Who says these expressions – teacher or students? • Read each expression aloud as a class. • Check their answers. • Ask why they have written (T) or (S). 	<ul style="list-style-type: none"> • Students discuss the pictures and read the expressions. • They repeat after the teacher. • They write (T) for the sentences said by the teacher and (S) by the students. • They check their answers with the teacher. • They give reasons for their answers.

Review

<p>Summary of lesson</p> <ul style="list-style-type: none"> • Plan a short answer quiz to help students recall some of the main points that they read about in this lesson. e.g. Can you name stationery items? Can you name 3 things that you can see in the classroom? Think about these 2 expressions: 'can' and 'could'. What's the difference? 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Review the lesson objectives with the students. Guide and direct a discussion about the exercise in this lesson. Did these exercises help the students achieve the lesson objectives?
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Lesson 3: This is mine!

No. of periods: 3

Objectives

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

- use possessive pronouns
- use modals such as *can*, *can't*, *could* and *couldn't*

Resources & Preparation

Stationery items

This lesson focuses on Grammar.

There are six exercises to help achieve the lesson objectives.

Words and Expressions

Possessive Adjectives: my, our, your, his, her, their, its

Possessive pronouns: mine, yours, ours, theirs, his, hers, its

The use of modals: can, can't, could, couldn't

Period 1 (45 minutes)
Introduction

Write the lesson objectives on the board. Briefly discuss.

Warm up to lesson by brainstorming:

- Ask students to read the words in the table aloud.
- Ask them to read the sentences: "I have a diary. My grandmother gave it to me. It is my diary. The diary is mine."
- Ask them to find the possessive adjectives and possessive pronouns in the sentences.

Pre-teach possessive adjectives and possessive pronouns in the grammar box. Have a class discussion. Practise using some of the possessive adjectives and pronouns with things they can see in the classroom.

Grammar (Possessive Adjectives and Possessive Pronouns)

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into groups of four or five. • Explain students the use of possessive adjectives and possessive pronouns. Take No. 1 as an example. • Ask each group to discuss No. 2 - 6 and fill the blanks with the correct possessive adjectives and possessive pronouns. • Check their answers. 	<ul style="list-style-type: none"> • Students read the exercise. • In groups of four or five students, they study the grammar box and choose the correct possessive pronouns and possessive adjectives to complete each sentence. • They check their answers with the teacher.
Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to read each pair of sentences. • Tell them to decide which possessive adjective or possessive pronoun is the correct one. • Ask them to circle the correct answers. • Check their answers. 	<ul style="list-style-type: none"> • Students read each pair of sentences. • They circle the correct answers. • They check their answers with the teacher.

Grammar (Modals)

Period 2 (45 minutes)

Tell students the following:

- they are going to study modal auxiliaries: *can, can't, could, and couldn't*.
- they can use *can/could* to make requests and offers. (*could* is more polite.)
- we can make 'requests' to ask someone to do something, and make an 'offer' to tell someone that we will do something for him/her.

Read the sample sentences aloud with the students.
Explain that the use of 'could' is more polite.

<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Ask students to read each sentence. • Ask them to think if it is a <i>request</i> or an <i>offer</i>. • Ask them to put a tick in the correct box. • Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students read each sentence aloud. • They think and then decide if the sentence is a request or an offer. • They put a tick in the correct box. • They check the correct answers with their teacher.
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Divide the class into two groups, A and B. • Tell Group A: One student from Group A read No. 1 from Column A out loud. • Tell Group B: They choose the best answer, either request or offer. A student from Group B reports their answer to the class. • Next, tell the two groups of students to take turns in matching. • Check the correct answers with the whole class. 	<p>Practise</p> <ul style="list-style-type: none"> • Students work in two large groups, reading and then making decisions about the best match for each sentence in Column A with the request or offer from Column B. • The two groups take turns until they finish the sentences. • They check their answers with the teacher.
<p>Period 3 (45 minutes)</p>	
<p>Exercise 5 Teach</p> <ul style="list-style-type: none"> • Explain the class that they can use '<i>can/could</i> + <i>Verb Infinitive</i>' to talk about general ability. • Organize students into pairs. • Ask each pair to study the table and say what each person can do. • Ask them to read the sentences and circle T (if true) or F (if false). • Check the correct answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students in pairs study the table, and find out what each person can do and can't do. Volunteers read out the answers and give the reasons for their choices. • The class checks the answers with the teacher.
<p>Exercise 6 Teach</p> <ul style="list-style-type: none"> • Tell students to look at the table about Zeyar who is eleven years old. • Ask them to complete the sentences with what Zeyar could/couldn't do in his childhood. • Elicit answers from them and check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students look at the table and read what Zeyar could do in his childhood. • They complete the sentences with <i>could</i> or <i>couldn't</i>. • They check their answers with the teacher.

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> Ask the students 3 more questions about possessive pronouns and possessive adjectives. e.g. What are some examples of possessive pronouns? What are some examples of possessive adjectives? Give a sentence with a possessive adjective. Practise reading example sentences with <i>could / couldn't</i> out loud with the class. 	<ul style="list-style-type: none"> Ask the students to think about their learning. Use questions such as: Which exercises did you enjoy most? Why did you enjoy them? Which exercise do you think was the hardest? Why is it hard?

Lesson 4: Does this pen belong to you?

No. of periods: 3

Objectives

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

- understand the use of 'have' to show possession

This lesson focuses on Writing.
There are two exercises for Writing.

Resources & Preparation

Stationery items

Words and Expressions

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

Period 1 (45 minutes)

Introduction

Write the lesson objectives on the board. Briefly discuss.

Warm up to lesson by asking the students:

- Do you have a pen? Does your teacher have a duster? etc.*
- Ask them to give short answers like these ones: *Yes, I do. / No, I don't. / Yes, she does. / No, she doesn't. / Yes, he does. / No, he doesn't.*

Exercise 1a

Teach

- Ask students to read the sentences.
- Ask them to complete the sentences with 'has' / 'have'.
- Ask them to think carefully before choosing.
- Check and discuss answers with the students.

Practise

- Students carefully read the sentences.
- They think carefully and then decide which is the best word to complete the sentences (*has/have*).
- They check their answers with the teacher.

Period 2 (45 minutes)

Exercise 1b

Teach

- Ask students to read the sentences.
- Ask them to complete the sentences with either 'don't have' or 'doesn't have'. Encourage them to think carefully before choosing.

Practise

- Students read the sentences.
- They choose the correct expression to complete the sentences.
- They check their answers with

<ul style="list-style-type: none"> • Check answers with the class. • Have students study the table for the use of 'have' in forming questions and answers. • Have students practise asking and answering the questions. 	<p>the teacher.</p> <ul style="list-style-type: none"> • Students study the table and practise asking and answering the questions.
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Exercise 2a	Teach	Practise
<ul style="list-style-type: none"> • Tell students to look at the pictures. Tell them each picture has a tick or a cross. • Elicit what it means from them. • Ask students to read No. 1 and do it as an example. • Tell students to complete the sentences. • Check their answers. 		<ul style="list-style-type: none"> • Students carefully look at the pictures. • They study the example. • They complete the sentences. • They check and discuss their answers with the teacher.

Period 3 (45 minutes)

Exercise 2b	Teach	Practise
<ul style="list-style-type: none"> • Tell students to read the paragraph silently. • Tell students to read after the teacher. • Review the uses of the verb 'have'. • Ask students to complete the paragraph. They must make the correct careful choice: 'have/has, don't have/don't and doesn't have/ doesn't'. Tell them some words can be used more than once. • Check answers and give feedback. 		<ul style="list-style-type: none"> • Students read the paragraph silently and then repeat after their teacher. • They complete the paragraph with the correct word: 'have', 'has', 'don't have', 'don't', 'doesn't have' or 'doesn't'. • They check their answers with the teacher.

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> • Ask the students sitting in the back of the room to give one example of a sentence using 'have'. • Ask the students sitting in the front to give one example of a sentence using 'have' in a negative sentence. 	<ul style="list-style-type: none"> • Remind the students that the focus of this lesson was "Writing". • Brainstorm: What are some examples of writing in this lesson?

12. Review 3, Project 3 & Poem 3**Review 3****No. of Periods: 2****The Purpose of Review 3:**

- to help students revise some selected knowledge and skills from Units 7, 8 and 9
- to provide summative assessment of their learning

There are five exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

13. Unit 10

No. of Lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- understand names of sports and kinds of sports
- understand what others speak about their health problems while doing sports
- discuss simple health problems of sport injuries with a health professional
- comprehend the life of a sports star and respond to questions
- write on a sports star and a favourite sport
- use the present continuous

Soft Skills

- Communication skills (when practising dialogues with friends)
- Collaboration skills (when working successfully in pairs or in groups)
- Critical thinking skills (when giving reasons for their answers)

Lesson 1: Sport is great!

No. of periods: 4

Objectives

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

- talk about sports and parts of the body
- discuss simple health problems of sport injuries with a health professional

There are four exercises for developing listening and speaking skills.

Resources & Preparation

Audio CD, pictures of sports players, listening scripts

Words and Expressions

Sports, parts of the body, team sports, individual sports, What's the matter? I hurt my ... while I was playing ...

Period 1 (45 minutes)

Introduction

Class discussion: Ask students to tell the names of some sports. Put the names of sports on the board.

Listening and speaking

Exercise 1a

Teach

- Organize students into groups of four or five.
- Elicit why sports are important for students.
- Put their answers on the board and discuss the benefits of doing sports. (e.g. good health, fitness, teamwork, etc.)
- Tell students to look at the pictures.
- Elicit what the boys and the girls in the pictures are doing.
- Do No 1. as an example. (Thura is playing football. The sport he is doing is "football")
- Ask each group to write the names of

Practise

- Each group discusses the benefits of doing sports.
- Each group tells what the boys and the girls in the pictures are doing.
- Each group writes the answers under the pictures.
- Students check their answers with the teacher.

<p>sports under the pictures.</p> <ul style="list-style-type: none"> • Check their answers. 	
<p>Exercise 1b Teach</p> <ul style="list-style-type: none"> • Tell students to listen to the audio CD and repeat after the speaker. • Play the recording at least 3 times or more, if necessary. • Ask the class to read out the names of sports. • Check their pronunciation. 	<p>Practise</p> <ul style="list-style-type: none"> • Students carefully listen to the recording and repeat after the speaker. • Students read out the names of sports.
<p>Period 2 (45 minutes)</p>	
<p>Exercise 2a Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Elicit the names of sports they do, how often they do sports, when and where they do them. • Ask students to listen to the recording and complete the blanks. • Play the recording at least 3 times, or more if necessary. • Ask each pair to read the dialogue with their answers, and then check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Each pair talks about the names of sports they do, how often they do sports, when and where they do them. • Pairs carefully listen to the dialogue and complete it. • Each pair reads out the dialogue and checks the answers with the teacher.
<p>Exercise 2b Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Ask each pair to take on the role of either Tun Tun or Su Su and practise the dialogue. • Tell pairs to change the roles. 	<p>Practise</p> <ul style="list-style-type: none"> • Each pair takes the roles and practises the dialogue. • Then each pair changes their roles and practises the dialogue again.
<p>Exercise 3a Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Elicit two kinds of sports: team sports and individual sports. • Tell students that sports are important for students and it doesn't matter whether a student plays sports either individually or as part of a team. Some students would like to do individual sports like tennis, karate, swimming or golf while others enjoy playing team sports like football, volleyball, or basketball. Some students would like to participate in not only individual sports but also team sports. • Ask students to listen carefully to the 	<p>Practise</p> <ul style="list-style-type: none"> • Pairs give examples of two kinds of sports: team sports and individual sports. • Pairs listen to the dialogue and complete it. • Each pair reads out the dialogue. • Students check and correct their answers.

<p>recording and complete the dialogue.</p> <ul style="list-style-type: none"> • Play the recording at least 3 times, or more if necessary. • Ask pairs to read out the dialogue and check the answers. 	
<p>Exercise 3b Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Ask each pair to take on the role of either Toe Maw or Kyaw Swa and practise the dialogue. Tell them to change the roles. 	<p>Practise</p> <ul style="list-style-type: none"> • Each pair takes the roles and practises the dialogue. • Then each pair changes their roles and practises the dialogue again.

Period 3 (45 minutes)

Introduction

Class discussion: Elicit the injuries (bruises, cuts) the students had while they were doing sports. Ask them which parts of the body are mostly hurt while playing. (arm, leg, ankle, hand, toe, etc.)

<p>Exercise 4a Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Put new expressions on the board. (e.g. What's the matter? I hurt my leg while I was playing football.) Explain that a person who is injured while playing sports says, "I hurt my hand while I was playing tennis." • Tell students to listen carefully to the recording and complete Dialogue 3. • Play the recording at least 3 times or more, if necessary. • Remind students about the use of Past Simple and Past Continuous. • Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Each pair listens to the recording. • After listening to the recording for three times, each pair fills up Dialogue 3 with the answers. • Students discuss Past Simple and Past Continuous. • They check their answers with the teacher.
<p>Exercise 4b Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Ask each pair to take on either the role of Student A or Student B and practise the dialogue using parts of the body: elbow, knee, back, hand and ankle. • Tell them to change the roles. 	<p>Practise</p> <ul style="list-style-type: none"> • Each pair takes the roles and practises the dialogue, substituting with parts of the body: elbow, knee, back, hand and ankle. • Each pair changes their roles and practises the dialogue again.

Period 4 (45 minutes)

Exercise 4c	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Tell students to read Dialogue 4 "At a clinic" and write the expressions on the board and explain them. (I hurt my toe while I was playing basketball. It's not serious. How can I help you? Where does it hurt?) Play the recording at least 3 times or more, if necessary. Ask pairs to read the dialogue with their answers. Then check the answers by reading the dialogue with the class. 	<ul style="list-style-type: none"> Each pair reads the dialogue. Each pair listens to the recording carefully and fills the blanks with the correct words in the box. Each pair reads out the dialogue with the answers. They check their answers with other students.
Exercise 4d	Teach	Practise
	<ul style="list-style-type: none"> Tell the pairs to practise the dialogue by taking the roles of a nurse and an injured student. Tell each pair to change roles and practise the dialogue again. 	<ul style="list-style-type: none"> Each pair practises the dialogue. Each pair changes the role and practises the dialogue again.

Review

Summary of Lesson	Reflection on Learning
<p>Scenario (describe in Myanmar language) Mya Mya, a Grade 6 student was playing volleyball. She jumped up to hit the ball, fell and twisted her ankle. "What questions can we ask Mya Mya about her injury?"(What's the matter? / What happened to you? Are you OK, Mya Mya?)</p>	<ul style="list-style-type: none"> What did you enjoy most about this lesson? Which exercise did you enjoy most? Why did you enjoy it? (encourage the students to give detailed answers)

Lesson 2: A Myanmar lady sports star to admire**No. of periods: 4****Objectives**

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

- read for general understanding
- gain a good understanding of a sports star

This lesson focuses on Reading.

There are four exercises (1a-1d) to develop reading comprehension skills.

Period 1& 2 (90 minutes)**Pre-reading**

- Organize students into groups of four or five.
- Tell them to THINK carefully, on their own about their favourite sports, names of some sports stars in Myanmar or in other countries. Then SHARE their thoughts and ideas to their groups.

Resources & Preparation

Photographs of a sports star in Myanmar

Words and Expressions

Favourite sports, sports stars, archery, archer, archery training course, international competitions, gold medals, silver medals, bronze medals, the President's Excellence Award for sport

- Class Discussion: Choose volunteers to talk about their favourite sports, names of some sports stars in Myanmar or in other countries.

Reading

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into groups of four or five. • Ask groups to talk about a sports star they have read – who he / she is and what he / she is good at. • Tell students to look at the photographs and ask the questions “What is she doing? What equipment is she using? Is she a famous sports player in Myanmar?” • Explain that the reading passage is divided into paragraphs with headings. In each paragraph, all the information about one subject is given together. Headings are used so that the reader knows what is in the following paragraph and can find information easily. • Read the passage aloud and ask students to follow in their books. Ask if any words are new or unfamiliar. Ask the class to guess their meanings and check their meanings of new or unfamiliar words. • Ask each group to take turns to read a paragraph as the other groups listen and follow in their books. • Give feedback on their pronunciation. 	<ul style="list-style-type: none"> • Each group talks about a sports star they know. • Volunteers give names of sports stars and the sports they are good at. • Each group thinks carefully, and provides for each of the questions. (They study the picture first.) • Each group reads the passage aloud after the teacher. • When each group finds any new or unfamiliar words, they guess their meanings and check with the teacher. • Each group takes its turn to read a paragraph as the other groups listen to and follow in their books.

Period 3 (45 minutes)

Exercise 1b	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into groups of four or five. • Ask groups to read the passage silently again. • Tell groups to read the comprehension questions out loud. • Elicit short oral answers from each group. Remind them that the answers they need are in the passage. • Ask each group to report the complete answers to the class. Check the answers with the class and ask them to write complete answers in their books. 	<ul style="list-style-type: none"> • Each group reads the passage silently again. • Each group reads the comprehension questions aloud. • Each group gives short answers first. • Each group gives complete answers to the class. • Students then write complete answers in their exercise books.

Period 4 (45 minutes)

Exercise 1c	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into groups of four or five. • Ask groups to look at the table and 	<ul style="list-style-type: none"> • Each group studies the table. • They discuss in groups to complete the table orally.

<p>explain what they have to do.</p> <ul style="list-style-type: none"> • Tell groups to discuss and find the answers. Ask volunteers to report their answers to class. • Ask the rest of the class if they agree. If there is disagreement, ask their reason. • Check the answers with the class. • Then, tell them to copy and complete the table in their exercise books. 	<ul style="list-style-type: none"> • Volunteers report their answer to the class. • Then they copy and complete the table in their exercise books.
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Exercise 1d Teach	Practise
<ul style="list-style-type: none"> • Ask groups to read the statements silently. • Ask groups to discuss and decide whether the statements are true (T) or false (F). • Tell groups to give answers with the reasons. • Check the answers with the class. 	<ul style="list-style-type: none"> • Each group reads the statements silently. • Each group discusses whether the statements are true (T) or false (F). • Each group gives answers with the reasons for their choice (T) or (F).

Review

<p style="text-align: center;">Summary of Lesson</p> <ul style="list-style-type: none"> • Ask the students to think about the different exercises they have done in this lesson. • Which ones did they enjoy most? Why? Which one was the hardest? 	<p style="text-align: center;">Reflection on Learning</p> <ul style="list-style-type: none"> • Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
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Lesson 3: We are doing sports

No. of periods: 3

Objectives

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

- use present continuous
- identify sports and sports equipment

This lesson focuses on TWO parts - grammar and vocabulary.

There is one exercise for grammar and three exercises for vocabulary to help achieve the lesson objectives.

Period 1 (45 minutes)

Introduction

- Write the lesson objectives on the board and discuss briefly with the class.
- Brainstorm: Write examples of different sports on the board. Ask: *What equipment do people need before they can play these sports?*
- Check prior knowledge: ask questions about present continuous.

Resources & Preparation

Pictures of persons who are doing different sports

Words and Expressions

Individual sports, team sports, sports equipment

Grammar

Exercise 1 Teach	Practise
<ul style="list-style-type: none"> • Organize students into groups of four or five. 	<ul style="list-style-type: none"> • Each group gives responses to the questions.

<ul style="list-style-type: none"> • Ask easy questions using present continuous. e.g. What subject are you studying now? What am I wearing? • Write on the board, "The present continuous tense is used to describe events, situations and actions going on at present time". Explain the form of present continuous with examples. • Ask groups to look at the pictures and discuss about what the persons in the pictures are doing. • Tell them the sentences in the exercise describe what the persons in the pictures are doing at present. • Tell students to do the exercise in groups. • Ask volunteers to stand up and read out their answers. • Check their pronunciation. • Check their answers. 	<ul style="list-style-type: none"> • Students copy the use of the present continuous on the board in their exercise books. • In groups: they discuss what the persons in the pictures are doing. • Each group does the exercise. • Volunteers selected by the teacher read out their answers. The rest of the class checks the answers.
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Period 2 (45 minutes)

Vocabulary

Exercise 1	Teach	Practise
<ul style="list-style-type: none"> • Organize students into groups of four or five. • Elicit examples of team sports and individual sports from students. • Write the names of sports on the board. Explain that some sports can be done both: either individually or as part of a team. e.g. Individual sports: archery, boxing, rock climbing, diving, surfing, tennis, table tennis, badminton, gymnastics Team sports: archery, chinlone, football, basketball, volleyball, sepak takraw, tennis, table tennis, badminton, gymnastics Both: archery, tennis, table tennis, badminton, gymnastics • Ask a volunteer to read out sports in Exercise 1. • Check their pronunciation. • Ask students to put the given sports into three columns: individual sports, team sports and both. • Ask three volunteers to read out the answers. Check the answers and give feedback. 	<ul style="list-style-type: none"> • Students in groups give some examples of team sports and individual sports. • A volunteer reads out sports in the text. The rest in the class listen. • Students in groups put the given sports into three columns: individual sports, team sports and both. • Three volunteers read out their answers. • Students check the answers with the teacher. 	

Period 3 (45 minutes)**Group discussion**

- Organize students into groups of four or five. Elicit sports equipment needed for the sports. Write the question “What equipment do players need for the following sports?” and names of some sports: cycling, football, volleyball, tennis, golf, swimming, skateboarding, badminton, boxing, archery on the board.
- Give two sports to each group and ask them to write down the equipment that they need to play these sports.
- Ask each group to tell the class about the equipment that they need for the sports and check their answers. (e.g cycling+ helmet , swimming + goggles, golf+ club)
- Ask if any names of equipment are new or unfamiliar. Explain the meanings of unfamiliar words.
e.g. the word “club” means a heavy stick, usually thicker at one end than at the other, suitable for use as an equipment to play golf.

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs. • Tell students to look at the pictures and say the names of sports equipment. • Ask students to match the names of sports, sports equipment and the pictures. Tell them to write the answers under the pictures. • Check the answers with the class. 	<ul style="list-style-type: none"> • In pairs: students look at the pictures and say the names of sports equipment. • Each pair matches the names of sports, sports equipment and pictures. Students write the answers under the pictures. • Each pair checks the answers with the class.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into groups of four or five. • Ask students to complete the sentences with the correct sports equipment. • Ask volunteers to read out the sentences with the answers. • Check the answers with the class. 	<ul style="list-style-type: none"> • In groups, students discuss and complete the sentences with the correct sports equipment. • Each group checks the answers while listening to the volunteers.

Review

Summary of lesson	Reflection on Learning
<p>Draw a mind map on the board using the points made by students:</p> <ul style="list-style-type: none"> • Name some team sports/ individual sports / both team and individual sports. • Give the names of the equipment for these sports. • Point out the use of present continuous. • Give an example of a statement using present continuous that includes some of the words in the mind map. 	<ul style="list-style-type: none"> • Close your eye. • Think about ONE thing you learned in this lesson. • Think about HOW you learned it. • Write a sentence about it.

Lesson 4: A sports star I like

No. of periods: 3

Objectives

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

- compose a paragraph on “A Sports Star I Admire”
- write a paragraph on “My Favourite Sport”

This lesson focuses on Writing. There are two exercises to support learning.

Resources & Preparation
Guided questions

Words and Expressions
The sports star is -----.
He is good at -----.
He was born -----,
He got gold medals.
My favourite sport is -----, I want
to be a sports star because -----

Period 1 (45 minutes)

Writing

Exercise 1a & 1b Teach

Practise

- Ask students what they know about the sports stars. Ask questions: Where can you read, see, or hear about sports stars? (e.g. newspapers, magazines, journals, radio, TV, the internet).
- Organize students into groups of four or five.
- Tell each group to discuss questions and write about a sports star in their school / village / town / city /country using the answers to the questions.
- Set time for the task. Monitor and support students' efforts.
- Ask a volunteer from each group to read out about the sports star.
- Encourage students to ask questions if necessary.
- Give feedback on the use of language and vocabulary.

- Students tell the class the names of sports stars, how they know about him or her and what sport he /she is good at.
- In groups, students discuss and answer the questions. Then, write about a sports star in their school / village / town / city /country using the answers to the questions.
- A volunteer from each group reads aloud the sports star.
- The rest of the students listen and ask questions if necessary.

Period 2 (45 minutes)

Practise

Exercise 2a & 2b Teach

- Ask a volunteer to read out the passage about Zaw Zaw's favourite sports.
- Ask if any words are new or unfamiliar. Explain new or unfamiliar words.
- Divide the students into groups of four or five. Ask groups to take turns to read a paragraph each while the other groups listen and follow in their books.
- Go around while students are reading and monitor their progress in fluency.
- Ask each group to answer the questions.

- A volunteer reads out the passage of Zaw Zaw's favourite sports and the rest of the class follow in their books.
- Students guess the meanings of unfamiliar words and check with the teacher.
- Students in groups take turns to read a paragraph each while the other groups listen and follow in their books.

<p>Remind them that the answers they need are in the passage.</p> <ul style="list-style-type: none"> Go around and monitor the class. Go through the answers with the groups. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. 	<ul style="list-style-type: none"> Students work in groups to discuss answers to the questions. A volunteer from each group reads out the answer. Students check their answers with other groups.
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Period 3 (45 minutes)**Exercise 2c****Teach**

- Organize the students into groups of four or five.
- Ask groups to think of names of sports, sports equipment and sports stars in previous lessons.
- Ask groups to give oral report to the class.
- Ask groups to choose a favourite sport.
- Ask groups to read the prompts.
- Tell groups to write sentences using the prompts. (e.g My favourite sport is football. It is a team sport.)
- Tell groups to write the sentences in their exercise books.
- Encourage groups to improve their writing through the suggestions of group members.
- Remind groups to think of present simple as they construct the sentences.
- Give the class a time limit for the task. Monitor and support students while they are working.
- Help groups to improve the writing by adding in new words or giving suggestions.
- Ask a volunteer from each group to read the paragraph.
- Give feedback.

Practise

- Each group thinks of names of sports, sports equipment and sports stars in previous lessons.
- Each group gives oral report to the class.
- Each group chooses their favourite sport.
- Each group reads the prompts.
- Each group discusses and writes sentences using the prompts.
- Each group writes a paragraph on "My favourite Sport" in their exercise books using the sentences.
- Each group improves writing through the suggestions of group members or their teacher.
- A volunteer from each group reads out the paragraph. Other groups listen to the reading and check for any mistakes or improvements.

Review

Summary of lesson	Reflection of learning
<p>Organize students into pairs. Ask to :</p> <ul style="list-style-type: none"> Prepare and write two sentences about a favourite sports star using the present simple and simple past. Go around and check some of the written answers, and give positive feedback to the students about their efforts. 	<p>Ask these questions:</p> <ol style="list-style-type: none"> Why do teachers (and textbooks) ask questions? What is the purpose of questions? What is the purpose of prompts? How do questions / prompts help us think? <p>These questions are for discussion. Elicit students' ideas and views.</p>

14. Unit 11

No. of lessons: 4

Learning Outcomes:

At the end of this unit, students will be able to:

- talk about their school
- talk about classroom rules
- use 'must' and 'mustn't' to make classroom rules

Soft Skills:

- Communication skills (asking and answering about classroom rules)
- Collaboration skills (group and class discussion about classroom rules)
- Critical Thinking skills (when talking about school rules and library rules)

Lesson 1: I love my school

No. of periods: 4

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

- talk about school
- talk about classroom rules

Resources & Preparation

Audio CD and listening scripts

This lesson is organized into THREE parts – Listening, Vocabulary and Listening and Speaking.

There are two exercises for Listening, three exercises for Vocabulary, and two for Listening and Speaking.

Words and Expressions

We/ You must ...
We/ You mustn't ...

Period 1 (45 minutes)**Introduction**

Write the lesson objectives on the board. Briefly discuss.

Ask the class the name of their school, where it is, and how they come to school. Elicit further information from them when they talk about their school.

		Listening	
Exercise 1	Teach	Practise	
	<ul style="list-style-type: none"> • Tell students they are going to listen to a student talking about her school. • Ask them to look at the items in Exercise 1 so that they know what they have to focus on. • Tell them to tick the correct answer. 	<ul style="list-style-type: none"> • Students look at the items in Exercise 1. • They listen and tick the correct answers. 	
Exercise 2	Teach	Practise	
	<ul style="list-style-type: none"> • Tell students to listen again and check their answers. • Play the recording again. • Check the answers with the whole class. 	<ul style="list-style-type: none"> • Students listen again and check their answers. 	
		Vocabulary	
Exercise 1	Teach	Practise	
	<ul style="list-style-type: none"> • Ask students to read Column A and Column B. Tell them that they are two parts of classroom rules. 	<ul style="list-style-type: none"> • Students read Column A and Column B carefully. • They match Column A and 	

<ul style="list-style-type: none"> • Ask them to decide which part in Column A matches with which part in Column B. • Check their answers. • Have students read the classroom rules aloud. 	<p>Column B to make classroom rules.</p> <ul style="list-style-type: none"> • They check their answers. • They read the sentences aloud.
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Period 2 (45 minutes)

<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> • Ask students to write the heading 'Classroom Rules' in their exercise books. • Tell them to write the answers from Exercise 1 under this heading. 	<p>Practise</p> <ul style="list-style-type: none"> • Students write down the classroom rules from Exercise 1 in their books.
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<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Do picture discussion with the students. Tell students to match the pictures with the classroom rules in Exercise 1. • Tell them to use "You must ..." for (✓) and "You mustn't ..." for (X). • Do No.1 as an example. • Check their answers. • Ask them to write down the answers in their exercise books. 	<p>Practise</p> <ul style="list-style-type: none"> • Students match the pictures with the classroom rules in Exercise 1. • They check their answers with the teacher. • They then write down the answers in their exercise books.
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Listening and speaking

<p>Exercise 1 Teach</p> <ul style="list-style-type: none"> • Tell students to listen to the recording and complete the sentences about classroom rules. • Play the recording again and ask students to check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students listen and complete the sentences about classroom rules. • They listen and check their answers.
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Period 3 (45 minutes)

<p>Exercise 2a Teach</p> <ul style="list-style-type: none"> • Class discussion: Ask: 'Do you always follow the classroom rules in Exercise 1? Which rules do you sometimes break and why?' • Organize students into groups of four. • Ask them to write down two rules most students break. • Ask each group to share their answers with the class. • Give feedback. 	<p>Practise</p> <ul style="list-style-type: none"> • First, students write down two rules each and tell the group members what they wrote down. • Then, in groups of four, students discuss the rules. • They choose the two rules most students break. • One person from each group shares their answers with the class.
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Period 4 (45 minutes)

Exercise 2b	Teach	Practise
	<ul style="list-style-type: none"> Ask students to practise talking about their school and their classroom rules. Tell them to use the given expressions. 	<ul style="list-style-type: none"> In groups of four, students practise talking about their school and their classroom rules.

Exercise 2c	Teach	Practise
	<ul style="list-style-type: none"> Ask students to tell the class about their classroom rules. They can use the expressions given. Give feedback on the use of language. 	<ul style="list-style-type: none"> Students tell the class about their classroom rules, using the useful expressions.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> Ask students to complete this sentence using a school rule: "We must _____". Ask students to complete this sentence using a classroom rule: "We mustn't _____". 	<ul style="list-style-type: none"> Ask the students to think about the use of recordings in class. <ul style="list-style-type: none"> - Is listening to a recording useful? - If yes, why is it useful? - If no, why is it not useful?

Lesson 2: Our school keeps discipline**No. of periods: 4****Objectives**

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

- read for general understanding
- gain a good understanding of school rules and library rules

This lesson focuses on Reading.

There are three exercises to develop reading comprehension.

Resources & Preparation

A picture of a library

Words and Expressions

School rules, library rules, neatly, tidily, allowed, permitted, must, mustn't, may

Period 1 (45 minutes)**Pre-reading**

- Organize the students into groups of four or five.
- Tell them to think about their school rules: three things they must do and three things they mustn't do at their school.
- Ask students to give three reasons why they like their school.

Reading

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> Organize students into groups of four or five. Read the text aloud and ask students to follow in their books. Ask each group to take turns to read two 	<ul style="list-style-type: none"> Each group reads two school rules in turn. Students in each group guesses the meanings of unfamiliar words.

<p>school rules out loud. The other groups listen and read along quietly.</p> <ul style="list-style-type: none"> • Ask: "Which words are new or unfamiliar?" Encourage students to guess the meanings of new words. • Check that students understand the meanings. 	<ul style="list-style-type: none"> • They check the answers with the teacher.
Period 2 (45 minutes)	
<p>Exercise 2b Teach</p> <ul style="list-style-type: none"> • Organize students into groups of four or five. • Ask groups to read the statements silently. • Ask groups to discuss the statements and decide whether they are true or false. • Tell groups they must give reasons for their answers. • Check their answers. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Each group reads the statements silently. • Students work in groups to discuss and decide whether the statements are true or false. • Students think of the reasons for their answers. • Each group takes turns to give their answers and the reasons. They check their answers with the teacher.
<p>Exercise 2c Teach</p> <ul style="list-style-type: none"> • Ask groups to read the passage in Exercise 2a silently. • Tell groups to read the comprehension questions out loud. • Elicit short answers from each group. Remind them that the answers they need are stated in the passage. • Encourage them to turn back to the passage and scan it to find the complete answers. • Ask each group to report the complete answers to the class. • Check the answers with the class. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Each group reads the passage silently. • Each group reads the comprehension questions out loud. • Members of each group discuss and decide the answers. They then share their short answers first. • They give complete answers to the class. • Students then write the complete answers in their exercise books.
Period 3 (45 minutes)	
<p>Exercise 3a Teach</p> <ul style="list-style-type: none"> • Organize students into groups of four or five. • Read the text aloud and ask students to follow in their books. • Ask if any words are new or unfamiliar. Where possible, encourage students to guess or suggest meanings. • If words are completely unknown to 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Each group reads the passage aloud after the teacher. • Each group discusses the meanings of new or unfamiliar words. • Each group takes its turn to read a paragraph or several lines as the other groups listen

<p>everyone, explain them.</p> <ul style="list-style-type: none"> • Ask different groups to read a paragraph or several lines each as the other groups listen and follow in their books. • Go around monitoring while students are reading and check their pronunciation. 	and follow in their books.
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Exercise 3b Teach	Practise
<ul style="list-style-type: none"> • Ask groups to read the statements silently. • Ask groups to discuss and write either True or False for the statements. • Tell groups to give reasons for their choice. Do No. 1 as an example. • Check the answers with the class. 	<ul style="list-style-type: none"> • Each group reads the statements silently. • Each group discusses and gives the answers: True or False. • Students work in groups to discuss the reasons for their answers.

Period 4 (45 minutes)

Exercise 3c Teach	Practise
<ul style="list-style-type: none"> • Ask groups to read the passage silently. • Tell groups to read the comprehension questions aloud. • Elicit short oral answers from each group. Remind them that the answers they need are in the passage. • Ask each group to report the complete answers to the class. • Check the answers with the class. 	<ul style="list-style-type: none"> • Each group reads the passage silently. • Each group reads the comprehension questions aloud. • Each group gives short oral answers first. • Each group gives complete answers to the class. • Students then write complete answers in their exercise books.

Review

Summary of lesson	Reflection on Learning
<ul style="list-style-type: none"> • Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary. 	<ul style="list-style-type: none"> • Ask students to think about the different exercises they have done in this lesson. Which ones did they enjoy most? Why? Which one was the hardest?

Lesson 3: Must or Can?**No. of periods: 3****Objectives**

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

- use *can* and *may*
- use *must*, *mustn't*, and *can't*

Resources & Preparation
Flashcards

This lesson focuses on grammar. It consists of four exercises.

Words and Expressions

Can / May I _____?
Students mustn't _____. You
mustn't _____.

Period 1 (45 minutes)

Grammar

Exercise 1

Teach

- Organize students into groups of four or five.
- Elicit the use of "can and may" by asking questions.
e.g.1. If you want to go out, what will you say? (Ans: *May / Can* I go out?)
e.g. 2. If you want to use your friend's pencil, what will you say? (Ans: *Can / May* I use your pencil?) Write the responses on the board.
- Write the use of "can and may" on the board. Explain their uses: asking for permission or granting permission.
- Tell students they have to do Exercise 1. Ask groups to read the sentences in Exercise 1 out loud.
- Tell groups to discuss each sentence before they decide the correct answers.
- Go around and monitor the class.
- Ask a volunteer from each group to read out their answers.
- Then check the answers with the class.

Practise

- Each group gives responses to the questions.
- Students copy the use of "can and may" in their exercise books.
- Each group reads the sentences in Exercise 1 aloud.
- Students work in their groups to discuss and decide whether the sentences are (a) asking for permission or (b) granting permission.
- Volunteers read out their answers. The rest of the class check the correct answers while listening.

Exercise 2

Teach

- Organize students into groups of four or five.
- Ask them to go back to Lesson 2 and review it quickly.
- Write these sentences on the board:
e.g. 1. We must wear uniform neatly and tidily at school.
2. Girls mustn't wear make-up.
3. We can't bring any expensive bicycles to school.
- Elicit the use of "must, mustn't and can't" from examples. Discuss the examples.
- Give flashcards of two parts of sentences to each group and ask them to discuss and decide which parts of sentences match.
- Ask volunteers from each group to share group answers. Do No.1 as an example.

Practise

- Each group gives responses to the use of "must, mustn't and can't" in examples.
- Students copy the use of "must, mustn't and can't" in their exercise books.
- They work in groups to match the two parts of each sentence.
- Volunteers read out their answers. The rest of the class check the correct answers while listening.
- Students write the sentences in their exercise books.

<ul style="list-style-type: none"> • Check the answers with the class. • Ask students to write the sentences in their exercise books. 	
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Period 2 (45 minutes)**Exercise 3 Teach**

- Organize students into pairs.
- Ask students to choose the correct answer and give the reasons for their choice.
- Check the answers.

Teacher explanation:

- Tell students to look closely at statements No.1, 3, 5. These are classroom rules. Students are not allowed to do these things in classrooms. The auxiliaries which express prohibition should be chosen. Thus the correct answers are "*mustn't* and *can't*."

Tell students to look closely at statements No. 2 and 4. The function of these statements is asking for permission. The auxiliaries which express asking for permission should be chosen. Therefore the answers are "*May* and *Can*."

Practise

- Students work in pairs to choose the correct answers and think about the reasons.
- Volunteers give the answers and the reasons.
- Each pair checks the answers with the class.

Period 3 (45 minutes)**Exercise 4 Teach**

- Revise the uses of the modal verbs: '*can*, *can't*, *may*, *must* and *mustn't*.'
- Organize students into groups of four or five.
- Ask each group to choose the correct answers and think about the reasons for their choice. Do No.1 as an example.
- Check the answers with the class.

Practise

- In groups, students discuss and choose the correct answers.
- Students think about the reasons for their choice.
- Volunteers read out their answers. The rest of the class check the answers.

Review**Summary of Lesson**

- Revise the use of '*can*, *may*, *must*, *mustn't* and *can't*'.
- Point out the use of '*must*, *mustn't* and *can't*' for school, classroom and library rules.

Reflection on Learning

- Which exercises did you enjoy most in this lesson?
- Give reasons for your answers.

Lesson 4: A phone message

No. of periods: 3

Objectives

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

- identify the parts of a short note
- write short notes
- use simple expressions used in writing short notes

This lesson focuses on Writing.
There are four exercises for Writing.

Resources & Preparation

A sample phone message written in English

Words and Expressions

Parts of a short note: salutation, message, leave-taking, signature
Expressions commonly used in a short note: Dear + name, Yours, Thanks

Period 1 (45 minutes)

Introduction

- Write the lesson objectives on the board. Briefly discuss.

Warm up

On a big sheet of paper or on the board, write a short phone message (from your mobile phone or use the message below). Ask the class **who** wrote **what** to **whom** and **why**?

Dear Mi,
Sorry, I can't come to school today. I must go to the doctor. I've got an earache. See you tomorrow.
Yours,
TT

Exercise 1

Teach

- Make sure students know what a phone message is (some students are unlikely to send text messages. Explain what a phone/ text message is.)
- Ask the class these questions (from Exercise 1 in TB).
 - Have you ever sent a phone message?
 - Have you ever written a short note to your friend?
 - Have you ever got a short note from your friend?
- Tell students to ask you (teacher) these questions. Give clear and complete answers (as an example).
- Organize students into pairs. Tell them to ask and answer the questions.

Practise

- Students practise asking the questions.
- In pairs, they ask and answer the questions.
- They must say either "Yes, I have." Or "No, I haven't."
- They must say:
"My friend ----- has (never) sent a phone message."
He/ She has (never) written a short note to his/ her friend.
He/ She has (never) got a short note from his/ her friend.
- Three students, selected by the teacher, report back to the class.

Exercise 2a

Teach

- Tell students to read the four parts of a note out loud (tell them to study the four

Practise

- Students read the four parts of a short note and think about

<p>words above the note carefully and elicit the meanings of these words)</p> <ul style="list-style-type: none"> • Ask them to read the short note and fill the blanks. They must use one of the four words (parts). • Check their answers. 	<p>their meanings.</p> <ul style="list-style-type: none"> • They read the short note and fill the blanks with the parts of a note in items 1, 2, 3 and 4. • Students check their answers with the teacher.
Period 2 (45 minutes)	
<p>Exercise 2b Teach</p> <ul style="list-style-type: none"> • Divide the class into pairs. • Tell the pairs to read the two short notes and fill in the blanks with the words given in the box. • Remind them that some parts are missing in Short note (a). These can be found in Short note (b) and vice versa. • Give feedback. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • In pairs, students read the short notes and fill in the blanks with the words given in the box. • They check their answers with another pair, then with the teacher.
<p>Exercise 2c Teach</p> <ul style="list-style-type: none"> • Tell students that sentences or expressions (a) to (g) are parts of a short note. • Ask them to put the sentences in the correct order to make a short note. • Remind them to look at the short notes they have looked at in Exercises 2a and 2b. • There can be more than one sentence in the message of the note. • Check their answer and give feedback. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students read the sentences and decide which sentence or expression belongs to salutation, which to message, which to leave-taking and which to signature. • They rearrange the sentences that make the message of the note in the correct order. • They check their answers with their friends and then with the teacher.
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Explain students that 2 parts of the sentences are put in Column A and Column B. • Tell students that if they can join these parts correctly, they will get complete sentences that can be used in short notes. These sentences have different functions: asking for permission/information, giving permission/a promise, necessity, prohibition, making a request, etc. Do No. 1 as an example. • Ask students to match the two parts of each sentence and then write down these sentences in their exercise books. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students read the two parts of the sentences individually. • They join the sentences and write them down in their exercise books. • They check their answers with their friends.

Period 3 (45 minutes)**Exercise 4****Teach**

- Ask students to look at the table and find out the sender and the receiver of the short note and how they are related to each other (here, friends).
- Ask them to read out the message of the short note.
- Brainstorm the functions involved in the message.
- Remind them they can use some ideas from Exercise 3.
- Ask them to write a short note using the information given in the table.
- Ask five students to read out their notes.
- Give feedback.

Practise

- Students read the facts given in the table.
- They find out the sender and the receiver of the short note and their relationship.
- They read the message and think of the functions involved: asking for permission/information, giving permission/a promise, necessity, prohibition, making a request, etc.
- They write a short note using the information given in the table and some ideas from Exercise 3.
- Five students read out their short notes to the class.

Review**Summary of lesson**

Have a quick quiz, using these questions:

- Name the parts of a short note.
- Give one example of a salutation in a short note.
- Give one example of leave-taking in a short note.
- What is 'signature'?

Reflection on learning

- Ask students:
What do you like best when you are learning – working by yourself or with others?
- Elicit reasons for their answers.

15. Unit 12**No. of Lessons: 4****Learning Outcomes:**

At the end of this unit, students will be able to:

- talk about shapes
- give and understand instructions about drawing shapes
- discuss different shapes
- identify different shapes
- recognize adjectives describing different shapes
- use imperatives with sequence words
- describe using shape-related words

Soft Skills

- Communication skills (when engaging in dialogue and role-play)
- Collaboration skills (when engaging in pairs and groups)
- Critical thinking (when attempting to arrange a series of steps and giving instructions that someone else successfully follows)

Period 3 (45 minutes)

Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> • Ask students to look at the table and find out the sender and the receiver of the short note and how they are related to each other (here, friends). • Ask them to read out the message of the short note. • Brainstorm the functions involved in the message. • Remind them they can use some ideas from Exercise 3. • Ask them to write a short note using the information given in the table. • Ask five students to read out their notes. • Give feedback. 	<ul style="list-style-type: none"> • Students read the facts given in the table. • They find out the sender and the receiver of the short note and their relationship. • They read the message and think of the functions involved: asking for permission/information, giving permission/a promise, necessity, prohibition, making a request, etc. • They write a short note using the information given in the table and some ideas from Exercise 3. • Five students read out their short notes to the class.

Review

Summary of lesson	Reflection on learning
<p>Have a quick quiz, using these questions:</p> <ul style="list-style-type: none"> • Name the parts of a short note. • Give one example of a salutation in a short note. • Give one example of leave-taking in a short note. • What is 'signature'? 	<ul style="list-style-type: none"> • Ask students: What do you like best when you are learning – working by yourself or with others? • Elicit reasons for their answers.

15. Unit 12**No. of Lessons: 4****Learning Outcomes:***At the end of this unit, students will be able to:*

- | | |
|---|---|
| <ul style="list-style-type: none"> • talk about shapes • give and understand instructions about drawing shapes • discuss different shapes • identify different shapes | <ul style="list-style-type: none"> • recognize adjectives describing different shapes • use imperatives with sequence words • describe using shape-related words |
|---|---|

Soft Skills

- Communication skills (when engaging in dialogue and role-play)
- Collaboration skills (when engaging in pairs and groups)
- Critical thinking (when attempting to arrange a series of steps and giving instructions that someone else successfully follows)

Lesson 1: Shapes

No. of periods: 4

Objectives

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

- match shapes with their names
- talk about different shapes

This lesson focuses on Listening and Speaking. There are four exercises to help achieve the learning objectives.

Resource & Preparation

Audio CD, listening scripts and visuals

Words and Expressions

What shape is it? / What shapes are they? / First draw _____. Then put a _____. Next _____. After that _____. Finally _____.

Period 1 (45 minutes)

Introduction

- Brainstorm the meaning of 'shapes.'
- Begin the class with the questions: *What objects can you see in your classroom? What are their shapes? / What shapes are more common in our classroom?*
- Write the lesson objectives on the board and briefly describe the lesson and its exercises.

Listening and Speaking

Exercise 1a	Teach	Practise
	<ul style="list-style-type: none"> • Ask students what each word in the box means. • Tell them to match the names and shapes. • Ask students to listen and check their answers. • Ask students to listen again and repeat. • Check their pronunciation. 	<ul style="list-style-type: none"> • Students guess the meaning of each word. • They match the names and shapes. • They listen and check their answers. • They listen again and repeat the names of shapes.

Period 2 (45 minutes)

Exercise 1b	Teach	Practise
	<ul style="list-style-type: none"> • Organize students into pairs. • With one student, ask and answer the shape of Picture 1 as an example. • Tell them to ask and answer the shape of each picture in Exercise 1a. • Go around and monitor the class. 	<ul style="list-style-type: none"> • In pairs, students ask and answer the shape of each picture in Exercise 1a.

Period 3 (45 minutes)

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> • Class discussion: Ask questions about the shapes on the right. e.g. <i>What shapes can you see in the picture?</i> Ask students to listen and complete Dialogues 1 and 2. • Check the answers as a class. 	<ul style="list-style-type: none"> • Students look at the shapes and say what they are. • They listen and complete the dialogues. • They check their answers with the teacher.

Period 4 (45 minutes)

<p>Exercise 2b Teach</p> <ul style="list-style-type: none"> • Organize the students into pairs. • Tell them to practise Dialogues 1 and 2 in pairs. • Go around the class and check their pronunciation. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs, students practise Dialogues 1 and 2.
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Tell students to look at Exercise 3. Tell them that they have to fill in each blank with a shape. • Ask them to listen and fill in the blanks with the shapes they hear. • Ask them to listen again and check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students listen and fill in the blanks with the shapes they hear. • They listen again and check their answers.

Review

<p>Lesson Summary</p> <ul style="list-style-type: none"> • Name two more examples of shapes apart from the shapes already used in the lesson. • What shapes are easy for you to draw? • What shapes are difficult for you to draw? 	<p>Reflection on Learning</p> <ul style="list-style-type: none"> • What is the most memorable part of the lesson? • Let's think about the lesson objective. • What exercises helped you to achieve the lesson objective?
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Lesson 2: The Tin Man looking for a heart

No. of periods: 4

Objectives

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

- identify different shapes
- give instructions and directions to draw different shapes
- draw different shapes

This lesson focuses on Reading.

There is one main exercise with 6 sub-exercises to help develop reading and comprehension skills.

Resource & Preparation

Pictures, diagrams and more visuals related to the Tin Man and blank sheets of A4 size paper with colored pencils

Words and Expressions

Sequence words: first, then, next, finally
 Instructions and directions:
 You must + V1 .../ V1 ...

Period 1 (45 minutes)

Introduction

- Class discussion: Ask questions to arouse interest: *What is the purpose of telling stories?/ What kinds of stories do you enjoy hearing?* Then: discuss the use of 'once' in storytelling (as in 'once upon a time'...)
- Write the lesson objectives on the board. Briefly discuss.

		Reading	
Exercise 1	Teach		Practise
	<ul style="list-style-type: none"> Organize students into groups of 4 or 5. Ask each group to read the passage out loud. Check if students understand the new words like chop, witch, magic, magical, fairy, Wizard and chop and encourage them to guess the meaning of new words. Ask students Wh- questions to check their comprehension. <ul style="list-style-type: none"> Who lived in a small village? Why was the old witch very angry with the woodcutter? What did she use to change him into the Tin Man? 		<ul style="list-style-type: none"> Students form into groups and read the passage out loud. They guess the meanings of the new words. They answer the questions asked by the teacher.
Period 2 (45 minutes)			
Exercise 1a	Teach		Practise
	<ul style="list-style-type: none"> Organize students into pairs. Tell the students to carefully discuss the sentences and then complete the blanks in Exercise 1a. Review and check answers. 		<ul style="list-style-type: none"> Students form into pairs. They complete the blanks in Exercise 1a. They check their answers with the teacher.
Exercise 1b	Teach		Practise
	<ul style="list-style-type: none"> Tell students that instructions begin with 'You must + V1 .../ V1 ...'. Ask students to look at the example sentence. Organize students into groups of 4 or 5. Ask the groups to read the text again. Ask them to identify and underline the instructions the fairy gave to the Tin Man and write them in their exercise books. 		<ul style="list-style-type: none"> Students form into groups of 4 or 5. They read the text again. They underline the fairy's instructions to the Tin Man. They copy the instructions into their exercise books.
Exercise 1c	Teach		Practise
	<ul style="list-style-type: none"> Tell students that directions begin with 'V1 ...'. Ask students to look at the example sentence. Re-organize the class into different groups of students. Ask students to read the text and identify the directions. Ask students to compare 'instructions' and 'directions.' 		<ul style="list-style-type: none"> The groups of students read the text again. They circle the fairy's directions to the Tin Man. They copy the directions into their exercise books.
Exercise 1d	Teach		Practise
	<ul style="list-style-type: none"> In pairs, ask students to read the events. Ask them to read the passage again. 		<ul style="list-style-type: none"> In pairs, the students read the events carefully.

<ul style="list-style-type: none"> • Ask them to arrange the events in the correct sequence. • Ask the pairs to check the answers with other pairs. 	<ul style="list-style-type: none"> • They read the passage again to check. • They arrange the events in the correct sequence. • They check the answers with the teacher.
Period 4 (45 minutes)	
<p>Exercise 1e Teach</p> <ul style="list-style-type: none"> • Check that students understand the opposite words like 'small / big, short / tall, and like / dislike. Ask them to give more examples. • Ask students to look at the words in the table in Exercise 1e. • Ask them to find the opposites in the passage. • Review and check the answers. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • The students look at the words in the table in Exercise 1e. • They check the meanings of the words. • They find the opposite words in the passage. • They check the answers.
<p>Exercise 1f Teach</p> <ul style="list-style-type: none"> • Organize students into groups of 4 or 5. • Ask students to draw a picture of the Tin Man using different shapes. • Ask each group to tell the other groups about their picture. • Go around and facilitate the groups. 	<p style="text-align: center;">Practise</p> <ul style="list-style-type: none"> • Students form into different groups. • Each group draws a picture of the Tin Man using different shapes. • Each group tells the other groups about their picture.
Review	
<p style="text-align: center;">Summary of Lesson</p> <p><u>Class discussion:</u> Think of the reading from the lesson.</p> <ul style="list-style-type: none"> • What shapes was the Tin Man made from? • What was he searching for? • Why was the Tin Man searching for that thing? • What is the important message in this story? 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What was the most difficult exercise in this lesson for you to do? (expect answers) • Which part of the lesson did you like best? Give reasons for your answer.

Lesson 3: What shape is it?**No. of periods: 3****Objectives**

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

- use adjectives describing different shapes
- use imperatives with sequence words

This lesson focuses on Vocabulary and Grammar. There are two exercises.

Resource & Preparation

Pictures from the textbook & more visuals related to the words in the text if available

Words and Expressions

Shape-describing adjectives:
Circular, triangular, cubic, rectangular, conical, cylindrical, pentagonal, spherical, oval, star-shaped

Period 1 (45 minutes)**Introduction**

Explain the meaning of the word 'dimensional'. Ask students to look at the difference between a plane shape and a solid shape. Ask them to give examples of two-dimensional and three-dimensional objects.

Vocabulary

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask the students to look at the words given. Organize students into groups of 4 or 5. Discuss the meanings of different shapes. Ask students to identify the shapes and decide whether they are plane shapes or solid shapes. Ask students to put the shapes in the correct column. Review and check the answers. 	<ul style="list-style-type: none"> In groups: students discuss the different shapes. Each group decides which words are plane shapes, and which ones are solid shapes. They put the shapes in the correct column. Check the answers with other groups and then with the teacher.

Period 2 (45 minutes)**Grammar**

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Draw 3 or 4 objects on the board and ask students questions like: Teacher: What is it? Students: It's a TV. Teacher: What shape is it? Students: Rectangular. Tell students that adjectives can be used to describe the shapes of objects. Tell them to look at the example sentences as well as the list of nouns and their adjectives. Form students into pairs. Ask them to fill each blank with the correct form of the words given in brackets. Review and check the answers. 	<ul style="list-style-type: none"> Students look at the objects on the board and answer the teacher's questions. Each pair fills each blank with the correct form of the words given in brackets. They check the answers.

Period 3 (45 minutes)

Exercise 2a	Teach	Practise
	<ul style="list-style-type: none"> Write the imperative forms on the board. Tell the class that they can be used to give instructions and directions and that they are usually used with sequence words. Ask students to look at the example sentences used to give instructions. Form students into pairs and ask them to rearrange the sentences. Review and check their answers. 	<ul style="list-style-type: none"> In pairs, students read the sentences and rearrange them. They check their answers.

Exercise 2b	Teach	Practise
	<ul style="list-style-type: none"> Ask the students to rewrite the sentences using sequence words. Ask them to copy the sentences in the table given. 	<ul style="list-style-type: none"> Students rewrite the sentences using sequence words. They copy the sentences in the table into their exercise books.

Review

<p>Summary of lesson</p> <ul style="list-style-type: none"> Give 3 more examples of things that are rectangular in shape. Give 3 more examples of things that are oval in shape. 	<p>Reflection on learning</p> <ul style="list-style-type: none"> In your opinion, what is the most memorable exercise in this lesson? Why was it memorable? Which exercise was more challenging? And why?
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Lesson 4: Can you describe it?

No. of periods: 3

Objectives

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

- describe different shapes
- understand shapes, their sides, corners and colours

Resources & Preparation

Pictures and blank sheets of A4 size paper with colored pencils

This lesson focuses on Vocabulary and Grammar. There are four exercises to help achieve the learning objectives.

Words and Expressions

What shape ___? / What size ___? / How many sides/ corners ___?

Period 1 (45 minutes)

- Begin the lesson with these questions: *What do you call this object? What shape is it? How many sides/corners does it have? Is it a plane shape or a solid shape?*
- Write the lesson objectives on the board and discuss briefly.

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Ask students to carefully study the questions in Column A and the responses in Column B. Check students' understanding. Form students into groups of 4 or 5. Ask them to match the questions with their appropriate responses. Review and check their answers. 	<ul style="list-style-type: none"> In groups, students study the questions in Column A and the responses in Column B. They match the questions with the responses. They check their answers with the teacher.

Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Review the shape adjectives with the class. 	<ul style="list-style-type: none"> Students form into different groups of three or four.

<ul style="list-style-type: none"> Organize students into groups of 3 or 4. Explain the first sentence as a model. Ask them to discuss each picture: its shape and colour. Tell students to write the sentences in their exercise books. Check the answers. 	<ul style="list-style-type: none"> They study the pictures and discuss each picture: its shape and colour. They write their answers in their exercise books. They check their answers with the teacher.
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Period 3 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask one student in each pair to give instructions and the other to draw a diagram by following the instructions. Remind them to pay attention to the use of sequence markers such as first, then, next and finally. Facilitate and check their drawings. 	<ul style="list-style-type: none"> In different pairs, students take turns in drawing a diagram using the steps given in Exercise 3. One student in each pair gives instructions and the other follows them to draw a diagram. Students use sequence markers like first, then, next and finally. They change roles.
Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the useful language and write instructions for the diagrams given using sequence words. Form students into pairs. Tell Student As to read the instructions and tell Student Bs to listen and draw Diagram 1. Students change roles to draw Diagram 2. Facilitate and check their drawings. 	<ul style="list-style-type: none"> In pairs students read the useful language given in the boxes and write instructions for the diagrams. One student in each pair gives instructions and the other follows them to draw Diagram 1. Students change roles to draw Diagram 2. They check their diagrams with the teacher.

Review

<p>Summary of Lesson</p> <p>These are the main things we learned in this lesson.</p> <ul style="list-style-type: none"> Understanding different shapes. Giving instructions for drawing diagrams. 	<p>Reflection on Learning</p> <ul style="list-style-type: none"> Which activity did you find most interesting? Why and how was it interesting? Which activity was the hardest? Why?
--	--

16. Review 4, Project 4 & Poem 4**Review 4****No. of Periods: 2****The purpose of Review 4:**

- to help students revise some selected knowledge and skills from Units 10, 11 and 12
- to provide summative assessment of their learning

IV. Answer Key

Unit 1

Lesson 1

Listening

Exercise 2

Aung Aung, Su Hlaing, Yangon, Bye! , See you!

Exercise 5

May Thu, Su Su, Nyi Lay, Mandalay, Yangon, Excuse me! Goodbye. Bye!

Speaking

Exercise 1

2. g 3. f 4. d 5. c 6. a 7. e

Lesson 2

Reading

Exercise 1

- 1. seashells 2. cave 3. seagull
- 4. crab 5. waterfall 6. palace
- 7. prawn 8. backpack

Exercise 2a

- 1. Ngapali 2. Pyin Oo Lwin 3. Shwebo

Exercise 2b

Postcard 2

Exercise 3

Post card	From whom	To whom	Food and drink	Weather
2	Tin Zar	Zin Mi Mi Lwin / Zin Zin	strawberries	cool and pleasant
3	Thura	U Tun Aung / Mum and Dad	peas and beans	fine
1	Mie Mie	Kay Khine / Kay Kay	crabs and prawns	sunny and breezy

Exercise 4

- 1. Mie Mie picked up seashells along the shore at Ngapali.
- 2. Mie Mie ate crabs and prawns there because they were fresh and delicious.
- 3. The weather is cool and pleasant in Pyin Oo Lwin in December.
- 4. The interesting places in Shwebo are Hanlin, an ancient city, Maha Nandar Lake and the old palace.
- 5. Thura thought he was getting stronger because he could carry his heavy backpack easily.

Lesson 3

Vocabulary

Exercise 1

- a. Happy Birthday! b. Merry X'mas
- c. Happy New Year! d. Get Well Soon!
- e. Happy Holiday!

Exercise 2

- (a) cloudy (b) rainy (c) snowy (d) sunny
- (e) windy

Exercise 3

- 1. windy 2. snowy 3. rainy 4. sunny
- 5. cloudy

Exercise 4

- 2. It's windy. 3. No, it's not snowy. It's stormy. 4. No, it's not windy. It's cloudy.
- 5. No, it's not stormy. It's snowy.

Exercise 5

- 1. big 2. clean 3. beautiful
- 4. small, quiet 5. busy, noisy

Exercise 6

- 2. c 3. b 4. a 5. d

Lesson 4

Writing

Exercise 1

- 1. c 2. d 3. e 4. a 5. b

Exercise 3

- 1. c 2. d 3. e 4. a 5. b

Exercise 4

- (2) a wonderful holiday (3) It is sunny.
 (4) See you on Monday! (5) Kay Kay

Unit 2

Lesson 1

Listening

Exercise 1

1. drawing 2. playing the guitar 3. swimming
 4. dancing 5. gardening 6. listening to music
 7. skipping 8. playing football 9. flying kites
 10. cycling

Exercise 3

1. doctor 2. nurse 3. violinist
 4. judge 5. lawyer 6. pilot
 7. singer 8. chef 9. sailor
 10. TV announcer

Exercise 5a

1. T 2. T 3. F 4. F 5. T 6. F
 7. T 8. T

Speaking

Exercise 1

- 2.d 3.e 4.b 5.a

Lesson 2

Reading

Exercise 1

2. e 3. f 4. a 5. d 6. b

Exercise 3

Her name is Moe Moe. She is 12 years old. She has a twin brother. Her school is near her home. The school starts at 9:00 in the morning and finishes at 3:00 in the afternoon. Her favourite food is sandwich. Her hobby is drawing. She uses colour pencils to draw pictures. Her ambition is to become a painter. There are four people in her family. She lives in Mandalay with her mum, dad and her twin brother.

Exercise 4

- 4 family members/ Top star / a pink dress and pink shoes/ skipping/ going to school on foot

Lesson 3

Grammar

Exercise 2

Sub	Affirmative	Negative
I	like fish.	do not like fish.
We	like fish.	do not like fish.
You	like fish.	do not like fish.
They	like fish.	do not like fish.
He	likes fish.	does not like fish.
She	likes fish.	does not like fish.
It	likes fish.	does not like fish.

Exercise 3

1. watches 2. rains 3. goes 4. build
 5. boils 6. have 7. does not drink
 8. leaves 9. teaches 10. cooks

Exercise 4

- Sentence 2 - (b) Sentence 3 - (c)
 Sentence 4 - (b) Sentence 5 - (c)
 Sentence 6 - (a) Sentence 7 - (a)
 Sentence 8 - (a) Sentence 9 - (a)
 Sentence 10 - (a)

Exercise 5a

1. She lives in a big house. She does not live in a flat.
2. She has a sister. She doesn't have a brother.
3. He stays in bed late on Sundays. He does not get up early on Sundays.
4. He goes to school by school bus. He does not walk to school.
5. Her mum works in a bank. Her mum does not work in a school.
6. Her dad is a farmer. Her dad is not a sailor.
7. He has a bike. He does not have a motorcycle.
8. His dad teaches English. His dad does not teach Maths.

Exercise 6a

1. are 2. live 3. do 4. have 5. get
6. have 7. go 8. do 9. do 10. go

Lesson 4**Writing****Exercise 1b (suggested answers)****Morning**

get up, go to school, have breakfast, listen to teachers, make the bed, pack the school bag, sweep the floor, study the lessons, take a bath, take part in class activities, do homework, water the plants

Afternoon

do the washing up, listen to teachers, have lunch, listen to music, sweep the floor, study the lessons, take part in class activities, water the plants, do homework

Evening

do homework, do the washing up, go to bed, have dinner, lay the table for dinner, listen to music, sweep the floor, study the lessons, take a bath, take the rubbish out, watch TV, pack the school bag

Exercise 2

2. a 3. e 4. g 5. i 6. c 7. d
8. l 9. b 10. k 11. h 12. j

Unit 3**Lesson 1****Vocabulary****Exercise 1b**

1. airport 2. restaurant 3. park
4. supermarket 5. gym 6. playground

Exercise 2

1. d 2. e 3. b 4. a 5. c
6. g 7. i 8. f 9. h

Listening and Speaking**Exercise 2**

1. bank 2. gym 3. hotel
4. library 5. museum 6. park
7. post office 8. restaurant

Exercise 4a

1. bank 2. library 3. supermarket
4. park 5. bank / hotel

Lesson 2**Reading****Exercise 1**

1. greengrocer's 2. butcher's
3. flower shop 4. toy shop
5. grocer's 6. fishmonger's

Exercise 2

1. c 2. a 3. e 4. b 5. d

Exercise 3

- Nyo Nyo goes to the market on Sundays.
- Nyo Nyo walks to the market.
- The market is located on a wide street.
- The car park is at the corner of the market street.
- A shopper sees roadside shops along the market street first.
- The sellers sell fritters, mohinga, coconut noodles, steamed sticky rice and steamed peas at food stalls.
- Nyo Nyo sees clothes shops, toy shops, greengrocers', grocers', fishmongers' and butchers' in the market.
- A fishmonger sells fish.
- Nyo Nyo can buy meat at the butchers'.
- Nyo Nyo enjoys going to the market because she can eat the food she likes and look at all the interesting things there.

Lesson 3**Grammar****Exercise 3**

1. behind 2. on 3. on 4. on 5. on

Exercise 5

2. turn right 3. Turn left 4. turn left
5. Go along

Lesson 4**Reading****Exercise 1**

1. cabinet 2. rack 3. sink 4. kitchen counter
5. stove 6. tiles 7. waste bin

Exercise 2 My Kitchen**Exercise 3**

furniture: cabinet, wooden table, chairs, stools

kitchen utensils: spoons, forks, knives, plates, bowls, cups, saucers, frying pans, cooking pots, ladles

Exercise 4

Adjectives: big, light, airy, clean

Writing**Exercise 1 (Suggested answers)**

armchair – living room / bedroom

pillow and bolster – bedroom

dressing table – bedroom

wardrobe – bedroom

bookcase – living room / bedroom

clothes horse – bedroom

lamp – bedroom

carpet – living room / bedroom

Review 1**Exercise 1**

1. d 2. b 3. a 4. c 5. a

Exercise 2

1. go 2. plays 3. has 4. is not 5. washes

Exercise 3

1. c 2. e 3. d 4. a 5. b

Exercise 4

1. on 2. in front of 3. above
4. between 5. in

Exercise 6

1. Could you tell me the way 2. turn right
3. hospital 4. hotel 5. Go straight
6. turn left 7. supermarket

Poem 1**Exercise 2**

1. The owl was (sitting) on an oak.
2. There are four lines in the poem.
3. The word that rhymes with 'oak' is 'spoke'.

'Oak' rhymes with 'spoke.'

4. The word that rhymes with 'heard' is 'bird'. /
'Heard' rhymes with 'bird'.
5. The adjectives 'wise' and 'old' are used to describe the owl.

Unit 4**Lesson 1****Listening and speaking****Exercise 2**

go (skating, swimming)
do (aerobics, gymnastics)
play (the piano, tennis)

Exercise 3

2. play basketball 3. do yoga
4. play tennis 5. play the drums
6. go climbing 7. do aerobics
8. play the guitar

Exercise 4

Speaker: Thazin	Speaker: Thiha
Speaker: Haymah	Speaker: Bannyar





Exercise 5

playing basketball: Bannyar
travelling: Thiha
playing the guitar: Haymah
listening to K-pop music : Thazin

Exercise 6

name, parents, sister, listening, go shopping

Lesson 2**Reading****Exercise 1**

I <u>like</u> Indian food.	
I <u>hate</u> snakes.	
I <u>dislike</u> horror films.	
I <u>love</u> ice-cream.	

Exercise 4a

Name	Sports		Entertainment		Food	
	like	dis like	like	dis like	like	dislike
Daw Mya Mya	-	-	watching movies on TV	-	vegetables	meat
U Kyaw Win	-	-	watching football matches	-	fish, vegetables	-
Daw Khin Ma Ma	-	-	watching movies on TV	-	vegetables	-
Thura	playing football	-	pop music	hip-hop music	fish, vegetables	-
Kyaw Swa	playing basketball	-	hip-hop music	-	meat, vegetables	fish

Exercise 4b

- There are five people in Thura's family.
- Thura's father is a doctor.
- Thura's hobby is playing football and Kyaw Swa's hobby is playing basketball.
- Thura listens to pop music.
- They all like vegetables.

Exercise 6

(Sample answers)

I like doughnuts and pancake; My father likes noodles; My mother likes mohinga; My brother likes dumplings; My sister likes porridge; My cousins like noodles.

Lesson 3

Vocabulary

Exercise 1

- weightlifting
- diving
- yachting
- playing golf
- rowing
- running
- a marathon
- cycling
- swimming

Exercise 2

- weightlifting
- potato
- chicken
- pancake

Grammar

Exercise 1

- always
- usually/generally
- often
- sometimes
- seldom / hardly / rarely
- never

Unit 5

Lesson 1

Listening and speaking

Exercise 1

Conversation 1

- free
- plans
- come
- meet
- join

Conversation 2

- Sunday
- time
- 10 o'clock
- meet
- See

Conversation 3

- Wednesday
- badminton
- 1:00
- badminton court
- school

Exercise 4

Country	Nationality
China	Chinese
Japan	Japanese
Korea	Korean
India	Indian
Singapore	Singaporean
Malaysia	Malaysian

Exercise 5a

- Japan
- Korean
- India
- Malaysian

Lesson 2

Reading

Exercise 1

Activity	Yadana	Nady	Thaw Zin
listening to pop music	√		
travelling		√	

watching the Discovery Programme on TV		√	
playing football			√
visiting Asian countries		√	
singing songs	√		
watching sports programmes			√
taking part in singing contests	√		

Exercise 2

1. new Korean Restaurant 2. this weekend
3. homework 4. Saturday 5. Sunday

Exercise 3a

1. Saya 2. sorry 3. running
4. shall 5. respectfully

Exercise 3c

- The note is for Saya.
- Thura wrote this note because he could not come to school that day.
- Thura can't come to school because he's running a slight fever.
- Thura would be able to come to school tomorrow.

Lesson 3**Vocabulary****Exercise 1b**

- (c) Hanoi
- (b) in Malaysia
- (a) Bruneian
- (a) Thailand
- (c) The Philippines

Grammar**Exercise 1**

1. a 2. b 3. a 4. b 5. a

Exercise 2

1. is 2. are 3. am 4. are 5. Is

Exercise 3

1. leaves 2. do not live 3. do

4. begins 5. belongs

Exercise 4

- Does your father come from Sittwe?
- Are your friends from the same school as yours?
- Do you have any brothers and sisters?
- Does your mother do the cooking?

Lesson 4**Writing****Exercise 1a**

15th October 2007, 12, Myanmar, Grade 6,
Section A, U Aung Chan, engineer, No.22,
Bogyoke Street, Hpa-an, Kayin State,
09-797169699

Exercise 1b

2. f 3. a 4. c 5. b 6. e

Exercise 2a Any relevant answers

Exercise 2b Any relevant answers

Unit 6**Lesson 1****Listening and speaking****Exercise 2a**

- chicken curry
- fish curry
- fried vegetables
- chicken noodle soup
- lime juice

Exercise 2c

- rice with chicken
- rice with fish
- coffee
- lime juice

Exercise 3

- Two thousand
- One thousand three hundred
- Eight hundred
- Three thousand seven hundred
- Eight thousand five hundred

Exercise 5a

- (8)
- (5)
- (4)
- (3)
- (1)
- (9)
- (2)
- (6)
- (10)
- (7)

Lesson 2

Reading

Exercise 2b

Kaythi = a glass of milk, good for (our) skin and brain

Zaw Naing = can build body muscles

Exercise 3a

1. Kaythi had noodles for lunch.
2. Foods that contain carbohydrates are noodles and rice.
3. Chicken and fish.
4. Kathi had broccoli because it contains vitamin K which is for good memory.
5. Zaw Naing wants to be stronger because he wants to play basketball better.
6. Vitamin K is good for memory.
7. Zaw Naing had fruit after lunch.
8. Dark chocolate is good for skin.
9. Kaythi wants to be taller.
10. Green and yellow vegetables are good for eyesight.

Exercise 3b

1. have 2. carbohydrate 3. memory
4. flow 5. have

Exercise 3c

Who	Meat and Fish	Vegetables and Fruits	Others
Kaythi	chicken	broccoli	sandwich, milk, noodles, dark chocolate
Zaw Naing	fish	peas, string beans, bananas	rice, egg

Lesson 3

Grammar

Exercise 1

1. banana (C) 2. bar (C)

3. beef (U) 4. body (C)
5. bone (C) 6. broccoli (U)
7. burger (C) 8. butter (U)
9. calorie (C) 10. chicken (U)
11. egg (C) 12. meat (U)
13. milk (U) 14. noodle (C)
15. oil (U) 16. omelette (C)
17. orange (C) 18. protein (C)
19. rice (U) 20. sandwich (C)
21. skin (U) 22. sugar (U)
23. vegetable (C) 24. vitamin (C)

Countable nouns	Uncountable nouns
banana, bar, body, bone, burger, calorie, egg, noodle, omelette, orange, protein, sandwich, vegetable, vitamin	beef, broccoli, butter, chicken, meat, milk, oil, rice, skin, sugar

Exercise 2

1. I'd like a sandwich please.
2. My brother usually eats a banana after lunch.
3. Omega-3 fatty acids are good for skin.
4. Mother cooked chicken curry for us yesterday.
5. I often drink water.
6. My brother often has fried rice and a banana in the morning.
7. Yan Kyaw had a chicken burger and milk for lunch.
8. Mother often cooks fish for us.
9. My sister often has an omelette for breakfast.
10. We should eat broccoli that contains vitamin K.

Exercise 3

1. benefits 2. bones 3. carbohydrates
4. dessert 5. noodles 6. nutrients 7. rice
8. a sandwich 9. coffee 10. bread

Exercise 4a

1. a packet of coffee 2. a hand of bananas
3. a bottle of oil 4. a sack of rice
5. five apples 6. a loaf of bread
7. a bar of chocolate 8. a pound of butter

Exercise 4b

2. a packet of coffee
3. a hand of bananas
4. a bottle of oil
5. a bar of chocolate
6. five apples
7. a loaf of bread
8. a pound of butter

Lesson 4**Writing****Exercise 1**

1. old, meal, lunch, shopping

Exercise 3

2. How much chicken do you want?
1 viss of chicken, please.
3. How much fish do you want?
50 ticals of fish, please.
4. How many cabbages do you want?
2 cabbages, please.
5. How many carrots do you want?
3 carrots, please.
6. How many pumpkins do you want?
2 pumpkins, please.
7. How many oranges do you want?
20 oranges, please.
8. How many apples do you want?
5 apples, please.
9. How much rice do you want?
1 bag of rice, please.
10. How much peanut oil do you want?
1 viss of peanut oil, please.

Review 2**Exercise 1**

3. He likes the piano. He plays it on Tuesdays.
4. He loves basketball. He plays it on Wednesdays.
5. He likes judo. He does it on Saturdays.
6. He dislikes volleyball. He rarely plays it.
7. He loves football. He plays it at weekends.

Exercise 2

1. marathon
2. cycling
3. flute

4. weightlifting
5. guitar
6. aerobics
7. climbing
8. fishing
9. rowing
10. basketball

Exercise 3

I **live** in Yangon with my family. My mum **works** at a hospital. She **is** a nurse. My dad **plays** the guitar in a band. My elder sister **teaches** dancing at a dance school. My brother and I **go** to school every day. Our school starts at 8 a.m. and it **finishes** at 2 p.m. We **go** to an English class in the evening. We **do not speak** Myanmar in our English class. We **speak** in English.

Exercise 4

No.	Country	Nationality
1	China	Chinese
2	Thailand	Thai
3.	Korea	Korean
4.	Malaysia	Malaysian
5.	Japan	Japanese
6.	Vietnam	Vietnamese

Exercise 5

1. d
2. c
3. e
4. a
5. b

Exercise 6

1. milk
2. dessert
3. menu
4. drinks
5. butter
6. sugar
7. water
8. salt
9. rice
10. coffee

Exercise 7

1. fried
2. soft drinks
3. coffee
4. milk
5. bill

Project 2

Foods that contain carbohydrates	Foods that contain proteins	Foods that contain vitamins
rice	beef	banana
bread	beans	apple
cookies	chicken	mango
corn	crabs	orange
flour	eggs	papaya
noodles	fish	pineapple

Poem 2

Exercise 2

1. The cock tells us to rise early.
2. There are eight lines in the poem.
3. There are two stanzas in the poem.
4. The word that rhymes with 'rise' is 'wise'. / 'Rise' rhymes with 'wise'.
5. We should go to bed early and rise or get up early to be healthy, wealthy and wise.

Unit 7

Lesson 1

Vocabulary

Exercise 1

Height: average height, medium height, short, tall

Build : plump, overweight, slim, well-built

Looks : attractive, beautiful, good-looking, handsome

Exercise 2

1. curly / long / short / wavy	hair
2. black / blue / brown	eyes
3. oval / round / square	face
4. dark / fair / brown	complexion
5. big / flat / long / small	nose

Exercise 3

1. hair
2. eyebrow
3. eye
4. ear
5. mouth
6. forehead
7. eyelash
8. cheek
9. nose
10. chin

Listening Exercise 1

1. Ma Yupar	2. Ma Thida	3. U Aung
4. U Ba	5. Daw Hla	

Listening Exercise 2

The first person I'm going to describe is U Aung. He's in his late twenties. He's got a fair complexion. He's tall and well-built. He's got thick eyebrows and short hair.

Lesson 2

Vocabulary

Exercise 1

1. taikpon	2. shirt	3. sport shirt
4. T-shirt	5. cap	6. jeans
7. pasoe	8. trousers	9. blouse
10. htamein	11. skirt	12. eingyi
13. shoes	14. boots	15. flip-flops
16. slippers		

Reading Exercise 1

1. Zaw Zaw	2. Tin Tin
3. Thida	4. Bo Bo

Exercise 2

- 1.b Siblings 2.d Appearance 3.c Clothes

Exercise 3a

Sr no.	Name	Age	Height	Build	Face	Hair
1.	Ko Ko	18	six feet	well-built	square	short wavy
2.	Pu Pu	11	five feet three inches	slim and light	oval	long straight
3.	Su Su	11	five feet	quite heavy	oval	bob hair

Lesson 3

Grammar

Exercise 1

2. False 3. True

Exercise 3

one-syllable adjectives	Comparative	Superlative
big	bigger	biggest
small	smaller	smallest
smart	smarter	smartest
thin	thinner	thinnest
young	younger	youngest
two-syllable adjectives		
clever	cleverer	cleverest
quiet	quieter	quietest

adjectives of three or more syllables	Comparative	Superlative
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
important	more important	most important
intelligent	more intelligent	most intelligent
talkative	more talkative	most talkative
adjectives ending in 'y'		
easy	easier	easiest
heavy	heavier	heaviest
pretty	prettier	prettiest
irregular adjectives		
bad	worse	worst
far	farther/further	farthest/furthest
good	better	best

Exercise 4

1. Ko Toe is the oldest.
2. Thura is the youngest.
3. Thura is thinner than Ko Toe.
4. Thura is shorter than Thuzar.
5. Thuzar is the tallest.
6. Su Su is older than Thura.

Exercise 5

quieter	more difficult	easier
more talkative	noisier	youngest
brighter	better	

Lesson 4**Writing****Exercise 1**

- a. the telephone – Alexander Graham Bell
- b. the electric light bulb – Thomas Alva Edison
- c. the law of universal gravitation – Sir Isaac Newton

Exercise 2

1. fair
2. thick
3. beard
4. short
5. oval
6. broad
7. grey
8. pointed
9. long
10. wavy

Exercise 3

- | | | | |
|------------|-------------|------------|------------|
| 1. is | 2. is | 3. has got | 4. has got |
| 5. is | 6. has got | 7. is | 8. has got |
| 9. has got | 10. has got | | |

Exercise 4**(Sample writing)**

He's good looking. He is slim. He's got an oval face and a long nose. His hair is short. He wears glasses. He's wearing a red T-shirt and a grey coat.

She is pretty. She's got a round face. Her eyes are big and beautiful. She's got a mole under her left eye. She's got a small mouth. She's got long black hair. It's a little bit wavy. She's wearing a hairband and a grey blouse.

Unit 8**Lesson 1****Listening and speaking****Exercise 3**

- 1,206 = A thousand two hundred and six
 40,800 = Forty thousand eight hundred
 1,350 = A thousand three hundred and fifty
 855 = Eight hundred and fifty-five
 25,550 = Twenty-five thousand, five hundred and fifty
 7,800 = Seven thousand eight hundred
 1,456 = A thousand four hundred and fifty-six
 150,000 = A hundred and fifty thousand

Exercise 4a**Shop Assistant**

Hello, can I help you?
That's 5,000 kyats.
What size do you want?
Sorry. We haven't got any at the moment.
Here's your change.

Customer

Excuse me, do you sell pens?
I'm looking for crayons.
I'll take it, please.
How much are they?
Excuse me. How much is it?

Exercise 5a

1. sell 2. How much 3. two / 2 4. 4,000
5. Bye!

Lesson 2**Reading****Exercise 1**

2. toy shop 3. chemist's
4. flower shop 5. bookshop
6. stationery shop 7. stationery shop
8. toy shop 9. chemist's
10. flower shop 11. clothes shop
12. bookshop

Exercise 2a

1. It is a clothes shop.
2. There are grey, blue and white T-shirts.
3. A long-sleeved shirt is more expensive than a short-sleeved shirt.
4. A sweater costs 5,400 kyats.
5. A cap is 4,500 kyats.

Exercise 2b

- (a) the weather in Myeik (6)
- (b) how to get to Myeik (7)
- (c) things visitors can enjoy doing in Myeik (5)
- (d) local people and their jobs (3)
- (e) the environment of Myeik (4)

- (f) location and products of Myeik (1)
- (g) number of islands (2)

Exercise 2c

1. Myeik is located in Tanintharyi Region, which is in the southern part of Myanmar.
2. The two products of Myeik are pearls and bird's nests.
3. There are over 800 islands in the Myeik Archipelago.
4. The chief livelihood of the *Salone* people is fishing.
5. Visitors can enjoy hiking, fishing, snorkelling or rowing through mangroves in Myeik.
6. The good months to visit Myeik are December, January and February.
7. We can get to Myeik by plane, bus or ship.

Lesson 3**Grammar****Exercise 1**

Liquids	Par- ticles/ Grains	Abstract ideas	Gases	Groups of similar items
coffee	sugar	happiness	smoke	furni- ture
ink	rice	love	steam	vocabu- lary
soup	salt	knowledge	air	luggage
milk	soil	friendship	nitrogen	statio- nery

Exercise 2

2. I cannot buy this expensive toy train because I do not have any money.
3. She is eating only a little rice because she wants to be slim.
4. I need just a few hours to finish my homework.
5. He did not buy many books.

Exercise 3a

2. How much time do you need to pack your bag?
3. How many countries do you want to

- visit when you grow up?
- How much water do you drink a day?
 - How many students are there in your class?
 - How much money do you save a month?
 - How much rice do you eat a day?
 - How many chairs are there in this class?

Unit 9

Lesson 1

Listening and speaking

Exercise 1

- pencil
- pencil case
- highlighters
- eraser
- ruler
- notebook
- stapler
- paper clips
- marker

Exercise 2

Dialogue 1: 1. notebook 2. Blue 3. big
 Dialogue 2: 1. pencil case 2. Blue 3. mine
 Dialogue 3: 1. highlighters 2. colours 3. yellow
 Exercise 3a 2. f 3. d 4. b 5. c 6. a

Exercise 3b

Dialogue 1: colour pencils
 Dialogue 2: – (Tin Ko doesn't have a ruler.)
 Dialogue 3: eraser

Lesson 2

Reading

Exercise 1

	Nay Khant	Kay Kay	Lin Lin	Win Win
Things they like to take to school	backpack	school bag	pencil cases	pencil cases
Size	big	big (and small)	big	small
Colour	red	pink, blue and red	blue	pink
Things they carry inside their backpack/school bag/pencil cases	books and stationery items	books, ruler, pencil case	pens, pencils, erasers, sharpeners, rulers, markers and compasses	
How they like them	never forgets his backpack	just loves that bag	never go to school without their pencil cases	

Exercise 4a

- bookshelf attached
- map
- desk with bench
- broom, dustpan and dustbin

Exercise 4b B

Exercise 4c

three-seater desks with benches attached, teacher's desk and chair, blackboard, chalk-box, duster, bookshelf, clock, (world) map, broom, dustpan, and dustbin

Exercise 5

- (S)
- (T)
- (S)
- (T)
- (T)
- (S)

Lesson 3

Grammar

Exercise 1

- your, yours
- our, ours
- his, his
- her, hers / his, his
- their, theirs

Exercise 2

- his
- his
- my
- our
- theirs
- ours
- her
- hers

Exercise 3

- Offer
- Offer
- Offer
- Request

Exercise 4

- a
- b
- e
- c

Exercise 5

- T
- F
- F
- T

Exercise 6

- could
- couldn't
- could
- couldn't

Lesson 4

Writing

Exercise 1a

- has
- have
- have
- have
- has

Exercise 1b

- doesn't have
- doesn't have
- don't have
- don't have
- doesn't have

Exercise 2a

- The children have compasses but they don't have calculators.

3. The boy has backpacks but he doesn't have pencil cases.
4. My father has a mobile phone but he doesn't have a TV.
5. We have notebooks but we don't have diaries.

Exercise 2b

3. have
4. doesn't
5. has
6. have
7. don't have

Review 3

Exercise 1

1. slim
2. oval
3. long
4. small
5. thick

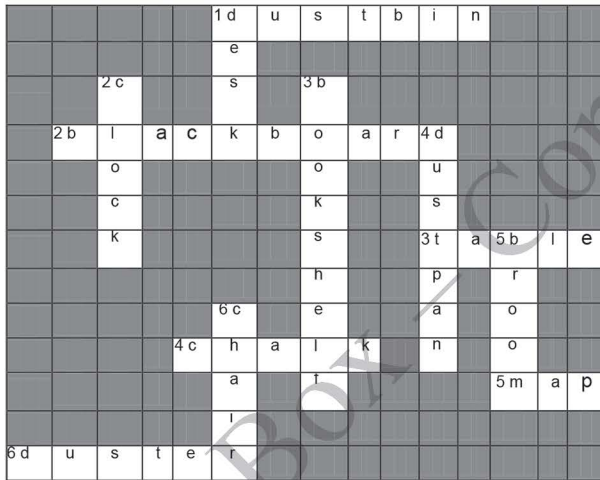
Exercise 2

1. much
2. many
3. some
4. many
5. a little
6. some
7. much
8. any
9. a lot of
10. any

Exercise 3

1. can
2. size
3. colour
4. is
5. you

Exercise 4



Exercise 5

1. can
2. can
3. can't
4. can
5. can
6. can

Poem 3

Exercise 2

1. The things that sail on the rivers and the seas are boats and ships.

2. The words that rhyme with 'these' are 'seas', 'please' and 'trees'. / 'These' rhymes with 'seas', 'please' and 'trees'.
3. The word 'these' (in line 4) refers to 'boats and ships'. / 'These' refers to 'boats and ships'.
4. According to the poem, the bow is prettier than bridges on the rivers.
5. I think the bow is the prettiest (of the three).

Unit 10

Lesson 1

Listening and speaking

Exercise 1a

2. basketball
3. swimming
4. badminton
5. skateboarding

Exercise 2a

- Tun Tun:** What sports do you do?
Su Su: I play badminton. What about you?
Tun Tun: I do karate.
Su Su: How often do you do it?
Tun Tun: Every evening after school. And you?
Su Su: Twice a week.

Exercise 3a

- Toe Maw:** What kinds of sport do you like to play?
Kyaw Swa: I love football and volleyball. I like team sports. I enjoy playing with my friends. How about you?
Toe Maw: I like swimming. I like to play alone.

Exercise 4a

- Student A:** What's the matter?
Student B: I hurt my leg while I was playing tennis.
Student A: That's too bad!

Exercise 4c

- (1) toe (2) basketball (3) serious

Lesson 2

Reading

Exercise 1b

1. She was born in Mindat, Chin State in 1985.
2. Her father is a teacher.
3. She went to State High School No.1, Mindat.
4. She attended the basic archery training course in Mindat in 2002.
5. She got her BA (English) degree from Yangon University of Distance Education.
6. She started to work at the Ministry of Sports in 2006.
7. She won 57 medals for the archery competitions.
8. The name of the award she received in 2013 is the President's Excellence Award for Sport.

Exercise 1c

Gold medal	Silver medal	Bronze medal
-	2	-
2	2	-
3	-	-
-	1	-

Exercise 1d

1. False 2. True 3. True 4. False 5. False

Lesson 3

Grammar

Exercise 1

1. is playing
2. is climbing
3. is playing
4. is swimming
5. is running
6. is fishing
7. is playing

Vocabulary

Exercise 1

Individual sports	Team sports	Both
boxing	chinline	archery
surfing	football	rock climbing
diving	basketball	
	volleyball	
	sepak takraw	

Exercise 2

- cycling + helmet
- football + boots
- boxing + boxing gloves
- skateboarding + skateboard
- ice skating + ice skates
- badminton + shuttlecock
- rowing + paddles
- tennis + tennis racket
- swimming + goggles

Exercise 3

1. goggles
2. helmet
3. boots
4. a bow and arrows
5. boxing gloves
6. skateboard
7. shuttlecock
8. ice skates

Lesson 4

Writing

Exercise 2b

1. Zaw Zaw's favourite sports are swimming and cycling.
2. Zaw Zaw needs goggles when he swims.
3. Zaw Zaw goes swimming twice a week.
4. Zaw Zaw goes cycling every weekend.
5. Zaw Zaw wears a helmet, elbow and knee pads and bike shorts when he goes cycling.

Unit 11

Lesson 1

Listening

Exercise 1

1. a
2. b
3. a
4. c
5. a
6. a
7. b
8. b
9. b

Vocabulary**Exercise 1**

1. g 2. a 3. i 4. f 5. c 6. d
7. b 8. j 9. h 10. e

Exercise 3

2. You mustn't drop litter on the floor.
3. You must do your homework.
4. You must listen to your teachers.

Listening and Speaking**Exercise 1**

1. respect 2. listen 3. late
4. bring 5. keep 6. do

Lesson 2**Reading****Exercise 2b**

1. False 2. False 3. False 4. True 5. True

Exercise 2c

1. Drugs, cigarettes, lighters, knives or anything that may be used as a weapon cannot be brought to school.
2. Students can use their mobile phones in class as learning devices.
3. Any acceptable answer
4. No, a student cannot have a tattoo on his / her arm.
5. Any acceptable answer

Exercise 3b

2. True 3. False 4. False 5. True 6. False

Exercise 3c

1. Students mustn't shout or run around in the library.
2. Students may ask the librarian for help.
3. Students can keep books for seven days.
4. Students must inform the librarian if they damage a book.

5. A borrower must pay a fine when he fails to return the book after the due date.

Lesson 3**Grammar****Exercise 1**

1. a 2. b 3. a 4. a 5. b 6. b

Exercise 2

2. e 3. f 4. a 5. b 6. d

Exercise 3

1. b 2. c 3. b 4. a 5. c

Exercise 4

2. c 3. a 4. b 5. a 6. c

Lesson 4**Writing****Exercise 2a**

- (1) salutation (2) message
(3) leave-taking (4) signature

Exercise 2b

- (1) Dear Kyaw Swa (2) I will (3) When
(4) Yours (5) got (6) must (7) think
(8) Nilar

Exercise 2c

Dear Hlaing

I can't attend the class today. I've got a stomach ache. I must go to the doctor. May I borrow your exercise books? I think I can come tomorrow.

Thanks a lot.

Nay Nay

Exercise 3

- (2) Can I borrow your notes?
(3) Can you come to my birthday party?

- (4) You can use my pencil when you draw pictures.
 (5) I can't attend classes today as I am not feeling well.
 (6) When will you be back to school?

Unit 12

Lesson 1

Listening and speaking

Exercise 1a

1. circle 2. triangle 3. square
 4. rectangle 5. heart 6. diamond
 7. pentagon 8. semicircle 9. cube
 10. trapezium 11. cylinder 12. oval

Exercise 2a

Dialogue 1: square, stars, hearts

Dialogue 2: rectangle, circles, diamonds

Exercise 3

1. circle 2. pentagon 3. square
 4. triangle 5. diamond

Lesson 2

Reading

Exercise 1a

1. small village 2. any wood 3. made 4. kind
 5. The fairy 6. a heart 7. travellers 8. name
 9. courage 10. a brain

Exercise 1b

Help them (other travellers), be kind and protect them.

Exercise 1c

Then, turn left and walk on.

Exercise 1d

2. b 3. f 4. a 5. e. 6. c

Exercise 1e

cruel, ugly, love, friend, sad

Lesson 3

Vocabulary

Exercise 1

Plane shapes (2D)	Solid shapes (3D)
circle, square, triangle, rectangle, pentagon	sphere, cube, cylinder, rectangular prism, cone

Grammar

Exercise 1

1. oval 2. rectangular 3. triangular
 4. heart-shaped 5. circular 6. pentagonal
 7. bell-shaped 8. conical 9. diamond-shaped
 10. spherical

Exercise 2a

- 1.c 2.b 3.d 4.a

Exercise 2b

First, turn off the electricity. Then, remove the light bulb. Next, put in the new light bulb. Finally, turn on the light.

Lesson 4

Writing

Exercise 1

- 1.d 2.e 3.a 4.b 5.c

Exercise 2

2. Picture 2 is a flat TV. It is rectangular in shape. It is black in colour.
 3. Picture 3 is a tin. It is cylindrical in shape. It is red in colour.
 4. Picture 4 is a Christmas tree. It is conical in shape. It is green in colour.
 5. Picture 5 is an egg. It is oval in shape. It is brown in colour.
 6. Picture 6 is a ball. It is spherical in shape. It is black and white in colour.

Review 4

Exercise 1

1. cycles 2. are doing 3. is not swimming

4. is teaching 5. runs 6. play 7. am drawing 8. are playing 9. need 10. wears
6. (I think) The poet likes the butterfly because it has more beautiful colours than gold. / it is more colourful and beautiful than gold.

Exercise 2

1. ankle 2. clinic 3. star 4. back
5. eyes 6. due 7. dentist 8. bring
9. rules 10. rectangular

Exercise 3

2. You must do your homework regularly.
3. You must listen to the teacher.
4. You must attend classes regularly.
5. You mustn't fight with each other at school.
6. You mustn't use the phone in the class.
7. You mustn't run in the halls and classrooms.
8. You must show respect to your teachers.
9. You mustn't break school furniture.
10. You must be on time for class.

Exercise 4

2. The sandwich is triangular in shape.
3. The tin is cylindrical in shape.
4. The egg is oval in shape.
5. The clock is circular in shape.
6. The ball is spherical in shape.

Poem 4**Exercise 2**

1. 'To behold' means 'to look at'.
2. 'To enjoy' means 'to feel happy'.
3. The butterfly flies or flutters with its wings.
4. The poet often sits and watches the butterfly flutter by.
5. The words that rhyme with 'behold', 'hour' and 'butterfly' are 'gold', 'flower' and 'by'. / 'Gold', 'flower' and 'by' rhyme with 'behold', 'hour' and 'butterfly'.

V. Word List**Unit 1**

a lot (adv)

address (n)

again (adv)

almost (adv)

along (prep)

ancient city (n)

back (n/adj)

backpack (n)

beach (n)

beans (n)

beautiful (adj)

blow (n/v)

breezy (adj)

bring (v)

bungalow (n)

busy (adj)

carry (v)

cave (n)

city (n)

cloudy (adj)

colourful (adj)

cool (adj)

crab (n)

dad (n)

delicious (adj)

dialogue (n)

easily (adv)

enjoy (v)

especially (adv)

every (det)

expensive (adj)

expression (n)

feelings (n pl)

fine (adj)

football (n)

fresh (adj)

fruits (n pl)

garden (n)

happy (adj)

heavy (adj)

holiday (n)

hometown (n)

interesting (adj)

introduce (v)

lake (n)

late (adj)

lots (n pl)

love (v)

lovely (adj)

miles (n pl)

miss (v)

mum (n)

national (adj)

necklace (n)

next (adj)

nice (adj)

noisy (adj)

palace (n)

peas (n)

pick up (v)

picnic (n)

playground (n)

pleasant (adj)

please (adv)

postcards (n pl)

prawn (n)

quiet (adj)

rainy (adj)

receiver (n)

really (adv)

sandy (adj)

scenic (adj)

school bus (n)

sea (n)

seafood (n)

seagull (n)

seashells (n pl)

send (v)

shore (n)

signature (n)

snowy (adj)

stop (n/v)

stormy (adj)

strawberries (n pl)

sunny (adj)

swans (n pl)

swim (v)

swimming (n)

swing (n)

take a rest (v)

take care (v)

think (v)

thoughts (n pl)

trip (n)

walk (v)

waterfall (n)

weather (n)

while (conj)

windsurfing (n)

windy (adj)

winter (n)

wish (n/v)

wonderful (adj)

worry (n/v)

Expressions

come along

get stronger

get well

go for a walk

right?

season's greetings

Greetings

Good morning.

How are you?

Happy Birthday!

Happy Holiday!

Happy New Year!

Hello!

Merry Christmas!

Introducing

Excuse me, I'm ...

How do you do?

Nice to meet you.

Leave-taking

Bye!

Goodbye.

Have a good time!

Have a nice day!

See you!

Unit 2

ambition (n)

band (n)

become (v)

bicycle / bike (n)

boil (v)

boring (adj)

build (v)

chat (n/v)

chef (n)

coastal (adj)

colour pencil (n)

cycling (n)

dancing (n)

daily activities (n)

details (n pl)

dinner (n)

drawing (n)

favourite (adj)

finish (v)

flat (n/adj)

fly (v)

fried chicken (n)

gardening (n)

grandma (n)

grandparents (n pl)

granny (n)

guitar (n)

hobby (n)

homework (n)

information (n)

judge (n)

kite (n)

lawyer (n)

leave (v)

members (n pl)

motorcycle (n)

music (n)

nest (n)

next door (n/adj/adv)

noodle (n)

nurse (n)

occupation (n)

pack (v)

painter (n)

personal (adj)

pilot (n)

pop songs (n)

programme (n)

rap (n)

region (n)

regularly (adv)

routine (n)

rubbish (n)

sailor (n)

sandwich (n)

shower (n)

singer (n)

skipping (n)

start (v)

sweep (v)

take out (phr v)

TV announcer (n)

twin (n/adj)

violinist (n)

watch (n/v)

Expression

do the washing-up

lay the table

lay eggs

make the bed

take part in class activities

Unit 3

airport (n)

airy (adj)

apartment (n)

armchair (n)

arrive (v)

artistic (adj)

backyard (n)
 bank (n)
 bedroom (n)
 bolster (n)
 bookcase (n)
 bowl (n)
 bus stop (n)
 buy (v)
 cabinet (n)
 café (n)
 car park (n)
 carpet (n)
 CD player (n)
 cinema (n)
 clinic (n)
 closer (adj)
 clothes horse (n)
 coach station (n)
 coconut noodle (n)
 cooking pot (n)
 corner (n)
 cover (n/v)
 cultural (adj)
 dark (adj)
 dining room (n)
 direction (n)
 dressing table (n)
 feel (v)
 floor (n)
 fork (n)
 fresh air (n)
 fritters (n pl)
 frying pan (n)
 furniture (n)
 go shopping (v)

gym (n)
 historical (adj)
 household items (n)
 invite (v)
 kitchen (n)
 kitchen counter (n)
 kitchen utensils (n)
 ladle (n)
 lamp (n)
 library (n)
 light (n/adj)
 living room (n)
 look over (phr v)
 meal (n)
 meat (n)
 mohinga (n)
 money (n)
 near (adj)
 need (n/v)
 petrol station (n)
 physical exercise (n)
 pillow (n)
 plane (n)
 plate (n)
 pleasure (n)
 post office (n)
 rack (n)
 railway station (n)
 restaurant (n)
 salad (n)
 saucer (n)
 save (v)
 sell (v)
 seller (n)
 share (n/v)

shopper (n)
 shopping list (n)
 sink (n/v)
 smell (n/v)
 sofa (n)
 sorry (adj)
 spoon (n)
 steamed (adj)
 steamed peas (n)
 sticky rice (n)
 stool (n)
 stove (n)
 sunlight (n)
 supermarket (n)
 taxi rank (n)
 telephone (n)
 tiles (n)
 trishaw stand (n)
 wardrobe (n)
 waste bin (n)
 wooden table (n)
 zebra crossing (n)

Expressions

at the back
 go along
 It's my pleasure.
 on your left
 on your right
 turn left
 turn right
 You're welcome.

Prepositions

above
 behind
 beside

between
in
in front of
inside
next to
on
opposite
under

Shops

butcher's
chemist's
clothes shop
fishmonger's
flower shop
food stall
fruit shop
greengrocer's
grocer's
internet café
roadside shop
sandwich shop
shoe shop
toy shop

Unit 4

always (adv)
basketball court (n)
cabbage (n)
carefully (adv)
carrots (n pl)
chocolates (n pl)
cinema (n)
cycling (n)
dishes (n pl)
dislike (v)
doughnuts (n pl)

dumplings (n pl)
emoticon (n)
engineer (n)
entertainment (n)
express (v)
flying (n)
football matches (n pl)
free time (n)
generally (adv)
grapes (n pl)
guava (n)
hardly (adv)
hate (v)
hip-hop (n)
Indian (adj)
K-pop (n)
maize (n)
mohinga (n)
movies (n pl)
never (adv)
often (adv)
pancakes (n pl)
pineapple (n)
porridge (n)
quarrel (n/v)
rarely (adv)
roselle (n)
row (n/v)
seldom (adv)
skating (n)
smoke (n/v)
snakes (n pl)
sometimes (adv)
sports (n pl)
travelling (n)

usually (adv)
watermelon (n)
weightlifting (n)
yachting (n)
yam (n)

Expressions

do aerobics
do gymnastics
do judo
do karate
do yoga
go along
go climbing
go diving
go fishing
play badminton
play basketball
play football
play golf
play tennis
play the drums
play the flute
play the guitar
play the piano
play volleyball
run a marathon
run a race

Unit 5

able (adj)
actor (n)
appointment (n)
ASEAN (n)
attend (v)
badminton (n)
badminton court (n)

begin (v)	hope (n/v)	programmer (n)
belong to (v)	housewife (n)	really (adv)
birthday (n)	India (n)	registration (n)
bridge (n)	Indonesia (n)	reporter (n)
Brunei (n)	Indonesian (n)	respectfully (adv)
Bruneian Darussalam (n)	interested (adj)	response (n)
Cambodia (n)	Japan (n)	sample (n/adj)
Cambodian (n)	Japanese (n)	science (n)
capital (n)	join (v)	Singapore (n)
China (n)	karaoke machine (n)	Singaporean (n)
Chinese (n)	Kindergarten (n)	situation (n)
citizen (n)	know (v)	slight (adj)
club (n)	Korea (n)	sorry (adj)
computer (n)	Korean (n)	surgeon (n)
concert (n)	Lao PDR (n)	take part (v)
contact number (n)	lunch time (n)	tennis player (n)
contest (n/v)	Malaysia (n)	test (n/v)
country (n)	Malaysian (n)	Thai (n)
culture (n)	marks (n pl)	Thailand (n)
current (adj)	meet (v)	the Philippines (n)
date of birth (n)	Myanmar (n)	timetable (n)
Discovery Asia (n)	nationality (n)	train (n)
Discovery Programme (n)	neighbour (n)	triangle (n)
during (prep)	news (n)	try (v)
elder sister (n)	none (pron)	Vietnam (n)
famous (adj)	note (n/v)	Vietnamese (n)
fan (n)	occupation (n)	visit (v)
Filipino (n)	only son (n)	weekend (n)
fill (v)	party (n)	wildlife (n)
flag (n)	pet name (n)	younger sister (n)
fond of (adj)	piece (n)	Expressions
football team (n)	plan (n)	Certainly.
footballer (n)	player (n)	do the cooking
form (n/v)	pop singer (n)	I'd love to.
grow up (v)	practise (v)	leave of absence

run a fever
That's great.

Unit 6

beef (n)
benefit (n)
bill (n)
brain (n)
broccoli (n)
burger (n)
calcium (n)
calorie (n)
canteen (n)
carbohydrate (n)
cauliflower (n)
contain (v)
continuous (adj)
countable (adj)
curry (n)
customer (n)
dark chocolate (n)
dessert (n)
eat out (phr v)
energy (n)
eyesight (n)
fiber (n)
flow (v)
fried (adj)
gram (n)
grocery (n)
growth (n)
healthy (adj)
item (n)
kilogram (n)
lime juice (n)
shopping list (n)

litre (n)
measure (v)
memory (n)
menu (n)
movement (n)
muscle (n)
mutton (n)
noodle soup (n)
nutrient (n)
omega-3 fatty acids (n pl)
omelette (n)
peanut (n)
pork curry (n)
prices (n pl)
protein (n)
pumpkin (n)
ready (adj)
rich (adj)
role-play (n/v)
salad (n)
sales assistant (n)
sandwich (n)
sardine (n)
scales (n pl)
shopkeeper (n)
shopping list (n)
skin (n)
steady (adj)
strong (adj)
substance (n)
tical (n)
uncountable (adj)
vermicelli soup (n)
viss (n)
vitamin (n)

waiter (n)
waitress (n)
weight (n)

measurement

a bag of
a bar of
a bottle of
a hand of
a loaf of
a packet of
a pound of
a sack of
a viss of

Unit 7

attractive (adj)
average (adj)
beard (n)
blouse (n)
bob hair (n)
boots (n pl)
bright (adj)
broad (adj)
brown (adj)
bunches (n pl)
cap (n)
careful (adj)
cheek (n)
chin (n)
clever (adj)
clothes (n)
comparative (adj)
complexion (n)
cousin (n)
curly (adj)
cute (adj)

describe (v)
 difficult (adj)
 dimple (n)
 easy (adj)
 eingyi (n)
 electric light bulb (n)
 eyebrows (n pl)
 eyelash (n)
 fair (adj)
 far (adj)
 flip-flops (n pl)
 footwear (n)
 forehead (n)
 formulation (n)
 glasses (n)
 good-looking (adj)
 grades (n pl)
 great (adj)
 grey (adj)
 handsome (adj)
 height (n)
 htamein (n)
 important (adj)
 intelligent (adj)
 invention (n)
 inventor (n)
 jeans (n pl)
 Law of universal gravitation (n)
 mathematician (n)
 medium (adj)
 mole (n)
 more (adj)
 most (adj)
 moustache (n)

oval (adj)
 overweight (adj)
 pasoe (n)
 physicist (n)
 plump (adj)
 pointed (adj)
 pretty (adj)
 quiet (adj)
 round (adj)
 shirt (n)
 shoes (n pl)
 shoulder (n)
 skirt (n)
 slim (adj)
 slippers (n pl)
 smart (adj)
 smile (n/v)
 sport shirt (n)
 square (adj)
 straight (adj)
 superlative (adj)
 taikpon (n)
 talkative (adj)
 teeth (n pl)
 telephone (n)
 thick (adj)
 thin (adj)
 trousers (n pl)
 T-shirt (n)
 uniform (n)
 wavy (adj)
 wear (v)
 well-built (adj)
Unit 8
 abstract idea (n)

academy (n)
 advertisement (n)
 advice (n)
 affirmative (adj)
 amount (n)
 any (det.)
 archipelago (n)
 bear (n)
 bird's nest (n)
 bookshop (n)
 bring (v)
 brochure (n)
 camera (n)
 change (n/v)
 collect (v)
 colouring pen (n)
 comic book (n)
 cost (n/v)
 count (v)
 crayons (n pl)
 decide (v)
 dust (n)
 enrich (v)
 environment (n)
 equipment (n)
 explore (v)
 floating (adj)
 flower basket (n)
 friendship (n)
 gas (n)
 gift (n)
 grain (n)
 happiness (n)
 highlighter (n)
 hiking (n)

hydrogen (n)
 imagine (v)
 islands (n pl)
 job (n)
 knowledge (n)
 kyat (n)
 large (adj)
 leaflet (n)
 lily (n)
 liquid (n)
 livelihood (n)
 living (n)
 local (adj)
 located (adj)
 location (n)
 long-sleeved shirt (n)
 luggage (n)
 mangroves (n pl)
 medicine (n)
 mistake (n)
 moment (n)
 monkey (n)
 move (v)
 negative (adj)
 nitrogen (n)
 notebook (n)
 orchid (n)
 oxygen (n)
 particle (n)
 pearl farming (n)
 photograph (n/v)
 positive (adj)
 princess (n)
 product (n)
 purchase order (n)

quantities (n pl)
 raincoat (n)
 range (n/v)
 record (n/v)
 receive (v)
 roots (n pl)
 salt (n)
 sand (n)
 shop assistant (n)
 short-sleeved shirt (n)
 similar (adj)
 size (n)
 snorkelling (n)
 soap (n)
 soil (n)
 southern (adj)
 spend (v)
 stationery (n)
 steam (n)
 story book (n)
 stuffed (adj)
 surprise (n/v/adj)
 sweater (n)
 swimwear (n)
 Teddy Bear (n)
 temperature (n)
 through (prep)
 total (adj)
 toy train (n)
 variety (n)
 visitor (n)
 warm (v/adj)
 whole (adj)
 world (n)

Quantifiers

a few
 a great deal of
 a little
 a lot (of)
 many
 much
 some
Unit 9
 ability (n)
 bench (n)
 break (v)
 broom (n)
 calculator (n)
 calendar (n)
 chalk (n)
 compass (n)
 crazy (adj)
 cut (n/v)
 design (n/v)
 diary (n)
 different (adj)
 drop (n/v)
 duster (n)
 dustpan (n)
 eraser (n)
 essay (n)
 explain (v)
 forget (v)
 front (n/adj)
 general (adj)
 glue stick (n)
 journal n
 knock (n/v)
 lend (n)
 let (v)

line (n)
lose (v)
map (n)
marker (n)
materials (n pl)
mobile phone (n)
need (v)
offer (n/v)
paint (n/v)
paint brush (n)
paper clip (n)
polite (adj)
possession (n)
present (n/v)
problem (n)
request (n/v)
rush (v)
school bag (n)
seater (n)
several (adj)
stapler (n)
stationery item (n)
stick (n/v)
sum (n)
switch on (v)
whiteboard (n)

Unit 10

ankle (n)
archer (n)
archery (n)
assistant director (n)
award (n/v)
basic (adj)
bike shorts (n pl)
boxing (n)

break (v)
catch (n)
championship (n)
chance (n)
childhood (n)
chinlone (n)
coach (n)
compete (v)
competition (n)
course (n)
deputy director (n)
drive (v)
elbow (n)
encourage (v)
fall (v)
gloves (n)
goggles (n)
gold (n/adj)
golf club (n)
health (n)
helmet (n)
hit (v)
hurt (v)
ice skates (n pl)
ice skating (n)
injury (n)
kick (n/v)
life (n)
matter (n/v)
medal (n)
paddle (n/v)
professional (n/adj)
promote (v)
promotion (n)
protect (n/v)

racket (n)
result (n/v)
rock climbing (n)
select (v)
sepak takraw (n)
serious (adj)
shuttlecock (n)
silver (n/adj)
skateboard (n)
skateboarding (n)
training (n)
wheel (n)
win (v)

Expressions

That's too bad!

Unit 11

absent (adj)
accidentally (adv)
alcohol (n)
allow (v)
bin (n)
borrower (n)
chew (v)
cigarette (n)
condition (n)
correct (v/adj)
damage (n/v)
dentist (n)
dictionary (n)
discipline (n)
due date (n)
dye (n/v)
examination (n)
fine (n/adj)
grant (n/v)

ground floor (n)
 gum (n)
 happen (v)
 headmistress (n)
 highlighted (adj)
 keep (v)
 knives (n pl)
 librarian (n)
 library (n)
 lighter (n)
 litter (n/v)
 made of (v)
 make-up (n)
 monthly (adj)
 neat (adj)
 necessary (adj)
 necessity (n)
 obey (v)
 obligation (n)
 pay (n/v)
 permission (n)
 permit (v)
 phone (n)
 phone message (n)
 prohibitions (n)
 replace (v)
 return (n/v)
 rip (v)
 rule (n/v)
 tattoo (n)
 team (n)
 tidy (adj)
 visible (adj)
 wastepaper (n)
 weapon (n)

Expression

use drug

Unit 12

angle (n)
 angry (adj)
 arrow (n)
 bell (n)
 bell-shaped (adj)
 betel leaf (n)
 bottom (n)
 brick (n)
 carry out (phr v)
 change (v)
 chop (v)
 circular (adj)
 circumference (n)
 cone (n)
 conical (adj)
 cooking fire (n)
 courage (n)
 cruel (adj)
 cube (n)
 cubic (adj)
 cylinder (n)
 cylindrical (adj)
 diagram (n)
 diamond (n)
 dimensional (adj)
 earn (v)
 electricity (n)
 emerald (n)
 enemy (n)
 fairy (n)
 flat (n/adj)
 forest (n)

heart (n)
 imperative (n/adj)
 inside (prep)
 instruction (n)
 journey (n)
 lazy (adj)
 leaf (n)
 length (n)
 looking for (phr v)
 lost (adj)
 magical (adj)
 magical power (n)
 middle (n/adj)
 pentagonal (adj)
 point (n/v)
 prism (n)
 rectangle (n)
 rectangular (adj)
 remove (v)
 roof (n)
 scarecrow (n)
 search for (phr v)
 selfish (adj)
 semicircle (n)
 shape (n)
 spherical (adj)
 starfish (n)
 temple (n)
 theatre (n)
 tin (n)
 touch (v)
 trapezium (n)
 triangular (adj)
 ugly (adj)
 unhappy (adj)

width (n)

witch (n)

without (prep)

wizard (n)

wood (n)

woodcutter (n)

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II. Lesson Plans

You will find the lesson plans for each unit structured as follows:

The Grade 6 English Textbook is made up of 12 units. Each unit consists of four lessons so you will have a total of 48 lessons for the academic year around. A total of 14 periods is allotted for each unit. You have 4 periods each for Lesson 1 and Lesson 2, while you have 3 periods each for Lesson 3 and Lesson 4.

At the beginning of each unit:

- You will find the learning outcomes students will achieve at the end of each unit.

At the beginning of each lesson:

- You will find the lesson topic, the number of periods for the lesson and the learning objectives students will achieve at the end of the lesson.
- You will find a small box which contains the resources (equipment / materials) you will need to use for the lesson.
- You will find another small box which contains the key words and expressions for the lesson.
- You will find the language skills, language components or language functions the lesson focuses on.
 - Lesson 1 focuses on listening and speaking.
 - Lesson 2 focuses on reading.
 - Lesson 3 focuses on grammar.
 - Lesson 4 focuses on writing.
 - The related vocabulary is given where necessary for all lessons.
- You will find the number of exercises included in each lesson.

Each lesson has four stages – the Introduction Stage, the Teach Stage, the Practise Stage and the Review Stage.

I	Introduction	<p>This will include a check on Prior Learning. For example, the entry-exit strategy will be used. Each lesson starts with warm-up exercises or class discussion as an introduction.</p> <p>ENTRY: What three expressions do you recall learning about greeting? EXIT: What new expressions have you learned about greeting?</p>
T	Teach	<p>This is mainly teacher-centred. There will be steps you will have to follow – how students will be organized for the planned activities and how you will handle these activities.</p>
P	Practise	<p>This is mainly student-centred. There will be steps students will have to follow – how students will deal with the planned activities.</p>
R	Review	<p>This will include a Lesson Summary / Review Questions. You have to summarize each lesson and ask students questions to reflect on their learning.</p>

III. Listening Scripts

Unit 1 Lesson 1

● 01 Exercise 2

Dialogue 1 On the school bus

Aung Aung: Excuse me, I'm Aung Aung. I'm from Grade 6. What's your name?

Su Hlaing: I'm Su Hlaing.

Aung Aung: Are you a Grade 6 student?

Su Hlaing: No, I'm from Grade 7.

Aung Aung: Where are you from?

Su Hlaing: I'm from Yangon.

Aung Aung: Oh, this is my stop. OK, bye! Nice to meet you....

Sorry, what's your name again?

Su Hlaing: Su Hlaing.

Aung Aung: Nice to meet you, Su Hlaing.

Su Hlaing: Bye, Aung Aung. See you!

● 02 Exercise 5

Dialogue 2 In the playground

May Thu: Excuse me! Are you Su Su's brother?

Nyi Lay: Yes, that's right. I'm Nyi Lay.

May Thu: How do you do, Ko Nyi Lay? I'm Su Su's friend.

Nyi Lay: Oh! Really? What's your name?

May Thu: May Thu.

Nyi Lay: Nice to meet you, May Thu.

May Thu: Nice to meet you, too.

Are you from Mandalay?

Nyi Lay: Yes, I'm from Mandalay. And you?

May Thu: I'm from Yangon. I like playing on the swing. And you?

Nyi Lay: I like playing football. Oh, I'm late for class! See you next time.

Goodbye.

May Thu: Bye!

● 03 Speaking Exercise 1

A: Hi!

A: How are you?

A: Where are you from?

A: Nice to meet you.

A: How do you do?

A: Good bye.

A: Have a nice day!

B: Hello!

B: I'm fine, thanks. And you?

B: I'm from Mandalay.

B: Nice to meet you, too.

B: How do you do?

B: Bye.

B: You too.

Unit 2 Lesson 1**● 04 Exercise 2**

- | | |
|-----------------------|-----------------------|
| 1. drawing | 6. listening to music |
| 2. playing the guitar | 7. skipping |
| 3. swimming | 8. playing football |
| 4. dancing | 9. flying kites |
| 5. gardening | 10. cycling |

● 05 Exercise 4

- | | |
|--------------|------------------|
| 1. doctor | 6. pilot |
| 2. nurse | 7. singer |
| 3. violinist | 8. chef |
| 4. judge | 9. sailor |
| 5. lawyer | 10. TV announcer |

● 06 Exercise 5a

Hi, I'm Aung Aung and it's great to meet you all. I live in Nay Pyi Taw. I'm 13 years old. I have two brothers and one sister. My school starts at 7:00 in the morning and it finishes at 12:00 noon. My favourite food is coconut rice and chicken curry. It's delicious. I play football with my friends every evening. My ambition is to become a pilot.

Unit 3 Lesson 1**Listening and Speaking****● 07 Exercise 1**

airport	hospital	park	railway station
bank	hotel	playground	restaurant
café	library	police station	school
gym	museum	post office	supermarket

● 08 Exercise 2

bank gym hotel library museum park post office restaurant

Unit 4 Lesson 1**● 09 Exercise 1**

go climbing	do judo	play badminton	play the drums
go diving	do karate	play basketball	play the flute
go fishing	do yoga	play football	play the guitar

● 10 Exercise 4

1 I'm Thiha. I live in Myitkyina. I'm in Grade 6. I go to Basic Education High school No. 1, Myitkyina. My parents are U Kyi Han and Daw Khin Nu. They are farmers. I have a brother and a sister. My brother Thura is in Grade 4. My sister Mie Mie is in Grade 2. I love travelling. I like playing the flute, too. Thura and Mie Mie like swimming and I like diving in the river. We all love climbing the mountains.

2. My name is Thazin. I am from Lashio. I'm studying in Grade 6 now. The name of my school is Basic Education High School No. 2, Lashio. My father is U Yan Shin. He is an engineer. My mother is Daw Khin Yi. She is a good housewife. She loves cooking for her family. I have no brother or sister. I like listening to K-pop music with my friends. I love playing volleyball too. At weekends, I go shopping with my parents.

3 I'm Bannyar. I live in Yangon. I'm in Grade 6. I go to Basic Education High School No. 1, Dagon. My parents are U Kyaw Win and Daw Khin Ma Ma. My father is a doctor and my mother is a teacher. I have a brother. His name is Kyaw Swa. He is in Grade 4 now. I like playing basketball. I go swimming every week. My brother does not like swimming. He likes playing football.

4 My name is Haymah. I live in Mandalay. I'm in Grade 6. I go to Basic Education High School No. 16, Mandalay. My parents are doctors. They work at Mandalay General Hospital. I have a sister. Her name is Thanda. She is in Grade 5. My sister and I usually play badminton. I like playing the guitar, and my sister likes playing the piano. My family goes to the beach every summer. We love swimming in the sea.

● 11 Exercise 6

My name is Thazin. I am from Lashio. I'm studying in Grade 6 now. My parents are U Yan Shin and Daw Khin Yi. I have no brother or sister. I like listening to K-pop music with my friends. On weekends, I go shopping with my parents.

Unit 5 Lesson 1

● 12 Exercise 1

Conversation 1

Mon Mon: Are you free on Saturday, Sandar?

Sandar : Oh, Yes. Do you have any plans?

Mon Mon: We're going to a restaurant for dinner this evening.
Would you like to come with us? Ko Ko and Su Su are coming too.

Sandar: That's great. I'd love to. Where shall we meet? And when?

Mon Mon: Let's meet at the *Silver Star Restaurant*. Will 5 o'clock be OK?

Sandar: Sure. I'll join you. See you.

Conversation 2

Nandar: I'd like to invite you to my birthday party on Sunday.

Thandar: What time?

Nandar: At 10 o' clock in the morning. Can you come?

Thandar: Certainly. Where are we going to meet?

Nandar: At *the Golden Star Restaurant*.

Thandar: OK. I'll come. See you there.

Conversation 3

Min Khant: Do you have any plans for Wednesday after school?

Zaw Zaw: No. None. Why?

Min Khant: Then what about playing badminton?

Zaw Zaw: Why not? When shall we meet?

Min Khant: After school at 1:00. Let's meet at the badminton court on Thaton Street.

Zaw Zaw: Good. The badminton court is near our school.

OK. See you then.

● 13 Exercise 5a**Conversation 1**

A: Where are you from?

B: Japan. I'm Japanese.

Conversation 2

A: Where do you come from?

B: Korea. I'm Korean.

Conversation 3

A: Where are you from?

B: India. I'm Indian.

Conversation 4

A: Where do you come from?

B: Malaysia. I'm Malaysian.

Unit 6 Lesson 1**● 14 Exercise 2c**

Waiter: Good morning. What would you like to have?

Woman: May we look at the menu first?

Waiter: Here you are.

Woman: Yes, I'll have rice with chicken. And what about you, Toe Toe?

Girl: I'll have rice with fish.

Waiter: Would you like anything to drink?

Woman: I'll have coffee.

Girl: I'll have lime juice, please.

(a few minutes later)

Woman: Waiter, how much does our bill come to?

Waiter: It's 3,700 kyats.

● 15 Exercise 3

1. Two thousand
2. One thousand three hundred

3. Eight hundred
4. Three thousand seven hundred
5. Eight thousand five hundred

● 16 Exercise 5a

- Waiter:** Good afternoon. What will you have, Sir?
- Customer:** Good afternoon. May I see the menu first?
- Waiter :** Here you are.
- Customer:** Yes, I'll have rice with fried vegetables.
- Waiter :** Would you like anything to drink?
- Customer:** Coffee, please.
- Waiter :** Anything else?
- Customer:** No. That's all. Thanks.
- Customer:** Waiter, how much does our bill come to?
- Waiter :** Here you are, Sir. It's 1,000 kyats.

Unit 7 Lesson 1

Listening

● 17 Exercise 1

The first person I'm going to describe is U Aung. He's in his late twenties. He's got a fair complexion. He's tall and well-built. He's got thick eyebrows and short hair.

The second one I want to describe is U Ba. He's fairly old. He's tall and thin. He's got a dark complexion. He's got a square face. He's bald. He's got a moustache. He wears glasses.

Now I'm going to describe a beautiful lady, Ma Yupar. She's in her twenties. She's of average height. She's slim. She's got long straight hair. She's got a mole above her right eyebrow.

The next person is Daw Hla. She is in her forties. She's fairly tall and plump. She's got a fair complexion. She wears her hair in a plait. Her eyes are fairly big. She's got a mole under her lower lip.

The last person I'm going to describe is Ma Thida. She's the youngest in this group. She's about 10 years old. She's quite tall for her age. She's got a fair complexion. She's got an oval face and wavy hair.

Unit 8 Lesson 1

● 18 Exercise 1

4,999 = Four thousand, nine hundred and ninety-nine

4,000 = Four thousand

1,020 = A thousand twenty

10,000 = Ten thousand

35,000 = Thirty-five thousand

100,000 = A hundred thousand

5,600 = Five thousand six hundred

105,000 = A hundred and five thousand

705 = Seven hundred and five

● 19 Exercise 3

1,206 = A thousand two hundred and six

40,800 = Forty thousand eight hundred

1,350 = A thousand three hundred and fifty

855 = Eight hundred and fifty-five

25,550 = Twenty-five thousand five hundred and fifty

7,800 = Seven thousand eight hundred

1,456 = A thousand four hundred and fifty-six

150,000 = A hundred and fifty thousand

● 20 Exercise 4b

Shop Assistant

- Hello, can I help you?
- What size do you want?
- Sorry. We haven't got any at the moment.
- That's 5,000 Kyats.
- Here's your change.

Customer

- Excuse me, do you sell pens?
- I'm looking for crayons.
- Excuse me. How much is it?
- I'll take it, please.
- How much are they?

● 21 Exercise 5a

At the stationery shop

Shop Assistant: Hello, can I help you?

Zaw Zaw: Do you sell crayons?

- Shop Assistant:** Yes, we've got these crayons.
- Zaw Zaw:** How much are they?
- Shop Assistant:** 2,000 kyats for each packet.
- Zaw Zaw:** I'll take two packets.
- Shop Assistant:** That'll be 4,000 kyats, please.
- Zaw Zaw:** Here you are.
- Shop Assistant:** Here's your change.
- Zaw Zaw:** Thank you. Bye.
- Shop Assistant:** Bye!

Unit 9 Lesson 1

● 22 Exercise 1

- | | | | | |
|----------|-------------|----------------|-----------------|------------|
| 1. pen | 2. pencil | 3. pencil case | 4. highlighters | 5. eraser |
| 6. ruler | 7. notebook | 8. stapler | 9. paper clips | 10. marker |

● 23 Exercise 2

Dialogue 1

- Min Min:** Hi, Kay Kay, I bought a notebook yesterday.
- Kay Kay:** Did you? What colour is it?
- Min Min:** Blue. And it's big.
- Kay Kay:** Good.

Dialogue 2

- Mon Mon:** I've lost my pencil case.
- Tin Ko:** I saw one on the teacher's desk.
- Mon Mon:** What colour is it?
- Tin Ko:** Blue.
- Mon Mon:** That's not mine. My pencil case is red.

Dialogue 3

- Mg Win:** Can I borrow your highlighters? I left mine at home.
- Nilar:** Sure. What colours do you need?
- Mg Win:** Green and yellow.
- Nilar:** Here you are.
- Mg Win:** Thank you.
- Nilar:** My pleasure.

● 24 Exercise 3a

1. We use scissors to cut papers.
2. We use an eraser to erase pencil marks.
3. We use a ruler to measure or to draw a straight line.
4. We use a pencil case to put pencils and pens in.
5. We use a sharpener to sharpen pencils.
6. We use colour pencils to draw and colour.

● 25 Exercise 3b

Dialogue 1

Zar Zar: Can I borrow your colour pencils, please? I want to draw and colour a picture.

Tin Ko: Sure, no problem.

Dialogue 2

Zar Zar: Oh, my ruler is broken. Could you please lend me your ruler?
I want to draw a straight line.

Tin Ko: Sorry, I don't have one.

Zar Zar: Thanks, anyway.

Dialogue 3

Zar Zar: I don't have an eraser. I want to erase the pencil marks.

Tin Ko: I have one. Use mine.

Zar Zar: Thanks.

Tin Ko: My pleasure.

Unit 10 Lesson 1

● 26 Exercise 1b

football	basketball	tennis	cycling	judo	sepak takraw
volleyball	table tennis	golf	badminton	karate	skateboarding
gymnastics	archery	diving	chinline	swimming	rock climbing

● 27 Exercise 2a

Dialogue 1

Tun Tun: What sports do you do?

Su Su: I play badminton. What about you?

Tun Tun: I do karate.

Su Su: How often do you do it?

Tun Tun: Every evening after school. And you?

Su Su: Twice a week.

● 28 Exercise 3a

Dialogue 2

Toe Maw: What kinds of sport do you like to play?

Kyaw Swa: I love football and volleyball. I like team sports. I enjoy playing with my friends. How about you?

Toe Maw: I like swimming. I like to play alone.

● 29 Exercise 4a

Dialogue 3

Student A: What's the matter?

Student B: I hurt my leg while I was playing tennis.

Student A: That's too bad!

● 30 Exercise 4c

Dialogue 4 **At a clinic**

Nurse: Good morning.

Student: Good morning.

Nurse: How can I help you?

Student: I hurt my toe while I was playing basketball.

Nurse: Let me see. Where does it hurt?

Student: It hurts right here.

Nurse: Does it hurt when I touch here?

Student: No, it doesn't.

Nurse: Don't worry. It's not serious. I'll dress it and you'll be all right in a few days.

Student: Thank you so much.

Nurse: You're welcome.

Unit 11 Lesson 1

● 31 Exercise 1

Hello, my name is Sandar. I'm a Grade 6 student. My school is on Thitsar Road, Yankin Township, Yangon. It's near my house so I always go to school on foot. It takes me about ten minutes to get there. It is a big school and there are many buildings. Some are old wooden buildings and some are new brick buildings. There is a playground where students can play football or do physical exercises. The headmistress's office is on the ground floor of the building near the school gate. There are about two thousand students in my school. My classroom is on the second floor of a brick building. There are sixty four students in my class.

Listening and Speaking**● 32 Exercise 1**

Hi, let me tell you about my classroom rules. On the first day of school, our teacher explains the rules that we must obey. We must respect our teachers and we must listen to our teachers while they are teaching. We mustn't be late for class. We can't bring a lot of money to class. It is our duty to keep our classroom clean and our teachers always check that we keep the classroom clean. We must do our homework. Our teachers always check our exercise books.

Unit 12 Lesson 1**● 33 Exercise 1a**

1. circle 2. triangle 3. square 4. rectangle 5. heart 6. diamond
7. pentagon 8. semicircle 9. cube 10. trapezium 11. cylinder 12. oval

● 34 Exercise 2a**Dialogue 1**

A: Where's the square?

B: It's below the circle.

A: How many stars are there inside the circle?

B: Three.

A: How many hearts are there inside the square?

B: Two.

Dialogue 2

A: Where's the rectangle?

B: It's above the triangle.

A: How many circles are there inside the rectangle?

B: Two.

A: How many diamonds are there inside the triangle?

B: Three.

● 35 Exercise 3

First, draw a medium-size circle in the middle of your paper.

Then, draw a pentagon inside the circle with its five points touching the circumference.

Next, draw a medium-size square below the circle with the top of the square touching the bottom of the circle.

Now, draw a small triangle in the square with its angles not touching the square.

Finally, put a small diamond inside the triangle with the sides of the diamond not touching the triangle.

Period 3 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> Ask students to think about the room they sleep in. Discuss the questions with the students. 	<ul style="list-style-type: none"> Students answer the questions orally.
Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Ask students to write a paragraph about "My Bedroom." Monitor the class. 	<ul style="list-style-type: none"> Students write a paragraph about "My Bedroom."
Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Ask students to describe his or her bedroom to their friend. Ask two students to read out their paragraphs to the class. 	<ul style="list-style-type: none"> In pairs, each student describes 'his / her bedroom' to each other.

Review

Summary of Lesson	Reflection on Learning
<ul style="list-style-type: none"> What are examples of items in a kitchen or cooking area? What are examples of items in sleeping areas? 	<ul style="list-style-type: none"> Think about the different exercises that we did in this lesson. Which one do you think you did your best in? Give reasons for your answer. Which one was the hardest? Give reasons for your answer.

4. Review 1, Project 1 & Poem 1**Review 1****No. of Periods: 2**

The purpose of Review 1:

- to help students revise some selected knowledge and skills from Units 1, 2 and 3
- to provide summative assessment of their learning

There are six exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

Period 1 (45 minutes)**Introduction**

Explain that the purpose of Review 1 is to revise and check student learning over Unit 1, Unit 2 and Unit 3. This review will take two periods. There are 6 exercises.

Exercise 1	Teach	Practise
	<ul style="list-style-type: none"> Explain what the expression 'odd one out' means. Do No. 1 as an example. Check that students understand the instructions. Tell students to work on Exercise 1 	<ul style="list-style-type: none"> Quietly working on their own: students read each sentence carefully and decide which word is the 'odd one out'. They record their answers, and

<p>quietly on their own.</p> <ul style="list-style-type: none"> Go over the answers with the class 	<p>review them as a class.</p>
<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> Elicit from students, what they can remember about present simple. Ask questions to help guide this short discussion: What are some examples of present simple? Allow students to look through their books. Organize students into pairs to complete Exercise 2 in a given time. 	<p>Practise</p> <ul style="list-style-type: none"> Recall present simple and briefly discuss in class using examples. In pairs, discuss and complete Exercise 2 before the time is up.
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> Ask students to think quietly about greetings. Organize them into pairs. Tell them that in this exercise, they have to match each greeting in Column A with the best response from Column B. Review and check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> In pairs, students read each greeting in Column A and discuss the possible answer from Column B. They practise saying each greeting with the response they chose. They review, discuss and check their answers.
<p>Period 2 (45 minutes)</p>	
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> Briefly check their recall of knowledge by asking: What is a preposition? What are 2-3 examples of prepositions? Tell them to complete the sentences in Exercise 3 using the correct preposition. Set time to do this exercise. Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> Students complete the sentences with the correct prepositions. They check their answers.
<p>Exercise 5 Teach</p> <ul style="list-style-type: none"> Tell students that they will be practising on how to describe the location of things in the classroom. Organize students into pairs. Listen to students and give feedback. 	<p>Practise</p> <ul style="list-style-type: none"> Each pair of students takes turns reading and answering the questions.
<p>Exercise 6 Teach</p> <ul style="list-style-type: none"> Elicit what they can see in the picture. Ask them to read the words or phrases in the box silently. Have the students practise the words 	<p>Practise</p> <p>In small groups:</p> <ul style="list-style-type: none"> Students practise saying the words and phrases in the box. They read Dialogue 1, and discuss

- and phrases out loud.
- Encourage them to work in groups of 3. They must complete the dialogues, using the words and phrases provided.
- Review and check students' answers.

- which words / phrases are needed to complete it.
- They will then read through Dialogue 2 and discuss which words / phrases are needed to complete it.

Project 1

No. of Periods: 2

Learning Outcomes:
 At the end of this unit, students will be able to:

- use a simple holiday postcard
- write a holiday postcard
- work collaboratively in small groups to complete a project

Soft Skills

- Communication skills (when communicating greetings and descriptions)
- Collaboration skills (when working together to plan and write a postcard)
- Creativity (when planning and writing an attractive holiday postcard)

Words and Expressions

Hello!
 I am / We are having a wonderful time.
 It is windy / sunny / cloudy.
 The weather is beautiful.
 Have a nice day!

Resources & Preparation

Paper for postcard, glue, stamps

Teacher Talk: Group Work

Successful group work means...

- **Talk** about the task to be done. Take turns speaking. Plan what to do, and who will do it.
- **Share** the work amongst the group members. Encourage and support one another with the work.
- **Make** a holiday postcard that the group can be proud of!

Period 1 (45 minutes)

Introduction

- Go over the lesson objectives with the students. Discuss briefly.
- Discuss key ideas for working in groups ("Teacher Talk: Group Work").

Teach	Practise
<ul style="list-style-type: none"> • Check students' understanding of the 7 written steps in the textbook. • Organize students into small groups 	<ul style="list-style-type: none"> • Students get into small groups. • In their groups, they organize themselves to follow the 7

<p>of 3 students.</p> <ul style="list-style-type: none"> • Tell students that in these groups, they are to: <ul style="list-style-type: none"> - Talk about and work through Steps 1- 3. • At the end of Period 1, tell the students to bring the materials they will need to make postcards in Period 2. 	<p>instructions or steps in the textbook.</p> <ul style="list-style-type: none"> • Students in each group take turns talking; encourage one another; take responsibility.
Period 2 (45 minutes)	
Teach	Practise
<ul style="list-style-type: none"> • Tell students to continue with Steps 4 – 7. • Support students as they work in groups. Move around, monitor and help. Remind them to check their postcard and make sure all requirements are met. 	<ul style="list-style-type: none"> • They make their postcard. They check that their postcard has all the requirements: a picture or drawing, a greeting, personal feelings, adjectives to describe weather and places, and leave-taking (Steps 2, 4 -7).

Review

- Display the postcards in the classroom. Ask students to look at other groups' works.
- **Think & talk:** students get back into their groups, and talk about the way the group worked together. What are some examples of the way they worked together? If they were to do this postcard again in their groups, what would they change or do differently to be more successful?

Poem 1 The owl (Edward H. Richards)**No. of Period: 1****Purpose:**

- Reading and studying a poem will help students develop oral language skills.
- Research shows that developing oral language skills is important for developing proficiency in reading.

Learning Objectives:

Poetry gives students opportunities to:

1. Appreciate poetry as an art form
2. Expand their vocabulary knowledge
3. Experience different rhythms and rhyme patterns
4. Develop listening skills and practise speaking skills
5. Think about meaning and express their own interpretation

This lesson will focus on parts of a poem and rhyme.

This lesson is organized into three parts: pre-reading, reading the poem and answering questions.

Introduction: Pre-reading (10 minutes)

- Use the pre-reading questions in the textbook for a class discussion about owls. Other questions that can be asked are:
 - “Does the owl have a cultural or symbolic meaning for some groups of people in our country?”
- Encourage students to give examples to support their answers.
- Review students' knowledge and understanding of poet, parts of a poem and rhymes. Teach the students these terms (see the information boxes at the end of this lesson).

Exercise 1: Read the poem. (10 -15 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Read the poem out loud to the students. • Tell the students to read the poem out loud with you. • Identify and discuss new words in the poem with the students. 	<ul style="list-style-type: none"> • Listen carefully to the teacher reading out the poem. • Read the poem carefully and out loud as a class. • In pairs, read the poem out loud to each other. Decide which words are new, and write them down. • Find out the meanings of those words.

Exercise 2: Answer the questions. (10-15 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Organize the students into pairs. • Ask them to read and then answer the questions. 	<ul style="list-style-type: none"> • Students work together to read the poem and answer the questions in the textbook.

Review (10 minutes)

- *What is an example of rhyming in this poem?*
- *What is the rhyming scheme? Who is the poet?*

Information for Teacher: A Poet

A poet is a person who writes poems.

The name of the poet who wrote 'The owl' is Edward H. Richards.

Information for Teacher: Parts of a Poem

A line is a row of words in a poem.

'The owl' has four lines.

A stanza is a group of lines in a poem. Another word for stanza is 'verse'.

'The owl' has one stanza or verse.

A stanza often has four lines of words (but not always).

'The owl' has four lines in the stanza.

Often (but not always) a stanza will have a pattern. It will have a fixed length; a rhythm and/or a rhyme scheme.

'The owl' has one stanza. It is four lines long. It has an AABB rhyme scheme.

Information for Teacher: Rhyme and Rhythm

Rhyming pairs are two words that end with the *same sound*.

The last word of the first line of 'The owl' is oak. The last word of the second line of the poem is spoke. Oak and spoke have a similar sound. They are a rhyming pair of words.

A rhyming scheme is the pattern in the sound of the last words of different lines of a poem.

The last word in Line 1 of 'The Oak' sounds the same as the last word in Line 2. (AA)

The last word in Line 3 sounds the same as last word in Line 4. (BB)

The rhyming scheme for the stanza in 'The owl' is AABB because the first two lines in the stanza rhyme with each other as do the last two lines.

Information for Teacher: Reading poems out loud

(Listening) Reading a poem out loud brings it to life. Students will begin to understand and notice different rhythms, rhymes, and feelings represented, as well as understand how the language creates an image or mood.

(Speaking) The poem should be read in a natural voice. The reader does not always stop at the end of each line, but instead use the poem's punctuation as a cue to where the pauses (brief stop in reading) should be.

Information for Teacher: Drawing pictures to go with poems

- Have students work in pairs to discuss and illustrate (or draw simple pictures) a short poem, or one or two lines of a longer poem.
- This will encourage them to think about meaning, and then express their interpretation in their own way.
- Ask students to share their simple pictures with the class so that everyone has a chance to think about the different meanings that their classmates discovered.

<p>using the information provided in the table.</p> <ul style="list-style-type: none"> Facilitate and check their pronunciations. Affirm and correct when needed. 	<p>the roles of customer and shopkeeper.</p> <ul style="list-style-type: none"> They choose the places they want (e.g. at the greengrocer's or at the butcher's) and talk about the items described at these places.
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Review

<p>Summary of Lesson</p> <p>These are the main things we learned in this lesson.</p> <ul style="list-style-type: none"> Making a shopping list Asking about prices <p>What else did <u>you</u> learn?</p>	<p>Reflection on Learning</p> <ul style="list-style-type: none"> Which activity did you find most interesting? Why and how was it interesting? Which activity was the hardest? Why was it hard?
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8. Review 2, Project 2 & Poem 2

Review 2

No. of Periods: 2

The Purpose of Review 2:

- to help students revise some selected knowledge and skills from Units 4, 5 and 6
- to provide summative assessment of their learning

There are seven exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

Period 1 (45 minutes)

Introduction

Explain that the purpose of Review 2 is to revise and to check student learning over Unit 4, Unit 5 and Unit 6. There are 7 exercises to be done.

<p>Exercise 1</p> <p>Teach</p> <ul style="list-style-type: none"> Organize students into pairs. Explain the task carefully. Discuss the example in the TB with the students. 	<p>Practise</p> <ul style="list-style-type: none"> Working in pairs, students study the table carefully and write sentences about Zeya, using the information in the table. When they have finished, find another pair of students to compare and check answers.
<p>Exercise 2</p> <p>Teach</p> <ul style="list-style-type: none"> Organize students into pairs. Tell them to read sentences carefully. Discuss and decide the best word to complete each sentence. Give feedback. 	<p>Practise</p> <ul style="list-style-type: none"> In pairs: students read, discuss and decide on the best answer to complete each of the blanks. They check their answers with the teacher.

<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Explain that there is a mistake in each sentence of this paragraph. • Organize students into groups of 3 or 4. • Tell them to work together to find the mistakes, and then rewrite correct sentences. 	<p>Practise</p> <ul style="list-style-type: none"> • Students read the paragraph carefully. • In groups, they discuss each sentence and decide what the mistake is. • Then they discuss how to correct the mistake and write a correct paragraph.
Period 2 (45 minutes)	
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Brief class discussion: review the difference between 'country' and 'nationality'. Elicit examples. • Tell students to read the words carefully, and put them together in the correct columns. • Ask them to check their answers with their neighbours. 	<p>Practise</p> <ul style="list-style-type: none"> • Students recall their knowledge about countries and nationalities. • They read the words in Exercise 4 and put them in the correct column.
<p>Exercise 5 Teach</p> <ul style="list-style-type: none"> • Review, with students how to ask and answer "yes / no" questions. • Ask them to match the questions with the answers. • Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students recall how to ask and answer "yes / no" questions. They can check earlier pages in their TBs. • They carefully read the questions and answers in Exercise 5 and then decide on the correct answers. • They check their answers.
<p>Exercise 6 Teach</p> <ul style="list-style-type: none"> • Briefly revise the use of how many / how much and countable and uncountable nouns. • Ask students to circle the correct answers. Check the answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students recall their knowledge and understanding of how many / how much, and countable and uncountable nouns (they check their TBs). • They discuss (with their neighbours), and then circle the correct answers.
<p>Exercise 7 Teach</p> <ul style="list-style-type: none"> • Ask them to read through the dialogue. Check students understanding of words. • Tell students to complete the dialogue using the words given in the box. 	<p>Practise</p> <ul style="list-style-type: none"> • Students carefully read through the dialogue. They ask questions if necessary to check their understanding. • They make decisions about the correct words to complete each

blank space in the dialogue.

Project 2

No. of periods: 2

Learning Outcomes:
At the end of this project, students will be able to:

- recognize different food groups and sort different types of food into the food groups
- review vocabulary about food
- successfully create a poster of healthy food by working collaboratively in small groups

Soft Skills

- Communication skills (by creating a poster of healthy food and eating)
- Collaboration skills (by working in small groups to design and create a poster)
- Creativity (by designing a poster of healthy food that is interesting and attractive to people)

Words and Expressions

Apple, banana, beans, beef, bread, chicken, cookies, corn, crabs, eggs, fish, flour, mango, noodles, orange, papaya, pineapple, rice

Resources & Preparation

Flash cards for foods, glue, scissors, plain paper for poster, colour pencils, pictures cut out from old magazines / newspapers/ advertisements or their own drawings

Teacher Talk: Group Work

Successful group work means:

- **Talk** about the task to be done. Take turns speaking. Plan what to do and who will do it.
- **Share** the work amongst the group members. Encourage and support one another with the work.
- **Make** a poster that the group can be proud of.

Period 1 (45 minutes)

Introduction

Ask some students what they ate for breakfast. List these examples on the board.

Write the names of the three food groups on the board. Check for understanding. Discuss which food group each of the breakfast food examples belongs to. Elicit reasons from students for their answers.

Exercise 1	Teach	Practise
<ul style="list-style-type: none"> • Show some flash cards that include foods from Exercise 1 and elicit the 		<ul style="list-style-type: none"> • Study the foods in Exercise 1 together. Discuss the meaning of

vocabulary for them. <ul style="list-style-type: none"> • Explain the meanings of unfamiliar words in Myanmar. • Ask them to put the foods into three groups. 	each word. <ul style="list-style-type: none"> • Decide which group each of the words belongs to. • Check their answers with the teacher.
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Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Guide a brief class discussion about healthy food. • Explain what a poster is. • Describe how to make a poster. Review the instructions in the TB about the requirements. • Explain what is to be done. • Tell the groups to make a plan and share the work. • Support and encourage students to complete the task. • Encourage them to think creatively. 	<ul style="list-style-type: none"> • Students ask questions to check their understanding of the task. • In groups: <ol style="list-style-type: none"> 1. They generate ideas to create a poster. 2. They decide what needs to be done and plan their poster. 3. They work together to make their poster.

Review

- Display the posters in the classroom. Encourage students to share constructive and positive comments about other posters.
- **Think & talk:** students get back into their groups, and talk about the way the group worked together. What are some examples of the way they worked together? If they were to do this poster again in their groups, what would they change or do differently to be more successful?

Poem 2 Early to bed and early to rise (Benjamin Franklin) No. of Periods: 1

This lesson will focus on parts of a poem and rhyme.

This lesson is organized into three parts: pre-reading, reading the poem, and answering questions.

Introduction: Pre-reading (10 minutes)

- Use the pre-reading questions in the textbook for a class discussion about the man who wrote the poem. Give background information about the poet (see information box at the end of the lesson). Other questions that can be asked are:

“Is the poet himself an early riser? Why is sleeping at night time important? What are the benefits of going to sleep early at night, and waking up early in the morning?”

- Encourage students to give answers freely. Make sure that students participate in class discussion.
- Review students' knowledge and understanding of poet, parts of a poem and rhymes (see information boxes at the end of this lesson).

Exercise 1: Read the poem. (10 – 15 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Read the poem out loud to students. • Tell them to read the poem out loud with you. • Listen to them as they read the poem in pairs. Help them with pronunciation. • Identify and discuss new words in the poem with them. 	<ul style="list-style-type: none"> • Students listen carefully to teacher read out the poem. • They read the poem carefully and out loud as a class. • In pairs, they read the poem out loud to each other. They listen carefully to each other and check their pronunciation. • They decide which words are not known, and write them down. • They find out the meanings of these words.

Exercise 2: Answer the following questions. (10 – 15 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Organize students into pairs. • Ask them to read and then answer the questions. • Review and check students' answers. 	<ul style="list-style-type: none"> • Students work together to read the poem and answer the questions in the textbook. • They check their answers.

Review (10 minutes)

- What does this poem mean?
- What lesson does the poem give you?

Information for Teacher: The poet Benjamin Franklin (17016-1790) was born in Boston, the U.S.A. in 1706. He was a philosopher, scientist, inventor, musician, statesman and economist. He also wrote poems including this poem.

Information for Teacher: Parts of a Poem

This poem has two stanzas. Each stanza has four lines. However, the number of words in each line varies. (6 words in the first line, 5 in the second line, 5 in the third line, and 4 words in the fourth line; 4 words in the first line of the second part, 4 in the second line, 6 in the third line and 4 in the last line. So 6, 5, 5, 4 and 4, 4, 6 and 4 in the stanzas)

Information for Teacher: Rhyme and Rhythm

The rhyming scheme of the whole poem is ABCB; DBEB. The regular rhyming scheme is not found. Instead semi-regular rhyming scheme is found in the poem. 'morn' in the first line does not rhyme with 'late'; 'rise' in the second line rhymes with 'wise' in the third line, 'rise' again in the sixth line and 'wise' in the fourth and the eighth lines. 'bed' and 'healthy' do not rhyme with each other.

'morn' and 'late' do not have similar sounds. In the same way, 'bed' and 'healthy' do not have similar sounds.

(Listening) Reading a poem out loud brings it to life. Students will begin to understand and notice different rhythms, rhymes, and feelings represented, as well as understand how the language creates an image or mood.

(Speaking) The poem should be read in a natural voice. The reader does not always stop at the end of each line, but instead use the poem's punctuation as a cue to where the pauses (brief stop in reading) should be.

<ul style="list-style-type: none"> • Check answers with the class. • Have students study the table for the use of 'have' in forming questions and answers. • Have students practise asking and answering the questions. 	<p>the teacher.</p> <ul style="list-style-type: none"> • Students study the table and practise asking and answering the questions.
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Exercise 2a	Teach	Practise
<ul style="list-style-type: none"> • Tell students to look at the pictures. Tell them each picture has a tick or a cross. • Elicit what it means from them. • Ask students to read No. 1 and do it as an example. • Tell students to complete the sentences. • Check their answers. 		<ul style="list-style-type: none"> • Students carefully look at the pictures. • They study the example. • They complete the sentences. • They check and discuss their answers with the teacher.

Period 3 (45 minutes)

Exercise 2b	Teach	Practise
<ul style="list-style-type: none"> • Tell students to read the paragraph silently. • Tell students to read after the teacher. • Review the uses of the verb 'have'. • Ask students to complete the paragraph. They must make the correct careful choice: 'have/has, don't have/don't and doesn't have/ doesn't'. Tell them some words can be used more than once. • Check answers and give feedback. 		<ul style="list-style-type: none"> • Students read the paragraph silently and then repeat after their teacher. • They complete the paragraph with the correct word: 'have', 'has', 'don't have', 'don't', 'doesn't have' or 'doesn't'. • They check their answers with the teacher.

Review

Summary of lesson	Reflection on learning
<ul style="list-style-type: none"> • Ask the students sitting in the back of the room to give one example of a sentence using 'have'. • Ask the students sitting in the front to give one example of a sentence using 'have' in a negative sentence. 	<ul style="list-style-type: none"> • Remind the students that the focus of this lesson was "Writing". • Brainstorm: What are some examples of writing in this lesson?

12. Review 3, Project 3 & Poem 3**Review 3****No. of Periods: 2****The Purpose of Review 3:**

- to help students revise some selected knowledge and skills from Units 7, 8 and 9
- to provide summative assessment of their learning

There are five exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

Period 1 (45 minutes)**Introduction**

Explain that the purpose of Review 1 is to revise and to check student learning over Unit 7, Unit 8 and Unit 9. This review will take two periods. There are five exercises.

<p>Exercise 1 Teach</p> <ul style="list-style-type: none"> • Ask students to complete the description about Mymar with the correct word from the box. • Ask students to read the words in the box and the text silently. • Ask them to complete the text with the words in the box. • Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students read the words in the box and the text silently. • They decide which is the correct word for each blank and complete the text. • They check their answers with the teacher.
<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> • Briefly review with the class: the use of how many / how much for countable and uncountable nouns. • Ask the students to read each question or sentence, and choose the correct word or phrase. • Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • Students recall their knowledge and understanding about the use of how many / how much. • They read each question or sentence carefully and decide the correct answer. • They check their answers with the teacher.
<p>Period 2 (45 minutes)</p>	
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Ask students to read through the dialogue between a customer and a shop assistant. • Then, tell them to complete the dialogue with the words in the box. • In pairs, practise the dialogue. (as in role play) 	<p>Practise</p> <ul style="list-style-type: none"> • Students read through the dialogue. • They choose the correct words and complete the dialogue. • They practise the dialogue in pairs.
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Review 'things in the classroom'. • Class discussion: elicit student response to name the things in the 12 pictures. • Check students' knowledge and understanding of how crossword puzzles are organized. • Explain how to find the words in the puzzle by using the given example. • Organize the students into groups of 3 and ask them to complete the puzzle. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs: students write the name of the things in 'Across'. Then write the names of the things in 'Down'. • They check the number of letters for each of the words. • They check the puzzle: try to solve with the words 'Down' and the words 'Across'.

Exercise 5	Teach	Practise
	<ul style="list-style-type: none"> Tell students to look at the pictures. Tell them: "Each picture has a tick or a cross." Elicit what it means from them. Tell them to read carefully, and complete the e-mail with <i>can/ can't</i> using the clues given in the pictures. Do No. 1 as an example. Ask students and check their answers. 	<ul style="list-style-type: none"> Students study the pictures. They read the email and complete it with <i>can / can't</i> using the clues given in the pictures. They check their answers.

Project 3**No. of Periods: 2****Learning Outcomes:**

At the end of this project, students will be able to:

- revise and practise using vocabulary about clothes and stationery items
- in groups, create a flyer to advertise items for sale at a school funfair
- successfully complete the project by working collaboratively in small groups

Soft Skills

- Communication skills (when communicating information about the prices of items for sale)
- Collaboration skills (when working together to plan and create a flyer)
- Creativity (when making an interesting, attractive flyer)

Words and Expressions

Backpack, flyer, funfair, notebook, sharpener, watch, umbrella

Resources & Preparation

Plain colour paper for flyer, colour pencils, pencils

Teacher Talk: Group Work

Successful group work means:

- T**alk about the task to be done. Take turns speaking. Plan what to do, and who will do it.
- S**hare the work amongst the group members. Encourage and support one another with the work.
- M**ake a flyer that the group can be proud of!

Period 1 (45 minutes)**Introduction**

Ask the students: "What is a funfair?", "Have you ever been to a funfair?" and "What can you do in a funfair?"

Teach	Practise
<ul style="list-style-type: none"> Organize students into small groups of 3 or 4. Ask them to discuss what they can buy in 	<ul style="list-style-type: none"> In groups: students check their understanding of 'funfair'. They talk about the things that they

<p>a funfair.</p> <ul style="list-style-type: none"> • Explain what a flyer is and what should they include in a flyer for school funfair. • Ask them to make a list of things they can sell in a school funfair and to discuss the possible price for each item. • Ask them to create their own flyer for the school funfair. • Tell them they can look at the example from TB. 	<p>can buy at a funfair.</p> <ul style="list-style-type: none"> • Students talk about the task to be done. They take turns speaking. They plan what to do to make the flyer, and who will do different parts. • They share the work amongst the group members. They encourage and support one another, making the flyer. • In groups, students make a flyer studying the example given.
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Period 2 (45 minutes)

Exercise 2	Teach	Practise
	<ul style="list-style-type: none"> • Ask them to prepare for presentation and to assign duty for presentation. • Let them display the group flyers in the classroom and give presentation. 	<ul style="list-style-type: none"> • In groups, students discuss what to be presented and assign a task to each student. • They display their flyer. • Students give presentation.

Review

- Ask students to look at other groups' flyers. Compare the different flyers. Ask questions about the different things and their prices.
- **Think & talk** : students get back into their groups, and talk about the way the group worked together. What was good? What can they do better the next time they work on a project like this?

Poem 3 The rainbow (Christina Rossetti)

No. of Period: 1

This lesson will focus on parts of a poem and rhyme.

This lesson is organized into three parts: pre-reading, reading the poem, and answering questions.

Introduction: Pre-reading (10 minutes)

- Use the pre-reading questions in the textbook for a class discussion about the poetess who wrote the poem. Ask students to think about beautiful things (either man-made or natural objects).
- Encourage students to give their own answers freely. Make sure that students participate in class discussion.
- Review students' knowledge and understanding of the poetess, parts of a poem and rhymes (see information boxes at the end of this lesson).

Exercise 1: Read the poem. (10 – 15 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Read the poem "The rainbow" out loud 	<ul style="list-style-type: none"> • Students listen carefully to

<p>to students.</p> <ul style="list-style-type: none"> • Tell them to read the poem out loud with you. • Organize students into pairs. • Identify and discuss new words in the poem with them. • Tell students to choose one of the objects in the poem (e.g. boats, bridges, or clouds) and draw simple pictures to express the information in each line. • Ask them to read and then answer the questions. • Review and check students' answers. 	<p>teacher who reads out the poem.</p> <ul style="list-style-type: none"> • They read the poem carefully and out loud as a class. • In pairs, they read the poem out loud to each other. • They decide which words are not known, and write them down. • They check the meanings of these words with the teacher. • Students choose one of the objects in the poem and draw a simple picture for that object. • Students work together to read the poem and answer the questions in the textbook. They check their answers with the teacher.
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Exercise 2: Answer the following questions. (10 – 15 minutes)

Review (10 minutes)

- What are the rhyming words?
- Can you think of another word that rhymes with the words 'seas', 'these' and 'please'?

Information for Teacher: The poetess Christina Rossetti (1830-1894) was born in London, the UK. She wrote a variety of romantic and children's poems. Her popularity became strong only after her death in 1894.

Drawing pictures to go with poems

- Have students work in pairs to discuss and illustrate (or draw simple pictures) a short poem, or one or two lines of a longer poem.
- This will encourage them to think about meaning, and then express their interpretation in their own way.
- Ask students to share their simple pictures with the class so that everyone has a chance to think about the different meanings that their classmates discovered.

Information for Teacher: Parts of a Poem

This poem has only one stanza. The stanza has ten lines. However, the number of words in the line varies. (5 words in the 1st line, 6 words in the 2nd line, 7 words in the 3rd line, 5 words in the 4th line, 6 words in the 5th line, 5 words in the 6th line, 6 words in the 7th line, 4 words in the 8th line, 8 words in the 9th line and 5 words in the 10th line; so the number of words used in each line ranges from 4 words at least to 8 words at most.)

Short lines and long lines alternate in the whole poem.

Information for Teacher: Rhyme and Rhythm The rhyming scheme of the whole poem is ABCBABDBCB.

'seas' in the 2nd line, 'these' in the 4th line, 'please' in the 6th line, 'trees' in the 8th line and 'these' in the 10th line rhyme with one another. 'rivers' in the 1st line rhymes with the same word 'rivers' in the 5th line. 'sky' in the 3rd line rhymes with the same word 'sky' in the 9th line. However, 'heaven' in the 7th line does not have a word to rhyme with it. Therefore, this poem has a semi-regular rhyme scheme.

<ul style="list-style-type: none"> Organize students into groups of 3 or 4. Explain the first sentence as a model. Ask them to discuss each picture: its shape and colour. Tell students to write the sentences in their exercise books. Check the answers. 	<ul style="list-style-type: none"> They study the pictures and discuss each picture: its shape and colour. They write their answers in their exercise books. They check their answers with the teacher.
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Period 3 (45 minutes)

Exercise 3	Teach	Practise
	<ul style="list-style-type: none"> Organize students into pairs. Ask one student in each pair to give instructions and the other to draw a diagram by following the instructions. Remind them to pay attention to the use of sequence markers such as first, then, next and finally. Facilitate and check their drawings. 	<ul style="list-style-type: none"> In different pairs, students take turns in drawing a diagram using the steps given in Exercise 3. One student in each pair gives instructions and the other follows them to draw a diagram. Students use sequence markers like first, then, next and finally. They change roles.
Exercise 4	Teach	Practise
	<ul style="list-style-type: none"> Ask students to look at the useful language and write instructions for the diagrams given using sequence words. Form students into pairs. Tell Student As to read the instructions and tell Student Bs to listen and draw Diagram 1. Students change roles to draw Diagram 2. Facilitate and check their drawings. 	<ul style="list-style-type: none"> In pairs students read the useful language given in the boxes and write instructions for the diagrams. One student in each pair gives instructions and the other follows them to draw Diagram 1. Students change roles to draw Diagram 2. They check their diagrams with the teacher.

Review

<p>Summary of Lesson</p> <p>These are the main things we learned in this lesson.</p> <ul style="list-style-type: none"> Understanding different shapes. Giving instructions for drawing diagrams. 	<p>Reflection on Learning</p> <ul style="list-style-type: none"> Which activity did you find most interesting? Why and how was it interesting? Which activity was the hardest? Why?
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16. Review 4, Project 4 & Poem 4**Review 4****No. of Periods: 2****The purpose of Review 4:**

- to help students revise some selected knowledge and skills from Units 10, 11 and 12
- to provide summative assessment of their learning

There are four exercises in this review. The teacher will guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a timely manner.

Period 1 (45 minutes)

Introduction

Explain that the purpose of Review 4 is to revise and to check student learning over Unit 10, Unit 11 and Unit 12. This review will take two periods. There are 4 exercises.

<p>Exercise 1 Teach</p> <ul style="list-style-type: none"> • Tell students to read each sentence carefully and underline the correct form of the verbs given. • Tell them they can discuss and work with their neighbours to decide their answers. • Check the answers with the class. 	<p>Practise</p> <ul style="list-style-type: none"> • Students read each sentence and study the verbs. Then they decide the correct one. • They work with other students to choose the correct answer. • They check the answers with the teacher.
<p>Exercise 2 Teach</p> <ul style="list-style-type: none"> • Organize students into pairs. • Check if students understand the words in the box. • Ask students to read each sentence. Tell students to discuss the sentences with their partner and to complete them with suitable words. • Check their answers. 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs: students check their understanding of the words in the box. • They read each sentence and discuss with their partner to decide the correct word to complete the sentence. • They check their answers with the teacher.
<p>Period 2 (45 minutes)</p>	
<p>Exercise 3 Teach</p> <ul style="list-style-type: none"> • Briefly check students' prior knowledge by asking: What is obligation? What is prohibition? Ask them to give some examples using "You must ..." and "You mustn't ...". • Ask them to do Exercise 3 individually. • Then, tell them they can work with others (if they wish) on the exercises. • Check answers with the whole class. 	<p>Practise</p> <ul style="list-style-type: none"> • Students recall and practise (orally), using "You must ..." and "You mustn't ...". • They work on Exercise 3 on their own.. • Then, they work with others to complete the exercise. • They check their answers with the teacher.
<p>Exercise 4 Teach</p> <ul style="list-style-type: none"> • Briefly review the names of different shapes, and ask for examples from around the classroom and school. • Organize students into pairs. • Tell them they are to write sentences to describe the shape of the object in each 	<p>Practise</p> <ul style="list-style-type: none"> • In pairs: students write sentences to describe the shapes in the pictures. • They check their answers with the teacher.

- picture. Do No.1 as an example.
- Check their answers.

Project 4

No. of Periods: 2

Learning Outcomes:
At the end of this project, students will be able to:

- talk about their favourite sports
- in groups, present their favourite sports
- successfully complete the project by working collaboratively in small groups

Soft Skills

- Communication skills (when reporting progress on exercises)
- Collaboration skills (when working successfully in pairs or in groups)
- Creativity (when planning and giving presentation)

Words and Expressions
team sport, individual sport, benefits

Resources & Preparation
Plain paper for presentation, color pencils, pencils

Period 1 (45 minutes)

Introduction

Ask the students questions about their favourite sport:

What is your favourite sport? (Check students' understanding of 'favourite').

What equipment is needed for these sports? (Check students' understanding of 'equipment').

Teach	Practise
<ul style="list-style-type: none"> • In groups, ask the students to discuss their favourite sports and choose one favourite sport for each group. • Ask them to discuss the questions in the diagram. • Remind them that they can add some more information about the sport they have chosen. • Ask them to prepare a presentation on this sport using the information from your discussion. 	<ul style="list-style-type: none"> • In groups: students discuss their favourite sports and choose one favourite sport for their group. • They discuss and prepare for presentation.

Period 2 (45 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Ask them to choose a representative from each group. • Tell them they are going to present their group's favourite sport. • Explain the criteria for the presentation. 	<ul style="list-style-type: none"> • In groups, students choose one representative to present their group's favourite sport. • They give presentation on the favourite sport.

Notes for Teacher

When students are giving presentation, teacher needs to explain that students should meet the following criteria:

- accuracy : the use of appropriate grammar and vocabulary
- fluency : ability to speak very well
- contents : ideas, facts, or opinions that are relevant to the topic
- gesture : the use of appropriate body language in presentation

Review

- After the presentation, ask students: Which group's presentation is the most interesting? Why?
- **Think & talk** : Students get back into their pairs, and talk about the way they worked together. What was good? What can they do better next time when they work on a project like this?

Poem 4 The butterfly (Rick Hunter)**No. of Period: 1**

This lesson will focus on parts of a poem and rhyme.

This lesson is organized into three parts: pre-reading, reading the poem, and answering questions.

Introduction: Pre-reading (10 minutes)

- Use the pre-reading questions in the textbook for a class discussion about the man who wrote the poem. Ask students to think about the following questions:
"Is a butterfly an insect? / Is it beautiful? / Can you think of other beautiful insects?"
- Encourage students to give their own free answers. Make sure that students participate in class discussion.
- Review students' knowledge and understanding of poetess, parts of a poem and rhymes (see information boxes at the end of this lesson).

Exercise 1: Read the poem. (10 – 15 minutes)

Teach	Practise
<ul style="list-style-type: none"> • Read the poem out loud to students. • Tell them to read the poem out loud with you. • Identify and discuss new words in the poem with them. • Tell students to choose one of the stanzas in the poem and draw simple pictures to express the information in each line. 	<ul style="list-style-type: none"> • Students listen carefully to teacher read out the poem. • They read the poem carefully and out loud as a class. • In pairs, they read the poem out loud to each other. • They decide which words are not known, and write them down.

Exercise 2: Answer the following questions. (10 – 15 minutes)

Teach	Practise
<ul style="list-style-type: none"> Organize students into pairs. Ask them to read and then answer the questions. Review and check their answers. 	<ul style="list-style-type: none"> Students work together to read the poem and answer the questions in the textbook. They check their answers.

Review (10 minutes)

- Can you think of the colours the butterfly has?
- What colours are beautiful in your opinion?
- What colours are not beautiful in your opinion?

Information for Teacher:

The name of the poet is Rick Hunter. The name of the poem is "THE BUTTERFLY."

Information for Teacher: Parts of a Poem

The poem is written in the form of couplets, two-line stanzas with the ending words that rhyme with each other. This poem has three stanzas. The stanza has two lines each. However, the number of words in the line varies. (7 words in the 1st line, 6 words in the 2nd line of the first stanza; 4 words in the 3rd line, 5 words in the 4th line of the second stanza and 7 words in the 5th line and 8 words in the 6th line of the last stanza.)

All the first lines of the couplets are written in capital letters whereas all the second lines of the couplets are written in small letters.

Information for Teacher: Rhyme and Rhythm

The rhyming scheme of the whole poem is AA BB CC.

'behold' in the 1st line rhymes with 'gold' in the 2nd line in the first couplet. 'hour' in the 3rd line rhymes with 'flower' in the 4th line in the second couplet. Finally, 'butterfly' in the 5th line rhymes with 'by' in the 6th line in the last couplet.