

How to use this Teacher's Guide for Grade 7 English Textbook

The Teacher's Guide for Grade 7 English Textbook is divided into five main sections: Introduction, Lesson Plans, Listening Scripts, Answer Key and Word List.

I. Introduction

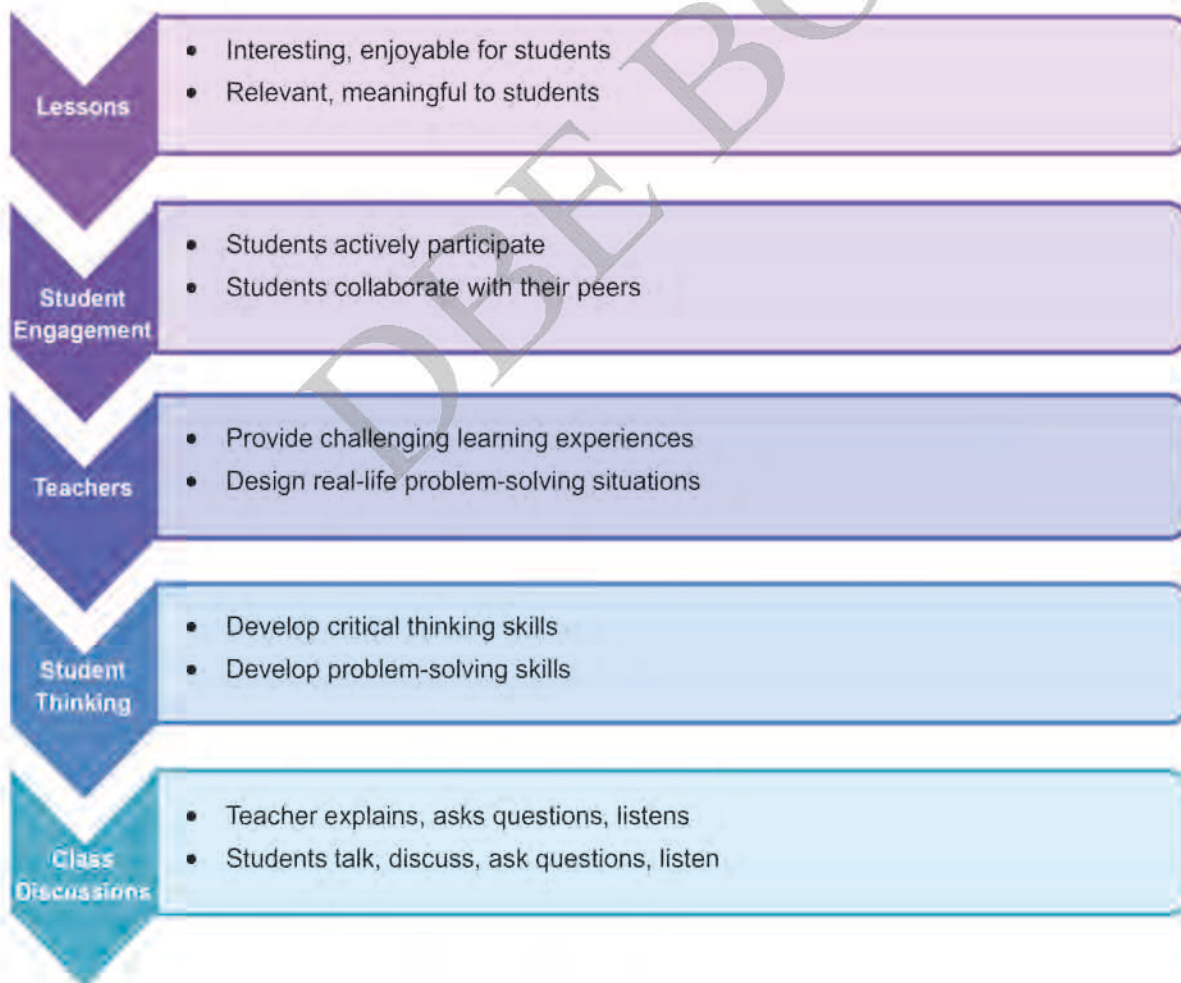
This introduction section covers the following topics that the teachers should be aware of:

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| 1. Student-centred Pedagogy | 5. 21 st Century Skills: the Soft Skills |
| 2. Basic Principles of Effective Teaching and Learning | 6. Assessment in the Classroom |
| 3. Bloom's Taxonomy | 7. Syllabus and Year Plan |
| 4. Teacher Planning and Self-Reflection | 8. Overview of Social Dimensions in Secondary School Classrooms (gender, ethnic diversity, social status and disabilities) |

1. Student-centred Pedagogy

What would I see if I observed a student-centred secondary school classroom?

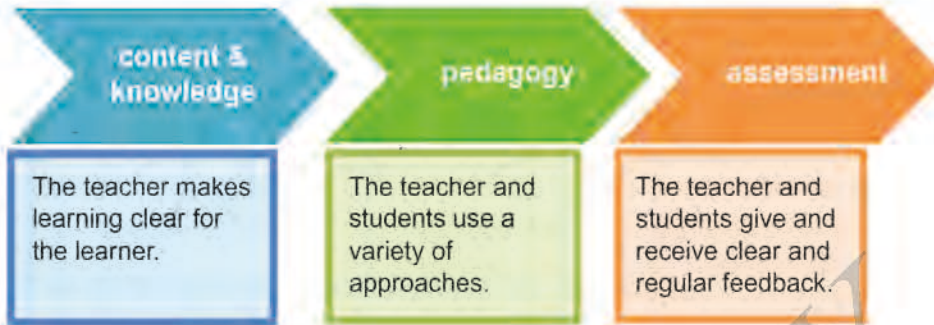
In a student-centred secondary school classroom, the following key points will be observable:



2. Basic Principles of Effective Teaching and Learning

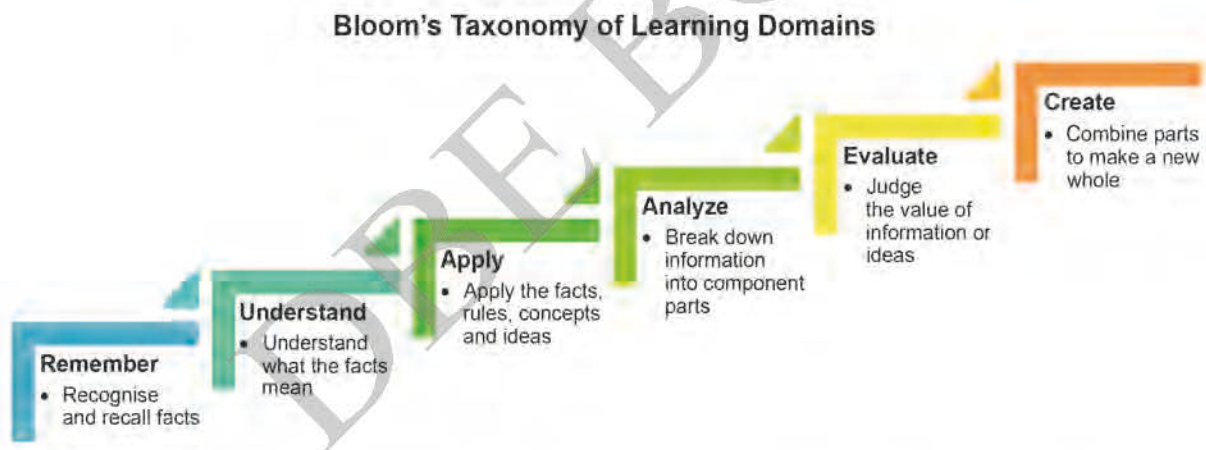
What is a Learning Outcome? They are statements that clearly define what students are expected to know, understand, do and value at the end of a period of learning (e.g. a lesson). Learning Outcomes relate to knowledge, skills, attitudes and values.

Effective teaching and learning occurs when teachers and students work together to achieve Learning Outcomes.



3. Bloom's Taxonomy

Bloom's Taxonomy of Learning Domains are incorporated in lesson plans and activities to ensure students develop critical thinking skills.



Bloom's Taxonomy of Learning Domains can be divided into two categories: *lower-order thinking skills* and *higher-order thinking skills*. Look for these key words in lesson plans.

Lower-order Thinking Skills

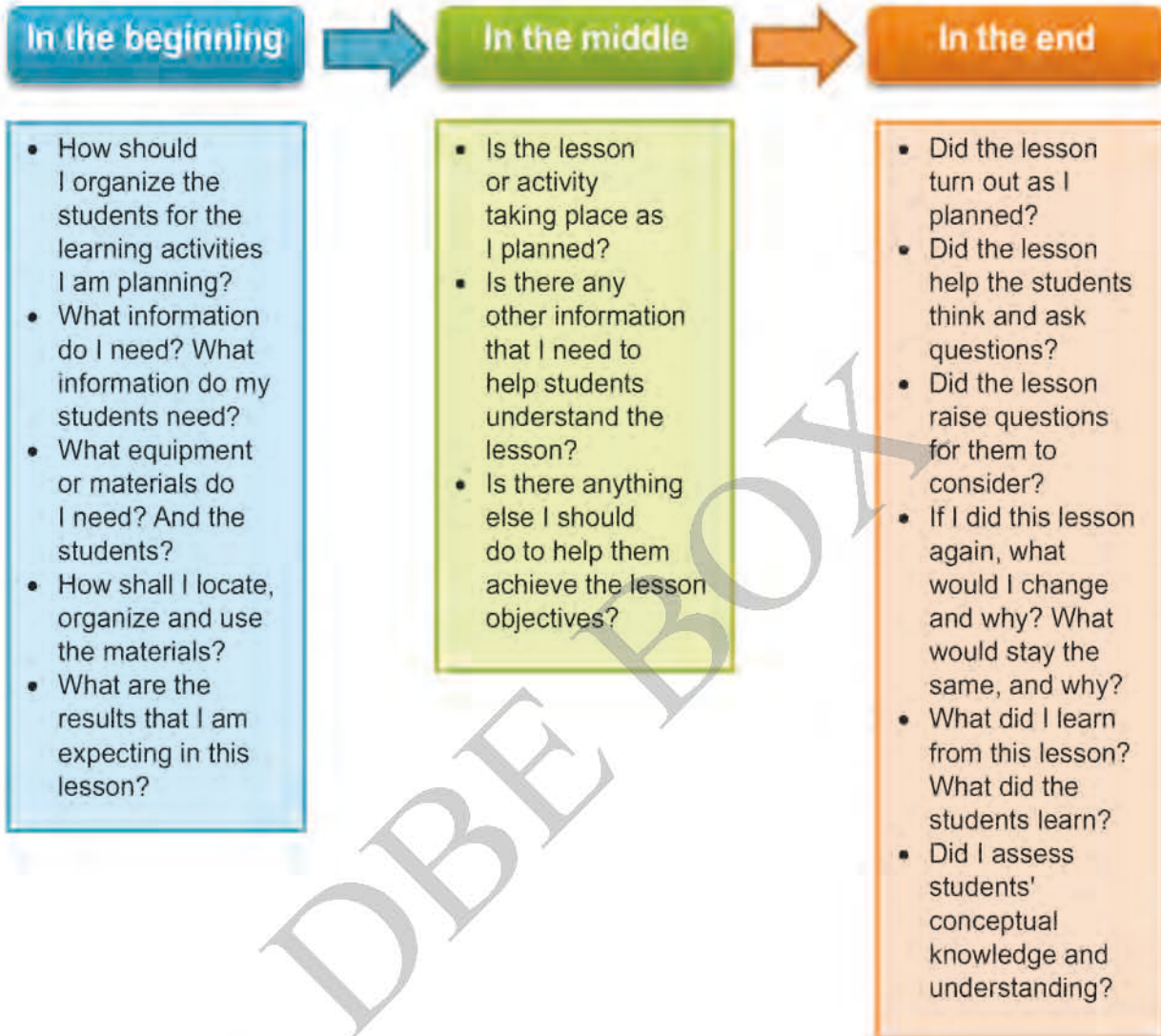
- remembering
- understanding
- applying

Higher-order Thinking Skills

- analysing
- evaluating
- creating

4. Teacher Planning and Self-Reflection

These are important questions to help teachers think about their teaching and student learning. These questions focus on three different stages of a lesson: the beginning, the middle and the end.



5. 21st Century Skills: the Soft Skills

What are 21st Century skills? And why are they important?

These are competences or skills that will help students thrive in today's changing world. They are also called 'soft skills'.

Young people need these skills in the workplace and to navigate our complex world. The five soft skills (the 5 Cs) in the Myanmar national secondary school curriculum are:

- collaboration
- communication
- critical thinking & problem solving
- creativity & innovation
- citizenship

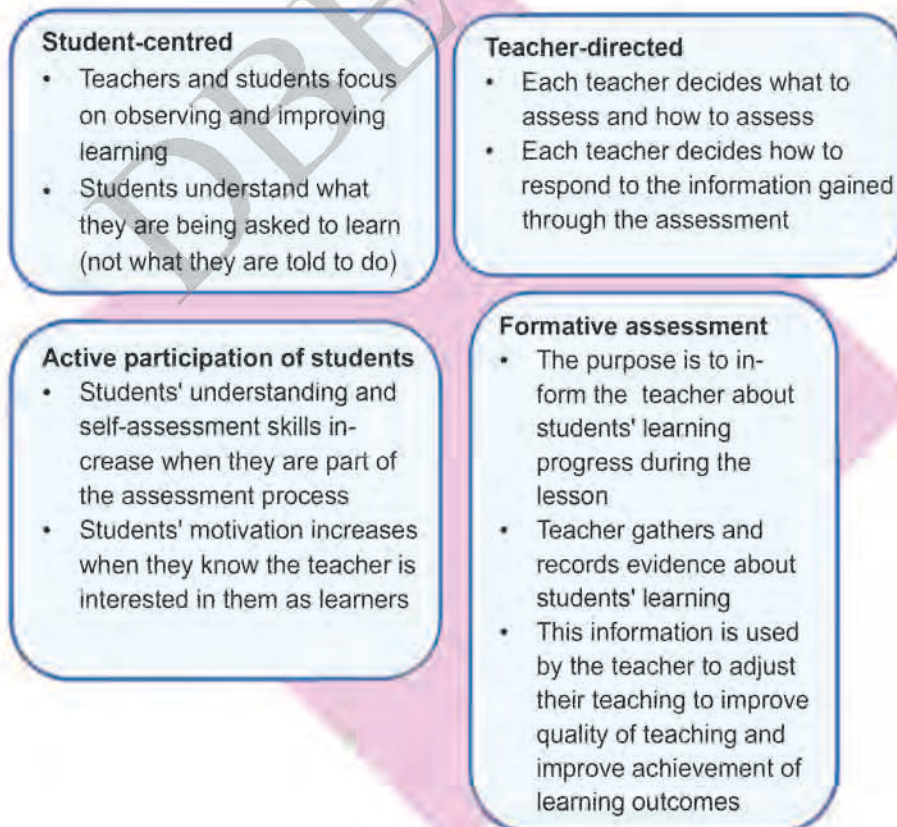
The following diagram explains the five soft skills (the 5 Cs).



6. Assessment in the Classroom

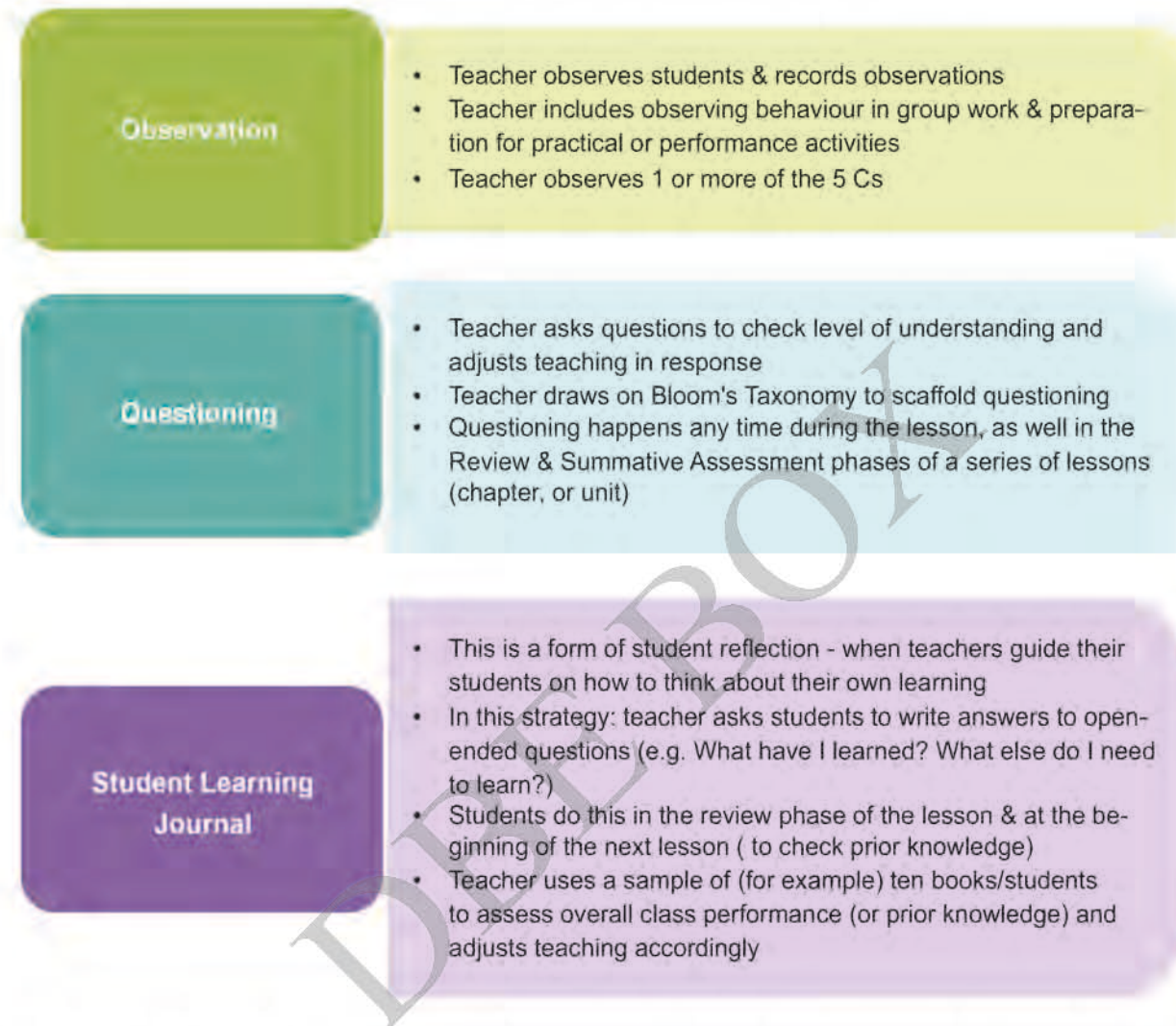
(a) Approaches

There are four approaches to Classroom Assessment: student-centred, teacher-directed, active participation of students and formative assessment.



(b) Strategies for Formative Assessment

There are three common methods of using formative assessment in the classroom: observation, questioning and student learning journal.



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, and allow promotion of each ethnic group's rich literature, culture, arts, traditions and historical heritage, and should also be in line with the curriculum used in other countries.

As a basic principle, the secondary school classroom should be "inclusive" of all students, regardless of their gender, nationalities, social status and disabilities. An equitable and inclusive school environment will enable all students to access education while respecting individual identity and values, and to gain 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 social biases in the classroom, such as stereotyped roles, discrimination between different cultures and nationalities, bias according to social status, and overlooking traditional norms and values.

Look for other examples and opportunities that strengthen equity and inclusiveness in lessons, in the classroom setting and in the 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 7 English Textbook includes seven course components, five soft skills and a number of learning objectives.

Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 1 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Interviewing • Asking for information 	<ul style="list-style-type: none"> • Talking about Myanmar Zat Pwe • Adjectives describing personality traits
Unit 2 <i>Communication</i> <i>Collaboration</i> <i>Citizenship</i>	<ul style="list-style-type: none"> • Talking about good habits 	<ul style="list-style-type: none"> • Talking about bad habits
Unit 3 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Items of clothing • Shopping for clothes 	<ul style="list-style-type: none"> • Accessories • Advertisements
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</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To describe people using adjectives • To write a personal profile 	
Poem 1	Poem: <i>The Lazy Boy</i> by Agnes J. Austin	
Unit 4 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Kinds of transport • Travel by public transport 	<ul style="list-style-type: none"> • Kinds of holiday • Talking about a holiday
Unit 5 <i>Communication</i> <i>Collaboration</i> <i>Citizenship</i>	<ul style="list-style-type: none"> • Different types of sports and games • Reasons for playing sports and games 	<ul style="list-style-type: none"> • Football rules • Talking about football
Unit 6 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Simple directions • Sequential connectors 	<ul style="list-style-type: none"> • Road signs • Traffic lights
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</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • To describe places 	
Poem 2	Poem: <i>The Greedy Dog</i> by an anonymous poet	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> Comparative adjectives 	<ul style="list-style-type: none"> Writing a personal profile Asking for personal information 	<ul style="list-style-type: none"> Describing people
<ul style="list-style-type: none"> Adverbs of frequency Present simple and present continuous 	<ul style="list-style-type: none"> Good and bad habits Weekend activities 	<ul style="list-style-type: none"> Describing habits and routines
<ul style="list-style-type: none"> The use of <i>a lot of, many, much, a few</i> and <i>a little</i> Superlative adjectives 	<ul style="list-style-type: none"> Short messages Order of adjectives 	<ul style="list-style-type: none"> Describing things
<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"> Yes / No questions Wh- questions 	<ul style="list-style-type: none"> Types of holiday A travel plan 	<ul style="list-style-type: none"> Asking for and giving information
<ul style="list-style-type: none"> Indoor and outdoor sports and games World famous sporting events 	<ul style="list-style-type: none"> Importance of rules in sports and games Different rules in different sports and games 	<ul style="list-style-type: none"> Obligation and necessity
<ul style="list-style-type: none"> Things in a town and a village Prepositions of place 	<ul style="list-style-type: none"> Describing places in a town and a village 	<ul style="list-style-type: none"> Describing places
<ul style="list-style-type: none"> To provide summative assessment of student learning 		
<ul style="list-style-type: none"> To successfully create a travel brochure by working collaboratively in small groups 		

Unit Number & Soft Skills	Listening & Speaking	Reading
Unit 7 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Day, date and time • Routine tasks 	<ul style="list-style-type: none"> • Planets in our solar system • How days got their names
Unit 8 <i>Communication</i> <i>Collaboration</i> <i>Citizenship</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Identifying the main points of a story • Using linking words 	<ul style="list-style-type: none"> • Identifying sequential events in a story • Identifying characters in a story
Unit 9 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • Making invitations • Accepting or declining invitations 	<ul style="list-style-type: none"> • Invitation letters • Festivals and local foods
Review 3	• 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 identify setting, characters and events of a story • To write a story in their own words 	
Poem 3	Poem: <i>The Sun</i> by an anonymous poet	
Unit 10 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Extra-curricular activities • Asking for and giving opinions 	<ul style="list-style-type: none"> • A travel brochure • Visiting Bagan
Unit 11 <i>Communication</i> <i>Collaboration</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Weather forecast • Talking about the weather 	<ul style="list-style-type: none"> • Weather instruments and their functions
Unit 12 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i> <i>Creativity</i>	<ul style="list-style-type: none"> • Everyday lifestyles • Health problems and treatments 	<ul style="list-style-type: none"> • Medicine labels • Vitamins and minerals
Review 4	• To help students revise selected knowledge and skills from Units 10, 11 and 12	
Project 4 <i>Communication</i> <i>Collaboration</i> <i>Critical Thinking</i>	<ul style="list-style-type: none"> • To arrange the words and phrases to make meaningful sentences • To arrange the sentences to make a meaningful story 	
Poem 4	Poem: <i>Teachers Three</i> by an anonymous poet	

Vocabulary, Grammar & Syntax	Writing	Functional Language
<ul style="list-style-type: none"> • Adverbs of place, time and frequency • Household tasks 	<ul style="list-style-type: none"> • School subjects • Drawing a study timetable 	<ul style="list-style-type: none"> • Talking about routine tasks
<ul style="list-style-type: none"> • Talking about past events • Past simple and past continuous 	<ul style="list-style-type: none"> • Writing a story • Using linking words to join the sequence of events 	<ul style="list-style-type: none"> • Talking about past events
<ul style="list-style-type: none"> • Making requests, offers and invitations • Giving responses 	<ul style="list-style-type: none"> • Writing a letter • Writing a reply 	<ul style="list-style-type: none"> • Making invitations
<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"> • Adverbs of degree 	<ul style="list-style-type: none"> • Designing a flyer for the school snack fair 	<ul style="list-style-type: none"> • Asking for and giving opinions
<ul style="list-style-type: none"> • The use of <i>will</i> and <i>won't</i> • The use of first conditional 	<ul style="list-style-type: none"> • Weather words • Writing a weather forecast 	<ul style="list-style-type: none"> • Talking about the weather
<ul style="list-style-type: none"> • The use of <i>should</i> • The use of connectives 	<ul style="list-style-type: none"> • Asking for and giving advice • A happy healthy life 	<ul style="list-style-type: none"> • Asking for and giving advice
<ul style="list-style-type: none"> • To provide summative assessment of student learning 		
<ul style="list-style-type: none"> • To successfully create a meaningful story by working collaboratively in small groups 		

(2) Year Plan

The year plan for Grade 7 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 7 English Textbook

Unit	Lesson	Topic	Period	Total periods for each unit	Schedule
Unit 1	Lesson 1	My favourite singer	4	14	June
	Lesson 2	Life as an artiste	4		
	Lesson 3	Comparing people or things	3		
	Lesson 4	A personal profile	3		
Unit 2	Lesson 1	Keeping good habits	4	14	June
	Lesson 2	Getting rid of bad habits	4		
	Lesson 3	What an annoying habit!	3		
	Lesson 4	What do you usually do at weekends?	3		
Unit 3	Lesson 1	At the clothes shop	4	14	July
	Lesson 2	Accessories you usually go for	4		
	Lesson 3	The most expensive jeans	3		
	Lesson 4	A nice blue cotton T-shirt	3		
Review, Project & Poem	Review 1		2	5	July
	Project 1		2		
	Poem 1	The Lazy Boy	1		
Unit 4	Lesson 1	Travel and transport	4	14	August
	Lesson 2	A holiday in Mandalay	4		
	Lesson 3	Can you tell me about your holiday?	3		
	Lesson 4	Going on a holiday	3		
Unit 5	Lesson 1	Sports and games	4	14	August
	Lesson 2	Football	4		
	Lesson 3	Which sports and games do you prefer, indoor or outdoor?	3		
	Lesson 4	Dos and Don'ts in sports and games	3		
Unit 6	Lesson 1	To the pizza shop	4	14	September
	Lesson 2	Amber: The Little Yellowish-brown Light	4		
	Lesson 3	Do you like living in the countryside?	3		
	Lesson 4	The best things about your town	3		
Review, Project & Poem	Review 2		2	5	October
	Project 2		2		
	Poem 2	The Greedy Dog	1		

Unit 7	Lesson 1	A day in the life of a teacher	4	14	October
	Lesson 2	Days and their names	4		
	Lesson 3	Do you help your parents?	3		
	Lesson 4	Do you have a study timetable?	3		
Unit 8	Lesson 1	Little friends can be great friends	4	14	November
	Lesson 2	Friends always help each other	4		
	Lesson 3	What were you doing?	3		
	Lesson 4	Once upon a time ...	3		
Unit 9	Lesson 1	A special celebration for my birthday	4	14	
	Lesson 2	An enjoyable visit	4		
	Lesson 3	Would you like to join us for dinner?	3		
	Lesson 4	An invitation	3		
Review, Project & Poem	Review 3		2	5	
	Project 3		2		
	Poem 3	The Sun	1		
Unit 10	Lesson 1	Let's take part in the school concert!	4	14	December
	Lesson 2	A trip to a World Heritage Site in Myanmar	4		
	Lesson 3	She's quite intelligent, but rather lazy	3		
	Lesson 4	The school snack fair	3		
Unit 11	Lesson 1	A beautiful, sunny day	4	14	January
	Lesson 2	Weather instruments	4		
	Lesson 3	What will you do if ...?	3		
	Lesson 4	Let's write a weather forecast!	3		
Unit 12	Lesson 1	Seeing a doctor	4	14	
	Lesson 2	Staying healthy	4		
	Lesson 3	A word of advice	3		
	Lesson 4	What should I do?	3		
Review, Project & Poem	Review 4		2	5	February
	Project 4		2		
	Poem 4	Teachers Three	1		
			Total (teaching periods)	188	
			Reserve (revision and exam)	28	
			Total	216	

II. Lesson Plans

You will find the lesson plans for each unit structured as follows:

The Grade 7 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. There are a total of 14 periods 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 (ITPR).

I	Introduction	This includes 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. ENTRY: What three expressions do you recall learning about interviewing? EXIT: What new expressions have you learned about interviewing?
T	Teach	This is mainly teacher-centred . There are steps you will have to follow – how students will be organized for the planned activities and how you will handle these activities.
P	Practise	This is mainly student-centred . There are steps students will have to follow – how students will engage in the planned activities.
R	Review	This includes a Lesson Summary / Review Questions. Teachers have to summarize each lesson and ask students questions to reflect on their learning.

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Unit 1

Learning Outcomes

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

- interview other people, asking for and giving information
- describe personality traits
- compare people, things or places using comparative adjectives
- write personal profiles

The soft skills that will be practised are:

communication, collaboration and creativity.

Lesson 1: My favourite singer

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

- study, complete and role-play an interview
- ask for and give information

No. of periods: 4

Resources & Preparation

- Audio CD
- Role Cards
- Some photos / pictures of Myanmar singers

This lesson focuses on Listening & Speaking. There are nine exercises.

Words & Expressions

- Personal information
- Interview questions

Listening and Speaking

Introduction

- Ask students: *Have you ever seen an interview on TV or in the movies? If so, who interviewed whom in that interview?*
- Show students 5 photos / pictures of Myanmar singers they know / they might know and ask: *Do you know this singer? / Do you like him / her?*
- If a student answers "Yes.", ask him / her *Why?* If he / she answers "No.", ask him / her *Why not?*

Teach	Practise
<p>Exercise 1: On the board, write 3 questions given in Exercise 1. Organize the class into pairs. Tell the pairs to take turns to ask and answer the questions.</p>	<p>Pairs take turns to ask and answer the questions. They choose one singer both of them like and report back to the class why they like him / her.</p>
<p>Exercise 2: Ask three students what they think they are going to hear in the recording. Ask them to look at the pictures. Ask three students to guess what they will hear and to tell the class what they guess.</p>	<p>Individually, students look at the two pictures in Exercise 2. They guess what they are going to hear on the tape and tell the class what they guess.</p>

Teach	Practise
<p>Exercise 3: Ask students to read the questions in Exercise 3 before listening. Ask them to find out what they have to listen for. Play the tape two times. Tell students to listen for the answer on the first listening. Ask them to write down the answers on the second listening. Let them check their answers with their friends. Check the answers with the class. Give feedback.</p>	<p>Students read the questions in Exercise 3. While listening for the first time, they will have to find out the place where the interview is taking place, the name of Thura's favourite singer and the reason why he likes him/ her. On the second listening, they write down the answers. Students discuss and check their answers with their friends.</p>
<p>Exercise 4a: Explain the phrases given. Ask students to read the interview and guess the missing words. Play the tape again. Give feedback.</p>	<p>Students read the phrases given and guess which phrase fits in which blank. They listen and fill in the blanks. Then, they check their answers with the teacher.</p>
<p>Exercise 4b: Play the tape again. Organize the class into two groups: Student As represent the interviewer and Student Bs represent Thura. Ask them to swap the roles. Organize the class into A and B pairs. Go around and monitor the class. Correct students' pronunciation if necessary.</p>	<p>Students listen to the interview again. Student As and Student Bs practise the interview. Then they change their roles. Students practise the interview in pairs.</p>
<p>Exercise 5: Ask students to look at the words and phrases in columns 1, 2, 3 and 4. Organize the class into pairs. Ask them to fill in the blanks with appropriate titles given in the box. Monitor the class. Ask them to add three more words or phrases to the list in each column. Monitor the class. Check their answers and the new words they have added. Give feedback.</p>	<p>Students read the words and phrases given in each column. In pairs, they fill in the blanks with the suitable titles. They check their answers with another pair. Finally, they add three more words to the list in each column individually. Students check their answers with the teacher.</p>
<p>Exercise 6a: Ask students to read the interview and fill in the blanks with the words and phrases given in Exercise 5. Monitor the class.</p>	<p>Students read the interview and discuss in pairs which words and phrases given in Exercise 5 go for which blanks. After discussion, they choose the words and phrases and fill in the blanks.</p>

Teach	Practise
<p>Exercise 6b: Divide the class into two groups: <i>Student As</i> and <i>Student Bs</i>. Student A is the interviewer and Student B, the celebrity. Ask the students to swap the roles. Monitor the class.</p>	<p>Student A and Student B practise the interview. After one round, swap the roles.</p>
<p>Exercise 7: Tell students to imagine that they are going to interview a celebrity. Explain steps 1, 2, 3 and 4. Organize the class into groups of four. Ask each group to prepare four interview questions. Make sure students understand what they have to do exactly. Provide each student with a role card, on which the information of a celebrity is given. (name, job, hobbies, thing(s) he / she would like to have and the number of his / her family members) Divide the groups into pairs with new partners. Monitor the class.</p>	<p>In groups, students prepare four interview questions. (They can use the interview questions from Exercises 4a and 6a.) In pairs, students role-play the interview. They then swap the roles.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> Asking for and giving information in an interview Role-playing an interview e.g. Q: Who is your favourite dancer? A: Jenny. Q: Why do you like her?, etc. 	<p>Reflection on learning</p> <ul style="list-style-type: none"> Who in your family likes singing / dancing / listening to music, etc.? Who is your favourite singer? Why do you like him / her? What is the song you like best?

No. of periods: 4

Lesson 2: Life as an artiste

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

- describe a person using adjectives that show personality traits
- read a text on Myanmar culture and look for general ideas and specific information about this

Resources & Preparation

- Some photos of a film, a concert, a puppet show, comedians, dancers, etc.
- Puppets (if available)

This lesson focuses on Reading.
There are seven exercises.

Words & Expressions

- Adjectives to describe personality traits
- Myanmar *Zat Pwe*

Reading

<p>Introduction</p> <ul style="list-style-type: none"> • Show students the photos of a film, a concert, a puppet show, comedians, <i>Anyeint</i>, etc. • Ask them if they know these types of entertainment. Explain them.

Teach	Practise
<p>Exercise 1: Organize the class into pairs. Ask the pairs to tell each other the type(s) of entertainment they like. Monitor the class as they work in pairs. Ask the pairs if they like the same entertainment type(s) or not. Ask three students to report back to the class.</p>	<p>In pairs, students tell each other</p> <ul style="list-style-type: none"> ▪ the type(s) of entertainment they like ▪ why they like it / them <p>Three students report back to the class.</p>
<p>Exercise 2: Ask students to look at the pictures and read the different performing arts. Ask them which one(s) they would like to watch, and why. Ask five students which one(s) they have chosen.</p>	<p>Individually, students look at the pictures and read the labels. Every student chooses the performing arts they are interested in. Five students tell their choices.</p>
<p>Exercise 3a: Pre-teach new vocabulary, giving examples or synonyms: emulate = အတူယူသည် drama = ပြဇာတ် novel = new innovate = create slapstick comedy = လူရှင်တော် Ask students to read the glossary list, too. Ask students to look at the photo and ask them if they know the man in the photo. Tell them that they are going to learn about a historic artiste in our country. Read the passage and ask students to repeat after you. Ask them the comprehension questions after each paragraph. (Look at the Practise Column) Ask students to read the passage again with the correct pronunciation and pauses.</p>	<p>Students look at the photo. From the photo and the title, they can guess that the passage is about <i>Alinga Kyaw Swa Shwe Man Tin Maung</i>. Students repeat after the teacher. In their textbook, they draw slant lines after phrases and clauses as the teacher makes pauses. Students read the passage and answer the following questions orally.</p> <ol style="list-style-type: none"> 1. What is <i>Zat Pwe</i>? 2. Who were Mg Tin Maung's parents? 3. How many brothers and sisters did Mg Tin Maung have? 4. Who taught him the performing arts? 5. Why do you think Shwe Man Tin Maung was awarded the title <i>Alinga Kyaw Swa</i>? 6. How did he die?
<p>Exercise 3b: Ask students to read the five main ideas. Ask them to read the passage again and find the main idea of each paragraph. Ask them to match the main ideas with the</p>	<p>Students skim the passage to find the main idea of each paragraph. Then, they match the main ideas with the correct or relevant paragraphs.</p>

Teach	Practise
<p>correct or relevant paragraphs. Check their answers. Give feedback.</p>	<p>Students check their answers with the teacher.</p>
<p>Exercise 3c: Tell students to read the questions and answer them in complete sentences. Monitor the class. Remind students to attend to the tenses and subject-verb agreement. Tell them that they can give any possible answers for Question No. 6. Ask students to check their answers with their friends. Give feedback.</p>	<p>Individually, students read and answer the questions. For Question No. 6, they can give any possible answers, using the adjectives to describe the personality traits. They check their answers with their friends.</p>
<p>Exercise 4: Pre-teach new vocabulary, giving examples or synonyms: passionate = စိတ်ပြင်းပြသော dedicated = စိတ်နှစ်မြို့ထားသော competitive = ပြိုင်ဆိုင်လိုစိတ်ရှိသော imaginative = စိတ်ကူးညာဏ်ကောင်းသော modest = မကြွားဝါသော creative = တီထွင်ညာဏ်ရှိသော diligent = လုံ့လဝီရိယရှိသော Tell students that the adjectives given in the first column are the personality traits of people, and they are useful in describing a person. Ask them to match them with the meanings given in the second column. Let them check their answers with their friends before you check. Go around and monitor the class. Give feedback.</p>	<p>Students match the adjectives with their meanings. They check their answers with the teacher.</p>
<p>Exercise 5: Ask students to choose three adjectives each to describe themselves. Give your own examples. e.g. <i>I'm creative.</i> <i>I'm always modest.</i> <i>Sometimes, I'm competitive.</i> Ask three students to report the adjectives they have chosen to the class. Organize the class into pairs. Tell them that they have to talk about the personality traits of their family members. Ask them to choose an adjective each in Exercise 4 for their family members. e.g. <i>my brother – creative</i> <i>my father – competitive</i></p>	<p>Students choose three adjectives in Exercise 4 that describe their personality traits. Three students have to say – <i>I'm</i> <i>I'm always</i> <i>Sometimes, I'm</i> Individually, students read the adjectives and choose the adjectives for their family members. In pairs, they talk about the personality traits of their family members. e.g. <i>My brother is creative.</i> <i>My father is humble.</i></p>

Teach	Practise
<p>Finally, ask students to read the paragraph and fill in the blanks with appropriate adjectives from Exercise 4.</p> <p>Monitor the class. Give feedback. Here, tell students to think of what personality traits they should have to be successful.</p>	<p>Individually, students read the paragraph and fill in the blanks. Then, they check their answers with their friends.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Adjectives to describe personality traits • A successful Myanmar artiste of the past • Talking about the personality traits of students' family members 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What are good personality traits? • Do you want to be successful when you grow up? Then, what personality traits do you need to be successful? • Do successful people always have good personality traits? Why/ Why not? • Who is a creative person in your family? • Tell us three more adjectives to describe personality traits.

No. of periods: 3

Lesson 3: Comparing people or things

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

- choose the correct adjectives to make comparisons

Resources & Preparation

- Realia such as a long pencil and a short pencil, a thick book and a thin book, a big bottle of water and a small bottle of water

This lesson focuses on Grammar. There are four exercises.

Words & Expressions

- Comparative adjectives

Grammar

Introduction

- Show students a long pencil and a short pencil and ask: *Which pencil is longer?*
- Show them a thick book and a thin book and ask: *Which book is thicker?*
- Ask them: *Who is taller – you or your friend beside you?*
- Tell them that they are going to compare two people, two things or two places.
- Explain that we use comparative adjectives to compare two people, two things or two places.
- Ask students to look at the table and study the five rules for changing adjectives into comparative adjectives.

- Explain the following:
 - syllable means sound
 - one-syllable adjectives mean adjectives with one sound
 - vowel sounds are like 'a, e, i, o,' etc.
 - consonant sounds are like 't, d, s, z, k, g, l, m, n,' etc.
- After looking at each rule, ask students to give more examples (except for irregular adjectives)
- Ask them to change the following adjectives into the comparative adjectives.
 - young, small, hot, fat, funny, pretty, competitive, famous
- Explain that certain adjectives do not follow the rules, and they are called irregular adjectives.

Teach	Practise
<p>Exercise 1: Ask students to change the adjectives into their comparative forms. Remind them to use the rules given in the table. Monitor the class. Let them check their answers with their friends. Give feedback.</p>	<p>Students change the adjectives into the comparative forms according to their syllable numbers and spelling. They check their answers with their friends.</p>
<p>Exercise 2: Go through the adjectives given in the box and make sure that students know their meanings. Ask them what the comparative form of each adjective is. Ask students to look at the pictures and compare the people or things they see. Ask students to fill in the blank with an appropriate comparative adjective. Ask students to read out their answers. Give feedback.</p>	<p>Students look at the pictures and choose appropriate adjectives for each picture. They fill in the blanks with the comparative form of the adjectives they have chosen. Students check their answers with their friends.</p>
<p>Exercise 3: Tell students to join two sentences using the comparative form of the adjective. Explain that the adjective with 'very' has a higher degree than the adjective without 'very'. Give the following example. Min Min is imaginative. Lin Lin is very imaginative. Ask students who is more imaginative. Tell them that in this case, Lin Lin is more imaginative than Min Min. Tell them to use the word 'than' after the comparative adjectives. Monitor the class. Let them check their answers before you check them. Give feedback.</p>	<p>Students do the exercise. They check their answers with their friends, then with the teacher. They have to remember the rules they have already learnt in the beginning.</p>

Teach	Practise
<p>Exercise 4: Organize the class into groups of four. Ask the groups to choose two students and two things they can see around them in the class. Ask them to compare the people and things they have chosen, using the appropriate comparative adjectives given in Exercise 1. Monitor the class. Ask every group to report back to the class. Give feedback.</p>	<p>Groups discuss and choose two of their friends in their groups or in other groups and compare them. Then they choose two things nearby and compare them. The group leader reports back to the class.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Five rules to form comparative adjectives • Comparing people or things 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • How can you change one-syllable adjectives into comparative form? • Who is taller than you in this class? Who is more hard-working than you?

No. of periods: 3

Lesson 4: A personal profile

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

- write a brief personal profile
- ask questions about personal information

Resources & Preparation

- Sample application form (similar to the application form given in Exercise 4)

This lesson focuses on Writing. There are five exercises.

Words & Expressions

- Facts included in a personal profile: nationality, date of birth, grade and section, height, weight, hobbies, etc.

Writing

Introduction

- Ask students if they want to join a football team / swimming club / dance club, etc.
- Show the class a sample application form and explain the facts to be filled in it.
- Tell students that if they wish to join a club or a team, they need to fill out the application form, and they need to write a personal profile.

Teach	Practise
<p>Exercise 1: Tell students that they are going to ask questions about personal information. Go through the questions in the first column and the short answers in the second column. Review the Wh-question words: who, what, where, and how. Ask them to match the questions with their answers. Monitor the class. Check students' answers. Give feedback.</p>	<p>Students read the questions and answers first. Then they choose an appropriate answer for each question. They check their answers with their teacher.</p>
<p>Exercise 2: Organize students into pairs. Tell students that they are going to ask and answer the questions in Exercise 1, using their personal information. Give students 5 minutes to ask and answer the questions. Ask them to take notes. Monitor the class. Ask three students to report back to the class.</p>	<p>Every student goes around the class, find a friend, and ask and answer the questions, using their personal information. Students take notes of their friends' answers. Three students have to read out their notes to the class.</p>
<p>Exercise 3: Ask students how many facts they need to fill out in this exercise. Tell them to read the facts given below the personal profile first. Tell students that they need to fill up the application form. Monitor the class. Let them check their answers with their friends.</p>	<p>Students read the profile and fill up the application form. They check their answers with their friends.</p>
<p>Exercise 4: Explain how to apply for membership of the XYZ Library: (1) fill up an application form (2) write a personal profile. Organize the class into pairs. Ask pairs to read the facts from the application form and fill up the personal profile with the words or phrases given in the form. Monitor the class. Let them check their answers with another pair. Give feedback.</p>	<p>Students read the application form in pairs. They complete the personal profile with appropriate words and phrases given in the form. They check their answers with another pair.</p>
<p>Exercise 5: Explain how to write a personal profile. Ask students to read the personal profiles in Exercise 3 and 4 again. Brainstorm what should be included in a personal profile.</p>	<p>Students find facts to be included in the personal profile. They discuss and share ideas with their friends. They write their personal profiles individually.</p>

Teach	Practise
<p>Ask students to read the advert for membership of the ABC Swimming Club. Pre-teach some vocabulary in the advert: advert, dolphin housing, experienced coaches, security guards, life-saving skill, membership fees per month, contact number., etc. Encourage students to write individually a personal profile so that they can join the swimming club. Monitor the class. Ask students to compare their profiles with their friends'. Give feedback.</p>	<p>After writing up a personal profile, they show their profiles to each other. They give suggestions to each other.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Facts which should be included in an application form • How to fill up an application form • How to write a personal profile 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Which is harder, filling up an application form or writing a personal profile? Why? • Give a situation in which we need to write a personal profile. • Give a situation in which we need to fill up an application form.

Unit 8

Learning outcomes:

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

- identify the main points of a story
- identify sequential events in a story
- identify characters in a story
- use linking words to show sequence

The soft skills that will be practised are:

communication, collaboration, citizenship and critical thinking.

No. of periods: 4

Lesson 1: Little friends can be great friends

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

- identify the main points of a story
- use linking words

Resources and Preparation

- Audio CD
- Some pictures of story characters (e.g. hare and tortoise, the old man and the rabbit on the moon, Cinderella)

This lesson focuses on Vocabulary, Listening & Speaking. There are seven exercises.

Words and Expressions

- Different animals and their motions

Vocabulary

Introduction

- Ask students: *Have you ever listened to the story "Shwe Yone and Shwe Kyar"?* (The Rabbit and the Tiger) *What about "The Hare and the Tortoise"?* *"Cinderella"?* *"Snow White"?* etc.
- Show students a picture of a story character and ask: *Do you know this story? / Do you like it?*
- If a student answers "Yes", ask him / her *What is it about?*

Teach	Practise
<p>Exercise 1: Ask students how many animals they can see and what they are. Brainstorm the character traits of each animal. Ask them to look at the animals and the character traits. Ask them to match the animals with their character traits by writing them down below each picture. Make them read out complete sentences like: A tortoise moves slowly. Remind them to start with the articles 'A' as it is singular in number. Monitor the class. Give feedback.</p>	<p>Students look at the pictures of animals and identify them. They read different character traits and guess which animal does what and do the matching. They check their answers with their friends. They read out complete sentences.</p>

Listening

Teach	Practise
<p>Exercise 2: Ask students to look at the pictures and the points. Ask them what they think they are going to hear in the recording. Ask them to choose as many points as they like. Ask three students to tell the class what they think they will hear.</p>	<p>Individually, students look at the four pictures in Exercise 2. They guess what they are going to hear on the tape. Then they choose one or some of the points given in Exercise 2. They can choose as many as they like.</p>
<p>Exercise 3: Ask students if they have heard of the stories in which animals help each other. If they have, ask one student to tell the story. Ask students to look at the pictures and guess what the story will be about. Ask them to read the sentences in Exercise 3 before listening and guess what is missing in the sentences. Play the tape two times. Tell students to listen and check if their guess is right or wrong on the first listening. Ask them to write down the answers on the second listening. Check their answers. Give feedback.</p>	<p>Students look at the pictures and try to make up stories. After reading the sentences in Exercise 3, they will know that they will have to focus mostly on the names of animals on the first listening. They listen and check if their guess is right or wrong on the first listening. On the second listening, they write down the answers. They discuss and check their answers with their friends and then with the teacher.</p>
<p>Exercise 4: Tell students that Exercise 4 is the continuation of Exercise 3. Ask students to read the sentences in Exercise 4 and guess what is missing in the blanks and choose the correct answers.</p>	<p>After reading the sentences in Exercise 4, students will know what they should focus on. After listening to the recording again, they choose (a), (b) or (c) for each item.</p>

Teach	Practise
<p>Play the tape again. Tell students to listen and choose the suitable answers. Check their answers. Give feedback.</p>	<p>Students discuss and check their answers with their friends and then with the teacher.</p>
<p>Exercise 5: Play the tape again and make students check their answers by themselves. Give feedback.</p>	<p>Students listen and check their answers.</p>
<p>Exercise 6: Ask students to look at the linking words. Brainstorm the meaning of each linking word, and where they can be used. Organize the class into pairs. Ask them to tell each other the story about four friends from Exercises 4 and 5, using the linking words given in Exercise 6. Monitor the class. Give feedback.</p>	<p>Students read the linking words and find out their meanings and uses. In pairs, they tell stories to each other.</p>

Speaking

Teach	Practise
<p>Exercise 7: Ask students to look at the pictures (1–8) and ask what they can see in the pictures. Ask them to read the sentences (a–h) if they have heard of this story. Organize the class into groups of 4. Ask the groups to match the pictures and sentences first. Ask them to reorder the sentences and tell a story to the class, using the linking words in the box. Monitor the class. Give feedback.</p>	<p>Students look at the pictures. They will see the pictures of a lion and a mouse. They guess what the story is about. They read the sentences and reorder them to make up a story. A student from each group tells the story to the class.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Animal characters in stories • Animal character traits • Linking words used for telling a story 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What are the animal characters in Myanmar stories? • What is your favourite animal character? • Which story do you like best?

No. of periods: 4

Lesson 2: Friends always help each other

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

- identify sequential events in a story
- identifying characters in a story

Resources & Preparation

- Pictures or real objects of mountain equipment
- World map

This lesson focuses on Reading. There are ten exercises.

Words and Expressions

- Elements of a story: setting, plot, character, problem
- Equipment for mountaineering: climbing shoes, harness, helmet, ice axe, ropes

Reading**Introduction**

- Put up the four pictures of a story you have prepared on the board.
- Ask students to put them in the correct order. Ask them: *Which picture comes first? Which next? Then what? Finally? Why?*
- Show students the pictures or the real objects of the mountaineering equipment and ask them to guess where they can be used. Students may be right or wrong. But don't go into detail at this stage.

Teach	Practise
<p>Exercise 1: Ask the class to look at the picture. Ask three students the three questions:</p> <ul style="list-style-type: none"> • <i>What do you see in the picture?</i> • <i>What are they doing?</i> • <i>Where are they?</i> <p>Explain that the two people in the picture are climbers and that they are climbing the mountain. Ask students if they wish to go climbing, and why or why not.</p>	<p>Students look at the pictures and answer the three questions. Students have to decide if they wish to go climbing or not. They have to give a suitable reason for their answers.</p>
<p>Exercise 2: Explain that the points given in this exercise are the problems that people can meet as they do sporting activities. Go through them together with the class. Pre-teach new words: getting lost, food poisoning, getting seasick, drowning, getting sunburnt, etc. Ask students to tick the dangers that climbers can face. Give feedback.</p>	<p>Students read the points and tick some of them which they think are the dangers for climbers. They check their answers with their friends. They don't need to tick the same items.</p>

Teach	Practise
<p>Exercise 3a: Ask students to look at the pictures. Ask if they have seen them before. If so, ask where they saw them. Explain that these are mountaineering equipment. Ask students to guess what these objects are used for. (ropes for fastening things, climbing shoes are designed for rock climbing; a safety harness designed to catch a person in case of falling; a helmet to protect the head; and an ice axe used as a balance and safety tool when walking up or descending steep slopes) Ask students to match the words or phrases with the pictures. Check the answers. Give feedback.</p>	<p>Individually, students look at the pictures and read the labels. They match the equipment with the words or phrases given. They check their answers with their friends.</p>
<p>Exercise 3b: Show students the world map, and ask them to guess where New Zealand, Nepal and Mt Everest are. Ask three students to come out and locate these three places. Ask students if New Zealand and Nepal are far from or close to our country. Pre-teach new vocabulary items, giving examples or synonyms: conquered = သိမ်းပိုက်သည်။ conquest = သိမ်းပိုက်ခြင်း။ companion = အဖော်။ descent = အဆင်း။ Read the passage paragraph by paragraph. Ask students comprehension questions after each paragraph. (See the Practise Column.) Ask students to read the passage again with the correct pronunciation and pauses. Ask them to read the passage again and ask them the main idea of each paragraph, and the main idea of the passage. Check the answers. Give feedback.</p>	<p>Students look at the map. Three students will have to locate New Zealand, Nepal and Mt Everest on the map. Students repeat after the teacher. In their textbook, they draw slant lines after phrases and clauses as the teacher makes pauses. Students read paragraph by paragraph and answer the following comprehension questions orally.</p> <ol style="list-style-type: none"> 1. Who are the main characters in the story? 2. Where are they from? 3. What is the name of the mountain they are climbing? 4. When did they climb the mountain? 5. What happened when they were climbing down? 6. What is the moral of this story? <p>Students have to think of the main idea of each paragraph and the passage.</p>
<p>Exercise 3c: Ask students to read the passage again and find the words in the passage to complete the tables. Ask them to check the correct form of words as well. Give feedback.</p>	<p>Students skim the passage to find the words in the passage to complete the tables. They check their answers with their friends.</p>

Teach	Practise
<p>Exercise 3d: Tell students to read the sentences and complete them with the correct form of the words given in Exercise 3c. Monitor the class. Remind students to attend to the tenses and subject-verb agreement. Give feedback.</p>	<p>Individually, students answer the questions. Students check their answers with their friends.</p>
<p>Exercise 3e: Organize the class into groups of four. Tell students that the words given in Column A are the elements of a story: setting, character, problem and plot. Tell them that they are very important parts of a story. Instead of providing their meanings directly, make students guess the meanings given in Column B. Ask them to match the words in Column A with the meanings given in Column B. Go around and monitor the class. Give feedback.</p>	<p>Students do the matching. In this exercise, students are introduced to the elements of a story. They check their answers with their friends and then with the teacher.</p>
<p>Exercise 3f: Ask the groups to read the story again and find the setting (time and place in which the story happens) and two characters (people who are involved in the story). Ask them to complete the table with the answers. Monitor the class. Give feedback.</p>	<p>In groups, students read the story again. They find the setting and the two characters and complete the table. Then they check their answers with other groups.</p>
<p>Exercise 3g: Ask the groups to read the sentences (a–h). Ask them to put the events in the correct order. Tell them that if they join these events, they will get the summary of the story they have already read in Exercise 3b. To check students' work, ask the groups to read out a sentence each in a sequence. Monitor the class. Give feedback.</p>	<p>In groups, students read the sentences and reorder them to make up a story. A student from each group reads out a sentence in the correct order.</p>
<p>Exercise 3h: Ask students to find out the problem. Ask them to discuss with their group members first.</p>	<p>In groups, students discuss with their group members and find out the event in the story that causes the problem.</p>

Teach	Practise
Tell the groups to find out the event in the story that causes the problem. Monitor the class. Give feedback.	Then, they identify the stage of the story that shows the problem.

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Dangers climbers can face • Elements of the story • Mountaineering equipment 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Who are the characters in the story in Exercise 3b? • What is the setting of the story? • Give a suitable title to this story.

No. of periods: 3

Lesson 3: What were you doing?

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

- talk about past events using past simple and past continuous tenses

Resources & Preparation

- Pictures of two cartoon characters of a story (e.g. Cinderella and her step-mother, Tom and Jerry, etc.)

This lesson focuses on Grammar. There are nine exercises.

Words and Expressions

- Past simple and past continuous forms

Grammar

Introduction

- Show students the picture of Cinderella and her step-mother and say: *While Cinderella was cooking in the kitchen, her step-mother came in.*
- Show them another picture in which Tom is sleeping and Jerry is walking stealthily. Ask: *What was Jerry doing while Tom was sleeping?*
- Tell them that they are going to talk about past events using past simple and past continuous tenses.

Teach	Practise
<p>Exercise 1a: Review the past simple and past continuous tenses: Write down the following sentences on the board (or write them on the big sheet of paper from home to save time): <i>Yesterday morning, I <u>got</u> up at six.</i> PS <i>At about 7 a.m., I <u>was having</u> my breakfast.</i> PC</p> <p>Tell students that they are going to read about a past event. Ask them to read the text and underline the verbs in the sentences first, and then write PS for past simple and PC for past continuous below the underlines. Monitor the class. Give feedback.</p>	<p>Students read the text and underline the verbs in the sentences first. Then, they write PS for the past simple and PC for the past continuous below the underlines. They check their answers with the teacher.</p>
<p>Exercise 1b: Ask students to study the two uses of past simple and two uses of past continuous. Write down the following sentences on the board and ask students why past simple or past continuous is used in each sentence. <i>My friends <u>invited</u> me to go hiking with them.</i> (completed actions in the past) <i>I <u>tried</u> to stop but unfortunately, I <u>fell</u> flat and my head <u>hit</u> against a huge stone.</i> (events in a story) <i>The sun <u>was shining</u> and everyone <u>was talking</u> and <u>laughing</u>.</i> (to talk about an activity in progress at a point of time in the past) <i>I <u>was having</u> my breakfast when the school bus <u>arrived</u>.</i> (an activity in progress in the past that was interrupted by another action) Explain the rules finally.</p>	<p>Students read the rules. They look at the sentences and find out why past simple or past continuous is used in each case.</p>
<p>Exercise 2a: Read out the dialogues taking the roles of Speaker A and Speaker B. Make sure students understand the dialogues. Tell them that the speakers in these three dialogues are talking about the things they did in the past. Read out the dialogues again and ask students to repeat after you.</p>	<p>Students listen to the teacher. They repeat after the teacher with the correct pronunciation and intonation.</p>
<p>Exercise 2b: Ask students to look at the box. Explain that the verbs are affirmative, negative and interrogative forms of past simple and past continuous.</p>	<p>Students look at the examples. Then they put the verbs in the correct columns. They check their answers with their friends.</p>

Teach	Practise
<p>Tell students that they have to look at the examples first and complete the table with the verbs in Exercise 2a in the correct column. Remind them that some verbs are past simple and some are past continuous. Some are affirmative, some negative and some interrogative.</p> <p>Monitor the class. Give feedback.</p>	
<p>Exercise 2c: Organize students into pairs. Ask students to practise the dialogues in Exercise 2a.</p>	<p>In pairs, students practise the dialogues in Exercise 2a.</p>
<p>Exercise 3: Tell students that they are going to match the two halves of sentences. Each sentence contains two actions in the past. Ask them to read and match the sentences. Monitor the class. Give feedback.</p>	<p>Students match the sentences. They check their answers with their friends.</p>
<p>Exercise 4: Review the past simple and the past continuous. Ask the differences between the uses of the two tenses. Tell students to underline the correct answer in each sentence. Monitor the class. Give feedback.</p>	<p>Students underline the correct answers. They check their answers with their friends.</p>
<p>Exercise 5: Tell students to read the sentences and choose the correct form of the verbs (the past simple or the past continuous) given in each sentence, using the rules in Exercise 1b. Monitor the class. Give feedback.</p>	<p>Students read the sentences and decide which tense is suitable in each sentence. They have to decide if the past actions were happening in progress or if they are sequence of events in the past. They check their answers with their friends.</p>
<p>Exercise 6: This is the production stage. Organize the class into pairs: Speaker As and Speaker Bs. Ask Speaker As to ask questions beginning with "What were you doing ...?", followed by an item from Column A. Ask Speaker Bs to answer Speaker As' questions beginning with "I was ...", followed by an appropriate item from Column B.</p>	<p>Students practise the dialogue in pairs. They check their answers with their friends.</p>

Teach	Practise
e.g. Speaker A: What were you doing when the lights went out last night? Speaker B: I was watching the evening news on TV. Monitor the class. Give feedback.	

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • The two uses of the past simple and two uses of the past continuous • Affirmative, negative and interrogative forms of the past simple and the past continuous • Talking about past actions using the past simple and the past continuous 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • How can you change the verbs into the past simple? • What is the negative form of the simple past? • What were you doing at 9 p.m. last night? • Tell three things you did yesterday.

No. of periods: 3

Lesson 4: Once upon a time ...

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

- use linking words to join the sequence of events
- write a story

Resources & Preparation

- Animal pictures related to the stories

This lesson focuses on writing a story. There are eight exercises.

Words and Expressions

- Linking words

Writing

Introduction

- Ask students if they have ever listened to a story that says "Unity is strength".
- Show the class a picture of a tiger and some bulls and ask them what the story of this picture is about.
- Begin the story saying *Once upon a time, there was a tiger ...*. Ask a few students to continue the story. Don't take long as this is the introduction part.

Teach	Practise
<p>Exercise 1a: Organize the class into pairs. Tell the pairs to ask and answer the questions. Explain to students that they are going to write a story very soon. Monitor the class. Check students' answers. Give feedback.</p>	<p>In pairs, students ask and answer the questions. They can give any relevant answers to questions 4 and 5.</p>
<p>Exercise 1b & 1c: Tell students that they are going to read the story, but it is not told in the correct order. Ask students to order the sentences so that they can make a meaningful story. Monitor the class. Give feedback.</p>	<p>Students read the sentences and put them in the correct order. They check their answers with other friends. 3 students have to read out their notes.</p>
<p>Exercise 1d: Ask students how many words or phrases are given in this exercise. Explain that these words are used to join words, phrases, clauses and sentences, and so they are called linking words. They are very useful in telling stories. Explain the meaning and use of each linking word. and = to indicate connection or addition especially of items within the same class or type after = following in time or place because = for the reason that but = to indicate contrast therefore = for that reason once upon a time = at some time in the past Ask students to complete the story with these linking words. Remind students to use the capital letter at the beginning of a sentence. Monitor the class.</p>	
<p>Exercise 2a: Ask students to look at the pictures in Exercise 2b and guess what the story is about. Ask students to study the words and their meanings that they will be using in the story. At this stage, check students' general knowledge by asking some questions: What's the colour of a duck? / What's the colour of a duckling? / Have you ever seen a swan? etc.</p>	<p>Students look at the pictures and guess the story. They discuss and share ideas with their friends. They study the vocabulary items and their meanings.</p>

Teach	Practise
<p>Exercise 2b: Ask students to look at the pictures and their labels and guess what the story is about again. Ask the students: What's the difference between a duck and a duckling?</p>	<p>Students look at the pictures and their labels and guess the story again.</p>
<p>Exercise 2c: Ask students to fill in the blanks with the words and phrases given. Monitor the class. Give feedback.</p>	<p>Students fill in the blanks with the words and phrases given.</p>
<p>Exercise 2d: Organize the class into groups of four. Ask the groups to think of a new story. Remind them to use the linking words where necessary. Monitor the class. Give feedback.</p>	<p>In groups, students think of a new story and write it down using the linking words they have studied in this lesson.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Characters, setting and problem in writing a story • Linking words to join the sequence of events 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Which story do you like most in this unit? Why?

Unit 9

Learning outcomes:

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

- invite someone to a celebration
- accept and decline an invitation
- make offers and requests
- write an invitation
- write a reply

The soft skills that will be practised are:

communication, collaboration, creativity and critical thinking.

No. of periods: 4

Lesson 1: A special celebration for my birthday

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

- invite someone to a celebration
- accept and decline an invitation

Resources and Preparation

- Audio CD, listening scripts
- Pictures from the textbook and more visuals related to the lesson if available

This lesson focuses on Listening & Speaking. There are six exercises.

Words and Expressions

- Would you like ... / Yes, I'd love to.
- I'd love to but ... / I'm sorry, I can't.

Listening and speaking

Introduction

- Read out the topic and ask students what 'celebration' means. (a special event that people organize in order to celebrate something: birthday / wedding celebration).
- Ask students some questions to introduce the lesson.

e.g.

Do you usually have a party?

What kind of celebration do you usually hold?

Do you usually invite your friends to your party?

Do your friends invite you to their party?

Which celebration do you enjoy taking part in? Why?

Teach	Practise
<p>Exercise 1: Ask students what they see in the pictures. e.g. Picture 1. <i>bride and bridegroom</i> Picture 2. <i>children, cake, look happy</i> Picture 3. <i>a baby</i> Picture 4. <i>students paying respect to teachers</i></p> <p>Ask them to read the phrases in Exercise 1 and match them with the pictures. Check their answers. Give feedback if necessary. Do a model reading. Let students read them aloud.</p>	<p>Students look at the phrases and the pictures. They match the pictures with the phrases. They check their answers with the teacher. They listen to the teacher's model reading carefully. Then, they repeat after the teacher.</p>
<p>Exercise 2: Tell students that they are going to listen to four dialogues. Ask them to read the information in the table before playing the tape. Play the recording and ask them to complete the table. Play the recording three times or more, until they get the correct answers. Play the tape and check their answers. Write the dialogues (from the listening scripts in TG) on the board. Ask them to listen to the dialogues again and copy the pronunciation (rhythm). Correct students' pronunciation where necessary. Let them practise the dialogues in pairs. Monitor the class. If time is available, choose two or three pairs of students and let them act each dialogue out.</p>	<p>Students read the information in the table before playing the tape. They complete the table while listening to the recording. They listen to the recording until they get the correct answers. They check the answers with the teacher. They listen carefully to the teacher and copy the rhythm. They practise the dialogues in pairs.</p>
<p>Exercise 3: Ask students to look at the expressions in the boxes. Explain that the expressions in the pink box are used for making invitations, the expressions in the green box to accept invitations, and the expressions in the yellow box to decline invitations. Tell them to listen to the dialogues from Exercise 2 again and to tick the expressions they hear. (The expression 'Do you want to come?' is extra.)</p>	<p>Students look at the expressions in the boxes. They listen to the dialogues from Exercise 2 and tick the expressions they hear. They check their answers with the teacher. They listen to the teacher read out the expressions and copy the rhythm.</p>

Teach	Practise
<p>Check their answers and give feedback if necessary.</p> <p>Explain that the expression 'I would like to' is used in writing but in speaking, we have to use 'I'd like to ...'</p> <p>Read out the expressions in the boxes and ask them to repeat after you.</p>	
<p>Exercise 4a:</p> <p>Ask students to look at the two dialogues and complete them with the suitable expressions in Exercise 3.</p> <p>Check their answers.</p> <p>Give feedback if necessary.</p>	<p>Students look at the two dialogues and complete them with the suitable expressions in Exercise 3.</p> <p>They check their answers with the teacher.</p>
<p>Exercise 4b:</p> <p>Read the dialogues out so that students can copy the rhythm.</p> <p>Ask them to practise the dialogues. (teacher – student / student – student)</p>	<p>Students repeat the dialogues after the teacher.</p> <p>They practise the dialogues.</p>
<p>Exercise 5:</p> <p>Let them study the events given in Exercise 5. Have them set time and place for each event. (when each event starts and where each event takes place)</p> <p>Let them decide two events they are interested in and two they have to decline. Let them give reasons.</p> <p>Give some language points to make reasons. For example, use '... have to + Vinf' to give reasons.</p> <p><i>I have to go on a business trip.</i></p> <p><i>I have to meet my grandparents at the station.</i></p> <p>Ask them to go round the class and invite their friends to make it together. They have to keep on inviting until they could find at least one (or two) who accepts their invitation for each event.</p> <p>Explain that they have to accept only two activities and decline the other two giving reasons when they are being invited.</p> <p>Let them write the names of the students who can make it together.</p> <p>Stop the activity 20 minutes later. Check who are going to the school concert, New Year Party, school fun fair and on a picnic.</p>	<p>Students set time and place for each event. They choose two events to accept and two to decline.</p> <p>They give suitable reasons.</p> <p>They go round the class and invite friends to go to the event together and accept or decline the invitation as well.</p> <p>They write the names of the students who can make it together.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Types of ceremonies • Inviting people to celebrations • Responding to invitations 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What do you say to invite your friend to your brother's / sister's birthday party? • What expressions do you use to accept an invitation? • What expressions do you use to decline an invitation?

No. of periods: 4

Lesson 2: An enjoyable visit

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

- converse on places, festivals, and local food

Resources & Preparation

- Pictures related to the lesson in the text if available

This lesson focuses on Reading. There are five exercises.

Words and Expressions

- Festivals, activities, traditional food, beautiful places in Kachin State and Shan State in Upper Myanmar

Reading

Introduction

- Write the lesson objectives on the board.
- Ask students some questions like:
Have you ever been to Bagan / Ngapali / Inlay Lake?
- If they say "Yes", ask the following questions.
When did you go there? Who did you go with? What did you do there? Were you happy there? Do you want to go there again?
- If they say "No", ask the following questions.
Which place do you want to visit? Why do you want to visit this place?
- Read out the topic and tell students that 'enjoyable' means 'giving pleasure'. So we can use 'an enjoyable weekend', 'an enjoyable visit' and so on.

Teach	Practise
<p>Exercise 1a: Ask students the following questions.</p> <ul style="list-style-type: none"> • <i>Tell me about the festivals you know.</i> • <i>What are some famous / popular festivals in our country?</i> • <i>Which festival do you like best? Why?</i> <p>Tell them to look at the names of four festivals and the two pictures. Have them choose the correct festival for each picture. Ask them where these festivals are held. Tell them to have a discussion about the two pictures in pairs.</p>	<p>Students try to answer the questions. They look at the names of four festivals and the two pictures. They choose the correct phrase for each picture. They try to answer the question: "Where are these festivals held?" In pairs, they have a discussion about the two pictures.</p>
<p>Exercise 1b: Form students into pairs. Tell them to complete the sentences in Exercise 1b, using their own ideas.</p>	<p>In pairs, students complete the sentences in Exercise 1b, using their own ideas.</p>
<p>Exercise 2: Ask them to look at the pictures and answer the following questions:</p> <p style="padding-left: 20px;"><i>Do you know the names of the food items?</i> <i>Have you ever eaten these food items?</i></p> <p>Tell them to read the two letters quickly focusing on the food items. Tell them to label the pictures. Let them check their answers with their friends.</p>	<p>Students look at the pictures and answer the questions. They read the two letters quickly, and then label the pictures. They check their answers with their friends.</p>
<p>Exercise 3: Organize students into pairs. Tell Student As to read letter 1. Tell Student Bs to read letter 2. Ask them to refer to the glossary if they don't know the meanings of some unfamiliar words. Ask them to underline the key points in the letters. Ask Student As and Student Bs to ask and answer the questions respectively. Go round and monitor the class. Check their answers. Give feedback if necessary.</p>	<p>Students work in pairs. Student As read letter 1, and Student Bs read letter 2. They can refer to the glossary if necessary. They underline the key points in the letters. Student As and Student Bs ask and answer the questions respectively. Check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 4: Make sure that students understand all the words from the glossary. Tell them to read the sentences in Exercise 4. Ask them to complete the sentences with suitable words from the glossary. Give feedback if necessary. Tell them to read the sentences aloud.</p>	<p>Students try to understand all the words from the glossary. They read the sentences in Exercise 4. They complete the sentences with suitable words from the glossary. They check their answers with the teacher. They read the sentences aloud.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Festivals, activities and local foods • Beautiful places in Kachin State and Shan State in Myanmar 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Which place do you want to visit in Myanmar most? • Why do you want to visit this place? • What new food do you want to try? • What is your favourite festival?

No. of periods: 3

Lesson 3: Would you like to join us for dinner?
 By the end of this lesson, students will be able to:

- recognize the use of 'would' in making requests, offers and invitations
- practise using 'would' in making requests, offers and invitations

Resources & Preparation

- Pictures or visuals related to the lesson in the text if available

This lesson focuses on Grammar.
 There are seven exercises.

Words and Expressions

- Would you + ...?
- Would you like ...?
- Would you like to ...?
- Would you like me to ...?

Grammar

Introduction

- Greet the class saying *Good morning / afternoon*. Look around the classroom, and ask students to do something for you.
 e.g. *Would you open the window, please? / Would you switch on the lights, please?*

Teach	Practise
<p>Exercise 1: Tell students to look at the table. Explain the three functions; <i>requesting</i>, <i>offering</i> and <i>inviting</i>.</p> <p>To make a request (or) to ask somebody to do something for you, use:</p> <p style="text-align: center;">Would you + Vinf ...?</p> <p>To make an offer (or) to offer to do something for someone, use:</p> <p style="text-align: center;">Would you like + <i>something</i>?</p> <p style="text-align: center;">Would you like me to + Vinf ...?</p> <p>To make an invitation (or) to invite someone to do something / to invite someone to a particular event, use:</p> <p style="text-align: center;">Would you like to + Vinf ...?</p> <p>Use examples so that students understand easily.</p>	<p>Students look at the table and listen to the teacher's explanations.</p>
<p>Exercise 2: Ask students to read the sentences carefully. Tell them to choose the correct function for each question in Exercise 2. Check their answers. Give feedback. Let them read out the questions.</p>	<p>Students read the sentences carefully. They choose the correct function for each question. They check their answers with the teacher. They read out the questions.</p>
<p>Exercise 3: Tell students to read parts of each sentence carefully. Ask them to link each beginning (1–5) with its second part (a–e). Check their answers. Tell them to practise asking these questions.</p> <ol style="list-style-type: none"> 1. <u>Would you like me to help</u> you with this problem? (offering) 2. <u>Would you lend</u> me your bicycle, please? (requesting) 3. <u>Would you like to come</u> to my birthday party? (inviting) 	<p>Students read parts of each sentence carefully. They link each beginning (1–5) with its second part (a–e). They check their answers with the teacher. They practise asking the questions.</p>

Teach	Practise
<p>4. <u>Would you type</u> a letter for me, please? (requesting)</p> <p>5. <u>Would you like something</u> to drink? (offering)</p> <p>Give feedback if necessary.</p>	
<p>Exercise 4: Ask students to look at the sentences (1–5), which describe the situations. Tell them to look at the question forms given in brackets. Tell them to make written requests, offers or invitations using the question forms given in brackets. Remind them that some pronouns need to be changed. (you → me, your → my) Do the first one with the students as an example. Let them do the exercise. Check their answers. Give feedback if necessary.</p>	<p>Students look at the sentences (1–5), which describe the situations. They look at the question forms given in brackets. They make written requests, offers or invitations using the question forms given in brackets. They do the first one with the teacher. They do the exercise. They check their answers with the teacher.</p>
<p>Exercise 5: Organize students into pairs. Tell them that they are going to learn how to respond to a request, an offer or an invitation. Explain that we can accept or decline them. Ask them to look at the table carefully. Ask Student As to read out the questions. Ask Student Bs to give responses, accepting or declining. (Accept and decline respectively.) Tell students to change roles. Correct their pronunciation if necessary. Tell them to practise saying these expressions many times so that they can remember and apply them in real situations.</p>	<p>Students look at the table carefully. Student As read out the questions. Student Bs give responses, accepting or declining. (They accept and decline respectively.) They change roles. They practise saying these expressions many times.</p>
<p>Exercise 6: Tell students to look at the question forms (1–5). Ask them to look at the two responses for each question. Make sure that students understand all responses. Tell them to choose the correct response. Go round and monitor the class. Check their answers. Give feedback if necessary.</p>	<p>Students look at the question forms (1–5). They look at the two responses for each question. They choose the correct response. They practise the short dialogues in pairs. Some pairs practise the dialogues.</p>

Teach	Practise
<p>Divide the class into two groups: Group A and Group B.</p> <p>Let them practise the short dialogues in pairs.</p> <p>Ask some pairs to practise the dialogues.</p> <p>Give feedback if necessary.</p>	
<p>Exercise 7:</p> <p>Tell students that in Exercise 7, the situations are given, and that students have to make a request, an offer or an invitation.</p> <p>Tell them that they also have to give responses (accepting or declining) to them.</p> <p>Ask them to complete the table with the questions and answers.</p> <p>Remind them that the pronoun 'you' must be used in place of 'someone'.</p> <p>Accept any possible answers.</p> <p>Monitor the class and give feedback.</p> <p>Check their answers.</p>	<p>Students look at the given situations.</p> <p>They make a request, an offer or an invitation.</p> <p>They give responses (accepting or declining) to them.</p> <p>They complete the table with the questions and answers.</p> <p>They check their answers with the teacher.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Requests, offers and invitations using "Would ..." • Giving responses 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Make a request to your friend. • Make an offer to your teacher. • Role-play a dialogue: A: Make a request. B: Accept or decline it.

No. of periods: 3

Lesson 4: An invitation

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

- write an invitation
- write a reply

Resources & Preparation

- Invitation cards or letters or visuals related to the lesson in the text if available

This lesson focuses on Writing. There are seven exercises.

Words and Expressions

- New Year party, housewarming party, novitiation ceremony, accepting, thanking and declining, giving a reason

Writing

Introduction

- Ask students some questions.
 - Suggested:** *Have you ever received an invitation from your friends / relatives? What is included in the invitation?*
- Tell them that they will learn how to write invitations and replies in this lesson.

Teach	Practise
<p>Exercise 1: Ask students to look at the words and the phrase in the box. Tell them to read the letter and note the highlighted expressions in the letter. Ask them to label the highlighted expressions with appropriate words in the box. Remind them to look at the example and do the exercise. Check their answers. Give feedback if necessary.</p>	<p>Students look at the words and the phrase in the box. They read the letter and note the highlighted expressions in the letter. They label the highlighted expressions with appropriate words in the box. They look at the example and do the exercise. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to look at the information on the card. Tell them to read the letter. Ask them to complete the letter with the information given on the card. Go round the class and give feedback. Check their answers.</p>	<p>Students look at the information on the card. They read the letter. They complete the letter with the information given on the card. They check their answers with the teacher.</p>
<p>Exercise 3a: Ask them to look at the pictures and the events in the box. Tell them to match the pictures with the events in the box. Check their answers.</p>	<p>Students look at the pictures and the events in the box. They match the pictures with the events in the box. They check their answers with the teacher.</p>
<p>Exercise 3b: Organize students into groups of four. Tell each group to choose one of the events in Exercise 3a. Tell each group to write a letter, inviting a friend to the event they have chosen. Ask students to refer to the format of the letter in Exercise 1. Go round and help them while they are writing a letter.</p>	<p>Students sit in groups of four. Each group chooses one of the events in Exercise 3a. Each group writes a letter, inviting a friend to the event they have chosen. They must refer to the format of the letter in Exercise 1. They can ask the teacher if they have any difficulty.</p>

Teach	Practise				
<p>Exercise 4a: Ask students to read the letters. Explain that these two letters are reply letters. Then, ask the following questions: <i>Who wrote the letters?</i> <i>Who accepts / declines the invitation?</i> <i>Where does Lwin / Bo Bo live?</i> <i>Why did Lwin / Bo Bo write the letter?</i> (Lwin- to say that she can accept the invitation) (Bo Bo- to say that he can't accept or would decline the invitation) <i>Why can't Bo Bo accept the invitation?</i> (because he will be away with his parents on a trip)</p> <p>Let them study the words and phrases in the box.</p> <p>Let them read the replies again. Label the highlighted expressions with appropriate words or phrases in the box. Remind them that they have to write a,b,c, etc., in the circle. Check their answers. Give feedback if necessary.</p> <p>Remind them to include the facts when writing a reply.</p> <table border="1" data-bbox="223 1077 766 1263"> <tr> <td data-bbox="223 1077 462 1160">To accept an invitation</td> <td data-bbox="462 1077 766 1160"> { - thanking - accepting } </td> </tr> <tr> <td data-bbox="223 1160 462 1263">To decline an invitation</td> <td data-bbox="462 1160 766 1263"> { - thanking and declining - giving reason(s) } </td> </tr> </table> <p>Let them study the highlighted expressions as well as other useful expressions such as <i>I'll bring you...</i>, <i>I'm sure you will have a wonderful time</i> so that they can imitate and apply them in their writing.</p>	To accept an invitation	{ - thanking - accepting }	To decline an invitation	{ - thanking and declining - giving reason(s) }	<p>Students study the letter. They answer the teacher's questions. They study the words and phrases in the box. They read the letter again (if they need) and label the highlighted expressions with appropriate words in the box. They write a,b,c, etc. in the circle. They check their answers with the teacher.</p>
To accept an invitation	{ - thanking - accepting }				
To decline an invitation	{ - thanking and declining - giving reason(s) }				

Teach	Practise
<p>Exercise 4b: Ask students which letter accepts the invitation and which declines. Check their answers and give feedback if necessary.</p>	<p>Students give their answers. Check their answers with the teacher.</p>
<p>Exercise 5: Organize students into groups of four as in Exercise 3b. Ask each group to swap their letters in Exercise 3b. Ask each group to read the invitation and then decide whether they will accept or decline it. Have them make a plan on how to write a reply. Ask them to use the expressions given in the boxes. Let them start writing a reply. Go round and facilitate students while they are writing a letter. Ask them to put up the invitations and replies on the board and read them. Ask them to find which event seems most interesting to the students. Ask them to count the letters that accept and that decline. Ask them to vote for the best invitation letter.</p>	<p>Students work in groups. Each group swaps their letters in Exercise 3b. Each group reads the invitation and then decides whether they will accept or decline it. Each group makes a plan on how to write a reply. They must use the expressions given in the boxes. They write a reply. They put up the invitations and replies on the board. They read the letters and count the letters that accept and that decline. They vote for the best invitation letter.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Writing an invitation letter • Writing a reply letter • Information to be included in an invitation 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What do you write at the beginning of a reply letter to an invitation? • Which of the events (mentioned in Exercise 3a) have you been to?

Review 3

No. of periods: 2

The purposes of Review 3 are:

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

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

Introduction

- Explain the purposes of Review 3. This review will take two periods.

Teach	Practise
<p>Exercise 1: Ask students to complete each blank with an appropriate word. Let them check their answer in pairs.</p>	<p>Students complete each blank with an appropriate word. They check the answers with a partner.</p>
<p>Exercise 2: Ask them to rewrite the sentences, putting the adverbs or adverb phrases in the correct place. Check their answers and give explanations for each answer.</p>	<p>Students rewrite the sentences, putting the adverbs or adverb phrases in the correct place. They check their answers with the teacher.</p>
<p>Exercise 3a: Ask them to link the verbs in Column A with the phrases in Column B. Let them check their answers in pairs.</p>	<p>Students link the verbs in Column A with the phrases in Column B. They check their answers in pairs.</p>
<p>Exercise 3b: Ask them to complete the paragraph by using the words and phrases from Exercise 3a. Elicit the answers from students.</p>	<p>Students complete the paragraph by using the words and phrases from Exercise 3a. They check their answers with the teacher.</p>
<p>Exercise 4: Elicit the uses of the past simple and the past continuous. Ask students to read the instruction from Exercise 4. Ask them to complete the sentences using the past simple and the past continuous appropriately. Check their answers.</p>	<p>Students read the instruction from Exercise 4. They complete the sentences using the past simple and the past continuous appropriately. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 5: Ask students to fill in each blank with an appropriate word in the box. Remind them to use the capital letter at the beginning of a sentence. Check their answers and give explanations for each answer.</p>	<p>Students fill in each blank with an appropriate word in the box. They check their answers with the teacher.</p>
<p>Exercise 6: Ask students to fill in each blank with an appropriate response. Tell them to write their answers in their exercise books. Ask them to practise the short dialogues in pairs.</p>	<p>Students fill in each blank with an appropriate response. They write their answers in their exercise books. They practise the short dialogues in pairs.</p>

Project 3

No. of periods: 2

Learning Outcomes:

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

- create an interesting short story
- describe the elements of a short story
- successfully complete the project by working collaboratively in small groups

The soft skills that will be practised are:
communication, collaboration and creativity.

Words and Expressions

- Character, take place

Resources & Preparation

- Paper for the story

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.
- **Write** a story that attracts the other students' attention!

Introduction

- Ask students the following questions:
Have you ever read a short story?
What is your favourite story?

Teach	Practise
<p>Period 1: Form students into groups of four or five. Let them discuss their favourite short story:</p> <ul style="list-style-type: none"> • the name of the story • where and when it took place • the characters in the story • what happened in the story • what they did in the story 	<p>Students work in groups of four or five. Discuss their favourite short story:</p> <ul style="list-style-type: none"> • the name of the story • where and when it took place • the characters in the story • what happened in the story • what they did in the story
<p>Period 2: Ask students to choose a short story in groups. Then ask them to write it in their own words. Let them exchange their papers with other groups. Tell them to read the stories.</p>	<p>Students choose a short story in groups. They write it in their own words. They exchange their papers with other groups. They read the stories.</p>

Review

- Display the posters in the classroom. Ask students to find the best story.
- **Think & talk:** When students get back into their groups, ask them to discuss which story review is the best and how they will improve it next time.

Poem 3: The Sun (Anonymous)

No. of periods: 1

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 post-reading comprehension questions.

Introduction: Pre-reading (5 minutes)

- Use the pre-reading questions in the textbook for a class discussion in the poem. Ask students to talk about the sun.
- Encourage students to give their own answers freely. Make sure that students participate in class discussion.
- Review students' knowledge and understanding of parts of a poem and rhymes (see information boxes at the end of this lesson).

Teach	Practise
<p>Exercise 1: Read the poem. Read the poem out loud to the students. Tell them to read the poem out loud with you. Listen to them as they read the poem in pairs. Help them with their pronunciation. Ask them to find new words in the poem. Ask them to look for the meanings of the new words from the glossary . Explain the use of alliteration in the poem.</p>	<p>Students listen carefully to the 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 try to find the meanings of the new words from the glossary. They find out the use of alliteration in the poem.</p>
<p>Exercise 2: Answer the questions. Organize students into pairs. Ask them to answer the questions. Review and check students' answers.</p>	<p>Students work together to answer the questions. They check their answers with the teacher.</p>
<p>Exercise 3: Complete the table. Ask them to complete the table with the rhyming words in the poem. Review and check students' answers.</p>	<p>Students work together to complete the table with the rhyming words in the poem. They check their answers with the teacher.</p>

Review (5 minutes)

- What does this poem mean?
- What do you learn from this poem?

Information for Teacher: Parts of a Poem

This poem has four stanzas. Each stanza has four lines.

Information for Teacher: Rhyme and Rhythm

The rhyming scheme of the whole poem is AABB. The rhyming words in the poem are:

1 st stanza	2 nd stanza	3 rd stanza	4 th stanza
bright, night hill, still	sleep, peep see, me	bed, said away, gay	sun, done again, pane

Information for Teacher: Paraphrase

The sun shines bright all day long. And I often think about where he goes at night. When he goes down behind a hill far away, everything in the world becomes dark and silent.

When night falls, I go to bed, and I sleep until the day begins slowly. And when I wake up, I see the sun shining already down on me.

I've heard people say that while we are fast asleep, the sun goes to other countries far away from us to make their day warm, bright and happy.

I hope when the sun finishes his nightly work, it will come again and shine through the window-pane to wake me up.

DBE BOX

Unit 10

Learning Outcomes

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

- recognize extra-curricular activities
- ask for and give opinions
- read and understand a travel brochure
- read about Bagan
- use adverbs of degree to modify adjectives and other adverbs
- use adverbs of degree, known as intensifiers, correctly
- design a flyer for the school snack fair

The soft skills that will be practised are:
communication, collaboration and creativity.

No. of periods: 4

Lesson 1: Let's take part in the school concert!

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

- recognize extra-curricular activities
- ask for and give opinions

Resources and Preparation

- Audio CD
- Listening scripts

This lesson focuses on Listening & Speaking.
There are eight exercises.

Words and Expressions

- What do you think about / of ...?
- I think ...
- I don't think ...
- I agree with you.
- I don't agree with you.

Listening and Speaking

Introduction

- Write the lesson objectives on the board. Explain them briefly.
- Write down the phrases 'planting trees', 'sports and games' and 'going on an excursion'.
- Ask students:
 - Which activity do you like most?
 - Why?
- Brainstorm:
 - Ask students to think of other activities.
 - Write them down on the board.
- Write down 'extra-curricular activities' on the board.
- Tell students that 'planting trees', 'sports and games' and 'going on an excursion' are examples of 'extra-curricular activities'.

Teach	Practise
<p>Exercise 1a: Ask students to read the extra-curricular activities. Ask them to tick the extra-curricular activities that they would like to take part in at school. Check their answers individually.</p>	<p>Students read the extra-curricular activities. They tick the extra-curricular activities that they would like to take part in at school. They check their answers with the teacher.</p>
<p>Exercise 1b: Ask students to look at the pictures. Ask them to match the pictures with the correct extra-curricular activities in Exercise 1a.</p>	<p>Students look at the pictures. They match the pictures with the correct extra-curricular activities in Exercise 1a.</p>
<p>Exercise 1c: Play the recording, asking students to check their answers. Ask them how many correct answers they have got. (Who's got the most / the least?) Ask them to repeat the phrases again.</p>	<p>Students listen to the recording and check their answers. They raise their hands and give answers. They listen to the recording and repeat the phrases.</p>
<p>Exercise 2a: Ask students to read the notice about the School Family Day. Ask them questions to check their comprehension:</p> <ul style="list-style-type: none"> • <i>When is the School Family Day?</i> • <i>What activities can you take part in?</i> <p>Ask them to read Dialogue 1. Ask them if they know the answer for each blank. Ask them to complete the blanks. Ask them to listen to the recording and check their answers. Then, check their answers.</p>	<p>Students read the notice about the School Family Day. They answer the questions. They read Dialogue 1 and complete each blank in the dialogue. They listen to the recording and check their answers. Then, they check their answers with the teacher.</p>
<p>Exercise 2b: Ask students to look at the picture on the right. Ask them questions to check their comprehension:</p> <ul style="list-style-type: none"> ▪ <i>What activity is it?</i> (Poster Exhibition) ▪ <i>What is the title?</i> (Save our Planet) <p>Ask them to read Dialogue 2. Ask them if they know the answer for each blank. Ask them to complete the blanks. Ask them to listen to the recording and check their answers. Then, check their answers.</p>	<p>Students look at the pictures and answer the questions. They read Dialogue 2 and complete each blank in the dialogue. They listen to the recording and check their answers. Then, they check their answers with the teacher.</p>
<p>Exercise 2c: Ask students to practise the dialogues in pairs.</p>	<p>Students practise the dialogues in pairs.</p>

Teach	Practise
<p>Exercise 3a: Tell students to read the four titles given in Exercise 3a. Discuss the meanings of these titles. Ask them to read the expressions in the given boxes and fill each blank with the correct title. Check their answers. Tell them to read the titles and expressions under them.</p>	<p>Students read the four titles given in Exercise 3a. They listen to the teacher explaining the meanings of these titles. They read the expressions in the given boxes and fill in each blank with the correct title. They check their answers with the teacher. They read the titles and expressions under them.</p>
<p>Exercise 3b: Tell students to work with a partner. Tell them to look at the list of topics in the box. Tell them that Student A must ask Student B for an opinion on one of the topics given. Tell them that Student B must give a positive or negative opinion. Tell them to swap roles. Go around and monitor the class.</p>	<p>Students look at the list of topics in the box. Student A asks Student B for an opinion on one of the topics given. Student B gives a positive or negative opinion. They swap roles.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Extra-curricular activities • Asking for and giving opinions 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What are some extra-curricular activities in your school? • Which activity do you like most?

No. of periods: 4

Lesson 2: A trip to a World Heritage Site in Myanmar

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

- read and understand a travel brochure
- read about Bagan

Resources & Preparation

- Pictures of Bagan

This lesson focuses on Reading.
There are six exercises.

Words and Expressions

- historic, heritage, travel agencies, hire, breathtaking, souvenirs, galore, ruins, sacred, rock curvings, stone statues, abundant, etc.

Reading

Introduction

- Write the lesson objectives on the board. Briefly discuss them.
- Ask students if they know some interesting places in Myanmar.
- Elicit these places from students.

Teach	Practise
<p>Exercise 1: Ask students to ask and answer the questions in pairs. Elicit answers from them individually. Check their answers.</p>	<p>Students ask and answer the questions in pairs. They give answers to the teacher. They check their answers with the teacher.</p>
<p>Exercise 2a: Ask students to look at the travel brochure. Ask: <i>What do you see in the pictures?</i> (map, plane, pagodas and temples, bicycle and hot air balloons) Ask students to read the travel brochure. Tell them to discuss the meanings of some new or unfamiliar words like: historic, heritage, travel agencies, hire, breathtaking, souvenirs, galore, ruins, sacred, rock carvings, stone statues, abundant, etc. Ask them to read the brochure again silently. Ask them to read the brochure out loud.</p>	<p>Students look at the travel brochure. They describe the pictures. They read the travel brochure. They discuss the meanings of some new or unfamiliar words. They read the brochure again silently. They read the brochure out loud.</p>
<p>Exercise 2b: Ask students to read the items in Column A and their meanings in Column B. Ask them to match the items in Column A with their meanings in Column B. Check their answers.</p>	<p>Students read the items in Column A and their meanings in Column B. They match the items in Column A with their meanings in Column B. They check their answers with the teacher.</p>
<p>Exercise 2c: Ask students to complete each sentence with the words in Exercise 2b. Check their answers. Ask them to read out the sentences.</p>	<p>Students complete each sentence with the words in Exercise 2b. They check their answers with the teacher. They read out the sentences.</p>
<p>Exercise 2d: Ask students to read the statements out loud. Ask them to decide whether the statements are true (T) or false (F). Check their answers.</p>	<p>Students read the statements out loud. They decide whether the statements are true (T) or false (F). They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 2e: Ask students to read the travel brochure again. Ask them to read the questions out loud. Ask them to answer these questions in complete sentences. Check their answers.</p>	<p>Students read the brochure again. They read each question out loud. They answer the questions in complete sentences. They check their answers with the teacher.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Places in Bagan • Things to see and do there 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Have you ever read a travel brochure? • How can you get to Bagan? • What are the best places to visit in Bagan? • What can you see and do there?

No. of periods: 3

Lesson 3: She's quite intelligent, but rather lazy
 By the end of this lesson, students will be able to:

- use adverbs of degree to modify adjectives and other adverbs
- use adverbs of degree, known as intensifiers, correctly

Resources & Preparation

- A table showing adverbs of degree, known as intensifiers

This lesson focuses on Grammar.
 There are six exercises.

Words and Expressions

- Adverbs of degree known as intensifiers

Grammar

Introduction

- Write the lesson objectives on the board. Briefly discuss them.
 - Introduce students to some adverbs of degree or intensifiers.
 - Tell them that they are used to modify adjectives or other adverbs.
 - Explain with examples.
 - Explain the types of adverbs of degree mentioned in the table, using examples.

Grammar: adverbs of degree
Low degree: a bit / a little / slightly
Medium degree: fairly / pretty / quite / rather
High degree: very / really / extremely / awfully
Full degree: entirely / completely / totally / absolutely / certainly

Teach	Practise
<p>Exercise 1: Ask students to read the sentences out loud. Tell them to underline the adverbs of degree. Elicit answers from them individually. Check their answers.</p>	<p>Students read the sentences out loud. They underline the adverbs of degree. They give answers to the teacher. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to put the adverbs of degree in Exercise 1 in the correct column. Elicit answers from them. Check their answers.</p>	<p>Students put the adverbs of degree from Exercise 1 in the correct column. They check their answers with the teacher.</p>
<p>Exercise 3: Ask students to read each sentence. Ask them to read the adverbs in brackets. Ask them to complete each sentence using the correct adverb of degree in brackets. Check their answers.</p>	<p>Students read each sentence. They read the adverbs in brackets. They complete each sentence using the correct adverb of degree in brackets. They check their answers with the teacher.</p>
<p>Exercise 4: Tell students to look at the note on 'rather' and 'quite'. Explain the difference between 'rather' and 'quite'. Tell them that 'quite' is mainly used with positive words and positive ideas; and 'rather' is often used with negative words and negative ideas. Ask students to complete each sentence with 'quite' or 'rather'. Check their answers.</p>	<p>Students look at the note on 'rather' and 'quite'. They complete each sentence with 'quite' or 'rather'. They check their answers with the teacher.</p>
<p>Exercise 5: Ask students to look at No.1. Elicit the subject, the verb and the adverb of degree. Write the complete sentence for No.1. Tell them to write down sentences in their exercise books. Check their answers.</p>	<p>Students write down sentences in their exercise books. They check their answers with the teacher.</p>
<p>Exercise 6: Ask students to look at the information in the table. Tell them to read the words in each column out loud. Tell them to look at the example. Ask them to write as many meaningful sentences as they can, using the information in the table. Check their answers.</p>	<p>Students look at the information in the table. They read the words in each column out loud. They look at the example. They write as many meaningful sentences as they can, using the information in the table. They check their answers with the teacher.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> Adverbs of degree Difference between 'rather' and 'quite' 	<p>Reflection on learning</p> <ul style="list-style-type: none"> How many types of adverbs of degree are there? Which adverb of degree is used for positive ideas? Which adverb of degree is used for negative ideas?

No. of periods: 3

Lesson 4: The school snack fair

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

- design a flyer for the school snack fair

Resources & Preparation

- Sample flyers

This lesson focuses on Writing. There are three exercises.

Words and Expressions

- Food items sold at the school snack fair
- Adjectives to describe snacks

Writing

<p>Introduction</p> <ul style="list-style-type: none"> Write the lesson objectives on the board. Briefly discuss with the students. Ask: <i>Have you ever been to the school snack fair?</i> <i>What snacks are available?</i> <i>Which snack do you like most?</i> 															
<p>Vocabulary</p> <table border="0"> <tr> <td>chicken burger</td> <td>coconut jelly</td> <td>fried tofu</td> <td>fried chicken & cold drinks</td> </tr> <tr> <td>ice cream</td> <td>mont-hin-gah</td> <td>nangyi salad</td> <td>noodles in coconut gravy</td> </tr> <tr> <td>Myanmar pancake</td> <td>pickled tea leaf salad</td> <td>Shan noodle salad</td> <td>yellow sticky rice</td> </tr> </table>				chicken burger	coconut jelly	fried tofu	fried chicken & cold drinks	ice cream	mont-hin-gah	nangyi salad	noodles in coconut gravy	Myanmar pancake	pickled tea leaf salad	Shan noodle salad	yellow sticky rice
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Teach	Practise
<p>Exercise 1:</p> <p>Ask students to read the names of the snacks given in the box.</p> <p>Check students' understanding of the names of the food items.</p> <p>Ask them to repeat the words and phrases after you.</p> <p>Tell them to practise saying the words and phrases.</p> <p>Ask them to label each snack with the correct name from the box.</p> <p>Tell them to write down the answers in the spaces provided.</p> <p>Check their answers.</p>	<p>Students read the names of the snacks given in the box.</p> <p>They repeat the words and phrases after the teacher.</p> <p>They practise saying the words and phrases.</p> <p>They label each snack with the correct name from the box.</p> <p>They write down the answers in the space provided.</p> <p>They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 2a: Organize students into groups of four. Tell them that they are going to design a flyer for a food item they are going to sell at the school snack fair. Ask each group to choose a food item from the list in Exercise 1. Ask them to read the writing plan. Tell them that they must use the writing plan to help them prepare. Tell them to look at the sample flyer. Tell them to design a flyer. Monitor each group. Give feedback.</p>	<p>Students work in groups of four. They choose a food item from the list in Exercise 1. They look at the writing plan to prepare a flyer for a food item they will sell at the school snack fair. They look at the sample flyer. They design a flyer.</p>
<p>Exercise 2b: Ask students to swap their flyers with other groups. Monitor each group. Tell them to have a discussion, exchanging views and opinions in answer to the question: <i>"Which flyer is the most interesting?"</i> Tell them to put up each flyer on the wall. Ask them to decide which flyer is the most interesting and give reasons why. Give feedback.</p>	<p>Students swap their flyers with other groups. They have a discussion, exchanging views and opinions in answer to the question: <i>"Which flyer is the most interesting?"</i> They put up each flyer on the wall. They decide which flyer is the most interesting and give reasons why.</p>
Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Names of the food items • How to design a flyer 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What are your favourite snacks? • Why do you like them? • What kinds of food can you get at the School Snack Fair?

Unit 11

Learning Outcomes

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

- identify weather information from a weather forecast on the radio
- talk about the weather using weather symbols
- recognize the weather instruments and parts of them
- understand how these instruments work or function
- understand a weather forecast
- write a weather forecast

The soft skills that will be practised are: communication, collaboration and creativity.

No. of periods: 4

Lesson 1: A beautiful, sunny day

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

- identify weather information from a weather forecast on the radio
- talk about the weather using weather symbols

Resources and Preparation

- Audio CD
- CD player
- weather symbols flash cards

This lesson focuses on Vocabulary & Listening and Speaking. There are six exercises.

Words and Expressions

- **Weather conditions:** thundery, foggy, windy, sunny, showery, rainy, stormy, cloudy
- **Cities:** Vientiane, Kuala Lumpur, Nay Pyi Taw, Manila, Singapore, Bangkok, Hanoi, Phnom Penh

Vocabulary

Introduction

- Write the lesson objectives on the board.
- Briefly discuss: *What is weather forecast? Are weather forecasts important? Who should read or listen to the weather forecasts?*

Teach	Practise
<p>Exercise 1: Organize students into pairs. Tell students to ask and answer the questions.</p>	<p>Students ask and answer the questions.</p>

Teach	Practise
<p>Exercise 2: Organize students into groups of 3 or 4. Ask them to think of a few words to describe weather conditions in groups, and write them down. Give 2 minutes. Ask some students to read their group's answers to the class. Then, ask students to study the weather symbols and their meanings in Exercise 2. Ask them to pronounce the words by showing the weather symbols on the flash cards. If there are any mistakes in their pronunciation, correct them. Then, organize students into pairs. Ask them to do more practice in pairs using the symbols. (Tell them to cover the words and say them using the picture.)</p>	<p>Students think of a few words to describe weather conditions in groups, and write them down. Give 2 minutes. They read their group's answers to the class. Students study the weather symbols and their meanings in Exercise 2. They pronounce the words. They do more practice in pairs using the symbols. (Cover the words and say the words using the picture.)</p>
<p>Exercise 3: Ask students to look at the table and pronounce the names of the cities. If there are any mistakes in their pronunciation, correct them. Ask students to underline the key words in the instruction: <i>look, table, complete, sentences</i>. Ask students to do Exercise 3. Ask students to compare their answers in pairs. Check the answers with the whole class. Organize students into pairs. Ask students to practise saying the sentences like a weather presenter.</p>	<p>Students look at the table and pronounce the names of the cities. They underline the key words in the instruction: <i>look, table, complete, sentences</i>. They do Exercise 3. They compare their answers in pairs. They check their answers with their friends. In pairs, students practise saying the sentences like a weather presenter.</p>

Listening and Speaking

Teach	Practise
<p>Exercise 4a: Ask students to underline the key words in the instruction: <i>listen, weather forecast, complete, table, words given in the box</i>. Ask students to look at the words in the table and tell the differences; three words for weather conditions and three Celsius temperature marks. Ask students to listen to the recording and complete the table with the words in the box. Ask them to compare the answers in pairs. Play the recording for the second time to check the answers with the whole class.</p>	<p>Students underline the key words in the instruction: <i>listen, weather forecast, complete, table, words given in the box</i>. They look at the words in the table and tell the differences; three words for weather conditions and three Celsius temperature marks. They listen to the recording and complete the table with the words in the box. They compare the answers in pairs. They listen to the recording for the second time to check the answers with the whole class.</p>

Teach	Practise
<p>Exercise 4b: Ask students to read the instruction and underline the key words: <i>listen, cross out, five mistakes and correct the mistakes.</i> Play the recording for the third time and ask them to listen, cross out the mistakes and correct them. Ask them to compare the answers in pairs. Play the recording for the last time to check the answers with the whole class.</p>	<p>Students read the instruction and underline the key words: <i>listen, cross out, five mistakes and correct the mistakes.</i> They listen to the recording for the third time. They cross out the mistakes and correct them. They compare the answers in pairs. They listen to the recording for the last time to check the answers with the whole class.</p>
<p>Exercise 5: Tell students to read the instruction and underline the key words: <i>ask, answer and complete the table.</i> Organize students into pairs as Student A and Student B. Ask students to look at their role card and hide the other. Draw Student A's table on the board. Ask one student to volunteer as Student B and ask "<i>What will the weather be like in Vientiane tomorrow?</i>" Ask Student B to look at the table and say "<i>It will be foggy most of the day. The temperature will be around 26°C.</i>" Complete the table on the board with foggy and 26°C. Repeat the same steps until the whole class understand the procedures. Then ask students to do the activity in pairs. Ask students to change the partner and compare their tables. Check the information in the table with the whole class.</p>	<p>Students read the instruction and underline the key words: <i>ask, answer and complete the table.</i> In pairs, students look at their role card and hide the other. They watch the teacher and the volunteer student model the activity. They do the activity in pairs. They change the partner and compare their tables. They check the information in the table with the whole class.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Weather conditions • Weather forecast • Weather symbols 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Which city has the highest temperature in Myanmar? • What is the temperature today in your town? • What was the weather like yesterday?

No. of periods: 4

Lesson 2: Weather instruments
 By the end of this lesson, students will be able to:

- familiarize themselves with the weather instruments
- understand how these instruments work

Resources & Preparation

- Pictures of weather instruments

This lesson focuses on Reading.
 There are four exercises.

Words and Expressions

- Weathervane, wind gauge, rain gauge, thermometer, cup, mobile shaft, fixed shaft, dial, funnel, cylinder, mercury

Reading

Introduction

- Ask students to look at the webpage and briefly discuss these questions:
Have you ever read a webpage?
Where can you read a webpage?
What is the name of the webpage given?

Teach	Practise
<p>Exercise 1: Ask students to look at the pictures of weather instruments in Exercise 1. Elicit from students what they think the given weather instruments are used for. Tell students they will know the correct answers after reading the passage. Ask students to read parts of each weather instrument. If there are any mistakes in pronunciation, correct them. Ask students to read aloud the weather instruments given in the passage. If there are any mistakes in pronunciation, correct them. Ask students to read the passage and match the pictures (A–D) with the weather instruments (1–4). Ask students to compare their answers in pairs. Check the answers with the class.</p> <p>Note: Weathervane လေညွှန်တံ Rain gauge မိုးရေချိန်တိုင်းကိရိယာ Thermometer အပူချိန်တိုင်းကိရိယာ Wind gauge လေတိုက်နှုန်းတိုင်းကိရိယာ</p>	<p>Students look at the pictures of weather instruments in Exercise 1. They give their ideas of what the given weather instruments are used for. They read parts of each weather instrument. They read aloud the weather instruments given in the passage. They read the passage and match the pictures (A–D) with the weather instruments (1–4). They compare their answers in pairs. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 2: Ask students to read the passage again and do Exercise 2. Ask them to compare their answers in pairs. Check the answers with the class.</p>	<p>Students read the passage again and do Exercise 2. They compare their answers in pairs. They check their answers with the teacher.</p>
<p>Exercise 3: Ask students to do Exercise 3. (Before they do the exercise, tell them to read the statements in the exercise and read part of the passage where they can find the answer only. Remind them not to read the whole passage for each answer.) Ask students to compare their answers in pairs. Check the answers with the class. While checking the answers, ask the class to tell the paragraph and the line number where they find the answer.</p>	<p>Students do Exercise 3. They compare their answers in pairs. They check their answers with the teacher.</p>
<p>Exercise 4: Ask students to do Exercise 4. Ask students to compare their answers in pairs. Check the answers with the class. While checking the answers, ask the class to tell the paragraph and the line number where they find the answer.</p>	<p>Students do Exercise 4. They compare their answers in pairs. They check their answers with the teacher.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Weather instruments • How weather instruments work 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What does a wind gauge measure? • What do we use to measure the amount of rainfall? • What does a weathervane show?

No. of periods: 3

Lesson 3: What will you do if...?

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

- recognize the uses of *will*, *won't* and *first conditional*
- use *will*, *won't* and *first conditional* appropriately

Resources & Preparation

- Weather icon flash cards, large pieces of paper with an action verb on each, small pieces of paper with main clause or if clause on them

This lesson focuses on Grammar.
There are seven exercises.

Words and Expressions

- will
- won't
- tomorrow
- next week

Grammar

Introduction

- To elicit students' prior knowledge of *will* and *won't*, write "Nay Pyi Taw" on the board and show students sunny weather symbol flash card. Then ask them *What will the weather be like in Nay Pyi Taw?*
- Ask until students answer "*It will be sunny in Nay Pyi Taw.*"
- Then show different weather symbol flash cards and ask individual students the same question.
- Show students a piece of paper with an action verb "swim" on it. Then ask one student *What will you do tomorrow?*
- Wait until the student answers "*I will swim tomorrow.*"
- Ask different students the same question using different action verb cards.
- Then write "talk about the future" and "make predictions" on the board. And explain students the uses of *will* and *won't*.

Grammar Reference

Will / won't

- We use *will* and *won't* to talk about the future. (e.g. *We will go to Nay Pyi Taw tomorrow.*)
- We also use *will* and *won't* to make predictions. (e.g. *It will rain tomorrow.*)
- *will* is used in affirmative sentences. (e.g. *They will arrive next week.*)
- *won't* is used in negative sentences. (e.g. *They won't arrive next week.*)
- In questions, *will* is put before the subject. (e.g. *Will they come next week?*)
- In short answers, we do not need to repeat the main verb. (e.g. *Yes, they will.* NOT ~~*Yes, they will come.*~~)
- We often use *will* and *won't* with *tomorrow*, *next week*, *soon*, etc.
- *will* can be shortened to 'll in spoken English. (e.g. *I will swim.* OR *I'll swim.*)
- *will not* can be shortened to *won't* in spoken English. (e.g. *He will not swim.* OR *He won't swim.*)
- after *will* and *won't*, we use *verb infinitive without to* (e.g. *I will go.* NOT ~~*I will to go.*~~)

Teach	Practise
<p>Exercise 1: Ask students to read the instruction and underline the key words: <i>complete, will, won't</i>. Ask them to read the sentences (1–5) and underline the key words: 1. <i>not well</i> 2. <i>don't study</i> 3. <i>don't invite</i> 4. <i>parents, old</i> 5. <i>too many</i>. Ask them to do Exercise 1 using the key words as the clues. Ask them to check their answers with their nearby partners in pairs. Check the answers with the class.</p>	<p>Students read the instruction and underline the key words. They read the sentences (1–5) and underline the key words. They do Exercise 1 using the key words as the clues. They check their answers with their nearby partners in pairs. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to read the instruction and underline the key words: <i>make predictions, phrases, in brackets</i>. Ask them to read the sentences (1–5) and underline the key words: 1. <i>sunny now</i> 2. <i>not hard-working</i> 3. <i>very good at singing</i> 4. <i>run very fast</i> 5. <i>learning Chinese</i> Ask them to do Exercise 2 using the key words as the clues. Ask students to compare their predictions in pairs. Ask some volunteer students to read out their sentences.</p>	<p>Students read the instruction and underline the key words. They read the sentences (1–5) and underline the key words. They do Exercise 2 using the key words as the clues. They compare their predictions in pairs. Volunteer students read out their sentences.</p>

First conditional

Note:

Matching activity

- To engage students with the lesson, ask two or three male and female students *What will you do if it rains?* (Students may give different answers: *"I will play football if it rains."/ "I will watch TV if it rains."* etc.)
- Then organize students into groups of four or five.
- Give each group a set of small pieces of paper with main clause or if clause on them. The following table can be used.

If clause	Main clause
If the weather is fine,	we will go for a picnic tomorrow.
If my friend comes,	I won't go out.
If I don't feel well,	I will see the doctor.
If he doesn't finish his homework,	he won't watch TV.

- Then ask the groups to match the clauses to make meaningful sentences.
- The group that finishes first and gets all the sentences correct is the winner.

Grammar tutor activity

- Ask the groups to read rules for first conditional and underline the key words: *possible future condition and result, consists of two parts, if clause before main clause, comma, after, don't use comma.*
- Ask each group to tell the key words.
- Let the groups study the if–clause and main–clause table for five minutes.
- Ask the representatives from each group to explain what they understand using the information given in the text book.
- Then give additional explanation to the whole class.

Grammar Reference

There are four main types of conditional (if) sentences in English. They are the zero conditional, the first conditional, the second conditional and the third conditional. This part of the lesson focuses on the first conditional.

- We use the first conditional to talk about a possible future condition and its result.
- We use the first conditional to refer to the present or future and the situation is real.
- There are two clauses in the first conditional sentences: *if clause* and *main clause*.
- The tense in *the 'if clause'* is the simple present, and the tense in *the main clause* is the simple future (here *will and won't*).
- The *if clause* can come before or after the *main clause*. If it comes before the main clause, use a comma (,). If it comes after the *main clause*, don't use a comma.

Teach	Practise
<p>Exercise 3: Ask students to read the instruction. Ask them to underline the key words in the halves of the sentences in Column A and B. (Column A: <i>get up late, don't know meaning, run away, stay home, don't have pen</i> / Column B: <i>see a snake, lend you mine, miss the bus, dictionary, rains.</i>) Ask students to match the two halves of each sentence using the key words as the clues. Do the first sentence as an example. Ask them to compare their answers in pairs. Check the answers with the class.</p>	<p>Students read the instruction. They underline the key words in the halves of the sentences in Column A and B. They match the two halves of each sentence using the key words as the clues. They compare their answers in pairs and check their answers with the teacher.</p>
<p>Exercise 4: Ask students to complete the sentences (1–5) with the correct form of the verbs given in brackets.</p>	<p>Students complete the sentences (1–5) with the correct form of the verbs given in brackets.</p>

Teach	Practise
<p>Ask them to underline the subjects before the blanks in the sentences. Ask them to compare their answers in pairs. Check the answers with the class.</p>	<p>They underline the subjects before the blanks in the sentences. They compare their answers in pairs and check their answers with the teacher.</p>
<p>Exercise 5a: Ask students to complete the questions in Exercise 5a with the correct form of the verb in brackets. Ask them to compare their answers in pairs. Check the answers with the class.</p>	<p>Students complete the questions in Exercise 5a. They compare their answers in pairs and check their answers with the teacher.</p>
<p>Exercise 5b & 5c: Ask students to write the answers for the questions in Exercise 5a. Then ask them to repeat the questions after the teacher with correct intonation and stress. Organize students into pairs. Ask them to ask and answer the questions in pairs. Tell them to give short answers. e.g. "What will you do if you lose your pen?" "I will look for it."</p>	<p>Students write the answers for the questions in Exercise 5a. Then they repeat the questions after the teacher with correct intonation and stress. They ask and answer the questions in pairs.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • The uses of <i>will</i> and <i>won't</i> • The first conditional • Making predictions 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What are the uses of <i>will</i> and <i>won't</i>? • When can we use the first conditional? • When do we need a comma in the first conditional sentences? • Make a prediction using <i>will</i> or <i>won't</i>.

No. of periods: 3

Lesson 4: Let's write a weather forecast!

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

- understand a weather forecast
- write a weather forecast

Resources & Preparation

- A sample weather forecast

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

Words and Expressions

- wind speed, wind direction, hours of sunshine, precipitation, sunrise, sunset, average, maximum, minimum

Writing

Introduction

- Ask students the following questions:
Have you ever read a weather forecast? What kind of information do you think you can get from the weather forecast?

Teach	Practise
<p>Exercise 1: Ask students to look at the table in Exercise 1 and read the information they can get from a weather forecast to check their answers in the introduction. Ask them to read the weather forecast for Yangon and complete the table in Exercise 1. Ask students to check the answers in pairs.</p>	<p>Students look at the table in Exercise 1 and read the information they can get from a weather forecast to check their answers in the introduction. They read the weather forecast given in Exercise 1 and complete the table. They check the answers in pairs.</p>
<p>Exercise 2: Ask students to study the table in Exercise 2 and complete the weather forecast for Nay Pyi Taw. Ask students to compare the answers in pairs. Check the answers with the class.</p>	<p>Students study the table in Exercise 2 and complete the weather forecast for Nay Pyi Taw. They compare the answers in pairs. They check the answers.</p>
<p>Exercise 3: Organize students into pairs. Ask students to study the table in Exercise 3. Students write the forecast for Mandalay.</p>	<p>In pairs, students study the table given in Exercise 3. They write the weather forecast for Mandalay.</p>
<p>Exercise 4: Organize students into groups of four. Ask them to predict the weather for the town they live in. Ask them to write a weather forecast based on their prediction. Ask students to exchange their weather forecast with another group and compare how their predictions differ.</p>	<p>Students form into groups of four. They predict the weather for the town they live in. They write a weather forecast based on their prediction. They exchange their weather forecast with another group and compare how their predictions differ.</p>

Review	
Summary of lesson <ul style="list-style-type: none">• Facts to be included in a weather forecast• Writing a weather forecast	Reflection on learning <ul style="list-style-type: none">• What does mph stand for?• What does precipitation mean?• What do E, W, S, N, NE, SW, NW and SE stand for?

DBE BOX

Unit 12

Learning Outcomes:

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

- identify everyday lifestyles
- recognize health problems and treatments
- comprehend directions and warnings on the medicine labels
- recognize different types of vitamins and minerals
- use "should" to ask for and give advice
- use a few connectives such as 'and', 'but', 'so', and 'because' to join sentences or parts of a sentence
- write a paragraph on a healthy life

The soft skills that will be practised are:

communication, collaboration, critical thinking and creativity.

No. of periods: 4

Lesson 1: Seeing a doctor

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

- identify everyday lifestyles
- recognize health problems and treatments

Resources and Preparation

- Audio CD
- listening scripts
- pictures of health problems
- any picture related to the lesson in the text if available

This lesson focuses on Listening & Speaking. There are ten exercises.

Words and Expressions

- Can I help you?
- I would like to ...
- Be here at ...
- Thank you. / You're welcome.
- What's your problem?
- I think I've got ...

Listening and speaking

Introduction

- Write the lesson objectives on the board. Explain briefly.
- Class discussion: Ask students about the different kinds of healthy / unhealthy habits that they have. Tell students about one of your everyday habits, and why you have that habit. Also tell them that it is a good / bad habit.

Teach	Practise
<p>Exercise 1a: Organize students into pairs. Tell them to look at the healthy / unhealthy habits in Exercise 1a. Ask them to tick(✓) the healthy habits and cross (✗) the unhealthy ones.</p>	<p>In pairs, students look at the healthy/ unhealthy habits. They tick(✓) the healthy habits and cross (✗) the unhealthy ones.</p>
<p>Exercise 1b & 1c: Organize students into pairs. Play the recording and ask them to fill in the blanks with suitable words from the box. Play the recording again so that they can check their answers. Tell them to read out the two monologues.</p>	<p>In pairs, students fill in the blanks with suitable words from the box. They listen again and check their answers. They read out the two monologues.</p>
<p>Exercise 2a: Organize students into pairs. Read out the health problems and ask students to listen carefully to the teacher. Tell students to repeat after the teacher. Explain the meanings of the problems and teach them how to pronounce them.</p>	<p>In pairs, students listen carefully to the teacher. They repeat after the teacher. If they have difficulty in pronouncing the problems, they may ask the teacher.</p>
<p>Exercise 2b: Ask students to look at the pictures. Let them guess from each picture what the health problem is. Ask them to match the pictures with the health problems. Check their answers.</p>	<p>Students look at the pictures. They guess from each picture what the health problem is. They match the pictures with the health problems. If they have some difficulty, they may ask the teacher.</p>
<p>Exercise 2c: Organize students into pairs. Ask them to complete the sentences with the words in the box. Check their answers.</p>	<p>Students complete the sentences with the words in the box. They check their answers with the teacher.</p>
<p>Exercise 3a: Organize students into pairs. Ask them to complete the dialogue with the words in the box. Check their answers.</p>	<p>Students complete the dialogue with the words in the box. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 3b: Organize students into pairs. Ask them to practise the dialogue. Go around and monitor the class.</p>	Students practise the dialogue in pairs and swap roles.
<p>Exercise 4a: Organize students into pairs. Ask them to complete the dialogue with the words in the box. Check their answers. Introduce some expressions like “<i>Can I help you?</i>”, “<i>I would like to ...</i>”, “<i>Thank you</i>”, “<i>You are welcome.</i>” <i>See you</i>”. Let them repeat the expressions after you.</p>	Students complete the dialogue with the words in the box. They repeat the expressions after the teacher.
<p>Exercise 4b: Organize students into pairs. Ask them to practise the dialogue. Go around and monitor the class.</p>	Students practise the dialogue in pairs and swap roles.

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Healthy / unhealthy habits • Health problems and treatments • Making an appointment with a doctor 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What should you eat to stay healthy? • What should you do to keep fit? • Give three examples of health problems.

No. of periods: 4

Lesson 2: Staying healthy

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

- recognize directions and warnings on the medicine labels
- recognize different types of vitamins and mineral supplements

Resources & Preparation

- Pictures related to the text and medicine bottles

This lesson focuses on Reading.
There are six exercises.

Words and Expressions

- Expiry date, manufacturer, directions, warnings, vitamins, minerals, infection, supplements, deficiency

Reading

Introduction

- Write the lesson objectives on the board. Discuss briefly.
- Show students a picture that illustrates a set of medicine labels.
- Tell them what directions and warnings are.

Teach	Practise
<p>Exercise 1: Ask students to study the directions and warnings. Explain to students the directions and warnings given in Exercise 1. Read the directions and warnings aloud and ask students to repeat after you.</p>	<p>Students study the directions and warnings. They repeat after the teacher.</p>
<p>Exercise 2: Ask students to study the items (a–e) first, and then the information (1–5) on the medicine label. Help students to get the meanings of some new words. Ask them to match the items (a–e) with the information (1–5) on the medicine label. Check their answers.</p>	<p>Students study the items (a–e) first, and then the information (1–5) on the medicine label. They match the items (a–e) with the information (1–5) on the medicine label. They check their answers with the teacher.</p>
<p>Exercise 3: Ask students to study the medicine label. Explain to students the meanings of the new words on the label such as ingredients, directions, warning, minerals and vitamins. Ask students to answer the questions. Check their answers. Give feedback if necessary.</p>	<p>Students study the medicine label. They answer the questions. They check their answers with the teacher.</p>
<p>Exercise 4a: Organize students into groups of four or five. Ask them to look at the picture. Ask some questions like <i>What do you see in the picture? Do you know the meanings of the words like vitamins and minerals?</i> Explain the meanings of some difficult words. Ask them to read the first paragraph. Tell them to underline the words that they don't understand. Ask them to read the second and third paragraphs. Use the same procedures in dealing with these paragraphs. Monitor the class and give feedback.</p>	<p>Each group looks at the picture. Students answer the teacher's questions. They read the first paragraph. They underline the words that they don't understand. They read the next two paragraphs and do the same things.</p>

Teach	Practise
<p>Exercise 4b: Organize students into groups. Discuss the meanings of the bold-faced words in the passage. Tell each group to choose the appropriate bold-faced word from the passage that means the same as each phrase given in Exercise 4a. Ask each group to give their answers. Check their answers.</p>	<p>Each group tries to find out the meanings of the bold-faced words in the passage with the teacher. They choose the appropriate bold-faced word from the passage that means the same as each phrase given in Exercise 4a. Each group gives their answers to the teacher. They check their answers with the teacher.</p>
<p>Exercise 4c: Ask each group to read the passage in Exercise 4a silently again. Tell them to read out the comprehension questions aloud Tell them to give short answers to the questions in Exercise 4c. Remind them that the information they need can be found in the passage. Encourage them to turn back to the passage and scan it to find the answers. Ask each group to report their answers to the class. Check their answers.</p>	<p>Each group reads the passage silently. Members of each group discuss and give short answers. They scan the passage to find the answers. They give their answers to the class. They check their answers with the teacher.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Directions and warnings on the medicine label • Vitamins and minerals • Balanced diets 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Do you usually read the directions and warnings on the medicine label? • Do you think vitamins and minerals are essential for our health? Why? • Give two examples of foods that contain vitamins and minerals.

No. of periods: 3

Lesson 3: A word of advice

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

- use '*should*' to ask for and give advice
- use connectives such as *and*, *but*, *so* and *because* to link or join sentences or parts of sentences.

Resources & Preparation

- Sample table from the textbook which includes the sentences for "asking for advice" and "giving advice"

This lesson focuses on Grammar.
There are five exercises.

Words and Expressions

- (Wh-) should I ...?
- Do you think I should / shouldn't ...?
- (I think) you should / shouldn't

Grammar

Introduction

- Write the lesson objectives on the board.
- Describe the exercises in this lesson.
- Begin the class with these questions:
 - *Do you think we should attend classes regularly?*
 - *I've got a headache. Should I see the doctor?*

Teach	Practise
<p>Exercise 1: Introduce the modal auxiliary 'should' to students. Tell them that "should" is used to ask for and give advice. Ask them to study the example sentences in the table. And give some explanations about the use of 'should'. Tell them to look at the two examples in Exercise 1. Tell them to read each sentence and write (A) if it is asking for advice or (G) if it is giving advice. Check their answers.</p>	<p>Students study the example sentences in the table. They listen to the explanations about the use of 'should'. They look at the two examples in Exercise 1. They read each sentence and write (A) if it is asking for advice or (G) if it is giving advice. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to study the examples in Exercise 2. Tell them to look at the prompts given in brackets for each sentence. Tell them that they have to choose "should" or "shouldn't" first, and then rewrite each sentence using the prompts given. Tell them to be careful with the pronoun 'I'. (The pronoun 'I' changes to 'You'). Give feedback. Check their answers.</p>	<p>Students study the examples in Exercise 2. They look at the prompts given in brackets for each sentence. They choose "should" or "shouldn't" first, and then rewrite each sentence using the prompts given. They must be careful with the pronoun 'I'. They check their answers with the teacher.</p>
<p>Exercise 3: Ask students to study the definition of 'connectives' and the uses of the four 'and', 'but', 'so' and 'because'. Tell them to look at the examples in Exercise 3. Tell them to read the rest sentences. Ask them to join the sentences using 'and' without repeating unnecessary words. Give feedback if necessary. Check their answers.</p>	<p>Students study the definition of 'connectives' and the uses of the four 'and', 'but', 'so' and 'because'. They look at the examples in Exercise 3. They join the sentences using 'and' without repeating unnecessary words. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 4: Organize students into pairs. Tell them that before doing Exercise 4, they have to look at the items on the left as well as those on the right. Remind them that the first one is done for them as an example. Tell them that they have to put 'but' or 'so' in the gaps. Give them feedback. Check their answers. Ask three or four pairs to read out their answers. If you have more time, ask the other pairs to read out their answers.</p>	<p>Students work in pairs. Before doing Exercise 4, they look at the items on the left as well as those on the right. They also look at the examples. They put 'but' or 'so' in the gaps. They check their answers with the teacher. A number of pairs read out their answers to the class.</p>
<p>Exercise 5: Ask students to study the example sentences. Explain to them how to join the two sentences by using 'because' and 'so'. Ask them to join sentences with 'because' and 'so'. Remind them to use 'because' or 'so' respectively in joining sentences. Check their answers.</p>	<p>Students study the example sentences. They listen to the explanations. They join sentences with 'because' and 'so'. They check their answers with the teacher.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • The use of "Should" to ask for and give advice • The use of connectives such as "and, but, so, because" 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Ask for two pieces of advice using "Should". • Give two pieces of advice using "Should". • Which connective is used to show reason / addition / result / contrast?

No. of periods: 3

Lesson 4: What should I do?

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

- ask for and give advice
- write a paragraph on a healthy life

Resources & Preparation

- Pictures related to the lesson in the text if available

This lesson focuses on Writing.
There are seven exercises.

Words and Expressions

- You should / shouldn't...
- I think you should / shouldn't...
- Do you think I should / shouldn't...
- Should I.....? / What should I do?

Writing

Introduction

- Write the lesson objectives on the board and describe the exercises in this lesson.
- Begin the class with the questions: *What do you see in the picture? How many people are there? What are they doing?*

Teach	Practise
<p>Exercise 1a: Organize students into pairs. Ask them to look at the picture and the examples. Explain the uses of 'should' and 'shouldn't'. Tell students to read the examples out aloud.</p>	<p>In pairs, students look at the picture and the examples. They read the examples out aloud.</p>
<p>Exercise 1b: Ask students to study the examples in Exercise 1b. Tell them to look at the clues given in brackets for each sentence. Tell them that they have to choose "should" or "shouldn't" first, and then rewrite each sentence using the clues given. Tell them to be careful with the pronoun 'I'. (The pronoun 'I' changes to 'You'). Give feedback. Check their answers.</p>	<p>Students study the examples in Exercise 1b. They look at the clues given in brackets for each sentence. They choose "should" or "shouldn't" first, and then rewrite each sentence using the clues given. They must be careful with the pronoun 'I'. They check their answers with the teacher.</p>
<p>Exercise 2a: Organize students into groups of four or five. Ask each group to read the instruction given in Exercise 2a. Ask students to read out the ten pieces of advice for Su Su and Tun Tun. Ask students to put them in the correct column. Help students if necessary. Check their answers.</p>	<p>In groups, students read the instruction given in Exercise 2a. They read out the ten pieces of advice for Su Su and Tun Tun. They put them in the correct column. They check their answers with the teacher.</p>
<p>Exercise 2b: Ask students to look at the example given. Tell them to refer to the pieces of advice for Su Su in her column. Ask students to complete the pieces of advice for Su Su using the information in her column.</p>	<p>Students look at the example given. They refer to the pieces of advice for Su Su in her column. They complete the pieces of advice for Su Su using the information in her column.</p>

Teach	Practise
<p>Help students if necessary. Check their answers.</p>	<p>They check their answers with the teacher.</p>
<p>Exercise 2c: Organize students into groups of four or five. Ask students to refer to the pieces of advice for Tun Tun in his column in Exercise 2a. Ask students to write five pieces of advice for Tun Tun using the information in his column. Help students if necessary. Check their answers.</p>	<p>Students work in small groups. They refer to the pieces of advice for Tun Tun in his column in Exercise 2a. They write five pieces of advice for Tun Tun using the information in his column. They check their answers with the teacher.</p>
<p>Exercise 3a: Organize students into groups of four or five. Ask each group to study the phrases in the box. Make sure that they understand the meanings of the phrases. Ask students to complete the sentences with the phrases in the box. Help students if necessary. Check their answers.</p>	<p>Students work in small groups. Each group studies the phrases in the box. They complete the sentences with the phrases in the box. They check their answers with the teacher.</p>
<p>Exercise 3b: Organize students into groups of four or five. Ask students to read out the five sentences in Exercise 3a. Ask students to complete the paragraph using the sentences in Exercise 3a. Tell them to add two more pieces of advice. Help students if necessary. Give feedback.</p>	<p>Students work in small groups. They read out the five sentences in Exercise 3a. They complete the paragraph using the sentences in Exercise 3a. They try to add two more pieces of advice.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Asking for and giving advice • How to live a happy, healthy life 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What should you do to be healthy? • What should you do to get good grades in your exam? • What should you do to be happy?

Review 4

No. of periods: 2

The purposes of Review 4 are:

- To help students revise some language knowledge and skills from Units 10, 11 and 12
- To provide summative assessment of their learning

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

Introduction

Explain the purposes of Review 4. This review will take two periods.

Teach	Practise
<p>Exercise 1: Elicit the vocabulary from Units 10, 11 and 12 they can remember. Ask them to read the instruction in Exercise 1. Tell them to fill each blank with a suitable word. Check their answers.</p>	<p>Students read the instruction in Exercise 1. They fill each blank with a suitable word. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to read the instruction in Exercise 2. Elicit the uses of adverbs of degree. Ask them to complete each sentence using the correct adverb of degree. Let them check their answers in pairs. Give explanations if necessary.</p>	<p>Students read the instruction in Exercise 2. They complete each sentence using the correct adverb of degree. They check their answers in pairs.</p>
<p>Exercise 3: Ask students to make sentences by putting the words in the correct order. Check their answers.</p>	<p>Students make sentences by putting the words in the correct order. They check their answers with the teacher.</p>
<p>Exercise 4: Elicit the uses of 'and', 'but', 'so' and 'because'. Ask students to complete the sentences using 'and', 'but', 'so' or 'because'. Check their answers.</p>	<p>Students complete the sentences using 'and', 'but', 'so' or 'because'. They check their answers with the teacher.</p>
<p>Exercise 5: Elicit the use of 'first conditional'. Ask students to complete each sentence with the correct form of the verbs given in brackets. Check their answers.</p>	<p>Students complete each sentence with the correct form of the verbs given in brackets. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 6: Elicit the uses of 'should' and 'shouldn't'. Remind students that they are used to ask for and give advice. Ask them to fill each blank with 'should' or 'shouldn't'. Check their answers.</p>	<p>They fill each blank with 'should' or 'shouldn't'. They check their answers with the teacher.</p>

Project 4

No. of periods: 2

Learning Outcomes:

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

- write a meaningful story
- successfully complete the project by working collaboratively in small groups

The soft skills that will be practised are:

communication, collaboration and critical thinking.

Words and Expressions

- Sense, great delight, goose, yellow and glittering, destroy, source, great dismay

Resources & Preparation

- Paper for story writing

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** an interesting and meaningful story that the other groups will be amazed at!

Introduction

- Arouse students' interest by asking the following questions:

Have you ever written a story?

What do you need to write a story?

Teach	Practise
<p>Exercise 1: Form students into groups of four or five. Ask them to study each boxed item in Exercise 1, which includes a “sense unit” of a sentence. Explain that these boxed items are not in the proper order. Ask them to rearrange these items to get a meaningful sentence. Remind them to use a capital letter, comma, full stop or a question mark where necessary. Check their answers.</p>	<p>Students study each boxed item in Exercise 1, which includes a “sense unit” of a sentence. They rearrange these boxed items to get a meaningful sentence. They use a capital letter, comma, full stop or a question mark where necessary. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to arrange those 12 sentences in Exercise 1 to get a meaningful story. Ask each group to display their story on the board and to read other groups' stories.</p>	<p>Students arrange those 12 sentences in Exercise 1 to get a meaningful story. Each group displays their story on the board and read other groups' stories.</p>

Review

- Ask the students what story they will write if they have a chance .
Think & talk: When students get back into their groups, and ask them to discuss which group is the best and how they will improve it next time.

Poem 4: Teachers Three (Anonymous)

No. of periods: 1

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 post-reading comprehension questions.

Introduction: Pre-reading (5 minutes)

- Use the pre-reading questions in the textbook for a class discussion.
- Encourage students to give their own free answers. Make sure that students participate in class discussion.
- Review students' knowledge and understanding of parts of a poem and rhymes (see information boxes at the end of this lesson).

Teach	Practise
<p>Exercise 1: Read the poem.</p> <p>Read the poem out loud to students. Tell them to read the poem out loud with you. Listen to them as they read out the poem in pairs. Help them with their pronunciation. Tell students to underline new or unfamiliar words in the poem. Ask them to refer to the glossary given in the box. Explain the meanings of the words from the glossary. Make sure that students understand the poem.</p>	<p>Students listen carefully to the teacher. They read the poem carefully and out loud as a class. In pairs, they read the poem out loud to each other. They underline new or unfamiliar words in the poem. They refer to the glossary given in the box and find out the meanings of the words.</p>
<p>Exercise 2: Answer the questions.</p> <p>Organize students into pairs. Ask them to complete the sentences with the words from the poem. Check their answers.</p>	<p>Students complete the sentences with the words from the poem. They check their answers with the teacher.</p>
<p>Exercise 3: Answer the questions.</p> <p>Ask them to answer the questions. Check students' answers.</p>	<p>Students answer the questions. They check their answers with the teacher.</p>

Review (5 minutes)

- What does this poem mean?
- What lesson does the poem give you?

Information for Teacher: Parts of a Poem

This poem has four stanzas. Each stanza has four lines.

Information for Teacher: Rhyme and Rhythm

The rhyming words in the poem are:

1 st stanza	2 nd stanza	3 rd stanza	4 th stanza
nook, brook three, tree	me, melody	rebuff, rough	greet, meet

Information for Teacher: Paraphrase

Once, a poet was resting for a short time in a quiet place. He found three teachers: a bird, a brook and a green tree.

The little bird was the first teacher. It was singing cheerfully. Only the poet heard that cheerful song. It seemed that the bird was telling him to share that song with others.

The brook was the second teacher. It was flowing happily. There was a rock in its way. But, the little brook just flowed by the rock. The rock was no problem for it. It seemed to tell the poet not to let a problem worry him, but to smile and do what he has to do.

The third teacher was the green tree. Its thick branches were like hands stretching out to greet others. When the poet saw the branches moving slightly, he felt that the tree was telling him to be a friend to everyone he met.

DBE BOX

Unit 2

Learning Outcomes

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

- converse on good habits
- converse on bad habits
- recognize and use adverbs of frequency
- practise using the simple present and the present continuous
- recognize the difference between good and bad habits
- write a description of weekend activities

The soft skills that will be practised are:
communication, collaboration and citizenship.

No. of periods: 4

Lesson 1: Keeping good habits

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

- converse on good habits

Resources & Preparation

- Audio CD, listening scripts
- Pictures from the text book and more visuals related to the lessons in the text if available

This lesson focuses on Vocabulary & Listening and Speaking. There are four exercises.

Words & Expressions

- Words related to habits, such as notebook habit & correction habit

Vocabulary and Listening

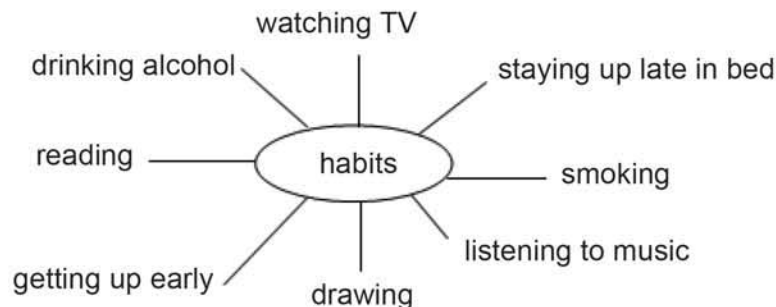
Introduction

Ask students: *What is a habit?*

Accept any relevant answers even if they use their mother tongue. Elicit some habits from students, using the diagram below.

If they can't give a response, ask them 'yes / no questions'.

e.g. *Do you get up early? Do you help others? Do you eat much? Do you drink enough water every day? Do you play games a lot?*



Ask more questions like:

Is reading a good habit? Is smoking a good habit?

Do you have good habits? What is your good habit?

Teach	Practise
<p>Exercise 1: Ask students to look at the pictures and say what they see in the pictures. <i>e.g. students, question mark, dictionaries, pen, rubbish, notebook, words/letters, book, please & thank you</i> Make sure that they know the vocabulary used in the exercise. Let them read the phrases in the exercise. Then, ask them to match the phrases with the pictures. Check their answers. Give feedback if necessary. Follow up: Ask students these questions: Are these habits good or bad? Do you have these habits? Do a model reading of the phrases. Let students read them aloud.</p>	<p>Students look at the pictures and talk about them. They read the phrases on the left and try to match them with the pictures. They check their answers with the teacher. They answer the teacher's questions. They listen to the teacher and then repeat after him or her.</p>
<p>Exercise 2: Revise the previous lesson by asking some questions. Explain that they are going to listen to the explanations of seven good habits. Before playing the tape, make sure that students can understand the words in the text. <i>e.g.</i> The expression '<i>after you</i>' (from Item No. 6) means 'when you have used something (the table / room / classroom)'. Ask them to read the text silently in pairs and let them guess the answers for the blanks. (Give them about 2 minutes) Play the tape, let them listen carefully and check if their guesses are correct or not. Let them listen again and complete the text. Play the tape for the last time and let them check the answers. (Play the tape at least three times, or more until students get the correct answers) Ask them to listen again and copy the pronunciation, tone and intonation (copy the rhythm.) Play the tape, making a pause between sentences so that students can copy the rhythm thoroughly. Correct students' pronunciation where necessary. If you have more time, choose two or three students and let them read the text aloud individually.</p>	<p>In pairs, students read the text and guess the answers. Students listen to the recording and check if their guesses are correct or not. They listen again and complete the text. They listen carefully again and copy the pronunciation, tone and intonation (copy the rhythm). Two or three students read the text aloud individually.</p>

Teach	Practise
<p>Exercise 3: Organize students into groups of five. Explain that a student from each group will have to ask other members two different questions, using the information in the table. Tell the rest to give answers to the questions. Ask them to use a short answer like 'Yes, I do,' or 'No, I don't.' e.g. Student 1: Who has the dictionary habit? Student 2: Yes, I do. Student 3: Yes, I do. Student 4: No, I don't. Student 5: Yes, I do. Tell the student who shoots the question to write down the names of the students who say 'yes' (or every member can do it). Tell them that every group member has to take turns to ask all the questions. Go round the class and help students where necessary. Ask each group the questions. e.g. Tr: Who has the dictionary habit in Group 1? G1: No one. Tr: In Group 2? G2: Aye Aye, Tun Tun and Ni Ni, etc. Ask students how many good or bad habits they remember.</p>	<p>Students sit in groups and do the activity. A student of each group asks the other group members two questions, using the information in the table. The rest give short answers to the questions. The student who shoots the question writes down the names of the other students who say 'yes' in the <i>Name</i> column. Each group answers the teacher's questions. Students tell the teacher as many good / bad habits as they can remember.</p>
<p>Exercise 4: Ask them to make a list of the good habits of their family members. Let them sit in a group of four and talk about the good habits of their family members. Tell them that the present simple is used to talk about habits. e.g. My grandma tells me stories every night. My uncle often buys me snacks/ toys/ some stationery, etc.</p>	<p>Students make a list of the good habits of their family members. They sit in a group of four, and talk about the good habits of their family members.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Talking about good habits • Explanations about seven good habits • Speaking activities on good habits 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What are good habits? • Will you keep good habits? Why? • What good habits do you have?

No. of periods: 4

Lesson 2: Getting rid of bad habits

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

- converse on bad habits

Resources & Preparation

- Pictures related to the lesson in the text if available

This lesson focuses on Reading. There are six exercises.

Words & Expressions

- Some habits: cracking their knuckles, twiddling a pen, blinking & munching peanuts or potatoes

Reading**Introduction**

- Write the lesson objective “*talking about bad habits*” on the board. Elicit from students some bad habits such as smoking, drinking, fighting, gossiping, telling lies, teasing.
- Ask some students the following questions:
Is smoking good or bad? What about drinking?
Do you usually fight with each other?
Do you usually gossip about your friends? (gossip – an informal talk about other people’s private affairs, which may be unkind or not true)
Is teasing others good or bad? Do you know anyone who usually tells lies?
Do you think that all these habits should be kept? Why? / Why not?
 These habits **shouldn’t be kept**, so what we have to do is (to) **kick** or **get rid of** these bad habits.
- Elicit the meaning of ‘get rid of’. (get rid of = throw something away)

Teach**Exercise 1:**

Let students work in pairs to discuss what a habit is. Tell them that they are going to read the text. Remind them not to worry about difficult words. Ask them to go on reading without taking time to think about the meanings of unfamiliar words.

Step I: Let them read the first paragraph, and then ask what a habit is. (A habit is something which we do often and regularly.)

Step II: Ask students to read the first and the last paragraph and circle the habits mentioned in them.


e.g. **First paragraph:** cracking knuckles, twiddling a pen / pencil, blinking

Practise

Students discuss what a habit is. They read the text and circle the habits mentioned in the text. They check their answers with the teacher.

crack knuckles



Teach	Practise
<p>Last paragraph: smoking, drinking, taking illegal drugs, using dirty language, being polite, being thankful / generous / kind</p> <p>Explain the difficult words using gestures. (Gestures will make students much easier to understand. Look at the pictures on the right to help you)</p> <p>Check their answers orally.</p>	<p>twiddle a pen</p> 
<p>Exercise 2:</p> <p>Let them read the three sub-headings given in Exercise 2. Make sure that students understand the sub-headings.</p> <p>Step III: Let them read the second, third and fourth paragraph. Set five minutes to finish reading these three paragraphs. Then, let them choose the correct sub-headings for the respective paragraphs. Check their answers. Let them find out the related words / phrases in each paragraph and underline them. Give feedback if necessary.</p> <p>Words or phrases which should be underlined</p> <ol style="list-style-type: none"> ... munch peanuts or potatoes chips as a habit Thus, munching peanuts or potatoes chip ... First, listening to loud music for hours they just leave all the litter ... The habit of littering is not good either. <p>Ask students how many habits they can find out after reading the whole text. Then, let them categorize these habits into good and bad. Check their answers. Explain the word 'Styrofoam' in Myanmar. (Styrofoam = ဖော့ဘူနံ)</p> <p>Remind them that the first letter of the word 'Styrofoam' must always be capitalized.</p> <p>loss of hearing – the state of no longer having the ability to hear</p>	<p>Students look at the three sub-headings given in Exercise 2 and choose the correct sub-headings for the respective paragraphs. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 3: Let them do Exercise 3. If they don't know the meaning of a word, ask them to read the text focusing on the surrounding words of the target one and then, think about the meaning of the word. To explain the meaning of the word 'empty', use an empty bottle. Show it to students and tell them that there is no water in it and the bottle is empty. Let them do peer checking. Check their answers. Read out the words and phrases carefully and let students repeat the words. Make sure they could pronounce the words correctly. (If you are not sure how to pronounce the word, check it up first.) To check how well students remember the words, ask them the meanings of the words, e.g. What does 'blink' means?</p>	<p>Students do Exercise 3. They read the text if necessary. They do peer checking. They check their answers with the teacher. They listen carefully to the words and phrases the teacher reads and repeat after the teacher. They answer their teacher's questions without looking at the exercise. ('Blink' means 'shut and open your eyes quickly'.)</p>
<p>Exercise 4: Before doing the exercise, remind them that they are going to learn about a phrase. ("A phrase" means a group of words without a finite verb.) Explain the meaning of the phrase 'on end' using the following example. (on end – continuously) • She <u>practises</u> the <u>violin</u> for <u>hours on end</u> (continuously). Let them do Exercise 4. Have them read the sentences in the text so that they are able to find out the approximate meanings of the phrases. Then, ask them to match the phrases with their meanings. Go round and monitor the class. Let them do peer checking. Check their answers. Give feedback if necessary. Read carefully the words and phrases out and let students repeat the words. Make sure they could pronounce the words correctly.</p>	<p>Students check their answers with the teacher. They listen carefully to the teacher, and repeat the words and phrases.</p>

Teach	Practise
<p>Exercise 5: Let them read the sentences given in Exercise 5. Tell them that they have to complete the sentences with the words from Exercise 3. Explain some difficult words. e.g. rich (in) – containing a lot of Let them complete the sentences in Exercise 5 with the words from Exercise 3. Go round and help students if necessary. Check their answers. Read out all the sentences with the correct pronunciation and rhythm. Let students read the sentences. Correct their pronunciation where necessary. Choose some students to read out each sentence individually. Give feedback if necessary.</p>	<p>Students read the sentences given in Exercise 5 and complete the sentences with the words from Exercise 3. They check their answers with the teacher. They read out the sentences.</p>
<p>Exercise 6: Let them read the questions. Let them read the text again if necessary. Ask them to give only short answers. Check their answers. Let them ask and answer the questions in pairs. Go round and monitor the class.</p>	<p>Students read the questions and find the answers. They read the text again if necessary. They check their answers with the teacher. They ask and answer the questions in pairs.</p>
Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Talking about bad habits • Questions about good and bad habits 	<p>Reflection of learning</p> <ul style="list-style-type: none"> • Where do you throw rubbish at home / in the class? • What bad habits do you have? • What is your bad habit you want to get rid of?

No. of periods: 3

Lesson 3: What an annoying habit!

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

- recognize and use adverbs of frequency
- use the simple present and the present continuous

Resources & Preparation

- Pictures or visuals related to the lesson in the text if available

This lesson focuses on Grammar. There are six exercises.

Words & Expressions

- Adverbs of frequency
- Expressions used to talk about annoying habits
- is always using
v-be always v-ing

Grammar

Introduction

- Ask students about their daily routine and what they are doing at the moment (Grade 6 revision).

e.g. *When do you get up in the morning?*
How do you go to school?
How often do you watch TV?
How often do you go to the library?
Are you eating snacks at the moment?
What are you doing now?
What am I doing now?

Teach	Practise
<p>Exercise 1: Elicit some adverbs of frequency from students. Accept any frequency adverbs they give. Ask them when we use these adverbs and where they occur in a sentence. (An adverb of frequency is used to talk about how often we do a particular activity.) Let them do Exercise 1. Check their answers. Give feedback if necessary. Let them read out the sentences.</p>	<p>Students read the sentences in Exercise 1. They underline the adverbs of frequency in Exercise 1. They check their answers with the teacher. They read out the sentences.</p>

Teach	Practise
<p>Exercise 2: Explain that they have to find the mistake in each sentence in Exercise 2 and correct it. Let them read the sentences silently and do the exercise. Check their answers. Give feedback. Let them read out the sentences.</p>	<p>Students read the sentences in Exercise 2. They find the mistake and correct it. They check their answers with the teacher. They read out the sentences.</p>
<p>Exercise 3: Elicit the forms and uses of the present simple and the present continuous. Write their answers on the board. Let them look at the present simple and the present continuous in the study boxes. Let them read out the example sentences in the study boxes. Have students read each sentence in Exercise 3 and underline the correct form of the verbs. Students check their answers. Let them say why they choose the present simple or the present continuous for each answer. Give feedback. Let them read out the sentences.</p>	<p>Students say the forms and uses of the present simple and the present continuous. They look at the uses of the present simple and present continuous in the study boxes. They read out the example sentences. They underline the correct form of the verbs. They check their answers with the teacher. They give reasons for their choice. They read out the sentences.</p>
<p>Exercise 4: Write the lesson topic "What an annoying habit!" on the board. Discuss some annoying habits asking the following questions. <i>How do you feel when your friend borrows your pen all the time? Do you like it?</i> <i>How do you feel when someone talks aloud in class all the time? Do you like it?</i> Explain: "Borrowing pens all the time and talking aloud are habits that make others annoyed (slightly angry). Habits that make other people annoyed are called annoying habits." Elicit some habits that make them annoyed. Let them use their mother tongue if necessary. Explain that in English, the present continuous is used with "always" to talk about actions that happen very often and may annoy somebody. Let them do Exercise 4. Explain that they are given the prompts and they have to rearrange the words to make meaningful sentences. Check their answers. Give feedback if necessary. Let them read out the sentences.</p>	<p>Students listen to the teacher's explanation about "annoying habit". They give examples of some habits that make them annoyed. They put the words in the right order. They check their answers with the teacher. They read out the sentences.</p>

Teach	Practise
<p>Exercise 5a: Ask students to study the pictures. Let them talk about what they see in the pictures. Let them study the phrases and then, match them with the pictures. Check their answers. Give feedback if necessary. Let them practise reading the phrases.</p>	<p>Students talk about what they see in the pictures. They match the phrases with the pictures. They check their answers with the teacher. They practise reading the phrases.</p>
<p>Exercise 5b: Ask students to study the example sentence. Let them do Exercise 5b. Remind them to use the present continuous with “always”. Check their answers. Give feedback if necessary. Let them read out the sentences. Elicit some annoying habits which their friends or family members do.</p>	<p>Students do Exercise 5b. They check their answers with the teacher. They read out the sentences. They say some annoying habits which their friends or family members do.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • The uses of the present simple and the present continuous • The use of frequency adverbs 	<p style="text-align: center;">Reflection of learning</p> <ul style="list-style-type: none"> • What do you usually do at weekends? • Who in your class borrows things from you? How often?

No. of periods: 3

Lesson 4: What do you usually do at weekends?

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

- recognize the difference between good and bad habits
- write a description of weekend activities

Resources & Preparation

- Pictures or visuals related to the lesson in the text if available.

This lesson focuses on Writing. There are five exercises.

Words & Expressions

- Some good / bad habits, and weekend activities

Writing

Introduction

- Ask students questions.
Do you usually make your bed? Do you usually borrow things from the others? Do you usually get up early? Do you usually clean your room? Do you usually leave some of your books at home?
- Write the lesson objectives on the board. Briefly discuss.

Teach	Practise
<p>Exercise 1: Ask students to look at the pictures individually. Ask some questions. e.g. <i>What do you see in Pictures 1, 2, 3, 4, 5, and 6?</i> Picture 1 (a man and some books) Picture 2 (a teacher and some students) Picture 3 (two girls) Picture 4 (a girl cleaning the bathroom) Picture 5 (loud music and a girl covering her ears) Picture 6 (a calculator) Tell them to match the two parts of each sentence. Note: The pictures are put in the order that the sentences appear. Check their answers. Give feedback if necessary. Read the sentences out and let students repeat after you.</p>	<p>Students study the pictures thoroughly and answer the teacher's questions. They match the two parts of each sentence. They listen to the teacher's model reading and repeat after him / her.</p>
<p>Exercise 2a: Let them work in pairs. Ask them to read the short text silently in a minute and ask them: 'What information is given in the text? (Bo Bo's good habits and bad habits are given.)' Let them complete the table next to the text. Check their answers. Give feedback if necessary. Read out the short paragraph about Bo Bo and let students repeat. Let them read the sentences out.</p>	<p>Students work in pairs. They read the short text silently and complete the table next to the text. They listen to the teacher's model reading and repeat after him / her. They read the sentences out individually or in groups.</p>
<p>Exercise 2b: Let them complete the table on the left with their own habits. Have them write a short paragraph about their habits based on the facts they have prepared. Remind them to use the present simple to write about their habits.</p>	<p>Students complete the table on the left with their own habits. They write a short paragraph about their habits. They do peer checking. They read out what they have written.</p>

Teach	Practise
<p>Go round and facilitate students while doing the activity.</p> <p>Let them check their spelling mistakes, choice of word, word order, the tense they have used, and ask them to give remarks using emoticons.</p> <p>Choose some students to read out what they have written.</p> <p>Choose some students to read out what their friend has written. Remind him/her to use the third person singular subject and verb. e.g. He has ... / She gets up ...</p> <p>Listen to them carefully and give feedback.</p>	
<p>Exercise 3:</p> <p>Ask them to read the text about Kyaw Kyaw's weekend activities silently. (Take 5 minutes.)</p> <p>Ask some questions in order to check their understanding. Let them give short answers. e.g. <i>What is Kyaw Kyaw's favourite day?</i> <i>Why does he like it very much?</i> <i>Why do they need to be careful?</i> <i>What does he do on Saturday?</i> <i>What does he do on Sunday?</i></p> <p>Let them look at the table thoroughly.</p> <p>Ask:</p> <p><i>How many columns are there? (4)</i> <i>What does the first column indicate? (parts of the day)</i> <i>What is the 2nd /3rd /4th column for?</i></p> <p>The 2nd column –the activities he does on Friday</p> <p>The 3rd column –the activities he does on Saturday</p> <p>The 4th column –the activities he does on Sunday</p> <p>Let them read the text again and complete the table.</p> <p>Tell them to complete the table with the phrases that start with the present simple as in examples.</p> <p>Check their answers. Give feedback.</p>	<p>Students read the text silently.</p> <p>They answer the teacher's questions.</p> <p>They look at the table thoroughly and answer the questions.</p> <p>They read the text again and complete the table.</p> <p>They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 4: Explain that they have to make preparations before they write about their weekend. Let them complete the table with their weekend activities. Tell them to complete the table with the phrases using the present simple. Have them write three paragraphs about their activities based on the facts written in the given box. Remind them to use the present simple to talk about their activities. Let them do peer checking. Let them check their spelling mistakes, choice of word, word order, the tense they have used, and ask them to give remarks using emoticons. Go round and facilitate students while they are doing peer checking. Choose some students to read out what they have written. Choose some students to read out what their friend has written. Remind him/her to use the third person singular subject and verb. e.g. <i>He has ... / She gets up ...</i> Listen to them carefully and give feedback.</p>	<p>Students complete the table with their activities. They write a short paragraph about their activities based on the facts written in the table. They do peer checking. They read out what they have written.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Writing about good and bad habits • Writing about weekend activities 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What do you usually do in the morning? • Who in your class is always late for class? • How often do you help your parents at home?

Unit 3

Learning Outcomes:

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

- identify and describe items of clothing
- talk about shopping for clothes
- identify several accessories
- read and comprehend examples of advertisements
- make use of a lot of, many, much, a few and a little
- recognize and use superlative adjectives
- write short messages
- make decisions about the correct order of adjectives

The soft skills that will be practised are:
communication, collaboration and critical thinking.

Lesson 1: At the clothes shop

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

- identify and describe items of clothing
- talk about shopping for clothes

This lesson focuses on Vocabulary and Listening & Speaking. There are nine exercises.

No. of periods: 4

Resources & Preparation

- Audio CD
- Listening scripts
- Pictures of clothes

Words and Expressions

- bargain, try on, fit, fitting room, fixed price

Customer (C)

- Can I try it on?
- Can I get it for 6,500 kyats?
- Can I have them for 10,000 kyats?
- I'll take them.
- I'll leave it.

Shop Assistant (SA)

- The fitting room is over there.
- It's a fixed price. You can have it for 7,000 kyats.
- It suits you perfectly.
- It fits you well.

Vocabulary

Introduction

- Write the lesson objectives on the board. Explain briefly.
- Show students the pictures of clothes and ask them to say the names of these clothes.

Teach	Practise
<p>Exercise 1: Organize students into pairs. Tell students to ask and answer the questions.</p>	Students ask and answer the questions.
<p>Exercise 2: Organize students into groups of 3 or 4. Ask them to think of ten different items of clothing and write them in the blanks. Ask some students to read out their group's answers to the class.</p>	Students think of ten different items of clothing and write them in the blanks. Some students read out their group's answers to the class.
<p>Exercise 3: Ask students to read the words in Column A. Correct if there are any mistakes in their pronunciation. Ask students to match the words in Column A with the meanings in Column B. Ask students to compare their answers in pairs. Check the answers with the whole class.</p>	Students read the words in Column A. They match the words in Column A with the meanings in Column B. They compare their answers in pairs. They check their answers with the teacher.

Listening and Speaking

Teach	Practise
<p>Exercise 4: Ask students to look at the picture in their textbook. Ask: "Where are the people?" "What kind of shop is it?" Ask students to read the words given in the box. Correct any pronunciation mistakes. Ask students to label the items in the picture with the words in the box. Ask them to compare the answers in pairs. Check the answers with the whole class.</p>	Students look at the picture in their textbook, and tell where the people in the picture are and what shop it is. They read the words given in the box. They label the items in the picture with the words in the box. They compare the answers in pairs. They check their answers with the teacher.
<p>Exercise 5: Elicit from students what customers and shop assistants tell each other at a clothes shop. Ask students to read the expressions used by customers and shop assistants. Ask them to find out who says each expression – the customer or the shop assistant. Tell students to write (C) for the customer and (SA) for the shop assistant. Do the first one with the class as an example. Ask them to compare the answers in pairs. Check the answers with the whole class.</p>	Students read the expressions and find out who says each expression – the customer or the shop assistant. They write (C) for the customer and (SA) for the shop assistant. They compare the answers in pairs. They check their answers with the teacher.

Teach	Practise
<p>Exercise 6a: Tell students that they are going to listen to two dialogues between the customer and the shop assistant. Ask them to read the four statements given. Ask them to predict what people will say for each statement by choosing the expressions in Exercise 5. Ask them to listen to the dialogues and tick (✓) in the correct column(s). Play the recording two times. Ask students to compare their answers in pairs. Play the recording again and check the answers.</p>	<p>Students read the statements given. They choose some expressions in Exercise 5 that they think people will say for each statement. They listen to the dialogues two times and tick (✓) in the correct column(s). They compare their answers in pairs. They listen to the dialogue again and check their answers with the teacher.</p>
<p>Exercise 6b: Ask students to read the expressions in the box and find out who says each expression – the customer or the shop assistant. Ask them to complete the dialogues with the given expressions. Ask them to compare their answers with their partners.</p>	<p>Students read the expressions in the box and decide who says each expression – the customer or the shop assistant. They complete the dialogues with the given expressions. They compare their answers with their partners.</p>
<p>Exercise 6c: Ask students to listen to the recording and check their answers. Play the recording.</p>	<p>Students listen to the recording and check their answers.</p>
<p>Exercise 7: Divide the class into two big groups. Ask students on the right to take the customer's role and those on the left to take the shop assistant's. Ask them to practise Dialogue 1. Ask students to change roles and practise Dialogue 1 again. Organize students into pairs. Ask them to practise Dialogue 1 in pairs. Ask them to change roles and practise Dialogue 1 again. Divide the class into two big groups. Ask students on the right to take the customer's role and those on the left to take the shop assistant's. Ask them to practise Dialogue 2. Ask students to change roles and practise Dialogue 2 again. Organize students into pairs. Ask them to practise Dialogue 2 in pairs. Ask them to change roles and practise Dialogue 2 again. Ask two volunteer pairs to act out each dialogue.</p>	<p>Students on the right take the customer's role and those on the left take the shop assistant's role, and they practise Dialogue 1. They change roles and practise Dialogue 1 again. They practise Dialogue 1 in pairs. They change roles and practise Dialogue 1 again. Students on the right take the customer's role and those on the left take the shop assistant's role, and they practise Dialogue 2. They change roles and practise Dialogue 2 again. They practise Dialogue 2 in pairs. They change roles and practise Dialogue 2 again. One volunteer pair acts out Dialogue 1 and another pair acts out Dialogue 2.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Reviewing the items of clothing • Dialogues between a shop assistant and a customer 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Where do you go in a clothes shop to try on new clothes? • Do you want to buy at a fixed price shop? Why/ Why not? • What do you say if you want to know the price of a thing? • How much is your bag?

No. of periods: 4

Lesson 2: Accessories you usually go for

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

- identify several accessories
- read and comprehend examples of advertisements

Resources & Preparation

- Real accessories: scarf, sunglasses, wallet, bracelets, etc.
- Pictures of accessories

This lesson focuses on Vocabulary and Reading. There are nine exercises.

Words and Expressions

- **Accessories:** belt, bracelet, earrings, necklace, purse, scarf, sunglasses, tie, wallet and watch
- **Adjectives:**
Opinion – trendy, beautiful, inexpensive, nice
Colour – red, green, yellow, white, grey, brown, black, pink
Material – cotton, wool, seashells, leather, silk

Vocabulary

Introduction

- Write the lesson objectives on the board.
- Discuss briefly on:
 - What are two examples of accessories?*
 - Why do people wear accessories?*
 - What is an advertisement?*
 - Where can you see the advertisements?*

Teach	Practise
<p>Exercise 1: Ask students to look at the picture. Ask the following questions: "How many people are there?" "How old do you think they are?" "What are they doing?" Tell students to label the pictures using the words in the box. Ask students to compare their answers in pairs. Check the answers with the whole class. (If there is more time,) Ask students to note more accessories that can be worn on different parts of the body: head, neck, hands, body and feet. Then in pairs, ask students to compare their list.</p>	<p>Students look at the picture. They answer the questions. They label the pictures using the words in the box. They compare their answers in pairs. They check their answers with the teacher. They note more items of accessories. They compare their list in pairs.</p>
<p>Exercise 2a: Ask students to read aloud the questions (1–5). Organize students into pairs. Tell students to ask and answer the questions and tick the correct box for their partner's answers.</p>	<p>Students read the questions aloud. They ask and answer the questions and tick the correct box for their partner's answers.</p>
<p>Exercise 2b: Organize students into pairs with different partners. Ask students to tell each other about their previous partner.</p>	<p>Students pair up with different partners. Then they tell each other about their previous partner.</p>

Reading

<p>Exercise 3a: Organize students into groups of three or four. Ask students to read the list in Exercise 3a. Explain the meaning of each item briefly. Ask students to discuss in groups and tick the items that an accessories shop advertisement might contain. Then ask each group to tell their choices to the class.</p>	<p>Students read the list in Exercise 3a. They discuss in groups and tick the items that an accessories shop advertisement might contain. Then each group tells their choices to the class.</p>
<p>Exercise 3b: In the same group, ask students to look at the advertisement and check their answers (in Exercise 3a). Ask a representative from each group to tell the answers. Check the answers with the class. Then, ask students: How many shops are advertised? How many items are advertised at each shop? What are the items? When do the shops open? When do the shops close? Where can you find the addresses of the shops?</p>	<p>Students look at the advertisement and check their answers in Exercise 3a. They choose a representative for their group. The representative from each group tells the answers. They check their answers with the teacher. They work in groups and find the answers to the questions.</p>

Teach	Practise
<p>Exercise 4: Organize students into pairs. Write the questions on the board: <i>What does picture A show? What colours are the wallets? What does picture B show? What colours are the wallets?</i> Ask them to look at the pictures (A–F) to get the answers. Then tell them to match the descriptions (1–6) with the pictures (A–F). Ask them to compare their answers in pairs. Check their answers.</p>	<p>Students read the questions. Then they look at the pictures (A–F) to get the answers to the questions. They match the descriptions (1–6) with the pictures (A–F). They compare their answers in pairs. Then they check their answers with the teacher.</p>
<p>Exercise 5: Organize students into pairs. Tell them that the names of the shops are in the first column and the names of the items are in the second column. Ask them to read the advertisements and complete the table. Then tell them to compare their answers in pairs. Ask one or two students to give their answers. Check their answers.</p>	<p>Students read the advertisements and complete the table. They compare their answers in pairs. Then they check their answers with the teacher.</p>
<p>Exercise 6: Ask students to read the instruction and the exercise. Then explain the words that students do not know. Ask them to find the underlined words in the advertisements that have the same meaning as the word(s) in the exercise. Ask them to compare their answers in pairs. Check their answers.</p>	<p>Students read the instruction and the exercise and underline the words they do not know. Then they ask the teacher the meaning of those words. They find the underlined words in the advertisements that have the same meaning as the word(s) in the exercise. Then they check their answers with the teacher.</p>
<p>Exercise 7: Ask students to look at the table in Exercise 5 and choose one item they want to buy from Stars Local Accessories Shop or Rose Accessories Shop. Tell them to note: <i>the name of the item, the name of the shop and the reason why they choose it.</i> Organize students into pairs. Ask them to talk about the item they have chosen using their note.</p>	<p>From the table in Exercise 5, students choose one item they want to buy from Stars Local Accessories Shop or Rose Accessories Shop. Then they take notes of: <i>the name of the item, the name of the shop and the reason why they choose it.</i> In pairs, they talk about the item they have chosen using their note. (e.g. <i>I want to buy a cotton wallet. I want to buy it from Stars Local Accessories Shop. I want to buy it because it is cheaper and it is light and easy to carry. I want to give it to my brother. He likes wallets.</i>)</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Vocabularies related to accessories • Advertisements of accessories shops • Information included in an accessories advertisement 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What accessories do you normally wear? • What accessories do girls normally wear? • What accessories do boys normally wear? • What information can you see in a shop advertisement?

No. of periods: 3

Lesson 3: The most expensive jeans

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

- make use of *quantifiers*: *a lot of, many, much, a few, a little*
- recognize and use superlative adjectives

This lesson focuses on Grammar. There are five exercises.

Resources & Preparation

- For demonstration: real things that are countable (e.g. books, pencils, etc.) and things that are uncountable (e.g. water, juice, etc.)

Words & Expressions

Quantifiers

- a lot of, many, much, a few, a little

Superlative adjectives

- the ugliest, the most beautiful, the best

Grammar

Introduction

- To arouse students' prior knowledge of countable nouns and uncountable nouns, show students some things. (e.g. *pens, books, water, money, etc.*)
- Then ask them if each noun is countable or uncountable.
- Ask students to cover the phrases under the pictures and look at the pictures. Then ask them some questions:
 - Where are the people in the first two pictures?*
 - How many people are there in the first picture?*
 - How many people are there in the second picture?*
 - What do you see in the last two pictures?*
 - How much money is there in the third picture?*
 - How much money is there in the last picture?*
- Then look at the phrases under the pictures and explain the use of quantifiers: *a lot of, many, much, a few, a little.*

Grammar Reference

Countable nouns

- Things that we can count are countable nouns. They usually have a singular and plural form. e.g. *customer, customers*
- Things that we cannot count are uncountable nouns. They do not have a plural form. e.g. *money, knowledge*

Quantifiers: a lot of, many, much, a few, a little

A quantifier is a word or phrase that is used before a noun to show the number or amount of something.

Quantifiers with plural, countable nouns	Quantifiers with uncountable nouns
a lot of (a large number)	a lot of (a large quantity)
many (a large number)	much (a large quantity)
a few (a small number)	a little (a small quantity)

Quantifiers

Teach	Practise
<p>Exercise 1: Ask students to read the words given. Ask them to decide whether each word is countable or uncountable and write (C) for countable nouns and (U) for uncountable nouns. Ask them to check their answers with their friends. Check their answers.</p>	<p>Students read the words given. They decide whether each word is countable or uncountable and write (C) for countable nouns and (U) for uncountable nouns. They check their answers with their friends. They check the answers with the teacher.</p>
<p>Exercise 2: Ask students to circle the correct quantifier in each sentence. Do the first one as an example. Discuss with the class why they should choose that answer. (e.g. an uncountable noun, the negative sentence) Ask students to compare their answers in pairs. Ask some volunteer students to read out their answers and give the reasons for their answers. Move on to another item if the answer is correct. Ask the class if they have a different answer or if the volunteer student's answer is not right. Ask the class to give the reason why they choose the different answer.</p>	<p>Students do the first one together with the teacher. They give the reason why they choose that answer. (e.g. an uncountable noun, the negative sentence) They circle the correct quantifier in each sentence. They compare their answers in pairs. Some volunteer students read out their answers and give the reasons for their answers. The class participate in the discussion if they have different answers from the volunteer student's answer.</p>

Superlative adjectives

Teach	Practise
<p>Exercise 3: Explain to students the form and use of superlative adjectives using the grammar box. Ask students to complete the sentences with the superlative form of the adjectives. Do the first sentence as an example. Ask them to compare their answers in pairs. Check their answers.</p>	<p>Students complete the sentences with the superlative form of the adjectives. They do the first sentence as an example. They compare their answers in pairs and check the answers with the teacher.</p>
<p>Exercise 4a: Ask students to read the adjectives given. Ask them to tell the superlative form of those adjectives. Ask them to write questions using the prompts. Check their answers.</p>	<p>Students read the adjectives given and change the adjectives into the superlative form. They write questions using the prompts. They check their answers with the teacher.</p>
<p>Exercise 4b: Ask students to think of the answers for the questions in Exercise 4a. Organize students into pairs. Then, ask them to ask and answer the questions in pairs.</p>	<p>Students think of the answers for the questions in Exercise 4a. They ask and answer the questions in pairs.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • The use of quantifiers: a lot of, many, much, a few, a little • The use of superlative adjectives 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Give three examples of countable nouns. • Give three examples of uncountable nouns. • What is the superlative form of the adjective "bad"?

No. of periods: 3

Lesson 4: A nice blue cotton T-shirt

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

- write short messages
- make decisions about the correct order of adjectives

Resources & Preparation

- Colourful pieces of paper
- Colour pens

This lesson focuses on Writing. There are six exercises.

Words & Expressions

- **Parts of a message:** salutation (*Dear...*), message, leave-taking (*Love/Yours,*), signature (*Thida / Thiha / Wai Wai*)
- **Adjectives order:** opinion, size, age, colour and material
- **Opinion** – beautiful, cute, expensive, fashionable
- **Size** – big, little, long, small
- **Age** – ancient, new, old, young
- **Colour** – blue, brown, green, red
- **Material** – cotton, denim, silk, wool

Writing

Introduction

- Class discussion: *Have you ever written messages? How do you write messages: using your phone or note pad (small pieces of paper)? Do you like cotton T-shirts? Do you want a nice blue cotton T-shirt?*
- Write the lesson objectives on the board. Explain briefly.

Teach	Practise
<p>Exercise 1: Ask students to read the instruction and underline the key words in the instruction. e.g. read, message, fill, blanks Ask students to find the meanings of the words given in the box. (They can use a dictionary.) Then, explain the meaning of the words briefly. (leave-taking: the act of saying goodbye, message: written or spoken piece of information that you send or leave for somebody when you cannot speak to them yourself, salutation: something that you say to welcome or say hello to somebody, signature: your name as you usually write it, for example at the end of a letter) Ask students to do Exercise 1 and compare their answers in pairs before checking with the teacher.</p>	<p>Students read the instruction and underline the key words in the instruction. e.g. read, message, fill, blanks They find the meanings of the words given in the box. (They can use a dictionary.) They read the message and fill in the blanks with the parts of a message given in the box. They compare their answers in pairs before checking with the teacher.</p>
<p>Exercise 2: Ask students to underline the key words in the instruction: complete, message, words in the box. Then, ask them to work in pairs to find the information of the words in the box. e.g. brown – colour (adj/n), buy – (v), Dear Ma Ma Gyi – salutation, new – (adj), sunglasses – (n), Thiha – name (n), wear – (v), Yours – leave-taking Ask them to complete the messages. Ask them to compare the answers in pairs before checking the answer.</p>	<p>Students underline the key words in the instruction: complete, message, words in the box. They work in pairs to find the information of the words in the box. They complete the messages. They compare the answers in pairs before checking with the teacher.</p>

Teach	Practise
<p>Exercise 3: Write these words: T-shirt, cotton, blue, and nice on the board and ask students to put the words in the correct order. Then, write "opinion, size, age, colour, material" on the board. Organize students into groups of four or five. Ask students to think of more words for each category and write the words on a piece of colour paper in groups. Then, ask students to swap the paper and do peer marking. The group that has the most correct words for each category wins. Ask them to put the words in the correct column in Exercise 3. Ask them to compare their answers in pairs. Give each group colour pens, and ask them to read the messages in Exercises 1 and 2 and use different colour pens to underline the adjectives to describe opinion, size, age, colour and material. Ask the groups to compare their answers.</p>	<p>Students put the words in the correct order. They work in groups of four or five and think of more words for each category and write the words on a piece of colour paper. They swap the paper and do peer marking. They put the words in the correct column in Exercise 3. They compare their answers in pairs. They read the messages in Exercise 1 and 2 and use different colour pens to underline the adjectives to describe opinion, size, age, colour and material. They compare their answers in groups.</p>
<p>Exercise 4: Ask students to underline the key words in the instruction: sentences into one, adjective order, the first one is done. Then, ask students to do Exercise 4. Ask students to compare their answers with a partner.</p>	<p>Students underline the key words in the instruction: sentences into one, adjective order, the first one is done. They do Exercise 4. They compare their answers with a partner.</p>
<p>Exercise 5a: Ask students to underline the key words in the instruction: your birthday, next month, a gift you wish to have, three adjectives, complete the list. Then, ask students to complete the list individually. Ask students to compare their lists in pairs.</p>	<p>Students underline the key words in the instruction: your birthday, next month, a gift you wish to have, three adjectives, complete the list. They complete the list individually. They compare their lists in pairs.</p>
<p>Exercise 5b: Ask students to underline the key words in the instruction: use the notes, Exercise 5a, write a short message, to your uncle, ask him, a gift for your coming birthday. Give a piece of colour paper to each student. Ask students to write a short message using the notes in Exercise 5a. Then, ask them to stick their messages on the wall around the class. Ask students to walk around the class and read their classmates' messages. Ask students to vote for the best message.</p>	<p>Students underline the key words in the instruction: use the note, Exercise 5a, write a short message, to your uncle, ask him, a gift for your coming birthday. They write a short message using the notes in Exercise 5a. They stick their messages on the wall around the class.</p>

Teach	Practise
<p>The winning student reads out the message to the class. (In weaker classes, this activity can also be done in groups.)</p>	<p>They walk around the class and read their classmates' messages. They vote for the best message. The student/ the group that gets the most vote reads out their message to the class.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Parts of a message • Order of adjectives 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What are the parts of a message? • What are the types of the adjectives mentioned in the lesson? • What's the correct order of the adjectives "big / blue / old"?

DBE BOOK

Review 1**No. of periods: 2**

The purposes of Review 1 are:

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

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

Introduction

- Explain the purposes of Review 1. This review will take two periods.

Teach	Practise
<p>Exercise 1: Explain what the expression 'initial letter' means. Ask students to fill in the blanks with suitable words. Check their answers.</p>	<p>Students fill in the blanks with suitable words. They check their answers with the teacher.</p>
<p>Exercise 2: Ask them to rewrite each sentence using the correct form of the adjective given in brackets. Check their answers.</p>	<p>They rewrite each sentence using the correct form of the adjective given in brackets. They check their answers with the teacher.</p>
<p>Exercise 3: Ask students to discuss the uses of the present simple and the present continuous in pairs. Ask them to rewrite each sentence using the present simple or present continuous form of the verbs given in brackets. Check their answers.</p>	<p>In pairs, students discuss the uses of the present simple and the present continuous. They rewrite each sentence using the present simple or present continuous form of the verbs given in brackets. They check their answers with the teacher.</p>
<p>Exercise 4: Organize students into groups of four. Write down a few nouns on the board. Make sure that they include countable and uncountable nouns as well as singular and plural nouns. Ask them to think of which word can be used with many/ much/ a few/ a little/ a lot of. Ask them to choose the correct word or phrase. Give feedback. Check their answers.</p>	<p>In groups, students discuss which word can be used with many/ much/ a few/ a little/ a lot of. They choose the correct word or phrase. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 5: Ask students to look at the words and phrases in the boxes. Ask them to read the two dialogues. Ask them to fill in the blanks with the words or phrases from the boxes. Then, check their answers.</p>	<p>Students look at the words and phrases in the boxes. They read the two dialogues. They fill in the blanks with the words or phrases from the boxes. They check their answers with the teacher.</p>

Project 1

No. of periods: 2

Learning Outcomes:

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

- create a poster about their favourite actor or actress
- describe the profile of their favourite star
- describe people's appearance and personality
- complete the project successfully by working collaboratively in small groups

*The soft skills that will be practised are:
communication, collaboration and creativity.*

Words and Expressions

beautiful, graceful, simple,
composed, religious,
soft gentle voice

Resources & Preparation

- Paper for poster
- Glue
- Photos of actors or actresses

Teacher Talk: Group Work

Successful group work means...

- **Talk** about the task to be done. Take turns in speaking. Plan what to do, and who will do it.
- **Share** the work amongst the group members. Encourage and support one another.
- **Make** a poster that the group can be proud of!

Introduction

- Go over the lesson objectives with the students. Discuss briefly.
- Discuss key ideas for working in groups ("Teacher Talk: Group Work").

Teach	Practise
<p>Period 1: Put students into small groups of 3 or 4. Have them choose one of their favourite actors or actresses in groups. Make sure that person should be a common favourite person.</p>	<p>Students work in small groups. Each group chooses one of their favourite actors or actresses. They listen to the teacher's explanations on what to be included in the poster and how their group members can be assigned tasks.</p>

Teach	Practise
<p>Tell each group what to be included in the poster and how their group members can be assigned tasks.</p> <p>Explain the use of adjectives to describe appearance and personality.</p> <p>Elicit what they can remember about writing a profile from Grade 6.</p> <p>Ask them to generate some ideas on what they will write about their favourite actor or actress.</p> <p>Ask them to bring a photo of their favourite actor or actress as homework.</p>	<p>They generate some ideas on what they will write about their favourite actor or actress.</p> <p>They need to bring a photo of their favourite actor or actress as homework.</p>
<p>Period 2:</p> <p>Distribute some papers to each group.</p> <p>Tell students to create a poster.</p> <p>Support students as they work in groups.</p> <p>Move around and monitor the class. Remind them to check their posters and make sure all requirements are met.</p>	<p>They make a poster using the photo they have brought and the paper given by the teacher.</p> <p>They check that their poster has all the requirements: a picture or drawing, adjectives to describe appearance and personality.</p>

Review

- Display the posters in the classroom.
- **Think & talk:** Students get back into their groups, and talk about other groups' posters. Ask: If they have a chance to make this poster again, what would they change or do differently to be more beautiful and meaningful?

Poem 1 The Lazy Boy (Agnes J. Austin)

No. of periods: 1

Purpose:

- Reading and studying a poem will help students develop oral language skills.
- Reading poem will make students understand some literary elements.

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 post-reading comprehension questions.

Introduction: Pre-reading (5 minutes)

- Use the pre-reading questions in the textbook for a class discussion about the lazy boy. Other questions that can be asked are:

Have you ever seen a lazy boy or girl?

How do they come to school?

How do they read and write?

- Encourage students to give examples to support their answers.
- Review students' knowledge and understanding of the poet, parts of a poem and rhymes.
- Teach the students these terms (see the information boxes at the end of this lesson). (Refer to 'Teacher Talk' box at the end of this lesson plan.)

Teach	Practise
<p>Exercise 1: Read the poem. Read the poem out loud to the students. Tell students to read the poem out loud with you. Tell them to find new words in the poem. Explain the meanings of the new words to students.</p>	<p>Students listen carefully to the teacher's model reading of 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 try to find new words in the poem. They listen to the teacher's explanations.</p>
<p>Exercise 2: Answer the questions. Organize students into pairs. Ask them to read and answer the questions. Check their answers.</p>	<p>In pairs, students work together to read the poem and answer the questions. They check their answers with the teacher.</p>
<p>Exercise 3: Complete the table. Organize students into new pairs. Ask them to read and complete the table.</p>	<p>In pairs, students work together to read the poem and complete the table.</p>

Review (5 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 Lazy Boy' is Agnes J. Austin.

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 lazy boy' is day. The last word of the second line of the poem is play. 'Day' and 'play' 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 lazy boy' sounds the same as the last word in Line 2 and Line 3. (AAA)

The sound of the last word in Line 4 is regarded as (B).

The rhyming scheme for the stanza in 'The lazy boy' is AAAB because the first three lines in the stanza rhyme with each other.

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.

Information for Teacher: Paraphrase

He gets a scolding every day. He likes to play too much and he never does his work. He is a lazy boy. So he gets a scolding.

He always comes to school with a dirty face. He even wears boots without a lace. It is a shame that he behaves so badly.

He never writes well. He cannot read or spell well. So everyone knows that he is a lazy boy.

Therefore, I must not be lazy. I must be clean. I must be neat. I must do my work well. Then they will not say that I am lazy.

Unit 4

Learning Outcomes

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

- describe various types of transport
- talk about a holiday
- make questions and give short answers
- create a holiday plan

The soft skills that will be practised are:

communication, collaboration and critical thinking.

No. of periods: 4

Lesson 1: Travel and transport

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

- identify vehicles used for transport
- talk about different types of transport

Resources & Preparation

- Audio CD
- Pictures of plane, boat, bus, coach, jet, helicopter, bicycle, ship, taxi, train, ferry, and motorcycle

This lesson focuses on Listening & Speaking. There are seven exercises.

Words & Expressions

- plane, boat, bus, coach, jet, helicopter, bicycle, ship, taxi, train, ferry, motorcycle, public transport

Listening and Speaking

Introduction

- Ask students the following questions individually:
Have you ever travelled? If so, how did you go there?
- Show students pictures of some kinds of transport such as plane, boat, bus, coach, jet, helicopter, bicycle, ship, taxi, train, ferry and motorcycle. Then ask:
Have you ever travelled by plane? / Who wants to travel by train? Why?
If a student answers "Yes.", ask him/her *Why?* If he / she answers "No.", *Why not?*

Teach	Practise
<p>Exercise 1: On the board, write 3 questions given in Exercise 1. Organize the class into pairs. Tell the pairs to ask and answer the questions.</p>	<p>Pairs take turns to ask and answer the questions. They choose one kind of transport and report back to the class why they like it.</p>
<p>Exercise 2: Ask students to read out different types of vehicles. Explain that basically there are three ways of travelling: land, air and water. Ask them to identify and complete the diagram with types of vehicles. Give feedback.</p>	<p>Individually, students complete the diagram with types of vehicles. They have to identify these vehicles (land, air or water vehicles). They check their answers with their friends.</p>

Teach	Practise
<p>Exercise 3a: Brainstorm different ways to get to school: by bus, by car, by bicycle, on foot, etc. Tell students that they are going to listen to five students talking about how they go to school. Ask students to go through different ways to get to school given in the box and to read the dialogue before listening. Play the tape two times. Tell students to listen for the answer on the first listening, and take down the answers on the second listening. Let them check their answers with their friends. Give feedback.</p>	<p>After reading the phrases in Exercise 3a, students know what they will have to listen for. On the first listening, they listen for the general idea. On the second listening, they write down the answers. Students discuss and check their answers with their friends.</p>
<p>Exercise 3b: Organize the class into groups of four. Ask students to find out how they come to school. Ask students to write their names and their answers and then report back to the class. Give feedback.</p>	<p>Each student takes turns and asks the other three in the group how they come to school. They write down the names and how each comes to school. A student from each group has to report back to the class how all four members, including him/her come to school.</p>
<p>Exercise 4a: Tell students that they are going to listen to a dialogue and fill the gaps with the words and phrases given in the box. Ask them to read the words and phrases and the dialogue before listening. Play the tape two times. Tell students to listen for the answer on the first listening, and take down the answers on the second listening. Let them check their answers with their friends. Read out the dialogue with the correct intonation, and ask students to repeat it after you. Check pronunciation.</p>	<p>After reading the phrases in the box, students know what they will have to listen for. On the first listening, they listen for the general idea. On the second listening, they write down the answers. Students discuss and check their answers with their friends. Students listen to the teacher's model reading and repeat after him/ her.</p>
<p>Exercise 4b: Tell students that they are going to listen to another dialogue and fill the gaps with the words given in the box. Ask them to read the words and the dialogue before listening. Play the tape two times. Tell students to listen for the answer on the first listening, and take down the answers on the second listening. Let them check their answers with their friends. Give feedback.</p>	<p>After reading the words in the box, students will know what they will have to listen for. On the first listening, they listen for the general idea. On the second listening, they write down the answers. Students discuss and check their answers with their friends.</p>

Teach	Practise
<p>Exercise 4c: Organize the class into pairs. Ask students to practise the two dialogues with the correct pronunciation and intonation. Monitor the class.</p>	Students practise the dialogues in pairs.

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Types of vehicles • Types of transport • Talking about different types of transport 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • How do you come to school? • What type of transport do you like? Why? • How do your friends come to school? • How can you travel to another town? • How can you travel to another country?

No. of periods: 4

Lesson 2: A holiday in Mandalay

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

- describe different kinds of holiday
- talk about their holiday trips

Resources & Preparation

- Photos of interesting places in Myanmar
- Some souvenirs from different places

This lesson focuses on Reading. There are six exercises.

Words & Expressions

- Adjectives to describe places
- Kinds of holiday

Reading

Introduction

- Show students the photos of interesting places in Myanmar such as the Shwedagon Pagoda, Inlay Lake, Bagan, etc. Ask them: *Have you ever been to this place?*
- Ask them if they know these places.

Teach	Practise
<p>Exercise 1: Ask students how they plan to spend their holidays. Ask them to choose different kinds of holiday they like. Tell them that they can choose more than one. Monitor the class. Ask three students to report back to the class.</p>	Students choose the ones they like. They show their choices to each other.

Teach	Practise
<p>Exercise 2a: Ask students if they know the places in the photos. Tell them that they are the photos of places of interest in Mandalay. Ask them what they are going to read about. Pre-teach new vocabulary, giving examples or synonyms: holiday = အားလပ်ရက် အလည်ခရီး sightseeing = ရှုခင်းများကို လှည့်ပတ်ကြည့်ရှုခြင်း scenic = သဘာဝရှုခင်းကောင်းသော considerate = ထောက်ထားညှာတာသော breath-taking = အသက်ရှူမှားလောက်သော panorama = မြင်ကွင်းကျယ် handicrafts = လက်မှုထည် souvenir = အမှတ်တရ အရာ</p> <p>Read out the passage paragraph by paragraph. Let students repeat after you. Ask students to read the passage in groups, and individually. Correct their pronunciation, if necessary. Ask students short oral questions.</p>	<p>Students look at the photos. Through the title of the passage, they can guess that they are going to read about Mandalay. Students listen to the teacher's model reading and repeat after the teacher. In their textbooks, they draw slant lines after phrases and clauses as the teacher makes pauses. They read paragraph by paragraph and answer the following questions orally.</p> <ol style="list-style-type: none"> 1. Where did the writer go last December? 2. With whom and how? 3. Where did they stay in Mandalay? 4. What places of interest did they visit? 5. What did they buy as souvenirs? 6. How did they come back?
<p>Exercise 2b: Ask students to read the definitions. Ask them to read the passage again to find the word in the passage which means the same as each definition. Monitor the class. Let them check their answer with their friends. Give feedback.</p>	<p>Students read the definitions. They find the bold-faced words in the passage and guess their meanings from the surrounding words. They match the bold-faced words with their definitions. They check their answers with their friends.</p>
<p>Exercise 2c: Ask students to read the adjectives given in the box and the nouns and the noun phrase given below. Explain that in English, adjectives modify nouns and they are placed before the noun. Ask them to match the adjectives and nouns. Tell them that they can choose as many suitable adjectives as possible for each noun. Monitor the class. Check the answers. Give feedback.</p>	<p>Students read the adjectives, the nouns and the noun phrase. Then they match them. They check their answers with their friends. If they have different answers, they have to consult the teacher.</p>

Teach	Practise
<p>Exercise 2d: Tell students to read the passage again and answer True/ False questions. Remind them to write only T for True statements and F for false statements. Monitor the class. Let them check their answers with their friends. Give feedback.</p>	<p>Individually, students answer the questions. They check their answers with their friends.</p>
<p>Exercise 2e: Ask students to read the essay again and answer the questions in complete sentences. Tell them that there are no right or wrong answers for items 6, 7 and 8. They have to give their opinions when answering them. Go around and monitor the class. Check their answers. Give feedback.</p>	<p>Students read the essay again. They think of the short answers first. Then they write them in complete sentences. They check their answers with their friends and then with the teacher.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Adjectives to describe places • Kinds of holiday • A holiday trip to a famous city in Mandalay • Activities people normally do when they go on a holiday 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What kind of holiday would you like? • Name three places of interest in Myanmar. • Where did you go last summer? • Give 5 adjectives to describe places.

No. of periods: 3

Lesson 3: Can you tell me about your holiday?

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

- make yes / no questions
- make wh-questions

Resources & Preparation

- Yes / no questions and wh-questions format chart

This lesson focuses on Grammar. There are seven exercises.

Words & Expressions

- Wh-question words (who, what, which, when, where, why, how, how long)

Grammar

Introduction

- Ask students two questions:
 Question No. 1: *Do you like playing football?*
 When students answer "Yes" or "No", tell them that it is a yes/no question because the answer is yes or no.
 Question No. 2: *What did you eat this morning?*
 Students have to say something they ate this morning. Tell them that this kind of question which requires some facts is called a wh-question.
- Explain how to use different wh-words.
 - "who" to ask about people
 - "what" to ask about things/ to ask about a person's occupation
 - "where" to ask about places
 - "when" to ask about time
 - "how" to ask about the way of doing something
 - "why" to ask about reasons
 - "how long" to ask about the length of time
 - "which" to ask about choice

Teach	Practise
<p>Exercise 1: Ask students to read the questions and decide whether they are yes/no questions or wh-questions. Do Items 1 and 2 together. Monitor the class. Let them check their answers with their friends. Give feedback.</p>	<p>Students put the numbers in the correct columns. They check their answers with their friends.</p>
<p>Exercise 2: Instead of explaining the structure of yes/no questions, ask students to study their forms and examples given in the table. Facilitate the class. Check if students understand the structures of yes/no questions by asking questions. Drill the examples from the table in Exercise 1. Ask students to think of a yes/no question each. Ask them to go around the class and ask their friends questions. Ask students to do Exercise 2. Remind them to look for an auxiliary and put it in the front to make yes/no questions. Monitor the class. Ask students to read out their questions. Give feedback.</p>	<p>Students study the forms and examples of yes/no questions and find out the structures. If they do not understand, they can ask their teacher. They drill the examples from the table in Exercise 1. Students write a yes/no question each. They go around the class and ask their questions to their friends. Three students report back to the class. Students read the prompts in Exercise 2 and put them in the correct order. Since there is no wh-word in the prompts, they recognize that they have to make yes/no questions. They check their answers with their friends.</p>

Teach	Practise
<p>Exercise 3: Instead of explaining the structure of wh-questions, ask students to study their forms and examples given in the table. Facilitate the class. Check if students understand the structures of wh-questions by asking comprehension questions. Drill the examples from the table in Exercise 2. Ask students to think of a wh-question each. Tell them to go around the class and ask their friends questions. Ask students to do Exercise 3. Tell them to look for a wh-word and an auxiliary and put them in the front to make wh-questions. Here, remind them that if the question is a subject question, they will not be able to find an auxiliary. Monitor the class. Ask students to read out their answers and check their answers. Give feedback.</p>	<p>Students look at the forms and examples of wh-questions and study the structures. If they do not understand, they can ask their teacher. They drill the examples from the table in Exercise 2. Students write a wh-question each. They go around the class and ask their questions to their friends. Three students report back to the class. Students read the prompts in Exercise 3 and put them in the correct order. Since there is a wh-word in the prompts, they recognize that they have to make wh-questions. They check their answers with their friends.</p>
<p>Exercise 4: In the introduction, students have been already taught wh-words. So, they are now familiar with them. Ask them to fill in the blanks with appropriate wh-words. Ask them to check their answers with their friends first. On the board, write down the following words and phrases one at a time and ask the class which wh-words they will use if they want to make questions on them.</p> <ul style="list-style-type: none"> • Daw Mya • an engineer • fish and meat • English or Science • in Yangon • yesterday • for three days • slowly • because it was cold 	<p>Students look at the wh-words given in the picture and fill in the blanks. They check their answers with their friends.</p> <p>Students respond to the words and phrases with appropriate Wh-words:</p> <ul style="list-style-type: none"> • Who • What • Which • Where • When • How long • How • Why
<p>Exercise 5: Ask students to read the questions in the first column and the responses in the second column. Tell them to choose the correct responses to the questions. Give feedback.</p>	<p>Students read the questions and do the matching. They check their answers with their friends.</p>

Teach	Practise
<p>Exercise 6: Write the example sentence on the board, and ask students to read out the part which is underlined. When students give the answer “because it’s hungry”, ask them which wh-question word to use for it. Tell students that they have to make questions to get the underlined part of the sentence as the answer. Review wh-words and the structure of each question before they write questions. Let them check their answers. Give feedback.</p>	<p>Students read the sentences. They have to focus on the underlined part to find suitable wh-words. Together with the teacher, they review the structures of the subject questions. They make questions for the underlined part, omitting it in the questions. They check their answers with their friends.</p>
<p>Exercise 7: Organize the class into Student As and Student Bs. Tell Student As and Student Bs what to do. Student Bs have to imagine that they are going on holiday. In pairs, they choose one of the places given in the photos. In pairs, Student As write ten questions to ask about Student Bs’ travel plan. They have to think of the following:</p> <ul style="list-style-type: none"> • where they are going • with whom they are going • how they are going • how long they will stay • what they will do • when they will leave <p>Organize the class into new pairs, Student A and Student B. Student As ask the ten questions they have prepared, and Student Bs have to answer according to their choices. Monitor the class. Give feedback.</p>	<p>Student As write ten questions to ask about Student Bs’ travel plan. Student Bs choose one of the three places given in the photos. They have to think of the following:</p> <ul style="list-style-type: none"> • where they are going • with whom they are going • how they are going • how long they will stay • what they will do • when they will leave

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Forms of yes / no questions • Forms of wh-questions • Wh-words 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • What is the difference between yes / no questions and wh-questions? • If you want to ask about a choice, what question word do you use?

No. of periods: 3

Lesson 4: Going on a holiday

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

- talk about different types of holiday
- write a travel plan

Resources & Preparation

- Sample holiday plan
- Photos of places of interest in Myanmar
- Photos of food, activities and famous buildings of different places

This lesson focuses on writing a travel plan. There are eight exercises.

Words & Expressions

- Types of holiday: beach holiday, camping, adventure holiday, city tour
- Important points to consider in planning a trip: weather, safety, accommodation, scenes, shopping, adventure, cost, transport, relaxation, food, company, activities, etc.

Vocabulary**Introduction**

- Ask students to find out the following in pairs:
 - one thing they usually do before travelling
 - three things they take when they travel
 - time of the year they travel

Teach	Practise
<p>Exercise 1: Tell students that we need to make a plan when we travel. Go through the twelve items that are important to consider when making a travel plan. Provide the meaning of some difficult words: safety= freedom from danger accommodation= a place to stay in scene= a view that you can see relaxation= ways of resting and enjoying yourself Ask students to choose individually six things they think important to have a good holiday. Monitor the class. Check students' answers. Ask them to compare their answers with their friends'. Ask three students to report back.</p>	<p>Students read the items and choose six things they think important in making a trip. They compare their answers with their friends'. If they have different choices, they need to explain why they think these are more important than the others they have not chosen.</p>

Teach	Practise
<p>Exercise 2a: Tell students that they are going to study different types of holiday. Ask them to look at the pictures and describe them. (In Picture 1, we can see a camp, in Picture 2, we can see a bus and some buildings, in Picture 3, we can see a beach, and in Picture 4, we can see a man diving underwater.)</p> <p>Ask them to read out the phrases in Exercise 2a. Make sure they understand what they are. If not, then help them find out different types of holiday.</p> <p>Ask them to match the phrases with the pictures. Monitor the class. Check the answers with the whole class. Give feedback.</p>	<p>Students look at the pictures and describe them. Then they read the phrases given in the box and match the phrases with the pictures. They check their answers with each other. They check their answers with the teacher.</p>
<p>Exercise 2b: Tell students that people have different likes and dislikes.</p> <p>Ask students to choose individually a type of holiday they like. Ask three students to choose a type of holiday they like and why.</p> <p>Organize the class into pairs. Ask the pairs to discuss why people like to go on each holiday in Exercise 2a.</p> <p>Monitor the class.</p>	<p>Students read the types of holiday in Exercise 2a again and choose one of them. Three students choose a type of holiday they like and give their reasons.</p> <p>In pairs, they discuss why they like the one they have chosen.</p> <p>Then they discuss why people like to go on such holidays.</p> <p>They check their answers with each other.</p>
<p>Exercise 3: Ask some students what they did when they went for a holiday. Explain to students that they are going to study some activities most people do when they go on a holiday, depending on the types of holiday.</p> <p>Ask students to go through the activities and make sure they know all of them. Explain the following:</p> <p>go trekking = spend time walking in mountains</p> <p>stay in a tent = stay outdoors in a tent instead of staying at a hotel</p> <p>go snorkelling = swimming underwater with a tube to breathe in air</p> <p>Ask students to complete the table with the things they can do on four different holidays. Tell them that some items can be put in more than one type of holiday.</p> <p>Monitor the class. Let them check their answers with their friends. Give feedback.</p>	<p>Students respond to the teacher.</p> <p>They read the things people can do when they go on a holiday.</p> <p>They complete the table and check their answers with their friends.</p>

Writing

Teach	Practise
<p>Exercise 4: Tell students that they are going to talk about a particular travel plan. Ask them to read the instruction first. Ask them what they can see in the five pictures (1–5) first. Picture 1 = calendar; Picture 2 = map; Picture 3 = bus; Picture 4 = hotel; Picture 5 = pagodas, horse-cart, food, handicrafts, etc. Ask students to read the words (a–e). Ask them to match the pictures with the words. Monitor the class. Let them check their answers with their friends. Give feedback.</p>	<p>Students describe the pictures (1–5). Then they read the words (a–e) and match the pictures with the words. They check their answers with their friends.</p>
<p>Exercise 5: Go through the questions and make sure students know how to answer them. Organize the class into pairs. Ask students to ask and answer the questions in pairs, using the information in the pictures in Exercise 4. Monitor the class. Give feedback.</p>	<p>In pairs, students ask and answer the questions. They have to use the pictures in Exercise 4 to seek information.</p>
<p>Exercise 6a: Tell students that they are going to create a holiday plan for Min Khant and his family. Ask students to refer to Exercises 4 and 5 and to imagine what Min Khant and his family are doing on their holiday trip. Ask them to complete the table with the things what Min Khant and his family will be doing day by day (on 25th, 26th and 27th of December). Encourage students to discuss and share ideas before they write individually. Monitor the class. Give feedback.</p>	<p>Students find facts to be included in the holiday plan. They go back to Exercises 4 and 5 whenever necessary. They discuss and share ideas with their friends. They write the holiday plan individually. After making a holiday plan for Min Khant, they show their plans to each other. They give suggestions to each other.</p>

Teach	Practise
<p>Exercise 6b:</p> <p>Tell students that they are going to write about their own holiday plans. Ask them to include the following in their plans:</p> <ul style="list-style-type: none"> • where they are going and with whom • what they are doing (activities) • how they are going • how long they are staying there <p>Encourage students to write individually first. Then they show their answers. Ask three students to report back. Monitor the class. Give feedback.</p>	<p>Students find facts to be included in their holiday plans. They discuss and share ideas with their friends. They write their holiday plans individually. After writing up a holiday plan, they show it to each other. They make comments and suggestions.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Important points to consider for a travel plan • Types of holiday • Activities you can do during your holiday • Writing a holiday plan 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Which three things did you do on your last holiday trip? Why? • What are some places of interest in Myanmar? • Which type of holiday would you like for your next holiday trip? • Which type of transport will you use if you go to Nay Pyi Taw / Myitkyina? Why?

Unit 5

Learning outcomes:

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

- talk about different sports and games
- identify reasons for playing sports and games
- talk about football and recognize football rules
- identify indoor and outdoor sports and games
- talk about world famous sporting events
- identify different rules in different sports and games, and importance of different rules in certain sports and games

The soft skills that will be practised are:
communication, collaboration and citizenship.

No. of periods: 4

Lesson 1: Sports and games

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

- talk about different types of sports and their favourite sports
- identify reasons for playing sports and games

Resources & Preparation

- Audio CD
- Role Cards
- Some photos / pictures of Myanmar footballers

This lesson focuses on Listening and Speaking. There are four exercises for Listening and three exercises for Speaking.

Words & Expressions

- Types of sports
- Reasons for playing sports

Listening and Speaking

Introduction

- Write the lesson objectives on the board. Explain briefly.
- Class discussion: Ask students to describe their favourite sports and the reasons why they like these sports.

Teach	Practise
<p>Exercise 1a: Make sure that students understand all the activities well. Read the activities given and ask students to repeat after the teacher. Form students into pairs and tell them to study the pictures and choose the correct activity for each picture.</p>	<p>Students go through the activities given. They repeat after the teacher. In pairs, students discuss, choose and compare their answers with their partners.</p>

Teach	Practise
<p>Exercise 1b: 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.</p>	<p>In pairs, students discuss and check their answers.</p>
<p>Exercise 1c: Let them listen again and repeat after the speaker. Elicit their favourite sports and the reasons why they like these sports.</p>	<p>Students listen again and repeat after the speaker.</p>
<p>Exercise 2a: Explain the meaning of 'reason'. Let them choose three best reasons for playing sports.</p>	<p>In pairs or groups, students discuss, and choose three best reasons for playing sports.</p>
<p>Exercise 2b: Ask students to read the word and phrases in the box and Dialogue 1 before playing the recording. Make sure students understand the word and phrases, and Dialogue 1 clearly. Ask them to listen to Dialogue 1 carefully and fill in the blanks. Check their answers and give feedback if necessary. Use the same procedure for Dialogue 2.</p>	<p>Students read the word and phrases given in the box and Dialogue 1 carefully before listening to the recording. They listen to Dialogue 1 carefully and fill in the blanks. They use the same procedure for Dialogue 2.</p>
<p>Exercise 2c: Ask students to read Dialogues 1 and 2 in Exercise 2b. Organize them into pairs. Ask each pair to build two dialogues using the information in Practice 1 and Practice 2. Check their dialogues and give feedback if necessary. Ask them to practise the dialogues in pairs.</p>	<p>Students read Dialogues 1 and 2 in Exercise 2b. They read Practice 1. In pairs, they build dialogues using the information in Practice 1 and Practice 2. They practise the dialogues in pairs.</p>
<p>Exercise 3: Ask students to read the sentences. Make sure students understand all the sentences clearly. Play the recording at least three or more times if necessary. Ask students to listen to the recording carefully and underline the correct answer. Check their answers and give feedback if necessary.</p>	<p>Students read the sentences. They listen to the recording carefully and underline the correct answer.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Types of sports and games • Reasons for playing sports and games • Things you should know about football 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What is your favourite sport? • How often do you play it? • What are the best reasons for you to do sports?

No. of periods: 4

Lesson 2: Football

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

- recognize football rules, talk about football and understand the terms about football

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

Résources & Preparation

- Picture of a football field

Words & Expressions

- Football rules

Reading

Introduction

- Write the lesson objectives on the board. Discuss briefly.
- Ask students: *Do you like football? If yes, why? If no, why don't you like it? What do you know about this sport? Where can it be played? How many players are there in a football team?*

Teach	Practise
<p>Exercise 1: Organize students into pairs. Ask students to look at the picture. Have a discussion on the picture. Ask students pre-reading questions about playing football.</p>	<p>Students think about the picture. In pairs, they talk about the picture using the given questions. They share their answers.</p>
<p>Exercise 2a: Ask students to read the text. Ask them to underline the words they don't know. Remind them to use the glossary. Monitor the class.</p>	<p>Students read the text. They check the meaning of the new words.</p>

Teach	Practise
<p>Exercise 2b: Ask students to study the bold-faced words in the passage. Ask students to check whether they can guess the meanings of those words. Ask them to complete the blanks and copy the sentences in their exercise books. Tell them to check their answers with their friends. Give feedback if necessary.</p>	<p>Students copy the bold-faced words and complete the blanks. They check their answers with their friends.</p>
<p>Exercise 2c: Organize students into groups of four or five. Ask groups to read the passage again. Ask groups to discuss and decide whether the statements are true or false. Tell groups to give reasons for their answers. Check their answers.</p>	<p>Each group reads the statements silently. Students work in groups to discuss and decide whether the statements are true or false. They 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>
<p>Exercise 2d: Ask groups to read the passage in Exercise 2a silently. Tell groups to read out the comprehension questions. Elicit short answers from each group. Remind them that the answers they need are stated in the passage. Encourage them to scan the passage to find the answers. Ask each group to report the complete answers to the class. Check the answers with the class.</p>	<p>Each group reads the passage silently. Each group reads the comprehension questions out loud. Members of each group discuss and decide the answers. They share their short answers first. They then give complete answers to the class. Finally, they write the complete answers in their exercise books.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Football rules • Words related to football 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Give two rules of football. • How many football teams are there in your school? • Who is your favourite football player?

No. of periods: 3

Lesson 3: Which sports and games do you prefer, indoor or outdoor?

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

- identify the names of indoor and outdoor sports and games
- talk about world famous sporting events
- use **must** and **have to**

Resources & Preparation

- More visuals related to the names of sports and games in the text if available

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

Words & Expressions

- Names of sports and games, sporting events and the use of **must** and **have to**

Vocabulary

Introduction

- Ask students whether they play sports and games and what they prefer, indoors or outdoors.
- Ask them to give reasons depending on their answers.

Teach	Practise
<p>Exercise 1: Ask students to read the words. Explain that these are the names of indoor and outdoor sports and games. Class discussion: what is the difference between indoor and outdoor sports and games? Tell them to complete the table.</p>	<p>Students complete the table and check their answers with the teacher.</p>
<p>Exercise 2a: Ask students to study the world famous sporting events in Exercise 2a. Introduce the sporting events to students. Help students to pronounce the new vocabulary.</p>	<p>Students study the world famous sporting events. They practise the pronunciation of the new vocabulary.</p>
<p>Exercise 2b: Ask students to look at the sporting events (1–5) match them with different kinds of sports (a–e). Ask them to write their answers in their exercise books.</p>	<p>Students match the sporting events with different kinds of sports. They write their answers in their exercise books.</p>

Grammar

Note:

Information for the teacher

- Teaching **must** and **have to** in this lesson involves two parts. The first part is for tense. In this part, the focus is on tense and the teacher does not need to focus very much on the differences between the ways they are used. The teacher tells students that both **must** and **have to** are used to express obligation or necessity.
 - e.g. 1. We **must** wear ID cards when entering the school.
 - e.g. 2. We **have to** wear ID cards when entering the school.
 - e.g. 3. The students **must** get to school before 8 a.m.
 - e.g. 4. The students **have to** get up early to get to school in time.
- The second part is for appropriacy. The teacher needs to tell students that:
 - **must and have to** are very similar, but there are small differences,
 - **must** is used for specific obligations whereas **have to** for general obligations.

Teach	Practise
<p>Exercise 3: Introduce the modal auxiliaries: 'must' and 'have to' by giving examples. Tell the students that both 'must' and 'have to' are used to express obligation or necessity. Provide them with the knowledge about the tenses and the small differences between the two modal auxiliaries.</p>	<p>Students get the knowledge about 'must' and 'have to'. They also study the past, the present and the future form of 'must' and 'have to' and the small differences between them.</p>
<p>Exercise 4: Ask students to read the first sentence. Ask them to choose the correct answer. Provide help to students if necessary. Let them do the exercise. Check their answers. Provide them feedback if necessary.</p>	<p>Students read the first sentence. They choose the correct answer. They do the exercise. They check their answers with the teacher.</p>
<p>Exercise 5: Explain the appropriacy of the modal auxiliaries. Let them study the example sentences. Explain the appropriate uses of the two modal auxiliaries.</p>	<p>Students study the example sentences to understand appropriate uses of the modal auxiliaries. They learn how to use these modal auxiliaries in contexts.</p>
<p>Exercise 6: Ask them to read each sentence and choose the correct answer. Check their answers and give them feedback if necessary.</p>	<p>Students read each sentence aloud. They choose appropriate answers. They check their answers with the teacher.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> Indoor and outdoor sports and games World famous sporting events The uses of must and have to 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> Give three indoor or outdoor sports and games. Give a famous sporting event you want to watch. What is the difference between <i>must</i> and <i>have to</i>? What do you have to do at home / at school?

No. of periods: 3

Lesson 4: Dos and Don'ts in sports and games

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

- talk about the importance of rules in sports and games
- know about different rules in different sports and games

Resources & Preparation

- Pictures of a volleyball game and a basketball game

This lesson focuses on Writing.
There are four exercises.

Words & Expressions

- Vocabulary concerning sports and games
- There is / are

Writing

Introduction

- Begin the class with the questions: *What do you see in the picture? How many people are there? What are they doing? What kind of sport is it?*
- Write the lesson objectives on the board and describe the exercises in this lesson.

Teach	Practise
<p>Exercise 1: Organize students into pairs. Ask students to study the picture and ask them what they see in it, how many people are in it, what they are doing and what kind of sport it is. Ask them to label the picture of a volleyball game in play with the given words and phrases. Check students' answer.</p>	<p>In pairs, students look at the picture and label the picture of a volleyball game in play with the given words and phrases.</p>

Teach	Practise
<p>Exercise 2: Organize students into pairs. Ask them to study the words in the box. Make sure they know the meanings of the given words. Let them read out the words. Ask them to repeat after the teacher. Tell them that they are to read a paragraph about some basic rules that a volleyball player needs to know and follow. Ask them to complete the text with the words in the box. Check their answers.</p>	<p>In pairs, students discuss and complete the text with the words in the box. They check their answers with the teacher.</p>
<p>Exercise 3: Organize students into pairs. Tell one student to look at the first part of each sentence. Ask the other to look at the second part of each sentence. Ask each pair to link the two parts of each sentence. Ask volunteers from each pair to share the answers. Check the answers with the class.</p>	<p>Students work in pairs to link the two parts of each sentence. Volunteers read out their answers. They check the answers with the teacher.</p>
<p>Exercise 4: Ask students to read the full sentences from Exercise 3. Tell them to look at the picture. Ask: <i>What is the name of the sport? How many people are playing?</i> Then choose 3 students. Ask each one to share their answers. Then ask the class the question: <i>How many people are playing?</i> Give them a minute to think. Ask other students to share their answers. Tell students to construct meaningful sentences. Do the first one as an example. Check their answers.</p>	<p>Students read out the sentences from Exercise 3. They answer the questions asked by the teacher. They write down the sentences in their exercise books.</p>

Review	
<p style="text-align: center;">Summary of lesson</p> <ul style="list-style-type: none"> • Rules of volleyball and basketball • Writing about basketball 	<p style="text-align: center;">Reflection on learning</p> <ul style="list-style-type: none"> • Which do you prefer, volleyball or basketball? • Who is your favourite volleyball / basketball player in the world? • What sports programmes do you usually watch on TV?

Unit 6

Learning Outcomes

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

- understand and follow simple directions
- recognize and use sequential connectors
- understand certain road signs
- understand certain notices
- read about traffic lights
- identify things in towns and villages
- use prepositions of place
- read and write a description of a town or a village

The soft skills that will be practised are:
communication, collaboration and creativity.

No. of periods: 4

Lesson 1: To the pizza shop

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

- understand and follow simple directions
- recognize and use sequential connectors

This lesson focuses on Listening & Speaking.
There are six exercises.

Resources & Preparation

- Audio CD
- Listening scripts

Words & Expressions

- Could you tell me?
- How do I get to?

Listening and Speaking

Introduction

- Write the lesson objectives on the board. Explain briefly.
- Write down the words 'go past', 'go straight on', 'turn left', and 'turn right'.
- Ask students: *How do I get to the school library?*
- Ask students to think of the other places in school.
- Ask them to show the way to get to these places.
- Elicit individually.

Teach	Practise
<p>Exercise 1a: Carry out a 'Think, Pair and Share' activity with a friend for each picture. Have a class discussion and check that students understand the notices in Exercise 1a. Ask the students to read the notices out loud. Ask them to match the pictures with the phrases. Check answers.</p>	<p>Students think about each notice. In pairs, they discuss their answers and ideas. They practise reading each phrase out loud. They match the pictures with the phrases. Then they check their answers with the teacher. They write down the answers in their exercise books.</p>
<p>Exercise 1b: Ask students to look at the phrases given in the box and read them out. Ask them to repeat each phrase together. Discuss the meaning of each picture. Ask them to match the pictures with the phrases.</p>	<p>Students look at the phrases in the box. They read out each phrase. They match the pictures with the phrases.</p>
<p>Exercise 1c: Play the recording, asking students to check their answers. Ask them how many correct answers they have got. (Who's got the most / the least?) Ask them to repeat the phrases again.</p>	<p>Students listen to the recording and check their answers. They hold up their hands and answer. They repeat the phrases, listening to the recording.</p>
<p>Exercise 2: Ask students to look at the places in Column A. Ask them if they know these places. Tell them to repeat each word after you. Ask them to match these places with the items in Column B. Check their answers and give feedback. Ask them to practise the dialogues, substituting the places in Column A and the items in Column B.</p>	<p>Students look at the places in Column A. They discuss what these places mean. They repeat each word after the teacher. They match these places with the items in Column B. They check their answers with the teacher. They practise the dialogues, substituting the places in Column A and the items in Column B.</p>
<p>Exercise 3a: Ask students to look at the map. Ask them if they know the places and tell them to read out loud. Ask them to read the dialogues. Ask students to use the map and complete the dialogues with the words in the boxes on the right. Check answers and give feedback. Ask them to read the dialogues with the answers.</p>	<p>Students look at the map and discuss the places they know. They read the names of the places out loud. They complete the dialogues with the words in the boxes on the right. They check their answers with the teacher. They read the dialogues out loud.</p>

Teach	Practise
<p>Exercise 3b: Ask students to look at the map again. Ask them to role-play the dialogue in pairs (between you and your friend). Tell the students to ask for and give directions to get to the places on the map.</p>	<p>Students look at the map again. In pairs, they role-play the dialogues. They ask for and give directions to get to the places on the map.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Asking for and giving directions • Using sequential connectors • Places in a town 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • How do I get to your house from our school? • Could you tell me the way to the market? • What is a beauty salon?

No. of periods: 3

Lesson 2: Amber: The Little Yellowish-brown Light

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

- understand certain road signs
- understand certain notices
- read about traffic lights

Resources & Preparation

- Pictures of road signs and notices

This lesson focuses on Reading.
There are six exercises.

Words & Expressions

- Talking about road signs and notices

Reading

Introduction

- Write the lesson objectives on the board. Briefly discuss.
- Warm up the lesson by asking:
 - *Have you seen road signs or notices on your way to school?*
 - *If "Yes", What signs and notices have you seen?*
- Elicit them individually. Write the signs and notices on the board.
- What signs and notices are mostly found? What are least found?

Teach	Practise
<p>Exercise 1: Ask the students to look at the road signs. Ask them if they know their meanings. Ask them to read the instructions in the box. Ask them to read these instructions out loud. Ask them whether they understand these instructions. Ask them to match the road signs with the instructions. Check their answers.</p>	<p>Students look at the road signs. They respond to the teacher's questions (by giving the meanings of some road signs). They read the instructions out loud. They match the road signs with the instructions. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to look at the notices (A–F). Ask them if they have seen the notices. Ask them where they have seen them. Ask students to read the instructions (1–6) out loud. Tell them to discuss the meanings of the sentences (in their native language). Ask them to match the notices (A–F) with their instructions (1–6). Check their answers.</p>	<p>Students look at the pictures (A–F). They respond to the teacher's questions: <i>Have you seen these notices?</i> <i>Where have you seen them?</i> They read the instructions (1–6) out loud. They discuss the meanings of the sentences (in their native language). They match the notices (A–F) with their instructions (1–6). They check their answers with the teacher.</p>
<p>Exercise 3a: Ask students to read the story (Amber: The Little Yellowish-brown Light) silently. Read the story to the class. Ask them to read the story out loud. Ask them to read each paragraph individually. Check their pronunciation.</p>	<p>Students read the story (Amber: The Little Yellowish-brown Light) silently. They listen to the teacher as she / he reads the story to the class. They read the story out loud. They read each paragraph individually. They repeat some words after the teacher.</p>
<p>Exercise 3b: Ask students to read the instructions in the box. Ask them to match the colours of the lights with their instructions. Check their answers.</p>	<p>Students read the instructions in the box. They match the colours of the lights with their instructions. They check their answers with the teacher.</p>
<p>Exercise 3c: Ask students to read each sentence out loud. Ask them to complete each sentence with an appropriate word from the story. Check their answers.</p>	<p>Students read each sentence out loud. They complete each sentence with an appropriate word from the story. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 3d: Ask students to read the story again. Ask them to read each question out loud. Ask them to answer each question. Check their answers.</p>	<p>Students read the story again. They read each question out loud. They answer the questions. They check their answers with the teacher.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Road signs • Colours of the traffic lights 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What road signs can you see near your school? • What do drivers do when they see the red light?

No. of periods: 3

Lesson 3: Do you like living in the countryside?

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

- identify things in towns and villages.
- use prepositions of place correctly.

Resources & Preparation

- Pictures of places in a town and a village

This lesson focuses on Vocabulary and Grammar. There are eight exercises altogether.

Words & Expressions

- What can you see in a city / town?
- What can you see in a village?
- Where is?

Vocabulary

Introduction

- Write the lesson objectives on the board. Briefly discuss.
- Warm up the lessons by asking:
 - *What are the things you usually see in a city / town?*
 - *What are the things you usually see in a village?*
- Elicit individually.

Pre-teach:				
Drill the words.				
bakery	beauty salon	comb	cowshed	diving board
fire station	hay	haystack	hose	manger
mirror	paddy field	scarecrow	scissors	swimming pool
swimsuit				

Teach	Practise
<p>Exercise 1: Ask students to look at the words and phrases in the box. Ask them to repeat them after you. Ask students to look at the pictures. Ask them to match the pictures with the words or phrases in the box. Check their answers.</p>	<p>Students look at the words and phrases in the box. They repeat them after the teacher. They look at the pictures. They match the pictures with the words or phrases in the box. They check their answers with the teacher.</p>
<p>Exercise 2a: Ask students to put the words or phrases from Exercise 1 in the correct column. Tell them to add three more things to each column. Elicit them. Check their answers.</p>	<p>Students put the words or phrases from Exercise 1 in the correct column. They think of three more things to add to each column. They give their answers to the teacher.</p>
<p>Exercise 2b: Ask students to look at the words in Column A and the places in Column B. Tell them to read the words and the places out loud. Ask them which words in Column A are associated with the places in Column B. Tell them to discuss in pairs. Check their answers.</p>	<p>Students look at the words in Column A and the places in Column B. They read the words and the places out loud. In pairs, they discuss which words in Column A are associated with the places in Column B. They check their answers with the teacher.</p>
<p>Exercise 2c: Ask students to ask and answer the questions in pairs, using the words and the places in Exercise 2b. Tell them that the first one is done for them as an example. Check their answers, by asking them individually.</p>	<p>Students look at the example. They ask and answer the questions in pairs, using the words and places in Exercise 2b. They respond to the teacher individually.</p>

Grammar

Pre-teach above, below among, around	inside, outside in front of / before, behind	beside, between
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Teach	Practise
<p>Exercise 3: Ask students to look at the pictures. Read the words and ask students to repeat after you. Discuss the meanings of the prepositions with the students.</p>	<p>The students look at the pictures. They repeat after the teacher. They discuss the meanings of the prepositions with the teacher.</p>
<p>Exercise 4: Ask students to look at the words in the box. Ask them if they know these words. Tell them to read them out loud. Ask them to match the items (A–E) with the words (1–5). Tell them to fill in the correct number in each blank. Check their answers.</p>	<p>Students look at the words in the box. They respond to the teacher. They read the words out loud. They match the items (A–E) with the words (1–5). They fill in the correct number in each blank. They check their answers with the teacher.</p>
<p>Exercise 5: Ask students to read the sentences. Ask them to look at the picture and choose the correct preposition for each sentence. Check their answers.</p>	<p>Students read the sentences. They look at the picture and choose the correct preposition for each sentence. They check their answers with the teacher.</p>
<p>Exercise 6: Tell students to look at the example. Tell them, in pairs, to ask and answer the questions about the things or places in the picture. Tell them to practise, substituting the things and places. Monitor the class.</p>	<p>Students look at the example. In pairs, they ask and answer the questions about the things or places in the picture. They practise, asking and answering the questions, substituting the things and places in Exercise 5.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Places in a city / town / village • Prepositions of place 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Which do you prefer – living in a city or in a village? Why? • What are the places you can see in your city / town / village?

No. of periods: 3

Lesson 4: The best things about your town
 By the end of this lesson, students will be able to:

- write a description of a town or a village

Resources & Preparation

- Pictures of places in a town and a village

This lesson focuses on Vocabulary and Writing. There are eight exercises.

Words & Expressions

- What is?
- What are?
- Do you love?

Vocabulary

Introduction

- Write the lesson objectives on the board. Briefly discuss with the students.
- Ask: *Do you like living in a city or a town? Why?*
Do you like living in a village? Why?

Pre-teach: Adjectives describing city life and country life

busy	easy	exciting	happy	hard	interesting
lonely	peaceful	quiet	relaxing	safe	simple

Teach	Practise
<p>Exercise 1: Ask students to select from the box as many suitable adjectives as possible to describe city life and country life. Tell them to use commas to separate the adjectives they choose. Tell them to write down the answers in the spaces provided. Check their answers.</p>	<p>Students select from the box as many suitable adjectives as possible to describe city life and country life. They use commas to separate the adjectives they choose. They write down the answers in the spaces provided. They check their answers with the teacher.</p>
<p>Exercise 2: Ask students to read the first halves in Column A. Ask them to read the second halves in Column B.</p>	<p>Students read the first halves in Column A. They read the second halves in Column B. They match the two halves of each sentence.</p>

Teach	Practise
<p>Tell them to match the two halves of each sentence.</p> <p>Tell them to write the sentences in their exercise books.</p> <p>Check their answers.</p>	<p>They write the sentences in their exercise books.</p> <p>They check their answers with the teacher.</p>
<p>Exercise 3a:</p> <p>Tell students to read the texts.</p> <p>Ask them to complete them with the words given above each paragraph.</p> <p>Check their answers.</p>	<p>Students read the texts.</p> <p>They complete the texts with the words given above each paragraph.</p> <p>They check their answers with the teacher.</p>
<p>Exercise 3b:</p> <p>Ask students which they prefer – living in the city or living in the countryside.</p> <p>Tell them to write five reasons for their answers.</p> <p>Ask them individually to talk about the reasons.</p> <p>Give feedback on their answers.</p>	<p>Students think about the place they prefer living in.</p> <p>They write five reasons for their answers.</p> <p>Individually they talk about the reasons.</p>

Writing

Teach	Practise
<p>Exercise 4a:</p> <p>Ask students if they have ever visited or heard about Kalaw.</p> <p>Tell them to read the text about Kalaw.</p> <p>Tell them to look for some words that are not familiar to them.</p> <p>Tell them to read the text aloud.</p> <p>Drill students in the pronunciation of some difficult words.</p>	<p>Students give answers.</p> <p>They read the text about Kalaw.</p> <p>They look for some words that are not familiar to them.</p> <p>They read the text aloud.</p> <p>They drill in the pronunciation of some difficult words.</p>
<p>Exercise 4b:</p> <p>Ask students to look at the points (a–h) given in the box.</p> <p>Tell them to read them out loud.</p> <p>Ask them to tick the ones that are included in the text.</p> <p>Check their answers.</p>	<p>Students look at the points (a–h) given in the box.</p> <p>They read them out loud.</p> <p>They tick the ones that are included in the text.</p> <p>They check their answers with the teacher.</p>
<p>Exercise 5a:</p> <p>Tell students to read the questions about their town or village.</p> <p>Ask them to discuss the questions in pairs.</p> <p>Tell them to answer the questions individually.</p> <p>Check their answers as a class.</p>	<p>Students read the questions about their town or village.</p> <p>They discuss the questions in pairs.</p> <p>They answer the questions individually.</p> <p>They check their answers with the teacher.</p>
<p>Exercise 5b:</p> <p>Tell students to write, in their exercise books, a paragraph on “My Town” or “My Village,” using the answers from Exercise 5a.</p>	<p>Students write, in their exercise books, a paragraph on “My Town” or “My Village”, using the answers from Exercise 5a.</p>

Review	
Summary of lesson <ul style="list-style-type: none">• Adjectives to describe city life and country life• Advantages and disadvantages of living in a city and living in the countryside	Reflection on learning <ul style="list-style-type: none">• Do you love living in a village? Why?• What are some interesting places in your town / village?• Do you want to live in a city? Why?

DBE BOX

Review 2**No. of periods: 2**

The purposes of Review 2 are:

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

There are nine exercises in this review. The teacher needs to guide the students through each exercise. The teacher must manage the time in each period so that each exercise will be completed in a limited time.

Introduction

- Explain the purposes of Review 2. This review will take two periods.

Teach	Practise
<p>Exercise 1: Ask students to read the instruction. Elicit what "the odd one out" means. Make sure that students understand the instruction. Tell students to circle the odd one out. Check their answers.</p>	<p>Students read each word carefully and decide which word is the odd one. They circle the odd one out. They check their answers with the teacher.</p>
<p>Exercise 2: Ask them to underline the correct word for each item in Exercise 2 individually. Let them check the answers in pairs.</p>	<p>They underline the correct word for each item in Exercise 2 individually. In pairs, they discuss and check the answers.</p>
<p>Exercise 3: Elicit the uses of question words. Ask them to ask and answer Wh-questions in pairs. Check their answers.</p>	<p>Students discuss the uses of question words. They ask and answer Wh-questions in pairs. They check their answers with the teacher.</p>
<p>Exercise 4: Ask them to make questions, using the prompts. Remind them to use question marks. Elicit the answers from students.</p>	<p>Students make questions, using the prompts. They give the answers to the teacher.</p>
<p>Exercise 5: Ask students to match the questions with the answers. Tell them to practise asking and answering the questions in pairs.</p>	<p>Students match the questions with the answers. In pairs, they practise asking and answering the questions.</p>

Teach	Practise
<p>Exercise 6: Ask students to read the instruction. Ask them to read out the words in the box. Tell them to read the dialogue thoroughly and to fill in the blanks with the words in the box. Give explanations for the answers.</p>	<p>Students read the instruction. They read out the words in the box. They read the dialogue thoroughly and fill in the blanks with the words in the box. They listen to the teacher's explanations.</p>
<p>Exercise 7: Ask students to underline the correct words or phrases in Exercise 7. Then, check their answers and give explanations for the answers.</p>	<p>Students underline the correct words or phrases in Exercise 7. Then, they check the answers with the teacher.</p>
<p>Exercise 8: Elicit the vocabulary they have learnt in Unit 4, Unit 5 and Unit 6. Ask them to rearrange the letters to make words. Tell them that the first letters are given. Ask them to check the answers in pairs.</p>	<p>Students call out the vocabulary they have learnt in Unit 4, Unit 5 and Unit 6. They rearrange the letters to make words. They check the answers in pairs.</p>
<p>Exercise 9: Ask students to look at the prepositions in the box in Exercise 9. Ask them to fill in the blanks with the correct prepositions given in the box. Ask them to read the sentences carefully. Then, check their answers.</p>	<p>Students look at the prepositions in the box in Exercise 9. They fill in the blanks with the correct prepositions given in the box. They read the sentences carefully. They check the answers with the teacher.</p>

Project 2

No. of periods: 2

Learning Outcomes:

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

- *create a brochure for an interesting package holiday*
- *describe places*
- *successfully complete the project by working collaboratively in small groups*
- *describe things to do in a particular place*

*The soft skills that will be practised are:
communication, collaboration and creativity.*

Words and Expressions

- Destination, transportation, package holiday, memorable trip, travel and tour, wander

Resources & Preparation

- Paper for brochure, glue, photos of places

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 brochure that the other groups will be amazed at!

Introduction

- Arouse students' interest by asking the following questions:
Have you ever taken a trip?
Where have you been?

Teach	Practise
<p>Period 1:</p> <p>Form students into groups of four or five. Tell them to discuss the following points:</p> <ul style="list-style-type: none"> • the place they have been to • what they saw there • what they did there <p>Ask them to read the instructions (Steps 1–4) carefully.</p> <p>Tell each group the points to be included in the brochure and how their members can be assigned tasks</p> <p>Explain that “package holiday” means a holiday organized by a travel company at a fixed price that includes the cost of travel, hotel, etc.</p> <p>Ask them to generate some ideas on what they will write for the brochure.</p> <p>Ask them to bring some photos of the place they choose.</p>	<p>Students work in groups.</p> <p>They discuss the place they have been to, what they saw there and what they did there. They read the instructions (Steps 1–4) carefully.</p> <p>They discuss and write down the points to be included in the brochure.</p> <p>Each group assigns their members tasks. They generate some ideas on what they will write for the brochure.</p>
<p>Period 2:</p> <p>Distribute some papers to each group. Tell students to create a brochure. Monitor the class and help them while they are making a brochure. Remind them to include all the points from Step 3.</p>	<p>Each group makes a brochure using the photos they have brought and the paper given by the teacher. They check that their brochure has all the points from Step 3.</p>

Review

- Display the posters in the classroom. Ask students to choose the best brochure.
- **Think & talk:** When students get back into their groups, ask them to discuss which brochure is better or the best and how they will improve the brochures next time.

Poem 2: The Greedy Dog (Anonymous)

No. of periods: 1

Learning Outcomes:

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 post-reading comprehension questions.

Introduction: Pre-reading (5 minutes)

- Use the pre-reading questions in the textbook for a class discussion to arouse the students' interest.
- Ask the following questions:
Do you have a pet dog?
What does it eat?"
- Encourage students to give answers freely. Make sure that students participate in class discussion.
- Explain what "anonymous" means.
- Review students' knowledge and understanding of poet, parts of a poem and rhymes (see information boxes at the end of this lesson).

Teach	Practise
<p>Exercise 1: Read the poem.</p> <p>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 their pronunciation. Identify and discuss new words in the poem with them. Explain the use of alliteration in the poem.</p>	<p>Students listen carefully to the teacher. They read the poem carefully and out loud as a class. In pairs, they read the poem out loud. They listen carefully to each other and check their pronunciation. They underline new or unfamiliar words, and write them down. They find out the meanings of these words.</p>

Teach	Practise
<p>Exercise 2: Complete the sentences. Organize students into pairs. Ask them to complete the sentences. Review and check their answers.</p>	<p>Students work in pairs to complete the sentences in the textbook. They check their answers with the teacher.</p>
<p>Exercise 3: Answer the questions. Ask students to answer the questions. Review and check their answers.</p>	<p>Students work together to answer the questions. They check their answers with the teacher.</p>

Review (5 minutes)

- *What does this poem mean?*
- *What lesson does the poem give you?*

Information for Teacher: Parts of a Poem

This poem has six stanzas. Each stanza has two lines.

Information for Teacher: Rhyme, Rhythm and Alliteration

The rhyming scheme of the whole poem is ABAB. The regular rhyming scheme is not found. Instead semi-regular rhyming scheme is found in the poem. 'Bank' in the first line does not rhyme with 'mouth' in the third line; 'brook' in the second line rhymes with 'look' in the fourth line, 'itself' again in the fifth line and 'himself' in the seventh. 'himself' and 'brook' do not rhyme with each other.

Alliteration is the use, especially in the poetry, of the same sound or sounds, especially consonants, at the beginning of several words that are close together:

e.g. "Peter Piper picked a peck of pickled peppers"

In this poem, the use of alliteration can be found in the first line of each stanza. They are:

"bridge from bank to bank" in line 1

"meat in mouth" in line 3

"as large as life" in line 5

"Held by another like himself," in line 7

"Ha! ha! the dog said to himself" in line 9

"but in the brook" in line 11

(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: Paraphrase

Once, there was a narrow bridge across a brook. One day, a dog crossed that bridge with a piece of meat in his mouth. While crossing the bridge, he happened to look in the stream. To his surprise, there, he saw another dog with a piece of meat in its mouth. At once, he wanted that piece of meat also. So, he snatched at it and his own meat fell into the stream. He was a greedy dog.

DBE BOX

Unit 7

Learning outcomes:

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

- talk about routine tasks using day, date and time
- identify the names of the planets in our solar system
- recognize how days got their names
- talk about household tasks using adverbs and adverb phrases of place, time and frequency
- identify school subjects
- draw a study timetable

The soft skills that will be practised are:
communication, collaboration and creativity.

No. of periods: 4

Lesson 1: A day in the life of a teacher

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

- talk about days, dates, time and routine tasks

Resources and Preparation

- Audio CD
- Listening scripts
- A calendar
- A sheet of diary entry

This lesson focuses on Listening and Speaking.
There are eight exercises.

Words and Expressions

- Today is ...
- The date for yesterday / tomorrow is ...
- I check / attend / prepare ...

Listening and Speaking

Introduction

- Write the lesson objectives on the board. Explain briefly.
- Class discussion: Ask some students *How many days are there in a week?*
How many months are there in a year?

Teach	Practise
<p>Exercise 1a: Organize students into pairs. Ask them to look at the calendar. Tell them to ask each other the questions about the picture. e.g. <i>What day is today?</i> <i>What's the date?</i> <i>Give the date for tomorrow.</i></p>	<p>Students look at the calendar. Each pair asks and answers the questions.</p>

Teach	Practise
<p>Exercise 2: Tell students to imagine today is 22nd October. Tell students that the left column shows the expressions concerning days. Explain that the right column shows the dates. Tell them to match the expressions in the left column with the dates in the right column. Ask them to match the expressions and the dates in pairs. Check the answers and give feedback if necessary.</p>	<p>In pairs, students match the expressions with the dates. They check their answers with the teacher.</p>
<p>Exercise 3: Organize students into pairs again. Tell Student As to ask questions using the sentences given in Exercise 3. Tell Student Bs to give responses based on the calendar given in Exercise 1. Ask two or three pairs to check their answers and give them feedback if necessary.</p>	<p>Work in pairs. Student As ask questions using the sentences given in Exercise 3. Student Bs give responses based on the calendar given in Exercise 1.</p>
<p>Exercise 4: Ask students to read the items (a–j) first and then, let them read aloud the words in the box. Let them link each item with the appropriate word in the box. Ask them to read aloud the answers. Check their answers and give feedback if necessary.</p>	<p>In pairs, students link each item with the appropriate word in the box. They check their answers.</p>
<p>Exercise 5: Ask students to listen to a teacher talking about her routine tasks carefully and complete her diary entries with the time expressions or routine tasks given. Play the recording at least three times or more if necessary. Check their answers and give feedback if necessary. Let them listen again and repeat the phrases like “check students’ work, prepare lesson plans, set questions and take classes”. Elicit their ideas by asking them what their routine tasks are.</p>	<p>Students complete the diary entries (1–5) with the appropriate expressions (a–h). They check their answers with the teacher. They listen again and repeat the phrases after the speaker.</p>

Teach	Practise
<p>Exercise 6: Organize students into pairs. Tell students to imagine that they are teachers. Ask them to tell his/her friend what he/she does on Monday, using the information in Exercise 5. Ask two or three pairs to check their answers and give them feedback if necessary.</p>	<p>Students imagine themselves as a teacher and tell his/her partner what he/she does on Monday, using the information in Exercise 5. Ask their teacher if they have any difficulty.</p>
<p>Exercise 7a: Ask students to read the questions in the left column and the answers in the right column. Ask them to match the questions with the answers. Check their answers and give them feedback if necessary.</p>	<p>In pairs, students match the questions with the answers. They check their answers with the teacher.</p>
<p>Exercise 7b: Organize students into pairs. Tell students to ask and answer the questions in Exercise 7b.</p>	<p>In pairs, students take turns to ask and answer the questions in Exercise 7b.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Time expressions • Daily activities of a teacher 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • What does your class teacher teach? • What is your date of birth? • Do you have the habit of writing a diary?

No. of periods: 4

Lesson 2: Days and their names

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

- read for general understanding
- know about the solar system with the sun and the planets
- have knowledge about how planets and days got their names

Resources and Preparation

- Picture of our solar system with the sun and the planets

This lesson focuses on Reading. There are eight exercises.

Words & Expressions

- Names of planets, days and how they got their names

Reading

Introduction

- Organize students into groups of four or five.
- Tell them to THINK carefully, on their own about the solar system. Then SHARE their thoughts and ideas with their groups.

Teach	Practise
<p>Exercise 1: Class Discussion: Choose volunteers to talk about the names of the days and how they got their names.</p>	<p>Students talk about the names of the days and how they got their names.</p>
<p>Exercise 2: Organize students into groups of four or five. Tell groups to look at the picture of our solar system with the sun and the planets. Ask students the questions "<i>What do you see in the picture?</i>" "<i>Can you name the things in the picture?</i>" Ask students to name each planet in the picture. Listen to their responses and give feedback if necessary.</p>	<p>Students look at the picture. In pairs, they talk about the names of the planets. They share their answers. They ask their teacher if they have any difficulty.</p>
<p>Exercise 3: Ask students to read the first paragraph. Ask students to write down the words they don't know. Ask them to raise their hands if they want to ask questions. Ask students what the paragraph is about and write down the facts they gave on the board. Ask students again to read the second paragraph. Ask students what the paragraph is about. Write down the facts of the second paragraph on the board. Tell students to use the glossary.</p>	<p>Students read the text. They write down the words they don't know. They check the meaning of the new words.</p>

Teach	Practise
<p>Exercise 4: Organize students into pairs. Ask students to read the passage again. Tell them to look at the given titles. Ask them to choose the correct one. Check their answers and give feedback if necessary.</p>	<p>Students look at the titles and choose the correct one. They check their answers with the teacher.</p>
<p>Exercise 5: Organize students into pairs. Ask students to study the glossary again. Ask students to read each sentence given in Exercise 5. Help students to answer the first sentence and let them do the rest on their own. Explain the meanings of unfamiliar words in Myanmar. Check their answers and give feedback if necessary.</p>	<p>Students study the glossary for the second time. They complete the sentences with the appropriate words or phrases from the passage. They check their answers with the teacher.</p>
<p>Exercises 6 & 7: Organize students into groups of four or five. Ask groups to read the passage in Exercise 3 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. Encourage them to give short oral answers and also let them give complete oral answers. Check the answers with the class and give them feedback if necessary.</p>	<p>Each group reads the passage silently. Each group reads the comprehension questions out loud. Members of each group discuss and decide the answers. They give short oral answers for Exercise 6 and complete oral answers for Exercise 7. They check their answers with the teacher.</p>
<p>Exercise 8: Organize students into groups of four or five. Tell students to ask and answer the questions by using the expressions in the useful language box. Help students if necessary. Check their answers and give them feedback if necessary. Go around and monitor the class. Give feedback.</p>	<p>Students study the questions and answer the questions in Exercise 8. They use the useful language to answer the questions. They check their answers with the teacher.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> Planets in our solar system Days and how they got their names 	<p>Reflection on learning</p> <ul style="list-style-type: none"> How many planets are there in our solar system? Which planet is the biggest / smallest? On which day were you born?

No. of periods: 3

Lesson 3: Do you help your parents?
 By the end of this lesson, students will be able to:

- use adverbs and adverb phrases of place, time and frequency
- use them to talk about household tasks

Resources & Preparation

- Flipchart of adverbs of place, time and frequency if available

This lesson focuses on Grammar. There are eight exercises.

Words & Expressions

- Adverbs of place, time and frequency

Grammar

Introduction
 Write the lesson objectives on the board. Explain them briefly.

Teach	Practise
<p>Exercise 1: Organize students into pairs. Ask some students the questions “<i>How often do you help your parents?</i>” “<i>When do you help them?</i>”</p>	<p>Students answer the questions.</p>
<p>Exercise 2a: Introduce the use of adverbs and adverb phrases of place, time and frequency. Let students study the left part of the box and let them know the definitions of these adverbs with examples. Ask students to match the explanations of the three adverbs on the left with the sentences on the right. Check their answers and give feedback if necessary.</p>	<p>Students study the three kinds of adverbs, their definitions and examples. They match the explanations of the three adverbs on the left with the sentences on the right.</p>
<p>Exercise 2b: Explain the first item that is done as an example. Ask students to underline the adverb in each sentence and let them write “place, time, frequency” next to the sentence. Check their answers and give feedback if necessary.</p>	<p>Students study the first item given as an example. They underline the adverb in each sentence and write “place, time, frequency” next to the sentence.</p>

Teach	Practise
<p>Exercise 2c: Ask students to put the adverbs given in brackets in the correct place. Do the first item together with the class and also remind them that there may be adverbs that can be put in different positions. Check their answers and give feedback if necessary.</p>	<p>Students do the first item together with the teacher. They do the rest themselves.</p>
<p>Exercise 3: Organize students into pairs. Introduce adverb phrases to students. Ask students to put the adverb phrases in the correct column. Check their answers and give feedback if necessary.</p>	<p>Students get the knowledge about adverb phrases. They put the adverbs phrases in the correct column.</p>
<p>Exercise 4a: Ask students to read aloud the adverb phrases given in Exercise 4a. Check students whether they know the meanings of these phrases. Ask students to look at the pictures and ask them to match the pictures with the phrases. Check the answers with the class.</p>	<p>Students study the adverb phrases first and then they look at the pictures. Finally, they match the pictures with the phrases.</p>
<p>Exercise 4b: Tell students to look at the pictures and write a sentence for each picture. Tell them to study the example sentence for Item 1. Ask them to write the sentences for the other pictures using the adverb phrases given. Check the answers with the class and give feedback if necessary.</p>	<p>Students study the example sentence for the first picture. They write the sentences for the other pictures. They check their answers with the teacher.</p>
<p>Exercise 5: Ask students to study the household tasks given in the box. Read the household tasks out loud. Ask students to repeat after the teacher. Organize students into pairs. Ask each pair to tell his/her partner what household tasks he/she does and how often he/she does them. Ask them to take turns. Walk around the class and observe the pairs and provide help if they need help. Choose two or three pairs to talk about the household tasks they do.</p>	<p>Students look at the household tasks. They repeat after the teacher. In pairs, each student tells his/her partner what household tasks he/she does and how often he/she does them. They tell the class about the household tasks they do.</p>

Review	
<p>Summary of lesson</p> <ul style="list-style-type: none"> • Adverbs of place, time and frequency • Adverb phrases of place, time and frequency • Household tasks you usually do at home 	<p>Reflection on learning</p> <ul style="list-style-type: none"> • Give three adverbs of place, time and frequency. • Give three adverb phrases of place, time and frequency.

No. of periods: 3

Lesson 4: Do you have a study timetable?
 By the end of this lesson, students will be able to:

- talk about school subjects and activities they do at school and home

Resources & Preparation

- Pictures related to the lesson in the text if available

This lesson focuses on Writing.
 There are six exercises to help achieve the learning objectives.

Words & Expressions

- School subjects, daily activities before / after school (get up, leave home, do homework, revise his lesson)

Writing

Introduction
 Write the lesson objectives on the board and describe the exercises in this lesson.
 Ask students the following questions:
How many subjects do you have to study in Grade 7? What are they?
What do you have to study today?
What do you usually do after school?

Teach	Practise
<p>Exercise 1: Ask students the school subjects they learned in Grade 6. Organize students into pairs. Ask students to look at the school subjects in the box and tick the subjects they are studying in Grade 7. Check their answers.</p>	<p>Students look at the school subjects in the box and tick the subjects they are studying in Grade 7. They check their answers with the teacher.</p>

Teach	Practise
<p>Exercise 2a: Organize students into pairs. Ask them to look at the study timetable of Nay Yaung. Ask them to draw their class timetable. Ask them to find out the differences between Nay Yaung's timetable and theirs. Choose three or four pairs to tell some differences between Nay Yaung's timetable and their class timetable. Help them by providing the hints like <i>Do you think Nay Yaung and you have the same school time?</i> Give feedback.</p>	<p>Students draw their own class timetable. In pairs, they look at Nay Yaung's timetable. They find out the differences between Nay Yaung's timetable and their class timetable. Three or four pairs tell the differences between the two timetables.</p>
<p>Exercise 2b: Organize students into pairs. Ask students to give short answers to the nine questions. Ask volunteers from each pair to share their short answers. Do Item 1 as an example. Check the answers with the class. Ask students to write the answers in their exercise books.</p>	<p>Students work in pairs to answer the questions. Volunteers read out their short answers. The rest of the class check the answers while listening. They write the answers in their exercise books.</p>
<p>Exercise 3: Organize students into pairs. Tell them to ask and answer the questions about their daily routine and take turns. Ask two or three pairs to share their daily routine. Give feedback.</p>	<p>Students work in pairs to ask and answer the questions. They tell the class about their daily routine.</p>
<p>Exercises 4 & 5: Ask students to draw their own study timetables using the sample given in Exercise 2a. Organize students into pairs. Ask students to compare their study timetables, decide whose timetable is better and give reasons. Choose two or three pairs to present their timetables. Give feedback.</p>	<p>Students draw their own study timetables. They work in pairs to compare their study timetables. They decide which study timetable is better and also give reasons.</p>

Review	
Summary of lesson <ul style="list-style-type: none">• School subjects• Daily activities before and after school• A study timetable	Reflection on learning <ul style="list-style-type: none">• What is the subject you like best?• Which subject do you find most difficult?• Do you think a study timetable is important? Why / Why not?

DBE BOX

III. Listening Scripts

Unit 1 Lesson 1

Listening and Speaking

01 Exercise 3

Listen to the interview and answer the following questions.

At the school concert I

Interviewer: Hello! I'm from City FM Radio. Can I ask you a few questions?

Thura: Sure.

Interviewer: May I know your name?

Thura: I'm Thura.

Interviewer: Nice to meet you, Thura. Do you like listening to music?

Thura: Yes, I do.

Interviewer: Who's your favourite singer at this school concert?

Thura: Well, I like a lot of singers, but my favourite is Yadanar.

Interviewer: Why do you like her?

Thura: Because she's got a good voice. I like her style, too.

Interviewer: Thank you.

Thura: You're welcome.

Unit 2 Lesson 1

Vocabulary and Listening

02 Exercise 2

Listen and complete the text.

Here are the seven good habits. Acquire them.

(1) The dictionary habit

Get a dictionary for yourself. Beg, borrow or buy. Always keep it by you. Use it to find out the pronunciation, spelling or meaning of a word.

(2) The notebook habit

Keep a little notebook. Always carry it with you. Put down in it the words or points you wish to remember.

(3) The revision habit

Revision means looking again at a thing. After you have written anything, always read it through again carefully to see that there is no mistake.

(4) The correction habit

When you find anything wrong in what you have written, cross it out boldly, and then write the correct form just above it.

(5) The questioning habit

If you don't know, ask. Ask our teacher, your friend, or in fact anybody who is older or wiser than yourself. Ask yourself questions too, and find out the answers for yourself. If you cannot find the answers, then ask somebody else.

(6) The cleaning up habit

Clean up your study table or your room or your classroom after you. If everyone has the habit of cleaning up, the environment will be cleaner and we will be healthier.

(7) The saying 'please' and 'thank you' habit

Always be polite to everyone. Say 'please' when you ask someone to do something for you. Say 'thank you' when someone does something for you or helps you or gives you something. Everyone loves a polite person.

Unit 3 Lesson 1

Listening and Speaking

03 Exercise 6a

Listen to the dialogues between a customer and a shop assistant. Put a tick (✓) in the correct column(s).

Dialogue 1

C: Excuse me, do you have jackets?

SA: Yes, we do. We have blue, grey and red ones.

C: Can I try on this blue jacket?

SA: Sure. You can. The fitting rooms are over there.

C: How do I look?

SA: It suits you perfectly.

C: Really? How much is it?

SA: It's 7,500 kyats.

C: It's rather expensive. Can I get it for 6,500 kyats?

SA: You can have it for 7,000 kyats.

C: OK. I'll take it.

Dialogue 2

SA: Can I help you?

C: Yes, please. I'd like a sweater.

SA: Would you like to try it on? The fitting room is over there.

C: It seems a bit tight for me.

SA: No. It fits you well.

C: How much is it?

SA: It is only 15,000 kyats.

C: Oh, it's too much. Can I have it for 10,000 kyats?

SA: I'm sorry. It's a fixed price.

C: I see. I'll leave it.

Unit 4 Lesson 1

Listening and Speaking

04 Exercise 3a

Listen to five students talking about how they go to school and fill in the blanks with the phrases in the box.

- S1:** I go to school by car. It takes about twenty minutes.
S2: Most of the time, I go to school on foot. But if it is raining, I take the bus.
S3: I go to school by bike. It is good exercise! But when it rains, I get the bus.
S4: I usually go to school by bus. Sometimes, I get up late and I miss my bus, so I have to take a taxi.
S5: I go to school by school bus. It takes about an hour because there's a lot of traffic. Sometimes I listen to music during the journey.

05 Exercise 4a

Listen and complete Dialogue 1.

Dialogue 1

Kyaw Thu: Hi, Su Khine. Do you have any plans for the Thadingyut holidays?

Su Khine: Well, I've decided to go to Mandalay with my cousin.

Kyaw Thu: That sounds interesting.

Su Khine: Would you like to come with us?

Kyaw Thu: Yes, I'd love to. What can we do there?

Su Khine: We can go sightseeing. We'll visit all the top tourist sites and temples.

Kyaw Thu: How can we get there?

Su Khine: What about going by coach? I'll get one more ticket for you.

Kyaw Thu: That's great!

06 Exercise 4b

Listen and complete Dialogue 2.

Dialogue 2

A: How did you spend your last holidays?

B: I went to Loikaw to do some sightseeing.

A: Great! Did you go with your friends?

B: No. I went with my parents.

A: How did you go there?

B: By bus, but we came back by plane.

A: How long were you there?

B: For about two weeks.

A: That's a long time. What did you do there?

B: We visited a few temples and pagodas. We also went to the Kayah Cultural Museum.

A: So what was the best thing about your holiday?

B: Oh, that's difficult to say, but I think I enjoyed sightseeing most.

Unit 5 Lesson 1**Listening and Speaking****07 Exercise 1b**

Listen and check your answers.

- | | | | |
|--------------------|-----------------|----------------|-----------------|
| 1. play volleyball | 2. do wrestling | 3. go cycling | 4. do taekwondo |
| 5. do athletics | 6. go climbing | 7. go swimming | 8. play tennis |

08 Exercise 2b

Listen and complete the following dialogues with the words or phrases given.

Dialogue 1

Student A: What sports do you do?

Student B: I usually play football.

Student A: How often do you play it?

Student B: Every Saturday and Sunday.

Student A: Why do you like it?

Student B: It keeps me healthy.

Dialogue 2

Student A: What sports do you do?

Student B: I usually do athletics.

Student A: How often do you do it?

Student B: Every weekend.

Student A: Why do you like it?

Student B: It reduces stress.

09 Exercise 3

Listen to five sentences about football. Underline the correct answers.

1. A football field is called a football pitch.
2. A football team in play consists of 11 players.
3. The length of a standard football field is 120 yards.
4. A football match is divided into two halves: each half lasts 45 minutes.
5. The height of the goal or goalpost is 8 feet.

Unit 6 Lesson 1

Listening and Speaking

10 Exercise 1c

Listen and check.

- 1a** 1. Turn right. 2. Turn left 3. Go straight on. 4. Go past (the bank).
- 1b** 1. It's between (A and B). 2. It's on your left. 3. It's opposite (the bank).
4. It's on your right. 5. It's on the corner.

Unit 7 Lesson 1

Listening and Speaking

11 Exercise 5

Listen to a teacher talking about her routine tasks and complete her diary entries with some of the time expressions or routine tasks given below.

I'm a teacher. On Monday, I take classes from 8:00 to 10:15 in the morning. Then I check students' work from 11:00 to 12:00 noon and have lunch. After lunch, I attend a meeting from 12:30 to 1:00 p.m. It usually doesn't take long. After that, I take a class from 1:00 to 1:45 p.m. And then I prepare lesson plans from 2:00 to 3:00 p.m.

Unit 8 Lesson 1

Listening

12 Exercise 3

Listen and complete the sentences.

Once upon a time, there were four friends – a mouse, a deer, a crow and a tortoise. They lived in a forest. They were different from one another but they were very close friends. They helped one another when required.

One morning, when the crow, the deer and the mouse were playing under a tree, they suddenly heard a scream. It was their friend, the tortoise. He was trapped in a hunter's net. The three friends discussed to help their friend and the mouse told his friends that he had a good idea. First, the deer lay down, pretending to be dead at a little distance from the hunter. Then the crow sat near the deer's eyes.

Thinking that the deer was dead, the hunter went near the crow. But the crow tried to chase him away. Flapping its wings, the crow drove him away. At that time, the mouse ran to the net and bit it to free the tortoise. After that, the crow began cawing loudly. The deer was waiting for that signal.

He jumped up and ran into the forest. Knowing that he was fooled, the hunter went back to the tortoise but was shocked to see the tortoise missing. In this way, the three friends saved the tortoise's life.

Unit 9 Lesson 1

Listening and Speaking

13 Exercise 2

Listen to four dialogues and complete the table.

Dialogue 1

Min Min: Hello, Zaw Zaw.
Zaw Zaw: Hi, Min Min. How are you?
Min Min: Fine. Thank you. We are having a naming ceremony for our baby girl at the *Shwe Kyaung* Monastery. Would you like to come?
Zaw Zaw: When?
Min Min: This Saturday at 9 a.m.
Zaw Zaw: I'd love to, but I have to go on a business trip.
Min Min: Oh, what a pity. Anyway, have a nice trip!

Dialogue 2

Aye Aye: Hi, Zin Zin.
Zin Zin: Hi, Aye Aye.
Aye Aye: We are going to the homage-paying ceremony at school. Would you like to come?
Zin Zin: That sounds great. When?
Aye Aye: On 28th January, at 10 a.m.
Zin Zin: Thanks. I shall. See you. Bye.
Aye Aye: Bye.

Dialogue 3

Mu Mu: Hello, Nyi Nyi.
Nyi Nyi: Hi, Mu Mu. You look happy.
Mu Mu: Well, my brother is going to get married at the Rainbow hotel. Would you come to his wedding ceremony?
Nyi Nyi: When?
Mu Mu: Next Sunday from 1 p.m. to 3 p.m.
Nyi Nyi: I'm sorry, I can't. I have to meet my grandparents at the airport.
Mu Mu: That's OK.

Dialogue 4

Ko Pu: Hey, May Ni.
May Ni: Hello, Ko Pu.
Ko Pu: I'd like to invite you to my birthday party.
May Ni: When?
Ko Pu: On 10th December from 5 p.m. to 9 p.m.

- May Ni:** Where?
Ko Pu: At the Star restaurant.
May Ni: Certainly, I shall.
Ko Pu: OK. See you then.
May Ni: See you. Bye.

Unit 10 Lesson 1

Listening and Speaking

14 Exercise 1c

Listen and check.

1. elocution contest
2. Mathematical Olympiad
3. going on an excursion
4. snack fair
5. planting trees
6. physical fitness

15 Exercise 2a

Listen and complete Dialogue 1.

Dialogue 1

- Kay Kay:** Hi, Nay Nay. Have you seen the notice about the School Family Day?
Nay Nay: Yes, I have. What do you think about dancing at the school concert?
Kay Kay: I don't think I can dance well.
Nay Nay: Then what about singing? I know you are good at singing.
Kay Kay: Yes, that's a good idea. I'll sing at the concert.
Nay Nay: Great. Let's contact our class teacher.

16 Exercise 2b

Listen and complete Dialogue 2.

Dialogue 2

- Su Su:** Hi, Yu Yu. The School Family Day will be celebrated next week. Wouldn't you like to sell something at the snack fair?
Yu Yu: No, I'm afraid not. I'm not good at making snacks.
Su Su: Then, how about designing something for the poster exhibition? You like drawing, don't you?
Yu Yu: Yes, that's great. I shall.
Su Su: What kind of poster do you have in mind?
Yu Yu: I think I'll do something for 'Save Our Planet.'
Su Su: Good. Let's tell our class teacher about it.

Unit 11 Lesson 1

Listening and Speaking

17 Exercise 4a

Listen to the weather forecast and complete the table with the words given in the box.

Good morning! Here is the weather for today. In Bandar Seri Begawan, it will be sunny most of the day with the temperature around 30°C. The cloudy weather will continue in Phnom Penh. The temperature will be a bit above 34°C. In Jakarta, it will be windy most of the day but there will be no rain. The temperature will be over 26°C.

Unit 12 Lesson 1

Listening and Speaking

18 Exercise 1b

Listen and complete.

Speaker 1: I usually watch TV for long hours every evening. I often stay up late at night. I drink soft drinks a lot. And I eat junk food a lot.

Speaker 2: I usually get up at 6 and go for a walk for about forty minutes. I go to the gym three days a week. And I try to have fresh vegetables every day.

19 Exercise 2a

Listen and repeat the health problems.

headache	sore eyes	earache	diarrhoea
cough	sore throat	runny nose	fever

20 Exercise 2c

Listen and complete the following sentences with the words in the box.

1. If you have diarrhoea, avoid eating spicy food and raw vegetables.
2. If you have a fever, drink lots of fluids, take a rest and stay cool.
3. If you have a headache, massage your neck and temples and take a rest.
4. If you have a sore throat, gargle with warm water.
5. If you have sore eyes, use eyedrops.

21 Exercise 3a

Listen to the dialogue between a receptionist and a patient and complete it with the words in the box.

Receptionist: Good afternoon. Good Health Clinic. Can I help you?

Patient: I would like to make an appointment with Dr Ko Ko.

Receptionist: Your name, please.

Patient: Linn Linn.

Receptionist: Linn Linn, be here at four this afternoon, please.

Patient: Yes, I shall. Thank you.

Receptionist: You're welcome. See you!

22 Exercise 4a

Listen to the dialogue between a doctor and a patient, and complete it with the words in the box.

Doctor: Good morning. What's your problem?

Patient: I don't feel well. I've got a headache.

Doctor: Let me take your temperature. Yes, you've got a fever.

Patient: Is it serious?

Doctor: No, it isn't. I'll give you a prescription.

Patient: Can I go to school?

Doctor: No, you should take a rest for one day.

Patient: Thank you, Doctor.

IV. Answer Key

Unit 1 Lesson 1

Listening and Speaking

Exercise 2

Suggested answers

Interview, singing, singers, etc.

Exercise 3

1. The interview is taking place at school.
2. Thura's favourite singer is Yadanar.
3. He likes her because she has a good voice and he likes her style, too.

Exercise 4a

1. listening to music
2. favourite singer
3. good voice

Exercise 5

1. Family
2. Job
3. Hobby
4. Things we wish to have

Exercise 6a

Suggested answers

- mother/ sister / grandmother
- swimming / doing yoga / playing football / playing the guitar / drawing / gardening
- watch / car / house / mobile phone / TV / bicycle
- artist / dancer / manager / personal assistant / producer / singer

Unit 1 Lesson 2

Reading

Exercise 2

Accept any relevant answers.

e.g. *I would like to watch a candlelight dance because I think it's a wonderful dance.*

Exercise 3b

2. E 3. A 4. C 5. B

Exercise 3c

1. Myanmar *Zat Pwe* is the classical dance-drama, which presents jataka tales (the 550 stories of Lord Buddha's earlier lives).
2. Shwe Man Tin Maung was born in 1918 in Mandalay.
3. During his visit to the US, Shwe Man Tin Maung learnt by heart the 27 verses on the Buddha's renunciation.
4. Shwe Man Tin Maung's famous creations were backdrops and props, new style of the duet dance, novel choreography and new operas.
5. The title Shwe Man Tin Maung received in 1953 is *Alinga Kyaw Swa*.
6. His diligence, hard work, imagination, and creativity made Shwe Man Tin Maung successful.

Exercise 4

1. e 2. d 3. f 4. g 5. b 6. a 7. c

Exercise 5

1. modest
2. dedicated
3. passionate
4. creative
5. diligent

Unit 1 Lesson 3

Grammar

Exercise 1

	Adjectives	Comparatives
2	careless	more careless
3	cheerful	more cheerful
4	fat	fatter
5	fit	fitter
6	friendly	friendlier
7	helpful	more helpful
8	high	higher
9	hot	hotter
10	interesting	more interesting
11	lazy	lazier
12	old	older
13	pretty	prettier
14	sad	sadder
15	slim	slimmer
16	small	smaller
17	talkative	more talkative
18	ugly	uglier
19	wet	wetter
20	young	younger

Exercise 2

My grandfather is older than my grandmother.
 U Nyan's house is bigger than U Kyaw's.
 Taungoo is farther/ further from Yangon than Bago.

Pyin Oo Lwin is colder than Mandalay.

Darli is happier than Zarni.

Apples are more expensive than bananas.

Exercise 3

- Kyi Pyar is slimmer than Thuzar.
- Nilar is more beautiful than Ohnmar.
- Nyo Nyo is lazier than Bo Bo.
- My grandfather is more talkative than my grandmother.
- Nu Nu is more short-tempered than Pu Pu.
- My younger sister is funnier than my elder sister.
- Thiha is more cheerful than Haymah.

9. Yan Paing is humbler than Yan Naing.

10. Dogs are more intelligent than cats.

Unit 1 Lesson 4

Writing

Exercise 1

- (d)
- (g)
- (b)
- (i)
- (h)
- (a)
- (e)
- (c)
- (f)

Exercise 3

- Thiri Nwe
- Myanmar
- 28th September, 2008
- U Myo Thu
- Grade 7
- five feet
- drawing and playing soccer
- hardworking
- No. 437, Bogyoke Road, Kalay
- 09-799995090

Exercise 4

My name is Zaw Zaw. I'm Myanmar. I live at No. 221, Pagoda Road, Yangon. My father is U Myint Zaw. I was born on 27th May 2007. I'm in Grade 7. I'm interested in Science and Mathematics. My hobbies are gardening and drawing. I can be contacted on 09-2012990.

Unit 2 Lesson 1

Vocabulary and Listening

Exercise 1

- b
- e
- c
- d
- f
- g
- a

Exercise 2

- | | | |
|-------------------|------------|------------|
| 1. The dictionary | a. borrow | b. meaning |
| 2. The notebook | c. carry | d. words |
| 3. The revision | e. looking | f. mistake |
| 4. The correction | g. cross | h. above |

5. The questioning i. wiser j. ask
 6. The cleaning up k. study l. cleaner
 7. The saying m. Say n. does
 'please' and 'thank you'

Unit 2 Lesson 2

Reading

Exercise 1

good habits – being polite, thankful, generous, and kind

bad habits – cracking knuckles, twiddling a pen or pencil, blinking, munching peanuts or potato chips, listening to loud music, littering, smoking, drinking, taking illegal drugs and using dirty language

Exercise 2

1. c 2. a 3. b

Exercise 3

1. h 2. e 3. a 4. g 5. b
 6. c 7. d 8. i 9. f

Exercise 4

1. e 2. d 3. a 4. c 5. b

Exercise 5

1. starch 2. disturb 3. generous 4. illegal
 5. empty 6. blink 7. munch 8. harm
 9. fat

Exercise 6

- Cracking their knuckles now and then unknowingly / twiddling a pen or pencil
- Bad. Because too much of starch and fat can harm our health.
- Using ear phones for a long time
- All the litter such as empty soft drink cans, single-use cups and plates, and Styrofoam boxes
- Any possible answers*

Unit 2 Lesson 3

Grammar

Exercise 1

1. usually 2. never 3. always
 4. hardly 5. often

Exercise 2

- Zaw Zaw and his brother are often late.
- She never uses curry powder in cooking.
- We hardly eat out.
- She is always patient.

Exercise 3

- plays, is playing
- are you reading, I don't usually read
- doesn't drink, doesn't like
- go, are watching
- looks, isn't looking after
- gets up, is staying
- wears, is wearing

Exercise 4

- My mum is always cooking fish.
- My elder sister is always finding faults.
- Mi Mi is always forgetting to return the things she borrows.
- My brothers are always playing computer games.
- My uncle is always complaining about his neighbours.

Exercise 5a

- borrowing others' pens
- picking his / her nose
- gossiping
- snapping his / her fingers
- teasing animals
- whistling

Exercise 5b

- Zaw Zaw is always picking his nose.
- Mu Mu and Su Su are always gossiping.
- Mg Soe is always snapping his fingers.
- Nyi Nyi is always teasing animals.
- Ko Lay is always whistling.

Unit 2 Lesson 4

Writing

Exercise 1

1. d 2. f 3. e 4. a 5. c 6. b

Exercise 2a

good habits: taking physical exercise every day

bad habits: eating a lot of junk food, clicking his pen

Exercise 3

Saturday morning: goes running

Saturday evening: visits his grandparents, watches TV

Sunday morning: helps his mum in the kitchen

Sunday afternoon: reads stories, plays football with his friends

Sunday evening: listens to music

Unit 3 Lesson 1

Exercise 1

Suggested answers

1. I usually wear shirt and trousers.
2. I like wearing white.
3. I dislike wearing red.
4. I usually buy clothes at the market.

Vocabulary

Exercise 2

Suggested answers

blouse, boots, cap, eingyi, flip-flops, htamein, jeans, pasoe, shoes, skirt, slippers, sport shirt, taikpon, trousers, T-shirt, etc.

Exercise 3

1. b 2. a 3. e 4. c 5. d

Listening and speaking

Exercise 4

1. fitting room
2. sweater
3. shop assistant
4. jacket
5. customer

Exercise 5

1. SA
2. C
3. SA
4. SA
5. SA
6. C
7. C
8. SA
9. C
10. C

Exercise 6a

	D 1	D 2
The customer bargained over the price for the clothes.	√	√
The customer tried on the clothes.	√	√
The customer decided to buy the clothes.	√	
The customer decided to leave the clothes.		√

Exercise 6b

1. d 2. f 3. a 4. b 5. e 6. c

Unit 3 Lesson 2

Vocabulary

Exercise 1

1. earring
2. scarf
3. necklace
4. bracelet
5. purse
6. sunglasses
7. tie
8. wallet
9. watch
10. belt

Reading

Exercise 3b

- address, items, colours of items, materials, name of shop, price of items, opening hours

Exercise 4

1. B 2. D 3. F 4. A 5. C 6. E

Exercise 5**Stars**

- wallet:** M – cotton
P – 3,000 kyats
O – Myanmar
- scarf:** C – white, red and grey
M – wool
P – 6,000 kyats
O – Myanmar
- bracelet:** C – different colours
M – seashells
P – 1,000 kyats
O – Myanmar

Rose

- wallet:** C – brown and black
P – 15,000 kyats
O – Japan
- scarf:** C – yellow, white, black and pink
M – silk
P – 9,000 kyats
- bracelet:** C – white and black
M – pearl
O – Myanmar

Exercise 61. products 2. durable 3. available
4. go with 5. inexpensive 6. trendy**Exercise 7***Suggested answer*

I want to buy a bracelet from Stars Local Accessories Shop because it's cheap. And I like seashells. I can choose my favourite colour.

Unit 3 Lesson 3**Grammar****Exercise 1**

cotton (U) footwear (U) jacket (C)
money (U) purse (C) scarf (C)
silk (U) sweater (C) sportswear (U)
wallet (C) wool (U)

Exercise 21. much 2. a lot of 3. many 4. a lot of
5. a little 6. a few 7. a few 8. a little
9. many 10. many**Exercise 3**1. the biggest 2. the most expensive
3. the best 4. the most fashionable
5. the warmest 6. the most suitable
7. the nicest 8. the ugliest
9. the most beautiful 10. the cleanest**Exercise 4a**2. What is the most interesting book you've ever read?
3. Who is the laziest person in your family?
4. What is the most difficult subject for you?
5. When is the best time to visit your home town?
6. What is the furthest / farthest place you've ever visited?**Unit 3 Lesson 4****Writing****Exercise 1**1. salutation 2. message 3. leave-taking
4. signature**Exercise 2**1. Dear Ma Ma Gyi 2. brown 3. new
4. Thiha 5. buy 6. sunglasses
7. wear 8. Yours**Exercise 3****Opinion:** beautiful, cute, expensive, fashionable**Size:** big, little, long, small**Age:** ancient, new, old, young**Colour:** blue, brown, green, red**Material:** cotton, denim, silk, wool

Exercise 4

- It's an expensive big old necklace.
- It's a cheap long denim skirt.
- They are beautiful red silk scarves.
- They are fashionable small brown leather jackets.

Exercise 5a*Sample answers*

- the gift you wish to have
 - a watch
- adjectives to describe it
 - fashionable, big, brown
- why you wish to have it
 - My old watch is not working.

Exercise 5b*Sample writing*

Dear U Nge,

Do you remember my birthday? I'll be 13 years old next month. You gave me a wallet as a birthday present on my 12th birthday. I really liked it. Can you buy me a beautiful small brown watch this year? I need it because my old watch is not working well and it doesn't tell the correct time. So, I am often late for school. I'm looking forward to your present.

Love,

Kon Htaw

Review 1**Exercise 1**

- empty
- loud
- talkative
- selfish
- habit
- creative
- friendly
- short-tempered
- greedy
- disturb

Exercise 2

- taller
- happier
- most fashionable
- more exciting
- most beautiful

Exercise 3

- meet
- is sleeping
- plays
- am doing
- is driving
- throws
- saves
- is studying
- are always gossiping
- fits

Exercise 4

- many
- a lot of
- a little
- many
- a few

Exercise 5

Dialogue 1

- different
- try
- take
- get
- fixed

Dialogue 2

- Can I ask you
- How many
- successful
- favourite singer
- beautiful

Poem 1**Exercise 2**

- The lazy boy gets a scolding every day.
- (I think) His teacher scolds him every day.
- The boy is always in disgrace because he comes to school with dirty face and boots without a lace.
- The boy can't read, write or spell well in class.
- fond of, lazy, dirty, idle, sad
- Any relevant answers

Exercise 3

- 1st stanza: play, away
- 2nd stanza: lace, disgrace
- 3rd stanza: spell, tell
- 4th stanza: me, see

Unit 4 Lesson 1**Listening and Speaking****Exercise 2**

Air – jet, helicopter

Water – boat, ship

Land – bicycle, taxi, coach, train, motorcycle

Exercise 3a

1. by car 2. on foot 3. by bike
4. by bus 5. by school bus

Exercise 4a

1. plans 2. my cousin
3. sightseeing 4. by coach

Exercise 4b

1. holidays 2. parents 3. plane
4. weeks 5. pagodas 6. enjoyed

Unit 4 Lesson 2**Reading****Exercise 2b**

1. panoramic 2. scenic
3. breathtaking 4. impressive
5. handicrafts 6. souvenirs
7. considerate

Exercise 2c*Suggested answers*

1. beautiful, green, open fields
2. blue, distant mountain ranges
3. enjoyable, exciting holiday
4. beautiful, historic palace
5. beautiful, red, orange sunset

Exercise 2d

1. F 2. T 3. F 4. F 5. T

Exercise 2e

1. While travelling by train, the writer saw green fields and mountain ranges along the way.
2. According to the writer, the food at the hotel was delicious.
3. He bought a couple of T-shirts and several handicrafts for his friends as souvenirs.
4. the Mandalay Hill, temples, monasteries, the Mandalay palace and U Bein Bridge
5. *Any relevant answers*
6. *Any relevant answers*

7. *Any relevant answers*

8. *Any relevant answers*

Unit 4 Lesson 3**Grammar****Exercise 1**

Yes / No questions – 1, 3, 6, 7, 8

Wh- questions – 2, 4, 5, 9, 10

Exercise 2

1. Are they doing their homework?
2. Does your mother work?
3. Do you know his phone number?
4. Can you come along with us?
5. Have you heard the news?
6. Do you understand the lesson?

Exercise 3

1. What is the capital city of Myanmar?
2. When did you see my message?
3. How long have you lived here?
4. Why is the child crying?
5. Who teaches you Maths?
6. How does this robot work?

Exercise 4

1. who 2. why 3. what 4. where
5. when 6. how long 7. how 8. what
9. which

Exercise 5

1. c 2. d 3. f 4. b
5. a 6. g 7. e

Exercise 6

1. What can we get from travelling?
2. When did they arrive in Bangkok?
3. Which shirt do you like best?
4. How long will they stay in Monywa?
5. Who always stands first in class?
6. Where is the famous Rih Lake?
7. Why is she wearing a coat?
8. How can we go to Mandalay?

Unit 4 Lesson 4

Vocabulary

Exercise 2a

1. camping holiday
2. city tour
3. beach holiday
4. adventure holiday

Exercise 3

Sr No.	Types of holiday	Things you can do
1.	beach holiday	go swimming lie on the beach eat seafood
2.	camping holiday	go trekking stay in a tent cook food
3.	adventure holiday	go snorkelling swim underwater observe underwater life
4.	city tour	go sightseeing visit pagodas eat in restaurants

Writing

Exercise 4

1. e 2. c 3. a 4. b 5. d

Exercise 5

1. Bagan
2. By coach
3. 25th December
4. At a hotel
5. 3 days
6. (Suggested answer)
Visit the pagodas, go around in a horse cart, eat local dishes, and see/ watch the sunset.
7. Lacquerware

Exercise 6a

Suggested answer

December	
Fri 25 th	arrive in Bagan, check in at the hotel
Sat 26 th	visit the pagodas, go around in a horse cart, eat local dishes, see the sunset
Sun 27 th	buy (lacquerware) as souvenirs

Exercise 6b

Sample writing

They are going to Bagan on 25th December. They will go there by coach. When they arrive there, they will check in at the hotel. The next day, they will visit the pagodas, go around the town in a horse cart, and eat local dishes. They are also going to see/watch the sunset. On 27th December, they will go to lacquerware shops and buy some souvenirs for their friends. Then they will leave Bagan.

Unit 5 Lesson 1

Listening and Speaking

Exercise 1a

1. play volleyball
2. do wrestling
3. go cycling
4. do taekwondo
5. do athletics
6. go climbing
7. go swimming
8. play tennis

Exercise 2a

Accept any relevant answers.

Exercise 2b

Dialogue 1

1. football
2. Saturday and Sunday
3. keeps me healthy

Dialogue 2

1. athletics
2. weekend
3. reduces stress

Exercise 3

1. pitch
2. 11
3. 120
4. 45
5. 8

Unit 5 Lesson 2

Reading

Exercise 2b

1. pitch 2. team 3. referee 4. match
5. goalkeeper

Exercise 2c

1. T 2. T 3. T 4. F 5. F

Exercise 2d

- The length of a football pitch is 120 yards and the breadth (of a football pitch) is 53.5 yards. / The length and breadth of a football pitch are 120 yards and 53.5 yards.
- Players can use their feet, knees, head and chest freely to defend or attack.
- Two linesmen on each side of the pitch assist the referee in keeping the game under control.
- A foul is an action against any rule. An example of a foul a player may commit is touching the ball with the hand.
- A red card is more serious than a yellow card because a player must leave the pitch immediately when the referee shows him a red card.

Unit 5 Lesson 3

Vocabulary

Exercise 1

Indoor sports and games	outdoor sports and games
chess	football
boxing	golf
weightlifting	skiing
judo	horse-riding
taekwondo	tennis
volleyball	volleyball
badminton	badminton
sepak takraw	cycling
swimming	swimming

Exercise 2b

1. d 2. a 3. e 4. c 5. b

Grammar

Exercise 4

1. must 2. has to 3. had to 4. must
5. didn't have to

Exercise 6

1. don't have to 2. must 3. mustn't
4. mustn't 5. have to

Unit 5 Lesson 4

Writing

Exercise 1

1. d 2. e 3. c 4. b 5. a

Exercise 2

1. net 2. court 3. referees 4. front
5. step 6. hit 7. catch 8. foul
9. last 10. scores

Exercise 3

1. e 2. h 3. b 4. a 5. f 6. g 7. d 8. c

Exercise 4

Sample paragraph

A basketball is a team sport. There are several things that a player should know. A basketball court is 20 meters long and 15 meters wide. A basketball match usually takes four 10-minute quarters with a break of 3-5 minutes in between. There are 1 referee and 2 umpires to keep the game under control. There are 5 players on a team in play. A player is not allowed to play against the rules. The team which scores more points at the end of the game is the winner of the game.

Unit 6 Lesson 1**Listening and Speaking****Exercise 1a**

1. Turn right.
2. Turn left.
3. Go straight on.
4. Go past (the bank).

Exercise 1b

1. It's between (A and B).
2. It's on your left.
3. It's opposite (the bank).
4. It's on your right.
5. It's on the corner.

Exercise 2

2. a 3. e 4. b 5. d

A: What's a bakery?

B: It's a place where you can buy bread and cakes.

A: What's a garage?

B: It's a place where you can send your car to be repaired or fixed.

A: What's a fire station?

B: It's a place where you can see the fire engines.

A: What's an aquarium?

B: It's a place where you can see colourful fish.

Exercise 3a

Dialogue 1

2. right 3. left 4. opposite

Dialogue 2

1. along 2. right 3. straight 4. corner

Dialogue 3

1. straight 2. right 3. between 4. opposite

Unit 6 Lesson 2**Reading****Exercise 1**

- | | | |
|------------------------|------------------------|---------|
| 1. no overtaking | 2. no entry | 3. stop |
| 4. no U-turn | 5. speed hump | |
| 6. maximum speed ahead | 7. pedestrian crossing | |
| | 8. no left turn | |

Exercise 2

1. E 2. A 3. D 4. F 5. B 6. C

Exercise 3b

1. Stop 2. Slow down 3. Go

Exercise 3c

- | | | |
|------------|--------------|------------|
| 1. nobody | 2. stop | 3. quarrel |
| 4. worried | 5. important | |

Exercise 3d

1. The colours of the traffic lights are red, amber and green.
2. Amber was feeling sad at the beginning of the story.
3. Dodge stopped suddenly when he saw Red.
4. Saloon crashed into Dodge.
5. Cars must slow down when Amber turns her light on.
6. *Any relevant answers*

Unit 6 Lesson 3**Vocabulary****Exercise 1**

- | | |
|------------------|-----------------|
| 1. haystack | 2. beauty salon |
| 3. bakery | 4. scarecrow |
| 5. fire station | 6. paddy field |
| 7. swimming pool | 8. cowshed |

Exercise 2a

Things in a town	Things in a village
beauty salon	cowshed
bakery	haystack
fire station	paddy field
swimming pool	scarecrow
cinema	stream
shopping mall	valley
hotel	hut

Exercise 2b

1. b 2. e 3. d 4. c 5. a

Exercise 2c

- A: What can you see in a paddy field?
B: Rice plants, cows, scarecrows.
- A: What can you see in a beauty salon?
B: Combs, scissors, mirrors.
- A: What can you see in a fire station?
B: Fire engines, hoses, water.
- A: What can you see in a swimming pool?
B: Water, diving board, swimsuit.

Grammar

Exercise 4

A. 1 B. 3 C. 2 D. 5 E. 4

Exercise 5

- between 2. above 3. behind
- inside 5. among

Exercise 6

- Where is the cowshed?
It's next to the hut.
- Where is the hut?
It's between the cowshed and the haystack.
- Where is the scarecrow?
It's among the rice plants.

Unit 6 Lesson 4

Vocabulary

Exercise 1

city life: busy, exciting, happy, hard, interesting, lonely
country life: easy, happy, peaceful, quiet, relaxing, safe, simple

Exercise 2

1. d 2. e 3. c 4. a 5. b

Exercise 3a

Advantages of living in the city

1. hotels 2. cinema 3. taxis 4. restaurants

Advantages of living in the countryside

1. open 2. clean 3. peaceful 4. fresh

Exercise 3b

Any relevant answers

Writing

Exercise 4b

(a) (b) (d) (e) (f) (g)

Exercise 5a

Any relevant answers

Review 2

Exercise 1

1. bus 2. sleeping 3. transport
4. teacher 5. taekwondo

Exercise 2

1. drive 2. ride 3. takes 4. on 5. by

Exercise 3

1. What 2. Who 3. Why 4. When
5. How 6. Where 7. What

Exercise 4

1. Are the children sleeping?
2. Do you like swimming?
3. What is the capital of Thailand?
4. Where do you live?
5. Why did you lie to me?
6. What have you done?
7. Who do you live with?

Exercise 5

1. (d) 2. (e) 3. (b) 4. (a) 5. (c)

Exercise 6

1. do 2. Volleyball 3. a week
4. court 5. lots of fun

Exercise 7

1. don't have to 2. must 3. mustn't
4. mustn't 5. has to

Exercise 8

1. bakery 2. scarecrow 3. cowshed
4. aquarium 5. haystack

Exercise 9

1. up 2. above 3. in front of
4. inside 5. outside

Poem 2**Exercise 2**

1. brook 2. look 3. saw 4. good dinner

Exercise 3

1. (*Suggested answer*) greedy, foolish / stupid
2. brook – look, meat – eat, well – fell
3. (*Suggested answer*) I don't think the dog he saw in the stream was a real one because it was only his reflection.
4. *Any relevant answers*

Unit 7 Lesson 1**Listening and Speaking****Exercise 1**

1. *Any relevant answers*
2. 31 days
3. September, April, June and November

Exercise 2

1. e 2. d 3. a 4. c 5. b

Exercise 4

two days ago, a long time ago
last week, last year
on 12th November, on Sundays
in the morning, in 2007
at 11:00 a.m., at midnight

Exercise 5

1. d 2. a 3. h 4. f 5. b

Exercise 7a

1. b 2. d 3. a 4. e 5. c

Unit 7 Lesson 2**Reading****Exercise 1**

1. The names of the days of the week are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
2. *Any relevant answers*

Exercise 2

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Exercise 4

- b. Days of the week

Exercise 5

1. goddesses 2. ruled 3. Norsemen
4. god of thunder 5. wife

Exercise 6

1. Mars, Mercury, Jupiter, Venus, and Saturn.
2. Saturn.
3. Tuesday, Wednesday, Thursday and Friday.
4. Woden. Because he was their chief god.
5. Earth, Uranus and Neptune.

Exercise 7

1. The Romans knew Mars, Mercury, Jupiter, Venus, and Saturn.
2. Saturn ruled over Saturday according to the passage.
3. Tuesday, Wednesday, Thursday and Friday were named after the Viking gods and goddesses.
4. I think the most powerful Viking god was Woden because he was their chief god.
5. The planets missing in the passage are Earth, Uranus and Neptune.

Unit 7 Lesson 3**Grammar****Exercise 2a**

1. b, e 2. c, f 3. a, d

Exercise 2b

2. upstairs (place)
3. now (time)
4. always (frequency)
5. daily (frequency)
6. rarely (frequency)
7. yesterday (time)
8. never (frequency)
9. soon (time)
10. everywhere (place)

Exercise 2c

1. I usually go to school on foot.
2. We never eat beef.
3. The teacher wants to see you now.
4. The man started the engine and the car moved forward.
5. Grandma has to take medicine daily.
6. They left Yangon yesterday and now they are in Mandalay.
7. We stayed indoors because it was raining heavily.

Exercise 3

- Time:** in the afternoon, after lunch, at night, in the morning
- Place:** in the garden, at home, in the kitchen, in the bedroom
- Frequency:** once a week, every day, every evening, twice a day

Exercise 4a

1. b 2. d 3. a 4. c

Exercise 4b

2. Ma Ma irons the clothes in the bedroom.
3. Zar Zar does the dishes every day.
4. Zaw Zaw hangs the washing in the afternoon.

Unit 7 Lesson 4**Writing****Exercise 2b**

1. At 6 a.m.
2. From 8 a.m. to 2:30 p.m.
3. Myanmar, English, Maths, Science, History, Geography, Morals & Civics, Art, Life Skills, PE and ICT
4. 3
5. 30 minutes
6. 2 hours
7. Play football
8. At weekends / On Saturdays and Sundays
9. *Any relevant answers*

Unit 8 Lesson 1**Vocabulary****Exercise 1**

- crow – caws loudly
 deer – runs quickly
 mouse – gnaws things

Listening

Exercise 3

1. crow 2. tortoise 3. mouse
4. deer 5. hunter 6. net

Exercise 4

1. a 2. c 3. c 4. a 5. b

Speaking

Exercise 7

1. b 2. e 3. f 4. a
5. h 6. c 7. d 8. g

Unit 8 Lesson 2

Reading

Exercise 2

getting lost in the snow
wild animals
extreme weather
lack of oxygen
getting sunburnt
slipping and falling

Exercise 3a

1. ice axe 2. ropes 3. harness
4. helmet 5. climbing shoes

Exercise 3c

Verb	Noun
conquer	conquest
descend	descent
save	safety

Adjective	Adverb
sudden	suddenly
modest	modestly
sincere	sincerely

Exercise 3d

1. safety 2. sincerely 3. descent
4. suddenly 5. conquer 6. modest

Exercise 3e

1. c 2. a 3. d 4. b

Exercise 3f

Setting	Character(s)
At the top of Mt Everest	Edmund Hillary
29 May 1953	Tensing Norgay

Exercise 3g

- a. 6 b. 4 c. 1 d. 8 e. 2
f. 3 g. 5 h. 7

Exercise 3h

Hillary slipped and fell down into a crevasse. (b)

Unit 8 Lesson 3

Grammar

Exercise 1a

Last Sunday, my friends invited (PS) me to go hiking with them to Mount Popa. I had (PS) no experience of climbing a mountain, so I decided (PS) to join them. The sun was shining (PC) and everyone was talking and laughing (PC) as we started (PS) the climb. Suddenly, one of my friends shouted (PS), "Look out!" because I was going (PC) towards a steep slope. I tried (PS) to stop but unfortunately, I fell (PS) flat and my head hit (PS) against a huge stone. As a result, I got (PS) a lump on my head. What an unlucky holiday it was (PS) for me!

Exercise 2b

Past simple, Affirmative = turned, came
Past continuous, Affirmative = was reading
Past continuous, Interrogative = Were you playing

Exercise 3

1. b 2. a 3. e 4. c 5. d

Exercise 4

2. was making, were having
3. decided
4. was blowing, were swaying
5. was watching

Exercise 5

1. was shopping, stole
2. stopped, was driving
3. heard, was working
4. was walking, saw
5. rang, were expecting

Exercise 6

2. Speaker A: What were you doing when it was raining yesterday?
Speaker B: (f) I was playing football.
3. Speaker A: What were you doing while your brother was doing the dishes?
Speaker B: (c) I was drying them.
4. Speaker A: What were you doing when the teacher entered?
Speaker B: (e) I was cleaning the whiteboard.
5. Speaker A: What were you doing at 6 a.m. this morning?
Speaker B: (a) I was having breakfast.
6. Speaker A: What were you doing while they were singing?
Speaker B: (d) I was playing the guitar.

Unit 8 Lesson 4**Writing****Exercise 1a**

1. a tiger and three bulls
2. in the field/forest
3. The tiger was prowling around. (Accept, any relevant answers.)
4. *Any relevant answers*
5. *Any relevant answers*

Exercise 1b

3. There were three bulls grazing in a field together in peace and safety.
2. In the same field, there was a tiger which had been waiting for a chance to kill them for food.

6. The tiger could not kill them because they stayed together in unity.

1. There was a quarrel among the bulls.
5. They started to live separately.
4. It was easy for the tiger to kill them one at a time.

Exercise 1d

2. because 3. and 4. But
5. after 6. Therefore

Exercise 2c

1. laid 2. hatched
3. grew up 4. made fun of
5. went down 6. were swimming
7. jumped 8. saw
9. was looking 10. swam

Unit 9 Lesson 1**Listening and Speaking****Exercise 1**

1. wedding ceremony
2. birthday party
3. naming ceremony
4. homage-paying ceremony

Exercise 2

Dialogue 1

When: this Saturday at 9 a.m.

Where: *Shwe Kyaung* Monastery

Dialogue 2

Event: homage-paying ceremony

When: 28th January at 10 a.m.

Dialogue 3

Event: wedding ceremony

Where: *Rainbow* hotel

Dialogue 4

Event: birthday party

When: 10th December, from 5 p.m. to 9 p.m.

Exercise 3**Making Invitations**

- Would you like to come?
- Would you come to his wedding ceremony?
- I'd like to invite you to my birthday party.

Accepting Invitations

- Thanks. I shall.
- Certainly, I shall.

Declining Invitations

- I'd love to, but I ...
- I'm sorry, I can't.

Exercise 4a

Dialogue 1

1. Would you like to come? / Do you want to come?
2. Thanks. I shall. / I shall, with pleasure. / Yes, I'd love to. / Certainly, I shall.

Dialogue 2

3. Would you like to come? / Do you want to come?
4. I'm sorry, I can't. / Thank you, but I'm afraid I can't.

Unit 9 Lesson 2**Reading****Exercise 1a**

- (a) Hot Air Balloon Festival
(b) Kachin Manaw Festival

Exercise 1b*Suggested answers*

I'd like to go to the Kachin Manaw Festival because I want to see the Manaw Poles and how they dance. I think it's really nice / amazing / fantastic.

I'd like to go to the Hot Air Balloon Festival because I want to see beautiful balloons. I also want to try the local food. I think it's really nice / amazing / fantastic.

Exercise 2

- a. *Nga Htamin*
- b. *shat jam*
- c. grapefruits
- d. *Si Pa*
- e. Shan noodles
- f. avocados

Exercise 3

Letter 1

1. The name of the festival is the Manaw festival.
2. It is held in Myitkyina.
3. It is held in January.
4. I can visit Myit Hsone, the confluence of the N'Mai Kha and Mali Kha rivers and take photos.
5. The popular local food items are *Shat Jam*, *Si Pa*, and Kachin traditional chicken curry.
6. Grapefruits, pineapples, and lychees are abundant.
7. *Shat Jam*.
8. *Any acceptable answers*

Letter 2

1. The name of the festival is the Hot Air Balloon festival.
2. It is held in Taunggyi.
3. It is held in November.
4. I can visit Inlay Lake and the Pindaya Caves and enjoy the fantastic local food.
5. The popular local food items are Shan noodles, *nga Htamin*, *khaw pote*, fried tofu, etc.
6. Oranges, strawberries, and avocados are abundant.
7. *Nga Htamin*.
8. *Any acceptable answers*

Exercise 4

1. abundant
2. dish
3. confluence
4. fantastic
5. typical

Unit 9 Lesson 3**Grammar****Exercise 2**

- offering
- inviting
- requesting
- inviting
- offering

Exercise 3

- c
- d
- e
- b
- a

Exercise 4

- Would you like to play football with me tomorrow after school?
- Would you give (me) an example of an uncountable noun?
- Would you like me to help you?
- Would you like to come to my birthday party?
- Would you post the letter (for me)?

Exercise 6

- b
- a
- a
- b
- b

Exercise 7*Suggested answers*

- A: Would you like to go out for a coffee tomorrow?
B: I'd love to, but I'm busy with my lesson.
- A: Would you like something to drink?
B: Thanks. Could I have a glass of orange juice?
- A: Would you turn off the lights?
B: Certainly.

Unit 9 Lesson 4**Writing****Exercise 1**

- 31st January
- cake, hamburgers and lime juice
- Would you like to come to my party?
- at my house
- from 4 to 6 p.m.

Exercise 2

- fourteen (14)
- birthday
- Shwe Kyaung Monastery
- Saturday, January 25th
- 9
- 11 a.m.
- Sandar

Exercise 3a

- novitiation ceremony
- New Year party
- housewarming party

Exercise 4a

- I'll be there for sure. (letter A)
- I will be away with my parents (letter B)
- Thanks for the invitation (letter A)
- Thanks for the invitation but I'm sorry I can't. (letter B)

Exercise 4b

letter A accepts the invitation.
letter B declines the invitation.

Review 3**Exercise 1**

- | | | |
|---------------|----------------|--------------|
| 1. honour | 2. planets | 3. ancient |
| 4. goddesses | 5. Empire | 6. conquest |
| 7. trap | 8. save | 9. hatch |
| 10. net | 11. invitation | 12. ceremony |
| 13. reception | 14. festival | 15. dish |

Exercise 2

1. She never goes shopping on weekdays.
2. We will play a visit to Pathein tomorrow.
3. They will arrive home soon.
4. The workers are digging a hole under a tree.
5. We rarely eat out.
6. The boy is staying there.
7. She is always happy and cheerful.
8. They moved into their new house last week.

Exercise 3a

1. b 2. e 3. d 4. f 5. c 6. a

Exercise 3b

2. do the laundry
3. dust the furniture
4. lay the table
5. dry the dishes
6. take out the rubbish

Exercise 4

2. While Cinderella was sweeping the floor, her stepsisters were dancing.
3. While Snow White was sleeping, the Seven Dwarfs were playing happily.
4. While Harry Potter was having a meal, the Owl flew in.

Exercise 5

1. So
2. But
3. because
4. After
5. then
6. When

Exercise 6

Any relevant answers

Project 3**Exercise 1**

- The name of the story is "True Friends".
- It happened many centuries ago.
- It took place in Syracuse in Greece.
- The characters were Damon, Pythias and Dionysius.
- *Any relevant answers*

Poem 3**Pre-reading**

1. The earth takes a day to rotate once.
2. The rotation of earth / The earth rotating on its axis causes day and night.

Exercise 2

1. The pronoun "he" (Line 2) refers to "the sun".
2. The world grows dark and still when the sun sinks behind a distant hill.
3. The sun goes to other countries while they were fast asleep in bed.
4. The sun's "nightly work" is making the (people in) other countries far away warm and bright and gay.
5. bright, distant, dark, still, asleep, far, warm, bright, gay, nightly
6. Any relevant answers

Exercise 3

- 1st stanza: bright, night
hill, still
- 2nd stanza: sleep, peep
see, me
- 3rd stanza: bed, said
away, gay
- 4th stanza: sun, done
again, window-pane

Unit 10 Lesson 1**Listening and Speaking****Exercise 1a**

Any relevant answers

Exercise 1b

1. elocution contest
2. Mathematical Olympiad
3. going on an excursion
4. snack fair
5. planting trees
6. physical fitness

Exercise 2a

Dialogue 1

1. seen 2. think 3. don't think
4. what 5. good idea

Exercise 2b

Dialogue 2

1. like 2. good 3. great
4. think 5. tell

Exercise 3a

1. Asking for opinions 2. Agreeing
3. Giving opinions 4. Disagreeing

Exercise 3b*Suggested answers*

A: What do you think about / of going on an excursion?

B: I think it's really good / great.

A: What do you think about / of the movie?

B: I think it's great / good / boring / terrible.

A: What do you think about / of planting trees?

B: I think it's really good / great.

A: What do you think about / of the music show?

B: I think it's great / awful.

A: What do you think about / of the food at the snack fair?

B: I think it's really fantastic / awful.

A: What do you think about / of the school concert?

B: I think it's quite good / boring.

Unit 10 Lesson 2**Reading****Exercise 1***Any relevant answers***Exercise 2b**

1. d 2. e 3. a 4. b 5. c

Exercise 2c

1. sacred 2. heritage 3. galore
4. worth 5. ruin

Exercise 2d

1. T 2. F 3. F 4. F 5. T 6. F

Exercise 2e

1. Bagan is called 'The Land of Pagodas' because it is home to over 2,200 temples and pagodas.
2. It became a World Heritage Site on July 6, 2019 / 6th July, 2019.
3. We can get there by plane, train, coach or ship.
4. The best months to visit Bagan are between October and February (October, November, December, January and February).
5. The four main areas of Bagan are Nyaung U, Old Bagan, Myinkaba and New Bagan.
6. Two activities visitors can do there are cycling and going around by car or pony cart (or riding a hot air balloon).
7. The best places visitors must see in Bagan are temples and pagodas (which are sacred places).
8. *Any relevant answers*
9. *Any relevant reasons*

Unit 10 Lesson 3**Grammar****Exercise 1**

1. These diagrams are a bit confusing.
2. The movie is very exciting.
3. This little cat is really cute.
4. The music show is pretty good.
5. The lesson is fairly difficult.
6. This box is rather heavy.
7. The weather is extremely hot.
8. They were slightly injured in the crash.
9. The journey was entirely enjoyable.
10. Can you wait a little longer?
11. These people are quite friendly.
12. The old man is completely mad.

13. It is awfully cold here in Hakha.
14. The two brothers are totally different.

Exercise 2

Low degree	Medium degree	High degree	Full degree
a bit slightly a little	pretty fairly rather quite	very really extremely awfully	entirely completely totally

Exercise 3

1. really 2. very 3. rather 4. a bit
5. extremely

Exercise 4

1. quite 2. quite 3. quite 4. rather
5. rather

Exercise 5

1. The horse ran fairly quickly.
2. These plums are slightly sour.
3. Our team played extremely well.
4. She is really good at drawing.
5. The story is completely untrue.

Exercise 6

Suggested answers

Football is really popular.
Our house is pretty small.
The players are extremely tired.
You are absolutely right.

Unit 10 Lesson 4

Writing

Exercise 1

- mont-hin-gah
- noodles in coconut gravy
- nangyi salad
- fried chicken and cold drinks
- pickled tea leaf salad
- Shan noodle salad
- fried tofu

- chicken burger
- ice cream
- coconut jelly
- yellow sticky rice
- Myanmar pancake

Unit 11 Lesson 1

Exercise 1

Suggested answers

- I like cool weather but I dislike hot weather.
- The weather is bad today. It's wet and rainy.
- I think it will be sunny tomorrow.

Vocabulary

Exercise 3

- thundery
- 30°C
- sunny
- foggy
- 30°C
- rainy
- showery
- 31°C

Listening and Speaking

Exercise 4a

Bandar Seri Begawan: sunny, 30°C
Phnom Penh: cloudy, 34°C
Jakarta: windy, 26°C

Exercise 4b

Good morning! Here is the weather for ~~tomorrow~~ **today**. In Bandar Seri Begawan, it will be ~~stormy~~ **sunny** most of the day with the temperature around 30°C. The cloudy weather will continue in Phnom Penh. The temperature will be a bit ~~below~~ **above** 34°C. In Jakarta, it will be ~~sunny~~ **windy** most of the day but there will be ~~some~~ **no** rain. The temperature will be over 26°C.

Exercise 5

Kuala Lumpur: sunny, 34°C
 Nay Pyi Taw: thundery, 32°C
 Manila: showery, 29°C
 Singapore: rainy, 27°C
 Bangkok: windy, 31°C
 Hanoi: stormy, 30°C

Unit 11 Lesson 2**Reading****Exercise 1**

1. Weathervane – B
2. Wind gauge – A
3. Rain gauge – C
4. Thermometer – D

Exercise 2

1. WG
2. WV
3. T
4. RG
5. WG

Exercise 3

1. T
2. F (...are placed away from buildings and trees)
3. F (... into the narrow cylinder)
4. T
5. F (The dials of wind gauges show the wind speed.)

Exercise 4

1. We can usually find weathervanes on the roofs of buildings.
2. Rain gauges show the amount of rainfall.
3. A wind gauge consists of four cups and a dial.
4. The simplest kind of thermometer is the mercury thermometer.
5. A wind gauge measures the speed of wind.

Unit 11 Lesson 3**Grammar****Exercise 1**

1. won't
2. Will
3. won't
4. will
5. won't

Exercise 2

2. ... he won't pass the exam.
3. ... she will become a great singer.
4. ... he will win a gold medal.
5. ... she will speak Chinese very well soon.

Exercise 3

1. c
2. d
3. a
4. e
5. b

Exercise 4

1. eats
2. have
3. won't be
4. will go
5. won't go

Exercise 5a

1. lose
2. don't understand
3. throws
4. find
5. doesn't feel

Exercise 5b*Suggested answers*

1. If I lose my pen, I will look for it.
2. If I don't understand a lesson, I will ask the teacher.
3. If my friend throws the rubbish on the floor, I will throw it in the dustbin.
4. If I find a gold ring in the street, I will look for the owner.
5. If my friend doesn't feel well, I will tell the teacher.

Unit 11 Lesson 4**Writing****Exercise 1**

afternoon – cloudy and windy
evening – cold
temperature – 31°C / 22°C
wind speed – 6 mph
wind direction – southwest

hours of sunshine – 7
precipitation – 5%
sunrise – 6:34 a.m.
sunset – 6:00 p.m.

Exercise 2

- (1) partly cloudy
- (2) rainy
- (3) precipitation
- (4) 8
- (5) sunshine
- (6) 36°C
- (7) 23°C
- (8) sets

Exercise 3

Sample writing

In Mandalay, it is sunny in the morning today. We expect 2 hours of sunshine. It will be thundery in the afternoon and rainy in the late afternoon. There is a 40% chance of precipitation. In the evening, it will be windy. Average winds will be from the northeast at 6 mph. The maximum temperature will be 38°C and the minimum temperature will be 20°C. The sun rises at 6:30 a.m. and sets at 5:00 p.m.

Unit 12 Lesson 1

Listening and Speaking

Exercise 1a

1. ✓ 2. × 3. × 4. × 5. ✓ 6. ✓ 7. × 8. ✓

Exercise 1b

- | | |
|---------------|---------------------|
| 1. long hours | 2. soft drinks |
| 3. junk food | 4. a walk |
| 5. the gym | 6. fresh vegetables |

Exercise 2b

- | | | |
|--------------|---------------|----------------|
| 1. headache | 2. fever | 3. sore throat |
| 4. sore eyes | 5. cough | 6. earache |
| 7. diarrhoea | 8. runny nose | |

Exercise 2c

- | | | |
|----------------|--------------|-------------|
| 1. diarrhoea | 2. fever | 3. headache |
| 4. sore throat | 5. sore eyes | |

Exercise 3a

1. help 2. make 3. be 4. Thank 5. See

Exercise 4a

1. problem 2. headache 3. temperature
 4. prescription 5. rest

Unit 12 Lesson 2

Reading

Exercise 2

1. d 2. c 3. e 4. a 5. b

Exercise 3

1. The name of the medicine is GOLD STRENGTH (MULTIVITA).
2. We should store this medicine below 30°C, away from sunlight.
3. It is for the growth and development of children.
4. Children under 10 years shouldn't take this medicine.
5. Apart from vitamins, this medicine contains calcium and magnesium.

Exercise 4b

- | | | |
|----------------|--------------|---------------|
| 1. minerals | 2. infection | 3. deficiency |
| 4. supplements | 5. vitamins | |

Exercise 4c

1. There are six types of vitamins.
2. We can get Vitamin B from meat, grain and eggs.
3. Vitamin D can help us by making our bones healthy.
4. If we do not have enough vitamins and minerals, we can have a deficiency disease.
5. We need Vitamin A for our eyes, bones, muscles and tissues.

Unit 12 Lesson 3

Grammar

Exercise 1

3. G 4. A 5. G 6. A

Exercise 2

3. She shouldn't watch TV.
4. He should drink a glass of milk before going to bed.
5. You should drink green tea with honey.
6. She should see the dentist.

Exercise 3

2. He plays tennis and badminton.
3. I went downstairs and opened the door.
4. I've been to Greece and Turkey.
5. I washed and dried my shirt.

Exercise 4

2. but, so 3. so, but 4. so, but 5. so, but

Exercise 5

2. I moved to another hotel because the rooms were dirty.
The rooms were dirty so I moved to another hotel.
3. I arrived late at the station so I missed the train.
I missed the train because I arrived late at the station.
4. I didn't like the film so I left and went home straight.
I left and went home straight because I didn't like the film.
5. He is very hungry now because he hasn't had anything yet.
He hasn't had anything yet so he is hungry now.

Unit 12 Lesson 4

Writing

Exercise 1b

3. You should revise your lessons.
I think you should revise your lessons.
4. You shouldn't eat spicy food.
I don't think you should eat spicy food.
5. You should keep it in cool water.
I think you should keep it in cool water.
6. You should ask your parents.
I think you should ask your parents.

Exercise 2a

Su Su	Tun Tun
1. have a healthy diet	1. attend classes regularly
2. go to the gym regularly	2. listen to the teachers carefully
3. eat more fruit and vegetables	3. do homework regularly
4. not go to bed late	4. not watch TV for long
5. not eat junk food	5. not play computer games all the time

Exercise 2b

2. You should have a healthy diet.
3. I think you should eat more fruit and vegetables.
4. You shouldn't go to bed late.
5. I don't think you should eat junk food.

Exercise 2c

1. You should attend classes regularly.
2. You should listen to the teachers carefully.
3. I think you should do homework regularly.
4. You shouldn't watch TV for long.
5. I don't think you should play computer games all the time.

Exercise 3a

1. a good night's sleep
2. junk food
3. a good diet
4. computer games
5. exercise regularly

Review 4**Exercise 1**

- | | | |
|--------------|------------------|----------------|
| 1. drop | 2. rainfall | 3. instruments |
| 4. foggy | 5. atmosphere | 6. Heritage |
| 7. abundant | 8. worth | 9. temperature |
| 10. ruin | 11. prescription | 12. sore |
| 13. walk | 14. souvenir | 15. historic |
| 16. backache | 17. cough | 18. throat |

Exercise 2

1. rather
2. quite
3. fairly
4. very
5. absolutely

Exercise 3

1. This tree is very old.
2. She can speak Japanese fairly well.
3. The mushroom soup was quite tasty.
4. It was a bit warm yesterday.
5. This fish is really fresh.

Exercise 4

- | | | | |
|------------|------------|--------|--------|
| 1. so | 2. but | 3. and | 4. and |
| 5. because | 6. because | 7. and | 8. but |
| 9. because | 10. but | | |

Exercise 5

- | | | |
|------------|---------------|------------------|
| 1. find | 2. will work | 3. will give |
| 4. has | 5. is | 6. does not cost |
| 7. will be | 8. do not get | |

Exercise 6

- | | | |
|--------------|--------------|-----------|
| 1. shouldn't | 2. shouldn't | 3. should |
| 4. shouldn't | 5. should | |

Project 4**Exercise 1**

1. He took it home, but he did not know what it was.
2. From that day on, he collected a golden egg every morning.

3. To his great delight, he found that it was pure gold.
4. Once, a man went to the nest of his goose.
5. Soon he became rich by selling the eggs.
6. So, one morning he killed the goose to take all the eggs.
7. He picked it up and found that it was quite heavy.
8. To his surprise, he found an egg that was yellow and glittering.
9. Greed destroys the source of simple joy.
10. He examined the yellow glittering egg at his home.
11. To his great dismay, he found nothing inside.
12. As he grew richer, he grew greedier.

Exercise 2**Greed destroys the source of simple joy**

Once, a man went to the nest of his goose. To his surprise, he found an egg that was yellow and glittering. He picked it up and found that it was quite heavy. He took it home, but he did not know what it was. He examined the yellow glittering egg at his home. To his great delight, he found that it was pure gold. From that day on, he collected a golden egg every morning. Soon he became rich by selling the eggs. As he grew richer, he grew greedier. So, one morning he killed the goose to take all the eggs. To his great dismay, he found nothing inside. Greed destroys the source of simple joy.

Poem 4**Exercise 2**

- | | | |
|------------|---------------|------------|
| 1. rested | 2. cheerful | 3. pass on |
| 4. laughed | 5. green tree | |

Exercise 3

1. The three teachers were a bird, a brook and a green tree.
2. The poet found them in a quiet nook.
3. The boughs of the green tree were compared to an outstretched hand.
4. nook, brook three, tree me, melody rebuff, rough greet, meet
5. *Any relevant answers*

V. Word List

Unit 1

advert (n)
 airline pilot (n)
 album (n)
 application (n)
 application form (n)
 artiste (n)
 audience (n)
 award (v/n)
 backdrops (n, pl)
 candlelight dance (n)
 celebrity (n)
 childhood (n)
 choral dance (n)
 choreography (n)
 coach (v/n)
 competitive (adj)
 concert (n)
 cultural (adj)
 dedicated (adj)
 desire (n/v)
 diligent (adj)
 duet dance (n)
 emulate (v)
 encourage (v)
 experienced (adj)
 favourite (adj)
 finale (n)
 friendly (adj)
 generation (n)
 grace (n)
 grandfather (n)
 grandmother (n)
 guard (v/n)
 guitar (n)
 hardworking (adj)
 imaginative (adj)
 impart (v)
 information (n)

innovating (n)
 interview (n/v)
 interviewing (n)
 jataka tale (n)
 life (n)
 life-saving (n/adj)
 membership (n)
 modest (adj)
 moment (n)
 moral (adj)
 musician (n)
 national (adj)
 opera (n)
 orchestral (adj)
 outstanding (adj)
 passionate (adj)
 performing arts (n, pl)
 personal assistant (n)
 personal profile (n)
 personality (n)
 pianist (n)
 props (n, pl)
 puppet dance (n)
 puppet show (n)
 renunciation (n)
 representative (n)
 respect (n/v)
 safety (n)
 security (n)
 sibling (n)
 slapstick comedy (n)
 slim (adj/v)
 soccer (n)
 style (n)
 supporter (n)
 swap (v, n)
 throughout (prep)
 trait (n)
 troupe (n)
 typical (adj)
 verse (n)

vocalist (n)
 voice (n)
 welcome (v/n/adj)
 yoga (n)

Unit 2

acquire (v)
 blink (n/v)
 boldly (adv)
 carbohydrate (n)
 clean up (phr v)
 clicking (n)
 complain (v)
 contact lens (n, pl)
 continuously (adv)
 crack (n/v)
 curry powder (n)
 dictionary (n)
 disturb (v)
 earphones (n, pl)
 environment (n)
 generous (adj)
 gossip (v/n)
 habit (n)
 harm (n/v)
 healthy (adj)
 illegal (adj/n)
 knuckle (n/v)
 littering (n)
 munch (n/v)
 peanut (n)
 pronunciation (n)
 put down (phr v)
 questioning (n)
 revision (n)
 seriously (adv)
 single-use (adj)
 snapping (n)
 spelling (n)
 starch (n/v)

Styrofoam (n)
teasing (n)
twiddle (n/v)
unknowingly (adv)
whistling (n)

Unit 3

accessory (n/adj)
address (n/v)
advertisement (n)
age (n/v)
ancient (adj)
available (adj)
bargain (n/v)
beautiful (adj)
belt (n/v)
bracelet (n)
clothes shop (n)
clothing (n)
come in (phr v)
cost (n/v)
cotton (n)
customer (n)
cute (adj)
denim (n)
dislike (n/v)
durable (adj)
earrings (n, pl)
expensive (adj)
far (adj/adv)
fashionable (adj)
fit (v/adj)
fitting room (n)
fixed price (n)
footwear (n)
gift (n/v)
inexpensive (adj)
interesting (adj)
item (n)
jacket (n)

leather (n)
leave (n/v)
leave-taking (n)
light (adj/n/v)
like (v/n/prep/conj)
local (n/adj)
make (v)
material (n/adj)
message (n)
modern (adj)
necklace (n)
nice (adj)
opening hours (n, pl)
opinion (n)
pearl (n)
price (n/v)
product (n)
purse (n)
salutation (n)
scarf (n)
seashell (n)
shop assistant (n)
shopping (n)
signature (n)
silk (n)
size (n/v)
sort (n/v)
sportswear (n)
suitable (adj)
sunglasses (n, pl)
sweater (n)
take (v)
tie (n/v)
tight (adj/adv)
trendy (adj/n)
try on (phr v)
underwear (n)
wallet (n)
warm (v/adj)
watch (n/v)
wool (n)

Quantifiers

a few
a little
a lot of
many
much

Unit 4

accommodation (n)
admire (v)
adventure holiday (n)
beach holiday (n)
breathtaking (adj)
bridge (n/v)
camping holiday (n)
carriage (n)
city tour (n)
come along (phr v)
company (n)
considerate (adj)
countryside (n)
delicious (adj)
destination (n)
diagram (n)
distance (n/v)
distant (adj)
drop (n/v)
duration (n)
entire (adj)
event (n)
excitement (n)
exciting (adj)
extremely (adv)
fellow traveller (n)
ferry (n)
friendly (adj)
handicraft (n)
helicopter (n)
hilltop (n)
historic (adj)

hobby (n)
 holiday plan (n)
 impressive (adj)
 jet (n/v)
 journey (n/v)
 knowledge (n)
 length (n)
 list (n/v)
 moat (n)
 monastery (n)
 motorcycle (n)
 mountain ranges (n, pl)
 museum (n)
 observe (v)
 occupation (n)
 panoramic (adj)
 pleasing (adj)
 pocket money (n)
 public (n/adj)
 range (n/v)
 relaxation (n)
 restaurant (n)
 robot (n)
 scene (n)
 scenic (adj)
 sightseeing (n)
 site (n/v)
 skilful (adj)
 snorkelling (n)
 souvenir (n)
 sunset (n/adj/v)
 surprising (adj)
 surroundings (n, pl)
 taxi (n/v)
 temple (n)
 tent (n)
 ticket (n/v)
 traffic (n/v)
 transport (n/v)
 trekking (n)

underwater (adj/adv)
 unforgettable (adj)
 value (n/v)
 view (n/v)
 wall (n/v)
 weather (n/v)

Unit 5

aerobics (n)
 apart (adv/adj)
 assist (v/n)
 association (n)
 athletics (n)
 attack (v/n)
 boxing (n)
 championship (n)
 chess (n)
 chest (n)
 commit (v)
 competition (n)
 consist (v)
 contest (n/v)
 court (n)
 cycling (n)
 defend (v)
 exactly (adv)
 finals (n, pl)
 foul (n/v/adj)
 free kick (n)
 goal keeper (n)
 goalpost (n)
 golf (n)
 ground (n)
 half (n/adj/adv)
 hit (n/v)
 horse-riding (n)
 impossible (adj)
 jogging (n)
 judo (n)
 kneel (v)

last (v/adj/adv)
 line judge (n)
 linesmen (n)
 medal (n/v)
 net (n/v/adj)
 opponent (n)
 penalty (n)
 pitch (n/v)
 point (n/v)
 professional (n/adj)
 quarter (n/v)
 reduce (v)
 referee (n)
 rule (n/v)
 score(n/v)
 serious (adj)
 service (n/v)
 service line (n)
 skiing (n)
 stadium (n)
 step (n/v)
 stress (n/v)
 strict (adj)
 succession (n)
 taekwondo (n)
 task (n/v)
 touch (n/v)
 tournament (n)
 uniform (n/adj)
 volleyball (n)
 weekend (n)
 weightlifting (n)
 wrestling (n)

World Famous Sporting Events

Masters Tournament
 NBA Finals
 Olympics
 Wimbledon
 World Cup

Abbreviations

FIFA (Federation
Internationale de Football
Association)
NBA (National Basketball
Association)

Unit 6

above (prep/adv/adj)

ahead (adv)

amazed (adj)

amber (n)

among (prep)

aquarium (n)

argue (v)

around (prep/adv)

article(n)

assorted (adj)

bakery (n)

beauty salon (n)

before (prep/adv/conj)

behind (prep/adv/n)

below (prep/adv)

beside (prep)

better (adj)

between (prep/adv)

bright (adj)

busy (adj)

café (n)

camp (n/v/adj)

camping (n)

care (v/n)

climate (n)

colourful (adj)

comb (n)

cool (adj)

corner (n)

cow (n)

cowshed (n)

crash (n/v/adj)

damson (n)

different (adj)

direction (n)

diving board (n)

dodge (n/v)

enjoyable (adj)

entertainment (n)

entry (n)

festival (n)

fill (v)

fire station (n)

fix (n/v)

flower-lined (adj)

fresh (adj)

garage (n)

gas (n)

go past (phr v)

go straight on (phr v)

hay (n)

haystack (n)

hiking (n)

hillside (n)

hose (n)

immediately (adv)

in front of (prep)

inside (prep/adv/n/adj)

light up (phr v)

livelihood (n)

locate (v)

location (n)

lonely (adv)

manger (n)

map (n)

Market Day (n)

marketplace (n)

maximum (adj/n)

mirror (n)

move along (phr v)

opposite (adj/adv/n/prep)

outdoor (adj)

outside (prep/adv/adj/n)

overtaking (n)

paddy field (n)

peaceful (adj)

pedestrian (n)

pine land (n)

plantation (n)

population (n)

quarrel (n/v)

quiet (adj)

relaxing (adj)

repair (v)

role-play (n/v)

roundabout (n/adj)

rubbish (n)

safe (adj)

saloon (n)

scarecrow (n)

scissors (n, pl)

sequential connectors (n, pl)

simple (adj)

slow down (phr v)

snack (n)

southern (adj)

speed (n/v)

speed hump (n)

stare (v/n)

State (n)

suburb(n)

suddenly (adv)

swimming pool (n)

swimsuit (n)

throng (n/v)

town (n)

townsfolk (n)

traffic lights (n, pl)

U-turn (n)

vendor (n)

village (n)

wares (n, pl)

yellowish-brown (adj)

Expression

a five-day cycle

Unit 7

admiration (n)
 ancient (adj)
 beef (n)
 believe (v)
 calendar (n)
 chief (n/adj)
 chore (n)
 diary (n)
 downstairs (adj/adv/n)
 effectively (adv)
 empire (n)
 engine (n)
 entry (n)
 exercise (n/v)
 forward (adv/adj/n/v)
 god (n)
 goddess (n)
 hang (v)
 happen (v)
 household chores (n, pl)
 indoors (adv)
 instruct (v)
 know (v)
 laundry (n)
 leisure (n)
 lesson plan (n)
 look for (phr v)
 manage (v)
 meeting (n)
 midnight (n)
 miss (n/v)
 mop (n/v)
 Norsemen (n, pl)
 period (n)
 plan (n/v)
 planet (n)
 power (n)
 powerful (adj)
 punctual (adj)

respect (n/v)
 respond (v)
 revise (v)
 Roman (n)
 routine (adj/n)
 school hours (n, pl)
 scold (v)
 seldom (adv)
 set (v/n/adj)
 solar (adj)
 space (n/v)
 spirit (n)
 study timetable (n)
 system (n)
 thunder (n)
 upstairs (n/adj/adv)
 Vikings (n, pl)
 war (n)

Expressions

in turn
 in honour of
 keep fit
 once a week
 set questions
 take turns
 twice a day

Household chores

clean the kitchen
 clear the table
 do the dishes
 do the laundry
 dry the dishes
 dust the furniture
 feed the pet
 hang the washing
 iron the clothes
 lay the table
 make the bed
 mop the floor

sweep the floor
 take the rubbish out
 tidy the room
 water the plants

Planets

Earth
 Jupiter
 Mars
 Mercury
 Neptune
 Saturn
 Uranus
 Venus

Subjects

Art
 Engineering
 Life skills
 Geography
 History
 Medicine
 Morals and Civics
 Nursing
 Science

Abbreviations

PE (Physical Education)
 ICT (Information and
 Communication Technology)

Unit 8

against (prep)
 alert (adj/v/n)
 attack (v)
 beg (v)
 behave (v)
 bull (n)
 catch (v/n)
 caw (v/n)
 chance (v/n)
 character trait (n)

chase (v/n)
 climber (n)
 climbing shoes (n, pl)
 companion (n)
 conquer (v)
 conquest (n)
 crevasse (n)
 crow (n/v)
 dangling (n)
 decision (n)
 deer (n)
 descend (v)
 descent (n)
 doorbell (n)
 drive off (phr v)
 drowning (n)
 duckling (n)
 expect (v)
 farm (n)
 female (n/adj)
 fight (n/v)
 finally (adv)
 first (det/adv/n)
 flag (n)
 food poisoning (n)
 free (v/adj/adv)
 friendship (n)
 gnaw (v)
 go down (phr v)
 graze (v/n)
 grey (n/v/adj)
 grow up (phr v)
 guess (v/n)
 guest (n)
 harness (n/v)
 hatch (v/n)
 helmet (n)
 hunter (n)
 ice axe (n)
 identifying (n)
 intelligence (n)

intelligent (adj)
 interrupt (v)
 jump (n/v)
 lack (n/v)
 linking words (n, pl)
 loudly (adv)
 lump (n/v)
 missing (adj)
 mountain (n)
 mouse (n)
 move (v/n)
 next (adj/adv)
 peak (n/v/adj)
 plant (v/n)
 playground (n)
 plot (n/v)
 poisoning (n)
 poster (n)
 pretend (v/adj)
 problem (n)
 programme (n/v)
 progress (n/v)
 quickly (adv)
 reflection (n)
 rope (n/v)
 run over (phr v)
 save (v/n)
 scream (n/v)
 sea level (n)
 seasick (adj)
 separately (adv)
 sequence (n/v)
 setting (n)
 shocked (adj)
 sincere (adj)
 sincerely (adv)
 situation (n)
 slip (v/n)
 slipping (n)
 slope (n/v)
 steep (adj/v)

storm (n/v)
 success (n)
 sudden (adj)
 sunburnt (adj)
 swim (v/n)
 swan (n/v)
 sway (v/n)
 then (adv/adj)
 tortoise (n)
 trap (n/v)
 trouble (n/v)
 unfortunately (adv)
 unity (n)

Expressions

fall flat
 lay eggs
 make fun of

Unit 9

abundant (adj)
 attraction (n)
 avocado (n)
 bacon (n)
 bean curd (n)
 confluence (n)
 decline (v/n)
 dish (n)
 fantastic (adj)
 fun fair (n)
 grapefruit (n)
 hamburger (n)
 invitation (n)
 lychee (n)
 mashed (adj)
 mushroom (n)
 mustard (n)
 naming ceremony (n)
 okra (n)
 pineapple (n)
 pork (n)

pumpkin (n)
 reply (n/v)
 sticky rice (n)
 tendril (n)
 toast (n/v)
 tourist (n)
 traditional (adj)

Unit 10

absolutely (adv)
 abundant (adj)
 agency (n)
 agree (v)
 arrange (v)
 awfully (adv)
 brochure (n)
 carving (n)
 celebrate (v)
 certainly (adv)
 chicken burger (n)
 choice (n)
 coconut gravy (n)
 coconut jelly (n)
 cold drink (n)
 completely (adv)
 confusing (adj)
 contact (v/n)
 deep fried fritters (n, pl)
 design (n/v)
 divide (v)
 earthquake (n)
 elocution (n)
 endless (adj)
 entirely (adv)
 exchange (v/n)
 excursion (n)
 exhibition (n)
 extra-curricular activity (n)
 fairly (adv)
 flyer (n)

footwearing (n)
 fried chicken (n)
 fried tofu (n)
 galore (adj)
 gravy (n)
 group leader (n)
 heading (n)
 heritage (n)
 hire (n/v)
 hot air balloon (n)
 hygienic (adj)
 include (v)
 injured (adj)
 intensifier (n)
 item (n)
 journey (n/v)
 mad (adj)
 Mathematical Olympiad (n)
 medium (adj/n)
 modify (v)
 Myanmar pancake (n)
 negative (adj)
 noodles (n)
 notice (n/v)
 physical fitness (n)
 pickled tea leaf salad (n)
 planting (n)
 plum (n)
 pony-cart (n)
 positive (adj)
 prohibited (adj)
 quite (adv)
 rather (adv)
 really (adv)
 recognize (v)
 restricted (adj)
 ride (v/n)
 rock (n/v)
 rooftop (n)
 ruin (n/v)

sacred (adj)
 salad (n)
 school concert (n)
 serving (n)
 Shan noodle salad (n)
 slightly (adv)
 snack fair (n)
 sour (adj)
 stall (n/v)
 statue (n)
 sticky (adj)
 sunrise (n)
 sunset (n)
 swap (v/n)
 terrible (adj)
 title (n)
 totally (adv)
 travel (n/v)
 trip (n/v)
 untrue (adj)
 wonderful (adj)
 world (n)
 worth (adj)

Expressions

have in mind
 take part

Unit 11

anemometer (n)
 arrow (n)
 atmosphere (n)
 average (n/v/adj)
 below (prep/adv)
 Celsius (n/adj)
 cloud (n/v)
 cloudy (adj)
 cup (n/v)
 cylinder (n)
 decorate (v)
 dial (n/v)

east (n/adj/adv)
 Fahrenheit (n/adj)
 fixed (adj)
 flow (n/v)
 foggy (adj)
 funnel (n/v)
 glass tube (n)
 level (n/v/adj)
 liquid (n/adj)
 maximum (n/adj)
 measure (n/v)
 mercury (n)
 meteorologist (n)
 mobile (n/adj)
 narrow (adj/v)
 north (n/adj/adv)
 outer (adj)
 over (adv/prep/adj)
 precipitation (n)
 prediction (n)
 rain gauge (n)
 rainfall (n)
 rainy (adj)
 rooster (n)
 rotation (n)
 separate (adj/v)
 shaft (n/v)
 showery (adj)
 south (n/adj/adv)
 southwest (n/adj/adv)
 spin (n/v)
 stormy (adj)
 sunny (adj)
 sunshine (n)
 temperature (n)
 thermometer (n)
 thundery (adj)
 tool (n)
 weather forecast (n)
 weather instrument (n)

weathercock (n)
 weathervane (n)
 website (n)
 west (n/adj/adv)
 wind (n/v)
 wind gauge (n)
 windy (adj)

Quantifier

a bit

Abbreviation

mph (miles per hour)

Unit 12

accidentally (adv)
 ankle (n)
 appointment (n)
 avoid (v)
 backache (n)
 badminton (n)
 balanced (adj)
 blood (n)
 blood clotting (n)
 bone (n)
 calcium (n)
 cheese (n)
 chemical (adj/n)
 chew (n/v)
 circulation (n)
 citrus fruits (n, pl)
 clotting (n)
 cough (n/v)
 deficiency (n)
 dentist (n)
 diarrhoea (n)
 diet (n/v)
 disease (n)
 earache (n)
 empty (adj/v)
 essential (adj/n)

eyedrops (n, pl)
 fever (n)
 function (n/v)
 gargle (v/n)
 grain (n)
 Greece (n)
 growth (n)
 gym (n)
 headache (n)
 healing (n)
 honey (n)
 infection (n)
 ingredient (n)
 junk (n/v)
 lettuce (n)
 lime juice (n)
 magnesium (n)
 manufacturer (n)
 massage (n/v)
 mineral (n/adj)
 monthly (n/adj/adv)
 multivitamin (n/adj)
 muscle (n/v)
 nose (n/v)
 nut (n/v)
 obtain (v)
 patient (n/adj)
 prescription (n)
 raw (adj)
 receptionist (n)
 red blood cell (n)
 refrigerator (n)
 runny (adj)
 seed (n/v)
 soft drink (n)
 sore (adj/n)
 spicy (adj)
 sprain (v/n)
 stomach (n/v)
 stomachache (n)

store (n/v)
substance (n)
supplement (n)
swallowing (n)
tablet (n)
throat (n)

tip (n/v)
tissue (n)
Turkey (n)
variety (n)
vitamin (n)
wound (n/v)

yogurt (n)
zinc (n)

Expression

a good night's sleep

DBE BOX