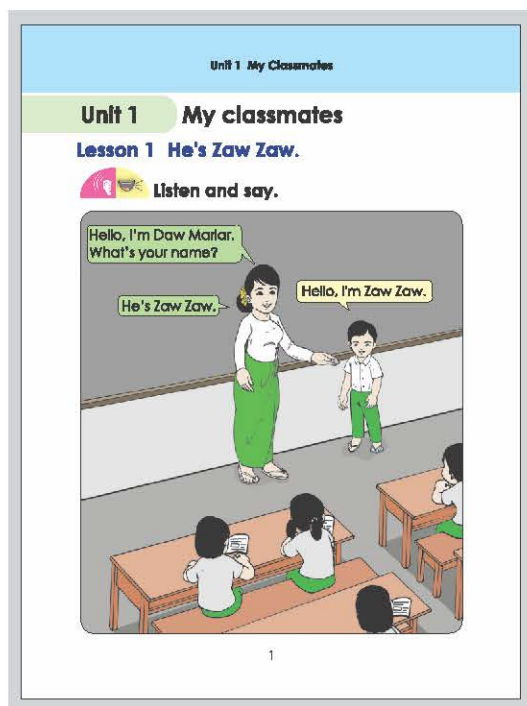


5. Lesson Plans

5.1 Unit 1 My classmates

Lesson 1 He's Zaw Zaw.



Objective:

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

- introduce themselves and their friends.

Words and expressions:

Previously learnt: Hello, I'm ... , He's/She's ...

What's your name?

Resources and preparation: audio materials

Teaching procedure

Warm up

(3 minutes)

- Introduce yourself to students, 'Hello, I'm ...'
- Ask one of the students, 'What's your name?'
- Ask the names of about five students.

01 Listen and say.

(10 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully and say the sentences they hear.
- Ask a student to come to the front of the class and demonstrate the activity.

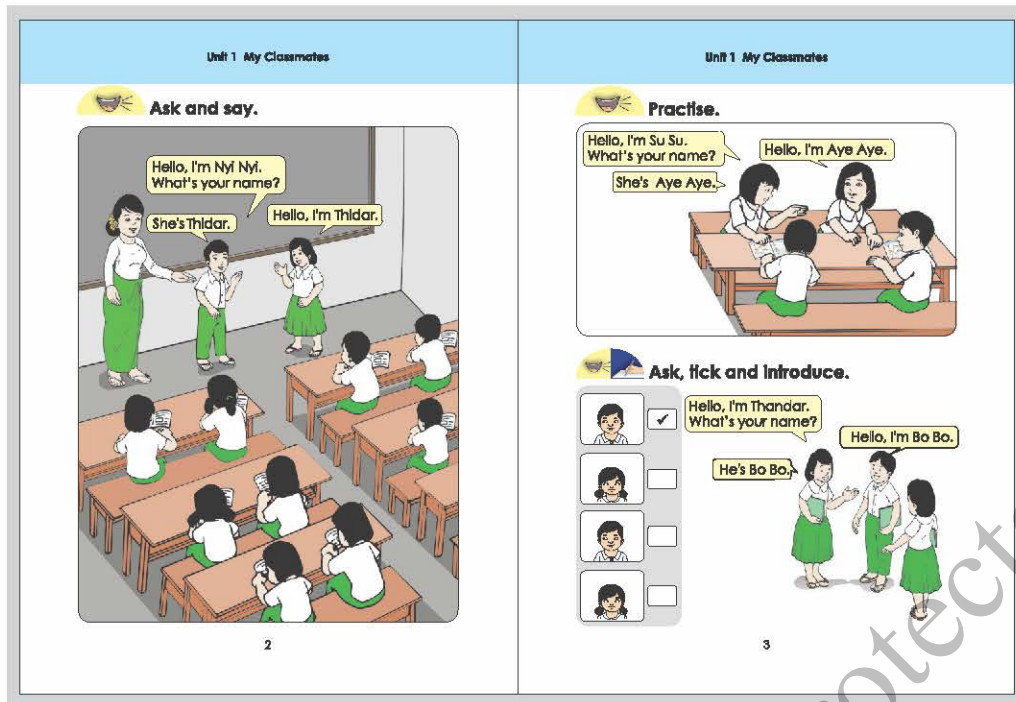
T: Hello, I'm Daw Marlar.

What's your name?

S: Hello, I'm Zaw Zaw.

T: He's Zaw Zaw.

- Explain the use of the new phrase 'He's/She's ...'
- Continue the activity until students understand how to practise the dialogue with their friends.



Ask and say.

(8 minutes)

- Ask two students to come to the front of the class.
- Have one student introduce himself/herself, ask his/her partner's name and introduce him/her to the teacher.

S1: Hello, I'm Nyi Nyi. What's your name?

S2: Hello, I'm Thida.

S1: She's Thida.

- Have four or five pairs practise in front of the class.

(What's your name? ကို သုံး၍ သူငယ်ချင်း၏ အမည်ကို မေးပြီး He's/She's ... ကို သုံး၍ အခြားသူငယ်ချင်းကို မိတ်ဆက်ပေးရန် ပြောပါ။)

Practise.

(7 minutes)

- Make groups of four or any even number.
- Tell students to introduce themselves, 'Hello, I'm ...', ask one of their friends' name, saying, 'What's your name?' and introduce the friend to the group, saying, 'He's/She's ...'

S1: Hello, I'm Su Su. What's your name?

S2: Hello, I'm Aye Aye.

S1: She's Aye Aye.

- Tell them to practise the dialogue with their group members.
- Monitor the class to make sure everyone in the group gets a turn and uses the expressions correctly.

Ask, tick and introduce.

(10 minutes)

- Tell students to go around the class and ask their friends' names.
- Tell them to tick in the box in their textbooks after asking one friend and talk to at least three friends.
- Tell some students to introduce their friends to the class, after the mingle activity.

Summary and feedback

(2 minutes)

- Make sure that students can use 'I'm ...' and 'He's/She's ...'

Lesson 2 Words with A a and B b

Unit 1 My Classmates

Lesson 2 Words with A a and B b

Listen, say and trace.

ant 	apple
arrow 	alligator

A a

Write and match.

__lligator
_a_pple
a__t
arr__w

4

Unit 1 My Classmates

Lesson 2 Words with A a and B b

Listen, say and trace.

boy 	boat
bread 	bicycle

B b

Write and match.

bo__t
_b_ycle
bo__
_read

5

Objectives:

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

- read and write words with A a and B b.
- recognize and say the sounds /æ/ and /b/ in the words.

Words and expressions:

New: alligator, arrow, bicycle, boat

Previously learnt: ant, apple, boy, bread

Resources and preparation: audio materials, alphabet cards of capital and small letters A a and B b, picture cards and word cards of alligator, ant, apple, arrow, bicycle, boat, boy, bread

Words with A a

Teaching procedure

Warm up

(3 minutes)

- Sing the ABC song together.

02 Listen, say and trace.

(10 minutes)

- Show the alphabet cards of A a and ask, 'What's this?'
- Put the picture cards on the board.
- Say, 'I like apples. I like apples.' and tell students to point to the apple.
- Put the word card of the apple on the respective picture.
- Repeat the procedure with the other words. You can use the following sentences to introduce the words.

(a) Ants are small.

(b) The arrow is brown.

(c) The alligator is green.

('The arrow is brown.' နှင့် 'The alligator is green.' များကိုရွတ်ဆိုရာတွင် 'The' ၏အသံထွက်မှာ /ði/ ဖြစ်ပြီး /ðə/မဟုတ်ကြောင်းကို ကျောင်းသားများ မှတ်သားမိစေရန် အခြားဥပမာများနှင့် နှိုင်းယှဉ်၍ ရှင်းပြပေးပါ။ စကားလုံးအသစ်များ သင်ကြားရာတွင် ဆရာက တိုက်ရိုက်ပြော၍ သင်ကြားခြင်းမဟုတ်ဘဲ ကလေးများကို ဆက်စပ်စဉ်းစား၍ သင်ယူသည့်နည်းဖြင့် သင်ကြားပေးပါ။)

- Play the recording or read the words aloud to the students.

- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and say the following words.

Ant, Apple, Arrow	Apple, Arrow, Alligator
Ant, Apple, Arrow	Apple, Arrow, Alligator
Ant, Apple, Ant, Apple	Apple, Arrow, Apple, Arrow
Ant, Apple, Arrow	Apple, Arrow, Alligator

Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this you can substitute any word for a clap, e.g. 'Ant, (clap), Arrow' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Ant, (clap), Arrow)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီးမှတ်မိစေရန် ဇယားပါအတိုင်းထပ်ကာထပ်ကာရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and match.

(5 minutes)

- Check whether students know the meaning of the words by showing the picture cards and asking 'What's this?' for each.
- Tell students to spell the word. Say wrong words deliberately. (e.g. Show the picture card of 'apple' and ask, 'Is this an arrow?' etc.)

(စကားလုံးအမှားကို ဆိုပြခြင်းဖြင့် ကျောင်းသားများ စကားလုံးအမှန်ကို တကယ် သိ၊ မသိ သိရှိနိုင်ရန်ဖြစ်ပါသည်။)

- Tell them to match the words and pictures.
- Make sure that students are able to fill in the blanks and match the words with the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Read the day's words again. If necessary, give feedback on the pronunciation of the /æ/ sound.

Words with B b

(40 minutes)

Follow the same procedure for words with B b.

03 Listen, say and trace.

- You can use the following sentences to introduce words with B b.

(Words with B b အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- There is a boat in the river.
- I like riding my bicycle (Make a gesture).
- The boy is tall.
- I like bread.

Practise saying the words.


- Point to the pictures and say the following words.


Boy, Boat, Bread	Bread, Boat, Bicycle
Boy, Boat, Bread	Bread, Boat, Bicycle
Boy, Boat, Boy, Boat	Bread, Boat, Bread, Boat
Boy, Boat, Bread	Bread, Boat, Bicycle


Lesson 3 How are you feeling?


Unit 1 My Classmates


Lesson 3 How are you feeling?


 **Listen and say.**



great


hungry


happy


angry



sad



6


Unit 1 My Classmates

Ask and say.



7

Ask and tick.



Objectives:

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

- express their feelings.
- ask others about their feelings.

Words and expressions:

New: angry, happy, hungry, sad

How are you feeling?

Previously learnt: great

I'm ...

Resources and preparation: audio materials, picture cards and word cards of angry, happy, hungry, sad, great

Teaching procedure

Warm up

(3 minutes)

- Ask some students to come to the front of the class and have them introduce themselves and introduce their friends to others, using the expressions from the previous lesson. (I'm .../He's .../She's...)

04 05 Listen and say.

(10 minutes)

- Put the picture cards on the board.
- Tell students 'I'm happy. I'm happy.' with a smiling face.
- Tell them to point to the picture of 'happy'.
- Put the word card on the respective picture after the students' answers. Repeat the procedure with the other words.
- Play the recording 04 or read the words aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully and say the words they hear.
- You can use the following sentences with appropriate facial expressions and gestures to introduce the new expressions: I'm hungry. I'm angry. I'm sad. I'm great.

- Play the recording 05 and ask students to listen to the recording carefully.
- Ask one student to come to the front of the class and demonstrate the following dialogue to the class.
T: I'm great. How are you feeling?
S: I'm happy.
- Repeat the dialogue if necessary.
- Tell students to practise, saying, 'I'm ... (feeling) How are you feeling?' with the friend sitting next to him/her, using gestures or the pictures in their textbooks.

Ask and say.

(10 minutes)

- Make groups of four.
- Choose a group to demonstrate the activity to the class.
- Tell a student to describe his/her feeling, saying, 'I'm ...(feeling)' and ask his/her friend's feeling, saying, 'How are you feeling?'
(ကျောင်းသားများ မိမိခံစားချက်ကို I'm ... ဖြင့် ဖော်ပြပြီး အခြားသူ၏ ခံစားချက်ကို How are you feeling? ဖြင့် မေးရမည်ဟု ပြောပါ။)
S1: I'm hungry. How are you feeling?
S2: I'm happy.
- Tell the other group members to do the activity as demonstrated.
(အဖွဲ့တစ်ဖွဲ့က သရုပ်ပြသည့်အတိုင်း အခြားအဖွဲ့များကို ပြုလုပ်ရန်ပြောပါ။)
- Monitor the class to make sure all group members participate in the activity.

Ask and tick.

(15 minutes)

- Tell students to take their textbooks, go around the class and then tell their feeling to their friends and ask their friends' feelings. Students are to use the following dialogue.
S1: I'm angry. How are you feeling?
S2: I'm sad.
- Encourage students to have conversations with at least five friends.
(အနည်းဆုံး သူငယ်ချင်း ၅ ဦးနှင့် စကားပြောလေ့ကျင့်ရန်ပြောပါ။)
- Tell them to put a tick in the space provided after asking the feeling of one friend.
(သူငယ်ချင်းတစ်ဦးကို မေးပြီးတိုင်း ပေးထားသည့်နေရာတွင် အမှန်ဖြစ်ရန် ပြောပါ။)

Summary and feedback

(2 minutes)





- Confirm that students can express their feelings and ask others' feelings saying, 'I'm ... (happy). How are you feeling?'
- Tell them that in the next lesson they will have to practise telling about their friends' feelings in English.

Lesson 4 Words with C c and D d





Unit 1 My Classmates

Lesson 4 Words with C c and D d

Listen, say and trace.

<p>cat</p>  <p>cat</p>	<p>cup</p>  <p>cup</p>
<p style="font-size: 2em; font-weight: bold;">C c</p>	
<p>cake</p>  <p>cake</p>	<p>clock</p>  <p>clock</p>

Listen and write.





 <p>l c o k</p> <p>clock</p>	 <p>a c t</p>
 <p>p c u</p>	 <p>k e a</p>

a





Unit 1 My Classmates

Lesson 4 Words with C c and D d

Listen, say and trace.

<p>desk</p>  <p>desk</p>	<p>doll</p>  <p>doll</p>
<p style="font-size: 2em; font-weight: bold;">D d</p>	
<p>door</p>  <p>door</p>	<p>duck</p>  <p>duck</p>

Listen and write.

 <p>l o d</p> <p>doll</p>	 <p>a r o</p>
 <p>k d u</p>	 <p>k e s</p>

9

Objectives:

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

- read and write words with C c and D d.
- recognize and say the sounds /k/ and /d/ in the words.

Words and expressions:

New: clock, doll, duck

Previously learnt: cake, cat, cup, desk, door

Resources and preparation: audio materials, alphabet cards of capital and small letters C c and D d, picture cards and word cards of cake, cat, cup, clock, doll, duck, desk, door

Word with C c

Teaching procedure

Warm up

(3 minutes)

- Show the picture cards of apple, ant, bicycle, boat, etc. and then ask, 'What's this?'
- Tell students to say 'It's a/an ...'

06 Listen, say and trace.

(10 minutes)

- Show the alphabet cards of C c and ask, 'What's this?' for each.
- Put the picture cards on the board.
- Say, 'I have a yellow cat. I have a yellow cat.' and tell students to point to the cat.
- Repeat the procedure with the other words. You can use the following sentences to introduce the words.

(a) I have a green cup.

(b) I like cakes.

(c) I have a clock.

(စကားလုံး အသစ်များ သင်ကြားရာတွင် ဆရာက တိုက်ရိုက်ပြော၍ သင်ကြားခြင်းမဟုတ်ဘဲ ကလေးများကို ဆက်စပ်စဉ်းစား၍ သင်ယူသည့်နည်းဖြင့် သင်ကြားပေးပါ။)

- Play the recording or read the words aloud to the students
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.

- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and say the following words.

Cat, Cup, Cake	Cat, Cup, Clock
Cat, Cup, Cake	Cat, Cup, Clock
Cat, Cup, Cat, Cup	Cat, Cup, Cat, Cup
Cat, Cup, Cake	Cat, Cup, Clock

Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this, you can substitute any word for a clap, e.g. 'Cat, (clap), Cake' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Cat, (clap), Cake)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီးမှတ်မိစေရန် ဇယားပါအတိုင်းထပ်ကာထပ်ကာရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Listen and write.

(5 minutes)

- Tell students to listen to what the teacher says while looking at the pictures and letters.
- Have students arrange the letters to make meaningful words.
- Make sure that students are able to write the words next to the pictures while listening to the words. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask students to recite the new words. If necessary, give feedback on the pronunciation of the /k/ sound in the initial position as well as in the final position.

(စကားလုံးအစနှင့် အဆုံးတွင်ပါသော /k/ သံများကို ဂရုပြုရန်ပြောပါ။ ဥပမာ - cake, clock)

Words with D d

(40 minutes)

- Follow the same procedure for words with D d.

07 Listen, say and trace.

- You can use the following sentences to introduce words with D d.

(Words with D d အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- (a) My desk is small.
- (b) I have a doll.
- (c) The door is open.
- (d) The duck is white.

Practise saying the words.

- Point to the pictures and say the following words.

Desk, Doll, Duck	Desk, Door, Duck
Desk, Doll, Duck	Desk, Door, Duck
Desk, Doll, Desk, Doll	Desk, Door, Desk, Door
Desk, Doll, Duck	Desk, Door, Duck

Lesson 5 This is Kyi Kyi. She's great.

Unit 1 My Classmates

Lesson 5 This is Kyi Kyi. She's great.

Listen and say.

10

Unit 1 My Classmates

Ask and introduce.

Ask, tick and introduce.

<input checked="" type="checkbox"/>	How are you feeling?	I'm hungry.
<input type="checkbox"/>	This is Nyi Nyi. He's hungry.	
<input type="checkbox"/>		
<input type="checkbox"/>		

11

Objective:

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

- talk about their friends' feelings.

Words and expressions:

New: This is ...

Previously learnt: He's/She's great/ happy/ hungry/ angry/ sad.

Resources and preparation: audio materials

Teaching procedure

Warm up

(3 minutes)

- Tell students to practise the following dialogue with their friends next to them.

S1: What's your name?

S2: I'm ...

S1: How are you feeling?

S2: I'm ...

08 Listen and say.

(10 minutes)

- Play the recording or read the sentences aloud to the students. Tell them to listen to the recording or to the teacher carefully.
- Ask a student (e.g. Kyi Kyi) to come to the front of the class and then ask her name and her feeling as follows.

T: What's your name?

S: I'm Kyi Kyi.

T: How are you feeling?

S: I'm great.

- Introduce her and tell the class how she feels.
T: This is Kyi Kyi. She's great.
- Ask two students to come to the front and practise the dialogue.
- Continue this with three more pairs of students.

Ask and introduce.

(10 minutes)

- Tell students to work in pairs and practise the following dialogue.
S1: What's your name?
S2: I'm Tun Tun.
S1: How are you feeling?
S2: I'm happy.
S1: This is Tun Tun. He's happy.
- Ask some pairs of students to come to the front of the class and tell them to introduce their friends to the class and express their feelings to the class.

(ကျောင်းသားများအား This is ... He's/ She's ... ကို သုံး၍ အခြားသူ၏ ခံစားချက်ကို ပြောပြတတ်ရန် လေ့ကျင့်ပေးပါ။)

Ask, tick and introduce.

(15 minutes)

- Tell students to go around the class and ask their friends' names and feelings.
- Tell them to put a tick in each box in their textbooks after asking a friend how he/she is feeling.
- Tell them to talk to at least five friends.
- Tell some students to introduce his/her friend and say how they are feeling to the class, after the mingle activity.

(အတန်းထဲတွင် လှည့်လည်၍ သူငယ်ချင်းများကို မေးခွန်းမေးပြီးလျှင် အတန်းသားများကို ၎င်းတို့ကမေးခွန်းမေးသော ကျောင်းသားများအကြောင်းပြန်ပြောပြရန်ပြောပါ။)

S1: How are you feeling?

S2: I'm hungry.




S1: This is Nyi Nyi. He's hungry.

Summary and feedback

(2 minutes)

- Make sure that students can talk about their friends' feelings using, 'This is ... He's/She's ...'

Lesson 6 If you're happy and you know it, clap your hands!

<p>Unit 1 My Classmates</p> <p>Lesson 6 If you're happy ...</p> <p> Listen and sing.</p> <p> If you're happy ... </p> <p>If you're happy and you know it, clap your hands!</p> <p>If you're happy and you know it, clap your hands!</p> <p>If you're happy and you know it, then you really ought to show it;</p> <p>If you're happy and you know it, clap your hands!</p> <p>If you're happy and you know it, stamp your feet!</p> <p>If you're happy and you know it, stamp your feet!</p> <p>If you're happy and you know it, then you really ought to show it;</p> <p>If you're happy and you know it, stamp your feet!</p> <p>12</p>	<p>Unit 1 My Classmates</p> <p>If you're happy and you know it, turn around!</p> <p>If you're happy and you know it, turn around!</p> <p>If you're happy and you know it, then you really ought to show it;</p> <p>If you're happy and you know it, turn around!</p> <p>If you're happy and you know it, jump up high!</p> <p>If you're happy and you know it, jump up high!</p> <p>If you're happy and you know it, then you really ought to show it;</p> <p>If you're happy and you know it, jump up high!</p> <p>If you're happy and you know it, raise your hands!</p> <p>If you're happy and you know it, raise your hands!</p> <p>If you're happy and you know it, then you really ought to show it;</p> <p>If you're happy and you know it, raise your hands!</p> <p>13</p>
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Objective:
By the end of the lesson, students will be able to:

- sing the song, 'If you're happy ...' with gestures.

Words and expressions:

New: stamp your feet, jump up high, raise your hands, turn around

Previously learnt: happy, clap your hands

Resources and preparation: audio materials, picture cards of clap your hands, stamp your feet, jump up high, raise your hands, turn around

Write the song on the board or print a chart (if available). Write the first verse of the song on the board. (Some phrases that can be replaced with the other phrases should be written in colours.)

Teaching procedure for Period 1

Pre-teaching (5 minutes)

- Act out the actions: clap your hands, stamp your feet, jump up high, raise your hands and turn around. After that, put the pictures with the expressions on the board.
(သီချင်းတွင် ပါသည့် စကားလုံးအသစ်များကို အမူအရာ လုပ်ပြ၍ စကားလုံး၏ အဓိပ္ပာယ်ကို ခန့်မှန်းရန် ပြောပါ။ ကျောင်းသားက စကားလုံးအဓိပ္ပာယ်ကို မြန်မာလို ပြောခဲ့လျှင် လက်ခံပြီး ဆရာက အင်္ဂလိပ်လို ပြောင်း၍ ပြောပေးပါ။)
- Tell students that when they hear 'Clap your hands,' they have to clap their hands three times.
- Follow the same procedure with the other expressions.

09 Listen and sing. (25 minutes)

If you're happy ...
If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!
If you're happy and you know it, then you really ought to show it;
If you're happy and you know it, clap your hands!

The same procedure can be used for other actions: stamp your feet!
jump up high!
raise your hands!
turn around!

- Play the recording or sing the song with actions as a model.
(ဆရာက သီချင်းကို အမူအရာဖြင့် သီဆိုပြပါ။)
- Sing the first verse of the song with actions and tell students to act out the song in the same way as you do.
(ကျောင်းသားများကို အမူအရာဖြင့် သီချင်းသီဆိုရန်ပြောပါ။)
- Repeat the same procedure with the remaining verses of the song.
- Divide the class into two groups.
- Tell the two groups of students to sing the verses in the song alternately.

Practice

(8 minutes)

- Make groups of four or five.
- Tell one student from each group to demonstrate an action and the other group members to say what the action is.
(ကျောင်းသားတစ်ဦးကို အမူအရာသရုပ်ပြစေပြီး ကျန်အဖွဲ့ဝင်များကို အင်္ဂလိပ်ဘာသာဖြင့် မည်ကဲ့သို့သုံးနှုန်းသည်ကိုဆိုရန် ပြောပါ။)
- Tell students to take turns within their groups.
- Make sure that all students actively participate while they are practising.

Summary and feedback

(2 minutes)

- If necessary, give feedback on the pronunciation of the new expressions.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Tell students to sing the song.

Do 'Simon says' game.

(15 minutes)

- Ask two or three students to come to the front of the class and demonstrate the 'Simon says' game to the class.
(ဆရာက 'Simon says...' ဟု ပြောလျှင် အမူအရာလုပ်ပြ၍ 'Simon says ...' မပြောလျှင် အမူအရာ မလုပ်ရန် ပြောပါ။)
- Tell students that if they make a mistake, they have to leave the group. (Remember to tell the students who have to leave the group to help detect those who make mistakes during the 'Simon says' game.)
(အမူအရာမှားလုပ်မိ၍ ကစားပွဲမှ ထွက်ရသော ကျောင်းသားကို ကျန်ရှိသောကျောင်းသားများ၏ အမှားကို ကူညီပြီးရှာပေးရန်ပြောပါ။)
- Do the 'Simon says' activity.
e.g. 'Simon says' activity: Simon says, 'Stand up!'/Simon says, 'Sit down!'/Clap your hands!
(Students who clap their hands have to leave the group.)

Recalling the song

(10 minutes)

- Divide the class into two groups and tell Group 1 to demonstrate an action and Group 2 to sing the song that corresponds to the action. Remind them to sing only one verse that corresponds to the action.
- Tell students to change their roles: Group 2 demonstrates the action, and Group 1 sings the song.

Listening and matching

(10 minutes)

- Divide the class into two groups and distribute the picture cards for actions and feelings.
- Tell students to listen to what the teacher says and then look for the related picture.
- Tell one student from each group to hold up the picture.
- The group that finishes the game first is the winner.

Summary and feedback

(2 minutes)

- If necessary give feedback on the pronunciation of the words 'you're'.

5.2 Unit 2 People, animals and things around us

Lesson 1 He/She has short hair.

Unit 2 People, animals and things around us

Unit 2 People, animals and things around us

Lesson 1 He/She has short hair.

Listen and say.

He has short hair.

She has long hair.

She has brown eyes.

He has dark eyes.

Look and say.

She has short hair.
She has brown eyes.

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Unit 2 People, animals and things around us

Draw and say.

He/She has ...

He has short hair.
He has brown eyes.

15

Objective:

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

- describe people using 'He/She has ...'!

Words and expressions:

New: dark, He/She has (adjectives + noun).

Previously learnt: long, short, brown, hair, eyes

Resources and preparation: audio materials, picture cards of children with long hair, short hair, brown eyes, dark eyes

Teaching procedure

Warm up

(3 minutes)

- Revise the adjectives: long, short, etc. and colours: brown, red, etc. learnt in Grade 1.
- Point to your hair, eyes, etc. and ask, 'What's this?'

10 Listen and say.

(10 minutes)

- Put four pictures of children with long hair, short hair, brown eyes and dark eyes on the board.
- Say, 'short hair' and ask students to point to the child who has 'short hair' on the board and to find the child with short hair in the textbook.
- Make sure that students know the meaning of 'short hair'.
(ကျောင်းသားများအား 'He/She has ...' အသုံးပြုပုံကို မြန်မာလို ရှင်းပြပေးပါ။)
- Follow the same procedure for the other expressions: She has long hair. She has brown eyes. He has dark eyes.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording or to the teacher carefully,

Look and say.

(10 minutes)

- Demonstrate how to do the activity. Ask two students to come to the front of the class.
- Tell students to introduce their friend to the class saying, 'Hello, his/her name is ...' and ask students to look at each other's hair and eyes and say, 'He/She has ...hair. He/She has ...eyes.'
(အတန်းသားများကို 'Hello' ဟု နှုတ်ဆက်ပြီး သူငယ်ချင်း၏ အမည်ကို ပြောရန်ပြောပါ။ ထို့နောက် ဆံပင်နှင့် မျက်လုံးအရောင်ကို ကြည့်ပြီး 'He/She has ...hair. He/She has ...eyes.' ကို အသုံးပြု၍ ပြောရန်ပြောပါ။ အနက်ရောင် မျက်လုံးကို dark eyes ဟု ပြောရန်ပြောပါ။)
- Divide the class into groups of four. (The number of groups will depend on the class size.)
- Ask students to look at their friends and say, 'Hello, He/She is my friend. His/Her name is ... He/She has ... hair. He/She has ... eyes.' Ask students to take turns.
- Monitor the class and help students who have difficulties in doing the activity.

Draw and say.

(15 minutes)

- Ask everybody to draw and colour the pictures of the boy and girl in the textbook.
- Students can draw any eyes colour, hair colour or length of hair. Ask them to be imaginative.
(ရုပ်ပုံဆွဲရာတွင် ကျောင်းသားများကို ၎င်းတို့စိတ်ကြိုက် ဆံပင် အတိုအရှည်၊ မျက်လုံးအရောင်တို့ကို ရေးဆွဲ ခြယ်သရန် ပြောပါ။)
- Give students support with vocabulary if necessary.
Put students in pairs and ask them to describe the person/picture they draw (e.g. 'He/She has ...hair. He/She has ...eyes.'). Ask them to take turns.
(မိမိရေးဆွဲထားသော ရုပ်ပုံအကြောင်းကို နှစ်ယောက်တစ်တွဲ အပြန်အလှန်ပြောရန် ပြောပါ။)
- Ask them to swap their pictures.
- Ask students to look at his/her friend's picture and present the picture to the class.
(မိမိဘေးရှိ သူငယ်ချင်းနှင့် နှစ်ယောက်တစ်တွဲ ပြောပြီးပါက အချင်းချင်းစာအုပ် လဲလှယ်ရန်ပြောပါ။ မိမိသူငယ်ချင်းရေးဆွဲထားသော ပုံကို ကြည့်ပြီး 'He/She has ...hair. He/She has ...eyes.' ကို အသုံးပြု၍ အတန်းကို ပြောပြရန် ပြောပါ။)

Summary and feedback

(2 minutes)

- Check whether students have learnt the new expressions: long, short, brown and dark or not.
- Give feedback on the pronunciation of the words 'long /lɒŋ/ and hair /heə/.

Lesson 2 Words with E e and F f

Unit 2 People, animals and things around us

Lesson 2 Words with E e and F f

Listen, say and trace.

egg egg	elbow elbow
E e	
elephant elephant	envelope envelope

Write and circle.

1. e n v e l o p e
2. _____
3. _____
4. _____

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Unit 2 People, animals and things around us

Lesson 2 Words with E e and F f

Listen, say and trace.

fox fox	fish fish
F f	
frog frog	flower flower

Write and circle.

1. f i s h
2. _____
3. _____
4. _____

17

Objectives:

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

- read and write words with E e and F f.
- recognize and say the sounds /e/ and /f/ in the words.

Words and expressions:

New: elephant, envelope, elbow, fox, frog, flower

Previously learnt: egg, fish

Resources and preparation: audio materials, alphabet cards of capital and small letters E e and F f, picture cards and word cards of egg, elbow, elephant, envelope, fox, fish, frog, flower

Words with E e

Teaching procedure

Warm up

(3 minutes)

- Write the letters E e and F f in the air and tell students to guess what the letters are.
- Show the alphabet cards of capital and small letters E e, F f and ask, 'What's this?' for each picture.

11 Listen, say and trace.

(10 minutes)

- Put the picture cards on the board or use the textbook.
- Ask students to guess the meaning of the words by interacting with them in the following way.
To teach the word 'egg', say, 'I like chicken eggs. I like chicken eggs. Point to the egg.'
- Follow the same procedure for the words elbow, elephant and envelope. You can use the following sentences to introduce the words.
 - (a) Touch your elbow.
 - (b) The elephant is big.
 - (c) The envelope is white.

('The elephant is big!' နှင့် 'The envelope is white.' များကို ရွတ်ဆိုရာတွင် 'The' ၏ အသံထွက်မှာ /ði/ ဖြစ်ပြီး /ðə/ မဟုတ်ကြောင်းကို ကျောင်းသားများ မှတ်သားမိစေရန် အခြားဥပမာများနှင့် နှိုင်းယှဉ်၍ ရှင်းပြပေးပါ။ စကားလုံးအသစ်များ သင်ကြားရာတွင် ဆရာက တိုက်ရိုက်ပြော၍ သင်ကြားခြင်းမဟုတ်ဘဲ ကလေးများကို ဆက်စပ်စဉ်းစား၍ သင်ယူသည့်နည်းဖြင့် သင်ကြားပေးပါ။)

- Make sure that students point to the right words.
- Spell the word e-g-g and pronounce it correctly for the students to repeat after you.
- Ask students to repeat after the teacher. Ask them to pronounce the final consonant, /g/.
- Play the recording or read the words aloud to the students.
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and say the following words.

Egg, Elbow, Elephant	Elbow, Elephant, Envelope
Egg, Elbow, Elephant	Elbow, Elephant, Envelope
Egg, Elbow, Egg, Elbow	Elbow, Elephant, Elbow, Elephant
Egg, Elbow, Elephant	Elbow, Elephant, Envelope

Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this, you can substitute any word for a clap, e.g. 'Egg, (clap), Elephant' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ခုခုလုံးဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Egg, (clap), Elephant)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီး မှတ်မိစေရန် ဇယားပါအတိုင်း ထပ်ကာထပ်ကာရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and circle.

(5 minutes)

- Ask students to look at the blanks and guess the words.
- Tell students to fill in the blanks and circle the pictures the words describe.
- Make sure that students are able to write and circle the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask them to recite the words. If necessary, give feedback on the pronunciation of the /e/ sound.

Words with F f

(40 minutes)

- Follow the same procedure for words with F f.

12 Listen, say and trace.

- You can use the following sentences to introduce new words with F f.

(Words with F f အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- (a) The fox has big ears. (b) I like fish.
(c) The frog is green. (d) The flower is red.

Practise saying the words.

- Point to the pictures and say the following words.


Fox, Fish, Frog	Fish, Frog, Flower
Fox, Fish, Frog	Fish, Frog, Flower
Fox, Fish, Fox, Fish	Fish, Frog, Fish, Frog
Fox, Fish, Frog	Fish, Frog, Flower

Lesson 3 It's big.

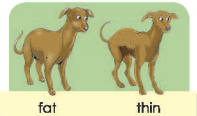
Unit 2 People, animals and things around us

Lesson 3 It's big.

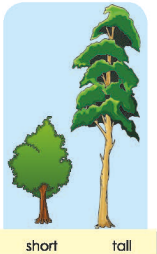
Listen and say.



big small



fat thin



short tall

Look and answer.

What's this?

It's a cup.


It's big.

18


Unit 2 People, animals and things around us

Ask and answer.

1




What's this?




It's a tree.
It's tall.


2




3




4



5



6



19

Objective:

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

- describe people, animals and things around them.

Words and expressions:

New: tall, thin, fat

Previously learnt: big, small, short, cup, dog, tree

What's this? It's a (cup, dog, tree), It's (big, small, short).

Resources and preparation: audio materials, picture cards and word cards of a big cup, a small cup, a short tree, a tall tree, a fat dog, a thin dog

Teaching procedure

Warm up

(3 minutes)

- Review the adjectives students previously learnt: long, short, big, small showing real objects or picture cards of a big apple and a small apple etc...

13 Listen and say.

(10 minutes)

- Show the picture cards of 'cup' and ask students, 'What's this?' If students can answer the question correctly, say, 'Right, it's a cup.'
- Show two picture cards and ask, 'Which one is big?' and 'Which one is small?'
- Confirm the meaning of 'big' and 'small.'
- Follow the same procedure to introduce other phrases: a short tree, a tall tree, a fat dog, a thin dog.
- Play the recording or read the words aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and say the words they hear.
- Show the picture cards or point to the textbook pictures randomly and check whether they can describe the objects or not.

(picture card များကို ပြ၍ သော်လည်းကောင်း၊ ဖတ်စာအုပ်ရှိ ရုပ်ပုံများကို ပြ၍ သော်လည်းကောင်း ကျောင်းသားများ၏ ပြောပြနိုင်မှုကို စစ်ဆေးပါ။ ရုပ်ပုံများကို ပြရာတွင် ကျပန်းထောက်ပြ၍ ကျောင်းသားများဖြေဆိုနိုင်မှုကို စစ်ဆေးပါ။)

- Practise the phrases of 'adjective + noun' (e.g. big cup).

14 Look and answer.

(15 minutes)

- Play the recording or read the dialogue aloud to the students.
- Tell them to listen to the recording or to the teacher carefully,
- Ask two students to come to the front of the class to hold up a picture card.
- Ask the student, 'What's this?' showing the picture card of a big cup to the class.
- Ask other students in the class to say, 'It's a cup. It's big.'
- Make groups of four. The number of groups will depend on the class size.
- Tell one member in a group to select and point to one picture in the textbook and ask 'What's this?' Other students answer, 'It's a cup/tree/dog.' and 'It's big/small/short/tall/fat/thin.' Continue with the other pictures in the same way. Tell students to swap their roles.

(အုပ်စု တစ်စုအတွင်းတွင် ကျောင်းသားတစ်ဦးက ဖတ်စာအုပ်ရှိ ရုပ်ပုံကို ကျပန်းထောက်ပြပြီး 'What's this?' ဟုမေးရန် ပြောပါ။ အုပ်စုအတွင်းရှိ ကျန်ကျောင်းသားများက ၎င်းရုပ်ပုံကို ကြည့်ပြီးမည်သည့်ပုံဖြစ်ကြောင်း ဖြေပါ။ မေးခွန်းမေးခြင်း၊ အဖြေဖြေဆိုခြင်းကို တစ်လှည့်စီ လုပ်ဆောင်ရန် ပြောပါ။)

Ask and answer.

(10 minutes)

- Demonstrate how to do the activity. Ask two volunteer students to come to the front of the class and hold up the textbook. Tell one student to point to one of the textbook pictures and ask, 'What's this?' and another student to answer it. Ask students to take turns.
- Divide the class into pairs; students A and B.
- Ask student A to point to one of the textbook pictures and ask student B, 'What's this?' Student B answers, 'It's a cup/tree/dog.' and 'It's big/small/short/tall/fat/thin.' Tell them to swap their roles.

(ကျောင်းသားများကို A နှင့် B ဟု သတ်မှတ်ပေးပါ။ ကျောင်းသား A က ဖတ်စာအုပ်ရှိ ရုပ်ပုံများကို တစ်ပုံချင်း ထောက်ပြပြီး မေးခွန်းမေးရန်ပြောပါ။ ကျောင်းသား B က ၎င်းပုံကို ကြည့်ပြီး အဖြေဖြေဆိုရန်ပြောပါ။ တစ်လှည့်စီ လုပ်ဆောင်ရန် ပြောပါ။)

- Ask students to do the activity for all the pictures.

(ကျောင်းသားများကို ဖတ်စာအုပ်အတွင်းရှိ ရုပ်ပုံအားလုံးနှင့် လေ့ကျင့်ရန်ပြောပြပေးပါ။)

Summary and feedback

(2 minutes)



- Tell students that they can describe objects, saying 'It's a cup/dog/tree.' and 'It's big/small/short/tall/fat/thin.'

Lesson 4 Words with G g and H h

Unit 2 People, animals and things around us

Lesson 4 Words with G g and H h

Listen, say and trace.

girl	glass
	
girl	glass
grapes	guava
	
grapes	guava

Write and match.

grapes  _____

 _____


 _____

20

Unit 2 People, animals and things around us

Lesson 4 Words with G g and H h

Listen, say and trace.

hat	hand
	
hat	hand
horse	house
	
horse	house

Write and match.

hat  _____

 _____

 _____

21

Objectives:

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

- read and write words with G g and H h.
- recognize and say the sounds /g/ and /h/ in the words.

Words and expressions:

New: glass, grapes, guava, horse, house

Previously learnt: girl, hat, hand

Resources and preparation: audio materials, alphabet cards of capital and small letters for G g and H h, picture cards and word cards of girl, glass, grapes, guava, hat, hand, horse, house

Words with G g

Teaching procedure

Warm up

(3 minutes)

- Write the letter 'G g and H h' in the air and tell students to guess what the letters are.
- Show the alphabet cards of capital and small letters G g and H h.

15 Listen, say and trace.

(10 minutes)

- Put the picture cards on the board or use the textbook.
- Introduce the word 'girl' by pointing to the picture and say;
T: 'She is a girl.'
- Repeat the procedure with the other words. You can use the following sentences to introduce the words.
 - (a) I want to drink a glass of water.
 - (b) I like grapes.
 - (c) The guava is green.

(စကားလုံး အသစ်များ သင်ကြားရာတွင် ဆရာက တိုက်ရိုက်ပြော၍ သင်ကြားခြင်းမဟုတ်ဘဲ ကလေးများကို ဆက်စပ်စဉ်းစား၍ သင်ယူသည့်နည်းဖြင့် သင်ကြားပေးပါ။)

- Ask students to repeat after the teacher.

- Play the recording or read the words aloud to the students.
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and say the following words.

Girl, Glass, Grapes	Glass, Guava, Grapes
Girl, Glass, Grapes	Glass, Guava, Grapes
Girl, Glass, Girl, Glass	Glass, Guava, Glass, Guava
Girl, Glass, Grapes	Glass, Guava, Grapes

Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this you can substitute any word for a clap, e.g. 'Girl, (clap), Grapes' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Girl, (clap), Grapes)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီးမှတ်မိစေရန် ဇယားပါအတိုင်းထပ်ကာထပ်ကာရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and match.

(5 minutes)

- Ask students to look at the blanks and guess the words.
- Tell students to fill in the blanks and match the pictures with the words.
- Make sure that students are able to write and match the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask students to recite the words. If necessary, give feedback on the pronunciation of the /g/ sound.

Word with H h

(40 minutes)

- Follow the same procedure for words with H h.

16 Listen, say and trace.

- You can use the following sentences to introduce new words with H h.

(Words with H h အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

(a) The hat is pink.

(b) If you're happy and you know it, raise your hands.

(c) The horse is brown.

(d) The house is big.

Practise saying the words.

- Point to the pictures and say the following words.

Hat, Hand, Horse	Hand, Horse, House
Hat, Hand, Horse	Hand, Horse, House
Hat, Hand, Hat, Hand	Hand, Horse, Hand, Horse
Hat, Hand, Horse	Hand, Horse, House


Lesson 5 My jacket is clean.

Unit 2 People, animals and things around us


Lesson 5 My jacket is clean.

Listen and say.


clean




dirty




long




new




old



short



Listen, choose and say.

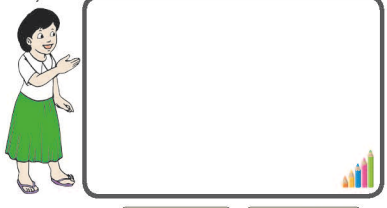


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Unit 2 People, animals and things around us

Draw and say.


My ... is ...



My bag is new.



My pencil is short.



23

Objective:

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

- describe things using some adjectives.

Words and expressions:

New: clean, dirty, new, old

My ... is ...

Previously learnt: long, short, jacket, bag, pencil

Resources and preparation: audio materials, picture cards of clean jacket, dirty jacket, long pencil, short pencil, old bag, new bag

There should be one set of six picture cards for each group.

Warm up

(3 minutes)

- Show the picture cards of jacket, pencil and bag and elicit from students what they are.
- Review the adjectives in the previous lesson.

17 Listen and say.

(5 minutes)

- Play the recording or read the words aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and say the words they hear.
- Show the two picture cards of 'clean jacket' and 'dirty jacket' and say, 'clean'.
- Ask students to tell you which jacket is clean.
- Confirm the meaning of 'clean' with them.
- Say, 'dirty' and ask students to say which jacket is dirty.
- Confirm the meaning of 'dirty' with them.
- Explain the difference between 'clean' and 'dirty' in Myanmar or local language.

18 Listen, choose and say.

(20 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or the teacher carefully and say the sentences they hear.

- Say 'My jacket is clean.' and ask students to tell you the meaning of 'My jacket is clean.' and confirm it with them.
- Follow the same procedure for the other sentences.

Whisper game

- Demonstrate how to play the game.
- Pile two sets of six picture cards at the back of the class.
(ဝေါဟာရ မြေပုံအတွက် picture card မြေပုံကို အတန်း၏နောက်တွင် နှစ်ပုံ ပုံထားပေးပါ။)
- Divide the class into two groups. (If the class size is large, increase the number of groups and sets of picture cards.)
- Ask a representative from each group to come to the teacher. Whisper a sentence to each of them. e.g. 'My jacket is clean.' Then they will have to relay the whispered sentence to the next students in their groups.
- Have the last student in each group choose the correct picture card out of six picture cards and say the sentence aloud.
e.g. 'My jacket is clean.'
(အုပ်စုမှ ကိုယ်စားလှယ်တစ်ဦးစီကို ဆရာက ပြောလိုသော ဝါကျကို တီးတိုးပြောပေးပါ။ ထို့နောက် သက်ဆိုင်ရာ အုပ်စုသို့ တစ်ဆင့်ပြီးတစ်ဆင့် တီးတိုးပြန်လည်ပြောရန် ပြောပါ။ နောက်ဆုံးကျောင်းသားက ကြားသော ဝါကျကို ပုံထားသော picture card များထဲမှ အမှန်ကို ရွေးချယ်ပြီး အသံကျယ်ကျယ်ဖြင့် ပြောရန်ပြောပါ။ ဥပမာ - 'My jacket is clean.')
- The group that chooses the correct picture card first and says the word correctly wins.
(picture card များကို အမြန်ဆုံးနှင့် မှန်ကန်စွာ ရွေးချယ်နိုင်သော အဖွဲ့အား အနိုင်ရရှိကြောင်း ကြေညာပါ။)
- Announce the group that wins the game.

Draw and say.

(10 minutes)

- Draw the picture of a jacket, a bag, or a pencil on the board and ask the students what it is.
- Ask everybody to draw and colour the picture of a jacket or a bag or a pencil.
- Students can draw any of the pictures in the textbooks.
(ရုပ်ပုံဆွဲရာတွင် ကျောင်းသားများကို ၎င်းတို့စိတ်ကြိုက် clean jacket or dirty jacket, long pencil or short pencil, new bag or old bag စသည်ဖြင့်ရေးဆွဲ ခြယ်သရန် ပြောပါ။)
- Ask students to make pairs and say what they drew using 'My ... is ...'
(ကျောင်းသားများအား မိမိရေးဆွဲထားသောပုံအကြောင်းကို 'My ... is ...' ကို အသုံးပြုပြီး နှစ်ယောက်တစ်တွဲ ပြောရန် ပြောပါ။)
- Ask students to find people with the same picture by using the sentences: 'My bag is clean.', 'My pencil is short.', etc., and make a group.
(ကျောင်းသားများကို မိမိရေးဆွဲထားသောပုံနှင့် တူညီသည့်ပုံ ရေးဆွဲထားသော သူငယ်ချင်းများရှာ၍ အုပ်စုတစ်ဖွဲ့ရန် ပြောပါ။ ဥပမာ - လွယ်အိတ်အသစ် ရေးဆွဲထားသူက ၎င်းပုံရေးဆွဲထားသော သူငယ်ချင်းကို ရှာပါ။)
- Ask each group, 'What is your group?' and have each group answer by saying, 'clean jacket,' 'dirty jacket,' etc.

Summary and feedback

(2 minutes)

- Give feedback on the pronunciation of the words 'jacket, bag, pencil, clean, dirty, long, short, new and old'.

Lesson 6 A lost frog



Objectives:

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

- recognize adjectives to describe animals.
- act out the story 'A lost frog.'

Words and expressions:

New: frog

Is this your frog? Yes/ No, my frog is ...

Previously learnt: big, small, fat, thin, fast, slow, brown, green

Resources and preparation: audio materials

Prepare two or three sets of six picture cards for the storytelling (4).

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Elicit from the students who the characters in the story are.
- Show a picture card of the frog or point to the picture of the frog and ask students to tell you the size and the colour of the frog.
- Ask students to predict how the story takes place.

19 Listen and say.

Storytelling (1)

(15 minutes)

- Play the recording or read the story aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Point to each picture of the story and tell the story again slowly.

(ပုံပြောရာတွင် ကျောင်းသားများ နားလည်မှုရှိစေရန် ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် ဖတ်ပြပေးပါ။)

Picture 1: Girl: Excuse me. I lost my frog.	Picture 2: Boy: Is this your frog? (Show the big frog.) Girl: No, my frog is small.	Picture 3: Boy: Is this your frog? (Show the fat frog.) Girl: No, my frog is thin.
Picture 4: Boy: Is this your frog? (Show the frog with blue eyes.) Girl: No, my frog has brown eyes.	Picture 5: Boy: Is this your frog? (Show the brown frog.) Girl: No, my frog is green.	Picture 6: Boy: Is this your frog? (Show the small, thin, green frog with brown eyes.) Girl: Yes, it is.

Storytelling (2)

(18 minutes)

- Play the recording again or tell the story again and ask students to point to each picture in the story while they are listening to it.
- Ask students to repeat after the teacher and point to the picture.

Summary and feedback

(2 minutes)

- Summarise the story, focusing on the expressions that they have learnt.
- Tell the class that they have to tell the story in the next period.

Teaching procedure for Period 2

Warm up

(2 minutes)

- Have students tell the story in Myanmar.

Storytelling (3)

(5 minutes)

- Divide the class into two groups.
- Ask one group to act as the boy and the other group to act as the girl. Switch roles when they have finished.

Storytelling (4)

(10 minutes)

- Pile 6 picture cards face down on the table randomly.
- Divide the class into groups. (The number of groups will depend on the class size, but each group should have about 6 students.)
- Ask them to rearrange the picture cards and tell the story.
- Each group will practise telling the story.

Storytelling (5)

(20 minutes)

- Ask each group to come to the front of the class and tell and act out the story.

Summary and feedback

(3 minutes)

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

5.3 Review 1

Review 1A

Objectives:

- To say the words with Aa to Hh
- To spell the words with Aa to Hh

Words and expressions:

bicycle, bread, cake, door, duck, envelope, fish, flower, frog, guava, horse

Resources and preparation:

picture cards of bicycle, bread, cake, door, duck, envelope, fish, flower, frog, guava, horse

Teaching procedure

Warm up

(7 minutes)

- Put the picture cards of bicycle, bread, cake, door, fish, frog, guava and horse on the board or you can choose any pictures that students have already learnt.
- Tell them to memorise the words that describe the pictures.
- Cover the pictures and tell them to try to recall and write down as many words as they can within one minute.
- Tell them to swap their notebooks and check their answers.
- Uncover the pictures and put the word cards under the respective pictures.
- Tell students to check the spelling of the words and count how many words they have got correct.
- Tell them to give one mark if they get one word correct.
- Ask whether they got 8 marks, 7 marks, 6 marks, 5 marks or below.

Rearrange the letters.

(15 minutes)

- Tell students to look at the pictures and elicit the words that describe the pictures from them.
- Tell them to rearrange the letters to get the words that describe the pictures.

(ပုံကို ကြည့်၍ စကားလုံးများကို မှန်ကန်စွာ ပြန်စီရန် ကလေးများအား ပြောပြပါ။)

- Tell them to swap their textbooks with their partners and check if their answers are correct or not.
- Tell them to reconsider their answers if their answers are different.

(၎င်းတို့၏ အဖြေစတုဂံပါက အဖြေမှန်ရရန် ပြန်စဉ်းစားရန် ပြောပါ။)

Find and circle.

(15 minutes)

- Tell students to make pairs.
- Tell them to look at the pictures and recall the words that describe the pictures.

- Tell them to search for and circle the words that describe the pictures in the rows of letters.


(ပေးထားသော ပုံကို ကြည့်၍ ဆီလျော်သည့် စကားလုံးကို ဝိုင်းရန် ပြောပါ။)

- Make sure that students are able to do the word search puzzle.
- Check if students can find and circle the words.

Self-assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table. (If necessary, explain how to fill in the table using their mother tongue.)
- Tell each student to choose the icon that shows his/her ability of writing the words with A to H and put a tick in the space under the icon.

I can ...			
write the words with A, B, C, D, E, F, G and H.			

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Review 1B

Review 1B

Interview your friend.

What's your name?
Name : _____

Do you like ...?

grapes apples
bread cake eggs

I like _____

How are you feeling?

great sad
hungry angry happy

I'm _____

Introduce your friend.

This is my friend, _____ (name)
He/ She likes _____ (food)
He/ She is _____ now. (feeling)

I can ...	😊	😞	😡	
interview my friend.				
introduce my friend to the class.				

27

Objectives:

- To ask their friends' names, the food they like and their feelings
- To present their interviewed story to the class

Words and expressions

What's your name?, Do you like ...?, How are you feeling?

Resources and preparation:

picture cards of apples, bread, cake, eggs, grapes, great, happy, hungry, sad, angry

Teaching procedure

Warm up

(3 minutes)

- Show the picture cards of apple, bread, eggs, grape, great, happy, hungry, sad and angry and ask 'What's this?'

Interview your friend.

(15 minutes)

- Demonstrate how to ask the questions with a student.
- Put the students into pairs and tell them to interview each other.
- Tell them to ask questions inquiring about the food he/she likes and how he/she feels and circle their friend's answers.
- Monitor the class and give support if students have difficulties while doing the interview.

Introduce your friend.




(20 minutes)

- Tell the students to fill in the blanks with the information they have received from their friends.
- After students have finished filling in the blanks, make groups of four students.
- Tell them to give a presentation on their friends to their group.
(မိမိ interview ထားသည့် သူငယ်ချင်းများအကြောင်းကို မိမိအဖွဲ့သားများကို ပြောပြရန်ပြောပါ။)
- Tell them that all the group members have to give a presentation on their interviews.
- Monitor the class and if they have difficulties, help them.

Self-assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table. (If necessary, explain how to fill in the table using the students' mother tongue.)
- Tell each student to choose the icon that shows his/her ability to talk about the food and drinks they like and how they feel and put a tick in the space under the icon.

I can ...			
interview my friend.			
introduce my friend to the class.			

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Review 1C

Review 1C

Listen and tick.
She has short hair. She has brown eyes.

Point and say.
What's this?
It's a tree. It's tall.

Look and say.
My pencil is long.

I can ...
talk about the pictures of people, animals and things around me.

	😊	😐	😞
--	---	---	---

28

Objective:

- To use adjectives to describe people, animals and things around themselves

Words and expressions:

He/ She has (adjectives + noun). What's this? It's a (noun).
It's (adjective). My (noun) is (adjective).

Resources and preparation:

audio materials

Teaching procedure

Warm up

(3 minutes)

- Show picture cards or pictures of long hair, short hair, tall, short, jacket, bag, dog, etc. in the textbook and elicit the words students have learnt in the previous lessons.
(ရှေ့သင်ခန်းစာများတွင် သင်ကြားပြီးသော ဝေါဟာရများကို picture card များအသုံးပြု၍ သော်လည်းကောင်း၊ ဖတ်စာအုပ်ပါ ရုပ်ပုံများကို ပြ၍ သော်လည်းကောင်း၊ ကလေးများ မှတ်မိမှုကို စစ်ဆေးပါ။)

20 Listen and tick.

(10 minutes)

- Play the recording or read the sentences aloud at least 3 times.
- Ask students to listen to the recording or the teacher carefully and tick the correct picture.
e.g. 'She has short hair. She has brown eyes.' (Answer: picture 1)
- Have students check their answers in pairs.
- Follow the same procedure for the other sentences using the following sentences.
He has short hair. He has dark eyes. (Answer: picture 2)
He has short hair. He has brown eyes. (Answer: picture 4)
She has long hair. She has dark eyes. ((Answer: picture 3)
(ကလေးများ ဖြေဆိုနိုင်စေရန် စာကြောင်းတစ်ကြောင်းစီကို ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် ဖတ်ပြပေးပါ။)

Point and say.

(10 minutes)

- Demonstrate how to do the activity with a student.
T: What's this? (pointing at the textbook picture)
S: It's a tree. It's tall.
- Ask students to work in pairs as student A and B.
- Tell student A to ask the question first and student B to respond to A's questions.
(ကလေးများ A နှင့် B တွင် မည်သူက မေးရမည်၊ မည်သူက ဖြေဆိုရမည်ကို သေချာစွာပြောပြပါ။ စာကြောင်းတစ်ကြောင်းစီကို ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် ဖတ်ပြပေးပါ။)
- Tell students to practise the dialogue for all the pictures with their partners.

(ဖတ်စာအုပ်တွင် ပါဝင်သော ရုပ်ပုံ ငြုပ်ကို တစ်ပုံချင်းထောက်၍ မေးရန် ပြောပါ။ ကျောင်းသားများကို activity လုပ်ဆောင်နေစဉ်တွင် မတ်တတ်ရပ်ပြီး မေးခွန်းမေးခြင်းနှင့် ဖြေဆိုခြင်း ပြီးဆုံးပါက ထိုင်စေခြင်းဖြင့် ဆရာက အလွယ်တကူ လှည့်လည်စစ်ဆေးနိုင်ပါသည်။)




- Monitor the class and help students who have difficulty in doing the activity.
- At the end of the activity, ask two volunteers and tell them to demonstrate the activity in front of the class.

Look and say. (15 minutes)

- Demonstrate how to do the activity. Ask students to look at the first picture (long pencil) and say 'My pencil is long.'
- First, ask students to look and say (e.g. 'My ... is ...') individually.
(ကျောင်းသားများအား ရုပ်ပုံတစ်ပုံချင်းကို ထောက်ပြီး 'My ... is...' ဖြင့် တစ်ဦးချင်း ပြောရန် ပြောပါ။)
- Second, divide the class into groups of five. Ask them to decide who will start saying 'My ... is ...' goes first. Tell one student in a group to describe a picture and other students in the group to point to the correct picture and then to take turns.
(ကျောင်းသားငါးဦးပါဝင်သော အုပ်စုများ ဖွဲ့ပါ။ ပထမကျောင်းသားက ၎င်းစိတ်ကြိုက် ရုပ်ပုံတစ်ပုံကို ရွေးချယ်ပြီး 'My ... is...' နှင့် ပြောရန် ပြောပါ။ ကျန်ကျောင်းသားများက မှန်သောပုံကို လက်ထောက်ရန် ပြောပါ။ တစ်လှည့်စီ လုပ်ဆောင်ရန် ပြောပါ။)

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statement table. (If necessary, explain how to fill in the table using the students' mother tongue.)
- Tell each student to choose the icon that shows his/her ability to describe their friends and things, using adjectives and put a tick in the space under the icon.

I can ...			
talk about the pictures of people, animals and things around me.			

5.4 Project 1 My friends

Project 1 My friends

Look and say.

This is my friend. This is my friend.
 His name is Aung Htet. Her name is Nandar.
 He has short hair. She has long hair.
 He has brown eyes. She has dark eyes.
 He is tall. She is short.
 He is great. She is happy.

Draw a picture of a friend and talk about him/her.

I can ...
 talk about my friends.

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Objective:

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

- talk about their friends.

Words and expressions:

This is my friend. His/Her name is ...

He/She has long/short hair. He/She has brown/dark eyes.

He/She is (tall, short, big, small, thin, fat).

He/She is (feeling).

Resources and preparation:

Prepare picture cards of the two pictures from the textbook or draw pictures on the board.

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Make gestures for 'fine, great, happy, sad, hungry, thirsty' and have students guess the meanings.
- Show picture cards or use pictures in the textbook and elicit the adjectives students have learnt in the previous lessons.

(ရှေ့သင်ခန်းစာများတွင် သင်ကြားပြီးသော ဝေါဟာရများကို picture card များအသုံးပြု၍ သော်လည်းကောင်း၊ ဖတ်စာအုပ်ပါ ရုပ်ပုံများကို ပြ၍ သော်လည်းကောင်း၊ ကျောင်းသားများ မှတ်မိမှု ရှိ မရှိ စစ်ဆေးပါ။)

Look and say.

(15 minutes)

- Use picture cards of the two pictures or draw pictures on the board, or use the textbook.
- Say, 'This is my friend. His name is (Aung Htet). He has (short hair). He has (brown eyes). He is (tall). He is (great).'

(သင်ကြားရာတွင် ကျောင်းသားများ နားလည်မှုရှိစေရန် ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် စာကြောင်းတစ်ကြောင်းချင်းစီကို ပြောပြပါ။)

- Follow the same procedure to talk about the picture of the girl.
- Tell the students to assume that the boy and the girl in the textbook are their friends.

(ကျောင်းသားများကို ဖတ်စာအုပ်ပါ ယောက်ျားလေးနှင့် မိန်းကလေးတို့သည် ၎င်းတို့၏ သူငယ်ချင်းများဟု မှတ်ယူရန် ပြောပါ။)

Practice

(17 minutes)

- Point to the picture and talk about them again saying, 'This is my friend. His name is (Aung Htet). He has short hair. He has brown eyes. He is tall. He is great.' Ask students to repeat after the teacher.
- Ask students to practise the language in pairs. Follow the same procedure to talk about the girl.

Summary and feedback

(3 minutes)

- Summarise what they have learnt.

(e.g This is ... His/ Her name is ... etc.)

Teaching procedure for Period 2: Do

Warm up

(3 minutes)

- Revise the language students have learnt in the previous lesson.

Draw a picture of a friend and talk about him/her.

(20 minutes)

- Draw a sample picture on the board, describing the person, saying 'This is my friend. His/Her name is (name). He has short hair. He has brown eyes. He is tall. He is great.'
- Tell students that they will have to draw a picture and present it as the teacher did. Ask students to individually draw a picture (a boy or a girl) in their textbook. Students can draw any picture they wish to draw. Instead of drawing their pictures in their textbooks, they can draw them in their notebooks.
- Monitor the class and help students who have difficulty in drawing their pictures.

Practice

(15 minutes)

- Ask three students to come to the front of the class and describe the pictures saying, 'This is my friend. His/Her name is (name). He/She has (long/short hair, brown/dark eyes). He/She is (tall, short, big, small, thin, fat). He/She is (feeling).'
- Put students into groups of four and ask each member of the groups to talk about their pictures in turns.

Summary and feedback

(2 minutes)

- Check whether students can use the expression they have learnt by asking some students check up questions.
- Tell the class that they will have to talk about their friends in the next period.

Teaching procedure for Period 3: Present

Warm up

(3 minutes)

- Revise all the vocabulary students have learnt so far.
e.g. names, adjectives, etc.
- Review the lesson by pointing to the pictures in the textbook or putting the enlarged picture on the board.
- Tell them they will have to rehearse for their presentations.

Preparation

(5 minutes)

- Tell students they will have to draw a picture of a friend in groups and then present it.
- Put students into groups of five or six naming them A, B, C, D, etc.
- Ask them to discuss what they are going to say in their presentation within their group members.
- Ask them to chose a student and draw a picture of him/her. Then write his/her name on a piece of paper and give it to the teacher.

Presentation




(30 minutes)

- Put the groups' chosen names in a hat or a bag.
- Pick a name and ask the respective group to come to the front of the class and give a presentation.
(Presentation ပြုလုပ်ရန်အတွက် အမည်တစ်ခုအား မဲနှိုက်ရွေးချယ်ပြီး ၎င်းပါသော အုပ်စုအား အတန်းရှေ့သို့ ထွက်လာရန် ပြောပါ။)
- Ask students to stick the picture on the board and give a presentation on it.
- Make sure all the members in each group participate in the presentation.
(အုပ်စုအတွင်းရှိ ကျောင်းသားများအားလုံး ပူးပေါင်းပါဝင်၍ ဆောင်ရွက်တင်ပြနိုင်အောင် စီစဉ် ဆောင်ရွက်ပေးပါ။)

Self-assessment


(2 minutes)

- Tell students to complete the 'I can ...' statement table in Myanmar.
- Ask each student to choose the icon that shows his/ her ability to describe their friends and put a tick in the space under the icon.

I can ...			
talk about my friends.			



5.4 Project 1 My friends

Project 1 My friends

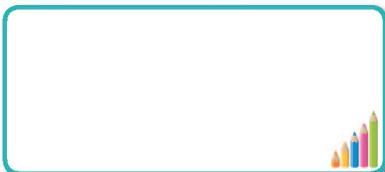
 **Look and say.**




This is my friend. His name is Aung Htet. He has short hair. He has brown eyes. He is tall. He is great.

This is my friend. Her name is Nandar. She has long hair. She has dark eyes. She is short. She is happy.

Draw a picture of a friend and talk about him/her.



I can ...   

talk about my friends.

29

Objective:

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

- talk about their friends.

Words and expressions:

This is my friend. His/Her name is ...

He/She has long/short hair. He/She has brown/dark eyes.

He/She is (tall, short, big, small, thin, fat).

He/She is (feeling).

Resources and preparation:

Prepare picture cards of the two pictures from the textbook or draw pictures on the board.

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Make gestures for 'fine, great, happy, sad, hungry, thirsty' and have students guess the meanings.
- Show picture cards or use pictures in the textbook and elicit the adjectives students have learnt in the previous lessons.

(ရှေ့သင်ခန်းစာများတွင် သင်ကြားပြီးသော ဝေါဟာရများကို picture card များအသုံးပြု၍ သော်လည်းကောင်း၊ ဖတ်စာအုပ်ပါ ရုပ်ပုံများကို ပြ၍ သော်လည်းကောင်း၊ ကျောင်းသားများ မှတ်မိမှု ရှိ မရှိ စစ်ဆေးပါ။)

Look and say.

(15 minutes)

- Use picture cards of the two pictures or draw pictures on the board, or use the textbook.
- Say, 'This is my friend. His name is (Aung Htet). He has (short hair). He has (brown eyes). He is (tall). He is (great).'

(သင်ကြားရာတွင် ကျောင်းသားများ နားလည်မှုရှိစေရန် ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် စာကြောင်းတစ်ကြောင်းချင်းစီကို ပြောပြပါ။)

- Follow the same procedure to talk about the picture of the girl.
- Tell the students to assume that the boy and the girl in the textbook are their friends.

(ကျောင်းသားများကို ဖတ်စာအုပ်ပါ ယောက်ျားလေးနှင့် မိန်းကလေးတို့သည် ၎င်းတို့၏ သူငယ်ချင်းများဟု မှတ်ယူရန် ပြောပါ။)

Practice

(17 minutes)

- Point to the picture and talk about them again saying, 'This is my friend. His name is (Aung Htet). He has short hair. He has brown eyes. He is tall. He is great.' Ask students to repeat after the teacher.
- Ask students to practise the language in pairs. Follow the same procedure to talk about the girl.

Summary and feedback

(3 minutes)

- Summarise what they have learnt.

(e.g This is ... His/ Her name is ... etc.)

Teaching procedure for Period 2: Do

Warm up

(3 minutes)

- Revise the language students have learnt in the previous lesson.

Draw a picture of a friend and talk about him/her.

(20 minutes)

- Draw a sample picture on the board, describing the person, saying 'This is my friend. His/Her name is (name). He has short hair. He has brown eyes. He is tall. He is great.'
- Tell students that they will have to draw a picture and present it as the teacher did. Ask students to individually draw a picture (a boy or a girl) in their textbook. Students can draw any picture they wish to draw. Instead of drawing their pictures in their textbooks, they can draw them in their notebooks.
- Monitor the class and help students who have difficulty in drawing their pictures.

Practice

(15 minutes)

- Ask three students to come to the front of the class and describe the pictures saying, 'This is my friend. His/Her name is (name). He/She has (long/short hair, brown/dark eyes). He/She is (tall, short, big, small, thin, fat). He/She is (feeling).'
- Put students into groups of four and ask each member of the groups to talk about their pictures in turns.

Summary and feedback

(2 minutes)

- Check whether students can use the expression they have learnt by asking some students check up questions.
- Tell the class that they will have to talk about their friends in the next period.

Teaching procedure for Period 3: Present

Warm up

(3 minutes)

- Revise all the vocabulary students have learnt so far.
e.g. names, adjectives, etc.
- Review the lesson by pointing to the pictures in the textbook or putting the enlarged picture on the board.
- Tell them they will have to rehearse for their presentations.

Preparation

(5 minutes)

- Tell students they will have to draw a picture of a friend in groups and then present it.
- Put students into groups of five or six naming them A, B, C, D, etc.
- Ask them to discuss what they are going to say in their presentation within their group members.
- Ask them to chose a student and draw a picture of him/her. Then write his/her name on a piece of paper and give it to the teacher.

Presentation




(30 minutes)

- Put the groups' chosen names in a hat or a bag.
- Pick a name and ask the respective group to come to the front of the class and give a presentation.
(Presentation ပြုလုပ်ရန်အတွက် အမည်တစ်ခုအား မဲနှိုက်ရွေးချယ်ပြီး ၎င်းပါသော အုပ်စုအား အတန်းရှေ့သို့ ထွက်လာရန် ပြောပါ။)
- Ask students to stick the picture on the board and give a presentation on it.
- Make sure all the members in each group participate in the presentation.
(အုပ်စုအတွင်းရှိ ကျောင်းသားများအားလုံး ပူးပေါင်းပါဝင်၍ ဆောင်ရွက်တင်ပြနိုင်အောင် စီစဉ် ဆောင်ရွက်ပေးပါ။)

Self-assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table in Myanmar.
- Ask each student to choose the icon that shows his/ her ability to describe their friends and put a tick in the space under the icon.

I can ...			
talk about my friends.			

5.3 Review 1

Review 1A

Review 1A

Rearrange the letters.

a k e c
 cake

u k d c

o r f g

w l r o f e

s h r e o

u g v a a

Find and circle.

b a c d f i s h a p u t b g h c o n m b r e a d g h e x
 f t b i c y c l e n o b c d o o r g i c e e n v e l o p e y

I can ...

write the words with A, B, C, D, E, F, G and H.

26

Objectives:

- To say the words with Aa to Hh
- To spell the words with Aa to Hh

Words and expressions:

bicycle, bread, cake, door, duck, envelope, fish, flower, frog, guava, horse

Resources and preparation:

picture cards of bicycle, bread, cake, door, duck, envelope, fish, flower, frog, guava, horse

Teaching procedure

Warm up

(7 minutes)

- Put the picture cards of bicycle, bread, cake, door, fish, frog, guava and horse on the board or you can choose any pictures that students have already learnt.
- Tell them to memorise the words that describe the pictures.
- Cover the pictures and tell them to try to recall and write down as many words as they can within one minute.
- Tell them to swap their notebooks and check their answers.
- Uncover the pictures and put the word cards under the respective pictures.
- Tell students to check the spelling of the words and count how many words they have got correct.
- Tell them to give one mark if they get one word correct.
- Ask whether they got 8 marks, 7 marks, 6 marks, 5 marks or below.

Rearrange the letters.

(15 minutes)

- Tell students to look at the pictures and elicit the words that describe the pictures from them.
- Tell them to rearrange the letters to get the words that describe the pictures.
(ပုံကို ကြည့်၍ စကားလုံးများကို မှန်ကန်စွာ ပြန်စီရန် ကလေးများအား ပြောပြပါ။)
- Tell them to swap their textbooks with their partners and check if their answers are correct or not.
- Tell them to reconsider their answers if their answers are different.

(၎င်းတို့၏ အဖြေစတုဂံပါက အဖြေမှန်ရရန် ပြန်စဉ်းစားရန် ပြောပါ။)

Find and circle.

(15 minutes)

- Tell students to make pairs.
- Tell them to look at the pictures and recall the words that describe the pictures.

- Tell them to search for and circle the words that describe the pictures in the rows of letters.



(ပေးထားသော ပုံကို ကြည့်၍ ဆီလျော်သည့် စကားလုံးကို ဝိုင်းရန် ပြောပါ။)

- Make sure that students are able to do the word search puzzle.
- Check if students can find and circle the words.

Self-assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table. (If necessary, explain how to fill in the table using their mother tongue.)
- Tell each student to choose the icon that shows his/her ability of writing the words with A to H and put a tick in the space under the icon.

I can ...			
write the words with A, B, C, D, E, F, G and H.			

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Review 1B

Review 1B

Interview your friend.

What's your name?
Name : _____

Do you like ...?

grapes apples
bread cake eggs

I like _____

How are you feeling?

great sad
hungry angry happy

I'm _____

Introduce your friend.

This is my friend, _____ (name)
He/ She likes _____ (food)
He/ She is _____ now. (feeling)

I can ...	😊	😞	😡	
interview my friend.				
introduce my friend to the class.				

27

Objectives:

- To ask their friends' names, the food they like and their feelings
- To present their interviewed story to the class

Words and expressions

What's your name?, Do you like ...?, How are you feeling?

Resources and preparation:

picture cards of apples, bread, cake, eggs, grapes, great, happy, hungry, sad, angry

Teaching procedure

Warm up

(3 minutes)

- Show the picture cards of apple, bread, eggs, grape, great, happy, hungry, sad and angry and ask 'What's this?'

Interview your friend.

(15 minutes)

- Demonstrate how to ask the questions with a student.
- Put the students into pairs and tell them to interview each other.
- Tell them to ask questions inquiring about the food he/she likes and how he/she feels and circle their friend's answers.
- Monitor the class and give support if students have difficulties while doing the interview.

Introduce your friend.




(20 minutes)

- Tell the students to fill in the blanks with the information they have received from their friends.
- After students have finished filling in the blanks, make groups of four students.
- Tell them to give a presentation on their friends to their group.
(မိမိ interview ထားသည့် သူငယ်ချင်းများအကြောင်းကို မိမိအဖွဲ့သားများကို ပြောပြရန်ပြောပါ။)
- Tell them that all the group members have to give a presentation on their interviews.
- Monitor the class and if they have difficulties, help them.

Self-assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table. (If necessary, explain how to fill in the table using the students' mother tongue.)
- Tell each student to choose the icon that shows his/her ability to talk about the food and drinks they like and how they feel and put a tick in the space under the icon.

I can ...			
interview my friend.			
introduce my friend to the class.			

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Review 1C

Review 1C

Listen and tick.
She has short hair. She has brown eyes.

Point and say.
What's this?
It's a tree. It's tall.

Look and say.
My pencil is long.

I can ...
talk about the pictures of people, animals and things around me.

	😊	😐	😞
--	---	---	---

28

Objective:

- To use adjectives to describe people, animals and things around themselves

Words and expressions:

He/ She has (adjectives + noun). What's this? It's a (noun).
It's (adjective). My (noun) is (adjective).

Resources and preparation:

audio materials

Teaching procedure

Warm up

(3 minutes)

- Show picture cards or pictures of long hair, short hair, tall, short, jacket, bag, dog, etc. in the textbook and elicit the words students have learnt in the previous lessons.
(ရှေ့သင်ခန်းစာများတွင် သင်ကြားပြီးသော ဝေါဟာရများကို picture card များအသုံးပြု၍ သော်လည်းကောင်း၊ ဖတ်စာအုပ်ပါ ရုပ်ပုံများကို ပြ၍ သော်လည်းကောင်း၊ ကလေးများ မှတ်မိမှုကို စစ်ဆေးပါ။)

20 Listen and tick.

(10 minutes)

- Play the recording or read the sentences aloud at least 3 times.
- Ask students to listen to the recording or the teacher carefully and tick the correct picture.
e.g. 'She has short hair. She has brown eyes.' (Answer: picture 1)
- Have students check their answers in pairs.
- Follow the same procedure for the other sentences using the following sentences.
He has short hair. He has dark eyes. (Answer: picture 2)
He has short hair. He has brown eyes. (Answer: picture 4)
She has long hair. She has dark eyes. ((Answer: picture 3)
(ကလေးများ ဖြေဆိုနိုင်စေရန် စာကြောင်းတစ်ကြောင်းစီကို ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် ဖတ်ပြပေးပါ။)

Point and say.

(10 minutes)

- Demonstrate how to do the activity with a student.
T: What's this? (pointing at the textbook picture)
S: It's a tree. It's tall.
- Ask students to work in pairs as student A and B.
- Tell student A to ask the question first and student B to respond to A's questions.
(ကလေးများ A နှင့် B တွင် မည်သူက မေးရမည်၊ မည်သူက ဖြေဆိုရမည်ကို သေချာစွာပြောပြပါ။ စာကြောင်းတစ်ကြောင်းစီကို ဖြည်းဖြည်းနှင့် အသံထွက် မှန်မှန် ဖတ်ပြပေးပါ။)
- Tell students to practise the dialogue for all the pictures with their partners.

(ဖတ်စာအုပ်တွင် ပါဝင်သော ရုပ်ပုံ ငြုပ်ကို တစ်ပုံချင်းထောက်၍ မေးရန် ပြောပါ။ ကျောင်းသားများကို activity လုပ်ဆောင်နေစဉ်တွင် မတ်တတ်ရပ်ပြီး မေးခွန်းမေးခြင်းနှင့် ဖြေဆိုခြင်း ပြီးဆုံးပါက ထိုင်စေခြင်းဖြင့် ဆရာက အလွယ်တကူ လှည့်လည်စစ်ဆေးနိုင်ပါသည်။)




- Monitor the class and help students who have difficulty in doing the activity.
- At the end of the activity, ask two volunteers and tell them to demonstrate the activity in front of the class.

Look and say. (15 minutes)

- Demonstrate how to do the activity. Ask students to look at the first picture (long pencil) and say 'My pencil is long.'
- First, ask students to look and say (e.g. 'My ... is ...') individually.
(ကျောင်းသားများအား ရုပ်ပုံတစ်ပုံချင်းကို ထောက်ပြီး 'My ... is...' ဖြင့် တစ်ဦးချင်း ပြောရန် ပြောပါ။)
- Second, divide the class into groups of five. Ask them to decide who will start saying 'My ... is ...' goes first. Tell one student in a group to describe a picture and other students in the group to point to the correct picture and then to take turns.
(ကျောင်းသားငါးဦးပါဝင်သော အုပ်စုများ ဖွဲ့ပါ။ ပထမကျောင်းသားက ၎င်းစိတ်ကြိုက် ရုပ်ပုံတစ်ပုံကို ရွေးချယ်ပြီး 'My ... is...' နှင့် ပြောရန် ပြောပါ။ ကျန်ကျောင်းသားများက မှန်သောပုံကို လက်ထောက်ရန် ပြောပါ။ တစ်လှည့်စီ လုပ်ဆောင်ရန် ပြောပါ။)

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statement table. (If necessary, explain how to fill in the table using the students' mother tongue.)
- Tell each student to choose the icon that shows his/her ability to describe their friends and things, using adjectives and put a tick in the space under the icon.

I can ...			
talk about the pictures of people, animals and things around me.			

Lesson 1 Do you like noodles?

Unit 3 The food I like

Unit 3 The food I like
Lesson 1 Do you like noodles?

Listen and say.

salad 	fried noodles 	fried rice 
biscuits 	bread 	cake 
juice 	fish 	milk 

30

Unit 3 The food I like

Ask and answer.

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

Ask and tick.

 Yes, I do. <input checked="" type="checkbox"/> No, I don't. <input type="checkbox"/>	 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>	 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>
 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>	 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>	 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>
 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>	 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>	 Yes, I do. <input type="checkbox"/> No, I don't. <input type="checkbox"/>

31

Objective:

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

- talk about the foods and drinks they like and they don't like.

Words and expressions:

New: salad, fried noodles, fried rice, biscuits

Previously learnt: bread, cake, juice, fish, milk

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

Resources and preparation: audio materials, picture cards of biscuits, bread, cake, fish, fried noodles, fried rice, juice, milk, salad

Teaching procedure

Warm up

(3 minutes)

- Ask students, 'Do you like bread?' and have them respond in English saying, 'Yes, I do./ No I don't.'
- Ask 'Do you like ...?' question with previously learnt words. e.g. cake, juice, fish, milk
- Have students ask the questions to the teacher and the teacher will respond to them.

21 Listen and say.

(15 minutes)

- Pointing to the pictures of the previously learnt words in the textbook, or showing the picture cards, ask students to say them.
- Introduce the new words in the following way.
 - * Put the four picture cards of the new words on the board. Say, 'I like biscuits. We eat biscuits with coffee. Point to the picture of biscuits. If students have difficulty in guessing, ask, 'Are they biscuits?' pointing to the picture.

* Repeat this procedure for the other words.

- Pointing to the picture of salad, ask students, 'What's this?' After they have answered the question, ask them, 'Do you like salad?' Ask a few students to answer the question. Repeat this procedure for the remaining words.
- Play the recording or read the words or phrases aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the words or phrases they hear.

22 Ask and answer.

(10 minutes)

- Play the recording and tell students to listen to the recording carefully.
- Ask two students to come to the front of the class and do the demonstration as follows.

T: Do you like fried noodles?

S1: Yes, I do.

S2: No, I don't.

- Tell students to ask the questions to the teacher in turns.
(ကျောင်းသားများက ဆရာကို မေးခွန်း အပြန်အလှန်မေးရန် ပြောပါ။)
- Divide the class into two groups.
- Tell one group to ask, 'Do you like ...?' and the other group to answer, 'Yes, I do.' or 'No, I don't.'
- Ask students who answer, 'Yes, I do.' to stand up and those who answer, 'No, I don't.' to sit down.
(‘Yes, I do.’ ဟုဆိုလျှင် မတ်တတ်ရပ်ပြီး ‘No, I don’t.’ ဟုဆိုလျှင် ထိုင်ရန် ညွှန်ကြားချက်ကို သေချာစွာ ရှင်းလင်း ပြောပြပေးပါ။)
- Ask them to take turns to ask and answer.

Ask and tick.

(10 minutes)

- Ask a student to do the demonstration with you in front of the class.
- Point to a picture in the table, e.g. fried noodles, and ask the student, 'Do you like fried noodles?'
- The student answers, 'Yes, I do.' or 'No, I don't.'
- If the answer is 'Yes, I do.' students should tick the picture of fried noodles in the textbook.
- If the answer is 'No, I don't.' students should cross the picture of fried noodles in the textbook.
- Pair up the students and make them stand up. When students in a pair have asked and answered all the questions, they can sit down. After all students have finished and if they still have time, they can change partners and repeat the activity. Monitor the classroom while students are doing the activity to help them.

Summary and feedback

(2 minutes)





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

Lesson 2 Words with I i and J j





Unit 3 The food I like

Lesson 2 Words with I i and J j

Listen, say and trace.

ink  ink	itch  itch
igloo  igloo	island  island

Write and match.





i_k _tch i_loo isl_nd

32





Unit 3 The food I like

Lesson 2 Words with I i and J j

Listen, say and trace.

jam  jam	jug  jug
juice  juice	jacket  jacket

Write and match.

ja_ket j_g ju_ce _am

33

Objectives:

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

- read and write words with I i and J j.
- recognize and say the sounds /ai/, /i/ and /dʒ/ in the words.

Words and expressions:

New: itch, igloo, island, juice, jacket

Previously learnt: ink, jam, jug

Resources and preparation: audio materials, alphabert cards of capital and small letters I i and J j, word cards and picture cards of ink, itch, igloo, island, jam, jug, juice, jacket

Words with I i

Teaching procedure

Warm up

(3 minutes)

- Write the letters I i and J j in the air and tell students to guess what the letters will be.
- Show the alphabert cards of capital and small letters I i, J j and ask, 'What's this?' for each card.

23 Listen, say and trace.

(15 minutes)

- Put the picture cards of ink, itch, igloo and island on the board.
- Say, 'Ink is blue. Ink is blue. Point to the ink.' If the students cannot point to the correct picture easily, put the ink word card under the pictures of island, igloo and itch and ask 'Is this the ink?'
(*'Ink is blue. Ink is blue. Point to the ink.'* ဟုပြောပါ။ အကယ်၍ ကျောင်းသားများက ပုံကိုမှန်ကန်စွာ မညွှန်ပြနိုင်လျှင် 'island', 'igloo', 'itch' ပုံများ၏အောက်တွင် 'ink' ဟု ရေးထားသော စာလုံးကတ်ပြားကိုထားပြီး 'Is this the ink?' 'ဒါက မင်လား'ဟုမေးပါ။)
- At last, put the word card under the respective (correct) picture.

- Follow the same procedure for the words 'island', 'igloo' and 'itch'.
- To teach the words 'itch', 'igloo' and 'island', you can use the following sentences.
 - (a) I have an itch. (Use gestures.)
 - (b) The igloo is small.
 - (c) The island is green.

Here, the teacher needs to explain about 'igloo'. For example, the teacher can say 'An igloo is a small house where people from very cold places live. It is built of blocks of hard snow.'

('igloo' သည် အလွန်အေးသော ဒေသတွင်နေထိုင်သော (အက်စ်ကီးမီး) လူမျိုးများ နေထိုင်သည့် အိမ်ငယ်ဖြစ်သည်။ ၎င်းကို နှင်းခဲတုံးများဖြင့် တည်ဆောက်ထားသည်ဟု ကျောင်းသားများကို ရှင်းပြပါ။)

- Read out the words, ink, itch, igloo and island and let students repeat after the teacher. The pronunciation of 'island' /'aɪ.lənd/ should be recognized by the students. (ကျောင်းသားများအား 'island' /'aɪ.lənd/ ၏ အသံထွက်ကို သတိပြုရန်ပြောပါ။)
- Play the recording or read the words aloud to the students.
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Write. (10 minutes)

- Tell them to write the words in their notebooks at least five times for each word.
- Make sure that students can write the words properly in their notebooks.

Write and match. (7 minutes)

- Tell students to fill in the blanks.
- Tell them to match the words and pictures.
- Make sure that students are able to fill in the blanks correctly and match the words with the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback (5 minutes)

- Make sure that students can pronounce the /aɪ/ and /ɪ/ sounds in the words. If necessary, give feedback on the pronunciation of the /aɪ/ sound.

Words with J j (40 minutes)

- Follow the same procedure for words with J j.

24 Listen, say and trace.

- You can use the following sentences to introduce words with J j. (Words with J j အတွက်စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)
 - (a) I like jam.
 - (b) The jug is white. We can put water in the jug.
 - (c) I like drinking juice.
 - (d) I have a brown jacket.

Lesson 3 My favourite food

Unit 3 The food I like

Lesson 3 My favourite food

Listen and say.

pudding 	wafers 	chocolate
ice cream 	juice 	biscuits
salad 	fried noodles 	fried rice

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Unit 3 The food I like

Ask and answer.

What's your favourite food?

My favourite food is pudding.

Practise.

What's your favourite food?

My favourite food is wafers.

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Objective:

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

- say what their favourite food is.

Words and expressions:

New: chocolate, ice cream, pudding, wafers

What's your favourite food?

Previously learnt: biscuits, fried noodles, fried rice, juice, salad,

Resources and preparation: audio materials, picture cards of chocolate, ice cream, pudding, wafers, biscuits, fried noodles, fried rice, juice, salad, a ball

Teaching procedure

Warm up

(3 minutes)

- Review words for some foods and snacks students know by showing picture cards.

25 Listen and say.

(10 minutes)

- Introduce the new words by showing the pictures from the textbook as follows.
 - * Point to the picture of 'pudding' and say 'pudding' for three times.
 - * Ask students to repeat after the teacher. Do the same procedure for other words.
- Play the recording or read the words or phrases aloud to the students.
- Tell students to listen to the recording or to the teacher and say the words or phrases they hear.

26 Ask and answer.

(10 minutes)

- Play the recording and tell students to listen to the recording carefully.
- Ask students to guess the meaning of the word 'favourite'. If necessary, give some example sentences using the word, 'favourite' as follows:

I eat biscuits everyday. I like biscuits very much. My favourite food is biscuits.

- Ask a student to come to the front of the class and practise the dialogue.

T: What's your favourite food?

S: My favourite food is ice cream.

- Ask another student to answer the question.
- Ask two or three pairs of students to practise the dialogue.
- Ask the other students to observe the activity.
- Put the students into groups of four.
- Ask the groups to practise the dialogue 'What's your favourite food?' 'My favourite food is ...'
(ကျောင်းသားများအား မိမိ ကြိုက်သော အစားအစာများကို လွတ်လပ်စွာ ပြောဆိုခွင့်ပေးပါ။)
- Make sure that all group members do the activity.

Practise.

(15 minutes)

Throw the ball activity

- Ask 5 students to come to the front of the class and make a circle to demonstrate the activity.
- Give a ball to a student.
- Tell the student who is holding the ball to ask 'What's your favourite food?' and throw the ball to another student.
(ဘောလုံးလက်ဝယ်ရှိသော ကျောင်းသားက မေးခွန်းမေးပြီး ဘောလုံးကို မိမိ သူငယ်ချင်းထံသို့ ပစ်ပေးရန် ပြောပါ။)
- Ask the student who receives the ball to answer the question by saying his favourite food and to throw the ball to another student by asking the question 'What is your favourite food?'
(ဘောလုံး ရရှိသော ကျောင်းသားက မိမိကြိုက်နှစ်သက်သော အစားအသောက်ကို ပြောပြီး နောက်သူငယ်ချင်းတစ်ဦးထံသို့ 'What is your favourite food?' မေးခွန်းမေးပြီး ဘောလုံးကို ပစ်ရန်ပြောပါ။)
- Tell them to continue doing the activity.
- Remind the students to throw the ball to someone who has not answered the question yet.
- Make sure that all students understand the activity.
- Tell the whole class to make a big circle and start the activity. (If the class size is too big, students can play this game from their seats.)

Summary and feedback


(2 minutes)





- Make sure that the students remember the names of the foods and drinks.
- Confirm that students can ask and answer 'What's your favourite food?' 'My favourite food is ...'

Lesson 4 Words with K k and L l


Unit 3 The food I like





Lesson 4 Words with K k and L l

 Listen, say and trace.

 key	 kite
 kettle	 kangaroo

K k


 Listen and write.





 a r o k a n o k g o k	 e k y
 i e k t i k	 t e k t i k

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Unit 3 The food I like





Lesson 4 Words with K k and L l

 Listen, say and trace.

 lamp	 leaf
 lion	 ladder

L l

 Listen and write.

 l r a d d e d	 a l m p
 e f a e l a	 o i n o l n

37

Objectives:

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

- read and write words with K k and L l.
- recognize and say the sounds /k/ and /l/ in the words.

Words and expressions:

New: kettle, kangaroo, leaf, lion, ladder

Previously learnt: key, kite, lamp

Resources and preparation: audio materials, alphabert cards of capital and small letters K k and L l, word cards and picture cards of key, kite, kettle, kangaroo, lamp, leaf, lion, ladder

Words with K k

Teaching procedure

Warm up

(5 minutes)

- Put some picture cards of the words that students have already learnt on the board. (e.g. the picture cards of ice, jam, hand, grapes, flower, eye, doll)
- Tell students to memorize all of these words.
- After that, remove all the picture cards from the board quickly and tell students to recall and write down as many words as they can.
- Give students one minute to write down the words.
- Then, tell them to swap their books and check their answers. Next, write the words that describe the picture cards on the board and ask students to check their spelling.

27 Listen, say and trace.

(13 minutes)

- Show the alphabet cards of K k and ask, 'What's this?' for each card.

- Put the students into groups and distribute four pictures for each group.
- Tell them to put the pictures on the desk or table.
- Say, 'The kite is flying in the air. The kite is flying in the air. Point to the kite.' After getting the students' answer, give them the word card of the kite and have them put it under the respective picture.
- Repeat the procedure with the other words. You can use the following sentences to introduce the words.
 - (a) I use my key to open the door.
 - (b) The kangaroo has a baby.
 - (c) I use kettle to boil the water.
- Play the recording or read the words aloud to the students.
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Write. (10 minutes)

- Tell them to write the words in their notebooks at least five times for each word.
- Make sure that students can write the words properly in their notebooks.

Listen and write. (10 minutes)

- Read the words aloud to the students and tell the students to listen to the teacher carefully.
- Tell them to look at the pictures and letters while listening to the teacher.
- Have students rearrange the letters to make meaningful words.
- Make sure that students are able to write the words next to the pictures while listening to the words. If the class size is large, students can swap their books and check each other's work.

Summary and feedback (2 minutes)

- Make sure that students can pronounce the /k/ sound in the words. If necessary, give feedback on the pronunciation of the /k/ sound.

Words with L l (40 minutes)

- Follow the same procedure for words with letter L l.

28 Listen, say and trace.

- You can use the following sentences to introduce words with L l.

(Words with L l အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- (a) The leaf is green.
- (b) I use my lamp to read at night.
- (c) I use the ladder to climb up the wall.
- (d) I saw a lion in the zoo.

Lesson 5 Days of the week

Unit 3 The food I like

Lesson 5 Days of the week

Listen and sing.

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

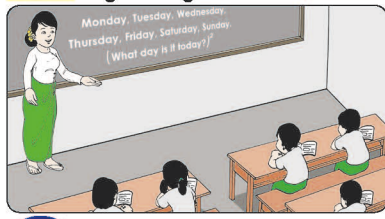
Monday, Tuesday,
Wednesday,
Thursday, Friday,
Saturday, Sunday.
(What day is it today?)²

Monday, Tuesday,
Wednesday,
Thursday, Friday,
Saturday, Sunday.
(What day is it today?)²

38

Unit 3 The food I like

Sing the song.



Trace and write.

Sunday	1.	
Monday	2.	
Tuesday	3.	
Wednesday	4.	
Thursday	5.	
Friday	6.	
Saturday	7.	

39

Objectives:

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

- sing 'Days of the week' song.
- know the order of the days of the week.

Words and expressions:

New: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

What day is it today?

Resources and preparation: audio materials, a calendar, word cards of Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Teaching procedure

Pre-teaching

(4 minutes)

- Show students a calendar and ask, 'How many days are there in a week?'

29 Listen and sing.

(15 minutes)

- Play the recording or sing 'Days of the week' song 3 times.

Verse (1)

Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday.

(What day is it today?) x 2

Verse (2)

Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday.

(What day is it today?) x 2

- Ask students to repeat after the teacher line by line.

- Sing the song together with the students. Make sure that the students can pronounce the word 'Wednesday' /'wenz.deɪ/ correctly.

(ကျောင်းသားများအား 'Wednesday' /'wenz.deɪ/ ၏ အသံထွက်ကို မှန်မှန်ကန်ကန် ထွက်တတ်စေရန် ဂရုတစိုက်သင်ကြားပေးပါ။)

Sing the song.

(8 minutes)

- Practise singing the song several times so that students will be able to sing the song well.
- Divide the class into two groups A and B.
- Tell group A to sing the song and group B to listen to group A, and take turns.

Trace and write.

(10 minutes)

- Tell the groups to trace the names of the days.
- Tell the students to check each other's tracing.
- Tell them to write the names of the days in their exercise books.

If you have more time, the following activity can be done.

- Divide the class into groups according to the number of students in the class.
- Distribute sets of seven paper strips with days of the week.
- Ask the groups to arrange the days in the correct order.
- Tell them that the group which finishes first with the correct order wins the game.

(ကျောင်းသားများအား နေ့များကို အစဉ်လိုက်အတိုင်း စီရန်ပြောပြီး အမြန်ဆုံး အမှန်စီနိုင်သော အဖွဲ့က အနိုင်ရကြောင်း ပြောပြပါ။)

Summary and feedback

(3 minutes)

- End the class by singing the 'Days of the week' song together.
- Give feedback on the students' pronunciation and intonation.

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Lesson 6 The hungry pig

Unit 3 The food I like		Unit 3 The food I like	
Lesson 6 The hungry pig Listen and say.			
<p>This is Susie, the hungry pig.</p>	<p>On Sunday, she eats a salad.</p>	<p>On Wednesday, she eats a watermelon.</p>	<p>On Thursday, she eats three puddings.</p>
<p>On Monday, she eats a mango.</p>	<p>On Tuesday, she eats two bananas.</p>	<p>On Friday, she eats five big cakes.</p>	<p>On Saturday, she eats six pineapples.</p>
		<p>On Sunday, she is sick.</p>	
40		41	

Objectives:

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

- act out the story 'The hungry pig.'

Words and expressions:

New: 'pig', 'sick'

Previously learnt: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, salad, mango, banana, watermelon, pudding, cake, pineapple

Resources and preparation: audio materials, picture cards for the story, a print chart for the story (if available)

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Ask students to look at the first picture and ask them what they see in it.
- Ask 'How is the pig feeling?' by pointing at the title 'The hungry pig'.

30 Listen and say.

Storytelling (1)

(25 minutes)

- Play the recording or read the story aloud to the students.
- Tell students to listen to the recording or to the teacher very carefully.

Group work

- Form the students into 7 groups: 'Sunday group', 'Monday group', 'Tuesday group', 'Wednesday group', 'Thursday group', 'Friday group' and 'Saturday group'
- Give each picture of the story to each group formed according to the days.

Sunday Group On Sunday, she eats a salad.	Monday Group On Monday, she eats a mango	Tuesday Group On Tuesday, she eats two bananas.	
Wednesday Group On Wednesday, she eats a watermelon.	Thursday Group On Thursday, she eats three puddings.	Friday Group On Friday, she eats five big cakes.	Saturday Group On Saturday, she eats six pineapples.

- Ask each group to look at their picture and try to find out what the hungry pig eats in their picture on which day.
- Ask students to read the sentence they have got.
- Read the story for each picture.
- Ask students, 'What do you think will happen to the pig the next day?' when the teacher have finished talking about the seven days.
- Show them the last picture by covering the sentence and ask, 'Is the pig feeling great?'
- Help them by showing the sentence.

Storytelling (2)

(10 minutes)

- Play the recording again or tell the story again.
- While telling the story, ask students some questions to elicit the words from the students. e.g. 'What does Susie eat on Sunday?', 'After Sunday what day comes next?', etc.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask students to tell the story in Myanmar again.

Storytelling (3)

(33 minutes)

Acting out

- Tell students that they are going to tell the whole story.
- Divide students into two groups and tell them that each group will tell the story.
- Explain them that they can choose nine representatives from each group to tell the story, looking at the nine pictures in the story and other students will help their representatives.
- Give students preparation time.
- Representatives of each group will have to tell the story.

Summary and feedback

(2 minutes)

- Give feedback on their story telling.
- Give feedback on their pronunciation of the final consonant sound /s/ in the words: 'eats', 'bananas', 'cakes', 'puddings' and 'pineapples'.

5.6 Unit 4 Fun and games

Lesson 1 I can sing.



Objective:

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

- say what they can do using 'I can ...'

Words and expressions:

New: dance, swim, jump, write

I can ...

Previously learnt: sing, draw

Resources and preparation: audio materials, word cards and picture cards of dance, sing, draw, jump write, swim

There should be a set of six picture cards for two or three groups.

Teaching procedure

Warm up

(2 minutes)

- Elicit the verbs 'sing' and 'draw' from the students using gestures.

31 Listen and say.

(10 minutes)

- Play the recording or read the words aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the words they hear.
- Say the word 'dance' and then act out the word.
- Ask students to tell you the meaning of 'dance' in Myanmar.
- Ask them to find the picture of 'dance' in the textbook.
- Ask them to act out the word and say 'dance'.

(ဝေါဟာရ စကားလုံးနှင့် အမူအရာကို ကျောင်းသားများ နားလည်မှတ်မိစေရန် လေ့ကျင့်သင်ကြားပါ။)

32 Listen, choose and say.

(14 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or the teacher carefully and say the sentences they hear.
- Say 'I can dance.' and ask students to tell you the meaning of 'I can dance.' and confirm it with them.
- Follow the same procedure for the other verbs 'sing, draw, jump, write and swim'.
- Explain the difference between draw (a picture) and write (words etc.).

('draw' သည် ရုပ်ပုံရေးဆွဲခြင်းဖြစ်ကြောင်းနှင့် 'write' သည် စာရေးသားခြင်းဖြစ်ကြောင်း ရှင်းပြပါ။)

Whisper game

- Demonstrate how to play the game.
- Pile two sets of six picture cards at the back of the class.
(ဝေါဟာရ ၆မျိုးအတွက် picture card ၆ကတ်စီကို အတန်း၏နောက်တွင် နှစ်ပုံ ပုံထားပေးပါ။)
- Divide the class into two groups. If the class size is large, increase the number of groups and sets of picture cards.
- Ask a representative from each group to come to the teacher. Whisper a sentence to each of them. e.g. 'I can dance.' Have them relay the whispered sentence to other students in their groups.
- Have the last student in the group choose the correct picture card out of the six picture cards and say the sentence aloud.

e.g. 'I can dance.'

(အုပ်စုမှ ကိုယ်စားလှယ်တစ်ဦးစီကို ဆရာက ပြောလိုသော ဝါကျကို တီးတိုးပြောပေးပါ။ ထို့နောက် သက်ဆိုင်ရာ အုပ်စုသို့ တစ်ဆင့်ပြီးတစ်ဆင့် တီးတိုးပြန်လည်ပြောရန် ပြောပါ။ နောက်ဆုံးကျောင်းသားက ကြားသော ဝါကျကို ပုံထားသော picture card များထဲမှ အမှန်ကို ရွေးချယ်ပြီး အသံကျယ်ကျယ်ဖြင့် ပြောရန်ပြောပါ။ ဥပမာ - 'I can dance.')

- The group that chooses the correct picture card first and says the word correctly wins.
(picture card များကို အမြန်ဆုံးနှင့် မှန်ကန်စွာ ရွေးချယ်နိုင်သော အဖွဲ့အား အနိုင်ရရှိကြောင်း ကြေညာပါ။)
- Announce the group that wins the game.

Tick and say.

(12 minutes)

- Demonstrate how to do the activity.
- Ask students to tick what they can do in the box given in the textbook.
(ကျောင်းသားများကို ဖတ်စာအုပ်အတွင်းရှိ ပေးထားသော အကွက်တွင် မိမိပြုလုပ်နိုင်သော ပုံများကို အမှန်ခြစ်ခြစ်ရန် ပြောပါ။)
- Ask them to say what they have ticked using 'I can ...' in pairs.
(မိမိ အမှန်ခြစ်ထားသော ပုံများကို 'I can ...' နှင့် တွဲ၍ နှစ်ယောက်တစ်တွဲစီ ပြောရန်ပြောပါ။)
- Ask some students to come to the front of the class and have them say what they have ticked using 'I can ...'

Finding friends

- Demonstrate how to do the activity with some students. Ask students to find those who can do things they can.
- Ask students to make new groups with those who have ticked the same pictures they ticked.
(ကျောင်းသားများကို မိမိ အမှန်ခြစ်ခြစ်ထားသော ပုံများနှင့် တူညီသော သူငယ်ချင်းရှာ၍ အုပ်စုဖွဲ့ရန် ပြောပါ။)
- Ask them how many friends they found.

Summary and feedback

(2 minutes)

- Ask students what they can do.
- Make sure that students understand the meaning of the verbs they learnt and use the expression 'I can ...'

Lesson 2 Words with M m and N n

Unit 4 Fun and games

Lesson 2 Words with M m and N n

Listen, say and trace.

 mug	 mango
 monkey	 mouth

Mm

Write and circle.

1. _____
2. _____
3. _____
4. _____

44

Unit 4 Fun and games

Lesson 2 Words with M m and N n

Listen, say and trace.

 nail	 neck
 nest	 nose

Nn

Write and circle.

1. _ _ c _
2. _ a _
3. _ _ e _
4. _ _ t _

45

Objectives:

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

- read and write words with M m and N n.
- recognize and say the sounds /m/ and /n/ in the words.

Words and expressions:

New: mug, neck

Previously learnt: mango, monkey, mouth, nail, nest, nose

Resources and preparation: audio materials, alphabet cards of capital and small letters M m and N n, picture cards and word cards of mug, mango, monkey, mouth, nail, neck, nest, nose

Words with M m

Teaching procedure

Warm up

(3 minutes)

- Review the words: key, kite, kettle, kangaroo, lamp, leaf, lion and ladder.
- Write the letters 'M m and N n' on the board and ask students words with M m and N n they can remember.

33 Listen, say and trace.

(10 minutes)

- Put the picture cards of mug, mango, monkey and mouth on the board.
- Say, 'I drank a mug of coffee this morning, I drank a mug of coffee this morning. Point to the mug'. If necessary, make gesture of drinking with a mug.

('I drank a mug of coffee this morning, I drank a mug of coffee this morning.' ဟုပြောပါ လိုအပ်ပါက သောက်သုံးသည့်အမှုအရာအား ပြုလုပ်ပြပါ။)

- At last, put the word card under the respective (correct) picture.
- Follow the same procedure for the words 'mango, monkey and mouth'.
- To teach the words: mango, monkey, mouth, you can use the following sentences.

(a) The mango is a fruit. I like mangoes.

(b) The monkey is sitting. It's brown.

(c) I have a big mouth. (If necessary, open your mouth wide.)

- Play the recording or read the words aloud to the students.
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and read the following words.

Mug, Mango, Monkey	Mango, Monkey, Mouth
Mug, Mango, Monkey	Mango, Monkey, Mouth
Mug, Mango, Mug, Mango	Mango, Monkey, Mango, Monkey
Mug, Mango, Monkey	Mango, Monkey, Mouth

Point to each picture and say the words slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this you can substitute any word for a clap, e.g. 'Mug, (clap), Monkey' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Mug, (clap), Monkey)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီး မှတ်မိစေရန် ဇယားပါအတိုင်း ထပ်ကာထပ်ကာ ရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and circle.

(5 minutes)

- Ask students to look at the blanks and guess the words.
- Tell students to fill in the blanks and circle the pictures of the words.
- Make sure that students are able to write and circle the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask students to recite the words. If necessary, give feedback on the pronunciation of the /m/ sound.

Words with N n

(40 minutes)

- Follow the same procedure for words with N n.

34 Listen, say and trace.

- You can use the following sentences to introduce words with N n.

(Words with N n အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်ပါသည်။)

- (a) I hammered the nail on the wall (with gesture).
- (b) I have a long neck.
- (c) The nest is in the tree.
- (d) I have a big nose.

Practise saying the words.

- Point to the pictures and say the following words.


Neck, Nail, Nest	Nail, Neck, Nose
Neck, Nail, Nest	Nail, Neck, Nose
Neck, Nail, Nest, Nail	Nail, Neck, Nail, Neck
Neck, Nail, Nest	Nail, Neck, Nose

Lesson 3 Can you sing?

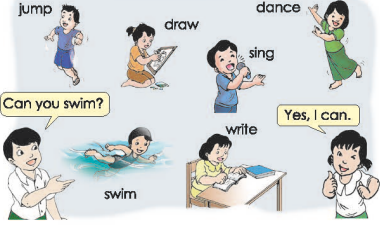
Unit 4 Fun and games

Lesson 3 Can you sing?

Listen and say.




Ask and answer.









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Unit 4 Fun and games

Ask and tick.



	Yes, I can. (✓)	No, I can't. (✗)
	✓	
		
		
		
		
		

47

Objectives:

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

- ask what their classmates can do, using 'Can you ...'
- respond using 'Yes, I can.', 'No, I can't.'

Words and expressions:

New: Can you ...? Yes, I can. No, I can't.

Previously learnt: sing, draw, swim, dance, jump, write
I can ...

Resources and preparation: audio materials, picture cards of jump, draw, sing, dance, swim, write

Teaching procedure

Warm up (3 minutes)

- Elicit the verbs from the previous lesson using gestures: jump, draw, sing, dance, swim and write.

35 Listen and say. (10 minutes)

- Put the picture cards of six verbs on the board and ask students to say what they are.
- Play the recording or read the dialogue aloud to the students.
- Tell students to listen to the recording or the teacher carefully.
- Say, 'Can you sing?' and confirm the meaning with them.
(လိုအပ်ပါက 'Can you sing?' ၏အဓိပ္ပာယ်ကို မြန်မာလိုမေးပါ။ မိမိလုပ်နိုင်သောအရာများကို သိချင်လျှင် 'Can you ...?' နှင့်မေးနိုင်ကြောင်းပြောပါ။)
- Ask students to guess the meaning of 'Can you sing?'
- Show a gesture of 'sing' and say, 'Yes, I can.'
- Ask students to guess the meaning of 'Yes, I can.'
- Show a gesture of 'can't sing' and say, 'No, I can't.'
- Ask students to guess the meaning of 'No, I can't.'

- Explain how to answer, 'Yes, I can.' if they can do it or 'No, I can't.' if they can't do it.
(မေးသောလုပ်ဆောင်ချက်ကို ပြုလုပ်နိုင်ပါက 'Yes, I can.' ဖြင့် ဖြေကြားရန် မပြုလုပ်နိုင်ပါက 'No, I can't.' ဖြင့် ဖြေကြားရန် ကျောင်းသားများကိုရှင်းပြပါ။)
- Follow the same procedure for teaching the other verbs 'draw, jump, dance, swim and write'.

Ask and answer. (15 minutes)

- Write 'Yes, I can.' on the left side of the board and 'No, I can't.' on the right side of the board.
(သင်ပုန်း၏ လက်ဝဲဘက်တွင် 'Yes, I can.' ဟုရေးပြီး လက်ယာဘက်တွင် 'No, I can't.' ဟုရေးပါ။)
- Put the 'sing' picture card in the middle of the board and ask, 'Can you sing?' Ask students who answer 'Yes, I can.' to move to the left side of the board and those who answer 'No, I can't.' to move to the right side of the board.
('Can you sing?' ဟုမေးပါ။ 'Yes, I can.' ဟုဖြေသော ကျောင်းသားများကို 'Yes, I can.' ရေးထားသော လက်ဝဲဘက်တွင် မတ်တတ်ရပ်၍ 'No, I can't.' ဟုဖြေသော ကျောင်းသားများကို 'No, I can't.' ရေးထားသော လက်ယာဘက်တွင် မတ်တတ်ရပ်ရန် ပြောပါ။)
- Follow the same procedure for the other words: draw, jump, dance, swim and write.
- Ask two volunteer student A and B to stand up and demonstrate how to ask and answer and tell the class to watch them.
- Ask the student A to point to the picture in the textbook and ask the question 'Can you ...?' to the student B. Student B can answer 'Yes, I can.' or 'No, I can't.' And tell them to take turns.
(ကျောင်းသားများကို A နှင့် B ဟု သတ်မှတ်ပေးပါ။ ကျောင်းသား A က ကျောင်းသုံးစာအုပ်ရှိ ရုပ်ပုံများကို တစ်ပုံချင်း ထောက်ပြပြီး မေးခွန်းမေးရန်ပြောပါ။ ကျောင်းသား B က ၎င်းပုံကို ကြည့်ပြီး အဖြေဖြေဆိုရန်ပြောပါ။ တစ်လှည့်စီ လုပ်ဆောင်ရန် ပြောပါ။)
- Ask all the students to do the activity in pairs in the same way, as student A and B.

Ask and tick. (10 minutes)

- Demonstrate how to do the activity with some students.
- Tell them to take their textbooks, go around the class and ask the question, 'Can you ...?' pointing to the pictures in the textbook and answer the question.
(ကျောင်းသားများကို အတန်းတွင်း လှည့်လည်သွားလာကာ ကျောင်းသုံးစာအုပ်ရှိ ရုပ်ပုံများကို တစ်ပုံချင်းထောက်၍ သူငယ်ချင်းများနှင့် အမေးအဖြေပြုလုပ်ရန်ပြောပါ။)
- Ask students to put ticks and crosses in their textbooks after getting their friends' answers, 'Yes, I can.' and 'No, I can't.'
- Encourage them to ask questions to at least five friends.
- Ask some students how many friends they have asked can swim, dance, etc.
(ကျောင်းသားအချို့ကို ၎င်းတို့ မေးခွန်းမေးထားသော မည်သည့်သူငယ်ချင်းများက ရေကူးနိုင်သည်၊ ကနိုင်သည် စသည်ဖြင့် ဆရာက မေးပါ။)

Summary and feedback (2 minutes)

- Tell students that they can now ask, 'Can you ...?' and answer the question saying, 'Yes, I can.' or 'No, I can't.'
- Give feedback on the pronunciation of can /kən/ in the question and can /kæn/ in the answer if it is possible.

Lesson 4 Words with O o and P p

Unit 4 Fun and games

Lesson 4 Words with O o and P p

Listen, say and trace.

 ox	 orange
 octopus	 orchid

Write and match.

48

Unit 4 Fun and games

Lesson 4 Words with O o and P p

Listen, say and trace.

 pig	 pool
 pillow	 puzzle

Write and match.

49

Objectives:

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

- read and write words with O o and P p.
- recognize and say the sounds /ɒ/, /ɔ:/ and /p/ in the words.

Words and expressions:

New: ox, octopus, orchid, pig, pool, pillow, puzzle

Previously learnt: orange

Resources and preparation: audio materials, alphabet cards of capital and small letters O o and P p, picture cards and word cards of ox, orange, octopus, orchid, pig, pool, pillow, puzzle

Words with O o

Teaching procedure

Warm up

(3 minutes)

- Write the letters A a to N n on pieces of paper and fold them.
- Put the students into groups. The number of groups will depend on the class size.
- Ask the groups to draw lots. If one group gets the letter Ff, the group members have to recall three words with F f. e.g. 'F for fish, fox and frog.' Each group has to present the words to the class.

36 Listen, say and trace.

(10 minutes)

- Put the picture cards of ox, orange, octopus and orchid on the board.
- Say, 'An ox has four legs. It's brown. It's big. Point to the ox'. If students can't point, tell them more about an ox. e.g. It's a big animal. It eats grass. It has four legs.
('An ox has four legs. It's brown. It's big.' ဟုပြောပါ။ ကျောင်းသားများ မှန်ကန်သောအဖြေကို မပြောနိုင်ပါက 'ox' အကြောင်းကို ပို၍ပြောပြပေးပါ။ ဥပမာ - It's a big animal. It eats grass. It has four legs.)
- At last, put the word card under the respective (correct) picture.
- Follow the same procedure for the other words: orange, octopus and orchid.
- To teach the words 'mango, monkey, mouth', you can use the following sentences.
(a) I like oranges.

(b) An octopus has eight arms. It's a sea animal.

(c) Orchid is a kind of flower.

- Play the recording or read the words aloud to the students.
- Tell students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap their books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and read the following words.

Ox, Orange, Octopus	Orchid, Orange, Ox
Ox, Orange, Octopus	Orchid, Orange, Ox
Ox, Orange, Ox, Orange	Orchid, Orange, Orchid, Orange
Ox, Orange, Octopus	Orchid, Orange, Ox

Point to each picture and say the words slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this you can substitute any word for a clap, e.g. 'Ox, (clap), Octopus' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Ox, (clap), Octopus)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီး မှတ်မိစေရန် ဇယားပါအတိုင်း ထပ်ကာထပ်ကာ ရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and match.

(5 minutes)

- Ask students to look at the blanks and guess the words.
- Tell students to fill in the blanks and match the pictures with the words.
- Make sure that students are able to write and match the words and the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask students to recite the words. If necessary, give feedback on the pronunciation of the /v/ and /ɔ:/ sounds. e.g. /v/ in octopus, ox and orange and /ɔ:/ in orchid.

Words with P p

(40 minutes)

- Follow the same procedure for words with P p.

37 Listen, say and trace.

- You can use the following sentences to introduce words with P p.

(Words with P p အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

(a) The pig is fat.

(b) A child is swimming in the pool.

(c) My pillow is green.

(d) I can do a crossword puzzle.

Practise saying the words.

- Point to the pictures and say the following words.


Pig, Pillow, Pool	Pool, Puzzle, Pig
Pig, Pillow, Pool	Pool, Puzzle, Pig
Pig, Pillow, Pig, Pillow	Pool, Puzzle, Pool, Puzzle
Pig, Pillow, Pool	Pool, Puzzle, Pig

Lesson 5 I can play football. Can you play it?

Unit 4 Fun and games

**Lesson 5 I can play football.
Can you play it?**


Listen and say.



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Unit 4 Fun and games

Ask and answer.



Circle and say.

	Yes, I can.	No, I can't.
1. I can play Frisbee. Can you play it?	<input type="radio"/>	<input type="radio"/>
2. I can play football. Can you play it?	<input type="radio"/>	<input type="radio"/>
3. I can play basketball. Can you play it?	<input type="radio"/>	<input type="radio"/>
4. I can play hopscotch. Can you play it?	<input type="radio"/>	<input type="radio"/>

51

Objective:

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

- ask and answer questions about the games that they can play.

Words and expressions:

New: play, football, Frisbee, basketball, hopscotch

I can play ... Can you play it?

Previously learnt: I can ... Can you ...? Yes, I can. No, I can't.

Resources and preparation: audio materials, picture cards of football, Frisbee, basketball, hopscotch

Teaching procedure

Warm up

(3 minutes)

- Elicit the name of the games students know. Tell them to tell you in Myanmar language.

38 39 Listen and say.

(10 minutes)

- Mime the game 'football' and elicit from students what the game is. (ကျောင်းသားများကို ဆရာက ဘောလုံးကစားဟန် အမူအရာပြုလုပ်ပြီး မည်သည့် ကစားနည်း ဖြစ်ကြောင်း မေးပါ။)
- Play the recording 38 or read the words aloud to the students.
- Tell students to listen to the recording or the teacher carefully and say the words they hear.
- Show a gesture of playing 'football' and say, 'I can play football.'
- Confirm the meaning of 'football' and 'I can play football.' with them.
- Play the recording 39 or read the dialogue aloud to the students.
- Tell students to listen to the recording or the teacher carefully.
- Ask students 'Can you play it?' and have them guess the meaning of 'Can you play it?'
- Confirm the meaning of 'Can you play it?' and ask students to respond to it.
- Ask students to answer 'Yes, I can.' if they can play football and 'No, I can't.' if they can't play it.

(ဝေါဟာရများကို I can play ... နှင့် တွဲ၍ သင်ကြားပါ။ ထို့နောက် Can you play it? ဟုမေးခွန်းမေးပုံနှင့် တွဲ၍ သင်ကြားပြီး အဖြေကို Yes, I can. No, I can't. အသုံးပြုပြီး သင်ကြားပါ။)

- Follow the same procedure to ask about the other games: Frisbee, basketball and hopscotch.

(ဝေါဟာရအသစ်ဖြစ်သော basketball, Frisbee, hopscotch ကို အမူအရာဖြင့် သရုပ်ပြသင်ကြားပါ။)

(Frisbee = လေထဲတွင် လှုပ်၍ ပစ်ဖမ်းကစားရသည့် ပလတ်စတစ်အပြား (အားကစားနည်းတစ်မျိုး)၊ မြန်မာတွင် သားရေကွင်းဝိုင်း ပစ်ဖမ်းကစားခြင်းနှင့် ဆင်တူပါသည်။ hopscotch = မြေကြီးပေါ်တွင် စည်းတားပြီး ဒိုးပြားကို စည်းကွက်အတွင်း ပစ်၍ ခုန်ရသော ကစားနည်းတစ်မျိုး ဖြစ်ပါသည်။)

Ask and answer. (15 minutes)

- Tell students, 'I can play Frisbee. Can you play it?' and ask them to stand up if they can do it and sit down if they can't do it.
- Demonstrate how to ask the question and answer it with some students.

Student A: I can play football. Can you play it?

Student B: Yes, I can. / No, I can't.

(Activity မပြုလုပ်မီ ကျောင်းသားအချို့နှင့် နမူနာ လေ့ကျင့်သင်ကြားပေးပါ။ နှစ်ယောက်တစ်တွဲ အပြန်အလှန်လေ့ကျင့်ရန်ပြောပါ။ တစ်ဦးက I can play football. Can you play it? ဟုပြောပြီး တစ်ဦးက Yes, I can. သို့မဟုတ် No, I can't. ဖြင့် ဖြေဆိုရန်ပြောပါ။ အားကစားနည်း လေးမျိုးလုံးကို အားလုံး အသုံးပြုရန် ပြောပါ။)

- Ask students to work in pairs in the same way as student A and B.
- Tell student A to say, 'I can play football.' and ask the question, 'Can you play it?' by pointing to the pictures in the textbook. Student B will have to answer, 'Yes, I can.' or 'No, I can't.' And tell them to take turns.

Circle and say. (10 minutes)

- Demonstrate how to do the activity.
 - Ask students to look at the pictures and circle what they can play individually.
- (မိမိကစားနိုင်သော အားကစားနည်းကို Yes, I can. အကွက်တွင် ဝိုင်းပြီး၊ မကစားတတ်သော အားကစားနည်းကို No, I can't. အကွက်တွင် ဝိုင်းရန်ပြောပါ။)
- Demonstrate how to ask and answer the questions.
 - Ask students to find their partners saying, 'I can play football.' and asking, 'Can you play it?'
 - Have students answer 'Yes, I can.'/'No, I can't.'
 - Tell them to ask the questions and answer to at least five friends within 5 minutes.
































(အချိန် ၅ မိနစ်ခန့် သတ်မှတ် ပေးပြီး အတန်းတွင်းလှည့်လည်၍ အနည်းဆုံး သူငယ်ချင်း ငါးဦးကို အပြန်အလှန် I can play football. Can you play it? ဖြင့်မေးပြီး အဖြေကို Yes, I can သို့မဟုတ် No, I can't. ဖြင့် ဖြေဆိုရန်ပြောပါ။)

- Ask them how many partners they have met.

Summary and feedback (2 minutes)

- Make sure students can say, 'I can play ...' and ask, 'Can you play it?'
- Give feedback on the pronunciation.

Lesson 6 Anything you can do, I can do better.

<p style="text-align: center;">Unit 4 Fun and games</p> <p style="text-align: center;">Lesson 6 Anything you can do, I can do better.</p> <p style="text-align: center;"> Listen and sing.</p> <p style="text-align: center;"> Anything you can do, I can do better.</p> <p> Anything you can do, I can do better. I can play hopscotch better than you.</p> <p> No, you can't.  Yes, I can.  No, you can't.  Yes, I can.  No, you can't.  Yes, I can. Yes, I can.</p> <p> Anything you can do, I can do better. I can draw pictures better than you.</p> <p> No, you can't.  Yes, I can.  No, you can't.  Yes, I can.  No, you can't.  Yes, I can. Yes, I can.</p> <p style="text-align: center;">52</p>	<p style="text-align: center;">Unit 4 Fun and games</p> <p>Anything you can do, I can do better. I can sing English songs better than you.</p> <p> No, you can't.  Yes, I can.  No, you can't.  Yes, I can.  No, you can't.  Yes, I can. Yes, I can.</p> <p> Anything you can do, I can do better. I can play football better than you.</p> <p> No, you can't.  Yes, I can.  No, you can't.  Yes, I can.  No, you can't.  Yes, I can. Yes, I can.</p> <p> Anything I can do, you can do, too. Anything you can do, I can do, too. Yes, we can.  Yes, we can. Yes, we can.</p> <p style="text-align: center;">53</p>
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Objective:

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

- sing the song 'Anything you can do, I can do better.'

Words and expressions:

New: 'Anything you can do, I can do better.' 'I can play ... better than you.' 'No, you can't.' 'Yes, we can.'

Previously learnt: hopscotch, draw, pictures, sing, song, football

'I can play.' 'Yes, I can.' 'No, I can't.'

Resources and preparation: audio materials, picture cards of play hopscotch, draw pictures, sing English songs, play football, 'Yes, I can.', 'No, I can't.'

Teaching procedure for Period 1

Pre-teaching

(4 minutes)

- Put six picture cards: play hopscotch, draw pictures, sing English songs, play football, Yes, I can. and No, you can't. on the board.
- Elicit the meaning of the verbs e.g. can play, draw, sing etc. in the song 'Anything you can do, I can do better.' from students.
- Explain the meaning of 'Anything you can do, I can do better.' and 'I can play ... better than you.' in Myanmar language.
- Ask students to repeat the phrase in the song 'Anything you can do, I can do better.' and 'I can play ... better than you.'

40 Listen and sing.

(18 minutes)

- Play the recording or sing the song 'Anything you can do, I can do better.' 3 times with gestures. The teacher should sing or play the recording of the song verse by verse.

Anything you can do, I can do better.

Anything you can do, I can do better. I can *play hopscotch* better than you.

No, you can't. Yes, I can.
 No, you can't. Yes, I can.
 No, you can't. Yes, I can. Yes, I can.

(Replace verses 2, 3 and 4 with: *draw pictures, sing English songs, play football*)

Together: Anything I can do, you can do too. Anything you can do, I can do, too.

Yes, we can. Yes, we can. Yes, we can.

- Ask students to repeat after the teacher with gesture.
 (သီချင်းစာသားများကို စာပိုဒ်တစ်ပိုဒ်ချင်း အမူအရာဖြင့် သရုပ်ပြသင်ကြားပါ။)
- Sing the song together with students slowly first and then faster.

Practice (15 minutes)

- Sing the song 'Anything you can do, I can do better.' with actions.
- The whole class practises singing the song and then, groups and individuals practise singing it.
- Divide the class into two groups as Group A and group B.
- Tell one group to sing the first verse of the song and another group the second verse. Students can sing the last verse together.
 (အုပ်စုနှစ်စု အပြန်အလှန်ပြောသော သီချင်းဖြစ်၍ အုပ်စု A နှင့် B ခွဲပြီး အပြန်အလှန် တစ်လှည့်စီ သီဆိုရန် ပြောပါ။ နောက်ဆုံးစာပိုဒ်သည် အတူတူသီဆိုရမည်ဖြစ်သည်။)

Summary and feedback (3 minutes)

- Ask two students to come to the front of the class and sing the song.
- Tell students to practise singing the song at home.

Teaching procedure for Period 2

Warm up (3 minutes)

- Review difficult language from the previous lesson.
- Play the recording or sing 'Anything you can do, I can do better.' song together.

Pair work activity (10 minutes)

- Ask students to work in pairs.
- Ask two students to come to the front of the class to demonstrate the activity. Tell one student to sing the first verse of the song and another student to sing the second verse with actions.
- Ask students from each pair to point to the pictures in the textbook and sing in turns.

Group work activity (25 minutes)

- Put students into groups. Make each group have even number of students.
 (အတန်းရှိ ကျောင်းသားဦးရေအပေါ်မူတည်၍ အုပ်စုရှိ လူဦးရေကို စုံဂဏန်း ဖြစ်အောင်ထားပါ။)
- Decide who will sing which verse of the song in each group.
 (သီချင်းတွင် အပိုဒ်ရေ လေးခု ရှိသည့်အတွက် တစ်ပိုဒ်ချင်းစီကို အဖွဲ့အတွင်း မည်သူက ဆိုရမည်ကို ဆရာက သတ်မှတ်ပေးပါ။ ပြီးနောက် အဖွဲ့တစ်ဖွဲ့အား အတန်းရှေ့ထွက်ပြီး သီချင်းအား သရုပ်ပြသီဆိုရန် ပြောပါ။)
- Ask the groups to come to the front of the class and tell them to stand face to face and sing the song with actions.

Summary and feedback (2 minutes)


- Ask the whole class to sing 'Anything you can do, I can do better.' song together.
- Give feedback on the pronunciation.


5.7 Review 2


Review 2A


Review 2A

Rearrange the letters.


 r o i
h d
c
orchid


 z p l
u z
e


 c a j
k
e


 m p
a l

Listen and write.


 ___sland

 ___ug


 ___lion



 ___range



Look and write.

1. 

4				4
			n e c k	
	2		3	
	3			

 4. 

2.  5. 

3.  6. 

I can ...
write the words with I, J, K, L, M, N, O and P.

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Objectives:

- To spell the words with letters Ii to Pp
- To write the words with letters Ii to Pp

Words and expressions:

island, jacket, juice, key, leaf, lamp, lion, mug, monkey, neck, orange, orchid, octopus, puzzle

Resources and preparation:

audio materials, picture cards and word cards of island, jacket, juice, key, leaf, lamp, lion, mug, monkey, neck, orange, orchid, octopus, puzzle

Teaching procedure

Warm up

(4 minutes)

- Write the letters I i to P p on pieces of paper and fold them.
- Put the students into groups. The number of groups will depend on the class size: eight groups if possible.
- Tell the groups to draw lots. If one group gets the letter I i, the group members have to recall the words with I i. e.g. I for ink, itch, igloo and island
- Each group has to present the words to the class.

Rearrange the letters.

(12 minutes)

- Show the picture card of 'orchid' and ask 'What's this?'
T: What's this?
S: orchid
T: Spell 'orchid'.
S: o-r-c-h-i-d
- Continue the activity with the following words: puzzle, jacket and lamp.
- Tell them to look at the pictures and write the correct words in the blanks and check their answer.
(ကျောင်းသားများအား ပေးထားသော alphabet များနှင့် ပုံကိုကြည့်၍ ဆီလျော်အောင် တွဲဖက်ရေးသားရန်ပြောပါ။)
- Make sure that students are able to do the activity. If the class size is large, students can exchange books and check each other's work.

41 Listen and write.

(8 minutes)

- Show the picture card of 'island' and ask 'What's this?'
T: What's this?
S: island /'aɪ.lənd/
- Ask the same questions to elicit the other words from the students.
- Play the recording or read the words aloud to the students.

- Tell students to listen to the recording or to the teacher carefully and write the words they hear.
(အသံထွက်ကို သေချာစွာနားထောင်၍ ကွက်လပ်တွင် လိုအပ်သောစကားလုံးများ မှန်ကန်စွာ ဖြည့်သွင်းရန် ပြောပါ။)
- Continue the activity with the other words: mug, lion and orange. If the class size is large, students can swap their books and check each other's work.

Look and write.

(13 minutes)

- Tell students to form into pairs.
- Tell them to look at the pictures and recall the words together with their partners.
- Tell them that the words that describe the pictures on the left side will have to be used to fill in the blanks across and the words that describe the pictures on the right side are for the downward blanks.
(ရုပ်ပုံကို ကြည့်၍ သက်ဆိုင်ရာ နံပါတ်များတွင် စကားလုံးများကို မှန်ကန်စွာ ရေးရန်ပြောပါ။ လက်ဝဲဘက်တွင်ရှိသော ရုပ်ပုံများအတွက် အဖြေမှန်ကို အလျားလိုက်နေရာတွင် ရေး၍ လက်ယာဘက်တွင်ရှိသော ရုပ်ပုံများအတွက် အဖြေမှန်ကို ဒေါင်လိုက်နေရာတွင် ရေးရန် ပြောပါ။)
- Fill in the crossword puzzle.
- Make sure that students are able to do the activity. If the class size is large, students can swap their books and check each other's work.

Self-assessment

(3 minutes)

- Tell students in Myanmar to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/ her ability to write the words with letters I i to P p and put a tick in the space under the icon.

I can ...			
write the words with I, J, K, L, M, N, O and P.			

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Review 2B

Review 2B

Listen and say.

Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

breakfast lunch dinner

salad biscuits milk fried rice
bread ice cream pudding
wafers juice cake

I have biscuits for my breakfast.
I have fried rice for my lunch.
I have bread for my dinner.

Ask and answer.

What's your breakfast/ lunch/ dinner on Monday?

I can ... say what I have for breakfast, lunch and dinner.

55

Objective:

- To say what they have for breakfast, lunch and dinner

Words and expressions:

salad, biscuits, milk, fried rice, bread, ice cream, pudding, wafers, juice, cake, breakfast, lunch, dinner
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

What's your breakfast/lunch/dinner on Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday? I have ... for my breakfast/ lunch/ dinner.

Resources and preparation:

picture cards of salad, biscuits, milk, fried rice, bread, ice cream, pudding, wafers, juice, cake

Teaching procedure

Warm up

(3 minutes)

- Let students sing the song 'Days of the week' to revise the seven days in a week.

42 Listen and say.

(15 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or the teacher carefully and repeat after the recording or the teacher.
- Explain the sentences in Myanmar so that students will understand the sentences. Make sure that the students know the use of 'have' in the sentences. Tell them that it means 'eat'.

(ကျောင်းသားများကို 'have' နှင့် 'eat' စကားလုံးအသုံးအနှုန်းကို ရှင်းပြပါ။ အစားအစာနှင့် တွဲသုံးလျှင် 'have' သည် 'စားသည်' ဟု အဓိပ္ပာယ်ရကြောင်းရှင်းပြပါ။)

- Tell students that they are going to talk about what they have for their breakfast, lunch and dinner. Do the activity according to the following procedure.
 - Ask them to choose what they have for their breakfast, lunch and dinner by themselves.
 - Demonstrate how to make a conversation with a student.
 - Tell them to note down their friend's answer in their notebooks.
 - Pair them up and let them do the activity.
- Monitor the class and give support if students have difficulties while doing the activity.

Ask and answer.




(20 minutes)

- Tell students to ask you the question 'What's your breakfast on Monday?' and say your answer, 'I have biscuits for my breakfast on Monday.'
- Write down the sentences on the board and ask students to say what you eat.
e.g. I have biscuits for my breakfast on Monday.

- Then, ask students to tell you what they have for different meals:
What's your lunch on Monday?
What's your dinner on Monday?
- Elicit the answers from the students.
- Form the students into groups and let them ask and answer the questions inquiring what they have for Monday.
(ကျောင်းသားများကို အဖွဲ့များ ဖွဲ့စေပြီး အဖွဲ့ဝင်အချင်းချင်း တနင်္လာနေ့တွင် မည်သည့်အစားအစာကို စားကြောင်း အမေးအဖြေ ပြုလုပ်ရန် ပြောပါ။)
- Monitor the class and if they have difficulties, support them.
- For the fast learners, ask them to ask and answer questions for the other days in a week.

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statement table. If necessary, explain how to fill in the table using their mother tongue.
- Tell each student to choose the icon that shows his/ her ability to say what they have for their breakfast, lunch and dinner and put a tick in the space under the icon.

I can ...			
say what I have for breakfast, lunch and dinner.			

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Review 2C

Review 2C

Ask and answer.

Point and say.

I can ...	😊	😐	😞
ask the things somebody can or can't do.			
say the things I can or can't do.			

56

- Objectives:**
- To ask the things that somebody can or can't do
 - To answer the things that they can do or can't do

Words and expressions:
 dance, draw, jump, sing, swim, write, basketball, football, Frisbee, hopscotch
 Can you..? Yes, I can. No, I can't. I can play (game).
 Can you play it?

Resources and preparation:
 enlarged copy of the textbook page (if available)

Teaching procedure

Warm up (5 minutes)

- Ask students to recall the actions: dance, draw, jump, sing, swim and write and the games: basketball, football, Frisbee and hopscotch they learnt in the previous lessons. Use gestures to help them guess.
- Ask some students, 'Can you ...?' about the above actions or sports, e.g. 'Can you dance?'

Ask and answer. (15 minutes)

- Say, 'Can you swim?' to students and ask them to do the gesture showing 'Yes, I can./'No, I can't.'
 (ပထမဦးစွာ ဝေါဟာရတစ်ခုချင်းစီကို ကိုယ်ဟန်အမူအရာဖြင့် ပြပါ။ ထို့နောက် 'Can you swim?' ဟုမေးပြီး၊ ၎င်းကိုပြုလုပ်နိုင်ပါက 'Yes, I can.' နှင့်လက်မထောင်ပြုပြီး၊ မပြုလုပ်နိုင်ပါက 'No, I can't.' နှင့်လက်မအောက်စိုက်ပြရန်ပြောပါ။)
- Ask students to look at the textbook and name the actions.
- Demonstrate the activity, telling students to point to the first picture (swimming) and ask 'Can you swim?' and have them answer the question saying, 'Yes, I can./No, I can't.'
- Ask students to work in pairs.
- Ask a student to point to the pictures in the textbook and ask, 'Can you dance/draw/jump/sing/swim/write?' to another student. The other student should answer, 'Yes, I can./No, I can't.'
 (ကျောင်းသားတစ်ဦးက မေးခွန်းမေးပြီး ကျန်ကျောင်းသားတစ်ဦးက အဖြေဖြေရာတွင် မည်သူက မေးရမည် ဖြေရမည်ကို သေချာစွာ ပြောပြပေးပါ။ ရုပ်ပုံ ၆ ပုံလုံးကို သေချာစွာ ထောက်၍ မေးရန်ပြောပါ။)
- Pairs take turns until each of them has asked questions on all the actions. After the first action, change partners.
 (နှစ်ယောက်တစ်တွဲ တွဲရာတွင် action တစ်ခုပြီးတိုင်း တွဲထားသော ကျောင်းသားများပြောင်းလဲပေးပါ။)

Point and say. (15 minutes)

- Demonstrate the activity.
- Ask students to work in pairs.

- Tell them to choose who will have to ask questions by playing rock, scissors and paper game. For each picture, one student points to it and says, 'I can play basketball/football/Frisbee/hopscotch. Can you play it?' and the other student answers.

(ရုပ်ပုံ လေးပုံလုံးကို သေချာစွာ ထောက်၍ မေးရန်ပြောပါ။ ကျောင်းသားများ တစ်လှည့်စီ ပြောရန်ပြောပါ။)

- Students should take turns.

Singing song (If there is some spare time, the teacher can do this activity.)




(3 minutes)

- Ask students to sing the song 'Anything you can do, I can do better.'

Self-assessment

(2 minutes)

- Tell students in Myanmar to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/ her ability to ask and say the things they can or can't do and put a tick in the space under the icon.

I can ...			
ask the things somebody can or can't do.			
say the things I can or can't do.			

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5.8 Project 2 What my friends like and can do

Project 2 What my friends like and can do

Ask and answer.

What's your favourite food?
My favourite food is bread.

What's your favourite drink?
My favourite drink is milk.

Can you swim?
Yes, I can.

Can you play basketball?
No, I can't.

Talk about your friends.

He's _____ She's _____

I can ...

talk about what my friends like.

talk about what my friends can do.

57

Objective:

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

- talk about what their friends like and can do.

Words and expressions:

What's your favorite food/ drink? My favorite food/ drink is ...

Can you ...? Can you play...? Yes, I can. No, I can't.

Resources and preparation:

picture cards of foods, drinks, verbs and games

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Elicit from the students the expressions they learnt in the previous lesson such as 'I like / I don't like (foods and drinks).

I can/I can't dance, draw, jump, sing, write, and swim.

- Ask some students what they can do or can't do and what games they can play or can't play.

Ask and answer.

(20 minutes)

- Choose some picture cards of foods and drinks. e.g. bread, cake, pudding, salad, juice, milk
- Show half of a picture of a food and ask, 'What's your favourite food?'
- Have students give the correct answer by looking at the half of the picture using the expression 'My favourite food is ...'
- Ask the question, 'What's your favourite food?' to at least three students.
- Make gestures of verbs: swim, jump, sing, etc. and have students say the words by looking the teacher's gestures.
- Ask some students, 'Can you swim?' Have them answer, 'Yes, I can.' if they can swim and 'No, I can't.' if they can't swim.
- Show the picture cards of games: football, Frisbee, hopscotch and have students say the words.
- Ask students 'Can you play football?' and have them answer, 'Yes, I can.' if they can play football and 'No, I can't.' if they can't.

Practice 1

(13 minutes)

- Ask students to practise asking the questions 'What's your favourite food? What's your favourite drink? Can you swim? Can you play football?'
- Ask students to repeat after the teacher.
- Practise saying the expression, 'Yes, I can.' if they can do the action and 'No, I can't.' if they can't.

Summary and feedback (2 minutes)

- Check whether students can use the expression they have learnt by asking some students check-up questions.

Teaching procedure for Period 2: Do

Warm up (3 minutes)

- Recall all the vocabulary and expressions that students practised in the previous lesson.

Ask and answer.

Chain conversation (15 minutes)

- Tell rows of students to do a chain conversation using, 'What's your favourite food/drink?' and 'Can you swim?' referring to the pictures in the textbook.

Practice 2 (20 minutes)

- Tell students to find two friends in the class and ask them the questions they have practised and ask them to note down the answers in their textbooks.
- Make sure that students can do the activity properly.

Summary and feedback (2 minutes)

- Make sure that students can talk about what they like and can do, by asking some students about what they like and can do.

Teaching procedure for Period 3: Present

Warm-up (2 minutes)

- Elicit from the students if they remember what their friends like and can do.

Talk about your friends.

Rehearsal (5 minutes)

- Ask two students to demonstrate how to do the 'Talk about your friends.' activity as follows.

S1: He's ... His favourite food is ... His favourite drink is ... He can ...

He can't ... He can play ... He can't play ...

S2: She's ... Her favourite food is ... Her favourite drink is ... She can ...




She can't ... She can play ... She can't play ...

Presentation (30 minutes)

- Ask another pair of students to come to the front of the class to talk about each other as they have seen in their friends' demonstration.
- Continue the activity and give feedback where necessary.

Self-assessment (3 minutes)

- Tell students in Myanmar to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/her ability to talk about what his/her friends like and can do and put a tick in the space under the icon.

I can ...			
talk about what my friends like.			
talk about what my friends can do.			

5.8 Project 2 What my friends like and can do

Project 2 What my friends like and can do

Ask and answer.

What's your favourite food?
My favourite food is bread.

What's your favourite drink?
My favourite drink is milk.

Can you swim?
Yes, I can.

Can you play basketball?
No, I can't.

Talk about your friends.

He's _____ She's _____

I can ...

talk about what my friends like.

talk about what my friends can do.

57

Objective:

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

- talk about what their friends like and can do.

Words and expressions:

What's your favorite food/ drink? My favorite food/ drink is ...

Can you ...? Can you play...? Yes, I can. No, I can't.

Resources and preparation:

picture cards of foods, drinks, verbs and games

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Elicit from the students the expressions they learnt in the previous lesson such as 'I like / I don't like (foods and drinks).

I can/I can't dance, draw, jump, sing, write, and swim.

- Ask some students what they can do or can't do and what games they can play or can't play.

Ask and answer.

(20 minutes)

- Choose some picture cards of foods and drinks. e.g. bread, cake, pudding, salad, juice, milk
- Show half of a picture of a food and ask, 'What's your favourite food?'
- Have students give the correct answer by looking at the half of the picture using the expression 'My favourite food is ...'
- Ask the question, 'What's your favourite food?' to at least three students.
- Make gestures of verbs: swim, jump, sing, etc. and have students say the words by looking the teacher's gestures.
- Ask some students, 'Can you swim?' Have them answer, 'Yes, I can.' if they can swim and 'No, I can't.' if they can't swim.
- Show the picture cards of games: football, Frisbee, hopscotch and have students say the words.
- Ask students 'Can you play football?' and have them answer, 'Yes, I can.' if they can play football and 'No, I can't.' if they can't.

Practice 1

(13 minutes)

- Ask students to practise asking the questions 'What's your favourite food? What's your favourite drink? Can you swim? Can you play football?'
- Ask students to repeat after the teacher.
- Practise saying the expression, 'Yes, I can.' if they can do the action and 'No, I can't.' if they can't.

Summary and feedback (2 minutes)

- Check whether students can use the expression they have learnt by asking some students check-up questions.

Teaching procedure for Period 2: Do

Warm up (3 minutes)

- Recall all the vocabulary and expressions that students practised in the previous lesson.

Ask and answer.

Chain conversation (15 minutes)

- Tell rows of students to do a chain conversation using, 'What's your favourite food/drink?' and 'Can you swim?' referring to the pictures in the textbook.

Practice 2 (20 minutes)

- Tell students to find two friends in the class and ask them the questions they have practised and ask them to note down the answers in their textbooks.
- Make sure that students can do the activity properly.

Summary and feedback (2 minutes)

- Make sure that students can talk about what they like and can do, by asking some students about what they like and can do.

Teaching procedure for Period 3: Present

Warm-up (2 minutes)

- Elicit from the students if they remember what their friends like and can do.

Talk about your friends.

Rehearsal (5 minutes)

- Ask two students to demonstrate how to do the 'Talk about your friends.' activity as follows.

S1: He's ... His favourite food is ... His favourite drink is ... He can ...

He can't ... He can play ... He can't play ...

S2: She's ... Her favourite food is ... Her favourite drink is ... She can ...




She can't ... She can play ... She can't play ...

Presentation (30 minutes)

- Ask another pair of students to come to the front of the class to talk about each other as they have seen in their friends' demonstration.
- Continue the activity and give feedback where necessary.

Self-assessment (3 minutes)

- Tell students in Myanmar to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/her ability to talk about what his/her friends like and can do and put a tick in the space under the icon.

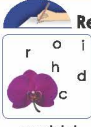
I can ...			
talk about what my friends like.			
talk about what my friends can do.			

5.7 Review 2

Review 2A


Review 2A

Rearrange the letters.




o r i
h d
c


orchid



z p l
u z
e




c a t
j k
e




m p
a l


Listen and write.




__sland



__ug





__lion




__range


Look and write.


1.  _____


2.  _____

3.  _____

4				4
			n e c k	
	2		3	
	3			

4.  _____

5.  _____

6.  _____

I can ... 😊 😊 😊

write the words with I, J, K, L, M, N, O and P.

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Objectives:

- To spell the words with letters Ii to Pp
- To write the words with letters Ii to Pp

Words and expressions:

island, jacket, juice, key, leaf, lamp, lion, mug, monkey, neck, orange, orchid, octopus, puzzle

Resources and preparation:

audio materials, picture cards and word cards of island, jacket, juice, key, leaf, lamp, lion, mug, monkey, neck, orange, orchid, octopus, puzzle

Teaching procedure

Warm up

(4 minutes)

- Write the letters I i to P p on pieces of paper and fold them.
- Put the students into groups. The number of groups will depend on the class size: eight groups if possible.
- Tell the groups to draw lots. If one group gets the letter I i, the group members have to recall the words with I i. e.g. I for ink, itch, igloo and island
- Each group has to present the words to the class.

Rearrange the letters.

(12 minutes)

- Show the picture card of 'orchid' and ask 'What's this?'
T: What's this?
S: orchid
T: Spell 'orchid'.
S: o-r-c-h-i-d
- Continue the activity with the following words: puzzle, jacket and lamp.
- Tell them to look at the pictures and write the correct words in the blanks and check their answer.
(ကျောင်းသားများအား ပေးထားသော alphabet များနှင့် ပုံကိုကြည့်၍ ဆီလျော်အောင် တွဲဖက်ရေးသားရန်ပြောပါ။)
- Make sure that students are able to do the activity. If the class size is large, students can exchange books and check each other's work.

41 Listen and write.

(8 minutes)

- Show the picture card of 'island' and ask 'What's this?'
T: What's this?
S: island /'aɪ.lənd/
- Ask the same questions to elicit the other words from the students.
- Play the recording or read the words aloud to the students.

- Tell students to listen to the recording or to the teacher carefully and write the words they hear. (အသံထွက်ကို သေချာစွာနားထောင်၍ ကွက်လပ်တွင် လိုအပ်သောစကားလုံးများ မှန်ကန်စွာ ဖြည့်သွင်းရန် ပြောပါ။)
- Continue the activity with the other words: mug, lion and orange. If the class size is large, students can swap their books and check each other's work.

Look and write.

(13 minutes)

- Tell students to form into pairs.
- Tell them to look at the pictures and recall the words together with their partners.
- Tell them that the words that describe the pictures on the left side will have to be used to fill in the blanks across and the words that describe the pictures on the right side are for the downward blanks. (ရုပ်ပုံကို ကြည့်၍ သက်ဆိုင်ရာ နံပါတ်များတွင် စကားလုံးများကို မှန်ကန်စွာ ရေးရန်ပြောပါ။ လက်ဝဲဘက်တွင်ရှိသော ရုပ်ပုံများအတွက် အဖြေမှန်ကို အလျားလိုက်နေရာတွင် ရေး၍ လက်ယာဘက်တွင်ရှိသော ရုပ်ပုံများအတွက် အဖြေမှန်ကို ဒေါင်လိုက်နေရာတွင် ရေးရန် ပြောပါ။)
- Fill in the crossword puzzle.
- Make sure that students are able to do the activity. If the class size is large, students can swap their books and check each other's work.

Self-assessment

(3 minutes)

- Tell students in Myanmar to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/ her ability to write the words with letters I i to P p and put a tick in the space under the icon.

I can ...			
write the words with I, J, K, L, M, N, O and P.			

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Review 2B

Objective:

- To say what they have for breakfast, lunch and dinner

Words and expressions:

salad, biscuits, milk, fried rice, bread, ice cream, pudding, wafers, juice, cake, breakfast, lunch, dinner
 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

What's your breakfast/lunch/dinner on Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday? I have ... for my breakfast/ lunch/ dinner.

Resources and preparation:

picture cards of salad, biscuits, milk, fried rice, bread, ice cream, pudding, wafers, juice, cake

Teaching procedure

Warm up (3 minutes)

- Let students sing the song 'Days of the week' to revise the seven days in a week.

42 Listen and say. (15 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or the teacher carefully and repeat after the recording or the teacher.
- Explain the sentences in Myanmar so that students will understand the sentences. Make sure that the students know the use of 'have' in the sentences. Tell them that it means 'eat'.

(ကျောင်းသားများကို 'have' နှင့် 'eat' စကားလုံးအသုံးအနှုန်းကို ရှင်းပြပါ။ အစားအစာနှင့် တွဲသုံးလျှင် 'have' သည် 'စားသည်' ဟု အဓိပ္ပာယ်ရကြောင်းရှင်းပြပါ။)

- Tell students that they are going to talk about what they have for their breakfast, lunch and dinner. Do the activity according to the following procedure.
 - Ask them to choose what they have for their breakfast, lunch and dinner by themselves.
 - Demonstrate how to make a conversation with a student.
 - Tell them to note down their friend's answer in their notebooks.
 - Pair them up and let them do the activity.
- Monitor the class and give support if students have difficulties while doing the activity.




Ask and answer. (20 minutes)

- Tell students to ask you the question 'What's your breakfast on Monday?' and say your answer, 'I have biscuits for my breakfast on Monday.'
- Write down the sentences on the board and ask students to say what you eat.
 e.g. I have biscuits for my breakfast on Monday.

- Then, ask students to tell you what they have for different meals:
What's your lunch on Monday?
What's your dinner on Monday?
- Elicit the answers from the students.
- Form the students into groups and let them ask and answer the questions inquiring what they have for Monday.
(ကျောင်းသားများကို အဖွဲ့များ ဖွဲ့စေပြီး အဖွဲ့ဝင်အချင်းချင်း တနင်္လာနေ့တွင် မည်သည့်အစားအစာကို စားကြောင်း အမေးအဖြေ ပြုလုပ်ရန် ပြောပါ။)
- Monitor the class and if they have difficulties, support them.
- For the fast learners, ask them to ask and answer questions for the other days in a week.

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statement table. If necessary, explain how to fill in the table using their mother tongue.
- Tell each student to choose the icon that shows his/ her ability to say what they have for their breakfast, lunch and dinner and put a tick in the space under the icon.


I can ...			
say what I have for breakfast, lunch and dinner.			

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Review 2C

Review 2C

Ask and answer.



Point and say.



I can ...	😊	😐	😞
ask the things somebody can or can't do.			
say the things I can or can't do.			

56

Objectives:

- To ask the things that somebody can or can't do
- To answer the things that they can do or can't do

Words and expressions:

dance, draw, jump, sing, swim, write, basketball, football, Frisbee, hopscotch

Can you..? Yes, I can. No, I can't. I can play (game).
Can you play it?

Resources and preparation:

enlarged copy of the textbook page (if available)

Teaching procedure

Warm up (5 minutes)

- Ask students to recall the actions: dance, draw, jump, sing, swim and write and the games: basketball, football, Frisbee and hopscotch they learnt in the previous lessons. Use gestures to help them guess.
- Ask some students, 'Can you ...?' about the above actions or sports, e.g. 'Can you dance?'

Ask and answer. (15 minutes)

- Say, 'Can you swim?' to students and ask them to do the gesture showing 'Yes, I can./'No, I can't.'
(ပထမဦးစွာ ဝေါဟာရတစ်ခုချင်းစီကို ကိုယ်ဟန်အမူအရာဖြင့် ပြပါ။ ထို့နောက် 'Can you swim?' ဟုမေးပြီး၊ ၎င်းကိုပြုလုပ်နိုင်ပါက 'Yes, I can.' နှင့်လက်မထောင်ပြုပြီး၊ မပြုလုပ်နိုင်ပါက 'No, I can't.' နှင့်လက်မအောက်စိုက်ပြရန်ပြောပါ။)
- Ask students to look at the textbook and name the actions.
- Demonstrate the activity, telling students to point to the first picture (swimming) and ask 'Can you swim?' and have them answer the question saying, 'Yes, I can./No, I can't.'
- Ask students to work in pairs.
- Ask a student to point to the pictures in the textbook and ask, 'Can you dance/draw/jump/sing/swim/write?' to another student. The other student should answer, 'Yes, I can./No, I can't.'
(ကျောင်းသားတစ်ဦးက မေးခွန်းမေးပြီး ကျန်ကျောင်းသားတစ်ဦးက အဖြေဖြေရာတွင် မည်သူက မေးရမည် ဖြေရမည်ကို သေချာစွာ ပြောပြပေးပါ။ ရုပ်ပုံ ၆ ပုံလုံးကို သေချာစွာ ထောက်၍ မေးရန်ပြောပါ။)
- Pairs take turns until each of them has asked questions on all the actions. After the first action, change partners.
(နှစ်ယောက်တစ်တွဲ တွဲရာတွင် action တစ်ခုပြီးတိုင်း တွဲထားသော ကျောင်းသားများပြောင်းလဲပေးပါ။)

Point and say. (15 minutes)

- Demonstrate the activity.
- Ask students to work in pairs.

- Tell them to choose who will have to ask questions by playing rock, scissors and paper game. For each picture, one student points to it and says, 'I can play basketball/football/Frisbee/hopscotch. Can you play it?' and the other student answers.

(ရုပ်ပုံ လေးပုံလုံးကို သေချာစွာ ထောက်၍ မေးရန်ပြောပါ။ ကျောင်းသားများ တစ်လှည့်စီ ပြောရန်ပြောပါ။)

- Students should take turns.

Singing song (If there is some spare time, the teacher can do this activity.)




(3 minutes)

- Ask students to sing the song 'Anything you can do, I can do better.'

Self-assessment

(2 minutes)

- Tell students in Myanmar to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/ her ability to ask and say the things they can or can't do and put a tick in the space under the icon.

I can ...			
ask the things somebody can or can't do.			
say the things I can or can't do.			

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Lesson 1 What is it?

Unit 5 Animals	Unit 5 Animals																							
<p>Unit 5 Animals Lesson 1 What is it?</p> <p> Listen and say.</p> <table border="1"> <tr> <td> monkey</td> <td> cat</td> <td> dog</td> </tr> <tr> <td> rabbit</td> <td> bird</td> <td rowspan="2"> giraffe</td> </tr> <tr> <td> goat</td> <td> snake</td> </tr> <tr> <td colspan="2"> cow</td> <td></td> </tr> </table> <p>58</p>	monkey	cat	dog	rabbit	bird	giraffe	goat	snake	cow			<p> Ask and answer.</p> <p>What is it? It's a monkey.</p> <p> Fill in the blanks.</p> <table border="1"> <tr> <td> giraffe</td> <td> monkey</td> <td> cat</td> </tr> <tr> <td> snake</td> <td> goat</td> <td></td> </tr> <tr> <td> bird</td> <td> cow</td> <td> dog</td> </tr> <tr> <td> rabbit</td> <td></td> <td></td> </tr> </table> <p>59</p>	giraffe	monkey	cat	snake	goat		bird	cow	dog	rabbit		
monkey	cat	dog																						
rabbit	bird	giraffe																						
goat	snake																							
cow																								
giraffe	monkey	cat																						
snake	goat																							
bird	cow	dog																						
rabbit																								

Objectives:

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

- say names of animals they learnt.
- ask the question 'What is it?' and answer it by using 'It's a ...'

Words and expressions:

New: What is it?

Previously learnt: bird, cat, cow, dog, goat, monkey, rabbit, snake, giraffe

'It's a ...'

Resources and preparation: audio materials, picture cards of bird, cat, cow, dog, goat, monkey, rabbit, snake, giraffe

Teaching procedure

Warm up (3 minutes)

- Revise the previous vocabulary: bird, cat, cow, dog, duck, monkey, rabbit, snake, and giraffe: using 'What is it?'

43 Listen and say. (10 minutes)

- Say the name of an animal and then ask students to find the animal in the textbook.

Give some hints (e.g. It's white. It's small. etc.) to support them.

(ဆရာက ဦးစွာပထမ It's white. It's small. ဟု ပြောပြပြီးလျှင် ကျောင်းသုံးစာအုပ်ထဲမှ ရုပ်ပုံ ဘယ်ပုံဖြစ်နိုင်သလဲဟု ကလေးများကို ခန့်မှန်းဖြေဆိုရန်ပြောပါ။)

- Give them a few minutes to find the picture of that animal.
- Ask them to point to that animal and say it.
- Follow the same procedure to teach other animals.

(ကျန်သောပုံများကိုလည်း ထိုနည်းအတိုင်း ခန့်မှန်းဖြေဆိုရန်ပြောပါ။)

- Play the recording or read the words aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the words they hear.

44 Ask and answer.

(15 minutes)

- Play the recording or read the dialogue aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully.
- Demonstrate how to do the activity with a student to the class.

T: What is it? (Pointing to the picture of a bird in the textbook.)

S: It's a bird.

- Tell students to work in pairs.
- Tell them that one student will be 'A' and the other 'B.'
- Tell 'A' to ask the question, 'What is it?' first and 'B' to respond to it.

(ကျောင်းသားများအား နှစ်ယောက်တစ်တွဲတွဲစေပြီး ကျောင်းသုံးစာအုပ်ပါပုံကို ထောက်ပြ၍ ကျောင်းသားတစ်ဦးက What is it? ဟုမေးလျှင် ကျန်တစ်ဦးက It's a ... ဟု ဖြေဆိုရန်ပြောပါ။)

- Remind 'A' to circle or tick the picture from 'Listen and say.' after asking the question for it.
- Tell them to swap roles after each question.
- Check their work while monitoring the class and help the weak students.

Fill in the blanks.

(10 minutes)

- Say the name of an animal and ask students to find the animal in the textbook.
- Give them time to find the picture of that animal.
- Ask them to point to that animal and name it.
- Ask them to say the initial letter of that animal and write it down in the blank given in the textbook.
- Write the names of the animals on the board underlining the initial letters and ask them to check their answers by themselves.
- Check their work at the end of the activity.

Summary and feedback

(2 minutes)

- Ask students how many new words they have learnt. To make the lesson more interesting the teacher can ask them what their favourite animal is and why they like it.
- Give feedback on students' pronunciation of the words, 'bird, snake and giraffe' and other weak areas if necessary.

Lesson 2 Words with Q q and R r

Unit 5 Animals	Unit 5 Animals
Lesson 2 Words with Q q and R r	Lesson 2 Words with Q q and R r
Listen, say and trace.	Listen, say and trace.
<p>quilt quail queen</p>	<p>rabbit ring rope ruler</p>
Write and match.	Write and match.
<p>quilt queen quail</p>	<p>ruler ring rabbit rope</p>
60	61

Objectives:

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

- read and write the words with Q q and R r.
- recognize and say the sounds /k/ and /r/ in the words.

Words and expressions:

New: quilt, ring, rope

Previously learnt: queen, quail, rabbit, ruler

Resources and preparation: audio materials, alphabet cards of capital and small letters Q q and R r, picture cards and word cards of quilt, queen, quail, rabbit, ring, rope, ruler

Words with Q q

Teaching procedure

Warm up

(3 minutes)

- Write the letters Q q in the air and tell students to guess what the letters will be.
- Show the alphabet cards of capital and small letters Q q and ask, 'What's this?'

45 Listen, say and trace.

(10 minutes)

- Show the alphabet cards of Q q and ask, 'What's this?'
- Put the picture cards on the board. Say, 'The quilt is pink, the quilt is pink.'
- Tell students to point to the quilt. Put the word card on the respective picture.
- Repeat the procedure with the other words. You can use the following sentences to introduce the words.
(စကားလုံး အသစ်များ သင်ကြားရာတွင် ဆရာက တိုက်ရိုက်ပြော၍ သင်ကြားခြင်းမဟုတ်ဘဲ ကလေးများကို ဆက်စပ်စဉ်းစား၍ သင်ယူသည့်နည်းဖြင့် သင်ကြားပေးပါ။)
- (a) A quail is a bird.
- (b) The queen is sitting. Her hair is black.
- Play the recording or read the words aloud to the students
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.

- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and say the following words:

Quilt, Quail, Queen
Quilt, Quail, Queen
Quilt, Quail, Quilt, Quail
Quilt, Quail, Queen

Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this you can substitute any word for a clap, e.g. 'Quilt, (clap), Queen' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့်စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ်တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Quilt, (clap), Queen)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီးမှတ်မိစေရန် ဇယားပါအတိုင်းထပ်ကာထပ်ကာရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and match.

(5 minutes)

- Confirm that students know the meaning of the words by showing the picture card, asking, 'What's this?'
- Tell students to spell the word. Say the wrong word deliberately. (e.g. Show the picture of 'quilt' and ask 'Is this a quail?' ... etc.)
- Tell them to match the words and pictures.
- Make sure that students are able to fill in the blanks correctly and match the words with the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask students to recall the new words they have learnt. If necessary, give feedback on the pronunciation of the /k/ sound.

Words with R r

(40 minutes)

- Follow the same procedure for words with R r.

46 Listen, say and trace.

- You can use the following sentences to introduce new words with R r.

(Words with R r အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- The rabbit is white.
- I have a ring on my finger. (showing your ring)
- The rope is long.
- The ruler is yellow.

Practise saying the words.


- Point to the pictures and say the following words.


Ring, Rope, Rabbit	Ring, Rope, Ruler
Ring, Rope, Rabbit	Ring, Rope, Ruler
Ring, Rope, Ring, Rope	Ring, Rope, Ring, Rope
Ring, Rope, Rabbit	Ring, Rope, Ruler


Lesson 3 Where is the bird?


Unit 5 Animals


Lesson 3 Where is the bird?


 **Listen and say.**


The bird is in the nest. 

The cat is on the table. 

The cow is beside the house. 

The dog is under the chair. 



 **Ask and answer.**

Where is the bird?

It's in the nest.


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Unit 5 Animals


Practise.

Where is the egg?


It's in the nest.




1 Where is the egg?




2 Where is the dog?



3 Where is the cat?



4 Where is the goat?



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Objectives:

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

- say the names of some animals.
- ask the question 'Where is the ...?' and answer it by using 'The ... is beside/ in/ on/ under the ...'

Words and expressions:

New: beside, on, in, under

'Where is the ...?', 'The ... is beside/ in/ on/ under the ...'

Previously learnt: bird, cat, cow, dog, egg, goat, chair, table, house, nest

'What is it?', 'It's a ...'

Resources and preparation: audio materials, picture cards of bird, cat, cow, dog, egg, goat, nest, table, house, chair

Teaching procedure

Warm up

(3 minutes)

- Revise the previous vocabulary: bird, cat, cow, dog by using 'What is it?' and encourage the students to respond, saying 'It's a ...'

47 Listen and say.

(10 minutes)

- Play the recording or read the name of an animal and ask students to listen to the recording or to the teacher and find the animal in the textbook. Give them a few minutes to find the picture of that animal.
- Say the name of the animal and ask, 'Where is the ...?' and tell them to answer the question in Myanmar. Wait for their responses and then say, 'The ... is in/ on/ under/ beside the ...' Ask them to repeat after the teacher. (ရှုပ်ပုံကိုပြု၍ ဆရာက Where is the ...? ဟုမေးလျှင် ကလေးများက ... ရှိသည့်နေရာကို မြန်မာလို ဖြေဆိုရန် ပြောပါ။ ဆရာက အဖြေမှန်ကို အင်္ဂလိပ်လိုပြောပြပြီး ကျောင်းသားများအား လိုက်ဆိုရန် ပြောပါ။)

T: Where is the bird?

Ss: (Students respond in Myanmar) The bird is in the nest.

T: (Models the answer in English) The bird is in the nest.

Ss: (Repeat after the teacher) The bird is in the nest.

- Repeat the procedure for the other animals and do the same procedure for other prepositions - beside, on and under.
- Try all four animals again with less support from the teacher.

48 Ask and answer.

(15 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or to the teacher and say the sentences.
- Demonstrate how to do the activity with a student.
T: Where is the bird?
S: It's in the nest.
- Tell a pair of students to ask 'Where is the bird?' and find the picture of the bird and respond to each other. Do the activity two or three times until they understand how to participate in the activity.
- Ask students to work in pairs.
- Tell each pair that one student will be 'A' and the other 'B.'
Tell 'A' to ask the question, 'Where is ... ?' first and 'B' to respond to the question. Remind 'A' to put a tick on the picture or draw a circle on it after asking the question for it.
- Tell them to change roles after 'A' have asked where the animals are.
- Check their conversations by monitoring the class and help weak pairs.

Practise.

(10 minutes)

- Demonstrate how to do the activity with a student.
T: Where is the egg?
S: It's in the nest.
- Tell each pair that one student will be 'A' and the other 'B.'
- Tell 'A' to ask the question first and 'B' to respond to the question.
- Remind 'A' to tick the number 1, 2, 3 and 4 to know which numbers he/she has already finished.
- Tell them to change roles.
Check their conversations by monitoring the class and help the weak pairs.
Check their answers and tell them to raise their hands if they know the answer.
- Ask one of them and confirm his/her answer with the class. Have them count how many ticks they've got and praise them for their work.

Summary and feedback

(2 minutes)





- Ask students how many new words they learnt. Confirm the meaning of the prepositions by using classroom objects (e.g. Where is my pencil?)
- Give feedback on students' pronunciation or other weak areas if necessary.

Lesson 4 Words with S s and T t

Unit 5 Animals





Lesson 4 Words with S s and T t

Listen, say and trace.

 sun	 sea
 snake	 ship

S s

Listen and write.





 n a e k	 u n s
 a e s	 h i p

64

Unit 5 Animals





Lesson 4 Words with S s and T t

Listen, say and trace.

 tree	 train
 table	 tunnel

T t

Listen and write.

 e u n t	 i a t n
 b a e	 e t e r

65

Objectives:

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

- read and write the words with S s and T t.
- recognize and say the sounds /s/ and /t/ in the words.

Words and expressions:

New: sea, stone, train, tunnel

Previously learnt: sun, snake, table, tree

Resources and preparation: audio materials, alphabet cards of capital and small letters S s and T t, picture cards and word cards of sun, sea, snake, ship, tree, train, table, tunnel

Word with S s

Teaching procedure

Warm up

(3 minutes)

- Show the picture cards of quilt, queen, quail, ring and rope ... etc. and then ask, 'What's this?'
- Tell students to use 'It's a ...'

49 Listen, say and trace.

(10 minutes)

- Show the alphabet cards for S s and ask 'What's this?'
- Put the picture cards on the board. Say, 'The sun is in the sky. The sun is yellow.'
- Tell students to point to the sun. Put the word card on the respective picture.
- Repeat the procedure with other words. You can use the following sentences to introduce the words.
 - (a) The sea is blue. I want to swim in the sea.
 - (b) The snake can be dangerous. Don't touch it!
 - (c) The ship is big. It is red.

(စကားလုံး အသစ်များ သင်ကြားရာတွင် ဆရာက တိုက်ရိုက်ပြော၍ သင်ကြားခြင်းမဟုတ်ဘဲ ကလေးများကို ဆက်စပ်စဉ်းစား၍ သင်ယူသည့်နည်းဖြင့် သင်ကြားပေးပါ။)

- Play the recording or read the words aloud to the students.

- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Practise saying the words.

(10 minutes)

- Point to the pictures and say the following words.

Sun, Sea, Ship	Sun, Sea, Snake
Sun, Sea, Ship	Sun, Sea, Snake
Sun, Sea, Sun, Sea	Sun, Sea, Sun, Sea
Sun, Sea, Ship	Sun, Sea, Snake

Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If you have extra time, you can give the students more chances to practise by pointing to each picture and have the students say the words. If students can say the words correctly, point to the pictures faster and faster. After this you can substitute any word for a clap, e.g. 'Sun, (clap), Ship' and have the students say the words.

(ကျောင်းသားများက ဝေါဟာရများကို မှန်မှန်နှင့် မြန်မြန် ရွတ်ဆိုနိုင်ပါက မည်သည့် စကားလုံးတစ်လုံးကိုမဆို အသံထွက်အစား လက်ခုပ် တစ်ချက်တီးခြင်းဖြင့် အစားထိုးလေ့ကျင့်နိုင်ပါသည်။ ဥပမာ - Sun, (clap), Ship)

- Encourage them to practise in groups or rows.

(သင်ခန်းစာပါ ဝေါဟာရများကို ကျောင်းသားများ စိတ်ဝင်စားပြီး မှတ်မိစေရန် ဇယားပါအတိုင်း ထပ်ကာထပ်ကာ ရွတ်ဆိုရန်ပြောပါ။)

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least five times.
- Make sure that students can write the words properly in their notebooks.

Listen and write.

(5 minutes)

- Tell students to listen to what the teacher says and then look at the pictures and the letters.
- Have students rearrange the letters to get meaningful words.
- Students must listen to the teacher and write the words they hear beside the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Ask student to recite the words several times. If necessary, give feedback on the pronunciation of the /s/ sound.

Word with T t

(40 minutes)

- Follow the same procedure for words with T t.

50 Listen, say and trace.

- You can use the following sentences to introduce new words with T t.

(Words with T t အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- The tree is green.
- The train is coming!
- My book is on the table. (Put the book on the table.)
- There is a blue truck in the tunnel. There are yellow lines in the tunnel.

Practise saying the words.

- Point to the pictures and say the following words.

Tree, Train, Table	Tree, Train, Tunnel
Tree, Train, Table	Tree, Train, Tunnel
Tree, Train, Tree, Train	Tree, Train, Tree, Train
Tree, Train, Table	Tree, Train, Tunnel

Lesson 5 Where is the tiger?

Unit 5 Animals

Lesson 5 Where is the tiger?

Listen and say.

tiger deer

duck bird

monkey giraffe

Animal chant

Deer, tiger, bird. Giraffe, monkey, duck.

Deer, tiger, bird. Giraffe, monkey, duck.

Deer, tiger, deer, tiger. Giraffe, monkey,

Deer, tiger, bird. giraffe, monkey,

 Giraffe, monkey, duck.

66

Unit 5 Animals

Ask and answer.

Where is the tiger? →

→ It's under the tree.

Draw, ask and answer.

67

Objective:

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

- say the names of some animals.

Words and expressions:

New: deer, tiger

Previously learnt: bird, duck, giraffe, monkey

'What is it?', 'Where is the ...?', 'It's a ...', 'It's on/in/under/beside the ...'

Resources and preparation: audio materials, crayon, picture cards of tiger, deer, duck, monkey, giraffe, bird, tree, water, wall, nest, pencil

Teaching procedure

Warm up

(3 minutes)

- Revise the prepositions students learnt in the previous lesson: in, on, under and beside by using the prepositions with objects like a chalk box and some classroom objects such as pencils and rulers.
- Show the objects and ask the students, 'What is it?' and then display them in, on or under the box and ask, 'Where is the ...?' Lip-read the sentence to give clues if necessary.

(ဆရာက ဝါကျကို အသံထွက်ဘဲ နှုတ်ခမ်းလှုပ်ရုံဆိုပြု၍ ကလေးများအား ဆရာပြောသည့်အရာကို ခန့်မှန်းရန် ပြောပါ။)

51 Listen and say.

(10 minutes)

- Play the recording or show a picture and ask, 'What is it?' Give students some hints about an animal (colour, size, shape, etc.) and ask, 'What is it?'
T: This is an animal. It's tall. It has a long neck. It likes leaves. What is it?
- Ask them to guess what the animals are. Next, say the name of the animal while showing the picture card of the animal and have students repeat the name.
- Follow the same procedure to teach other animals.
- Play the recording or read the words aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the words they hear.

- Say the words together with the students and ask students to say on their own.
(ရုပ်ပုံကို ပြ၍ 'What is it?' ဟု မေးတတ်ရန်နှင့် ရုပ်ပုံကိုကြည့်၍ 'It's a ...' ဟု ဖြေဆိုတတ်ရန် လေ့ကျင့်ပေးပါ။ ပြီးလျှင် သင်ခန်းစာပါ ဝေါဟာရများကို မှတ်မိအောင် ဇယားပါအတိုင်း ထပ်ကာထပ်ကာ ရွတ်ဆိုစေခြင်းဖြင့်လေ့ကျင့်ပေးပါ။)

52 Animal chant

Deer, tiger, bird. (Clap!)
Deer, tiger, bird. (Clap!)
Deer, tiger, deer, tiger.
Deer, tiger, bird. (Clap!)

Giraffe, monkey, duck. (Clap!)
Giraffe, monkey, duck. (Clap!)
Giraffe, monkey, Giraffe, monkey.
Giraffe, monkey, duck. (Clap!)

- Play the recording or sing the chant aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and repeat after the recording or to the teacher.

53 Ask and answer. (10 minutes)

- Play the recording or read the dialogue aloud to the students.
- Tell students to listen to the recording or to the teacher carefully.
- Demonstrate how to do the activity with a student.

T: Where is the bird?
S: The bird is in the nest.

- Tell a pair of students to ask 'Where is the tiger?' and find the picture of the tiger and respond to each other. Ask students to do the activity two to three times until they understand how to do it.
- Ask students to work in pairs.
- Tell each pair that one will be 'A' and the other 'B.' Tell 'A' to ask the question, 'Where is ...?' first and 'B' to respond to the question. Remind 'A' to put a tick on the picture or draw a circle around it after asking the question for it.
- Tell them to change roles after 'A' asks about all the pictures.
('Where is the ...?' ဟု မေးပြီး ရုပ်ပုံကိုကြည့်၍ 'The ... is in/on/under/beside the ...' ဟု ဖြေဆိုတတ်ရန် လေ့ကျင့်ပေးပါ။)
- Check their conversations by monitoring the class and help the weak pairs.

Draw, ask and answer. (15 minutes)

- Ask a pair of students to come to the front of the class to demonstrate the activity.
- Tell them that one student will be 'A' and the other 'B'.
- Tell 'A' to say a statement (e.g. The tiger is under the tree.) to 'B.'
- Tell 'B' to draw a picture of what 'A' said.
- Tell them to change roles.
- Ask them to do the activity as demonstrated by the pairs.
(ကျောင်းသား နှစ်ဦးကို ရုပ်ပုံတစ်ပုံစီ အပြန်အလှန် ဆွဲစေပြီး ၎င်းရုပ်ပုံအားကြည့်၍ ဝိဘတ် (preposition) ငါးလုံး 'The ... is in/on/under/beside the ...' ကို မှန်ကန်စွာ သုံးတတ်စေရန် လေ့ကျင့်ပေးပါ။)
- Monitor students' pair work and help the weak pairs.

Summary and feedback (2 minutes)

- Wrap up the lesson by asking the question 'Where is the ...?' referring to the animals in the picture.

Lesson 6 The cat is on the table.

Unit 5 Animals

Lesson 6 The cat is on the table.

Listen and say.

The cat is on the table.
It's small. It's yellow.

68

Unit 5 Animals

Fill in the blanks.

- The monkey is on the wall.
It's small.
It's brown.
- The elephant is _____ the tree.
It's _____.
It's _____.
- The ant is _____ the cup.
It's _____.
It's _____.
- The deer is _____ the ladder.
It's _____.
It's _____.

Tick and say.

69

Objectives:

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

- describe an animal's size, colour, and location.
- say and write where an animal is.

Words and expressions:

Previously learnt: bird, cat, cow, monkey, ant, deer, elephant,
table, nest, house, wall, cup, ladder, tree,

'What is it?', 'It's a ...' 'It's small/big.' 'It's white/blue, ...' 'Where's the ...?'

'It's in/on/under/beside the ...'

Resources and preparation: audio materials, picture cards of cat, bird, cow, monkey, ant, deer, elephant,
table, house, nest, cup, wall, ladder, tree

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Recall the names of animals they learnt by using 'What is it?' and 'It's a ...'

54 Listen and say.

Activity 1

(15 minutes)

- Play the recording and tell students to look at Picture A in the textbook and ask, 'What is it?' (pointing to the picture of the cat) then ask, 'Where's the cat?'
T: What's this? (pointing to the picture of the cat)
S: It's a cat.
T: Where's the cat?
S: The cat's on the table.
T: The cat is on the table. It's small. It's yellow.
- Practise the sentences with them if necessary.

- Follow the same procedure for more animals until students are familiar with the activity and can tell where the animals are, using correct prepositions.
- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the sentences they hear.
- Ask a student to come to the front of the class and tell him/her to choose a picture card, and then ask the question, 'What is this?' to the class and then 'Where's the ...?'
- If the class can answer the questions well, ask some more students to come to the front of the class and have them ask questions to the class.

Activity 2

(20 minutes)

- Put three to four picture cards on the board, or use the pictures in the textbook.
- Tell students that you will give them a quiz.
- Describe one of the picture cards on the board or textbook pictures and ask, 'What is it?'
- Say, 'It's small. It's yellow. It's on the table.' Write the sentences on the board or put pieces of paper with the sentences on the board and ask students to guess the name of that animal.
(ဆရာက 'It's small. It's yellow. It's on the table.' ဟု ပြောပြီးလျှင် ပုံကိုကြည့်၍ ဘယ်ရုပ်ပုံ ဖြစ်နိုင်သည်ကို ကလေးများအား ခန့်မှန်း၍ ဖြေဆိုရန်ပြောပါ။)
- Give students a few minutes to think about the answer. Check their answers by asking one student and tell the class the correct answer.
- Put other five picture cards on the board again and continue the activity with the class in the same way.
- Tell them to respond to the question 'What is it?' after describing a picture and to take turns.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Put three to five picture cards on the board or use the textbook.
- Describe one of the animals: e.g. It's small. It's black. It's in the cup and ask them 'What is it?'
- Give students a few minutes to think of the answer and check their answers by asking one student and then the class.
- Continue the activity for three to five animals.

Fill in the blanks.

(15 minutes)

- Tell students to fill in the blanks.
- Fill in one or two blanks as examples to help students know what to do.
- Monitor the class, check their answers and help them if necessary.

Tick and say.

(18 minutes)

- Tell a pair of students to come to the front and name them '1' and '2'.
- Tell Student 1 to describe one of the pictures on page 69, 'Tick and say.' and ask, 'What is it?', 'Where is it?' Student 2 should respond.
(ကျောင်းသားတစ်ဦးအား နှစ်သက်ရာပုံ တစ်ပုံကို ထောက်၍ မေးခွန်းမေးခိုင်းပြီး ကျန်ကျောင်းသားကို ဖြေဆိုရန်ပြောပါ။)
- Tell Student 1 to tick the animal that he/she has asked about.
- Ask Student 1 to repeat the description again if Student 2's answer is wrong.
- Tell the class to work in pairs and change their roles after the Students 1 has asked about all the pictures.
- Monitor the class and help students who are weak to be able to participate in the activity.

Summary and feedback

(2 minutes)

- Make sure that students know the vocabulary and expressions to talk about animals.
- Check their pronunciation.

Lesson 1 I'm wearing a pink blouse.

Unit 6 What we wear

Unit 6 What we wear

Unit 6 What we wear

Lesson 1 I'm wearing a pink blouse.

Listen and say.

I'm wearing a pink blouse.

sport shirt

blouse

skirt

shorts

sandals

70

Unit 6 What we wear

Listen and tick.

I'm wearing a yellow blouse.

Draw and say.

I'm wearing ...

71

Objective:

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

- describe their clothes.

Words and expressions:

New: blouse, shorts, skirt, sandals, sport shirt

'I'm wearing ...'

Previously learnt: black, blue, brown, green, pink, white, yellow

'What's this?' 'It's a ...' 'What colour is it?' 'It's ...'

Resources and preparation: audio materials, picture cards of pink blouse, yellow sport shirt, green skirt, brown sandals, blue shorts

Teaching procedure

Warm up

(3 minutes)

- Elicit the colours from the students showing colour papers.

T: 'What colour is it?' (by showing blue colour paper)

Ss: 'It's blue.'

Repeat the question by showing other colour papers.

55 Listen and say.

(15 minutes)

- Show a pink blouse or a picture card of a pink blouse and introduce the new words and phrases as follows.

(T: It's a blouse. What's it?

Ss: It's a blouse.) x 3

T: What colour is it?

Ss: It's pink.

T: Yes, it is. It's a pink blouse. What is it?

Ss: It's a pink blouse.

(ဆရာက It's ဟု ဆို၍ ကျောင်းသားများကို It's ဟုပဲ ပြောရန် ပြောပါ။)

- Follow the same procedure to teach the remaining vocabulary.
- Put all picture cards on the board and say, 'It's a pink blouse.' by pointing to the picture of the pink blouse.
- Let students repeat after the teacher. Then, follow the same procedure for the rest of the vocabulary.
- When students have finished repeating after the teacher for all picture cards, point to a picture card and have students say the sentence.

For example, teacher points to the picture card of a green skirt and students will say, 'It's a green skirt'. After that, follow the same procedure to teach other items: a yellow sport shirt, a pink blouse, blue shorts and brown sandals.

- Play the recording or read the sentences aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully and say the sentences they hear.
- Point to the picture card of the green skirt and say 'I am wearing a green skirt'.
- Have students repeat the sentence.
- Practise 'I'm wearing ...' with other vocabulary.

('I'm wearing ...' သည် structure အသစ်ဖြစ်သဖြင့် ကျောင်းသားများ မှတ်မိနိုင်စေရန် အကူအညီပေးပါ။)

56 Listen and tick.

(10 minutes)

- Before the students do the activity, demonstrate the activity by asking a student to come to the front of the class.
 - i) Say, 'I'm wearing a yellow blouse.' and ask the student, to tick the box of the picture of the yellow blouse.
 - ii) Have the student say a sentence by using 'I'm wearing ...' e.g. If the student says, 'I'm wearing a green sport shirt', tick the box of the picture of the green sport shirt.
- Play the recording or say the sentences aloud to the students.
- Ask students to listen to the recording or to the teacher carefully and tick the boxes of the correct pictures of the clothes which they hear from the recording.

(ကျောင်းသားများအား ကြားရသော အဝတ်အစား၏ ပုံကို ရှာဖွေ၍ အမှန်ဖြစ်ရန် ပြောပါ။)

- Monitor the class to check if the students can tick the correct pictures or not.

Draw and say.

(10 minutes)

- Draw a picture of a blouse or shorts on the board and colour it to help students know how to draw and colour a picture.

(ကျောင်းသားများအား မည်သို့ ပုံဆွဲရမည်၊ ဆွဲထားသည့်ပုံအား မည်သို့အရောင်ခြယ်ရမည်ကို သိရှိစေရန် ဆရာမက blouse သို့မဟုတ် shorts ပုံကို သင်ပုန်းပေါ်တွင်ဆွဲပြပြီး အရောင်ခြယ်ပြပါ။ ပုံဆွဲရန် အခက်အခဲရှိပါက flashcardများကို သုံးနိုင်သည်။)



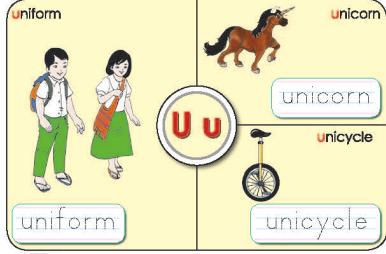
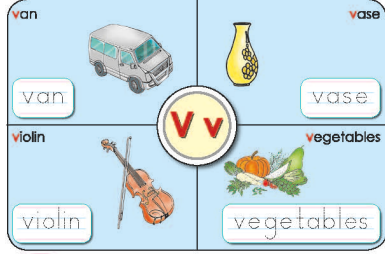
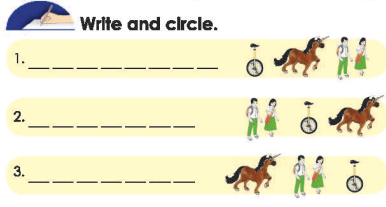
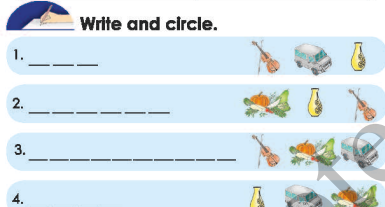









- Tell the class to draw a picture and colour the picture in the given space in the textbook.
- Ask two students to come to the front of the class and tell them to talk about their pictures in turns using, 'I'm ... I'm wearing ...'
- Tell the class to work in pairs.
- Monitor the class and encourage them to use the language 'I'm wearing ...'

Summary and feedback

(2 minutes)

- Ask the students to tell you the vocabulary they learnt during the lesson.
- Ask some students to say what they are wearing.
- Give feedback on the pronunciation of the final consonants of the new vocabulary and the vowel /ɜ/ in the word, 'shirt'.

Lesson 2 Words with U u and V v

Unit 6 What we wear	Unit 6 What we wear
Lesson 2 Words with U u and V v  Listen, say and trace.	 Listen, say and trace.
	
	
 Write and circle.	 Write and circle.
1. _____  2. _____  3. _____ 	1. _____  2. _____  3. _____  4. _____ 
72	73

Objectives:

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

- read and write the words with U u and V v.
- recognize and say the sounds /j/ and /v/ in the words.

Words and expressions:

New: uniform, unicorn, unicycle, van, vegetables

Previously learnt: vase, violin

Resources and preparation: audio materials, alphabet cards of capital and small letters U u and V v, picture cards and word cards of uniform, unicon, unicycle, van, vase, violin, vegetables

Words with U u

Teaching procedure

Warm up

(3 minutes)

- Show the alphabet cards of capital and small letter U u and ask, 'What's this?' for each.
- Ask students to answer, 'Capital U' for 'U' and 'small u' for 'u'.

57 Listen, say and trace.

(10 minutes)

- Put the picture cards on the board or use textbook.
- Get students guess the meaning of the words by interacting with them in the following way.

To teach the word 'uniform'

- * Say, 'She is wearing a school uniform. She is wearing a school uniform. Point to the picture of uniform.'
- * If the students cannot point to the correct picture easily, put the word card under the picture of unicycle and unicorn and ask 'Is it the uniform?'
- * At last, put the word card under the correct picture.
- Follow the same procedure for the words 'unicorn' and 'unicycle'.
- To teach the words 'universe' and 'unicycle', you can use such sentences as:

(a) Unicorn is like a horse. (Explain a bit more about 'unicorn' in Myanmar.)

('unicorn' ဆိုသည်မှာ ဦးခေါင်းပေါ်တွင် ချိုတစ်ချောင်း ပေါက်နေသော မြင်းတစ်ကောင်နှင့် ဆင်တူသည့် ပုံပြင်ဒဏ္ဍာရီများထဲမှ စိတ်ကူးယဉ်သတ္တဝါတစ်ကောင်ဖြစ်ပါသည်။)

(b) I can ride a unicycle. (Use gestures.)

- Make sure that students point to the correct words.
- Play the recording or read the words aloud to the students.
- Tell students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Wirte.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and circle.

(15 minutes)

- Ask students to look at the blanks and guess the words.
- Tell students to fill in the blanks and circle the pictures of the words.
- Make sure that students are able to write and circle the pictures. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Tell students that although the new words are spelt with the letter 'u', they are pronounced, using the consonant sound /j/.

(စကားလုံးများကို unicorn, uniform ဟု 'u' နှင့် ရေးပြီး /j/ သံနှင့် အသံထွက်ကြောင်းရှင်းပြပါ။)

Words with V v

(40 minutes)

- Follow the same procedure for words with V v.

58 Listen, say and trace.

- You can use the following sentences to introduce words with V v.


(Words with V v အတွက် စကားလုံးများသင်ကြားရာတွင် အောက်ပါဝါကျများကို အသုံးပြုနိုင်သည်။)

- (a) I drive a van. (Use gestures.)
- (b) We put flowers in the vase.
- (c) I can play the violin. (Use gestures.)
- (d) We eat vegetables.


Lesson 3 He's wearing a yellow T-shirt.

Unit 6 What we wear


Lesson 3 He's wearing a yellow T-shirt.

 **Listen and say.**

He's wearing a yellow T-shirt and red boots.




T-shirt




raincoat




trousers



boots




socks





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Unit 6 What we wear

 **Listen and tick.**

green socks



 **Choose and say.**



He's wearing ...

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Objective:

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

- describe the clothes someone is wearing.

Words and expressions:

New: boots, raincoat, socks, trousers, T-shirt

He's wearing ... and ...

Previously learnt: black, blue, brown, green, red, yellow

What's this? It's a ... What colour is it? It's ...

Resources and preparation: audio materials, picture cards of red boots, brown trousers, a blue raincoat, green socks, a yellow T-shirt

Teaching procedure

Warm up

(3 minutes)

- Point to a student's shirt or blouse and ask, 'What colour is it?' Elicit the colours by pointing to the things around the classroom.

59 Listen and say.

(15 minutes)

- Show a blue raincoat or a picture card of a blue raincoat and say, 'a raincoat' and ask them to repeat it about 3 times. After that, ask them, 'What colour is it?'. They will answer, 'It's blue.' Then, say, 'a blue raincoat'. Make students repeat the phrase 'a blue raincoat' three times. See the following sample dialogue.

T: a raincoat × 3

Ss: a raincoat × 3

T: What colour is it?

Ss: It's blue.

T: a blue raincoat × 3

Ss: a blue raincoat × 3

- Follow the same procedure to teach the remaining vocabulary.
- Put all picture cards on the board and tell students to say, 'a blue raincoat' while the teacher is pointing to the picture of the blue raincoat.
- Follow the same procedure for the other vocabulary.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and say the sentences they hear.
- Put an enlarged picture of a boy or draw a picture of a boy on the board and ask the class who he is and what he is wearing by eliciting the types of clothes and their colours from students.

T: He's wearing a yellow T-shirt and red boots.

- Follow the same procedure to teach the remaining vocabulary: red boots, black trousers, a blue raincoat, green socks and a yellow T-shirt.

60 Listen and tick. (10 minutes)

- Play the recording or say the phrases aloud to the students.
- Tell the class to listen to the recording or to the teacher carefully and tick the boxes given in the textbook. e.g. Tell them that if they hear 'green socks', they will have to find the picture of the green socks and tick the box of green socks.
- Ask students to tick on the correct picture of the clothes which they will hear from the recording.
(ကျောင်းသားများအား ကြားရသော အဝတ်အစား၏ ပုံကို ရှာ၍ အမှန်ဖြစ်ရန် ပြောပါ။)
- Monitor the class to check if the students can find and tick the correct pictures.
- Confirm the correct answers with students.

Choose and say. (10 minutes)

- Tell the class to choose the pictures given in the textbook.
- Ask two students to come to the front of the class and tell them to talk about their pictures in turns, using 'He's wearing ... and ...'
- Tell the class to work in pairs.
- Monitor the class and encourage them to use the language 'He's wearing ...'

Summary and feedback (2 minutes)

- Ask students to recall the vocabulary they have learnt during the lesson.
- Ask some students to say what they are wearing.
- Give feedback on their language and pronunciation if necessary.

Lesson 4 Words with W w and X x

Unit 6 What we wear	Unit 6 What we wear
Lesson 4 Words with W w and X x	Lesson 4 Words with W w and X x
Listen, say and trace.	Listen, say and trace.
Write and match.	Write.
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Objectives:

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

- read and write the words with W w and X x.
- recognize and say the sounds /w/ and /z/ in the words.

Words and expressions:

New: world, window

Previously learnt: wall, water, xylophone

Resources and preparation: audio materials, alphabet cards of capital and small letters W w and X x, picture cards and word cards of wall, water, world, window, xylophone

Word with W w

Teaching procedure

Warm up

(3 minutes)

- Show the alphabet cards of capital and small letters 'W w' and ask 'What's this?' for each.
- Ask students to answer, 'Capital W' for 'W' and 'small w' for 'w'.

61 Listen, say and trace.

(10 minutes)

- Put the picture cards on the board or use the textbook.
- Ask students to guess the meaning of the words by interacting with them in the following way.
- To teach the word 'wall'
 - * Count the walls of the classroom. Say, 1, 2, 3, 4. There are 4 walls. There are 4 walls. Point to the wall.
 - * If the students cannot point to the correct picture easily, put the word card under the picture of 'water', 'world' and 'window' by asking 'Is it the wall?'
 - * At last, put the word card under the correct picture.
- Follow the same procedure for the words 'water, world and window'.
- To teach the words 'water, world, window', you can use the following sentences.
 - (a) I drink water. (Use gestures)
 - (b) The world is round.

(c) There are ____ windows in the classroom. (Count the windows in the classroom.)

- Make sure that students point to the right words.
- Play the recording or read the words aloud to the students.
- Tell the students that while listening to the recording or to the teacher carefully, they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap books and check each other's work.

Write.

(10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words correctly in their notebooks.

Write and match.

(15 minutes)

- Ask students to look at the pictures and guess the words.
- Tell students to fill in the blanks and match the pictures with the words.
- Make sure that students are able to write and match the pictures with the words. If the class size is large, students can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Make sure that students can pronounce the /w/ sound in the words. If necessary, give feedback on the pronunciation of the vowel sound /ɜ:/ in the word, 'world' /wɜ:ld/.

Word with X x

(40 minutes)

- Follow the same procedure for word with X x.

62 Listen, say and trace.

- You can use the following sentence to introduce the word with X x.

(Word with X x အတွက် စကားလုံးကို သင်ကြားရာတွင် အောက်ပါဝါကျကို အသုံးပြုနိုင်သည်။)

'I can play the xylophone.' (Use gestures)

Write.

- Ask students to write the words.
- Tell students to fill in the blanks and say the words.

Lesson 5 She's wearing a pink cap.

Unit 6 What we wear

Lesson 5 She's wearing a pink cap.

Listen and say.

She's wearing a pink cap and a blue scarf.

cap

scarf

gloves

sweater

shoes

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Unit 6 What we wear

Listen and tick.

a blue cap

Match and say.

	A	1				
	B	2				
	C	3				

She's wearing ...

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Objective:

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

- describe the clothes someone is wearing.

Words and expressions:

New: cap, gloves, scarf, shoes, sweater

She's wearing ... and ...

Previously learnt: black, blue, brown, green, pink, red, yellow

What's this? It's a ... What colour is it? It's ...

Resources and preparation: audio materials, picture cards of a pink cap, red gloves, brown shoes, a yellow sweater, a blue scarf

Teaching procedure

Warm up

(3 minutes)

- Point to a student who is wearing green trousers and a white shirt. Say, 'He/She is wearing ...' Repeat that incomplete sentence until the students finish the sentence. If students cannot complete the sentence, teacher can make a complete sentence by herself/himself and let them repeat after her/him.
- Point to the another student or show a picture of the previous lesson and ask students to make sentences with 'She/He is wearing ...'

63 Listen and say.

(15 minutes)

- Show a pink cap or a picture card of a pink cap to the class and say, 'cap' and let them repeat for about 3 times. After that, ask them, 'What colour is it?'. They will answer, 'It's pink.' Then say, 'a pink cap'. Make students repeat the phrase, 'a pink cap' three times. See the following sample dialogue.

(T: cap

Ss: cap) × 3

T: What colour is it?

Ss: It's pink.

(T: a pink cap

Ss: a pink cap)× 3

- Follow the same procedure to teach the remaining vocabulary.
- Put all picture cards on the board and tell them to say, 'a pink cap' while the teacher is pointing to the picture of the pink cap.
- Follow the same procedure for the other vocabulary.
- Play the recording or read the sentences aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully and say the sentences they hear.
- Put an enlarged picture of a girl on the board and ask the class what she is wearing by eliciting the clothes from and their colour the students.

T: She's wearing a pink cap and a blue scarf.

- Follow the same procedure to teach the remaining vocabulary: red gloves, brown shoes, a yellow sweater and a blue scarf.

64 Listen and tick.

(10 minutes)

- Play the recording or say the phrases aloud to the students.
- Tell the class to listen to the recording or to the teacher carefully and tick the boxes of the clothes they hear in the textbook. For example, tell them that if they hear 'a blue cap', they will have to find the picture of the blue cap and tick the box.
- Ask students to tick the correct picture of the clothes which they hear from the recording.
(ကျောင်းသားများအား ကြားရသော အဝတ်အစား၏ ပုံကို ရှာ၍ အမှန်ခြစ်ရန် ပြောပါ။)
- Monitor the class to check if the students can find and tick the correct picture or not.
- Confirm the correct answer with students.

Match and say.

(10 minutes)

- Tell the class to match the weather with the clothes.
- Ask two students to come to the front of the class and tell them to talk about their pictures in turns using, 'She's wearing ... and ...'
- Tell the class to work in pairs.
- Monitor the class and encourage them to use the language 'She's wearing ... and ...'

Summary and feedback

(2 minutes)

- Ask students to recall the vocabulary they have learnt during the lesson.
- Ask some students to say what they are wearing.
- Remind them that the plural form (အများကိန်း) is always used for the words 'boots, trousers, shoes and sandals' and pronounces the vowel /ɜ:/ in the word skirt /skɜ:t/ correctly.

Lesson 6 What my friends wear

Unit 6 What we wear

Lesson 6 What my friends wear

Listen and say.

Hello! I'm San San.
I have three friends.
They are Ni Ni, Toe Toe and Moe Moe.

This is Ni Ni.
She's wearing a pink scarf and a white blouse.
She's wearing a blue skirt and green sandals.

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Unit 6 What we wear

This is Toe Toe.
He's wearing a black cap and a yellow T-shirt.
He's wearing green shorts, yellow socks and brown shoes.

This is Moe Moe.
She's wearing a yellow raincoat and a red T-shirt.
She's wearing brown trousers and red boots.

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Objectives:

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

- recognize colours and clothes.
- act out the story 'What my friends wear'.

Words and expressions:

Previously learnt: friends, pink, white, blue, green, black, yellow, brown, red, sport-shirt, blouse, skirt, sandals, cap, T-shirt, shorts, socks, shoes, raincoat, trousers, boots

He's/ She's wearing ... and ...

Resources and preparation: audio materials, picture cards of the story

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Elicit the name of the characters in the story and what clothes they are wearing.

65 Listen and say.

Storytelling (1)

(15 minutes)

- Show the picture cards of San San, Ni Ni, Toe Toe and Moe Moe or point to each picture of the story and describe each person slowly.

<p>Picture 1 Hello! I'm San San. I have three friends. They are Ni Ni, Toe Toe and Moe Moe.</p>	<p>Picture 2 This is Ni Ni. (Show the picture of Ni Ni.) She's wearing a pink scarf and a white blouse. She's wearing a blue skirt and green sandals.</p>
<p>Picture 3 This is Toe Toe. (Show the picture of Toe Toe.) He's wearing a black cap and a yellow T-shirt. He's wearing green shorts, yellow socks and brown shoes.</p>	<p>Picture 4 This is Moe Moe. (Show the picture of Moe Moe.) She's wearing a yellow raincoat and a red T-shirt. She's wearing brown trousers and red boots.</p>

Storytelling (2)

(12 minutes)

- Play the recording or read the description of the four people aloud to the students.
- Tell students to listen to the recording or to the teacher again.
- Ask students to point to each picture as they hear.
- Repeat the story. Read the description in a different order this time. Students listen and point to the picture the teacher describes. Help them if necessary.

Summary

(10 minutes)

- Summarise the story by focussing on the expressions that they have learnt.
- Check their pronunciation.
- Ask three students to come to the front of the class and describe the people in the textbook.
- Tell the class that they have to describe the pictures in the next period.

Teaching procedure for Period 2

Warm up

(2 minutes)

- Have students describe the people in Myanmar again.

Storytelling (3)

(5 minutes)

- Divide the class into three groups.
- Ask one group to tell the story about Ni Ni, another about Toe Toe and the last one about Moe Moe.

Storytelling (4)

(10 minutes)

- Pile four sets of picture cards facing down on the table randomly.
- Divide the class into groups. The number of groups will depend on the class size, but each group should have about four students.
- Ask them to describe the people by showing their picture cards.
- Each group will practise describing people for 'Storytelling (5)'.

Storytelling (5)

(18 minutes)

- Ask each group to come to the front of the class and have them describe the people.
- Tell them that each student in the group has to say something about the picture. Tell them that all the members of the group will be able to talk about what clothes their friends wear at the end of the lesson.

(အဖွဲ့တွင်းရှိ ကျောင်းသားတစ်ယောက်စီက အနည်းဆုံး ပုံပြင်၏ စာကြောင်းတစ်ကြောင်းကို ပြောရန် ပြောပါ။ ဤသင်ခန်းစာ ပြီးပါက ကျောင်းသားများသည် ၎င်းတို့၏ သူငယ်ချင်းများ ဝတ်ဆင်သည့် အဝတ်အစားများအကြောင်း ပြောတတ်လာမည်ဟု ပြောပါ။)

- Ask the class to watch while a group is telling the story.

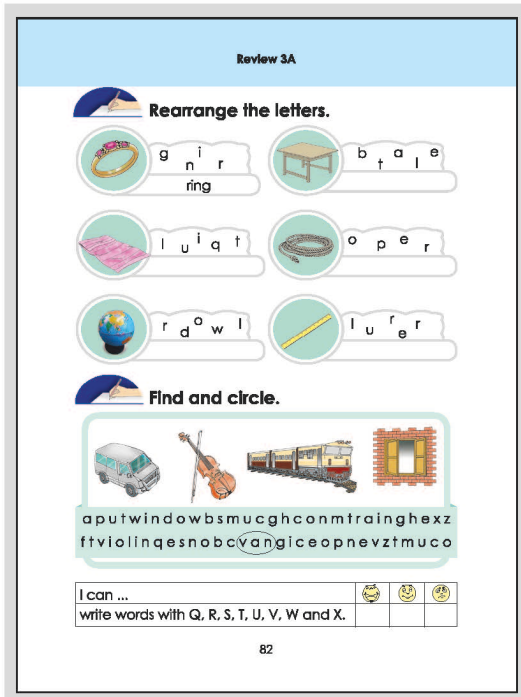
Summary and feedback

(5 minutes)

- Summarise the lesson by asking the class what their friends wear in Myanmar as well as in English.
- Remind them that the plural form (အများကိန်း) is always used for the words 'boots, trousers, shoes and sandals' and pronounces the vowel /ɜ:/ in the word skirt /skɜ:t/ correctly.

5.11 Review 3

Review 3A



Review 3A

Rearrange the letters.

g n i r → ring

b t a l e → table

l u i a t → quilt

o p e r → rope

r d o w l → world

l u r e r → ruler

Find and circle.

aputwindowbsmucghconmtrainghexz
ftviolinqesnobcvanoiceopnevztmuco

I can ... write words with Q, R, S, T, U, V, W and X.

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Objectives:

- To say the words with letters Q q to X x
- To spell the words with letters Q q to X x

Words and expressions:

quilt, ring, rope, ruler, table, train, van, violin, window, world

Resources and preparation:

picture cards and word cards for quilt, ring, rope, ruler, table, train, van, violin, window, world

Teaching procedure

Warm up

(7 minutes)

- Put eight picture cards: ring, rope, ruler, table, train, van, violin and window on the board or you can choose any pictures that students have already learnt.
- Tell them to memorise the pictures.
- Cover the pictures and tell them to try to recall and write down as many words as they can within one minute.
- Put the word cards under the respective pictures.
- Tell them to swap their notebooks.
- Uncover the pictures.
- Tell students to check the spelling of the words and count how many words they have got are correct.
- Tell them that they will get one mark for a correct word.

Rearrange the letters.

(15 minutes)

- Tell students to look at the pictures and elicit the words for the pictures from them.
- Tell them to rearrange the letters to get meaningful words.
(ကလေးများပုံကို ကြည့်၍ စကားလုံးကို မှန်ကန်စွာ ပြန်စီရန် ပြောပါ။)
- Tell them to swap their textbooks with their partners and check if their answers are the same or not.
- Tell them to think of the words together again if their answers are different.
(၎င်းတို့၏ အဖြေမတူပါက အဖြေမှန်ရရန် ပြန်စဉ်းစားရန် ပြောပါ။)

Find and circle.

(15 minutes)

- Tell students to make pairs.
- Tell them to look at the pictures and recall the words for the pictures.
- Tell them to search for the words for the pictures in the rows of letters and circle them.
(ပေးထားသော ပုံကို ကြည့်၍ ဆီလျော်သည့် စကားလုံးကို ဝိုင်းရန် ပြောပါ။)

- Make sure that students are able to do the word search activity.
- Check if students can do the find and circle activity.

Self-assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/ her ability to write words with Q to X and put a tick in the space under the icon.

I can ...			
write words with Q, R, S, T, U, V, W and X.			

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Review 3B

Review 3B

Practise.

It's white. It's on the chair.
Yes, it's a cat.
It's a cat.

Look and say.

I can ...
name the animals.
say where the animals are.

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Objective:

- To name the animals and say where they are

Words and expressions:

bird, cat, cow, dog, giraffe, monkey, snake, tiger, hat, tree, chair, ladder, nest, wall

'It's (colour).', 'It's in/ on/ under/ beside the ...', 'It's a ...', 'Yes, it's a ... / No, it isn't a ...'

Resources and preparation:

enlarged copy of the textbook page

Teaching procedure

Warm up

(3 minutes)

- Put three picture cards of deer, bird and tiger on the board and ask students to name the animals.
- Put three more picture cards e.g. giraffe, monkey and duck on the board and ask them to name the animals again.

Practise.

(20 minutes)

- Tell the class to think of the name of the animals starting with 'c'.
(ကျောင်းသားများကို 'c' ဖြင့်စသော တိရစ္ဆာန်များ၏ အမည်များကို ပြန်၍စဉ်းစားရန်ပြောပါ။)
- Tell the class that they can find the pictures in their textbook or put the animal pictures on the board.
(ကျောင်းသုံးစာအုပ်ပါ ပုံများကို ကြည့်၍ စဉ်းစားရန်ပြောပါ သို့မဟုတ် တိရစ္ဆာန်များ၏ ပုံများကို သင်ပုန်းပေါ်တွင် ကပ်ထားပါ။)
- Give the following description of an animal.
T: It's white. It's on the chair.
Ss: It's a cat.
T: Yes, it's a cat.
- Ask students to check their answers by putting the correct picture on the board.
- Tell one student to give the description of an animal and have him ask the class to find the picture in the textbook.
(ကျောင်းသားတစ်ဦးချင်းစီကို အတန်းရှေ့သို့ခေါ်၍ ဆရာမူနာ ပြောပြသွားသည့်အတိုင်း ကျောင်းသုံးစာအုပ်ထဲတွင်ပါသော တိရစ္ဆာန်တစ်ကောင်ကို ရွေးပြီး ၎င်း၏အရောင်နှင့် နေရာကို ပြောပြပြီး သူငယ်ချင်းများကို မေးရန်ပြောပါ။ ကျောင်းသားများကိုယ်တိုင် ပြောနိုင်သည်အထိ လေ့ကျင့်ပေးပါ။)
- Tell him/her to name the animal that he/she described.
- Check the answer with the class.
- Continue the activity until the students understand how to do the activity with their friends.

Look and say.




(15 minutes)

- Tell the class to work in pairs.
(ကျောင်းသားများကို အထက်ပါအတိုင်း နှစ်ယောက်တစ်တွဲ လေ့ကျင့်ရန် ပြောပါ။)
- Name them 'A' and 'B'.
- Tell 'A' to say the colour and the place of the animals from the 'start' point and continue to the end that is the point which is marked 'finish'. Tell 'B' to name the animals that 'A' described.
(student 'A' သည် တိရစ္ဆာန်များ၏ နေရာနှင့်အရောင်တို့ကိုပြောရာတွင် 'start' အမှတ်အသားမှစ၍ ပေးထားသော အစက်ကြောင်း လေးများအတိုင်း အစဉ်လိုက်သွားကာ 'finish' အမှတ်အသားတွင် ပြီးဆုံးရမည်ဟု သတိပေးပါ။)
- Monitor the class and encourage them to participate in the activity.

Self-assessment

(2 minutes)

- Explain the 'I can ...' statements to the students.
- Ask each student to choose the icon that shows his/her ability to name some animals and say where they are and put a tick in the space under the icon.

I can ...			
name some animals.			
say where the animals are.			

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Review 3C

Review 3C

Listen and tick.

Draw and say.

I'm _____
I'm wearing _____

He's /She's _____
He's /She's wearing _____

I can ...
say what boys and girls wear.

84

Objectives:

- To name colours and different types of clothes
- To write the words for colours and different types of clothes

Words and expressions:
cap, blouse, boots, gloves, raincoat, sandals, scarf, shorts, shoes, skirt, sport shirt, socks, sweater, trousers, T-shirt

I'm ..., He's/She's ..., It's (colour), I'm wearing ..., He's wearing ..., She's wearing ...

Resources and preparation:
audio materials

Teaching procedure

Warm up

(3 minutes)

- Tell the class what you are wearing today.
- Ask one student to tell the class what he/she is wearing today.

66 Listen and tick.

(15 minutes)

- Play the recording or say the phrases aloud to the class.
- Tell the students to listen to the recording or to the teacher carefully and tick the types of clothes they hear.
- Confirm the correct answer with the students.
- Tell students to name all the types of clothes in the textbook again.

(ကျောင်းသားများအား ကျောင်းသုံးစာအုပ်ပါ အဝတ်အမျိုးအစားအားလုံး၏ အမည်ကို ပြန်လည်ရွတ်ဆိုရန်ပြောပါ။)

Draw and say.

(20 minutes)

- Demonstrate the activity.
- Draw an enlarged copy of a person on the board.
- Draw and colour the clothes.
- Tell the class who you are and what you are wearing now by showing the picture.
- Draw and colour the clothes of your friend and tell the class who he/she is and what he/she is wearing.
(ဆရာက မိမိဆွဲထားသော ပုံကို ပြ၍ မိမိအမည်နှင့် ဝတ်ဆင်ထားသော အဝတ်အစားများကို ပြောပြပေးပါ။ ထို့နောက် မိမိသူငယ်ချင်း ပုံကို ဆွဲပြီး ၎င်း၏အမည်နှင့် ဝတ်ဆင်ထားသော အဝတ်အစားများကို ပြောပြပါ။)
- Tell students to work in pairs.
- Ask the class to draw and colour the clothes of the picture given in the textbook. Then, let them tell their friends who they are and what they are wearing.
(သူငယ်ချင်းအား မိမိဆွဲထားသောပုံကို ပြ၍ မိမိအမည်နှင့် အဝတ်အစားများကို ပြောရန်ပြောပါ။)
- Ask students to draw and colour the clothes of their friends in the next picture.

- Tell them to share their pictures with the class by telling the class who their friends are and what they are wearing.



(ထို့နောက် မိမိသူငယ်ချင်းပုံကို ဆွဲရန် ပြော၍ သူငယ်ချင်းအမည်နှင့် အဝတ်အစားများကို ပြောရန်ပြောပါ။)

- Monitor the class and tell them they can use various colours they have learnt.

Self-assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/ her ability to say what boys and girls wear and put a tick in the space under the icon.


I can ...			
say what boys and girls wear.			

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5.12 Project 3 What I wear

Project 3 What I wear

Look and say.



This is my T-shirt.
It's pink, white and red.
It's small.
I love my T-shirt.



Draw and talk about your clothes.

I can ... 😊 😐 😞

talk about my clothes. _____

85

Objective:

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

- talk about the clothes that they draw.

Words and expressions:

Previously learnt:

clothes, colours, adjectives, prepositions (in, on, under, beside)

This is ... It's ...

Resources and preparation:

crayon, paper, enlarged copy of the picture

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Revise some colours and clothes students learnt in the previous lessons by using the picture cards or the pictures of the clothes from the previous lesson.

Look and say.

(15 minutes)

- Draw a T-shirt or put an enlarged copy of the textbook page on the board and ask the students to tell you the types of clothes and adjectives (colour and size) they have learnt.
- Ask, 'What's this?', 'What colour is it?' and 'Is it ...?' to elicit the language expressions to be used for the project.

- Give a sample presentation on the T-shirt to the class as follows:

T: This is my T-shirt. (clothes)

It's pink, white and red. (colours)

It's small. (size)

I love my T-shirt.

- Repeat two or three times if it is necessary.
- Choose some of the clothes from the previous lessons and give presentations on them.

Practice

(18 minutes)

- Ask students to choose any clothes they want to describe.
- Ask a student to describe the clothes that he/she has chosen to the class as a demonstration.
- Help him/her if necessary.
- Do this activity two to three times with different students until they are familiar with the language expressions to be used.
- Tell the class to talk about the clothes they have chosen.

(ကျောင်းသားများအား မိမိနှစ်သက်ရာ အဝတ်အစားကို ဖော်ပြရန် ပြောပါ။)

Summary and feedback

(2 minutes)

- Ask students to recall the clothes items they have learnt.

Teaching procedure for Period 2: Do

Warm up (3 minutes)

- Tell students to think of their favourite clothes and the colours of them.

Draw and talk about your clothes. (20 minutes)

- Divide the class into groups of four or any suitable number.
- Tell the groups to think of a set of clothes and draw the pictures of them. Ask them to use more than one colour for their clothes.
- Tell students to share the tasks of drawing the clothes: managing colours, and choosing the clothes, etc. with their group members.

(ကျောင်းသားများအား မိမိတို့အဖွဲ့အတွင်း ပုံဆွဲခြင်း၊ အရောင်ခြယ်ခြင်းတို့ကို ခွဲဝေလုပ်ဆောင်ရန်ပြောပါ။)

- Monitor the group work and help them if necessary.

Practice (15 minutes)

- Tell the groups to talk about the clothes in their groups.
- Encourage them to use the following language.

T: This is my ... (clothes)

It's ... (colours)

It's ... (size)

I love my ...

- Monitor the group work and encourage them to use English.

Summary and feedback (2 minutes)

- Make sure all the groups finish drawing their clothes for presentations.

Teaching procedure for Period 3: Present

Warm up (5 minutes)

- Elicit from students the language to be used for their presentations in the next activities.

Rehearsal (10 minutes)

- Ask a group of students to come to the front of the class and have them show their sets of clothes to the class.
- Ask questions (same as the period one) to check their products. e.g. What's this?, What colour is it?
- Tell the group to present their products and have the class to watch them.




(မိမိတို့ ဆောင်ရွက်မှုကို တင်ပြရန်အတွက် အဖွဲ့ တစ်ဖွဲ့အား အတန်းရှေ့သို့ ခေါ်၍ presentation ပြုလုပ်ပုံကို လေ့ကျင့်ပေးပါ။)

Presentation (20 minutes)

- Tell a group to present their product to the class.
- Monitor the group presentation and have the class ask any questions about the product. (colours/ clothes/ size)
(ကျောင်းသားအဖွဲ့တစ်ဖွဲ့က presentation ပြုလုပ်နေချိန်တွင် အခြားကျောင်းသားများကို မိမိတို့မေးလိုသည့် မေးခွန်းမေးနိုင်ကြောင်း ပြောပါ။)
- Monitor the presentation, manage the questions raised by the class and encourage them to actively participate in the activity.

Self-assessment (5 minutes)


- Explain the 'I can ...' statement to the students in Myanmar.
- Ask each student to choose the icon that shows his/her ability to talk about clothes and put a tick in the space under the icon.

I can ...			
talk about clothes.			


5.12 Project 3 What I wear

Project 3 What I wear


Look and say.



This is my T-shirt.
It's pink, white and red.
It's small.
I love my T-shirt.



Draw and talk about your clothes.



I can ... 😊 😐 😞

talk about my clothes. _____

85

Objective:

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

- talk about the clothes that they draw.

Words and expressions:

Previously learnt:

clothes, colours, adjectives, prepositions (in, on, under, beside)

This is ... It's ...

Resources and preparation:

crayon, paper, enlarged copy of the picture

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Revise some colours and clothes students learnt in the previous lessons by using the picture cards or the pictures of the clothes from the previous lesson.

Look and say.

(15 minutes)

- Draw a T-shirt or put an enlarged copy of the textbook page on the board and ask the students to tell you the types of clothes and adjectives (colour and size) they have learnt.
- Ask, 'What's this?', 'What colour is it?' and 'Is it ...?' to elicit the language expressions to be used for the project.

- Give a sample presentation on the T-shirt to the class as follows:

T: This is my T-shirt. (clothes)

It's pink, white and red. (colours)

It's small. (size)

I love my T-shirt.

- Repeat two or three times if it is necessary.
- Choose some of the clothes from the previous lessons and give presentations on them.

Practice

(18 minutes)

- Ask students to choose any clothes they want to describe.
- Ask a student to describe the clothes that he/she has chosen to the class as a demonstration.
- Help him/her if necessary.
- Do this activity two to three times with different students until they are familiar with the language expressions to be used.
- Tell the class to talk about the clothes they have chosen.

(ကျောင်းသားများအား မိမိနှစ်သက်ရာ အဝတ်အစားကို ဖော်ပြရန် ပြောပါ။)

Summary and feedback

(2 minutes)

- Ask students to recall the clothes items they have learnt.

Teaching procedure for Period 2: Do

Warm up (3 minutes)

- Tell students to think of their favourite clothes and the colours of them.

Draw and talk about your clothes. (20 minutes)

- Divide the class into groups of four or any suitable number.
- Tell the groups to think of a set of clothes and draw the pictures of them. Ask them to use more than one colour for their clothes.
- Tell students to share the tasks of drawing the clothes: managing colours, and choosing the clothes, etc. with their group members.

(ကျောင်းသားများအား မိမိတို့အဖွဲ့အတွင်း ပုံဆွဲခြင်း၊ အရောင်ခြယ်ခြင်းတို့ကို ခွဲဝေလုပ်ဆောင်ရန်ပြောပါ။)

- Monitor the group work and help them if necessary.

Practice (15 minutes)

- Tell the groups to talk about the clothes in their groups.
- Encourage them to use the following language.

T: This is my ... (clothes)

It's ... (colours)

It's ... (size)

I love my ...

- Monitor the group work and encourage them to use English.

Summary and feedback (2 minutes)

- Make sure all the groups finish drawing their clothes for presentations.

Teaching procedure for Period 3: Present

Warm up (5 minutes)

- Elicit from students the language to be used for their presentations in the next activities.

Rehearsal (10 minutes)

- Ask a group of students to come to the front of the class and have them show their sets of clothes to the class.
- Ask questions (same as the period one) to check their products. e.g. What's this?, What colour is it?
- Tell the group to present their products and have the class to watch them.




(မိမိတို့ ဆောင်ရွက်မှုကို တင်ပြရန်အတွက် အဖွဲ့ တစ်ဖွဲ့အား အတန်းရှေ့သို့ ခေါ်၍ presentation ပြုလုပ်ပုံကို လေ့ကျင့်ပေးပါ။)

Presentation (20 minutes)

- Tell a group to present their product to the class.
- Monitor the group presentation and have the class ask any questions about the product. (colours/ clothes/ size)
(ကျောင်းသားအဖွဲ့တစ်ဖွဲ့က presentation ပြုလုပ်နေချိန်တွင် အခြားကျောင်းသားများကို မိမိတို့မေးလိုသည့် မေးခွန်းမေးနိုင်ကြောင်း ပြောပါ။)
- Monitor the presentation, manage the questions raised by the class and encourage them to actively participate in the activity.

Self-assessment (5 minutes)

- Explain the 'I can ...' statement to the students in Myanmar.
- Ask each student to choose the icon that shows his/her ability to talk about clothes and put a tick in the space under the icon.

I can ...			
talk about clothes.			

5.11 Review 3

Review 3A

Objectives:

- To say the words with letters Q q to X x
- To spell the words with letters Q q to X x

Words and expressions:

quilt, ring, rope, ruler, table, train, van, violin, window, world

Resources and preparation:

picture cards and word cards for quilt, ring, rope, ruler, table, train, van, violin, window, world

Teaching procedure

Warm up

(7 minutes)

- Put eight picture cards: ring, rope, ruler, table, train, van, violin and window on the board or you can choose any pictures that students have already learnt.
- Tell them to memorise the pictures.
- Cover the pictures and tell them to try to recall and write down as many words as they can within one minute.
- Put the word cards under the respective pictures.
- Tell them to swap their notebooks.
- Uncover the pictures.
- Tell students to check the spelling of the words and count how many words they have got are correct.
- Tell them that they will get one mark for a correct word.

Rearrange the letters.

(15 minutes)

- Tell students to look at the pictures and elicit the words for the pictures from them.
- Tell them to rearrange the letters to get meaningful words.
(ကလေးများပုံကို ကြည့်၍ စကားလုံးကို မှန်ကန်စွာ ပြန်စီရန် ပြောပါ။)
- Tell them to swap their textbooks with their partners and check if their answers are the same or not.
- Tell them to think of the words together again if their answers are different.
(၎င်းတို့၏ အဖြေမတူပါက အဖြေမှန်ရရန် ပြန်စဉ်းစားရန် ပြောပါ။)

Find and circle.

(15 minutes)

- Tell students to make pairs.
- Tell them to look at the pictures and recall the words for the pictures.
- Tell them to search for the words for the pictures in the rows of letters and circle them.
(ပေးထားသော ပုံကို ကြည့်၍ ဆီလျော်သည့် စကားလုံးကို ဝိုင်းရန် ပြောပါ။)

- Make sure that students are able to do the word search activity.
- Check if students can do the find and circle activity.

Self-assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table.
- Ask each student to choose the icon that shows his/ her ability to write words with Q to X and put a tick in the space under the icon.

I can ...			
write words with Q, R, S, T, U, V, W and X.			

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Review 3B

Practise.
 It's white. It's on the chair.
 Yes, it's a cat.
 It's a cat.

Look and say.

start →

finish

I can ...			
name the animals.			
say where the animals are.			

83

Objective:

- To name the animals and say where they are

Words and expressions:

bird, cat, cow, dog, giraffe, monkey, snake, tiger, hat, tree, chair, ladder, nest, wall

'It's (colour).', 'It's in/ on/ under/ beside the ...', 'It's a ...', 'Yes, it's a ... / No, it isn't a ...'

Resources and preparation:

enlarged copy of the textbook page

Teaching procedure

Warm up

(3 minutes)

- Put three picture cards of deer, bird and tiger on the board and ask students to name the animals.
- Put three more picture cards e.g. giraffe, monkey and duck on the board and ask them to name the animals again.

Practise.

(20 minutes)

- Tell the class to think of the name of the animals starting with 'c'.
(ကျောင်းသားများကို 'c' ဖြင့်စသော တိရစ္ဆာန်များ၏ အမည်များကို ပြန်၍စဉ်းစားရန်ပြောပါ။)
- Tell the class that they can find the pictures in their textbook or put the animal pictures on the board.
(ကျောင်းသုံးစာအုပ်ပါ ပုံများကို ကြည့်၍ စဉ်းစားရန်ပြောပါ သို့မဟုတ် တိရစ္ဆာန်များ၏ ပုံများကို သင်ပုန်းပေါ်တွင် ကပ်ထားပါ။)
- Give the following description of an animal.
 T: It's white. It's on the chair.
 Ss: It's a cat.
 T: Yes, it's a cat.
- Ask students to check their answers by putting the correct picture on the board.
- Tell one student to give the description of an animal and have him ask the class to find the picture in the textbook.
(ကျောင်းသားတစ်ဦးချင်းစီကို အတန်းရှေ့သို့ခေါ်၍ ဆရာမူနာ ပြောပြသွားသည့်အတိုင်း ကျောင်းသုံးစာအုပ်ထဲတွင်ပါသော တိရစ္ဆာန်တစ်ကောင်ကို ရွေးပြီး ၎င်း၏အရောင်နှင့် နေရာကို ပြောပြပြီး သူငယ်ချင်းများကို မေးရန်ပြောပါ။ ကျောင်းသားများကိုယ်တိုင် ပြောနိုင်သည်အထိ လေ့ကျင့်ပေးပါ။)
- Tell him/her to name the animal that he/she described.
- Check the answer with the class.
- Continue the activity until the students understand how to do the activity with their friends.

Look and say.




(15 minutes)

- Tell the class to work in pairs.
(ကျောင်းသားများကို အထက်ပါအတိုင်း နှစ်ယောက်တစ်တွဲ လေ့ကျင့်ရန် ပြောပါ။)
- Name them 'A' and 'B'.
- Tell 'A' to say the colour and the place of the animals from the 'start' point and continue to the end that is the point which is marked 'finish'. Tell 'B' to name the animals that 'A' described.
(student 'A' သည် တိရစ္ဆာန်များ၏ နေရာနှင့်အရောင်တို့ကိုပြောရာတွင် 'start' အမှတ်အသားမှစ၍ ပေးထားသော အစက်ကြောင်း လေးများအတိုင်း အစဉ်လိုက်သွားကာ 'finish' အမှတ်အသားတွင် ပြီးဆုံးရမည်ဟု သတိပေးပါ။)
- Monitor the class and encourage them to participate in the activity.

Self-assessment

(2 minutes)

- Explain the 'I can ...' statements to the students.
- Ask each student to choose the icon that shows his/her ability to name some animals and say where they are and put a tick in the space under the icon.

I can ...			
name some animals.			
say where the animals are.			

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Review 3C

Review 3C

Listen and tick.

Draw and say.

I'm _____
I'm wearing _____

He's /She's _____
He's /She's wearing _____

I can ...
say what boys and girls wear.

84

Objectives:

- To name colours and different types of clothes
- To write the words for colours and different types of clothes

Words and expressions:

cap, blouse, boots, gloves, raincoat, sandals, scarf, shorts, shoes, skirt, sport shirt, socks, sweater, trousers, T-shirt

I'm ..., He's/She's ..., It's (colour), I'm wearing ..., He's wearing ..., She's wearing ...

Resources and preparation:

audio materials

Teaching procedure

Warm up

(3 minutes)

- Tell the class what you are wearing today.
- Ask one student to tell the class what he/she is wearing today.

66 Listen and tick.

(15 minutes)

- Play the recording or say the phrases aloud to the class.
- Tell the students to listen to the recording or to the teacher carefully and tick the types of clothes they hear.
- Confirm the correct answer with the students.
- Tell students to name all the types of clothes in the textbook again.

(ကျောင်းသားများအား ကျောင်းသုံးစာအုပ်ပါ အဝတ်အမျိုးအစားအားလုံး၏ အမည်ကို ပြန်လည်ရွတ်ဆိုရန်ပြောပါ။)

Draw and say.

(20 minutes)

- Demonstrate the activity.
- Draw an enlarged copy of a person on the board.
- Draw and colour the clothes.
- Tell the class who you are and what you are wearing now by showing the picture.
- Draw and colour the clothes of your friend and tell the class who he/she is and what he/she is wearing.
(ဆရာက မိမိဆွဲထားသော ပုံကို ပြ၍ မိမိအမည်နှင့် ဝတ်ဆင်ထားသော အဝတ်အစားများကို ပြောပြပေးပါ။ ထို့နောက် မိမိသူငယ်ချင်း ပုံကို ဆွဲပြီး ၎င်း၏အမည်နှင့် ဝတ်ဆင်ထားသော အဝတ်အစားများကို ပြောပြပါ။)
- Tell students to work in pairs.
- Ask the class to draw and colour the clothes of the picture given in the textbook. Then, let them tell their friends who they are and what they are wearing.
(သူငယ်ချင်းအား မိမိဆွဲထားသောပုံကို ပြ၍ မိမိအမည်နှင့် အဝတ်အစားများကို ပြောရန်ပြောပါ။)
- Ask students to draw and colour the clothes of their friends in the next picture.

- Tell them to share their pictures with the class by telling the class who their friends are and what they are wearing.




(ထို့နောက် မိမိသူငယ်ချင်းပုံကို ဆွဲရန် ပြော၍ သူငယ်ချင်းအမည်နှင့် အဝတ်အစားများကို ပြောရန်ပြောပါ။)

- Monitor the class and tell them they can use various colours they have learnt.

Self-assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/ her ability to say what boys and girls wear and put a tick in the space under the icon.

I can ...			
say what boys and girls wear.			

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5.13 Unit 7 Places to visit

Lesson 1 Let's play on the see-saw.

Unit 7 Places to visit

Unit 7 Places to visit
Lesson 1 Let's play on the see-saw.

Listen and say.

see-saw

swing

roundabout

jungle gym

What's this?

It's a see-saw.

Do you like playing on the see-saw?

Yes, I do.

86

Unit 7 Places to visit

Listen and tick.

see-saw Listen and tick.

1

2

3

4

Practise.

What's this?

Let's play on the see-saw.

It's a see-saw.

OK. Let's play.

87

Objectives:

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

- name the things they can play on in a park.
- make a suggestion, using 'Let's play on the ...'

Words and expressions:

New: jungle gym, roundabout, see-saw, swing

Let's play on the ... OK. Let's play.

Previously learnt: 'What's this?', 'It's a ...', 'Do you like ...?', 'Yes, I do.'

Resources and preparation: audio materials, picture cards of jungle gym, roundabout, see-saw, swing

Teaching procedure

Warm up

(3 minutes)

- Ask the question, 'What's this?' pointing to each object and picture (e.g. chair, desk, clock and picture hung on the wall) in the class to recall the expressions, 'What's this?' and 'It's a ...'
- Ask, 'What's this?' showing toys that they play with.
- Ask students whether they have ever been to a park or a playground and ask them what they have seen in the park.

(ကျောင်းသားများကို ပန်းခြံ သို့မဟုတ် ကလေးကစားကွင်းသို့ ရောက်ဖူးသလား မေးပြီး ပန်းခြံထဲတွင် မည်သည့်အရာများတွေ့ခဲ့ဖူးသနည်းဟု မေးပါ။)

67 68 Listen and say.

(15 minutes)

- Show a picture of a see-saw to students and ask, 'What's this?'
- Wait for all of their responses.
- Play the recording 67 or read the name of the picture.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.

- Follow the same procedure for the rest of the vocabulary: jungle gym, roundabout, swing
- Ask them, 'Do you like playing on the see-saw?'
- Set up the classroom like a park and put four pictures on the wall in different places.
- Ask some students to come to the front of the class.
- Say, 'Let's play on the see-saw.' and tell them to walk to the see-saw and act as if they were sitting on the see-saw. Then say, 'Let's play on the ...' and tell them to walk to the ... and act as if they were on it.
- Continue the action for all places.
- Do the same activity with two or three groups.
- Ensure that students understand the meaning of 'Let's play on the ...'
- Ask the students to choose a plaything that they want to play most and tell them to stand up by the picture of the plaything they have chosen.

(ကျောင်းသားများအား ကစားချင်သော ပစ္စည်းတစ်မျိုးကို ရွေးခိုင်းပြီး ၎င်းတို့ရွေးထားသောပစ္စည်း၏ ပုံဘေးတွင် မတ်တတ်ရပ်ရန် ပြောပါ။)

- Make them form into groups according to the picture they chose.
- Play the recording 68 or read the name of the picture.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Tell the students to ask other groups, saying: 'What's this?' and 'Do you like playing on the ...?' e.g. the see-saw group can ask the roundabout group and vice versa.

69 Listen and tick. (10 minutes)

- Play the recording or read the words aloud to the students.
- Ask students that while listening to the recording or to the teacher they are to find the correct picture and tick it.
- Check their answers by asking the number of pictures they have ticked or putting the correct picture on the board.
- Monitor the class and check their works. Help students who cannot do the activity well.

70 Practise. (10 minutes)

- Play the recording or read the dialogue aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Ask two students to read the following dialogue from the textbook aloud.

Student A : What's this?

Student B: It's a see-saw.

Student A: Let's play on the see-saw.

Student B: OK. Let's play.

- Tell them to do the activity in pairs.
- Tell each pair that one student will be 'A' and the other 'B', and then tell 'A' to start first.
- Tell them to ask questions and make suggestions alternately.
- Remind them to tick the picture after talking about a plaything.
- Check their conversation by monitoring the class and help the weak pairs.

Summary and feedback (2 minutes)




- Ask students how many new words they have learnt and what plaything they want to play in the park.
- Ensure that they can use 'Let's play on the ...' for making a suggestion.
- Give feedback on students' pronunciation or other weak areas if necessary.

Lesson 2 Words with Y y and Z z




Unit 7 Places to visit

Lesson 2 Words with Y y and Z z

Listen, say and trace.

<p>yolk</p>  <p>yolk</p> <p>yoghurt</p>  <p>yoghurt</p>	<p>yacht</p>  <p>yacht</p>
---	---

Write and match.




_acht y_ghurt yo_k

88




Unit 7 Places to visit

Lesson 2 Words with Y y and Z z

Listen, say and trace.

<p>zoo</p>  <p>zoo</p> <p>zebra</p>  <p>zebra</p>	<p>zip</p>  <p>zip</p>
---	---

Write and match.

zebr_ _ip zo_

89

Objectives:

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

- read and write words with Y y and Z z.
- recognize and say the sounds /j/ and /z/.

Words and expressions:

New: yoghurt, zoo

Previously learnt: yolk, yacht, zebra, zip

Resources and preparation: audio materials, alphabet cards of capital and small letters Y y and Z z, picture cards and word cards of yolk, yacht, yoghurt, zoo, zip, zebra

Words with Y y

Teaching procedure

Warm up

(3 minutes)

- Show the alphabet cards of capital and small letters 'Y y' and ask 'What's this?' for each.
- Ask students to answer, 'Capital Y' for 'Y' and 'small y' for 'y'.

71 Listen, say and trace.

(10 minutes)

- Put the picture cards on the board or use a textbook.
- Have students guess the meaning of the words by interacting with them in the following way.

To teach the word 'yolk'

T: I like the yolk of eggs. The yolk is yellow. Point to the yolk.

- Follow the same procedure for the words 'yacht' and 'yoghurt'.
- To teach the words 'yacht' and 'yoghurt', you can use the following sentences.

(a) The yacht is in the sea.

(b) Yoghurt is white. It's made of milk.

- Make sure that students point to the correct pictures.
- Play the recording or read the words aloud to the students.

- Tell students that while listening to the recording or to the teacher carefully they are to say and trace the words they hear in their textbooks.
- Make sure that students are able to say and trace the words they hear. If the class size is large, students can swap their books and check each other's work.

Write. (10 minutes)

- Tell them to write the words in their notebooks at least 5 times.
- Make sure that students can write the words properly in their notebooks.

Write and match. (14 minutes)

- Ask students to look at the pictures and guess the words.
- Tell students to fill in the blanks and match the pictures with the words.
- Make sure that students are able to write and match the pictures with the words. If the class size is large, students can swap their books and check each other's work.

Summary and feedback (3 minutes)

- Make sure that students can pronounce the /j/ sound in the words: yolk, yacht and yoghurt. Give attention to the pronunciation of the words, yacht /jɒt/ and yolk /jɒk/.

Words with Z z (40 minutes)

- Follow the same procedures for words with Z z.

72 Listen, say and trace.

- To teach the words 'zoo, zip and zebra', you can use the following sentences.
(words with Z z အတွက်စကားလုံးများသင်ကြားရာတွင် အောက်ပါ ဝါကျများကိုအသုံးပြုနိုင်သည်။)
- (a) I like animals. Let's go to the zoo.
- (b) A zebra has four legs.
- (c) This bag has a zip. (Show the bag with a zip.)


Lesson 3 Let's go to the cinema.

Unit 7 Places to visit

Lesson 3 Let's go to the cinema.



Listen and say.

What's this?



cinema

It's a cinema.





90


Unit 7 Places to visit

Listen and tick.

cinema



Listen and act.



91

Objectives:

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

- say the names of some places.
- make suggestions saying, 'Let's go to the ...'

Words and expressions:

New: cinema, library, playground, market, toy store, zoo

'Let's go to the ...'

Previously learnt: 'What's this?', 'It's a ...'

Resources and preparation: audio materials, picture cards of cinema, library, playground, market, toy store, zoo

Teaching procedure

Warm up

(3 minutes)

- Ask the class to think of the names of the buildings in the city.
- Have the students name the buildings in the city.

73 Listen and say.

(15 minutes)

- Show a picture of 'cinema' to the students and ask, 'What's this?'
- Give them some hints to help them guess the name of the place and wait for their responses.
- Say the word that describe the picture in English three times.
- Tell them to repeat after the teacher.
- Follow the same procedure for the rest of the vocabulary.
- Play the recording or read the dialogue aloud to the students.
- Tell students to listen to the recording or to the teacher carefully.
- Practise the dialogue with students.

74 Listen and tick.

(5 minutes)

- Play the recording or read the words aloud to the students.

- Ask students to listen to the recording or to the teacher carefully and find the pictures of the places and tick the boxes.
- Confirm the correct answers with students.
- Monitor the class and check their works and help students who are weak.

75 Listen and act.

(15 minutes)

- Place six picture cards: cinema, library, playground, market, toy store, zoo in six different places in the class.
- Form students into groups of six members.
- Tell one group to come to the front of the class and demonstrate the activity with them.
- Play the recording and ask students to listen to the recording carefully or say, 'Let's go to the cinema.' to the group.
- Have each member of that group say, 'OK. Let's go.' and move to the place where the picture of the cinema is hung.

T: 'Let's go to the cinema.'

Ss: 'OK. Let's go.' (Walk towards the corner that the picture of the cinema is hung.)

(ဆရာက 'Let's go to the cinema.' ဟု ညွှန်ကြားလျှင် အုပ်စုအတွင်းရှိ အဖွဲ့ဝင်တိုင်းက 'OK. Let's go.' ဟုပြောပြီး ရုပ်ရှင်ရုံပုံ ချိတ်ဆွဲထားသောနေရာသို့ သွားရန်ပြောပါ။)

- Tell the class to check their actions.
- Call another group and have one of them choose a place. Tell him/her to say the name of the place chosen saying, 'Let's go to the ...' Have the members in the group say, 'OK. Let's go.' and walk towards the corner where the picture is hung.
- Praise them and continue the activity until all members can move to the right place.
- Follow the same procedure with all the groups.

Summary and feedback

(2 minutes)

- Ask students how many new words they have learnt and ask them to tell you the new words they have learnt.
- Ensure that they can say 'Let's go to the ...' for making a suggestion.
- Give feedback on students' pronunciation of the words, 'cinema' and 'library' and other weak areas if necessary.



DBE BOX —



Lesson 4 Words with letters A - Z



Unit 7 Places to visit

Lesson 4 Words with letters A - Z

Find and circle.





p	u	z	z	l	e
i	r	a	u	x	
f	p	n	y	z	y
s	a	k	o	i	z
h	g	l	p	a	
m	u	g	k	a	d

Match.



desk

ladder

window

door

table

cat

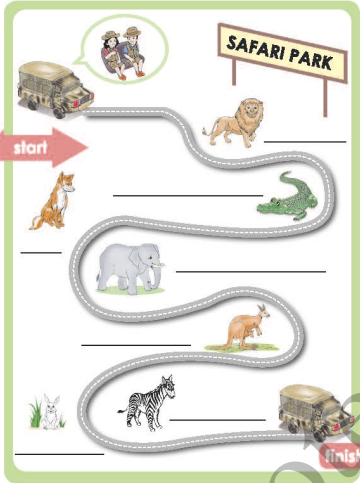
vase

key

92

Unit 7 Places to visit

Say and write.



93

Objective:

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

- recognize the words they have learnt in the previous lessons.

Words and expressions: alligator, cat, desk, door, elephant, fish, fox, kangaroo, key, ladder, lion, mug, puzzle, rabbit, table, vase, window, yolk, zebra, zip
'What's this?', 'It's a ...'

Resources and preparation: picture cards (if possible), copies of pictures from textbook

Teaching procedure for Period 1

Warm up

(10 minutes)

Game

- Write the letters A-Z on the board.
- Divide the class into groups of five or six.
- Give each group a piece of paper and a pencil. Get them ready to write.
- Explain the students that they have to write a word starting with the letters you call out.
- Tell them to raise their hands if they finish writing a word. The first group which can write a word correctly will get one mark.
- After each round, write their words on the board besides the letters.
- When a group gets 5 marks, stop the game.

Find and circle.

(10 minutes)

- Ask students to look at the pictures around the crossword table.
- Tell them to tell you the words for the pictures.
- Ask students to find the words in the crosswords and circle them.
- Ask students to check their answers with their friends. Answers: fish, mug, puzzle, yolk, zip.

Match.

(17 minutes)

- Tell students to look at the picture of a room and ask them what they see in the room.
- Ask students, 'What is this?', pointing to a thing in the picture.

- Choose some students and ask them individually.
- Have students work in pairs to label the things in the room.
- Check the answers with the class.
- Ask students to look around the classroom and tell them to say what they see in the classroom.
- Point to the things in the classroom and ask, 'What's this?' e.g. Things like desk, table, window, door, vase, etc. can be used.

Summary and feedback (3 minutes)

- If the teacher has more time, try to repeat as many words as possible from the exercises in this lesson.

Teaching procedure for Period 2

Pre-teach the key word 'Safari Park'. (5 minutes)

- Ask students if they know a place where animals are kept and people pay a visit to see those animals.
(တိရစ္ဆာန်များကို ထိန်းသိမ်းထားပြီး လူများ သွားရောက်ကြည့်ရှုလည်ပတ်နိုင်သော နေရာကို ကျောင်းသားများ သိ မသိ မေးမြန်းပါ။)
- Elicit the word 'zoo' from students and explain them what a safari park is. If some students have already known the word 'safari', have them share it with the class.

Language notes
Safari park - a park in which wild animals move freely and are watched by the visitors from their cars.
တိရစ္ဆာန်များကို သဘာဝအတိုင်း လွတ်လပ်စွာထားပြီး လူများ ကားထဲမှနေ၍ သွားရောက်ကြည့်ရှု လည်ပတ်နိုင်သောနေရာ

Say and write. (20 minutes)

- Tell the students that a boy and a girl are going to visit a safari park by car. There are animals along their way and students have to write the names of those animals.
- Ask the whole class by pointing at the lion, 'What's this?'
- Have them spell the words orally.
- Repeat the questions for the other animals, too.
- Form them into groups of four and have them do the activity.
- Tell the students to write down the names of the animals according to the order of which they will see them starting from the point where the car is leaving.
(ကျောင်းသားများကို ပုံတွင် မော်တော်ကား စထွက်သောနေရာမှစ၍ အစဉ်အတိုင်း တွေ့ရသော တိရစ္ဆာန်များ၏ အမည်များကို ဖြည့်ရန် ပြောပါ။)
- Tell them that the first group which reaches to the 'finish' point will win the game.
- When the groups finish writing the names of animals on the way from 'start' to 'finish', have the groups exchange their books and check their answers.

Review the words (animals). (10 minutes)

- Write the names of the animals from 'Say and write.' on the board as follows:
lion, alligator, fox, elephant, kangaroo, rabbit, zebra
- Then draw a table which shows the places where these animals usually live.

Animals that live in the water (ရေနေသတ္တဝါ)	Animals that live on land (တုန်းနေသတ္တဝါ)

- Pair up the students, have each prepare the same table on their notebooks, and ask them to put the animals under the correct column according to the places where they usually live.
- Have them compare their answers with their friends. Then, check their answers.

Animals that live in the water (ရေနေသတ္တဝါ)	Animals that live on land (တုန်းနေသတ္တဝါ)
alligator	lion, fox, elephant, kangaroo, rabbit, zebra

Summary and feedback (5 minutes)

- Ask students if they can add more animals they have learnt from the previous lessons into the table.
- Remind them that some animals can live in more than one place: in the water and on land.

Lesson 5 Let's go to the zoo by bus.

Unit 7 Places to visit

Lesson 5 Let's go to the zoo by bus.

Listen and say.

What's this?

bus

It's a bus.

boat

bicycle

car

trishaw

train

94

Unit 7 Places to visit

Listen and tick.

bicycle

Listen and tick.

Practise.

Let's go to the cinema by bus.

OK, let's go.

Let's go to the zoo by trishaw.

No, let's go to the zoo by train.

95

Objective:

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

- make suggestions, saying 'Let's go to the ... by ...'

Words and expressions:

New: bus, train, trishaw

'Let's go to the ... by ...', 'No, let's go to the ...by...'

Previously learnt: cinema, library, playground, market, toy store, zoo, bicycle, boat, car

'Let's go to the ...', 'OK, let's go.'

Resources and preparation: audio materials, picture cards of bus, boat, bicycle, car, train, trishaw

Teaching procedure

Warm up

(3 minutes)

- Put six picture cards: cinema, library, playground, market, toy store and zoo on the walls around the class.
- Divide the class into six groups.
- Say, 'Let's go to the ...' to each group. e.g. Group 1- Let's go to the cinema. Group 2- Let's go to the library.
- Tell them that each group has to move towards the pictures according to the teacher's suggestions.

76 Listen and say.

(10 minutes)

- Show a picture of a bus to students and ask, 'What's this?'
- Wait for all of their responses.
- Play the recording or read the name of the picture.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Follow the same procedure for the rest of the vocabulary: boat, bicycle, car, trishaw, train.
- Put six picture cards on the board.
- Ask students to say the words.

77 Listen and tick.

(10 minutes)

- Play the recording or read the words aloud to the students.

- Ask students to listen to the recording or to the teacher carefully and choose the correct picture and tick them.
- Put the correct pictures on the board and ask them to check their answer.
- Monitor the class to check their work and help students who are weak.

78 Practise.

(15 minutes)

- Put the picture cards: cinema, library, playground, market, toy store and zoo on the walls around the class.
- Walk to the picture of 'cinema' holding a flashcard of 'bus' and say, 'Let's go to the cinema by bus.'
- Tell students to say 'Let's go to the cinema by bus'.
- Do the same procedure for other words and phrases.
- Ensure that the students understand the use of 'Let's go to the ... by ...' for making suggestions, (ကျောင်းသားများကို 'Let's go to the ... by ...' ပုံစံသည် အကြံပြုရာတွင် သုံးသည့် ပုံစံဖြစ်ကြောင်း နားလည်အောင် ရှင်းပြပါ။)
- Put six picture cards: cinema, library, playground, market, toy store, zoo on the board.
- Play the recording or ask two students to read the dialogue aloud.
- Ask two students to come to the front of the class to demonstrate the following activity.
S1: Let's go to the cinema by bus.
S2: OK, let's go. (S2 agrees with S1.)
S2: Let's go to the zoo by trishaw.
S1: No, let's go to the zoo by train. (S1 doesn't agree with S2.)
- Tell the class to work in pairs.
- Tell each pair to suggest at least three places to go.
- Monitor the class and encourage them to suggest one place after another.

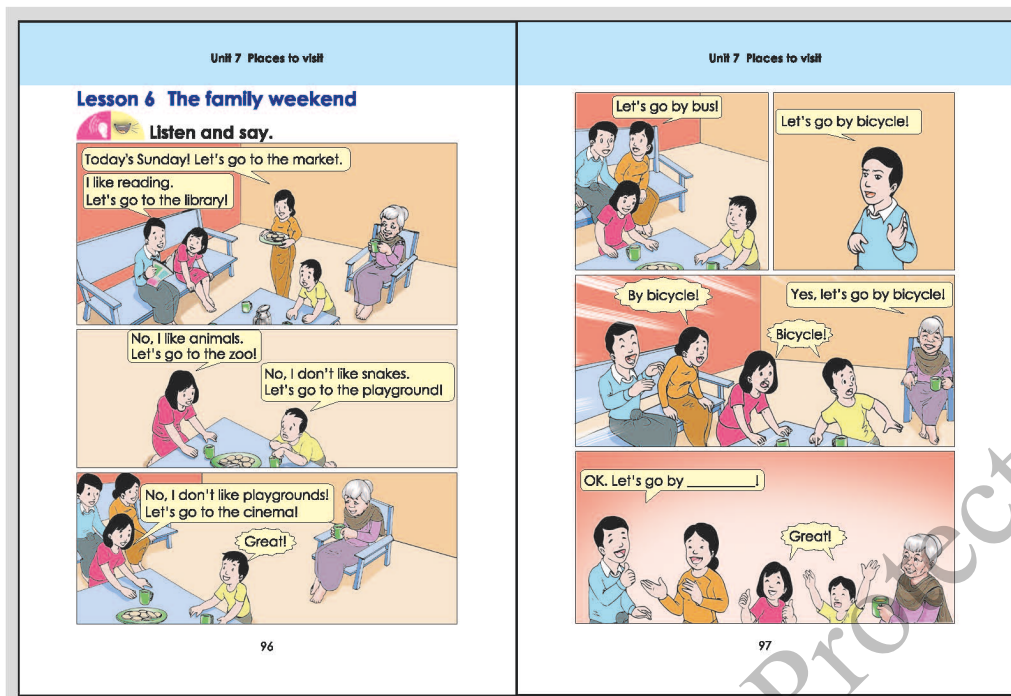
Summary and feedback

(2 minutes)

- Ensure that they can say 'Let's go to the ... by ...' for making suggestions.
- Give feedback on students' pronunciation or other weak areas if necessary.

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Lesson 6 The family weekend



Objectives:

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

- read a story.
- use their understanding of the sequence of events to propose a story ending.

Words and expressions:

Previously learnt: Sunday, market, library, animals, zoo, snakes, playground, cinema, bus, bicycle, Let's go to the ..., No, I like ..., I don't like ..., Great!, Let's go by ...!

Resources and preparation: audio materials

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Elicit the meanings of the pictures by pointing to the pictures in the textbook or by showing picture cards.
- Ask some students what they do with their families on weekends.

79 Listen and say.

Storytelling (1)

(15 minutes)

- Tell students that the story they will read today is 'The family weekend' and ask them to tell you who are in the family.
- Look at the pictures of the story in the textbook and ask students to count the characters in this story. Ask them to identify who the mother, father, brother, sister, and grandmother are.
- Tell the story line by line slowly. Use gestures to help students understand the story.
- Tell the story again. Pause after every suggestion from a character and ask students whether the other characters agree with him/her or not.
- Read the dialogue and ask students to repeat after you.
- Check whether they have got the correct pronunciation, stress, rhythm and intonation or not.

Storytelling (2)

(15 minutes)

- Play the recording or tell the story again.
- Ask students to listen to the recording or the teacher carefully.
- Divide the class into five groups. Each group will represent a character of the story. For example, ask group 1 to take the role of the father, group 2 the role of the mother, group 3 the role of the sister, etc.
(အတန်းကို ၅ ဖွဲ့ခွဲပြီး အဖွဲ့တစ်ဖွဲ့ကို ဇာတ်ကောင်တစ်ခုအဖြစ် သတ်မှတ်ပေးပါ။)
- Ask each group to read out the scripts of their character.
(တစ်ဖွဲ့စီကို သူတို့၏ ကိုယ်ပိုင်ဇာတ်ကောင်နေရာမှ နေ၍ ပုံပြင်ကို ဖတ်ရန်ပြောပါ။)
- Monitor the class and help if they have difficulty in reading.
- Have them read out the story from the beginning of the story to the end according to their respective roles.
(အဖွဲ့အားလုံးပါဝင်၍ မိမိသက်ဆိုင်ရာ နေရာမှ ပုံပြင်၏ အစအဆုံးကို ဖတ်ပြရန် ပြောပါ။)
- Choose a student from each group so that there will be all together five students to read their parts aloud.
- Ask those five students to come to the front of the class and tell them to read their parts aloud.

Summary and feedback

(7 minutes)

- End the class by telling the story and asking the class to guess what will happen at the end of the story.
- Tell the class that they will hear the ending of the story in the next period.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Ask some questions.
e.g. What's the title of the story we read in the previous lesson? How many characters are there in the story? Who are they? etc.
- Elicit the sequence of the story from students by asking questions.

Storytelling (3)

(15 minutes)

- Divide the class into groups of 5 members and ask them to count 1 to 5.
- Tell them that 1 will act as 'father', 2 'mother', 3 'sister', 4 'brother' and 5 'grandmother'.
- Each group should practise acting out the story.
- Monitor the class and help them to participate in the activity.

Storytelling (4)

(20 minutes)

- Tell students that you will tell them the ending of the story. Tell the story again with an ending, using your own imagination. The ending should be the teacher's imagination).
(ကျောင်းသားများအား ပုံပြင်၏အဆုံးသတ်ကို ဆရာမ၏ ကိုယ်ပိုင်အတွေးဖြင့် ပြောပြပါ။)
- Ask each group to discuss the last part of the story within their groups.
(အဖွဲ့တစ်ဖွဲ့ချင်းစီကို ၎င်းတို့၏ ပုံပြင်နောက်ဆုံးအပိုင်းအကြောင်း ဆွေးနွေးရန်ပြောပါ။)
- Have each group decide their own endings.
(အဖွဲ့တစ်ဖွဲ့ချင်းစီကို သူတို့၏ ကိုယ်ပိုင်အတွေးဖြင့် ပုံပြင်အဆုံးသတ်ကို ဖန်တီးရန် ပြောပါ။)
- Compare the endings of each group with the class. The teacher can ask students which ending was funny, surprising, interesting, etc.

Summary and feedback

(2 minutes)

- Ensure that they can say 'Let's go by ...' for making suggestions.
- Give feedback on students' pronunciation of the consonant cluster in the word 'snake' /sneik/ or other areas if necessary.

Lesson 1 10 Green bottles

Unit 8 Numbers and time

Unit 8 Numbers and time

Unit 8 Numbers and time

Lesson 1 10 Green bottles

Listen and sing.

10 Green bottles

(10 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 9 green bottles standing on the wall.
(9 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 8 green bottles standing on the wall.
(8 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 7 green bottles standing on the wall.
(7 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 6 green bottles standing on the wall.

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(6 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 5 green bottles standing on the wall.
(5 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 4 green bottles standing on the wall.
(4 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 3 green bottles standing on the wall.
(3 green bottles standing on the wall.)
A cat came along and one fell down.
So there are 2 green bottles standing on the wall.
(2 green bottles standing on the wall.)
A cat came along and one fell down.
So there is 1 green bottle standing on the wall.
(1 green bottle standing on the wall.)
A cat came along and one fell down.
So there is no green bottle standing on the wall.

99

Objectives:

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

- count the numbers (1 to 10).
- read the numbers (1 to 10).
- sing the song, '10 Green bottles'.

Words and expressions:

New: bottle

Previously learnt: 1 to 10, How many...?

Resources and preparation: audio materials, ten picture cards of a green bottle

Write the song on the board or print a chart (if available).

Teaching procedure

Warm up

(3 minutes)

- Show a pencil to the class and practise the following dialogue with the class.

T: How many pencils are there? (Showing a pencil to the class)

Ss: 1 pencil.

T: Yes, you're right. (If the class answers correctly)

No, let's count it again. (If the class answers incorrectly)

- Do the same procedure for numbers 2 to 10.

80 Listen and sing.

(15 minutes)

- Play the recording or sing the song with actions as a model.
- Tell students to listen to the song, '10 Green bottles.'

- Sing the first verse of the song with actions and have students imitate the actions.
- Repeat the same procedure with other verses.

(ဆရာက သီချင်းကို အမူအရာဖြင့် ဆိုပြ၍ ကလေးများကို နောက်မှလိုက်၍ အမူအရာဖြင့် သီဆိုစေပါမည်။)

Practice 1

(10 minutes)

- Divide the class into two groups and have them sing the song verse by verse with actions.

(If Group 1 sings the song in a loud voice, Group 2 is to sing it in a soft voice.)

(ပထမ အုပ်စုက သီချင်းကို အသံကျယ်စွာ သီဆိုပြီး ဒုတိယအုပ်စုက အသံတိုးပြီး သီဆိုရန်ပြောပါ။ ထို့နောက် အလှည့်ကျ အသံတိုးရန်နှင့် အသံကျယ်စွာ သီဆိုရန် ပြောပါ။)

- Tell them to change their roles.

Practice 2

(10 minutes)

- Divide the class into two groups.
- Distribute the picture cards.
- Tell the class that if Group 1 holds up a picture card, Group 2 has to count the bottles in the picture and tell the number.
- Tell them to change their roles.

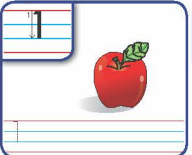
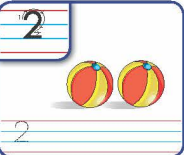
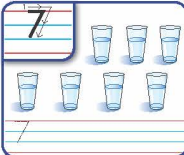
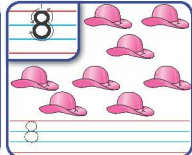

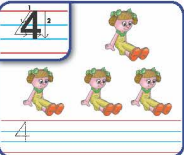

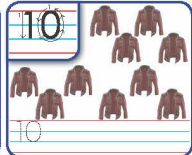
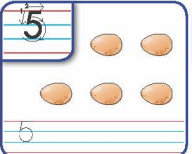
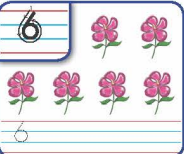
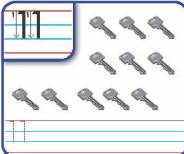
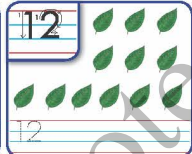
Summary and feedback

(2 minutes)

- Check the pronunciation for the '10 Green Bottles' song, focussing on the /t/ sound in 'two' and 'ten' and the final consonants in 'five', 'six', and 'eight'.

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Lesson 2 Numbers 1 to 12

Unit 8 Numbers and time		Unit 8 Numbers and time	
Lesson 2 Numbers 1 to 12 Listen, trace and write.		Lesson 2 Numbers 1 to 12 Listen, trace and write.	
			
			
			
100		101	

Objectives:

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

- recognize and count the numbers 1 to 12.
- write the numbers 1 to 12.

Words and expressions:

New: 11, 12

Previously learnt: 1 to 10, apple, ball, cup, doll, egg, flower, glass, hat, ice-cream, jacket, key, leaf

How many...?

Resources and preparation: audio materials, picture cards of one apple, two balls, three cups, four dolls, five eggs and six flowers, seven glasses, eight hats, nine ice creams, ten jackets, eleven keys, twelve leaves

Numbers 1 to 6

Teaching procedure

Warm up

(3 minutes)

- Tell the class to say 1 to 10 and that they have to jump up after saying 5 and 10 and say 1 to 10 and jump up after saying the numbers.

- Demonstrate the activity for the class.

1, 2, 3, 4, 5 (jump)

6, 7, 8, 9, 10 (jump)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (jump)

(ကျောင်းသားများ ၁ မှ ၅ ထိ ဆိုပြီးလျှင် တစ်ခါခုန်ပြီး ၁၀အထိ ထပ်မံဆို၍ တစ်ခါခုန်ရန်ပြောပါ။ ထိုနောက် ၁မှ၁၀အထိ ဆိုပြီး တစ်ခါထပ် ခုန်ရန်ပြောပါ။)

- Change the numbers for jumping and repeat the numbers.

81 Listen, trace and write.

(20 minutes)

- Point to the textbook picture and ask, 'How many apples are there?'
- Tell students to count and answer the number of apples. e.g. 1 apple
(ဆရာက How many ... ကို သုံး၍ မေးခွန်းမေးလျှင် ကလေးများက ရုပ်ပုံကိုကြည့်၍ ရေတွက်ပြီး အရေအတွက်ကို ဖြေဆိုရန်ပြောပါ။)
- Write 1 on the board and tell them how to write it.
- Ask them to write it in the air first and then write it on the textbook page.
(ကျောင်းသားများ ဂဏန်းအတွဲရာ ရေးဆွဲရာတွင် ရေးဆွဲနည်း စနစ်တကျ မှန်ကန်ရန်တူညီပေးပါ။)
- Play the recording or read the numbers aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully and say and trace the numbers they hear in their textbooks.
- Monitor the class and encourage them to write correctly and systematically.

Match the pictures with the numbers.

(8 minutes)

- Put the number cards and pictures on the board.
- Divide the class into two groups.
- Tell them when Group 1 says the number, Group 2 looks for the correct picture card and holds it up.

Write the numbers from 1 to 6.

(7 minutes)

- Tell the class to write the numbers 1 to 6 in their notebooks.
- Tell them to swap their books for peer checking.
- Make sure that the students can write correctly.

Summary and feedback

(2 minutes)

- Tell students that they can write numbers.
- Review any 'weak' areas like pronunciation, focussing on the pronunciation of the word 'twelve' /twelv/

Numbers 7 to 12

(40 minutes)

82 Listen, trace and write.

- Follow the same procedure for the numbers 7 to 12.

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Lesson 3 Telling time

Unit 8 Numbers and time

Lesson 3 Telling time

Listen and say.

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Unit 8 Numbers and time

Ask and write.

It's 1 o'clock.		It's ___ o'clock.		It's ___ o'clock.	
It's ___ o'clock.		It's ___ o'clock.		It's ___ o'clock.	
It's ___ o'clock.		It's ___ o'clock.		It's ___ o'clock.	
It's ___ o'clock.		It's ___ o'clock.		It's ___ o'clock.	

103

Objectives:

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

- ask the time.
- say the time.

Words and expressions:

New: o'clock

'What time is it?' 'It's ... o'clock.'

Previously learnt: numbers 1 to 12

Resources and preparation: audio materials, a clock

Teaching procedure

Warm up

(3 minutes)

- Review saying and counting numbers 1 to 12.
- Write any number 1-12 on the board and have students say the number correctly.

83 Listen and say.

(20 minutes)

- Show a clock to students and set the time to 1 o'clock.
- Ask the students, 'What time is it?' Point to the number 1 in the picture of the clock and say 'It's 1 o'clock.' by showing the gesture for 1 o'clock.
- Ask students to repeat after the teacher.
- Play the recording. Ask the students to listen to the recording carefully.
- Follow the same procedure for other time expressions.
- After practising all the time expressions, the following practice can be done.
 - * Point to the times in the textbook from 1 o'clock to 12 o'clock and ask students to tell you the time for each number.
 - * Do the above activity faster and faster.
 - * Point to the times in the textbook randomly and ask the students to tell the time.
 - * Point to the times randomly and at a faster pace.

- Ask the students to tell the time at a faster pace.

Practice

- Tell students to work in pairs.
- Have all the pairs point to any picture of the clock and ask, 'What time is it?' and swap roles after asking each other to tell the time.

(နှစ်ယောက်တစ်တွဲ တွဲပြီး ကျောင်းသုံးစာအုပ်ပါပုံကို ထောက်ပြ၍ ကျောင်းသားတစ်ဦးက What time is it? ဟုမေးလျှင် ကျန်တစ်ဦးက It's ... o'clock. ဟု ဖြေဆိုရန် ပြောပါ။)

- The following variations are possible once the students are accustomed to making the gestures.
 - * Say the times randomly e.g. 'It's 1 o'clock.', 'It's 5 o'clock.'
 - * Say the times in the order they are shown in the pictures but very fast and the students have to keep making gestures.
 - * Say the times randomly and very fast.
 - * Play a game. When the teacher is saying the time randomly or sometimes giving a different gesture, the students who make the incorrect gesture must sit down and the game continues until only a few students remain standing up.

(ဆရာက ပြောသောအချိန်ကို ကျောင်းသားများက အမူအရာဖြင့် တုန့်ပြန်ဖြေဆိုရန်ဖြစ်ပါသည်။ အမူအရာမှားယွင်းပါက ကစားပွဲမှ နုတ်ထွက်ရမည်ဖြစ်ပါသည်။ ကစားသူဦးရေ အနည်းငယ်ကျန်သည်အထိ ကစားနိုင်ပါသည်။)

- * Ask one of the students to come to the front of the class and take the role of the teacher.

Ask and write. (15 minutes)



- Say the time and ask the students to write the correct numbers.
- Students can check each other's work.
- Tell the students to point to the pictures of the clocks in the textbook and ask each other to ask 'What time is it?'
- Tell the students to answer 'It's ... o'clock.'

Summary and feedback (2 minutes)

- Tell students that they can now ask and say the time saying, 'What time is it?' and 'It's ... o'clock.'
- Review any 'weak' areas like pronunciation, focussing on the final consonant /k/ sound in the word, 'o'clock'.

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Lesson 4 Number one to twelve

Unit 8 Numbers and time		Unit 8 Numbers and time	
Lesson 4 Numbers one to twelve  Listen, trace and write.		 Listen, trace and write.	
one 1 one _____	two 2 two _____	seven 7 seven _____	eight 8 eight _____
three 3 three _____	four 4 four _____	nine 9 nine _____	ten 10 ten _____
five 5 five _____	six 6 six _____	eleven 11 eleven _____	twelve 12 twelve _____
104		105	

Objective:

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

- count and write the numbers one to twelve.

Words and expressions:

New: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

Previously learnt: 1 to 12, How many...?

Resources and preparation: audio materials, number cards, word cards and picture cards that describe the numbers

Numbers one to six

Teaching procedure

Warm up

(3 minutes)

- Sing the number song as in Unit 8 Lesson 2.
(1, 2, 3, 4, 5 jump) (6, 7, 8, 9, 10 jump) (1, 2, 3, 4, 5, 6, 7, 8, 9, 10 jump)

84 Listen, trace and write.

(15 minutes)

- Put the word cards on the board. Say, 'I have one apple. I have one apple.'
- Tell students to point to number one. Put the picture card near the word card.
- Repeat the procedure with other numbers. You can use the following sentences to introduce the words or make up your own: 'I have two balls.', 'I have three cups.', 'I have four dolls.', 'I have five eggs.', 'I have six flowers.'
- Play the recording or read the numbers aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully and say and trace the numbers they hear in their textbooks.
- Make sure that students are able to trace the numbers they hear. If the class size is large, students can swap their books and check each other's work.

Write.

(10 minutes)

- Tell students to write numbers 1 to 6 in their notebook five times.

Counting and writing

(10 minutes)

- Divide the class into groups according to the class size.
- Distribute six picture cards to each group.
- Tell the students to count the pictures and then write down the numbers on the paper strips.
- Monitor the class to make sure that students can write the numbers one to six.

(ကျောင်းသားများ ပုံကိုရေတွက်၍ one to six အထိ ရေးနိုင်ခြင်းရှိ မရှိ အကဲဖြတ်ပါ။)

Summary and feedback

(2 minutes)

- Ask students that they can count the numbers one to six.
- Tell students that they can write numbers one to six.

Numbers seven to twelve

(40 minutes)

 **85 Listen, trace and write.**

- Follow the same procedure for numbers seven to twelve.

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Lesson 5 It's time to get up.

Unit 8 Numbers and time

Lesson 5 It's time to get up.

Listen and say.

106

Unit 8 Numbers and time

Ask and answer.

Practise.

107

Objective:

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

- talk about what they do everyday at what time.

Words and expressions:

New: get up, go home, go to school/bed

It's time to ...

Previously learnt: have breakfast/lunch/dinner

Resources and preparation: audio materials, a clock

Teaching procedure

Warm up

(3 minutes)

- Elicit from students their daily routines.

86 Listen and say.

(15 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Ask the class what time it is and for what action it is as follows.

T: What time is it? (Pointing to the picture of 6 o'clock)

S: It's 6 o'clock.

T: OK, it's time to get up.

- Make sure that students understand the meaning of the sentences that they have learnt.
- Follow the same procedure to ask questions on the remaining activities: It's time to get up./ It's time to have breakfast./ It's time to go to school./ It's time to have lunch./ It's time to go home./ It's time to have dinner./ It's time to go to bed.

- Read the sentences in the textbook and have the class repeat after you.
(ကလေးများ သူတို့၏ တစ်နေ့တာအလုပ်များကို အချိန်နှင့်တွဲ၍ ပြောပြတတ်ရန် လေ့ကျင့်ပေးပါ။)

Ask and answer.

(10 minutes)

- Divide the class into two groups.
- Demonstrate how to do the activity.
T: What time is it?
Ss: It's 12 o'clock.
T: OK, it's time to have lunch.
- Have Group 1 ask the question and Group 2 answer it.
- Tell them to follow the same procedure for the other pictures.
- Tell them to change their roles, Group 2 asks the questions and Group 1 answers them.
- Make sure that students know how to talk about what they do at what time.

Practise.

(10 minutes)

- Tell students to work in pairs.
- Tell the pairs to point to the pictures of the clocks and, ask 'What time is it?' Next answer it and then tell their friends what they do at that time as follows.
S1: What time is it?
S2: It's 12 o'clock. It's time to have lunch.
- Tell them to swap their roles.
















Summary and feedback

(2 minutes)

- Make sure that students can say what they do everyday at what time.

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Lesson 6 My daily life

Unit 8 Numbers and time	Unit 8 Numbers and time
<p>Lesson 6 My daily life</p> <p> Listen and say.</p> <p> I get up at 6 o'clock. </p> <p> I have my breakfast at 7 o'clock. </p> <p> I go to school at 8 o'clock. </p> <p>108</p>	<p> I have my lunch at 12 o'clock. </p> <p> I go home at 3 o'clock. </p> <p> I have my dinner at 5 o'clock. </p> <p> I go to bed at 10 o'clock. </p> <p>109</p>

Objective:

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

- talk about their daily routines with time expressions.

Words and expressions:

Previously learnt: breakfast, lunch, dinner, numbers 1 to 12, o'clock

Resources and preparation: audio materials, a clock

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Revise the previous lesson asking 'What time is it?'

87 Listen and say.

Storytelling 1

(15 minutes)

- Ask 2 or 3 students what their daily routines are as follows.

T: What time is it? (Pointing to the picture of 6 o'clock)

S: It's 6 o'clock.

T: I get up at 6 o'clock.

- Make sure that students understand the meaning of the sentences that they have learnt.
- Follow the same procedure to ask questions for other activities: I have my breakfast at 7 o'clock. / I go to school at 8 o'clock. / I have my lunch at 12 o'clock. / I go home at 3 o'clock. / I have my dinner at 5 o'clock. / I go to bed at 10 o'clock.
- Play the recording and ask the students to listen to the recording carefully.

Storytelling 2

(20 minutes)

- Show the picture of a clock or draw a picture of a clock and then ask questions.

T: What time is it? (Pointing to the picture of 6 o'clock)

S: It's 6 o'clock.

T: OK, I get up at 6 o'clock. Giving a prompt and showing a picture of 'get up' in the text to make a meaningful sentence.

S: I get up at 6 o'clock.

- Follow the same procedure to ask about other activities: I have my breakfast at 7 o'clock. / I go to school at 8 o'clock. / I have my lunch at 12 o'clock. / I go home at 3 o'clock. / I have my dinner at 5 o'clock. / I go to bed at 10 o'clock.
- Make sure that the students' answers are correct and they can talk about their daily routines.

Summary and feedback

(2 minutes)

- Make sure that students can talk about their daily routines with time expressions.
(တလေးများ သူတို့၏ တစ်နေ့တာလုပ်ငန်းများကို အချိန်နှင့်တကွ ပြောပြတတ်ရန် လေ့ကျင့်ပေးပါ။)

Teaching procedure for Period 2

Warm up

(3 minutes)

- Do the activity as in Unit 8 Lesson 2.
(1, 2, 3, 4, 5 jump) (6, 7, 8, 9, 10 jump) (1, 2, 3, 4, 5, 6, 7, 8, 9, 10 jump)

Storytelling 3

(20 minutes)

- Tell students to work in pairs.
- Tell the pairs to point to the pictures of clocks, asking 'What time is it?' and answer them.
S1: What time is it? (Pointing to the picture of 6 o'clock)
S2: It's 6 o'clock.
S1: I get up at 6 o'clock.
- Tell them to swap their roles after they have asked about all the pictures in the textbook.

Storytelling 4

(15 minutes)

Drawing

- Demonstrate the activity by drawing the picture of a clock with two hands on the board and saying, 'It's 6 o'clock. I get up at 6 o'clock.'
- Tell each student to think of their routines and draw the pictures of clocks that describe their routines.
- Tell students to work in pairs.
- Tell the pairs to point to the pictures of clocks that they have drawn and talk about their routines.
S1: What time is it? (Pointing to the picture of 6 o'clock)
S2: It's 6 o'clock.
I get up at 6 o'clock.
- Monitor the class and encourage students to ask and answer each other's questions.

Summary and feedback

(2 minutes)

- Make sure that students know the vocabulary and expressions used in talking about their daily life and check their pronunciation, focussing on the pronunciation of the words, 'breakfast' /'brek.fəst/ and 'dinner' /'dm.ə/

5.15 Review 4











Review 4A

Review 4A

Find and circle the words you know.

n	e	s	t	g	l	e	y
a	i	n	a	i	j	a	
i	e	a	b	a	e	a	c
i	p	k	l	s	a	m	h
s	h	e	e	s	f	i	t
p	a	r	i	n	g	i	z
i	n	c	l	o	c	k	x
g	t	t	r	e	e	g	g

Say and write.

1  _____	6  _____
2  _____	7  _____
3  _____	8  _____
4  _____	9  _____
5  _____	10  _____

I can ...	😊	😊	😊
find the words I have learnt.			
say and write the words I have learnt.			

110

Objective:

- To say and write the words with letters A a to Z z

Words and expressions:

clock, egg, elephant, flower, glass, hat, jam, mango, nail, nest, key, lamp, octopus, pig, ring, ruler, snake, table, tree, window, vase, yacht, zip

Resources and preparation:

word cards for words with the letters A a to Z z and picture cards of flower, hat, jam, mango, lamp, octopus, ruler, window, vase, zip

Teaching procedure

Warm up

(7 minutes)

- Put the picture cards that students have already learnt on the board randomly: apple, frog, grapes, kite, lion, octopus, rope, yoghurt.
- Tell them to memorize the pictures.
- Cover the pictures and tell them to write down as many words as they can remember in one minute.
- Tell them to swap their notebooks and check the answers.
- Uncover the pictures and check the students' answers.
- Tell them to give their partners one mark each, if he/she has got a correct word.
- Ask them how many marks they get.

Find and circle the words you know.

(15 minutes)

- Tell students to find the words they know from the word search puzzle and circle them. (ကျောင်းသားများကို စာလုံးရှာပဟောဥုံမှ ၎င်းတို့ သိသော စာလုံးများကို ရှာပြီး စက်ဝိုင်း ဝိုင်းရန်ပြောပါ။)
- Give an example of what they have to do. e.g. key
- Tell them to number the circles. (ဝိုင်းထားသော စက်ဝိုင်းများကို နံပါတ်တပ်ပေးရန် ပြောပါ။ သို့မှသာ မိမိတို့ရှာနိုင်သည့် စာလုံးအရေအတွက်ကို လွယ်ကူစွာ သိနိုင်မည်ဖြစ်ကြောင်း ရှင်းပြပါ။)
- Tell students to make pairs and swap their books and check each other's work.
- Ask them to compare the number of the words they found.

Answer: key, clock, egg, elephant, glass, nail, nest, pig, ring, snake, table, tree, yacht

Say and write.

(15 minutes)




- Tell students to look at the pictures and elicit the words that describe the pictures from them.

- Tell them to say the words.
- Tell them to write the words for the pictures.
- Give them an example of what they have to do.
- Tell them to swap their textbooks with their partners and check if their answers are the same or different.
- Tell them to think of the correct answers together if their answers are different.
- Check whether students are able to do the activity properly or not. If the class size is large, students can swap their books and check each other's work.

Self-assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement.
- Ask each student to choose the icon that shows his/her ability to find the words, say and write the words they have learnt and put a tick in the space under the icon.

I can ...			
find the words I have learnt.			
say and write the words I have learnt.			

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Review 4B

Review 4B

Fill in the blanks.

Let's go to the cinema.
Let's go by bus.

OK. Let's go to the market.
Let's go by train.

No, let's go to the market.
I'm hungry.

I can ...	😊	😊	😊
say the names of the places in a town.			
suggest a place to go.			

111

Objectives:

- To recognize the names of some places in a town
- To have a short conversation with a friend

Words and expressions:

cinema, zoo, market, toy shop, library, playground, bus, train, boat, trishaw, bicycle, car, in, on, under, beside
 Let's go to the ..., Yes, let's go to the ... by ...,
 No, let's go to the ..., I'm ..., OK. Let's go to the ...,
 Let's go by ...

Resources and preparation:

picture cards of toy shop, cinema, market, playground
 library, zoo, bus, bicycle, car, train, trishaw

Teaching procedure

Warm up

(5 minutes)

- Put the picture cards of the cinema, zoo, market, toy shop, library, playground on the walls of the classroom.
- Ask some students to come to the front of the class and say, 'Let's go to the cinema.' and go to the wall where the flashcard of the cinema is posted.
- Follow the same procedure for the other flashcards which are hung on the wall.

Fill in the blanks.

(10 minutes)

- Name a place and ask students to find the picture of that place on the map and write a label for it by filling in the blank.
 e.g. If the teacher says, 'cinema', the students have to find the picture of the cinema on the map and they have to fill in the blank for the word 'cinema'.
- Do the same procedure for all the pictures in the map.
- Monitor the class and help students if necessary.
- Check their answers as a whole class or individually.

Practice

(23 minutes)

- Demonstrate the activity.
- Draw a map from the textbook or put an enlarged copy of the map on the board. Draw a face or a student on each side and name them 'A' and 'B'.
- Put the flashcards of bus, boat, bicycle, train and trishaw on the table.
- Stand on the side 'A' and point to a place e.g. cinema on the map and say, 'Cinema. Let's go to the cinema.' After that, pick up and show the flashcard of bus, and say, 'Let's go by bus.'
- Next 'B' will say, 'No, let's go to the market. I'm hungry.'

Then, 'A' will pick up the picture cards of a train and respond saying, 'OK. Let's go to the market. Let's go by train.'

- 'A' will reply saying, 'OK. Let's go to the market. Let's go by train.'

A: Cinema (Pointing to the picture of the cinema on the map)

Let's go to the cinema.

Let's go by bus.

B: No, let's go to the market. I'm hungry. (Pointing to the picture of the market on the map)


A: OK. Let's go to the market. Let's go by train.

- Start a short conversation again with a student by using the map.
- Ask two volunteer students and tell them to have a short conversation as demonstrated using the map.
- Tell students to work in pairs by making one student take the role of 'A' and another as 'B'.
- Tell them to swap their roles after talking about two to three places.
- Remind them to suggest three places to his/her friend.
- Monitor the class and help those who have difficulty in doing the pair work activity if necessary.
- Ask two or more pairs to practise the conversation.

Self-assessment

(2 minutes)

- Explain the 'I can ...' statement to the students in Myanmar.
- Ask each student to choose the icon that shows his/her ability to name places in a town and suggest places to visit and put a tick in the space under the icon.

I can ...			
say the names of the places in a town.			
suggest a place to go.			

Review 4C

Review 4C

Count and write.

_ hre	_ lv
_ ne	n _ n
_ e _ en	_ leve

Tell the time.

What time is it? It's 2 o'clock.

It's <u> </u> o'clock.	It's <u> </u> o'clock.	It's <u> </u> o'clock.
It's <u> </u> o'clock.	It's <u> </u> o'clock.	It's <u> </u> o'clock.

I can ...			
write the numbers 1 to 12.			
write the numbers one to twelve.			

112

Objectives:

- To count the numbers 1 to 12
- To write the numbers 1 to 12

Words and expressions:
 How many...? What time is it? It's ... o'clock. 1 to 12, one to twelve

Resources and preparation:
 enlarge copy of the table

Teaching procedure

Warm up (3 minutes)

- Use your fingers to review the numbers with the class.
- Say the numbers and ask the class to show the numbers with their fingers.

Count and write. (15 minutes)




- Demonstrate the activity.
- Draw the table on textbook page 112 or put the enlarged copy of the table on the board and ask the class to count the things in the picture and say the number.
- Have students spell the numbers and write them beside the picture.
- Continue the activity until they have counted and written the numbers for all the pictures.

Tell the time. (20 minutes)

- Draw a picture of a clock with two hands showing ... o'clock.
- Write, 'It's ...o'clock.' under the picture of the clock and ask the class to fill in the blanks.
- Draw one more clock and ask the class, 'What time is it?'
- Tell the class to look at the pictures of the clock given in the textbook and fill in the blanks under the pictures.
- Check their work by writing the correct answers on the board.

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to count and write numbers 1 to 12 and put a tick in the space under the icon that he/she chooses.

I can ...			
count the numbers 1 to 12.			
write the numbers one to twelve.			

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5.16 Project 4 Where, when and how to go

Project 4 Where, when and how to go

Look and say.

Saturday



	It's nine o'clock. Let's go to the market. Let's go by bus.
	It's twelve o'clock. Let's go to the cinema. Let's go by train.
	It's four o'clock. Let's go to the playground. Let's go by car.

My plan

Sunday



I can ...
talk about my plan.

113

Objective:

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

- talk about their weekend plans.

Words and expressions: 1 to 12

It's ... o'clock. Let's go to the ... Let's go by ...

Resources and preparation:

enlarged copy of the map from Review 4B

(if available)

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Revise the vocabulary that students need to use in the project: market, toy store, cinema, zoo, library, playground.

Look and say.

(15 minutes)

- Ask students to look at the pictures and the sentences.
- Read the sentences together with the students.
- Ask students some questions to elicit the places the girls in the picture plan to go, on what day, and at what time by asking the following questions:

What day is it?

What time is it?

Where are they going?

How are they going?

(ကျောင်းသားများကို မေးခွန်းများမေးရာတွင် ပိုမိုရှင်းလင်းစေရန် မြန်မာလို 'အဲဒီနေ့က ဘယ်နေ့လဲ၊ ဘယ်အချိန်လဲ၊ ဘယ်ကို သွားမှာလဲ၊ ဘယ်လိုသွားမှာလဲ' ဟု မေးနိုင်ပါသည်။)

- Ask students to repeat the questions.

Practice

(15 minutes)

- Have students practise making plans as in the example given in 'Look and say.' section.
- Then, tell them that they can make their own plan by changing the places they want to visit. Ask them to work in pairs.
- Ask each pair about their new plan.
- Ask them to practise talking about their plans again by telling them that they can change both the time and the places they want to visit this time.
- Have each pair present their plan for Saturday.

Summary and feedback (5 minutes)

- Tell them what they have learnt and that they have to make a plan in the next period.
- Remind them not to drop the article 'the' before the public places: market, cinema and playground.

Teaching procedure for Period 2: Do

Warm up (5 minutes)

- Revise language which students learnt in the previous lesson.

My plan (15 minutes)

- Put an enlarged copy of the textbook page or draw it on the board or ask students to reuse the page from project 4. To reuse the previous lesson page, ask students to erase the previous marks.
(ကျောင်းသုံးစာအုပ်ထဲမှ ပုံကို အကြီးချဲ့၍သုံးပါ သို့မဟုတ် ၎င်းပုံကို သင်ပုန်းပေါ်တွင် ဆွဲပြပါ သို့မဟုတ် ယခင်စာမျက်နှာကို အသုံးပြုပါ။ ကျောင်းသားများအား စာမျက်နှာကို ပြန်လည်အသုံးပြုနိုင်စေရန် ယခင်မှတ်ထားသော အမှတ်အသားများကို ဖျက်ရန် ပြောပါ။)
- Choose five students to come to the front of the class to make a plan.
- Ask them to choose a place they want to visit and the time they want to visit the place.
- Do the same activity as in period 1.

Group work (15 minutes)

- Tell the class to work in groups.
- Tell them that each member has to suggest where they want to go and what they want to do there.
- Monitor the class and encourage them to participate in the activity.

Summary and feedback (5 minutes)

- Ask the class what they did during the lesson and remind them to keep their plans for the next period.

Teaching procedure for Period 3: Present

Warm-up (3 minutes)

- Ask the class to remain in their previous groups.

Rehearsal (10 minutes)




- Tell them that they are going to write a plan for Sunday as they have practised in 'Look and say.' section.
(ကျောင်းသားများကို ယခင် 'Look and say.' သင်ခန်းစာအတိုင်း တနင်္ဂနွေနေ့အတွက် အစီအစဉ်ဆွဲရန် ပြောပါ။)
- Tell each group to make a plan and to prepare for the presentation of their group's plan.
- Monitor the class and encourage students to be ready for their presentations.

Presentation (25 minutes)

- Tell each group to present their group's plan to the class.
- Tell the class to listen to the group presentations of others and compare them with theirs.

Self-assessment (2 minutes)

- Ask students to self-assess how well they did the activity.
- Explain the 'I can ...' statement to the students in Myanmar.
- Ask each student to choose the icon that shows his/her ability to talk about their plans and put a tick in the space under the icon.

I can ...			
talk about my plan.			

5.16 Project 4 Where, when and how to go

Project 4 Where, when and how to go

Look and say.

Saturday



	It's nine o'clock. Let's go to the market. Let's go by bus.
	It's twelve o'clock. Let's go to the cinema. Let's go by train.
	It's four o'clock. Let's go to the playground. Let's go by car.

My plan

Sunday



I can ...
talk about my plan.

113

Objective:

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

- talk about their weekend plans.

Words and expressions: 1 to 12

It's ... o'clock. Let's go to the ... Let's go by ...

Resources and preparation:

enlarged copy of the map from Review 4B

(if available)

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Revise the vocabulary that students need to use in the project: market, toy store, cinema, zoo, library, playground.

Look and say.

(15 minutes)

- Ask students to look at the pictures and the sentences.
- Read the sentences together with the students.
- Ask students some questions to elicit the places the girls in the picture plan to go, on what day, and at what time by asking the following questions:

What day is it?

What time is it?

Where are they going?

How are they going?

(ကျောင်းသားများကို မေးခွန်းများမေးရာတွင် ပိုမိုရှင်းလင်းစေရန် မြန်မာလို 'အဲဒီနေ့က ဘယ်နေ့လဲ၊ ဘယ်အချိန်လဲ၊ ဘယ်ကို သွားမှာလဲ၊ ဘယ်လိုသွားမှာလဲ' ဟု မေးနိုင်ပါသည်။)

- Ask students to repeat the questions.

Practice

(15 minutes)

- Have students practise making plans as in the example given in 'Look and say.' section.
- Then, tell them that they can make their own plan by changing the places they want to visit. Ask them to work in pairs.
- Ask each pair about their new plan.
- Ask them to practise talking about their plans again by telling them that they can change both the time and the places they want to visit this time.
- Have each pair present their plan for Saturday.

Summary and feedback (5 minutes)

- Tell them what they have learnt and that they have to make a plan in the next period.
- Remind them not to drop the article 'the' before the public places: market, cinema and playground.

Teaching procedure for Period 2: Do

Warm up (5 minutes)

- Revise language which students learnt in the previous lesson.

My plan (15 minutes)

- Put an enlarged copy of the textbook page or draw it on the board or ask students to reuse the page from project 4. To reuse the previous lesson page, ask students to erase the previous marks.
(ကျောင်းသုံးစာအုပ်ထဲမှ ပုံကို အကြီးချဲ့၍သုံးပါ သို့မဟုတ် ၎င်းပုံကို သင်ပုန်းပေါ်တွင် ဆွဲပြပါ သို့မဟုတ် ယခင်စာမျက်နှာကို အသုံးပြုပါ။ ကျောင်းသားများအား စာမျက်နှာကို ပြန်လည်အသုံးပြုနိုင်စေရန် ယခင်မှတ်ထားသော အမှတ်အသားများကို ဖျက်ရန် ပြောပါ။)
- Choose five students to come to the front of the class to make a plan.
- Ask them to choose a place they want to visit and the time they want to visit the place.
- Do the same activity as in period 1.

Group work (15 minutes)

- Tell the class to work in groups.
- Tell them that each member has to suggest where they want to go and what they want to do there.
- Monitor the class and encourage them to participate in the activity.

Summary and feedback (5 minutes)

- Ask the class what they did during the lesson and remind them to keep their plans for the next period.

Teaching procedure for Period 3: Present

Warm-up (3 minutes)

- Ask the class to remain in their previous groups.

Rehearsal (10 minutes)




- Tell them that they are going to write a plan for Sunday as they have practised in 'Look and say.' section.
(ကျောင်းသားများကို ယခင် 'Look and say.' သင်ခန်းစာအတိုင်း တနင်္ဂနွေနေ့အတွက် အစီအစဉ်ဆွဲရန် ပြောပါ။)
- Tell each group to make a plan and to prepare for the presentation of their group's plan.
- Monitor the class and encourage students to be ready for their presentations.

Presentation (25 minutes)

- Tell each group to present their group's plan to the class.
- Tell the class to listen to the group presentations of others and compare them with theirs.

Self-assessment (2 minutes)

- Ask students to self-assess how well they did the activity.
- Explain the 'I can ...' statement to the students in Myanmar.
- Ask each student to choose the icon that shows his/her ability to talk about their plans and put a tick in the space under the icon.

I can ...			
talk about my plan.			

5.15 Review 4

Review 4A

Review 4A

Find and circle the words you know.

n	e	s	t	g	l	e	y
a	i	n	a	i	j	a	
i	e	a	b	a	e	a	c
i	p	k	l	s	a	m	h
s	h	e	e	s	f	i	t
p	a	r	i	n	g	i	z
i	n	c	l	o	c	k	x
g	t	t	r	e	e	g	g

Say and write.

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

I can ...	😊	😊	😊
find the words I have learnt.			
say and write the words I have learnt.			

110

Objective:

- To say and write the words with letters A a to Z z

Words and expressions:

clock, egg, elephant, flower, glass, hat, jam, mango, nail, nest, key, lamp, octopus, pig, ring, ruler, snake, table, tree, window, vase, yacht, zip

Resources and preparation:

word cards for words with the letters A a to Z z and picture cards of flower, hat, jam, mango, lamp, octopus, ruler, window, vase, zip

Teaching procedure

Warm up

(7 minutes)

- Put the picture cards that students have already learnt on the board randomly: apple, frog, grapes, kite, lion, octopus, rope, yoghurt.
- Tell them to memorize the pictures.
- Cover the pictures and tell them to write down as many words as they can remember in one minute.
- Tell them to swap their notebooks and check the answers.
- Uncover the pictures and check the students' answers.
- Tell them to give their partners one mark each, if he/she has got a correct word.
- Ask them how many marks they get.

Find and circle the words you know.

(15 minutes)

- Tell students to find the words they know from the word search puzzle and circle them. (ကျောင်းသားများကို စာလုံးရှာပဟေဠိမှ ၎င်းတို့ သိသော စာလုံးများကို ရှာပြီး စက်ဝိုင်း ဝိုင်းရန်ပြောပါ။)
- Give an example of what they have to do. e.g. key
- Tell them to number the circles. (ဝိုင်းထားသော စက်ဝိုင်းများကို နံပါတ်တပ်ပေးရန် ပြောပါ။ သို့မှသာ မိမိတို့ရှာနိုင်သည့် စာလုံးအရေအတွက်ကို လွယ်ကူစွာ သိနိုင်မည်ဖြစ်ကြောင်း ရှင်းပြပါ။)
- Tell students to make pairs and swap their books and check each other's work.
- Ask them to compare the number of the words they found.

Answer: key, clock, egg, elephant, glass, nail, nest, pig, ring, snake, table, tree, yacht

Say and write.

(15 minutes)




- Tell students to look at the pictures and elicit the words that describe the pictures from them.

- Tell them to say the words.
- Tell them to write the words for the pictures.
- Give them an example of what they have to do.
- Tell them to swap their textbooks with their partners and check if their answers are the same or different.
- Tell them to think of the correct answers together if their answers are different.
- Check whether students are able to do the activity properly or not. If the class size is large, students can swap their books and check each other's work.

Self-assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement.
- Ask each student to choose the icon that shows his/her ability to find the words, say and write the words they have learnt and put a tick in the space under the icon.

I can ...			
find the words I have learnt.			
say and write the words I have learnt.			

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Review 4B

Review 4B

Fill in the blanks.

Let's go to the cinema.
Let's go by bus.

OK. Let's go to the market.
Let's go by train.

No, let's go to the market.
I'm hungry.

I can ...	😊	😊	😊
say the names of the places in a town.			
suggest a place to go.			

111

Objectives:

- To recognize the names of some places in a town
- To have a short conversation with a friend

Words and expressions:

cinema, zoo, market, toy shop, library, playground, bus, train, boat, trishaw, bicycle, car, in, on, under, beside
 Let's go to the ..., Yes, let's go to the ... by ...,
 No, let's go to the ..., I'm ..., OK. Let's go to the ...,
 Let's go by ...

Resources and preparation:

picture cards of toy shop, cinema, market, playground
 library, zoo, bus, bicycle, car, train, trishaw

Teaching procedure

Warm up

(5 minutes)

- Put the picture cards of the cinema, zoo, market, toy shop, library, playground on the walls of the classroom.
- Ask some students to come to the front of the class and say, 'Let's go to the cinema.' and go to the wall where the flashcard of the cinema is posted.
- Follow the same procedure for the other flashcards which are hung on the wall.

Fill in the blanks.

(10 minutes)

- Name a place and ask students to find the picture of that place on the map and write a label for it by filling in the blank.
 e.g. If the teacher says, 'cinema', the students have to find the picture of the cinema on the map and they have to fill in the blank for the word 'cinema'.
- Do the same procedure for all the pictures in the map.
- Monitor the class and help students if necessary.
- Check their answers as a whole class or individually.

Practice

(23 minutes)

- Demonstrate the activity.
- Draw a map from the textbook or put an enlarged copy of the map on the board. Draw a face or a student on each side and name them 'A' and 'B'.
- Put the flashcards of bus, boat, bicycle, train and trishaw on the table.
- Stand on the side 'A' and point to a place e.g. cinema on the map and say, 'Cinema. Let's go to the cinema.' After that, pick up and show the flashcard of bus, and say, 'Let's go by bus.'
- Next 'B' will say, 'No, let's go to the market. I'm hungry.'

Then, 'A' will pick up the picture cards of a train and respond saying, 'OK. Let's go to the market. Let's go by train.'

- 'A' will reply saying, 'OK. Let's go to the market. Let's go by train.'

A: Cinema (Pointing to the picture of the cinema on the map)

Let's go to the cinema.

Let's go by bus.

B: No, let's go to the market. I'm hungry. (Pointing to the picture of the market on the map)

A: OK. Let's go to the market. Let's go by train.

- Start a short conversation again with a student by using the map.
- Ask two volunteer students and tell them to have a short conversation as demonstrated using the map.
- Tell students to work in pairs by making one student take the role of 'A' and another as 'B'.
- Tell them to swap their roles after talking about two to three places.
- Remind them to suggest three places to his/her friend.
- Monitor the class and help those who have difficulty in doing the pair work activity if necessary.
- Ask two or more pairs to practise the conversation.

Self-assessment

(2 minutes)

- Explain the 'I can ...' statement to the students in Myanmar.
- Ask each student to choose the icon that shows his/her ability to name places in a town and suggest places to visit and put a tick in the space under the icon.

I can ...			
say the names of the places in a town.			
suggest a place to go.			

Review 4C

Review 4C

Count and write.

_ hre	_ iv
_ ne	n _ n
_ e _ en	_ leve

Tell the time.

What time is it? It's 2 o'clock.

It's <u> </u> o'clock.	It's <u> </u> o'clock.	It's <u> </u> o'clock.
It's <u> </u> o'clock.	It's <u> </u> o'clock.	It's <u> </u> o'clock.

I can ...	😊	😄	😁			
write the numbers 1 to 12.						
write the numbers one to twelve.						

112

Objectives:

- To count the numbers 1 to 12
- To write the numbers 1 to 12

Words and expressions:
 How many...? What time is it? It's ... o'clock. 1 to 12, one to twelve

Resources and preparation:
 enlarge copy of the table

Teaching procedure

Warm up (3 minutes)

- Use your fingers to review the numbers with the class.
- Say the numbers and ask the class to show the numbers with their fingers.

Count and write. (15 minutes)




- Demonstrate the activity.
- Draw the table on textbook page 112 or put the enlarged copy of the table on the board and ask the class to count the things in the picture and say the number.
- Have students spell the numbers and write them beside the picture.
- Continue the activity until they have counted and written the numbers for all the pictures.

Tell the time. (20 minutes)

- Draw a picture of a clock with two hands showing ... o'clock.
- Write, 'It's ...o'clock.' under the picture of the clock and ask the class to fill in the blanks.
- Draw one more clock and ask the class, 'What time is it?'
- Tell the class to look at the pictures of the clock given in the textbook and fill in the blanks under the pictures.
- Check their work by writing the correct answers on the board.

Self-assessment (2 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to count and write numbers 1 to 12 and put a tick in the space under the icon that he/she chooses.

I can ...			
count the numbers 1 to 12.			
write the numbers one to twelve.			

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6. Classroom Language for Grade 2 English Textbook

Some Everyday Classroom Terms

If you speak English with your students in the classroom, they will feel more confident to use English themselves. You can give your classroom an English atmosphere (feeling) by using some of these simple English phrases everyday. Below are phrases that you can use for starting class, managing the class, and ending the class.

1. Starting the class

- Good morning./ Good afternoon./ Good evening.
- How are you?
- I'm fine./ I'm great. Thank you. And you?
- Let's start our English Class!
- Let's begin!

2. Managing the class

Giving instructions

- Any volunteer(s)?
- Ask your friend the question ...
e.g. What's this?
- Change your partner.
- Circle the ().
e.g. Circle the letter 'E'.
- Clap your hands.
- Come here.
- Come to the front.
- Count the ().
e.g. Count the fruits.
- Do the actions.
- Draw a picture.
- Draw and colour.
- Face each other.
- Find the picture of () in your textbook.
e.g. Find the picture of 'apple' in your text book.
- Fill in the blank or blanks with the correct answer.
- Greet your friends.
- Hold up your ().
e.g. Hold up your flashcard.
- Guess and answer.
- Introduce yourself.
- Let's play a game.
- Let's sing the song.
- Listen.
- Listen carefully.
- Listen to the (CD/ song/ story).
- Look around the class.
- Look at me.
- Look at the ().
e.g. Look at the pictures/ flashcards.
- Look here.
- Make a circle.
- Make groups.
- Make groups of () people.
e.g. Make groups of 4.
- Make pairs.
- Only one minute is left.
- Pick up a card/ a flashcard and ask.
- Point to the ().
e.g. Point to the picture of 'unicorn'.
- Present () to the class.
e.g. Present your plan to the class.
- Put a tick in the box.
- Raise your hand.
- Repeat after me.
- Say it/ the word/ the sentence again.
- Say () in English.
e.g. Say (ಎಲಿಫೆಂಟ್) in English.
- Say/ sing (it) on your own.
- Say the answer.
- Sing the song again.

- Sing it with actions.
- Sit in pairs.
- Stand up./Sit down.
- Take turns.
- Talk to (your partner/members) of your group.
- Talk to as many friends as possible.
- Touch your ().
e.g. Touch your nose.
- Turn to page ().
e.g. Turn to page 12.
- Walk around and find a partner.
- When you finish, sit down.
- Write the letters in your exercise book/
textbook.
- Attention please.
- Be quiet please.
- In English please.
- Let's say it together.
- Let's sing the () song.
e.g. Let's sing the '10 green bottles' song.
- Let's play () game.
e.g. Let's play 'throwing a ball' game.
- Let's practise the dialogue.
- Let's talk.
- Let's try it.

Asking questions

- Are you ready?
- Do you know ()?
e.g. Do you know 'alligator'?
- Do you know, ()?
e.g. Do you know, Tun Tun?
- Do you understand?
- Do you have a ()?
e.g. Do you have a pencil?
- How about you, ()?
e.g. How about you, Thida?
- How many () are there?
e.g. How many oranges are there?
- What colour is this?
- What time is it?
- What's this called (in English)?
- What's your favorite ()?

e.g. What's your favorite fruit/ drink/
food/colour?

- What's your name?
- Who is he/she?
- Who wants to try?
- Anyone else?

Encouraging students

- Excellent!
- Good.
- Good job! Good idea!
- Great!
- I can't hear you. Please repeat it.
- Louder, please (Nilar)./ Speak up, please.
- Once again.
- Pardon?
- That's good! That's right!
- Try again, please.
- Well done!

3. Ending the class

- Close your textbook.
- Did you enjoy today's lesson?
- Go back to your seat.
- Have a nice ().
e.g. Have a nice lunch/ afternoon/ Math class!
- See you tomorrow.
- See you next time.
- That's all for today.
- What did you learn today?
- Goodbye.

Word List

A

alligator /'æl.ɪ.geɪ.tə/
angry /'æŋ.gri/
animal /'æn.ɪ.ml/
ant /ænt/
apple /'æp.l/
arrow /'ær.əʊ/

B

bag /bæg/
banana /bə'nɑ:.ne/
basketball /'bɑ:.skɪt.bɔ:l/
bed /bed/
beside /br'saɪd/
bicycle /'baɪ.sɪ.kəl/
big /bɪg/
bird /bɜ:d/
biscuit /'bɪs.kɪt/
black /blæk/
blouse /blaʊz/
blue /blu:/
boat /bəʊt/
boot /bu:t/
bottle /'bɒt.l/
boy /bɔɪ/
bread /bred/
breakfast /'brek.fəst/
brown /braʊn/
bus /bʌs/

C

cake /keɪk/
cap /kæp/
car /kɑ:/
cat /kæt/
chair /tʃeər/
chocolate /'tʃɒk.lət/
cinema /'sm.ə.mə/
clap /klæp/
clean /kli:n/
clock /klɒk/
cow /kaʊ/
cup /kʌp/

D

dark /dɑ:k/
dance /dɑ:ns/
day /deɪ/
deer /dɪə/
desk /desk/
dinner /'dn.ən/
dirty /'dɜ:.tɪ/
dog /dɒg/
doll /dɒl/
door /dɔ:/
draw /drɔ:/
drink /drɪŋk/
duck /dʌk/

E

eat /i:t/
egg /eg/
eight /eɪt/
elbow /'el.bəʊ/
elephant /'el.ɪ.fənt/
eleven /ɪ'lev.n/
envelope /'en.və.ləʊp/
eye /aɪ/

F

fat /fæt/
favourite /'feɪ.vr.ɪt/
fish /fɪʃ/
five /faɪv/
flower /flaʊə/
feet /fi:t/
food /fu:d/
football /'fʊt.bɔ:l/
four /fɔ:/
fox /fɒks/
Friday /'fraɪ.deɪ/
fried noodles /fraɪd 'nu:.dlz/
fried rice /fraɪd raɪs/
friend /frend/
Frisbee /'frɪz.bi/
frog /frɒg/

G

get /get/
giraffe /dʒɪ'ra:f/
girl /gɜ:l/
glass /glɑ:s/
gloves /glɒvz/
go /gəʊ/
goat /gəʊt/
grapes /greɪp/
great /gret/
green /gri:n/
guava /'gwɑ:və/

H

hair /heə/
hand /hænd/
happy /'hæp.i/
hat /hæt/
have /hæv/
home /həʊm/
hopscotch /'hɒp.skɒtʃ/
horse /hɔ:s/
house /haʊs/
hungry /'hʌŋ.gri/

I

ice cream /aɪs 'kri:m/
igloo /'ɪg.lu:/
in /ɪn/
ink /ɪŋk/
island /'aɪ.lənd/
itch /ɪtʃ/

J

jacket /'dʒæk.ɪt/
jam /dʒæm/
jug /dʒʌg/
juice /dʒu:s/
jump /dʒʌmp/
jungle gym /'dʒʌŋ.gɪl ,dʒɪm/

K

kangaroo /'kæŋ.gr'u:/
kettle /'ket.l/

key /ki:/

kite /kaɪt/

L

ladder /'læd.ə/

lamp /læmp/

leaf /li:f/

library /'laɪ.brər.i/

lion /'laɪ.ən/

long /lɒŋ/

lost /lɒst/

love /lʌv/

lunch /lʌntʃ/

M

mango /'mæŋ.gəʊ/

market /'mɑː.kɪt/

milk /mɪlk/

Monday /'mʌn.deɪ/

monkey /'mʌŋ.ki/

mouse /maʊs/

mouth /maʊθ/

mug /mʌg/

N

nail /neɪl/

name /neɪm/

neck /nek/

nest /nest/

new /njuː/

nine /naɪn/

nose /nəʊz/

O

o'clock /ə'klɒk/

octopus /'ɒk.tə.pəs/

old /əʊld/

on /ɒn/

one /wʌn/

orange /'ɒr.ɪndʒ/

orchid /'ɔː.kɪd/

ox /ɒks/

P

pencil /'pen.səl/

picture /'pɪk.tʃə/

pig /pɪg/

pillow /'pɪl.əʊ/

pineapple /'paɪn.æp.l/

pink /pɪŋk/

play /pleɪ/

playground /'pleɪ.graʊnd/

pool /puːl/

pudding /'pʊd.ɪŋ/

puzzle /'pʌz.l/

Q

quail /kweɪl/

queen /kwiːn/

quilt /kwɪlt/

R

rabbit /'ræb.ɪt/

raincoat /'reɪn.kəʊt/

raise /reɪz/

read /riːd/

red /red/

ring /rɪŋ/

rope /rəʊp/

roundabout /'raʊnd.ə.baʊt/

ruler /'ruː.lə/

S

sad /sæd/

salad /'sæl.əd/

sandal /'sændl/

Saturday /'sæt.ə.deɪ/

scarf /skɑːf/

school /skuːl/

sea /siː/

see-saw /'siː.səʊ/

ship /ʃɪp/

seven /'sev.n/

shoe /ʃuː/

short /ʃɔːt/

shorts /ʃɔːts/

sick /sɪk/

sing /sɪŋ/

six /sɪks/

skirt /skɜːt/

small /smɔːl/

snake /sneɪk/

sock /sɒk/

song /sɒŋ/

sport shirt /spɔːt/ /fɜːt/

stamp /stæmp/

sun /sʌn/

Sunday /'sʌn.deɪ/

sweater /'swet.ə/

swim /swɪm/

swing /swɪŋ/

T

table /'teɪ.bl/

tall /tɔːl/

ten /ten/

there /ðeə/

thin /θɪn/

three /θriː/

Thursday /'θɜːz.deɪ/

tiger /'taɪ.gə/

time /taɪm/

today /tə'deɪ/

toy store /tɔɪ stɔː/

train /treɪn/

tree /triː/

trishaw /'traɪ.ʃəʊ/

trousers /'traʊ.zəz/

T-shirt /'tiː.ʃɜːt/

Tuesday /'tʃuːz.deɪ/

tunnel /'tʌn.l/

turn /tɜːn/

twelve /twelv/

two /tuː/

U

under /'ʌn.də/

unicycle /'juː.nɪ.sai.kl/

uniform /'juː.nɪ.fɔːm/

unicorn /'juː.nɪ.kɔːn/

V

van /væn/

vase /vɑːz/

vegetables /'vedʒ.tə.blz/

violin /,vaɪə'liːn/

W

week /wi:k/

wafer /'wei.fə/

wall /wɔ:l/

water /'wɔ:.tə/

watermelon /'wɔ:.tə.mel.ən/

Wednesday /'wenz.deɪ/

white /waɪt/

window /'wɪn.dəʊ/

world /wɜ:l.d/

write /raɪt/

X

xylophone /'zaɪ.lə.fəʊn/

Y

yacht /jɒt/

yellow /'jel.əʊ/

yoghurt /'jɒg.ət/

yolk /jɒk/

Z

zebra /'zi:.brə/

zip /zɪp/

zoo /zu:/

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7. Listening Script

Unit 1 Lesson 1

01

Teacher: Hello, I'm Daw Marlar.

What's your name?

Student: Hello, I'm Zaw Zaw.

Teacher: He's Zaw Zaw.

Unit 1 Lesson 2

02

ant x 3

apple x 3

arrow x 3

alligator x 3

03

boy x 3

boat x 3

bread x 3

bicycle x 3

Unit 1 Lesson 3

04

great x 3

happy x 3

hungry x 3

angry x 3

sad x 3

05

Teacher: I'm great.

How are you feeling?

Student: I'm happy.

Unit 1 Lesson 4

06

cat x 3

cup x 3

cake x 3

clock x 3

07

desk x 3

doll x 3

door x 3

duck x 3

Unit 1 Lesson 5

08

Teacher: What's your name?

Student: I'm Kyi Kyi.

Teacher: How are you feeling?

Student: I'm great.

Teacher: This is Kyi Kyi.

She's great.

Unit 1 Lesson 6

09

'If you're happy ...' song

(If you're happy and you know it, clap your hands!)²

If you're happy and you know it, then you really ought to show it;

If you're happy and you know it, clap your hands!

(If you're happy and you know it, stamp your feet!)²

If you're happy and you know it, then you really ought to show it;

If you're happy and you know it, stamp your feet!

(If you're happy and you know it, turn around!)²

If you're happy and you know it, then you really ought to show it;

If you're happy and you know it, turn around!

(If you're happy and you know it, jump up high!)²

If you're happy and you know it, then you really ought to show it;

If you're happy and you know it, jump up high!

(If you're happy and you know it, raise your hands!)²

If you're happy and you know it, then you really ought to show it;

If you're happy and you know it, raise your hands!

Unit 2 Lesson 1

10

Teacher: He has short hair.
She has long hair.
She has brown eyes.
He has dark eyes.

Unit 2 Lesson 2

11

egg x 3
elbow x 3
elephant x 3
envelope x 3

12

fox x 3
fish x 3
frog x 3
flower x 3

Unit 2 Lesson 3

13

big x 3
small x 3
fat x 3
thin x 3
short x 3
tall x 3

14

Teacher: What's this?
Students: It's a cup. It's big.
Teacher: What's this?
Students: It's a cup. It's small.
Teacher: What's this?
Students: It's a dog. It's fat.
Teacher: What's this?
Students: It's a dog. It's thin.
Teacher: What's this?
Students: It's a tree. It's short.
Teacher: What's this?
Students: It's a tree. It's tall.

Unit 2 Lesson 4

15

girl x 3
glass x 3
grapes x 3
guava x 3

16

hat x 3
hand x 3
horse x 3
house x 3

Unit 2 Lesson 5

17

clean x 3
dirty x 3
new x 3
old x 3
long x 3
short x 3

18

Teacher: My jacket is clean.
My jacket is dirty.
My bag is new.
My bag is old.
My pencil is long.
My pencil is short.

Unit 2 Lesson 6

19

'A lost frog'

Girl: Excuse me. I lost my frog.
Boy: Is this your frog?
Girl: No, my frog is small.
Boy: Is this your frog?
Girl: No, my frog is thin.
Boy: Is this your frog?
Girl: No, my frog has brown eyes.
Boy: Is this your frog?
Girl: No, my frog is green.
Boy: Is this your frog?
Girl: Yes, it is.

Review 1C

20

Teacher: She has short hair.
She has brown eyes.
She has long hair.
She has dark eyes.
He has short hair.
He has dark eyes.
He has short hair.
He has brown eyes.

Teacher: Do you like cake?

Girl: Yes, I do.

Boy: No, I don't.

Teacher: Do you like juice?

Boy: Yes, I do.

Girl: No, I don't.

Teacher: Do you like fish?

Girl: Yes, I do.

Boy: No, I don't.

Teacher: Do you like milk?

Boy: Yes, I do.

Girl: No, I don't.

Unit 3 Lesson 1

21

salad x 3
fried noodles x 3
fried rice x 3
biscuits x 3
bread x 3
cake x 3
juice x 3
fish x 3
milk x 3

22

Teacher: Do you like fried noodles?
Boy: Yes, I do.
Girl: No, I don't.
Teacher: Do you like salad?
Girl: Yes, I do.
Boy: No, I don't.
Teacher: Do you like fried rice?
Boy: Yes, I do.
Girl: No, I don't.
Teacher: Do you like biscuits?
Girl: Yes, I do.
Boy: No, I don't.
Teacher: Do you like bread?
Boy: Yes, I do.
Girl: No, I don't.

Unit 3 Lesson 2

23

ink x 3
itch x 3
igloo x 3
island x 3

24

jam x 3
jug x 3
juice x 3
jacket x 3

Unit 3 Lesson 3

25

pudding x 3
wafers x 3
chocolate x 3
ice cream x 3
juice x 3
biscuits x 3
salad x 3
fried noodles x 3
fried rice x 3

26

Teacher: What's your favourite food?
Boy: My favourite food is pudding.
Teacher: What's your favourite food?

Girl: My favourite food is wafers.
 Teacher: What's your favourite food?
 Boy: My favourite food is chocolate.
 Teacher: What's your favourite food?
 Girl: My favourite food is ice cream.
 Teacher: What's your favourite food?
 Boy: My favourite food is juice.
 Teacher: What's your favourite food?
 Girl: My favourite food is biscuits.
 Teacher: What's your favourite food?
 Boy: My favourite food is salad.
 Teacher: What's your favourite food?
 Girl: My favourite food is fried noodles.
 Teacher: What's your favourite food?
 Boy: My favourite food is fried rice.

Unit 3 Lesson 4

27

key x 3
 kite x 3
 kettle x 3
 kangaroo x 3

28

lamp x 3
 leaf x 3
 lion x 3
 ladder x 3

Unit 3 Lesson 5

29

'Days of the week' song

Monday, Tuesday, Wednesday, Thursday, Friday,
 Saturday, Sunday.

(What day is it today?)²

Monday, Tuesday, Wednesday, Thursday, Friday,
 Saturday, Sunday.

(What day is it today?)²

Unit 3 Lesson 6

30

'The hungry pig'

This is Susie, the hungry pig.

On Sunday, she eats a salad.

On Monday, she eats a mango.
 On Tuesday, she eats two bananas.
 On Wednesday, she eats a watermelon.
 On Thursday, she eats three puddings.
 On Friday, she eats five big cakes.
 On Saturday, she eats six pineapples.
 On Sunday, she is sick.

Unit 4 Lesson 1

31

dance x 3
 sing x 3
 draw x 3
 jump x 3
 write x 3
 swim x 3

32

Student: I can jump.
 I can dance.
 I can sing.
 I can draw.
 I can write.
 I can swim.

Unit 4 Lesson 2

33

mug x 3
 mango x 3
 monkey x 3
 mouth x 3

34

nail x 3
 neck x 3
 nest x 3
 nose x 3

Unit 4 Lesson 3

35

Teacher: Can you sing?
 Boy: Yes, I can.
 Girl: No, I can't.

Teacher: Can you jump?
 Girl: Yes, I can.
 Boy: No, I can't.
 Teacher: Can you draw?
 Boy: Yes, I can.
 Girl: No, I can't.
 Teacher: Can you write?
 Girl: Yes, I can.
 Boy: No, I can't.
 Teacher: Can you dance?
 Boy: Yes, I can.
 Girl: No, I can't.
 Teacher: Can you swim?
 Girl: Yes, I can.
 Boy: No, I can't.

Unit 4 Lesson 4

36

box x 3
 orange x 3
 octopus x 3
 orchid x 3

37

pig x 3
 pool x 3
 pillow x 3
 puzzle x 3

Unit 4 Lesson 5

38

football x 3
 Frisbee x 3
 basketball x 3
 hopscotch x 3

39

Student A: I can play football.
 Can you play it?
 Student B: Yes, I can.
 Student C: No, I can't.

Student A: I can play Frisbee.
 Can you play it?
 Student B: Yes, I can.
 Student C: No, I can't.
 Student A: I can play basketball.
 Can you play it?
 Student B: Yes, I can.
 Student C: No, I can't.
 Student A: I can play hopscotch.
 Can you play it?
 Student B: Yes, I can.
 Student C: No, I can't.

Unit 4 Lesson 6

40

'Anything you can do, I can do better.'song

Anything you can do, I can do better.
 I can play hopscotch better than you.
 (No, you can't.
 Yes, I can.)²
 No, you can't.
 Yes, I can. Yes, I can.
 Anything you can do, I can do better.
 I can draw pictures better than you.
 (No, you can't.
 Yes, I can.)²
 No, you can't.
 Yes, I can. Yes, I can.
 Anything you can do, I can do better.
 I can sing English songs better than you.
 (No, you can't.
 Yes, I can.)²
 No, you can't.
 Yes, I can. Yes, I can.
 Anything you can do, I can do better.
 I can play football better than you.
 (No, you can't.
 Yes, I can.)²
 No, you can't.

Yes, I can. Yes, I can.

Anything I can do, you can do, too.

Anything you can do, I can do, too.

(Yes, we can.)³

Review 2A

41

island x 3

mug x 3

lion x 3

orange x 3

Review 2B

42

Boy : I have biscuits for my breakfast.

Girl : I have fried rice for my lunch.

Boy : I have bread for my dinner.

Unit 5 Lesson 1

43

monkey x 3

cat x 3

dog x 3

rabbit x 3

bird x 3

goat x 3

snake x 3

cow x 3

giraffe x 3

44

Student A: What is it?

Student B: It's a monkey.

Student A: What is it?

Student B: It's a cat.

Student A: What is it?

Student B: It's a dog.

Student A: What is it?

Student B: It's a rabbit.

Student A: What is it?

Student B: It's a bird.

Student A: What is it?

Student B: It's a goat.

Student A: What is it?

Student B: It's a snake.

Student A: What is it?

Student B: It's a cow.

Student A: What is it?

Student B: It's a giraffe.

Unit 5 Lesson 2

45

quilt x 3

quail x 3

queen x 3

46

rabbit x 3

ring x 3

rope x 3

ruler x 3

Unit 5 Lesson 3

47

The bird is in the nest.

The cat is on the table.

The cow is beside the house.

The dog is under the chair.

48

Teacher: Where is the bird?

Student: It's in the nest.

Teacher: Where is the cat?

Student: It's on the table.

Teacher: Where is the cow?

Student: It's beside the house.

Teacher: Where is the dog?

Student: It's under the chair.

Unit 5 Lesson 4

49

sun x 3

sea x 3

snake x 3

ship x 3

50

tree x 3

train x 3

table x 3

tunnel x 3

Unit 5 Lesson 5

51

tiger x 3

deer x 3

duck x 3

bird x 3

monkey x 3

giraffe x 3

52

'Animal chant'

Deer, tiger, bird. (clap)

Deer, tiger, bird. (clap)

Deer, tiger, deer, tiger.

Deer, tiger, bird. (clap)

Giraffe, monkey, duck. (clap)

Giraffe, monkey, duck. (clap)

Giraffe, monkey, giraffe, monkey.

Giraffe, monkey, duck. (clap)

53

Teacher: Where is the tiger?

Student: It's under the tree.

Teacher: Where is the deer?

Student: It's beside the tree.

Teacher: Where is the duck?

Student: It's in the water.

Teacher: Where is the bird?

Student: It's in the nest.

Teacher: Where is the giraffe?

Student: It's beside the tree.

Teacher: Where is the monkey?

Student: It's on the wall.

Unit 5 Lesson 6

54

Teacher:

The cat is on the table.

It's small. It's yellow.

The bird is in the nest.

It's small. It's blue.

The cow is beside the house.

It's big. It's brown.

The monkey is on the wall.

It's small. It's brown.

The ant is in the cup.

It's small. It's red.

The elephant is under the tree.

It's big. It's white.

The deer is beside the ladder.

It's big. It's brown.

Unit 6 Lesson 1

55

Teacher:

I'm wearing a pink blouse.

I'm wearing a yellow sport shirt.

I'm wearing a green skirt.

I'm wearing blue shorts.

I'm wearing brown sandals.

56

Teacher:

I'm wearing a yellow blouse.

I'm wearing a yellow sport shirt.

I'm wearing a green skirt.

I'm wearing blue shorts.

I'm wearing brown sandals.

I'm wearing a green sport shirt.

I'm wearing a white skirt.

I'm wearing black sandals.

I'm wearing a pink blouse.

I'm wearing brown shorts.

Unit 6 Lesson 2

57

uniform x 3

unicorn x 3

unicycle x 3

58

van x 3

vase x 3

violin x 3

vegetables x 3

Unit 6 Lesson 3

59

Boy: He's wearing a yellow T-shirt and red boots.

He's wearing a blue raincoat and black trousers.

He's wearing a yellow T-shirt and green socks.

60

green socks x 3

brown trousers x 3

a blue T-shirt x 3

a green raincoat x 3

yellow socks x 3

blue boots x 3

black trousers x 3

a blue raincoat x 3

a yellow T-shirt x 3

yellow boots x 3

Unit 6 Lesson 4

61

wall x 3

water x 3

world x 3

window x 3

62

xylophone x 3

Unit 6 Lesson 5

63

Girl: She's wearing a pink cap and a blue scarf.

She's wearing a yellow sweater and red gloves.

She's wearing a pink cap and brown shoes.

64

a blue cap x 3

a pink sweater x 3

brown gloves x 3

a yellow cap x 3

a pink scarf x 3

blue shoes x 3

a green sweater x 3

red gloves x 3

brown shoes x 3

a brown scarf x 3

Unit 6 Lesson 6

65

'What my friends wear'

Hello! I'm San San.

I have three friends.

They are Ni Ni, Toe Toe and Moe Moe.

This is Ni Ni.

She's wearing a pink scarf and a white blouse.

She's wearing a blue skirt and green sandals.

This is Toe Toe.

He's wearing a black cap and a yellow T-shirt.

He's wearing green shorts, yellow socks and brown shoes.

This is Moe Moe.

She's wearing a yellow raincoat and a red T-shirt.

She's wearing brown trousers and red boots.

Review 3C

66

Teacher: a yellow sport shirt x 3

a pink blouse x 3

a green skirt x 3

blue shorts x 3

brown sandals x 3

a green sweater x 3

a pink scarf x 3

yellow socks x 3

black trousers x 3

blue shoes x 3

red boots x 3

a yellow cap x 3

a green T-shirt x 3

a blue raincoat x 3

brown gloves x 3

Unit 7 Lesson 1

67

see-saw x 3

swing x 3

roundabout x 3

jungle gym x 3

68

Teacher: What's this?

Student: It's a see-saw.

Teacher: Do you like playing on the see-saw?

Student: Yes, I do.

Teacher: What's this?

Student: It's a swing.

Teacher: Do you like playing on the swing?

Student: Yes, I do.

Teacher: What's this?

Student: It's a roundabout.

Teacher: Do you like playing on the roundabout?

Student: Yes, I do.

Teacher: What's this?

Student: It's a jungle gym.

Teacher: Do you like playing on the jungle gym?

Student: Yes, I do.

69

see-saw x 3

roundabout x 3

jungle gym x 3

swing x 3

70

Student A: What's this?

Student B: It's a see-saw.

Student A: Let's play on the see-saw.

Student B: OK. Let's play.

Unit 7 Lesson 2

71

yolk x 3

yacht x 3

yoghurt x 3

72

zoo x 3

zip x 3

zebra x 3

Unit 7 Lesson 3

73

Teacher: What's this?

Student: It's a cinema.

Teacher: What's this?

Student: It's a toy store.

Teacher: What's this?

Student: It's a library.

Teacher: What's this?

Student: It's a playground.

Teacher: What's this?

Student: It's a zoo.

Teacher: What's this?

Student: It's a market.

74

cinema x 3

toy store x 3

library x 3

playground x 3

zoo x 3

market x 3

75

Teacher: Let's go to the cinema.

Students: OK. Let's go.

Teacher: Let's go to the toy store.

Students: OK. Let's go.

Teacher: Let's go to the library.

Students: OK. Let's go.

Teacher: Let's go to the playground.

Students: OK. Let's go.
 Teacher: Let's go to the zoo.
 Students: OK. Let's go.
 Teacher: Let's go to the market.
 Students: OK. Let's go.

Unit 7 Lesson 5

76
 Teacher: What's this?
 Student: It's a bus.
 Teacher: What's this?
 Student: It's a boat.
 Teacher: What's this?
 Student: It's a bicycle.
 Teacher: What's this?
 Student: It's a car.
 Teacher: What's this?
 Student: It's a trishaw.
 Teacher: What's this?
 Student: It's a train.

77
 bicycle x 3
 car x 3
 bus x 3
 trishaw x 3
 boat x 3
 train x 3

78
 Student A: Let's go to the cinema by bus.
 Student B: OK, let's go.
 Student A: Let's go to the zoo by trishaw.
 Student B: No, let's go to the zoo by train.

Unit 7 Lesson 6

79
'The family weekend'
 Mother: Today's Sunday!
 Let's go to the market.
 Father: I like reading.
 Let's go to the library.

Daughter: No, I like animals.
 Let's go to the zoo!
 Son: No, I don't like snakes.
 Let's go to the playground!
 Daughter: No, I don't like playgrounds!
 Let's go to the cinema!
 Son: Great!
 Mother: Let's go by bus!
 Father: Let's go by bicycle!
 Grandmother: Yes, let's go by bicycle!
 Mother: By bicycle!
 Son and Daughter: Bicycle!
 Father: OK. Let's go by ...!
 Son and Daughter: Great!

Unit 8 Lesson 1

80
'10 Green bottles' song
 (10 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 9 green bottles standing on the wall.
 (9 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 8 green bottles standing on the wall.
 (8 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 7 green bottles standing on the wall.
 (7 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 6 green bottles standing on the wall.
 (6 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 5 green bottles standing on the wall.
 (5 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 4 green bottles standing on the wall.
 (4 green bottles standing on the wall.)²
 A cat came along and one fell down.
 So there are 3 green bottles standing on the wall.

(3 green bottles standing on the wall.)²
A cat came along and one fell down.
So there are 2 green bottles standing on the wall.
(2 green bottles standing on the wall.)²
A cat came along and one fell down.
So there is 1 green bottle standing on the wall.
(1 green bottle standing on the wall.)²
A cat came along and one fell down.
So there is no green bottle standing on the wall.

Unit 8 Lesson 2

81

- 1 x 3
- 2 x 3
- 3 x 3
- 4 x 3
- 5 x 3
- 6 x 3

82

- 7 x 3
- 8 x 3
- 9 x 3
- 10 x 3
- 11 x 3
- 12 x 3

Unit 8 Lesson 3

83

Boy: What time is it?
Girl: It's 1 o'clock.
Boy: What time is it?
Girl: It's 2 o'clock.
Boy: What time is it?
Girl: It's 3 o'clock.
Boy: What time is it?
Girl: It's 4 o'clock.
Boy: What time is it?
Girl: It's 5 o'clock.
Boy: What time is it?
Girl: It's 6 o'clock.

Boy: What time is it?
Girl: It's 7 o'clock.
Boy: What time is it?
Girl: It's 8 o'clock.
Boy: What time is it?
Girl: It's 9 o'clock.
Boy: What time is it?
Girl: It's 10 o'clock.
Boy: What time is it?
Girl: It's 11 o'clock.
Boy: What time is it?
Girl: It's 12 o'clock.

Unit 8 Lesson 4

84

- one x 3
- two x 3
- three x 3
- four x 3
- five x 3
- six x 3

85

- seven x 3
- eight x 3
- nine x 3
- ten x 3
- eleven x 3
- twelve x 3

Unit 8 Lesson 5

86

It's time to get up.
It's time to have breakfast.
It's time to go to school.
It's time to have lunch.
It's time to go home.
It's time to have dinner.
It's time to go to bed.



I get up at 6 o'clock.

I have my breakfast at 7 o'clock.

I go to school at 8 o'clock.

I have my lunch at 12 o'clock.

I go home at 3 o'clock.

I have my dinner at 5 o'clock.

I go to bed at 10 o'clock.

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Word List

A

alligator /'æl.ɪ.geɪ.tə/
angry /'æŋ.gri/
animal /'æn.ɪ.ml/
ant /ænt/
apple /'æp.l/
arrow /'ær.əʊ/

B

bag /bæg/
banana /bə'nɑ:.ne/
basketball /'bɑ:.skɪt.bɔ:l/
bed /bed/
beside /br'saɪd/
bicycle /'baɪ.sɪ.kəl/
big /bɪg/
bird /bɜ:d/
biscuit /'bɪs.kɪt/
black /blæk/
blouse /blaʊz/
blue /blu:/
boat /bəʊt/
boot /bu:t/
bottle /'bɒt.l/
boy /bɔɪ/
bread /bred/
breakfast /'brek.fəst/
brown /braʊn/
bus /bʌs/

C

cake /keɪk/
cap /kæp/
car /kɑ:/
cat /kæt/
chair /tʃeər/
chocolate /'tʃɒk.lət/
cinema /'sm.ə.mə/
clap /klæp/
clean /kli:n/
clock /klɒk/
cow /kaʊ/
cup /kʌp/

D

dark /dɑ:k/
dance /dɑ:ns/
day /deɪ/
deer /dɪə/
desk /desk/
dinner /'dn.ən/
dirty /'dɜ:.tɪ/
dog /dɒg/
doll /dɒl/
door /dɔ:/
draw /drɔ:/
drink /drɪŋk/
duck /dʌk/

E

eat /i:t/
egg /eg/
eight /eɪt/
elbow /'el.bəʊ/
elephant /'el.ɪ.fənt/
eleven /ɪ'lev.n/
envelope /'en.və.ləʊp/
eye /aɪ/

F

fat /fæt/
favourite /'feɪ.vr.ɪt/
fish /fɪʃ/
five /faɪv/
flower /flaʊə/
feet /fi:t/
food /fu:d/
football /'fʊt.bɔ:l/
four /fɔ:/
fox /fɒks/
Friday /'fraɪ.deɪ/
fried noodles /fraɪd 'nu:.dlz/
fried rice /fraɪd raɪs/
friend /frend/
Frisbee /'frɪz.bi/
frog /frɒg/

G

get /get/
giraffe /dʒɪ'ra:f/
girl /gɜ:l/
glass /glɑ:s/
gloves /glɒvz/
go /gəʊ/
goat /gəʊt/
grapes /greɪp/
great /gret/
green /gri:n/
guava /'gʊɑ:və/

H

hair /heə/
hand /hænd/
happy /'hæp.i/
hat /hæt/
have /hæv/
home /həʊm/
hopscotch /'hɒp.skɒtʃ/
horse /hɔ:s/
house /haʊs/
hungry /'hʌŋ.gri/

I

ice cream /aɪs 'kri:m/
igloo /'ɪg.lu:/
in /ɪn/
ink /ɪŋk/
island /'aɪ.lənd/
itch /ɪtʃ/

J

jacket /'dʒæk.ɪt/
jam /dʒæm/
jug /dʒʌg/
juice /dʒu:s/
jump /dʒʌmp/
jungle gym /'dʒʌŋ.gɪ , dʒɪm/

K

kangaroo /'kæŋ.gr'u:/
kettle /'ket.l/

key /ki:/

kite /kaɪt/

L

ladder /'læd.ə/

lamp /læmp/

leaf /li:f/

library /'laɪ.brər.i/

lion /'laɪ.ən/

long /lɒŋ/

lost /lɒst/

love /lʌv/

lunch /lʌntʃ/

M

mango /'mæŋ.gəʊ/

market /'mɑː.kɪt/

milk /mɪlk/

Monday /'mʌn.deɪ/

monkey /'mʌŋ.ki/

mouse /maʊs/

mouth /maʊθ/

mug /mʌg/

N

nail /neɪl/

name /neɪm/

neck /nek/

nest /nest/

new /njuː/

nine /naɪn/

nose /nəʊz/

O

o'clock /ə'klɒk/

octopus /'ɒk.tə.pəs/

old /əʊld/

on /ɒn/

one /wʌn/

orange /'ɒr.ɪndʒ/

orchid /'ɔː.kɪd/

ox /ɒks/

P

pencil /'pen.səl/

picture /'pɪk.tʃə/

pig /pɪg/

pillow /'pɪl.əʊ/

pineapple /'paɪn.æp.l/

pink /pɪŋk/

play /pleɪ/

playground /'pleɪ.graʊnd/

pool /puːl/

pudding /'pʊd.ɪŋ/

puzzle /'pʌz.l/

Q

quail /kweɪl/

queen /kwiːn/

quilt /kwɪlt/

R

rabbit /'ræb.ɪt/

raincoat /'reɪn.kəʊt/

raise /reɪz/

read /riːd/

red /red/

ring /rɪŋ/

rope /rəʊp/

roundabout /'raʊnd.ə.baʊt/

ruler /'ruː.lə/

S

sad /sæd/

salad /'sæl.əd/

sandal /'sændl/

Saturday /'sæt.ə.deɪ/

scarf /skɑːf/

school /skuːl/

sea /siː/

see-saw /'siː.səʊ/

ship /ʃɪp/

seven /'sev.n/

shoe /ʃuː/

short /ʃɔːt/

shorts /ʃɔːts/

sick /sɪk/

sing /sɪŋ/

six /sɪks/

skirt /skɜːt/

small /smɔːl/

snake /sneɪk/

sock /sɒk/

song /sɒŋ/

sport shirt /spɔːt/ /ʃɜːt/

stamp /stæmp/

sun /sʌn/

Sunday /'sʌn.deɪ/

sweater /'swet.ə/

swim /swɪm/

swing /swɪŋ/

T

table /'teɪ.bl/

tall /tɔːl/

ten /ten/

there /ðeə/

thin /θɪn/

three /θriː/

Thursday /'θɜːz.deɪ/

tiger /'taɪ.gə/

time /taɪm/

today /tə'deɪ/

toy store /tɔɪ stɔː/

train /treɪn/

tree /triː/

trishaw /'traɪ.ʃəʊ/

trousers /'traʊ.zəz/

T-shirt /'tiː.ʃɜːt/

Tuesday /'tʃuːz.deɪ/

tunnel /'tʌn.l/

turn /tɜːn/

twelve /twelv/

two /tuː/

U

under /'ʌn.də/

unicycle /'juː.nɪ.sai.kl/

uniform /'juː.nɪ.fɔːm/

unicorn /'juː.nɪ.kɔːn/

V

van /væn/

vase /vaːz/

vegetables /'vedʒ.tə.blz/

violin /,vaɪə'liːn/

W

week /wi:k/

wafer /'wei.fə/

wall /wɔ:l/

water /'wɔ:.tə/

watermelon /'wɔ:.tə.mel.ən/

Wednesday /'wenz.deɪ/

white /waɪt/

window /'wɪn.dəʊ/

world /wɜ:ld/

write /raɪt/

X

xylophone /'zaɪ.lə.fəʊn/

Y

yacht /jɒt/

yellow /'jel.əʊ/

yoghurt /'jɒg.ət/

yolk /jɒk/

Z

zebra /'zi:.brə/

zip /zɪp/

zoo /zu:/

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4. Annual Plan for Teaching

Unit	Topic	Periods	Schedule
1	My classmates	9	June July
2	People, animals and things around us	9	
Review 1		3	
Project 1 : My friends		3	
3	The food I like	9	August September
4	Fun and games	9	
Review 2		3	
Project 2 : What my friends like and can do		3	
5	Animals	9	October November
6	What we wear	9	
Review 3		3	
Project 3 : What I wear		3	
7	Places to visit	9	December January February
8	Numbers and time	9	
Review 4		3	
Project 4 : Where, when and how to go		3	
Reserved		12	
Total		108	

(4) Letter review lessons

The purpose of these lessons is for students to consolidate their knowledge of the words and letters they practised writing in the previous two units. These lessons feature a series of word reading and writing activities. At the end of the lesson, students evaluate the extent to which they could read and write the words.

(5) Language review lessons

The purpose of these lessons is for students to consolidate the language they learnt in the previous unit. These lessons consist of a series of activities in which students recall the previously learnt language in practice or communicative activities. Self-assessment is in the final stage of the lesson. Here, students evaluate the extent to which they could use the language in the textbook activities.

(6) Project-based lessons

After every two units, students have project lessons. In these lessons they use all the language they have learnt in the previous two units to complete a project. The projects in this textbook are 'My friends', 'What my friends like and can do', 'What I wear', and 'Where, when and how to go'. It will take three periods for students to complete a project. The purpose of each period is given below:

Period 1: Plan: Students learn about the project and what they must do. Students begin to prepare for the project.

Period 2: Do: Students continue to work on their projects.

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

2. Basic Teaching Techniques

အခြေခံသင်ကြားနည်းစနစ်များ

1. Interaction styles

1.1 **Teacher-class:** အမေးနှင့်အဖြေ လေ့ကျင့်သင်ကြားရာတွင် အသုံးပြုနိုင်ပါသည်။ ပထမဦးစွာ မေးခွန်း မေးပါ။ ထို့နောက် မေးခွန်း၏ အဖြေမှန်အား ကျောင်းသားအားလုံးကို စဉ်းစားချိန် အနည်းငယ်ပေးကာ စဉ်းစားပါစေ။ အဖြေမှန်ကို မေးရာတွင်လည်း ကျောင်းသားအားလုံး သို့မဟုတ် အုပ်စုလိုက် သို့မဟုတ် တစ်ယောက်ချင်း ဖြေကြားခွင့်ပေးပါ။ အုပ်စုလိုက် သို့မဟုတ် တစ်ယောက်ချင်းမေးပါက ၎င်းတို့၏အဖြေ မှန်၊ မမှန် စစ်ဆေးခြင်းကို အတန်းသားအားလုံးနှင့် လုပ်ဆောင်နိုင်ပါသည်။

1.2 **Teacher-students:** သရုပ်ပြသင်ကြားရာတွင် ကျောင်းသားအားလုံး မြင်သာသောနေရာ (ဥပမာအားဖြင့် အတန်းရှေ့) တွင် ကျောင်းသားတစ်ယောက် သို့မဟုတ် ကျောင်းသားအချို့နှင့်အတူ သရုပ်ပြနိုင်ပါသည်။

1.3 **All-class:** သီချင်းသီဆိုခြင်း၊ စကားလုံးများရွတ်ဆိုခြင်း၊ အသံထွက်လေ့ကျင့်ခြင်းစသည့် ကျောင်းသားအားလုံး ပါဝင်သော လုပ်ငန်းများတွင် အသုံးပြုရန်သင့်လျော်ပါသည်။

1.4 **Individual work:** အရေးလေ့ကျင့်ခြင်း၊ မိမိကိုယ်ကိုဆန်းစစ်အကဲဖြတ်ခြင်း စသည့် တစ်ဦးချင်း၊ တစ်ယောက်ချင်း လုပ်ဆောင်ရသော လေ့ကျင့်ခန်း သို့မဟုတ် activity များတွင် အသုံးပြုရန် သင့်လျော်ပါသည်။ activity မပေးမီ မည်ကဲ့သို့ လုပ်ဆောင်ရမည်ကို ကျောင်းသားများ နားလည်သဘောပေါက်သည်အထိ ရှင်းပြပါ။ ထို့နောက် ကျောင်းသားအချို့ကို activity အကြောင်း မေးခွန်းများမေးခြင်းဖြင့် နားလည်သဘောပေါက်ခြင်း ရှိ၊ မရှိကို စစ်ဆေးပါ။ နားလည်သဘောပေါက်သည်ဟု ယူဆပါက activity စတင်လုပ်ဆောင်ရန်ပြောလျှင် ပိုမိုထိရောက်ပါသည်။

1.5 **Pair work:** Pair work ဆိုသည်မှာ ကျောင်းသားများကို နှစ်ယောက်တစ်တွဲ တွဲစေပြီး activity ပြုလုပ်စေခြင်းဖြစ်ပါသည်။ ထိုသို့ လုပ်ဆောင်ရာတွင် ကျောင်းသားများကို အမည်များနှင့် တာဝန်များ သတ်မှတ်ပေးကာ ညွှန်ကြားချက်များပေးနိုင်ပါသည်။ တစ်လျက်ထိုင်သော ကျောင်းသားအချင်းချင်း နှစ်ယောက်တစ်တွဲ လေ့ကျင့်စေကာ activity ပြုလုပ်ပုံကို ညွှန်ကြားနိုင်ပါသည်။ ထိုသို့ လေ့ကျင့်စေခြင်းဖြင့် ကျောင်းသားများ မိမိကိုယ်မိမိ ယုံကြည်မှုရှိလာစေရန် ရည်ရွယ်ပါသည်။ ထို့အပြင် အတန်းတွင်းရှိ ခုံတန်းမတူသော သို့မဟုတ် အနည်းငယ်အလှမ်းကွာဝေးသည့် နေရာတွင် ထိုင်သော ကျောင်းသားနှစ်ဦးကို ၎င်းတို့ နေရာတွင်ပင် မတ်တတ်ရပ်ကာ စကားပြောစေရန် သို့မဟုတ် activity ပြုလုပ်စေရန် ညွှန်ကြားနိုင်ပါသည်။ ထိုသို့ လေ့ကျင့်စေခြင်းဖြင့် အခြားကျောင်းသားများလည်း ၎င်းတို့၏ activity ကို နားထောင်နိုင်သဖြင့် အနာ၊ အကြားနှင့် အပြောအဆို စွမ်းရည်များ ပိုမို ဖွံ့ဖြိုးတိုးတက်လာစေရန် ရည်ရွယ်ပါသည်။

1.6 **Group work:** ပြန်လှန်သင်ကြားရာတွင်လည်းကောင်း၊ လေ့ကျင့်ခန်း သို့မဟုတ် activity လေ့ကျင့်ရာတွင်လည်းကောင်း အုပ်စုလိုက်လေ့ကျင့်ရန်သင့်လျော်ပါသည်။ activity မစခင် ပထမဦးစွာ အဖွဲ့ဝင်သုံးဦးမှ ငါးဦးအထိပါဝင်သော အုပ်စုငယ်လေး များဖွဲ့၍ အမည်များပေးပါ။ အတန်းရှိ ကျောင်းသားအရေအတွက်နှင့် activity အမျိုးအစားပေါ်မူတည်၍ အဖွဲ့အဝင် အရေအတွက်ကို ညှိ၍ ဖွဲ့နိုင်ပါသည်။ ထို့နောက် activity အကြောင်းရှင်းပြပါ။ အုပ်စုတစ်စုစီတွင်ပါဝင်သော အဖွဲ့ဝင်တိုင်းအတွက် role အသီးသီး သတ်မှတ်ရန် ပြောပါ။ activity အတွက် အချိန်သတ်မှတ်ပေးပါ။ activity ပြီးပါက လုပ်ဆောင်ချက်များနှင့်ပတ်သက်၍ အုပ်စုလိုက်အတန်းသို့တင်ပြစေရန် ဖြစ်ပါသည်။

2. Introducing words

2.1 **Introducing words with flashcards:** Flashcard ဟုဆိုရာတွင် alphabet card, picture card နှင့် word card ဟူ၍ ၃မျိုး ရှိနိုင်ပါသည်။ ဥပမာ - picture card ပါ ရုပ်ပုံတစ်ခုလုံးကိုဖြစ်စေ၊ တစ်စိတ်တစ်ပိုင်းကိုဖြစ်စေ ပြ၍ What's this? မေးခွန်းမေးပြီး ကျောင်းသားများ အဖြေမှန်ကို ခန့်မှန်းဖြေဆိုရန်ပြောပါ။ ကျောင်းသားများထံမှ အဖြေမှန်ရသည်အထိ ရုပ်ပုံနှင့် ပတ်သက်သည့် သဲလွန်စများ ပေးနိုင်ပါသည်။ ထို့နောက် အဖြေမှန်ကို ပြောပြပြီး ရုပ်ပုံပါ စကားလုံး၏အသံထွက်နှင့် စာလုံးပေါင်းကို အတန်းလိုက်၊ အုပ်စုလိုက်၊ တစ်ဦးချင်း လေ့ကျင့်ပေးနိုင်ပါသည်။

2.2 **Introducing words with gestures or miming:** ဝေါဟာရတစ်ခု၏ အဓိပ္ပာယ်ကို ကိုယ်ဟန်အမူအရာဖြင့်သရုပ်ဖော် ပြ၍ ကျောင်းသားများအား အဖြေကို ခန့်မှန်းဖြေဆိုရန်ပြောပါ။ ထို့နောက် အဖြေမှန်ကို ပြောပြ၍ ရုပ်ပုံပါ စကားလုံး၏ အသံထွက်နှင့် စာလုံးပေါင်းကို အတန်းလိုက်၊ အုပ်စုလိုက်၊ တစ်ဦးချင်း လေ့ကျင့်ပေးနိုင်ပါသည်။

2.3 **Introducing words using the textbook:** ဝေါဟာရတစ်ခုကို ပြောပြပြီး ကျောင်းသားများကို ကျောင်းသုံး စာအုပ်ထဲတွင် ညွှန်ပြရန် ပြောပါ။ ၎င်းဝေါဟာရကို သရုပ်ဖော်ထားသောရုပ်ပုံအား ရှာရန် အချိန်အနည်းငယ်ပေးပါ။ ထို့နောက် အဖြေမှန်ကို စစ်ဆေးရန် ထိုရုပ်ပုံကို ညွှန်ပြရန် သို့မဟုတ် ပြောရန်ဖြစ်ပါသည်။

3. Practising words or phrases

3.1 **Using picture cards:** ဝေါဟာရတစ်ခုနှင့် ရုပ်ပုံကို မှတ်မိသိရှိစေရန်အတွက် လေ့ကျင့်ပေးရန် ပထမဦးစွာ picture card များကို သင်ပုန်းပေါ်တွင် စီတန်း၍ ကပ်ပါ။ ၎င်း picture card များတွင် ပါဝင်သောရုပ်ပုံများကို ကျောင်းသားများအား အစဉ်လိုက် ရွတ်ဆိုရန် ပြောပါ။ ထို့နောက် picture card တစ်ခုပြီးတစ်ခု ဖယ်ထုတ်ကာ ကျောင်းသားများအား အစဉ်လိုက် ဆက်လက်ရွတ်ဆိုရန် ပြောပြီး လေ့ကျင့်နိုင်ပါသည်။

3.2 **Using the textbook:** ဝေါဟာရတစ်ခုနှင့် ရုပ်ပုံကို မှတ်မိသိရှိစေရန်အတွက် ဆရာကဖြစ်စေ၊ သူငယ်ချင်း တစ်ယောက်က ဖြစ်စေ ပြောကြားလာသော ဝေါဟာရ သို့မဟုတ် ဝါကျကို ကျောင်းသုံးစာအုပ်ထဲတွင် ရှာရန်ပြောပြီး လေ့ကျင့်နိုင်ပါသည်။

3.3 **Listening and doing:** ပြောသူ၏ ညွှန်ကြားချက်အတိုင်း လုပ်ဆောင်ရန်ပြောပြီး လေ့ကျင့်နိုင်ပါသည်။

4. Communicative activities or games

အပြန်အလှန် ပြောဆို၍ လုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများနှင့် ကစားနည်းများကို သင်ခန်းစာ၏ သင်ကြားသင်ယူမှုလုပ်ငန်း နောက်ဆုံးအဆင့် (expansion stage) တွင် အဓိကအသုံးပြုပြီး လေ့ကျင့်ပေးနိုင်ပါသည်။ အသုံးများသော activity အချို့ကို ဖော်ပြထားပါသည်။

4.1 Mingle: ကျောင်းသားများ အတန်းတွင်း လှည့်လည်၍ သူငယ်ချင်းများနှင့် စကားပြောရမည် ဖြစ်ပါသည်။

သတိပြုရန် ။ ။ mingle activity မစခင် ကျောင်းသားများ မည်သည့်မေးခွန်းမေးရမည်၊ မည်သို့ဖြေရမည်ကို တစ်တန်းလုံးနှင့် လေ့ကျင့်ပေးပါ။ ထို့နောက် တစ်ဦးမေးပြီးတိုင်း ပေးထားသည့်နေရာတွင် အမှတ်ခြစ်ရန် သတိပေးပါ။ အနည်းဆုံး ဘယ်နှဦးနှင့် စကားပြောရမည်ကို သတ်မှတ်ပေးရန် ဖြစ်ပါသည်။ (ဥပမာ - သူငယ်ချင်း ၅ ဦးကို စကားပြောရန်ပြောပါ။)

4.2 Whisper game or activity: ကျောင်းသားများကို အဖွဲ့များခွဲ၍ အတန်းလိုက် မတ်တတ်ရပ်ရန် ပြောပါ။ အဖွဲ့တစ်ဖွဲ့စီတွင် ပါဝင်သည့် ကျောင်းသားအရေအတွက် တူညီရမည်။ အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ဦးစီကိုခေါ်၍ ဆရာက မိမိပြောလိုသည့် ဝါကျကို တီးတိုးပြောပါ။ ထို့နောက် ထိုကျောင်းသားသည် မိမိအဖွဲ့သို့ပြန်၍ ထိုဝါကျကို တစ်ဦးစီ လက်ဆင့်ကမ်း၍ တီးတိုးပြောပါစေ။ နောက်ဆုံးကျောင်းသားက ကြားသည့်အတိုင်း ပြန်ပြောပါစေ သို့မဟုတ် ရေးပါစေ။ ထို့နောက် မည်သည့်အဖွဲ့က အရင်ဆုံးပြီး၍ အဖြေမှန်ကိုပေးနိုင်သည်ကို ဆရာက အကဲဖြတ်ရမည်။ အမြန်ဆုံးနှင့် အဖြေမှန်ပေးနိုင်သောအဖွဲ့ကို အမှတ်ပေးရန် ဖြစ်သည်။

4.3 Draw and ask/say: ကျောင်းသားများကို ယနေ့သင်ထားသည့် သင်ခန်းစာနှင့် သက်ဆိုင်သည့်ပုံတစ်ပုံကိုဆွဲ၍ မိမိ၏ သူငယ်ချင်းကို What is this? ဟုမေးရန်ပြောပါ။ ထို့နောက် အချင်းချင်းအပြန်အလှန် အမေး၊ အဖြေ ပြုလုပ်စေရန် ဖြစ်သည်။

4.4 Throw the ball: ကျောင်းသားများကို စက်ဝိုင်းပုံစံ၍ မတ်တတ်ရပ်ရန်ပြောပါ။ Throw the ball activity မစခင် မေးခွန်းကို အရင်မေးပြီးမှ ဘောလုံးကိုပစ်ရန်ပြောပါ။ ဘောလုံးရသူက မေးသည့်မေးခွန်းကိုဖြေရမည်။ ကျောင်းသားများအားလုံး activityတွင် ပါဝင်နိုင်အောင် ဘောလုံးမရသေးသူအား အဓိကထားပြီးပစ်ရန် သတိပေးပါ။ ကျောင်းသားများအားလုံး ဘောလုံးပစ်ဖမ်း အမေးအဖြေပြုပြီးလျှင် activity ပြီးမြောက်မည်ဖြစ်သည်။

4.5 Find someone who: Mingle activity နှင့်ဆင်တူသော်လည်း သူငယ်ချင်းက မည်သည်ကို ကြိုက်သည် သို့မဟုတ် လုပ်နိုင်သည်ကို ရှာဖွေရသော activity ဖြစ်သည်။ ဥပမာ - Unit-4 Lesson 3 သင်ခန်းစာတွင် Can you sing? ဟုမေးပြီး မိမိသူငယ်ချင်းများ ဘာလုပ်နိုင်သည်ကို ရှာဖွေရမည်ဖြစ်သည်။

5. Storytelling technique

ပုံပြောသင်ကြားခြင်းဖြင့် ကလေးများ၏ နားထောင်မှုစွမ်းရည် (listening skill) နှင့် စိတ်ကူးစိတ်သန်း (imagination) တို့ကိုရရှိနိုင်မည့်အပြင် ပုံပြင်မှတစ်ဆင့် ယဉ်ကျေးမှုနှင့်ဆိုင်သည့်ဗဟုသုတ (cultural knowledge)နှင့် ဆန်းစစ်နိုင်စွမ်းရည် (critical thinking skill)တို့ ဖွံ့ဖြိုးလာစေမည်ဖြစ်သည်။

5.1 Pre-storytelling: ပုံပြင်မပြောခင် ကျောင်းသားများစိတ်ပါဝင်စားမှုရှိအောင် ပုံပြင်နှင့်ဆက်စပ်သည့် စကားလုံးများကို မေးမြန်းခြင်း သို့မဟုတ် ပုံပြင်ကို ခန့်မှန်းပြီး အစဉ်အတိုင်း ဖြေရန်ပြောပါ။ ပုံပြင်တွင် အသုံးပြုထားသော စကားလုံးများကို ကျောင်းသားများ သိသည်၊ မသိသည်ကို မေးခွန်းများမေး၍ ဆန်းစစ်ရာတွင် picture cards သို့မဟုတ် ပစ္စည်းစစ်များကိုပြ၍ သော်လည်းကောင်း၊ ဆရာက အမူအရာလုပ်ပြ၍သော်လည်းကောင်း မေးမြန်းနိုင်သည်။

5.2 While-storytelling: ဤအဆင့်တွင် ကျောင်းသားများကို အလုပ်တစ်ခုပေးထားပါ။ ဥပမာအားဖြင့် ပုံပြင်နားထောင်ပြီး picture cards များကို အစီအစဉ်အတိုင်း စီရန်ပြောပါ။ ပုံပြင်ပြောနေစဉ်အတွင်း ခန့်မှန်းမေးခွန်းများမေးခြင်း၊ (e.g. What will happen next? How would you feel if you were ...?) ပုံပြင်အကြောင်းအရာနှင့် ပတ်သက်၍ ပြန်လည် မေးမြန်းခြင်း စကားလုံးအသစ်များကို ခန့်မှန်းဖြေဆိုခြင်းခြင်းတို့ကို ပြုလုပ်ပေးပါ။ ထို့ပြင် ကျောင်းသားအများစု၏ ထင်မြင်ချက် ကိုလည်း မေးမြန်းသင့်သည်။ (e.g. Any other opinion?) ကျောင်းသားများက မြန်မာလိုဖြေလျှင်လည်း ဆရာက လက်ခံပေး၍ အင်္ဂလိပ်ဘာသာစကားဖြင့် ပြောင်း၍ ပြောပေးပါ။ ပုံပြောနေစဉ် ပုံပြင်အကြောင်းအရာပါပုံများကို ကလေးများ ရှင်းလင်းစွာ တွေ့မြင်ရအောင် အနီးကပ်ပြသင့်လျှင် ပြပေးပါ။ ပုံပြင်တွင် action နှင့်ပတ်သက်သည့် စကားလုံးတစ်ခုခုပါလျှင် ကလေးအချို့ကို သရုပ်ဆောင်ပြရန် (acting out) သို့မဟုတ် ထပ်ကာထပ်ကာပြောရန် အားပေးခြင်းဖြင့် ကျောင်းသားများ ပုံပြင်ကို ပို၍ မှတ်မိလာ မည်ဖြစ်သည်။ ဆရာကလည်း ပုံပြင်တွင်ပါသည့် ဇာတ်ကောင်အမျိုးမျိုးကို အသံအမျိုးမျိုးပြောင်း၍ ပြောပေးနိုင်လျှင် ပို၍ ကောင်းမည်ဖြစ်သည်။ (ဥပမာ - အသံကျယ်ကျယ်၊ အသံတိုးတိုး)

5.3 Post-storytelling: ပုံပြင်ပြောပြီးနောက် ပုံပြင်ကို အမှန်တကယ်မှတ်မိခြင်း ရှိ၊ မရှိသိရှိရန် ကျောင်းသားများအား ရုပ်ပုံများကို ပြန်စီခိုင်းပါ သို့မဟုတ် ပုံပြင်ပါဝါကျများကို ပြန်စီခိုင်းပါ။ ထို့ပြင် ပုံပြင်တွင်ပါသည့် စကားလုံးများနှင့်ပုံများကို ယှဉ်တွဲ စေရန် ဖြစ်ပါသည်။

6. Techniques for informal assessment

6.1 Monitoring the class: ကျောင်းသားများကို activity ပေးထားစဉ် အဖွဲ့အတွင်းရှိ ကျောင်းသားများအားလုံးပါဝင်ခြင်း ရှိ၊ မရှိ ဆရာက ကြီးကြပ်ရမည်။ လိုအပ်လျှင်ဆရာက အကူအညီပေးရမည်။ ဥပမာအားဖြင့် အထောက်အကူပြုမေးခွန်းများမေးခြင်း၊ အသံထွက်မှားလျှင်ပြင်ပေးခြင်း၊ ကျောင်းသား၏ လုပ်ဆောင်မှုများလွဲမှားနေလျှင် အကူအညီပေးခြင်းတို့ကို ပြုလုပ်ပေးရမည်။ ထို့ပြင် activity တွင် မပါဝင်သော ကျောင်းသားများကိုလည်း ပါဝင်လာအောင် လှုံ့ဆော် အားပေးရမည်။ (ဥပမာ - မိမိအဖွဲ့၏ ဆွေးနွေးမှုကို အဖွဲ့၏ကိုယ်စား အတန်းကိုတင်ပြရာတွင် ပါဝင်ကူညီစေခြင်း။)

6.2 Feedback: လေ့ကျင့်ခန်း သို့မဟုတ် activity တစ်ခုပြီးလျှင်သော်လည်းကောင်း၊ သင်ကြားသင်ယူမှုတစ်ရပ် ပြီးလျှင်သော် လည်းကောင်း ကျောင်းသားများကို သုံးသပ်အကြံပြုချက်များပေးရမည်။ ထိုသို့ သုံးသပ်အကြံပြုချက်များပေးရာတွင် ကျောင်းသား၏ အားသာချက်ကို ဦးစားပေးပြောပြီး အရေးကြီးသည့် ပြုပြင်ရန် အချက်များ ရှိပါက ဖြည့်စွက်ပြောပေးရမည်။ မည်သို့ ပြုပြင်လျှင် ပိုကောင်းမည်ဟုလည်း အကြံပြုချက်ပေးရမည်။ ထိုသို့ သုံးသပ်အကြံပြုချက်ပေးရာတွင် ဆရာက ကျောင်းသားကို သို့မဟုတ် ကျောင်းသားအချင်းချင်း ပြောဆိုခွင့်ပေးနိုင်သည်။ ဆရာက မိမိ၏သင်ကြားမှုကို အကဲဖြတ်ရန် ကျောင်းသားများ၏ ထင်မြင်ချက်ကိုလည်း မေးမြန်းနိုင်သည်။ (ဥပမာ - ဒီနေ့သင်ခန်းစာနှင့် ပတ်သက်၍ မည်သို့ထင်မြင်သည် သို့မဟုတ် မည်သို့ခံစားရသည်။)

6.3 How to explain self-assessment: Self-assessment ပြုလုပ်ရခြင်း၏ ရည်ရွယ်ချက်မှာ ကျောင်းသားများ မိမိကိုယ်ကို ပြန်လည်သုံးသပ်တတ်စေရန် လေ့ကျင့်ပေးခြင်းဖြစ်သည်။ ကျောင်းသားများက ယနေ့သင်ခန်းစာကို မိမိက မည်သည့်အတိုင်းအတာထိ လုပ်ဆောင်နိုင်သည်ကို အကဲဖြတ်ရမည်ဖြစ်သည်။ မိမိက ကောင်းစွာ လုပ်ဆောင်နိုင်လျှင် 😊 icon ကိုရွေး၍ အသင့်အတင့် လုပ်ဆောင်နိုင်လျှင် 😊 icon ကိုရွေးကာ စိတ်ကျေနပ်မှုမရှိလျှင် 😞 icon ကို ရွေးချယ်နိုင်ကြောင်း ဆရာက ရှင်းပြပေးရမည်။ ကျောင်းသားများသည် မိမိတို့၏လုပ်ဆောင်နိုင်မှုအတိုင်း icon များကို ရွေးချယ်ရန် ဆရာက ရှင်းပြပေးရမည်။

3. Overview of Assessment

The purpose of assessment in grade 2 is for students to learn to monitor their own learning and to receive assessment that will encourage them to continue studying English. Grade 2 assessment is informal and formative. Teachers provide informal assessment at the end of each class in the summary and feedback stage. This means that they either praise learners for their ability to use the language presented in the lesson or give learners advice on how to improve. Formative assessment is used to help learners understand the extent to which they have accomplished class objectives and also to help them improve. Formative assessment is usually done at the end of the review and project-based lessons. Here, students do self-assessment on the extent to which they could perform the tasks in these lessons. The types of formative assessment are shown in the table below.

Formative Assessment in Grade 2

Skill	Assessment Description
All	Using a simple rubric i.e. a scoring guide used to evaluate the quality of students' constructed responses, students do self-assessment if they could successfully complete classroom tasks.
Writing	Students listen to the letter and write it. Students listen to a word or see a picture of it and write it.

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ENGLISH TEXT
GRADE 2
Teacher's Guide



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Teacher's Guide

Grade 2 English Textbook

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1. How to Use the Teacher's Guide

This teacher's guide is an essential companion to the teachers. It provides detailed lesson plans and other essential information to teach the lessons. We strongly recommend that teachers refer to the guide before teaching.

1.1 Overview of the Grade 2 English Curriculum

The Grade 2 curriculum is child-centered and uses a communicative teaching methodology. This means that pair and group activities are blended into each lesson so that students can learn English in an experiential manner.

The textbook is organized by topics. Students learn words and phrases related to each topic through observing the teacher's demonstrations. In terms of reading and writing, students will learn to write words and expressions in the textbook. The specific objectives of the second grade are:

1. To listen to and understand stories, short talks, and songs
2. To produce intelligible English and prosody in short talks and conversations
3. To perform short talks in English such as describing pictures, presenting project work, or introducing classmates or oneself
4. To make simple suggestions (e.g. using Let's ...)
5. To demonstrate interests in communicative activities
6. To read and write words and expressions in the textbook
7. To use structures (e.g. He/She/It is...) learnt in class to communicate feelings, thoughts and information
8. To understand and use vocabulary related to the textbook topics (e.g. feelings, foods, etc.) in communicative situations
9. To develop an interest in learning about other cultures through participating in language learning activities and understanding and discussing lesson contents

1.2 Overview of Lesson Types

There are six types of lessons:

- 1) Language-focused lessons
- 2) Skill-focused lessons
- 3) Reading and writing lessons
- 4) Letter review lessons
- 5) Language review lessons
- 6) Project-based lessons

5.3 Post-storytelling: ပုံပြင်ပြောပြီးနောက် ပုံပြင်ကို အမှန်တကယ်မှတ်မိခြင်း ရှိ၊ မရှိသိရှိရန် ကျောင်းသားများအား ရှုပ်ပုံများကို ပြန်စီခိုင်းပါ သို့မဟုတ် ပုံပြင်ပါဝါကျများကို ပြန်စီခိုင်းပါ။ ထို့ပြင် ပုံပြင်တွင်ပါသည့် စကားလုံးများနှင့်ပုံများကို ယှဉ်တွဲ စေရန် ဖြစ်ပါသည်။

6. Techniques for informal assessment

6.1 Monitoring the class: ကျောင်းသားများကို activity ပေးထားစဉ် အဖွဲ့အတွင်းရှိ ကျောင်းသားများအားလုံးပါဝင်ခြင်း ရှိ၊ မရှိ ဆရာက ကြီးကြပ်ရမည်။ လိုအပ်လျှင်ဆရာက အကူအညီပေးရမည်။ ဥပမာအားဖြင့် အထောက်အကူပြုမေးခွန်းများမေးခြင်း၊ အသံထွက်မှားလျှင်ပြင်ပေးခြင်း၊ ကျောင်းသား၏ လုပ်ဆောင်မှုများလွဲမှားနေလျှင် အကူအညီပေးခြင်းတို့ကို ပြုလုပ်ပေးရမည်။ ထို့ပြင် activity တွင် မပါဝင်သော ကျောင်းသားများကိုလည်း ပါဝင်လာအောင် လှုံ့ဆော် အားပေးရမည်။ (ဥပမာ - မိမိအဖွဲ့၏ ဆွေးနွေးမှုကို အဖွဲ့၏ကိုယ်စား အတန်းကိုတင်ပြရာတွင် ပါဝင်ကူညီစေခြင်း။)

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Word List

A

alligator /'æl.ɪ.geɪ.tə/
angry /'æŋ.gri/
animal /'æn.ɪ.ml/
ant /ænt/
apple /'æp.l/
arrow /'ær.əʊ/

B

bag /bæg/
banana /bə'nɑ:.ne/
basketball /'bɑ:.skɪt.bɔ:l/
bed /bed/
beside /br'saɪd/
bicycle /'baɪ.sɪ.kəl/
big /bɪg/
bird /bɜ:d/
biscuit /'bɪs.kɪt/
black /blæk/
blouse /blaʊz/
blue /blu:/
boat /bəʊt/
boot /bu:t/
bottle /'bɒt.l/
boy /bɔɪ/
bread /bred/
breakfast /'brek.fəst/
brown /braʊn/
bus /bʌs/

C

cake /keɪk/
cap /kæp/
car /kɑ:/
cat /kæt/
chair /tʃeər/
chocolate /'tʃɒk.lət/
cinema /'sm.ə.mə/
clap /klæp/
clean /kli:n/
clock /klɒk/
cow /kaʊ/
cup /kʌp/

D

dark /dɑ:k/
dance /dɑ:ns/
day /deɪ/
deer /dɪə/
desk /desk/
dinner /'dn.ən/
dirty /'dɜ:.tɪ/
dog /dɒg/
doll /dɒl/
door /dɔ:/
draw /drɔ:/
drink /drɪŋk/
duck /dʌk/

E

eat /i:t/
egg /eg/
eight /eɪt/
elbow /'el.bəʊ/
elephant /'el.ɪ.fənt/
eleven /ɪ'lev.n/
envelope /'en.və.ləʊp/
eye /aɪ/

F

fat /fæt/
favourite /'feɪ.vr.ɪt/
fish /fɪʃ/
five /faɪv/
flower /flaʊə/
feet /fi:t/
food /fu:d/
football /'fʊt.bɔ:l/
four /fɔ:/
fox /fɒks/
Friday /'fraɪ.deɪ/
fried noodles /fraɪd 'nu:.dlz/
fried rice /fraɪd raɪs/
friend /frend/
Frisbee /'frɪz.bi/
frog /frɒg/

G

get /get/
giraffe /dʒɪ'ra:f/
girl /gɜ:l/
glass /glɑ:s/
gloves /glɒvz/
go /gəʊ/
goat /gəʊt/
grapes /greɪp/
great /gret/
green /gri:n/
guava /'gʊɑ:və/

H

hair /heə/
hand /hænd/
happy /'hæp.i/
hat /hæt/
have /hæv/
home /həʊm/
hopscotch /'hɒp.skɒtʃ/
horse /hɔ:s/
house /haʊs/
hungry /'hʌŋ.gri/

I

ice cream /aɪs 'kri:m/
igloo /'ɪg.lu:/
in /ɪn/
ink /ɪŋk/
island /'aɪ.lənd/
itch /ɪtʃ/

J

jacket /'dʒæk.ɪt/
jam /dʒæm/
jug /dʒʌg/
juice /dʒu:s/
jump /dʒʌmp/
jungle gym /'dʒʌŋ.gɪl , dʒɪm/

K

kangaroo /'kæŋ.gr'u:/
kettle /'ket.l/

key /ki:/

kite /kaɪt/

L

ladder /'læd.ə/

lamp /læmp/

leaf /li:f/

library /'laɪ.brər.i/

lion /'laɪ.ən/

long /lɒŋ/

lost /lɒst/

love /lʌv/

lunch /lʌntʃ/

M

mango /'mæŋ.gəʊ/

market /'mɑː.kɪt/

milk /mɪlk/

Monday /'mʌn.deɪ/

monkey /'mʌŋ.ki/

mouse /maʊs/

mouth /maʊθ/

mug /mʌg/

N

nail /neɪl/

name /neɪm/

neck /nek/

nest /nest/

new /njuː/

nine /naɪn/

nose /nəʊz/

O

o'clock /ə'klɒk/

octopus /'ɒk.tə.pəs/

old /əʊld/

on /ɒn/

one /wʌn/

orange /'ɒr.ɪndʒ/

orchid /'ɔː.kɪd/

ox /ɒks/

P

pencil /'pen.səl/

picture /'pɪk.tʃə/

pig /pɪg/

pillow /'pɪl.əʊ/

pineapple /'paɪn.æp.l/

pink /pɪŋk/

play /pleɪ/

playground /'pleɪ.graʊnd/

pool /puːl/

pudding /'pʊd.ɪŋ/

puzzle /'pʌz.l/

Q

quail /kweɪl/

queen /kwiːn/

quilt /kwɪlt/

R

rabbit /'ræb.ɪt/

raincoat /'reɪŋ.kəʊt/

raise /reɪz/

read /riːd/

red /red/

ring /rɪŋ/

rope /rəʊp/

roundabout /'raʊnd.ə.baʊt/

ruler /'ruː.lə/

S

sad /sæd/

salad /'sæl.əd/

sandal /'sændl/

Saturday /'sæt.ə.deɪ/

scarf /skɑːf/

school /skuːl/

sea /siː/

see-saw /'siː.səʊ/

ship /ʃɪp/

seven /'sev.n/

shoe /ʃuː/

short /ʃɔːt/

shorts /ʃɔːts/

sick /sɪk/

sing /sɪŋ/

six /sɪks/

skirt /skɜːt/

small /smɔːl/

snake /sneɪk/

sock /sɒk/

song /sɒŋ/

sport shirt /spɔːt/ /fɜːt/

stamp /stæmp/

sun /sʌn/

Sunday /'sʌn.deɪ/

sweater /'swet.ə/

swim /swɪm/

swing /swɪŋ/

T

table /'teɪ.bl/

tall /tɔːl/

ten /ten/

there /ðeə/

thin /θɪn/

three /θriː/

Thursday /'θɜːz.deɪ/

tiger /'taɪ.gə/

time /taɪm/

today /tə'deɪ/

toy store /tɔɪ stɔː/

train /treɪn/

tree /triː/

trishaw /'traɪ.ʃəʊ/

trousers /'traʊ.zəz/

T-shirt /'tiː.ʃɜːt/

Tuesday /'tʃuːz.deɪ/

tunnel /'tʌn.l/

turn /tɜːn/

twelve /twelv/

two /tuː/

U

under /'ʌn.də/

unicycle /'juː.nɪ.sai.kl/

uniform /'juː.nɪ.fɔːm/

unicorn /'juː.nɪ.kɔːn/

V

van /væn/

vase /vaːz/

vegetables /'vedʒ.tə.blz/

violin /,vaɪə'lm/

W

week /wi:k/

wafer /'wei.fə/

wall /wɔ:l/

water /'wɔ:.tə/

watermelon /'wɔ:.tə.mel.ən/

Wednesday /'wenz.deɪ/

white /waɪt/

window /'wɪn.dəʊ/

world /wɜ:l.d/

write /raɪt/

X

xylophone /'zaɪ.lə.fəʊn/

Y

yacht /jɒt/

yellow /'jel.əʊ/

yoghurt /'jɒg.ət/

yolk /jɒk/

Z

zebra /'zi:.brə/

zip /zɪp/

zoo /zu:/

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