

1. How to Use the Teacher's Guide

This teacher's guide is an essential companion to the Grade 3 English textbook. It provides an overview of the Grade 3 English curriculum, a description of useful teaching techniques and activities that can be used in each lesson, a list of recommended supplementary resources, detailed lesson plans, transcripts for all audio tracks and a list of words and expressions. We strongly recommend that teachers consult the teacher's guide before conducting each lesson.

1.1 Overview of the Grade 3 English Curriculum

The Grade 3 English curriculum is topic-based, meaning that the content of the textbook is organized by themes. Curricular content is taught in a child-centred manner using communicative teaching methodologies. This means that class, group and pair activities are included in the lessons so that students can learn English language in an interactive manner.

While Grades 1 and 2 have separate lessons for reading and writing, in Grade 3 each lesson develops students' skills in listening, speaking, reading, and writing. The Grade 3 lessons are designed to give students real-world English skills. The expected outcomes of each unit are given below. Each outcome incorporates all four skills.

- Unit 1. Students should be able to communicate information on their family, friends and themselves.
- Unit 2. Students should be able to communicate information on their favourite food, sports, games and subjects.
- Unit 3. Students should be able to communicate information on things in their house including pets.
- Unit 4. Students should be able to use numbers and shapes in communication.
- Unit 5. Students should be able to communicate information on things they do at home and at school.
- Unit 6. Students should be able to tell time and communicate information on their daily activities.
- Unit 7. Students should be able to communicate information on their free-time activities and hobbies.
- Unit 8. Students should be able to give and understand directions for places and locations.

1.2 Overview of Lesson Types

There are four types of lessons:

- 1) Language-focused lessons
- 2) Skill-focused lessons
- 3) Review lessons
- 4) Project lessons

The table below shows how the textbook is structured using these types of lessons. Each unit consists of four lessons. The first three lessons are language-focused lessons and teachers can take two periods for each. The fourth lesson is a skill-focused lesson and it is also meant for two periods. At the end of every two units are two review lessons, one for each unit. Teachers can take one period to deal with each review unit. Lastly, there is a project lesson for which teachers can take three periods.

Textbook Structure

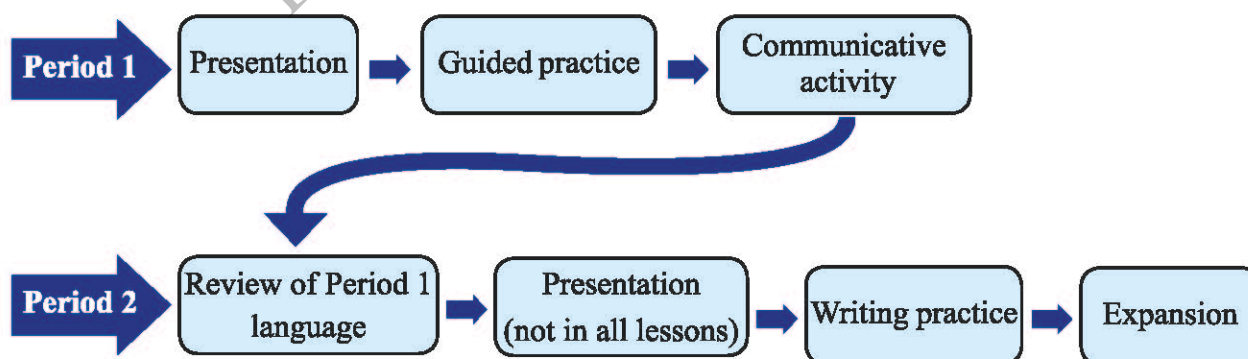
Unit	Lesson	Period	Lesson type
Unit 1	1	1	Language-focused (80 min)
		2	
	2	3	Language-focused (80 min)
		4	
	3	5	Language-focused (80 min)
		6	
	4	7	Skill-focused (80 min)
		8	
Unit 2	1 - 4	1 - 8	3 Language-focused, 1 Skill-focused (320 min)
Review 1A (Unit 1)		1	Review (40 min)
Review 1B (Unit 2)		2	Review (40 min)
Project 1 (Units 1 & 2)		1	Learn (40 min)
		2	Do (40 min)
		3	Present (40 min)

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

(1) *Language-focused lessons*

In this lesson, students learn new words and expressions through listening, speaking, reading and writing activities. The stages are presented below.

Stages of Language-focused lessons



Period 1

Presentation: (Usually titled 'Listen and say.') Students listen to the new vocabularies or sentences presented by the teacher and they try to guess the meaning of them. After students have made some guesses, the teacher confirms their understanding and students practise saying the vocabularies and the sentences.

Guided practice: (Usually titled 'Practise.' or 'Ask and Answer.') The purpose of this stage is for students to practise the language from the presentation stage. Students practise the language through controlled listening and speaking or simple writing activities.

Communicative activity: In many lessons, there is an enjoyable communicative activity for students after the guided practice stage. By doing these activities, students can use the new language they have learnt to engage in simple communication.

Period 2

Review of Period 1: (Usually titled 'Practise.' or 'Ask and answer.') Students briefly revise the vocabulary and expressions they have learnt in Period 1.

Presentation: (Usually titled 'Practise.' or 'Ask and answer.') Students learn some additional new language. This stage only appears in some lessons.

Writing practice: (Titles vary.) Students practise writing words, expressions or short sentences. Some examples of writing practice are labelling pictures, listing one's favourite food or filling in blanks.

Expansion: (Titles vary.) This stage is designed to be the most challenging part of the lesson and can serve as a means of student assessment. Activities in this stage vary. These activities include using language in communicative situations, enjoying language learning games, engaging in more challenging practices, writing the language and doing creative work.

(2) Skill-focused lessons

The skill-focused lessons are the fourth and the last lessons of a unit. In these lessons, students use all four skills (listening, speaking, reading, and writing) to practise the language they learnt in the unit. Some examples of skill-focused lessons are reading stories, reading and then drawing pictures, listening to songs, filling in the blanks and giving directions of a place. The skill-focused lessons consist of the following stages.

Period 1

Stage 1: Students review vocabulary that will help them understand a story/song.

Stage 2: Students sing a song, or read a story or listen and write.

Period 2

Stage 3: Students write their own story or daily schedule, perform in front of the class and tell the class about them.

(3) Review lessons

The purpose of review lessons is for students to consolidate the language they learnt in a unit. These lessons consist of a series of activities in which students recall previously learnt language through practice or in a communicative activity utilizing all four skills. Self-assessment is also included in the final stage of this lesson. Here, students evaluate the extent to which they could use the language in the textbook activities.

(4) Project 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 carry out a project. The projects in this textbook are 'My family tree', 'Things in my bedroom', 'The daily activities of my friend' and 'My town'. It will take three periods for students to complete a project.

Period 1

Learn: Students learn about the project and what they must do. Students begin to work on their project (e.g. writing about their family, drawing and writing about their room, interviewing a friend, or drawing a map).

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.

1.3 Understanding the Textbook Layout

Structure and icons used in the textbooks

1 Unit 2 My favourite ...

2 Unit 2 My favourite ...

Lesson 1 My favourite fruits and vegetables

3 Listen and say.

Fruits

banana strawberry pear pineapple papaya

Vegetables

carrot eggplant cabbage potato tomato

Ask and answer.

Boy : Do you like fruits?
Girl : Yes, I do.
Boy : Do you like strawberries?
Girl : No, I don't.
Boy : What's your favourite fruit?
Girl : Pears.

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Unit 2 My favourite ...

Ask and answer.

Boy : Do you like vegetables?
Girl : Yes, I do.
Boy : Do you like carrots?
Girl : No, I don't.
Boy : What's your favourite vegetable?
Girl : Potatoes.

Find and circle the words for the pictures.

1. 2. 3. 4. 5. 6. 7. 8.

a	c	g	i	s	e	p	c	f	s
c	a	b	b	a	g	e	a	n	t
j	r	w	y	r	i	a	b	q	r
s	r	a	m	k	t	v	b	e	a
p	o	t	a	t	o	a	a	z	w
a	t	y	o	e	m	a	e	w	b
p	p	i	n	e	a	p	p	l	e
a	k	n	z	r	t	f	q	x	r
y	c	a	r	r	o	t	i	w	r
a	c	a	r	y	i	u	s	p	y

Complete the sentences.

1. My favourite fruit is _____.

2. I like _____.

3. I don't like _____.

4. My _____ vegetable _____.

5. I like _____.

6. I don't _____.

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1 The topic of the Unit

The textbook is organized by topics. At the top of the page, this part shows the unit number and the topic.

2 The lesson topic of the Unit

This part shows the unit number and the topic again. Underneath this is the number of the lesson and the title of the lesson.

3 Icons and instructions

There are five icons used in the textbook. They show the different kinds of activities.

Icon	Instructions	Icon	Instructions
1 	Listen.	4 	Write. Fill in the blanks. Draw the picture.
2 	Ask and answer. Practise.	5 	Sing.
3 	Look.		

A combination of icons is used in some activities.

4 Boxes

In the Grade 3 English textbook, blue boxes are used to introduce new language and grey boxes are used for exercises.

New Expressions (blue box)

Boy : Do you like fruits?
Girl : Yes, I do.
Boy : Do you like strawberries?
Girl : No, I don't.
Boy : What's your favourite fruit?
Girl : Pears.



Exercise (grey box)

1. My favourite fruit is _____.
2. I like _____.
3. I don't like _____.
4. My _____ vegetable _____.
5. I like _____.
6. I don't _____.

For review lessons, orange boxes are used when picture clues are given for students to make sentences.

Review - A (Orange box)



Example: 1. He is drawing.

Review - B (Green box)

Object	Shape
blackboard	rectangle

Example: The blackboard is a rectangle.

Green boxes are used when words are given as clues for students to make sentences.

2. Basic Teaching Techniques

အခြေခံသင်ကြားနည်းစနစ်များ

2.1 Interaction styles

2.1.1 Teacher-class: အမေးနှင့်အဖြေ လေ့ကျင့်သင်ကြားရာတွင် အသုံးပြုနိုင်ပါသည်။ ပထမဦးစွာ မေးခွန်းမေးပါ။ ထို့နောက် မေးခွန်း၏ အဖြေမှန်ရရန် ကျောင်းသားအားလုံးကို စဉ်းစားချိန် အနည်းငယ်ပေးကာ စဉ်းစားပါစေ။ အဖြေမှန်ကို မေးရာတွင်လည်း ကျောင်းသားအားလုံး သို့မဟုတ် အဖွဲ့လိုက် သို့မဟုတ် တစ်ယောက်ချင်း ဖြေကြားခွင့်ပေးပါ။ အဖွဲ့လိုက် သို့မဟုတ် တစ်ယောက်ချင်းမေးပါက ၎င်းတို့၏အဖြေ မှန်၊ မမှန် စစ်ဆေးခြင်းကို အတန်းသားအားလုံးနှင့် လုပ်ဆောင်နိုင်ပါသည်။

2.1.2 Teacher-students: သရုပ်ပြသင်ကြားရာတွင် ကျောင်းသားအားလုံး မြင်သာသောနေရာ (ဥပမာအားဖြင့် အတန်းရှေ့) တွင် ကျောင်းသားတစ်ယောက် သို့မဟုတ် ကျောင်းသားအချို့နှင့်အတူ သရုပ်ပြနိုင်ပါသည်။

2.1.3 All-class: သီချင်းသီဆိုခြင်း၊ စကားလုံးများနှင့် စာကြောင်းများ ရွတ်ဆိုခြင်း၊ အသံထွက်လေ့ကျင့်ခြင်းစသည့် ကျောင်းသား အားလုံးပါဝင်သော လုပ်ငန်းများတွင် အသုံးပြုရန်သင့်လျော်ပါသည်။

2.1.4 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။ activity များကို မည်ကဲ့သို့ လုပ်ဆောင်ရမည်ကို နားလည်သဘောပေါက်မှသာ activity စတင် လုပ်ဆောင်ရန် ပြောပါ။

2.1.5 Pair work: Pair work ဆိုသည်မှာ ကျောင်းသားများကို နှစ်ယောက်တစ်တွဲ တွဲစေပြီး activity ပြုလုပ်စေခြင်းဖြစ်ပါသည်။ ထိုသို့ လုပ်ဆောင်ရာတွင် ကျောင်းသားများကို အမည်များနှင့် တာဝန်များ သတ်မှတ်ပေးကာ ညွှန်ကြားချက်များပေးနိုင်ပါသည်။ ကပ်လျက်ထိုင်သော ကျောင်းသားအချင်းချင်း နှစ်ယောက်တစ်တွဲ လေ့ကျင့်စေကာ activity ပြုလုပ်ပုံကို ညွှန်ကြားနိုင်ပါသည်။ ထိုသို့ လေ့ကျင့်စေခြင်းဖြင့် ကျောင်းသားများ မိမိကိုယ်မိမိ ယုံကြည်မှုရှိလာစေရန် ရည်ရွယ်ပါသည်။ ထို့အပြင် အတန်းတွင်းရှိ ခုံတန်းမတူသော သို့မဟုတ် အနည်းငယ်အလွမ်းကွာဝေးသည့် 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။

2.1.6 Group work: ပြန်လှန်သင်ကြားရာတွင်လည်းကောင်း၊ လေ့ကျင့်ခန်း သို့မဟုတ် activity လေ့ကျင့်ရာတွင်လည်းကောင်း အဖွဲ့လိုက်လေ့ကျင့်ရန်သင့်လျော်ပါသည်။ activity မစခင် ပထမဦးစွာ အဖွဲ့ဝင်သုံးဦးမှ ငါးဦးအထိပါဝင်သော အဖွဲ့ငယ်လေး များဖွဲ့၍ အမည်များပေးပါ။ အတန်းရှိ ကျောင်းသားအရေအတွက်နှင့် activity အမျိုးအစားပေါ်မူတည်၍ အဖွဲ့ဝင် အရေအတွက်ကို ညှိ၍ ဖွဲ့နိုင်ပါသည်။ ထို့နောက် activity အကြောင်းရှင်းပြပါ။ အဖွဲ့တစ်စုစီတွင်ပါဝင်သော အဖွဲ့ဝင်တိုင်းအတွက် role အသီးသီး သတ်မှတ်ရန် ပြောပါ။ activity အတွက် အချိန်သတ်မှတ်ပေးပါ။ activity ပြီးပါက လုပ်ဆောင်ချက်များနှင့် ပတ်သက်၍ အဖွဲ့လိုက်အတန်းသို့ တင်ပြစေရန် ဖြစ်ပါသည်။

2.2 Teaching new vocabulary

စကားလုံးအသစ်များ သင်ကြားခြင်းသည် အရေးကြီးသော ကဏ္ဍတစ်ခုဖြစ်သည်။ ကျောင်းသားများသည် စကားလုံးများ၏ အဓိပ္ပာယ်ကို မသိဘဲနှင့် ဆက်လက်သင်ကြားမည့် သင်ခန်းစာကို နားလည်နိုင်မည်မဟုတ်ပါ။ အချင်းချင်းပြောဆို ဆက်သွယ်ရာတွင်လည်း အခက်အခဲများရှိနိုင်ပါသည်။ စကားလုံးအသစ်များ (new vocabulary) သင်ကြားရာတွင် မည်သည့်သင်နည်းကို အသုံးပြုသင်ကြားပါသနည်း။ စကားလုံး၏ အဓိပ္ပာယ်ကို မြန်မာဘာသာဖြင့် တိုက်ရိုက်ပြောပြပြီး အလွတ်ကျက်မှတ်စေခြင်းနည်းကို အသုံးပြုသင့်ပါသလား။ စကားလုံး အသစ်များ သင်ကြားရာတွင် ဦးစွာ ရုပ်ပုံတစ်ခုခုကိုဖြစ်စေ သို့မဟုတ် ရုပ်ပုံ၏ တစ်စိတ်တစ်ပိုင်းကို ပြ၍ဖြစ်စေ၊ ပစ္စည်းအစစ်ကိုပြ၍ ဖြစ်စေကျောင်းသားများထံမှ ခန့်မှန်းအဖြေကို မေးမြန်းခြင်း၊ အမူအရာလုပ်ပြ၍ စကားလုံးကို ခန့်မှန်းစေခြင်း၊ မိမိသင်ကြားမည့် စကားလုံးကို ဝါကျတွင်သုံး၍ ထိုစကားလုံးကို ညွှန်ပြခြင်းဖြင့် သင်ကြားနိုင်ပါသည်။ ထို့အပြင် အဓိပ္ပာယ်တူသည့် စကားလုံးများ၊ ဆန့်ကျင်ဘက် အဓိပ္ပာယ်ရှိသည့် စကားလုံးများကို သုံး၍လည်း စကားလုံးအသစ်များကို သင်ကြားပေးနိုင်ပါသည်။

စကားလုံးအသစ်များကို သင်ကြားပြီးနောက် ကျောင်းသားများ ပိုမိုမှတ်မိစေရန် vocabulary drill သို့မဟုတ် vocabulary games များဖြင့် လေ့ကျင့်ပေးရမည်။ သာဓက ။ ။ Bingo (Unit 4 Lesson 1_TG), Board race (Unit 4 Lesson 3_TG), Charades (Unit 5 Lesson 2_TG) and Do what I say, not what I do (Unit 5 Lesson 1 and Review 4B_TG) အစရှိသည့် နည်းများကို အသုံးပြုခြင်းဖြင့် ကျောင်းသားများ၏ ဝေါဟာရအသုံးပြုမှုစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်လာ စေရန် အထောက်အကူပြုပါလိမ့်မည်။

2.3 Teaching listening and speaking skills

ဘာသာစကားဆိုင်ရာ စွမ်းရည်လေးမျိုးရှိသည့်အနက် အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်အောင် လေ့ကျင့်သင်ကြားပေးခြင်း သည်လည်း အရေးကြီးသော ကဏ္ဍတစ်ခုဖြစ်ပါသည်။ Grade 3 English ကျောင်းသုံးစာအုပ်တွင် ပါရှိသော သင်ခန်းစာများတွင် 'Listen and say.' သင်ခန်းစာများ ပါဝင်ပါသည်။ အနာအကြားနှင့် အဖတ်အရွတ်စွမ်းရည်များကို ဖွံ့ဖြိုးတိုးတက်စေသော ရိုးရှင်းလွယ်ကူသည့် activity များထည့်သွင်းထားပါသည်။ ဝေါဟာရများ၊ အပြန်အလှန်ပြောဆိုလုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများ၊ ပုံပြင်များနှင့် သီချင်းများ သင်ကြားရာတွင် ကျောင်းသားများကို ဦးစွာနားထောင်စေပြီး အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်လာ စေရန် activity ဖြင့် ဆက်လက်လေ့ကျင့်သင်ကြားပေးပါ။

2.4 Practising words or phrases

Grade 3 ကျောင်းသားများကို အရေးအသားသင်ကြားရာတွင် ပထမဦးစွာ စကားလုံးများ ရေးသားခြင်းကို စတင် လေ့ကျင့်ပေး ရမည်။ ထို့နောက် ဝါကျနှင့် စာပိုဒ်တို့များကို နားထောင်ခြင်း (listening) နှင့် ပြောဆိုခြင်း (speaking) တို့ကိုလေ့ကျင့်စေပြီးမှ လေ့ကျင့်ရေးသားခြင်းကို ပြုလုပ်ရန်ဖြစ်ပါသည်။ စကားလုံးများ လေ့ကျင့်ခြင်းကို အောက်ပါ လေ့ကျင့်ခန်းများ ပြုလုပ်ချိန်တွင် လေ့ကျင့်ပေးနိုင်ပါသည်။ သာဓက ။ ။ 'Rearrange the letters.', 'Listen, tick and write.' and 'Look and write.' သင်ခန်းစာတစ်ခုစီတွင် ဝါကျနှင့်စာပိုဒ်တို့များ ရေးသားလေ့ကျင့်သည့်အပိုင်းကို နောက်ဆုံးသင်ခန်းစာအပိုင်းများတွင် ထည့်သွင်း ပေးထားပါသည်။ ဝါကျနှင့် စာပိုဒ်တို့များကို အောက်ပါ လေ့ကျင့်ခန်းများပေး၍ လေ့ကျင့်ပေးနိုင်ပါသည်။ သာဓက ။ ။ 'Look at the pictures and write sentences.', 'Say and write what you want to be.', 'Complete the sentences.' 'Write about your family.' and 'Listen and write the names of the places on the map.' ကျောင်းသားများကို writing activity များ ပေးရာတွင် တစ်ဦးချင်းရေးသားစေခြင်းထက် စုပေါင်းရေးသားစေခြင်း (collaborative writing) ကို ဦးစားပေး လေ့ကျင့် သင်ကြားပေးသင့်ပါသည်။ ထိုသို့ လေ့ကျင့်ပေးခြင်းဖြင့် ကလေးများသည် ပူးပေါင်းဆောင်ရွက်တတ်ခြင်း၊ မိမိ၏စိတ်ကူးကို မျှဝေတတ်ခြင်း၊ သူငယ်ချင်းများ၏ စိတ်ကူးကိုနားထောင်၍ မတူသည့် စိတ်ကူးများ ညှိနှိုင်းပြီး သဘောတူညီချက်ရရှိခြင်း စသည့် အကျိုးကျေးဇူးများ ရရှိမည်ဖြစ်သည်။ ထို့ပြင် ကလေးများကို အရေးအသား လေ့ကျင့်ခြင်းအဆင့်တိုင်းတွင် writing process (pre-writing, writing, revising) အလေ့အထကောင်းများ ရရှိအောင် လေ့ကျင့်ပေးသင့်ပါသည် (See – project 2)။ ထို့နောက် challenging activities ('writing about their town after drawing their town map' and 'writing about their friend's daily activities after interviewing their friends') များပေး၍ ကျောင်းသားများ စိတ်ကူးဉာဏ် ရင့်သန်လာအောင် လေ့ကျင့်ပေးရမည်။ ဤသို့လေ့ကျင့်ပေးခြင်းဖြင့် ကျောင်းသားများ၏ အရေးအသားစွမ်းရည် တိုးတက်လာမည်ဖြစ်ပါသည်။

2.5 Using notebooks

Grade 3 English ဖတ်စာအုပ်တွင် ပေးထားသည့် အချို့သောလေ့ကျင့်ခန်းများသည် ကျောင်းသားများ ဖတ်စာအုပ်ထဲတွင် ရေးသားရန် လုံလောက်သော နေရာပေးထားနိုင်ခြင်း မရှိပါ။ ထို့ကြောင့် ကျောင်းသားများကို သူတို့၏ မှတ်စုစာအုပ်ထဲတွင် ရေးသားရန် လမ်းညွှန်ရမည်။ သင်ခန်းစာတစ်ခုစီ၏ နောက်ဆုံးအပိုင်းတွင် ကျောင်းသားများကို အရေးအသားလေ့ကျင့်ပေးသည့် လေ့ကျင့်ခန်းများ ပါရှိပါသည်။ (သာဓက။ ။ 'Write about your ...', 'Write and say ...', 'Complete the sentences.' and 'Write sentences about ...' etc.) ထို့ပြင် ကျောင်းသားများ စာရေးသားခြင်းမစတင်မီ စာကြမ်းရေးသားခြင်း (draft) ကိုလည်း လေ့ကျင့်ခန်း စာအုပ်ထဲတွင် ပြုလုပ်နိုင်ကြောင်းပြောပါ။ မှတ်စုစာအုပ် အသုံးပြုစေခြင်း၏ ရည်ရွယ်ချက်မှာ ကျောင်းသားများ၏ process writing skills (စာကြမ်းမှတစ်ဆင့်၊ အဆင့်ဆင့်ရေးသားခြင်း) တိုးတက်စေခြင်းကို အထောက်အကူပြုရန် ဖြစ်ပါသည်။

2.6 Techniques for practice

ကျောင်းသားများသည် ဝေါဟာရများ သို့မဟုတ် စကားစုများ သို့မဟုတ် ပုဒ်စုများ သို့မဟုတ် ဝါကျများကို သင်ယူပြီးနောက် မှတ်မိစေရန် အလွတ်ကျက်မှတ်စေခြင်းမဟုတ်သည့် အောက်ဖော်ပြပါ နည်းလမ်းအချို့ကိုအသုံးပြုပြီး လေ့ကျင့်ပေးနိုင်ပါသည်။

2.6.1 ရုပ်ပုံကတ်များဖြင့် လေ့ကျင့်ခြင်း

(က) ရုပ်ပုံကတ်များကို သင်ပုန်းပေါ်တွင် ကပ်ပါ။

* ဆရာက သင်ပုန်းပေါ်တွင် ကပ်ထားသော ရုပ်ပုံကတ်များထဲမှ တစ်ပုံကိုထောက်ပြပြီး ကျောင်းသားများကို ဖြေဆိုရန် ပြောပါ။

* ရုပ်ပုံများကို ထောက်ပြရာတွင် ပထမဦးစွာ အစဉ်လိုက် ထောက်ပြပါ။ ထို့နောက် ကျပန်းထောက်ပြပြီး ကျောင်းသားများ အားလုံး၊ အဖွဲ့လိုက်၊ တစ်ဦးချင်း ဖြေဆိုစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။ သို့မဟုတ်

* ရုပ်ပုံကတ်များထဲမှ သုံးပုံကို သင်ပုန်းပေါ်တွင် ကပ်ပါ။

* ထို့နောက် ၃၊ ၂၊ ၂၊ ၃ ပုံစံ သီဆိုစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။

* သာကေ ။ ။ writer, dancer, teacher (၃)

writer, dancer (၂)

writer, dancer (၂)

writer, dancer, teacher (၃)

* ထိုကဲ့သို့ Chant ကို ကျောင်းသားများအားလုံး၊ အဖွဲ့လိုက်၊ တစ်ဦးချင်း သီဆိုစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။

(ခ) ရုပ်ပုံကတ်များကို စာသင်ခန်းတွင်းရှိ နံရံတွင် နေရာခြားပြီး ကပ်ပါ။

* ဆရာက နံရံပေါ်တွင် ကပ်ထားသော ရုပ်ပုံနှင့် သက်ဆိုင်သည့် ဝေါဟာရတစ်ခုဖြစ်စေ၊ စကားစုတစ်ခု ဖြစ်စေ၊ ပုဒ်စုတစ်ခုဖြစ်စေ၊ ဝါကျတစ်ကြောင်းကိုဖြစ်စေ ပြောကာ ကျောင်းသားများကို ရှာစေပြီး ညွှန်ပြရန်ပြောပါ။

* ကျောင်းသားများအားလုံး၊ အဖွဲ့လိုက်၊ တစ်ဦးချင်း ရှာဖွေညွှန်ပြစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။

(ဂ) ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပုံများကို ထောက်ပြကာ နှစ်ယောက်တစ်တွဲဖြစ်စေ၊ အဖွဲ့ငယ်အတွင်းတွင်ဖြစ်စေ လေ့ကျင့် ပေးနိုင်ပါသည်။

* ကျောင်းသုံးစာအုပ်ကို အဖွဲ့၏ အလယ်တွင် ထားစေပြီး ဆရာပြောသော ဝေါဟာရ သို့မဟုတ် စကားစုကို နားထောင်စေကာ ကျောင်းသုံးစာအုပ်ပေါ်ရှိရုပ်ပုံကို ထောက်ပြရန်ဖြစ်ပါသည်။ မှန်ကန်စွာ အမြန်ဆုံးထောက်ပြနိုင်သူ က အနိုင်ရမည်ဖြစ်ကြောင်း ပြောပါ။

2.6.2 ပစ္စည်းစစ်များဖြင့် လေ့ကျင့်ခြင်း

* သင်ခန်းစာပါဝေါဟာရများနှင့် သက်ဆိုင်သည့်ပစ္စည်းစစ်များကို ပြသကာ ၎င်းတို့၏ အခေါ်အဝေါ်ကို အင်္ဂလိပ်ဘာသာ စကားဖြင့် ပြန်ပြောစေခြင်း သို့မဟုတ် ဆရာပြောသော ဝေါဟာရကို နားထောင်စေပြီး အတန်းတွင်းရှိ ပစ္စည်းများထဲမှ ရှာဖွေကာ ညွှန်ပြစေခြင်းတို့ဖြင့် လေ့ကျင့်ပေးနိုင်ပါသည်။

သာကေ ။ ။ ဆရာက ကျောင်းသုံးစာအုပ်များပြကာ ဘာသာရပ်အမည်များကို ကျောင်းသားများ အင်္ဂလိပ်ဘာသာ ဖြင့် ပြောစေခြင်း သို့မဟုတ် ဆရာပြောသော ဝေါဟာရကို နားထောင်ပြီး အတန်းတွင်းရှိ ပစ္စည်းများကို ခန့်မှန်းရှာဖွေကာပြစေခြင်းဖြင့် လေ့ကျင့်ပေးနိုင်ပါသည်။

2.6.3 အမူအရာဖြင့် ခန့်မှန်းလေ့ကျင့်ခြင်း

* သင်ခန်းစာပါ ဝေါဟာရ သို့မဟုတ် စကားစု၏ အဓိပ္ပာယ်ကို ပေါ်လွင်စေသော အမူအရာပြုလုပ်ပြကာ ကျောင်းသား များကို ခန့်မှန်းဖြေဆိုရန်ပြောပါ။

* ကျောင်းသားတစ်ဦးကို အမူအရာ ပြုလုပ်စေကာ ကျန်ကျောင်းသားများ ခန့်မှန်းဖြေဆိုစေခြင်းဖြင့်လည်း လေ့ကျင့် သင်ကြားပေးနိုင်ပါသည်။

2.7 Communicative activities or games

အပြန်အလှန်ပြောဆို၍ လုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများနှင့် ကစားနည်းများကို သင်ခန်းစာ၏ သင်ကြားသင်ယူမှုလုပ်ငန်းစဉ် အတွင်းသာမက သင်ကြားသင်ယူမှုလုပ်ငန်းနောက်ဆုံးအဆင့် (expansion stage) တွင်လည်း လေ့ကျင့်ပေးနိုင်ပါသည်။ အသုံးများသော activity အချို့ကို ဖော်ပြထားပါသည်။

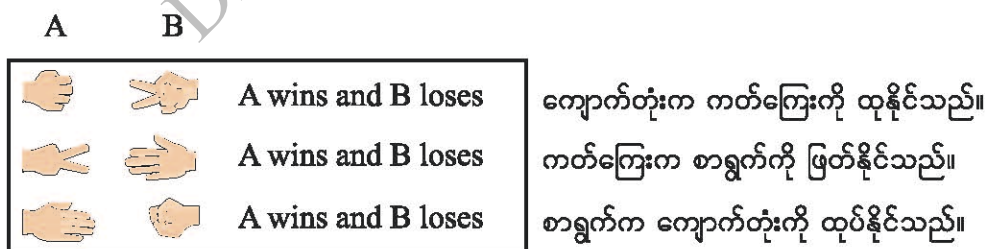
2.7.1 Whisper game or activity: ကျောင်းသားများကို အဖွဲ့များခွဲ၍ အတန်းလိုက် မတ်တတ်ရပ်ရန် ပြောပါ။ အဖွဲ့တစ်ဖွဲ့စီတွင် ပါဝင်သည့်ကျောင်းသားအရေအတွက် တူညီရမည်။ အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ဦးစီကိုခေါ်၍ ဆရာက မိမိပြောလိုသည့် ဝါကျကို တီးတိုးပြောပါ။ ထို့နောက် ထိုကျောင်းသားသည် မိမိအဖွဲ့သို့ပြန်၍ ထိုဝါကျကို တစ်ဦးစီ လက်ဆင့်ကမ်း၍ တီးတိုးပြောပါစေ။ နောက်ဆုံးကျောင်းသားက ကြားသည့်အတိုင်း ပြန်ပြောပါစေ သို့မဟုတ် ရေးပါစေ။ ထို့နောက် မည်သည့်အဖွဲ့က အရင်ဆုံးပြီး၍ အဖြေမှန်ကိုပေးနိုင်သည်ကို ဆရာကအကဲဖြတ်ရမည်။ အမြန်ဆုံးနှင့် အဖြေမှန်ပေးနိုင်သောအဖွဲ့သည် အနိုင်ရမည် ဖြစ်ပါသည်။

2.7.2 Running Dictation: စကားလုံး၊ စကားစု၊ ဝါကျ များကို မှတ်မိစေရန် အသုံးပြုနိုင်ပါသည်။ အတန်းရှိ ကျောင်းသား ဦးရေ အပေါ်မူတည်၍ အဖွဲ့ဖွဲ့နိုင်ပါသည်။ အဖွဲ့တစ်ဖွဲ့ချင်းစီအလိုက် နံပါတ်စဉ်မှတ်ပါ။ မည်သည့်ကျောင်းသားက ပထမ ပြုလုပ်ရမည် ဒုတိယ ပြုလုပ်ရမည် စသည်ဖြင့် သတ်မှတ်ပေးပါ။ ညွှန်ကြားချက်များကို ကျောင်းသား နားလည်လွယ်အောင် ရှင်းလင်းစွာ ပြောပြပါ။ (အဖွဲ့တစ်ဖွဲ့ အတွင်းရှိ ကျောင်းသားတစ်ဦးက စာရေးသည့် တာဝန်ကို ယူရန်ပြောပါ။ ကျန်သော ကျောင်းသားများက တစ်လှည့်စီ ပြေးကာ ဖတ်ရန်ပြောပါ။ ထို့နောက် အဖွဲ့သို့ ပြန်လာပြီး ဖတ်ခဲ့သော စကားလုံး၊ စကားစု၊ ဝါကျကို အဖွဲ့အတွင်းရှိ စာရေးသားရန် တာဝန်ယူထားသည့် ကျောင်းသားအား ပြောရန်ပြောပါ။ ကျန်သော ကျောင်းသားများက စာရေးသားသည့် ကျောင်းသားကို ကူညီရန်ပြောပါ။) သတ်မှတ်ထားသည့် အချိန်အတွင်း အမြန်ဆုံးနှင့်အမှန်ဆုံး ပြေးဖတ်ကာ ရေးသားနိုင်သည့် အဖွဲ့သည် အနိုင်ရမည်ဖြစ်သည်။ ကျန်သောအဖွဲ့များကိုလည်း မည်မျှ မှန်ကန်အောင် ရေးသားနိုင်သည် မည်သည့် နေရာတွင် မှားရေးထားမိသည်တို့ကို မေးမြန်းကာ အချင်းချင်းစစ်ဆေးနိုင်သကဲ့သို့ မိမိကိုယ်ကို စစ်ဆေးခြင်းများလည်း လုပ်ဆောင်နိုင်ပါသည်။ ကျောင်းသားများအားလုံး ပါဝင်ဆောင်ရွက်မှု ရှိ မရှိ ဆရာက ကြည့်ရှုလမ်းညွှန်ပေးရမည် ဖြစ်ပါသည်။ ဤ activity ကို သုံးခြင်းအားဖြင့် ကျောင်းသားများ၏ စိတ်ဝင်စားမှု၊ တက်ကြွစွာ လှုပ်ရှားပါဝင်မှု၊ ပူးပေါင်းဆောင်ရွက်တတ်မှု၊ ပြန်လည်မျှဝေတတ်မှု စသည့်အကျိုးကျေးဇူးများနှင့် အလေ့အကျင့်ကောင်းများ ရရှိလာစေပါသည်။

2.7.3 Rock, Paper, Scissors: ကျောင်းသားများကို နှစ်ယောက် တစ်တွဲ တွဲစေပြီး activity ပြုလုပ်ခြင်း ဖြစ်ပါသည်။ ကျောင်းသားနှစ်ယောက်ကို ၁၊ ၂၊ ၃ ပြိုင်တူရွတ်ဆိုစေပြီး အောက်တွင် ပြထားသည့် နှစ်သက်ရာ ပုံတစ်မျိုး ပြုလုပ်ရန်ပြောပါ။

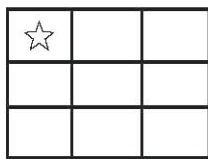


ကျောင်းသားနှစ်ယောက်၏ အနိုင်အရှုံးကို အောက်တွင်ပြထားသည့် ပုံများအတိုင်း ဆုံးဖြတ်ပေးပါ။

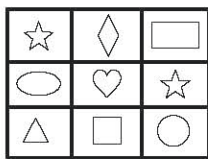


2.7.4 Do what I say, not what I do!: ဆရာပြောသော expression/instruction ကို နားထောင်ပြီး လုပ်ဆောင်ရန် ဖြစ်ပြီး ဆရာလုပ်သည့်အတိုင်း မလုပ်ရသည့် activity ဖြစ်ပါသည်။ ဆရာက မိမိပြောလိုက်သော expression/instruction မဟုတ်သည့် အမူအရာလုပ်ဆောင်ပြီး expression/instruction ကို ပြောရပါမည်။ ဆရာကဲ့သို့ ပြုလုပ်သော သို့မဟုတ် အမူအရာ မှားလုပ်သော ကျောင်းသားများသည် ကစားပွဲမှ ထွက်ရန် ဖြစ်ပါသည်။ သာကေ ။ ။ ဆရာက 'Turn left' ဟု ပြောပြီး ညာဘက်သို့ လှည့်ပြပါ။ ကျောင်းသားများသည် ဆရာပြောသော စကားကို နားထောင်ပြီး လုပ်ဆောင်ရန် ဖြစ်ပါသည်။ ဆရာကဲ့သို့ ညာဘက်လှည့်သော ကျောင်းသားများသည် ကစားပွဲမှ ထွက်ရန်ဖြစ်ပါသည်။ ကစားပွဲတွင် ကျောင်းသားအနည်းငယ်ကျန်သည်အထိ ဆက်ပြီး ကစားနိုင်ပါသည်။

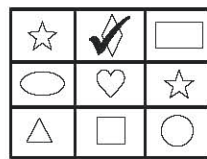
2.7.5 Bingo game: ဘင်ဂိုကစားနည်း



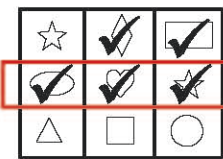
ပုံ ၁



ပုံ ၂



ပုံ ၃



ပုံ ၄

အဆင့် (၁) ကျောင်းသားများကို လေ့ကျင့်ခန်းစာအုပ်တွင် အလျားလိုက် အကွက် ၃ကွက်နှင့် ဒေါင်လိုက်အကွက် ၃ကွက်ရှိသော ဇယားဆွဲရန်ပြောပါ။ (ပုံ-၁)

အဆင့် (၂) ဇယားကွက်ထဲတွင် ပုံဆွဲရန်ပြောပါ။ အချိန်သတ်မှတ်ပေးပါ။ Shape ၈ မျိုးကို ၅ မိနစ်အတွင်း အပြီးဆွဲရန် ပြောပါ (ပုံ-၂)

အဆင့် (၃) သတ်မှတ်ပေးထားသော အချိန်ပြည့်လျှင် ဆရာက Shape အမည်များကို ရွတ်ဆိုပြပါ။

သာဓက ။ Diamond, Oval, Heart, Rectangle, Star, Circle, Triangle, Square

ထို့နောက် ဆရာရွတ်ဆိုပြသည့် Shape အမည်နှင့်တူသည့်ပုံကို မိမိတို့ ဇယားတွင် အမှန်ခြစ်ရန်ပြောပါ။

အဆင့် (၄) အမှန်ခြစ် ၃ခု အလျားလိုက်ဖြစ်စေ၊ ဒေါင်လိုက်ဖြစ်စေ၊ ထောင့်ဖြတ်ဖြစ်စေ တတန်းတည်းကျလျှင် Bingo ဟု တစ်တန်းလုံးကြားအောင် ပြောရမည်ဟု ပြောပါ (ပုံ-၄)။

မှတ်ချက်။ ။ ဇယားကွက်ထဲတွင် ပုံဆွဲခြင်း သို့မဟုတ် စကားလုံးများရေးခြင်းကို ပြုလုပ်နိုင်ပါသည်။

2.7.6 Charades game: ဝှက်ထားသည့် စကားလုံးကို ဟန်အမူအရာဖြင့်ပြသော စကားထာဝှက်နည်း

အတန်းကို နှစ်ဖွဲ့ သို့မဟုတ် သုံးဖွဲ့ ဖွဲ့ပါ။ အဖွဲ့ တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ဦးစီကို အတန်းရှေ့သို့လာရန် ပြောပါ။ ထိုကျောင်းသားများကို လေ့ကျင့်စေလိုသည့် စကားလုံး၏ ရုပ်ပုံကိုပြ၍ မှတ်သားရန်ပြောပါ။ ထို့နောက် မိမိအဖွဲ့သို့ပြန်၍ ထိုစကားလုံး၏ အဓိပ္ပာယ်ကို အမူအရာဖြင့် သရုပ်ဖော်ပြရန်ပြောပါ။ ကျန်အဖွဲ့ဝင်များက အမူအရာကို ကြည့်၍ အဖြေကို ခန့်မှန်းရန်ပြောပါ။ အဖြေမှန်ကို ပထမဦးစွာခန့်မှန်းဖြေဆိုနိုင်သောအဖွဲ့ကို အမှတ်ပေးပါ။ ထို့နောက် အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသား တစ်ဦးစီကို ထပ်ခေါ်၍ 'Charades game' ကို ဆက်၍ကစားနိုင်ပါသည်။

2.7.7 Parcel game: ပါဆယ်ကစားနည်း

ဦးစွာ ကျောင်းသားများအား အဖွဲ့များဖွဲ့ပါ။ အဖွဲ့တစ်ဖွဲ့စီတွင် ပါဆယ်အဖြစ် အသုံးပြုမည့် ပစ္စည်းကိုရွေးချယ်ရန်ပြောပါ။ (သာဓက။ ။ ဘောလုံး သို့မဟုတ် စက္ကူဘောလုံး သို့မဟုတ် ခဲတံပူး) ကျောင်းသားများအား အဖွဲ့အလိုက် စက်ဝိုင်းပုံသဏ္ဌာန် ထိုင်ရန်ပြောပါ။ ထို့နောက် ဆရာက သီချင်း သို့မဟုတ် သံစဉ် ကို ဖွင့်ပြပြီး သီချင်းသံ သို့မဟုတ် သံစဉ်သံ ကြားလျှင် ပါဆယ်ကို ကျောင်းသားတစ်ဦးလက်မှတစ်ဦးသို့ လက်ဆင့်ကမ်းပေးရန်ပြောပါ။ (သီချင်းဖွင့်ရန် အဆင်မပြေပါက ဆရာက သီဆိုပြနိုင်ပါသည်။) အချိန်အနည်းငယ်အကြာတွင် သီချင်း/သံစဉ်ကို ရပ်လိုက်ပါ။ သီချင်းသံ/သံစဉ်သံ ရပ်သွားသောအချိန်တွင် ပါဆယ်လက်ဝယ်ရရှိ ထားသော ကျောင်းသားက အမူအရာတစ်ခုကို လုပ်ပြပြီး ကျန်အဖွဲ့ဝင်များက ခန့်မှန်းရန်ပြောပါ။ ပြီးနောက် ဆက်လက်ကစားစေကာ အဖွဲ့အတွင်း ကျောင်းသားများအားလုံး အမူအရာလုပ်ပြနိုင်သည်အထိ ကစားနိုင်ပါသည်။

2.7.8 Chain conversation: အပြန်အလှန် ပြောဆိုလုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများ လေ့ကျင့်ရာတွင် အသုံးပြုနိုင်ပါသည်။

ဦးစွာ အတန်းရှိ ကျောင်းသားဦးရေပေါ်မူတည်ကာ အဖွဲ့ ဖွဲ့ပါ။ အဖွဲ့တွင်းရှိ ကျောင်းသားတစ်ယောက်က စတင်၍ မိမိဘေးရှိ ကျောင်းသားကို မေးခွန်းမေးပါ။ သာဓက ။ ။ 'What's your favourite sport?' ဟုမေးပါ။ အပြန်အလှန် မေးဖြေပြီးနောက် ဒုတိယမြောက် အမေးခံရသောကျောင်းသားက မိမိဘေးရှိ နောက်တစ်ယောက်ကို ထပ်မံမေးခွန်းမေးပါ။ ထိုအမေးခံရသော ကျောင်းသားက မိမိဘေးကနောက်တစ်ယောက်နှင့် အပြန်အလှန် အမေးအဖြေပြုလုပ်ပါ။ ဤသို့ အဆင့်ဆင့် အမေးအဖြေ ပြုလုပ်ပြီး ပထမဆုံးကျောင်းသားအလှည့် ပြန်ရောက်သောအခါ activity ပြီးဆုံးကြောင်းပြောပါ။

2.7.9 Listen and say/sing.: ဝေါဟာရများ၊ အပြန်အလှန် ပြောဆိုလုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများ၊ ပုံပြင်များနှင့် သီချင်းများ သင်ကြားရာတွင် ကျောင်းသားများကို ဦးစွာနားထောင်ရန်ပြောပါ။ ထို့နောက် ဆရာနောက်က သို့မဟုတ် audio player နောက်က ကျောင်းသားများ လိုက်ဆိုစေရန် ဖြစ်ပါသည်။ ကျောင်းသားများကိုယ်တိုင် အသံထွက်မှန်မှန်ကန်ကန်နှင့် ရွတ်ဆိုနိုင်သည်အထိ လေ့ကျင့်ပေးရပါမည်။

2.7.10 Listen and tick/circle/choose.: ဝေါဟာရများ၊ အပြန်အလှန် ပြောဆိုလုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများ၊ ပုံပြင်များနှင့် သီချင်းများ သင်ကြားပြီးနောက် ၎င်းတို့ကို ကျောင်းသားများ မှတ်မိသိရှိခြင်း ရှိ မရှိ စစ်ဆေးရာတွင် အသုံးပြုသော activity ဖြစ်ပါသည်။ ဆရာကပြောသော ဝေါဟာရများ သို့မဟုတ် ဝါကျများကို နားထောင်စေပြီး အဖြေမှန်ကို ရွေးချယ်ကာ အမှန်ဖြစ်ရန် သို့မဟုတ် စက်ဝိုင်းဝိုင်းရန်ဖြစ်ပါသည်။

2.7.11 Listen and write./Complete the sentences.: ဝေါဟာရများ၊ အပြန်အလှန် ပြောဆိုလုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများ၊ ပုံပြင်များနှင့် သီချင်းများ သင်ကြားပြီးနောက် ၎င်းတို့ကို ကျောင်းသားများ မှတ်မိသိရှိခြင်း ရှိ မရှိ စစ်ဆေးရာတွင် အသုံးပြုသော activity ဖြစ်ပါသည်။ ဆရာကပြောသော ဝေါဟာရများ သို့မဟုတ် ဝါကျများကို နားထောင်စေပြီး မှတ်စုစာအုပ် သို့မဟုတ် ကျောင်းသုံးစာအုပ်ထဲရှိ သတ်မှတ်ထားသောနေရာတွင် ရေးသားရန်ဖြစ်ပါသည်။

2.8 Storytelling technique

ပုံပြောသင်ကြားခြင်းဖြင့် ကလေးများ၏ နားထောင်မှုစွမ်းရည် (listening skill) နှင့် စိတ်ကူးစိတ်သန်း (imagination) ဖွံ့ဖြိုးခြင်းတို့ကိုရရှိနိုင်မည့်အပြင် ပုံပြင်မှတစ်ဆင့် ယဉ်ကျေးမှုနှင့်ဆိုင်သည့်ဗဟုသုတ (cultural knowledge) နှင့် ဆန်းစစ်နိုင်စွမ်းရည် (critical thinking skills) တို့ ဖွံ့ဖြိုးလာစေမည်ဖြစ်သည်။

2.8.1 Pre-storytelling: ပုံပြင်မပြောခင် ကျောင်းသားများစိတ်ပါဝင်စားမှုရှိအောင် ပုံပြင်နှင့်ဆက်စပ်သည့် စကားလုံးများကို မေးမြန်းခြင်း သို့မဟုတ် ပုံပြင်ကို ခန့်မှန်းစေခြင်းတို့ကို ပြုလုပ်ပါ။ ပုံပြင်တွင် အသုံးပြုထားသော စကားလုံးများကို ကျောင်းသားများ သိသည်၊ မသိသည်ကို ဆန်းစစ်ရာတွင် မေးခွန်းများမေး၍သော်လည်းကောင်း၊ picture cards သို့မဟုတ် ပစ္စည်းစစ်များကိုပြ၍ သော်လည်းကောင်း၊ ဆရာက အမူအရာလုပ်ပြ၍သော်လည်းကောင်း ပြုလုပ်နိုင်သည်။

2.8.2 While-storytelling: ဤအဆင့်တွင် ကျောင်းသားများကို အလုပ်တစ်ခုပေးထားပါ။ သာဓကအားဖြင့် ပုံပြင်နားထောင်ပြီး picture cards များကို အစီအစဉ်အတိုင်း စီရန်ပြောပါ။ ပုံပြင်ပြောနေစဉ်အတွင်း ခန့်မှန်းမေးခွန်းများမေးခြင်း၊

(သာဓက ။ ။ What will happen next? How would you feel if you were ...?) ပုံပြင်အကြောင်းအရာနှင့် ပတ်သက်၍ ပြန်လည် မေးမြန်းခြင်း နှင့် စကားလုံးအသစ်များကို ခန့်မှန်းဖြေဆိုခိုင်းခြင်းတို့ကို ပြုလုပ်ပေးပါ။ ထို့ပြင် ကျောင်းသားအများစု၏ ထင်မြင်ချက် ကိုလည်း မေးမြန်းပါ။ (သာဓက ။ ။ Any other opinion?) ကျောင်းသားများက မြန်မာလိုဖြေလျှင်လည်း ဆရာက လက်ခံပေး၍ အင်္ဂလိပ်ဘာသာစကားဖြင့် ပြောင်း၍ ပြောပေးပါ။ ပုံပြင်ပြောနေစဉ် ပုံပြင်အကြောင်းအရာပါပုံများကို ကလေးများ ရှင်းလင်းစွာ တွေ့မြင်ရအောင် အနီးကပ်ပြသင့်လျှင် ပြပေးပါ။ ပုံပြင်တွင် action နှင့်ပတ်သက်သည့် စကားလုံးတစ်ခုခုပါလျှင် ကလေးအချို့ကို သရုပ်ဆောင်ပြရန် (acting out) သို့မဟုတ် ထပ်ကာထပ်ကာပြောရန် အားပေးခြင်းဖြင့် ကျောင်းသားများ ပုံပြင်ကို ပို၍ မှတ်မိလာ စေမည်ဖြစ်သည်။ ဆရာကလည်း ပုံပြင်တွင်ပါသည့် ဇာတ်ကောင်အမျိုးမျိုးကို အသံအမျိုးမျိုးပြောင်း၍ ပြောပေးနိုင်လျှင် ပို၍ ကောင်းမည်ဖြစ်သည်။ (သာဓက ။ ။ ကလေးဇာတ်ကောင်များ၏ မတူသည့်အသံအမျိုးမျိုး)

2.8.3 Post-storytelling: ပုံပြင်ပြောပြီးနောက် ပုံပြင်ကို အမှန်တကယ်မှတ်မိခြင်း ရှိ မရှိ သိရှိရန် ကျောင်းသားများအား ရုပ်ပုံများကို ပြန်စီခိုင်းပါ သို့မဟုတ် ပုံပြင်ပါ ဝါကျများကို ပြန်စီခိုင်းပါ။ ထို့ပြင် ပုံပြင်တွင်ပါသည့် စကားလုံးများနှင့်ပုံများကို ယှဉ်တွဲခြင်းတို့ကိုလည်း ပြုလုပ်နိုင်ပါသည်။

3. Overview of Assessment

Assessment in Grade 3 has three main aims: 1) to help students and teachers understand the extent to which they have accomplished unit objectives; 2) to enable students to monitor and improve their own learning; 3) to motivate students to enjoy studying English. These aims are accomplished through informal and formative assessments. Teachers can conduct informal assessment during a lesson or at the end of each class. Informal assessment usually involves praising students for their ability to use the target language well and giving students feedback and suggestions on how to improve their language production. The lesson plan for Unit 4, Lesson 2 provides an example of informal assessment during the class.

- Tell the class to write the numbers and number words for 13 to 19 in their notebooks.
- Make sure that students can write the correct numbers and words by asking some students to come and write the answers on the board. (*Informal assessment in 'Ask and answer', Unit 4, Lesson 2 lesson plan.*)

At the end of a lesson, informal assessment is given in the summary and feedback stage. For example, in Unit 7, Lesson 3, the teacher provides students with feedback and congratulates them for accomplishing the communicative goal of the lesson.

- If necessary, give feedback on the students' pronunciation, e.g. singing /'smɪŋ/, story /'stɔ:ri/
- Tell students that they can now talk about hobbies in English and congratulate them.
(*Informal assessment in 'Summary and feedback', Unit 7 Lesson 3 lesson plan*)

Formative assessment is used for helping teachers to understand the extent to which students have accomplished the learning objectives. The results of formative assessment can be used to improve the teaching and learning experience of teachers and students in the classroom. There are two kinds of formative assessment. The first kind occurs in the Review and Project lessons where students self-assess the extent to which they can communicate about topics in the textbook. By doing this, students can evaluate their ability to use the practical English skills they have learnt in the classroom. By looking at their self-assessment over the span of a year for all the unit reviews and projects, students can readily understand the extent to which they can communicate about different topics in English.

The table below shows the self assessment items for all unit reviews and projects

Unit	Self-assessment item				
Unit 1 (Review 1A)	I can	talk and write about my family.			
		talk and write about what my friend and I want to be.			
Unit 2 (Review 1B)	I can	write and talk about my favourite fruit, vegetable, sport, game and subject.			
Project 1	I can	draw my family tree.			
		write and talk about my family.			
Unit 3 (Review 2A)	I can	say where things are.			
		write about the pets my friends and I have.			

Unit 4 (Review 2B)	I can	say and write the numbers 1 to 100.			
		say the names of shapes.			
		say what shapes the objects in my classroom are.			
Project 2	I can	draw a picture of my bedroom.			
		describe my bedroom to my friends.			
Unit 5 (Review 3A)	I can	write and talk about things I do at home, at school and in my class.			
Unit 6 (Review 3B)	I can	write and talk about my daily activities.			
Project 3	I can	interview my friend.			
		write and talk about the daily activities of my friend.			
Unit 7 (Review 4A)	I can	say what people are doing.			
		write and talk about hobbies.			
Unit 8 (Review 4B)	I can	say where places are.			
		give directions.			
Project 4	I can	draw a map of my town.			
		say where places in my town are.			

The second type of formative assessment consists of rubrics designed for teachers to evaluate student performance on textbook activities. A rubric is a written scale that (a) describes the necessary skills students need to accomplish a task; and (b) measures the extent to which they can demonstrate these skills. For the Grade 3 English curriculum the rubrics assess students learning using scales for communication, presentation, pronunciation and volume. Examples of rubrics are shown below. Other rubrics that teachers can use can be found in 'Sample Exercise' and 'Reference Book on Assessment for Primary Level'.

Rubric for Reading Aloud

Assessment criteria	Student level		
	Advanced	Satisfactory	Emerging
Volume	Consistently loud and easily comprehensible	Mostly loud and comprehensible	Low and words are often difficult to comprehend
Pronunciation	Clear, intelligible pronunciation throughout	Some inaccuracies but mostly intelligible pronunciation	Mostly unintelligible pronunciation
Communication	Face the classmates with confidence when reading	Face the classmates when reading	Does not face the classmates when reading

Rubric for Presentations

Assessment criteria	Student level		
	Advanced	Satisfactory	Emerging
Volume	Consistently loud and easily comprehensible	Mostly loud and comprehensible	Low and words are often difficult to comprehend
Pronunciation	Clear, intelligible pronunciation throughout	Some inaccuracies but mostly intelligible pronunciation	Mostly unintelligible pronunciation
Fluency	Presents all the content well	Presents with some hesitation but can give a complete presentation	Presents slowly with frequent pauses and/or unable to say all the content

4. Annual Plan for Teaching

Unit	Topic	Periods	Schedule
1	Family, friends and I	8	June and July
2	My favourite ...	8	
Review 1		2	
Project 1 : My family tree		3	
3	My house and my pets	8	August September
4	Numbers and shapes	8	
Review 2		2	
Project 2 : Things in my bedroom		3	September October
5	Things I do at home and at school	8	
6	My day	8	
Review 3		2	November December January
Project 3 : The daily activities of my friend		3	
7	Things we do for fun	8	
8	Around town	8	
Review 4		2	
Project 4 : My town		3	
Reserved		24	January and February
Total		108	

4.1 Teachers' Resources

Unit	Lesson	Resources			Remarks
		Audio Track No.	Charts (if available)	Picture cards	
1	1	01, 02, 03, 04		family: aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle jobs: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher, writer	
	2	05		beautiful, clever, funny, handsome, happy, helpful, kind, strong	
	3	06, 07, 08		artist, dentist, engineer, hairdresser, nurse, pilot, police officer, singer	
	4	09	A happy family	enlarged copy of the story (if available)	
2	1	10, 11, 12		banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato	
	2	13, 14, 15, 16		archery, badminton, basketball, cycling, football, judo, running, swimming, tennis	
	3	17, 18, 19		Myanmar, English, Maths, Science, Social Studies	use the realia of the textbooks – Myanmar, English, Maths, Science, Social Studies
	4	20	What's your favourite?	previously used picture cards from Lessons 1-3	
Review 1	1A	21		previously used picture cards from Unit 1	
	1B	22, 23, 24		previously used picture cards from Unit 2	
Project 1		25		previously used picture cards from Unit 1 and 2	
3	1	26, 27, 28		bathroom, bedroom, dining room, garage, kitchen, living room	
	2	29		enlarged copy of the picture of the room on page 24 (if available)	a ball, a box
	3	30, 31, 32		cat, dog, goldfish, parrot, rabbit, squirrel	
	4	33	There is a mouse in my house.	enlarged copies of the pictures of the story (if available)	

Unit	Lesson	Resources			Remarks
		Audio Track No.	Charts (if available)	Picture cards	
4	1	34, 35		circle, diamond, heart, oval, rectangle, square, star, triangle	colour paper, scissors
	2	36, 37, 38		13 buttons, 14 buttons, 15 buttons, 16 buttons, 17 buttons, 18 buttons, 19 buttons	
	3	39		enlarged copy of the textbook page 34 (if available)	
	4		My robot	previously used picture cards from Lessons 1-3	markers, 7 sheets of flip charts per 40 students
Review 2	2A			previously used picture cards from Unit 3	
	2B			enlarged copy of the picture on page 39 (if available)	
Project 2		40		enlarged copy of the picture on page 40 (if available)	
5	1	41, 42, 43		do my homework, feed the dog, make the bed, sweep the floor, throw the rabbit out, wash the dishes	
	2	44, 45, 46		clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants	
	3	47, 48, 49		draw pictures, listen to songs, play games, work alone, work in groups, work in pairs	
	4	50	What do you do every day?	clean my desk, clean the rooms, draw pictures, help my father in the garden, help my mother in the kitchen, listen to music, make the beds, play basketball, play with my sister, read stories, ride a bike with my brother, sweep the floor, wash the clothes, wash the dishes	
6	1	51, 52			an analogue clock
	2	53, 54		5 enlarged copies of the pictures on page 52	
	3	55		do the housework, get up, go home, go to bed, go to school, have a bath, have breakfast, study my lessons, watch TV	
	4	56	My school days		

Unit	Lesson	Resources			Remarks
		Audio Track No.	Charts (if available)	Picture cards	
Review 3	3A	57, 58, 59		previously used picture cards from Unit 5	
	3B			previously used picture cards from Unit 6	an analogue clock
Project 3				paper strips with written questions, picture cards for all expressions,	flip charts, markers
7	1	60, 61, 62		dancing, drawing, going shopping, playing tag, playing the guitar, playing with toys, reading, watching TV	
	2	63, 64, 65		cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope	
	3	66, 67		listening to music, making origami, mountain climbing, playing video games, singing, swimming, travelling, writing stories	a ball
	4	68, 69	What are you doing?	previously used picture cards from Lessons 1-3	
8	1	70, 71		cinema, hospital, library, police station, restaurant, sports centre	
	2	72, 73, 74		bakery, book shop, bus stop, park, restaurant, school	
	3	75, 76		enlarged copy of the map on page 75 (if available)	
	4	77		picture cards for the story (if available)	
Review 4	4A	78		paper strips with written expressions of activities	
	4B	79		previously used picture cards from Unit 8 enlarged copy of the map on page 79 (if available)	
Project 4		80	My town	enlarged copy of the map on page 80 (if available)	

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 1 Family, Friends and I	My family	My friend is handsome.	My dream	A happy family
	Language focus: Vocabulary:	Language focus: Vocabulary:	Language focus: Vocabulary:	Language focus: Vocabulary:
Unit 2 My favourite ...	My favourite fruits and vegetables	My favourite sports and games	My favourite subjects	What's your favourite?
	Language focus: Vocabulary:	Language focus: Vocabulary:	Language focus: Vocabulary:	Language focus: Vocabulary:
Review 1	Review 1A, 1B Review of Units 1 and 2			
Project 1	My family tree			

Unit	Lesson 1		Lesson 2		Lesson 3		Lesson 4	
	My house		My room		My pets		There is a mouse in my house.	
Unit 3 My house and my pets	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:	Vocabulary:
	There is a ... in my house. There are ... in my house. There is a ... beside my house.	bathroom, bedroom, beside, dining room, garage, house, kitchen, living room	There is a ... in/on/in front of/under/ beside/behind/ between ... There are ... in/on/in front of/under/ beside/behind/ between ...	bed, behind, between, bookshelf, box, chair, computer, dustbin, in front of, room, under, window	I/We/You/ They have ... He/She has ...	goldfish, parrot, pet, rabbit, squirrel	I have ... Where is/are ...? It's ... / There are ...	cage, fishbowl, lamp, mirror, mouse, really, see previously learnt vocabulary in Lessons 1-3
Unit 4 Numbers and shapes	Shapes		Numbers: 13 to 19		Numbers: 20 to 100		My robot	
	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:	Vocabulary:
	How many ... are there? There are ...	circle, diamond, heart, object, oval, rectangle, shape, square, star, triangle	How many ... are there? There are ...	buttons	How many ... are there in ...? There are ... in ...	numbers - 13 to 100	This is my ... The ... is/are ...	arm, body, ears, eyes, head, leg, mouth, robot, toy previously learnt vocabulary in Lessons 1-3
Review 2	Review 2A, 2B Review of Units 3 and 4							
Project 2	Things in my bedroom							

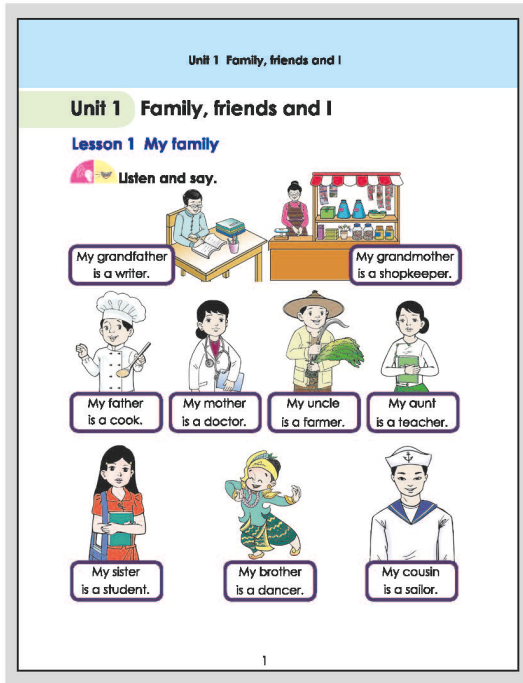
Unit	Lesson 1		Lesson 2		Lesson 3		Lesson 4
	Things I do at home		Things I do at school		Things I do in my class		What do you do every day?
Unit 5 Things I do at home and at school	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:
	I ... in the morning/afternoon/evening. What do you do in the morning/afternoon/evening? What about you?	afternoon, do my homework, evening, feed the dog, home, make the bed, morning, sweep the floor, thing, throw the rubbish out, wash the dishes	I always/usually ... at school. What do you always/usually do at school? What about you? That's great!	always, clean the classroom, do physical exercise, help others, play with friends, school, sometimes, study in the library, usually water the plants	I often/sometimes ... in my class. What do you often/sometimes do in your class? What about you? That's great!	draw pictures, listen to songs, play games, work alone, work in groups, work in pairs	Hi ... What do you do every day? On Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday I ... Oh (Name), you are a very good ...
Unit 6 My day	Telling time		My classes today		My daily activities		My school days
	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:	Vocabulary:	Language focus:
	It's ... What time is it?	times	I have ... in Period ... It is from ... to ...	period	I always/usually/often/sometimes get up/have a bath/have breakfast/go to school/go home/ do the homework/ study my lessons/ watch TV/ go to bed at ...	do the homework, have breakfast, get up, go home, go to bed, go to school, study my lessons, have a bath, watch	From Monday to Friday, I go to school. My school starts/finishes at ... I study 9 subjects. There are 7 periods a day. I have a break from ... to ... My lunch break is from ... to ... My school finishes at ... in the afternoon.
Review 3	Review 3A, 3B Review of Units 5 and 6						
Project 3	The daily activities of my friend						

Unit	Lesson 1				Lesson 2				Lesson 3				Lesson 4			
	Free time activities (1)		Free time activities (2)		Free time activities (1)		Free time activities (2)		Hobbies		What are you doing?		What are you doing?		What are you doing?	
Unit 7 Things we do for fun	Language focus:	What are you doing? I am ... We are ... What about you?	Vocabulary:	dancing, drawing, fun, going shopping, playing tag, playing the guitar, playing with toys, reading, watching TV	Language focus:	What is he/she doing? He/She is ... What are they doing? They are having/playing ...	Vocabulary:	cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope	Language focus:	I like/don't like ... What about you? They like likes/doesn't like ...	Vocabulary:	listening to music, making origami, mountain climbing, playing video games, singing, swimming, travelling, writing	Language focus:	What are you/they doing? I'm ... They're ...	Vocabulary:	previously learnt vocabulary in Lessons 1-3
	Places				Locations				Giving directions (1)				Giving directions (2)			
Unit 8 Around town	Language focus:	You can ... at a ...	Vocabulary:	cinema, hospital, library, place, police station, restaurant, sports centre	Language focus:	The ... is next to/between/opposite the ... The ... is at the corner of ... and ... street. Where is the ...? It's ... the ...	Vocabulary:	at the corner of, bakery, between, bookshop, bus stop, location, next to, opposite, park, school	Language focus:	Excuse me, how do I get to the ...? Go straight and turn ... It's on the ... Thank you.	Vocabulary:	direction, go straight, on the left, on the right, turn left, turn right	Language focus:	Excuse me, Where's the ...? It's ... Thank you. how do I get to the ...? Go straight and turn ... It's on the ...	Vocabulary:	previously learnt vocabulary in Lessons 1-3
Review 4	Review 4A, 4B Review of Units 7 and 8															
Project 4	My town															

5. Lesson Plans

Unit 1 Family, friends and I

Lesson 1 My family



Objectives:

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

- name jobs and write them.
- read and write 'My ... is a ...'

Words and expressions:

New: cook, cousin, dancer, doctor, farmer, sailor, shopkeeper, student, writer

My ... is a ...

Previously learnt: aunt, brother, father, grandfather, grandmother, mother, sister, teacher, uncle

Resources and preparation:

audio materials, picture cards of family: aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle

picture cards of jobs: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher, writer

Teaching procedure for Period 1

Warm up

(3 minutes)

- Tell students that you will talk about your family.
- Say, 'I live with my grandfather, grandmother, father, and mother.'
- Ask the students, 'Do you live with your grandmother/grandfather?'
- Elicit information about other family members saying, 'Do you live with ...?'

01 Listen and say.

(20 minutes)

- Put the picture cards on the board and tell students to look at the pictures on the board. (Or tell students to look at the pictures in the textbook.)
- Say, 'My grandfather is a writer,' making a gesture of writing.
- Ask the students to guess the meaning of 'writer'.
- Follow the same procedure for the other pictures.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Play the recording again and ask the students to repeat after it.

Unit 1 Family, friends and I

Practise.

Rearrange the letters.

o c o d r t
 doctor

r i s l o a
 sailor

e t c a e h r
 teacher

c o k o
 cook

r a f r m e
 farmer

r r t i w e
 writer

Listen and write.

s

f

t

c

d

Unit 1 Family, friends and I

Listen and tick the correct answers.

1

My father is a sailor. ☐

My father is a doctor. ☐

My father is a farmer. ☒

2

My mother is a teacher. ☐

My mother is a doctor. ☐

My mother is a cook. ☐

3

My brother is a writer. ☐

My brother is a cook. ☐

My brother is a farmer. ☐

4

My sister is a teacher. ☐

My sister is a dancer. ☐

My sister is a student. ☐

5

My aunt is a teacher. ☐

My aunt is a shopkeeper. ☐

My aunt is a doctor. ☐

6

My uncle is a sailor. ☐

My uncle is a cook. ☐

My uncle is a writer. ☐

Write about your family members.

My family members

My father is a writer.

02 Practise.

(15 minutes)

- Play the recording and ask students to listen carefully.
- Ask them to practise saying, 'My grandfather is a writer.' 'My grandmother is a shopkeeper.' and so on three times.
- Ask them to repeat after the teacher and point to the pictures in their textbooks.
T: My grandfather is a writer.
Ss: My grandfather is a writer. (say and point to the picture.)
- Make groups of four.
- Tell one student to ask 'What's your mother?' and the other 3 students answer 'My mother is a ...'
- Ask students to take turns asking about other family members and answering the questions.
- Monitor the class and help the students who have difficulty in saying some jobs.

Summary and feedback

(2 minutes)

- Make sure that students know the expressions they need to talk about their family members and their jobs.
- Give feedback on the pronunciation of the words they have learnt. Tell the students to pronounce the vowel /ə/ correctly in such jobs as dancer, doctor, farmer, sailor, shopkeeper, writer, brother, father, grandfather, grandmother, mother, sister, and teacher.

Teaching procedure for Period 2

Warm up

(2 minutes)

- Revise the jobs students have learnt in the previous period: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher and writer.

Rearrange the letters.

(5 minutes)

- Tell students to look at the pictures and say what job each picture shows.
- Tell them to rearrange the letters to have the correct spelling of each job.
- Tell them to swap their textbooks with the students beside them and check each other's answers.

- Tell them to try again to get correct answers if their answers are different.
- Give correct answers and ask the students to check their answers.

03 Listen and write.

(10 minutes)

- Ask students to look at the pictures and say the jobs.
- Play the recording or read the words aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and write the jobs under the correct pictures.
- Also ask them to write the words in their exercise books.
- Make sure that the students are able to write the words while listening to them. Teacher can check their answers if the class size is manageable. If the class size is large, the students can swap their exercise books and check each other's work.

04 Listen and tick the correct answers.

(7 minutes)

- Ask students to read the sentences silently.
- Then ask them to read each sentence aloud.
- Tell them to listen carefully to the recording or to the teacher and tick the sentences they hear in the textbook.
- Play the recording or read the sentences aloud to the students.
- Monitor the class, checking if the students tick the correct sentences or not.
- Give the correct answers to the students.

Write about your family members.

(13 minutes)

- Tell students to write sentences about their family members.

(Students do not need to write about their real family members and their jobs because only a few jobs are taught in the lesson. In addition, there may be students with a single parent, or no parents, or no grandparents. In such cases, students should be encouraged to talk about their imaginary family members using the jobs given in the text.)

(အချို့သော အလုပ်အကိုင်အမည်များသည် သင်ခန်းစာအတွင်း မပါဝင်ပါ။ ထို့အပြင် မိဘ၊ အဘိုးအဘွား၊ ညီအစ်ကိုမောင်နှမ မရှိသော ကျောင်းသားများလည်း ရှိနိုင်သည့်အတွက် ကျောင်းသားများအနေဖြင့် မိမိတို့ ကိုယ်ပိုင်မိသားစုအကြောင်းကို အမှန်အတိုင်း ရေးရမည်ဟု မဆိုလိုပါ။ မိမိစိတ်ကူးထဲမှ မိသားစုဝင်များကို သင်ခန်းစာတွင်ပါဝင်သော အလုပ်အကိုင် ဝေါဟာရ စကားလုံးများ အသုံးပြုပြီး ဖော်ပြနိုင်ပါသည်။)

- If necessary, write some example sentences on the board.
- Monitor the class, check the students' writing, and help them if necessary.

Summary and feedback

(3 minutes)

- Make sure that students know how to write and talk about their family members and their jobs.

Lesson 2 My friend is handsome.

Unit 1 Family, friends and I

Lesson 2 My friend is handsome.

Listen and say.

clever

handsome

beautiful

helpful

This is my friend. He is handsome.

These are my friends. They are happy.

funny

happy

strong

kind

4

Unit 1 Family, friends and I

Practise.

This is my sister. She is beautiful.

These are my friends. They are helpful.

Look at the pictures and write sentences.

1

2

3

4

5

6

7

8

1. This is my sister. She is beautiful.

2. These are my friends. They are helpful.

5

Objectives:

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

- present their impressions about their friends.
- write a simple description of a friend.

Words and expressions:

New: beautiful, clever, funny, handsome, helpful, kind, strong

This is my ... These are my ... He/She is ... They are ...

Previously learnt: happy

Resources and preparation: audio materials, picture cards of beautiful, clever, funny, handsome, happy, helpful, kind, strong

Teaching procedure for Period 1

Warm up

(3 minutes)

- Have a short conversation with some students. The following example can be used.

T: Hello. How are you?

S1: Great!

T: That's nice.

05 Listen and say.

(10 minutes)

- Randomly put 8 picture cards (clever, handsome, beautiful, helpful, funny, happy, strong, kind) on the board.
- Show a photograph of a famous Myanmar actor or sportsman. Say the sentence in the textbook.
'This is my friend. He is handsome.'
- Ask students to guess which picture card shows the meaning of handsome.
- Repeat the sentence, 'This is my friend. He is handsome.'
- Follow the same procedure for the remaining pictures.

- 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.
- Say the sentences again. This time when the students repeat each sentence they have to point to the correct picture in the textbook.

Practice

(10 minutes)

- Point to a picture card on the board (or a picture in the textbook) and have the students say the sentence.
- Point to the picture cards or pictures in the textbook again and have them repeat the sentences row by row.
- Ask some students 'Who in this class is handsome?' 'Who is beautiful?' etc.

Group work

(15 minutes)

- Divide the class into groups of 8.
- Choose one group to come to the front of the class.
- Explain that students in each group must describe their group members using the words that they have learnt today.

For example:

T: (pointing to S1) This is my friend. He is handsome.

T: (pointing to S2) This is my friend. She is helpful.

T: (pointing to S3) This is my friend. She is beautiful.

- Continue until the students have described all their group members.

Summary and feedback

(2 minutes)

- Make sure that students understand, can pronounce and use the new words to describe their friends.
- Practise the words that are difficult for students to pronounce. e.g. strong /strɒŋ/, noting the consonant cluster 'str' and the short vowel /ɒ/ sound to pronounce the word correctly.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Review the previous lesson 'This is my friend. He/ She is ...'

Introducing friends

(15 minutes)

- Choose two students to come to the front of the class.
- Point to the students and say, 'These are my friends, Kyaw Kyaw and Zaw Zaw. They are happy.'
- Ask students, 'Who is funny in the class?' Elicit some names.
- Ask these students to come to the front of the class and say, 'These are my friends, Ko Ko and Nyi Nyi. They are funny.'
- Follow the same procedure for the remaining words.
- Check the students' understanding of the words.
- Ask some students to introduce their friends using the expressions 'These are my friends ...' and 'They are ...'

Practise.

(7 minutes)

- Choose a student from the first row to present the expressions.
- Tell this student to choose two students and say the sentences, 'These are my friends. They are beautiful.'
- Then tell this student to choose two more students and say the sentences, 'These are my friends. They are handsome.'
- Follow the same procedure for the remaining sentences.
- Ask students to find different kinds of students.

For example:

T: Do you want to meet a happy student or a helpful student?

Ss: Helpful!

T: OK, S1, please introduce two helpful students to the class.

S1: These are my friends, S2 and S3. They are helpful.

Look at the pictures and write sentences.

(13 minutes)

- Tell students to look at the pictures.
- Read the sentences under the pictures aloud. Ask the students which pictures the sentences describe.
- Ask the students (in Myanmar) when they use 'This is...', and when they use 'These are ...'
- Explain the difference between 'This is ...' and 'These are ...'
- Write sentences 1 and 2 on the board.
- Explain that the students have to write the sentences for pictures 3 to 8 in their exercise books.
- Tell the students to swap their exercise books and check each other's sentences when they finish writing the sentences.
- Write the correct sentences on the board and have them read aloud.

Summary and feedback

(2 minutes)

- Tell students that they can now describe their friends in English.

Lesson 3 My dream

Unit 1 Family, friends and I

Lesson 3 My dream

Listen and say.










Practise.



I want to be an artist.



I want to be a nurse.

Ask and answer.



Do you want to be a nurse?



Yes, I do.



Do you want to be a pilot?



No, I don't.
I want to be an engineer.

6

Unit 1 Family, friends and I

Say and write what you want to be.






1. I want to be a dentist.
2. _____
3. _____
4. _____

Look, say and write.






1. Do you want to be a pilot ?
Yes, I do.
2. Do you want to be an artist ?
No, I don't . I want to be an engineer .
3. _____ ?
4. _____ ?

7

Objectives:

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

- say and write what they want to be using 'I want to be ...'
- ask their classmates 'Do you want to be ...?' and answer using 'Yes, I do. / No, I don't.'

Words and expressions:

New: artist, dentist, engineer, hairdresser, nurse, pilot, police officer, singer

I want to be a/an ... Do you want to be ...?

Previously learnt: Yes, I do. / No, I don't.

Resources and preparation: audio materials, picture cards of artist, cook, dancer, dentist, doctor, engineer, farmer, hairdresser, nurse, pilot, police officer, sailor, shopkeeper, singer, student, teacher, writer

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit from students jobs that they know.
- Revise the previously learnt vocabulary: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher, writer

06 Listen and say.

(10 minutes)

- Say the word 'artist' aloud to the students and then make a gesture of the word 'artist'.
- Ask them to guess the meaning of 'artist' and find the picture of 'artist' in their textbooks.
- Ask them to make a gesture of 'artist' and say 'artist'.
- Play the recording or read the word 'artist' aloud to the students.
- Tell them to listen carefully to the recording or to the teacher.
- Spell the word, 'a-r-t-i-s-t' and ask the students to repeat after the teacher.

- Practise spelling the word three times.
- Follow the same procedure for the other words: engineer, hairdresser, pilot, dentist, nurse, singer, police officer.

07 Practise.

(5 minutes)

- Say, 'I want to be an artist.' And make a gesture of 'artist'.
- Explain the meaning of 'I want to be ...'
- Say the jobs and then ask students to find the people in the textbook. First, the teacher says, 'I use paper and paint.' Then the teacher mimes 'painting'. Then the teacher says, 'I want to be an ...' and pauses, so that students can guess/say the job. To confirm their understanding, the teacher then says, 'Yes, I want to be an artist.' Tell the students to repeat after her. The teacher repeats this procedure for all the other jobs. Give some hints.

(ဝေါဟာရများကို သင်ကြားရာတွင် ထိုဝေါဟာရအမည်ကို တိုက်ရိုက်သင်ကြားခြင်းမျိုးမဟုတ်ဘဲ သဲလွန်စပေးပြီး ကျောင်းသားများ၏ စဉ်းစားတွေးခေါ်မှုကို အားပေးပါ။)

- Give the students some time to find the picture of the job.
- Ask them to point to that job and say it.
- Play the recording or read the dialogue aloud to the students.
- Tell them to listen carefully to the recording or to the teacher carefully.
- Ask them to practise the dialogue in groups and individually.

Chain conversation (see p.10)

(10 minutes)

- Ask five students to come to the front of the class. Demonstrate the chain activity.
S1: I want to be an engineer.
S2: I want to be a nurse.
S3: I want to be an artist.
S4: I want to be a police officer.
S5: I want to be a singer.
- Ask other students to form into groups of 5.
- Ask them to practise saying what they want to be in turn like the five students, who did the demonstration in front of the class.
- Monitor the class and assist the students who need help.

Writing

(10 minutes)

- Write one sentence they have learnt on the board. (e.g. I want to be an artist.)
- Tell students to write the sentences in their exercise books.
- Make sure that the students are able to write the sentences for all the jobs. Teacher checks the answers of the students if the class size is manageable. If the class size is large, they can swap their exercise books and check each other's writing.

Summary and feedback

(2 minutes)

- Ask students to recall the jobs and dialogue they have learnt during the lesson.
- Remind students to say 'an' before the jobs 'artist' and 'engineer' and 'a' before all the other jobs.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Tell students to listen to the teacher carefully.
- Randomly say the jobs one by one and ask the students to write the words in their exercise books. They can look at their textbooks to check the spelling.
- Give them hints if necessary. (e.g. The first letter is 'e', engineer)
- Swap their exercise books and check each other's writing.

08 Ask and answer.

(10 minutes)

- Put eight picture cards on the board or use the textbook.
- Play the recording or read the dialogue 'Do you want to be ...?' aloud to the students.
- Tell them to listen carefully to the recording or to the teacher.
- Point to the picture cards and ask the students to repeat the dialogue.
- Ask the students, 'Do you want to be ...?'. If the teacher says 'Yes', the students have to answer, 'Yes, I do.' If the teacher says 'No' then the students have to say, 'No, I don't. I want to be a/an ...'.
- Tell the students to ask the teacher 'Do you want to be ...?'. The teacher answers, 'Yes, I do. / No, I don't. I want to be a/an ...'.
- Have the students ask the question 'Do you want to be ...?' to other students and answer the question, saying 'Yes, I do./ No, I don't. I want to be a/an ...'.
- Tell students to stand up and move around asking each other the questions in turns.

Say and write what you want to be.

(5 minutes)

- Tell students to work in pairs and say the sentences.
- Demonstrate how to say and write the sentences.
- Choose one pair to come to the front of the class. Tell them to look at the pictures and say the sentences for each picture, using 'I want to be ...' (e.g. S1: 'I want to be a dentist.' S2: 'I want to be a police officer.')
- Ask the students to write the sentences in their textbooks. If the class size is manageable, teacher can check the students' answers. If the class size is large, the students can swap their textbooks and check each other's writing.

Look, say and write.

(8 minutes)

- Point to picture 1 and ask, 'Do you want to be a pilot?' Point to the '✓' mark beside number 1. Tell students that this means 'Yes.' and so, they must say, 'Yes, I do.' Point to the '✗' mark beside picture 2. Ask the students what they think the '✗' mark means. Tell them that it means 'No.' and so, they must say, 'No, I don't'.
- Ask the students the 'Do you want to be ...?' question for each of the four pictures. Tell them to say the correct answer each time. Then repeat the activity but this time the students have to ask the questions and the teacher has to answer.
- Tell the students to work in pairs and ask and answer questions.
- Make sure that all students actively participate in the activity.
- Write an example question and answer on the board. (e.g. 'Do you want to be a pilot? Yes, I do.')

- Have the students look at the pictures again and write the questions and answers in their textbooks.
- Remind them that the marks (✓) and (✗) are for the answers 'Yes, I do. / No, I don't. I want to be a/an ...' (ရုပ်ပုံများကို ကြည့်ပြီး ပြောဆို ရေးသားရာတွင်ပုံ၏ဘေးတွင်ဖော်ပြထားသော (✓) သည် 'Yes, I do. (✗) သည် No, I don't. I want to be a/an ...' ဖြေဆိုရန်အတွက်ဖြစ်ကြောင်း ပြောပါ။)
- Make sure that the students are able to write the sentences. Teacher can check their answers if the class size is manageable. If the class size is large, they can swap their textbooks and check each other's writing.

Writing

(10 minutes)

- Ask students to write questions and answers in their exercise books. Remind them to write all the jobs and freely answer 'yes' or 'no'.
- Make sure that the students are able to write questions for all the jobs. Teacher checks the answers of the students if the class size is manageable. If the class size is large, they can swap their exercise books and check each other's writing.

Summary and feedback

(2 minutes)

- In this lesson, there are many words students might make mistakes in pronouncing them. Ask the students to pronounce the consonant clusters in the words, artist and dentist correctly. Also ask them to note the /ə/ sound in the words, hairdresser, pilot, police officer and singer. In pronouncing the word, 'singer', the students must also note that the word is pronounced /'sɪŋə/ not /'sɪŋgə/. And in pronouncing the word 'nurse' /nɜ:s/ the vowel used is /ɜ:/.

Lesson 4 A happy family

Unit 1 Family, friends and I

Lesson 4 A happy family

Listen and say.

I'm Ingyin. This is my family. There are six people in my family.

My grandfather is an artist. He is smart. My grandmother is a nurse. She is kind.

My father is a pilot. He is strong and smart. My mother is a doctor. She is kind and helpful.

8

Unit 1 Family, friends and I

This is my sister. She can sing and dance.

We love one another. We are a happy family.

Write about your family.

My family

9

Objective:

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

- act out and read the story 'A happy family'.

Words and expressions:

New: smart

We love one another.

Previously learnt: artist, dance, doctor, family, father, grandfather, grandmother, happy, helpful, kind, mother, nurse, people, pilot, sing, sister, six, strong

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

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Ask students to look at the first picture and ask them what they see.
- Have them guess by pointing at the pictures and asking, 'Who is he/ she?'

09 Listen and say.

(18 minutes)

Storytelling (1)

- Show the picture cards of 'My family' or point to each picture in the story and introduce each person.

Storytelling (2)

(14 minutes)

- Play the recording or read the description of the 5 people aloud to the students.
- Ask them to point to each picture as they hear the story.
- Repeat the story. Read the description in a different order this time. The students listen and point to the picture the teacher describes. Help them if necessary.

Summary and feedback

(5 minutes)

- Summarise the story by focusing on the expressions that students have learnt.

- Give them feedback on pronunciation.
- Tell them that they have to describe the pictures in the next period.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask students to tell the story they read in Period 1 in Myanmar.

Storytelling (3)

(20 minutes)

- Tell students that they are going to write a story on their own.
- Divide the students into groups of 5 and tell each group to talk about the ideas for their story.
- Tell each group to draw a picture of a family and write the sentences for each person in the family.
(အဖွဲ့ဝင်များ တိုင်ပင်၍ ကြိုက်နှစ်သက်ရာ မိသားစုတစ်စု အကြောင်းကို ဖန်တီး ပုံဖော်နိုင်ပါသည်။)
- Explain to each group that they have to choose a representative to tell their story. The other group members will help the representative to tell the group's story.
- Each group then shows their family picture and describes it to the class.

Write about your family.

(13 minutes)

- Tell students to write about their family.
- Make sure that they are able to write about their family.
- Teacher checks the answers of the students if the class size is manageable. If the class size is large, they can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Give feedback on their storytelling (Tell students who wrote only a few sentences to write more as homework.)
- Give feedback on their pronunciation as suggested in lesson 3.

Unit 2 My favourite ...

Lesson 1 My favourite fruits and vegetables

Unit 2 My favourite ...

Unit 2 My favourite ...

Lesson 1 My favourite fruits and vegetables

Listen and say.

Fruits

banana
 strawberry
 pear
 pineapple
 papaya

Vegetables

carrot
 eggplant
 cabbage
 potato
 tomato

Ask and answer.

Boy : Do you like fruits?
 Girl : Yes, I do.
 Boy : Do you like strawberries?
 Girl : No, I don't.
 Boy : What's your favourite fruit?
 Girl : Pears.

10

Unit 2 My favourite ...

Ask and answer.

Boy : Do you like vegetables?
 Girl : Yes, I do.
 Boy : Do you like carrots?
 Girl : No, I don't.
 Boy : What's your favourite vegetable?
 Girl : Potatoes.

Find and circle the words for the pictures.

1.

2.

3.

4.

a	c	g	i	s	e	p	c	f	s
c	a	b	b	a	g	e	a	n	t
j	r	w	y	r	i	a	b	q	r
s	r	q	m	k	t	v	b	e	a
p	o	t	a	t	o	a	a	z	w
a	t	y	o	e	m	a	e	w	b
p	i	n	e	a	p	p	l	e	
a	k	n	z	r	t	f	q	x	r
y	c	a	r	r	o	t	l	w	r
a	c	a	r	y	i	u	s	p	y

5.

6.

7.

8.

Complete the sentences.

1. My favourite fruit is _____.

2. I like _____.

3. I don't like _____.

4. My _____ vegetable _____.

5. I like _____.

6. I don't like _____.

11

Objectives:

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

- name some fruits and vegetables.
- ask what their friends' favourite fruits and vegetables are.

Words and expressions:

New: Fruits: pear, strawberry

Vegetables: cabbage, carrot, eggplant, potato, tomato

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

Previously learnt: banana, fruit, papaya, pineapple, vegetables

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

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

Resources and preparation: audio materials, picture cards of banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato

Teaching procedure for Period 1

Warm up

(5 minutes)

- Ask students, 'Do you like ...?' (apples, mangoes, guavas, papayas, watermelons, pineapples, oranges, bananas)
- Tell them to stand up and respond, 'Yes, I do.' if they like them or sit down and respond, 'No, I don't.' if they do not like them.

10 Listen and say.

(15 minutes)

- Using the picture cards or real objects, ask students to guess what fruit or vegetable it is.
- Show parts of the pictures and ask students to guess what they are.

- Show more of the pictures if they cannot guess them.

(ရုပ်ပုံ၏ တစ်စိတ်တစ်ပိုင်းကို ပြ၍ ကျောင်းသားများကို မည်သည့်ပုံဖြစ်သည်ကို ခန့်မှန်းရန်ပြောပါ။ မှန်ကန်စွာ မခန့်မှန်းနိုင်လျှင် ထပ်၍ပြသပြီး အဖြေမှန်ရသည်အထိ မေးရပါမည်။)

- If the students answer in Myanmar, say the answers in English.

(ကျောင်းသားများ မြန်မာလိုဖြေခဲ့လျှင်လည်း လက်ခံပေးပြီး အဖြေမှန်ကို အင်္ဂလိပ်လိုပြောင်း၍ ပြောပေးပါ။)

- Follow the same procedure to teach the names of fruits and vegetables.
- Play the recording or read the words aloud to the students.
- Tell them to repeat after the recording and point to the picture of the word that they hear.
- Make groups of four and tell them to open only one textbook.
- Have one student from the group tell the names of fruits and vegetables and the others listen and point to the correct pictures in the textbook. See p.8 (Pointing game)
- Remind them that the last student who points to the picture has to say the names of all the fruits and vegetables.

11 Ask and answer.

(10 minutes)

- Tell students to listen to the recording or to the dialogue that the teacher reads.
- Ask a student to come to the front of the class. Demonstrate the following dialogue.

T: Do you like fruits?

S: Yes, I do./ No, I don't.

T: Do you like strawberries?

S: Yes, I do./ No, I don't.

T: What's your favourite fruit?

S: Pears.

- Continue the activity until students understand how to practise the dialogue with their friends.
- Tell some students to read the part of the Boy and the others to read the part of the Girl.
- Encourage them to substitute the names of fruits when they practise.
- Tell them to practise the dialogue in pairs.

S1: Do you like fruits?

S2: Yes, I do./ No, I don't.

S1: Do you like pears?

S2: Yes, I do./ No, I don't.

S1: What's your favourite fruit?

S2: Papayas.

Chain activity

(8 minutes)

- Have the students stand in four lines and do the chain activity. (See p.10)

For example,

The teacher asks a student 'What's your favourite ...?' and that student gives the answer and then the student asks the one next to him/her, 'What's your favourite ...?' Tell them to repeat the procedure in their lines until all students in the class have practised the dialogue.

- The line that finishes first has to say, 'Finished.'

Summary and feedback

(2 minutes)

- Ask students how many fruits and vegetables they remember.
- Ask them if they can ask and answer each other's favourite vegetables in English and congratulate them!
(Students may not have the correct pronunciation of the words, pears, strawberry, carrot, potato, tomato, banana, papaya and vegetables. Teachers should listen to the recording very carefully and pronounce the words correctly to be good models for the students.)

Teaching procedure for Period 2

Warm up

(5 minutes)

- Divide the class into two to revise previously learnt vocabulary.
- Write (c _ _ _ _) on the board.
- Ask students if they know which word it is.
- Elicit the name of the word from the students by saying it is a vegetable.

12 Ask and answer.

(10 minutes)

- Tell students to listen to the dialogue that the teacher reads or from the recording.
- Ask a student to come to the front of the class. Demonstrate the following dialogue.

T: Do you like vegetables?

S: Yes, I do./ No, I don't.

T: Do you like carrots?

S: Yes, I do./ No, I don't.

T: What's your favourite vegetable?

S: Potatoes.

- Continue the activity until students understand how to practise the dialogue with their friends.
- Tell some students to take the role of the boy and the others to take the role of the girl.
- Encourage them to substitute the names of vegetables when they practise the dialogue.
- Tell them to practise the dialogue in pairs.

S1: Do you like vegetables?

S2: Yes, I do./ No, I don't.

S1: Do you like potatoes?

S2: Yes, I do./ No, I don't.

S1: What's your favourite vegetable?

S2: Tomatoes.

Find and circle the words for the pictures.

(7 minutes)

- Ask students to look at the pictures around the crossword table.
- Ask them to find the words in the crosswords and circle them.
- Tell them to swap their textbooks and check the answers.

(ကျောင်းသားများနှင့် အဖြေပြန်စစ်ရာတွင် အလျားလိုက်တွင် မည်သည့်စကားလုံးများ၊ ဒေါင်လိုက်တွင် မည်သည့်စကားလုံးများ ရှာတွေ့သနည်းဟုမေး၍ အဖြေကို အခြားကျောင်းသားများနှင့် စာအုပ်ဖလှယ်ခြင်းဖြင့် စစ်ဆေးပါ။)

Complete the sentences.

(6 minutes)

- Tell students to write fruits and vegetables which they like and they don't like in their textbooks.

Presenting favourite fruits and vegetables

(10 minutes)

- Make groups of 6 or more depending on the class size.
- Provide a demonstration by presenting fruits and vegetables that you like.
- Tell students to present about their favourite fruits and vegetables to their groups.
- Tell them to take turns doing their presentations.

Summary and feedback

(2 minutes)

- Make sure that students know the names of fruits and vegetables and the spelling of these words by asking, 'What's this?' and 'How do you spell it?' individually or group by group.
- Also check whether the students can pronounce the words they have learnt correctly or not.

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Lesson 2 My favourite sports and games

Unit 2 My favourite ...

Lesson 2 My favourite sports and games

Listen and say.

Sports

running judo cycling archery swimming

Games

basketball tennis football badminton

Ask and answer.

Boy : What's your favourite sport?
 Girl : Swimming. What about you?
 Boy : Judo.
 Girl : That's great!

12

Unit 2 My favourite ...

Listen and fill in the blanks.

Teacher: What's your favourite sport, Ko Ko?
 Ko Ko: My favourite sport is running.

1 Ko Ko: <u>Running</u>	5 Thura: _____
2 Aye Aye: _____	6 Win Win: _____
3 Si Si: _____	7 Bo Bo: _____
4 Kyi Min: _____	8 Yu Yu: _____

Ask and answer.

Girl : What sport are you good at?
 Boy : I'm good at cycling.
 What about you?
 Girl : I'm not good at cycling.
 I'm good at running.

Complete the sentences.

I'm _____
 My favourite sport is _____
 My favourite game is _____
 I'm good at _____
 I'm not good at _____

13

Objectives:

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

- name some sports and games.
- describe their favourite sports.

Words and expressions:

New: Sports: archery, cycling, judo, running, swimming,

Games: badminton, tennis

What sport are you good at? I'm good at ... I'm not good at ...

Previously learnt: Games: basketball, football

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

What's your favourite ...? What about you? That's great!

Resources and preparation: audio materials, picture cards of archery, badminton, basketball, cycling, football, judo, running, swimming, tennis

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the names of sports and games students know. Tell them to say the sports and games in Myanmar and ask them in English, 'Can you play ...?'
- Ask them which sport/game they like the best.

13 Listen and say.

(15 minutes)

- Make a gesture of playing a sport and tell students to guess what sport it is in English.
- Say the name of the sport and ask them to find it on the textbook page.
- Show the picture of the sport and tell them to check their answers.
- Follow the same procedure for other types of sports.
- Play the recording or read the words aloud to the students.

- Play the recording or read the words again.
- Spell the words and have the students repeat after the teacher.
- Tell them to practise spelling the words.
- Tell them to work in pairs: one student will be 'S1' and the other 'S2'.
- Tell 'S1' to spell the word and 'S2' to say the word in English and make a gesture of the sport.

S1: r-u-n-n-i-n-g

S2: running (with action)

- Tell them to change roles.
- Make sure that the students can do the activity well by monitoring the class and helping pairs who do not understand the instructions.
- Follow the same procedure for other games.
- Explain the difference between 'sport' and 'game'. 'Sports' refer to all types of physical activity which people do to keep healthy or for enjoyment. 'Games' refer to particular sport competitions, matches or occasions when individuals or teams play a game. All the activities in this lesson can be called sports.

(sport ဆိုသည်မှာ ကျန်းမာပျော်ရွှင်မှုအတွက် လေ့လာလိုက်စား လုပ်ဆောင်ကြသော ရုပ်ပိုင်းဆိုင်ရာလေ့ကျင့်လှုပ်ရှားမှုအားလုံး ဖြစ်ကြောင်း နှင့် game ဆိုသည်မှာ အခါရာသီအလိုက် ကျင်းပသော အားကစားပြိုင်ပွဲများတွင် ယှဉ်ပြိုင်ကြသော ကစားနည်းများ ဖြစ်ကြောင်း ရှင်းပြပါ။)

14 Ask and answer.

(10 minutes)

- Say, 'I like running.' to the students and say, 'My favourite sport is running.' Then say 'I like football.' to the students and say, 'My favourite game is football.'
- Play the recording or read the dialogue aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Ask a student to come to the front of the class. Do a demonstration.

(ကျောင်းသားနှင့် ဆရာ demonstrate လုပ်ပြခြင်းဖြစ်သည်။)

T: What's your favourite sport?

S: Swimming. What about you?

T: Judo.

S: That's great!

- Ask the students to do the activity two or three times until they understand how to do it.
- Tell them to replace their favourite sports when practising the dialogue. (ကျောင်းသားများအား မိမိတို့ အမှန် တကယ်ကြိုက်နှစ်သက်သော sports များနှင့် အစားထိုးပြီး activity လုပ်ရန်ပြောပါ။)
- Ask some students, 'What's your favourite sport?' and tell the class to continue doing the activity by asking each other.
- Have the students work in pairs. Tell each pair to play 'rock, paper, scissors'. Tell the winner to ask, 'What's your favourite sport?' and the loser to answer and then ask, 'What about you?'

(အနှစ်သက်ဆုံး အားကစားဟု မေးလိုလျှင် 'What's your favourite sport?' ဟု မေးရမည်ဖြစ်ကြောင်းနှင့် မိမိအနှစ်သက်ဆုံး အားကစား အကြောင်းပြောပြလိုလျှင် 'My favourite sport is ...' ဖြစ်စေ 'My favourite game is ...' ဖြစ်စေ ပြောနိုင်ကြောင်း ရှင်းပြပါ။)

- Ask 'What's your favourite sport?' to a student and tell him/her to answer 'My favourite sport is ...' and spell the name of the sport.
- Tell him/her to ask the same question to the student who is sitting beside him/her.
- Tell the class to continue doing the activity.
- Monitor the class and encourage them to do the activity.

Summary and feedback

(2 minutes)

- Wrap up the lesson by asking the questions 'Do you like ...?' and 'What's your favourite sport?' referring to the sports/games in the pictures.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the names of the sports by showing pictures of the sports/games or by making gestures.
- Ask some students, 'Do you like ...?' and 'What's your favourite sport?'

 15 Listen and fill in the blanks.

(10 minutes)

- Play the recording or read the dialogue aloud to the students and tell them to listen to the recording carefully, especially to the names of sports. Play the recording two or three times if necessary.
- Tell them to write the names of sports they hear.
- Play the recording again and tell them to check their answers in pairs.
- Check their answers by asking some students to call out their answers. Alternatively, write the answers on the board and tell them to check their answers by themselves.

(Listen and fill in the blanks. လေ့ကျင့်ရာတွင် အောက်ဖော်ပြပါ အဆင့်များအတိုင်း လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။)

၁။ အားကစားအမည်ကို သေချာစွာ ဂရုစိုက် နားထောင်ရန် ကျောင်းသားများကို ပြောပါ။ ကျောင်းသားများ ကြားရသော အားကစားအမည်ကို နားထောင်ပြီး လိုက်ရေးနိုင်ရန် Recording ကို ခေတ္တရပ်ပေးရပါမည်။

၂။ ထို့နောက် ကျောင်းသားများ ရေးထားသော အဖြေများကို စစ်ဆေးရန်အတွက် အချိန်အနည်းငယ်ပေးပါ။

၃။ Recording ကို နောက်တစ်ကြိမ် ဖွင့်ပြကာ ၎င်းတို့ ဖြေဆိုထားသော အဖြေများနှင့် တူ မတူ စစ်ဆေးရန်ပြောပါ။ လိုအပ်ပါက Recording ကို နံပါတ် တစ်ခုချင်းစီ နောက်တစ်ကြိမ် ဖွင့်ပြကာ လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။

၄။ အဖြေမှန် မမှန်စစ်ဆေးရန်အတွက် ကျောင်းသားအချို့ကို မေးကာ အဖြေမှန် ပြောပြစေခြင်း သို့မဟုတ် သင်ပုန်းပေါ်တွင် အဖြေမှန်ရေးကာ ၎င်းတို့ကိုယ်တိုင် မိမိအဖြေကိုမိမိ စစ်ဆေးခြင်း စသည်ဖြင့် စစ်ဆေးနိုင်ပါသည်။

 16 Ask and answer.

(15 minutes)

- Say, 'My favourite sport is football.' 'I can play football well.' 'I'm good at football.'
- Explain to the students that if one can play a sport well, he/she is good at this sport.
- Ask, 'What sport are you good at?' and explain how to answer, 'I'm good at ...' if they are good at the sport. If they aren't good at the sport, then say, 'I'm not good at ...'.
- Play the recording or read the dialogue aloud to the students and tell them to listen to the recording or to the teacher carefully.

Girl: What sport are you good at?

Boy: I'm good at cycling. What about you?

Girl: I'm not good at cycling. I'm good at running.

- Practise the dialogue with the class. The teacher takes the role of the 'Boy' and all the students take the role of the 'Girl'. Then swap roles and repeat the dialogue.

- Ask the class to work in pairs.
- Tell a pair to ask each other, 'What sport are you good at?' and answer using, 'I'm good at ...' and 'I'm not good at ...'
- Monitor the class and encourage them to practise the dialogue.

Complete the sentences.

(10 minutes)

- Tell students to write:
 - (1) their names
 - (2) the names of their favourite sports
 - (3) the names of their favourite games
 - (4) the names of some sports that they are good at
 - (5) the names of some sports that they are not good at
- Tell them to write the sentences in their textbooks and talk to their friends about the sentences.
- Ask some students about their favourite sports.

Summary and feedback

(2 minutes)

- Wrap up the lesson by asking the question 'What sport are you good at?' referring to the sports and games in the pictures.

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Lesson 3 My favourite subjects

Unit 2 My favourite ...

Lesson 3 My favourite subjects

Listen and say.

Myanmar

English

Maths

Social Studies

Science

Ask and answer.

Boy : What's your favourite subject?

Girl : English.

What about you?

Boy : Maths.

14

Unit 2 My favourite ...

Look and write.

1

2

3

4

5

Ask and answer.

Girl : What subject are you good at?

Boy : I'm good at Maths. I think it is easy.

I'm not good at English. I think it is difficult.

Boy : What subject are you good at?

Girl : I'm good at English. I think it is interesting.

I'm not good at Science. I think it is difficult.

Complete the sentences.

I'm _____

My favourite subject is _____

I'm good at _____. I think it is _____

I'm not good at _____

15

Objectives:

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

- ask their friend's favourite subject.
- describe which subject they are good at.
- identify which subject is difficult/easy/interesting for them.

Words and expressions:

New: Myanmar, Maths, Science, Social Studies

difficult, easy, interesting, subject

I think it is ...

Previously learnt: What's your favourite ...? What ... are you good at? I'm good at ...

I'm not good at ..., What about you?

Resources and preparation: audio materials, picture cards of Myanmar, English, Maths, Science, Social Studies

Teaching procedure for Period 1

Warm up

(3 minutes)

- Revise the previously learnt expressions. 'What's your favourite fruits/vegetables and sport?' 'What sport are you good at?' 'I'm good at ... I'm not good at ...'

17 Listen and say.

(15 minutes)

- Hold up the English textbook and say 'My favourite subject is English.' (repeat 'English' 3 times.) Ask students to note that in pronouncing the word, 'English', the final consonant is /ʃ/ not /tʃ/. Therefore the correct pronunciation is /ɪŋ.ɡlɪʃ/ not /ɪŋ.ɡlɪtʃ/.
- Follow the same procedures for the other subjects. (Myanmar, Maths, Science, Social Studies)
- Play the recording or read the words aloud to the students.

- Tell them to listen to the recording or to the teacher carefully.
- Play the recording again and tell them to say the names of subjects along with the recording.
- Spell the names of the subjects and have them repeat after the teacher.
- Practise the spelling of the subjects.
- Show the students the English textbook and say, 'My favourite subject is English.'
- Ask them to find the picture of English in the textbook.
- Ask them 'What's your favourite subject?'
- Check their response and understanding.

18 Ask and answer.

(15 minutes)

- Play the recording or read the dialogue aloud.
- Say, 'I like English. My favourite subject is English. I like Science. My favourite subject is Science.' to the students.
- Ask a student to come to the front of the class. Do a demonstration.

T: What's your favourite subject?

S: English. What about you?

T: Maths.

- Do the activity two or three times with different students until they understand how to do it.
- Have the students form into pairs. Tell each pair to play 'rock, paper, and scissors'. Tell the winner to ask, 'What's your favourite subject?' and the loser to answer and then ask, 'What about you?'

Look and write.

(5 minutes)

- Tell students to look at the pictures and write the respective subjects in their textbooks.
- Say 'Picture 1' and have the students write the subject shown in Picture 1 in their textbooks.
(e.g. 1. Social Studies)

Summary and feedback

(2 minutes)

- Give feedback on the pronunciation and the final sound /s/ in the subjects 'Maths, Social Studies.'

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the names of the subjects by showing the picture cards.
- Ask students to spell the 'subjects'.
- Ask some students 'What is your favourite subject?'

19 Ask and answer.

(20 minutes)

- On the board write 'What subject are you good at?'
- Read the question aloud.
- Say, 'My favourite subject is Maths. I think it is interesting. I'm good at Maths'.
- Repeat the question 'What subject are you good at?'
- Read the dialogue in the textbook aloud.
- Play the recording or read the dialogue again and ask students to repeat after you.
- Check whether the students understand the meaning of the words, 'easy', 'difficult' and 'interesting' or not.
- Point to the question on the board and tell them to ask you the question.

For example:

Ss : What subject are you good at?

T : I'm good at Social Studies. I think it is easy.

I'm not good at Science. I think it is difficult.

- Ask two students to come to the front of the class.
- Tell S1 to ask S2, 'What subject are you good at?'
- S2 should respond using, 'I'm good at ...' and 'I'm not good at ...'
(If necessary, write this on the board).
- Tell the class to practise in pairs.
- Monitor the students, checking whether they can ask and answer the questions correctly with correct pronunciation.

Complete the sentences.

(15 minutes)

- Tell students to fill in the blanks.
- Ask them to write their names; their favourite subjects; the subjects they are good at/not good at; the subject that is easy/difficult/interesting for them.
- Monitor the students' writing and help the students who have difficulty in writing sentences.
- Tell them to swap their textbooks with their partners when they finish and check each other's sentences.
- Ask some students to come to the front of the class and read their sentences to the class.

Summary and feedback

(2 minutes)

- Make sure that students can describe their favourite subjects using, 'My favourite subject is ... I'm good at ... I think it is ... I'm not good at ... I think it is ...'

Lesson 4 What's your favourite?

Unit 2 My favourite ...

Lesson 4 What's your favourite?

Listen and sing.

What's your favourite?

(What's your favourite, favourite?
What's your favourite fruit?)²
I like pears.

(What's your favourite, favourite?
What's your favourite vegetable?)²
I like carrots.

(What's your favourite, favourite?
What's your favourite sport?)²
I like running.

(What's your favourite, favourite?
What's your favourite subject?)²
I like English.

16

Unit 2 My favourite ...

Fill in the blanks and sing.

What's your favourite?

(What's your favourite, favourite?
What's your favourite fruit?)²
I like _____

(What's your favourite, favourite?
What's your favourite vegetable?)²
I like _____

(What's your favourite, favourite?
What's your favourite sport?)²
I like _____

(What's your favourite, favourite?
What's your favourite subject?)²
I like _____

17

Objective:

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

- sing the song, 'What's your favourite?' by substituting some vocabulary.

Words and expressions:

Previously learnt: Fruits and vegetables: banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato

Sports and games: archery, badminton, basketball, cycling, football, judo, running, swimming, tennis

Subjects: Myanmar, English, Maths, Science, Social Studies
difficult, easy, interesting

Resources and preparation: audio materials, picture cards of banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato, archery, badminton, basketball, cycling, football, judo, running, swimming, tennis

Textbooks of Myanmar, English, Maths, Science, Social Studies

Teaching procedure for Period 1

Pre-teaching

(15 minutes)

- First, revise the vocabulary for fruits and vegetables using picture cards. Show the picture cards and tell students to respond as a whole class, row by row and individually.
- Hide the pictures cards and ask students to say the fruits and vegetables they know. List them on the board or put the pictures on the board.
- Second, revise the vocabulary for sports by making gestures.
- Ask some students to come to the front of the class. Tell them to mime the sport that you say.

(ကျောင်းသားအချို့ကို အတန်းရှေ့သို့ ခေါ်ပြီး အားကစားနည်းများကို အမူအရာဖြင့် ပြရန်ပြောပါ။)

- Tell the class to guess what sport it is and write their answers on the board, or put the pictures on the board.
- Third, revise the vocabulary for subjects using the question, 'What's your favourite subject?'
- Hold up Grade 3 textbooks and ask them to say the names of the subjects. Then, list the subjects on the board or put the picture cards on the board.

20 Listen and sing.

(15 minutes)

- Play the recording or sing the song with gestures.
- Sing the first verse of the song with actions and tell students to act out the song in the same way as you do.
- Sing the first verse again with actions and tell the students to respond saying, 'I like pears.'
- Divide the class into two groups and tell one group to sing the first verse with actions and another group to respond, 'I like pears.' And then, tell them to change roles.
- Repeat the same procedure with the remaining verses of the song.

Practice

(7 minutes)

- Tell one student to say, 'I like pears.' and the class to sing the song with actions.
S1: I like pears.
Ss: What's your favourite, favourite? What's your favourite fruit?
- Ask another student to say the fruit he/she likes. Repeat the same procedure until all students know what to do.
- Put students into groups of 4. One student is 'fruit', another 'vegetable', the third 'sport' and the fourth 'subject'.
- Follow the same procedure as above, e.g. the fruit student says, 'I like strawberries' and everyone sings the fruit verse.
- Tell them to take turns within their groups.
- Make sure that all students actively participate in the activity.

Summary and feedback

(3 minutes)

- Give feedback on the pronunciation of some words: 'potato' /pə'teɪ.təʊ/, 'tomato' /tə'mɑ:.təʊ/, etc. and sing the song.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Play the recording or sing the 'What's your favourite?' song together.

Fill in the blanks and sing.

Individual work

(5 minutes)

- Tell students to fill in the blanks in their textbooks.
- Remind them to fill in the blanks with their favourite things.
- Monitor the class and help students who have difficulty in writing the words.

Pair work

(7 minutes)

- Tell students to work in pairs.
- Ask two students to come to the front of the class to demonstrate the activity.
- Tell one student to ask the question in the first verse of the song and another student to respond, 'I like ...' with actions. Then, swap roles.

S1: (What's your favourite, favourite? What's your favourite fruit?)²

S2: I like pears.

- Tell other students to decide who will ask the questions in the song and who will say the line, 'I like ...' with actions.
- Monitor the class and encourage them to participate in the activity.

Group work

(20 minutes)

- Put students into groups of 4. One member of the group is 'fruit', another is 'vegetable', the third is 'sport' and the fourth is 'subject'.
- Decide who will ask the question and who will answer saying, 'I like ...' with actions in each group.
- Make sure that all the members in each group have a chance to respond, 'I like ...' with actions.

(အဖွဲ့ဝင်လေးဦးပါဝင်သော အဖွဲ့ငယ်လေးများဖွဲ့ပါ။ ပထမအဖွဲ့ဝင်ကို 'fruit' ဒုတိယအဖွဲ့ဝင်ကို 'vegetable' တတိယအဖွဲ့ဝင်ကို 'sport' စတုတ္ထအဖွဲ့ဝင်ကို 'subject' ဟု သတ်မှတ်ရန်ပြောပါ။ အဖွဲ့ဝင်တစ်ဦးက မေးခွန်းမေးလျှင် ကျန်အဖွဲ့ဝင်များက 'I like ...' ကို အမူအရာဖြင့် ပြောရန် ပြောပါ။ အဖွဲ့အတွင်းရှိ အဖွဲ့ဝင်အသီးသီး အမေးအဖြေ ပြုလုပ်ပြီးပါက activity ပြီးမြောက်ကြောင်း ပြောပါ။)

- After the group's practice, ask them to come to the front of the class and sing the song with actions group by group.

Summary and feedback.

(3 minutes)

- Ask the whole class to sing the 'What's your favourite?' song together.
- Make sure that students can sing the song with actions.

Review 1

Review 1A

Review 1A

Listen and write.

1

2

3

4

5

In pairs, talk about 4 family members and complete the table.

Name of your friend: _____

Family member	Job	Kind of person
father	cook	strong

Practise.

A : Do you want to be a pilot?
B : Yes, I do. Do you want to be a nurse?
A : No, I don't.
I want to be a _____.

I can ...

talk and write about my family.

talk and write about what my friend and I want to be.

Objective:

- To listen to, say and write some adjectives, jobs and family names

Words and expressions:

Family : aunt, brother, cousin, doctor, father, grandfather, grandmother, mother, sister

Jobs : artist, cook, dancer, dentist, doctor, engineer, farmer, hairdresser, nurse, pilot, police officer, sailor, singer, shopkeeper, teacher, writer

Adjectives: beautiful, clever, funny, handsome, happy, helpful, kind, strong

Resources and preparation: audio materials, picture cards of family: aunt, brother, cousin, doctor, father, grandfather, grandmother, mother, sister; job: artist, cook, dancer, dentist, doctor, engineer, farmer, hairdresser, nurse, pilot, police officer, sailor, singer, shopkeeper, teacher, writer; adjective: beautiful, clever, funny, handsome, happy, helpful, kind, strong

Teaching procedure

Warm up (3 minutes)

- Have students review adjectives, jobs and family members using picture cards.

21 Listen and write. (10 minutes)

- Play the recording or say the words aloud to the students.
- Tell the class to listen to the recording or to the teacher carefully and write the jobs they hear in the textbook. For example, tell them to find the picture of the artist and write 'artist' in the box when they hear 'artist'.
- Monitor the class to check if students can find and write the correct jobs under the correct pictures.
- Give the correct answers to the students. If necessary, write the answers on the board.

In pairs, talk about 4 family members and complete the table. (15 minutes)

- On the board write, 'Name of your friend _____'.
- Tell students to write their partners' names.
- Tell them to think of 4 family members, their jobs, and the kind of person they are.
- Tell them to look at pages 1, 4 and 6 for ideas.
- Tell the students to make pairs, Student A and Student B.
- Ask Student A to say,

A: My father is a cook. He is strong.
My mother is a teacher. She is beautiful.

My aunt is a nurse. She is helpful.

My uncle is a dentist. He is smart.

- Tell Student B to write in the table about Student A's family.
- If necessary, Student A should repeat his/her sentences 2 or 3 times.
- When Student B has finished writing, swap roles with Student A and do the activity again.
- Make sure that the students can spell and write the words correctly and complete the table.

Practise.

(10 minutes)

- On the board write 'you/be/pilot/do/to/a/want.'
- Tell students to read the words.
- Tell them to rearrange the words to make a question, 'Do you want to be a pilot?'
- Say the question aloud and tell the students to repeat after you.
- Substitute other jobs in place of 'pilot' and tell the students to ask the questions.
e.g. 'Do you want to be a nurse?'
'Do you want to be an engineer?'
- On the board write 'Yes, I do.' and 'No, I don't.'
- Point to the two expressions and tell the students to read them aloud.
- Tell them that you will ask them what they want to be. They can answer freely saying either 'Yes, I do.' or 'No, I don't.'
- Ask the students, 'Do you want to be a pilot/nurse/police officer/singer/shopkeeper?'
- Tell the students to make pairs, Student A and Student B.
- Tell them to practise the dialogue. Student A can choose any job for 'I want to be a/an ...'
- When they have finished, tell them to swap roles and practise saying the dialogue again.
- Tell the students to write the sentence 'I want to be a/an ...' in their exercise books.
- Tell them to practise with the jobs they want to have in the future. They can also write jobs that are not included in the textbook.
- Help them with the spelling of their jobs and their writing.

Self- assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose an icon that shows his/her ability to (a) talk and write about his/her family; and (b) to talk and write about what he/she wants to be in the future.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
talk and write about my family.			
talk and write about what my friend and I want to be.			

Review 1B

Review 1B

Listen, tick and write.

Fruits and vegetables

1 	2 	3 	4 
☐	☐	☐	☐

Listen and write.

Sports and games

1 	2 	3 	4 
☐	☐	☐	☐

Subjects

1 	2 	3 	4 
☐	☐	☐	☐

Write and talk about your favourites.

My favourite fruit _____.

My favourite vegetable _____.

My favourite sport _____.

My favourite game _____.

My favourite subject _____.

I can ...   

write and talk about my favourite fruit, vegetable, sport, game and subject.

19

Objective:

- To write and talk about their favourite fruit, vegetable, sport, game and subject

Words and expressions

Fruits : banana, papaya, pear, pineapple, strawberry

Vegetables : carrot, cabbage, eggplant, potato, tomato

Sports : archery, cycling, judo, swimming, running

Games : badminton, basketball, football, tennis

Subjects : Myanmar, English, Maths, Science, Social Studies

Adjectives : difficult, easy, interesting

What's your favourite ...?

My favourite ... is ...

Resources and preparation: audio materials, picture cards of banana, papaya, pear, pineapple, strawberry, carrot, cabbage, eggplant, potato, tomato, archery, cycling, judo, swimming, running, badminton, basketball, football, tennis, Textbooks of Myanmar, English, Maths, Science, Social Studies

Teaching procedure

Warm up

(3 minutes)

- Ask students to say the fruits and vegetables they know. Distribute some picture cards of banana, strawberry, papaya, pear, pineapple, carrot, cabbage, eggplant, potato and tomato to some students.
- Say, 'I like strawberries. Please give me a strawberry.'
- Ask one student who has the picture card of strawberry to give the card to the teacher.
(ရုပ်ပုံကတ်အချို့ကို ကျောင်းသားများအား ဝေဝါ။ ဆရာက 'I like strawberries. Please give me a strawberry.' ဟု ပြောသော အခါ strawberry ရုပ်ပုံကတ်ရထားသော ကျောင်းသားက ထိုကတ်ကို ဆရာအားပေးရန် ပြောပါ။)
- Follow the same procedure for other fruits and vegetables.

22 Listen, tick and write.

(7 minutes)

Fruits and vegetables

- Play the recording or read the words aloud to students.
- Tell them to circle the correct picture in 1, 2, 3 and 4.
- Then, tell them to write the names of the fruits or vegetables under the correct pictures.

23 24 Listen and write. (14 minutes)

Sports and games

- Revise different sports by miming them. (သင်ထားသော အားကစားနည်းများကို သရုပ်ပြပြီး ပြန်လည်သင်ကြားပါ။)
- Ask students to say the sports they know and list them on the board.

- Ask a student to come to the front of the class. The teacher whispers the name of a sport to the student. The student gestures the sport.
- Tell the class to guess what the sport is.
- Repeat this procedure with other students and other sports.
- Play the recording or read the words aloud to the students.
- Tell them to look at the pictures in the textbook and write the name of the sport under the correct picture.
- Check their answers by asking some students to read out their answers.

Subjects

- Revise different subjects using the question, 'What's your favourite subject?'
- Show Grade 3 textbooks of different subjects and ask students to say the names of the subjects. Then, list them on the board.
- Ask, 'What's your favourite subject?' to the class.
- Say, 'My favourite subject is English.' and ask the students who has the same favourite subject with the teacher to put up their hands.
- Do this for Myanmar, Maths, Science and Social Studies.
- Find out which is the most popular subject.
- Play the recording or read the words aloud to the students.
- Tell the class to look at the pictures of the subjects and write the names of the subjects under the correct pictures.
- Check their answers by writing the correct answers on the board.

Write and talk about your favourites.

(13 minutes)

- Tell the class to write their favourites in their exercise books and ask them to do the mingle activity.
- Tell them to ask 'What's your favourite ...?' while doing the mingle activity.
- Tell them to give responses by looking at their answers in their textbooks.

Self- assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to talk about the food and drinks he/she likes.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
write and talk about my favourite fruit, vegetable, sport, game and subject.			

Project 1 My family tree

Project 1 My family tree

Listen and say.

Grandfather Grandmother Grandfather Grandmother
 U Maung Myint Daw Mya San U San Shwe Daw Htay Htay
 Father Mother
 U Zar Ni Daw Hnin Hnin
 Brother Me Sister
 Arkar Hay Mar Chaw Su

I'm Hay Mar.
 My father is U Zar Ni. My mother is Daw Hnin Hnin.
 My brother is Arkar. My sister is Chaw Su.
 My grandfather on my father's side is U Maung Myint.

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Project 1 My family tree

Draw your family tree and tell the class about it.

Grandfather Grandmother Grandfather Grandmother
 Father Mother
 Me
 Brother Sister

Write about your parents. In pairs, talk about them.

My parents

I can ...

draw my family tree. 😊 😊 😊

write and talk about my family. 😊 😊 😊

21

Objectives:

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

- draw a family tree.
- describe their family members to the class.

Words and expressions:

New: My grandfather/grandmother on my father's/mother's side is ...

Previously learnt: brother, father, grandfather, grandmother, mother, sister, I'm ...

Resources and preparation: copy the family tree from the textbook onto a flip chart or the board.

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Review vocabulary on family members. Say the different family members in English and ask students to say them in Myanmar.
- Repeat the activity saying the family members in Myanmar and tell the students to say them in English.
- Show picture cards of family members and tell the students to repeat the words after the teacher.
- Write, 'Who is your (family member)?' on the board.
- Ask some students, 'Who is your mother?' 'Who is your father?'

25 Listen and say.

Demonstration

(15 minutes)

- Ask students to tell you the meaning of 'family' and 'tree' in Myanmar.
- Introduce the word 'family tree' to the students and ask them what is the meaning of 'family tree'. (This can be done in Myanmar.)
- Draw the picture of the family tree on page 20 on the board or on the flip chart.
- Point to the different members of the family tree and say 'grandfather, grandmother, father, mother etc.'

- Tell them to repeat after the teacher.
- Explain the family tree using the following sentences:
T: I'm Hay Mar. My father is U Zar Ni.
- Ask the students to repeat after the teacher (3 times).
- Follow the same procedure for the other family members.

My mother is Daw Hnin Hnin.

My brother is Arkar.

My sister is Chaw Su.

My grandfather on my father's side is U Maung Myint.

My grandmother on my father's side is Daw Mya San.

My grandfather on my mother's side is U San Shwe.

My grandmother on my mother's side is Daw Htay Htay.

- Explain to the students that the expression 'My grandfather/grandmother on my father/mother side is ...' is used to talk about their grandfathers or grandmothers.

(အဘိုးနှင့် အဘွားတို့ကို ဖော်ပြရာတွင် အဖဘက်မှ အဘိုး အဘွားများနှင့် အမေဘက်မှ အဘိုး အဘွားများကို ကွဲပြားစေရန် 'My grandfather/grandmother on my father/mother side is ...' ကို သုံးရန် ရှင်းပြပါ။)

Practice

(17 minutes)

- Write, 'Who is your ...?' on the board.
- Tell students to make pairs, Student A and Student B.
- Student A is Hay Mar and Student B asks questions about Hay Mar's family using 'Who is your ...?'
- When they have finished, tell them to swap roles and do the activity again.
- Monitor the students to make sure they practise the activity well.

Writing practice

- Ask, 'Who is the girl?' and write the sentence, 'I'm Hay Mar.' on the board.
- Follow the same procedure for other family members.

Summary and feedback

(3 minutes)

- Check that students know the names of different family members.
- Make sure that they can ask and answer questions on their family members.

Teaching procedure for Period 2: Do

Warm-up

(5 minutes)

- Revise the question 'Who is your ...?' and the answer to it that students learnt in the previous period.

Draw your family tree and tell the class about it.

Drawing a family tree

(20 minutes)

- Show students the family tree outline from the textbook (page 21).
- Explain how to draw a family tree.
- Draw your own family tree on the board.
- Tell the students to write the names on their family tree in their textbooks.
- Monitor and check their writing.

Sharing information about family tree with friends

(10 minutes)

- Tell students to make pairs, Student A and Student B.
- Tell Student A to present their family tree to Student B.
- Tell Student B to ask questions about Student A's family tree.
- Remind students of the questions. If necessary, say the questions and get the students to repeat after you.
 1. Who is your father?
 2. Who is your mother?
 3. Who is your sister?
 4. Who is your brother?
 5. Who is your grandfather on your father side?
 6. Who is your grandmother on your father side?
 7. Who is your grandfather on your mother side?
 8. Who is your grandmother on your mother side?
- When Student A has finished answering the questions, swap roles with Student B.
- Student B presents their family tree.

Summary and feedback

(5 minutes)

- Check that students can explain their family tree correctly.
- Tell them to write a similar paragraph at home.

Teaching procedure for Period 3: Present

Warm-up

(3 minutes)

- Tell students that they are going to read their paragraphs they wrote at home and practise talking about their parents.

Presentation

(13 minutes)

- Make groups of 4.
- Tell students to talk about their parents in each group.
- If time permits, ask some volunteer students to tell the class about their families in front of the class.

Write about your parents. In pairs, talk about them.

(7 minutes)

- Write some sentences about your parents on the board.

e.g.

My father is U Aung Than.

My mother is Daw Hnin Si.

- Read the sentences aloud and ask students to tell you the meaning of the sentences in Myanmar.
- Tell them to write similar sentences about their parents in their textbooks.
- When they have finished writing, they should practise saying their sentences aloud.

Presentation

(15 minutes)

- Tell students to make pairs, Student A and Student B.
- Ask them to talk about their parents in pairs.
- Student As read out their sentences about their parents to Student Bs.
- Then, Student Bs read out their sentences.
- Walk around the class and monitor the activity and encourage everyone to participate in the activity.
- If there is time, ask some students to come to the front of the class and read out their sentences.

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 write and talk about his/her family.
- Ask the students to put a tick in the box under the appropriate icon.

I can			
draw my family tree.			
write and talk about my family.			

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Unit 3 My house and my pets

Lesson 1 My house

Unit 3 My house and my pets

Unit 3 My house and my pets

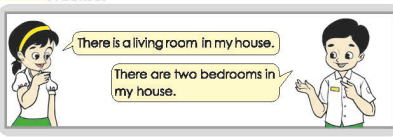
Lesson 1 My house

Listen and say.



There is a **living room** in my house.
There is a **dining room** in my house.
There is a **kitchen** in my house.
There are three **bedrooms** in my house.
There are two **bathrooms** in my house.
There is a **garage** beside my house.

Practise.



There is a living room in my house.
There are two bedrooms in my house.

22

Unit 3 My house and my pets

Listen and tick.

- There are two bathrooms in my house. ☐
- There is a kitchen in my house. ☐
- There is a dining room in my house. ☐
- There are three bedrooms in my house. ☐
- There is a garage beside my house. ☐
- There is a living room in my house. ☐

Listen and write.



Fill in the blanks with 'is' or 'are'.

- There _____ a kitchen in my house.
- There _____ three bedrooms in my house.
- There _____ two bathrooms in my house.
- There _____ a living room in my house.

Rearrange the words and phrases to make correct sentences.

Example: is/There/in/my house./living room/a
There is a living room in my house.

- bedrooms/in/There/two/are/my house.
- my house./kitchen/There/in/a/is
- There/in/my house./two/are/bathrooms
- is/beside/There/garage/a/my house.

23

Objectives:

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

- say and write the different rooms in a house.
- use 'there is/are' to explain the rooms in a house.

Words and expressions:

New: bathroom, bedroom, dining room, garage, kitchen, living room

There is ... There are...

Previously learnt: Prepositions: beside, in

Things and numbers: house, one, two, three

Resources and preparation: audio materials, picture cards of bathroom, bedroom, dining room, garage, kitchen, living room

Teaching procedure for Period 1

Warm up

(3 minutes)

- Ask students in Myanmar, 'What kind of house do you want to live in?' (ဘယ်လိုအိမ်မျိုးမှာ နေချင်သလဲ။)
- Ask, 'What rooms do you have in your house?'
- Elicit the names of the rooms from the students either in Myanmar or in English.

(Draw a layout of the house with rooms on the board, name the rooms in English and explain the meaning in Myanmar to the students.)

26 Listen and say.

(15 minutes)

- Introduce the new vocabulary by showing picture cards of each room.
e.g. 'This is my living room. I watch TV here.' (make a gesture of watching TV)

'This is my dining room. I eat here.' (make a gesture of eating)

'This is my kitchen. I cook here.' (make a gesture of cooking)

'This is my bedroom. I sleep here.' (make a gesture of sleeping)

'This is my bathroom. I have a bath./I wash my face here.'

(make a gesture of bathing/make a gesture of washing your face)

'This is my garage. I park my car here.' (make a gesture of parking)

- Play the recording or read the sentences aloud.
- Ask students to listen to the recording or to the teacher, and ask them to find the rooms in their textbooks. Give them a few minutes to find the rooms in the house.
- Play the recording again and pause after each sentence.
- Ask the students to repeat after each sentence.
- Confirm the students' understanding by asking, "What's the meaning of '*There is a living room in my house.*'?" (Have students answer in Myanmar.)

Practise.

(20 minutes)

- Ask students in Myanmar if they know when to use 'There is ...'. and when to use 'There are ...'.
- Show a picture card, say the sentence for each room and have the students repeat it. Do this for all the vocabulary they have learnt.

Pair work

- Tell students to work in pairs.
- Ask them to draw a house with rooms in their exercise books.
- Then, ask them to talk about the rooms in their houses to their partners.
- Remind the students of the plural form. For one room we say, 'There is a living room in my house.' For two or more rooms we say, 'There are two/three bedrooms in my house.'
- Remind them that when we use 'There are...' we need to use 'rooms' with a plural marker 's'.

e.g. S1: There is a living room in my house.

S2: There are two bedrooms in my house.

S1: There are three bedrooms in my house.

S2: There is a dining room in my house.

- Monitor the class and help the pairs who have difficulty in talking about their rooms.
- Ask one pair of students to talk about their houses to the class.

Summary and feedback

(2 minutes)

- Make sure that students know the vocabulary to talk about the rooms in a house.
- Make sure that the students understand the difference between 'there is...' and 'there are...' and how to use these expressions correctly.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Review the vocabulary of rooms from Period 1.
- Ask, 'How many rooms do you see in the house?'
- Have students say the sentences 'There is/are...' from the textbook.

27 Listen and tick.

(8 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording (or the teacher) carefully and tick the sentences that they hear in the textbook.
- Monitor the class to check if they tick the correct sentences.
- Give the correct answers to the students.

28 Listen and write.

(5 minutes)

- Play the recording or say the words aloud.
- Tell students to listen to what the teacher says while looking at the pictures.
- Ask them to write the words they hear in their exercise books.
- Make sure that the students are able to write the words while listening to the words. If the class size is manageable, teacher can check the students' answers. If the class size is large, students can swap their books and check each other's work.

Fill in the blanks with 'is' or 'are'.

(10 minutes)

- Tell students to write the correct words 'is' or 'are' in their textbooks. If necessary, the teacher can write an example on the board and explain what to do.
- When the students have finished, tell them to swap their textbooks with their friends and compare their answers.
- After that the teacher give the correct answers to the students. To check students' understanding, ask in Myanmar, why 'is' is used in the sentence, 'There is a kitchen in my house.' and not in 'There are a kitchen in my house.' Do this for all sentences.

Rearrange the words and phrases to make correct sentences.

(10 minutes)

- Tell students to rearrange the words to make the correct sentences.
- Tell them to write the correct sentences in their notebooks.
- Tell them to swap their notebooks with their friends and check if their answers are the same or not.
- Tell them to reconsider their answers if their answers are different.

Summary and feedback

(2 minutes)

- Ask students to name the rooms they have learnt. Make sure that they can pronounce the words 'bathroom' and 'garage' correctly.

Lesson 2 My room

Unit 3 My house and my pets

Lesson 2 My room

Listen and say.



There is a cat **in** the box.
 There is a computer **on** the table.
 There is a chair **in front of** the table.
 There is a dustbin **under** the table.
 There is a bed **beside** the window.
 There is a chair **behind** the box.
 There is a bookshelf **between** the table and the bed.

Look at the picture again and practise.

There is a clock on the wall.

There are books on the bookshelf.

24

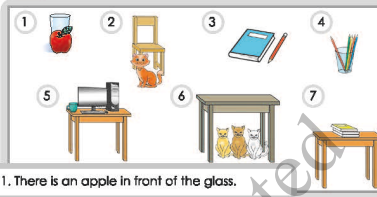
Unit 3 My house and my pets

Look at the picture and fill in the blanks.



- There are chairs beside the table.
- There are flowers in the vase.
- There is a dustbin under the table.
- There is a cat on the chair.
- There is a clock on the wall.
- There is a mat in front of the table.
- There is a computer on the book and the vase.

Look at the pictures and write sentences.



- There is an apple in front of the glass.

25

Objectives:

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

- identify prepositions and prepositional phrases.
- describe where objects are in a room.

Words and expressions:

New: Things: bookshelf, computer, dustbin

Preposition: behind, between, in front of

There is a/an ... (prepositions) the ... There are ... (prepositions) the ...

Previously learnt: Things: apple, bed, book, box, cat, chair, clock, cup, flower, glass, mat, pencil, table, vase, window

Preposition: beside, in, on, under

Resources and preparation: audio materials, a ball, a box, an enlarged picture of the room (if available)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the prepositions 'in, on, under, beside' students learnt in Grade 2 using a ball and a box.
- Put the ball in the box and say, 'The ball is in the box.'
- Review the use of other prepositions 'on, under, beside' saying, 'The ball is ... the box.'
- Point to the objects in the picture. Elicit the vocabulary: bed, book, box, cat, chair, clock, table, window.

29 Listen and say.

(20 minutes)

- Put the chart of the room on the board, or draw a picture of the room on the board or use the textbook picture.
- Point to the chair and the table and say, 'There is a chair in front of the table'.
- Write this sentence on the board and underline the prepositional phrase 'in front of'.
- Explain the meaning of 'in front of'.

- Follow the same procedure for 'behind' and 'between'.
- Play the recording or read the sentences aloud to the students.
- Tell them to repeat each sentence after the teacher and to point to the picture while saying each sentence.

Look at the picture again and practise.

(15 minutes)

- Ask one student to come to the front of the class.
- Tell him/her to point to one thing in the room.
- The teacher says a sentence about the location of the object the student is pointing at.
(e.g. 'There is a bookshelf beside the bed.')
- Ask the student to point to a different object and say the sentence.
- Tell students to make pairs.
- Tell them to play 'rock, paper and scissors'. The winner is S1 and the loser is S2.
- Tell S1 to point to objects in the picture. S2 has to say where the objects are, using suitable prepositions.
- Then tell students to swap roles.

Summary and feedback

(2 minutes)

- Point to some of the things in the picture and ask students to respond to the question, 'Where is the ...?' using the suitable prepositions.
- Make sure that students know the meaning of the prepositions and can use them correctly.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise the prepositions students learnt in the previous period: 'in, on, under, beside, behind, in front of and between' by using the prepositions with objects like glass, pencils and rulers or some classroom objects.

Look at the picture and fill in the blanks.

(15 minutes)

- Tell students to look at the picture in the textbook.
- Ask them to name the different objects they see in the picture.
- Ask, 'Where is the dustbin?' and check whether they can answer, 'The dustbin is under the table.'
- Agree with them by saying, 'Yes, there is a dustbin under the table.'
- Follow the same procedure for the other objects. Make sure that the students can describe the objects using suitable prepositions.
- Then, ask them to fill in the blanks in their textbooks.
- Monitor the students' writing and check for spelling errors.
- Tell them to swap textbooks with their partners when they finish and check each other's sentences.
- Read the correct sentences aloud to them.

Look at the pictures and write sentences.

(20 minutes)

- Ask students to look at the pictures and elicit the prepositions they have learnt.
- Remind them when to use 'There is ...' and when to use 'There are ...'
- Tell them to write the sentences in their exercise books.
- Tell them that for some pictures, you can write more than one sentence.
- Monitor the students' writing and check for spelling errors.

- Tell them to swap notebooks with their partners when they finish and check each other's sentences.
- Write the correct sentences on the board and read them aloud.
 1. There is an apple in front of the glass./There is a glass behind the apple.
 2. There is a chair behind the cat./There is a cat in front of the chair.
 3. There is a book beside the pencil./There is a pencil beside the book.
 4. There are pencils in the glass.
 5. There is a computer on the table./There is a cup on the table./There is a computer beside the cup./There is a cup beside the computer.
 6. There are (three) cats under the table.
 7. There are (three) books on the table.

Summary and feedback

(2 minutes)

- Ask students to say the prepositions they have learnt: in, on, under, beside, behind, in front of, between.
- Some students have difficulty in pronouncing the preposition 'on' /ɒn/. Therefore, teachers must make sure that the students can pronounce it correctly.
- Make sure that the students can use 'There is/are ...' with suitable prepositions.

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Lesson 3 My pets

Unit 3 My house and my pets

Lesson 3 My pets

Listen and say.


parrot


goldfish


squirrel


cat


dog


rabbit


I have a parrot.


I have a goldfish.


We have pets.

Practise.


I have a squirrel.


You have a squirrel.
I have a cat.


He has a squirrel.
She has a cat.
They have pets.

26

Unit 3 My house and my pets

Fill in the blanks.







1. I have a squirrel.
2. We _____ a _____.
3. You _____ a _____.
4. He _____ a _____.
5. She _____ a _____.
6. They _____ a _____.

Write sentences about the pets your friends have.


1
Bo Bo and Su Su
Malar


2
Malar


3
Zaw Zaw


4
Thidar


5
Ko Ko and Ni Ni


6
Min Thu

27

Objectives:

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

- name pets and write them.
- use the expressions, 'I have ... He/She has ... and We/You/They have ...'

Words and expressions:

New: goldfish, squirrel

We have ..., You have ...

Previously learnt: cat, dog, parrot, rabbit

I have a ... He/She has a ...

Resources and preparation: audio materials, picture cards of cat, dog, goldfish, parrot, rabbit, squirrel

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the names of pets students might know. (e.g. cat, dog, etc.)
- Ask students if they have any pets.

30 31 Listen and say.

(20 minutes)

- Cover the picture card of 'goldfish'.
- Ask students, 'What is this?'
- Give them hints. (e.g. 'It lives in the water. It has bright colour.')
- Show the picture of a goldfish and say, 'It's a goldfish.'
- Repeat the procedure for the other pets.
- Play the recording or read the names of the pets aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and point to the pets in their textbooks.
- Ask them to guess the meaning of 'I have a ...'
- Confirm the students' understanding of the expression 'I have a ...' in Myanmar if necessary.

- Say the sentence, 'I have a parrot.' Tell the students to repeat the sentence.
- Repeat the same procedure for the other pets.
- Practise the same pattern saying 'We have a ..., You have a ..., He has a ..., She has a ...' To check the students' understanding of the different pronouns, ask them to point to other students and themselves when saying the sentences.

(ကျောင်းသားများ၏ သင်ယူနိုင်မှုအပေါ်မူတည်ပြီး ပထမစာသင်ချိန်တွင် 'I have ..., You have ..., We have ..., They have a ...' သင်ကြားပြီး၊ ဒုတိယစာသင်ချိန်တွင် 'He has a ..., She has a ...' ကို ခွဲ၍လည်း သင်ကြားပေးနိုင်ပါသည်။)

32 Practise.

(5 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 point to the pets in their textbook.
- Tell the students to repeat the dialogue.
- Check students understanding of 'We' and 'They'.

(လိုအပ်ပါက 'We' နှင့် 'They' အသုံးကို ကျောင်းသားများ သေချာစွာ နားလည်မှု ရှိစေရန် မြန်မာလို သေချာစွာရှင်းပြပါ။)

- Ask two students to come to the front of the class. Demonstrate the following dialogue to the class.

S1: I have a squirrel.

S2: You have a squirrel. I have a cat.

T: He/She has a squirrel. He/She has a cat. They have pets.

- Ask students to form into groups of three in the same way as S1, S2 and T.

Tell S1 to point to the pictures in the textbook and say, 'I have a ...', tell S2 to say, 'You have a ..., I have a ...' and tell S3 to say, 'He has a ... She has a ... They have pets'. Students in each group take turns, taking the roles of S1, S2 and S3.

- Make sure that all students actively participate in the activity while they are practicing.

Group work

(10 minutes)

- Ask students to do the following (This can be done by adding more pets in each sentence.)

S1: I have a squirrel, two parrots and three goldfish.

S2: You have a squirrel, two parrots and three goldfish. I have a cat, a dog, and six rabbits.

S3: He has a squirrel, two parrots and three goldfish. She has a cat, a dog, and six rabbits. They have fourteen pets.

(သင်ကြားပြီးသောအိမ်မွေးတိရစ္ဆာန်များကို ကျောင်းသားများစိတ်ကြိုက် အရေအတွက်အမျိုးမျိုးတွဲပြီး activity တွင် ထည့်သွင်းအသုံးပြုရန်ပြောပါ။)

Summary and feedback

(2 minutes)

- Make sure that students understand the meaning of 'I have a ...'.
- Make sure that they know what pronouns are used with 'has' and what with 'have'.

Teaching procedure for Period 2

Warm up

(10 minutes)

- Revise the names of the pets students previously learnt (cat, dog, goldfish, parrot, rabbit, squirrel) by playing the pointing game.

Pointing game

- Put students into pairs and tell them to use only one textbook.
- Say a pet's name and ask each pair to point to the correct picture as quickly as possible.

- Tell students that the student who points first wins the game.
- Repeat this three rounds, so that they will know how to play the game. After demonstrating with the whole class, make groups of 3 or more depending on the class size.
- Make one student 'A' and the other students 'B' and 'C'.
- Ask all 'As' to say the name of a pet they like.
- Tell 'Bs and Cs' to point to the correct picture of the pets.
- Tell the students that the student who points first wins the game.
- Ask them to continue doing the activity four or five times.
- Ask them to change roles.

Fill in the blanks.

(13 minutes)

- Ask students to look at the pictures and explain how to fill in the blanks.
- Write the sentence on the board, 'I have a squirrel'. Remind the students that they must choose either 'have' or 'has', depending on the subject of the sentence.
- Ask students to fill in the blanks in their textbooks.
- Monitor the class and help students who have difficulty in writing sentences.
- Tell them to swap their textbooks and check their partners' answers.

Write sentences about the pets your friends have.

(15 minutes)

- Check students' understanding of the use of 'have' and 'has'.
- If the subject is singular, students should use 'has' (e.g. 'Malar has a goldfish').
- If the subject is plural, students should use 'have' (e.g. 'Bo Bo and Su Su have a squirrel').
(တစ်ခုတည်းအတွက် သုံးမည်ဆိုလျှင် 'has' သုံးပြီး၊ အများကိန်းအတွက် 'have' သုံးရမည်ကို သေချာရှင်းလင်းအောင် သင်ကြားပေးပါ။)
- Tell the students to look at the pictures and explain how to write the sentences.
- Write the sample sentence on the board, 'Bo Bo and Su Su have a squirrel'.
- Ask the students to write the sentences in their textbooks.
- Monitor the class and help students who have difficulty in writing sentences.
- Tell the students to swap their textbooks and check their partner's answers.

Summary and feedback

(2 minutes)

- Revise the names of pets and the sentence patterns students have learnt.

Lesson 4 There is a mouse in my house.

Unit 3 My house and my pets

Lesson 4 There is a mouse in my house.

Listen and say.

Let's go to my house.

Thuzar: Yay!!

Bo Bo: Si Thu

Nandar

Thuzar: I have 7 pets.

Nandar: Really?

Thuzar: Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel.

Nandar: Where is the cat?

Thuzar: It's between the chairs.

Bo Bo: Where are the goldfish?

Thuzar: They are in the fishbowl.

Bo Bo: Oh, I see.

28

Unit 3 My house and my pets

Nandar: Where is the dog?

Bo Bo: It's in front of the mirror.

Si Thu: Where is the parrot?

Thuzar: It's on the lamp.

Si Thu: Hello, Mr. parrot!

Parrot: Hello, Mr. parrot!

Nandar: Where is the squirrel?

Thuzar: It is in the cage.

Bo Bo: No, it's under the table.

Si Thu: Oh, no! It's not a squirrel. It's a mouse.

Friends: Oh!

Bo Bo: I love pets.

Thuzar: Do you have any pets?

Bo Bo: Yes, I do. I have a dog, 3 cats and a parrot.

29

Objective:

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

- act out the story 'There is a mouse in my house'.

Words and expressions:

New: any, cage, fishbowl

Do you have ...?

Previously learnt: Pets: cat, dog, goldfish, mouse, parrot, rabbit, squirrel

Prepositions: between, in, in front of, on, under

There is/ are ... Where is/ are the (pets)?

Resources and preparation: audio materials, enlarged copies of the pictures of the story (if available)

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Show the picture for a 'fishbowl' and ask students to tell you what it is in Myanmar.
- Practise saying the word 'fishbowl'.
- Follow the same procedure for 'cage'.
- Tell the students to look at the first picture in the story and ask them what they see.
- Ask them 'How many students/children are there?' 'What are their names?'

33 Listen and say.

(15 minutes)

Storytelling (1)

- Play the recording or read the story aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully. Students should point to the pictures while listening to the story.

- Then, play the recording or read the story again and ask the students to repeat after the story and point to the pictures.

Storytelling (2)

(8 minutes)

- Play the recording again or tell the story again.
- While telling the story, ask students some questions to check their understanding. (e.g. 'Which room did they go to first?', 'What pets do you see in the first room?', etc.)

Group work

(8 minutes)

- Put students into 6 groups. The teacher should number each group. (e.g. Group 1, Group 2, etc.)
- Each group will practise a different part of the story (e.g. Group 1 will practise, 'Let's go to my house. Yay!' Group 2 will practise, 'I have 7 pets. Really? Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel'. And so on for Groups 3, 4, 5 and 6.
- The teacher practises the different dialogues with each group. Then the students practise their own dialogue in their groups.
- Give each group the relevant story picture and word cards. (e.g. Group 1 gets the first part of the story picture and the word card for 'Let's go to my house. Yay!' Group 2 gets the second part of the story picture and the word cards for 'I have 7 pets. Really? Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel.' and so on for Groups 3, 4, 5 and 6.
- Ask the students in each group to read and say their sentences.
- Monitor the class and encourage them to actively participate in the activity.

Summary and feedback

(4 minutes)

- Tell the story in Myanmar.
- Ask students to think of their own story for the next period.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Elicit characters, pets, prepositions (e.g. Where is the parrot? It's on the lamp. etc.) and the dialogue of the story from students.
- Ask two or three volunteer students to tell the story in English.

Storytelling (3)

Drawing pictures

(33 minutes)

- Demonstrate how to draw pictures of a story. (First the teacher draws her own pictures of his/her story on the board.)
- Tell students to think of the different pets they would like to have (not just the pets in the story).
- Tell them to think where their pets are in the different rooms.
- Remind them to use the prepositions they have learnt.

(ရုပ်ပုံရေးဆွဲရာတွင် ပုံစံပြင်မှုကို အလေးထားရန် မလိုပါ။ သင်ကြားပြီးသော အိမ်မွေးတိရစ္ဆာန်များနှင့် နေရာပြ ဝိဘတ်များကိုသာ မှန်ကန်စွာ အသုံးပြုတတ်မှု ရှိရန်သာ ပြောကြားပေးပါ။)

- Monitor the class and help students who have difficulty in drawing.

Telling pet story

- Put students into pairs.
- Ask them to tell their pet stories to their partners. Then swap roles.
- Ask some volunteer students to come to the front of the class to tell their own pet stories.

Summary and feedback.

(2 minutes)

- Check whether students understand and can say the dialogue they have learnt in the story.

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Unit 4 Numbers and shapes

Lesson 1 Shapes

Unit 4 Numbers and shapes

Unit 4 Numbers and shapes

Lesson 1 Shapes

Listen and say.

circle

triangle

square

heart

diamond

rectangle

star

oval

Ask and answer.

How many stars are there? There are seven stars.

How many hearts are there? There are three hearts.

How many diamonds are there? There are six diamonds.

30

Unit 4 Numbers and shapes

Look, tick and say.

☐ rectangle

☐ diamond

☐ triangle

☐ square

☐ circle

☐ oval

☐ circle

☐ star

☐ oval

Draw the shapes you have learnt and name them.

star		

Write and say the shapes of 3 objects you know.

Object	Shape
clock	circle

Example: The clock is a circle.

31

Objectives:

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

- name shapes and write them.
- count shapes and numbers: 1 to 12.

Words and expressions:

New: circle, diamond, heart, oval, rectangle, square, star, triangle

The ... is a/an ...

Previously learnt: numbers: 1 to 12

How many ... are there? There are ...

Resources and preparation: audio materials, picture cards of circle, diamond, heart, oval, rectangle, square, star, triangle; colour paper, scissors and number cards from 1 to 12.

Teaching procedure for Period 1

Warm up

(5 minutes)

- Tell students to sing '10 Green bottles' song from Grade 2 with action.

34 Listen and say.

(10 minutes)

- Cut the shapes using colour papers if possible.
- Put the shapes on the board or use the textbook.
- Say, 'Star' and point to the star.
- Follow the same procedure to teach the other shapes described in the textbook.
- Show the shapes using hand gestures.

(shape များကို လက်ဖြင့် သရုပ်ဖော်ပြပါ။)

- Tell students to name the shapes with action 3 times.
(ဆရာသရုပ်ပြသည့် အမူအရာအတိုင်းလုပ်၍ သက်ဆိုင်ရာ shape ၏အမည်ကို ၃ ကြိမ်ရွတ်ဆိုရန် ကျောင်းသားများကို ပြောပါ။)
- Ask students to say the shapes as quickly as possible.
- Play the recording or read the words aloud to the students.
- Tell them to repeat after the recording or the teacher carefully and point to the pictures.

35 Ask and answer.

(10 minutes)

- Draw three diamonds on the board.
- Tell students to look at the board and count the diamonds together. Then, ask, 'How many diamonds are there?'
- Tell them to count the stars/hearts/diamonds in their textbooks and ask them, 'How many stars/hearts/diamonds are there?'
- Have them answer using 'There are ... stars/hearts/diamonds.'
- Read the dialogue or play the recording and have students listen.
- Tell them to listen to the recording or to the teacher and say the dialogue.
- Tell some students to take the role of the Boy and others to take the role of the Girl.
Boy: How many stars are there?
Girl: There are seven stars. How many hearts are there?
Boy: There are three hearts. How many diamonds are there?
Girl: There are six diamonds.
- Stick prepared colour paper shapes (triangles/circles/ovals/rectangles/squares) around the classroom and ask the students, 'How many ... are there in the classroom?'
- Tell them to practise the dialogue in pairs.
- Encourage them to substitute the shapes while they are practising the dialogue .

Pair work

(12 minutes)

- Ask students to draw some shapes in their exercise books.
- Tell one volunteer student to bring his/her exercise book to the front of the class.
- Tell him/her to count the shapes. (e.g. 2 circles, 3 stars, and 1 diamond etc.)
- Ask, 'How many ... are there?'
(exercise book တွင် ဆွဲထားသည့် shape များကို ရေတွက်ရန်ပြောပါ။ ထို့နောက် 'How many ... is/are there?' ဟုမေးပါ။)
T: How many (circles/stars/diamonds) are there?
S: There are ... (circles/stars/diamonds).
- The students practise asking and answering the questions for all shapes they drew in their exercise books.
- Put the students into pairs. Name them – Student 1 and 2.
- Student 1 shows his/her exercise book to his/her partners and then asks, 'How many ... is/are there?'
- Student 2 looks at Student 1's exercise book and says, 'There are ...'
- Tell them to swap roles.

Summary and feedback

(3 minutes)

- Check if students can name the shapes and ask, 'How many ... are there?' by having two students ask and answer each other's questions in front of the class.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Divide the class into two groups and name them – Group 1 and Group 2.
- Tell Group 1 to draw the shapes in the air and have Group 2 say the names of the shapes.
- Tell them to swap their roles.

Look, tick and say.

(5 minutes)

- Put students into pairs.
- Tell the students to look at the pictures and tick the correct word for each picture in their textbooks.
- Tell them to say the names of the shapes to their partners and check the answers.

Draw the shapes you have learnt and name them.

(12 minutes)

- Tell students that they are going to play 'Bingo'. (See p.10)
- Ask the students to draw shapes in the blank boxes of their textbooks.
- Tell them to listen to the teacher and read the shapes to them: diamond, oval, heart, rectangle, star, circle, triangle, square. Read the shapes in any order.
- Tell them that if the pictures drawn or the words written by the students are diagonally or vertically or horizontally on a straight line, they have to call out, 'Bingo'.

(ဆရာပြောသည့်စကားလုံးနှင့် မိမိတို့ရေးထားသည့် စကားလုံးတူလျှင် အမှန်ဖြစ်ရန်ပြောပါ။ အမှန်ဖြစ် သုံးခုသည် အလျားလိုက်ဖြစ်စေ၊ ဒေါင်လိုက်ဖြစ်စေ၊ ထောင့်ဖြတ်ဖြစ်စေ တစ်တန်းတည်းကျလျှင် 'Bingo'ဟု တစ်တန်းလုံး ကြားအောင်ပြောရမည်ဟု ပြောပါ။)

- Draw a 3 by 3 box on the board and tell the students to copy it into their exercise books to do the 'Bingo' activity once more.
- Ask them to write the name of the shapes or draw the shapes in the box and remind them that they have to write or draw all the shapes they have learnt.

(မိမိတို့မှတ်စုစာအုပ်ထဲတွင် အလျား ၃ ကွက် အနံ ၃ ကွက်ပါသော ဇယားကွက် တစ်ခုဆွဲပြီး ထိုဇယားကွက်ထဲတွင် သင်ကြားထားသည့် Shapes ၈ မျိုးလုံးကို ဆွဲရန် ပြောပါ။ ဇယားတွင် shapes တစ်ခုသည် နှစ်ပုံဖြစ်နေပါမည်။)

- Call out the name of the shapes and do the 'Bingo' activity as they did above.

Write and say the shapes of 3 objects you know.

(15 minutes)

- Tell students to write the names of three shapes and objects they know in their textbooks.
- Make groups of 6.
- Write the names of the shapes and objects on the board and say, 'The clock is a circle. The table is a square. The mirror is an oval.'
- Tell one student from each group to talk about the objects he/she finds in his/her house and what shape these objects are.
- Encourage them to continue the activity by taking turns in their groups.

(ကျောင်းသားများကို မိမိတို့ အိမ်တွင် တွေ့ရသည့် အရာဝတ္ထု ၃ မျိုးနှင့် ၎င်းတို့၏ ပုံသဏ္ဌာန်များကို ဖတ်စာအုပ်ထဲရှိ ဇယားတွင် ချရေးရန်ပြောပါ။ ထို့နောက် The (object) is a/an (shape) ကို သုံး၍ ပြောရန်ပြောပါ။)

Summary and feedback

(3 minutes)

- Check the pronunciation of some words: circle /sɜːkəl/, square /skweə/ and oval /əʊvəl/ ... etc.

Lesson 2 Numbers: 13 to 19

Unit 4 Numbers and shapes

Lesson 2 Numbers: 13 to 19

Listen and say.

13 thirteen

14 fourteen

15 fifteen

16 sixteen

Ask and answer.

How many buttons are there?

There are 13 buttons.

17 seventeen

18 eighteen

19 nineteen

32

Unit 4 Numbers and shapes

Listen and write.

13	t	h	i	r	t	e	e	n
14								
15								
16								
17								
18								
19								

Count and write.

1. There are thirteen buttons.
2. ★★★★★★★★★★
3. ▲▲▲▲▲▲▲▲▲▲▲▲▲
4. ◆◆◆◆◆◆◆◆◆◆◆◆◆
5. ●●●●●●●●●●●●●
6. ♥♥♥♥♥♥♥♥♥♥♥♥♥
7. ○○○○○○○○○○○○○

33

Objectives:

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

- count numbers: 13 to 19.
- write numbers and the words for the numbers: 13 to 19.

Words and expressions:

New: 13 to 19, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, buttons

Previously learnt: 1 to 12, one to twelve

Shapes: circle, diamond, heart, rectangle, star, square, triangle, oval

How many ... are there? There are ...

Resources and preparation: audio materials, picture cards of thirteen to nineteen buttons, seven pieces of paper with numbers '13 to 19' and the words 'thirteen to nineteen' on them

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the numbers 1 to 12 showing the number cards or writing the numbers on the board.
- Write some numbers on the board (e.g. 5, 6, ... or 10, 11, ...) and ask the students what number will come next.

36 Listen and say.

(10 minutes)

- Put the picture card of thirteen buttons on the board or hang them on the wall and ask, 'How many buttons are there?'
- Tell students to count the buttons together and answer, 'There are 13 buttons.'
- Follow the same procedure for the other number picture cards.
- Play the recording or say the numbers aloud to the students and tell them to listen to the recording or to the teacher carefully.

- Practise saying numbers: 13 to 19.
- Play the recording again and tell them to say the numbers together with the recording.
- Tell them to say numbers: 13 to 19 group by group.

Whisper game (See p.9)

(10 minutes)

- Say, '13' and ask students how to write '13'.
- Ask the students to write it in the air first and then tell them to write the number in their exercise books.
- Follow the same procedure for numbers: 14 to 19.
- Divide the class into two groups or more depending on the class size.
- Ask a representative from each group to come to the teacher and ask other students to stand in line. Whisper a number to each of them, e.g. 13.

The representatives have to relay the whispered number to other students in their groups.

- Have the last student in each group write the correct number on the board and say the number aloud.
- The group that writes the correct number first and says it correctly wins.
- Announce the group that wins the game.

37 Ask and answer.

(10 minutes)

- Play the recording or read the dialogue aloud and tell the class to listen carefully.

Boy: How many buttons are there?

Girl: There are 13 buttons.

- Practise the dialogue with the class.
- Tell the class to work in pairs.
- Tell each pair to play 'rock, paper and scissors'. Tell the winner to ask, 'How many buttons are there?' pointing to the pictures of the buttons in the textbook and the loser to count the buttons in the picture that his/her partner pointed to and to answer, 'There are ... buttons.'

(နှစ်ယောက် တစ်တွဲ လေ့ကျင့်ရန်အတွက် ဗထမဦးစွာ 'rock, paper and scissors' ကစားနည်းအတိုင်း သုံးကြိမ် ကစားစေပြီး အနိုင်ရသူက မေးခွန်းစမေးရန်ပြောပါ။ မေးခွန်းမေးရာတွင် ကျောင်းသုံးစာအုပ်ရှိ ရုပ်ပုံတစ်ပုံချင်းစီထောက်ပြကာ 'How many buttons are there?' ဟုမေးရန်နှင့် 'There are ... buttons.' ဟု ဖြေဆိုရန် ပြောပါ။)

- Tell them to do the activity in turns after pointing to all the pictures on the textbook.

Writing 13 to 19

(5 minutes)

- Tell students to recite the numbers from 13 to 19 slowly for the first time. Then, tell them to say the numbers faster and faster.
- Tell them to write the numbers and words for 13 to 19 in their exercise books.
- Make sure that the students can write the numbers and words for them correctly by asking some students to come and write them on the board.

Summary and feedback

(2 minutes)

- Review the weak areas like pronunciation, focusing on the pronunciation of the words: 'thirteen' /θɜː'ti:n/, 'fourteen' /fɔː'ti:n/, etc.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Review the numbers: 1 to 19 showing the number cards or writing the numbers on the board.
- Tell the students to recite the numbers from 1 to 19.

Spelling thirteen to nineteen

(15 minutes)

- Write, '13' on the board and ask students to say it.
- Spell and write the word 'thirteen' next to '13'. Tell the students to repeat after you.
- Tell them to spell 'thirteen': (a) whole class and (b) group by group.
- Follow the same procedure for the other numbers: 14 to 19.
- Tell the students to spell the words.
- Make groups of 4 or 5 and give a piece of paper with a number written on it to each group or say a number to each group and tell them to collect the things around them such as pencils, rulers, erasers and so on, according to the number paper they receive.

- Check their work by asking them to count the things that they collected and to spell the words for the numbers.

(၁။ ကျောင်းသား လေးဦး ဖြစ်စေ၊ ငါးဦးဖြစ်စေ ပါဝင်သော အဖွဲ့ငယ်လေးများဖွဲ့ပါ။

၂။ အဖွဲ့ တစ်ဖွဲ့ချင်းဆီသို့ နံပါတ် ၁၃ မှ ၁၉ အတွင်း နံပါတ်တစ်ခုစီရေးထားသော စာရွက်ပိုင်းတစ်ပိုင်းစီဝေကာ ရရှိသော နံပါတ်အတိုင်း ပတ်ဝန်းကျင်ရှိ ပစ္စည်းများ (သာကေ။ ။ ခဲတံ၊ ပေတံ၊ စာအုပ်)ကို စုဆောင်းရန်ပြောပါ။

၃။ ၎င်းတို့စုဆောင်းထားသော ပစ္စည်းများကို အဖွဲ့အလိုက် ရေတွက်စေပြီး အရေအတွက် နံပါတ်ကို စာလုံးပေါင်းပြရန်ပြောပါ။)

38 Listen and write.

(10 minutes)

- Play the recording or say the numbers aloud to the students and tell them to listen to the recording or to the teacher carefully to fill in the blanks.
- Tell them to find the numbers and write the words for the numbers they hear.
- Say a number (e.g. 13) two or three times if necessary.

T: 13. I will say it one more time. 13. Please write the word for 13.

Ss: t-h-i-r-t-e-e-n (Write in the given space in the textbooks.)

- Follow the same procedure for the other numbers: 14 to 19.
- Tell them to swap their books to check their answers in pairs.

Count and write.

(10 minutes)

- Tell the class to count the shapes in the textbooks and write the sentences in their exercise books.
- Check the answers as a whole class by asking some students.

Summary and feedback

(2 minutes)

- Wrap up the lesson by asking the question, 'How many buttons are there?'
- Review the weak areas like pronunciation, focusing on the pronunciation of the numbers they learnt in the lesson, telling them that the second syllable of 13 to 19 is - teen/-ti:n/ not /-ti/ as in thirty, forty, etc.

Lesson 3 Numbers: 20 to 100

Unit 4 Numbers and shapes

Lesson 3 Numbers: 20 to 100

Listen and say.

20 twenty	50 fifty	80 eighty
21 twenty-one	51 fifty-one	81 eighty-one
22 twenty-two	52 fifty-two	82 eighty-two
23 twenty-three	53 fifty-three	83 eighty-three
24 twenty-four	54 fifty-four	84 eighty-four
25 twenty-five	55 fifty-five	85 eighty-five
26 twenty-six	56 fifty-six	86 eighty-six
27 twenty-seven	57 fifty-seven	87 eighty-seven
28 twenty-eight	58 fifty-eight	88 eighty-eight
29 twenty-nine	59 fifty-nine	89 eighty-nine
30 thirty	60 sixty	90 ninety
31 thirty-one	61 sixty-one	91 ninety-one
32 thirty-two	62 sixty-two	92 ninety-two
33 thirty-three	63 sixty-three	93 ninety-three
34 thirty-four	64 sixty-four	94 ninety-four
35 thirty-five	65 sixty-five	95 ninety-five
36 thirty-six	66 sixty-six	96 ninety-six
37 thirty-seven	67 sixty-seven	97 ninety-seven
38 thirty-eight	68 sixty-eight	98 ninety-eight
39 thirty-nine	69 sixty-nine	99 ninety-nine
40 forty	70 seventy	100 a hundred
41 forty-one	71 seventy-one	
42 forty-two	72 seventy-two	
43 forty-three	73 seventy-three	
44 forty-four	74 seventy-four	
45 forty-five	75 seventy-five	
46 forty-six	76 seventy-six	
47 forty-seven	77 seventy-seven	
48 forty-eight	78 seventy-eight	
49 forty-nine	79 seventy-nine	

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Unit 4 Numbers and shapes

Write the numbers.

eighty-one	81	forty-three
twenty-nine		thirty-five
a hundred		sixty-six
seventy-six		fifty-eight

Write words for the numbers.

52		67	
46		33	
87		72	
92		100	

Fill in the blanks.

- How many pages are there in your English textbook?
There are 81 pages in our English textbook.
- How many boys in your class?
There are boys in our class.
- How girls in your class?
 are .
- students in your class?
- desks in your classroom?

35

Objectives:

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

- say and write the numbers 20 to 100.
- ask, 'How many ... are there?' and give answers 'There are ...'.

Words and expressions:

New: numbers from 20 to 100, words for the numbers twenty to a hundred

Previously learnt: How many ... are there ...? There are ...

Resources and preparation: audio materials, a number chart of 20 to 100

Teaching procedure for Period 1

Warm up

(5 minutes)

- Review the numbers from one to nineteen and ask students to count the numbers using their fingers.
- Ask them to spell the number words from one to nineteen.

39 Listen and say.

(15 minutes)

- Hang the number chart or write the numbers and the words for the numbers 20 to 100 on the board.
(e.g. '20 twenty')
- Play the recording or read the numbers aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the numbers they hear.
- Ask students to repeat after the recording or the teacher while pointing to the numbers in their textbooks.
- Have them work in pairs. Using their fingers, one student writes a number on her/his partner's back. The partner has to say the number and then change roles.

(ကျောင်းသားများကို နှစ်ယောက် တစ်တွဲ တွဲစေ၍ တစ်ယောက်၏ နောက်ကျောပေါ်တွင် တစ်ယောက်က နံပါတ်တစ်ခုကို လက်ချောင်းဖြင့် ရေးရန် ပြောပါ။ ထို့နောက် နောက်ကျောပေါ်တွင် အရေးခံရသော ကျောင်းသားက မည်သည့်နံပါတ်ရေးသည်ကိုပြောရန် ပြောပါ။)

Group work

(10 minutes)

- Form students into 8 groups and name them Group A to H.
- Distribute the numbers (20, 30, 40, 50, 60, 70, 80, 90) to each group. Tell each group to write the number words with the numbers they got in their textbooks, e.g. twenty-one/ two/ three/ four/ etc.
(အဖွဲ့တစ်ဖွဲ့ကို ကိန်းပြည့် နံပါတ်တစ်ခုစီပေးပြီး ၎င်းနံပါတ်ပြီးနောက် ဆက်လက်ရှိသည့် ကိန်းဂဏန်းများ၏ စာလုံးပေါင်းကို ၎င်းတို့၏ မှတ်စုစာအုပ်တွင် ရေးသားရန် ပြောပါ။ သာဓက။ ။ twenty-one/ two/ three/ four/ etc.)
- Ask a volunteer student from each group to come to the front of the class and say the number words his/her group wrote down.
- Call another volunteer student to the front of the class and repeat the activity.

Write the numbers.

(5 minutes)

- Write 'eighty-one' on the board and ask students to say the two numbers that make up '81' (e.g. 'eight' and 'one').
- Tell a volunteer student to come to the front of the class and ask him/her to write 'twenty-nine' on the board.
- Ask the class to say the two numbers that make up '29'.
- Ask students to write numbers in the boxes in their textbooks.
- Monitor their work and check the word order, spelling and hand writing of the students.
- Tell them to swap their textbooks and check their answers.

Summary and feedback

(5 minutes)

- Ask students to spell the number words: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety and a hundred.
- Drill the pronunciation of the numbers 13 & 30, 14 & 40, 15 & 50, 16 & 60, 17 & 70, 18 & 80, 19 & 90.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask students to stand up and count all students in the class.

Board number race

(15 minutes)

- Demonstrate how to do the activity.
- Depending on the class size, divide the class into two or four groups and tell students to form two or four lines. Say a number (e.g. '25') and then the students race to write the number '25' on the board.
- Once the students have done this a couple of times, the teacher can add a challenge and get them write the spelling of the words for the numbers. The student who writes the correct number word first gets one point.
- Tell the students that you are going to make the game more challenging. This time, when the teacher says the number, e.g. '54', the students have to write the spelling 'fifty-four'. The student, who finishes writing the correct word for the number first gets one point. If the students cannot write the word correctly, they lose a point. The group that gets the most points wins.
(တစ်ကြိမ်လျှင် နံပါတ်တစ်ခုကို ကျပန်းခေါ်ပြီး ကျောင်းသားတစ်ဦးကို စာလုံးပေါင်းရေးသားရန်ပြောပါ။ အမြန်ဆုံးနှင့် အဖြေမှန်ကန်စွာ ရေးနိုင်သည့် အဖွဲ့က အမှတ်တစ်မှတ်ရရှိမည် ဖြစ်သည်။ ရရှိသည့်အချိန်ပေါ်မူတည်ပြီး အဖွဲ့အတွင်းရှိ ကျောင်းသားအားလုံးပါဝင်အောင် စီစဉ်ဆောင်ရွက်ပါ။ အမှတ်အများဆုံးရရှိသည့် အဖွဲ့အား အနိုင်ရရှိကြောင်း ကြေညာပါ။)
- Follow the same procedure until all students participate in the activity.
- Finally, announce the group that wins the game.

Write words for the numbers.

(8 minutes)

- Write '52' on the board and ask students to spell the word, 'fifty-two'.
- Tell a volunteer student to come to the front of the class and ask him/her to write '46' on the board. Ask the class to spell the word for the number 'forty-six'.
- Ask the students to write the words for the numbers in the textbooks.
- Monitor their work and check their spellings.
- Tell the students to swap their books to check their answers.

Fill in the blanks.

(10 minutes)

- Ask students to read the questions and think about the answers.
- Explain how to answer the questions and fill in the blanks. (e.g. tell students to count the number of students in their classroom and write the answer in their textbooks.)
(မေးခွန်းကို ဖတ်ပြပြီး ကျောင်းသားများ နားလည်မှု ရှိ မရှိကို စစ်ဆေးပါ။)
- Monitor their work and check their spellings.
- Tell the students to swap their textbooks and check their answers.

Summary and feedback

(2 minutes)

- Make sure that students can read and write the words for the numbers that they have learnt.
- Focus on the pronunciation between -teen and -ty 'as in 13 and 30, 14 and 40, etc...'

Lesson 4 My robot

Unit 4 Numbers and shapes

Lesson 4 My robot

 **Read and draw your robot.**

This is my robot.
 The head is a circle.
 The eyes are stars.
 The mouth is a rectangle.
 The ears are diamonds.
 The body is a square with a heart.
 The arms are triangles.
 The legs are rectangles. The feet are ovals.



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Unit 4 Numbers and shapes

 **Draw a picture of a toy using shapes.**



 **Write about your toy and tell the class about it.**

My _____

37

Objectives:

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

- read about my robot and draw the picture.
- draw and write about a toy using shapes and describe their drawing to their friends.

Words and expressions:

New: robot

Previously learnt: Shapes: circle, diamond, heart, head, oval, rectangle, square, star, triangle

Parts of the body: arm, body, ear, eye, feet, head, leg, mouth

This is my ...

The parts of the body is/are (shapes).

Resources and preparation: audio materials, picture cards of circle, diamond, heart, oval, rectangle, square, star, triangle, markers and flip charts

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Tell students to count from 1 to 19 using small objects near them.
- Ask them to spell the words of the numbers from one to nineteen.

Read and draw your robot.

(15 minutes)

- Tell students to read the story silently. After 2 minutes, read the story aloud so that some students who have difficulty in reading can listen to the teacher and read the story.

(ဦးစွာ ကျောင်းသားများအား စာပိုဒ်ကို အသံမထွက်ဘဲ ဖတ်ရန်ပြောပါ။ အချိန် ၂ မိနစ်ခန့် ပေးပါ။ ထို့နောက် ဆရာက ဖတ်ပြခြင်းဖြင့် စာဖတ်ရာတွင် အခက်အခဲရှိသည့် ကျောင်းသားများရှိခဲ့လျှင် ထိုကျောင်းသားများကို ကူညီနိုင်ရန်ဖြစ်ပါသည်။)

- Ask some questions for skimming. (What is the story about?)
(skimming အတွက် ရည်ရွယ်သည့် မေးခွန်းများ မေးရာတွင် reading story တစ်ခုလုံးကို ခြုံငုံနားလည်ခြင်းရှိ၊ မရှိ စစ်ဆေးသည့် မေးခွန်းများ မေးပါ။)
- Tell the students to read the story again.
- Ask some questions for scanning. (e.g. What shape is the head of the robot in the story? What shape is the robot's body? ... etc.)
(scanning အတွက် ရည်ရွယ်သည့် မေးခွန်းများ မေးရာတွင် reading တွင်ပါသည့် detailed information များကို နားလည်ခြင်း ရှိ၊ မရှိ စစ်ဆေးသည့် မေးခွန်းများ မေးပါ။)
- Put the students into pairs.
- Tell them to read the story again and draw the shape of 'My robot'.
(reading text ကို နောက်တစ်ခေါက်ပြန်ဖတ်စေကာ shape များဖြင့်ဖွဲ့စည်းထားသော My robot ပုံကိုဆွဲရန်ပြောပါ။)

Group work

(15 minutes)

- Make groups of six.
- Tell students in the group to compare the shapes of their robots and look for similarities and differences.
- Encourage them to read the story again if they find differences.
- Distribute a flip chart to draw a robot (their group's picture) for each group.
- Remind each group to read the story again before drawing their robot.
- Tell them to put their pictures on the board/wall after they have drawn them.

Gallery walk

(5 minutes)

- Tell students to look at the pictures drawn by other groups.
- Tell them to draw a smiling icon on the flip chart if they like the picture.
(smiling icon ပေးရာတွင် မှန်ကန်စွာ ရေးဆွဲနိုင်မှု၊ အချိုးအစားကျနမှု နှင့် သေသပ်မှုကို ကြည့်၍ အကဲဖြတ်ရန် ပြောပါ။)

Summary and feedback

(2 minutes)

- Ask each group, 'Which groups got the most smiling icons?'

Teaching procedure for Period 2

Warm up

(5 minutes)

- Divide the class into two groups.
- Tell Group 1 to show the shapes by making gestures.
- Tell Group 2 to guess what shapes they are and say where these shapes are used in which parts of the robot's body.
- Tell students to swap their roles.

Draw a picture of a toy using shapes.

(10 minutes)

- Tell students that they have to draw a toy using shapes.
- Tell them to think of the toy that they want to draw and draw it in their textbooks using shapes.
- Encourage them to use as many shapes as possible when they draw the toy.

Write about your toy and tell the class about it.

(8 minutes)

- Tell students to write about their toys.
- Remind them to include all parts of the toys when they write about it.
- Tell them to follow the following model when they write.

This is ----- . The head is ----- . The eyes are ----- . The mouth is ----- . The ears are ----- . The body is ----- . The arms are ----- . The legs are ----- . The feet are ----- .

(ကျောင်းသားများ စာရေးရာတွင် နမူနာ ကြည့်ရန်အတွက် အထက်တွင်ပေးထားသော နမူနာစာကြောင်းများကို သင်ပုန်းတွင်ချရေးပေးပါ။)

Presentation

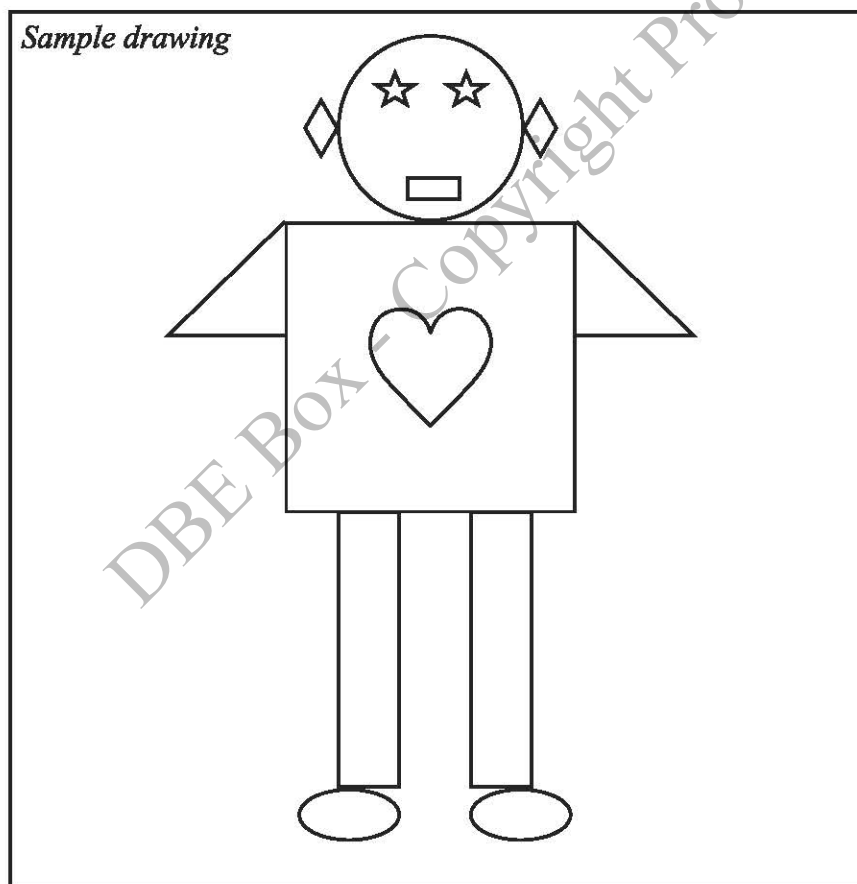
(15 minutes)

- Make groups of six.
- Tell the students to present about the toys that they drew to their friends in their groups.
- Tell them to take turns when they give presentations.

Summary and feedback

(2 minutes)

- Ask some students, 'How many stars/diamonds/hearts are there in your toy?'



Review 2

Review 2A

Review 2A

Write sentences using 'there is' or 'there are'.

Example: the table. / on / a book
There is a book on the table.

- on / the wall. / a clock
- cats / the chair. / under
- behind / a chair / the table.
- the box. / a glass / in
- pencils / in front of / the bag.

Look at the pictures and complete the sentences.

- He has a dog.
- I _____
- They _____
- She _____
- We _____

I can ...

say where things are.

write about the pets my friends and I have.

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Objectives:

- To describe the location of objects
- To correctly use the verbs 'have/has' with I/we/he/she/they

Words and expressions:

Prepositions: behind, in front of, in, on, under

My room: bag, book, box, cat, chair, clock, dog, glass, table, wall

My pets: goldfish, parrot, pencil, rabbit, squirrel

There is/are ... I have a ... He/She has ...

Resources and preparation: picture cards of bag, book, box, cat, chair, clock, dog, glass, goldfish, parrot, pencil, rabbit, squirrel, table, wall

Teaching procedure

Warm up

(3 minutes)

- Randomly show picture cards of animals and objects one at a time and ask 'What is this?'
- Review the prepositions of location. Ask students where some objects in the classroom are.
e.g.

T: 'Where is the blackboard?'

Ss: It is in front of the class. (or) It is on the wall.

T: 'Where is my desk?'

T: 'Where is the dustbin?'

- Encourage students to give answers using two or more prepositions (if possible).

Write sentences using 'there is' or 'there are'.

(15 minutes)

- On the board write 'There is ...' and 'There are ...'
- Ask students in Myanmar what is the difference between 'There is ...' and 'There are ...'
- Explain that they will have to write sentences using 'There is' or 'There are'.
- Explain the example in the textbook. If necessary, write the example on the board and explain to the students how to write the correct sentence.
- Monitor the students' writing and check their spelling errors.
- Tell the students to swap their exercise books with their partners when they have finished writing and check each other's sentences.

- Read the correct sentences aloud. If necessary, write them on the blackboard.

1. There is a clock on the wall.
2. There are cats under the chair.
3. There is a chair behind the table./There is a table behind the chair.
4. There is a glass in the box.
5. There are pencils in front of the bag./There is a bag in front of the pencils.

Look at the pictures and complete the sentences.

(20 minutes)

- Review I/he/she/we/they. Point to yourself and say, 'I have a pencil'. Point to a student and say, 'He/She has a notebook'; point to another student and say, 'He/She has a bag'; point to some students in the corner of the classroom and say, 'They have chairs'; gesture and say, 'We have English textbooks'.
- Tell students to look at the pictures.
- Write 'I/he/she/we/they' on the board.
- Point to 'I' on the blackboard and ask the students which picture is about 'I'? (Picture 2).
- Follow the same procedure for the other pronouns.
- Remind them to use 'have' with 'I, they, we' and to use 'has' with 'he/she'.
- Tell them to write sentences about who has what pet.
- To check the spelling of the names of pets, tell them to look at page 26. Remind them to write 'a/an' plus a pet. e.g. 'a dog'.
- Monitor the students' writing and check for spelling errors.
- Ask them to read out their sentences to their partners when they have finished writing. If their sentences are different, ask them to correct them.
- Read the correct sentences aloud. If necessary, write them on the board.
 1. He has a dog.
 2. I have a rabbit.
 3. They have a parrot.
 4. She has a squirrel.
 5. We have a goldfish.

Self- assessment

(2 minutes)

- Tell the students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that show his/her ability to (a) describe where things are; and (b) write about who has what pet.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
describe where things are.			
write about the pets, my friends and I have.			

Review 2B



Objectives:

- To ask and answer questions using, 'How many ... are there?'
- To find, say and write the shapes and things found in their classroom

Words and expressions:

1 to 100; circle, diamond, heart, oval, rectangle, square, star, triangle

How many ... are there? There are ... The ... is ...

Resources and preparation: picture cards of circle, diamond, heart, oval, rectangle, square, star, triangle, number cards from 1 to 100.

Teaching procedure

Warm up

(4 minutes)

- Randomly show combinations of number cards and picture cards of shapes.
- Have students say the numbers.
- Show the picture cards one by one and ask 'What's this?'
- Have them answer the names of shapes.

Count and write.

(15 minutes)

- Tell students to look at the picture in their textbooks.
- Tell them to count the ovals and ask 'How many ovals are there in the picture?'
(ကျောင်းသားများ shape များရေတွက်ရာတွင် အားလုံးကို ရေတွက်ရန်ပြောပါ။ ဆရာမှ shape များကို ကြို၍ ရေတွက်ကြည့်ထားသင့်သည်။)
- Follow the same procedure for other shapes .
- Put the students into pairs.
- Tell them to look at the picture and count the shapes (rectangles, hearts, squares, triangles, circles).
- On the board write 'rectangles', 'hearts', 'squares', 'triangles' and 'circles'. Ask students 'How many (...) are there?' and tell them to say the numbers in English.
- Write the answers on the board.
- Tell them to ask their friends the questions. (e.g. How many ... are there?)

Find 3 objects in your classroom and write what shapes they are.

(8 minutes)

- Tell students to say the shapes when you point at objects in the classroom (e.g. blackboard = It's a rectangle, window, chart, book, ruler, eraser, ... etc.)
(စာသင်ခန်းထဲရှိ ပစ္စည်းများ ညွှန်ပြ၍ ကျောင်းသားများကို ထိုပစ္စည်းသည် မည်သည့် ပုံသဏ္ဌာန်ဖြစ်ကြောင်း ပြောရန်ပြောပါ။)

- Tell the students to walk/look around the classroom and think about the shapes of objects.
- Tell them to write 3 objects they found and their shapes in their textbooks.
(ကျောင်းသားများကို အတန်းတွင်းလှည့်လည် ကြည့်ရှုစေပြီး တွေ့ရှိသော ပစ္စည်း ၃ ခု နှင့် ၎င်းတို့၏ ပုံသဏ္ဌာန်တို့ကို ဖတ်စာအုပ်ထဲရှိ ပေးထားသောနေရာတွင် ရေးရန်ပြောပါ။)
- Give them about 5 minutes to find 3 objects and write the shapes. Help students with spelling. If necessary, write the names of classroom objects on the board.

Presentation

(10 minutes)

- Make groups of 6.
- Tell students to say the objects and shapes they found in the classroom in their groups.
- Tell them to take turns presenting.
- Make sure all group members participate in the activity.

Self- assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to (a) say and write numbers; (b) say shapes; and (c) say the shapes of the objects in the classroom.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
say and write numbers 1 to 100.			
say the names of shapes.			
say what shapes the objects in my classroom are.			

Project 2 Things in my bedroom

Project 2 Things in my bedroom

Look at the picture and ask and answer the questions as in the examples.



Example:
 A: Where is the clock ?
 B: It is on the wall .
 A: How many diamonds are there?
 B: There are twelve diamonds .

40

Project 2 Things in my bedroom

Draw a picture of your bedroom. Also write and say where the things are.

There is a table in my bedroom.
It is beside the _____.

I can ...

draw a picture of my bedroom.

describe my bedroom to my friends.

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Objectives:

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

- draw a picture of their bedroom.
- describe their bedroom to their friends.

Words and expressions:

Previously learnt: (Things): book, cat, chair, clock, cup, dog, door, goldfish, hat, key, pencil, picture, rug, ruler, table

Resources and preparation: picture cards of book, cat, chair, clock, circle, cup, diamond, dog, door, goldfish, hat, heart, key, pencil, picture, rug, ruler, square, table, triangle, oval
 flip chart: a picture of a room and (if available)

Teaching procedure for Period 1: Plan

Warm up

(3 minutes)

- Revise the vocabulary students have learnt in the previous units.
- Show the picture cards of book, cat, chair, clock, circle, diamond, dog, door, goldfish, hat, heart, key, pencil case, picture, rug, ruler, square, table, triangle, oval one at a time and ask, 'What's this?'

40 Look at the picture and ask and answer questions as in the examples. (15 minutes)

- Tell students to look at the picture.
- Put the pictures of the objects and animals on the board.
- Tell them to find the objects in the picture in the textbook.
- Ask students where the objects and animals are in the picture saying, "Where is/are the ...?"
- Have them answer using prepositions.
- Play the recording or read the sentences aloud to the students.

- The teacher should model asking and answering the questions for the students. For examples: 'Where is the dog?' 'The dog is behind the door.' If necessary, the teacher should write one of the answers as an example on the board.

The answers are given below:

- The dog is behind the door.
 - The clock is on the wall.
 - The fish are in the water.
 - The cats are under the table.
 - The chair is in front of the table.
 - The pencils are on the table.
 - The ruler is between the books and the pencils.
 - The hat is beside the keys.
- Say the names of the shapes and tell the class to count the shapes in the picture.
 - Students write the total number for each shape in their exercise books.
 - Ask, 'How many circles are there?'
 - Give the answers on the board.

The answers are given below:

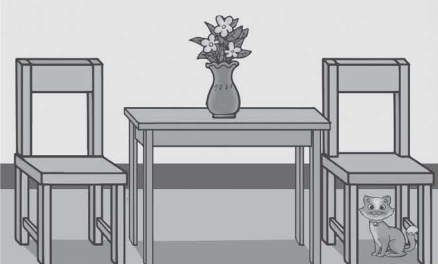
- There are twelve diamonds.
- There are twenty-three hearts.
- There are two circles.
- There are twenty ovals.
- There are fourteen triangles.
- There are twenty-six rectangles.

(မေးခွန်းအမျိုးအစားနှစ်ခုဖြစ်သည့် 'Where is the ...?' နှင့် 'How many ... are there?' တို့ကို အသုံးပြု၍ လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။ 'Where is the ...?' မေးခွန်းကို ဖြေဆိုရာတွင် ရုပ်ပုံများကိုကြည့်၍ 'behind, beside, between, in, in front of, on, under' စသည့် ဝိဘတ်များကို အသုံးပြု၍ ဖြေဆိုနိုင်ပါသည်။ 'How many ... are there?' မေးခွန်းကိုဖြေဆိုရာတွင် ရုပ်ပုံတစ်ခုချင်းစီ၏ ပုံသဏ္ဌာန်ကိုကြည့်ကာ ရေတွက်နိုင်ဖြေဆိုနိုင်ပါသည်။ သာဓက။ ။ ထောင့်မှန်စတုရန်း - rectangle ကို ရေတွက်ရာတွင် အလျားရှည်ပြီး အနံတိုသောပုံသဏ္ဌာန်ရှိသည့် ပုံအားလုံးကို ရေတွက်ရမည်။)

Drawing a picture and writing a description

(20 minutes)

- Draw the picture of your own room and write a description of it. Use the example given below. (You should have between 5 to 10 sentences for your description.)

Sample room	Sample description
	- The cat is under the chair. - There is a vase on the table. - There are three flowers in the vase. - There is a table between two chairs. - The table is a rectangle.

- Show the sample picture and say the description to the students.

- Cover the picture and ask students questions after saying each sentence. See the example below.

T: There is a cat in my room. Where's the cat?

Ss: The cat is (on/under/beside/in front of/behind) the (floor/bed/table/chair/). etc.

(NOTE: You have to write every possible answer on the board.)

- Give hints if students cannot answer the question correctly.
- Accept any possible answers and continue to write students' answers on the board.
- To check the answers, uncover the picture.
- Describe the room again using the correct location of the various objects.

Summary and feedback

(2 minutes)

- Explain what students will have to do for the next class.

Teaching procedure for Period 2: Do

Warm-up

(3 minutes)

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

Draw a picture of your bedroom. Also write and say where the things are. (35 minutes)

- Make groups of 6.
- Tell the students to think of the room their group would like to have and draw an outline of the picture in their exercise books.
- Distribute flip charts (if available) to the groups.
- Tell each group to draw their room on the flip chart or in their exercise books.
- Tell the students to work together and write a description of their room. One student is the writer and the other students tell him/her what to write.
- Have all the group members copy the description into their exercise books when they have finished.
- Tell students to practise reading their description after writing. Students should read the description of their room sentence by sentence while others listen and provide feedback if necessary.

Summary and feedback

(2 minutes)

- Explain to students that they will have to present about their rooms in the next class. Tell them to practise describing their rooms at home.

Teaching procedure for Period 3: Present

Warm-up

(2 minutes)

- Have students prepare for their presentation.

Group presentation

(35 minutes)

- Tell each group to present the description of their room in their group.
- Encourage the students in each group to take turns in presenting the description of their room.
- Tell each group to put the picture of their room on the wall.
- Tell the students to go around and look at the pictures of the other groups. Tell them to draw a smiling face on the pictures they like.
- Call a presenter from one group to present about their picture. If the class size is small or time permits, a teacher can ask a presenter from each group to give a presentation.

Guessing answers

- Call the group that got the most smiling faces and tell them to cover their picture.
- Tell the group to ask the class where things are in the room. For example:
G: There is a dog in the room. Where is the dog?
Ss: (Students guess) The dog is (on/under/beside/in front of/behind) the (table/chair/bed/etc.)
- Tell the group to give hints. For example: 'The dog is under ...,' pointing to the chair in the picture.

Self-assessment

(3 minutes)

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

I can...			
draw a picture of my bedroom.			
describe my bedroom to my friends.			

Unit 5 Things I do at home and at school

Lesson 1 Things I do at home

Unit 5 Things I do at home and at school

Unit 5 Things I do at home and at school
Lesson 1 Things I do at home

Listen and say.

Practise.

morning
 afternoon
 evening

I make the bed in the morning.
I sweep the floor in the afternoon.
I do my homework in the evening.

Unit 5 Things I do at home and at school

Ask and answer.

Boy : What do you do in the morning?
Girl : I make the bed.
What about you?
Boy : I wash the dishes.
Girl : Good!

Practise.

What do you do in the morning/afternoon/evening?
I sweep the floor.

Write and say the things you do at home.

1. I make the bed in the morning.
2. _____
3. _____
4. _____
5. _____
6. _____

Objective:

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

- say and write the things they do at home.

Words and expressions:

New: do my homework, feed the dog, make the bed, sweep the floor, throw the rubbish out, wash the dishes

I ... the ... in the ... What do you do in the ...? I ...

Previously learnt: morning, afternoon, evening

What about you? Good!

Resources and preparation: audio materials, picture cards of do my homework, feed the dog, make the bed, sweep the floor, throw the rubbish out, wash the dishes

Teaching procedure for Period 1

Warm up

(5 minutes)

- Do the 'Simon says' activity that students did in Grade 2.
- Use the words from (Grade 2 - Unit 1: Lesson 6 'If you are happy ...' song) to do this activity.
(e.g. raise your hands, turn around and stamp your feet, ... etc.)

41 Listen and say.

(15 minutes)

- Say, 'sweep the floor' and then do the action. Ask students the meaning of what you said.
- Follow the same procedure to teach the other expressions.
- Play the recording or read the expressions aloud to the students.
- Tell them to repeat after you or the recording and point to the pictures. After this, say the expressions at random and have the students point to the pictures.

- Tell students in Myanmar or in English that you are going to ask them to do some work. Demonstrate how to do the activity as follows:

T: Point to the picture and say, 'Sweep the floor, sweep the floor, sweep the floor.'

S: Sweep the floor, sweep the floor, sweep the floor.

T: Stand up. Now you try!

(ဆရာက ပုံကိုညွှန်ပြကာ ပုံနှင့်သက်ဆိုင်သည့် expression ကို အမူအရာဖြင့် သုံးကြိမ်လုပ်ပြပြီး ကျောင်းသားများအား ဆရာကဲ့သို့ လုပ်ဆောင်ရန် ပြောပါ။)

S: (T points to 'sweep the floor') Sweep the floor, sweep the floor, sweep the floor.

T: Now do it faster! (point to the picture again)

- Practise saying the other expressions in the same way.
- To add some excitement to the activity, students can compete to see who can say the phrase the fastest.

Group work

(5 minutes)

- Make groups of 4 or more depending on the class size.
- Tell a student from each group to say the expressions and the other group members to point to the pictures in their textbooks.
- Tell them to take turns and make sure all students participate in the activity.



42 Practise.

(5 minutes)

- Draw the pictures of 'morning/afternoon/evening' on the board.
- Point to 'morning/afternoon/evening', do an action and then say the sentence. For example, point to morning, make the gesture of 'making the bed' and say, 'I make the bed in the morning.'
- Do this a second time and get students to copy your action and repeat the sentence.
- Follow the same procedure for the other expressions.
- 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.
- Practise the sentences as a whole class.
- Divide the class into 2 groups.
- Have them practise group by group. Ask the students to take turns, pointing to the pictures in the textbooks and do an action.

Do what I say, not what I do! (See p.9)

(8 minutes)

- Tell students to do what you say, not what you do.

e.g. T: Sweep the floor (while doing the action of 'wash the dishes').

Ss: Do the action of 'sweep the floor'.

(If students can do the action of 'sweep the floor', they can continue participating in the activity. If they can't do the action of 'sweep the floor', they can't continue participating in the activity.)

(ဆရာပြောသည့် expression အတိုင်း ကျောင်းသားများက လုပ်ရမည်ဖြစ်ပြီး ဆရာ expression အတိုင်း ပြုလုပ်သော သို့မဟုတ် အမူအရာအမှား လုပ်သော ကျောင်းသားများသည် ကစားပွဲမှ ထွက်ကာ ထိုင်နေရမည်ဖြစ်ပါသည်။ သာဓက ။ ။ ဆရာက sweep the floor ဟု ပြော၍ ပန်းကန်ဆေးသည့် အမူအရာ လုပ်ပြလျှင် ကျောင်းသားများသည် ဆရာပြောသည့် expression ကိုသာနားထောင်၍ sweep the floor ကို လုပ်ရမည်ဖြစ်သည်။ ဆရာ၏ အမူအရာအတိုင်း မလုပ်ရန် သတိပေးပါ။)

- Give more practice with other expressions.
- Practise until the students can do the activity on their own.

(The ones who correctly follow your actions will be the callers.)

(ဆရာလုပ်ပြသည့် အမှုအရာအတိုင်း လိုက်လုပ်သည့် ကျောင်းသားကို ဆရာနေရာတွင် အစားထိုး၍ 'Do what I say, not what I do!' activity ကို ဦးဆောင်ရန် ပြောပါ။)

- Have the students do 'Do what I say, not what I do!' activity in groups.
- Make sure that all group members participate in their groups.

Summary and feedback

(2 minutes)

- Elicit the expressions by making gestures and ask students how many expressions they can remember.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Show the picture cards or pictures from the textbook to the class.
- Tell students to say the expressions that they learnt in the previous period.

43 Ask and answer.

(15 minutes)

- Read the dialogue or play the recording and have students listen.
- Tell the students to listen to the recording or to the teacher and say the dialogue.
- Ask them the following questions to help them guess the meaning of the dialogue:
 - * What does the boy ask the girl?
 - * What does the girl do in the morning?
 - * What does the boy do in the morning?

- Have them give short answers.

(စကားပြောလေ့ကျင့်ခန်း မစမီ ကျောင်းသားများ မိမိတို့ လေ့ကျင့်မည့် စကားပြောကို နားလည်ခြင်း ရှိ မရှိ အထက်ဖော်ပြပါ မေးခွန်းများမေးပါ။ သာဓက။ ။ ယောက်ျားလေးက မိန်းကလေးကို မည်သည့်မေးခွန်းမေးသနည်း။ မိန်းကလေးက မနက်ပိုင်းတွင် ဘာလုပ်သလဲ။ ယောက်ျားလေးက မနက်ပိုင်းတွင် ဘာလုပ်သလဲ။)

- Divide the class into two groups. One is 'Boy' and the other is 'Girl'.
- Tell the two groups to read the following dialogue.

Boy: What do you do in the morning?

Girl: I make the bed.

What about you?

Boy: I wash the dishes.

Girl: Good!

- Ask two students to come to the front of the class and demonstrate the dialogue.
- Ask another two or three pairs to come to the front to practise saying the dialogue.
- Ask the students to practise saying the dialogue with their friends.
- After that, tell the class to practise the dialogue in pairs.
- Encourage them to substitute different expressions when they practise.

For example,

Boy: What do you do in the morning?

Girl: I wash the dishes.

What about you?

Boy: I throw the rubbish out.

Girl: Good!

Practise.

(5 minutes)

- Put the students into pairs, A and B.
- Tell all As to ask the question, 'What do you do in the morning/afternoon/evening?'
- Have all Bs give an answer. (e.g. I sweep the floor.)
- After that tell them to swap their roles.
- Ask two students to come to the front of the class. Have them demonstrate the dialogue.

A: What do you do in the morning?

B: I throw the rubbish out.

The rest of the class then points to the picture that Student B said.

Write and say the things you do at home.

(15 minutes)

- Tell students to write about the things they do at home in their textbooks.
- Put the students into groups of 4 and ask each member of the group to talk about two things they do at home.
- Ask one volunteer student to come to the front of the class.
- Tell him/her to present about the things he/she does at home. Then, tell him/her to invite one of his/her friends to present about the things he/she does at home.

Summary and feedback

(2 minutes)

- Ask students 'How many expressions do you remember?' and elicit these expressions by showing pictures.

Lesson 2 Things I do at school

Unit 5 Things I do at home and at school

Lesson 2 Things I do at school

Listen and say.

Practise.

always

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **always** water the plants at school.

usually

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **usually** clean the classroom at school.

44

Unit 5 Things I do at home and at school

Ask and answer.

Boy : What do you always do at school?
 Girl : I always play with my friends.
 What about you?
 Boy : I always water the plants.
 Girl : That's great!

Practise.

What do you **always/usually** do at school?
 I **always/usually** study in the library.

Write and say the things you do at school.

1. I always water the plants at school.
2. _____
3. _____
4. _____
5. _____
6. _____

45

Objective:

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

- say and write the things they do at school.

Words and expressions:

New: clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants, always, usually

What do you always/usually do at school? I always/usually ... at school.

Previously learnt: What about you? That's great!

Resources and preparation: audio materials, picture cards of clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants
 sentence strips (e.g. I always water the plants at school.)

Teaching procedure for Period 1

Warm up

(5 minutes)

- Divide the class into four groups to do the 'Charades' game. (See p.10)
- Tell one member of each group to come to the front and show him/her different picture cards that describe actions. (e.g. raise your hands, turn around and clap your hands ... etc.)
- Have each of the four students mime the expressions they have learnt and his/her group watch and try to guess what is being acted out.
- Give marks to the group who gets the answer first.

44 Listen and say.

(15 minutes)

- Put the pictures on the board or use the pictures in the textbook.
- Point to the picture (e.g. play with friends) and elicit answer from students by asking questions.

e.g. T: What are they doing?

S: Playing.

T: Right.

(Encourage the students to give answers in English. If they cannot do it, encourage them to respond in Myanmar.)

(ကျောင်းသားများကို အင်္ဂလိပ်လိုဖြေရန်ပြောပါ။ အင်္ဂလိပ်လိုဖြေရန် အခက်အခဲရှိလျှင် မြန်မာလို ဖြေနိုင်ကြောင်း ပြောပါ။)

- Say, 'play with my friends' and tell them to say the expression three times.
- Follow the same procedure to introduce the other expressions.
- Play the recording or read the phrases aloud to the students.
- Tell them to repeat after the recording and point to the correct pictures.

Pointing game

(8 minutes)

- Put the expressions and pictures on the wall.
- Say the expressions and have students point to the pictures or the expressions.
- Practise doing the activity until they understand how to do it.
- Make groups of 6.
- Have them practise 'pointing game' with the pictures in their textbooks. (See p.8)

45 Practise.

(10 minutes)

- Introduce the words: 'always' and 'usually', using the following procedure.
- Say, 'I always get up at 6 o'clock. I always make the bed in the morning.'
- Point to the days under 'always' and try to explain students that the days are coloured. Tell them that 'always' means 'everyday'.
- Then, point to the coloured days under 'usually' and explain the use of 'usually' to the students.
- Play the recording or read the sentences aloud to the students.
- Tell the students to listen to the recording or to the teacher and say the sentences.
- Have them practise using all the expressions with frequency adverbs. (e.g. I always water the plants at school. I always clean the classroom at school. I usually study in the library at school...etc.). Continue using the remaining 3 expressions with the frequency adverbs.
- Put the students into pairs and have them practise by pointing to the picture in the 'Listen and say.' exercise.

Summary and feedback

(2 minutes)

- Ask students to recall the things that they do at school.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Show the picture cards or use the pictures from the textbook.
- Ask, 'What do you do at school?'
- Tell the students to recall and say the expressions that they learnt in the previous period. (e.g. I play with my friends).

46 Ask and answer.

(10 minutes)

- Read the dialogue or play the recording and have students listen.
- Read or play the dialogue again and tell students to say the dialogue.
- Ask students the following questions to help them guess the meaning of the dialogue:
 - * What does the boy ask the girl?
 - * What does the girl do at school?
 - * What does the boy do at school?

(စကားပြောလေ့ကျင့်ခန်း မစမီ ကျောင်းသားများ မိမိတို့ လေ့ကျင့်မည့် စကားပြောကို နားလည်ခြင်း ရှိ မရှိ မေးခွန်းများမေးပါ။
 သာကေ။ ။ ယောက်ျားလေးက မိန်းကလေးကို ဘာမေးသလဲ။ မိန်းကလေးက ကျောင်းတွင် ဘာလုပ်သလဲ။ ယောက်ျားလေးက
 ကျောင်းတွင် ဘာလုပ်သလဲ အစရှိသဖြင့် မေးခွန်းများမေးပါ။)

- Divide the class into two groups. Give them the names 'Boy group' and 'Girl group'.
- Tell the 'Boy group' to say the part of the Boy, and 'Girl group' to say the part of the Girl.

Boy : What do you always do at school?

Girl : I always play with my friends. What about you?

Boy : I always water the plants.

Girl : That's great!

- Ask two students to come to the front of the class. Demonstrate the dialogue.
- Continue the activity until they understand how to practise saying the dialogue with their friends.
- After that, tell them to practise saying the dialogue in pairs.
- Encourage them to use different expressions when they practise as in the example below.

Boy: What do you always do at school?

Girl: I always help others. What about you?

Boy: I always study in the library.

Girl: That's great!

Practise.

(7 minutes)

- Put the students into pairs, A and B.
- Tell all As to ask the question, 'What do you always/usually do at school?'
- Have all Bs give the answer, 'I always/usually study in the library.'
- Give students 3 minutes to practise the dialogue. After that, tell them to swap their roles.

Running dictation (See p.9)

(8 minutes)

- Make groups of 4.
- Put the paper strips with written sentences on the wall outside the classroom. (e.g. I sometimes sweep the floor at school. I always play with friends at school. I usually study in the library. ...etc.)
- Tell one student in each group to go and read one sentence and then relate it to his/her group in English at one time.

(အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ဦးက ဝါကျတစ်ကြောင်းကို သွားဖတ်ပြီး၊ အဖွဲ့ဝင်များကို ပြန်ပြောရန် ပြောပါ။)

- Have one student in each group write what the other students say.
- Tell each group to check the writers' spelling and writing.
- Encourage them to take turns in their groups to do the running dictation activity.

Write and say the things you do at school.

(10 minutes)

- Tell students to write about the things they do at school in their textbooks.
- Next, make groups of 4.
- Have them tell the things they do at school to their friends in their groups.
- Make sure that all the group members participate in the activity.

Summary and feedback

(2 minutes)

- Ask some students to ask their friends what they do at school.

Lesson 3 Things I do in my class

Unit 5 Things I do at home and at school

Lesson 3 Things I do in my class

Listen and say.

Practise.

often

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **often** listen to songs in my class.

sometimes

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **sometimes** draw pictures in my class.

46

Unit 5 Things I do at home and at school

Ask and answer.

Boy : What do you sometimes do in your class?
 Girl : I sometimes draw pictures.
 What about you?
 Boy : I sometimes play games.
 Girl : That's great!

Practise.

What do you **often/sometimes** do in your class?
 I **often/sometimes** work in groups.

Write and say the things you do in your class.

1. I sometimes draw pictures in my class.
2. _____
3. _____
4. _____
5. _____
6. _____

47

Objective:

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

- say and write the activities they do in the class.

Words and expressions:

New: draw pictures, listen to songs, play games, work alone, work in groups, work in pairs

What do you often/sometimes do in your class? I often/sometimes ... in my class.

Previously learnt: clean the classroom, do my homework, do physical exercise, feed the dog, help others, make the bed, play with my friends, study in the library, sweep the floor, throw the rubbish out, wash the dishes, water the plants

What about you? That's great!

Resources and preparation: audio materials, picture cards of draw pictures, listen to songs, play games, work alone, work in groups, work in pairs

I often/sometimes ... in my class.

Teaching procedure for Period 1

Warm up

(5 minutes)

- Show the pictures of the expressions the students have learnt: clean the classroom, do my homework, do physical exercise, feed the dog, help others, make the bed, play with my friends, sweep the floor, study in the library, throw the rubbish out, wash the dishes, water the plants. Ask students to say the expressions.
- Ask, 'What do you do in the morning/afternoon/evening?' and 'What do you always/usually do at school?' and encourage the students to answer, 'I ... in the morning/afternoon/evening.' and 'I always/usually ... at school.'

47 Listen and say.

(15 minutes)

- Show the picture card and mime the expression 'draw pictures'.
- Say, 'draw pictures' and tell them to mime the expression.
(ရုပ်ပုံကားချပ်ပါ ပုံများမှ 'draw picture' ပုံကို ပြ၍ အမူအရာဖြင့် သရုပ်ဖော်ပြပါ။ ထို့နောက် ကျောင်းသားများကို ဆရာပြောသည့် အတိုင်း သရုပ်ဖော်ပြရန် ပြောပါ။)
- Follow the same procedure to teach the other expressions: listen to songs, play games, work alone, work in pairs and work in groups.
- Put the picture cards on the board or use the pictures in the textbook.
- Play the recording or read the expressions aloud to the students and tell them to listen carefully.
- Tell them to say each expression they hear and point to the correct picture. Then, say the expressions at random and have them point to the pictures and say each expression three times. When the students have finished, tell them to touch their ears so that you can see who said the expression first and which students have finished.
(ဆရာက expression တစ်ခုကို ပြောပြသောအခါ ကျောင်းသားများက ထို expression ကို ဖော်ပြသည့် ရုပ်ပုံကို ညွှန်ပြရန်ပြောပါ။ သင်ပုန်းပေါ်တွင် ကပ်ထားသော ရုပ်ပုံများအတွက် expression များကို ပထမဦးစွာ အစဉ်လိုက်ပြောပြပါ။ ထို့နောက် အစဉ်အတိုင်း မဟုတ်ဘဲ ပြောပြပြီး ကျောင်းသားများက expression ကို ဖော်ပြသည့် ရုပ်ပုံကို ညွှန်ပြရန်ပြောပါ။ ထို့နောက် ၎င်း expression ကို သုံးကြိမ် ပြောရန်ပြောပါ။ သုံးကြိမ်ပြောပြီးပါက ၎င်းတို့၏ နားရွက်ကို ထိရန်ပြောပါ။)

Pair work

(5 minutes)

- Put the picture cards on the board: draw pictures, listen to songs, play games, work alone, work in pairs and work in groups.
- Point to a picture card and tell the class to say the expression for the picture.
- Point to the picture cards at random and tell them to say the expressions quickly.
- Tell the students to work in pairs.
- Ask two students to come to the front of the class to demonstrate the activity.
- Tell one student to point to a picture on the board and another student to say the expression for the picture. (e.g. 'Work alone.') Then, swap roles.

S1: (Points to the picture of 'Work alone.')

S2: Work alone.

48 Practise.

(13 minutes)

- Write this explanation on the board to explain the meanings of 'often' and 'sometimes'.

often	Mon	Tue	Wed	Thur	Fri
sometimes	Mon	Tue	Wed	Thur	Fri

- Say, 'I often listen to songs.' and point to the picture of 'often' on the board. Explain to them when we do something frequently, we use the word 'often' in the sentences. Use some real-world examples to make the meaning clearer. For example, 'I often drink juice.'

- Then, explain the use of 'sometimes' to the students by showing coloured days.
- Show the picture and mime the action of 'draw pictures' and say, 'I sometimes draw pictures in my class.'
- Put the picture of 'draw pictures' under the word 'sometimes' on the board.
- Ask a student to come to the front of the class to demonstrate the activity.
- Show him/her the picture of 'play games' and place it under the word 'often' and tell him/her to say, 'I often play games in my class.'
- Continue the activity until the students understand what they have to say using 'often' and 'sometimes'.
- Follow the same procedure for the remaining expressions.
- Play the recording or read the sentences aloud to the students and tell them to listen carefully.
- Tell them to repeat after the recording or the teacher and practise the sentences group by group.

Summary and feedback

(2 minutes)

- Ask students to recall the expressions when the teacher mimes them.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Tell students to work in pairs.
- Tell them to recall and say the expressions that they learnt in the previous period.

49 Ask and answer.

(10 minutes)

- Play the recording or read the dialogue aloud to the students and tell them to listen to the recording or to the teacher carefully.

Boy: What do you sometimes do in your class?

Girl: I sometimes draw pictures. What about you?

Boy: I sometimes play games.

Girl: That's great!

- Practise the dialogue with the class by taking different roles.
- Divide the class into two groups and name one 'Boy' and the other 'Girl'.
- Tell them to practise the dialogue and then swap roles.
- Ask two students to come to the front of the class and tell them to demonstrate the dialogue.

Practise.

(8 minutes)

- Put students into pairs, A and B.
- Tell As to ask the question, 'What do you often/sometimes do in your class?'
- Have Bs give the answer.
- Tell them to swap their roles.

Chain activity

(7 minutes)

- Ask some students, 'What do you often/sometimes do in your class?' and tell the class to continue the activity as a chain activity. (See p.10)
- Monitor the class and encourage them to participate in the activity.

Write and say the things you do in your class.

(10 minutes)

- Tell students to write about the activities that they do in their class.
- Tell them to ask their friends who are sitting next to them about what they do in their class.

e.g. A: What do you sometimes do in your class?

B: I sometimes draw pictures.

A: Me too!/I sometimes work with a partner.

(လုပ်ဆောင်သည့် activity တူလျှင် 'Me too!' ဟု ပြန်ပြော၍ ရကြောင်း ရှင်းပြပါ။)

- Monitor the class and encourage them to participate in the activity.

Summary and feedback

(2 minutes)

- Call some students and ask them about their activities.

e.g. 'What do you often/sometimes do in your class?'

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Lesson 4 What do you do every day?

Unit 5 Things I do at home and at school

Lesson 4 What do you do every day?

Listen and say.

What do you do every day?

Hi Po Po!

What do you do every day?

On Monday, I sweep the floor.
 On Tuesday, I play with my sister.
 On Wednesday, I wash the clothes.
 On Thursday, I help my mother in the kitchen.
 On Friday, I make the beds.
 On Saturday, I clean my desk.
 On Sunday, I draw pictures.
 Oh, Po Po! You are a very good girl.

Hi Bo Bo!

What do you do every day?

On Monday, I clean the rooms.
 On Tuesday, I ride a bike with my brother.
 On Wednesday, I play basketball.
 On Thursday, I help my father in the garden.
 On Friday, I wash the dishes.
 On Saturday, I listen to music.
 On Sunday, I read stories.
 Oh, Bo Bo! You are a very good boy.

Unit 5 Things I do at home and at school

Write and say what you do in a week.

Monday On Monday, I clean my desk.

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Work in pairs. Ask your friend what he/she does every day.

What do you do every day?

On Monday, I play football.

Objectives:

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

- read and act out the sentences.
- write about their activities.

Words and expressions:

New: play with my sister, wash the clothes, help my mother in the kitchen, clean my desk, clean the rooms, ride a bike with my brother, play basketball, help my father in the garden, listen to music, read stories

What do you do every day?

Previously learnt: clean the classroom, draw pictures, do my homework, do physical exercise, feed the dog, help others, listen to songs, make the bed, play games, play with my friends, study in the library, sweep the floor, throw the rubbish out, wash the dishes, water the plants, work alone, work in pairs, work in groups

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

On ..., I ... at school/in my class.

Resources and preparation: audio materials, picture cards of clean my desk, clean the rooms, draw pictures, help my father in the garden, help my mother in the kitchen, listen to music, read stories, make the beds, play basketball, play with my sister, ride a bike with my brother, sweep the floor, wash the clothes, wash the dishes

Teaching procedure for Period 1

Warm up

(5 minutes)

- Do the 'Simon says' activity using the expressions that students learnt in Lessons 1, 2 and 3.
(e.g. sweep the floor, make the bed, etc.)
- Review the days of the week.
- Review the family members.

Pre-teaching (5 minutes)

- Put the picture cards of sweep the floor, play with my sister, wash the clothes, help my mother in the kitchen, make the bed, clean my desk and draw pictures on the board, and ask students to look at the picture cards or the pictures in the textbook and not to look at the sentences.
- Introduce the girl 'Po Po' to the class, and ask the students to guess her daily activities.
- Ask, 'What's she doing?' pointing to a picture card on the board and encourage the students to answer the question.
- Repeat the question and point to different picture cards.

 **50 Listen and say.** (15 minutes)

- Play the recording or read the sentences and tell students to listen carefully.
- Read the sentences about 'Po Po' with actions and ask students to act out the sentences in the same way as you do.

Matching pictures with sentences (10 minutes)

- Tell students to match the sentences with the correct pictures.
- Tell the students to draw lines from the sentences to the pictures.
- Tell them to check their answers with their partners.
- Then, give the correct answers to the students.
- Tell them to check their partners' answers and to draw a 'Star' for each correct answer. For example, tell them to draw 7 stars when their partners can match all the sentences and the pictures correctly. They should draw 6 stars when their partners can match 6 sentences with the pictures correctly, etc.

Summary and feedback (5 minutes)

- Give feedback on how to read the sentences with the correct pronunciation and intonation.

Teaching procedure for Period 2

Warm up (3 minutes)

- Play the recording or read the first part about 'Po Po'.
- Then, play the recording or read the sentences with pauses so that students can repeat after the recording or the teacher.

 **50 Listen and say.** (10 minutes)

- Introduce the boy 'Bo Bo' to the class, and ask students to guess his daily activities.
- Play the recording or read the sentences about 'Bo Bo' and tell students to listen carefully. Then, practise the sentences with the class as they did in Period 1.

Matching pictures with sentences (5 minutes)

- Tell students to match the sentences with the correct pictures.
- Tell them to do this activity as they did in Period 1.
- Give the correct answers to the students.

Write and say what you do in a week. (10 minutes)

- Tell students to write about their activities at their home, school and classroom.
e.g. 1. On Monday, I clean the classroom.

2. On Tuesday, I water the plants at home.

3. On Wednesday, I draw pictures in my class.

- Ask some students to come to the front of the class and read their activities to the class.

Work in pairs. Ask your friend what he/she does every day.

(10 minutes)

- Tell students to work in pairs.
- Have them do 'rock, paper, scissors' game (See p.9). Tell the winner to ask the question 'What do you do every day?' The loser answers the question using the pattern 'On (day of the week), I (activity).'
- When they have finished, the students should swap roles.
- Monitor the class and encourage them to actively participate in the activity.

Summary and feedback.

(2 minutes)

- Tell students to note the use of 'On + days of the week.'

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Unit 6 My day

Lesson 1 Telling time

Unit 6 My day

Unit 6 My day
Lesson 1 Telling time

Listen and say.

It's 8:00.

Ask and answer.

What time is it?

It's 8:05.

50

Unit 6 My day

Match and write the times.

It's 7:00.

Look at the clocks and write the times.

51

Objectives:

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

- read and say the time.
- ask and answer the time.

Words and expressions:

New: It's 1:00/1:05/1:10/1:15/1:20/1:25/1:30/1:35/1:40/1:45/1:50/1:55-12:00 etc.

Previously learnt: What time is it? It's ... o'clock.

Resources and preparation: audio materials, an analogue clock (It should be big enough for all students to see clearly.)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the 'telling time' lesson the students learnt in Grade 2.
- Elicit the expression 'It's ... o'clock.'

51 Listen and say.

(20 minutes)

- Show the analogue clock and explain to students that an analogue clock has moving hands to show the time.
- Tell the students that the analogue clock has hands to show seconds, minutes and hours.
- Explain to them that the long hand or the minute hand tells the minutes and the short hand or the hour hand tells the hour.
- Point to the colon between the numbers and say that the numbers on the left of the colon show the hour and the numbers on the right of the colon show the minutes.
- Tell them that when the minute hand moves from 1 to 2, 5 minutes have passed.

- Explain to them that each time the minute hand moves from 2 to 3, 3 to 4, 4 to 5, 5 to 6 etc., five minutes have passed.
- Move the minute hand from 12 to 1 and ask the students how many minutes have passed. Then move it from 1 to 2 and ask them how many minutes have passed. Next, move it from 12 to 2 and ask them how much time has passed. Explain to them that when the minute hand moves from 12 to 2, 10 minutes have passed, and when it moves from 12 to 3, 15 minutes have passed, and so on.
- Make sure that the students can read the time in Myanmar.
- Show the students the analogue clock and ask students, 'What time is it?' Students should tell the time in Myanmar. Repeat as necessary.
- Teach the students how to say the time in English. For example, move the clock hands to the time and say, 'It's 8:05.' (This should be 'eight oh five'.), 'It's 8:10.' (eight-ten), etc.

(တိုင်ကပ်နာရီ တစ်လုံးကိုပြ၍ နာရီပါ လက်တံအတိုနှင့် အရှည်ကို ရွှေ့လျားပြီး လက်တံရှည်က မိနစ်ကိုပြပြီး လက်တံတိုက နာရီကိုပြကြောင်း ရှင်းပြပါ။ နာရီလက်တံရှည်သည် ၁၂ မှ ၁ ကိုရွှေ့လျှင် ၅မိနစ်၊ ၁ မှ ၂ ကို ဆက်ရွှေ့လျှင် နောက်ထပ် ၅ မိနစ်၊ ၂ မှ ၃ ကို ဆက်ရွှေ့လျှင် နောက်ထပ် ၅ မိနစ် စသည်ဖြင့် အတွက်တစ်ကွက်နှင့် တစ်ကွက်အကြား ၅ မိနစ်ကြာကြောင်း ရှင်းပြပါ။ ထို့ကြောင့် ၁၂ မှ ၁ ဆိုလျှင် ၅မိနစ်၊ ၁၂ မှ ၂ ဆိုလျှင် ၁၀ မိနစ်၊ ၁၂ မှ ၃ ထိ ကြာချိန် ၁၅ မိနစ် စသည်ဖြင့် တိုးသွားကြောင်းကို ကျောင်းသားများနှင့်အတူ ရေတွက်ပြပါ။ Grade 2 သင်္ချာတွင် သင်ခဲ့သည့် အသိအတိုင်း အချိန်ကို မြန်မာလိုမေး မြန်မာလို ဖြေပါစေ။ ထို့နောက် နာရီ ၅ မိနစ်ကို 8:05၊ နာရီ ၁၀ မိနစ်ကို 8:10 ၊ နာရီ ၁၅ မိနစ်ကို 8:15၊ စသည်ဖြင့် ၉ နာရီ ကို 9:00 ဟု ခေါ်ကြောင်း ရှင်းပြပြီး အချိန်အမေးအဖြေ ပြုလုပ်လျှင် What time is it? ဟု မေးပြီး It's 8:05. /eit ou farv/ ဟု ဖြေရန် ရှင်းပြပါ။)

- Play the recording or say the time for the students to repeat.
- Ask them to repeat after the recording or the teacher, 'It's 8:05. It's 8:10. It's 8:15, etc.'
- Ask them to look at the pictures in the textbook and say the time or play the recording (e.g. It's 8:20.)
- Ask them to point to the time in the picture.
- Check whether they are pointing to the correct picture or not.
- Continue saying the time expressions one after another in English and ask students to point to the correct time shown in the clocks in their textbooks.
- Play the recording again or say the time expressions again (one sentence after another.)
- Ask the students to repeat after the recording or the teacher.
- Check the students' pronunciation and correct them if they make mistakes.

52 Ask and answer.

(15 minutes)

- Tell students to draw their own clock with the time shown on a piece of paper or in their exercise books.
- Assist some students who have difficulty in drawing a clock.
- Tell them to walk around the class, show their clocks and ask one friend, 'What time is it?' After the friend has answered, the students change roles.
- Monitor and assist the students throughout the activity and make sure that every student can say the time in English correctly.
- Ask the students how many people they have talked to at the end of the activity.
- Have them go back to their seats.
- Ask one volunteer student to stand up and show his/her paper/ exercise book and have him/her ask, 'What time is it?'

- Ask the class to answer the question.
- Ask another student to volunteer and show his/her paper/ exercise book.
- Have another volunteer student stand up and tell the time.
- Make the class check whether the answer is correct or not.
- Check the students' understanding of time and how they tell the time.

Summary and feedback

(2 minutes)

- Show an analogue clock and ask the students what time the analogue clock is currently showing.
- Check the students' answers.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Point to the times in 'Listen and say.' in order (e.g. 8:05, 8:10, etc.) and ask students to tell the time.
- Then point to the times randomly and ask them to tell the time again.
- Point to the times randomly and ask the students to tell the time again at a faster pace.

Match and write the times.

(15 minutes)

- Ask students to look at the time each clock shows in the picture.
- For the first picture, give the students hints by asking, 'Is it 11:00?' At the beginning, give them incorrect times so that they would answer, 'No.' Make sure that the students can read the time in the picture.
- After you have confirmed that the students understand the time, ask them to read the times written in each picture (e.g. Read '7:00' by saying, 'It's 7:00.')
- Make sure that they can say the time correctly, using, 'It's ...'
- Ask the students to match the clock and the time given.
- Ask them to check their answers with their partners.
- Monitor the class.

Pointing game

- When students have finished, do the pointing game as follows.
- Ask them to make pairs and share a textbook.
- Explain the students that they need to point to the correct picture when they hear the time.
- Say a time, e.g. 'It's 6:30.'
- In each pair, the student who points to the correct picture first wins.
- Continue doing this for, 'It's 7:00. It's 11:15, It's 2:45.'

Look at the clocks and write the times.

(20 minutes)

- Ask students to look at the clocks and make them say each time. (As the first example is given, students know, 'It's 1:30')
- Have them guess the time for the next clock by writing 2 and 10 in the air.
- Ask the students to find the picture number. (It is no. 2)
- Ask one student to come to the front of the class and show him/her a clock in the textbook secretly (any clock from the pictures 1 to 12). The student writes the time in the air.
- Tell other students to guess the time.

- Ask some more students to come up and show the time with their hands.
- Have the class guess the time and say it in English.
- When the activity is finished, ask the students to write the correct times under each picture.
- Monitor the class while they are writing in their textbooks.

(If time permits, do the pointing game to check student's understanding of the time expressions.)

Summary and feedback

(2 minutes)

- Change the hands on a clock or draw different times on the board and review any times that might be difficult for students to say.
- Ask the students the time by saying, 'What time is it?' and make sure that they can answer correctly. Congratulate them on being able to say the time in English!

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Lesson 2 My classes today

Unit 6 My day

Lesson 2 My classes today

Listen and say.

Myanmar

I have Myanmar in Period 1. It is from 9:00 to 9:40.

English

I have English in Period 2. It is from 9:40 to 10:20.

Maths

I have Maths in Period 3. It is from 10:40 to 11:20.

Science

I have Science in Period 4. It is from 11:20 to 12:00.

Social Studies

I have Social Studies in Period 5. It is from 1:00 to 1:40.

Unit 6 My day

Listen and write.

Period	Time	Subject
1.	12:00 - 12:40	
2.		Maths
3.	1:40 - 2:20	
4.		Social Studies
5.	3:00 - 3:40	

Make a list of your classes for one day and tell the class about it.

Period	Time	Subject

I have _____
It is from _____ to _____.

Objectives:

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

- explain their school timetable.
- use the pattern, 'It is from ... to ...';
- prepare their textbooks using the school timetable.

Words and expressions:

New: I have ... in Period ... It is from ... to ...

Previously learnt: Myanmar, English, Mathematics, Science, Social Studies

Resources and preparation: audio materials, 5 enlarged copies of the pictures (if available)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Ask students 'What time is it?'
- Elicit the answer from the students.
- Ask them, 'How many subjects can you say in English?' and 'What are they in Myanmar?'

53 Listen and say.

(20 minutes)

- Ask students, 'How many periods do you have in your class in a day?'
- Explain the meaning of 'Period' to the students.
- Read the first picture, 'I have Myanmar in Period 1. It is from 9:00 to 9:40.'
- Ask them to guess the meaning of the sentence, especially the patterns ' ... from ... to ...'
- Check their understanding.
- Play the recording once or read the sentences aloud to the students.
- Play the recording or read the sentences aloud again and have the students repeat after the recording or the teacher.

(Have them imitate the intonation as well as the pronunciation.)

(အသံထွက်နှင့် လေယူလေသိမ်း မှန်ကန်မှုရှိစေရန် recording မှ အသံထွက်အတိုင်း လိုက်၍ ရွတ်ဆိုရန်ပြောပါ။)

- Play the recording again for the subjects taught in each Period and have the students repeat after the recording. (You can ask each row of students to repeat after the recording or you.)
- Tell the students to practise in pairs.
S1: 'I have Myanmar in Period 1. It is from 9:00 to 9:40.'
S2: 'I have English in Period 2. It is from 9:40 to 10:20.'
- Tell them to say the subject they have in the remaining Periods. When they have finished, tell them to swap the number of Period and practise saying them again.
- Make sure that every student has a partner. (If the number of students is odd (e.g. 43), a teacher can form a group of 3 students for the last group.)
- Monitor the class and assist the pairs when they have difficulty in pronouncing words or reading sentences.

54 Listen and write. (15 minutes)

- Ask students, 'What time does their school start/finish?' and tell them that they can answer in Myanmar.
- Help them say the time in English so that they can recall their knowledge of 'Telling time' from the previous lesson.
- Ask the students, 'How many periods do we have in a day?' and, 'What classes do we have today?' (Students might answer in Myanmar so encourage them to answer in English.)
- Tell them that they are going to listen to the recording on the timetable.
- First, ask the students to look at the timetable in the textbooks. Then, ask them to guess what they are going to hear.
- Tell them that there are only 5 periods given in this timetable. (This is only an example timetable.)
- Ask them to focus on listening to the time given for each period and the names of the subjects.
(စာသင်ချိန် တစ်ချိန်စီ၏ အချိန်နှင့် ဘာသာရပ်အမည်များကို အဓိကထား နားထောင်ရန် ကျောင်းသားများကို ပြောပါ။)
- Play the recording or read out the sentences given below.
I have English in Period 1. It is from 12:00 to 12:40.
I have Maths in Period 2. It is from 12:40 to 1:20.
I have Science in Period 3. It is from 1:40 to 2:20.
I have Social Studies in Period 4. It is from 2:20 to 3:00.
I have Myanmar in Period 5. It is from 3:00 to 3:40.
- Tell the students to make pairs and check their answers with their partners.
- Ask one or two students what they heard.
- Tell them that they are going to listen to the recording again and write their answers in the blanks in the table.
- Before the students do the activity, draw the table on the board.
- Demonstrate the writing activity by asking a student to come to the front of the class.
- Say, 'I have English in Period 1. It is from 12:00 to 12:40.'
- Ask the student to write the period, time and subject on the board.
- Make sure that the student understands how to complete in the table.
- Play the recording with pauses after each Period.
- Check the students' listening and the answers.
- Monitor the class to check if the students can write the correct answers or not.

Summary and feedback

(2 minutes)

- Ask students about today's schedule to confirm their understanding of the periods: 'What period is it now?' 'What class is the next period?' 'What class is in Period 5?'
- Confirm the students' understanding of the vocabulary about 'My classes today' when the students answer the questions.

Teaching procedure for Period 2

Warm up

(2 minutes)

- Ask students how many subjects and how many periods they have in a day.
- Ask them what class they have in Period 1 today (students can answer either in Myanmar or in English), what class they have in Period 2 today, etc.

Make a list of your classes for one day and tell the class about it.

(20 minutes)

- Have students make their own schedule for one day.
- Explain to the students that they need to write 5 different subjects and each period is 40 minutes long.
- Tell them that after two periods is a break time.
- Tell them that they can choose their own favourite starting and finishing time.
- Monitor the class making their own schedule.

(အတန်း၏ တစ်နေ့တာအချိန်ဇယားကို ကျောင်းသားများနှင့် ဆွေးနွေးပါ။ ဘာသာရပ် ၅ ခု နှင့် အချိန်ဇယားတစ်ခု ပြုလုပ်ရမည်ဖြစ်ကြောင်း၊ စာသင်ချိန်တစ်ချိန်လျှင် မိနစ် ၄၀ ကြာမြင့်ကြောင်းနှင့် ပထမဆုံးစာသင်ချိန် နှစ်ချိန်ပြီးပါက အားလပ်ချိန် မိနစ် ၂၀ ရှိကြောင်း ရှင်းပြပါ။ စာသင်ချိန် အစနှင့် အဆုံးကို ကျောင်းသားများ စိတ်ကြိုက် သတ်မှတ်နိုင်ကြောင်းကိုလည်း ပြောပြပါ။)

Presentation

(15 minutes)

- Ask two students to come to the front of the class.
- Tell them to present their schedule and tell the class to listen to the two students.
- Ask the students to make pairs.
- Tell them to present their own schedules to each other.

Summary and feedback

(3 minutes)

- To check students' understanding of 'from (time) to (time)', tell them about tomorrow's schedule and ask them questions about the time.

T: In Period 1, we have (Maths) tomorrow. What time is Period (1)?

S: It is from (8:00) to (8:40). (Remind students to answer using 'It is from (time) to (time).')

- Continue asking questions either in Myanmar or in English as in the example given.

Lesson 3 My daily activities

Unit 6 My day

Lesson 3 My daily activities

Listen and say.

I usually get up at 6:00.

I often have a bath at 6:15.

I usually have breakfast at 7:30.

I always go to school at 8:25.

I usually go home at 3:45.

I often do the housework at 4:30.

I usually study my lessons at 7:30.

I sometimes watch TV at 8:30.

I usually go to bed at 9:00.

54

Unit 6 My day

Match the daily activities and the times and write sentences.

go home

do the housework

go to school

6:30

in the evening

8:45

in the morning

3:30

in the afternoon

Example: I go home at 3:30 in the afternoon.

Complete the questions with always/usually/often/sometimes and write the answers.

- What time do you usually get up?
I usually get up at 7:00.
- What time do you _____ have a bath?
- What time do you _____ have breakfast?
- What time do you _____ go to school?
- What time do you _____ go home?
- What time do you _____ do the housework?
- What time do you _____ study?
- What time do you _____ watch TV?
- What time do you _____ go to bed?

Ask and answer the questions.

A : What time do you usually get up?
B : I usually get up at 7:00.

55

Objectives:

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

- explain their daily activities and the times they do the activities.
- ask questions about their classmates' daily activities.

Words and expressions:

New: do the housework, get up, go to bed, go to school, go home, have a bath, have breakfast, study my lessons, watch TV

What time do you ...? I ... at ...

Previously learnt: always, often, sometimes, usually

Resources and preparation: audio materials, picture cards of do the housework, get up, go to bed, go to school, go home, have a bath, have breakfast, study my lessons, watch TV

Teaching procedure for Period 1

Warm up

(3 minutes)

- Ask students what today's timetable is.
- Ask them 'What time does the school start?' 'What time does the school finish?'
- Elicit the meaning of 'often, always, sometimes and usually'.

55 Listen and say.

(20 minutes)

- Make the gesture for 'get up' and say, 'Get up.'
- Have students copy the gesture and say, 'Get up.'
- Ask, 'What does 'get up' mean?'
- Say, 'Get up,' again and have them repeat after the teacher.
- Follow the same procedure for all the expressions: do the housework, have a bath, have breakfast, go to school, go home, go to bed, study my lessons, watch TV.

Listening Practise

- Play the recording once and ask students what they heard.
- Play the recording again and pause after each sentence. Ask the students to repeat after the recording.

Discussion

- Tell students to look at the textbook. Say, 'I get up at 6:00.'
- Ask them who gets up at 6:00 and have students put up their hands if they get up at 6:00.
- Do this for different times at 30 minute intervals (e.g. 6:30, 7:00, etc.).
- Find out the most common time for getting up.
- Follow the same procedure for all daily activities.

Pair work

(15 minutes)

- Elicit the meaning of 'often, always, sometimes and usually'.
- Write, e.g. 'What time do you usually get up?' on the board. Put a picture card next to the expression or use the textbook and practise asking.
- Say the model answer, 'I usually get up at 6:00.' Repeat 3 times.
- Ask the students again 'What time do you usually get up?'
- Check their answers. Don't focus on time and tell them that they can choose any time they like.
- Follow the same procedure for all daily activities.
- Have the students ask and answer about each daily activity in pairs as shown below.

A: What time do you usually get up?

B: I usually get up at ...

B: What time do you often have a bath?

A: I often have a bath at ...

A: What time do you usually have breakfast?

B: I usually have breakfast at ...

B: What time do you always go to school?

A: I always go to school at ...

A: What time do you usually go home?

B: I usually go home at ...

B: What time do you often do the housework?

A: I often do the housework at ...

A: What time do you usually study?

B: I usually study my lessons at ...

B: What time do you sometimes watch TV?

A: I sometimes watch TV at ...

A: What time do you usually go to bed?

B: I usually go to bed at ...

- Students should take turns asking about each picture in the textbook.
- Ask some students to come to the front of the class to demonstrate the dialogue.

Summary and feedback

(2 minutes)

- Review any expressions that are difficult for students to remember. Ask some students to say two things that they usually do every day.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise students' daily activities they learnt in the previous period.

Match the daily activities and the times and write sentences.

(10 minutes)

- Tell students to look at their textbooks.
- Tell them to match the pictures of the daily activities with the correct times and write sentences in their exercise books as shown in the example.
- After they have finished, tell them to check their answers in pairs by asking, 'What time do you ...?' and answering 'I ... at (time).'
- Monitor the class.
- Then give the answers and tell the students to check their answers.

Complete the questions with always/usually/often/sometimes and write the answers.

(15 minutes)

- Ask students to complete the questions and write answers in their exercise books as shown in number 1.

1. What time do you usually get up?

I usually get up at 7:00.

(frequency adverb များဖြစ်သော always/usually/often/sometimes တို့ကို မေးခွန်းများတွင် သင့်လျော်သလို ပြောင်းလဲသုံးနိုင်ကြောင်းပြောပါ။)

Ask and answer the questions.

(10 minutes)

- Tell students to practise asking and answering the questions they wrote in their exercise books.
- Monitor their practice.

Summary and feedback

(2 minutes)

- Check the students' understanding of their daily activities, time expressions and the use of frequency adverbs by asking them the question, 'What time do you ...?'
- Check the pronunciation of the students when they answer the questions and correct the mistakes.

Lesson 4 My school days

Unit 6 My day

Lesson 4 My school days

Listen and say.

From Monday to Friday, I go to school.

My school starts at 9:00 in the morning.

I study 9 subjects. There are 7 periods a day.

Grade 3 Timetable									
	Mon	Tue	Wed	Thurs	Fri				
8:00-8:40	Math	Math	Math	Math	Math				
8:40-9:20	Math	Math	Math	Math	Math				
9:20-10:00	Math	Math	Math	Math	Math				
10:00-10:40	Math	Math	Math	Math	Math				
10:40-11:20	Math	Math	Math	Math	Math				
11:20-12:00	Math	Math	Math	Math	Math				
12:00-12:40	Math	Math	Math	Math	Math				
12:40-1:20	Math	Math	Math	Math	Math				
1:20-2:00	Math	Math	Math	Math	Math				
2:00-2:40	Math	Math	Math	Math	Math				
2:40-3:20	Math	Math	Math	Math	Math				
3:20-4:00	Math	Math	Math	Math	Math				

Unit 6 My day

I have a break from 10:20 to 10:40.

My lunch break is from 12:00 to 1:00.

My school finishes at 3:00 in the afternoon.

Write and tell the class about your school days.

My school days

Objective:

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

- read and act out the story 'My school days'.

Words and expressions

New: From ... to ..., I ...

My school starts at ...

I study ... subjects.

There are ... periods a day.

I have a break from ... to ...

My ... is from ... to ...

My school finishes at ...

Previously learnt: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, morning, afternoon

Resources and preparation: audio materials

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Tell students to look at the first picture. Ask them the questions:
How many students are there?
Where are the students?
Are the students playing?
What are the students wearing? (making a gesture of the word of 'wearing')
- Explain that today's lesson is talking about school days.

56 Listen and say.

Storytelling (1)

(25 minutes)

- Play the recording or read the story aloud with actions to help students understand the story.
- Write the following questions on the board: 1) What time does your school start? 2) What time is the break? 3) How many subjects are there? 4) How many periods are there? 5) What time is lunch break? 6) What time does your school finish?
- Read out each question and check that the students understand the questions.
- Tell the students that you will read the story again. The students have to think of the answers to the questions.
- After reading, check the answers to the questions.

(LC is Local curriculum (ဒေသဆိုင်ရာသင်ရိုး) ဖြစ်ပါသည်။)

Pair work

- Ask students to practise saying the story in pairs.
- Tell them to read sentences by taking turns.
- Do the same activity again, but this time the students read the sentence that describes the first picture, the teacher reads the sentence that describes the second picture, and so on.
- Last, students read the story in pairs.

Picture 1

From Monday to Friday, I go to school.

Picture 2

My school starts at 9:00 in the morning.

Picture 3

I study 9 subjects.

There are 7 periods a day.

Picture 4

I have a break from 10:20 to 10:40.

Picture 5

My lunch break is from 12:00 to 1:00.

Picture 6

My school finishes at 3:00 in the afternoon.

Storytelling (2)

(10 minutes)

- Play the recording again or tell the story again.
- Ask students to point to each picture as they listen to the recording.
- Next, tell the story and have them say some of the missing information as shown below:

T: From Monday to ...

Ss: Friday!

T: I go to school. My school starts at ...

Ss: 9:00!

- Below is the information that the teacher can leave out. When the teacher is reading the story, the students should close their textbooks.

Picture 1

From Monday to _____, I go to school.

Picture 2

My school starts at _____ in the morning.

Picture 3

I study _____ subjects.

There are _____ periods in a day.

Picture 4

I have a break from _____ to _____.

Picture 5

My lunch break is from _____ to _____.

Picture 6

My school finishes at _____ in the afternoon.

- Have the students open their textbooks. Repeat the story and read the description in a different order this time. Students listen and point to the picture the teacher describes. Help them if necessary.

Summary and feedback

(2 minutes)

- Summarise the story by focusing on the expressions that the students have learnt.
- Check their pronunciation.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Confirm the students' understanding of the story by asking them to tell the story in Myanmar.

Storytelling (3)

(15 minutes)

- Tell students that they are going to write about their school days.
- Write the following sentences on the board:
 - From ... to I go to school.
 - My school starts at ... in the morning.
 - I study ... subjects.
 - There are ... periods a day.
 - I have a break from ... to ...
 - My lunch break is from ... to ...
 - My school finishes at ... in the morning / afternoon / evening.
- Tell the students to think of their school days.
- Review days of the week (Monday, Tuesday, ... Sunday).
- Point to the first sentence on the board and ask the students 'What days do you go to school?' Tell them to think of an answer and then write the sentence in their textbooks.

- Follow the same procedure for the other sentences.
- Monitor the class and check the students' writing and spelling.
- When they have finished writing, tell them to read their sentences to their partners.
- Then, ask some students to read out their sentences to the whole class.

Write and tell the class about your school days.

(20 minutes)

- Tell students to write sentences about their school days.
- Tell them that they can use the same information from the story.
- If necessary, write some example sentences on the board.
- Monitor the class, check the students' writing, and help them if necessary.

Summary and feedback

(2 minutes)

- Check whether students understand how to write sentences about their school days.

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Review 3

Review 3A

Review 3A

Listen and write.

Things I do at home

1	2	3
---	---	---

Things I do at school

1	2	3
---	---	---

Things I do in my class

1	2	3
---	---	---

Write and say the things you do at home and at school.

At home, I _____ and _____

At school, I _____

In my class, I _____

After school, I _____

I can ...

write and talk about things I do at home, at school and in my class.

58

Objective:

- To write about the things they do at home, at school and in class

Words and expressions:

always, usually, often, sometimes

morning, afternoon, evening

Things I do at home: feed the dog, make the bed,
wash the dishes

Things I do at school: clean the classroom, help others,
study in the library

Things I do in my class: draw pictures, work alone,
work in groups

Resources and preparation: audio materials, paper strips on which expression of things I do at home/ at school/in my class are written

Teaching procedure

Warm up

(12 minutes)

- Ask a student to come to the front of the class.
- Have that student pick a paper strip, and act out the expression on it.
- Have the class guess what the expression is.
- Tell them to listen carefully and complete the expressions.
- Then, do the following oral practice:

T: wash

Ss: the dishes

T: do

Ss: my homework ...etc. (You can revise all the expressions in Unit 5)

57 58 59 Listen and write.

(12 minutes)

- Play the recording or read the expressions aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and write down what they hear in their textbooks.
- Put the students into pairs and tell them to check their answers with their partners. If their answers are different, tell them to circle the different answers.
- Play the recording again or read the expressions aloud to the students again.
- Tell them to check their answers.
- Check the answers with the whole class after listening for a second time.

Write and say the things you do at home and at school.

(13 minutes)

- Tell students to write about their daily routines.
- Tell them to read their daily routines when they have finished writing.
- Put the students into pairs.
- Tell them to say the things they do at home and at school to their partners.
- Tell them to swap roles.
- Ask one volunteer student to come to the front of the class.
- Tell him/her to present about the things he/she does at home and at school.
- Ask that volunteer student to invite one of his/her friends to present.

Self- assessment

(3 minutes)

- Tell the students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to write and talk about the things he/she does at home, at school and in his/her class.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
write and talk about things I do at home, at school and in my class.			

Review 3B

Review 3B

In pairs, ask and answer the questions in turns.

B What time do you have a bath? A What time do you have dinner? B What time do you go to bed?	A What time do you do the housework? B What time do you go to school?	A What time do you have lunch? B What time is it? A What time do you get up? B What time do you have breakfast?	A What time do you study?
---	---	---	---



START →

FINISH

Write about your daily activities.

I get up at _____. I have my breakfast at _____. I go to school at _____. My school starts at _____. I have a break from _____ to _____. My lunch break is from _____ to _____. My school _____ at _____. I _____ my dinner at _____. I _____ my homework at _____. I _____ to bed at _____.

I can ... write and talk about my daily activities.

59

Objective:

- To write and talk about their daily activities

Words and expressions:

do the housework, have a bath, have breakfast, have lunch, have dinner, get up, go to bed, go to school, study, watch TV

School starts at ...

Lunch break is from ... to ...

What time do you ...?

What time is it?

It is ...

I ...

Resources and preparation: an analogue clock

Teaching procedure

Warm up

(8 minutes)

- Tell the students to say the numbers 1 to 10 and jump up after saying 4 and 9. (1, 2, 3, 4, jump, 6, 7, 8, 9, jump).
- Revise vocabulary for time using an analogue clock.
- Show the clock with two hands and ask, 'What time is it?'
- Ask students to answer the question group by group and individually.

Writing time

(5 minutes)

- Ask a student to come to the front of the class. Tell the student to write the times that the teacher says.
- Tell the class to check his/her answer as shown below.

T: It is 10:30.

S1: (Writes '10:30' on the board.)

Ss: (Check S1's answer.)

- Continue the activity by asking other students to write the times that the teacher says.

In pairs, ask and answer the questions in turns.

(15 minutes)

- Have students make pairs. Tell each pair to play 'rock, scissors, paper.' (See p.9)
- Tell the winners that they are Student As and the losers that they are Student Bs.
- Tell all As to ask the first question after the 'START' sign and Bs to answer the question.
- Then tell all Bs to read the next question and As to answer it.
- Continue doing this for all questions.
- Make sure that students know how to ask the questions correctly and understand the meaning.
- Tell each pair to do the activity in turns from 'Start' to 'Finish', asking and answering the questions.

- Tell As and Bs to change roles when they finish.
- Monitor the class.
- Ask the students to shout, 'Stop the bus!' when they finish the activity. Tell them to fold their arms so that the teacher would know that they have finished.

(နှစ်ယောက်တစ်တွဲ လေ့ကျင့်ရာတွင် မည်သည့် ကျောင်းသားများသည် activity လုပ်ဆောင် ပြီး မပြီး သိရှိရန် ကျောင်းသား နှစ်ယောက်လုံးသည် A နေရာနှင့် B နေရာ နှစ်နေရာလုံး မေးဖြေပြုလုပ်ပြီးပါက ၎င်းအတွဲအား Stop the bus! ဟု အော်ကာ လက်ပိုက်ထားရန်ပြောပါ။)

- Check whether the students can do the activity well by asking one or two pairs to demonstrate the activity.

Write about your daily activities.

(10 minutes)

- Tell the class to write the sentences either in their textbooks or in their exercise books.
- Tell them to make pairs and present their daily activities to each other when they finish.

Self- assessment

(2 minutes)

- Tell the students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to write and talk about their daily activities.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
write and talk about my daily activities.			

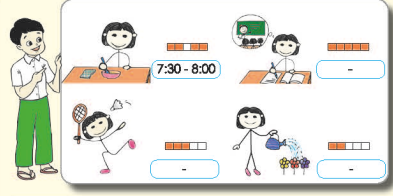
Project 3 The daily activities of my friend

Project 3 The daily activities of my friend

Interview your friend.

What do you usually do in the morning?	from	to
• usually	have breakfast	7:30 8:00
• always	do my homework	
• often	play badminton	
• sometimes	water the plants	

Present about your friend.



The daily activities of my friend

This is my friend. In the morning, she usually has breakfast from 7:30 to 8:00. She always does her homework from _____ to _____. She often plays badminton from _____ to _____. She sometimes waters the plants from _____ to _____.

Project 3 The daily activities of my friend

Interview your friend.

What do you usually do in the afternoon?	from	to
• usually		
• always		
• often		
• sometimes		

Write and tell the class the daily activities of your friend.

The daily activities of my friend

I can ...

interview my friend.

write and talk about the daily activities of my friend.

Objectives:

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

- interview their friend's daily activities.
- talk about their friend's daily activities.

Words and expressions:

Previously learnt: always, usually, often, sometimes, morning, afternoon, evening

Things I do at home: do my homework, feed the dog, make the bed, sweep the floor, throw the rubbish out, wash the dishes

Things I do at school: clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants

Things I do in my class: draw pictures, listen to songs, play games, work alone, work in pairs, work in groups

Resources and preparation: audio materials, paper strips with written questions, picture cards for all expressions, flip chart, pen

Teaching procedure for Period 1: Plan

Warm up (3 minutes)

- Revise the expressions from Unit 5 by saying, 'What's this?' while showing pictures.

Interview your friend. (15 minutes)

Practice

- Draw the table on the board or make an enlarged copy of the table from the textbook.

What do you usually do in the morning?		from	to
• usually	have breakfast		
• always	do my homework		
• often	play badminton		
• sometimes	water the plants		

- Tell students that they are going to practise how to interview a friend.
- Make groups of four and give each group a name.
- Distribute two paper strips with questions to each group. (See below.)

Group 1	What do you usually do in the morning?	What time do you ...?
Group 2	What do you always do in the morning?	What time do you ...?
Group 3	What do you often do in the morning?	What time do you ...?
Group 4	What do you sometimes do in the morning?	What time do you ...?

- Tell each group to read their two questions.
- Have the students from Group 1 ask, 'What do you usually do in the morning?'
- Answer, 'I usually have breakfast'.
- Have the students from Group 1 ask, 'What time do you usually have breakfast?'
- Answer, 'From 7:30 to 8:00'.
- Tell one volunteer student from Group 1 to come to the front of the class, listen your answers and write the information in the table on the board.
- Continue the activity with Groups 2, 3 and 4.
- Say the answer as many times as necessary. Make sure that volunteer students can write the times in the table on the board.

Interview

- Write down the following questions on the board.

What do you always do in the morning?	What time do you ...?
What do you often do in the afternoon?	What time do you ...?
What do you sometimes do in the evening?	What time do you ...?

- Put students into pairs and name them A and B.
- Tell Student A to ask the questions written on the board to Student B.
- Tell Student A to listen to Student B's answer and write the information in the table of their textbooks.
- Then, tell them to swap their roles.
- Tell Student B to ask the questions and write Student A's information in the table.
- Tell them to swap their exercise books with their partners and check each other's answers.

Present about your friend.

(10 minutes)

- Show students how to transfer the information from the table to the pictures.
- Tell them to read the answers from the textbook. While the students are reading the answers, stick pictures on the board and put the signs of frequency adverbs and time expression below the pictures.

(သင်ပုန်းကို ပုံဆွဲရန် နှင့် စာရေးရန် ပိုင်းခြားပါ။ ကျောင်းသားများဖတ်ပြသည့် စာသားနှင့်သက်ဆိုင်သည့် ပုံကို တစ်ကြောင်းဆွဲပန်းချီပုံဆွဲ၍ ပုံဖော်ပါ။ အချိန်နှင့် frequency adverb များကိုလည်း ပုံတွင် ဖော်ပြပါ။)

- Write the sentences that describe the pictures on the board. (e.g. In the morning, she always does her homework from 7:30 to 8:00.)

(ပုံနှင့်သက်ဆိုင်သည့် ဝါကျကိုလည်းချရေးပါ။ သူငယ်ချင်းယောက်ျားလေးကို interview လုပ်လျှင် နာမ်စား He ကိုသုံး၍ သူငယ်ချင်း မိန်းကလေးကို interview လုပ်လျှင် နာမ်စား She ကိုသုံးရမည်ဟု ရှင်းပြပါ။)

- Continue the activity. After the students have finished, do a sample presentation.
- Tell them that they will be presenting about their friends in the next period.

Brainstorming

(10 minutes)

- Ask students what they do in the afternoon.
- Write their activities on the board. Encourage them to give as many answers as possible.
- Ask the students to make groups of four. Each group should brainstorm afternoon activities that children of their age usually do and write them in their exercise books in English. If the students do not know the vocabulary/the spelling of the words that they want to write, help them.

(ကျောင်းသားများ နေ့လယ်တွင်ပြုလုပ်လေ့ရှိသည့် activity များကို စဉ်းစား၍ သူတို့၏ လေ့ကျင့်ခန်းစာအုပ်တွင် ချရေးရန် ပြောပါ။)

- Ask them to say their afternoon activities and write them on the board.

(ကျောင်းသားများ စဉ်းစားထားသည့် activity များကို တစ်ဖွဲ့ချင်းစီမေး၍ အတန်းသားအားလုံး လေ့လာသိရှိနိုင်စေရန် သင်ပုန်းတွင် ချရေးပါ။)

Summary and feedback

(2 minutes)

- Tell students to talk about their afternoon activities and what time they start and finish the activities in the next period.

Teaching procedure for Period 2: Do

Warm up

(5 minutes)

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

Interview your friend.

(8 minutes)

- Put students into pairs.
- Tell them to write their interview questions in their exercise books. To check the spelling write the questions on the board. (What do you usually do in the afternoon? What time do you ... ?)

(ကျောင်းသားများမေးခွန်းရေးရာတွင် ပထမအချိန်တွင် အဖွဲ့လိုက်မေးခဲ့သည့် မေးခွန်းများကို နမူနာအဖြစ် သင်ပုန်းပေါ်တွင် ရေးပြထားပါ။)

- Tell them to write at least 4 questions.
- Remind them that they should use, 'always, usually, often or sometimes.'
- Tell the students to interview one of their friends and write the answers in the table on page 61.

Making a poster

(12 minutes)

- Put students into pairs.
- Distribute big pieces of paper or flip charts and markers if available.
- Tell the students to make a poster of their friend's afternoon activities like the one on page 60.

Write and tell the class the daily activities of your friend. (12 minutes)

- Tell each pair to write their friend's activities in their exercise books. (If some students finish early, tell them to practise their friend's activities for their presentation.)
- They should follow the model below:

This is my friend. In the afternoon, he/she usually _____ from _____ to _____. He/she always _____ from _____ to _____. He/she often _____ from _____ to _____. He/she sometimes _____ from _____ to _____.

If necessary, write the model on the board.

(ကျောင်းသားများ စာရေးရာတွင် နမူနာကြည့်ရန်အတွက် အထက်တွင်ပေးထားသော နမူနာကို သင်ပုန်းတွင်ချရေးပေးပါ။)

Summary and feedback (3 minutes)

- Explain to the students that they will have to present about their friends' after school activities in the next class. Tell them to practise their presentations at home.

Teaching procedure for Period 3: Present

Warm up (2 minutes)

- Have students prepare for their presentations.

Presentation (35 minutes)

- Call a student to present about his/her friend's afternoon activities to the class.
- Then, tell him/her to call another student to present.
- Continue the activity.

Self-assessment (3 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 afternoon activities his/her friend does.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
interview my friend.			
write and talk about the daily activities of my friend.			

Unit 7 Things we do for fun

Lesson 1 Free time activities (1)

Unit 7 Things we do for fun

Unit 7 Things we do for fun
Lesson 1 Free time activities (1)

Listen and say.

drawing

dancing

reading

going shopping

watching TV

playing the guitar

playing with toys

playing tag

Ask and answer.

What are you doing?

I am reading.

I am drawing.

What about you?

62

Unit 7 Things we do for fun

Listen and complete the sentences.

1. I am _____

2. I am _____

3. I am _____

4. We are _____

5. We are _____

Look at the pictures and answer the question.

What are you doing?

63

Objective:

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

- ask, answer and write about activities using the present progressive.

Words and expressions:

New: going shopping, playing tag, playing the guitar, playing with toys, reading

What are you doing? I am ... ing.

Previously learnt: dance, draw, watching TV

Resources and preparation: audio materials, picture cards of dancing, drawing, going shopping, playing tag, playing the guitar, playing with toys, reading, watching TV

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the activities that students know using picture cards or making gestures. (draw, dance, etc.)

60 Listen and say.

(15 minutes)

- Say the word, 'drawing' aloud to the students while showing the picture card or pointing to the picture in the textbook.
- Ask them to guess the meaning of 'drawing' and point to the picture of 'drawing' in their textbooks.
- Play the recording or read the words and phrases aloud to the students.
- Tell students to listen to the recording or to the teacher carefully.
- Write the word 'drawing' on the board and spell out the word, 'd-r-a-w-i-n-g'.
- Ask the students to repeat after the teacher. Erase one letter and practise spelling the word again. Continue to erase more and more of the letters and each time tell students to spell the word.

- Write the phrases with some letters missing on the board (e.g. 'play_ng w_th toys'). Students have to say what letter is missing.
- Follow the same procedure for the other words and expressions: dancing, reading, going shopping, watching TV, playing the guitar, playing with toys, playing tag.

61 Ask and answer.

(10 minutes)

- Write the question, 'What are you doing?' on the board.
- Tell students to do the action of 'drawing'.
- Point to the board and ask the students, 'What are you doing?'
- Ask the students to tell you the meaning of the question 'What are you doing?' in Myanmar.
- Say, 'I am drawing.' and ask them to tell you the meaning of 'I am drawing.' in Myanmar.
- Play the recording or read each sentence aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully.
- Ask them to point to the correct pictures in the textbook and practise saying the sentences.
- Ask them the meaning of 'What about you?' in Myanmar.
- Get them to play 'rock, paper and scissors'. The winner asks 'What are you doing?' The loser makes a gesture of one of the activities. The winner says 'I am ... ing.'
- Ask two students Student A and Student B to come to the front of the class.
 - A: Ask the question, 'What are you doing?'
 - B: Act out and answer, 'I am ... ing. What about you?'
 - A: Act out and answer, 'I am ... ing.'
- Ask the students to work in pairs in the same way as Student A and B.

Practice

(10 minutes)

- Tell students to write the question, 'What are you doing?' and answer 'I am ... ing.' in their exercise books for each of the free time activities: drawing, dancing, reading, going shopping, watching TV, playing the guitar, playing with toys and playing tag.

Summary and feedback

(2 minutes)

- Make sure that students understand the meaning of the activities they learnt by acting out the words and use the expression 'I am ... ing.'
- Check the students' understanding of the two questions: 'What are you doing?' and 'What about you?'

Teaching procedure for Period 2

Warm up

(5 minutes)

- Elicit the activities from the previous lesson by showing the picture cards of dancing, drawing, going shopping, playing tag, playing the guitar, playing with toys, reading and watching TV.
- On the board write 'doing/you/what/are?' Tell students to rearrange the words and say the correct question.
- On the board write 'you/what/about?' Tell students to say the correct question.

62 Listen and complete the sentences.

(15 minutes)

- Draw a picture on the board and say, 'I am drawing.'
- Ask three students to come to the front of the class.

- Tell the students to do the activity 'drawing' together with you.
- Say, 'We are drawing.' Ask the students to guess the meaning of 'We are ... ing.'
- If necessary, the teacher should write 'I am ...' and 'We are ...' on the board and ask them to try and explain the difference (in Myanmar).
- Say, 'We are dancing.' and ask all the students to dance and practise saying, 'We are dancing.'
- Follow the same procedure for the other sentences.
- Explain the difference between 'I am ...' and 'We are ...', before asking them to complete the sentences on page 63.

(ကျောင်းသားများကို မိမိတစ်ဦးတည်းဆိုလျှင် 'I am ...' သုံးပြီး၊ မိမိတို့ နှစ်ဦး သို့မဟုတ် နှစ်ဦးထက်ပိုပါက 'We are ...' ကို အသုံးပြုကြောင်း ရှင်းပြပါ။)

- Tell them that they are going to listen to the recording and ask them to listen carefully and complete the sentences.
- Play the recording or read the first sentence aloud to the students.
- Tell them to listen to the recording, or to the teacher carefully.
- Ask them to listen and complete the sentences in their textbooks.
- Monitor their work and check their word order, spelling and hand writing.
- If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their exercise books and check each other's sentences.
- Write the correct sentences on the board.

Group work

(10 minutes)

- Demonstrate how to do the activity.
- Make groups of 8. In each group, make one student 'the instructor'. This student says the sentence, 'We are ... ing.' The other students in the group have to act out. Tell students they can make extended sentences by using 'and' (if necessary write 'and' on the board). For example, 'We are dancing and playing the guitar and watching TV'. Ask different students to be the 'instructor' of students so that all students will get a chance to give instructions.

Look at the pictures and answer the question.

(8 minutes)

- Point to the pictures in the textbook.
- Ask students, 'What is the mother saying?' The students will say, 'What are you doing?'
- Ask them to tell the answers of what each child is doing by pointing the picture.
- Ask students to give the answers orally first and then write the sentences in their textbooks.
- Monitor their work and check for word order, spelling and hand writing.
- If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their exercise books and check each other's writing.
- Write the correct sentences on the board.
- Ask the students to work in pairs as Student A and B.
- Student A points to the picture and asks, 'What are you doing?'. Student B answers, 'I am ... ing.' They take turns asking and answering.

Summary and feedback

(2 minutes)

- Ask students to say the activities and questions they have learnt.
- Ask them to note the pronunciation of toy /tɔɪ/ and watching /wɒtʃɪŋ/ and the stress of the word, guitar /ɡɪ'tɑː/.

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Lesson 2 Free time activities (2)

Unit 7 Things we do for fun

Lesson 2 Free time activities (2)

Listen and say.

cycling

gardening

fishing

skipping rope

playing football

playing badminton

having a picnic

playing hide and seek

Ask and answer.

What is he doing?
He is cycling.

64

Unit 7 Things we do for fun

Look and write sentences.

1

2

3

4

5

Example 1. Nilar is skipping rope.

Ask and answer.

What are they doing?
They are having a picnic.

Look at the picture and ask and answer.

What are they doing?
They are playing hide and seek.

65

Objective:

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

- ask, answer and write about free time activities using the present progressive.

Words and expressions:

New: fishing, gardening, having a picnic, playing hide and seek, skipping rope

What is he/ she doing? What are they doing?

Previously learnt: cycling, playing badminton, playing football

Resources and preparation: audio materials, picture cards of cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope

Teaching procedure for Period 1

Warm up

(3 minutes)

- Write the question, 'What are you doing?' on the board.
- Point to the board and tell students to say the question.
- Make a gesture of playing football and have the students say what the activity is.
- Repeat the same procedure for 'playing badminton' and 'cycling'.

63 Listen and say.

(15 minutes)

- Say the word, 'cycling' aloud to the students and then make a gesture of cycling.
- Ask them to guess the meaning of 'cycling' and point to the picture of 'cycling' in their textbooks.
- Ask them to gesture and say, 'cycling.'
- Play the recording or read the words and phrases aloud to the students.
- Tell students to listen to the recording or to the teacher carefully.
- Spell the word, 'c-y-c-l-i-n-g' and ask students to repeat after the teacher.

- Practise spelling the word in pairs. One student from each pair closes his/her textbook and spells 'cycling'. The other student keeps his/her textbook open and checks the spelling. After that, they swap roles.
- Follow the same procedure for the other words and phrases: cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope.

64 Ask and answer.

(10 minutes)

- Ask a student to come to the front of the class. Tell the student to do the action for 'cycling'.
- Say the sentence, 'He/She is cycling.' aloud pointing to the student.
- Ask the rest of the class to guess the meaning of 'He/She is cycling.'
- Then, ask a student to come to the front of the class. Tell the student to do the action for 'gardening'.
- Say the sentence, 'He/She is gardening.' aloud and point to the student.
- Ask the rest of the class to guess the meaning of 'He/She is gardening.'
- Write, 'He' and 'She' on the board.
- Put the picture cards of cycling, fishing, gardening, playing badminton, playing football, skipping rope on the board.
- Point to each picture and ask the students what pronoun can be used for each picture. Get students to say the correct personal pronoun.
- Play the recording or read the dialogue aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully.
- Ask them to repeat the dialogue and point to the picture cards.
- Ask the students, 'What is he/she doing?' and have them answer using, 'He/She is ... ing.'
- Tell students to make groups of three. In each group the first student makes a gesture, the second student asks the question and the third student says the answer.
- Have the students change roles each time for each activity.

Look and write sentences.

(10 minutes)

- Tell students to point to the picture after you say the sentence. For example, if you say, 'Thidar is gardening.' students should point to that picture.
- Ask the students to look at the pictures and write sentences in their exercise books. (e.g. Nilar is skipping rope.)
- Monitor their work and check the word order, spelling and hand writing.
- If the class size is manageable, the teacher can check the students' answer. If the class size is large, the students can swap their exercise books and check each other's sentences.

Summary and feedback

(2 minutes)

- Make sure that students know the form of the present progressive and can use the expression 'He/ She is ... ing.' and the question 'What is he/she doing?'

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask a student to come to the front of the class.
- Show him/her an activity picture and ask him/her to do the action.

- Ask the other students, 'What is he/she doing?'
- Prompt their answer by saying 'He/She is ...'.
- Do this to review all the activities from the previous lesson: cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope.

65 Ask and answer.

(17 minutes)

- Tell three students to come to the front of the class. Show the students the picture of 'playing hide and seek' and tell them to do the action.
- Point to the students and say, 'They are playing hide and seek.'
- Ask the rest of the class to find the 'playing hide and seek' picture in their textbooks.
- Write the question, 'What are they doing?' on the board.
- Say, 'What are they doing?' aloud to the students and ask them to guess the meaning of 'What are they doing?'
- Write, 'They are ...' on the board.
- Ask the students to answer using, 'They are ...' and practise saying it.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Tell the students to make groups of 4. In each group, two students make a gesture, the third student asks the question, and the fourth student says the answer. e.g. two students make a gesture of cycling, the third student asks, 'What are they doing?' and the fourth student answers 'They are cycling'.
- Tell students to do the different actions on page 64.
(စာမျက်နှာ ၆၄ 'Listen and say.' တွင် သင်ကြားပြီးသော ဝေါဟာရများကို နှစ်ဦး သို့မဟုတ် နှစ်ဦးထက်ပိုပါက 'They are ...' ကို အသုံးပြုကြောင်း ရှင်းပြပြီး ထိုဝေါဟာရများကို 'Ask and answer.' တွင် အသုံးပြုရန်ပြောပါ။)
- Get students to change roles each time for each activity.

Look at the picture and ask and answer.

(15 minutes)

- Ask students to look at the picture.
- Tell the students to make pairs: Student A and B.
- Tell Student A to point to the pictures in his/her textbook and ask, 'What are they doing?' Student B answers using, 'They are ... ing.' Then swap roles and follow the same procedure.
- Ask students to look at the picture again and write six questions and answers for each activity in the picture in their exercise books.
- Monitor their work and check for word order, spelling, and hand writing.
- If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their exercise books and check each other's sentences when you tell them the correct answers.

Summary and feedback

(3 minutes)

- Ask students to recall the activities and questions they have learnt.

Lesson 3 Hobbies

Unit 7 Things we do for fun

Lesson 3 Hobbies

Listen and say.

singing

swimming

travelling

mountain climbing

writing stories

making origami

listening to music

playing video games

Practise.

66

Unit 7 Things we do for fun

Say, ask and answer.

I like swimming.
What about you?

I like travelling.

Look at the pictures and complete the sentences.

1 They like travelling.

2 Bo Bo doesn't like _____.

3 Ko Ko doesn't _____.

4 Su Su likes _____.

5 Min Min _____.

6 Sandar _____.

67

Objective:

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

- ask, answer and write about hobbies.

Words and expressions:

New: listening to music, making origami, mountain climbing, playing video games, travelling, writing stories

Previously learnt: singing, swimming

I like ... I don't like ... What about you?

Resources and preparation: audio materials, picture cards of listening to music, making origami, mountain climbing, playing video games, singing, swimming, travelling, writing stories
a ball, a paper ball or a pencil case for the parcel game
paper strips with written sentences (e.g. I like swimming.)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the activities that students know using picture cards or making gestures. (singing, writing, swimming, etc.)
- Say, 'I like ... ing'. Ask students to gesture the activity.
- Say, 'I don't like ... ing.' Ask students to gesture the activity.

66 Listen and say.

(15 minutes)

- Say the expression, 'mountain climbing' aloud to the students and then make a gesture of mountain climbing.
- Ask the students to guess the meaning of 'mountain climbing' and find the picture of 'mountain climbing' in their textbooks.
- Play the recording or read the words and phrases aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.

- Ask them to say and gesture, 'mountain climbing.'
- Spell the expression, 'm-o-u-n-t-a-i-n c-l-i-m-b-i-n-g' and ask the students to repeat. Make sure that they know there are 2 words in this expression. Ask them to say and spell each word separately.
- Write the expression on the board and erase some of the letters and have the students spell it again.
- Follow the same procedure for the other words and phrases: travelling, writing stories, making origami, listening to music, playing video games.

Parcel game

(10 minutes)

- Put students into 4 or 5 groups according to the class size.
- The students will pass a 'parcel' around (this can be a pencil case or a paper ball or a ball).
- Demonstrate the game with some students. The teacher plays some music. If there is no audio equipment, the teacher can sing alone or with the students. The students in each group sit in a circle. When the music starts, the students pass the parcel around. Then, the teacher suddenly stops the music. The student who has got the parcel must act out an action and the other students guess what action it is. Make the students continue their game until every student in each group has a chance to make a gesture.

67 Practise.

(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 to point to the pictures in the textbook and practise saying the sentences.
- Ask a student to come to the front of the class and make a gesture of a hobby.
- Ask the other students to say the sentence, 'I like ...' aloud.
- Ask another student to come to the front of the class and ask the student to make a gesture of a hobby he/she doesn't like.
- Ask the other students to say the sentence, 'I don't like ...'.
- Ask the students to make pairs to practise the 'I like ...' and 'I don't like ...' sentences.

(ကျောင်းသား နှစ်ယောက်တစ်တွဲ စကားပြောလေ့ကျင့်ရာတွင် တစ်ဦးက မိမိကြိုက်နှစ်သက်သော လုပ်ဆောင်မှုတစ်ခုကို 'I like ...' ဟုပြောပြီး ကျန်တစ်ဦးက မိမိမကြိုက်နှစ်သက်သော လုပ်ဆောင်မှုတစ်ခုကို 'I don't like ...' ဟုပြောရန်ပြောပါ။)

Summary and feedback

(2 minutes)

- Give feedback on the students' pronunciation of some words: singing /'sɪŋɪŋ/, story /'sto:ri/, listening /'lɪs.nɪŋ/, music /'mju:zɪk/, mountain /'maʊn.tɪn/, video /'vɪd/.
- Tell them that they can now talk about their hobbies in English and congratulate them.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the hobbies from the previous lesson using gestures: singing, swimming, travelling, mountain climbing, writing stories, making origami, listening to music, playing video games.

Running dictation

(8 minutes)

- Make groups of 4 or more. (See p.9)
- Put paper strips with written sentences on the wall outside the classroom.
(e.g. I like swimming. I don't like listening to music. ... etc.)

- Tell one student from each group to go and read one sentence and then relate it to his/her group.
(အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ယောက်က နံရံတွင် ကပ်ထားသော ဝါကျများကို ဖတ်ပြီး မိမိတို့ သက်ဆိုင်ရာအဖွဲ့သို့ ပြန်လာ၍ ပြန်ပြောရန် ပြောပါ။ တခါဖတ်လျှင် ဝါကျတစ်ကြောင်းသာဖတ်ပြီး တစ်ကြောင်းချင်းစီ ပြန်လည်ပြောပြရန် သတိပေးပါ။)
- Have one student in each group write what the other students say in their exercise books.
- Encourage them to take turns in their group to do the running dictation activity.

Say and ask and answer.

(8 minutes)

- Say, 'I like swimming.' and ask, 'What about you?' pointing to a student. The student answers what he/she likes.
- Practise this pattern with the other words and expressions: singing, travelling, mountain climbing, writing stories, making origami, listening to music, playing video games'.
- Follow the same procedure for 'I don't like ...'.

Chain conversation

(6 minutes)

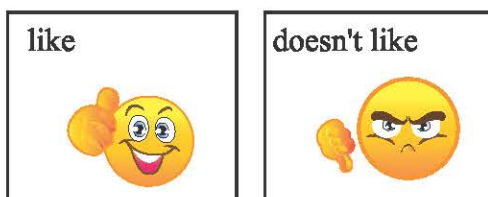
- Divide the class into 2 or 3 groups depending on the class size.
- Explain the activity and demonstrate it with some students.
- Ask students from each group to do the chain conversation activity. In the activity a student says, 'I like ... and I don't like ...' and then, asks the student next to him/her, 'What about you?' This continues until all students in the group have said what they like and don't like. Announce the group that finishes first.
(အဖွဲ့တွင်းရှိ ကျောင်းသားတစ်ယောက်က စတင်၍ မိမိဘေး သို့မဟုတ် နောက်ဘက်ရှိ ကျောင်းသားတစ်ဦးအား မိမိကြိုက်နှစ်သက်သောလုပ်ဆောင်မှုတစ်ခုကို 'I like ...' သုံးပြီး မကြိုက်နှစ်သက်သော လုပ်ဆောင်မှုတစ်ခုကို 'I don't like ...' သုံး၍ ပြောရန်ပြောပါ။ ထိုကျောင်းသားမှ တစ်ဆင့် မိမိဘေး သို့မဟုတ် နောက်ဘက်ရှိ ကျောင်းသားတစ်ဦးကို ဤနည်းအတိုင်း ဆက်လက်ပြောကြပါစေ။ အဖွဲ့အတွင်း ကျောင်းသားအားလုံး ပြောပြီးပါက ၎င်းအဖွဲ့အား အနိုင်ရရှိကြောင်း ကြေညာပါ။)

Look at the pictures and complete the sentences.

(10 minutes)

- Demonstrate how to complete the sentences in their textbooks.
(e.g. They like travelling.)
- Ask students to complete the sentences in their textbooks.
- Make sure that students are able to complete the sentences. If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their textbooks and check each other's writing.

(emoticons ရုပ်ပုံများကို ကြည့်ပြီး 'like' နှင့် 'doesn't like' ဖြေဆိုရန်ပြောပါ။)



Group work

(3 minutes)

- Make groups of 4 or more depending on the class size.
- Tell a student from each group to say a sentence (e.g. 'Su Su likes making origami.') and the other group members point to the correct picture in their textbooks.

- Tell them to take turns.
- Make sure that all students participate in the activity.

Summary and feedback

(2 minutes)

- Ask students to recite the sentences they have learnt.
- Make sure that students can use the expressions, 'I like ... ing.' and 'I don't like ... ing.' to talk about hobbies.

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Lesson 4 What are you doing?

Unit 7 Things we do for fun

Lesson 4 What are you doing?

Listen and sing.

What are you doing?

What are you doing?
I'm drawing, drawing.

What are you doing?
I'm cycling, cycling.

What are you doing?
We're playing, playing,
playing football.

What are they doing?
They're travelling, travelling.

What are they doing?
They're singing, singing,
singing a song.

68

Unit 7 Things we do for fun

Listen, fill in the blanks and sing.

What is he _____?
He's _____.

What is she _____?
She's _____.

What are you _____?
We're _____ now.

What are they _____?
They're _____.

What are they _____?
They're _____
playing the guitars.

69

Objectives:

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

- sing the 'What are you doing?' song.
- act out different activities using the present progressive.

Words and expressions:

Previously learnt: cycling, drawing, fishing, gardening, making origami, playing football, playing the guitar, singing a song, skipping rope, swimming, travelling

What are you doing? What is he/she doing? What are they doing?

Resources and preparation: audio materials, picture cards of cycling, drawing, fishing, gardening, making origami, playing football, playing the guitar, singing a song, skipping rope, swimming, travelling

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Elicit the vocabulary students learnt in the previous lessons: drawing, cycling, playing football, singing a song, etc.
- Ask the students to cover the song and look at the pictures.
- Tell them to make predictions about the song.
(သီချင်းစာသားများကို ဖုံးအုပ်ထားပြီး ရုပ်ပုံများကိုသာ ကြည့်၍ သီချင်းတွင် ပါဝင်သော စာသားများကို ခန့်မှန်းရန်ပြောပါ။)
- Tell them to say words or phrases related to the pictures. Write them on the board.
- Ask them to read lines of the song silently to see if their predictions are correct.
- Show the picture cards of cycling, drawing, playing football, singing a song, etc. and tell the students to ask the questions 'What is he/she doing?', 'What are they doing?'
- Ask a student to come to the front of the class and act out any action he/she likes.

- Demonstrate how to ask the question, 'What are you doing?' and answer, 'I am ... ing.'
- Practise asking and answering questions for the other actions.

68 Listen and sing.

(15 minutes)

- Play the recording or sing the song 'What are you doing?' aloud to the students with gestures. The teacher should sing or play the recording of the song verse by verse 3 times.
- Tell the students to listen to the recording or to the teacher carefully.
- Ask them to repeat after the teacher with gestures.
- Then, ask them to sing the song together with the teacher and act out the lines in the song.
- Sing the song slowly first and then faster.

(သီချင်းသီဆိုရာတွင် ဦးစွာ အမူအရာဖြင့် ဖြည်းဖြည်းချင်းသီဆိုရန် ပြောပါ။ ထို့နောက် မြန်မြန်သီဆိုပြီး အမူအရာကိုလည်း မြန်မြန်ပြုလုပ်ရန်ပြောပါ။)

Practice

(15 minutes)

- Sing the song 'What are you doing?' with gestures. The whole class practises singing the song. After that, do the following steps.

Step 1: The teacher sings the questions from the song and the students point to the pictures and sing the answers.

(ဆရာက သီချင်းတွင် ပါဝင်သော မေးခွန်းများကို သီဆိုပါ။ ကျောင်းသားများက ရုပ်ပုံများကို ညွှန်ပြပြီး သီချင်းတွင် ပါဝင်သည့်အတိုင်း အဖြေကို သီဆိုရန်ပြောပါ။)

Step 2: The students sing the questions from the song and the teacher sings the answers.

(ကျောင်းသားများက သီချင်းတွင် ပါဝင်သော မေးခွန်းများကို သီဆိုပါ။ ဆရာက ရုပ်ပုံများကို ညွှန်ပြပြီး သီချင်းတွင် ပါဝင်သည့်အတိုင်း အဖြေကို သီဆိုရန် ပြောပါ။)

Step 3: Divide the class into two groups - Group A and B. Tell one group to sing the questions of the song and other group the answer. Then ask them to swap roles.

(Group A and B ဟု အုပ်စုနှစ်စုခွဲပါ။ Group A ကျောင်းသားများက သီချင်းတွင် ပါဝင်သော မေးခွန်းများကို သီဆိုပါ။ Group B ကျောင်းသားများက ရုပ်ပုံများကို ညွှန်ပြပြီး သီချင်းတွင် ပါဝင်သည့်အတိုင်း အဖြေကို သီဆိုရန်ပြောပါ။ တစ်လှည့်စီ အမေး အဖြေ လုပ်ပါ။)

Group work

(3 minutes)

- Make groups of four or more depending on the class size.
- Tell a student from each group to say the expressions (e.g. 'I am cycling.') and the other group members to point to the pictures in their textbooks.
- Tell them to take turns.
- Make sure that all students participate in the activity.

Summary and feedback

(2 minutes)

- Give feedback on the pronunciation of the vocabulary if necessary.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the expressions from the previous lesson using gestures.

69 Listen, fill in the blanks and sing.

(20 minutes)

- Play the recording or sing the song aloud to the students with gestures. The teacher should sing or play the recording of the song verse by verse 3 times.
- Tell them to listen to the recording or to the teacher carefully.
- Ask them to write the words they hear in the blanks.
- Confirm the answers with the students.
- Ask the students to sing the song together with you and do the gestures.
- Ask two students to come to the front of the class. Demonstrate the activity. Tell one student to sing the first verse of the song. (e.g. 'What is he doing?' 'He's making, making, making origami.' Then ask the other student to sing the second verse with actions (e.g. 'What are you doing?' 'We're skipping, skipping, skipping rope now.') And continue like this for all the verses. Get all the students in pairs.
- Next, ask a student from each pair to point to the pictures in the textbook and sing the song. His/Her partner has to make gestures of the actions for all the verses. Then ask them to swap roles.

Group work

(15 minutes)

- Put students into groups.
- Tell each group to decide who will sing the part of the questions and who will sing the part of the answers.
- Ask them to change roles in each group.
- Make sure that all members from each group have a chance to sing both parts.
- Ask the groups to come to the front of the class and sing the song with actions.

Summary and feedback

(2 minutes)

- Ask the whole class to sing the 'What are you doing?' song together.

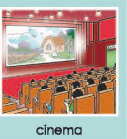
Unit 8 Around town

Lesson 1 Places

Unit 8 Around town

Unit 8 Around town
Lesson 1 Places

Listen and say.

 library
  cinema
  sports centre

 hospital
  restaurant
  police station

Practise.

You can read books **at a library.**

You can watch films **at a cinema.**

You can play basketball **at a sports centre.**

You can see doctors **at a hospital.**

You can eat food **at a restaurant.**

You can get help **at a police station.**

70

Unit 8 Around town

Match and write sentences.





sports centre

cinema

restaurant

police station

hospital

library





Example: I can eat food at a restaurant.

Circle the mistakes and write the correct sentences.

- You can read books at a hospital.
You can read books at a library.
- You can get help at a restaurant.
- You can watch films at a library.
- You can play basketball at a cinema.
- You can see doctors at a police station.
- You can eat food at a sports centre.

71

Objectives:

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

- say and write the names of places.
- read and write 'You can ... (verb) at a ... (location)'.

Words and expressions:

New: cinema, hospital, police station, restaurant, sports centre

You can ... at ...

Previously learnt: eat food, get help, library, play basketball, read books, see doctors, watch films

Resources and preparation: audio materials, picture cards of cinema, hospital, library, police station, restaurant, sports centre

Teaching procedure for Period 1

Warm up

(3 minutes)

- Show the picture cards of cinema, hospital, library, police station, restaurant and sports centre.
- Elicit the activities people do at the places mentioned in the pictures. (Give the meaning of 'see doctors' in Myanmar).

70 Listen and say.

(25 minutes)

- Ask students (in Myanmar) if they know how to say places in a town in English.
- Elicit the places from the students and write them on the board.
- Show the picture of library in the textbook or the picture card of a library and ask, 'What is this place?'
- Tell them they can answer in English or in Myanmar.
- Follow the same procedure to teach the other places.

- Play the recording or read the words aloud to the students.
- Tell them to repeat after the recording and point to the correct picture in their textbooks.
- Make groups of 4 and tell each group to use only one textbook.
- Have one student from the group say the name of a place. The other students listen and point to the correct picture in the textbook.
- The last student who points to the correct picture has to say the name of the next place.
(အဖွဲ့အတွင်း ကျောင်းသားတစ်ဦးက နေရာတစ်ခုကို ပြောသောအခါ ကျန်ကျောင်းသားများက ထိုနေရာကို လက်ဖြင့်ထောက်ပြရမည် ဖြစ်ပြီး နောက်ဆုံးမှထောက်ပြနိုင်သော ကျောင်းသားက နောက်ထပ်နေရာတစ်ခုကို ရွေးချယ်ပြောဆိုရမည်ဟု ပြောပါ။)
- Make sure that the students can pronounce the words correctly.
- Ask the students, 'What can you do at a library?' 'Can you play basketball at a library?'
- Point to the board and elicit a 'No.' answer from them.
- Ask them, 'What can you do at a library? Can you read books at a library?'
- This time point to the board and elicit a 'Yes.' answer from them.
- Say to the students, 'Yes. You can read books at a library.'
- Follow the same procedure for the other activities and locations.



71 Practise.

(10 minutes)

- Play the recording or read the sentences and tell students to listen carefully.
- Then, play the recording or read the sentences again and tell the students to repeat after the recording or the teacher.
- Ask one student to come to the front of the class. Do the demonstration as follows.
T: You can read books at a library. (making gesture of reading a book)
S: You can read books at a library. (making gesture of reading a book)
- Follow the same procedure to practise the remaining sentences.
- Tell the students to make pairs, S1 and S2.
- Tell S2 to repeat the sentence and make the appropriate gesture when S1 reads out the sentence.

Summary and feedback

(2 minutes)

- Tell students to close their textbooks. Ask them if they remember the places. Choose some students to say the places.
- Give feedback on the pronunciation of some words: restaurant /'res.trɒnt/, cinema /'sɪ.nə.mə/, etc.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise the places and the activities people can do there.
- Show students the picture cards and say the names of places and the activities. Tell them to repeat after you.
- Say, 'You can read books at a ...' and elicit 'library' from the students.
- Do this for all the places.
- Next, say to the students, 'At a library you can...' and elicit 'read books' from them.
- Tell the students that they can mime if they can't remember the expression in English.

Match and write sentences.

(15 minutes)

- Tell students to look at the list of places written in the boxes and read them aloud.
- Next, tell them to look at the pictures and elicit the English expressions from them.
- Explain to the students that they have to match the pictures with the places.
- When they have finished, tell them to check their answers with their friends sitting beside them. Then give correct answers and tell them to check their answers.
- On the board write, 'I can eat food at a restaurant'.
- Tell them to write the sentence in their exercise books.
- Ask them to write similar sentences for the other places and activities in their exercise books.
- When they have finished writing, give correct answers and tell them to check their answers.

Circle the mistakes and write the correct sentences.

(20 minutes)

- Write, 'You can read books at a hospital.' on the board.
- Ask students (in Myanmar) what is wrong with the sentence on the board.
(ကျောင်းသားများကို ဒီစာကြောင်းမှာ ဘာမှားနေသလဲဟု မြန်မာလိုမေးပါ။)
- Circle the word 'hospital' on the board.
(သင်ပုန်းပေါ်တွင် 'hospital' ကိုဝိုင်းပါ။)
- Say, 'You can read books at a ...' and elicit the word 'library' from them.
- On the board write the correct sentence 'You can read books at a library.'
- Tell the students to look at their textbooks and find the mistake in each sentence.
- Tell them that there is a mistake in each sentence and ask them to circle the wrong word.
- Tell them to check their answers with their friends.
- When they have finished, give the correct answers. If necessary, write the sentences on the board.
- Ask the students to rewrite the correct sentences.
- Make sure that they can write the sentences in their textbooks.

Summary and feedback

(2 minutes)

- Tell students to name the places they have learnt and what they can do at each place.

Lesson 2 Locations

Unit 8 Around town

Lesson 2 Locations

Listen and say.

next to

The bookshop is **next to** the school.

between

The school is **between** the bus stop and the bookshop.

opposite

The bakery is **opposite** the bus stop.

at the corner of

The park is **at the corner of** Thiri Street and Khayay Street.

Look at the pictures and ask and answer.

Where is the bookshop?

It is next to the school.

72

Unit 8 Around town

Look at the pictures and write.

next to opposite between at the corner of

- The bakery is next to the restaurant.
- _____
- _____
- _____

Listen and write the names of the places on the map.

73

Objectives:

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

- describe locations using prepositions of place.
- say and write the names of locations.

Words and expressions:

New: at the corner of, bakery, between, bookshop, bus stop, next to, opposite, park, road, street

Previously learnt: school

Resources and preparation: audio materials, picture cards of bakery, bookshop, bus stop, park, restaurant, school

Teaching procedure for Period 1

Warm up

(3 minutes)

- Revise the vocabulary: library, cinema, sports centre, hospital, restaurant, police station by showing the picture cards of the places or showing the pictures of the textbook.

72 Listen and say.

(24 minutes)

- Teach the vocabulary 'next to' and 'opposite', by asking two students (Student A and Student B) to come to the front of the class.
- Say, 'Student A is next to the Student B.' (A and B are standing side by side.)
- Ask Student A to hold the picture card of 'bookshop' and Student B the picture card of 'school'.
- Say, 'The bookshop is next to the school,' and ask the students to repeat after you.
- Then, ask Student A and B to stand facing each other and say, 'Student A is opposite Student B.'
- Ask Student A to hold the picture card of 'bakery' and Student B the picture card of 'bus stop'.
- Say, 'The bakery is opposite the bus stop.'
- To introduce the word 'between', ask three students to come to the front of the class and give them the picture cards of 'school', 'bus stop' and 'bookshop'.

Look at the pictures and write.

(14 minutes)

- Say the words and phrases, 'next to, opposite, between, at the corner of ' and have students point to the pictures.
- Tell students to write a sentence for each picture using the words and phrases in the box.
- Ask 4 students to come to the front of the class and write one sentence each on the board.
- Ask the other students to check whether the sentences are correct or not.
(If not, ask another student to come and correct them, or the teacher can correct the sentences.)
- Make sure that they can write the sentences correctly in their textbooks.



74 Listen and write the names of the places on the map.

(20 minutes)

- Ask students to look at the map and tell you the places they see on the map.
- Ask them to tell you the names and numbers of the streets.
- Tell them that there are some blank places on the map. Ask them how many blank places there are.
- Tell them that they are going to write the names of the places on the map.
- Play the recording or read the sentences aloud.
- Ask the students to write the three places while listening to the description of the places.
- Play the recording or read the sentences 3 times.
- Ask them to check their answers in pairs.
- Make sure that they can write the words in the map by monitoring the class.

Pair work

- Ask students to make pairs and practise saying the conversation.
- Have them ask the question, 'Where's the (place)?' and have them answer, 'It's (location)'.
- Monitor the pairs when they are practising and encourage the weak pairs by assisting them in asking and answering questions. (e.g. 'Where's the bakery?' 'It is next to the bus stop and opposite the park.')
- Tell the students to practise using all the places on the map.

('1st Street' နှင့် '2nd Street' တို့သည် လမ်းများ၏ အမည်များဖြစ်၍ အင်္ဂလိပ်ဘာသာဖြင့် (၁) လမ်းကို '1 Street' ဟု မပြောဘဲ '1st Street' ဟု ပထမလမ်း၊ (၂) လမ်းကို '2 Street' ဟု မပြောဘဲ '2nd Street' ဟု ပြောရပါမည်။ '1st' ဆိုသည်မှာ 'First' ၏ အတိုကောက်ဖြစ်ပြီး ဂဏန်း '1' နှင့် 'First' မှ နောက်ဆုံးအက္ခရာ 'st' ကို ယူထားကြောင်းနှင့် '2nd' ဆိုသည်မှာ 'Second' ၏ အတိုကောက်ဖြစ်ပြီး ဂဏန်း '2' နှင့် 'Second' မှ 'nd' ကို ယူထားကြောင်း ရှင်းပြပါ။)

Summary and feedback

(3 minutes)

- Point to the locations students found on the map and have them say the locations.
(e.g. Point to bakery. Ask them to say, 'The bakery is at the corner of 2nd street and Yankin Road.')

Lesson 3 Giving directions (1)

Unit 8 Around town

Lesson 3 Giving Directions (1)

Listen and say.

go straight

turn left

turn right

on the left

on the right

Practise.

A: Excuse me, how do I get to the school?
 B: Go straight and turn left. It's on the right.
 A: Thank you.

74

Unit 8 Around town

Give directions.

1. Excuse me, how do I get to the library?

1. Go straight and turn right. It's on the right.

2. Excuse me, how do I get to the cinema?

2. _____

3. Excuse me, how do I get to the hospital?

3. _____

4. Excuse me, how do I get to the restaurant?

4. _____

In pairs, give and listen to directions.

A Write 'L' for library on the map and tell 'B' how to get to it.

B Listen to A's direction and write 'L' for library on the map.

75

Objective:

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

- give and follow directions.

Words and expressions:

New: go straight, turn left, turn right, on the left, on the right

Excuse me, how do I get to the ...? Go straight and turn right/left. It's on the right/left. Thank you.

Previously learnt: cinema, hospital, library, restaurant, school

Resources and preparation: audio materials, draw a map on the board

Teaching procedure for Period 1

Warm up

(3 minutes)

- Tell students to show their left and right hands.
- Ask the meaning of 'turn left' and 'turn right' in Myanmar.

75 Listen and say.

(15 minutes)

- Play the recording or say the phrases aloud, 'go straight'. Then do an action for 'go straight'. Ask the class to point to the picture of 'go straight'.
- Follow the same procedure for 'turn left' and 'turn right'.
- For 'on the left', ask one student to stand on the left of the board and say, '(Student name) is on the left of the board.'
- Ask the students to point to the picture of 'on the left'.
- Follow the same procedure for 'on the right'.
- Point to the picture of 'turn left' with gesture and say, 'turn left.' Then ask them to repeat the expression three times, while doing the gesture.

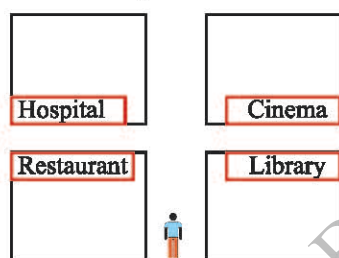
T: turn left Ss: turn left x 3

- Repeat the procedure for the remaining directions.
- To confirm the students' understanding, say a phrase and have them either point to the textbook picture or do the action.
- Ask one student to come to the front of the class and ask him/her to say a phrase. Have the class point to the picture in the textbook.
- The students are to write the phrases in their exercise books at least five times.

76 Practise.

(20 minutes)

- Introduce the new dialogue by reading it aloud or playing the recording.
A: Excuse me, how do I get to the school?
B: Go straight and turn left. It's on the right.
A: Thank you.
- Ask students, 'What does 'A' ask?' (Tell them that they can answer in Myanmar).
- Practise 'How do I get to the ...?'
- First, write the words 'cinema', 'hospital', 'library', 'restaurant', and 'school' on the board.
- Second, ask the students to read the words and tell the meanings in Myanmar.
- Third, do a substitution drill as follows:
T: School.
Ss: How do I get to the school?
T: Cinema.
Ss: How do I get to the cinema?
- Continue the drill until the students demonstrate that they can ask where places are.
- Draw a map on the board like the one given below.



- Together with the students, try to give directions to each place. Once they have given a direction for each place, write the answers on the board as follows.
Cinema: Go straight and turn right. It's on the left.
Hospital: Go straight and turn left. It's on the right.
Library: Go straight and turn right. It's on the right.
Restaurant: Go straight and turn left. It's on the left.
- Tell the students that they will practise asking and answering where the places are. You are A and they are B. Point to the cinema on the map and ask, 'Excuse me, how do I get to the cinema?' The students describe where it is. Follow this procedure with the other places.
- After practising the dialogue ask two students to do a demonstration.

Summary and feedback

(2 minutes)

- Make sure that students know how to give directions. Ask them if they can give direction to places in their town.

Teaching procedure for Period 2

Warm up

(3 minutes)

Revise the phrases for giving directions: go straight, turn left, turn right, on the left, on the right, and the expressions, Excuse me, how do I get to the ...?

Give directions.

(20 minutes)

- Ask students to look at the map and write the answers in the textbook.
- Divide the class into 2 groups.
- Tell one group to ask the questions and the other group to answer. Then swap their roles.

In pairs, give and listen to directions.

(15 minutes)

- Demonstrate how to do the activity.
- Draw map A, write 'L' on it and hide it from the students. Draw Map B on the board. Tell students that you are going to give the directions to the library and they should write an 'L' on Map B on the board according to the instruction.

(စာရွက်ပေါ်တွင် ဖတ်စာအုပ်ထဲကအတိုင်း မြေပုံ A ကိုဆွဲပြီး၊ နေရာတစ်ခုတွင် 'L' အက္ခရာကို ရေးပါ။ ၎င်းစာရွက်ကို ကျောင်းသားများ မမြင်အောင်ထားပါ။ မြေပုံ B ကို သင်ပုန်းပေါ်တွင် ဆွဲပါ။ ထို့နောက် မြေပုံ A မှ Library ၏ တည်နေရာကို ဆရာက လမ်းညွှန်ပြောပြမည်ဖြစ်ပြီး မြေပုံ B ပေါ်တွင် Library ရှိသောနေရာကို ညွှန်ကြားချက်အတိုင်းကျောင်းသားများက 'L' ရေးရမည်ဟု ရှင်းပြပါ။)

- Ask one student to come the front of the class. Give directions to go to the library.
e.g. 'Go straight and turn ... It's on your ...'
(ကျောင်းသားတစ်ယောက်ကို စာသင်ခန်းရှေ့သို့ခေါ်ပြီး Library သို့ သွားရန် လမ်းညွှန်ပြပါ။)
- The student should write the 'L' in one box on the map. The other students in the class can help him or her.
(၎င်းကျောင်းသားက 'L' အက္ခရာကို မြေပုံ B ထဲမှ အကွက်ထဲသို့ ရေးရမည်ဖြစ်သည်။ ကျန်သောကျောင်းသားများက ကူညီရန် ပြောပါ။)
- Give them the right answer by showing your map.
- Tell the students to do the activity in pairs. They should write an 'L' in one of the red boxes on Map A. They should tell their partners where their library is. Ask them to give directions to the library. When they listen to their partners, they should write 'L' on Map B. When they have finished, have them change pairs and try again.

(နှစ်ယောက်တစ်တွဲ ပြုလုပ်ရန်ပြောပါ။ ကျောင်းသားများက ဖတ်စာအုပ်ထဲတွင် 'L' အက္ခရာကို မြေပုံ A ပေါ်ရှိ အနီရောင်အကွက် တစ်ကွက်ထဲတွင် ရေးရန်ပြောပါ။ သူငယ်ချင်းကို မိမိ၏ Library တည်နေရာကို လမ်းညွှန်ရန်ပြောပါ။ သူငယ်ချင်းပြောပြသော Library တည်နေရာကို နားထောင်ပြီး မြေပုံ B ပေါ်တွင် 'L' အက္ခရာကို ရေးရန် ပြောပါ။ ထို့နောက် အပြန်အလှန် လေ့ကျင့်ရန်ပြောပါ။)

Summary and feedback

(2 minutes)

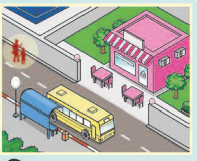
- Make sure that students can use the vocabulary and expressions that can be used to describe places and to give directions.

Lesson 4 Giving directions (2)

Unit 8 Around town

Lesson 4 Giving directions (2)

Listen and say.

A: Excuse me, where's the hospital?
B: It's next to the police station.
A: Thank you.

A: Excuse me, where's the restaurant?
B: It's opposite the bus stop.
A: Thank you.



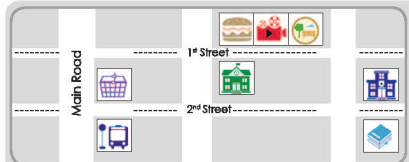

A: Excuse me, how do I get to the bakery?
B: Go straight and turn left. It's on the right.
A: Thank you.

A: Excuse me, how do I get to the market?
B: Go straight and turn right. It's on the right.
A: Thank you.

76

Unit 8 Around town

Look at the map and find the places.



- It's on 1st Street. It's next to the cinema. It's opposite the school. It's the bakery.
- It's at the corner of Main Road and 2nd Street. It's opposite the market. It's the _____.
- It's on 1st Street. It's between the bakery and the park. It's the _____.
- It's on 2nd Street. It's opposite the police station. It's the _____.

Help your friends to get to the park.



77

Objectives:

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

- review the names of places, locations and directions.
- ask and answer where the places are.

Words and expressions

Previously learnt: bakery, bus stop, excuse me, go straight, hospital, market, next to, on the left/right, opposite, police station, restaurant, turn left/right

Where's the...? How do I get to the...?

Resources and preparation: audio materials, picture cards from Unit 8 - Lesson 3

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the expressions for giving directions: 'How do I get to the library?' 'It's next to the school.' etc.

77 Listen and say.

(35 minutes)

- Ask students to look at the pictures on the map and have them guess what the places are.
- Check their understanding of places by asking them whether they have seen these places in their neighbourhood or not.
- Ask them whether the buildings on the map (hospital, bakery, market, restaurant, police station) are similar to the ones in their neighbourhood or not.

(ပုံတွင်ရှိသော အဆောက်အအုံများသည် ကျောင်းသားများ၏ ပတ်ဝန်းကျင်၌ရှိသော အဆောက်အအုံများနှင့် တူ မတူ မေးပါ။)

- Ask them where the man and the boy are on the map and ask them how they should go to the places: hospital, restaurant, bakery and market. (Students might answer in Myanmar, if they do, help them give directions in English.)

- Play the recording or read the dialogue aloud to the students and have them repeat after the recording or the teacher to practise the pronunciation.

Practice

- Tell students that you are 'the man', and they are 'the boy'.
- Tell them (in Myanmar) that this is your first time in this town. You don't know where places are.
- Tell them to look at the first picture. Demonstrate how to do the activity with the students.

T: Excuse me, where's the hospital?

Ss: It's next to the police station.

T: Thank you.

- Do the same procedure for the other pictures.
- Ask two students to come to the front of the class. Demonstrate the dialogue as mentioned above.
- Ask the students to practise the dialogue in pairs. Then, ask them to change their roles.
- Ask them to continue practising the remaining dialogues.
- Make sure that all students practise the dialogue and make them practise for 4 or 5 minutes.
- Ask a volunteer pair to stand up and say the dialogue. Or ask one student from the right side of the class to ask the question and ask a student from the left side of the class to answer the question.
- Continue this activity with 2 or 3 more pairs and check the students know how to ask for and give directions.

Writing dialogues

- Tell students to write the dialogues in their exercise books.
- Make sure that they can write the dialogues properly in their exercise books.

Summary and feedback

(2 minutes)

- Make sure that students know how to describe places, ask for and give directions.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise the expressions: 'Where's the...?', 'How do I get to the...?' the students learnt in the previous period.

Look at the map and find the places.

(20 minutes)

- Ask students to look at the places in the map.
- Ask them what the places are and where they are.
- Ask them, 'Where is the bakery?' (If they don't know how to start answering, give them some hints.)
- Explain the answer by saying one sentence after another: 'It's on 1st Street.' 'It's next to the cinema.' 'It's opposite the school.' 'It's the bakery.'
- Ask the students to read the sentences and have them guess the places.
- Tell them to fill in the blanks.
- Ask them to check their answers in pairs.

Pair work

- Ask students to look at the map and say the following.

T: 'It's on 1st Street. It's next to the cinema. It's opposite the school. What is it?'

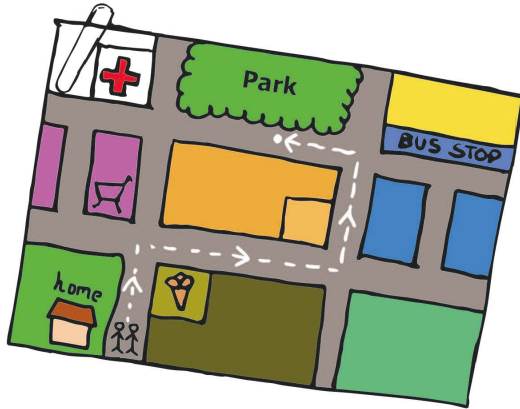
- Tell the students to give the answer without looking at the sentences in the textbooks.

- Follow the same procedure to ask more places. When the students understand, have them quiz each other in pairs.
- Monitor the class and if some pairs have difficulty, go and help them.

Help your friends to get to the park.

(15 minutes)

- Draw the map on the board.



- Tell students to listen to you and let them guess the place.
T: Look at the map. I am at home. How do I get to the bus stop?
Ss: Go straight and turn right. Go straight and turn left. Go straight. It's on the right.
- Tell the students to look at the map again and write directions to help their friends get to the park.
- Tell the class to work in pairs.
- Tell them to talk about how to get to the park, and what directions they need to write.
- Make sure that they can give written directions in their textbooks.

Summary and feedback

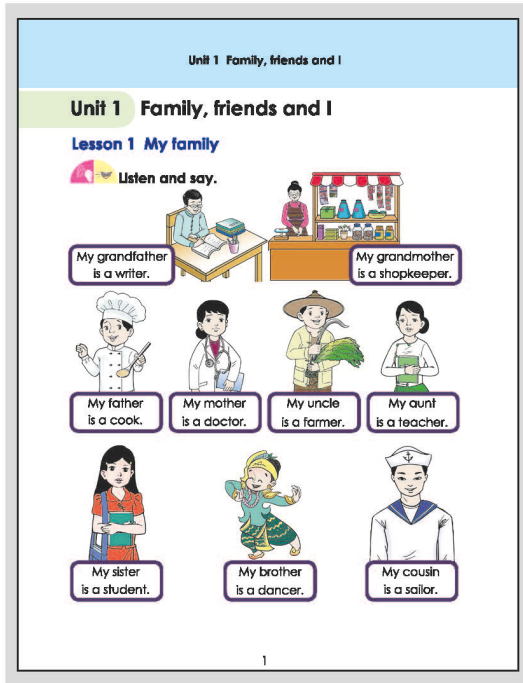
(2 minutes)

- Make sure that students can describe places and locations and ask for and give directions.

5. Lesson Plans

Unit 1 Family, friends and I

Lesson 1 My family



Objectives:

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

- name jobs and write them.
- read and write 'My ... is a ...'

Words and expressions:

New: cook, cousin, dancer, doctor, farmer, sailor, shopkeeper, student, writer

My ... is a ...

Previously learnt: aunt, brother, father, grandfather, grandmother, mother, sister, teacher, uncle

Resources and preparation:

audio materials, picture cards of family: aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle

picture cards of jobs: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher, writer

Teaching procedure for Period 1

Warm up

(3 minutes)

- Tell students that you will talk about your family.
- Say, 'I live with my grandfather, grandmother, father, and mother.'
- Ask the students, 'Do you live with your grandmother/grandfather?'
- Elicit information about other family members saying, 'Do you live with ...?'

01 Listen and say.

(20 minutes)

- Put the picture cards on the board and tell students to look at the pictures on the board. (Or tell students to look at the pictures in the textbook.)
- Say, 'My grandfather is a writer,' making a gesture of writing.
- Ask the students to guess the meaning of 'writer'.
- Follow the same procedure for the other pictures.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Play the recording again and ask the students to repeat after it.

Unit 1 Family, friends and I

Practise.

Rearrange the letters.

o c o d r t
 doctor

r i s l o a
 sailor

e t c a e h r
 teacher

c o k o
 cook

r a f r m e
 farmer

r r t i w e
 writer

Listen and write.

s

f

t

c

d

Unit 1 Family, friends and I

Listen and tick the correct answers.

1

My father is a sailor. ☐

My father is a doctor. ☐

My father is a farmer. ☒

2

My mother is a teacher. ☐

My mother is a doctor. ☐

My mother is a cook. ☐

3

My brother is a writer. ☐

My brother is a cook. ☐

My brother is a farmer. ☐

4

My sister is a teacher. ☐

My sister is a dancer. ☐

My sister is a student. ☐

5

My aunt is a teacher. ☐

My aunt is a shopkeeper. ☐

My aunt is a doctor. ☐

6

My uncle is a sailor. ☐

My uncle is a cook. ☐

My uncle is a writer. ☐

Write about your family members.

My family members

My father is a writer.

02 Practise.

(15 minutes)

- Play the recording and ask students to listen carefully.
- Ask them to practise saying, 'My grandfather is a writer.' 'My grandmother is a shopkeeper.' and so on three times.
- Ask them to repeat after the teacher and point to the pictures in their textbooks.
T: My grandfather is a writer.
Ss: My grandfather is a writer. (say and point to the picture.)
- Make groups of four.
- Tell one student to ask 'What's your mother?' and the other 3 students answer 'My mother is a ...'
- Ask students to take turns asking about other family members and answering the questions.
- Monitor the class and help the students who have difficulty in saying some jobs.

Summary and feedback

(2 minutes)

- Make sure that students know the expressions they need to talk about their family members and their jobs.
- Give feedback on the pronunciation of the words they have learnt. Tell the students to pronounce the vowel /ə/ correctly in such jobs as dancer, doctor, farmer, sailor, shopkeeper, writer, brother, father, grandfather, grandmother, mother, sister, and teacher.

Teaching procedure for Period 2

Warm up

(2 minutes)

- Revise the jobs students have learnt in the previous period: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher and writer.

Rearrange the letters.

(5 minutes)

- Tell students to look at the pictures and say what job each picture shows.
- Tell them to rearrange the letters to have the correct spelling of each job.
- Tell them to swap their textbooks with the students beside them and check each other's answers.

- Tell them to try again to get correct answers if their answers are different.
- Give correct answers and ask the students to check their answers.

03 Listen and write.

(10 minutes)

- Ask students to look at the pictures and say the jobs.
- Play the recording or read the words aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and write the jobs under the correct pictures.
- Also ask them to write the words in their exercise books.
- Make sure that the students are able to write the words while listening to them. Teacher can check their answers if the class size is manageable. If the class size is large, the students can swap their exercise books and check each other's work.

04 Listen and tick the correct answers.

(7 minutes)

- Ask students to read the sentences silently.
- Then ask them to read each sentence aloud.
- Tell them to listen carefully to the recording or to the teacher and tick the sentences they hear in the textbook.
- Play the recording or read the sentences aloud to the students.
- Monitor the class, checking if the students tick the correct sentences or not.
- Give the correct answers to the students.

Write about your family members.

(13 minutes)

- Tell students to write sentences about their family members.

(Students do not need to write about their real family members and their jobs because only a few jobs are taught in the lesson. In addition, there may be students with a single parent, or no parents, or no grandparents. In such cases, students should be encouraged to talk about their imaginary family members using the jobs given in the text.)

(အချို့သော အလုပ်အကိုင်အမည်များသည် သင်ခန်းစာအတွင်း မပါဝင်ပါ။ ထို့အပြင် မိဘ၊ အဘိုးအဘွား၊ ညီအစ်ကိုမောင်နှမ မရှိသော ကျောင်းသားများလည်း ရှိနိုင်သည့်အတွက် ကျောင်းသားများအနေဖြင့် မိမိတို့ ကိုယ်ပိုင်မိသားစုအကြောင်းကို အမှန်အတိုင်း ရေးရမည်ဟု မဆိုလိုပါ။ မိမိစိတ်ကူးထဲမှ မိသားစုဝင်များကို သင်ခန်းစာတွင်ပါဝင်သော အလုပ်အကိုင် ဝေါဟာရ စကားလုံးများ အသုံးပြုပြီး ဖော်ပြနိုင်ပါသည်။)

- If necessary, write some example sentences on the board.
- Monitor the class, check the students' writing, and help them if necessary.

Summary and feedback

(3 minutes)

- Make sure that students know how to write and talk about their family members and their jobs.

Lesson 2 My friend is handsome.

Unit 1 Family, friends and I

Lesson 2 My friend is handsome.

Listen and say.

clever

handsome

beautiful

helpful

This is my friend. He is handsome.

These are my friends. They are happy.

funny

happy

strong

kind

4

Unit 1 Family, friends and I

Practise.

This is my sister. She is beautiful.

These are my friends. They are helpful.

Look at the pictures and write sentences.

①

②

③

④

⑤

⑥

⑦

⑧

1. This is my sister. She is beautiful.
 2. These are my friends. They are helpful.

5

Objectives:

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

- present their impressions about their friends.
- write a simple description of a friend.

Words and expressions:

New: beautiful, clever, funny, handsome, helpful, kind, strong

This is my ... These are my ... He/She is ... They are ...

Previously learnt: happy

Resources and preparation: audio materials, picture cards of beautiful, clever, funny, handsome, happy, helpful, kind, strong

Teaching procedure for Period 1

Warm up

(3 minutes)

- Have a short conversation with some students. The following example can be used.

T: Hello. How are you?

S1: Great!

T: That's nice.

05 Listen and say.

(10 minutes)

- Randomly put 8 picture cards (clever, handsome, beautiful, helpful, funny, happy, strong, kind) on the board.
- Show a photograph of a famous Myanmar actor or sportsman. Say the sentence in the textbook.
'This is my friend. He is handsome.'
- Ask students to guess which picture card shows the meaning of handsome.
- Repeat the sentence, 'This is my friend. He is handsome.'
- Follow the same procedure for the remaining pictures.

- 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.
- Say the sentences again. This time when the students repeat each sentence they have to point to the correct picture in the textbook.

Practice

(10 minutes)

- Point to a picture card on the board (or a picture in the textbook) and have the students say the sentence.
- Point to the picture cards or pictures in the textbook again and have them repeat the sentences row by row.
- Ask some students 'Who in this class is handsome?' 'Who is beautiful?' etc.

Group work

(15 minutes)

- Divide the class into groups of 8.
- Choose one group to come to the front of the class.
- Explain that students in each group must describe their group members using the words that they have learnt today.

For example:

T: (pointing to S1) This is my friend. He is handsome.

T: (pointing to S2) This is my friend. She is helpful.

T: (pointing to S3) This is my friend. She is beautiful.

- Continue until the students have described all their group members.

Summary and feedback

(2 minutes)

- Make sure that students understand, can pronounce and use the new words to describe their friends.
- Practise the words that are difficult for students to pronounce. e.g. strong /strɒŋ/, noting the consonant cluster 'str' and the short vowel /ɒ/ sound to pronounce the word correctly.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Review the previous lesson 'This is my friend. He/ She is ...'

Introducing friends

(15 minutes)

- Choose two students to come to the front of the class.
- Point to the students and say, 'These are my friends, Kyaw Kyaw and Zaw Zaw. They are happy.'
- Ask students, 'Who is funny in the class?' Elicit some names.
- Ask these students to come to the front of the class and say, 'These are my friends, Ko Ko and Nyi Nyi. They are funny.'
- Follow the same procedure for the remaining words.
- Check the students' understanding of the words.
- Ask some students to introduce their friends using the expressions 'These are my friends ...' and 'They are ...'

Practise.

(7 minutes)

- Choose a student from the first row to present the expressions.
- Tell this student to choose two students and say the sentences, 'These are my friends. They are beautiful.'
- Then tell this student to choose two more students and say the sentences, 'These are my friends. They are handsome.'
- Follow the same procedure for the remaining sentences.
- Ask students to find different kinds of students.

For example:

T: Do you want to meet a happy student or a helpful student?

Ss: Helpful!

T: OK, S1, please introduce two helpful students to the class.

S1: These are my friends, S2 and S3. They are helpful.

Look at the pictures and write sentences.

(13 minutes)

- Tell students to look at the pictures.
- Read the sentences under the pictures aloud. Ask the students which pictures the sentences describe.
- Ask the students (in Myanmar) when they use 'This is...', and when they use 'These are ...'
- Explain the difference between 'This is ...' and 'These are ...'
- Write sentences 1 and 2 on the board.
- Explain that the students have to write the sentences for pictures 3 to 8 in their exercise books.
- Tell the students to swap their exercise books and check each other's sentences when they finish writing the sentences.
- Write the correct sentences on the board and have them read aloud.

Summary and feedback

(2 minutes)

- Tell students that they can now describe their friends in English.

Lesson 3 My dream

Unit 1 Family, friends and I

Lesson 3 My dream

Listen and say.










Practise.



I want to be an artist.



I want to be a nurse.

Ask and answer.



Do you want to be a nurse?



Yes, I do.



Do you want to be a pilot?



No, I don't.
I want to be an engineer.

6

Unit 1 Family, friends and I

Say and write what you want to be.






1. I want to be a dentist.
2. _____
3. _____
4. _____

Look, say and write.






1. Do you want to be a pilot ?
Yes, I do.
2. Do you want to be an artist ?
No, I don't . I want to be an engineer .
3. _____ ?
4. _____ ?

7

Objectives:

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

- say and write what they want to be using 'I want to be ...'
- ask their classmates 'Do you want to be ...?' and answer using 'Yes, I do. / No, I don't.'

Words and expressions:

New: artist, dentist, engineer, hairdresser, nurse, pilot, police officer, singer

I want to be a/an ... Do you want to be ...?

Previously learnt: Yes, I do. / No, I don't.

Resources and preparation: audio materials, picture cards of artist, cook, dancer, dentist, doctor, engineer, farmer, hairdresser, nurse, pilot, police officer, sailor, shopkeeper, singer, student, teacher, writer

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit from students jobs that they know.
- Revise the previously learnt vocabulary: cook, dancer, doctor, farmer, sailor, shopkeeper, student, teacher, writer

06 Listen and say.

(10 minutes)

- Say the word 'artist' aloud to the students and then make a gesture of the word 'artist'.
- Ask them to guess the meaning of 'artist' and find the picture of 'artist' in their textbooks.
- Ask them to make a gesture of 'artist' and say 'artist'.
- Play the recording or read the word 'artist' aloud to the students.
- Tell them to listen carefully to the recording or to the teacher.
- Spell the word, 'a-r-t-i-s-t' and ask the students to repeat after the teacher.

- Practise spelling the word three times.
- Follow the same procedure for the other words: engineer, hairdresser, pilot, dentist, nurse, singer, police officer.

07 Practise.

(5 minutes)

- Say, 'I want to be an artist.' And make a gesture of 'artist'.
- Explain the meaning of 'I want to be ...'
- Say the jobs and then ask students to find the people in the textbook. First, the teacher says, 'I use paper and paint.' Then the teacher mimes 'painting'. Then the teacher says, 'I want to be an ...' and pauses, so that students can guess/say the job. To confirm their understanding, the teacher then says, 'Yes, I want to be an artist.' Tell the students to repeat after her. The teacher repeats this procedure for all the other jobs. Give some hints.

(ဝေါဟာရများကို သင်ကြားရာတွင် ထိုဝေါဟာရအမည်ကို တိုက်ရိုက်သင်ကြားခြင်းမျိုးမဟုတ်ဘဲ သဲလွန်စပေးပြီး ကျောင်းသားများ၏ စဉ်းစားတွေးခေါ်မှုကို အားပေးပါ။)

- Give the students some time to find the picture of the job.
- Ask them to point to that job and say it.
- Play the recording or read the dialogue aloud to the students.
- Tell them to listen carefully to the recording or to the teacher carefully.
- Ask them to practise the dialogue in groups and individually.

Chain conversation (see p.10)

(10 minutes)

- Ask five students to come to the front of the class. Demonstrate the chain activity.
S1: I want to be an engineer.
S2: I want to be a nurse.
S3: I want to be an artist.
S4: I want to be a police officer.
S5: I want to be a singer.
- Ask other students to form into groups of 5.
- Ask them to practise saying what they want to be in turn like the five students, who did the demonstration in front of the class.
- Monitor the class and assist the students who need help.

Writing

(10 minutes)

- Write one sentence they have learnt on the board. (e.g. I want to be an artist.)
- Tell students to write the sentences in their exercise books.
- Make sure that the students are able to write the sentences for all the jobs. Teacher checks the answers of the students if the class size is manageable. If the class size is large, they can swap their exercise books and check each other's writing.

Summary and feedback

(2 minutes)

- Ask students to recall the jobs and dialogue they have learnt during the lesson.
- Remind students to say 'an' before the jobs 'artist' and 'engineer' and 'a' before all the other jobs.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Tell students to listen to the teacher carefully.
- Randomly say the jobs one by one and ask the students to write the words in their exercise books. They can look at their textbooks to check the spelling.
- Give them hints if necessary. (e.g. The first letter is 'e', engineer)
- Swap their exercise books and check each other's writing.

08 Ask and answer.

(10 minutes)

- Put eight picture cards on the board or use the textbook.
- Play the recording or read the dialogue 'Do you want to be ...?' aloud to the students.
- Tell them to listen carefully to the recording or to the teacher.
- Point to the picture cards and ask the students to repeat the dialogue.
- Ask the students, 'Do you want to be ...?'. If the teacher says 'Yes', the students have to answer, 'Yes, I do.' If the teacher says 'No' then the students have to say, 'No, I don't. I want to be a/an ...'.
- Tell the students to ask the teacher 'Do you want to be ...?'. The teacher answers, 'Yes, I do. / No, I don't. I want to be a/an ...'.
- Have the students ask the question 'Do you want to be ...?' to other students and answer the question, saying 'Yes, I do./ No, I don't. I want to be a/an ...'.
- Tell students to stand up and move around asking each other the questions in turns.

Say and write what you want to be.

(5 minutes)

- Tell students to work in pairs and say the sentences.
- Demonstrate how to say and write the sentences.
- Choose one pair to come to the front of the class. Tell them to look at the pictures and say the sentences for each picture, using 'I want to be ...' (e.g. S1: 'I want to be a dentist.' S2: 'I want to be a police officer.')
- Ask the students to write the sentences in their textbooks. If the class size is manageable, teacher can check the students' answers. If the class size is large, the students can swap their textbooks and check each other's writing.

Look, say and write.

(8 minutes)

- Point to picture 1 and ask, 'Do you want to be a pilot?' Point to the '✓' mark beside number 1. Tell students that this means 'Yes.' and so, they must say, 'Yes, I do.' Point to the '✗' mark beside picture 2. Ask the students what they think the '✗' mark means. Tell them that it means 'No.' and so, they must say, 'No, I don't'.
- Ask the students the 'Do you want to be ...?' question for each of the four pictures. Tell them to say the correct answer each time. Then repeat the activity but this time the students have to ask the questions and the teacher has to answer.
- Tell the students to work in pairs and ask and answer questions.
- Make sure that all students actively participate in the activity.
- Write an example question and answer on the board. (e.g. 'Do you want to be a pilot? Yes, I do.')

- Have the students look at the pictures again and write the questions and answers in their textbooks.
- Remind them that the marks (✓) and (✗) are for the answers 'Yes, I do. / No, I don't. I want to be a/an ...' (ရုပ်ပုံများကို ကြည့်ပြီး ပြောဆို ရေးသားရာတွင်ပုံ၏ဘေးတွင်ဖော်ပြထားသော (✓) သည် 'Yes, I do. (✗) သည် No, I don't. I want to be a/an ...' ဖြေဆိုရန်အတွက်ဖြစ်ကြောင်း ပြောပါ။)
- Make sure that the students are able to write the sentences. Teacher can check their answers if the class size is manageable. If the class size is large, they can swap their textbooks and check each other's writing.

Writing

(10 minutes)

- Ask students to write questions and answers in their exercise books. Remind them to write all the jobs and freely answer 'yes' or 'no'.
- Make sure that the students are able to write questions for all the jobs. Teacher checks the answers of the students if the class size is manageable. If the class size is large, they can swap their exercise books and check each other's writing.

Summary and feedback

(2 minutes)

- In this lesson, there are many words students might make mistakes in pronouncing them. Ask the students to pronounce the consonant clusters in the words, artist and dentist correctly. Also ask them to note the /ə/ sound in the words, hairdresser, pilot, police officer and singer. In pronouncing the word, 'singer', the students must also note that the word is pronounced /'sɪŋə/ not /'sɪŋgə/. And in pronouncing the word 'nurse' /nɜ:s/ the vowel used is /ɜ:/.

Lesson 4 A happy family

Unit 1 Family, friends and I

Lesson 4 A happy family

Listen and say.

I'm Ingyin. This is my family. There are six people in my family.

My grandfather is an artist. He is smart. My grandmother is a nurse. She is kind.

My father is a pilot. He is strong and smart. My mother is a doctor. She is kind and helpful.

8

Unit 1 Family, friends and I

This is my sister. She can sing and dance.

We love one another. We are a happy family.

Write about your family.

My family

9

Objective:

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

- act out and read the story 'A happy family'.

Words and expressions:

New: smart

We love one another.

Previously learnt: artist, dance, doctor, family, father, grandfather, grandmother, happy, helpful, kind, mother, nurse, people, pilot, sing, sister, six, strong

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

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Ask students to look at the first picture and ask them what they see.
- Have them guess by pointing at the pictures and asking, 'Who is he/ she?'

09 Listen and say.

(18 minutes)

Storytelling (1)

- Show the picture cards of 'My family' or point to each picture in the story and introduce each person.

Storytelling (2)

(14 minutes)

- Play the recording or read the description of the 5 people aloud to the students.
- Ask them to point to each picture as they hear the story.
- Repeat the story. Read the description in a different order this time. The students listen and point to the picture the teacher describes. Help them if necessary.

Summary and feedback

(5 minutes)

- Summarise the story by focusing on the expressions that students have learnt.

- Give them feedback on pronunciation.
- Tell them that they have to describe the pictures in the next period.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask students to tell the story they read in Period 1 in Myanmar.

Storytelling (3)

(20 minutes)

- Tell students that they are going to write a story on their own.
- Divide the students into groups of 5 and tell each group to talk about the ideas for their story.
- Tell each group to draw a picture of a family and write the sentences for each person in the family.
(အဖွဲ့ဝင်များ တိုင်ပင်၍ ကြိုက်နှစ်သက်ရာ မိသားစုတစ်စု အကြောင်းကို ဖန်တီး ပုံဖော်နိုင်ပါသည်။)
- Explain to each group that they have to choose a representative to tell their story. The other group members will help the representative to tell the group's story.
- Each group then shows their family picture and describes it to the class.

Write about your family.

(13 minutes)

- Tell students to write about their family.
- Make sure that they are able to write about their family.
- Teacher checks the answers of the students if the class size is manageable. If the class size is large, they can swap their books and check each other's work.

Summary and feedback

(2 minutes)

- Give feedback on their storytelling (Tell students who wrote only a few sentences to write more as homework.)
- Give feedback on their pronunciation as suggested in lesson 3.

Unit 2 My favourite ...

Lesson 1 My favourite fruits and vegetables

Unit 2 My favourite ...

Unit 2 My favourite ...

Lesson 1 My favourite fruits and vegetables

Listen and say.

Fruits

banana
 strawberry
 pear
 pineapple
 papaya

Vegetables

carrot
 eggplant
 cabbage
 potato
 tomato

Ask and answer.

Boy : Do you like fruits?
 Girl : Yes, I do.
 Boy : Do you like strawberries?
 Girl : No, I don't.
 Boy : What's your favourite fruit?
 Girl : Pears.

10

Unit 2 My favourite ...

Ask and answer.

Boy : Do you like vegetables?
 Girl : Yes, I do.
 Boy : Do you like carrots?
 Girl : No, I don't.
 Boy : What's your favourite vegetable?
 Girl : Potatoes.

Find and circle the words for the pictures.

1.

2.

3.

4.

a	c	g	i	s	e	p	c	f	s
c	a	b	b	a	g	e	a	n	t
j	r	w	y	r	i	a	b	q	r
s	r	q	m	k	t	v	b	e	a
p	o	t	a	t	o	a	a	z	w
a	t	y	o	e	m	a	e	w	b
p	i	n	e	a	p	p	l	e	
a	k	n	z	r	t	f	q	x	r
y	c	a	r	r	o	t	l	w	r
a	c	a	r	y	i	u	s	p	y

5.

6.

7.

8.

Complete the sentences.

1. My favourite fruit is _____.

2. I like _____.

3. I don't like _____.

4. My _____ vegetable _____.

5. I like _____.

6. I don't _____.

11

Objectives:

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

- name some fruits and vegetables.
- ask what their friends' favourite fruits and vegetables are.

Words and expressions:

New: Fruits: pear, strawberry

Vegetables: cabbage, carrot, eggplant, potato, tomato

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

Previously learnt: banana, fruit, papaya, pineapple, vegetables

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

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

Resources and preparation: audio materials, picture cards of banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato

Teaching procedure for Period 1

Warm up

(5 minutes)

- Ask students, 'Do you like ...?' (apples, mangoes, guavas, papayas, watermelons, pineapples, oranges, bananas)
- Tell them to stand up and respond, 'Yes, I do.' if they like them or sit down and respond, 'No, I don't.' if they do not like them.

10 Listen and say.

(15 minutes)

- Using the picture cards or real objects, ask students to guess what fruit or vegetable it is.
- Show parts of the pictures and ask students to guess what they are.

- Show more of the pictures if they cannot guess them.

(ရုပ်ပုံ၏ တစ်စိတ်တစ်ပိုင်းကို ပြ၍ ကျောင်းသားများကို မည်သည့်ပုံဖြစ်သည်ကို ခန့်မှန်းရန်ပြောပါ။ မှန်ကန်စွာ မခန့်မှန်းနိုင်လျှင် ထပ်၍ပြသပြီး အဖြေမှန်ရသည်အထိ မေးရပါမည်။)

- If the students answer in Myanmar, say the answers in English.
(ကျောင်းသားများ မြန်မာလိုဖြေခဲ့လျှင်လည်း လက်ခံပေးပြီး အဖြေမှန်ကို အင်္ဂလိပ်လိုပြောင်း၍ ပြောပေးပါ။)
- Follow the same procedure to teach the names of fruits and vegetables.
- Play the recording or read the words aloud to the students.
- Tell them to repeat after the recording and point to the picture of the word that they hear.
- Make groups of four and tell them to open only one textbook.
- Have one student from the group tell the names of fruits and vegetables and the others listen and point to the correct pictures in the textbook. See p.8 (Pointing game)
- Remind them that the last student who points to the picture has to say the names of all the fruits and vegetables.

11 Ask and answer.

(10 minutes)

- Tell students to listen to the recording or to the dialogue that the teacher reads.
- Ask a student to come to the front of the class. Demonstrate the following dialogue.

T: Do you like fruits?

S: Yes, I do./ No, I don't.

T: Do you like strawberries?

S: Yes, I do./ No, I don't.

T: What's your favourite fruit?

S: Pears.

- Continue the activity until students understand how to practise the dialogue with their friends.
- Tell some students to read the part of the Boy and the others to read the part of the Girl.
- Encourage them to substitute the names of fruits when they practise.
- Tell them to practise the dialogue in pairs.

S1: Do you like fruits?

S2: Yes, I do./ No, I don't.

S1: Do you like pears?

S2: Yes, I do./ No, I don't.

S1: What's your favourite fruit?

S2: Papayas.

Chain activity

(8 minutes)

- Have the students stand in four lines and do the chain activity. (See p.10)

For example,

The teacher asks a student 'What's your favourite ...?' and that student gives the answer and then the student asks the one next to him/her, 'What's your favourite ...?' Tell them to repeat the procedure in their lines until all students in the class have practised the dialogue.

- The line that finishes first has to say, 'Finished.'

Summary and feedback

(2 minutes)

- Ask students how many fruits and vegetables they remember.
- Ask them if they can ask and answer each other's favourite vegetables in English and congratulate them!
(Students may not have the correct pronunciation of the words, pears, strawberry, carrot, potato, tomato, banana, papaya and vegetables. Teachers should listen to the recording very carefully and pronounce the words correctly to be good models for the students.)

Teaching procedure for Period 2

Warm up

(5 minutes)

- Divide the class into two to revise previously learnt vocabulary.
- Write (c _ _ _ _) on the board.
- Ask students if they know which word it is.
- Elicit the name of the word from the students by saying it is a vegetable.

12 Ask and answer.

(10 minutes)

- Tell students to listen to the dialogue that the teacher reads or from the recording.
- Ask a student to come to the front of the class. Demonstrate the following dialogue.

T: Do you like vegetables?

S: Yes, I do./ No, I don't.

T: Do you like carrots?

S: Yes, I do./ No, I don't.

T: What's your favourite vegetable?

S: Potatoes.

- Continue the activity until students understand how to practise the dialogue with their friends.
- Tell some students to take the role of the boy and the others to take the role of the girl.
- Encourage them to substitute the names of vegetables when they practise the dialogue.
- Tell them to practise the dialogue in pairs.

S1: Do you like vegetables?

S2: Yes, I do./ No, I don't.

S1: Do you like potatoes?

S2: Yes, I do./ No, I don't.

S1: What's your favourite vegetable?

S2: Tomatoes.

Find and circle the words for the pictures.

(7 minutes)

- Ask students to look at the pictures around the crossword table.
- Ask them to find the words in the crosswords and circle them.
- Tell them to swap their textbooks and check the answers.

(ကျောင်းသားများနှင့် အဖြေပြန်စစ်ရာတွင် အလျားလိုက်တွင် မည်သည့်စကားလုံးများ၊ ဒေါင်လိုက်တွင် မည်သည့်စကားလုံးများ ရှာတွေ့သနည်းဟုမေး၍ အဖြေကို အခြားကျောင်းသားများနှင့် စာအုပ်ဖလှယ်ခြင်းဖြင့် စစ်ဆေးပါ။)

Complete the sentences.

(6 minutes)

- Tell students to write fruits and vegetables which they like and they don't like in their textbooks.

Presenting favourite fruits and vegetables

(10 minutes)

- Make groups of 6 or more depending on the class size.
- Provide a demonstration by presenting fruits and vegetables that you like.
- Tell students to present about their favourite fruits and vegetables to their groups.
- Tell them to take turns doing their presentations.

Summary and feedback

(2 minutes)

- Make sure that students know the names of fruits and vegetables and the spelling of these words by asking, 'What's this?' and 'How do you spell it?' individually or group by group.
- Also check whether the students can pronounce the words they have learnt correctly or not.

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Lesson 2 My favourite sports and games

Unit 2 My favourite ...

Lesson 2 My favourite sports and games

Listen and say.

Sports

running judo cycling archery swimming

Games

basketball tennis football badminton

Ask and answer.

Boy : What's your favourite sport?
 Girl : Swimming. What about you?
 Boy : Judo.
 Girl : That's great!

12

Unit 2 My favourite ...

Listen and fill in the blanks.

Teacher: What's your favourite sport, Ko Ko?
 Ko Ko: My favourite sport is running.

1 Ko Ko: <u>Running</u>	5 Thura: _____
2 Aye Aye: _____	6 Win Win: _____
3 Si Si: _____	7 Bo Bo: _____
4 Kyi Min: _____	8 Yu Yu: _____

Ask and answer.

Girl : What sport are you good at?
 Boy : I'm good at cycling.
 What about you?
 Girl : I'm not good at cycling.
 I'm good at running.

Complete the sentences.

I'm _____
 My favourite sport is _____
 My favourite game is _____
 I'm good at _____
 I'm not good at _____

13

Objectives:

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

- name some sports and games.
- describe their favourite sports.

Words and expressions:

New: Sports: archery, cycling, judo, running, swimming,

Games: badminton, tennis

What sport are you good at? I'm good at ... I'm not good at ...

Previously learnt: Games: basketball, football

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

What's your favourite ...? What about you? That's great!

Resources and preparation: audio materials, picture cards of archery, badminton, basketball, cycling, football, judo, running, swimming, tennis

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the names of sports and games students know. Tell them to say the sports and games in Myanmar and ask them in English, 'Can you play ...?'
- Ask them which sport/game they like the best.

13 Listen and say.

(15 minutes)

- Make a gesture of playing a sport and tell students to guess what sport it is in English.
- Say the name of the sport and ask them to find it on the textbook page.
- Show the picture of the sport and tell them to check their answers.
- Follow the same procedure for other types of sports.
- Play the recording or read the words aloud to the students.

- Play the recording or read the words again.
- Spell the words and have the students repeat after the teacher.
- Tell them to practise spelling the words.
- Tell them to work in pairs: one student will be 'S1' and the other 'S2'.
- Tell 'S1' to spell the word and 'S2' to say the word in English and make a gesture of the sport.

S1: r-u-n-n-i-n-g

S2: running (with action)

- Tell them to change roles.
- Make sure that the students can do the activity well by monitoring the class and helping pairs who do not understand the instructions.
- Follow the same procedure for other games.
- Explain the difference between 'sport' and 'game'. 'Sports' refer to all types of physical activity which people do to keep healthy or for enjoyment. 'Games' refer to particular sport competitions, matches or occasions when individuals or teams play a game. All the activities in this lesson can be called sports.

(sport ဆိုသည်မှာ ကျန်းမာပျော်ရွှင်မှုအတွက် လေ့လာလိုက်စား လုပ်ဆောင်ကြသော ရုပ်ပိုင်းဆိုင်ရာလေ့ကျင့်လှုပ်ရှားမှုအားလုံး ဖြစ်ကြောင်း နှင့် game ဆိုသည်မှာ အခါရာသီအလိုက် ကျင်းပသော အားကစားပြိုင်ပွဲများတွင် ယှဉ်ပြိုင်ကြသော ကစားနည်းများ ဖြစ်ကြောင်း ရှင်းပြပါ။)

14 Ask and answer.

(10 minutes)

- Say, 'I like running.' to the students and say, 'My favourite sport is running.' Then say 'I like football.' to the students and say, 'My favourite game is football.'
- Play the recording or read the dialogue aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Ask a student to come to the front of the class. Do a demonstration.

(ကျောင်းသားနှင့် ဆရာ demonstrate လုပ်ပြခြင်းဖြစ်သည်။)

T: What's your favourite sport?

S: Swimming. What about you?

T: Judo.

S: That's great!

- Ask the students to do the activity two or three times until they understand how to do it.
- Tell them to replace their favourite sports when practising the dialogue. (ကျောင်းသားများအား မိမိတို့ အမှန် တကယ်ကြိုက်နှစ်သက်သော sports များနှင့် အစားထိုးပြီး activity လုပ်ရန်ပြောပါ။)
- Ask some students, 'What's your favourite sport?' and tell the class to continue doing the activity by asking each other.
- Have the students work in pairs. Tell each pair to play 'rock, paper, scissors'. Tell the winner to ask, 'What's your favourite sport?' and the loser to answer and then ask, 'What about you?'

(အနှစ်သက်ဆုံး အားကစားဟု မေးလိုလျှင် 'What's your favourite sport?' ဟု မေးရမည်ဖြစ်ကြောင်းနှင့် မိမိအနှစ်သက်ဆုံး အားကစား အကြောင်းပြောပြလိုလျှင် 'My favourite sport is ...' ဖြစ်စေ 'My favourite game is ...' ဖြစ်စေ ပြောနိုင်ကြောင်း ရှင်းပြပါ။)

- Ask 'What's your favourite sport?' to a student and tell him/her to answer 'My favourite sport is ...' and spell the name of the sport.
- Tell him/her to ask the same question to the student who is sitting beside him/her.
- Tell the class to continue doing the activity.
- Monitor the class and encourage them to do the activity.

Summary and feedback

(2 minutes)

- Wrap up the lesson by asking the questions 'Do you like ...?' and 'What's your favourite sport?' referring to the sports/games in the pictures.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the names of the sports by showing pictures of the sports/games or by making gestures.
- Ask some students, 'Do you like ...?' and 'What's your favourite sport?'

 15 Listen and fill in the blanks.

(10 minutes)

- Play the recording or read the dialogue aloud to the students and tell them to listen to the recording carefully, especially to the names of sports. Play the recording two or three times if necessary.
- Tell them to write the names of sports they hear.
- Play the recording again and tell them to check their answers in pairs.
- Check their answers by asking some students to call out their answers. Alternatively, write the answers on the board and tell them to check their answers by themselves.

(Listen and fill in the blanks. လေ့ကျင့်ရာတွင် အောက်ဖော်ပြပါ အဆင့်များအတိုင်း လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။)

- ၁။ အားကစားအမည်ကို သေချာစွာ ဂရုစိုက် နားထောင်ရန် ကျောင်းသားများကို ပြောပါ။ ကျောင်းသားများ ကြားရသော အားကစားအမည်ကို နားထောင်ပြီး လိုက်ရေးနိုင်ရန် Recording ကို ခေတ္တရပ်ပေးရပါမည်။
- ၂။ ထို့နောက် ကျောင်းသားများ ရေးထားသော အဖြေများကို စစ်ဆေးရန်အတွက် အချိန်အနည်းငယ်ပေးပါ။
- ၃။ Recording ကို နောက်တစ်ကြိမ် ဖွင့်ပြကာ ၎င်းတို့ ဖြေဆိုထားသော အဖြေများနှင့် တူ မတူ စစ်ဆေးရန်ပြောပါ။ လိုအပ်ပါက Recording ကို နံပါတ် တစ်ခုချင်းစီ နောက်တစ်ကြိမ် ဖွင့်ပြကာ လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။
- ၄။ အဖြေမှန် မမှန်စစ်ဆေးရန်အတွက် ကျောင်းသားအချို့ကို မေးကာ အဖြေမှန် ပြောပြစေခြင်း သို့မဟုတ် သင်ပုန်းပေါ်တွင် အဖြေမှန်ရေးကာ ၎င်းတို့ကိုယ်တိုင် မိမိအဖြေကိုမိမိ စစ်ဆေးခြင်း စသည်ဖြင့် စစ်ဆေးနိုင်ပါသည်။

 16 Ask and answer.

(15 minutes)

- Say, 'My favourite sport is football.' 'I can play football well.' 'I'm good at football.'
- Explain to the students that if one can play a sport well, he/she is good at this sport.
- Ask, 'What sport are you good at?' and explain how to answer, 'I'm good at ...' if they are good at the sport. If they aren't good at the sport, then say, 'I'm not good at ...'.
- Play the recording or read the dialogue aloud to the students and tell them to listen to the recording or to the teacher carefully.

Girl: What sport are you good at?

Boy: I'm good at cycling. What about you?

Girl: I'm not good at cycling. I'm good at running.

- Practise the dialogue with the class. The teacher takes the role of the 'Boy' and all the students take the role of the 'Girl'. Then swap roles and repeat the dialogue.

- Ask the class to work in pairs.
- Tell a pair to ask each other, 'What sport are you good at?' and answer using, 'I'm good at ...' and 'I'm not good at ...'
- Monitor the class and encourage them to practise the dialogue.

Complete the sentences.

(10 minutes)

- Tell students to write:
 - (1) their names
 - (2) the names of their favourite sports
 - (3) the names of their favourite games
 - (4) the names of some sports that they are good at
 - (5) the names of some sports that they are not good at
- Tell them to write the sentences in their textbooks and talk to their friends about the sentences.
- Ask some students about their favourite sports.

Summary and feedback

(2 minutes)

- Wrap up the lesson by asking the question 'What sport are you good at?' referring to the sports and games in the pictures.

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Lesson 3 My favourite subjects

Unit 2 My favourite ...

Lesson 3 My favourite subjects

Listen and say.

Myanmar

English

Maths

Social Studies

Science

Ask and answer.

Boy : What's your favourite subject?

Girl : English.

What about you?

Boy : Maths.

14

Unit 2 My favourite ...

Look and write.

1

2

3

4

5

Ask and answer.

Girl : What subject are you good at?

Boy : I'm good at Maths. I think it is easy.

I'm not good at English. I think it is difficult.

Boy : What subject are you good at?

Girl : I'm good at English. I think it is interesting.

I'm not good at Science. I think it is difficult.

Complete the sentences.

I'm _____

My favourite subject is _____

I'm good at _____. I think it is _____

I'm not good at _____

15

Objectives:

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

- ask their friend's favourite subject.
- describe which subject they are good at.
- identify which subject is difficult/easy/interesting for them.

Words and expressions:

New: Myanmar, Maths, Science, Social Studies

difficult, easy, interesting, subject

I think it is ...

Previously learnt: What's your favourite ...? What ... are you good at? I'm good at ...

I'm not good at ..., What about you?

Resources and preparation: audio materials, picture cards of Myanmar, English, Maths, Science, Social Studies

Teaching procedure for Period 1

Warm up

(3 minutes)

- Revise the previously learnt expressions. 'What's your favourite fruits/vegetables and sport?' 'What sport are you good at?' 'I'm good at ... I'm not good at ...'

17 Listen and say.

(15 minutes)

- Hold up the English textbook and say 'My favourite subject is English.' (repeat 'English' 3 times.) Ask students to note that in pronouncing the word, 'English', the final consonant is /ʃ/ not /tʃ/. Therefore the correct pronunciation is /ɪŋ.ɡlɪʃ/ not /ɪŋ.ɡlɪtʃ/.
- Follow the same procedures for the other subjects. (Myanmar, Maths, Science, Social Studies)
- Play the recording or read the words aloud to the students.

- Tell them to listen to the recording or to the teacher carefully.
- Play the recording again and tell them to say the names of subjects along with the recording.
- Spell the names of the subjects and have them repeat after the teacher.
- Practise the spelling of the subjects.
- Show the students the English textbook and say, 'My favourite subject is English.'
- Ask them to find the picture of English in the textbook.
- Ask them 'What's your favourite subject?'
- Check their response and understanding.

18 Ask and answer.

(15 minutes)

- Play the recording or read the dialogue aloud.
- Say, 'I like English. My favourite subject is English. I like Science. My favourite subject is Science.' to the students.
- Ask a student to come to the front of the class. Do a demonstration.

T: What's your favourite subject?

S: English. What about you?

T: Maths.

- Do the activity two or three times with different students until they understand how to do it.
- Have the students form into pairs. Tell each pair to play 'rock, paper, and scissors'. Tell the winner to ask, 'What's your favourite subject?' and the loser to answer and then ask, 'What about you?'

Look and write.

(5 minutes)

- Tell students to look at the pictures and write the respective subjects in their textbooks.
- Say 'Picture 1' and have the students write the subject shown in Picture 1 in their textbooks.
(e.g. 1. Social Studies)

Summary and feedback

(2 minutes)

- Give feedback on the pronunciation and the final sound /s/ in the subjects 'Maths, Social Studies.'

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the names of the subjects by showing the picture cards.
- Ask students to spell the 'subjects'.
- Ask some students 'What is your favourite subject?'

19 Ask and answer.

(20 minutes)

- On the board write 'What subject are you good at?'
- Read the question aloud.
- Say, 'My favourite subject is Maths. I think it is interesting. I'm good at Maths'.
- Repeat the question 'What subject are you good at?'
- Read the dialogue in the textbook aloud.
- Play the recording or read the dialogue again and ask students to repeat after you.
- Check whether the students understand the meaning of the words, 'easy', 'difficult' and 'interesting' or not.
- Point to the question on the board and tell them to ask you the question.

For example:

Ss : What subject are you good at?

T : I'm good at Social Studies. I think it is easy.

I'm not good at Science. I think it is difficult.

- Ask two students to come to the front of the class.
- Tell S1 to ask S2, 'What subject are you good at?'
- S2 should respond using, 'I'm good at ...' and 'I'm not good at ...' (If necessary, write this on the board).
- Tell the class to practise in pairs.
- Monitor the students, checking whether they can ask and answer the questions correctly with correct pronunciation.

Complete the sentences.

(15 minutes)

- Tell students to fill in the blanks.
- Ask them to write their names; their favourite subjects; the subjects they are good at/not good at; the subject that is easy/difficult/interesting for them.
- Monitor the students' writing and help the students who have difficulty in writing sentences.
- Tell them to swap their textbooks with their partners when they finish and check each other's sentences.
- Ask some students to come to the front of the class and read their sentences to the class.

Summary and feedback

(2 minutes)

- Make sure that students can describe their favourite subjects using, 'My favourite subject is ... I'm good at ... I think it is ... I'm not good at ... I think it is ...'

Lesson 4 What's your favourite?

Unit 2 My favourite ...

Lesson 4 What's your favourite?

Listen and sing.

What's your favourite?

(What's your favourite, favourite?
What's your favourite fruit?)²
I like pears.

(What's your favourite, favourite?
What's your favourite vegetable?)²
I like carrots.

(What's your favourite, favourite?
What's your favourite sport?)²
I like running.

(What's your favourite, favourite?
What's your favourite subject?)²
I like English.

16

Unit 2 My favourite ...

Fill in the blanks and sing.

What's your favourite?

(What's your favourite, favourite?
What's your favourite fruit?)²
I like _____

(What's your favourite, favourite?
What's your favourite vegetable?)²
I like _____

(What's your favourite, favourite?
What's your favourite sport?)²
I like _____

(What's your favourite, favourite?
What's your favourite subject?)²
I like _____

17

Objective:

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

- sing the song, 'What's your favourite?' by substituting some vocabulary.

Words and expressions:

Previously learnt: Fruits and vegetables: banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato

Sports and games: archery, badminton, basketball, cycling, football, judo, running, swimming, tennis

Subjects: Myanmar, English, Maths, Science, Social Studies
difficult, easy, interesting

Resources and preparation: audio materials, picture cards of banana, cabbage, carrot, eggplant, papaya, pear, pineapple, potato, strawberry, tomato, archery, badminton, basketball, cycling, football, judo, running, swimming, tennis

Textbooks of Myanmar, English, Maths, Science, Social Studies

Teaching procedure for Period 1

Pre-teaching

(15 minutes)

- First, revise the vocabulary for fruits and vegetables using picture cards. Show the picture cards and tell students to respond as a whole class, row by row and individually.
- Hide the pictures cards and ask students to say the fruits and vegetables they know. List them on the board or put the pictures on the board.
- Second, revise the vocabulary for sports by making gestures.
- Ask some students to come to the front of the class. Tell them to mime the sport that you say.

(ကျောင်းသားအချို့ကို အတန်းရှေ့သို့ ခေါ်ပြီး အားကစားနည်းများကို အမူအရာဖြင့် ပြရန်ပြောပါ။)

- Tell the class to guess what sport it is and write their answers on the board, or put the pictures on the board.
- Third, revise the vocabulary for subjects using the question, 'What's your favourite subject?'
- Hold up Grade 3 textbooks and ask them to say the names of the subjects. Then, list the subjects on the board or put the picture cards on the board.

20 Listen and sing.

(15 minutes)

- Play the recording or sing the song with gestures.
- Sing the first verse of the song with actions and tell students to act out the song in the same way as you do.
- Sing the first verse again with actions and tell the students to respond saying, 'I like pears.'
- Divide the class into two groups and tell one group to sing the first verse with actions and another group to respond, 'I like pears.' And then, tell them to change roles.
- Repeat the same procedure with the remaining verses of the song.

Practice

(7 minutes)

- Tell one student to say, 'I like pears.' and the class to sing the song with actions.
S1: I like pears.
Ss: What's your favourite, favourite? What's your favourite fruit?
- Ask another student to say the fruit he/she likes. Repeat the same procedure until all students know what to do.
- Put students into groups of 4. One student is 'fruit', another 'vegetable', the third 'sport' and the fourth 'subject'.
- Follow the same procedure as above, e.g. the fruit student says, 'I like strawberries' and everyone sings the fruit verse.
- Tell them to take turns within their groups.
- Make sure that all students actively participate in the activity.

Summary and feedback

(3 minutes)

- Give feedback on the pronunciation of some words: 'potato' /pə'teɪ.təʊ/, 'tomato' /tə'mɑ:.təʊ/, etc. and sing the song.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Play the recording or sing the 'What's your favourite?' song together.

Fill in the blanks and sing.

Individual work

(5 minutes)

- Tell students to fill in the blanks in their textbooks.
- Remind them to fill in the blanks with their favourite things.
- Monitor the class and help students who have difficulty in writing the words.

Pair work

(7 minutes)

- Tell students to work in pairs.
- Ask two students to come to the front of the class to demonstrate the activity.
- Tell one student to ask the question in the first verse of the song and another student to respond, 'I like ...' with actions. Then, swap roles.

S1: (What's your favourite, favourite? What's your favourite fruit?)²

S2: I like pears.

- Tell other students to decide who will ask the questions in the song and who will say the line, 'I like ...' with actions.
- Monitor the class and encourage them to participate in the activity.

Group work

(20 minutes)

- Put students into groups of 4. One member of the group is 'fruit', another is 'vegetable', the third is 'sport' and the fourth is 'subject'.
- Decide who will ask the question and who will answer saying, 'I like ...' with actions in each group.
- Make sure that all the members in each group have a chance to respond, 'I like ...' with actions.
(အဖွဲ့ဝင်လေးဦးပါဝင်သော အဖွဲ့ငယ်လေးများဖွဲ့ပါ။ ပထမအဖွဲ့ဝင်ကို 'fruit' ဒုတိယအဖွဲ့ဝင်ကို 'vegetable' တတိယအဖွဲ့ဝင်ကို 'sport' စတုတ္ထအဖွဲ့ဝင်ကို 'subject' ဟု သတ်မှတ်ရန်ပြောပါ။ အဖွဲ့ဝင်တစ်ဦးက မေးခွန်းမေးလျှင် ကျန်အဖွဲ့ဝင်များက 'I like ...' ကို အမူအရာဖြင့် ပြောရန် ပြောပါ။ အဖွဲ့အတွင်းရှိ အဖွဲ့ဝင်အသီးသီး အမေးအဖြေ ပြုလုပ်ပြီးပါက activity ပြီးမြောက်ကြောင်း ပြောပါ။)
- After the group's practice, ask them to come to the front of the class and sing the song with actions group by group.

Summary and feedback.

(3 minutes)

- Ask the whole class to sing the 'What's your favourite?' song together.
- Make sure that students can sing the song with actions.

Unit 3 My house and my pets

Lesson 1 My house

Unit 3 My house and my pets

Unit 3 My house and my pets

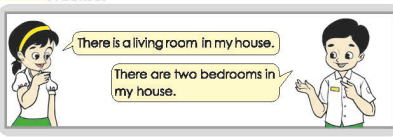
Lesson 1 My house

Listen and say.



There is a **living room** in my house.
There is a **dining room** in my house.
There is a **kitchen** in my house.
There are three **bedrooms** in my house.
There are two **bathrooms** in my house.
There is a **garage** beside my house.

Practise.



There is a living room in my house.
There are two bedrooms in my house.

22

Unit 3 My house and my pets

Listen and tick.

- There are two bathrooms in my house. ☐
- There is a kitchen in my house. ☐
- There is a dining room in my house. ☐
- There are three bedrooms in my house. ☐
- There is a garage beside my house. ☐
- There is a living room in my house. ☐

Listen and write.



Fill in the blanks with 'is' or 'are'.

- There _____ a kitchen in my house.
- There _____ three bedrooms in my house.
- There _____ two bathrooms in my house.
- There _____ a living room in my house.

Rearrange the words and phrases to make correct sentences.

Example: is/There/in/my house./living room/a
There is a living room in my house.

- bedrooms/in/There/two/are/my house.
- my house./kitchen/There/in/a/is
- There/in/my house./two/are/bathrooms
- is/beside/There/garage/a/my house.

23

Objectives:

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

- say and write the different rooms in a house.
- use 'there is/are' to explain the rooms in a house.

Words and expressions:

New: bathroom, bedroom, dining room, garage, kitchen, living room

There is ... There are...

Previously learnt: Prepositions: beside, in

Things and numbers: house, one, two, three

Resources and preparation: audio materials, picture cards of bathroom, bedroom, dining room, garage, kitchen, living room

Teaching procedure for Period 1

Warm up

(3 minutes)

- Ask students in Myanmar, 'What kind of house do you want to live in?' (ဘယ်လိုအိမ်မျိုးမှာ နေချင်သလဲ။)
- Ask, 'What rooms do you have in your house?'
- Elicit the names of the rooms from the students either in Myanmar or in English.

(Draw a layout of the house with rooms on the board, name the rooms in English and explain the meaning in Myanmar to the students.)

26 Listen and say.

(15 minutes)

- Introduce the new vocabulary by showing picture cards of each room.
e.g. 'This is my living room. I watch TV here.' (make a gesture of watching TV)

'This is my dining room. I eat here.' (make a gesture of eating)

'This is my kitchen. I cook here.' (make a gesture of cooking)

'This is my bedroom. I sleep here.' (make a gesture of sleeping)

'This is my bathroom. I have a bath./I wash my face here.'

(make a gesture of bathing/make a gesture of washing your face)

'This is my garage. I park my car here.' (make a gesture of parking)

- Play the recording or read the sentences aloud.
- Ask students to listen to the recording or to the teacher, and ask them to find the rooms in their textbooks. Give them a few minutes to find the rooms in the house.
- Play the recording again and pause after each sentence.
- Ask the students to repeat after each sentence.
- Confirm the students' understanding by asking, "What's the meaning of '*There is a living room in my house.*'?" (Have students answer in Myanmar.)

Practise.

(20 minutes)

- Ask students in Myanmar if they know when to use 'There is ...'. and when to use 'There are ...'.
- Show a picture card, say the sentence for each room and have the students repeat it. Do this for all the vocabulary they have learnt.

Pair work

- Tell students to work in pairs.
- Ask them to draw a house with rooms in their exercise books.
- Then, ask them to talk about the rooms in their houses to their partners.
- Remind the students of the plural form. For one room we say, 'There is a living room in my house.' For two or more rooms we say, 'There are two/three bedrooms in my house.'
- Remind them that when we use 'There are...' we need to use 'rooms' with a plural marker 's'.

e.g. S1: There is a living room in my house.

S2: There are two bedrooms in my house.

S1: There are three bedrooms in my house.

S2: There is a dining room in my house.

- Monitor the class and help the pairs who have difficulty in talking about their rooms.
- Ask one pair of students to talk about their houses to the class.

Summary and feedback

(2 minutes)

- Make sure that students know the vocabulary to talk about the rooms in a house.
- Make sure that the students understand the difference between 'there is...' and 'there are...' and how to use these expressions correctly.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Review the vocabulary of rooms from Period 1.
- Ask, 'How many rooms do you see in the house?'
- Have students say the sentences 'There is/are...' from the textbook.

27 Listen and tick.

(8 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording (or the teacher) carefully and tick the sentences that they hear in the textbook.
- Monitor the class to check if they tick the correct sentences.
- Give the correct answers to the students.

28 Listen and write.

(5 minutes)

- Play the recording or say the words aloud.
- Tell students to listen to what the teacher says while looking at the pictures.
- Ask them to write the words they hear in their exercise books.
- Make sure that the students are able to write the words while listening to the words. If the class size is manageable, teacher can check the students' answers. If the class size is large, students can swap their books and check each other's work.

Fill in the blanks with 'is' or 'are'.

(10 minutes)

- Tell students to write the correct words 'is' or 'are' in their textbooks. If necessary, the teacher can write an example on the board and explain what to do.
- When the students have finished, tell them to swap their textbooks with their friends and compare their answers.
- After that the teacher give the correct answers to the students. To check students' understanding, ask in Myanmar, why 'is' is used in the sentence, 'There is a kitchen in my house.' and not in 'There are a kitchen in my house.' Do this for all sentences.

Rearrange the words and phrases to make correct sentences.

(10 minutes)

- Tell students to rearrange the words to make the correct sentences.
- Tell them to write the correct sentences in their notebooks.
- Tell them to swap their notebooks with their friends and check if their answers are the same or not.
- Tell them to reconsider their answers if their answers are different.

Summary and feedback

(2 minutes)

- Ask students to name the rooms they have learnt. Make sure that they can pronounce the words 'bathroom' and 'garage' correctly.

Lesson 2 My room

Unit 3 My house and my pets

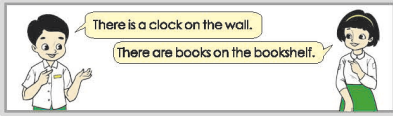
Lesson 2 My room

Listen and say.



There is a cat **in** the box.
 There is a computer **on** the table.
 There is a chair **in front of** the table.
 There is a dustbin **under** the table.
 There is a bed **beside** the window.
 There is a chair **behind** the box.
 There is a bookshelf **between** the table and the bed.

Look at the picture again and practise.



There is a clock on the wall.
 There are books on the bookshelf.

24

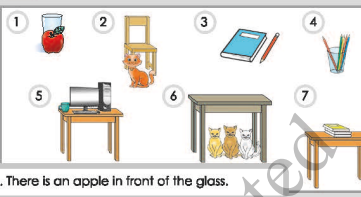
Unit 3 My house and my pets

Look at the picture and fill in the blanks.



- There are chairs beside the table.
- There are flowers in the vase.
- There is a dustbin under the table.
- There is a cat behind the chair.
- There is a clock on the wall.
- There is a mat in front of the table.
- There is a computer on the book and the vase.

Look at the pictures and write sentences.



- There is an apple in front of the glass.

25

Objectives:

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

- identify prepositions and prepositional phrases.
- describe where objects are in a room.

Words and expressions:

New: Things: bookshelf, computer, dustbin

Preposition: behind, between, in front of

There is a/an ... (prepositions) the ... There are ... (prepositions) the ...

Previously learnt: Things: apple, bed, book, box, cat, chair, clock, cup, flower, glass, mat, pencil, table, vase, window

Preposition: beside, in, on, under

Resources and preparation: audio materials, a ball, a box, an enlarged picture of the room (if available)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the prepositions 'in, on, under, beside' students learnt in Grade 2 using a ball and a box.
- Put the ball in the box and say, 'The ball is in the box.'
- Review the use of other prepositions 'on, under, beside' saying, 'The ball is ... the box.'
- Point to the objects in the picture. Elicit the vocabulary: bed, book, box, cat, chair, clock, table, window.

29 Listen and say.

(20 minutes)

- Put the chart of the room on the board, or draw a picture of the room on the board or use the textbook picture.
- Point to the chair and the table and say, 'There is a chair in front of the table'.
- Write this sentence on the board and underline the prepositional phrase 'in front of'.
- Explain the meaning of 'in front of'.

- Follow the same procedure for 'behind' and 'between'.
- Play the recording or read the sentences aloud to the students.
- Tell them to repeat each sentence after the teacher and to point to the picture while saying each sentence.

Look at the picture again and practise.

(15 minutes)

- Ask one student to come to the front of the class.
- Tell him/her to point to one thing in the room.
- The teacher says a sentence about the location of the object the student is pointing at.
(e.g. 'There is a bookshelf beside the bed.')
- Ask the student to point to a different object and say the sentence.
- Tell students to make pairs.
- Tell them to play 'rock, paper and scissors'. The winner is S1 and the loser is S2.
- Tell S1 to point to objects in the picture. S2 has to say where the objects are, using suitable prepositions.
- Then tell students to swap roles.

Summary and feedback

(2 minutes)

- Point to some of the things in the picture and ask students to respond to the question, 'Where is the ...?' using the suitable prepositions.
- Make sure that students know the meaning of the prepositions and can use them correctly.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise the prepositions students learnt in the previous period: 'in, on, under, beside, behind, in front of and between' by using the prepositions with objects like glass, pencils and rulers or some classroom objects.

Look at the picture and fill in the blanks.

(15 minutes)

- Tell students to look at the picture in the textbook.
- Ask them to name the different objects they see in the picture.
- Ask, 'Where is the dustbin?' and check whether they can answer, 'The dustbin is under the table.'
- Agree with them by saying, 'Yes, there is a dustbin under the table.'
- Follow the same procedure for the other objects. Make sure that the students can describe the objects using suitable prepositions.
- Then, ask them to fill in the blanks in their textbooks.
- Monitor the students' writing and check for spelling errors.
- Tell them to swap textbooks with their partners when they finish and check each other's sentences.
- Read the correct sentences aloud to them.

Look at the pictures and write sentences.

(20 minutes)

- Ask students to look at the pictures and elicit the prepositions they have learnt.
- Remind them when to use 'There is ...' and when to use 'There are ...'
- Tell them to write the sentences in their exercise books.
- Tell them that for some pictures, you can write more than one sentence.
- Monitor the students' writing and check for spelling errors.

- Tell them to swap notebooks with their partners when they finish and check each other's sentences.
- Write the correct sentences on the board and read them aloud.
 1. There is an apple in front of the glass./There is a glass behind the apple.
 2. There is a chair behind the cat./There is a cat in front of the chair.
 3. There is a book beside the pencil./There is a pencil beside the book.
 4. There are pencils in the glass.
 5. There is a computer on the table./There is a cup on the table./There is a computer beside the cup./There is a cup beside the computer.
 6. There are (three) cats under the table.
 7. There are (three) books on the table.

Summary and feedback

(2 minutes)

- Ask students to say the prepositions they have learnt: in, on, under, beside, behind, in front of, between.
- Some students have difficulty in pronouncing the preposition 'on' /ɒn/. Therefore, teachers must make sure that the students can pronounce it correctly.
- Make sure that the students can use 'There is/are ...' with suitable prepositions.

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Lesson 3 My pets

Unit 3 My house and my pets

Lesson 3 My pets

Listen and say.


parrot


goldfish


squirrel


cat


dog


rabbit


I have a parrot.


I have a goldfish.


We have pets.

Practise.


I have a squirrel.


You have a squirrel.
I have a cat.


He has a squirrel.
She has a cat.
They have pets.

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Unit 3 My house and my pets

Fill in the blanks.








1. I have a squirrel.
2. We _____ a _____.
3. You _____ a _____.
4. He _____ a _____.
5. She _____ a _____.
6. They _____ a _____.

Write sentences about the pets your friends have.

- 1 
Bo Bo and Su Su
- 2 
Malar
- 3 
Zaw Zaw

1. Bo Bo and Su Su have a squirrel.
2. Malar _____.
3. _____.
4. _____.
5. _____.
6. _____.


Thidar


Ko Ko and Ni Ni


Min Thu

27

Objectives:

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

- name pets and write them.
- use the expressions, 'I have ... He/She has ... and We/You/They have ...'

Words and expressions:

New: goldfish, squirrel

We have ..., You have ...

Previously learnt: cat, dog, parrot, rabbit

I have a ... He/She has a ...

Resources and preparation: audio materials, picture cards of cat, dog, goldfish, parrot, rabbit, squirrel

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the names of pets students might know. (e.g. cat, dog, etc.)
- Ask students if they have any pets.

30 31 Listen and say.

(20 minutes)

- Cover the picture card of 'goldfish'.
- Ask students, 'What is this?'
- Give them hints. (e.g. 'It lives in the water. It has bright colour.')
- Show the picture of a goldfish and say, 'It's a goldfish.'
- Repeat the procedure for the other pets.
- Play the recording or read the names of the pets aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and point to the pets in their textbooks.
- Ask them to guess the meaning of 'I have a ...'
- Confirm the students' understanding of the expression 'I have a ...' in Myanmar if necessary.

- Say the sentence, 'I have a parrot.' Tell the students to repeat the sentence.
- Repeat the same procedure for the other pets.
- Practise the same pattern saying 'We have a ..., You have a ..., He has a ..., She has a ...' To check the students' understanding of the different pronouns, ask them to point to other students and themselves when saying the sentences.

(ကျောင်းသားများ၏ သင်ယူနိုင်မှုအပေါ်မူတည်ပြီး ပထမစာသင်ချိန်တွင် 'I have ..., You have ..., We have ..., They have a ...' သင်ကြားပြီး၊ ဒုတိယစာသင်ချိန်တွင် 'He has a ..., She has a ...' ကို ခွဲ၍လည်း သင်ကြားပေးနိုင်ပါသည်။)

32 Practise.

(5 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 point to the pets in their textbook.
- Tell the students to repeat the dialogue.
- Check students understanding of 'We' and 'They'.

(လိုအပ်ပါက 'We' နှင့် 'They' အသုံးကို ကျောင်းသားများ သေချာစွာ နားလည်မှု ရှိစေရန် မြန်မာလို သေချာစွာရှင်းပြပါ။)

- Ask two students to come to the front of the class. Demonstrate the following dialogue to the class.

S1: I have a squirrel.

S2: You have a squirrel. I have a cat.

T: He/She has a squirrel. He/She has a cat. They have pets.

- Ask students to form into groups of three in the same way as S1, S2 and T.

Tell S1 to point to the pictures in the textbook and say, 'I have a ...', tell S2 to say, 'You have a ..., I have a ...' and tell S3 to say, 'He has a ... She has a ... They have pets'. Students in each group take turns, taking the roles of S1, S2 and S3.

- Make sure that all students actively participate in the activity while they are practicing.

Group work

(10 minutes)

- Ask students to do the following (This can be done by adding more pets in each sentence.)

S1: I have a squirrel, two parrots and three goldfish.

S2: You have a squirrel, two parrots and three goldfish. I have a cat, a dog, and six rabbits.

S3: He has a squirrel, two parrots and three goldfish. She has a cat, a dog, and six rabbits. They have fourteen pets.

(သင်ကြားပြီးသောအိမ်မွေးတိရစ္ဆာန်များကို ကျောင်းသားများစိတ်ကြိုက် အရေအတွက်အမျိုးမျိုးတွဲပြီး activity တွင် ထည့်သွင်းအသုံးပြုရန်ပြောပါ။)

Summary and feedback

(2 minutes)

- Make sure that students understand the meaning of 'I have a ...'.
- Make sure that they know what pronouns are used with 'has' and what with 'have'.

Teaching procedure for Period 2

Warm up

(10 minutes)

- Revise the names of the pets students previously learnt (cat, dog, goldfish, parrot, rabbit, squirrel) by playing the pointing game.

Pointing game

- Put students into pairs and tell them to use only one textbook.
- Say a pet's name and ask each pair to point to the correct picture as quickly as possible.

- Tell students that the student who points first wins the game.
- Repeat this three rounds, so that they will know how to play the game. After demonstrating with the whole class, make groups of 3 or more depending on the class size.
- Make one student 'A' and the other students 'B' and 'C'.
- Ask all 'As' to say the name of a pet they like.
- Tell 'Bs and Cs' to point to the correct picture of the pets.
- Tell the students that the student who points first wins the game.
- Ask them to continue doing the activity four or five times.
- Ask them to change roles.

Fill in the blanks.

(13 minutes)

- Ask students to look at the pictures and explain how to fill in the blanks.
- Write the sentence on the board, 'I have a squirrel'. Remind the students that they must choose either 'have' or 'has', depending on the subject of the sentence.
- Ask students to fill in the blanks in their textbooks.
- Monitor the class and help students who have difficulty in writing sentences.
- Tell them to swap their textbooks and check their partners' answers.

Write sentences about the pets your friends have.

(15 minutes)

- Check students' understanding of the use of 'have' and 'has'.
- If the subject is singular, students should use 'has' (e.g. 'Malar has a goldfish').
- If the subject is plural, students should use 'have' (e.g. 'Bo Bo and Su Su have a squirrel').
(တစ်ခုတည်းအတွက် သုံးမည်ဆိုလျှင် 'has' သုံးပြီး၊ အများကိန်းအတွက် 'have' သုံးရမည်ကို သေချာရှင်းလင်းအောင် သင်ကြားပေးပါ။)
- Tell the students to look at the pictures and explain how to write the sentences.
- Write the sample sentence on the board, 'Bo Bo and Su Su have a squirrel'.
- Ask the students to write the sentences in their textbooks.
- Monitor the class and help students who have difficulty in writing sentences.
- Tell the students to swap their textbooks and check their partner's answers.

Summary and feedback

(2 minutes)

- Revise the names of pets and the sentence patterns students have learnt.

Lesson 4 There is a mouse in my house.

Unit 3 My house and my pets

Lesson 4 There is a mouse in my house.

Listen and say.

Let's go to my house.

Thuzar: Yay!!

Bo Bo: Si Thu: Nandar

Thuzar: I have 7 pets.

Nandar: Really?

Thuzar: Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel.

Nandar: Where is the cat?

Thuzar: It's between the chairs.

Bo Bo: Where are the goldfish?

Thuzar: They are in the fishbowl.

Bo Bo: Oh, I see.

28

Unit 3 My house and my pets

Nandar: Where is the dog?

Bo Bo: It's in front of the mirror.

Si Thu: Where is the parrot?

Thuzar: It's on the lamp.

Si Thu: Hello, Mr. parrot!

Parrot: Hello, Mr. parrot!

Nandar: Where is the squirrel?

Thuzar: It is in the cage.

Bo Bo: No, it's under the table.

Si Thu: Oh, no! It's not a squirrel. It's a mouse.

Friends: Oh!

Bo Bo: I love pets.

Thuzar: Do you have any pets?

Bo Bo: Yes, I do. I have a dog, 3 cats and a parrot.

29

Objective:

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

- act out the story 'There is a mouse in my house'.

Words and expressions:

New: any, cage, fishbowl

Do you have ...?

Previously learnt: Pets: cat, dog, goldfish, mouse, parrot, rabbit, squirrel

Prepositions: between, in, in front of, on, under

There is/ are ... Where is/ are the (pets)?

Resources and preparation: audio materials, enlarged copies of the pictures of the story (if available)

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Show the picture for a 'fishbowl' and ask students to tell you what it is in Myanmar.
- Practise saying the word 'fishbowl'.
- Follow the same procedure for 'cage'.
- Tell the students to look at the first picture in the story and ask them what they see.
- Ask them 'How many students/children are there?' 'What are their names?'

33 Listen and say.

(15 minutes)

Storytelling (1)

- Play the recording or read the story aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully. Students should point to the pictures while listening to the story.

- Then, play the recording or read the story again and ask the students to repeat after the story and point to the pictures.

Storytelling (2)

(8 minutes)

- Play the recording again or tell the story again.
- While telling the story, ask students some questions to check their understanding. (e.g. 'Which room did they go to first?', 'What pets do you see in the first room?', etc.)

Group work

(8 minutes)

- Put students into 6 groups. The teacher should number each group. (e.g. Group 1, Group 2, etc.)
- Each group will practise a different part of the story (e.g. Group 1 will practise, 'Let's go to my house. Yay!' Group 2 will practise, 'I have 7 pets. Really? Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel'. And so on for Groups 3, 4, 5 and 6.
- The teacher practises the different dialogues with each group. Then the students practise their own dialogue in their groups.
- Give each group the relevant story picture and word cards. (e.g. Group 1 gets the first part of the story picture and the word card for 'Let's go to my house. Yay!' Group 2 gets the second part of the story picture and the word cards for 'I have 7 pets. Really? Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel.' and so on for Groups 3, 4, 5 and 6.
- Ask the students in each group to read and say their sentences.
- Monitor the class and encourage them to actively participate in the activity.

Summary and feedback

(4 minutes)

- Tell the story in Myanmar.
- Ask students to think of their own story for the next period.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Elicit characters, pets, prepositions (e.g. Where is the parrot? It's on the lamp. etc.) and the dialogue of the story from students.
- Ask two or three volunteer students to tell the story in English.

Storytelling (3)

Drawing pictures

(33 minutes)

- Demonstrate how to draw pictures of a story. (First the teacher draws her own pictures of his/her story on the board.)
- Tell students to think of the different pets they would like to have (not just the pets in the story).
- Tell them to think where their pets are in the different rooms.
- Remind them to use the prepositions they have learnt.

(ရုပ်ပုံရေးဆွဲရာတွင် ပုံစံပြင်မှုကို အလေးထားရန် မလိုပါ။ သင်ကြားပြီးသော အိမ်မွေးတိရစ္ဆာန်များနှင့် နေရာပြ ဝိဘတ်များကိုသာ မှန်ကန်စွာ အသုံးပြုတတ်မှု ရှိရန်သာ ပြောကြားပေးပါ။)

- Monitor the class and help students who have difficulty in drawing.

Telling pet story

- Put students into pairs.
- Ask them to tell their pet stories to their partners. Then swap roles.
- Ask some volunteer students to come to the front of the class to tell their own pet stories.

Summary and feedback.

(2 minutes)

- Check whether students understand and can say the dialogue they have learnt in the story.

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Unit 4 Numbers and shapes

Lesson 1 Shapes

Unit 4 Numbers and shapes

Unit 4 Numbers and shapes

Lesson 1 Shapes

Listen and say.

circle

triangle

square

heart

diamond

rectangle

star

oval

Ask and answer.

How many stars are there? There are seven stars.
How many hearts are there? There are three hearts.
How many diamonds are there? There are six diamonds.

30

Unit 4 Numbers and shapes

Look, tick and say.

☐ rectangle
☐ diamond

☐ oval

☐ triangle
☐ circle

☐ square
☐ star

☐ circle
☐ oval

Draw the shapes you have learnt and name them.

star		

Write and say the shapes of 3 objects you know.

Object	Shape
clock	circle

Example: The clock is a circle.

31

Objectives:

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

- name shapes and write them.
- count shapes and numbers: 1 to 12.

Words and expressions:

New: circle, diamond, heart, oval, rectangle, square, star, triangle

The ... is a/an ...

Previously learnt: numbers: 1 to 12

How many ... are there? There are ...

Resources and preparation: audio materials, picture cards of circle, diamond, heart, oval, rectangle, square, star, triangle; colour paper, scissors and number cards from 1 to 12.

Teaching procedure for Period 1

Warm up

(5 minutes)

- Tell students to sing '10 Green bottles' song from Grade 2 with action.

34 Listen and say.

(10 minutes)

- Cut the shapes using colour papers if possible.
- Put the shapes on the board or use the textbook.
- Say, 'Star' and point to the star.
- Follow the same procedure to teach the other shapes described in the textbook.
- Show the shapes using hand gestures.

(shape များကို လက်ဖြင့် သရုပ်ဖော်ပြပါ။)

- Tell students to name the shapes with action 3 times.
(ဆရာသရုပ်ပြသည့် အမူအရာအတိုင်းလုပ်၍ သက်ဆိုင်ရာ shape ၏အမည်ကို ၃ ကြိမ်ရွတ်ဆိုရန် ကျောင်းသားများကို ပြောပါ။)
- Ask students to say the shapes as quickly as possible.
- Play the recording or read the words aloud to the students.
- Tell them to repeat after the recording or the teacher carefully and point to the pictures.

35 Ask and answer.

(10 minutes)

- Draw three diamonds on the board.
- Tell students to look at the board and count the diamonds together. Then, ask, 'How many diamonds are there?'
- Tell them to count the stars/hearts/diamonds in their textbooks and ask them, 'How many stars/hearts/diamonds are there?'
- Have them answer using 'There are ... stars/hearts/diamonds.'
- Read the dialogue or play the recording and have students listen.
- Tell them to listen to the recording or to the teacher and say the dialogue.
- Tell some students to take the role of the Boy and others to take the role of the Girl.
Boy: How many stars are there?
Girl: There are seven stars. How many hearts are there?
Boy: There are three hearts. How many diamonds are there?
Girl: There are six diamonds.
- Stick prepared colour paper shapes (triangles/circles/ovals/rectangles/squares) around the classroom and ask the students, 'How many ... are there in the classroom?'
- Tell them to practise the dialogue in pairs.
- Encourage them to substitute the shapes while they are practising the dialogue .

Pair work

(12 minutes)

- Ask students to draw some shapes in their exercise books.
- Tell one volunteer student to bring his/her exercise book to the front of the class.
- Tell him/her to count the shapes. (e.g. 2 circles, 3 stars, and 1 diamond etc.)
- Ask, 'How many ... are there?'
(exercise book တွင် ဆွဲထားသည့် shape များကို ရေတွက်ရန်ပြောပါ။ ထို့နောက် 'How many ... is/are there?' ဟုမေးပါ။)
T: How many (circles/stars/diamonds) are there?
S: There are ... (circles/stars/diamonds).
- The students practise asking and answering the questions for all shapes they drew in their exercise books.
- Put the students into pairs. Name them – Student 1 and 2.
- Student 1 shows his/her exercise book to his/her partners and then asks, 'How many ... is/are there?'
- Student 2 looks at Student 1's exercise book and says, 'There are ...'
- Tell them to swap roles.

Summary and feedback

(3 minutes)

- Check if students can name the shapes and ask, 'How many ... are there?' by having two students ask and answer each other's questions in front of the class.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Divide the class into two groups and name them – Group 1 and Group 2.
- Tell Group 1 to draw the shapes in the air and have Group 2 say the names of the shapes.
- Tell them to swap their roles.

Look, tick and say.

(5 minutes)

- Put students into pairs.
- Tell the students to look at the pictures and tick the correct word for each picture in their textbooks.
- Tell them to say the names of the shapes to their partners and check the answers.

Draw the shapes you have learnt and name them.

(12 minutes)

- Tell students that they are going to play 'Bingo'. (See p.10)
- Ask the students to draw shapes in the blank boxes of their textbooks.
- Tell them to listen to the teacher and read the shapes to them: diamond, oval, heart, rectangle, star, circle, triangle, square. Read the shapes in any order.
- Tell them that if the pictures drawn or the words written by the students are diagonally or vertically or horizontally on a straight line, they have to call out, 'Bingo'.

(ဆရာပြောသည့်စကားလုံးနှင့် မိမိတို့ရေးထားသည့် စကားလုံးတူလျှင် အမှန်ဖြစ်ရန်ပြောပါ။ အမှန်ဖြစ် သုံးခုသည် အလျားလိုက်ဖြစ်စေ၊ ဒေါင်လိုက်ဖြစ်စေ၊ ထောင့်ဖြတ်ဖြစ်စေ တစ်တန်းတည်းကျလျှင် 'Bingo'ဟု တစ်တန်းလုံး ကြားအောင်ပြောရမည်ဟု ပြောပါ။)

- Draw a 3 by 3 box on the board and tell the students to copy it into their exercise books to do the 'Bingo' activity once more.
- Ask them to write the name of the shapes or draw the shapes in the box and remind them that they have to write or draw all the shapes they have learnt.

(မိမိတို့မှတ်စုစာအုပ်ထဲတွင် အလျား ၃ ကွက် အနံ ၃ ကွက်ပါသော ဇယားကွက် တစ်ခုဆွဲပြီး ထိုဇယားကွက်ထဲတွင် သင်ကြားထားသည့် Shapes ၈ မျိုးလုံးကို ဆွဲရန် ပြောပါ။ ဇယားတွင် shapes တစ်ခုသည် နှစ်ပုံဖြစ်နေပါမည်။)

- Call out the name of the shapes and do the 'Bingo' activity as they did above.

Write and say the shapes of 3 objects you know.

(15 minutes)

- Tell students to write the names of three shapes and objects they know in their textbooks.
- Make groups of 6.
- Write the names of the shapes and objects on the board and say, 'The clock is a circle. The table is a square. The mirror is an oval.'
- Tell one student from each group to talk about the objects he/she finds in his/her house and what shape these objects are.
- Encourage them to continue the activity by taking turns in their groups.

(ကျောင်းသားများကို မိမိတို့ အိမ်တွင် တွေ့ရသည့် အရာဝတ္ထု ၃ မျိုးနှင့် ၎င်းတို့၏ ပုံသဏ္ဌာန်များကို ဖတ်စာအုပ်ထဲရှိ ဇယားတွင် ချရေးရန်ပြောပါ။ ထို့နောက် The (object) is a/an (shape) ကို သုံး၍ ပြောရန်ပြောပါ။)

Summary and feedback

(3 minutes)

- Check the pronunciation of some words: circle /sɜ:kəl/, square /skweə/ and oval /əʊvəl/ ... etc.

Lesson 2 Numbers: 13 to 19

Unit 4 Numbers and shapes

Lesson 2 Numbers: 13 to 19

Listen and say.

13 thirteen

14 fourteen

15 fifteen

16 sixteen

Ask and answer.

How many buttons are there?

There are 13 buttons.

17 seventeen

18 eighteen

19 nineteen

32

Unit 4 Numbers and shapes

Listen and write.

13	t	h	i	r	t	e	e	n
14								
15								
16								
17								
18								
19								

Count and write.

1. There are thirteen buttons.
2. ★★★★★★★★★★
3. ▲▲▲▲▲▲▲▲▲▲▲▲▲
4. ◆◆◆◆◆◆◆◆◆◆◆◆◆
5. ●●●●●●●●●●●●●
6. ♥♥♥♥♥♥♥♥♥♥♥♥♥
7. ○○○○○○○○○○○○○

33

Objectives:

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

- count numbers: 13 to 19.
- write numbers and the words for the numbers: 13 to 19.

Words and expressions:

New: 13 to 19, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, buttons

Previously learnt: 1 to 12, one to twelve

Shapes: circle, diamond, heart, rectangle, star, square, triangle, oval

How many ... are there? There are ...

Resources and preparation: audio materials, picture cards of thirteen to nineteen buttons, seven pieces of paper with numbers '13 to 19' and the words 'thirteen to nineteen' on them

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the numbers 1 to 12 showing the number cards or writing the numbers on the board.
- Write some numbers on the board (e.g. 5, 6, ... or 10, 11, ...) and ask the students what number will come next.

36 Listen and say.

(10 minutes)

- Put the picture card of thirteen buttons on the board or hang them on the wall and ask, 'How many buttons are there?'
- Tell students to count the buttons together and answer, 'There are 13 buttons.'
- Follow the same procedure for the other number picture cards.
- Play the recording or say the numbers aloud to the students and tell them to listen to the recording or to the teacher carefully.

- Practise saying numbers: 13 to 19.
- Play the recording again and tell them to say the numbers together with the recording.
- Tell them to say numbers: 13 to 19 group by group.

Whisper game (See p.9)

(10 minutes)

- Say, '13' and ask students how to write '13'.
- Ask the students to write it in the air first and then tell them to write the number in their exercise books.
- Follow the same procedure for numbers: 14 to 19.
- Divide the class into two groups or more depending on the class size.
- Ask a representative from each group to come to the teacher and ask other students to stand in line. Whisper a number to each of them, e.g. 13.

The representatives have to relay the whispered number to other students in their groups.

- Have the last student in each group write the correct number on the board and say the number aloud.
- The group that writes the correct number first and says it correctly wins.
- Announce the group that wins the game.

37 Ask and answer.

(10 minutes)

- Play the recording or read the dialogue aloud and tell the class to listen carefully.

Boy: How many buttons are there?

Girl: There are 13 buttons.

- Practise the dialogue with the class.
- Tell the class to work in pairs.
- Tell each pair to play 'rock, paper and scissors'. Tell the winner to ask, 'How many buttons are there?' pointing to the pictures of the buttons in the textbook and the loser to count the buttons in the picture that his/her partner pointed to and to answer, 'There are ... buttons.'

(နှစ်ယောက် တစ်တွဲ လေ့ကျင့်ရန်အတွက် ဗထမဦးစွာ 'rock, paper and scissors' ကစားနည်းအတိုင်း သုံးကြိမ် ကစားစေပြီး အနိုင်ရသူက မေးခွန်းစမေးရန်ပြောပါ။ မေးခွန်းမေးရာတွင် ကျောင်းသုံးစာအုပ်ရှိ ရုပ်ပုံတစ်ပုံချင်းစီထောက်ပြကာ 'How many buttons are there?' ဟုမေးရန်နှင့် 'There are ... buttons.' ဟု ဖြေဆိုရန် ပြောပါ။)

- Tell them to do the activity in turns after pointing to all the pictures on the textbook.

Writing 13 to 19

(5 minutes)

- Tell students to recite the numbers from 13 to 19 slowly for the first time. Then, tell them to say the numbers faster and faster.
- Tell them to write the numbers and words for 13 to 19 in their exercise books.
- Make sure that the students can write the numbers and words for them correctly by asking some students to come and write them on the board.

Summary and feedback

(2 minutes)

- Review the weak areas like pronunciation, focusing on the pronunciation of the words: 'thirteen' /θɜː'ti:n/, 'fourteen' /fɔː'ti:n/, etc.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Review the numbers: 1 to 19 showing the number cards or writing the numbers on the board.
- Tell the students to recite the numbers from 1 to 19.

Spelling thirteen to nineteen

(15 minutes)

- Write, '13' on the board and ask students to say it.
- Spell and write the word 'thirteen' next to '13'. Tell the students to repeat after you.
- Tell them to spell 'thirteen': (a) whole class and (b) group by group.
- Follow the same procedure for the other numbers: 14 to 19.
- Tell the students to spell the words.
- Make groups of 4 or 5 and give a piece of paper with a number written on it to each group or say a number to each group and tell them to collect the things around them such as pencils, rulers, erasers and so on, according to the number paper they receive.

- Check their work by asking them to count the things that they collected and to spell the words for the numbers.

(၁။ ကျောင်းသား လေးဦး ဖြစ်စေ၊ ငါးဦးဖြစ်စေ ပါဝင်သော အဖွဲ့ငယ်လေးများဖွဲ့ပါ။

၂။ အဖွဲ့ တစ်ဖွဲ့ချင်းဆီသို့ နံပါတ် ၁၃ မှ ၁၉ အတွင်း နံပါတ်တစ်ခုစီရေးထားသော စာရွက်ပိုင်းတစ်ပိုင်းစီဝေကာ ရရှိသော နံပါတ်အတိုင်း ပတ်ဝန်းကျင်ရှိ ပစ္စည်းများ (သာကေ။ ။ ခဲတံ၊ ပေတံ၊ စာအုပ်)ကို စုဆောင်းရန်ပြောပါ။

၃။ ၎င်းတို့စုဆောင်းထားသော ပစ္စည်းများကို အဖွဲ့အလိုက် ရေတွက်စေပြီး အရေအတွက် နံပါတ်ကို စာလုံးပေါင်းပြရန်ပြောပါ။)

38 Listen and write.

(10 minutes)

- Play the recording or say the numbers aloud to the students and tell them to listen to the recording or to the teacher carefully to fill in the blanks.
- Tell them to find the numbers and write the words for the numbers they hear.
- Say a number (e.g. 13) two or three times if necessary.

T: 13. I will say it one more time. 13. Please write the word for 13.

Ss: t-h-i-r-t-e-e-n (Write in the given space in the textbooks.)

- Follow the same procedure for the other numbers: 14 to 19.
- Tell them to swap their books to check their answers in pairs.

Count and write.

(10 minutes)

- Tell the class to count the shapes in the textbooks and write the sentences in their exercise books.
- Check the answers as a whole class by asking some students.

Summary and feedback

(2 minutes)

- Wrap up the lesson by asking the question, 'How many buttons are there?'
- Review the weak areas like pronunciation, focusing on the pronunciation of the numbers they learnt in the lesson, telling them that the second syllable of 13 to 19 is - teen/-ti:n/ not /-ti/ as in thirty, forty, etc.

Lesson 3 Numbers: 20 to 100

Unit 4 Numbers and shapes

Lesson 3 Numbers: 20 to 100

Listen and say.

20 twenty	50 fifty	80 eighty
21 twenty-one	51 fifty-one	81 eighty-one
22 twenty-two	52 fifty-two	82 eighty-two
23 twenty-three	53 fifty-three	83 eighty-three
24 twenty-four	54 fifty-four	84 eighty-four
25 twenty-five	55 fifty-five	85 eighty-five
26 twenty-six	56 fifty-six	86 eighty-six
27 twenty-seven	57 fifty-seven	87 eighty-seven
28 twenty-eight	58 fifty-eight	88 eighty-eight
29 twenty-nine	59 fifty-nine	89 eighty-nine
30 thirty	60 sixty	90 ninety
31 thirty-one	61 sixty-one	91 ninety-one
32 thirty-two	62 sixty-two	92 ninety-two
33 thirty-three	63 sixty-three	93 ninety-three
34 thirty-four	64 sixty-four	94 ninety-four
35 thirty-five	65 sixty-five	95 ninety-five
36 thirty-six	66 sixty-six	96 ninety-six
37 thirty-seven	67 sixty-seven	97 ninety-seven
38 thirty-eight	68 sixty-eight	98 ninety-eight
39 thirty-nine	69 sixty-nine	99 ninety-nine
40 forty	70 seventy	100 a hundred
41 forty-one	71 seventy-one	
42 forty-two	72 seventy-two	
43 forty-three	73 seventy-three	
44 forty-four	74 seventy-four	
45 forty-five	75 seventy-five	
46 forty-six	76 seventy-six	
47 forty-seven	77 seventy-seven	
48 forty-eight	78 seventy-eight	
49 forty-nine	79 seventy-nine	

Unit 4 Numbers and shapes

Write the numbers.

eighty-one	81	forty-three
twenty-nine		thirty-five
a hundred		sixty-six
seventy-six		fifty-eight

Write words for the numbers.

52		67	
46		33	
87		72	
92		100	

Fill in the blanks.

- How many pages are there in your English textbook?
There are 81 pages in our English textbook.
- How many boys in your class?
There are boys in our class.
- How girls in your class?
 are .
- students in your class?
- desks in your classroom?

Objectives:

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

- say and write the numbers 20 to 100.
- ask, 'How many ... are there?' and give answers 'There are ...'.

Words and expressions:

New: numbers from 20 to 100, words for the numbers twenty to a hundred

Previously learnt: How many ... are there ...? There are ...

Resources and preparation: audio materials, a number chart of 20 to 100

Teaching procedure for Period 1

Warm up

(5 minutes)

- Review the numbers from one to nineteen and ask students to count the numbers using their fingers.
- Ask them to spell the number words from one to nineteen.

39 Listen and say.

(15 minutes)

- Hang the number chart or write the numbers and the words for the numbers 20 to 100 on the board.
(e.g. '20 twenty')
- Play the recording or read the numbers aloud to the students.
- Tell students to listen to the recording or to the teacher carefully and say the numbers they hear.
- Ask students to repeat after the recording or the teacher while pointing to the numbers in their textbooks.
- Have them work in pairs. Using their fingers, one student writes a number on her/his partner's back. The partner has to say the number and then change roles.

(ကျောင်းသားများကို နှစ်ယောက် တစ်တွဲ တွဲစေ၍ တစ်ယောက်၏ နောက်ကျောပေါ်တွင် တစ်ယောက်က နံပါတ်တစ်ခုကို လက်ချောင်းဖြင့် ရေးရန် ပြောပါ။ ထို့နောက် နောက်ကျောပေါ်တွင် အရေးခံရသော ကျောင်းသားက မည်သည့်နံပါတ်ရေးသည်ကိုပြောရန် ပြောပါ။)

Group work

(10 minutes)

- Form students into 8 groups and name them Group A to H.
- Distribute the numbers (20, 30, 40, 50, 60, 70, 80, 90) to each group. Tell each group to write the number words with the numbers they got in their textbooks, e.g. twenty-one/ two/ three/ four/ etc.
(အဖွဲ့တစ်ဖွဲ့ကို ကိန်းပြည့် နံပါတ်တစ်ခုစီပေးပြီး ၎င်းနံပါတ်ပြီးနောက် ဆက်လက်ရှိသည့် ကိန်းဂဏန်းများ၏ စာလုံးပေါင်းကို ၎င်းတို့၏ မှတ်စုစာအုပ်တွင် ရေးသားရန် ပြောပါ။ သာဓက။ ။ twenty-one/ two/ three/ four/ etc.)
- Ask a volunteer student from each group to come to the front of the class and say the number words his/her group wrote down.
- Call another volunteer student to the front of the class and repeat the activity.

Write the numbers.

(5 minutes)

- Write 'eighty-one' on the board and ask students to say the two numbers that make up '81' (e.g. 'eight' and 'one').
- Tell a volunteer student to come to the front of the class and ask him/her to write 'twenty-nine' on the board.
- Ask the class to say the two numbers that make up '29'.
- Ask students to write numbers in the boxes in their textbooks.
- Monitor their work and check the word order, spelling and hand writing of the students.
- Tell them to swap their textbooks and check their answers.

Summary and feedback

(5 minutes)

- Ask students to spell the number words: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety and a hundred.
- Drill the pronunciation of the numbers 13 & 30, 14 & 40, 15 & 50, 16 & 60, 17 & 70, 18 & 80, 19 & 90.

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask students to stand up and count all students in the class.

Board number race

(15 minutes)

- Demonstrate how to do the activity.
- Depending on the class size, divide the class into two or four groups and tell students to form two or four lines. Say a number (e.g. '25') and then the students race to write the number '25' on the board.
- Once the students have done this a couple of times, the teacher can add a challenge and get them write the spelling of the words for the numbers. The student who writes the correct number word first gets one point.
- Tell the students that you are going to make the game more challenging. This time, when the teacher says the number, e.g. '54', the students have to write the spelling 'fifty-four'. The student, who finishes writing the correct word for the number first gets one point. If the students cannot write the word correctly, they lose a point. The group that gets the most points wins.
(တစ်ကြိမ်လျှင် နံပါတ်တစ်ခုကို ကျပန်းခေါ်ပြီး ကျောင်းသားတစ်ဦးကို စာလုံးပေါင်းရေးသားရန်ပြောပါ။ အမြန်ဆုံးနှင့် အဖြေမှန်ကန်စွာ ရေးနိုင်သည့် အဖွဲ့က အမှတ်တစ်မှတ်ရရှိမည် ဖြစ်သည်။ ရရှိသည့်အချိန်ပေါ်မူတည်ပြီး အဖွဲ့အတွင်းရှိ ကျောင်းသားအားလုံးပါဝင်အောင် စီစဉ်ဆောင်ရွက်ပါ။ အမှတ်အများဆုံးရရှိသည့် အဖွဲ့အား အနိုင်ရရှိကြောင်း ကြေညာပါ။)
- Follow the same procedure until all students participate in the activity.
- Finally, announce the group that wins the game.

Write words for the numbers.

(8 minutes)

- Write '52' on the board and ask students to spell the word, 'fifty-two'.
- Tell a volunteer student to come to the front of the class and ask him/her to write '46' on the board. Ask the class to spell the word for the number 'forty-six'.
- Ask the students to write the words for the numbers in the textbooks.
- Monitor their work and check their spellings.
- Tell the students to swap their books to check their answers.

Fill in the blanks.

(10 minutes)

- Ask students to read the questions and think about the answers.
- Explain how to answer the questions and fill in the blanks. (e.g. tell students to count the number of students in their classroom and write the answer in their textbooks.)
(မေးခွန်းကို ဖတ်ပြပြီး ကျောင်းသားများ နားလည်မှု ရှိ မရှိကို စစ်ဆေးပါ။)
- Monitor their work and check their spellings.
- Tell the students to swap their textbooks and check their answers.

Summary and feedback

(2 minutes)

- Make sure that students can read and write the words for the numbers that they have learnt.
- Focus on the pronunciation between -teen and -ty 'as in 13 and 30, 14 and 40, etc...'

Lesson 4 My robot

Unit 4 Numbers and shapes Lesson 4 My robot  Read and draw your robot. This is my robot. The head is a circle. The eyes are stars. The mouth is a rectangle. The ears are diamonds. The body is a square with a heart. The arms are triangles. The legs are rectangles. The feet are ovals.  36	Unit 4 Numbers and shapes  Draw a picture of a toy using shapes.   Write about your toy and tell the class about it. My _____ _____ _____ _____ _____ _____ 37
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Objectives:

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

- read about my robot and draw the picture.
- draw and write about a toy using shapes and describe their drawing to their friends.

Words and expressions:

New: robot

Previously learnt: Shapes: circle, diamond, heart, head, oval, rectangle, square, star, triangle

Parts of the body: arm, body, ear, eye, feet, head, leg, mouth

This is my ...

The parts of the body is/are (shapes).

Resources and preparation: audio materials, picture cards of circle, diamond, heart, oval, rectangle, square, star, triangle, markers and flip charts

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Tell students to count from 1 to 19 using small objects near them.
- Ask them to spell the words of the numbers from one to nineteen.

Read and draw your robot.

(15 minutes)

- Tell students to read the story silently. After 2 minutes, read the story aloud so that some students who have difficulty in reading can listen to the teacher and read the story.

(ဦးစွာ ကျောင်းသားများအား စာပိုဒ်ကို အသံမထွက်ဘဲ ဖတ်ရန်ပြောပါ။ အချိန် ၂ မိနစ်ခန့် ပေးပါ။ ထို့နောက် ဆရာက ဖတ်ပြခြင်းဖြင့် စာဖတ်ရာတွင် အခက်အခဲရှိသည့် ကျောင်းသားများရှိခဲ့လျှင် ထိုကျောင်းသားများကို ကူညီနိုင်ရန်ဖြစ်ပါသည်။)

- Ask some questions for skimming. (What is the story about?)
(skimming အတွက် ရည်ရွယ်သည့် မေးခွန်းများ မေးရာတွင် reading story တစ်ခုလုံးကို ခြုံငုံနားလည်ခြင်းရှိ၊ မရှိ စစ်ဆေးသည့် မေးခွန်းများ မေးပါ။)
- Tell the students to read the story again.
- Ask some questions for scanning. (e.g. What shape is the head of the robot in the story? What shape is the robot's body? ... etc.)
(scanning အတွက် ရည်ရွယ်သည့် မေးခွန်းများ မေးရာတွင် reading တွင်ပါသည့် detailed information များကို နားလည်ခြင်း ရှိ၊ မရှိ စစ်ဆေးသည့် မေးခွန်းများ မေးပါ။)
- Put the students into pairs.
- Tell them to read the story again and draw the shape of 'My robot'.
(reading text ကို နောက်တစ်ခေါက်ပြန်ဖတ်စေကာ shape များဖြင့်ဖွဲ့စည်းထားသော My robot ပုံကိုဆွဲရန်ပြောပါ။)

Group work

(15 minutes)

- Make groups of six.
- Tell students in the group to compare the shapes of their robots and look for similarities and differences.
- Encourage them to read the story again if they find differences.
- Distribute a flip chart to draw a robot (their group's picture) for each group.
- Remind each group to read the story again before drawing their robot.
- Tell them to put their pictures on the board/wall after they have drawn them.

Gallery walk

(5 minutes)

- Tell students to look at the pictures drawn by other groups.
- Tell them to draw a smiling icon on the flip chart if they like the picture.
(smiling icon ပေးရာတွင် မှန်ကန်စွာ ရေးဆွဲနိုင်မှု၊ အချိုးအစားကျနမှု နှင့် သေသပ်မှုကို ကြည့်၍ အကဲဖြတ်ရန် ပြောပါ။)

Summary and feedback

(2 minutes)

- Ask each group, 'Which groups got the most smiling icons?'

Teaching procedure for Period 2

Warm up

(5 minutes)

- Divide the class into two groups.
- Tell Group 1 to show the shapes by making gestures.
- Tell Group 2 to guess what shapes they are and say where these shapes are used in which parts of the robot's body.
- Tell students to swap their roles.

Draw a picture of a toy using shapes.

(10 minutes)

- Tell students that they have to draw a toy using shapes.
- Tell them to think of the toy that they want to draw and draw it in their textbooks using shapes.
- Encourage them to use as many shapes as possible when they draw the toy.

Write about your toy and tell the class about it.

(8 minutes)

- Tell students to write about their toys.
- Remind them to include all parts of the toys when they write about it.
- Tell them to follow the following model when they write.

This is ----- . The head is ----- . The eyes are ----- . The mouth is ----- . The ears are ----- . The body is ----- . The arms are ----- . The legs are ----- . The feet are ----- .

(ကျောင်းသားများ စာရေးရာတွင် နမူနာ ကြည့်ရန်အတွက် အထက်တွင်ပေးထားသော နမူနာစာကြောင်းများကို သင်ပုန်းတွင်ချရေးပေးပါ။)

Presentation

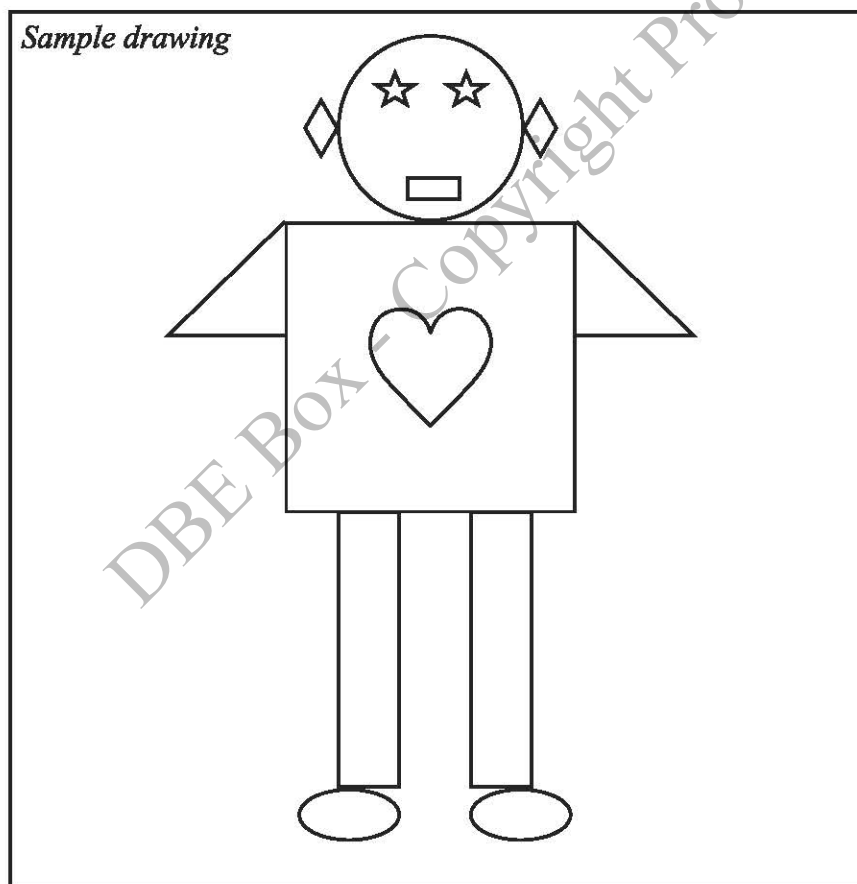
(15 minutes)

- Make groups of six.
- Tell the students to present about the toys that they drew to their friends in their groups.
- Tell them to take turns when they give presentations.

Summary and feedback

(2 minutes)

- Ask some students, 'How many stars/diamonds/hearts are there in your toy?'



Unit 5 Things I do at home and at school

Lesson 1 Things I do at home

Unit 5 Things I do at home and at school

Unit 5 Things I do at home and at school
Lesson 1 Things I do at home

Listen and say.

Practise.

morning
 afternoon
 evening

I make the bed in the morning.
I sweep the floor in the afternoon.
I do my homework in the evening.

Unit 5 Things I do at home and at school

Ask and answer.

Boy : What do you do in the morning?
Girl : I make the bed.
What about you?
Boy : I wash the dishes.
Girl : Good!

Practise.

What do you do in the morning/afternoon/evening?
I sweep the floor.

Write and say the things you do at home.

1. I make the bed in the morning.
2. _____
3. _____
4. _____
5. _____
6. _____

Objective:

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

- say and write the things they do at home.

Words and expressions:

New: do my homework, feed the dog, make the bed, sweep the floor, throw the rubbish out, wash the dishes

I ... the ... in the ... What do you do in the ...? I ...

Previously learnt: morning, afternoon, evening

What about you? Good!

Resources and preparation: audio materials, picture cards of do my homework, feed the dog, make the bed, sweep the floor, throw the rubbish out, wash the dishes

Teaching procedure for Period 1

Warm up

(5 minutes)

- Do the 'Simon says' activity that students did in Grade 2.
- Use the words from (Grade 2 - Unit 1: Lesson 6 'If you are happy ...' song) to do this activity.
(e.g. raise your hands, turn around and stamp your feet, ... etc.)

41 Listen and say.

(15 minutes)

- Say, 'sweep the floor' and then do the action. Ask students the meaning of what you said.
- Follow the same procedure to teach the other expressions.
- Play the recording or read the expressions aloud to the students.
- Tell them to repeat after you or the recording and point to the pictures. After this, say the expressions at random and have the students point to the pictures.

- Tell students in Myanmar or in English that you are going to ask them to do some work. Demonstrate how to do the activity as follows:

T: Point to the picture and say, 'Sweep the floor, sweep the floor, sweep the floor.'

S: Sweep the floor, sweep the floor, sweep the floor.

T: Stand up. Now you try!

(ဆရာက ပုံကိုညွှန်ပြကာ ပုံနှင့်သက်ဆိုင်သည့် expression ကို အမူအရာဖြင့် သုံးကြိမ်လုပ်ပြပြီး ကျောင်းသားများအား ဆရာကဲ့သို့ လုပ်ဆောင်ရန် ပြောပါ။)

S: (T points to 'sweep the floor') Sweep the floor, sweep the floor, sweep the floor.

T: Now do it faster! (point to the picture again)

- Practise saying the other expressions in the same way.
- To add some excitement to the activity, students can compete to see who can say the phrase the fastest.

Group work

(5 minutes)

- Make groups of 4 or more depending on the class size.
- Tell a student from each group to say the expressions and the other group members to point to the pictures in their textbooks.
- Tell them to take turns and make sure all students participate in the activity.



42 Practise.

(5 minutes)

- Draw the pictures of 'morning/afternoon/evening' on the board.
- Point to 'morning/afternoon/evening', do an action and then say the sentence. For example, point to morning, make the gesture of 'making the bed' and say, 'I make the bed in the morning.'
- Do this a second time and get students to copy your action and repeat the sentence.
- Follow the same procedure for the other expressions.
- 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.
- Practise the sentences as a whole class.
- Divide the class into 2 groups.
- Have them practise group by group. Ask the students to take turns, pointing to the pictures in the textbooks and do an action.

Do what I say, not what I do! (See p.9)

(8 minutes)

- Tell students to do what you say, not what you do.

e.g. T: Sweep the floor (while doing the action of 'wash the dishes').

Ss: Do the action of 'sweep the floor'.

(If students can do the action of 'sweep the floor', they can continue participating in the activity. If they can't do the action of 'sweep the floor', they can't continue participating in the activity.)

(ဆရာပြောသည့် expression အတိုင်း ကျောင်းသားများက လုပ်ရမည်ဖြစ်ပြီး ဆရာ expression အတိုင်း ပြုလုပ်သော သို့မဟုတ် အမူအရာအမှား လုပ်သော ကျောင်းသားများသည် ကစားပွဲမှ ထွက်ကာ ထိုင်နေရမည်ဖြစ်ပါသည်။ သာဓက ။ ။ ဆရာက sweep the floor ဟု ပြော၍ ပန်းကန်ဆေးသည့် အမူအရာ လုပ်ပြလျှင် ကျောင်းသားများသည် ဆရာပြောသည့် expression ကိုသာနားထောင်၍ sweep the floor ကို လုပ်ရမည်ဖြစ်သည်။ ဆရာ၏ အမူအရာအတိုင်း မလုပ်ရန် သတိပေးပါ။)

- Give more practice with other expressions.
- Practise until the students can do the activity on their own.

(The ones who correctly follow your actions will be the callers.)

(ဆရာလုပ်ပြသည့် အမှုအရာအတိုင်း လိုက်လုပ်သည့် ကျောင်းသားကို ဆရာနေရာတွင် အစားထိုး၍ 'Do what I say, not what I do!' activity ကို ဦးဆောင်ရန် ပြောပါ။)

- Have the students do 'Do what I say, not what I do!' activity in groups.
- Make sure that all group members participate in their groups.

Summary and feedback

(2 minutes)

- Elicit the expressions by making gestures and ask students how many expressions they can remember.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Show the picture cards or pictures from the textbook to the class.
- Tell students to say the expressions that they learnt in the previous period.

43 Ask and answer.

(15 minutes)

- Read the dialogue or play the recording and have students listen.
- Tell the students to listen to the recording or to the teacher and say the dialogue.
- Ask them the following questions to help them guess the meaning of the dialogue:
 - * What does the boy ask the girl?
 - * What does the girl do in the morning?
 - * What does the boy do in the morning?

- Have them give short answers.

(စကားပြောလေ့ကျင့်ခန်း မစမီ ကျောင်းသားများ မိမိတို့ လေ့ကျင့်မည့် စကားပြောကို နားလည်ခြင်း ရှိ မရှိ အထက်ဖော်ပြပါ မေးခွန်းများမေးပါ။ သာဓက။ ။ ယောက်ျားလေးက မိန်းကလေးကို မည်သည့်မေးခွန်းမေးသနည်း။ မိန်းကလေးက မနက်ပိုင်းတွင် ဘာလုပ်သလဲ။ ယောက်ျားလေးက မနက်ပိုင်းတွင် ဘာလုပ်သလဲ။)

- Divide the class into two groups. One is 'Boy' and the other is 'Girl'.
- Tell the two groups to read the following dialogue.

Boy: What do you do in the morning?

Girl: I make the bed.

What about you?

Boy: I wash the dishes.

Girl: Good!

- Ask two students to come to the front of the class and demonstrate the dialogue.
- Ask another two or three pairs to come to the front to practise saying the dialogue.
- Ask the students to practise saying the dialogue with their friends.
- After that, tell the class to practise the dialogue in pairs.
- Encourage them to substitute different expressions when they practise.

For example,

Boy: What do you do in the morning?

Girl: I wash the dishes.

What about you?

Boy: I throw the rubbish out.

Girl: Good!

Practise.

(5 minutes)

- Put the students into pairs, A and B.
- Tell all As to ask the question, 'What do you do in the morning/afternoon/evening?'
- Have all Bs give an answer. (e.g. I sweep the floor.)
- After that tell them to swap their roles.
- Ask two students to come to the front of the class. Have them demonstrate the dialogue.

A: What do you do in the morning?

B: I throw the rubbish out.

The rest of the class then points to the picture that Student B said.

Write and say the things you do at home.

(15 minutes)

- Tell students to write about the things they do at home in their textbooks.
- Put the students into groups of 4 and ask each member of the group to talk about two things they do at home.
- Ask one volunteer student to come to the front of the class.
- Tell him/her to present about the things he/she does at home. Then, tell him/her to invite one of his/her friends to present about the things he/she does at home.

Summary and feedback

(2 minutes)

- Ask students 'How many expressions do you remember?' and elicit these expressions by showing pictures.

Lesson 2 Things I do at school

Unit 5 Things I do at home and at school

Lesson 2 Things I do at school

Listen and say.

Practise.

always

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **always** water the plants at school.

usually

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **usually** clean the classroom at school.

44

Unit 5 Things I do at home and at school

Ask and answer.

Boy : What do you always do at school?
 Girl : I always play with my friends.
 What about you?
 Boy : I always water the plants.
 Girl : That's great!

Practise.

What do you **always/usually** do at school?
 I **always/usually** study in the library.

Write and say the things you do at school.

1. I always water the plants at school.
2. _____
3. _____
4. _____
5. _____
6. _____

45

Objective:

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

- say and write the things they do at school.

Words and expressions:

New: clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants, always, usually

What do you always/usually do at school? I always/usually ... at school.

Previously learnt: What about you? That's great!

Resources and preparation: audio materials, picture cards of clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants
 sentence strips (e.g. I always water the plants at school.)

Teaching procedure for Period 1

Warm up

(5 minutes)

- Divide the class into four groups to do the 'Charades' game. (See p.10)
- Tell one member of each group to come to the front and show him/her different picture cards that describe actions. (e.g. raise your hands, turn around and clap your hands ... etc.)
- Have each of the four students mime the expressions they have learnt and his/her group watch and try to guess what is being acted out.
- Give marks to the group who gets the answer first.

44 Listen and say.

(15 minutes)

- Put the pictures on the board or use the pictures in the textbook.
- Point to the picture (e.g. play with friends) and elicit answer from students by asking questions.

e.g. T: What are they doing?

S: Playing.

T: Right.

(Encourage the students to give answers in English. If they cannot do it, encourage them to respond in Myanmar.)

(ကျောင်းသားများကို အင်္ဂလိပ်လိုဖြေရန်ပြောပါ။ အင်္ဂလိပ်လိုဖြေရန် အခက်အခဲရှိလျှင် မြန်မာလို ဖြေနိုင်ကြောင်း ပြောပါ။)

- Say, 'play with my friends' and tell them to say the expression three times.
- Follow the same procedure to introduce the other expressions.
- Play the recording or read the phrases aloud to the students.
- Tell them to repeat after the recording and point to the correct pictures.

Pointing game

(8 minutes)

- Put the expressions and pictures on the wall.
- Say the expressions and have students point to the pictures or the expressions.
- Practise doing the activity until they understand how to do it.
- Make groups of 6.
- Have them practise 'pointing game' with the pictures in their textbooks. (See p.8)

45 Practise.

(10 minutes)

- Introduce the words: 'always' and 'usually', using the following procedure.
- Say, 'I always get up at 6 o'clock. I always make the bed in the morning.'
- Point to the days under 'always' and try to explain students that the days are coloured. Tell them that 'always' means 'everyday'.
- Then, point to the coloured days under 'usually' and explain the use of 'usually' to the students.
- Play the recording or read the sentences aloud to the students.
- Tell the students to listen to the recording or to the teacher and say the sentences.
- Have them practise using all the expressions with frequency adverbs. (e.g. I always water the plants at school. I always clean the classroom at school. I usually study in the library at school...etc.). Continue using the remaining 3 expressions with the frequency adverbs.
- Put the students into pairs and have them practise by pointing to the picture in the 'Listen and say.' exercise.

Summary and feedback

(2 minutes)

- Ask students to recall the things that they do at school.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Show the picture cards or use the pictures from the textbook.
- Ask, 'What do you do at school?'
- Tell the students to recall and say the expressions that they learnt in the previous period. (e.g. I play with my friends).

46 Ask and answer.

(10 minutes)

- Read the dialogue or play the recording and have students listen.
- Read or play the dialogue again and tell students to say the dialogue.
- Ask students the following questions to help them guess the meaning of the dialogue:
 - * What does the boy ask the girl?
 - * What does the girl do at school?
 - * What does the boy do at school?

(စကားပြောလေ့ကျင့်ခန်း မစမီ ကျောင်းသားများ မိမိတို့ လေ့ကျင့်မည့် စကားပြောကို နားလည်ခြင်း ရှိ မရှိ မေးခွန်းများမေးပါ။
 သာကေ။ ။ ယောက်ျားလေးက မိန်းကလေးကို ဘာမေးသလဲ။ မိန်းကလေးက ကျောင်းတွင် ဘာလုပ်သလဲ။ ယောက်ျားလေးက
 ကျောင်းတွင် ဘာလုပ်သလဲ အစရှိသဖြင့် မေးခွန်းများမေးပါ။)

- Divide the class into two groups. Give them the names 'Boy group' and 'Girl group'.
- Tell the 'Boy group' to say the part of the Boy, and 'Girl group' to say the part of the Girl.

Boy : What do you always do at school?

Girl : I always play with my friends. What about you?

Boy : I always water the plants.

Girl : That's great!

- Ask two students to come to the front of the class. Demonstrate the dialogue.
- Continue the activity until they understand how to practise saying the dialogue with their friends.
- After that, tell them to practise saying the dialogue in pairs.
- Encourage them to use different expressions when they practise as in the example below.

Boy: What do you always do at school?

Girl: I always help others. What about you?

Boy: I always study in the library.

Girl: That's great!

Practise.

(7 minutes)

- Put the students into pairs, A and B.
- Tell all As to ask the question, 'What do you always/usually do at school?'
- Have all Bs give the answer, 'I always/usually study in the library.'
- Give students 3 minutes to practise the dialogue. After that, tell them to swap their roles.

Running dictation (See p.9)

(8 minutes)

- Make groups of 4.
- Put the paper strips with written sentences on the wall outside the classroom. (e.g. I sometimes sweep the floor at school. I always play with friends at school. I usually study in the library. ...etc.)
- Tell one student in each group to go and read one sentence and then relate it to his/her group in English at one time.

(အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ဦးက ဝါကျတစ်ကြောင်းကို သွားဖတ်ပြီး၊ အဖွဲ့ဝင်များကို ပြန်ပြောရန် ပြောပါ။)

- Have one student in each group write what the other students say.
- Tell each group to check the writers' spelling and writing.
- Encourage them to take turns in their groups to do the running dictation activity.

Write and say the things you do at school.

(10 minutes)

- Tell students to write about the things they do at school in their textbooks.
- Next, make groups of 4.
- Have them tell the things they do at school to their friends in their groups.
- Make sure that all the group members participate in the activity.

Summary and feedback

(2 minutes)

- Ask some students to ask their friends what they do at school.

Lesson 3 Things I do in my class

Unit 5 Things I do at home and at school

Lesson 3 Things I do in my class

Listen and say.

Practise.

often

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **often** listen to songs in my class.

sometimes

Mon	Tue	Wed	Thur	Fri
-----	-----	-----	------	-----

I **sometimes** draw pictures in my class.

46

Unit 5 Things I do at home and at school

Ask and answer.

Boy : What do you sometimes do in your class?
 Girl : I sometimes draw pictures.
 What about you?
 Boy : I sometimes play games.
 Girl : That's great!

Practise.

What do you **often/sometimes** do in your class?
 I **often/sometimes** work in groups.

Write and say the things you do in your class.

- I sometimes draw pictures in my class.
-
-
-
-
-

47

Objective:

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

- say and write the activities they do in the class.

Words and expressions:

New: draw pictures, listen to songs, play games, work alone, work in groups, work in pairs

What do you often/sometimes do in your class? I often/sometimes ... in my class.

Previously learnt: clean the classroom, do my homework, do physical exercise, feed the dog, help others, make the bed, play with my friends, study in the library, sweep the floor, throw the rubbish out, wash the dishes, water the plants

What about you? That's great!

Resources and preparation: audio materials, picture cards of draw pictures, listen to songs, play games, work alone, work in groups, work in pairs

I often/sometimes ... in my class.

Teaching procedure for Period 1

Warm up

(5 minutes)

- Show the pictures of the expressions the students have learnt: clean the classroom, do my homework, do physical exercise, feed the dog, help others, make the bed, play with my friends, sweep the floor, study in the library, throw the rubbish out, wash the dishes, water the plants. Ask students to say the expressions.
- Ask, 'What do you do in the morning/afternoon/evening?' and 'What do you always/usually do at school?' and encourage the students to answer, 'I ... in the morning/afternoon/evening.' and 'I always/usually ... at school.'

47 Listen and say.

(15 minutes)

- Show the picture card and mime the expression 'draw pictures'.
- Say, 'draw pictures' and tell them to mime the expression.
(ရုပ်ပုံကားချပ်ပါ ပုံများမှ 'draw picture' ပုံကို ပြ၍ အမူအရာဖြင့် သရုပ်ဖော်ပြပါ။ ထို့နောက် ကျောင်းသားများကို ဆရာပြောသည့် အတိုင်း သရုပ်ဖော်ပြရန် ပြောပါ။)
- Follow the same procedure to teach the other expressions: listen to songs, play games, work alone, work in pairs and work in groups.
- Put the picture cards on the board or use the pictures in the textbook.
- Play the recording or read the expressions aloud to the students and tell them to listen carefully.
- Tell them to say each expression they hear and point to the correct picture. Then, say the expressions at random and have them point to the pictures and say each expression three times. When the students have finished, tell them to touch their ears so that you can see who said the expression first and which students have finished.
(ဆရာက expression တစ်ခုကို ပြောပြသောအခါ ကျောင်းသားများက ထို expression ကို ဖော်ပြသည့် ရုပ်ပုံကို ညွှန်ပြရန်ပြောပါ။ သင်ပုန်းပေါ်တွင် ကပ်ထားသော ရုပ်ပုံများအတွက် expression များကို ပထမဦးစွာ အစဉ်လိုက်ပြောပြပါ။ ထို့နောက် အစဉ်အတိုင်း မဟုတ်ဘဲ ပြောပြပြီး ကျောင်းသားများက expression ကို ဖော်ပြသည့် ရုပ်ပုံကို ညွှန်ပြရန်ပြောပါ။ ထို့နောက် ၎င်း expression ကို သုံးကြိမ် ပြောရန်ပြောပါ။ သုံးကြိမ်ပြောပြီးပါက ၎င်းတို့၏ နားရွက်ကို ထိရန်ပြောပါ။)

Pair work

(5 minutes)

- Put the picture cards on the board: draw pictures, listen to songs, play games, work alone, work in pairs and work in groups.
- Point to a picture card and tell the class to say the expression for the picture.
- Point to the picture cards at random and tell them to say the expressions quickly.
- Tell the students to work in pairs.
- Ask two students to come to the front of the class to demonstrate the activity.
- Tell one student to point to a picture on the board and another student to say the expression for the picture.
(e.g. 'Work alone.') Then, swap roles.

S1: (Points to the picture of 'Work alone.')

S2: Work alone.

48 Practise.

(13 minutes)

- Write this explanation on the board to explain the meanings of 'often' and 'sometimes'.

often	Mon	Tue	Wed	Thur	Fri
sometimes	Mon	Tue	Wed	Thur	Fri

- Say, 'I often listen to songs.' and point to the picture of 'often' on the board. Explain to them when we do something frequently, we use the word 'often' in the sentences. Use some real-world examples to make the meaning clearer. For example, 'I often drink juice.'

- Then, explain the use of 'sometimes' to the students by showing coloured days.
- Show the picture and mime the action of 'draw pictures' and say, 'I sometimes draw pictures in my class.'
- Put the picture of 'draw pictures' under the word 'sometimes' on the board.
- Ask a student to come to the front of the class to demonstrate the activity.
- Show him/her the picture of 'play games' and place it under the word 'often' and tell him/her to say, 'I often play games in my class.'
- Continue the activity until the students understand what they have to say using 'often' and 'sometimes'.
- Follow the same procedure for the remaining expressions.
- Play the recording or read the sentences aloud to the students and tell them to listen carefully.
- Tell them to repeat after the recording or the teacher and practise the sentences group by group.

Summary and feedback

(2 minutes)

- Ask students to recall the expressions when the teacher mimes them.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Tell students to work in pairs.
- Tell them to recall and say the expressions that they learnt in the previous period.

49 Ask and answer.

(10 minutes)

- Play the recording or read the dialogue aloud to the students and tell them to listen to the recording or to the teacher carefully.

Boy: What do you sometimes do in your class?

Girl: I sometimes draw pictures. What about you?

Boy: I sometimes play games.

Girl: That's great!

- Practise the dialogue with the class by taking different roles.
- Divide the class into two groups and name one 'Boy' and the other 'Girl'.
- Tell them to practise the dialogue and then swap roles.
- Ask two students to come to the front of the class and tell them to demonstrate the dialogue.

Practise.

(8 minutes)

- Put students into pairs, A and B.
- Tell As to ask the question, 'What do you often/sometimes do in your class?'
- Have Bs give the answer.
- Tell them to swap their roles.

Chain activity

(7 minutes)

- Ask some students, 'What do you often/sometimes do in your class?' and tell the class to continue the activity as a chain activity. (See p.10)
- Monitor the class and encourage them to participate in the activity.

Write and say the things you do in your class.

(10 minutes)

- Tell students to write about the activities that they do in their class.
- Tell them to ask their friends who are sitting next to them about what they do in their class.

e.g. A: What do you sometimes do in your class?

B: I sometimes draw pictures.

A: Me too!/I sometimes work with a partner.

(လုပ်ဆောင်သည့် activity တူလျှင် 'Me too!' ဟု ပြန်ပြော၍ ရကြောင်း ရှင်းပြပါ။)

- Monitor the class and encourage them to participate in the activity.

Summary and feedback

(2 minutes)

- Call some students and ask them about their activities.

e.g. 'What do you often/sometimes do in your class?'

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Lesson 4 What do you do every day?

Unit 5 Things I do at home and at school

Lesson 4 What do you do every day?

Listen and say.

What do you do every day?

Hi Po Po!

What do you do every day?

On Monday, I sweep the floor.

On Tuesday, I play with my sister.

On Wednesday, I wash the clothes.

On Thursday, I help my mother in the kitchen.

On Friday, I make the beds.

On Saturday, I clean my desk.

On Sunday, I draw pictures.

Oh, Po Po! You are a very good girl.

Hi Bo Bo!

What do you do every day?

On Monday, I clean the rooms.

On Tuesday, I ride a bike with my brother.

On Wednesday, I play basketball.

On Thursday, I help my father in the garden.

On Friday, I wash the dishes.

On Saturday, I listen to music.

On Sunday, I read stories.

Oh, Bo Bo! You are a very good boy.

Unit 5 Things I do at home and at school

Write and say what you do in a week.

Monday On Monday, I clean my desk.

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Work in pairs. Ask your friend what he/she does every day.

What do you do every day?

On Monday, I play football.

Objectives:

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

- read and act out the sentences.
- write about their activities.

Words and expressions:

New: play with my sister, wash the clothes, help my mother in the kitchen, clean my desk, clean the rooms, ride a bike with my brother, play basketball, help my father in the garden, listen to music, read stories

What do you do every day?

Previously learnt: clean the classroom, draw pictures, do my homework, do physical exercise, feed the dog, help others, listen to songs, make the bed, play games, play with my friends, study in the library, sweep the floor, throw the rubbish out, wash the dishes, water the plants, work alone, work in pairs, work in groups

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

On ..., I ... at school/in my class.

Resources and preparation: audio materials, picture cards of clean my desk, clean the rooms, draw pictures, help my father in the garden, help my mother in the kitchen, listen to music, read stories, make the beds, play basketball, play with my sister, ride a bike with my brother, sweep the floor, wash the clothes, wash the dishes

Teaching procedure for Period 1

Warm up

(5 minutes)

- Do the 'Simon says' activity using the expressions that students learnt in Lessons 1, 2 and 3. (e.g. sweep the floor, make the bed, etc.)
- Review the days of the week.
- Review the family members.

Pre-teaching (5 minutes)

- Put the picture cards of sweep the floor, play with my sister, wash the clothes, help my mother in the kitchen, make the bed, clean my desk and draw pictures on the board, and ask students to look at the picture cards or the pictures in the textbook and not to look at the sentences.
- Introduce the girl 'Po Po' to the class, and ask the students to guess her daily activities.
- Ask, 'What's she doing?' pointing to a picture card on the board and encourage the students to answer the question.
- Repeat the question and point to different picture cards.

 **50 Listen and say.** (15 minutes)

- Play the recording or read the sentences and tell students to listen carefully.
- Read the sentences about 'Po Po' with actions and ask students to act out the sentences in the same way as you do.

Matching pictures with sentences (10 minutes)

- Tell students to match the sentences with the correct pictures.
- Tell the students to draw lines from the sentences to the pictures.
- Tell them to check their answers with their partners.
- Then, give the correct answers to the students.
- Tell them to check their partners' answers and to draw a 'Star' for each correct answer. For example, tell them to draw 7 stars when their partners can match all the sentences and the pictures correctly. They should draw 6 stars when their partners can match 6 sentences with the pictures correctly, etc.

Summary and feedback (5 minutes)

- Give feedback on how to read the sentences with the correct pronunciation and intonation.

Teaching procedure for Period 2

Warm up (3 minutes)

- Play the recording or read the first part about 'Po Po'.
- Then, play the recording or read the sentences with pauses so that students can repeat after the recording or the teacher.

 **50 Listen and say.** (10 minutes)

- Introduce the boy 'Bo Bo' to the class, and ask students to guess his daily activities.
- Play the recording or read the sentences about 'Bo Bo' and tell students to listen carefully. Then, practise the sentences with the class as they did in Period 1.

Matching pictures with sentences (5 minutes)

- Tell students to match the sentences with the correct pictures.
- Tell them to do this activity as they did in Period 1.
- Give the correct answers to the students.

Write and say what you do in a week. (10 minutes)

- Tell students to write about their activities at their home, school and classroom.
e.g. 1. On Monday, I clean the classroom.

2. On Tuesday, I water the plants at home.

3. On Wednesday, I draw pictures in my class.

- Ask some students to come to the front of the class and read their activities to the class.

Work in pairs. Ask your friend what he/she does every day.

(10 minutes)

- Tell students to work in pairs.
- Have them do 'rock, paper, scissors' game (See p.9). Tell the winner to ask the question 'What do you do every day?' The loser answers the question using the pattern 'On (day of the week), I (activity).'
- When they have finished, the students should swap roles.
- Monitor the class and encourage them to actively participate in the activity.

Summary and feedback.

(2 minutes)

- Tell students to note the use of 'On + days of the week.'

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Unit 6 My day

Lesson 1 Telling time

Unit 6 My day

Unit 6 My day
Lesson 1 Telling time

Listen and say.

It's 8:00.

Ask and answer.

What time is it?

It's 8:05.

50

Unit 6 My day

Match and write the times.

It's 7:00.

Look at the clocks and write the times.

51

Objectives:

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

- read and say the time.
- ask and answer the time.

Words and expressions:

New: It's 1:00/1:05/1:10/1:15/1:20/1:25/1:30/1:35/1:40/1:45/1:50/1:55-12:00 etc.

Previously learnt: What time is it? It's ... o'clock.

Resources and preparation: audio materials, an analogue clock (It should be big enough for all students to see clearly.)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the 'telling time' lesson the students learnt in Grade 2.
- Elicit the expression 'It's ... o'clock.'

51 Listen and say.

(20 minutes)

- Show the analogue clock and explain to students that an analogue clock has moving hands to show the time.
- Tell the students that the analogue clock has hands to show seconds, minutes and hours.
- Explain to them that the long hand or the minute hand tells the minutes and the short hand or the hour hand tells the hour.
- Point to the colon between the numbers and say that the numbers on the left of the colon show the hour and the numbers on the right of the colon show the minutes.
- Tell them that when the minute hand moves from 1 to 2, 5 minutes have passed.

- Explain to them that each time the minute hand moves from 2 to 3, 3 to 4, 4 to 5, 5 to 6 etc., five minutes have passed.
- Move the minute hand from 12 to 1 and ask the students how many minutes have passed. Then move it from 1 to 2 and ask them how many minutes have passed. Next, move it from 12 to 2 and ask them how much time has passed. Explain to them that when the minute hand moves from 12 to 2, 10 minutes have passed, and when it moves from 12 to 3, 15 minutes have passed, and so on.
- Make sure that the students can read the time in Myanmar.
- Show the students the analogue clock and ask students, 'What time is it?' Students should tell the time in Myanmar. Repeat as necessary.
- Teach the students how to say the time in English. For example, move the clock hands to the time and say, 'It's 8:05.' (This should be 'eight oh five'.), 'It's 8:10.' (eight-ten), etc.

(တိုင်ကပ်နာရီ တစ်လုံးကိုပြ၍ နာရီပါ လက်တံအတိုနှင့် အရှည်ကို ရွှေ့လျားပြီး လက်တံရှည်က မိနစ်ကိုပြပြီး လက်တံတိုက နာရီကိုပြကြောင်း ရှင်းပြပါ။ နာရီလက်တံရှည်သည် ၁၂ မှ ၁ ကိုရွှေ့လျှင် ၅မိနစ်၊ ၁ မှ ၂ ကို ဆက်ရွှေ့လျှင် နောက်ထပ် ၅ မိနစ်၊ ၂ မှ ၃ ကို ဆက်ရွှေ့လျှင် နောက်ထပ် ၅ မိနစ် စသည်ဖြင့် အတွက်တစ်ကွက်နှင့် တစ်ကွက်အကြား ၅ မိနစ်ကြာကြောင်း ရှင်းပြပါ။ ထို့ကြောင့် ၁၂ မှ ၁ ဆိုလျှင် ၅မိနစ်၊ ၁၂ မှ ၂ ဆိုလျှင် ၁၀ မိနစ်၊ ၁၂ မှ ၃ ထိ ကြာချိန် ၁၅ မိနစ် စသည်ဖြင့် တိုးသွားကြောင်းကို ကျောင်းသားများနှင့်အတူ ရေတွက်ပြပါ။ Grade 2 သင်္ချာတွင် သင်ခဲ့သည့် အသိအတိုင်း အချိန်ကို မြန်မာလိုမေး မြန်မာလို ဖြေပါစေ။ ထို့နောက် နာရီ ၅ မိနစ်ကို 8:05၊ နာရီ ၁၀ မိနစ်ကို 8:10 ၊ နာရီ ၁၅ မိနစ်ကို 8:15၊ စသည်ဖြင့် ၉ နာရီ ကို 9:00 ဟု ခေါ်ကြောင်း ရှင်းပြပြီး အချိန်အမေးအဖြေ ပြုလုပ်လျှင် What time is it? ဟု မေးပြီး It's 8:05. /eit ou farv/ ဟု ဖြေရန် ရှင်းပြပါ။)

- Play the recording or say the time for the students to repeat.
- Ask them to repeat after the recording or the teacher, 'It's 8:05. It's 8:10. It's 8:15, etc.'
- Ask them to look at the pictures in the textbook and say the time or play the recording (e.g. It's 8:20.)
- Ask them to point to the time in the picture.
- Check whether they are pointing to the correct picture or not.
- Continue saying the time expressions one after another in English and ask students to point to the correct time shown in the clocks in their textbooks.
- Play the recording again or say the time expressions again (one sentence after another.)
- Ask the students to repeat after the recording or the teacher.
- Check the students' pronunciation and correct them if they make mistakes.

52 Ask and answer.

(15 minutes)

- Tell students to draw their own clock with the time shown on a piece of paper or in their exercise books.
- Assist some students who have difficulty in drawing a clock.
- Tell them to walk around the class, show their clocks and ask one friend, 'What time is it?' After the friend has answered, the students change roles.
- Monitor and assist the students throughout the activity and make sure that every student can say the time in English correctly.
- Ask the students how many people they have talked to at the end of the activity.
- Have them go back to their seats.
- Ask one volunteer student to stand up and show his/her paper/ exercise book and have him/her ask, 'What time is it?'

- Ask the class to answer the question.
- Ask another student to volunteer and show his/her paper/ exercise book.
- Have another volunteer student stand up and tell the time.
- Make the class check whether the answer is correct or not.
- Check the students' understanding of time and how they tell the time.

Summary and feedback

(2 minutes)

- Show an analogue clock and ask the students what time the analogue clock is currently showing.
- Check the students' answers.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Point to the times in 'Listen and say.' in order (e.g. 8:05, 8:10, etc.) and ask students to tell the time.
- Then point to the times randomly and ask them to tell the time again.
- Point to the times randomly and ask the students to tell the time again at a faster pace.

Match and write the times.

(15 minutes)

- Ask students to look at the time each clock shows in the picture.
- For the first picture, give the students hints by asking, 'Is it 11:00?' At the beginning, give them incorrect times so that they would answer, 'No.' Make sure that the students can read the time in the picture.
- After you have confirmed that the students understand the time, ask them to read the times written in each picture (e.g. Read '7:00' by saying, 'It's 7:00.')
- Make sure that they can say the time correctly, using, 'It's ...'
- Ask the students to match the clock and the time given.
- Ask them to check their answers with their partners.
- Monitor the class.

Pointing game

- When students have finished, do the pointing game as follows.
- Ask them to make pairs and share a textbook.
- Explain the students that they need to point to the correct picture when they hear the time.
- Say a time, e.g. 'It's 6:30.'
- In each pair, the student who points to the correct picture first wins.
- Continue doing this for, 'It's 7:00. It's 11:15, It's 2:45.'

Look at the clocks and write the times.

(20 minutes)

- Ask students to look at the clocks and make them say each time. (As the first example is given, students know, 'It's 1:30')
- Have them guess the time for the next clock by writing 2 and 10 in the air.
- Ask the students to find the picture number. (It is no. 2)
- Ask one student to come to the front of the class and show him/her a clock in the textbook secretly (any clock from the pictures 1 to 12). The student writes the time in the air.
- Tell other students to guess the time.

- Ask some more students to come up and show the time with their hands.
- Have the class guess the time and say it in English.
- When the activity is finished, ask the students to write the correct times under each picture.
- Monitor the class while they are writing in their textbooks.

(If time permits, do the pointing game to check student's understanding of the time expressions.)

Summary and feedback

(2 minutes)

- Change the hands on a clock or draw different times on the board and review any times that might be difficult for students to say.
- Ask the students the time by saying, 'What time is it?' and make sure that they can answer correctly. Congratulate them on being able to say the time in English!

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Lesson 2 My classes today

Unit 6 My day

Lesson 2 My classes today

Listen and say.

Myanmar

I have Myanmar in Period 1. It is from 9:00 to 9:40.

English

I have English in Period 2. It is from 9:40 to 10:20.

Maths

I have Maths in Period 3. It is from 10:40 to 11:20.

Science

I have Science in Period 4. It is from 11:20 to 12:00.

Social Studies

I have Social Studies in Period 5. It is from 1:00 to 1:40.

Unit 6 My day

Listen and write.

Period	Time	Subject
1.	12:00 - 12:40	
2.		Maths
3.	1:40 - 2:20	
4.		Social Studies
5.	3:00 - 3:40	

Make a list of your classes for one day and tell the class about it.

Period	Time	Subject

I have _____
It is from _____ to _____.

Objectives:

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

- explain their school timetable.
- use the pattern, 'It is from ... to ...';
- prepare their textbooks using the school timetable.

Words and expressions:

New: I have ... in Period ... It is from ... to ...

Previously learnt: Myanmar, English, Mathematics, Science, Social Studies

Resources and preparation: audio materials, 5 enlarged copies of the pictures (if available)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Ask students 'What time is it?'
- Elicit the answer from the students.
- Ask them, 'How many subjects can you say in English?' and 'What are they in Myanmar?'

53 Listen and say.

(20 minutes)

- Ask students, 'How many periods do you have in your class in a day?'
- Explain the meaning of 'Period' to the students.
- Read the first picture, 'I have Myanmar in Period 1. It is from 9:00 to 9:40.'
- Ask them to guess the meaning of the sentence, especially the patterns '... from ... to ...'
- Check their understanding.
- Play the recording once or read the sentences aloud to the students.
- Play the recording or read the sentences aloud again and have the students repeat after the recording or the teacher.

(Have them imitate the intonation as well as the pronunciation.)

(အသံထွက်နှင့် လေယူလေသိမ်း မှန်ကန်မှုရှိစေရန် recording မှ အသံထွက်အတိုင်း လိုက်၍ ရွတ်ဆိုရန်ပြောပါ။)

- Play the recording again for the subjects taught in each Period and have the students repeat after the recording. (You can ask each row of students to repeat after the recording or you.)
- Tell the students to practise in pairs.
S1: 'I have Myanmar in Period 1. It is from 9:00 to 9:40.'
S2: 'I have English in Period 2. It is from 9:40 to 10:20.'
- Tell them to say the subject they have in the remaining Periods. When they have finished, tell them to swap the number of Period and practise saying them again.
- Make sure that every student has a partner. (If the number of students is odd (e.g. 43), a teacher can form a group of 3 students for the last group.)
- Monitor the class and assist the pairs when they have difficulty in pronouncing words or reading sentences.

54 Listen and write. (15 minutes)

- Ask students, 'What time does their school start/finish?' and tell them that they can answer in Myanmar.
- Help them say the time in English so that they can recall their knowledge of 'Telling time' from the previous lesson.
- Ask the students, 'How many periods do we have in a day?' and, 'What classes do we have today?' (Students might answer in Myanmar so encourage them to answer in English.)
- Tell them that they are going to listen to the recording on the timetable.
- First, ask the students to look at the timetable in the textbooks. Then, ask them to guess what they are going to hear.
- Tell them that there are only 5 periods given in this timetable. (This is only an example timetable.)
- Ask them to focus on listening to the time given for each period and the names of the subjects.
(စာသင်ချိန် တစ်ချိန်စီ၏ အချိန်နှင့် ဘာသာရပ်အမည်များကို အဓိကထား နားထောင်ရန် ကျောင်းသားများကို ပြောပါ။)
- Play the recording or read out the sentences given below.
I have English in Period 1. It is from 12:00 to 12:40.
I have Maths in Period 2. It is from 12:40 to 1:20.
I have Science in Period 3. It is from 1:40 to 2:20.
I have Social Studies in Period 4. It is from 2:20 to 3:00.
I have Myanmar in Period 5. It is from 3:00 to 3:40.
- Tell the students to make pairs and check their answers with their partners.
- Ask one or two students what they heard.
- Tell them that they are going to listen to the recording again and write their answers in the blanks in the table.
- Before the students do the activity, draw the table on the board.
- Demonstrate the writing activity by asking a student to come to the front of the class.
- Say, 'I have English in Period 1. It is from 12:00 to 12:40.'
- Ask the student to write the period, time and subject on the board.
- Make sure that the student understands how to complete in the table.
- Play the recording with pauses after each Period.
- Check the students' listening and the answers.
- Monitor the class to check if the students can write the correct answers or not.

Summary and feedback

(2 minutes)

- Ask students about today's schedule to confirm their understanding of the periods: 'What period is it now?' 'What class is the next period?' 'What class is in Period 5?'
- Confirm the students' understanding of the vocabulary about 'My classes today' when the students answer the questions.

Teaching procedure for Period 2

Warm up

(2 minutes)

- Ask students how many subjects and how many periods they have in a day.
- Ask them what class they have in Period 1 today (students can answer either in Myanmar or in English), what class they have in Period 2 today, etc.

Make a list of your classes for one day and tell the class about it.

(20 minutes)

- Have students make their own schedule for one day.
- Explain to the students that they need to write 5 different subjects and each period is 40 minutes long.
- Tell them that after two periods is a break time.
- Tell them that they can choose their own favourite starting and finishing time.
- Monitor the class making their own schedule.

(အတန်း၏ တစ်နေ့တာအချိန်ဇယားကို ကျောင်းသားများနှင့် ဆွေးနွေးပါ။ ဘာသာရပ် ၅ ခု နှင့် အချိန်ဇယားတစ်ခု ပြုလုပ်ရမည်ဖြစ်ကြောင်း၊ စာသင်ချိန်တစ်ချိန်လျှင် မိနစ် ၄၀ ကြာမြင့်ကြောင်းနှင့် ပထမဆုံးစာသင်ချိန် နှစ်ချိန်ပြီးပါက အားလပ်ချိန် မိနစ် ၂၀ ရှိကြောင်း ရှင်းပြပါ။ စာသင်ချိန် အစနှင့် အဆုံးကို ကျောင်းသားများ စိတ်ကြိုက် သတ်မှတ်နိုင်ကြောင်းကိုလည်း ပြောပြပါ။)

Presentation

(15 minutes)

- Ask two students to come to the front of the class.
- Tell them to present their schedule and tell the class to listen to the two students.
- Ask the students to make pairs.
- Tell them to present their own schedules to each other.

Summary and feedback

(3 minutes)

- To check students' understanding of 'from (time) to (time)', tell them about tomorrow's schedule and ask them questions about the time.

T: In Period 1, we have (Maths) tomorrow. What time is Period (1)?

S: It is from (8:00) to (8:40). (Remind students to answer using 'It is from (time) to (time).')

- Continue asking questions either in Myanmar or in English as in the example given.

Lesson 3 My daily activities

Unit 6 My day

Lesson 3 My daily activities

Listen and say.

I usually get up at 6:00.

I often have a bath at 6:15.

I usually have breakfast at 7:30.

I always go to school at 8:25.

I usually go home at 3:45.

I often do the housework at 4:30.

I usually study my lessons at 7:30.

I sometimes watch TV at 8:30.

I usually go to bed at 9:00.

54

Unit 6 My day

Match the daily activities and the times and write sentences.

go home

do the housework

go to school

6:30

in the evening

8:45

in the morning

3:30

in the afternoon

Example: I go home at 3:30 in the afternoon.

Complete the questions with always/usually/often/sometimes and write the answers.

- What time do you usually get up?
I usually get up at 7:00.
- What time do you _____ have a bath?
- What time do you _____ have breakfast?
- What time do you _____ go to school?
- What time do you _____ go home?
- What time do you _____ do the housework?
- What time do you _____ study?
- What time do you _____ watch TV?
- What time do you _____ go to bed?

Ask and answer the questions.

A : What time do you usually get up?
B : I usually get up at 7:00.

55

Objectives:

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

- explain their daily activities and the times they do the activities.
- ask questions about their classmates' daily activities.

Words and expressions:

New: do the housework, get up, go to bed, go to school, go home, have a bath, have breakfast, study my lessons, watch TV

What time do you ...? I ... at ...

Previously learnt: always, often, sometimes, usually

Resources and preparation: audio materials, picture cards of do the housework, get up, go to bed, go to school, go home, have a bath, have breakfast, study my lessons, watch TV

Teaching procedure for Period 1

Warm up

(3 minutes)

- Ask students what today's timetable is.
- Ask them 'What time does the school start?' 'What time does the school finish?'
- Elicit the meaning of 'often, always, sometimes and usually'.

55 Listen and say.

(20 minutes)

- Make the gesture for 'get up' and say, 'Get up.'
- Have students copy the gesture and say, 'Get up.'
- Ask, 'What does 'get up' mean?'
- Say, 'Get up,' again and have them repeat after the teacher.
- Follow the same procedure for all the expressions: do the housework, have a bath, have breakfast, go to school, go home, go to bed, study my lessons, watch TV.

Listening Practise

- Play the recording once and ask students what they heard.
- Play the recording again and pause after each sentence. Ask the students to repeat after the recording.

Discussion

- Tell students to look at the textbook. Say, 'I get up at 6:00.'
- Ask them who gets up at 6:00 and have students put up their hands if they get up at 6:00.
- Do this for different times at 30 minute intervals (e.g. 6:30, 7:00, etc.).
- Find out the most common time for getting up.
- Follow the same procedure for all daily activities.

Pair work

(15 minutes)

- Elicit the meaning of 'often, always, sometimes and usually'.
- Write, e.g. 'What time do you usually get up?' on the board. Put a picture card next to the expression or use the textbook and practise asking.
- Say the model answer, 'I usually get up at 6:00.' Repeat 3 times.
- Ask the students again 'What time do you usually get up?'
- Check their answers. Don't focus on time and tell them that they can choose any time they like.
- Follow the same procedure for all daily activities.
- Have the students ask and answer about each daily activity in pairs as shown below.

A: What time do you usually get up?

B: I usually get up at ...

B: What time do you often have a bath?

A: I often have a bath at ...

A: What time do you usually have breakfast?

B: I usually have breakfast at ...

B: What time do you always go to school?

A: I always go to school at ...

A: What time do you usually go home?

B: I usually go home at ...

B: What time do you often do the housework?

A: I often do the housework at ...

A: What time do you usually study?

B: I usually study my lessons at ...

B: What time do you sometimes watch TV?

A: I sometimes watch TV at ...

A: What time do you usually go to bed?

B: I usually go to bed at ...

- Students should take turns asking about each picture in the textbook.
- Ask some students to come to the front of the class to demonstrate the dialogue.

Summary and feedback

(2 minutes)

- Review any expressions that are difficult for students to remember. Ask some students to say two things that they usually do every day.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise students' daily activities they learnt in the previous period.

Match the daily activities and the times and write sentences.

(10 minutes)

- Tell students to look at their textbooks.
- Tell them to match the pictures of the daily activities with the correct times and write sentences in their exercise books as shown in the example.
- After they have finished, tell them to check their answers in pairs by asking, 'What time do you ...?' and answering 'I ... at (time).'
- Monitor the class.
- Then give the answers and tell the students to check their answers.

Complete the questions with always/usually/often/sometimes and write the answers.

(15 minutes)

- Ask students to complete the questions and write answers in their exercise books as shown in number 1.

1. What time do you usually get up?

I usually get up at 7:00.

(frequency adverb များဖြစ်သော always/usually/often/sometimes တို့ကို မေးခွန်းများတွင် သင့်လျော်သလို ပြောင်းလဲသုံးနိုင်ကြောင်းပြောပါ။)

Ask and answer the questions.

(10 minutes)

- Tell students to practise asking and answering the questions they wrote in their exercise books.
- Monitor their practice.

Summary and feedback

(2 minutes)

- Check the students' understanding of their daily activities, time expressions and the use of frequency adverbs by asking them the question, 'What time do you ...?'
- Check the pronunciation of the students when they answer the questions and correct the mistakes.

Lesson 4 My school days

Unit 6 My day

Lesson 4 My school days

Listen and say.

From Monday to Friday, I go to school.

My school starts at 9:00 in the morning.

I study 9 subjects. There are 7 periods a day.

Grade 3 Timetable									
	Mon	Tue	Wed	Thurs	Fri				
1	9:00-9:40	Myan	Myan	Myan	Myan				
2	9:40-10:20	Myan	Myan	Myan	Myan				
3	10:20-10:40	Break	Break	Break	Break				
4	10:40-11:20	Maths	Maths	Maths	Maths				
5	11:20-12:00	Sci	Sci	Eng	Eng				
6	12:00-12:40	Break	Break	Break	Break				
7	12:40-1:00	LS	LS	SS	SS				
8	1:00-1:40	PE	APs	MAC	PE				
9	1:40-2:00	LC	LC	LC	LC				

Unit 6 My day

I have a break from 10:20 to 10:40.

My lunch break is from 12:00 to 1:00.

My school finishes at 3:00 in the afternoon.

Write and tell the class about your school days.

My school days

Objective:

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

- read and act out the story 'My school days'.

Words and expressions

New: From ... to ..., I ...

My school starts at ...

I study ... subjects.

There are ... periods a day.

I have a break from ... to ...

My ... is from ... to ...

My school finishes at ...

Previously learnt: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, morning, afternoon

Resources and preparation: audio materials

Teaching procedure for Period 1

Pre-teaching

(3 minutes)

- Tell students to look at the first picture. Ask them the questions:
How many students are there?
Where are the students?
Are the students playing?
What are the students wearing? (making a gesture of the word of 'wearing')
- Explain that today's lesson is talking about school days.

56 Listen and say.

Storytelling (1)

(25 minutes)

- Play the recording or read the story aloud with actions to help students understand the story.
- Write the following questions on the board: 1) What time does your school start? 2) What time is the break? 3) How many subjects are there? 4) How many periods are there? 5) What time is lunch break? 6) What time does your school finish?
- Read out each question and check that the students understand the questions.
- Tell the students that you will read the story again. The students have to think of the answers to the questions.
- After reading, check the answers to the questions.

(LC is Local curriculum (ဒေသဆိုင်ရာသင်ရိုး) ဖြစ်ပါသည်။)

Pair work

- Ask students to practise saying the story in pairs.
- Tell them to read sentences by taking turns.
- Do the same activity again, but this time the students read the sentence that describes the first picture, the teacher reads the sentence that describes the second picture, and so on.
- Last, students read the story in pairs.

Picture 1

From Monday to Friday, I go to school.

Picture 2

My school starts at 9:00 in the morning.

Picture 3

I study 9 subjects.

There are 7 periods a day.

Picture 4

I have a break from 10:20 to 10:40.

Picture 5

My lunch break is from 12:00 to 1:00.

Picture 6

My school finishes at 3:00 in the afternoon.

Storytelling (2)

(10 minutes)

- Play the recording again or tell the story again.
- Ask students to point to each picture as they listen to the recording.
- Next, tell the story and have them say some of the missing information as shown below:

T: From Monday to ...

Ss: Friday!

T: I go to school. My school starts at ...

Ss: 9:00!

- Below is the information that the teacher can leave out. When the teacher is reading the story, the students should close their textbooks.

Picture 1

From Monday to _____, I go to school.

Picture 2

My school starts at _____ in the morning.

Picture 3

I study _____ subjects.

There are _____ periods in a day.

Picture 4

I have a break from _____ to _____.

Picture 5

My lunch break is from _____ to _____.

Picture 6

My school finishes at _____ in the afternoon.

- Have the students open their textbooks. Repeat the story and read the description in a different order this time. Students listen and point to the picture the teacher describes. Help them if necessary.

Summary and feedback

(2 minutes)

- Summarise the story by focusing on the expressions that the students have learnt.
- Check their pronunciation.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Confirm the students' understanding of the story by asking them to tell the story in Myanmar.

Storytelling (3)

(15 minutes)

- Tell students that they are going to write about their school days.
- Write the following sentences on the board:
 - From ... to I go to school.
 - My school starts at ... in the morning.
 - I study ... subjects.
 - There are ... periods a day.
 - I have a break from ... to ...
 - My lunch break is from ... to ...
 - My school finishes at ... in the morning / afternoon / evening.
- Tell the students to think of their school days.
- Review days of the week (Monday, Tuesday, ... Sunday).
- Point to the first sentence on the board and ask the students 'What days do you go to school?' Tell them to think of an answer and then write the sentence in their textbooks.

- Follow the same procedure for the other sentences.
- Monitor the class and check the students' writing and spelling.
- When they have finished writing, tell them to read their sentences to their partners.
- Then, ask some students to read out their sentences to the whole class.

Write and tell the class about your school days.

(20 minutes)

- Tell students to write sentences about their school days.
- Tell them that they can use the same information from the story.
- If necessary, write some example sentences on the board.
- Monitor the class, check the students' writing, and help them if necessary.

Summary and feedback

(2 minutes)

- Check whether students understand how to write sentences about their school days.

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Unit 7 Things we do for fun

Lesson 1 Free time activities (1)

Unit 7 Things we do for fun

Unit 7 Things we do for fun
Lesson 1 Free time activities (1)

Listen and say.

drawing

dancing

reading

going shopping

watching TV

playing the guitar

playing with toys

playing tag

Ask and answer.

What are you doing?

I am reading.

I am drawing.

What about you?

62

Unit 7 Things we do for fun

Listen and complete the sentences.

1

2

3

4

5

1. I am _____

2. I am _____

3. I am _____

4. We are _____

5. We are _____

Look at the pictures and answer the question.

What are you doing?

63

Objective:

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

- ask, answer and write about activities using the present progressive.

Words and expressions:

New: going shopping, playing tag, playing the guitar, playing with toys, reading

What are you doing? I am ... ing.

Previously learnt: dance, draw, watching TV

Resources and preparation: audio materials, picture cards of dancing, drawing, going shopping, playing tag, playing the guitar, playing with toys, reading, watching TV

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the activities that students know using picture cards or making gestures. (draw, dance, etc.)

60 Listen and say.

(15 minutes)

- Say the word, 'drawing' aloud to the students while showing the picture card or pointing to the picture in the textbook.
- Ask them to guess the meaning of 'drawing' and point to the picture of 'drawing' in their textbooks.
- Play the recording or read the words and phrases aloud to the students.
- Tell students to listen to the recording or to the teacher carefully.
- Write the word 'drawing' on the board and spell out the word, 'd-r-a-w-i-n-g'.
- Ask the students to repeat after the teacher. Erase one letter and practise spelling the word again. Continue to erase more and more of the letters and each time tell students to spell the word.

- Write the phrases with some letters missing on the board (e.g. 'play_ng w_th toys'). Students have to say what letter is missing.
- Follow the same procedure for the other words and expressions: dancing, reading, going shopping, watching TV, playing the guitar, playing with toys, playing tag.

61 Ask and answer.

(10 minutes)

- Write the question, 'What are you doing?' on the board.
- Tell students to do the action of 'drawing'.
- Point to the board and ask the students, 'What are you doing?'
- Ask the students to tell you the meaning of the question 'What are you doing?' in Myanmar.
- Say, 'I am drawing.' and ask them to tell you the meaning of 'I am drawing.' in Myanmar.
- Play the recording or read each sentence aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully.
- Ask them to point to the correct pictures in the textbook and practise saying the sentences.
- Ask them the meaning of 'What about you?' in Myanmar.
- Get them to play 'rock, paper and scissors'. The winner asks 'What are you doing?' The loser makes a gesture of one of the activities. The winner says 'I am ... ing.'
- Ask two students Student A and Student B to come to the front of the class.
A: Ask the question, 'What are you doing?'
B: Act out and answer, 'I am ... ing. What about you?'
A: Act out and answer, 'I am ... ing.'
- Ask the students to work in pairs in the same way as Student A and B.

Practice

(10 minutes)

- Tell students to write the question, 'What are you doing?' and answer 'I am ... ing.' in their exercise books for each of the free time activities: drawing, dancing, reading, going shopping, watching TV, playing the guitar, playing with toys and playing tag.

Summary and feedback

(2 minutes)

- Make sure that students understand the meaning of the activities they learnt by acting out the words and use the expression 'I am ... ing.'
- Check the students' understanding of the two questions: 'What are you doing?' and 'What about you?'

Teaching procedure for Period 2

Warm up

(5 minutes)

- Elicit the activities from the previous lesson by showing the picture cards of dancing, drawing, going shopping, playing tag, playing the guitar, playing with toys, reading and watching TV.
- On the board write 'doing/you/what/are?' Tell students to rearrange the words and say the correct question.
- On the board write 'you/what/about?' Tell students to say the correct question.

62 Listen and complete the sentences.

(15 minutes)

- Draw a picture on the board and say, 'I am drawing.'
- Ask three students to come to the front of the class.

- Tell the students to do the activity 'drawing' together with you.
- Say, 'We are drawing.' Ask the students to guess the meaning of 'We are ... ing.'
- If necessary, the teacher should write 'I am ...' and 'We are ...' on the board and ask them to try and explain the difference (in Myanmar).
- Say, 'We are dancing.' and ask all the students to dance and practise saying, 'We are dancing.'
- Follow the same procedure for the other sentences.
- Explain the difference between 'I am ...' and 'We are ...', before asking them to complete the sentences on page 63.

(ကျောင်းသားများကို မိမိတစ်ဦးတည်းဆိုလျှင် 'I am ...' သုံးပြီး၊ မိမိတို့ နှစ်ဦး သို့မဟုတ် နှစ်ဦးထက်ပိုပါက 'We are ...' ကို အသုံးပြုကြောင်း ရှင်းပြပါ။)

- Tell them that they are going to listen to the recording and ask them to listen carefully and complete the sentences.
- Play the recording or read the first sentence aloud to the students.
- Tell them to listen to the recording, or to the teacher carefully.
- Ask them to listen and complete the sentences in their textbooks.
- Monitor their work and check their word order, spelling and hand writing.
- If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their exercise books and check each other's sentences.
- Write the correct sentences on the board.

Group work

(10 minutes)

- Demonstrate how to do the activity.
- Make groups of 8. In each group, make one student 'the instructor'. This student says the sentence, 'We are ... ing.' The other students in the group have to act out. Tell students they can make extended sentences by using 'and' (if necessary write 'and' on the board). For example, 'We are dancing and playing the guitar and watching TV'. Ask different students to be the 'instructor' of students so that all students will get a chance to give instructions.

Look at the pictures and answer the question.

(8 minutes)

- Point to the pictures in the textbook.
- Ask students, 'What is the mother saying?' The students will say, 'What are you doing?'
- Ask them to tell the answers of what each child is doing by pointing the picture.
- Ask students to give the answers orally first and then write the sentences in their textbooks.
- Monitor their work and check for word order, spelling and hand writing.
- If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their exercise books and check each other's writing.
- Write the correct sentences on the board.
- Ask the students to work in pairs as Student A and B.
- Student A points to the picture and asks, 'What are you doing?'. Student B answers, 'I am ... ing.' They take turns asking and answering.

Summary and feedback

(2 minutes)

- Ask students to say the activities and questions they have learnt.
- Ask them to note the pronunciation of toy /tɔɪ/ and watching /wɒtʃɪŋ/ and the stress of the word, guitar /ɡɪ'tɑː/.

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Lesson 2 Free time activities (2)

Unit 7 Things we do for fun

Lesson 2 Free time activities (2)

Listen and say.

cycling

gardening

fishing

skipping rope

playing football

playing badminton

having a picnic

playing hide and seek

Ask and answer.

What is he doing?
 He is cycling.

64

Unit 7 Things we do for fun

Look and write sentences.

1

Nilar

2

Thuta

3

Thidar

4

Zaw Zaw

5

Mi Mi

Example 1. Nilar is skipping rope.

Ask and answer.

What are they doing?
 They are having a picnic.

Look at the picture and ask and answer.

What are they doing?
 They are playing hide and seek.

65

Objective:

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

- ask, answer and write about free time activities using the present progressive.

Words and expressions:

New: fishing, gardening, having a picnic, playing hide and seek, skipping rope

What is he/ she doing? What are they doing?

Previously learnt: cycling, playing badminton, playing football

Resources and preparation: audio materials, picture cards of cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope

Teaching procedure for Period 1

Warm up

(3 minutes)

- Write the question, 'What are you doing?' on the board.
- Point to the board and tell students to say the question.
- Make a gesture of playing football and have the students say what the activity is.
- Repeat the same procedure for 'playing badminton' and 'cycling'.

63 Listen and say.

(15 minutes)

- Say the word, 'cycling' aloud to the students and then make a gesture of cycling.
- Ask them to guess the meaning of 'cycling' and point to the picture of 'cycling' in their textbooks.
- Ask them to gesture and say, 'cycling.'
- Play the recording or read the words and phrases aloud to the students.
- Tell students to listen to the recording or to the teacher carefully.
- Spell the word, 'c-y-c-l-i-n-g' and ask students to repeat after the teacher.

- Practise spelling the word in pairs. One student from each pair closes his/her textbook and spells 'cycling'. The other student keeps his/her textbook open and checks the spelling. After that, they swap roles.
- Follow the same procedure for the other words and phrases: cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope.

64 Ask and answer.

(10 minutes)

- Ask a student to come to the front of the class. Tell the student to do the action for 'cycling'.
- Say the sentence, 'He/She is cycling.' aloud pointing to the student.
- Ask the rest of the class to guess the meaning of 'He/She is cycling.'
- Then, ask a student to come to the front of the class. Tell the student to do the action for 'gardening'.
- Say the sentence, 'He/She is gardening.' aloud and point to the student.
- Ask the rest of the class to guess the meaning of 'He/She is gardening.'
- Write, 'He' and 'She' on the board.
- Put the picture cards of cycling, fishing, gardening, playing badminton, playing football, skipping rope on the board.
- Point to each picture and ask the students what pronoun can be used for each picture. Get students to say the correct personal pronoun.
- Play the recording or read the dialogue aloud to the students.
- Tell the students to listen to the recording or to the teacher carefully.
- Ask them to repeat the dialogue and point to the picture cards.
- Ask the students, 'What is he/she doing?' and have them answer using, 'He/She is ... ing.'
- Tell students to make groups of three. In each group the first student makes a gesture, the second student asks the question and the third student says the answer.
- Have the students change roles each time for each activity.

Look and write sentences.

(10 minutes)

- Tell students to point to the picture after you say the sentence. For example, if you say, 'Thidar is gardening.' students should point to that picture.
- Ask the students to look at the pictures and write sentences in their exercise books. (e.g. Nilar is skipping rope.)
- Monitor their work and check the word order, spelling and hand writing.
- If the class size is manageable, the teacher can check the students' answer. If the class size is large, the students can swap their exercise books and check each other's sentences.

Summary and feedback

(2 minutes)

- Make sure that students know the form of the present progressive and can use the expression 'He/ She is ... ing.' and the question 'What is he/she doing?'

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask a student to come to the front of the class.
- Show him/her an activity picture and ask him/her to do the action.

- Ask the other students, 'What is he/she doing?'
- Prompt their answer by saying 'He/She is ...'.
- Do this to review all the activities from the previous lesson: cycling, fishing, gardening, having a picnic, playing badminton, playing football, playing hide and seek, skipping rope.

65 Ask and answer.

(17 minutes)

- Tell three students to come to the front of the class. Show the students the picture of 'playing hide and seek' and tell them to do the action.
- Point to the students and say, 'They are playing hide and seek.'
- Ask the rest of the class to find the 'playing hide and seek' picture in their textbooks.
- Write the question, 'What are they doing?' on the board.
- Say, 'What are they doing?' aloud to the students and ask them to guess the meaning of 'What are they doing?'
- Write, 'They are ...' on the board.
- Ask the students to answer using, 'They are ...' and practise saying it.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.
- Tell the students to make groups of 4. In each group, two students make a gesture, the third student asks the question, and the fourth student says the answer. e.g. two students make a gesture of cycling, the third student asks, 'What are they doing?' and the fourth student answers 'They are cycling'.
- Tell students to do the different actions on page 64.
(စာမျက်နှာ ၆၄ 'Listen and say.' တွင် သင်ကြားပြီးသော ဝေါဟာရများကို နှစ်ဦး သို့မဟုတ် နှစ်ဦးထက်ပိုပါက 'They are ...' ကို အသုံးပြုကြောင်း ရှင်းပြပြီး ထိုဝေါဟာရများကို 'Ask and answer.' တွင် အသုံးပြုရန်ပြောပါ။)
- Get students to change roles each time for each activity.

Look at the picture and ask and answer.

(15 minutes)

- Ask students to look at the picture.
- Tell the students to make pairs: Student A and B.
- Tell Student A to point to the pictures in his/her textbook and ask, 'What are they doing?' Student B answers using, 'They are ... ing.' Then swap roles and follow the same procedure.
- Ask students to look at the picture again and write six questions and answers for each activity in the picture in their exercise books.
- Monitor their work and check for word order, spelling, and hand writing.
- If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their exercise books and check each other's sentences when you tell them the correct answers.

Summary and feedback

(3 minutes)

- Ask students to recall the activities and questions they have learnt.

Lesson 3 Hobbies

Unit 7 Things we do for fun

Lesson 3 Hobbies

Listen and say.

singing

swimming

travelling

mountain climbing

writing stories

making origami

listening to music

playing video games

Practise.

I like singing.

I don't like listening to music.

66

Unit 7 Things we do for fun

Say, ask and answer.

I like swimming.
What about you?

I like travelling.

Look at the pictures and complete the sentences.

1
They like travelling.

2
Bo Bo doesn't like _____.

3
Ko Ko doesn't _____.

4
Su Su likes _____.

5
Min Min _____.

6
Sandar _____.

67

Objective:

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

- ask, answer and write about hobbies.

Words and expressions:

New: listening to music, making origami, mountain climbing, playing video games, travelling, writing stories

Previously learnt: singing, swimming

I like ... I don't like ... What about you?

Resources and preparation: audio materials, picture cards of listening to music, making origami, mountain climbing, playing video games, singing, swimming, travelling, writing stories
a ball, a paper ball or a pencil case for the parcel game
paper strips with written sentences (e.g. I like swimming.)

Teaching procedure for Period 1

Warm up

(3 minutes)

- Elicit the activities that students know using picture cards or making gestures. (singing, writing, swimming, etc.)
- Say, 'I like ... ing'. Ask students to gesture the activity.
- Say, 'I don't like ... ing.' Ask students to gesture the activity.

66 Listen and say.

(15 minutes)

- Say the expression, 'mountain climbing' aloud to the students and then make a gesture of mountain climbing.
- Ask the students to guess the meaning of 'mountain climbing' and find the picture of 'mountain climbing' in their textbooks.
- Play the recording or read the words and phrases aloud to the students.
- Tell them to listen to the recording or to the teacher carefully.

- Ask them to say and gesture, 'mountain climbing.'
- Spell the expression, 'm-o-u-n-t-a-i-n c-l-i-m-b-i-n-g' and ask the students to repeat. Make sure that they know there are 2 words in this expression. Ask them to say and spell each word separately.
- Write the expression on the board and erase some of the letters and have the students spell it again.
- Follow the same procedure for the other words and phrases: travelling, writing stories, making origami, listening to music, playing video games.

Parcel game

(10 minutes)

- Put students into 4 or 5 groups according to the class size.
- The students will pass a 'parcel' around (this can be a pencil case or a paper ball or a ball).
- Demonstrate the game with some students. The teacher plays some music. If there is no audio equipment, the teacher can sing alone or with the students. The students in each group sit in a circle. When the music starts, the students pass the parcel around. Then, the teacher suddenly stops the music. The student who has got the parcel must act out an action and the other students guess what action it is. Make the students continue their game until every student in each group has a chance to make a gesture.

67 Practise.

(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 to point to the pictures in the textbook and practise saying the sentences.
- Ask a student to come to the front of the class and make a gesture of a hobby.
- Ask the other students to say the sentence, 'I like ...' aloud.
- Ask another student to come to the front of the class and ask the student to make a gesture of a hobby he/she doesn't like.
- Ask the other students to say the sentence, 'I don't like ...'.
- Ask the students to make pairs to practise the 'I like ...' and 'I don't like ...' sentences.

(ကျောင်းသား နှစ်ယောက်တစ်တွဲ စကားပြောလေ့ကျင့်ရာတွင် တစ်ဦးက မိမိကြိုက်နှစ်သက်သော လုပ်ဆောင်မှုတစ်ခုကို 'I like ...' ဟုပြောပြီး ကျန်တစ်ဦးက မိမိမကြိုက်နှစ်သက်သော လုပ်ဆောင်မှုတစ်ခုကို 'I don't like ...' ဟုပြောရန်ပြောပါ။)

Summary and feedback

(2 minutes)

- Give feedback on the students' pronunciation of some words: singing /'smɪŋ/, story /'sto:ri/, listening /'lɪs.nɪŋ/, music /'mju:zɪk/, mountain /'maʊn.tɪn/, video /'vɪd/.
- Tell them that they can now talk about their hobbies in English and congratulate them.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the hobbies from the previous lesson using gestures: singing, swimming, travelling, mountain climbing, writing stories, making origami, listening to music, playing video games.

Running dictation

(8 minutes)

- Make groups of 4 or more. (See p.9)
- Put paper strips with written sentences on the wall outside the classroom.
(e.g. I like swimming. I don't like listening to music. ... etc.)

- Tell one student from each group to go and read one sentence and then relate it to his/her group.
(အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ယောက်က နံရံတွင် ကပ်ထားသော ဝါကျများကို ဖတ်ပြီး မိမိတို့ သက်ဆိုင်ရာအဖွဲ့သို့ ပြန်လာ၍ ပြန်ပြောရန် ပြောပါ။ တခါဖတ်လျှင် ဝါကျတစ်ကြောင်းသာဖတ်ပြီး တစ်ကြောင်းချင်းစီ ပြန်လည်ပြောပြရန် သတိပေးပါ။)
- Have one student in each group write what the other students say in their exercise books.
- Encourage them to take turns in their group to do the running dictation activity.

Say and ask and answer.

(8 minutes)

- Say, 'I like swimming.' and ask, 'What about you?' pointing to a student. The student answers what he/she likes.
- Practise this pattern with the other words and expressions: singing, travelling, mountain climbing, writing stories, making origami, listening to music, playing video games'.
- Follow the same procedure for 'I don't like ...'.

Chain conversation

(6 minutes)

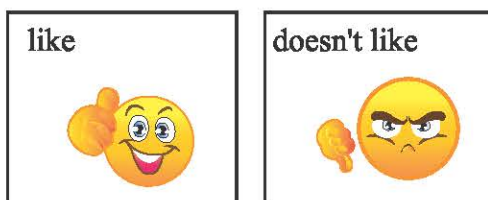
- Divide the class into 2 or 3 groups depending on the class size.
- Explain the activity and demonstrate it with some students.
- Ask students from each group to do the chain conversation activity. In the activity a student says, 'I like ... and I don't like ...' and then, asks the student next to him/her, 'What about you?' This continues until all students in the group have said what they like and don't like. Announce the group that finishes first.
(အဖွဲ့တွင်းရှိ ကျောင်းသားတစ်ယောက်က စတင်၍ မိမိဘေး သို့မဟုတ် နောက်ဘက်ရှိ ကျောင်းသားတစ်ဦးအား မိမိကြိုက်နှစ်သက်သောလုပ်ဆောင်မှုတစ်ခုကို 'I like ...' သုံးပြီး မကြိုက်နှစ်သက်သော လုပ်ဆောင်မှုတစ်ခုကို 'I don't like ...' သုံး၍ ပြောရန်ပြောပါ။ ထိုကျောင်းသားမှ တစ်ဆင့် မိမိဘေး သို့မဟုတ် နောက်ဘက်ရှိ ကျောင်းသားတစ်ဦးကို ဤနည်းအတိုင်း ဆက်လက်ပြောကြပါစေ။ အဖွဲ့အတွင်း ကျောင်းသားအားလုံး ပြောပြီးပါက ၎င်းအဖွဲ့အား အနိုင်ရရှိကြောင်း ကြေညာပါ။)

Look at the pictures and complete the sentences.

(10 minutes)

- Demonstrate how to complete the sentences in their textbooks.
(e.g. They like travelling.)
- Ask students to complete the sentences in their textbooks.
- Make sure that students are able to complete the sentences. If the class size is manageable, the teacher can check the students' answers. If the class size is large, the students can swap their textbooks and check each other's writing.

(emoticons ရုပ်ပုံများကို ကြည့်ပြီး 'like' နှင့် 'doesn't like' ဖြေဆိုရန်ပြောပါ။)



Group work

(3 minutes)

- Make groups of 4 or more depending on the class size.
- Tell a student from each group to say a sentence (e.g. 'Su Su likes making origami.') and the other group members point to the correct picture in their textbooks.

- Tell them to take turns.
- Make sure that all students participate in the activity.

Summary and feedback

(2 minutes)

- Ask students to recite the sentences they have learnt.
- Make sure that students can use the expressions, 'I like ... ing.' and 'I don't like ... ing.' to talk about hobbies.

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Lesson 4 What are you doing?

Unit 7 Things we do for fun

Lesson 4 What are you doing?

 Listen and sing.

 What are you doing?

What are you doing?
I'm drawing, drawing. 

What are you doing?
I'm cycling, cycling. 

What are you doing?
We're playing, playing,
playing football. 

What are they doing?
They're travelling, travelling. 

What are they doing?
They're singing, singing,
singing a song. 

68

Unit 7 Things we do for fun

 Listen, fill in the blanks and sing.

What is he _____?
He's _____ 

What is she _____?
She's _____ 

What are you _____?
We're _____ now. 

What are they _____?
They're _____ 

What are they _____?
They're _____
playing the guitars. 

69

Objectives:

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

- sing the 'What are you doing?' song.
- act out different activities using the present progressive.

Words and expressions:

Previously learnt: cycling, drawing, fishing, gardening, making origami, playing football, playing the guitar, singing a song, skipping rope, swimming, travelling

What are you doing? What is he/she doing? What are they doing?

Resources and preparation: audio materials, picture cards of cycling, drawing, fishing, gardening, making origami, playing football, playing the guitar, singing a song, skipping rope, swimming, travelling

Teaching procedure for Period 1

Pre-teaching

(5 minutes)

- Elicit the vocabulary students learnt in the previous lessons: drawing, cycling, playing football, singing a song, etc.
- Ask the students to cover the song and look at the pictures.
- Tell them to make predictions about the song.
(သီချင်းစာသားများကို ဖုံးအုပ်ထားပြီး ရုပ်ပုံများကိုသာ ကြည့်၍ သီချင်းတွင် ပါဝင်သော စာသားများကို ခန့်မှန်းရန်ပြောပါ။)
- Tell them to say words or phrases related to the pictures. Write them on the board.
- Ask them to read lines of the song silently to see if their predictions are correct.
- Show the picture cards of cycling, drawing, playing football, singing a song, etc. and tell the students to ask the questions 'What is he/she doing?', 'What are they doing?'
- Ask a student to come to the front of the class and act out any action he/she likes.

- Demonstrate how to ask the question, 'What are you doing?' and answer, 'I am ... ing.'
- Practise asking and answering questions for the other actions.

68 Listen and sing.

(15 minutes)

- Play the recording or sing the song 'What are you doing?' aloud to the students with gestures. The teacher should sing or play the recording of the song verse by verse 3 times.
- Tell the students to listen to the recording or to the teacher carefully.
- Ask them to repeat after the teacher with gestures.
- Then, ask them to sing the song together with the teacher and act out the lines in the song.
- Sing the song slowly first and then faster.

(သီချင်းသီဆိုရာတွင် ဦးစွာ အမူအရာဖြင့် ဖြည်းဖြည်းချင်းသီဆိုရန် ပြောပါ။ ထို့နောက် မြန်မြန်သီဆိုပြီး အမူအရာကိုလည်း မြန်မြန်ပြုလုပ်ရန်ပြောပါ။)

Practice

(15 minutes)

- Sing the song 'What are you doing?' with gestures. The whole class practises singing the song. After that, do the following steps.

Step 1: The teacher sings the questions from the song and the students point to the pictures and sing the answers.

(ဆရာက သီချင်းတွင် ပါဝင်သော မေးခွန်းများကို သီဆိုပါ။ ကျောင်းသားများက ရုပ်ပုံများကို ညွှန်ပြပြီး သီချင်းတွင် ပါဝင်သည့်အတိုင်း အဖြေကို သီဆိုရန်ပြောပါ။)

Step 2: The students sing the questions from the song and the teacher sings the answers.

(ကျောင်းသားများက သီချင်းတွင် ပါဝင်သော မေးခွန်းများကို သီဆိုပါ။ ဆရာက ရုပ်ပုံများကို ညွှန်ပြပြီး သီချင်းတွင် ပါဝင်သည့်အတိုင်း အဖြေကို သီဆိုရန် ပြောပါ။)

Step 3: Divide the class into two groups - Group A and B. Tell one group to sing the questions of the song and other group the answer. Then ask them to swap roles.

(Group A and B ဟု အုပ်စုနှစ်စုခွဲပါ။ Group A ကျောင်းသားများက သီချင်းတွင် ပါဝင်သော မေးခွန်းများကို သီဆိုပါ။ Group B ကျောင်းသားများက ရုပ်ပုံများကို ညွှန်ပြပြီး သီချင်းတွင် ပါဝင်သည့်အတိုင်း အဖြေကို သီဆိုရန်ပြောပါ။ တစ်လှည့်စီ အမေး အဖြေ လုပ်ပါ။)

Group work

(3 minutes)

- Make groups of four or more depending on the class size.
- Tell a student from each group to say the expressions (e.g. 'I am cycling.') and the other group members to point to the pictures in their textbooks.
- Tell them to take turns.
- Make sure that all students participate in the activity.

Summary and feedback

(2 minutes)

- Give feedback on the pronunciation of the vocabulary if necessary.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Elicit the expressions from the previous lesson using gestures.

69 Listen, fill in the blanks and sing.

(20 minutes)

- Play the recording or sing the song aloud to the students with gestures. The teacher should sing or play the recording of the song verse by verse 3 times.
- Tell them to listen to the recording or to the teacher carefully.
- Ask them to write the words they hear in the blanks.
- Confirm the answers with the students.
- Ask the students to sing the song together with you and do the gestures.
- Ask two students to come to the front of the class. Demonstrate the activity. Tell one student to sing the first verse of the song. (e.g. 'What is he doing?' 'He's making, making, making origami.' Then ask the other student to sing the second verse with actions (e.g. 'What are you doing?' 'We're skipping, skipping, skipping rope now.') And continue like this for all the verses. Get all the students in pairs.
- Next, ask a student from each pair to point to the pictures in the textbook and sing the song. His/Her partner has to make gestures of the actions for all the verses. Then ask them to swap roles.

Group work

(15 minutes)

- Put students into groups.
- Tell each group to decide who will sing the part of the questions and who will sing the part of the answers.
- Ask them to change roles in each group.
- Make sure that all members from each group have a chance to sing both parts.
- Ask the groups to come to the front of the class and sing the song with actions.

Summary and feedback

(2 minutes)

- Ask the whole class to sing the 'What are you doing?' song together.

Unit 8 Around town

Lesson 1 Places

Unit 8 Around town

Unit 8 Around town

Lesson 1 Places

Listen and say.

 library
  cinema
  sports centre

 hospital
  restaurant
  police station

Practise.

You can read books **at a library.**

You can watch films **at a cinema.**

You can play basketball **at a sports centre.**

You can see doctors **at a hospital.**

You can eat food **at a restaurant.**

You can get help **at a police station.**

70

Unit 8 Around town

Match and write sentences.





sports centre

cinema

restaurant

police station

hospital

library





Example: I can eat food at a restaurant.

Circle the mistakes and write the correct sentences.

- You can read books at a hospital.
You can read books at a library.
- You can get help at a restaurant.
- You can watch films at a library.
- You can play basketball at a cinema.
- You can see doctors at a police station.
- You can eat food at a sports centre.

71

Objectives:

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

- say and write the names of places.
- read and write 'You can ... (verb) at a ...(location)'.

Words and expressions:

New: cinema, hospital, police station, restaurant, sports centre

You can ... at ...

Previously learnt: eat food, get help, library, play basketball, read books, see doctors, watch films

Resources and preparation: audio materials, picture cards of cinema, hospital, library, police station, restaurant, sports centre

Teaching procedure for Period 1

Warm up

(3 minutes)

- Show the picture cards of cinema, hospital, library, police station, restaurant and sports centre.
- Elicit the activities people do at the places mentioned in the pictures. (Give the meaning of 'see doctors' in Myanmar).

Listen and say.

(25 minutes)

- Ask students (in Myanmar) if they know how to say places in a town in English.
- Elicit the places from the students and write them on the board.
- Show the picture of library in the textbook or the picture card of a library and ask, 'What is this place?'
- Tell them they can answer in English or in Myanmar.
- Follow the same procedure to teach the other places.

- Play the recording or read the words aloud to the students.
- Tell them to repeat after the recording and point to the correct picture in their textbooks.
- Make groups of 4 and tell each group to use only one textbook.
- Have one student from the group say the name of a place. The other students listen and point to the correct picture in the textbook.
- The last student who points to the correct picture has to say the name of the next place.
(အဖွဲ့အတွင်း ကျောင်းသားတစ်ဦးက နေရာတစ်ခုကို ပြောသောအခါ ကျန်ကျောင်းသားများက ထိုနေရာကို လက်ဖြင့်ထောက်ပြရမည် ဖြစ်ပြီး နောက်ဆုံးမှထောက်ပြနိုင်သော ကျောင်းသားက နောက်ထပ်နေရာတစ်ခုကို ရွေးချယ်ပြောဆိုရမည်ဟု ပြောပါ။)
- Make sure that the students can pronounce the words correctly.
- Ask the students, 'What can you do at a library?' 'Can you play basketball at a library?'
- Point to the board and elicit a 'No.' answer from them.
- Ask them, 'What can you do at a library? Can you read books at a library?'
- This time point to the board and elicit a 'Yes.' answer from them.
- Say to the students, 'Yes. You can read books at a library.'
- Follow the same procedure for the other activities and locations.



71 Practise.

(10 minutes)

- Play the recording or read the sentences and tell students to listen carefully.
- Then, play the recording or read the sentences again and tell the students to repeat after the recording or the teacher.
- Ask one student to come to the front of the class. Do the demonstration as follows.
T: You can read books at a library. (making gesture of reading a book)
S: You can read books at a library. (making gesture of reading a book)
- Follow the same procedure to practise the remaining sentences.
- Tell the students to make pairs, S1 and S2.
- Tell S2 to repeat the sentence and make the appropriate gesture when S1 reads out the sentence.

Summary and feedback

(2 minutes)

- Tell students to close their textbooks. Ask them if they remember the places. Choose some students to say the places.
- Give feedback on the pronunciation of some words: restaurant /'res.trɒnt/, cinema /'sɪn.ə.mə/, etc.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise the places and the activities people can do there.
- Show students the picture cards and say the names of places and the activities. Tell them to repeat after you.
- Say, 'You can read books at a ...' and elicit 'library' from the students.
- Do this for all the places.
- Next, say to the students, 'At a library you can...' and elicit 'read books' from them.
- Tell the students that they can mime if they can't remember the expression in English.

Match and write sentences.

(15 minutes)

- Tell students to look at the list of places written in the boxes and read them aloud.
- Next, tell them to look at the pictures and elicit the English expressions from them.
- Explain to the students that they have to match the pictures with the places.
- When they have finished, tell them to check their answers with their friends sitting beside them. Then give correct answers and tell them to check their answers.
- On the board write, 'I can eat food at a restaurant'.
- Tell them to write the sentence in their exercise books.
- Ask them to write similar sentences for the other places and activities in their exercise books.
- When they have finished writing, give correct answers and tell them to check their answers.

Circle the mistakes and write the correct sentences.

(20 minutes)

- Write, 'You can read books at a hospital.' on the board.
- Ask students (in Myanmar) what is wrong with the sentence on the board.
(ကျောင်းသားများကို ဒီစာကြောင်းမှာ ဘာမှားနေသလဲဟု မြန်မာလိုမေးပါ။)
- Circle the word 'hospital' on the board.
(သင်ပုန်းပေါ်တွင် 'hospital' ကိုဝိုင်းပါ။)
- Say, 'You can read books at a ...' and elicit the word 'library' from them.
- On the board write the correct sentence 'You can read books at a library.'
- Tell the students to look at their textbooks and find the mistake in each sentence.
- Tell them that there is a mistake in each sentence and ask them to circle the wrong word.
- Tell them to check their answers with their friends.
- When they have finished, give the correct answers. If necessary, write the sentences on the board.
- Ask the students to rewrite the correct sentences.
- Make sure that they can write the sentences in their textbooks.

Summary and feedback

(2 minutes)

- Tell students to name the places they have learnt and what they can do at each place.

Lesson 2 Locations

Unit 8 Around town

Lesson 2 Locations

Listen and say.

next to

The bookshop is **next to** the school.

between

The school is **between** the bus stop and the bookshop.

opposite

The bakery is **opposite** the bus stop.

at the corner of

The park is **at the corner of** Thiri Street and Khayay Street.

Look at the pictures and ask and answer.

Where is the bookshop?

It is next to the school.

Unit 8 Around town

Look at the pictures and write.

next to
opposite
between
at the corner of

1. The bakery is next to the restaurant.
2. _____
3. _____
4. _____

Listen and write the names of the places on the map.

Objectives:

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

- describe locations using prepositions of place.
- say and write the names of locations.

Words and expressions:

New: at the corner of, bakery, between, bookshop, bus stop, next to, opposite, park, road, street

Previously learnt: school

Resources and preparation: audio materials, picture cards of bakery, bookshop, bus stop, park, restaurant, school

Teaching procedure for Period 1

Warm up

(3 minutes)

- Revise the vocabulary: library, cinema, sports centre, hospital, restaurant, police station by showing the picture cards of the places or showing the pictures of the textbook.

72 Listen and say.

(24 minutes)

- Teach the vocabulary 'next to' and 'opposite', by asking two students (Student A and Student B) to come to the front of the class.
- Say, 'Student A is next to the Student B.' (A and B are standing side by side.)
- Ask Student A to hold the picture card of 'bookshop' and Student B the picture card of 'school'.
- Say, 'The bookshop is next to the school,' and ask the students to repeat after you.
- Then, ask Student A and B to stand facing each other and say, 'Student A is opposite Student B.'
- Ask Student A to hold the picture card of 'bakery' and Student B the picture card of 'bus stop'.
- Say, 'The bakery is opposite the bus stop.'
- To introduce the word 'between', ask three students to come to the front of the class and give them the picture cards of 'school', 'bus stop' and 'bookshop'.

- Ask the student who is holding the picture card of the school to stand between the other two students and say, 'The school is between the bus stop and the bookshop.'
- Check students' understanding of the use of 'between' by changing the places of the picture cards.
(*'between' 'ကြားတွင်' ဆိုသော အသုံးအနှုန်းကို ကျောင်းသားများ ပိုမိုနားလည်စေရန် နေရာများကို ပြောင်းလဲ၍ သုံးပြုပါ။*
သာဓက ။ ။ ကျောင်းသည် ကားမှတ်တိုင်နှင့် စာအုပ်ဆိုင်ကြားတွင် ရှိသည်။
ကားမှတ်တိုင်သည် ကျောင်းနှင့် စာအုပ်ဆိုင်ကြားတွင် ရှိသည်။)
- Draw the picture of 'at the corner of' on the board and say 'The park is at the corner of Thiri Street and Khayay Street.'
- Explain the meaning of 'at the corner of' in Myanmar if necessary.
- Play the recording or read the sentences aloud to the students and ask them to repeat after the recording or the teacher.
- After listening to the recording, ask the students to play 'preposition game'.

Preposition game

- Say, 'next to' and ask students to stand 'next to' a friend. Say, 'opposite' and ask them to stand 'opposite' their friends. Say, 'between' and ask 3 students to line up with a student in the middle. Say, 'at the corner' and ask all students to move to one of the corners in the classroom.
- Play the 'preposition game' four times. Each time, the students have to stand next to/opposite/between different students. They also have to run to a different corner of the classroom.

Writing sentences

- If time permits, tell students to write the sentences in their exercise books at least one time for each sentence.

73 Look at the pictures and ask and answer. (10 minutes)

- Have students look at the dialogue and let them read it aloud.
- Ask the students to tell you the meaning of the dialogue.
- If necessary, explain the meaning in Myanmar
- Demonstrate how to do the activity with a student.
T: Where is the bookshop?
S: (Points to the picture) It is next to the school.
- Tell the students to make pairs and do the activity. Check their conversations by monitoring the class and help students who have difficulty in asking and answering questions.

Summary and feedback (3 minutes)

- Make sure that students have learnt the vocabulary and expressions to talk about the locations of places.
- Give feedback on the pronunciation of some words: park /pɑ:k/, corner /'kɔ:.nə/ and next /nekst/.

Teaching procedure for Period 2

Warm up (3 minutes)

- Revise the expressions used for places and locations: park, bookshop, bakery, bus stop, street, next to, between, opposite, at the corner of.
- Have the students look at the pictures on page 72 for about one minute.
- Ask the students, 'Where is the bookshop?' and have them answer without looking at the textbooks. Follow the same procedure for the other expressions. If they cannot answer the question, allow them to look at their textbooks again.

Look at the pictures and write.

(14 minutes)

- Say the words and phrases, 'next to, opposite, between, at the corner of ' and have students point to the pictures.
- Tell students to write a sentence for each picture using the words and phrases in the box.
- Ask 4 students to come to the front of the class and write one sentence each on the board.
- Ask the other students to check whether the sentences are correct or not.
(If not, ask another student to come and correct them, or the teacher can correct the sentences.)
- Make sure that they can write the sentences correctly in their textbooks.



74 Listen and write the names of the places on the map.

(20 minutes)

- Ask students to look at the map and tell you the places they see on the map.
- Ask them to tell you the names and numbers of the streets.
- Tell them that there are some blank places on the map. Ask them how many blank places there are.
- Tell them that they are going to write the names of the places on the map.
- Play the recording or read the sentences aloud.
- Ask the students to write the three places while listening to the description of the places.
- Play the recording or read the sentences 3 times.
- Ask them to check their answers in pairs.
- Make sure that they can write the words in the map by monitoring the class.

Pair work

- Ask students to make pairs and practise saying the conversation.
- Have them ask the question, 'Where's the (place)?' and have them answer, 'It's (location)'.
- Monitor the pairs when they are practising and encourage the weak pairs by assisting them in asking and answering questions. (e.g. 'Where's the bakery? 'It is next to the bus stop and opposite the park.')
- Tell the students to practise using all the places on the map.

('1st Street' နှင့် '2nd Street' တို့သည် လမ်းများ၏ အမည်များဖြစ်၍ အင်္ဂလိပ်ဘာသာဖြင့် (၁) လမ်းကို '1 Street' ဟု မပြောဘဲ '1st Street' ပထမလမ်း၊ (၂) လမ်းကို '2 Street' ဟု မပြောဘဲ '2nd Street' ဟု ပြောရပါမည်။ '1st' ဆိုသည်မှာ 'First' ၏ အတိုကောက်ဖြစ်ပြီး ဂဏန်း '1' နှင့် 'First' မှ နောက်ဆုံးအက္ခရာ 'st' ကို ယူထားကြောင်းနှင့် '2nd' ဆိုသည်မှာ 'Second' ၏ အတိုကောက်ဖြစ်ပြီး ဂဏန်း '2' နှင့် 'Second' မှ 'nd' ကို ယူထားကြောင်း ရှင်းပြပါ။)

Summary and feedback

(3 minutes)

- Point to the locations students found on the map and have them say the locations.
(e.g. Point to bakery. Ask them to say, 'The bakery is at the corner of 2nd street and Yankin Road.')

Lesson 3 Giving directions (1)

Unit 8 Around town

Lesson 3 Giving Directions (1)

Listen and say.

go straight

turn left

turn right

on the left

on the right

Practise.

A: Excuse me, how do I get to the school?

B: Go straight and turn left. It's on the right.

A: Thank you.

Unit 8 Around town

Give directions.

1. Excuse me, how do I get to the library?

1. Go straight and turn right. It's on the right.

2. Excuse me, how do I get to the cinema?

2. _____

3. Excuse me, how do I get to the hospital?

3. _____

4. Excuse me, how do I get to the restaurant?

4. _____

In pairs, give and listen to directions.

A Write 'L' for library on the map and tell 'B' how to get to it.

A

B Listen to A's direction and write 'L' for library on the map.

B

Objective:

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

- give and follow directions.

Words and expressions:

New: go straight, turn left, turn right, on the left, on the right

Excuse me, how do I get to the ...? Go straight and turn right/left. It's on the right/left. Thank you.

Previously learnt: cinema, hospital, library, restaurant, school

Resources and preparation: audio materials, draw a map on the board

Teaching procedure for Period 1

Warm up

(3 minutes)

- Tell students to show their left and right hands.
- Ask the meaning of 'turn left' and 'turn right' in Myanmar.

75 Listen and say.

(15 minutes)

- Play the recording or say the phrases aloud, 'go straight'. Then do an action for 'go straight'. Ask the class to point to the picture of 'go straight'.
- Follow the same procedure for 'turn left' and 'turn right'.
- For 'on the left', ask one student to stand on the left of the board and say, '(Student name) is on the left of the board.'
- Ask the students to point to the picture of 'on the left'.
- Follow the same procedure for 'on the right'.
- Point to the picture of 'turn left' with gesture and say, 'turn left.' Then ask them to repeat the expression three times, while doing the gesture.

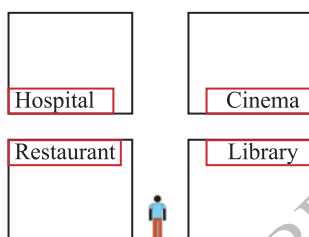
T: turn left Ss: turn left x 3

- Repeat the procedure for the remaining directions.
- To confirm the students' understanding, say a phrase and have them either point to the textbook picture or do the action.
- Ask one student to come to the front of the class and ask him/her to say a phrase. Have the class point to the picture in the textbook.
- The students are to write the phrases in their exercise books at least five times.

76 Practise.

(20 minutes)

- Introduce the new dialogue by reading it aloud or playing the recording.
A: Excuse me, how do I get to the school?'
B: Go straight and turn left. It's on the right.'
A: Thank you.
- Ask students, 'What does 'A' ask?' (Tell them that they can answer in Myanmar).
- Practise 'How do I get to the ...?'
- First, write the words 'cinema', 'hospital', 'library', 'restaurant', and 'school' on the board.
- Second, ask the students to read the words and tell the meanings in Myanmar.
- Third, do a substitution drill as follows:
T: School.
Ss: How do I get to the school?
T: Cinema.
Ss: How do I get to the cinema?
- Continue the drill until the students demonstrate that they can ask where places are.
- Draw a map on the board like the one given below.



- Together with the students, try to give directions to each place. Once they have given a direction for each place, write the answers on the board as follows.
Cinema: Go straight and turn right. It's on the left.
Hospital: Go straight and turn left. It's on the right.
Library: Go straight and turn right. It's on the right.
Restaurant: Go straight and turn left. It's on the left.
- Tell the students that they will practise asking and answering where the places are. You are A and they are B. Point to the cinema on the map and ask, 'Excuse me, how do I get to the cinema?' The students describe where it is. Follow this procedure with the other places.
- After practising the dialogue ask two students to do a demonstration.

Summary and feedback

(2 minutes)

- Make sure that students know how to give directions. Ask them if they can give direction to places in their town.

Teaching procedure for Period 2

Warm up

(3 minutes)

Revise the phrases for giving directions: go straight, turn left, turn right, on the left, on the right, and the expressions, Excuse me, how do I get to the ...?

Give directions.

(20 minutes)

- Ask students to look at the map and write the answers in the textbook.
- Divide the class into 2 groups.
- Tell one group to ask the questions and the other group to answer. Then swap their roles.

In pairs, give and listen to directions.

(15 minutes)

- Demonstrate how to do the activity.
- Draw map A, write 'L' on it and hide it from the students. Draw Map B on the board. Tell students that you are going to give the directions to the library and they should write an 'L' on Map B on the board according to the instruction.

(စာရွက်ပေါ်တွင် ဖတ်စာအုပ်ထဲကအတိုင်း မြေပုံ A ကိုဆွဲပြီး၊ နေရာတစ်ခုတွင် 'L' အက္ခရာကို ရေးပါ။ ၎င်းစာရွက်ကို ကျောင်းသားများ မမြင်အောင်ထားပါ။ မြေပုံ B ကို သင်ပုန်းပေါ်တွင် ဆွဲပါ။ ထို့နောက် မြေပုံ A မှ Library ၏ တည်နေရာကို ဆရာက လမ်းညွှန်ပြောပြမည်ဖြစ်ပြီး မြေပုံ B ပေါ်တွင် Library ရှိသောနေရာကို ညွှန်ကြားချက်အတိုင်းကျောင်းသားများက 'L' ရေးရမည်ဟု ရှင်းပြပါ။)

- Ask one student to come the front of the class. Give directions to go to the library.
e.g. 'Go straight and turn ... It's on your ...'
(ကျောင်းသားတစ်ယောက်ကို စာသင်ခန်းရှေ့သို့ခေါ်ပြီး Library သို့ သွားရန် လမ်းညွှန်ပြပါ။)
- The student should write the 'L' in one box on the map. The other students in the class can help him or her.
(၎င်းကျောင်းသားက 'L' အက္ခရာကို မြေပုံ B ထဲမှ အတွက်ထဲသို့ ရေးရမည်ဖြစ်သည်။ ကျန်သောကျောင်းသားများက ကူညီရန် ပြောပါ။)
- Give them the right answer by showing your map.
- Tell the students to do the activity in pairs. They should write an 'L' in one of the red boxes on Map A. They should tell their partners where their library is. Ask them to give directions to the library. When they listen to their partners, they should write 'L' on Map B. When they have finished, have them change pairs and try again.

(နှစ်ယောက်တစ်တွဲ ပြုလုပ်ရန်ပြောပါ။ ကျောင်းသားများက ဖတ်စာအုပ်ထဲတွင် 'L' အက္ခရာကို မြေပုံ A ပေါ်ရှိ အနီရောင်အကွက် တစ်ကွက်ထဲတွင် ရေးရန်ပြောပါ။ သူငယ်ချင်းကို မိမိ၏ Library တည်နေရာကို လမ်းညွှန်ရန်ပြောပါ။ သူငယ်ချင်းပြောပြသော Library တည်နေရာကို နားထောင်ပြီး မြေပုံ B ပေါ်တွင် 'L' အက္ခရာကို ရေးရန် ပြောပါ။ ထို့နောက် အပြန်အလှန် လေ့ကျင့်ရန်ပြောပါ။)

Summary and feedback

(2 minutes)

- Make sure that students can use the vocabulary and expressions that can be used to describe places and to give directions.

Lesson 4 Giving directions (2)

Unit 8 Around town

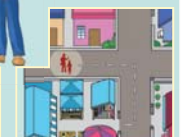
Lesson 4 Giving directions (2)

Listen and say.




A: Excuse me, where's the hospital?
B: It's next to the police station.
A: Thank you.

A: Excuse me, where's the restaurant?
B: It's opposite the bus stop.
A: Thank you.

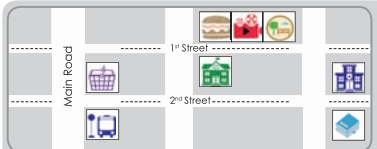
A: Excuse me, how do I get to the bakery?
B: Go straight and turn left. It's on the right.
A: Thank you.

A: Excuse me, how do I get to the market?
B: Go straight and turn right. It's on the right.
A: Thank you.

76

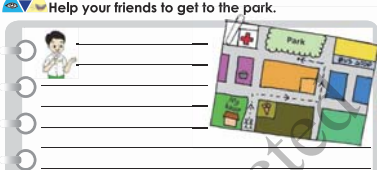
Unit 8 Around town

Look at the map and find the places.



- It's on 1st Street. It's next to the cinema. It's opposite the school. It's the bakery.
- It's at the corner of Main Road and 2nd Street. It's opposite the market. It's the _____.
- It's on 1st Street. It's between the bakery and the park. It's the _____.
- It's on 2nd Street. It's opposite the police station. It's the _____.

Help your friends to get to the park.



77

Objectives:

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

- review the names of places, locations and directions.
- ask and answer where the places are.

Words and expressions

Previously learnt: bakery, bus stop, excuse me, go straight, hospital, market, next to, on the left/right, opposite, police station, restaurant, turn left/right

Where's the...? How do I get to the...?

Resources and preparation: audio materials, picture cards from Unit 8 - Lesson 3

Teaching procedure for Period 1

Warm up

(3 minutes)

- Review the expressions for giving directions: 'How do I get to the library?' 'It's next to the school.' etc.

77 Listen and say.

(35 minutes)

- Ask students to look at the pictures on the map and have them guess what the places are.
- Check their understanding of places by asking them whether they have seen these places in their neighbourhood or not.
- Ask them whether the buildings on the map (hospital, bakery, market, restaurant, police station) are similar to the ones in their neighbourhood or not.

(ပုံတွင်ရှိသော အဆောက်အအုံများသည် ကျောင်းသားများ၏ ပတ်ဝန်းကျင်၌ရှိသော အဆောက်အအုံများနှင့် တူ မတူ မေးပါ။)

- Ask them where the man and the boy are on the map and ask them how they should go to the places: hospital, restaurant, bakery and market. (Students might answer in Myanmar, if they do, help them give directions in English.)

- Play the recording or read the dialogue aloud to the students and have them repeat after the recording or the teacher to practise the pronunciation.

Practice

- Tell students that you are 'the man', and they are 'the boy'.
- Tell them (in Myanmar) that this is your first time in this town. You don't know where places are.
- Tell them to look at the first picture. Demonstrate how to do the activity with the students.
T: Excuse me, where's the hospital?
Ss: It's next to the police station.
T: Thank you.
- Do the same procedure for the other pictures.
- Ask two students to come to the front of the class. Demonstrate the dialogue as mentioned above.
- Ask the students to practise the dialogue in pairs. Then, ask them to change their roles.
- Ask them to continue practising the remaining dialogues.
- Make sure that all students practise the dialogue and make them practise for 4 or 5 minutes.
- Ask a volunteer pair to stand up and say the dialogue. Or ask one student from the right side of the class to ask the question and ask a student from the left side of the class to answer the question.
- Continue this activity with 2 or 3 more pairs and check the students know how to ask for and give directions.

Writing dialogues

- Tell students to write the dialogues in their exercise books.
- Make sure that they can write the dialogues properly in their exercise books.

Summary and feedback

(2 minutes)

- Make sure that students know how to describe places, ask for and give directions.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Revise the expressions: 'Where's the...?', 'How do I get to the...?' the students learnt in the previous period.

Look at the map and find the places.

(20 minutes)

- Ask students to look at the places in the map.
- Ask them what the places are and where they are.
- Ask them, 'Where is the bakery?' (If they don't know how to start answering, give them some hints.)
- Explain the answer by saying one sentence after another: 'It's on 1st Street.' 'It's next to the cinema.' 'It's opposite the school.' 'It's the bakery.'
- Ask the students to read the sentences and have them guess the places.
- Tell them to fill in the blanks.
- Ask them to check their answers in pairs.

Pair work

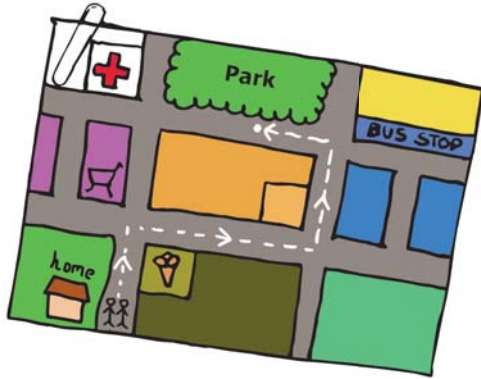
- Ask students to look at the map and say the following.
T: 'It's on 1st Street. It's next to the cinema. It's opposite the school. What is it?'
 - Tell the students to give the answer without looking at the sentences in the textbooks.

- Follow the same procedure to ask more places. When the students understand, have them quiz each other in pairs.
- Monitor the class and if some pairs have difficulty, go and help them.

Help your friends to get to the park.

(15 minutes)

- Draw the map on the board.



- Tell students to listen to you and let them guess the place.
T: Look at the map. I am at home. How do I get to the bus stop?
Ss: Go straight and turn right. Go straight and turn left. Go straight. It's on the right.
- Tell the students to look at the map again and write directions to help their friends get to the park.
- Tell the class to work in pairs.
- Tell them to talk about how to get to the park, and what directions they need to write.
- Make sure that they can give written directions in their textbooks.

Summary and feedback

(2 minutes)

- Make sure that students can describe places and locations and ask for and give directions.

6. Classroom Language for Grade 3 English Textbook

Some Everyday Classroom Terms

If you speak English with your students, they will feel more confident using English themselves. You can create an English language environment by using some of these simple phrases with your students every day. Below are some phrases that you can use in the classroom.

1. Starting the class

- Hello!/Good morning./Good afternoon.
- How are you?
- I'm fine./I'm great. Thank you. And you?
- Let's start our English class!
- Today, we will learn about .../we're going to learn about ...
- Let's review ...

2. Managing the class

Giving instructions

- Close your book.
- Come here.
- Come to the front of the classroom.
- Do the actions.
- Walk around the class.
- Introduce yourself.
- Look around the class./Look here.
- Look at me/the board/page 10.
- Look at the top/bottom/left side/
right side of the page.
- Let's look at ...
- Let's play the ... game.
- Let's sing a song.
- Let's practise the dialogue.
- Make a circle.
- Only 1 minute left!
- Pick up a card/a flashcard and ask.
- Please look at the board.
- Point to the picture.
- Put away your book.
- Put down your pencil.
- Raise your hand.
- Say () in English./Speak in English.
- Say the word again.

- Say the answer.
- Sing the song again.
- Spell your name.
- Stand in line.
- Stand up.
- Take out your textbook/notebook.
- Try again.
- Turn to page (...).
- Walk around and find a partner.
- When you finish, sit down.

Questions & responses

- Are you ready?
Yes, we are ready.
- Do you know (...)?/Do you understand?
Yes, I do./No. I don't.
- Who wants to try?/Anyone else? /
Any volunteer(s)?
Me!/I want to try./Can I?/May I?
- Have you finished?
Yes./Yes, we have.
No./No, we haven't.

Interaction

(Teacher to students, students to teacher, students to students)

- How do you say (...) in English?
- How do you spell (...)?

- I don't understand.
- Once more, please./Again, please.
- May I go out?

Making requests

- Attention please.
- Be quiet please.
- In English, please.
- Stand up, please. /Sit down, please.
- Louder, please! (Nilar), I can't hear you.

Teacher encouragement

- Excellent!
- Good.
- Good job!
- Great!
- That's good!
- Well done!

3. Pair work

- Ask your friend ...
- Tell your friend (about ...).
- Practise in pairs.
- Change your partner.
- Let's talk./Let's try it.
- Sit in pairs.
- Take turns.
- Talk to your partner/your friend.

4. Group work

- Make a group of ... students.
- Present (...) to the class.
- Share your book/your flashcard.
- Show (...) to your friend/group.
- Greet your friends.
- Stop talking./Stop the discussion.
- Talk to as many friends as possible.
- Work in groups./Work together.

5. Writing activities

- Circle the picture/word/sentence/number (...).
- Guess and answer.
- Put a tick in the box.

- Draw a picture.
- Draw and colour your picture.
- Write the answers in your textbook/notebook.
- Work on your own./Work in pairs.
- Write it down!

6. Listening activities

- Listen.
- Listen carefully.
- Listen to the CD/song/story.
- Listen to me.
- Repeat after the recording/me.
- Say it again.
- Say it twice/three times.
- Can you hear the recording/me?
- Say/Sing (it) on your own.
- Sing the song with actions.

7. Projects

- Look at the picture in your textbook./flashcards on the board.
- Find the picture of (...) in your textbook.
- Hold up your flashcard.

8. Ending class

- This is the end of the class./That's all for today.
- Did you enjoy today's lesson?/
What did you learn today?
- Go back to your seat.
- Have a nice day!
- Goodbye./See you tomorrow.

7. Listening Script

Unit 1 Lesson 1

01

Listen and say.

My grandfather is a writer. x 3

My grandmother is a shopkeeper. x 3

My father is a cook. x 3

My mother is a doctor. x 3

My uncle is a farmer. x 3

My aunt is a teacher. x 3

My sister is a student x 3

My brother is a dancer. x 3

My cousin is a sailor. x 3

02

Practise.

What's your mother?

A: She's a teacher.

B: She's a doctor.

C: She's a writer.

What's your father?

A: He's a writer.

B: He's a doctor.

C: He's a farmer.

What's your brother?

A: He's a cook.

B: He's a sailor.

C: He's a dancer.

What's your sister?

A: She's a student.

B: She's a dancer.

C: She's a teacher.

What's your grandfather?

A: He's a writer.

B: He's a farmer.

C: He's a doctor.

What's your grandmother?

A: She's a shopkeeper.

B: She's a teacher.

C: She's a writer.

What's your uncle?

A: He's a cook.

B: He's a farmer.

C: He's a doctor.

What's your aunt?

A: She's a cook.

B: She's a teacher.

C: She's a writer.

What's your cousin?

A: He's a cook.

B: He's a sailor.

C: He's a student.

03

Listen and write.

sailor x 3

farmer x 3

teacher x 3

cook x 3

doctor x 3

04

Listen and tick the correct answers.

My father is a farmer. x 3

My mother is a teacher x 3

My brother is a cook. x 3

My sister is a student. x 3

My aunt is a shopkeeper. x 3

My uncle is a sailor. x 3

Unit 1 Lesson 2

05

Listen and say

clever x 3

handsome x 3

beautiful x 3

helpful x 3

funny x 3

happy x 3

strong x 3

kind x 3

This is my friend. She is clever.

This is my friend. He is handsome.

This is my sister. She is beautiful.

These are my friends. They are helpful.

This is my friend. He is funny.

These are my friends. They are happy.

This is my friend. He is strong.

This is my friend. She is kind.

Unit 1 Lesson 3

06

Listen and say.

artist x 3

engineer x 3

hairdresser x 3

pilot x 3

dentist x 3

nurse x 3

singer x 3

police officer x 3

07

Practise.

Boy: I want to be an artist.

Girl: I want to be a nurse.

Boy: I want to be an engineer.

Girl: I want to be a police officer.

Boy: I want to be a hairdresser.

Girl: I want to be a dentist.

Boy: I want to be a pilot.

Girl: I want to be a singer.

08

Ask and answer.

Boy: Do you want to be a nurse?

Girl: Yes, I do. Do you want to be a pilot?

Boy: No, I don't. I want to be an engineer.

Unit 1 Lesson 4

09

Listen and say.

A happy family

I'm Ingyin. This is my family.

There are six people in my family.

My grandfather is an artist.

He is smart.

My grandmother is a nurse.

She is kind.

My father is a pilot.

He is strong and smart.

My mother is a doctor.

She is kind and helpful.

This is my sister.

She can sing and dance.

We love one another.

We are a happy family.

Unit 2 Lesson 1

10

Listen and say.

Fruits

banana x 3

strawberry x 3

pear x 3

pineapple x 3

papaya x 3

Vegetables

carrot x 3

eggplant x 3

cabbage x 3

potato x 3

tomato x 3

11

Ask and answer.

Boy: Do you like fruits?

Girl: Yes, I do.

Boy: Do you like strawberries?

Girl: No, I don't.

Boy: What's your favourite fruit?

Girl: Pears.



Ask and answer.

Boy: Do you like vegetables?

Girl: Yes, I do.

Boy: Do you like carrots?

Girl: No, I don't.

Boy: What's your favourite vegetable?

Girl: Potatoes.

Unit 2 Lesson 2



Listen and say.

Sports

running x 3

judo x 3

cycling x 3

archery x 3

swimming x 3

Games

basketball x 3

tennis x 3

football x 3

badminton x 3



Ask and answer.

Boy: What's your favourite sport?

Girl: Swimming. What about you?

Boy: Judo.

Girl: That's great!



Listen and fill in the blanks.

1. Teacher: What's your favourite sport, Ko Ko?

Ko Ko: My favourite sport is running.

2. Teacher: What's your favourite sport, Aye Aye?

Aye Aye: My favourite sport is tennis.

3. Teacher: What's your favourite sport, Si Si?

Si Si: My favourite sport is swimming.

4. Teacher: What's your favourite sport, Kyi Min?

Kyi Min: My favourite sport is basketball.

5. Teacher: What's your favourite sport, Thura?

Thura: My favourite sport is judo.

6. Teacher: What's your favourite sport, Win Win?

Win Win: My favourite sport is badminton.

7. Teacher: What's your favourite sport, Bo Bo?

Bo Bo: My favourite sport is archery.

8. Teacher: What's your favourite sport, Yu Yu?

Yu Yu: My favourite sport is cycling.



Ask and answer.

Girl: What sport are you good at?

Boy: I'm good at cycling. What about you?

Girl: I'm not good at cycling. I'm good at running.

Unit 2 Lesson 3



Listen and say.

Myanmar x 3

English x 3

Maths x 3

Science x 3

Social Studies x 3



Ask and answer.

Boy: What's your favourite subject?

Girl: English. What about you?

Boy: Maths.



Ask and answer.

Girl: What subject are you good at?

Boy: I'm good at Maths. I think it is easy. I'm not good at English. I think it is difficult.

Boy: What subject are you good at?

Girl: I'm good at English. I think it is interesting. I'm not good at Science. I think it is difficult.

20

Listen and sing.

'What's your favourite?' Song

(What's your favourite, favourite?

What's your favourite fruit?)2

I like pears.

(What's your favourite, favourite?

What's your favourite vegetable?)2

I like carrots.

(What's your favourite, favourite?

What's your favourite sport?)2

I like running.

(What's your favourite, favourite?

What's your favourite subject?)2

I like English.

Review 1A

21

Listen and write.

1. artist
2. dentist
3. cook
4. teacher
5. police officer

Review 1B

22

Listen, tick and write.

Fruits and vegetables

1. potato
2. pineapple
3. cabbage
4. strawberry

23

Listen and write.

Sports and games

running
badminton
judo
cycling

24

Subjects

Myanmar

English

Social Studies

Science

Project 1 My family tree

25

Listen and say.

I'm Hay Mar.

My father is U Zarni.

My mother is Daw Hnin Hnin.

My brother is Arkar.

My sister is Chaw Su.

My grandfather on my father's side is

U Maung Myint.

My grandmother on my father's side is

Daw Mya San.

My grandfather on my mother's side is

U San Shwe.

My grandmother on my mother's side is

Daw Htay Htay.

Unit 3 Lesson 1

26

Listen and say.

There is a living room in my house. x 3

There is a dining room in my house. x 3

There is a kitchen in my house. x 3

There are three bedrooms in my house. x 3

There are three bathrooms in my house. x 3

There is a garage beside my house. x 3

27

Listen and tick.

There is a living room in my house. x 3

There is a dining room in my house. x 3

There is a garage beside my house. x 3

There are two bathrooms in my house. x 3

There is a kitchen in my house. x 3

 28

Listen and write.

bedroom x 3

living room x 3

kitchen x 3

bathroom x 3

Unit 3 Lesson 2

 29

Listen and say.

There is a cat in the box. x 3

There is a computer on the table. x 3

There is a chair in front of the table. x 3

There is a dustbin under the table. x 3

There is a bed beside the window. x 3

There is a chair behind the cat. x 3

There is a bookshelf between the table and the bed. x 3

Unit 3 Lesson 3

 30

Listen and say.

parrot x 3

goldfish x 3

squirrel x 3

cat x 3

dog x 3

rabbit x 3

 31

Listen and say.

Boy: I have a parrot.

Girl: I have a goldfish.

Boy and Girl: We have pets.

Boy: I have a squirrel.

Girl: I have a cat.

Boy and Girl: We have pets.

Boy: I have a dog.

Girl: I have a rabbit.

Boy and Girl: We have pets.

 32

Practise.

Boy: I have a squirrel.

Girl 1: You have a squirrel.

I have a cat.

Girl 2: He has a squirrel.

She has a cat.

They have pets.

Boy 1: I have a parrot.

Girl: You have a parrot.

I have a rabbit.

Boy 2: He has a parrot.

She has a rabbit.

They have pets.

Boy: I have a goldfish.

Girl 1: You have a goldfish.

I have a dog.

Girl 2: He has a goldfish.

She has a dog.

They have pets.

Unit 3 Lesson 4

 33

Listen and say.

'There is a mouse in my house?' Story

Picture 1

Thuzar: Let's go to my house.

Friends: Yay!

Picture 2

Thuzar: I have 7 pets.

Nandar: Really?

Thuzar: Yes, I have a cat, 3 goldfish, a dog, a parrot and a squirrel.

Picture 3

Nandar: Where is the cat?

Thuzar: It's between the chairs.

Bo Bo: Where are the goldfish?

Thuzar: They are in the fishbowl.

Bo Bo: Oh, I see.

Picture 4

Nandar: Where is the dog?

Bo Bo: It's in front of the mirror.

Si Thu: Where is the parrot?

Thuzar: It's on the lamp.

Si Thu: Hello, Mr. parrot!

Parrot: Hello, Mr. Parrot!

Picture 5

Nandar: Where is the squirrel?

Thuzar: It is in the cage.

Bo Bo: No, it's under the table.

Si Thu: Oh, no! It's not a squirrel. It's a mouse.

Friends: Oh!

Picture 6

Bo Bo: I love pets.

Thuzar: Do you have any pets?

Bo Bo: Yes, I do. I have a dog, 3 cats and a parrot.

Unit 4 Lesson 1

 34

Listen and say.

circle x 3

triangle x 3

square x 3

heart x 3

diamond x 3

rectangle x 3

star x 3

oval x 3

 35

Ask and answer.

Boy: How many stars are there?

Girl: There are seven stars. How many hearts are there?

Boy: There are three hearts. How many diamonds are there?

Girl: There are six diamonds.

Unit 4 Lesson 2

 36

Listen and say.

13 x 3

14 x 3

15 x 3

16 x 3

17 x 3

18 x 3

19 x 3

 37

Ask and answer.

Boy: How many buttons are there?

Girl: There are 13 buttons.

 38

Listen and write.

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

Unit 4 Lesson 3

 39

Listen and say.

twenty x 3

twenty-one x 3

twenty-two x 3

twenty-three x 3

twenty-four x 3

twenty-five x 3

twenty-six x 3

twenty-seven x 3

twenty-eight x 3

twenty-nine x 3

thirty x 3

thirty-one x 3

thirty-two x 3
thirty-three x 3
thirty-four x 3
thirty-five x 3
thirty-six x 3
thirty-seven x 3
thirty-eight x 3
thirty-nine x 3
forty x 3
forty-one x 3
forty-two x 3
forty-three x 3
forty-four x 3
forty-five x 3
forty-six x 3
forty-seven x 3
forty-eight x 3
forty-nine x 3
fifty x 3
fifty-one x 3
fifty-two x 3
fifty-three x 3
fifty-four x 3
fifty-five x 3
fifty-six x 3
fifty-seven x 3
fifty-eight x 3
fifty-nine x 3
sixty x 3
sixty-one x 3
sixty-two x 3
sixty-three x 3
sixty-four x 3
sixty-five x 3
sixty-six x 3
sixty-seven x 3
sixty-eight x 3
sixty-nine x 3
seventy x 3

seventy-one x 3
seventy-two x 3
seventy-three x 3
seventy-four x 3
seventy-five x 3
seventy-six x 3
seventy-seven x 3
seventy-eight x 3
seventy-nine x 3
eighty x 3
eighty-one x 3
eighty-two x 3
eighty-three x 3
eighty-four x 3
eighty-five x 3
eighty-six x 3
eighty-seven x 3
eighty-eight x 3
eighty-nine x 3
ninety x 3
ninety-one x 3
ninety-two x 3
ninety-three x 3
ninety-four x 3
ninety-five x 3
ninety-six x 3
ninety-seven x 3
ninety-eight x 3
ninety-nine x 3
a hundred x 3

Project 2 Things in my bedroom



Look at the picture and ask and answer questions as in the examples.

A: Where is the clock?

B: It is on the wall.

A: How many diamonds are there?

B: There are twelve diamonds.

41

Listen and say.

make the bed x 3
do my homework x 3
wash the dishes x 3
sweep the floor x 3
feed the dog x 3
throw the rubbish out x 3

42

Practise.

I make the bed in the morning.
I do my homework in the morning.
I wash the dishes in the morning.
I sweep the floor in the morning.
I feed the dog in the morning.
I throw the rubbish out in the morning.
I make the bed in the afternoon.
I do my homework in the afternoon.
I wash the dishes in the afternoon.
I sweep the floor in the afternoon.
I feed the dog in the afternoon.
I throw the rubbish out in the afternoon.
I make the bed in the evening.
I do my homework in the evening.
I wash the dishes in the evening.
I sweep the floor in the evening.
I feed the dog in the evening.
I throw the rubbish out in the evening.

43

Ask and answer.

Boy: What do you do in the morning?
Girl: I make the bed. What about you?
Boy: I wash the dishes.
Girl: Good!

44

Listen and say.

study in the library x 3
clean the classroom x 3
help others x 3
play with my friends x 3
do physical exercise x 3
water the plants x 3

45

Practise.

I always study in the library at school.
I always clean the classroom at school.
I always help others at school.
I always play with my friends at school.
I always do physical exercise at school.
I always water the plants at school.
I usually study in the library at school.
I usually clean the classroom at school.
I usually help others at school.
I usually play with my friends at school.
I usually do physical exercise at school.
I usually water the plants at school.

46

Ask and answer.

Boy: What do you always do at school?
Girl: I always play with my friends.
What about you?
Boy: I always water the plants.
Girl: That's great!

47

Listen and say.

draw pictures x 3
play games x 3
listen to songs x 3
work in groups x 3
work alone x 3
work in pairs x 3

48

Practise.

I often draw pictures in my class.

I often listen to songs in my class.

I often play games in my class.

I often work in groups in my class.

I often work alone in my class.

I often work in pairs in my class.

I sometimes draw pictures in my class.

I sometimes listen to songs in my class.

I sometimes play games in my class.

I sometimes work in groups in my class.

I sometimes work alone in my class.

I sometimes work in pairs in my class.

49

Ask and answer.

Boy: What do you sometimes do in your class?

Girl: I sometimes draw pictures.

What about you?

Boy: I sometimes play games.

Girl: That's great!

Unit 5 Lesson 4

50

Listen and say.

'What do you do every day?'

Hi Po Po!

What do you do every day?

On Monday, I sweep the floor.

On Tuesday, I play with my sister.

On Wednesday, I wash the clothes.

On Thursday, I help my mother in the kitchen.

On Friday, I make the beds.

On Saturday, I clean my desk.

On Sunday, I draw pictures.

Oh, Po Po! You are a very good girl.

Hi Bo Bo!

What do you do every day?

On Monday, I clean the rooms.

On Tuesday, I ride a bike with my brother.

On Wednesday, I play basketball.

On Thursday, I help my father in the garden.

On Friday, I wash the dishes.

On Saturday, I listen to music.

On Sunday, I read stories.

Oh, Bo Bo! You are a very good boy.

Unit 6 Lesson 1

51

Listen and say.

It's 8:00. x 3

It's 8:05. x 3

It's 8:10. x 3

It's 8:15. x 3

It's 8:20. x 3

It's 8:25. x 3

It's 8:30. x 3

It's 8:35. x 3

It's 8:40. x 3

It's 8:45. x 3

It's 8:50. x 3

It's 8:55. x 3

52

Ask and answer.

Boy: What time is it?

Girl: It's 8:05.

Unit 6 Lesson 2

53

Listen and say.

I have Myanmar in Period 1. It is from 9:00 to 9:40. x 3

I have English in Period 2. It is from 9:40 to 10:20. x 3

I have Maths in Period 3. It is from 10:40 to 11:20. x 3

I have Science in Period 4. It is from 11:20 to 12:00. x 3

I have Social Studies in Period 5. It is from 1:00 to 1:40. x 3

54

Listen and write.

I have English in Period 1. It is from 12:00 to 12:40. x 3

I have Maths in Period 2. It is from 12:40 to 1:20. x 3
I have Myanmar in Period 3. It is from 1:40 to 2:20. x 3
I have Social Studies in Period 4. It is from 2:20 to 3:00. x 3

I have Science in Period 5. It is from 3:00 to 3:40. x 3

Unit 6 Lesson 3

55

Listen and say.

I usually get up at 6:00. x 3
I often have a bath at 6:15. x 3
I usually have breakfast at 7:30. x 3
I always go to school at 8:25. x 3
I usually go home at 3:45. x 3
I often do the housework at 4:30. x 3
I usually study my lessons at 7:30. x 3
I sometimes watch TV at 8:30. x 3
I usually go to bed at 9:00. x 3

Unit 6 Lesson 4

56

Listen and say.

My school days

From Monday to Friday, I go to school.
My school starts at 9:00 in the morning.
I study 9 subjects. There are 7 periods a day.
I have a break from 10:20 to 10:40.
My lunch break is from 12:00 to 1:00.
My school finishes at 3:00 in the afternoon.

Review 3A

57

Listen and write.

Things I do at home

1. I make the bed.
2. I feed the dog.
3. I wash the dishes.

58

Things I do at school

1. I study in the library.

2. I help others.
3. I clean the classroom.

59

Things I do in my class

1. I work in groups.
2. I draw pictures.
3. I work alone.

Unit 7 Lesson 1

60

Listen and say.

drawing x 3
dancing x 3
reading x 3
going shopping x 3
watching TV x 3
playing the guitar x 3
playing with toys x 3
playing tag x 3

61

Ask and answer.

Boy: What are you doing?
Girl: I'm drawing. What about you?
Boy: I'm reading.

62

Listen and complete the sentences.

1. Boy: I'm drawing.
2. Girl: I'm dancing.
3. Boy: I'm playing the guitar.
4. Boys and girls: We're playing tag.
5. Mother and daughter: We're going shopping.

Unit 7 Lesson 2

63

Listen and say.

cycling x 3
gardening x 3
fishing x 3
skipping rope x 3
playing football x 3

playing badminton x 3
having a picnic x 3
playing hide and seek x 3

 64

Ask and answer.

Boy: What is he doing?

Girl: He is cycling.

 65

Ask and answer.

Boy: What are they doing?

Girl: They are having a picnic.

Unit 7 Lesson 3

 66

Listen and say.

singing x 3
swimming x 3
travelling x 3
mountain climbing x 3
writing stories x 3
making origami x 3
listening to music x 3
playing video games x 3

 67

Practise.

Girl: I like singing.

Boy: I don't like listening to music.

Girl: I like swimming.

Boy: I don't like travelling.

Girl: I like mountain climbing.

Boy: I don't like writing stories.

Girl: I like making origami.

Boy: I don't like playing video games.

Unit 7 Lesson 4

 68

Listen and sing.

'What are you doing?' Song

What are you doing?

I'm drawing, drawing.

What are you doing?

I'm cycling, cycling.

What are you doing?

We're playing, playing, playing football.

What are they doing?

They're travelling, travelling.

What are they doing?

They're singing, singing, singing a song.

 69

Listen, fill in the blanks and sing.

What is he doing?

He's making, making, making origami.

What is she doing?

She's swimming, swimming.

What are you doing?

We're skipping, skipping, skipping rope now.

What are they doing?

They're fishing, fishing.

What are they doing?

They're playing, playing, playing the guitars.

Unit 8 Lesson 1

 70

Listen and say.

library x 3

cinema x 3

sports centre x 3

hospital x 3

restaurant x 3

police station x 3

 71

Practise.

You can read books at a library. x 3

You can watch films at a cinema. x 3

You can play basketball at a sports centre. x 3

You can see doctors at a hospital. x 3

You can eat food at a restaurant. x 3

You can get help at a police station. x 3

72

Listen and say.

next to x 3

The bookshop is next to the school. x 3

between x 3

The school is between the bus stop and the bookshop.

x 3

opposite x 3

The bakery is opposite the bus stop. x 3

at the corner of x 3

The park is at the corner of Thiri Street and Kayay

Street. x 3

73

Look at the pictures and ask and answer.

Where is the bookshop?

It is next to the school.

74

Listen and write the names of the places on the map.

The bookshop is next to the hospital. x 3

The library is between the school and the restaurant.

x 3

The sports centre is at the corner of 2nd Street and

Yankin Road. x 3

It's opposite the bus stop. x 3

75

Listen and say.

go straight x 3

turn left x 3

turn right x 3

on the left x 3

on the right x 3

76

Practise.

A: Excuse me, how do I get to the school?

B: Go straight and turn left. It's on the right.

A: Thank you.

77

Listen and say.

A: Excuse me, where's the hospital?

B: It's next to the police station.

A: Thank you.

A: Excuse me, where's the restaurant?

B: It's opposite the bus stop.

A: Thank you.

A: Excuse me, how do I get to the bakery?

B: Go straight and turn left. It's on the right.

A: Thank you.

A: Excuse me, how do I get to the market?

B: Go straight and turn right. It's on the right.

A: Thank you.

Review 4A

78

Listen and tick the children's hobbies.

1. Hello, I'm Zayar. I like playing football, but I don't like playing the guitar. I also like making origami.
2. Hello, I'm Thida. I like listening to music, but I don't like playing the guitar. I also like watching TV.
3. Hello, I'm Bo Bo. I like playing the guitar, but I don't like watching TV. I also like singing.
4. Hello, I'm Su Su. I like making origami, but I don't like singing. I also like watching TV.
5. Hello, I'm Min Min. I like playing football and watching TV. But, I don't like making origami.

Review 4B

79

Ask and answer.

A: Excuse me, where is the library?

B: The library is opposite the sports centre.

A: How do I get to the library?

B: Go straight and turn left. It's at the corner of Main Road and 1st Street.

A: Thank you.

B: You're welcome.



Look at the map and say.

This is my town.

My house is opposite the bus stop.

The post office is at the corner of Thitsa Road and 1st Street. It's next to the bus stop.

The park is next to the post office.

The school is opposite the post office.

The restaurant is between the school and the sports centre.

The police station is next to the hospital.

The toyshop is next to my house.

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Answer Key

Unit 1 Lesson 1

Rearrange the letters.

sailor

teacher

cook

farmer

writer

Listen and write.

1. sailor
2. farmer
3. teacher
4. cook
5. doctor

Listen and tick the correct answers.

2. My mother is a teacher.
3. My brother is a cook.
4. My sister is a student.
5. My aunt is a shopkeeper.
6. My uncle is a sailor.

Write about your family members.

Accept any possible answers.

Sample answer

My family members

My father is a writer.

My (mother) is a (nurse).

My (sister) is a (student).

My (brother) is a (dancer).

My (grandfather) is a (doctor).

My (grandmother) is a (teacher).

My (uncle) is a (cook).

My (aunt) is a (shopkeeper).

My (cousin) is a (sailor).

Unit 1 Lesson 2

Look at the pictures and write sentences.

3. These are my friends. They are happy.
4. This is my friend. She is kind.

5. This is my friend. He is strong.
6. This is my friend. She is clever.
7. This is my friend. He is handsome.
8. This is my friend. He is funny.

Unit 1 Lesson 3

Say and write what you want to be.

2. I want to be a police officer.
3. I want to be a nurse.
4. I want to be an engineer.

Look, say and write.

3. Do you want to be a hairdresser?
No, I don't. I want to be (a police officer).
4. Do you want to be a singer?
Yes, I do.

Unit 1 Lesson 4

Write about your family.

Accept any possible answers.

Sample answer

My family

My (father) is a (writer). He is (kind).

My (mother) is a (nurse). She is (helpful).

My (sister) is a (student). She is (helpful).

My (brother) is a (dancer). He is (smart).

My (grandfather) is a (doctor). He is (smart).

My (grandmother) is a (teacher). She is (kind).

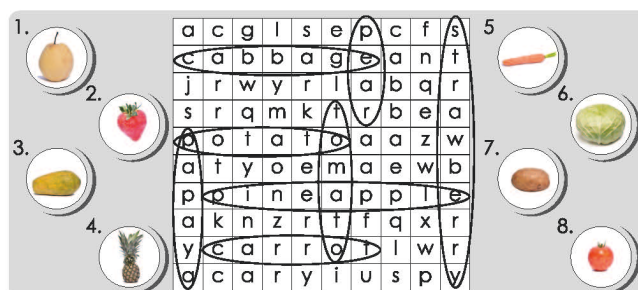
My (uncle) is a (cook). He is (smart).

My (aunt) is a (shopkeeper). She is (beautiful).

My (cousin) is a (sailor). He is (smart).

Unit 2 Lesson 1

Find and circle the words for the pictures.



Complete the sentences.

Accept any possible answers.

Sample answers

My favourite fruit is (banana).

I like (bananas).

I don't like (papayas).

My (favourite) vegetable is (carrot).

I like (carrots).

I don't like (eggplants).

Unit 2 Lesson 2**Listen and fill in the blanks.**

2. tennis

3. swimming

4. basketball

5. judo

6. badminton

7. archery

8. cycling

Complete the sentences.

Accept any possible answers.

Sample answers

I'm (Ko Ko).

My favourite sport is (running).

My favourite game is (football).

I'm good at (football).

I'm not good at (tennis).

Unit 2 Lesson 3**Look and write.**

1. Social Studies

2. English

3. Science

4. Myanmar

5. Maths

Complete the sentences.

Accept any possible answers.

Sample answers

I'm (Hnin Hnin).

My favourite subject is (Maths).

I'm good at (Science). I think it is (interesting).

I'm not good at (English). I think it is (difficult).

Unit 2 Lesson 4**Fill in the blanks and sing.**

Accept any possible answers.

Sample answers

What's your favourite?

(What's your favourite, favourite?)

What's your favourite fruit?)²

I like (bananas).

(What's your favourite, favourite?)

What's your favourite vegetable?)²

I like (potatoes).

(What's your favourite, favourite?)

What's your favourite sport?)²

I like (swimming).

(What's your favourite, favourite?)

What's your favourite subject?)²

I like (Myanmar).

Review 1A**Listen and write.**

1. artist

2. dentist

3. cook

4. teacher

5. police officer

In pairs, talk about 4 family members and complete the table.

Accept any possible answers.

Sample answers

Name of my friend: (Ni Ni)

Family member	Job	Kind of person
father	cook	strong
(mother)	(dentist)	(beautiful)
(sister)	(nurse)	(helpful)
(uncle)	(shopkeeper)	(strong)

Practise.

Accept any possible answers.

Sample answer

I want to be a (pilot).

Review 1B

Listen, tick and write.

1. potato
2. pineapple
3. cabbage
4. strawberry

Listen and write.

1. running
2. judo
3. badminton
4. cycling

Listen and write.

1. English
2. Science
3. Myanmar
4. Social Studies

Write and talk about your favourites.

Accept any possible answers.

Sample answer

My favourite fruit is (banana).

My favourite vegetable is (carrot).

My favourite sport is (running).

My favourite game is (football).

My favourite subject is (English).

Project 1

Draw your family tree and tell the class about it.

Accept any possible answers.

Sample answers

I'm Hay Mar.

My father is U Zar Ni.

My mother is Daw Hnin Hnin.

My brother is Arkar.

My sister is Chaw Su.

My grandfather on my father's side is U Maung Myint.

My grandmother on my father's side is Daw Mya San.

My grandfather on my mother's side is U San Shwe.

My grandmother on my mother's side is Daw Htay Htay.

Write about your parents. In pairs, talk about them.

Accept any possible answers.

Sample answers

My father is U Aung Than.

My mother is Daw Hnin Si.

Unit 3 Lesson 1

Listen and tick.

- | | | |
|----|---------------------------------------|-------------------------------------|
| 1. | There are two bathrooms in my house. | ☒ |
| 2. | There is a kitchen in my house. | ☒ |
| 3. | There is a dining room in my house. | ☒ |
| 4. | There are three bedrooms in my house. | ☐ |
| 5. | There is a garage beside my house. | ☒ |
| 6. | There is a living room in my house. | ☒ |

Listen and write.

1. bathroom
2. bedroom
3. kitchen
4. living room

Fill in the blanks with 'is' or 'are'

1. is
2. are
3. are
4. is

Rearrange the words and phrases to make correct sentences.

1. There are two bedrooms in my house.
2. There is a kitchen in my house.
3. There are two bathrooms in my house.
4. There is a garage beside my house.

Unit 3 Lesson 2

Look at the picture and fill in the blanks.

2. in
3. under
4. behind
5. on
6. in front of
7. between

Look at the pictures and write sentences.

Accept any possible answers.

1. There is an apple in front of the glass./
There is a glass behind the apple.
2. There is a cat in front of the chair./There is a
chair behind the cat.
3. There is a book beside the pencil./There is a
pencil beside the book.
4. There are pencils in the glass.
5. There is a computer on the table./
There is a cup on the table./
There is a computer beside the cup./
There is a cup beside the computer.
6. There are cats under the table.
7. There are books on the table.

Unit 3 Lesson 3

Fill in the blanks.

2. have, goldfish
3. have, dog
4. has, parrot
5. has, rabbit
6. have, cat

Write sentences about the pets your friends have.

2. Malar has a goldfish.
3. Zaw Zaw has a dog.
4. Thidar has a parrot.
5. Ko Ko and Ni Ni have two cats.
6. Min Thu has a rabbit.

Unit 4 Lesson 1

Look, tick and say.

rectangle
oval
triangle
square
circle

Draw the shapes you have learnt and name them.

Accept any possible answers.

(NOTE: Remind students to draw all shapes: star, oval, circle, square, triangle, rectangle, diamond, heart.)

Write and say the shapes of 3 objects you know.

Accept any possible answers.

Sample answers

Object	Shape
clock	circle
table	square
mirror	oval
wheel	circle

Example: The clock is a circle.

The table is a square.

The mirror is an oval.

The wheel is a circle.

Unit 4 Lesson 2

Listen and write.

- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen

Count and write.

2. There are sixteen stars.
3. There are eighteen tringles.
4. There are seventeen diamonds.
5. There are fourteen circles.

6. There are fifteen hearts.
7. There are nineteen ovals.

Unit 4 Lesson 3

Write numbers.

29
100
76
43
35
66
58

Write for the numbers.

fifty-two
forty-six
eighty-seven
ninety-two
sixty-seven
thirty-three
seventy-two
a hundred

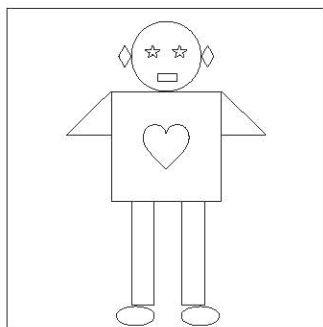
Fill in the blanks.

2. How many boys are there in your class?
There are (20) boys in our class.
3. How many girls are there in your class?
There are (20) girls in our class.
4. How many students are there in your class?
There are (40) students in our class.
5. How many desks are there in your classroom?
There are (40) desks in our classroom.

Unit 4 Lesson 4

Read and draw your robot.

Sample picture



Draw a picture of a toy using shapes.

Accept any possible answers.

Write about your toy and tell the class about it.

Accept any possible answers.

Review 2A

Write sentences using 'there is' or 'there are'.

1. There is a clock on the wall.
2. There are cats under the chair.
3. There is a chair behind the table.
4. There is a glass in the box.
5. There are pencils in front of the bag.

Look at the pictures and complete the sentences.

2. I have a rabbit.
3. They have a parrot.
4. She has a squirrel.
5. We have a goldfish.

Review 2B

Count and write.

There are nine diamonds.

There are twenty stars.

There are twelve rectangles.

There are twenty-eight hearts.

There are one square.

There are fifteen triangles.

There are four circles.

Find 3 objects in your classroom and write what shapes they are.

Accept any possible answers.

Sample answers

Object	Shape
blackboard	rectangle
clock	oval
ruler	rectangle
eraser	square

Example: The blackboard is a rectangle.

The clock is an oval.

The ruler is a rectangle.

The eraser is a square.

Project 2

Draw a picture of your bedroom. Also write and say where the things are.

Accept any possible answers.

Unit 5 Lesson 1

Practise.

Accept any possible time expressions.

2. I make the bed.
3. I throw the rubbish out.
4. I wash the dishes.
5. I feed the dog.
6. I do my homework.

Write and say the things you do at home.

Accept any possible answers.

Sample answers

2. I sweep the floor in the evening.
3. I wash the dishes in the afternoon.
4. I feed the dog in the evening.
5. I throw the rubbish out in the morning.
6. I do my homework in the evening.

Unit 5 Lesson 2

Practise.

Accept any possible frequency adverbs.

2. I (always) clean the classroom.
3. I (usually) do physical exercise.
4. I (always) help others.
5. I (always) play with my friends.
6. I (usually) water the plants.

Write and say the things you do at school.

Accept any possible answers.

Sample answers

2. I usually help others at school.
3. I always play with my friends at school.
4. I always do physical exercise at school.
5. I usually study in the library at school.
6. I always clean the classroom at school.

Unit 5 Lesson 3

Practise.

Accept any possible frequency adverbs.

2. I (sometimes) draw pictures.

3. I (often) work in pairs.
4. I (sometimes) work alone.
5. I (often) listen to songs.
6. I (sometimes) play games.

Write and say the things you do in your class.

Accept any possible answers.

Sample answers

2. I sometimes play games in my class.
3. I often work in groups in my class.
4. I sometimes work in pairs in my class.
5. I often work alone in my class.
6. I sometimes listen to songs in my class.

Unit 5 Lesson 4

Write and say what you do in a week.

Accept any possible answers.

Sample answers

On Monday, I clean my desk.

On Tuesday, I listen to music.

On Wednesday, I play basketball.

On Thursday, I read stories.

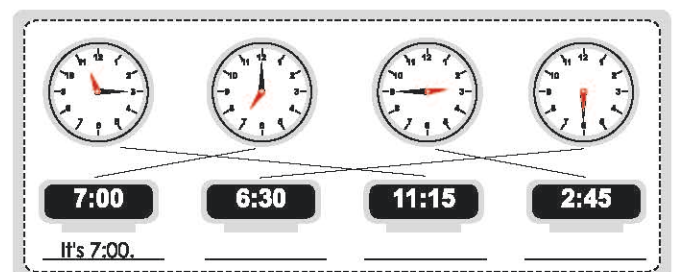
On Friday, I help my father in the garden.

On Saturday, I ride a bike with my brother.

On Sunday, I help my mother in the kitchen.

Unit 6 Lesson 1

Match and write the times.



It's 6:30.

It's 11:15.

It's 2:45.

Look at the clocks and write the times.

2. It's 2:10.
3. It's 10:50.
4. It's 8:35.
5. It's 10:20.

6. It's 6:45.
7. It's 7:25.
8. It's 12:05.
9. It's 5:40.
10. It's 4:55.
11. It's 2:45.
12. It's 4:00.

Unit 6 Lesson 2

Listen and write.

Period	Time	Subject
1.	12:00 - 12:40	English
2.	12:40 - 1:20	Maths
3.	1:40 - 2:20	Myanmar
4.	2:20 - 3:00	Social Studies
5.	3:00 - 3:40	Science

Make a list of your classes for one day and tell the class about it.

Accept any possible answers.

Sample answer

Period	Time	Subject
1	9:00 - 9:40	Myanmar
2	9:40 - 10:20	English
3	10:40 - 11:20	Maths
4	11:20 - 12:00	Science
5	1:00 - 1:40	Social Studies

I have (Myanmar) in Period 1. It is from (9:00 - 9:40).

I have (English) in Period 2. It is from (9:40 - 10:20).

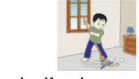
I have (Maths) in Period 3. It is from (10:40 - 11:20).

I have (Science) in Period 4. It is from (11:20 - 12:00).

I have (Social Studies) in Period 5. It is from (1:00 - 1:40).

Unit 6 Lesson 3

Match the daily activities and the times and write sentences.

 go home	 do the housework	 go to school
6:30 in the evening	8:45 in the morning	3:30 in the afternoon

I go home at 3:30 in the afternoon.

I do the housework at 6:30 in the evening.

I go to school at 8:45 in the morning.

Complete the questions with always/usually/often/sometimes and write the answers.

2. What time do you (often) have a bath?

I often have a bath at (7:05).

3. What time do you (usually) have breakfast?

I usually have breakfast at (7:30).

4. What time do you (always) go to school?

I always go to school at (9:00).

5. What time do you (usually) go home?

I usually go home at (3:00).

6. What time do you (often) do the housework?

I often do the housework at (6:00).

7. What time do you (usually) study?

I usually study my lessons at (7:00).

8. What time do you (sometimes) watch TV?

I sometimes watch TV at (8:30).

9. What time do you (usually) go to bed?

I usually go to bed at (9:00).

Ask and answer the questions.

A: What time do you usually get up?

B: I usually get up at 7:00.

Unit 6 Lesson 4

Write and tell the class about your school days.

Accept any possible answers.

Sample answer

My school days

From Monday to Friday, I go to school.
My school starts at 9:00 in the morning.
I study 9 subjects. There are 7 periods a day.
I have a break from 10:20 to 10:40.
My lunch break is from 12:00 to 1:00.
My school finishes at 3:00 in the afternoon.

Review 3A

Listen and write.

Things I do at home

1. I make the bed.
2. I feed the dog.
3. I wash the dishes.

Things I do at school

1. I study in the library.
2. I help others.
3. I clean the classroom.

Things I do in my class

1. I work in groups.
2. I draw pictures.
3. I work alone.

Write and say the things you do at home and at school.

Sample answer

At home, I (always make the bed in the morning) and (usually do my homework in the evening.) At school, (I often study in the library). In my class, (I sometimes work in groups). After school, (I often play with my friends).

Review 3B

Write about your daily activities.

Accept any possible answers.

Sample answer

I get up at (6:30). I have my breakfast at (7:00). I go to school at (7:20). My school starts at (8:30). I have a break from (9:50) to (10:10). My lunch

break is from (11:30) to (12:15). My school finishes at (2:15). I have my dinner at (6:00). I do my homework at (7:00). I go to bed at (9:30).

Project 3

Interview your friend.

Accept any possible answers.

Present about your friend.

Accept any possible answers.

Interview your friend.

Accept any possible answers.

Write and tell the class the daily activities of your friend.

Accept any possible answers.

Unit 7 Lesson 1

Listen and complete the sentences.

1. I am drawing.
2. I am dancing.
3. I am playing the guitar.
4. We are playing tag.
5. We are going shopping.

Look at the pictures and answer the question.

I am playing the guitar.

I am drawing.

I am watching television.

I am reading.

Unit 7 Lesson 2

Look and write sentences.

2. Thuta is fishing.
3. Thidar is gardening.
4. Zaw Zaw is cycling.
5. Mi Mi is playing badminton.

Unit 7 Lesson 3

Look at the pictures and complete the sentences.

2. Bo Bo doesn't like singing.
3. Ko Ko doesn't like listening to music.
4. Su Su likes making origami.
5. Min Min likes playing video games.
6. Sandar doesn't like writing stories.

Unit 7 Lesson 4

Listen, fill in the blanks and sing.

What is he doing?

He's making, making,
making origami.

What is she doing?

She's swimming, swimming.

What are you doing?

We're skipping, skipping, skipping rope, now.

What are they doing?

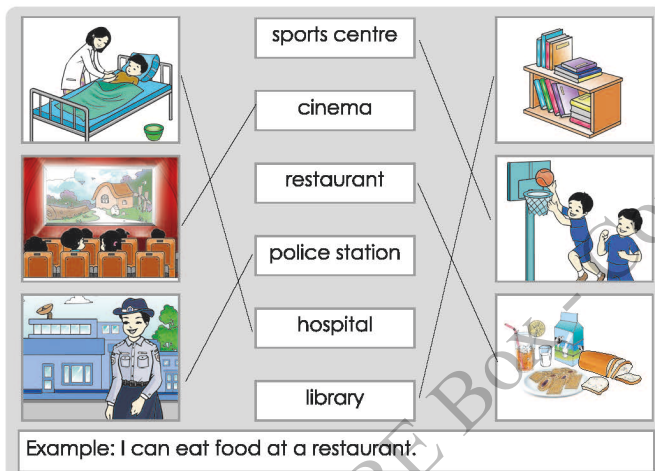
They're fishing, fishing.

What are they doing?

They're playing, playing,
playing the guitars.

Unit 8 Lesson 1

Match and write sentences.



Example: I can eat food at a restaurant.

I can watch films at a cinema.

I can play basketball at a sports centre.

I can see doctors at a hospital.

I can read books at a library.

I can get help at a police station.

Circle the mistakes and write the correct sentences.

2. You can get help at a restaurant.

You can get help at a police station.

3. You can watch films at a library.

You can watch films at a cinema.

4. You can play basketball at a cinema.

You can play basketball at a sports centre.

5. You can see doctors at a police station.

You can see doctors at a hospital.

6. You can eat food at a sports centre.

You can eat food at a restaurant.

Unit 8 Lesson 2

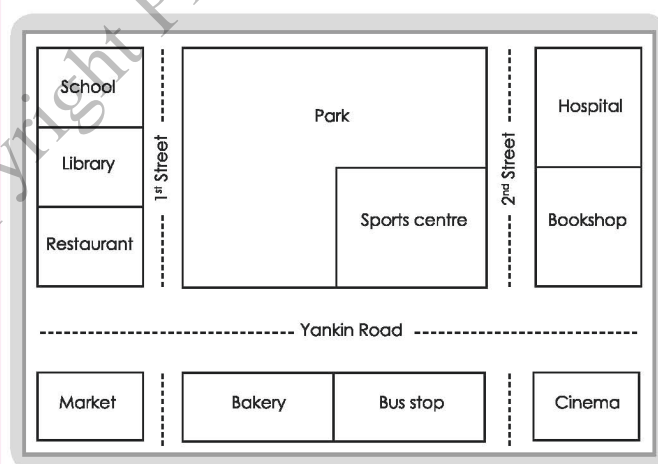
Look at the pictures and write.

2. The school is opposite the bus stop.

3. The park is at the corner of (1st street) and
(2nd street).

4. The school is between the bookshop and the bus stop.

Listen and write the names of the places on the map.



Unit 8 Lesson 3

Give directions.

2. Go straight. It's on the right.

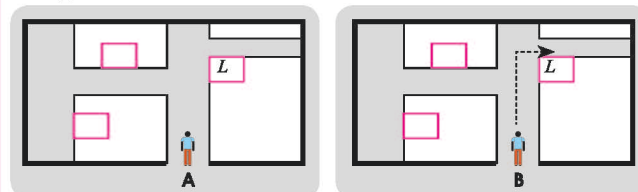
3. Go straight and turn left. It's on the right.

4. Go straight. It's on the right.

In pairs, give and listen to directions.

Accept any possible answers.

Sample answers



Go straight and turn right. It's on the right.

Unit 8 Lesson 4

Look at the map and find the places.

- 2. bus stop
- 3. cinema
- 4. bookshop

Help your friends to get to the park.

Accept any possible answers.

Sample answers

How do I get to the park?

'Go straight and turn right. Go straight and turn left. Then, go straight and turn left. It's on the right.'

Review 4A

Look at the picture and write sentences.

- 2. They are fishing.
- 3. They are playing football.
- 4. She is reading.
- 5. They are having a picnic.
- 6. She is cycling.
- 7. She is gardening.

Listen and tick the children's hobbies.

Hobby	Zayar	Thidar	Bo Bo	Su Su	Min Min
listening to music		✓			
playing football	✓				✓
playing the guitar			✓		
singing			✓		
making origami	✓			✓	
watching TV		✓		✓	✓

Write and talk about your hobbies.

Accept any possible answers.

Sample answer

I like (making origami). I also like (listening to music). I don't like (writing stories).

Review 4B

Look at the map and complete the sentences.

- 1. The park is next to the library.
- 2. The market is between the bus stop and the cinema.
- 3. The restaurant is opposite the park.

- 4. The sports centre is at the corner of Main Road and 2nd Street.

Project 4

Draw a map of your town with 5 places on it.

Write and tell the class where they are.

Accept any possible answers.

List of Words and Expressions

New words and expressions are shown in black and the ones shown in orange are previously learnt in Grade 1 & 2.

A afternoon /ˌɑːf.təˈnuːn/ always /ˈɔːl.weɪz/ archery /ˈɑːtʃ.ri/ arm /ɑːm/ artist /ˈɑːtɪst/ at the corner of /ət ðə ˈkɔːnə ɒv/ aunt /ɑːnt/	clever /ˈklev.ə/ computer /kəmˈpjʊː.tə/ cook /kʊk/ cousin /ˈkʌz.n/ cycling /ˈsaɪ.klɪŋ/	fishing /ˈfɪʃ.ɪŋ/ football /ˈfʊt.bɔːl/ Friday /ˈfraɪ.deɪ/ friend /frend/ fruit /fruːt/ fun /fʌn/ funny /ˈfʌn.i/
B badminton /ˈbæd.mɪn.tn/ bakery /ˈbeɪ.kr.i/ banana /bəˈnɑː.nə/ basketball /ˈbɑːskɪt.bɔːl/ bathroom /ˈbɑːθ.ruːm/ beautiful /ˈbjʊː.tɪ.fl/ bed /bed/ bedroom /ˈbed.ruːm/ behind /brɪˈhaɪnd/ beside /brɪˈsaɪd/ between /brɪˈtwiːn/ bike /baɪk/ blackboard /ˈblæk.bɔːd/ body /ˈbɒd.i/ bookshelf /ˈbʊk.ʃelf/ bookshop /ˈbʊk.ʃɒp/ box /bɒks/ break /breɪk/ brother /ˈbrʌð.ə/ bus stop /ˈbʌs ˌstɒp/ buttons /ˈbʌt.ns/	D dancer /ˈdɑːn.sə/ dancing /dɑːn.sɪŋ/ dentist /ˈden.tɪst/ diamond /ˈdaɪə.mənd/ difficult /ˈdɪf.ɪ.klɪt/ dining room /ˈdaɪ.nɪŋ ˌruːm/ direction /daɪˈrek.ʃn/ do physical exercise /duː ˈfɪz.ɪ.kl ˈek.sə.sarz/ do the housework /duː ðə ˈhaʊs.wɜːk/ doctor /ˈdɒk.tə/ draw pictures /drɔː ˈpɪk.tʃəs/ drawing /ˈdrɔː.ɪŋ/ dustbin /ˈdʌst.bɪn/	G game /geɪm/ garage /ˈgær.ɑːʒ/ garden /ˈgɑːdn/ gardening /ˈgɑːdn.ɪŋ/ get up /get ʌp/ go home /gəʊ həʊm/ go straight /gəʊ streɪt/ go to bed /gəʊ tu bed/ go to school /gəʊ tu skuːl/ going shopping /ˈgəʊ.ɪŋ ˈʃɒp.ɪŋ/ goldfish /ˈgəʊld.fɪʃ/ good at /ɡʊd ət/ grandfather /ˈgræn.fɑː.ðə/ grandmother /ˈgræn.mʌð.ə/ great /ɡreɪt/
C cabbage /ˈkæb.ɪdʒ/ cage /keɪdʒ/ carrot /ˈkær.ət/ chair /tʃeə/ cinema /ˈsɪn.ə.mə/ circle /ˈsɜː.kl/ class /klɑːs/ clean the classroom /kliːn ðə ˈklaːs.ruːm/	E ear /ɪə/ easy /ˈiː.zi/ eggplant /ˈeg.plɑːnt/ engineer /ˌen.dʒɪˈniə/ English /ˈɪŋ.glɪʃ/ evening /ˈiː.vɪnɪŋ/ Excuse me! /ɪkˈskjuːz mi/ eye /aɪ/ F family /ˈfæm.lɪ/ family tree /ˈfæm.lɪ triː/ farmer /ˈfɑː.mə/ father /ˈfɑː.ðə/ favourite /ˈfeɪ.vər.ɪt/ feed the dog /fiːd ðə dɒɡ/ finish at /ˈfɪn.ɪʃ ət/ fishbowl /ˈfɪʃ.bəʊl/	H hairdresser /ˈheə.dres.ə/ handsome /ˈhæn.səm/ happy /ˈhæp.i/ have a bath /hæv ə bɑːθ/ have breakfast /hævˈbrek.fəst/ have dinner /hævˈdɪn.ər/ have lunch /hævˈlʌntʃ/ having a picnic /hæv.ɪŋ ə ˈpɪk.nɪk/ head /hed/ heart /hɑːt/ help others /help ˈʌð.əs/ helpful /ˈhelp.fl/ hobby /ˈhɒb.i/ home /həʊm/ hospital /ˈhɒs.pɪ.tl/ house /haʊs/

I

in front of /ɪn.fɹʌnt. əv/
interesting /'ɪn.trəs.tɪŋ/

J

job /dʒɒb/
judo /'dʒu:.dəʊ/

K

kind /kaɪnd/
kitchen /'kɪtʃ.n/

L

lamp /læmp/
leg /leg/
library /'laɪ.brər.i/
like /laɪk/
listen to songs /'lɪs.n tu sɒŋs/
listening to music
/'lɪs.nɪŋ tə 'mju:.zɪk/
living room /'lɪv.ɪŋ ,ru:m/
location /ləʊ'keɪ.lən/
lunch break /lʌntʃ breɪk/

M

make the bed /meɪk ðə bed/
making origami
/'meɪ.kɪŋ ,ɒr.ɪ'ɡɑ:.mi/
Maths /mæθs/
me /mi:/
member /'mem.bə/
mirror /'mɪr.ə/
morning /'mɔ:.nɪŋ/
Monday /'mʌn.deɪ/
mother /'mʌð.ə/
mountain climbing
/'maʊn.tɪn 'klaɪ.mɪŋ/

mouse /maʊs/

mouth /maʊθ/

music /'mju:.zɪk/

Myanmar /'mjæ.n.mɑ:/

N

next to /nekst tu/
number /'nʌm.bə/
nurse /nɜ:s/

O

object /'ɒb.dʒɪkt/
often /'ɒf.tn/
on the left /ɒn ðə left/
on the right /ɒn ðə raɪt/
one another /wʌn ə'nʌð.ə/
opposite /'ɒp.ə.zɪt/
oval /'əʊ.vl/

P

page /peɪdʒ/
papaya /pə'paɪ.ə/
park /pɑ:k/
parrot /'pær.ət/
pear /peə/
people /'pi:pl/
period /'piəri.əd/
pet /pet/
pilot /'paɪ.lət/
pineapple /'paɪn.æp. l/
place /pleɪs/
play games /pleɪ ɡeɪms/
play with friends /pleɪ wɪð frends/
playing badminton
/pleɪŋ 'bæd.mɪn.tn/
playing football /pleɪŋ 'fʊt.bɔ:l/
playing hide and seek
/pleɪŋ haɪd.ən'si:k/
playing tag /pleɪŋ tæg/
playing the guitar /pleɪŋ ðə ɡɪ'tɑ:/
playing video games
/pleɪŋ 'vɪd.i.əʊ ɡeɪms/
playing with toys /pleɪŋ wɪð tɔɪs/
police officer /pə'li:s 'ɒf.ɪ.sə/
police station /pə'li:s ,ster.ʃn/
potato /pə'teɪ.təʊ/

R

rabbit /'ræb.ɪt/
reading /'ri:dn/
rectangle /'rek.tæŋ.ɡl/
restaurant /'res.trɒnt/
ride /raɪd/

robot /'rəʊ.bɒt/

room /ru:m/

running /'rʌn.ɪŋ/

S

sailor /'seɪ.lə/
Saturday /'sæt.ə.deɪ/
school /sku:l/
Science /'saɪ.əns/
see /si:/
shape /ʃeɪp/
shopkeeper /'ʃɒp.ki:.pə/
singer /'sɪŋ.ə/
singing /sɪŋ.ɡɪŋ/
sister /'sɪs.tə/
skipping rope /skɪp.ɪŋ rəʊp/
smart /smɑ:t/
Social Studies /'səʊ.ʃl ,stʌd.ɪz/
sometimes /'sʌm.təɪmz/
sport /spɔ:t/
sports centre /'spɔ:ts ,sen.tə/
square /skweə/
squirrel /'skwɪr.l/
star /stɑ:/
start at /stɑ:t ət/
story /'stɔ:ri/
strawberry /'strɔ:.b rɪ/
strong /strɒŋ/
student /'stju:.dnt/
study in the library
/'stʌd.i m ðə 'laɪ.brər.i/
study my lessons
/'stʌd.i maɪ 'les.nz/
subject /'sʌb.dʒekt/
Sunday /'sʌn.deɪ/
sweep the floor /swi:p ðə flo:/
swimming /swɪm.ɪŋ/

T

teacher /'ti:tʃə/
tennis /'ten.ɪs/
they /ðeɪ/
thing /θɪŋ/

throw the rubbish out

/θrəʊ ðə 'rʌb.ɪʃ aʊt/

Thursday /'θɜ:z.deɪ/

tomato /tə'mɑ:..təʊ/

toy /tɔɪ/

travelling /'træv.lɪŋ/

triangle /'traɪ.æŋ.ɡl/

Tuesday /'tʃu:z.deɪ/

turn left /tɜ:n left/

turn right /tɜ:n raɪt/

U

uncle /'ʌŋ.kl/

under /'ʌn.də/

usually /'ju:..ʒu.ə.li/

V

vegetable /'vedʒ.tə.bl/

W

wash the dishes /wɒʃ ðə dɪʃɪz/

watch TV /wɒtʃ ,ti:'vi:/

water the plants

/'wɔ:..tə ðə plɑ:nts/

Wednesday /'wenz.deɪ/

window /'wɪn.dəʊ/

work alone /wɜ:k ə'ləʊn/

work in groups /wɜ:k ɪn gru:ps/

work in pairs /wɜ:k ɪn peəs/

writer /'raɪ.tə/

writing /'raɪ.tɪŋ/

Numbers

thirteen /θɜ: 'ti:n/

fourteen /,fɔ: 'ti:n/

fifteen /,fɪf 'ti:n/

sixteen /,sɪk 'sti:n/

seventeen /,sevn 'ti:n/

eighteen /,er 'ti:n/

nineteen /,nam 'ti:n/

twenty /'twen.ti/

twenty-one /'twen.ti wʌn/

twenty-two /'twen.ti tu:/

twenty-three /'twen.ti θri:/

twenty-four /'twen.ti fɔ:/

twenty-five /'twen.ti fɑ:v/

twenty-six /'twen.ti sɪks/

twenty-seven /'twen.ti 'sev.n/

twenty-eight /'twen.ti ert/

twenty-nine /'twen.ti nam/

thirty /'θɜ:..ti/

thirty-one /'θɜ:..ti wʌn/

thirty-two /'θɜ:..ti tu:/

thirty-three /'θɜ:..ti θri:/

thirty-four /'θɜ:..ti fɔ:r/

thirty-five /'θɜ:..ti fɑ:v/

thirty-six /'θɜ:..ti sɪks/

thirty-seven /'θɜ:..ti 'sev.n/

thirty-eight /'θɜ:..ti ert/

thirty-nine /'θɜ:..ti nam/

forty /'fɔ:..ti/

forty-one /'fɔ:..ti wʌn/

forty-two /'fɔ:..ti tu:/

forty-three /'fɔ:..ti θri:/

forty-four /'fɔ:..ti fɔ:/

forty-five /'fɔ:..ti fɑ:v/

forty-six /'fɔ:..ti sɪks/

forty-seven /'fɔ:..ti 'sev.n/

forty-eight /'fɔ:..ti ert/

Numbers

forty-nine /'fɔː.ti nam/
 fifty /'fɪf.ti/
 fifty-one /'fɪf.ti wʌn/
 fifty-two /'fɪf.ti tuː/
 fifty-three /'fɪf.ti θriː/
 fifty-four /'fɪf.ti fɔː/
 fifty-five /'fɪf.ti fɑːv/
 fifty-six /'fɪf.ti sɪks/
 fifty-seven /'fɪf.ti 'sev.n/
 fifty-eight /'fɪf.ti ert/
 fifty-nine /'fɪf.ti nam/
 sixty /'sɪk.sti/
 sixty-one /'sɪk.sti wʌn/
 sixty-two /'sɪk.sti tuː/
 sixty-three /'sɪk.sti θriː/
 sixty-four /'sɪk.sti fɔː/
 sixty-five /'sɪk.sti fɑːv/
 sixty-six /'sɪk.sti sɪks/
 sixty-seven /'sɪk.sti 'sev.n/
 sixty-eight /'sɪk.sti ert/
 sixty-nine /'sɪk.sti nam/
 seventy /'sev.n.ti/
 seventy-one /'sev.n.ti wʌn/
 seventy-two /'sev.n.ti tuː/
 seventy-three /'sev.n.ti θriː/
 seventy-four /'sev.n.ti fɔː/
 seventy-five /'sev.n.ti fɑːv/
 seventy-six /'sev.n.ti sɪks/
 seventy-seven /'sev.n.ti 'sev.n/
 seventy-eight /'sev.n.ti ert/
 seventy-nine /'sev.n.ti nam/
 eighty /'eɪ.ti/
 eighty-one /'eɪ.ti wʌn/
 eighty-two /'eɪ.ti tuː/
 eighty-three /'eɪ.ti θriː/
 eighty-four /'eɪ.ti fɔː/

Numbers

eighty-five /'eɪ.ti fɑːv/
 eighty-six /'eɪ.ti sɪks/
 eighty-seven /'eɪ.ti 'sev.n/
 eighty-eight /'eɪ.ti ert/
 eighty-nine /'eɪ.ti nam/
 ninety /'nam.ti/
 ninety-one /'nam.ti wʌn/
 ninety-two /'nam.ti tuː/
 ninety-three /'nam.ti θriː/
 ninety-four /'nam.ti fɔː/
 ninety-five /'nam.ti fɑːv/
 ninety-six /'nam.ti sɪks/
 ninety-seven /'nam.ti 'sev.n/
 ninety-eight /'nam.ti ert/
 ninety-nine /'nam.ti nam/
 a hundred /ə 'hʌn.drəd/

Time

8:00 /ert/
 8:05 /ert əʊ fɑːv/
 8:10 /ert ten/
 8:15 /ert ,fɪf'tiːn/
 8:20 /ert 'twen.ti/
 8:25 /ert 'twen.ti fɑːv/
 8:30 /ert 'θɜː.ti/
 8:35 /ert 'θɜː.ti fɑːv/
 8:40 /ert 'fɔː.ti/
 8:45 /ert 'fɔː.ti fɑːv/
 8:50 /ert 'fɪf.ti/
 8:55 /ert 'fɪf.ti fɑːv/

Project 1 My family tree

Project 1 My family tree

Listen and say.

Grandfather Grandmother Grandfather Grandmother
 U Maung Myint Daw Mya San U San Shwe Daw Htay Htay
 Father Mother
 U Zar Ni Daw Hnin Hnin
 Brother Me Sister
 Arkar Hay Mar Chaw Su

I'm Hay Mar.
 My father is U Zar Ni. My mother is Daw Hnin Hnin.
 My brother is Arkar. My sister is Chaw Su.
 My grandfather on my father's side is U Maung Myint.

20

Project 1 My family tree

Draw your family tree and tell the class about it.

Grandfather Grandmother Grandfather Grandmother
 Father Mother
 Me
 Brother Sister

Write about your parents. In pairs, talk about them.

My parents

I can ...

draw my family tree. 😊 😊 😊

write and talk about my family. 😊 😊 😊

21

Objectives:

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

- draw a family tree.
- describe their family members to the class.

Words and expressions:

New: My grandfather/grandmother on my father's/mother's side is ...

Previously learnt: brother, father, grandfather, grandmother, mother, sister, I'm ...

Resources and preparation: copy the family tree from the textbook onto a flip chart or the board.

Teaching procedure for Period 1: Plan

Warm up

(5 minutes)

- Review vocabulary on family members. Say the different family members in English and ask students to say them in Myanmar.
- Repeat the activity saying the family members in Myanmar and tell the students to say them in English.
- Show picture cards of family members and tell the students to repeat the words after the teacher.
- Write, 'Who is your (family member)?' on the board.
- Ask some students, 'Who is your mother?' 'Who is your father?'

25 Listen and say.

Demonstration

(15 minutes)

- Ask students to tell you the meaning of 'family' and 'tree' in Myanmar.
- Introduce the word 'family tree' to the students and ask them what is the meaning of 'family tree'. (This can be done in Myanmar.)
- Draw the picture of the family tree on page 20 on the board or on the flip chart.
- Point to the different members of the family tree and say 'grandfather, grandmother, father, mother etc.'

- Tell them to repeat after the teacher.
- Explain the family tree using the following sentences:
T: I'm Hay Mar. My father is U Zar Ni.
- Ask the students to repeat after the teacher (3 times).
- Follow the same procedure for the other family members.

My mother is Daw Hnin Hnin.

My brother is Arkar.

My sister is Chaw Su.

My grandfather on my father's side is U Maung Myint.

My grandmother on my father's side is Daw Mya San.

My grandfather on my mother's side is U San Shwe.

My grandmother on my mother's side is Daw Htay Htay.

- Explain to the students that the expression 'My grandfather/grandmother on my father/mother side is ...' is used to talk about their grandfathers or grandmothers.

(အဘိုးနှင့် အဘွားတို့ကို ဖော်ပြရာတွင် အဖဘက်မှ အဘိုး အဘွားများနှင့် အမေဘက်မှ အဘိုး အဘွားများကို ကွဲပြားစေရန် 'My grandfather/grandmother on my father/mother side is ...' ကို သုံးရန် ရှင်းပြပါ။)

Practice

(17 minutes)

- Write, 'Who is your ...?' on the board.
- Tell students to make pairs, Student A and Student B.
- Student A is Hay Mar and Student B asks questions about Hay Mar's family using 'Who is your ...?'
- When they have finished, tell them to swap roles and do the activity again.
- Monitor the students to make sure they practise the activity well.

Writing practice

- Ask, 'Who is the girl?' and write the sentence, 'I'm Hay Mar.' on the board.
- Follow the same procedure for other family members.

Summary and feedback

(3 minutes)

- Check that students know the names of different family members.
- Make sure that they can ask and answer questions on their family members.

Teaching procedure for Period 2: Do

Warm-up

(5 minutes)

- Revise the question 'Who is your ...?' and the answer to it that students learnt in the previous period.

Draw your family tree and tell the class about it.

Drawing a family tree

(20 minutes)

- Show students the family tree outline from the textbook (page 21).
- Explain how to draw a family tree.
- Draw your own family tree on the board.
- Tell the students to write the names on their family tree in their textbooks.
- Monitor and check their writing.

Sharing information about family tree with friends

(10 minutes)

- Tell students to make pairs, Student A and Student B.
- Tell Student A to present their family tree to Student B.
- Tell Student B to ask questions about Student A's family tree.
- Remind students of the questions. If necessary, say the questions and get the students to repeat after you.
 1. Who is your father?
 2. Who is your mother?
 3. Who is your sister?
 4. Who is your brother?
 5. Who is your grandfather on your father side?
 6. Who is your grandmother on your father side?
 7. Who is your grandfather on your mother side?
 8. Who is your grandmother on your mother side?
- When Student A has finished answering the questions, swap roles with Student B.
- Student B presents their family tree.

Summary and feedback

(5 minutes)

- Check that students can explain their family tree correctly.
- Tell them to write a similar paragraph at home.

Teaching procedure for Period 3: Present

Warm-up

(3 minutes)

- Tell students that they are going to read their paragraphs they wrote at home and practise talking about their parents.

Presentation

(13 minutes)

- Make groups of 4.
- Tell students to talk about their parents in each group.
- If time permits, ask some volunteer students to tell the class about their families in front of the class.

Write about your parents. In pairs, talk about them.

(7 minutes)

- Write some sentences about your parents on the board.

e.g.

My father is U Aung Than.

My mother is Daw Hnin Si.

- Read the sentences aloud and ask students to tell you the meaning of the sentences in Myanmar.
- Tell them to write similar sentences about their parents in their textbooks.
- When they have finished writing, they should practise saying their sentences aloud.

Presentation

(15 minutes)

- Tell students to make pairs, Student A and Student B.
- Ask them to talk about their parents in pairs.
- Student As read out their sentences about their parents to Student Bs.
- Then, Student Bs read out their sentences.
- Walk around the class and monitor the activity and encourage everyone to participate in the activity.
- If there is time, ask some students to come to the front of the class and read out their sentences.

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 write and talk about his/her family.
- Ask the students to put a tick in the box under the appropriate icon.

I can			
draw my family tree.			
write and talk about my family.			

DBE Box - Copyright Protected

Project 2 Things in my bedroom

Project 2 Things in my bedroom

Look at the picture and ask and answer the questions as in the examples.



Example:
 A: Where is the clock ?
 B: It is on the wall .
 A: How many diamonds are there?
 B: There are twelve diamonds .

40

Project 2 Things in my bedroom

Draw a picture of your bedroom. Also write and say where the things are.

There is a table in my bedroom.
It is beside the _____.

I can ...

draw a picture of my bedroom.

describe my bedroom to my friends.

41

Objectives:

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

- draw a picture of their bedroom.
- describe their bedroom to their friends.

Words and expressions:

Previously learnt: (Things): book, cat, chair, clock, cup, dog, door, goldfish, hat, key, pencil, picture, rug, ruler, table

Resources and preparation: picture cards of book, cat, chair, clock, circle, cup, diamond, dog, door, goldfish, hat, heart, key, pencil, picture, rug, ruler, square, table, triangle, oval
 flip chart: a picture of a room and (if available)

Teaching procedure for Period 1: Plan

Warm up

(3 minutes)

- Revise the vocabulary students have learnt in the previous units.
- Show the picture cards of book, cat, chair, clock, circle, diamond, dog, door, goldfish, hat, heart, key, pencil case, picture, rug, ruler, square, table, triangle, oval one at a time and ask, 'What's this?'

40 Look at the picture and ask and answer questions as in the examples. (15 minutes)

- Tell students to look at the picture.
- Put the pictures of the objects and animals on the board.
- Tell them to find the objects in the picture in the textbook.
- Ask students where the objects and animals are in the picture saying, "Where is/are the ...?"
- Have them answer using prepositions.
- Play the recording or read the sentences aloud to the students.

- The teacher should model asking and answering the questions for the students. For examples: 'Where is the dog?' 'The dog is behind the door.' If necessary, the teacher should write one of the answers as an example on the board.

The answers are given below:

- The dog is behind the door.
 - The clock is on the wall.
 - The fish are in the water.
 - The cats are under the table.
 - The chair is in front of the table.
 - The pencils are on the table.
 - The ruler is between the books and the pencils.
 - The hat is beside the keys.
- Say the names of the shapes and tell the class to count the shapes in the picture.
 - Students write the total number for each shape in their exercise books.
 - Ask, 'How many circles are there?'
 - Give the answers on the board.

The answers are given below:

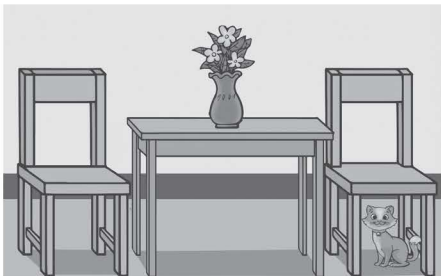
- There are twelve diamonds.
- There are twenty-three hearts.
- There are two circles.
- There are twenty ovals.
- There are fourteen triangles.
- There are twenty-six rectangles.

(မေးခွန်းအမျိုးအစားနှစ်ခုဖြစ်သည့် 'Where is the ...?' နှင့် 'How many ... are there?' တို့ကို အသုံးပြု၍ လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။ 'Where is the ...?' မေးခွန်းကို ဖြေဆိုရာတွင် ရုပ်ပုံများကိုကြည့်၍ 'behind, beside, between, in, in front of, on, under' စသည့် ဝိဘတ်များကို အသုံးပြု၍ ဖြေဆိုနိုင်ပါသည်။ 'How many ... are there?' မေးခွန်းကိုဖြေဆိုရာတွင် ရုပ်ပုံတစ်ခုချင်းစီ၏ ပုံသဏ္ဌာန်ကိုကြည့်ကာ ရေတွက်နိုင်ဖြေဆိုနိုင်ပါသည်။ သာဓက။ ။ ထောင့်မှန်စတုရန်း - rectangle ကို ရေတွက်ရာတွင် အလျားရှည်ပြီး အနံတိုသောပုံသဏ္ဌာန်ရှိသည့် ပုံအားလုံးကို ရေတွက်ရမည်။)

Drawing a picture and writing a description

(20 minutes)

- Draw the picture of your own room and write a description of it. Use the example given below. (You should have between 5 to 10 sentences for your description.)

Sample room	Sample description
	- The cat is under the chair. - There is a vase on the table. - There are three flowers in the vase. - There is a table between two chairs. - The table is a rectangle.

- Show the sample picture and say the description to the students.

- Cover the picture and ask students questions after saying each sentence. See the example below.

T: There is a cat in my room. Where's the cat?

Ss: The cat is (on/under/beside/in front of/behind) the (floor/bed/table/chair/). etc.

(NOTE: You have to write every possible answer on the board.)

- Give hints if students cannot answer the question correctly.
- Accept any possible answers and continue to write students' answers on the board.
- To check the answers, uncover the picture.
- Describe the room again using the correct location of the various objects.

Summary and feedback

(2 minutes)

- Explain what students will have to do for the next class.

Teaching procedure for Period 2: Do

Warm-up

(3 minutes)

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

Draw a picture of your bedroom. Also write and say where the things are. (35 minutes)

- Make groups of 6.
- Tell the students to think of the room their group would like to have and draw an outline of the picture in their exercise books.
- Distribute flip charts (if available) to the groups.
- Tell each group to draw their room on the flip chart or in their exercise books.
- Tell the students to work together and write a description of their room. One student is the writer and the other students tell him/her what to write.
- Have all the group members copy the description into their exercise books when they have finished.
- Tell students to practise reading their description after writing. Students should read the description of their room sentence by sentence while others listen and provide feedback if necessary.

Summary and feedback

(2 minutes)

- Explain to students that they will have to present about their rooms in the next class. Tell them to practise describing their rooms at home.

Teaching procedure for Period 3: Present

Warm-up

(2 minutes)

- Have students prepare for their presentation.

Group presentation

(35 minutes)

- Tell each group to present the description of their room in their group.
- Encourage the students in each group to take turns in presenting the description of their room.
- Tell each group to put the picture of their room on the wall.
- Tell the students to go around and look at the pictures of the other groups. Tell them to draw a smiling face on the pictures they like.
- Call a presenter from one group to present about their picture. If the class size is small or time permits, a teacher can ask a presenter from each group to give a presentation.

Guessing answers

- Call the group that got the most smiling faces and tell them to cover their picture.
- Tell the group to ask the class where things are in the room. For example:
G: There is a dog in the room. Where is the dog?
Ss: (Students guess) The dog is (on/under/beside/in front of/behind) the (table/chair/bed/etc.)
- Tell the group to give hints. For example: 'The dog is under ...,' pointing to the chair in the picture.

Self-assessment

(3 minutes)

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

I can...			
draw a picture of my bedroom.			
describe my bedroom to my friends.			

Project 3 The daily activities of my friend

Project 3 The daily activities of my friend

Interview your friend.

What do you usually do in the morning?	from	to
• usually	have breakfast	7:30 8:00
• always	do my homework	
• often	play badminton	
• sometimes	water the plants	

Present about your friend.

The daily activities of my friend

This is my friend. In the morning, she usually has breakfast from 7:30 to 8:00. She always does her homework from _____ to _____. She often plays badminton from _____ to _____. She sometimes waters the plants from _____ to _____.

Project 3 The daily activities of my friend

Interview your friend.

What do you usually do in the afternoon?	from	to
• usually		
• always		
• often		
• sometimes		

Write and tell the class the daily activities of your friend.

The daily activities of my friend

I can ...

interview my friend.

write and talk about the daily activities of my friend.

Objectives:

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

- interview their friend's daily activities.
- talk about their friend's daily activities.

Words and expressions:

Previously learnt: always, usually, often, sometimes, morning, afternoon, evening

Things I do at home: do my homework, feed the dog, make the bed, sweep the floor, throw the rubbish out, wash the dishes

Things I do at school: clean the classroom, do physical exercise, help others, play with my friends, study in the library, water the plants

Things I do in my class: draw pictures, listen to songs, play games, work alone, work in pairs, work in groups

Resources and preparation: audio materials, paper strips with written questions, picture cards for all expressions, flip chart, pen

Teaching procedure for Period 1: Plan

Warm up (3 minutes)

- Revise the expressions from Unit 5 by saying, 'What's this?' while showing pictures.

Interview your friend. (15 minutes)

Practice

- Draw the table on the board or make an enlarged copy of the table from the textbook.

120 Project 3

What do you usually do in the morning?		from	to
• usually	have breakfast		
• always	do my homework		
• often	play badminton		
• sometimes	water the plants		

- Tell students that they are going to practise how to interview a friend.
- Make groups of four and give each group a name.
- Distribute two paper strips with questions to each group. (See below.)

Group 1	What do you usually do in the morning?	What time do you ...?
Group 2	What do you always do in the morning?	What time do you ...?
Group 3	What do you often do in the morning?	What time do you ...?
Group 4	What do you sometimes do in the morning?	What time do you ...?

- Tell each group to read their two questions.
- Have the students from Group 1 ask, 'What do you usually do in the morning?'
- Answer, 'I usually have breakfast'.
- Have the students from Group 1 ask, 'What time do you usually have breakfast?'
- Answer, 'From 7:30 to 8:00'.
- Tell one volunteer student from Group 1 to come to the front of the class, listen your answers and write the information in the table on the board.
- Continue the activity with Groups 2, 3 and 4.
- Say the answer as many times as necessary. Make sure that volunteer students can write the times in the table on the board.

Interview

- Write down the following questions on the board.

What do you always do in the morning?	What time do you ...?
What do you often do in the afternoon?	What time do you ...?
What do you sometimes do in the evening?	What time do you ...?

- Put students into pairs and name them A and B.
- Tell Student A to ask the questions written on the board to Student B.
- Tell Student A to listen to Student B's answer and write the information in the table of their textbooks.
- Then, tell them to swap their roles.
- Tell Student B to ask the questions and write Student A's information in the table.
- Tell them to swap their exercise books with their partners and check each other's answers.

Present about your friend.

(10 minutes)

- Show students how to transfer the information from the table to the pictures.
- Tell them to read the answers from the textbook. While the students are reading the answers, stick pictures on the board and put the signs of frequency adverbs and time expression below the pictures.

(သင်ပုန်းကို ပုံဆွဲရန် နှင့် စာရေးရန် ပိုင်းခြားပါ။ ကျောင်းသားများဖတ်ပြသည့် စာသားနှင့်သက်ဆိုင်သည့် ပုံကို တစ်ကြောင်းဆွဲပန်းချီပုံဆွဲ၍ ပုံဖော်ပါ။ အချိန်နှင့် frequency adverb များကိုလည်း ပုံတွင် ဖော်ပြပါ။)

- Write the sentences that describe the pictures on the board. (e.g. In the morning, she always does her homework from 7:30 to 8:00.)

(ပုံနှင့်သက်ဆိုင်သည့် ဝါကျကိုလည်းချရေးပါ။ သူငယ်ချင်းယောက်ျားလေးကို interview လုပ်လျှင် နာမ်စား He ကိုသုံး၍ သူငယ်ချင်း မိန်းကလေးကို interview လုပ်လျှင် နာမ်စား She ကိုသုံးရမည်ဟု ရှင်းပြပါ။)

- Continue the activity. After the students have finished, do a sample presentation.
- Tell them that they will be presenting about their friends in the next period.

Brainstorming

(10 minutes)

- Ask students what they do in the afternoon.
- Write their activities on the board. Encourage them to give as many answers as possible.
- Ask the students to make groups of four. Each group should brainstorm afternoon activities that children of their age usually do and write them in their exercise books in English. If the students do not know the vocabulary/the spelling of the words that they want to write, help them.

(ကျောင်းသားများ နေ့လယ်တွင်ပြုလုပ်လေ့ရှိသည့် activity များကို စဉ်းစား၍ သူတို့၏ လေ့ကျင့်ခန်းစာအုပ်တွင် ချရေးရန် ပြောပါ။)

- Ask them to say their afternoon activities and write them on the board.

(ကျောင်းသားများ စဉ်းစားထားသည့် activity များကို တစ်ဖွဲ့ချင်းစီမေး၍ အတန်းသားအားလုံး လေ့လာသိရှိနိုင်စေရန် သင်ပုန်းတွင် ချရေးပါ။)

Summary and feedback

(2 minutes)

- Tell students to talk about their afternoon activities and what time they start and finish the activities in the next period.

Teaching procedure for Period 2: Do

Warm up

(5 minutes)

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

Interview your friend.

(8 minutes)

- Put students into pairs.
- Tell them to write their interview questions in their exercise books. To check the spelling write the questions on the board. (What do you usually do in the afternoon? What time do you ... ?)

(ကျောင်းသားများမေးခွန်းရေးရာတွင် ပထမအချိန်တွင် အဖွဲ့လိုက်မေးခဲ့သည့် မေးခွန်းများကို နမူနာအဖြစ် သင်ပုန်းပေါ်တွင် ရေးပြထားပါ။)

- Tell them to write at least 4 questions.
- Remind them that they should use, 'always, usually, often or sometimes.'
- Tell the students to interview one of their friends and write the answers in the table on page 61.

Making a poster

(12 minutes)

- Put students into pairs.
- Distribute big pieces of paper or flip charts and markers if available.
- Tell the students to make a poster of their friend's afternoon activities like the one on page 60.

Write and tell the class the daily activities of your friend. (12 minutes)

- Tell each pair to write their friend's activities in their exercise books. (If some students finish early, tell them to practise their friend's activities for their presentation.)
- They should follow the model below:

This is my friend. In the afternoon, he/she usually _____ from _____ to _____. He/she always _____ from _____ to _____. He/she often _____ from _____ to _____. He/she sometimes _____ from _____ to _____.

If necessary, write the model on the board.

(ကျောင်းသားများ စာရေးရာတွင် နမူနာကြည့်ရန်အတွက် အထက်တွင်ပေးထားသော နမူနာကို သင်ပုန်းတွင်ချရေးပေးပါ။)

Summary and feedback (3 minutes)

- Explain to the students that they will have to present about their friends' after school activities in the next class. Tell them to practise their presentations at home.

Teaching procedure for Period 3: Present

Warm up (2 minutes)

- Have students prepare for their presentations.

Presentation (35 minutes)

- Call a student to present about his/her friend's afternoon activities to the class.
- Then, tell him/her to call another student to present.
- Continue the activity.

Self-assessment (3 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 afternoon activities his/her friend does.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
interview my friend.			
write and talk about the daily activities of my friend.			

Project 4 My town

Project 4 My town

Look at the map and say.

This is my town.

My house is opposite the bus stop.

The post office is at the corner of Thitsar Road and 1st Street. It's next to the bus stop.

The park is next to the post office.

The school is opposite the post office.

The restaurant is between the school and the sports centre.

The police station is next to the hospital.

The toyshop is next to my house.

80

Project 4 My town

Draw a map of your town with 5 places on it. Write and tell the class where they are.

Map of my town

Places in my town

I can ...
draw a map of my town.
say where places in my town are.

81

Objectives:

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

- draw a map of their town.
- say where places in their town are.

Words and expressions:

bus stop, hospital, my house, park, police station, post office, restaurant, school, sports centre, toyshop, at the corner of, between, next to, opposite

Resources and preparation: audio materials, enlarged copy of the map of my town

Teaching procedure for Period 1: Plan

Warm up

(13 minutes)

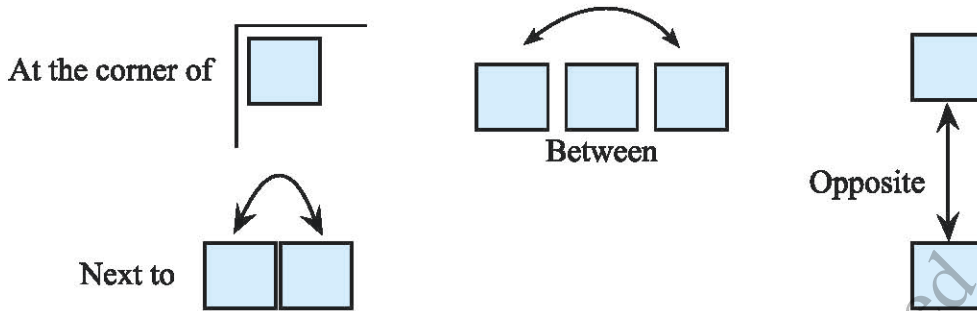
- Revise the vocabulary that students need to use in the project.
- Ask them to look at the map of 'My town'.
- Ask, 'What is it?' and point to a place on the map.

80 Look at the map and say.

(15 minutes)

- Ask students to look at the map of 'My town' and the sentences.
- Play the recording or read the description of the map in the textbook aloud to the class and tell them to listen carefully.
- Read the description again and have the students repeat after you while pointing to the places on the map.
- Elicit where the places are by asking, 'Where is the ...?'
- Put the students in pairs, Student A and Student B. Have Student A ask the question 'Where is the ...?' and have Student B say the answer. Then A and B swap roles.

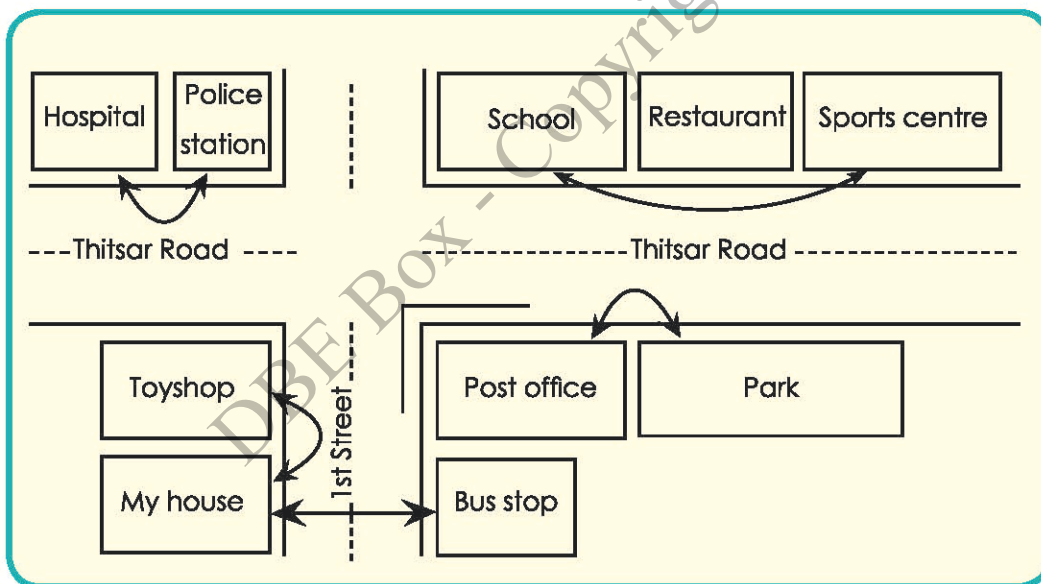
- Tell students to look at the picture again.
- Show them how to draw the lines for 'at the corner of', 'between', 'next to' and 'opposite' as shown below.
('at the corner of', 'between', 'next to' and 'opposite' စသည့် ဝိဘတ်များကို ရည်ညွှန်းသည့် မျဉ်းများအား အောက်ဖော်ပြပါ နမူနာအတိုင်း ဆွဲရန် ရှင်းပြပါ။)
- Put the enlarged copy of the map on the board.
- Read the sentences and tell them to listen and draw the lines and arrows on the map in their textbooks.



- Example:

T: My house is opposite the bus stop.

- Read the sentences again and tell them to check their work.
- Swap roles with the students.



- The students read the sentences and the teacher draws the lines and arrows on the map.
- Ask them to compare your map with their maps.

(ဆရာက ဝါကျတစ်ကြောင်းဖတ်ပြသောအခါ ကျောင်းသားများကို နားထောင်စေပြီး ကျောင်းသုံးစာအုပ်ပေါ်တွင် နေရာများကို ညွှန်ပြသည့် မြားများဆွဲရန်ပြောပါ။ သာကေ ။ ဆရာက My house is opposite the bus stop. ဟု ဖတ်ပြသောအခါ ကျောင်းသား များက 'house' နှင့် 'bus stop' တို့ကို ညွှန်ပြသည့် မြားများ ဆွဲရန်ဖြစ်ပါသည်။ ဝါကျအားလုံးဖတ်ပြီးပါက ကျောင်းသားများသည် ၎င်းတို့ ဆွဲထားသည့်မြားများ မှန် မမှန် ပြန်စစ်နိုင်ရန် ဆရာက ဝါကျအားလုံးကို ကျောင်းသားများအား နောက်တစ်ခါ ဖတ်ပြပါ။ ထို့နောက် ကျောင်းသားများကို ဝါကျ တစ်ကြောင်းပြီး တစ်ကြောင်း ဖတ်ပြစေပြီး ဆရာက နားထောင်ကာ သင်ပုန်းပေါ်ရှိ My town ပုံပေါ်တွင် မြားများ ဆွဲပါ။ ထို့နောက် ကျောင်းသားများအား ၎င်းတို့ဆွဲထားသည့် မြားများနှင့် တူ မတူ စစ်ဆေးရန်ပြောပါ။)

Summary and feedback

(2 minutes)

- Tell students that today they have learnt how to describe places on maps. In the next period they have to draw a map of a town. Later, they will have to describe the locations of places on the map to their friends.
- Remind them not to forget the word 'the' before the names of the places. Review the different meanings of 'at the corner of', 'between', 'opposite' and 'next to' if necessary.

Teaching procedure for Period 2: Do

Warm up

(3 minutes)

- Revise the language students learnt in the previous lesson.

Drawing the map of a town

(15 minutes)

- Draw a town map (without names of places) on the board.
- Tell the class that you are going to draw a map of a new town with their help.
- Ask the class to say five places to put on the map.
- Ask them to say where each place is on the map.
- Draw lines on the map as in Period 1.

Draw a map of your town with 5 places on it. Write and tell the class where they are.

(20 minutes)

- Tell the class to draw a map of a town with 5 places, a road and a street.
- Tell the class that they are to draw the map of their town. First, they should draw an outline of their map in their textbooks or exercise books. An outline means that they draw the streets and buildings first. Next, they write 5 places on the map.
- After the students have finished drawing, tell them to write 'Places in my town'. At this stage, they write sentences explaining where the places are on their map. For example: 'My house is next to the hospital and opposite the park.' They can write either in their textbooks or in their exercise books.
- Monitor the students and assist them in writing if necessary.

Summary and feedback

(2 minutes)

- Ask the class what they did during the lesson.

Teaching procedure for Period 3: Present

Warm up

(3 minutes)

- Ask the class to finalize drawing the map of their town and writing the sentences.

Draw a map of your town with 5 places on it. Write and tell the class where they are.

(35 minutes)

Rehearsal

- Tell the class to practise reading 'Places in my town'.
- Monitor the students and encourage them to practise for their presentation.

Presentation

- Tell the class to work in groups of 5. The activity proceeds as follows.
- One student in each group shows their map to the group and reads the sentences about where the places are.
- Group members listen to the presentations and compare the maps with theirs.

- When the groups have finished their presentations, ask a student to come to the front of the class.
- Tell him/her to show his/her town and to read his/her sentences to the class.
- Ask some more students to present about their towns to the class if there is time.

Summary and feedback

(2 minutes)

- Ask students to self-assess how well they did the activity.
- Tell the students to complete the 'I can ...' statement table.
- Tell them to choose the icon that shows their ability to talk about the map of their towns.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
draw a map of my town.			
say where places in my town are.			

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Review 1

Review 1A

Review 1A

Listen and write.

1

2

3

4

5

In pairs, talk about 4 family members and complete the table.

Name of your friend: _____

Family member	Job	Kind of person
father	cook	strong

Practise.

A : Do you want to be a pilot?
B : Yes, I do. Do you want to be a nurse?
A : No, I don't.
I want to be a _____.

I can ...

talk and write about my family.

talk and write about what my friend and I want to be.







Objective:

- To listen to, say and write some adjectives, jobs and family names

Words and expressions:

Family : aunt, brother, cousin, doctor, father, grandfather, grandmother, mother, sister

Jobs : artist, cook, dancer, dentist, doctor, engineer, farmer, hairdresser, nurse, pilot, police officer, sailor, singer, shopkeeper, teacher, writer

Adjectives: beautiful, clever, funny, handsome, happy, helpful, kind, strong

Resources and preparation: audio materials, picture cards of family: aunt, brother, cousin, doctor, father, grandfather, grandmother, mother, sister; job: artist, cook, dancer, dentist, doctor, engineer, farmer, hairdresser, nurse, pilot, police officer, sailor, singer, shopkeeper, teacher, writer; adjective: beautiful, clever, funny, handsome, happy, helpful, kind, strong

Teaching procedure

Warm up (3 minutes)

- Have students review adjectives, jobs and family members using picture cards.

21 Listen and write. (10 minutes)

- Play the recording or say the words aloud to the students.
- Tell the class to listen to the recording or to the teacher carefully and write the jobs they hear in the textbook. For example, tell them to find the picture of the artist and write 'artist' in the box when they hear 'artist'.
- Monitor the class to check if students can find and write the correct jobs under the correct pictures.
- Give the correct answers to the students. If necessary, write the answers on the board.

In pairs, talk about 4 family members and complete the table. (15 minutes)

- On the board write, 'Name of your friend _____'.
- Tell students to write their partners' names.
- Tell them to think of 4 family members, their jobs, and the kind of person they are.
- Tell them to look at pages 1, 4 and 6 for ideas.
- Tell the students to make pairs, Student A and Student B.
- Ask Student A to say,

A: My father is a cook. He is strong.
My mother is a teacher. She is beautiful.

My aunt is a nurse. She is helpful.

My uncle is a dentist. He is smart.

- Tell Student B to write in the table about Student A's family.
- If necessary, Student A should repeat his/her sentences 2 or 3 times.
- When Student B has finished writing, swap roles with Student A and do the activity again.
- Make sure that the students can spell and write the words correctly and complete the table.

Practise.

(10 minutes)

- On the board write 'you/be/pilot/do/to/a/want.'
- Tell students to read the words.
- Tell them to rearrange the words to make a question, 'Do you want to be a pilot?'
- Say the question aloud and tell the students to repeat after you.
- Substitute other jobs in place of 'pilot' and tell the students to ask the questions.
e.g. 'Do you want to be a nurse?'
'Do you want to be an engineer?'
- On the board write 'Yes, I do.' and 'No, I don't.'
- Point to the two expressions and tell the students to read them aloud.
- Tell them that you will ask them what they want to be. They can answer freely saying either 'Yes, I do.' or 'No, I don't.'
- Ask the students, 'Do you want to be a pilot/nurse/police officer/singer/shopkeeper?'
- Tell the students to make pairs, Student A and Student B.
- Tell them to practise the dialogue. Student A can choose any job for 'I want to be a/an ...'
- When they have finished, tell them to swap roles and practise saying the dialogue again.
- Tell the students to write the sentence 'I want to be a/an ...' in their exercise books.
- Tell them to practise with the jobs they want to have in the future. They can also write jobs that are not included in the textbook.
- Help them with the spelling of their jobs and their writing.

Self- assessment

(2 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose an icon that shows his/her ability to (a) talk and write about his/her family; and (b) to talk and write about what he/she wants to be in the future.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
talk and write about my family.			
talk and write about what my friend and I want to be.			

Review 1B

Review 1B

Listen, tick and write.

Fruits and vegetables

1 	2 	3 	4 
			

Listen and write.

Sports and games

1 	2 	3 	4 
---	---	---	---

Subjects

1 	2 	3 	4 
---	---	---	---

Write and talk about your favourites.

My favourite fruit _____.

My favourite vegetable _____.

My favourite sport _____.

My favourite game _____.

My favourite subject _____.

I can ...
write and talk about my favourite fruit, vegetable,
sport, game and subject.

19

Objective:

- To write and talk about their favourite fruit, vegetable, sport, game and subject

Words and expressions

Fruits : banana, papaya, pear, pineapple, strawberry

Vegetables : carrot, cabbage, eggplant, potato, tomato

Sports : archery, cycling, judo, swimming, running

Games : badminton, basketball, football, tennis

Subjects : Myanmar, English, Maths, Science, Social Studies

Adjectives : difficult, easy, interesting

What's your favourite ...?

My favourite ... is ...

Resources and preparation: audio materials, picture cards of banana, papaya, pear, pineapple, strawberry, carrot, cabbage, eggplant, potato, tomato, archery, cycling, judo, swimming, running, badminton, basketball, football, tennis, Textbooks of Myanmar, English, Maths, Science, Social Studies

Teaching procedure

Warm up

(3 minutes)

- Ask students to say the fruits and vegetables they know. Distribute some picture cards of banana, strawberry, papaya, pear, pineapple, carrot, cabbage, eggplant, potato and tomato to some students.
- Say, 'I like strawberries. Please give me a strawberry.'
- Ask one student who has the picture card of strawberry to give the card to the teacher.
(ရုပ်ပုံကတ်အချို့ကို ကျောင်းသားများအား ဝေဝါ။ ဆရာက 'I like strawberries. Please give me a strawberry.' ဟု ပြောသော အခါ strawberry ရုပ်ပုံကတ်ရထားသော ကျောင်းသားက ထိုကတ်ကို ဆရာအားပေးရန် ပြောပါ။)
- Follow the same procedure for other fruits and vegetables.

22 Listen, tick and write.

(7 minutes)

Fruits and vegetables

- Play the recording or read the words aloud to students.
- Tell them to circle the correct picture in 1, 2, 3 and 4.
- Then, tell them to write the names of the fruits or vegetables under the correct pictures.

23 24 Listen and write. (14 minutes)

Sports and games

- Revise different sports by miming them. (သင်ထားသော အားကစားနည်းများကို သရုပ်ပြပြီး ပြန်လည်သင်ကြားပါ။)
- Ask students to say the sports they know and list them on the board.

- Ask a student to come to the front of the class. The teacher whispers the name of a sport to the student. The student gestures the sport.
- Tell the class to guess what the sport is.
- Repeat this procedure with other students and other sports.
- Play the recording or read the words aloud to the students.
- Tell them to look at the pictures in the textbook and write the name of the sport under the correct picture.
- Check their answers by asking some students to read out their answers.

Subjects

- Revise different subjects using the question, 'What's your favourite subject?'
- Show Grade 3 textbooks of different subjects and ask students to say the names of the subjects. Then, list them on the board.
- Ask, 'What's your favourite subject?' to the class.
- Say, 'My favourite subject is English.' and ask the students who has the same favourite subject with the teacher to put up their hands.
- Do this for Myanmar, Maths, Science and Social Studies.
- Find out which is the most popular subject.
- Play the recording or read the words aloud to the students.
- Tell the class to look at the pictures of the subjects and write the names of the subjects under the correct pictures.
- Check their answers by writing the correct answers on the board.

Write and talk about your favourites.

(13 minutes)

- Tell the class to write their favourites in their exercise books and ask them to do the mingle activity.
- Tell them to ask 'What's your favourite ...?' while doing the mingle activity.
- Tell them to give responses by looking at their answers in their textbooks.

Self- assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to talk about the food and drinks he/she likes.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
write and talk about my favourite fruit, vegetable, sport, game and subject.			

Review 2

Review 2A

Review 2A

Write sentences using 'there is' or 'there are'.

Example: the table. / on / a book
There is a book on the table.

- on / the wall. / a clock
- cats / the chair. / under
- behind / a chair / the table.
- the box. / a glass / in
- pencils / in front of / the bag.

Look at the pictures and complete the sentences.

- He has a dog.
- I _____
- They _____
- She _____
- We _____

I can ...

say where things are.

write about the pets my friends and I have.

38

Objectives:

- To describe the location of objects
- To correctly use the verbs 'have/has' with I/we/he/she/they

Words and expressions:

Prepositions: behind, in front of, in, on, under

My room: bag, book, box, cat, chair, clock, dog, glass, table, wall

My pets: goldfish, parrot, pencil, rabbit, squirrel

There is/are ... I have a ... He/She has ...

Resources and preparation: picture cards of bag, book, box, cat, chair, clock, dog, glass, goldfish, parrot, pencil, rabbit, squirrel, table, wall

Teaching procedure

Warm up

(3 minutes)

- Randomly show picture cards of animals and objects one at a time and ask 'What is this?'
- Review the prepositions of location. Ask students where some objects in the classroom are.
e.g.

T: 'Where is the blackboard?'

Ss: It is in front of the class. (or) It is on the wall.

T: 'Where is my desk?'

T: 'Where is the dustbin?'

- Encourage students to give answers using two or more prepositions (if possible).

Write sentences using 'there is' or 'there are'.

(15 minutes)

- On the board write 'There is ...' and 'There are ...'
- Ask students in Myanmar what is the difference between 'There is ...' and 'There are ...'
- Explain that they will have to write sentences using 'There is' or 'There are'.
- Explain the example in the textbook. If necessary, write the example on the board and explain to the students how to write the correct sentence.
- Monitor the students' writing and check their spelling errors.
- Tell the students to swap their exercise books with their partners when they have finished writing and check each other's sentences.

- Read the correct sentences aloud. If necessary, write them on the blackboard.

1. There is a clock on the wall.
2. There are cats under the chair.
3. There is a chair behind the table./There is a table behind the chair.
4. There is a glass in the box.
5. There are pencils in front of the bag./There is a bag in front of the pencils.

Look at the pictures and complete the sentences.

(20 minutes)

- Review I/he/she/we/they. Point to yourself and say, 'I have a pencil'. Point to a student and say, 'He/She has a notebook'; point to another student and say, 'He/She has a bag'; point to some students in the corner of the classroom and say, 'They have chairs'; gesture and say, 'We have English textbooks'.
- Tell students to look at the pictures.
- Write 'I/he/she/we/they' on the board.
- Point to 'I' on the blackboard and ask the students which picture is about 'I'? (Picture 2).
- Follow the same procedure for the other pronouns.
- Remind them to use 'have' with 'I, they, we' and to use 'has' with 'he/she'.
- Tell them to write sentences about who has what pet.
- To check the spelling of the names of pets, tell them to look at page 26. Remind them to write 'a/an' plus a pet. e.g. 'a dog'.
- Monitor the students' writing and check for spelling errors.
- Ask them to read out their sentences to their partners when they have finished writing. If their sentences are different, ask them to correct them.
- Read the correct sentences aloud. If necessary, write them on the board.
 1. He has a dog.
 2. I have a rabbit.
 3. They have a parrot.
 4. She has a squirrel.
 5. We have a goldfish.

Self- assessment

(2 minutes)

- Tell the students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that show his/her ability to (a) describe where things are; and (b) write about who has what pet.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
describe where things are.			
write about the pets, my friends and I have.			

Review 2B



Objectives:

- To ask and answer questions using, 'How many ... are there?'
- To find, say and write the shapes and things found in their classroom

Words and expressions:

1 to 100; circle, diamond, heart, oval, rectangle, square, star, triangle

How many ... are there? There are ... The ... is ...

Resources and preparation: picture cards of circle, diamond, heart, oval, rectangle, square, star, triangle, number cards from 1 to 100.

Teaching procedure

Warm up

(4 minutes)

- Randomly show combinations of number cards and picture cards of shapes.
- Have students say the numbers.
- Show the picture cards one by one and ask 'What's this?'
- Have them answer the names of shapes.

Count and write.

(15 minutes)

- Tell students to look at the picture in their textbooks.
- Tell them to count the ovals and ask 'How many ovals are there in the picture?'
(ကျောင်းသားများ shape များရေတွက်ရာတွင် အားလုံးကို ရေတွက်ရန်ပြောပါ။ ဆရာမှ shape များကို ကြို၍ ရေတွက်ကြည့်ထားသင့်သည်။)
- Follow the same procedure for other shapes .
- Put the students into pairs.
- Tell them to look at the picture and count the shapes (rectangles, hearts, squares, triangles, circles).
- On the board write 'rectangles', 'hearts', 'squares', 'triangles' and 'circles'. Ask students 'How many (...) are there?' and tell them to say the numbers in English.
- Write the answers on the board.
- Tell them to ask their friends the questions. (e.g. How many ... are there?)

Find 3 objects in your classroom and write what shapes they are.

(8 minutes)

- Tell students to say the shapes when you point at objects in the classroom (e.g. blackboard = It's a rectangle, window, chart, book, ruler, eraser, ... etc.)
(စာသင်ခန်းထဲရှိ ပစ္စည်းများ ညွှန်ပြ၍ ကျောင်းသားများကို ထိုပစ္စည်းသည် မည်သည့် ပုံသဏ္ဌာန်ဖြစ်ကြောင်း ပြောရန်ပြောပါ။)

- Tell the students to walk/look around the classroom and think about the shapes of objects.
- Tell them to write 3 objects they found and their shapes in their textbooks.
(ကျောင်းသားများကို အတန်းတွင်းလှည့်လည် ကြည့်ရှုစေပြီး တွေ့ရှိသော ပစ္စည်း ၃ ခု နှင့် ၎င်းတို့၏ ပုံသဏ္ဌာန်တို့ကို ဖတ်စာအုပ်ထဲရှိ ပေးထားသောနေရာတွင် ရေးရန်ပြောပါ။)
- Give them about 5 minutes to find 3 objects and write the shapes. Help students with spelling. If necessary, write the names of classroom objects on the board.

Presentation

(10 minutes)

- Make groups of 6.
- Tell students to say the objects and shapes they found in the classroom in their groups.
- Tell them to take turns presenting.
- Make sure all group members participate in the activity.

Self- assessment

(3 minutes)

- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to (a) say and write numbers; (b) say shapes; and (c) say the shapes of the objects in the classroom.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
say and write numbers 1 to 100.			
say the names of shapes.			
say what shapes the objects in my classroom are.			

Review 3

Review 3A

Review 3A

Listen and write.

Things I do at home

1	2	3
---	---	---

Things I do at school

1	2	3
---	---	---

Things I do in my class

1	2	3
---	---	---

Write and say the things you do at home and at school.

At home, I _____ and _____

At school, I _____

In my class, I _____

After school, I _____

I can ...
write and talk about things I do at home,
at school and in my class.

58

Objective:

- To write about the things they do at home, at school and in class

Words and expressions:

always, usually, often, sometimes

morning, afternoon, evening

Things I do at home: feed the dog, make the bed,
wash the dishes

Things I do at school: clean the classroom, help others,
study in the library

Things I do in my class: draw pictures, work alone,
work in groups

Resources and preparation: audio materials, paper strips on which expression of things I do at home/ at school/in my class are written

Teaching procedure

Warm up

(12 minutes)

- Ask a student to come to the front of the class.
- Have that student pick a paper strip, and act out the expression on it.
- Have the class guess what the expression is.
- Tell them to listen carefully and complete the expressions.
- Then, do the following oral practice:

T: wash

Ss: the dishes

T: do

Ss: my homework ...etc. (You can revise all the expressions in Unit 5)

57 58 59 Listen and write.

(12 minutes)

- Play the recording or read the expressions aloud to the students.
- Tell them to listen to the recording or to the teacher carefully and write down what they hear in their textbooks.
- Put the students into pairs and tell them to check their answers with their partners. If their answers are different, tell them to circle the different answers.
- Play the recording again or read the expressions aloud to the students again.
- Tell them to check their answers.
- Check the answers with the whole class after listening for a second time.

Write and say the things you do at home and at school.

(13 minutes)

- Tell students to write about their daily routines.
- Tell them to read their daily routines when they have finished writing.
- Put the students into pairs.
- Tell them to say the things they do at home and at school to their partners.
- Tell them to swap roles.
- Ask one volunteer student to come to the front of the class.
- Tell him/her to present about the things he/she does at home and at school.
- Ask that volunteer student to invite one of his/her friends to present.

Self- assessment

(3 minutes)

- Tell the students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to write and talk about the things he/she does at home, at school and in his/her class.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
write and talk about things I do at home, at school and in my class.			

Review 3B

Review 3B

In pairs, ask and answer the questions in turns.

B What time do you have a bath? A What time do you have dinner? B What time do you go to bed?	A What time do you do the housework? B What time do you go to school?	A What time do you have lunch? B What time is it? A What time do you get up? B What time do you have breakfast?	A What time do you study?
---	---	---	---



START →

FINISH

Write about your daily activities.

I get up at _____. I have my breakfast at _____. I go to school at _____. My school starts at _____. I have a break from _____ to _____. My lunch break is from _____ to _____. My school _____ at _____. I _____ my dinner at _____. I _____ my homework at _____. I _____ to bed at _____.

I can ... write and talk about my daily activities.

59

Objective:

- To write and talk about their daily activities

Words and expressions:

do the housework, have a bath, have breakfast, have lunch, have dinner, get up, go to bed, go to school, study, watch TV

School starts at ...

Lunch break is from ... to ...

What time do you ...?

What time is it?

It is ...

I ...

Resources and preparation: an analogue clock

Teaching procedure

Warm up

(8 minutes)

- Tell the students to say the numbers 1 to 10 and jump up after saying 4 and 9. (1, 2, 3, 4, jump, 6, 7, 8, 9, jump).
- Revise vocabulary for time using an analogue clock.
- Show the clock with two hands and ask, 'What time is it?'
- Ask students to answer the question group by group and individually.

Writing time

(5 minutes)

- Ask a student to come to the front of the class. Tell the student to write the times that the teacher says.
- Tell the class to check his/her answer as shown below.

T: It is 10:30.

S1: (Writes '10:30' on the board.)

Ss: (Check S1's answer.)

- Continue the activity by asking other students to write the times that the teacher says.

In pairs, ask and answer the questions in turns.

(15 minutes)

- Have students make pairs. Tell each pair to play 'rock, scissors, paper.' (See p.9)
- Tell the winners that they are Student As and the losers that they are Student Bs.
- Tell all As to ask the first question after the 'START' sign and Bs to answer the question.
- Then tell all Bs to read the next question and As to answer it.
- Continue doing this for all questions.
- Make sure that students know how to ask the questions correctly and understand the meaning.
- Tell each pair to do the activity in turns from 'Start' to 'Finish', asking and answering the questions.

- Tell As and Bs to change roles when they finish.
- Monitor the class.
- Ask the students to shout, 'Stop the bus!' when they finish the activity. Tell them to fold their arms so that the teacher would know that they have finished.

(နှစ်ယောက်တစ်တွဲ လေ့ကျင့်ရာတွင် မည်သည့် ကျောင်းသားများသည် activity လုပ်ဆောင် ပြီး မပြီး သိရှိရန် ကျောင်းသား နှစ်ယောက်လုံးသည် A နေရာနှင့် B နေရာ နှစ်နေရာလုံး မေးဖြေပြုလုပ်ပြီးပါက ၎င်းအတွဲအား Stop the bus! ဟု အော်ကာ လက်ပိုက်ထားရန်ပြောပါ။)

- Check whether the students can do the activity well by asking one or two pairs to demonstrate the activity.

Write about your daily activities.

(10 minutes)

- Tell the class to write the sentences either in their textbooks or in their exercise books.
- Tell them to make pairs and present their daily activities to each other when they finish.

Self- assessment

(2 minutes)

- Tell the students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to write and talk about their daily activities.
- Ask the students to put a tick in the box under the appropriate icon.

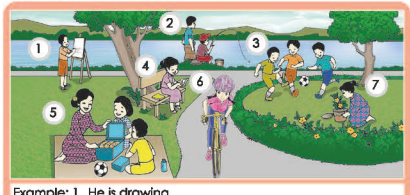
I can...			
write and talk about my daily activities.			

Review 4

Review 4A

Review 4A

 **Look at the picture and write sentences.**



Example: 1. He is drawing.

 **Listen and tick the children's hobbies.**

Hobby	Zayar	Thidar	Bo Bo	Su Su	Min Min
listening to music					
playing football		✓			
playing the guitar					
singing					
making origami		✓			
watching TV					

 **Write and talk about your hobbies.**

I like _____. I also like _____.

I don't like _____.

I can ...
 say what people are doing.
 write and talk about hobbies.

78

Objectives:

- To say what people are doing
- To write and talk about hobbies

Words and expressions:

(Free time activities 1): drawing, playing the guitar, reading, watching TV

(Free time activities 2): cycling, fishing, gardening, having a picnic, playing football

(Hobbies): listening to music, making origami, singing

What is/he/she doing? What are you/they doing?

I am ... We/They are ... He/She is ... I/They like ...

He/She likes ... I/They don't like ... He/She doesn't like ...

Resources and preparation: audio materials, paper strips with written expressions of activities

Teaching procedure for Period 1

Warm up

(5 minutes)

- Revise the previously learnt vocabulary by miming the words and phrases.
- Ask a student to come to the front of the class and have him/her choose paper strips for the miming activity.
- Have him/her do the action that he/ she picked. (e.g. dancing)
- Ask the class 'What is he/she doing?'
- Have them answer using, 'He/She is (... ing).'
- Continue the activity.

Pair work

(7 minutes)

- Put students into pairs, Student A and Student B.
- Demonstrate how to do the activity.

A: (Point to 1 in the picture) What is he doing?

B: He is drawing.

- Tell the students to look at the picture in the textbook.
- Tell Student A to point to a person/persons in the picture and ask, 'What is he/she doing?' or 'What are they doing?' to Student B.
- Have Student B answer, saying 'He/She/They is/are ...'
- Tell them to take turns in asking questions.

Look at the picture and write sentences.

(8 minutes)

- Tell students to look at the picture in the textbook and write sentences in their exercise books.
- Ask some students to come to the front and write their answers on the board.
- Tell the rest of the class to check the answers on the board. If they find any mistakes, students should say the correct sentences.
- Make sure that all students can write correct sentences.

 78 Listen and tick the children's hobbies.

(7 minutes)

- Tell students to say the names of the children. Tell them to read each hobby loud.
- Play the recording or read the sentences aloud to the students.
- Tell them to listen to the recording carefully and tick the children's hobbies.
- Check the answers with the whole class.

Write and talk about your hobbies.

(10 minutes)

- Tell students to write about their hobbies.
- Put them into pairs and tell them to read their sentences to each other.
- Ask one volunteer student to come to the front of the class.
- Tell him/her to read his/her sentences to the class. Tell that volunteer student to invite one of his/her friends to read their sentences.

Self- assessment

(3 minutes)

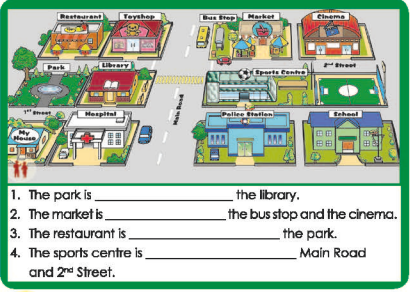
- Tell students to complete the 'I can ...' statement table.
- Tell each student to choose the icon that shows his/her ability to say what people are doing, and to write and talk about their hobbies.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
say what people are doing.			
write and talk about hobbies.			

Review 4B

Review 4B

Look at the map and complete the sentences.



- The park is _____ the library.
- The market is _____ the bus stop and the cinema.
- The restaurant is _____ the park.
- The sports centre is _____ Main Road and 2nd Street.

Ask and answer.

A: Excuse me, where is the library?
 B: The library is opposite the sports centre.
 A: How do I get to the library?
 B: Go straight and turn left.
 It's at the corner of Main Road and 1st Street.
 A: Thank you.
 B: You're welcome.

I can ...
 say where places are.
 give directions.

79

Objectives:

- To say where places are
- To give directions

Words and expressions:

at the corner of, between, bus stop, cinema, hospital, library, market, next to, opposite, park, police station, restaurant, school, sport centre, toyshop

Where is the ...?

How do I get to the ...?

The ... is ... the ...

It's on the ...

Resources and preparation: audio materials, map of a town, picture cards of bus stop, cinema, hospital, library, market, park, police station, restaurant, school, sport centre, toyshop, an enlarged copy of the map (if available)

Teaching procedure

Warm up

(5 minutes)

- Show some picture cards of different places one at a time and ask students, 'What is this?'
- Have students respond as a whole class, row by row and individually.
- Revise the vocabulary for locations (at the corner of, between, next to, opposite).
- Use the map from Unit 8 Lesson 2 or draw a simple map of a town on the board which includes places that students learnt in Unit 8 Lesson 2.
- Ask, 'Where is the ...?' pointing to a place on the map. Encourage the students to use: 'The (place) is at the corner of/between/next to/opposite ...'

Do what I say, not what I do!

(8 minutes)

- Revise vocabulary for giving directions.
- Tell the students to do the action you say but not to do as you do. For example, when you say 'turn left' but you turn right, all students still have to turn to their left.
- Tell them to do what you say, not what they see you do.
- Tell them to sit down when they do the wrong actions and continue the game until only a few students are left in the game.

Look at the map and complete the sentences.

(10 minutes)

- Ask students to look at the map and complete the sentences.
- Tell them to check their answers in pairs.
- While eliciting answers from the students, write the correct answers on the board.

79 Ask and answer.

(15 minutes)

- Ask a student to come to the front of the class and do a demonstration. Tell the student that the starting point is 'My house' on the map.
T: Excuse me, where is the library?
S: The library is opposite the sports centre.
T: How do I get to the library?
S: Go straight and turn left. It's on the left.
T: Thank you.
S: You're welcome.
- Continue the activity with two or three students until all students know how to do the activity.
- Divide the class into two groups and name them 'A' and 'B' to practise the dialogue.
A: Excuse me, where is the library?
B: The library is opposite the sports centre.
A: How do I get to the library?
B: Go straight and turn left. It's on the left. It's at the corner of Main Road and 1st Street.
A: Thank you.
B: You're welcome.
- Practise the dialogue by substituting a different place shown on the map.
- Tell them to work in pairs and to ask directions for 3 different places.
- Name them 'A' and 'B' and tell 'A' to ask for directions first. After 'B' has given the directions, the students change roles.
- Monitor the class and encourage them to participate in the activity and check whether they can ask the direction for places and answer them.
- Ask them to write the dialogue in their exercise books if they finish early.

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 where places are and to give directions.
- Ask the students to put a tick in the box under the appropriate icon.

I can...			
say where places are.			
give directions.			