1. How to Use the Teacher's Guide

This teacher's guide is essential for teachers who teach Grade 4 English. The teacher's guide shows the teacher how the content in the textbook should be taught. The teacher's guide includes lesson plans with step-by-step instructions, and also descriptions of fun activities. Additionally, the teacher's guide provides an overview of the Grade 4 English curriculum, a list of teachers' resources, transcripts for all audio tracks, answer keys, classroom English that the teacher can use in lessons, and a list of Grade 4 words. It is strongly recommended that teachers consult the teacher's guide before conducting each lesson.

1.1 Overview of the Grade 4 English Curriculum

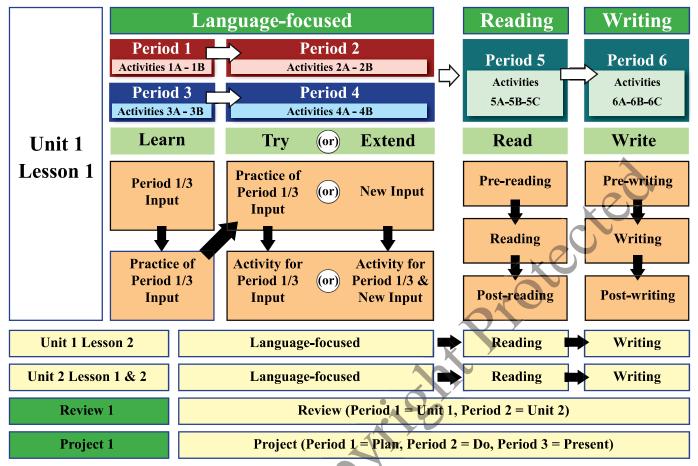
The Grade 4 English curriculum is topic-based, meaning that the content of the textbook is organized by themes. The curricular content is taught in a child-centred manner using communicative teaching methodologies. This means that class, group and pair activities are included in the lessons so that students can learn English language in an interactive manner.

The Grade 4 textbook focuses on all four skills: listening, speaking, reading, and writing. However, it has more challenging reading passages and writing activities than Grade 3. The expected outcomes of each unit are given below. Students should be able to:

- Unit 1. describe people and ask and answer questions on basic personal information.
- Unit 2. recognize and name certain land and sea animals and describe them.
- Unit 3. describe different kinds of weather and seasons in Myanmar and make a simple weather forecast.
- Unit 4. understand and say important dates and give a simple explanation of Myanmar festivals.
- Unit 5. role-play simple shopping dialogues and ask and confirm prices for everyday items.
- Unit 6. recognize and name the neighbouring countries of Myanmar and talk about some basic facts about these countries.
- Unit 7. describe different items of clothing and say what people like to wear in different seasons.
- Unit 8. talk about Myanmar food and meals and express food preferences.
- Unit 9. describe past events and provide an extended description of past activities.
- Unit 10. make and explain simple future plans and ask and respond to invitations.

1.2 Overview of types of periods

The Grade 4 textbook consists of 10 units, 5 review lessons and 5 projects. One unit is composed of two lessons. Each lesson is meant to be taught for 6 periods. After every two units there are two review periods followed by a project for three periods. There are five types of periods. The figure on the next page shows how each unit is designed and also gives information on the review and project that follow the lessons.



The language-focused will be dealt with in the first four periods of a lesson. They are sequenced in the following way. The first period is for students to **Learn**. In this period, students receive input of new language through a listening activity. Students practise the new language input through speaking, reading or writing. The second period is for them to **Try**; students practise the language they studied in period 1 and use it in a communicative activity. In some units, instead of **Try**, there is **Extend**. In this period, students receive new input and practise both the new language and what they have learnt in the previous period. This cycle of **Learn** and **Try/Extend** repeats itself in periods 3 and 4 and is shown in the figure above.

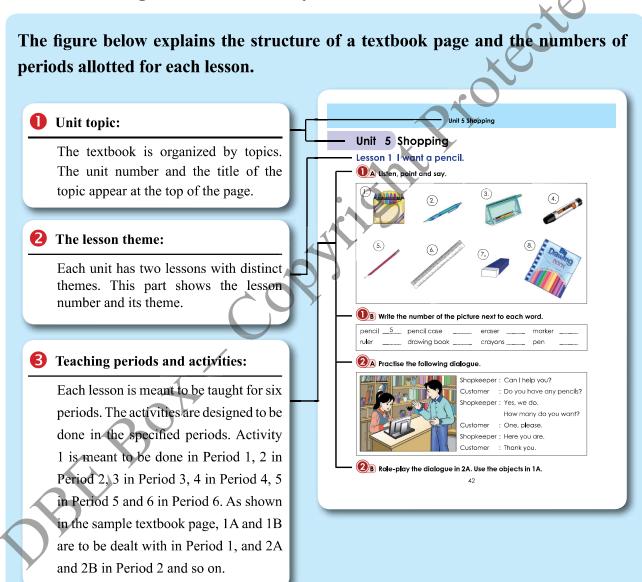
The reading periods are always the fifth period of each lesson. Reading periods have three stages. The first stage is *Pre-reading*. In this stage, students revise the language that will appear in the reading text or discuss the topic. In the next stage, *Reading*, students read the text in various ways: aloud, in groups, silently, etc. The last stage is *Post-reading*. In this stage, students answer questions on the reading text, practise language or do an activity related to the topic. These stages are marked in the lesson plans.

The writing periods are the last period of each lesson. They have three stages, which are marked in the lesson plans. The first is *Pre-writing*. In this stage, students do an activity related to the topic or are presented the language that they can use for the *writing*. In the Writing stage, students write individually. It should be noted that the *Post-writing* stage does not appear in all the Writing periods. In this stage, students present their writing to the class or in groups/pairs.

The review periods appear after every two units. The purpose of **Review** is for students to consolidate the language they learnt previously. For each **Review** there are two periods. These periods consist of a series of speaking, listening, reading, and writing activities.

The project periods appear after the review. Students are expected to use the language they have learnt in the previous two units to carry out the project. The projects in this textbook are 'My favourite...', 'Interview', 'Shopping game', 'Let's help others!' and 'My holiday plan'. Students are given three periods for each project. The first period is for them to *Plan*. In this period, students learn about the project and what they have to do. They also practise language related to their project or begin to work on it. The second period is for them to *Do* the project. Here, students continue to work on their project or practise language that they will need. The third period is for them to *Present* what they have done. Students present their project work to others.

1.3 Understanding the textbook layout



2. Basic Teaching Techniques အခြေခံသင်ကြားနည်းစနစ်များ

2.1 How to do listening activities

ဘာသာစကားဆိုင်ရာ စွမ်းရည်လေးမျိုးရှိသည့်အနက် အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်အောင် လေ့ကျင့်သင်ကြားပေးခြင်းသည် အရေးကြီးသော ကဏ္ဍတစ်ခုဖြစ်ပါသည်။ Grade 4 English ကျောင်းသုံးစာအုပ်တွင် 'Listen and repeat.' သင်ခန်းစာများ ပါဝင်ပါသည်။ အနာအကြားနှင့် အဖတ်အရွတ်စွမ်းရည်များကို ဖွံ့ဖြိုးတိုးတက်စေသော ရိုးရှင်းလွယ်ကူသည့် activity များထည့်သွင်းထားပါသည်။ ဝေါဟာရသစ်များ၊ အပြန်အလှန် ပြောဆိုလုပ်ဆောင်ရသောလေ့ကျင့်ခန်းများ၊ စာပိုဒ်များနှင့် ကဗျာများ သင်ကြားရာတွင် ရှေးဦးစွာ အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်လာရန် ရည်ရွယ်၍ ကျောင်းသားများကို ဦးစွာနားထောင်စေပြီး အောက်ဖော်ပြပါ activity များ အနက် သင့်လျော်သော activity များကိုဆောင်ရွက်နိုင်ပါသည်။

- 1. Listen and repeat. အသံထွက် ပိုင်နိုင်ကျွမ်းကျင်စွာ ထွက်တတ်ရန်
- 2. Listen and circle the words. (e.g. Unit 2 Lesson 1 ၏ 2A နှင့် Unit 2 Lesson 2 ၏ 2A) နာမ် အနည်း အများ သတိပြုမိရန်
- 3. Listen and draw the weather icons for each day. (e.g. Unit 3 Lesson 1 ၏ $3 ilde{A}$) အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေခြင်း၏ အခြေခံအကျဆုံး စွမ်းရည်ဖြစ်သည့် လိုအပ်သော အချက်အလက်များကို နားထောင်တတ်ရန်
- 4. Listen and circle the correct words. (e.g. Unit 4 Lesson 1 ၏ 2A) ဆင်တူရိုးမှား အသံထွက်များကို ခွဲခြား၍ နားထောင်တတ်ရန်
- 5. Listen and write. (Unit 5 Lesson 2 ၏ 2B နှင့် 4A) အပြန်အလှန် စကားပြောသင်ခန်းစာ တစ်ခုကို နားထောင်ကာ လိုအပ်သည့် နေရာတွင် အချက်အလက်မှန်ကန်စွာ ဖြည့်တတ်ရန်
- 6. Listen and complete the sentences. (Unit 7 Lesson 1 ၏ 4A) အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေခြင်း၏ အခြေခံအကျဆုံး စွမ်းရည်ဖြစ်သည့် အချက်အလက်များကို နားထောင်တတ်စေရန်
- 7. Listen and write the names, Phyu Phyu, Khin Khin, Tun Tun under the correct picture. (Unit 10 Lesson 1 ၏ 1B) အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေခြင်း၏ အခြေခံအကျဆုံး စွမ်းရည်ဖြစ်သည့် အချက်အလက်များကို နားထောင်တတ်စေရန်
- 8. Listen and put the sentences below in the correct order. (Unit 10 Lesson 2 ၏ 2B) အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေခြင်း၏ အခြေခံအကျဆုံး စွမ်းရည်ဖြစ်သည့် အချက်အလက်များကို နားထောင်တတ်စေရန် အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေရန်ရည်ရွယ်၍ လေ့ကျင့်ပေးသော activity များကို အောက်ဖော်ပြပါ ယေဘုယျအဆင့်များ အတိုင်း လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။
 - 1. မည်သည့်အကြောင်းအရာများကို နားထောင်ရမည်ကို ကြိုတင် အသိပေးပြီးနောက် Recording ကိုဖွင့်ပြပါ။
 - 2. ဖွင့်ပြသော Recording ကို နားထောင်ပြီးလျှင် မည်သည့်အလုပ်ကို လုပ်ဆောင်ရမည်ကို ပြောပါ။ သာဓက။ ။ ကြားလိုက်သော ဝေါဟာရများကို ရွေးချယ်၍ဝိုင်းခြင်း၊ ပုံဆွဲခြင်း၊ ဝါကျတွင် ဖြည့်သွင်းရေးသားခြင်း။
 - 3. ပထမအကြိမ် ဖွင့်ပြပြီးလျှင် ဖြေဆိုရန် အချိန်ပေးပါ။
 - 4. ထို့နောက် ဒုတိယအကြိမ် Recording ကို ဖွင့်ပြကာ ၎င်းတို့ ဖြေဆိုထားသည်များ မှန် မမှန် စစ်ဆေးရန် ပြောပါ။ အချင်းချင်း နှစ်ယောက်တစ်တွဲ စစ်ဆေးခြင်းလည်း ပြုလုပ်နိုင်ပါသည်။
 - 5. အဖြေမှန်ကို ပြောပြပါ။ လိုအပ်ပါက Recording ကို တတိယအကြိမ် ဖွင့်ပြကာ လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။

2.2 How to do speaking activities

ဘာသာစကားဆိုင်ရာ စွမ်းရည်များတွင် အခြေခံကြသည့် အပြောအဆိုစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်အောင် လေ့ကျင့်သင်ကြားပေးခြင်းသည်လည်း အရေးကြီးသော ကဏ္ဍတစ်ခုဖြစ်ပါသည်။ Grade 4 English ကျောင်းသုံးစာအုပ်တွင် ပါရှိသော သင်ခန်းစာများတွင် 'Practise the dialogue.' 'Do a role-play.' 'Present about ...' အစရှိသည့် သင်ခန်းစာများ ပါဝင်ပါသည်။ အနာအကြားနှင့် အဖတ်အရွတ်စွမ်းရည်များ ဖွံ့ဖြိုးတိုး တက်လာစေရန် ရည်ရွယ်၍ အောက်ဖော်ပြပါ activity များကို ထည့်သွင်းရေးဆွဲထားပါသည်။ Verbal communication သာမက Non-verbal communication ကိုလည်း လေ့ကျှင့်သင်ကြားပေးရန် လိုအပ်ပါသည်။ သာဓက။ ။ ကိုယ်ဟန်အမှုအရာ၊ နားထောင်နေသူများနှင့် မျက်လုံးချင်း ဆက်သွယ်မှု။

- 1. Practise the dialogue. (Unit 1 Lesson 1 ၏ 4A) အပြန်အလှန် ဆက်သွယ်ပြောဆိုရာတွင် သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 2. Play the 'Find someone who ...' game. (Unit 1 Lesson 2 ၏ 1B) လေ့လာထားသော ဝေါဟာရများကို အသုံးပြုပြီး သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 3. Work in pairs. Guess what animal it is. (Unit 2 Lesson 2 ၏ 4B) စဉ်းစားတွေးခေါ် မှု ဖွံ့ဖြိုးတိုးတက်ပြီး သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 4. Ask your friends' birthdays. (Unit 4 Lesson 1 ၏ 4B) တစ်ယောက်နှင့် တစ်ယောက် ရင်းနှီးချစ်ခင်ပြီး သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 5. Practise the following dialogue. (Unit 5 Lesson 1 ၏ 2A) သတ်မှတ်ထားသော အခြေအနေ သို့မဟုတ် နေရာတစ်ခု၌ အပြန်အလှန် ဆက်သွယ်ရာတွင် သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 6. Where can you buy the following things? (Unit 5 Lesson 1 ၏ 3B) တစ်ယောက်နှင့် တစ်ယောက် ညွှန်ပြဆွေးနွေး အကြံပေးမေးမြန်းဆက်သွယ်ရာတွင် သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 7. Do a role play. (Unit 8 Lesson 1 ၏ 2B) တစ်ယောက်နှင့် တစ်ယောက် နေ့စဉ်စားသောက်မှုအကြောင်း မေးမြန်းဆက်သွယ်ရာတွင် သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 8. Present your group's message to the class. ဖန်တီးတွေးခေါ် ရေးသားထားသော အကြောင်းအရာများကို သွက်လက်မှန်ကန်စွာ တင်ပြပြောဆိုတတ်စေရန်
- 9. Practise the dialogue in pairs. Then, talk about two things you did yesterday. (Unit 9 Lesson 1 ၏ 4) လွန်ခဲ့သောနေ့က မည်သည်တို့ ပြုလုပ်ခဲ့ကြောင်း မေးမြန်းပြောဆိုရာတွင် ပြန်လည်စဉ်းစားတတ်ပြီး သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- 10. Interview two friends and complete the table. (Unit 10 Lesson 1 ၏ 2A) သတင်းအချက်အလက် စုဆောင်းရန်အတွက် မေးမြန်းဆက်သွယ်ရာတွင် သွက်လက်မှန်ကန်စွာ ပြောဆိုတတ်စေရန်
- အပြောအဆိုစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေရန်ရည်ရွယ်၍ လေ့ကျင့်ပေးသော dialogue activity များကို အောက်ဖော်ပြပါ ယေဘုယျ အဆင့်များအတိုင်း လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။
 - 1. Recording ကို ဖွင့်ပါ။ Dialogue ကို နားထောင်ပါစေ။
 - 2. Dialogue ပါ အကြောင်းအရာများကို မေးပါ။ လိုအပ်ပါက ရှင်းပြပါ။
 - 3. Recording ကို နောက်တစ်ကြိမ်ဖွင့်ပြကာ နားထောင်ပါစေ။ ထို့နောက် Recording တွင်ပါသည့်အတိုင်း လိုက်၍လေ့ကျင့် ပြောဆိုပါစေ။

- 4. Dialogue ပါ အကြောင်းအရာများကို နှစ်ယောက် တစ်တွဲ ဖတ်ကာ လေ့ကျင့်ပါစေ။
- 5. Dialogue ပါ အကြောင်းအရာများတွင် အစားထိုး လေ့ကျင့်ရန်လိုအပ်ပါက လိုအပ်သောနေရာတွင် အစားထိုးလေ့ကျင့်ရန် ပြောပါ။
- 6. လေ့ကျင့်ပြီးပါက Communicative activity (Mingle, Role play, ...) စသည်တို့ဖြင့် ဆက်လက်လေ့ကျင့်နိုင်ပါသည်။

2.3 How to do reading activities

ဘာသာစကားသင်ကြားမှုတွင် အဖတ်အရွတ်စွမ်းရည် ဖွံ့ဖြိုးတိုးတက်အောင် လေ့ကျင့်သင်ကြားပေးခြင်းသည်လည်း အရေးကြီးပါသည်။ Grade 4 English ကျောင်းသုံးစာအုပ်တွင် Period 5 ၌ပါရှိသော သင်ခန်းစာများသည် အဖတ်အရွတ်စွမ်းရည် ဖွံ့ဖြိုးတိုးတက်လာစေရန် အဓိကရည်ရွယ်၍ ထည့်သွင်းရေးဆွဲထားပါသည်။

၎င်းသင်ခန်းစာများတွင် (၁) Pre-reading (၂) Reading နှင့် (၃) Post-reading ဟူ၍ အပိုင်းသုံးပိုင်း ပါဝင်ပါသည်။

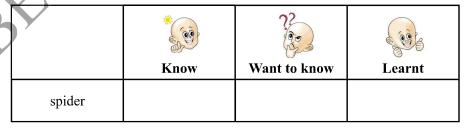
(၁) **Pre-reading** တွင် အများအားဖြင့် လေ့လာရမည့် အကြောင်းအရာနှင့် ဆက်စပ်သော သိပြီးသား အသိသညာကို ဖော်ထုတ်ဆွေးနွေးလိုသည့် မေးခွန်းများ မေးမြန်းခြင်း ဖြစ်ပါသည်။ လေ့လာရမည့် အကြောင်းအရာနှင့် ဆက်စပ်သော activity များဖြင့်လည်း သင်ခန်းစာ စတင်သင်ကြားနိုင်ပါသည်။

യാന്വെ ။

(a) KWL (Know, Want to know and Learnt) (Unit 2 Lesson 2)

ကျောင်းသားများ၏ သိပြီးသော အကြောင်းအရာ၊ သိလိုသော အကြောင်းအရာနှင့် သင်ယူပြီး ပိုမိုသိရှိလာသော အကြောင်း အရာများကို စစ်ဆေးလိုသော အခြေအနေမျိုးတွင် အသုံးပြုနိုင်ပါသည်။

- မိမိ အတန်းအခြေအနေ ကျောင်းသားအရေအတွက်အပေါ် မူတည်၍ အုပ်စုဖွဲ့ပါ၊ ခေါင်းစဉ်ခွဲပါ။
- သင်ခန်းစာမစတင်မီ အုပ်စုအလိုက် ကျောင်းသားများ အချင်းချင်း ဆွေးနွေးပြီး သင်ခန်းစာနှင့်ပတ်သက်သော အကြောင်း အရာ မည်မျှ သိရှိပြီးကြောင်းကို Know အကွက်တွင် ဖြည့်ရန်ပြောပါ။
- ဆက်လက်သိလိုသော အကြောင်းအရာများကို Want to know အကွက်တွင် ဖြည့်ရန်ပြောပါ။ (သိလိုသောအကြောင်းအရာများ အင်္ဂလိပ်လို မသိပါက မြန်မာလိုရေးခွင့်ပြုနိုင်ပါသည်။)
- သင်ခန်းစာပြီးဆုံးသော အချိန်တွင် မှတ်သားသင်ယူသော အချက်များကို Learnt အကွက်တွင် ဖြည့်ရန်ပြောပါ။ အုပ်စုလိုက် မိမိအဖွဲ့၏ ဆွေးနွေးသောအကြောင်းအရာများကို တင်ပြပါစေ။
- ထို့နောက် မိမိအဖွဲ့နှင့် မတူညီသော တခြားအဖွဲ့များ၏ ဆွေးနွေးချက်များကို လေ့ကျင့်ခန်းစာအုပ်တွင် မှတ်ချက် ရေးသားရန်ပြောပါ။



(b) Change your seat if you are... (Unit 7 Lesson1)

- ထိုင်ခုံများ သို့မဟုတ် ကြမ်းပြင်ပေါ် တွင် စက်ဝိုင်းဝိုင်းခြင်းဖြင့် အဝိုင်းပုံသဏ္ဍာန် စီစဉ်ထားပါ။
- ကစားပွဲတွင် ပါဝင်ကစားမည့် ကျောင်းသားအရေအတွက်ထက် ထိုင်ခုံတစ်ခုံ သို့မဟုတ် စက်ဝိုင်းတစ်ဝိုင်း လျော့ဝိုင်းပါ။

- သာဓက။ ။ ကစားပွဲတွင် ကျောင်းသား ၁၀ ယောက် ပါဝင်ကစားမည် ဆိုပါက ထိုင်ခုံ ၉ ခုံ သို့မဟုတ် စက်ဝိုင်း ၉ ဝိုင်းသာ စက်ဝိုင်းပုံ စီစဉ်ထားရန် ဖြစ်ပါသည်။
- ညွှန်ကြားချက်ကို နားထောင်ပြီး နေရာပြောင်းရန် ပြောပါ။ သာဓက။ ။ Change your seat if you are wearing a longyi. ဟု ကြားပါက လုံချည်ဝတ်ထားသော ကျောင်းသားများက နေရာရွှေ့ထိုင်ရန် ဖြစ်ပါသည်။
- Continue the activity by giving further instructions. (e.g. All those wearing white shirts must move.) ညွှန်ကြားချက်များ ပြောင်းလဲ ညွှန်ကြားခြင်းအားဖြင့် activity ကို ဆက်လက်ကစားနိုင်ပါသည်။
- (၂) Reading တွင် ကျောင်းသားများသည် လေ့လာရမည့်အကြောင်းအရာကို အသံထွက် အဖြတ်အတောက် မှန်ကန်စွာ ရွတ်ဆိုတတ်စေရန်ဖြစ်ပါသည်။ လေ့လာရမည့် အကြောင်းအရာကို အသံထွက် (Reading aloud) ရွတ်ဆိုရာတွင် အသံအနိမ့်အမြင့်၊ ပုဒ်ဖြတ်၊ ပုဒ်ရပ်မှန်ကန်စွာ ရွတ်ဆိုတတ်စေရန်၊ recording ကိုဖွင့်ပြီး နားထောင်စေခြင်း သို့မဟုတ် ဆရာက နမှူနာရွတ်ဆိုပြပြီးမှ ကျောင်းသားများကို နောက်မှလိုက်ဆိုစေကာ လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။ ရွတ်ဆိုရာတွင်လည်း ကျောင်းသားအားလုံးရွတ်ဆို စေခြင်း၊ အတန်းလိုက်ရွတ်ဆိုစေခြင်း၊ နှစ်ယောက်တစ်တွဲ ရွတ်ဆိုစေခြင်း၊ တစ်ယောက်ချင်းစီ ရွတ်ဆိုစေခြင်း စသည်ဖြင့် လေ့ကျင့် သင်ကြားပေးနိုင်ပါသည်။ လေ့လာရမည့် အကြောင်းအရာကို သေချာစွာ နားလည်သဘောပေါက်စေရန် ရည်ရွယ်၍ အသံတိတ် (Silent reading) ဖတ်စေခြင်းဖြင့်လည်း လေ့ကျင့်သင်ကြားပေးနိုင်ပါသည်။ သာကေ။ ။ Active listening and reading (Unit 6 Lesson 1 ၏ 5A နှင့် Unit 7 Lesson 2 ၏ 5A) အနာအကြားစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်စေရန်အတွက် audio material များကို နားထောင်စေခြင်း သို့မဟုတ် ဆရာဖတ်ပြသည်များကို နားထောင်ရန် ဖြစ်သည်။ ထို့နောက် တစ်ဦး သို့မဟုတ် အုပ်စုတစ်စု ဖတ်သောဝါကျများကို သေချာစွာနားထောင်စေပြီး ၎င်းကျောင်းသား သို့မဟုတ် ၎င်းအုပ်စု ရပ်လိုက်သော ဝါကျနောက်မှ ဆက်လက်ဖတ်စေခြင်းဖြင့် ပုံပြင် သို့မဟုတ် အကြောင်းအရာတစ်ခုကို အတူတကွ ဖတ်တတ်စေရန် လုပ်ဆောင်ရမည်ဖြစ်သည်။
- (၃) **Post-reading** တွင် ကျောင်းသားများသည် လေ့လာထားသည့်အကြောင်းအရာကို ပြန်လည်ဖော်ထုတ်ပြနိုင်သော activity များ ပြုလုပ်စေခြင်း ဖြစ်ပါသည်။ activity များ ပြုလုပ်ရာတွင် တစ်ဦးချင်း၊ အတွဲလိုက်၊ အုပ်စုလိုက် စသည်ဖြင့် လုပ်ဆောင်ရသော activity များ ထည့်သွင်းထားပါသည်။
 - 1. Choose the correct answers. (Unit 1 Lesson 1 ട്ര 5B)
 - 2. Match the names of the children with their descriptions. (Unit 1 Lesson 2 & 5B)
 - 3. Look at the picture and fill in the blanks. (Unit 2 Lesson 1 & 5B)
 - 4. Read about the animals in 5A again and fill in the blanks. (Unit 2 Lesson 2 & 5B)
 - 5. Read the weather forecast again and correct the mistakes. (Unit 3 Lesson 1 & 5B)
 - 6. Answer the questions. (Unit 3 Lesson 2 කි 5B)
 - 7. Check and correct the mistakes in the bill. (Unit 5 Lesson 2 & 5B)
 - 8. Read the passage again and write 'True' or 'False'. (Unit 6 Lesson 1 & 5B)
 - 9. Read the text again and complete the table. (Unit 7 Lesson 1 & 5B)
 - 10. Complete the reply letter from Kyaw Kyaw with the past tense of the verbs. (Unit 9 Lesson 1 ക 5B)
 - 11. Fill in the blanks with words from Nilar's plan. (Unit 10 Lesson 1 ର୍ଜ 5B)

2.4 How to do writing activities

ဘာသာစကားအသုံးချနိုင်မှု စွမ်းရည်တစ်ခုဖြစ်သော အရေးစွမ်းရည်ဖွံ့ဖြိုးတိုးတက်အောင် လေ့ကျင့်သင်ကြားပေးခြင်းသည်လည်း အရေးကြီး ပါသည်။ Grade 4 English ကျောင်းသုံးစာအုပ်တွင် Period 6 ၌ပါရှိသော သင်ခန်းစာများသည် အရေးစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်လာစေရန် ရည်ရွယ်၍ ထည့်သွင်းရေးဆွဲထားပါသည်။

၎င်းသင်ခန်းစာများတွင် (1) Pre-writing (2) Writing နှင့် (3) Post-writing ဟူ၍ အပိုင်းသုံးပိုင်း ပါဝင်ပါသည်။

- (1) **Pre-writing** တွင် အများအားဖြင့် ထုတ်ဖော်ရေးဖွဲ့ ရမည့် အကြောင်းအရာနှင့် ဆက်စပ်သော သိပြီးသော အသိသညာကို ဖော်ထုတ်ဆွေးနွေးလိုသည့် မေးခွန်းများ မေးမြန်းခြင်း၊ အချက်အလက် စုဆောင်းမှတ်သားစေခြင်း၊ ပေးထားသောဇယားတွင် အချက်အလက် ဖြည့်သွင်းစေခြင်း စသည့် activity များ ဖြစ်ပါသည်။
- (၂) **Writing** တွင် ကျောင်းသားများသည် ထုတ်ဖော်ရေးဖွဲ့ ရမည့် အကြောင်းအရာကို ပုဒ်ဖြတ်၊ ပုဒ်ရပ်၊ စာလုံးပေါင်း မှန်ကန်စွာဖြင့် ပုံစံတကျ သေသပ်စွာ ရေးသားတတ်စေရန် ဖြစ်ပါသည်။
- (၃) **Post-writing** တွင် အများအားဖြင့် ထုတ်ဖော်ရေးဖွဲ့ထားသည့် အကြောင်းအရာများကို ပြန်လည် တင်ပြပြောဆိုစေသော activity များ ပြုလုပ်စေခြင်း ဖြစ်ပါသည်။ activity များ ပြုလုပ်ရာတွင် တစ်ဦးချင်း၊ နှစ်ယောက်တစ်တွဲ၊ အုပ်စုလိုက် စသည်ဖြင့် လုပ်ဆောင်ရသော activity များ ထည့်သွင်းထားပါသည်။

Unit 1 Lesson 2

သာဓက။ ။

Pre-writing 6A. Complete the table to describe your family members as in the example

Writing 6B. Write about your family members. Use the words from 6A.

Post-writing 6C. Tell the class about your family members.

Unit 2 Lesson 2

Pre-writing 6A. Choose your favourite animal and draw a mind map as in the following example.

Writing 6B. Describe your mind map.

Post-writing 6C. Ask and answer using the mind map.

Unit 5 Lesson 2

Pre-writing 6A. Complete the dialogues.

Writing 6B. You want to buy two pencils. Write a dialogue between you and the shopkeeper.

Post-writing 6C. Role-play your dialogue with a friend.

Unit 7 Lesson 1

Pre-writing 6A. Look at the pictures and write what they are wearing as in the example.

Writing 6B. Draw a picture and write what he/she is wearing.

Post-writing 6C. In pairs, tell your friend about your picture.

Unit 9 Lesson 1

Pre-writing 6A. Complete the sentences with the past tense of the verbs.

Writing 6B. Write a letter to your friend. Tell him/her what you did last week.

Post-writing 6C. Read your letter to the class.

2.5 Teaching new yocabulary

စကားလုံးအသစ်များ သင်ကြားခြင်းသည် အရေးကြီးသော ကဏ္ဍတစ်ခုဖြစ်သည်။ ကျောင်းသားများသည် စကားလုံးများ၏ အဓိပ္ပာယ်ကို မသိဘဲနှင့် ဆက်လက်သင်ကြားမည့် သင်ခန်းစာကို နားလည်နိုင်မည်မဟုတ်ပါ။ အချင်းချင်းပြောဆို ဆက်သွယ်ရာတွင်လည်း အခက်အခဲများရှိနိုင်ပါသည်။ စကားလုံးအသစ်များ (new vocabulary) သင်ကြားရာတွင် ဦးစွာ ရုပ်ပုံတစ်ခုလုံးကိုဖြစ်စေ သို့မဟုတ် ရုစ်ပုံ၏ တစ်စိတ်တစ်ပိုင်းကို ပြ၍ဖြစ်စေ၊ ပစ္စည်းအစစ်ကိုပြ၍ ဖြစ်စေ ကျောင်းသားများထံမှ ခန့်မှန်းအဖြေကို မေးမြန်းခြင်း၊ အမူအရာလုပ်ပြ၍ စကားလုံးကို ခန့်မှန်းစေခြင်း၊ မိမိသင်ကြားမည့် စကားလုံးကို ဝါကျတွင်သုံး၍ ထိုစကားလုံးကို ညွှန်ပြခြင်းဖြင့် သင်ကြားနိုင်ပါသည်။ ထို့အပြင် အဓိပ္ပာယ်တူသည့် စကားလုံးများ၊ ဆန့်ကျင်ဘက် အဓိပ္ပာယ်ရှိသည့် စကားလုံးများကို သုံး၍လည်း စကားလုံးအသစ်များကို သင်ကြားပေးနိုင်သည်။ စကားလုံးအသစ်များကို သင်ကြားပြီးနောက် ကျောင်းသားများ ပိုမိုမှတ်မိစေရန် vocabulary drill သို့မဟုတ် vocabulary games များဖြင့် လေ့ကျင့်ပေးရမည်။ သာဓက ။ ။ Battleship (Unit 2 Lesson 2_TG), Bingo (Unit 4 Lesson 1_TG), Spelling game (Unit 3 Lesson 2_TG), Pointing game (Unit 3 Lesson 2_TG) အစရှိသည့် နည်းများကို အသုံးပြုခြင်းဖြင့် ကျောင်းသားများ၏ ဝေါဟာရအသုံးပြုမှုစွမ်းရည် ဖွံ့ဖြိုးတိုးတက်လာစေရန် အထောက်အကူပြုပါလိမ့်မည်။

2.6 Communicative activities and games

2.6.1 Battleship

ကျောင်းသားများ ဝေါဟာရမည်မျှ သိရှိပြီးသည်ကို စစ်ဆေးရာတွင် အသုံးပြုနိုင်ပါသည်။ (Unit 2 Lesson 2 ၏ Period 1 တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ်အဆင့်ဆင့်

- အဆင့် (၁) အဖွဲ့လေးဖွဲ့သို့မဟုတ် စုံကိန်းဖြစ်အောင် အဖွဲ့ပါ။
- အဆင့် (၂) အဖွဲ့အမည်များကို ကျောင်းသားများစိတ်ကြိုက်နာမည်ရွေးချယ်ခွင့်ပေးပါ။
- အဆင့် (၃) အဖွဲ့ အမည်များထဲမှ အဖွဲ့ နှစ်ဖွဲ့ ကို မဲလိပ်နှိုက်၍ ရွေးချယ်ပါ။
- အဆင့် (၄) ထိုအဖွဲ့နှစ်ဖွဲ့ကို အတန်းရှေ့တွင် သို့မဟုတ် စာသင်ခန်းအခြေအနေပေါ် မူတည်ပြီး ကျောင်းသားများထိုင်ရာနေရာမှ မျက်နှာချင်းဆိုင် မတ်တပ်ရပ်ရန်ပြောပါ။ မည်သည့်အဖွဲ့က ပထမပြောရမည်ကို သတ်မှတ်ပေးပါ။
- အဆင့် (၅) ဆရာက ပြောသည့် ခေါင်းစဉ်ကို ကျောင်းသားများက စဉ်းစားပြီး တစ်ဖွဲ့ နှင့်တစ်ဖွဲ့ မတူညီအောင် ပြောရန်ပြောပါ။ သာဓက။ ။ ခြေလေးချောင်းရှိသော သတ္တဝါ ဟု ပြောပါက ပထမအဖွဲ့၏ ပထမကျောင်းသားက 'cat' ၊ ဒုတိယအဖွဲ့၏ ပထမကျောင်းသားက 'dog' ၊ ထို့နောက် ပထမအဖွဲ့၏ ဒုတိယကျောင်းသားက 'pig'၊ ဒုတိယအဖွဲ့၏ ဒုတိယကျောင်းသားက 'goat' စသည်ဖြင့် ဝေါဟာရများ မတူအောင်မှတ်သား ပြောရန်ပြောပါ။
- အဆင့် (၆) စာသင်ခန်းအတွင်းရှိ ကျွန်အဖွဲ့များကိုလည်း နားထောင်ပြီး မှတ်သားထားရန်ပြောပါ။
- အဆင့် (၇) ဝေါဟာရမှား၍ ပြောလျှင်သော်လည်းကောင်း၊ ဝေါဟာရမတူအောင် မပြောနိုင်လျှင်သော်လည်းကောင်း ယင်းအဖွဲ့သည်ရှုံး မည်ဖြစ်သည်။ အနိုင်ရသောအဖွဲ့ မှ ရှုံးသောအဖွဲ့ကို သေနတ်ဖြင့် ပစ်သည့်ဟန်ပြုလုပ်ပြီး အနိုင်ယူရန်ပြောပါ။
- အဆင့် (၈) နောက်ထပ် ကျန်ရှိသော အဖွဲ့များကိုလည်း ဆရာက ခေါင်းစဉ်များပြောင်းပြီး ဝေါဟာရများကို ပြောစေပါ။

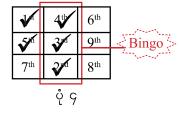
2.6.2 Bingo game

သင်ကြားပြီး ဝေါဟာရစကားလုံးများကို ပြန်လည်လေ့ကျင့်ပေးရာတွင် Bingo game ကို အသုံးပြုနိုင်ပါသည်။ (Unit 4 Lesson 1 ၏ Period 2 တွင် လေ့လာနိုင်ပါသည်။)

| | 1 st | | |
|---|-----------------|-------|--|
| | | | |
| | | | |
| • | | ပုံ ၁ | |

| 1 st | 4 th | 6^{th} |
|-----------------|-------------------|-----------------|
| 5 th | 3 rd | 9 th |
| 7 th | . 8 th | 2 nd |
|) | ပုံ ၂ | |

| 1 st | 4th | 6^{th} |
|-------------------|-----------------|-----------------|
| 5 th | 3 rd | 9 th |
| 7^{th} | 8 th | 2^{nd} |
| | ပုံ ၃ | |



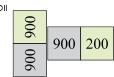
လုပ်ငန်းစဉ် အဆင့်ဆင့်

- အဆင့် (၁) ကျောင်းသားများကို လေ့ကျင့်ခန်းစာအုပ်တွင် အလျားလိုက် အကွက် ၃ကွက်နှင့် ဒေါင်လိုက်အကွက် ၃ကွက်ရှိသော ဇယားဆွဲရန်ပြောပါ။ (ပုံ-၁)
- အဆင့် (၂) ဇယားကွက်ထဲတွင် ပုံဆွဲရန်ပြောပါ။ အချိန်သတ်မှတ်ပေးပါ။ ordinal number များကို ၅ မိနစ်အတွင်း အပြီးရေးရန် ပြောပါ။ (ပုံ-၂)
- အဆင့် (၃) သတ်မှတ်ပေးထားသော အချိန်ပြည့်လျှင် ဆရာက ordinal number များကို ရွတ်ဆိုပြပါ။ သာဓက ။ ။ 4^{th} , 1^{st} , 5^{th} , 3^{rd} , 2^{nd} , 7^{th} , 9^{th} , 6^{th} , 8^{th} ထို့နောက် ဆရာရွတ်ဆိုပြသည့် ordinal number နှင့်တူလျှင် မိမိတို့ ဇယားတွင် အမှန်ခြစ်ရန်ပြောပါ။
- အဆင့် (၄) အမှန်ခြစ် ၃ခု အလျားလိုက်ဖြစ်စေ၊ ဒေါင်လိုက်ဖြစ်စေ၊ ထောင့်ဖြတ်ဖြစ်စေ တတန်းတည်းကျလျှင် Bingo ဟု တစ်တန်းလုံး ကြားအောင် ပြောရမည်ဟု ပြောပါ။ (ပုံ-၄) မှတ်ချက်။ ။ ဇယားကွက်ထဲတွင် ပုံဆွဲခြင်း သို့မဟုတ် စကားလုံးများရေးခြင်းကို ပြုလုပ်နိုင်ပါသည်။

2.6.3 Dominoes

Teacher's Guide (Appendices) တွင် အသင့်ပေးထားသည့် Dominoes set သို့မဟုတ် မိမိဖန်တီးထားသည့် Dominoes set ကို မိမိအတန်းတွင်ရှိသည့် ကျောင်းသားအရေအတွက်ပေါ် မူတည်၍ ပြင်ဆင်ထားပါ။ (Uint 5 Lesson 2 ၏ Period 3 တွင် လေ့လာနိုင်ပါသည်။) လုပ်ငန်းစဉ် အဆင့်ဆင့်

- အဆင့် (၁) တစ်ဖွဲ့လျှင် ကျောင်းသား ၄ ယောက်ပါသည့် အဖွဲ့များဖွဲ့ပါ။
- အဆင့် (၂) Dominoes set မှ ၄၅ ကတ်လုံးကို စားပွဲပေါ် တွင် မှောက်ထား၍ ကျောင်းသားတစ်ယောက်စီသည် ၈ ကတ်စီ ယူရမည်။ ကျန် ၁၃ ကတ်ကို စားပွဲပေါ် တွင်မှောက်ထားရမည်။
- အဆင့်(၃) ကျောင်းသားများအား မိမိတွင်ရရှိထားသော ကတ်များတွင် ကိန်းတန်ဖိုးအများဆုံးနှင့် နှစ်ခါထပ်၍ပါသော ကတ်ကို ရထားခြင်း ရှိ မရှိ စစ်ဆေးရန်ပြောပါ။ ရရှိထားပါက ထို့ကျောင်းသားမှစ၍ ကတ်ကိုစချ၍ကစားရမည်။ (ဥပမာ။ ကျောင်းသား ၄ ယောက်ထဲမှ တစ်ယောက်ယောက်တွင် 900 900 နှင့် 700 700 ကတ်များ ရရှိထားလျှင် ကတ်ကို 900 900 စ၍ ချပြီးကစားရမည်။)
- အဆင့် (၄) ကတ်တစ်ခုထည့်တိုင်း မိမိထည့်သည့် နံပါတ်ကို ပြောရမည်။ (ဥပမာ။ ၉၀၀ ကို ထည့်လျှင် nine hundred ဟု ပြောရမည်။
- အဆင့် (၅) ဒုတိယကျောင်းသားမှ မိမိကတ်များတွင် ၉၀၀ ပါသည့် ကတ်ကိုရှာ၍ nine hundred ဟုပြောပြီးဆက်ရမည်။



- အဆင့် (၆) တတိယကျောင်းသားသည် ၉၀၀ သို့မဟုတ် ၂၀၀ ပါသည့် ကတ်ကို ရှာပြီးဆက်နိုင်သည်။ မိမိဆက်သည့်နံပါတ် (nine hundred or two hundred) ကို ပြော၍ ဆက်ရမည်။
- အဆင့် (၇) စတုတ္ထကျောင်းသားသည် တတိယကျောင်းသား အတိုင်းဆက်၍ ကစားနိုင်သည်။ ထိုနည်းအတိုင်း ကတ်များကုန်သည်အထိ ဆက်၍ ကစားရမည်။
- အဆင့် (၈) မိမိဆက်ကစားရမည့်တူညီသည့်နံပါတ်ပါသည့်ကတ်မရှိလျှင် စားပွဲပေါ် ရှိ ကတ်များမှ ၁ ကတ် ကိုယူရမည်။ မိမိယူလိုက်သည့် ကတ်သည် ဆက်ကစားမည့်ကတ်နှင့် နံပါတ်တူလျှင် ချက်ချင်းကစားနိုင်သည်။ မတူညီပါက ထိုကတ်ကို မိမိယူထား၍ တခြားသူအားအလှည့်ပေးရမည်။
- အဆင့် (၉) ပထမဦးစွာ ကတ်ကုန်သွားသော ကျောင်းသားသည် ကစားပွဲကို အနိုင်ရသည်။

2.6.4 Guessing game

ဝေါဟာရတစ်လုံးစီ သို့မဟုတ် ရုပ်ပုံကို ကျောင်းသားများ၏ ကျောဖက်တွင် ကပ်ပြီး ၎င်းကတ်သည် မည်သည်ဖြစ်သည်ကို ဖော်ထုတ်ရသော ဂိမ်းတစ်မျိုးဖြစ်ပါသည်။ ဤကစားနည်းကို နှစ်ယောက်တစ်တွဲ သို့မဟုတ် အတန်းတွင်းလှည့်လည် သွားလာပြီး အပြန်အလှန်ဆက်သွယ်ခြင်းဖြင့် အသုံးပြုနိုင်ပါသည်။ (Unit 2 Lesson 1 ၏ Period 2 တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ်အဆင့်ဆင့်

- အဆင့် (၁) ဝေါဟာရများ ဖော်ထုတ်ရာတွင် အသုံးပြုရမည့် စာကြောင်းများကို ကျောင်းသားများနှင့် အတည်ပြုချက်ရယူပါ။ သာဓက။ ။ Is it a (dog)? Yes, it is. or No, it isn't.
- အဆင့် (၂) တစ်ဦးက မေးခွန်းမေးပြီး ကျန်တစ်ဦးက အဖြေကို ဖြေပေးရမည်။ ဤသို့ တစ်လှည့်စီ အမေးအဖြေ ပြုလုပ်ရန်ပြောပါ။
- အဆင့် (၃) အဖြေမှန်ရရှိပါက မိမိရရှိသော ကတ်ကို မှတ်သားထားပြီး မိမိနေရာတွင် ထိုင်ရန်ပြောပါ။

2.6.5 Line up activity

Line up activity ကို သင်ခန်းစာ အစတွင် (warm up) အဖြစ်အများဆုံးအသုံးပြုပြီး၊ သင်ကြားနေစဉ် လေ့ကျင့်ပေးခြင်း (practice) နှင့် သင်ကြားပြီး သင်ခန်းစာကို ပြန်လည်လေ့ကျင့်ခြင်း (revision) တွင်လည်း အသုံးပြုနိုင်ပါသည်။ ထို့ပြင် Line up activity ကို ပုံစံ နှစ်မျိုးဖြင့် လေ့ကျင့်ပေးနိုင်ပါသည်။ ပုံစံ (၁)

အစီအစဉ်အတိုင်း စီရမည့် အကြောင်းအရာများ (e.g. 'months' from Unit 3 and 'date of birth' from Unit 4) ပြန်လည်လေ့ကျင့်ရာတွင် Line up activity အသုံးပြုနိုင်ပါသည်။ ဥပမာ။ ဆရာမှ ကျောင်းသားများကို ၎င်းတို့နာမည်အင်္ဂလိပ်အက္ခရာစဉ် အတိုင်းစီစေခြင်း၊ ၎င်းတို့၏ မွေးလများကို အစီအစဉ်အတိုင်း စီစေခြင်း တို့တွင် အသုံးပြုနိုင်ပါသည်။ ပုံစံ (၁) အတိုင်း လုပ်ရန်ညွှန်ကြားထားသည့် သင်ခန်းစာကို (p.89) တွင်တွေ့နိုင်ပါသည်။ (Project 2, warm up တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ် အဆင့်ဆင့် (ဥပမာ။ အမည်ကို အင်္ဂလိပ်အက္ခရာစဉ် အတိုင်းစီစေခြင်း)

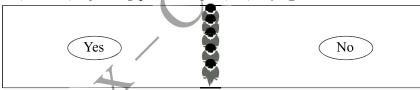
- အဆင့် (၁) ကျောင်းသားများသည် အခြားသူများ၏ နာမည်များကိုမေးပြီး မိမိတို့ အချင်းချင်း အင်္ဂလိပ် အက္ခရာစဉ်အတိုင်း A မှ Z အထိစီ၍ တန်းစီရမည်ဟုပြောပါ။
- အဆင့် (၂) မည်သည့်နေရာမှစ၍ စီရမည်ကိုပြောပါ။
- အဆင့် (၃) သင်ပုန်းပေါ် တွင် ကလေးများအသုံးပြုရမည့် မေးခွန်း သို့မဟုတ် ဝါကျကို ရေးထားပါ။ (ဥပမာ။ What's your name?)
- အဆင့် (၄) ထိုမေးခွန်းကို Mingle activity သုံး၍မေးမြန်းပါစေ။
- အဆင့် (၅) ကျောင်းသားအချို့မှ စ၍တန်းစီသောအခါ ကျန်ကလေးများကို ထိုတန်းစီ နေသောကလေးများကိုမေး၍ မိမိတန်းစီရမည့် နေရာကိုရှာရန်ပြောပါ။
- အဆင့် (၆) မိမိတန်းစီရမည့်နေရာရှာမတွေ့သေးသော ကလေးများရှိလျှင် ဆရာက အကူအညီပေးပါ။
- အဆင့် (၇) ကလေးများအားလုံးတန်းစီပြီးသောအခါ ကလေးများ၏ အစီအစဉ် မှန် မမှန်ကို ဆရာမှ ကလေးတစ်ဦးချင်း၏ အမည်ကိုမေး၍ စစ်ဆေးရပါမည်။

ပုံစံ (၂)

ဉာဏ်စမ်း (quiz) များဖြေဆိုရာ၌ ကျောင်းသားများပါဝင်လုပ်ရှားမှုအနေဖြင့်လုစ်ဆောင်စေရာတွင် Line up activity ကိုသုံးနိုင်ပါသည်။ ပုံစံ (၂) အတိုင်း လုပ်ရန်ညွှန်ကြားထားသည့် သင်ခန်းစာကို (p.95) တွင် တွေ့နိုင်ပါသည်။ (Unit 5 Lesson 1 ၏ Period 4 warm up တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ် အဆင့်ဆင့် (ဥပမာ။ 'Yes' or 'No')

အဆင့် (၁) ကျောင်းသားများကို ပထမဦးစွာ အတန်းလိုက် (line) စီရန်ပြောပါ။



- အဆင့် (၂) ဆရာမှ ဉာဏ်စမ်း ကိုပြောရမည်။ (e.g. You can buy pencil cases at the toy shop.)
- အဆင့် (၃) ကျောင်းသားများသည် ဆရာပြောသည့် ဉာဏ်စမ်းကို သေချာနားထောင်ပြီး 'Yes' သို့မဟုတ် 'No' ဟုဆုံးဖြတ်ရမည်။
- အဆင့် (၄) 'Yes' ဟု ဆုံးဖြတ်လျှင် 'Yes' ဟု ရေးထားသည့်ဘက်ကို ရွေ့၍ 'No' ဟုဆုံးဖြတ်လျှင် 'No' ဟု ရေးထားသည့်ဘက်ကို ရွေ့ရမည်။



- အဆင့် (၅) ဆရာမှ အဖြေမှန်ကိုတိုက်ရိုက်ပြောနိုင်သည်။ သို့မဟုတ် ဘာကြောင့် 'Yes' ကိုရွေးရသည်၊ ဘာကြောင့် 'No' ကိုရွေးရသည် စသည့် အကြောင်းရင်းကိုမေးနိုင်ပါသည်။
- မှတ်ချက်။ Line up activity လုပ်ဆောင်ရာတွင် ဆရာမှ ညွှန်ကြားချက်ကို တိကျရှင်းလင်းစွာပေးရန်လိုအပ်ပါသည်။ သို့မှသာ ကျောင်းသားများသည် မိမိတို့မည်သို့လုပ်ဆောင်ရမည်ကို သိရှိပြီး Line up activity ၏ ရည်ရွယ်ချက်ပေါက်မြောက်အောင် လုပ်ဆောင်နိုင်ပါမည်။

2.6.6 Mingle activity

ကျောင်းသားများ အတန်းတွင်း လှည့်လည်၍ သူငယ်ချင်းများနှင့် စကားပြောရမည်ဖြစ်ပါသည်။ လုပ်ငန်းစဉ် အဆင့်ဆင့်

- အဆင့် (၁) Mingle activity မစခင် ကျောင်းသားများ မည်သည့်မေးခွန်းမေးရမည်။ မည်သို့ မေးရမည် ဖြေရမည်ကို တစ်တန်းလုံးနှင့် လေ့ကျင့်ပေးပါ။
- အဆင့် (၂) မေးရမည့် ကျောင်းသားဦးရေကို သတ်မှတ်ပေးရမည်။ (သာဓက ။ ။သူငယ်ချင်း ၅ ဦးကို မေးခွန်းမေးရန်ပြောပါ။)

2.6.7 Pointing game

သင်ကြားပြီး ဝေါဟာရစကားလုံးများကို ပြန်လည်လေ့ကျင့်ပေးရာတွင် Pointing game ကို အသုံးပြုနိုင်ပါသည်။ (Unit 3 Lesson 2 ၏ Period 4 တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ် အဆင့်ဆင့်

- အဆင့် (၁) မေးလိုသည့် စကားလုံးများကို သင်ပုန်းပေါ် တွင် ရေးပါ။ (သာဓက ။ ။ လအမည်များ)
- အဆင့် (၂) ကျောင်းသားများကို အုပ်စု ၂ စုဖွဲ့ပါ။ ပြီးလျှင် Line up activity (ပုံစံ ၂) အတိုင်းတန်းစီရန်ပြောပါ။
- အဆင့် (၃) တန်းစီထားသည့်အဖွဲ့ နှစ်ဖွဲ့ မှ ထိပ်ဆုံးတွင်ရပ်နေသော ကျောင်းသား တစ်ဦးစီသည် ဆရာပြောသည့် စကားလုံးကို သေချာစွာ နားထောင်ပြီး သင်ပုန်းပေါ် ရှိ အဖြေမှန် စကားလုံးကို ညွှန်ပြရမည်ဟုပြောပါ။
- အဆင့် (၄) လိုင်းတစ်ခုစီမှ ပထမဆုံးကျောင်းသားတစ်ဦးစီသည် ဆရာပြောသည့် စကားလုံးကို လျင်မြန်စွာ ညွှန်ပြရပါမည်။
- အဆင့် (၅) မှန်ကန်စွာ နှင့် လျှင်မြန်စွာ ညွှန်ပြနိုင်သည့်အဖွဲ့ကို အမှတ် တစ်မှတ်ပေးပါ။
- အဆင့် (၆) သင်ပုန်းပေါ် တွင်ရေးထားသော စကားလုံးများအားလုံးမေးပြီးသည်အထိလုပ်ဆောင်ရပါမည်။

2.6.8 Role play

ကျောင်းသားများကို speaking practice လေ့ကျင့်ပေးရာတွင် Role play activity ကိုအသုံးပြုနိုင်ပါသည်။ story သို့မဟုတ် reading သင်ကြားပြီးနောက် post-reading activity တွင် Role play activity ကိုအသုံးပြုနိုင်သလို dialogue များ သင်ကြားပြီးနောက် လေ့ကျင့်ရာတွင် လည်း ၎င်း activity ကို အသုံးပြုနိုင်ပါသည်။ (သာကေ ။ ။ Unit 5 တွင်လေ့လာပါ။)

လုပ်ငန်းစဉ် အဆင့်ဆင့်

- အဆင့် (၁) သင့်လျော်မည့်ကျောင်းသားဦးရေဖြင့် အဖွဲ့များဖွဲ့ပါ။ (ဥပမာ။ ကျောင်းသား ၆ ယောက်တစ်ဖွဲ့ ဖွဲ့ပါ။)
- အဆင့် (၂) သရုပ်ဆောင်ရမည့်အကြောင်းအရာ သို့မဟုတ် ဇာတ်လမ်းကို အဖွဲ့ သားအားလုံးဖတ်ရန်ပြောပါ။ (စကားပြောများ အဆင်သင့် မပါလျှင် တစ်ဦးစီပြောရမည့် စကားများကို ရေးရမည်။)
- အဆင့် (၃) အဖွဲ့အတွင်း မည်သူသည် မည်သည့် role ကိုယူမည်ကို မိမိတို့အချင်းချင်း သတ်မှတ်ရန်ပြောပါ။
- အဆင့် (၄) ကျောင်းသားများကို မိမိယူရမည့် role တွင်ပြောရမည့် စကားကို တစ်ဦးချင်းစီ လေ့ကျင့်ရန်ပြောပါ။ ထို့နောက် အဖွဲ့လိုက်လေ့ကျင့်ရန်ပြောပါ။
- အဆင့် (၅) လေ့ကျင့်ရန်အတွက် သင့်လျော်မည့် အချိန်ကို ဆရာက သတ်မှတ်ပေးရမည်။
- အဆင့် (၆) လေ့ကျင့်ပြီးနောက် Role play ကို စတင်နိုင်ပါသည်။

2.6.9 Spelling game

သင်ကြားပြီး ဝေါဟာရစကားလုံးများ၏ စာလုံးပေါင်းသတ်ပုံ ပြန်လည်လေ့ကျင့်ပေးရာတွင် Spelling game ကို အသုံးပြုနိုင်ပါသည်။ (Unit 3 Lesson 2 ၏ Period 2 တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ် အဆင့်ဆင့်

- အဆင့် (၁) ကျောင်းသား ၃ ဦး သို့မဟုတ် ၄ ဦး ပါသော အဖွဲ့များ ဖွဲ့ပါ။
- အဆင့် (၂) ဆရာပြောသော စကားလုံး၏ စာလုံးပေါင်းရေးရန် ကလေးများအား စာရွက်နှင့် ခဲတံ အသင့်ပြင်ထားရန်ပြောပါ။
- အဆင့် (၃) Spelling game တွင်လိုက်နာရမည့် အောက်ပါစည်းမျဉ်းများကို ရှင်းပြပါ။
 - * မိမိအဖွဲ့ အတွင်းမည်သူသည် စာရေးသူ (writer) အဖြစ်ဆောင်ရွက်ရမည်ကို သတ်မှတ်ရမည်။ ကျန်အဖွဲ့ သားများသည် စာရေးသူကို အကူအညီပေးသူအဖြစ်ဆောင်ရွက်ရမည်။ စကားလုံး ၃ လုံးရေးပြီးတိုင်း စာရေးသူ နောက်တစ်ယောက် ပြောင်းရမည်။
 - * အဖွဲ့သားအားလုံး ဆရာပြောသည့် စကားလုံးကို သေချာစွာ နားထောင်ပြီး စာရေးသူရေးနေစဉ် ကျန်အဖွဲ့သားများက အကူအညီပေးရမည်။
- အဆင့် (၄) Spelling game ကို စတင်ဆောင်ရွက်ပါ။
- အဆင့် (၅) Spelling game အပြီးတွင် ကျောင်းသားများအား ပြန်လည်စစ်ဆေးရန် မိနစ်အနည်းငယ် အချိန်ပေးပါ။
- အဆင့် (၆) အဖွဲ့ (၁) မှ စာရွက်ကို အဖွဲ့(၂) သို့ ပေးပြီး အဖွဲ့ (၂) မှ စာရွက်ကို အဖွဲ့ (၃) သို့ စသည်ဖြင့် ပေးရန်ပြောပါ။
- အဆင့် (၇) ဆရာက သင်ပုန်းပေါ် တွင် အဖြေများရေးပေးပြီး ကျောင်းသားများအား မှား မှန် စစ်ဆေးရန်ပြောပါ။
- အဆင့် (၈) စစ်ဆေးပြီးသောစာရွက်များကို သက်ဆိုင်ရာ အဖွဲ့များသို့ ပြန်ပေးရန်ပြောပါ။
- အဆင့် (၉) မည်သည့်အဖွဲ့က မည်မျှမှန်သည်ကို မေးမြန်းပါ။
- အဆင့် (၁၀) လိုအပ်ပါက စာလုံးပေါင်းသတ်ပုံ ပြန်လည်လေ့ကျင့်ပေးပါ။

2.6.10 Whisper game

ကျောင်းသားများ သင်ယူပြီး ဝေါဟာရများကို လေ့ကျင့်ပေးရာတွင် အသုံးပြုနိုင်ပါသည်။ အုပ်စုဖွဲ့ကာ ယှဉ်ပြိုင်ကစားနိုင်ပါသည်။ (Unit 2 Lesson 2 ၏ Period 3 တွင် လေ့လာနိုင်ပါသည်။)

လုပ်ငန်းစဉ်အဆင့်ဆင့်

- အဆင့် (၁) ကျောင်းသားများကို အဖွဲ့များခွဲ၍ အတန်းလိုက် တန်းစီရန် ပြောပါ။ အဖွဲ့တစ်ဖွဲ့စီတွင် ပါဝင်သည့်ကျောင်းသားအရေအတွက် တူညီရမည်။
- အဆင့် (၂) အဖွဲ့တစ်ဖွဲ့စီမှ ကျောင်းသားတစ်ဦးစီကိုခေါ် ၍ ဆရာက မိမိပြောလိုသည့် ဝေါဟာရ သို့မဟုတ် ဝါကျကို တီးတိုးပြောပါ။
- အဆင့် (၃) ထိုကျောင်းသားများသည် မိမိအဖွဲ့သို့ပြန်၍ ထို ဝေါဟာရ သို့မဟုတ် ဝါကျကို တစ်ဦးစီ လက်ဆင့်ကမ်း၍ တီးတိုးပြောပါစေ။ နောက်ဆုံးကျောင်းသားက ကြားသည့်အတိုင်း ပြန်ပြောပါစေ။ သို့မဟုတ် ရေးပါစေ။
- အဆင့် (၄) ထို့နောက် မည်သည့်အဖွဲ့က အရင်ဆုံးပြီး၍ အဖြေမှန်ကိုပေးနိုင်သည်ကို ဆရာကအကဲဖြတ်ရမည်။ အမြန်ဆုံးနှင့် အဖြေမှန် ပေးနိုင်သောအဖွဲ့သည် အနိုင်ရမည် ဖြစ်ပါသည်။

2.7 Techniques for practice

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

- 2.7.1 ရုပ်ပုံကတ်များဖြင့် လေ့ကျင့်ခြင်း
 - (က) ရုပ်ပုံကတ်များကို သင်ပုန်းပေါ် တွင် ကပ်ပါ။
 - \ast ဆရာက သင်ပုန်းပေါ် တွင် ကပ်ထားသော ရုပ်ပုံကတ်များထဲမှ တစ်ပုံကိုထောက်ပြပြီး ကျောင်းသားများကို ဖြေဆိုရန် ပြောပါ။

- * ရုပ်ပုံများကို ထောက်ပြရာတွင် ပထမဦးစွာ အစဉ်လိုက် ထောက်ပြပါ။ ထို့နောက် ကျပန်းထောက်ပြပြီး ကျောင်းသားများ အားလုံး သို့မဟုတ် အဖွဲ့လိုက် သို့မဟုတ် တစ်ဦးချင်းဖြေဆိုစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။
- * ထို့သို့မဟုတ်ပါက ရုပ်ပုံကတ်များထဲမှ သုံးပုံကို သင်ပုန်းပေါ် တွင် ကပ်ပါ။
- * ထို့နောက် ၃၊ ၂၊ ၂၊ ၃ ပုံစံ သီဆိုစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။
 - യാനെ ။ ॥ writer, dancer, teacher (3)
 - writer, dancer (2)
 - writer, dancer (2)
 - writer, dancer, teacher (3)
- * ထိုကဲ့သို့ Chant ကို ကျောင်းသားအားလုံး သို့မဟုတ် အဖွဲ့လိုက် သို့မဟုတ် တစ်ယောက်ချင်း သီဆိုစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။
- (ခ) ရုပ်ပုံကတ်များကို စာသင်ခန်းတွင်းရှိ နံရံတွင် နေရာခြားပြီး ကပ်ပါ။
 - * ဆရာက နံရံပေါ် တွင် ကပ်ထားသော ရုပ်ပြပုံနှင့် သက်ဆိုင်သည့် ဝေါဟာရတစ်ခုဖြစ်စေ၊ စကားစုတစ်စု ဖြစ်စေ၊ ပုဒ်စုတစ်စုဖြစ်စေ၊ ဝါကျတစ်ကြောင်းကိုဖြစ်စေ ပြောကာ ကျောင်းသားများကို ရှာစေပြီး ညွှန်ပြရန်ပြောပါ။
 - 🗚 ကျောင်းသားအားလုံး သို့မဟုတ် အဖွဲ့လိုက် သို့မဟုတ် တစ်ယောက်ချင်း ရှာဖွေညွှန်ပြစေကာ လေ့ကျင့်ပေးနိုင်ပါသည်။
- (ဂ) ကျောင်းသုံးစာအုပ်ပါ ရုပ်ပြပုံများကို ထောက်ပြကာ နှစ်ယောက်တစ်တွဲဖြစ်စေ၊ အဖွဲ့ ငယ်အတွင်းတွင်ဖြစ်စေ လေ့ကျင့်ပေးနိုင်ပါသည်။
 - * ကျောင်းသုံးစာအုပ်ကို အဖွဲ့၏ အလယ်တွင် ထားစေပြီး ဆရာပြောသော ဝေါဟာရ သို့မဟုတ် စကားစုကို နားထောင်စေကာ ကျောင်းသုံးစာအုပ်ပေါ် ရှိရုပ်ပုံကို ထောက်ပြရန်ဖြစ်ပါသည်။ မှန်ကန်စွာ အမြန်ဆုံးထောက်ပြနိုင်သူက အနိုင်ရမည်ဖြစ်ကြောင်း ပြောပါ။

2.7.2 ပစ္စည်းစစ်များဖြင့် လေ့ကျင့်ခြင်း

- * သင်ခန်းစာပါဝေါဟာရများနှင့် သက်ဆိုင်သည့်ပစ္စည်းစစ်များကို ပြသကာ ၎င်းတို့၏ အခေါ် အဝေါ် ကို အင်္ဂလိပ်ဘာသာ စကားဖြင့် ပြန်ပြောစေခြင်း သို့မဟုတ် ဆရာပြောသော ဝေါဟာရကို နားထောင်စေပြီး အတန်းတွင်းရှိ ပစ္စည်းများထဲမှ ရှာဖွေကာ ညွှန်ပြစေခြင်းတို့ဖြင့် လေ့ကျင့်ပေးနိုင်ပါသည်။
 - သာဓက ။ ။ ဆရာက ကျောင်းသုံးစာအုပ်များပြကာ ဘာသာရပ်အမည်များကို ကျောင်းသားများ အင်္ဂလိပ်ဘာသာဖြင့် ပြောစေခြင်း သို့မဟုတ် ဆရာပြောသော ဝေါဟာရကို နားထောင်ပြီး အတန်းတွင်းရှိ ပစ္စည်းများကို ခန့်မှန်းရှာဖွေကာပြစေခြင်းဖြင့် လေ့ကျင့်ပေးနိုင်ပါ သည်။
- 2.7.3 အမူအရာဖြင့် ခန့်မှန်းလေ့ကျင့်ခြင်း
 - * သင်ခန်းစာပါ ဝေါဟာရ သို့မဟုတ် စကားစု၏ အဓိပ္ပာယ်ကို ပေါ် လွင်စေသော အမူအရာပြုလုပ်ပြကာ ကျောင်းသားများကို ခန့်မှန်း ဖြေဆိုရန်ပြောပါ။
 - 🔻 ကျောင်းသားတစ်ဦးကို အမူအရာပြုလုပ်စေကာ ကျန်ကျောင်းသားများ ခန့်မှန်းဖြေဆိုစေခြင်းဖြင့်လည်း လေ့ကျင့် သင်ကြားပေးနိုင်ပါသည်။

2.8 Interaction styles

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

- 2.8.2 Teacher-students: သရုပ်ပြသင်ကြားရာတွင် ကျောင်းသားအားလုံး မြင်သာသောနေရာ (ဥပမာအားဖြင့် အတန်းရှေ့) တွင် ကျောင်းသားတစ်ယောက် သို့မဟုတ် ကျောင်းသားအချို့နှင့်အတူ သရုပ်ပြနိုင်ပါသည်။
- 2.8.3 All-class: သီချင်းသီဆိုခြင်း၊ စကားလုံးများနှင့် စာကြောင်းများ ရွတ်ဆိုခြင်း၊ အသံထွက်လေ့ကျင့်ခြင်းစသည့် ကျောင်းသား အားလုံးပါဝင် သော လုပ်ငန်းများတွင် အသုံးပြုရန်သင့်လျော်ပါသည်။
- 2.8.4 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။ ကျောင်းသားတစ်ဦးချင်းစီ ဆောင်ရွက်စေပြီးနောက် နှစ်ယောက်တစ်တွဲ သို့မဟုတ် အဖွဲ့လိုက် ဆွေးနွေးစေခြင်းမျိုး ကျောင်းသားများကို လုပ်ငန်းပေးနိုင်ပါသည်။
- 2.8.5 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 အနည်းငယ်အလှမ်းကွာဝေးသည့် နေရာတွင် ထိုင်သော ကျောင်းသားနှစ်ဦးကို ၎င်းတို့ နေရာတွင်ပင် မတ်တတ်ရပ်ကာ စကားပြောစေရန် သို့မဟုတ် activity ပြုလုပ်စေရန် ညွှန်ကြားနိုင်ပါသည်။ ထိုသို့ လေ့ကျင့်စေခြင်းဖြင့် အခြားကျောင်းသားများလည်း ၎င်းတို့၏ activityကို နားထောင်နိုင်သဖြင့် အနာ၊ အကြားနှင့် အပြောအဆို စွမ်းရည်များ ပိုမို ဖွံ့ဖြိုးတိုးတက်လာစေရန် ရည်ရွယ်ပါသည်။
- 2.8.6 Group work: ပြန်လှန်သင်ကြားရာတွင်လည်းကောင်း၊ လေ့ကျင့်ခန်း သို့မဟုတ် activity လေ့ကျင့်ရာတွင်လည်းကောင်း အဖွဲ့လိုက် လေ့ကျင့်ရန်သင့်လျော်ပါသည်။ activity မစခင် ဝထမဦးစွာ အဖွဲ့ဝင်သုံးဦးမှ ငါးဦးအထိပါဝင်သော အဖွဲ့ငယ်လေးများဖွဲ့၍ အမည်များ ပေးပါ။ အတန်းရှိ ကျောင်းသားအရေအတွက်နှင့် activity အမျိုးအစားပေါ် မူတည်၍ အဖွဲ့ဝင်အရေအတွက်ကို ညှိ၍ဖွဲ့နိုင်ပါသည်။ ထို့နောက် activity အကြောင်းရှင်းပြပါ။ အဖွဲ့တစ်ဖွဲ့စီတွင်ပါဝင်သော အဖွဲ့ဝင်တိုင်းအတွက် role (လုပ်ဆောင်ရမည့်တာဝန်) အသီးသီး သတ်မှတ်ရန် ပြောပါ။ activity အတွက် အချိန်သတ်မှတ်ပေးပါ။ activity ပြီးပါက လုပ်ဆောင်ချက်များနှင့် ပတ်သက်၍ အဖွဲ့လိုက်အတန်းသို့ တင်ပြစေရန် ဖြစ်ပါသည်။

3. Overview of Assessment

Assessment in Grade 4 has four main aims: 1) to enable students to monitor and improve their own learning; 2) to help students know the extent to which they have accomplished unit objectives; 3) to enable teachers to formally evaluate students' understanding of the English subject content; 4) to provide ongoing feedback to teachers about their classroom teaching and students' understanding. These aims are accomplished through informal assessment, self-assessment, quarterly tests, and performance assessment. This section explains each kind of assessment and when it can be done.

3.1 Informal assessment in each class

Informal assessment involves teachers observing how students are learning in class and providing immediate feedback on any challenges or difficulties students may have. For example, if a student is struggling with a writing activity, the teacher can direct his/her attention to a writing model to help the student do the activity successfully. For listening, if students are struggling to understand, the teacher can show the textbook, draw pictures, etc. to help them visualise the content. For reading aloud, if a teacher notices that a student is struggling to pronounce a certain sound, he/she can practise the sound with the student or provide advice on how to produce it. Informal assessment involves identifying how students are struggling and helping them use the best strategies to achieve success.

3.2 Self-assessment at the end of projects

Self-assessment enables students to be active participants in the assessment process. Students can become more conscious of the quality of their work and more responsible for their own learning. Criteria using 'I can ...' statements guide students to evaluate the extent to which they are accomplishing the unit goals. In the textbook, there are two self-assessment statements at the end of each Project. The first statement requires students to evaluate their learning in the Review section, and the second statement evaluates their learning in the Project. Because each Review and Project covers the content of the two preceding units, the self-assessment statements allow students to gauge their learning for these units. Students are required to tick a box (using a facial symbol) indicating how well they think they could accomplish the main aims of the Review and Project sections.

After ticking the boxes, students are expected to discuss with one another which activities they could do well and which they found challenging. The teacher can also call on some students to share what they discussed. For example, if a student chooses for Review 2, the reason might be that he/she could speak about seasons and the weather but struggled to remember the correct month for their birthday. In addition, teachers can ask students to say or write the reasons for their self-assessment choices. By doing this, teachers can gain a better understanding of their students' strengths and weaknesses. This information can also be used by the teacher in compiling the students' Lesson/Chapter-wise Assessment Record Sheet. The complete list of self-assessment statements for the Grade 4 textbook are shown below.

| Unit | | Self-assessment statements | | 00 | (6, 60) | |
|------|-----------|---|-----|----|---------|--|
| 1.2 | Review 1 | I can describe people and animals around me. | | | | |
| 1, 2 | Project 1 | I can give a presentation about a person using his/her photo. | | | | |
| 2.4 | Review 2 | Review 2 I can talk about seasons, festivals and birthdays. | | | | |
| 3,4 | Project 2 | I can interview my friends and present about the interview. | | | | |
| | Review 3 | I can tell a few things about Myanmar and other countries. | | | , | |
| 5,6 | Project 3 | I can ask the price and buy items in different shops with different currencies. | x C | | | |
| | Review 4 | I can discuss with my friends what we eat and wear. | | | | |
| 7,8 | Project 4 | I can write and present my group's message to the class. | | | | |
| 0.10 | Review 5 | I can talk about what I did in the past and will do in the future. | | | | |
| 9,10 | Project 5 | I can make a plan for a trip. | | | | |

3.3 Quarterly tests

Quarterly tests are conducted four times a year. The purpose of each test is to evaluate how well students have learnt the content of the preceding units. The quarterly test is done during one 40-minute period. It should have questions in the following categories: (1) Remembering, (2) Understanding and (3) Applying. The Review sections in the textbook as well as the Sample Exercises have examples of questions for each category.

Questions in the Remembering category evaluate the extent to which students can recall the information they learnt. The primary Remembering questions for Grade 4 English are vocabulary questions. Examples are matching English words to pictures, writing the English word for a picture, listening to a word and then writing it, unscrambling letters, etc. Questions in the Understanding category evaluate the extent to which students can understand spoken and written English. Examples of test questions in this category are reading sentences and filling in the blanks, listening to a dialogue and answering questions about it, reading a passage and completing a table, etc.

Questions in the Applying category evaluate students' ability to use the language they have learnt in their own original way in both spoken and written communication. Many of these kinds of questions will involve performance assessment (see 3.4). Examples include requiring students to describe a friend, write about what they did the last weekend, write about food they eat in the school canteen, etc. It is important to note that for test items in the Applying category, each student will provide a different answer as each student will base their answers on their own individual circumstances.

3.4 Performance assessment

Performance assessment can be used when students are writing, staging role plays, making dialogues, making presentations, and doing project work. As an assessment method, it can be used in quarterly tests, during a class, or during a supplementary period. Performance assessment uses rubrics. Rubrics are tables that use evaluative criteria for determining students' performance in English across a range of proficiency. Using rubrics, teachers can evaluate students fairly and give them appropriate feedback. Various kinds of rubrics for performance assessment and when they can be used are summarized below. Note: these rubrics are samples only. It is strongly recommended that teachers and schools adjust them as necessary to match the learning context and the students' level of English.

3.4.1 Writing

Writing often does not have right or wrong answers. On a test, students might have to write three sentences about their plans for the weekend. For some students, the main idea might be clear but for others it is not. Some students might make many language mistakes while other students make very few. Some students might write in legible handwriting while others might not. Rubrics give teachers a scale that uses the criteria Advanced, Satisfactory, and Emerging for evaluating their students' writing. A sample writing rubric is shown below. It can be used in a quarterly test or to evaluate the writing of students in the sixth period of each unit.

| View Point | Advanced | Satisfactory | Emerging |
|--|---------------------------|----------------------------|-----------------------------|
| | Can successfully | Can communicate some of | Can only communicate |
| Communicative | communicate the main | the main information/ideas | very little of the main |
| achievement | information/ideas of the | of the writing task. | information/ideas of the |
| | writing task. | | writing task. |
| | Good control of grammar | Some control of grammar | Some control of grammar |
| Language | and spelling. Only a few | and spelling. Some errors | and spelling. Many errors |
| | errors. | and omissions. | and omissions. |
| | Handwriting is clear, | Handwriting is mostly | Handwriting is unclear, and |
| | legible and words/letters | clear and legible, though | difficult to read. Words/ |
| Handwriting | stay on the line. | sometimes hard to read. | letters are often written |
| | | Most words/letters stay on | above/below the line. |
| \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ | | the line. | |

3.4.2 Role Plays or Dialogues

Rubrics can also provide criteria for evaluating how students perform role-plays or dialogues. They can be used in Unit 5 and Project 3, in which students are expected to do shopping role plays. They can also be used for meaningful dialogue practice. For example, in Unit 7, Lesson 2, activity 3C, students are expected to ask and answer what they like to wear after practising the dialogue. Teachers can use the rubric on the next page to assess students' performance during a class.

| View Point | Advanced | Satisfactory | Emerging |
|------------------------|----------------------------|--------------------------------|-----------------------------|
| | Is intelligible with good | Is mostly intelligible with | Often unintelligible |
| D : .: | control of phonological | some control of phonological | with limited control of |
| Pronunciation | features at word and | features at word and sentence | phonological features at |
| | sentence level. | level. | word and sentence level. |
| | Can successfully | Can communicate some of the | Can communicate very |
| | communicate the main | main ideas / information of | few of the main ideas / |
| C | ideas / information of | the speaking task. Some errors | information of the speaking |
| Communication | the speaking task. A few | which occasionally impede | task. Many errors which |
| | errors which do not impede | communication. | impede communication. |
| | communication. | | |
| | Good degree of control of | Some control of grammar. | Limited control of grammar |
| 37 1 1 1 | grammar. Uses appropriate | Mainly uses appropriate | and vocabulary. Many |
| Vocabulary and grammar | vocabulary throughout. | vocabulary. Some errors. | mistakes which make |
| | Only a few errors. | | understanding difficult. |

3.4.3 Presentations

At the end of some of the writing lessons, students are required to present their writing. Teachers can use a supplementary period for students to present their writing and use a rubric to assess them. A sample presentation rubric is shown below.

| View Point | Advanced | Satisfactory | Emerging |
|-------------------------|---------------------------|----------------------------|----------------------------|
| | Speaking level is loud, | Speaking level is mostly | Speaking level is low |
| Voice | clear and easy to hear. | clear though some words | and often unintelligible. |
| | | are difficult to hear. | Difficult to hear. |
| | Is intelligible with good | Is mostly intelligible | Often unintelligible |
| Pronunciation | control of phonological | with some control of | with limited control of |
| | features at word and | phonological features. | phonological features. |
| | sentence level. | Some inaccuracies. | Many inaccuracies. |
| | Speaks at a natural speed | Speaks at a slower than | Speaks slowly with |
| Fluency | with little hesitation or | natural speed with some | frequent hesitations and |
| Pruency | repetition. | hesitation and repetition. | repetitions. Unable to say |
| | | | all the content. |
| O_2 | Good degree of control of | Some control of grammar. | Limited control of grammar |
| | grammar. Uses appropriate | Mainly uses appropriate | and vocabulary. Many |
| Vocabulary and grammar | vocabulary throughout. | vocabulary. Some errors. | mistakes which make |
| | Only a few errors. | | understanding difficult. |
| Presentation techniques | Correctly uses all three | Correctly uses two of the | Correctly uses only one of |
| (1) Faces the audience | techniques. | techniques. | the techniques. |
| (2) Makes eye-contact | | | |
| (3) Uses gestures | | | |

3.4.4 Projects

All Projects conclude with a final group presentation. A rubric can be used to assess this. An example rubric for a project is shown below.

| View Point | Advanced | Satisfactory | Emerging |
|-------------------------|----------------------------|------------------------------|----------------------------|
| | All content is relevant to | Most of the content is rele- | Much of the content is |
| Content | the project title. | vant with some omissions. | irrelevant or missing. |
| | Good degree of control of | Some control of grammar. | Limited control of grammar |
| | grammar. Uses appropriate | Mainly uses appropriate | and vocabulary, Many mis- |
| Vocabulary and grammar | vocabulary throughout. | vocabulary. Some errors. | takes which make under- |
| | Only a few errors. | | standing difficult. |
| Presentation techniques | Correctly uses all three | Correctly uses two of the | Correctly uses only one of |
| (1) Faces the audience | techniques. | techniques. | the techniques. |
| (2) Makes eye-contact | | X | |
| (3) Uses gestures | | | |

3.5 Conclusion

To summarize, teachers have many ways to assess students. Informal assessment should be done in every class. Self-assessment statements are included in the textbook and these can be referred to when teachers write the Lesson/Chapter-wise Assessment Record. The Sample Exercises Handbook and Review pages in the textbook provide various examples for making assessment questions. Lastly, performance assessment using rubrics can be conducted in normal classes, supplementary periods, or as part of a quarterly test.

4. Annual Plan for Teaching

English teaching period per week (5 periods)
Teaching week per year (40 weeks)

English teaching period per year $(5 \times 40 = 200 \text{ periods})$

| Schedule | Unit | Торіс | Periods | 8 | |
|----------------------|-----------------|--|----------|-----|--|
| | 1 | People around us | A | 12 | |
| June | 2 | Animals | ~0 | 12 | |
| July | Review 1 | N | 0 | 2 | |
| | Project 1: My | favourite | | 3 | |
| | 3 | Seasons in Myanmar | | 12 | |
| July | 4 | Happy days in my life | | 12 | |
| August | Review 2 | | | 2 | |
| | Project 2: Inte | erview | | 3 | |
| | 5 | Shopping | | 12 | |
| August September | 6 | Myanmar and its neighbouring countries | | 12 | |
| October | Review 3 | | 2 | | |
| | Project 3: Sho | pping game | | 3 | |
| | 7 | Clothing | | 12 | |
| October | 8 | Food and health | | 12 | |
| November | Review 4 | | | 2 | |
| | Project 4: Let' | s help others! | | 3 | |
| | 9 | A holiday | | 12 | |
| November December | 10 | Things to do | | 12 | |
| January | Review 5 | | | 2 | |
| | Project 5: My | holiday plan | | 3 | |
| February | | Revision | | 20 | |
| March |) ' | Revision | | | |
| () | | Reserved | | 15 | |
| | | Total | | 200 | |

4.1 Teachers' resources

| | | | | | Resources | |
|-----------|--------|---------|-----------------------|-----------------------------|---|-------------------------|
| Unit | Lesson | Periods | Audio Track No. | Charts (if available) | Picture cards | Remarks |
| | | 1 & 2 | 01, 02, | | Bo Bo, Min Min, Thuzar, Nilar, May Thu | 7 |
| | 1 | 3 & 4 | 03, 04, 05 | | long hair, short hair, straight hair, curly hair | |
| 1 | | 5 & 6 | 06 | | |) |
| | | 1 & 2 | 07 | | height, build, eye colour, hair colour, hair style, hair type | |
| | 2 | 3 & 4 | 08, 09 | | | |
| | | 5 & 6 | 10 | | | |
| | | 1 & 2 | 11, 12 | | cat, cock, cow, dog, duck, goat, horse, pig, rat, turkey | |
| | 1 | 3 & 4 | 13 | | deer, fish, goose, ox, sheep, turkey | |
| 2 | | 5 & 6 | 14, 15 | | cow, cat, dog, duck, goat (with babies), goose, pig, rat, sheep | |
| | | 1 & 2 | 16, 17 | | bear, dolphin, elephant, leopard, lion, monkey, octopus, seahorse, shark, starfish, snake, turtle | |
| | 2 | 3 & 4 | 18, 19 | | elephant, monkey, pig, turtle | |
| | | 5 & 6 | 20 | 1 | leopard, octopus, shark, spider | paper (if available) |
| Review 1 | | | 21, 22, 23 | <i>y</i> | Bo Bo, Min Min, Thuzar, Nilar and May Thu, animals (from Unit 2) | |
| Project 1 | | | | | a photo of someone | |
| | | 1 & 2 | 24, 25, 26 | | cloudy, rainy, snowy, stormy, sunny, windy, icons of cloudy, rainy, snowy, stormy, sunny, windy | |
| | 7 | 3 & 4 | 27 | | | |
| 3 | | 5 & 6 | 28 | | | |
| | | 1 & 2 | 29 | | | a calendar |
| | 2 | 3 & 4 | 30 | | | |
| | | 5 & 6 | 31 | | | |

| | | | | | Resources | |
|-----------|--------|---------|-----------------------|-----------------------------|--|---|
| Unit | Lesson | Periods | Audio Track No. | Charts (if available) | Picture cards | Remarks |
| | | 1 & 2 | 32, 33 | | | a calendar |
| | 1 | 3 & 4 | 34 | | | a calendar (explain in Myanmar) |
| 4 | | 5 & 6 | | | a sample birthday invitation card | |
| | | 1 & 2 | 35, 36 | | × Ø | a calendar |
| | 2 | 3 & 4 | 37, 38 | | | a calendar |
| | | 5 & 6 | | | | |
| Review 2 | | | 39 | | sunny, cloudy, windy, rainy, stormy, snowy, the hot season, the rainy season, the cold season, weather icons | |
| Project 2 | | | 40 | | paper, markers, rulers | |
| | | 1 & 2 | 41, 42 | | crayons, drawing book, eraser, marker, pen, pencil case, pencil, ruler | If available, real objects can be used. |
| | 1 | 3 & 4 | 43 | | bread, cake, fruits, doll, kite, toy robot, crayons, eraser, pencil case, shorts, skirt, T-shirt | If available, real objects can be used. |
| 5 | | 5 & 6 | Č | 1 | cake, doll, kite, toy robot, pencil, drawing book, crayons, ruler, blouse (from Unit 7), pudding (from Unit 8), ice cream (from Unit 9), T-shirt, shorts | paper |
| | | 1 & 2 | 44, 45, 46 | | eraser, pencil, pencil case, marker, number cards from 100 to 900 and from 1000 to 9000, nine 100 kyat notes | paper |
| | 2 | 3 & 4 | 47, 48 | | number cards from 100 to 900 and from 1000 to 9000, nine 1000 kyat notes, Dominoes sets (See Appendix 2) | |
| | | 5 & 6 | 49 | | cake, pudding (from Unit 8), ice cream (from Unit 9) | |

| | | | | | Resources | |
|-----------|--------|---------|-----------------------|--------------------------------|---|---|
| Unit | Lesson | Periods | Audio Track No. | Charts (if available) | Picture cards | Remarks |
| | | 1 & 2 | 50,51 | | a compass | |
| | 1 | 3 & 4 | 52, 53, 54 | Poster sized Myanmar map | maps of neighbouring countries | Ó |
| 6 | | 5 & 6 | 55 | | C | |
| | | 1 & 2 | 56, 57, 58 | map of Myanmar | maps of neighbouring countries | |
| | 2 | 3 & 4 | | | maps of neighbouring countries | |
| | | 5 & 6 | 59 | | N Y | |
| Review 3 | | | 60, 61, 62 | | crayons, pencil case, eraser, cake, fried noodles, ice cream, pineapple, pudding, doll, kite, toy robot, blouse, T-shirt, skirt, | a world map (if available) |
| Project 3 | | | | | crayons, pen, pencil case, marker, pencil, ruler, eraser, drawing book, cake, ice cream, pudding, chocolate, pudding, toy robot, kite, doll, T-shirt, skirt, shorts, scarf | |
| | | 1 & 2 | 63, 64 | | blouse, dress, flip-flops, jeans, pyjamas, sandals, shorts, skirt, sweater, tracksuit, trainers, T-shirt | |
| | 1 | 3 & 4 | 65, 66 | 1 | blouse, dress, flip-flops, jeans, raincoat, sandals, shorts, sweater, trainers, trousers, T-shirt | |
| | | 5 & 6 | 67 | | T-shirt, blouse, dress, shorts, skirt, trousers, jeans, sandals, flip-flops, trainers | different coloured paper |
| 7 | | 1 & 2 | 68, 69, 70 | | cap, gloves, hat, raincoat, scarf, socks, sweater, pictures of some people who are wearing the clothing in different seasons | |
| | 2 | 3 & 4 | 71, 72, 73, 74 | | cap, gloves, hat, raincoat, scarf, socks, sweater, checked T-shirt, floral T-shirt, striped T-shirt, pictures of people wearing clothes in different seasons, pictures of seasons | Use the pictures of seasons from Unit 3 |
| | | 5 & 6 | 75 | | cap, gloves, hat, raincoat, scarf, socks, sweater, pictures of some people who are wearing the clothing in different seasons | |

| | | | | | Resources | |
|-----------|--------|---------|-----------------------|---------------------------------|--|--------------------------------|
| Unit | Lesson | Periods | Audio Track No. | Charts (if available) | Picture cards | Remarks |
| | | 1 & 2 | 76, 77, 78 | | noodles in coconut gravy, <i>mont-hin-gah</i> , steamed sticky rice, chicken soup, salad, fried egg, fish sauce and vegetables, and fish curry | 2 |
| 0 | 1 | 3 & 4 | 79, 80, 81 | | fish and chips, sushi, bacon and eggs, puri, noodle soup, pizza | a world map (if available) |
| 8 | | 5 & 6 | 82 | | | |
| | | 1 & 2 | 83, 84 | | | |
| | 2 | 3 & 4 | 85, 86 | | banana, cereal, cauliflower, chocolate, corn, mango, peanuts, pumpkin, pudding, watermelon | |
| | | 5 & 6 | 87 | | | |
| Review 4 | | | 88, 89, 90 | | sweater, shorts, flip-flops, apples, fish, noodle, meat, rice, watermelons | |
| Project 4 | | | 91 | 4 or 6 flip charts for period 2 | | |
| | | 1 & 2 | 92, 93 | | art gallery, special food, traditional music, football team, fireworks and music festival | |
| | 1 | 3 & 4 | 94, 95 | | | |
| | | 5 & 6 | 96, 97 | 1 | | writing paper (if available) |
| 9 | | 1 & 2 | 98, 99 | | bus stop, fast food, ice cream, lunch box, mobile phone, orange juice, pencil case and swimming pool | |
| | 2 | 3 & 4 | 100, 101 | | | |
| | | 5 & 6 | 102, 103 | | | writing paper (if available) |

| | | | | | Resources | |
|-----------|--------|---------|-----------------------|-----------------------------|---------------|---|
| Unit | Lesson | Periods | Audio Track No. | Charts (if available) | Picture cards | Remarks |
| | 1 | 1 & 2 | 104, 105 | | | paper for gesture game, pictures in the textbook (if necessary) |
| | | 3 & 4 | 106, 107 | | C | |
| 10 | | 5 & 6 | 108 | | XO | |
| | | 1 & 2 | 109, 110, 111 | | | pictures in the textbook (if necessary) |
| | 2 | 3 & 4 | 112, 113 | | | |
| | | 5 & 6 | | | | |
| Review 5 | | | 114, 115 | | | |
| Project 5 | | | 116, 117 | | 927 | a picture of a village in Myanmar (if available) |
| | 5 | 5 | 80 | | | |

4.2 Contents

| Unit | Lesson 1 | on 1 | Less | Lesson 2 |
|-------------|--|--|---|--|
| | I am short and slim. | | Is he cheerful? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| | I am (I'm) He is (He's) She is (She's) We are (We're) | clever, curly, friendly, hair, helpful, long, plump, short, slim, | He/she is He/she is and | Height: short, tall Build: plump, slim |
| | | | He/she has eyes. He/she has hair. | Eye colour: blue, brown, dark Hair colour: black, brown, grey |
| People | Yes, he/she is./No, he/she isn't. Are they? | 4 | is has/does not have | Hair style: long, short Hair type: curly, straight |
| al Cullu us | I his is I hese are I have We have | | love/doesn't want This is | best, cheerful, clever, friendly, |
| | They have He has She has Does he/she have? | Ċ | We are/have | funny, good, hard-working, large, little brother, loud, |
| | Yes, he/she does./ | | | neighbour, new, nice, park, |
| | No, ne/sne doesn t. We | 32 | | picture, quiet, wisn, work nard |
| | There is/are | | Is it a land animal? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| | Is it? Ves it is | babies, cat, cock, corn, cow, | There is/are It is My favourite animal is | bear, big, black, blood, blue, |
| 11!4.7. | No, it isn't. Hour many, ore there? | -geese, | Is it big/small? | everywhere, fast, green, grey, |
| Animals | | | Is it a land/sea animal? | octopus, pig, pink, seahorse, shark slow small snake snider |
| | | z, sleeping, swimming | Can it fly/swim/run/jump? This is It has | starfish, turtle, white |
| | | | have | |
| | | | What is your favourite animal? Where does it live? | |
| Review 1 | Review of Units 1 and 2 | | | |
| Project 1 | My favourite | | | , |

| Unit | Lesson | on 1 | Less | Lesson 2 |
|------------|---|--|--|--|
| | It's sunny today. | | What's your favourite season? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| | What's the weather like today? It's today. | cloudy, rainy, snowy, stormy, sunny, windy | How many days are there in (month)? | January, February, March, April, May, June, July, August, |
| | Is it? | | What's the weather like in the | September, October, November, |
| Unit 3: | Yes, it is./No, it isn't. | /ground, | (hot) season? | December |
| Seasons in | What's the weather like in? | raindrops, snow balls | It's (sunny) and (hot). | a leap year, best, calendar, |
| Myanmar | will be | Wednesday, Thursday, Friday, | Myanmar? | fun, grow, hot, late, leaves, |
| | It's We can | Saturday | When is the (hot) season? | months, mountains, only, |
| | | | What's your favourite season? | plants, rainy, rest, season, |
| | | awei, | Why? | snowy, sports, start, stormy, |
| | | Myitkyina, Sagaing | Because I can | swimming, trees, wet, |
| | | | | thirty, thirty-one, twenty-eight twenty-nine |
| | Her hirthday is on | 5 | What do you do at Thingyan? | |
| | Her buttudy is on | | what we you do at 1 mingsan: | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| | When's your birthday? | first to twelfth | What is Thingyan/Thadingyut? | candle, douse, during, each |
| | 7th of September. | > | When is Thingyan/Thadingyut? | other, eat, enjoy, fall, festival, |
| | This is | | What do people do at Thingyan/ | full moon, grandparents, house, |
| | She/He is a/an | fifth, sixth, seventh, eighth, | Fnadingyut? | light, months of the year |
| Unit 4: | My birthday is on | ninth, tenth, eleventh, twelfth, | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | (January to December), |
| Happy days | Her/His birthday is on the of | thirteenth, fourteenth, fifteenth, | 3 | mont-let-saung, |
| in my life | | sixteenth, seventeenth, | ~ | mont-lone-yeibaw, |
| • | Who is a/an? | eighteenth, nineteenth, twentieth, | ·(| new year, nice, offer, |
| | When is's birthday? | twenty-first, twenty-second, | X | parents, pay homage, |
| | | twenty-third, twenty-fourth, | | play with friends, snack, street, |
| | | twenty-fifth, twenty-sixth, | | teacher, Thadingyut, |
| | | twenty-seventh, twenty-eighth, | | Thingyan snacks, Thingyan |
| | | twenty-ninth, thirtieth, thirty-first | | C |
| | | doctor, engineer, singer, student, | | > (|
| | | teacher | , | |
| Review 2 | Review of Units 3 and 4 | | | |
| Project 2 | Interview | | | |

| Unit | Lesson | on 1 | Less | Lesson 2 |
|------------------------|---|---|---|---|
| | I want a pencil. | | How much is it? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| | Do you have ? How many do you want? | Food Shop: bread, cake, fruits, ice cream, pudding | How much is? It's kyats. | from 1 to 100 from 100 to 900 |
| Unit 5: | You can buy to You can buy at a | toys snop, ban, don, kite, toy car, toy robot Stationery Shop: cravons. | T want, prease. That is kyats. How much is one? | cake, drawing book, eraser, ice cream. marker. pen. |
| Sinddone | goes to the He/She wants | drawing book, eraser, marker, pen, pencil case, pencil, ruler | That will be kyats. Do you have any? | pencil case, pudding, Stationery |
| | You/I can buy at Can I help you? Here you are. Thank vou. | Clothes Shop: blouse, jacket, shorts, skirt, T-shirt | Yes, we do./No, we don't. | |
| | I love My favourite shop is Let's go there together. | C | | |
| | It's to the east. | 5 | Capitals | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| | Where is? It's to the of | Compass: east, north, south, west, northeast, northwest, | What is the capital of? The capital of is | Countries: Myanmar, China, India, Bangladesh, Laos, Thailand |
| Unit 6: | What is the currency of? | southeast, southwest Countries: Myanmar. | is the capital of What is the currency of? | Capitals & Cities: New Delhi, Vientiane. Bangkok. Beijing. |
| Myanmar and its | | Bangladesh, China, India, Laos, Thailand | Its currency is the Its camtal is | Dhaka, Nay Pyi Taw, Yangon, Mandalav |
| neighbouring countries | | Currencies: baht, kip, kyat, | This country is | Currencies: baht, kip, kyat, |
| | | another, big, house, | C | Pagodas: Shwedagon, Kyaik |
| | | lıbrary, market, mountaıns, neighbouring, pagoda, school, | | Htee Yoe, Maha Myat Muni calendar, cold, famous, festival, |
| | | small, train station, 200 | Ċ | holidays, hot, lighting, Mon, |
| | | | | montn, neignbouring, rainy, seasons, State, water |
| Review 3 | Review of Units 5 and 6 | | | 8 |
| Project 3 | Shopping game | | | V |
| , | | | | |

| Unit | Lesson | on 1 | Lesson 2 | on 2 |
|-------------------------------|--|---|---|---|
| | He's wearing a yellow T-shirt. | | What do you like to wear? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| Unit 7: Clothing | What's he/she wearing? He's/she's wearing It is (weather) today. So (name) is wearing (clothing). What is (name) wearing? This is (name). He/She is going to his/her | Weather: hot, rainy, cold Clothing: sweater, trousers, longyi, raincoat, jeans, pyjamas, tracksuit, blouse, dress, shorts, skirt, sweater, T-shirt Foot wear: trainers, sandals, flip- flops Colour: pink, white, blue, black, etc. | What do you like to wear? What do you like to wear in the hot/rainy/cold season? What do you like to wear at home/the beach/the playground? He/She likes to wear What about you? I like to wear because it is | blouse, cap, checked, dress, floral, gloves, hat, jacket, jeans, raincoat, sandals, scarf, shorts, skirt, socks, striped, sweater, trainers, T-shirt |
| | For breakfast, for lunch, for dinner | ler . | What is healthy food? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| Unit 8: Food and health | What do you usually have for breakfast/lunch/dinner? I usually have for breakfast/lunch/dinner. Do you also like? What about you? I like, too. No, I don't. I like only. My name is I'm from What's yours? Can I help you? I'd like,please. What's your favourite food? My favourite food is Here you are. How much is it? You're welcome. Where do like to play? Who likes? What does like to have? | Countries: America, China, England, India, Italy, Japan bacon and eggs, cake, chicken soup, chicken, egg, fish and chips, fish curry, fish sauce and vegetables, fish, food court, fried egg, ice cream, mont-hin-gah, noodle, noodle soup, noodles in coconut gravy, pizza, playground, puri, restaurant, rice, salad, Shan noodles, shopping centre, steamed sticky rice, sushi | What food do you like? Yours? What's your favourite food? What about you? are good for energy/growth/ health What food? | bananas, beans, beef, biscuits, bread, canteen, carrot, cauliflower, cereal, chicken, chocolate, corn, eggs, energy, fish, fruit stall, fruits, grapes, growth, health, juice, mango, meat, mont-hin-gah, noodles, peanuts, potato, prawns, pudding, pumpkin, rice, sandwiches, snacks, tomato, vegetables, watermelon, |
| Review 4 | Review of Units 7 and 8 | | | 2 |
| Project 4 | Let's help others! | | | > |

| Unit | Lesson | on 1 | Less | Lesson 2 |
|--------------------------|--|--|---|---|
| | I played badminton yesterday. | | Where did you go last week? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| Unit 9: A holiday | We My mother My friends Last weekend, I I this morning last Saturday/ yesterday. What did you do yesterday? I What about you? I What about you? the letter format — Hi It's great to hear from you. Tell me about traditional music, trip, visit, visited, watch, watched, yesterday | ul Garden, ijoy, enjoyed, food, all, helped, ic festival, played, od, studied, ip, visit, ed, yesterday | What did you do last night/last week? | ate, bought, bus stop, car park, coconut water, dining table, drank, fast food, gave, go, got up, ice cream, living room, lunch box, mobile phone, Ngapali beach, orange juice, pencil case, read, ride, rode, sent, shopping centre, speak, spoke, swimming pool, text message, wear, went, write, wore, wrote |
| | I will go to the park. | | What will you do tomorrow? | |
| | Language focus: | Vocabulary: | Language focus: | Vocabulary: |
| Unit 10: Things to do | What will you do? I will What will you do this weekend/ on Sunday/on Saturday? | bookshop, breakfast, buy, chess, cook, drawing book, go, have, library, mont-hin-gah, read, shopping centre, swim, swimming pool, tea shop, together go for a walk, go to restaurant, go to school, go to the park, play basketball, play with friends, stay at home, visit my grandfather | This is Who is calling, please? That sounds great. I would like you to Would you like to join me? The sorry. I can't. Sure,1 would love to. I will Would you like to join us? | Places: library, swimming pool, shopping centre Verbs: read, swim, invite birthday cake, coconut rice, have a birthday party, tomorrow |
| Review 5 | Review of Units 9 and 10 | | | |
| Project 5 | My holiday plan | | XOS | |

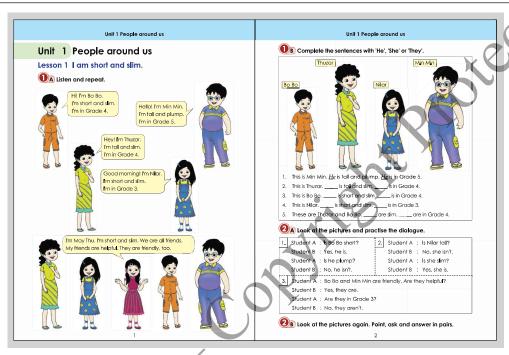
Unit 1 People around us

Lesson 1 I am short and slim.

Objectives:

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

- give simple descriptions of people around them.
- ask and answer questions about basic personal information.



Period 1 & 2 Objectives:

Students should be able to:

- 1. give simple descriptions of people.
- 2. ask and answer questions when describing people.

Words and expressions:

New: plump, slim

This is ... These are ...

Previously learnt: friendly, hair, helpful, tall, short

I am (I'm) ... He is (He's) ... She is (She's) ... We are (We're) ... They are (They're) ...

Is he/she ...? Yes, he/she is. No, he/she isn't. Are they ...? Yes, they are. No, they aren't.

Resources and preparation: audio materials, picture cards of Bo Bo, Min Min, Thuzar, Nilar, May Thu **Teaching procedure for Period 1**

Warm up (3 minutes)

• Revise the following vocabulary: long, short. Use flashcards or things in the classroom.

001 1A. Listen and repeat.

(15 minutes)

• Play the recording or read the sentences aloud to the students. Students listen and then repeat after the teacher or the recording. If necessary, repeat this two or three times. Tell them to read the sentences on their own.

Practise. (10 minutes)

• Ask five students to come to the front of the class and name them, 'Bo Bo, Min Min, Nilar, Thuzar and May Thu'. The five students have to say and act like their characters. Then, divide the class into groups of 5 and name them Bo Bo, Min Min, Nilar, Thuzar and May Thu. Tell each group to say their sentences aloud and act like the characters.

1B. Complete the sentences with 'He' 'She' or 'They'.

(10 minutes)

• Tell the class to complete the sentences using 'He' 'She' or 'They'. Tell students to read the example sentence, No. 1. Check the answers by asking some students to read their sentences aloud.

Summary and feedback

(2 minutes)

• Check that students know how to correctly use 'he', 'she' and 'they'.

Teaching procedure for Period 2

Warm up

(3 minutes)

• Tell the class to read the sentences from Period 1 and ask, 'How many friends does May Thu have?' What grade are they in?' 'What kind of student is Bo Bo/Min Min/Nilar/Thuzar?'

002 2A. Look at the pictures and practise the dialogue.

(15 minutes)

- Call a student who is tall and slim to the front of the class and ask, 'Who is he/she?'. Ask, 'Is he/she tall?' and tell them to answer 'Yes, he/she is.' or 'No, he/she isn't.' 'He/she is ...'. Ask students when we use 'Yes, he/she is.' and when we use 'No, he/she isn't.' Explain if necessary.
- Point to the picture of 'Bo Bo' and ask 'Is Bo Bo short?' and 'Is he plump?' Tell students to answer either 'Yes, he is' or 'No, he isn't.' Tell them to answer group by group and then individually. Follow the same procedure for Nilar (No. 2). Tell them to look at No. 3 and ask, 'Who are they?' Ask, 'Are they helpful?' and tell them to answer either 'Yes, they are.' or 'No, they aren't.' Ask students when we use 'Yes, they are.' and when we use 'No, they aren't.'
- Play the recording or read the sentences aloud to the students. Students listen and then repeat after the teacher or the recording.
- Practise the dialogues until the students understand how to ask and answer the questions.

2B. Look at the pictures again. Point, ask and answer in pairs.

(10 minutes)

• Call two students to the front of the class. Name them 'A' and 'B' and tell them to practise the dialogue that they learnt in 2A.

Pair work (10 minutes)

- Student A points to the pictures in the textbook and asks two questions. Student B answers the questions.
- Tell students A and B to swap roles and do the activity again.
- Tell all students to make pairs and do the activity.

Summary and feedback

(2 minutes)

• Give feedback on the pronunciation of some words.
(မှား/မှန် မေးခွန်းဝါကျများ (Yes/No questions) ၏ အဆုံးသတ် အသံသည် တက်သံ (rising intonation) ဖြစ်ကြောင်း ရှင်းပြပါ။ သာဓက။ ။ Is he short? 🗷)



Period 3 & 4 Objectives:

Students should be able to:

- 3. introduce and describe a friend/friends.
- 4. ask and answer questions about a person.

Words and expressions:

New: curly, straight

I have ... We have ... They have ... He has ... She has

Does he/she have ...?

Yes, he/she does./No, he/she doesn't.

Previously learnt: friendly, helpful, long, plump, slim, tall, short

He is (He's) ... She is (She's) ...

We are (We're) ... They are (They're) ...

Is he/she ...? Yes, he/she is./No, he/she isn't.

Are they ...? This is ... These are ...

Resources and preparation: audio materials, picture cards of long hair, short hair, straight hair, curly hair. **Teaching procedure for Period 3**

Warm up (3 minutes)

- · Hold an eraser in your right hand and say, 'This is my eraser.'
- Hold three pencils in your left hand and say, 'These are my pencils.'
- Confirm that students understand 'This' is used for one thing and 'These' is used for several things.
- Repeat the demonstration using rulers, pencil cases, books and bags.

3A. Listen and repeat. Match the pictures with the descriptions.

(7 minutes)

- Ask students to tell you the meaning of 'long hair' and 'short hair'.
- Introduce 'curly hair' and 'straight hair' by showing pictures or pointing at students with curly hair and straight hair.
- Tell students to look at 3A and match the pictures with the descriptions.

004 3B. Listen and repeat.

(15 minutes)

- Play the recording or read the sentences aloud to the students. Students listen and then repeat after the teacher or the recording. If necessary, repeat this two or three times.
- Tell them to read the sentences on their own.

Group work

(10 minutes)

- Put students into groups of 4. In each group, students choose who is Bo Bo, Nilar, Thuzar and Min Min. The student who is Bo Bo says the sentences and the other students gesture the meaning. For example, the student who is Bo Bo says 'This is Min Min. He has short hair. He has straight hair.' The student who is Min Min then gestures the meaning of the sentences. Repeat this for the sentences about Nilar and Thuzar.
- In each group, all 4 students should take turns acting as Bo Bo.

This is my friend. (3 minutes)

• Call a student to the front of the class and say something about him/her. (e.g. This is my friend. He/she is ... He/she has ... hair.)

• Continue the activity until students understand how to describe people's hair.

Summary and feedback (2 minutes)

• Give feedback on the pronunciation of some words: straight, curly. Note the final the consonant in straight and the vowel /3/in curly.

Teaching procedure for Period 4

Warm up (5 minutes)

- Give each student a piece of paper and tell them to write their name.
- After the students have finished writing, collect the paper.
- Call one student to the front of the class. The student takes a piece of paper and reads the name written on it. Then he/she goes to that student and describes him/her by saying 'He/She has ... hair.'
- Continue the activity with some students.

005 4A. Practise the dialogue.

(15 minutes)

- · Ask students:
 - 1. Who is your class teacher?
 - 2. Does she have long hair?
 - 3. Does she have straight hair?
- Play the recording or read the dialogue aloud and tell students to listen to the recording carefully. And then practise
 the dialogue with the class.
- Call two students to the front of the class and get them to demonstrate the dialogue.
- Tell students that they can use the words learnt in the previous periods.
- Continue the activity until every student knows how to ask and answer the questions about their teacher.
- Students work in pairs and practise the dialogue. Tell them to change roles and practise again.

4B. Draw a picture of a teacher and tell the class about him/her.

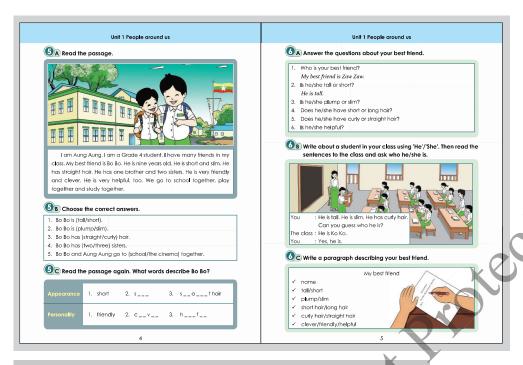
(17 minutes)

- Tell the class to draw a picture of their teacher in their exercise books.
- Ask some students to come to the front of the class.
- Have students show their drawing and describe their teacher to the class.

Summary and feedback

(3 minutes)

• Does he/she have ... hair? ဟု မေးလျှင် မှန်ပါက Yes, he/she does. ဟု ဖြေဆိုရပြီး၊ မှားပါက No, he/she doesn't. ဟု ဖြေဆိုရကြောင်း ရှင်းပြပါ။



Period 5 & 6 Objectives:

Students should be able to:

- 5. read a sample passage.
- 6. write a paragraph describing two family members

Words and expressions:

Previously learnt: clever, friendly, helpful, long, slim, straight, short

I am ... I have ... He is ... He has ... We ...

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (3 minutes)

Ask three questions to the class: 'How many friends do you have?', 'Do you have a best friend?' and 'Who is your best friend?'

006 5A. Read the passage.

(20 minutes)

Reading

• Play the recording or read the passage aloud to the students and tell them to listen carefully.

I am Aung Aung. // I am a Grade 4 student. // I have many friends / in my class. // My best friend is Bo Bo. // He is nine years old. // He is short and slim. // He has straight hair. // He has one brother / and two sisters. // He is very friendly and clever. // He is very helpful, too. // We go to school together, / play together / and study together. //

- Tell the class to read the passage aloud along with the recording.
- Tell them to read it group by group.
- Check their pronunciation and give feedback if necessary.
- Tell them to read it silently.
- Ask some questions to check their understanding such as 'How many boys are there in the passage? Who are they? What Grade are they in? How many friends does Aung Aung have? Who is Aung Aung's best friend? Is he short/tall? Is he plump/slim? Does Bo Bo have straight hair? How many brothers and sisters does Bo Bo have? Is he friendly?' and so on.

5B. Choose the correct answers.

(5 minutes)

Post-reading

- Tell the class to choose the correct answers according to the passage.
- Check their answers by asking some students to say their answers. Ask them to give reasons for their answers such as
 pointing out the sentences from the passage or reading the sentences in the passage. Then, confirm the answers with
 the class.

5C. Read the passage again. What words describe Bo Bo?

(10 minutes)

- Tell the class to read the passage again and to write the words in their exercise books.
- Explain the words: appearance and personality in Myanmar if necessary so that the students can guess the words. Confirm the answers with the class.

Summary and feedback

(2 minutes)

• Give feedback on the pronunciation of students' reading (e.g. a pause between words in a sentences, and falling and rising intonation.)

Teaching procedure for Period 6

Pre-writing (2 minutes)

• Ask three questions to the class: 'How many friends do you have?', 'Do you have a best friend?' and 'Who is your best friend?' Tell them to read the passage in 5A again.

6A. Answer the questions about your best friend.

(10 minutes)

- Ask the questions given in the textbook to some students and tell them to answer orally.
- Tell the class to work in pairs.
- Remind them to note down their answers in their exercise books in order to use them in the next activity.
- Monitor the class and encourage them to use the language and expressions that they learnt.

6B. Write about a student in your class using 'He'/'She'. Then read the sentences to the class and ask who he/she is. (10 minutes)

Writing

- Tell the class to write two sentences about a student, who is in their class, in their exercise books.
 - 1. He/She is plump/short/slim/tall.
 - 2. He/She has curly/long/short/straight hair.
- Remind them to use suitable subjective pronouns: 'He/She'. Tell them to ask who he/she is.
- Tell the class to guess who he/she is and to respond to the questions.
 - e.g. You: He is tall. He has curly hair. Can you guess who he is?

The class: He is Ko Ko.

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

6C. Write a paragraph describing your best friend.

(15 minutes)

Post-writing

- Tell the class to write a paragraph about their best friend by using the prompts given in 6C.
- Remind them to check the use of pronouns, verbs (be and have) and punctuation marks such as using a capital letter at the beginning of a sentence and for names of people and places, and using a full-stop at the end of a simple sentence.
- Tell them to check their works in pairs.
- Tell them to read their original passage silently and ask them to talk about their best friend to their partners.

Summary and feedback

(3 minutes)

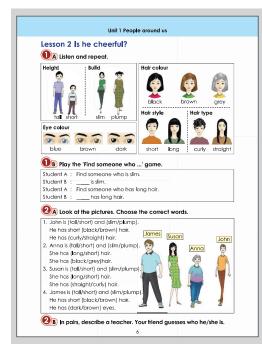
- Give feedback on the pronunciations such as pauses between words, linking sound, and falling and rising intonation.
- Explain about punctuation marks if necessary.

Lesson 2 Is he cheerful?

Objectives:

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

- give simple descriptions of people around them.
- ask and answer questions about basic personal information.



Period 1 & 2 Objectives:

Students should be able to:

- 1. say someone's physical appearance.
- 2. ask and answer questions about the descriptions of people.

Words and expressions:

New: He/she is ... and ...

He/she has ... eyes.

Previously learnt: Height — short, tall

Build plump, slim

Eye colour — blue, brown, dark

Hair colour — black, brown, grey

Hair style — long, short

Hair type — curly, straight He/she is ... He/she has ... hair.

Resources and preparation: audio materials, picture cards of eye colour, hair colour, hair style, hair type **Teaching procedure for Period 1**

Warm up (3 minutes)

Revise the colours that students learnt in the previous grade by asking them to find some things in their classroom.

07 1A. Listen and repeat,

(25 minutes)

- Tell the class to look at the pictures first. Then, say a word, e.g. 'tall' and ask them to point to the correct picture.
- Draw four pictures of two men and two women with different height and build and then write their names or put the ready-made pictures on the board. Ask, 'Who is tall and slim?' Confirm the answer with the class.
- Put eye colour on the four pictures and ask the class, 'Who has blue/brown/dark eyes?' and confirm the answers with
 the class.
- Draw hair style and hair type on the four pictures and ask the class, 'Who has short/long/curly/straight hair?' and confirm the answers with the class.
- Put hair colour on the four pictures and ask the class, 'Who has blue/brown/dark hair?' and confirm the answers with the class.
- Play the recording or read the words aloud to the students and tell them to listen carefully. Play the recording or say the words two or three times if necessary and have the students repeat. Lastly, have students say the words on their own.
- Remind them to use 'He' for a boy and 'She' for a girl, and 'They' for both genders (boys and girls) in the plural form.

Practise.

- Give a description about one of the four pictures that are drawn in 'Listen and repeat.' and ask the class say the name of that person.
- Ask the class to give you the answers group by group and then individually.
- Confirm the answers with the class.
- Make sure that all students actively participate in the activity.

1B. Play the 'Find someone who ...' game.

(10 minutes)

- Say, 'Find someone who is slim.' and have students answer the names of those who are slim in the class
- Continue the activity by asking some students to take the place of the teacher and say 'Find someone who...' to the class. Tell the class to guess and answer group by group or individually.
- Have students add more descriptions to their sentences if the activity is easy for them. (e.g. 'Find someone who is tall and has short hair. Find someone who is short, slim, and has long hair.) Demonstrate some sentences first and then call on some students to take the role of the teacher.
- Make sure that all students have a chance to participate in the activity.

Summary and feedback

(2 minutes)

• Give feedback on the pronunciation of some words: slim, straight and plump focusing on the consonant clusters: sl, str and pl in the three words and the final consonant m, t and p.

Teaching procedure for Period 2

Warm up

(7 minutes)

- Put the four pictures that were used in period 1 on the board.
- Say three sentences about a picture and tell the class to guess and name the person in the picture that you described.

2A. Look at the pictures. Choose the correct words.

(15 minutes)

- Tell the class to look at the pictures and choose the correct words given in 2A.
- Do exercise No.1 with the class and tell them to choose the correct words for No. 2, 3 and 4 on their own.
- Check the answers with the class by asking some students to read out the answers.
- Confirm the answers with the class.

2B. In pairs, describe a teacher. Your friend guesses who he/she is.

(15 minutes)

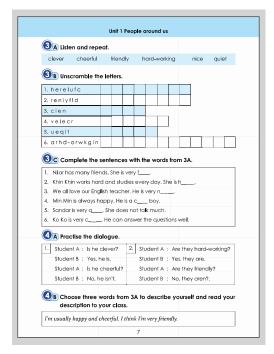
- Call two students to the front of the class and have them demonstrate the guessing game.
- Name them 'A' and 'B' and whisper a teacher's name to 'A' then help the student use two or more sentences from 2A to describe the teacher.

Pair work

• Tell students to work in pairs. Student A says four things about a teacher who has taught their class (in Grade 1, 2, 3 and 4) and Student B guesses the name of the teacher that Student A has described. Student B can guess a second time if the first guess is incorrect. When Student A has finished, then it is Student B's turn to describe a teacher.

Summary and feedback (3 minutes)

• Give feedback on the usage: He/She is (tall/short/slim/plump). He/She has (blue/brown/dark) eyes.



Period 3 & 4 Objectives:

Students should be able to:

- 3. use some adjectives to describe people.
- 4. ask and answer questions about people.

Words and expressions:

New: hard-working, loud, quiet, work hard

Previously learnt: cheerful, clever, friendly, funny, nice

... is ...

... has/does not have ..

... love/doesn't want ...

Resources and preparation: audio materials **Teaching procedure for Period 3**

Warm up (3 minutes)

- Tell the class to read the passage on page 4, 5A again.
- Ask, the class 'Who is friendly/clever/helpful?'

08 3A. Listen and repeat.

(15 minutes)

- Write the words: clever, cheerful, friendly, funny, hard-working, loud, nice and quiet on the board.
- Say each word or play the recording and tell the class to listen carefully and then repeat the words.
- Do this two or three times if necessary.
- Say a word and tell students to spell it.
- Practise the spelling of the eight words group by group and individually.
- Say a statement and tell the class to guess the word to be filled in the blank.

(e.g. 'He can answer the questions well. So, he is a c boy'.)

• Continue the activity by saying more sentences and encourage students to guess the missing word. Make sure that they come up with the correct answers.

3B. Unscramble the letters.

(10 minutes)

- Tell the class to unscramble the letters to make correct words.
- Unscramble the letters for the first word with the class.
- Check the answers with the class.

3C. Complete the sentences with the words from 3A.

(10 minutes)

- Demonstrate how to do this exercise by completing No. 1 and 2 with the class.
- Tell the class to complete No. 3, 4, 5 and 6 in groups and then check their answers.

Summary and feedback (2 minutes)

• Ask students to note the pronunciation of cheerful /ˈtʃeəful/ not /ˈtʃeəful/, and quiet /ˈkwaɪ.ət/ not /ˈkwaɪt/. (ဤစကားလုံးများကို မှားပြီး အသံထွက်လေ့ရှိသောကြောင့် မှန်ကန်စွာ ဆိုတတ်ရန်လိုကြောင်း သတိပေးပါ။)

Teaching procedure for Period 4

Warm up (7 minutes)

- Say a word and tell the class to write the word that they hear.
- Check the answer with the class.
- Continue the activity for all vocabulary that they learnt in 3A.

909 4A. Practise the dialogue.

(15 minutes)

- Play the recording or read the conversation aloud. Students have to listen carefully and repeat each line. Do this two or three times. Then, confirm the meaning of the questions.
- Tell students that they will have to describe their friends.
- Call one student to the front of the class and demonstrate the following conversation with him/het.
- Call on another student and do the conversation again.
- Have students do the conversation in pairs and tell them to take turns.
- Make sure that all students participate actively. Have them change pairs if necessary
- Tell students that they will now have to talk about two or three students.
- Call one more student to the front of the class and do the following conversation
- Follow the same procedure as in the first conversation.
- Make sure that students can use 'he, she and they' correctly to refer to their friends.

4B. Choose three words from 3A to describe yourself and read your description to your class.

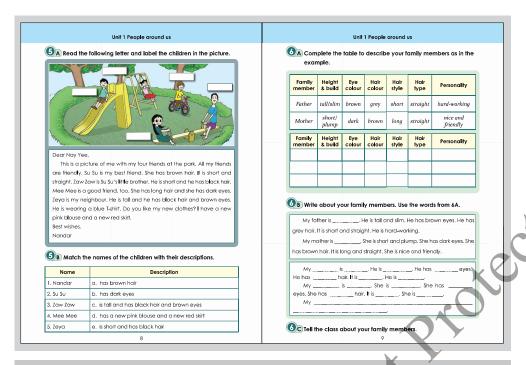
(15 minutes)

- Say, 'I'm usually happy and cheerful. I think I'm very friendly.
- Tell the class to use the adjectives that they learnt in 3A.
- Tell them to write down two or three sentences to describe themselves.
- Tell them that they can use the words learnt in the previous lessons as well.
- Call on a student to come to the front of the class and tell him/her to read his/her description to the class.
- Call on some more students.
- If the class size is large, have students present to each other in pairs.
- Make sure that all students can describe themselves, using the appropriate adjectives.

Summary and feedback

(3 minutes)

- Give feedback on the pronunciation of some words.
- မိမိကိုယ်ကို အမှန်တကယ် သရုပ်ဖော်ပြနိုင်ရန် လိုအပ်ပြီး မိမိကိုယ်ကို သရုပ်ဖော်တတ်စေရန် ပြောပါ။



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and comprehend the letter about the children in the picture.
- 6. write the names of the children in the picture and match them with their descriptions.

Words and expressions:

New: best, large, little brother, neighbour, wish

Previously learnt: friendly, good, park

This is ... He/She is ... He/She has ... We are/have ...

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

Ask three questions to the class: 'How many friends do you have?', 'Do you have a best friend?' and 'Who is your best friend?'

10 5A. Read the following letter and label the children in the picture. (25 minutes)

Reading

- Play the recording or read the passage aloud to the students and tell students to listen carefully.
- After listening, play the recording or read the letter and have the whole class repeat. After that, have students read the letter group by group.
- Tell the class to read the passage aloud along with the recording and tell them to read group by group.
- Check their pronunciation and give feedback if necessary.
- Tell them to read the letter silently.
- Ask some questions to check their understanding such as 'How many children are there in the letter? Who are they? How many friends does Nandar have? Who are they? Who is Nandar's best friend? Does she have brown hair? Is she short or tall? Does she have short/long/straight/curly hair? Who is Su Su's little brother? Is he tall/short? Does he have black/brown hair? Who is Nandar's good friend? Does she have short/long/straight/curly hair? Does she have black/brown eyes? Who is Nandar's neighbour?' and so on.

• Tell them to answer the questions by using the expressions that they have learnt in the previous periods.

5B. Match the names of the children with their descriptions.

(8 minutes)

Post-reading

- Tell the class to read the letter again and match the names of the children with their descriptions.
- Confirm the answers by calling on some students to say their answers and asking them to give a reason by pointing out the sentences from the letter or reading the sentences in the letter.

Summary and feedback (2 minutes)

• Give feedback on the pronunciation of some words if necessary and remind them to have pauses between phrases and to read the sentences with intonation.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

- Ask three questions to the class: 'How many family members do you have?' and 'Do you have grandfathers/grandmothers/uncles/aunts/brothers/sisters?'.
- Tell them to read the letter from the previous period.

6A. Complete the table to describe your family members as in the example.

(15 minutes)

Writing

- Tell students, 'Today we will be writing about our family members.'
- Ask them to look at table 6A and then read the paragraph in 6B. Show students how the information in the table 6A is written in the form of a paragraph in 6B. Tell them that they will have to do the same thing. Write information about their family members in the table in 6A and then use the information to write about their family members in 6B.
- Copy the table into their exercise books.
- Tell them to complete the table with any three members of their family.
- Monitor the class and encourage them to complete the table.

6B. Write about your family members. Use the words from 6A.

(10 minutes)

- Tell the class to write about 3 members of their family in their exercise books by using the information in 6A.
- Monitor the class and make sure that they use 'he, she and they' and 'be and have' correctly. Also, provide feedback on punctuation such as using a capital letter at the beginning of a sentence and with names of people and places, as well as using a full-stop at the end of a sentence.

6C. Tell the class about your family members.

(10 minutes)

Post-writing

Tell them to tell the class about three of their family members.

Summary and feedback (2 minutes)

• Give feedback on the pronunciation, pauses between sentences and falling and rising intonation..

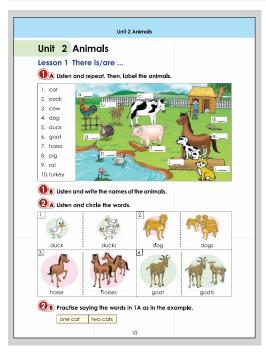
Unit 2 Animals

Lesson 1 There is/are ...

Objectives:

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

- say the names of farm animals.
- read and write about an imaginary farm.



Period 1 & 2 Objectives:

Students should be able to:

1. understand and say the names of farm animals, and say the number of animals (singular and regular plural).

rotecte

2. ask and answer the names of farm animals in a guessing game.

Words and expressions:

New: rat, turkey

Is it ...?

Previously learnt: cat, cock, cow, dog, duck, goat, horse, pig

Yes, it is./No, it isn't.

Resources and preparation: audio materials, picture cards of cat, cock, cow, dog, duck, goat, horse, pig, rat,

Teaching procedure for Period 1

Warm up (5 minutes)

• Ask students, 'What farm animals do you know?' and tell the class to say as many farm animals as they can.

(လယ်တောရှိ သတ္တဝါများကို မှတ်မိသ၍ ပြောပြရန်ပြောပါ။)

11 1A. Listen and repeat. Then, label the animals.

(10 minutes)

- Ask students to label the farm animals they know in the picture.
- Using picture cards, revise the farm animal words. Use the following procedure.
 - 1. Cover the half of the picture card of 'duck'.
 - 2. Ask students, 'What's this?' If they can't say the correct answer, give them hints. (e.g. 'Its body is white. It has two legs.')
 - 3. Show the picture of a duck and say, 'It's a duck.'
 - 4. Ask students to spell the word, 'd-u-c-k'.
- Repeat the procedure for the other farm animals.
- Play the recording or read aloud the names of the farm animals in the picture to the students. Students listen and then repeat after the teacher or the recording.

• After listening, students write the names of the animals in their exercise books. Confirm the answers and practise the names of the farm animals.

Spelling game (See p.12) (15 minutes)

- Put students into groups of 3 or 4 depending on the class size and tell them to use a piece of paper to write down the spelling of a word.
- Explain the rules to students as follows: One student from each group is the writer. The teacher says the name of an animal and the writer from each group writes it down with the help of his/her teammates. After three animals are said, a new student becomes the writer. Dictate all the names of and give students a few minutes to check their spellings. After that, write the names of the animals on the board or show them the textbook and ask groups to say how many animals they could write correctly. The group(s) which can write the most correct animals wins.
- Practise spelling out the names of the animals after the game.

1B. Listen and write the names of the animals.

(8 minutes)

Dictation

- Read aloud the names of the farm animals randomly to the students.
- Students listen and write the farm animals in their exercise books.
- Confirm the answers with the students.

Summary and feedback

(2 minutes)

• Revise the names of the farm animals.

Teaching procedure for Period 2

Warm up (10 minutes)

Guessing game (See p.10)

- Demonstrate how to play the 'guessing game'.
- Ask two students to come to the front of the class.
- Put one animal's name or picture on the back of each student and ask the other students what animal it is. ('Is it a (dog)?' 'Yes, it is.' or 'No, it isn't.')
- Make sure that all students actively participate while they are playing the 'guessing game'.

12 2A. Listen and circle the words.

(10 minutes)

- Play the recording or read aloud the names of the farm animals to the students.
- Students listen to the recording or the teacher and circle the words they hear. Then, ask them to write the correct answers in their exercise books.

2B. Practise saying the words in 1A as in the example.

(18 minutes)

- Play the recording again and ask students if they hear the final consonant 's' sound in the words 'ducks' and 'horses'.
- Demonstrate meanings by using picture cards or drawing pictures of the farm animals on the board. (e.g. one cat, two cats, etc.)
- Tell students that when there is more than one animal, 's' is added to the end of the word.
- Write the singular form of farm animals on the board and ask students how to say the plural form or more than one animal.

Summary and feedback (2 minutes)

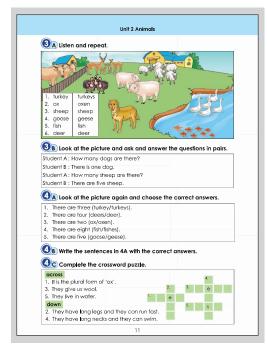
• Confirm that students understand the names of the farm animals by playing the guessing game. Students can also take the role of the teacher.

T: (Show a picture of a turkey) Is it a pig?

Ss: No!

T: What is it?

S: It's a turkey.



Period 3 & 4 Objectives:

Students should be able to:

- 3. say the number of animals (singular and irregular plural).
- 4. say and write the names of the animals.

Words and expressions:

New: goose-geese, ox-oxen, sheep

Previously learnt: fish, deer

How many ... are there?

There is/are ..

They have.

Resources and preparation: audio materials, picture cards of deer, fish, goose, ox, sheep, turkey **Teaching procedure for Period 3**

Warm up (5 minutes)

Revise the names of the farm animals from the previous period.

13 3A. Listen and repeat.

(20 minutes)

- Cover the half of the picture card of 'goose'.
- Ask students, 'What is this?' If they can't say the correct answer, give them hints. (e.g. 'It is white. It has a long neck. It has two legs. It can swim.')
- Show the picture of a goose and say, 'It's a goose.'
- Repeat the procedure for 'turkey, deer, fish, ox and sheep'.
- Show pictures to students and ask them to practise saying what the animals are.
- Play the recording or read aloud the names of the six farm animals in the box to the students. Students listen and then repeat after the teacher or the recording.
- Demonstrate the meanings of the plural forms by using picture cards of the farm animals or drawing them on the board. (e.g. one goose, four geese, etc.)
- Explain that for some animals, when there is more than one, 's' or 'es' is added but for some other animals, the word does not change or irregular plural.

3B. Look at the picture and ask and answer the questions in pairs.

(10 minutes)

- Ask a student to come to the front of the class. Demonstrate the following dialogue.
 - T: How many dogs are there?
 - S: There is one dog.
 - T: How many sheep are there?
 - S: There are five sheep.
- Continue the activity until students understand how to practise the dialogue with their friends.
- Tell students to look at the picture and ask, 'How many (animals) are there?' and answer, 'There is/are (number) (animals).' Make sure that they say the correct singular and plural forms.

- Tell students to work in pairs. One student is 'A' and the other is 'B'.
- Tell them to practise the dialogue. Encourage them to change the names of the animals when they practise the dialogue. Then, swap roles and practise again.
- Tell all Student Bs to close their textbooks. Student As ask, 'How many (animals) are there?' and Bs have to answer without looking at their textbooks.

Summary and feedback

(5 minutes)

- Review the spelling for the singular and plural forms of the farm animal words.
- Ask students, 'How many ... are there?' to confirm they can answer the question using 'There is/are ...' and the correct singular or plural form.

Teaching procedure for Period 4

Warm up

(10 minutes)

What did you see?

- Divide the class into two groups, A and B.
- Put ten vocabulary flashcards on the board. For counting the farm animals, any number can be used. (e.g. two goats, eight rats, etc.)
- Give students two minutes to memorize all the cards on the board.
- Reverse all the flashcards and on the back of each flashcard write a number.
- A student from group A says the number of any flashcard (e.g. 'number 5'). All the students in group B have to say the name of the animal and how many animals are on the flashcard (e.g. 2 goats). Then, they have to spell the words. (e.g. T-w-o g-o-a-t-s) If they do this correctly, group B gets one mark, Take turns with the groups.

4A. Look at the picture again and choose the correct answers.

(5 minutes)

- Ask students to read the sentences.
- Ask students to look at the picture 3A again and choose the correct answer for each sentence.
- Tell them to swap their books with their friends and check if their answers are the same or not.
- Tell them to reconsider their answers if their answers are different.

4B. Write the sentences in 4A with the correct answers.

(10 minutes)

- Ask students to look at the correct answers for 4A and write the sentences in their exercise books.
- Monitor the class, check the students' writing, and help them if necessary.
- Ask them to read their sentences aloud when they finish.
- Ask them to check their answers in pairs.
- Ask for volunteers to write their answers on the board so that the whole class can see and confirm their answers.

4C. Complete the crossword puzzle.

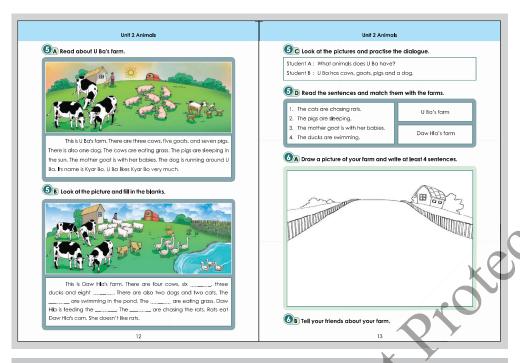
(13 minutes)

- Ask students to look at the crossword puzzle in 4C and read the clues.
- Students should do the 'across' words first and the 'down' words second.
- Tell them to check in pairs if their answers are the same or not.
- Check the answers as a whole class by asking some students to say and spell the words.
- Tell students to make pairs, Student As and Student Bs.
- Student As close their textbooks. Student Bs read a clue aloud and Student As have to say the correct word and spell the word.
- When they have finished, have students swap roles and do the activity again.

Summary and feedback

(2 minutes)

- Check whether students know the singular and plural forms of farm animals or not.
- Check students' pronunciation of irregular singular and plural forms. (e.g. 'goose' and 'geese', not 'gooses')



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and understand about farms.
- 6. write and present an imaginary farm story.

Words and expressions:

New: babies, corn, grass, chasing, sleeping, swimming

Previously learnt: cow, cat, dog, duck, goat, goose, pig, rat, sheep (singular and plural), This is ... There is/are ...

Resources and preparation: audio materials, picture cards of cow, cat, dog, duck, goat (with babies), goose, pig, rat, sheep

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Ask students some questions such as 'Have you ever been to a farm?' and 'What farm animals did you see?'
- Show the picture of a corn and ask students, 'What is it?' Say, 'It's a corn.' and spell the word, 'c-o-r-n'.
- Follow the same procedure for 'babies', 'grass' and 'chasing'.

◯ 14 5A. Read about U Ba's farm.

(10 minutes)

Reading

- Read the sentences one by one aloud to the students with short pauses after commas and long pauses after each sentence. Students repeat each sentence they hear.
- When students can repeat the sentences well, the whole class reads the passage aloud. Next, they read it group by group.
- Write the following questions on the board and to check that students understand what they are reading. 'What farm animals does U Ba have? How many cows/dogs/pigs/goats are there in his farm? What are they doing?' Next, discuss the answers with the class.
- To confirm the answers, have students point to the sentences in the text with the necessary information.
- Have students read individually. Ask one student to read out the first sentence, then another student to read the second sentence and so on until they have read the whole passage.

Correct their pronunciation where necessary.

5B. Look at the picture and fill in the blanks.

(13 minutes)

- Point to the picture in the textbook. Tell students, that some words are missing in the paragraph.
- Tell them to look at the picture and complete the story and ask them to write the sentences in their exercise books.
- Make sure that students are able to complete the sentences. If the class size is manageable, check each student's answers. If the class size is large, students can swap their textbooks and check each other's writing.
- Next, students read the passage group by group. Check their pronunciation and give feedback if necessary.

15 5C. Look at the pictures and practise the dialogue.

(5 minutes)

Post-reading

- Tell students to look at the pictures and ask them 'What farm animals does U Ba/Daw Hla have?'
- Make sure that students are able to say the correct answers.
- Students practise the dialogue in pairs and take turns.
- Monitor the class and help students who have difficulty in doing the activity.

5D. Read the sentences and match them with the farms.

(5 minutes)

- Ask students to read the sentences and match them with the farms.
- Make sure that students are able to read and match the sentences. Check the correct answers of students if the class size is manageable. If the class size is large, they can swap their textbooks and check each other's answers.

Summary and feedback (2 minutes)

Check that students understand and can read the paragraphs they have learnt about the two farms.

Teaching procedure for Period 6

Pre-writing (8 minutes)

- Tell students, 'Let's try to remember the animals on U Ba's farm!'
- Give students 1 minute to look at the picture and remember the animals and how many there are.
- Tell students to cover the picture and ask them 'How many cows/goats/pigs/dogs are on U Ba's farm?'
- Repeat this procedure with Daw Hla's farm.

6A. Draw a picture of your farm and write at least 4 sentences.

(15 minutes)

Writing

- Demonstrate how to do the activity by drawing a picture of the farm on the board. (See Appendix 1)
- Describe your farm to the students using four sentences.
- Ask students to draw a picture of their own imaginary farm in their exercise books and write four sentences about it.
- Provide some example sentences on the board such as 'This is ...'s farm. There are (numbers) cows/goats/sheep etc. The (animals) are ...ing.
- Monitor the class and help students who have difficulty in writing about the picture of the farms they have imagined.

6B. Tell your friends about your farm.

(15 minutes)

Post-writing

Summary and feedback

- Ask students to work in pairs and read the descriptions of their farms to each other.
- Ask some volunteers to come to the front of the class and share their stories.
- The other students ask, 'How many (animals) are there?'
- The volunteer students answer, 'There are (number) (animals) on my farm'.

(2 minutes)

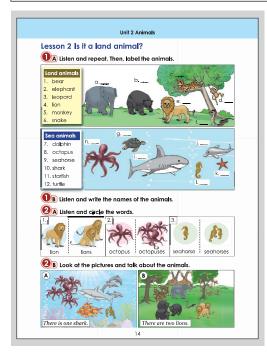
- Check that students can say the singular and plural forms of the farm animals' names.
- Make sure that they can ask 'How many ...are there?' and answer questions using, 'There is/ are ...'

Lesson 2 Is it a land animal?

Objectives:

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

- say the names of sea and wild animals.
- read and write about an animal and characteristics.



Period 1 & 2 Objectives:

Students should be able to:

- 1. say the names of land and sea animals
- 2. say the number of animals (singular and regular plural).

Words and expressions:

New: bear, dolphin, leopard, seahorse, shark, starfish, turtle Previously learnt: A elephant, lion, monkey, octopus, snake There is/are ...

Resources and preparation:

audio materials, picture cards of bear, dolphin, elephant, leopard, lion, monkey, octopus, seahorse, shark, starfish, snake, turtle

Teaching procedure for Period 1

(5 minutes)

- Ask students, 'What land/sea animals do you know?'
- Elicit the names of land and sea animals. (e.g. elephant, lion, snake, octopus, etc.)

16 1A. Listen and repeat. Then, label the animals.

(15 minutes)

- Ask students to look at the picture and label the land and sea animals they have already known.
- Cover the half of the picture card of 'bear'.
- Ask students, 'What is this?' If they can't give the correct answer, the teacher can give hints. (e.g. 'Its colour is black. It has two legs.') Show the picture card of a bear and say, 'It's a bear.' Ask students to spell the word, 'b-e-a-r'.
- Repeat the procedure for the other land and sea animals.
- Play the recording or read the names of the land and sea animals aloud to the students.
- Tell students to listen to the recording or the teacher carefully and to repeat the words.
- Ask students to write the names of the animals in their exercise books. Confirm the answers with students.
- Practise the names of the land and sea animals.

(10 minutes)

1B. Listen and write the names of the animals.

(8 minutes)

Read the names of the land and sea animals randomly aloud to the students.

Battle Ship game (See p.9)

• Tell them to listen carefully and write the land and sea animals in their exercise books. Confirm the answers.

Summary and feedback

(2 minutes)

• Revise the names of the land and sea animals, focusing on the pronunciation of leopard /'lep.əd/ and the consonant cluster in the word, 'snake'.

Teaching procedure for Period 2

Warm up (10 minutes)

- Revise the vocabulary they have learnt: bear, dolphin, elephant, leopard, etc. by showing picture cards.
- Put the following picture cards on the board (in the same order): Lion, Bear, Snake, Monkey, Elephant, Leopard

| Lion, Bear, Snake | Monkey, Elephant, Leopard |
|------------------------|------------------------------------|
| Lion, Bear, Snake | Monkey, Elephant, Leopard |
| Lion, Bear, Lion, Bear | Monkey, Elephant, Monkey, Elephant |
| Lion, Bear, Snake | Monkey, Elephant, Leopard |

- Point to each picture and say the word slowly. Have students repeat. Practise saying the words two or three times. If students can say the words correctly, point to the pictures faster and faster. After this, you can substitute any word for a clap. (e.g. 'Lion, (clap), Snake')
- Encourage students to practise in groups or rows.

17 2A. Listen and circle the words.

(13 minutes)

- Play the recording or read the names of the land and sea animals aloud to the students. Students listen and circle the land and sea animals in their textbooks. Confirm the answers with the students.
- Ask them, 'Can you hear the 's' at the end of these words?'
- Demonstrate the differences between singular and plural by using the picture cards of the animals or drawing pictures of the animals on the board. (e.g. one lion, two lions, etc.)
- Give several more examples of putting an 's' on a word to show there is more than one animal.

| one bear | two bears | one dolphin | two dolphins |
|--------------|---------------|-------------|---------------|
| one elephant | two elephants | one octopus | two octopuses |

2B. Look at the pictures and talk about the animals.

(15 minutes)

- Put students into pairs, Students A and B. Students will do the activity as explained below:
- Tell students, 'Today we have a challenge. You will explain a picture to your partner without looking at it!'
- In the activity, Student A studies picture A for two minutes and then describes it to Student B without looking at the picture. Student B does the same with picture B. The purpose of this activity is for students to practise saying the singular and plural forms of the animal words using the expression 'There is/are (animal/s).' For example, Student A can say, 'There is one shark. There are three dolphins.' etc. to describe his/her picture. If Student A cannot remember an animal or the number of the animals, Student B can provide hints.
- Give students two or three minutes to look at their pictures and practise describing them.
- Say, 'Start!' and Student A describes his/her picture. After about 3 minutes, it is Student B's turn. If students need more practice, they can change partners and try again. If students can say the number of animals easily, the activity can be made more challenging by having students also describe the location of the animals using 'above, below, beside, in front of, behind, under, on the left, on the right' etc. For example, Student A can say, 'There is one shark. It is above the two starfishes.'
- Choose one pair to come to the front of the class. Tell them to describe what they see in the pictures.

Summary and feedback

(2 minutes)

• Make sure that students know the names of land and sea animals and the spelling of these words.



Period 3 & 4 Objectives:

Students should be able to:

- 3. speak and write about the characteristics of different animals.
- 4. practise asking questions to guess different animals.

Words and expressions:

Previously learnt: elephant, monkey, pig, turtle, big, small, pink,

grey, brown, blue, black, green, white, fast, slow It is ... My favourite animal is ... Is it big/small? Is it (colour)? Is it a land/sea animal? It can ...

Can it fly/swim/run/jump?

Resources and preparation: audio materials, picture cards of elephant, monkey, pig, turtle **Teaching procedure for Period 3**

Warm up (6 minutes)

- Revise the previous lesson by asking students to say the names of the land animals and sea animals.
- Put the picture cards of 'elephant, monkey, pig, turtle, etc.' on the board.
- Point to a card and ask a few students, 'What is this?' One student answers, and the rest of the class spell the words.

18 3A. Describe the animals by using the words in the circles. (15 minutes)

- Elicit from students the difference between 'big' and 'small'.
- Show classroom objects of different sizes to demonstrate the difference between 'big' and 'small' (e.g. duster, box, etc.)
- Elicit the names of colours from students using different coloured papers as below.
 - T: What colour is this?
 - S: It's pink.
- Do gestures for checking the meaning of 'fast' and 'slow'.
- Show the picture card of 'elephant' and ask, 'What's this?', 'Is it big or small?', 'What colour is it?', 'Is it fast or slow?' Follow the same procedure for 'monkey, pig and turtle'.
- Tell the class to work in pairs. Student A describes the animals by using 'It is ...' and the words in the circles. Student B says the answers. Then, Student A and B switch roles.
- Monitor students' pair work and help the weak pairs.
- Call on some pairs to describe the animals in front of the class.

3B. Look at the animals in 3A and write sentences.

(15 minutes)

- Ask students to look at picture 3A again and write a sentence for each animal. (e.g. The elephant is big, grey and fast.)
- Tell them to swap their textbooks 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

(4 minutes)

• Ask students how many new words they have learnt. To make the lesson more interesting the teacher can ask them what their favourite animal is and why they like it.

Teaching procedure for Period 4

Warm up (10 minutes)

Whisper game (See p.13)

- Demonstrate how to play the game.
- Divide the class into two groups. (If the class size is large, increase the number of groups.) Each group stands up and forms a line.
- Ask a representative from each group to come to the front of the class. Whisper a sentence to each of them. (e.g. 'Elephants are big, grey and fast.')
- Have them relay the whispered sentence to the other students in their groups.
- Have the last student in the group say the sentence aloud. The group that finishes first and can say the correct sentence wins.

4A. Write about your favourite animal.

(10 minutes)

- Tell students, 'Let's write about our favourite animals! What animal do you like? Choose an animal.'
- After students have chosen their favourite animals, demonstrate how to do the writing using the model sentences in the textbook.
- Tell students to write about their favourite animals within 5 minutes. Then, monitor the class and help students who have difficulties in writing about their favourite animals.

19 4B. Work in pairs. Guess what animal it is.

(18 minutes)

- Tell students, 'Let's guess our friends' favourite animals!'
- Play the recording or read aloud the dialogue in 4B.
- Demonstrate how to do the activity by having the class guess your favourite animal. Below is an example.

Ss: Can it fly?

T: No, it can't.

Ss: Is it a sea animal?

T: Yes, it is.

Ss: Is it big?

T: No, it isn't.

Ss: Is it green?

T: Yes, it is

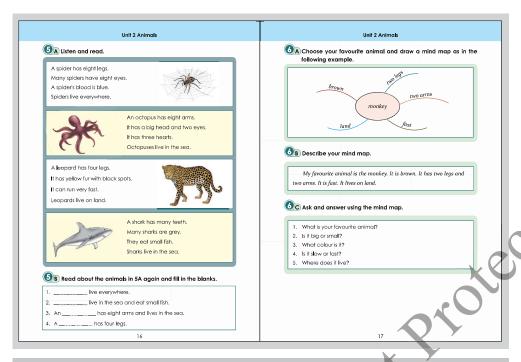
Ss: Is it a turtle?

T: Yes, it is.

When students understand how to do the activity, have them work in pairs and guess each other's animals. When they
have finished, they can change partners.

Summary and feedback (2 minutes)

- Check the pronunciation of the students when they are asking and answering questions about the different animals.
- Give feedback on the pronunciation of some words.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read the information about amazing animals.
- 6. describe the characteristics of their favourite animal.

Words and expressions:

New: spider, blood, heart, everywhere

Previously learnt: leopard, octopus, shark

This is ... There is/are ... It has ... They have ... What is your favourite animal? Where does it live?

Resources and preparation: audio materials, picture cards of leopard, octopus, shark, spider, paper

Teaching procedure for Period 5

Pre-reading (5 minutes)

Revise the names of the land animals and sea animals from the previous period.

• Show the picture of an octopus and ask students, 'What's this?' If they can't give the correct answer, give them pronunciation hints (e.g. 'oc', 'octo'). Follow the same procedure for 'leopards and sharks'.

20 5A. Listen and read.

(25 minutes)

Reading

• Put the KWL (Know, Want to Know, and Learnt) chart on the board. Tell students what they want to know and what they have to learnt about it.

(ကျောင်းသားများကို Know တိရစ္ဆာန်များနှင့် ပတ်သက်၍ သိပြီးသား အကြောင်းအရာ၊ Want to Know သိလိုသော အကြောင်းအရာနှင့် Learnt ၎င်းတို့အကြောင်းဖတ်ပြီး သိလာသော အကြောင်းအရာဟူ၍ အကွက် (၃)ကွက်တွင် ဖြည့်စေပါ။ ဇယားအကွက်များကို ဖြည့်ရာတွင် ပေးထားသည့် တိရစ္ဆာန် (၄)ကောင် အကြောင်း မဖတ်မီ Know နှင့် Want to Know အကွက်တို့ကို ဖြည့်ပြီး ဖတ်ပြီးထပ်မံ သိရသည့် အချက်များကို Learnt အကွက်တွင် ဖြည့်ရန်ဖြစ်ပါသည်။ အောက်ပါ သာစကအတိုင်း ဖြည့်နိုင်ပါသည်။)

| | Know | Want to Know | Learnt |
|-------------|----------------|-----------------|------------------------------------|
| e.g. Spider | has eight legs | where they live | has eight eyes lives everywhere |

- Tell students to copy this chart into their exercise books or paper.
- Tell students they will now read and learn about the animals.
- Play the recording or read the sentences to the students. If the recording is used, pause after each sentence. Students listen and then repeat after the teacher or the recording.
- Tell students to read the sentences group by group and next individually.
- Check their pronunciation and intonation, and give feedback, if necessary.

Post-reading

• Ask students to write what they learn in the L column of their KWL chart. They should write what they learned about the four animals in the chart in their exercise books. Call on groups to present what they learned.

5B. Read about the animals in 5A again and fill in the blanks.

(8 minutes)

- Tell students to read the description of each animal again group by group.
- Do a model reading and ask students to fill in the blanks in 5B.
- Ask them to copy the sentences into their exercise books.
- 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 exercise books. Teacher will provide them with
 the correct answers and students check each other's writing.

Summary and feedback (2 minutes)

Check whether students understand and can read the sentences they have learnt in 5B.

Teaching procedure for Period 6

Pre-writing (3 minutes)

• Revise the names of the animals from the previous lessons: farm animals, land animals and sea animals

6A. Choose your favourite animal and draw a mind map as in the following example.(15 minutes) Writing

- Tell students to think of their favourite animal and ask some students, 'What's your favourite animal?' Choose an animal and draw a mind map on the board.
- Demonstrate how to draw their own mind maps. Next, ask them to draw their own mind maps in their exercise books.
- Check whether students are able to do the activity properly or not.

6B. Describe your mind map.

(10 minutes)

- Ask students to write the description of their favourite animals using the mind maps they have drawn.
- Using the example sentences in the textbook, demonstrate how to describe the mind map. e.g. 'My favourite animal is the monkey. It is brown. It has two legs and two arms. It lives on land.'
- Ask students to write sentences about their favourite animal using the information from their mind maps.
- Monitor the class and help students who have difficulty in writing.
- Ask some volunteers to come to the front of the class and share information of their mind maps.

6C. Ask and answer using the mind map.

(10 minutes)

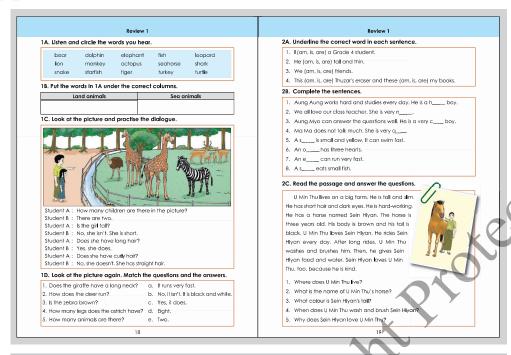
Post-writing

- Ask students to work in pairs and share their mind maps and take turns asking and answering questions about animals.
 Student A: What's your favourite animal?/How many legs does it have?/What colour is it?
 Student B: My favourite animal is .../It has .../It is ...
- Monitor the class and help students who have difficulty in doing the activity.

Summary and feedback (2 minutes)

• Make sure that they can ask, 'What's your favourite animal?/How many legs does it have?/What colour is it?' and answer the questions saying, 'My favourite animal is .../It has .../It is ...'

Review 1



Objectives:

Students should be able to:

- name some land animals and sea animals.
- · ask and answer about a person and an animal.
- describe a person and an animal.

Words and expressions:

Previously learnt: Height — short, tall

Build — plump, slim

Eye colour — blue, brown, dark

Hair colour — black, brown, grey

Hair style — long, short

Hair type — curly, straight

Personality — clever, cheerful, friendly, funny, hard-working, loud, nice, quiet

Animals — buffalo, cat, cock, cow, dog, duck, horse, pig, rat, turkey, ox, sheep, goose, fish, deer

Land animals — bear, elephant, leopard, lion, monkey, snake

Sea animals — dolphin, octopus, seahorse, shark, starfish, turtle

Colour — black, blue, brown, green, grey, pink, white

Speed — fast, slow

Size — big, small

He/She is ... He/She has ... hair. He/She has ... eyes.

The colour is ... It is ... It has ...

Resources and preparation: picture cards of Bo Bo, Min Min, Thuzar, Nilar and May Thu, picture cards of animals (from Unit 2)

Teaching procedure for Period 1

Warm up (3 minutes)

- Revise some vocabulary of animals using the flashcards provided or things in the classroom.
- Check their understanding of the words and tell them to spell them group by group and then individually.

21 1A. Listen and circle the words you hear.

(7 minutes)

- Play the recording or read the words aloud. Students listen and circle the words they hear.
- Play the recording or say the words again and tell students to check their answers. If necessary, repeat this two or three times.
- Put the correct answers on the board and tell students to check their answers in pairs.
- Ask the class how many words they could circle correctly.

1B. Put the words in 1A under the correct columns.

(10 minutes)

- Tell students to draw the table from 1B in their exercise books and to put the animals from 1A under their correct column.
- Tell some students to come to the front of the class and say a word to him/her and then have him/her write the words under the correct column.
- Confirm the answers with the class.

22 1C. Look at the picture and practise the dialogue.

(10 minutes)

- Play the recording or read the dialogue aloud to the students and tell them to listen carefully.
- Put students in pairs. Name each pair 'A' and 'B'. Tell students to practise the dialogue while looking at the picture from 1C.
- Next, tell student A to ask the questions. Student B covers the sentences but can see the picture. Student B answers the questions by looking at the picture. When they have finished, ask them to change roles.
- Monitor the class and encourage them to actively participate in the activity.

1D. Look at the picture again. Match the questions and the answers.

(7 minutes)

- Tell students to look at the picture and match the questions and answers individually. They should write their answers in their exercise books.
- Have students make pairs and check their answers by asking and answering the questions on the left hand side in turns.
- Put the correct answers on the board to confirm them.

Summary and feedback (3 minutes)

• Point to some of the people and animals in the picture from 1C and make sure that students can give simple descriptions of the people and animals.

Teaching procedure for Period 2

Warm up (5 minutes)

- Tell the class to look at page 1 and 2 and tell them to read silently.
- Put the pictures of Bo Bo, Min Min, Thuzar, Nilar and May Thu on the board and call some students to give descriptions of these pictures.

2A. Underline the correct word in each sentence.

(7 minutes)

- Tell the class to draw a line under the correct word in each sentence.
- Do item 1 with the class in order to demonstrate how to do the activity.
- Tell them to check their answers in pairs.
- Tell some students to say their answers and ask them why they chose them. (အဖြေအတွက် ဘာကြောင့်ရွေးသည်ကို ဖြေရာတွင် မြန်မာဘာသာဖြင့် ဖြေနိုင်ပါသည်။)
- Confirm their answers with the class.

2B. Complete the sentences.

10 minutes)

- Tell the class to complete the sentences.
- Tell them that the first letters are given for them to complete the sentences.
- Do the first question with the class in order to demonstrate how to do the activity.
- Tell them to check their answers in pairs.
- Tell some students to say their answers and ask them why they chose them. Then, confirm their answers with the class.

23 2C. Read the passage and answer the questions.

(15 minutes)

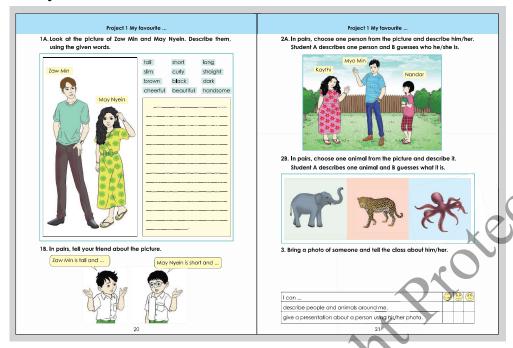
- Tell the class to look at the picture in 2C and ask them to guess what the passage is about. After some students have given their answers, tell the class to read the passage individually.
- Make groups of 5 and have each group read one sentence of the passage in turns.
- Play the recording or read the passage aloud and have students repeat.
- Call on individual students to stand up and read the passage.
- Ask some questions to check students' understanding. (e.g. Who lives on a big farm? Is U Min Thu tall or short? Is he slim or plump? Does he have long or short hair? etc.)
- Tell each group to read the questions below the passage and answer them in their exercise books. Tell them to underline the answers in the passage.
- Confirm the answers by calling on groups to give their answers to the class.

Summary and feedback

(3 minutes)

• Revise any weak areas such as when to use 'am, is, are', and the appropriate use of adjectives to describe people, or animals.

Project 1 My favourite ...



Objectives:

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

- · describe people and animals.
- give a presentation about a person using his/her photo.

Words and expressions:

Previously learnt: Height — short, tall

Build — plump, slim

Eye colour — blue, brown, dark

Hair colour — black, brown, grey

Hair style—long, short

Hair type — curly, straight

Personality — clever, cheerful, friendly, funny, hard-working, loud, nice, quiet

Animals — buffalo, cat, cock, cow, dog, duck, horse, pig, rat, turkey, ox, sheep, goose, fish, deer

Land animals — bear, elephant, leopard, lion, monkey, snake

Sea animals — dolphin, octopus, seahorse, shark, starfish, turtle

Colour — black, blue, brown, green, grey, pink, white

Speed — fast, slow

Size — big, small

He/She is ... He/She has ... hair. He/She has ... eyes.

The colour is ... It is ... It has ...

Resources and preparation: a photo of someone

Teaching procedure for Period 1: Plan

Warm up (7 minutes)

Ask students to describe you by asking, 'What colour is my hair? What colour are my eyes? Am I tall or short?' Call
some students to the front and ask the class to describe them.

1A. Look at the picture of two people. Describe them, using the given words. (10 minutes)

- Tell the class to look at the picture of the two people in 1A.
- Ask, 'How many people are there in 1A?' and 'Who are they?'.
- Tell the class to read the given words and confirm their meaning by asking some students.
- Tell the class that you will have to use these words to describe Zaw Min. Describe about 'Zaw Min' together with the class by asking some questions. (e.g. Who is he? Is he tall or short? Is he slim or plump? Does he have brown/black/ grey hair? Does he have brown/black/blue eyes? Is he handsome?). Then, write a description about Zaw Min together with the class based on the answers. A sample description is below.
 - He is Zaw Min. He is tall and slim. He has brown hair. He has short hair. He has straight hair. He has dark eyes. He is handsome. He is cheerful.
- Next, ask the class to describe May Nyein individually. Tell them to write her name, height and build, hair colour, hair style, hair type, eye colour and personality.
- Remind them to use 'He' or 'She' according to their pictures.
- Ask a student to read out his/her work and confirm the correct description with the class. (ကျောင်းသားတစ်ဦးမှ မိမိရေးထားသည့်သူအကြောင်းကို ဖတ်ပြသောအခါ အတန်းမှ အကြောင်းအရာနှင့် သဒ္ဒါ မှန် မမှန် စစ်ဆေးရန်ပြောပါ။)

1B. In pairs, tell your friend about the picture.

(15 minutes)

- Tell the class to sit in pairs.
- Tell each pair to do 'Rock, paper, scissors' and then the loser will have to describe 'May Nyein' first. Then, it is the winner's turn.
- Tell some students to come to the front of the class and have them talk about 'May Nyein' to the class.

Group work (5 minutes)

- Make groups of 4 and tell each group to choose a page from the Grade 4 Textbook in which there is/are a picture/pictures of people.
- Tell each group to choose a person and think about how to describe him/her. Tell them that they have to use the words and expressions learnt in the previous periods.

(ဖတ်စာအုပ်၏ လူပုံပါသော စာမျက်နှာ တစ်ခုခုကိုဖွင့်ပြီး အဖွဲ့တစ်ဖွဲ့စီကို ပုံ ၁ ပုံစီ ရွေးပြီး သရုပ်ဖော်ရန်ပြောပါ။)

Summary and feedback

(3 minutes)

• Make sure that students understand how to describe a person using previously learnt words.

Teaching procedure for Period 2: Do

Warm up (7 minutes)

- Divide the class into two.
- Show a picture (pictures of animals that they learnt in Unit 2) and tell the class to say a word and spell it.

2A. In pairs, choose one person from the picture and describe him/her.

Student A describes one person and B guesses who he/she is.

(15 minutes)

- Give some descriptions about a person in the picture in 2A and ask the class to guess who he/she is.
- Call a student to the front of the class and tell him/her to choose a person and describe about him/her. Then, ask the class who the person is.
- Tell the class to sit in pairs and name each pair 'A' and 'B'. Student A describes one person from the picture and B

guesses who he/she is. Student A and B take turns. When describing the pictures, students must include the following information: 1. Name 2. Height and Build, 3. Hair Colour, 4. Hair Style, 5. Hair Type, 6. Eye Colour.

• Monitor the class and encourage them to actively participate in the activity.

2B. In pairs, choose one animal from the picture and describe it.

Student A describes one animal and B guesses what it is.

(15 minutes)

- Tell the class to sit in pairs and name each pair 'A' and 'B' again.
- Have student A describe one animal from the picture and B guess what animal it is. Then, change roles.
- To describe an animal, students should say: 1. Its colour, 2. Its size, 3. Its speed, 4. Whether it lives on land or in the sea.
- After five minutes, tell students to describe their favourite animal and have their partners guess.

Summary and feedback

(3 minutes)

- Make sure that students can describe the pictures of people and animals.
- Tell students to bring a photo of a person for the next period. Either a real photo or a magazine picture of a famous person is acceptable. They will have to describe their photo to their friends.

Teaching procedure for Period 3: Present

Warm up

(2 minutes)

• Confirm that students have brought their photos and know what they should write. If some students have not brought a photo, they can use any picture in the textbook.

3. Bring a photo of someone and tell the class about him/her.

Individual work (5 minutes)

- Tell the class to write the description of the photos that they brought.
- Remind them that they have to use the words and expressions learnt in the previous periods.

Pair work (5 minutes)

• Tell the class to sit in pairs. Tell them to swap their work and give their partner suggestions for improving their descriptions. (မိမိသရုပ်ဖော်သည့်ပုံကို သူငယ်ချင်းနှင့်လဲပြီး အချင်းချင်း ပိုမိုကောင်းမွန်အောင် အကြံပြုရန်ပြောပါ။)

Group presentation (20 minutes)

- Tell the class to make groups of 5 and present about their pictures within their respective groups.
- Tell each group to choose an interesting picture and a group member to present about this picture.
- Call a presenter from each group to present about their pictures.
- Tell the class to give stars for how much they liked their friends' presentation. Describe the rankings that they can give: one star to five stars.

Self-assessment for Review and Project

(8 minutes)

- Read the sentences and confirm the meaning with the students.
- Tell each student to choose the icon that shows how well he/she could do the review activities and project.
- Ask students to discuss with their classmates which activities they could do well and which were difficult in Myanmar. Then, have students write their self-assessment into their exercise books. Students should write what they ticked for each statement and the reasons. Call on some students to share their self-assessment. This can be collected and used for the Lesson/Chapter-wise Assessment Record Sheet.

| I can | | (%) (%) |
|---|--|------------|
| describe people and animals around me. | | |
| give a presentation about a person using his/her photo. | | |

Unit 3 Seasons in Myanmar

Lesson 1 It's sunny today.

Objectives:

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

- describe different kinds of weather.
- understand and explain a simple weather forecast.



Period 1 & 2 Objectives:

Students should be able to:

- 1. describe the types of weather.
- 2. read weather icons and describe the weather conditions.

io recter

Words and expressions:

New: cloudy, rainy, snowy, stormy, sunny, windy

What's the weather like today?

It's sunny today.

Is it sunny? Yes, it is. /No, it isn't.

Resources and preparation: audio materials, picture cards of cloudy, rainy, snowy, stormy, sunny, windy Icon picture cards of cloudy, rainy, snowy, stormy, sunny, windy

Teaching procedure for Period 1

Warm up (5 minutes)

- Show the picture cards and elicit the weather conditions in the Myanmar language (e.g. sunny, cloudy, windy, rainy, stormy, snowy).
- Ask students, 'What's your favourite weather?'

24 1A. Listen and repeat.

(10 minutes)

- Ask students, 'What is the weather like today?' If they can't give the correct answer, the teacher gives them hints. (e.g. It's sunny today.)
- Show the picture card of 'sunny' and say, 'It's sunny today.'
- Repeat the procedure for the other weather conditions.
- Play the recording or read the weather conditions aloud to the students.
- Tell them to listen to the recording or the teacher carefully and study the weather conditions in their textbooks.
- Practise saying the weather conditions.

25 1B. Ask about the weather.

(23 minutes)

• Play the recording or read the dialogue aloud to the students. Tell them to listen to the recording carefully and repeat after it.

- Tell students to make pairs and ask each other about the weather by pointing at the pictures in 1A.
- Demonstrate how to do the activity with a student.
 - T: What's the weather like today?
 - S: It's cloudy today.
- Tell the class to work in pairs. Student A asks the questions and Student B answers. Then, Student A and B switch roles. *Guess from the actions*
- Divide the class into two groups. Give three picture cards of weather to each group.
- Tell one student from one group to come to the front of the class and take a card.
- Tell the student from each group to go back to their group and act out the weather condition from the card. Other students from the group will have to guess the correct word for the weather condition.
- Ask students to mimic the weather condition like their friend has acted out before when they get the correct answer.
- Ask the group to change their cards with another group after three cards have been used.
- Continue the activity until all the cards in two groups have been used.

Summary and feedback

Revise how to ask and answer about the weather.

Teaching procedure for Period 2

Warm up (5 minutes)

• Revise the previous lesson by asking students about today's weather.

• Ask students yes/no questions about today's weather as below.

T: Is it rainy today?

Ss: No, it isn't.

T: Is it sunny today?

Ss: Yes, it is.

2A. Look at the icons and write the weather.

(15 minutes)

(2 minutes)

- Ask students to look at the weather icons and guess the words. Students work in pairs and guess what the weather word is for each icon. When students have finished, confirm the words for the icons.
- Tell students to fill in the blanks under the icons by writing their answers in their exercise books. When they have finished, check the spelling of the weather words by asking them to spell them.
- Put students into pairs, and demonstrate how to do the activity. One student asks, 'What's the weather like today?' while pointing to the icon and the other student answers. Have students do the dialogue for all six icons and then change roles.
- Monitor the class and help weaker pairs.

26 2B. In pairs, draw an icon each. Ask and answer about the weather.

(18 minutes)

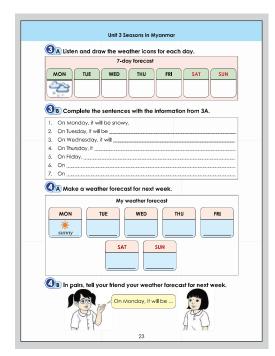
- Play the recording or read the dialogue aloud to the students. Tell them to listen to the recording carefully and repeat after it. Ask students to make pairs.
- Tell students to draw all six weather icons in their exercise books. Put the students into pairs and demonstrate how to do the activity as below.

Student A: (Shows his/her icon and asks) 'Is it sunny?'

Student B: Yes, it is./No, it isn't.

- If Student B gives an incorrect answer, Student A asks him/her again and again to get the correct answer.
- Follow the same procedure for 'cloudy, rainy, snowy, stormy, windy'. Students should take turns asking and answering.

 Summary and feedback (2 minutes)
- Check that students know the names of the weather conditions and can recognize the weather icons.
- Make sure that they can ask and answer the question, 'What's the weather like today? by using, 'It's sunny today.'



Period 3 & 4 Objectives:

Students should be able to:

- 3. understand a weather forecast and draw the icons in the chart.
- 4. tell their weather forecast to classmates.

Words and expressions:

Previously learnt: cloudy, rainy, snowy, stormy, sunny, windy,

Sunday, Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday On Monday, it will be ...

Resources and preparation: audio materials **Teaching procedure for Period 3**

Warm up (5 minutes)

• Revise the days of the week.

- Show students a calendar and ask, 'How many days are there in a week?'
- Ask students to say the days of the week. Then, ask them to spell each day of the week.
- Write 'Mon' on the board. Explain that this is the short way of writing the name of a day. Ask students, 'What day is 'Mon'?' Tell them, 'It is Monday'. Do the same for the other six days of the week.

27 3A. Listen and draw the weather icons for each day.

(15 minutes)

- Play the recording or say the 7-day forecast from the listening script.
- Ask students to listen to the recording and draw the correct weather icon into the table.
- Ask students to check their drawings in pairs.
- Ask students to listen again and check their drawings by themselves.
- If necessary, play the recording or say the 7-day forecast again.

3B. Complete the sentences with the information from 3A.

(18 minutes)

- Write, 'On Monday, it will be snowy.', on the board. Say the sentence and tell students to repeat after you.
- Ask students to look at the weather icon for Tuesday. Point to the sentence on the board and ask them what has to be changed. (Monday → Tuesday; snowy → !!!!!!!!)
- Tell students to look at the weather icons in 3A and say the weather for each day. Check that they are saying the sentences correctly. To confirm, say each sentence and tell students to repeat after you.
- Ask them to write the sentences in their exercise books.
- Check whether students are writing correctly.
- When they have finished writing their answers, call on some students to write one sentence each on the board.
- Confirm students' answers on the board.
- Ask them to check his/her writing by himself/herself again.

Summary and feedback (2 minutes)

- Revise the weather conditions and icons.
- Confirm that students know how to say the weather by using 'On (day), it will be ...'

Teaching procedure for Period 4

Warm up (10 minutes)

- Revise the previous lesson by asking students to say the names of different weather conditions.
- Ask students about their experiences with different weather. Ask them (in Myanmar if necessary), 'Have you been to other places in Myanmar? What was the weather like there?'
- Explain to the students that different places have different weather conditions.

4A. Make a weather forecast for next week.

(15 minutes)

- Tell students, 'We are going to guess the weather forecast for next week.'
 (ဒီတစ်ပတ်အတွက် ရာသီဥတုအခြေအနေကို ကြိုတင် ခန့်မှန်းကြမည်ဖြစ်ကြောင်း ပြောပြပါ။)
- Elicit ideas about the weather from students. Ask them, 'What will the weather be on Monday/Tuesday/etc.?' Accept any ideas from the students. If the answer is interesting, ask the student why.
- Tell students to copy the weather forecast illustration from 4A into their exercise books. Ask students to draw a weather icon and write the appropriate weather word under each day.
- Check and correct students' writing if necessary.
- When they have finished, ask two or three students what their weather forecast is for the next week. Make sure that students use the sentence pattern 'On (day), it will be (weather).'
- Ask students to check their answers in pairs, focusing on spelling and whether the icons and weather words correctly
 match.
- Ask one or two students to present about 'My weather forecast' in front of the class.

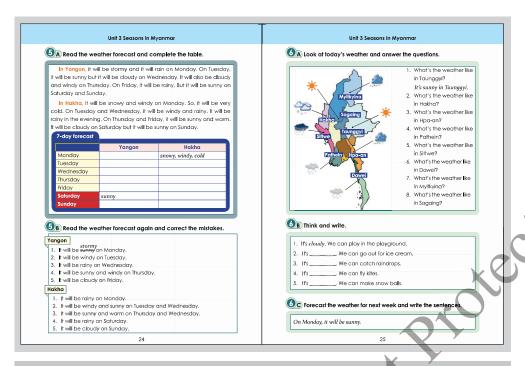
4B. In pairs, tell your friend your weather forecast for next week.

(13 minutes)

- Demonstrate how to tell the weather forecast by presenting your own.
- Ask students to talk about the weather forecast in pairs. (မိမိ၏ ရာသီဥတုအခြေအနေခန့်မှန်းချက်ကို မိမိ၏ သူငယ်ချင်းနှင့် အတွဲလိုက်ပြောရန် ပြောပါ။)
- Tell them to take turns.
- If they have finished quickly, have students change partners and present again.
- Monitor the class and assist the weaker pairs. If students' forecasts are different from those of other students, ask their reasons. If the answers are interesting, tell the rest of the class about them.
- If time permits, call on one student from the front and one student from the back of the class to give their weather forecasts to the class.

Summary and feedback (2 minutes)

- Check whether students know the names of the weather conditions and the weather icons.
- Make sure that students can make a weather forecast using the sentence pattern, 'On (day), it will be (weather).'



Period 5 & 6 Objectives:

Students should be able to:

- 5. read a weekly weather forecast for two towns and write the weather conditions in a chart.
- 6. write about different weather conditions between the two towns.

Words and expressions:

New: Hakha, Yangon, Taunggyi, Hpa-an, Pathein, Sittwe, Dawei, Myitkyina, Sagaing, catch,

raindrops, fly, make, snow balls

What's the weather like in ...? It will be ... on ...

It's ... We can ...

Previously learnt: cloudy, rainy, snowy, stormy, sunny, windy, Sunday, Monday, Tuesday, Wednesday, Thursday

Friday, Saturday, Yangon, playground, play, go, ice cream, kites

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Ask students, 'What's the weather like today in our town/city?'
- Ask students whether they know other cities or towns in Myanmar and ask them, 'What's the weather like in those cities or towns?'
- Ask students, 'What weather do you like most?'

28 5A. Read the weather forecast and complete the table.

(20 minutes)

Reading

- Tell students, 'Today, we are going to read a weather forecast.' Then, ask them to look at the reading passage and find the words that describe the weather.
- Play the recording or read the forecast aloud to the students. Tell students to listen carefully. If necessary, repeat this two or three times.
- Tell the class to read the forecast aloud. Then, tell them to read it group by group.
- Ask one student to read out the first sentence, then another student to continue reading the second and another to read the third sentence until students have finished reading the two paragraphs.

- Ask some questions to check students' understanding. (e.g. 'In Yangon, what will the weather be on Monday?' 'In Hakha, what will the weather be on Tuesday?', etc.)
- Tell the class to fill in the table for the '7- day forecast' for Yangon and Hakha.
- Confirm that students know how to fill in the table correctly. Then, ask students to check their answers in pairs.
- Ask two volunteer students to come out and write the answers for Yangon and Hakha on the board so that other students can confirm the correct answers.

5B. Read the weather forecast again and correct the mistakes.

(12 minutes)

Post-reading

- Ask students to read the sentences about the weather forecasts for Yangon and Hakha. Tell them to check each sentence with the information in the '7-day forecast' table.
- If the information in the sentence is wrong, tell them to write the correct sentence in their exercise books.
- Ask students to check their answers in pairs. Ask some students to read out their answers to the class.

Summary and feedback (3 minutes)

• Give feedback on students' pronunciation of the words and other weak areas if necessary.

Teaching procedure for Period 6

Pre-writing (8 minutes)

• Ask students, 'What's the weather like today?' Ask students if they watch the national weather forecast on TV or listen to the radio. Have them guess today's weather in other towns/cities across Myanmar.

6A. Look at today's weather and answer the questions.

(10 minutes)

Writing

- Tell students to look at the map of Myanmar with the weather icons.
- Ask them how many towns they can see on the map; what the names of the towns are; and what the weather in each town is.
- Ask a student to read the question 1 and another student to read the sample answer.
- Put students into pairs. Ask one student, 'What's the weather like in (town)?' for each town and the other student to look at the relevant weather icons and answer.
- Tell students to write the answers in their exercise books.
- Monitor the class and check their spelling and writing.

6B. Think and write. (10 minutes)

- Tell students to think about what they can do when the weather is sunny/rainy/snowy, etc.
- Ask students to look at the example sentence and ask, 'It's cloudy today. What can we do?'
- Read aloud the 'We can ...' sentences for 1 to 5. Check that students understand the meaning.
- Ask students, 'When can we go out for ice cream? In sunny weather? No, too hot. In rainy weather? No, too wet. In cloudy weather? Yes, in cloudy weather.'
- Do the same for the other sentences. Then ask them to write the sentences in their exercise books.
- Monitor the class and check their spelling and writing and ask them to give you reasons for their answers.

6C. Forecast the weather for next week and write the sentences.

(10 minutes)

Post-writing

- Tell students to guess the weather forecast for the next week again as in 4B, but this time they need to write full sentences for next week.
- Tell students that they can combine weather conditions (e.g. 'On Monday, it will be sunny and cloudy').
- Tell students to write the sentences in their exercise books.
- Monitor the class and check their spelling and writing.

Summary and feedback (2 minutes)

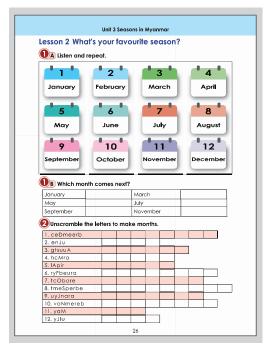
- Check that students know how to talk about the weather conditions in different towns in Myanmar.
- Confirm that students know what they can do in different weather conditions.

Lesson 2 What's your favourite season?

Objectives:

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

- read and write the names of the months and learn the number of days in each month.
- describe the different seasons.



Period 1 & 2 Objectives:

Students should be able to:

- 1. learn the names of the twelve months in order.
- 2. read and write the names of the months.

Words and expressions:

New: January, February, March, April, May, June, July, August, September, October, November, December

Resources and preparation: audio materials, a calendar

Teaching procedure for Period 1

Warm up (5 minutes)

• Elicit the numbers '1 to 12'.

• Ask students, 'How many months are there in a year?'

29 1A. Listen and repeat.

(18 minutes)

- Ask students, 'Do you know the order of the months?' Give them hints if necessary. (e.g. January, February,...)
- Ask them, 'Which month is it now?'
- Show students a calendar and say the months in order.
- Play the recording or read the names of months aloud and tell students to listen carefully and look at the names of the months in their textbooks.
- Ask them to repeat after the teacher or the recording to practise the pronunciation.
- Ask them some questions such as, 'In which month were you born?'
- Have students practise saying the months group by group or row by row and check their pronunciation.

1B. Which month comes next?

(15 minutes)

- Ask a student, 'Which month comes after April?' and ask another student, 'Which month comes after May?'
- Make sure that the whole class is listening to you and those students.
- Write 'June' on the board and ask the class, 'Which month comes next?' After that ask them, 'Which month comes after that?' Next, ask students these questions with other months until they know the months in order.

- Tell students to look at the table and ask, 'What is the answer for the first blank in the table?'
- Confirm that students understand how to do the exercise and have them complete the table in their exercise books.
- Monitor the class while they are doing the exercise.
- Tell students to check their answers in pairs when they have finished.
- Ask some students to write the answers on the board so that everyone can confirm their answers.
- If necessary, do some drills to help students practise the spellings of the words and check their pronunciation.

Summary and feedback

(2 minutes)

- Point to the calendar and ask, 'What month is it?' to check students' pronunciation for all the months.
- Ask some students to spell the names of the months.

Teaching procedure for Period 2

Warm up

(10 minutes)

- Revise the previous lesson by asking students to say the names of months.
- Ask some students to spell out the words. If they cannot spell, ask them to refer to their textbooks.

Spelling game (See p.12)

(15 minutes)

- Put students into groups of 3 or 4 depending on the class size.
- Explain the rules to students as follows:

One student from each group is the writer. The teacher says the name of a month and the writer from each group writes it down with the help of his/her teammates. After three months are said, a new student becomes the writer. Dictate all the names of the months and give students a few minutes to check their spellings. After that, write the months on the board or show them the textbook and ask groups to say how many months they could write correctly. The group(s) which can write the most months correctly wins.

• Practise spelling out the names of the months after the game.

2. Unscramble the letters to make months.

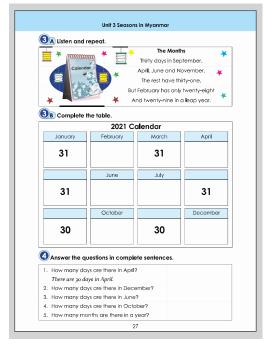
(10 minutes)

- Ask students to look at the letters and guess the words.
- Tell students to write the words in their exercise books.
- Check whether the students' spellings are correct or not.
- Ask them to check each others spellings in pairs by looking at the correct spelling in the textbook.

Summary and feedback

(5 minutes)

- Check whether students know how to say the months in order and can pronounce them correctly.
- Make sure that they know how to spell each month.



Period 3 & 4 Objectives:

Students should be able to:

- 3. read a poem 'The Months' to know the number of days each month has.
- 4. answer the questions about the days of the months.

Words and expressions:

New: rest, only, a leap year, months, calendar

Previously learnt: January, February, March, April, May, June, July,

August, September, October, November,

December, days, thirty, thirty-one, twenty-eight,

twenty-nine

How many days are there in (month)?

Resources and preparation: audio materials **Teaching procedure for Period 3**

Warm up (3 minutes)

Revise the days of the week.

- Show the students a calendar and ask, 'How many days are there in a week?'
- Revise the days of the week with the students.
- Ask them, 'How many days are there in January/February/March/etc.?'

30 3A. Listen and repeat.

(15 minutes)

- Play the recording or recite 'The Months' poem. Ask students to listen carefully and repeat after each line.
- Make groups and ask students to recite the poem group by group.
- Confirm students' understanding of the poem by asking them, 'Which months have 31 days? Which months have 30 days? Which month has 28 days? How many days are there in February in a leap year?
- Ask students to find the line in the poem that has the answer.
- Tell students that the number of days in February will vary. There will be 29 days in a leap year. (e.g. There will be 29 days in February 2024.)
- Ask a student to recite the first line of the poem, then another student to continue the poem until the end of the poem while the whole class is listening to them.
- Correct the students' pronunciation when they are reciting the poem if necessary.

3B. Complete the table.

(18 minutes)

- Tell students, 'We know the number of days in the months. Now, we have to fill up the blanks in the table.'
- Ask them to look at the table and ask how many blanks they have to fill up.
- Tell them to complete the blanks on their own first. Then, tell them to write the completed calendar in their exercise books.
- Ask them to check their answers in pairs.

• Check their answers by asking some students to give you the answer for each blank and confirm the answer with the class.

Summary and feedback (4 minutes)

• Revise the names of the months.

Teaching procedure for Period 4

Warm up (10 minutes)

- Revise the previous lesson by asking students to spell the names of the months.
- Ask, 'How many days are there in February in a leap year?'
- Write the questions 'Which months have 31 days?' and 'Which months have 30 days?' on the board and tell students to ask and answer them in pairs.

4. Answer the questions in complete sentences.

(20 minutes)

- Ask students to look at the questions and answer the questions in pairs.
- Tell them to write the answers in their exercise books in full sentences.
- Check their answers by asking a few students to read their answers to the class.
- Ask students to practise asking and answering the questions in pairs.

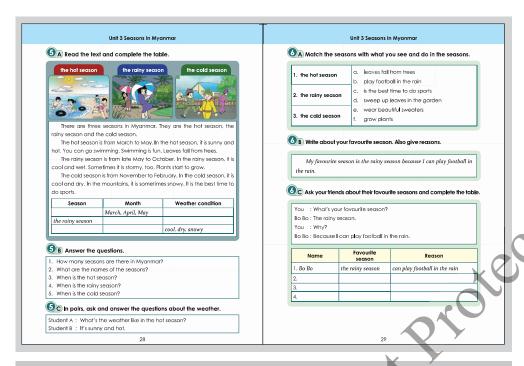
Pointing game (See p.12)

(8 minutes)

- Write the names of the months on the board, 3 months per line. (သင်ပုန်းပေါ် တွင် လအမည်များကိုတစ်တန်းလျှင် (၃)လစီ ၄တန်းရေးပါ။)
- Ask students to form two groups and have them line up in front of the board. (တစ်တန်းလုံးရှိ ကျောင်းသားများကို နှစ်စုခွဲ၍ တန်းစီရန်ပြောပါ။)
- Demonstrate how to do the activity.
- Say '30 days in September.' The first student in each group quickly points to the correct place on the calendar. If the student from group 1 can point to the correct month faster, group 1 is the winner.
- Continue the game until all students from each line have had a turn. The group with more marks will be the winner of the game.
- If necessary, the game can be made more challenging. For example, 'This month has 30 days, the first letter is S.' (အဲဒီလမှာ ရက်(၃၀)ရှိပြီး 'S'နဲ့ စတယ်ဟူ၍လည်း ကျောင်းသားများ ပိုမိုစိတ်ဝင်စားပြီး စဉ်းစားနိုင်စေရန်ပြုလုပ်ရပါမည်။)

Summary and feedback (2 minutes)

- Check whether students know the names of the months and the number of days in each month.
- Make sure that they can ask and answer questions using, 'How many days are there in (month)?' 'There are ... days in (month).'



Period 5 & 6 Objectives:

Students should be able to:

- 5. describe the three seasons in Myanmar and say when the three seasons occur.
- 6. write one's favourite season and give a reason.

Words and expressions:

New: fun, leaves, fall, late, plants, start, grow, dry, mountains

What's the weather like in the (hot) season? It's (sunny) and (hot).

How many seasons are there in Myanmar? When is the (hot) season?

What's your favourite season? Why? Because I can ...

Previously learnt: hot, rainy, cold, season, swimming, sports, snowy, stormy, best, cool, wet, trees

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Ask students, 'What's the weather like today in our town/city?'
- 'How many types of weather do you know?' 'What weather do you like?'

31 5A. Read the text and complete the table.

(15 minutes)

Reading

- Tell students, 'Today we are going to read about the seasons in Myanmar. What are the seasons? Try to read and find out!'
- After that, ask students to look at the passage and find the words that describe each season.
- Play the recording or read the passage and have students repeat after you line by line.
- Divide the class into two groups. Group 1 reads the first half and group 2 reads the second half.
- Put students into smaller groups and each group reads a sentence.
- Have students read individually. Ask one student to read out the first sentence, then another student to read the second sentence and another to read the third and so on until they have read the whole passage.
- Correct their pronunciation if necessary.

- Ask students if there are any sentences or words they do not understand. Encourage them to ask questions and explain any difficult words or sentences. Tell the class to write information about the seasons in the table.
- Check whether students know how to fill in the table correctly.
- Ask them to check their answers in pairs.
- Ask for two volunteer students to come and write the answers on the board.
- If they make a mistake, correct it.

5B. Answer the questions.

(7 minutes)

Post-reading

- Ask students to answer the questions and write the answers in their exercise books.
- Ask some students to write the answers on the board one by one.
- Tell the class to compare their answers with the correct version on the board and give feedback.
- Ask them to practise asking and answering the questions in pairs.

5C. In pairs, ask and answer the questions about the weather.

(10 minutes)

- Demonstrate how to do the pair work and then ask students to work in pairs.
- Tell students to take turns and after they have practised a few times, encourage them to ask and answer the questions without looking at their textbooks.

Summary and feedback

(3 minutes)

- Give feedback on students' pronunciation of the words and other weak areas if necessary.
- Check the words 'stormy /'sto:.mi/ not /'stro:.mi/, sport /sport/ not /sport/', mountains /'maun.tinz/ not mountains /'maun.tems/.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

• Ask students, 'What's the weather like today?' and also ask them if they watch the weather forecast on TV or listen to the radio. Tell them to guess the weather in other towns/cities.

6A. Match the seasons with what you see and do in the seasons.

(10 minutes)

Writing

- Tell students to ask, 'How many seasons are there in Myanmar?'
- Explain to the students that they have to match the seasons with the actions.
- Tell them to match the seasons with the actions in their exercise books.
- Give them the correct answers and tell students to confirm their answers in pairs.

6B. Write about your favourite season. Also give reasons.

(15 minutes)

- Write about your favourite season on the board. (e.g. 'My favourite season is the rainy season because I can play football in the rain'.)
- Tell students to look at the example sentence and ask, 'What's your favourite season? Why do you like it?'
- Tell students that they need to write their favourite season and give a reason. Ask them to write the sentences in their exercise books.
- Monitor the class and check their spelling and writing and ask them to give at least two reasons for their answers.
- Ask some students to read out the sentences.

6C. Ask your friends about their favourite seasons and complete the table.

(10 minutes)

Post- writing

- Demonstrate the activity and tell students to draw the table in 6C in their exercise books.
- Tell them to ask 3 friends, 'What's your favourite season?' and write their answers in the table.
- Monitor the class and check their spellings and writing.

Summary and feedback

(2 minutes)

- Check that the students know how to talk about the seasons.
- Make sure that they can read the given text and write about their favourite season and give reasons for their choice.

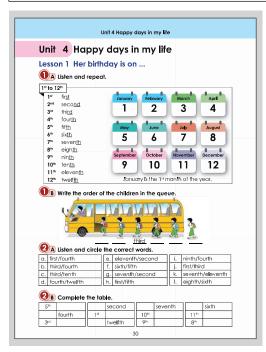
Unit Happy days in my life

Lesson Her birthday is on ...

Objective:

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

• express when their birthday is and describe the Water and Lighting festivals.



Period 1 & 2 Objectives:

Students should be able to:

- Stecked. 1. say the ordinal numbers from first to twelfth.
- 2. answer questions using the ordinal numbers 1st to 12th.

Words and expressions:

New: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth.

Previously learnt: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

Resources and preparation: audio materials, a calendar

Teaching procedure for Period 1

Warm up (5 minutes)

- Elicit the cardinal numbers 1 to 12 (e.g. one, two, three, etc.)
- Write the ordinal numbers 1st, 2nd, 3rd on the board. Ask students, 'What are these numbers? How do you say these numbers?' Elicit responses from students. If it has not been mentioned, ask students, 'Have you seen these numbers on a birthday cake? They can be used to say someone's age on a birthday cake.'
- Tell students, 'Today we will study about these numbers.'

32 1A. Listen and repeat.

(20 minutes)

- Write on the board 1st, 2nd, 3rd, ...
- Invite 3 students in front of the class.
- Tell students to stand on one leg. (ခြေထောက်တစ်ချောင်းကို ဘေးတိုက်ကွေးထားပြီး ကျွန်သောခြေထောက် တစ်ချောင်းတည်းပေါ် တွင် ရပ်ရန် ပြောပါ။)
- Tell them that the student who can stand the longest on one leg will win and be the first. The next longest student will be the second, and the student who drops his/her leg the quickest will be the third.
- Have the 1st, 2nd, and 3rd students stand under the respective numbers on the board.
- Say' (name) is the first.', ' (name) is the second.' and ' (name) is the third.'
- Write on the board the ordinal numbers 1^{st} = first to 12^{th} = twelfth.

- Explain to students that ordinal numbers are used for dates, like on a calendar, newspaper, or for races/competitions to show who came first, second, third, etc.
- Point and say the ordinal numbers on the board and have students repeat.
- Explain the use of superscripts (e.g. 1st, 2nd, 3rd, 4th, etc.) above the numbers.
- Play the recording or read the ordinal numbers aloud to the students. Tell them to look at their textbooks and listen carefully.
- Practise the symbols and spelling of ordinals.

1B. Write the order of the children in the queue.

(10 minutes)

- Point to the picture and say, 'This is a queue of students. The students want to get on the bus'.
- Point to the girl in the picture who is labelled 'third'. Say, 'This girl is third'. Tell the class to repeat after you. Then, point to the first boy and say, 'This boy is ...' Elicit the word from the students.
- On the board, write, 'first third
- Ask students what the missing numbers are. When students understand how to do the activity, tell them to write the correct order of the children in the queue in their exercise books. Monitor the class and check their writing.

Summary and feedback

(5 minutes)

• Revise the ordinal numbers 1st to 12th.

Teaching procedure for Period 2

Warm up

(2 minutes)

33 2A. Listen and circle the correct words.

(7 minutes)

- Write 'first/fourth' on the board.
- Play the recording or read the words and tell students to listen carefully. Ask them if the word is 'first' or 'fourth'. Circle the right answer on the board.
- Repeat this for 'third/fourth'. Confirm the students understand what to do and then continue the activity for the rest of the numbers. Tell them to check the answer in pairs.

2B. Complete the table.

(10 minutes)

- Write the left section of the textbook table (5th, fourth, 3rd) on the board.
- Show students how to complete the table. While students are completing the table, draw the rest of the table on the board. Ask students to come to the board and write the missing words and numbers.
- Check their answers and then say the numbers and spell the words. Tell students to repeat after you.

Bingo game (See p.9)

(18 minutes)

- Tell students that they are going to play 'Bingo'. Have them write a (No. x No.) table in their exercise books and fill in the table with ordinal numbers.
- Tell students to listen and read the numbers 1st, 2nd, 3rd, ... 12th to them. The numbers can be read in any order. If students have a number written in their bingo grid that the teacher calls, they cover it. If they get a row of numbers diagonally, vertically or horizontally, they have to call out, 'Bingo'.
- Ask students to write the ordinal numbers 1st to 12th and name them in their exercise books.
- Make sure that all students can write well while they are writing.

Summary and feedback

(3 minutes)

- Check students' understanding of the ordinal numbers.
- Confirm that they can answer the question: 'Which month is the 1st month of the year?'
- Also choose other months in a random manner and ask the questions to the students.
- Ask students to note the ending of ordinal numbers which are different such as 1st, 2nd, 3rd, etc.



Period 3 & 4 Objectives:

Students should be able to:

- 3. say the ordinal numbers thirteenth to thirty-first and answer questions using 13th to 31st.
- 4. learn how to say the date of one's birthday and ask and answer the question, 'When is your birthday?'

Words and expressions:

New: 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first

When's your birthday?

7th of September

Previously learnt: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th,

first, second, third, fourth, fifth, sixth, seventh,

eighth, ninth, tenth, eleventh, twelfth

Resources and preparation: audio materials, a calendar

Teaching procedure for Period 3

Warm up (2 minutes)

• Elicit the ordinal numbers — 1st to 12th.

34 3A. Listen and repeat.

(15 minutes)

- Write the ordinal numbers $'13^{th} = thirteenth'$ to $'31^{st} = thirty$ -first' on the board.
- Point and say the ordinal number on the board and have students repeat.
- Ask them how the ending letters are different. Which numbers end in 'th'? What letters do other numbers end in (e.g. twenty-first, twenty-second)?
- Check students' responses and confirm the ending letters.
- Play the recording or read the ordinal numbers aloud to the students.
- Play the recording or read the numbers again and tell them to listen to the recording carefully and point to the ordinal number in their textbooks.
- Call out some ordinal numbers at random and have students point to them in their textbooks.
- Ask students to practise writing the ordinal numbers, in both numerical and word forms (e.g. 13^{th} = thirteenth', 14^{th} = fourteenth, etc.)

3B. Look at the calendar and complete the table.

(20 minutes)

- Call one student to the front of the class.
- Ask him/her, 'When is your birthday?'
 - T: When is your birthday?
 - S: 11th of July.
- Ask some more students to tell you their birthdays.
- Write the words 'Sun/Mon/Tue/Wed/Thur/Fri/Sat' and ask students if they know what the words refer to.
- Confirm with students the days of the week. Ask students if they know how to spell each day properly.

- On the board write 'Mon'.
- Tell students to look at the textbook and demonstrate how to complete the table by using the example in the first row for Monday. Write the dates on the board.
- Write 'Tue' on the board. Ask some students to come to the board and write the dates for 'Tuesday'.
- Tell them to look at the calendar in the textbook and complete the table for the remaining 5 days.

Write the dates.

- Divide the class into groups depending on the class size.
- Distribute one calendar page to each group. Each group should have a different month.
- For each group's month, tell students in that group to find the dates that fall on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Tell students to make a table in their exercise books and write the dates for their month.

Summary and feedback

(3 minutes)

• Revise the ordinal numbers 13th to 31st.

Teaching procedure for Period 4

Warm up (3 minutes)

• Revise the previous lesson by asking students to say the ordinal numbers 13th to 31st.

4A. Write the words for the following numbers.

(15 minutes)

- Tell students to close their textbooks. Write the ordinal numbers from 4A on the board.
- Ask students to say the numbers on the board. Then, ask students to write the ordinal numbers as words in their exercise books.
- Monitor the class while they are writing. If you have more time you can write more numbers on the board.

4B. Ask your friends' birthdays.

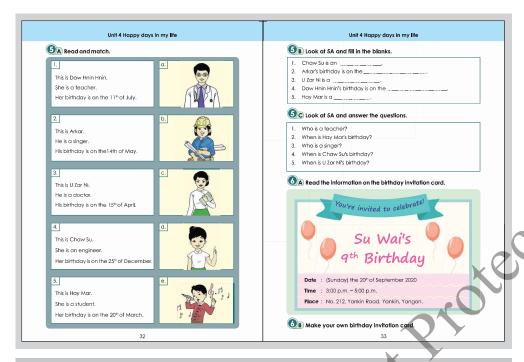
(20 minutes)

- Read the question and answer aloud. Tell students to repeat after you.
- Write '7th of September' on the board. Explain that this is how we say and write our birthday.
- Tell students to write their birthday in their exercise books. Then, tell them to practice saying their birthday.
- Copy the table in 4B on the board. Ask some students, '(name), when's your birthday?' Write their names and birthdays in the table.
- Tell students to copy the table in their exercise books but not to copy Thidar's name and birthday.
- Tell students to ask 3 friends, 'When is your birthday?' Tell students to write their friends' names and birthdays in the table in their exercise books.
- Monitor the class while they are doing the activity.

Summary and feedback

(2 minutes)

• Check students' understanding whether they can ask the question, 'When is your birthday?' and give the correct answer using the pattern '(ordinal number) of (month)'.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read about the birthdays of other people.
- 6. write about their friends' birthdays.

Words and expressions:

New: My birthday is on ... His/Her birthday is on ... Who is a/an ...? When is ...'s birthday?

Previously learnt: teacher, singer, doctor, engineer, student, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th,

14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth,

twenty-ninth, thirtieth, thirty-first

This is ... He/She is a/an ...

Resources and preparation: a sample birthday invitation card **Teaching procedure for Period 5**

Pre-reading (2 minutes)

- Elicit the ordinal numbers 1st to 31st.
- Ask students, 'Do you know the birthday of your father/mother/brother/sister(s)?'

5A. Read and match. (13 minutes)

Reading

- Tell students to read No.1 to 5.
- Ask them to discuss with friends which is the picture of Daw Hnin Hnin, Arkar, U Zar Ni, Chaw Su and Hay Mar. Then ask them who is a teacher, who is a singer, who is a doctor, who is an engineer and who is a student.

(ရုပ်ပုံများကြည့်၍ မည်သည့်ပုံက မည်သူ၏ ပုံဖြစ်သည်၊ မည်သူက ဆရာမ၊ အဆိုတော်၊ ဆရာဝန်၊ အင်ဂျင်နီယာ၊ ကျောင်းသားဖြစ်သည်ကို ဆွေးနွေးရန်ပြောပါ။)

- Read the descriptions of each person and tell students to repeat after you.
- 💌 Tell them to read the sentences and match them with the pictures. (ရုပ်ပုံများနှင့် စာများကို တွဲရန်ပြောပါ။)

5B. Look at 5A and fill in the blanks.

(10 minutes)

Post-reading

- Ask students to read No.1 to 5 and tell them to fill in the blanks.
- Ask some students to say their answers and give a reason for their answers such as pointing out the word from the passage in 5A. Lastly, confirm the answers with the class.
- Tell them to check their answers in pairs.

5C. Look at 5A and answer the questions.

(13 minutes)

- Read aloud the questions in 5C.
- Tell students to point to the answers in 5A. Ask students to check their answers with their partners.
- Check the answers by asking some students the questions.
- Confirm the answers and then tell students to write the answers in their exercise books.
- Monitor the class and check students' writing.

Summary and feedback

(2 minutes)

- Give feedback on the spelling of some words and encourage them to write full sentences.
- Remind them to pronounce the words singer /sinə/ and birthday /bɜ:θdei/ correctly.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

Revise the previous lesson by asking students, 'When is your birthday?'

6A. Read the information on the birthday invitation card.

(20 minutes)

Writing

- Show students a simple birthday invitation card and ask them, 'Have you ever seen a birthday invitation card?' If necessary, explain the meaning of 'invitation' in Myanmar.
- If some students have seen one, ask them, 'What kind of information is written on the invitation card?'.
- Write down their answers on the board and tell students to look at the birthday invitation card in 6A.
- Ask them, 'What is it? Whose birthday is it? How old is she? When will she have her birthday party? What time is the party? Where is the party?'
- Read the invitation card and have students repeat.

Write the missing words.

• Write a simple birthday invitation card on the board which has blanks for the date, time, place.

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e.g. Date: April ..., 2020 (...)
Time: 2:00 ... - 6:00 ...
Place: ..., ..., ...
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- Tell students to write the missing words in their exercise books.
- Monitor the class while they are writing.
- Ask some students to say the date, time, and place they wrote.

6B. Make your own birthday invitation card.

(15 minutes)

Post-writing

- Distribute the simple birthday invitation card to all students.
- Ask students to make their own invitation card in any style they like.
- Tell students to include the same information as in the card in 6A.

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(မိမိရဲ့မွေးနေ့ ဖိတ်စာကို မိမိကြိုက်သည့် ပုံစံဖြင့် ပြုလုပ်ရန်ပြောပါ။)
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• Tell them to write the date, time and place in their own invitation card as they like.

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(မွေးနေ့ ဖိတ်စာတွင်ပါသည့် ရက်စွဲ၊ အချိန်နှင့် နေရာတို့အား မိမိနှစ်သက်သည့် ရက်စွဲ၊ အချိန်နှင့် နေရာတို့ကို ထည့်ရန်ပြောပါ။)
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- Make sure that students write their own name on the invitation card.
- Monitor the class and help their writing and give them suggestions for making their own invitation cards.

Summary and feedback

(2 minutes)

• Ask students to read their invitation cards, check their grammar and pronunciation.

Lesson 2 What do you do at Thingyan?

Objective:

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

• describe the Water and Lighting festivals.



Period 1 & 2 Objectives:

Students should be able to:

- 1. understand a description of the water festival.
- 2. give a description of the water festival and explain what they do at the festival.

Words and expressions:

New: Thingyan, festival, douse each other, Thingyan snacks, *mont-lone-yeibaw, mont-let-saung*, offer, during, new year What is Thingyan? When is Thingyan?

What do people do at Thingyan?

Previously learnt: months of the year (January to December), play with friends, eat, parents

Resources and preparation: audio materials, calendar

Teaching procedure for Period 1

Warm up

(3 minutes)

• Elicit the months of the year.

• Ask students, 'What festivals are there in Myanmar? and Which festival do you like?'

35 1A. Look at the picture and listen.

(20 minutes)

- Ask students, 'In what month is Thingyan?' 'What do you usually do at Thingyan?'
- Play the recording or read the sentences aloud to the students. Tell students to listen carefully. Confirm the meaning of new words (e.g. 'douse', 'offer'). douse = ရေလောင်းသည်။ offer = ကျွေးမွေးဧည့်ခံသည်။
- Tell them to repeat after the teacher with correct pronunciation and intonation.
- Tell them to read the sentences aloud group by group.
- Ask students to read one by one and tell them to choose a volunteer from each row.
- Tell each volunteer to read the text. (Depending on the time and your class situation, you can call 2 or 3 pairs of volunteers from each row to read the text aloud.)
- Practise the spellings of new words.

1B. Answer the questions.

(15 minutes)

- Read each question aloud. Then, read aloud the questions again and tell students to repeat after you.
- Confirm the meaning of each question.
- Ask students to read the questions and point to the answers in the text.
- Tell them to discuss the answers with their partners.

- Ask some students for their answers. Confirm the answers and write the answers on the board.
- Tell students to write the answers in their exercise books.
- Monitor the class and help them in writing for spelling and legibility.

Summary and feedback (2 minutes)

- Check that students understand the explanation about the Thingyan Festival.
- Make sure that they can answer the questions, 'What is Thingyan? When is it? What do people do at Thingyan?'

Teaching procedure for Period 2

Warm up (3 minutes)

• Ask students, 'What is Thingyan? When is it? What do people do at Thingyan?'

36 2A. Ask and answer.

(15 minutes)

- Tell students to listen to the recording in 1A again about what people do at Thingyan.
- Tell them to read the sentences and listen to the recording carefully again.
- Ask students what they do at Thingyan.
- Write their answers on the board (e.g. I eat a lot of food at/during Thingyan, I go to many places at/during Thingyan, etc.)
- Play the recording or say the dialogue to the students and tell them to listen carefully.
- Tell students to look at 2A. Say the dialogue and have students repeat after you. Do this 2 or 3 times.
- Say the dialogue again. This time replace 'I play with my friends' with one of the answers written on the board. Repeat this using the different answers on the board.
- Ask student to practise, 'What do you do at Thingyan?' in pairs. First, tell them to say the dialogue as in the textbook. Then, tell them to use their own answers.
- Monitor the class.

2B. Ask three friends 'What do you do at Thingyan?'.

(20 minutes)

- Tell students that they are going to practise the dialogue in 2A with their friends.
- Ask them to go around the class and ask three friends, 'What do you do at Thingyan?'
- (If students have finished quickly, they can ask another 2 or 3 friends).
- After this, tell them to write two or more activities that their friends do at Thingyan in their exercise books.
- Make sure that their sentences are factually and grammatically correct.

(အကြောင်းအရာရော၊ သဒ္ဓါပါ မှန်သောဝါကျများ ဖြစ်ရန် စစ်ဆေးပါ။)

Summary and feedback

(2 minutes)

Revise the activities of Thingyan.



Period 3 & 4 Objectives:

Students should be able to:

- 3. understand a description of the lighting festival.
- 4. give a description of the lighting festival and explain what they do at the festival.

Words and expressions:

New: Thadingyut, fall, full moon, light, candle, grandparents,

pay homage

What is Thadingyut? When is Thadingyut?

What do people do at Thadingyut?

Previously learnt: street, house, nice, parents, teacher

Resources and preparation: audio materials, calendar

Teaching procedure for Period 3

Warm up (3 minutes)

Ask students 'Which festival is in October? and What do we do at this festival?'

37 3A. Look at the picture and listen.

(20 minutes)

- Play the recording or read the sentences aloud to the students. Tell students to listen carefully.
- Confirm the meaning of new words (e.g. 'fall', 'full moon, 'light', 'candle', 'pay homage'). pay homage = ကန်တော့သည်။
- Tell them to repeat after the teacher with correct pronunciation and intonation.
- Tell them to read the sentences aloud group by group.
- Tell students that they are going to play the 'random game'.
- Tell them to count starting from 1.
- Point to the student who sits in the first seat of the first row. He/ She is 1. The student beside him/her is 2, the next student is 3, the next 4, and so on.
- Tell all students to say their numbers in order and have each student remember their own number.
- Pick a number at random and ask, 'Who is student number 20?'.
- Tell student number 20 to read the whole text or the first sentence. Call out another number and ask that student to read the text or the second sentence. Repeat this for the remaining sentences.
- Follow the same procedure by asking other students to read the text.
- Monitor the class and correct their mistakes, intonation and pronunciation.

3B. Answer the questions.

(15 minutes)

- Read each question aloud. Then, read aloud the questions again and tell students to repeat after you.
- Confirm the meaning of each question.
- Ask students to read the questions and point to the answers in the text.
- Tell them to discuss the answers with their partners.
- Ask some students for their answers. Confirm the answers and write the answers on the board.

- Tell students to write the answers in their exercise books.
- Monitor the class and help their writing for spelling and legibility.

Summary and feedback (2 minutes)

Ask students, 'What is Thadingyut? When is Thadingyut? and What do people do at Thadingyut?' and give feedback
on their answers.

(ဖော်ပြပါမေးခွန်းများကို မေးပြီး၊ ၎င်းတို့၏ အဖြေများပေါ် မူတည်၍ မှန်သည်၊ မှားသည်ကို feedback ပေးပါ။)

Teaching procedure for Period 4

Warm up (3 minutes)

• Revise the previous vocabulary and activities that people do at Thadingyut.

38 4A. Ask and answer.

(15 minutes)

- Tell students to listen to the recording in 3A again about what people do at Thadingyut.
- Tell them to read the sentences and listen to the recording carefully again.
- Ask students what they do at Thadingyut.
- Write their answers on the board (e.g. I watch fireworks at/during Thadingyut, I play with hot air balloons at/during Thadingyut, etc.)
- Play the recording or say the dialogue to the students and tell them to listen carefully.
- Tell students to look at 4A. Say the dialogue and have students repeat after the teacher. Do this 2 or 3 times.
- Say the dialogue again. This time replace 'I light candles in my house' with one of the answers written on the board.

 Repeat this using the different answers on the board.
- Ask student to practice, 'What do you do at Thadingyut?' in pairs. First, tell them to say the dialogue as in the textbook. Then, tell them to use their own answers.
- Monitor the class.

4B. Ask three friends 'What do you do at Thadingyut?'

(20 minutes)

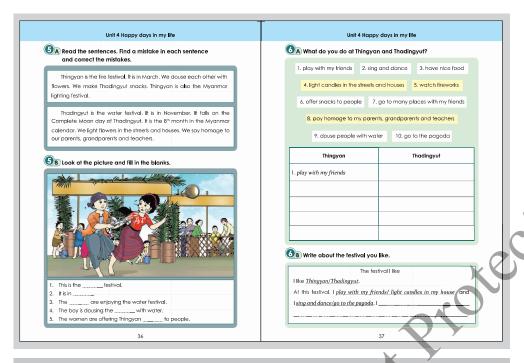
- Tell students that they are going to practise the dialogue in 4A with their friends.
- Ask them to go around the class and ask three friends, 'What do you do at Thadingyut?'
- (If students have finished quickly, they can ask another 2 or 3 friends).
- After this, tell them to write two or more activities that their friends do at Thadingyut in their exercise books.
- Make sure that their sentences are factually and grammatically correct.

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Summary and feedback

(2 minutes)

• Revise the activities of Thadingyut.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read about the water festival and the lighting festival.
- 6. write what people usually do at the water festival and the lighting festival.

Words and expressions:

New: enjoy

Previously learnt: douse, festival, snack, offer

Teaching procedure for Period 5

Pre-reading (3 minutes)

• Help students to recall the different activities they do during the Thingyan and Thadingyut festivals.

5A. Read the sentences. Find a mistake in each sentence and correct the mistakes. (20 minutes) Reading

- Tell students to read the description of Thingyan in 1A again. If necessary, read it aloud and tell students to listen and read the text.
- Tell students, 'We are going to read about Thingyan again, but this time there are some mistakes'. Tell students to look at 5A.
- Read the first passage aloud and tell students to listen and read the text. Then tell students to note the mistakes they find. Tell them to check with their partners.
- Give students some time to find the mistakes. Then, ask them, 'How many mistakes are there? Where are they?'
- After confirming the mistakes, demonstrate the following activity.
- Call a student to the front of the class. Tell him/her to read the passage.
 - S: Thingyan is the fire festival.
 - T: Stop! Thingyan is the water festival!
- In this activity one student reads the passage. When another student hears a mistake he/she says, 'Stop!' and corrects the mistake. Continue to demonstrate with students until they understand. Then, do the activity in pairs.

- Have students rewrite the correct sentences in their exercise books after doing this activity. Tell them to underline the words which they corrected.
- Follow the same procedure for the second passage about Thadingyut.

5B. Look at the picture and fill in the blanks.

(15 minutes)

Post-reading

Tell students to complete the sentences. Do the first sentence with the students so they know how to do the exercise. Students should write the entire sentences into their exercise books. oxected

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- Check their answers and help students who have difficulties in completing the sentences.
- If there is time, the following activity can be done to review the sentences.
- Call one student to the front of the class and read the first sentence as below.

T: This is the ... festival.

S: Thingyan!

T: It is in ...

S: April!

Tell students to make pairs and do the same. One student reads the sentences but does not say the missing word. The other student must say the word.

Summary and feedback (2 minutes)

Ask students if they can remember the mistakes and their corrections

Teaching procedure for Period 6

Pre-writing (5 minutes)

Quiz students on challenging words such as 'douse, offer, pay homage to, etc.'

6A. What do you do at Thingyan and Thadingyut?

(15 minutes)

Writing

- Read aloud each of the ten activities. Ask students to repeat after you. Confirm the meaning of each activity.
- Say each activity again. Ask students to raise their right hand if they do the activity during Thingyan and raise their left hand if they do the activity during Thadingyut.
- Tell students to divide the activities between Thingyan and Thadingyut and write them in their exercise books.

6B. Write about the festival you like.

(15 minutes)

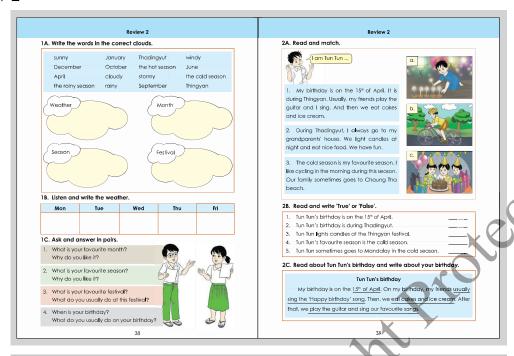
Post-writing

- Tell students to write about the festival they like, Thingyan or Thadingyut.
- Explain the following procedure to students: (1) Choose a festival; (2) Complete the sentences; (3) Add your own sentences.
- Have some of the students to read out their sentences to the rest of the class.

Summary and feedback (5 minutes)

Monitor the class and help their handwriting for spelling, grammar, punctuation and legibility.

Review 2



Objectives:

Students should be able to:

- · categorize different words.
- listen and write about the weather.
- · say and write about what you do on your birthday

Words and expressions:

Previously learnt: Weather — sunny, cloudy, windy, rainy, stormy, snowy

Months — January, February, March, April, May, June, July, August, September, October,

November, December

Seasons — the hot season, the rainy season, the cold season

Festivals — Thingyan, Thadingyut

Days of the Week — Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

It's (sunny).

On Sunday, it will be (cloudy).

There are ... days in January.

Resources and preparation: audio materials, picture cards of sunny, cloudy, windy, rainy, stormy, snowy, the hot season, the rainy season, the cold season

Teaching procedure for Period 1

Warm up (3 minutes)

- Show the picture cards of the weather and seasons.
- Ask students, 'What's this?

1A. Write the words in the correct clouds.

(15 minutes)

- Tell students to read the words and put them in the correct word clouds. Then, tell students to draw the clouds and write the words in their exercise books.
- Tell them to swap their exercise books and check their partner's answers.
- Confirm students' answers.

39 1B. Listen and write the weather.

(10 minutes)

- Tell students to look at the table from 1B. Ask what they see. Tell them that it is a weather forecast. Then, tell them to listen and write the weather condition for each day.
- Read the audio script or play the recording and have students write the forecast in pairs.
- When students have mostly finished, read the audio script or play the recording again and tell them to check their answers again.
- Confirm the answers as a whole class.

1C. Ask and answer in pairs.

(10 minutes)

- Put the class into pairs and name them 'A' and 'B'.
- Have all As ask the questions and all Bs answer the questions. Swap roles when they have finished.
- Monitor the class and see whether all students ask and answer the questions properly.

Summary and feedback

(2 minutes)

• Call some students to the front of the class and ask them questions from 1C.

Teaching procedure for Period 2

Warm up (4 minutes)

- Show the picture cards of the seasons and the cards with the names of the months.
- Ask students, 'What's this?

2A. Read and match. (12 minutes)

- Tell students to look at the pictures and ask them what they see in the pictures. Ask them, 'What is the boy doing?' and 'Who is the boy?'
- Tell students to read passage 1 and underline some keywords. Explain that keywords are important words.
- Ask them, 'What are the keywords for passage 1?' Write students' answers on the board.
- Follow these procedures for reading passages 2 and 3.
- After that, tell them to match the passages and the pictures.
- Confirm the answers with the whole class.

2B. Read and write 'True' or 'False'.

(5 minutes)

- Tell students to read each sentence.
- Students find the answers from the reading passages and write 'True' or 'False' in their exercise books.
- Confirm students' answers.

2C. Read about Tun Tun's birthday and write about your birthday.

(17 minutes)

- Tell students to read the title. Then, tell them that they are to write about their own birthdays.
- Tell students to read the sample writing.
- Then, put the following sentences on the board.

| birthday |
|---|
| My birthday is on the On my birthday, my friends Then, we |
| After that, we |

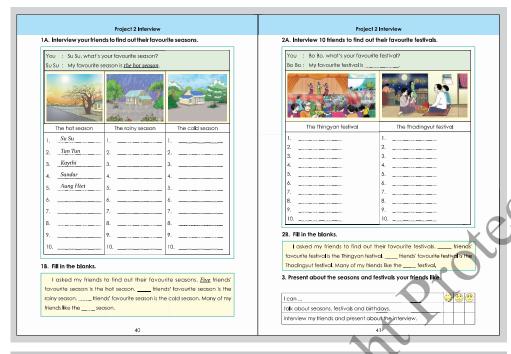
- Ask students what they should write in the blanks.
- After that, tell them to write what they do on their birthday.
- Put the class into pairs.
- Tell them to talk about what he/she does on his/her birthday.
- Make sure that students share their birthday activities with their partners.

Summary and feedback

(2 minutes)

• Make sure that students can write about their birthday activities.

Project 2 Interview



Objectives:

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

- interview their friends.
- write and present about the interview.

Words and expressions:

Previously learnt: Seasons — the hot season, the rainy season, the cold season

Festivals — Thingyan, Thadingyut

Which season do you like?

Which festival do you like?

Resources and preparation: paper, markers, rulers

Teaching procedure for Period 1: Plan

Warm up (5 minutes)

- Revise the months of the year.
- Tell students to line up by the month they were born.
- Check whether students are standing according to the months they were born by asking 'Students born in January/ February/etc., raise your hand.'

1A. Interview your friends to find out their favourite seasons. (15 minutes)

- Play the recording and tell students to listen carefully.
- Draw the following table on the board and ask students to copy the table in their exercise books.

| The hot season | The rainy season | The cold season |
|----------------|------------------|-----------------|
| | | |
| | | |

- Ask students to interview their friends to find out their favourite seasons and write their friends' names in the columns
 of their favourite season.
- Then, tell them to count the numbers of friends in each column.
- Tell them to write the total number of friends in each column.

1B. Fill in the blanks. (15 minutes)

• Copy the passage below on the board.

| I asked my friends to find out their favourite seasons. | friends' favourite season is the hot |
|---|--------------------------------------|
| season friends' favourite season is the rainy season | friends' favourite season is the |
| cold season. Many of my friends like the season. | |

- Tell students to look at the table from exercise 1A and answer the following questions.
- Ask, 'How many students like the hot season?, 'How many students like the rainy season?' and 'How many students like the cold season?'
- Demonstrate how to fill the blanks on the board.
- Tell them to copy the passage in their exercise books and fill the blanks.
- After that, read the passage together with the students.

Summary and feedback (5 minutes)

Make sure that students understand how to conduct the interview and present their interview.

Teaching procedure for Period 2: Do

Warm up (7 minutes)

- Divide the class into two groups.
- Have students say the names of festivals they know in turns. (The group that cannot say lose the game.)

2A. Interview 10 friends to find out their favourite festivals.

(20 minutes)

Draw the following table on the board.

| 8 | |
|-----------------------|-------------------------|
| The Thingyan festival | The Thadingyut festival |
| 80, | |

- Tell students to copy the table in their exercise books.
- Tell them to interview 10 students using 'What's your favourite festival?' Have them write the names of the students in the columns according to their answers.
- After the interview, have them count the number of students in each column and write down the totals under each column.

2B. Fill in the blanks. (10 minutes)

- Distribute paper to each group.
- Have each group copy the passage on their paper. Then, tell them to write the number of students in the blanks. Lastly, have them write the name of the festival that many students like.

Summary and feedback (3 minutes)

• Make sure that students can interview their friends and write about their interview.

Teaching procedure for Period 3: Present

Warm up (2 minutes)

• Have students prepare for their presentation.

3. Present about the seasons and festivals your friends like.

(35 minutes)

- Demonstrate how to present about the seasons and festivals using the information from the interviews (1B and 2B).
- Tell each group to present based on the two interviews they conducted in class.
- Continue the activity until all the groups finish.

Self-assessment for Review and Project

(3 minutes)

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

| I can | 6 | () | (a) (a) |
|-----------------------------|---|----|---------|
| interview my friends. | | | |
| present about my interview. | | | |

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Unit **Shopping**

Lesson I want a pencil.

Objectives:

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

- name four different shops.
- write the items that they can buy at the different shops.



Period 1 & 2 Objectives:

Students should be able to:

- Stected. 1. name at least eight kinds of stationery
- 2. understand a stationery shopping dialogue.

Words and expressions:

New: crayons, drawing book, eraser, marker, pen, pencil case

Do you have ...? Can I help you?

How many do you want?

Previously learnt: pencil, ruler

Here you are. Thank you.

Resources and preparation:

audio materials, picture cards of crayons, drawing book, eraser, marker, pen, pencil case, pencil, ruler (If available, real objects can be used.)

Teaching procedure for Period 1

Warm up (3 minutes)

- Divide the class into two groups.
- In turns, have each group say the names of stationery items they already know.
- Remind them not to say the same items.

141 1A. Listen, point and say.

(10 minutes)

- Play the recording and tell them to listen carefully.
- Put the class into four groups. Tell them to listen and guess the name of the stationery items 1-8.
- Say, 'I am thin and long. You can use me when you want to draw straight lines. What am I?'
- Have them answer and the teacher gives 1 mark to the group that can give the answer first.
- After that, show the picture of 'a ruler'. Continue the activity until all the words are introduced.
- You can use the following sentences to do the 'What am I? game, or you can make your own sentences.
 - I am colourful. You can use me when you colour your drawings. crayons
 - I am thin and long. You can use me when you want to write but you cannot erase me easily. What am I?
 - pencil case I have a zip. I hold your pens and pencils. What am I?
 - marker - I am thick and long. I have many colours. You can use me when you make a poster. What am I?
 - I am thin and long. You can use me when you draw pictures. You can erase me easily What am I? pencil

eraser

- I have different colours and shapes. You can use me when you want to erase your writing and pictures. What am I?

drawing book - I am white. You can draw pictures in me. What am I?

Pointing game (See p.12)

(10 minutes)

1B. Write the number of the picture next to each word.

(5 minutes)

- Tell students to match the pictures with the words by writing the number of the picture next to each word.
- After that, tell them to swap their books and check the answers and spelling.

Vocabulary chant (10 minutes)

Put the pictures on the board as shown below or you can arrange the words in any order.

| 1 | , , | |
|---------------------------------|--------------------------------------|---|
| pen, eraser, pencil case (clap) | marker, crayons, drawing book (clap) | |
| pen, eraser, pencil case (clap) | marker, crayons, drawing book (clap) | |
| pen, eraser, pen, eraser | marker, crayons, marker, crayons | |
| pen, eraser, pencil case (clap) | marker, crayons, drawing book (clap) | 1 |

• Point to the pictures and sing the chant. Point faster and faster and have students sing the chant.

Summary and feedback

(2 minutes)

• Make sure that students match the stationery items and pictures correctly.

Teaching procedure for Period 2

Warm up (3 minutes)

Revise stationery vocabulary by showing picture cards and asking 'What's this?

42 2A. Practise the following dialogue.

Guess from the actions. (8 minutes)

- Prepare picture cards for 'pencil' and 'ruler' and use the picture cards from Period 1. Divide the class into two groups.
- Tell one student from each group to come to the front of the class, take a card, and then act out how to use the item. In other words, students should pretend that they are using the object for other class members to guess.
- Tell students to do the actions not to say anything and ask other students to guess the stationery item.
- Give one mark to the group that can give the answer first. Continue the activity until all the cards are taken.

Practise. (15 minutes)

- Play the recording or say the dialogue to the students and tell them to listen carefully. Ask a student to come to the front of the class and demonstrate the dialogue in 2A. The teacher plays the shopkeeper's role and the student plays the customer's. Change roles and practise the dialogue again.
- Ask another pair of students to come to the front of the class and have them demonstrate the dialogue.
- Tell students to replace the stationery item and practise the dialogue. Continue the activity until students understand how to practise the dialogue with their friends. Ask students to practise in pairs.
- Tell some students to take the shopkeeper's role and the others to take the customer's role.
- Encourage them to substitute other stationery items when they practise the dialogue.

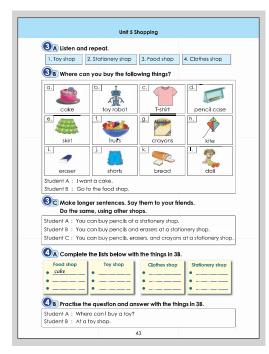
2B. Role-play the dialogue in 2A. Use the objects in 1A.

(12 minutes)

- Write the dialogue in 2A on the board.
- Tell students to put three items of stationary in their bags and then go around the class and look for other items. For the role play, they should use the dialogue on the board. They should do the role play two times so they can change roles. The 'shopkeeper' should only answer 'Yes we do,' if the object is in his/her bag. If the object is not in the shopkeeper's bag, he/she should say, 'No, we don't,' and finish the role play. Students should do the role play with at least 5 friends.
- Practise the role play several times with students until they understand how to do it.

Summary and feedback (2 minutes)

• Make sure that students can ask and answer about what stationery items they want to buy.



Period 3 & 4 Objectives:

Students should be able to:

- 3. name different shops.
- 4. say the shop names and objects in the 'What am I?' game.

Words and expressions:

New: Toy shop, Stationery shop, Food shop, Clothes shop

Where can I buy ...?

You can buy ... at a ...

Previously learnt: Food — bread, cake, fruits

Toys — doll, kite, toy robot

Stationery — crayons, eraser, pencil case

Clothes — shorts, skirt, T-shirt

Resources and preparation:

audio materials, picture cards of bread, cake, fruits, doll, kite, toy robot, crayons, eraser, pencil case, shorts, skirt, T-shirt (If available, real objects can be used.)

Teaching procedure for Period 3

Warm up (3 minutes)

- Show the picture of 'cake' and ask, 'What's this?' Then ask, 'Where can you buy a cake?'
- Continue the activity by showing the pictures of food, clothes, toys, etc.

3A. Listen and repeat.

(15 minutes)

- Play the recording and tell students to listen carefully.
- Put the picture cards on the board.
- Ask students what things they can buy in what shop.
- Say, 'I can buy pencils, pens, pencil cases, and rulers, etc. in a ...'
- Have students say the kind of shop 'Stationery shop'.
- Continue the activity until students know all the shops described in the textbook.

3B. Where can you buy the following things?

(10 minutes)

- Put the class into pairs. Name each pair 'A' and 'B'. Have all As say, 'I want a cake.'
- Have all Bs give the response, 'Go to the food shop.'
- Tell them to continue the activity by replacing the things they want.
- Then, tell them to change roles and continue the activity.

3C. Make longer sentences. Say them to your friends. Do the same, using other shops.(10 minutes)

- Make groups of four students.
- Demonstrate how they will do the activity. Student A says, 'I can buy pencils at a stationery shop.' Then, student B says, 'I can buy pencils and erasers at a stationery shop.' After that, student C says, 'I can buy pencils, erasers and crayons at a stationery shop.' Next, student D says, 'I can buy pencils, erasers, crayons and pens at a stationery shop.' In this activity, each student has to add one new thing to the sentence.

• Continue the activity using different shops: clothes shop, food shop and toy shop.

Summary and feedback (2 minutes)

• Make sure that students can say the names of the shops and what they can buy at these shops.

Teaching procedure for Period 4

Warm up (5 minutes)

- Write 'YES' on the left of the board and 'NO' on the right.
- Do the following activity.
- Tell students, 'We are going to do an interesting quiz!' Tell them to line up and listen carefully.
- Say, 'Move to the left side if you think the sentence is right and move to the right side if you think the sentence is wrong.'
- Say, 'You can buy pencil cases at the toy shop. If you think the sentence is right, move to the left side and say, YES, and if you think the sentence is wrong, move to the right side and say, NO.'
- Continue the activity to revise other previously learnt vocabulary.

4A. Complete the lists below with the things in 3B.

(8 minutes)

- Tell students to complete the list for each shop.
- Tell them to swap their exercise books and check each other's answers

4B. Practise the question and answer with the things in 3B.

(10 minutes)

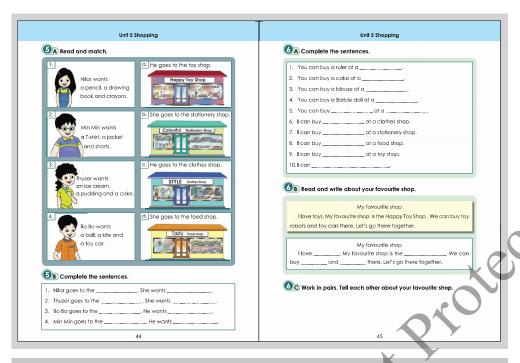
- Ask students, 'Where can I buy a toy?' Have them answer, 'At a toy shop.' Then, ask more questions.
- Change roles. Students take the role of A (ask the question) and the teacher takes the role of B (give the answer).
- Continue the activity until students understand how to practise the dialogue with their friends.
- Encourage them to substitute the underlined words when they practise the dialogue.
- Put the class into pairs and have them practise the dialogue.

Do the 'What am I?' game. (15 minutes)

- Divide the class into two groups. Demonstrate the 'What am I?' game.
- Say, 'You can buy bread, cake and pudding from me. What shop am I?' Have students guess and give the answer (e.g. Food shop). Give 1 mark to the group that can give the answer first.
- Say, 'You can buy pencils, markers and crayons but you cannot buy balls and kites from me. What shop am I?' Have students guess and give the answer (e.g. Stationery shop). Continue the activity until students understand how to do it.
- Tell each group to prepare 3 to 5 questions for the 'What am I?' game. Group 1 asks a question first and Group 2 answers the question. Allow them about 30 seconds to guess the answer. If Group 2 can answer the question correctly within 30 seconds, they get one mark. If they cannot, Group 1 gets one mark and the groups change roles. Group 2 asks a question and Group 1 gives the answer.

Summary and feedback (2 minutes)

Make sure that students know the names of the shops and names of the things they sell.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read about what objects one can buy at certain shops.
- 6. write about their favourite shop and what they buy at the shop.

Words and expressions:

Previously learnt: Food — ice cream, pudding, cake

Toys — ball, doll, kite, toy car, toy robot

Stationery — pencil, drawing book, crayons, ruler

Clothes — blouse, T-shirt, jacket, shorts

Names of shops — food shop, clothes shop, stationery shop, toy shop

... wants ..., ... and goes to the ... He/She wants ... You/I can buy ... at ... Can I help you?

Here you are. Thank you. I love ... My favourite shop is ... Let's go there together.

Resources and preparation:

audio materials, picture cards of pudding (from Unit 8), ice cream (from Unit 9), cake, doll, kite, toy robot, pencil, drawing book, crayons, ruler, blouse (from Unit 7), T-shirt, shorts (If available, real objects can be used.)

Teaching procedure for Period 5

Pre-reading (3 minutes)

- Tell students to look at the pictures from 5A.
- Ask them, 'How many boys are there in the picture? Who are they? How many girls are there? Who are they? How many shops are there? What are they?'

5A. Read and match (15 minutes)

Reading

- Tell students to read numbers 1 to 4 silently.
- Ask, 'Who wants to buy crayons?
- Have them answer, 'Nilar'.

- Continue the activity by asking questions about Min Min, Thuzar and Bo Bo.
- Tell them to read (a) to (d).
- Tell them to match the persons with the shops they have to go to.
- Tell them to swap their books and check their partners' answers.

5B. Complete the sentences.

Post-reading (20 minutes)

- Tell students to read the sentences from 5A.
- After that, tell them to complete the sentences from 5B using the information from 5A.
- Tell them to swap their books and check their partners' answers.
- Make sure that all students participate in the activity.
- Write the following questions on the board:
 - 'Which shop do you usually go to?'
 - 'What do you usually buy from there?'
- Tell students to write the answers in their exercise books.
- Put students into pairs and tell them to ask and answer the questions.

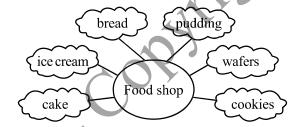
o de che Summary and feedback (2 minutes)

Make sure that students comprehend the reading and complete the post reading exercises.

Teaching procedure for Period 6

Warm up (3 minutes)

Do the 'Word cloud' activity to revise the names of the shops and food items. (You can use the following sample.)



6A. Complete the sentences.

(8 minutes)

Pre-writing

- Tell students to read the sentences from 6A and complete the sentences in their exercise books.
- Tell them to swap their exercise books and check their partners' answers.

6B. Read and write about your favourite shop.

(12 minutes)

Writing

Tell students to read the sample writing and make sure they understand how to write about their favourite shop. Support students who struggle to write.

6C. Work in pairs. Tell each other about your favourite shop.

(15 minutes)

Post- writing

- Put the class into pairs. Name them 'As' and 'Bs'.
- Have them describe their favourite shop and what they buy there. All As first tell Bs about their favourite shop. Then, change roles.

Summary and feedback (2 minutes)

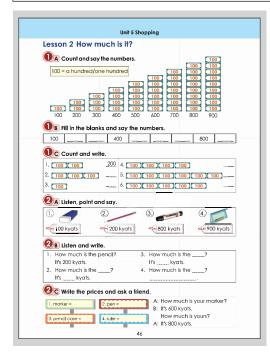
Make sure that students can write about their favourite shop.

Lesson 2 How much is it?

Objective:

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

make a shopping dialogue.



Period 1 & 2 Objectives:

Students should be able to:

- 1. say and write numbers 100 to 900.
- 2. express the prices of items in kyat (hundreds).

Words and expressions:

New: 100 to 900

How much is ...?

It's ... kyats.

Previously learnt: A stationery, eraser, drawing book, pen, pencil case,

marker

Resources and preparation:

audio materials, picture cards of an eraser, pencil, pencil case, marker, number cards from 100 to 900 and from 1000 to 9000, nine 100 kyat notes

Teaching procedure for Period 1

Warm up (3 minutes)

• Show the number cards (1 to 100) randomly and elicit the numbers. If there are no cards, draw the numbers on the board.

14 1A. Count and say the numbers. (15 minutes)

- Put the sample of a hundred wyat note on the board and write 100. Then have students say the number. Put two of the wat notes on the board and repeat the procedure. Continue the activity until students have learned from 100 to 900.
- Say the numbers 100 to 900 in order and have students point to the numbers in their textbooks.
- Play the recording or say the numbers to the students and tell them to listen carefully.
- Write the numbers 100 to 900 on the board randomly.
- Point to the numbers written on the board randomly and have students say them.
- Have nine volunteer students come to the front of the class and give each one a number card.
- Tell students to line up according to the number cards they have (100 to 900) and then say their numbers.

1B. Fill in the blanks and say the numbers.

(5 minutes)

(5 minutes)

- Tell students to fill in the blanks in order and write the answers in their exercise books.
- Tell students to swap their exercise books and check their partners' answers.

1C. Count and write.

• Tell students to count and write the numbers. Then, have them swap exercise books and check their partners' answers.

Bingo (See p.9) (10 minutes)

- Tell students that they are going to play 'Bingo'. (See p.9)
- Draw a 3 by 3 box on the board and tell students to copy it into their exercise books. Then, have students write the numbers from 100 to 900 into the boxes. Tell them that they can write the numbers in any order. But, remind them to write each number only once. Allow about 3 minutes.
- Play the game by calling out the numbers randomly and ask students to tick the numbers the teacher calls. Tell them that if they get a row of three numbers diagonally or vertically or horizontally, they have to call out, 'Bingo'.
- Continue the activity until a sufficient number of students get 'Bingo'.

Summary and feedback

(2 minutes)

• Make sure that students can say the numbers from 100 to 900.

Teaching procedure for Period 2

Warm up

(3 minutes)

- Show half of the picture card of a stationery item and ask, 'What's this?'
- Uncover the card little by little if students cannot answer.
- Have students recall and say the different stationery items.

45 2A. Listen, point and say.

(15 minutes)

- Play the recording or read the sentences to the students and tell them to listen carefully.
- Put the pictures and the prices on the board. Point to the picture of an eraser and ask, 'How much is it?' Have students answer, 'It's 100 kyats.'
- Continue the activity until students understand how to ask each other.
- Put students into pairs, A and B. Student A points to an item in the textbook and asks, 'How much is it?' Student B answers, 'It's ... kyats'. Have them swap roles and do the activity again.

46 2B. Listen and write.

(8 minutes)

- Read number 1, 'How much is the pencil? It is 200 kyats.' or play the recording.
- Make sure that students understand how to fill in the blanks.
- Continue the activity. Play the recording or say, 'How much is the pencil case? It is 900 kyats.'
- Make sure that students can write the price of the correct items.

2C. Write the prices and ask a friend.

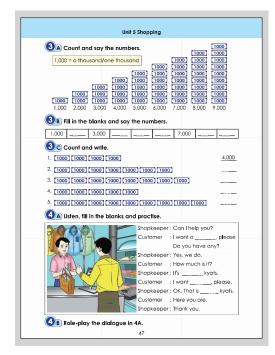
(12 minutes)

- Put the calss into pairs.
- Tell them to write a price for each stationery item given in 2C. The prices have to be different for each item.
- Tell them to ask the price of their friends' stationery items.
- Have them practise all the stationery items given in 2C.
- Make sure that all students can ask and answer about the prices of different items.

Summary and feedback

(2 minutes)

• Make sure that students can say the numbers from 100 to 900 and say the price in kyats.



Period 3 & 4 Objectives:

Students should be able to:

- 3. say and write numbers 1000 to 9000.
- 4. ask and answer the prices of items while doing a role play for shopping.

Words and expressions:

New: 1000 to 9000

That is ... kyats.

I want ..., please.

Previously learnt:

Resources and preparation:

audio materials, number cards from 100 to 900 and from 1000 to 9000, nine

1000 kyat notes, Dominoes sets (See Appendix 2 and 3)

Teaching procedure for Period 3

Warm up (3 minutes)

Ask the price of some stationery item using, 'How much is it?' Have students answer, 'It's ... kyats.'

10 3A. Count and say the numbers.

(15 minutes)

- Play the recording or say the numbers to the students and tell them to listen carefully.
- Put one of the 1000 kyat notes on the board and write 1000 and then have students say the number. Put two of the 1000 kyat notes on the board and repeat the procedure.
- Continue the activity until students have learned from 1000 to 9000.
- Say the numbers 1000 to 9000 in order and have students point to the numbers in their textbooks.
- Write the numbers 1000 to 9000 on the board randomly.
- Point to the numbers written on the board and have students say them.
- Have nine volunteer students come to the front of the class and give each one a number card.
- Tell students to order the numbers from 1000 to 9000 and then say them.

3B. Fill in the blanks and say the numbers.

(5 minutes)

Tell students to fill in the blanks in order and write the answers in their exercise books. Have them swap their exercise books and check each other's answers when they have finished.

3C. Count and write.

Dominoes (See p.10)

(5 minutes)

(10 minutes)

- Tell students to count and write the numbers.
- Tell students to swap their exercise books and check their partners' answers.

- Tell students that they are going to play the 'Dominoes'. Prepare four Dominoes sets.
- Divide the class into four groups and distribute the Dominoes sets to the groups.
- Demonstrate how to play the Dominoes. (See p.10)

Summary and feedback (2 minutes)

• Make sure that students can say the numbers from 1000 to 9000.

Teaching procedure for Period 4

Warm up (3 minutes)

- Show the number cards (100 to 900) and (1000 to 9000).
- Have students say the numbers.

48 4A. Listen, fill in the blanks and practise.

(10 minutes)

- Play the recording or read the dialogues to the students and tell them to listen carefully.
- Explain to students they will hear a conversation between a shopkeeper and a customer.
- Point to the 'shopkeeper' and the 'customer' and say the words. Get students to repeat after you.
- Read the dialogue or play the recording.
- Have students listen and complete the dialogue.
- Read the dialogue or play the recording again and tell them to check their answers.
- Tell them to swap their books and check their partners' answers.

4B. Role-play the dialogue in 4A.

(25 minutes)

Practise the dialogue.

| • | Write the shopping dia | logue on the board | or have students lo | ook at the d | lialogue | in the textbook |
|---|------------------------|--------------------|---------------------|--------------|----------|-----------------|
|---|------------------------|--------------------|---------------------|--------------|----------|-----------------|

S: Can I help you?

C: I want a . Do you have any?

S: Yes, we do.

C: How much is it?

S: It's _____ kyats.

C: I want _____, please.

S: OK. That is _____ kyats.

C: Here you are.

S: Thank you.

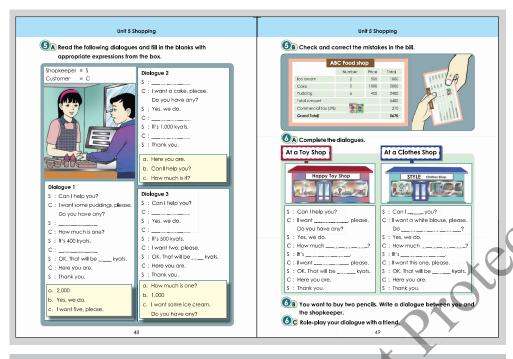
- Take the Shopkeeper's role and have students take the Customer's role. Put a picture of a pencil case on the board. Tell students they want to buy a pencil case.
- Practise the dialogue until students understand how to do the activity.
- Put the class into pairs and have them act out the dialogue.

Role play

- Read the instructions on how to do role play. (See p.12)
- Divide the class into four groups and each group can give a name for their group.
- Tell each group to choose the Shopkeeper and the other members are Customers.
- Tell them to replace some words and practise the role play within their groups.
- Give students 5 minutes to prepare for the activity and then do the 'role play'. Half the members of a group become 'Customers' and visit another shop while half are 'Shopkeepers' and stay at their shops.
- Make sure that all students participate in the role-play activity.

Summary and feedback (2 minutes)

• Make sure that students know how to ask the price of things they want to buy at a shop.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read a shopping dialogue.
- 6. write and perform a shopping dialogue.

Words and expressions:

Previously learnt: Food — cake, ice cream, pudding

Can I help you? I want ... Do you have any? Yes, we do./No, we don't.

How much is one? That will be ... kyats.

Resources and preparation: audio materials, picture cards of cake, doll, kite, toy robot, pencil, drawing

book, crayons, ruler, blouse (from Unit 7), a T-shirt, shorts, pudding (from

Unit 8), ice cream (from Unit 9)

Teaching procedure for Period 5

Pre-reading (3 minutes)

• Show the picture cards of different foods. Ask students to tell you what they are and guess the price of each item.

5A. Read the following dialogues and fill in the blanks with appropriate expressions from the box. (15 minutes)

• Play the recording or read the dialogues to the students and tell them to listen carefully.

Reading

- Tell students to read Dialogue 1 and fill in the blanks using the expressions in the yellow box.
- Tell students to swap their books and check each other's answers. Then, tell them to correct the answers if there are
 any mistakes.
- Continue this procedure for Dialogues 2 and 3.

5B. Check and correct the mistakes in the bill.

(20 minutes)

Post-reading

• Tell students to read Dialogues 1 to 3 again.

- Tell students that there is a bill for everything ordered in Dialogues 1 to 3. However, there are some mistakes. Students read the bill and correct any mistakes that they find.
- Ask them, 'How many mistakes can you find?' and 'What are they?'
- Confirm students' answers.

Practise the dialogues with your partner.

- Put the class into pairs. Tell them to practise the dialogues from 5A and to replace the goods with what they want to buy. After students have role played each dialogue, they should change roles, and practise the three dialogues again.
- Encourage them to replace some words in the dialogues.

Summary and feedback

(2 minutes)

Make sure that students can understand and say the dialogues correctly.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

- Revise the names of shops by asking, 'Where can I buy a ball and a doll?'
- Continue the activity using 'Where can I buy ...?'

6A. Complete the dialogues.

(10 minutes)

- Write the 'Toy Shop' dialogue in 6A on the board, including a picture of a toy and its price.
- Tell students, 'We will practise the shopping dialogue for the toy shop.'
- Have them take the shopkeeper's role and you take the customer's role and then practise the dialogue. Then, change roles and practise the dialogue again.
- Continue practising the dialogue with the 'Clothes shop'. Again, on the board write/draw a clothes item and its price.
- Tell students to complete the dialogue for the 'Toy Shop' in their exercise books. Check their completed dialogues and make sure that the correct information is used to complete the blanks.
- Tell them to complete the dialogue for 'Clothes Shop' in their exercise books. Tell them to swap their books and compare their answers.

6B. You want to buy two pencils. Write a dialogue between you and the shopkeeper. (10 minutes) Writing

- Tell students that they want two pencils. Students write a dialogue between them and the shopkeeper to buy two pencils.
- Tell them to swap their exercise books and check their partners' answers.

6C. Role-play your dialogue with a friend.

(15 minutes)

Post-writing

- Divide the class into four groups.
- Tell them to choose a leader for each group.
- Have the group leaders draw lots for the shop's name. Tell each group to write a dialogue for their shop. Tell them to refer to the dialogue from 6A when they write the dialogue.
- Have group leaders assign his/her group members in the roles of shopkeepers and customers in their groups and conduct a rehearsal. After that, the groups role play their dialogues.
- Make sure that all students participate in the group activity.

Summary and feedback (2 minutes)

• Make sure that students can write dialogue between a shopkeeper and a customer and use the dialogue appropriately.

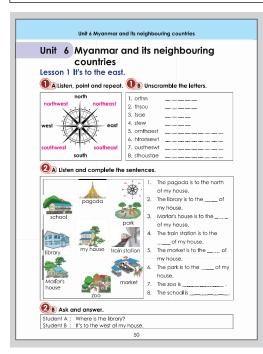
Unit 6 Myanmar and its neighbouring countries

Lesson 1 It's to the east.

Objective:

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

• know what the neighbouring countries of Myanmar are.



Period 1 & 2 Objectives:

Students should be able to:

- 1. identify compass directions.
- 2. ask and answer questions about the location of a house.

Words and expressions:

New: east, north, south, west, northeast, northwest, southeast, southwest, pagoda, train station

Previously learnt: school, market, mountains, zoo, library, house Where is...? It's to the ... of ...

Resources and preparation: audio materials, a picture card of a compass **Teaching procedure for Period 1**

Warm up (5 minutes)

- Elicit the names of the compass directions in Myanmar language by pointing to North, West, East and South.
- Confirm that students understand these directions.

50 1A. Listen, point and repeat.

(15 minutes)

oxected a

- Make gestures and say the directions.
- Play the recording and point to the directions in the textbook.
- Tell students to repeat after the teacher or the recording.
- Draw the directions on the board and spell the names of the directions.
- Have the whole class spell the words.
- Tell students to spell the words without looking at their textbooks.

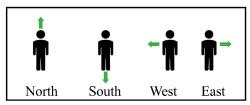
1B. Unscramble the letters.

(18 minutes)

- Ask students to look at the letters and work out the words.
- Tell students to write the words in their exercise books.
- Ask them to check their spelling in pairs by looking at the correct spelling in the textbook.

Human compass activity

• Tell the class that you are a compass. Explain them that the upper is North, below is South, left hand side is West and right hand side is East.



• Point to a direction, for example, 'South' and have students say the direction. When students can say the directions quickly, have them close their textbooks and continue. If time permits, call individual students to the front of the class to act out the gestures.

Summary and feedback

(2 minutes)

Revise compass directions.

Teaching procedure for Period 2

Warm up

(5 minutes)

• Revise the previous lesson by asking students to say the directions.

51 2A. Listen and complete the sentences.

(25 minutes)

• Read the words in 2A (e.g. pagoda, park, etc.) and have students repeat.

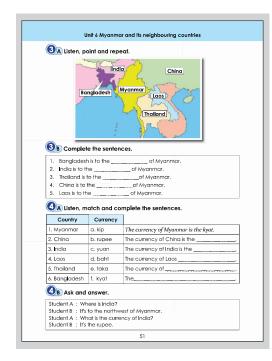
Spelling game (See p.12)

- Put the class into groups of 3 or 4 depending on the class size and tell them to use a separate piece of paper to write down the spelling of the words you dictate.
- Explain the rules to the students as follows: One student from each group is a writer. The teacher says the name of a place and the writer from each group writes it down with the help of his/her teammates. After three places are said, a new student becomes a writer. Dictate all the names of the places. When they have finished, write the places on the board or show the textbook and ask groups to say how many places they could write correctly. The group(s) which can write the most places correctly wins.
- Practise spelling out the names of the places after the game.
- Show the map in the text to the students and say, 'We are in my house. Point to My house'. Next, read the sentence, 'The pagoda is to the north of my house.' Ask students, 'Where is the pagoda?'
- Tell students to look at the pictures and think of the word that can be used to fill in each sentence. Then, tell students that they will hear where each place is Tell them to look at the pictures, listen, and fill in the blanks. They should write the words in their exercise books. Play the recording or read the sentences with the answers.
- When they have finished, ask them to check their answers in pairs.
- Have students write all the sentences in their exercise books.

2B. Ask and answer.

(8 minutes)

- Tell students that they are going to practise asking and answering about the places on the map. Read the dialogue in 2B. Confirm the meaning by asking some students, 'Where is the library?'
 - Student A: Where is the library?
 - Student B: It's to the west of my house.
- Tell students to make pairs and practise the dialogue by substituting different places in the question.
- Monitor the class and help the weaker pairs. Bring some students to the front of the class to demonstrate the activity.
 Summary and feedback (2 minutes)
- Check that students know the names of the directions.
- Make sure that they can ask and answer questions using, 'Where is the library? It's to the west of my house.
- Tell students to note the final consonants in the words, east, west, north and south.



Period 3 & 4 Objectives:

Students should be able to:

- 3. identify the names of neighbouring countries and their currencies.
- 4. ask and answer questions about the locations of neighbouring countries.

Words and expressions:

Previously learnt: east, north, south, west, northeast, northwest,

southeast, southwest, Myanmar

Where is ...?

New: Bangladesh, China, India, Laos, Thailand, currency, baht, kip,

kyat, rupee, taka, yuan

What is the currency of ...? It's the ...

Resources and preparation:

audio materials, a poster-sized Myanmar map, picture cards of neighbouring countries

Teaching procedure for Period 3

Warm up (2 minutes)

Revise the directions doing the Human compass activity from period 1.

52 3A. Listen, point and repeat.

(20 minutes)

- Ask students, 'What are the neighbouring countries of Myanmar?' Have students say the names of the neighbouring countries. If necessary, students can answer in Myanmar language.
- There are two purposes to this activity. The first is to review the names of the countries. The second is to learn how to say the locations of the countries in relation to Myanmar.
 - (ပထမအကြောင်းရင်းသည် မြန်မာနိုင်ငံ၏ အိမ်နီးချင်းနိုင်ငံများကို ပြန်သတိရစေရန်နှင့် ဒုတိယအကြောင်းရင်းသည် အိမ်နီးချင်း နိုင်ငံများသည် မြန်မာနိုင်ငံ၏ မည်သည့်အရပ်မျက်နှာများတွင်တည်ရှိကြသည်ကို ပြောတတ်ရန်ဖြစ်ပါသည်။)
- Put the Myanmar map on the board and put the flashcards of the neighbouring countries around the map in their approximate locations.
- Play the recording or say the names of the countries. Point to each country as it is spoken. Next, play the recording or say the names of the countries again and have students point to them.
- Point to a country and have students say its names. Say the names of the countries and have students repeat.
- Ask students to spell the names of the countries.
- Draw a compass on the board. Say, 'China is to the northeast of Myanmar' and get students to point to China on the map. Have students repeat the sentence.
- Follow the same procedure for the other countries.

3B. Complete the sentences.

(13 minutes)

• Tell students that they are going to write down where the countries are. Students look at the map and complete the sentences. Students should write the sentences in their exercise books.

- If students have difficulties, have them look at the compass direction to know how to write location of the country. To do this activity successfully, students need to understand how to use the following structure:

 (Country) is to the (direction) of Myanmar.
- Then, have them check their answers in pairs.

Summary and feedback (5 minutes)

- Revise the names of the countries and their locations in relation to Myanmar using the following structure:
 - T: India is to the of Myanmar.
 - Ss: Northwest.
 - T: ... is to the northwest of Myanmar.
 - Ss: India

Teaching procedure for Period 4

Warm up (3 minutes)

- Revise the previous lesson by pointing to the map and asking students to say the locations of countries.
- Ask students to work in pairs and point to the map and ask and answer,
 - A: Where is China?
 - B: 'China is to the northeast of Myanmar'.
- Follow the same procedure for the other countries.
- Students should take turns asking and answering the questions.

33 4A. Listen, match and complete the sentences. (20 minutes)

- Say, 'Today, we are going to learn the currencies of different countries.' Teach the word, 'currency.'
 - (Currency သည် နိုင်ငံတစ်နိုင်ငံတွင် အသုံးပြုသည့် ငွေကြေး အမျိုးအစားဖြစ်သည်ဟု ရှင်းပြပါ။)
- Tell students to listen to the recording carefully. Tell them that they have to match the countries with the currency correctly. Play the recording or read the sentences aloud to the students. Students should write the answers in their exercise books (e.g. 1. f, 2. c, etc.)
- Have students check the answers in pairs and then tell them the correct answers.
- Tell students to write the sentences in their exercise books.

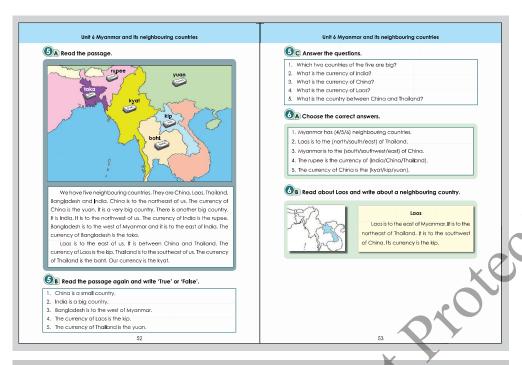
54 4B. Ask and answer.

(15 minutes)

- Play the recording or read the sentences to the students and tell students to listen carefully.
- Demonstrate how to ask and answer questions in pairs. Student A asks, 'Where is (country)?' and points to the country on the map. Student B should respond saying, 'It is to the (direction) of Myanmar.' Next, student A asks, 'What is the currency of (country)?'
- Student A can point to any country and ask, 'Where is ...?'. Students should change roles after saying the dialogue once.
- Do several demonstrations with various students until the class understands how to say the dialogue.
- Support the weaker pairs by helping them to understand and say the questions and answer them.

Summary and feedback (2 minutes)

- Check that students know the names of the countries and can describe their locations.
- Make sure that they can ask and answer the questions, 'Where is India?: It's to the northwest of Myanmar', and 'What currency does it use? It's the rupee.'



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and understand about the neighbouring countries of Myanmar.
- 6. write a simple description of a neighbouring country.

Words and expressions:

Previously learnt: neighbouring countries, Myanmar, Laos, Bangladesh, China, India, Thailand, currency, baht,

kip, kyat, rupee, taka, yuan, big, small

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Ask students, 'How many neighbouring countries do we have?'
- Revise the currencies. Ask, 'What is the currency of Myanmar/Thailand/ etc.?'
- Show the picture in 5A and ask, 'What do you think the reading passage is about?'

55 5A. Read the passage.

(15 minutes)

• Play the recording or read the passage aloud to the students and tell students to listen carefully.

Reading

- Tell the class to read the passage aloud. Then, tell them to read it group by group. Check their pronunciation and give feedback if necessary. Lastly, tell them to read it silently.
- Ask some questions such as, 'What's the currency of China?' and 'Where is China?' After that, ask them, 'Where do you find the answer? Please give the line number.'
- Encourage them to answer the questions by using the expressions that they learnt in the previous periods (e.g. 'It is to the (direction) of (Myanmar). The currency of the country is...')
- Call on one student to read aloud the first sentence and then tell a second student to read aloud the next sentence and so on.
- Confirm that students know the names of the countries, their locations and their currencies.

5B. Read the passage again and write 'True' or 'False'.

Post-reading (10 minutes)

- Ask each row to read each sentence in 5B.
- Ask students, 'Which sentences are true?' and 'Which sentences are false?' Ask students to underline the mistake in the wrong sentences (e.g. 'China is a small country'). Next, ask them to correct the sentence.
- Confirm the answers and then have students write the sentences in their exercise books and write either 'True' or 'False' after the sentence.
- Monitor the class and make sure that students can write correct sentences in their exercise books.

5C. Answer the questions.

(8 minutes)

- Tell students to read the questions in 5C silently and write the answers in their exercise books.
- Tell them that it is OK if they write full sentences or only the names of the countries and currencies
- Put students into pairs and check their answers. Then confirm the answers with the class.
- Make sure that students can write the answers correctly.
- If time permits, have half the class read the questions and half the class say the answers without looking at their exercise books. Then, change roles and do the activity again.

Summary and feedback

(2 minutes)

- Have students read the passage one more time and give feedback on their pronunciation and check their understanding of the meaning of difficult words.
- Ask a few students where the neighbouring countries of Myanmar are and what currencies they use.

Teaching procedure for Period 6

Pre-writing (5 minutes)

Revise the previous lesson by asking students to name the neighbouring countries.

6A. Choose the correct answers.

(10 minutes)

Writing

- Tell students to read the sentences.
- Tell students to choose the correct answers and write them in their exercise books.
- Check students' answers by having the class read them one by one.

6B. Read about Laos and write about a neighbouring country.

(15 minutes)

Post-writing

- Tell students they will read about Laos. After that, they have to choose a neighbouring country and write about it.
- Have students read the passage silently. Next, have students read the passage in groups. Discuss with students what
 they need to know to write about a neighbouring country. Students have to explain the location and the currency of
 the country they have chosen to write about.

(မိမိရေးရန်ရွေးချယ်သည့် နိုင်ငံအကြောင်းနှင့် အဆိုပါနိုင်ငံ၏ တည်နေရာနှင့် အသုံးပြုသည့် ငွေကြေးအကြောင်း သိရန်လိုအပ်ကြောင်းပြောပါ။ တည်နေရာကို ရေးရာတွင် မည်သည့်နိုင်ငံ၏ မည်သည့်အရပ်မျက်နှာတွင်ရှိကြောင်းကို ဝါကျတစ်ကြောင်းတည်းမဟုတ်ဘဲ၊ တည်နေရာပေါ် မူတည်ပြီး နှစ်ကြောင်း သုံးကြောင်းရေးရန်ပြောပါ။)

e.g. '____is to the ____ of ___. It is to the ____ of ___. It is to the ____ of ___. Its currency is the ____.'

- Tell students to choose a country and begin writing.
- Use the model in 6B to help students write about the country they have chosen.

Summary and feedback

(10 minutes)

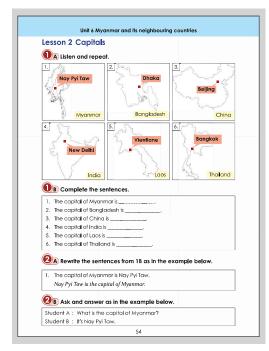
• Choose four students, each of whom has written about a different country. Ask them to read their passages aloud and provide necessary feedback.

Lesson 2 Capitals

Objective:

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

• know the capitals of Myanmar and its neighbouring countries.



Period 1 & 2 Objectives:

Students should be able to:

- say and write the capitals of the neighbouring countries of Myanmar.
- 2. ask and answer questions about the capitals of the neighbouring countries of Myanmar.

Words and expressions:

New: capitals, Bangkok, Beijing, Dhaka, Nay Pyi Taw, New Delhi,

Vientiane

What is the capital of ...?

The capital of ... is the capital of ...

Previously learnt: Bangladesh, China, India, Laos, Myanmar, Thailand What is the currency of ...?

Resources and preparation: audio materials, a map of Myanmar, picture cards of the neighbouring countries **Teaching procedure for Period 1**

Warm up (5 minutes)

- Show the map of Myanmar and elicit the names of its neighbouring countries.
- Ask students the location of these countries. (e.g. 'Where is Thailand?' 'It is to the southeast of Myanmar.')

956 1A. Listen and repeat.

(18 minutes)

- Show the map of Myanmar and ask students what the capital of Myanmar is.
- Play the recording or say the words and have students point to them on the map in their textbooks.
- After students can understand the capitals, read the words again and have them repeat.
- Write the names of the capitals on the board and have students spell them.
- Ask students to spell the capitals without looking at the textbook.

57 1B. Complete the sentences.

(15 minutes)

- Play the recording or read the sentences to the students and tell them to listen carefully.
- Ask students to complete the sentences and write them in their exercise books.
- Have students check their answers in pairs.
- Monitor the class to check if students can write the correct answers or not.
- Have students close their textbooks. Say, 'The capital of Myanmar is ...' Students say the capital.
- Do this as a whole class first. Then, ask students to quiz each other in pairs.

(နှစ်ယောက်စီ အမေးအဖြေပြုလုပ်ရန်ပြောပါ။)

Summary and feedback

(2 minutes)

• Ask students, 'What are the six capitals we have learnt today?'

Unit 6 Myanmar and its neighbouring countries

Teaching procedure for Period 2

Warm up (5 minutes)

• Revise the previous lesson by asking students to say the capitals.

2A. Rewrite the sentences from 1B as in the example below.

(15 minutes)

- Tell students to read the example sentence in 2A and ask them 'What is the difference between the two sentences?'
- Tell students to rewrite the sentences from 1B in their exercise books.
- Make sure that students are able to write both sentences.
- Tell them that both are correct.
- When students have finished, have them say the sentences one by one.

958 2B. Ask and answer as in the example below.

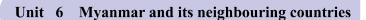
(18 minutes)

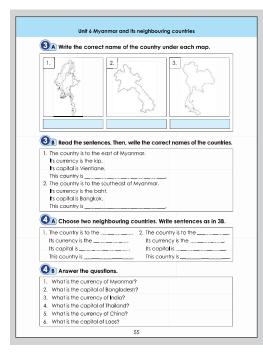
- Play the recording or read the dialogue. Confirm the meaning of 'What is the capital of...?'
- Call a student to the front of the class and demonstrate how to ask and answer the question. Point to the map of Myanmar in 1A and ask students, 'What is the capital of Myanmar?' Tell students to point when asking the question. Demonstrate a few of the questions with the class until they understand how to do it. When answering, students can say, 'It's (city).' 'The capital of (country) is (city).' '(City) is the capital of (country).'
- Monitor the class and make sure that students can ask and answer what the capital of a country is.
- Next encourage students to ask and answer each other, without referring to their textbooks. (ကျောင်းသားများ အမေးအဖြေကို ကောင်းမွန်စွာ ဖြေတတ်ပြီးပါက ဖတ်စာအုပ်ကိုမကြည့်ဘဲ အမေးအဖြေကိုလုပ်ရန်ပြောပါ။)
- Ask students to spell the capital cities they have learnt.
- Tell students to write the capitals in their exercise books.

Summary and feedback (2 minutes)

- Confirm that students know the names of the capitals.
- Make sure that they can ask about the capitals using, 'What is the capital of Myanmar?' and answer using more than
 one sentence pattern.
- If students can't pronounce the names of the countries and their currencies correctly, allow them to listen to the audio material or repeat after you.

(နိုင်ငံအမည်များနှင့် မြို့တော်အမည်များကို မှန်ကန်စွာ အသံမထွက်တတ်ပါက ကျောင်းသားများကို audio material ပြန်ပြီးနားထောင်စေခြင်း သို့မဟုတ် ဆရာနောက်ကလိုက်ဆိုစေခြင်းတို့ ပြုလုပ်နိုင်ပါသည်။)





Period 3 & 4 Objectives:

Students should be able to:

- 3. read and write the capitals and currencies of Myanmar and its neighbouring countries.
- 4. ask and answer questions about the capitals, currencies, and locations of the neighbouring countries.

Words and expressions:

New: Its currency is the ... Its capital is ... This country is ...

Previously learnt: Bangladesh, China, India, Laos, Myanmar,

New Delhi, Vientiane, currency, baht, kip, kyat,

rupee, taka, yuan

Resources and preparation: the picture cards of the maps of neighbouring countries

Teaching procedure for Period 3

Warm up (5 minutes)

- Revise the capitals and currencies of the neighbouring countries of Myanmar.
- Ask them, 'What is the currency of Myanmar?' 'What is the capital of Myanmar?'
- Follow the same procedure to ask about the other countries.

3A. Write the correct name of the country under each map.

(15 minutes)

- Use the picture cards or a map of Myanmar and its neighbouring countries for this activity.
- Put the picture cards of the neighbouring countries on the board.
- Ask students, 'What's this?' and point to the map of Myanmar.
- Ask students, 'What's the spelling of Myanmar?'
- Tell students to write the spelling of Myanmar in their exercise books.
- Follow the same procedure with the other two countries.
- Ask students to check their answers in pairs.
- Confirm the answers as a whole class by asking some students to write the answer for each country on the board.

3B. Read the sentences. Then, write the correct names of the countries.

(18 minutes)

- Ask students to read the sentences in No. 1 and then guess what the country is.
- Tell them to write the sentences in their exercise books.
- Follow the same procedure for No. 2.
- Put students into pairs. Name them 'As' and 'Bs'. Student A says the sentences from No.1 randomly and lastly asks, 'What is the capital of Laos?'
 - e.g. The currency is the kip.

Its capital is Vientiane.

It is to the east of Myanmar.

What is the country?

- Student B should do the same and then both students follow the same procedure for No. 2.
- When students have finished, have them speak about two different countries, Thailand and Myanmar, without looking
 at the sentences in the textbook.

Summary and feedback (2 minutes)

• Revise the names of the capitals and currencies.

Teaching procedure for Period 4

Warm up (10 minutes)

- Revise the previous lesson by asking students to spell the names of the neighbouring countries.
- Ask, 'What is the capital of Myanmar?' 'What is the currency of Myanmar?'
- Follow the same procedure to ask about the neighbouring countries of Myanmar.

4A. Choose two neighbouring countries. Write sentences as in 3B.

15 minutes)

- Ask students to read the sentences and confirm their meaning.
- Tell students to choose any two neighbouring countries and write four sentences about each country as in 3B. Students write in their exercise books in complete sentences.
- When students have finished, call some students to read their writing in front of the class. For the last line, the student says, 'The country is ...' and the rest of the class says the name of the country. Practise talking about all the countries they have learnt about.

4B. Answer the questions.

(13 minutes)

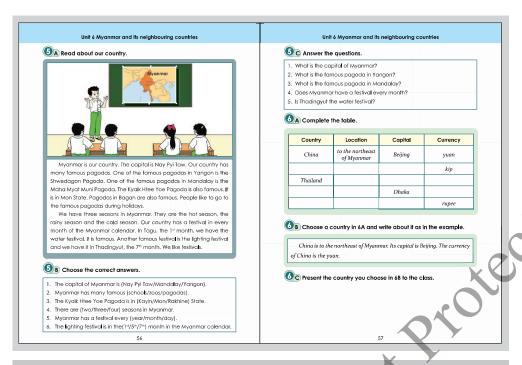
- Tell students to read the questions silently and write the answers in their exercise books.
- Tell students that it is OK to write only the names of the capitals and currencies.

(မေးခွန်းများ၏အဖြေကို ဝါကျအပြည့်အစုံမဟုတ်ဘဲ မြို့တော်များ၏ အမည်နှင့် နိုင်ငံများတွင်အသုံးပြုသည့် ငွေကြေးအမျိုးအစားများကို ဖော်ပြဖြေဆိုနိုင်ကြောင်းပြောပါ။)

- When they have finished, ask students to make pairs and check their answers. Then confirm the answers as a class.
- Make sure that students can write the answers correctly.
- If time permits, have half the class read the questions and half the class say the answers without looking at their exercise books. Then, ask them to change roles.

Summary and feedback (2 minutes)

• Make sure that students can describe the countries. Show a picture of any of the neighbouring countries and ask students to say three things about it.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and understand about our country.
- 6. write about a neighbouring country.

Words and expressions:

New: famous, pagoda, Yangon, Shwedagon, Mandalay, Maha Myat Muni, Kyaik Htee Yoe, Mon

Previously learnt: neighbouring countries, Myanmar, Laos, Bangladesh, China, India, Thailand, currency, baht,

kip, kyat, rupee, taka, yuan, capital, seasons, holidays, hot, rainy, cold, festival, month, calendar,

water, lighting

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Ask students some questions such as, 'Where is Shwedagon pagoda?' 'How many seasons are there in Myanmar?' 'Which festival do you like?
- Tell students, 'Today we are going to read more about Myanmar and when we have our festivals.' And confirm the meaning of the new words: famous, pagoda.

10 59 5A. Read about our country.

(15 minutes)

Play the recording or read the text aloud to the students and tell students to listen carefully.

Reading

- Tell the class to read the text aloud. Then, tell them to read it group by group. Check their pronunciation and give feedback if necessary. Lastly, tell them to read it silently.
- Ask some questions to check their understanding such as, 'What's the capital of Myanmar?' 'In Yangon, what is the famous pagoda?' After students have answered, ask them, 'Where do you see the answer? Please read out the line.'
- Encourage students to answer the questions by using the expressions that they learnt in the previous periods (e.g. 'We have three seasons.' 'Tagu is the 1st month of the Myanmar calendar.')
- Call on one student to read aloud the first sentence and then tell a second student to read the next sentence and so on.

 Confirm that students understand the main information of the passage: the capital of Myanmar, famous pagodas in Yangon, Mandalay and Mon State, the number of seasons in Myanmar, the names of the seasons and the famous festivals.

5B. Choose the correct answers.

(10 minutes)

Post-reading

- Tell students to read the sentences and choose the correct answers and write only the answers in their exercise books.
- Check students' answers by having the class read the sentence and its answer one by one.

5C. Answer the questions.

(8 minutes)

- Tell students to read the questions silently and write the answers in their exercise books. Tell them that it is OK to write only the names of the capitals, famous pagoda and festival.
 - (ဝါကျအပြည့်အစုံမဟုတ်ဘဲ ဝါကျတိုဖြင့်လည်း ဖြေဆိုနိုင်ကြောင်းပြောပါ။)
- Tell students to make pairs and check their answers. Then confirm the answers as a class.
- Make sure that students can write the answers correctly.
- If time permits, have half the class read the questions and half the class say the answers without looking at their exercise books. Then, change roles.

Summary and feedback

(2 minutes)

Have students read the passage one more time and give feedback on their pronunciation and check their understanding
of the meaning of difficult words.

Teaching procedure for Period 6

Pre-writing

(5 minutes)

• Revise the previous lesson by asking students the capital, location, currency of Myanmar and its neighbouring countries.

6A. Complete the table.

(10 minutes)

Writing

- Tell students, 'Now as we have already known our neighbouring countries, locations, capitals and currencies, and we will write this information in the table.'
- Ask them to look at the table. Ask how many blanks they have to fill out and tell them to complete the blanks on their
 own at first.
- Ask them to check their answers in pairs. Then, check their answers by asking some students to give an answer for
 each blank and confirm the answer with the class.

6B. Choose a country in 6A and write about it as in the example.

(10 minutes)

- Tell students that you are all going to read about China.
- Have students read the passage silently. Next, have students read the passage in groups. Discuss with students what they will need to write about to describe a neighbouring country. Students have to explain the location of the country they have chosen, its capital, and currency. If necessary, write the model on the board as follows:

e.g. '___ is to the ___ of Myanmar. Its capital is ___ . The currency of ____ is ___ .'

- After that, ask students to choose a neighbouring country and write about it.
- Monitor the class and tell them to use the model to help them write about their country.

6C. Present the country you choose in 6B to the class.

(10 minutes)

Post-writing

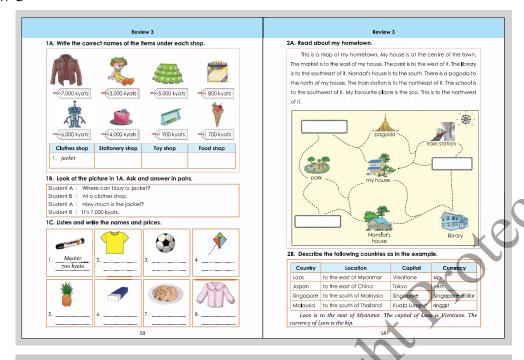
- Ask students to volunteer to present about their countries to the class.
- Tell the class to listen to the presentations and compare them with their own.

Summary and feedback

(5 minutes)

• Summarize the good points of students' presentations and give advice on how they can improve their presentations.

Review 3



Objectives:

Students should be able to:

- understand and role-play dialogues about shopping.
- describe locations and information about other countries.

Words and expressions:

Japan, Kuala Lumpur, Malaysia, Singapore, Tokyo, Singapore dollar, yen, ringgit New:

Previously learnt: Stationery shop — crayons, pencil case, eraser

Food shop — cake, fried noodles, ice cream, pineapple, pudding

Toy shop — ball, doll, kite, toy robot

Clothes shop — blouse, jacket, T-shirt, skirt

Numbers — 100, 200, 300, 400, 500, 600, 700, 800, 900

1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000, 9000

Directions — north, south, east, west, northeast, northwest, southeast, southwest

Places — hometown, house, library, market, pagoda, park, town, train station, zoo, school

Countries — Bangladesh, China, India, Laos, Myanmar, Thailand

Currency — baht, kip, kyat, rupee, taka, yuan

Capitals — Bangkok, Beijing, Dhaka, Nay Pyi Taw, New Delhi, Vientiane

Resources and preparation: audio materials, picture cards of crayons, pencil case, eraser, cake,

fried noodles, ice cream, pineapple, pudding, doll, kite, toy robot, blouse,

T-shirt, skirt, a world map (if available)

Teaching procedure for Period 1

Warm up (3 minutes)

- Revise some of the shopping vocabulary by showing picture cards.
- Ask students, 'What's this?'
- Ask students to spell the words first in groups and then individually.

1A. Write the correct names of the items under each shop.

(10 minutes)

- Tell students to draw the table in their exercise books.
- Tell students to say the name of each shop. Then, ask students to say each item (e.g. 'jacket, doll,' etc.)
- Ask them to put the names of the items under the correct column.
- Draw the table on the board.
- Tell some students to come to the front of the class and say an item to him/her (e.g. 'jacket') and then have him/her write the word under the correct column.
- Ask students to check their answers in pairs.
- Confirm the answers with the class.

1B. Look at the picture in 1A. Ask and answer in pairs.

(17 minutes)

- Play the recording or read the dialogue to the students and tell students to listen carefully.
- Tell students to practise the dialogue with their friends by looking at the pictures from 1A.
- Call a student to the front and demonstrate the dialogue.
- Then, change 'jacket' to another item.
- Make sure that student B changes the shop and price in the dialogue.
- Ask two more students to come to the front and practise the dialogue.
- When students know how to practise the dialogue on their own, have them practise in pairs.
- Monitor the class and help the weak students.
- Make sure that students ask and answer about all the shopping items.

61 1C. Listen and write the names and prices.

(7 minutes)

- Play the recording or read the sentences to the students and tell students to listen carefully.
- Tell the class to listen and write the names and prices under the correct pictures in the textbook.
- Have students make pairs and ask them to compare their answers and discuss them.
- Play the recording or read the listening script again and tell them to check their answers.
- Put the correct answers on the board and confirm them as a class.
- Ask students how many names and prices they could write correctly.

Summary and feedback

(3 minutes)

• Make sure that students can perform the shopping dialogues and match a shop with its goods.

(ဆိုင်အမျိုးအစားနှင့် ရောင်းချသော ပစ္စည်းများကို လိုက်ဖက်ညီစွာ တွဲတတ်စေရန် လေ့ကျင့်ပေးပါ။)

Teaching procedure for Period 2

Warm up (3 minutes)

- Revise the vocabulary for directions as below.
- Ask students to look at the map of 'My hometown'.
- Ask, 'What is this?' and 'Where is this?' pointing to a place on the map.
- For example, point at 'my house' and ask, 'What is this?'. Then point at the park and ask, 'What is this?'. After students say 'park', ask, 'Where is this?' Elicit 'The park is to the west of my house.'
- If necessary, repeat the procedure for the 'train station'.

62 2A. Read about my hometown.

(20 minutes

- Ask students to look at the map of 'My hometown' and the passage.
- Play the recording or read the description of the map in the textbook aloud to the class.
- After this, ask them to read the passage silently.
- Have students complete the map according to the passage.
- Read the passage again and have students repeat after you while pointing to the places on the map.
- Tell students to check their answers in pairs.
- Elicit the answers from the students and write them on the board.

2B. Describe the following countries as in the example.

(13 minutes)

- Tell students that they are going to learn about the locations, capitals and currencies of some countries.
- Confirm the names of the countries and the pronunciation of the currencies.
- Tell students to write the sentences about the countries as shown in the example in the text.
- If necessary, write the following model on the board.

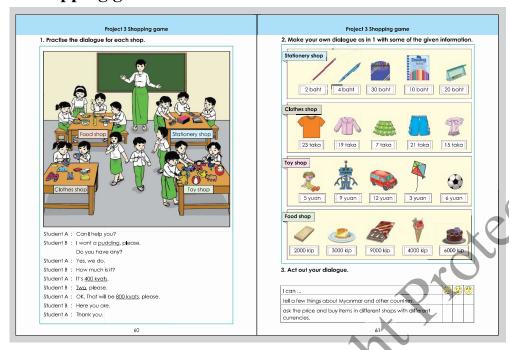
| | is to the | of |
|-----------------|-----------|----|
| The capital of | is the | |
| The currency of | is | · |

- Ask one or two students to come to the front of the class and ask them to write about Japan on the board.
- Ask students to write the sentences in their exercise books.
- Ask them to check their answers in pairs.
- Check their answers as a whole class.
- Monitor the class, check students' writing, and help them if necessary.

Summary and feedback (4 minutes)

Revise locations by asking students to say the locations of the countries in the table.

Project 3 Shopping game



Objective:

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

• write and role-play shopping dialogues.

Words and expressions:

Previously learnt: Shops — stationery shop, food shop, toy shop, clothes shop

Stationery shop — crayons, pen, pencil case, marker, pencil, ruler, eraser, drawing book

Food shop — cake, ice cream, chocolate, wafer, pudding

Toy shop — toy robot, kite, doll, ball, toy car

Clothes shop—T-shirt, skirt, shorts, jacket, scarf

Numbers — 1 to 9000

Currencies — kip, yuan, baht, taka, kyat

Resources and preparation: picture cards of crayons, pen, pencil case, marker, pencil, ruler, eraser, drawing

book, cake, ice cream, pudding, chocolate, toy robot, kite, doll, T-shirt,

skirt, shorts, scarf

Teaching procedure for Period 1: Plan

Warm up (10 minutes)

- Revise the previously learnt vocabulary listed above.
- Tell the class to look at the picture on page 60 and ask, 'What do you see in the picture? What are they doing? Where can you buy a pencil/a pen/an eraser/...? Where can you buy a cake/an ice cream/pudding/...? Where can you buy a kite/a doll/a toy robot/...? Where can you buy a T-shirt/shorts/a skirt/...?'.

- Tell the class to work in pairs and ask and answer, 'Where can you buy a..?' Write the question on the board and demonstrate until students understand.
- Monitor the class and encourage them to actively participate in the activity.

1. Practise the dialogue for each shop.

(20 minutes)

- Read the dialogue in Exercise 1 with the class.
- Then, practise the dialogue with students. The teacher takes the role of 'Student A' and the class takes the role of 'Student B'.
- Next, divide the class into two groups, 'A and B'.
- Have them practise the dialogue and swap roles.
- Divide the class into four groups and name them '1, 2, 3 and 4'.
- Have groups 1 and 2 practise the dialogue and tell groups 3 and 4 to listen. Then, swap roles

Pair work (7 minutes)

- Tell students to make pairs.
- Demonstrate how to do the pair work activity by substituting the underlined words (The food and the price).
- Have them practise until they can say the dialogue smoothly.
- Monitor the class and encourage them to actively participate in the activity

Summary and feedback (3 minutes)

Confirm that students can say the dialogue while substituting other food items and prices.

Teaching procedure for Period 2: Do

Warm up (5 minutes)

- Ask students to look at the pictures in Exercise 2 and have them say the names of the items and their prices.
- Ask students to look at the prices in each shop and guess the country according to the given currency. (Thailand, Bangladesh, China, Laos)

2. Make your own dialogue as in 1 with some of the given information.

(20 minutes)

- Put the class into pairs.
- Tell each pair to write their own dialogue for each shop.
- Write the dialogue from Exercise 1 on the board and leave blanks for the underlined parts.
- Demonstrate to students how to write the dialogues.
- Monitor the class and make sure pairs can write the dialogues.
- If some pairs have finished early, have them write more dialogues with different items.

Presentation (10 minutes)

- Call on pairs of students to act out their dialogues for different shops.
- Encourage students to say their dialogue without looking at it because it will help them in doing the shopping game.

Summary and feedback (5 minutes)

• Tell students the good points of their dialogues and areas that they need to improve.

Teaching procedure for Period 3: Present

Warm up (5 minutes)

• Review the shopping items from Exercise 2.

3. Act out your dialogue.

(25 minutes)

- Tell students they will now play the shopping game.
- Divide the class into four groups and prepare four lots: Food shop, Toy shop, Clothes shop and Stationery shop.
- Each group draws a lot to decide what shop their group will have.
- Prepare four tables to be used as shops.
- Put the appropriate picture cards on each table.
- Explain the rules for the shopping game as follows:

Each group chooses a shopkeeper. The other members will be buyers and can go to any shop. Students can buy and sell using the language they have practised in the previous periods. The shopkeeper can use the picture cards as items. For money, they can use gestures for paying and receiving.

- Encourage the buyers to visit all four shops. Students should make queues at each shop.
- After every 5 minutes stop the role play.
- Ask groups to choose a new shopkeeper for each shop.
- During this time, review any difficult words or expressions if necessary.
- Monitor the class and encourage everyone to participate in the activity.

Self-assessment for Review and Project

(10 minutes)

- Read the sentences and confirm the meaning with the students.
- Tell each student to choose the icon that shows how well he/she could do the review activities or project.
- Ask students to discuss in Myanmar with their classmates which activities they could do well and which were difficult.
- Call on some students to share their discussion.

| I can | | (6) (6) |
|---|--|---------|
| tell a few things about Myanmar and other countries. | | |
| ask the price and buy items in different shops with different currencies. | | |

Unit 7 Clothing

Lesson 1 He's wearing a yellow T-shirt.

Objectives:

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

- · describe clothing.
- ask and answer questions about someone's clothes.



Period 1 & 2 Objectives:

Students should be able to:

- 1. name and say the clothes that they are wearing.
- 2. ask and answer questions about what someone is wearing.

Words and expressions:

New: flip-flops, jeans, pyjamas, tracksuit, trainers

Previously learnt: blouse, dress, sandals, shorts, skirt, sweater, T-shirt

o tectes

What's he/she wearing?

He's/she's wearing

Resources and preparation:

audio materials, picture cards of blouse, dress, flip-flops, jeans, pyjamas, sandals, shorts, skirt, sweater, tracksuit, trainers, T-shirt

Teaching procedure for Period 1

Warm up (3 minutes)

• Revise vocabulary for blouse, dress, sandals, shorts, skirt, sweater, T-shirt using the flashcards or by pointing to some students who are wearing these clothes.

963 1. Match the pictures with the words. Then listen and repeat.

(35 minutes)

- Explain the meaning of the new vocabulary: 'flip-flops, jeans, pyjamas, tracksuit, trainers' by showing the pictures.
- Tell students to match the pictures with the words. Tell them to check their answers in pairs.
- Confirm the correct answers with the class by asking some students to say the answers and then write the correct answers on the board.
- Play the recording or read the words aloud to the students. Students listen and then repeat after the teacher or the recording. If necessary, repeat this two or three times.

Practise.

- Show a picture from Exercise 1 and tell the class to say the word and spell it.
- Continue the activity for all the vocabulary. Put all the picture cards on the board.
- Point to a picture and tell students to say the word group by group and then spell it three times.
- Point to the pictures again and tell the class to say the words rapidly. Make sure that all students actively participate in the activity.

Pointing game

- Call four students to the front of the class for a demonstration and name them S1, S2, S3 and S4.
- Tell S1 to say a word and S2, S3 and S4 to point to the picture that S1 said. The first one who points to the correct picture has to spell it. If he/she can spell the word correctly, he/she will get a point. If he/she cannot spell the word correctly, the second student who pointed to the picture tries to spell it. If he/she can spell it correctly, he/she will get a point. S1 has to say three words. After that, S2 has to say three different words. Each student has to say three words in the activity.
- Tell the class to sit in groups of 4 and do the pointing game activity.
- Monitor the class and help them to participate in the activity.

Summary and feedback

(2 minutes)

Give feedback on the pronunciation of some words: flip-flops, jeans, pyjamas, tracksuit, trainers.

Teaching procedure for Period 2

Warm up

(3 minutes)

• Tell students to look at Exercise 1. Say some phrases (e.g. a yellow sweater) to the class and have students listen carefully and point to the correct picture. (e.g. Point to the yellow sweater.) Do the pointing activity for 2 or 3 vocabulary. Then, ask one student to take the teacher's role and continue the activity.

64 2A. Practise the dialogue.

(22 minutes)

- Show the picture of the woman from exercise 2A and ask, 'What's she wearing?' and tell the class to respond 'She's wearing ...'.
- Tell the class to ask the question, 'What's she wearing?' and respond, 'She's wearing ...' Divide the class into two groups and name them 'A' and 'B'. 'A' asks the question first and 'B' answers. Then they swap roles.
- Continue the same procedure for teaching 'What's he wearing?' by showing the picture of the man from 2A.
- Play the recording or read the dialogue aloud to the students. Students listen and then repeat after the teacher or the recording. If necessary, repeat this two or three times.
- Remind them to use 'He' for a boy and a man, and 'She' for a girl and a woman.

Practise.

- Tell the class to look at pages 20 and 21 in the textbook.
- Describe some of the people on these pages and have the class find them. An example is given below.
 - T: He's wearing a green T-shirt, brown trousers and black trainers. Who is he?

Ss: Zaw Min (by finding the correct picture from pages 20 and 21)

2B. Look at the pictures, ask and answer the questions.

(10 minutes)

- Tell the class to sit in pairs and name them 'A' and 'B'.
- Tell them to look at the pictures and ask and answer the questions in turns.
- Remind them to say the colour of the clothing.
- Monitor the class and check whether they can use 'he' and 'she' correctly.

Summary and feedback

(5 minutes)

• Summarize the content and ask students, 'Which words from 1 can be used with 'a/an' before them and which words do not have a/an?' Teachers can have the following dialogue with students.

T: blouse

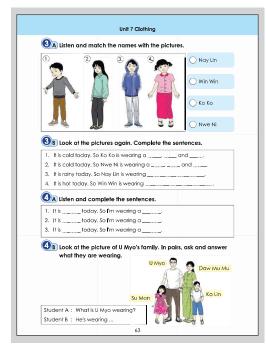
Ss: a blouse

T: flip-flops

Ss: flip-flops, etc.

(ယေဘုယျအားဖြင့် noun များ၏ အနည်းကိန်း (singular noun) ကို a နှင့် သုံးရပြီး သရသံဖြစ်သော ယေဘုယျအားဖြင့် a,e,i,o,u နှင့် စသော တစ်ခုကိန်း noun များကို an နှင့် တွဲသုံးရကြောင်း သေချာစွာရှင်းပြပါ။ အများကိန်း noun များတွင် a သို့မဟုတ် an မလိုကြောင်းရှင်းပြပါ။)

• Focus on the /ə/ sound in the pronunciation of 'pajamas,' 'trainers,' 'sandals' and 'sweater;' and the /ɜ/ sound in the words 'skirt' and 'T-shirt.'



Period 3 & 4 Objectives:

Students should be able to:

- 3. understand the different kinds of clothing worn in different seasons.
- 4. ask and answer questions about someone wearing the different kinds of clothing.

Words and expressions:

Previously learnt: weather — hot, rainy, cold

clothing — sweater, trousers, jeans, blouse,

dress, longyi, shorts, T- shirt, raincoat

foot wear — trainers, sandals, flip-flops

It is (weather) today. So (name) is wearing (clothing).

What is (name) wearing?

He's/She's wearing ...

Resources and preparation:

audio materials, picture cards of blouse, dress, flip-flops, jeans, raincoat, sandals, shorts, sweater, trainers, trousers, T-shirt

Teaching procedure for Period 3

Warm up (5 minutes)

- Show the pictures of the clothes that they have learnt. (e.g. T-shirt, blouse, pyjamas, shorts, skirt, dress, ...)
- · Ask, 'What's this?'
- Have students answers with the different clothes.

65 3A. Listen and match the names with the pictures.

(15 minutes)

- Play the recording or read the sentences and tell them to listen carefully.
- Tell students to listen and match the names with the pictures. Students copy the names and write the numbers of the pictures in their exercise books.
- Tell them to swap their exercise books and check their answers.
- Write the correct answers on the board.

3B. Look at the pictures again. Complete the sentences.

(18 minutes)

- Tell students to look at the pictures and complete the sentences.
- If necessary, say the sentences again from 3A.
- Put the class into pairs.
- Tell them to swap their exercise books and check the answers.
- Ask some students to write the correct sentences on the board.

Pair work

- Put the class into pairs. Give them the names 'A' and 'B'.
- Write the following on the board.
 - 'It is (cold/hot/rainy) today. So I'm wearing ..., ... and ...'
- Tell all As to say and all Bs to listen. The speakers should say a sentence each for 'cold, hot, and rainy'.
- Tell them to swap their roles. All Bs speak and all As listen.

Summary and feedback (2 minutes)

• Make sure students can say the appropriate clothing to be worn for different weather conditions.

Teaching procedure for Period 4

Warm up (5 minutes)

- Do gestures for different kinds of weather and have students guess what the weather is.
- Show pictures of the clothing from Exercise 1 and ask, 'What's this?'

66 4A. Listen and complete the sentences.

(18 minutes)

- Tell students to study the sentences first.
- Then, play the recording or read the sentences. Tell students to listen carefully and write the answers.
- Tell students to check their answers with their partners.
- Play the recording or read the sentences again.
- Have students check their answers again.
- Check students' answers by asking the whole class.

Write.

- Write the following on the board.
 - 1. It is rainy today. So I'm wearing a _____
 - 2. It is cold today. So I'm wearing a
 - 3. It is hot today. So I'm wearing a _____.
- Have students complete the blanks in their exercise books. Check students' answers.

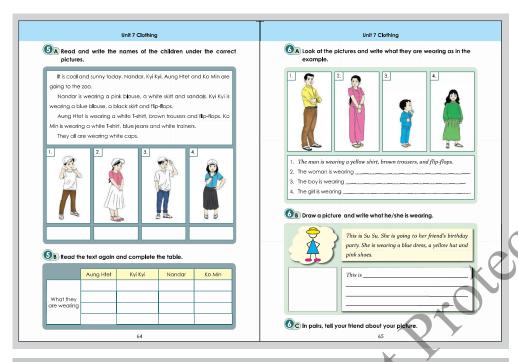
4B. Look at the picture of U Myo's family. In pairs, ask and answer what they are wearing.

(15 minutes)

- Put the class into pairs. Give them the names 'A' and 'B'.
- Tell students to look at the picture of U Myo's family.
- Tell all As to ask questions using, 'What is U Myo wearing?', 'What is Daw Mu Mu wearing?' ... etc.
- Have all Bs answer the questions A asks.
- Allow about 5 minutes and then the students swap roles.
- Make sure all students participate in the activity.
- Tell students to write in their exercise books what U Myo's family are wearing. (e.g. Ko Lin is wearing a white T-shirt, blue shorts and black sandals.)

Summary and feedback (2 minutes)

• Make sure students can describe the clothing in the picture.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and complete the table.
- 6. write and describe what their friend is wearing.

Words and expressions:

New: He/She is going to his/her ...

Previously learnt: clothing — T-shirt, blouse, skirt, trousers, jeans, ...etc.

foot wear — sandals, flip-flops, trainers, ...etc. colour — pink, white, blue, black, ... etc.

This is (name).

Resources and preparation: audio materials, picture cards of T-shirt, blouse, dress, shorts, skirt, trousers, jeans, sandals, flip-flops, trainers, different coloured paper (if available)

Teaching procedure for Period 5

Pre-reading (7 minutes)

• Arrange the chairs or mats in a circle.

- If you have 10 students to play the game, arrange 9 chairs or mats. 9 students sit and one student stands.
- Tell students they have to change their seats according to the instruction. For example, the teacher says, 'Change your seat if you are wearing 'white flip-flops,' and all students who are wearing 'white flip-flops' must move. The one student who is standing can also take a seat.
- Continue the activity by giving further instructions. (e.g. All those wearing 'jackets' must move.)

67 5A. Read and write the names of the children under the correct pictures.

(20 minutes)

• Play the recording or read the passage aloud to the students and tell students to listen carefully.

Reading

- Tell students to read the passage quickly and find the answers to the teacher's questions.
- Ask, 'How many students are there in the reading text?'
- If some students say the wrong answer, help them learn from other students.

- Ask, 'What are the students' names?' and 'What is Nandar wearing?'
- Tell students to read the passage quickly and find the answers to the teacher's questions.
- Tell students to look at pictures No. 2 and 4.
- Ask, 'Which is Nandar? picture No. 2 or picture No. 4?'
- Tell students to write the name under the correct picture. Check the answer by asking students 'What is Nandar wearing?'
- Continue the activity for the remaining pictures.
- Check the answers by asking these questions: What is Kyi Kyi wearing? What is Aung Htet wearing? What is Ko Min wearing? ...etc.)
- Tell them to write the names under the pictures.
- Check students' answers.

5B. Read the text again and complete the table.

(10 minutes)

Post-reading

- Tell students to read the text again and complete the table. Allow about 7 minutes.
- Check students' answers by asking what they wrote in the column for Aung Htet.
- Then, ask students to tell you the answers in the other three columns.

Summary and feedback

(3 minutes)

• Make sure students can write the correct answers in the table.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

- Show students four or five different coloured paper and ask them what colours they can see.
- Show the pictures of clothing and ask 'What's this?'

6A. Look at the pictures and write what they are wearing as in the example.

(10 minutes)

Writing

- Tell students to look at picture No. 1 and ask, 'What is he wearing?'
- Have them answer. (If necessary, tell them to check the sample answer in their textbooks.)
- Tell students to look at pictures No. 2, 3 and 4 and then complete the sentences.
- Check students' answers.

6B. Draw a picture and write what he/she is wearing.

(15 minutes)

- Put the picture from 6B on the board, or draw the picture on the board.
- Elicit from students what she is wearing. Point to the picture and Tell students what she is wearing.
- Tell them to draw a picture of a friend and write what he/she is wearing.
- Tell students to read aloud the sentences about Su Su.
- Then, tell students to write a description of their picture in their exercise books.
- Make sure all students can draw and write. If necessary, give them support.

6C. In pairs, tell your friend about your picture.

(10 minutes)

Post-writing

- Put the class into pairs and name them 'A' and 'B'.
- Tell all'As to describe their picture to their partner. Allow about 4 minutes.
- Tell them to swap roles.
- Tell all Bs to describe their picture to their partner.
- Make sure all students participate in the activity.

Summary and feedback (2 minutes)

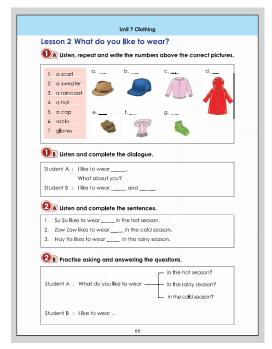
• Make sure students can describe their pictures, saying 'This is ... He/She is wearing ...'

Lesson 2 What do you like to wear?

Objectives:

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

- ask and answer questions about what people like to wear in each season.
- talk about what they like to wear at different places.



Period 1 & 2 Objectives:

Students should be able to:

- 1. talk about what they like to wear.
- 2. ask and answer questions about someone's clothing in each season.

otected

Words and expressions:

New: What do you like to wear in the hot/rainy/cold season? I like to wear ...

Previously learnt: cap, gloves, hat, raincoat, scarf, socks, sweater

Resources and preparation:

audio materials, picture cards of cap, gloves, hat, raincoat, scarf, socks, sweater, pictures of some people who are wearing the clothing in different seasons

Teaching procedure for Period 1

Warm up (3 minutes)

• Tell students to recall the names of different clothes. Show half of the picture and have students guess what kind of clothing it is. Continue the activity until students can recall all the clothes.

15 minutes)

Listen and repeat.

- Play the recording or read the words to the students and tell students to listen carefully.
- Put the picture cards on the board or use the pictures from the textbook page.
- Tell students to listen and point. Say, 'I like to wear hats. Is there a hat on the textbook page?' Tell them to point to the hat.
- Then, continue the activity saying, 'I like to wear caps. Is there a cap on the textbook page? I like to wear sweaters. Is there a sweater on the textbook page? etc.'

Write the numbers above the correct pictures.

• Tell students to read the words and find the relevant pictures. Tell students to write the answers in their exercise books.

(e.g. a. 4, b. 5, etc.) Tell them to swap their exercise books and check their answers.

69 1B. Listen and complete the dialogue.

(8 minutes)

- Play the recording or read the dialogue aloud to the students. If necessary, repeat this two or three times.
- Tell students to listen and write the answers in their exercise books.

- Tell students to make pairs and confirm the answers with their partners. If their answers are different, ask them to underline them.
- Read the listening script or play the recording again and tell students to recheck their answers.
- Confirm students' answers as a whole class.

Mingle activity (See p.12)

(12 minutes)

• Tell students to use the dialogue from 1B and tell their friends what they like to wear. Tell them to go around the class and play both roles A and B with their friends. Encourage them to practise the dialogue with at least 5 different friends.

Summary and feedback

(2 minutes)

Make sure students can talk about what they like to wear.

Teaching procedure for Period 2

Warm up

(3 minutes)

• Tell students to recall the names of clothes. Show half of the picture and have students guess what kind of clothing it is. Continue the activity until students can recall the names of the clothes.

70 2A. Listen and complete the sentences.

(10 minutes)

- Play the recording or read the sentences aloud to the students.
- Tell students to listen carefully and complete the sentences. Ask them to write their answers in their exercise books.
- Tell students to check their answers with their partners and underline any answers that are different.
- Read the listening script or play the recording again and tell them to recheck their answers.
- Confirm the answers by asking some students to read out their answers. Alternatively, write the answers on the board and tell them to check their answers by themselves.

(ကျောင်းသားအချို့ကို အဖြေမှန် ဖတ်ကြားစေခြင်း သို့မဟုတ် ဆရာက သင်ပုန်းပေါ် တွင် ရေးပေးခြင်းဖြင့် အဖြေမှန်ကို ပေးပါ။)

2B. Practise asking and answering the questions.

(25 minutes)

- Ask, 'What do you like to wear in the hot season?' to the class. Give a few minutes for them to think about what they like to wear in the hot season. Give an example answer. (e.g. I like to wear a white hat, a white blouse and a green skirt in the hot season.)
- Have some students say what they like to wear in the hot season by using the expression, 'I like to wear ... in the hot season.'
- Do a demonstration with the students as below.
 - Ss: What do you like to wear in the hot season? T: I like to wear a white hat, a white blouse and a green skirt.
- Tell students that they have to say four items: 1. a head wear (ခေါင်းဆောင်း), 2. an upper garment (အပေါ်ပိုင်း အဝတ်အစား), 3. a lower garment (အောက်ပိုင်း အဝတ်အစား) and 4. a foot wear (ဖိနပ်).
- Continue the demonstration for the rainy season and the cold season.

Pair work

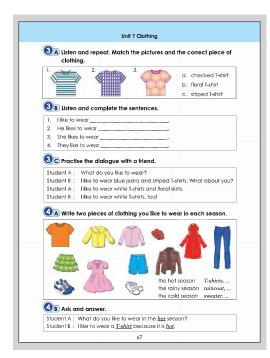
- Tell students to write individually about the clothing suitable for each season or tell them to look at the pictures from Lesson 1 (3A). After writing, have students make pairs and name them 'As' and 'Bs'.
- Tell each pair to practise asking and answering the questions in turns. Monitor the class and encourage them to participate in the activity. Make sure that they can say four items to be worn in each season.

(ရာသီဥတု တစ်ခုစီတွင် ဝတ်ရန် သင့်တော်သည့် အဝတ်အစားအမျိုးအစား အနည်းဆုံး (၄) မျိုး ပြောတတ်ရန် လေ့ကျင့်ပေးပါ။)

Look at the pictures and say the sentences.

- Show some pictures of people who are wearing clothing in different seasons. Say, 'What does he/she like to wear in the hot season?' Elict the answer from the students using 'He/She likes to wear ... in the hot season.'
- Call on one student to ask a question about the picture and call on another student to answer the question. (Explain in Myanmar) and confirm the answers with the class.

| Su | mmary and feedback | | | (2 minutes) |
|----|-----------------------------|------------------|--|-------------|
| • | Make sure students can tall | k about what the | y like to wear in different seasons, saying I like to wear | |
| | , and | d in _ | season. | |



Period 3 & 4 Objectives:

Students should be able to:

- 3. talk about what they like to wear.
- 4. talk about what they like to wear in different seasons.

Words and expressions:

New: checked, floral, striped

Previously learnt: blouse, dress, gloves, jacket, jeans, raincoat,

sandals, skirt, shorts, sweater, trainers, T-shirt

What do you like to wear? I like to wear...

He/She likes to wear ...

I like to wear ... because it is ...

Resources and preparation:

audio materials, picture cards of cap, gloves, hat, raincoat, scarf, socks, sweater, picture cards of checked T-shirt, floral T-shirt, striped T-shirt, pictures of people wearing clothes in different seasons, pictures of seasons (from Unit 3)

Teaching procedure for Period 3

Warm up (3 minutes)

Ask a student, 'What do you like to wear in the cold season?' After that, have him/her ask the question to another student using different season. (e.g. What do you like to wear in the hot season?') Continue this for a few minutes.

3A. Listen and repeat. Match the pictures and the correct piece of clothing. (15 minutes)

- Put the picture cards on the board or use the picture from the textbook page.
- Say, 'checked T-shirt' and tell the class to point to the picture.
- Say, 'floral T-shirt' and tell the class to point to the picture.
- Say, 'striped T-shirt' and tell the class to point to the picture.
- Tell students to write their answers.
- Draw a sketch for the word 'checked' on the board and say, 'checked.' Tell the class to point to the picture of the 'checked T-shirt'. Do the same procedure for 'floral T-shirt' and 'striped T-shirt'. Ask them to note the final consonant /tʃekt/ and /strapt/ in the words 'checked' and 'striped.'
- Ask the class whether their answers are correct.
- Play the recording or read the words aloud and have students repeat. If necessary, repeat this two or three times.
- Tell them to read the words on their own.
- Confirm the meaning of checked, floral and striped.

Match the pictures and the correct piece of clothing.

- Tell the class to match the pictures and the correct piece of clothing.
- Tell them to check their answers in pairs.
- Confirm the answers by asking some students.

272 3B. Listen and complete the sentences.

(7 minutes)

• Play the recording or read the sentences aloud. Tell students to listen carefully and complete the sentences in their exercise books. If necessary, read the sentences two or three times.

- Tell students to check their answers with their partners and underline any answers that are different.
- Read the listening script or play the recording again and tell them to recheck their answers.
- Confirm the answers by asking some students to read out their answers to the class. Alternatively, write the answers on the board and tell them to check their answers by themselves.

1073 3C. Practise the dialogue with a friend.

(13 minutes)

- Play the recording or read the dialogue aloud. Tell students to listen carefully. If necessary, repeat this two or three times.
- Practise the dialogue with the class. Tell the class to think about what they like to wear.

Mingle activity (See p.12)

- Tell students to use the dialogue from 1B and tell their friends what they like to wear. Students should use either striped, checked, or floral or colours to describe the clothing that they like to wear.
- Tell them to go around the class and do both roles as Student As and Bs.
- Encourage them to say the dialogue with at least 5 different friends.

Summary and feedback

(2 minutes)

• Make sure students can talk about what they like to wear.

Teaching procedure for Period 4

Warm up

(5 minutes)

- Show the pictures that describe the seasons. Ask, 'What season is this?'
- Show the pictures of clothing and ask, 'What's this?'

4A. Write two pieces of clothing you like to wear in each season.

(10 minutes)

• Draw and write the following on the board.

| the hot season | T-shirts, | ~ () |
|------------------|-----------|------|
| the rainy season | raincoat, | |
| the cold season | sweater, | |

- Tell students to think of what they wear in the hot/rainy/cold season.
- Ask students what they wear in the hot season and fill in the table and continue the activity for the rainy season and the cold season.
- Then, tell students to copy the table into their exercise books and write at least two pieces of clothing in the table and check students' answers.

⊙74 4B. Ask and answer.

(8 minutes)

- Play the recording or read listening script aloud and tell students to listen carefully.
- Then, write the question, 'What do you like to wear in the hot/rainy/cold season?' on the board and ask a student, 'What do you like to wear in the hot season?'.
- Ask another two students, 'What do you like to wear in the rainy season?' 'What do you like to wear in the cold season?'
- Put the class into pairs and name them 'A' and 'B'. Have them practise the dialogue. Tell students they should ask and answer questions for each season.
- Lastly, call on some students to give a demonstration and give feedback as necessary.

Line up activity (See p.10)

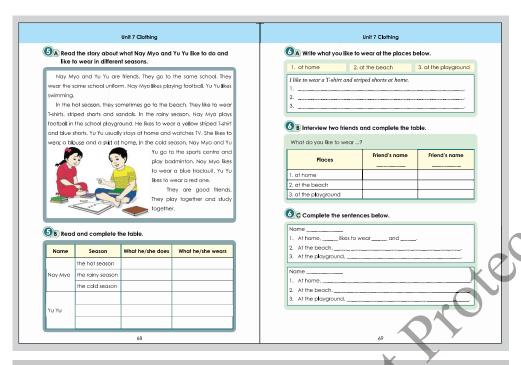
(15 minutes)

- Tell all the As and all the Bs to make two lines. Line A and Line B should be facing one another.
- Tell all As to ask the questions and all Bs to answer.
- Tell all Bs to move one step to the right side when they hear 'MOVE'. The last person in line B moves to the other end of the line B. Continue the activity.
- Then, have A and B change roles. (All Bs ask the questions and all As answer the questions.)
- Make sure all students participate in the activity.

Summary and feedback

(2 minutes)

• Make sure students can say what clothes they like to wear in each season and give a reason.



Period 5 & 6 Objectives:

Students should be able to:

- 5. talk about what they like to wear in each season.
- 6. ask and answer questions about what people like to wear at different places.

Words and expressions:

Previously learnt: blouse, dress, gloves, jacket, jeans, raincoat, sandals, skirt, shorts, sweater, trainers, T-shirt

What do you like to wear at home/the beach/the playground?

I like to wear ...

Resources and preparation: audio materials, picture cards of cap, gloves, hat, raincoat, scarf, socks, sweater,

pictures of some people who are wearing the clothing in different seasons

Teaching procedure for Period 5

Pre-reading (3 minutes)

• Ask, 'Do you have friends? Do you have a best friend? Who is he/she? What do you usually do with your best friend? etc.' to the class

55A. Read the story about what Nay Myo and Yu Yu like to do and like to wear in different seasons. (15 minutes)

• Play the recording or read the passage aloud to the students and tell students to listen carefully.

Reading

- Play the recording or read the passage aloud and tell students to listen carefully. If necessary, repeat this two or three times.
- After listening, play the recording or read and have the whole class repeat. After that, have students read group by group.
- Check their pronunciation and give feedback if necessary.
- Tell them to read it silently.

5B. Read and complete the table.

Individual work (10 minutes)

• Tell the class to complete the table.

- Tell students to check their answers with their partners and underline any differences.
- Read the story again and tell them to check their answers again.
- Confirm the answers by asking some students to read out their answers aloud. Alternatively, write the answers on the board and tell them to check their answers by themselves.

Post-reading (10 minutes)

- Divide the class into two and name them 'Nay Myo' and 'Yu Yu'.
- Tell them that Nay Myo has to read the sentences about Nay Myo and Yu Yu has to read sentences about Yu Yu. Nay Myo and Yu Yu have to read sentences that are about both of them.
- Tell the class to sit in pairs. One person is 'Nay Myo' and the other is 'Yu Yu'.
- Do the reading in pairs.

Summary and feedback

(2 minutes)

• Make sure students can complete the table correctly.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

- Tell the class what you like to wear at home, at the beach and at the playground.
- Ask some students what they like to wear at home, at the beach and at the playground.

6A. Write what you like to wear at the places below.

(7 minutes)

Writing

- Tell the class to write about what they like to wear at the places.
- Tell them that they can write head wear, upper garments, lower garments and foot wear if they wish, but they have to write at least two items of clothing.
- Monitor the class and encourage them to write about what they like to wear.

6B. Interview two friends and complete the table.

(8 minutes)

- Tell students to go around the class and to interview two friends and then complete the table with what their friends said.
- Tell students to ask their friends, 'What do you like to wear at home/at the beach/at the playground?' They can answer the sentences they wrote in 6A. Encourage students to actively participate in the activity.

6C. Complete the sentences below.

(10 minutes)

(5 minutes)

Post-writing

- Tell the class to complete the sentences by using the information they collected in 6B.
- Remind them to use 'He' and 'She' and to use 'a' when referring to an item of clothes (e.g. a blouse) in their sentences.
- Tell them to read their sentences silently.

Individual work (5 minutes)

- Tell the class to compare what they like to wear (Done in 6A.) with what their friends like to wear at the different places. Tell them to underline any differences.
- Monitor the class and ask some questions such as 'What do you like to wear ... at the ...?' and 'Why?'

Pair work

• Tell the class to sit in pairs and read their sentences to their partners and take turns.

Monitor the class and encourage them to read their sentences.

Summary and feedback (2 minutes)

• Make sure students can write about what their friends like to wear at different places.

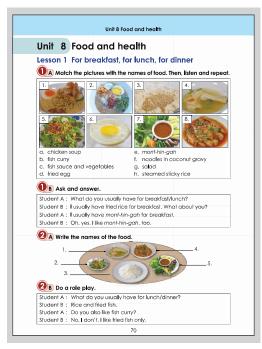
Unit 8 Food and health

Lesson 1 For breakfast, for lunch, for dinner

Objectives:

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

- name different foods for breakfast, lunch and dinner.
- · ask and answer about different foods.



Period 1 & 2 Objectives:

Students should be able to:

- 1. ask and answer what they have for breakfast, lunch and dinner.
- 2. ask and answer about the kind of Myanmar food they like.

Words and expressions:

New: noodles in coconut gravy, *mont-hin-gah*, steamed sticky rice, chicken soup, salad, fried egg, fish sauce and vegetables, fish curry

What do you usually have for breakfast/lunch/dinner?

I usually have ... for breakfast/lunch/dinner. Do you also like ...?

Previously learnt: fish, chicken, rice, egg

What about you?

I like ..., too. No, I don't. I like ... only.

Resources and preparation:

audio materials, picture cards of noodles in coconut gravy, *mont-hin-gah*, steamed sticky rice, chicken soup, salad, fried egg, fish sauce and vegetables, and fish curry

Teaching procedure for Period 1

Warm up (5 minutes)

• Ask students, 'What do you usually have for breakfast/for lunch/for dinner?' in Myanmar or English.

14. Match the pictures with the names of food. Then, listen and repeat. (10 minutes)

- Tell students, 'We are going to learn how to say Myanmar food in English today.'
- Tell the class, 'First, I want you to try to guess the meanings of the words.' Tell students to match the pictures with the words. When they have finished, have them check their answers in pairs.
- Confirm the meaning of the new vocabulary and confirm the correct answers with the class by asking some students and then, write the correct answers on the board.
- Play the recording or read the words aloud to the students. Students listen and then repeat after the teacher or the recording. If necessary, repeat this two or three times.

1B. Ask and answer. (20 minutes)

- Tell the class to sit in pairs and name them 'A' and 'B'.
- Demonstrate the dialogue with a student or play the recording and teach the meaning of the new expressions; 'What do you usually have for breakfast/lunch? I usually have ... for breakfast/lunch.'
- Read the dialogue or play the recording again and have students repeat. Then, have students read the dialogue in pairs.

- Tell students to practise the dialogue and change roles when they have finished. Students must substitute the names of the food when they practise the dialogue. (e.g. fish/chicken curry, chicken/fish/vegetable soup, etc.).
- Demonstrate to students how to role-play the dialogue until they understand. If necessary, write the following on the board so that students would know which words to substitute.
 - Student A: What do you usually have for breakfast/lunch?
 - Student B: I usually have ... for breakfast/lunch. What about you?
 - Student A: I usually have ... for breakfast/lunch.
 - Student B: Oh, yes. I like ..., too.
- Monitor the class and check their conversation.

Mingle activity (See p.12)

• Tell students that they will have to ask each other what they have for breakfast. Students should say answers that are true for them. Students should walk around the classroom and practise the dialogue. Tell students that if they do not know the word in English, they can use Myanmar. Make sure that students talk to as many friends as possible.

Summary and feedback (5 minutes

• Call on some students and ask them, 'What do you have for breakfast?' to confirm that the class can answer the question.

Teaching procedure for Period 2

Warm up (5 minutes)

- Show the pictures of the food items in 1A. Point to each food and ask, 'What's this?'
- Students answer, 'It's ...'.

2A. Write the names of the food.

(10 minutes)

- Put the class into pairs. Tell them to look at the picture and think of the names of the foods in English.
- Confirm the answers with the whole class and have students write the names of the food in their exercise books.
- Check students' answers by asking them what food names they wrote and how to spell them.

78 2B. Do a role play.

(20 minutes)

- Read the dialogue with a student or play the recording. Confirm the meaning of the dialogue and review the key expressions: 'What do you usually have for lunch/dinner? Do you also like ...?'
- Write the dialogue on the board.

A: What do you usually have for lunch/dinner?

B: ...

A: Do you also like ...?

B: ...

- Tell students that B is staying at A's house and A wants to know what food to serve him/her. B should give answers that are true for him/her. When A asks, 'Do you like...?' he/she should ask about a food that he/she likes. Demonstrate how to do the role play together with more students until the class understands how to do it. If students do not understand how to say a food in English they can ask the teacher, or say the food in Myanmar.
- Have students practise in pairs first. When they have finished, have them go around the class and do the role play with
 other students. Tell them they have to do the role play with at least 5 friends.

Summary and feedback (5 minutes)

- Do the role play with a few students so that they can ask and answer about what they have for lunch or dinner.
- Confirm the meaning and spelling of the words relating to food.



Period 3 & 4 Objectives:

Students should be able to:

- 3. understand popular foods in other countries.
- 4. role-play a dialogue on buying food.

Words and expressions:

New: fish and chips, sushi, bacon and eggs, puri, noodle soup, pizza,

Italy, America, England

I'm from ...

What's yours?

I'd like ..., please.

Previously learnt: fish, egg, noodle

Japan, India, China

What's your favourite food?

My favourite food is ... Here you are. How much is it? You're welcome.

My name is ... Can I help you?

Resources and preparation:

audio materials, picture cards of fish and chips, sushi, bacon and eggs, puri, noodle soup, pizza, a world map (if available)

Teaching procedure for Period 3

Warm up (3 minutes)

- Ask students in Myanmar, 'What foreign foods do you know?' Ask students to say what foreign foods they know or
 have eaten.
- Tell students, 'Today, we are going to study about foods from other countries.

79 3A. Listen and complete the sentences.

(15 minutes)

Step 1: Introduce some foreign food items.

- Put the picture cards on the board or use the pictures from the textbook page.
- Point to the first picture, 'fish and chips'. Say the words two times and have students repeat. Confirm the meaning in Myanmar. If students are not familiar with the food, explain it to them. Repeat this procedure with the other words.

Step 2: Introduce the characters and countries for the listening.

- Tell students that you are going to listen to six people and the food that they like.
- Write the name of the first person on the board and his country as below: 'The first person is Luigi. He is from Italy.'
- Have students repeat the name Luigi and tell the class where Italy is, if necessary. Repeat this procedure with the 5 other people,

Step 3: Listen and fill in the blanks.

- Play the recording or read the text aloud two times for each passage. Have students work in pairs and write the food items in their exercise books.
- Confirm the answers as a class.

80 3B. Practise the dialogue.

(20 minutes)

• Divide the class into two groups and name each group 'A' and 'B'. 'A' asks the question first and 'B' answers. Then they swap roles.

- Play the recording or read the dialogue aloud to the students. Ask students what they think the dialogue is about. Then, confirm the meaning of the key expressions; 'What's your favourite ...? What's yours?' Students listen and then repeat after the teacher or the recording. If necessary, repeat this two or three times.
- Do the Line up Activity (See p.10).

Summary and feedback (2 minutes)

Revise the names of the food and ask some students, 'What's your favourite food?'

Teaching procedure for Period 4

Warm up (3 minutes)

• Ask students, 'What's your favourite food?' 'How much is it?'

81 4A. Practise the dialogue with the given food items.

(17 minutes)

- Play the recording or read the dialogue aloud to the students. Students listen and then repeat after the teacher or the
 recording. If necessary, repeat this two or three times. Revise the expressions 'I'd like' and numbers.
- Divide the class into two groups and name each group 'A' and 'B'. 'A' will be the shopkeeper and 'B' will be the customer. Tell them to say the dialogue. Then swap roles and practise again.
- Tell the class to practise role-playing the dialogue in pairs by substituting the underlined words with the words in the picture.
- Demonstrate the dialogue with a few students until the whole class understands what to do.
- Students should say the dialogue four times as the shopkeeper and four times as the customer.
- Lastly, have students do 'Read and look up' activity. When students say the lines in the dialogue, they cannot look at the text. Only when they are not speaking, they can look at the text so that they can remember their next line!

4B. Practise the above dialogue in pairs with any food item.

(15 minutes)

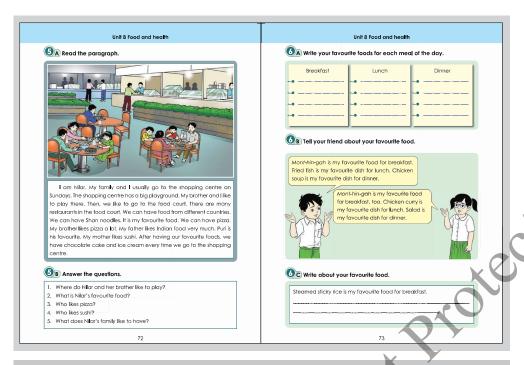
• Tell the class to think of at least three food items they want to buy. They can choose any food item that they have already learnt.

Mingle activity (See p.12)

- Tell students to go around the class. Tell them to practise the dialogue once as the shopkeeper and once as the customer with a partner. The customer can say any food item. The shopkeeper must think of a price by himself/herself.
- Encourage students to do the dialogue without looking at the textbook.
- Encourage them to practise the dialogue with 5 friends.

Summary and feedback (5 minutes)

• Confirm that students can say the dialogue doing the 'read and look up' activity.



Period 5 & 6 Objectives:

Students should be able to:

5. read about what people eat.

6. write about their favourite foods for each meal of the day.

Words and expressions:

New: shopping centre, food court, Shan noodles

Where do ... like to play? Who likes ...? What does ... like to have?

Previously learnt: playground, restaurant, pizza, puri, sushi, cake, ice cream, What's your favourite food?

My favourite food is ... What do you usually have for breakfast/lunch/dinner?

I usually have ... for breakfast/lunch/dinner.

Resources and preparation: 4 audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Have students look at the picture and ask, 'What is this place? What are the people doing?'
- After eliciting that the picture is a shopping centre, ask, 'Do you usually go to a shopping centre? What do you usually do there?'

82 5A. Read the paragraph.

(20 minutes)

• Play the recording or read the passage to the students and tell students to listen carefully. If necessary, repeat this two or three times.

Reading

- Teach new words and revise difficult sentences.
- After listening, play the recording or read as a model and have the whole class repeat. Tell the class to read the passage aloud. Then, tell them to read it group by group. Have a few slower learners read the passage individually to make sure that all students are able to do the reading.
- Give the class feedback on their pronunciation if necessary. Remind them to pause briefly after a full stop. Lastly, have students read silently. Ask some questions to check students' understanding such as, 'Where do Nilar and her brother

like to play ?' 'Who likes pizza?' When students answer your questions, ask them, 'Where do you see the answer? Please point to the line.'

- Encourage them to answer the questions by using the expressions that they learnt in the previous periods (e.g. 'Nilar's favourite food is ...').
- Call on one student to read the first sentence aloud and then randomly ask a second student to read the next sentence
 and so on.
- Confirm that the students know 'Who likes pizza? Who likes sushi? What do Nilar's family all like to have?'

5B. Answer the questions.

(13 minutes)

Post-reading

- Tell students to read the questions silently and write the answers in their exercise books.
- Tell students to make pairs and check their answers. Then confirm the answers as a class.
- If time permits, have half the class read the questions and half the class say the answers. Then, change roles.

Summary and feedback

(2 minutes)

Have students read the passage one more time and give feedback on their pronunciation and check their understanding
of the meaning of difficult words.

Teaching procedure for Period 6

Pre-writing (3 minutes)

• Ask students, 'What do you usually eat for breakfast/lunch/dinner?' 'What's your favourite food?'

6A. Write your favourite foods for each meal of the day.

(7 minutes)

Writing

- Tell the class to think of their favourite food for each meal of the day.
- Tell students to copy the table from 6A into their exercise books and write their favourite food under the appropriate meal column. Students can choose any food.
- Monitor the class and help students who cannot write their favourite food in English.

6B. Tell your friend about your favourite food.

(10 minutes)

Post-writing

- Tell students to listen carefully and read the dialogue aloud. Ask students if they can guess the meaning of 'favourite dish' (නැති[තින්නා නොනා). If not, teach the expression.
- Confirm that students understand the dialogue. If necessary, read the dialogue again.
- Read the dialogue one time with the class and then call on a student from each row to read the dialogue.
- Tell the class to say their favourite food in pairs. Write the model below on the board if necessary.
 - '... is my favourite food for breakfast. ... is my favourite dish for lunch. ... is my favourite dish for dinner.'

Mingle activity (See p.12)

(7 minutes)

- Tell students that they are going to tell their friends about their favourite foods for each meal. Students should go around the class and present their favourite foods to their friends. After each student has presented his/her food, he/she has to find a new partner.
- Encourage them to talk with at least 2 different friends.

6C. Write about your favourite food.

(10 minutes)

- Tell students to write about their favourite foods for breakfast, lunch and dinner in their exercise books.
- To help students write, use the model given in 6C and write it on the board using the teacher's favourite foods.
- If time permits, ask some students to read their writing and confirm the spelling of the food items.

Summary and feedback

(3 minutes)

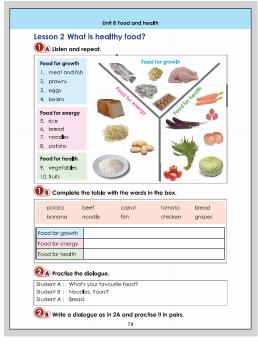
• Make sure students can say and write their favourite foods.

Lesson 2 What is healthy food?

Objectives:

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

- say the types of food (food for growth, food for energy, food for health).
- ask and answer about their favourite food and what they eat at the school canteen.



Period 1 & 2 Objectives:

Students should be able to:

- 1. learn about the types of food (food for growth, food for energy and food for health).
- 2. ask and answer questions about food for growth, food for energy and food for health.

Words and expressions:

Yours?

New: beans, beef, carrot, grapes, meat, potato, prawns, tomato

Previously learnt: fish, eggs, rice, bread, noodles, vegetables, fruits,

banana, chicken

What's your favourite food?

Resources and preparation: audio materials **Teaching procedure for Period 1**

Warm up (5 minutes)

• Review the previously learnt vocabulary (fish, eggs, rice, bread, noodles, vegetables, fruits, banana, chicken) by drawing them on the board, or pointing to the pictures in the textbook.

83 1A. Listen and repeat.

(15 minutes)

- Tell students to look at the picture in 1A and ask them which food they already know.
- Teach the new vocabulary by asking them to point to the correct picture. (e.g. 'What is the meaning of prawns in Myanmar? Where are they in the picture?')
- Follow the same procedure for all the new words.
- Play the recording or read the words aloud to the students. Students listen and then repeat. If necessary, repeat this two or three times.
- Ask students, 'Do you know the 3 types of food?' 'What are they?' Ask students to look at the picture in 1A. After they have answered your question, confirm the meaning of the expressions, 'Food for growth', 'Food for health' and 'Food for energy.'
- Ask students, 'Which foods are for growth?, Which foods are for health?' and 'Which foods are for energy? If they can't say the correct answers, give them hints. (e.g. Meat and fish are food for ...)
- Ask students from each row, 'Which foods are for growth?' and continue asking 'Which foods are for health? and Which foods are for growth?' row by row.

1B. Complete the table with the words in the box.

(15 minutes)

- Have students look at the words in the box and ask them if there are any words they don't know.
- Confirm the meaning of the new vocabulary 'potato, beef, carrot, tomato, grapes', by reading a word and asking students to point to its picture in 1A.
- Ask students to complete the table on their own and monitor the class. When they have finished, have them check
 their answers in pairs.

Summary and feedback (5 minutes)

• Make sure that students know the types of food groups and the food in each group by asking questions such as 'Is a carrot a food for growth?'

Teaching procedure for Period 2

Warm up

(5 minutes)

Tell the class you are going to spell some words. Students have to listen and then say the food you spelled.

24. Practise the dialogue.

(15 minutes)

- Tell the class, 'My favourite food is ...' and ask a student, 'What's your favourite food?' After the student has answered, ask the next student by saying, 'What about yours?' and 'Yours?' Continue asking until students understand these expressions.
- Play the recording or read the dialogue aloud to students. Students listen and then repeat. If necessary, do this two or three times.
- On the board write the dialogue. Tell students to say the dialogue once. Then, erase 'What's'. Tell students to say the dialogue again. Then, erase 'Yours'. Repeat the process until all the words are erased and students can say the dialogue with no words written.
- Call two students to the front of the class and have them say the dialogue.
- Tell students, 'We will do a relay race game!' Divide students into 3 or 4 groups. All students must stand up. The first student in a group says, 'What's your favourite food?' the second student answers and says, 'Yours?'. When the first student answers, the second student asks the third, 'What is your favourite food?' and the process repeats. When a group has finished, they can sit down. The group that sits down first, wins!

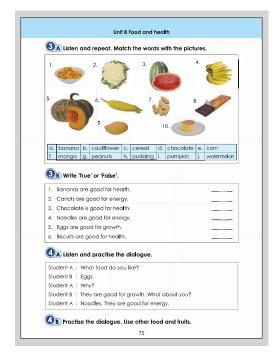
2B. Write a dialogue as in 2A and practise it in pairs.

(15 minutes)

- Tell students to make pairs. Each pair has to work together to write a dialogue in their exercise books.
- Tell students that after writing their dialogue, they will have to read it to another pair and that pair will write it down.
- Monitor the class and help their writing so that all pairs are able to finish a dialogue. If some pairs have finished early, have them write another dialogue.
- If it is difficult for pairs to present their dialogue to other pairs, choose some pairs of students to read their dialogues to the whole class and have the class write it down.

Summary and feedback (5 minutes)

- Review words that were difficult for students to spell or pronounce.
- Ask students to note the pronunciation of the words potato/pəˈteɪ.təʊ/, carrot/ˈkær.ət/, tomato/təˈmɑː.təʊ/.



Period 3 & 4 Objectives:

Students should be able to:

- 3. ask and answer 'What food do you like?' and explain why they like the food.
- 4. listen and practise the dialogue about food.

Words and expressions:

New: cereal, cauliflower, corn, peanuts, pumpkin

What food do you like? ... are good for energy/growth/health.

Previously learnt: banana, chocolate, mango, pudding, watermelon,

biscuits, eggs, noodles, carrot

What about you?

Resources and preparation:

audio materials, picture cards of banana, cereal, cauliflower, chocolate, corn, mango, peanuts, pumpkin, pudding, watermelon

Teaching procedure for Period 3

Warm up (5 minutes)

• Show students picture cards of different foods from Period 1. For each food, ask students 'Do you like ...?' Students answer 'Yes, I do.' or 'No, I don't.'

85 3A. Listen and repeat. Match the words with the pictures.

(20 minutes)

- Put the picture cards of banana, cauliflower, cereal, chocolate, corn, mango, peanuts, pudding, pumpkin, watermelon on the board.
- Play the recording or read the words to the students and tell students to listen carefully.
- Point to each picture card and ask students if they can say it in English. Then, say the food and have them repeat.
- Point to the first picture card and say 'banana'. Ask students 'What letter does the word 'banana' begin?' . Tell them it's 'b'. Do the same for the other food items.
- Mix up the picture cards. Show a picture card. Tell students they have to say the name of the food and the letter it starts with. For example, 'pudding, p'. Do this for all the foods.
- Tell students to open their exercise books and write the numbers 1 to 10. Have them look at their textbook and match the pictures with the foods. Tell them to write the correct letter beside the number. On the board write an example (e.g. 1 = c).
- When students have finished, they should check their answers with their partners. Ask different students for the answers. For example, 'What food is picture 1?'
- Say each food and ask students to spell it. After spelling the word, have students say it.
- Write, 'bananna', 'caulifower', 'cereel', 'manjo', puding' and 'watermelon' on the board.
- Tell students that only one of these words is spelled correctly. Have them work in pairs and check which word is spelled correctly. When they know, one student in each pair puts his/her hands up and another points to the correctly spelled word in the textbook.
- Confirm the answer by circling the word on the board (watermelon).

3B. Write 'True' or 'False'.

(10 minutes)

- Ask students to look at the picture for 'Food for growth, energy and health' in 1A. Point to the different food items
 and tell students to say the foods.
- Write 'growth', 'energy' and 'health' on the blackboard. Tell students to say the words.
- Show students the picture cards for banana, cauliflower, cereal, chocolate, corn, mango, peanuts, pudding, pumpkin, watermelon. Have them say 'Food for growth' or 'energy' or 'health' for each food. Confirm the answers for each food.
- Tell students to write 1. to 6. in their exercise books. Then, read out the sentences and tell them to write 'True' or 'False' for each sentence. Have them check their answers in pairs.
- Read out each sentence again. Ask students to say 'True' or 'False' for each sentence.

Summary and feedback

(5 minutes)

- Make sure students can say the different food items.
- Make sure they know which foods are good for growth, energy and health.

Teaching procedure for Period 4

Warm up

(3 minutes)

• Show them some picture cards of food and ask them 'Do you like ...?' Tell students to answer 'Yes, I do' or 'No, I don't'. Call on some students to ask the class.

(12 minutes)

- Ask students to look at the picture for 'Food for growth, energy and health' in 1A. Say the different food items and tell students to point to the foods.
- Write 'growth', 'energy' and 'health' on the blackboard. Tell students to say the words. Show students the picture cards for all the food items taught in periods 1 and 3. Have them say 'Food for growth' or 'energy' or 'health' for each food.
- Tell students to make pairs. One student says five different foods and his/her partner has to say if each food is 'Food for growth' or 'energy' or 'health'. Students then swap roles.
- Play the recording or read the dialogue aloud to the students. Students listen and then repeat. If necessary, repeat this two or three times.
- Divide the class into two groups and name them 'A' and 'B'. A and B say the dialogue and then swap roles.
- Call two students to the front of the class and name them A and B. Give each student a picture card of a food. Tell the two students to say the dialogue using the foods on the picture cards. Remind them to change their answers for 'They are good for ...' parts.
- Show the class two more flashcards for food. One card is for the Group A and the other is for Group B. Tell the two groups to say the dialogue using the new food items. Repeat the activity 4 times.

4B. Practise the dialogue. Use other food and fruits.

(20 minutes)

- Tell the class to think of what food they like. Ask some students, 'What food do you like?' Write their answers on the board.
- Read out the dialogue again but use the foods written on the board.
- For each food ask students what food is good for growth, energy or health.
- Make pairs. Students practise the dialogue using different foods.

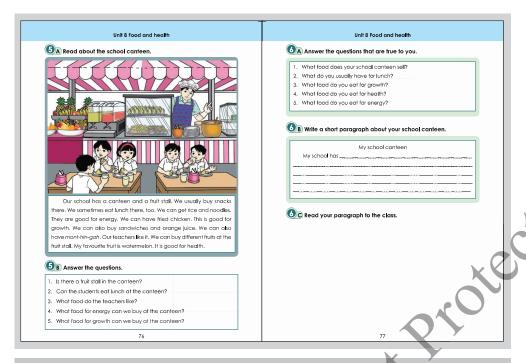
Mingle activity (See p.12)

• Tell students to practise the dialogue from 4A. However, they should give their own, real answers. Tell them to go around the class and say the dialogue with different students. Tell them to find three friends who like the same food.

Summary and feedback

(5 minutes)

• Make sure that students can say what food they like and what food is good for what.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and talk about the school canteen and the food you can buy there.
- 6. write and present about the school canteen to the class.

Words and expressions:

New: canteen, fruit stall

What food ...?

Previously learnt: snacks, rice, noodles, energy, growth, health, sandwiches, juice, *mont-hin-gah*, watermelon

Resources and preparation: audio materials

Teaching procedure for Period 5

Pre-reading (5 minutes)

• Ask students, 'What food can you buy at the school canteen?' 'Which foods are for energy/health/growth?'

- Tell students 'Today we are going to read about foods you can buy at a school canteen'.
- Point to the picture and explain what 'canteen' is and what a 'fruit stall' is.

 (လိုအပ်လျှင် school canteen သည် ကျောင်းမုန့်ဆိုင်၊ fruit stall သည် သစ်သီးရောင်းသည့်ဆိုင် ဖြစ်ကြောင်းရှင်းပြပါ။)

87 5A. Read about the school canteen.

(20 minutes)

• Play the recording or read the passage aloud to the students and tell them to listen carefully.

Reading

- Read for the second time and have students repeat after you sentence by sentence. Make sure they make short pauses between phrases and long pauses after the sentences.
- Have students read group by group. Then, have them read silently. Ask some questions (that are not in 5B) such as, 'What does the school have? Can the students eat breakfast at the canteen? What can they buy at the fruit stall?' to check their understanding.
- Tell students to point to the sentences with the answers and ask them to say the answers.

5B. Answer the questions.

(13 minutes)

Post-reading

- Tell students to read the questions silently first. Then read each question aloud and have students repeat the questions.
- Tell students to make pairs. Student A reads out the questions and Student B says the answers. For example, for 1. Student B should say 'Yes, there is a fruit stall in the canteen.'
- Tell students to write their answers in complete sentences in their exercise books.
- When they have finished writing, students should check their answers in pairs. Then confirm the answers as a class.
- If time permits, have half the class read the questions and half the class give the answers without looking at their exercise books. Then, change roles.

Summary and feedback

(2 minutes)

Have students read the passage one more time and give feedback on their pronunciation and check their understanding
of the meaning of difficult words.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

- Ask students about foods they usually eat for lunch.
- Tell students, 'Today we will write about our school canteen.'

6A. Answer the questions that are true to you.

(10 minutes)

- Tell students to read the questions silently.
- Write numbers 1 to 5 on the board. Read the questions aloud. For each question, say your own answer and write it on the board. For example, 1. 'My school canteen sells rice, noodles, fried chicken, mont-hin-gah and lots of fruit.' Then, ask some students the five questions. Remind them to answer the questions in complete sentences.
- Tell students to make pairs and ask and answer the questions.
- After that, have them write their answers in their exercise books. Monitor the class and encourage them to write complete sentences on their own.

6B. Write a short paragraph about your school canteen.

(15 minutes)

Writing

- Tell students to read the passage in 5A again.
- Ask students, 'Is the school canteen in the textbook the same as our school canteen?' Ask questions like, 'In our school canteen, can we buy rice? Can we buy fried chicken? Do we have a fruit stall? Can we buy fruit? What do teachers like to eat?'
- Tell students that they should write six sentences about their school canteen. Remind them that their paragraph should be different because their school canteen is different. Write the following model on the board to help students: 'My school has a ... It sells ... We can eat ... for growth. We can eat ... for health. We can eat ... for energy. My favourite food is ...'
- Monitor the class and check for spelling, word order and capital letters.

6C. Read your paragraph to the class.

(10 minutes)

Post-writing

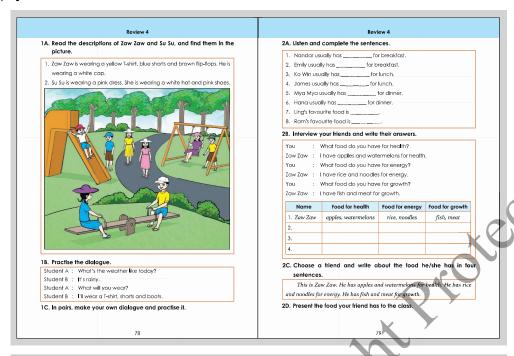
- Ask students to volunteer to read their paragraphs to the class.
- Divide the class into groups of 4 to 6 students (depending on the class size).
- Tell students in each group to read about their school canteen. The other students in the group can ask questions like 'What food do you eat for health/growth/energy?' and 'What's your favourite food?'

Summary and feedback

(2 minutes)

• Ask students some questions about their school canteen and check their answers and pronunciation.

Review 4



Objectives:

Students should be able to:

- describe the clothes they wear in.
- · say what foods they eat for health, energy and growth.

Words and expressions:

Clothes — boots, cap, dress, flip-flops, hat, raincoat, shoes, shorts, sweater **Previously learnt:**

Colour — blue, brown, pink, white, yellow

Weather — cloudy, rainy, snowy, stormy, sunny, windy

— apples, bread, chicken curry, eggs, fish, fried rice, fruit, meat,

noodles, noodle soup, puri, rice, salad, sandwich, sushi, watermelons

He/She is wearing ... How is the weather? It's ... What do you like to wear?

I like to wear ... What can you do? I can ...

What food do you have for health/energy/growth?

I have ... for health/energy/growth. He/She has ...

Resources and preparation: audio materials, picture cards of sweater, shorts, flip-flops, fish, noodle, meat,

rice, watermelons, sunny, cloudy, windy, rainy, stormy, snowy

Teaching procedure for Period 1

(3 minutes) Warm up

- Ask students to say the clothing they know.
- Point to some students and ask, 'What's he/she wearing?'

1A. Read the descriptions of Zaw Zaw and Su Su, and find them in the picture. (10 minutes)

Ask students to look at the picture and ask, 'How many students are there?' point to a person in the picture and ask, 'What's he/she wearing?'

- Tell students to read the description of Zaw Zaw silently and then find the picture of Zaw Zaw. Students should work individually.
- Ask them to work in pairs and check whether their answers are the same. Then, ask them to look at the pictures in the textbook and confirm the answers.
- Repeat the same procedure for Su Su.
- Read the descriptions as a whole class and then group by group.

988 1B. Practise the dialogue.

(10 minutes)

- Play the recording or read the dialogue to the students and tell students to listen carefully.
- Read the dialogue in the textbook aloud and then practise as a whole class.
- Call two students to the front of the class and have them demonstrate the dialogue.
- Draw the following weather icons on the board: sunny, rainy, windy, stormy, snowy.
- Call two more students to the front of the class and point to a different weather icon. (e.g. It's sunty. What will you wear?)
- Tell them that they should practise the dialogue using different weather words such as snowy, stormy, sunny, windy, etc.
- Put students into pairs and practise the dialogue. Tell them to change roles and practise again.
- Monitor the class and encourage them to practise the dialogue with different weather words.

1C. In pairs, make your own dialogue and practise it.

(15 minutes)

- Ask students to write their own dialogue in their exercise books.
- Demonstrate your own dialogue, so that students will understand what they are expected to do. To encourage student creativity, give the characters names rather than 'A' and 'B'.
- Monitor the class and help students who have difficulties in writing. If necessary, give them the following model.

| A: What's the weather like today? | • |
|-----------------------------------|---|
| B: It's | |
| A: What will you wear today? | |
| B: I'll wear a , and | |

- Call two volunteer students, Student A and B. Student A asks the two questions. Student B answers the questions using the dialogue he/she wrote.
- Tell students A and B to swap roles and do the activity again.
- Tell all students to make pairs and do the activity.
- Monitor the class and help those who have difficulties in speaking.

Summary and feedback

Warm up

(2 minutes)

Confirm that students can say three things that they will wear depending on the weather condition by asking, 'It is rainy/ sunny/cold etc. What will you wear?'

Teaching procedure for Period 2

(3 minutes)

- Ask students to say the food they know.
- Point to some students and ask, 'What's your favourite food?'

289 2A. Listen and complete the sentences.

(7 minutes)

- Play the recording or read the sentences.
- Tell students to listen to the recording and complete the sentences.
- Ask them to check their answers in pairs.

- Ask them to listen again and check their answers by themselves.
- If necessary, play the recording or say the sentences again.
- Call on individual students to say each complete sentence. Write the missing words on the board.

90 2B. Interview your friends and write their answers.

(8 minutes)

- Play the recording or read the dialogue aloud to the students and tell students to listen carefully.
- Then, demonstrate how to do the interview with some students. The teacher takes the part of 'You'. Ask a student to be 'Zaw Zaw'. Then, say the interview. Then ask another student. This time the student should say their own answers.
- Check that students understand how to do the interview.
- Have students make groups of 4.
- Ask students to interview their members and complete the table in their textbooks.
- Make sure they understand how to conduct the interview and write their answers.
- Call some students to come to the front of the class and ask what they wrote in the table.

2C. Choose a friend and write about the food he/she has in four sentences

(7 minutes)

- Ask students to read the sentences in their textbooks.
- Tell them to underline the key words (apples, watermelons, rice, noodles, fish, meat).
- Ask them to choose a friend and write about the food he/she has in four sentences.
- Help students write by writing the following model on the board:
 This is ... He/She has ... for health. He/She has ... for energy. He/She has ... for growth.
- Make sure that students are able to substitute new information in the sentences.
- Monitor the class and help students who have difficulties in writing.

2D. Present the food your friend has to the class.

(13 minutes)

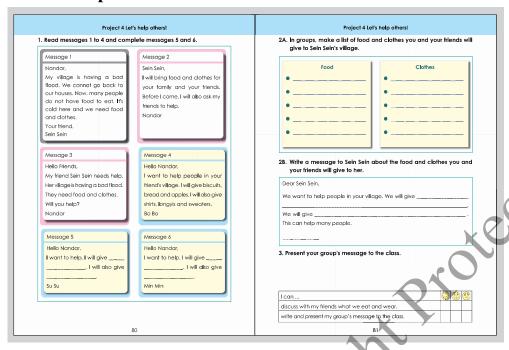
• Ask students individually to present to the class the food their friend has. After the presentation, ask the class questions to confirm their understanding. For example, 'What does (name) have for health?'

Summary and feedback (2 minutes)

- Check that students can explain the different foods they eat for health, energy and growth.
- Give feedback if necessary.



Project 4 Let's help others!



Objective:

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

• write and present their groups' messages to the class.

Words and expressions:

New: bring, flood, give, go back, need, village

I will ask/ give ...

Previously learnt: apples, biscuits, bread, friends, longyis, shirts, sweaters, help

Resources and preparation: audio materials, 4 or 6 flip charts for period 2 (if available)

Teaching procedure for Period 1: Plan

Warm up (10 minutes)

• Revise the previously learnt vocabulary listed above.

1. Read messages 1 to 4 and complete messages 5 and 6. (28 minutes)

Silent reading

- Tell students to read message 1 silently.
- Tell them to underline the new words.
- Check what they underlined.
- Ask them to guess the meaning of the new words.
- Confirm the meaning and spelling of the new words.
- Continue the activity for messages 2 to 4.
- Ask some questions to check students' understanding such as, 'Who is writing message 1? Why do they need food and clothes?' and so on.

Reading aloud

- For message 1, play the recording or read the sentences aloud to the students. Students listen and then repeat after the teacher or recording.
- Tell them to read it group by group.
- Repeat this procedure for messages 2, 3 and 4.
- Check their pronunciation and give feedback if necessary.
- Tell students to close their books. Read each message aloud but do not read the key word from each sentence. (ကျောင်းသားများကို ဝါကျများဖတ်ပြရာတွင် ဝါကျ တစ်ကြောင်းစီ၏ အရေးပါသော စကားလုံးတစ်လုံးကို ချန်လှပ်ပြီးဖတ်ပါ။ ကျောင်းသားများက အဆိုပါ စကားလုံးကို ဖြည့်စွက်ရွတ်ဆိုပြရန် ပြောပါ။)
- The students must say the word. An example is below.

T: My village is having a bad ...

Ss: flood.

T: We cannot go back to our ...

Ss: houses.

Complete the messages.

- Tell students to complete message 5 and 6 in their exercise books.
- Give them about 10 minutes.
- Ask them to share their ideas in pairs.
- Ask two or three volunteers to come to the front of the class to share their ideas.

Summary and feedback (2 minutes)

• Check whether students can read and understand the messages.

Teaching procedure for Period 2: Do

Warm up (13 minutes)

- Say, 'We are going to play a game!' Make sure that students are sitting in rows. The first student in each row opens his/her textbook and chooses any word from Unit 7 or 8. Give the first student in each row a piece of paper. The student writes their chosen word on the paper, and then passes it to the student sitting behind or next to him/her. That student writes a different word from Unit 7 or 8 and then passes the paper on to another student. The row that finishes first and has the correct spelling wins.
- Practise spelling out the words of the food and clothes after the game.

2A. In groups, make a list of food and clothes you and your friends will give to Sein Sein's village.

(10 minutes)

- Make groups of four or six. (According to the class size.)
- Give a flip chart to each group. If a flip chart is not available, give students a piece of paper.
- Tell students to make a list of food and clothes to give to Sein Sein's village on their flip chart or piece of paper. Each group member should think of at least two or more food and clothes items.
- Have all the group members copy the list into their exercise books when they have finished.

2B. Write a message to Sein Sein about the food and clothes you and your friends will give to her.

(15 minutes)

- Demonstrate how to write a message on the board using the model in 2B.
- Have groups write a message to Sein Sein about the food and clothes they will give to her. They should write on their flip chart/ piece of paper.
- Monitor the class and help groups that have difficulty in writing.
- Ask some groups to come to the front of the class and share their messages.

Summary and feedback

2 minutes)

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

Teaching procedure for Period 3: Present

Warm up

• Have students prepare for their presentation.

3. Present your group's message to the class.

(25 minutes)

(5 minutes)

- Tell each group to present their messages to Sein Sein about the food and clothes their group will give to her. Have the groups put their lists of food and clothes on the wall.
- Give 3 to 5 minutes for each group's presentation. Each student in a group reads one sentence. To make the activity more challenging the teacher can ask students to say their message without looking at their writing.
- After each presentation, confirm the food and clothes the group will give.

Gallery walk

• Tell students to go around and note down the differences in food and clothes for each group. Lastly, discuss the differences as a class.

Self-assessment for Review and Project

(10 minutes)

- Read the sentences and confirm the meaning with students.
- Tell each student to choose the icon that shows how well he/she could do the review activities or project.
- Ask students to discuss in Myanmar with their classmates which activities they could do well and which were difficult.
 Call on some students to share their discussion.

| I can | (0) | (6,0) |
|--|-----|-------|
| discuss with my friends what we eat and wear. | | |
| write and present my group's message to the class. | | |

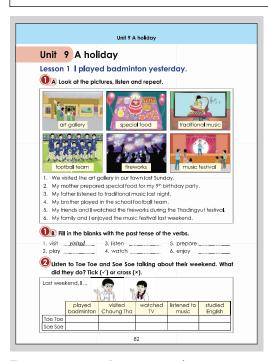
Unit 9 A holiday

Lesson 1 I played badminton yesterday.

Objectives:

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

- ask and answer simple questions about past activities.
- · read and write a short letter.



Period 1 & 2 Objectives:

Students should be able to:

- 1. talk about past activities.
- 2. use regular past tense verbs.

Words and expressions:

New: art gallery, special food, traditional music, football team, music festival, visited, prepared, listened, played, watched, enjoyed, studied

Last weekend, I..

Previously learnt: food, music, football, fireworks, festival, visit,

listen, play, watch, enjoy, study

We ... My mother ... My friends ...

otecte

Resources and preparation:

audio materials, picture cards of art gallery, special food, traditional music, football team, fireworks and music festival

Teaching procedure for Period 1

Warm up (10 minutes)

- Put the word cards of 'last night', 'last Sunday' and 'last weekend' on the board or write them on the board.
- Ask students what the word 'last' means. Tell them that this word means 'most recent in time'. (last မှာ အတိတ်ကာလကို ရည်ညွှန်းသော determiner ဖြစ်ကြောင်းကိုကျောင်းသားများအား သေချာစွာရှင်းပြပါ။)
- Ask students when these time expressions are used. (to talk about the past e.g. I played football last Sunday.)
- Ask students when they did Project 4. (last Monday/ last Tuesday/ etc.)
- Also ask what they did in Project 4. (They wrote and presented their group's message to the class.)
- Tell students that they are going to learn how to talk about the activities they did in the past. Explain about the activity
 in Myanmar if necessary.

92 1A. Look at the pictures, listen and repeat.

(15 minutes)

 Ask some volunteer students to hold the picture cards of art gallery, special food, traditional music, football team, fireworks and music festival.

- Hold the word card of art gallery or write 'art gallery' on the board and ask the class, 'Which picture is the art gallery?'

 Then, ask the student holding the picture card of art gallery to come to the front of the class.
- Repeat the procedure for the other picture cards.
- Then, play the recording or read the words and phrases aloud to the students three times.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Repeat the procedure for the sentences.
- Help them practise saying the words and phrases and reading the sentences.

1B. Fill in the blanks with the past tense of the verbs.

10 minutes)

- Ask students to find the verbs of the sentences in 1A which are similar to the given verbs.
- Ask them what they have noticed between the verbs. (the use of '-d', '-ed' and '-ied' suffixes)

 (past tense verbs နှင့် present tense verbs များ၏ခြားနားချက်မှာ past tense verbs များ၏ နောက်ဆက် d', '-ed' နှင့် '-ied တို့ဖြစ်ကြောင်းရှင်းပြပါ။)
- Tell them to fill in the blanks with the verbs in 1A.
- Ask students to check their answers with their friends and then, confirm the correct answers.

Summary and feedback (5 minutes)

- Confirm that students know how to use past time expressions.
- Have students practise pronouncing the ending sounds of past verbs '-ed' with /t/ in watched /wptʃt/ and /d/ in prepared /prr'peəd/, listened /'lɪsnd/, played /pleɪd/ and enjoyed /ɪn'dʒəɪd/, and /id/ in visited /'vɪz.ɪt ɪd/.

Teaching procedure for Period 2

Warm up (5 minutes)

• Revise the previous period by having students pronounce the words in 1B.

93 2. Listen to Toe Toe and Soe Soe talking about their weekend. What did they do? Tick (1) or cross (1).

- Tell students that they are going to listen to Toe Toe and Soe Soe talking about their weekend.
- Before they listen, ask them to read aloud each activity. If necessary, say the activity first and then have students repeat after the teacher.

(audio နားမထောင်မီ ပေးထားသော activities များကို သေချာစွာလေ့လာရန်ပြောပါ။)

- Play the recording or read the listening script aloud to the students three times.
- Confirm that students know how to do the listening activities.
 - (Listening activity ပြုလုပ်ရာတွင် audio နားမထောင်မီ ပေးထားသော activities များကို သေချာစွာလေ့လာပါက နားထောင်ရမည့် အကြောင်းအရာကို ပိုမိုသိနားလည်ပြီး အကြားစွမ်းရည်တိုးတက်ရန် အထောက်အကူဖြစ်ကြောင်းကို ကျောင်းသားများ နားလည်ရန်ရှင်းပြပါ။)
- Tell them to listen to the recording or to the teacher carefully and tick the activities of Toe Toe and Soe Soe.
- Have students check their answers with their friends. Then, ask some students what Toe Toe and Soe Soe did.

Summary and feedback (5 minutes)

• Explain to students that the suffixes '-d' or '-ed' or '-ied' can be used to talk about activities we did yesterday, last week, etc.



Period 3 & 4 Objectives:

Students should be able to:

- 3. write sentences about their past activities.
- 4. ask and answer about the things they did in the past.

Words and expressions:

New: coloured, helped, dusted, phoned, this morning, yesterday

I ... this morning/last Saturday/yesterday.

What did you do yesterday?

I ... What about you? I ...

Previously learnt: listened, played, watched, studied

Resources and preparation: audio materials **Teaching procedure for Period 3**

Warm up (5 minutes)

- Find out how much your students remember from Periods 1 and 2 by asking the question, 'What did we learn in the class yesterday?'
- Write, 'play, visit, watch, listen' on the board and say, 'Today, we study English. Yesterday, we ... English.'. And then, elicit the answer from the students.
- Help them recall what they did and use appropriate past tense verbs so that they will be more confident in talking about their activities.

94 3A. Match the sentences with the pictures. Then, listen and check. (20 minutes)

- Ask students to look at the pictures.
- Elicit from students what the activity in each picture is. If they say in Myanmar, accept it and help them translate the activities into English. Then, read out each sentence aloud. Tell students to repeat after the teacher.

 (ရုပ်ပုံများကို ဖော်ပြရာတွင် ကျောင်းသားများ မြန်မာလိုဖော်ပြပါက ဖော်ပြစေပြီးမှ အင်္ဂလိပ်လို ဖော်ပြတတ်ရန်ကူညီပေးပါ။)

Group work

- Put students into groups of 3 or 4 depending on the class size.
- In their groups, tell them to read and study the given sentences.
- Have them discuss what the activity in each sentence is in their groups. (e.g. (a) listened to music (b) dusted my bedroom etc.)
- Tell them to match the sentences with the pictures, and to accept the answer that all group members agree on. Tell students to write the numbers in their exercise books. Then, students have to write the letters of the correct sentences (a to e) beside the numbers. (e.g. 1 = d)
 - (မိမိတို့ အဖွဲ့ အတွင်း ဆွေးနွေးပြီး အဖွဲ့ဝင်များအားလုံးသဘောတူညီသည့် အဖြေကိုသာယူရန် ပြောပြပါ။)
- Before playing the recording, make sure that all groups have finished the task.
- Play the recording or read the sentences aloud to the students three times.

- If the teacher reads the sentences, it is necessary to read the number of each sentence. (ဆရာကဖတ်ပြသည့်အခါ စာကြောင်းနံပါတ်ကိုပါ 1. d, 2. e အစရှိသဖြင့်ထည့်ဖတ်ပြရန်လိုပါသည်။ e.g. 1. (d) I coloured the pictures this morning.)
- Tell them to listen to the recording or to the teacher carefully and check their answers.
- Confirm the answers with the class.

3B. Look at the pictures and write what they did yesterday. Begin your sentences with 'He', 'She' or 'They'.

- Ask students to study the verbs given in the boxes and elicit the past tense of the verbs from them.
- Elicit the pronoun for each picture. Ask students what people in the pictures did yesterday.
- Tell students to look at Picture 1 and study the example sentence and check the use of pronoun, the form of the verb, the activity and the time expression. Then, ask them to write sentences for the other pictures and help students who are weak in writing and who do not understand how to write the sentences.
- When they have finished, tell them to check their answers with their friends and then, confirm that they have got the correct answers by writing them on the board. Remind the students to check the pronoun, the past tense verb, the activity and the time expression in describing each picture.

(အဖြေများစစ်ဆေးရာတွင်မည်သို့ စစ်ဆေးသင့်သည်ကို သေချာစွာရှင်းပြပါ။ (၁) the pronoun နာမ်စား (၂) past tense verb အတိတ်ကာလ ပြကြိယာ (၃) the activity လုပ်ဆောင်မှု နှင့် (၄) time expression အချိန်ပြပုဒ်။ အဖြေများကို board ပေါ် တွင်ရေးပြပါ။)

Summary and feedback (5 minutes)

• Explain to the students that they need to listen to their friends while doing the group work activity.

Teaching procedure for Period 4

Warm up (10 minutes)

- Write 'play', 'study' and 'prepare' on the board. Then, write, 'Yesterday, I ... badminton.' Elicit the answer 'played' from the students. Tell them to spell 'played'. Ask students how the word has been changed from 'play' to 'played'. Then, write, 'Yesterday, I ... English'. Elicit the answer 'studied' and explain how it is formed.
- verb တစ်ခုသည် vowel + y နှင့်ဆုံးသောအခါ '-ed' ပေါင်းရပြီး (e.g. play played)၊ consonant + y နှင့်ဆုံးသောအခါ '-ied' ပေါင်းရ သည့် (e.g. study - studied) စည်းမျဉ်းကို ရှင်းပြပါ။
- Repeat the procedure for the word 'prepare'.
- Ask students write the past tense verbs they have learnt in the previous periods. (visited, prepared, listened to, played, watched, enjoyed, dusted, coloured etc.) Have students check their writing.

95 4. Practise the dialogue in pairs. Then, talk about two things you did yesterday. (25 minutes)

- Play the recording or read aloud the dialogue.
- Ask a student to come to the front of the class and do the demonstration.

Teacher: What did you do yesterday?

Student: I played badminton with my friend. What about you?

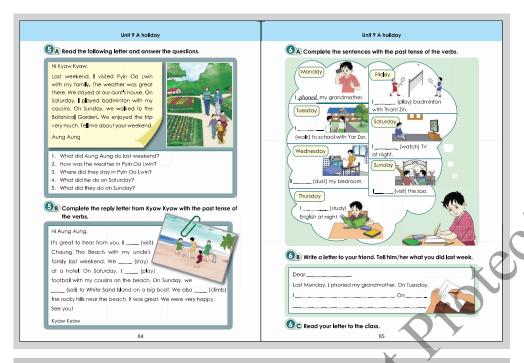
Teacher: I listened to music.

- Ask students to make pairs and practise the dialogue in the text first. After that, ask them to change roles.
- Then, tell them to talk about two things they did yesterday. Tell them to look at 3B for ideas and hints.
- Remind them to use the past tense verbs and help students who are weak at speaking skill. (ကျောင်းသားများ လေ့ကျင့်ပြောဆိုရာတွင် past tense verbs ကိုသုံးရန် သတိပေးရန်လိုပါသည်။)
- Have some volunteers present in front of the class.

Summary and feedback (5 minutes)

• Explain to students the use of 'did + infinitive' form in making questions in past tense.

(ကျောင်းသားများအား past tense နှင့် မေးခွန်းပြုလုပ်ရာတွင်သုံးသည့် အကူကြိယာပုံစံကို သေချာစွာရှင်းပြရန်လိုပါသည်။)



Period 5 & 6 Objectives:

Students should be able to:

- 5. read a short letter describing holiday activities.
- 6. write a letter to a friend about what they did last week.

Words and expressions:

New: Botanical Garden, sail, trip

the letter format – Hi ... It's great to hear from you. Tell me about your weekend. See you!

Previously learnt: I visited ... I played ...

Resources and preparation: writing paper (if available)

Teaching procedure for Period 5

Pre-reading (7 minutes)

• Ask students, 'What did you do during your holiday?' As a model answer, tell them what you did during your holiday. (went to a beach, visited friends, went back to hometown, etc.)

(ကျောင်းသားများအား အားလပ်ရက်များတွင်ပြုလုပ်လေ့ရှိသည့် activities များပြောပြတတ်အောင်ကူညီပေးပါ။)

96 5A. Read the following letter and answer the questions.

(20 minutes)

Reading

- Ask students to study the picture and describe the picture. (what they see in the picture, who they think the people in the picture are, what the people in the picture are doing, etc.)
 (ရုပ်ပုံကို ကျောင်းသားများ မြန်မာလိုဖော်ပြပါက ဖော်ပြစေပြီးမှ အင်္ဂလိပ်လို ဖော်ပြတတ်ရန်ကူညီပေးပါ။)
- Put students into groups of 3 or 4 depending on the class size. In their groups, tell them to read the letter and discuss what the letter is mainly about. Ask students to read the questions that follow and answer them.
- When they have finished, confirm the correct answers by writing them on the board. Play the recording or read the letter aloud. Make some mistakes in the letter and read out (e.g. 'Last weekend, I visited Yangon with my family.') When students hear a mistake, they shout, 'stop!' and then say the correction. (e.g. 'Pyin Oo Lwin') Do this for both content and verb tenses. (e.g. 'On Saturday, I play badminton with my cousins.')

5B. Complete the reply letter from Kyaw Kyaw with the past tense of the verbs.

(10 minutes)

Post-reading

- Ask students to study the reply letter from Kyaw Kyaw and fill in the blanks with the past tense of the verbs given in the brackets. Suggest students to refer to the previous pages if necessary.
- Then, confirm the correct answers by writing them on the board. Ask a different student to read aloud each sentence.
- Check students' pronunciation. Then, ask some questions to check students' understanding, e.g. 'Where did Kyaw Kyaw go?' 'Who did he go with?' 'Where did he stay?' 'What did he do on Sunday?', etc.

Summary and feedback

(3 minutes)

Make sure that students know the different pronunciation between the present and past tense of the verbs.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

- Ask students what they did last week in Myanmar language. Elicit the verbs that they learnt, I visited ... I played ...'

 97 6A. Complete the sentences with the past tense of the verbs.

 (10 minutes)
- Ask students to read the sentences explaining the pictures. Elicit the past tense of the verbs given in the brackets.
- Play the recording or read the sentences.
- Check the answers with the class and write the correct answers on the board.
- Make sure students know that the passage is about the activities of the boy in the previous week.

 (ပေးထားသောစာကြောင်းများသည် ပုံတွင်ဖော်ပြထားသော ကျောင်းသားလေး၏ ပြီးခဲ့သောတစ်ပတ်မှလုပ်ဆောင်ချက်များကို ဖော်ပြထားခြင်း
 ဖြစ်ကြောင်းရှင်းပြပါ။)

6B. Write a letter to your friend. Tell him/her what you did last week.

(15 minutes)

Writing

- Ask students, 'What did you do last Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday?'
- Tell them to try to remember what they did last week. Help them choose the appropriate verbs to tell what they did last week. Then, ask students to write a letter to their friend telling him/her what they did last week. Tell them to look at the sentences in 6A for ideas.
- When they finish, ask them to switch their letters with the friend next to them and check their writing and spelling.

6C. Read your letter to the class.

(10 minutes)

Post-writing

• Ask students to whom they wrote their letters. Invite at least 5 students to come to the front of the class and read their letters. Encourage the students to read clearly so that the class can hear them.

(စာဖတ်ရာတွင် ရှင်းရှင်းလင်းလင်း ပီပီသသ ဖတ်ရန်လိုအပ်ကြောင်းရှင်းပြပါ။)

Summary and feedback

(2 minutes)

• Make sure that students know how to write a letter to a friend.

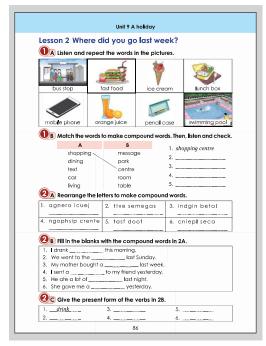
(ကျောင်းသားများ သူငယ်ချင်းထံ စာမည်သို့ရေးရမည်ကို သေချာစွာသိပြီးရေးတတ်ရန်လိုပါသည်။)

Lesson Where did you go last week?

Objectives:

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

- use compound nouns and the past simple tense to describe their past activities.
- read and understand simple short texts and write short paragraphs.



Period 1 & 2 Objectives:

Students should be able to:

- Kecked 1. say and understand useful compound nouns
- 2. use the irregular past tense verbs.

Words and expressions:

New: fast food, lunch box, mobile phone, dining table, text message, car park, drank, went, bought, sent, ate, gave

Previously learnt: A buy, give, go

bus stop, ice cream, orange juice, pencil case, swimming pool, shopping centre, living room

Resources and preparation:

audio materials, picture cards of bus stop, fast food, ice cream, lunch box, mobile phone, orange juice, pencil case, swimming pool

Teaching procedure for Period 1

(10 minutes) Warm up

- Put the picture cards of bus stop, fast food, ice cream, lunch box, mobile phone, orange juice, pencil case and swimming pool on the walls of the classroom or on the board.
- Give the word cards of bus stop, fast food, ice cream, lunch box, mobile phone, orange juice, pencil case and swimming pool to 8 students.
- Then tell them to find the correct picture of the word cards they are given and find that picture on the walls or on the board.
- Ask the class to help them to find the correct picture.

(ရုပ်ပုံကဒ်များနှင့် စာလုံးကဒ်များကိုယှဉ်တွဲရာတွင် အတန်းသားများအားလုံးပါဝင်ကူညီရန်ပြောပါ။)

98 1A. Listen and repeat the words in the pictures.

(10 minutes)

- Ask students to look at the pictures and the words in the textbook.
- Play the recording or read the compound words aloud to the students three times.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Then, have them practise saying the compound words.

15 minutes) 1B. Match the words to make compound words. Then, listen and check.

- Prepare the word cards by writing the words 'shopping, centre, dining, table, text, message, car, park, living and room'
 on ten pieces of paper.
- Ask some volunteer students to hold the word cards.
- Tell the class to study the first answer in the textbook and ask students who are holding the word cards of shopping and centre to stand together.
- Then, ask students who are holding the word cards to match their words to form compound nouns and stand together.
- Tell the class to help their friends make compound nouns.
- Ask them to match the words to make compound nouns and write them down in their notebooks.
- Before they listen to the recording and check their answers, ask students to check their answers with their friends.
- Play the recording or read the words aloud to the students three times.
- Tell them to listen to the recording or to the teacher carefully and check their answers.

Summary and feedback

(5 minutes)

- Confirm that students know how compound words are formed. (compound noun = noun + noun)
- Tell them that compound nouns are pronounced with the stress on the first word. (bus stop 'bus istop)

Teaching procedure for Period 2

Warm up

(5 minutes)

- Ask students whether they remember the 'Susie, the hungry pig' story they learnt in Grade 2.
- If they give their answer in Myanmar, accept and help them to translate into English. (ပုံပြင်ကို ကျောင်းသားများ မြန်မာလိုပြောပြပါက လက်ခံပေးပြီး အင်္ဂလိပ်လိုပြောပြတ်တိရန် ကူညီပေးပါ။)
- Then, ask, What did Susie do in the story? (She ate too much everyday.)

2A. Rearrange the letters to make compound words.

(10 minutes)

- Ask students to study the compound words in 1A and 1B again.
- Ask them to rearrange the given letters to make correct compound words and write them down.
- Ask students to check their answers with their friends and then, confirm the correct answers by writing them on the board.

2B. Fill in the blanks with the compound words in 2A.

(10 minutes)

- Ask students to read the given sentences and elicit the meaning of the verbs 'drank, went, bought, sent, ate and gave' so that they would have more idea in filling in the blanks with the correct words.
- Ask them to fill in the blanks and check their answers with their friends and then, confirm the correct answers by writing them on the board.

(အဖြေမှန်များကို board ပေါ် တွင်ရေးပြပြီး ကျောင်းသားများအား မိမိတို့၏အဖြေများမှန်မမှန် သေချာစွာတိုက်ရန်ပြောပါ။)

2C. Give the present form of the verbs in 2B.

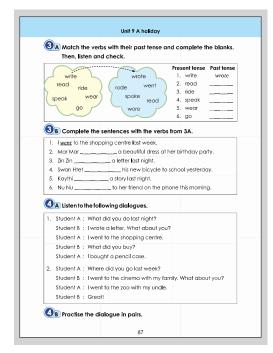
(10 minutes)

- Ask students to say the past tense verbs they learnt in Lesson 1. (visited, watched, dusted, etc.)
- Tell them that they are regular past tense verbs and are formed by adding the suffixes '-d', '-ed' and '-ied' to verbs.
- Explain to the students that the verbs in 2B are the irregular past tense verbs and the suffixes '-d', '-ed' and '-ied' cannot be used. (regular နှင့် irregular past tense verbs များကွာခြားပုံကို ကျောင်းသားများနားလည်ရန် သေချာစွာရှင်းပြရန်လိုပါသည်။)
- Have students point to a verb in each sentence. Student can check with their partners which word they are pointing at.
- Tell students to think of the present form of each verb and write in their exercise books.

Summary and feedback

(5 minutes)

- Say the first word in a compound noun and ask students to say the second. (e.g. 'Shopping ... Which word is next?'
- Say a verb and ask students to say the past.
- Confirm that students know the difference between regular and irregular past tense verbs.



Period 3 & 4 Objectives:

Students should be able to:

- 3. use irregular past tense verbs to express their past activities.
- 4. ask and answer about the things they did in the past using irregular past tense verbs.

Words and expressions:

New: wrote, rode, went, spoke, read, wore

What did you do last night/last week?

Previously learnt: write, read, ride, speak, wear, go

Resources and preparation: audio materials

Teaching procedure for Period 3

Warm up (10 minutes)

- Ask students, 'What did you do last night/last week?'
- Ask them to tell you what they did. Write the verbs 'drank, went, bought, ate' on the board and encourage students to
 use these words.
- As a sample answer tell them what you did last night using irregular past tense verbs. (e.g. I went to my favourite restaurant last night.)

3A. Match the verbs with their past tense and complete the blanks. Then, listen and check.

- Tell students to look at the verbs given in the clouds.
- Tell them to match the present tense verbs in the left cloud with the irregular past tense verbs in the right cloud and write them in their exercise books.
- Then, play the recording or read the words aloud to the students three times.
- Tell them to listen to the recording or to the teacher carefully and check their answers.
- Have the class practise saying the words.

3B. Complete the sentences with the verbs from 3A.

(10 minutes)

- First, ask students to study the example sentence so that they would know how to complete the sentences.
- Tell them to choose suitable verbs in 3A to complete the sentences.
 (စာကြောင်းကို သေချာစွာဖတ်ပြီးမှ သင့်လျှော်သော verb ကိုသုံးပြီး ကွက်လပ်ဖြည့်ရန်ပြောပါ။)
- Then, confirm the answers and write them on the board. If time permits, erase the answer but make sure that 'went, wore, wrote, rode, read, and spoke' are still on the board. Read a sentence without the verb and have students say the missing word.

Summary and feedback (5 minutes)

• Explain to students that the present and past tense form of the verb 'read' is the same but the pronunciation is different. (read /ri:d/ (present tense) & read /red/ (past tense))

('read' ၏ present tense နှင့် past tense form များတူညီပြီး အသံထွက်ကွာခြားပုံကို ကျောင်းသားများ နားလည်ရန်ရှင်းပြပါ။)

Teaching procedure for Period 4

Warm up (5 minutes)

- Elicit the irregular past tense verbs they learnt in the previous periods.
- Ask a student, 'What did you do last night?'
- Encourage him/her to answer your question using irregular past tense verbs by writing some verbs on the board and telling the students to use them. (e.g. I went to the cinema last night.)
- Ask them to ask and answer the question in pairs.

101 4A. Listen to the following dialogues.

(15 minutes)

- Tell students that they are going to listen to the dialogue about past activities.
- Play the recording or read the dialogue aloud to the students three times.
- Tell them to listen to the recording or to the teacher carefully and repeat after the recording or the teacher.
- Play the recording with pauses so that students can repeat after it. If it is necessary, play the recording more than three
 times.

(ကျောင်းသားများလိုက်ဆိုနိုင်ရန် recording ကို နားနားပြီး ဖွင့်ပေးရန်လို့အပ်ပါသည်။ လိုအပ်ပါက သုံးကြိမ်ထက်ပိုဖွင့်ပြပါ။)

4B. Practise the dialogue in pairs.

(15 minutes)

Ask a student to come to the front of the class and do the demonstration.

Student A : What did you do last night?

Teacher : I wrote a letter. What about you?

Student A: I went to the shopping centre.

Teacher : What did you buy?

Student A : I bought a pencil case.

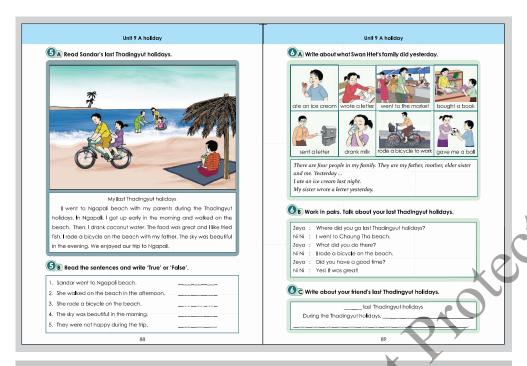
Do the demonstration with action and ask students to practise the dialogues in pairs.

(ကျောင်းသားများ လေ့ကျင့်ပြောဆိုရာတွင် သဘာဝကျကျပြောဆိုနိုင်ရန် ကူညီပေးပါ။)

Summary and feedback (5 minutes)

Make sure that students can say the dialogue by using past tense.

(ကျောင်းသားများအား past tense နှင့်မေးခွန်းမေးရာတွင် မှန်ကန်စွာ မေးတတ်အောင် လေ့ကျင့်ပေးပါ။)



Period 5 & 6 Objectives:

Students should be able to:

- 5. read a short and simple text describing holiday activities.
- 6. write simple sentences about their family's past activities and write a short paragraph about their holidays.

Words and expressions:

New: got up, Ngapali beach, coconut water, was

Previously learnt: went, drank, rode a bicycle

Resources and preparation: writing paper (if available)

Teaching procedure for Period 5

Pre-reading (10 minutes)

- Tell students where you went during your holiday. (went to Bagan with your family, went to a village with friends)
- Ask students, 'Where did you go during your last Thadingyut holiday?' (ကျောင်းသားများအား အားလပ်ရက်အတွင်းသွားခဲ့ဖူးသည့် ခရီးတစ်ခုအကြောင်း ပြောပြပါ။ ထို့နောက် ကျောင်းသားများ သီတင်းကျွတ်ကျောင်း ပိတ်ရက်အတွင်း လုပ်သည့်အရာများကို ပြောပြနိုင်ရန်ကူညီပေးပါ။)

102 5A. Read Sandar's last Thadingyut holidays.

(20 minutes)

Reading

- Put students into groups of 3 or 4 depending on the class size.
- In their groups, tell them to read the text and discuss what it is mainly about. (Sandar's last Thadingyut holidays)
- Play the recording or read the text aloud to the students and ask them to listen carefully.
- Ask one student to read the first sentence and the next student the second sentence. Ask the other students to continue reading one sentence each till the end.
- Tell students to pay attention to their friends while they are reading.
- Then, ask them to read the whole text together.
- Go around the class and monitor the students' reading and help the weaker groups.

5B. Read the sentences and write 'True' or 'False'.

(7 minutes)

Post-reading

- Ask students to study the given sentences first in their groups.
- Then, ask them to look for the similar sentences in the text and find the difference.
- Tell them to decide whether the sentences are true or false.
- Confirm the correct answers by writing them on the board.

Summary and feedback

(3 minutes)

• Make sure that students can read the text with correct pronunciation. (ကျောင်းသားများအား စာပိုဒ်ကို အသံထွက်မှန်မှန်၊ အဖြတ်အတောက်မှန်မှန်ဖြင့် ဖတ်ရန်ပြောပြရပါမည်။)

Teaching procedure for Period 6

Pre-writing

(3 minutes)

• Ask students about their family members and ask, 'What did you and your family do yesterday?' (ကျောင်းသားများ မိမိတို့မိသားစုဝင်များ၏ ယမန်နေ့က တစ်နေ့တာလုပ်ဆောင်မှုများအားပြန်ပြောပြတတ်ရန် ကူညီပေးပါ။)

6A. Write about what Swan Htet's family did yesterday.

(15 minutes)

Writing

- Ask students to study the pictures and the activities given below the pictures.
- Tell them that the pictures show what Swan Htet and his family members did the day before and elicit who the people in the pictures are. (Picture 1 Swan Htet, Picture 2 his sister, Picture 3 his mother, etc.)
- Tell them that they need to write sentences starting with 'My ့.' in place of Swan Htet. (စွမ်းထက်နှင့်သူ၏မိသားစုဝင်များ၏ လုပ်ဆောင်မှုများကို စွမ်းထက်အနေဖြင့် ရေးသားရမည်ဖြစ်ကြောင်း ရှင်းပြပါ။)
- When they have finished, ask them to check their answers with their friends and then, write the sample answer on the board.

103 6B. Work in pairs. Talk about your last Thadingyut holidays.

(10 minutes)

Post-writing

- Play the recording or read aloud the dialogue.
- Ask a student to come to the front of the class and do the demonstration.

Teacher : Where did you go last Thadingyut holidays?

Student A : I went to Chaung Tha beach.

Teacher : What did you do there?

Student A : I rode a bicycle on the beach.

Teacher : Did you have a good time?

Student A: It was great.

Ask students to practise the dialogues in pairs.

(ကျောင်းသားများ လေ့ကျင့်ပြောဆိုရာတွင် သဘာဝကျကျပြောဆိုနိုင်ရန် ကူညီပေးပါ။)

6C. Write about your friend's last Thadingyut holidays.

(10 minutes)

• Tell students that they need to write their friend's last Thadingyut holiday based on the dialogue they had in 6B. (မိမိသူငယ်ချင်း၏ သီတင်းကျွတ်ကျောင်းပိတ်ရက်အတွင်း လုပ်ဆောင်ချက်များကို ရေးရာတွင် နံပါတ် 6B တွင် ပြောခဲ့ကြသည့် dialogue ပါအတိုင်းရေးရန် သတိပေးပါ။)

Summary and feedback (2 minutes)

• Make sure that students can write a short paragraph describing their friend's last Thadingyut holiday. (ကျောင်းသားများသည် ၎င်းတို့သူငယ်ချင်းများ၏ သီတင်းကျွတ်ကျောင်းပိတ်ရက်များအတွင်းလုပ်ဆောင်ခဲ့မှုများကို ရေးတတ်ရန်လိုပါသည်။)

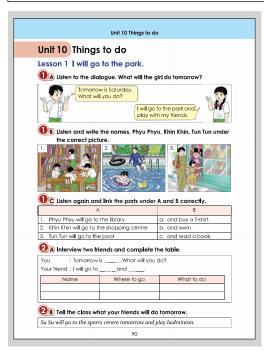
Unit 10 Things to do

Lesson 1 I will go to the park.

Objectives:

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

- talk about their plans for the next day.
- ask and answer questions about their plans for the weekend.



Period 1 & 2 Objectives:

Students should be able to:

- 1. present about their plans for tomorrow.
- 2. tell the class where their friends will go and what they will do tomorrow.

o tected

Words and expressions:

New: What will you do?

I will ..

Previously learnt: buy, library, read, swim, shopping centre,

swimming pool

Resources and preparation: audio materials, paper for gesture game, pictures in the textbook (if necessary) **Teaching procedure for Period 1**

Warm up (5 minutes)

- Write 'Yesterday', 'Today' and 'Tomorrow' on the board. Under each word, write the relevant days of the week. (e.g. Monday, Tuesday, Wednesday)
- Point to 'Yesterday' and talk about what you did yesterday. E.g. say, 'Yesterday was Monday. Yesterday, after school, I went to the shopping centre. I bought bananas and rice. I cooked dinner at home. Then, I watched TV and read a book.'
- Point to 'Tomorrow' and ask students, 'What day is tomorrow?' Elicit the day from the students (e.g. 'Wednesday'). Then say, 'Tomorrow is Wednesday. Tomorrow, after school, I will go to the pool and swim. Then, I will go to the library and read a book.'
- Write, I will go to the pool tomorrow on the board. Explain (in Myanmar) that we use 'will' to talk about the future.

104 1A. Listen to the dialogue. What will the girl do tomorrow? (15 minutes

- Play the recording or read the dialogue aloud. Ask, 'What day is tomorrow? and What will the girl do tomorrow?' and elicit answers from students. If necessary, play the recording or read the dialogue a second time.
- Tell students to open their textbooks. Play the recording or read the dialogue aloud to the students. Students listen and repeat the dialogue.

○ 105 1B. Listen and write the names, Phyu Phyu, Khin Khin, Tun Tun under the correct picture.

(10 minutes)

- Have students look at the pictures and guess the places in each picture. Help them come up with the places such as 'library', 'pool' and 'shopping centre'. On the board write the names, Phyu Phyu, Khin Khin and Tun Tun. Play the recording or read the three sentences aloud. Students listen and match the names with the corresponding pictures.
- Ask students, 'Where will (name) go?' and check their answers. If necessary, play the recording or read aloud the dialogue again. Say the sentences and tell students to repeat after you.
- To check students' understanding, ask, 'Who will go to the library?' and 'Where will Tun Tun go?'

1C. Listen again and link the parts under A and B correctly.

(8 minutes)

- Play the recording or read aloud the sentences again.
- Ask students, 'Phyu Phyu will go to the library. What will she do? Swim?' Elicit 'read a book'.
- Write, 'Phyu Phyu will go to the library and read a book' on the board.
- Have students practise saying the sentences 1, 2, 3 in A, and the sentences a, b, c in B.
- Have students link the parts from A and B to make correct sentences.
- Divide the class into two groups, A and B. Tell 'A' students to say the A parts. Tell 'B' students to say the correct B parts to make a complete sentence.
- Pair up the students and practice matching the sentences A and B.

Summary and feedback

(2 minutes)

· Confirm that students know how to use 'will' to talk about the future

Teaching procedure for Period 2

Warm up (10 minutes)

Gesture game

- Prepare three pieces of paper with the written phrases: play soccer/read a book /eat *mont-hin-gah*. Write only one phrase per paper.
- Tell the class they will look at gestures of some actions and guess what their classmates will do tomorrow.
- Write on the board, 'Tomorrow, (Name) will ...' Call three students to the front and give each of them one piece of paper.
- One by one, have a presenter student do the gesture while the class watches him/her and guesses.
- Have students raise their hands if they know the answer. Students answer, '(Name) will ...'

2A. Interview two friends and complete the table.

(15 minutes)

- Draw the table in 2A on the board. Call a student to the front of the class to demonstrate the interview activity. Ask him/her to say 'Tomorrow is ... What will you do?' and the teacher answers. Repeat the sentences. Then, point to the table on the board and elicit from two students where they will go (a restaurant) and what they will do (have dinner).
- Write the information in the table. Then, have students draw the table in their exercise books.
- Tell them to interview any two students and complete the table. If there are students who finish early, tell them to interview two more students.

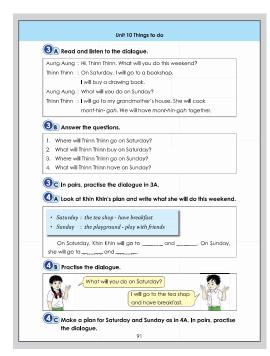
2B. Tell the class what your friends will do tomorrow.

(13 minutes)

- Choose some students and ask each student who they interviewed. Ask each student where his/her friend will go and what he/she will do. Ask students to read out their sentences to the whole class.
- If there is time, ask some more volunteers to say their sentences.

Summary and feedback (2 minutes)

• While the students are saying their sentences, encourage them with positive feedback.



Period 3 & 4 Objectives:

Students should be able to:

- 3. confirm and understand the future plans of other people.
- 4. explain their future plans.

Words and expressions:

New: drawing book, tea shop, play with friends, together

What will you do this weekend/on Saturday/on Sunday?

Previously learnt: bookshop, *mont-hin-gah*, breakfast, cook, go, have

Resources and preparation: audio materials **Teaching procedure for Period 3**

Warm up (3 minutes)

- Tell the class that you are very busy this week because you have a special plan for this weekend.
- Explain your plan for this weekend. Use the sentence patterns: 'This is my special plan for the weekend. On Saturday, I will go to ... I will ... On Sunday, I will go to ... I will ...
- Ask some students if they have any special plans for the weekend.

106 3A. Read and listen to the dialogue.

(15 minutes)

- Have students read the dialogue before they listen to it silently.
- Play the recording or read the dialogue aloud and tell students to read and listen.
- Play the recording or read the dialogue again. Pause after each sentence. Tell the class to repeat each sentence.
- Divide the class into two; one group will be Aung Aung and the other will be Thinn Thinn. Have the two groups practise the dialogue. Then, have the groups switch roles and practise again.

3B. Answer the questions.

(15 minutes)

- Tell the class to look at 3B. Tell them that you are going to say some words and that they have to point to these words in the questions in 3B. Say the words: 'where', 'what', 'go', 'buy', 'have', 'Saturday' and 'Sunday'. Check if the students can point to the correct words.
- Read out the questions once. If necessary, check the meaning in Myanmar.
- Read out the questions for the second time. After each question, have them point to the answer in 3A and compare their answers with their friends.
- Check the answers with the whole class.
- Pair up the students. One student asks the questions and the other student says the answers. Then switch roles and practise again.
- Have students write their answers in their exercise books if time permits.

3C. In pairs, practise the dialogue in 3A.

(5 minutes)

- Tell students to practise the dialogue in 3A in pairs. Swap roles and practise again.
- Have students practise saying the dialogue with their textbooks closed.
- Ask some volunteers to come to the front of the class and have them say the dialogue without looking at the textbook. Summary and feedback (2 minutes)
- Make sure that student can say their future plans.

Teaching procedure for Period 4

(5 minutes) Warm up

- Tell students to read the dialogue in 3A and listen to the teacher.
- Read aloud the dialogue from 3A and make some mistakes (e.g. 'On Friday, I will go to a bookshop. L will buy a pencil case'). When students hear a mistake, they have to shout 'stop!' Then, students have to say the correct sentence.

4A. Look at Khin Khin's plan and write what she will do this weekend.

(12 minutes)

- Have students read Khin Khin's plan for the weekend.
- To check their understanding, ask, 'Where will Khin Khin go on Saturday?' and 'What will she do there?' Repeat the same questions for Sunday.
- Tell students to write complete sentences by filling in the missing words in their exercise books. Have them check their answers with their friends.
- Check the answers with the whole class and write the two sentences on the board.
- Tell students to close their textbooks and look at the board. Students say the sentences while the teacher continues to erase a word from each sentence, e.g. 'shop' and 'friends'. Repeat the activity until the words 'On Saturday' and 'On Sunday' are left.

107 4B. Practise the dialogue.

(8 minutes)

- Play the recording or read aloud the dialogue.
- Pair up students and practise the dialogue. Swap roles and practise again.
- Tell students to try saying the dialogue with their textbooks closed.
- Ask for some volunteers to come to the front of the class and try saying the dialogue without looking at the textbook.

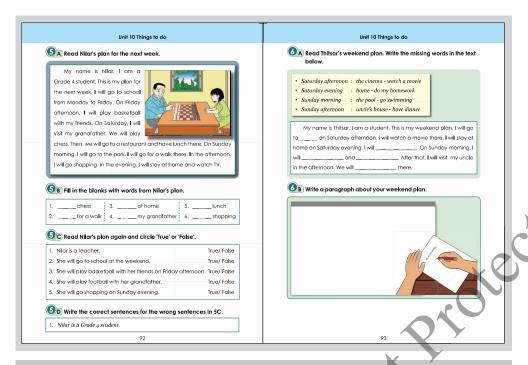
4C. Make a plan for Saturday and Sunday as in 4A. In pairs, practise the dialogue.

- Have students think of a plan for their weekend and write it in their exercise books. Students can look at the Khin Khin's plan in 4A. If necessary, the teacher can write an example plan on the board.
- Tell them to show their plan to their friends and check if they have included enough information.
- In pairs, tell students to use the dialogue in 4B to explain their own plan for the weekend. Tell them to change partners and practice the dialogue again.

Summary and feedback (5 minutes)

Ask some students to say what their partners' plan for the weekend is. Confirm that students can use 'will' correctly.

Unit



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and understand a plan for the next week.
- 6. use time expressions to write about their weekend plan.

Words and expressions:

New: visit my grandfather, go to a restaurant, stay at home, go for a walk, play chess

Previously learnt: go to school, play basketball, go to the park

Resources and preparation: audio materials, pictures in the textbook (if necessary)

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Write the seven days of the week on the board and say your plan for next week. (e.g. On Monday, I will go to the library. On Tuesday, I will go shopping. On Wednesday, ..., etc.)
- Ask a student, 'What will you do on ...?' Have students practise asking and answering in pairs.

108 5A. Read Nilar's plan for the next week.

(13 minutes)

Reading

- Before reading, have students look at the picture and guess what Nilar will do next week.
- Play the recording or read the passage aloud. Tell students to listen carefully.
- Play the recording or read the passage again and have students repeat.
- Ask questions such as, 'When will Nilar play basketball?' 'Who is the man in the picture?' Tell students to point to the line where the answers are.

5B. Fill in the blanks with words from Nilar's plan.

(5 minutes)

Post-reading

- Have the class read the passage again and write the missing words in the exercise books.
- Have students check their answers in pairs
- Write the numbers 1 to 6 on the board. Tell some students to write the correct word beside each number. Then confirm the answers as a class.

5C. Read Nilar's plan again and circle 'True' or 'False'.

(7 minutes)

- Have students read Nilar's plan again.
- Have them read the sentences in 5C and decide if they are 'True' or 'False'
- Have students check their answers in pairs. Then confirm the answers as a class.

5D. Write the correct sentences for the wrong sentences in 5C.

(7 minutes)

- Have students explain why each sentence is true or false. They can give their reasons in Myanmar.
- Tell students to correct the wrong sentences and write the correct sentences in their exercise books. Ask some students to read the correct sentences aloud.

Summary and feedback (3 minutes)

Remind them to have pauses between phrases and to read the sentences with correct pronunciation.

Teaching procedure for Period 6

Pre-writing

(3 minutes)

• Ask, 'What will you do on Saturday afternoon?', 'What will you do on Sunday morning?'

6A. Read Thitsar's weekend plan. Write the missing words in the text below.

(10 minutes)

- Tell students to read Thitsar's weekend plan and ask some questions to check their understanding. e.g. 'What will she do on Saturday afternoon?'
- Have them complete the plan by writing the missing words in their exercise books.
- Tell them to compare their answers with their friends.
- Have the class read the completed plan aloud to confirm the answers

6B. Write a paragraph about your weekend plan.

(25 minutes)

Writing

- Tell the class to imagine a nice weekend. Tell them to think of where they would like to go and what they would like to do. Give them 3 minutes to think of it.
- Ask them to make notes of their weekend plan.
- Pair up the students and have them read and give comments to each other based on their notes.
- Tell the class that they are going to write their weekend plan using their notes. Tell students they have 15 minutes to write their plan. Monitor the class while they are writing. Check their spelling, word order, capital letters and legibility.

Post-writing

- When they have finished, have students swap their exercise books with their partners and check their partners' writing.
- Divide the class into groups of 4 to 6 students (depending on the class size).
- Tell students in each group to read their weekend plan. The other students in the group can ask questions like, 'Where will you go on Saturday?' and 'What will you do?'

Summary and feedback (2 minutes)

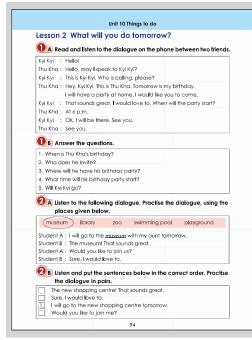
• Ask students some questions about their weekend plan and check their answers and pronunciation.

Lesson 2 What will you do tomorrow?

Objectives:

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

- understand a telephone conversation about a birthday invitation.
- write a plan for their next birthday.



Period 1 & 2 Objectives:

Students should be able to:

- 1. understand a phone conversation between two friends.
- 2. give and respond to invitations on future events.

Words and expressions:

New: This is ...

Who is calling, please?

That sounds great.

I would like you to ..

May I speak to ...?

Sure, I would love to

Previously learnt: Places — library, swimming pool,

shopping centre, T-shirt

Verbs — read, swim

Resources and preparation: audio materials Teaching procedure for Period 1

Warm up (3 minutes)

• In Myanmar, ask students if they have ever talked on phone with their friends. If they say 'yes', continue to ask some questions: 'Who did you call?' or 'Who called you?', 'Why did your friend call?'

109 1A. Read and listen to the dialogue on the phone between two friends. (15 minutes)

- Play the recording or read aloud the dialogue twice.
- Ask, 'Who is calling?', What is the name of Thu Kha's friend?' and 'When is Thu Kha's birthday? Elicit answers from the students.
- Read aloud the dialogue a third time. At the appropriate places in the dialogue, ask students the three questions again. Confirm the answers.
- Explain the meaning of the dialogue in Myanmar if necessary.
- Divide the class into two groups: one group will be 'Kyi Kyi' and the other 'Thu Kha'. Practise the dialogue. Then have the groups swap roles and practise again.
- Pair up the students and have them practise saying the dialogue in pairs by taking turns.

1B. Answer the questions.

(20 minutes)

• Tell the class to read the questions and confirm that they understand them. Check that students know that 'he' and 'his' in questions 2, 3, and 4 refer to (Thu Kha).

- Have them write their answers individually in their exercise books. After that, have them compare their answers with their friends.
- Confirm the answers as a class.
- Divide the class into two groups. One group asks the questions and the other group answers. Then, have the groups swap roles and repeat.
- Write the phrases on the board, 'May I speak to ...?', 'This is ... Who is calling, please?' to reinforce the phrases frequently used in the phone conversation.
- Tell students to make pairs and practise the dialogue. This time students have to use their own names, and think of a different day and time for the birthday party.

Summary and feedback

(2 minutes)

• Choose some students to do the role play and revise the expressions with the class.

Teaching procedure for Period 2

Warm up (5 minutes)

• Invite some pairs to the front and have them demonstrate the dialogue in 1A. To make this more realistic, the teacher can bring in two mobile phones (toy or real ones) which students can use when demonstrating the phone conversation.

2110 2A. Listen to the following dialogue. Practise the dialogue, using the places given below.

(15 minutes)

- Tell the class to read the places in the box (museum, library, zoo, swimming pool, playground).
- Play the recording or read aloud the dialogue. Have students listen to the dialogue twice.
- Draw a simple picture of a 'museum' and 'my aunt' on the board. Call a student to the front of the class and model the dialogue with the student. During the dialogue, point to the pictures and do an inviting gesture for 'Would you like to join us?'
- Tell students to practise the dialogue by substituting the underlined word 'museum' with the places given in the box. Make sure that they use an inviting gesture. Tell them to take turns.

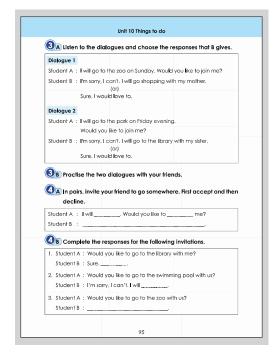
1111 2B. Listen and put the sentences below in the correct order. Practise the dialogue in pairs.

(12 minutes)

- Say the sentences and tell students to listen and read.
- Tell students to put the sentences in the correct order. Tell them the first sentence is marked 1. When they have finished, ask them to check their answers with their friends.
- Play the recording twice and have students check their answers. Confirm the answers.
- Play the recording a third time. Pause after each sentence and have students repeat.
- Have students practise the dialogue in pairs by taking turns.

Summary and feedback (8 minutes)

• Invite some pairs of students to demonstrate. Give feedback on their performance and on their pronunciation.



Period 3 & 4 Objectives:

Students should be able to:

- 3. understand invitations.
- 4. accept and decline invitations.

Words and expressions:

New: I'm sorry, I can't.

Previously learnt: Sure, I would love to.

I will ... Would you like to join us?

Would you like to join me?

Resources and preparation: audio materials **Teaching procedure for Period 3**

Warm up (5 minutes)

- Tell students, 'I will go to the cinema tomorrow. Would you like to join me?' Have them respond using, 'Sure, I would love to'. Repeat with 2 or 3 different plans.
- Ask students what they can say in English if they don't want to go. (e.g. 'I'm sorry.')

112 3A. Listen to the dialogues and choose the responses that B gives. (15 minutes)

- Tell students to read dialogue 1 silently. Ask students what they think Student B will say. Tell them to circle either 'I'm sorry' or 'Sure'.
- Play the recording for dialogue 1 and confirm the answer with the students.
- Repeat the procedure for dialogue 2.
- Draw ② and ② on the board. Ask students which face is for 'I'm sorry, I can't' and which is for 'Sure, I would love to'. Point to the faces and tell students to say the correct expressions.
- Ask them which expression is used to accept the invitation and which one is to decline. Check the meaning in Myanmar
 if necessary.

3B. Practise the two dialogues with your friends.

(15 minutes)

- Play the recording again or read the dialogue in 3A aloud. Pause after each sentence and have students repeat.
- Divide the class into two groups, A and B, and have them practise the dialogue.
- Tell students to make pairs, A and B, and practice the dialogue. After this, point to either 😂 or 🧐 and have student B accept or decline the invitation. Swap roles and do it again.
- Tell students to walk around the classroom, find different partners and practise the dialogues two more times. Tell them they can choose to accept or decline the invitations.

Summary and feedback (5 minutes)

Call some pairs to demonstrate the dialogues and revise the expressions with the class.

Teaching procedure for Period 4

Warm up (10 minutes)

- Review the expressions for offering, accepting, and declining invitations.
- Write the following on the board.

like me you would join to? sorry I can't I'm 🧐 to sure love I would 🧐

- Tell students to rearrange the words to make the correct expressions. Tell them to check with their friends. Call on some students to say the expressions and write them on the board.
- Tell students to think about two places they want to go. Ask some students for their places and write them on the board (e.g. the park, the shopping centre, the market, etc.)

(15 minutes) 4A. In pairs, invite your friend to go somewhere. First accept and then decline.

- Tell students to make pairs. Tell each pair to take turns practising Dialogue 1 and 2 in 3A.
- Tell students to read 4A. Point to a place written on the board (e.g. park) and ask students to say the first line of the dialogue.
- Then point to and tell students to say the correct expression.
- Repeat the procedure with a different place (e.g. shopping centre). This time point to (2) and tell students to say the correct expression.
- Tell students to make pairs and practise making two dialogues, one accepting the invitation (②) and one declining the invitation (🧐).
- Invite some volunteers to the front and have them demonstrate their dialogues.

4B. Complete the responses for the following invitations.

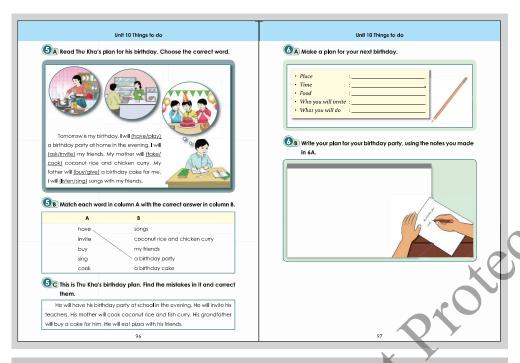
(10 minutes)

- Read out the first two dialogues. Have students guess which expression is needed in 1 and 2. Give hints by pointing to 🥯 or 🧐 on the board.
- Pair up the students and have them complete the responses.
- Tell the pairs to share their responses with other pairs and check their answers.
- Confirm their responses. Ask why they give such responses. Help them notice the clue words, 'sure', 'sorry' and 'can't'.
- Tell the pairs to practise the dialogue according to their responses.

Summary and feedback

(5 minutes)

Ask students to report on their partners' plans.



Period 5 & 6 Objectives:

Students should be able to:

- 5. read and understand a birthday plan.
- 6. write a paragraph about their birthday plan.

Words and expressions:

New: have a birthday party, invite, birthday cake, coconut rice

Previously learnt: tomorrow, will

Resources and preparation: pictures in the textbook (if necessary)

Teaching procedure for Period 5

Pre-reading (5 minutes)

- Ask one or two students, 'How old are you?' and 'When is your birthday?'
- Have students interview each other about their age and their birthday. Tell students to ask, 'What will you do on your next birthday?' Remind them to answer using, 'I will ...'

5A. Read Thu Kha's plan for his birthday. Choose the correct word. (15 minutes)

Reading

- Have students look at the pictures and guess what Thu Kha will do on his birthday. Elicit possible answers from students and write them on the board.
- Have students read the passage individually and circle the correct words.
- Tell students to check their answers with their friends.
- Read the passage aloud to the students and tell students to listen carefully and confirm the answers. Read aloud the passage again and have students say the correct words.
- Have students read the passage as a class.

5B. Match each word in column A with the correct answer in column B.

- (10 minutes)
- Read aloud the words in A and the words in B. Using 'have' and 'a birthday party' as an example, explain to students what to do.
- Have students do the matching first without referring to 5A. Advise them that they can look at 5A if they are not sure about their answers.
- Have them write their answers in their exercise books. Then, tell students to swap their exercise books and check their partners' answers.
- Confirm the answers as a class.

5C. This is Thu Kha's birthday plan. Find the mistakes in it and correct them.

7 minutes)

Post-reading

- Tell students to read 5A again. Then tell them to read 5C.
- Explain there are some mistakes in 5C and they have to find and correct them.
- Have students do the activity individually first. Then, tell students to make pairs and have them check their answers with their partners.
- Ask students, 'How many mistakes are there?'
- Accept some answers. Tell students, 'There are 5 mistakes. What are the mistakes?' Confirm the answers as a class.

Summary and feedback (3 minutes)

Make sure that students understand the meaning of the passage

Teaching procedure for Period 6

Pre-writing (7 minutes)

• Tell the class your plan for your birthday using 'I will'...'. Ask the class to think of what they will do on their birthdays.

6A. Make a plan for your next birthday.

(15 minutes)

- Tell students to read Thu Kha's birthday plan in (5A) again.
- Copy the form in 6A on the board. With the students complete the form using Thu Kha's birthday plan. Confirm that students understand the keywords; place, time, food, etc.
- Tell students to think of a plan for their birthday and write some notes.
- Have them exchange their notes with their friends.
- Ask some students to read aloud their notes. Write some of the interesting ideas on the board.

6B. Write your plan for your birthday party, using the notes you made in 6A.

(15 minutes)

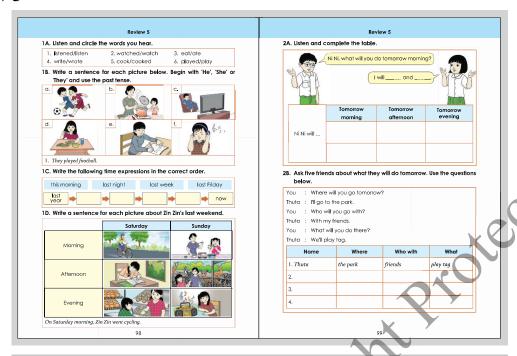
Writing

- Tell students they will write a plan for their next birthday using their notes.
- Give them 10 minutes to write their plans individually in their exercise books.
- After that, have students check their own writing for spelling, capital letters, and punctuation.
- Tell them to swap their exercise books with their friends and comment on each other's work.
- Call on students to read out their birthday plans.

Summary and feedback (3 minutes)

• Monitor the class and give feedback on their birthday plans and use of vocabulary.

Review 5



Objectives:

Students should be able to:

- use the time expressions for the past.
- · understand and talk about someone's plan for next week.

Words and expressions:

New: Where will you go? Who will you go with? What will you do there?

Previously learnt: listened, watched, ate, wrote, cooked, played, went, studied, play tag, the park, this morning, last

night, last week, last Friday, on Saturday morning/ afternoon/ evening

What will you do tomorrow morning? I will ... and ...

Resources and preparation: audio materials

Teaching procedure for Period 1

Warm up (4 minutes)

• Say what you did yesterday while emphasizing the pronunciation of the past tense verb form. For example, 'I WENT to my uncle's house. He COOKED coconut noodles for us. We SANG karaoke together.'

• Ask, 'What did you do yesterday?' and call on various students to answer.

114 1A. Listen and circle the words you hear.

(5 minutes)

- Have students read aloud the words in the box.
- Play the recording and ask them to point to the words they hear.
- Check the answers as a whole class and confirm the meaning of the words.

1B. Write a sentence for each picture below. Begin with 'He', 'She' or 'They' and use the past tense.

(12 minutes)

- Tell students that they are going to write sentences in the past tense. Have them look at the pictures in 1B and elicit the verbs for each picture by asking, 'What are/is they/she/he doing in picture a, b, etc.?'
- Point to the person in each picture and elicit the pronoun (They, She, or He).
- Tell them to read the example sentence given for the first picture and make sure that students understand what they have to do. Have them write the sentences individually.
- Pair up the students and have them do peer checking.
- Finally check the answers by asking some students to read aloud their answers.

1C. Write the following time expressions in the correct order.

(5 minutes)

- Ask students to read the time expressions in the box and check if they understand their meanings.
- Write the timeline given in the textbook on the board. Read aloud one of the expressions and ask students where to put it in the timeline. Do the same for all the expressions.
- Have students copy the correct order of time expressions into their exercise books. The answers are:
 last year → last week → last Friday → last night → this morning → now

1D. Write a sentence for each picture about Zin Zin's last weekend.

(12 minutes)

- Ask students to read the instruction for 1D and check if they understand.
- Tell students to read the example sentence and ask them which picture it describes.
- Have students write the sentences for the other pictures in their exercise books. Remind students that they should write the time phrase first and then a comma. For example, 'On Saturday morning, Zin Zin went cycling.' After they have finished, have them compare their answers with their friends.
- Check the answers as a whole class by inviting volunteer students to write their answers on the board. Correct their answers if necessary.

Summary and feedback

(2 minutes)

• To confirm students' understanding, point to some pictures from 1D and have students say the sentence.

Teaching procedure for Period 2

Warm up (5 minutes)

- Tell the class your plan for tomorrow morning, tomorrow afternoon and tomorrow evening.
- Have a student say what the teacher will do tomorrow morning/ afternoon/ evening.

115 2A. Listen and complete the table.

(15 minutes)

- Copy the table from 2A on the board. Use your name instead of 'Ni Ni'.
- Tell the class your plan for tomorrow morning, tomorrow afternoon and tomorrow evening.
- Write down the information of your plan into the table while you speak.
- Repeat your plan as necessary until students have completed the table.

- Have students look at the completed table. Then, have them read the instruction and tell what they are expected to write in each blank. Explain in Myanmar if necessary.
- Erase your information and leave blanks in the table again.
- Have students write the table into their exercise books.
- Play the recording or read the listening script twice. Students complete the table while listening.
- Play the recording or read it aloud again. This time, have students repeat after every sentence.
- Check the answers with the class by asking students what they have written in each blank.
- Pair up the students and have them swap their exercise books to check their writing.

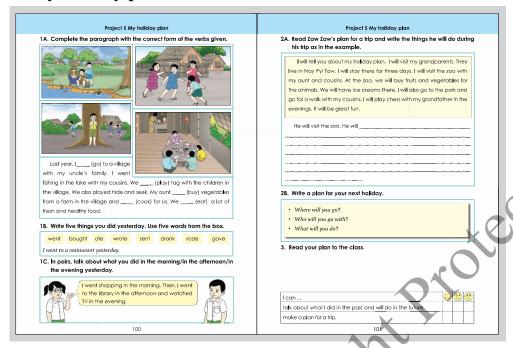
2B. Ask five friends about what they will do tomorrow. Use the questions below.

- (15 minutes
- Copy the table from 2B on the board, but do not write the information about Thuta.
- Tell students that they are going to interview their friends and find out what their friends will do tomorrow.
- Have students look at the sample dialogue in the textbook. Read it aloud to the students and elicit the questions they can use in their interview. The questions are: 'Where will you go tomorrow?' Who will you go with?' 'What will you do there?'
- Have students look at the table on the board and read the question words (where, who with, what) in the table. Confirm what kind of information should be put under each column.
- Read aloud the dialogue two more times. This time, write down the information about Thuta into the table while you speak.
- Have students copy the table into their exercise books
- Give them about 5 minutes to think about their answers to each question. Students can use their imaginations and come up with some creative plans about tomorrow. Advise them to write down their answers.
- Pair up the students and tell them to ask each other about their plans.
- After that, tell the class to interview four more friends and write down their responses in their exercise books. Have them move freely in the class and pair up with anyone they want.

Summary and feedback (5 minutes)

• Call two students who you think were able to do the interview well to the front of the class. Ask these two students to interview each other. Discuss with the class the good points about their interview.

Project 5 My holiday plan



Objectives:

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

- confirm that they can talk about what they did in the past and will do in the future.
- make a plan for a trip.

Words and expressions:

Previously learnt:

last year, in the morning/afternoon/evening, yesterday, went, bought, ate, were, sang, drank, rode, gave, will tell, will buy, will visit, will go to the park, will play chess, will be, will go for a walk

Resources and preparation: a picture of a village in Myanmar (if available)

Teaching procedure for Period 1: Plan

Warm up (5 minutes)

- Show students a picture of a village in Myanmar or draw a sample village.
- Ask students, 'What activities would you like to do if you all could go to this village as a class?'
- Ask individual students to call out the activities or have students work in groups. Write students' answers on the board.

1A. Complete the paragraph with the correct form of the verbs given. (10 minutes)

- Tell the class to look at the picture diary of a boy who visited one village during his holiday. Have them look at the pictures in 1A as well as their answers on the board and see if any of the activities on the board are described in the pictures or not.
- Elicit from the students what the people in the pictures are doing and what expressions can be used to describe each picture.
- Have students work individually and complete the paragraph with the correct form of the verbs given.
- Tell them to write the answers in their exercise books.
- In pairs, have students check their answers.

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- As a class, elicit answers from students. Students read the complete sentences with the correct form of verbs.
- Lastly, have the whole class read the completed paragraph aloud.

1B. Write five things you did yesterday. Use five words from the box.

(12 minutes)

- Tell the class to read the words given in the box aloud.
- Point to yourself and say a sentence using one of the words in the box. e.g. 'I ate two bowls of noodles yesterday.'
- Point to a student and have the student say a sentence using the word in the box. Use the gestures until he or she says a sentence.
- Have students read the instruction. Students choose five words and, using those words, write five things they did yesterday.
- Monitor the class and support students' writing when necessary.
- Have students share their five sentences in pairs.

116 1C. In pairs, talk about what you did in the morning/in the afternoon/in the evening yesterday. (10 minutes)

- Play the recording or read aloud the dialogue.
- Tell students to rewrite the sentences about their activities in 1B by using expressions of time: in the morning, in the afternoon, in the evening.
- Have students look at the example in 1C and tell them to explain to their partners what they did yesterday using the sentences they wrote.
- Ask some pairs to tell the class what their partners did yesterday.
- Monitor the class while they are doing writing or speaking activity and support them if they need help.

Summary and feedback (3 minutes)

- Call on a student to say what he/she did yesterday.
- Ask students if they did the same thing or something different.
- Call on other students to read their sentences.

Teaching procedure for Period 2: Do

Warm up (2 minutes)

• Tell students to imagine a place they would like to go for their holiday. Write down the places they want to go to and elicit from them what they will do there.

2A. Read Zaw Zaw's plan for a trip and write the things he will do during his trip as in the example. (15 minutes)

- Play the recording or read aloud the text. Then, have students read Zaw Zaw's plan.
- Put them into groups of three. This is a writing competition. Give a piece of paper to each group or have students use one of their exercise books. Explain to the students that they will be given 5 minutes to write the things Zaw Zaw will do. Students are expected to take turns. Each student writes a different sentence, but their teammates can check the other members' writing and correct it if they find any mistakes.
- Advise them to start each sentence with 'He' as in the sample. Explain that the reason for using 'he' is that they are describing Zaw Zaw's plan and not their own. Remind them that their focus is what Zaw Zaw will do during his trip.
- Give students 8 minutes to write sentences. After that, check the answers with the class.
- Have each group count how many sentences they got correct.
- Tell them to underline the time phrases and verbs and check whether they understand them or not. Ask students if they like Zaw Zaw's plan and tell them to give you reasons in Myanmar.

2B. Write a plan for your next holiday.

(20 minutes)

- Put students into groups of four or five. Tell them to choose a place they would like to go for their next holiday and what they will do during their holiday. Have students discuss in groups and decide.
- Go to the groups and ask the groups to confirm where they would like to go and what they would like to do there.
- Have the groups plan their holiday and write their plans based on the questions given.
- Have the groups exchange plans and check them. Write the points to be checked on the board. The points are: (1) Is the plan enjoyable? (2) Does the group use 'Will'? (3) Is the writing easy to understand? Also, ask groups to give suggestions to improve the plan.
- The groups will revise their writing based on the comments they have received.
- Monitor the class while they are doing the writing activities and support them if they need help.

Summary and feedback

(3 minutes)

• Give students feedback on their writing.

Teaching procedure for Period 3: Present

Warm up

(5 minutes)

 Have each group refer to the comments they received from the other groups and share how they improved their holiday plan in the previous periods.

3. Read your plan to the class.

(25 minutes)

- Have students practise reading their plan as a group.
- Tell each group to present their plan by either reading their plans aloud together or tell each member to read a sentence in turns.
- Ask the whole class to listen to the presenting group. After the presentation, students should ask some questions.
- If time permits, ask the groups to stick each group's writing on the walls of the class and have them do a gallery walk.
- Have students vote for their favourite group and announce the winner(s).

Self-assessment for Review and Project

(10 minutes)

- Read the sentences and confirm the meaning with the students.
- Tell each student to choose the icon that shows how well he/she could do the review activities and how well his/her group could do the project.
- Ask students to discuss with their classmates which activities they could do well and which were difficult in Myanmar.
- Call on some students to share their discussion.

| I can | (0) | (o) (o) |
|--|-----|---------|
| talk about what I did in the past and will do in the future. | | |
| make a plan for a trip. | | |

7. Listening Script

Unit 1 Lesson 1



1A. Listen and repeat.

Bo Bo : Hi! I'm Bo Bo.

I'm short and slim.

I'm in Grade 4.

Min Min : Hello! I'm Min Min.

I'm tall and plump.

I'm in Grade 5.

Thuzar : Hey! I'm Thuzar.

I'm tall and slim. I'm in Grade 4.

Nilar : Good morning! I'm Nilar.

I'm short and slim. I'm in Grade 3.

May Thu: I'm May Thu.

I'm short and slim.
We are all friends.
My friends are helpful.

They are friendly, too.



2A. Look at the picture and practise the dialogue.

1. Student A: Is Bo Bo short?

Student B : Yes, he is.

Student A : Is he plump?

Student B : No, he isn't.

2. Student A : Is Nilar tall?

Student B : No, she isn't.Student A : Is she slim?Student B : Yes, she is.

3. Student A . Bo Bo and Min Min are friendly.

Are they helpful?

Student B: Yes, they are.

Student A: Are they in Grade 3?

Student B: No, they aren't.



3A. Listen and repeat. Match the pictures with the tall descriptions.

curly hair \times 3

straight hair \times 3

short hair \times 3 long hair \times 3



3B. Listen and repeat.

Hello! I'm Bo Bo. These are my friends.

This is Min Min. He has short hair. He has straight hair.

This is Nilar. She has long hair.

She has straight hair.

This is Thuzar. She has long hair.

She has curly hair.

These are Nilar and Thuzar.

They have long hair.



4A. Practise the dialogue.

Student A Who is your class teacher?

Student B : Daw Mya Mya.

Student A : Does she have long hair?

Student B: Yes, she does.

Student A : Does she have straight hair?

Student B: No, she doesn't. She has curly hair.



5A. Read the passage.

I am Aung Aung. I am a Grade 4 student. I have many friends in my class. My best friend is Bo Bo. He is nine years old. He is short and slim. He has straight hair. He has one brother and two sisters. He is very friendly and clever. He is very helpful, too. We go to school together, play together and study together.

Unit 1 Lesson 2



1A. Listen and repeat.

Height

tall \times 3

short \times 3

Build

slim \times 3

plump \times 3

Eye colour

blue \times 3

brown \times 3

dark \times 3

Hair colour

black × 3

brown \times 3

grey \times 3

Hair style

short \times 3

long \times 3

Hair type

curly \times 3

straight \times 3



3A. Listen and repeat.

clever \times 3

cheerful × 3

friendly \times 3

hard-working × 3

nice × 3

quiet \times 3



4A. Practise the dialogue,

1. Student A : Is he clever?

Student B : Yes, he is.

Student A : Is he cheerful?

Student B : No, he isn't.

2. Student A : Are they hard-working?

Student B: Yes, they are.

Student A : Are they friendly?

Student B : No, they aren't.



5A. Read the following letter and label the children in the picture.

Dear Nay Yee,

This is a picture of me with my four friends at the park. All my friends are friendly. Su Su is my best friend. She has brown hair. It is short and straight. Zaw Zaw is Su Su's little brother. He is short and he has black hair. Mee Mee is a good friend, too. She has long hair and she has dark eyes. Zeya is my neighbour. He is tall and he has black hair and brown eyes. He is wearing a blue T-shirt. Do you like my new clothes? I have a new pink blouse and a new red skirt. Best wishes.

Nandar

Unit 2 Lesson 1



1A. Listen and repeat. Then, label the animals.

cat × 3

cock ×

cow × :

 $dog \times 3$

duck × 3

goat \times 3

horse \times 3

pig \times 3

rat \times 3

turkey × 3

12

2A. Listen and circle the words.

ducks × 3

 $dog \times 3$

horses \times 3

goat \times 3

13

3A. Listen and repeat.

turkey × 3

turkeys \times 3

ox \times 3

oxen \times 3

sheep × 3
sheep × 3
goose × 3
geese × 3
fish × 3
deer × 3
deer × 3



5A. Read about U Ba's farm.

This is U Ba's farm. There are three cows, five goats, and seven pigs. There is also one dog. The cows are eating grass. The pigs are sleeping in the sun. The mother goat is with her babies. The dog is running around U Ba. Its name is Kyar Bo. U Ba likes Kyar Bo very much.



5C. Look at the pictures and practise the dialogue.

Student A: What animals does U Ba have?

Student B: U Ba has cows, goats, pigs and a dog.

Unit 2 Lesson 2



1A. Listen and repeat. Then, label the animals.

Land animals

bear \times 3elephant \times 3leopard \times 3lion \times 3monkey \times 3

Sea animals

snake

dolphin × 3

octopus × 3
seahorse × 3
shark × 3
starfish × 3

turtle \times 3



2A. Listen and circle the words.



3A. Describe the animals by using the words in the

circles.

Student A : It's big, grey and fast.

Student B : It's an elephant.

Student A: Yes, it is.



4B. Work in pairs. Guess what animal it is.

Student A : Can it fly?

Student B : No, it can't.

Student A : Is it a land animal?

Student B : Yes, it is.

Student A : Is it big?

Student B : Yes, it is.

Student A : Is it black?

Student B: Yes, it is.

Student A : Is it an elephant?

Student B : No, it isn't.
Student A : Is it a bear?

Student B: Yes, it is.



5A. Listen and read.

A spider has eight legs.

Many spiders have eight eyes.

A spider's blood is blue.

Spiders live everywhere.

An octopus has eight arms.

It has a big head and two eyes.

It has three hearts.

Octopuses live in the sea.

A leopard has four legs.

It has yellow fur with black spots.

It can run very fast.

Leopards live on land.

A shark has many teeth.

Many sharks are grey.

They eat small fish.

Sharks live in the sea.

Review 1



1A. Listen and circle the words you hear.

bear

dolphin

leopard

lion

seahorse

starfish

tiger

turtle



1C. Look at the picture and practise the dialogue.

Student A : How many children are there in the

picture?

Student B : There are two.

Student A : Is the girl tall?

Student B: No, she isn't. She is short.

Student A : Does she have long hair?

Student B: Yes, she does.

Student A : Does she have curly hair?

Student B: No, she doesn't. She has straight hair.



2C. Read the passage and answer the questions.

U Min Thu lives on a big farm. He is tall and slim. He 3A. Listen and draw the weather icons for each day. has short hair and dark eyes. He is hard-working. He has a On Monday, it will be snowy. horse named Sein Hlyan. The horse is three years old. His On Tuesday, it will be sunny. body is brown and his tail is black. U Min Thu loves Sein On Wednesday, it will be stormy. Hlyan. He rides Sein Hlyan every day. After long rides, On Thursday, it will be rainy. U Min Thu washes and brushes him. Then, he gives Sein On Friday, it will be windy. Hlyan food and water. Sein Hlyan loves U Min Thu, too, On Saturday, it will be cloudy. because he is kind.

Unit 3 Lesson 1



1A. Listen and repeat.

sunny × 3

cloudy

windy

rainy

stormy ×

snowy ×



1B. Ask about the weather.

Student A: What's the weather like today?

Student B: It's sunny today.

Student A: What's the weather like today?

Student B: It's cloudy today.

Student A .: What's the weather like today?

Student B It's windy today.

Student A What's the weather like today?

Student B: It's rainy today.

Student A: What's the weather like today?

Student B: It's stormy today.

Student A: What's the weather like today?

Student B: It's snowy today.



2B. In pairs, draw an icon each. Ask and answer about

the weather.

Student A: Is it sunny?

Student B: Yes, it is./No, it isn't.



On Sunday, it will be rainy.



5A. Read the weather forecast and complete the table.

In Yangon, it will be stormy and it will rain on Monday. On Tuesday, it will be sunny but it will be cloudy on Wednesday. It will also be cloudy and windy on Thursday. On Friday, it will be rainy. But it will be sunny on Saturday and Sunday.

In Hakha, it will be snowy and windy on Monday. So, it will be very cold. On Tuesday and Wednesday, it will be windy and rainy. It will be rainy in the evening. On Thursday and Friday, it will be sunny and warm. It will be cloudy on Saturday but it will be sunny on Sunday.

Unit 3 Lesson 2



1A. Listen and repeat.

January × 3

February \times 3

March \times 3

April \times 3

May \times 3

June \times 3

July \times 3

August \times 3

September × 3

October × 3

November × 3

December × 3



3A. Listen and repeat

The Months

Thirty days in September,

April, June and November,

The rest have thirty-one,

But February has only twenty-eight

And twenty-nine in a leap year.



5A. Read the text and complete the table.

There are three seasons in Myanmar. They are the hot season, the rainy season and the cold season.

The hot season is from March to May. In the hot season, it is sunny and hot. You can go swimming. Swimming is fun. Leaves fall from trees.

The rainy season is from late May to October. In the rainy season, it is cool and wet. Sometimes it is stormy, too. Plants start to grow.

The cold season is from November to February. In the cold season, it is cool and dry. In the mountains, it is sometimes snowy. It is the best time to do sports.

Unit 4 Lesson 1



1A. Listen and repeat.

first

second × 3

third \times 3

fourth × 3

fifth \times 3

sixth \times 3

seventh \times 3

eighth \times 3

ninth \times 3

tenth \times 3

eleventh \times 3

twelfth \times 3



2A. Listen and circle the correct words.

- a. fourth
- b. third
- c. tenth
- d. twelfth
- e. eleventh
- f. sixth
- g. second
- h. fifth

i. ninth

i. first

k. seventh

eighth



3A. Listen and repeat.

thirteenth

fourteenth

fifteenth

sixteenth

seventeenth

eighteenth

nineteenth

twentieth

twenty-first

twenty-second

twenty-third

twenty-fourth

twenty-fifth

twenty-sixth

twenty-seventh

twenty-eighth

twenty-ninth

thirtieth

thirty-first

Unit 4 Lesson 2



1A. Look at the picture and listen.

Thingyan is the water festival in Myanmar. It is also the Myanmar New Year festival. It is in April. In Thingyan, we douse each other with water. We make *mont-lone-yeibaw* and *mont-let-saung*. They are Thingyan snacks. We offer them to people during Thingyan days.



2A. Ask and answer.

Girl: What do you do at Thingyan?

Boy: I play with my friends. What about you?

Girl: I sing and dance.



3A. Look at the picture and listen.

Thadingyut is the lighting festival in Myanmar. It is in October. It falls on the Full Moon day of Thadingyut. It is the 7th month in the Myanmar calendar. We light candles in the streets and houses. We have nice food and play games. We pay homage to our parents, grandparents and teachers.



4A. Ask and answer.

Boy: What do you do at Thadingyut?

Girl: I light candles in my house. What about you?

Boy: I go to the pagoda.

Review 2



1B. Listen and write the weather.

This is the five day weather forecast for Yangon. It will be sunny on Monday. It will be cloudy on Tuesday and Wednesday. It will be rainy on Thursday. It will be windy on Friday.

Project 2



1A. Interview your friends to find out their favourite seasons.

You: Su Su, what's your favourite season? Su Su: My favourite season is the hot season.

Unit 5 Lesson 1



crayons

1A. Listen, point and say.

× 3

| · | | |
|--------------|---|---|
| pen | × | 3 |
| pencil case | × | 3 |
| marker | × | 3 |
| pencil | × | 3 |
| ruler | × | 3 |
| eraser | × | 3 |
| drawing book | × | 3 |



2A. Practise the following dialogue.

Shopkeeper: Can I help you?

Customer Do you have any pencils?

Shopkeeper: Yes, we do.

How many do you want?

Customer One, please. Shopkeeper Here you are. Customer Thank you.



3A. Listen and repeat.

Toy shop × 3 Stationery shop \times 3 Food shop Clothes shop × 3

Unit 5 Lesson 2



1A. Count and say the numbers.

100 3 200 × 3 300 3 × 400 3 X

500 × 3

600 × 3

3 700 × 800 × 3

900 3



2A. Listen, point and say.

The eraser is 100 kyats. 2 The pencil is 200 kyats. 2 The marker is 800 kyats. 2 The pencil case is 900 kyats.



2B. Listen and write.

1. How much is the pencil? It's 200 kyats.

- 2. How much is the pencil case?
 - It's 900 kyats.
- 3. How much is the <u>drawing book</u>?
 - It's <u>800</u> kyats.
- 4. How much is the pen?

It's 300 kyats.



*Oxecxeg 3A. Count and say the numbers.

 5000×3

 6000×3 7000×3

 8000×3

9000 ×



4A. Listen, fill in the blanks and practise.

Shopkeeper Can I help you?

Customer I want a <u>T shirt</u>, please.

Do you have any?

Shopkeeper Yes, we do. Customer How much is it? Shopkeeper It's 4,000 kyats. Customer I want two, please. OK. That is 8,000 kyats. Shopkeeper

Customer Here you are. Shopkeeper Thank you.



5A. Read the following dialogues and fill in the blanks with appropriate expressions from the box.

Dialogue 1

Shopkeeper Can I help you?

I want some puddings, please. Customer

Do you have any?

Shopkeeper Yes, we do.

Customer How much is one? Shopkeeper It's 400 kyats.

Customer I want five, please.

Shopkeeper OK. That will be 2,000 kyats.

Customer Here you are. Shopkeeper Thank you.

Dialogue 2

Shopkeeper Can I help you?

Customer I want a cake, please.

Do you have any?

Yes, we do. Shopkeeper

Customer How much is it? Shopkeeper It's 1,000 kyats.

Customer Here you are. Shopkeeper Thank you.

Dialogue 3

Can I help you? Shopkeeper

Customer I want some ice cream.

Do you have any?

Shopkeeper Yes, we do.

Customer How much is one?

Shopkeeper It's 500 kyats.

Customer I want two, please.

Shopkeeper OK. That will be 1,000 kyats.

Customer Here you are. Shopkeeper Thank you.

Unit 6 Lesson 1



1A. Listen, point and repeat.

north

south

east

west

northeast

southeast

southwest

northwest \times 3



2A. Listen and complete the sentences.

- 1. The pagoda is to the north of my house.
- The library is to the <u>west</u> of my house.
- Malar's house is to the <u>southwest</u> of my house.
- The train station is to the <u>east</u> of my house.
- The market is to the southeast of my house.
- The park is to the northeast of my house.
- The zoo is to the south of my house.
- 8. The school is to the northwest of my house.



3A. Listen, point and repeat.

Myanmar

Bangladesh

China

India

Laos

Thailand



4A. Listen, match and complete the sentences.

- The currency of Myanmar is the kyat.
- The currency of China is the yuan.
- 3. The currency of India is the rupee.
- 4. The currency of Laos is the kip.
- The currency of Thailand is the baht.
- The currency of Bangladesh is the taka.



4B. Ask and answer.

Student A: Where is India?

Student B: It's to the northwest of Myanmar. Student A: What is the currency of India?

Student B: It's the rupee.



5A. Read the passage.

We have five neighbouring countries. They are China, Laos, Thailand, Bangladesh and India. China is to the northeast of us. The currency of China is the yuan. It is a very big country. There is another big country. It is India. It is to the northwest of us. The currency of India is the rupee.

Bangladesh is to the west of Myanmar and it is to the east Tagu, the 1st month, we have the water festival. It is famous. of India. The currency of Bangladesh is the taka.

Laos is to the east of us. It is between China and Thailand. The currency of Laos is the kip. Thailand is to the southeast of us. The currency of Thailand is the baht. Our currency is the kyat.

Unit 6 Lesson 2



1A. Listen and repeat.

- 1. Nay Pyi Taw ×
- Dhaka 2.
- Beijing 3.
- New Delhi
- Vientiane 5.
- Bangkok \times 3



1B. Complete the sentences.

- The capital of Myanmar is Nay Pyi Taw.
- 2. The capital of Bangladesh is **Dhaka**.
- The capital of China is Beijing.
- The capital of India is New Delhi. 4.
- The capital of Laos is Vientiane.
- The capital of Thailand is Bangkok.



2B. Ask and answer as in the example below.

Student A: What is the capital of Myanmar?

Student B: It's Nay Pyi Taw.



5A. Read about our country.

Myanmar is our country. The capital is Nay Pyi Taw. Our country has many famous pagodas. One of the famous pagodas in Yangon is the Shwedagon Pagoda. One of the famous pagodas during holidays.

We have three seasons in Myanmar. They are the hot season, the rainy season and the cold season. Our country has a festival in every month of the Myanmar calendar. In

Another famous festival is the lighting festival and we have it in Thadingyut, the 7th month. We like festivals.

Review 3



1B. Look at the picture in 1A. Ask and answer in pairs.

Student A: Where can I buy a jacket?

Student B: At a clothes shop.

Student A: How much is the jacket?

Student B: It's 7,000 kyats.



1C. Listen and write the names and prices.

- 1. How much is the marker? It's 700 kyats.
- 2. How much is the T-shirt? It's 4000 kyats.
- 3. How much is the ball? It's 900 kyats.
- How much is the kite?

It's 500 kyats.

- How much is the pineapple? It's 800 kyats.
- 6. How much is the eraser? It's 200 kyats.
- 7. How much is the fried noodles? It's 1000 kyats.
- 8. How much is the blouse? It's 9000 kyats.



2A. Read about my hometown.

This is a map of my hometown. My house is at the famous pagodas in Mandalay is the Maha Myat Muni Pagoda. centre of the town. The market is to the east of my house. The Kyaik Htee Yoe Pagoda is also famous. It is in Mon State. The park is to the west of it. The library is to the southeast Pagodas in Bagan are also famous. People like to go to the of it. Nandar's house is to the south. There is a pagoda to the north of my house. The train station is to the northeast of it. The school is to the southwest of it. My favourite place is the zoo. This is to the northwest of it.

Unit 7 Lesson 1



1. Match the pictures with the words. Then, listen and repeat.

blouse \times 3

dress × 3

flip-flops \times 3

jeans

pyjamas \times 3

sandals × 3

shorts \times 3

skirt

sweater \times 3

tracksuit × 3 trainers \times 3

T-shirt \times 3



2A. Practise the dialogue.

Student A: What's she wearing?

Student B : She's wearing an orange blouse, a brown

skirt and black flip-flops.

Student A : What's he wearing?

Student B: He's wearing a yellow T-shirt, blue jeans

and black trainers.



3A. Listen and match the names with the pictures.

It is cold today. Look at Nwe Ní. She is wearing a sweater, trousers and sandals.

It is cold today. Look at Ko Ko. He is wearing a sweater, 1. Su Su likes to wear a yellow hat and a white dress in the trousers and trainers.

It is hot today. Look at Win Win. She is wearing a blouse, a 2. Zaw Zaw likes to wear a pink sweater and brown gloves longyi and flip-flops.

It is rainy today. Look at Nay Lin. He is wearing a raincoat, 3. Nay Ye likes to wear a red raincoat and jeans in the jeans and trainers.



4A. Listen and complete the sentences.

- 1. It is rainy today. So I'm wearing a raincoat and flip-flops.
- 2. It is <u>cold</u> today. So I'm wearing a <u>sweater and jeans</u>.
- 3. It is hot today. So I'm wearing a blouse and a skirt.



5A. Read and write the names of the children under the correct pictures.

It is cool and sunny today. Nandar, Kyi Kyi, Aung Htet and Ko Min are going to the zoo.

Nandar is wearing a pink blouse, a white skirt and sandals. Kyi Kyi is wearing a blue blouse, a black skirt and flip-flops.

Aung Htet is wearing a white T-shirt, brown trousers and flip-flops. Ko Min is wearing a white T-shirt, blue jeans and white trainers.

They all are wearing white caps.

Unit 7 Lesson 2



1A. Listen, repeat and write the numbers above the correct pictures.

a scarf

a sweater

a raincoat

a hat

a cap

socks

gloves × 3



1B. Listen and complete the dialogue.

Student A: I like to wear <u>a cap</u>. What about you?

Student B: I like to wear a hat and gloves.



2A. Listen and complete the sentences.

- hot season.
- in the cold season.
- rainy season.



3A. Listen and repeat. Match the pictures and the correct piece of clothing.

checked T-shirt × 3

floral T-shirt

striped T-shirt \times 3



3B. Listen and complete the sentences.

- 1. I like to wear checked T-shirts.
- 2. He likes to wear striped T-shirts and brown trousers.
- 3. She likes to wear floral dresses.
- 4. They like to wear checked T-shirts and jeans.



3C. Practise the dialogue with a friend.

Student A: What do you like to wear?

Student B: I like to wear blue jeans and striped

T-shirts. What about you?

Student A : I like to wear white T-shirts and floral

skirts.

Student B : I like to wear white T-shirts, too!



4B. Ask and answer.

Student A: What do you like to wear in the hot

season?

Student B : I like to wear a T-shirt because it is hot.



5A. Read the story about what Nay Myo and Yu Yu like to do and like to wear in different seasons.

Nay Myo and Yu Yu are friends. They go to the same school. They wear the same school uniform. Nay Myo likes playing football. Yu Yu likes swimming.

In the hot season, they sometimes go to the beach. They
like to wear T-shirts, striped shorts and sandals. In the rainy
season, Nay Myo plays football in the school playground.

He likes to wear a yellow striped T-shirt and blue shorts.
Yu Yu usually stays at home and watches TV. She likes to
wear a blouse and a skirt at home. In the cold season, Nay
Myo and Yu Yu go to the sports centre and play badminton.
Nay Myo likes to wear a blue tracksuit. Yu Yu likes to wear
a red one.

They are good friends. They play together and study together.

Unit 8 Lesson 1



1A. Match the pictures with the names of food. Then, listen and repeat.

1. noodles in coconut gravy \times 3

2. mont-hin-gah \times 3

3. steamed sticky rice × 3

4. chicken soup \times 3

5. salad × 3

6. fried egg \times 3

7. fish sauce and vegetables

8. fish curry

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1B. Ask and answer.

Student A: What do you usually have for breakfast?

Student B.: I usually have fried rice for breakfast. What about you?

Student A: I usually have mont-hin-gah for breakfast.

Student B: Oh, yes. I like mont-hin-gah, too.

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2B. Do a role play.

Student A: What do you usually have for lunch?

Student B: Rice and fried fish.

Student A: Do you also like fish curry?

Student B: No, I don't. I like fried fish only.



3A. Listen and complete the sentences.

1. fish and chips \times 3

2. sushi \times 3

3. bacon and eggs \times 3

4. puri \times 3

5. noodle soup \times 3

6. pizza \times 3

a. My name is Luigi. I am from Italy.My favourite food is pizza.

b. My name is James. I am from America.

My favourite food is bacon and eggs.

- c. My name is Hana. I am from Japan.
 - My favourite food is sushi.
- d. My name is Emily. I am from England.
 - My favourite food is fish and chips.
- e. My name is Ram. I am from India.
 - My favourite food is puri.
- f. My name is Ling. I am from China.
 - My favourite food is <u>noodle soup</u>.



3B. Practise the dialogue.

Student A: What's your favourite food?

Student B: Pizza. What's yours?

Student A: Puri.



4A. Practise the dialogue with the given food items.

Shopkeeper : Can I help you?

Customer : I'd like a chocolate cake, please.

Shopkeeper : OK, here you are.

Customer : How much is it?

Shopkeeper: It's 1,500 kyats.

Customer: Thank you.

Shopkeeper: You're welcome.



5A. Read the paragraph.

I am Nilar. My family and I usually go to the shopping centre on Sundays. The shopping centre has a big playground. My brother and I like to play there. Then, we like to go to the food court. There are many restaurants in the food court. We can have food from different countries. We can have Shan noodles. It is my favourite food. We can have pizza. My brother likes pizza a lot. My father likes Indian food very much. Puri is his favourite. My mother likes sushi. After having our favourite foods, we have chocolate cake and ice cream every time we go to the shopping centre.

Unit 8 Lesson 2

xecxed



1A. Listen and repeat.

Food for growth

meat and fish \times 3

prawns \times 3

eggs

beans \times 3

Food for energy

rice \times 3

bread \times 3

noodles \times 3

potato \times 3

Food for health

vegetables × 3

fruits



2A. Practise the dialogue.

Student A: What's your favourite food?

Student B: Noodles. Yours?

Student A: Bread.



3A. Listen and repeat. Match the words with the pictures.

- 1. cereal
- 2. cauliflower
- 3. watermelon
- 4. banana
- 5. pumpkin
- 6. corn
- 7. peanuts
- 8. chocolate
- 9. mango
- 10. pudding



4A. Listen and practise the dialogue.

Student A: What food do you like?

Student B : Eggs.
Student A : Why?

Student B: They are good for growth. What about you?

Student A: Noodles. They are good for energy.



5A. Read about the school canteen.

Our school has a canteen and a fruit stall. We usually buy snacks there. We sometimes eat lunch there, too. We can get rice and noodles. They are good for energy. We can have fried chicken. This is good for growth. We can also buy sandwiches and orange juice. We can also have *mont-hin-gah*. Our teachers like it. We can buy different fruits at the fruit stall. My favourite fruit is watermelon. It is good for health.

Review 4



1B. Practise the dialogue.

Student A : What's the weather like today?

Student B: It's rainy.

Student A: What will you wear?

Student B : I'll wear a T-shirt, shorts and boots.



2A. Listen and complete the sentences.

1. Nandar usually has <u>fried rice and eggs</u> for breakfast.

2. Emily usually has bread and fruit for breakfast.

3. Ko Win usually has <u>rice and chicken curry</u> for lunch.

4. James usually has a sandwich for lunch.

5. Mya Mya usually has rice and salad for dinner.

6. Hana usually has sushi and fruit for dinner.

7. Ling's favourite food is noodle soup.

8. Ram's favourite food is puri.



2B. Interview your friends and write their answers.

You : What food do you have for health?

Zaw Zaw : I have apples and watermelons for health.

You : What food do you have for energy? Zaw Zaw : I have rice and noodles for energy.

You : What food do you have for growth?

Zaw Zaw : I have fish and meat for growth.

Project 4



1A. Read messages 1 to 4 and complete messages 5 and 6.

Message 1

Nandar,

My village is having a bad flood. We cannot go back to our houses. Now, many people do not have food to eat. It's cold here and we need food and clothes.

Your friend,

Sein Sein

Message 2

Sein Sein.

I will bring food and clothes for your family and your friends. Before I come, I will also ask my friends to help.

Nandar

Message 3

Hello Friends,

My friend Sein Sein needs help. Her village is having a bad flood. They need food and clothes. Will you help? Nandar

Message 4

Hello Nandar,

I want to help people in your friend's village. I will give biscuits, bread and apples. I will also give shirts, longyis and sweaters.

Bo Bo

Unit 9 Lesson 1



1A. Look at the pictures, listen and repeat.

1. art gallery \times 3

2. special food \times 3

3. traditional music \times 3

4. football team \times 3

5. fireworks \times 3

6. music festival \times 3

- 1. We visited the art gallery in our town last Sunday.
- 2. My mother prepared special food for my 9th birthday party.

- 3. My father listened to traditional music last night.
- 4. My brother played in the school football team.
- 5. My friends and I watched the fireworks during the Thadingyut festival.
- 6. My family and I enjoyed the music festival last weekend.



2. Listen to Toe Toe and Soe Soe talking about their weekend. What did they do? Tick (\checkmark) or cross (\times).

Toe Toe: Last weekend, I played badminton with Swan Htet. I watched TV on Saturday night. I studied English on Sunday night.

Last weekend, I visited Chaung Tha with my Soe Soe: family. I listened to music on Sunday afternoon. 1A. Listen and repeat the words in the pictures. I studied English on Sunday night.



3A. Match the sentences with the pictures. Then, listen and check.

- 1. I coloured the pictures this morning.
- I helped my mother in the kitchen last night.
- 3. I listened to music last night.
- I played badminton with my friend last Saturday
- 5. I dusted my bedroom yesterday.



4. Practise the dialogue in pairs. Then, talk about two things you did yesterday.

Girl: What did you do yesterday?

Boy: I played badminton with my friend. What about you?

Girl: I listened to music.



5A. Read the following letter and answer the questions.

Hi Kyaw Kyaw,

weather was great there. We stayed at our aunt's house. On the blanks. Then, listen and check. Saturday, I played badminton with my cousins. On Sunday, we walked to the Botanical Garden. We enjoyed the trip very much. Tell me about your weekend.

Aung Aung



6A. Complete the sentences with the past tense of the

On Monday, I phoned my grandmother.

On Tuesday, I walked to school with Yar Zar.

On Wednesday, I dusted my bedroom.

On Thursday, I studied English at night.

On Friday, I <u>played</u> badminton with Thant Z

On Saturday, I watched TV at night.

On Sunday, I visited the zoo.

Unit 9 Lesson 2



1. bus stop

2. fast food

3. ice cream

lunch box 3

5. mobile phone

6. orange juice

7. pencil case

 $\bar{8}$. swimming pool \times 3



1B. Match the words to make compound words. Then, listen and check.

shopping centre 2

2 dining table

3. 2 text message

car park 2

2 5. living room ×

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Last weekend, I visited Pyin Oo Lwin with my family. The 3A. Match the verbs with their past tense and complete

| | Present tense | Past tense |
|----|---------------|------------|
| 1. | write | wrote |
| 2. | read | read |
| 3. | ride | rode |
| 4. | speak | spoke |

5. wear wore6. go went

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4A. Listen to the following dialogues.

1. Student A: What did you do last night?

Student B: I wrote a letter. What about you?

Student A: I went to the shopping centre.

Student B: What did you buy?

Student A: I bought a pencil case.

2. Student A: Where did you go last week?

Student B: I went to the cinema with my family.

What about you?

Student A: I went to the zoo with my uncle.

Student B: Great!



5A. Read Sandar's last Thadingyut holidays.

My last Thadingyut holidays

I went to Ngapali beach with my parents during the Thadingyut holidays. In Ngapali, I got up early in the morning and walked on the beach. Then, I drank coconut water. The food was great and I like fried fish. I rode a bicycle on the beach with my father. The sky was beautiful in the evening. We enjoyed our trip to Ngapali.



6B. Work in pairs. Talk about your last Thadingyut holidays.

Zeya : Where did you go last Thadingyut holidays?

Ni Ni : I went to Chaung Tha beach.

Zeya : What did you do there?

Ni Ni : I rode a bicycle on the beach.

Zeya : Did you have a good time?

Ni Ni Yes! It was great!

Unit 10 Lesson 1



1A. Listen to the dialogue. What will the girl do tomorrow?

Boy: Tomorrow is Saturday.

What will you do?

Girl: I will go to the park and play with my friends.



1B. Listen and write the names, Phyu Phyu, Khin Khin, Tun Tun under the correct picture.

Dialogue 1

Interviewer: What will you do tomorrow, Tun Tun?

Tun Tun: I will go to the pool and swim.

Dialogue 2

Interviewer: What will you do tomorrow, Khin Khin?

Khin Khin: I will go to the shopping centre and buy a

T-shirt.

<u>Dialogue 3</u>

Interviewer: Phyu Phyu, what will you do tomorrow?

Phyu Phyu: I will go to the library and read a book.



3A. Read and listen to the dialogue.

Aung Aung — Hi, Thinn Thinn. What will you do this weekend?

Thinn Thinn: On Saturday, I will go to a bookshop. I will buy a drawing book.

Aung Aung : What will you do on Sunday?

Thinn Thinn: I will go to my grandmother's house. She

will cook mont-hin-gah. We will have

mont-hin-gah together.



4B. Practise the dialogue.

Girl: What will you do on Saturday?

Boy: I will go to the tea shop and have breakfast.



5A. Read Nilar's plan for the next week.

My name is Nilar. I am a Grade 4 student. This is my plan for the next week. I will go to school from Monday to Friday. On Friday afternoon, I will play basketball with my friends. On Saturday, I will visit my grandfather. We will play chess. Then, we will go to a restaurant and have lunch there. On Sunday morning, I will go to the park. I will go for a walk there. In the afternoon, I will go shopping. In the evening, I will stay at home and watch TV.

Unit 10 Lesson 2



1A. Read and listen to the dialogue on the phone between two friends.

Kyi Kyi : Hello!

Thu Kha: Hello, may I speak to Kyi Kyi?

Kyi Kyi : This is Kyi Kyi. Who is calling, please?

Thu Kha: Hey, Kyi Kyi. This is Thu Kha. Tomorrow

is my birthday. I will have a party at home. I

would like you to come.

Kyi Kyi : That sounds great. I would love to. When will

the party start?

Thu Kha: At 6 p.m.

Kyi Kyi : OK, I will be there. See you.

Thu Kha: See you.



2A. Listen to the following dialogue. Practise the dialogue, using the places given below.

Student A: I will go to the museum with my aunt tomorrow.

Student B: The museum! That sounds great.

Student A: Would you like to join us?

Student B: Sure, I would love to.



2B. Listen and put the sentences below in the correct order. Practise the dialogue in pairs.

Student A: I will go to the new shopping centre tomorrow.

Student B: The new shopping centre! That sounds great.

Student A: Would you like to join me?

Student B: Sure, I would love to.



3A. Listen to the dialogues and choose the responses that B gives.

Dialogue 1

Student A: I will go to the zoo on Sunday. Would you like

to join me?

Student B: Sure, I would love to.

Dialogue 2

Student A: I will go to the park on Friday evening.

Would you like to join me?

Student B: I'm sorry, I can't. I will go to the library with

my sister.



4A. In pairs, invite your friend to go somewhere. First accept and then decline.

Dialogue 1

Student A: I will go to the library tomorrow

Would you like to join me?

Student B: Sure, I would love to.

Dialogue 2

Student A: I will go to the swimming pool on Sunday.

Would you like to join me?

Student B: I'm sorry, I can't. I will go shopping with my

<u>parents</u>.

Review 5

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1A. Listen and circle the words you hear.

1. listened

2. watched

3. eat

4. wrote

5. cook

6. played

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2A. Listen and complete the table.

Boy : Ni Ni, what will you do tomorrow morning?

Girl: I will go to the tea shop and have breakfast.

Boy : What will you do tomorrow afternoon?

Girl: I will go to the library and read a book.

Boy: What will you do tomorrow evening?

Girl: I will go to the shopping centre and buy a skirt.

Project 5



1C. In pairs, talk about what you did in the morning/in the afternoon/in the evening.

I went shopping in the morning. Then, I went to the library in the afternoon and watched TV in the evening.



2A. Read Zaw Zaw's plan for a trip and write the things he will do during his trip as in the example.

I will tell you about my holiday plan. I will visit my grandparents. They live in Nay Pyi Taw. I will stay there for three days. I will visit the zoo with my aunt and cousins. At the zoo, we will buy fruits and vegetables for the animals. We will have ice creams there. I will also go to the park and go for a walk with my cousins. I will play chess with my grandfather in the evenings. It will be great fun.

List of Words and Expressions

Α deer /diə/ art gallery / a:t gæl.r.i/ dining table / dar.nrn ter.bl/ ate /eɪt/ dog/dog/ В dolphin /'dol.fin/ bacon and eggs /'bei.kn ænd egz/ douse /daos/ banana /bəˈnɑː.nə/ drawing book / dro:..n bok/ beans/bi:nz/ drank /drænk/ bear/bea/ dress /dres/ black /blæk/ duck /dAk/ dusted /dastid/ blood/blad/ blouse /blauz/ Ε blue /blu:/ east /i:st/ bought /bo:t/ eggs /egz/ bread /bred/ elephant / 'el.I.fənt/ bring /brin/ enjoy /in d301/ brown /braun/ enjoyed /in d3oid/ eraser /i rei.zə/ bus stop / bas stop/ everywhere / ev.ri.weə calendar / kæl.ən.də/ candles / kæn.dlz/ fast /fa:st/ cap /kæp/ fast food / fa:st/fu:d/ fireworks / faier warks/ car park / ka: pa:k/ cat /kæt/ fish /fi[/ cauliflower / kpl.1 flav.ə/ fish and chips / fif and tfips/ cereal /'siə.ri.əl/ fish curry / fif kar.i/ fish sauce and vegetables / fish so:s checked T-shirt /tʃekt ti:.ʃ3:t/ cheerful / tsiə.fl/ ænd 'ved3.tə.blz/ chicken soup / tsik.in su:p/ flip-flops / flip.flops/ chocolate / tfpk.lət/ flood /flAd/ clever / klev.ə/ /floral T-shirt / flo:.rl ti:.ʃ3:t/ clothes shop /kləuðz [pp/ food for energy /fu:d fo: 'en.ə.dʒi/ food for health /fu:d fo: $hel\theta$ / cloudy / klav.di/ cock /kpk/ food shop /fu:d fpp/ coloured / kal.əd/ football team / fot.bo:l ti:m/ corn /kɔ:n/ fried egg /fraid eg/ cow/kau/ friendly / frend.li/ crayon / krei.pn/ fruits /fru:ts/ G curly / k3:.li/ D gave /geiv/ dark /da:k/ geese /qi:s/

give /qıv/

day /dei/

glove /glav/ go/gəʊ/ go back /gəu bæk/ goat /gəut/ goose /gu:s/ grey /grei/ Η hard-working / ha:d w3:.kiii hat /hæt/ head /hed/ heart /ha:t/ helped /helpt horse/ho:s horses /ho:siz/ house /haos/ ice cream / ais kri:m/ jacket / dzæk.rt/ jeans /d3i:nz/ land /lænd/ leap /li:p/ leopard / lep.əd/ light /laɪt/ lighting /'laɪ.tɪŋ/ lion /'laɪ.ən/ listen /'lɪsn/ listened / lisnd/ little / lrt.l/ living room / liv.in ru:m/ long/lon/ lunch box /lants boks/ mango/mæn.gəυ/ marker / 'ma:.kə/ meat and fish /mi:t ænd fts/ mobile phone / məu.baıl fəun/ monkey / mʌŋ.ki/

music festival / mju:.zik fes.ti.vl/

rest /rest/ need /ni:d/ rice /rais/ tall/to:1/ teeth /ti:θ/ nice /nais/ ride /raid/ noodle soup / nu:dl su:p/ rode /rəʊd/ text message / tekst mes.id3/ noodles / nu:dlz/ ruler / ru:.lə/ toy shop /toi fpp/ S noodles in coconut gravy / nu:dlz tracksuit / træk.su:t/ salad /'sæl.əd/ ın kəu.kə.nat grei.vi/ traditional music /trə dɪʃ.n.l 'mju:.zɪk/ sandals / sæn.dlz/ north /no:θ/ trainers /treinəz/ northeast / no:θ i:st/ scarf/ska:f/ T-shirt / ti:.f3:t/ northwest / no:θ west/ sea /si:/ turkey / ta:.ki/ O seahorse / si:.ho:s/ turkeys / ta:.kiz/ sent /sent/ turtle / ta:.tl/ octopus /'pk.tə.pəs/ orange juice / pr.ind3 d3u:s/ shark /fa:k/ vegetables /ved3.tə.blz/ ox /pks/ sheep /ʃi:p/ village /ˈvɪl.ɪdʒ/ oxen / bksn/ shopping centre / ʃɒp.ɪŋ sen.tə/ P visit /ˈvɪz.ɪt/ short /s:t/ visited /vizitid/ park /pa:k/ shorts /sits/ W peanuts / pi:nats/ skirt/sk3:t/ pen/pen/ slim/slim/ walked/wɔ:kt/ snack /snæk/ was /wɒz/ pencil / pen.sl/ pencil case / pen.sl keis/ snake /sneik/ watch /wptf/ phoned /faund/ snowy / snao.i/ watched /wptft/ pig/pig/ sock /spk/ water /ˈwɔː.tə/ pizza / 'pi:tsə/ south /saυθ/ watermelon / wo:.tə mel.ən/ play /plei/ southeast / sauθ i:st/ wear /weə/ played /pleid/ southwest / saυθ west/ went /went/ speak /spi:k/ were /wa:/ plump /plnmp/ special food / speʃ.l fu:d/ potato /pəˈteɪ.təu/ west/west/ spoke /spəʊk/ windy / win.di/ prawns /pro:nz/ prepare /pri peə/ sport /spo:t/ wore /wo:/ write /raɪt/ prepared / pri pead/ starfish / sta:.fiʃ/ pudding / pod.in/ stationery shop / stei. sn.r.i spp/ wrote /rəʊt/ Y pumpkin /'pʌmp.kɪn. steamed sticky rice /sti:md stik.i rais/ stormy /'sto:.mi/ puri /pu:.ri/ year /jɪə/ pyjamas /pɪˈdʒɑː.məz/ straight /streit/ street /stri:t/ quiet / kwar.ət/ striped T-shirt /straipt 'ti:.ʃ3:t/ R studied / stnd.id/ raincoat / rein.kəot/ sunny /'sʌn.i/ rainy / rei.ni/ sushi /ˈsuː.ʃi/ rat /ræt/ sweater / swet.ə/ read /ri:d/ (present tense) swimming pool / swim.in pu:l/

read /red/ (past tense)

Days

Monday / mnn.dei/

Tuesday /'tʃuːz.deɪ/

Wednesday / wenz.dei/

Thursday /ˈθɜːz.deɪ/

Friday / frai.dei/

Saturday / sæt.ə.dei/

Sunday /'sʌn.deɪ/

Months

January / dzæn.ju.ri/

February /'feb.ru.r.i/

March /ma:ts/

April / eɪ.prl/

May /meɪ/

June /dʒu:n/

July /dʒʊˈlaɪ/

August /o: gəst/

September /sep tem.bə/

October /pk'təv.bə/

November /nəu vem.bə/

December /di sem.bə/

Numbers

1st first / f3:st/

2nd second / sek.nd/

 3^{rd} third $/\theta_3$:d/

 4^{th} fourth /fo: θ /

5th fifth /fifth/

6th sixth /siksθ/

7th seventh /'sev.ntθ/

8th eighth /ertθ/

9th ninth /name/

10th tenth /tenθ/

11th eleventh /τ'lev.nθ/

12th twelfth /twelf0/

 13^{th} thirteenth $/\theta$ 3: 'ti:n θ /

14th fourteenth / fo: ti:nθ/

 15^{th} fifteenth / fif ti:n θ /

16th sixteenth / sik sti:nθ/

 17^{th} seventeenth / sev.n ti:n θ /

 18^{th} eighteenth / ei ti:n θ /

19th nineteenth / nam ti:nθ/

20th twentieth / twen.ti.əθ/

21st twenty-first / twen.ti f3:st/

22nd twenty-second / twen.ti 'sek.nd/

 23^{rd} twenty-third / twen.ti θ 3:d/

 24^{th} twenty-fourth / twen.ti fo: θ /

 25^{th} twenty-fifth / twen.ti fif θ /

 26^{th} twenty-sixth / twen.ti sıks θ /

27th twenty-seventh / twen.ti sev.ntθ/

 28^{th} twenty-eighth / twen.ti eit θ /

29th twenty-ninth /twen.ti namθ/

 30^{th} thirtieth /' θ 3:.ti. θ /

31st thirty-first / θ3:.ti f3:st/

one hundred /wʌn'hʌn.drəd/

two hundred /tu: han.drad/

three hundred /0ri: 'hnn.drad/

four hundred /fo: 'hʌn.drəd/

five hundred /faiv 'han.drad/

six hundred /siks 'hʌn.drəd/

seven hundred /'sev.n 'hʌn.drəd/

eight hundred /eit 'hʌn.drəd/

nine hundred /nam hnn.drəd/

one thousand /wʌn ' θ av.znd/ two thousand /tu: ' θ av.znd/

two mousand /tu. bao.znd/

three thousand /θri: 'θav.znd/ four thousand /fɔ:r 'θav.znd/

five thousand /faiv 'θau.znd/

six thousand /siks 'θao.znd/

seven thousand /'sev.ən 'θau.znd/

eight thousand /eit 'θaʊ.znd/

nine thousand /nam 'θao.znd/

Countries/Capitals

Bangladesh / bæn.glə deʃ/

China / tsar.nə/

India / m.di.ə/

Laos /laos/

Myanmar / mjæn.ma:/

Thailand / taɪ.lænd/

Dhaka / dækə/

Beijing /bei dʒɪŋ/

New Delhi /nju: deli/

Vientiane / vien 'tja:n/

Bangkok /bæŋ kɒk/

Singapore / sin.ə po:/

Japan /dʒə pæn/

Malaysia /məˈleɪ.zi.ə/

Tokyo /ˈtəʊ.ki.əʊ/

Kuala Lumpur / kwa:lə 'lompoə/

| | Currencies | |
|--------------------------------|--------------------------|------------------------------|
| kyat /kiˈɑːt/ yuan /jʊˈɑːn/ | kip /kɪp/ baht /bɑ:t/ | yen /jen/ dollar /ˈdɒl.ə/ |
| rupee /ru:'pi:/ | taka /tɑːkɑː/ | ringgit /ˈrɪŋ.gɪt/ |

Myanmar words (Myanmar-English Dictionary 9th edition, 2001)

Kyaik Htee Yoe /kjai' hti: jou:/Nay Pyi Taw /nei pji to/Maha Myat Muni /maha mja' mu.ni/Shwedagon /shwei da goun/Mandalay /man: da lei:/Tagu /dagu:/mont-hin-gah /moun. hin: ga:/Thadingyut /dha din: gju'/mont-let-saung /moun. le' hsaun:/Thingyan /thin: gjan/mont-lone-yeibaw /moun. loun: jei bo/Yangon /jan goun/

| | Consonant sounds | | |
|--------|---|--|--|
| Symbol | Approximate indications of the symbol's value in terms of English sounds | | |
| dh | like English 'th' in that, thin, them | | |
| gj | like English 'j' in <i>jar, jug, jog</i> | | |
| hs | strongly aspirated 's' (no English equivalent) | | |
| ht | like English 't' in tar, team, tick (but with more pronounced aspiration) | | |
| j | like English 'y' in yam, youth, yet | | |
| kj | like the unaspirated 'ch' in English <i>char</i> (no English equivalent; the closest English sound is the /tj/ in <i>tune</i> , | | |
| | tulip, tumour) | | |
| mj | like English 'in' (in mar) and 'y' (in yet) pronounced together with simultaneous articulation as done in | | |
| | such words as amulet, amuse | | |
| рj | like English 'p' (in pay) and 'y' (in yet) pronounced together with simultaneous articulation as done in such | | |
| | words as pew, computer, putrid | | |
| sh | like English 'sh' in shark, shirt, shut | | |
| th | like English 'th' in thick, thin, thistle | | |

| | Vowel and diphthong sounds | | |
|----------|---|--|--|
| Symbol | Approximate indications of the symbol's value in terms of English sounds | | |
| <u>a</u> | like English 'a' in about, arise, around | | |
| a | low, level and long tone, like the unstressed English 'a' in martin, narcotics | | |
| a: | high, extremely short tone, ending with a sharp check of the breath by sharp glottal closure, as when | | |
| a' | pronouncing the English 'u' in such words as but, cut, hut (without articulating the final consonants) | | |
| | high, extremely short tone, ending with a sharp check of the breath by sharp glottal closure, as when | | |
| ai' | pronouncing the English 'i' in such words as bite, kite, light (without articulating the final consonants) | | |
| | like English 'un' in unfading, unfailing, unparalelled | | |
| an | nasalized high, long and falling tone; like English 'ou' in bound, round, sound (without articulating the | | |
| aun: | final consonants) | | |
| | like English 'e' in bet, fret, get (but ending with a glottal stop) | | |
| e' | low, level and long tone, which might be obtained by producing an entirely unstressed 'a' in English may | | |
| ei | (modal verb). (No English equivalent) | | |
| | high, long and falling tone; like English 'a' in bay, day, hay | | |
| ei: | low, level and long tone, close to the unstressed English 'e' in regain, repose, return (no English | | |
| i | equivalent) | | |
| i: | high, long and falling tone, like English 'ea' in sea, tea | | |
| in: | like English 'in' in bin, tin, sin, win (without articulating the final consonants) | | |
| o | low, level and long tone, similar to English 'o' in unstressed or, for | | |
| ou | low, level and long tone like English 'o' in obey, November | | |
| ou: | high, long and falling tone like English 'o' in oh, grow, know | | |
| oun | nasalized low, level and long tone, somewhat close to the unstressed English 'o' in bone, cone, tone | | |
| oun: | nasalized high, long and falling tone, like the stressed English 'o' in bone, cone, tone | | |
| u. | high, short and falling tone, like English 'oo' in boot, coot, hoot (without articulating the final consonants) | | |
| u: | high, long and falling tone, like English 'oo' in boo, too, woo | | |
| u' | high, extremely short tone, ending in a glottal stop, like English 'u' in put or 'oo' in foot (final consonants | | |
| | not articulated) | | |
| | | | |

Answer Key

Unit 1 Lesson 1

- 1B. Complete the sentences with 'He', 'She' or 'They'.
- 1. He, He
- 2. She, She
- 3. He, He
- 4. She, She
- 5. They, They
- 3A. Listen and repeat. Match the pictures with the descriptions.
- 1. (b), (c)
- 2. (a), (c)
- 3. (b), (d)
- 4. (a), (d)
- 5B. Choose the correct answers.
- 1. short
- 2. slim
- 3. straight
- 4. two
- 5. school
- 5C. Read the passage again. What words describe Bo Bo?

Appearance

- 1. short
- 2. slim
- 3. straight hair

Personality

- 1. friendly
- 2. clever
- 3. helpful
- 6A. Answer the questions about your best friend.
 Accept any possible answers.

Sample answer

- 1. My best friend is Zaw Zaw.
- 2. He is tall.
- 3. He is slim.

- 4. He has short hair.
- 5. He has straight hair.
- 6. He is helpful.
- 6C. Write a paragraph describing your best friend.

Accept any possible answers.

Unit 1 Lesson 2

- 2A. Look at the pictures. Choose the correct words.
- tall, slim brown straight
- 2. short, plump short

grey

- 3. tall, slim long
 - curly
- 4, tall, plump
 - brown
 - brown
- 3B. Unscramble the letters.
- 1. cheerful
- 2. friendly
- 3. nice
- 4. clever
- 5. quiet
- 6. hard-working
- 3C. Complete the sentences with the words from 3A.
- 1. friendly
- 2. hard-working
- 3. nice
- 4. cheerful
- 5. quiet
- 6. clever

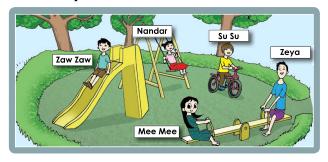
4B. Choose three words from 3A to describe yourself and read your description to your class.

Accept any possible answers.

Sample answer

I'm usually happy and cheerful. I think I'm very friendly.

5A. Read the following letter and label the children in the picture.



- 5B. Match the names of the children with their descriptions.
- 1. (d)
- 2. (a)
- 3. (e)
- 4. (b)
- 5. (c)
- 6B. Write about your family members. Use the words from 6A.

Accept any possible answers.

Sample answer

My father is <u>U Myo Win</u>. He is tall and slim. He has brown eyes. He has grey hair. It is short and straight. He is hard-working.

My mother is <u>Daw Mya Mu</u>. She is short and plump. She has dark eyes. She has brown hair. It is long and straight. She is nice and friendly.

Unit 2 Lesson 1

- 1A. Listen and repeat. Then, label the animals.
- cock a.
- b. goat
- cow c.
- d. rat

- e. horse
- f. pig
- turkey g.
- h. duck
- i. dog
- cat

1B. Listen and write the names of the animals. otectel

Dictation (randomly)

- cow 1.
- 2. dog
- 3. goat
- 4. turkey
- 5. duck
- 6. rat
- 7. pig
- 8. cock
- rat

2A. Listen and circle the words.

ducks

dog

horses

goat

2B. Practise saying the words in 1A.

one cat, two cats

one cock, two cocks

one cow, two cows

one dog, two dogs

one duck, two ducks

one goat, two goats

one horse, two horses

one pig, two pigs

one rat, two rats

one turkey, two turkeys

4A. Look at the picture above and choose the correct answers.

- 1. turkeys
- 2. deer

- 3. oxen
- 4. fish
- 5. geese

4C. Complete the crossword puzzle.

across

- 1. oxen
- 3. sheep
- 5. fish

down

- 2. deer
- 4. geese

5B. Look at the picture and fill in the blanks.

This is Daw Hla's farm. There are four cows, six geese, three ducks and eight sheep. There are also two dogs and two cats. The ducks are swimming in the pond. The cows are eating grass. Daw Hla is feeding the sheep. The cats are chasing the rats. Rats eat Daw Hla's corn. She doesn't like rats.

5D. Read the sentences and match them with the farms.

- 1. The cats are chasing rats. (Daw Hla's farm)
- 2. The pigs are sleeping. (U Ba's farm)
- 3. The mother goat is (U Ba's farm) with her babies.
- 4. The ducks are swimming. (Daw Hla's farm)

6A. Draw a picture of your farm and write at least 4 sentences.

Accept any possible answers.

Sample answer

This is my farm. There are two oxen, six goats, three pigs and one dog. The pigs are eating food. The oxen are eating grass. The dog is playing with me. I like my dog.

Unit 2 Lesson 2

1A. Listen and repeat. Then, label the animals.

Land animals

- a. elephant
- b. bear

- c. leopard
- d. monkey
- e. lion
- f. snake

Sea animals

- g. turtle
- h. octopus
- i. shark
- j. dolphin
- k. starfish
- 1. seahorse

1B. Listen and write the names of the animals.

Dictation (randomly)

- 1. bear
- 2. elephant
- 3. leopard
- 4. lion
- 5. monkey
- 6. snake
- 7. dolphin
- 8. octopus
- 9. seahorse
- 10. shark
- 11. starfish
- 12. turtle

2A. Listen and circle the words.

lion

octopuses

seahorses

3A. Describe the animals by using the words in the circles.

- 1. A: It's big, grey and fast.
 - B: It's an elephant.
 - A: Yes, it is.
- 2. A: It's small, brown and fast.
 - B: It's a monkey.
 - A: Yes, it is.

- 3. A: It's big, pink and slow.
 - B: It's a pig.
 - A: Yes, it is.
- 4. A: It's small, grey and green and slow.
 - B: It's a turtle.
 - A: Yes, it is.

3B. Look at the animals in 3A and write sentences.

Accept any possible answers.

Sample answer

- 1. The elephant is big, grey and fast.
- 2. The monkey is small, brown and fast.
- 3. The pig is big, pink and slow.
- 4. The turtle is small, grey and green and slow.

4A. Write about your favourite animal.

Accept any possible answers.

Sample answer

My favourite animal is the seahorse. It is small and yellow. It can swim fast.

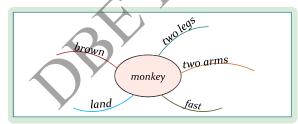
5B. Read about the animals in 5A again and fill in the blanks.

- 1. Spiders
- 2. Sharks
- 3. octopus
- 4. leopard

6A. Choose your favourite animal and draw a mind map as in the following example.

Accept any possible answers

Sample answer



6B. Describe your mind map.

Accept any possible answers.

Sample answer

My favourite animal is the monkey. It is brown. It has

two legs and two arms. It is fast. It lives on land.

6C. Ask and answer using the mind map.

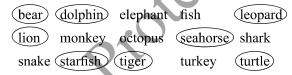
Accept any possible answers.

Sample answer

- 1. My favourite animal is <u>starfish</u>.
- 2. It is small.
- 3. It is <u>yellow</u>.
- 4. It is slow.
- 5. It lives in the sea.

Review 1

1A. Listen and circle the words you hear.



1B. Put the words from 1A under the correct column.

| | Land animals | Sea animals |
|---|--------------|-------------|
| | bear | dolphin |
| • | elephant | fish |
| | leopard | octopus |
| | lion | seahorse |
| | monkey | shark |
|) | snake | starfish |
| | tiger | turtle |
| | turkey | |

1D. Look at the picture again. Match the questions and the answers.

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

2A. Underline the correct word in each sentence.

- 1. (<u>am</u>, is, are)
- 2. (am, <u>is</u>, are)
- 3. (am, is, <u>are</u>)
- 4. (am, <u>is</u>, are), (am, is, <u>are</u>)

2B. Complete the sentences.

- 1. hard-working
- 2. nice
- 3. clever

- 4. quiet
- 5. starfish
- 6. octopus
- 7. elephant
- 8. shark

2C. Read the passage and answer the questions.

- 1. U Min Thu lives on a big farm.
- 2. Sein Hlyan is the name of U Min Thu's horse.
- 3. Sein Hlyan's tail is black.
- 4. After long rides, U Min Thu washes and brushes Sein Hlyan.
- 5. Sein Hlyan loves U Min Thu because he is kind.

Project 1

1A. Look at the picture of Zaw Min and May Nyein. Describe them, using the given words.

He is Zaw Min. He is tall and slim. He has brown hair. He has short hair. He has straight hair. He has dark eyes. He is handsome. He is cheerful.

She is May Nyein. She is short and plump. She has dark hair. she has long hair. She has curly hair. She has dark eyes. She is beautiful. She is cheerful.

2A. In pairs, choose one person from the picture and describe him/her.

Student A describes one person and B guesses who he/she is.

- A: He/she is short and plump. He/she has dark hair. He/she has long hair. He/she has curly hair. He/she has dark eyes. He/she is beautiful. Who is he/she?
- B: She is **Kaythi**.
- A: He/she is tall and slim. He/she has black hair. He/she has short hair. He/she has curly hair. He/she has dark eyes. He is Who is he/she?
- B: He is Myo Min.
- A: He/she is short and slim. He/she has dark hair. He/she has short hair. He/she has straight hair. He/she has dark eyes. She is ... Who is he/she?
- B: She is Nandar.

2B. In pairs, choose one animal from the picture and describe it.

Student A describes one animal and B guesses what it is.

- A: It is grey. It is big. It can run fast. It is a land animal. What animal is it?
- B: It is an elephant.
- A: It has yellow. It has black spots. It is big. It can run fast. It is a land animal. What animal is it?
- B: It is a leopard.
- A: It has eight arms. It has a big head. It has three hearts. It is a sea animal. What animal is it?
- B: It is an octopus.
- 3. Bring a photo of someone and tell the class about him/her.

Accept any possible answers.

Unit 3 Lesson 1

1B. Ask about the weather.

- A: What's the weather like today?
- B: It's sunny today.
- A: What's the weather like today?
- B: It's cloudy today.
- A: What's the weather like today?
- B: It's windy today.
- A: What's the weather like today?
- B: It's rainy today.
- A: What's the weather like today?
- B: It's stormy today.
- A: What's the weather like today?
- B: It's snowy today.

2A. Look at the icons and write the weather.

- 1. It's rainy.
- 2. It's cloudy.
- 3. It's sunny.
- 4. It's stormy.
- 5. It's snowy.
- 6. It's windy.

3A. Listen and draw the weather icons for each day.



3B. Complete the sentences with the information from **3A**.

- 1. On Monday, it will be snowy.
- 2. On Tuesday, it will be <u>sunny</u>.
- 3. On Wednesday, it will be stormy.
- 4. On Thursday, it will be rainy.
- 5. On Friday, it will be windy.
- 6. On Saturday, it will be cloudy.
- 7. On Sunday, it will be rainy.

4A. Make a weather forecast for next week.

Accept any possible answers.

4B. In pairs, tell your friend your weather forecast for next week.

Accept any possible answers.

5A. Read the weather forecast and complete the table.

| | Yangon | Hakha |
|-----------|---------------|---------------|
| Monday | stormy, rainy | snowy, windy, |
| | | cold |
| Tuesday | sunny | windy, rainy |
| Wednesday | cloudy | windy, rainy |
| Thursday | cloudy, windy | sunny, warm |
| Friday | rainy | sunny, warm |
| Saturday | sunny | cloudy |
| Sunday | sunny | sunny |

5B. Read the weather forecast again and correct the mistakes.

Yangon

- 1. It will be *stormy* on Monday.
- 2. It will be *sunny* on Tuesday.
- 3. It will be *cloudy* on Wednesday.
- 4. It will be *cloudy and windy* on Thursday.
- 5. It will be *rainy* on Friday.

Hakha

- 1. It will be *snowy and windy* on Monday.
- 2. It will be *windy and rainy* on Tuesday and Wednesday.

- 3. It will be sunny and warm on Thursday and *Friday*.
- 4. It will be *cloudy* on Saturday.
- 5. It will be *sunny* on Sunday.

6A. Look at today's weather and answer the questions.

- 1. It's sunny in Taunggyi.
- 2. It's snowy in Hakha.
- 3. It's windy in Hpa-an.
- 4. It's rainy in Pathein.
- 5. It's stormy in Sittwe.
- 6. It's rainy in Dawei.
- 7. It's windy in Myitkyina.
- 8. It's sunny in Sagaing.

6B. Think and write.

Accept any possible answers.

6C. Forecast the weather for next week and write the sentences.

Accept any possible answers.

Unit 3 Lesson 2

1B. Which month comes next?

| January | February | March | April |
|-----------|----------|----------|----------|
| May | June | July | August |
| September | October | November | December |

2. Unscramble the letters to make months.

- 1. December
- 2. June
- 3. August
- 4. March
- 5. April
- 6. February
- 7. October
- 8. September
- 9. January
- 10. November
- 11. May
- 12. July

3B. Complete the table.

2021 Calendar

| January | February | March | April |
|-----------|----------|----------|----------|
| 31 | 28 | 31 | 30 |
| May | June | July | August |
| 31 | 30 | 31 | 31 |
| September | October | November | December |
| 30 | 31 | 30 | 31 |

- 4. Answer the questions in complete sentences.
- 1. There are 30 days in April.
- 2. There are 31 days in December.
- 3. There are 30 days in June.
- 4. There are 31 days in October.
- 5. There are 12 months in a year.

5A. Read the text and complete the table.

| Season | Month | Weather condition |
|-----------------------|---|---------------------|
| the hot season | March, April, May | sunny, hot |
| the rainy sea- son | late May, June, July, August, September, October | cool, wet, |
| the cold season | November, December, January, February | cool, dry, snowy |

5B. Answer the questions.

- 1. There are three seasons in Myanmar.
- 2. The names of the seasons are the hot season, the rainy season and the cold season.
- 3. The hot season is from March to May.
- 4. The rainy season is from late May to October.
- 5. The cold season is from November to February.

5C. In pairs, ask and answer the questions about the weather.

Accept any possible answers.

6A. Match the seasons with what you see and do in the seasons.

- 1. (a) (d)
- 2. (b) (f)
- 3. (c) (e)

6B. Write about your favourite season. Also give reasons.

Accept any possible answers.

6C. Ask your friends about their favourite seasons and complete the table.

Accept any possible answers.

Unit 4 Lesson 1

1B. Write the order of the children in the queue.

first, second, third, fourth, fifth, sixth

2A. Listen and circle the correct words.

- a. fourth
- b. third
- c. tenth
- d. twelfth
- e. eleventh
- f. sixth
- g. second
- h. fifth
- i. pinth
- i. first
- k. seventh
- 1. eighth

2B. Complete the table.

- 5th fifth
- 4th fourth
- 3rd third
- 2nd second
- 1st first
- 12th twelfth
- 7th seventh
- 10th tenth
- 9th ninth
- 6th sixth
- 11th eleventh
- 8th eighth

3B. Look at the calendar and complete the table.

| Mon | 3 rd , 10 th , 17 th , 24 th , 31 st |
|-----|---|
| Tue | 4 th , 11 th , 18 th , 25 th |
| Wed | 5 th , 12 th , 19 th , 26 th |
| Thu | 6 th , 13 th , 20 th , 27 th |
| Fri | 7 th , 14 th , 21 st , 28 th |
| Sat | 1st, 8th, 15th, 22nd, 29th |
| Sun | 2 nd , 9 th , 16 th , 23 rd , 30 th |

4A. Write the words for the following numbers.

- 13th thirteenth
- 15th fifteenth
- 20th twentieth
- 21st twenty-first
- 22nd twenty-second
- 23rd twenty-third
- 25th twenty-fifth
- 28th twenty-eighth
- 31st thirty-first

4B. Ask your friends' birthdays.

Accept any possible answers.

5A. Read and match.

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

5B. Look at 5A and fill in the blanks.

- 1. Chaw Su is an engineer.
- 2. Arkar's birthday is on the 14th of May.
- 3. U Zar Ni is a doctor.
- 4. Daw Hnin Hnin's birthday is on the 11th of July.
- 5. Hay Mar is a student.

5C. Look at 5A and answer the questions.

- 1. Daw Hnin Hnin is a teacher.
- 2. Hay Mar's birthday is on the 20th of March.
- 3. Arkar is a singer.
- 4. Chaw Su's birthday is on the 25th of December.
- 5. U Zar Ni's birthday is on the 15th of April.

Unit 4 Lesson 2

1B. Answer the questions.

1. Thingyan is the water festival in Myanmar.

(or)

Thingyan is the Myanmar New Year festival.

(or

Thingyan is the water festival in Myanmar and it is also the Myanmar New Year festival.

- 2. Thingyan is in April.
- 3. In Thingyan, people douse each other with water. People make *mont-lone-yeibaw* and *mont-let-saung*. People offer them during Thingyan days.

2A. Ask and answer.

Accept any possible answers

Sample answers

- A: What do you do at Thingyan?
- B: I play with my friends./ I eat a lot of food. / I go to many places.
 - What about you?
- A. I play with my friends./ I eat a lot of food. / I go to many places.

2B. Ask three friends 'What do you do at Thingyan?'.

Accept any possible answers.

Sample answers

- A: What do you do at Thingyan?
- B: I douse people with water./ I play with my friends./ I eat a lot of food. What about you?
- A: I go to many places. /I sing and dance./ I have nice food./ I offer snacks to people.

3B. Answer the questions.

- 1. Thading is the lighting festival in Myanmar.
- 2. Thadingyut is in October.

(or)

Thadingyut falls on the Full Moon day of Thadingyut.

(or)

Thadingyut is the 7th month in the Myanmar calendar.

(or)

Thadingyut is in October and it falls on the Full Moon day of Thadingyut.

3. We light candles in the streets and houses. We have nice food and play games. We pay homage to our parents, grandparents and teachers. (Accept any possible answer/answers.)

4A. Ask and answer.

Accept any possible answers.

Sample answer

- A: What do you do at Thadingyut?
- B: I light candles in my house./ I watch fireworks./ I eat a lot of food./ I go to many places. What about you?
- A: I light candles in the streets./ I pay homage to my parents, grandparents and teachers./ I go to the pagoda.

4B. Ask three friends 'What do you do at Thadingyut?'.

Accept any possible answers.

Sample answers

- A: What do you do at Thadingyut?
- B: I light candles in my house./ I light candles in the streets./ I watch fireworks./ I eat a lot of food. What about you?
- A: I go to many places. / I pay homage to my parents, grandparents and teachers./ I go to pagodas.

5A. Read the sentences. Find a mistake in each sentence and correct the mistakes.

Thingyan is the <u>water</u> festival. It is in <u>April</u>. We douse each other with <u>water</u>. We make <u>Thingyan</u> snacks. Thingyan is also the Myanmar <u>New Year</u> festival.

Thadingyut is the <u>lighting</u> festival. It is in <u>October</u>. It falls on the <u>Full</u> Moon day of Thadingyut. It is the 7^{th} month in the Myanmar calendar. We light <u>candles</u> in the streets and houses. We <u>pay</u> homage to our parents, grandparents and teachers.

5B. Look at the picture and fill in the blanks.

- 1. Thingyan/water
- 2. April
- 3. people
- 4. girl
- 5. snacks

6A. What do you do at Thingyan and Thadingyut?

| · | Th - 124 |
|-------------------------|-------------------------|
| Thingyan | Thadingyut |
| 1. play with my friends | 1. play with my friends |
| 2. sing and dance | 3. have nice food |
| 3. have nice food | A. light candles in the |
| | streets and houses |
| 6. offer snacks to | 5. watch fireworks |
| people | |
| 7. go to many places | 8. pay homage to my |
| with my friends | parents, grandparents |
| 400 | and teachers |
| 9. douse people with | 10. go to pagodas |
| water | |

6B. Write about the festival you like.

Accept any possible answers.

Sample answer

The festival I like

I like Thingyan. At this festival, I play with my friends and I sing and dance. I make Thingyan snacks and offer them to people.

Review 2

1A. Write the words in the correct clouds.



1B. Listen and write the weather.

| Mon | Tue | Wed | Thu | Fri |
|-------|--------|--------|-------|-------|
| sunny | cloudy | cloudy | rainy | windy |

1C. Ask and answer in pairs.

Accept any possible answers.

2A. Read and match.

- 1. (c)
- 2. (a)
- 3. (b)

2B. Read and write 'True' or 'False'.

- 1. True
- 2. False
- 3. False
- 4. True
- 5. False

2C. Read about Tun Tun's birthday and write about your birthday.

Accept any possible answers.

Project 2

1A. Interview your friends to find out their favourite seasons.

Accept any possible answers.

1B. Fill in the blanks.

Accept any possible answers.

Sample answer

I asked my friends to find out their favourite seasons. Five friends' favourite season is the hot season. <u>Eight</u> friends' favourite season is the rainy season. <u>Ten</u> friends' favourite season is the <u>cold</u> season. Many of my friends like the cold season.

2A. Interview 10 friends to find out their favourite festivals.

Accept any possible answers.

2B. Fill in the blanks.

Accept any possible answers.

Sample answer

I asked my friends to find out their favourite festivals. Six friends' favourite festival is the Thingyan festival. Four friends' favourite festival is the Thadingyut festival. Many of my friends like the Thingyan festival.

Unit 5 Lesson 1

1B. Write the number of the picture next to each word.

| pencil | 5 |
|--------------|---|
| pencil case | 3 |
| eraser | 7 |
| marker | 4 |
| ruler | 6 |
| drawing book | 8 |
| crayons | 1 |
| pen | 2 |

2B. Role-play the dialogue in 2A. Use the objects in 1A.

Accept any possible answers.

3B. Where can you buy the following things?

Accept any possible answers.

3C. Make longer sentences. Say them to your friends.

Do the same, using other shops.

Accept any possible answers.

4A. Complete the lists below with the things in 3B.

| Food shop | Toy shop | Clothes shop | Stationery shop |
|--------------|-------------|-----------------|--------------------|
| • cake | • toy robot | • T-shirt | • crayons |
| • bread | • doll | • skirt | • eraser |
| • fruits | • kite | • shorts | • pencil case |

4B. Practise the question and answer with the things in 3B.

Accept any possible answers.

5A. Read and match.

- 1. (b)
- 2. (c)
- 3. (d)
- 4. (a)

5B. Complete the sentences.

- 1. Nilar goes to the <u>stationery shop</u>. She wants <u>a</u> <u>pencil</u>, <u>a drawing book and crayons</u>.
- 2. Thuzar goes to the <u>food shop</u>. She wants <u>an ice</u> <u>cream, a pudding and a cake.</u>
- 3. Bo Bo goes to the <u>toy shop.</u> He wants <u>a ball, a kite</u> and a toy car.

4. Min Min goes to the <u>clothes shop</u>. He wants <u>a</u> <u>T-shirt, a jacket and shorts.</u>

6A. Complete the sentences.

Accept any possible answers.

Sample answers

- 1. You can buy a ruler at a stationery shop.
- 2. You can buy a cake at a food shop.
- 3. You can buy a blouse at a clothes shop.
- 4. You can buy a Barbie doll at a toy shop.
- 5. You can buy a skirt at a clothes shop.
- 6. I can buy shorts at a clothes shop.
- 7. I can buy a ruler at a stationery shop.
- 8. I can buy an ice cream at a food shop.
- 9. I can buy <u>a kite</u> at a toy shop.
- 10. I can buy an eraser at a stationery shop.

6B. Read and write about your favourite shop.

Accept any possible answers.

Sample answer

My favourite shop

I love <u>cake</u>. My favourite shop is the <u>Tasty Food shop</u>.

We can buy <u>fruit cake</u> and <u>chocolate cake</u> there. Let's go there together.

Unit 5 Lesson 2

1B. Fill in the blanks and say the numbers.

100, 200, 300, 400, 500, 600, 700, 800, 900

1C. Count and write.

- 1. 200
- 2. 300
- 3. 100
- 4. 400
- 5. 600
- 6. 500

2B. Listen and write.

- 2. pencil case, 900
- 3. drawing book, 800
- 4. pen, It's 300 kyats.

2C. Write the prices and ask a friend.

Accept any possible answers.

3B. Fill in the blanks and say the numbers.

1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000, 9000

3C. Count and write.

- 2. 7,000
- 3. 8,000
- 4. 5,000
- 5. 9,000

4A. Listen, fill in the blanks and practise.

- S: Can I help you?
- C: I want a <u>T shirt</u>, please.

 Do you have any?
- S: Yes, we do.
- C: How much is it?
- S: It's <u>4,000</u> kyats.
- C: I want two, please.
- S: OK. That is 8,000 kyats.
- C: Here you are.
- S: Thank you.

4B. Role-play the dialogue in 4A.

Accept any possible answers.

5A. Read the following dialogues and fill in the blanks with appropriate expressions from the box.

Dialogue 1

- S: Can I help you?
- C: I want some puddings, please.

Do you have any?

- S: Yes, we do.
- C: How much is one?
- S: It's 400 kyats.
- C: <u>I want five</u>, please.
- S: OK. That will be 2,000 kyats.
- C: Here you are.
- S: Thank you.

Dialogue 2

- S: Can I help you?
- C: I want a cake, please.

Do you have any?

- S: Yes, we do.
- C: How much is it?

- S: It's 1,000 kyats.
- C: Here you are.
- S: Thank you.

Dialogue 3

- S: Can I help you?
- C: I want some ice cream. Do you have any?
- S: Yes, we do.
- C: How much is one?
- S: It's 500 kyats.
- C: I want two, please.
- S: OK. That will be 1,000 kyats.
- C: Here you are.
- S: Thank you.
- 5B. Check and correct the mistakes in the bill.

| ABC Food shop | | | |
|---------------------|---|-------|------------------|
| | Number | Price | Total |
| Ice cream | 2 | 500 | 1000 |
| Cake | 21 | 1000 | <i>1000</i> 2000 |
| Pudding | 15 5 | 400 | 2000 2400 |
| Total Amount | Commence to | | <i>4000</i> 5400 |
| Commercial Tax (5%) | SB SI | | 270 |
| Grand Total | POOD 142 BOOMES | | <i>4270</i> 5670 |
| | | | |

6A. Complete the dialogues.

Accept any possible answers.

Sample answer

At a Toy Shop

- S: Can I help you?
- C: I want <u>some kites</u>, please, Do you have any?
- S: Yes, we do.
- C: How much is one?
- S: It's 300 kyats.
- C: I want two kites, please.
- S: OK. That will be 600 kyats.
- C: Here you are.
- S: Thank you.

At a Clothes Shop

- S: Can I help you?
- C: I want a white blouse, please.
 - Do you have any?

- S: Yes, we do.
- C: How much is it?
- S: It's 4000 kyats.
- C: I want this one, please.
- S: OK. That will be 4,000 kyats.
- C: Here you are.
- S: Thank you.
- 6B. You want to buy two pencils. Write a dialogue between you and the shopkeeper.

Accept any possible answers.

Sample answer

- S: Can I help you?
- C: I want some pencils, please Do you have any?
- S: Yes, we do.
- C: How much is it?
- S: It's 200 kyats.
- C: I want two, please.
- S: OK. That will be 400 kyats.
- C: Heré you are.
- S: Thank you.
- 6C. Role-play your dialogue with a friend.

Accept any possible answers.

Unit 6 Lesson 1

- 1B. Unscramble the letters.
- 1. north
- 2. south
- 3. east
- 4. west
- 5. northeast
- 6. northwest
- 7. southwest
- 8. southeast
- 2A. Listen and complete the sentences.
- 2. The library is to the <u>west</u> of my house.
- 3. Marlar's house is to the <u>southwest</u> of my house.
- 4. The train station is to the <u>east</u> of my house.
- 5. The market is to the <u>southeast</u> of my house.
- 6. The park is to the <u>northeast</u> of my house.
- 7. The zoo is to the south of my house.
- 8. The school is to the northwest of my house.

2B. Ask and answer.

Accept any possible answers.

A: Where is the library?

B: It's to the west of my house.

3B. Complete the sentences.

- 1. west
- 2. northwest
- 3. southeast
- 4. northeast
- 5. east

4A. Listen, match and complete the sentences.

| Country | Currency |
|---------------|----------|
| 1. Myanmar | f. kyat |
| 2. China | c. yuan |
| 3. India | b. rupee |
| 4. Laos | a. kip |
| 5. Thailand | d. bath |
| 6. Bangladesh | e. taka |

- 1. The currency of Myanmar is the kyat.
- 2. The currency of China is the yuan.
- 3. The currency of India is the <u>rupee</u>.
- 4. The currency of Laos is the kip.
- 5. The currency of <u>Thailand is the baht</u>.
- 6. The currency of Bangladesh is the taka.

4B. Ask and answer.

Accept any possible answers.

Sample answers

- A: Where is India?
- B: It's to the northwest of Myanmar.
- A: What is the currency of India?
- B: It's the rupee.

5B. Read and write 'True' or 'False'.

- 1. False
- 2. True
- 3. True
- 4. True
- 5. False

5C. Answer the questions.

- 1. China and India/China and India are big.
- 2. Rupee/The currency of India is rupee.

- 3. Yuan/The currency of China is yuan.
- 4. Kip/The currency of Laos is kip.
- Laos/The country between China and Thailand is Laos.

6A. Choose the correct answers.

- 1. 5
- 2. east
- 3. southwest
- 4. India
- 5. yuan

6B. Read about Laos and write about a neighbouring country.

Accept any possible answers

Unit 6 Lesson 2

1B. Complete the sentences.

- 1. The capital of Myanmar is Nay Pyi Taw.
- 2. The capital of Bangladesh is **Dhaka**.
- 3. The capital of China is Beijing.
- 4. The capital of India is New Delhi.
- 5. The capital of Laos is Vientiane.
- 6. The capital of Thailand is **Bangkok**.

2A. Rewrite the sentences from 1B as in the example below.

- 1. Nay Pyi Taw is the capital of Myanmar.
- 2. Dhaka is the capital of Bangladesh.
- 3. Beijing is the capital of China.
- 4. New Delhi is the capital of India.
- 5. Vientiane is the capital of Laos.
- 6. Bangkok is the capital of Thailand.

2B. Ask and answer.

Accept any possible answers.

- A: What is the capital of Myanmar?
- B: It's Nay Pyi Taw.

3A. Write the correct name of the country under each map.

- 1. Myanmar
- 2. Laos
- 3. Thailand

3B. Read the sentences. Then write the correct names of the countries.

1. The country is to the east of Myanmar.

Its currency is the kip.

Its capital is Vientiane.

This country is <u>Laos</u>.

2. The country is to the southeast of Myanmar.

Its currency is the baht.

Its capital is Bangkok.

This country is **Thailand**.

4A. Choose two neighbouring countries. Write sentences as in 3B.

Accept any possible answers.

Sample answers

1. The country is to the <u>east of Myanmar</u>.

Its currency is the kip.

Its capital is Vientiane.

This country is <u>Laos</u>.

2. The country is to the southeast of Myanmar.

Its currency is the baht.

Its capital is Bangkok.

This country is **Thailand**.

3. The country is to the <u>northwest of Myanmar</u>.

Its currency is the <u>taka</u>.

Its capital is **Dhaka**.

This country is **Bangladesh**.

4. The country is to the <u>northeast of Myanmar</u>.

Its currency is the yuan.

Its capital is Beijing.

This country is China.

5. The country is to the <u>northwest of Myanmar</u>.

Its currency is the rupee.

Its capital is New Delhi.

This country is India.

4B. Answer the questions.

- 1. The currency of Myanmar is Kyats.
- 2. The capital of Bangladesh is Dhaka.
- 3. The currency of India is Rupee.
- 4. The capital of Thailand is Bangkok.
- 5. The currency of China is Yuan.
- 6. The capital of Laos is Vientiane.

5B. Choose the correct answers.

- 1. Nay Pyi Taw
- 2. pagodas
- 3. Mon
- 4. three
- 5. month
- 6. 7th

5C. Answer the questions.

- 1. The capital of Myanmar is Nay Pyi Taw.
- 2. The famous pagoda in Yangon is the Shwedagon Pagoda.
- 3. The famous pagoda in Mandalay is the Maha Myat Muni Pagoda.
- 4. Yes, it does.
- 5. No, it is not.

6A. Complete the table.

| | Country | Location | Capital | Currency |
|---|-------------------|-----------------------------------|------------------|-------------|
| | China | to the northeast of Myanmar | Beijing | yuan |
| | <u>Laos</u> | to the east of Myanmar | <u>Vientiane</u> | kip |
|) | Thailand | to the southeast of Myanmar | <u>Bangkok</u> | <u>baht</u> |
| | <u>Bangladesh</u> | to the west of Myanmar | Dhaka | <u>taka</u> |
| | <u>India</u> | India to the northwest of Myanmar | | rupee |

6B. Choose a country in **6A** and write about it as in the example.

Accept any possible answers.

6C. Present the country you choose in 6B to the class

Accept any possible answers.

Review 3

1A. Write the correct names of the items under each shop.

| Clothes Stationery shop | | Toy shop | Food shop | |
|-------------------------|---------------------------|--------------|--------------|--|
| 1. jacket | 1. crayons 2. pencil case | 1. doll | 1. cake | |
| 2. skirt | | 2. toy robot | 2. ice cream | |

1B. Look at the picture in 1A. Ask and answer in pairs.

Student A: Where can I buy a jacket?

Student B: At a clothes shop.

Student A: How much is the jacket?

Student B: It's 7,000 kyats.

Student A: Where can I buy a doll?

Student B: At a toy shop.

Student A: How much is the doll?

Student B: It's 3,000 kyats.

Student A: Where can I buy a skirt?

Student B: At a clothes shop.

Student A: How much is the skirt?

Student B: It's 5,000 kyats.

Student A: Where can I buy crayons?

Student B: At a stationery shop.

Student A: How much are the crayons?

Student B: They're 800 kyats.

Student A: Where can I buy a toy robot?

Student B: At a toy shop.

Student A: How much is the toy robot?

Student B: It's 6,000 kyats.

Student A: Where can I buy a cake?

Student B: At a food shop.

Student A: How much is the cake?

Student B: It's 4,000 kyats.

Student A: Where can I buy a pencil case?

Student B: At a stationery shop.

Student A: How much is the pencil case?

Student B: It's 900 kyats.

Student A: Where can I buy an ice cream?

Student B: At a food shop.

Student A: How much is the ice cream?

Student B: It's 700 kyats.

1C. Listen and write the names and prices.

Marker
 700 kyats

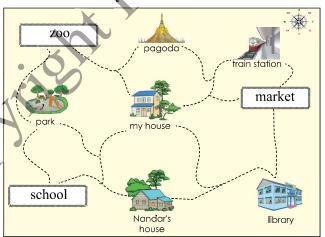
- T-shirt
 4000 kyats
- 3. Ball 900 kyats
- 4. Kite

500 kyats

5. Pineapple 800 kyats

- 6. Eraser 200 kyats
- 7. Fried noodles 1000 kyats
- 8. Blouse 9000 kyats

2A. Read about my hometown.



Keckeg

2B. Describe the following countries as in the example.

Japan is to the east of China. The capital of Japan is Tokyo. The currency of Japan is the yen.

Singapore is to the south of Malaysia. The capital of Singapore is Singapore. The currency of Singapore is the Singapore dollar.

Malaysia is to the south of Thailand. The capital of Malaysia is Kuala Lumpur. The currency of Malaysia is the ringgit.

Unit 7 Lesson 1

- 1. Match the pictures with the words. Then, listen and repeat.
- 1. f. sandals

- 2. g. shorts
- 3. e. pyjamas
- 4. h. skirt
- 5. c. flip-flops
- 6. a. blouse
- 7. j. tracksuit
- 8. i. sweater
- 9. b. dress
- 10. k. trainers
- 11. 1. T-shirt
- 12. d. jeans

2B. Look at the pictures, ask and answer the questions.

- A: What's Myo Oo wearing?
- B: He's wearing a white T-shirt, blue jeans and trainers.
- A: What's Mya Mu wearing?
- B: She's wearing a red pyjamas and flip-flops.
- A: What's Win Mar wearing?
- B: She's wearing a yellow dress and trainers.
- A: What's Si Thu wearing?
- B: He's wearing a green tracksuit and trainers.

3A. Listen and match the names with the pictures.

- 1. Ko Ko
- 2. Nwe Ni
- 3. Nay Lin
- 4. Win Win

3B. Look at the pictures again. Complete the sentences.

- 1. It is cold today. So Ko Ko is wearing a <u>sweater</u>, <u>trousers</u> and <u>trainers</u>.
- 2. It is cold today. So Nwe Ni is wearing a <u>sweater</u>, <u>trousers</u> and <u>sandals</u>.
- 3. It is rainy today. So Nay Lin is wearing a raincoat, jeans and trainers.
- 4. It is hot today. So Win Win is wearing <u>a blouse</u>, <u>a longyi and flip-flops</u>.

4A. Listen and complete the sentences.

1. It is <u>rainy</u> today. So I'm wearing a <u>raincoat and flip-flops</u>.

- 2. It is <u>cold</u> today. So I'm wearing a <u>sweater and jeans</u>.
- 3. It is <u>hot</u> today. So I'm wearing a <u>blouse and a skirt</u>.

4B. Look at the picture of U Myo's family. In pairs, ask and answer what they are wearing.

Student A: What is U Myo wearing?

Student B: He's wearing a white T-shirt,

brown trousers and trainers.

Student A: What is Daw Mu Mu wearing?

Student B: She's wearing a green blouse,

a green longyi and flip-flops.

Student A: What is Ko Lin wearing?

Student B: He's wearing a white T-shirt, blue shorts

and sandals.

Student A: What is Su Mon wearing?

Student B: She's wearing a pink dress and sandals.

5A. Read and write the names of the children under the correct pictures.

- 1. Aung Htet
- 2. Nandar
- 3. Ko Min
- 4. Kyi Kyi

5B. Read the text again and complete the table.

| | Aung Htet | Kyi Kyi | Nandar | Ko Min |
|---------------|--------------------|------------------|------------------|--------------------|
| What they are | a white T-shirt | a blue blouse | a pink blouse | a white T-shirt |
| wearing | brown trousers | a black skirt | a white skirt | blue jeans |
| | flip-flops | flip-flops | sandals | white trainers |
| | a white | a white | a white | a white |
| | cap | cap | cap | cap |

6A. Look at the pictures and write what they are wearing in the example.

- 2. The woman is wearing a pink blouse, a pink longyi and flip-flops.
- 3. The boy is wearing blue pyjamas and flip-flops.
- 4. The girl is wearing a green sweater, a green skirt and sandals.

6B. Draw a picture and write what he/she is wearing.

Accept any possible answers.

6C. In pairs, tell your friend about your picture.

Accept any possible answers.

Unit 7 Lesson 2

1A. Listen, repeat and write the numbers above the correct pictures.

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

1B. Listen and complete the dialogue.

Student A: I like to wear a cap. What about you?

Student B: I like to wear a hat and gloves.

2A. Listen and complete the sentences.

- 1. Su Su likes to wear <u>a yellow hat and a white dress</u> in the hot season.
- 2. Zaw Zaw likes to wear a pink sweater and brown gloves in the cold season.
- 3. Nay Ye likes to wear <u>a red raincoat and jeans</u> in the rainy season.

2B. Practise asking and answering the questions.

Accept any possible answers.

3A. Listen and repeat. Match the pictures and the correct piece of clothing.

- 1. c
- 2. a
- 3. b

3B. Listen and complete the sentences.

- 1. I like to wear checked T-shirts.
- 2. He likes to wear striped T-shirts and brown trousers.
- 3. She likes to wear <u>floral dresses</u>.
- 4. They like to wear checked T-shirts and jeans.

4A. Write two pieces of clothing you like to wear in each season.

Accept any possible answers.

Sample answers

the hot season T-shirts, dresses, shorts, ...

the rainy season raincoat, jeans, jacket, ...

the cold season sweater, jacket, gloves

4B. Ask and answer.

Accept any possible answers.

5B. Read and complete the table.

| Name | Season | What he/she does | What he/she wears |
|---------|---------------------|---|---|
| Nay Myo | the hot season | go to the beach | T-shirts, striped shorts and sandals |
| | the rainy season | plays football in the school playground | a yellow striped T-shirt and blue shorts |
| | the cold season | go to the sports centre and play badminton | a blue tracksuit |
| Yu Yu | the hot season | go to the beach | T-shirts, striped shorts and sandals |
| . 0 | the rainy season | stays at home and watches TV | a blouse and a skirt |
| | the cold season | go to the sports centre and play badminton | a red tracksuit |

6A. Write what you like to wear at the places below.

Accept any possible answers.

Sample answers

- 1. I like to wear a T-shirt and striped shorts at home.
- 2. I like to wear a floral dress and white sandals at the beach.
- 3. I like to wear a green tracksuit and black trainers at the playground.

6B. Interview two friends and complete the table.

Accept any possible answers.

6C. Complete the sentences below.

Accept any possible answers.

Unit 8 Lesson 1

1A. Match the pictures with the names of food. Then, listen and repeat.

- 1. f
- 2. e

3. h

4. a

5. g

6. d

٠. ٠

7. c

8. l

2A. Write the names of the food.

1. chicken soup

2. salad

3. rice

4. fish curry

5. fish sauce and vegetables

3A. Listen and complete the sentences.

My name is Luigi.

I am from Italy.

My favourite food is pizza.

My name is James.

I am from America.

My favourite food is bacon and eggs.

My name is Hana.

I am from Japan.

My favourite food is sushi.

My name is Emily.

I am from England.

My favourite food is fish and chips.

My name is Ram.

I am from India.

My favourite food is puri.

My name is Ling.

I am from China.

My favourite food is noodle soup.

4A. Practise the dialogue with the given food items.

Shopkeeper: Can I help you?

Customer : I'd like a chocolate cake, please.

Shopkeeper: OK, here you are.

Customer: How much is it?

Shopkeeper: It's 1,500 kyats.

Customer: Thank you.

Shopkeeper: You're welcome.

Shopkeeper: Can I help you?

Customer : I'd like a <u>sandwich</u>, please.

Shopkeeper: OK, here you are.
Customer: How much is it?
Shopkeeper: It's <u>500</u> kyats.

Shopkeeper: You're welcome.

Customer: Thank you.

Shopkeeper: Can I help you?

Customer: I'd like some bread, please.

Shopkeeper: OK, here you are. Customer: How much is it?

Shopkeeper: It's <u>800</u> kyats.

Customer: Thank you,

Shopkeeper: You're welcome.

Shopkeeper: Can I help you?

Customer : I'd like a <u>pudding</u>, please.

Shopkeeper: OK, here you are.

Customer : How much is it?

Shopkeeper: It's 700 kyats.

Customer : Thank you.

Shopkeeper : You're welcome.

1

5B. Answer the questions.

- 1. Nilar and her brother like to play at the playground.
- 2. Nilar's favourite food is Shan noodles.
- 3. Nilar's brother likes pizza.
- 4. Nilar's mother likes sushi.
- 5. Nilar's family likes to have chocolate cake and ice cream every time they go to the shopping centre.

6A. Write your favourite foods for each meal of the day.

Accept any possible answers.

Sample answer

| Breakfast | Lunch | Dinner |
|------------------------------|---|--|
| mont-hin-gah | rice, chicken salad, vegetable soup | rice, fried chicken, salad, fish sauce and vegetables |
| noodles in the coconut gravy | rice, chicken curry, fish soup | fried noodles, chicken soup |

| steamed sticky rice | rice, egg curry, fish sauce and vegetables | rice, fried egg, salad |
|---------------------|--|-----------------------------------|
| fried rice | rice, vegetable soup, fried chicken | rice, fish curry, chicken soup |

6C. Write about your favourite food.

Accept any possible answers.

Sample answer

Mont-hin-gah is my favourite food for breakfast. Milk and fried egg are my favourite breakfast, too. Fried noodles is my favourite food for lunch. Fish curry and fish sauce and vegetables are my favourite dinner. Fried chicken and vegetable soup are my favourite dinner, too.

Unit 8 Lesson 2

1B. Complete the table with the words in the box.

| Food for growth | beef, fish, chicken |
|-----------------|--------------------------------|
| Food for energy | potato, bread, noodle |
| Food for health | carrot, tomato, banana, grapes |

3A. Listen and repeat. Match the words with the pictures.

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

3B. Write 'True' or 'False'.

- 1. True
- 2. False
- 3. False
- 4. True
- 5. True
- 6. False

5B. Answer the questions.

- 1. Yes, there is.
- 2. Yes, they can.
- 3. The teachers like *mont-hin-gah*.

- 4. We can buy rice and noodles at the canteen.
- 5. We can buy fried chicken at the canteen.

6A. Answer the questions that are true to you.

Accept any possible answers.

Sample answer

- 1. Our school canteen sells Myanmar snacks, chips, biscuits, some fruits and juice.
- 2. I usually have chicken curry and vegetable soup for lunch.
- 3. I eat meat, fish, eggs and beans for growth.
- 4. I eat fruits and vegetables for health.
- 5. I eat bread, noodles and potatoes for energy.

6B. Write a short paragraph about your school canteen.

Accept any possible answers

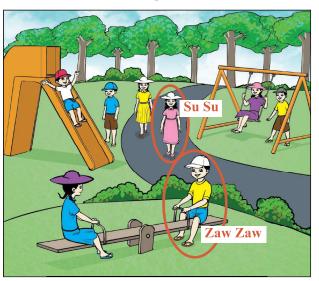
Sample answer

My school canteen

My school has a canteen and a fruit stall. I usually buy Myanmar snacks there. I sometimes eat lunch with my friends there. We can get rice, noodles and bread. They are good for energy. We can have fried chicken and eggs. These are good for growth. We can also buy fruits and juice. These are good for health. We can also have *monthin-gah* and noodles in coconut gravy. Our teachers like them. We can buy different fruits at the fruit stall. My favourite fruit is guava. It is good for health.

Review 4

1A. Read the descriptions of Zaw Zaw and Su Su, and find them in the picture.



2A. Listen and complete the sentences.

- 1. fried rice and eggs
- 2. bread and fruit
- 3. rice and chicken curry
- 4. a sandwich
- 5. rice and salad
- 6. sushi and fruit
- 7. noodle soup
- 8. puri

2B. Interview your friends and write their answers.

Accept any possible answers.

2C. Choose a friend and write about the food he/she has in four sentences.

Accept any possible answers.

This is <u>Zaw Zaw</u>. He has <u>apples and watermelons</u> for health. He has <u>rice and noodles</u> for energy. He has <u>fish</u> <u>and meat</u> for growth.

Project 4

1. Read messages 1 to 4 and complete messages 5 and 6.

Accept any possible answers.

Sample answer

Message 5

Hello Nandar,

I want to help. I will give <u>dresses</u>, <u>blouses</u>, <u>skirts and sandals</u>. I will also give <u>rice and beans</u>.

Su Su

Message 6

Hello Nandar,

I want to help. I will give <u>T-shirts</u>, <u>jeans</u>, <u>sweaters and trainers</u>. I will also give <u>bread</u>, <u>snacks and bananas</u>. Min Min

2A. In groups, make a list of food and clothes you and your friends will give to Sein Sein's village.

Accept any possible answers.

2B. Write a message to Sein Sein about the food and clothes you and your friends will give to her.

Accept any possible answers.

Sample answer

Dear Sein Sein,

We want to help people in your village. We will give

dresses, blouses, skirts, sandals, T-shirts, jeans, sweaters and trainers. We will give fish and chips, bread, cakes and bananas. This can help many people.

Min Min

Unit 9 Lesson 1

- 1B. Fill in the blanks with the past tense of the verbs.
- 1. visited
- 2. played
- 3. listened
- 4. watched
- 5. prepared
- 6. enjoyed
- 2. Listen to Toe Toe and Soe Soe talking about their weekend. What did they do? Tick (\checkmark) or cross (\times) .

| | played bad- minton | visited Cha ung Tha | watched TV | lis- tened to music | studied Eng- lish |
|------------|--------------------------|------------------------------|---------------|------------------------------|-------------------------|
| Toe Toe | > | * | √ | * | √ |
| Soe Soe | × | √ | × | ✓ | ✓ |

- 3A. Match the sentences with the pictures. Then, listen and check.
- 1. d
- 2.
- 3. a
- 4. c
- 5. b
- 3B. Look at the pictures and write what they did yesterday. Begin your sentences with 'He', 'She' or 'They'.
- 1. She phoned her friend yesterday.
- 2. He listened to music yesterday.
- 3. They played badminton yesterday.
- 4. He watched TV yesterday.
- 5. He dusted his bedroom yesterday.
- 6. He coloured pictures yesterday.

5A. Read the following letter and answer the questions.

- Aung Aung visited Pyin Oo Lwin with his family last weekend.
- 2. The weather was great in Pyin Oo Lwin.
- 3. They stayed at their aunt's house in Pyin Oo Lwin.
- 4. He played badminton with his cousins on Saturday.
- 5. They walked to the Botanical Garden on Sunday.

5B. Complete the reply letter from Kyaw Kyaw with the past tense of the verbs.

Hi Aung Aung,

It's great to hear from you. I <u>visited</u> Chaung Tha Beach with my uncle's family last weekend. We <u>stayed</u> at a hotel. On Saturday, I <u>played</u> football with my cousins on the beach. On Sunday, we <u>sailed</u> to White Sand Island on a big boat. We also <u>climbed</u> the rocky hills near the beach. It was great. We were very happy.

See you!

Kyaw Kyaw

6A. Complete the sentences with the past tense of the verbs.

(Monday) I phoned my grandmother.

(Tuesday) I walked to school with Yar Zar

(Wednesday) I dusted my bedroom.

(Thursday) I studied English at night.

(Friday) I played badminton with Thant Zin.

(Saturday) I watched TV at night.

(Sunday) I <u>visited</u> the <u>zoo</u>.

6B. Write a letter to your friend. Tell him/her what you did last week.

Sample answer

Dear Ko Ko

Last Monday, I phoned my grandmother. On Tuesday, I played badminton with my brother. On Wednesday, I walked to school with my friends. I dusted my bedroom on Thursday. On Friday, I studied English at night. I visited the zoo on Saturday. On Sunday, I watched TV at night. What about you? What did you do last week? Min Min

Unit 9 Lesson 2

1B. Match the words to make compound words. Then, listen and check.

- 1. shopping centre
- 2. dining table
- 3. text message
- 4. car park
- 5. living room

2A. Rearrange the letters to make compound words.

- 1. orange juice
- 2. text message
- 3. dining table
- 4. shopping centre
- 5. fast food
- 6. pencil case

2B. Fill in the blanks with the compound words in 2A.

- 1. orange juice
- 2. shopping centre
- 3. dining table
- 4. text message
- 5. fast food
- 6. pencil case

2C. Give the present form of the verbs in 2B.

- 1. drink
- 2. go
- 3. buy
- 4. send
- 5. eat
- 6. give

3A. Match the verbs with their past tense and complete the blanks. Then, listen and check.

- 1. write wrote
- 2. read read
- 3. ride rode
- 4. speak spoke
- 5. wear wore
- 6. go went

3B. Complete the sentences with the verbs from 3A.

1. I <u>went</u> to the shopping centre last week.

- 2. Mar Mar wore a beautiful dress at her birthday party.
- 3. Zin Zin wrote a letter last night.
- 4. Swan Htet <u>rode</u> his new bicycle to school yesterday.
- 5. Kaythi <u>read</u> a story last night.
- 6. Nu Nu <u>spoke</u> to her friend on the phone this morning.

5B. Read the sentences and write 'True' or 'False'.

- 1. True
- 2. False
- 3. True
- 4. False
- 5. False

6A. Write about what Swan Htet's family did yesterday.

There are four people in my family. They are my father, my mother, my elder sister and me. Yesterday ...

I ate an ice cream last night.

My sister wrote a letter yesterday.

My mother went to the market yesterday.

I bought a book yesterday morning.

My father sent a letter yesterday afternoon.

My sister drank milk last night.

My father rode a bicycle to work yesterday.

My sister gave me a ball yesterday.

6C. Write about your friend's last Thadingyut holidays.

Accept any possible answer.

Sample answer

Mar Mar's last Thadingyut holidays

During the Thadingyut holidays, Mar Mar went to Chaung Tha beach with her family. In Chaung Tha, she got up early in the morning and rode a bicycle on the beach with her sister. Then, she drank coconut water. She also ate fried fish and she liked it. She enjoyed her trip to Chaung Tha.

Unit 10 Lesson 1

1B. Listen and write the names Phyu Phyu, Khin Khin and Tun Tun, under the correct picture.

Picture 1: Phyu Phyu

Picture 2: Tun Tun

Picture 3: Khin Khin

1C. Listen again and link the parts under A and B correctly.

- 1. c
- 2. a
- 3. ł

2A. Interview two friends and complete the table.

Accept any possible answers.

2B. Tell the class what your friends will do tomorrow.

Accept any possible answers.

3B. Answer the questions.

- 1. Thin Thin will go to a bookshop on Saturday.
- 2. Thin Thin will buy a drawing book on Saturday.
- 3. Thin Thin will go to her grandmother's house on Sunday.
- 4. Thin Thin will have *mont-hin-gah* (with her grandmother) on Sunday.

4A. Look at Khin Khin's plan and write what she will do this weekend.

On Saturday, Khin Khin will go to the tea shop and have breakfast. On Sunday, she will go to the playground and play with friends.

4C. Make a plan for Saturday and Sunday as in 4A. In pairs, practise the dialogue.

Accept any possible answer.

5B. Fill in the blanks with words from Nilar's plan.

- 1. play
- 2. go
- 3. stay
- 4. visit
- 5. have
- 6. go

5C. Read Nilar's plan again and circle 'True' or 'False'.

- 1. False
- 2. False
- 3. True
- 4. False
- 5. False

5D. Write the correct sentences for the wrong sentences in 5C.

- 1. Nilar is a Grade 4 student.
- 2. She will go to school from Monday to Friday.
- 3. True
- 4. She will play chess with her grandfather.
- 5. She will stay at home on Sunday evening./ She will go shopping on Sunday afternoon.

6A. Read Thitsar's weekend plan. Write the missing words in the text below.

My name is Thitsar. I am a student. This is my weekend plan. I will go to the cinema on Saturday afternoon. I will watch a movie there. I will stay at home on Saturday evening. I will do my homework. On Sunday morning, I will go to the pool and go swimming. After that, I will visit my uncle in the afternoon. We will have dinner there.

6B. Write a paragraph about your weekend plan.

Accept any possible answer.

Unit 10 Lesson 2

1B. Answer the questions.

- 1. Thu Kha's birthday is tomorrow.
- 2. He invites Kyi Kyi.
- 3. He will have his birthday party at home.
- 4. His birthday party will start at 6 p.m.
- 5. Yes, Kyi Kyi will go.

2B. Listen and put the sentences below in the correct order. Practise the dialogue in pairs.

- 2 The new shopping centre! That sounds great.
- 4 Sure, I would love to.
- 1 I will go to the new shopping centre tomorrow.
- 3 Would you like to join me?

3A. Listen to the dialogues and choose the responses that B gives.

Dialogue 1

Sure. I would love to.

Dialogue 2

I'm sorry. I can't. I will go to the library with my sister.

4A. In pairs, invite your friend to go somewhere. First accept and then decline.

Accept any possible answer.

Sample answer

Dialogue 1 (Accept)

Student A: I will go to the zoo on Sunday. Would you like to join me?

Student B: Sure, I would love to.

Dialogue 2 (Decline)

Student A: I will go to the park on Friday evening.

Would you like to join me?

Student B: I'm sorry, I can't. I will go to the library with my sister.

4B. Complete the responses for the following invitations.

1. Student A: Would you like to go to the library with me?

Student B: Sure, I would love to.

2. Student A: Would you like to go to the swimming pool with us?

Student B: I'm sorry, I can't. I will (accept any possible answer).

3. Student A: Would you like to go to the zoo with us?

Student B: (Accept any possible answer).

5A. Read Thu Kha's plan for his birthday. Choose the correct word.

have, invite, cook, buy, sing

5B. Match each word in column A with the correct answer in column B.

have a birthday party

invite my friends

buy a birthday cake

sing songs

cook coconut rice and chicken curry

5C. This is Thu Kha's birthday plan. Find the mistakes in it and correct them.

He will have his birthday party at <u>home</u> in the evening. He will invite his <u>friends</u>. His mother will cook coconut rice and <u>chicken</u> curry. His <u>father</u> will buy a cake for him. He will <u>sing songs</u> with his friends.

6A. Make a plan for your next birthday.

Accept any possible answer.

6B. Write your plan for your birthday party, using the notes you made in 6A.

Accept any possible answer.

Review 5

1A. Listen and circle the words you hear.

- 1. listened
- 2. watched
- 3. eat
- 4. wrote
- 5. cook
- 6. played

1B. Write a sentence for each picture below. Begin with 'He', 'She' or 'They' and use the past tense.

- a. They played football.
- b. They cooked dinner/lunch.
- c. He watched TV.
- d. She ate breakfast/lunch/dinner.
- e. She studied English.
- f. He listened to music.

1C. Write the following time expressions in the correct order.



1D. Write a sentence for each picture about Zin Zin's last weekend.

On Saturday morning, Zin Zin went cycling. She studied her lessons in the afternoon. In the evening, she bought some food/bread/snacks. On Sunday morning, she helped her mother (in the kitchen). She went to the zoo with her mother in the afternoon. In the evening, she listened to the music.

2A. Listen and complete the table.

| y | Tomorrow morning | Tomorrow afternoon | Tomorrow evening | |
|----------------|--------------------|----------------------|---------------------------|--|
| Ni Ni will | go to the tea shop | go to the library | go to the shopping centre | |
| | have breakfast | read a book | buy a skirt | |

Project 5

1A. Complete the paragraph with the correct form of the verbs given.

Last year, I <u>went</u> to a village with my uncle's family. I went fishing in the lake with my cousins. We <u>played</u> tag with the children in the village. We also played hide and seek. My aunt <u>bought</u> vegetables from a farm in the village and <u>cooked</u> for us. We <u>ate</u> a lot of fresh and healthy food.

1B. Write five things you did yesterday. Use five words from the box.

Accept any possible answers.

Sample answers

- 1. I went to a restaurant yesterday.
- 2. I ate pizza yesterday.
- 3. I drank orange juice yesterday.
- 4. I rode a bicycle in the park yesterday.
- 5. I gave a birthday present to my sister yesterday.

2A. Read Zaw Zaw's plan for a trip and write the things he will do during his trip as in the example.

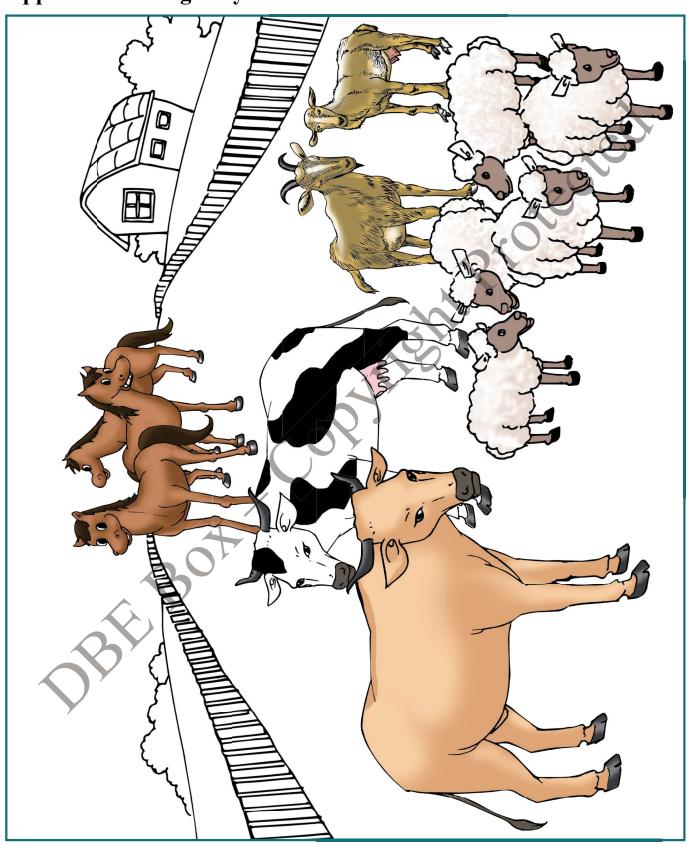
He will visit the zoo. He will buy fruits and vegetables for the animals. He will have ice cream there. He will also go to the park and go for a walk with his cousins. He will play chess with his grandfather in the evenings.

2B. Write a plan for your next holiday.

Accept any possible answers.

Appendices

Appendix 1: Imaginary farm

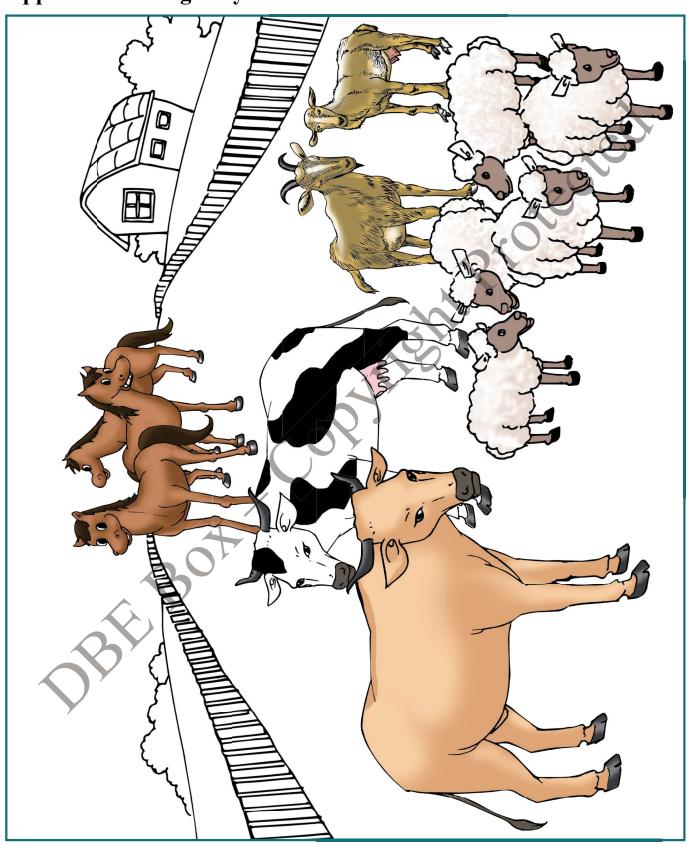


| Append Domino | | 100 - 90 | 0) | 400 | 300 | 200 | 100 | |
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| 300 | 200 | 100 | | 500 | 400 | 300 | 200 | |
| 300 | 300 | 300 | | 500 | 500 | 200 | | 500 |
| 100 <mark>100 200 200 300 300</mark> | 200 100 300 200 | | 009 | 500 600 500 500 500 | 400 | 300 | 700 200 600 200 | 700 100 600 100 500 |
| 200 | 200 | | 009 009 009 | 009 | 009 | 009 | 009 | 009 |
| 100 | | 700 | 009 | 200 | 700 400 | 300 | 200 | 100 |
| 100 | | 200 700 | 00/ | 200 | 700 | 200 | 002 | |
| | 800 | 700 | 009 | 200 | 400 | 300 | 200 | 100 |
| | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 |
| 006 006 | 008 008 006 | 900 700 800 | 009 008 009 006 | 900 200 800 200 | 900 400 800 400 | 900 300 800 300 | 900 200 800 200 | 900 100 800 100 |
| 006 | 006 | 006 | 006 | 006 | 006 | 006 | 006 | 006 |

| Append Domin | | (1000 - | 9000) | 4000 | 3000 | 2000 | 1000 | |
|--|---------------------|----------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------------|
| | | | | 4000 | 4000 | 4000 2000 | 1000 4000 1000 | |
| 3000 | 2000 | 3000 1000 | | 2000 | 4000 | 3000 | 5000 2000 | 1000 |
| 1000 1000 2000 3000 3000 | 2000 1000 3000 2000 | 3000 | | 2000 2000 | 5000 | 0005 0005 0009 | 2000 | 7000 1000 6000 1000 5000 |
| 2000 | 1000 | | 0009 | 5000 | 4000 | 3000 | 2000 | 1000 |
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| 1000 | | 7000 | 0009 | 2000 | 4000 | 3000 | 2000 | 1000 |
| 1000 | | 2000 | 7000 | 7000 | 7000 | 7000 | 7000 | 7000 |
| | 8000 | 7000 | 0009 | 2000 | 4000 | 3000 | 2000 | 1000 |
| | 8000 | 8000 | 8000 | 8000 | 8000 | 0008 | 0008 | 8000 |
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| 0006 | 0006 | 0006 | 9000 | 0006 | 9000 | 0006 | 0006 | 0006 |

Appendices

Appendix 1: Imaginary farm



| Append Domino | | 100 - 90 | 0) | 400 | 300 | 200 | 100 | |
|--------------------------------------|-----------------|-------------|-----------------|-----------------------|-------------------------|---------------------------------|-----------------|---------------------|
| | | | | | 600 400 500 400 400 400 | 700 300 600 300 500 300 400 300 | 500 200 400 200 | 100 400 100 |
| 300 | 200 | 100 | | 500 | 400 | 300 | 200 | |
| 300 | 300 | 300 | | 500 | 500 | 200 | | 500 |
| 100 <mark>100 200 200 300 300</mark> | 200 100 300 200 | | 009 | 500 600 500 500 500 | 400 | 300 | 700 200 600 200 | 700 100 600 100 500 |
| 200 | 200 | | 009 009 009 | 009 | 009 | 009 | 009 | 009 |
| 100 | | 700 | 009 | 200 | 700 400 | 300 | 200 | 100 |
| 100 | | 200 700 | 00/ | 200 | 700 | 200 | 002 | |
| | 800 | 700 | 009 | 200 | 400 | 300 | 200 | 100 |
| | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 |
| 006 006 | 008 008 006 | 900 700 800 | 009 008 009 006 | 900 200 800 200 | 900 400 800 400 | 900 300 800 300 | 900 200 800 200 | 900 100 800 100 |
| 006 | 006 | 006 | 006 | 006 | 006 | 006 | 006 | 006 |

| Appendix 3: Dominoes set (1000 - 9000) | | | | | 4000 | 3000 | 2000 | 1000 |
|--|---------------------|----------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------------|
| | | | | | 4000 | 4000 | 4000 2000 | 1000 4000 1000 |
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| 2000 | 1000 | | 0009 | 5000 | 4000 | 3000 | 2000 | 1000 |
| 2000 | 2000 | | 2000 6000 6000 6000 | 0009 | 6000 4000 | 0009 | 6000 2000 | 0009 |
| 1000 | | 7000 | 0009 | 2000 | 4000 | 3000 | 2000 | 1000 |
| 1000 | | 2000 | 7000 | 7000 | 7000 | 7000 | 7000 | 7000 |
| | 8000 | 7000 | 0009 | 2000 | 4000 | 3000 | 2000 | 1000 |
| | 8000 | 8000 | 8000 | 8000 | 8000 | 0008 | 0008 | 8000 |
| 0006 0006 | 0008 0008 0006 | 0000 2000 8000 | 0009 0008 0009 0006 | 0000 2000 8000 2000 | 9000 4000 8000 4000 | 9000 3000 8000 3000 | 9000 2000 8000 2000 | 9000 1000 8000 1000 |
| 0006 | 0006 | 0006 | 9000 | 0006 | 9000 | 0006 | 0006 | 0006 |

6. Classroom Language for Grade 4 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 books.
- 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!
- Time's up!/OK, finish!
- Pick up a card/a flashcard and ask.
- Please look at the board.
- Point to the picture.
- Put away your books.
- Put down your pencils.
- Raise your hands.
- 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 textbooks/exercise books.
- 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 what you mean.
- Once more, please./Again, please.
- Check your answers with a friend.
- Check in groups.
- Listen and check your answers.

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.
- 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. Reading activities

- Read the passage.
- Read silently.
- Read out loud./Read aloud.

- Listen and read.
- Listen to the CD and read the sentences/passage.
- Read ... to your partner/friend.

6. Writing activities

- Circle the picture/word/sentence/number (...).
- Guess and answer.
- Think and write.
- Put a tick in the box.
- Write the answers in your exercise books.
- Work on your own./Work in pairs.
- Write it down!
- Unscramble the letters.
- Match ... and ...

7. Listening activities

- Listen.
- Listen carefully.
- Listen to the CD/song/story.
- Listen to me.
- Repeat after the recording/me.
- Say it again.
 - Say it two/three times.
- Can you hear the recording/me?
- Say/Sing (it) on your own.
- Sing the song with actions.

8. Projects

- Interview ... friends.
- Show your project and present to (your group/the class).
- Tell the class about ...
- Present about .../Present ... to the class.
- Act out ...

9. 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 seats.
- (At the end of the day) Goodbye./See you tomorrow. Have a nice day!