



01 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?'



02 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? ↗)

Unit 1 People around us

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

a. curly hair b. straight hair c. short hair d. long hair

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.

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

3

Period 3 & 4 Objectives:

Students should be able to:

- introduce and describe a friend/friends.
- 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.

03 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.

04 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 /ɜ:/ 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.

05 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။