


Unit 1 People around us

**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.

**5B** Choose the correct answers.

- Bo Bo is (tall/short).
- Bo Bo is (plump/slim).
- Bo Bo has (straight/curly) hair.
- Bo Bo has (two/three) sisters.
- Bo Bo and Aung Aung go to (school/the cinema) together.

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

Appearance	1. short	2. s _ _ _	3. s _ _ σ _ _ t hair
Personality	1. friendly	2. c _ _ v _ _	3. h _ _ _ f _ _


4

Unit 1 People around us

**5A** Answer the questions about your best friend.

- Who is your best friend?  
*My best friend is Zaw Zaw.*
- Is he/she tall or short?  
*He is tall.*
- Is he/she plump or slim?
- Does he/she have short or long hair?
- Does he/she have curly or straight hair?
- Is he/she helpful?

**5B** Write about a student in your class using 'He'/'She'. Then read the sentences to the class and ask who he/she is.




You : He is tall. He is slim. He has curly hair.  
Can you guess who he is?  
The class : He is Ko Ko.  
You : Yes, he is.

**5C** Write a paragraph describing your best friend.

My best friend

- ✓ name
- ✓ tall/short
- ✓ plump/slim
- ✓ short hair/long hair
- ✓ curly hair/straight hair
- ✓ clever/friendly/helpful



5

**Period 5 & 6 Objectives:**  
Students should be able to:

- read a sample passage.
- 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?'

**06 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.