

Accelerated Adult Learning (Functional Literacy) Teacher's Guide



ISEC 

Improving Skills and
Economic Opportunities
for Cox's Bazar

Prepared in 2023 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Dhaka Office

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As the Forcibly Displaced Myanmar Nationals (FDMN) Response in Bangladesh has entered into its sixth year, the protracted nature of the Rohingya situation and the prevailing challenging context in Myanmar will continue to lead to further uncertainty in the Rohingya population and sustained pressure on the host country. This underlines the compelling need for a 'comprehensive strategy' to address the Rohingya situation in Bangladesh, which draws upon the capacities of a wide range of partners from across society.

In the meantime, robust support must be sustained to Bangladesh and to the Rohingya population to ensure they can live safely and decently, and are able to educate and skill themselves in preparation for repatriation and reintegration.

Youth and adult learning and education have become even more crucial in a humanitarian context where education and skills development can provide both a protective role and hope for the future. According to sector specific assessments produced by the Inter-Sector Coordination Group (ISCG) (J-MSN 2021-2022), a significant number of adults, youth, and adolescents in the camps lack basic literacy and numeracy skills due to the absence of formal education and the lack of a mechanism to recognize skills acquired by the Rohingya population, and this is a significant impediment to livelihood training activities.

In this given context and with the generous support from UNHCR and Global Affairs Canada, UNESCO has developed the Integrated Literacy and Livelihood Skills Development Course Package for youth and adults that includes Basic Literacy, Functional Literacy, Placement Test Tools, Learning Assessment Guidelines and Tools, Teachers' Guidebooks and other supplementary learning materials through a consultative and piloting process.

The Basic Literacy course requires 240 hours (around 4 months) of study, whereas the Functional Literacy course requires 120 hours (around 2 months) to complete. The lessons in these courses introduce and reinforce the vocabulary needed for learners to be prepared for training and apprenticeships for specific livelihood skills. To the extent possible vocabulary related to specific trades has been introduced and reinforced. The entire content is centered around livelihoods and skills, with a major focus on trades such as barber, carpenter, community health worker, craftsman, electrician, food processor, mason, mechanic, plumber, and tailor. The lessons introduce and reinforce concepts and vocabulary related to the promotion of life skills. These encompass various topics such as "Inclusion," "Gender Mainstreaming," "Equal Rights," "Education and Sustainable Development," "Environmental Sustainability," "Global Citizenship," "Healthy Diet," and "Healthy Living." Recognition of Prior Learning (RPL) will ensure that learners are appropriately enrolled in either the basic literacy course or the functional literacy course.

The literacy package, as part of the Accelerated Adult Learning (AAL) Programme, aims to equip FDMN youth and adults in refugee camps in Bangladesh with Basic and Functional Literacy and Numeracy skills for transition to livelihood skills. It offers basic literacy and numeracy in English and Burmese, functional literacy and numeracy in English with consolidation of basic literacy skills in Burmese in preparation for livelihood skills training.

I would like to extend my gratitude to the UNHCR, Global Affairs Canada, Refugee Relief and Repatriation Commissioner, Livelihoods and Skills Development Sector, BRAC and other UN Agencies, Development Partners, International and National NGOs for their incredible support to develop the youth and adult literacy course package and adopting in their systems to use throughout the Livelihoods and Skills Development Sector in Cox's Bazar, Bangladesh.

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I sincerely thank my colleagues at the UNESCO Institute for Lifelong Learning (UIL) and UNESCO Dhaka Office for their technical guidance and overall coordination of the literacy package development process.

Finally, I hope that the literacy package will succeed in engaging the attention of policymakers, practitioners and youth and adult Rohingya learners.



Susan Vize
Head of Office and
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Essential Teaching Points

This introduction is for you, the teachers. The materials development team has worked hard to prepare lessons which should be enjoyable as well as effective in teaching basic literacy skills. Now it is up to you, the teachers, to make sure that the learners gain the literacy skills they need to take part in vocational training and skills development courses.

The Basic Literacy and Numeracy (BLN) and the Functional Literacy and Numeracy (FLN) courses have been designed for Rohingya youth and young adults, living in Bangladesh, with very limited or no literacy skills in English or Burmese. Many of the learners will not have been to school. It is not expected that they will know written or spoken English or written or spoken Burmese or that they would be literate in their mother tongue.

The purpose of the courses is to open the way for the learners to attend vocational training and skills development courses. It is not the aim of the courses for the learners to become fluent speakers of English or Burmese. The aim is for the learners to become familiar with written English and Burmese, particularly technical vocabulary, so that they can have access to and successfully complete vocational training and livelihood skills development courses.

Teaching the FLN course will depend on you, the volunteer teachers from the Rohingya community. As a teacher, you should have a basic knowledge of English and Burmese grammar and written vocabulary. It is not expected that you will be fluent speakers of English. Teaching the course will help improve your own English and Burmese literacy skills.

The following are some tips which will help you to teach effectively and efficiently:

- 1. Follow the guidance in the Teacher's Guide:** The Teacher's Guide has been prepared to take you step by step through each lesson. The guide is available in English and in Burmese. You can use the one which is easiest for you to understand and follow. Make sure that you follow each step as it is described in the guide. This will help you to manage your time and to teach effectively.
- 2. Prepare well for every lesson:** Before going to class each day, read the Teacher's Guide to prepare to teach the lesson. In the table at the beginning of each lesson the 'expected learning outcomes' are listed as well as the 'teaching resources' you will need to teach the lesson.
- 3. Complete every lesson within the allocated time:** The estimated time needed for each step of the lesson is given in brackets in the guide. Try to stick to these times. If you cannot complete an activity within the allocated time, you may assign outstanding tasks as homework. It is very important that you complete every step of the lesson. Do not leave some parts of the lesson undone. Otherwise, the learners will not be ready for the next day's lesson.
- 4. Prepare to lead the discussion at the start of each lesson:** The introduction to each lesson is built around a discussion topic. The session starts with the teacher introducing the topic. Then the class is split into four small groups which are given questions to answer. This is followed by a report back from the groups and a plenary discussion. You need to prepare for these discussions by making sure you understand the topic and can answer the learners' questions.
- 5. Teach the meaning of words and sentences:** The literacy part of each lesson begins with a key sentence. It is important for the learners to understand the meaning of the sentence and the key words.

6. **Teach the sounds of letters:** The courses have been prepared based on phonetic principles. This means that the sounds of the letters must be taught. The names of the letters will also be taught but the learners need to understand that for reading, it is the sounds of the letters, not the names, that are important.
7. **Blend the sounds of letters to make words:** You are to help the learners blend the sounds of the letters to read words. It is very important that the learners blend the sounds of the letters to read words rather than spelling out words. This will make their reading and writing much easier.
8. **Do not ask the learners to read the titles or headings:** A number and title has been given for each lesson in bold type. There are also headings in bold throughout the lessons. These have been included in the textbooks to help you as a teacher to follow the lesson. They correlate with the headings in the Teacher's Guide. In the FLN phase the learners may be able to read the titles and headings but they are not part of their lessons.
9. **Teach how to regroup to solve numeracy problems:** As learners progress they will need to solve more complex numeracy problems. The Teacher's Guide will advise to teach the learners to 'regroup' the numbers. 'Regrouping' is the same as 'carrying' units from the unit place to the tens place and from the tens place to the hundreds place. The problems are arranged systematically so that the learners can understand 'regrouping' (or 'carrying') to solve more complex addition and subtraction problems.
10. **Teach the learners how to join letters in writing:** In the BLN course cursive as well as the print form of letters was taught. A very simple form of cursive is used. As the learners progress in their writing skills, they may 'join up' the letters when they write. They should always write their names in a cursive (joined up) style.
11. **Be aware of the different levels of learning:** All learners will not progress at the same pace. In the FLN course most of the learners will have gained their basic literacy in the BLN course, but there may be others who have completed a number of years of formal schooling. The first few lessons are designed as a review for learners who have completed the BLN course and as an introduction for learners who had already achieved basic literacy skills. The lessons have been prepared with all the different levels in mind. There should be sufficient repetition for the new learners to successfully progress through the course. There is sufficient variety so that more advanced learners do not become bored. Learners who cannot complete all the tasks during the allocated time may be asked to complete the tasks as homework.
12. **Give priority to English literacy:** The courses have been designed for the learners to gain basic literacy in the BLN course and to gain functional literacy in the FLN course. Burmese literacy is also included in the lessons and approximately 15 percent of the class time is allocated for Burmese literacy. Some of the learners may already be literate in Burmese due to having gone to school in Myanmar. The allocated time should be sufficient for these students to consolidate their literacy skills in Burmese. For learners with no previous schooling in Burmese, it is expected that they will gain very basic skills in Burmese both in the BLN and the FLN courses.

Lesson 1

Keeping Time

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners will understand the importance of time management and how it relates to livelihood development. 2. Learners can read the time on a clock. 3. Learners understand and can read and write words related to keeping time in English and Burmese. 4. Learners can read a passage and write answers to questions on the passage. 5. Learners can do two- and three-digit addition problems without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction to the Lesson: The Clock Activity (total 60 minutes)

Step 1: Introduction to the activity. (15 minutes)

- Ask the learners to say what they do from morning to night and how they use their time for different tasks during the day.
- Ask the learners to say if they sometimes feel pressured to complete different tasks.
- Discuss with the learners the importance of time management as the most important skill and how it relates to their livelihood development.
- Divide the learners into three groups and ask them to discuss and answer the following questions:
 - Why should we make a plan to complete our daily work on time?
 - How can time management improve the lives of tradespeople?
- After five minutes, ask one member of each group to report the group's answers to the questions. When all three groups have reported their answers, discuss the answers with the class.

Step 2: Make a clock and tell the time. (20 minutes)

- Point to the clock on the flipchart and ask them to say the time on it. Ask learners to say if any of them can tell the time using an analog clock.
- Explain how to tell the time on an analog clock by looking at where the hands are pointing.
- Explain that the short or small hand tells us the hour, the long or big hand tells us the minutes of the current hour and the thinnest hand tells the seconds of the current minute.
- Take one set of clock cards and explain that each clock card shows a specific time between 1 and 12.
- Ask the learners to imagine a circle on the floor and make a bigger clock by placing the clock cards showing the time from 1 to 12 in the correct place.
- Tell learners that they are going to play a game.
- Divide the learners into three groups, give them each a set of clock cards and ask them to make a bigger clock on the floor.
- Ask the groups to place two sticks – one for the minute hand and one for the hour hand in the centre of their big clock. Tell them they won't use the second hand on the clock.
- Ask all three groups at the same time to set their clocks to show the different times you will say randomly. Groups move the hands (sticks) of their clocks to indicate a specific time on the clock cards.
- The group with the maximum correct times will win.
- Ask learners to keep their clock on the floor for the next activity.

Step 3: Clock activity 1 - Say what you do at different times of the day. (10 minutes)

- Ask learners to volunteer individually in the activity.
- Ask learners to say what they do at different times of the day, from morning to evening. Individual learners move and stand on specific clock cards that show the times they mention for their various tasks.
- You do it once to show the learners how to do it.
- Repeat the activity with several learners until they are better able to describe their time and tasks and fully understand the benefits of time management and completing various tasks on time.

Step 4: Clock activity 2 - If I were a/an, I would at (time). (15 minutes)

- Ask learners to pretend to be a tradesperson (for any of the ten focus trades). Ask learners to say, for example, in their mother tongue:
 - "If I were a health worker, I would be at the health centre at 10 o'clock."
 - "If I were a health worker, I would visit people in the community between 10 and 12 o'clock."
 - "If I were a health worker, I would take care of mothers and children from 10:30."
- Explain that individual learners must go and stand next to the specific clock cards that show the time that the learners mention for their different tasks. You do it once to show the learners how to do it.
- Repeat the activity with several learners until they are better able to describe their time and tasks as a tradesperson and fully understand the benefits of time management and completing various tasks on time.

Part 1: English Literacy (total 45 minutes)**Step 1: Read and discuss the sentence.** (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Read and write the words. (10 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 3: Read the passage. (10 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 4: Answer the questions. (10 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 5: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 2 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss, and write words.** (10 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 2: Read the passage, answer the question, and do individual work. (15 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners discuss and practice reading the passage in pairs.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Ask learners to write each word from Step 1 in their exercise books.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems.** (20 minutes)

- Review with the learners the process of addition of 2- and 3-digit numbers without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Discuss time management and how it relates to livelihood development. Also talk about the activity with the clock and what they learned from it.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 2 several times in their exercise books.
 - Read the passage and write the answers to the questions in Step 4 in their exercise books.
 - Write the words from Step 1 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve two- and three-digit addition and subtraction with regrouping problems in their exercise books.

Lesson 2

Days of the Week

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the cycle of a seven-day week and the differences in the days. 2. Learners can read the days on a calendar. 3. Learners can read and write the seven days of the week in English and Burmese. 4. Learners can read a passage and write answers to questions on the passage in English and Burmese. 5. Learners can recognise, read and write the numbers 1 to 5 in numerical and word form in English and Burmese. 6. Learners can do two- and three-digit addition problems without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the cycle of a seven-day week and the differences in each day.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why are most wedding celebrations held on Friday in the camps?
 - What is your favourite day of the week? Why?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then tell the learners the English word for each picture (barber, electrician, mechanic, tailor, health worker, plumber). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (15 minutes)

- Ask the learners to look at the first seven words in the list. Discuss that they are the seven days of the week. One by one read out the seven days of the week and have the learners repeat each one several times.
- One by one read out the other words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read and write the numbers and words. (10 minutes)

- Discuss with the learners that each number has a word form which they are going to learn to read and write.
- One by one ask the learners to identify the number and ask them to read the word for the number. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the numbers in order in numerical and word form in their exercise books.

Step 5: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 6: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 7: Put the activity cards in order. (10 minutes)

- Take one set of activity cards. There are seven cards, one for each day of the week.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to shuffle the cards so that they are not in order. A group member can put the cards in order of the days of the week starting from Sunday.
- Each member can take a turn to put the days of the week in order.
- If time permits learners can put the cards in reverse order, starting from Saturday.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Introduce the days of the week using the key sentence in Burmese.

- Quickly go through the seven days of the week, having learners repeat each one.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words, numbers and number word forms. (10 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.
- Briefly explain the concept that numbers have word forms.
- Have learners identify and read the word for each number, repeating them briefly.
- Model writing the first number word on the board, instruct learners to copy it in their textbooks, and briefly practice writing each word for the numbers.
- Optionally, assign homework to write those numbers in both numerical and word form in their exercise books.

Step 3: Read the passage, answer the question, and do individual work. (8 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write each word from Step 2 and lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition of 2- and 3-digit numbers without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the cycle of a seven-day week and the differences in each day.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Write the numbers in Step 4 in order in numerical and word form.
 - Read the passage in Step 5 and write the answers to the questions in Step 6 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve two- and three-digit addition and subtraction with regrouping problems in their exercise books.

Lesson 3

Months of the Year

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners know how the weather and activities change over the twelve months of the year. 2. Learners can read and write twelve months of the year in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can recognise, read and write the numbers 6 to 10 in numerical and word form in English and Burmese. 5. Learners can do two- and three-digit addition problems with regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss how the weather and activities change over the twelve months of a year.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How long does each season in Myanmar generally last?
 - What are the two main activities you can do in each season?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then tell the learners the English word for each picture (carpenter, barber, health worker, mason, tailor, mechanic). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (10 minutes)

- Ask the learners to look at the first twelve words in the list. Discuss that they are the twelve months of the year. One by one read out the twelve months of the year and have the learners repeat each one several times.
- One by one read out the other words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read and write the numbers and words. (10 minutes)

- Discuss with the learners that each number has a word form which they are going to learn to read and write.
- One by one ask the learners to identify the number and ask them to read the word for the number. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the numbers in order in numerical and word form in their exercise books.

Step 5: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 6: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 7: Put the activity cards in order. (15 minutes)

- Take one set of activity cards. There are twelve cards, one for each month of the year.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to shuffle the cards so that they are not in order. A group member can put the cards in order of the months of the year starting from January.
- Each member can take a turn to put the days of the week in order.
- If time permits learners can put the cards in reverse order, starting from December.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Introduce the 12 months of the year using the key sentence in Burmese.

- Quickly go through the twelve months, having learners repeat each one.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words, numbers and number word forms. (10 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.
- Review the concept that numbers have word forms.
- Have learners identify and read the word for each number, repeating them briefly.
- Model writing the first number word on the board, instruct learners to copy it in their textbooks, and briefly practice writing each word for the numbers.
- Optionally, assign homework to write those numbers in both numerical and word form in their exercise books.

Step 3: Read the passage, answer the question, and do individual work. (8 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition of 2- and 3-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review how the weather and activities change over the twelve months of a year.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Write the numbers in Step 4 in order in numerical and word form.
 - Read the passage in Step 5 and write the answers to the questions in Step 6 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve two- and three-digit addition with regrouping problems in their exercise books.

Lesson 4

Skills for Trades

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners know the importance of having the appropriate skills for different trades. 2. Learners can recognise and read six words related to trades in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can recognise, read and write the numbers 11 to 15 in numerical and word form in English and Burmese. 5. Learners can do two- and three-digit addition problems with regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the importance of having the appropriate skills for the different trades.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why are most of the Rohingya in the camps unemployed?
 - Why are different people hired with different payments in an organisation?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then tell the learners the English word for each picture (barber, food processor, craftsman, mechanic, tailor, plumber). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (10 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read and write the numbers and words. (10 minutes)

- Remind the learners that each number has a word form which they are going to learn to read and write.
- One by one ask the learners to identify the number and ask them to read the word for the number. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the numbers in order in numerical and word form in their exercise books.

Step 5: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 6: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with the numbers 1 to 10 in numerical and word form.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the word form and the numerical form of each number. Every member of each group should get an opportunity to play.
- If time permits, the learners can take turns putting the cards in numerical order with the matching word beside each number.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.

- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words, numbers and number word forms. (10 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.
- Have learners identify and read the word for each number, repeating them briefly.
- Model writing the first number word on the board, instruct learners to copy it in their textbooks, and briefly practice writing each word for the numbers.
- Optionally, assign homework to write those numbers in both numerical and word form in their exercise books.

Step 3: Read the passage, answer the question, and do individual work. (8 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition of 2- and 3-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the importance of having the appropriate skills for different trades.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Write the numbers in Step 4 in order in numerical and word form.
 - Read the passage in Step 5 and write the answers to the questions in Step 6 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - in the Burmese lesson several times in their exercise books.
 - Write and solve two- and three-digit addition with regrouping problems in their exercise books.

Lesson 5

Tools for Trades

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the importance of having the appropriate tools for different trades. 2. Learners can recognise and read six words related to trades in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can recognise, read and write the numbers 16 to 20 in numerical and word form in English and Burmese. 5. Learners can do four-digit addition problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the importance of having the appropriate tools for different trades.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why are the appropriate tools necessary for a particular trade?
 - How important is it to have the tools needed for the trade you are engaged in?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (craftsman, food processor, electrician, carpenter, health worker, mason). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (10 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read and write the numbers and words. (10 minutes)

- Remind the learners that each number has a word form which they are going to learn to read and write.
- One by one ask the learners to identify the number and ask them to read the word for the number. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the numbers in order in numerical and word form in their exercise books.

Step 5: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 6: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with the numbers 6 to 15 in numerical and word form.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the word form and the numerical form of each number. Every member of each group should get an opportunity to play.
- If time permits, the learners can take turns putting the cards in numerical order with the matching word beside each number.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.

- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words, numbers and number word forms. (10 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.
- Have learners identify and read the word for each number, repeating them briefly.
- Model writing the first number word on the board, instruct learners to copy it in their textbooks, and briefly practice writing each word for the numbers.
- Optionally, assign homework to write those numbers in both numerical and word form in their exercise books.

Step 3: Read the passage, answer the question, and do individual work. (8 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition of 2-, 3- and 4-digit numbers with or without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the importance of having the appropriate tools for different trades.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Write the numbers in Step 4 in order in numerical and word form.
 - Read the passage in Step 5 and write the answers to the questions in Step 6 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three- and four-digit addition with regrouping problems in their exercise books.

Lesson 6

Training for Trades

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand the importance of having the appropriate training for different trades. 2. Learners can recognise and read six words related to trades in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do four- and five-digit addition problems with and without regrouping. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the importance of having the appropriate training for different trades.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why is the appropriate training necessary for new recruits?
 - If you are a boss, will you equally pay both recruits with and without training? Why or why not?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (craftsman, plumber, mechanic, mason, electrician, carpenter). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with the numbers 11 to 20 in numerical and word form.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the word form and the numerical form of each number. Every member of each group should get an opportunity to play.
- If time permits, the learners can take turns putting the cards in numerical order with the matching word beside each number.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition of 4-digit numbers with or without regrouping and introduce addition of 5-digit numbers without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the importance of having the appropriate training for different trades.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 7

A Barber's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand the different types of barbers and how to set up in business as a barber. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five-digit addition problems without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a good barber.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Can you cut hair evenly? Why or why not?
 - What should people do if they want to be a barber?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (craftsman, plumber, mechanic, mason, electrician, carpenter). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their

language. Ask the learners to repeat each word several times.

- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with ten different tradespeople and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.

- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition of 3-, 4- and 5-digit numbers with or without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a barber.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 8

A Barber's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| 1. Learners understand the different types of barbers and how to set up in business as a barber. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five-digit addition problems without regrouping. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the different types of barbers and how to set up in business as a barber.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How many kinds of barbers can you categorise based on your experience?
 - What would be needed to open a mobile barbershop in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (scissors, comb, razor, barber, health worker, carpenter). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their

language. Ask the learners to repeat each word several times.

- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven different tradespeople and three tools of a barber and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.

- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Demonstrate to the learners the process of addition of 5-digit numbers without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the different types of barbers and how to set up in business as a barber.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 9

A Barber's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand the importance of being adaptable in one's life and work. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five-digit addition problems with and without regrouping. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the importance of being adaptable in one's life and work.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How has your life changed since leaving Myanmar?
 - How have you adapted to make life in the camps as good as possible for your and your family?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (craftsman, barber, razor, scissors, comb, tailor). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven different tradespeople and three tools of a barber and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and discuss each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Demonstrate to the learners the process of addition of 5-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the the importance of being adaptable in one's life and work.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 10

Review

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> Learners can state what they have learned so far in the course. Learners can recognise and read six words related to trades and tools in English and Burmese. Learners can read a passage and write answers to questions on the passage in English and Burmese. Learners can do three-, four- and five-digit addition problems with regrouping. | <ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss with the learners what they have learned so far in the course.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we discussed in the first nine lessons?
 - What have we learned and how will we apply it in our lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the key words under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (barber, food processor, health worker, carpenter, mason, electrician). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- Review the days of the week and ask the learners to copy each day in their textbooks.

- Review the months of the year and ask the learners to copy each month in their textbooks.
- One by one read out the other words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with ten different tradespeople and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and review each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (10 minutes)

- Review the days of the week and ask the learners to copy each day in their textbooks.
- Review the months of the year and ask the learners to copy each month in their textbooks.
- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (8 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Demonstrate to the learners the process of addition of 6-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review what they have learned since the beginning of the course and how they are applying it to their lives.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve up to 6-digit addition problems with regrouping in their exercise books.

Lesson 11

A Tailor's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the training and skills needed to be a good tailor. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do two- and three-digit subtraction problems without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the training and skills needed to be a good tailor.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the different skills a professional tailor needs?
 - Why do people prefer to go to a professional tailor rather than to someone else?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (razors, tailor, scissors, mechanic, combs, plumber). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
 - Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a barber and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 2- and 3-digit numbers without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a good tailor.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 12

A Tailor's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners will understand the different types of tailors and how to set up a business as a tailor. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do two- and three-digit subtraction problems without regrouping. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the different types of tailors and how to set up a business as a tailor.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the basic tools that a tailor needs?
 - What are the possible options in the camps to set up a business as a tailor?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (measuring tape, sewing machine, tailor, craftsman, barber, needle). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a tailor and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 2- and 3-digit numbers without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the different types of tailors and how to set up a business as a tailor.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 13

A Tailor's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners will understand ways in which women can operate a business and contribute to the family's income. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do three- and four-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss ways in which women can operate a business and contribute to the family's income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What will be the difference if one of your female family members starts earning money apart from the existing income sources?
 - Do you, as a female family member, see any possibility to contribute to your family's income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (carpenter, needle, health worker, sewing machine, tailor, measuring tape). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a tailor and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 3- and 4-digit numbers without and with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways in which women can operate a business and contribute to the family's income.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 14

A Carpenter's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners will understand the skills and training needed to be a good carpenter. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do three- and four-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a good carpenter.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How do people learn carpentry in the Rohingya community?
 - Do you think carpenters need training? Why or why not?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (carpenter, needle, plumber, sewing machine, mason, measuring tape). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a tailor and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems.** (20 minutes)

- Review with the learners the process of subtraction of 3- and 4-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a good carpenter.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 15

A Carpenter's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners will understand the various types of work done by carpenters and how to earn income as a carpenter. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do four- and five-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the various types of work done by carpenters and how to earn income as a carpenter.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Can you name some basic tools a carpenter uses? What are they?
 - What are the types of work carpenters can do to earn an income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (hammer, saw, carpenter, chisel, electrician, food processor). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a carpenter and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 4- and 5-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the various types of work done by carpenters and how to earn income as a carpenter.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 16

A Carpenter's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners will understand the ways that skilled tradespeople can use their skills for sustainable development. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five- and six-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss the ways that skilled tradespeople can use their skills for sustainable development.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Is a skilled person or someone without any training more likely to be employed?
 - How does having livelihood skills help to make an income in the long term?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (saw, chisel, mechanic, tailor, carpenter, hammer). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a carpenter and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 5- and 6-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the ways that skilled tradespeople can use their skills for sustainable development.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 17

A Plumber's and a Pipefitter's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners will understand the skills and training needed to be a plumber, a pipefitter or both. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five- and six-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a plumber, a pipefitter or both.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some of the skills needed by both a plumber and a pipefitter?
 - What are some of the different skills a plumber and a pipefitter need?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (chisel, hammer, plumber, mason, saw, barber). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a carpenter and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 5- and 6-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a plumber, a pipefitter or both.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve three-, four- and five-digit addition with regrouping problems in their exercise books.

Lesson 18

A Plumber's and a Pipefitter's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand how plumbers and pipefitters can use their training and skills to raise their income. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five- and six-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss how plumbers and pipefitters can use their training and skills to raise their income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can a pipefitter or a plumber use their skills gained through training to make an income?
 - Is it possible to earn money fixing pipes or fitting pipes in the camps? Why or why not?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (wrench, pipe cutter, pliers, electrician, carpenter, plumber). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a plumber/pipefitter and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 5- and 6-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review how plumbers and pipefitters can use their training and skills to raise their income.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 5- and 6-digit subtraction problems with and without regrouping in their exercise books.

Lesson 19

A Plumber's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand ways that members of a community can collaborate to improve their lives. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do five- and six-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss ways that members of a community can collaborate to improve their lives.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What do you do if the tube well in your block doesn't work?
 - How can a community work together to keep their block clean in terms of sewage drainage, gutters and leaking pipes?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (plumber, wrench, pliers, tailor, health worker, pipe cutter). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a plumber/pipefitter and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 5- and 6-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways that members of a community can collaborate to improve their lives.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 5- and 6-digit subtraction problems with and without regrouping in their exercise books.

Lesson 20

Review

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> Learners can recount what they have learned so far in the course. Learners can recognise and read six words related to trades and tools in English and Burmese. Learners can read a passage and write answers to questions on the passage in English and Burmese. Learners can do five- and six-digit subtraction problems with and without regrouping. | <ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss with the learners what they have learned so far in the course.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we discussed in the last nine lessons?
 - What have we learned and how will we apply it in our lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (barber, plumber, tailor, carpenter, mason, food processor). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with ten different tradespeople and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and review each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of subtraction of 5- and 6-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review what they have learned so far in the course.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 5- and 6-digit subtraction problems with and without regrouping in their exercise books.

Lesson 21

A Community Health Worker's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand the skills and training needed to be a community health worker. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do single digit multiplication problems. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a community health worker.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What basic skills should you have to be a community health worker?
 - What kinds of training do people need to be a community health worker?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (pliers, health worker, wrench, mechanic, pipe cutter, craftsperson). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.

- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a plumber/pipefitter and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a community health worker.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit multiplication problems in their exercise books.

Lesson 22

A Community Health Worker's Kit

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the role of community health workers in keeping children and families healthy. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one-digit multiplication problems. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the role of community health workers in keeping children and families healthy.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What do community health workers usually do to keep members of the community healthy?
 - How can the community health workers in the camps further their effectiveness in terms of community healthcare?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (first aid kit, thermometer, bandages, food processor, health worker, mason). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a health worker and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the role of community health workers in keeping children and families healthy.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit multiplication problems in their exercise books.

Lesson 23

A Community Health Worker's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| 1. Learners understand the importance of community health workers for improving health and nutrition. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one-digit multiplication problems and four- and five-digit addition problems with regrouping. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the importance of community health workers for improving health and nutrition.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What do you see the health workers in the community do?
 - What kinds of knowledge do you think members of the community learn from the community health workers?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (thermometer, tailor, first aid kit, electrician, bandages, health worker). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a health worker and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1-digit numbers and addition of 4- and 5-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the importance of community health workers for improving health and nutrition.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit multiplication problems without regrouping, and four- and five-digit addition problems with regrouping in their exercise books.

Lesson 24

A Mechanic's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| 1. Learners understand the skills and training needed to be a good mechanic. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one-digit multiplication and six-digit subtraction problems with regrouping. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a good mechanic.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the skills needed to be a good mechanic?
 - Do you think training would help mechanics boost their skills? How?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (carpenter, first aid kit, barber, mechanic, bandages, thermometer). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a health worker and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1-digit numbers and subtraction of 6-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a good mechanic.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit multiplication problems without regrouping and 6-digit subtraction problems with regrouping in their exercise books.

Lesson 25

A Mechanic's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand how mechanics can use their training and skills to raise their income. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one-digit multiplication problems. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss how mechanics can use their training and skills to raise their income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can a mechanic make money by using their skills?
 - What specific work can a mechanic do in the camps to raise the family income? How?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (craftsperson, plumber, torch, jack, mechanic, screwdriver). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a mechanic and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review how mechanics can use their training and skills to raise their income.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit multiplication problems with and without regrouping in their exercise books.

Lesson 26

A Mechanic's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand ways that they can help others in their communities. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one- and two-digit multiplication problems. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss ways that learners can help others in their communities.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What can we do to help improve our community?
 - What are some examples of people who contribute to the community?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (screwdriver, torch, mechanic, jack, health worker, carpenter). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a mechanic and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1- and 2-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways that we can help others in our communities.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1- and 2-digit multiplication problems with and without regrouping in their exercise books.

Lesson 27

A Craftsperson's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| 1. Learners understand the different types of skills and training needed by different craftspeople. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one- and two-digit multiplication problems. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | <i>Hours: 3</i> <i>Minutes: 180</i> |

Introduction (15 minutes)

- Discuss the different types of skills and training needed by different craftspeople.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How do people in the community learn to make different things out of different materials?
 - What kinds of training do different types of craftspeople need?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (jack, mason, torch, electrician, screwdriver, craftsman). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a mechanic and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1- and 2-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the different types of skills and training needed by different craftspeople.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1- and 2-digit multiplication problems with and without regrouping in their exercise books.

Lesson 28

A Craftsperson's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the different types of craftspeople and how to set up in business as a craftsperson. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do two-digit multiplication, and four-, five- and six-digit subtraction problems with regrouping, and four-, five- and six-digit addition problems with regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss the different types of craftspeople and how to set up in business as a craftsperson.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How many kinds of handicrafts can people make in the camps?
 - How can a skilled craftsperson set up a business to raise the family income in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (chisel, health worker, food processor, craftsperson, brush, sandpaper). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a craftsperson and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of multiplication of 2-digit numbers, subtraction of 4-, 5- and 6-digit numbers with regrouping, and addition of 4-, 5- and 6-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the different types of craftspeople and how to set up in business as a craftspeople.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 2-digit multiplication problems, and 4-, 5- and 6-digit subtraction problems with regrouping, and four-, five- and six-digit addition problems with and without regrouping in their exercise books.

Lesson 29

A Craftsperson's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand ways that craftspeople can use materials that are good for the environment. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one- and two-digit multiplication problems, four-, five- and six-digit addition problems with regrouping, and four-, five- and six-digit subtraction problems with regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss ways that craftspeople can use materials that are good for the environment.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How many kinds of handicrafts can people make in the camps?
 - How can a skilled craftsman set up a business to raise the family income in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (chisel, craftsman, plumber, brush, carpenter, sandpaper). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure

the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a craftsperson and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems.** (20 minutes)

- Review with the learners the process of multiplication of 1- and 2-digit numbers, addition of 4-, 5- and 6- digit numbers with regrouping, and subtraction of 4-, 5- and 6- digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways that craftspeople can use materials that are good for the environment.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1- and 2-digit multiplication problems, 4-, 5- and 6-digit addition problems with regrouping, and 4-, 5- and 6-digit subtraction problems with regrouping.

Lesson 30

Review

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners can recount what they have learned so far in the course. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do one- and two-digit multiplication problems. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss with the learners what they have learned so far in the course.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we discussed in the last nine lessons?
 - What have we learned and how will we apply it in our lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (mechanic, craftsman, electrician, mason, carpenter, health worker). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with ten different tradespeople and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and review each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table. (5 minutes)

- Ask the learners to recite and memorise the multiplication table.

Step 2: Solve the problems. (15 minutes)

- Review with the learners the process of multiplication of 1- and 2-digit on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review with the learners what they have learned so far in the course.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
- Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1- and 2-digit multiplication problems in their exercise books.

Lesson 31

Masons' and Bricklayers' Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| 1. Learners understand the skills and training needed to be a mason, bricklayer or both. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do single digit multiplication problems and division problems with single digit divisors. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a mason, bricklayer or both.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of skills are needed to be a mason or a bricklayer?
 - What can people do if they want to learn masonry or bricklaying?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (mechanic, sandpaper, food processor, mason, chisel, brush). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their

language. Ask the learners to repeat each word several times.

- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a craftsman and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.

- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of multiplication of 1-digit numbers and division with 1-digit divisors on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a mason, bricklayer or both.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit multiplication problems and division problems with 1-digit divisors in their exercise books.

Lesson 32

A Bricklayer's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand how masons and bricklayers can use their training and skills to raise their income. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do division problems with single digit divisors. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss how masons and bricklayers can use their training and skills to raise their income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can a bricklayer or a mason use his or her skills to generate an income?
 - How can a mason improve his or her life using their masonry skills?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (trowel, taylor, brick hammer, mason, electrician, wire brush). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a bricklayer and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems.** (20 minutes)

- Review with the learners the process of division with 1-digit divisors on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review how masons and bricklayers can use their training and skills to raise their income.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1-digit division problems without regrouping in their exercise books.

Lesson 33

A Bricklayer's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand ways to keep safe in jobs that can be dangerous. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do division problems with one- and two-digit divisors and multiplication problems with 2-digit numbers multiplied by a single digit number. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss ways to keep safe in jobs that can be dangerous.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why should people always wear a helmet on construction sites?
 - How important is it to take safety measures in construction sites and other workplaces?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (brick hammer, plumber, mason, wire brush, craftsperson, trowel). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a bricklayer and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of division of 1- and 2-digit numbers without regrouping and multiplication of 1-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways to keep safe in jobs that can be dangerous.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 1- and 2-digit division problems without regrouping and 1-digit multiplication with regrouping in their exercise books.

Lesson 34

A Food Processor's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand the skills and training needed to be a food processor. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do two-digit division problems with two-digit number multiplied by two-digit numbers, two-digit multiplication problems with two-digit numbers multiplied by two-digit numbers and four-digit addition and subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a food processor.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Do you know how to process food? How?
 - What specific skills are needed to do food processing and how can they be gained?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (brick hammer, trowel, barber, food processor, wire brush, electrician). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a bricklayer and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems.** (20 minutes)

- Review with the learners the process of division of 2-digit numbers by 2-digit numbers, multiplication of 2-digit numbers by 2-digit numbers and addition and subtraction of 4-digit numbers with and without regrouping, and subtraction of 4-digit numbers with regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a food processor.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 2-digit division problems, 2-digit multiplication problems and 4-digit addition and subtraction problems with and without regrouping in their exercise books.

Lesson 35

A Food Processor's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the different types of food processors and how to set up a business as a food processor. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can divide two- and three-digit numbers by two-digit numbers. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss the different types of food processors and how to set up a business as a food processor.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Is it possible to do food processing where you live? How?
 - How can you make money doing food processing?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (frying pan, grinder, carpenter, food processor, mechanic, knife). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a food processor and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of dividing two- and three-digit numbers by two-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the different types of food processors and how to set up a business as a food processor.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve problems with two- and three-digit numbers divided by two-digit numbers in their exercise books.

Lesson 36

A Food Processor's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| 1. Learners understand ways in which women and men can enjoy equal rights. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do division problems with two- and three-digit numbers divided by one- and two-digit numbers.. | 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss ways in which women and men can enjoy equal rights.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is meant by equal rights for women and men?
 - Based on your experience, how can women and men be treated equally in the workplace?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (food processor, frying pan, grinder, plumber, health worker, knife). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their

language. Ask the learners to repeat each word several times.

- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a food processor and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.

- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems.** (20 minutes)

- Review with the learners the process of division of 2- and 3-digit numbers by 1- and 2-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways in which women and men can enjoy equal rights.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve division problems with 2- and 3-digit numbers divided by 1- and 2-digit numbers in their exercise books.

Lesson 37

An Electrician's Skills

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|--|--|
| <ol style="list-style-type: none"> 1. Learners understand the skills and training needed to be a good electrician. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can divide two- and three- digit numbers by one- and two-digit numbers. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss the skills and training needed to be a good electrician.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Who does the wiring or fixing electric bulbs in your house?
 - What kind of training is needed to be a good electrician?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (mechanic, frying pan, electrician, knife, grinder, barber). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their

language. Ask the learners to repeat each word several times.

- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of a food processor and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.

- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of division of 2- and 3-digit numbers by 1- and 2-digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review the skills and training needed to be a good electrician.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve division problems with 2- and 3-digit numbers divided by 1- and 2-digit numbers in their exercise books.

Lesson 38

An Electrician's Tools

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand how electricians can use their training and skills to raise their income. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do division problems with two- and three-digit numbers divided by one- and two-digit numbers and three-digit addition and subtraction problems with and without regrouping. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 Minutes: 180 |

Introduction (15 minutes)

- Discuss how electricians can use their training and skills to raise their income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can you set up a business if you are trained and skilled as an electrician?
 - Where are some places you can work if you become a skilled electrician?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (tester, voltmeter, carpenter, tailor, drill, electrician). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their

language. Ask the learners to repeat each word several times.

- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of an electrician and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read, discuss and match pictures with words. (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.
- Have learners practice reading the passage.

- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of dividing 2- and 3-digit numbers by 1- and 2-digit numbers and addition and subtraction of 3-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review how electricians can use their training and skills to raise their income.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve division problems with 2- and 3-digit numbers divided by 1- and 2-digit numbers and addition and subtraction of 3-digit numbers with and without regrouping in their exercise books.

Lesson 39

An Electrician's Story

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners understand ways that people with disabilities can be involved in the community and can earn. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do multiplication and division problems with one-, two- and three-digit numbers and addition and subtraction of three-digit numbers with and without regrouping.. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss ways that people with disabilities can be involved in the community and can earn.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the possible options for people with disabilities to work and improve their lives?
 - How can people with a physical disability contribute to their community?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the six pictures. Discuss each picture in their language and then review with the learners the English word for each picture (voltmeter, drill, craftsman, mason, tester, electrician). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with seven tradespeople and three tools of an electrician and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the six pictures in the textbook and name each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of division of 1-, 2- and 3-digit numbers, multiplication of 1- and 2-digit numbers with and without regrouping and addition and subtraction of 3-digit numbers with and without regrouping on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review ways that people with disabilities can be involved in the community and can earn.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve one-, two- and three-digit multiplication and division problems and three-digit addition and subtraction problems with and without regrouping in their exercise books.

Lesson 40

Review

Teacher's preparation before the lesson

| Expected learning outcomes: | Teaching resources: |
|---|--|
| <ol style="list-style-type: none"> 1. Learners can recount what they have learned in the FLN course. 2. Learners can recognise and read six words related to trades and tools in English and Burmese. 3. Learners can read a passage and write answers to questions on the passage in English and Burmese. 4. Learners can do four-, five- and six-digit addition and subtraction with regrouping, multiplication of one- and two-digit numbers by one- and two-digit numbers and division of two- and three-digit numbers by one- and two-digit numbers. | <ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner |
| | Duration of lesson: |
| | Hours: 3 |
| | Minutes: 180 |

Introduction (15 minutes)

- Discuss with the learners what they have learned in the FLN course.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we discussed in the forty sessions of the FLN course?
 - What have we learned and how will we apply it in our lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read and discuss the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Read the key sentence with the learners several times. Ask for volunteers to read the sentence.
- Point to the keywords under the sentence. Ask the learners to read the words. Review the meaning of the words.

Step 2: Name the pictures and match them with the words. (10 minutes)

- On the flipchart point to the ten pictures. Discuss each picture in their language and then review with the learners the English word for each picture (tailor, community health worker, barber, carpenter, plumber, food processor, craftsperson, mason, electrician, mechanic). Repeat each one several times.
- One by one assist the learners to read the words under the pictures. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask the learners to decide together and to take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have matched the words with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read out the words in the list. Explain the meaning of each word in their language. Ask the learners to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write the words several times in their exercise books.

Step 4: Read the passage. (15 minutes)

- Read the passage to the class. Go over each line and translate as needed so that the learners understand each sentence.
- Ask the learners to discuss and practice reading the passage in pairs.
- Ask each learner to read the passage individually silently.

Step 5: Answer the questions. (15 minutes)

- Go over the reading passage with the learners and ensure that they understand it.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write the answers to the questions in their exercise books.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have twenty cards with ten different tradespeople and matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group. Ask them to take turns playing the matching game by matching the words with the corresponding pictures. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words in Step 3 in their exercise books.
- Optional homework can be to write lines of the words in Step 3 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read, discuss and match pictures with words.** (7 minutes)

- Read the key sentence in Burmese and explain its meaning.
- Read the sentence with learners, asking for volunteers to read as well.
- Point to key words under the sentence, have learners read and review the meanings.
- Point to the ten pictures in the textbook and review each one in their language. Share the Burmese word for each picture, repeating each word several times.
- Assist learners in reading the words under the pictures, and match each word with its corresponding picture.

Step 2: Read and write the words. (8 minutes)

- One by one, read words from the list, explaining each word in Burmese.
- Ask learners to repeat each word several times.
- Demonstrate writing the first word on the board, have learners copy it in their textbooks, and practice writing each word.

Step 3: Read the passage, answer the question, and do individual work. (10 minutes)

- Read the passage to the class, going over each line briefly.

- Have learners practice reading the passage.
- Go over the passage briefly, ensure understanding, and ask learners to answer the key question.
- Assist learners who need help.
- Optional homework: Write lines of the words from the passage in their exercise books.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems. (20 minutes)

- Review with the learners the process of addition and of 4-, 5- and 6-digit numbers with regrouping, multiplication of 1- and 2-digit numbers by 1- and 2-digit numbers and division of 2- and 3-digit numbers by 1- and 2- digit numbers on the board.
- Ask the learners to complete the problems in their textbooks. Assist learners as needed.
- Optional homework can be to do similar problems in their exercise books.

Review (15 minutes)

- Review with the learners what they have learned in the FLN course.
- Discuss the reading passage and ask the learners to answer some questions orally about the passage (in their language or English).
- Suggest the following as optional homework for those who have time:
 - Write the words from Step 3 several times in their exercise books.
 - Read the passage in Step 4 and write the answers to the questions in Step 5 in their exercise books.
 - Write the words from Step 2 and lines of words from the passage in the Burmese lesson several times in their exercise books.
 - Write and solve 4-, 5- and 6-digit addition and subtraction problems with regrouping, multiplication problems with 1- and 2-digit numbers by 1- and 2-digit numbers; and division of 2- and 3-digit numbers by 1- and 2- digit numbers in their exercise books.



Accelerated Adult Learning - Basic Literacy
Lesson 1
Literacy and Livelihood Skills
Name the letter and its sound.
Father made an airplane.
airplane
a
A
Name the pictures and match them with the letters.
A B a b A B

