

Ministry of Education
National Unity Government of Myanmar



Grade 12
English
Teacher's guide
Part (1)

March, 2024

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Unit	Topic	Receptive Skills		Productive Skills		Knowledge about Language	
		Listening	Reading	Speaking	Writing	Vocabulary	Grammar
1	Chasing Dreams	Listening to the interview with a young entrepreneur	Reading about Chasing Dreams	Interviewing about the dream company	Writing a descriptive essay	Idioms	Used to/ be used to and get used to
2	Artificial Intelligence (AI) and robotics: Help or Threat?	Listening to the different views on the use of AI	Reading about AI	- Talking about a robot friend - Discussion on benefits and potential dangers of AI	Writing a compare and contrast paragraph	-Synonym and Antonym -Phrasal Verbs	- Reported Speech
3	Equal Access to Education	Listening to three children talking about access to education	Reading about equal access to education	Expressing opinions and asking for opinions	Writing an opinion essay	Compound words	Relative adverbs 'where', 'when' and 'why'
Review 1							
Poem 1 – Equality							

Unit 1 Chasing Dreams

Objectives

Students should be able to –

- outline facts and ideas from the reading text
- respond to the questions appropriately
- guess the meanings of unfamiliar words through context
- apply the idioms they learn from the passage
- grasp the main idea and specific information of a listening text
- interview others
- write a descriptive essay

1 A Reading

Introduce

Introduce the lesson by asking students the names of successful entrepreneurs they know. Elicit their ideas by asking questions. (e.g. Do you know the owners of the banks KBZ, AYA, CB, etc.?)

Tell them to study the table and match the founders and the companies they have founded in pairs. Monitor the class if they have any difficulties.

Ask them to compare their answers with other pairs.

Check the answers with the teacher.

Answers:

- | | |
|------|------|
| 1. e | 5. f |
| 2. a | 6. d |
| 3. b | 7. h |
| 4. g | 8. c |

Teach and Practice

Ask them to look at the pictures and ask the following questions.

1. Among the three persons, who do you know? What do you know about him/them?
2. How old do you think is (Elon Musk/ Steeve Job/ Jeff Bezos)?
3. When do you think each started his business?

4. Why do you think they are successful in business?

Tell students to read the passage silently. Set the time for 15 minutes. Ask them how many paragraphs there are in the passage and remind them that some sentences have been removed from the passage and guess what these sentences might be while reading the passage. Tell them that they have to skim each paragraph so that they can grasp the main idea of each paragraph. Let them do Exercise A in pairs. Check their answers with other pairs and then with the teacher.

Answers

1. D
2. B
3. E
4. A
5. C

Ask them to go through the passage again so that they can answer the questions in Exercise B. Give them time to read and discuss with their partners. Monitor the class for accurate information and correct sentence structure to get full-sentence answers.

Answers:

1. According to the passage, most entrepreneurs achieve success because they are creative, imaginative, and adventurous.
2. The significant benefit of using Starlink is it enables users to access the Internet regardless of their geographical location.
3. Steve Jobs got the money to start his business by selling Jobs's Volkswagen minibus and Wozniak's programmable calculator.
4. Bezos's online shopping website is named Amazon.com., after the South American River 'Amazon'.
5. The three requirements to achieve success in business field are to innovate new ideas, put them into action, and persevere through challenges
6. It is important to set a goal in life because it gives us something to focus on and strive for.
7. Accept any relevant answer.

(Possible answers)

A common thing I find in the three persons

mentioned in the passage is they are young / motivated/ capable of thinking outside the box / courageous, etc.

Review

Tell them to reflect on what they have learned about three successful entrepreneurs, the new vocabulary and language used in the reading passage.

1 B Vocabulary

Introduce

Write “*Let the cat out of the bag.*” on the board and ask students the meaning of it. Tell them that it means ‘telling a secret by mistake’. Elicit students’ previous knowledge about idioms by asking them what idioms mean and the idioms they know.

Teach and Practise

Let students read the definition of idioms and read the text again. Tell them bold-faced words in the passage are idioms. Ask them to do Exercise A in pairs. Encourage them to use the context for understanding idioms. Put students into new pairs to compare their answers. Check the answers with the class.

Answers:

- not rocket science
- the bottom line
- ahead of the pack
- go out on a limb
- to think outside the box
- no-holds-barred

Tell students that they are going to apply the idioms they have recently learnt in new contexts. Let them read the sentences in Exercise B first so that they can guess the suitable idioms to be used. In pairs, let them do the exercise. Remind them to change the form of the word where necessary. Check the answers with the teacher.

Answers:

- not rocket science
- went out on a limb
- ahead of the pack
- no holds barred
- The bottom line
- thinks outside the box

Review

In groups of four, ask students to write three sentences in which the newly-learned idioms are used. Let each group read out the sentences they write and the teacher gives feedback.

1 C Grammar

Introduce

Let them look at the example sentences. Write the following sentences on the board. Ask them if ‘used to’ used in three sentences have the same meaning or not.

- She used to get up early when she was a third grader.
- Khine Myae is used to walking to school.
- After living three years in Yangon, Thiha got used to the noises of cars and vehicles.

Teach and Practise

Give students time (about 5 minutes) and ask students to do Exercise A. Let them check the answers with their partners first and then with the teacher.

Answers:

- c
- a
- b

Explain to students different uses of ‘used to’ with examples. Make sure they understand that the verb ‘used to’ is followed by an infinitive verb, ‘used to’ in ‘be used to’ is an adjective followed by a noun or a gerund (V-ing), and ‘get used to’ is followed by a noun or a gerund. Point out the difference between ‘be used to’ and ‘get used to’

Ask them to do Exercise B in pairs within a set time for about 15 minutes. Let them check their answers with other pairs and then with the teacher.

Answers:

- | | |
|------|-------|
| 1. b | 6. c |
| 2. a | 7. d |
| 3. b | 8. d |
| 4. a | 9. a |
| 5. b | 10. b |

Review

Elicit from them different uses of 'used to' by asking them to say some sentences such as 'I used to climb trees when I was three', 'She is used to washing clothes by hand', 'Dad is getting used to do housework', etc.

1 D Listening and Speaking

Introduce

Tell students to look at the pictures and ask some leading questions. (e.g. What is the man doing? Who do you think he is interviewing? etc.)

Teach and Practise

Tell students to read the instruction and ask them who the interviewee is. Tell students they are going to listen to an interview with a young lady entrepreneur called Michele. Give them time for 5 minutes to read Exercise A so that they know what to listen for. Then play the recording from the beginning to the end and allow them to tick (✓) the utterances Michele said. If necessary, play the recording twice, pausing it so that they can make sure of whether an utterance is said by Michele or not.

Answers:

1. ✓ 5. ✓ 6. ✓ 7. ✓

Tell students that they are going to listen the recording again for specific details about the interview. Ask students to study the table in Exercise B to know what they need to focus on. Play the recording and get students to fill in the blanks with the required information. Pause the recording as necessary to give students time to write their answers. Play the recording again so that they can check and confirm their answers. Monitor and check for the accurate information.

Check the answers with the class.

Owner	Michele
Workers	(1) 5 volunteers
Products manufactured	(2) stationery
Products sold	(3) accessories for girls
Products sold on average per year	(4) notebooks (5) 2,500 (6) 1,500

motto	(7) the ability to change the world
Advice given to those who like to start a similar business	(8) a business plan, (9) know your market (10) willing to work hard

Review

Elicit any further information that they can remember about the interview. (e.g., Where does Michele sell her products? What do all entrepreneurs usually say?, etc.)

(Tape script)

Tell me about your current business. What are you doing exactly?

I design and manufacture stationery, purses, accessories for girls like hair clips, earrings, brooches, etc. I also sell barbies and dolls. Our website is Brown and Black Girls Stationery.com.

How did you come up with your business idea?

At age seven, with my mom and I went shopping for birthday invitations for her upcoming party. What I found was no product that represented Brown and Black girls. That necessity hatched an invention and Brown Girls Stationery was born. So, my design was born out of necessity!

What were you doing before this, and is this your first business?

I worked as a graphic designer for JC. And I must say it's my first business.

What were the challenges and benefits to this strategy? To what extent would you say you achieve success so far?

Creating our unique images and offerings is really a big challenge. We are able to make money while having an impact. My business has five employees and five volunteers. I sell my products on *Shoppers' Palace*, *Marketzone*, wholesale, and at local events. On average, we sell some 10,000 notebooks, 2,500 notepads, 1,500 backpacks each year. I am now adding 1,000 packs of party supplies, 1,000 new lip glosses, and a new purse with an affirmative message will be released each month.

What motivates you? And what is your motto?

Seeing other girls wear my stuff and being proud of who they are. My motto is: Dear Brown girl,

you have the ability to change the world.

What advice would you give to somebody else who wanted to start a similar business?

Have a business plan, do your homework: know your market, have the necessary capital set aside; and above all, be willing to work hard....VERY hard!!!!

Yes, that is one thing all entrepreneurs say! I think the hard work is well worth it. Thanks, Michele! Thanks a lot for answering my questions.

My pleasure! I also thank you for having the chance to talk about my business.

Introduce

Ask them to imagine they are founders of business firms. Elicit their ideas on what products they will sell, and how they are going to make their business successful.

Teach and Practise

Ask them to form groups of four. Give them time about 20 minutes to discuss among themselves to write about their dream companies. They have to include when the company was founded, what inspired them to start the company, how many employees they have, to what extent they got success, the company's motto, the future plan, etc.)

When they have finished writing about their dream companies, tell them that members of each group have to interview those of other groups. Let them read the useful language box and practise the language used for interview first. If students have problems, drill the lines and get students to repeat. Ask two or three pairs to demonstrate the interview in front of the class. Then, monitor members of every group interviewing those from other groups. Tell them in advance that they have to note down what their partners say.

Review

Let them reflect on the interview by reporting the information they get from the interview to the class. Practise language phrases used in interviewing people.

1E Writing

Introduce

Elicit students' ideas on different types of writing (descriptive, narrative, argumentative, expository, etc.). Ask them what a descriptive essay usually describes. Elicit the structure of an essay (introduction, body paragraphs, conclusion) from class.

Teach and Practise

Elicit their ideas on what a descriptive essay should include. Let them study the important points in writing a descriptive essay. Point them out they need to describe not only facts but also their opinions on what is being described. In addition, they have to relate the past situation to the present situation of what is described. Tell them that an effective and interesting descriptive essay always makes the reader see, feel, hear, smell or taste for what is described. Ask them to look at the picture(s) and elicit their ideas on what they are going to describe.

Put students into groups of four and let them study the information given in the boxes (A - E). Tell them to do Exercise A which is to choose suitable titles for each box.

Answers:

- A. Opinions
- B. Characteristics
- C. Current situation
- D. Past situation
- E. Facts

Give them time (30 minutes) to discuss on the topic, write the first draft, edit the draft and write the final draft. Monitor and check the use of language, transition words and ideas.

Representatives of each group read their essays to the class.

Review

Get them compare their group writings and see the differences. Conclude the lesson by reviewing how each group has put the ideas into relevant paragraphs, used proper transition words, organized the essay.

Unit 2 Artificial Intelligence (AI) and Robotics: Help or Threat?
Objectives

Students should be able to –

- to identify the main ideas from a reading passage
- to look for the specific information from the text
- to respond to the questions appropriately
- to make use of synonyms, antonyms and phrasal verbs appropriately
- to write a compare and contrast paragraph

Reading

Reading about AI

Vocabulary

- Synonym; Antonym, Phrasal verbs

Grammar

- "Direct & Indirect Speeches

Listening and Speaking

- Listening to the views of three people on the use of AI
- Discussion on benefits and potential dangers of AI

Writing

- Writing a compare and contrast paragraph

Way-in Introduce

the lesson by asking if they have ever watched a sci-fi robot movies (The Terminator; The Transformers; WALL-E, I, Robot, etc.) Elicit their ideas about what robots look like.

A. Put students into pairs to study the pictures and find differences between the two robots. Then ask them which one they like and why.

B. Let them discuss what the passage might be about.

C. Tell them to match the words in Column A with the words in Column B to make phrases. Then ask them to match the phrases with their definitions.

Answers

1. solar energy – type of energy generated by the sun
2. work unwearyingly – perform tirelessly
3. technological

revolution - a significant transformation in technology that changes the way society functions

4. create jobs – provide work for people who are unemployed

5. metallic voice – a harsh unpleasant sound

D. Ask students to complete the sentences given using the phrases in Exercise C.

Answers

- a. metallic voice
- b. solar energy
- c. create jobs
- d. work unwearyingly
- e. technological revolution

Check their answers and give feedback.

2A. Reading Teach and Practise

A. Tell students to read the text silently for 15 minutes. Then ask them to choose the best topic that describes the given text.

Answer

Human Vs. AI

B. Let them read the text again and complete the table by looking for the specific information. Discuss with them the differences between Human and AI in terms of body, working condition, energy and lifespan.

Answers				
	Body	Working condition	Energy	lifespan
AI	Strong and durable	Work under any condition	Solar	eternity
Human	weak and vulnerable	Cannot work if it is too cold or too hot	Food, water	short

Review

C. Put students into pairs. Ask them to go through the comprehension questions 1 – 10 in Exercise C and respond to the questions. If they finish, tell them to do peer checking. Check their sentences are factually and grammatically correct or not.

Answers

1. The machine had metallic voice when it spoke.
2. It took the creators years of sleepless nights and time away from family to make the machine.
3. The machine's laugh is described as no human warmth in the passage.
4. Accept any possible answers.

5. Automation can bring increased productivity and economic growth by creating new jobs.
6. According to the passage, the belief about automation and machinery combined with AI is that they will bring the best for humanity.
7. Examples from the passage that indicate evolution of AI in the IT field are AI-powered Chatbots like ChatGPT from GPT 1 to GPT 4 and DALL-E
8. The challenges mentioned in the passage regarding trusting the future to emotionless machines in the workplace are the cost of creating these machines and advancing technologies, which also affects people losing jobs and incomes.
9. Writing song lyrics or drawing paintings in Art and writing an academic paper in education, are examples of creative tasks, mentioned in the passage, that can be done using AI.
10. According to the world leading scientist Stephen Hawking, we can train AI properly to benefit humanity.

2B Vocabulary

Introduce

Synonyms & Antonyms

- Elicit what students understand by the words "synonym and antonym".
- Ask them to study the examples given in the box and underline the correct words in the explanations.

1. A synonym is a word that is similar to another word
2. An antonym is a word that means the opposite of another word

Teach and Practise.

- Encourage them to give more examples of synonyms and antonyms and involve some volunteers to give their own examples.
- Form students into groups of three and ask them to read the text and find the words that are similar to the given words.

Answers

- a. defenseless - vulnerable
- b. transformation - revolution
- c. intimidating - daunting
- d. difficult - hard
- e. merciless - ruthless

- Check their answers.

- Let them complete the sentences using the words in Exercise B and check their answers with the whole class.

Answers

1. The technological **revolution** has brought about significant changes in our lives.
2. In certain times, we feel **vulnerable** and seek the mental support from people around us.
3. It is **hard** to say who is going to win as both teams are really good.
4. The **ruthless** dictator was brought down by the brave people of the nation.
5. Cooking was daunting at first since I had food critics all around me.

- Ask the groups to find the opposites of the given words from the text.
- Tell them to check their answers with other groups.

Answers

- a. harmful - beneficial
- b. fail to exceed – surpass
- c. true - false
- d. pessimistic - optimistic
- e. clear - blur

Let them continue to do Exercise E.

Answers

1. He believes that his research findings will prove **beneficial** to many people.
2. Her novel was based on a true story but it **blurred** the line between fact and fiction.
3. When they hold onto **false** hope in their relationship, it can break them emotionally and create issues of trust.
4. I am **optimistic** about our chances of winning this revolution.
5. Some people think robots can **surpass** the capabilities of human workers one day.

- Check the answers with the whole class and give explanations if necessary

Phrasal verbs

Introduce

- Ask students if they know what a phrasal verb is.
- Elicit the examples of a phrasal verb, e.g. get up, stand up, sit down, etc.
- Tell them to study the examples in the box and complete the explanation of 'phrasal verbs.

A phrasal verb is a verb followed by a preposition, an adverb or both.

- Ask students to study the examples given to see how to report what a person said. Tell them to

Teach and Practise

- Ask them to match the phrasal verbs in column A with their definitions in column B. Check their answers.

Answers	
1. keep in mind	c. to be careful to remember something important
2. proceed with	d. to continue a particular action or process
3. sneer at	b. to look at someone or something in an unkind way that shows disrespect
4. result in	a. to cause (something) to happen
5. take charge of	e. to accept responsibility for something and have control over it:

- Ask them to complete the sentences with the phrasal verbs in Exercise B. Check their answers.

Answers
1. I'm now on a bus going downtown. Can you <u>wait for</u> me at the bus terminal?
2. I want to <u>warn you of</u> heavy traffic on the way to the airport.
3. Conversations usually <u>turn into</u> a heated debate when views differ.
4. Despite the challenges, he decided to <u>proceed with</u> the plan to go abroad.
5. Cheating in the exam is shameful and many <u>sneer at</u> the idea.
6. They should <u>look at</u> the illustrations in the slides to understand the content.
7. When planning for an event, it is important to <u>keep in mind</u> the welfare of the attendees.
8. As the team leader, she decided to <u>take charge of</u> the project to ensure its successful completion.
9. Failure to follow the traffic rules on the road can <u>result in</u> accidents.
10. I decided to <u>search for</u> a reliable source of information before starting my research project.

Answers

- 1 = A
- 2 = B
- 3 = D
- 4 = A
- 5 = C

underline the transformed parts. Check their answers.

- Tell students to do exercise C.
- Check their answers and give feedback.
- Encourage students to change the direct speeches to indirect speeches.

Answers

1. She said that she saluted I all their heroes who had sacrificed everything for a new Myanmar.
2. Father told his son to always do what he believed in and not what he saw other people do.
3. Aunty told me that despite the hardships, her friend had refused to go back to her work",
4. She said that during those uncertain times, she had managed to turn challenges into opportunities.
5. The teacher asked students if there was any more question to ask before they concluded the lesson.
6. She asked me if I was attending the AI conference the following week.
7. She told/ ordered her dishonest maid to get out and not to let her see her face again.
8. U Aung said that he would never bow down to any pressure even if he had to quit his job.
9. She inquired if I had made a cash transfer to her yet
10. The professor advised us to ask if we needed assistance with writing a research paper..

2C Grammar

Reported Speech

Introduce

- Explain to the students that when they report someone's words they can do it in two ways: Direct speech and Indirect speech. Write example sentences on the board. Refer to the examples provided, highlighting the changes in the reported speech.

Teach and practise

2D Listening and Speaking

Introduce

- Tell students that they are going to listen to the views of three people on the use of AI.
- Elicit their ideas about AI, Chat GPT, DALL E, etc.

Teach and Practise

- Ask the students to do Exercise A & B.

Answers

Exercise A

1. domestic
2. work
3. exhausted
4. easier
5. human
6. threat

Exercise B

1. True
2. False
3. False
4. True
5. False

- Ask them to do peer checking with their friends sitting next to them.
- Then check the answers with the whole class. Play the recording again and discuss with them which view they agree with.
- Ask them to compare and discuss their ideas with the friends sitting next to them.

Tape script

Cherry (35 years old)

It'll be nice to have a domestic robot at home. I wish I had one. You know, I am a mother of three kids working as an accountant at a travel agency which is far from my place. Arriving at work in time is one of the biggest challenges for me. I need to finish all the household chores before I leave home. When I get back from the office, I need to prepare dinner for the family. I am absolutely exhausted afterwards. So, I want a domestic robot that can clean the house, do the laundry and prepare meals for us. Robots would make our lives comfortable and better.

Steve (55 years old)

Well, I know that the development of AI can make our lives easier and increase productivity. So far it has been useful for us in workplace or at home. Nowadays, in some parts of the world human workers are being replaced by AI bots because they can do what human workers can't. We cannot predict what will happen in the future. With advanced technology, the evolution of AI bots is rapidly changing our lives. Today, they are our friends, tomorrow they may become our enemies. Who knows?

Harry (15 years old)

Oh! I am not worried about the rapid emergence of AI. For us, ChatGPT is very useful. When I have written assignments, I sometimes use GPT 4 to have some ideas about what to write. No, I don't copy whatever it says. I just use it to get inspiration for my assignments. I don't think they will become a threat to us. They are useful to all people - young or old, at all time. I think AI has become a "can't-live-without" technology. Am I right? A big thank to those who created AI.

Review

- Ask students to work in pairs and interview each other using the questions given.
e.g. Do you want a robot friend? Why or why not?

No, I don't. I want human friends who can express their feelings.

Yes, I do. I want a robot friend to help me with homework

- Ask two or three volunteers to tell the class about their friends' views on a robot friend.

2E Discussion

- Tell students to individually make notes on the given points; the benefits of AI; some of the potential dangers of AI; how people are currently using it
- Then put students in pairs and tell them to interview each other based on the notes they have prepared. Remind them that they can use useful phrases from the passage. Help them ask each other.
- Ask each pair to check they have the same idea of AI. Ask one or two pairs to present their ideas to the class.

2F. Writing Introduce

A. Ask students to study the given pictures and write down what they see in picture A and in picture B. Remind them that they can use the simple present tense to interpret their observations.

e.g. "The man in the picture A seems unhappy and the man in the picture B looks happy".

And they can use the present continuous tense to describe what the men are doing.

e.g. The man in the picture A is reading a newspaper and the man in the picture B is holding a torn umbrella.

Teach and Practise

- Put students into groups (groups of 4) and ask them to make notes on life without AI and life with AI using the points given in the T-chart.

	Life with AI	Life without AI
Entertainment	traditional art	virtual shows, 3D Technologies
Education	chalk, board	ipad, interactive board
Agriculture	Farming with cattle	farming with AI based machines
Food and drink	manual food products	
Lifestyle	simple, more time with family	Less time with family

- Ask them to write a paragraph of 250 words on "Living in Two Worlds: With and Without AI".
- Tell them that they can use the notes they have prepared and the beginning part as guidelines.

Sample Writing

Life without AI and life with AI differ in many ways. On the subject of entertainment, in the past, when there was no AI, recreational activities included enjoying traditional dances in the open air, taking part in various physical games and playing with handmade toys. In the AI age, if we have a smart phone, we can have a variety of entertainment options, including using social media, watching movies, and listening to music. The shift in education is evident as well. Before AI was invented, teachers used chalk and board while students had books in the classrooms. There were not enough teaching and learning facilities. However, in the classrooms today, teachers use interactive boards, projectors, while students have iPads, laptops, etc. Similarly, when we look at agriculture when there was no AI, farmers worked with cattle in the fields and crop production was done manually. However, in the AI age, farming is more convenient and easier with the use of AI based machines which enable farmers to grow crops more efficiently. Therefore, life without AI was simpler, and people had more quality time with their family whereas in the AI age, life is easier but busier compared to the past. They have less time to spend with their family. Therefore, life with AI and life without AI are worlds apart. Despite the differences in the two worlds, each certainly has its own merits and demerits.

Unit 3 Equal Access to Education

Objectives

Students should be able to –

- outline facts and ideas from the reading text
- respond to the questions appropriately
- guess the meanings of unfamiliar words through context
- apply the new vocabulary they learn from the passage
- grasp the main idea and specific information of a listening text
- express opinions and ask for opinions
- express their opinions in an essay

3A Reading

Introduce

Introduce the lesson by asking students the following questions.

1. Think of three most important things for a person's life?
2. Is education important for children? Why?
3. What do you think the important factors that affect child education are?

Tell them to study the table and rearrange the factors that affect child education in the order of importance (from the most important to the least) in pairs. Set the time for 5 minutes.

Ask them to compare their answers with other pairs to see the differences.

Ask them to think of two more points that affect child education.

Possible answers:

1. social environment
2. parent's awareness
3. political stability
4. health
5. interest
6. financial support
7. language
8. intelligence
9. location
10. age
e.g. good teachers
technology

Teach and Practice

Ask them to look at the pictures and ask the following questions.

1. What are the people in the picture doing?
2. Where do you think are they?
3. Do you think they have good opportunities to learn? Why or why not?

Tell students to read the passage silently. Set the time for 15 minutes. Ask them what each paragraph is about. Let them answer the questions in Exercise A.

Answers

- 4
- (1) poor socioeconomic status, (2) political instability, (3) natural and climate change, and (4) race and gender.
- through the discourse markers "The main cause, the second important factor, Thirdly, and Fourthly".

Ask them to go through the passage again so that they can find the words that have the same meanings given in Exercise B.

Answers

1. access
2. intellectuals
3. instability
4. abandon
5. discrimination
6. violation
7. prerequisite

Ask them to choose the best answers in Exercise C. Monitor the class for accurate information.

Answers

- | | |
|------|-------|
| 1. d | 6. a |
| 2. d | 7. b |
| 3. d | 8. c |
| 4. d | 9. b |
| 5. c | 10. b |

Review

Ask them what education equality is, why education inequality occurs, what can happen

when there is no equality in education, and what we should do to have equality in education. Elicit their ideas and ask for their ideas.

3B Vocabulary

Introduce

Write a compound word (e.g. workforce) on the board. Tell them there are many ways to form compound words and introduce the combining form 'socioeconomic'. Elicit their ideas by asking them to give examples of compound words in the combining form (e.g. sociolinguistics, geopolitics, etc.)

Teach and Practice

Tell students to study the compound words and their meanings in Exercise A. Elicit their ideas by pointing out the root word of each compound word (e.g. socio-social, diverse – diversity, etc.). Let them reflect on the knowledge they already have to guess the meaning of the new compound words. Ask them to do Exercise A in pairs.

Tell them to check their answers with other pairs and then with the teacher.

Answers:

- | | |
|------|-------|
| 1. E | 6. B |
| 2. I | 7. G |
| 3. F | 8. J |
| 4. A | 9. D |
| 5. H | 10. C |

Ask them to do Exercise B. Follow the same procedure.

Answers:

- | | |
|------------------|-----------------------|
| 1. Microbiology | 6. physiotherapy |
| 2. biodiversity | 7. Geopolitics |
| 3. neuroscience | 8. ecofriendly |
| 4. hydroelectric | 9. Socioeconomic |
| 5. Biotechnology | 10. telecommunication |

Review

Let them reflect on the compound words they have learned and their meanings. Let them discuss the words they have already known and the new ones they now learn.

3C Grammar

Introduce

Write "I always miss the village where I was first appointed as a teacher." on the board. Underline the word 'where' and ask them the word class of it. Point them out it serves as an adverb, and it means 'in which'. It leads the clause 'I was first appointed as a teacher'.

Elicit the meaning of 'where', 'when' and 'why' to let them know how to use these relative adverbs.

Teach and Practise

Set time for 10 minutes and ask students to do Exercise A. Let them check the answers with their partners first and then with the teacher.

Answers:

1. where we usually have breakfast
2. where I can find a wide variety of books
3. where we usually swim and fish
4. when we can be together again
5. where she was staying
6. when we won the first prize in the essay competition
7. why she has been avoiding me
8. when we enjoyed the air-ballooning festival

Write the example sentences on the board.

- I love *the countryside*. I can enjoy the beauty of nature *there*.
- I love the countryside *where* I can enjoy the beauty of nature.

Point them out that the word that refers to place, time, or reason is omitted.

Ask them to do Exercise B in pairs within a set time for about 15 minutes. Let them check their answers with other pairs and then with the teacher. Point them out to use commas (,) in non-defining clauses (e.g. No 3). If necessary,

let them recall the difference between defining clauses and non-defining clauses.

Answers:

1. The police arrived at the place where the accident happened.
2. Do you remember the coffee house where we met for the first time?
3. Nat Mauk, where Bo Gyoke Aung San was born, is a town in Magwe Region.
4. I can remember a time when I could eat four hamburgers.
5. I do not know the reason why she is always posting selfies on social media.
6. We parked near the wood where we caught the rabbit.
7. I remember the era when teachers could give students the cane.
8. I really don't understand the reason why nobody is smiling in the group selfie.
9. The centre of the village where you'll find the church and the gardens is very beautiful.
10. Twilight is always my favourite time of the day when I can see beautiful clouds in various colours.

Review

Elicit from them clauses or sentences which include relative adverbs (e.g. the year when Tsunami happened, the place where I grew up, I want to know the reason why he always stays up late, etc.)

3D Listening and Speaking

Introduce

Tell students to look at the pictures and ask some leading questions. (e.g. Where do you think Kim/Cecelia/Mina is from? How old do you think they are? etc.)

Teach and Practise

Tell students they are going to hear three children (Kim, Cecelia, and Mina) talking about their learning experiences and listen for the gist. Give them time for 5 minutes to read Exercise A so that they know what to listen for. Then play the recording and allow them to write the names of the children beside the numbers.

Answers:

1. Cecelia
2. Mina
3. Kim

Before playing the recording second time, set 5 minutes and ask them to read the sentences in Exercise B to know what they need to focus on. Play the recording and get students to complete the sentences. Pause the recording as necessary to give students time to write their answers. Play the recording for the third time so that they can check and confirm their answers. Monitor and check for the accurate information. Check the answers with the class.

Answers:

- | | |
|----------------|----------------|
| 1. five | 6. missing |
| 2. environment | 7. efficient |
| 3. flexible | 8. scholarship |
| 4. cool | 9. education |
| 5. affected | 10. race |

Review

Elicit any further information that they can remember about the children. (E.g. Where is Kim / Cecelia / Mina from?, What's Cecelia's problem?, etc.)

Introduce

Elicit their ideas on how to express one's opinions and how to ask for others' opinions.

Teach and Practise

Introduce the language phrases to be used in expressing one's opinions and asking for others' opinions. Ask them to practise using the phrases with examples. (e.g. In my opinion, we should have more time to practise listening and speaking. But I think grammar is more important for us to improve our English, etc.) Set 10 minutes and ask them to do Exercise D in pairs.

Answers:

1. b
2. e
3. d
4. a
5. c

Then ask them to practise the dialogue in pairs. If students have problems, drill the lines and get students to repeat.

Review

Let them reflect on the language phrases to express opinions and asking for others' opinions. Write a topic (e.g. Boys should learn cooking.) on the board and ask them to express their opinions.

Writing

Introduce

Elicit language phrases to express opinions. Elicit the structure of an essay (introduction, body paragraphs, conclusion) from class.

Teach and Practise

Put students into groups of four to discuss the different opinions on the topic. Let them study the useful language box. Give them time (30 minutes) to discuss on the topic, write the first draft, edit the draft and write the final draft. Monitor and check the use of language, transition words and ideas.

Representatives of each group read their essays to the class.

Review

Get them compare their group opinions and see the differences. Conclude the lesson by reviewing how many groups think life skills should be taught at schools and which groups have the different opinion.

Answer key to REVIEW 1

A. Complete each sentence with the correct expression given in brackets.

1. You need to **think outside the box** to deal with this unusual problem.
2. She always tries her best in the class so that she can stay **ahead of the pack**.
3. Try to understand and use idioms. They are **not rocket science**. They are interesting to learn.
4. As they have lost their mother, the kittens look very **vulnerable**.
5. It is a bit **daunting** process to change career.
6. She is rather conservative or not **optimistic** enough to accept the social change though it may be harmless.
7. By means of **biotechnology**, scientists insert genes from one organism into another, creating new traits.
8. By using **eco-friendly** products, we can reduce the harmful impact on the environment.
9. **Hydroelectric** power uses the natural flow of moving water to generate electricity.
10. Due to **telecommunication**, we can have easy access to the people we would to contact.

B. Rewrite the following sentences according to the instructions given in brackets.

1. I **used to** swim in the Ayeyarwaddy river in my childhood.
2. It took me a while to **get used to** my new i-phone.
3. I **am getting used to** spicy food now because of my room-mate who always have spicy food.
4. I **can't get used to** the new job as it is very demanding. But I will try my best.
5. In the play, the son and the daughter of the two enemies **turn into** lovers.
6. Don't **sneer at** the weakness of others.
7. When her boss is away on business, she **takes charge of** the company.
8. I feel quite nostalgic for the town **where** I grew up.
9. I want to go back to my childhood **when** I had no worries and no stress.
10. I can't understand the reason **why** some people show off too much on social media.

Poem 1 Equality

Objectives

Students should be able –

- To learn concept and terms appropriate to the study of literature and that of poetry
- To identify the themes and appreciate the ways in which authors express the themes
- To explore how language, structure, and forms are used in poetry written in English

Introduce

Introduce the poem by asking students to read the title of the poem and how they would define equality.

Ask them to look at the picture and guess what the picture represents and what the poem will be about. Let them answer the pre-reading questions.

Tell them to study glossary from the table,

Let them find who the poet is, and introduce them to the poet so that they can have background information about the poet and her poem.

Teacher's notes:

"Angelou's ethnic origin and personal experience strongly influence her conception of art and writing. As an African American who grew up with segregation (i.e. racial discrimination), her central topics are racism and the emancipation of black women in the USA. "Equality" is one of Angelou's later poems and was published in the volume "I Shall Not Be Moved" in 1990. As the title already implies it deals with equality, racial equality as well as gender equality. "Equality" gives the message about how black women are seen and treated in the eyes of men and calls for an end to gender and racial inequality that she faces as a black woman. Through the voice of the courageous people like Angelou, people's views and attitudes have been changing and they come to accept that all human beings at different places under different circumstances have

different lives, feelings, aspirations, experiences, and values, and thus they are worthy of respect and human rights regardless of their social, religious, and cultural background. Angelou can clearly display the everyday frustrations of the oppressed people in a society."

Maya Angelou (1928-2014)



"Maya Angelou was an American memoirist, a poet, and a civil rights activist. Angelou was born in St. Louis, Missouri, on April 4, 1928. Angelou wrote autobiographies, essays, several books of poetry. Her most famous work includes "I know why the caged bird sings". She was popular for her writings and her commitment in the Civil Rights Movement, and as an actress, producer, and director. She also taught in several colleges. She lived in Africa, Europe and America and was one of the first Black women who became successful artists. Angelou was awarded more than fifty honorary degrees. Angelou is best known for her seven autobiographies, but she was also a prolific and successful poet. She was called "the black woman's poet laureate", and her poems have been called the anthems of African Americans. Angelou died on the morning of May 28, 2014, at the age of 86."

Teach and Practice

First, read the poem aloud with proper pause, stress and intonation as well as

correct pronunciation. Ask them to listen carefully.

Next, ask some students (about three or four) to read the poem aloud. If it is necessary, ask them to read it again and correct their pronunciation.

Ask them to find out how many stanzas there are in the poem and how many lines are in each stanza.

Explain to them the poetic devices and ask them to find out what devices are used in the poem.

Ask them what the poet wrote about in the poem and what the theme of the poem is. And explain to them the summary of the poem given below:

“In the poem “Equality,” the speaker in the poem portrays how black women are treated and how the African Americans have been oppressed in society. The poet describes everyday frustrations of the oppressed, calls for the recognition of the role of black women and points out racial and gender inequality that she faces as a black woman. She emphasizes the message that she and all other African Americans will never give up to fight for their rights – racial equality and gender equality.”

Theme: equality and freedom

Use the sample paraphrase of the whole poem as follows:

Stanza One (8 lines with two parts)

1st four lines _ The speaker in the poem is seen by the society, but she is not necessarily understood by that ignorant society (especially of men). Although she is standing boldly, i.e., behaving in a confident and smart manner, waiting patiently for being recognized, they do not see or understand her pose, wish, and intention.

2nd four lines _ The society just acknowledges that they hear her loud voice, i.e., her clear appeal, but it looks as if they heard it as a low voice as if it came from a distant place, although she makes a very clear message in an enduring manner. But the attitudes of the

men towards her as a black woman and the oppression of the society on the African Americans never change.

Stanza Two (2 lines)

Stanza two, which consists of two lines, is the repetition of the phrase ‘*Equality, and I will be free*’. The poet expresses her strong wish that when she is perceived and treated with equality as all other people in their society are seen and treated, she will be able to live her life with real liberty. (The implied message is that without equality between humans, individuals can never enjoy liberty.)

Stanza Three (4 lines)

In Stanza Three, the speaker of the poem says that they announce her to be a woman who behaves in a very sexual manner for being with one man after another, and she explains that they cannot clearly understand the conditions in which she lives and behaves in this way because they can just see her life as a shadow from a distance place.

Stanza Four (4 lines)

In Stanza Four, the poet says that she and other black people have suffered painful feelings, and they were shamefully treated with discrimination in the past, and they have been hated and oppressed for such a long time. The poet affirms that despite difficulties, they will never give up but move forward to achieve freedom with equality while those who have oppressed them are staying in the same place, holding old ideas and attitudes.

Stanza Five (2 lines)

As in Stanza two, Stanza Five is also the repetition of the phrase ‘*Equality, and I will be free*’. The poet repeats it to affirm her strong message that when she is perceived and treated with equality as all other people in their society, she will only be able to enjoy real freedom.

Stanza Six (4 lines)

In this stanza, the speaker in the poem urges the society to remove the things that keep them from seeing how the oppressed African Americans are suffering and hearing from what they are demanding in pain. She urges the society to confess that they are aware of the injustices, loss of rights and

opportunities, and pain that the black people in America are suffering.

Stanza Seven (4 lines)

In this stanza again, the speaker tells the society to stop ignoring their compelling tempo and to listen to the sound made by their blood flowing. She assures that their demands for being seen and heard will continue and they will never give up their efforts for what they need and should have.

Stanza Eight (2 lines)

In this last stanza, the phrase 'Equality, and I will be free' is repeated. The poet emphasizes that she and all other African Americans will have freedom only when they are seen and treated with equality.

Ask students to answer the comprehension questions in the exercise in pairs. Check their answers with other pairs and then with the teacher.

Answers

- | | |
|------|-------|
| 1. C | 6. A |
| 2. C | 7. C |
| 3. D | 8. C |
| 4. B | 9. B |
| 5. A | 10. A |

Review

Elicit ideas from students by asking them to find rhyme schemes of the remaining stanzas, and more metaphors used in the poem. Let students share their ideas and attitudes towards the conditions in which the speaker in the poem had to live and then let them compare the conditions in the poem with those they have experienced in their real life. Let them discuss in pairs and/or in groups of four or five.