

Learning with the Irrawaddy 17

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Teacher's Notes

Here's the seventeenth issue of 'Learning with the Irrawaddy', a monthly educational supplement to the Irrawaddy Magazine. It is designed for reading/writing, English or social studies classes in Post-10 schools on the Burma border.

With each issue of Irrawaddy magazine, we select one article and design some learning activities for it. We recommend that you use these exercises with students who have an Intermediate level of English. You don't need to use all activities suggested here – choose those that are most appropriate for your students.

In this issue we have included:

- this teacher's guide
- some copies of Irrawaddy magazine
- a class set of photocopies of the article
- a class set of worksheets.

Selected article: *Tough Asylum*, pages 22-23

Activities to do Before Reading

Activity 1

Title

Split the class into pairs and give the students sometime to discuss the three questions, then elicit some answers from the whole class.

- 1) *The word with the same meaning as 'tough' is 'stringent'.*
- 2) *An asylum seeker is a person who leaves their home country to escape persecution and goes to a second country for protection.*
- 3) *Make sure the subject of the article is understood by the class before moving on.*

Activity 2

UNHCR donors

Keep the students in the same pairs and ask them to make a list of all the countries they think made a donation to UNHCR in 2005. After ask them to call out countries and write them on the board.

The ten highest individual country donors to UNHCR in 2005 were 1) America, 2) Japan, 3) Sweden, 4) Netherlands, 5) Norway, 6) United Kingdom, 7) Denmark, 8) Germany, 9) Canada, 10) Switzerland.

Write the 10 countries on the board in a random order and ask the students to rank them.

Activities to do During Reading

Activity 3

Vocabulary Crossword

Answers

Across: 2. *subsequent* 4. *benefactor* 7. *allay* 11. *recognition* 12. *persistent*
13. *languishing* 15. *detained*

Down: 1. *obligation* 3. *veteran* 5. *compatriot* 6. *abolition* 8. *violations* 9. *vulnerable* 10. *collective* 14. *indifferent*

Activity 4

True or false

Answers

1. F – Paragraph 3 says ‘...of the 3,544 applications for asylum it received since 1981, when it became a party to the 1951 Convention Relating to the Status of Refugees.’
2. T – Paragraph 5 says ‘Typically, those seeking refugee status in Japan are illegal overstayers.’
3. T – Paragraph 7 says ‘there have been concerns about the heavy-handedness of staff.’ (It then goes on to give an example of this heavy-handedness).
4. F – Paragraph 11 says ‘Despite his release the pressure has been unrelenting: in October the man’s wife was arrested for illegally overstaying her visa.’

5. F – Paragraph 13 says ‘the would-be asylum seekers were warned that they would face an uphill battle that could last up to three years, with no guarantee of success.’
6. T – Paragraph 15 says ‘saying it was “easier to talk to Japanese people about refugees than about politics.”’
7. T – Paragraph 19 says ‘Besides the abolition of a rule that required that applications be submitted within 60 days of entering Japan,’
8. F – Paragraph 21 says ‘According to Inamori, 15 percent of applicants were recognized in 2005, up from 5 percent the previous year.’

Activity 5

Prefixes

Once the students understand what they have to do, put them in pairs again and ask them to choose one prefix for each word. When they have finished go through the answers on the board.

1) impossible, 2) unnecessary, 3) indirect, 4) unequal, 5) inactive, 6) impassable, 7) imperfect, 8) impatient, 9) inaccessible, 10) incomplete, 11) uncountable, 12) undeveloped.

Once the class has all the correct adverbs and they know the meaning of all the words, ask them to choose 6 words and write sentences using each one. During this exercise you can circulate around the class doing some individual error correction. After, ask students to read out a sentence, write it on the board and do some error correction if necessary.

Activities to do After Reading

Activity 6

Discussion

This discussion can be held in pairs or small groups, after the students have discussed the questions ask them to share their ideas with the class. There are no right or wrong answers to these questions, see what the students come up with.

Activity 7

Speech

Make sure the students understand the activity. You can guide them a little by suggesting subjects for the speech, such as human rights abuses in Burma, forced displacement and refugee camps in Thailand, Japanese business investment in Burma. When they have prepared their speech ask some students to give their speech. You can set the scene a little by telling them to imagine that the class is the Japanese government.