

Learning with the Irrawaddy 18

To accompany February 2007 Issue of Irrawaddy Magazine

Teacher's Notes

Here is the eighteenth issue of 'Learning with the Irrawaddy', a monthly educational supplement to the Irrawaddy Magazine. It is designed for English, reading 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 - upper 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: *An Open Boat to Nowhere*, pages 22-25

Activities to do Before Reading

- Do not let the students see the article until *after* Activity 3.

Activity 1

Title

Before you give students the article, tell them the title: *An Open Boat to Nowhere*. Don't let the students read the article yet. Do students know what an 'open boat' is? Do they think they can guess what will be in the article?

Activity 2

Brainstorm: Rohingyas

Elicit the students' knowledge and ideas about Rohingya people.

Ask *prompting* questions, e.g.

- Where in Burma do they live?
- How many Rohingya people are there?
- What religion are they?
- What is their relationship with the Burmese government, and with the people who live around them?
- What other things do students know or think about Rohingya people?

Activity 3**Label the map:****Answers:****Activities to do During Reading****Activity 4****Paragraph Summaries**

In groups, students match the summaries with the paragraphs in the article.

Answers:

A. 7 B. 8 C. 9 D. 11 E. 15

Activity 5**Comprehension questions****Answers:**

1. 12,000
2. No, they often support the Burmese government campaigns against Rohingyas.
3. Yes
4. The Arakan Project.
5. By making life in Arakan State very difficult, such as stopping them from getting enough food.
6. Because they are illegal immigrants.
7. 2002 and 2004
8. Because they were afraid of terrorist activity in Southeast Asia
9. No

Activity 6**Vocabulary: match the word with its meaning****Answers:**

A. *extortion* B. *promptly* C. *sought* D. *navigate* E. *subsequent*
F. *deportation* G. *initiate* H. *repatriate* I. *high-profile* J. *middleman*
K. *arbitrary* L. *livelihood* M. *plight* N. *forbidden* O. *embark*
P. *compel* Q. *restrict*

Activity 7**Gap Fill****Answers:**

a. *extortion* b. *middlemen* c. *embark* d. *subsequent* e. *navigate*
f. *deported* g. *forbidden* h. *arbitrary* i. *compel* j. *restrictions*
k. *promptly*

Activity 8**Phrasal/multi-word verbs**

See if your students know or can guess the meanings of the *phrasal verbs*. If they are not familiar with the concept of phrasal verbs, explain that if some verbs are used together with certain words, the two words together can have a different meaning. Sometimes it is hard to guess what these meanings are in English, so we have to learn the meaning of the two words together each time. Give some more examples.

Answers:

Found in the passage: to *look after*, to *phone up*, to *run out of* something – (this is a three-word verb), to *break down*, to *turn on*, to *come out*, to *call in*, to *look for*, to *dry up*, to *go back*, to *turn off*.

You can check that your students know the meanings of these multi-word verbs by asking them to make up a sentence of their own using each one.

Activities to do after Reading**Activity 9****Discussion**

Ask the students what they think they would like to be done if they were Rohingyas. Where should they live? What can be done to make other communities where they live more tolerant and helpful to Rohingyas?