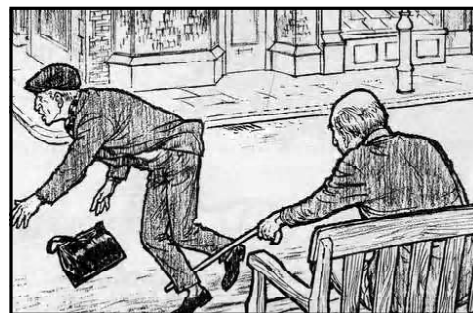


Reading and Writing Module 3

Teacher's Guide

Narrating Past Events



The Curriculum Project

To the teacher

In this module, students practice narrating events in the past. This skill is useful for relating both fictional and factual accounts; stories, reports, personal letters, biographies, journals and many other uses.

Narrating is used to describe any events that happen in chronological order. Often people narrate things in the present tense. Example of this include:

- Giving instructions (*First, put the petrol in the generator. Then, turn the switch to the left..*)
- Describing a process (*The competitors line up at the start. Next, they stand behind the line and wait for the starting signal. When they hear the starting signal, the race begins.*)
- Commenting on an event as it happens, eg a television or radio reporter, or a Narrator on a documentary film (*The lions are chasing the deer - see how two lions have run in front of the deer. Now, they are moving in for the kill. Next, the front lion jumps at the deer...*)

In this module, we are concentrating on narrating in the past. Future modules will cover narrating processes and writing instructions.

Many of the example texts used in this module are quite difficult. It is not expected that students should understand and use every single word in the reading texts. They are there to provide examples of narration in context, and show students structures as they are used in real life situations. The topics chosen - significant people in the history of Burma - are difficult to write about in very simple English. Feel free to use translation when necessary.

Part 1: Introduction

This introduction chapter looks briefly at many things that will be studied in detail later in the module. It is a preview of what will come later..

1.1 A Princess from Shan State

*Both this reading text and the text on page eight are about the lives of the Yawnghwe family, Saowbas (royalty) in Shan State. If you want background knowledge about this significant and interesting family, we have included a copy of 'The White Umbrella' in the **Supplementary Pack**. It is quite long, and much too difficult for your students, but you might find it useful.*

DISCUSSION

a. Look at the picture. Do students know this woman? If your students are familiar with Shan history, they will recognise Sao Nang Hearn Kham, the Princess Yawnghwe. She was the wife of Sao Shwe Thaike, first President of Burma.

If your students know about her, brainstorm a list of things they know about her on the board. Why is she famous? What were the important events in her life? What was she like?

If your students don't know her, get them to infer things about her from the pictures. What do they think she did? What do they think she was like?

EXERCISE

b. Students read the text quickly. Don't help them with the vocabulary, or allow them to use their dictionaries.

At this stage, they only need a general idea of the content - don't allow them to spend hours trying to understand it in detail!

EXERCISE

c. Working alone or in pairs, students put the paragraphs in order.

Answers: 4, 6, 2, 5, 1, 3

Elicit from the student what these short paragraphs are called. The word is on the contents page.

Answer: *Summaries*

ACTIVITY

d. Students read the text carefully, and circle any words they don't understand.

In groups of three or four, students compare words, and figure out which ones they know.

Groups develop a list of words nobody in the group knows.

As a class, develop a list of words that nobody knows.

Elicit guesses of these words, then let students check them in their dictionaries.

DISCUSSION

e. Elicit from the student what this type of writing is called. The word is on the contents page.

Answer: *Biography*

Students identify the tenses used in this text.

Answers: *The entire text is in past simple*

Discuss other examples of narrative writing - writing in chronological order.

Do students know any other examples?

Possible suggestions: *journals, story books, some news reports...*

1.2 Questions

DISCUSSION

a. Students work in groups. Each group looks at the text for quiz questions they can ask and answer about Sao Yawngwe, to ask other groups. The answers must be available in the text.

e.g. *Did Sao Yawngwe like studying?* *Yes, she did.*

Who lived in her house during World War Two? *Japanese soldiers.*

Groups join with another group, and ask them questions.

If the other group finds the correct answer in 30 seconds, they get a point.

ACTIVITY

b. What else would you like to know about Sao Yanghwe?

In your groups, think of some questions you could ask about her.

Part 2: Time order and time phrases

2.1 Story from pictures

This is a **diagnostic** exercise - it is designed so that the teacher can see how much students know about time order, and time order transition signals (signal words).

- If students find this exercise easy, and demonstrate appropriate use of time order transition signals, you can cover this chapter very quickly.
- If students find this exercise challenging, and don't use appropriate time signals, you should spend more time on this chapter.

EXERCISE

a. Students look at the pictures, and put them in order.

Answers: 4, 1, 3, 2

EXERCISE

b. Students write a couple of sentences for each picture, describing what is happening.

EXERCISE

c. Students put their sentences together, to make a paragraph.

Go around the class, checking their paragraphs. How are they linking their sentences? Are any of them using time signal words or phrases? (*first, after that, next, then etc.*)

2.2 Using time order

EXERCISE

a. Students number each sentence in correct time order.

EXERCISE

b. Students join the sentences so they make a coherent paragraph in correct time order.

Answers:

A. The rock band 'Floating Stone' toured around Shan State. Their first concert was in Taunggyi. From there, they went to Lashio and Hsipaw. After that, they spent some time relaxing in Kentung, and finally they went back home to Mandalay.

B. Jacob and Tin Tin Ma wanted a large family. When their first child was born, they decided on a name very easily. As the family became larger, finding names became harder and harder. After their tenth child was born, they couldn't think of a name at all, so they called him 'Ten'.

C. In January, Naw Paw got a job in an office in Pa-an. She was good at her work, and after three months she became the office manager. In July, she hired a clever young man to help with the computers. They enjoyed working together very much, and at the end of the year, they got married.

2.3 Signal words

EXERCISE

a. Students read the paragraph and circle the signal words (*time order transition signals*).

Answers:

Hakim had a busy morning. (First) he cleaned his kitchen. (Then) he sat down and wrote some letters on his computer. (After that) he went into town to go to the post office, the market and the computer shop. (Next) he went back home and cooked some lunch. (Finally) he sat down to rest.

Read the box, and explain about signal words.

BRAINSTORM

b. Students close their books.

Have a class brainstorm about signal words and phrases.

As well as the single words in the box, there are many more complex phrases that can signal time relationships, e.g. *during the class, After we left Burma, when I leave school*.

Read the information in the box.

Mention the punctuation - time order phrases are usually followed by a comma.

EXERCISE

c. Students complete the gap-fill with appropriate signal words.

Some possible answers:

I had a terrible morning. Everything went wrong. First, my alarm clock didn't go off, so I woke up an hour late. *Then / Next / After that*, I burned my hand when I was

making breakfast. *Then / Next / After that*, I ran out of the house without taking my homework. The teacher gets angry if anyone doesn't bring their homework, so I had to go back

and get it. *Then / Next / After that*, I ran down the road. People on the way looked at me in a strange way. I didn't want to talk with them as I worried that I could miss my first lesson.

Then / Next / After that / Finally, I walked the two kilometres to my school only to discover that it was Sunday!

2.4 Practice with signal words

EXERCISE

a. Establish the situation - Roi Nu has a plan to start a shop. Students order her tasks.

Answers:

2 Find a good place to have a shop

3/4 Buy some things to sell

5 Open the shop

1 Borrow some money

3/4 Set up the shop

b. Establish the situation - Roi Nu has opened her shop.

Students write (in the past tense) about what she did to open it.

Encourage them to add extra details to the story.

Example answers:

Roi Nu opened a small shop. First, she borrowed some money from her friend. Then she found a good place to have a shop, beside a busy road. After that, she bought some snacks and some betel nut to sell. Next she set up the shop. Finally, she opened the shop.

ACTIVITY

c. In groups of three or four, students choose one of the situations. They decide what steps they need to do to complete their task, and order them. Groups write paragraphs (in the present tense) to say how they can do their task.

ACTIVITY

d. Establish the situation - it is a week after they have completed their task. Students write how they have achieved their task. Get one group member to explain what they did to the rest of the class.

2.5 Prepositions of time

BRAINSTORM

a. Brainstorm a class list on the board of time prepositions. If you are not sure that something is a time preposition, get the student to make a sentence with it expressing a time relationship.

Students read through the text on page two, and identify all the prepositions that express time relationships.

Answers: *on (July 27), in (1937), at (age 22), for (the first few years), during (World War Two), in (1945), in (February 1947), after (independence from the British), in (1948), on (March 2, 1962), on (November 21), in (1969), in (2003), at (the age of 86)*

EXERCISE

b. Read the information in the box. Students complete the gap-fills with time prepositions.

Answers:

1. I lived in Pa-an from 1960 to 1968.
2. Thida was born in 1992, in May.
3. He was born on October 31 at 4:00 in the afternoon.
4. I'll meet you for lunch on Thursday at noon.
5. Our school closes in the hot season.
6. Mi Chan Mon goes to Maymyo every weekend to visit her parents. She takes the train on Saturday at 9:00 in the morning and arrives in Maymyo at 1 p.m.
7. There's a market in our village on Wednesday.
8. Thailand has a holiday on the King's Birthday, in December.

EXERCISE

c. Students write their own gap-fill sentences, like those in **2.5 b**.

They exchange sentences with another student, and complete their partner's gap-fills.

The text follows on from the text on page two - it is the biography of Chao Tzang Yawngghwe, the son of the Mahadevi of Yawngghwe. Dr Chao Tzang Yawngghwe was a prominent figure in the Burmese exile community, who was respected by leaders from different ethnic groups and throughout the democracy movement. He died as this module was being written. Some students may have seen his writings and heard him on the radio.

This is quite a difficult reading text, but again students do not need to understand everything in detail, as the exercises that accompany it are easy.

EXERCISE

d. Students look through this text for the eight incorrect prepositions of time, and correct them.

Answers:

Dr Chao Tzang Yangghwe, the son of Sao Shwe Thaike and Sao Nang Hearn Kham, died on Monday, July 26, 2004. He died at 6:30, Vancouver time (20:30, Bangkok Time) at his home in Canada.

Chao Tzang Yawngghwe was born on 26 April 1939 in Shan State, then known as the Federated Shan States. From 1961 to 63 he worked as an English teacher at Rangoon University.

In March 1962 General Ne Win took power in a military coup. Chao Tzang's younger brother, Sao Myee, was killed by government soldiers on March 2, and his father, the president of Burma, was taken to prison. He died in November. Chao Tzang left Rangoon in April the next year to join the Shan State Army.

From July to December he took part in the failed peace talks with Rangoon, and in 1971, he co-founded the Shan State Army's political arm, Shan State Progress Party. He left Thailand in 1985, and moved to Canada.

In Canada, he studied for a PhD in Political Science, which he finished in 1997. He was an advisor to the NCGUB and NRP. In March 2004 he became chairman of the Ethnic Nationalities Solidary and Co-operation Committee. He died three months later, of brain cancer.

ACTIVITY

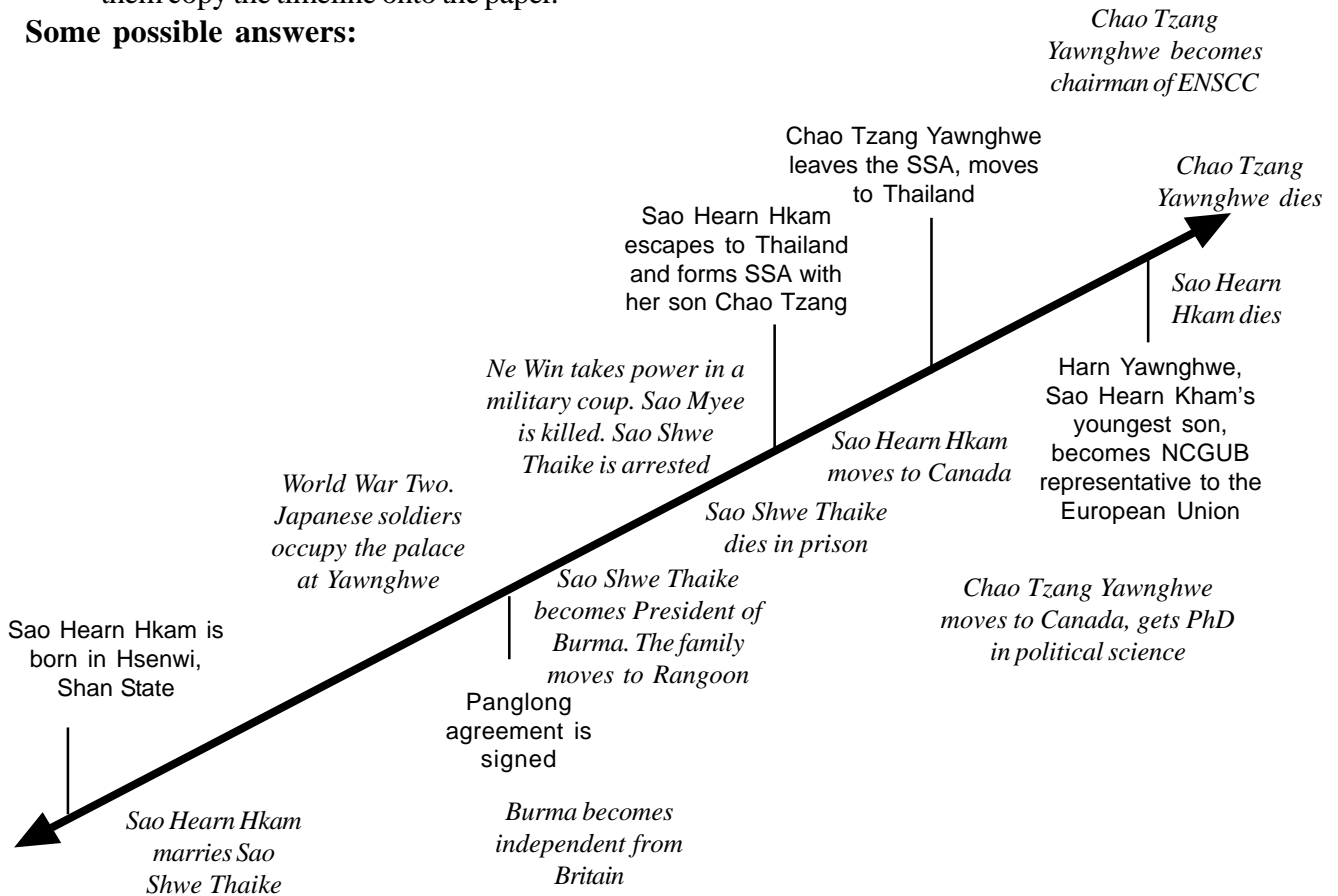
e. This is a timeline about events in the life of the Yawnghwe family.

Some of the information is from the texts on pages two and eight, some is new information.

In groups, students read through the two biographies, and put more information on the timeline.

This will be easier if you give each group a large sheet of paper and some marker pens, and have them copy the timeline onto the paper.

Some possible answers:



2.6 What happened?

EXERCISE

a. Students think of significant events that happened to them at the times on the list.

They write sentences about these events, using a specific time or date.

ACTIVITY

b. Students write the time and dates (**not** the events) on a piece of paper, and give it to a partner.

The partner asks ‘What happened...?’ questions about the time or date, e.g.

What happened on Friday?

What happened in 1983?

Students ask and answer about the dates on their papers.

EXERCISE

c. Students write a paragraph about these events in the lives of their partners.

When you mark, check for correct use of signal words, time phrases and prepositions.

Part 3: Structures to Narrate - *past simple*

This structure - the past simple tense - has been taught many, many times to your students! In this module, we treat it as a review. The focus is on reminding students about things they already know. There is also a strong focus on techniques to remember vocabulary, and spelling of irregular forms.

3.1 Mystery of the missing necklace.

a. Students read the story.

In groups, students discuss who they think took the necklace.

Each group should decide on a theory of who stole the necklace, and some evidence to support their theory. (Who took it, why, and how can they prove it?)

b. Students go through the text, and circle all the past simple verbs.

They then classify them into regular and irregular forms in the table.

regular forms	irregular forms
<i>loved looked cooked cleaned</i>	<i>was went found said wrote</i>
<i>earned saved asked tried</i>	<i>gave lost had woke rang</i>
<i>hated shouted arrested begged</i>	

3.2 Forming the regular past simple tense

Students should know this structure very well. If you see them having problems, you might want to spend more time on this - there is a list of extra resources for this structure in the **Supplementary Pack**.

EXERCISE

a. Students fill the gaps in the grammar box.

Answers:

2. change y to -ied.
3. add -ed played
4. add -ed dropped
5. add -ed showed
6. add -d loved
7. double the consonant, add -ed preferred
8. add -ed listened

EXERCISE

b. Students complete the past simple gap-fill, using their dictionaries for unfamiliar items.

Answers:

1. Laila studied hard at university, and graduated in 1996.
2. She travelled to Thailand to find a job.
3. In Bangkok, she worked as a maid for the Maneewan family.
4. She enjoyed looking after their baby.
5. John was the Maneewans' driver, and he also fixed / repaired things around the house. He fixed / repaired the TV and other electrical appliances.
6. Laila didn't like John. She avoided him as much as possible.
7. Laila and John stopped working when the Maneewans lost their money.
8. Laila decided to return to her family.
9. John disappeared with Mrs Maneewan's necklace. He blamed Laila.
10. When the police questioned John, he confessed to his crime.
11. He apologised to Laila and the Maneewans.

3.4 Irregular past tense verbs

DISCUSSION

a. Have an open discussion about methods of learning irregular verb forms. Tell students your own experiences, and any techniques you found useful. Get students to give their own ideas for good techniques.

BRAINSTORM

b. In this exercise, students work in groups to build lists of similar sound patterns. Students should do this from memory - don't let them look at the verb list in the appendix!

Some possible lists:

1. *drink - drank, ring - rang, sing - sang, sink - sank*
2. *grow - grew, throw - threw*
3. *feed - fed, feel - felt, lead - led, leave - left, sleep - slept*
4. *cut - cut, hit - hit, hurt - hurt, quit - quit, let - let*
5. *lend - lent, spend - spent, bend - bent*
6. *choose - chose, tell - told, speak - spoke, steal - stole, drive - drove, wake - woke, write - wrote*

EXERCISE

c. In their groups, students write defining rules for each group.

Answers:

2. *final vowel sound changes from 'o' to 'ew'.*
3. *final vowel sound changes from 'ee' to 'e'.*
4. *no change from present to past forms*
5. *final consonant changes from 'd' to 't'*
6. *final vowel sound changes to 'o'*

ACTIVITY

d. In groups of three, students do this activity to practice past tense forms.

3.5 Verb search

The activities on pages 13 and 14 are quite easy. If your students find this section very easy, you might want to skip these next two pages.

EXERCISE

a. Students look for past tense forms of the verbs in the box.

Answers:

f	w	e	t	n	s	h	o	o	k	u
l	o	s	t	b	m	x	o	p	n	n
e	r	r	c	c	e	n	d	e	e	d
w	d	a	g	f	a	c	t	d	l	e
o	l	n	f	o	n	y	a	i	t	r
r	h	d	i	u	t	m	u	m	i	s
e	y	r	m	g	e	d	g	t	e	t
k	s	a	s	h	i	w	h	h	s	o
e	w	t	r	t	o	g	t	r	j	o
s	d	a	o	i	u	t	h	e	l	d
a	e	h	t	o	l	d	z	w	l	n
y	s	s	b	u	d	s	t	a	n	g

ACTIVITY

b. Students make their own irregular past tense verb puzzles, and give them to another student to solve.

3.6 Rhyming verbs

This is a review of the pattern practice exercises on page 12.

Students practice rhyming verb combinations in pairs.

If students enjoy the competition, you can get the winner of each pair to compete with another pair of winners, then the winners of that compete with each other, until you have a 'final' to decide the class champion.

REVIEW

3.7 Negatives and questions in past simple

EXERCISE

a. Students fill the gaps in the grammar box.

Answers:

...*past simple tense*, we use the auxiliary verb **did**.

Did you see the newspaper this morning? No, I **didn't** see it. I was busy.

Where **did** you put my pen? I **didn't** touch it. Look, it's on the table.

EXERCISE

b. Students write true positive or negative sentences in the past tense about themselves.

Answers:

a. *I ate fish for breakfast or
I didn't eat fish for breakfast.*

b. *I went to Post-10 school last year. or
I didn't go to Post-10 school last year.*

c. *I studied Thai three years ago. or
I didn't study Thai three years ago.*

d. *My parents lived in Burma in 1990 or
My parents didn't live in Burma in 1990.*

e. *I got malaria when I was a baby. or
I didn't get malaria when I was a baby.*

f. *I did my homework last night. or
I didn't do my homework last night.*

g. *My family built a new house in the hot season. or
My family didn't build a new house in the hot season.*

h. *I watched a video last night. or
I didn't watch a video last night.*

i. *I had a best friend in primary school. or
I didn't have a best friend in primary school.*

j. *My teacher wore a white shirt yesterday. or
My teacher didn't wear a white shirt yesterday.*

ACTIVITY

c. In pairs, students ask and answer questions with the information in **b**.
Students provide extra information in their answers.

3.8 Practice with questions

EXERCISE

a. Students look at the biography of Chao Tzang Yawngwe for wh- quiz questions they can ask and answer about his life. The answers must be available in the text.

ACTIVITY

b. In groups of three, students choose the best 5 wh-questions.
Groups join with another group, and ask them questions.
If the other group finds the correct answer in 30 seconds, they get a point.

3.9 Word association story

BRAINSTORM

a. Students say either a noun or a verb. Write them all on the board.

ACTIVITY

b. Students write a story in the past tense. They must use all the words on the board (in any order they like). Encourage students to use their imaginations!

Marking: Mark for correct uses of the past simple tense, and a clever, creative story. Don't worry about other grammar and spelling mistakes, unless they make it difficult to understand the story.

Part 4: Combining Sentences

In this unit, students learn the uses of 'and' and 'or' to join positive and negative items. This unit only covers simple sentences with compound subject and compound verbs. Compound sentences will feature in module 5, and complex sentences later on. This unit is very accuracy focussed, with emphasis on correct grammar.

4.1 Subjects and verbs again

DISCUSSION

a. Students identify the compound subjects (*subjects with more than one item*) and compound verbs (*verbs with more than one item*) in the following sentences.

First, elicit answers for each sentence.

Then go through the explanations with the class.

Emphasise the difference between compound subjects/verbs and *compound sentences*.

An explanation you may want to use:

S **V** **V**
We stayed and studied late at school.

svv = simple sentence with compound verb
(only one sv combination)

S **S** **V**
My shirt and my jacket are wet.

ssv = simple sentence with compound subject
(only one sv combination)

S V **S V**
It's raining, and the wind is blowing.

svsv = compound sentence
(two sv combinations)

EXERCISE

b. Students read the text, and underline and mark all the subjects and verbs. **Answers:**

^s My ^v great-uncle ^s had ^v his eighty-fifth birthday last week. ^s He ^v is very fit and healthy, and ^v exercises every day. ^s He ^v doesn't ^v smoke or ^v drink alcohol. Every day, ^s he ^v walks for an hour and ^v lifts weights. ^s He ^v likes to have parties and ^v invite all our family to his house. ^s Twenty or thirty people ^v can sit in his house and ^v eat. ^s He never ^v gets tired and ^v is always the last to go to bed. Last summer ^s my great-uncle and ^s his friends ^v organised a big football competition. ^s Grandchildren ^v were in one team, ^s grandparents ^v were in the other team. ^s Old people and ^s young people ^v ran around and ^v kicked the ball all afternoon. In the end, ^s the grandparents' team ^v won 5-4!

EXERCISE

c. Students identify the simple sentences and compound sentences in the paragraph.

Remind them a simple sentence has only one sv combination.

Answers: *There is only one compound sentence in this paragraph: Last summer my great-uncle and his friends organised a big football competition.*

All the other sentences are sv, ssv or svv.

ACTIVITY

d. Students write three sentences about their own family; one ssv, one svv and one ssvv.

They should write two true sentences and one lie.

You may need to demonstrate this activity first: write ssv, svv and ssvv sentences on the board about your family, and make one a lie. Students guess which is the lie.

Students exchange sentences, and identify the lie.

Read out a few sets to the class, and get students to identify the lies.

4.2 Remember your subject / verb agreement!

This exercise revises students work on s/v agreement from module 1, but using compound subjects and verbs.

REVIEW

a. Students correct mistakes in s/v agreement in the sentences.

- Answers:**
- 1) *Correct*
 - 2) My young brother and sister like it very much.
 - 3) Sometimes coconut and sugar are very expensive.
 - 4) I use a lot of coconut, but not much sugar.
 - 5) *Correct*
 - 6) *Correct*
 - 7) People come to my house on Thursdays to watch TV.
 - 8) Everybody really enjoys my cooking.*

* *Everybody, anybody, nothing, everywhere* etc. are singular nouns.

4.3 Conjunctions

BRAINSTORM

a. Brainstorm a class list of conjunctions on the board.

Get students to check in the dictionary if you aren't sure.

Conjunctions are words that joins parts of sentences, e.g. *and, or, but, so, because, while, yet, if, as*, etc. Most conjunctions are used to join entire clauses rather than items.

EXERCISE

b. Students fill the gaps to complete the grammar box.

Answers:

Conjunctions	
a. <i>and</i> joins similar things.	<i>I like bananas and oranges.</i>
b. <i>or</i> joins similar things in negative sentences.	<i>I don't like papayas or mangoes.</i>
c. <i>or</i> also joins choices.	<i>I'll buy some bananas or some oranges. (I can't buy both)</i>
d. <i>but</i> joins contrasting things.	<i>I like bananas but I don't like papayas.</i>
e. <i>so</i> shows a result.	<i>I like bananas so I bought a kilo of them.</i>

Point out that *and* and *or* are commonly used with simple sentences. *But, so* and other conjunctions are more common in compound or complex sentences (*sentences with more than one clause*)

EXERCISE

c. Students combine these sentences, using *and* and *or*.

Remind students to check their s/v agreement!

Answers:

- I can speak and write English well.*
- I can't speak French or Chinese.*
- Fishpaste and rice is my favourite food.*
- You can have pork curry or chicken curry. / You can have pork or chicken curry.*
- Saw Htoo, Jenny and I watched a video last night.*
- Yesterday I cleaned my house, cooked a big meal and invited my friends over.*
- Do you want to leave now or stay here?*
- Chao Tzang Yawngwe, a famous Shan politician, studied in Burma and Canada.*
- He finished his PhD in 1997 and became an advisor to the NCGUB.*

4.4 Practice with combining sentences

DISCUSSION

- a. Write these sentences on the board, and elicit ways students can join them all together to make one sentence.

The simplest way is:

Laila, an English language graduate from Burma, and John, an ugly, dishonest man, lived in Bangkok and worked for the Maneewans.

Ask students if this is a simple or a compound sentence?

It's a simple sentence - the pattern is ssvv.

EXERCISE

- b. Students combine the sentences in each group, and write them as a paragraph.

There are a few possible correct answers. Here is the simplest way to combine these sentences.

Possible answers:

Yesterday, I had a horrible, difficult day. I got up late and washed quickly. I didn't eat breakfast or drink coffee. I had an important meeting in the city. I could get a bus or a taxi. I decided to take a bus and went to the bus station far from my house. A football team, a high school class and twenty monks were waiting for the bus. I missed the next bus, and had to wait for two hours. I was hungry, dirty and late for the meeting. At the meeting I didn't speak well or give my opinions. When I returned, my boss was very angry and said I was stupid. I hope she doesn't fire me or reduce my salary.

Either

Get students to exchange paragraphs with a partner, and have them check each other's writing

and / or

Mark it yourself. Check for well joined sentences with correct subject verb agreement.

Don't worry about other grammar or spelling mistakes.

Extra Idea

Play *Build the Sentence*. Write a basic simple sentence on the board, e.g.

My cat eats rats.

One by one, students come up to the board and add one, two or three words, e.g.

My fat cat eats rats.

My fat cat and my dog eat rats.

My fat cat and my thin dog eat rats.

My fat cat and my thin dog catch and eat rats.

My fat cat, my sister and my thin dog catch and eat rats.

My fat cat, my sister and my thin dog quickly catch and eat rats.

etc.

They need to make changes to grammar and punctuation as necessary.

Part 5: Biography

This unit focuses on writing biographies - the life stories of other people.

It has a fluency focused emphasis, and encourages students to write as widely as they can.

BRAINSTORM

5.1 What's in a biography?

BRAINSTORM

a. In groups, students brainstorm information you can find in a biography. They should look at the biographies on pages 2 and 8 for ideas. Groups write lists of biographical information.

ACTIVITY

b. Still in their groups, students think of all the questions they could ask about a person, 'X'. They write their questions on the mind-map, using wh- question words. Encourage groups to write their mind maps on big sheets of paper, and present them to the class.

Extra Idea

Do this as a *Poster Presentations* activity from **Millions and Millions of Activities** (page 71).

EXERCISE

c. Students work in pairs. Encourage people to work with people they don't know well, and students who were not in the same group they made the mind-map with. Students interview each other using the questions from their mind maps. They should also ask other questions, to try to find out as much interesting information about their partner as possible. Make sure students are writing down this information!

EXERCISE

d. Students write a short biography of their partner. They shouldn't write all the information that they have found out - first they should read their notes, and choose the more interesting things. They then write this into a short biography. Remind students of correct tense usage.

If you mark it yourself, mark for interesting information, tense usage and well joined sentences.

Read two or three of the most interesting out in class, omitting any names. Students can try to guess who it is about.

5.2 Some biographical details

DISCUSSION

a. Students look at the picture of Naw Louisa Benson.

If students are familiar with her, elicit what they already know about her, and write it on the board. If students have not heard of her, get them to infer or guess things about her based on the photograph, e.g. *She's a soldier, she looks intelligent.*

ACTIVITY

b. Students work in pairs to read the paragraphs and put them in chronological order.

Answers: 7, 9, 3, 2, 10, 8, 6, 5, 1, 4

BRAINSTORM

c. Students look at the questions in their mind maps, and see how many questions are answered in the text about Naw Louisa.

Get students to write lists of the answered questions, and compare their list with another student from the same mind mapping group.

ACTIVITY

d. Tell students they are going to have to memorise the information in the text. (*They don't need to memorise the exact words*). Give them two minutes to look at it.

Then put them into groups, and tell them to re-write the text. They don't have to write it exactly the same as in the module - they need to include the important information.

Put all of the texts on the wall, so students can compare them.

If you like, get students to vote on which is the best.

5.3 Putting information together

BRAINSTORM

a. Students look at the picture of Thakin Kodaw Hmaing.

If students are familiar with him, elicit what they already know about him, and write it on the board. If students have not heard of him, get them to infer or guess things about him based on the photograph, e.g. *He has an old-fashioned hairstyle, he is wise.*

ACTIVITY

b. Students work in groups. They write sentences about Kodaw Hmaing, based on the keywords. Remind them that sentences need a verb and subject!

Encourage students to use their dictionaries.

There are many possible correct sentences using the keywords - students have to guess at which will give the correct facts, e.g. *King Thibaw Min arrested* could be *King Thibaw Min was arrested*, or *King Thibaw Min arrested him*.

Tell students not to worry about making factual mistakes at this stage.

ACTIVITY

c. Groups compare their writing with another group, and see if they have the same information.

Either

Read the correct text aloud to the class.

or

Copy the correct text onto the board or worksheets.

Groups see what facts they guessed correctly.

They shouldn't worry about incorrect prepositions or other minor grammar mistakes here.

Correct text:

When Kodaw Hmaing was a young boy, he studied at a monastery in Mandalay. The British government arrested him when he was a teenager. After King Thibaw Min was arrested, Kodaw Hmaing continued his studies in many different places. He worked in Rangoon as an editor. In 1905 he wrote a novel about the history of Moulmein. He didn't like the British colonial government, and wrote books about independence. In World War Two he joined the underground and fought against the British. Later, he fought against the Japanese. He became chairperson of the Doburma organisation. In 1948 civil war broke out in Burma. Kodaw Hmaing called for peace. He wanted world peace, and travelled around Burma making speeches about world peace. He was interested in socialism, and travelled to socialist countries. He died in 1964. He is called 'The Father of Burmese Literature'.

5.4 Getting biographical information

DISCUSSION

a. Discuss the *sources* of information about Naw Louisa Benson and Thakin Kodaw Hmaing.

Where do students think this information came from? Elicit ideas from students.

Answers: *Naw Louisa* - an article in a newspaper. *Naw Louisa* is involved in an campaign protesting the Unicol pipeline in Southern Burma, and the information in the article came from this article in a U.S. newspaper.

Kodaw Hmaing - A book in Burmese language, translated into English and summarised.

BRAINSTORM

b. In groups, students brainstorm further sources of information about Naw Lousia and Thakin Kodaw Hmaing. Tell students to imagine they have to write articles about them for a newspaper, and think of how they could find out more information.

Some possible answers:

Naw Louisa - as Naw Louisa is alive, the easiest way is to find her address and write to her or phone her (or email her). Other sources could include Karen, Burmese and English language magazines, the internet, talking to people who know her.

Thakin Kodaw Hmaing- as he died forty years ago, there are probably people around who remember him, and you could contact them. Other sources include libraries, the internet and political and historical magazines and newspapers.

Culture note

One use of the internet is to find out information - it operates a bit like an electronic encyclopedia, which is changing every day as people put more and more information on it. As of October 2004, there was not much information available on Thakin Kodaw Hmaing, and a few articles about Naw Louisa Benson. As more groups from Burma start to use the internet, we can expect more information to become available.

5.5 Biographies of famous people**BRAINSTORM**

a. In groups, students decide what is the most important information to include in a biography of a famous person, and present their ideas to the class.

ACTIVITY

b. In their groups, students complete the charts about Naw Louisa Benson and Thakin Kodaw Hmaing.

Possible answers:

Naw Louisa: Reason she is famous - won beauty contests, became KNU commander after her husband was killed.

Education - probably mostly in Burma, one year at Tufts University, in America.

Important events in her life - won beauty contests, studied in US, father imprisoned, married Lin Tin, husband assassinated, took over his command, went to US, married again, working to help villagers displaced because of Yadana gas pipeline.

What is she like - beautiful, brave, intelligent, interested in sports.

Thakin Kodaw Hmaing: Reason he is famous - writing, independence struggle.

Education - monastery in Mandalay, many different places.

Important events in his life - was arrested as a teenager, worked as editor, wrote books, WW2 fought against British and Japanese, was chairperson Doburma organisation, travelled in Burma and world making speeches about peace, died in 1964

What was he like - intelligent, hardworking, brave, socialist, had strong beliefs.

EXERCISE

c. Students choose another famous person - either world famous or well known in their community, either alive or dead - and write notes about them: Reason they are famous, their education, important events in their life, and what are they like.

They only have to write notes, not an entire biography!

Part 6: Structures to Narrate - *direct speech*

This unit focuses on direct speech (quoted speech), and writing dialogues.

6.1 How is he talking?

EXERCISE

a. Students look at the pictures, and decide which face goes with which expression. They then write what he is saying into the gaps. Encourage them to use their dictionaries if necessary.

Answers:

- 2) “Keep away from that dog - it bites!” Bo Bo shouted.
- 3) “Help!” he screamed.
- 4) “Maybe she wants to marry me...” thought Bo Bo.
- 5) “Be careful - somebody might hear us” he whispered.
- 6) “That’s so funny!” Bo Bo laughed.
- 7) “I own two cars, an aeroplane and three white elephants” he lied.
- 8) “No, thanks. I’m not hungry.” replied Bo Bo.
- 9) “DON’T touch my bag!” Bo Bo snarled.

You may like to point out the correct punctuation and grammar to use with direct speech:

- Put other punctuation, such as a question mark, exclamation mark, comma or full stop, inside the speech marks.
- Capitalise the first word of the quote.
- You can put the quotation before, after the s/v combination:
“Stop!” she shouted.
She shouted, “Stop!”
- You can also put the ‘said’ part in the middle of a longer quote (although you probably don’t want to teach this much detail to students at this level)
“Stop that man!” she shouted. “He’s stealing my bag!”

There is a complete explanation of punctuation and grammar rules for direct speech in the **Supplementary Pack**.

ACTIVITY

b. In pairs, students practice saying the sentences in the manner written down. To encourage them, you could award a prize for best acting!

BRAINSTORM

c. Brainstorm a class list of verbs that express speech (or thought). There are many, many of these words, if students use their dictionaries, they will find more.

6.2 Dialogue

EXERCISE

Students read the comic.

Discuss the background to the story - what do students think happened before the story began?

6.3 Using speaking words

EXERCISE

a. Here is a text version of the cartoon, with some extra information added.

In pairs, students decide on more appropriate verbs to replace the *said*s.

Suggested answers:

“Oh Mother... Oh Mother... do you have any chickens? Give one to your son, and one for the commander, too. There are no chickens, son...” she sung.

‘From now on, anyone who catches a chicken thief, whether soldier or villager, send him to me. Do you all understand?’ asked / ordered the Headman.

Later that night the villagers gathered together quietly. ‘Wait close to the houses, and don’t make any noise. Shout if you see the thief.’ the Headman whispered / commanded.

Around midnight, one young man saw a soldier behind his house. ‘THIEF, THIEF! Stop, Chicken Thief!’ he demanded / shouted / yelled ‘Why are you stealing our chickens? You say the army is here to protect the villagers.’

The soldier turned angrily. ‘Hey! You’re a villager. I’m a soldier. Don’t insult me!’ snarled / shouted / spat the soldier. Then he hit the young man in the face with the chicken.

ACTIVITY

b. Students work in groups of five or six. They continue the story. Each student takes a turn to say something that happened next. Encourage students to include dialogue, e.g.

Then the headman asked ‘Why did you take our chicken?’

EXERCISE

c. Students write their endings to the story.

They must include some dialogue from the villagers, the young man, and the thief.

Marking: Mark for good dialogue, and an imaginative story.

6.4 Speaking practice

ACTIVITY

Each student gets two small pieces of paper. On one piece they write a sentence.

On the other piece of paper, they write a speaking verb.

e.g.

The teacher is very beautiful.

yelled

Collect all the sentences and mix them up.

Collect all the speaking verbs and mix them up.

Give each student one of each. They then have to say their sentence in the appropriate manner.

Part 7: Summarising

Students often find summarising difficult. It involves identifying and writing the main points of a text, so that the reader gets the important information but not the details. It is an essential real life skill if students are to get a job using their written English, or go on to further study in English. It requires a lot of practice to become skilled. Here, we provide a short introduction.

7.1 A short summary of summarising

DISCUSSION

Discuss summaries - elicit students' ideas on why, what, and when people write summaries. What real life situations do you use summaries for ?

Suggestions: book reviews, note taking, meeting minutes, etc.

7.2 Match the summary

EXERCISE

a. Students read the summaries, and identify the text it matches.

- Answers:**
- a.** *The mystery of the missing necklace, page 10*
 - b.** *Biography of Chao Tzang Yawngwe, page 8*
 - c.** *Biography of Kodaw Hmaing, page 21*
 - d.** *The chicken thief, page 23*
 - e.** *Biography of Sao Nang Kham Hearn, page 2*
 - f.** *Biography of Naw Louisa Benson, page 20.*

EXERCISE

b. Students complete the chart, using information from the summaries.

They should only include information from the summaries, not the texts themselves.

Suggested answers:

Text	who	what	where	when
a. <i>Necklace</i>	<i>A Burmese maid, A driver.</i>	<i>a woman is accused of stealing a necklace</i>	<i>Bangkok</i>	
b. <i>Chao Tzang Yawngwe</i>	<i>Chao Tzang Yawngwe</i>	<i>his life in Burma, Shan State army, and fighting for ethnic people's rights.</i>	<i>Burma, Thailand, Canada</i>	
c. <i>Kodaw Hmaing</i>	<i>Kodaw Hmaing</i>	<i>his life fighting the British for independence</i>	<i>Burma</i>	<i>the first half of the 20th century</i>
d. <i>Chicken Thief</i>	<i>villagers, soldier</i>	<i>The villagers make a plan to catch a chicken thief</i>		
e. <i>Sao Nang Kham Hearn</i>	<i>Sao Nang Kham Hearn</i>	<i>The Princess Yawngwe's life as princess, First Lady of Burma and MP</i>	<i>Burma, Thailand, Canada</i>	
f. <i>Naw Louisa Benson</i>	<i>Naw Louisa Benson</i>	<i>She won beauty contests, and became a KNU commander</i>	<i>Karen State, Burma, US</i>	

7.3 What are the main points?

EXERCISE

a. Students see if they can identify any of the pictures of money. It is unlikely that they will be able to identify many, especially if they have modules that have been copied many times! Only allow a short time for this.

Answers from top right, going clockwise:

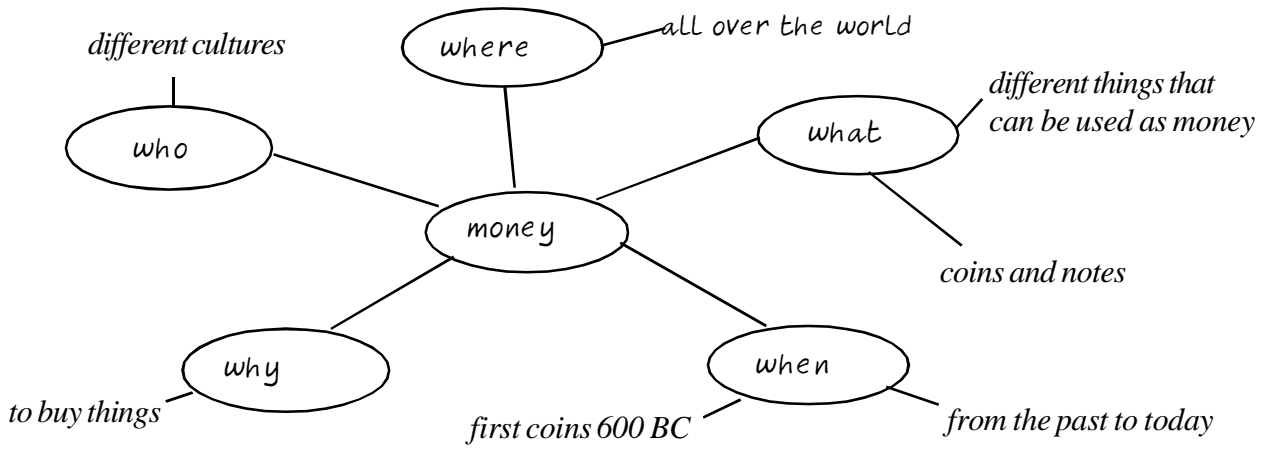
old ten rupee note (India), new east Timorese coins, old one satang coin (Thailand), 500 Euros, ancient Egyptian coin, old Chinese coins, two pounds (England), old Burmese coins, one Singapore dollar, one Hong Kong dollar (1958), 10 cents (US), one New Zealand dollar, new Iraqi notes.

Students read the article. Clarify anything they don't understand.

ACTIVITY

b. In groups of three or four, Students put the important information from the article on the mind-map. Point out that only the most important points are necessary!

Example answer:



EXERCISE

c. Students write one paragraph summaries of the article, based on their mind-maps.

Example answer:

People need money to buy things. In the past people used many things as money. Many different things can be used as money in different cultures. The first coins were used in 600 BC. Now, people use coins and notes.

REVIEW

d. Students check their writing, and compare with another student.

Discuss these summaries with the class. Elicit a list of important points from the text. Go through the list, and get students to decide which are important points, and which are details.

Marking: *Mark for main points rather than details, and chronological order (or a paragraph order that makes sense.)*

7.3 Match the summary

ACTIVITY

a. Do this activity individually or in pairs. Give out the biography cards from the supplementary pack, one for each student or pair of students

Students make a mind-map of the information, based on the mind-map above.

One a piece of paper, they then write one paragraph summaries, **without** using the name of the person - they should just use *she* or *he*.

ACTIVITY

b. Collect the biography sheets and the summaries. Put the biography sheets around the room. Put students into groups of four or five, and give each group four or five summaries. Groups go around the room matching the summaries to the biographies.

Part 8: Writing assignment

Students choose and write an assignment.

You can count this towards their term or yearly assessment.

ASSIGNMENT

8.1 Choose an assignment

Students read the choice of assignments, and choose one.

Each assignment has two part - the pre-writing and the writing. make sure students understand that they are expected to hand in their pre-writing part as well as their assignments.

A. *Biographical notes, and a biography.*

or

B. *A timeline, and a story.*

or

C. *A dialogue, and a text.*

Let them hand it in *after* they have finished the module.

Part 9: Check your writing: Spelling

This section builds on the “Check your writing” sections in Modules one and two, which encouraged students to check the s/v agreement and parts of speech. The focus of this module is checking spelling, identifying incorrect spelling and techniques to remember correct spelling.

9.1 Difficult words to spell

EXERCISE

This is a list of words that are often spelled wrongly, by language learners and native speakers. In this list, there are 25 mistakes. Give students two minutes to scan the list very quickly and mark the mistakes.

The aim of this exercise is for students to spot wrongly spelled words quickly. At this stage, don't let them use dictionaries - just see how many they can spot by looking.

After they have finished, discuss how they know they are wrong. Is it because of rules, or do they automatically recognise errors?

Answers:

acheive, adress, arguement, begginning, busness, commitee, contry, decscribe, dictionary, dissapoint, eightgh, exellent, Feburary, fourty, government, immedeatly, intresting, neccesary, probabably, some times, suceed, tecnique, usally, Wedesday

Get students to write the correct spellings on the board.

Discuss the information in the box. Although there are spelling rules, there are many exceptions to these rules, and many words that have no rules.

Except for inflexions (different forms of the same word: speech parts, suffixes/prefixes, and changing the forms of verbs for tense, nouns for plurals, comparative adjective forms etc), trying to learn English spelling by rules is mostly a waste of time.

9.2 Spelling rules

DISCUSSION

a. Students discuss this spelling rule, and make a fuller explanation (restate the information)

Example answer:

I is always before E in a word, unless a C comes first.

BRAINSTORM

b. Brainstorm a class list of examples of this rule on the board.

Suggestions: *achieve, believe, brief, hygiene, thief, friend, chief, patient, priest*

BRAINSTORM

c. Brainstorm a class list of exceptions to this rule on the board.

Suggestions: *ceiling, foreign, height, receipt, receive, weigh*

Make the point that there are as many exceptions as examples to this rule.

There is a list of spelling rules in the **Supplementary Pack**.

9.3 Spelling strategies

In English, pronunciation is not always a good guide to spelling.

BRAINSTORM

a. In groups, students brainstorm lists of words where the spelling and pronunciation are different. See which group can make the biggest list in two minutes. Get groups to write their lists on the board.

DISCUSSION

b. Discuss ways that students remember these words.

Do they try to memorise spellings a lot, or do they find that after seeing and writing words a few times, they know how to spell it?

9.4 Focus on the difficult parts

EXERCISE

a. Students identify the difficult letter sequences in this text.

DISCUSSION

b. Students compare their letter sequences with a partner. Do they have the same sequences? Elicit sequences students find difficult, and write them on the board.

Extra Idea

Do a *Group Spelling Competition*. Write some words that students find difficult on a list. Divide students into two teams. One representative from each team comes up to the board. Call out a word, and the first student to write the correct spelling on the board gets a point for their team. The winner is the team with the most points.

9.5 Be your own spell checker: Does it look right?

EXERCISE

Students scan the text for mistakes, underline them, and write ^{sp} beside each mistake.

Give them exactly one minute to do this.

They don't need to correct the spelling, just identify the wrong spellings.

Answers:

Her jobb^{sp} was not so bad - she looked after the baby, cooked and cleaned. She loved the baby, and the coking^{sp} and cleening^{sp} were OK. She erned^{sp} quite good money, and safed^{sp} most of it. The only problem was John, the family's driver. He said he was in loue^{sp} with Laila. He rote^{sp} her letters, gave her presants^{sp} and asked her to marry him. One day, he tryed^{sp} to kiss her when nobody was looking. Laila hated John. 'I will NEVER marry you! Now go away and leive^{sp} me alone!' she shoutted^{sp}.

9.6 Be your partner's spell checker

DISCUSSION

a. Elicit a topic that students want to fast write about. Make sure all the class agrees!

ACTIVITY

b. Give students five minutes to fast write on the topic, without worrying about spelling or grammar. The idea is to write as many words as possible.

Students exchange writing, and identify each other's spelling mistakes. They underline them and mark them with ^{sp}.

9.7 Revision

REVIEW

Students check each other's fast writing for mistakes dealt with in modules 1 and 2.

Wrong speech parts with a **ww**, missing words with a **^**, and subject/verb agreement mistakes with a **s/v**.

They then return each other's writing, and examine their own mistakes.

9.8 Check your assignments

ASSIGNMENT

Students check their assignments for spelling mistakes, wrong words, missing words, and subject/verb agreement mistakes.

They then redraft their assignments, and hand them in.

Marking: *Mark 50% for content - interesting, understandable writing.*

Mark 30% for chronological order, with appropriate tense uses

Mark 20% for subject / verb agreement, spelling, and use of signal words.

Appendix: Irregular verbs in past simple

<i>be</i>	was/were	<i>grow</i>	grew	<i>shoot</i>	shot
<i>bear</i>	beat	<i>hang</i>	hung	<i>show</i>	showed
<i>begin</i>	began	<i>have</i>	had	<i>shrink</i>	shrank
<i>bend</i>	bent	<i>hear</i>	heard	<i>shut</i>	shut
<i>bet</i>	bet	<i>hide</i>	hid	<i>sing</i>	sang
<i>bite</i>	bit	<i>hit</i>	hit	<i>sink</i>	sank
<i>blow</i>	blew	<i>hold</i>	held	<i>sit</i>	sat
<i>break</i>	broke	<i>hurt</i>	hurt	<i>sleep</i>	slept
<i>bring</i>	brought	<i>keep</i>	kept	<i>slide</i>	slid
<i>broadcast</i>	broadcast	<i>kneel</i>	knelt	<i>speak</i>	spoke
<i>build</i>	built	<i>know</i>	knew	<i>spend</i>	spent
<i>burst</i>	burst	<i>lay</i>	laid	<i>spit</i>	spat
<i>buy</i>	bought	<i>lead</i>	led	<i>split</i>	split
<i>catch</i>	caught	<i>leave</i>	left	<i>spread</i>	spread
<i>choose</i>	chose	<i>lend</i>	lent	<i>spring</i>	sprang
<i>come</i>	came	<i>let</i>	let	<i>stand</i>	stood
<i>cost</i>	cost	<i>lie</i>	lie	<i>steal</i>	stole
<i>creep</i>	crept	<i>light</i>	lit	<i>stick</i>	stuck
<i>cut</i>	cut	<i>lose</i>	lost	<i>sting</i>	stung
<i>deal</i>	dealt	<i>make</i>	made	<i>stink</i>	stank
<i>dig</i>	dug	<i>mean</i>	meant	<i>strike</i>	struck
<i>do</i>	did	<i>meet</i>	met	<i>swear</i>	swore
<i>draw</i>	drew	<i>pay</i>	paid	<i>sweep</i>	swept
<i>drink</i>	drank	<i>put</i>	put	<i>swim</i>	swam
<i>drive</i>	drove	<i>read</i>	read	<i>swing</i>	swung
<i>eat</i>	ate	<i>ride</i>	rode	<i>take</i>	took
<i>fall</i>	fell	<i>ring</i>	rang	<i>teach</i>	taught
<i>feed</i>	fed	<i>rise</i>	rose	<i>tear</i>	tore
<i>feel</i>	fled	<i>run</i>	ran	<i>tell</i>	told
<i>fly</i>	flew	<i>say</i>	said	<i>think</i>	thought
<i>forbid</i>	forbade	<i>see</i>	saw	<i>throw</i>	threw
<i>forget</i>	forgot	<i>sell</i>	sold	<i>understand</i>	understood
<i>forgive</i>	forgave	<i>send</i>	sent	<i>wake</i>	woke
<i>freeze</i>	froze	<i>set</i>	set	<i>wear</i>	wore
<i>get</i>	got	<i>sew</i>	sewed	<i>weep</i>	wept
<i>give</i>	gave	<i>shake</i>	shook	<i>win</i>	won
<i>go</i>	went	<i>shine</i>	shone	<i>write</i>	wrote