

Reading and Writing Module 3

Narrating Past Events

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Welcome to Reading and Writing Module 3 - Narrating Past Events
In this module, you will focus on:

skills

- Telling a story in the past
- Using chronological (time) order
- Researching and writing biographies
- Writing dialogue
- Identifying main points
- Summarising written texts
- Identifying and using correct spelling

structures

- Using signal words to show time order
- Using prepositions of time
- Revising past simple tense structures
- Combining sentences
- Using conjunctions
- Using direct speech
- Recognising common spelling patterns

Part 1: Introduction

1.1 A Princess from Shan State

DISCUSSION

a. Do you know the woman in the pictures? What do you know about her? What can you infer about her from the picture?

EXERCISE

b. Read the text quickly.

Sao Nang Hearn Kham, the Mahadevi (Princess) Yawnghwe was a very important figure in Shan history and the history of Burma. She was a member of the Burmese parliament, the wife of the first president and later, the leader of a rebel army.

She was born on May 27, 1916 in North Hsenwi, in northern Shan State. Her father was one of 33 independent rulers of mountainous Shan State. The young Hsenwi princess attended schools in Maymyo and Kalaw. She loved her studies and wanted to be a “modern girl”. She didn’t want a traditional, arranged marriage. But in 1937, at age 22, her family arranged for her to marry Sao Shwe Thaike, the powerful ruler of Yawnghwe in southern Shan State. For the first few years of marriage, the Mahadevi settled into the traditional life of a Shan ruling family. Gradually, the lonely princess involved herself in state affairs. She encouraged Shan people to unite.

During World War II, Japanese soldiers moved into the palace at Yanghwe. The family lived on the second floor of the palace, and the Japanese officers lived on the ground floor. Sao was afraid of the Japanese soldiers. However, the family survived three years of Japanese occupation without major problems.



The British returned in 1945, but without a plan for Shan State. In February 1947, Shan leaders gathered at Panglong, where they agreed to join an independent Union of Burma. After independence from the British, Sao Shwe Thaike was chosen as president. In 1948 the family moved to Rangoon. There Sao Yawnghwe served as the First Lady. Later she became a member of parliament for her birthplace, Hsenwi.



When the military took power on March 2, 1962, Sao Shwe Thaike was a major target. The Burma Army surrounded the family’s Rangoon home and killed Sao’s third-eldest son, Sao Myee. The president was arrested and sent to jail, where he died on November 21. One year later Sao gathered her children and fled to Thailand.

Sao set up a house in Chiang Mai, and her younger children attended school there. The exiled princess worked with her second son, Chao Tzang, to form a rebel army, the Shan State Army (SSA). In 1969 she left to join her eldest son in Canada. She died in 2003, at the age of 86.

EXERCISE

c. Here are some short paragraphs about the text. Put the paragraphs in order.

1. The Burmese military took over the country and killed Sao's husband. She fled to Thailand.
2. The Japanese army came to Burma, and spent three years in Sao's palace.
3. Sao moved to Chiang Mai and organised the SSA. Later she went to Canada, where she died.
4. Sao Nang Hearn Kham has had an interesting life. She is very important to Shan and Burmese history.
5. The Shan signed the Panglong agreement. Burma got independence from the British, and Sao's husband became Burma's first president.
6. Sao didn't want a traditional lifestyle, but her family arranged for her to marry the Prince of Yanghwe. She became involved in politics.

What are these short paragraphs called?

Hint: If you turn to the contents page of this module, you will find this word.

ACTIVITY

d. Circle the words in the text you don't understand.

Work in groups of three or four. Does anyone else in your group know these words?

Make a list of words that nobody in your group understands.

Tell these words to the class, and make a class list on the board.

Can anyone guess the meanings of these words?

DISCUSSION

e. What do you call this type of text?

Hint: If you turn to the contents page of this module, you will find this word.

What tenses were used in this text?

This is one type of *narrative writing*. Where else can you find narrative writing?

1.2 Questions

DISCUSSION

a. In groups, think of five questions to ask about Sao Yawnghwe.

The answers must be available in the text.

Join with another group, and ask them your questions.

Give them 30 seconds to find the answer to each question. Do they get them correct?

ACTIVITY

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

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

Part 2: Time order and time phrases

2.1 Story from pictures

Look at these pictures. They they tell a story, but they are not in the right order.

1.



2.



3.



4.



EXERCISE

a. Number the pictures so they are in the right time order.

EXERCISE

b. Write one or two sentences for each picture describing what happened.

EXERCISE

c. Put your sentences together to make a paragraph.

2.2 Using time order

EXERCISE

a. The sentences below belong to the same paragraph, but they are not in the correct order. Number them so they follow a logical time order.

A.

_____ After that, they spent some time relaxing in Kentung, and finally they went back home to Mandalay.

_____ From there, they went to Lashio and Hsipaw.

 1 The rock band 'Floating Stone' toured around Shan State.

_____ Their first concert was in Taunggyi.





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

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



EXERCISE

b. Write the sentences into paragraphs.

2.3 Signal words

EXERCISE

a. What are the *signal words* in this paragraph? Signal words show the order that things happened. Circle the signal words in the paragraph.

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.

Signal words (transitions)

Signal words show *time relationships*. We use signal words to guide the reader from one idea to the next.

BRAINSTORM

b. How many signal words do you know? Make a class list on the board.

The easiest signal words number the order things happen, e.g.

First , light a fire.

Second , wash your rice. .

Third , put water and salt into the pot with the rice.

Fourth , cook the rice.

Finally , eat your rice with some delicious curries.

People mostly use these signal words in **instructions**.

Here are some more sentences with signal words. Don't forget the punctuation!

Before Hakim went to town, he cleaned his kitchen,
and then he washed his hair.

Next , he ironed his shirt.

After that , he left the house.

EXERCISE

c. Fill the gaps with signal words.

I had a terrible morning. Everything went wrong. First , my alarm clock didn't go off, so I woke up an hour late. _____ I burned my hand when I was making breakfast. _____ 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. _____ 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. _____, I walked the two kilometres to my school only to discover that it was Sunday!

2.4 Practice with signal words

EXERCISE

a. Roi Nu wants to open a small shop, but she doesn't have any money. She has to do many things before she can open her shop! Read the list and put the things in order.

____ Find a good place to have a shop

____ Buy some things to sell

____ Open the shop

1 Borrow some money

____ Set up the shop

b. Roi Nu's shop is open. Write a paragraph explaining how she did it.

Roi Nu opened a small shop. First, she borrowed some money from her friend.

ACTIVITY

d. Work in groups. Choose **one** of these situations:

1. Your group is planting a vegetable garden
2. Your group is organising a picnic
3. Your group is organising a concert to raise money for your school.

First, make a list of the steps you take to do this.

Second, put these steps in order.

After that, write them in complete sentences, with appropriate signal words.

Finally, write these sentences in a paragraph. Use the present tense.

ACTIVITY

e. Pretend it is one week after you did these things. One member of your group tells the class what you did, and how you did it.

We planted a vegetable garden last week. First, we found some land...

2.5 Prepositions of time

BRAINSTORM

a. What prepositions do you know that express time?

Read through the text on page 2 for ideas.

Prepositions of time

Prepositions show time order. Here are the basic ones:

Date

in March, in October
in the rainy season
on Saturday, on Tuesday
on July 28, on the 3rd of May
on New Year's Day
at the end of the year
at the beginning of class
at Christmas, at Thingyan
from Monday to Friday
from 2002 - 2004

Time

at five o'clock, at 12.45
at midday, at night
in the afternoon, in the evening
from 2.00 to 4.30

EXERCISE

b. Write the correct prepositions in the gaps.

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

EXERCISE**c.** Write your own gap-fill exercises like those in **b**.

Write five sentences with missing prepositions of time, and give them to another student.

How many did they answer correctly?

EXERCISE**d.** Identify and correct the mistakes in this paragraph. There are eight incorrect prepositions.

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

Chao Tzang Yawnghwe was born on 26 April 1939 in Shan State, then known as Federated Shan States. In 1961 to 1963 he worked as an English teacher at Rangoon University. On 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 at November. Chao Tzang left Rangoon on 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 on 1997. He was an advisor to the NCGUB and NRP. On March 2004 he became chairman of the Ethnic Nationalities Solidary and Co-operation Committee. He died three months later, of brain cancer.



Chao Tzang with his mother and siblings:

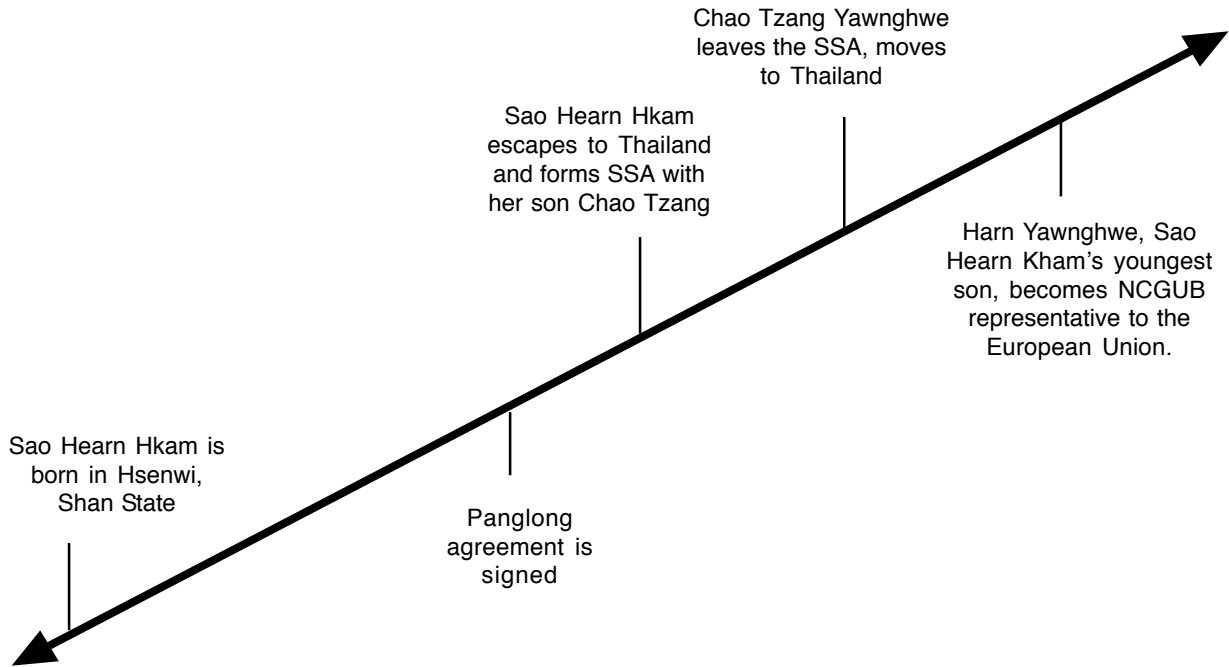
L-R: Sao Ying Sita, Sao Harn, Sao Hso Hkan Hpa (Tiger), Sao Hearn Hkam, Chao Tzang and Sao Myee. Seated are Sao Leun and Haymar.

“Our task is not only to say or show the world that the SPDC is BAD, BAD, BAD, it is also to convince the world that we are the available alternative, that we are smart, we get things done.”

- Chao Tzang Yawnghwe, February 2004

ACTIVITY

e. Look at this timeline. Here are some more events in the life of Sao Nang Hearn Kham and her family. Read through the texts on page 2 and page 8. Work in groups. Add more information to the timeline.



2.6 What happened?

EXERCISE

a. What are some important things that have happened to you?

Think of things that happened:

- Today
- This week/month/year
- Three years ago
- When you were a child

Write sentences about each event, giving time or date, e.g.

At half past eight I had a shower

In 1997 my baby sister was born

ACTIVITY

b. Write the four *time/dates* on a piece of paper, and give it to your partner.

Look at your partner's times/dates and ask 'What happened...?' questions.



What happened in July?

I went to my uncle's wedding.



EXERCISE

c. Write a paragraph about events in the life of your partner.

Part 3: Structures to Narrate - *past simple*

3.1 Mystery of the missing necklace.

EXERCISE

a. Read the text.

Laila was a young Muslim woman from Rangoon. Although she was an English language graduate, she couldn't find a job in Burma, so she went to Bangkok in 1996. She was lucky, she soon found a job as a maid for a wealthy family, the Maneewans. Her job was not so bad - she looked after the baby, cooked and cleaned. She loved the baby, and the cooking and cleaning were OK. She earned quite good money, and saved most of it. The only problem was John, the family's driver. He said he was in love with Laila. He wrote her letters, gave her presents and asked her to marry him. One day, he tried to kiss her when nobody was looking. Laila hated John. 'I will NEVER marry you! Now go away and leave me alone!' she shouted.

The next year the family lost all their money in the Asian financial crisis. They couldn't afford to keep servants, so Laila, John and the other servants lost their jobs. Laila was sad to leave the baby, but she had a lot of money to take back to her family. She said goodbye to the family, and left Bangkok.

The next morning, when Mrs Maneewan woke up, her beautiful gold necklace was not in her drawer. Instead, there was a note.

I tuk your nekliss.
I no have job no have money.
goodby, Laila.

The Maneewans rang the police. They arrested Laila at the Bangkok bus station. 'I didn't take it - it wasn't me!' Laila begged.

DISCUSSION

Do you believe her? Who do you think took the necklace? Why? How do you know?

EXERCISE

b. Circle all the verbs in the past simple tense. Classify them into *regular* and *irregular* forms. Write them in the table.

regular forms	irregular forms
<i>Loved</i>	<i>was</i>

3.2 Forming the regular past simple tense

EXERCISE

a. Complete the grammar box.

Verbs in the past simple tense			
If the verb ends in:			
1) a consonant	<i>want</i>	add -ed	<i>wanted</i>
2) a consonant + y	<i>try</i>	change y to _____	<i>tried</i>
3) a vowel + y	<i>play</i>	_____	_____
4) a consonant + vowel + consonant	<i>drop</i>	double the consonant, add _____	_____
5) x or w	<i>show</i>	_____	<i>showed</i>
6) a vowel	<i>love</i>	_____	_____
7) two syllable verbs with stress on the last syllable	<i>prefer</i>	_____,	_____
8) two syllable verbs with stress on the first syllable	<i>listen</i>	add _____	_____

EXERCISE

b. Do you know all the verbs in the box? If you don't, look them up in your dictionary. Fill the gaps with correct forms of the past simple.

stop	repair	disappear	travel	confess	graduate	fix	enjoy
work	decide	avoid	study	apologise	question	blame	

- Laila _____ hard at university, and _____ in 1996.
- She _____ to Thailand to find a job.
- In Bangkok, she _____ as a maid for the Maneewan family.
- She _____ looking after their baby.
- John was the Maneewans' driver, and he also _____ things around the house. He _____ the TV and other electrical appliances.
- Laila didn't like John. She _____ him as much as possible.
- Laila and John _____ working when the Maneewans lost their money.
- Laila _____ to return to her family.
- John _____ with Mrs Maneewan's necklace. He _____ Laila.
- When the police _____ John, he _____ to his crime.
- He _____ to Laila and the Maneewans.

3.4 Irregular past tense verbs

DISCUSSION

a. How do you learn irregular verb forms in the past?
Think back to when you first had to learn them.
What techniques did you use? Do you know any good ones?

BRAINSTORM

b. Look at the verbs in the boxes. In groups, think of more verbs for each box.
Hint: focus on the sounds, not the spelling of the verbs.

<p>1. begin - <i>began</i> swim - <i>swam</i></p>	<p>2. blow - <i>blew</i> know - <i>knew</i></p>	<p>3. keep - <i>kept</i> read - <i>read</i> meet - <i>met</i></p>
<p>4. cost - <i>cost</i> put - <i>put</i></p>	<p>5. send - <i>sent</i> build - <i>built</i></p>	<p>6. break - <i>broke</i> ride - <i>rode</i> sell - <i>sold</i></p>

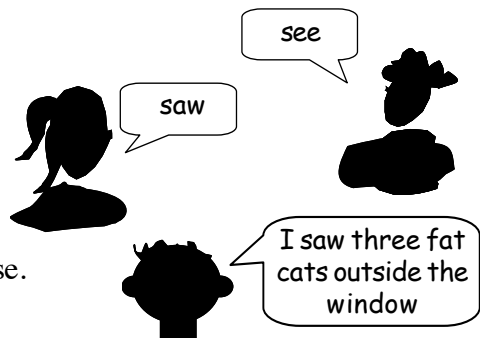
EXERCISE

c. What are the rules for each group?

1. final vowel sound changes from 'i' to 'a' (as in **fat**)
- 2.
- 3.
- 4.
- 5.
- 6.

ACTIVITY

d. Work in groups of three.
Student A says an irregular verb.
Student B says the past tense.
Student C makes a sentence using the verb in the past tense.
Then student B chooses the next verb.



3.7 Negatives and questions in past simple

EXERCISE

a. Complete the grammar box.

Negatives and questions in the past simple tense

When we make negatives and questions in the past simple tense, we use the auxiliary verb _____ .

_____ you see the newspaper this morning? No, I _____ see it. I was busy.

Where _____ you put my pen? I _____ touch it. Look, it's on the table.

EXERCISE

b. Write sentences that are true for you. Use the past tense (negative or positive).

e.g. you/wake up/at 5.00? *I woke up at 5.00 or I didn't wake up at 5.00*

- a) you/eat fish for breakfast
- b) you/go to Post-10 school/last year
- c) you/study Thai/three years ago
- d) your parents/live in Burma/in 1990
- e) you/get malaria/when you were a baby
- f) you/do your homework/last night
- g) your family/build a new house/in the dry season
- h) you/watch a video/last night
- i) you/have a best friend/in primary school
- j) your teacher/wear a white shirt/yesterday

ACTIVITY

c. In pairs, ask and answer questions with the information in b.

When you answer, provide more information, e.g.

Did you wake up at 5.00? - *No I didn't. I woke up at 6.30.*
- *Yes, I woke up and then I brushed my teeth.*

3.8 Practice with questions

EXERCISE

a. Turn to page 8. Look at the biography of Chao Tzang Yawngwe, and write wh- questions you could ask about his life.

What? Where? When? How many? Who? Why? How?

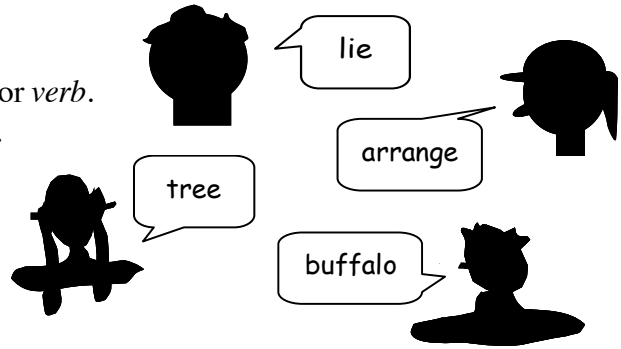
ACTIVITY

b. Work in groups of three. Choose the best five questions. Make sure you know the answers! Ask your questions to another group. They are not allowed to look at their books - try to answer from memory!

3.9 Word association story

BRAINSTORM

a. In turns, everyone in the class says a *noun* or *verb*. The teacher will write the words on the board.



ACTIVITY

b. Write a story. You must use all the words on the board, in the past tense.

I lay in a tree. My buffalo arranged some flowers on the ground...

Part 4: Combining Sentences

4.1 Subjects and verbs again

DISCUSSION

a. Which of these sentences contains a compound subject?
Which contains a compound verb?

It's raining, and the wind is blowing.

I'm waiting for my brother.

We stayed and studied late at school.

I'm cold and uncomfortable.

My shirt and my jacket are wet.

I didn't bring my raincoat, and I left my umbrella at my friends house.

My brother and I hate and fear the dark.

The first sentence - *It's raining, and the wind is blowing* - is a compound sentence, as there are two separate s/v combinations.

The second sentence has a simple subject and a simple verb.

The third sentence, *We stayed and studied late at school* - has a compound verb.

The fourth sentence has a simple subject '*I*' and a simple verb '*am*'.

The fifth sentence, has a compound subject: *shirt and jacket*.

The sixth sentence is a compound sentence, as there are two separate s/v combinations.

The last sentence, *My brother and I hate and fear the dark* - has a compound subject - *My brother and I* - and a compound verb - *hate and fear*. It is not a compound sentence, as the subjects and verbs are together, (SSVV) rather than mixed (SVSV).

In this module, we are not looking at compound sentences. You'll meet them in Module 5.

EXERCISE

b. Underline the subjects and verbs in this text, and write an S or a V above them.

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

EXERCISE

c. Which are simple sentences, and which are compound sentences?

ACTIVITY

d. Think about your own family. Write one sentence with a compound subject, one sentence with a compound verb, and one sentence with a compound subject and a compound verb. Make two sentences true, and one sentence false.

- e.g. *My brother and sister have three aeroplanes.*
My mother speaks and writes Pa-O Language.
My cousins and their friends buy and sell used cars.

Give your sentences to a partner. Can they guess which sentence is false?

4.2 Remember your subject / verb agreement!

REVIEW

a. Check the subject-verb agreement on these sentences. Some have compound subjects. If the subject and verb do not agree, change the verb.

- 1) I like to cook thagu with coconut.
- 2) My young brother and sister likes it very much.
- 3) Sometimes coconut and sugar is very expensive.
- 4) I uses a lot of coconut, but not much sugar.
- 5) Sometimes I add a tin of milk or some chocolate.
- 6) I cooked thagu and hot chocolate drink last Thursday.
- 7) People comes to my house on Thursdays to watch TV.
- 8) Everybody really enjoy my cooking.

4.3 Conjunctions

BRAINSTORM

a. How many conjunctions do you know? Make a class list on the board.

EXERCISE

b. Complete the grammar box. Which conjunctions are used in simple sentences?

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

EXERCISE

c. Work in pairs. Use *and* or *or* to join these sentences.

- 1.** I don't play table tennis. I don't play badminton.
I don't play table tennis or badminton.
- 2.** I can speak English well. I can write English well.
- 3.** I can't speak French. I can't speak Chinese.
- 4.** Fishpaste is my favourite food. Rice is my favourite food.
- 5.** You can have pork curry. You can have chicken curry. (*you must choose one*).
- 6.** Saw Htoo watched a video last night. Jenny watched a video last night.
I watched a video last night.
- 7.** Yesterday I cleaned my house. I cooked a big meal. I invited my friends over.
- 8.** Do you want to leave now? Do you want to stay here? (*you must choose one*).
- 9.** Chao Tzang Yawngwe, a famous Shan politician, studied in Burma.
Chao Tzang Yawngwe, a famous Shan politician, studied in Canada.
- 10.** He finished his PhD in 1997. He became an advisor to the NCGUB.

4.4 Practice with combining sentences

DISCUSSION

a. What is the best way to join these sentences?

Laila, an English language graduate from Burma, lived in Bangkok.

Laila, an English language graduate from Burma, worked as a servant for the Maneewans.

John, an ugly, dishonest man, lived in Bangkok.

John, an ugly, dishonest man, worked as a servant for the Maneewans.

Rules for sentence combining

- Don't repeat words if possible.
I like football. I like volleyball. = *I like football and volleyball*
I like football and I like volleyball.
- You can change words, for example noun to pronoun, or single to plural form.
Yee likes football. Ma Ma likes football. = *Yee and Ma Ma like football.*
- Don't leave out important details.
I play football on Tuesdays. I play volleyball on Fridays at the school.
= *I play football on Tuesdays, and volleyball on Fridays at the school.*
~~*I play football on Tuesdays and volleyball on Fridays.*~~

EXERCISE

b. Combine the sentences in each group to make one sentence.

There are many correct possibilities!

Then combine all your sentences into a paragraph.

1. Yesterday, I had a horrible day.
Yesterday, I had a difficult day.
2. I got up late.
I washed quickly.
3. I didn't eat any breakfast.
I didn't drink any coffee.
4. I had an important meeting.
The meeting was in the city.
5. I could get a bus.
I could get a taxi. (*only one*)
6. I decided to take a bus
I went to the bus station.
The bus station is far from my house.
7. A football team was waiting for the bus.
A high school class was waiting for the bus.
Twenty monks were waiting for the bus.
8. I missed the next bus.
I had to wait for two hours.
9. I was hungry and dirty.
I was late for the meeting.
10. At the meeting, I didn't speak well.
I didn't give my opinions.
11. When I returned, my boss was very angry.
My boss said I was stupid.
12. I hope she doesn't fire me.
I hope she doesn't reduce my salary.

Part 5: Biography

5.1 What's in a biography?

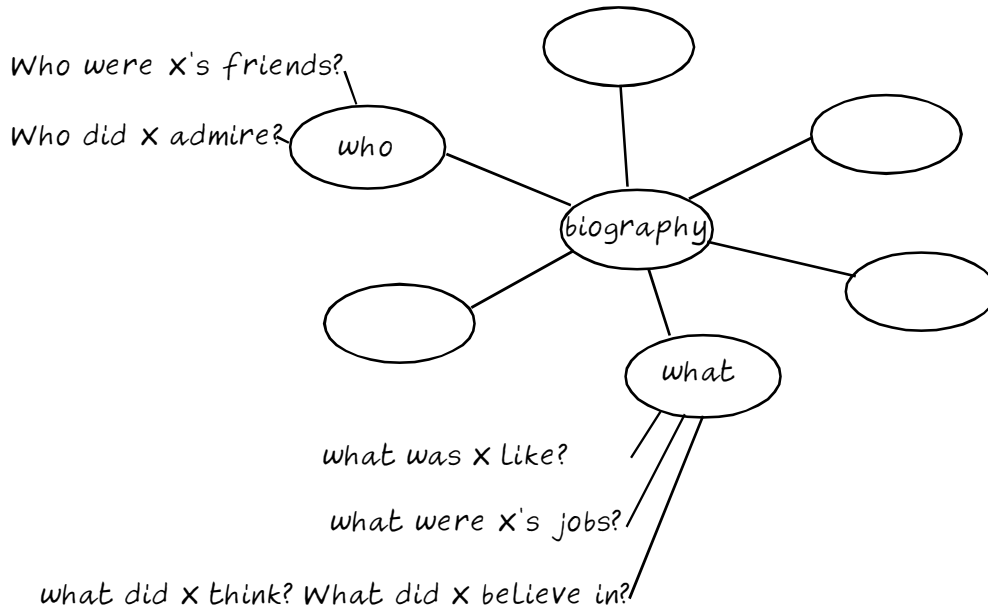
BRAINSTORM

a. What information can you find in a biography?
 Look at the biographies of Sao Nang Hearn Kham and Chao Tzang Yawngwe for ideas.
 In groups, write a list of information you can find in a biography.

Date of birth
Family
education

BRAINSTORM

b. You can use the 'questions' formula to think of things to write in a biography.
 In groups, think of all the questions you can ask about someone - 'X'.
 Make a 'biographical questions' mind-map.



ACTIVITY

c. Work in pairs - work with someone who is not in your group. If possible, work with someone you don't know very well.
 Ask each other the questions, and write down their answers.
 What other things are interesting about your partner? Ask and write as much as you can.

EXERCISE

d. Choose some of the most interesting information about your partner.
 Write this information into a short biography.
 Remember to use the correct tenses:

- If you write about something that happened in the past, use the past tense.
In 5th standard, Naw Naw won a prize for best English student.
- If you write about something that is true now, use the present tense.
Naw Naw likes reading. She reads every night before she goes to sleep.

5.2 Some biographical details

- DISCUSSION** a. Look at the photo of Naw Louisa Benson
What do you know about her?
What can you guess about her?

- ACTIVITY** b. In pairs, read these details about her life. Put them in chronological order.

1. She married Glenn, and had three children. She spoke out many times about the situation in Burma, the student uprisings in 1988, and the plight of the Karen people.
2. When she returned home, she became an actress. She became very famous and popular. General Ne Win hired her to teach his children acting skills.
3. She spent a year in America, studying at Tufts University. In America she made many friends, including Glenn Craig, another student.
4. Now she is working on behalf of the villagers who were displaced to make way for the Yadana Gas Pipeline. She says that Unocal, the US oil company, is guilty of using forced labour to build the pipeline.
5. Her old student friend, Glenn Craig, contacted her. He persuaded her to move to the United States. Her father, brothers and sisters were already in the States.
6. She took command of her husband's unit, and led them back to the jungle. She stayed in the jungle for a while, but she suffered badly from malaria.
7. Louisa Benson was born to a Karen mother and a Jewish father. They lived in Rangoon, where her father owned a trucking company.
8. Two years later, she married Brigadier Lin Tin, of the KNU. He was killed when he went to attend peace talks in 1965. "I don't know how he was assassinated," Louisa said quietly. "The only thing I know is that he never came back."
9. Louisa enjoyed sports and beauty contests. In the early 1950's, she won 'Miss Burma' twice.
10. In 1962, the military seized power. Her father supported the Karen armies fighting the Burmese military, so he was sent to jail for three years.



- BRAINSTORM** c. Look at your questions in 5.1 b. How many of these questions does the text answer?

- ACTIVITY** d. Cover the text. Spend two minutes writing as much about Naw Louisa Benson as you can. Now join in a group of three or four. As a group, write Naw Louisa's biography.

5.3 Putting information together

BRAINSTORM

a. Look at the picture of Thakin Kodaw Hmaing. What do you know about him? What can you guess about him?

ACTIVITY

b. Here is some information about Thakin Kodaw Hmaing. There are a lot of missing words. In groups of three, put this information into complete sentences.



young boy studied monastery Mandalay

British government arrested teenager

continued study many different places

Rangoon work editor. 1905 novel history Moulmein

British colonial government. Wrote books independence.

World War two underground against British. Later against Japanese

chairperson Doburma organisation. 1948 civil war. Called for peace in Burma

wanted world peace. Travelled Burma speeches world peace

interested socialism. Travelled socialist countries

died 1964. 'Father of Burmese literature'

ACTIVITY

c. Compare your group's writing with another group. Have you got the same facts? Now look at or listen to the teacher's version. Are the facts the same?

5.4 Getting biographical information

DISCUSSION

a. Look at the information about Naw Louisa Benson and Thakin Kodaw Hmaing. Where do you think this information came from?

BRAINSTORM

b. Where could you find out more information about Naw Louisa Benson or Thakin Kodaw Hmaing? In groups, brainstorm two lists of information sources.

Naw Louisa Benson	Thakin Kodaw Hmaing
<i>contact her and interview her</i>	

5.5 Biographies of famous people

BRAINSTORM

a. What information do you usually include in a biography of a famous person? Make a class list.

EXERCISE

b. Make notes for the biographies of Naw Louisa Benson and Thakin Kodaw Hmaing.

Naw Louisa Benson

Thakin Kodaw Hmaing

Reason she is famous:

Reason he is famous:

Education:

Education:

**Important events in her life:
(in chronological order)**

**Important events in his life:
(in chronological order)**

What is/was she like?

What is/was he like?

EXERCISE

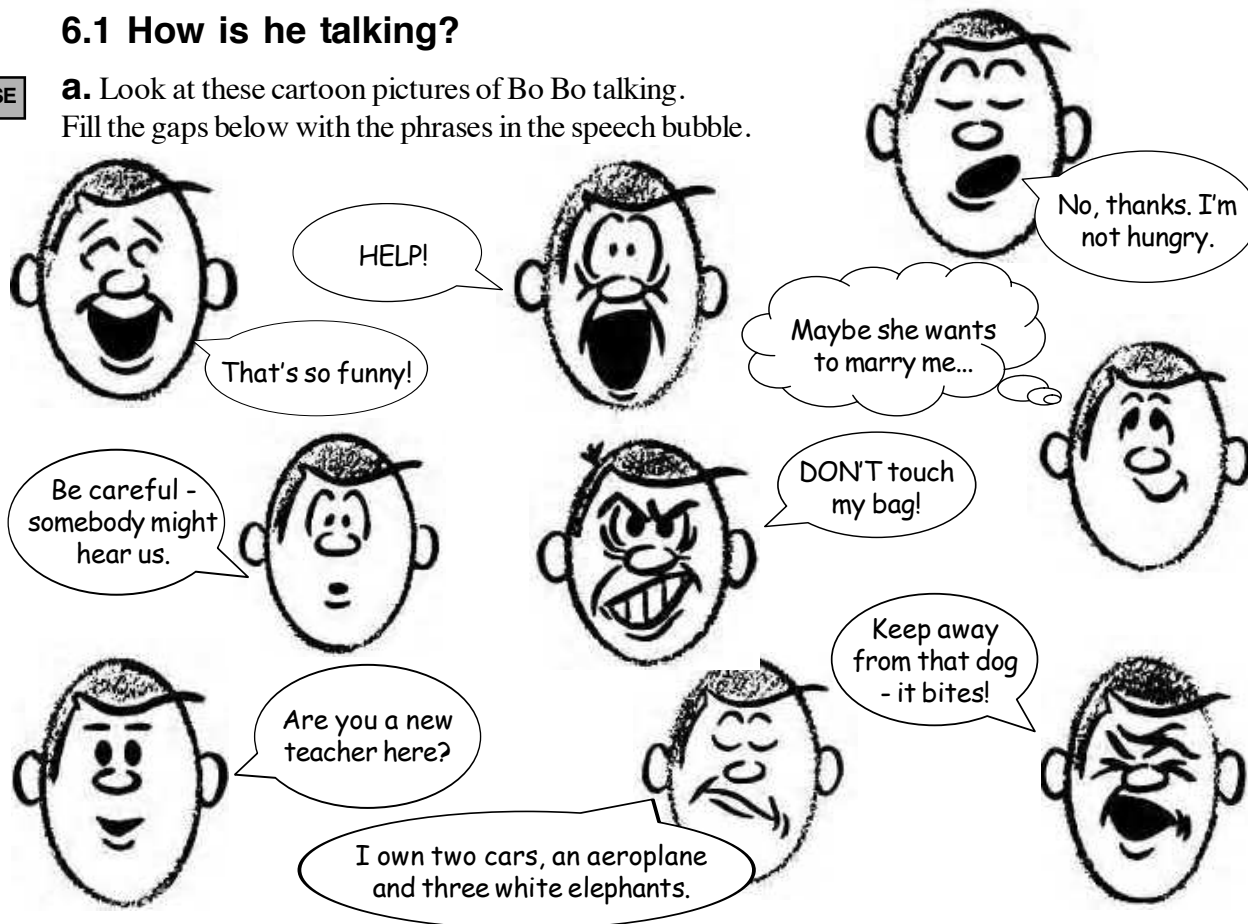
c. Think of another famous person. Make biographical notes like the notes above.

Part 6: Structures to Narrate - *direct speech*

6.1 How is he talking?

EXERCISE

a. Look at these cartoon pictures of Bo Bo talking. Fill the gaps below with the phrases in the speech bubble.



- 1) "Are you a new teacher here ?" asked Bo Bo.
- 2) _____ Bo Bo shouted.
- 3) _____ he screamed.
- 4) _____ thought Bo Bo.
- 5) _____ he whispered.
- 6) _____ Bo Bo laughed.
- 7) _____ he lied.
- 8) _____ replied Bo Bo.
- 9) _____ Bo Bo snarled.

b. In pairs, practice speaking the phrases.

BRAINSTORM

c. How many *synonyms* do you know that mean similar to 'said'? Brainstorm a class list on the board.

asked
shouted...

6.2 Dialogue

EXERCISE

Read the comic.

After the chickens disappeared, the villagers discussed the problem. One old woman made up a song...



The headman had a plan.



From now on, anyone who catches a chicken thief, whether soldier or villager, send him to me. Do you all understand?

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...

Later that night...

Wait close to the houses, and don't make any noise. Shout if you see the thief.



Around midnight, one young man saw a soldier behind his house.

THIEF, THIEF!
Stop, chicken thief!



Why are you stealing our chickens? You say the army is here to protect the villagers.

Hey! You're a villager. I'm a soldier. Don't insult me!



6.3 Using speaking words

EXERCISE

a. Look at the text version below of the cartoon in 6.2.

After the chickens disappeared, the villagers discussed the problem. One old woman made up a song. '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 said.

The village committee called a meeting to discuss the problem, and the Headman had a plan. He suggested the villagers hide near the houses at night, and watch for the thief. 'From now on, anyone who catches a chicken thief, whether soldier or villager, send him to me. Do you all understand?' said 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 said.

Around midnight, one young man saw a soldier behind his house. 'THIEF, THIEF! Stop, Chicken Thief!' he said. '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!' said the soldier. Then he hit the young man in the face with the chicken.

Look at all the underlined saids. What words could you use to replace each *said*?

ACTIVITY

b. Continue the story, by playing Collaborative Chain Story in groups.

What happens after the thief hits the young man with the chicken? Do the villagers catch the thief?

Take turns to add a sentence to the story.

Remember to add dialogue!

EXERCISE

c. Write your ideas of the story's ending.

Include some dialogue from the villagers, the young man, and the thief.

6.4 Speaking practice

ACTIVITY

Write a sentence on a piece of paper. On another piece of paper, write a 'speaking' verb.

Work in groups. Give your sentence and your 'speaking' verb to different people in your group.

In turns, 'speak' your sentence. Then mix and swap sentences and verbs and repeat.

Part 7: Summarising

7.1 A short summary of summarising

DISCUSSION

- Why do people write summaries?
- When do people write summaries?
- What information do you write in summaries?

Summarising
 A summary gives only the main ideas. It does not give details.

7.2 Match the summary

EXERCISE

a. These summaries go with texts from this module. Which text matches which summary?

- | | |
|---|---|
| <p>a. A young Burmese maid was working in Bangkok. When she lost her job, her boss thought she stole a necklace. Later, the real thief was caught.</p> <p>b. After the Burmese military killed his father and brother, this man joined the Shan State Army. In his life, he fought for rights for ethnic people in Burma. He died recently in Canada.</p> <p>c. In the first half of the twentieth century, this writer fought for independence from the British. When Burma got independence, he fought for peace in Burma and the world.</p> | <p>d. The villagers made a plan to catch a chicken thief. Late one night, a young man caught a soldier stealing a chicken.</p> <p>e. She was born a Princess, but she wanted to be an educated, modern woman. She became First Lady of Burma, and an elected Member of Parliament. She wanted Shan people to unite, and she fought for their rights all her life.</p> <p>f. In her youth, she played sport and won beauty contests. Then she married a Karen soldier. When he was killed, she joined his army and fought in the jungle in Karen State. Now she lives in America.</p> |
|---|---|

EXERCISE

b. Put the information from the summaries on this chart.
 Some summaries don't have all the information.

Text	who	what	when	where
a. Necklace		a woman is accused of stealing a necklace		

7.3 What are the main points?

Main points

Main points answer *who, what, where, when, how* and *why* questions.

EXERCISE

a. Look at the pictures of different kinds of money.
Try to identify these types of money.

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

Read the article.



In the world today, most money is either metal coins or paper notes. In the past, it was very different. Different cultures used a lot of unusual things to buy what they needed. Sharks teeth, hair from elephant tails and rare shells were all money.



No one knows exactly when people started using metal coins for money. The oldest coins discovered are from 600 BC, but maybe there are older ones. At first, people used precious metals, such as gold and silver, to make coins. They put a picture on the coin to indicate its value.



In the 13th century, people in China used iron coins. These coins weren't worth very much, so people needed a lot of coins to buy things. They were very heavy and inconvenient to carry everywhere. The government started printing paper receipts. They were easy to carry, and people could trade them for coins. This was the first example of paper money.

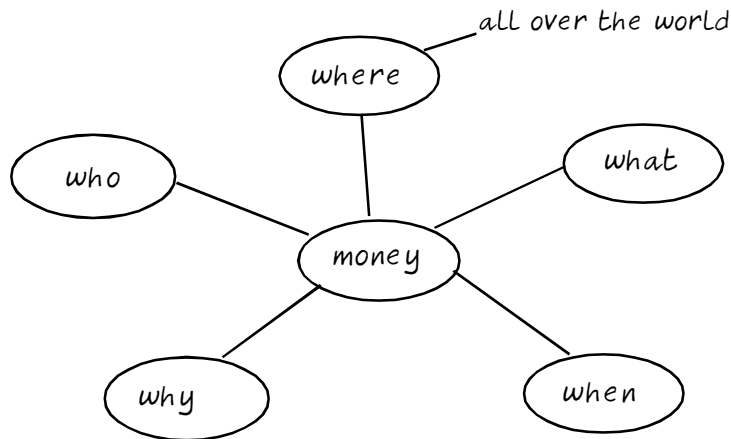


Stones were the heaviest money ever. They were used on the island of Yap, in the Pacific Ocean. Some weighed over 200 kgs. The lightest money ever used were feathers. They were used on another Pacific Island, Santa Cruz.



ACTIVITY

b. In groups, complete the mind map with the main points from the article.



Remember:

- When you write a summary, only include information from the original text. Do not add your own ideas or opinions.
- Only include main points, not small details!

EXERCISE

c. Working by yourself, write a one paragraph summary of the article. Include the important information from your mind-map.

REVIEW

d. Check your summary. Have you included too much information? Are your sentences in a logical order? Compare your paragraph with another student.

7.4 Match the summary

ACTIVITY

a. Your teacher will give you a short biography of a famous person. Make a mind-map of the biography, as in **7.3 b.** On a piece of paper, write a one paragraph summary of the biography. **Don't include the name of the person.** Use *she* or *he* instead. Check your summary, and give it to your teacher.

ACTIVITY

b. Work in groups. Your teacher will give you some summaries. Match them with the original biographies. How fast can you match them?

Part 8: Writing assignment

8.1 Choose an assignment

ASSIGNMENT

Select *one* of the three assignments below.

- A.** Choose a famous person from your culture, or an internationally famous person. Write their biography.

Start by making notes as in exercise **5.5 b**.

- B.** Tell a story of something that happened when you were at primary school. Make sure you tell it in a logical order, and include appropriate signal words.

Include a timeline putting the events in your story in order.

- C.** Write a dialogue between a teacher and a student. The student has not completed their writing assignment. The teacher is angry.

Then narrate the dialogue as a story in the past tense.

Don't hand it in to your teacher yet...

Part 9: Check your writing: *Spelling*

In *Module 1* (Describing Pictures) you looked at mistakes with subject / verb agreement.

In *Module 2* (Describing People) you looked at mistakes with incorrect parts of speech, and missing words.

In this module, we will look at spelling mistakes, and techniques you can use to improve your spelling.

9.1 Difficult words to spell

EXERCISE

Here is a list of words that people often misspell.

24 are spelled wrongly here. Can you identify the mistakes?

absent	decscribe	immedeately
acheive	dictionery	intresting
adress	dissapoint	mathematics
among	eightgh	neccesary
appearance	environment	possible
arguement	exellent	probabably
balance	experience	quantity
begginning	familiar	some times
believe	Feburary	suceed
busness	foreign	surprise
calendar	fourty	tecniqye
category	fourth	through
commitee	goverment	usally
contry	height	village
definition	intelligent	Wedesday

How did you know these words are misspelled?

There are some spelling rules in English. However, there are many words that don't obey these rules. Improving your spelling involves:

- checking spelling in a dictionary if you are not sure
- learning to recognise patterns
- memorising 'problem' words.

9.2 Spelling rules

DISCUSSION

a. Here is an a spelling rule:

I before *E* except after *C* .

What does this rule mean?

BRAINSTORM

b. How many examples of this rule can you think of?

believe, thief

BRAINSTORM

c. How many exceptions to this rule can you think of?

foreign

9.3 Spelling strategies

A problem with English spelling is the many words where the pronunciation is different to the spelling, e.g. *Wednesday, knowledge, through*

BRAINSTORM

a. Work in groups.

Make a list of English words where the pronunciation is different to the spelling.

DISCUSSION

b. How can you remember these words? What techniques do you use?

9.4 Focus on the difficult parts

Words sometimes have a sequence of letters that is difficult. Different people have problems with different words. You can help to remember these words by circling the problem letters.

e.g. *necessary language*

This will help you remember the correct spelling.

EXERCISE

a. Read this text carefully. Circle the letter sequences you think are difficult.

Laila was a young Muslim woman from Rangoon. Although she was an English language graduate, she couldn't find a job in Burma, so she went to Bangkok in 1996. She was lucky, she soon found a job as a maid for a wealthy family, the Maneewans.

DISCUSSION

b. Compare your text with a partner. Did you circle the same words?

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

EXERCISE

When you are familiar with words, you will recognise mistakes more easily. Read this passage quickly - you have one minute. Underline each spelling mistake, and write the letters ^{sp} beside it.

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

9.6 Be your partner's spell checker

DISCUSSION

a. Choose a class topic to write about.

ACTIVITY

b. **Fast Writing.** Write as much as you can about this topic in five minutes.

Don't worry about spelling or grammar.

Exchange writing with a partner.

How many spelling mistakes can you see? Underline each mistake, and mark it with ^{sp}.

9.7 Revision

REVIEW

Check your partner's writing for other mistakes:

- wrong words **ww** (*Parts of Speech, Module 2*)
- missing words **Λ** (*Parts of Speech, Module 2*)
- subject/verb agreement mistakes (*Subject / verb agreement, Module 1*)

Take your own fast writing back from your partner. Correct your mistakes.

9.8 Check your assignment

ASSIGNMENT

Check your assignment for spelling mistakes.

Then check it for wrong words, missing words, and subject/verb agreement mistakes.

Write them again on clean pieces of paper, and give them to your teacher.

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