

Teacher's Notes

Level	Int +
Age	Any
Skill	Grammar – Relative Clauses
Time	90+ minutes

OVERVIEW

This is a lesson that uses a poem and song to explore the topic of urban migration. I used it with Intermediate students in Myanmar. If you are using it outside of Myanmar, you might want to use it with more advanced students as the cultural references will be harder to understand.

Stage One SPEAKING

Get students thinking about the subject of the class by asking them how people might feel if they move to a big city. If you are teaching in a big city you might ask students if they have any personal experience of this. You could also show pictures of immigrants facing difficulty and elicit a response.

Stage Two READING FOR THE MAIN IDEA

Preteach the meaning of 'coucal' - a type of bird similar to a pheasant. Ask students to read the poem and guess what the main idea is. There is no definitive answer but options 'b' and 'c' are most supported by the text. Depending on where you are, students might be interested to know a bit about the background of the poet. He's from Chin State, one of the less developed regions of Myanmar. https://en.wikipedia.org/wiki/Chin_State.

Stage Three READING FOR DETAIL

Ask students to return to the text and try and answer the questions. Again there are no definitive answers and the students should be encouraged to support and develop their own ideas

Stage Four LISTENING

Introduce the idea of hill people and that there are many superstitions around hills and mountains. Try and elicit some beliefs from your students' culture. Introduce the song and mention that the singer refers to the mountain as 'mountain mama'. Students listen to the song and choose the correct word.

Stage Five EXPLOITATION

Students have now listened to / read two experiences of people who have moved to the city. The poem seems to have been written with a young person in mind who is starting out in life, whereas the song is by someone approaching the end of their life. There are many ways that you could exploit this material. Students could role play an interview between the old man who has spent his life in the city and now wants to return home. Students could prepare for a class discussion on which is better city life or country life. Another option would be that students write a written response about what they would miss if they had to leave their hometown and never return.