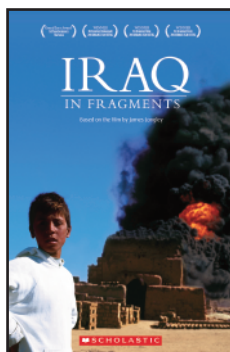


A **FREE** RESOURCE FOR TEACHERS!

IRAQ

IN FRAGMENTS – Extra

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

Iraq in Fragments tells the story of groups and individuals in different parts of Iraq trying to achieve their aims in a country split by post-war divisions. In Baghdad, 11-year-old Mohammed is struggling with his father's disappearance and the horrors of war. Against the background of his fragmented family, he has to deal with a cruel boss, an interrupted schooling and the demands of earning money for his household. He is helped by an uncle who offers him a new job, but both Mohammed and his Sunni people face a very uncertain future.

In the southern Iraq, the fundamental Shia leader, Moqtada al-Sadr, and his charismatic follower, Sheikh Aws, have two main aims: to get the US armed forces out of Iraq and to impose their exact interpretation of Shia law on the people through winning power in local elections. An example of their fundamentalism occurs when Moqtada's Mehdi army raid a local market to arrest sellers of alcohol. Many people are against such hard measures, but Moqtada is helped when anti-US sentiment reaches a climax following the killing of 20 people by occupation forces during a demonstration.

The Kurds of northern Iraq tell a different story. They welcome the US-led invasion as a means of gaining power to manage their own affairs through local elections. Individual stories are less optimistic. Suleiman, an ambitious schoolboy realises that he could make something of himself through his schooling. He, and his father, Mahmoud, struggle to make a living through sheep

farming. Eventually, Suleiman is forced to leave school because Mahmoud becomes too old and weak to manage the farm alone. Is this the end of Suleiman's hope for a better life through education? Many questions remain unanswered in the context of a country which, although seeing improvements, is still 'in fragments'.

THE BACK STORY

The film *Iraq in Fragments* was released in November 2006. US director, James Longley, wanted to give people a more human and realistic picture of the Sunnis, Shiites and Kurds – the three main groups in the country – than that available through the US media.

The film was a great success, winning three awards at the Sundance Film Festival in January 2006. A further seven awards followed, including the Youth Jury Award at the Amnesty International Film Festival in April of the same year.

MEDIA LINKS

DVD: *Iraq in Fragments* is available on DVD. There are English, French, German, Japanese and Spanish subtitle options.

CD: A recording of *Iraq in Fragments* is available to accompany the Scholastic Reader.

Internet: For more information about the film, visit the official website at www.iraqinfragments.com.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have the students seen the film *Iraq in Fragments*? Motivate them with background information from the Back Story above and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (Answers on page 4 of this Resource Sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The film is 94 minutes long. You could show the three separate parts of the

film (approximately 30 minutes each) in parallel with the class reading schedule. Alternatively, break the film into smaller chunks or choose key scenes and set language tasks related to them.

Glossary

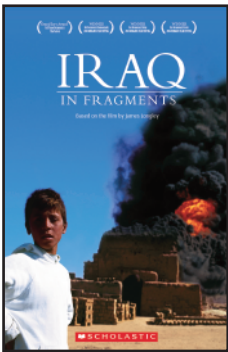
Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find the meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Fact Files

Set these as self-study or use for whole class work. These provide background information about the country, the US invasion and the three different religious groups in Iraq.

What did they think?

Get everyone to do a written or spoken review of *Iraq in Fragments*. Did they like it? Compare opinions. Would they like to see more documentary films? Did you like it? Let us know at readers@link2english.com.



IRAQ

IN FRAGMENTS

- Extra

People and places

1 Answer the questions.

Who ...

- a) has an unkind boss? *Mohammed*
- b) hopes that his people will have more power one day?
- c) is a religious leader in Nasiriyah?
- d) wants to do well at school?
- e) thinks the new Iraqi government is unfair to Sunnis?

Where ...

- f) is Koretan?
- g) were a lot of buildings destroyed during the war?
- h) is an important centre for Moqtada and his followers?

2 Circle the correct word in italics.

- a) Moqtada al-Sadr is a religious *follower* / *leader*.
- b) Suleiman and Mohammed were both *boys* / *men*.
- c) Mohammed works in a *garden* / *garage* after school.
- d) Mahmoud is Suleiman's *grandfather* / *father*.
- e) Suleiman wants to do *badly* / *well* at school.

Introduction—Chapter 1

1 Who said these things? Who were they speaking to?

- a) "What about your father?"
..... *The film maker to Mohammed.*
- b) "Things are getting worse every day."
.....
- c) "And George Bush wants us to welcome him with flowers."
.....
- d) "The Americans have taken the city."
.....
- e) "So why are they guarding Basra and Kirkuk?"
.....
- f) "I remember Baghdad before the war."
.....

2 Only one of these sentences is true. Which one?

- a) The Kurdish people wanted to run Iraq.
- b) James Longley spent two months filming in the country.
- c) Saddam hated the Shias.
- d) Mohammed's boss believes that things will get better.
- e) Mohammed lived with his mother.

3 Complete the gaps with these words. You may have to change the form of the word.

board ~~break~~ bricks checkpoint shake

- a) The title of the movie refers to a country which has *broken* into different parts.
- b) People visiting the centre of Baghdad, first had to pass through
- c) The pile of at the side of the road was once a house.
- d) Mohammed's house in the night as the bombs fell.
- e) The boss's friends were talking and playing a game.

4 Talk to a partner. Read the introduction and Chapter 1 again. Together, decide on the five most important sentences. Read them to the rest of the class and say why you think they are important.

Chapters 2–3

1 Answer these questions.

- a) In which area of Baghdad does Mohammed live?
..... *In the Sheikh Omar area of Bagdad.*
- b) Why did the boss pull Mohammed's ear?
.....
- c) Why did Mohammed go back to school?
.....
- d) Which class did Mohammed join in school?
.....
- e) What did Mohammed keep doing on the way back to the garage after school?
.....
- f) Why does the boss get angry with Mohammed at the end of Chapter 3?
.....

2 Who ...

- a) tells Mohammed he is like his father? *the boss*
- b) was Mohammed counting banknotes with?
- c) tells the boss that they have to look at the world in a new way?
- d) has to agree if you are a Sunni person and you want a job?
- e) taught Mohammed the Opening Chapter?
- f) offered Mohammed a new job?

RESOURCE SHEET STUDENT ACTIVITIES

3 Work with a partner. One of you is Mohammed's uncle; the other is the boss's neighbour. Practise and act out a conversation about Mohammed and his life in front of the class.

Chapters 4–6

1 Are these sentences true (T) or false (F)? Correct the false sentences in your notebook.

- a) Moqtada's father ~~accepted~~ ^{refused to accept} Saddam Hussein as Iraq's leader. F
- b) Ali Bin Ali Talib died in Najaf.
- c) Sheikh Aws was a very good speaker.
- d) The Shias wanted to prepare themselves for the elections.
- e) Sheikh Aws gave the alcohol sellers seven days to stop their activities.
- f) The Mehdi Army freed all its prisoners.
- g) Twenty occupation soldiers were killed in the demonstration of 4th April.
- h) All the Iraqi people of Naseriyah wanted to join Moqtada's fight with the Americans.

2 Make sentences with the correct time expression.

- a) Elections would be held i) 4th April 2004.
- b) The demonstration happened on ii) for a year.
- c) Moqtada's father helped end British rule iii) after July.
- d) The shooting at the demonstration lasted iv) early in the twentieth century.
- e) Under Saddam, Sheikh Aws was in prison v) for three hours.

3 Talk to a partner. An Iraqi man says, "If Moqtada and his people take power, it will be like the return of Saddam." Do you agree?

Chapters 7–9

1 Put these events in the right order:

- a) Election day arrives.
- b) Mahmoud talks about Suleiman's future.
- c) Salar talks about the changing seasons.
- d) An Imam talks about the importance of the elections.
- e) The film makers become friends with two local farmers. /
- f) Mahmoud's neighbour tells him he is cheating.

2 Tick only the things that Mahmoud says.

- a) "We are like brothers."
- b) "You don't know how to study."
- c) "Killing yourself does not bring light."
- d) "I will die soon."
- e) "This vote is more important than 100 bombs."

Chapter 10–Epilogue

1 Read the sentences and circle the correct names in *italics*.

- a) The *Shias* / (Kurds) wanted their own national state.
- b) Arabs and Kurds are fighting over *Baghdad* / *Kirkuk*.
- c) When spring arrives, *Salar* / *Suleiman* says it makes him happy.
- d) Suleiman and his *family* / *friends* played in the snow.

2 Make sentences.

- a) Suleiman was unhappy because he i) has a job.
- b) Mahmoud couldn't work because he ii) of the oil.
- c) A lot of strong guys can't work because iii) to see how much power he could win.
- d) Suleiman says he's lucky because he iv) was old and weak.
- e) Kurds and Arabs are fighting over Kirkuk because v) they don't have the skills.
- f) In 2007, Moqtada agreed to stop fighting vi) had to leave school.

FINAL TASKS

1 Imagine you are a reporter for an international newspaper. Interview Sheik Aws about the situation in Iraq today.

2 Choose one of the pictures in the book that shows at least two people. Describe the characters and what is happening; what has happened?; what is going to happen next?

VOCABULARY BUILDER

Look at 'New Words' at the back of the book for each of these definitions.

- 1. This is when you win unfairly. *cheat*
- 2. This is what you have when you vote for a new government.
- 3. This is when you stay in a place that isn't yours without the owners' agreement.
- 4. The police do this when they catch someone they think is a criminal.
- 5. These are hard, square objects, usually red or yellow, used for building houses.
- 6. This is a form of government decided by 'one person, one vote'.
- 7. These are dropped from planes in wartime to destroy enemy land.
- 8. This is a large group of people who are trained to fight on land for their country.
- 9. This is a place where people have to be identified before they can pass through.
- 10. This is a large space, like a box with a door for cooking things by making them hot.
- 11. If someone has this, they have control over other people, things or activities.
- 12. These are people who break the law of a God.
- 13. This is a yellow plant which grows in fields and is used for making bread.
- 14. This is what you have when you feel safe.
- 15. This is a person people believe is chosen by God to tell them what God wants them to know.

THE COUNTRY OF IRAQ (pages 50–1)

Research

The Hanging Gardens of Babylon were one of the “Seven Wonders of the Ancient World”. Using the Internet, ask your students to research the answers to the following questions:

- Who did King Nebuchadnezzar II build the Hanging Gardens for and why?
- The gardens were high above the city of Babylon. What method was used to water the plants?
- What were the other six wonders of the ancient world, and where were they?

Follow-up

Students choose one of the other six wonders of the ancient world and write a short paragraph about it, with an accompanying illustration.

FACT FILE 2: THE INVASION OF IRAQ (pages 52–3)

Discussion

The invasion of Iraq was very unpopular with lots of people, and there were lots of anti-war demonstrations. Start a class discussion with your students. Ask them if they think the right to demonstrate is important. Are demonstrations effective? What do people demonstrate about in their country?

FACT FILE 3: SUNNIS, SHIAS AND KURDS (pages 54–5)

Research/Mime/Interview

Under Saddam Hussein, the Shias were not allowed to hold religious festivals or celebrations in public. Now, like many other national and religious groups all over the world, they are free to do this. Ask students to work in pairs and research at least one important, well-known festival. Examples could be Diwali (India’s ‘Festival of Lights’); Munich’s ‘Oktoberfest’ or Pamplona’s ‘Running of the Bulls’. Using the information they have gained, students mime their chosen festival to the rest of the class who try and guess what it is.

Follow-up

Still working in pairs, students take the roles of TV interviewer and festival organiser. The interviewer prepares a list of ten questions on the organiser’s festival. The interview is then conducted in front of the class. The results of the interview could be written up in the form of a magazine article.

FILM/CD FOLLOW-UP

Gist listening

Pick an extract from *Iraq in Fragments* that will interest your students, either from the film itself, or the CD. Give students a list of sentences with phrases and events from the extract. Students put the information in order, then either watch the relevant section on DVD or listen to it on the CD, and check their answers.

ANSWER KEY

Self-Study Activities (pages 56–61)

- 1 a) board b) soldier c) bricks d) army e) democracy f) checkpoint g) fragments h) occupy i) abandon j) bombs
- 2 a) Moqtada al-Sadr’s b) Sheikh Aws c) Mohammed d) Mahmoud e) Mohammed’s boss f) Baghdad g) Koretan h) Naseriyah
- 3 a) He had to earn money to help his family. b) He was a Sunni and Sunnis had an easier time under Saddam. c) Shias hated Saddam because he did not allow them to practise their religion in the way they wanted.

- d) Because the Shias now had more power than them.
- e) He remembered it beautiful and full of fish.
- f) They see the soldier as an enemy.
- g) His boss has injured his leg and can’t walk very well.
- h) Food, money and jobs.

4–5 Open answers.

6 a) security b) cheating c) sinners d) pray

7 Open answer.

8 a) True b) False. He pulled Mohammed’s ear and hit him with a plastic pipe. c) False. The boss wishes Saddam were still there.

d) True e) False. He is four years older. f) True

g) False. They killed a brother and sister.

h) False. He can only write his own name. i) True

9 a) teacher b) neighbour c) Saddam d) father e) boss

f) Mohammed

10 Open answer.

11 a) election b) alcohol c) tank d) power e) terrorists

f) peaceful g) arrest h) torture i) demonstration

12 The correct order is: b, d, f, a, g, e, h, c.

13–15 Open answers.

16 a) and b) Open answers.

17 a) The prophet Mohammed b) Mahmoud c) Salar’s father

d) an Imam e) Salar f) Suleiman g) an election officer

h) a little girl i) an old man

18–20 Open answers.

21 a) snowballs b) had to leave school. c) ovens d) prayed

e) winner f) after the elections. g) were killed h) the Kurds

i) Kirkuk (or ‘oil’)

22–23 Open answers.

Resource Sheet Activities

People and places

- 1 b) Mahmoud c) Sheikh Aws d) Suleiman e) Mohammed’s boss f) in the north of Iraq g) Baghdad h) Naseriyah
- 2 b) boys c) garage d) father e) well

Introduction–Chapter 1

- 1 b) The boss to the second man. c) The second man to the boss. d) Some people to Mohammed. e) The third man to the second man. f) Mohammed to the film maker.
- 2 c) is correct.
- 3 b) checkpoint c) bricks d) shook e) board
- 4 Open answer.

Chapters 2–3

- 1 b) Because he was angry. c) Because his boss said he must learn to read and write. d) class 1 e) He kept repeating the prayer he had learnt. f) Because he couldn’t write his father’s name.
- 2 b) one of the boss’s sons c) a neighbour/friend d) the Dawa Party e) his religion teacher f) his uncle
- 3 Open answer.

Chapters 4–6

- 1 b) T c) T d) T e) F. He sent his army in to stop them. f) T g) F. Only four were occupation soldiers. h) F. No, one man said if Moqtada took power it would be like the return of Saddam.
- 2 b) i c) iv d) v e) ii
- 3 Open answer.

Chapters 7–9

- 1 The correct order is: e, c, f, b, d, a.
- 2 b), c) and d).

Chapter 10–Epilogue

- 1 b) Kirkuk c) Salar d) friends
- 2 b) iv c) v d) i e) ii f) iii

Vocabulary Builder

1. cheat 2. election 3. occupy 4. arrest 5. bricks 6. democracy 7. bomb 8. army 9. checkpoint 10. oven 11. power 12. sinners 13. wheat 14. security 15. prophet