

A **FREE** RESOURCE FOR TEACHERS!

# MALALA

## Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazine.

## SYNOPSIS

*Malala* tells the story of a Pakistani girl whose campaign for girls' education led her to be shot in the head by the Taliban at the age of fifteen. Through this terrible ordeal, she became a global icon.

Malala Yousafzai was born in 1997 in Pakistan's Swat Valley, where girls were seen as second-class citizens, useful only for cooking and cleaning for their husbands. Her father Ziauddin, however, was a passionate advocate of girls' education, and Malala loved going to the girl's school that he owned in their hometown, Mingora. In the aftermath of a devastating earthquake in the region, an Islamic fundamentalist group, the TNSM, started to gain influence and power through radio broadcasts, and life in the Swat Valley became more and more restrictive, particularly for women and girls. One of the demands of the TNSM (soon to be part of the Pakistani Taliban) was that girls should not go to school, and this persuaded Malala's father to become an anti-Taliban campaigner. When the Taliban announced a deadline for all girls to leave school or risk being killed, his campaign attracted international interest. The BBC wanted to publish a blog by a Swat Valley schoolgirl, and the only girl prepared to take the risk of writing it was Malala.

The blog, published anonymously, occupied her time as girls' schools closed, then reopened, to a backdrop of war between the Taliban and the Pakistani Army. When a peace agreement was broken, Malala's family and two million others fled their homes. They eventually returned to an uneasy

peace in Mingora, and Malala and her father continued the campaign for girls' education. Although the Taliban murdered many campaigners, father and daughter made numerous TV appearances together until, on the bus home from school one day, Malala was shot in the head.

After life-saving surgery in Pakistan, Malala woke up in a hospital in Birmingham, UK, confused about what had happened and where she was. Eventually she was reunited with her family, and they settled in Birmingham because of the ongoing Taliban threat on Malala's life. The shooting had brought her international celebrity, and she used this to campaign internationally for girls' education. After speaking at the United Nations and making worldwide humanitarian visits, she became the youngest ever winner of the Nobel Peace Prize.

## MEDIA LINKS

**Film:** The documentary *Class Dismissed* (2011), directed by Adam B. Ellick, is available to watch for free online. There is also a 2015 documentary, *He Named Me Malala*, directed by Davis Guggenheim. Many of Malala's speeches and TV appearances are available on Youtube.

**CD:** An audio recording of *Malala* is available to accompany this Scholastic Reader.

**Books:** Malala's autobiography is called *I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban*

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? What do students already know about Malala, Pakistan or the Taliban? What more would they like to find out? Motivate them with background information (see the synopsis above) and by reading aloud page 6 of the book.

### 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. (All 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.

### Glossary

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

### Fact Files

There is a fact file at the end of the book which can be used as self-study or for whole class work. It provides information about other girls who have campaigned for change.

### What did they think?

Get everyone to do a written or spoken review of *Malala*. Compare opinions. Did they find out anything new about her, or about Pakistan? How do they think they would have reacted if they had been in Malala's shoes? Did they like the book? Did you? Let us know at [elt@scholastic.co.uk](mailto:elt@scholastic.co.uk).

RESOURCE SHEET STUDENT ACTIVITIES



MALALA

People and Places

Write the names.

- a) Malala's brothers: ..... *Kushal* ..... and .....
- b) Malala's mother and father: ..... and .....
- c) A leader of the Pakistani Taliban: .....
- d) Malala's school in Mingora: .....
- e) A beautiful place in Pakistan: .....
- f) A very big, important city in Pakistan: .....

Chapters 1–2

1 Circle the correct word in italics in these sentences.

- a) Most men in Swat are *happy* / (*sad*) when there's a new girl in the family.
- b) Most fathers in Swat *want* / *don't want* an education for their daughters.
- c) Girls' education was very important to Malala's *mother* / *father*.
- d) Before the earthquake, Malala had a *happy* / *sad* life.
- e) A lot of *friends and family* / *politicians* came to her house.
- f) Men and women spent their time in *the same* / *different* parts of the house.
- g) The TNSM gave *food and homes* / *Islamic books* to people after the earthquake.

2 Complete the sentences.

- a) After an Islamic lawyer came to Malala's house, girls had to use a different ..... *door* ..... at school.
- b) People wanted to follow God's laws because they didn't want more .....
- c) Fazlullah only wanted women in town if they were with men from their .....
- d) Fazlullah didn't want ..... at school.
- e) The ..... and DVD shops in Mingora closed.
- f) When a man didn't follow Fazlullah's laws, people soon found his ..... in Mingora.

3 Work in pairs. Act out this conversation.

- A: You are Malala's father. You want to go to Islamabad and talk to politicians about the Taliban in Swat Valley.
- B: You are Malala's mother. You hate the Taliban but you want your husband safe.

Chapters 3–4

1 Are these sentences true (T) or false (F)?

- a) The Taliban left Mingora when the Pakistani Army came.  T
- b) Malala's lessons at school were boring.
- c) The Taliban bombed a lot of schools during class time.
- d) A lot of girls wanted to write the blog for the BBC.
- e) Malala's name was famous because of her blog.
- f) Malala spoke to an American TV reporter before her last day at school.

2 Complete the sentences with these people.

A peace prize ~~Malala~~ The Taliban Ziauddin's friend  
Malala's political group

- a) ..... *Malala* ..... decided to be a politician after the war.
- b) ..... died when the Taliban shot him.
- c) ' ..... don't kill children,' thought Ziauddin and Tor Pekai.
- d) ..... asked politicians for new school buildings and more education for street children.
- e) ..... in Pakistan took Malala's name.

3 You are Malala. A famous politician gives you your Peace Prize. Then you talk to TV reporters. What do you say?

Chapters 5–6

1 Answer these questions.

- a) Did Malala want to stop the campaign after she read 'Malala Yousafzai must die' on the Internet?  
*No, she didn't.* .....
- b) What did Ziauddin do every night so Malala was safe?  
.....
- c) Why were the nights difficult for Malala?  
.....
- d) What did Malala have at school on the day of the Taliban shooting?  
.....
- e) Why was it an exciting day for Tor Pekai?  
.....
- f) What does Malala remember of the shooting?  
.....

**RESOURCE SHEET STUDENT ACTIVITIES**

**2 Put the sentences in the correct order.**

- a) Malala’s family went to England by plane.
- b) The bus driver took Malala to the hospital in Mingora.
- c) Malala went to England by plane.
- d) Doctors in Pakistani hospitals saved Malala’s life.
- e) Malala had her first phone call with her family.
- f) Malala started to wake up in hospital.
- g) Malala said her first words after the shooting.

**3 Work in pairs. Act out the conversation between Malala and someone in her family when they meet in Birmingham for the first time.**

**Chapters 7–8**

**1 Circle the correct word in italics in these sentences.**

- a) Malala learned to walk / *never walked* again after the shooting.
- b) Reporters called Malala the *luckiest* / *most famous* teenager in the world.
- c) Because of the shooting, *no one* / *lots more people* wanted to help her campaign.
- d) In Birmingham, Malala’s mother learned to *read and write* / *cook English food*.
- e) Malala thought her house in Birmingham was *fantastic* / *boring*.

**2 Complete the article with the correct words.**

**NOBEL PRIZE FOR MALALA**

17-year-old Malala Yousafzai is now the world’s (a) *youngest* person with a Nobel Prize. The prize is for both Malala, a Pakistani, and Kailash Satyarthi, a campaigner from (b) ..... The Taliban shot Malala in the head two years ago. She now lives in Birmingham because it isn’t (c) ..... for her in Pakistan. Last year she wrote a (d) ..... about her life, and she is always busy with her work for her (e) ....., the Malala Fund. One day she wants to be a (f) ..... in Pakistan and bring peace to her country.

**3 Imagine that you are Malala. You are in Norway and this evening someone gave you your Nobel Peace Prize. Write about it in your diary. How do you feel about:**

- your prize?      • your family?      • other campaigners?
- the Taliban?      • girls without an education?

**FINAL TASKS**

**1 You are going to make a film about Malala. In groups, plan the start of the film. What do we see? What words do people say?**

**2 Your headteacher wants to have a Malala Day at school on July the 12th. What can the school do on this day? In groups, talk about your ideas.**

**3 Write about the life of girls in Pakistan and in your country. What is the same? What is different? In which country do girls have a better life, do you think?**

**VOCABULARY BUILDER**

**1 Choose the correct words from the ‘New Words’ at the back of your reader.**

- 1. Teachers and books can give you this. ....
- 2. Three or more people or things together are this. ....
- 3. People give you this when you are the best at something. ....
- 4. People give money to this to help others. ....
- 5. You must follow this or you are going to have problems with the police. ....
- 6. You do this when you think the same as someone. ....

**2 Complete the sentences with the ‘New Words’.**

- 1. For two minutes, the ..... didn’t stop, and after it there was a wall on top of him. He wasn’t dead, but he was frightened. He asked ..... for help.
- 2. The doctors can ..... his life, but he looks terrible in that hospital bed, with a ..... in his mouth and another in his arm.
- 3. When there’s a ..... between two countries or groups, a lot of people die – not only people in the ....., but children, teachers and grandmothers too.
- 4. War is terrible, so a political ..... must always try to keep his/her country at .....
- 5. As she ran away from him, he ..... her in the leg with his .....
- 6. As part of their ..... against tests on animals, the group put a ..... under the car of an animal tester. This man died when he started the car.
- 7. The TV ..... asked the ..... about her plans for the country’s schools, but she didn’t answer his questions.

## FACT FILE FOLLOW-UP

**GIRLS FOR CHANGE (pages 34–5)****Research and write**

Students research a young person who has campaigned for change in their community or the world. They write a paragraph about the person and their achievements.

**Write a diary**

Students imagine that they are one of the girls featured in the fact file and write a diary entry for an exciting day in their life, for example the day an Afghan cyclist is selected for the Olympics, or the day Azza wins a prize for her biofuel invention. They should include how the person feels and memories of what she has been through to achieve her goals.

**Campaign for change**

Students work in small groups. They discuss possible changes that they could campaign for and decide on their favourite. They then plan a campaign. Will they use social media? Make posters? Write letters to politicians or newspapers? Organise a community event?

**Roleplay an interview**

Students work in pairs. One of them is a TV chat show host and the other is one of the girls featured in the fact file. They should plan questions and answers for an interview, and then act out the interview in front of the class.

**CD FOLLOW-UP****Listening for key words**

Choose five key words or phrases from a chapter of the reader and write them on the board. Ask students to write down one piece of information to go with each of the key words while they listen.

*Example:* (Chapter 1)

1. Tor Pekai
2. TV
3. *Hijabs* and *burqas*
4. 75,000 people
5. the TNSM
6. God

*Possible answers:*

1. Tor Pekai, Malala's mother, didn't learn to read and write as a child.
2. Malala and her brother liked watching different things on TV.
3. Women in Pakistan always wear these when they go into town.
4. 75,000 people died in an earthquake in Swat Valley.
5. This group helped people after the earthquake.
6. The TNSM said, 'The earthquake came from God.'

**Prediction**

After reading a chapter with the students, play the relevant part of the CD. Stop at points during the chapter and ask what happened next.

**ANSWER KEY****Self-Study Activities (pages 54–6)**

- 1 a) campaign b) politics c) shoot d) agree e) save f) God g) leader
- 2 a) iv b) v c) iii d) i e) ii
- 3 a) Pakistan b) two brothers and no sisters c) Britain
- 4 a) Tor Pekai b) TNSM c) Fazlullah
- 5 a) F. She was with her schoolfriends on the school bus. b) T c) F. He bought guns. d) F. They closed because Fazlullah didn't allow them.
- 6 a) reporter b) army c) prize d) peace e) bomb
- 7 Open answer.
- 8 The correct order is: f, b, c, e, d, g, a.
- 9 a) because it was an important job for women in Pakistan b) on a BBC website, and later in a Pakistani newspaper c) to her mother's family home in the country d) because he forgot her birthday e) because they wanted to talk to Malala about her Peace Prize
- 10–12 Open answers.
- 13 a) Ziauddin b) her brother Kushal c) Malala's friends, Shazia and Kainat d) the bus driver e) Dr Fiona and Dr Javid
- 14 a) campaign, life b) friends, charity c) family, dead d) face, shooting e) hospital, papers
- 15–16 Open answers.
- 17 a) T b) F. It wasn't possible after the shooting, but now she can smile again. c) F. The letters were from people all over the world. d) T e) F. People in many countries campaigned against the shooting. f) F. Her father had a good job in Birmingham. g) F. She was better friends with the girls in Mingora.
- 18 a) Jordan b) Nigeria c) Norway d) Pakistan e) Peshawar
- 19 Open answers.

**Resource Sheet Activities****People and Places**

- 1 a) Atal b) Tor Pekai, Ziauddin c) Maulana Fazlullah d) Kushal School e) Swat Valley f) Islamabad

**Chapters 1–2**

- 1 b) don't want c) father d) happy e) friends and family f) different g) food and homes
- 2 b) earthquakes c) family d) girls e) music f) body
- 3 Open answer.

**Chapters 3–4**

- 1 b) F. She loved all her lessons. c) F. They bombed the schools during the night. d) F. No one wanted to write the blog. e) F. No one knew the name of the blogger. f) T
- 2 b) Ziauddin's friend c) The Taliban d) Malala's political group e) A peace prize
- 3 Open answer.

**Chapters 5–6**

- 1 b) He closed her windows. c) She had bad dreams. d) She had a test. e) She planned to have her first reading and writing lesson. f) She remembers nothing.
- 2 The correct order is: b, d, c, f, e, g, a.
- 3 Open answer.

**Chapters 7–8**

- 1 b) most famous c) lots more people d) read and write e) boring
- 2 b) India c) safe d) book e) charity f) politician
- 3 Open answer.

**Vocabulary Builder**

- 1 1. education 2. group 3. prize 4. charity 5. law 6. agree
- 2 1. earthquake, God 2. save, tube 3. war, army 4. leader, peace 5. shot, gun 6. campaign, bomb 7. reporter, politician