

# TEACHER'S MANUAL: UNIT 1, FAMILY

## WARM-UP

There are no wrong answers to this exercise. You should point out the number of children in the families. In Family A, you may want to point out that the woman can be single or married; she can be the mother, grandmother, or aunt, etc.

In the **Choose** section, learners can choose any of the three families. They can work individually or with a partner.

In the **Discuss** section, learners can use the vocabulary and grammar that they have. You may want to elicit vocabulary from the whole group and put it on the board. Working with others helps learners share the words they have, so this is a very good small group exercise. Make sure learners fully understand “same” and “different.”

The **Photo** lets learners personalize the activity and link it to their own lives.

## WARM-UP

### Choose

Circle 1 photo. My family is most like Family A, B or C...



Family A



Family B



Family C

### Discuss

- What is the same in your family?
- What is different?

### Photo

Put a photo or picture about your family here:

## VOCABULARY

Say the words on the left and point to the appropriate picture as you say the words. This is activity that familiarizes learners with the vocabulary. You can encourage learners to repeat the words after you, if they wish.

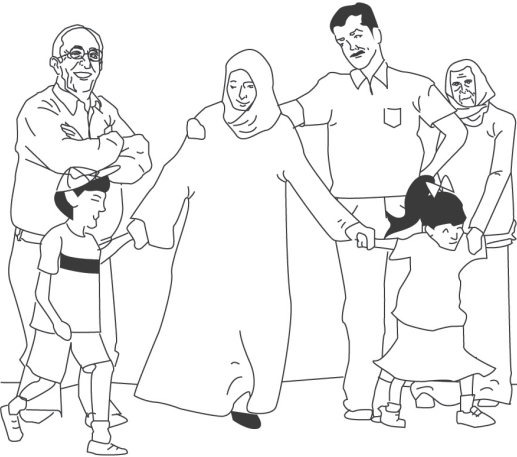

Note that the second picture is of a mother with two daughters, the mother's husband, and the husband of one of the two women. Their relationship is important to understanding the meaning of the words aunt, uncle, niece, nephew, and cousins. Demonstrate the relationship by pointing to the pictures - aunt and niece/nephew, uncle and niece/nephew, and between the children to demonstrate cousins.

Ask learners to draw a line to demonstrate the relationships between the words and the pictures. This encourages kinesthetic (motion-related) learning.

## Definitions

Practice pronunciation of the words below with your teacher.

Draw a line from each of these **words** to the people in the photos below to show their meanings.

<p><i>mother (wife)</i>  <i>father (husband)</i>  <i>daughter (sister)</i>  <i>son (brother)</i>  <i>grandmother</i>  <i>grandfather</i></p>	
<p><i>aunt</i>  <i>uncle</i>  <i>niece</i>  <i>nephew (cousins)</i></p>	

## My Family Tree

There are no wrong answers in this exercise.

Now that learners have talked about families, have them apply what they have learned to create their own family tree. They can draw additional boxes as needed to fit the names of people in their family.

They may put themselves anywhere in the tree, depending on whether they are focusing on those older or younger than themselves.

Learners may wish to draw additional branches or lines to show the connections among different family members.

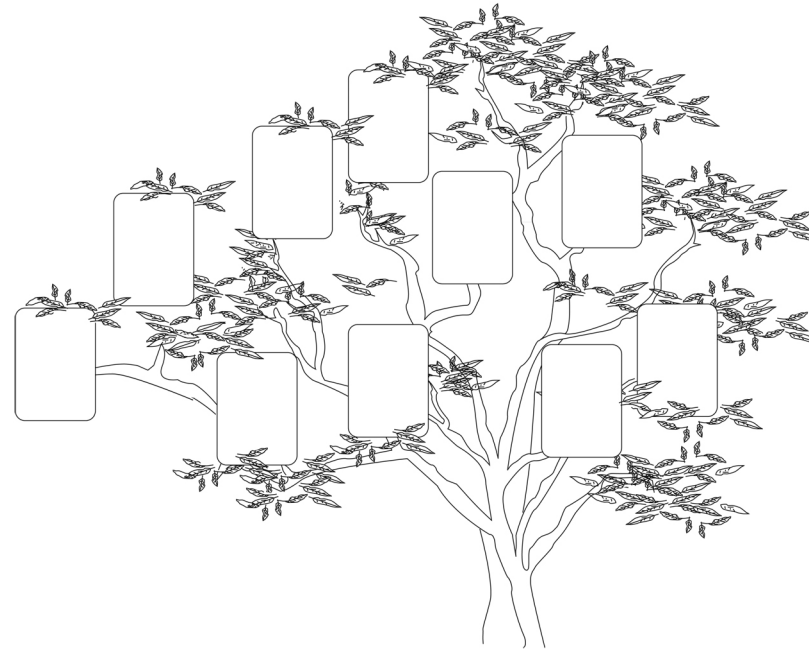
You can move around among the classroom to answer questions as needed. Encourage learners to share their family trees with each other, as well.

Applying their knowledge to their own lives and in a graphical format helps motivate learners to remember the vocabulary. They will probably want to share what they create with their families.

## My Family Tree

On the family tree below:

1. Write your name on the tree.
2. Write the names of your sisters and brothers.
3. Write the names of your mother and father.
4. Write the names of your grandmothers and grandfathers.



5. Do you have more people in your family?  
Put more boxes and names on the tree!

## READ-WRITE-TALK

There are no wrong answers to this exercise.

Learners are again applying what they are learning to their own lives. This exercise includes a bit of critical thinking, as well. As the teacher, you might ask the whole group how a man can have two wives (two at the same time, or one who died or was divorced then another). The question of how a woman can have two husbands could result in an interesting discussion (probably one who died, then a second husband - not two at the same time).

## THE HILWE W MORRA STORY

This story continues throughout the book. Each unit gives another piece of information about the women and their lives. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

The underlined words are the vocabulary focus. Note that all of the sentences are using simple present and the “be” verb.

As you read the story the first time, you may wish to emphasize the underlined words, but do not stop the story to explain them yet. When you read the story the second time, you may want to see if learners have questions about the vocabulary.

Notice that Samar can be happy or sad; Nour can be happy or a bit sarcastic. You can say the Ooooooh in a variety of ways, as well. Feel free to play with how you read the story aloud. It’s supposed to be fun!

## READ-WRITE-TALK

Write T for true or F for false. All answers are okay!

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | 1. I am the only daughter in my family.                 |
| <input type="checkbox"/> | 2. I am a mother.                                       |
| <input type="checkbox"/> | 3. I am a grandmother.                                  |
| <input type="checkbox"/> | 4. On my family tree, there is 1 man with 2 wives.      |
| <input type="checkbox"/> | 5. On my family tree, there is 1 woman with 2 husbands. |

## Group Work

Tell your answers to other students near you in the class.

- What is the same?
- What is different?

## THE HILWE W MORRA STORY

Listen and read along as the teacher reads this out loud.

There are 3 women. They are sitting and drinking tea together.

- Auntie Hala: How are you, dear?
- Samar: I am very tired all of the time now.
- Nour: Oh, are you okay?
- Samar: I am pregnant again.
- Nour: Well, that’s a surprise!
- Auntie Hala: Is something different this time?
- Samar: It’s triplets!
- All: Ooooooooooooooooooooooh!

### Vocabulary, Definition A or Definition B

This is a good opportunity to practice the Think-Pair-Share technique. With this technique, learners work individually at first to mark their answers, then check their answer with a partner, then respond in the whole group to your prompts.

The first word, “dear,” is defined in Arabic. It is a good idea to try to work on vocabulary using English, but there are a few times when the word in Arabic gives a better idea of the meaning. In this case, “dear” is said in a loving way. The emotional content is better shown with the Arabic word.

You will need to be careful to encourage learners not to just translate the words. English words contain their own grammar elements, and the grammar will generally not match the usage in Arabic. It is better to have learners become familiar with words in their English context and with English definitions.

#### ANSWER KEY

Vocabulary		Definition A	Definition B
<b>dear</b>	=	<i>Arabic: habibi</i>	<i>Arabic: habibti</i> ✓
<b>tired</b>	=	happy	sleepy ✓
<b>all of the time</b>	=	every day ✓	only at night
<b>now</b>	=	at this minute ✓	yesterday
<b>pregnant</b>	=	is “with child” ✓	is old
<b>again</b>	=	the first time	1 more time ✓
<b>surprise</b>	=	is not expected ✓	is expected
<b>different</b>	=	the same	not the same ✓
<b>triplets</b>	=	2 babies at the same time	3 babies at the same time ✓

### Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<b>dear</b>	=	<i>Arabic: habibi</i>	<i>Arabic: habibti</i> ✓
<b>tired</b>	=	happy	sleepy
<b>all of the time</b>	=	every day	only at night
<b>now</b>	=	at this minute	yesterday
<b>pregnant</b>	=	is “with child”	is old
<b>again</b>	=	the first time	1 more time
<b>surprise</b>	=	is not expected	is expected
<b>different</b>	=	the same	not the same
<b>triplets</b>	=	2 babies at the same time	3 babies at the same time

### Group Work

Model the questions and answers for the class initially:

Are you happy? Yes, I am.

Is she (pointing to someone in the class) sad? No, she isn't, or I don't know.

Notice that this uses different pronouns, different forms of "be," and both contractions and full responses (I'm not/I am not). You may wish to point out these grammatical elements to the learners if they are interested and ready for them.

Next, have the learners practice asking each other. They should begin with the models given, using the yes/no questions and full answers. More advanced learners may wish to add their own questions and answers.

There are no wrong answers in this exercise. The questions encourage learners to think critically about the story and make their own conclusions about Auntie Hala, Samar, and Nour. If the learners are not able to respond in English, you may need to model a few responses to show the grammar, such as "It's happy" or "She is 30."

The extra discussion questions are designed for more advanced learners. You can encourage those learners to share their questions with the whole group.

### Group Work

First, practice saying the questions and answers below with the teacher. Then, practice in pairs or small groups.

Make questions.

<i>Are you ...</i>	... happy? ... sad? ... tired?
<i>Is she ...</i>	... happy? ... sad? ... pregnant?
<i>Are they ...</i>	... a family? ... sisters? ... triplets?

Make answers.

<i>Yes,</i>	... I am. ... she is ... they are.
<i>No,</i>	... I'm not.            (... I am not.) ... she isn't.            (... she is not.) ... they aren't.        (... they are not.)
	I don't know.        (... do not know.)

Discuss in pairs or small groups:

- Is this story happy or sad? Why?
- How old is Auntie Hala maybe?
- How old are Samar and Nour maybe?

Extra discussion:

- What are some more questions for Samar?
- What are some more questions for Auntie Hala?

## READERS THEATER

Readers Theater is a special kind of theater play. The actors do not memorize their lines, but they do practice them ahead of time so that they can work on intonation and expression. Even beginning level learners can generally perform in the Readers Theater format.

Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines - that makes it more fun and motivating. Having small props such as cups and cookies also helps learners feel more like actors, and thus less self-conscious. Wearing different head coverings makes it easy to feel like someone else.

Practice as often as needed to have everyone feel comfortable in reading the different lines.

The “Ooooooooooh” can be the most variable element of the reading. It’s good to make sure that learners can hear and say the different “Oooooooooohs” before they try to act the dialogue themselves.

An audio recording that includes the practice section is available for download at <http://aei.uoregon.edu/wtwe>

### Group Work

You may want to have different props for each setting - nice cups for Group 1, cafe-style cups for Group 2, and picnic elements for Group 3.

It often works well to choose a group of more advanced students to be the first to model the activity. Note that both Auntie Hala and Nour have only two lines, while Samar has three lines.

## Practice with the Teacher

First, practice all of the story together with the teacher. Read the story as a script in a theater play.

There are 3 women. They are sitting and drinking tea together.

Auntie Hala: How are you, dear?  
 Samar: I am very tired all of the time now.  
 Nour: Oh, are you okay?  
 Samar: I am pregnant again.  
 Nour: Well, that’s a surprise!  
 Auntie Hala: Is something different this time?  
 Samar: It’s triplets!  
 All: Ooooooooooooooooooooooh!

Then, practice with the teacher in different ways:

- Say “Ooooooooooooooooooooooh!” in a happy way.
- Say “Ooooooooooooooooooooooh?” as a question.
- Say “Ooooooooooooooooooooooh!” in another way. What is the meaning?

### Theater Tip

Theater things (cups, cookies, etc.) are fun, too! The teacher or the students can bring them to class for this activity.

Next, work in groups. Each group has 3 students. Each student is a person in the *Hilwe w Morra* Story. Each group reads the story out loud.

- Group 1: You are in Auntie Hala’s home.
- Group 2: You are in a cafe.
- Group 3: You are on a picnic.



### Active Listening

Each group will present in turn. In order to keep everyone else focused, have the rest of the class fill out the Active Listening checklist. Ask the actors to write their names on the board so that others can copy them correctly.

Groups 4-7 can be in the same three settings (Auntie Hala’s house, a cafe, or a picnic) as Groups 1-3. You may wish to let the rest of the class guess which setting the additional groups are using as a way of being more involved in listening.

### The *Hilwe w Morra* Story, Family Tree

This will be an ongoing activity in each unit. Learners will keep going back to the *Hilwe w Morra* family tree to add more details as they learn more.

Again, there are no wrong answers - personalizing the characters with pictures from learners’ own families is a very good way of becoming more emotionally connected to the learning.

### Active Listening

Listen as other groups read the story. Put a  $\checkmark$  by the best answer for each group.

**Group 1:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

1. Listen to Samar. She is ...
2. Listen to Nour. She is ...
3. Look at Auntie Hala. She is ...

happy	sad	surprised
happy	sad	surprised
happy	sad	surprised

*[The other groups follow the same format.]*

### The *Hilwe w Morra* Story, Family Tree

- Go to beginning of this book. Put drawings or photos on the *Hilwe w Morra* Story family tree for Samar, Nour and Auntie Hala.
- Write their ages, too. All answers are okay!



## READING

This is a true story that was adapted from the news. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

In **Guess**, learners try to predict the content of the story just from the title. There are no wrong answers at this point, but learners can go back after they read the story to see if they were right or wrong in their guesses.

This is another good opportunity for the Think-Pair-Share method, where learners mark their individual answers first, then share with a partner, then hear what others in the class think. It is very likely that someone in the class will point out the words "Lebanese" and "triplets" in the title.

### Listen-Read-Circle

Read the story aloud slowly the first time, using as much expression as possible.

You may wish to elicit from learners the family words that they know as the next step.

Read the story slowly a second time. Give learners time to circle the words as you read. Lower-level learners may wish to hear the story a third time.

After the learners have circled the family words that they recognized, have them discuss with a partner before a whole-group discussion about the answers.

### Title: *Lebanese Mother of Triplets*

#### Guess

Think about the title: Lebanese Mother of Triplets. Guess! Are these sentences about the story maybe **T** (true) or **F** (false)?


1. This story is about a family.
2. The family is in Lebanon.
3. The mother has 2 babies at the same time.
4. The mother has 3 babies at the same time.

#### Listen-Read-Circle

Listen as your teacher reads the story.

Now, listen again. Find 5 words about family (for example, family, mother, father, son, daughter...) and **circle** the words.

2006, July

There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is 2 years old. His name is Hadi Jaafar.

Unfortunately, Hadi Jaafar dies. Raja is very sad.

2007

Raja wishes for a new baby.

2008, May

Surprise! Raja is now the mother of triplets. Congratulations! There are 2 boys and 1 girl. Now Raja is the mother of 2 sons and 1 daughter: Hadi, Jihad and Nour.

## ANSWER KEY

### Listen-Read-Circle

Circle the family words.

2006, July

There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is 2 years old. His name is Hadi Jaafar.

Unfortunately, Hadi Jaafar dies. Raja is very sad.

2007

Raja wishes for a new baby.

2008, May

Surprise! Raja is now the mother of triplets. Congratulations! There are 2 boys and 1 girl. Now Raja is the mother of 2 sons and 1 daughter Hadi, Jihad and Nour.

**Listen-Read-Write**

Read each paragraph as many times as needed while learners write the answers.

This is another good Think-Pair-Share opportunity. After the learners have written the words in the blanks, have them discuss with a partner before a whole-group discussion about the answers.

**ANSWER KEY**

**Listen-Read-Write**

2006, July  
 There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is 2 years old. His name is Hadi Jaafar.  
 Unfortunately, Hadi Jaafar dies. Raja is very sad.

2007  
 Raja wishes for a new baby.

2008, May  
Surprise! Raja is now the mother of triplets. Congratulations! There are 2 boys and 1 girl. Now Raja is the mother of 2 sons and 1 daughter: Hadi, Jihad and Nour.

**Listen-Read-Write**

Listen to the teacher read “Lebanese Mother of Triplets” as many times as needed.

Write the **words** in the blanks below.

<p><i>sad</i> <i>son</i> <i>family</i> <i>mother</i></p>	<p>2006, July                  There is a _____ family _____ in Ghaziyeh, Lebanon. The _____ is 21 years old. Her name is Raja. Her _____ is 2 years old. His name is Hadi Jaafar.                  Unfortunately, Hadi Jaafar dies. Raja is very _____.</p>
<p><i>triplets</i> <i>boys</i> <i>baby</i> <i>daughter</i> <i>Surprise</i></p>	<p>2007                  Raja wishes for a new _____.</p> <p>2008, May                  _____! Raja is now the mother of _____. Congratulations! There are 2 _____ and 1 girl. Now Raja is the mother of 2 sons and 1 _____: Hadi, Jihad and Nour.</p>

### Sentence Order

Demonstrate with the first sentence. You may want to have lower-level learners look back at the story. This gives them more practice reading the story, which is good.

For more advanced learners, it is more interesting and challenging to have them reconstruct the story without looking back.

### ANSWER KEY

#### Sentence Order

Put the sentences about Lebanese Mother of Triplets in order (1, 2, 3, 4, 5).

- 4   Surprise! Raja is the mother of triplets.
- 1   Raja and her son Hadi Jaafar live in Ghaziyeh.
- 2   Hadi Jaafar dies.
- 5   Raja names the triplets Hadi, Jihad and Nour.
- 3   Raja is sad and wishes for a new baby.

### Sentence Order

Put the sentences about Lebanese Mother of Triplets in order (1, 2, 3, 4, 5).

- Surprise! Raja is the mother of triplets.
- 1   Raja and her son Hadi Jaafar live in Ghaziyeh.
- Hadi Jaafar dies.
- Raja names the triplets Hadi, Jihad and Nour.
- Raja is sad and wishes for a new baby.

## What to Say?

In this exercise, learners practice expressing condolences and congratulations. Model the sentences, using your own name in "This is \_\_\_\_." Next, ask learners to repeat the sentences with you, but using their own names in the blank.

Learners should then practice with each other, taking turns being Raja and themselves. Note that Raja just says "Thank you" as the response to either condolences or congratulations.

Culture note: Americans and other Westerners tend not to say much about death. The phrase "I am very sorry about your loss" has a few variations, including "I am sorry to hear about your loss" and "I am sorry for your loss." The response is generally a simple "Thank you."

With a new baby and other reasons for congratulations, however, there are many more options. People may ask the new parent how many pounds the baby weighed, for example, and ask to see a photo. Babies are always "beautiful!" no matter what they look like. Raja could also respond with "Thank you. We're very happy, too."

## What to Say?

2006

You call Raja because she is sad. You are sad, too.

Write your name in the blank below.

First, practice saying this with the teacher.

Then, practice with other students.

Hello, Raja? This is \_\_\_\_\_.

I am very sorry for your loss.

Raja says: Thank you.

2008

You call Raja because she is happy about the triplets. You are happy, too.

Write your name in the blank below.

Practice saying this with the teacher.

Then, practice with other students.

Hello, Raja? This is \_\_\_\_\_.

Congratulations! I am very happy for you!

Raja says: Thank you.

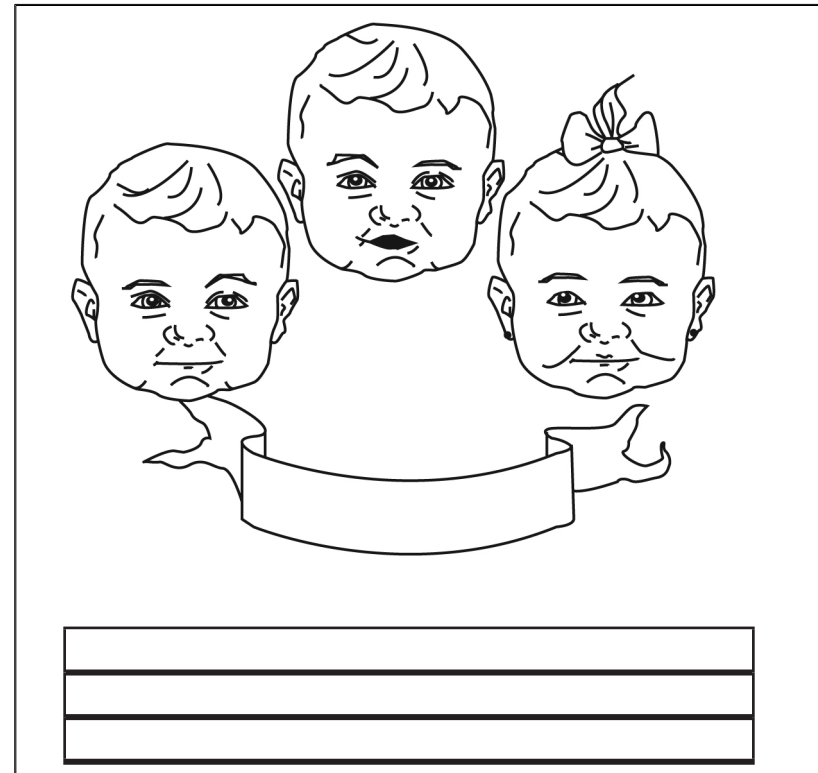
## Send a Gift and Gift Card

This is the next step toward independent writing. More advanced students may want to add an additional message. Learners can write the names of the three babies anywhere on the card.

If students wish, they could decorate the card and add additional features to it.

This is a gift card for Raja and the triplets.

- Copy the message: **Congratulations, Raja!**
- Write the names of the 2 boys and 1 girl.
- Write your name.



## WHAT'S THE BUZZ?

This activity lets learners personalize what they have been learning, as well as practice some Wh- questions. For advanced learners, the teacher may want to point out the grammatical difference between yes/no questions with “be” and Wh- questions. With yes/no questions with “be,” the verb shifts to the front of the sentence. With Wh- questions, the verb comes in its usual place, after the Wh- word (Who) or the Wh- phrase (How many girls/boys).

This activity also introduces the word “oldest.” Learners can think of the word as a simple vocabulary item, or the teacher can touch on the concept of superlatives with -est: the biggest, the youngest, the tallest, then shortest, etc.

Learners are also working with numbers in this activity. When the numbers are added up, the total for the whole class may be quite large. It can be an opportunity for the teacher to work on the difference in pronunciation between the -teen numbers and the -ty numbers: thirteen versus thirty, fourteen versus forty, fifteen versus fifty, etc.

## WHAT'S THE BUZZ?

There are 5 questions. First, practice the questions with the teacher. Then, each student talks to 3 students in the class and asks all the questions.

Write the names of the students and all the answers in the boxes below.

	STUDENT 1: ____	STUDENT 2: ____	STUDENT 3: ____	TOTAL
<b>Question 1:</b> How many girls are on your family tree?				
<b>Question 2:</b> How many boys are on your family tree?				
<b>Question 3:</b> How many twins are on your family tree?				
<b>Question 4:</b> How many triplets are on your family tree?				
<b>Question 5:</b> Who is the oldest on your family tree? How old is she or he?				

Write the **total** numbers for each row.



### **Discuss with Your Group/All Together**

This activity reviews the distinction between same and different. As before, have learners discuss in pairs and small groups before moving the whole-group activity.

All answers are correct.

### **Discuss with Your Group**

- How many answers are the same?
- How many are different?
- What is the total number for each question?

### **Discuss with the Teacher All Together**

- For all the groups, what is the same or different?
- What is the family tree with the oldest person?

**WRITING**

**What is Next?**

Begin by having the class create the next steps in the *Hilwe w Morra* conversation. If learners are somewhat shy, the teacher may begin by suggesting what Auntie Hala says, then ask the learners to develop more. The teacher can adjust the statements that learners offer so that they are written in correct English on the board.

This activity moves progressively into writing, starting with copying a text that the group has created. It is another opportunity for learners to review a text that they have worked with before and to use vocabulary that they have learned as they create new sentences.

Three names have been added to the first table: Auntie Hala, Samar, and Nour. There are extra blanks so that the class can decide who speaks next and write in that person's name.

Three dates have been added to the second table: 2009, 2010, and 2011. More dates can be added on the additional lines.

The teacher should point out any errors in present tense grammar (use of -s at the end of the verbs). Otherwise, all reasonable answers are correct.

**WRITING**

**What is Next?**

First, work together as a class with the teacher. On the board, write more of the story below. Write what Samar, Nour and Auntie Hala say next. It is a *happy* story.

Copy the story from the board.

**The Hilwe w Morra Story**

There are 3 women. They are sitting and drinking tea together.

Auntie Hala: How are you, dear?  
 Samar: I am very tired all of the time now.  
 Nour: Oh, are you okay?  
 Samar: I am pregnant again.  
 Nour: Well, that's a surprise!  
 Auntie Hala: Is something different this time?  
 Samar: It's triplets!  
 All: Ooooooooooooooooooooooh!

Auntie Hala: \_\_\_\_\_  
 Samar: \_\_\_\_\_  
 Nour: \_\_\_\_\_

### Group Work

This further extends the writing activity. The learners with the least English proficiency can work with Choice 1, reusing their existing vocabulary from the Hilwe w Morra story. Choice 2 and Choice 3 may call for more vocabulary than learners have practiced.

More advanced students can work on the story about Raja. Here, Choice 4 is probably the easiest. There are three dates currently listed; learners can choose to add more dates.

Note that in the timeline, all of the statements are in simple present. The present time is the year being discussed, even though it may be before now.

### Group Work

Now, work in pairs or groups. There are 6 choices below. What is your choice? Use your choice to write more of The Hilwe w Morra Story **or** The Lebanese Mother of Triplets story.

CHOICE 1: The sisters (Samar and Nour) are not happy.

CHOICE 2: There are more surprises in the story.

CHOICE 3: There are more questions in the story.

[Hilwe w Morra story, with additional lines for dialogue.]

Auntie Hala: \_\_\_\_\_

Samar: \_\_\_\_\_

Nour: \_\_\_\_\_

CHOICE 4: The story is happy.

CHOICE 5: There are more surprises in the story.

CHOICE 6: Raja and the Triplets: There are more questions in the story.

[Lebanese Mother of Triplets story, with additional lines:]

2009: \_\_\_\_\_

2010: \_\_\_\_\_

2011: \_\_\_\_\_

## SUPPLEMENTARY ACTIVITIES

### VOCABULARY

#### Flash Cards

A copy of the flash cards is included at the end of this unit.

Students can take the flash cards home to work on them there, as well.

#### Sorting Game

More advanced students can create their own categories. For beginners, start by having them sort, then try to describe the different categories.

#### Concentration Game

This is the kind of game that students can play at home, as well.

## SUPPLEMENTARY ACTIVITIES

### VOCABULARY

#### Flash Cards

On page 17, there is a set of flash cards with the vocabulary from this unit.

Students can cut out the cards and create their own sets of flash cards.

#### Sorting Game

Students work in pairs or groups.

Sort the flash cards into 3 groups (piles). They then explain how the 3 piles are the same and different.

Alternate: The teacher tells the students to sort the cards in one of these ways.

- male / female / neither
- young / old / neither
- like / dislike / no opinion

#### Concentration Game

This is a matching game. Students work in pairs. They put their flash cards all together. They turn the cards face down and mix them up.

- Student A turns over 2 cards. If they are the same, she keeps them. If they are different, she turns them back over.

## Definitions

Encourage students to add pictures or translations that help them remember the word. This way, the meaning is personalized and more memorable.

Tip: Do this after they play the Concentration Game so they cannot see the definitions.

## PROJECT POSSIBILITIES

These activities are designed to add more personal content to the language that students are learning. The activities are also helpful for those who learn well from pictures and from graphical elements, such as visual relationships between words.

- Student B turns over 2 cards. If they are the same, she keeps them. If they are different, she turns them back over.
- They take turns doing this until all the cards are in pairs. The person with the most cards is the winner.

## Definitions

To show the meaning of each word, students can:

- Put pictures on the back of each card. They can draw them or cut them out of magazines, newspapers, etc.
- Write definitions or translations on the back of each card.

Tip: Do this after they play the Concentration Game so they cannot see the definitions.

## PROJECT POSSIBILITIES

Each person brings a photo from her childhood and gives the photo to the teacher. Tell the students to all use approximately the same age for the photos. Baby pictures (less than one year old) and first-year-of-school photos work well. The teacher puts all the photos on the wall or a board. Other students in the class then try to identify who they are.

- Make “word family” trees on the bulletin board or wall to show the relationships between words. You can use the flash cards and groups from the Sorting Game above for this.

## INTERNET: WEB QUEST

These activities are for those who have Internet access. The teacher can use these with one computer with Internet access and a projector, or they can be optional activities for learners outside the classroom.

Websites change regularly. Make sure that you have visited the site before you use it in class or send learners to these websites.

Remind learners that they should be very careful not to click on the ads - they could find themselves somewhere they do not want to be.

It works best if there is a connection between what learners do outside the classroom and what they are doing in class. If these are used outside of class, encourage learners to share what they have done with the class.

## INTERNET: WEB QUEST

Here are some places to **Go** and things to **Do** on the Web with this unit.

**Go: The Free Dictionary**

<http://www.thefreedictionary.com>

**Do:** Type in vocabulary words from this unit, one at a time. Click on the “listen” or “sound” option to hear the pronunciation of the words. Practice saying the words.

**Go: Room 108 Dolch Word Games**

<http://www.netrover.com/~crose/dolch/dolch.htm>

**Do:** Start with List One. Do the “Listen and Spell” and “Listen and Match” or “Jigsaw” games. Which game do you like best?

**Go: Online Games for Moms and Kids**

<http://resources.kaboose.com/games>

**Do:** There are many word games on this site. Find a game you can play with a boy or girl in your family. Which game do you like best?

**Go: Facebook – Family Village Game**

<http://familyvillagegame.com>

**Do:** This game goes with your Facebook site. Build an online family tree and village.

**READING: ORIGINAL ARTICLE**

**Lebanese Mother Gives Birth to Triplets After Losing Only Son During War**

A Lebanese mother has given birth to triplets around 20 months after her two-year-old son’s death in Israeli raids on the town of Ghaziyeh during the July-August 2006 war, An Nahar daily reported Tuesday.

It said the triplets, two boys and one girl, were born at the same hospital in the southern port city of Sidon where Hadi Jaafar died from wounds he suffered during the raids on Ghaziyeh.

An Nahar said the newborns were named Hadi, Jihad and Nour al-Houda.

“I am happy that I delivered three twins...I didn’t expect to get pregnant after my suffering and grief. I wished for one baby...but God gave me three instead,” the mother, 23-year-old Raja, said.

From <http://old.naharnet.com/domino/tn/NewsDesk.nsf/story/8B8AC8D3B7E9943BC2257441002C19C9?OpenDocument>

<b>a girl</b>	<b>a boy</b>	<b>a surprise</b>
<b>a mother</b>	<b>a father</b>	<b>pregnant</b>
<b>a wife</b>	<b>a husband</b>	<b>same</b>
<b>a daughter</b>	<b>a son</b>	<b>different</b>
<b>a child</b>	<b>children</b>	<b>suddenly</b>
<b>a sister</b>	<b>a brother</b>	<b>congratulations</b>
<b>an aunt</b>	<b>an uncle</b>	<b>dear</b>
<b>a baby</b>	<b>babies</b>	<b>triplets</b>
<b>a grandmother</b>	<b>a grandfather</b>	<b>sorry</b>
<b>a family</b>	<b>families</b>	<b>a tree</b>
<b>happy</b>	<b>sad</b>	<b>tired</b>
<b>all of the time</b>	<b>now</b>	<b>again</b>