

TEACHER'S MANUAL: UNIT 8, PLANS AND DREAMS

WARM-UP

This unit is practicing future tense. As a result, “will” is used a great deal. Those who feel uncomfortable in making a prediction should be encouraged to add *inshallah* or an English equivalent, such as “God willing” or “hopefully.”

WARM-UP

Choose

Choose one photo. Some day I will ...



A



B



C

Discuss

- What do you have now?
- Why do you want this?
- How will it happen?

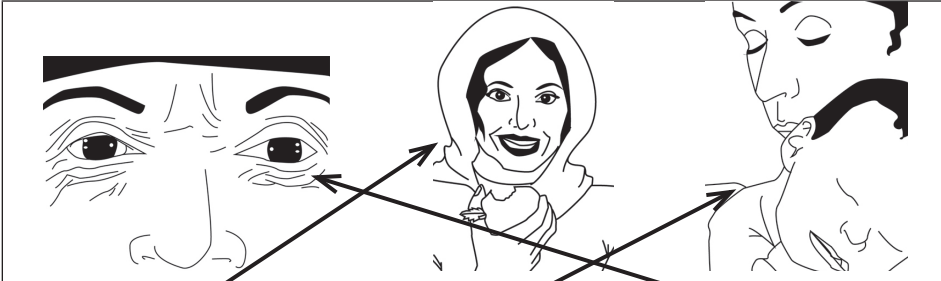
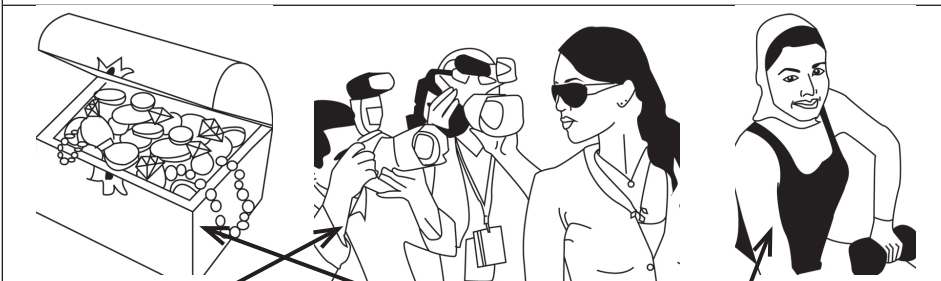
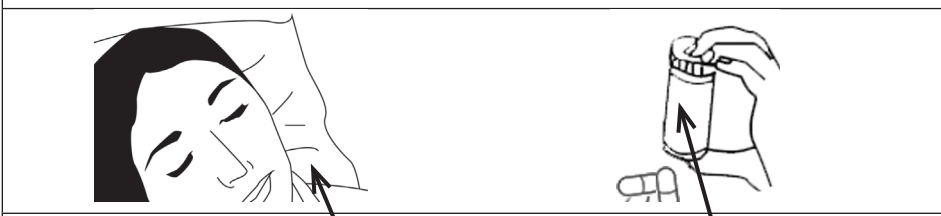
Photo

Put a photo or picture about something you want here:

VOCABULARY

The vocabulary here relates mostly to abstract concepts. For example, eating an apple indicates healthy, an old woman's eyes are wise, and a treasure box symbolizes rich. Learners may want to talk about what other images show these concepts to them.




ANSWER KEY


<i>healthy</i> <i>loving</i> <i>wise</i>

<i>famous</i> <i>rich</i> <i>strong</i>

<i>dream</i> <i>medicine</i>

VOCABULARY

Definitions

Practice pronunciation of the words below with your teacher. Draw a line from the **words** to the people and things to show their meanings.


<i>healthy</i> <i>loving</i> <i>wise</i>

<i>famous</i> <i>rich</i> <i>strong</i>

<i>dream</i> <i>medicine</i>

Timeline About Me

A timeline is a common way of describing a series of events. Timelines can be any range of time. In English, the timeline generally goes from left to right, past to future.

In this activity, learners are applying what they have been studying and connecting it to themselves. They will need to turn the book sideways to write, of course.

The future relates to their hopes and dreams. They should use

- plan to + verb
- hope to + verb

A similar construction about future hopes and plans is

- would like to + verb

It will be helpful to start by talking with the whole class about what they might say. Learners can then work individually and with a partner to fill out the table.

Timeline About Me

List major events in your life on the timeline below. Put the year and the event. Talk about the **past**, present, and **future**.

Past		Present				Future hopes			
___ I was born. Ex: <u>1983</u> I was born.				___ I am ...	___ I have ...			___ I plan...	___ I hope...

READ-WRITE-TALK

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

- | | |
|--|---|
| | 1. I was born more than 30 years ago. |
| | 2. I have a career. |
| | 3. I am healthy. |
| | 4. I would like to have some/more children. |
| | 5. I plan to be an excellent English speaker. |

Group Work

Learners can talk about their timeline or the Read-Write-Talk activity.

THE HILWE W MORRA STORY

An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Learners should notice the irregular past tense verbs “won” and “took,” as well as the use of “plan to.”

Group Work

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

- What is the same?
- What is different?
- How can you reach your plan?

THE HILWE W MORRA STORY

Listen and read along as the teacher reads this out loud.
The women are all at Nadine's house.

- Auntie Hala: Nadine, what are you working on now?
- Nadine: It's a dress for one of the triplets. I hope it will **fit**.
- Auntie Hala: Your **sewing** is always so beautiful.
- Samar: Mother, you took your **embroidery** to the Beirut **Shopping Mall** last week, right?
- Nadine: Yes, I did because there was a **contest**.
- Samar: Well, someone called from the mall because you **won first prize!**
- Joumana: You will be famous!
- Nadine: Oh, I don't think so!
- Joumana: Did she win any money?
- Samar: Yes, 300,000 Lebanese pounds.
- Joumana: That's a lot of money!
- Samar: What do you plan to do with the money?

Nadine : **My goodness**, I'm so surprised! I don't know what I will do.

Joumana: I can think of a lot to do with that much money.

Auntie Hala: I imagine so...

Vocabulary, Definition A or Definition B

ANSWER KEY

<u>fit</u>	=	the right size ✓	the wrong size
<u>sewing</u>	=	something that you do with thread ✓	something that you do with food
<u>embroidery</u>	=	using color to make paper pretty	using thread to make clothes pretty ✓
<u>shopping mall</u>	=	large place with many stores ✓	small family business
<u>a contest</u>	=	a way for people to work with each other	a way for people to be better than each other ✓
<u>win (won)</u>	=	to try hard	to be the best ✓
<u>first prize</u>	=	something you get for being the best ✓	something you get for trying hard
<u>My goodness!</u>	=	Wow! ✓	Oh, no!

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>fit</u>	=	the right size ✓	the wrong size
<u>sewing</u>	=	something that you do with thread	something that you do with food
<u>embroidery</u>	=	using color to make paper pretty	using thread to make clothes pretty
<u>shopping mall</u>	=	large place with many stores	small family business
<u>a contest</u>	=	a way for people to work with each other	a way for people to be better than each other
	=	to try hard	to be the best
<u>first prize</u>	=	something you get for being the best	something you get for trying hard
<u>My goodness!</u>	=	Wow!	Oh, no!

Group Work

This activity has learners practice want to/ need to/ plan to/ hope to/ would like to

They all take the base form of the verb:

- I want to work.
- I need to have more money.
- I plan to study.
- She wants to learn English.
- We need to have more time.

Note the use of “be”:

- I plan to be happy.
- I hope to be rich.
- She plans to be successful.

Group Work

First, practice saying the questions and answers below with the teacher.

Then, practice in pairs or small groups.

Make questions.

What do you...	... want to do? ... need to have?
What do you...	... plan to do? ... hope to be?
What would you like to do? ... to have? ... to be?

Make answers.

I want ... I need to work. ... to learn English. ... to _____. ... to have more time. ... to have more money.
I plan ... I hope to study hard. ... to speak English well. ... to be happy /rich /healthy /successful.

The verb want, plan, hope, and need will change between I and she as a subject (I want/ She wants; I hope/ He hopes; etc.) With "would like," there is no difference between I and she:

- I would like to be a good mother.
- She would like to be famous.

In the discussion, all answers are correct!

I would like to travel. ... to have many children / grandchildren. ... to be famous. ... to be a good mother /sister /wife / _____.
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Discuss in pairs or small groups:

- What will Nadine do with the money?
- How does Joumana feel?

Extra discussion:

- What does Nadine's embroidery look like maybe? (Your idea)
- What is Joumana's plan for the money maybe? (Your idea)

READERS THEATER

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

READERS THEATER

Practice with the Teacher

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

- Auntie Hala: Nadine, what are you working on now?
- Nadine: It's a dress for one of the triplets. I hope it fits.
- Auntie Hala: Your sewing is always so beautiful.
- Samar: Mother, you took your embroidery to the Beirut Shopping Mall last week, right?
- Nadine: Yes, I did because there was a contest.
- Samar: Well, someone called from the mall because you won first prize!
- Joumana: You'll be famous!
- Nadine: Oh, I doubt it!
- Joumana: Did she win any money?
- Samar: Yes, 300,000 Lebanese pounds.
- Joumana: That's a lot of money!
- Samar: What do you plan to do with the money?
- Nadine : My goodness, I'm so surprised! I don't know what I'll do.
- Joumana: I can think of a lot to do with that much money.
- Auntie Hala: I imagine so...

Encourage learners to think about why the characters might say these things in different ways. What are they feeling, and why?

Theater Tip

It is especially nice if learners can bring samples of their own embroidery to share.

Active Listening

Notice that different emotions are used in different groups. Make sure that learners understand and can display the different emotions: thoughtful, proud, jealous, excited, quiet, happy, and unhappy.

Each group consists of four people.

Then, practice with the teacher in different ways:

- Say in a happy way, “You’ll be famous!”
- Say in a jealous way, “You’ll be famous!”
- Say in a happy way (laughing), “I imagine so...”
- Say in a thoughtful way, “I imagine so...”

Theater Tip

Bring samples of embroidery for Nadine to work on and show.

Group Work

Next, work in groups. Each group has 4 students. Each student is a person in *The Hilwe w Morra Story*. Each group reads the story out loud.

Active Listening

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

Group 1: _____, _____, _____, and _____.

Listen to Auntie Hala. She was...	happy	thoughtful	proud
Listen to Nadine. She was...	happy	thoughtful	proud
Listen to Samar. She was...	happy	thoughtful	proud
Listen to Joumana. She was...	happy	thoughtful	proud

[continue with the other groups]

The *Hilwe w Morra* Story, Family Tree

This is another opportunity for learners to share their own embroidery designs.

READING

An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

A couple of the items in the Guess section are clear from the title. Learners should be able to tell that 1 and 3 are false. They will need to read and listen to the story in order to see if their other guesses were correct.

The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book. Add drawings or photos on the *Hilwe w Morra Story* family tree about Nadine's prize and embroidery.
- All answers are okay!

READING

Title: 8 Goals for Lebanon

Guess

Think about the title: *8 Goals for Lebanon*. Guess! Do you think these sentences about the story are T (true) or F (false)?

1. It is about Canada.
2. It is about plans and dreams.
3. There are 7 goals (plans and dreams) in this story.
4. The goals are important for women.
5. The goals are important in my life too.

Vocabulary

The images here can be an opportunity for discussion. What does each symbol represent? There is one symbol for each goal, so learners can start by matching the ones they are sure about first, then trying to figure out the others.

ANSWER KEY

- | | |
|---|--------------------------------------|
| 7: a clean <u>environment</u> | 2: <u>education</u> for all children |
| 3: equal <u>rights</u> and <u>power</u> for women | 4: fewer children die |
| 1: food for everyone | 5: healthy pregnant women |
| 6: <u>medicine</u> for everyone | 8: partners with other countries |

Explanation:

1. is a bowl of food with steam (hot food)
2. is a pencil, representing education
3. is the scientific symbol for woman
4. is a child's toy (a bear, probably)
5. is a pregnant woman
6. is a medicine bottle
7. is a flower, representing a healthy environment
8. is a group of people, representing partnering

Vocabulary

The United Nations plans to work with women in Lebanon on 8 goals. Draw a line from the goals to the 8 pictures:

- | | |
|--|-------------------------------------|
| · a clean <u>environment</u> | · <u>education</u> for all children |
| · equal <u>rights</u> and <u>power</u> for women | · fewer children die |
| · food for everyone | · healthy pregnant women |
| · <u>medicine</u> for everyone | · partners with other countries |



Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words or phrases about feelings and dreams.

The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have better lives. Maybe they will bring new hopes and dreams for women.

Goal #1: Everyone will have enough food.

Goal #2: All children will be able to go to school.

Goal #3: Women will have equal rights. For example, women will have the power to give citizenship to their children.

Goal #4: Fewer babies and children will die.

Goal #5: Pregnant mothers will have good medical care

ANSWER KEY

The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have better lives. Maybe they will bring new hopes and dreams for women.

Goal #1: Everyone will have enough food.

Goal #2: All children will be able to go to school.

Goal #3: Women will have equal rights. For example, women will have the power to give citizenship to their children.

Goal #4: Fewer babies and children will die.

Goal #5: Pregnant mothers will have good medical care and healthy babies.

Goal #6: Everyone will have medicine for diseases. For example, there will be medicine for HIV-AIDS and malaria.

Goal #7: Lebanon will have a clean environment.

Goal #8: Lebanon will be a partner with other countries. They will work together on problems.

Do you agree or disagree with these goals? Why?

and healthy babies.

Goal #6: Everyone will have medicine for diseases. For example, there will be medicine for HIV-AIDS and malaria.

Goal #7: Lebanon will have a clean environment.

Goal #8: Lebanon will be a partner with other countries. They will work together on problems.

Do you agree or disagree with these goals? Why?

Listen-Read-Write

Listen to the teacher read *8 Goals for Lebanon* as many times as needed.

Write the words in the blanks below.

<i>babies</i>	The United Nations (UN) plans to work with women in Lebanon on 8 goals.
<i>better</i>	Maybe they can help women have _____ lives. Maybe they will bring
<i>dreams</i>	new hopes and _____ for women.
<i>enough</i>	Goal #1: Everyone will have _____ food.
<i>power</i>	Goal #2: All children will be able to go to _____.
<i>rights</i>	Goal #3: Women will have equal _____. For example, women will have the _____ to give citizenship to their children.
<i>school</i>	Goal #4: Fewer _____ and children will die.

ANSWER KEY

The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have better lives. Maybe they will bring new hopes and dreams for women.

- Goal #1: Everyone will have enough food.
- Goal #2: All children will be able to go to school.
- Goal #3: Women will have equal rights. For example, women will have the power to give citizenship to their children.
- Goal #4: Fewer babies and children will die.

- Goal #5: Pregnant mothers will have good medical care and healthy babies.
- Goal #6: Everyone will have medicine for diseases. For example, there will be medicine for HIV-AIDS and malaria.
- Goal #7: Lebanon will have a clean environment.
- Goal #8: Lebanon will be a partner with other countries. They will work together on problems.

Do you agree or disagree with these goals? Why?

<p><i>disagree</i></p> <p><i>environment</i></p> <p><i>healthy</i></p> <p><i>malaria</i></p> <p><i>medicine</i></p> <p><i>partner</i></p> <p><i>Pregnant</i></p> <p><i>problems</i></p>	<p>Goal #5: _____ mothers will have good medical care and _____ babies.</p> <p>Goal #6: Everyone will have _____ for diseases. For example, there will be medicine for HIV-AIDS and _____.</p> <p>Goal #7: Lebanon will have a clean _____.</p> <p>Goal #8: Lebanon will be a _____ with other countries. They will work together on _____.</p> <p>Do you agree or _____ with these goals? Why?</p>
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Sentence Order

Put the sentences about *8 Goals for Lebanon* in order (1, 2, 3, 4, 5).

- _____ All children will be able to go to school.
- 1 The United Nations will work with women in Lebanon.
- _____ Lebanon will work with other countries on problems.
- _____ Maybe the goals will bring hopes and dreams for women.
- _____ Pregnant mothers will have good medical care.

Sentence Order

ANSWER KEY

- 3 All children will be able to go to school.
- 1 The United Nations will work with women in Lebanon.
- 5 Lebanon will work with other countries on problems.
- 2 Maybe the goals will bring hopes and dreams for women.
- 4 Pregnant mothers will have good medical care.

What to Say?

Encourage learners to make sentences that are meaningful to their lives.

WHAT'S THE BUZZ?

Learners ask each other about their hopes and dreams in the past and present.

All appropriate responses are correct.

What to Say?

We use “because” in English to connect actions or events. One thing happens **because** of another thing.

- The Shopping Mall called **because** Nadine won first prize.
- Nadine is happy **because** she won first prize..
- We eat **because** we are hungry.

What can you say with because?

I study English because ...

I am happy because ...

_____ because _____

_____ because _____

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: _____
Question 1: At 6 years old, what did you hope to be?			

Question 2: At 16 years old, what did you hope to be or do?			
Question 3: What is your plan now?			
Question 4: Did your plan change? Why or why not?			
Question 5: Are you successful?			

There are many ways to be successful. This discussion should provide learners with the opportunity to think about how and why they have been successful, and give advice to others.

Discuss with Your Group

- How many answers are the same?
- How many are different?
- Whose dreams stayed the same?
- Why are you successful or not successful?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- What did most people hope to be?
- How many people are successful?

WRITING

Learners have been using tables for the What’s the Buzz section. In this table, the columns are for What (the thing to spend money on), Why, and the Amount of money to spend. Each row should be a separate expense.

Try not to spend too much or too little! Those who are better with math can be the accountants. If a calculator is available, this is an opportunity for learners to practice using a calculator to add up their expenses,

WRITING

Spending Money My Way

Imagine that you have 300,000 pounds. What would you like to do? Make a list with prices. Explain why you want to spend the money that way.

What	Why	Amount
<i>Example: Give money to my brother.</i>	<i>He wants to get married.</i>	<i>30,000</i>
TOTAL:		

After you finish, work in groups and share lists.

- Who found the best way to spend money?
- Do you want to change anything on your list now?

SUPPLEMENTARY ACTIVITIES

VOCABULARY

You can use some of the additional flashcard activities from earlier units as well.

Hopes and Dreams

Encourage learners to bring interesting pictures into class to share.

Reorder the goals

This is a good opportunity to talk about the words most and least, as well as more and less.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 151, there is a set of flash cards with the vocabulary from this unit. Students can use the cards as in previous units.

Hopes and Dreams

Talk with a partner about your hopes and dreams in these categories:

- Job
- House
- Family
- Car

Find pictures that relate to your hopes and dreams. Share the pictures with a partner. Talk about how you can reach your hopes and dreams.

Reorder the goals

What goals are most important to you? Write the goals in order. Number 1 will be the most important goal for you. Number 8 will be the least important goal for you.

1.		5.	
2.		6.	
3.		7.	
4.		8.	

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. Learners can also do a role-play about shopping, as they did in Unit 5.

PROJECT POSSIBILITIES

A. Create Your Own Shop

1. Collect pictures from magazines or newspapers that show things you want to have.
2. Think about how much they should cost.
3. Make labels to show how much each thing costs.
4. “Sell” the items to other people in the class.
5. Make sure you count your money at the end!

B. Hopes and Dreams

Think about what you would like to do and have. Find pictures that show what you want. Divide them into two groups:

- Things I want to have.
- Things I want to be.

Create a poster that shows your hopes and dreams. Explain why you chose the different pictures.

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.

You may wish to use some of the material in class, as well.

INTERNET: WEB QUEST

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

Go: Embroidery Designs

[http://www.etsy.com/search_results.php?search_type=all&includes\[\]=tags&search_query=embroidery](http://www.etsy.com/search_results.php?search_type=all&includes[]=tags&search_query=embroidery)

Do: Look at the different designs. Which ones do you like? Why?

Go: Boggle's World: My Goals

<http://bogglesworldesl.com/files/Goals.doc>

Do: Answer the questions and compare your answers with those of your classmates.

Go: I Dream of a Meal by the Sea (poem with "ea" sounds about dreams)

<http://www.bbc.co.uk/schools/wordsandpictures/longvow/poems/flash/fpoem3.shtml>

Do: Listen to the poem. What are the different things in the poem?

Go: So or Because Quiz

<http://a4esl.org/q/h/lb/sobe.html>

Do: Try the quiz - how many can you get right?

Go: A Snapshot for Development Photo Competition Winners

www.un.org.lb/photocompetition/About.aspx

Do: Look at the winning photos in the competition. Do you agree with the judges? Do you have photos like these?

ORIGINAL READING

Millennium Development Goals

The eight Goals are:

1. Eradicate extreme poverty and hunger
2. Improve maternal health
3. Achieve universal primary education
4. Combat HIV/AIDS, malaria and other diseases
5. Promote gender equality and empower women
6. Ensure environmental sustainability
7. Reduce child mortality
8. Develop a Global Partnership for Development

<http://www.un.org.lb/photocompetition/About.aspx>

healthy	wise	loving
rich	famous	strong
dream	sewing	embroidery
a shopping mall	a contest	first prize
won	famous	imagine
a goal	plan	because
the environment	equal	rights
power	medicine	disease
HIV-AIDS	malaria	a problem