

UNIT 7: THROUGH THE EYES OF OTHERS

WARM-UP

What - Why - How

Look at the photo below. What is happening? Work in a group and step-by-step:

- 1) Describe **what** you see (facts only, please, no feelings or opinions yet).
“I see...” Stop. Discuss as a class together.
- 2) Guess - **why** is this happening? What are all the possible explanations?
“Maybe...” Stop. Discuss as a class together.
- 3) Express your opinion - **how** do you feel about this?
“I think...”; “In my opinion...”; “I believe...”; “I like/don’t like...”



Photo



Put a photo or picture here about something fun:



VOCABULARY

Definitions

Practice pronunciation of the words below with your teacher.

Draw a line from the **words** to the people to show their meanings.

<i>Present</i>		<i>Past</i>	
<p><i>bring</i> -- <i>brought</i></p> <p><i>buy</i> -- <i>bought</i></p> <p><i>fight</i> -- <i>fought</i></p> <p><i>think</i> -- <i>thought</i></p>			
<i>Present</i>		<i>Past</i>	
<p><i>blow</i> -- <i>blew</i></p> <p><i>fly</i> -- <i>flew</i></p> <p><i>grow</i> -- <i>grew</i></p> <p><i>throw</i> -- <i>threw</i></p>			

<i>Present</i>		<i>Past</i>	
<p><i>cut</i></p> <p>--</p> <p><i>hit</i></p> <p>--</p> <p><i>hurt</i></p> <p>--</p> <p><i>put</i></p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p><i>cut</i></p> <p><i>hit</i></p> <p><i>hurt</i></p> <p><i>put</i></p>	
<i>Present</i>		<i>Past</i>	
<p><i>drink</i></p> <p>--</p> <p><i>sink</i></p> <p>--</p> <p><i>sing</i></p> <p>--</p> <p><i>stink</i></p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p><i>drank</i></p> <p><i>sank</i></p> <p><i>sang</i></p> <p><i>stank</i></p>	

What Do you See?

Work with a partner. Look at the pictures below and point to the things that you see.



Musician or woman?



How many faces, 1 or 2?

READ-WRITE-TALK

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. I am a lucky person.
2. Some people are born under an unlucky star.
3. Most people are good at heart.
4. You can guess the future in coffee cups.
5. You can guess the future in people's hands (palms).

Group Work

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

- What is the same?
- What is different?
- Why do you think so?

THE HILWE W MORRA STORY

Listen and read along as the teacher reads this out loud. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Joumana goes to Dima's new house to visit. Auntie Hala (Dima's mother) is there too.

Dima and Auntie Hala: Welcome, come in! Let's have coffee and cake!

Joumana: Thank you! Dima, where is your husband Ramzi today? Did he go back home to Egypt?

Dima: No, he **went** to work here in town as usual. But, please, I need your help while he is out. I **lost** my ring!

Joumana: Oh, no!

Auntie Hala: I can help you. I turned over your coffee cup and **read** it. I **saw** signs.

Joumana and Dima: What did you see?!

Auntie Hala: I saw **circles** and a bird.

Dima: Huh? A bird **came** here, **stole** my ring and **flew** away?!

Joumana: No, the circles meant children and the bird **meant** good news...maybe the good news was about the ring, or maybe it means more babies in our family?

Auntie Hala: Before the wedding I **told** Dima to think carefully about having babies with a husband from Egypt. I want my grandchildren to be Lebanese too.

Joumana: Oops, I just **bit** something hard in this cake. Look, I **found** your ring!

Dima: Wow, I am so **lucky**!

Auntie Hala: Maybe we will also have good luck with the new **laws**, and my grandchildren can be Lebanese too.


Vocabulary, Definition A or Definition B

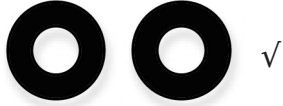
Put a ✓ by the best answer.

Vocabulary

Definition A

Definition B

<u>circles</u>	=	
<u>laws</u>	=	<i>rules from the government</i>
<u>lucky</u>	=	<i>good fortune</i>


<i>songs about the government</i>
<i>bad fortune</i>

Write the irregular past tense. Use the chart at the end of this unit.

Definition. Use your own words or a drawing.

<u>go</u>	=	
<u>lose</u>	=	
<u>read</u>	=	
<u>see</u>	=	
<u>come</u>	=	
<u>steal</u>	=	
<u>fly</u>	=	
<u>mean</u>	=	
<u>tell</u>	=	
<u>bite</u>	=	
<u>find</u>	=	

Group Work

The focus is on irregular past tense verbs. See the “Review of the Past Tense” section at the end of this unit. First, practice saying the questions and answers below with the teacher.

Then, practice in pairs or small groups.

Make yes/no past tense questions with “did” verb.

	Did you go to the store yesterday?
	Did you buy bread?
	Did you eat it for dinner last night ?
What	did you lose in your garden yesterday?
Where	did you find it?
Who found it?

Make long answers.

Yes,	... I went to the store. ... bought lots of bread. ... we ate it for dinner last night.	
No,	... I did not go to the store. ... I did not buy bread. ... we did not eat it for diner.	... I didn't go to the store. ... I didn't buy bread. ... we didn't eat it for dinner.

Make short answers.*

Yes,	... I did. ... she/he/it did. ... we did. ... they did.	
No,	... I did not. ... she/he/it did not. ... we did not. ... they did not.	... I didn't. ... she/he/it didn't. ... we didn't. ... they didn't.

*Informal: Yes = yeah, yep. No = nah, nope.

Discuss in pairs or small groups:

- Was this story happy or sad? Why?
- Was Dima lucky? Why or why not?

Extra discussion:

- What other signs are in a coffee cup?

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

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Auntie Hala: I can help you. I turned over your coffee cup and read it. I saw signs.

Joumana and Dima: What did you see?!

Auntie Hala: I saw circles and a bird.

Dima: Huh? A bird came here, stole my ring and flew away?!

Joumana: No, the circles meant children and the bird meant good news...maybe the good news was about the ring, or maybe it means more babies in our family?

Auntie Hala: Before the wedding I told Dima to think carefully about having babies with a husband from Egypt. I want my grandchildren to be Lebanese too.

Joumana: Oops, I just bit something hard in this cake. Look, I found your ring!

Dima: Wow, I am so lucky!

Auntie Hala: Maybe we will also have good luck with the new laws, and my grandchildren can be Lebanese too.

Then, practice with the teacher in different ways (surprised, happy, sad, angry):

- Oops!
- Wow, I am so lucky!

Group Work

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.

Active Listening

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

Group 1: _____, _____ and _____.

Listen to Dima. She was...

surprised	upset	angry
-----------	-------	-------

Listen to Joumana. She was...

surprised	upset	angry
-----------	-------	-------

Look at Auntie Hala. She was...

surprised	upset	angry
-----------	-------	-------

Group 2: _____, _____ and _____.

Listen to Dima. She was...

surprised	upset	angry
-----------	-------	-------

Listen to Joumana. She was...

surprised	upset	angry
-----------	-------	-------

Look at Auntie Hala. She was...

surprised	upset	angry
-----------	-------	-------

Group 3: _____, _____ and _____.

Listen to Dima. She was...

happy	angry	sad
-------	-------	-----

Listen to Joumana. She was...

happy	angry	sad
-------	-------	-----

Look at Auntie Hala. She was...

happy	angry	sad
-------	-------	-----

Group 4: _____, _____ and _____.

Listen to Dima. She was...

surprised	sad	happy
-----------	-----	-------

Listen to Joumana. She was...

surprised	sad	happy
-----------	-----	-------

Look at Auntie Hala. She was...

surprised	sad	happy
-----------	-----	-------

Group 5: _____, _____ and _____.

Listen to Dima. She was...

surprised	upset	angry
-----------	-------	-------

Listen to Joumana. She was...

surprised	upset	angry
-----------	-------	-------

Look at Auntie Hala. She was...

surprised	upset	angry
-----------	-------	-------

Group 6: _____, _____ and _____.

Listen to Dima. She was...

happy	angry	sad
-------	-------	-----

Listen to Joumana. She was...

happy	angry	sad
-------	-------	-----

Look at Auntie Hala. She was...

happy	angry	sad
-------	-------	-----

Group 7: _____, _____ and _____.

Listen to Dima. She was...

Listen to Joumana. She was...

Look at Auntie Hala. She was...

surprised	angry	happy
surprised	angry	happy
surprised	angry	happy

The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book. Put new information on the Hilwe w Morra Story family tree for Dima, Joumana and Auntie Hala.
- Who is lucky? Unlucky? Why?
- Who has a good (happy) life? An unhappy life? Why?
- Did anyone learn a lesson in this unit? If yes, who and what?
- All answers are okay!

READING

Title: Two Mysteries: An Emergency and A Cold House

Guess

Think about the title: Two Mysteries, An Emergency and A Cold House. Guess! Do you think these sentences about the story are T (true) or F (false)?

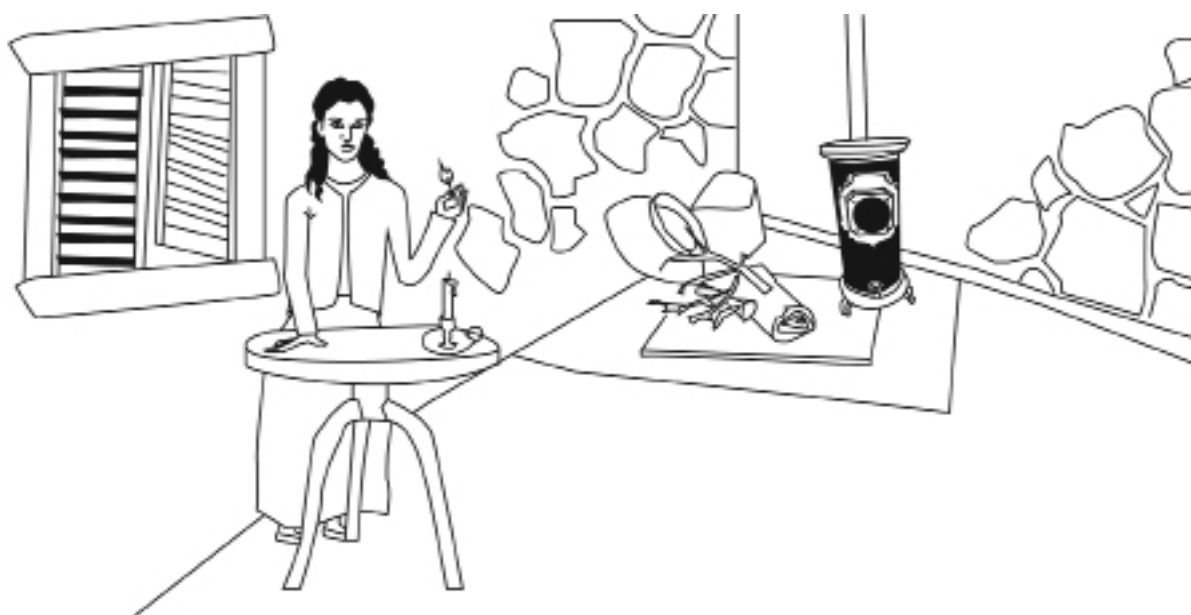
1. There are 3 stories.
2. The stories may have surprises.
3. One story is about an emergency.
4. One story is about a hot house.
5. They are true stories.

Vocabulary

Draw a line from the **words** to the pictures.



<i>car accident</i>	<i>died</i>	<i>ambulance</i>
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*hospital**emergency room**operate on, surgery**match**candle**stove*

Listen-Read-Guess

Listen as the teacher reads the mysteries 2 times. Can you guess the answers? An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Mystery #1, An Emergency

One day, a man and his son were in a car. There was an **accident**. Unfortunately, the man died. However, an **ambulance** took the boy to the hospital. He needed to have **surgery** quickly. The doctor came into the **emergency room**, looked at the boy, and said, "I can't **operate on** this boy. He is my son."

Question: How can this be true?

Answer: ???

Mystery #2, A Cold House

You were in a cold house in the winter. It was **dark**. You had one **match**. There was a **candle** and a **stove**.

Question: What did you light first?

Answer: ???

Listen-Read-Write

Listen to the teacher read Two Mysteries as many times as needed.

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

	Mystery #1, An Emergency
<i>accident</i>	One day, a man and his son were in a car. There was an ___ accident _____. Unfortunately, the man _____.
<i>ambulance</i>	However, an _____ took the boy to the
<i>mother</i>	hospital. He needed to have _____ quickly.
<i>died</i>	The doctor came into the _____
<i>emergency</i>	room, looked at the boy, and said, "I can't _____
<i>operate</i>	on this boy. He is my son."
<i>surgery</i>	Question: How can this be true?
	Answer: The doctor is the _____ of the
	boy.

<p><i>burning</i></p> <p><i>candle</i></p> <p><i>dark</i></p> <p><i>did</i></p> <p><i>match</i></p>	<p>Mystery #2, A Cold House</p> <p>You were in a cold house in the winter. It was _____.</p> <p>You had one _____.</p> <p>There was a _____ and a stove.</p> <p>Question: What _____ you light first?</p> <p>Answer: The _____.</p>
---	--

Sentence Order

Put the sentences about Mystery #1, An Emergency in order (1, 2, 3, 4, 5).

- _____ The doctor said, "I can't operate on this boy. He is my son."
- 1 There was a car accident.
- _____ The doctor came into the emergency room.
- _____ An ambulance took the boy to the hospital.
- _____ The father died.

Put the sentences about Mystery #2, A Cold House in order (1, 2, 3, 4).

- _____ You felt warm!
- _____ You went into a cold house.
- _____ You lit the candle and the stove.
- _____ You lit the match.

What to Say?

When someone dies or "passes away" (this is review from Unit 1):

- I'm very sorry for your loss.

When someone is sick or hurt:

- I hope you feel better soon.
- Please take good care and get well soon.

When you are cold:

- Brrrrrrrrrrrrrrrrrrrr!!

When you were cold but then you become warm:

- Ahhhhhhhhhhhhh!!

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.

Thinking back to your childhood...	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
Question 1: What was your lucky color?			
Question 2: What was your lucky number?			
Question 3: Were you ever in an emergency? If yes, what?			
Question 4: Did you have a secret place or imaginary friend for comfort?			
Question 5: What did you want to be when you “grew up” (your work as an adult)?			

Discuss with Your Group

- How many answers were the same?
- How many were different?
- Did any answers surprise you?

Discuss with the Teacher All Together

- Were any answers surprising?
- Were any answers scary?
- Were any answers funny?

WRITING**Mad Lib, Work in Pairs**

First, circle a word for each number below. Choose your favorite words.

				Other:
1. Feeling:	<i>happy</i>	<i>sad</i>	<i>curious</i>	
2. House:	<i>bedroom</i>	<i>kitchen</i>	<i>garden</i>	
3. Color:	<i>pink</i>	<i>white</i>	<i>gold</i>	
4. Color:	<i>orange</i>	<i>silver</i>	<i>black</i>	
5. Number:	<i>4</i>	<i>14</i>	<i>400</i>	
6. Food:	<i>bananas</i>	<i>kebab</i>	<i>cake</i>	
7. Food:	<i>tomatoes</i>	<i>rice</i>	<i>candy</i>	
8. Food:	<i>dates</i>	<i>yogurt</i>	<i>almonds</i>	
9. Drink:	<i>orange juice</i>	<i>milk</i>	<i>river water</i>	
10. Sport:	<i>play football</i>	<i>swim</i>	<i>run races</i>	
11. Animal:	<i>bird</i>	<i>fish</i>	<i>turtle</i>	

Then, exchange lists with your partner. Copy the circled words in the blanks in the story below. Match the numbers.

Read the stories out loud together.

- Was the story funny?
- Was the story true?

Change partners and do it again. This time, you can also write new words in the **Other** boxes.

- Did you change your answers?
- Did you like the new story?
- Did your partner write a funny story?

The Mystery Pet

One day my friend called me on my mobile. She said, "Come to my house tonight! You can meet my new pet!" So, I went to her house.

She opened the door and kissed me.

"Where is your new pet? What is it?" I asked. I felt (1:)_____.

"It's in the (2:)_____,," she said. "You will see it soon. First, try to guess!" So, I asked her these questions and she gave me these answers:

Question A: Is it (3:)_____?

Answer: No, it is (4:)_____.

Question B: Does it have (5:)_____ legs?

Answer: Yes, of course! And it has a big nose and big ears.

Question C: Does it like to eat (6:)_____?

Answer: No, it likes to eat (7:)_____ and
(8:)_____.

Yesterday, it also drank a lot of (9:)_____,
but not today.

Question D: What does it do for fun?

Answer: It really likes to (10:)_____.

Question E: Wow, this is a big mystery! Is it a (11:)_____?

Answer: Yes, it's very big indeed. It's an elephant!

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 135, there are flash cards with the vocabulary from this unit. Students can use them as in Units 1-3.

Mad Lib

Here is another Mad Lib if students want to do a different one.

You Are My Sunshine

Lyrics and song also available online:

YouTube, Sung by Anne Murray

<http://www.youtube.com/watch?v=FafLnokzeNo>

Music only and lyrics you can read or use to sing along:

<http://kids.niehs.nih.gov/lyrics/sunshine.htm>

http://bussongs.com/songs/your_are_my_sunshine.php

				Other:
1. Verb+ing:	<i>sleeping</i>	<i>eating</i>	<i>speaking</i>	
2. Body Parts:	<i>fingernails</i>	<i>arms</i>	<i>elbows</i>	
3. Body Part:	<i>nose</i>	<i>hand</i>	<i>head</i>	
4. Feeling:	<i>angry</i>	<i>happy</i>	<i>hungry</i>	
5. Outside the house:	<i>trees</i>	<i>skies</i>	<i>streets</i>	
6. Person:	<i>Drew</i>	<i>Stu</i>	<i>Lou</i>	
7. Verb:	<i>give</i>	<i>sing</i>	<i>cook</i>	
8. Adjective:	<i>ugly</i>	<i>pretty</i>	<i>funny</i>	
9. Thing (noun):	<i>taxi</i>	<i>sandwich</i>	<i>camel</i>	

You Are My Sunshine

You are my sunshine
My only sunshine.
You make me happy
When skies are grey.
You'll never know, dear,
How much I love you.
Please don't take my sunshine away.

The other night dear,
As I lay (1:),
I dreamed I held you in my (2:).
When I awoke, dear,
I was mistaken
And I hung my (3:) and cried.

You are my sunshine,
My only sunshine.
You make me (4:)
When (5:) are grey.
You'll never know, dear,
How much I love (6:).
Please don't (7:), my sunshine away.

I'll always love you
And make you (8:),
If you will only say the same.
But if you leave me
To love a (9:),
You'll regret it all some day;

You are my sunshine,
My only sunshine.
You make me happy
When skies are grey.
You'll never know, dear,
How much I love you.
Please don't take my sunshine away.

PROJECT POSSIBILITIES

- Draw illustrations for the mystery stories in this unit. Try to keep the secret in your drawings!
- The first picture in this unit shows two people playing in the mud. This is funny and strange. Look through newspapers or your own photos. Can you find other pictures that are funny and strange? Work with your classmates to create a small booklet of these pictures. Add a fun name for each picture.
- Work with partners. Create your own Mad Lib. Let others try it!

INTERNET: WEB QUEST

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

Go: Wacky Web Tales

<http://www.eduplace.com/tales/>

Do: Fill in the blanks and read the stories!

Go: Irregular Past Tense Verbs

<http://www.eslgo.com/quizzes/pastsimpleirreg.html>

Do: Practice alone (ESL Go) or with a partner (Quia).

Go: Irregular Past Verbs, matching game

http://www.manythings.org/wbg/verbs_past1-mw.html

Do: Play the game. What is your score?

Go: Audio for ESL/EFL from I-TESL-J

<http://www.manythings.org/el/>

Do: Listen to the songs and fill in the blanks.

Go: Riddles

<http://www.rinkworks.com/brainfood/p/riddles1.shtml>

Do: Read the questions and guess the answers.

Review of the Form of the Simple Past

Form the Simple Past

- Regular verbs: Base form + -ed
- Irregular verbs: Use the 2nd column of the table below.

Affirmative Statements

Example: Regular Verb

Cook: I cooked dinner.

Example: Irregular Verb

Drive: I drove to school.

Negative Statements

Example: Regular Verb

Cook: I did not cook dinner.
I didn't cook dinner.

Example: Irregular Verb

Drive: I did not drive to school.
I didn't drive to school.

Questions

Example: Regular Verb

Cook: Did you cook dinner?

Example: Irregular Verb

Drive: Did you drive to school?

Answers:

Yes, I did.

No, I did not. / No, I didn't.

Answers:

Yes, I did.

No, I did not. / No, I didn't.

The 3 Most Important Irregular Past Tense Verbs

be	
I was	We were
You were	You (all) were
He/She/It was	They were

have → had

do → did

List of Irregular Past Tense Verbs, In Alphabetical Order by Base Form

Base Form	Simple Past Tense	Notes/Definitions
be	was, were	
beat	beat	
become	became	
begin	began	
bend	bent	
bet	bet	
bite	bit	
bleed	bled	
blow	blew	
break	broke	
bring	brought	
broadcast	broadcast	
build	built	
burn	burned/burnt	
buy	bought	
catch	caught	
choose	chose	
come	came	
cost	cost	
cut	cut	
dig	dug	
dive	dived/dove	
do	did	
draw	drew	
drive	drove	
drink	drank	
eat	ate	

Base Form	Simple Past Tense	Notes/Definitions
fall	fell	
feed	fed	
feel	felt	
fight	fought	
find	found	
fit	fit	
fly	flew	
forbid	forbade	
forget	forgot	
forgive	forgave	
freeze	froze	
get	got	
give	gave	
go	went	
grind	ground	
grow	grew	
hang	hung	
hear	heard	
hide	hid	
hit	hit	
hold	held	
hurt	hurt	
keep	kept	
kneel	knelt	
knit	knit	
know	knew	
lay	laid	
lead	led	

Base Form	Simple Past Tense	Notes/Definitions
leave	left	
lend	lent	
let	let	
lie	lay	
light	lighted/lit	
lose	lost	
make	made	
mean	meant	
meet	met	
mistake	mistook	
pay	paid	
put	put	
quit	quit	
read	read	
ride	rode	
ring	rang	
rise	rose	
run	ran	
say	said	
see	saw	
sell	sold	
send	sent	
set	set	
shake	shook	
shine	shone	
shoot	shot	
shut	shut	
sing	sang	

Base Form	Simple Past Tense	Notes/Definitions
sit	sat	
sleep	slept	
speak	spoke	
speed	sped	
spend	spent	
spit	spit/spat	
split	split	
spread	spread	
stand	stood	
steal	stole	
stick	stuck	
sting	stung	
stink	stank	
sweep	swept	
swim	swam	
take	took	
teach	taught	
tear	tore	
tell	told	
think	thought	
throw	threw	
understand	understood	
wake	woke	
wear	wore	
wed	wed	
win	won	
write	wrote	

an accident	an ambulance	bite
bit	bring	bought
a candle	drink	drank
an emergency room	fight	fought
find	found	a hospital
laws	lucky	a stove
a match	operate on	steal
stole	think	thought
cut	hit	put
blow	blew	lose
lost	sing	sang
throw	threw	told

