

## UNIT 8: PLANS AND DREAMS

### 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

### 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

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: 1983 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

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

*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

Put a ✓ by the best answer.

Vocabulary	Definition A	Definition B
<b>fit</b>	the right size ✓	the wrong size
<b>sewing</b>	something that you do with thread	something that you do with food
<b>embroidery</b>	using color to make paper pretty	using thread to make clothes pretty
<b>shopping mall</b>	large place with many stores	small family business

Vocabulary	Definition A	Definition B
<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</u> (won)	= 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

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 ...	... to work. ... to learn English. ... to _____.
I need ...	... to have more time. ... to have more money.
I plan ...	... to study hard. ... to speak English well.
I hope ...	... to be happy / rich / healthy / successful.
I would like ...	... to travel. ... to have many children / grandchildren. ... to be famous. ... to be a good mother / sister / wife / _____.

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**

### **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>

- 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...

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  $\checkmark$  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

**Group 2:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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

**Group 3:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Listen to Auntie Hala. She was...	excited	quiet	thoughtful
Listen to Nadine. She was...	excited	quiet	thoughtful
Listen to Samar. She was...	excited	quiet	thoughtful
Listen to Joumana. She was...	excited	quiet	thoughtful

**Group 4:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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

**Group 5:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Listen to Auntie Hala. She was...	quiet	happy	excited
Listen to Nadine. She was...	quiet	happy	excited
Listen to Samar. She was...	quiet	happy	excited
Listen to Joumana. She was...	quiet	happy	excited

**Group 6:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Listen to Auntie Hala. She was...	unhappy	excited	proud
Listen to Nadine. She was...	unhappy	excited	proud
Listen to Samar. She was...	unhappy	excited	proud
Listen to Joumana. She was...	unhappy	excited	proud

### 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)?

<input type="checkbox"/>	1. It is about Canada.
<input type="checkbox"/>	2. It is about plans and dreams.
<input type="checkbox"/>	3. There are 7 goals (plans and dreams) in this story.
<input type="checkbox"/>	4. The goals are important for women.
<input type="checkbox"/>	5. The goals are important in my life too.

### 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 **environment**
- equal **rights** and **power** for women
- food for everyone
- **medicine** for everyone
- **education** for all children
- fewer children die
- healthy pregnant women
- partners with other countries





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**Listen-Read-Circle**

Listen as the teacher reads the story 2 times. The second time, circle 5 words or phrases about feelings and dreams. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

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?

**Listen-Read-Write**

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

Write the words in the blanks below.

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

## 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.

## 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:
	_____	_____	_____
<b>Question 1:</b> At 6 years old, what did you hope to be?			
<b>Question 2:</b> At 16 years old, what did you hope to be or do?			

<b>Question 3:</b> What is your plan now?			
<b>Question 4:</b> Did your plan change? Why or why not?			
<b>Question 5:</b> Are you successful?			

**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**

**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>
<b>TOTAL:</b>		

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

#### 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

#### 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

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**

<http://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?

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

