

## TEACHER'S MANUAL: UNIT 7, THROUGH THE EYES OF OTHERS

### WARM-UP

#### What - Why - How

This technique is very good for building critical thinking skills. It encourages learners to focus first of all on describing what they see without any evaluation. Learners will want to jump immediately to evaluation, which is why it is very important for the teacher to stop after step 1 (Describe) and keep learners focused.

With step 2, Guess, encourage learners to come up with many different possible explanations. All answers are correct at this stage - don't evaluate yet!

In step 3, Express, encourage learners to give their opinions and the reason why they think so.

You can use this technique with any image that has more than one interpretation. With practice, learners get much better at keeping Describe, Guess, and Express separate.

### 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..."



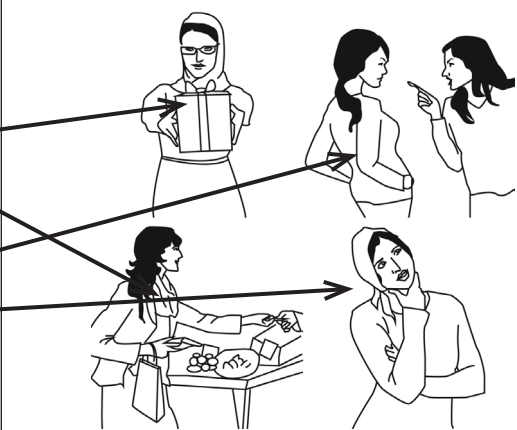
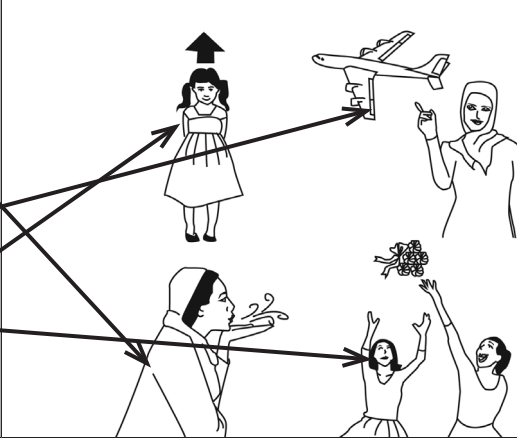
#### Photo

Put a photo or picture here about something fun:

## VOCABULARY

This section includes a strong focus on grammar as well as on vocabulary building. Learners need to memorize the irregular past tense verbs in English. These are grouped by type of irregular past tense. It's a good idea to point out the similar sounds and behavior to learners in each group of four irregular verbs here.

### ANSWER KEY



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

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

**ANSWER KEY**

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

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

## WHAT DO YOU SEE?

This activity also encourages critical thinking. You can use the same technique as with the first picture: Describe - Guess - Express.

Both of these are common “optical illusions.” Each of the pictures can be seen in two different ways. The picture on the left is a musician with a saxophone with the dark color as the focus, and a woman’s face with the light color as the focus.

The picture on the left could be one person with a very wide face, or two people.

Many other optical illusions are available online. A good source is the NIEHS Kids page at <http://kids.niehs.nih.gov/illusion/illusions.htm>

## READ-WRITE-TALK

All answers are correct! Encourage learners to discuss their answers with each other.

## 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"/> | 1. I am a lucky person.                                |
| <input type="checkbox"/> | 2. Some people are born under an unlucky star.         |
| <input type="checkbox"/> | 3. Most people are good at heart.                      |
| <input type="checkbox"/> | 4. You can guess the future in coffee cups.            |
| <input type="checkbox"/> | 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

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

This episode of the story gives the name of Dima's husband. Learners can see if anyone guessed the name and can revise the *Hilwe w Morra* family tree as appropriate.

Several irregular past tense verbs are used in the story, reinforcing the use of irregular past tense.

## 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.


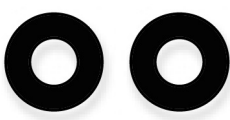
Joumana and Dima: What did you see?!

You may want to continue the discussion about Lebanese citizenship if some of the learners have non-Lebanese husbands. What difference does it make to their families?

- 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

## ANSWER KEY

<u>circles</u>	=		 ✓
<u>laws</u>	=	<i>rules from the government</i> ✓	<i>songs about the government</i>
<u>lucky</u>	=	<i>good fortune</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>	=	<i>went</i>	
<u>lose</u>	=	<i>lost</i>	
<u>read</u>	=	<i>read</i>	
<u>see</u>	=	<i>saw</i>	
<u>come</u>	=	<i>came</i>	
<u>steal</u>	=	<i>stole</i>	
<u>fly</u>	=	<i>flew</i>	
<u>mean</u>	=	<i>meant</i>	
<u>tell</u>	=	<i>told</i>	
<u>bite</u>	=	<i>bit</i>	
<u>find</u>	=	<i>found</i>	

## 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>	<i>songs about the government</i>
<u>lucky</u>	= <i>good fortune</i>	<i>bad fortune</i>

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<u>go</u>	=		
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<u>fly</u>	=		
<u>mean</u>	=		
<u>tell</u>	=		
<u>bite</u>	=		
<u>find</u>	=		

## Group Work

Encourage learners to look at the table of irregular verbs at the end of this unit. These are all common irregular verbs, so they are ones that learners should memorize.

Learners are practicing Wh- questions with past tense here. You may want to point out again the use of “did” in most Wh- questions and negatives. It is important to note that Who works differently from other Wh- question words, since it does not necessarily use “did” in questions.

If learners are ready, you can explain the difference between the two uses - with and without “did”:

<b>Who</b> found it? => <b>She</b> found it.	<b>Who</b> did you see? => I saw <b>Nour</b> .
<b>Who</b> ate the cake? => <b>They</b> ate it.	<b>Who</b> did Joumana help? => She helped <b>Dima</b> .
Who refers to the subject.	Who refers to the object.

Learners can also review Yes/No questions and negatives, noticing the difference between Wh- and Yes/No formation:

What did I say last night?  
Where did you go yesterday?

Was I there last night?  
Were you at home yesterday?  
Was she in class last week?  
Were they tired yesterday morning?

## 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.

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

Make long answers.

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

Make short answers.\*

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

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. An audio recording that includes the practice section 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?

Remember to encourage learners to use a lot of emotion in acting out the story!

Dima:	No, he <b>went</b> 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.

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

Notice that different emotions are used in different groups. Make sure that learners understand and can display the different emotions: surprised, upset, angry, happy, and sad.

## Active Listening

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

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

Listen to Dima. She was...

Listen to Joumana. She was...

Look at Auntie Hala. She was...

surprised	upset	angry
surprised	upset	angry
surprised	upset	angry

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

Encourage learners to give examples of ways in which the different *Hilwe w Morra* family members are lucky or unlucky.

All answers are correct!

### READING

At this point, learners should be familiar with this activity. Have them explain why they think they are right. Encourage them to go back to their guesses after the reading and see which of their guesses were right. If they guessed wrong, have them think about why. Were there vocabulary clues?

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

## 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**

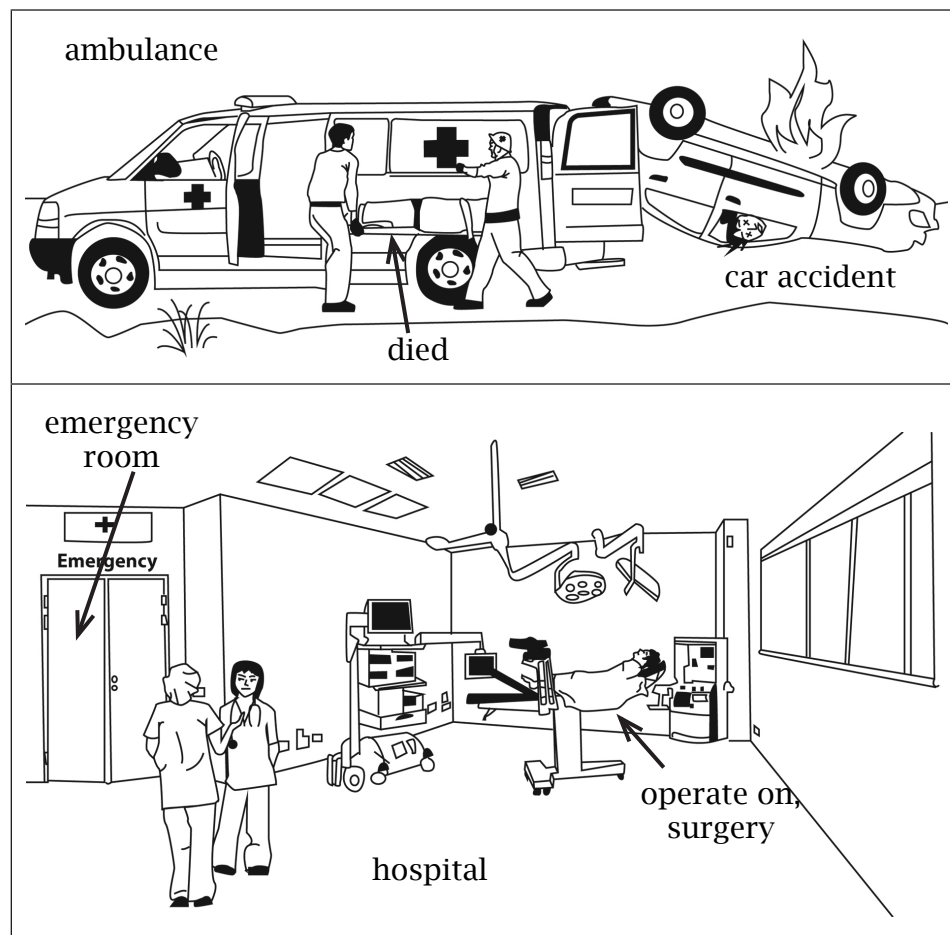
#### Guess

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.

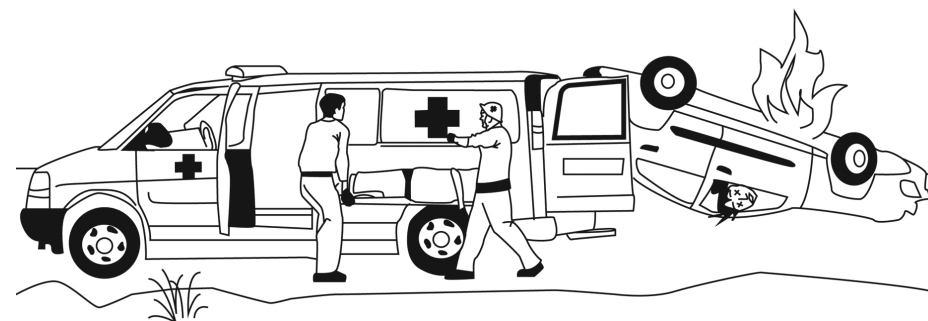
## Vocabulary

### ANSWER KEY

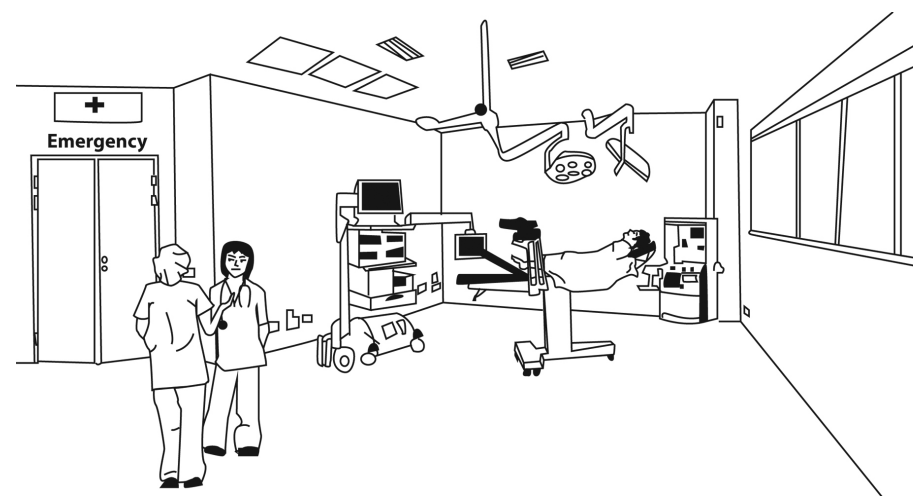


## Vocabulary

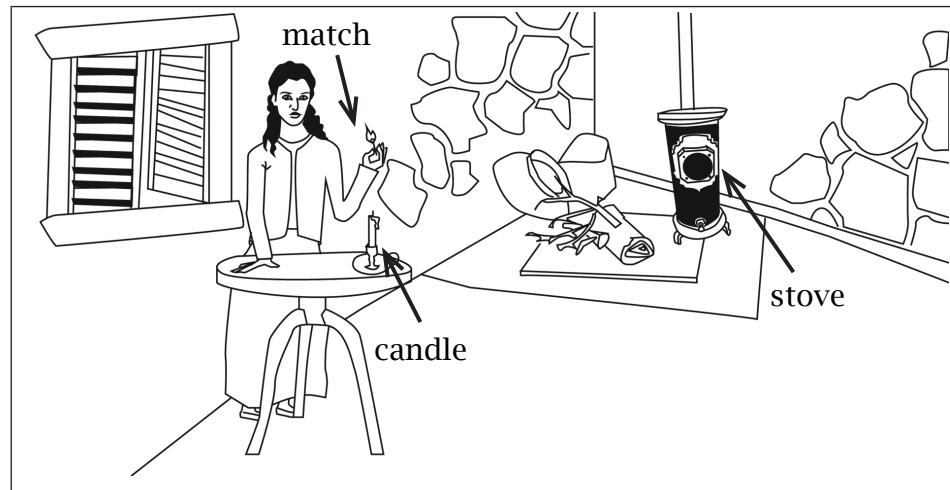
Draw a line from the words to the pictures.



car accident      died      ambulance



hospital      emergency room      operate on, surgery



### Listen-Read-Guess

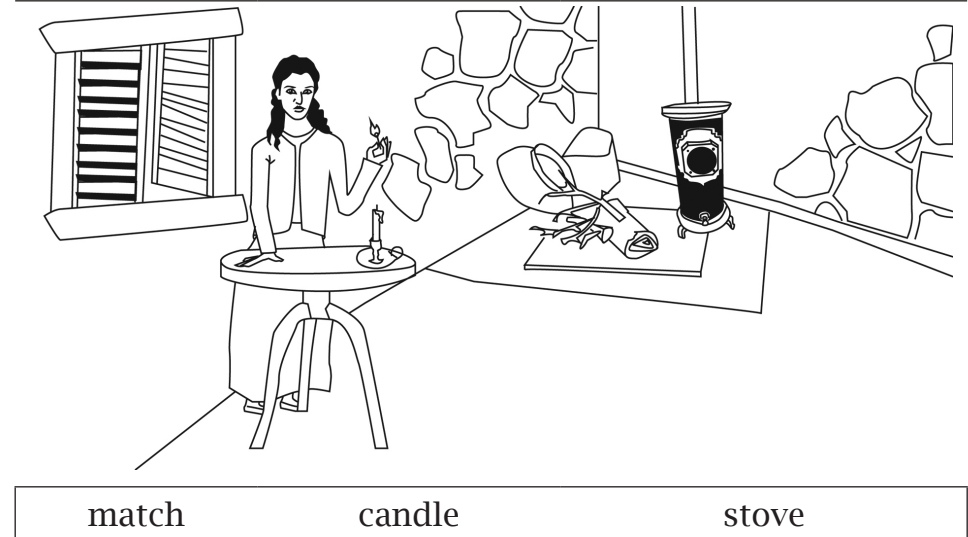
These readings encourage critical thinking. Learners need to listen carefully, then think about why. If someone in the class is already familiar with the story, encourage that person to wait until others have guessed.

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

The answer is that the doctor is the boy's mother. Most people assume that doctors are men, so they miss this answer. Don't tell learners the answer - have them get it through the Listen-Read-Write activity.

Similar riddles are available at Internet TESL Journal:  
<http://iteslj.org/c/jokes-riddles.html>

and from Leisure Ideas, Challenging Riddles at  
<http://www.leisureideas.com/riddles.htm>



### Listen-Read-Guess

Listen as the teacher reads the mysteries 2 times. Can you guess the answers?

#### 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: ???

The second mystery is another opportunity for learners to think. You may want to ask them to write their answers first, then share them.

The answer is that you need to light the match first. Most people jump to the second step - the choice between the candle and the stove.. Don't tell learners the answer - have them get it through the Listen-Read-Write activity.

## Listen-Read-Write

### ANSWER KEY

#### 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: The doctor is the mother of the boy.

#### 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.

<p><i>accident</i> <i>ambulance</i> <i>mother</i> <i>died</i> <i>emergency</i> <i>operate</i> <i>surgery</i></p>	<h4>Mystery #1, An Emergency</h4> <p>One day, a man and his son were in a car. There was an <u>accident</u>. Unfortunately, the man _____. However, an _____ took the boy to the hospital. He needed to have _____ quickly. The doctor came into the _____ room, looked at the boy, and said, "I can't _____ on this boy. He is my son."</p> <p>Question: How can this be true?</p> <p>Answer: The doctor is the _____ of the boy.</p>
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### 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: The match.

### Sentence Order

### ANSWER KEY

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

### Mystery #2, A Cold House

You were in a cold house in the winter. It was \_\_\_\_\_ . You had one \_\_\_\_\_ .

There was a \_\_\_\_\_ and a stove.

Question: What \_\_\_\_\_ you light first?

Answer: The \_\_\_\_\_.

### 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.



**ANSWER KEY**

- 4 You felt warm!  
1 You went into a cold house.  
3 You lit the candle and the stove.  
2 You lit the match.

**What to Say?**

This section reviews some of the language from Unit 1, then adds more polite ways of responding.

As the teacher, you should model the different sentences for learners. Try to show emotion in all of the situations!

**WHAT'S THE BUZZ?**

This section lets learners review ideas and vocabulary related to luck, emergencies, and imagination. Encourage learners to use the past tense as much as possible.

All appropriate responses are correct.

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.

Encourage learners to ask for details and ask why. Advanced students in particular should be able to extend the conversation.

Some people may be shy or they may not want to talk, especially about emergencies. In this case, you could tell learners that they can create stories rather than talking about something that really happened.

### Discuss with Your Group/All Together

Make sure learners are familiar with the term “scary” or “frightening.”

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

### 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 Libs are a kind of word game. In a grammar class, the categories can be grammar-based. Here, they are topics.

The idea is to put together a story that is funny because it does not really make sense. The story is funnier if the words are less common.

When learners first try this, have them pick one of the words listed for each blank. The words do not need to be from the same column. After they have tried it once or twice, then they can add their own words. Make sure that the new words fit the category!

## WRITING

### Mad Lib, Work in Pairs

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

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

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

Learners should read *The Mystery Pet* and put their words in the appropriate blank. For example, say they chose:

1. curious
2. kitchen
3. pink
4. black

The story would read,

Where is your new pet? What is it?" I asked. I felt curious.

"It's in the kitchen," 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 pink?

Answer: No, it is black.

Less skilled learners may want to stay with the words that are listed. More advanced students should try to add their own words.

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:).

You can ask learners to compare their stories with each other and see who created the funniest story.

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**

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

Those who enjoyed the earlier Mad Lib may want to try this one. Have students select the words and create their own story first, then they can listen to the song. Which did they like better?

## **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](http://bussongs.com/songs/your_are_my_sunshine.php)

This Mad Lib has more grammatical categories: verbs, adjectives, and nouns.

1. **Verb+ing:**

2. **Body parts:**

3. **Body part:**

4. **Feeling:**

5. **Outside the house:**

6. **Person:**

7. **Verb:**

8. **Adjective:**

9. **Thing (noun):**

			<b>Other:</b>
sleeping	eating	speaking	
fingernails	arms	elbows	
nose	hand	head	
angry	happy	hungry	
trees	skies	streets	
Drew	Stu	Lou	
give	sing	cook	
ugly	pretty	funny	
sandwich	taxi	camel	

This is a well-known folk song in the United States. Learners may enjoy singing their version of the song as well as the original song.

### **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

Feel free to adapt these as needed or desired. You may want to use the type of activity learners enjoyed most: the mystery stories, the odd pictures, or Mad Libs.

## 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**

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 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](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**

[www.rinkworks.com/brainfood/p/riddles1.shtml](http://www.rinkworks.com/brainfood/p/riddles1.shtml)

**Do:** Read the questions and guess the answers.

## Review of the Form of the Simple Past

This section has a grammar focus: the simple past. Learners should be familiar with the regular forms first. After you review the regular forms, then talk about the irregular past tense forms. Learners should notice that the question and negative forms are the same for regular and irregular past tense verbs.

The next four pages provide a list of common irregular past tense verbs. Encourage learners to explore the list. They should have seen it when they were working on the first vocabulary activity.

## 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?  
Answers:  
Yes, I did.  
No, I did not. / No, I didn't.

#### Example: Irregular Verb

Drive: Did you drive to school?  
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

**Irregular Past Tense Verbs, 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	

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