

Women Teaching Women English – Student Text

Unit 8: Plans and Dreams

Warm-up

Choose

Someday I will . . .



A.



B.



C.



D.

Discuss

1. How many pictures did you choose? Why?
2. What else do you hope to do in the future?

Photo

Put photos or pictures here of things you hope to do, and share them with your group:

Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Match the words with the pictures below. Can the same words be used with more than one picture? Why?

healthy

loving

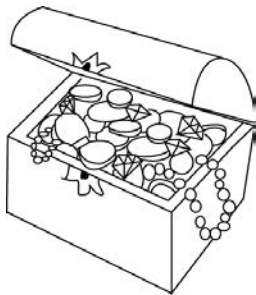
wise



rich

famous

strong



dream

disabled (blind)



Read-Write-Talk

True or False

Write **T** for true or **F** for false.

1. _____ I am a healthy person.
2. _____ I am not a strong person.
3. _____ I am rich in many ways.
4. _____ It is more important to be loving than wise.
5. _____ I hope to be famous someday.

Group Work

1. Compare your "True or False" answers above. What does it mean to be healthy?

2. How can you know if someone is strong?

3. Is it possible to be rich in more than one way? Why?

4. Is it possible to be loving in more than one way? Why?

5. In your group, who wants to be famous? What does she want to be famous for?

Activity – A Timeline About Me

Make a timeline about your past, present, and future. Put the year and the event. You can add as many events as you like.

Past:

I was born in . . . _____

I had . . . _____

Present:

I am . . . _____

I have . . . _____

Future:

I hope to . . . _____

I plan to . . . _____

I want to . . . _____

I would like to . . . _____

I will . . . _____

The Hilwe w Morra Story

Listen and read along.

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 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 dollars.

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 . . .

Words in This Story

Choose the best answer:

1. **fit** (verb) = to be the right size or to be the wrong size
2. **contest** (noun) = you try to eat this or you try to win this
3. **win / won** (verb) = you do / did it the best or you do / did it badly

4. **prize** (noun) = a birthday present or a gift for being the best
5. **famous** (adjective) = no one knows you or many people know you

Group Work

Work in groups. Make questions about and write future plans for the women from the story. Use the following:

- want to
- would like to
- will

Examples of “want to” questions:

1. Does Joumana want to . . . get a lot of money? . . . win a prize?
2. Do Samar and Dima want to . . . make new dresses? . . . go to work?

Long answers:

- Yes, she wants to . . . / Yes, they want to . . .
- No, she doesn’t want to . . . / No, they don’t want to . . .

Short answers:

- Yes, she does. / Yes, they do.
- No, she doesn’t. / No, they don’t.

Examples of “would like to” questions:

1. What would Samar . . . like to drink? . . . like to do tomorrow?
2. When would Auntie Hala and Joumana . . . like to eat dinner? . . . like to leave?

Long answers:

- She would like to drink some tea.
- They would like to eat dinner after the movie.

Short answers:

- tea
- after the movie

Examples of “will” questions:

1. Will Joumana . . . get a lot of money? . . . win a prize?
2. Will Samar and Dima . . . make new dresses? . . . go to work?

Answers:

- Yes, she will . . . / Yes, they will . . .
- No, she won't . . . / No, they won't . . .

Want to

Question: _____

Answer: _____

Would like to

Question: _____

Answer: _____

Will

Question: _____

Answer: _____

Reading – Girls Ride to School on Bicycles

Guess

Think about the title “Girls Ride to School on Bicycles.” Do you think these sentences about the two stories are **T** (true) or **F** (false)? Guess.

1. _____ This is a story about more than one girl.
2. _____ The girls want to go to school.
3. _____ The schools are far from their homes.
4. _____ The girls ride horses.
5. _____ The girls ride school buses.

Pictures – What Do You See?

Now look at the two photos from the story.

1. Who do you see? Describe the photos:

2. Where are the people in the story? Guess:



Listen-Read-Find

Listen to the story. Find five or more words or phrases about girls and schools (for example, walk to school, stay at home, went back to school . . .).

Girls Ride to School on Bicycles

In poor countries, many children do not have a way to go to school.

They may walk many kilometers to school because their families do not have money for **transport**.

When the children walk to school, parents are afraid for their safety.

So, sometimes, they keep their children at home. Or, other times, the child stops going to school.

Parents may also keep their **kids** at home to help to grow food and take care of the other children.

This is a big problem for girls.

The costs of school **fees**, books, and meals also keep children out of school. With little money, parents often send their boy children to school before they send the girls.

Loise Luseno is a 16-year-old girl from Kakamega, Kenya. In the past, she walked almost 10 kilometers to go to school. But then, she stopped going because it was too far away.

The people in her family are farmers. They get only about \$30 each month – not enough for food, school costs, and transport.

But, a few months ago, Luseno went back to school on a bicycle.

World Bicycle Relief, an American group, **donated** the bicycle. The group donates bicycles to help children go to school.

The bicycle program has donated about 7,000 bicycles around Kenya. Most of the people receiving them are girls.

The head of the program in Kenya says the bikes have **improved** the lives of children.

The original news story "[Girls on Wheels: Bicycle Programs in India and Kenya](https://learningenglish.voanews.com/a/girls-on-wheels-bicycle-programs-in-india-and-kenya/3602958.html)" (<https://learningenglish.voanews.com/a/girls-on-wheels-bicycle-programs-in-india-and-kenya/3602958.html>) is from [Voice of America Let's Learn English](https://learningenglish.voanews.com/) (<https://learningenglish.voanews.com/>) on March 20, 2017.

Words in This Story

1. **transport** (noun) – movement by car or bus or another way
2. **kid / kids** (noun) – child / children
3. **fee / fees** (noun) – money to pay for school costs
4. **donate / donated** (verb) – give / gave at no cost
5. **improved / improved** (verb) – make / made something better

What's the Buzz?

First, practice the questions with the teacher. Then talk to two students in the class and ask them all of the questions. Write their answers below so you can remember them.

Imagine you won a contest and \$1 million . . .

1. What would you like to do for fun?

2. Is there any place you would like to go?

3. Will you help your family?

4. Will you do anything for your community?

5. Will you make the world more beautiful or a better place somehow?

Discuss with Your Group

1. What would you all like to do for fun?

2. Where would you all like to go?

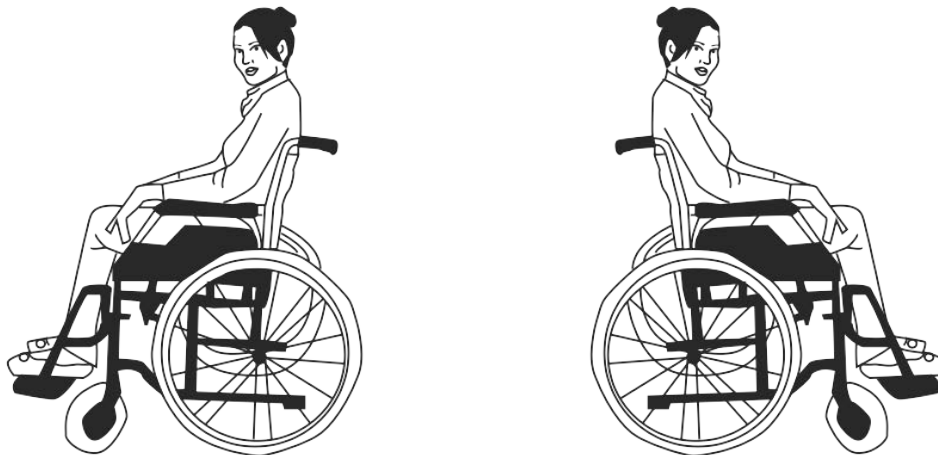
Discuss with the Teacher All Together

1. What will you all do to help your families or communities?

2. What will you all do to make the world more beautiful or a better place?

Writing

Imagine . . .



Your friend Emma and her twin sister, Gemma, just finished school. Write five or more things they would like to do in the future. Write about some things they will do alone and some they will do together.

1. _____
2. _____

3. _____
4. _____
5. _____

Internet: Webquest

Here are two places to **Go** and things to **Do** online. Do at least one of them. Doing both is even better. Bring your answers to class to talk about them.

- **Go:** [Predict My Future](http://quiz.lovetoknow.com/Predict_My_Future_Quiz)
(http://quiz.lovetoknow.com/Predict_My_Future_Quiz)
Do: This is a game. Answer the questions to see what your future will be. Bring your answers to class and share them with a friend.
- **Go:** [What's Your Future Life Quiz](http://www.playbuzz.com/bjaneathlete10/whats-your-future-life-quiz)
(<http://www.playbuzz.com/bjaneathlete10/whats-your-future-life-quiz>)
Do: This is another game. Answer the questions to see what your future will be. Are they the same as the first quiz? Bring your answers to class and share them.

Supplementary Activities

Flashcards

At the end of each unit, there is a set of flashcards with some of the vocabulary from the unit. You can copy them by hand onto paper or enlarge and photocopy them. Cut out the cards and create your own sets of flashcards. Make new cards and add more words to fit your needs.

Sorting Game

Work in pairs or groups. Sort the flashcards in these kinds of ways:

- things about your past / present / future
- things you dream about
- things you plan to do in the future
- things that are true about you
- things that are true about someone you know

Flashcards to Enlarge and Copy

healthy	wise	loving
rich	famous	strong
prize(s)	wheelchair(s)	blind
win	disabled	bicycle(s)
kid(s)	fee(s)	bike(s)
dream	future	backpack(s)

Images

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Women Teaching Women English – Teacher’s Manual

Unit 8: Plans and Dreams

Warm-up

There are no wrong answers to the warm-up activities. This encourages independent thinking and gives students an opportunity to personalize their learning.

Choose

In this section, students can choose any of the options for something they will do in the future. They can work individually or with a partner.

Discuss

In this section, students can talk about the topic for this unit and connect it to their own experiences and preferences.

Photo

This section lets students personalize the activity and link it to their own lives. It also offers a hands-on element to their learning.

Vocabulary

These more complete definitions, in alphabetical order, are from the [Merriam-Webster Learner’s Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

blind (adjective) – unable to see

disabled (adjective) – unable to perform one or more natural activities because of illness, injury, etc.

dream (verb) – to think or imagine what may be possible in the future

famous (adjective) – known or recognized by very many people

healthy (adjective) – having good health, not sick or injured

loving (adjective) – feeling or showing love

rich (adjective) – having a lot of money and possessions

strong (adjective) – having great physical power and ability

wise (adjective) – having or showing wisdom or knowledge usually from learning or experiencing many things

Read-Write-Talk

There are no wrong answers to this exercise. This is another example of student-centered learning.

The Hilwe w Morra Story

“Hilwe w Morra” loosely translated from Arabic means “Sweet and Sour,” representing the universal mix of life’s events. This is a serial, soap opera-style story that continues throughout the book, unit by unit. Each module gives more information about the women and the things that are happening in their lives.

The bold words are the vocabulary focus. Note that the grammar focus for this unit is the future with “will” and “want to” and “would like to.”

Words in This Story – Answer Key

These more complete definitions are from the [Merriam-Webster Learner’s Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

Choose the best answer:

1. **fit** (verb) = the right size
2. **contest** (noun) = you try to win this
3. **win / won** (verb) = you do / did it the best
4. **prize** (noun) = a gift for being the best
5. **famous** (adjective) = many people know you

Reading – Girls Ride to School on Bicycles

Guess

Think about the title “Girls Ride to School on Bicycles.” Do you think these sentences about the two stories are **T** (true) or **F** (false)? Guess.

1. **T** = This is a story about more than one girl.
2. **T** = The girls want to go to school.
3. **T** = The schools are far from their homes.
4. **F** = The girls ride horses.
5. **F** = The girls ride school buses.

Pictures – What Do You See?

Now look at the two photos from the story.

1. Who do you see? Describe the photos:
2. Where are the people in the story? Guess:

This is an opportunity to review and use the “Describe, Interpret, Evaluate” process from Unit 7. The first step is only describing the facts about what you see. In the first picture, for example, there are many young people in a room. In the second picture, there are two girls riding on one bicycle together, with their backpacks.

For the second step, you can explore (interpret) what **might** be happening. In the first picture for example, maybe they are in a school in Africa (Zimbabwe? South Africa? Mozambique?)? In the second picture, maybe the girls are riding the bicycle to school. Maybe they are friends or cousins or sisters? Maybe they are in India or Bangladesh or . . .? Maybe one or more of the people from the pictures will be in the story?

Reading the story provides some of the answers but maybe not all of them. What else would your students like to know about the girls and pictures?

These more complete definitions, in alphabetical order, are from the [Merriam-Webster Learner’s Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

donate / donated (verb) – to give (money, food, clothes, etc.) in order to help a person or organization

fee / fees (noun) – an amount of money that must be paid

improve / improved (verb) – to make something or someone better

kid / kids (noun) – child / children

transport (noun) – the act or process of moving people or things from one place to another

What’s the Buzz?

This activity lets students personalize what they have been learning in this unit.

Writing

Imagine . . .

This activity is an opportunity to use the target grammar forms for this unit and to reinforce the idea of different perspectives and different views on the world from Unit 7.

Images from the Student Text

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Images from the Voice of America “Let’s Teach English” Video

Here are some “Possible Futures” for the Wheel of Futures:

fly to the moon	fly to Mars	fly a plane
live in a treehouse	build my own house	start my own company
own a boat	climb a mountain	act in a play
make a podcast	be a YouTube star	go to the South Pole (Antarctica)
go to Disneyland	learn a new language or skill	become a government leader

TIMELINE

AGES:

6

16

26-46

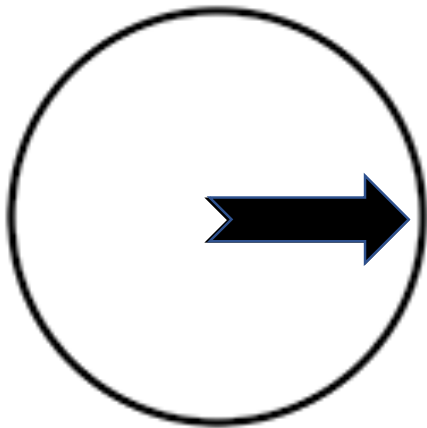
66-86

86-106

Spinner for Wheel of Futures

Print the following page and glue it to a piece of cardboard such as a shirt cardboard or part of a corrugated box. Use a round plastic lid from a yogurt tub or cut out the circle below and glue it to a piece of cardboard. Mark an arrow at one point of the disk. Push a push-pin through the center of the lid or cardboard circle, and into the center of the graphic for the wheel. Use a pencil eraser behind the graphic to prevent the pin from scratching a table or a student.

Cut out the "Possible Futures" cards and place on stickie notes around the outer edge of the wheel for students to choose. Feel free to create your own or have students help you create some interesting future hopes and dreams.





Wheel of Futures

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