

## Women Teaching Women English – Student Text

### Unit 1: Family

#### Warm-up

#### Choose

Choose one (1) photo. My family is most like Family A, B, C, or D:



Family A



Family B



Family C



Family D

## Discuss

1. What is the same in your family?

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2. What is different? \_

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## Photo

Put photos or pictures of your family here:

## Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words with the people in the pictures.

brother

daughter

father

granddaughter

grandfather

grandmother

grandson

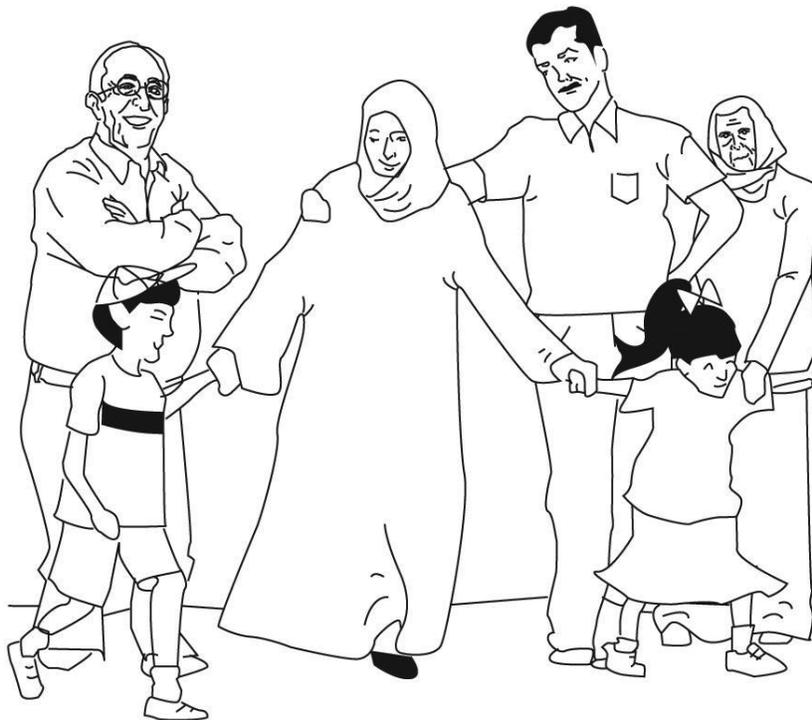
husband

mother

sister

son

wife



## Vocabulary – More Family

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words with the people in the pictures.

aunt

brother-in-law

cousin

daughter-in-law

nephew

niece

sister-in-law

son-in-law

uncle



## New Words

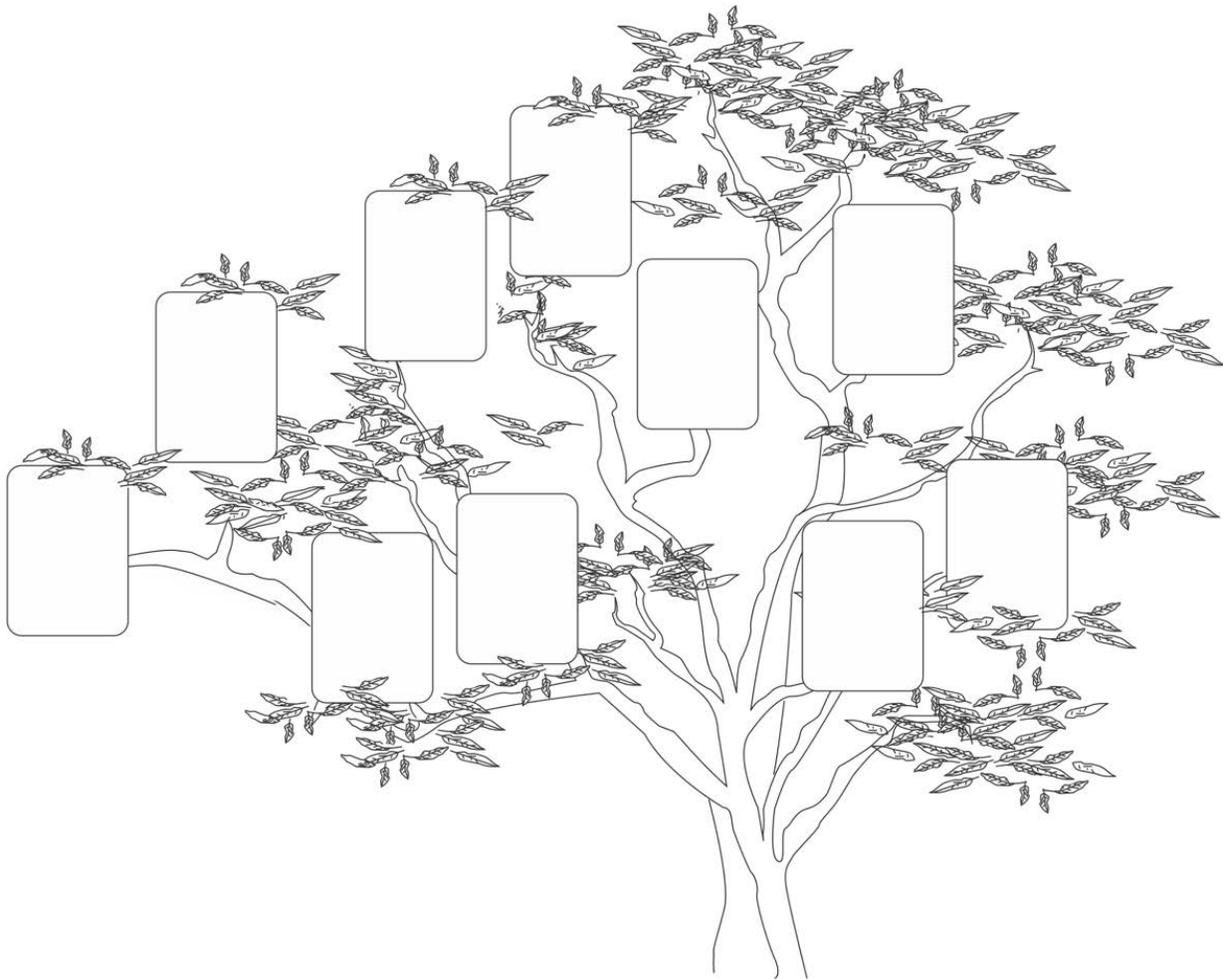
These more complete definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

- aunt** (noun) – the sister of your father or mother, or the wife of your uncle
- brother** (noun) – a boy or man with one or both of the same parents as you
- brother-in-law** (noun) – the brother of your husband or wife, or husband of your sister
- cousin** (noun) – a child of your uncle or aunt
- daughter** (noun) – a female child
- daughter-in-law** (noun) – the wife of your son
- father** (noun) – a male parent
- granddaughter** (noun) – a daughter of your son or daughter
- grandfather** (noun) – the father of your father or mother
- grandmother** (noun) – the mother of your father or mother
- grandson** (noun) – a son of your son or daughter
- husband** (noun) – a married man
- mother** (noun) – a female parent
- nephew** (noun) – a son of your brother or sister
- niece** (noun) – a daughter of your brother or sister
- sister** (noun) – a girl or woman with one or both of the same parents as you
- sister-in-law** (noun) – the sister of your husband or wife, or wife of your brother
- son** (noun) – a male child
- son-in-law** (noun) – the husband of your daughter
- uncle** (noun) – the brother of your father or mother, or the husband of your aunt
- wife** (noun) – a married woman

## My Family Tree

On the family tree below, write the following in boxes on the tree. Write only one name in each box.

1. Write your name.
2. Write the names of your sisters and brothers.
3. Write the names of your mother and father.
4. Write the names of your grandmothers and grandfathers.
5. Do you have more people in your family?  
If yes, put more boxes and names on the tree.



## Read-Write-Talk

### True or False

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

1. \_\_\_\_\_ I am the only daughter in my family.
2. \_\_\_\_\_ I am a mother.
3. \_\_\_\_\_ I am a grandmother.
4. \_\_\_\_\_ On my family tree, there is one grandmother.
5. \_\_\_\_\_ On my family tree, there are two (2) uncles.

### Group Work

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

1. What is the same?

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2. What is different?

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### The Hilwe w Morra Story

Listen and read along.

*(There are three (3) women. They are sitting and drinking tea together.)*

Auntie Hala: How are you, dear?

Samar: I am very **tired all the time now**.

Nour: Oh, are you okay?

Samar: I am **pregnant again**.

Nour: Well, that's a **surprise!**

Auntie Hala: Is something **different** this time?

Samar: It's **triplets!**

All: Ooooooooooooooooooooooh!

## Words in This Story

Choose the best answer:

- |                                   |                      |    |                  |
|-----------------------------------|----------------------|----|------------------|
| 1. <b>tired</b> (adjective)       | = happy              | or | sleepy           |
| 2. <b>all the time</b> (adverb)   | = every day          | or | only at night    |
| 3. <b>now</b> (adverb)            | = at this minute     | or | yesterday        |
| 4. <b>pregnant</b> (adjective)    | = will have a friend | or | will have a baby |
| 5. <b>again</b> (adverb)          | = the first time     | or | one more time    |
| 6. <b>surprise</b> (noun)         | = something new      | or | something old    |
| 7. <b>different</b> (adjective)   | = the same           | or | not the same     |
| 8. <b>triplets</b> (noun, plural) | = three babies       | or | two babies       |

## Group Work

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

Then practice in pairs or small groups.

Make questions and answers:

- Are you . . . happy? . . . sad? . . . tired?
  - Yes, I am.
  - No, I am not. (No, I'm not.)
- Is she . . . happy? . . . sad? . . . pregnant?
  - Yes, she is.
  - No, she is not. (No, she's not.)
- Are they . . . a family? . . . sisters? . . . triplets?
  - Yes, they are.
  - No, they are not. (No, they're not.)

Discuss in pairs or small groups:

- Is this story happy or sad? Why?

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2. Guess: How old is Auntie Hala?

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3. Guess: How old are Samar and Nour?

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Here are some extra discussion questions:

1. What are some more questions for Samar?

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2. What are some more questions for Auntie Hala?

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### Family Tree

Make a family tree for the women in “The Hilwe w Morra Story.” You can draw it here or use paper, pictures, the class board, etc.

## Readers Theater

### Practice

First, practice the story together with the teacher.

Practice with the teacher in different ways:

- Say it in a happy way: “Oooooooooooooooooooh!”
- Say it like a question: “Oooooooooooooooooooh?”
- Say it in another way: “Oooooooooooooooooooh!”

### Group Work

Then work in groups. Each group has three people. Read the story out loud as a Readers Theater activity.

Group 1: You are at Auntie Hala’s house.

Group 2: You are in a café.

Group 3: You are on a picnic outside.

*(There are three women. They are sitting and drinking tea together.)*

Auntie Hala: How are you, dear?

Samar: I am very tired all the time now.

Nour: Oh, are you okay?

Samar: I am pregnant again.

Nour: Well, that’s a surprise!

Auntie Hala: Is something different this time?

Samar: It’s triplets!

All: Oooooooooooooooooooh!

### Theater Tip

Make your play fun with real things: cups, cookies, hats. What other things are fun?

## Reading

“Lebanese Mother of Triplets”

### Guess

Think about the title: “Lebanese Mother of Triplets.” Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. \_\_\_\_\_ This story is about a family.
2. \_\_\_\_\_ The family is in Lebanon.
3. \_\_\_\_\_ The mother has two babies at the same time.
4. \_\_\_\_\_ The mother has three babies at the same time.

### Listen-Read-Find

Listen to the story.

Now listen again. Find five (5) words about family (for example, family, mother, father, son, daughter, . . .).

### Lebanese Mother of Triplets

It is July 2006. There is a family in Ghaziyeh, Lebanon. The mother is 21 (twenty-one) years old. Her name is Raja. Her son is two years old. His name is Hadi Jaafer. Unfortunately, Hadi Jaafer dies. Raja is very sad.

Now it is 2007. Raja wishes for a new baby.

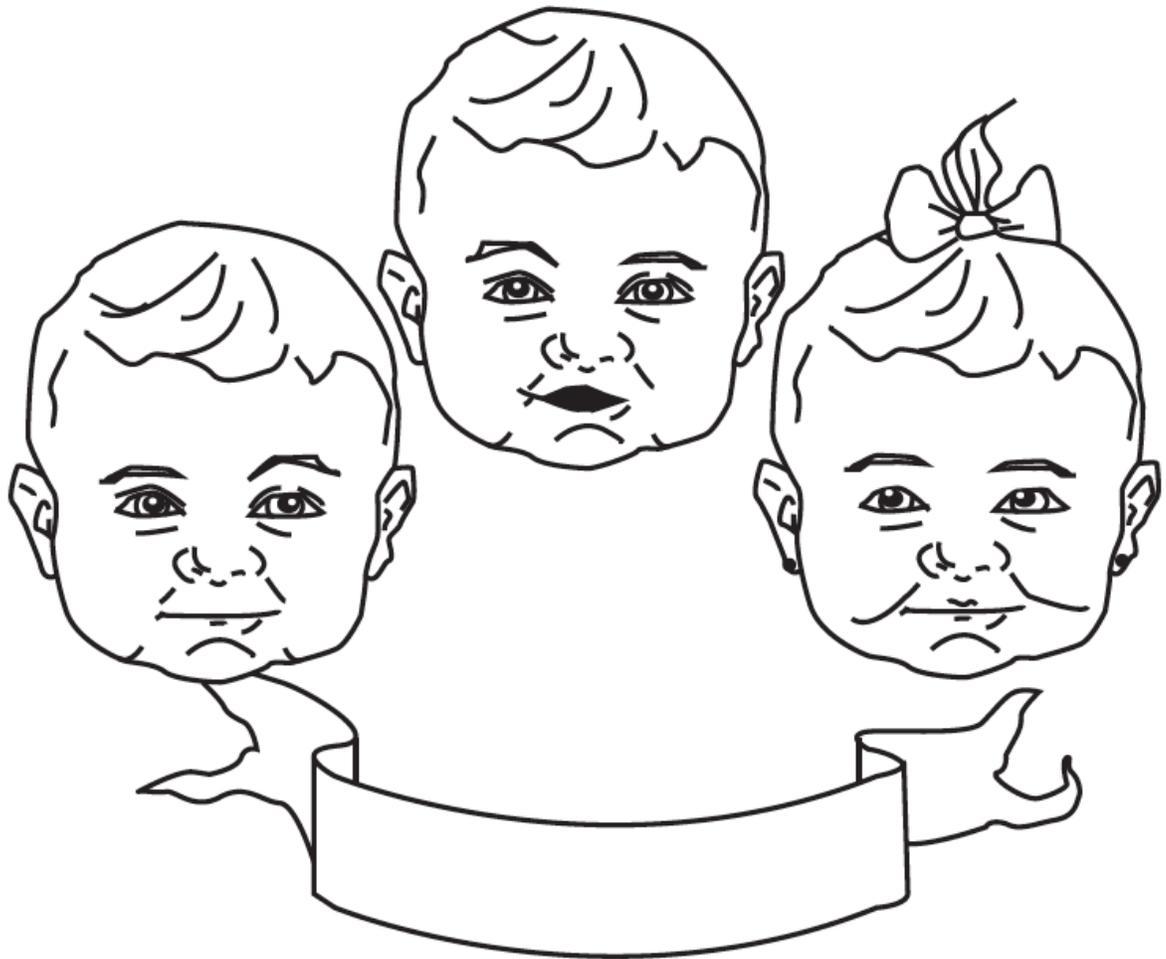
In May 2008, there is a surprise. Raja is now the mother of triplets. Congratulations! There are two boys and one girl. Now Raja is the mother of two sons and one daughter: Hadi, Jihad, and Nour Al-Houda.

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The original news story “Lebanese Mother Gives Birth to Triplets After Losing Only Son During War” (<http://www.naharnet.com/domino/tn/NewsDesk.nsf/story/8B8AC8D3B7E9943BC2257441002C19C9?OpenDocument>) is from [Naharnet](http://www.naharnet.com/) (<http://www.naharnet.com/>) on April 04, 2011.

### Send a Gift and Gift Card

You have a gift card for Raja and the triplets. Write these things on the picture or on the lines below:

1. Copy the message: Congratulations, Raja!
2. Write the names of the two boys and one girl.
3. Write your name.



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## 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.

1. How many girls are on your family tree?

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2. How many boys are on your family tree?

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3. How many twins are on your family tree?

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4. How many triplets are on your family tree?

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5. Who is the oldest person on your family tree?

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### Discuss with Your Group

1. How many answers are the same? \_\_\_\_\_
2. How many are different? \_\_\_\_\_
3. What is your total number for each question? \_\_\_\_\_

### Discuss with the Teacher All Together

1. For all the groups, what is the same or different?

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2. What is the family tree with the oldest person? \_\_\_\_\_

## Writing

### What Is Next?

First, work together as a class with the teacher. Write more of the story below. It is a **happy** story.

#### The Hilwe w Morra Story

*(There are three women. They are sitting and drinking tea together.)*

Auntie Hala: How are you, dear?

Samar: I am very tired all the time now.

Nour: Oh, are you okay?

Samar: I am pregnant again.

Nour: Well, that's a surprise!

Auntie Hala: Is something different this time?

Samar: It's triplets!

All: Ooooooooooooooooooooooh!

Auntie Hala: \_\_\_\_\_

Samar: \_\_\_\_\_

Nour: \_\_\_\_\_

### Group Work

Now work in pairs or groups. Write a new ending for each story.

“The Hilwe w Morra Story” – Choose one new ending:

1. The sisters (Samar and Nour) are not happy.
2. There are more surprises in the story.
3. There are more questions in the story.

*(There are three women. They are sitting and drinking tea together.)*

Auntie Hala: How are you, dear?

Samar: I am very tired all the time now.

Nour: Oh, are you okay?

Samar: I am pregnant again.

Nour: Well, that's a surprise!

Auntie Hala: Is something different this time?

Samar: It's triplets!

All: Ooooooooooooooooooooooh!

Auntie Hala: \_\_\_\_\_

Samar: \_\_\_\_\_

Nour: \_\_\_\_\_

“The Lebanese Mother of Triplets” – Choose one new ending:

1. The story is happy.
2. There are more surprises in the story.
3. There are more questions in the story.

It is July 2006. There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is two years old. His name is Hadi Jaafer. Unfortunately, Hadi Jaafer dies. Raja is very sad.

Now it is 2007. Raja wishes for a new baby.

In May 2008, there is a surprise! Raja is now the mother of triplets. Congratulations! There are two boys and one girl. Now Raja is the mother of two sons and one daughter: Hadi, Jihad, and Nour Al-Houda.

Now it is 2017.

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### Project Possibilities

- Use blank or leftover paper to make more cards like the gift card. You can bring old bits of yarn and sewing needles, magazine/newspaper images, etc. to add to the cards.
- Bring a photo from your childhood and give the photo to the teacher. Try to use the same ages for the photos. Baby pictures (less than one year old) and first-year-of-school photos work well, for example. The teacher puts all the photos on the wall or a board. Then try to match names with the photos.

- Make “word family” trees on the bulletin board or wall to show the relationships between words. You can use the flashcards at the end of the unit for this.

### Internet: Webquest

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

- **Go:** [Family Members Memory Game](http://www.freddiesville.com/games/family-members-memory-game/)  
(<http://www.freddiesville.com/games/family-members-memory-game/>)  
**Do:** Play the game. Match the words with the pictures. What words are new for you?
- **Go:** [Merriam-Webster Dictionary](http://learnersdictionary.com)  
(<http://learnersdictionary.com>)  
**Do:** Type in words from our lesson (for example, **triplets**). Click on  to hear the words. Practice saying the words.
- **Go:** [Monkey Puzzles World Tour](http://www.cambridgeenglish.org/learning-english/games-social/monkey-puzzles-world-tour/)  
(<http://www.cambridgeenglish.org/learning-english/games-social/monkey-puzzles-world-tour/>)  
**Do:** There are eight (8) games on this site for color words and other beginning level words. Play two or more of the games. Which one do you like best? Why?

### 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. You can make new cards and add more words too.

#### Sorting Game

Work in pairs or groups. Sort the flashcards into three groups (piles). Then explain how the three piles are the same and how they are different.

Alternate: Sort the cards in one of these ways.

- males / females / neither
- young / old / neither
- likes / dislikes / no opinion

## Vocabulary Matching Game

This is a matching game. Work in pairs. Put your flashcards all together. Turn the cards face down and mix them up. Take turns:

- Student A: Turn over two cards and say the words. If they are the same and you can say the word, you keep the cards. If they are different or you can't say the word, you turn the cards back over.
- Student B: Turn over two cards and say the words. If they are the same and you can say the word, you keep the cards. If they are different, you turn them back over.
- Take turns doing this until all the cards are in pairs. At the end, the person with the most cards is the winner.

## Definitions

To show the meaning of each word, choose one:

- Put pictures on the back of each flashcard. You can draw them or cut them out of magazines, newspapers, etc.
- Write definitions or translations on the back of each flashcard.

Do this after you play the Concentration Game with the cards so you cannot see the definitions.

Flashcards to Enlarge and Copy

<b>girl</b>	<b>boy</b>	<b>surprise</b>
<b>mother</b>	<b>father</b>	<b>pregnant</b>
<b>wife</b>	<b>husband</b>	<b>same</b>
<b>daughter</b>	<b>son</b>	<b>different</b>
<b>child</b>	<b>children</b>	<b>unfortunately</b>
<b>sister</b>	<b>brother</b>	<b>congratulations</b>
<b>aunt</b>	<b>uncle</b>	<b>dear</b>
<b>baby</b>	<b>babies</b>	<b>triplets</b>
<b>grandmother</b>	<b>grandfather</b>	<b>sorry</b>
<b>family</b>	<b>families</b>	<b>tree</b>
<b>happy</b>	<b>sad</b>	<b>tired</b>
<b>all the time</b>	<b>now</b>	<b>again</b>

## Images

1. Image A, [Family from South Africa – African Child Sitting on His Dad’s Shoulders](#) (<http://www.istockphoto.com/photo/african-child-sitting-on-his-dads-shoulders-gm499099377-42533432>) from [iStock](#) (<http://www.istockphoto.com/>) is licensed under the [iStock Content License Agreement – Standard License](#) (<http://www.istockphoto.com/help/licenses>).
2. Image B, [Family from the Middle East – Their Family is Blessed](#) (<http://www.gettyimages.com/detail/photo/their-family-is-blessed-royalty-free-image/517999001>) (page 1) from [Getty Images](#) (<http://www.gettyimages.com/>) is licensed under [Getty Images Content License Agreement - Royalty-Free](#) (<http://www.gettyimages.com/eula#RF>).
3. Image C, [Family from Laos – Lao Baby Bath](#) (<https://pixabay.com/en/laos-village-ethnic-lao-baby-bath-1929921/>) (page 1) from [Pixabay](#) (<https://pixabay.com/>) is licensed under [CC0 1.0 Creative Commons, Public Domain](#) (<https://creativecommons.org/publicdomain/zero/1.0/deed.en>).
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8. Triplets (page 12) by [Lys Opp-Beckman](#) (<http://www.lysoppbeckman.com/>) is licensed under [Creative Commons Attribution Share Alike 4.0 International \(CC BY 4.0\)](#) (<https://creativecommons.org/licenses/by/4.0/>).

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## Women Teaching Women English – Teacher’s Manual

### Unit 1: Family

#### 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. They can work individually or with a partner.

#### Discuss

In this section, students talk about the topic studied for this unit and connect it with their 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

##### Family Tree

There are no wrong answers to this exercise. It is important for students to reflect their individual lives and realities.

Now that students have talked about families, they can apply what they have learned to create their own family trees. You can create a family tree together first as a model. Then they can draw additional boxes as needed to fit the names of people in their family.

They may put themselves anywhere in the tree, depending on whether they are focusing on those who are older or younger than themselves.

Students may wish to draw additional branches or lines to show the connections among different family members.

You can move around the classroom to answer questions as needed. Encourage students to share their family trees with each other as well.

Applying their knowledge to their own lives and in a graphical format helps motivate students to remember the vocabulary. They may even want to share what they create with their families.

### **Read-Write-Talk**

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

Students are again applying what they are learning to their own lives. This exercise includes a bit of critical thinking as well. As the teacher, you might ask the whole group how a man can have two wives (two at the same time, or one who died or was divorced and then another). The question of how a woman can have two husbands could result in an interesting discussion (perhaps one who died, then a second husband, and why not two at the same time?).

### **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 unit gives more information about the women and the things that are happening in their lives.

The bold words are the vocabulary focus. Note that all of the sentences are using simple present and the “be” verb, which is the grammar focus for this unit.

Notice that Samar can be happy or sad; Noor can be happy or a bit sarcastic. You can also say the “Ooooooh” in a variety of ways. Feel free to play with how you read the story aloud. It's supposed to be fun.

### **Words in This Story – Answer Key**

Choose the best answer:

- |                                   |                    |
|-----------------------------------|--------------------|
| 1. <b>tired</b> (adjective)       | = sleepy           |
| 2. <b>all the time</b> (adverb)   | = every day        |
| 3. <b>now</b> (adverb)            | = at this minute   |
| 4. <b>pregnant</b> (adjective)    | = will have a baby |
| 5. <b>again</b> (adverb)          | = one more time    |
| 6. <b>surprise</b> (noun)         | = something new    |
| 7. <b>different</b> (adjective)   | = not the same     |
| 8. <b>triplets</b> (noun, plural) | = three babies     |

Notes:

- Two babies at the same time are twins.
- Encourage students not to just translate the words. It is better to have students become familiar with words in their English context and with English definitions.
- The words aside from "pregnant" and "triplets" are all on the Dolch or Fry list of the most common 1000 words in English. All of the words here will reappear in the later reading or in later modules.

### Vocabulary from “The Hilwe w Morra Story”

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

**again** (adverb) – one more time

**all the time** (adverb phrase) – at all times

**different** (adjective) – partly or totally unlike

**now** (adverb) – at the present time

**pregnant** (adjective) – having a baby or babies developing inside the body

**surprise** (noun) – an unexpected event, piece of information, etc.

**tired** (adjective) – feeling a need to rest or sleep

**triplets** (noun, plural) – three babies born at the same time to the same mother

### Group Work

Model the questions and answers for the class initially:

- Are you happy? Yes, I am.
- Is she (*pointing to someone in the class*) sad? No, she isn't.

Notice that this uses different pronouns, different forms of "be," and both contractions and full responses (I'm not/I am not). You can teach these grammatical elements to the students if they are interested and ready for them.

Next, have the students practice asking each other. They should begin with the models given, using the yes/no questions and full answers. More advanced students may wish to add their own questions and answers.

For the discussion questions, there are no wrong answers. The questions encourage students to think creatively about the story and make their own conclusions about Auntie Hala, Samar, and Noor. If the students are not able to respond in English, you

may need to model a few responses to show the grammar, such as "It's a happy story" or "Maybe she is 30."

### **Readers Theater**

Readers Theater is a special kind of theater activity. The actors (students) do not memorize their lines, but they do practice them ahead of time so that they can work on intonation and expression. Even beginning level students can generally perform in the Readers Theater format.

Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines. That makes it more fun and motivating. Having small props such as cups and cookies also helps students feel more like actors, and thus less self-conscious. Wearing different head coverings or other accessories can make it easier to feel like someone else and introduce an element of fun.

Practice as much as needed so that everyone feels comfortable in reading the different lines.

The "Ooooooooooh" can be the most variable element of the reading. It's good to make sure that students can hear and say the different "Oooooooooohs" before they try to act out the dialogue themselves.

### **Reading**

“Lebanese Mother of Triplets”

This is a true story that was adapted from the news. It intentionally mirrors the theme of mothers, pregnancy, and children that is also part of “The Hilwe w Morra Story.” It uses similar grammatical structures as well.

The original news story “Lebanese Mother Gives Birth to Triplets After Losing Only Son During War” (<http://www.naharnet.com/domino/tn/NewsDesk.nsf/story/8B8AC8D3B7E9943BC2257441002C19C9?OpenDocument>) is from [Naharnet](http://www.naharnet.com/) (<http://www.naharnet.com/>) on April 04, 2011.

### **Guess – Answer Key**

Students try to predict the content of the story just from the title. This is a critical thinking skill and an important reading strategy. Have students go back after they read the story to see if they were right or wrong in their guesses.

1. **I** = This story is about a family.
2. **I** = The family is in Lebanon.
3. **F** = The mother has two babies at the same time.

4. **I** = The mother has three babies at the same time.

### Send a Gift and Gift Card

This is a step toward independent writing. Students can write the names of the three babies on the lines or anywhere on the image on the card. More advanced students may want to add an additional message.

Those who wish to do so can decorate the card and add more features to it.

### What's the Buzz?

This activity lets students personalize what they have been learning and practice some Wh- questions. For advanced students, you may want to point out the grammatical difference between yes/no questions with "be" and Wh- questions. With yes/no questions with "be," the verb shifts to the front of the sentence. With Wh- questions, the verb comes in its usual place, after the Wh- word (Who) or the Wh- phrase (How many girls/boys).

This activity can also introduce words such as "oldest" and "youngest." Students can think of the words as simple vocabulary items, or you can touch on the concept of superlatives with -est: the biggest, the youngest, the tallest, the shortest, etc.

Students are also working with numbers in this activity. When the numbers are added up, the total for the groups or whole class may be quite large. It can be an opportunity for you to work on the difference in pronunciation between the -teen numbers and the -ty numbers: **thirteen** versus **thirty**, **fourteen** versus **forty**, **fifteen** versus **fifty**, etc.

### Writing

#### What Is Next?

Begin by having the class create the next steps in "The Hilwe w Morra Story" conversation or the news article "Lebanese Mother of Triplets." You can adjust the statements that students offer so that they are written in correct English on the board.

This activity moves progressively into writing. It starts with students copying the model text that the group has created, and then moves on to students individually or in pairs or groups creating their own endings for the two stories. It is another opportunity for students to review a text that they have worked with before and to use vocabulary that they have learned as they create new sentences.

## Images from the Student Text

1. Image A, [Family from South Africa – African Child Sitting on His Dad’s Shoulders](#) (<http://www.istockphoto.com/photo/african-child-sitting-on-his-dads-shoulders-gm499099377-42533432>) from [iStock](#) (<http://www.istockphoto.com/>) is licensed under the [iStock Content License Agreement – Standard License](#) (<http://www.istockphoto.com/help/licenses>).
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3. Image C, [Family from Laos – Lao Baby Bath](#) (<https://pixabay.com/en/laos-village-ethnic-lao-baby-bath-1929921/>) (page 1) from [Pixabay](#) (<https://pixabay.com/>) is licensed under [CC0 1.0 Creative Commons, Public Domain](#) (<https://creativecommons.org/publicdomain/zero/1.0/deed.en>).
4. Image D, [Family from Central Asia – Grandmother with Grandson](#) (<http://www.gettyimages.com/detail/photo/grandmother-with-grandson-are-working-together-in-royalty-free-image/696868910>) (page 1) from [Getty Images](#) (<http://www.gettyimages.com/>) is licensed under [Getty Images Content License Agreement - Royalty-Free](#) (<http://www.gettyimages.com/eula#RF>).
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