

## Women Teaching Women English – Student Text

### Unit 7: How Others See the World

#### Warm-up

#### Discuss

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

1. Describe **what** you see (facts only, please, no feelings or opinions yet).  
“I see . . .”
2. Guess: **Why** is this happening? Think of as many reasons as you can.  
“Maybe . . .”
3. Last of all, what is your opinion? **How** do you feel about this?  
“I think . . . In my opinion . . . I believe . . . I like / don't like . . .”



## Photo

Put an unusual photo or picture here, and discuss it with your group. Use the same three steps:

## Vocabulary

Look at the pictures below. Practice pronunciation of the words (present and past tense irregular verbs) with your teacher. Then match the words with the pictures. In what ways are the pairs of words alike?

bring / brought

buy / bought

fight / fought

think / thought



blow / blew

fly / flew

grow / grew

throw / threw



## Vocabulary

Look at the pictures below. Practice pronunciation of the words (present and past tense irregular verbs) with your teacher. Then match the words with the pictures. In what ways are the pairs of words alike?

drink / drank

sing / sang

sink / sank

stink / stank



cut / cut

hit / hit

hurt / hurt

put / put



## Read-Write-Talk

### True or False

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

1. \_\_\_\_\_ I am a lucky person.
2. \_\_\_\_\_ Some people are born under an unlucky star.
3. \_\_\_\_\_ You can see the truth in a person's eyes.
4. \_\_\_\_\_ You can see the future in coffee or tea cups after you drink.
5. \_\_\_\_\_ You can see the future in people's hands (palms).

### Mystery Pictures – What Do You See?

Work in pairs or small groups. Look at the two mystery pictures below. Point to the things that you see.

A. Musician or woman?

B. How many faces are there? What else do you see?



## Group Work

1. Compare your “True or False” answers above. What does it mean to be lucky?  
\_\_\_\_\_

2. What can you know about a person by looking into his or her eyes?  
\_\_\_\_\_

3. Is it possible to know the future? Why?  
\_\_\_\_\_

4. What did you see in the “Mystery” pictures above? What did you find?

We saw . . . \_\_\_\_\_

We found . . . \_\_\_\_\_

## The Hilwe w Morra Story

Listen and read along.

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

Dima and

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

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

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

Joumana: Oh, no!

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

Joumana and

Dima: What did you see?!

Auntie Hala: I saw circles and a bird.

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

Joumana: No, the circles meant children and the bird **meant** good news . . . maybe the good news was about the ring, or maybe it meant 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 new laws, and my grandchildren can be Lebanese too.

**Words in This Story**

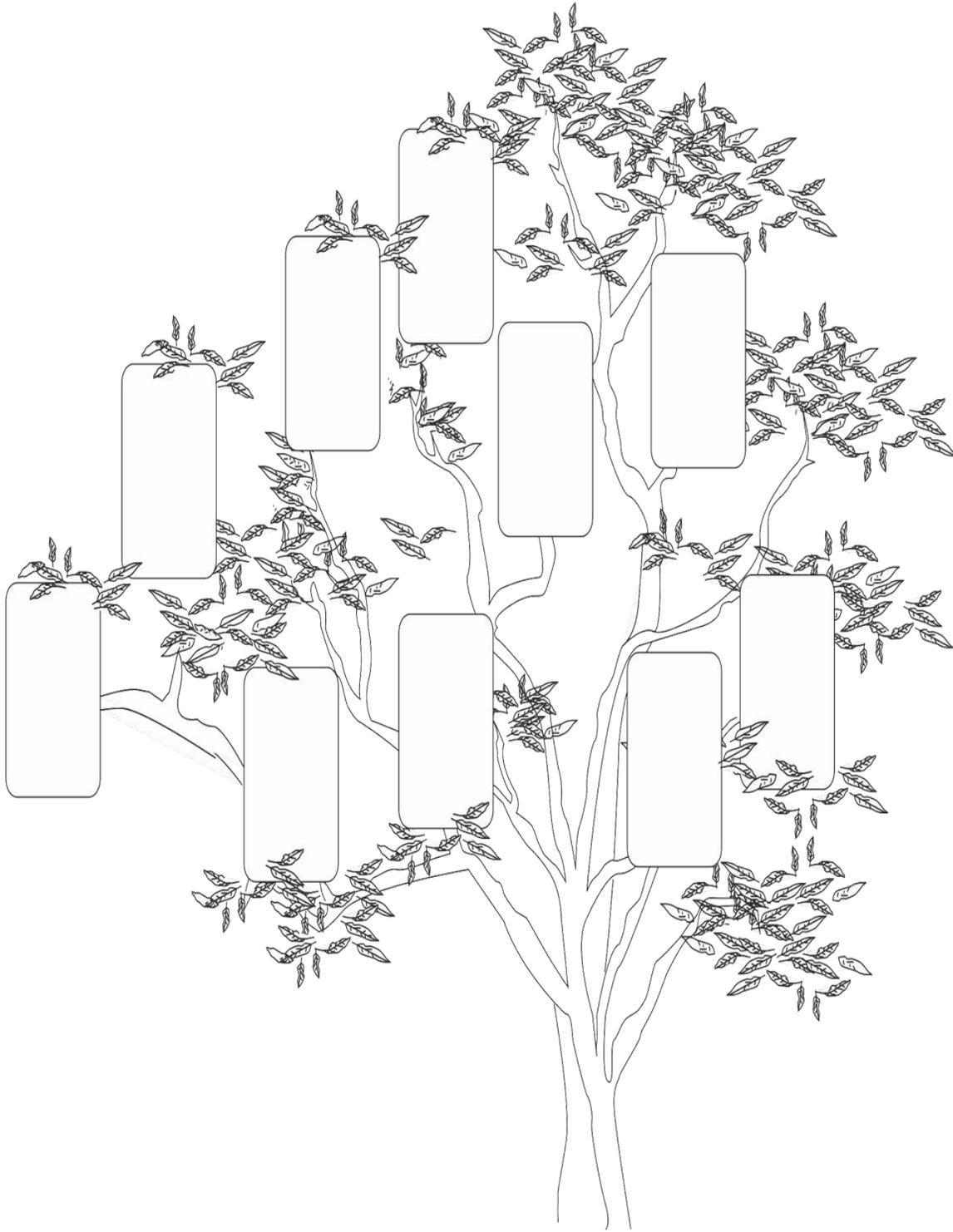
Write the past tense form of these verbs from the story. Then write a sentence to show the meaning. The first one is an example for you to follow:

- |                  |   |
|------------------|---|
| 1. go / went     | I went to the store for eggs and bread. |
| 2. lose / _____  | _____                                   |
| 3. read / _____  | _____                                   |
| 4. see / _____   | _____                                   |
| 5. come / _____  | _____                                   |
| 6. steal / _____ | _____                                   |
| 7. fly / _____   | _____                                   |
| 8. mean / _____  | _____                                   |
| 9. tell / _____  | _____                                   |
| 10. bite / _____ | _____                                   |
| 11. find / _____ | _____                                   |

**Group Work**

Discuss in groups. These questions are about the family in “The Hilwe w Morra Story.” Put as many people as possible from the story on the family tree below. Add more places for people as needed.

1. What are their relationships (for example, mother, sister, aunt, niece . . .)?
2. How old do you think they are?
3. Who is lucky . . . unlucky . . . happy . . . unhappy? Why?
4. On a board or on paper, write one sentence to describe or ask a question about each person. Use the past tense. Review Units 1 through 7 as needed. Add pictures if you like. Ask questions and exchange answers with another group.



### Examples of yes/no past tense questions

1. Did she / he . . . get a new job? . . . get a lot of birthday gifts?
2. Did they . . . go to a wedding yesterday? . . . go to a restaurant last night?

### Long answers

- Yes, she got a new job.
- No, she didn't get a lot of birthday gifts.

### Short answers

- Yes, she did.
- No, she didn't.

### Short answers, informal

- Yeah, she did.
- Nah, she didn't.

### Examples of wh- past tense questions

1. Where . . . did she go? . . . did they go?
2. What . . . did she buy? . . . did they buy?
3. When . . . did she find the ring? . . . did they find the ring?

### Long answers

- She went to the hospital. They went to the hospital too.
- She bought a lot of cake. They bought a lot of cake too.
- She found the ring yesterday. They found the ring yesterday too.

### Short answers

- to the hospital
- cake
- yesterday

## Reading

“Mystery #1: An Emergency” and “Mystery #2: A Cold House”

## Guess

Think about the two titles: “An Emergency” and “A Cold House.” Do you think these sentences about the two stories are **T** (true) or **F** (false)? Guess.

1. \_\_\_\_\_ There are three stories.
2. \_\_\_\_\_ The stories have some surprises.
3. \_\_\_\_\_ One story is about an emergency.
4. \_\_\_\_\_ One story is about a hot house.

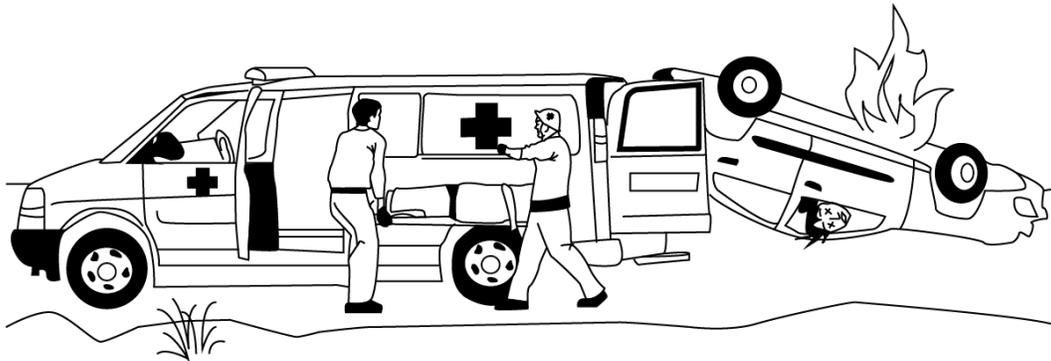
## Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words to the picture.

ambulance

car accident

medic / medics



doctor

emergency room

hospital

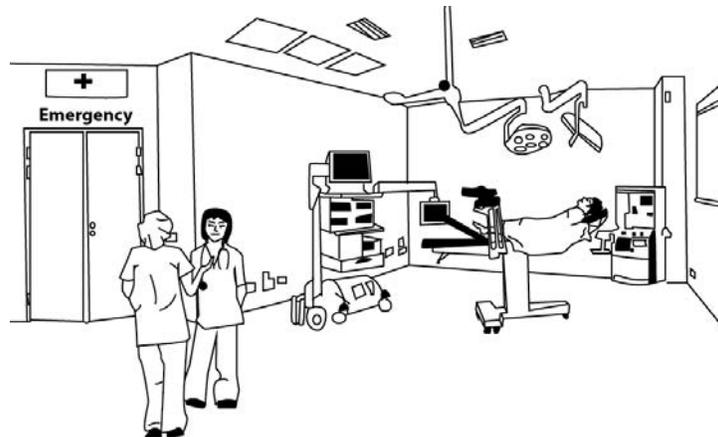
monitor

nurse

operate on

patient

surgery

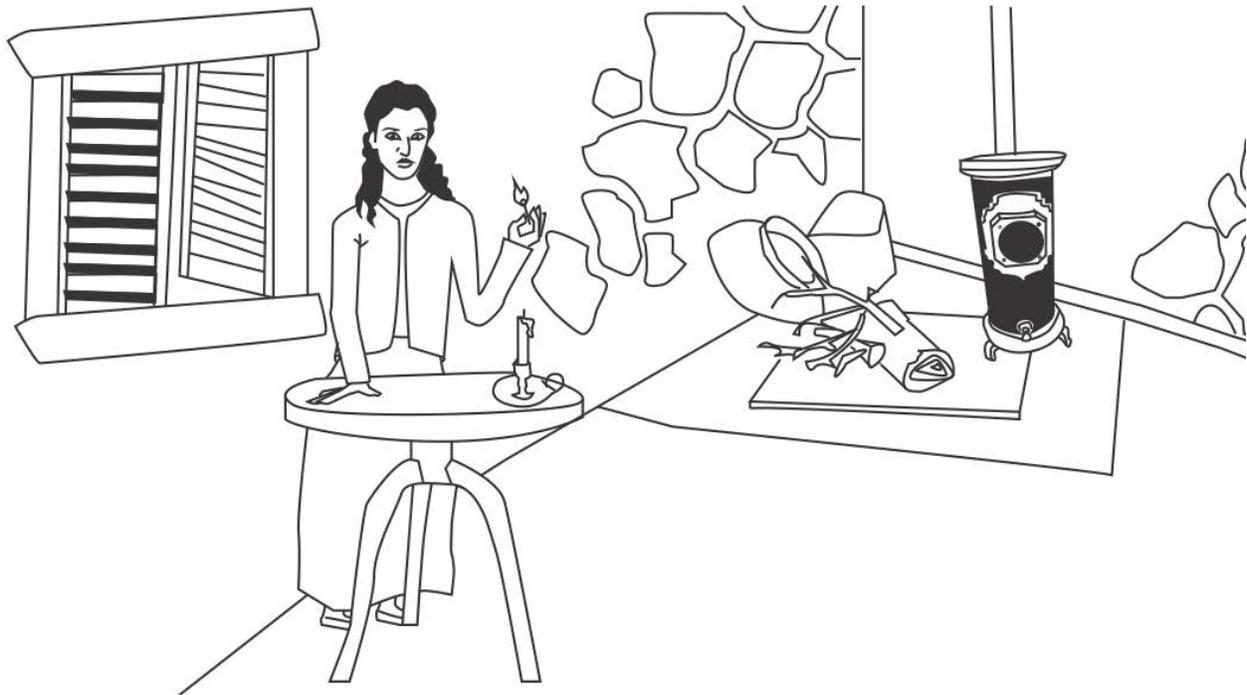


fire

firewood

match

stove



### Listen-Read-Find

Listen to the two mystery stories. Now listen again. Review the vocabulary above as needed. Answer the question at the end of each story. Can you guess the answers?

#### **Mystery #1: An Emergency**

One day, a man and his son were in a **car accident**. Unfortunately, the man **died**. However, an **ambulance** took the boy to the hospital. He needed 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?

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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 wood-burning **stove**.

Question: What did you light first?

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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.

Thinking back to your childhood . . .

1. What was your lucky color or number?

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2. In the past, some people in the United States had a horseshoe or rabbit's foot for good luck. Did your family have anything for good luck in your home?

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3. Did you have a secret place or imaginary (not real) friend to help you?

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4. Were you ever in an accident? If yes, what happened?

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5. Were you ever part of an emergency? If yes, when and where?

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### Discuss with Your Group

1. How many people had lucky things and what were they?

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2. What kinds of secret places or imaginary (not real) friends did people have?

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3. What kinds of accidents or emergencies did people have?

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Discuss with the Teacher All Together

1. Does anyone in the class have a mystery story to share? What is it?

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2. In some places in the world, special lakes, mountains, or trees are especially mysterious (full of mystery) or may bring people good luck. Are there any such places near your home?

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**Writing**

**The Mystery Pet**

Step 1: First, circle one word for each number below. Choose your favorite word or write another word in the blank as you like.

- |                    |               |         |             |       |
|--------------------|---------------|---------|-------------|-------|
| 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       | pizza   | 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      | _____ |

Step 2: Then exchange lists with your partner. Copy the circled words in the blanks in the story below. Match the numbers. Read the stories out loud together.

1. Was the story funny?
2. Was the story true?



## 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 asked me to come inside. "Where is your new pet? What is it?" I asked. I felt (1) \_\_\_\_\_.

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

Question A: Is it (3) \_\_\_\_\_?

Answer: No, it is (4) \_\_\_\_\_.

Question B: Does it have (5) \_\_\_\_\_ legs?

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

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

Answer: No, it likes to eat (7) \_\_\_\_\_ and (8) \_\_\_\_\_. Yesterday, it also drank a lot of (9) \_\_\_\_\_, but not today.

Question D: What does it do for fun?

Answer: It really likes to (10) \_\_\_\_\_.

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

Answer: No, but it is big. It's an elephant!

Change partners and do it again. Change the ending if you like.

1. Did you change your answers?
2. Did you like the new story?
3. Did your partner write a funny story?

### Project Possibilities

Act out the "Hilwe w Morra" dialogue. Change the ending if you like. Option: Videotape it and share it on YouTube or Vimeo.

## 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:** [Wacky Web Tales](http://www.eduplace.com/tales/)  
(<http://www.eduplace.com/tales/>)  
**Do:** Fill in the blanks, and guess how the story goes. Then read your funny story! Share it with a friend.
- **Go:** [Irregular Verb Wheel Game](http://www.macmillandictionary.com/us/verb_wheel/)  
([http://www.macmillandictionary.com/us/verb\\_wheel/](http://www.macmillandictionary.com/us/verb_wheel/))  
**Do:** Play the game to practice past tense verbs.  
**Do:** For more practice, try [Levels 1, 2, and 3:](http://interactive.cambridge.org/media/games/level2/game3_jungle/)  
([http://interactive.cambridge.org/media/games/level2/game3\\_jungle/](http://interactive.cambridge.org/media/games/level2/game3_jungle/))
- **Go:** [Irregular Verbs Quiz](http://esl.fis.edu/grammar/verbs/5.htm)  
(<http://esl.fis.edu/grammar/verbs/5.htm>)  
**Do:** Play the game to practice past tense verbs.
- **Go:** [Learn English Feel Good – Irregular Verbs](https://www.learnenglishfeelgood.com/esl-irregular-verbs1.html)  
(<https://www.learnenglishfeelgood.com/esl-irregular-verbs1.html>)  
**Do:** Play the game to practice past tense verbs.
- **Go:** [Riddles](http://www.rinkworks.com/brainfood/p/riddles1.shtml)  
(<http://www.rinkworks.com/brainfood/p/riddles1.shtml>)  
**Do:** Riddles are funny question games. Read the riddles and guess the answers. Do you know any good riddles?

## 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 in these ways:

- things (nouns) / places (nouns) / people (nouns) / actions (verbs)
- used for emergencies / not used for emergencies
- can be a mystery / not a mystery
- something I would do / something I would not do

Flashcards to Enlarge and Copy

<b>match</b>	<b>stove</b>	<b>firewood</b>
<b>ambulance</b>	<b>fly</b>	<b>bite</b>
<b>fight</b>	<b>think</b>	<b>blow</b>
<b>throw</b>	<b>grow</b>	<b>cut</b>
<b>hit</b>	<b>sink</b>	<b>stink</b>
<b>luck / lucky</b>	<b>doctor</b>	<b>hospital</b>
<b>medic</b>	<b>nurse</b>	<b>accident</b>

## Images

1. [Fun Sliding in the Mud](http://www.gettyimages.com/detail/photo/fun-sliding-in-the-mud-royalty-free-image/111423615) (<http://www.gettyimages.com/detail/photo/fun-sliding-in-the-mud-royalty-free-image/111423615>) (page 1) from [Getty](http://www.gettyimages.com) (<http://www.gettyimages.com>) is licensed under the [Getty Royalty-Free License](http://www.gettyimages.com/eula#RF) (<http://www.gettyimages.com/eula#RF>).
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3. Drink / Drank Verb Series and Cut / Cut Verb Series (page 4) by [Lys Opp-Beckman](http://www.lysoppbeckman.com/) (<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/) (<https://creativecommons.org/licenses/by/4.0/>).
4. Optical Illusion A. [Man or Woman](https://kids.niehs.nih.gov/games/riddles/one-or-the-other/man-or-woman/index.htm) (page 5) (<https://kids.niehs.nih.gov/games/riddles/one-or-the-other/man-or-woman/index.htm>) as a Public Domain image from [NIEHS Kids](http://kids.niehs.nih.gov) (<http://kids.niehs.nih.gov>).
5. Optical Illusion B. [Two Faces or One](https://kids.niehs.nih.gov/games/riddles/one-or-the-other/two-faces-or-one/index.htm) (page 5) (<https://kids.niehs.nih.gov/games/riddles/one-or-the-other/two-faces-or-one/index.htm>) as a Public Domain image from [NIEHS Kids](http://kids.niehs.nih.gov) (<http://kids.niehs.nih.gov>).
6. Family Tree, Large (page 8) by [Lys Opp-Beckman](http://www.lysoppbeckman.com/) (<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/) (<https://creativecommons.org/licenses/by/4.0/>).
7. Accident Scene and Hospital Scene (page 10) by [Lys Opp-Beckman](http://www.lysoppbeckman.com/) (<http://www.lysoppbeckman.com/>) are licensed under [Creative Commons Attribution Share Alike 4.0 International \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/) (<https://creativecommons.org/licenses/by/4.0/>).
8. Woman Lighting a Match (page 11) by [Lys Opp-Beckman](http://www.lysoppbeckman.com/) (<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/) (<https://creativecommons.org/licenses/by/4.0/>).
9. [Question Mark with Head](https://pixabay.com/en/cranium-head-human-people-persons-2028555/) (<https://pixabay.com/en/cranium-head-human-people-persons-2028555/>) (page 14) from [Pixabay](https://pixabay.com/) (<https://pixabay.com/>) is licensed under [CC0 1.0 Creative Commons, Public Domain](https://creativecommons.org/publicdomain/zero/1.0/deed.en) (<https://creativecommons.org/publicdomain/zero/1.0/deed.en>).

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## Women Teaching Women English – Teacher’s Manual

### Unit 7: How Others See the World

#### 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. This is an opportunity to engage in multi-perspective thinking and discuss the ways in which other people may view things or have reasons for acting as they do (e.g., images, news, real events in the community, home, or workplace).

#### Discuss

In this section, students can use the vocabulary and grammar that they have studied and, in this case, practice the critical thinking activity “Describe-Interpret-Evaluate” by Stella Ting-Toomey. Following is the visual from the Voice of America [Let’s Teach English](https://learningenglish.voanews.com/z/5203/about) (<https://learningenglish.voanews.com/z/5203/about>) video for this unit:



**What** do  
you see?

**Why** is it  
happening?



**How** do  
you feel?

This photo (#92-13506) from the video comes from a collection of award winning photos from the Smithsonian Staff: A Selection of Work from the Office of Printing and Photographic Services. The photo, taken by Laurie Minor-Penland, shows Sally Love, an exhibits developer and the former director of the Insect Zoo in the Smithsonian Institution's National Museum of Natural History. You can see these insects walking on her: a New Guinea walking stick (*heteropteryx dilatata*), an Australian walking stick (*extatosoma tiaratum*), a Madagascar hissing cockroach (*gromphodorhina portentosa*), and a unicorn beetle. The dragonfly is a jewelry brooch.



### 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/>):

**blow** (verb) – to cause air or something carried by air to move

**bring** (verb) – to come with something or someone to a place

**buy** (verb) – to get something by paying money for it

**cut** (verb) – to use a sharp tool to open or divide something

**drink** (verb) – to take a liquid into your mouth and swallow it

**fight** (verb) – to use weapons or physical force to try to hurt someone; to defeat an enemy, etc.

**fly** (verb) – to move through the air

**grow** (verb) – to increase in size, amount, etc.

**hit** (verb) – to move your hand, a bat, etc., quickly so that it touches someone or something in a forceful or violent way

**hurt** (verb) – to cause pain or injury to yourself, someone else, or a part of your body

**put** (verb) – to cause someone or something to be in a particular place or position

**sing** (verb) – to use your voice to make musical sounds in the form of a song or tune

**sink** (verb) – to go down below the surface of water, mud, etc.

**stink** (verb) – to have a very bad smell

**think** (verb) – to form or have a particular thought in your mind

**throw** (verb) – to cause (something) to move out of your hand and through the air by quickly moving your arm forward

### **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 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 the grammar focus for this unit is past tense irregular verbs. See the Appendix at the end for a list of common irregular verbs and forms.

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

Students example sentences will vary.

1. went
2. lost
3. read
4. saw
5. came
6. stole
7. flew
8. meant

9. told
10. bit
11. found

### 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/>):

- bite** (verb) – to press down on or cut into someone or something using teeth
- come** (verb) – to move toward someone or something
- find** (verb) – to get or discover something by looking for it
- fly** (verb) – to move through the air
- go** (verb) – to move or travel to a place
- lose** (verb) – to be unable to find something or someone
- mean** (verb) – to indicate or signify something
- read** (verb) – to look at and understand the meaning of letters, words, symbols, etc.
- see** (verb) – to notice or become aware of someone or something by using your eyes
- steal** (verb) – to take something that does not belong to you
- tell** (verb) – to say or write something to someone

### Reading

“Mystery 1: An Emergency” and “Mystery 2: A Cold House”

### 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. **F** = There are three stories.
2. **T** = The stories have some surprises.
3. **T** = One story is about an emergency.
4. **F** = One story is about a hot house.

## Listen-Read-Find

Listen to the two mystery stories. Review the vocabulary above as needed. Answer the questions at the end of each one. Can you guess the answers?

Mystery #1: The doctor is the boy's mother. (Some people get stuck thinking only men are doctors.)

Mystery #2: The first thing to be lit is the match.

## Vocabulary from the Reading

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

**accident** (noun) – a sudden event (such as a crash) that is not planned or intended and that causes damage or injury

**ambulance** (noun) – a vehicle used for taking hurt or sick people to the hospital especially in emergencies

**doctor** (noun) – a person who is skilled in the science of medicine

**emergency** (noun) – an unexpected and usually dangerous situation that calls for immediate action

**emergency room** – a hospital room or area that is used for treating people who need immediate medical care

**fire** (noun) – the light and heat and especially the flame produced by burning

**firewood** (noun) – wood (trees) used to make a fire

**hospital** (noun) – a place where sick or injured people are given care or treatment and where children are often born

**match** (noun) – a short, thin piece of wood or thick paper with a special tip that produces fire when it is scratched against something else

**medic** (noun) – a person who does emergency and other medical work

**mystery** (noun) – something that is difficult to understand or explain

**nurse** (noun) – a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office

**operate on** (verb) – to perform surgery

**patient** (noun) – a person who receives medical care or treatment

**stove** (noun) – a device that burns fuel for heating or cooking

**surgery** (noun) – medical treatment in which a doctor cuts into someone's body in order to repair or remove damaged or diseased parts

## What's the Buzz?

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

### Writing

#### The Mystery Pet

This is an opportunity for your students to have fun with reading and create their own stories. They should each write original content. Following is an example of what one story might look like:

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 asked me to come inside. "Where is your new pet? What is it?" I asked. I felt (1) curious.

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

Question A: Is it (3) pink?

Answer: No, it is (4) orange.

Question B: Does it have (5) 14 legs?

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

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

Answer: No, it likes to eat (7) tomatoes and (8) almonds. Yesterday, it also drank a lot of (9) orange juice, but not today.

Question D: What does it do for fun?

Answer: It really likes to (10) run races.

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

Answer: No, but it is big. It's an elephant!

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## Appendix

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

Base Form	Simple Past Tense	Notes / Definitions
be	was, were	
beat	beat	
become	became	
begin	began	
bend	bent	
bet	bet	
bite	bit	
bleed	bled	
blow	blew	
break	broke	
bring	brought	
broadcast	broadcast	
build	built	
burn	burned / burnt	
buy	bought	
catch	caught	
choose	chose	
come	came	
cost	cost	
cut	cut	

Base Form	Simple Past Tense	Notes / Definitions
dig	dug	
dive	dived / dove	
do	did	
draw	drew	
drive	drove	
drink	drank	
eat	ate	
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	

Base Form	Simple Past Tense	Notes / Definitions
grind	ground	
grow	grew	
hang	hanged / hung	
hear	heard	
hide	hid	
hit	hit	
hold	held	
hurt	hurt	
keep	kept	
kneel	knelt	
knit	knit	
know	knew	
lay	laid	
lead	led	
leave	left	
lend	lent	
let	let	
lie	lay	
light	lighted / lit	
lose	lost	
make	made	

Base Form	Simple Past Tense	Notes / Definitions
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	shined / shone	
shoot	shot	
shut	shut	
sing	sang	

Base Form	Simple Past Tense	Notes / Definitions
sit	sat	
sleep	slept	
speak	spoke	
speed	sped / speeded	
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	

Base Form	Simple Past Tense	Notes / Definitions
understand	understood	
wake	woke	
wear	wore	
wed	wed	
win	won	
write	wrote	

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