

TEACHER'S MANUAL: UNIT 3, HEALTH AND BEAUTY

WARM-UP

There are no wrong answers to this exercise. The teacher can start by asking what differences learners see in the three women.

In the **Choose** section, learners can choose any of the three women. They can work individually or with a partner to talk about why they think they are the same or different from each of the three women. Encourage learners to think about all the different ways people can vary.

In the **Discuss** section, learners can use the vocabulary and grammar that they have. The teacher may want to elicit vocabulary from the whole group and put it on the board. Working with others helps learners share the words they have, so this is a very good small group exercise.

The **Photo** lets learners personalize the activity and link it to themselves.

WARM-UP

Choose

Circle 1 photo. I look a little like Woman A, B or C...



Woman A

Woman B

Woman C

Discuss

- What is the same about you?
- What is different?

Photo

Put a photo or picture of yourself here:

VOCABULARY

This is another good pair or small group activity. If you think that your students know most of the words, you do not need to explain them ahead of time. Encourage learners to guess!

If the pairs are unable to match all of the words, encourage them to talk to other learners.

ANSWER KEY

Body Parts

an arm: 1

an eye: 4

an eyebrow: 5

a finger: 8

a foot: 10

hair: 3

a leg: 11

lips: 2

a mouth: 7

a nose: 6

a stomach: 9

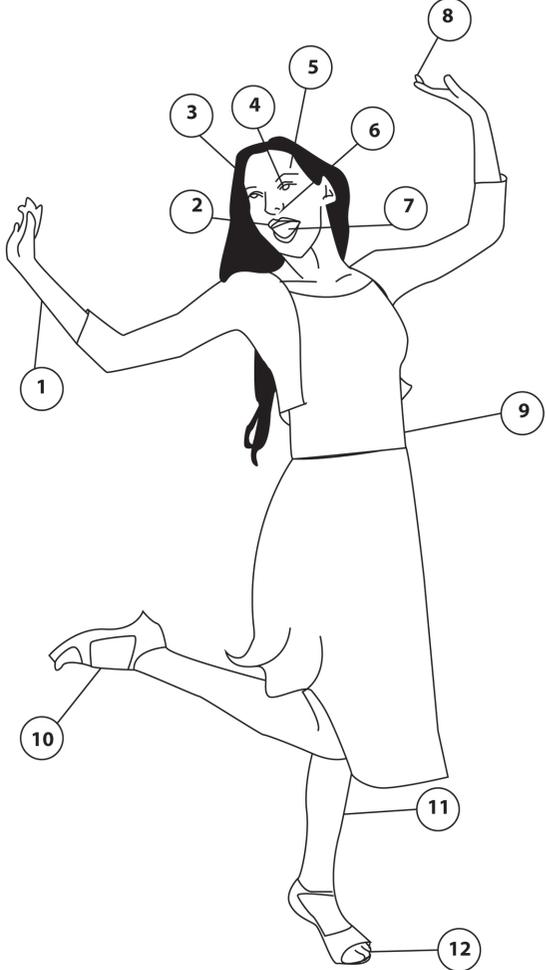
a toe: 12

VOCABULARY

Definitions

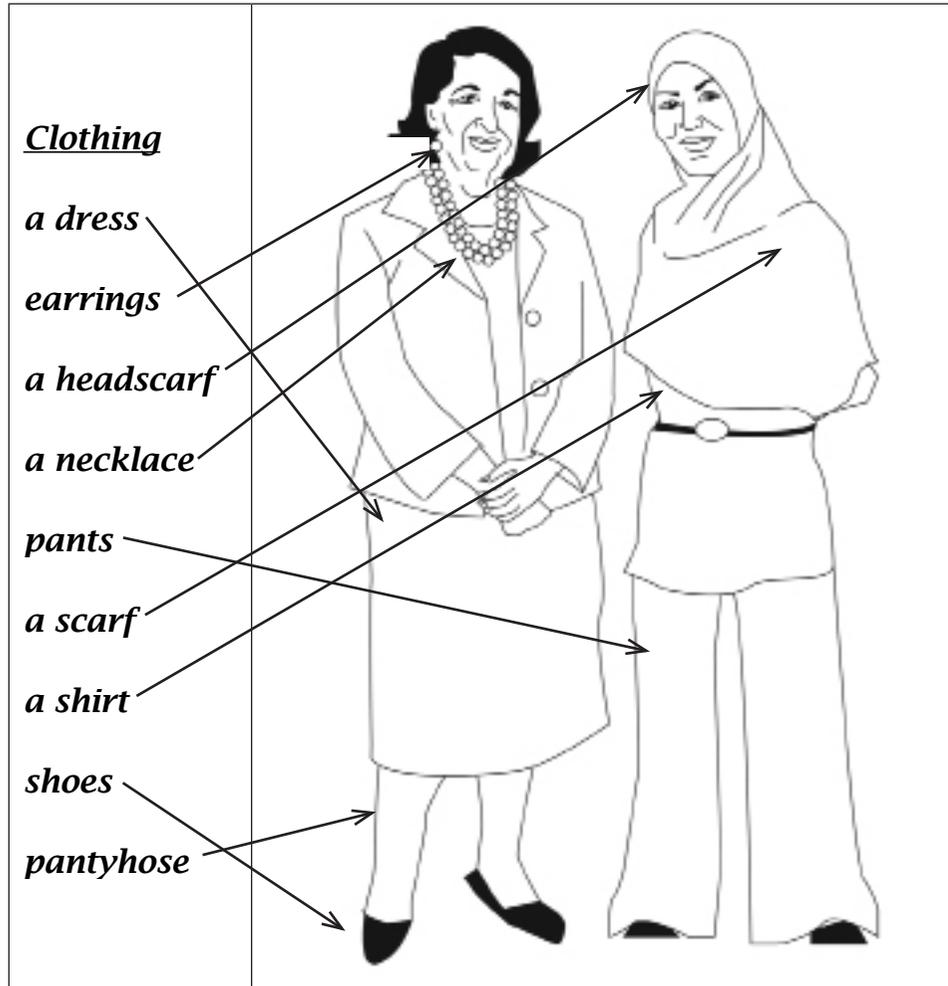
Practice pronunciation of the words below with your teacher.

Put the number next to the **word** that matches the body part.

<p><u>Body Parts</u></p> <p>___ <i>an arm</i></p> <p>___ <i>an eye</i></p> <p>___ <i>an eyebrow</i></p> <p>___ <i>a finger</i></p> <p>___ <i>a foot</i></p> <p>___ <i>hair</i></p> <p>___ <i>a leg</i></p> <p>___ <i>lips</i></p> <p>___ <i>a mouth</i></p> <p>___ <i>a nose</i></p> <p>___ <i>a stomach</i></p> <p>___ <i>a toe</i></p>	
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As before, let students work together to try to make all of the before, matches before you explain the words.

ANSWER KEY



Draw a line from the *word* to its picture.



What are you wearing?

As learners work together on this activity, it's a good idea to walk around the room and note the new words that learners are using. Encourage them to share new words with the rest of the students in the class.

READ-WRITE-TALK

There are no wrong answers to this exercise.

Learners are again applying what they are learning to their own lives as they are practicing and reinforcing the vocabulary in the unit.

Learners can work in pairs and small groups to discuss what is the same and what is different.

What are you wearing?

Work in pairs.

Ask: *What you are wearing today?*

Answer, example: *I am wearing a blue dress.*

1. _____
2. _____
3. _____
4. _____
5. _____

READ-WRITE-TALK

Write **T** for true or **F** for false. All answers are okay!

- | | |
|--|-----------------------------------|
| | 1. My favorite color is green. |
| | 2. I am wearing earrings. |
| | 3. My friend is wearing pants. |
| | 4. My shoes are old. |
| | 5. My teacher is wearing a dress. |

Group Work

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

- What is the same?
- What is different?

THE HILWE W MORRA STORY

This story continues throughout the book. Note that this story adds three more characters: Joumana, May, and Nabil. May and Nabil are Joumana's children.

The underlined words are the vocabulary focus.

As you read the story the first time, you may wish to emphasize the underlined words, but do not stop the story to explain them yet. When you read the story the second time, you may want to see if learners have questions about the vocabulary.

You may want to use child voices for May and Nabil. Have fun!

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

THE HILWE W MORRA STORY

Listen and read along as the teacher reads this out loud.

There are 2 new children: May and Nabil. Joumana is the cousin of Dima, Nour and Samar. They are talking in their home.

- Nabil: Look, Auntie Hala! May is wearing lipstick!
- Auntie Hala: May, dear, why are you wearing lipstick?
- May: Today is Auntie Nadine's party, so I am wearing makeup!
- Joumana: But, May, you are too young for makeup.
- May: I am not too young! My friends are wearing makeup now.
- Auntie Hala: Be patient, dear! You are a beautiful girl with no makeup! (*She kisses May's face.*)
- Joumana: May, you can not wear makeup yet. You are growing up too fast!
- May: Okay, Mommy, but I am wearing my new shoes and dress to the party!
- Joumana: Okay, now please take off the lipstick!

Vocabulary, Definition A or Definition B

Make sure you give learners enough time to think about the answer, then to talk with a partner before you give the answers.

ANSWER KEY

Vocabulary	Definition A	Definition B
<u>wear</u>	= take off clothes	put on clothes ✓
<u>lipstick</u>	= hair color	color on the mouth ✓
<u>makeup</u>	= color for the skin ✓	color for the hair
<u>too young</u>	= not old enough ✓	very old
<u>patient</u>	= waits quietly ✓	does not wait quietly
<u>beautiful</u>	= pretty ✓	not pretty
<u>grow up</u>	= become older ✓	become younger
<u>too fast</u>	= very slowly	very quickly ✓
<u>take off</u>	= clean off ✓	put on

Group Work

As usual, walk around the room as learners work in pairs or small groups. Encourage them to use both the full form of the answer and the contraction (I am not / I'm not).

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary	Definition A	Definition B
<u>wear</u>	= take off clothes	put on clothes ✓
<u>lipstick</u>	= hair color	color on the mouth
<u>makeup</u>	= color for the skin	color for the hair
<u>too young</u>	= not old enough	very old
<u>patient</u>	= waits quietly	does not wait quietly
<u>beautiful</u>	= pretty	not pretty
<u>grow up</u>	= become older	become younger
<u>too fast</u>	= very slowly	very quickly
<u>take off</u>	= clean off	put on

Group Work

First, practice saying the questions and answers below with the teacher. Then, practice in pairs or small groups.

Make questions.

Are you...	... wearing earrings? ... wearing a necklace? ... wearing makeup?
Is she...	... wearing earrings? ... wearing a necklace? ... wearing makeup?

Are they...	... wearing earrings? ... wearing a necklace? ... wearing makeup?
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Make answers.

Yes,	... I am. ... she is. ... they are.
No,	... I am not wearing _____. ... I'm not. ... she is not wearing _____. ... she isn't. ... they are not wearing _____. ... they aren't. ... they're not.
	I do not know. I don't know.

Encourage learners to make up their own questions after they finish discussing the questions listed here.

For additional work, you could ask them to explain why they like or don't like the clothes they are wearing.

Discuss in pairs or small groups:

- Are you wearing makeup today?
- Are you wearing your favorite shoes today?
- Are you wearing your favorite jewelry today?

Extra discussion:

- Are you wearing too many clothes now? Are you too hot?
- Are you wearing comfortable clothes today? Are they tight or itchy?

READERS THEATER

Follow the same process as in Unit 1. Start as a whole class, reading each line together. Practice as often as needed to have everyone feel comfortable in reading the different lines.

Learners may want to speak in a child voice for May and Nabil. Pretending to be another person can encourage shy learners to speak more freely.

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.

- Nabil: Look, Auntie Hala! May is wearing lipstick!
- Auntie Hala: May, dear, why are you wearing lipstick?
- May: Today is Auntie Nadine's party, so I am wearing makeup!
- Joumana: But May, you are too young for makeup.
- May: I am not too young! My friends are wearing makeup now.
- Auntie Hala: Be patient, dear! You are a beautiful girl with no makeup! *(She kisses May's face.)*
- Joumana: May, you cannot wear makeup yet. You are growing up too fast!
- May: Okay, Mommy, but I am wearing my new shoes and dress to the party!
- Joumana: Okay, now please take off the lipstick!

Then, practice with the teacher in different ways:

- You are Nabil. Say in a surprised way, "Look, Auntie Hala!"
- You are Joumana. Say in a kind way, "Okay, now take off the lipstick!"
- You are Joumana. Say in an angry way, "Okay, now take off the lipstick!"

Group Work

You as the teacher can read Nabil's role at the beginning. If you have a learner who is much less skilled than the others, that person can take the role of Nabil.

Active Listening

Be sure that learners understand the different emotions: patient, angry, surprised, sad, and happy.

The *Hilwe w Morra* Story, Family Tree

Learners are still figuring out who is related to whom in the story. They will keep getting clues in later units - so it's probably best to write in pencil for now.

Group Work

Next, work in groups. Each group has 3 students, and your teacher will read Nabil's role at the beginning. Each student is a person in *The Hilwe w Morra Story*. Each group reads the story out loud.

Active Listening

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

Group 1: _____, _____, and _____.

Listen to May. She is...	patient	angry	surprised
Listen to Joumana. She is...	patient	angry	surprised
Look at Auntie Hala. She is...	patient	angry	surprised

Group 2: _____, _____ and _____.

Listen to May. She is...	happy	angry	sad
Listen to Joumana. She is...	happy	angry	sad
Look at Auntie Hala. She is...	happy	angry	sad

[continue with the other groups the same way]

The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book. Put drawings or photos on the *Hilwe w Morra Story* family tree for May and Nabil in relation to Joumana and Auntie Hala. Write their ages, too.
- What are they wearing? What are they thinking?
- All answers are okay!

READING

Ask if learners have ever seen actress Nadine Labaki or the film *Caramel (Sukkar banat)*. You may want to show a photo of Nadine Labaki, such as the one on her website:
<http://www.nadinelabaki.com>

or at Wikipedia:
https://secure.wikimedia.org/wikipedia/en/wiki/Nadine_Labaki

Encourage learners to share information they may have about Nadine before reading the story.

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

Listen-Read-Circle

Read the story aloud slowly the first time, using as much expression as possible.

Read the story slowly a second time. Give learners time to circle the words as you read. Lower-level learners may wish to hear the story a third time.

After the learners have circled the words that they recognized related to beauty, have them discuss with a partner before a whole-group discussion about the answers.

READING

Title: Interview with Film Star Nadine Labaki, from *Caramel*

Guess

Think about the title, "*Interview with Nadine Labaki.*" Guess! Do you think these sentences about the story are T (true) or F (false)?

1. The interview is about a film.
2. The interview is about Nadine.
3. Women in Lebanon like to be beautiful.
4. Women in Lebanon use many beauty products.

Listen-Read-Circle

Listen as the teacher reads the interview 2 times. The second time, circle 5 words about beauty (for example, *kohl*, mascara, skin, products).

What are 3 tips for beauty?

Drink water, reach for your dreams and exercise. Most of all, happiness is good for your skin!

What are your favorite beauty products? What are you using?

ANSWER KEY

(There may be more correct answers. Just ask learners to explain why they think so.)

What are 3 tips for beauty?

Drink water, reach for your dreams and exercise. Most of all, happiness is good for your skin!

What are your favorite beauty products? What are you using?

I am using black kohl and mascara on my eyes. These days I am traveling a lot. I'm also working long hours. My skin gets dry. I love body lotion.

How are you keeping your skin healthy?

I am cleaning it well. I'm only wearing makeup for filming. I'm using sunscreen during the day. I'm also using a good night cream.

Are you exercising?

It depends on my mood. I'm doing yoga regularly. I love it! Yoga is really helping my body and my mind.

I am using black kohl and mascara on my eyes. These days I am traveling a lot. I'm also working long hours. My skin gets dry. I love body lotion.

How are you keeping your skin healthy?

I am cleaning it well. I'm only wearing makeup for filming. I'm using sunscreen during the day. I'm also using a good night cream.

Are you exercising?

It depends on my mood. I'm doing yoga regularly. I love it! Yoga is really helping my body and my mind.

Listen-Read-Write

Listen to the teacher read *Interview with Nadine Labaki* as many times as needed. Write the words in the _____ blanks below.

Listen-Read-Write

ANSWER KEY

What are 3 tips for beauty?

Drink water, reach for your dreams and exercise. Most of all, happiness is good for your skin!

What are your favorite beauty products? What are you using?

I am using black *kohl* and mascara on my eyes. These days I am traveling a lot. I'm also working long hours. My skin gets dry. I love body lotion.

How are you keeping your skin healthy?

I am cleaning it well. I'm only wearing makeup for filming. I'm using sunscreen during the day. I'm also using a good night cream.

Are you exercising?

It depends on my mood. I'm doing yoga regularly. I love it! Yoga is really helping my body and my mind.

beauty

dry

exercise

happiness

lotion

What are 3 tips for beauty?

Drink water, reach for your dreams and _____. Most of all, _____ is good for your skin!

What are your favorite _____ products? What are you using?

I am using black *kohl* and mascara on my eyes. These days I am traveling a lot. I'm also working long hours. My skin gets _____. I love body _____.

cream

makeup

mood

Yoga

How are you keeping your skin healthy?

I am cleaning it well. I'm only wearing _____ for filming. I'm using sunscreen during the day. I'm also using a good night _____.

Are you exercising?

It depends on my _____. I'm doing yoga regularly. I love it! _____ is really helping my body and my mind.

Sentence Correction

Encourage learners to try to remember first without looking back at the story. They can see what they remember first, then check their answers by looking at the reading.

ANSWER KEY

- She is using night cream.
- She is wearing makeup all the time.
- She is not cleaning her face.
- She is going to work.
- She is exercising.
- She is wearing sunscreen.
- She is doing yoga.

What to Say?

Encourage learners to fill in the blanks themselves first, then share their ideas with a partner and the whole class. As you practice with the whole group, you can use specific people in the class to talk to and about.

Sentence Correction

What is Nadine doing now for beauty and health?

Put a ✓ by all the correct answers.

Look at the reading to check your answers.

- She is using night cream.
- She is putting on makeup.
- She is not cleaning her face.
- She is going to work.
- She is exercising.
- She is wearing sunscreen.
- She is doing yoga.

What to Say?

Fill in the blanks with your choices. Practice saying this with the teacher.

Then, practice with a partner.

Giving compliments about appearance

Student A: You look nice in that color!

Student B: Thank you! _____ is my favorite color.

Student A: Your _____ looks beautiful today!

Student B: Thank you!

Student A: You are wearing a pretty _____ today!

Student B: Thank you!

WHAT'S THE BUZZ?

Encourage learners to ask why, as well as getting the basic information from each other. The extra information makes the activity more interesting.

You can also encourage learners to add more compliments for each other as they work through this exercise.

All appropriate responses are correct.

WHAT'S THE BUZZ?

There are 5 questions. First, practice the questions with the teacher. Then, each student talks to 3 students in the class and asks all the questions.

Write the names of the students and all the answers in the boxes below.

	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
Question 1: What is your favorite clothing?			
Question 2: What is your least favorite clothing?			
Question 3: What are your favorite beauty products?			
Question 4: How are you keeping your skin healthy?			
Question 5: How are you keeping your body healthy?			

Discuss with Your Group/All Together

Encourage students to extend their discussion by sharing health and beauty ideas with each other.

WRITING

This can be a very fun activity for the group as a whole, as well as for small groups or pairs. As an extension of this activity, the class can choose the best questions, then write a letter or an email to Nadine. Remind the learners that she is busy, and she will probably not respond. You may be able to contact her through her website at <http://www.nadinelabaki.com> or via email at nadine@nadinelabaki.com

Discuss with Your Group

- How many answers are the same?
- How many are different?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- What is the most popular beauty product?
- How are you all keeping your bodies healthy?

WRITING

Interview Questions and Answers

First, work together as a class with the teacher. On the board, think of more questions to ask Nadine Labaki. Write 3 more questions here. Then, guess her answers! Compare your answers with a partner. Are they similar or different?

Questions for Nadine:

1. _____
2. _____
3. _____

Answers from Nadine:

1. _____
2. _____
3. _____

SUPPLEMENTARY ACTIVITIES

You can use some of the additional flashcard activities from Units 1 and 2 as well.

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 53, there is a set of flash cards with the vocabulary from this module. Students can cut out the cards and create their own sets of flash cards.

Sorting Game

Students work in pairs or groups.

Sort the flash cards into 3 groups (piles). They then explain how the 3 piles are the same and different.

Alternate: The teacher tells the students to sort the cards in one of these ways.

- natural / not natural / neither
- clothing / jewelry/ neither
- like to wear/ do not like to wear / no opinion

PROJECT POSSIBILITIES

A. Create “natural beauty secret” products.

1. Design your own “natural beauty secret” product.
2. Use the recipe card format from Unit 2 as a guide.
3. Why should everyone use this product?

B. Share natural remedies.

1. Do you have your own natural remedies?
2. Ask older female relatives for their natural remedies.
3. Share your ideas in the next class.

C. Write a letter.

1. Work with a partner.
2. Think of a question about natural health.
3. Write a letter to “Ask Grandma Rose.” Ask about natural health advice:
http://www.rosannacacace.com/ask_grandma_rose

D. Write a memoir.

1. Watch the video at <http://www.youtube.com/watch?v=DW8hOX6QcLk>
2. Then, write a 6-word memoir about yourself: your outer beauty and your inner beauty.
3. Share your memoir with others!

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.

INTERNET: WEB QUEST

Here are some places to **Go** and things to **Do** on the Web in relation to this module.

Go: Body Mix and Match Game

www.1-language.com/memorymatchelem/bodya/memoril.swf

www.1-language.com/memorymatchelem/bodyb/memoril.swf

www.1-language.com/memorymatchelem/face/memoril.swf

You may want to use this site to create flashcards or body parts and clothing for use in class, as well.

Do: Find pairs of words about **body** and **face**. Draw a picture of a body and a face and add the words in the right places.

Go: Flashcards: Body Parts and Clothing

<http://www.havefunteaching.com/flash-cards/esl-and-esol>

Do: Download as PDF files. Add to your flash card collection. These have pictures!

Go: Clothes

<http://learnenglishkids.britishcouncil.org/en/language-games/find-the-pairs/clothes>

Do: What are your favorite things to wear? Here are eight things to wear. Can you match the words with the pictures?

Go: Natural Skin and Hair Care

www.natural-skin-care-info.com/homemade-skin-care-recipes-face.html

Do: Try one of these recipes for skin or hair at home. Share with the group in the next class.

Go: Ask Grandma Rose

http://www.rosannacacace.com/ask_grandma_rose

Do: Read some questions and answers. Do you agree with Grandma Rose?

young	younger	too young
old	older	too old
yet	these days	mascara
beautiful	patient	natural
health	pretty	hair
skin	fingers	eyes
a nose	a mouth	ears
earrings	jewelry	a scarf
a shirt	pants	a dress
a skirt	stockings	shoes
products	favorite	a necklace
put on	take off	grow up
yoga	mood	lotion