

# TEACHER'S MANUAL: UNIT 4, HOME AND COMMUNITY

## WARM-UP

Learners can think about other people who do these activities. The learners themselves may not do any of these.

Ask if someone in class makes milk or yogurt, knits, raises chickens, or weaves. If they do, this is an opportunity to talk about what they do and where they do it.

Encourage learners to use their own photos here.

## WARM-UP

### Choose

1. Put **circles** around the letters of the things you do at **home**.
2. Put a star ☆ next to the letters of the things you do outside your home, in your **community** or **neighborhood**.

A



B



C



D



### Discuss

- How many circles do you have? How many stars?
- Do some photos have both circles and stars?

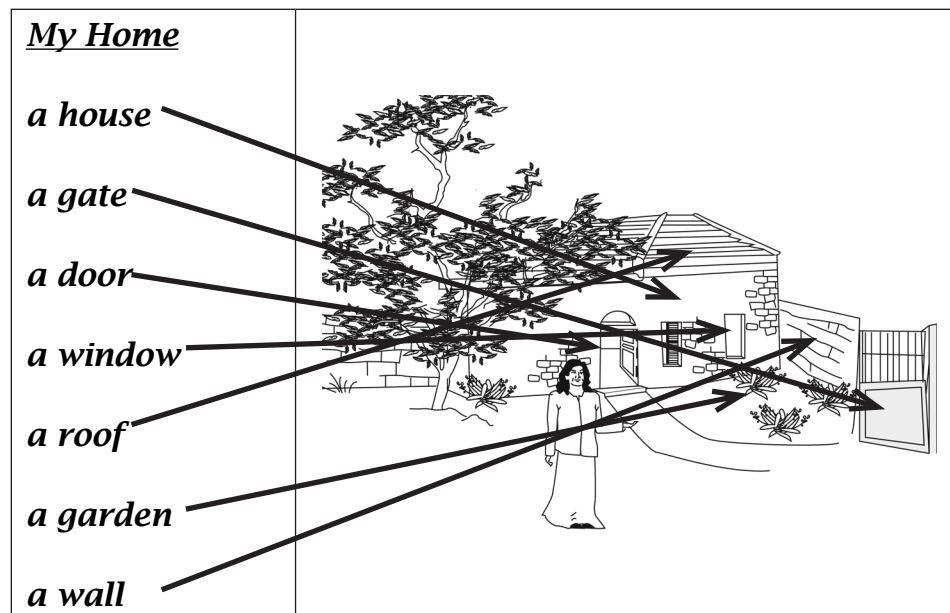
### Photo

Put one or more photos or drawings from your home or community here: *[space omitted]*

## VOCABULARY

Several of these have more than one correct answer. For example, there is a door in the gate, there are two windows (and a window above the door), and there are walls on both sides of the house.

## ANSWER KEY



## VOCABULARY

### Definitions

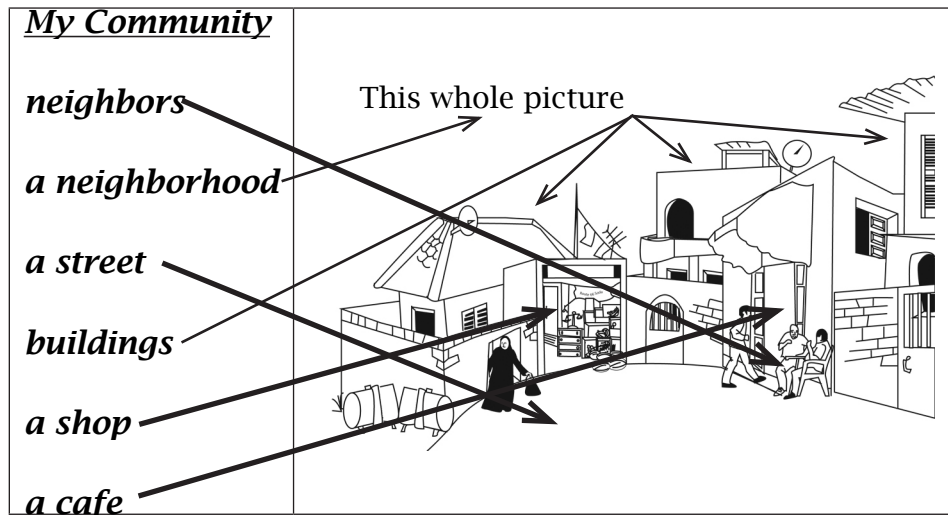
Practice pronunciation of the words below with your teacher.

Draw a line from the **words** to the people and things to show their meanings.

<p><u><i>My Home</i></u></p> <p><i>a house</i></p> <p><i>a gate</i></p> <p><i>a door</i></p> <p><i>a window</i></p> <p><i>a roof</i></p> <p><i>a garden</i></p> <p><i>a wall</i></p>	
<p><u><i>My Community</i></u></p> <p><i>neighbors</i></p> <p><i>a neighborhood</i></p> <p><i>a street</i></p> <p><i>buildings</i></p> <p><i>a shop</i></p> <p><i>a cafe</i></p>	

## ANSWER KEY

Here, too, there can be more than one correct answer.



## My Home, My Community

On the picture below:

1. Choose a house you like. Write your name on the roof.
2. Who lives in the homes near you? Write their names on their homes, too.
3. What is the name of the shop? Write it on the door.
4. What is the name of the cafe? Write it on the wall by the garden.
5. Do you have more buildings in your neighborhood? Add them to the picture!

## My Home, My Community

Encourage learners to share their work with a partner. All responses are correct.



## READ-WRITE-TALK

Remind learners that work in the home is also work. Most women probably do cook food for other people, help children, and help sick people. They may do this just at home, or in the community.

### Group Work

Learners may want to talk about different kinds of rewards for work. This is especially true with women's work, which often is not directly paid.

## READ-WRITE-TALK

Women can have important jobs at home and in their neighborhoods or communities. What are some of the jobs you do?

Put a ✓ by all the answers that are true for you. All answers are okay!

**Home** = I do this at home.

**Community** = I do this in my neighborhood or community.

1. I grow flowers or work in a garden.	<b>Home</b>	<b>Community</b>
2. I cook food for other people.	<b>Home</b>	<b>Community</b>
3. I help children.	<b>Home</b>	<b>Community</b>
4. I help sick people.	<b>Home</b>	<b>Community</b>
5. I work with other people.	<b>Home</b>	<b>Community</b>
6. I have new ideas for old problems.	<b>Home</b>	<b>Community</b>

### Group Work

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

- What work do you do in your home? Give examples.
- What work do you do in your neighborhood? Give examples.
- Does your work pay you money?
- Are there other “payments” or “rewards” for you?

## THE *HILWE W MORRA* STORY

Urban and rural women may have different responses to this story. Learners can guess how old Nour is and talk about whether the response is different, depending on where Nour lives and how old she is.

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.

*It's Nour's graduation day from the university. This is a family dinner. They want to celebrate her success.*

- Auntie Hala: Congratulations, Nour! We are all so **proud** of you!
- Cousin Joumana: Yes, Nour, congratulations. What are you going to do now?
- Nour: Well, I want to be a **famous singer**.
- Auntie Hala: Excuse me, a singer? What does this **mean**? Your **degree** makes you an **interior designer**.
- Cousin Joumana: Yes, Nour, it's a **tradition**! Women in our family always do something for the home.
- Nour: A man from Grandma's party likes my singing. He wants me to work in his **club**.
- Auntie Hala: Pfft! Nice girls don't work in clubs! How does this look to our **neighbors** and our **community**? Imagine!
- Nour & Joumana: Yes, imagine...

## Vocabulary, Definition A or Definition B

Learners often find it helpful if you read the words out loud first, then ask them to mark the ones they know.

You can give them the answers before the story, or you can have them go back after the story and see if they have different answers.

### ANSWER KEY

Vocabulary		Definition A	Definition B
<u><b>proud</b></u>	=	sad	pleased ✓
<u><b>famous</b></u>	=	well known, popular ✓	not well known
<u><b>a singer</b></u>	=	an actress	a person who sings ✓
<u><b>mean</b></u>	=	go away, leave	be about ✓
<u><b>a degree</b></u>	=	a university certificate ✓	a very hot place
<u><b>an interior designer</b></u>	=	a person who tells many stories	a person who makes plans for inside homes ✓
<u><b>a tradition</b></u>	=	the old way ✓	the new way
<u><b>a club</b></u>	=	a place for fun at night ✓	a place for cooking
<u><b>imagine</b></u>	=	sleep	dream ✓
<u><b>neighbors</b></u>	=	people living near you ✓	people living far away
<u><b>a community</b></u>	=	a neighborhood, a group ✓	a shopping mall, a <i>souq</i>

## Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u><b>proud</b></u>	=	sad	pleased ✓
<u><b>famous</b></u>	=	well known, popular	not well known
<u><b>a singer</b></u>	=	an actress	a person who sings
<u><b>mean</b></u>	=	go away, leave	be about
<u><b>a degree</b></u>	=	a university certificate	a very hot place
<u><b>an interior designer</b></u>	=	a person who tells many stories	a person who makes plans for inside homes
<u><b>a tradition</b></u>	=	the old way	the new way
<u><b>a club</b></u>	=	a place for fun at night	a place for cooking
<u><b>imagine</b></u>	=	sleep	dream
<u><b>neighbors</b></u>	=	people living near you	people living far away
<u><b>a community</b></u>	=	a neighborhood, a group	a shopping mall, a <i>souq</i>

## Group Work

The group work here focuses on verb + to: like to, want to, need to, and try to. You can point out the grammar - that there is no -s on the verb after "to." Some verbs will use "to," while other verbs will use different grammatical structures.

## Group Work

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

Make questions:

Do you <u>like to</u> ...	... grow flowers?
Do you <u>want to</u> ...	... grow vegetables?
Do you <u>need to</u> ...	... work in the garden?
Do you <u>try to</u> ...	... work in the fields?
Does she <u>like to</u> ...	... help children?
Does she <u>want to</u> ...	... help sick people?
Does she <u>need to</u> ...	... help old people?
Does she <u>try to</u> ...	... work alone?
	... work with other women?
	... work with lots of other people?

Make answers.

I <u>like to</u> ...	... grow flowers.
I <u>want to</u> ...	... grow vegetables.
I <u>need to</u> ...	... work in the garden.
I <u>try to</u> ...	... work in the fields.
	... help children.
She <u>likes to</u> ...	... help sick people.
She <u>wants to</u> ...	... help elderly people.
She <u>needs to</u> ...	... work alone.
She <u>tries to</u> * ...	... work with other women.
* Spelling note: try + s → tries	... work with lots of other people.

Learners can have an open discussion about the story. Encourage them to use the target structures: want to, need to, try to, like to.

## READERS THEATER

You can use a lot of emotion in this story. Auntie Hala can be first proud, then shocked. Nour and Joumana can be shocked or envious.

An audio recording that includes the practice section is available for download at <http://aei.uoregon.edu/wtwe>

Discuss in pairs or small groups:

- What work is best for Nour: interior designer or singer? Why?
- What does Nour want to do?
- What does Joumana want to do?

Extra discussion:

- What are some more questions for Nour?
- What are some more questions for Joumana and Auntie Hala?

## 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.

*It's Nour's graduation day from the university. This is a family dinner. They want to celebrate her success.*

Auntie Hala: Congratulations, Nour! We are all so proud of you!

Cousin Joumana: Yes, Nour, congratulations. What are you going to do now?

Nour: Well, I want to be a famous singer.

Auntie Hala: Excuse me, a singer? What does this mean? Your degree makes you an interior designer.

Cousin Joumana: Yes, Nour, it's a tradition! Women in our family always do something for the



home.

Nour: A man from Grandma's party likes my singing. He wants me to work in his club.

Auntie Hala: Pfft! Nice girls don't work in clubs! How does this look to our neighbors and our community? Imagine!

Nour & Joumana: Yes, imagine...

Encourage learners to use a lot of emotion in their voices as they repeat after you.

Then, practice with the teacher in different ways:

- Say in a surprised way, "Excuse me, a singer?"
- Say in an angry way, "Excuse me, a singer?"
- Say in a happy way, "Yes, imagine."
- Say in a dreamy way, "Yes, imagine."
- Say in a angry way, "Yes, imagine."

### Theater Tip

Theater things (hats, colored scarves, etc.) are fun, too! The teacher or the students can bring them to class for this activity.

## Group Work

Encourage learners to work with different people this time for a change. Students whose English is stronger would probably be the best choice for the Auntie Hala role.

## Group Work

Next, work in groups. Each group has 3 students. Each student is a person in *The Hilwe w Morra Story*. Each group reads the story out loud.

## Active Listening

Make sure that learners understand the different emotions: surprised, angry, dreamy, proud.

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

Learners should be getting a clearer idea of who the different characters are at this point. They can share their ideas with others to see who agrees with them.

## Active Listening

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

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

Listen to Joumana. She is...	happy	surprised	angry
Listen to Nour. She is...	happy	surprised	angry
Look at Auntie Hala. She is...	happy	surprised	angry

Group 2: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Joumana. She is...	happy	surprised	dreamy
Listen to Nour. She is...	happy	surprised	dreamy
Look at Auntie Hala. She is...	happy	surprised	dreamy

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

- Go to the beginning of this book. Put a new drawing or photo on the *Hilwe w Morra Story* family tree for Joumana.
- Write her age, too. Guess!
- What do the women like to do?
- All answers are okay.

## READING

Encourage learners to go back to their guesses after the reading and see which ones were right.

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

### Listen-Read-Circle

### ANSWER KEY

How do you say “goodbye” to a place you love?  
This story talks about 300 men and women and their beloved Cafe Gemmayzeh. The cafe is old and famous. It is closing for the last time. Imagine you are there.

First, there is a speech. Then there is a short movie by the young student Sarah Gharzeddine. She feels sorry for the older people because they are losing this important place in their community.

Next, there is a “funeral” for the Cafe Gemmayzeh. Many people are sad about the loss of the cafe because it has so much of their history.

After this, there is a concert with traditional and modern, and *feiruziyat* and electronic music. Tina Yamout and other people sing about the cafe.

Finally, the doors of the Cafe Gemmayzeh close for the last time.

In the end, the memory lives on.

## READING

### Title: Goodbye Cafe Gemmayzeh

### Guess

Think about the title: *Goodbye Cafe Gemmayzeh*. Guess! Do you think these sentences about the story are T (true) or F (false)?


1. Cafe Gemmayzeh is in Japan.
2. The cafe is closing.
3. This cafe is important to the community.
4. People are sad about the cafe.

### Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words about time (for example, *first*, *then*, *after...*).

How do you say “goodbye” to a place you love?  
This story talks about 300 men and women and their beloved Cafe Gemmayzeh. The cafe is old and famous. It is closing for the last time. Imagine you are there.

First, there is a speech. Then, there is a short movie by the young student Sarah Gharzeddine. She feels sorry for the older people because they are losing this important place in their community.

Next, there is a “funeral” for the Cafe Gemmayzeh. Many people are sad about the loss of the cafe because it has so much of their history.

After this, there is a concert with traditional and modern, and *feiruziyat* and electronic music. Tina Yamout and other people sing about the cafe.

## Listen-Read-Write

### ANSWER KEY

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

<p>How do you say “goodbye” to a place you love?</p> <p>This story <u>talks</u> about 300 men and women and their beloved Cafe Gemmayzeh. The cafe is old and famous. It is <u>closing</u> for the last time. Imagine you are there!</p> <p><u>First</u>, there is a speech. Then, there is a short movie by the young student Sarah Gharzeddine. She <u>feels</u> sorry for the older people because they are <u>losing</u> this important place in their community.</p>
<p><u>Next</u>, there is a “funeral” for the Cafe Gemmayzeh. Many people are sad about the loss of the cafe because it has so much of their history.</p> <p><u>After</u> this, there is a concert with traditional and modern, and <i>feiruziyat</i> and electronic music. Tina Yamout and other people sing about the cafe.</p> <p><u>Finally</u>, the doors of the Cafe Gemmayzeh close for the last time.</p> <p><u>In the end</u>, the memory lives on.</p>

Finally, the doors of the Cafe Gemmayzeh close for the last time. In the end, the memory lives on.

## Listen-Read-Write

Listen to the teacher read *Goodbye Cafe Gemmayzeh* as many times as needed. Write the **words** in the blanks below.

<p><i>feels</i></p> <p><i>talks</i></p> <p><i>losing</i></p> <p><i>closing</i></p> <p><i>First</i></p>	<p>How do you say “goodbye” to a place you love?</p> <p>This story _____ about 300 men and women and their beloved Cafe Gemmayzeh. The cafe is old and famous. It is _____ for the last time. Imagine you are there!</p> <p>_____, there is a speech. Then, there is a short movie by the young student Sarah Gharzeddine. She _____ sorry for the older people because they are _____ this important place in their community.</p>
<p><i>Finally</i></p> <p><i>After</i></p> <p><i>Next</i></p> <p><i>In the end</i></p>	<p>_____, there is a “funeral” for the Cafe Gemmayzeh. Many people are sad about the loss of the cafe because it has so much of their history.</p> <p>_____ this, there is a concert with traditional and modern, and <i>feiruziyat</i> and electronic music. Tina Yamout and other people sing about the cafe.</p> <p>_____, the doors of the Cafe Gemmayzeh close for the last time.</p> <p>_____, the memory lives on.</p>

## Sentence Order

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

- 2 First, there is a speech and then a movie by Sarah Gharzeddine.
- 1 More than 300 people come to the cafe on the closing day.
- 5 Last of all, the doors of the cafe close.
- 3 Next, there is a “funeral” for the cafe.
- 4 After this, Tina Yamout sings.

## What to Say?

This section provides more practice with the grammar elements: want to/ need to/ try to/ hope to + infinitive form of the verb. Learners should note the difference between Do and Does in questions.

## Sentence Order

Put the sentences about *Goodbye Cafe Gemmayzeh* in order (1, 2, 3, 4, 5).

- \_\_\_\_\_ First, there is a speech and then a movie by Sarah Gharzeddine.
- 1 More than 300 people come to the cafe on the closing day.
- \_\_\_\_\_ Last of all, the doors of the cafe close.
- \_\_\_\_\_ Next, there is a “funeral” for the cafe.
- \_\_\_\_\_ After this, Tina Yamout sings.

## What to Say?

Ask questions.

Do you <b>want to</b> ...	... go to Cafe Gemmayzeh?
	... drink coffee at a cafe?
	... go to a funeral?
Does she <b>need to</b> ...	... sing with Tina Yamout?
	... watch a film about the old cafe?
Do they <b>try to</b> ...	... listen to a speech?
	... listen to music?
Do they <b>hope to</b> ...	... build a new cafe?
	... visit with friends at the cafe?

In the answer section, encourage learners to notice the contractions - don't for do not, doesn't for does not.

If students make long answers, point out that the do/does is omitted in Yes answers and remains in negative answers:

I want to go to Cafe Gemmayzeh.

She needs to sing with Tina Yamout.

They try to drink coffee at a cafe.

I don't want to watch a film.

She doesn't want to listen to a speech.

## 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.

All appropriate responses are correct.

Make answers.

Yes,	... I do. ... she does. ... they do.
No,	... I don't. ... he doesn't. ... they don't.
	I don't know.

## 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: _____
<b>Question 1:</b> What do you <b>need to</b> do first when you go home today?			
<b>Question 2:</b> What do you <b>want to</b> do after that?			
<b>Question 3:</b> What do you <b>like to</b> do at home in your free time?			

<b>Question 4:</b> Do you <b>hope</b> to be famous?			
<b>Question 5:</b> Do you <b>wish</b> to travel in the future? If yes, where?			

### Discuss with Your Group/All Together

Encourage students to talk more about each of the questions and ask why the interviewees think so.

### Discuss with Your Group

- How many answers are the same?
- How many are different?
- Are there any surprising answers?

### Discuss with the Teacher All Together

- On the board, add together all the responses.
- What numbers are highest?
- What numbers are lowest?
- Were there any surprises?

### WRITING

Encourage students to start with the topic that they find most interesting. More advanced students who finish early can continue to do the second topic.

### WRITING: Making a To-Do List

Students work in pairs. First, each pair chooses one of the topics below. Then, each pair writes a To-Do List.

Learners should work in groups to set up a plan of action. Some people will be more enthusiastic about imagining and planning, while others will prefer to go directly to what to do. It's best if you can create groups where you have different types of people: idea people, planners, and doers. Someone needs to take on the role of note-taker. The note-taker will write down the list that the group creates.

### To-Do List

This activity gives learners practice in words that show time order: first, then, next, after that, finally. Learners can also use ordinal numbers (more on this in a later unit): first, second, third, fourth, etc. They can add more steps as needed, using then and next.

### Topics

	<p><b>1) Save Our Cedar Tree!</b> The cedar tree is an important symbol of Lebanon. Imagine... there is a big cedar tree in your neighborhood. People love to sit under it, and children play in it. A building company wants to cut it down. You want to save it. <i>What do you do?</i></p>
	<p><b>2) Red Cross Red Crescent</b> Imagine...the Red Cross Red Crescent (RCRC) is opening a new building in your community. They can bring services such as food, medicine, and childcare. They are asking you for information. <i>What does your community need?</i></p>

### To-Do List

Example for choice #1: First, we need to bring everyone to the tree.

Example for choice #2: First, we want to build a safe playground.

First, we \_\_\_\_\_

Then, we \_\_\_\_\_

Next, we \_\_\_\_\_

Finally, we \_\_\_\_\_



## Make a Game

The emphasis with the game is talking about and agreeing on rules, then following their own rules when playing the game. The teacher should stand back from the process as much as possible so that learners can make their own rules. The game board on the next page has different symbols and pictures. These can mean whatever learners choose them to mean. Learners can share ideas initially about different kinds of board games that they have played.

If your group of learners is not familiar with board games, there are certain basic ideas about how these games work.

1. You will need something that learners can use to get a number, usually from 1 to 6. This can be a six-sided die (dice), a spinner, or a set of numbered cards that are mixed before each person's turn. The number that they throw, spin, or pick determines how many squares the person will move.
2. You will need markers for each player. Markers can be anything that fits on a square. Pieces of paper in different colors, coins, or stones can work well.
3. Everyone starts on the same square.
4. Players take turns throwing the die, spinning the spinner, or picking a number. The number that they get is the number of squares to move.
5. The first person to reach the End is the winner.

There are many other rules that people often use:

- For example, you need to land exactly on the End square to win. You have to wait for another turn if you do not land on the exact space.
- The specially-marked squares mean something. They can mean to take another turn, lose a turn, go to the start square, or anything else the group chooses. Let learners decide what the squares mean.

## Make a Game

Work in groups of 3-4. Look at the board game on the next page. It looks like fun, but you need to make the rules. Write the rules here, and then play the game!

1. First,

---

2. Then,

---

3.

---

4.

---

5. The game ends!

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## Discuss the Game

Play the game. Use your rules above. Then, discuss it with your group.

- Are the rules okay? Or, do you want to change them?
- Is the picture of the board game okay? Or, do you want to change it?

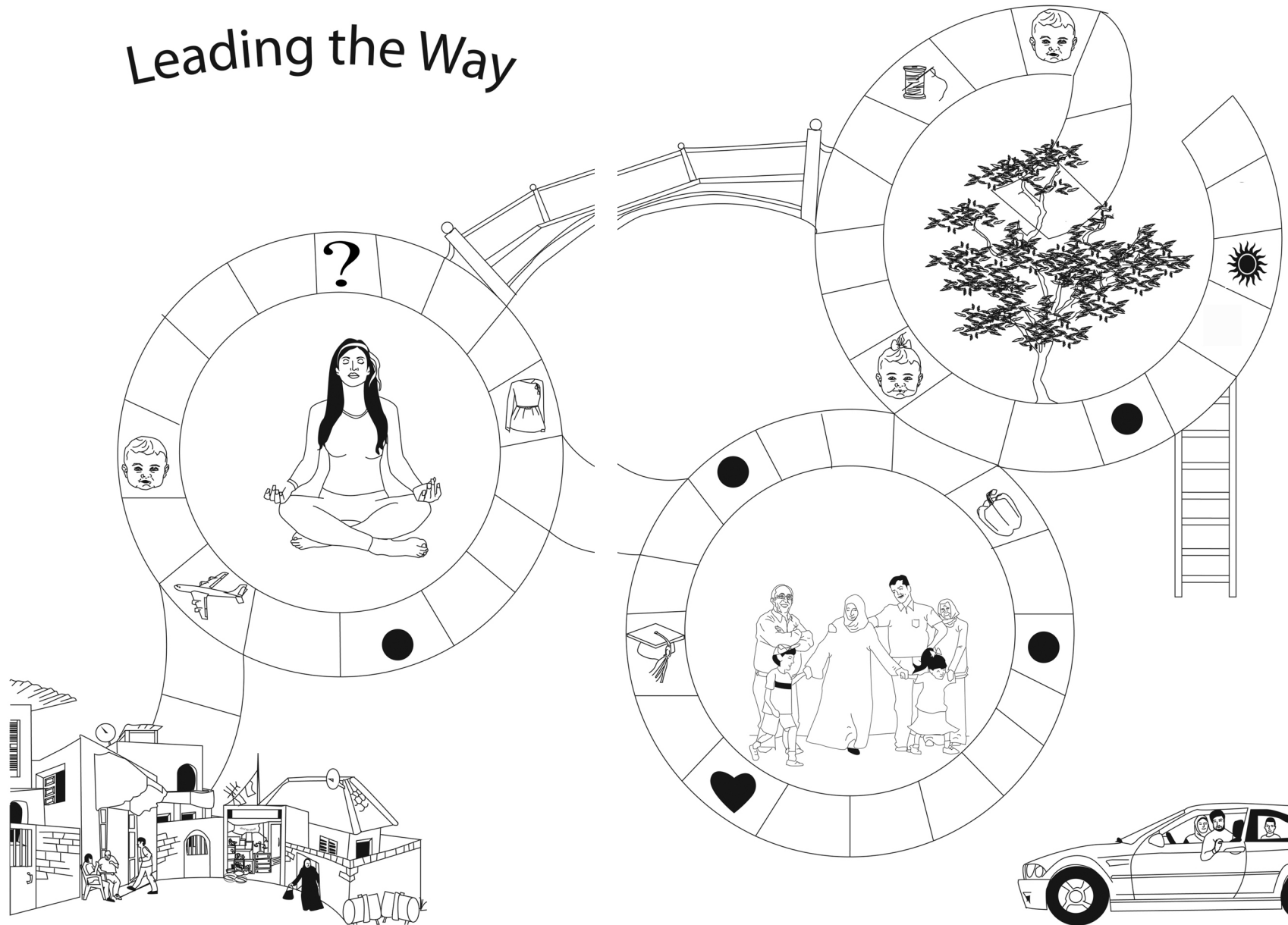
Write your changes here:

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# Leading the Way



## SUPPLEMENTARY ACTIVITIES

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

## GAMES

### Who's Your Neighbor?

This is a simple activity that is a lot of fun. It helps create a good group feeling. You don't need a lot of space in the room for this to work. You may want to have more than one group, so that there are no more than about 10-12 people in each group.

## SUPPLEMENTARY ACTIVITIES

## FLASH CARDS

See page 73 for flash cards for this unit. Use the flash cards as in Units 1-3.

## GAMES

### Who's Your Neighbor?

Adapted from ResidentAssistant.com:  
<http://www.residentassistant.com/games/problemsolvingactivities/howyadoin.htm>

Ask the group to **close their eyes** and get into a circle (shoulder to shoulder). Have them count off and remember their numbers. Ask each person to shake hands with the person on the right and ask:

- “**How're ya doin'?**” (How are you doing?).
- The person should answer every time, “**Just fine, thanks.**”

Continue to do this between each pair three or four times.

Then, ask the group (eyes still closed) to move around with arms held folded in front until they are thoroughly scrambled. Tell them to then return to their sequential order, with their eyes still closed. The only thing they can say to find their neighbors is:

- “How're ya doin'?”
- “Just fine, thanks.”

This is another fun activity. You need to have a bit more space in your classroom for this game to work. It helps develop critical thinking as well as planning.

## Neighborhood Traffic Jam

Adapted from ResidentAssistant.com:

[www.residentassistant.com/games/problemsolvingactivities/trafficjam.htm](http://www.residentassistant.com/games/problemsolvingactivities/trafficjam.htm)

1. Divide the group depending on how many people there are. The groups need to be of even numbers of six, eight, etc. If there is an odd number of people have the “leftover” person help lead the activity.
2. To set up the game, place marked squares (one more than the number of people in the group) on the floor. The boxes need to be placed in a straight line.
3. Have each person stand on a marked box, leaving the center open.  
For a group of 10, for example, there will be 11 squares on the floor:

1	2	3	4	5	[empty]	5	4	3	2	1
→	→	→	→	→		←	←	←	←	←

4. The goal is for the groups on either side of the center unmarked box to completely change over to the other side, by moving one at a time, like in a game of checkers.
  - Players may move into the vacant spot in front of them.
  - Players may jump over another player on the opposite side.
  - Players can NOT jump over players from their own side.
  - Players may NOT move backwards.
  - Two people can NOT move at once.
5. After the group has figured out a solution to the traffic jam, have them show the leader.

## PROJECT POSSIBILITY

Feel free to adapt this as needed or desired. The goal is to encourage a lot of discussion about places in the neighborhood. The activity also allows for artistic creativity with the map.

The group members can have different roles. For example, one person may be more skilled at drawing. That person would make a good map maker. Others may have more information about the local places. The learners can be assigned to go out into the neighborhood to find more information, as needed.

## PROJECT POSSIBILITY

### Where to Shop

Before you start: Talk with your students about where they go for the things they need in their neighborhoods. Ask them what kind of experiences they have. Are all the places open at a good time? Do they all offer the same kinds of benefits?

1. Divide the class into small groups.
2. Each group creates a map of all the best places in the neighborhood. (This is an opportunity for artists!)
3. Each group adds the places that are not good, the places that they should stay away from. This is an imaginary map, so they can be as creative as they like.
4. They should make a legend for the map (e.g., a star means a good place, a red X means stay away, a clock means fast service, etc.).
5. When everyone is done, have each group share their map with the class. Whose map is the most interesting?

## **INTERNET: WEB QUEST**

These activities are for those who have Internet access. The teacher can use these with one computer with Internet access and a projector, or they can be optional activities for learners outside the classroom.

Websites change regularly. Make sure that you have visited the site before you use it in class or send learners to these websites.

You may wish to use some of the material in class, as well.

## **INTERNET: WEB QUEST**

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

- Go:** **Study Zone, Furniture Vocabulary**  
[web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/](http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/)
- Do:** Do one or more of the vocabulary practice exercises: furniture, school and office, home appliances, or kitchen utensils.
  
- Go:** **English Vocabulary Games with Pictures**  
<http://www.manythings.org/lulu/>
- Do:** Play the games about houses or other topics of interest.
  
- Go:** **House Words Quiz 2**  
<http://a4esl.org/q/h/vc-house2-lb.html>
- Do:** Take the quiz as many times as you like.
  
- Go:** **Directions Through Town**  
[www.esl-lab.com/eslbasic/travel-sightseeing-1.htm](http://www.esl-lab.com/eslbasic/travel-sightseeing-1.htm)
- Do:** Listen to the directions and look at the map. Then, answer the questions.
  
- Go:** **Facebook – Family Village Game**  
<http://familyvillagegame.com/>
- Do:** This game goes with your Facebook site. Build an online family tree and village.

## ORIGINAL ARTICLE

### Goodbye Cafe Gemmayzeh

Over 300 young men and women answered the calls of Save Beirut Heritage and braved the rain to join hands with Gemmayzeh locals to pay a last homage to their beloved 'Café Gemmayzeh'. The youth movement Save Beirut Heritage started the ceremony with a speech expressing their anger and sadness over the disappearance of the historic Lebanese landmark. The speech was then followed by a short movie by Sarah Gharzeddine.

It was a symbolic funeral, a safe space where Lebanese citizens, café regulars and its long-time employees decried the loss of a space that holds within its walls so much of their common history. Then followed a musical concert where the youth, through their music, also expressed regret over the loss of their city's heritage.

### A slew of demands

Save Beirut Heritage stressed that we are all to blame for the loss of our cultural heritage. The group also mentioned that the memory-laden Café Gemmayzeh is but a symptom of a much greater wave of disappearance of traditional semi-public spaces in the city. They also insisted that the closure of the Café is linked to the disappearance of historic buildings. ...

### Nostalgia tinted with hope

Nostalgia lingered throughout the ceremony. We wanted it to be a meeting point between the 'old faithful' customers of the café and the young generation. In her short film, the young student Sarah Gharzeddine expressed empathy and compassion towards the older generation who will lose their cherished space. The interventions from the participants reflected the café's history and their attachment to it. They also expressed their anger at the social and economic framework that leads to the loss of our heritage. They also linked this closure to the 'emigration'

<b>house</b>	<b>neighbors</b>	<b>proud</b>
<b>a gate</b>	<b>a neighborhood</b>	<b>famous</b>
<b>a door</b>	<b>a street</b>	<b>a singer</b>
<b>a window</b>	<b>buildings</b>	<b>mean</b>
<b>a roof</b>	<b>a shop</b>	<b>degree</b>
<b>a garden</b>	<b>a cafe</b>	<b>an interior designer</b>
<b>a wall</b>	<b>a community</b>	<b>a tradition</b>
<b>dreamy</b>	<b>hope</b>	<b>a club</b>
<b>try</b>	<b>close</b>	<b>imagine</b>
<b>angry</b>	<b>a cedar tree</b>	<b>finally</b>
<b>Red Crescent Red Cross</b>	<b>Excuse me.</b>	<b>The end.</b>

of traditional Beirutis to the suburbs. Some interventions also focused on the remaining window of hope in preserving the café, even after its exile.

### **Lively music**

While loud music may not be what Café Gemmayzeh is historically known for, in its last night, we wanted it to be dressed in beautiful sound and light. Thanks to the wonderful and generous contribution of local artists Tina Yamout, the White Trees, Adonis and Zeid and the Wings, we were able to offer the café and its last patrons an eclectic mix between traditional and modern, feiruziyat and electronic music. The artists also voiced their strong attachment to the preservation of heritage and Save Beirut Heritage's work. And when the music died, the café closed its doors for the very last time at 2 am, in the rainy early hours of a Thursday on the 6th of December 2011.

Its memory remains.

From <http://www.happyplanetlebanon.com/newsdetails.aspx?Id=313&CatType=1>