

TEACHER'S MANUAL: UNIT 9, WOMEN AT WORK









WARM-UP

Learners should think about the jobs inside as well as outside the home as they are working on this activity. Many women cook at home, and many women are mothers.

WARM-UP

Choose

How many women do you know who do each job? How many men? Put the number under each picture.

 <p>A</p>	 <p>B</p>	 <p>C</p>	 <p>D</p>
Women: Men:	Women: Men:	Women: Men:	Women: Men:
 <p>E</p>	 <p>F</p>	 <p>G</p>	 <p>H</p>
Women: Men:	Women: Men:	Women: Men:	Women: Men:

Discuss

- What work do people in your family do?
- What work looks interesting to you?









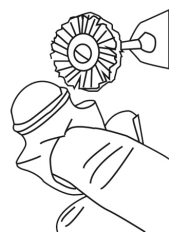



Photo

Put a photo or picture about your job or work here:

VOCABULARY

ANSWER KEY

The correct answers are under each picture.









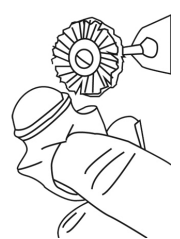



			
<i>a doctor</i>	<i>a homemaker</i>	<i>students</i>	<i>a pharmacist</i>
			
<i>a nurse</i>	<i>a farmer</i>	<i>a reporter</i>	<i>a salesperson</i>
			
<i>a jeweler</i>	<i>a beautician</i>	<i>a cook</i>	<i>a politician</i>

VOCABULARY

Definitions

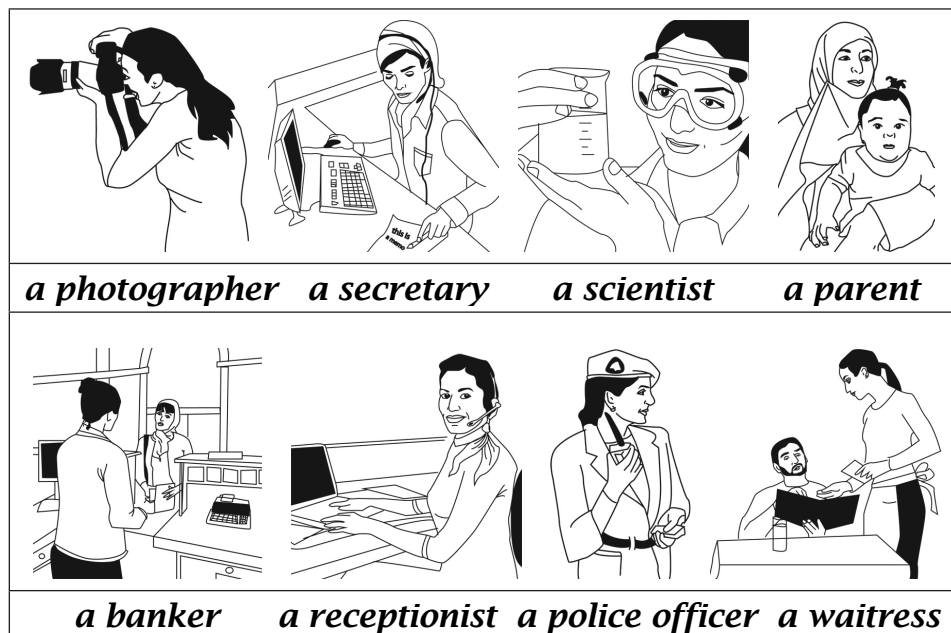
Practice pronunciation of the words below with your teacher.

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

			
<i>a homemaker</i>	<i>a doctor</i>	<i>a pharmacist</i>	<i>students</i>
			
<i>a reporter</i>	<i>a salesperson</i>	<i>a nurse</i>	<i>a farmer</i>
			
<i>a cook</i>	<i>a jeweler</i>	<i>a politician</i>	<i>a beautician</i>

ANSWER KEY

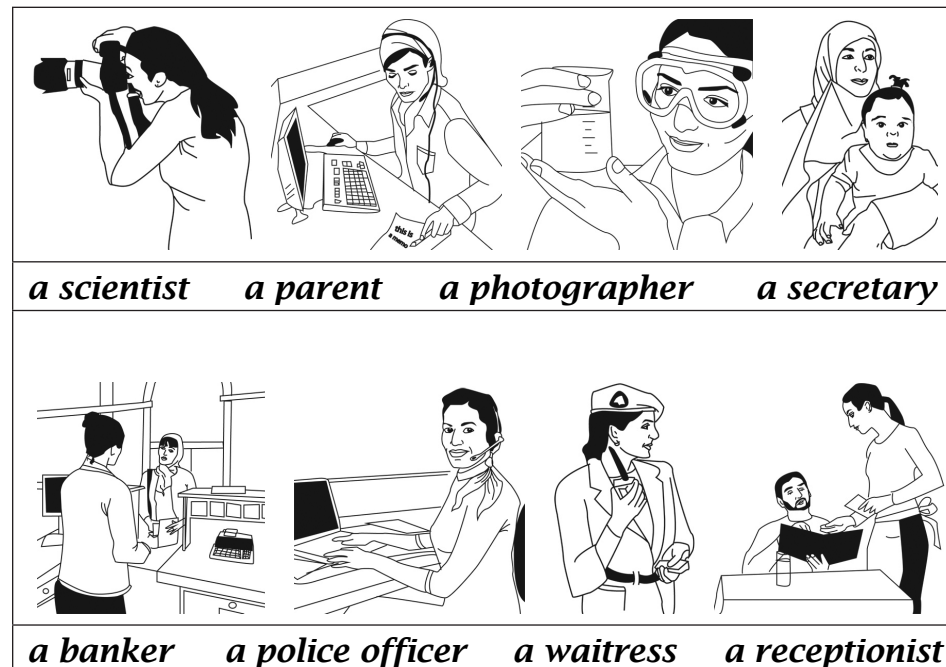
The correct answers are under each picture.



Charades

This is a fun game. At first, allow the person who is doing the charades to speak, but not to say what job she is doing. For example, a waitress could say, "May I take your order?"

When students are more skilled at playing charades, they can try to show the job without using any words.



Charades

Work with a group. Think about a job. Demonstrate doing the job, but don't say what you are doing. See if your group can guess which job you are doing.

READ-WRITE-TALK

All answers are correct! Encourage learners to explain why they think so.

THE *HILWE W MORRA* STORY

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

Make sure you read the story with a lot of emotion!

READ-WRITE-TALK

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

<input type="text"/>	1. Women work a lot.
<input type="text"/>	2. It's easy to be a homemaker.
<input type="text"/>	3. I know a female scientist.
<input type="text"/>	4. I would like to be a reporter.
<input type="text"/>	5. Parents have a difficult job.

Group Work

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

- What is the same?
- What is different?
- Why do you think so?

THE *HILWE W MORRA* STORY

Listen and read along as the teacher reads this out loud. An audio recording is available for download at
<http://aei.uoregon.edu/wtwe>

- Joumana: Nour, did you find a job yet?
- Nour: No, Joumana, not yet. What's new with you these days? How are you feeling?
- Joumana: Fine, thank you. I'm a little tired. I am very **busy** with my **job** now.
- Samar: Joumana, you work too much! You have a job AND a husband AND two children. How do you do it?

Vocabulary, Definition A or Definition B

ANSWER KEY

Vocabulary		Definition A	Definition B
<u>busy</u>	=	without a lot of work	with a lot of work ✓
<u>a job</u>	=	work ✓	travel
<u>a plan</u>	=	step-by-step idea ✓	unclear idea
<u>would like</u>	=	want ✓	will do
<u>hope</u>	=	wish for something ✓	buy something
<u>successful</u>	=	good at doing something ✓	not able to finish something
<u>an interview</u>	=	meeting for tea	meeting to get work ✓
<u>shocked</u>	=	happy	surprised ✓
<u>kick</u>	=	hit with a foot ✓	hit with a hand
<u>it's too bad</u>	=	unfortunately ✓	fortunately

- Joumana: Samar, you are going to see soon!
- Samar: Nour, what do you plan to do now?
- Nour: Well, I would like to sing. I hope to be successful in a club in Tyre. I am going to have a job interview next week.
- Samar: What does the family think?
- Nour: They are shocked.
- Samar: Ouch! My triplets kicked!
- Joumana: It's too bad you aren't a doctor, Nour. We need one here. We don't need a singer.
- Nour: It's good to have a dream.
- Samar: It's better to have a real job!

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>busy</u>	=	without a lot of work	with a lot of work ✓
<u>a job</u>	=	work	travel
<u>a plan</u>	=	step-by-step idea	unclear idea
<u>would like</u>	=	want	will do
<u>hope</u>	=	wish for something	buy something
<u>successful</u>	=	good at doing something	not able to finish something
<u>an interview</u>	=	meeting for tea	meeting to get work

Vocabulary		Definition A	Definition B
<u>shocked</u>	=	happy	surprised
<u>kick</u>	=	hit with a foot	hit with a hand
<u>it's too bad</u>	=	unfortunately	fortunately

Group Work

The focus of this activity is the future with “going to.”

Learners also practice the use of “instead” to show a contrast.

Learners should note the use of the base form of the verb after to:

- going to study
- going to be a teacher
- going to cook

Group Work

First, practice saying the sentences below with the teacher. Then, practice in pairs or small groups.

Ask questions.

Are you going to study English now? ... go to work later? ... make bread tomorrow?
Is she going to be a teacher? ... be a salesperson? ... be a farmer?
Are they going to cook lamb tomorrow? ... work in an office? ... play with their children tonight?

Make answers.

Yes,	... I am. ... she is. ... they are.
No,	... I'm not. I'm going to _____ instead. ... she's not. She's going to _____ instead. ... they're not. They're going to _____ instead.

I don't know if I am. ... she is. ... they are.
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In the discussion, all answers are correct!

Discuss in pairs or small groups:

- Is it good to work hard?
- What is the best job?
- Is it good to have free time?

Extra discussion:

- Why does Joumana say, "It's too bad you're not a doctor"?
- Why does Samar say, "It's better to have a real job!"?

READERS THEATER

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

Joumana: Nour, did you find a job yet?

Nour: No, Joumana, not yet. What's new with you these days? How are you feeling?

Joumana: Fine, thank you. I'm a little tired. I am very busy with my job now.

Samar: Joumana, you work too much! You have a job AND a husband AND two children. How do you do it?

Joumana: Samar, you are going to see soon!

Samar: Nour, what do you plan to do now?

Nour: Well, I would like to sing. I hope to be successful in a club in Tyre. I am going to have a job interview next week.

Samar: What does the family think?

Nour: They are shocked.

Samar: Ouch! My triplets kicked!

Joumana: It's too bad you aren't a doctor, Nour. We need one here. We don't need a singer.

Nour: It's good to have a dream.

Samar: It's better to have a real job!

There should be a lot of variation in the different ways of saying the phrases. Learners can draw on their own experience with being happy, hopeful, sad, and angry about something.

Then, practice with the teacher in different ways:

- Say in a little bit angry way, "Too bad you aren't a doctor. We need one here."
- Say in a happy way (laughing), "Too bad you aren't a doctor. We need one here."
- Say in a hopeful way, "It's good to have a dream."
- Say in a little bit angry way, "It's good to have a dream."
- Say in a happy way (laughing), "It's better to have a real job!"
- Say in a little bit sad way, "It's better to have a real job!"

Theater Tip

At this point in the course, learners should be comfortable enough with each other to be more emotional in their acting. It's good to encourage this feeling, since Readers Theater is more interesting for everyone when there is more emotion in the readings.

Active Listening

Notice that different emotions are used in different groups. Make sure that learners understand and can display the different emotions: hopeful, angry, tired, sad, laughing, and happy.

Theater Tip

Use gestures to show feelings: tired, hope, shock, pain (ouch!). Have fun!

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

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	hopeful	angry	tired
Listen to Nour. She is...	happy	hopeful	angry	tired
Listen to Samar. She is...	happy	hopeful	angry	tired

The *Hilwe w Morra Story*, Family Tree

- Go to the beginning of this book. Add drawings or photos on the *Hilwe w Morra Story* family tree about jobs for Joumana, Samar, and Nour.
- All answers are okay!

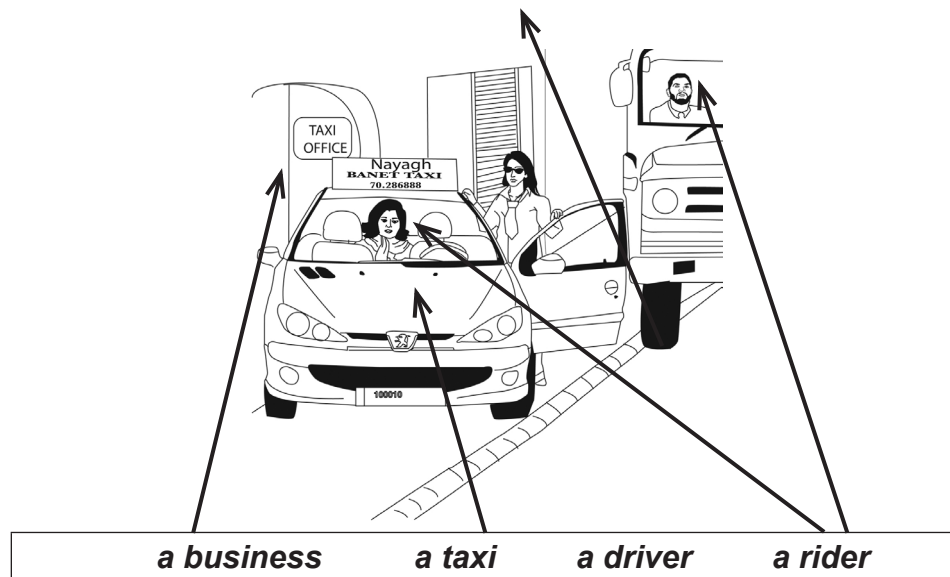
READINGS

Audio recordings of both readings are available for download at <http://aei.uoregon.edu/wtwe>

Learners should be able to tell from the title that #1 is false. They will need to read and listen to the story in order to see if their other guesses were correct.

Vocabulary

ANSWER KEY



READING 1

Title: Women-only Businesses: Pink Taxis

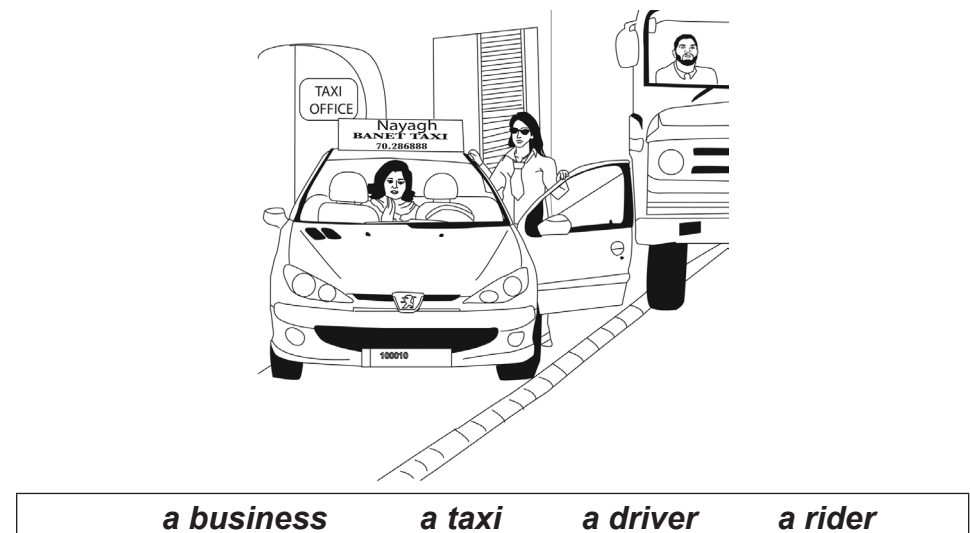
Guess

Think about the title: *Women-only Businesses: Pink Taxis*. Guess! Do you think these sentences about the story are T (true) or F (false)?

- | | |
|--|---|
| | 1. The women have new jobs. |
| | 2. The owners are women. |
| | 3. The taxis are yellow. |
| | 4. The taxis only take women. |
| | 5. Many women want to take taxis in the summer. |

Vocabulary

Draw a line from the word to the matching item in the photo.



Listen-Read-Circle

This gives lots of practice in finding “will.” More advanced learners may notice that “want to” also has a future meaning.

ANSWER KEY

Banet Taxi is a new taxi for women. All 12 of the cars are pink. All of the drivers are women. Drivers will not stop for a man. They will stop for a man with a woman.

There will be a lot of travelers this summer. Many women will want to ride with a woman. The owner is very happy. She has many drivers. She wants to buy more taxis. Her business will be very good!

Guess

The answer only for #1 is clear from the title. Learners will have to read/ listen to the story to see if their guesses were correct on the other statements.

Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words about the future (will). An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Banet Taxi is a new taxi for women. All 12 of the cars are pink. All of the drivers are women. Drivers will not stop for a man. They will stop for a man with a woman.

There will be a lot of travelers this summer. Many women will want to ride with a woman. The owner is very happy. She has many drivers. She wants to buy more taxis. Her business will be very good!

READING 2

Title: UNDP Helps Women

Guess

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

UNDP = United Nations Development Programme

1. Women get help from UNDP.
2. The story will be about different women.
3. The women get money from UNDP.
4. Women will have new jobs.

Vocabulary, Definition A or Definition B

ANSWER KEY

Vocabulary	Definition A	Definition B
<u>a mobile phone</u>	= telephone to carry with you ✓	telephone with wires
<u>only</u>	= just one ✓	many
<u>forgot</u>	= remembered	did not remember ✓
<u>shy</u>	= happy to see people	a little afraid with new people ✓
<u>a goal</u>	= something you want, that takes time ✓	something easy that you can get right away

Listen-Read-Circle

ANSWER KEY

Zeinab Shamseddine was 23 years old when she took a UNDP course. The course was about fixing mobile phones. There were 31 people. 30 people were men. Zeinab was the only woman.

When she started the class, she was shy. That wasn't important because she had a goal. She forgot that she was the only woman in the class. Zeinab succeeded in the course. Now, Zeinab gets much more money. She helps her family more because she has more money. She is a success!

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary	Definition A	Definition B
<u>a mobile phone</u>	= telephone to carry with you ✓	telephone with wires
<u>only</u>	= just one	many
<u>forgot</u>	= remembered	did not remember
<u>shy</u>	= happy to see people	a little afraid with new people
<u>a goal</u>	= something you want, that takes time	something easy that you can get right away

Listen-Read-Circle

Listen as your teacher reads the story 2 times. The second time, circle 5 words about the past (for example, was, took...). An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Zeinab Shamseddine was 23 years old when she took a UNDP course. The course was about fixing mobile phones. There were 31 people. 30 people were men. Zeinab was the only woman.

When she started the class, she was shy. That wasn't important because she had a goal. She forgot that she was the only woman in the class. Zeinab succeeded in the course. Now, Zeinab gets much more money. She helps her family more because she has more money. She is a success!



Zeinab at work.

Listen-Read-Write**ANSWER KEY**

Banet Taxi is a new taxi for women. All 12 of the taxis are pink. All of the drivers are women.

Drivers will not stop for a man. They will stop for a man with a woman.

There will be a lot of travelers this summer. Many women will want to ride with a woman. The owner is very happy. She has many drivers. She wants to buy more taxis. Her business is very good!

Listen-Read-Write

Listen to the teacher read *Women-only Businesses: Pink Taxis* and *UNDP Helps Women* as many times as needed.

Write the **words** in the ____ blanks ____ below.

Women-only Businesses: Pink Taxis

<i>cars</i>	Banet Taxi is a new taxi for women. All 12 of the taxis are _____. All of the drivers are women.
<i>Drivers</i>	_____ will not stop for a man.
<i>pink</i>	They will _____ for a man with a woman.
<i>stop</i>	

business	There will be a lot of _____ this summer. Many women will want to _____ with a woman. The _____ is very happy. She has many drivers. She wants to buy more _____. Her _____ is very good!
owner	
ride	
taxis	
travelers	

ANSWER KEY

Zeinab Shamseddine was 23 years old when she took a UNDP course. The course was about fixing mobile phones. There were 31 people. 30 people were men. Zeinab was the only woman.

When she started the class, she was shy. That wasn't important because she had a goal.

She forgot that she was the only woman in the class. Zeinab succeeded in the course. Now, Zeinab gets much more money. She helps her family more because she has more money. She is a success !

UNDP Helps Women

goal mobile phones only people shy	Zeinab Shamseddine was 23 years old when she took a UNDP course. The course was about fixing _____. There were 31 _____. 30 people were men. Zeinab was the _____ woman.
because forgot much succeeded success	When she started the class, she was _____. That wasn't important because she had a _____. She _____ that she was the only woman in the class. Zeinab _____ in the course. Now, Zeinab gets _____ more money. She helps her family more _____ she has more money. She is a _____!

Sentence Order**ANSWER KEY***Women-only Businesses*

- 2 There will be a lot of travelers this summer.
 5 Her business is very good!
 1 All of the drivers are women.
 3 Many women will want to ride with a woman.
 4 The owner is very happy.

UNDP Helps Women

- 4 She forgot she was the only woman.
 2 She learned to fix mobile phones.
 5 Zeinab has more money.
 3 Zeinab was shy.
 1 Zeinab took a UNDP course.

What to Say?

The grammar focus here is on transforming verbs into people who do things. Not every verb will make a person by adding -er, and not every word with -er came from a verb. In many cases, however, this transformation works well.

Sentence Order

Put the sentences about *Women-only Businesses* in order (1, 2, 3, 4, 5).

- _____ There will be a lot of travelers this summer.
 _____ Her business is very good!
 _____ All of the drivers are women.
 _____ Many women will want to ride with a woman.
 _____ The owner is very happy.

Put the sentences about *UNDP Helps Women* in order (1, 2, 3, 4, 5).

- _____ She forgot she was the only woman.
 _____ She learned to fix mobile phones.
 _____ Zeinab has more money.
 _____ Zeinab was shy.
 _____ Zeinab took a UNDP course.

What to Say?

In English, you can often name a person who does something with -er:

Action	Person
drive	driver
sing	singer
travel	traveler
walk	walker
run	runner

Encourage learners to try to think of more verbs that create nouns by adding -er, as well as ones that don't.

Ask questions.

Do you drive? ... sing? ... own a business? ... ride in a taxi?
Does she dance? ... travel? ... teach? Add your own!

Make answers.

Yes, I'm a driver. ... singer. ... business owner. ... taxi rider.
Yes, she's a dancer. ... traveler. ... teacher.
No,	... I'm not. I'm a _____. ... she's not. She's a _____.

Family Job Tree

This time, learners are adding to their own family tree rather than to the *Hilwe w Morra* family tree. Help them with additional vocabulary for jobs, as needed.

Family Job Tree

Look at the family tree for your family in Unit 1. Add everyone's work to the tree. Some people will have more than one kind of work, for example, homemaker and parent, or farmer and mother. Share your family job tree with the group.

WHAT'S THE BUZZ?

Learners are asking each other about work and about the future. Encourage students to think about why as they ask and answer the questions.

Note that the questions include “better” and “best.” You may want to point out the different degrees of comparison:

- good = base
- better = compared to 1 other thing or time
- best = compared to all other things or times

Similarly, there are three different degrees of bad:

- bad = base
- worse = compared to 1 other thing or time
- worst = compared to all other things or times

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: Do you like your work? Why?			
Question 2: Would you like to drive a pink taxi or fix mobile phones?			
Question 3: Will your children have better lives than you do? Why?			
Question 4: What makes your work hard?			
Question 5: What is the best job?			

WRITING

Do this together first, then have students do it on their own. More advanced students can write their own letters.

Point out the different elements of a business letter:

- Dear _____, [name plus a comma]
- Connection to the person
- Request
- Offer
- Closing: Yours, [note the comma]
- Your name

It's good to also mention that the sender will usually sign her name between "Yours," and the name at the end of a letter.

Discuss with Your Group

- How many answers are the same?
- How many are different?
- How many people wanted to drive a pink taxi or fix mobile phones?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- What is the job that most people like best?

WRITING

Write a Letter for a Job

Help Nour write a letter for a job. Fill in the blanks.

<p>club</p> <p>job</p> <p>interview</p> <p>singer</p>	<p>Dear Mr. Sami,</p> <p>I met you at my grandmother's party two weeks ago. I would like to be a _____. I sing many kinds of songs. I would like a _____ at your _____ in Tyre.</p> <p>I can come for an _____ next week. I hope to hear from you soon!</p> <p>Yours,</p> <p>Nour _____ [put any last name here]</p>
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Mirwa wants to drive a taxi for Banet Taxi. Help her write a letter to the owner.

<p><i>driver</i></p> <p><i>interview</i></p> <p><i>like</i></p> <p><i>want</i></p>	<p>Dear Ms Fakhri:</p> <p>I heard about your company. I would _____ a job with Banet Taxi. I am a very good _____ . I like people. I _____ to drive a pink taxi!</p> <p>I can come for an _____ any time.</p> <p>Yours,</p> <p>Mirwa _____</p> <p>[put any last name here]</p>
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Write your own letter on another piece of paper. What are your plans?

SUPPLEMENTARY ACTIVITIES

VOCABULARY

You can use some of the additional flashcard activities from earlier units as well.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 169 are flash cards for this unit. Use them as in previous units.

Word Lists

This can be fun as a competition. Try to set up the groups so that they are roughly equal in skill. The group with the longest list wins.

It's a good idea to ask learners to explain the words on their list, too. That makes this an additional vocabulary development activity.

Miming Game

This is similar to the Charades game played earlier. It's good to have teams that are evenly balanced.

Word Lists

Create your own list of verbs and jobs, like ride – rider, own – owner, sing – singer. Make two columns on a piece of paper. In one column, write a verb. In the second column, write the job that goes with that verb. Work with a group. See which group can make the longest list.

Miming Game

This is adapted from <http://www.teflgames.com/wtw1.html>

1. Divide into two teams. Each team chooses a name.
2. A member from one team comes to the front and picks up a card. The person acts out the job on the card. No words, just acting!
3. Members from both teams guess. The first team that guesses correctly gets a point.
4. A member of the other team comes forward and repeats Step 2. Play continues until the cards are gone. The team with the most points at the end is the winner.

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired.

Learners can use the model letters from earlier in the unit to help them create their own letter. It's a good idea for the teacher to check the letters first if they will actually be mailed.

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.

PROJECT POSSIBILITIES

A. Dream Job

1. Find photos or draw pictures related to your dream job.
2. Include photos of other people who work with you.
3. Find photos or draw pictures of your dream work place.
4. Explain to others why you chose this job and this place.

B. Write a Business Letter

1. Find the name and address of a business.
2. Write a letter, asking about a job at the company.
3. Send the letter.
4. Share your letter and the answer from the company.

INTERNET: WEB QUEST

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

Go: Occupations: What's my job?

<http://a4esl.org/q/h/fb-bd-occupations.html>

Do: Answer as many questions as you can. You can use a dictionary to understand what the different jobs are.

ORIGINAL ARTICLES

Women-only Businesses Thrive in Beirut

Kai Ryssdal: For women in the Middle East, finding a place in business has never been the easiest thing. In Lebanon, though, entrepreneurial women have had the official support of the government. Laws that were passed in the early 1990s, after the civil war ended, designed to improve their professional prospects. In the nearly 20 years since, Lebanese women have been catching up slowly. The most recent development is an industry by women for women. Don Duncan reports from Beirut.

DON DUNCAN: There's a revolution in the streets of Beirut, and it's hot pink! Banet Taxi is a new cab service for women. Its name in Arabic means "Girl Taxi" and all 12 of its cars are painted pink.

NAWAL FAKHRI: I can offer my clients a feminine atmosphere in which to travel. You can see from the drivers -- clean, elegant, professional.

That's owner Nawal Fakhri. Her office is abuzz with drivers -- all women in white shirts, with pink ties and pink flowers in their hair. If you're a guy, they won't stop for you unless you're traveling with a woman. Since launching in March, these "Pink Ladies" have been turning heads all over Beirut.

RANDA BDEIR: I felt it was a very nice idea.

Randa Bdeir is one of Banet Taxi's customers. She's also an executive at Lebanon's largest bank, Bank Audi, and was responsible for the launch of Lebanon's first women-only credit card. Bdeir has noticed similar ventures popping up all over the country, like women-only gyms, and even women plumbers.

BDEIR: Women are an essential part of the society and the economy, especially for spending. What matters for us in the credit-card business is spending.

So Bdeir launched "Shine Card," a credit card with a special feature for the Lebanese lady. One side of the card is a mirror.

BDEIR: The women can put on her lipstick by looking at herself in

Go: **ESL Action Photos**
<http://www.literacynet.org/esl/minigrants/webactions/>

Do: Look at the pictures. What jobs are these people doing? Talk about it with a partner.

Go: **Jobs by Career Field**
http://jobsearch.about.com/od/jobbycareerfieldlist/Jobs_by_Career_Field_List.html

Do: Look at some of the types of jobs. How many do you know?

Go: **Matching - Occupations**
www.1-language.com/memorymatchelem/occupations/memori1.swf

Do: Work with a partner to match the images, then the words and images. Write down the ones that were difficult and study them later.

Go: **Jeopardy Game - Jobs, Places, Routines**
<http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Transport%20Jobs%20Places%20Routines%20Quiz%20Show/>

Do: You can play this online game with 2-4 teams. Look at the answer, then choose the correct question. Make sure you click on the game, not on the ads.

the card and after finishing, handing this card to the waiter at the restaurant to pay for the bill.

The mirror card is now one of the most profitable cards in Bank Audi's portfolio.

The American University of Beirut is home to Lebanon's top business school, and these days more than half of its students are women. Dean of the school, George Najjar, says he sees many of them coming up with business ideas to provide goods or services specifically for women.

GEORGE NAJJAR: You see that in terms of the issues raised in classrooms, in terms of the research projects pursued. We are moving very fast towards a world of equality where women are given their due. And this is nobody's favor, they have earned it.

Taxi owner Nawal Fakhri is poised to collect her dues this summer. Lebanon is expected to bring in a lot of tourists. And 30 percent of them come from conservative Gulf states, where women are forbidden to travel with any man other than male relatives. Those female tourists are prime candidates for Fakhri's pink taxis.

FAKHRI: I'm not building my business on tourism. Lebanon is just too unstable to depend on it. But the women who come here from the Gulf, they're certainly a bonus for me.

Fakhri says her fleet will double by the end of summer. And she expects to recoup her initial \$200,000 investment by the end of this year. Not bad for what started as a flash of pink.

In Beirut, I'm Don Duncan for Marketplace.

<http://marketplace.publicradio.org/display/web/2009/08/05/pm-pink-taxis/> (includes audio)

UNDP Help Lebanese Women in War-Worn Communities

Beirut - More than 40 women's cooperatives have formed small businesses across Lebanon to revitalize communities that were economically devastated by the 34-day conflict with Israel in 2006.

a banker	a beautician	a cook
a doctor	a farmer	a homemaker
a jeweler	a nurse	a parent
a pharmacist	a photographer	a police officer
a politician	a receptionist	a reporter
a salesperson	a scientist	a secretary
a student	a waitress	a goal
hope	plan	busy
forgot	an interview	a job
kick	a taxi	a mobile phone
only	shocked	shy
successful	succeed	would like

Focusing on the well-being of women and wider communities in areas of Lebanon where some live on incomes as low as US\$2.40 per day, the 42 cooperatives were resourced and trained with support from the United Nations Development Programme (UNDP).

The groups, comprising 500 women in north and south Lebanon, the Bekaa valley and the southern suburbs of the country's capital Beirut, make a range of jewelry, textile and food products.

UNDP was the hand that helped us thrive in extremely difficult working conditions," said the leader of Deir Kanoun Ras El Ein coop, Da'ad Ismail, speaking of the new dough-mixer, cutter, oven and generator that increased production of jams, jellies and the speciality sesame bread, Mallet El Smeed.

UNDP's support during the last four years served not only to stimulate local economies, but also to shift traditional views on the role of women and work.

Zeinab Shamseddine, 23, was the only woman among 30 men on a mechanics and cellular telephone repair course run by UNDP in south Lebanon's Arabsalim village, where the economy had been set back by the 34-day conflict.

"I just wanted to realize my goals," said Shamseddine, who tripled her income to between US\$300-600 per month and was able to offer stronger support to her family. "I was shy at first but it didn't matter. I was driven and motivated and able to ignore the feeling of being the only girl in the class."

While coops have a long history in Lebanon, originating under legislation enacted in the 1940s, women-only groups have continued to suffer from lack of investment, low levels of literacy in rural areas and poor transportation.

Through UNDP support and training in conflict-affected areas of the country, 42 of these groups, as well as individuals like Shamseddine, are helping communities to rebuild their lives.

<http://content.undp.org/go/newsroom/2011/march/international-womens-day/undp-help-lebanese-women-in-conflict-worn-communities.en>