



Women Teaching Women English

A Beginning Level Integrated Skills EFL Text

Teacher's Manual



By Leslie Opp-Beckman, Deborah Healey, Rawan Yaghi, Jill Cargile, and Deanna Hochstein
Illustrations by Lys Opp-Beckman

This project-based activity book is a cooperative effort by the University of Oregon's Linguistics Department/American English Institute and the U.S. Embassy Beirut, Lebanon.

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Women Teaching Women English: A Beginning Level Integrated Skills EFL Text Teacher's Manual

Authors

Leslie Opp-Beckman, Project Coordinator
Rawan Yaghi, Lebanese TESOL Specialist
Jill Cargile, TESOL Specialist
Deborah Healey, TESOL Specialist and Copy Editor
Deanna Hochstein, TESOL Specialist
Lys Opp-Beckman, Illustrations
Rebecca Force, Narration

Free Text Download

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This textbook has been developed for students participating in the program Teach Women English (TWE), a U.S. State Department funded project operating in Lebanon since 2008. The local partner organization, Hayya Bina (“Let’s Go!”), has implemented TWE classes in over 40 locations across the country annually. Now entering its fourth year, the program has benefitted over 3,000 women facing challenging socio-economic circumstances. Like TWE, these materials aim to address the specific needs of adult women learning English. While piloted in Lebanon, they will hopefully serve others in the Middle East, the region, and beyond as part of a broader goal to empower women as leaders and providers in their communities. Hayya Bina is a Lebanese, non-governmental organization established in 2005. Hayya Bina works to promote civil society and freedom of expression across Lebanon, with a special focus on underrepresented communities. More information is available at: <http://www.hayyabina.org>

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GENERAL NOTES

Introduction

Women Teaching Women English is designed by women, for women. We want to help women become more skilled in English in order to help themselves build a better future for themselves and their families. The goal of this book is not just greater proficiency in English, but also women's empowerment in the form of greater self-confidence and self-knowledge.

The focus of this book is on integrated skills, so it includes readings, listening, speaking, vocabulary, and writing activities. The topics are designed to be of interest to women of a range of ages, from a variety of family types, living in both cities and the countryside.

The book includes 12 units and an optional pre-level 1 unit. The book is designed to be used in class for 6 hours per week for about 8 months per year, for a total of approximately 180 hours. In each unit, you will find many different activities. All of the units begin with a discussion of what learners know about the unit topic. This warm-up helps them be ready to deal with the topics in the book. The initial warm-up typically includes a photo and some questions to answer about the photo. Next, we have a dialogue with people whose lives we will follow throughout the book, *The Hilwe w Morra Story*.

Throughout, learners are asked to think about how what they are reading related to their own lives. Each unit also includes a short reading. The readings are based on authentic material, but modified to be at the appropriate level for the learners using this book. Vocabulary, grammar, listening, and speaking activities are built from *The Hilwe w Morra Story* and from the reading. Interaction in pairs and small groups, as well as whole-class activities, are part of every unit. Follow-up activities use the English skills learned during the lesson. Activities include making something such as a card or poster, writing or recording a report, and more. The units also have surveys for learners to ask each other, as well as their friends and families.

We hope that you will find the book enjoyable and helpful. We'd love to hear from you! Please email or write us and let us know what you think about the topics, the activities, and possible topics for a future book. See our website:

<http://aei.uoregon.edu/wtwe/>

Audience

This book is designed for women from the ages of 17 to 70, but with an assumption that most of the learners are ages 25-50. The learners may also be at a range of language proficiency levels, but this book is primarily for beginners: Level 1 with elements of Level 2 on the ILR scale (See Appendix A). Learners and their teachers may live in urban or in rural settings. Some learners work in the home, some work outside. Many are mothers. Learners have different reasons for being interested in learning English. Some are interested in English because it offers a level of prestige, access to the Internet, and possible jobs. Others are interested in English in order to help their children with their studies. The unifying theme is that the learners are women, with women's issues and interests.

The teachers who use this book are also varied. They live and work in urban or rural settings, they have different levels of background knowledge about English, and they have a range of prior teaching experience. The Teacher's Manual is designed to offer helpful suggestions for teachers at all levels in understanding the objectives of each element in each unit. We would encourage teachers to share information with each other and to use the extended resources on the related website at <http://aei.uoregon.edu/wtwe/>.

Pedagogy

The pedagogy in this book makes use of a number of assumptions about language learning in general and adult learning in particular. Overall, we take a constructivist perspective: the teacher does not "pour" knowledge into an empty head. Instead, learners actively fit new information into their existing background knowledge to create their own understanding. The teacher plays an important role in selecting and presenting information, putting information into context, providing learning help

(“scaffolding”), and creating a friendly, supportive environment for adults to learn. Learners gain from working with each other, providing scaffolding for each other through sharing their individual knowledge and understanding.

This book offers several features that are common to constructivist learning environments. These include

- working on meaningful topics,
- collaborating with others effectively,
- encouraging creative and critical thinking,
- building independent learning,
- putting learning into practice, and
- enabling different learning styles.

For example, topics in the book are based on adult women’s real lives, placed in a Lebanese and Middle Eastern regional context. Collaborative and cooperative learning activities enable each person to use her strengths to help others in the group and to build their leadership skills by offering guidance, support, and motivation to their peers. Extensive interaction with others helps build motivation and confidence as well.

The activities are designed to cover the full range of activity types from remembering to creating, following Bloom’s revised taxonomy. Adults have a wealth of information to bring to the discussions in this book. We count on their diverse experience to give multiple perspectives on a question or an issue, enhancing critical thinking.

Adults generally like to feel in control of their own learning, at least to some extent. We include skill-building activities and optional supplemental activities that learners can use outside of class, as well as self-assessments.

To truly be able to master a subject takes knowledge in practice, not just knowledge in theory. Each unit in the book provides projects – authentic tasks – where learners work with others to apply what they are learning to their own lives and communities. Because different people learn in

different ways, each unit includes text to read and listen to, graphics to clarify ideas and to prompt discussions, non-verbal activities and movement that demonstrate understanding, various writing activities, and individual and pair or group work.

Continuity and cohesion are important to learning over time. Each unit includes certain repeated elements: warm-up activities that include graphics and a short dialogue to activate learners’ background knowledge; a short reading and/or listening passage with related vocabulary and grammar notes; post-reading activities; and a task or project. The initial dialogues take place among a group of family and neighbors, at least some of whom reappear in each unit. Learners gather information about these characters from each unit to fill out a table and build a relationship map, both located at the beginning of the book. Key vocabulary and grammar are recycled, so learners have multiple opportunities to build their competence.

The language used in the book is based primarily on the Dolch list of 1000 most common words in English, with further reference to the Fry Word List and the General Service List. Language skills are integrated: reading, listening, discussion, vocabulary, grammar, and writing are part of each unit and are linked thematically. The target language level is 1 (Elementary) on the Interagency Language Roundtable (ILR) scale, where learners are expected to understand basic discourse about everyday topics. Grammar and vocabulary are relatively limited. (See Appendix A for descriptors.) We provide opportunities to improve not only in text-based literacy, but also in visual literacy: understanding tables, graphics, and other non-linear reading material.

The users of this book are likely to be of a range of ages, from a variety of different locations, with a corresponding range and variety of life experiences. The dialogues, activities, and projects are designed to build on that diversity. At the same time, supplemental material in the teacher’s manual will offer additional resources. The plans are to include material for the teacher to use with learners with more English proficiency, with access to the Internet, and who are younger or older than our targeted 25- to 50-year old age group. The list of references also includes links to websites for more information about teaching and learning.

Teacher Language

If the students are at a very low level, the teacher will need to explain basic “teacher language,” the commands we give to students. Using the commands in English is another opportunity to expand the learners’ English vocabulary. The commands include the following:

- Open (your book)
- Look at (the page, the picture)
- Circle (a word)
- Put a check or tick (✓) by
- Draw (a line, a picture)
- Listen (as I read)
- Read (the word, the sentence)
- Read along (with the teacher)
- Ask (a partner)
- Discuss or talk (with a partner, with a group)
- Practice (with the teacher, with a partner)
- Repeat (a word, a phrase)
- Say (the word, the phrase)
- Tell a partner
- Work with (a partner, a group)
- Guess (the word, if something is true)
- Imagine
- Think (about a picture)
- Complete (the sentence)
- Copy (a word, a phrase)
- Fill in the blank

- Write
- Act out (a story)
- Bring (a photo, something for Reader’s Theater)
- Hand in

Specific Components

Warm-up

Each unit includes a warm-up section. The warm-up is designed to bring out learners’ background knowledge related to the topic, preparing them for the rest of the unit. The warm-up typically includes questions and a picture task. It is helpful to have learners connect the topic to their own lives by adding their own content – pictures and stories – where possible. There are no “correct” answers in this section.

Hilwe w Morra Story

This is an ongoing story, with more information about the characters added in each chapter. It builds on the chapter theme (e.g., family, health and beauty, plans and dreams) while engaging learners in the characters’ lives. Dialogues are designed to be realistic and lively; learners can enjoy listening, reading, and acting out the conversations. Learners can add the new information they learn about the characters to the *Hilwe w Morra* Family Tree in the front of the book.

Vocabulary building

Vocabulary activities occur throughout the unit. They take different forms: matching picture to word, fill-in, choosing the best definition, flash card activities, and others. Learners work individually, in pairs, and in small groups of the different activities. The Think-Pair-Share method is useful here: learners work individually, first, then share with a partner or small group, then share answers in the large group. The activities address a variety of learning styles: text, graphical, auditory, kinesthetic, individual, and group in order to encourage retention of the new words.

Group Work

The Group Work sections personalize the topics, recycling the vocabulary and grammar from the unit. Learners ask themselves and each other what they think and how they feel about the topics in the unit. There are no “correct” answers in these activities; the objective is to have learners speak, using the vocabulary and grammar.

Discussion

Discussion occurs throughout the units. Questions are designed to build understanding and to encourage critical thinking. The questions are typically in order from easiest to most difficult. The learners can be grouped in different ways, but it is most helpful to assign roles to group members, such as time-keeper (the one who makes sure the discussion stays on time – this can be a person with relatively weak language skills), organizer (the one who asks the questions – this can be someone with relatively weak language skills), reporter (the one who shares the group’s ideas with the rest of the class – someone with strong oral skills), and note-taker (the one who writes the answers, where appropriate – someone with strong writing skills). Groups can also be organized so that the learners in each group are at roughly the same language proficiency level.

The Discussion Plus questions can be used by anyone, but they are designed especially for those with stronger English skills who may get through the easier questions quickly. These questions should take longer to complete.

Readers Theater

Readers Theater is a special kind of theater play. The actors do not memorize their lines, but they do practice them ahead of time so that they can work on intonation and expression. Even beginning level learners can generally perform in the Readers Theater format. Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines - that makes it more fun and motivating. Having small props such as cups and cookies also helps learners feel more like actors, and thus less self-conscious. Wearing different head coverings makes it easy to feel like someone else.

Practice as often as needed to have everyone feel comfortable in reading the different lines. It often works well to choose a group of more advanced students to be the first to model the activity. It is also good to bring in “props” – small objects that make this seem more like a theater play, such as cups for a scene with tea. The teacher may wish to use a rubric to assess the activity, focusing only on the most critical aspects of the performance. In early units, these could include whether the speaker was understandable (all of the time/most of the time/some of the time/rarely) and whether the speaker looked up from the text at the audience (most of the time/some of the time/very little/never). In the later units, the rubric could add elements such as use of intonation, facial expression, gestures, pronunciation, and fluency.

Active Listening

When one group is speaking, it’s easy for the rest of the class to go off task and stop paying attention. The Active Listening component works with Readers Theater and other presentation activities. It structures the listening tasks and gives the teacher a checklist that could be used to assess the listeners.

Reading

The readings are drawn from authentic material in the news and from interviews with different women. The readings have been re-written to approximately the Dolch 1000 word level. In **Guess**, learners try to predict the content of the story just from the title. There are no wrong answers at this point, but learners can go back after they read the story to see if they were right or wrong in their guesses.

This is another good opportunity for the Think-Pair-Share method, where learners mark their individual answers first, then share with a partner, then hear what others in the class think.

Several activities follow the reading. These may include the recognition-level Listen-Read-Circle, where learners listen to the reading, then circle specific words or types of words. A fill-in activity, Listen-Read-Write, builds vocabulary knowledge using the reading. A sentence order activity

encourages learners to be more aware of the content of the reading and of cohesive devices.

What's the Buzz?

This survey activity encourages learners to put vocabulary and content to use in speaking. When learners discuss why the answers are the same or different, they engage in critical thinking. They can also add information from friends and family, taking the activity outside the classroom in an engaging way. In this activity, as in many others in each unit, there are no “correct” answers. The objective is to perform the task.

Creative Activity

Each unit includes at least one project or creative activity that results in a physical object. Learners create a gift card, a recipe that they can share, and the like. These activities encourage creative thinking and artistic expression – and there are no “correct” answers. If desired, a rubric can be used to ensure that learners are meeting the basic targets of the activity.

Writing

Writing activities extend the content introduced in the *Hilwe w Morra* Story and in the reading. In early units, the class as a whole works together to brainstorm content, which learners can then copy into their books and use as a basis for further writing. In later units, learners move from group work to individual writing, building on the content in the story and the reading. Less proficient learners will re-use the vocabulary and grammar from the unit, while more proficient learners can add their own ideas and content. A rubric allows the teacher to assess the writing while still encouraging learner creativity.

Supplemental activities

The supplemental activities give the teacher flexibility in the classroom. These can be used with learners who finish early, for a change of pace, or as follow-up activities to reinforce learning. Some, like the flash cards, can be used by learners on their own at home. These are generally not designed to be assessed.

Project

The project in the supplemental activities results in a physical object. These activities are designed to add more personal content to the language that students are learning. The activities are also helpful for those who learn well from pictures and from graphical elements, such as visual relationships between words.

Internet

These activities are designed for those with Internet access. If a computer with Internet access and a projector are available in the classroom, the teacher can model the activities and use them with the whole class. It works best if there is a connection between what learners do outside the classroom and what they are doing in class. If these are used outside of class, encourage learners to share what they have done with the class.

Comprehension check

Each unit in the Teacher's Manual has a photocopiable quiz or other assessment for the teacher to use. These are a separate download from the website.

Gradesheet

A photocopiable table that teachers can use to record students' names and grades on assignments is included for each unit. These are a separate download from the website.

SCOPE AND SEQUENCE

UNIT	Language Functions	Listening	Speaking	Reading	Writing	Grammar	Projects
1 Family	Describe family relationships & events. Compare and contrast information. Congratulate. Offer condolences. Predict events. Interview/survey others.	Listen to a conversation with Hilwe w Morra women about triplets. Listen for feelings of happiness, sadness, anger. Listen for key words.	Describe photos. Practice a dialogue. Add to the dialogue. Relate topics to personal experience. Describe emotions of a character. Use intonation to express emotion. Write a condolence note. Survey class members and report the information.	Read a family tree chart. Recognize key vocabulary. Predict story content. Read a brief story.	Write a congratulatory note. Predict events in a story. Write names of family members on a family tree. Add to the dialogue. Do a gap-fill activity.	Verb “to be” review Same/different Pronouns Questions/Short responses	Share family photos.
2 Food	Offer an invitation. Talk about likes and dislikes. Describe a recipe. Exchange information.	Listen to the ongoing Hilwe w Morra conversation about family and food. Listen for feelings. Identify key vocabulary.	Use stress patterns to express emotion. Describe a favorite celebration/meal. Respond to questions about preferences. Invite guests to a birthday party.	Recognize key vocabulary. Read an article about food. Follow the steps in a recipe.	Write a recipe to exchange with a friend. Write an invitation to a birthday party.	Present tense have + do + regular verbs Negatives in present tense Contractions in short answers	Make a class cookbook.
3 Health & Beauty	Explore natural health remedies. Describe clothing. Share beauty tips and advice.	Listen to the Hilwe w Morra conversation about beauty and growing up. Listen to questions and answers related to health and beauty.	Give compliments. Talk about favorite clothes and health. Answer questions about health and beauty using key vocabulary and grammar.	Recognize key vocabulary. Read an interview about health and beauty. Comprehend main and supporting ideas.	Write about personal use of beauty, beauty products, good diet, and exercise. Interview each other.	Present continuous tense There is/are	Create and share natural beauty products. Give advice.

UNIT	Language Functions	Listening	Speaking	Reading	Writing	Grammar	Projects
4 Home & Community	Describe housing, work, neighborhood. Offer help to others in the community. Ask about and describe routines. Express needs, wants, hopes, and wishes.	Listen to the Hilwe w Morra conversation about life changes. Listen for feelings.	Discuss hopes and plans. Ask interview questions about preferences. Discuss rules for a game.	Recognize key vocabulary. Read a short news story about community.	Make a to-do list. Write rules for a game.	Verb + to (need to, like to, want to) Object pronouns Adverbs and adverbial phrases of order	Make a map of good places to shop.
5 Shopping	Identify different types of things to make and buy. Express preferences, feelings, and opinions. Ask about and describe locations of places.	Listen to the Hilwe w Morra conversation about shopping. Read a story and a conversation about beauty and selling handmade items.	Discuss shopping. Discuss how often you do different things. Express preferences and feelings.	Recognize key vocabulary. Read a short story about women selling what they make.	Make a list. Complete a table.	Past tense of "be" Adverbs of frequency	Do a shopping role-play. Plan a cooperative.
6 In a Restaurant	Identify different types of foods. Order and pay for food. Express food preferences. Put events in order.	Listen to the Hilwe w Morra conversation about a wedding. Listen to questions about likes and dislikes.	Ask and answer wh-questions and questions about likes and dislikes. Order food in a restaurant. Discuss a sequence of events. Do a restaurant or wedding role play.	Recognize key vocabulary. Read a short article about a restaurant.	Write a letter describing a past event.	Past tense of regular verbs Use of "do," "have" and "would like" + noun Additional adverbs of frequency Ordinal numbers	Plan a party. Plan a menu for a restaurant.

UNIT	Language Functions	Listening	Speaking	Reading	Writing	Grammar	Projects
7 Through the Eyes of Others	See, Think, Feel (STF): What do you see? What do you think? What do you feel? Compare/contrast ideas. Distinguish fact and opinion. Solve a mystery.	Listen to the Hilwe w Morra conversation about a loss. Listen to mysteries. Identify main ideas.	Ask and answer questions about past events. Offer condolences. Talk about your childhood.	Recognize key vocabulary. Read and solve two mysteries Interpret and analyze information.	Write a structured creative story (Mad Lib).	Past tense of irregular verbs Sequence adverbs Placement of frequency adverbs	Illustrate the mysteries. Find strange photos for discussion.
8 Plans and Dreams	“Me” timeline Take charge of your own destiny. Make requests (for help and information). Rank-order goals.	Listen to the Hilwe w Morra conversation about a plans and dreams. Listen for feelings of jealousy and pride. Listen to a reading about UN goals.	Ask and answer questions about wishes and hopes (I would like, I’d like). Talk about changing hopes and dreams over time.	Recognize key vocabulary. Read about United Nations goals for Lebanon. Evaluate the goals from the reading.	Write a wish list in table format.	Future tense with “will” Want to/ would like to + V Because	Create your own shop with photos of items to buy and sell. Create a poster of dreams and goals.
9 Women at Work	Identify different jobs. Express possibilities. Describe women’s work and women’s roles. Describe habits.	Listen to the Hilwe w Morra conversation about a work and family. Listen for feelings of hope.	Ask and answer questions related to plans and dreams. Talk about work: what you do and what you would like to do.	Recognize key vocabulary. Read stories about women at work.	Write a letter to ask for a job.	Future tense with “be going to” Verbs to nouns with -er Past tense review	Create a poster about your dream job. Write a letter to a business.
10 Women on the Move	Identify past and present abilities. Talk about rights. Read and write poetry.	Listen to the Hilwe w Morra conversation about the past year. Identify the main ideas.	Give advice. Talk about past and present abilities and goals. Talk about changing abilities over time.	Recognize key vocabulary. Read an interview with a successful business owner.	Write a structured poem.	Ability: can/could Questions with can/ could	Create a group drawing without talking. Make Sabine’s recipe. Find pictures about past, present, and future abilities.

ABOUT THE AUTHORS

Dr. Leslie Opp-Beckman is on faculty and Director of Distance Education in the University of Oregon's Linguistics Department/American English Institute. She develops, teaches, and coordinates face-to-face and online distance education courses and programs, primarily professional development for in-service and pre-service English as a Foreign Language educators, trainers, and administrators. She has published, lectured and conducted workshops in educational technology and computer-assisted language learning in more than 50 countries. She is the author of the *Shaping the Way We Teach English* video-based training materials.

Dr. Deborah Healey has taught English and trained teachers for over 30 years. She currently offers distance education courses for teachers internationally and teaches in the Master's program in Linguistics, Language Teaching Specialization. She worked in Yemen and has presented extensively throughout the Middle East, North Africa, Asia, and Latin America. The former editor of *ORTESOL Journal*, she is a co-author of *TESOL Technology Standards: Description, Implementation, Integration*. She is a Senior Instructor at the UO's Linguistics Department/American English Institute.

Rawan Yaghi is the Educational Director at Hayya Bina in the "Teach Women English" program. She is an English teacher and coordinator at Nabil Sleiman Secondary Public School in Lebanon. Besides being a teacher trainer since 2005, Rawan has opened an ESL center in Baalbeck, Lebanon. She is a social activist and a cultural expert who attempts to bridge cultures.

Jill Cargile is the Director of Special Programs in the University of Oregon's Linguistics Department/American English Institute where she develops programs for teacher training and specialized language study. She has taught English, trained teachers, and directed programs for the past 20 years, including 17 years in Egypt, Turkey, Japan, and Kuwait. Prior to coming to the University of Oregon, she was on the faculty at American University of Cairo and was a Senior English Language Fellow in Turkey. She holds an MA in Applied Linguistics and Teaching ESL.

Deanna Hochstein is a senior member of the faculty of the Linguistics Department/American English Institute at the University of Oregon. She developed the current Critical Thinking online course offered by the AEI. She presents frequently at U.S. and international conferences. Her most recent professional focus has been online delivery of teacher training courses, including critical thinking and *Shaping the Way We Teach English*. She holds an MA in Linguistics.

Lys Opp-Beckman has worked in a variety of arts-related areas including graphic design, product design and the fine arts. She received her Bachelors in Product Design from Parsons The New School for Design. She has had gallery shows in New York and worked for designers such as Movado and John Houshmand. In 2008, she worked in Jordan with the US State Department on the development and implementation of A.V.E.A., an Arts and English immersion summer camp for teens. She is currently pursuing a Masters at the University of Oregon.

Rebecca Force has over 35 years of broadcast experience. When she began teaching at the University of Oregon, she became involved with the TV program *UO Today* and produced 366 episodes over 11 years. She is also the advisor for *Duck U*, the University's student-produced variety television program. Last spring Rebecca was inducted into the National Academy of Television Arts and Sciences' Silver Circle in honor of more than 25 years of outstanding service in television.

LIST OF SOURCES AND CREDITS

Unit 1

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Unit 2

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Reading, page 43:

Unit 2, Fern el Sabaya - A Woman's Bakery in Aamchit. Adapted with permission from <http://myculinaryjourneythroughlebanon.blogspot.com/2011/02/fern-l-sabaya.html>. Permission: 25 April 2011. The full article is on page 55.

Unit 3

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Reading, page 65:

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Unit 4

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Reading, page 85:

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Unit 5

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Unit 7

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Musician or woman? Widely available, such as on NIEHS Kids page: <http://kids.niehs.nih.gov/illusion/illusions6.htm>. Accessed 11 July 2011.

How many faces? Widely available, such as on NIEHS Kids page: <http://kids.niehs.nih.gov/illusion/illusions10.htm>. Accessed 11 July 2011.

Readings, pages 156-157:

Mystery: An Emergency. Riddle widely in use, for example, on Internet TESL Journal: <http://iteslj.org/c/jokes-riddles.html>

Mystery: A Cold House: Riddle widely in use, for example, on: Leisure Ideas, Challenging Riddles: <http://www.leisureideas.com/riddles.htm>

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TEACHER'S MANUAL: UNIT 1, FAMILY

WARM-UP

There are no wrong answers to this exercise. You should point out the number of children in the families. In Family A, you may want to point out that the woman can be single or married; she can be the mother, grandmother, or aunt, etc.

In the **Choose** section, learners can choose any of the three families. They can work individually or with a partner.

In the **Discuss** section, learners can use the vocabulary and grammar that they have. You 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. Make sure learners fully understand “same” and “different.”

The **Photo** lets learners personalize the activity and link it to their own lives.

WARM-UP

Choose

Circle 1 photo. My family is most like Family A, B or C...



Family A



Family B



Family C

Discuss

- What is the same in your family?
- What is different?

Photo

Put a photo or picture about your family here:

VOCABULARY

Say the words on the left and point to the appropriate picture as you say the words. This is activity that familiarizes learners with the vocabulary. You can encourage learners to repeat the words after you, if they wish.

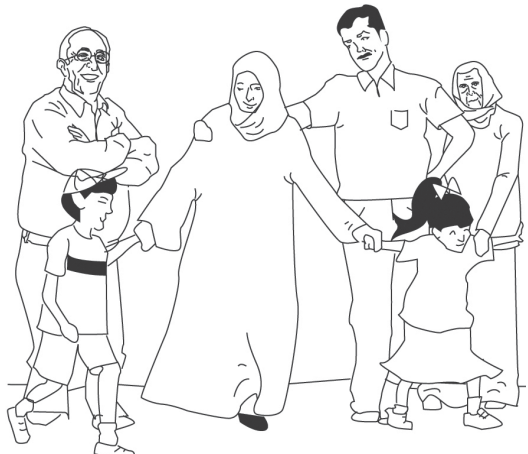

Note that the second picture is of a mother with two daughters, the mother's husband, and the husband of one of the two women. Their relationship is important to understanding the meaning of the words aunt, uncle, niece, nephew, and cousins. Demonstrate the relationship by pointing to the pictures - aunt and niece/nephew, uncle and niece/nephew, and between the children to demonstrate cousins.

Ask learners to draw a line to demonstrate the relationships between the words and the pictures. This encourages kinesthetic (motion-related) learning.

Definitions

Practice pronunciation of the words below with your teacher.

Draw a line from each of these **words** to the people in the photos below to show their meanings.

<p><i>mother (wife)</i> <i>father (husband)</i> <i>daughter (sister)</i> <i>son (brother)</i> <i>grandmother</i> <i>grandfather</i></p>	
<p><i>aunt</i> <i>uncle</i> <i>niece</i> <i>nephew (cousins)</i></p>	

My Family Tree

There are no wrong answers in this exercise.

Now that learners have talked about families, have them apply what they have learned to create their own family tree. They can draw additional boxes as needed to fit the names of people in their family.

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

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

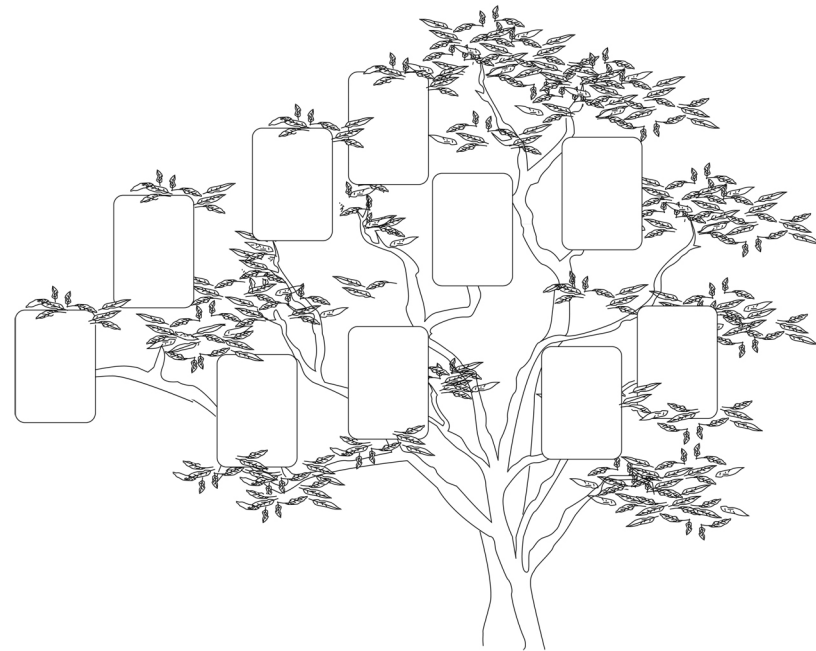
You can move around among the classroom to answer questions as needed. Encourage learners to share their family trees with each other, as well.

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

My Family Tree

On the family tree below:

1. Write your name on the tree.
2. Write the names of your sisters and brothers.
3. Write the names of your mother and father.
4. Write the names of your grandmothers and grandfathers.



5. Do you have more people in your family?
Put more boxes and names on the tree!

READ-WRITE-TALK

There are no wrong answers to this exercise.

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

THE *HILWE W MORRA* STORY

This story continues throughout the book. Each unit gives another piece of information about the women and their lives. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

The underlined words are the vocabulary focus. Note that all of the sentences are using simple present and the “be” verb.

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.

Notice that Samar can be happy or sad; Nour can be happy or a bit sarcastic. You can say the Ooooooh in a variety of ways, as well. Feel free to play with how you read the story aloud. It’s supposed to be fun!

READ-WRITE-TALK

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

1. I am the only daughter in my family.
2. I am a mother.
3. I am a grandmother.
4. On my family tree, there is 1 man with 2 wives.
5. On my family tree, there is 1 woman with 2 husbands.

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

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

There are 3 women. They are sitting and drinking tea together.

Auntie Hala:	How are you, <u>dear</u> ?
Samar:	I am very <u>tired all of the time now</u> .
Nour:	Oh, are you okay?
Samar:	I am <u>pregnant again</u> .
Nour:	Well, that’s a <u>surprise</u> !
Auntie Hala:	Is something <u>different</u> this time?
Samar:	It’s <u>triplets</u> !
All:	Ooooooooooooooooooooooh!

Vocabulary, Definition A or Definition B

This is a good opportunity to practice the Think-Pair-Share technique. With this technique, learners work individually at first to mark their answers, then check their answer with a partner, then respond in the whole group to your prompts.

The first word, “dear,” is defined in Arabic. It is a good idea to try to work on vocabulary using English, but there are a few times when the word in Arabic gives a better idea of the meaning. In this case, “dear” is said in a loving way. The emotional content is better shown with the Arabic word.

You will need to be careful to encourage learners not to just translate the words. English words contain their own grammar elements, and the grammar will generally not match the usage in Arabic. It is better to have learners become familiar with words in their English context and with English definitions.

ANSWER KEY

Vocabulary		Definition A	Definition B
dear	=	<i>Arabic: habibi</i>	<i>Arabic: habibti</i> ✓
tired	=	happy	sleepy ✓
all of the time	=	every day ✓	only at night
now	=	at this minute ✓	yesterday
pregnant	=	is “with child” ✓	is old
again	=	the first time	1 more time ✓
surprise	=	is not expected ✓	is expected
different	=	the same	not the same ✓
triplets	=	2 babies at the same time	3 babies at the same time ✓

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
dear	=	<i>Arabic: habibi</i>	<i>Arabic: habibti</i> ✓
tired	=	happy	sleepy
all of the time	=	every day	only at night
now	=	at this minute	yesterday
pregnant	=	is “with child”	is old
again	=	the first time	1 more time
surprise	=	is not expected	is expected
different	=	the same	not the same
triplets	=	2 babies at the same time	3 babies at the same time

Group Work

Model the questions and answers for the class initially:

Are you happy? Yes, I am.

Is she (pointing to someone in the class) sad? No, she isn't, or I don't know.

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

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

There are no wrong answers in this exercise. The questions encourage learners to think critically about the story and make their own conclusions about Auntie Hala, Samar, and Nour. If the learners are not able to respond in English, you may need to model a few responses to show the grammar, such as "It's happy" or "She is 30."

The extra discussion questions are designed for more advanced learners. You can encourage those learners to share their questions with the whole group.

Group Work

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

Make questions.

<i>Are you ...</i>	... happy? ... sad? ... tired?
<i>Is she ...</i>	... happy? ... sad? ... pregnant?
<i>Are they ...</i>	... a family? ... sisters? ... triplets?

Make answers.

<i>Yes,</i>	... I am. ... she is ... they are.
<i>No,</i>	... I'm not. (... I am not.) ... she isn't. (... she is not.) ... they aren't. (... they are not.)
	I don't know. (... do not know.)

Discuss in pairs or small groups:

- Is this story happy or sad? Why?
- How old is Auntie Hala maybe?
- How old are Samar and Nour maybe?

Extra discussion:

- What are some more questions for Samar?
- What are some more questions for Auntie Hala?

READERS THEATER

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

Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines - that makes it more fun and motivating. Having small props such as cups and cookies also helps learners feel more like actors, and thus less self-conscious. Wearing different head coverings makes it easy to feel like someone else.

Practice as often as needed to have everyone feel comfortable in reading the different lines.

The “Ooooooooooh” can be the most variable element of the reading. It’s good to make sure that learners can hear and say the different “Oooooooooohs” before they try to act the dialogue themselves.

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

Group Work

You may want to have different props for each setting - nice cups for Group 1, cafe-style cups for Group 2, and picnic elements for Group 3.

It often works well to choose a group of more advanced students to be the first to model the activity. Note that both Auntie Hala and Nour have only two lines, while Samar has three lines.

Practice with the Teacher

First, practice all of the story together with the teacher. Read the story as a script in a theater play.

There are 3 women. They are sitting and drinking tea together.

Auntie Hala:	How are you, dear?
Samar:	I am very tired all of the time now.
Nour:	Oh, are you okay?
Samar:	I am pregnant again.
Nour:	Well, that’s a surprise!
Auntie Hala:	Is something different this time?
Samar:	It’s triplets!
All:	Ooooooooooooooooooooooh!

Then, practice with the teacher in different ways:

- Say “Ooooooooooooooooooooooh!” in a happy way.
- Say “Ooooooooooooooooooooooh?” as a question.
- Say “Ooooooooooooooooooooooh!” in another way. What is the meaning?

Theater Tip

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

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.

- Group 1: You are in Auntie Hala’s home.
- Group 2: You are in a cafe.
- Group 3: You are on a picnic.

Active Listening

Each group will present in turn. In order to keep everyone else focused, have the rest of the class fill out the Active Listening checklist. Ask the actors to write their names on the board so that others can copy them correctly.

Groups 4-7 can be in the same three settings (Auntie Hala's house, a cafe, or a picnic) as Groups 1-3. You may wish to let the rest of the class guess which setting the additional groups are using as a way of being more involved in listening.

The *Hilwe w Morra* Story, Family Tree

This will be an ongoing activity in each unit. Learners will keep going back to the *Hilwe w Morra* family tree to add more details as they learn more.

Again, there are no wrong answers - personalizing the characters with pictures from learners' own families is a very good way of becoming more emotionally connected to the learning.

Active Listening

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

Group 1: _____, _____ and _____.

1. Listen to Samar. She is ...
2. Listen to Nour. She is ...
3. Look at Auntie Hala. She is ...

happy	sad	surprised
happy	sad	surprised
happy	sad	surprised

[The other groups follow the same format.]

The *Hilwe w Morra* Story, Family Tree

- Go to beginning of this book. Put drawings or photos on the *Hilwe w Morra* Story family tree for Samar, Nour and Auntie Hala.
- Write their ages, too. All answers are okay!

READING

This is a true story that was adapted from the news. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

In **Guess**, learners try to predict the content of the story just from the title. There are no wrong answers at this point, but learners can go back after they read the story to see if they were right or wrong in their guesses.

This is another good opportunity for the Think-Pair-Share method, where learners mark their individual answers first, then share with a partner, then hear what others in the class think. It is very likely that someone in the class will point out the words “Lebanese” and “triplets” in the title.

Listen-Read-Circle

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

You may wish to elicit from learners the family words that they know as the next step.

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 family words that they recognized, have them discuss with a partner before a whole-group discussion about the answers.

Title: *Lebanese Mother of Triplets*

Guess

Think about the title: Lebanese Mother of Triplets. Guess! Are these sentences about the story maybe T (true) or F (false)?

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

Listen-Read-Circle

Listen as your teacher reads the story.

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

2006, July

There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is 2 years old. His name is Hadi Jaafar.

Unfortunately, Hadi Jaafar dies. Raja is very sad.

2007

Raja wishes for a new baby.

2008, May

Surprise! Raja is now the mother of triplets. Congratulations! There are 2 boys and 1 girl. Now Raja is the mother of 2 sons and 1 daughter: Hadi, Jihad and Nour.

ANSWER KEY

Listen-Read-Circle

Circle the family words.

2006, July

There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is 2 years old. His name is Hadi Jaafar.

Unfortunately, Hadi Jaafar dies. Raja is very sad.

2007

Raja wishes for a new baby.

2008, May

Surprise! Raja is now the mother of triplets. Congratulations! There are 2 boys and 1 girl. Now Raja is the mother of 2 sons and 1 daughter. Hadi, Jihad and Nour.

Listen-Read-Write

Read each paragraph as many times as needed while learners write the answers.

This is another good Think-Pair-Share opportunity. After the learners have written the words in the blanks, have them discuss with a partner before a whole-group discussion about the answers.

ANSWER KEY

Listen-Read-Write

2006, July
 There is a family in Ghaziyeh, Lebanon. The mother is 21 years old. Her name is Raja. Her son is 2 years old. His name is Hadi Jaafar.
 Unfortunately, Hadi Jaafar dies. Raja is very sad.
 2007
 Raja wishes for a new baby.
 2008, May
Surprise! Raja is now the mother of triplets.
 Congratulations! There are 2 boys and 1 girl. Now Raja is the mother of 2 sons and 1 daughter: Hadi, Jihad and Nour.

Listen-Read-Write

Listen to the teacher read "Lebanese Mother of Triplets" as many times as needed.

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

<i>sad</i> <i>son</i> <i>family</i> <i>mother</i>	2006, July There is a <u>family</u> in Ghaziyeh, Lebanon. The <u>mother</u> is 21 years old. Her name is Raja. Her <u>son</u> is 2 years old. His name is Hadi Jaafar. Unfortunately, Hadi Jaafar dies. Raja is very <u> </u> .
<i>triplets</i> <i>boys</i> <i>baby</i> <i>daughter</i> <i>Surprise</i>	2007 Raja wishes for a new <u> </u> . 2008, May <u> </u> ! Raja is now the mother of <u> </u> . Congratulations! There are 2 <u> </u> and 1 girl. Now Raja is the mother of 2 sons and 1 <u> </u> : Hadi, Jihad and Nour.

Sentence Order

Demonstrate with the first sentence. You may want to have lower-level learners look back at the story. This gives them more practice reading the story, which is good.

For more advanced learners, it is more interesting and challenging to have them reconstruct the story without looking back.

ANSWER KEY

Sentence Order

Put the sentences about Lebanese Mother of Triplets in order (1, 2, 3, 4, 5).

- 4 Surprise! Raja is the mother of triplets.
- 1 Raja and her son Hadi Jaafar live in Ghaziyeh.
- 2 Hadi Jaafar dies.
- 5 Raja names the triplets Hadi, Jihad and Nour.
- 3 Raja is sad and wishes for a new baby.

Sentence Order

Put the sentences about Lebanese Mother of Triplets in order (1, 2, 3, 4, 5).

- Surprise! Raja is the mother of triplets.
- 1 Raja and her son Hadi Jaafar live in Ghaziyeh.
- Hadi Jaafar dies.
- Raja names the triplets Hadi, Jihad and Nour.
- Raja is sad and wishes for a new baby.

What to Say?

In this exercise, learners practice expressing condolences and congratulations. Model the sentences, using your own name in "This is ____." Next, ask learners to repeat the sentences with you, but using their own names in the blank.

Learners should then practice with each other, taking turns being Raja and themselves. Note that Raja just says "Thank you" as the response to either condolences or congratulations.

Culture note: Americans and other Westerners tend not to say much about death. The phrase "I am very sorry about your loss" has a few variations, including "I am sorry to hear about your loss" and "I am sorry for your loss." The response is generally a simple "Thank you."

With a new baby and other reasons for congratulations, however, there are many more options. People may ask the new parent how many pounds the baby weighed, for example, and ask to see a photo. Babies are always "beautiful!" no matter what they look like. Raja could also respond with "Thank you. We're very happy, too."

What to Say?

2006

You call Raja because she is sad. You are sad, too.

Write your name in the blank below.

First, practice saying this with the teacher.

Then, practice with other students.

Hello, Raja? This is _____.

I am very sorry for your loss.

Raja says: Thank you.

2008

You call Raja because she is happy about the triplets. You are happy, too.

Write your name in the blank below.

Practice saying this with the teacher.

Then, practice with other students.

Hello, Raja? This is _____.

Congratulations! I am very happy for you!

Raja says: Thank you.

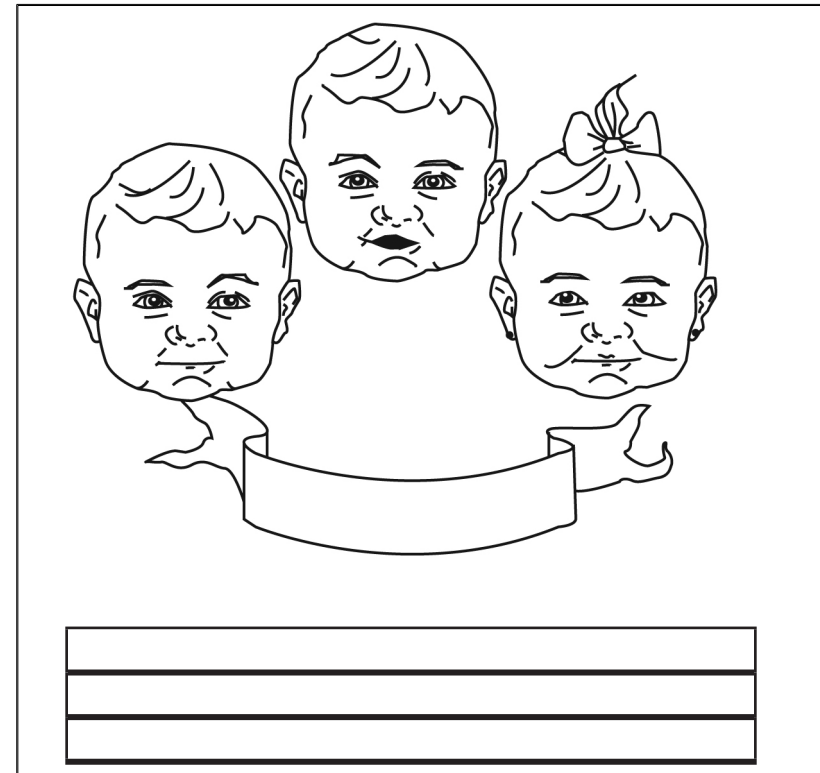
Send a Gift and Gift Card

This is the next step toward independent writing. More advanced students may want to add an additional message. Learners can write the names of the three babies anywhere on the card.

If students wish, they could decorate the card and add additional features to it.

This is a gift card for Raja and the triplets.

- Copy the message: **Congratulations, Raja!**
- Write the names of the 2 boys and 1 girl.
- Write your name.



WHAT'S THE BUZZ?

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

This activity also introduces the word “oldest.” Learners can think of the word as a simple vocabulary item, or the teacher can touch on the concept of superlatives with -est: the biggest, the youngest, the tallest, then shortest, etc.

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

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: ____	TOTAL
Question 1: How many girls are on your family tree?				
Question 2: How many boys are on your family tree?				
Question 3: How many twins are on your family tree?				
Question 4: How many triplets are on your family tree?				
Question 5: Who is the oldest on your family tree? How old is she or he?				

Write the **total** numbers for each row.

Discuss with Your Group/All Together

This activity reviews the distinction between same and different. As before, have learners discuss in pairs and small groups before moving the whole-group activity.

All answers are correct.

Discuss with Your Group

- How many answers are the same?
- How many are different?
- What is the total number for each question?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- What is the family tree with the oldest person?

WRITING

What is Next?

Begin by having the class create the next steps in the *Hilwe w Morra* conversation. If learners are somewhat shy, the teacher may begin by suggesting what Auntie Hala says, then ask the learners to develop more. The teacher can adjust the statements that learners offer so that they are written in correct English on the board.

This activity moves progressively into writing, starting with copying a text that the group has created. It is another opportunity for learners to review a text that they have worked with before and to use vocabulary that they have learned as they create new sentences.

Three names have been added to the first table: Auntie Hala, Samar, and Nour. There are extra blanks so that the class can decide who speaks next and write in that person's name.

Three dates have been added to the second table: 2009, 2010, and 2011. More dates can be added on the additional lines.

The teacher should point out any errors in present tense grammar (use of -s at the end of the verbs). Otherwise, all reasonable answers are correct.

WRITING

What is Next?

First, work together as a class with the teacher. On the board, write more of the story below. Write what Samar, Nour and Auntie Hala say next. It is a **happy** story.

Copy the story from the board.

The Hilwe w Morra Story

There are 3 women. They are sitting and drinking tea together.

Auntie Hala:	How are you, dear?
Samar:	I am very tired all of the time now.
Nour:	Oh, are you okay?
Samar:	I am pregnant again.
Nour:	Well, that's a surprise!
Auntie Hala:	Is something different this time?
Samar:	It's triplets!
All:	Ooooooooooooooooooooooh!

Auntie Hala:	_____
Samar:	_____
Nour:	_____

Group Work

This further extends the writing activity. The learners with the least English proficiency can work with Choice 1, reusing their existing vocabulary from the Hilwe w Morra story. Choice 2 and Choice 3 may call for more vocabulary than learners have practiced.

More advanced students can work on the story about Raja. Here, Choice 4 is probably the easiest. There are three dates currently listed; learners can choose to add more dates.

Note that in the timeline, all of the statements are in simple present. The present time is the year being discussed, even though it may be before now.

Group Work

Now, work in pairs or groups. There are 6 choices below. What is your choice? Use your choice to write more of The Hilwe w Morra Story **or** The Lebanese Mother of Triplets story.

CHOICE 1: The sisters (Samar and Nour) are not happy.

CHOICE 2: There are more surprises in the story.

CHOICE 3: There are more questions in the story.

[Hilwe w Morra story, with additional lines for dialogue.]

Auntie Hala: _____

Samar: _____

Nour: _____

CHOICE 4: The story is happy.

CHOICE 5: There are more surprises in the story.

CHOICE 6: Raja and the Triplets: There are more questions in the story.

[Lebanese Mother of Triplets story, with additional lines:]

2009: _____

2010: _____

2011: _____

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

A copy of the flash cards is included at the end of this unit.

Students can take the flash cards home to work on them there, as well.

Sorting Game

More advanced students can create their own categories. For beginners, start by having them sort, then try to describe the different categories.

Concentration Game

This is the kind of game that students can play at home, as well.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 17, there is a set of flash cards with the vocabulary from this unit.

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.

- male / female / neither
- young / old / neither
- like / dislike / no opinion

Concentration Game

This is a matching game. Students work in pairs. They put their flash cards all together. They turn the cards face down and mix them up.

- Student A turns over 2 cards. If they are the same, she keeps them. If they are different, she turns them back over.

Definitions

Encourage students to add pictures or translations that help them remember the word. This way, the meaning is personalized and more memorable.

Tip: Do this after they play the Concentration Game so they cannot see the definitions.

PROJECT POSSIBILITIES

These activities are designed to add more personal content to the language that students are learning. The activities are also helpful for those who learn well from pictures and from graphical elements, such as visual relationships between words.

- Student B turns over 2 cards. If they are the same, she keeps them. If they are different, she turns them back over.
- They take turns doing this until all the cards are in pairs. The person with the most cards is the winner.

Definitions

To show the meaning of each word, students can:

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

Tip: Do this after they play the Concentration Game so they cannot see the definitions.

PROJECT POSSIBILITIES

Each person brings a photo from her childhood and gives the photo to the teacher. Tell the students to all use approximately the same age for the photos. Baby pictures (less than one year old) and first-year-of-school photos work well. The teacher puts all the photos on the wall or a board. Other students in the class then try to identify who they are.

- Make “word family” trees on the bulletin board or wall to show the relationships between words. You can use the flash cards and groups from the Sorting Game above for this.

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.

Remind learners that they should be very careful not to click on the ads - they could find themselves somewhere they do not want to be.

It works best if there is a connection between what learners do outside the classroom and what they are doing in class. If these are used outside of class, encourage learners to share what they have done with the class.

INTERNET: WEB QUEST

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

Go: The Free Dictionary

<http://www.thefreedictionary.com>

Do: Type in vocabulary words from this unit, one at a time. Click on the “listen” or “sound” option to hear the pronunciation of the words. Practice saying the words.

Go: Room 108 Dolch Word Games

<http://www.netrover.com/~crose/dolch/dolch.htm>

Do: Start with List One. Do the “Listen and Spell” and “Listen and Match” or “Jigsaw” games. Which game do you like best?

Go: Online Games for Moms and Kids

<http://resources.kaboose.com/games>

Do: There are many word games on this site. Find a game you can play with a boy or girl in your family. Which game do you like best?

Go: Facebook – Family Village Game

<http://familyvillagegame.com>

Do: This game goes with your Facebook site. Build an online family tree and village.

READING: ORIGINAL ARTICLE

Lebanese Mother Gives Birth to Triplets After Losing Only Son During War

A Lebanese mother has given birth to triplets around 20 months after her two-year-old son's death in Israeli raids on the town of Ghaziyeh during the July-August 2006 war, An Nahar daily reported Tuesday.

It said the triplets, two boys and one girl, were born at the same hospital in the southern port city of Sidon where Hadi Jaafar died from wounds he suffered during the raids on Ghaziyeh.

An Nahar said the newborns were named Hadi, Jihad and Nour al-Houda.

"I am happy that I delivered three twins...I didn't expect to get pregnant after my suffering and grief. I wished for one baby...but God gave me three instead," the mother, 23-year-old Raja, said.

From <http://old.naharnet.com/domino/tn/NewsDesk.nsf/story/8B8AC8D3B7E9943BC2257441002C19C9?OpenDocument>

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

TEACHER'S MANUAL: UNIT 2, FOOD

WARM-UP

There are no wrong answers to this exercise. You can start by asking who eats the different foods in the pictures.

In the **Choose** section, learners can choose any of the three foods. They can work individually or with a partner to talk about why they like it.

In the **Discuss** section, learners can use the vocabulary and grammar that they have. You 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 their own lives.

WARM-UP

Choose

The best food to eat is...



Fatoush



Starters (Mezze)



Muwaraka

Discuss

- Why do you like this food?
- What other foods do you like?

Photo

Put a photo or drawing of your favorite food here:

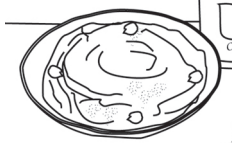

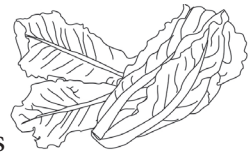



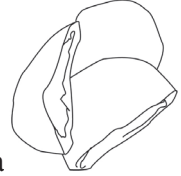
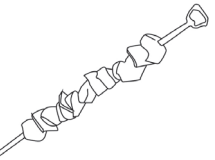
VOCABULARY

Say the words on the left and point to the appropriate picture as you say the words. This is activity that familiarizes learners with the vocabulary. You can encourage learners to repeat the words after you, if they wish.

The different foods are not drawn to scale, so the almonds are much bigger than they really are. The meal is much smaller.


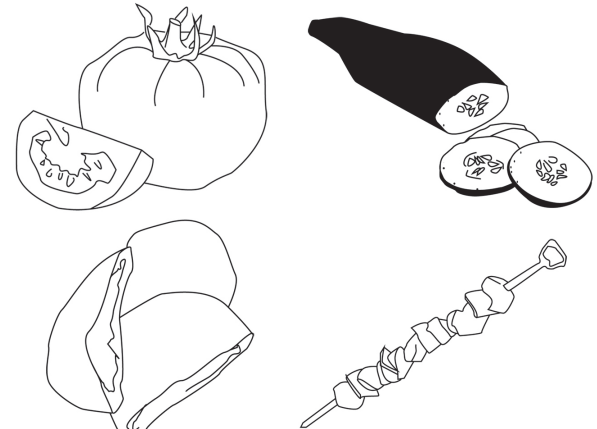
Ask learners to draw a line to demonstrate the relationships between the words and the pictures. This encourages kinesthetic (motion-related) learning.

ANSWER KEY

 <i>hummus</i>	 a bell pepper
 greens	 almonds
 a tomato	 a cucumber
 pita	 a kebab

VOCABULARY

Practice pronunciation of the words below with your teacher. Draw a line from the **words** to the pictures to show their meanings.

<i>almonds</i> <i>a bell pepper</i> <i>greens</i> <i>hummus</i>	
<i>a cucumber</i> <i>a kebab</i> <i>pita</i> <i>a tomato</i>	

Breakfast, Lunch, and Dinner

This activity extends the use of vocabulary for food. Students apply what they are learning to their own lives. Encourage students to bring in pictures of the different kinds of food that they eat. They will probably need help with names in English. If a breakfast food is a special dish, just use the Arabic word for that food.

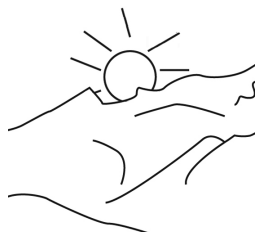
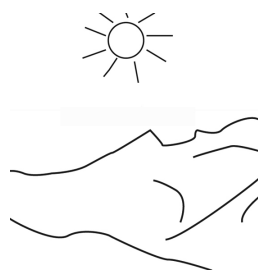

As an additional activity, ask students to say what time they eat breakfast, lunch, and dinner.

All answers are correct!

Breakfast, Lunch, and Dinner

What food do you like for...?

Write words or add pictures.

Breakfast 	Lunch 	Dinner 
I like _____ for breakfast.	I like _____ for lunch.	I like _____ for dinner.

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.

THE *HILWE W MORRA* STORY

This story continues throughout the book. There is more information about the women and their lives in each unit. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

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.

Feel free to play with how you read the story aloud. It's supposed to be fun!

READ-WRITE-TALK

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

1. Starters are delicious. They taste good.
2. Muwaraka is terrible. It doesn't taste good.
3. I like *fatoush*. It's delicious.
4. I don't like tomatoes. They don't taste good.
5. Green peppers are terrible. They don't taste good.

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

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

Samar and Dima are at Nadine's house. (Auntie) Hala is the mother of Dima. Nadine is the mother of Samar.

Nadine: How are you Samar?

Dima: Congratulations! Are you happy about the triplets?

Samar: I am very happy!

Nadine: Three grandchildren! I am happy too!

Dima: You are very lucky! Samar, is your birthday next week?

Vocabulary, Definition A or Definition B

This is a good opportunity to practice the Think-Pair-Share technique. With this technique, learners work individually at first to mark their answers, then check their answer with a partner, then respond in the whole group to the teacher's prompts.

We introduce "let's" in this unit. It is a contraction, but native speakers rarely if ever use it in its full, "let us" form. It's better to think about it as a single word rather than as a contraction.

Keep encouraging learners not to just translate the words. The words are introduced in context here. It will be helpful if learners focus on the way the word is used in context.

As before, the words here will reappear in the later reading or in later units.

ANSWER KEY

<u>very</u>	=	a lot ✓	a little
<u>lucky</u>	=	Good things happen to you. ✓	Bad things happen to you.
<u>let's</u>	=	they want to	we want to ✓
<u>can</u>	=	ok ✓	not ok
<u>invite</u>	=	don't ask	ask ✓
<u>all</u>	=	no one	everyone ✓
<u>sweet</u>	=	with sugar ✓	with no sugar
<u>delicious</u>	=	tastes terrible	tastes good ✓

- Samar: Yes, it is.
 Dima: **Let's** have a party!
 Nadine: Who can we invite?
 Samar: **All** our family and friends.
 Nadine: What food do you like?
 Samar: I like *mezze*, *fatoush*, and *muwaraka*.
 Dima: What is *muwaraka*?
 Samar: It is a sweet bread from Aamchit. It's **delicious**!
 Nadine: Let's have the party here, at my house.

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>very</u>	=	a lot ✓	a little
<u>lucky</u>	=	Good things happen to you.	Bad things happen to you.
<u>let's</u>	=	they want to	we want to
<u>can</u>	=	ok	not ok
<u>invite</u>	=	don't ask	ask
<u>all</u>	=	no one	everyone
<u>sweet</u>	=	with sugar	with no sugar
<u>delicious</u>	=	tastes terrible	tastes good

Group Work

Model the questions and answers for the class initially:

Do you like *mezze*? Yes, I do.

Notice that this focuses on yes/no questions with do/does. There are different pronouns in the answers and both contractions and full responses (I don't/I do not).

If learners answer in full sentences, they will omit do/does:

Do you like *mezze*? Yes, I like *mezze*.

Does the *fatoush* look delicious? Yes, the *fatoush* looks delicious.

If learners are ready for the grammar, you can point out the use of do/does with yes/no questions that use verbs other than be. It's helpful to also note the use of do/does with negative statements:

I don't like *mezze*. The *fatoush* doesn't look delicious.

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

Group Work

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

Bring food (or food photos) to class. Make questions about the food.

Do you like ...	... <i>mezze</i> ? ... <i>fatoush</i> ? ... parties?
Does the <i>fatoush</i> look ...	... delicious? ... beautiful? ... old?
Do the tomatoes taste ...	... delicious? ... terrible? ... fresh?

Make answers.

Yes,	... I do. ... he/she/it does. ... we/you/they do.
No,	<div> ... I do not. ... he/she/it is not. ... they are not. ... they're not. ... we are not. ... we're not. </div> <div> ... I don't. ... it isn't. ... they aren't. ... we aren't. </div>

There are no wrong answers in the discussion. The questions encourage learners to think critically about the topic.

The extra discussion questions are designed for more advanced learners. The teacher can encourage those learners to share their questions with the whole group.

READERS THEATER

Follow the same process as in Unit 1. Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines - that makes it more fun and motivating. Having small props such as cups and cookies also helps learners feel more like actors, and thus less self-conscious.

Practice as often as needed to have everyone feel comfortable in reading the different lines.

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

Discuss in pairs or small groups:

- Do you like parties?
- Do you have parties in the morning? At night?
- Do friends come to your parties? Cousins?
- Do you drink a lot of coffee at your parties? Tea? Juice?

Extra discussion:

- What food is fun at a party?
- What food is a surprise?

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.

Nadine:	How are you, Samar?
Dima:	Congratulations! Are you happy about the triplets?
Samar:	I am very happy!
Nadine:	Three grandchildren! I am happy too!
Dima:	You are very lucky! Samar, is your birthday next week?
Samar:	Yes, it is.
Dima:	Let's have a party!
Nadine:	Who can we invite?
Samar:	All our family and friends.

In addition to practicing different stress patterns in the words, encourage learners to practice different emotions - happy, excited, tired, sad, and quiet.

Group Work

It often works well to choose a group of more advanced students to be the first to model the activity. You could choose the group that did the best with Unit 1's Readers Theater to go first this time. In later units, even the shyer students should feel more comfortable reading out loud.

Nadine: What food do you like?
Samar: I like *mezze*, *fatoush*, and *muwaraka*.
Dima: What is *muwaraka*?
Samar: It is a sweet bread from Aamchit. It's delicious!
Nadine: Let's have the party here, at my house.

Now, practice with the teacher:

- Con**GR**Atulations or Congratu**L**Ations!
(both are correct)
- I'm **VERY** happy! or **I'M** very happy!
- **THREE** grandchildren! or Three **GRAND**children!
- It's delicious! or It's **DEEEEEEEEE**-licious!

Theater Tip

You can have fun with scarves, makeup, jewelry, real food, empty food boxes or pictures of food.

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

Each group will present in turn. In order to keep everyone else focused, have the rest of the class fill out the Active Listening checklist. Ask the actors to write their names on the board so that others can copy them correctly.

Notice that different groups have different emotions for the Samar, Nadine, and Dima. This encourages listeners to pay close attention to what each group does, including the later groups. They should think first, not circle the same emotion each time.

What to Say

This offers students practice with polite invitations and polite refusals in English. Americans in particular expect to know if someone is really coming or not. This is especially important with party and dinner invitations. Americans find it rude to say yes to an invitation and not come. It is better to say no with polite language like this when talking with an American.

Active Listening

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

Group 1: _____, _____ and _____.

Listen to Samar. She is ...	happy	excited	quiet
Listen to Nadine. She is ...	happy	excited	quiet
Listen to Dima. She is ...	happy	excited	quiet

Group 2: _____, _____ and _____.

Listen to Samar. She is ...	excited	tired	sad
Listen to Nadine. She is ...	excited	tired	sad
Listen to Dima. She is ...	excited	tired	sad

[continue with the other groups the same way]

What to Say

Practice the following party invitation with your teacher. Next, practice in pairs.

Questions

Hello, _____. There is a party at my house on Saturday. Can you come?

Answers

Yes, I am happy to come. Thank you!
No, I'm sorry, I can't come. Thank you anyway.

The *Hilwe w Morra* Story, Family Tree

As before, there are no wrong answers - personalizing the characters with pictures helps learners feel more interested in the topic.

READING

This is adapted from an article on the Internet. At the end of this unit, you can see the full article. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

In **Guess**, learners try to predict the content of the story just from the title. There are no wrong answers at this point, but learners can go back after they read the story to see if they were right or wrong in their guesses.

Have learners share their ideas with a partner, then with the group as a whole. They can help each other figure out the meaning of the word bakery, if someone does not know it at first.

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 Nadine and Dima.
- Write their ages, too.
- All answers are okay!

READING

Title: **Fern el Sabaya - A Women's Bakery in Aamchit**

Guess

Think about the title: *Fern el Sabaya - A Women's Bakery in Aamchit*. Guess! Do you think these sentences about the story are T (true) or F (false)?

1. This is a man's bakery.
2. Women make *mezze* in this bakery.
3. The bakery is in Lebanon.
4. The women make *muwaraka*.

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 food words that they recognized, have them discuss with a partner before a whole-group discussion about the answers.

You can have them talk about the picture, as well, for additional discussion work.

ANSWER KEY

Monday, February 7, 2011

Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are sisters. They own the bakery. Their bakery is very famous. Why?

This is the only bakery in Lebanon with *muwaraka*. They make it with almonds, walnuts, sugar, orange blossom water, and rose water. It tastes very, very good.

They also make *man'oushe bi beyd ma awarma*. It tastes very good, too. Do you bake, too? What do you make? Do you make *muwaraka*, too?

Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words about food (for example, *walnuts*, *sugar*, *tastes*, *bakery*...).

Monday, February 7, 2011

Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are sisters. They own the bakery. Their bakery is very famous. Why?

This is the only bakery in Lebanon with *muwaraka*. They make it with almonds, walnuts, sugar, orange blossom water and rose water. It tastes very, very good.

They also make *man'oushe bi beyd ma awarma*. It tastes very good, too. Do you bake, too? What do you make? Do you make *muwaraka*, too?



Listen-Read-Write

Read each paragraph as many times as needed while learners write the answers.

This is another good Think-Pair-Share opportunity. After the learners have written the words in the blanks, have them discuss with a partner before a whole-group discussion about the answers.

ANSWER KEY

Monday, February 7, 2011

Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are sisters. They own the bakery. Their muwaraka is very famous. Why?

This is the only bakery in Lebanon with *muwaraka*. They make it with almonds, walnuts, sugar, orange blossom water, and rose water. It tastes very, very good.

They also make *man'oushe bi beyd ma awarma*. It tastes very good, too.

Do you bake, too? What do you make? Do you make muwaraka, too?

Listen-Read-Write

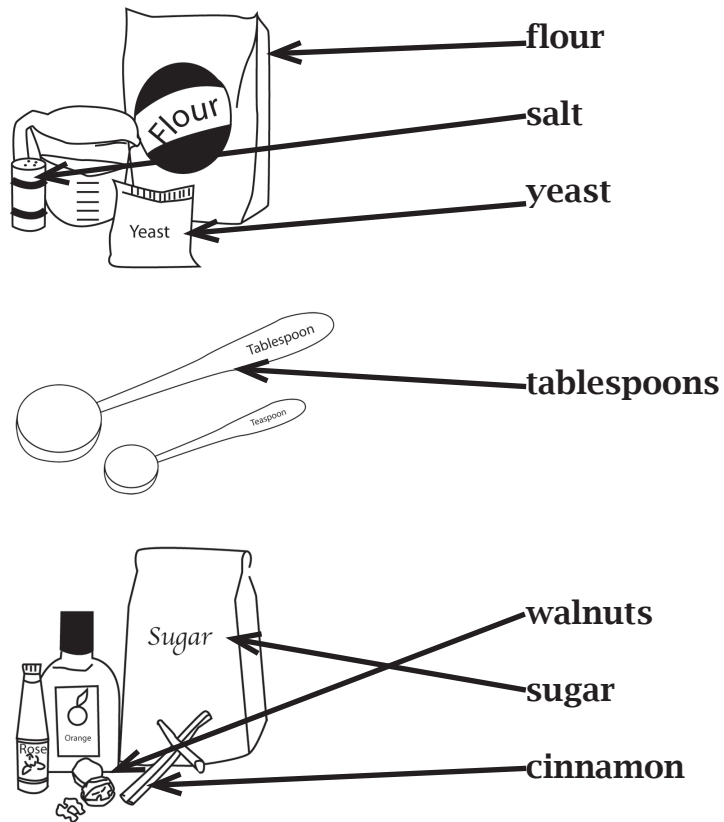
Listen to the teacher read *Fern el Sabaya - A Women's Bakery in Aamchit* as many times as needed.

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

	Monday, February 7, 2011 Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are _____. They own the bakery. Their _____ is very famous. Why?
almonds	
bakery	
make	This is the only bakery in Lebanon with <i>muwaraka</i> . They make it with _____, walnuts, _____, orange blossom water, and rose water. It tastes very, _____ good.
muwaraka	
sisters	
sugar	They also _____ <i>man'oushe bi beyd ma awarma</i> . It tastes very good, too.
very	Do you bake, too? What do you make? Do you make _____, too?

VOCABULARY

ANSWER KEY



VOCABULARY

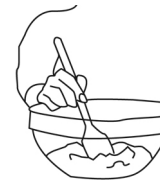
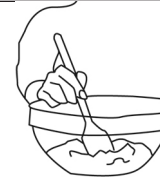
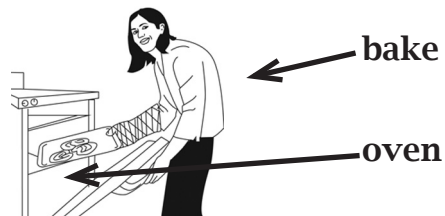
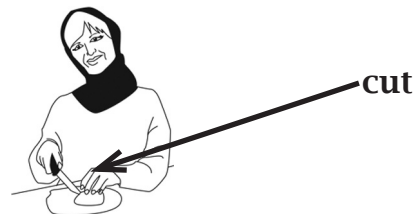
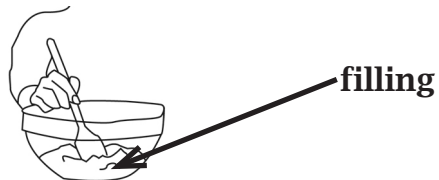
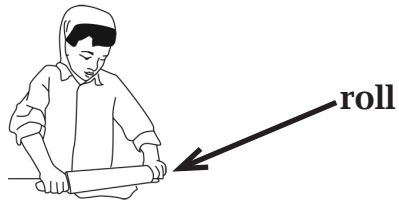
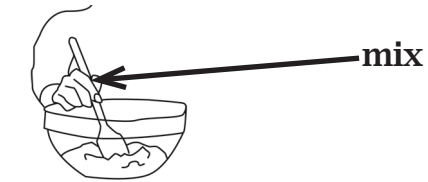
Muwaraka Recipe

Samar likes *muwaraka*. Here is the recipe.

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

<p>This illustration shows the ingredients and tools for Part A of the recipe: a large bag of flour, a small container of salt, a packet of yeast, a measuring cup, a salt shaker, a large spoon labeled 'Tablespoon', and a smaller spoon labeled 'Teaspoon'.</p>	<p>Part A, Ingredients</p> <p>The Dough</p> <ul style="list-style-type: none"> • 120 grams white flour • 3 grams salt • 3 grams of fast-rising yeast • about 6 tablespoons of water <p>Part B, Ingredients</p> <p>The Filling</p> <ul style="list-style-type: none"> • 60 grams fresh almonds, crushed • 60 grams fresh walnuts, crushed • 60 grams white sugar • 1 tablespoon rose water • 1 tablespoon orange blossom water • 1 tablespoon cinnamon • 5 grams butter
--	--

ANSWER KEY



Part C, Directions

1. **Mix** the dough.
2. **Roll** the dough.
3. In a bowl, mix the **filling** (almonds, walnuts, sugar, rose water and orange blossom water).
4. Put butter on the dough.
5. Put filling on the dough.
6. **Cut** a hole in the middle. Roll the dough from the inside to the outside of the circle.
7. Put oil or more butter on it.
8. **Bake** it in the **oven** for 10 minutes.

Sentence Order

Demonstrate with the first sentence. You may want to have lower-level learners look back at the story. More advanced learners can try to reconstruct the story without looking back.

ANSWER KEY

Sentence Order

- 2 Put filling on the dough.
 1 Mix the dough.
 4 Bake it for 10 minutes.
 5 Eat it!
 3 Cut a hole in the dough.

ANSWER KEY

Vocabulary

Vocabulary		Definition A	Definition B
<u>bake</u>	=	on the top of the stove	inside the oven ✓
<u>cut</u>	=	1 piece → 2 pieces ✓	2 pieces → 1 piece
<u>filling</u>	=	outside the dough	inside the dough ✓
<u>ingredients</u>	=	flour, sugar, cinnamon ✓	bowl, spoon, oven
<u>mix</u>	=	cut with a knife	stir with a spoon ✓
<u>an oven</u>	=	makes food cold	makes food hot ✓
<u>a tablespoon</u>	=	a small spoon	a big spoon ✓
<u>a teaspoon</u>	=	a small spoon ✓	a big spoon

Sentence Order

Put the sentences about the recipe in order (1, 2, 3, 4, 5).

- Put filling on the dough.
 1 Mix the dough.
 Bake it for 10 minutes.
 Eat it!
 Cut a hole in the dough.

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>bake</u>	=	on the top of the stove	inside the oven ✓
<u>cut</u>	=	1 piece → 2 pieces	2 pieces → 1 piece
<u>filling</u>	=	outside the dough	inside the dough
<u>ingredients</u>	=	flour, sugar, cinnamon	bowl, spoon, oven
<u>mix</u>	=	cut with a knife	stir with a spoon
<u>an oven</u>	=	makes food cold	makes food hot
<u>a tablespoon</u>	=	a small spoon	a big spoon
<u>a teaspoon</u>	=	a small spoon	a big spoon

What to Say?

Say all the words aloud first, then read each line at least two times. Encourage students to repeat after you. If some learners are having a hard time hearing the difference, ask students not to repeat after you the third time you read the words.

ANSWER KEY

cake	bake	home X	take
spoon	same X	soon	moon
flour	hour	our	love X
knife	wife	keep X	life

WRITING

Students can work together to decide which ingredients belong in the recipe. If possible, bring some of the ingredients into the classroom. It's easier to learn food words when you can see (and sometimes taste) what the word represents.

What to Say?

Work with a partner. Say the words in each line. Which word in the row does not match the sounds of the others? Mark and X by the word that does not match. The first one is an example.

cake	bake	home X	take
spoon	same	soon	moon
flour	hour	our	love
knife	wife	keep	life

WRITING

Write a Recipe

Work in pairs. Write a recipe.

A. First, circle the ingredients for a *hummus* recipe.

cinnamon	chickpeas	sugar	olive oil
garlic	bread	salt	pepper
a lemon	<i>tahini</i>	bananas	walnuts

Encourage students to share their ideas with each other. If possible, create the *hummus* in the classroom. Then it's very memorable!

All answers are correct.

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 - and lends itself to more discussion.

B. Next, write a recipe for *hummus*. Do you have a secret ingredient?

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

Write Your Own Recipe

Work with the teacher for new recipe vocabulary. Make a list. Choose a simple recipe with 3 to 5 ingredients.

Write the ingredients below. Then, write the directions (what you do).

Ingredients:

Directions:

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.

All responses are correct.

	STUDENT 1:	STUDENT 2:	STUDENT 3:
	_____	_____	_____
Question 1: Do you cook with your family or alone?			
Question 2: What recipes do you like most?			
Question 3: When do you cook them?			
Question 4: How long does it take to make them?			
Question 5: What is your favorite “secret” ingredient?			

Discuss with Your Group/All Together

Encourage students to extend their discussion. They can compare recipes and talk about which ones they know how to make. This would be a good opportunity for a potluck lunch.

Discuss with Your Group

- How many answers are the same?
- How many are different?
- How many different recipes in your group?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- Which recipes did you find? Make a list with your teacher.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Some additional vocabulary options include:

Spelling Game

Students work in small groups.

Choose two cards. In your group read the letters to your group. The group writes the letters. Each person in the group continues with two cards each. Look at the spelling. How many words are correct in your group? How many words did other groups get right? Which words are the hardest?

Flash Cards

On page 37, there are flash cards with the vocabulary from this unit. Students can cut out the cards and create their own sets of flash cards. To show the meaning of each word, students can:

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

Sorting Game

Students work in pairs or groups.

The teacher tells the students to sort the cards in these ways.

- recipe ingredients
- recipe directions
- foods (not in recipes)
- other

Alternate (for more advanced groups): Groups divide the cards into types of cards. They explain what the types are.

This is another approach to the scrambled word game:

Word Game

Students work in small groups.

One student chooses a word with five or more letters and writes blank spaces on a piece of paper for each of the letters of the word. The rest of the group guesses letters until the word is spelled completely. Students can guess the words at any time, but if they guess wrong, they wait until the next word before they can guess again. The first person to guess the word right wins the game.

ANSWER KEY

1. kbae = bake	10. tcu = cut
2. zezem = mezze	11. xmi = mix
3. tpu = put	12. graus = sugar
4. mdlaons = almonds	13. llifgni = filling
5. gudoh = dough	14. esaty = yeast
6. mtoaot = tomato	15. cubecumur = cucumber
7. klei = like	16. noncaimn = cinnamon
8. percie = recipe	17. rabyek = bakery

Scrambled Word Game

Students work in small groups.

On the paper below, students unscramble the letters from the flashcard vocabulary. It's okay to look at the list to help you guess.

For another activity, students choose five words from the flash cards and mix up the letters. Each student gives her paper to the next person. That person tries to figure the words out.

1. kbae =	10. tcu =
2. zezem =	11. xmi =
3. tpu =	12. graus =
4. mdlaons =	13. llifgni =
5. gudoh =	14. esaty =
6. mtoaot =	15. cubecumur =
7. klei =	16. noncaimn =
8. percie =	17. rabyek =

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. You may want to create a “word wall” with food words in Arabic and their translations into English. That way, learners can refer to the wall for words that they may not need to use much in English other than in this class.

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.

PROJECT POSSIBILITIES

A. Make a class cookbook.

1. Students bring their favorite recipes to class.
2. Write the recipes in English (as much as possible)
3. Each recipe should be on a separate page.
4. Put the recipes together to make a class cookbook.
5. Add photos, as available.
6. Make photocopies and/or publish to a Facebook website.

B. Hold a class “potluck.”

1. Everyone brings a favorite food to share.
2. List the ingredients (or the recipe) next to each dish.
Try to use
English!
3. Share recipe cards.

INTERNET: WEB QUEST

Here are some places to **Go** and things to **Do** on the Web about food.

Go: **Cooking Words**

www.manythings.org/vocabulary/lists/a/words.php?f=cooking_1

Do: Do the activities to practice cooking vocabulary.

Remind learners that they should be very careful not to click on the ads - they could find themselves somewhere they do not want to be.

It works best if there is a connection between what learners do outside the classroom and what they are doing in class. If these are used outside of class, encourage learners to share what they have done with the class.

Go: ELC Study Zone, Food

web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/

Do: Click on a food topic to see the lessons and exercises. For more practice, see Memory and Match:

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

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

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

Go: Cooking Pasta

www.eslpartyland.com/quiz-center/pasta.htm

Do: Fill in the blanks. Click on Check to see how many you got right.

Go: Healthy Eating

<http://www.foodnetwork.com/healthy-eating/>

Do: Use the Quick Recipe Finder to find a new recipe. Does anything look really good to you?

Go: Recipe of the Day

<http://www.recipe.com/>

Do: Sign up for free recipes by email. A new recipe comes every day. Try one or more sometime!

READING: ORIGINAL BLOG POST**Fern el Sabaya - A Woman's Bakery in Aamchit**

I don't know if you had the chance to see Helweh wa Moorah on LBC this week. The journey led us to the bakery of the Zgheib sisters in Aamchit, Furn el Sabaya. Adorable women, all sisters, working hand in hand to create a warm atmosphere with delicious food. On the menu, their famous recipe called muwaraka and a regional recipe for man'oushe bi beyd. The muwaraka is absolutely delicious. It is dough stuffed with chopped walnuts and almonds, sugar, perfumed with orange blossom water and rose water. The skillful hands of Lorenza shapes the dough into an escargot-shaped pastry. On camera, I was able to reproduce this authentic recipe. Once finished, eating of course! We worked on the recipe for the man'oushe bi beyd. I will post these videos for you to get an idea on how to make these recipes.

almonds	sugar	flour
salt	starters	<i>fatoush</i>
<i>muwaraka</i>	make	<i>hummus</i>
bake	a tomato	a green pepper
greens	a cucumber	a pita
cinnamon	orange water	rose water
like	don't like	a grandmother
a recipe	yeast	a teaspoon
a tablespoon	a gram	very
bake	cut	roll
mix	an oven	ingredients
filling	dough	a bakery

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

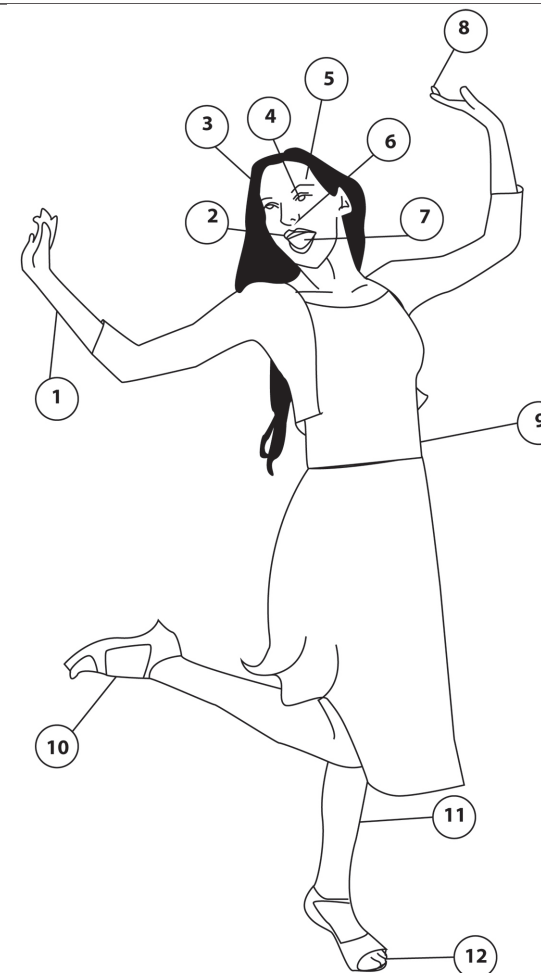
Definitions

Practice pronunciation of the words below with your teacher.

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

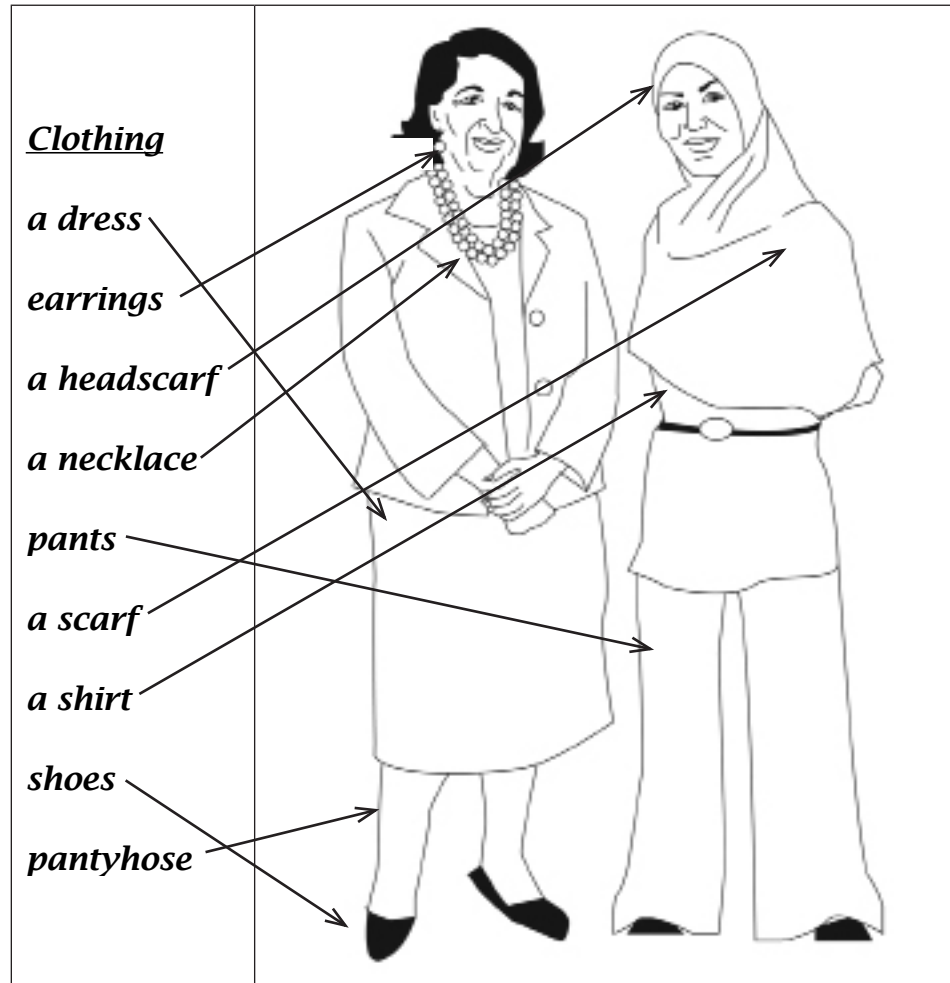
Body Parts

- ___ *an arm*
- ___ *an eye*
- ___ *an eyebrow*
- ___ *a finger*
- ___ *a foot*
- ___ *hair*
- ___ *a leg*
- ___ *lips*
- ___ *a mouth*
- ___ *a nose*
- ___ *a stomach*
- ___ *a toe*



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!

- | | |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | 1. My favorite color is green. |
| <input type="checkbox"/> | 2. I am wearing earrings. |
| <input type="checkbox"/> | 3. My friend is wearing pants. |
| <input type="checkbox"/> | 4. My shoes are old. |
| <input type="checkbox"/> | 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 <u>wearing lipstick</u> ! |
| Auntie Hala: | May, dear, why are you wearing lipstick? |
| May: | Today is Auntie Nadine's party, so I am wearing <u>makeup</u> ! |
| Joumana: | But, May, you are <u>too young</u> for makeup. |
| May: | I am not too young! My friends are wearing makeup now. |
| Auntie Hala: | Be <u>patient</u> , dear! You are a <u>beautiful</u> girl with no makeup! <i>(She kisses May's face.)</i> |
| Joumana: | May, you can not wear makeup yet. You are <u>growing up too fast</u> ! |
| May: | Okay, Mommy, but I am wearing my new shoes and dress to the party! |
| Joumana: | Okay, now please <u>take off</u> 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?
-------------	---

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! <i>(She kisses May's face.)</i> |
| 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

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?

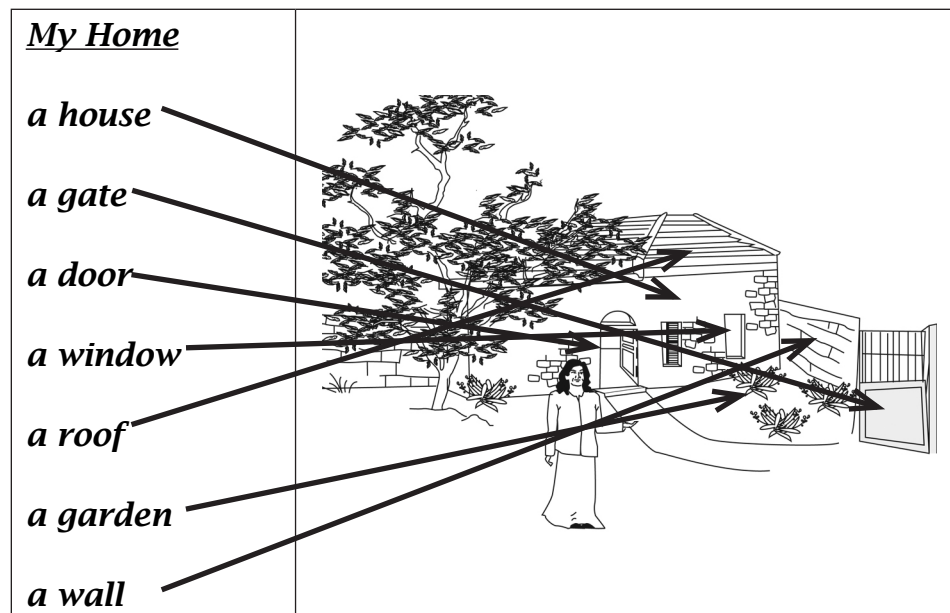
Photo

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

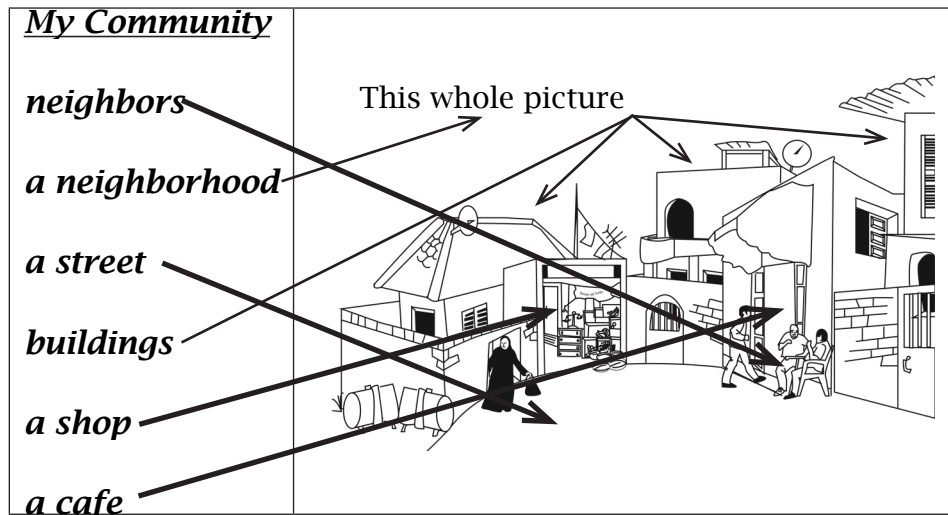
Practice pronunciation of the words below with your teacher.

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.	Home	Community
2. I cook food for other people.	Home	Community
3. I help children.	Home	Community
4. I help sick people.	Home	Community
5. I work with other people.	Home	Community
6. I have new ideas for old problems.	Home	Community

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>proud</u>	=	sad	pleased ✓
<u>famous</u>	=	well known, popular ✓	not well known
<u>a singer</u>	=	an actress	a person who sings ✓
<u>mean</u>	=	go away, leave	be about ✓
<u>a degree</u>	=	a university certificate ✓	a very hot place
<u>an interior designer</u>	=	a person who tells many stories	a person who makes plans for inside homes ✓
<u>a tradition</u>	=	the old way ✓	the new way
<u>a club</u>	=	a place for fun at night ✓	a place for cooking
<u>imagine</u>	=	sleep	dream ✓
<u>neighbors</u>	=	people living near you ✓	people living far away
<u>a community</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>proud</u>	=	sad	pleased ✓
<u>famous</u>	=	well known, popular	not well known
<u>a singer</u>	=	an actress	a person who sings
<u>mean</u>	=	go away, leave	be about
<u>a degree</u>	=	a university certificate	a very hot place
<u>an interior designer</u>	=	a person who tells many stories	a person who makes plans for inside homes
<u>a tradition</u>	=	the old way	the new way
<u>a club</u>	=	a place for fun at night	a place for cooking
<u>imagine</u>	=	sleep	dream
<u>neighbors</u>	=	people living near you	people living far away
<u>a community</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 want to ...	... go to Cafe Gemmayzeh?
	... drink coffee at a cafe?
	... go to a funeral?
Does she need to ...	... sing with Tina Yamout?
	... watch a film about the old cafe?
Do they try to ...	... listen to a speech?
	... listen to music?
Do they hope to ...	... 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: _____
Question 1: What do you need to do first when you go home today?			
Question 2: What do you want to do after that?			
Question 3: What do you like to do at home in your free time?			

Question 4: Do you hope to be famous?			
Question 5: Do you wish 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>1) Save Our Cedar Tree! 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>2) Red Cross Red Crescent 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!

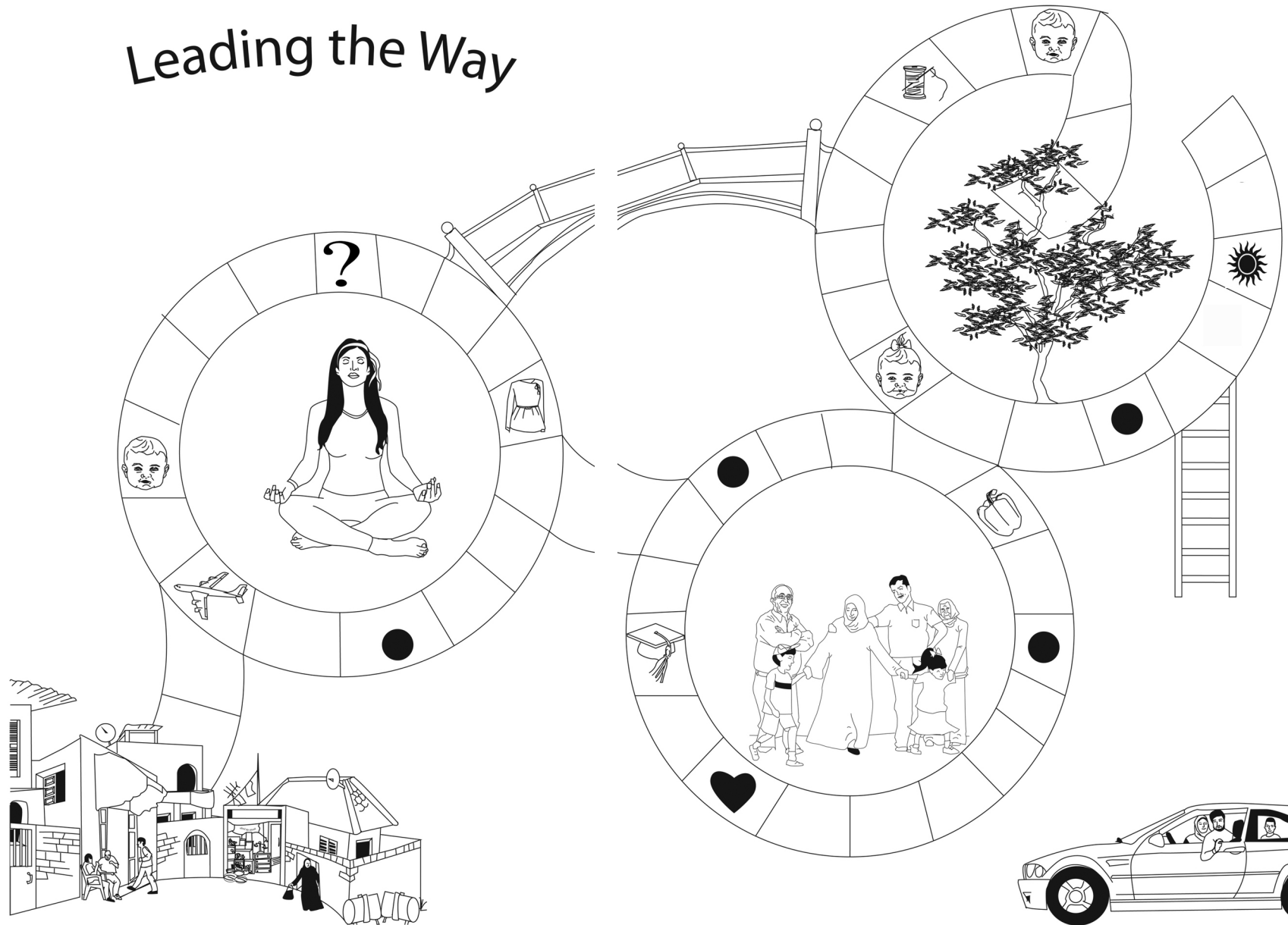
Discuss the Game

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:

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

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/
- 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
- 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'

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

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>

TEACHER'S MANUAL: UNIT 5, SHOPPING

WARM-UP

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

In the **Choose** section, learners can choose any of the three places. They can work individually or with a partner to talk about why they think each place is the same or different from where they shop. There are many ways that these places might look different from the ones where the learners shop.

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 what they themselves do.

WARM-UP

Choose

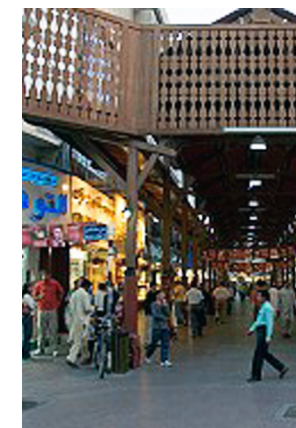
Circle 1 photo. This picture looks like a place where I shop...



Shopping A



Shopping B



Shopping C

Discuss

- What is the same about this place and your shopping place? What is different?
- How often do you shop for food? For clothing?

Photo

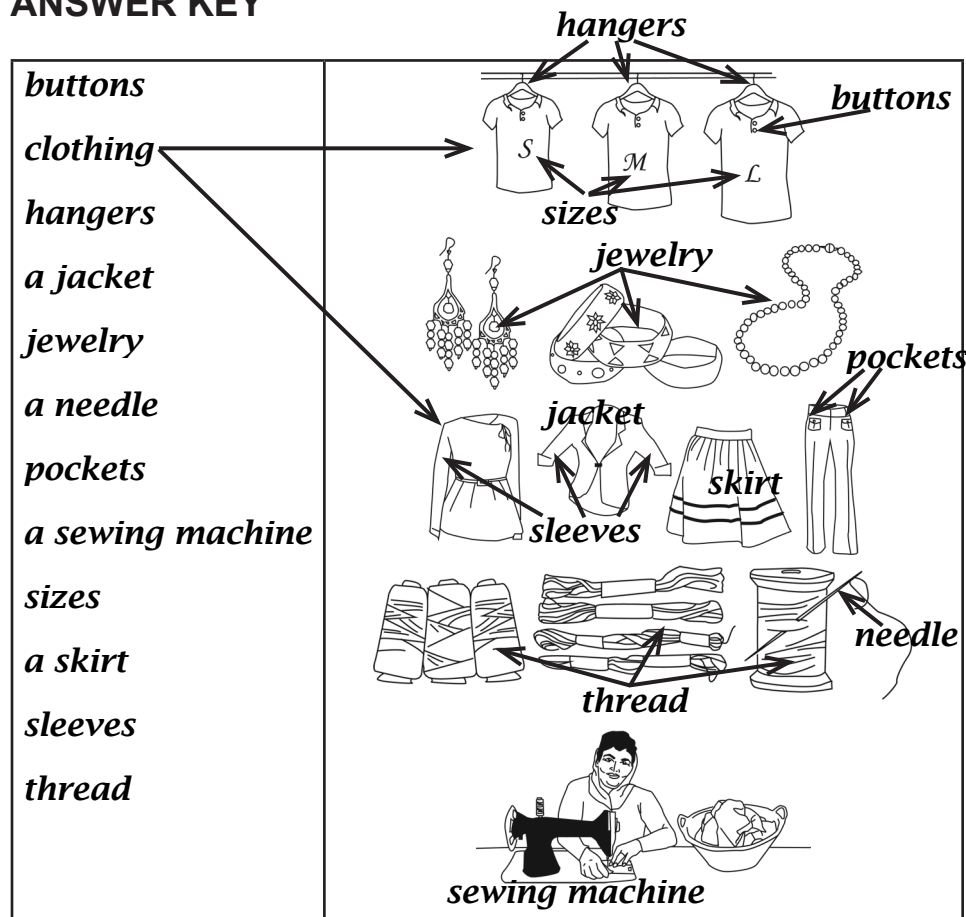
Put a photo or picture of a place where you like to shop here:

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

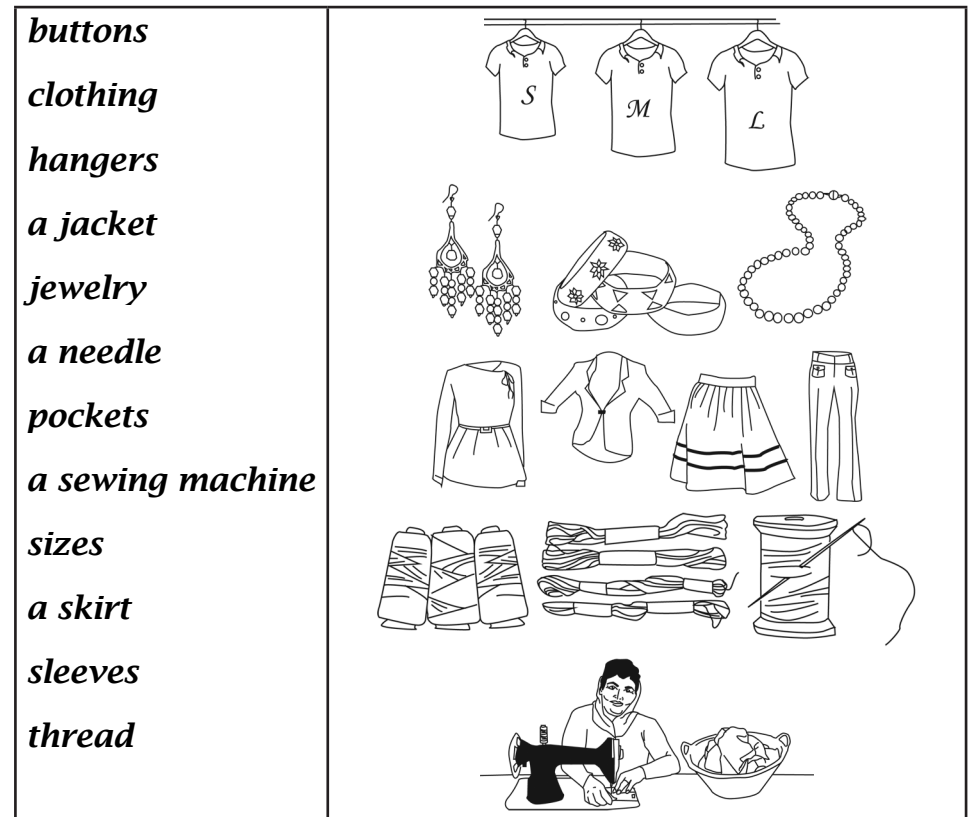


VOCABULARY

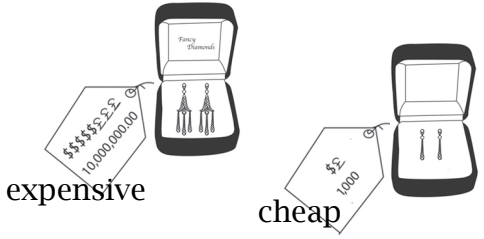
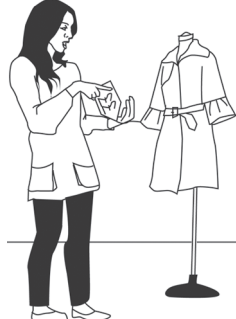
Definitions

Practice pronunciation of the words below with your teacher.

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



ANSWER KEY

cheap expensive	
Add 4 words about the picture and draw lines to show the meaning. 1. 2. 3. 4.	

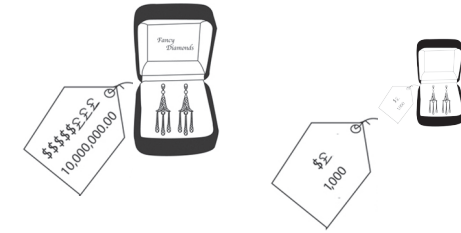
FASHION SHOW

Encourage learners to have fun with this activity. You'll need enough space for it to work well. This might be fun to do in front of other classes, as well.

READ-WRITE-TALK

The focus here should be on using the past tense of be, along with time words: yesterday, my last birthday, last night, last week.

cheap
expensive



Add 4 words about the picture and draw lines to show the meaning.

- 1.
- 2.
- 3.
- 4.

**FASHION SHOW**

Bring photos from magazines or newspapers for a fashion show in class. Work with a partner. One person walks around the class with the picture. The partner describes the picture while the person walks. Pretend that you are the model!

READ-WRITE-TALK

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

- | | | |
|--|----|---|
| | 1. | It was cold yesterday. |
| | 2. | It was sunny on my last birthday. |
| | 3. | Yesterday I was at the cafe for lunch. |
| | 4. | Last night I was at the market at 9 PM. |
| | 5. | Last week I was out of town. |

Group Work

Learners can compare their recollections of the weather yesterday and what they did last night and last week.

THE *HILWE W MORRA* STORY

Ask learners if they sew their own clothes or make jewelry as a warm-up to this reading.

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

Group Work

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

- What was the same?
- What was different?

THE *HILWE W MORRA* STORY

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

The women are shopping together at the market in the women's cooperative.

Auntie Hala: Joumana, what do you think of this red dress?

Joumana: Mmmmm, I **prefer** blue on you. Try the blue one!

Auntie Hala: You have good taste, Joumana.

To the shopkeeper: Excuse me, how much is this dress?

Shopkeeper: This dress **costs** 30,000 pounds. The women from the Nabatieh Co-op **hand-sew** all these dresses.

Auntie Hala: That's very **expensive**. Will you take 25,000 pounds?

Shopkeeper: 25,000 is not enough. The **thread** is gold! 28,000 pounds.

Auntie Hala: Okay, 28,000 pounds. Thank you. Good-bye.

Joumana: Auntie Hala, look at these earrings and necklaces! The women in Nabatieh also make them.

Auntie Hala: They are beautiful. Joumana, why don't you

try to **sell** your jewelry here? You make beautiful jewelry!

Joumana: Do you think people will buy it, Auntie Hala?

Auntie Hala: Of course, dear! You are so **talented**!

Joumana: Hmmm, that's a good **idea**, Auntie Hala!

Vocabulary, Definition A or Definition B

ANSWER KEY

Vocabulary		Definition A	Definition B
<u>women's cooperative</u>	=	place for women to sleep	place for women to sell things ✓
<u>prefer</u>	=	not like	like ✓
<u>shopkeeper</u>	=	works in a shop ✓	works in a restaurant
<u>costs</u>	=	sells for this much money ✓	free, no money
<u>hand-sew</u>	=	make with a machine	make by hand ✓
<u>expensive</u>	=	costs a lot of money ✓	costs a little money
<u>thread</u>	=	for sewing ✓	for cooking
<u>sell</u>	=	get money for something ✓	give money for something
<u>talented</u>	=	good at doing something ✓	not good at doing something
<u>idea</u>	=	something in your head ✓	something in your house

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>women's cooperative</u>	=	place for women to sleep	place for women to sell things ✓
<u>prefer</u>	=	not like	like
<u>shopkeeper</u>	=	works in a shop	works in a restaurant
<u>costs</u>	=	sells for this much money	free, no money
<u>hand-sew</u>	=	make with a machine	make by hand
<u>expensive</u>	=	costs a lot of money	costs a little money
<u>thread</u>	=	for sewing	for cooking
<u>sell</u>	=	get money for something	give money for something
<u>talented</u>	=	good at doing something	not good at doing something
<u>idea</u>	=	something in your head	something in your house

Group Work

The group work here focuses on the past tense of the verb be. Encourage learners to use different feelings/adjectives and different past times in their questions and answers.

Group Work

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

Make questions.

Were you...	... happy... ... sad...	
Was she... Was it...	... tired... ... sleepy... ... cold... ... angry... ... pregnant...	... yesterday? ... last night? ... last week? ... last month? ... last year?
Were they...	... hungry... ... excited...	

Make answers.

Yes,	... I was. ... she was. ... they are.
No,	... I wasn't. (... I was not.) ... she wasn't. (... she was not.) ... they weren't. (... they were not.)
	I don't know. (I do not know.)

Learners can talk some more about what they like to do or to make. The extra questions allow more advanced students to think about and continue the *Hilwe w Morra* discussion.

Discuss in pairs or small groups:

- Do you like to sew?
- Do you like to make jewelry?
- Is there a women's co-op in your neighborhood?
- If yes, do you buy or sell things at the co-op?

Extra discussion:

- What are some more questions for Joumana?
- What are some more questions for the shopkeeper?

READERS THEATER

This is a good opportunity to see who has the best bargaining skills. Auntie Hala and the shopkeeper can use a lot of emotion in their discussion.

At this point, learners should be familiar with the emotions in the story: excited, angry, proud, happy, and sad.

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.

The women are shopping together at the market in the women's cooperative.

Auntie Hala: Joumana, what do you think of this red dress?

Joumana: Mmmmm, I prefer blue on you. Try the blue one!

Auntie Hala: You have good taste, Joumana.

To the shopkeeper: Excuse me, how much is this dress?

Shopkeeper: This dress costs 30,000 pounds. The women from the Nabatieh Co-op hand-sew all these dresses.

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Shopkeeper: 25,000 is not enough. The thread is gold!
28,000 pounds.

Auntie Hala: Okay, 28,000 pounds. Thank you. Good-bye.

Joumana: Auntie Hala, look at these earrings and necklaces! The women in Nabatieh also make them.

Auntie Hala: They are beautiful. Joumana, why don't you try to sell your jewelry here? You make beautiful jewelry!

Joumana: Do you think people will buy it, Auntie Hala?

Auntie Hala: Of course, dear! You are so talented!

Joumana: Hmmmm, that's a good idea, Auntie Hala!

You can use the audio recording at <http://aei.uoregon.edu/wtwe> to hear the different stress patterns. If you wish, you can explain to learners that the stressed word is the one that is most important to the speaker.

Then, practice with the teacher in different ways:

- Say, "Hmmm, **THAT** is a good idea, Auntie Hala!"
- Say, "Hmmm, that's a **GOOD** idea, Auntie Hala!"
- Say, "Hmmm, that's a good **IDEA**, Auntie Hala!"

Theater Tip

Bring some clothing and jewelry to class to practice the dialogue.

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.

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.

Active Listening

Notice that different emotions are used in different groups.

The *Hilwe w Morra* Story, Family Tree

Learners can compare their ideas about what Joumana looks like. All answers are okay!

READING

It's best not to give learners the answers right away. Encourage them 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>

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 was...

Listen to the shopkeeper. She was...

Listen to Auntie Hala. She was...

excited	happy	angry
excited	happy	angry
excited	happy	angry

The *Hilwe w Morra* Story, Family Tree

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

READING

Title: A Women's Cooperative in Nabatieh

Guess

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

1. In this story, there was only one woman.
2. The women were in Beirut.
3. These women worked together.
4. The women were happy.

Listen-Read-Circle

ANSWER KEY

This story is about Zeinab Sader. She lives in Nabatieh. In 2007, there were UNDP classes for women in Lebanon. The classes were about jewelry, clothing, and food products.

In 2007, Zeinab was in the classes. She made beautiful jewelry with beads and thread. Other women made jewelry too. They were very talented. They sold the jewelry at the market. The people in Nabatieh and all over Lebanon liked the jewelry very much!

By 2008, there was a new Bint Jbeil Market Women's Cooperative in Nabatieh. The women all worked together. They were happy and proud of their products. Their families and community were also proud of them.

Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words about shopping (for example, *jewelry*, *clothing*, *sold*, *market*...).

UNDP = United Nations Development Programme

This story is about Zeinab Sader. She lives in Nabatieh. In 2007, there were UNDP classes for women in Lebanon. The classes were about jewelry, clothing, and food products.

In 2007, Zeinab was in the classes. She made beautiful jewelry with beads and thread. Other women made jewelry too. They were very talented. They sold the jewelry at the market. The people in Nabatieh and all over Lebanon liked the jewelry very much!

By 2008, there was a new Bint Jbeil Market Women's Cooperative in Nabatieh. The women all worked together. They were happy and proud of their products. Their families and community were also proud of them.

Listen-Read-Write

Listen to the teacher read *A Women's Cooperative in Nabatieh* as many times as needed. Write the **words** in the blanks below.

Listen-Read-Write**ANSWER KEY**

This story is about Zeinab Sader. She lives in Nabatieh. In 2007, there were UNDP classes for women in Lebanon. The classes were about jewelry, clothing, and food products.

In 2007, Zeinab was in the classes. She made beautiful jewelry with beads and thread. Other women made jewelry too. They were very talented. They sold the jewelry at the market. The people in Nabatieh and all over Lebanon liked the jewelry very much!

By 2008, there was a new *Bint Jbeil Market Women's Cooperative* in Nabatieh. The women all worked together. They were happy and proud of their products. Their families and community were also proud of them.

Sentence Order**ANSWER KEY**

- _____ Zeinab Sader sold her jewelry at the market.
- 1 _____ Women learned how to make jewelry, food products, and clothing.
- _____ Zeinab Sader and the women's families were proud of them.
- _____ Zeinab Sader learned to make jewelry.
- _____ Bint Jbeil Market opened in Nabatieh.

beads clothing jewelry market talented thread	<p>This story is about Zeinab Sader. She lives in Nabatieh. In 2007, there were UNDP classes for women in Lebanon. The classes were about jewelry, _____, and food products.</p> <p>In 2007, Zeinab was in the classes. She made beautiful jewelry with _____ and thread. Other women made jewelry too. They were very _____. They sold the jewelry at the _____. The people in Nabatieh and all over Lebanon liked the _____ very much!</p>
community Cooperative products proud	<p>By 2008, there was a new <i>Bint Jbeil Market Women's</i> _____ in Nabatieh. The women all worked together. They were happy and proud of their _____. Their families and _____ were also _____ of them.</p>

Sentence Order

Put the sentences about the story in order (1, 2, 3, 4, 5).

- _____ Zeinab Sader sold her jewelry at the market.
- 1 _____ Women learned how to make jewelry, food products, and clothing.
- _____ Zeinab Sader and the women's families were proud of them.
- _____ Zeinab Sader learned to make jewelry.
- _____ Bint Jbeil Market opened in Nabatieh.

What to Say?

This activity encourages learners to work on adverbs of frequency: always, usually, sometimes, rarely, never.

All reasonable answers are correct!

WHAT'S THE BUZZ?

Learners practice like to and prefer to in this activity. Encourage them to ask each other why, as well as getting the basic information from each other. The extra information makes the activity more interesting.

All appropriate responses are correct.

What to Say?

Practice with your teacher. Then, practice with other students.

How often do you do things?

always usually sometimes rarely never
100% ←————→ 0%

- shop for clothes
- go to the market
- buy vegetables
- shop for other people
- sew
- cook

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 do you like to buy at the market?			

Question 2: How often do you like to shop at the market?			
Question 3: Which day of the week do you like to shop?			
Question 4: Where do you prefer to shop?			
Question 5: Do you prefer to shop alone or with others?			

Discuss with Your Group/All Together

Learners can talk about why they prefer to shop on a specific day, especially if there is a day of the week that most people prefer.

Discuss with Your Group

- How many answers are the same?
- How many are different?
- What day do most people shop?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?

WRITING

This activity works very well with pairs or small groups. They should start by talking about what they like to do during a vacation. That will help them decide what they will need.

Group Work

You may need to explain to learners about using this type of chart. They have been using a simpler chart in the What's the Buzz activity. Now, they need to pay attention to the category (each column) and the shop (each row).

WRITING

Plan a Vacation

You are going on vacation in the mountains and need to buy some things. Make a list of the things you need.

Item 1: shoes

Item 2: _____

Item 3: _____

Item 4: _____

Item 5: _____

Group Work

Work with a partner. From your list above, fill in the chart below. Compare items. Discuss which item is better for your vacation and the reason.

Shop	Products	Advantages	Price
Family Shoe Store	K's Shoes	higher quality	47,000
	Reebo Shoes	less expensive, more comfortable	39,000

SUPPLEMENTARY ACTIVITIES

VOCABULARY

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

Description

Learners can work with the flash card list, or you can have them suggest more words. Write the additional words on the chalk board or elsewhere in the room so learners can see them.

Everyone likes compliments. Encourage learners to be creative!

Write a Shopping List

This follows up the Group Work previously, where learners talked about what they needed for a vacation. This shopping list can be for any purpose.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 89, there is a set of flash cards with the vocabulary from this unit. Use the cards in the same way as in earlier units.

Description

Students can begin working in pairs. They use as many words as possible from the flash card list to describe each other. The teacher first models this by walking around the room and describing some of the students. Students should try to use adverbs of frequency in the descriptions.

Similarly, students can practice compliments. The teacher first models giving a compliment. She writes sample compliments on the board. Students next walk around the room and compliment each other.

Write a Shopping List

Write a shopping list. Put things that you buy often, the place where you buy them, and how much they cost. Compare your list with another person's list.

Item	Best place to buy	Cost

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. The goal is to encourage a lot of discussion about shopping.

The role play works well when you have play money to use in buying and selling.

PROJECT POSSIBILITIES

A. Best place to buy

1. Students bring advertisements from magazines.
2. In pairs, students describe the ads.
3. Then they discuss the best place to buy the products in the ads.

B. Shopping role-play

Students act out going shopping at the local market. Half of the students are shopkeepers, in pairs, at the following stores:

- A vegetable market
- A clothing store

The other half of the class are shoppers.

1. Each student from the “shopper” part of the class receives a “shopping list” and 500,000 Lebanese pounds in play money.
2. Shopkeepers receive a set of picture cards for their store and place them around the area of the room that is their store. Shopkeepers create their own affordable prices.
3. Students are given 20 minutes to buy all the items on their list.
4. When a customer buys an item, the shopkeeper gives the customer that card.

5. After the customers have finished shopping, the students change roles (the shop keepers are now the customers) and repeat the process above.
6. At the end of class, bring the whole class back together to review vocabulary. The teacher asks some general questions (What was the most expensive item you bought? What do you like best? etc.)

These two projects about women's cooperatives may be especially interesting if there are a number of people in the class who make different kinds of things.

C. Women's cooperatives

Are there women's cooperatives in your area? What do they make and sell?

1. Work with a partner or small group to create a list of cooperatives.
2. Add information about where each one is.
3. Add information about what each one sells.
4. Share your list with the whole class.

D. Plan your own cooperative

1. Find out what people in your class can do or make (for example, food, clothing, jewelry).
2. Decide how much each person could do each week or month.
3. Decide how much each item would cost.
4. Find a place where you could sell your items.
5. Discuss your plan with the whole class.

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: Flowers2Mail

<http://www.flowers2mail.com/>

Do: Free (the best kind of shopping)! Choose flowers, write a message, and email them to a friend.

Go: The Bakery Shop

<http://www.thebakeryshop.org/>

Do: Play the game. Is your bakery shop successful?

Go: Do It Yourself (D.I.Y.), from Small Notebook

<http://smallnotebook.org/category/diy/>

Do: This site has many inexpensive ideas to “do it yourself” at home. Can you find a good idea for your home?

Go: Grocery Lists

<http://www.freeprintablegrocerylist.com/>

Do: Ten popular grocery lists. You can print them for free. Which one is the most helpful for you?

Go: Ready, Click, Spend!

<http://www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=7&storyID=256>

Do: Listen to and read the story. Then, do the activities.

ORIGINAL ARTICLE

Women's Cooperatives in Lebanon Empowered by the Sweet Taste of Success

After the July 2006 war severely damaged Lebanon's socio-economic and infrastructure, the establishment of income-generating projects in highly war-affected areas, especially projects targeting women was crucial to support the infrastructural and agricultural services and cooperatives.

By supporting local production initiatives, maintaining the processing of traditional food by small agricultural cooperatives, and offering vocational and skills training for women, UNDP has supported the establishment of numerous women cooperatives to respond to a deepening post-war economic crisis and the impact it has on rural communities and gender roles.

UNDP supported different women's cooperatives through the provision of equipment and machinery to develop and increase their specific and distinct specialties. In addition to machinery, some cooperatives receive vehicles for transportation of raw material and market distribution purposes as well as site and building expansions and modifications. The numerous women's cooperatives practice different crafts, from jewelry, textiles and artisanship to the production of traditional rural food items.

Zeinab Sader, an employee at a jewelry beading and textile workshop in Nabatieh explains that "nobody really knew how to make jewelry but we received adequate training and have now discovered hidden talents that actually serve to the women of Nabatieh and greater Lebanon's tastes."

The women benefiting from these projects, irrespective of their village location or characteristics, agree that the impact goes beyond the monetarily measurable: "UNDP was here when we were down and pessimistic, encouraging us and giving us advice along

buttons	clothing	always
hangers	a jacket	usually
jewelry	a needle	sometimes
pockets	sew	rarely
sizes	sleeves	never
thread	cheap	expensive
cooperative	prefer	a shopkeeper
cost	hand-sew	sell
talented	an idea	higher
beads	a market	proud
shop	a vacation	compare
a customer	comfortable	an advantage

the way”, explains Salwa Ismail Bazze, President of the Bint Jbeil Souk Women’s Cooperative.

From http://www.undp.org.lb/communication/successstories/pdfs/women_empowerment.pdf

TEACHER'S MANUAL: UNIT 6, IN A RESTAURANT

WARM-UP

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

In the **Choose** section, learners can choose any of the three places. They can work individually or with a partner to talk about why they like the restaurant they chose.

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 what they themselves do.

WARM-UP

Choose

Circle 1 photo. The restaurant I like most is ...



Restaurant A



Restaurant B



Restaurant C

Discuss

- Why did you choose this photo?
- Share your answers with your classmates.

Photo

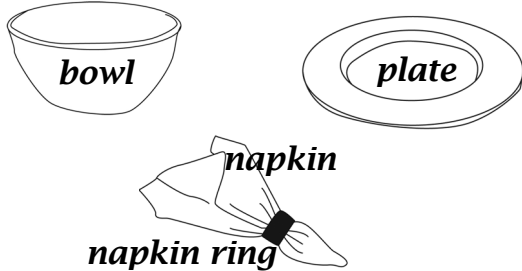

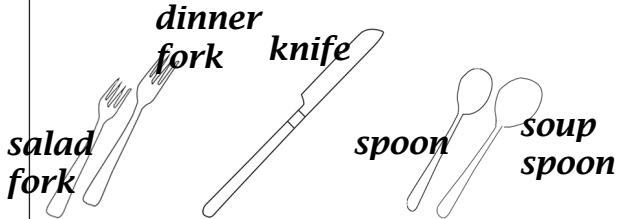
Put a photo or picture of your family at a meal here:

VOCABULARY

Have learners work in pairs or small groups and guess the answers if they don't know them.

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

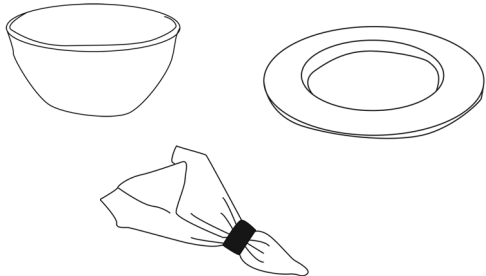

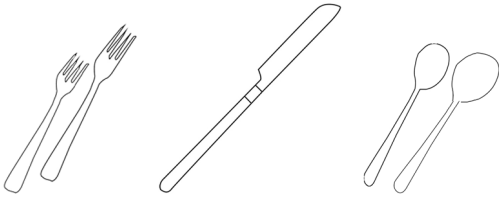
ANSWER KEY

<p><i>a bowl</i></p> <p><i>a napkin</i></p> <p><i>a napkin ring</i></p> <p><i>a plate</i></p>	 <p><i>bowl</i></p> <p><i>plate</i></p> <p><i>napkin</i></p> <p><i>napkin ring</i></p>
<p><i>a cup</i></p> <p><i>a glass</i></p> <p><i>a goblet</i></p> <p><i>a saucer</i></p>	 <p><i>glass</i></p> <p><i>cup</i></p> <p><i>saucer</i></p> <p><i>goblet</i></p>
<p><i>a dinner fork</i></p> <p><i>a salad fork</i></p> <p><i>a knife</i></p> <p><i>a soup spoon</i></p> <p><i>a spoon</i></p>	 <p><i>salad fork</i></p> <p><i>dinner fork</i></p> <p><i>knife</i></p> <p><i>spoon</i></p> <p><i>soup spoon</i></p>

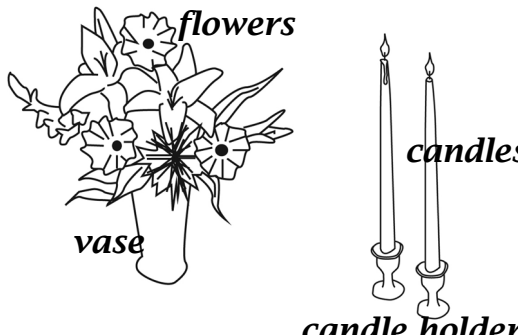
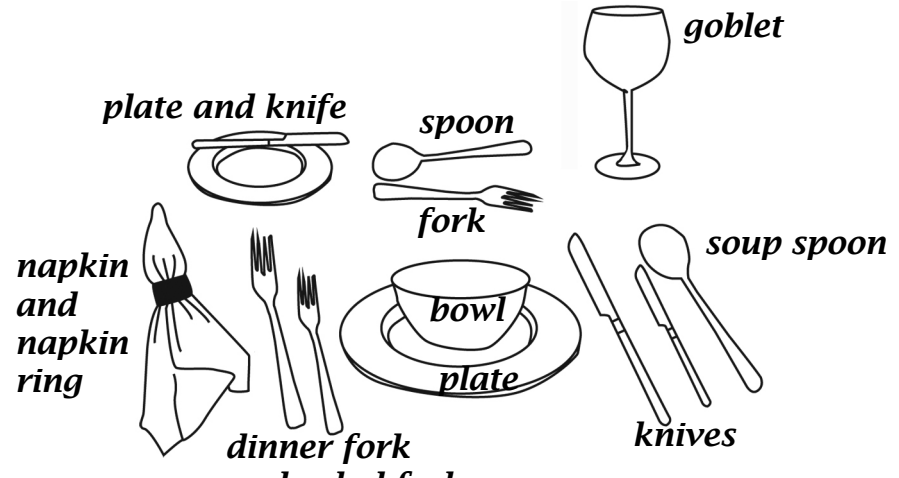
VOCABULARY

Definitions

Practice pronunciation of the words below with your teacher.
Draw a line from each of these **words** to the photo to show their meanings.

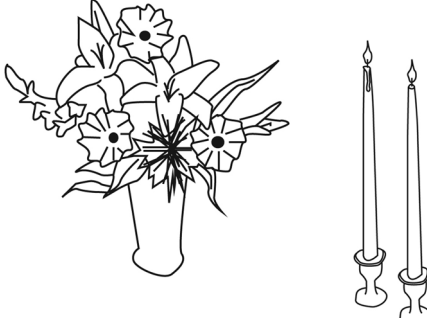
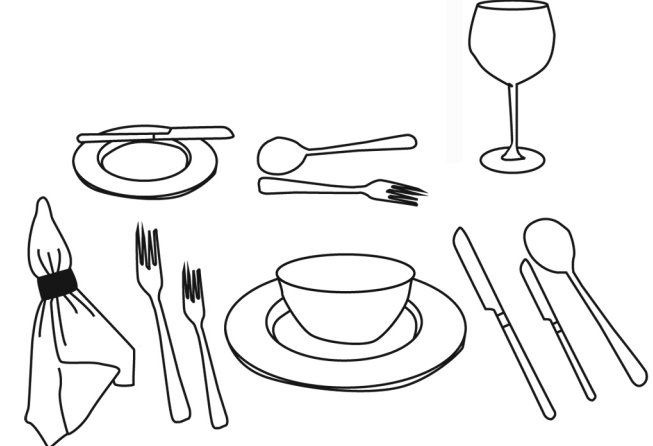
<p><i>a bowl</i></p> <p><i>a napkin</i></p> <p><i>a napkin ring</i></p> <p><i>a plate</i></p>	
<p><i>a cup</i></p> <p><i>a glass</i></p> <p><i>a goblet</i></p> <p><i>a saucer</i></p>	
<p><i>a dinner fork</i></p> <p><i>a salad fork</i></p> <p><i>a knife</i></p> <p><i>a soup spoon</i></p> <p><i>a spoon</i></p>	

ANSWER KEY

<i>candles</i> <i>candle holders</i> <i>flowers</i> <i>a vase</i>	 <p><i>flowers</i> <i>vase</i> <i>candles</i> <i>candle holders</i></p>
Label the objects in the place setting below.	
 <p><i>goblet</i> <i>plate and knife</i> <i>spoon</i> <i>fork</i> <i>napkin and napkin ring</i> <i>bowl</i> <i>plate</i> <i>dinner fork and salad fork</i> <i>soup spoon</i> <i>knives</i></p>	

Formal Family Dinner

All responses are correct!

<i>candles</i> <i>candle holders</i> <i>flowers</i> <i>a vase</i>	
Label the objects in the place setting below.	
	

Formal Family Dinner

Your family is having a special dinner. In the space below, draw or paste in pictures of a fancy place setting for your table. You can add new things, too!

[space omitted]

READ-WRITE-TALK

The focus here is on adverbs of frequency and time words, as well as thinking about the topic for this unit.

READ-WRITE-TALK

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

1. I go to a restaurant every night.
2. I always eat alone.
3. I usually eat with friends.
4. I use candles on the table for parties.
5. Other women do most of the cooking at my house.

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

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

May is a child. She uses “yummy,” which is informal for adults and common for children.

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>

The ladies are having lunch at a cafe. Dima's wedding was yesterday.

- | | |
|--------------|--|
| Nadine: | That was a beautiful wedding yesterday! |
| Auntie Hala: | Yes, Dima was a <u>pretty</u> bride. Her parents were very proud. |
| Samar: | I loved her dress. It was <u>fancy</u> . |
| May: | I liked the cake. It was <u>yummy</u> ! |
| Samar: | Yes, it was delicious. |
| Nour: | Did you see Nabil? He pulled the <u>tablecloth</u> off the <u>table</u> . |
| Samar: | I did. It was sad, but <u>funny</u> too! You put the <u>place settings</u> on the table nicely. How did you do that? |
| Nour: | I <u>copied</u> the other table. Auntie Hala can <u>set</u> a fancy table. Let's ask her about it. |
| Samar: | That's a great idea! Let's ask her. |
| May: | Auntie Hala, we want to set a fancy table. |
| Auntie Hala: | I am happy to teach you! Let's have a <u>lesson</u> next week at my house. |
| All: | Thank you, Auntie Hala! |

Vocabulary, Definition A or Definition B

ANSWER KEY

Vocabulary		Definition A	Definition B
<u>pretty</u>	=	looks beautiful ✓	does not look beautiful
<u>fancy</u>	=	very special ✓	not so special
<u>yummy</u>	=	terrible	delicious ✓
<u>a table</u>	=	to eat on ✓	to live in
<u>a tablecloth</u>	=	a cover for a table ✓	a cover for a chair
<u>funny</u>	=	makes me cry	makes me laugh ✓
<u>place settings</u>	=	candles not on a table	plates, forks, knives, and spoons for each person on a table ✓
<u>set (a table)</u>	=	put place settings on ✓	take place settings off
<u>copy (copied)</u>	=	do something the same way ✓	do something a different way
<u>a lesson</u>	=	something for teaching ✓	something to look at

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>pretty</u>	=	looks beautiful ✓	does not look beautiful
<u>fancy</u>	=	very special	not so special
<u>yummy</u>	=	terrible	delicious
<u>a table</u>	=	to eat on	to live in
<u>a tablecloth</u>	=	a cover for a table	a cover for a chair
<u>funny</u>	=	makes me cry	makes me laugh
<u>place settings</u>	=	candles not on a table	plates, forks, knives, and spoons for each person on a table
<u>set (a table)</u>	=	put place settings on	take place settings off
<u>copy (copied)</u>	=	do something the same way	do something a different way
<u>a lesson</u>	=	something for teaching	something to look at

Group Work

The group work focuses on the past tense of the verbs do and be, as well as vocabulary related to weddings.

Group Work

These questions are about a wedding you went to in the past and what you did there. First, practice saying the questions and answers below with the teacher. Then, practice in pairs or small groups.

Make questions.

Who was the ...	... bride? ... groom?
Was the bride ... Was the groom ...	... pretty? (for females only) ... beautiful? (for females only) ... handsome? (for males only)
What did you like? Did you like...	... the food? ... the cake? ... the bride's dress? ... the wedding?
What did you do? Did you...?	... talk with friends? ... dance?

Make answers.

The bride was my friend. ... my sister. ... my niece. ... my daughter. ... _____(name). ... pretty. ... beautiful.
-------------------	--

The groom was ...	... my cousin. ... my friend. ... my brother. ... my nephew. ... my son. ... _____(name). ... handsome.
I ...	... liked the food. ... liked the cake. ... liked the bride's dress. ... liked the wedding.
I....	... talked with friends. ... danced with _____ .

Learners can talk some more about what they liked related to a wedding. You may want to elicit more vocabulary before their discussion and write it on the board.

Discuss in pairs or small groups:

- What did you like most about the wedding?
- Was it a good wedding? Why?

Extra discussion:

- What are some more questions to ask about the wedding?

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 the story together with the teacher. Read the story as a script in a theater play. An audio recording that includes the practice section is available for download at <http://aei.uoregon.edu/wtwe>

The ladies are having lunch at a cafe. Dima's wedding was yesterday.

Nadine:	That was a beautiful wedding yesterday!
Auntie Hala:	Yes, Dima was a pretty bride. Her parents were very proud.
Samar:	I loved her dress. It was fancy.
May:	I liked the cake. It was yummy!
Samar:	Yes, it was delicious.
Nour:	Did you see Nabil? He pulled the tablecloth off the table.
Samar:	I did. It was sad, but funny too! You put the place settings on the table nicely. How did you do that?
Nour:	I copied the other table. Auntie Hala can set a fancy table. Let's ask her about it.
Samar:	That's a great idea! Let's ask her.
May:	Auntie Hala, we want to set a fancy table.
Auntie Hala:	I am happy to teach you! Let's have a lesson next week at my house.
All:	Thank you, Auntie Hala!

This is a good opportunity to talk about sentence stress again (as in Unit 5). The listener can get a better idea about the speaker's point by paying attention to sentence stress.

Now, practice with the teacher. Does the meaning change in these? If yes, how does it change?

- That's a **GREAT** idea!
That's a great **IDEA**!
- I **LOVED** her dress.
I loved her **DRESS**.
- Did **YOU** see Nabil?
Did you see **NABIL**?
- It was **SAD**, but funny, too!
It was sad, but **FUNNY** too!

Group Work

With five people in each group, you may have more time for each group. You may want to let each group present twice, with people taking different roles the second time.

Active Listening

Notice that different emotions are used in different groups.

Theater Tip

Have fun with this! Bring clothes or jewelry for each person. Wear them for the story!

Group Work

Next, work in groups. Each group has 5 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. Circle the best answer for each group.

Group 1: _____, _____, _____, and _____.

Listen to Auntie Hala. She was...	happy	jealous	proud
Listen to Nour. She was...	happy	jealous	proud
Listen to Samar. She was...	happy	jealous	proud
Listen to May. She was...	happy	jealous	proud

The *Hilwe w Morra* Story, Family Tree

Learners may want to adjust the ages for other characters at this point, too.

All answers are okay!

READING

It's best not to give learners the answers right away. Encourage them 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>

The *Hilwe w Morra* Story, Family Tree

- Go to the *Hilwe w Morra* family tree at the beginning of this book. Add Dima's husband to the family tree.
- Give him a name and age.
- All answers are okay!

READING

Title: The Best Celebration of the Home Cook

Guess

Think about the title: *The Best Celebration of the Home Cook*. Guess! Do you think these sentences about the story are T (true) or F (false)?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. This story is about a really good celebration. |
| <input type="checkbox"/> | 2. The story is about shopping. |
| <input type="checkbox"/> | 3. This is a sad story. |
| <input type="checkbox"/> | 4. Home cooks are important women. |

Listen-Read-Circle

ANSWER KEY

Make sure that learners are choosing different words, not just the same word five times.

Tawlet is a restaurant in Beirut. Kamal Mouzawak started the restaurant. Why did Kamal start the restaurant? He did this for 2 reasons:

- 1) People needed fresh, local food.
- 2) Food from Lebanese homes was important.

A different Lebanese woman cooks every day in the restaurant. The cooks are from different places in Lebanon. They make special food from their villages.

Once there was a cook from Zgharta in Ehden. Her name was Suzanne Doueihy. She came and cooked a lot of delicious food at Tawlet Restaurant.

What did Suzanne cook? She cooked two kinds of kibbeh from her village: *kibbeh nayeh* (uncooked kibbeh) and *kibbeh bi labneh* (cooked kibbeh with yogurt). She also cooked freekeh (roasted wheat), *fatayer homayda* (meat pies), and *meghli* (rice pudding).

Everyone celebrated!

Listen-Read-Circle

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

Tawlet is a restaurant in Beirut. Kamal Mouzawak started the restaurant. Why did Kamal start the restaurant? He did this for 2 reasons:

- 1) People needed fresh, local food.
- 2) Food from Lebanese homes was important.

A different Lebanese woman cooks every day in the restaurant. The cooks are from different places in Lebanon. They make special food from their villages.

Once there was a cook from Zgharta in Ehden. Her name was Suzanne Doueihy. She came and cooked a lot of delicious food at Tawlet Restaurant.

What did Suzanne cook? She cooked two kinds of *kibbeh* from her village: *kibbeh nayeh* (uncooked *kibbeh*) and *kibbeh bi labneh* (cooked *kibbeh* with yogurt). She also cooked *freekeh* (roasted wheat), *fatayer homayda* (meat pies), and *meghli* (rice pudding).

Everyone celebrated!

Listen-Read-Write

ANSWER KEY

Tawlet is a restaurant in Beirut. Kamal Mouzawak started the restaurant. Why did Kamal start the restaurant? He did this for 2 reasons:

- 1) People needed fresh, local food.
- 2) Food from Lebanese homes was important.

A different Lebanese woman cooks every day in the restaurant. The cooks are from different places in Lebanon. They make special food from their villages.

Once there was a cook from Zgharta in Ehden. Her name was Suzanne Doueihy. She came and cooked a lot of delicious food at Tawlet Restaurant.

What did Suzanne cook? She cooked two kinds of kibbeh from her village: *kibbeh nayeh* (uncooked kibbeh) and *kibbeh bi labneh* (cooked kibbeh with yogurt). She also cooked *freekeh* (roasted wheat), *fatayer homayda* (meat pies), and *meghli* (rice pudding).

Everyone celebrated!

Listen-Read-Write

Listen to the teacher read *The Best Celebration of the Home Cook* as many times as needed.

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

food	Tawlet is a restaurant in Beirut. Kamal Mouzawak started the restaurant. Why did Kamal start the _____? He did this for 2 reasons:
Lebanese	1) People needed fresh, local _____.
restaurant	2) Food from Lebanese homes was important.
special	A different _____ woman cooks every day in the restaurant. The cooks are from different places in Lebanon. They make _____ food from their villages.
also	Once there was a cook from Zgharta in Ehden. Her name was Suzanne Doueihy. She came and _____ a lot of _____ food at Tawlet Restaurant.
cooked	What did Suzanne cook? She cooked two kinds of kibbeh from her _____: <i>kibbeh nayeh</i> (uncooked kibbeh) and <i>kibbeh bi labneh</i> (cooked kibbeh with yogurt). She _____ cooked <i>freekeh</i> (roasted wheat), <i>fatayer homayda</i> (meat pies), and <i>meghli</i> (_____ pudding).
delicious	
rice	
village	Everyone celebrated!

Sentence Order

Notice that this time, learners are using words rather than numbers. You may want to do a quick review of ordinal numbers: first, second, third, fourth, fifth, etc.

ANSWER KEY

Fourth She cooked two kinds of *kibbeh*.

First Tawlet is a restaurant in Beirut.

Fifth She also cooked *freekeh*.

Second A different Lebanese woman cooks every day.

Third Suzanne Doueihy cooked at the restaurant.

What to Say?

The grammar focus of this activity is ordinal numbers. You may want to practice saying the numbers with the whole class first, then having learners create their own sentences.

Sentence Order

Put the sentences about *The Best Celebration of the Home Cook* in order: First (1), Second (2), Third (3), Fourth (4), Fifth (5).

_____ She cooked two kinds of *kibbeh*.

First Tawlet is a restaurant in Beirut.

_____ She also cooked *freekeh*.

_____ A different Lebanese woman cooks every day.

_____ Suzanne Doueihy cooked at the restaurant.

What to Say?

You can talk about the **order** of things using special numbers. They are called ordinal numbers. Here are the ordinal numbers in English:

1st first

2nd second

3rd third

4th fourth

5th fifth

6th sixth

All the other numbers add -th to the end, such as eleventh or fifteenth.

Learners can be as creative as they like with this activity. In fact, the more creative, the more fun!

WHAT'S THE BUZZ?

This continues the cooking and eating theme. You can point out the use of best (good - better - best).

All appropriate responses are correct.

Talk about a fancy dinner. Use first, second, third, fourth, fifth.

For example, First we had soup. Second, we ate

First _____.

Second, _____.

Third, _____.

Fourth, _____.

Fifth, _____.

What else can you say with first, second, third?

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 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 to eat inside or outside the house?			
Question 2: What is the best food to eat with your fingers?			

Question 3: Is your cooking more often sweet or more often salty?			
Question 4: What food do you not like to cook or to eat?			
Question 5: Make a question to ask about food:			

Discuss with Your Group/All Together

This is a good opportunity to talk about what you like most or least, as well as the best or worst food.

Discuss with Your Group

- What foods are on your list?
- Where do most people like to eat?
- Do more people cook sweet food or salty food?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- Were any answers funny?
- Were any answers surprising?

WRITING

Learners can write to a real person or imagine someone they would like to write to. This activity works very well with pairs or small groups. Learners can write more than one letter, if they wish.

All reasonable answers are correct!

WRITING**What Did You Do?**

Write a letter to a friend or family member about a favorite restaurant dinner. What was your favorite food? Which meal was it (breakfast, lunch, or dinner)? What did you like best?

Dear _____,

I had a delicious dinner last week at _____
(write the name of the restaurant). I was with _____
(who?). We ate _____ (breakfast, lunch, or
dinner). We ordered _____
(your best foods).

The food tasted _____.

Love,

_____ (write your name)

SUPPLEMENTARY ACTIVITIES

VOCABULARY

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

Miming Game

Here are more detailed instructions for playing the game.

1. Print out the action flashcards and place them in the front of the room. [List of verbs from Module 6 or previous modules.]
2. Draw a scoring table on the board.

Team A	Team B

3. Divide into two teams. Each team chooses a name.
4. A member from one team comes forward, picks up a card, and acts out the verb on the card.
5. Members from both teams guess. The team that guesses correctly first, gets the point.
6. A member of the other team comes forward and repeats Step 5. Play continues until the cards are gone. The team with the most points at the end is the winner.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 109, there are flash cards with the vocabulary from this unit.

See previous units for more ideas about how to use the cards.

Miming Game

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

1. Students should watch the teacher to see how to play the game.
2. Divide into two teams. Each team chooses a name.
3. A member from one team comes to the front and picks up a card. The cards should be about eating, such as spoons, napkins, etc. The person acts out the word on the card. No talking, just acting!
4. Members from both teams guess. The first team that guesses correctly gets a point.
5. A member of the other team comes forward and repeats Step 3. Play continues until the cards are gone. The team with the most points at the end is the winner.

Role Plays

Learners should feel fairly comfortable with each other now. This will encourage them to act out different roles in the role plays.

Costumes of different kinds (hats, scarves, etc.) help set the mood. Learners should have fun with these.

Dialogue Role Play

Act out additional stories related to the dialogue. Bring clothing or dishes for the role plays to make it more interesting.

Possible examples:

- Act out the wedding.
- Act out Nabil pulling the tablecloth off the table.
- Act out Auntie Hala teaching how to set a formal table.

Restaurant Role Play

Look at the menu. What would you like? Practice saying “I would like ...” with a partner. Practice saying “How much is it?” with a partner.

Tawlet Menu

Stuffed Grape Leaves (<i>Warak Trish be Lahmeh</i>)	\$ 5.00
<i>Kibbeh Nayeh</i> (uncooked <i>kibbeh</i>)	8.00
<i>Kibbeh bi Labneh</i> (<i>kibbeh</i> cooked with yogurt)	8.00
Freekeh (grain)	4.50
<i>Mujadara</i> (rice and lentil stew with onions)	7.50
Meat Pies (<i>Fatayer Homayda</i>)	9.00
<i>Othmaliye</i> (with rose petals and pistachios)	3.50
Rice Pudding (<i>meghli</i>)	3.50

The learners who are playing the waiter may want to have a note pad to use to remember the order and to calculate the price.

Additional language practice could relate to the bill:

- It's not correct.
- It's too high.
- It's too low.

Practice with your teacher.

Waiter: Hello. Welcome to Tawlet restaurant.

Customer One: Hello. We are very happy to be here.

Waiter: Are you ready to order?

Customer One: Yes. I would like stuffed grape leaves, uncooked *kibbeh*, and *freekeh*. I would also like rice pudding for dessert.

Customer Two: I would like *mujadara* and meat pies. I would also like *othmaliye* for dessert.

Waiter: Excellent! The food is very good.

(After dinner)

Customer One: Thank you very much. The food was delicious.

Could we have the check please?

Waiter: Yes, of course. The first order costs \$16.00. The second order costs \$20.00. The total is \$32.00.

Practice with your group.

In groups of 3, role play the dialogue. You can choose different foods if you like. You will need an apron, a pencil and paper, and something to identify customers. You can use interesting scarves or hats or another piece of clothing for each of the characters.

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. The goal is to encourage a lot of discussion about food: planning, cooking, and eating.

PROJECT POSSIBILITIES

A. Plan a party.

1. In a group of four, plan a party at home or in a restaurant.
 - What food do you want to have?
 - Who would you like to invite?
 - What do you want to do at the party?
2. Write an invitation to the party.
3. Write a guest list for the party.
4. Write a menu.
5. Draw a picture of the way you want the table to look. Label each item on the table.
6. Put these together in a book or post them on a Facebook page.

B. Be a cook in a restaurant.

You want to cook at Tawlet Restaurant. Make a menu.

1. In your small group, choose 5 dishes to include on the menu.
2. Write a menu. Find or draw pictures of the dishes to put on the menu.
3. In your group, write a letter to Tawlet Restaurant, Mr. Kamal Mouzawak, to ask if you can cook in the restaurant.
4. Collect the menus from all groups in the class and put them in a menu book or post them on a Facebook page.

Not all learners will have access to restaurants. In that case, learners can do one of the two previous projects.

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.

C. Eat in a restaurant.

1. Get copies of menus (from a local restaurant, the web, or write your own).
2. In a small group, write a short dialog about ordering food.
3. Exchange your dialogue with another group. Then practice the dialogues.
4. Role play your dialogue for the group.
5. Put your menus and dialogues together in a book or post them on a Facebook page.

INTERNET: WEB QUEST

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

Go: English Media Lab

<http://www.englishmedialab.com/GrammarGames/perfectpast/past%20simple%20sequencing.html>

Do: Put the past tense sentences in order.

Go: Practice Contractions

<http://www.learninggamesforkids.com/vocabulary-games/contractions/contractions-card-flip.html>

Do: Play Contraction Practice or Where Does the Apostrophe Go by yourself or with a partner. How did you do?

ORIGINAL ARTICLE

The Ultimate Celebration of the Home Cook

It was Suzanne Doueihy's turn to take to the stoves at Tawlet. This unique cooperative-style restaurant in Beirut not only showcases regional Lebanese cuisine, it honors the cook behind the meal. At Tawlet ("kitchen table" in Arabic), women from various villages in Lebanon are invited to cook traditional foods from their region. Every day it's a different cook, a different region, a different meal, a different story.

The restaurant is the brainchild of Kamal Mouzawak, the founder of Lebanon's first farmer's market Souk el Tayeb — which supports local farmers, artisan food producers and the culture of sustainable agriculture in Lebanon. The New York Times described Kamal as Lebanon's answer to Alice Waters. Kamal told The Daily Star: "The idea of the market is to remind shoppers that other fellow human beings are behind the production of the food they eat. If you cannot go to the land anymore, at least you can have a link to the producer ... so people are not just buying lettuce, they are buying Abu Rabieh's lettuce."

...Kamal's basic message is to "make food, not war." He believes that in a country that's been divided along ethnic and religious lines for decades of conflict, the common act of shopping and enjoying the same foods begins to erase those invisible barriers. "Nothing can bring people together as much as the land and food," he said.

I had read about Tawlet and was eager to experience it myself during our vacation in Lebanon. I was thrilled to have a chance to sit down with Kamal and enjoy the amazing "producer's buffet" prepared by Suzanne Doueihy, a Christian Maronite from Zgharta in Ehden, a mountain village in northern Lebanon that we passed through earlier in the week on our way to visit the famous Cedars of Lebanon — a forest of 2,000 year-old trees that have played a vital role in history. Her name and village topped the chalk board menu that outlined the day's offerings.

Go: **Ordering in a Restaurant** (video)
<http://video.about.com/esl/English-Restaurant-Vocabulary.htm>

Do: Listen to the dialog. Use the printed dialog to practice ordering food in a restaurant.

Go: **A Good Meal**
http://www.rong-chang.com/children/kid/kid_072.htm

Do: Read this story and try the exercises at the bottom. Which activity do you like best?

Go: **EFLnet Food Vocabulary**
http://www.eflnet.com/vocab/food_vocabulary.php

Do: Listen to the pronunciation and practice saying the words.

One of the dishes that Suzanne prepared was stuffed grape leaves (Warak Trish bi Lahmeh). She had spent hours rolling these Lebanese delicacies at home prior to the final preparations in the restaurant. I was fortunate to get a taste from Suzanne just as she was putting the completed dish on the buffet table. Suzanne's mountainside village is known for its kibbeh and she prepared two versions, Kibbeh Nayeh (raw) and Kibbeh bi Labneh (with yogurt). The Kibbeh Nayeh is similar to a pate in texture and steak tartare in flavor. Suzanne and her husband proudly served the Kibbeh Nayeh to the eager restaurant patrons — adding a drizzle of olive oil, a sprig of fresh mint and a wedge of white onion to the plates. I was so touched by their immense sense of pride and the obvious joy they felt when sharing their food, telling their stories.

Kibbeh bi Labneh was something new to me. This traditional dish of ground lamb was filled with a layer of yogurt and pine nuts. It was baked in a large bread oven that gets extremely hot to help the top layer of meat get brown and crispy. The individual portions are cut into diagonal shapes. Lucky for me, the buffet also featured freekeh — an amazing green wheat that's been picked young in the field and then roasted. I love the smoky taste of freekeh and I'm convinced that it will be the next big whole grain in the U.S. (see my previous post Freekeh, The New Quinoa?). Freekeh is sold crushed or whole (bags of the grain were available for purchase at the restaurant, along with other artisan food products). Our dish was made with whole freekeh that had been stewed for hours with meat and carrots.

...Kamal told me Tawlet is much more than a restaurant — it's a human development project. ...The rural producers make a significant daily wage for their work and have new opportunities to sell their food to city dwellers. But beyond the financial rewards, I can tell that they gain so much more. They're helping to safeguard Lebanon's culinary heritage. They're proud of the contributions they're making to the next generation.

<http://nutritionunplugged.com/2010/08/the-ultimate-celebration-of-the-home-cook>

a place setting	beautiful	flour
a plate	pretty	sugar
a glass	fancy	salt
a cup	elegant	a lesson
a bowl	yummy	a table
a fork	set	a tablecloth
a spoon	cook	proud
a knife	order	funny
a napkin	a check	order
flowers	a waiter	home
candles	a restaurant	copy

TEACHER'S MANUAL: UNIT 7, THROUGH THE EYES OF OTHERS

WARM-UP

What - Why - How

This technique is very good for building critical thinking skills. It encourages learners to focus first of all on describing what they see without any evaluation. Learners will want to jump immediately to evaluation, which is why it is very important for the teacher to stop after step 1 (Describe) and keep learners focused.

With step 2, Guess, encourage learners to come up with many different possible explanations. All answers are correct at this stage - don't evaluate yet!

In step 3, Express, encourage learners to give their opinions and the reason why they think so.

You can use this technique with any image that has more than one interpretation. With practice, learners get much better at keeping Describe, Guess, and Express separate.

WARM-UP

What - Why - How

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

- 1) Describe **what** you see (facts only, please, no feelings or opinions yet).
"I see..." Stop. Discuss as a class together.
- 2) Guess - **why** is this happening? What are all the possible explanations?
"Maybe..." Stop. Discuss as a class together.
- 3) Express your opinion - **how** do you feel about this?
"I think..."; "In my opinion..."; "I believe..."; "I like/don't like..."



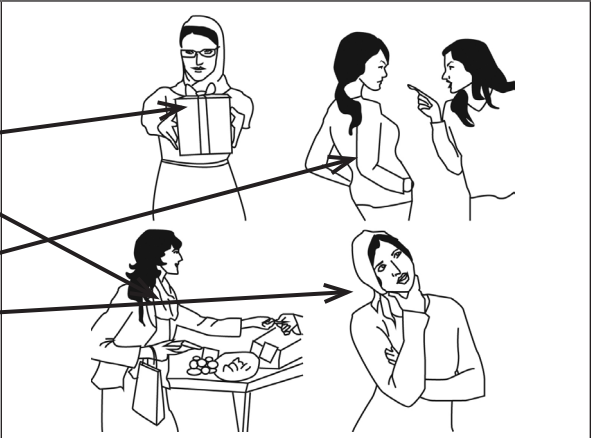
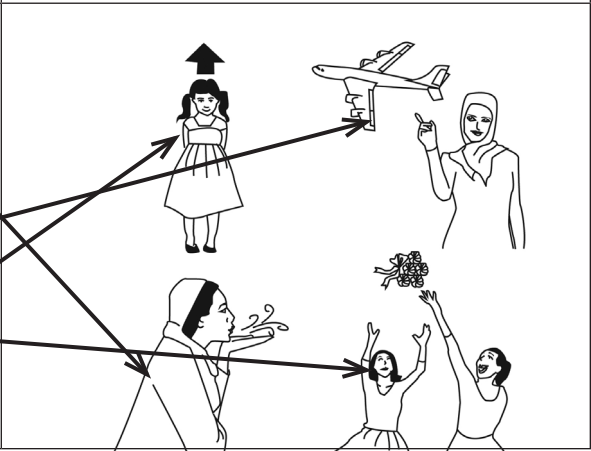
Photo

Put a photo or picture here about something fun:

VOCABULARY

This section includes a strong focus on grammar as well as on vocabulary building. Learners need to memorize the irregular past tense verbs in English. These are grouped by type of irregular past tense. It's a good idea to point out the similar sounds and behavior to learners in each group of four irregular verbs here.


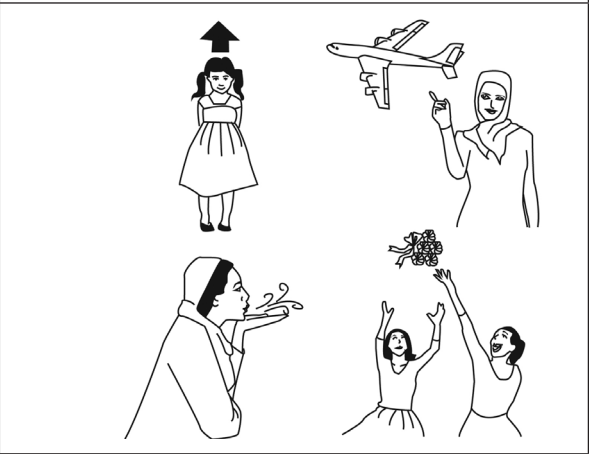
ANSWER KEY

<i>bring</i>	--	<i>brought</i>	
<i>buy</i>	--	<i>bought</i>	
<i>fight</i>	--	<i>fought</i>	
<i>think</i>	--	<i>thought</i>	
<i>blow</i>	--	<i>blew</i>	
<i>fly</i>	--	<i>flew</i>	
<i>grow</i>	--	<i>grew</i>	
<i>throw</i>	--	<i>threw</i>	

VOCABULARY

Definitions

Practice pronunciation of the words below with your teacher.
Draw a line from the words to the people to show their meanings.

<i>Present</i>		<i>Past</i>	
<i>bring</i>	--	<i>brought</i>	
<i>buy</i>	--	<i>bought</i>	
<i>fight</i>	--	<i>fought</i>	
<i>think</i>	--	<i>thought</i>	
<i>blow</i>	--	<i>blew</i>	
<i>fly</i>	--	<i>flew</i>	
<i>grow</i>	--	<i>grew</i>	
<i>throw</i>	--	<i>threw</i>	

ANSWER KEY

<i>cut</i>	--	<i>cut</i>	
<i>hit</i>	--	<i>hit</i>	
<i>hurt</i>	--	<i>hurt</i>	
<i>put</i>	--	<i>put</i>	
<i>drink</i>	--	<i>drank</i>	
<i>sink</i>	--	<i>sank</i>	
<i>sing</i>	--	<i>sang</i>	
<i>stink</i>	--	<i>stank</i>	

<i>Present</i>		<i>Past</i>	
<i>cut</i> <i>hit</i> <i>hurt</i> <i>put</i>	--	<i>cut</i> <i>hit</i> <i>hurt</i> <i>put</i>	
<i>drink</i> <i>sink</i> <i>sing</i> <i>stink</i>	--	<i>drank</i> <i>sank</i> <i>sang</i> <i>stank</i>	

WHAT DO YOU SEE?

This activity also encourages critical thinking. You can use the same technique as with the first picture: Describe - Guess - Express.

Both of these are common “optical illusions.” Each of the pictures can be seen in two different ways. The picture on the left is a musician with a saxophone with the dark color as the focus, and a woman’s face with the light color as the focus.

The picture on the left could be one person with a very wide face, or two people.

Many other optical illusions are available online. A good source is the NIEHS Kids page at <http://kids.niehs.nih.gov/illusion/illusions.htm>

READ-WRITE-TALK

All answers are correct! Encourage learners to discuss their answers with each other.

WHAT DO YOU SEE?

Work with a partner. Look at the pictures below and point to the things that you see.



Musician or woman?



How many faces, 1 or 2?

READ-WRITE-TALK

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

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. I am a lucky person. |
| <input type="checkbox"/> | 2. Some people are born under an unlucky star. |
| <input type="checkbox"/> | 3. Most people are good at heart. |
| <input type="checkbox"/> | 4. You can guess the future in coffee cups. |
| <input type="checkbox"/> | 5. You can guess the future in people’s hands (palms). |

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

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

This episode of the story gives the name of Dima's husband. Learners can see if anyone guessed the name and can revise the *Hilwe w Morra* family tree as appropriate.

Several irregular past tense verbs are used in the story, reinforcing the use of irregular past tense.

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 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.


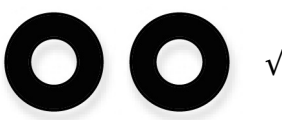
Joumana and Dima: What did you see?!

You may want to continue the discussion about Lebanese citizenship if some of the learners have non-Lebanese husbands. What difference does it make to their families?

- 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 means 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 the new **laws**, and my grandchildren can be Lebanese too.

Vocabulary, Definition A or Definition B

ANSWER KEY

<u>circles</u>	=		
<u>laws</u>	=	<i>rules from the government</i> ✓	<i>songs about the government</i>
<u>lucky</u>	=	<i>good fortune</i> ✓	<i>bad fortune</i>



Write the irregular past tense. Use the chart at the end of this unit.

Definition. Use your own words or a drawing.

<u>go</u>	=	<i>went</i>	
<u>lose</u>	=	<i>lost</i>	
<u>read</u>	=	<i>read</i>	
<u>see</u>	=	<i>saw</i>	
<u>come</u>	=	<i>came</i>	
<u>steal</u>	=	<i>stole</i>	
<u>fly</u>	=	<i>flew</i>	
<u>mean</u>	=	<i>meant</i>	
<u>tell</u>	=	<i>told</i>	
<u>bite</u>	=	<i>bit</i>	
<u>find</u>	=	<i>found</i>	

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary	Definition A	Definition B
<u>circles</u>	= 	 ✓
<u>laws</u>	= <i>rules from the government</i>	<i>songs about the government</i>
<u>lucky</u>	= <i>good fortune</i>	<i>bad fortune</i>

Write the irregular past tense. Use the chart at the end of this unit.

Definition. Use your own words or a drawing.

<u>go</u>	=		
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<u>see</u>	=		
<u>come</u>	=		
<u>steal</u>	=		
<u>fly</u>	=		
<u>mean</u>	=		
<u>tell</u>	=		
<u>bite</u>	=		
<u>find</u>	=		

Group Work

Encourage learners to look at the table of irregular verbs at the end of this unit. These are all common irregular verbs, so they are ones that learners should memorize.

Learners are practicing Wh- questions with past tense here. You may want to point out again the use of “did” in most Wh- questions and negatives. It is important to note that Who works differently from other Wh- question words, since it does not necessarily use “did” in questions.

If learners are ready, you can explain the difference between the two uses - with and without “did”:

Who found it? => She found it.	Who did you see? => I saw Nour .
Who ate the cake? => They ate it.	Who did Joumana help? => She helped Dima .
Who refers to the subject.	Who refers to the object.

Learners can also review Yes/No questions and negatives, noticing the difference between Wh- and Yes/No formation:

What did I say last night?
Where did you go yesterday?

Was I there last night?
Were you at home yesterday?
Was she in class last week?
Were they tired yesterday morning?

Group Work

The focus is on irregular past tense verbs. See the “Review of the Past Tense” section at the end of this unit. First, practice saying the questions and answers below with the teacher.

Then, practice in pairs or small groups.

Make yes/no past tense questions with “did” verb.

	Did you ...	... go to the store yesterday?
	Did you ...	... buy bread?
	Did you ...	... eat it for dinner last night ?
What ...	did you ...	... lose in your garden yesterday?
Where ...	did you ...	... find it?
Who ...	.....	... found it?

Make long answers.

Yes,	... I went to the store. ... bought lots of bread. ... we ate it for dinner last night.
No,	... I did not go to the store. ... I didn't go to the store. ... I did not buy bread. ... I didn't buy bread. ... we did not eat it for diner. ... we didn't eat it for dinner.

Make short answers.*

Yes,	... I did. ... she/he/it did. ... we did. ... they did.
-------------	--

No,	... I did not.	... I didn't.
	... she/he/it did not.	... she/he/it didn't.
	... we did not.	... we didn't.
	... they did not.	... they didn't.

*Informal: Yes = yeah, yep. No = nah, nope.

Discuss in pairs or small groups:

- Was this story happy or sad? Why?
- Was Dima lucky? Why or why not?

Extra discussion:

- What other signs are in a coffee cup?

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

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?

Remember to encourage learners to use a lot of emotion in acting out the story!

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 means 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 the new laws, and my grandchildren can be Lebanese too.

Then, practice with the teacher in different ways (surprised, happy, sad, angry):

- Oops!
- Wow, I am so lucky!

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

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

Active Listening

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

Group 1: _____, _____ and _____.

Listen to Dima. She was...

Listen to Joumana. She was...

Look at Auntie Hala. She was...

surprised	upset	angry
surprised	upset	angry
surprised	upset	angry

The *Hilwe w Morra* Story, Family Tree

Encourage learners to give examples of ways in which the different *Hilwe w Morra* family members are lucky or unlucky.

All answers are correct!

READING

At this point, learners should be familiar with this activity. Have them explain why they think they are right. Encourage them to go back to their guesses after the reading and see which of their guesses were right. If they guessed wrong, have them think about why. Were there vocabulary clues?

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

The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book. Put new information on the *Hilwe w Morra Story* family tree for Dima, Joumana and Auntie Hala.
- Who is lucky? Unlucky? Why?
- Who has a good (happy) life? An unhappy life? Why?
- Did anyone learn a lesson in this unit? If yes, who and what?
- All answers are okay!

READING

Title: **Two Mysteries: An Emergency and A Cold House**

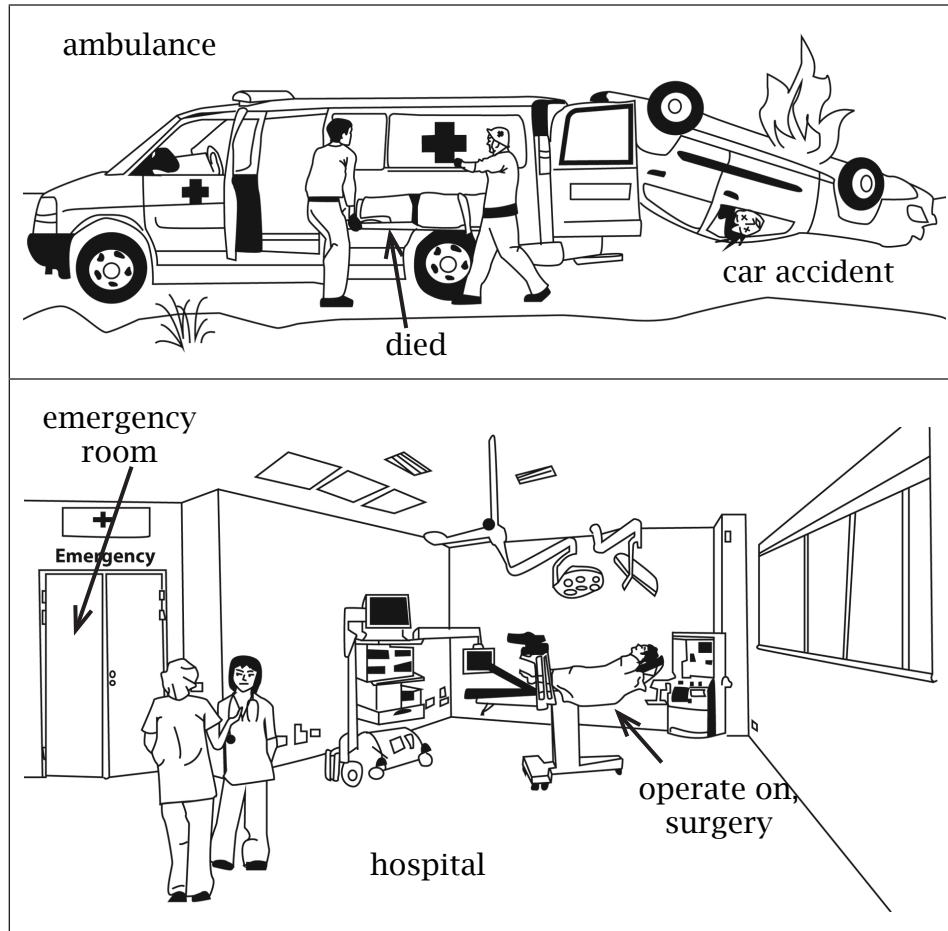
Guess

Think about the title: *Two Mysteries, An Emergency and A Cold House*. Guess! Do you think these sentences about the story are T (true) or F (false)?

1. There are 3 stories.
2. The stories may have surprises.
3. One story is about an emergency.
4. One story is about a hot house.
5. They are true stories.

Vocabulary

ANSWER KEY



Vocabulary

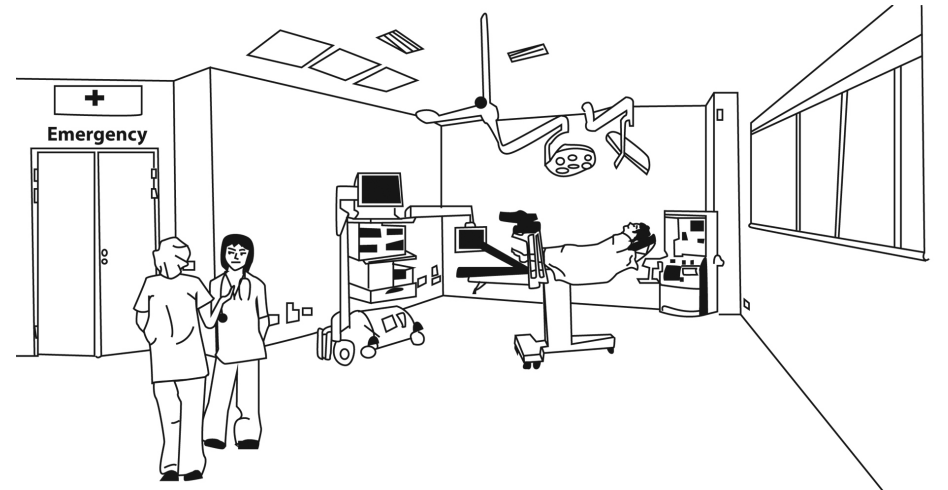
Draw a line from the words to the pictures.



car accident

died

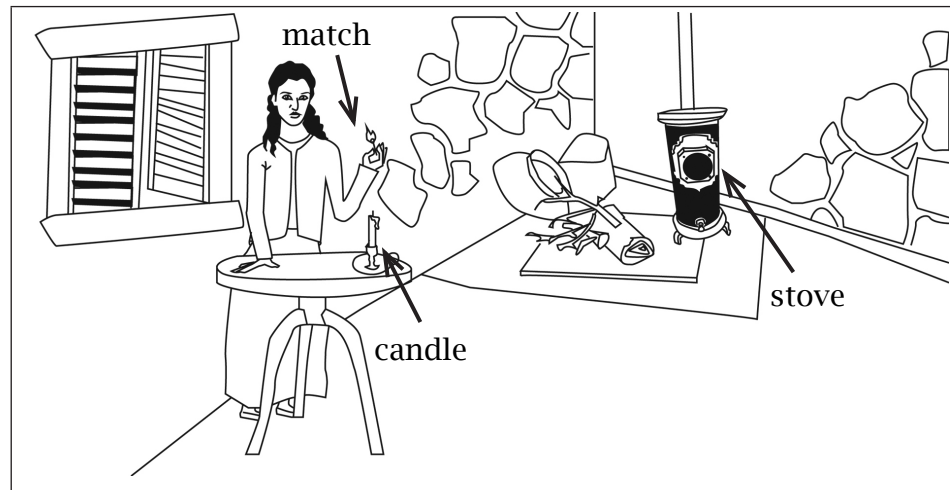
ambulance



hospital

emergency room

operate on, surgery



Listen-Read-Guess

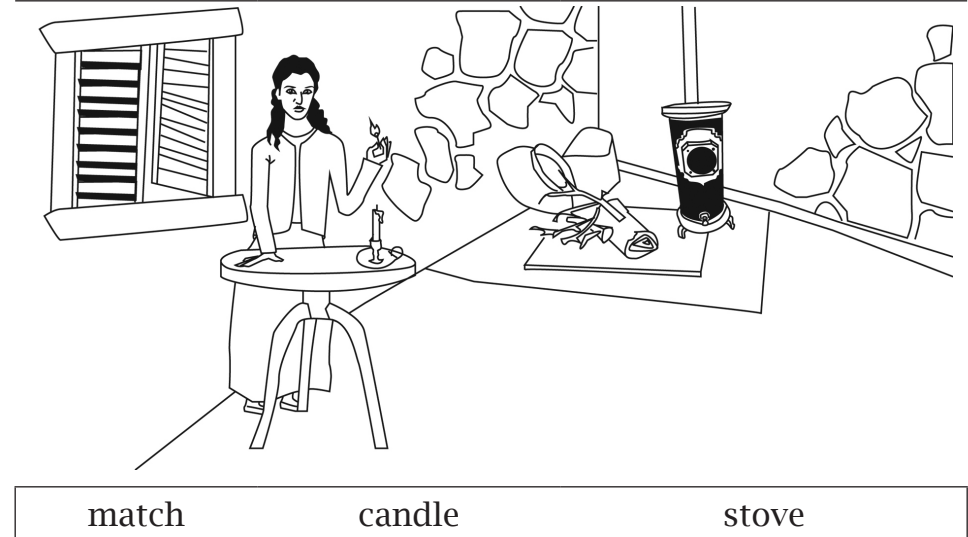
These readings encourage critical thinking. Learners need to listen carefully, then think about why. If someone in the class is already familiar with the story, encourage that person to wait until others have guessed.

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

The answer is that the doctor is the boy's mother. Most people assume that doctors are men, so they miss this answer. Don't tell learners the answer - have them get it through the Listen-Read-Write activity.

Similar riddles are available at Internet TESL Journal:
<http://iteslj.org/c/jokes-riddles.html>

and from Leisure Ideas, Challenging Riddles at
<http://www.leisureideas.com/riddles.htm>



Listen-Read-Guess

Listen as the teacher reads the mysteries 2 times. Can you guess the answers?

Mystery #1, An Emergency

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

Answer: ???

The second mystery is another opportunity for learners to think. You may want to ask them to write their answers first, then share them.

The answer is that you need to light the match first. Most people jump to the second step - the choice between the candle and the stove.. Don't tell learners the answer - have them get it through the Listen-Read-Write activity.

Listen-Read-Write

ANSWER KEY

Mystery #1, An Emergency

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

Answer: The doctor is the mother of the boy.

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 stove.

Question: What did you light first?

Answer: ???

Listen-Read-Write

Listen to the teacher read *Two Mysteries* as many times as needed.

Write the words in the blanks below.

<p><i>accident</i> <i>ambulance</i> <i>mother</i> <i>died</i> <i>emergency</i> <i>operate</i> <i>surgery</i></p>	<p>Mystery #1, An Emergency One day, a man and his son were in a car. There was an _____ <u>accident</u> _____. Unfortunately, the man _____ . However, an _____ took the boy to the hospital. He needed to have _____ quickly. The doctor came into the _____ room, looked at the boy, and said, "I can't _____ on this boy. He is my son." Question: How can this be true? Answer: The doctor is the _____ of the boy.</p>
--	---

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 stove.

Question: What did you light first?

Answer: The match.

Sentence Order

ANSWER KEY

- 5 The doctor said, "I can't operate on this boy. He is my son."
- 1 There was a car accident.
- 4 The doctor came into the emergency room.
- 3 An ambulance took the boy to the hospital.
- 2 The father died.

Mystery #2, A Cold House

You were in a cold house in the winter. It was _____. You had one _____.

There was a _____ and a stove.

Question: What _____ you light first?

Answer: The _____.

Sentence Order

Put the sentences about *Mystery #1, An Emergency* in order (1, 2, 3, 4, 5).

- _____ The doctor said, "I can't operate on this boy. He is my son."
- 1 There was a car accident.
- _____ The doctor came into the emergency room.
- _____ An ambulance took the boy to the hospital.
- _____ The father died.

ANSWER KEY

- 4 You felt warm!
- 1 You went into a cold house.
- 3 You lit the candle and the stove.
- 2 You lit the match.

What to Say?

This section reviews some of the language from Unit 1, then adds more polite ways of responding.

As the teacher, you should model the different sentences for learners. Try to show emotion in all of the situations!

WHAT'S THE BUZZ?

This section lets learners review ideas and vocabulary related to luck, emergencies, and imagination. Encourage learners to use the past tense as much as possible.

All appropriate responses are correct.

Put the sentences about *Mystery #2, A Cold House* in order (1, 2, 3, 4).

- _____ You felt warm!
- _____ You went into a cold house.
- _____ You lit the candle and the stove.
- _____ You lit the match.

What to Say?

When someone dies or “passes away” (this is review from Unit 1):

- I'm very sorry for your loss.

When someone is sick or hurt:

- I hope you feel better soon.
- Please take good care and get well soon.

When you are cold:

- Brrrrrrrrrrrrrrrrrrrr!!

When you were cold but then you become warm:

- Ahhhhhhhhhhhh!!

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.

Encourage learners to ask for details and ask why. Advanced students in particular should be able to extend the conversation.

Some people may be shy or they may not want to talk, especially about emergencies. In this case, you could tell learners that they can create stories rather than talking about something that really happened.

Discuss with Your Group/All Together

Make sure learners are familiar with the term “scary” or “frightening.”

Thinking back to your childhood...	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
Question 1: <i>What was your lucky color?</i>			
Question 2: <i>What was your lucky number?</i>			
Question 3: <i>Were you ever in an emergency? If yes, what?</i>			
Question 4: <i>Did you have a secret place or imaginary friend for comfort?</i>			
Question 5: <i>What did you want to be when you “grew up” (your work as an adult)?</i>			

Discuss with Your Group

- How many answers were the same?
- How many were different?
- Did any answers surprise you?

Discuss with the Teacher All Together

- Were any answers surprising?
- Were any answers scary?
- Were any answers funny?

WRITING

Mad Libs are a kind of word game. In a grammar class, the categories can be grammar-based. Here, they are topics.

The idea is to put together a story that is funny because it does not really make sense. The story is funnier if the words are less common.

When learners first try this, have them pick one of the words listed for each blank. The words do not need to be from the same column. After they have tried it once or twice, then they can add their own words. Make sure that the new words fit the category!

WRITING

Mad Lib, Work in Pairs

First, circle a word for each number below. Choose your favorite words.

				Other:
1. Feeling:	happy	sad	curious	
2. House:	bedroom	kitchen	garden	
3. Color:	pink	white	gold	
4. Color:	orange	silver	black	
5. Number:	4	14	400	
6. Food:	bananas	kebab	cake	
7. Food:	tomatoes	rice	candy	
8. Food:	dates	yogurt	almonds	
9. Drink	orange juice	milk	river water	
10. Sport:	play football	swim	run races	
11. Animal:	bird	fish	turtle	

Then, exchange lists with your partner. Copy the circled words in the blanks in the story below. Match the numbers.

Learners should read *The Mystery Pet* and put their words in the appropriate blank. For example, say they chose:

1. curious
2. kitchen
3. pink
4. black

The story would read,

Where is your new pet? What is it?" I asked. I felt curious.

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

Question A: Is it pink?

Answer: No, it is black.

Less skilled learners may want to stay with the words that are listed. More advanced students should try to add their own words.

Read the stories out loud together.

- Was the story funny?
- Was the story true?

Change partners and do it again. This time, you can also write new words in the **Other** boxes.

- Did you change your answers?
- Did you like the new story?
- Did your partner write a funny story?

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 kissed me.

"Where is your new pet? What is it?" I asked. I felt
(1:)_____.

“It’s in the (2:)_____,” she said. “You will 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:).

You can ask learners to compare their stories with each other and see who created the funniest story.

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
(11:) _____?

Answer: Yes, it's very big indeed. It's an elephant!

SUPPLEMENTARY ACTIVITIES

VOCABULARY

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

Those who enjoyed the earlier Mad Lib may want to try this one. Have students select the words and create their own story first, then they can listen to the song. Which did they like better?

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 135, there are flash cards with the vocabulary from this unit. Students can use them as in Units 1-3.

Mad Lib

Here is another Mad Lib if students want to do a different one.

You Are My Sunshine

Lyrics and song also available online:

YouTube, Sung by Anne Murray

<http://www.youtube.com/watch?v=FafLnokzeNo>

Music only and lyrics you can read or use to sing along:

<http://kids.niehs.nih.gov/lyrics/sunshine.htm>

http://bussongs.com/songs/your_are_my_sunshine.php

This Mad Lib has more grammatical categories: verbs, adjectives, and nouns.

1. **Verb+ing:**

2. **Body parts:**

3. **Body part:**

4. **Feeling:**

5. **Outside the house:**

6. **Person:**

7. **Verb:**

8. **Adjective:**

9. **Thing (noun):**

			Other:
sleeping	eating	speaking	
fingernails	arms	elbows	
nose	hand	head	
angry	happy	hungry	
trees	skies	streets	
Drew	Stu	Lou	
give	sing	cook	
ugly	pretty	funny	
sandwich	taxi	camel	

This is a well-known folk song in the United States. Learners may enjoy singing their version of the song as well as the original song.

You Are My Sunshine

You are my sunshine
 My only sunshine.
 You make me happy
 When skies are grey.
 You'll never know, dear,
 How much I love you.
 Please don't take my sunshine away.

The other night dear,
As I lay (1:) _____,
I dreamed I held you in my (2:) _____

.
When I awoke, dear,
I was mistaken
And I hung my (3:) _____ and cried.

You are my sunshine,
My only sunshine.
You make me (4:) _____
When (5:) _____ are grey.
You'll never know, dear,
How much I love (6:) _____.
Please don't (7:) _____, my
sunshine away.

I'll always love you
And make you (8:) _____,
If you will only say the same.
But if you leave me
To love a (9:) _____,
You'll regret it all some day;

You are my sunshine,
My only sunshine.
You make me happy

When skies are grey.
You'll never know, dear,
How much I love you.
Please don't take my sunshine away.

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. You may want to use the type of activity learners enjoyed most: the mystery stories, the odd pictures, or Mad Libs.

PROJECT POSSIBILITIES

- Draw illustrations for the mystery stories in this unit. Try to keep the secret in your drawings!
- The first picture in this unit shows two people playing in the mud. This is funny and strange. Look through newspapers or your own photos. Can you find other pictures that are funny and strange? Work with your classmates to create a small booklet of these pictures. Add a fun name for each picture.
- Work with partners. Create your own Mad Lib. Let others try it!

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 for this unit.

Go: Wacky Web Tales

<http://www.eduplace.com/tales/>

Do: Fill in the blanks and read the stories!

Go: Irregular Past Tense Verbs

<http://www.eslgo.com/quizzes/pastsimpleirreg.html>

Do: Practice alone (ESL Go) or with a partner (Quia).

Go: Irregular Past Verbs, matching game

http://www.manythings.org/wbg/verbs_past1-mw.html

Do: Play the game. What is your score?

Go: Audio for ESL/EFL from I-TESL-J

<http://www.manythings.org/el/>

Do: Listen to the songs and fill in the blanks.

Go: Riddles

www.rinkworks.com/brainfood/p/riddles1.shtml

Do: Read the questions and guess the answers.

Review of the Form of the Simple Past

This section has a grammar focus: the simple past. Learners should be familiar with the regular forms first. After you review the regular forms, then talk about the irregular past tense forms. Learners should notice that the question and negative forms are the same for regular and irregular past tense verbs.

The next four pages provide a list of common irregular past tense verbs. Encourage learners to explore the list. They should have seen it when they were working on the first vocabulary activity.

Review of the Form of the Simple Past

Form the Simple Past

- Regular verbs: Base form + -ed
- Irregular verbs: Use the 2nd column of the table below.

Affirmative Statements

Example: Regular Verb

Cook: I cooked dinner.

Example: Irregular Verb

Drive: I drove to school.

Negative Statements

Example: Regular Verb

Cook: I did not cook dinner.
I didn't cook dinner.

Example: Irregular Verb

Drive: I did not drive to school.
I didn't drive to school.

Questions

Example: Regular Verb

Cook: Did you cook dinner?
Answers:
Yes, I did.
No, I did not. / No, I didn't.

Example: Irregular Verb

Drive: Did you drive to school?
Answers:
Yes, I did.
No, I did not. / No, I didn't.

The 3 Most Important Irregular Past Tense Verbs

be	
I was	We were
You were	You (all) were
He/She/It was	They were

have → had

do → did

Irregular Past Tense Verbs, 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	
dig	dug	
dive	dived/dove	
do	did	
draw	drew	
drive	drove	
drink	drank	
eat	ate	

Base Form	Simple Past Tense	Notes/Definitions
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	
grind	ground	
grow	grew	
hang	hung	
hear	heard	
hide	hid	
hit	hit	
hold	held	
hurt	hurt	
keep	kept	
kneel	knelt	
knit	knit	
know	knew	
lay	laid	
lead	led	

Base Form	Simple Past Tense	Notes/Definitions
leave	left	
lend	lent	
let	let	
lie	lay	
light	lighted/lit	
lose	lost	
make	made	
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	shone	
shoot	shot	
shut	shut	
sing	sang	

Base Form	Simple Past Tense	Notes/Definitions
sit	sat	
sleep	slept	
speak	spoke	
speed	sped	
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	
understand	understood	
wake	woke	
wear	wore	
wed	wed	
win	won	
write	wrote	

an accident	an ambulance	bite
bit	bring	bought
a candle	drink	drank
an emergency room	fight	fought
find	found	a hospital
laws	lucky	a stove
a match	operate on	steal
stole	think	thought
cut	hit	put
blow	blew	lose
lost	sing	sang
throw	threw	told

TEACHER'S MANUAL: UNIT 8, PLANS AND DREAMS

WARM-UP

This unit is practicing future tense. As a result, “will” is used a great deal. Those who feel uncomfortable in making a prediction should be encouraged to add *inshallah* or an English equivalent, such as “God willing” or “hopefully.”

WARM-UP

Choose

Choose one photo. Some day I will ...



A



B



C

Discuss

- What do you have now?
- Why do you want this?
- How will it happen?

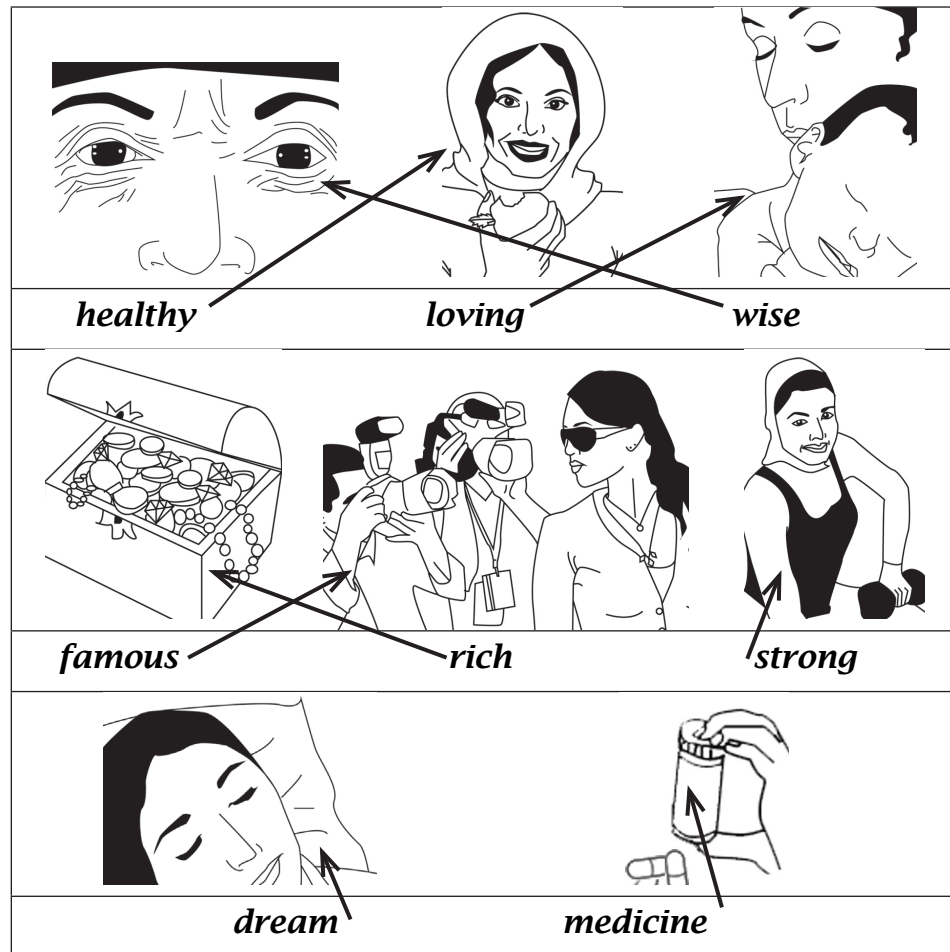
Photo

Put a photo or picture about something you want here:

VOCABULARY

The vocabulary here relates mostly to abstract concepts. For example, eating an apple indicates healthy, an old woman's eyes are wise, and a treasure box symbolizes rich. Learners may want to talk about what other images show these concepts to them.

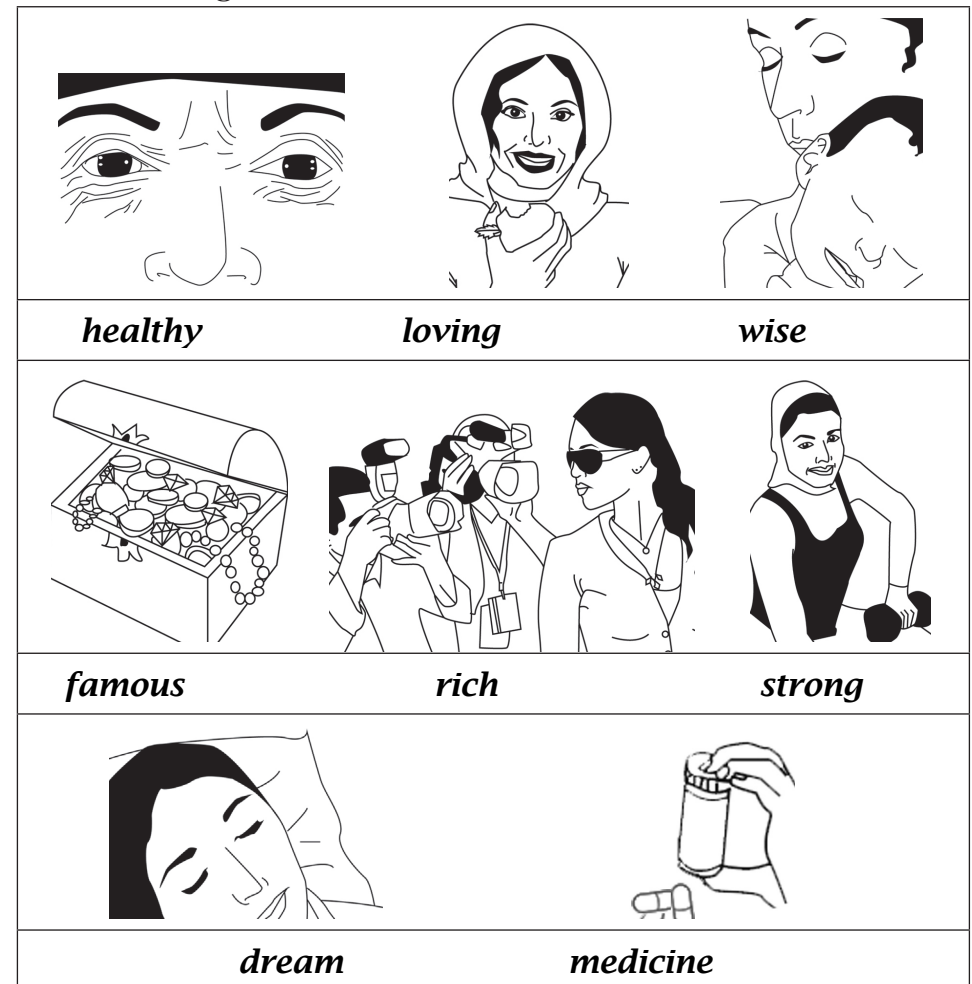
ANSWER KEY



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.



Timeline About Me

A timeline is a common way of describing a series of events. Timelines can be any range of time. In English, the timeline generally goes from left to right, past to future.

In this activity, learners are applying what they have been studying and connecting it to themselves. They will need to turn the book sideways to write, of course.

The future relates to their hopes and dreams. They should use

plan to + verb
hope to + verb

A similar construction about future hopes and plans is

would like to + verb

It will be helpful to start by talking with the whole class about what they might say. Learners can then work individually and with a partner to fill out the table.

Timeline About Me

List major events in your life on the timeline below. Put the year and the event. Talk about the **past**, present, and **future**.

Past			Present				Future hopes		
I was born. Ex: 1983 I was born.				I am ...	I have ...			I plan...	I hope...

READ-WRITE-TALK

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

- | | | |
|--|----|--|
| | 1. | I was born more than 30 years ago. |
| | 2. | I have a career. |
| | 3. | I am healthy. |
| | 4. | I would like to have some/more children. |
| | 5. | I plan to be an excellent English speaker. |

Group Work

Learners can talk about their timeline or the Read-Write-Talk activity.

THE *HILWE W MORRA* STORY

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

Learners should notice the irregular past tense verbs “won” and “took,” as well as the use of “plan to.”

Group Work

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

- What is the same?
- What is different?
- How can you reach your plan?

THE *HILWE W MORRA* STORY

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

The women are all at Nadine's house.

- Auntie Hala: Nadine, what are you working on now?
- Nadine: It's a dress for one of the triplets. I hope it will fit.
- Auntie Hala: Your sewing is always so beautiful.
- Samar: Mother, you took your embroidery to the Beirut Shopping Mall last week, right?
- Nadine: Yes, I did because there was a contest.
- Samar: Well, someone called from the mall because you won first prize!
- Joumana: You will be famous!
- Nadine: Oh, I don't think so!
- Joumana: Did she win any money?
- Samar: Yes, 300,000 Lebanese pounds.
- Joumana: That's a lot of money!
- Samar: What do you plan to do with the money?

- Nadine : **My goodness**, I'm so surprised! I don't know what I will do.
- Joumana: I can think of a lot to do with that much money.
- Auntie Hala: I imagine so...

Vocabulary, Definition A or Definition B

ANSWER KEY

<u>fit</u>	=	the right size ✓	the wrong size
<u>sewing</u>	=	something that you do with thread ✓	something that you do with food
<u>embroidery</u>	=	using color to make paper pretty	using thread to make clothes pretty ✓
<u>shopping mall</u>	=	large place with many stores ✓	small family business
<u>a contest</u>	=	a way for people to work with each other	a way for people to be better than each other ✓
<u>win</u> (won)	=	to try hard	to be the best ✓
<u>first prize</u>	=	something you get for being the best ✓	something you get for trying hard
<u>My goodness!</u>	=	Wow! ✓	Oh, no!

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>fit</u>	=	the right size ✓	the wrong size
<u>sewing</u>	=	something that you do with thread	something that you do with food
<u>embroidery</u>	=	using color to make paper pretty	using thread to make clothes pretty
<u>shopping mall</u>	=	large place with many stores	small family business
<u>a contest</u>	=	a way for people to work with each other	a way for people to be better than each other
	=	to try hard	to be the best
<u>first prize</u>	=	something you get for being the best	something you get for trying hard
<u>My goodness!</u>	=	Wow!	Oh, no!

Group Work

This activity has learners practice want to/ need to/ plan to/ hope to/ would like to

They all take the base form of the verb:

- I want to work.
- I need to have more money.
- I plan to study.
- She wants to learn English.
- We need to have more time.

Note the use of “be”:

- I plan to be happy.
- I hope to be rich.
- She plans to be successful.

Group Work

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

Then, practice in pairs or small groups.

Make questions.

What do you...	... want to do? ... need to have?
What do you...	... plan to do? ... hope to be?
What would you like ...	... to do? ... to have? ... to be?

Make answers.

I want ... I need ...	... to work. ... to learn English. ... to _____. ... to have more time. ... to have more money.
I plan ... I hope ...	... to study hard. ... to speak English well. ... to be happy /rich /healthy /successful.

The verb want, plan, hope, and need will change between I and she as a subject (I want/ She wants; I hope/ He hopes; etc.) With “would like,” there is no difference between I and she:

- I would like to be a good mother.
- She would like to be famous.

In the discussion, all answers are correct!

I would like to travel. ... to have many children / grandchildren. ... to be famous. ... to be a good mother /sister /wife / _____.
------------------	---

Discuss in pairs or small groups:

- What will Nadine do with the money?
- How does Joumana feel?

Extra discussion:

- What does Nadine’s embroidery look like maybe? (Your idea)
- What is Joumana’s plan for the money maybe? (Your idea)

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.

- Auntie Hala: Nadine, what are you working on now?
- Nadine: It's a dress for one of the triplets. I hope it fits.
- Auntie Hala: Your sewing is always so beautiful.
- Samar: Mother, you took your embroidery to the Beirut Shopping Mall last week, right?
- Nadine: Yes, I did because there was a contest.
- Samar: Well, someone called from the mall because you won first prize!
- Joumana: You'll be famous!
- Nadine: Oh, I doubt it!
- Joumana: Did she win any money?
- Samar: Yes, 300,000 Lebanese pounds.
- Joumana: That's a lot of money!
- Samar: What do you plan to do with the money?
- Nadine : My goodness, I'm so surprised! I don't know what I'll do.
- Joumana: I can think of a lot to do with that much money.
- Auntie Hala: I imagine so...

Encourage learners to think about why the characters might say these things in different ways. What are they feeling, and why?

Theater Tip

It is especially nice if learners can bring samples of their own embroidery to share.

Active Listening

Notice that different emotions are used in different groups. Make sure that learners understand and can display the different emotions: thoughtful, proud, jealous, excited, quiet, happy, and unhappy.

Each group consists of four people.

Then, practice with the teacher in different ways:

- Say in a happy way, “You’ll be famous!”
- Say in a jealous way, “You’ll be famous!”
- Say in a happy way (laughing), “I imagine so...”
- Say in a thoughtful way, “I imagine so...”

Theater Tip

Bring samples of embroidery for Nadine to work on and show.

Group Work

Next, work in groups. Each group has 4 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 Auntie Hala. She was...	happy	thoughtful	proud
Listen to Nadine. She was...	happy	thoughtful	proud
Listen to Samar. She was...	happy	thoughtful	proud
Listen to Joumana. She was...	happy	thoughtful	proud

[continue with the other groups]

The *Hilwe w Morra* Story, Family Tree

This is another opportunity for learners to share their own embroidery designs.

READING

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

A couple of the items in the Guess section are clear from the title. Learners should be able to tell that 1 and 3 are false. They will need to read and listen to the story in order to see if their other guesses were correct.

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 Nadine's prize and embroidery.
- All answers are okay!

READING

Title: 8 Goals for Lebanon

Guess

Think about the title: *8 Goals for Lebanon*. Guess! Do you think these sentences about the story are T (true) or F (false)?

1. It is about Canada.
2. It is about plans and dreams.
3. There are 7 goals (plans and dreams) in this story.
4. The goals are important for women.
5. The goals are important in my life too.

Vocabulary

The images here can be an opportunity for discussion. What does each symbol represent? There is one symbol for each goal, so learners can start by matching the ones they are sure about first, then trying to figure out the others.

ANSWER KEY

- | | |
|---|--------------------------------------|
| 7: a clean <u>environment</u> | 2: <u>education</u> for all children |
| 3: equal <u>rights</u> and <u>power</u> for women | 4: fewer children die |
| 1: food for everyone | 5: healthy pregnant women |
| 6: <u>medicine</u> for everyone | 8: partners with other countries |

Explanation:

1. is a bowl of food with steam (hot food)
2. is a pencil, representing education
3. is the scientific symbol for woman
4. is a child's toy (a bear, probably)
5. is a pregnant woman
6. is a medicine bottle
7. is a flower, representing a healthy environment
8. is a group of people, representing partnering

Vocabulary

The United Nations plans to work with women in Lebanon on 8 goals. Draw a line from the goals to the 8 pictures:

- | | |
|--|-------------------------------------|
| · a clean <u>environment</u> | · <u>education</u> for all children |
| · equal <u>rights</u> and <u>power</u> for women | · fewer children die |
| · food for everyone | · healthy pregnant women |
| · <u>medicine</u> for everyone | · partners with other countries |



Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words or phrases about feelings and dreams.

The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have better lives. Maybe they will bring new hopes and dreams for women.

Goal #1: Everyone will have enough food.

Goal #2: All children will be able to go to school.

Goal #3: Women will have equal rights. For example, women will have the power to give citizenship to their children.

Goal #4: Fewer babies and children will die.

Goal #5: Pregnant mothers will have good medical care

ANSWER KEY

The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have better lives. Maybe they will bring new hopes and dreams for women.

Goal #1: Everyone will have enough food.

Goal #2: All children will be able to go to school.

Goal #3: Women will have equal rights. For example, women will have the power to give citizenship to their children.

Goal #4: Fewer babies and children will die.

Goal #5: Pregnant mothers will have good medical care and healthy babies.

Goal #6: Everyone will have medicine for diseases. For example, there will be medicine for HIV-AIDS and malaria.

Goal #7: Lebanon will have a clean environment.

Goal #8: Lebanon will be a partner with other countries. They will work together on problems.

Do you agree or disagree with these goals? Why?

and healthy babies.

Goal #6: Everyone will have medicine for diseases. For example, there will be medicine for HIV-AIDS and malaria.

Goal #7: Lebanon will have a clean environment.

Goal #8: Lebanon will be a partner with other countries. They will work together on problems.

Do you agree or disagree with these goals? Why?

Listen-Read-Write

Listen to the teacher read *8 Goals for Lebanon* as many times as needed.

Write the words in the blanks below.

babies	The United Nations (UN) plans to work with women in Lebanon on 8 goals.
better	Maybe they can help women have _____ lives. Maybe they will bring
dreams	new hopes and _____ for women.
enough	Goal #1: Everyone will have _____ food.
power	Goal #2: All children will be able to go to _____.
rights	Goal #3: Women will have equal _____. For example, women will have the _____ to give citizenship to their children.
school	Goal #4: Fewer _____ and children will die.

ANSWER KEY

The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have better lives. Maybe they will bring new hopes and dreams for women.

Goal #1: Everyone will have enough food.

Goal #2: All children will be able to go to school.

Goal #3: Women will have equal rights. For example, women will have the power to give citizenship to their children.

Goal #4: Fewer babies and children will die.

Goal #5: Pregnant mothers will have good medical care and healthy babies.

Goal #6: Everyone will have medicine for diseases. For example, there will be medicine for HIV-AIDS and malaria.

Goal #7: Lebanon will have a clean environment.

Goal #8: Lebanon will be a partner with other countries. They will work together on problems.

Do you agree or disagree with these goals? Why?

*disagree**environment**healthy**malaria**medicine**partner**Pregnant**problems*

Goal #5: _____ mothers will have good medical care and _____ babies.

Goal #6: Everyone will have _____ for diseases. For example, there will be medicine for HIV-AIDS and _____.

Goal #7: Lebanon will have a clean _____.

Goal #8: Lebanon will be a _____ with other countries. They will work together on _____.

Do you agree or _____ with these goals? Why?

Sentence Order

Put the sentences about *8 Goals for Lebanon* in order (1, 2, 3, 4, 5).

_____ All children will be able to go to school.

1 The United Nations will work with women in Lebanon.

_____ Lebanon will work with other countries on problems.

_____ Maybe the goals will bring hopes and dreams for women.

_____ Pregnant mothers will have good medical care.

Sentence Order

ANSWER KEY

- 3 All children will be able to go to school.
- 1 The United Nations will work with women in Lebanon.
- 5 Lebanon will work with other countries on problems.
- 2 Maybe the goals will bring hopes and dreams for women.
- 4 Pregnant mothers will have good medical care.

What to Say?

Encourage learners to make sentences that are meaningful to their lives.

WHAT'S THE BUZZ?

Learners ask each other about their hopes and dreams in the past and present.

All appropriate responses are correct.

What to Say?

We use "because" in English to connect actions or events. One thing happens **because** of another thing.

- The Shopping Mall called **because** Nadine won first prize.
- Nadine is happy **because** she won first prize..
- We eat **because** we are hungry.

What can you say with because?

I study English because ...

I am happy because ...

_____ because _____

_____ because _____

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: At 6 years old, what did you hope to be?			

Question 2: At 16 years old, what did you hope to be or do?			
Question 3: What is your plan now?			
Question 4: Did your plan change? Why or why not?			
Question 5: Are you successful?			

There are many ways to be successful. This discussion should provide learners with the opportunity to think about how and why they have been successful, and give advice to others.

Discuss with Your Group

- How many answers are the same?
- How many are different?
- Whose dreams stayed the same?
- Why are you successful or not successful?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- What did most people hope to be?
- How many people are successful?

WRITING

Learners have been using tables for the What's the Buzz section. In this table, the columns are for What (the thing to spend money on), Why, and the Amount of money to spend. Each row should be a separate expense.

Try not to spend too much or too little! Those who are better with math can be the accountants. If a calculator is available, this is an opportunity for learners to practice using a calculator to add up their expenses,

WRITING

Spending Money My Way

Imagine that you have 300,000 pounds. What would you like to do? Make a list with prices. Explain why you want to spend the money that way.

What	Why	Amount
<i>Example: Give money to my brother.</i>	<i>He wants to get married.</i>	<i>30,000</i>
TOTAL:		

After you finish, work in groups and share lists.

- Who found the best way to spend money?
- Do you want to change anything on your list now?

SUPPLEMENTARY ACTIVITIES

VOCABULARY

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

Hopes and Dreams

Encourage learners to bring interesting pictures into class to share.

Reorder the goals

This is a good opportunity to talk about the words most and least, as well as more and less.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 151, there is a set of flash cards with the vocabulary from this unit. Students can use the cards as in previous units.

Hopes and Dreams

Talk with a partner about your hopes and dreams in these categories:

- Job
- House
- Family
- Car

Find pictures that relate to your hopes and dreams. Share the pictures with a partner. Talk about how you can reach your hopes and dreams.

Reorder the goals

What goals are most important to you? Write the goals in order. Number 1 will be the most important goal for you. Number 8 will be the least important goal for you.

1.		5.	
2.		6.	
3.		7.	
4.		8.	

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. Learners can also do a role-play about shopping, as they did in Unit 5.

PROJECT POSSIBILITIES

A. Create Your Own Shop

1. Collect pictures from magazines or newspapers that show things you want to have.
2. Think about how much they should cost.
3. Make labels to show how much each thing costs.
4. “Sell” the items to other people in the class.
5. Make sure you count your money at the end!

B. Hopes and Dreams

Think about what you would like to do and have. Find pictures that show what you want. Divide them into two groups:

- Things I want to have.
- Things I want to be.

Create a poster that shows your hopes and dreams. Explain why you chose the different pictures.

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: Embroidery Designs

[http://www.etsy.com/search_results.php?search_type=all&includes\[\]=tags&search_query=embroidery](http://www.etsy.com/search_results.php?search_type=all&includes[]=tags&search_query=embroidery)

Do: Look at the different designs. Which ones do you like? Why?

Go: Boggle's World: My Goals

<http://bogglesworldesl.com/files/Goals.doc>

Do: Answer the questions and compare your answers with those of your classmates.

Go: I Dream of a Meal by the Sea (poem with “ea” sounds about dreams)

<http://www.bbc.co.uk/schools/wordsandpictures/longvow/poems/flash/fpoem3.shtml>

Do: Listen to the poem. What are the different things in the poem?

Go: So or Because Quiz

<http://a4esl.org/q/h/lb/sobe.html>

Do: Try the quiz - how many can you get right?

Go: A Snapshot for Development Photo Competition Winners

www.un.org.lb/photocompetition/About.aspx

Do: Look at the winning photos in the competition. Do you agree with the judges? Do you have photos like these?

ORIGINAL READING

Millennium Development Goals

The eight Goals are:

1. Eradicate extreme poverty and hunger
2. Improve maternal health
3. Achieve universal primary education
4. Combat HIV/AIDS, malaria and other diseases
5. Promote gender equality and empower women
6. Ensure environmental sustainability
7. Reduce child mortality
8. Develop a Global Partnership for Development

<http://www.un.org.lb/photocompetition/About.aspx>

healthy	wise	loving
rich	famous	strong
dream	sewing	embroidery
a shopping mall	a contest	first prize
won	famous	imagine
a goal	plan	because
the environment	equal	rights
power	medicine	disease
HIV-AIDS	malaria	a problem

TEACHER'S MANUAL: UNIT 9, WOMEN AT WORK




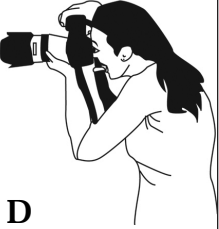




WARM-UP

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?









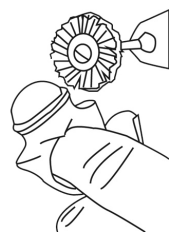



Photo

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

VOCABULARY

ANSWER KEY

The correct answers are under each picture.









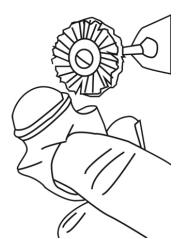



			
<i>a doctor</i>	<i>a homemaker</i>	<i>students</i>	<i>a pharmacist</i>
			
<i>a nurse</i>	<i>a farmer</i>	<i>a reporter</i>	<i>a salesperson</i>
			
<i>a jeweler</i>	<i>a beautician</i>	<i>a cook</i>	<i>a politician</i>

VOCABULARY

Definitions

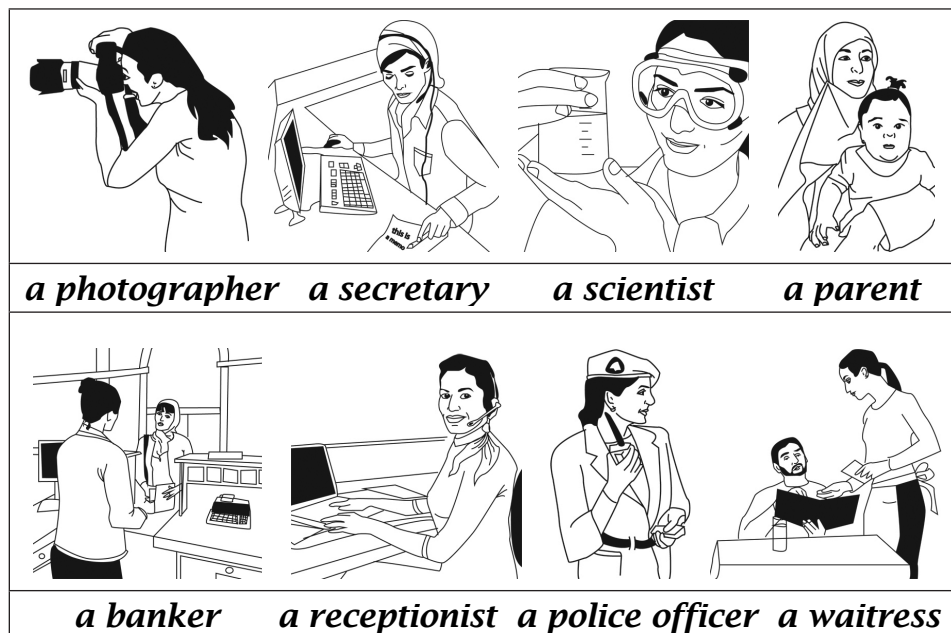
Practice pronunciation of the words below with your teacher.

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

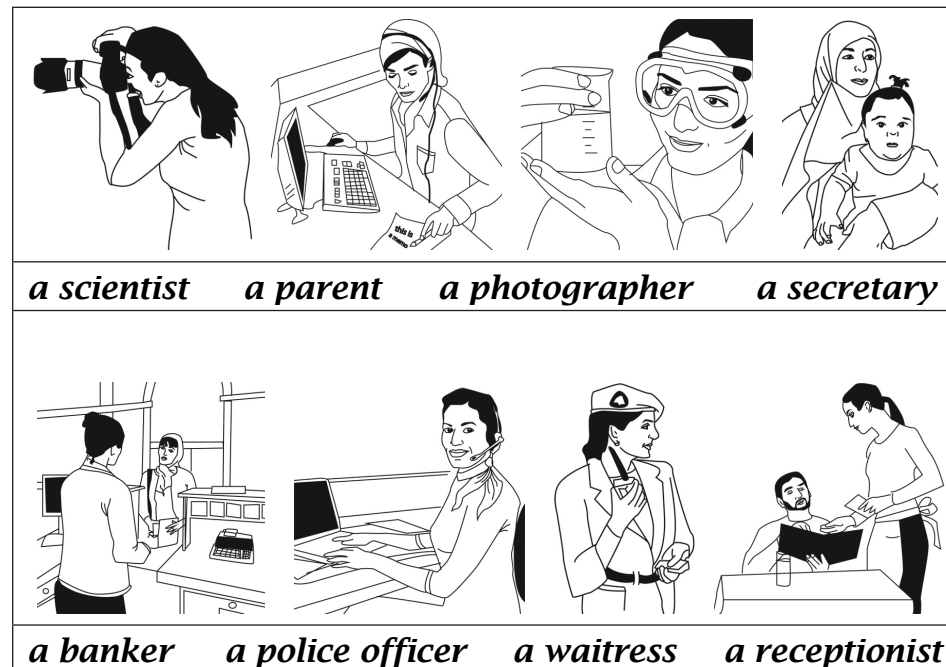
The correct answers are under each picture.



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.
---------------------	---

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!

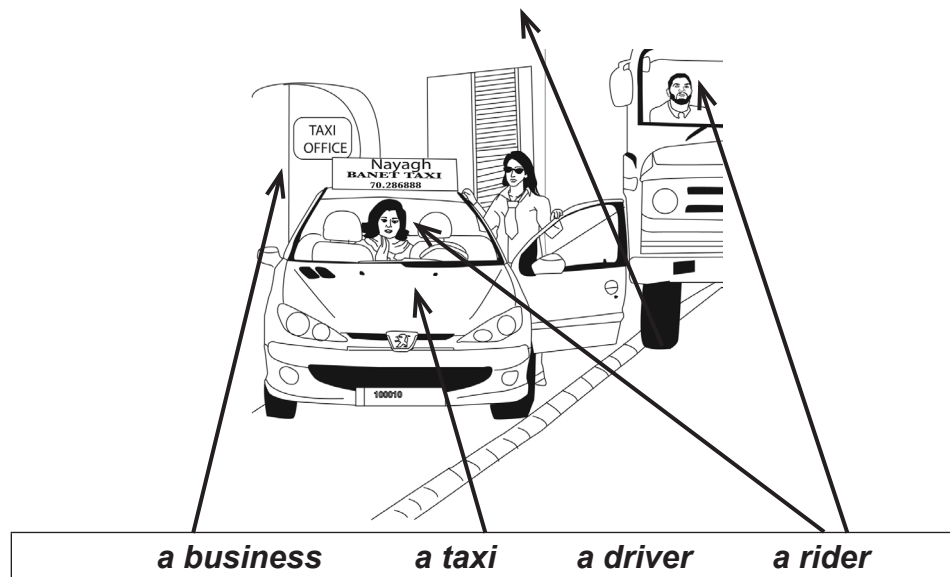
READINGS

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

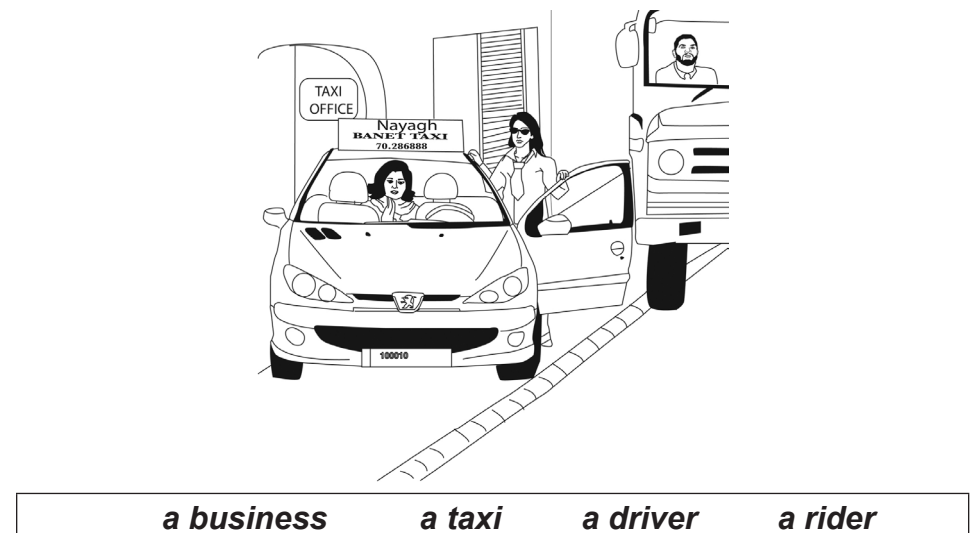
Guess

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>
---	--

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>
--	--

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>

TEACHER'S MANUAL: UNIT 10, WOMEN ON THE MOVE

WARM-UP

The photos are of women in different settings, at different stages of their lives. Learners can start by discussing their ideas with each other, then writing. They may need your help with some vocabulary.

All answers are correct!

WARM-UP

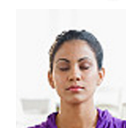
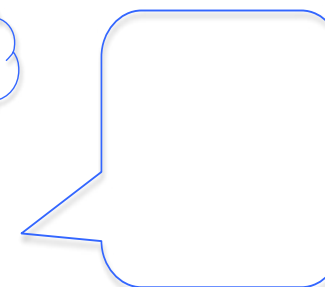
What will they do in the future? What are they **thinking**? What are they **saying**? Write their thoughts and words:



Thinking

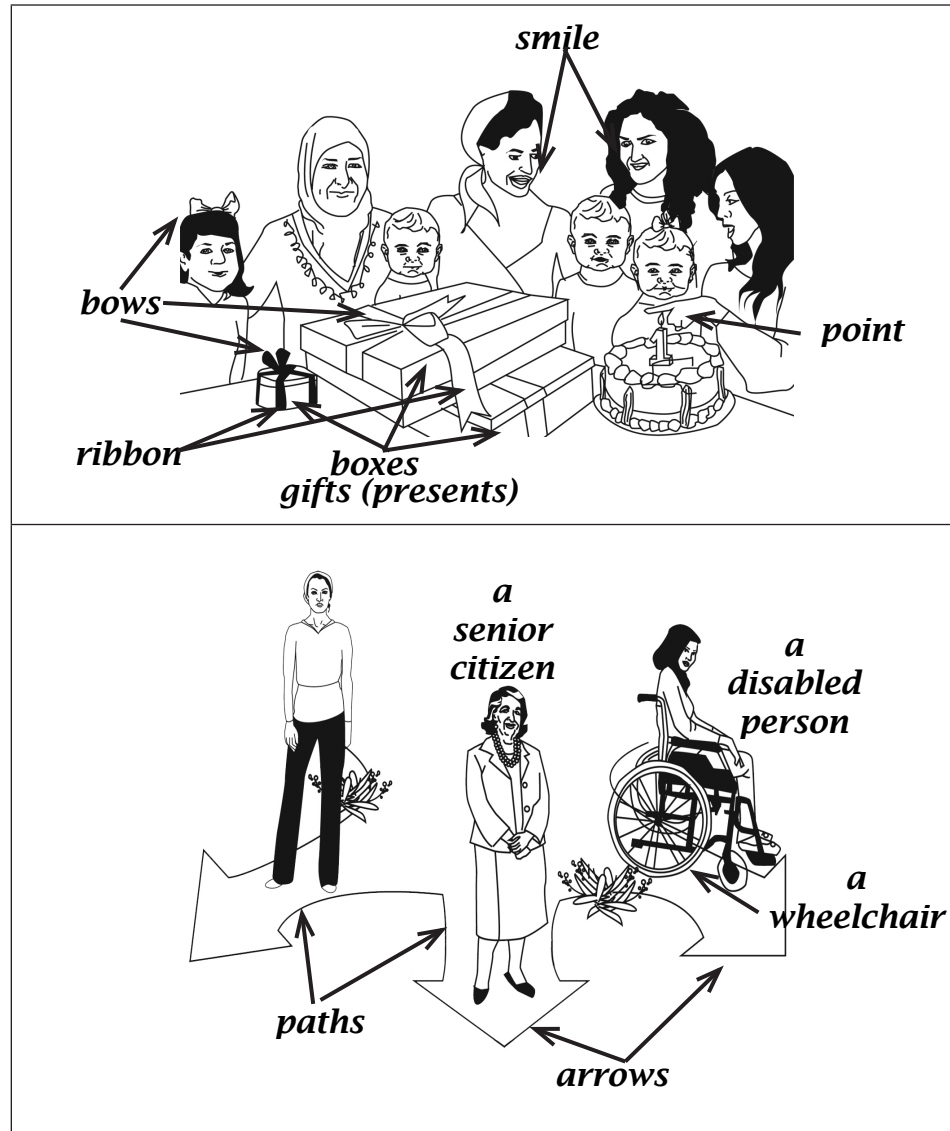


Saying



VOCABULARY

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.

bows
boxes
gifts (presents)
ribbon
point
smile



arrows
a disabled person
paths
a senior citizen
a wheelchair



When I Was a Girl I Could...

Learners practice can and could with this activity. They may need to review some regular and irregular past tense verbs:

- bicycle - bicycled
- hike - hiked
- ride - rode
- dream - dreamed
- swim - swam
- paint - painted
- dance - danced
- sing - sang
- run - ran

When I Was a Girl I Could...

When you were a girl, what could you do? Circle your favorite things.

- Can = now
- Could = past
- Example: When I was a girl, I could ride a bike.



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>

This episode follows the family a year later. Have learners notice the different changes that have happened, including jobs and divorce.

READ-WRITE-TALK

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

<input type="checkbox"/>	1. Women can be wise in business.
<input type="checkbox"/>	2. A “stay at home” mom has important work with her family.
<input type="checkbox"/>	3. Women should not work outside the home.
<input type="checkbox"/>	4. It is important for a woman to have her own money.
<input type="checkbox"/>	5. My future is in my hands.

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>

It is one year later. The family is all together for a birthday party for Samar's triplets. Rana, Joumana, Nour and Nadine are opening a new women's co-op together.

- Nour: Happy Birthday, to your children, Samar! You're an **amazing** mother to all 3 of them.
- Samar: Thank you. I am happy as a "stay at home" mom with them.
- Auntie Hala: We **should** celebrate your new start in life, too, Nour.
- Auntie Nadine: Yes, it's good you **divorced** that night club owner. He was not nice to you.
- Joumana: Now you can **join** our new family co-op business. We need your **skills** as an interior designer.
- Nour: Well, "The Corner Co-op" is successful thanks to the money from Auntie Rana's **inheritance**. I will do my best to help.
- Samar: And, let's not forget Joumana's beautiful jewelry and Nadine's lovely embroidery. They are very **popular** with the **tourists**.
- Dima: Do you think I can sell some of my cakes and jams at the co-op, too?
- Rana, Nadine, Nour and Joumana: Yes, **sure**. Why not?!
- Auntie Hala: But you should **be careful to** put your ring in a **safe** place when you cook, Dima!
- Samar: Yes, the customers only like the taste of sweet things, not hard or **bitter** things.
- All [clapping]: **For sure!**

Vocabulary, Definition A or Definition B

ANSWER KEY

Vocabulary		Definition A	Definition B
<u>amazing</u>	=	very bad, terrible	very good, wonderful ✓
<u>be careful to</u>	=	watch out for ✓	give away
<u>bitter</u>	=	not sweet ✓	expensive
<u>divorced</u>	=	no longer healthy	no longer married ✓
<u>inheritance</u>	=	a gift of money from someone who died ✓	a lot of money from a job or work
<u>join</u>	=	be apart from others	be together with others ✓
<u>popular</u>	=	no one likes this	many people like this ✓
<u>safe</u>	=	not sad or angry	not dangerous or lost ✓
<u>should</u>	=	advise someone to do something ✓	wait for someone to do something
<u>skills</u>	=	not able to do things	able to do things ✓
<u>tourists</u>	=	visitors ✓	sisters
<u>Yes, sure!</u> <u>For sure!</u>	=	No, of course not!	Yes, of course! ✓

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>amazing</u>	=	very bad, terrible	very good, wonderful ✓
<u>be careful to</u>	=	watch out for	give away
<u>bitter</u>	=	not sweet	expensive
<u>divorced</u>	=	no longer healthy	no longer married
<u>inheritance</u>	=	a gift of money from someone who died	a lot of money from a job or work
<u>join</u>	=	be apart from others	be together with others
<u>popular</u>	=	no one likes this	many people like this
<u>safe</u>	=	not sad or angry	not dangerous or lost
<u>should</u>	=	advise someone to do something	wait for someone to do something
<u>skills</u>	=	not able to do things	able to do things
<u>tourists</u>	=	visitors	sisters
<u>Yes, sure!</u> <u>For sure!</u>	=	No, of course not!	Yes, of course!

Group Work

The focus of this activity is the simple past with could and was/were able to

Group Work

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

Then, practice in pairs or small groups.

Make questions with could (was able to).

Could ...	... Samar work outside the home? ... Dima sell cakes and jams at the co-op? ... the babies eat cake? ... the babies open their presents?
Was ... Were ...	... Samar <u>able to</u> work outside the home? ... Joumana <u>able to</u> sell jewelry at the co-op? ... the babies <u>able to</u> eat cake? ... the women <u>able to</u> help each other?

Make answers.

Yes,	... I ... he/she/it ... we ... they	... could.
No,	... I ... he/she/it ... we ... they	... could not. couldn't.

In the discussion, all answers are correct!

Note that the extra discussion includes giving advice with should. You may want to point out to learners that should, like can, could and will, does not change between I and she/he:

- I should
- She should
- He should

READERS THEATER

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

Discuss in pairs or small groups:

- Was this story happy or sad? Why?
- What was the “sweet” part of the story?
- What was the “bitter” part?

Extra discussion:

- What advice can you give Joumana? Samar? Nour? (For example: She should...)
- What will happen next to Joumana? Samar? Nour? The triplets?

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>

- | | |
|----------------|---|
| Nour: | Happy Birthday, to your children, Samar! You're an amazing mother to all 3 of them. |
| Samar: | Thank you. I am happy as a “stay at home” mom with them. |
| Auntie Hala: | We should celebrate your new start in life, too, Nour. |
| Auntie Nadine: | Yes, it's good you divorced that night club owner. He was not nice to you. |

- Joumana: Now you can join our new family co-op business. We need your skills as an interior designer.
- Nour: Well, "The Corner Co-Op" is successful thanks to the money from Auntie Rana's inheritance. I will do my best to help.
- Samar: And, let's not forget Joumana's beautiful jewelry and Nadine's lovely embroidery. They are very popular with the tourists.
- Dima: Do you think I can sell some of my cakes and jams at the co-op, too?
- Rana, Nadine, Nour and Joumana: Yes, sure. Why not?!
- Auntie Hala: But you should be careful to put your ring in a safe place when you cook, Dima!
- Samar: Yes, the customers only like the taste of sweet things, not hard or bitter things.
- All [clapping]: For sure!

Use a lot of body language and emotion when you demonstrate these, and encourage learners to do the same.

Practice reading with extra feeling and body language. Look ahead to "Active Listening" and practice the different feelings.

Then, practice with the teacher in different ways (excited, happy, sweet, sorry, bitter, helpful):

- Yes, sure. Why not?!
- For sure!

Active Listening

Notice that different emotions are used in different groups. Make sure that learners understand and can display the different emotions: excited, happy, sweet, sorry, bitter, and helpful.

The *Hilwe w Morra* Story, Family Tree

Many changes have occurred in the family. Encourage learners to update the family tree with what they know now about the family.

See if learners can tell what the relationships are:

- Auntie Hala is Dima's mother and Nadine's sister.
- Nadine is Nour and Samar's mother and the grandmother of Samar's triplets.
- Rana is Joumana's mother and May and Nabil's grandmother.

Group Work

Next, work in groups. Each group has 5 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...

excited	happy	angry
---------	-------	-------

Listen to the shopkeeper. She is...

excited	happy	angry
---------	-------	-------

Listen to Auntie Hala. She is...

excited	happy	angry
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The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book and add the last details. What new information do you have about the sisters?
- What about the babies?
- What about people for the future?
- All answers are okay!

READINGS

Audio recordings of the reading is available for download at <http://aei.uoregon.edu/wtwe>

Learners should be able to tell from the title that #2 and 3 are probably true. They will need to read and listen to the story in order to see if their other guesses were correct.

Vocabulary

ANSWER KEY

<u>health store</u>	=	a shop with very old things	a shop with healthy things ✓
<u>partners</u>	=	people working together ✓	people working quickly
<u>organic</u>	=	grow food with no chemicals ✓	grow food with chemicals
<u>benefits</u>	=	things that help you ✓	things that hurt you
<u>events</u>	=	dreams	activities ✓
<u>import</u>	=	bring in things from inside Lebanon	bring in things from outside Lebanon ✓
<u>producers</u>	=	people who make things ✓	people who buy things
<u>ideal</u>	=	bad idea or plan	best idea or plan ✓

READING

Title: Interview with Sabine Kassouf, Owner of *A New Earth Store*

Guess

Think about the title: *Interview with Sabine Kassouf, Owner of "A New Earth" Store*. Guess! Are these sentences about the story T (true) or F (false)?

<input type="checkbox"/>	1. Sabine Kassouf is a woman.
<input type="checkbox"/>	2. Sabine has a business (a store).
<input type="checkbox"/>	3. The name of the store is: <i>A New Earth</i> .
<input type="checkbox"/>	4. The store is in the USA.
<input type="checkbox"/>	5. Sabine answers some questions about her store.

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>health store</u>	=	a shop with very old things	a shop with healthy things ✓
<u>partners</u>	=	people working together	people working quickly
<u>organic</u>	=	grow food with no chemicals	grow food with chemicals
<u>benefits</u>	=	things that help you	things that hurt you

<u>events</u>	=	dreams	activities
<u>import</u>	=	bring in things from inside Lebanon	bring in things from outside Lebanon
<u>producers</u>	=	people who make things	people who buy things
<u>ideal</u>	=	bad idea or plan	best idea or plan

Listen-Read-Circle

ANSWER KEY

Question 1: How did you begin your store?

In 2008, I worked on a health store project, and I met my business partner Layane. A NEW EARTH was born!

Question 2: Which of your organic products are the most popular with Lebanese women?

At first, women often choose organic fruit and vegetables. Then, they understand the benefits, and they buy organic snacks, cosmetics, or cleaning products.

Question 3: Why are organic products popular?

Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things. We also share recipes, and we have food and drink-tasting events.

Listen-Read-Circle

Listen as the teacher reads the interview 2 times. The second time, circle 5 words about the store (for example, business, partner, buy, product...). An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Question 1: How did you begin your store?

In 2008, I worked on a health store project, and I met my business partner Layane. A NEW EARTH was born!

Question 2: Which of your organic products are the most popular with Lebanese women?

At first, women often choose organic fruit and vegetables. Then, they understand the benefits, and they buy organic snacks, cosmetics, or cleaning products.

Question 3: Why are organic products popular?

Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things.

Question 4: Do any of your products come from women?

Organic farming is new in Lebanon. For now, we import many of the products in our store. There are a few Lebanese organic producers, but we need more! Farmers and jam producers have small family businesses, and about half are women.

Question 5: What kind of “new earth” do you want to see?

The Tree of Life means a lot to me. We should live together in peace with all of the living world.

Question 6: What is the ideal of a beautiful woman?

A healthy mind in a healthy body!

We also share recipes, and we have food and drink-tasting events.

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A healthy mind in a healthy body!

Listen-Read-Write

ANSWER KEY

Question 1: How did you begin your store?

In 2008, I worked on a health store project, and I met my business partner Layane. A NEW EARTH was born!

Question 2: Which of your organic products are the most popular with Lebanese women?

At first, women often choose organic fruit and vegetables. Then, they understand the benefits, and they buy organic snacks, cosmetics, or cleaning products.

Question 3: Why are organic products popular?

Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things. We also share recipes, and we have food and drink-tasting events.

Listen-Read-Write

Listen to the teacher. Write the **words** in the blanks below.

<p><i>advice</i></p> <p><i>benefits</i></p> <p><i>events</i></p> <p><i>partner</i></p> <p><i>popular</i></p> <p><i>store</i></p>	<p>Question 1: How did you begin your store? In 2008, I worked on a health _____ project, and I met my business _____ Layane. A NEW EARTH was born!</p> <p>Question 2: Which of your organic products are the most popular with Lebanese women? At first, women often choose organic fruit and vegetables. Then, they understand the _____, and they buy organic snacks, cosmetics, or cleaning products.</p> <p>Question 3: Why are organic products _____? Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and _____ about these things. We also share recipes, and we have food and drink-tasting _____.</p>
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Question 4: Do any of your products come from women?

Organic farming is new in Lebanon. For now, we import many of the products in our store.

There are a few Lebanese products, but we need more! Farmers and jam producers have small family businesses, and about half are women.

Question 5: What kind of “new earth” do you want to see?

The Tree of Life means a lot to me. We should live together in peace with all of the living world.

Question 6: What is the ideal of a beautiful woman?

A healthy mind in a healthy body!

healthy

ideal

import

Organic

producers

products

should

Question 4: Do any of your _____ come from women?

Organic farming is new in Lebanon. For now, we _____ many of the products in our store.

There are a few Lebanese _____, but we need more! Farmers and jam _____ have small family businesses, and about half are women.

Question 5: What kind of “new earth” do you want to see?

The Tree of Life means a lot to me. We _____ live together in peace with all of the living world.

Question 6: What is the _____ of a beautiful woman?

A healthy mind in a _____ body!

Sentence Order

ANSWER KEY

- 3 Women began to shop at “A New Earth” store.
- 1 Sabine met Layane, and they became partners.
- 4 “A New Earth” shared recipes and had interesting events.
- 5 Sabine answered questions about “A New Earth” for this book.
- 2 Sabine and Layane began a new business together.

WHAT’S THE BUZZ?

The focus is on what learners can do now, what they could not do before, and what they might do in the future. Learners should notice their use of can and could. More advanced students can also use be able to:

- I am able to
- I’m not able to
- I was able to
- I wasn’t able to

Sentence Order

Put the sentences about *Sabine Kassouf*, Owner of “A New Earth” Store in order (1, 2, 3, 4, 5).

- _____ Women began to shop at “A New Earth” store.
- _____ Sabine met Layane, and they became partners.
- _____ “A New Earth” shared recipes and had interesting events.
- _____ Sabine answered questions about “A New Earth” for this book.
- _____ Sabine and Layane began a new business together.

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 was something you could do as a child but you can not do now?			
Question 2: What is something you can do <i>now</i> but you could not do as a child?			

Make sure that learners understand what “organic” products are. If they are in the countryside, they may want to talk about whether it is a good idea or not to have organic food.

Question 3: What is something you can eat <i>now</i> but you could not eat as a child?			
Question 4: Can you get organic products now? If yes, what?			
Question 5: What is your wish for the future? What will you be able to do in 5 years?			

Discuss with Your Group

- How many answers are the same?
- How many are different?
- What was a surprise for you?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- Who could do unusual things as a child?
- Who can do unusual things now?
- Who will do unusual things in the future?

WRITE A POEM

Many people enjoy listening to poetry, even if they think they cannot write poems. These structured poems are easy to create, yet can be very interesting.

You may want to have a discussion about why the example is a poem, even if it doesn't rhyme.

The planning boxes make it easy to write this kind of structured poem.

Writing about a partner is often easier than writing about yourself. People like having poems about themselves!

WRITE A POEM

Students work in pairs to make 8-line poems about each other. Note that not all poems rhyme.

Example

Alia Mohammed

By Dima Ali

Alia...

tall, chatty, happy, intelligent

mother of Danny

who loves music, books, and picnics

who is afraid of fast cars, spiders, and soldiers

who wants to someday see Paris, the end of poverty, and her lost ring

resident of Bekaa

...Mohammed.

Whole Class

First work as a whole class. Create a poem together as an example. Use the teacher or a famous person as an example. Fill in the **planning boxes** below, using the blackboard, a large piece of paper or an overhead projector.

Pair Work

Next, students work in pairs. Each student fills in the **planning boxes** below with information about her partner. Then, use the words from the planning boxes to **finish the poem**.

You may want to write the planning boxes on a large piece of paper before class, or on the blackboard during a break in class.

Planning Boxes

Line 1	First name or nickname:	
Line 2	4 words to describe her (adjectives):	
Line 3	relationship [X of Y]:	of
Line 4	3 things she loves:	
Line 5	3 things that scare her (make her feel afraid):	
Line 6	3 things that she wants to see someday:	
Line 7	where she lives:	
Line 8	Last name or family name:	

Finish the Poem

- The title of the poem is the name of the person in the poem.
- The author is the name of the poem writer.
- Use the words from the planning boxes above to finish the poem.
- Copy the poem on a large sheet of paper and add photos or other pictures about the person.

If you have a photocopier, you can make extra copies of the planning boxes to give to learners so they can write the whole-class poem first, then their own poem.

They will need to refer to the planning boxes to know what to put in each line. They should omit the labels: Line 1, Line 2, etc. so that the poem will look good.

Title of Poem: _____

Author's Name: _____

Line 1 _____ ...

Line 2 _____ , _____ , _____ , _____

Line 3 _____ of _____

Line 4 who loves _____ , _____ , and _____

Line 5 who is afraid of _____ , _____ , and _____

Line 6 who wants to see _____ , _____ , and _____

Line 7 resident of _____

Line 8 ... _____

SUPPLEMENTARY ACTIVITIES

VOCABULARY

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

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired.

A. Silent Co-op Team Drawing

This activity encourages learners to work very cooperatively, since they need to understand what others are doing AND make sure the pen stays on the paper the whole time.

It's good to give the teams at least 15-20 minutes for this task. They can easily take much longer with it.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 189, there are flash cards with the vocabulary from this unit. Students can cut out the cards and use them in the same ways as in other units.

PROJECT POSSIBILITIES

A. Silent Co-op Team Drawing

Adapted from Global Village

www.globalvillage2006.org/en/do_something_about/co_operatives/team_drawing

Aim: To work together to produce a drawing, 3-4 people per group.

Materials: Large sheets of paper (1 per group), large pens (1 per group).

1. Each group chooses a topic related to "The Corner Co-op" ***without speaking***.
 - What will we sell and buy at The Corner Co-op?
 - Who will come to The Corner Co-op?
 - Where is The Corner Co-op (in what part of town)?
2. The group must take turns writing or drawing their response ***without speaking*** and ***without taking the pen from the paper***. Each person in the group must participate.
3. Give the groups a specific length of time, and a warning when they have 2 minutes and 1 minute left.

Once learners are able to talk, they can discuss what they might have done differently. Have them think about what they might do if they did this activity a second time.

B. Learners can also bring in photos for this activity.

C. This could be a very fun in-class activity. Have learners give each other instructions about making the recipe and using the result. They can also practice giving compliments once the cream is removed.

D. The organic garden project would be very interesting, though it would require a lot more time and effort to accomplish.

4. Share and debrief as a whole class (now they can talk!).
 - With planning ahead of time, would the drawings be different?
 - With the ability to talk, would the drawings be different?
 - With more than one pen, would the drawings be different?

B. Use the photos from Appendix A. Students work in pairs and sort them into piles. Some examples of themes for grouping are:

- Fun – boring – don’t know.
- Can do this – can’t do this – want to try this.
- Like this – don’t like this – don’t know.
- Only for women – only for men – for both men and women.

C. Make Sabine’s Favorite Recipe for a Home Beauty Product. This is a great product for your face. It will make your skin soft. You can make it at home!

- 1 avocado
- 1 teaspoon of apple vinegar
- 1 egg white
- 3 teaspoons organic olive oil


Peel and mash the avocado. Beat the egg white and add it to the avocado. Add all the other ingredients and mix well.

Put it on your face for 20 minutes. Then, wash your face with water.

D. If space is available, make a classroom organic garden inside or outdoors.

E. Learners could use pictures or their own drawings to show what they could, can, and will be able to do.

E. Put pictures to show your abilities in the past, present and future. Write about your pictures.

Past: As a girl, I <u>could</u>...	Present: Now I <u>can</u>...	Future: I <u>will be able to</u>...
	[put a picture here]	[put a picture here]
[put a picture here]	[put a picture here]	[put a picture here]
[put a picture here]	[put a picture here]	[put a picture here]

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: Girls and Computers

www.literacynet.org/cnnsf/computergirls/abridged/home.html

Do: Listen to and read the story. Do the activities. Do you feel comfortable with computers? How about other girls and women in your family and community?

Go: Simple News English

A Woman Gave Birth on a Plane

www.simpleenglishnews.com/archives/stories/a-woman-gave-birth-on-a-plane-5312059

Moms Can Become Miss Spain

www.simpleenglishnews.com/archives/stories/moms-can-become-miss-spain-5313471

Do: Read the stories (you can listen to them while you read). Post a comment if you like.

Go: Randall's ESL Cyber Listening Lab

<http://www.esl-lab.com/eslbasic/jobhunting-1.htm>

<http://www.esl-lab.com/eslbasic/jobhunting-2.htm>

Do: Listen to the recordings about jobs and answer the questions.

Go: Quandary Action Mazes

www.halfbakedsoftware.com/quandary/version_2/examples/

Do: Choose an adventure and see what happens.

Go: What Color is Your Soul Painted?

www.quiztron.com/tests/color_is_soul_paint_quiz_23687.htm

Do: This quiz is just for fun. What color are you?

a bow	a box	a gift
a point	a ribbon	an arrow
a path	a senior citizen	a disabled person
an ideal	swim	hike
paint	dance	bicycle
amazing	be careful to	bitter
an inheritance	join	advice
popular	safe	a skill
Yes, sure!	a tourist	import
a health store	a producer	a partner
organic	a benefit	an event

APPENDIX A: ILR TABLE

Interagency Language Roundtable Language Skill Level Descriptions, Levels 1 and 1+

ILR	Listening	Reading	Speaking	Writing
1 (Elementary Proficiency)	<ul style="list-style-type: none"> Understands speech about basic survival needs, minimum courtesy/travel requirements Understands simple questions and answers, simple statements, and simple direct conversation in standard dialects. Vocabulary limited to most basic needs. Miscommunication caused by misunderstood syntax. Comprehension areas: basic needs - meals, lodging, transportation, time and simple directions. Understands main ideas. 	<ul style="list-style-type: none"> Reads familiar formulaic verbal exchanges, or simple language with high frequency patterns and vocabulary. Able to read known language elements that have been arranged new ways for different meaning (same level of simplicity). Descriptions of persons, places, things; simplified explanations of geography, government. Misunderstandings possible even on simple text. Can get some main ideas in more complex texts of a professional nature. Can identify general subject matter in some authentic text. 	<ul style="list-style-type: none"> Able to satisfy minimum courtesy requirements and maintain simple direct conversations on familiar topics. Native speaker may need to use slowed speech, repetition, paraphrase, or a combination, and work to understand even simple statements/questions from this individual. Functional but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. Unable to produce continuous discourse except with rehearsed material. Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, range is narrow. Speaks with great difficulty. By repeating, speakers can make themselves understood to native speakers in regular contact with foreigners with little precision. 	<ul style="list-style-type: none"> Able to meet limited practical needs through writing. Can write statements and questions on familiar topics within the scope of his/her very limited language experience. Vocabulary adequate to express elementary needs. Writes in simple sentences with errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners. Writing is a loose collection of sentences (or fragments) on a given topic with little conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to

ILR	Listening	Reading	Speaking, continued	Writing, continued
1 (Elementary Proficiency, continued)			<ul style="list-style-type: none"> • Can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide predictable and skeletal biographical information. • Might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. • Able to formulate questions. • Utterances may be characterized by structural errors and errors in basic grammatical relations. • Vocabulary is extremely limited and usually does not include modifiers. • Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. • Use of structure and vocabulary is highly imprecise. 	service people and simple notes to friends. (800-1000 characters controlled.)

ILR	Listening	Reading	Speaking	Writing
1+ (Elementary Proficiency Plus)	<ul style="list-style-type: none"> Understands conversations about all survival needs & limited social demands, and some circumstances beyond survival needs Shows increased speed in comprehension, but not consistent Limited vocab – requires repetition Understands common time forms, most question forms, some word order patterns, but problems with more complex patterns. Understanding inconsistent with long utterances or unfamiliar situations. Limited understanding of descriptions and precise information. Aware of cohesive features such as pronouns & verb inflections but not consistently especially if reference is not immediate. 	<ul style="list-style-type: none"> Can understand simple social discourse in printed form. Can read announcements such as for public events, simple prose such as biographical information, and straightforward newspaper headlines. Can guess at vocabulary in context. Can identify main ideas and routine information in more complex texts of professional significance. Some areas of difficulty: basic grammatical relations often misinterpreted, and time reference may rely primarily on lexical items as indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. 	<ul style="list-style-type: none"> Can initiate and maintain predictable direct conversations and satisfy limited social demands. May have little understanding of the social conventions of conversation. The interlocutor is required to strain and employ real-world knowledge to understand even some simple speech. Speaker may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech consists of a series of short, discrete utterances. Individual able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. Errors occur in more complex patterns. 	<ul style="list-style-type: none"> Sufficient control of writing to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and familiar material. Shows control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or terms, although the individual can use a dictionary to advantage to express simple ideas.

ILR	Listening, continued	Reading	Speaking	Writing, continued
1+ (Elementary Proficiency Plus, continued)	<ul style="list-style-type: none"> • Understanding limited to short, discrete utterances. • Requires repetition 			<ul style="list-style-type: none"> • Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). • Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. • Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.