

Women Teaching Women English

A Beginning Level Integrated Skills EFL Text

Authors

Leslie Opp-Beckman, TESOL Specialist and Project Coordinator

Deborah Healey, TESOL Specialist and Copy Editor

Rawan Yaghi, Lebanese TESOL Specialist

Jill Cargile, TESOL Specialist

Deanna Hochstein, TESOL Specialist

Lys Opp-Beckman, Illustrations

Rebecca Force, Narration

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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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INTRODUCTION

Welcome to *Women Teaching Women English*!

This book is designed by women, for women. We want to help women become more skilled in English. We hope this will help Lebanese women – you – to build a better future for yourself and for your family. The goal of this book is not just more English, but also more confidence and knowledge about yourself.

The focus of this book is on integrated skills. It includes readings, listening, speaking, vocabulary, and writing activities. The topics are designed to be of interest to women of different ages, from different kinds of families, and living in the city or in the countryside. You can interact with classmates throughout each unit.

The book includes 10 units and an optional pre-level 1 unit. In each unit, you will find many different activities. Each unit begins with a warm-up activity. The warm-up usually 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*.

Each unit also includes a short reading. Vocabulary, grammar, listening, and speaking activities come from *The Hilwe w Morra Story* and from the reading. Throughout, we ask you to think about what you are reading and to connect it to your own life.

In every unit, you will be able to interact in pairs and small groups. Each unit also includes many whole-class activities. Follow-up activities use the English skills you 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 you to ask your classmates, your friends, and your family.

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/>

Specific Components

Warm-up

The warm-up should help you remember what you already know about the topic. The warm-up prepares you for the rest of the unit. The warm-up typically includes questions and a picture task. You also connect the topic to your own life by adding your own pictures and stories.

The *Hilwe w Morra* Story

Each unit has a conversation among members of a family. The dialogues are designed to be realistic and fun. You can enjoy listening to, reading, and acting out the conversations. You can add the new information about the characters to the *Hilwe w Morra* Family Tree in the front of the book.

Vocabulary Building

Vocabulary activities come in different forms: matching picture to word, fill-in, choosing the best definition, flash card activities, and others. You can work individually, in pairs, and in small groups. Many of the activities include things to make.

Group Work

In the Group Work section, you think about and ask each other about the topics of the unit. This section focuses on how you feel about different things. The goal is to practice speaking with the vocabulary and grammar in the unit.

Discussion

You have many discussions throughout the units. The questions build understanding and encourage critical thinking. The questions are usually in order from easiest to most difficult.

Readers Theater

Readers Theater is a special kind of theater play. The actors just read the lines out loud. You practice ahead of time to work on intonation and expression. Start as a whole class. Read each line together. Be as emotional as possible in reading the lines — that makes it more fun and motivating.

Practice until everyone feels comfortable in reading out loud. It is also good to bring in “props.” Props are small things, such as cups for a scene with tea, that make this feel more like a theater play.

Active Listening

When one group is speaking, it’s easy for the rest of the class to stop paying attention. During Readers Theater, listeners have tasks to perform. Most of the time, listeners try to say how the different characters feel.

Reading

Ideas for the readings come from information in the news and from interviews with different women. In **Guess**, you can try to predict the the story just from the title. There are no wrong answers at this point. You can go back after you read the story. See if your guesses were right or wrong!

Several activities follow the reading. In **Listen-Read-Circle**, you listen to the reading, then circle specific words or types of words. **Listen-Read-Write** is a fill-in activity to build vocabulary. In **Sentence Order**, you put different sentences from the reading in the right order.

What's the Buzz?

This is a survey activity related to the *Hilwe w Morra* story and to the readings. You can ask your classmates the different questions. After you ask other people, you can talk about what you found out with the class. You can also add information from friends and family. In this activity, you can practice asking questions and writing the answers from other people.

Creative Activity

Each unit includes at least one project or creative activity where you make something. For example, you create a gift card in Unit 1 and a recipe that you can share in Unit 3. You're practicing English and having fun.

Writing

Writing activities are about the *Hilwe w Morra* Story and the reading. In early units, the class may start writing by working together. In later units, you will do more on their own.

Supplemental Activities

These are extra activities that build on what you are learning. Some of the supplemental activities are for use in class. You can use some, like the flash cards, on your own at home as well.

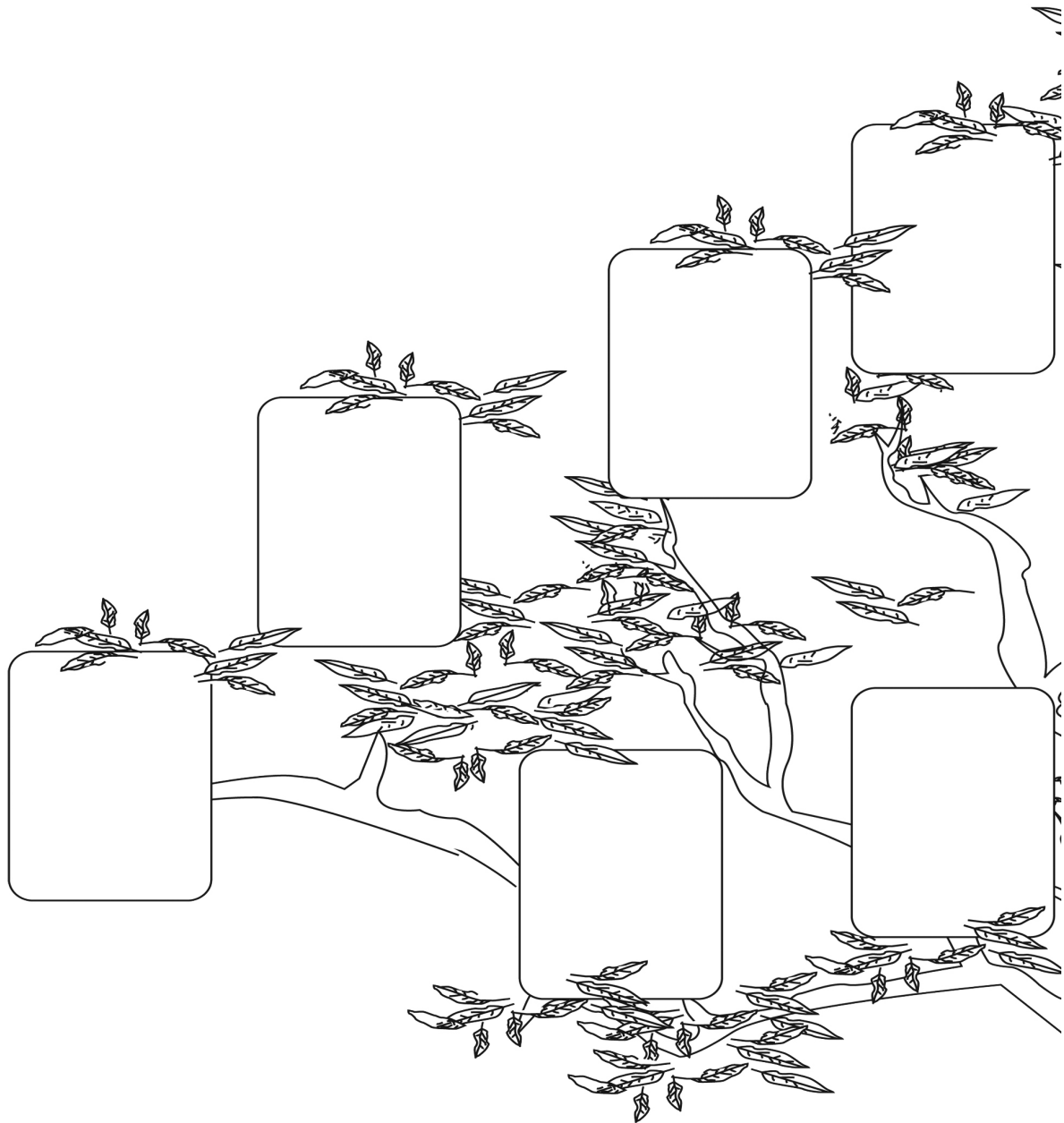
Project

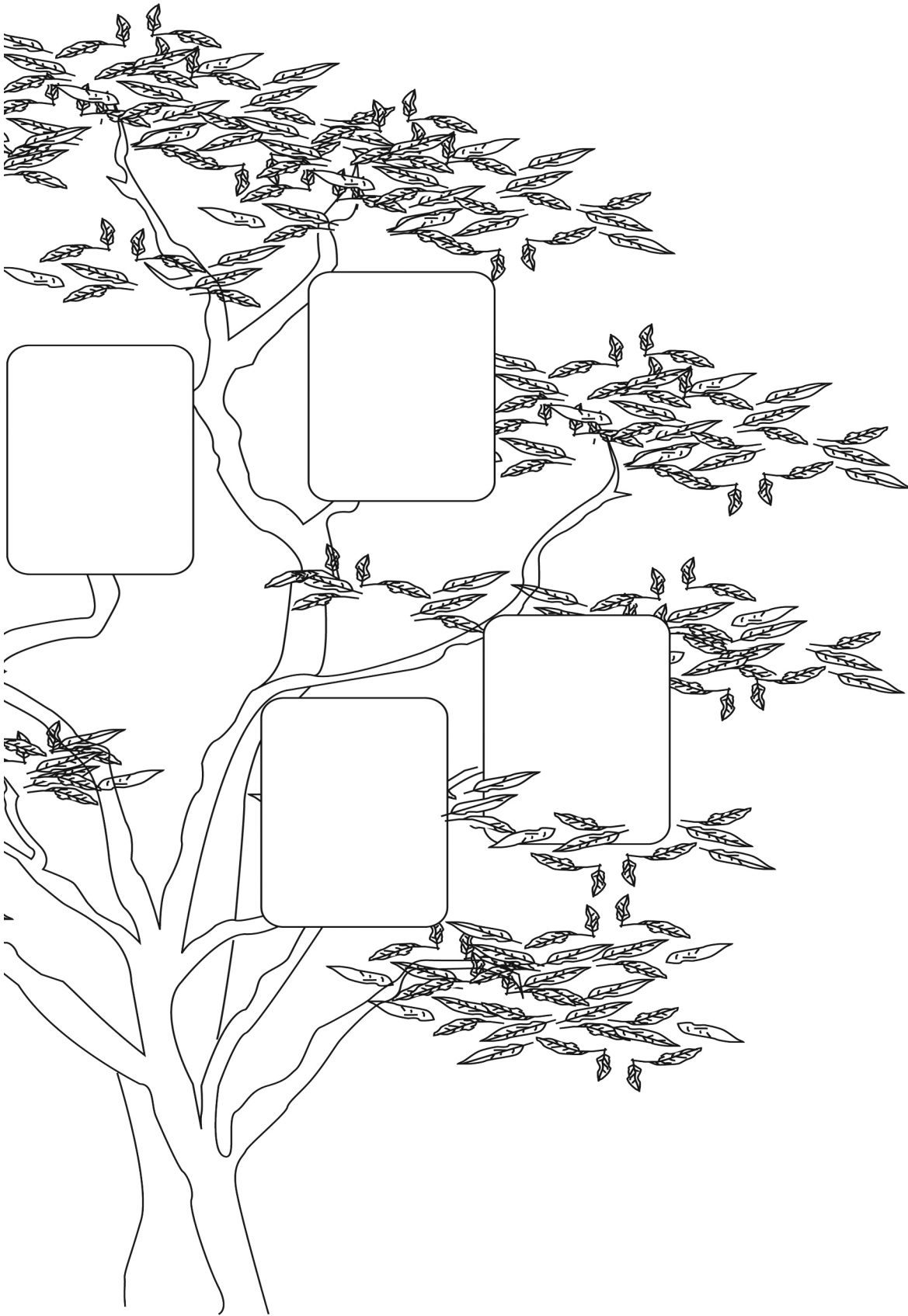
You build or create something in the project section. These projects let you be creative and add your own style to what you are learning in English.

Internet

If a computer with Internet access and a projector are available in the classroom, the teacher can show the different Internet activities and use them with the whole class. If you use these outside of class, you can share what you did with the class.

HILWE W MORRA FAMILY TREE





Scope and Sequence

UNIT	Language Functions	Listening	Speaking
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.
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.
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.
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.
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.
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.

UNIT	Reading	Writing	Grammar	Projects
1 Family	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	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	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.
4 Home & Community	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	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	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.

Scope and Sequence

UNIT	Language Functions	Listening	Speaking
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.
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.
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.
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.

UNIT	Reading	Writing	Grammar	Projects
7 Through the Eyes of Others	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	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	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	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 Director of Distance Education (DE) in the University of Oregon's Linguistics Department/American English Institute (UO AEI). She develops, teaches, and coordinates online courses and programs for English as a Foreign Language educators, trainers, and administrators. She has published, lectured and conducted workshops in educational technology in more than 50 countries. She is the author of *Shaping the Way We Teach English* training materials.

Dr. Deborah Healey has taught English and trained teachers for over 30 years. She currently offers DE courses for teachers internationally and teaches in the UO Master's program in Linguistics. She worked in Yemen and has presented extensively internationally. 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 AEI.

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. She is a social activist and a cultural expert who attempts to bridge cultures.

Jill Cargile is the Director of Special Programs for UO AEI 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 UO, 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 English as a Second Language.

Deanna Hochstein, a senior member of the faculty of UO AEI, has long-term experience in teaching and administration. She developed the current Critical Thinking (CT) 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 CT and *Shaping the Way We Teach English*. She holds an MA in Linguistics.

Lys Opp-Beckman has worked in graphic design, product design and the fine arts. She has a 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. She worked in Jordan with the US State Department on an Arts and English immersion summer camp for teens. She is pursuing a Masters degree at the UO.

Rebecca Force has over 35 years of broadcast experience. At the UO, she produced 366 episodes of the TV program *UO Today*. She is also the advisor for *Duck U*, the UO's student-produced variety television program. Rebecca has been inducted into the National Academy of Television Arts and Sciences' Silver Circle in honor of over 25 years of outstanding service in television.

LIST OF SOURCES AND CREDITS

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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 granted 25 April 2011. You can read the full article in the Teachers Manual.

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

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