

UNIT 4: HOME AND COMMUNITY

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**.



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:

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>	

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!



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

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'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

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

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?
	... help children?
Does she <u>like to</u> ...	... help sick people?
Does she <u>want to</u> ...	... help old people?
Does she <u>need to</u> ...	... work alone?
Does she <u>try to</u> ...	... work with other women?
	... work with lots of other people?

Make answers.

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

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

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...

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

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 \checkmark 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

Group 3: _____, _____ and _____.

Listen to Joumana. She is...	tired	unhappy	happy
Listen to Nour. She is...	tired	unhappy	happy
Look at Auntie Hala. She is...	tired	unhappy	happy

Group 4: _____, _____ and _____.

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

Group 5: _____, _____ and _____.

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

Group 6: _____, _____ and _____.

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

Group 7: _____, _____ and _____.

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

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

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

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.

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.</p> <p>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>feiruzyat</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

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?

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

- 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: 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.

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

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, _____

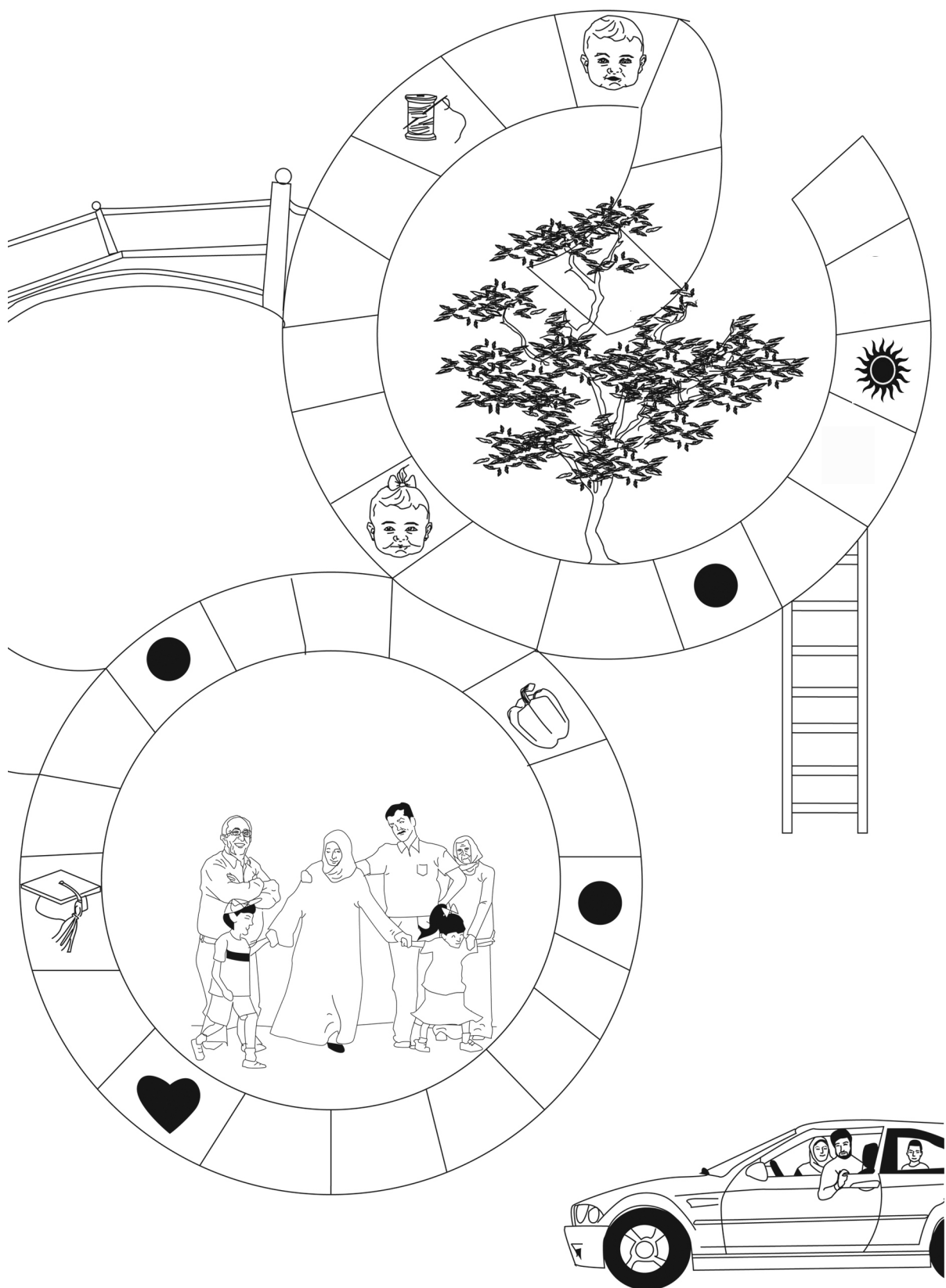
3. _____

4. _____

5. The game ends!

Leading the Way





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:

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.”

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

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

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

Go: Study Zone, Furniture Vocabulary

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/>

Do: Do one or more of the vocabulary practice exercises: furniture, school and office, home appliances, or kitchen utensils.

Go: English Vocabulary Games with Pictures

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

Do: Play the games about houses or other topics of interest.

Go: House Words Quiz 2

<http://a4esl.org/q/h/vc-house2-lb.html>

Do: Take the quiz as many times as you like.

Go: Directions Through Town

<http://www.esl-lab.com/eslbasic/travel-sightseeing-1.htm>

Do: Listen to the directions and look at the map. Then, answer the questions.

Go: Facebook – Family Village Game

<http://familyvillagegame.com/>

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

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.

