

UNIT 5: SHOPPING

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

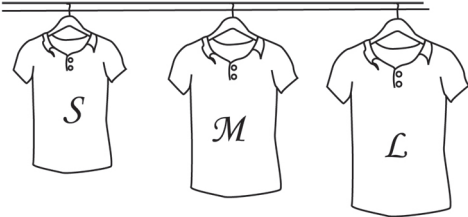
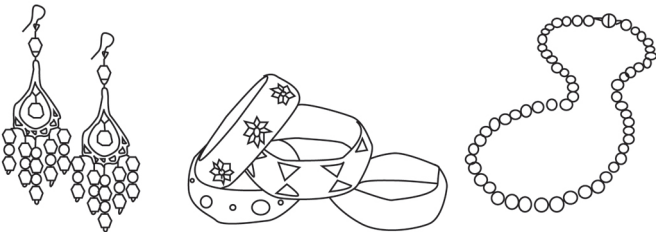
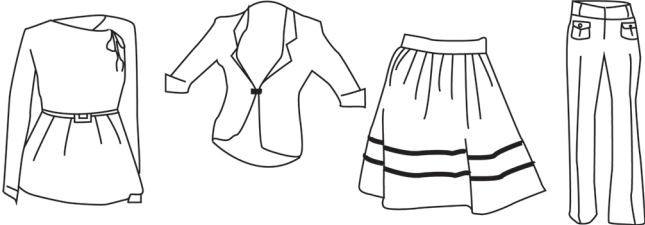
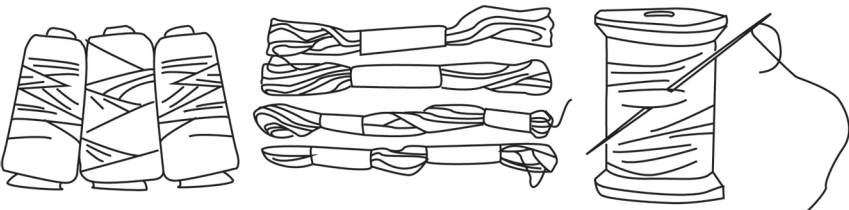

Put a photo or picture of a place where you like to shop here:

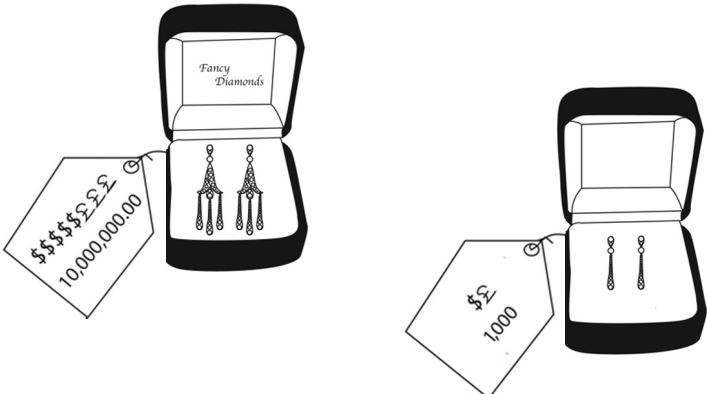

VOCABULARY

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.

<i>buttons</i>	    
<i>clothing</i>	
<i>hangers</i>	
<i>a jacket</i>	
<i>jewelry</i>	
<i>a needle</i>	
<i>pockets</i>	
<i>a sewing machine</i>	
<i>sizes</i>	
<i>a skirt</i>	
<i>sleeves</i>	
<i>thread</i>	

<p><i>cheap</i></p> <p><i>expensive</i></p>	
<p>Add 4 words about the picture and draw lines to show the meaning.</p> <ol style="list-style-type: none"> 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!

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

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

*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** the 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 the 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!

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
women's cooperative	=	place for women to sleep	place for women to sell their things ✓
prefer	=	not like	like
shopkeeper	=	works in a shop	works in a restaurant
costs	=	sells for this much money	free, no money
hand-sew	=	make with a machine	make by hand
expensive	=	costs a lot of money	costs a little money

Vocabulary		Definition A	Definition B
<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

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

Make questions.

Were you...	... happy...	
	... sad...	
	... tired...	... yesterday?
Was she...	... sleepy...	... last night?
Was it...	... cold....	... last week?
	... angry...	... last month?
	... pregnant...	... 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.)

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

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 the 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 the 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!

Then, practice with the teacher in different ways:

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

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

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.

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...	excited	happy	angry
Listen to the shopkeeper. She was...	excited	happy	angry
Listen to Auntie Hala. She was...	excited	happy	angry

Group 2: _____, _____ and _____.

Listen to Joumana. She was...	happy	sad	excited
Listen to the shopkeeper. She was...	happy	sad	excited
Listen to Auntie Hala. She was...	happy	sad	excited

Group 3: _____, _____ and _____.

Listen to Joumana. She was...	excited	tired	happy
Listen to the shopkeeper. She was...	excited	tired	happy
Listen to Auntie Hala. She was...	excited	tired	happy

Group 4: _____, _____ and _____.

Listen to Joumana. She was...	tired	happy	proud
Listen to the shopkeeper. She was...	tired	happy	proud
Listen to Auntie Hala. She was...	tired	happy	proud

Group 5: _____, _____ and _____.

Listen to Joumana. She was...	sad	excited	happy
Listen to the shopkeeper. She was...	sad	excited	happy
Listen to Auntie Hala. She was...	sad	excited	happy

Group 6: _____, _____ and _____.

Listen to Joumana. She was...	excited	happy	angry
Listen to the shopkeeper. She was...	excited	happy	angry
Listen to Auntie Hala. She was...	excited	happy	angry

Group 7: _____, _____ **and** _____.

Listen to Joumana. She was...

Listen to the shopkeeper. She was...

Listen to Auntie Hala. She was...

proud	happy	sad
proud	happy	sad
proud	happy	sad

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

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

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

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.

beads clothing jewelry market talented thread	<p>This story is about Zeinab Sader. She lives in Nabatieh.</p> <p>In 2007, there were UNDP classes for women in Lebanon.</p> <p>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?

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

- 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

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

Shop	Products	Advantages	Price

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

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.)

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

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.

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

