









## UNIT 9: WOMEN AT WORK

### WARM-UP

#### Choose

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

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

#### 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:

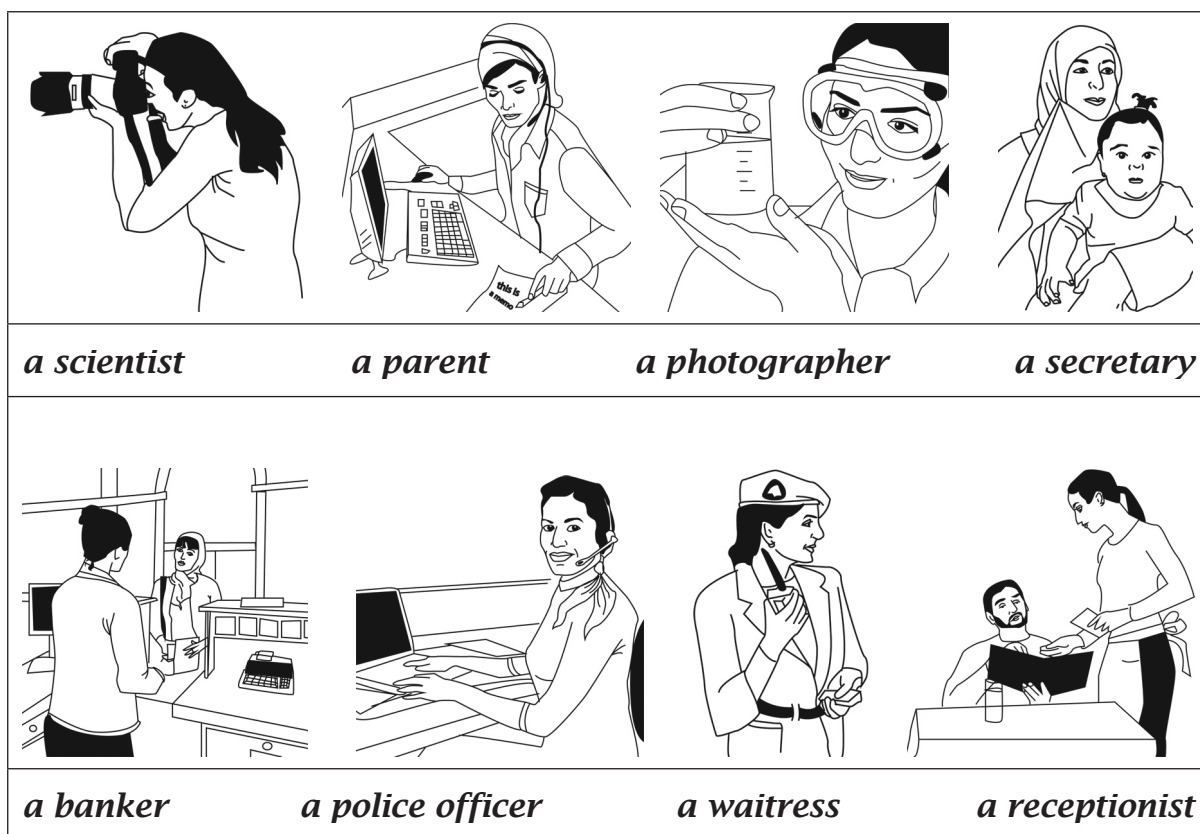
## VOCABULARY

### 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>



## 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

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

- |                          |                                   |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | 1. Women work a lot.              |
| <input type="checkbox"/> | 2. It's easy to be a homemaker.   |
| <input type="checkbox"/> | 3. I know a female scientist.     |
| <input type="checkbox"/> | 4. I would like to be a reporter. |
| <input type="checkbox"/> | 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?
- 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

**busy**

= without a lot of work

with a lot of work ✓

**a job**

= work

travel

**a plan**

= step-by-step idea

unclear idea

**would like**

= want

will do

**hope**

= wish for something

buy something

**successful**

= good at doing something

not able to finish something

**an interview**

= 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

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.

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**

### **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 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!

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**

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

**Group 2:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Joumana. She is...	tired	happy	laughing	sad
Listen to Nour. She is...	tired	happy	laughing	sad
Listen to Samar. She is...	tired	happy	laughing	sad

**Group 3:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Joumana. She is...	angry	hopeful	laughing	happy
Listen to Nour. She is...	angry	hopeful	laughing	happy
Listen to Samar. She is...	angry	hopeful	laughing	happy

**Group 4:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Joumana. She is...	excited	tired	hopeful	angry
Listen to Nour. She is...	excited	tired	hopeful	angry
Listen to Samar. She is...	excited	tired	hopeful	angry

**Group 5:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Joumana. She is...	tired	angry	happy	excited
Listen to Nour. She is...	tired	angry	happy	excited
Listen to Samar. She is...	tired	angry	happy	excited

**Group 6:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Joumana. She is...	hopeful	tired	sad	laughing
Listen to Nour. She is...	hopeful	tired	sad	laughing
Listen to Samar. She is...	hopeful	tired	sad	laughing

**Group 7:** \_\_\_\_\_, \_\_\_\_\_ 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!

### 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.



**a business**

**a taxi**

**a driver**

**a rider**



## 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 Programme

<input type="checkbox"/>	1. Women get help from UNDP.
<input type="checkbox"/>	2. The story will be about different women.
<input type="checkbox"/>	3. The women get money from UNDP.
<input type="checkbox"/>	4. Women will have new jobs.

### 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

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

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

<b>business</b>	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!
<b>owner</b>	
<b>ride</b>	
<b>taxis</b>	
<b>travelers</b>	

### UNDP Helps Women

<b>goal</b>	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.
<b>mobile phones</b>	
<b>only</b>	
<b>people</b>	
<b>shy</b>	When she started the class, she was _____. That wasn't important because she had a _____.
<b>because</b>	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 _____!
<b>forgot</b>	
<b>much</b>	
<b>succeeded</b>	
<b>success</b>	

### 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

Ask questions.

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

Make answers.

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

## 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?

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: _____
<b>Question 1:</b> Do you like your work? Why?			
<b>Question 2:</b> Would you like to drive a pink taxi or fix mobile phones?			
<b>Question 3:</b> Will your children have better lives than you do? Why?			
<b>Question 4:</b> What makes your work hard?			
<b>Question 5:</b> What is the best job?			

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

<p><b>driver</b></p> <p><b>interview</b></p> <p><b>like</b></p> <p><b>want</b></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 _____ [put any last name here]</p>
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Write your own letter on another piece of paper. What are your plans?

## SUPPLEMENTARY ACTIVITIES

### VOCABULARY

#### Flash Cards

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

#### 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

### 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.

**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/jobsbycareerfieldlist/Jobs\\_by\\_Career\\_Field\\_List.html](http://jobsearch.about.com/od/jobsbycareerfieldlist/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](http://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.



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

