



# Women Teaching Women English



## A Beginning Level Integrated Skills EFL Text



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  
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# **Women Teaching Women English**

## **A Beginning Level Integrated Skills EFL Text**

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### **Free Text Download**

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### **Acknowledgements**

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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.

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## 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.

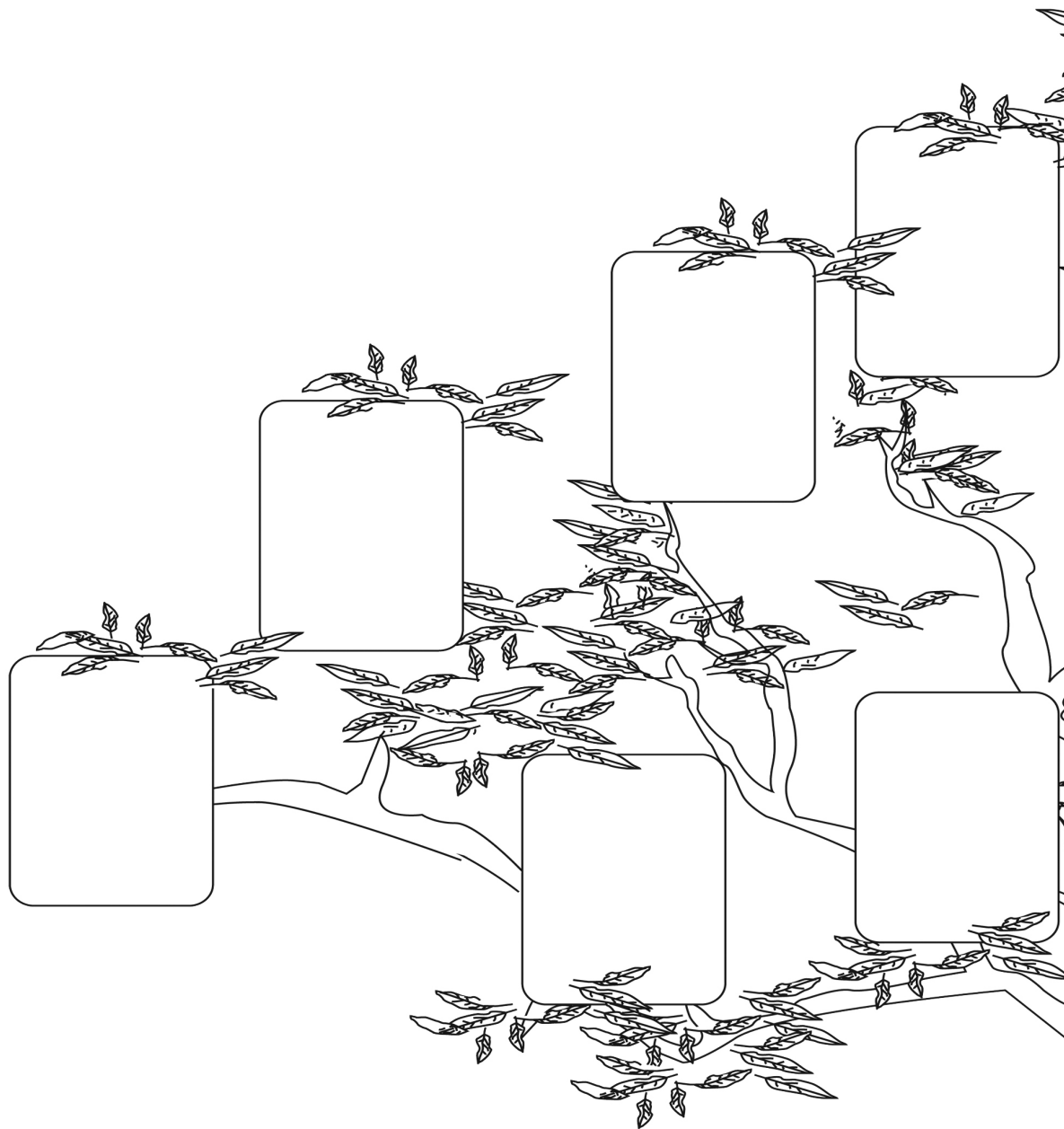
## Project

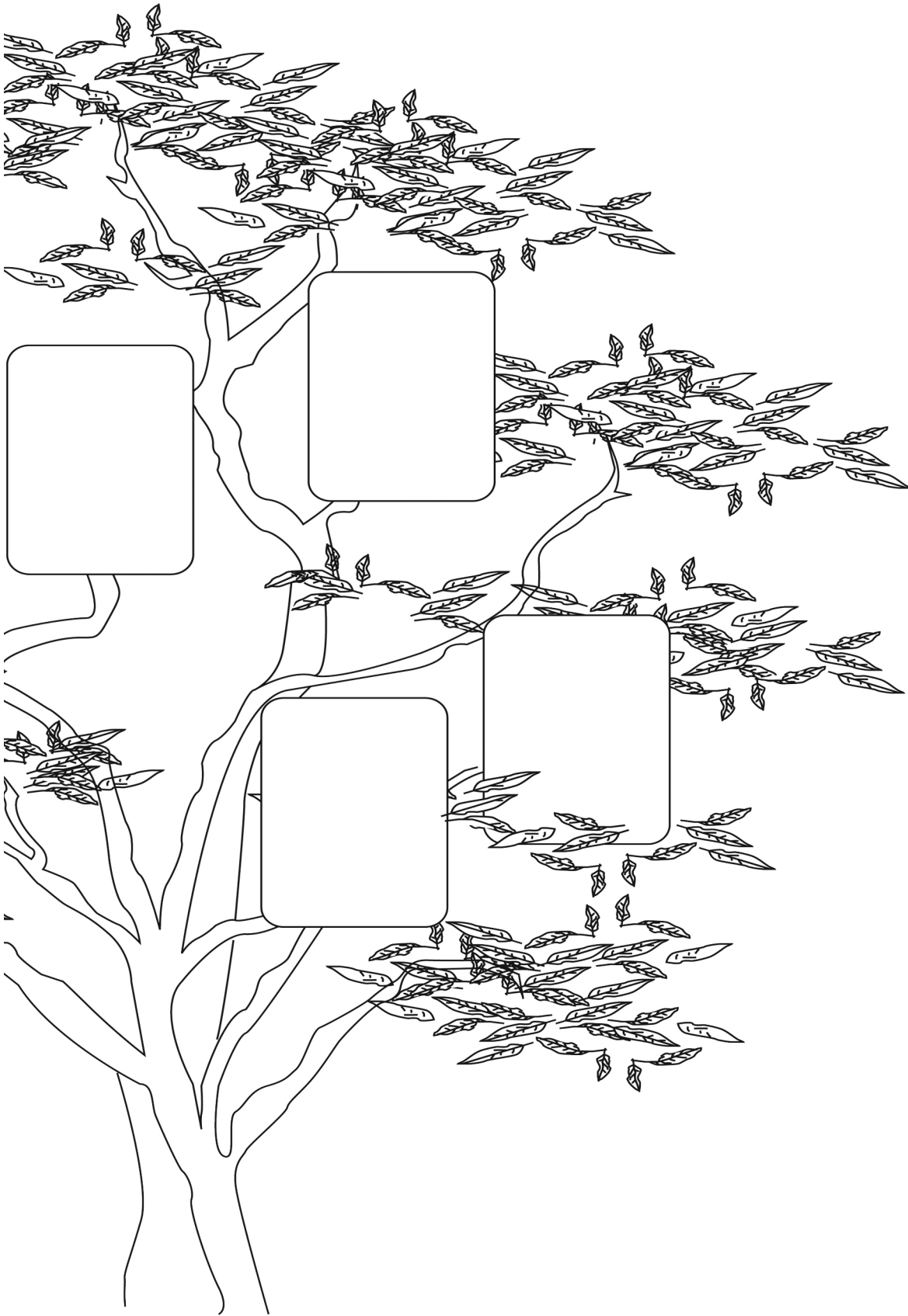
You build or create something in the project section. These projects let you be creative and add your own style to what you are learning in English.

## 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
<b>1 Family</b>	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.
<b>2 Food</b>	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.
<b>3 Health &amp; Beauty</b>	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.
<b>4 Home &amp; Community</b>	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.
<b>5 Shopping</b>	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.
<b>6 In a Restaurant</b>	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
<b>1 Family</b>	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.
<b>2 Food</b>	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.
<b>3 Health &amp; Beauty</b>	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.
<b>4 Home &amp; Community</b>	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.
<b>5 Shopping</b>	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.
<b>6 In a Restaurant</b>	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
<b>7 Through the Eyes of Others</b>	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.
<b>8 Plans and Dreams</b>	“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.
<b>9 Women at Work</b>	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.
<b>10 Women on the Move</b>	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
<b>7 Through the Eyes of Others</b>	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.
<b>8 Plans and Dreams</b>	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.
<b>9 Women at Work</b>	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.
<b>10 Women on the Move</b>	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.

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**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.



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## LIST OF SOURCES AND CREDITS

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Reading, page 27:

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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Reading, page 63:

Goodbye Cafe Gemmayzeh. Adapted from <http://www.happyplanetlebanon.com/newsdetails.aspx?Id=313&CatType=1>. Permitted use for education. You can read the full article in the Teachers Manual.

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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, page 122:

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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Reading, page 145:

8 Goals for Lebanon. Adapted from A Snapshot for Development, <http://www.un.org.lb/photocompetition/About.aspx>. United Nations; permitted use. Accessed 11 July 2011. The full article is in the Teachers Manual.

## Unit 9

Readings, page 161:

Women-Only Businesses: Pink Taxis. Adapted from Women-only Businesses Thrive in Beirut, <http://marketplace.publicradio.org/display/web/2009/08/05/pm-pink-taxis/>. Permission granted 4 May 2011. You can read the full article in the Teachers Manual.

UNDP Helps Women. Adapted from “UNDP Help Lebanese Women in War-Worn Communities” at <http://content.undp.org/go/newsroom/2011/march/international-womens-day/undp-help-lebanese-women-in-conflict-worn-communities.en>. Permitted use. You can read the full article in the Teachers Manual.

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Reading, page 180:

Interview with Sabine Kassouf, Owner of “A New Earth” Store. Permission granted 24 April 2011 by email.

Write a Poem

Adapted from <http://pages.uoregon.edu/leslieob/bio-poem.html>.

Permission granted 26 June 2011.

# UNIT 1: FAMILY

## WARM-UP

### Choose

Circle 1 photo. My family looks 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

### Definitions

Practice pronunciation of the words below with your teacher.

Draw a line from the **words** to the people to show their meanings.

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

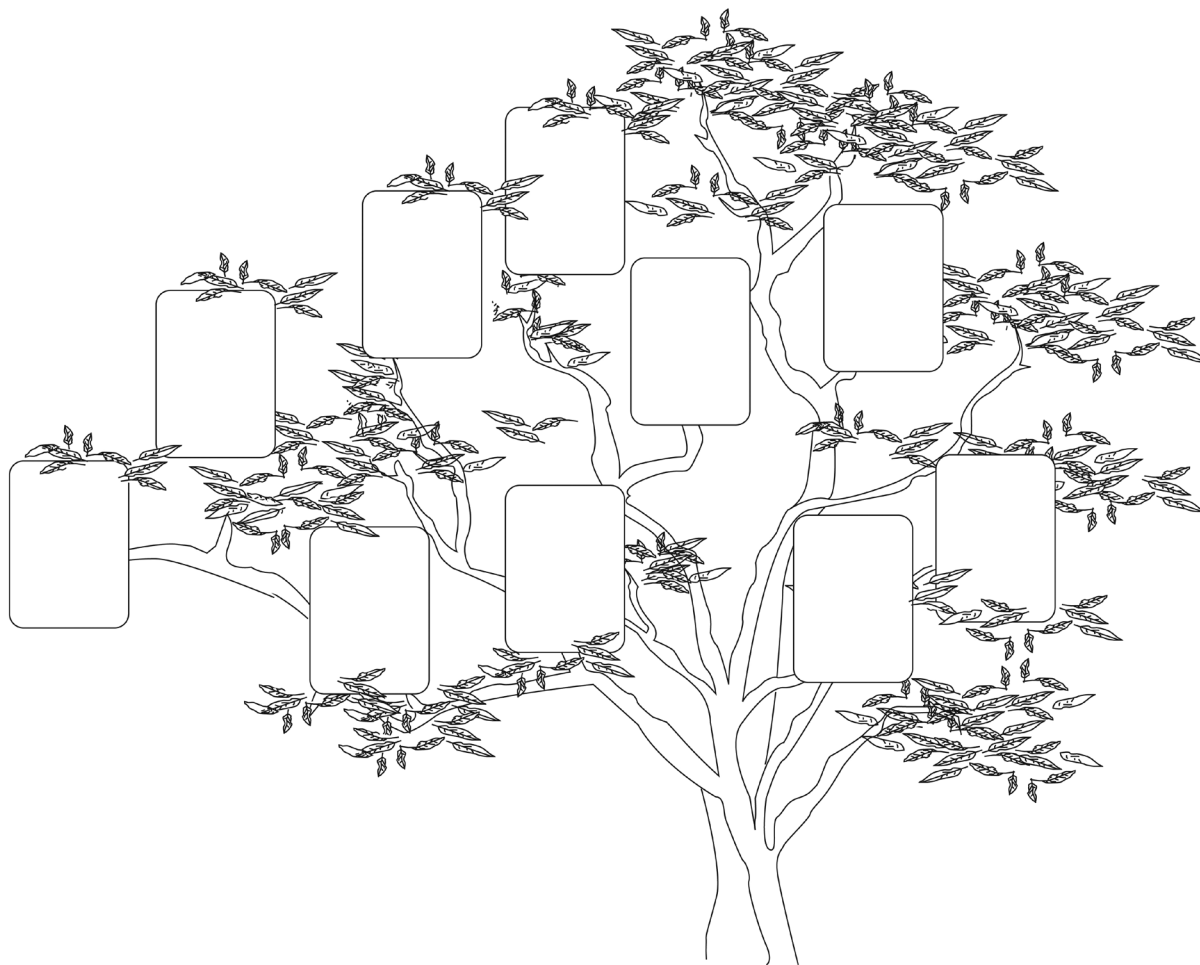
## My Family Tree

On the family tree below:

Write your name on the tree.

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

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



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

*There are 3 women. They are sitting and drinking tea together. Samar and Nour are sisters.*

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!

## Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

### Vocabulary

### Definition A

### Definition B

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

## Group Work

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

Make questions.

Are you...	...happy? ...sad? ...tired?
Is she...	...happy? ...sad? ...pregnant?
Are they...	...a family? ...sisters? ...triplets?

Make answers.

Yes,	...I am. ...she is ...they are.
No,	...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

### 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>

*There are 3 women. They are sitting and drinking tea together. Samar and Nour are sisters.*

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 in a happy way: "Ooooooooooooooooooooooh!"
- Say like a question: "Ooooooooooooooooooooooh?"
- Say in another way: "Ooooooooooooooooooooooh!" 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.

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



## 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	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

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

Listen to Samar. She is...

happy	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

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

Listen to Samar. She is...

happy	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

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

Listen to Samar. She is...

happy	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

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

Listen to Samar. She is...

happy	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

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

Listen to Samar. She is...

happy	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

**Group 7:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Samar. She is...

happy	sad	surprised
-------	-----	-----------

Listen to Nour. She is...

happy	sad	surprised
-------	-----	-----------

Look at Auntie Hala. She is...

happy	sad	surprised
-------	-----	-----------

## 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 Samar, Nour and Auntie Hala.
- Write their ages, too.
- All answers are okay!

## READING

### Title: Lebanese Mother of Triplets

#### Guess

Think about the title: *Lebanese Mother of Triplets*. Guess! Do you think these sentences about the story are 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 the teacher reads the story 2 times. The second time, find 5 words about family (for example, *family*, *mother*, *father*, *son*, *daughter*...) and circle the words. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

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.

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

## 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?

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 \_\_\_\_\_.

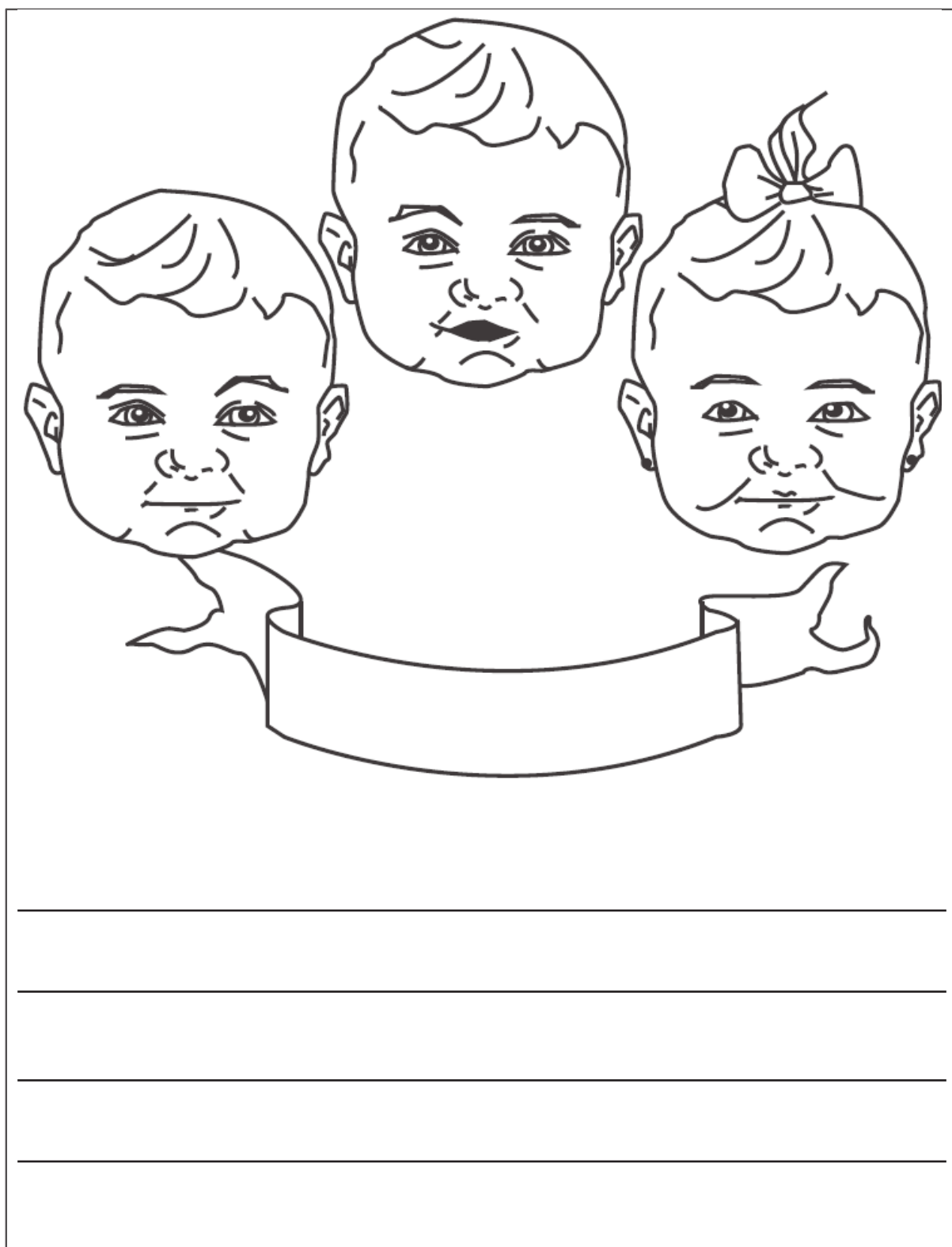
Congratulations! I am very happy for you!

Raja says: Thank you.

## Send a Gift and Gift Card

This is 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?

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
<b>Question 1:</b> How many girls are on your family tree?				
<b>Question 2:</b> How many boys are on your family tree?				
<b>Question 3:</b> How many twins are on your family tree?				
<b>Question 4:</b> How many triplets are on your family tree?				
<b>Question 5:</b> 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

- 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?

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

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.



### **The Hilwe w Morra 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.

*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:

---

---

---

---

### **The Lebanese Mother of Triplets**

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.

2006:    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: 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.

2009:

2010:

2011:

## 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.
- 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

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.

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



## UNIT 2: FOOD

### WARM-UP

#### Choose

The best food to eat is...



*Fatoush*



*Starters (Mezze)*



*Muwaraka*

#### Discuss


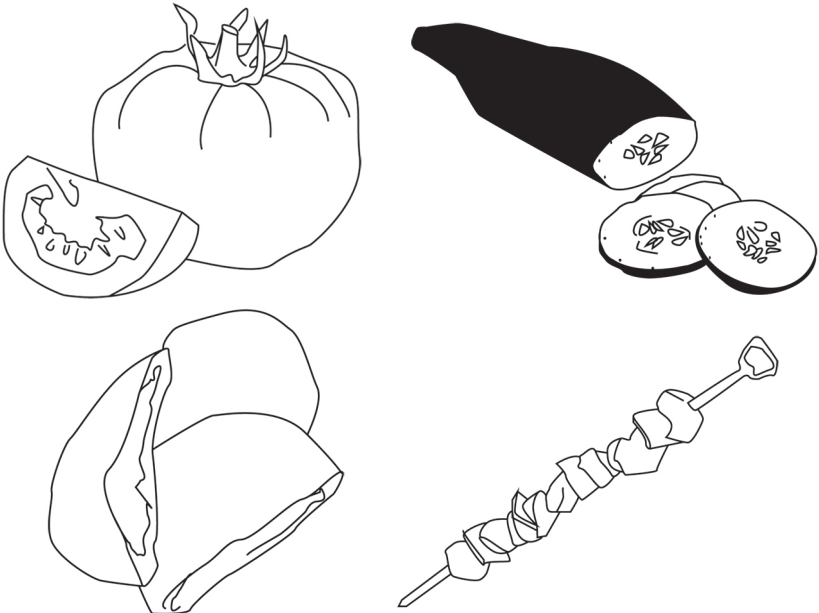
- Why do you like this food?
- What other foods do you like?

#### Photo

Put a photo or drawing of your favorite food here:

## VOCABULARY

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

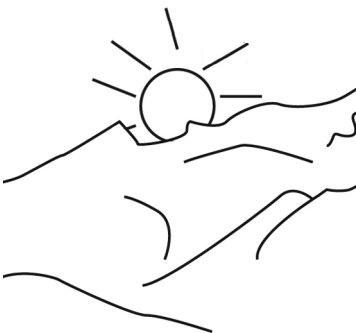
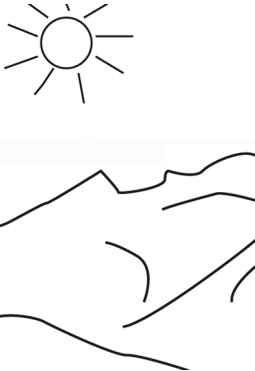

<p><i>almonds</i></p> <p><i>a bell pepper</i></p> <p><i>greens</i></p> <p><i>hummus</i></p>	
<p><i>a cucumber</i></p> <p><i>a kebab</i></p> <p><i>pita</i></p> <p><i>a tomato</i></p>	



## Breakfast, Lunch, and Dinner

What food do you like for...?

Write words or add pictures.

<b>Breakfast</b> 	<b>Lunch</b> 	<b>Dinner</b> 
I like ____ for breakfast.	I like ____ for lunch.	I like ____ for dinner.

## READ-WRITE-TALK

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

<input type="checkbox"/>	1. Starters are delicious. They taste good.
<input type="checkbox"/>	2. <i>Muwaraka</i> is terrible. It doesn't taste good.
<input type="checkbox"/>	3. I like <i>fatoush</i> . It's delicious.
<input type="checkbox"/>	4. I don't like tomatoes. They don't taste good.
<input type="checkbox"/>	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. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

*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?
- 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>	=	<b>they</b> want to	<b>we</b> 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

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. ... we are not. </div> <div> ... I don't. ... it isn't. ... they aren't. ... we aren't. </div> <div> ... they're not. ... we're not. </div>

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

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.

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!
- I'm **VERY** happy!                      or                      **I'M** very happy!
- **THREE** grandchildren!                      or                      Three **GRAND**children!
- It's delicious!                      or                      It's **DEEEEEEEEEEE**-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

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

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

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

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

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

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

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

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

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

## 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

- 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

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

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

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

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

## VOCABULARY

### Muwaraka Recipe

Samar likes *muwaraka*. Here is the recipe.

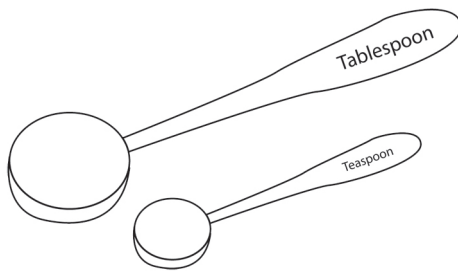
Draw a line from each **word** to the picture.



#### Part A, Ingredients

##### The Dough

- 120 grams white **flour**
- 3 grams **salt**
- 3 grams of fast-rising **yeast**
- about 6 **tablespoons** of water



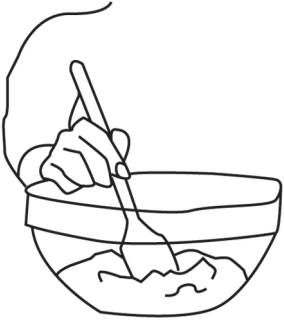

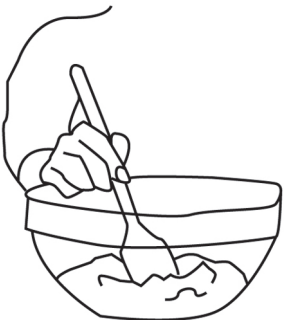


#### Part B, Ingredients

##### The Filling

- 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



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

    	<p><b>Part C, Directions</b></p> <ol style="list-style-type: none"><li>1. <b>Mix</b> the dough.</li><li>2. <b>Roll</b> the dough.</li><li>3. In a bowl, mix the <b>filling</b> (almonds, walnuts, sugar, rose water and orange blossom water).</li><li>4. Put butter on the dough.</li><li>5. Put filling on the dough.</li><li>6. <b>Cut</b> a hole in the middle. Roll the dough from the inside to the outside of the circle.</li><li>7. Put oil or more butter on it.</li><li>8. <b>Bake</b> it in the <b>oven</b> for 10 minutes.</li></ol>
--	--

## 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?

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

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.

	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
<b>Question 1:</b> Do you cook with your family or alone?			
<b>Question 2:</b> What recipes do you like most?			
<b>Question 3:</b> When do you cook them?			

<b>Question 4:</b> How long does it take to make them?			
<b>Question 5:</b> What is your favorite “secret” ingredient?			

### 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

#### 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.



## 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

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](http://www.manythings.org/vocabulary/lists/a/words.php?f=cooking_1)

**Do:**     Do the activities to practice cooking vocabulary.

**Go:     ELC Study Zone, Food**

<http://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/memori1.swf](http://www.1-language.com/memorymatchelem/food/memori1.swf)

[www.1-language.com/memorymatchelem/fruits/memori1.swf](http://www.1-language.com/memorymatchelem/fruits/memori1.swf)

[www.1-language.com/memorymatchelem/sweets/memori1.swf](http://www.1-language.com/memorymatchelem/sweets/memori1.swf)

**Go:     Cooking Pasta**

<http://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!

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



## UNIT 3: HEALTH AND BEAUTY

### 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

### 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*

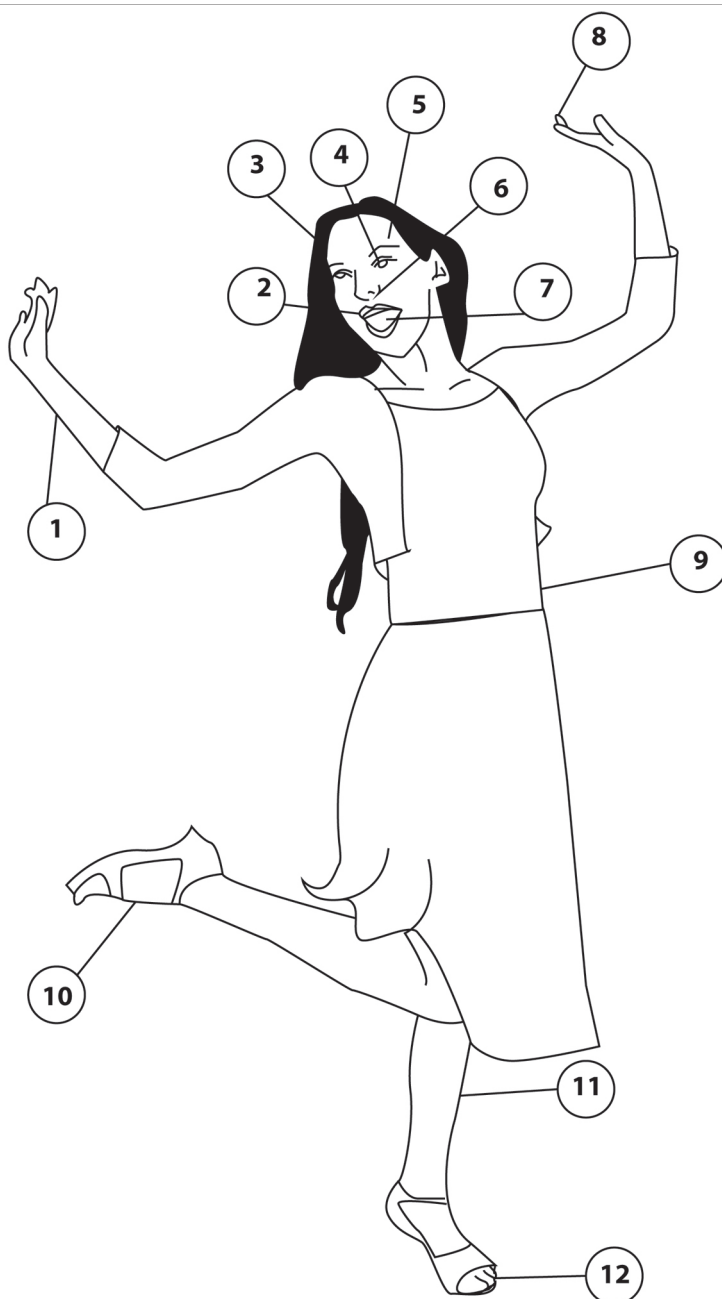
\_\_\_ *lips*

\_\_\_ *a mouth*

\_\_\_ *a nose*

\_\_\_ *a stomach*

\_\_\_ *a toe*



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

**Clothing**

*a dress*

*earrings*

*a headscarf*

*a necklace*

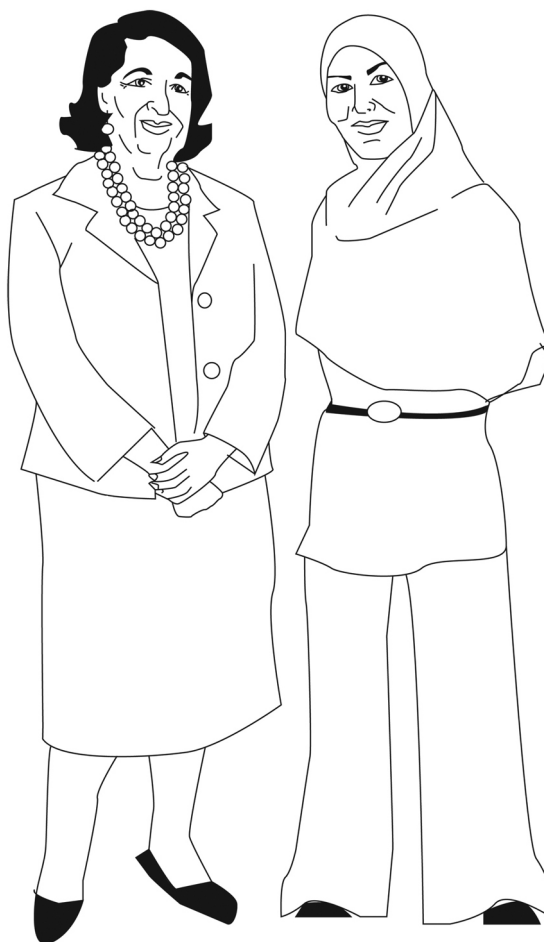
*pants*

*a scarf*

*a shirt*

*shoes*

*pantyhose*



**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!

- |  |                                   |
|--|-----------------------------------|
|  | 1. My favorite color is green.    |
|  | 2. I am wearing earrings.         |
|  | 3. My friend is wearing pants.    |
|  | 4. My shoes are old.              |
|  | 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

Listen and read along as the teacher reads this out loud. An audio recording is available to download at <http://aei.uoregon.edu/wtwe/>

*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 **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! *(She kisses May's face.)*
- Joumana: May, you can not 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!



## 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.

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**

### **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!  
(*She kisses May's face.*)
- 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!"

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

## 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

**Group 3:** \_\_\_\_\_, \_\_\_\_\_ 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 4:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to May. She is...

happy

angry

surprised

Listen to Joumana. She is...

happy

angry

surprised

Look at Auntie Hala. She is...

happy

angry

surprised

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

Listen to May. She is...

angry

happy

surprised

Listen to Joumana. She is...

angry

happy

surprised

Look at Auntie Hala. She is...

angry

happy

surprised

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

Listen to May. She is...

patient

sad

angry

Listen to Joumana. She is...

patient

sad

angry

Look at Auntie Hala. She is...

patient

sad

angry

**Group 7:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to May. She is...

happy

patient

surprised

Listen to Joumana. She is...

happy

patient

surprised

Look at Auntie Hala. She is...

happy

patient

surprised

## 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

**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).

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

### 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.

### Listen-Read-Write

Listen to the teacher read *Interview with Nadine Labaki* as many times as needed. Write the **words** in the \_\_\_\_\_ blanks \_\_\_\_\_ below.

<p><i>beauty</i></p> <p><i>dry</i></p> <p><i>exercise</i></p> <p><i>happiness</i></p> <p><i>lotion</i></p>	<p><b>What are 3 tips for beauty?</b></p> <p>Drink water, reach for your dreams and _____.</p> <p>Most of all, _____ is good for your skin!</p> <p><b>What are your favorite _____ products? What are you using?</b></p> <p>I am using black <i>kohl</i> and mascara on my eyes. These days I am traveling a lot. I'm also working long hours. My skin gets _____. I love body _____.</p>
<p><i>cream</i></p> <p><i>makeup</i></p> <p><i>mood</i></p> <p><i>Yoga</i></p>	<p><b>How are you keeping your skin healthy?</b></p> <p>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 _____.</p> <p><b>Are you exercising?</b></p> <p>It depends on my _____. I'm doing yoga regularly. I love it! _____ is really helping my body and my mind.</p>

## **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?

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> What is your favorite clothing?			
<b>Question 2:</b> What is your least favorite clothing?			
<b>Question 3:</b> What are your favorite beauty products?			
<b>Question 4:</b> How are you keeping your skin healthy?			
<b>Question 5:</b> How are you keeping your body healthy?			

### 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

### 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 to Ask Grandma Rose.

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](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**

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/memori1.swf](http://www.1-language.com/memorymatchelem/bodya/memori1.swf)  
[www.1-language.com/memorymatchelem/bodyb/memori1.swf](http://www.1-language.com/memorymatchelem/bodyb/memori1.swf)  
[www.1-language.com/memorymatchelem/face/memori1.swf](http://www.1-language.com/memorymatchelem/face/memori1.swf)

**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](http://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](http://www.rosannacacace.com/ask_grandma_rose)

**Do:** Read some questions and answers. Do you agree with Grandma Rose?

<b>young</b>	<b>younger</b>	<b>too young</b>
<b>old</b>	<b>older</b>	<b>too old</b>
<b>yet</b>	<b>these days</b>	<b>mascara</b>
<b>beautiful</b>	<b>patient</b>	<b>natural</b>
<b>health</b>	<b>pretty</b>	<b>hair</b>
<b>skin</b>	<b>a finger</b>	<b>an eye</b>
<b>a nose</b>	<b>a mouth</b>	<b>an eyebrow</b>
<b>lips</b>	<b>an arm</b>	<b>a stomach</b>
<b>a leg</b>	<b>a foot</b>	<b>a toe</b>
<b>earrings</b>	<b>jewelry</b>	<b>a scarf</b>
<b>a shirt</b>	<b>pants</b>	<b>a dress</b>
<b>a headscarf</b>	<b>stockings</b>	<b>shoes</b>
<b>products</b>	<b>favorite</b>	<b>a necklace</b>
<b>put on</b>	<b>take off</b>	<b>grow up</b>
<b>yoga</b>	<b>mood</b>	<b>lotion</b>



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

## 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 <b>like to</b> ...</p> <p>I <b>want to</b> ...</p> <p>I <b>need to</b> ...</p> <p>I <b>try to</b> ...</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 <b>likes to</b> ...</p> <p>She <b>wants to</b> ...</p> <p>She <b>needs to</b> ...</p> <p>She <b>tries to</b>* ...</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 ✓ 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.

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**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 <b>want to</b> ...	... go to Cafe Gemmayzeh?
	... drink coffee at a cafe?
	... go to a funeral?
Does she <b>need to</b> ...	... sing with Tina Yamout?
	... watch a film about the old cafe?
Do they <b>try to</b> ...	... listen to a speech?
	... listen to music?
Do they <b>hope to</b> ...	... 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: _____
<b>Question 1:</b> What do you <b>need to</b> do first when you go home today?			
<b>Question 2:</b> What do you <b>want to</b> do after that?			
<b>Question 3:</b> What do you <b>like to</b> do at home in your free time?			
<b>Question 4:</b> Do you <b>hope to</b> be famous?			
<b>Question 5:</b> Do you <b>wish to</b> 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><b>1) Save Our Cedar Tree!</b> 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><b>2) Red Cross Red Crescent</b> 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, \_\_\_\_\_

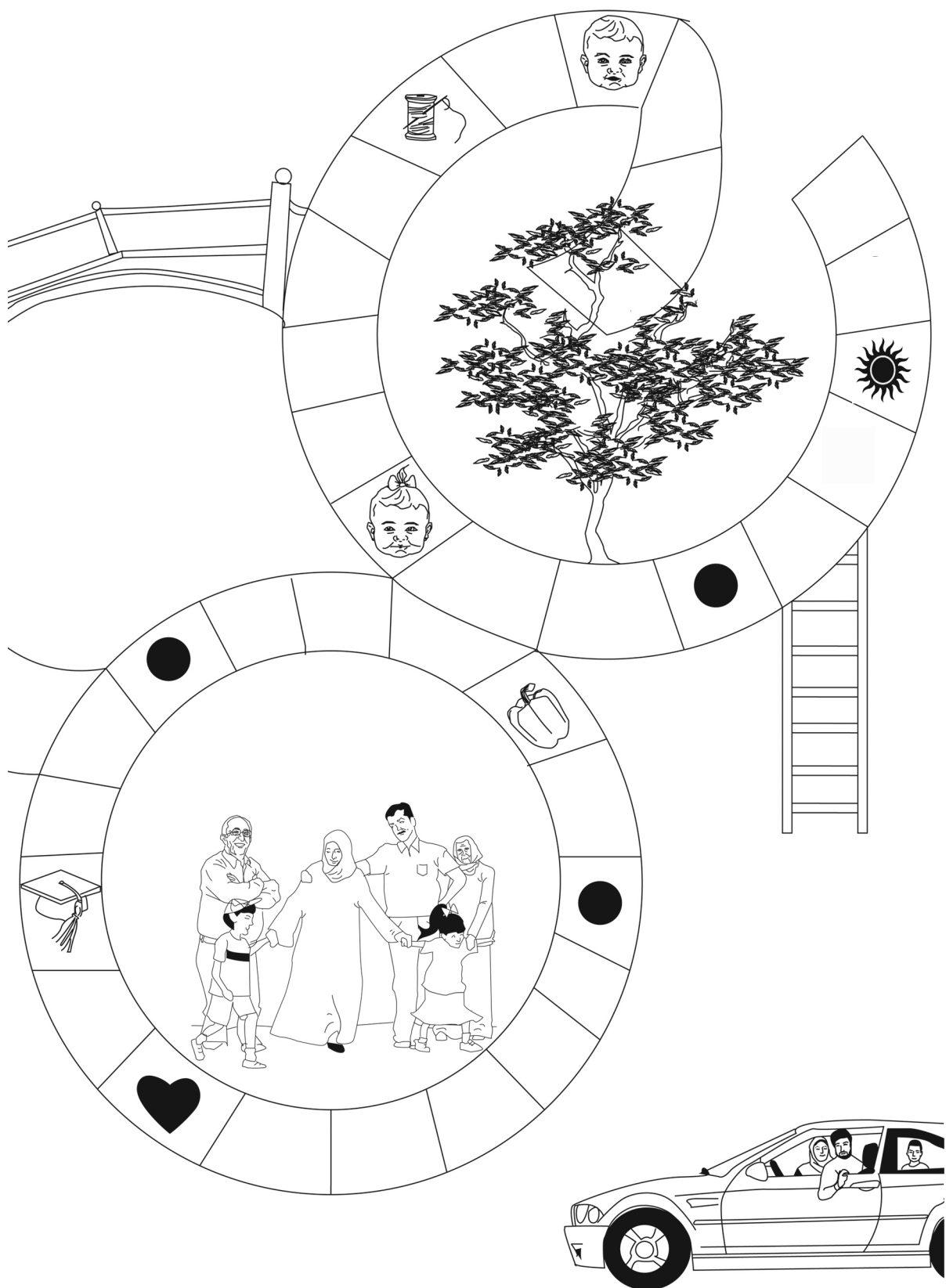
3. \_\_\_\_\_

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:

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## 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](http://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.

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





## 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

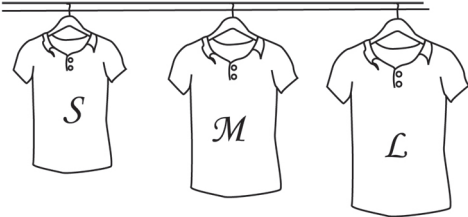
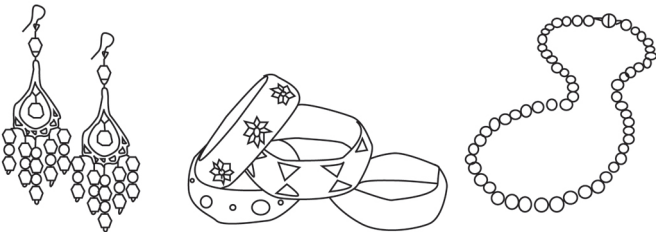
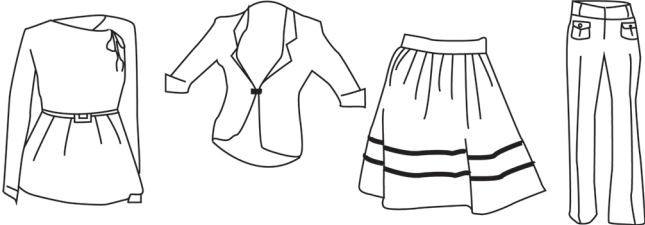
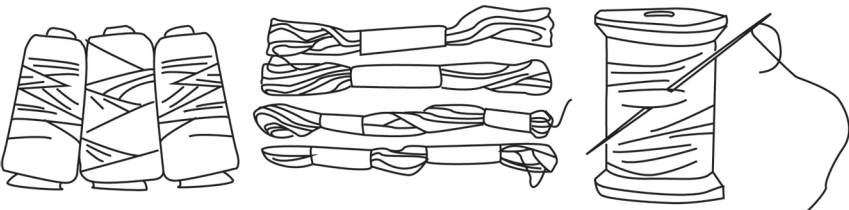

Put a photo or picture of a place where you like to shop here:

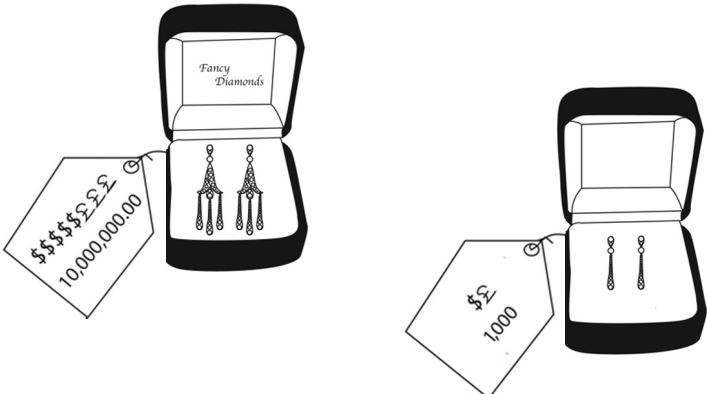

## VOCABULARY

### 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"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	

## 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

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
<b>women's cooperative</b>	=	place for women to sleep	place for women to sell their things ✓
<b>prefer</b>	=	not like	like
<b>shopkeeper</b>	=	works in a shop	works in a restaurant
<b>costs</b>	=	sells for this much money	free, no money
<b>hand-sew</b>	=	make with a machine	make by hand
<b>expensive</b>	=	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...	... yesterday? ... last night? ... last week? ... last month? ... last year?
	... sad...	
	... tired...	
Was she...	... sleepy...	
Was it...	... cold....	
	... angry...	
	... pregnant...	
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.

<b>beads</b> <b>clothing</b> <b>jewelry</b> <b>market</b> <b>talented</b> <b>thread</b>	<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>
<b>community</b> <b>Cooperative</b> <b>products</b> <b>proud</b>	<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: _____
<b>Question 1:</b> What do you like to buy at the market?			
<b>Question 2:</b> How often do you like to shop at the market?			
<b>Question 3:</b> Which day of the week do you like to shop?			
<b>Question 4:</b> Where do you <b>prefer to</b> shop?			
<b>Question 5:</b> Do you <b>prefer to</b> 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.

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





## UNIT 6: IN A RESTAURANT

### 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

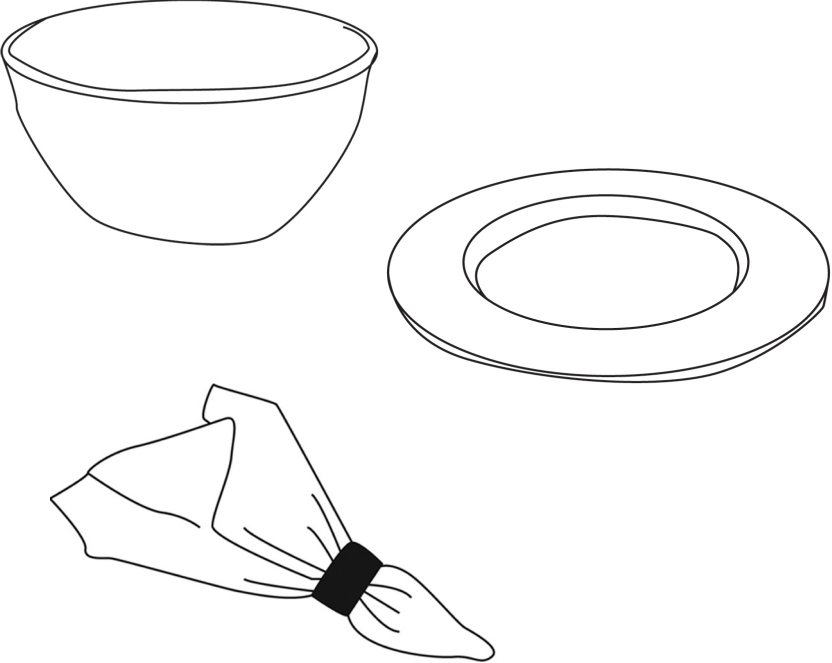

Put a photo or picture of your family at a meal here:

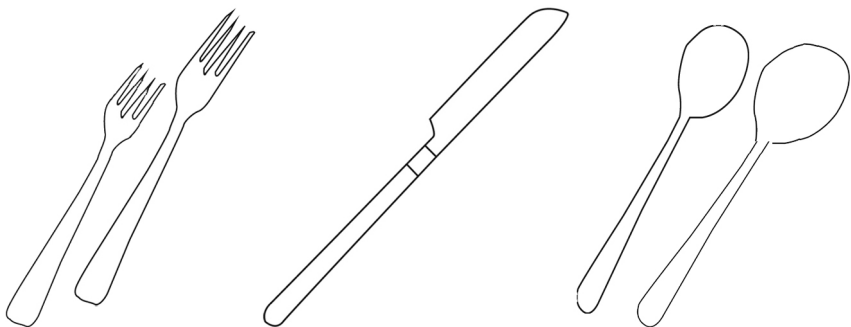
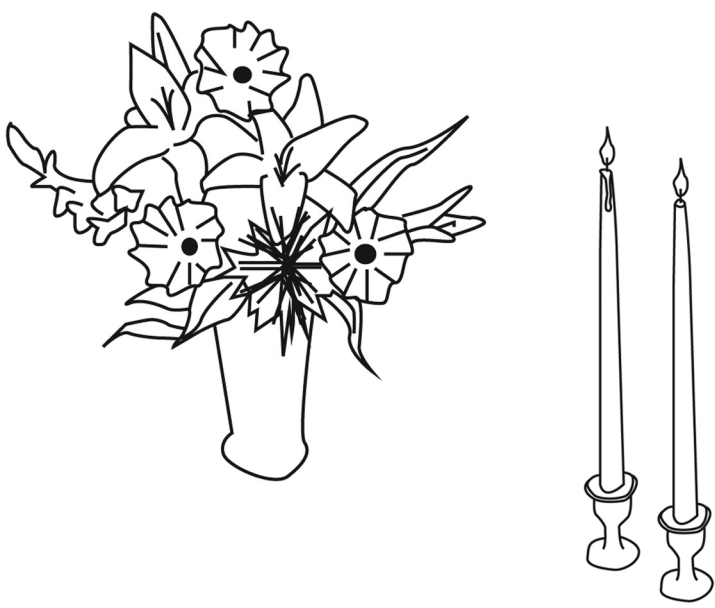
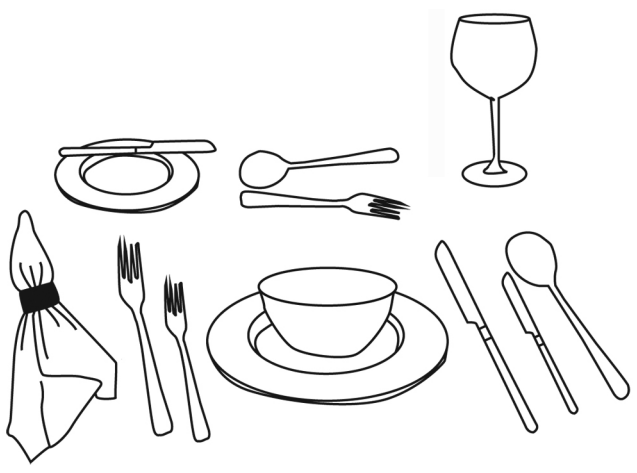
## VOCABULARY

### 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>The image shows three items: a bowl at the top left, a plate at the top right, and a folded napkin with a dark napkin ring at the bottom center.</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>The image shows three items: a glass at the bottom left, a cup on a saucer at the bottom center, and a goblet at the bottom right.</p>

<i>a dinner fork</i> <i>a salad fork</i> <i>a knife</i> <i>a soup spoon</i> <i>a spoon</i>	
<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!

## 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

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 **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!

## 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

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 _____.

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

### 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!

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!



### 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

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

Listen to Auntie Hala. She was...	excited	happy	quiet
Listen to Nour. She was...	excited	happy	quiet
Listen to Samar. She was...	excited	happy	quiet
Listen to May. She was...	excited	happy	quiet

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

Listen to Auntie Hala. She was...	quiet	excited	happy
Listen to Nour. She was...	quiet	excited	happy
Listen to Samar. She was...	quiet	excited	happy
Listen to May. She was...	quiet	excited	happy

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

Listen to Auntie Hala. She was...	proud	angry	excited
Listen to Nour. She was...	proud	angry	excited
Listen to Samar. She was...	proud	angry	excited
Listen to May. She was...	proud	angry	excited

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

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

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

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

### 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)?


1. This story is about a really good celebration.
2. The story is about shopping.
3. This is a sad story.
4. Home cooks are important women.

---

**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

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

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

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

## 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.

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: _____
<b>Question 1:</b> Do you like to eat inside or outside the house?			
<b>Question 2:</b> What is the best food to eat with your fingers?			
<b>Question 3:</b> Is your cooking more often sweet or more often salty?			
<b>Question 4:</b> What food do you not like to cook or to eat?			
<b>Question 5:</b> Make a question to ask about 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

### 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

#### 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.

## 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
<i>Freekeh</i> (grain)	4.50
<i>Mujadara</i> (rice and lentil stew with onions)	7.50
Meat Pies ( <i>Fatayer Hodayda</i> )	9.00
<i>Othmaliye</i> (with rose petals and pistachios)	3.50
Rice Pudding ( <i>meghli</i> )	3.50

*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

### 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.

**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?

**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](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](http://www.eflnet.com/vocab/food_vocabulary.php)

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

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



## UNIT 7: THROUGH THE EYES OF OTHERS

### 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

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

*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?



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## 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?!

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

Put a ✓ by the best answer.

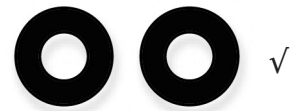
### Vocabulary

### Definition A

### Definition B

circles

=



laws

=

*rules from the government*

*songs about the government*

lucky

=

*good fortune*

*bad fortune*

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

**Definition. Use your own words or a drawing.**

go

=

lose

=

read

=

see

=

come

=

steal

=

fly

=

mean

=

tell

=

bite

=

find

=

## 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 did not buy bread. ... we did not eat it for dinner.	... I didn't go to the store. ... I didn't buy bread. ... 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. ... she/he/it did not. ... we did not. ... they did not.	... I didn't. ... she/he/it didn't. ... we didn't. ... 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

### 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 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?!
- 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

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

**Group 1:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Dima. She was...

surprised

upset

angry

Listen to Joumana. She was...

surprised

upset

angry

Look at Auntie Hala. She was...

surprised

upset

angry

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

Listen to Dima. She was...

surprised

upset

angry

Listen to Joumana. She was...

surprised

upset

angry

Look at Auntie Hala. She was...

surprised

upset

angry

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

Listen to Dima. She was...

happy

angry

sad

Listen to Joumana. She was...

happy

angry

sad

Look at Auntie Hala. She was...

happy

angry

sad

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

Listen to Dima. She was...

surprised

sad

happy

Listen to Joumana. She was...

surprised

sad

happy

Look at Auntie Hala. She was...

surprised

sad

happy

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

Listen to Dima. She was...

surprised

upset

angry

Listen to Joumana. She was...

surprised

upset

angry

Look at Auntie Hala. She was...

surprised

upset

angry

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

Listen to Dima. She was...

happy

angry

sad

Listen to Joumana. She was...

happy

angry

sad

Look at Auntie Hala. She was...

happy

angry

sad

**Group 7:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Dima. She was...

surprised

angry

happy

Listen to Joumana. She was...

surprised

angry

happy

Look at Auntie Hala. She was...

surprised

angry

happy

## 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

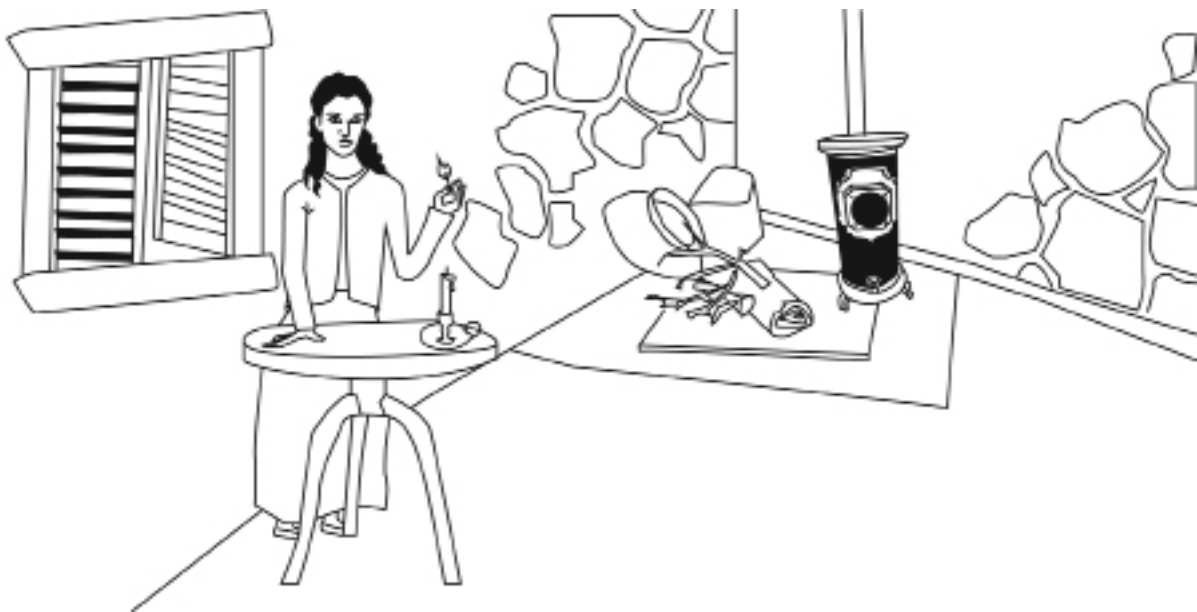
Draw a line from the **words** to the pictures.



**car accident**

**died**

**ambulance**

*hospital**emergency room**operate on, surgery**match**candle**stove*

### Listen-Read-Guess

Listen as the teacher reads the mysteries 2 times. Can you guess the answers? An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Question: How can this be true?

## Mystery #2, A Cold House

Question: What did you light first?

## Listen-Read-Write

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

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<b><i>burning</i></b>	<b>Mystery #2, A Cold House</b>
<b><i>candle</i></b>	You were in a cold house in the winter. It was _____.
<b><i>dark</i></b>	You had one _____.
<b><i>did</i></b>	There was a _____ and a stove.
<b><i>match</i></b>	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.

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:

- Ahhhhhhhhhhhhh!!

## 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.

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

### 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 Lib, Work in Pairs**

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

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

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

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:)\_\_\_\_\_.

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

#### 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](http://bussongs.com/songs/your_are_my_sunshine.php)

				Other:
1. Verb+ing:	<i>sleeping</i>	<i>eating</i>	<i>speaking</i>	
2. Body Parts:	<i>fingernails</i>	<i>arms</i>	<i>elbows</i>	
3. Body Part:	<i>nose</i>	<i>hand</i>	<i>head</i>	
4. Feeling:	<i>angry</i>	<i>happy</i>	<i>hungry</i>	
5. Outside the house:	<i>trees</i>	<i>skies</i>	<i>streets</i>	
6. Person:	<i>Drew</i>	<i>Stu</i>	<i>Lou</i>	
7. Verb:	<i>give</i>	<i>sing</i>	<i>cook</i>	
8. Adjective:	<i>ugly</i>	<i>pretty</i>	<i>funny</i>	
9. Thing (noun):	<i>taxi</i>	<i>sandwich</i>	<i>camel</i>	

## 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

- 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

*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](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**

<http://www.rinkworks.com/brainfood/p/riddles1.shtml>

**Do:** Read the questions and guess the answers.

## 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?

#### Example: Irregular Verb

Drive: Did you drive to school?

Answers:

Yes, I did.

No, I did not. / No, I didn't.

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



**List of Irregular Past Tense Verbs, In 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	

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



## UNIT 8: PLANS AND DREAMS

### 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




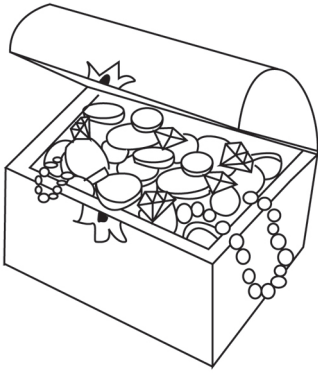

Put a photo or picture about something you want here:

## VOCABULARY

### 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.

		
<i>healthy</i>	<i>loving</i>	<i>wise</i>
		
<i>famous</i>	<i>rich</i>	<i>strong</i>
		
<i>dream</i>	<i>medicine</i>	



## 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

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

*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

Put a ✓ by the best answer.

#### Vocabulary

**fit**

=

#### Definition A

the right size ✓

**sewing**

=

something that you do with thread

**embroidery**

=

using color to make paper pretty

**shopping mall**

=

large place with many stores

#### Definition B

the wrong size

something that you do with food

using thread to make clothes pretty

small family business

Vocabulary		Definition A	Definition B
<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!

## 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.
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**

### **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>

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...

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

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

Listen to Auntie Hala. She was...	proud	jealous	happy
Listen to Nadine. She was...	proud	jealous	happy
Listen to Samar. She was...	proud	jealous	happy
Listen to Joumana. She was...	proud	jealous	happy

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

Listen to Auntie Hala. She was...	excited	quiet	thoughtful
Listen to Nadine. She was...	excited	quiet	thoughtful
Listen to Samar. She was...	excited	quiet	thoughtful
Listen to Joumana. She was...	excited	quiet	thoughtful

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

Listen to Auntie Hala. She was...	thoughtful	proud	jealous
Listen to Nadine. She was...	thoughtful	proud	jealous
Listen to Samar. She was...	thoughtful	proud	jealous
Listen to Joumana. She was...	thoughtful	proud	jealous

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

Listen to Auntie Hala. She was...	quiet	happy	excited
Listen to Nadine. She was...	quiet	happy	excited
Listen to Samar. She was...	quiet	happy	excited
Listen to Joumana. She was...	quiet	happy	excited

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

Listen to Auntie Hala. She was...	unhappy	excited	proud
Listen to Nadine. She was...	unhappy	excited	proud
Listen to Samar. She was...	unhappy	excited	proud
Listen to Joumana. She was...	unhappy	excited	proud

## 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

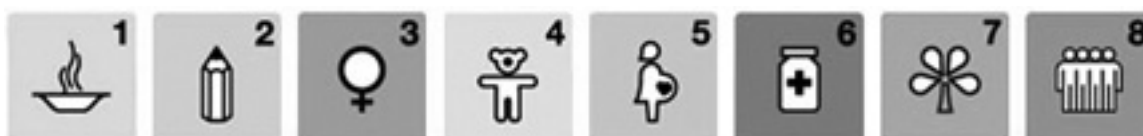
Think about the title: *8 Goals for Lebanon*. Guess! Do you think these sentences about the story are **T** (true) or **F** (false)?

<input type="checkbox"/>	1. It is about Canada.
<input type="checkbox"/>	2. It is about plans and dreams.
<input type="checkbox"/>	3. There are 7 goals (plans and dreams) in this story.
<input type="checkbox"/>	4. The goals are important for women.
<input type="checkbox"/>	5. The goals are important in my life too.

## 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 **environment**
- equal **rights** and **power** for women
- food for everyone
- **medicine** for everyone
- **education** for all children
- fewer children die
- healthy pregnant women
- partners with other countries



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**Listen-Read-Circle**

Listen as the teacher reads the story 2 times. The second time, circle 5 words or phrases about feelings and dreams. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

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?

## Listen-Read-Write

Listen to the teacher read *8 Goals for Lebanon* as many times as needed.

Write the words in the blanks below.

<b><i>babies</i></b> <b><i>better</i></b> <b><i>dreams</i></b> <b><i>enough</i></b> <b><i>power</i></b> <b><i>rights</i></b> <b><i>school</i></b>	<p>The United Nations (UN) plans to work with women in Lebanon on 8 goals. Maybe they can help women have _____ lives. Maybe they will bring new hopes and _____ for women.</p> <p>Goal #1: Everyone will have _____ food.</p> <p>Goal #2: All children will be able to go to _____.</p> <p>Goal #3: Women will have equal _____. For example, women will have the _____ to give citizenship to their children.</p> <p>Goal #4: Fewer _____ and children will die.</p>
<b><i>disagree</i></b> <b><i>environment</i></b> <b><i>healthy</i></b> <b><i>malaria</i></b> <b><i>medicine</i></b> <b><i>partner</i></b> <b><i>Pregnant</i></b> <b><i>problems</i></b>	<p>Goal #5: _____ mothers will have good medical care and _____ babies.</p> <p>Goal #6: Everyone will have _____ for diseases. For example, there will be medicine for HIV-AIDS and _____.</p> <p>Goal #7: Lebanon will have a clean _____.</p> <p>Goal #8: Lebanon will be a _____ with other countries. They will work together on _____.</p> <p>Do you agree or _____ with these goals? Why?</p>



## 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.

## 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:
	_____	_____	_____
<b>Question 1:</b> At 6 years old, what did you hope to be?			
<b>Question 2:</b> At 16 years old, what did you hope to be or do?			

<b>Question 3:</b> What is your plan now?			
<b>Question 4:</b> Did your plan change? Why or why not?			
<b>Question 5:</b> Are you successful?			

### 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

### 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>
<b>TOTAL:</b>		

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

#### 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

#### 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

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**

<http://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?

<b>healthy</b>	<b>wise</b>	<b>loving</b>
<b>rich</b>	<b>famous</b>	<b>strong</b>
<b>dream</b>	<b>sewing</b>	<b>embroidery</b>
<b>a shopping mall</b>	<b>a contest</b>	<b>first prize</b>
<b>won</b>	<b>famous</b>	<b>imagine</b>
<b>a goal</b>	<b>plan</b>	<b>because</b>
<b>the environment</b>	<b>equal</b>	<b>rights</b>
<b>power</b>	<b>medicine</b>	<b>disease</b>
<b>HIV-AIDS</b>	<b>malaria</b>	<b>a problem</b>











## 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

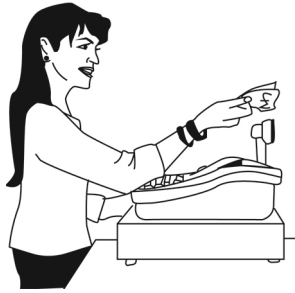
Put a photo or picture about your job or work here:

## 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>



			
<i>a scientist</i>	<i>a parent</i>	<i>a photographer</i>	<i>a secretary</i>
			
<i>a banker</i>	<i>a police officer</i>	<i>a waitress</i>	<i>a receptionist</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!

- |  |                                   |
|--|-----------------------------------|
|  | 1. Women work a lot.              |
|  | 2. It's easy to be a homemaker.   |
|  | 3. I know a female scientist.     |
|  | 4. I would like to be a reporter. |
|  | 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>	



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

### UNDP Helps Women

<i>goal</i>	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.
<i>mobile phones</i>	
<i>only</i>	
<i>people</i>	
<i>shy</i>	
<i>because</i>	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 _____!
<i>forgot</i>	
<i>much</i>	
<i>succeeded</i>	
<i>success</i>	

### 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>
---	--

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>
--	--

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>





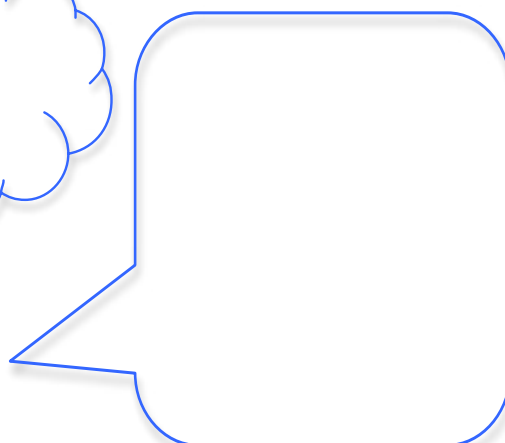
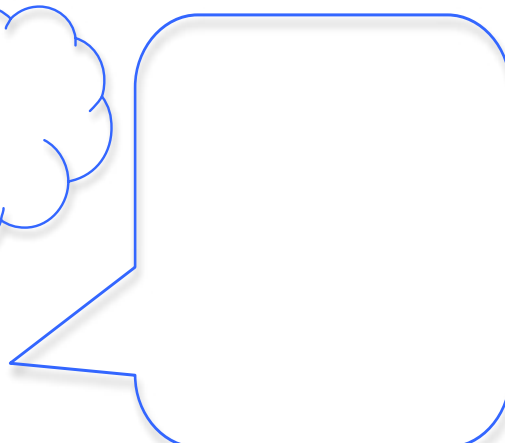
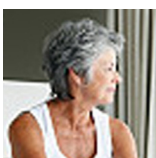
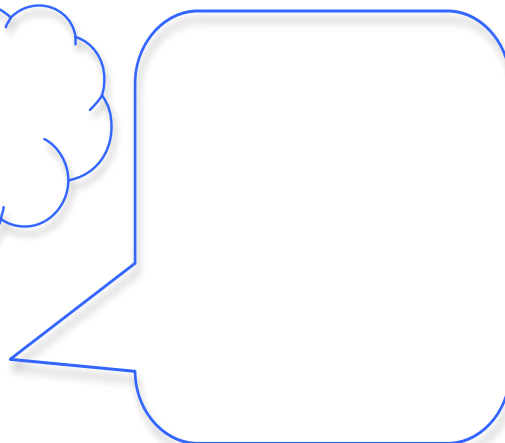
## UNIT 10: WOMEN ON THE MOVE

### 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

### 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><i>bows</i></p> <p><i>boxes</i></p> <p><i>gifts (presents)</i></p> <p><i>ribbon</i></p> <p><i>point</i></p> <p><i>smile</i></p>	
<p><i>arrows</i></p> <p><i>a disabled person</i></p> <p><i>paths</i></p> <p><i>a senior citizen</i></p> <p><i>a wheelchair</i></p>	

## 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

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

- |  |   |
|--|---|
|  | 1. Women can be wise in business.                           |
|  | 2. A “stay at home” mom has important work with her family. |
|  | 3. Women should not work outside the home.                  |
|  | 4. It is important for a woman to have her own money.       |
|  | 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

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<b><u>amazing</u></b>	=	very bad, terrible	very good, wonderful ✓
<b><u>be careful to</u></b>	=	watch out for	give away
<b><u>bitter</u></b>	=	not sweet	expensive
<b><u>divorced</u></b>	=	no longer healthy	no longer married
<b><u>inheritance</u></b>	=	a gift of money from someone who died	a lot of money from a job or work
<b><u>join</u></b>	=	be apart from others	be together with others
<b><u>popular</u></b>	=	no one likes this	many people like this
<b><u>safe</u></b>	=	not sad or angry	not dangerous or lost
<b><u>should</u></b>	=	advise someone to do something	wait for someone to do something
<b><u>skills</u></b>	=	not able to do things	able to do things
<b><u>tourists</u></b>	=	visitors	sisters
<b><u>Yes, sure!</u></b> <b><u>For sure!</u></b>	=	No, of course not!	Yes, of course!

## 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.

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?

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## 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!

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!



## 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

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

Listen to Samar. She is...	helpful	bitter	excited
Listen to Noor. She is...	helpful	bitter	excited
Listen to Auntie Hala. She is...	helpful	bitter	excited
Look at Joumana. She is...	helpful	bitter	excited
Look at Dima. She is...	helpful	bitter	excited

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

Listen to Samar. She is...	excited	sorry	sweet
Listen to Noor. She is...	excited	sorry	sweet
Listen to Auntie Hala. She is...	excited	sorry	sweet
Look at Joumana. She is...	excited	sorry	sweet
Look at Dima. She is...	excited	sorry	sweet

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

Listen to Samar. She is...	helpful	bitter	sweet
Listen to Noor. She is...	helpful	bitter	sweet
Listen to Auntie Hala. She is...	helpful	bitter	sweet
Look at Joumana. She is...	helpful	bitter	sweet
Look at Dima. She is...	helpful	bitter	sweet

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

Listen to Samar. She is...	sweet	happy	helpful
Listen to Noor. She is...	sweet	happy	helpful
Listen to Auntie Hala. She is...	sweet	happy	helpful
Look at Joumana. She is...	sweet	happy	helpful
Look at Dima. She is...	sweet	happy	helpful



## 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!

## 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

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?

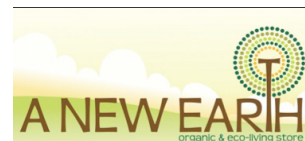
Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things. We also share recipes, and we have food and drink-tasting events.

### 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!

**Listen-Read-Write**

Listen to the teacher. Write the **words** in the \_\_\_\_\_ blanks \_\_\_\_\_ below.

<b>advice</b> <b>benefits</b> <b>events</b> <b>partner</b> <b>popular</b> <b>store</b>	<p><b>Question 1: How did you begin your store?</b></p> <p>In 2008, I worked on a health _____ project, and I met my business _____ Layane. A NEW EARTH was born!</p> <p><b>Question 2: Which of your organic products are the most popular with Lebanese women?</b></p> <p>At first, women often choose organic fruit and vegetables. Then, they understand the _____, and they buy organic snacks, cosmetics, or cleaning products.</p> <p><b>Question 3: Why are organic products _____?</b></p> <p>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>
<b>healthy</b> <b>ideal</b> <b>import</b> <b>Organic</b> <b>producers</b> <b>products</b> <b>should</b>	<p><b>Question 4: Do any of your _____ come from women?</b></p> <p>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.</p> <p><b>Question 5: What kind of “new earth” do you want to see?</b></p> <p>The Tree of Life means a lot to me. We _____ live together in peace with all of the living world.</p> <p><b>Question 6: What is the _____ of a beautiful woman?</b></p> <p>A healthy mind in a _____ body!</p>

## 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: _____
<b>Question 1:</b> What was something you could do as a child but you can not do now?			
<b>Question 2:</b> What is something you can do <i>now</i> but you could not do as a child?			
<b>Question 3:</b> What is something you can eat <i>now</i> but you could not eat as a child?			
<b>Question 4:</b> Can you get organic products now? If yes, what?			
<b>Question 5:</b> 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

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**.

## Planning Boxes

<b>Line 1</b>	First name or nickname:	
<b>Line 2</b>	4 words to describe her (adjectives):	
<b>Line 3</b>	relationship [ X of Y]:	of
<b>Line 4</b>	3 things she loves:	
<b>Line 5</b>	3 things that scare her (make her feel afraid):	
<b>Line 6</b>	3 things that she wants to see someday:	
<b>Line 7</b>	where she lives:	
<b>Line 8</b>	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.

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

#### 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](http://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 then 1 minute left.
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. Put pictures to show your abilities in the past, present and future. Write about your pictures.

<b>Past:</b> <b>As a girl, I <u>could</u>...</b>	<b>Present:</b> <b>Now I <u>can</u>...</b>	<b>Future:</b> <b>I <u>will be able to</u>...</b>
	<p>[put a picture here]</p>	<p>[put a picture here]</p>
<p>[put a picture here]</p>	<p>[put a picture here]</p>	<p>[put a picture here]</p>
<p>[put a picture here]</p>	<p>[put a picture here]</p>	<p>[put a picture here]</p>

## 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](http://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](http://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](http://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/](http://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\\_painte\\_quiz\\_23687.htm](http://www.quiztron.com/tests/color_is_soul_painte_quiz_23687.htm)

**Do:** This quiz is just for fun. What color are you?

<b>a bow</b>	<b>a box</b>	<b>a gift</b>
<b>a point</b>	<b>a ribbon</b>	<b>an arrow</b>
<b>a path</b>	<b>a senior citizen</b>	<b>a disabled person</b>
<b>an ideal</b>	<b>swim</b>	<b>hike</b>
<b>paint</b>	<b>dance</b>	<b>bicycle</b>
<b>amazing</b>	<b>be careful to</b>	<b>bitter</b>
<b>an inheritance</b>	<b>join</b>	<b>advice</b>
<b>popular</b>	<b>safe</b>	<b>a skill</b>
<b>Yes, sure!</b>	<b>a tourist</b>	<b>import</b>
<b>a health store</b>	<b>a producer</b>	<b>a partner</b>
<b>organic</b>	<b>a benefit</b>	<b>an event</b>



## APPENDIX A: ADDITIONAL PHOTOS

Additional photos to cut out and use in activities, as needed.

