Women Teaching Women English – Student Text

Unit 4: Home and Community

Warm-up

Choose

1. Which pictures are most like some of the things you do at home?

2. Which pictures are most like some of the things you do outside your home, in your community, or in your neighborhood?

A.

B.

C.

D.

Discuss

1. What do you like to do at home?

   _____

   _____

2. What do you like to do in your community (neighborhood, village, city)?

   _____

   _____

Photo

Put photos or pictures from your home or community here:

Vocabulary – My Home

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words to the picture. Add other words and pictures as you like:

door / doors

garden / gardens

gate / gates

house

roof

wall / walls

window / windows

Vocabulary – My Community

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words to the picture. Add other words and pictures as you like:
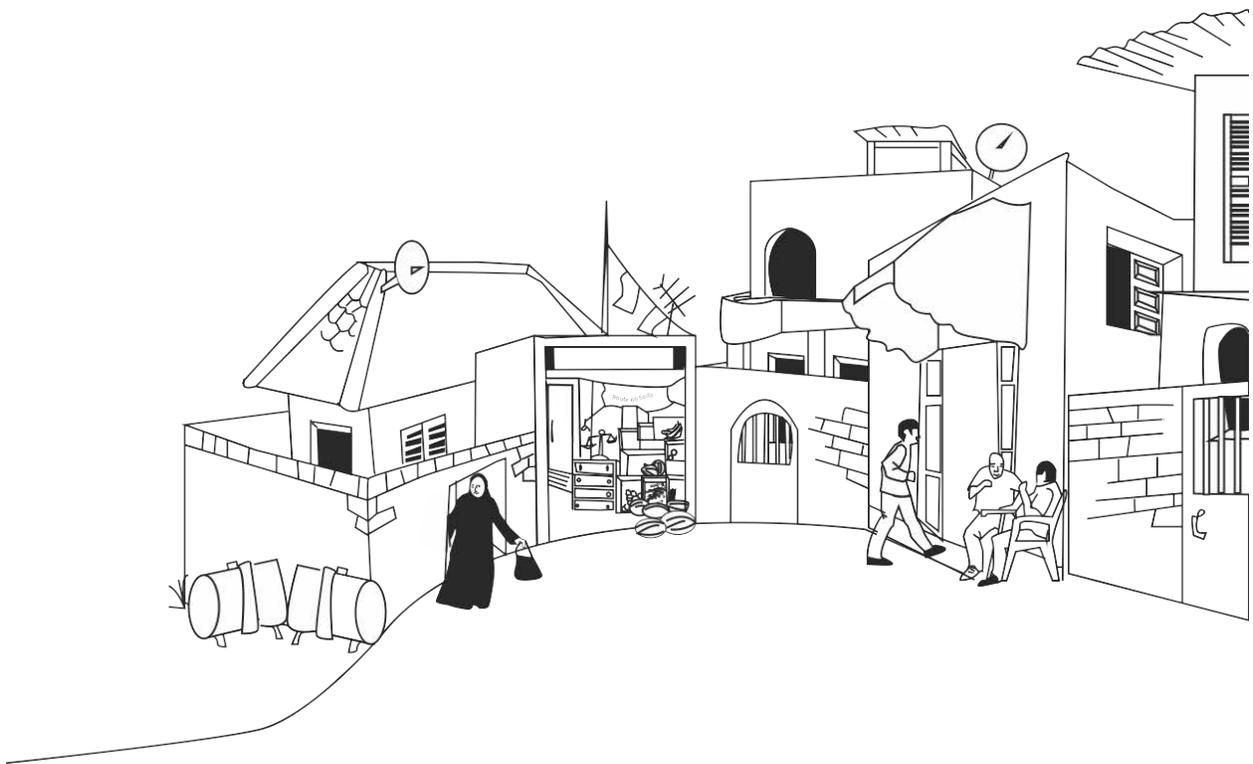
building / buildings

café

neighbor / neighbors

neighborhood

shop / shops

street / streets

Read-Write-Talk

Our Homes, Our Communities

Answer the questions about the picture below. Then share your picture with another student.

1. What is the name of your community? Write it at the top of the picture. It can be a real name, or not.

2. Which home do you like? Write your name on the door.

3. Who lives in the homes near you? Write their names on their doors too.

4. What is the name of the shop? Write it on the shop wall.

5. Do you have more buildings in your neighborhood? What about trees or flowers? Is it day or night? Add these things to the picture too.

What About You?

Women have important jobs at home and in their neighborhoods or communities. What kind of work do you do? Choose "home" and/or "community" for everything you do (you can have one answer, two answers, or no answers):

1. I grow flowers or food.   = home   or   community

2. I cook food for other people.   = home   or   community

3. I help children.   = home   or   community

4. I help sick people.   = home   or   community

5. I build or make things.   = home   or   community

6. I buy or sell things.   = home   or   community

7. I think of new ideas and fix problems. = home or   community

Group Work

Share your answers with other students. Ask each other:

1. What work do you do in your home?

_____

_____

2. What work do you do outside your home?

_____

_____

3. Does any of your work pay you money?

_____

_____

4. What other kinds of payment or happiness do you get from your work?

_____

_____

The Hilwe w Morra Story

Listen and read along.

(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!

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** is in interior design. Do you want to be an **interior designer**?

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?

Nour: I don't care what they think. I want to try it. Singing makes me happy.

Words in This Story

Choose the best answer:

1. **proud** (adjective)   = sad about someone   or pleased about someone
2. **famous** (adjective)   = well known, popular   or not well known
3. **singer** (noun)   = a person who acts   or a person who sings
4. **degree** (noun)   = gets this at a university   or gets this at a restaurant
5. **interior designer** (noun)   = makes plans for food   or makes plans for homes
6. **tradition** (noun)   = the old way   or the new way
7. **club** (noun)   = a place for having fun   or a place for taking tests

Group Work

First, practice saying the questions and answers below with the teacher.

Then practice in pairs or small groups.

Make questions and answers about the things you do:

1. Do you like to . . . sing? . . . work at home? . . . grow flowers?

   _____

   _____

2. Do you want to . . . study at a university? . . . become famous? . . . dance?

   _____

   _____

3. Do you need to . . . practice spelling? . . . find a new job? . . . go to the library?

   _____

   _____

   Answers for one person

   - Yes, I do.
   - No, I do not. (No, I don't.)
   - I don't know.

   Answers for two or more people

   - Yes, we do.
   - No, we do not. (No, we don't.)
   - We don't know.

Discuss in pairs or small groups:

1. Why is the family celebrating?

   _____

   _____

2. What does Nour want to do?

   _____

   _____

3. What does Joumana want Nour to do? Why?

_____

_____

Here are some extra discussion questions:

1. What does Auntie Hala want Nour to do? Why?

_____

_____

2. What work is best for Nour, interior designer or singer? Why?

_____

_____

Reading

"Library in a Box Helps Students"

Guess

Look at the pictures below and think about the title: "Library in a Box Helps Students."
Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. _____ This story is about a kind of library.

2. _____ The library is not a building.

3. _____ The library is on a machine (computer).

4. _____ The computer stays in a box. The box gets power from the sun.

Listen to the story.

Now listen again. Find five or more words about things in homes and communities (for example, village, library, help, . . .).

Library in a Box Helps Students

Alexis Cullen is a **Peace Corps volunteer** in Vanuatu. Vanuatu is an island in the South Pacific. She works in the village of Naviso.

Some people in the village do not know about the internet. Without the internet, Cullen says, people may not know about news in other places.

Dr. Laura Hosman is a **professor** at a university in California. She wants to help people in Naviso and other villages to learn. She and some of her students are making a **mobile** library. They call it SolarSPELL.

The students choose interesting information from books and websites to put on cards. They put the cards into the SolarSPELL machine.

SolarSPELL uses **power** from the sun.

A phone or computer can **connect** to it without **wires**.

The Peace Corps has about 50 (fifty) SolarSPELL machines. The village of Naviso has one SolarSPELL. So far, about 200 (two hundred) people in Naviso use it. In the future, other islands and countries in the South Pacific may use SolarSPELL too.

The original news story "Solar-Powered Library Helps Students in Rural Areas" (https://learningenglish.voanews.com/a/solar-powered-library-helps-students-in-rural-areas/3262923.html) is from Voice of America Learning English TV – Education (https://learningenglish.voanews.com/) on April 6, 2016.

Words in This Story

1. **Peace Corps** (noun) – U.S. people who work without pay in other countries to help poor people

2. **volunteer** (noun) – someone who does something by choice without pay

3. **professor** (noun) – a teacher at a college or university

4. **mobile** (adjective) – able to move from one place to another

5. **power** (noun) – machines use this to work / **solar power** (noun) – power from the sun

6. **connect** (verb) – to join two or more things together

7. **wires** (noun, plural) – thin threads of metal for phones, computers, etc.

In the word SolarSPELL, SPELL stands for <u>S</u>olar-<u>P</u>owered <u>E</u>ducational <u>L</u>earning <u>L</u>ibrary. Go to the [SolarSPELL](http://solarspell.org/) website (http://solarspell.org/) to see more pictures and videos and learn more about communities with SolarSPELL machines.

What's the Buzz?

First, practice the questions with the teacher. Then talk to two students in the class and ask them all of the questions. Write their answers below so you can remember them.

1. What do you need to do at home today?

   _____

   _____

2. What is the last thing you want to do before you go to sleep tonight?

   _____

   _____

3. Do you like to use computers or other machines in your free time?

   _____

   _____

4. Do you hope to become famous? Why?

   _____

   _____

5. Where do you wish to travel in the future?

   _____

   _____

Discuss with Your Group

1. What kinds of things do you all need to do? What kinds of things do you all want to do?

   _____

   _____

2. How many people hope to become famous? In what ways?

   _____

   _____

3. Draw a map or picture of all of the travel places in your group:

Discuss with the Teacher All Together

1. How many of you like to use computers or other machines? How many don't like to? Why?

    _____

    _____

2. What is the difference between things you need to do and want to do?

    _____

    _____

3. Share your maps or pictures of all of the places your group wants to travel.

Writing

Make a To Do List

Work in pairs. First, choose one of the topics below. Then, write a "To Do List." Use the words "need to," "have to," and "want to."

Topic A – Save Our Cedar Tree!

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. What do you need to do? Make a list:

example: We need to write a letter to the City and ask for help.

_____

_____

_____

Topic B – Red Cross and Red Crescent

The Red Cross and Red Crescent are opening a new building in your community. They can bring services such as food, medicine, and childcare. They are asking you for information. What does your community need? Make a list:

example: We need to drink clean water.

_____

_____

_____

Project Possibilities

- Make maps or models of your neighborhoods. What are good places to go? Mark them with stars. What are things you want to take out of your neighborhood? Mark them with Xs. What are things you need to add to your neighborhood? You can make your neighborhood any way you like.

- What are some songs about homes, neighborhoods, and communities? Write your own song if you like. Make a book of songs and share it with others. For ideas, see Favorite Songs (https://kids.niehs.nih.gov/games/songs/favorites /index.htm).

Internet: Webquest

Here are some places to **Go** and things to **Do** online about homes and communities. Do at least two of them. Doing more is even better. Bring your answers to class to talk about them.

- **Go:** Vocabulary – Furniture, Home Appliances, Kitchen Utensils, School, Office (http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/)
  Do: Do one or more of the exercises. What words are new for you?
  Bonus: If you want more practice, you can also go to
  Things in My House, Tools, and Buildings
  (http://www.manythings.org/lulu/)

- **Go:** Design a Room
  (http://www.armstrong.com/flooring/design-tools.html)
  Do: Choose a room (bathroom, bedroom, kitchen, etc.). Then color the walls and choose a floor. Share your room plan with a friend.

- **Go:** My Mini City
  (http://myminicity.com/)
  Do: Work alone or with a partner. Choose a country. Then build (create) your own city. What's the name of your city? Who lives there? What is special about your city?

- **Go:** Directions Through Town
  Part 1
  (http://www.esl-lab.com/eslbasic/travel-sightseeing-1.htm)
  Part 2
  (http://www.esl-lab.com/eslbasic/travel-sightseeing-2.htm)
  Do: Listen to the directions and look at the map. Answer the questions. Which one do you like best, Part 1 or Part 2?

Bonus: Review Units 1-3 with Randall's Cyber Listening Lab:

- Family Relationships
  (http://www.esl-lab.com/family1/fam1.htm)

- Gourmet Cooking
  (http://www.esl-lab.com/gourmetcooking/gourmetcookingrd1.htm)

- Snack Time! Health Food for Kids
  (http://www.esl-lab.com/snack/snackrd1.htm)

- Picnic Preparations
  (http://www.esl-lab.com/picnic/picrd1.htm)

- New Clothing
  (http://www.esl-lab.com/eslbasic/newclothing-1.htm)

- Clothing Styles
  (http://www.esl-lab.com/clothing/clothingrd1.htm)

Supplementary Activities

The Hilwe w Morra Story

- Add names and information to the family tree.

- Do a Readers Theater activity with the new information from this unit. See Unit 1 for a review of Readers Theater if you like. Use home and community words to match the vocabulary for this unit.

Flashcards

At the end of each unit, there is a set of flashcards with some of the vocabulary from the unit. You can copy them by hand onto paper or enlarge and photocopy them. Cut out the cards and create your own sets of flashcards. You can make new cards and add more words too.

Sorting Game

Work in pairs or groups. Sort the flashcards in these ways:

- in my home and neighborhood / not in my home and neighborhood

- interesting to me / not interesting to me

- can work with solar power / can't work with solar power

Game – Who's Your Neighbor?

Adapted from [ResidentAssistant.com](http://www.residentassistant.com/ra/howre-ya-doin-just-fine-thanks/) (http://www.residentassistant.com/ra/howre-ya -doin-just-fine-thanks/)

Play as a large group.

First, close your eyes and get into a circle shoulder to shoulder. Count off one by one and remember your numbers. With your eyes still closed, shake hands with the person on your right and ask each other:

- "How're ya' doin'?" (How are you doing?).
- The answer every time is "Just fine, thanks."

Do this with your neighbor on the right three or four times. Listen carefully to each other's voices.

Then, with your eyes still closed, move around the room with your arms held out in front until you are all in different places.

Then you need to find your original neighbor. But, the only thing you can say is

- "How're ya doin'?"
- "Just fine, thanks."

How many neighbors can find each other?

To end the game, open your eyes. Check your number with your neighbor. Are you next to each other again?

Work in groups. Look at the board game on the next page. It can be a lot of fun, but you need to make the rules. Write your rules here, and then play the game.

How to Play the Game – Our Rules

First, _____

_____

_____

Then _____

_____

_____

Then _____

_____

_____

Then _____

_____

_____

To end the game, _____

_____

_____
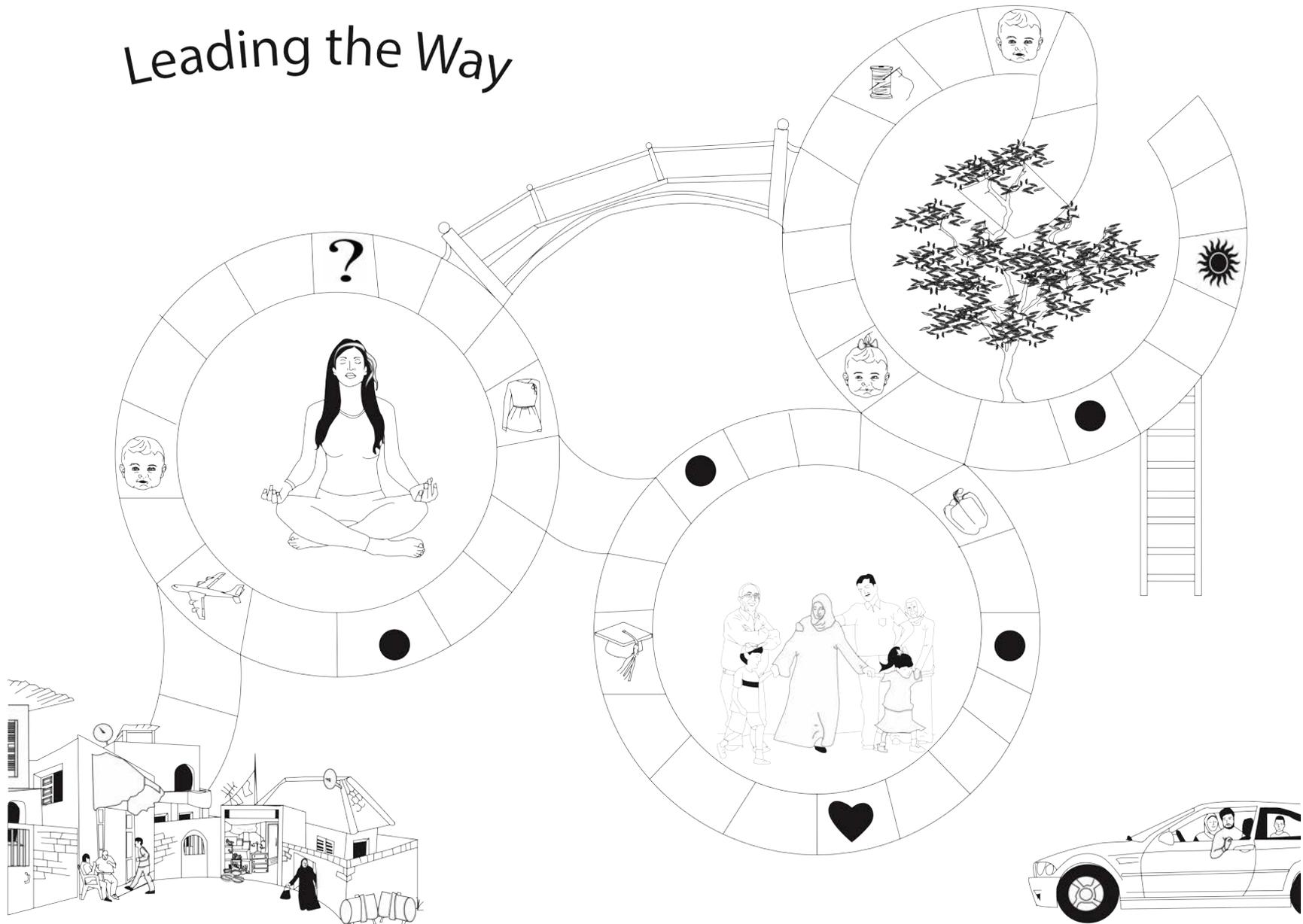
Leading the Way

professor	home	neighbor
community	village	city
country	machine	computer
café	shop	door
window	roof	gate
wall	building	house
garden	work	job
help	singer	power
lab	outside	inside
university	degree	club

Images

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Women Teaching Women English – Teacher's Manual

Unit 4: Home and Community

Warm-up

There are no wrong answers to the warm-up activities. This encourages independent thinking and gives students an opportunity to personalize their learning.

Choose

In this section, students can choose any of the options. They can work individually or with a partner.

Discuss

In this section, students talk about the topic studied for this unit and connect it with their experiences and preferences.

Photo

This section lets students personalize the activity and link it to their own lives. It also offers a hands-on element to their learning.

Read-Write-Talk

There are no wrong answers to this exercise. This is another example of student-centered learning.

The Hilwe w Morra Story

"Hilwe w Morra" loosely translated from Arabic means "Sweet and Sour," representing the universal mix of life's events. This is a serial, soap opera-style story that continues throughout the book, unit by unit. Each unit gives more information about the women and the things that are happening in their lives.

The bold words are the vocabulary focus. Note that the grammar focus for this unit is "want to" + verb, "need to" + verb, and "like to" + verb.

Choose the best answer:

1. **proud** (adjective) = pleased about someone
2. **famous** (adjective) = well known, popular
3. **singer** (noun) = a person who sings
4. **degree** (noun) = gets this at a university
5. **interior designer** (noun) = makes plans for homes
6. **tradition** (noun) = the old way
7. **club** (noun) = a place for having fun

Discuss in pairs or small groups:

1. Why is the family celebrating?
   answer: They are celebrating Nour's graduation.

2. What does Nour want to do?
   answer: She wants to be a singer in a club.

3. What does Joumana want Nour to do? Why?
   answer: She wants Nour to work on things about homes. This is a tradition in their family.

Here are some extra discussion questions:

1. What does Auntie Hala want Nour to do? Why?
   answer: She wants Nour to be an interior designer. She doesn't want Nour to be a singer at the club. This is not a tradition in their family.

2. What work is best for Nour, interior designer or singer? Why?
   answer: [Students give their own opinions and reasons.]

Vocabulary from "The Hilwe w Morra Story"

These more complete definitions, in alphabetical order, are from the Merriam-Webster Learner's Dictionary (http://www.learnersdictionary.com/):

club (noun) – a business that provides entertainment such as music, dancing, or a show, and that usually serves food and alcohol

degree (noun) – an official document and title that is given to someone who has successfully completed a series of classes at a college or university

famous (adjective) – known or recognized by very many people, having fame

interior designer (noun) – a person whose job is to plan how the rooms of a building should be furnished and decorated

proud of (adjective) – very happy and pleased because of something you have done, something you own, someone you know or are related to, etc.; feeling pride

singer (noun) – someone who sings

tradition (noun) – a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time

Reading

"Library in a Box"

This is a true story that was adapted from the news. It intentionally mirrors the theme of events that make a positive difference in people's lives and communities.

The original news story "Solar-Powered Library Helps Students in Rural Areas" (https://learningenglish.voanews.com/a/solar-powered-library-helps-students-in-rural -areas/3262923.html) is from Voice of America Learning English TV – Education (https://learningenglish.voanews.com/) on April 6, 2016.

In the word SolarSPELL, SPELL stands for Solar-Powered Educational Learning Library. Go to the SolarSPELL website (http://solarspell.org/) to see more pictures and videos and learn more about communities with SolarSPELL machines.

Guess – Answer Key

Students try to predict the content of the story just from the title. This is a critical thinking skill and an important reading strategy. Have students go back after they read the story to see if they were right or wrong in their guesses.

1. **T** = This story is about a kind of library.

2. **T** = The library is not in a building.

3. **T** = The library is on a machine (computer).

4. **T** = The computer stays in a box. The box gets power from the sun.

Vocabulary from the Reading

These more complete definitions, in alphabetical order, are from the Merriam-Webster Learner's Dictionary (http://www.learnersdictionary.com/):

connect (verb) – to join two or more things together

mobile (adjective) – able to move from one place to another

Peace Corps (noun) – a U.S. organization that trains and sends people who work without pay to help poor people in other countries

power (noun) – energy that can be collected and used to operate machines

professor (noun) – a teacher especially of the highest rank at a college or university

volunteer (noun) – someone who does something without being forced to do it

wire (noun) – a thin, flexible thread of metal

What's the Buzz?

This activity lets students personalize what they have been learningin this unit.

Writing

Make a To Do List

This is an opportunity for your students to share real-world knowledge and to put to use the language from this unit. They should each a write list of things to do, using the unit grammar structure (need to, want to, hope to, etc.). Again, there are no wrong answers for the content in this activity.

Images from the Student Text

1. Image A, Woman and Children – Hats Day Care (https://upload.wikimedia.org /wikipedia/commons/8/88/Hats_Day_Care_%28Uttara%2CDhaka%2CBanglades h%29.jpg) (page 1) from Hats Day Care in Wikimedia Commons (https://commons.wikimedia.org/wiki/Main_Page) is licensed under Creative Commons Attribution-Share Alike 4.0 International (CC BY-SA 4.0) (https://creativecommons.org/licenses/by-sa/4.0/).

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