

TEACHER'S MANUAL: UNIT 5, SHOPPING

WARM-UP

There are no wrong answers to this exercise. The teacher can start by asking what differences learners see in the three places.

In the **Choose** section, learners can choose any of the three places. They can work individually or with a partner to talk about why they think each place is the same or different from where they shop. There are many ways that these places might look different from the ones where the learners shop.

In the **Discuss** section, learners can use the vocabulary and grammar that they have. The teacher may want to elicit vocabulary from the whole group and put it on the board. Working with others helps learners share the words they have, so this is a very good small group exercise.

The **Photo** lets learners personalize the activity and link it to what they themselves do.

WARM-UP

Choose

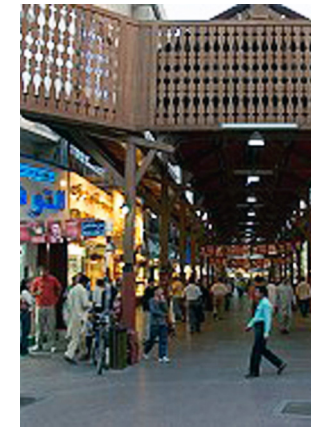
Circle 1 photo. This picture looks like a place where I shop...



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

This is another good pair or small group activity. If you think that your students know most of the words, you do not need to explain them ahead of time. Encourage learners to guess!

If the pairs are unable to match all of the words, encourage them to talk to other learners.

ANSWER KEY

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

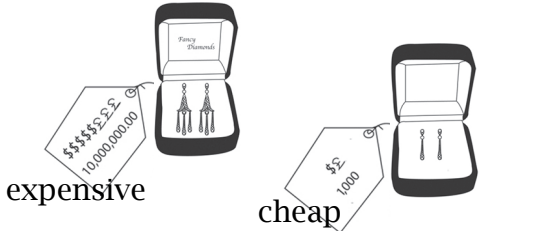

Definitions

Practice pronunciation of the words below with your teacher.

Draw a line from the **words** to the people and things to show the meaning.

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

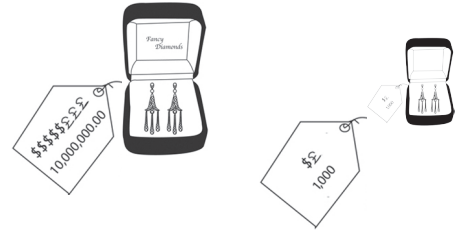

<p><i>cheap</i> <i>expensive</i></p>	
<p>Add 4 words about the picture and draw lines to show the meaning. 1. 2. 3. 4.</p>	

FASHION SHOW

Encourage learners to have fun with this activity. You'll need enough space for it to work well. This might be fun to do in front of other classes, as well.

READ-WRITE-TALK

The focus here should be on using the past tense of be, along with time words: yesterday, my last birthday, last night, last week.

<p><i>cheap</i> <i>expensive</i></p>	
<p>Add 4 words about the picture and draw lines to show the meaning. 1. 2. 3. 4.</p>	

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

Learners can compare their recollections of the weather yesterday and what they did last night and last week.

THE HILWE W MORRA STORY

Ask learners if they sew their own clothes or make jewelry as a warm-up to this reading.

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

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.

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** 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 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

ANSWER KEY

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

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary	Definition A	Definition B
<u>women's cooperative</u>	place for women to sleep	place for women to sell things ✓
<u>prefer</u>	not like	like
<u>shopkeeper</u>	works in a shop	works in a restaurant
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<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

The group work here focuses on the past tense of the verb be. Encourage learners to use different feelings/adjectives and different past times in their questions and answers.

Group Work

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

Make questions.

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

Learners can talk some more about what they like to do or to make. The extra questions allow more advanced students to think about and continue the *Hilwe w Morra* discussion.

READERS THEATER

This is a good opportunity to see who has the best bargaining skills. Auntie Hala and the shopkeeper can use a lot of emotion in their discussion.

At this point, learners should be familiar with the emotions in the story: excited, angry, proud, happy, and sad.

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

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 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 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!

You can use the audio recording at <http://aei.uoregon.edu/wtwe> to hear the different stress patterns. If you wish, you can explain to learners that the stressed word is the one that is most important to the speaker.

Then, practice with the teacher in different ways:

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

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.

Group Work

Encourage learners to work with different people this time for a change. Students whose English is stronger would probably be the best choice for the Auntie Hala role.

Active Listening

Notice that different emotions are used in different groups.

The *Hilwe w Morra* Story, Family Tree

Learners can compare their ideas about what Joumana looks like. All answers are okay!

READING

It's best not to give learners the answers right away. Encourage them to go back to their guesses after the reading and see which ones were right.

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

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
excited	happy	angry
excited	happy	angry

Listen to the shopkeeper. She was...

Listen to Auntie Hala. She was...

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)?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. In this story, there was only one woman. |
| <input type="checkbox"/> | 2. The women were in Beirut. |
| <input type="checkbox"/> | 3. These women worked together. |
| <input type="checkbox"/> | 4. The women were happy. |

Listen-Read-Circle

ANSWER KEY

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-Circle

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

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.

Listen-Read-Write

ANSWER KEY

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.

Sentence Order

ANSWER KEY

- _____ 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.

<p><i>beads</i></p> <p><i>clothing</i></p> <p><i>jewelry</i></p> <p><i>market</i></p> <p><i>talented</i></p> <p><i>thread</i></p>	<p>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, _____, 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>
<p><i>community</i></p> <p><i>Cooperative</i></p> <p><i>products</i></p> <p><i>proud</i></p>	<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?

This activity encourages learners to work on adverbs of frequency: always, usually, sometimes, rarely, never.

All reasonable answers are correct!

WHAT'S THE BUZZ?

Learners practice like to and prefer to in this activity. Encourage them to ask each other why, as well as getting the basic information from each other. The extra information makes the activity more interesting.

All appropriate responses are correct.

What to Say?

Practice with your teacher. Then, practice with other students.

How often do you do things?



- shop for clothes
- go to the market
- buy vegetables
- shop for other people
- sew
- cook

WHAT'S THE BUZZ?

There are 5 questions. First, practice the questions with the teacher.

Then, each student talks to 3 students in the class and asks all the questions.

Write the names of the students and all the answers in the boxes below.

	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
Question 1: What do you like to buy at the market?			

Question 2: How often do you like to shop at the market?			
Question 3: Which day of the week do you like to shop?			
Question 4: Where do you prefer to shop?			
Question 5: Do you prefer to shop alone or with others?			

Discuss with Your Group/All Together

Learners can talk about why they prefer to shop on a specific day, especially if there is a day of the week that most people prefer.

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

This activity works very well with pairs or small groups. They should start by talking about what they like to do during a vacation. That will help them decide what they will need.

Group Work

You may need to explain to learners about using this type of chart. They have been using a simpler chart in the What's the Buzz activity. Now, they need to pay attention to the category (each column) and the shop (each row).

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

SUPPLEMENTARY ACTIVITIES

VOCABULARY

You can use some of the additional flashcard activities from earlier units as well.

Description

Learners can work with the flash card list, or you can have them suggest more words. Write the additional words on the chalk board or elsewhere in the room so learners can see them.

Everyone likes compliments. Encourage learners to be creative!

Write a Shopping List

This follows up the Group Work previously, where learners talked about what they needed for a vacation. This shopping list can be for any purpose.

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

Feel free to adapt these as needed or desired. The goal is to encourage a lot of discussion about shopping.

The role play works well when you have play money to use in buying and selling.

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.)

These two projects about women's cooperatives may be especially interesting if there are a number of people in the class who make different kinds of things.

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

These activities are for those who have Internet access. The teacher can use these with one computer with Internet access and a projector, or they can be optional activities for learners outside the classroom.

Websites change regularly. Make sure that you have visited the site before you use it in class or send learners to these websites.

You may wish to use some of the material in class, as well.

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.

ORIGINAL ARTICLE

Women's Cooperatives in Lebanon Empowered by the Sweet Taste of Success

After the July 2006 war severely damaged Lebanon's socio-economic and infrastructure, the establishment of income-generating projects in highly war-affected areas, especially projects targeting women was crucial to support the infrastructural and agricultural services and cooperatives.

By supporting local production initiatives, maintaining the processing of traditional food by small agricultural cooperatives, and offering vocational and skills training for women, UNDP has supported the establishment of numerous women cooperatives to respond to a deepening post-war economic crisis and the impact it has on rural communities and gender roles.

UNDP supported different women's cooperatives through the provision of equipment and machinery to develop and increase their specific and distinct specialties. In addition to machinery, some cooperatives receive vehicles for transportation of raw material and market distribution purposes as well as site and building expansions and modifications. The numerous women's cooperatives practice different crafts, from jewelry, textiles and artisanship to the production of traditional rural food items.

Zeinab Sader, an employee at a jewelry beading and textile workshop in Nabatieh explains that "nobody really knew how to make jewelry but we received adequate training and have now discovered hidden talents that actually serve to the women of Nabatieh and greater Lebanon's tastes."

The women benefiting from these projects, irrespective of their village location or characteristics, agree that the impact goes beyond the monetarily measurable: "UNDP was here when we were down and pessimistic, encouraging us and giving us advice along

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

the way”, explains Salwa Ismail Bazze, President of the Bint Jbeil Souk Women’s Cooperative.

From http://www.undp.org.lb/communication/successstories/pdfs/women_empowerment.pdf