

Women Teaching Women English

Unit 3: Health and Beauty

Warm-up

Choose

I am most like one of the women in picture A, B, C, or D:



A.



B.



C.



D.

Discuss

- In what ways are you the same?
- Which woman looks the most healthy and beautiful, and why?

Photo

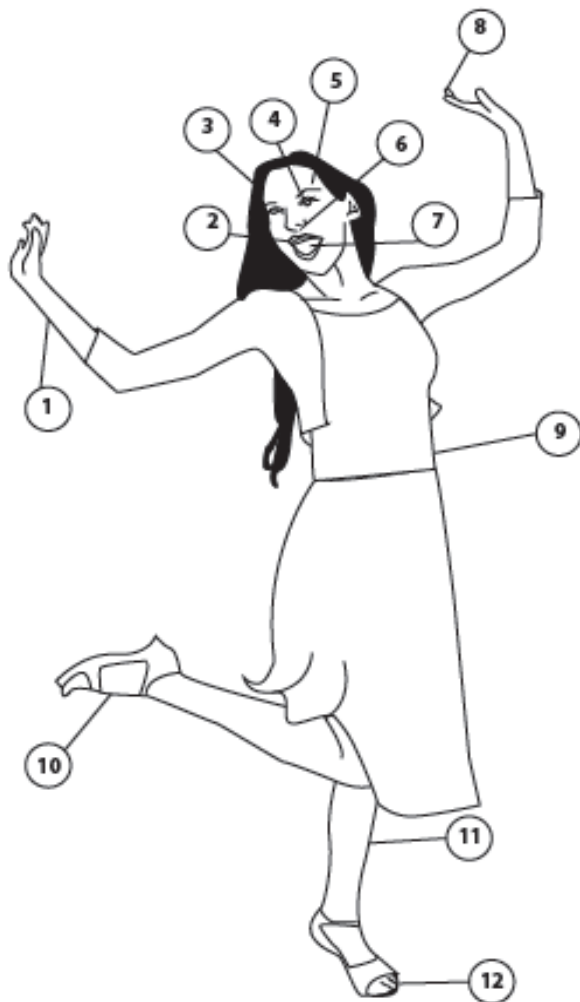
Put photos or pictures of yourself here:

Vocabulary – Parts of the Body

Practice pronunciation of the words below with your teacher.

Match the words with the numbers in the picture below. Add other words about the body as you like:

arm / arms
eye / eyes
eyebrow / eyebrows
finger / fingers
foot / feet
hair
leg / legs
lip / lips
mouth
nose
stomach
toe / toes

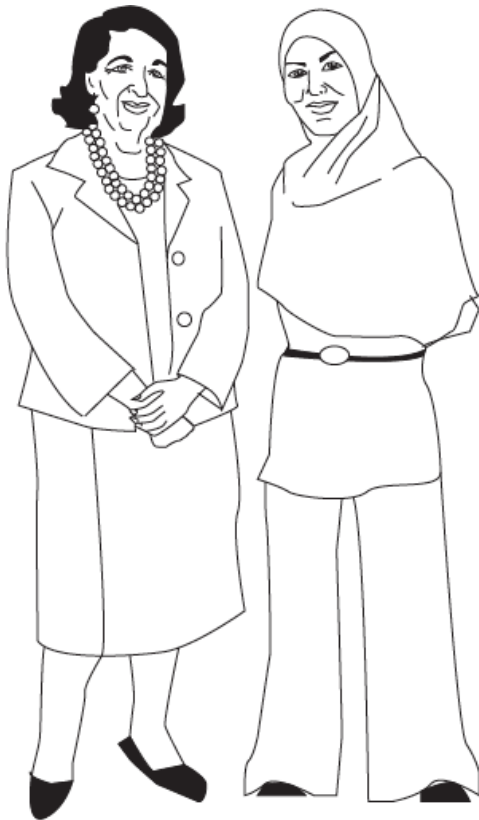


Vocabulary – Clothing (Clothes)

Practice pronunciation of the words below with your teacher.

Match the words and their numbers with the picture below. Add other words and pictures about clothes as you like:

1. belt
2. blouse
3. button / buttons
4. dress
5. earring / earrings
6. headscarf
7. jacket
8. necklace
9. pants
10. shirt
11. shoe / shoes
12. skirt
13. stockings



Read-Write-Talk

True or False

Write **T** for true or **F** for false.

1. _____ My favorite color is green.
2. _____ I am wearing earrings.
3. _____ My friend is wearing pants.
4. _____ My shoes are new.
5. _____ The teacher is wearing a dress.

Group Work: What Are You Wearing?

Work in pairs or small groups. Ask each other questions about what you are wearing today.

Example Question: What are you wearing today?

Example Answer: I am wearing blue pants.

Write five answers from other people below:

1. _____
2. _____
3. _____
4. _____
5. _____

The Hilwe w Morra Story

Listen and read along.

There are two new children in the story: May and Nabil. Joumana is the mother of 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 these days.

Auntie Hala: Be **patient**, dear! You are a **beautiful** girl without 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!

Words in the Story

Choose the best answer:

- | | | | |
|--|----------------------|----|---------------------|
| 1. wear (verb) | = make clothes | or | put on clothes |
| 2. lipstick (noun) | = color for the hair | or | color for the lips |
| 3. makeup (noun) | = color for the face | or | color for shoes |
| 4. too young (adverb + adjective) | = not old enough | or | very old |
| 5. patient (adjective) | = good at waiting | or | not good at waiting |
| 6. beautiful (adjective) | = pretty | or | not pretty; ugly |
| 7. grow up (two-part verb) | = become older | or | become younger |
| 8. too fast (adverb + adjective) | = very slowly | or | very quickly |
| 9. take off (two-part verb) | = clean off | or | put on |

Group Work

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

Then practice in pairs or small groups.

Make questions and answers:

- Are you wearing . . . earrings? . . . a necklace? . . . makeup?

Answers for one person:

- Yes, I am.
- No, I am not. (No, I'm not.)

Answers for two or more people:

- Yes, we are.
- No, we are not. (No, we're not. / No, we aren't.)

- Is she wearing . . . a skirt? . . . a belt? . . . stockings?

- Yes, she is.
- No, she is not. (No, she's not. / No, she isn't.)

- Are they wearing . . . lipstick? . . . shoes? . . . pants?

- Yes, they are.
- No, they are not. (No, they're not. No, they aren't.)

Discuss in pairs or small groups:

- Why is May wearing makeup?
- Is there a best age for this? Why?

Reading

“The Dangers of Skin-Lightening”

Guess

Think about the title: “The Dangers of Skin-Lightening.” Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. _____ This story is about hair.
2. _____ This story is about making skin a different color.
3. _____ This story tells us about a rainy day.
4. _____ This story tells us about something dangerous.

Listen-Read-Find

Listen to the story.

Now listen again. Find five or more words about health and beauty (for example, skin, creams, beauty shop, . . .).

The Dangers of Skin-Lightening

In some countries, women put **creams** on their skin to make it lighter. The African country of Senegal is one example.

These creams have many **chemicals** in them. Some of the chemicals can give you **cancer**. They can also **hurt** your eyes and skin.

Adama Diagne works in a **beauty shop** in Dakar in Senegal. She tells people not to use some of the creams. The cream she uses is a mix of carrots and chemicals. Diagne says that this is her **choice**. She wants to be a lighter brown color, not black.

Khardiata Pouye Sall is a **filmmaker** in Senegal. She worries about people like Diagne. Her film is about the problems with these skin creams. The name of her film is *This Color That Bothers Me*.

Sall says her country needs to be **careful** with the sale of skin-lighteners. And, when women learn more, they may choose not to use the creams.

The original news story “[In Senegal, Skin-Lightening Remains Popular but Risky](https://learningenglish.voanews.com/a/in-senegal-skin-lightening-remains-popular-but-risky/1960927.html)” (https://learningenglish.voanews.com/a/in-senegal-skin-lightening-remains-popular-but-risky/1960927.html) is from [Voice of America Let's Learn English](https://learningenglish.voanews.com/) (https://learningenglish.voanews.com/) on July 23, 2014.

Words in This Story

1. **dangers** (noun, plural), **dangerous** (adjective) – things that can hurt or kill you / **safety** (noun, opposite), **safe** (adjective, opposite) – things that are not dangerous
2. **skin-lightening** (noun) – making the outside of your body (the skin) lighter, less dark
3. **creams** (noun, plural) – thick lotions to put on your skin
4. **chemicals** (noun, plural) – unhealthy things in the creams
5. **cancer** (noun) – a sickness; it can kill you
6. **hurt** (verb) – make you sick
7. **beauty shop** (noun) – a place women go to make their hair, skin, and nails more beautiful
8. **choice** (noun), **choose** (verb) – deciding on one way to do something
9. **filmmaker** (noun) – a person who makes videos, movies, or films
10. **care** (noun), **careful** (adjective) – being safe

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 is your favorite clothing? Why?

2. What is your least favorite clothing? Why?

3. Are you wearing makeup today? Why or why not?

4. What is your secret for a healthy body?

5. People can be beautiful on the inside too. Do you know someone like this? Give an example:

Discuss with Your Group

- Give a compliment to another student (say something nice about the way they look or something they're wearing).
Example Compliment: You are wearing a nice shirt today.
Example Response: Thank you. It's my favorite color.
- Work together. Draw a picture to show a person who is beautiful on the inside. Get ready to share it with the class (below).

Discuss with the Teacher All Together

- What is the total number of new secrets for a healthy body? What are they?
- Share the group pictures (people who are beautiful on the inside) with the class.

Writing

Unit 2 has recipes for food. They tell you how to make delicious food for breakfast, lunch, or dinner. Here are some new kinds of recipes for health and beauty for Unit 3.

My Recipe for a Healthy Body

What is your recipe for a healthy body? What are you doing now for the health of your body? Write three things you're doing below. Use three or more of the new words from this unit (parts of the body, clothes, "The Hilwe w Morra Story," or "The Dangers of Skin-Lightening"). Underline the words in your writing.

Example: Olive oil is good for your body and your skin. It's better than cream from a store. I'm cooking dinner with olive oil and rubbing it into my hands today.

1. _____

2. _____

3. _____

My Recipe for a Beautiful Life

What is your recipe for a beautiful life? What are you doing now for a beautiful life? Write three things you're doing below. Use three or more of the new words from this unit (parts of the body, clothes, "The Hilwe w Morra Story," or "The Dangers of Skin-Lightening"). Underline the words in your writing.

Example: I'm wearing only happy colors today. My pants are blue and my blouse is yellow. They are my favorite clothes.

1. _____

2. _____

3. _____

Project Possibilities

- Make a class book of Healthy Body and Beautiful Life recipes. Print copies for everyone or put it on Facebook.
- Create a Health and Beauty Fair. Students work in pairs or groups. Each group gets a table. Bring health and beauty ideas to share at each table. Invite others to come to your Health and Beauty Fair and learn about your ideas.
- Do you need all of the clothes in your home? Do you have extra clothes and are they still useful? Bring them to class, and sort them into groups (for example, put all the clothes for children together. . . for women . . . for men . . .). Then give them to a nearby organization for poor people.

Internet: Webquest

Here are some places to **Go** and things to **Do** online about health and beauty. Do at least two of them. You can do them all if you like. Bring your answers to class to talk about them.

- **Go:** [Vocabulary – The Body](http://www.manythings.org/vocabulary/lists/b/words.php?f=body-1)
(<http://www.manythings.org/vocabulary/lists/b/words.php?f=body-1>)
Do: Do one or more of the activities to learn vocabulary about the body. What words are new for you?

- **Go:** [Vocabulary – Food](http://www.manythings.org/vq/ma-food.html)
(<http://www.manythings.org/vq/ma-food.html>)
Do: Review food from Unit 2 and learn new words about food. What is your score?
- **Go:** [Vocabulary – Things People Wear](http://www.manythings.org/lulu/)
(<http://www.manythings.org/lulu/>)
Do: Do one or more of the activities to learn vocabulary in Things People Wear #1 or Things People Wear #2. What words are new for you?
- **Go:** [Vocabulary – Warm and Strong](http://www.manythings.org/vq/mc-adj.html)
(<http://www.manythings.org/vq/mc-adj.html>)
Do: Review and add to your vocabulary for warm, strong, dangerous, and other words to describe things. What is your score?

Supplementary Activities

The Hilwe w Morra Story

- Add names and information to the family tree.
- Read the story out loud as a Readers Theater activity. See Unit 1 for a review of Readers Theater if you like. Use clothing (clothes) to match the vocabulary for this unit.
- Write a letter to Auntie Hala (Dear Auntie Hala, . . .). Ask her for help or advice with something. Exchange letters with another student in the class and write answers. Share the letters with the class.

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:

- By body part, clothing (clothes), and other
- By person / place / thing (nouns) and action words (verbs)
- By like and dislike, and don't know or don't care

Health Contest Game

Students work in teams. Each team sets a health goal for one week or one month. Use a calendar or make charts to count and show the number of results for each day.

What are the total numbers for each team? Can your team win?

For example . . .

Team A: The goal is to exercise more. How many kilometers do you walk every day?

Team B: The goal is to sleep more. How many hours do you sleep every night?

Team C: The goal is to eat fewer sweet foods. How many sweet foods do you eat every day?



Flashcards to Enlarge and Copy

eye	eyebrow	lips
mouth	arm	leg
toe	finger	hair
nose	stomach	fingernail
skirt	jacket	blouse
earrings	necklace	buttons
pants	shoes	stockings
belt	makeup	lipstick
dangers	hurt	skin
cream	beauty shop	filmmaker

Images

1. Image A, [Woman from Africa – Vielle Femme](http://www.istockphoto.com/fr/photo/portrait-dune-vieille-femme-portant-une-coiffe-traditionnelle-gm489086908-74522531) (http://www.istockphoto.com/fr/photo/portrait-dune-vieille-femme-portant-une-coiffe-traditionnelle-gm489086908-74522531) (page 1) from [iStock](http://www.istockphoto.com/) (http://www.istockphoto.com/) is licensed under the [iStock Content License Agreement – Standard License](http://www.istockphoto.com/help/licenses) (http://www.istockphoto.com/help/licenses).
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Women Teaching Women English – Teacher’s Manual

Unit 3: Health and Beauty

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. This is an opportunity to discuss different kinds of health habits and interpretations of beauty.

In the **Choose** section, students can choose any of the items. They can work individually or with a partner.

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

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

Vocabulary – Parts of the Body

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

arm / arms (noun) – either one of the two long body parts that join the top of your body at the shoulder and that end at the hand or wrist

eye / eyes (noun) – the part of the body that you see with

eyebrow / eyebrows (noun) – the line of hair that grows over your eye

finger / fingers (noun) – one of the five long parts of the hand that are used for holding things

foot / feet (noun) – the part of the leg on which an animal or person stands and moves

hair (noun) – a thin threadlike growth from the skin of a person or animal

leg (noun) – one of the long body parts that are used especially for standing, walking, and running

lip / lips (noun, noun plural) – either one of the two soft parts that surround the mouth

mouth (noun) – the part of the face that includes the lips and the opening behind them

nose (noun) – the part of the face or head through which a person or animal smells and breathes

stomach (noun) – the organ in your body where food goes and begins to be digested after you swallow it

toe / toes (noun) – one of the five separate parts at the end of your foot

Vocabulary – Clothing (Clothes)

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

belt (noun) – a band of materials, such as leather, that is worn around a person's waist

blouse (noun) – an often somewhat formal shirt for women and girls

button / buttons (noun) – a small, usually round piece of plastic, glass, metal, etc., that is sewn to a piece of clothing and is pushed through a loop or hole to fasten one part of the clothing to another part

dress (noun) – a piece of clothing for a woman or a girl that has a top part that covers the upper body and a skirt that hangs down to cover the legs

earring / earrings (noun) – a piece of jewelry that is worn on the ear

headscarf (noun) – a piece of cloth worn over a woman's or girl's head

jacket (noun) – a piece of clothing that is worn on your upper body over another piece of clothing (such as a shirt); a usually short and light coat

necklace (noun) – a piece of jewelry that is worn around your neck

pants (noun) – a piece of clothing that covers your body from the waist to the ankle and has a separate part for each leg

shirt (noun) – a piece of clothing for the upper body that has sleeves and usually a collar and buttons down the front

shoe / shoes (noun) – an outer covering for your foot that usually has a stiff bottom part called a sole with a thicker part called a heel attached to it and an upper part that covers part or all of the top of your foot

skirt (noun) – a piece of clothing worn by women and girls that hangs from the waist down

stockings (noun) – close-fitting, usually long, coverings for the foot and leg; pantyhose or hose

Read-Write-Talk

This is an example of student-centered learning and using language for real-world topics and events. Students answer based on what they see and know about the world around them.

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 most of the sentences are using present continuous tense verbs, which is the grammar focus for this unit.

Words in the Story – Answer Key

Choose the best answer:

- | | |
|--|----------------------|
| 1. wear (verb) | = put on clothes |
| 2. lipstick (noun) | = color for the lips |
| 3. makeup (noun) | = color for the face |
| 4. too young (adverb + adjective) | = not old enough |
| 5. patient (adjective) | = good at waiting |
| 6. beautiful (adjective) | = pretty |
| 7. grow up (two-part verb) | = become older |
| 8. too fast (adverb + adjective) | = very quickly |
| 9. take off (two-part verb) | = clean off |

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/) (<http://www.learnersdictionary.com/>):

beautiful (adjective) – very attractive in a physical way; giving pleasure to the mind or senses; very good or pleasing; not having any bad qualities

grow up (two-part verb) – to become older

lipstick (noun) – a type of makeup that is spread on the lips and that comes in the form of a stick

makeup (noun) – substances, such as lipstick or powder, used to make someone’s face look more attractive

patient (adjective) – able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people

take off (two-part verb) – to remove a substance, such as lipstick or makeup, or article of clothing

too fast (adverb + adjective) – moving or happening at an excessive speed

too young (adverb + adjective) – existing in an excessively early stage of life, growth, or development

wear (verb) – to have clothing, such as a shirt or pants, over part of your body

Reading

“The Dangers of Skin-Lightening”

This is a true story that was adapted from the news. It intentionally mirrors the unit theme of health and beauty and can serve as a basis for talking about beauty in all its forms.

The original news story “[In Senegal, Skin-Lightening Remains Popular but Risky](https://learningenglish.voanews.com/a/in-senegal-skin-lightening-remains-popular-but-risky/1960927.html)” (<https://learningenglish.voanews.com/a/in-senegal-skin-lightening-remains-popular-but-risky/1960927.html>) is from [Voice of America Let's Learn English](https://learningenglish.voanews.com/) (<https://learningenglish.voanews.com/>) on July 23, 2014.

Guess – Answer Key

Think about the title: “The Dangers of Skin-Lightening.” Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. **F** = This story is about hair.
2. **T** = This story is about making skin a different color.
3. **F** = This story tells us about a rainy day. (The word “lightning” is similar.)
4. **T** = This story tells us about something dangerous.

Vocabulary from the Reading

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

beauty shop (noun) – a place women go to make their hair, skin, and nails, etc. more attractive

cancer (noun) – a serious disease caused by cells that are not normal and that can spread to one or many parts of the body

care (noun), **careful** (adjective) – effort made to do something correctly, safely, or without causing damage

chemical(s) (noun) – a substance, such as an element or compound, that is made by a chemical process

choice (noun), **choose** (verb) – the act of choosing; the act of picking or deciding between two or more possibilities

cream(s) (noun) – a very thick liquid or soft substance that is rubbed into the skin to make it softer or is used as a medicine for the skin

danger(s) (noun), **dangerous** (adjective) – a person or thing that is likely to cause injury, pain, harm, or loss / **safety** (noun, opposite), **safe** (adjective, opposite) – freedom from harm or danger; the state of being safe

filmmaker (noun) – a person, such as a director or producer, who makes videos, movies, or films

hurt (verb) – to cause pain or injury to yourself, someone else, or a part of your body

skin-lightening (noun) – a chemical or dye used to make a person's skin less dark

What's the Buzz?

This activity lets students personalize what they have been learning, and practice using the content from this unit.

Writing

My Recipe for a Healthy Body

My Recipe for a Beautiful Life

This is an opportunity for your students to share real-world knowledge and to put to use the language from this unit. Students should each write original statements. The focus is on the use of the present continuous verb tense and vocabulary from all parts of this unit. There are no wrong content answers in this activity, though you will be correcting language for items such as grammar and spelling as needed.

Images from Textbook

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