

## Women Teaching Women English – Student Text

### Unit 9: Women at Work

#### Warm-up

#### Choose

How many women do you know who do each kind of work or job below? How many men? Put the numbers under each picture.



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women



\_\_\_\_\_ men  
\_\_\_\_\_ women

## **Discuss**

1. In your group, how many women did you have for each picture? How many men?
2. Who will have these jobs in the future?

## **Photo**

Put photos or pictures here about your job(s) and work here:

## Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Match the words with the pictures.



homemaker



doctor



pharmacist



students



reporter



taxi driver



nurse



farmer



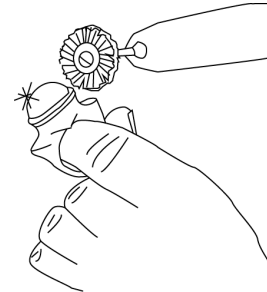
chef / cook



jeweler



politician



beautician



scientist



parent



photographer



receptionist



banker



police officer



computer programmer



waitress

### Activity – Charades Game

Work with a group. Think of a job but don't tell your group. Show the job to your group by acting it out. See if your group can guess the answer.

### Read-Write-Talk

#### True or False

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

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

1. Compare your "True or False" answers above. What does it mean to you to be a woman who works?  
\_\_\_\_\_
2. What is the best kind of work? Why?  
\_\_\_\_\_
3. Is it good to have free time? Why?  
\_\_\_\_\_
4. Is it possible to be good at more than one kind of work? Why?  
\_\_\_\_\_
5. In your group, who wants to be a reporter? What does she want to report about?  
\_\_\_\_\_

## The Hilwe w Morra Story

Listen and read along.

- Joumana: Nour, did you find a **job** yet?
- Nour: No, Joumana. I hear you've been **busy**. 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: 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 **career**!

## Words in This Story

Choose the best answer:

- |                                  |  |                                |
|----------------------------------|--|--------------------------------|
| 1. <b>job</b> (noun)             | = work   | or travel                      |
| 2. <b>busy</b> (adjective)       | = have a lot of work                                     | or don't have a lot of work    |
| 3. <b>plan</b> (verb)            | = to have an unclear idea                                | or to have a step-by-step idea |
| 4. <b>successful</b> (adjective) | = good at doing something or not good at doing something |                                |
| 5. <b>interview</b> (noun)       | = helps you get food                                     | or helps you get a job         |
| 6. <b>shocked</b> (adjective)    | = very sleepy  | or very surprised              |
| 7. <b>kick / kicked</b> (verb)   | = to hit with your arm                                   | or to hit with your foot       |
| 8. <b>career</b> (noun)          | = long-term work   | or vacation                    |

## Group Work

Work in groups. Make questions about and write future plans for the women from the story. Use the following:

- be going to

Examples of “be going to” questions:

1. Is Nour going to . . . get a lot of money? . . . sing in a club?
2. Are Samar and Joumana going to . . . have careers? . . . go to work?

Long answers:

- Yes, she is going to . . . / Yes, they are going to . . .
- No, she isn't going to . . . / No, they aren't going to . . .

Short answers:

- Yes, she is. / Yes, they are.
- No, she isn't. / No, they aren't.

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

## Guess

Think about the title “More Women Are Starting Businesses.” Do you think these sentences about the two stories are **T** (true) or **F** (false)? Guess.

1. \_\_\_\_\_ This is a story about young girls.
2. \_\_\_\_\_ This is a story about one woman.
3. \_\_\_\_\_ The women in this story have businesses.
4. \_\_\_\_\_ The businesses in this story belong to men.
5. \_\_\_\_\_ Women now have more businesses than in the past.

## Listen-Read-Find

Listen to the story. Find five or more words or phrases about women and business (for example, own / owned, companies, . . .).

### More Women Are Starting Businesses

Women **entrepreneurs** are getting more help, resources, and money from governments, universities and corporations. The number of women-owned businesses in the U.S. increased 44 percent from 2001 to 2011, says the Center for Women’s Business Research.

A major problem for **startup** companies is raising money to start their companies. New companies need money to grow, and only 2 percent of women-run startups receive money from **venture capitalists**, says a study by the National Foundation for Women Business Owners and Wells Fargo & Co.

However, women in the U.S. own 38 percent of U.S. businesses, or 9.1 million companies, says the study. Women-owned firms earn \$3 **trillion** annually in the U.S. economy and create 16 percent of U.S. jobs.

More organizations are providing money for women-owned startups. Springboard Enterprises in Washington, D.C. is one of these. The organization introduces women-owned startups to **investors**.

Kay Koplovitz helped start Springboard **Enterprises**. “Women need to access the so-called ‘Stiletto Network’ to push their businesses forward,” she told TheStreet.com. Stilettos are high-heeled shoes worn by women. Koplovitz is saying that women need to reach out to other successful female entrepreneurs and business leaders for help with their start-up companies.

Some companies also give cash to women-owned startups. Cartier is one. In 2006, the French **luxury** goods firm joined with McKinsey & Co. and INSEAD business school in Paris. They created the Cartier Women’s Initiative Awards.

This is an annual competition to recognize top female entrepreneurs from around the world. Each winner gets \$20,000, and experts from McKinsey and INSEAD coach them.

There were six winners in 2015 worldwide. Hannah Chou and Mom Huang from Taiwan were the winners from the Asia-Pacific region. Their company is called Our City Love Social Enterprise. The firm created two mobile apps to help disabled people find restaurants in Taiwan.

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The original news story "[Women's Entrepreneurship on the Rise](https://learningenglish.voanews.com/a/women-entrepreneurship-on-the-rise/3020120.html)" (<https://learningenglish.voanews.com/a/women-entrepreneurship-on-the-rise/3020120.html>) is from [Voice of America Let's Learn English](https://learningenglish.voanews.com/) (<https://learningenglish.voanews.com/>) on October 25, 2015.

### Words in This Story

1. **entrepreneur / entrepreneurs** (noun) – a person who starts a new business
2. **startup / startups** (noun) – a new business
3. **venture capitalist / capitalists** (noun) – a person who gives money to someone else to start a new business
4. **trillion** (noun) – the number 1,000,000,000,000 or one thousand billion
5. **investor / investors** (noun) – a person who puts money into a company or business
6. **enterprise / enterprises** (noun) – a business organization
7. **luxury** (noun) – something costing a lot of money

### 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. Do you like your work? Why?

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2. Would you like to be a businesswoman or entrepreneur? Why?

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3. In what way(s) do your children have different lives than you?

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4. What is the best kind of work or job for women to have? Why?

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5. What kind of work will women have in the future?

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Discuss with Your Group

1. Which questions have the same kinds of answers?

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2. Who has the most unusual answers?

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Discuss with the Teacher All Together

1. Think about the saying, "Don't put off until tomorrow the things you can do today." Do you agree or disagree? Why?

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2. Think about the saying, "Good things come to people who wait." Do you agree or disagree? Why? Write another way to finish the sentence:  
Good things come to people who . . .

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**Writing**

**Looking for a Job**

A. Help Nour write a letter for a job. Fill in the blanks with the words:

club                  job                  interview                  singer

Dear Mr. Sami,

I met you at my grandmother’s party two weeks ago. I would like to be a \_\_\_\_\_ . I have a good voice and sing many kinds of songs. I hope you will give me a \_\_\_\_\_ at your \_\_\_\_\_ in Tyre. I can come for an \_\_\_\_\_ and talk with you next week. I hope to hear from you soon!

Best wishes,

Nour

B. Anna wants to be a lawyer. Help her write a letter to a company in town.

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## Internet: Webquest

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

- **Go:** [Vocabulary – Jobs and Occupations](http://www.manythings.org/vocabulary/lists/z/words.php?f=jobs)  
(<http://www.manythings.org/vocabulary/lists/z/words.php?f=jobs>)  
**Do:** Play one or more of the games. What new jobs did you learn?
- **Go:** [Listening Activity – Business Communications](http://www.esl-lab.com/tc1/tc1.htm)  
(<http://www.esl-lab.com/tc1/tc1.htm>)  
**Do:** Listen to the conversation and answer the questions. How many did you get right?
- **Go:** [Future Career Quiz](http://vibranted.org/career-quiz/)  
(<http://vibranted.org/career-quiz/>)  
**Do:** This is a game to give you ideas about your future career (job). Answer the questions. Do you agree or not? Why?
- **Go:** [Future Board Game](http://www.eslbase.com/downloads/pdf/future-board-game.pdf)  
(<http://www.eslbase.com/downloads/pdf/future-board-game.pdf>)  
**Do:** Print the game and play it with a friend.

## Supplementary Activities

### 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. Make new cards and add more words to fit your needs.

### Sorting Game

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

- things in your past / things not in your past
- things in your future / things not in your future
- things you would like to do / things you would not like to do
- people you know / people you don't know

Flashcards to Enlarge and Copy

<b>farmer</b>	<b>chef</b>	<b>cook</b>
<b>pharmacist</b>	<b>jeweler</b>	<b>reporter</b>
<b>politician</b>	<b>photographer</b>	<b>scientist</b>
<b>police officer</b>	<b>waitress</b>	<b>homemaker</b>
<b>parent</b>	<b>beautician</b>	<b>salesperson</b>
<b>reporter</b>	<b>singer</b>	<b>computer programmer</b>

## Images

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## Women Teaching Women English – Teacher’s Manual

### Unit 9: Women at Work

#### 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 explore jobs both women and men may have. They can work individually or with a partner.

#### Discuss

In this section, students can talk about the topic for this unit and connect it to their own 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.

#### Vocabulary

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

**banker** (noun) – a person who owns a bank or who has an important job in a bank

**beautician** (noun) – a person whose job is to give beauty treatments to women by washing and cutting hair, applying makeup, etc.

**computer programmer** (noun) – a person whose job is to develop software and applications for computers

**cook** (noun) – someone who prepares and cooks food for eating at home, in a restaurant, etc.

**doctor** (noun) – a person who is trained and licensed to treat sick and injured people

**farmer** (noun) – a person who runs a farm

**homemaker** (noun) – a wife who does work at home and usually does not have another job outside the home

- jeweler** (noun) – a person who makes, repairs, or sells jewelry and watches
- nurse** (noun) – a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office
- parent** (noun) – a person who has a child
- pharmacist** (noun) – a person whose job is to prepare and sell the drugs and medicines that a doctor prescribes for patients
- photographer** (noun) – a person who takes photographs especially as a job
- police officer** (noun) – a person whose job is to enforce laws, investigate crimes, and make arrests
- reporter** (noun) – a person who writes news stories for a newspaper, magazine, etc., or who tells people the news on radio or television
- salesperson** (noun) – a person whose job is to sell things
- scientist** (noun) – a person who is trained in a science and whose job involves doing scientific research or solving scientific problems
- secretary** (noun) – a person whose job is to handle records, letters, etc., for another person in an office
- server** (noun) – a person who serves food or drinks to people in a restaurant
- student** (noun) – a person who attends a school, college, or university

### 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 module 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 the future with “be going to.”

### Words in This Story – Answer Key

Choose the best answer:

1. **job** (noun) = work
2. **busy** (adjective) = have a lot of work

3. **plan** (verb) = to have a step-by-step idea
4. **successful** (adjective) = good at doing something
5. **interview** (noun) = helps you get a job
6. **shocked** (adjective) = very surprised
7. **kick / kicked** (verb) = to hit with your foot
8. **career** (noun) = long-term work

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

**busy** (adjective) – actively doing something

**career** (noun) – a job or profession that someone does for a long time

**interview** (noun) – a formal meeting with someone who is being considered for a job or other position

**job** (noun) – the work that a person does regularly in order to earn money

**kick / kicked** (verb) – hit with your foot

**plan** (verb) – to think about and arrange the parts or details of (something) before it happens or is made

**shock / shocked** (verb; past participle as an adjectival form) – to surprise and usually upset someone

**successful** (adjective) – having gotten or achieved wealth, respect, or fame

## Reading – More Women Are Starting Businesses

### Guess

Think about the title “More Women Are Starting Businesses.” Do you think these sentences about the two stories are **T** (true) or **F** (false)? Guess.

1. **F** = This is a story about young girls.
2. **F** = This is a story about one woman.
3. **T** = The women in this story have businesses.
4. **F** = The businesses in this story belong to men.
5. **T** = Women now have more businesses than in the past.



## Vocabulary from the Reading

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

**entrepreneur / entrepreneurs** (noun) – a person who starts a business and is willing to risk loss in order to make money

**enterprise / enterprises** (noun) – a business organization

**investor / investors** (noun) – a person who uses their money to buy stock in a company or to buy property in order to make more money

**luxury** (noun) – a condition or situation of great comfort, ease, and wealth

**startup** (noun) – a new business

**trillion** (noun) – the number 1,000,000,000,000 or one thousand billion

**venture capitalist / capitalists** (noun) – a person who gives money to someone else to start a new business

## What's the Buzz?

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

## Writing

This is an opportunity to practice writing letters.

## Images from the Student Text

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## Handout from the Voice of America “Let’s Teach English” Video

### Checklist for Student Project Listeners

Instructions: Listen to two other students. Write your answers for each part. Hand in this paper at the end of the class.

Student name	What’s the job?	Do the questions match the job?	How were the student’s answers?

Write your opinion or a question for the student:

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