

Let's Learn English



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A bilingual Ezidi/English curriculum

for beginners

Lesson #05

Preliminary Comments for Teachers

Lesson #05: Greetings, writing

Comment #1 - Delegation: In any ESL situation, it is a good thing for students to take responsibility whenever possible.

Do you have a student or students who could introduce the class and revise what has been learned in previous lessons?

See below the sentences students have learned in previous lessons:

Hello, my name is _____.	Merheba, navê mi _____ e.
Today I am sad.	Îro ez î melûl im.
Today I am surprised.	Îro ez î mifaji im.
Today I am happy.	Îro ez î kêfxweş im.
Today I am angry.	Îro ez î qearî me.

Give the student/s all the paddle pops and let them lead.

Comment #2 – Homework: Giving students homework is always a good idea. When you do, encourage students to bring their homework to the next class for “show and tell”.

Did any students take home uncompleted writing assignments after Lesson #4?

(See Lesson #4 pages 11, 12.) Give them an opportunity to show the class their completed work, and ask them to read what they wrote to the whole class. This not only encourages the student who did homework, but the rest of the students as well.

Comment #3 – Writing sheets: Today students will write two sentences in both Ezidi and English. After they have written the two sentences (Today I am angry; Today I am excited - page 11), encourage them to get into pairs and read what they have written to each other. This reinforces the fact that they are both writing and reading.

Comment #4 – Paddlepops: By now you are accomplished (or should be) at making paddlepops. All you need to do is print out the sheet (black and white is perfectly acceptable) have some glue and paddlepop sticks. Sometimes I don't have wooden sticks so I use plastic knives that somehow accumulate in our cupboards. Failing that, I take a strip of cardboard or even folded paper (A4 used paper folded twice) for the paddlepop stick.

Value: If you make several copies of each paddlepop, you can give them out at random to your students. They look at the picture (angry, sad, happy etc) and then speak to others, holding their paddlepop.

Swap: Then they can swap paddlepops with someone else and do it again.

Reusable: Once you have a stack of paddlepops, you can simply paste new words over the old ones and reuse them again and again for other lessons.

Teachers' Notes

Lesson #05: Greetings, writing and feelings (happy, excited) Level: Beginners	
<p>Language Learning Outcome (usually 1 per task):</p> <p>#1: Ss will be able to greet each other in English, giving their name.</p> <p>#2: Ss will be able to say in English, "Today I am happy" and "Today I am excited."</p> <p>#3: Ss will be able to write "Today I am excited" in both Ezidi and English.</p> <p>#4: Ss will be able to distinguish correctly twelve words in Ezidi and English.</p> <p>#5: Ss will be able to identify eight words in English or Ezidi in a Wordsearch.</p> <p>#6: Ss will be able to draw a self portrait, and both read and write "Today I am excited" in Ezidi and English</p>	<p>Resources Needed</p> <p>#1: PP Hello</p> <p>#2: PP I am happy.</p> <p>#3: PP I am sad.</p> <p>#4: PP I am surprised.</p> <p>#5: PP I am angry.</p> <p>#6: PP I am excited.</p> <p>#7: write 'excited'</p> <p>#8: write sentences</p> <p>#9: identify words</p> <p>#10: wordsearch</p> <p>#11: self portrait</p>
<p>Note: An ESL teacher needs an Ezidi-speaking teacher's assistant</p> <p>Learning Outcome #1: Greetings</p> <p>Explanation: As we do each day, today we will introduce ourselves to each other both in Ezidi and in English. (Spoken also in Ezidi.)</p> <p>Action: Hold a PP: Hello, my name is _____.</p> <p>Assistant teacher: Merheba, navê mi ___ e. Hello, my name is ____.</p> <p>Students say: Merheba, navê mi ___ e. Hello, my name is ____.</p> <p>Conclusion: Now, go and introduce yourself in both Ezidi and English to each person in the room. (Spoken also in Ezidi.)</p> <p>Learning Outcome #2: Feelings</p> <p>Explanation: Now we will learn one more feeling, and then we will tell each other how we feel using all the expressions we have learned so far: happy, sad, angry, surprised and excited. (Spoken also in Ezidi.)</p> <p>Action: Hold one PP: Today I am excited.</p> <p>Assistant teacher says: Today I am excited in both Ezidi and English, and then students repeat.</p> <p>Instruction 1: Now go and tell each other in Ezidi and English: Today I am excited. (Students circulate and tell each other.)</p> <p>Instruction 2: Now we will use all the expressions we have learned. (Have several PPs of each kind available.) Come and take any paddlepop and go and tell each other how you feel – according to the paddlepop, in Ezidi and English: (Students take a paddlepop and circulate and tell each other. Then they exchange that PP for another and do the same.)</p> <p>Conclusion: Students have circulated with different paddlepops.) Well done, now you are able to tell each other five different feelings - in both Ezidi and English.(Spoken also in Ezidi.)</p>	<p>Resources</p> <p>#1: PP Hello</p> <p>#6: PP I am excited.</p> <p>#2: PP I am happy.</p> <p>#3: PP I am sad.</p> <p>#4: PP I am surprised.</p> <p>#5: PP I am angry.</p> <p>#6: PP I am excited.</p>



Today I am happy.
Îro ez î kêfxweş im.



Today I am excited.
Îro ez î ib hişq im.

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q _____

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Teachers' Notes

Lesson #05: Greetings, writing and feelings (happy, excited) **Level:** Beginners

<p>Language Learning Outcome (usually 1 per task): #1: Ss will be able to greet each other in English, giving their name. #2: Ss will be able to say in English, "Today I am happy" and "Today I am excited." #3: Ss will be able to write "Today I am excited" in both Ezidi and English. #4: Ss will be able to distinguish correctly twelve words in Ezidi and English. #5: Ss will be able to identify eight words in English or Ezidi in a Wordsearch. #6: Ss will be able to draw a self portrait, and both read and write "Today I am excited" in Ezidi and English</p>	<p>Resources Needed #1: PP Hello #2: PP I am happy. #3: PP I am sad. #4: PP I am surprised. #5: PP I am angry. #6: PP I am excited. #7: write 'excited' #8: write sentences #9: identify words #10: wordsearch #11: self portrait</p>
<p>Learning Outcome #3: Writing Explanation: Now we will learn to write the word 'excited' in English and Ezidi. Then we will write the whole sentence: "Today I am excited.) (Spoken also in Ezidi.) Action: On the whiteboard I will show you what to do. (Follow the same pattern as in previous lessons.) Whiteboard: Write the sentence on the whiteboard in BIG letters. "Today I am excited" and "Îro ez î ib hişq im." Handout 1: Give out the first writing sheet (page 11), on which are two sentences in both English and Ezidi: Today I am angry. Îro ez î qearî me. Today I am excited. Îro ez î ib hişq im. Instruction 1: First, write your name at the top of the sheet. Instruction 2: Students write each sentence, following the ruled lines. Handout 2: Give out the second writing sheet (page 12), without rules lines, on which there is only one sentences in both English and Ezidi: Today I am excited. Îro ez î ib hişq im. Instruction 1: First, write your name at the top of the sheet. Instruction 2: Students write each sentence, three times. Take the sheet home and write each sentence two more times at home. Conclusion: Each student practices writing the sentence "Today I am excited" in both English and Ezidi. Learning Outcome #4: Distinguishing Words Explanation: Now we will do a puzzle where we find different words. There are six Ezidi words and six English words. Draw a line between the Ezidi word (in the left column) and the correct English meaning (in the right column). (Spoken also in Ezidi.) Action: Students study the words and draw lines. Teachers observe and correct one by one. Conclusion: Congratulations, you are now able to see the difference between many different words in Ezidi and English. Well done.</p>	<p>Resources #7: write 'excited' #8: writing sheets (pages 11, 12) #9: identify words</p>

Distinguishing Words

hişq – excited

¹ mifaji
² merheba
³ qearî
⁴ hişq
⁵ nav
⁶ melûl

¹ sad
² excited
³ hello
⁴ angry
⁵ name
⁶ surprised

Wordsearch

	n	a	v	g	h	p	a	m	m
e	s	x	v	b	i	a	n	f	e
x	d	s	h	f	ş	h	g	k	l
c	f	h	i	ş	q	m	r	x	û
i	g	a	ş	n	e	m	y	v	l
t	j	m	q	a	s	i	v	q	r
e	h	z	x	c	a			e	
d	j	y		e	d	a	s	a	d
j	p	y	m	b	x	j		r	e
k	m	i	f	a	j	i	s	î	d

Teachers' Notes

Lesson #05: Greetings, writing and feelings (happy, excited) **Level:** Beginners

Language Learning Outcome (usually 1 per task):

- #1: Ss will be able to greet each other in English, giving their name.
- #2: Ss will be able to say in English, "Today I am happy" and "Today I am excited."
- #3: Ss will be able to write "Today I am excited" in both Ezidi and English.
- #4: Ss will be able to distinguish correctly twelve words in Ezidi and English.
- #5: Ss will be able to identify eight words in English or Ezidi in a Wordsearch.
- #6: Ss will be able to draw a self portrait, and both read and write "Today I am excited" in Ezidi and English

Resources Needed

- #1: PP Hello
- #2: PP I am happy.
- #3: PP I am sad.
- #4: PP I am surprised.
- #5: PP I am angry.
- #6: PP I am excited.
- #7: write 'excited'
- #8: write sentences
- #9: identify words
- #10: wordsearch
- #11: self portrait

Note: An ESL teacher needs an Ezidi-speaking teacher's assistant

Learning Outcome #5: Wordsearch

Explanation: Now we will do a Wordsearch where we look for eight different words – some English and some Ezidi.
(Spoken also in Ezidi.)

Action: Study the wordsearch for the words, and draw a line through each word you find. Some are Ezidi, others English.
(Spoken also in Ezidi.) Teachers check students one by one.

Conclusion: Well done. You have found all the words in the Wordsearch, including some that were there more than once.
(Spoken also in Ezidi.)

Learning Outcome #6: Self Portrait

Explanation: Sometimes we are happy, and sometimes we are excited. Now we will draw a picture of ourselves showing an excited face.
(Spoken also in Ezidi.)

Complete the sentence: Hello, my _____ is _____ .
Write in your own name.

Action: Complete the sentence and then draw a portrait of yourself.
(Spoken also in Ezidi.)

When you have finished your picture, introduce yourself to other students in English. (Spoken also in Ezidi.)



Hello, my _____ is _____ .

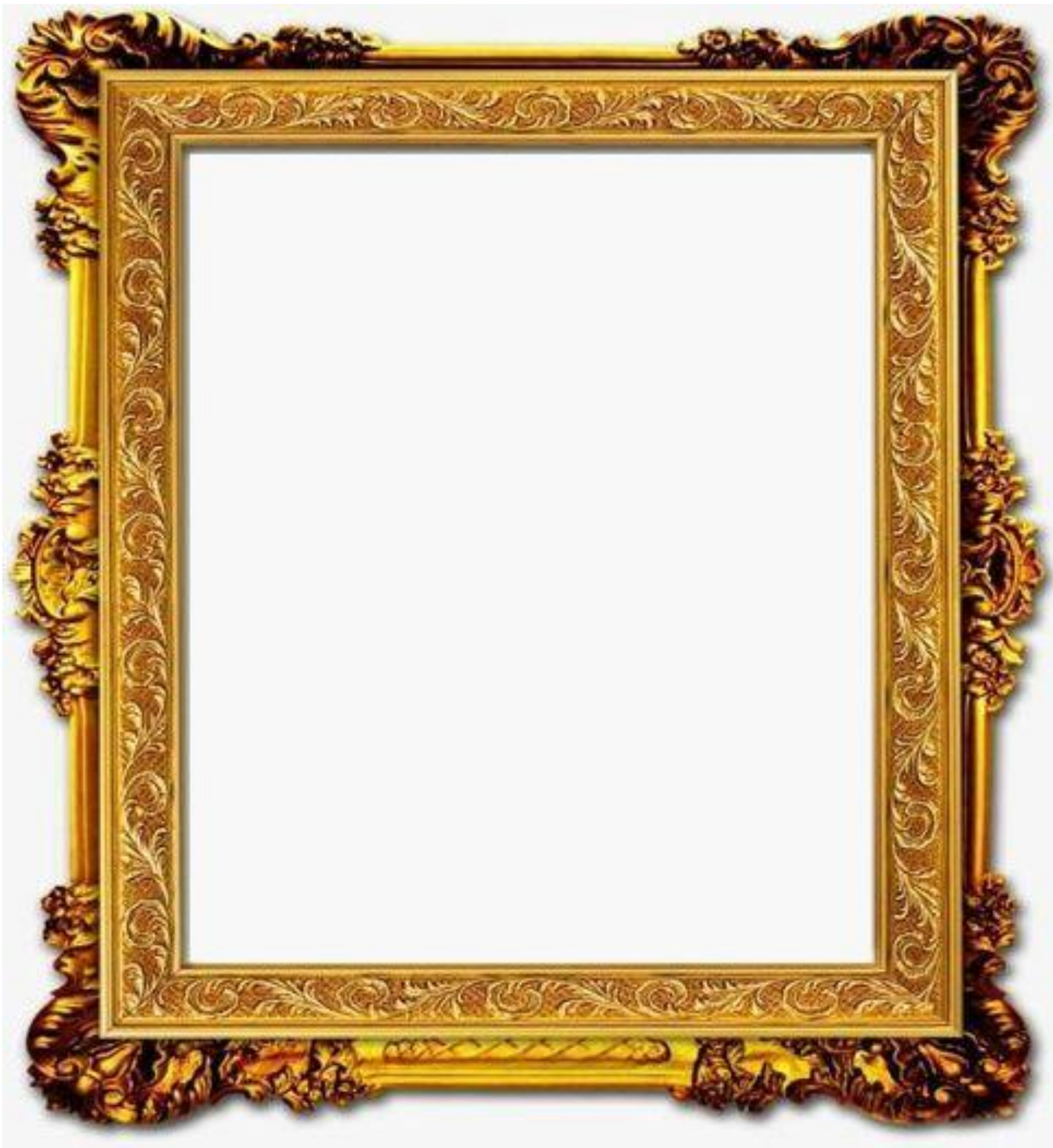
Today I am excited.

Conclusion: Each student introduces himself/herself to other students in English and says, "Today I am excited."

Resources

#10: wordsearch

#11: self portrait



Hello, my _____ is _____ .

Merheba, _____ mi _____ e.



Today I am excited.

Îro ez î ib hişq im.

Student name: _____

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e

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excited

excited

Student name: _____

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q

hişq

excited

hişq

excited

excited

Student name: _____

Today I am angry.

Îro ez î qearî me.

Today I am excited.

Îro ez î ib hişq im.



Writing Practice

in Ezidi and English

Name: _____

T o d a y I a m e x c i t e d .

Î r o e z î i b h i ş q i m .



Hello, my name is _____.

Merheba, navê min _____ e.



Today I am excited.
İro ez î hişq im.



happy

kêfxweş





sad

melûl





surprised

mifaji





angry

qearî



excited

hişq



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