

Let's Learn English



A bilingual Ezidi/English curriculum

for intermediate level

Lesson #01

Preliminary Comments for Teachers

Lesson #01: Home and weather

Level: Intermediate

Comment #1: Reading Ability: One assumption about the students who enter the Intermediate class is that they can already read – even if only slowly. You will discover how true this is in the first lesson of the Intermediate class.

If a student is, in fact, illiterate, or if he/she is literate in Arabic script but has no knowledge of the Roman script, it would be better for him/her to join the Beginners class, where they will learn to read and write using Roman (and Latini) script.

Comment #2: Ezidi Language: You will notice the comment, “You may speak in the Ezidi language if you wish!” in the first lesson.

We all feel less stressed when we can speak our own language. We want our students to be relaxed. They will learn more if they are relaxed than if they feel stressed.

Learning a second language is a stressful activity for most people.

So if students choose to speak to each other in the Ezidi language, don't object. It's O.K. It will help them learn English more quickly than if they are under duress.

Furthermore, if a lesson is too stressful, students may not return to class next week!

Comment #3: English Reading: The first reading assignment in this lesson is in English.

This will help you see which students are struggling and which are good readers of English.

Note: Identify those who read English well, and be prepared to use them as ‘assistant teachers’ or interpreters at any time during a lesson.

Comment #4: Reading Assignment: When you get to the (bilingual) reading assignment, you may be surprised that students will struggle to read their own language.

There are three reasons why this may be so:

A – Latini: The Ezidi language (in this course) is written in Latini script, which has several characters not found in the standard Roman script. So if an Ezidi is a fluent reader of English, he may still stumble when reading Ezidi;

B – Pronunciation: Languages differ, in part, because they pronounce vowels differently. The same vowel *symbol* may have several pronunciations, depending on the language and dialect. This means that even if an Ezidi is fluent in reading English, he may not be fluent in reading his own language, because the vowel *symbols* have different pronunciations in his own language than in English.

C – Fluency: A person cannot become fluent in reading a particular language without practice. Every person reading their own language for the first time stumbles – until they become used to the way their language is spelled.

Note: Print out a copy of the Reading Assignment for each student.

Comment #5: Wordsearch: If students have never done a Wordsearch before, you may need to help them understand what they are to do.

Note: Print out a copy of the Wordsearch for each student.

Comment #6: Booklet: You can download the bilingual Learning to Read (Fêrbûna Xwendinê) booklet from the Ezidi Youth Association website

[Learn Ezidi Language | Ezidi Youth Association in Australia](#)

Teachers' Notes

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| <p>Lesson #01: Home and weather</p> | <p>Level: Intermediate</p> |
| <p>Language Learning Outcome (usually 1 per task): #1: Ss will be able to speak about their home place in English. #2: Ss will be able to speak and read about the weather in English. #3: Ss will be able to translate basic weather words from Ezidi to English. #4: Ss will be able to find English weather words in a Wordsearch. #5: Ss will be able to read pages 3 and 4 of Learning to Read (Fêrbûna Xwendinê) in both Ezidi and English.</p> | <p>Resources Needed #1: Reading text #2: Distinguishing Words #3: Wordsearch #4: Learning to Read (extract) #5: Learning to Read (booklet)</p> |
| <p>Learning Outcome #1: Home Place and Weather Explanation: Welcome to the first Ezidi/English Intermediate lesson. In this lesson we will speak about our home places and the weather. Teacher: Hello, my name is _____. What is your name? Response: Hello, my name is _____. My name is _____. Teacher: I was born in _____. Where were you born? Response: I was born in _____. Instruction: Break up into pairs and introduce yourself to your partner. Then ask him or her where they were born. Students introduce themselves to each other. Instruction: Now switch partners and introduce yourself to someone else. Teacher: What is your favourite time of year in your home place? Why is that the best time of the year for you? Request: Can someone say that for me in the Ezidi language? What is your favourite time of year in your home place? Why is that the best time of the year for you? Instruction: Now introduce yourself to a different person, and ask them those two questions: What is your favourite time of year in your home place? Why is that the best time of the year for you? (You may speak in the Ezidi language if you wish!) Conclusion: Students introduce themselves to each other. Learning Outcome #2: Reading Explanation: Now we will practice our reading in English. (Give each person the handout with the English text for the day.) Action: #1: Have two students read the whole text slowly to the class. #2: Divide the class into two, with one half reading the first (A) sentence, and the other half the second (B) sentence. #3: Divide the class into pairs. Each pair reads the whole text. Conclusion: Call for two volunteers to read the whole text publicly.</p> | <p>Resources</p> <p>#1: Reading text</p> |

Let's Learn English

Intermediate Level

Where is home for you?

A: Where is your home place?

B: My home place is a village in northern Iraq.

A: What is the weather in northern Iraq?

B: In winter it is cold. In some places there is snow.

A: Is it hot in summer?

B: Yes, it is very hot in summer.

A: When you look up at night, what do you see?

B: At night we see many stars.

A: Where do you live in Australia?

B: In Australia we live in the city.

A: Is the winter cold here?

B: No. There is no snow here in winter. And it is not very hot in the summer.

A: When you look up at night in Australia, what do you see?

B: In Australia I don't see many stars at night. In Iraq we have many more stars at night.

Distinguishing Words

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|-----------------------|
| ¹ bûyîn |
| ² berf |
| ³ havîn |
| ⁴ gund |
| ⁵ şêv |
| ⁶ jew |
| ⁷ zivistan |
| ⁸ stêr |

| |
|----------------------|
| ¹ village |
| ² weather |
| ³ night |
| ⁴ born |
| ⁵ snow |
| ⁶ winter |
| ⁷ star |
| ⁸ summer |

Teachers' Notes

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| <p>Learning Outcome #3: Translation Ezidi English Explanation: Now we will look at a number of words in Ezidi and make sure that we know their English equivalents. Handout: Give each student the Distinguishing Words chart. Action: Instruction: First, we will read all nine 'weather words' in the Ezidi language. Who will volunteer to read them all for the class? Now, all read out loud together. (Students read Ezidi.) Instruction: Now, work in pairs to draw lines from the Ezidi word on the left to the correct English word on the right. Review correct answers. Instruction: Do I have a volunteer who will read all nine Ezidi words and their correct English equivalents? Conclusion: Instruction: In pairs, read all nine Ezidi words and their correct English equivalents.</p> <p>Learning Outcome #4: Wordsearch Explanation: Now we will do a wordsearch where we look for eleven different words in English. Handout: Give each student the Wordsearch/Reading page. Action: Study the wordsearch and draw a line through each word that you find. Conclusion: Students identify all eleven words.</p> <p>Learning Outcome #5: Reading Explanation: Now we will read just two pages from the Ezidi English book Learning to Read. Action: I need four volunteers A, B, C and D to read this text. Four students read the these right through. Now: Get into pairs and one person each the first sentence both in Ezidi and English, then the other member of the pair read the next lines. Conclusion: Well done. You can find this book on the Ezidi Youth Association website Learn Ezidi Language Ezidi Youth Association in Australia</p> | <p>Resources #2: Distinguishing Words</p> <p>#3: Wordsearch</p> <p>#4: Learning to Read (extract)</p> <p>#5: Learning to Read (booklet)</p> |

Wordsearch

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| l | n | s | m | e | ç | w | k | k | s | a | d |
| h | o | m | e | p | v | i | l | l | a | g | e |
| w | r | r | f | x | l | n | f | f | x | g | e |
| s | t | a | r | y | o | t | x | s | n | o | w |
| x | h | r | j | ş | n | e | w | u | î | m | û |
| w | e | a | t | h | e | r | m | m | a | n | y |
| i | r | s | f | x | c | x | u | m | n | e | r |
| f | n | i | g | h | t | g | h | e | r | e | s |
| p | w | g | w | g | p | g | w | r | g | w | p |

Reading Assignment

Page 3 of *Learning to Read* (Fêrbûna Xwendinê)

A Ezidi: Ez karim gelek stêra bibînim.

B English: I can see many stars.

C Ezidi: Ez gelek mêşan id bînim.

D English: I can see many flies.

A Ezidi: Ez karim gelek berfê bibînim.

B English: I can see lots of snow.

Page 4 of *Learning to Read* (Fêrbûna Xwendinê)

C Ezidi: Zivistanê berf id barê.

D English: There is snow in winter.

A Ezidi: Havînê berf nabare.

B English: There is no snow in summer.

C Ezidi: Mîvanek î il mala me ye.

D English: There is a guest staying with us.

[Learn Ezidi Language | Ezidi Youth Association in Australia](#)