

# Let's Learn English



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A bilingual Ezidi/English curriculum

for beginners

**Lesson #04**

# Preliminary Comments for Teachers

**Lesson #04:** Greetings, writing and feelings (happy, angry) **Level:** Beginners

**Comment #1 - Revision:** In any ESL situation we can expect new students to turn up who have missed one or more of the previous classes.

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.

**Comment #2 – Homework:** Did some students take home incompleted writing assignments to complete as homework?

If so, ask if they brought their completed work to class.

If so, show the class the completed work and affirm the student.

Ask the student to read out to the class what he/she has written.

Repeat the affirmation.

**Comment #3 - Identify:** Be sure to identify new students, and if they missed Lesson #2 (where students learn to write their own name), write the new name on the whiteboard and introduce the new student to the class. Then write the student's name neatly on a writing sheet (page 13) and give it to the student so that she/he can practice writing her/his name.).

If a student cannot complete this assignment within the class time, assign it for homework, and ask the student to bring his/her completed sheet to the next class.

**Comment #4 – Writing sheets:** Be sure to print out copies of pages 9, 10, 11 and 12 for each student.

For students who have never before learned to write, plenty of practice is essential.

If they cannot complete all this writing within the class time, assign it for homework, and ask the students to bring their completed homework to the next class.

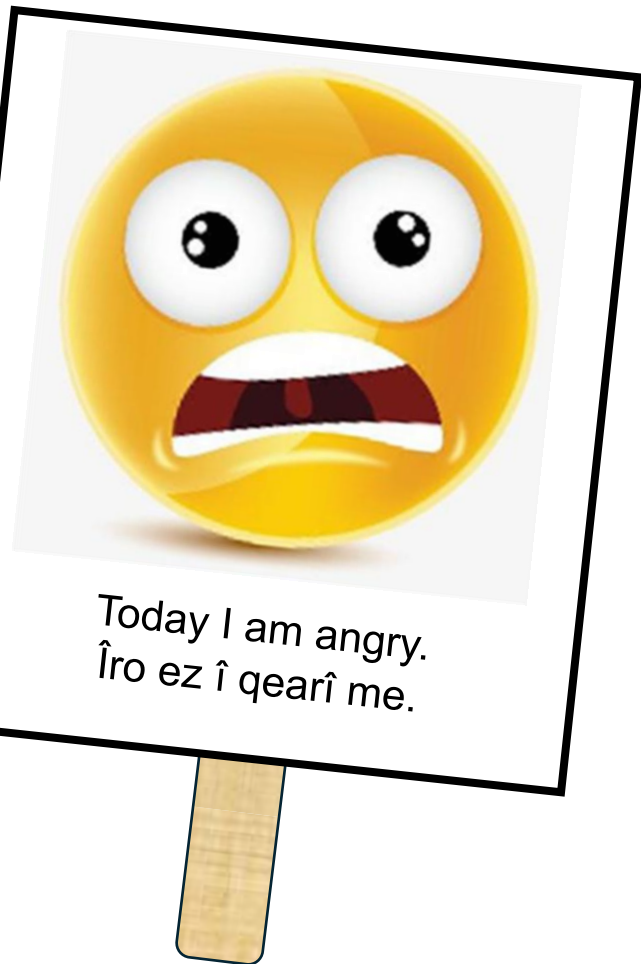
**Comment #5 – Names on Writing sheets:** Be sure that each student writes his/her name at the top of each writing sheet. This not only gives the student practice, but ensures that you know which student has completed each assignment.

# Teachers' Notes

Lesson #04: Greetings, writing and feelings (happy, angry) Level: Beginners	
<p><b>Language Learning Outcome (usually 1 per task):</b>  <b>#1:</b> Ss will be able to greet each other in English, giving their name.  <b>#2:</b> Ss will be able to say in English, "Today I am happy" and "Today I am angry."  <b>#3:</b> Ss will be able to write 'angry' in Ezidi and English, and also the sentence "Hello, my name is _____."  <b>#4:</b> Ss will be able to distinguish correctly ten words in Ezidi and English.  <b>#5:</b> Ss will be able to identify seven words in English or Ezidi in a Wordsearch.  <b>#6:</b> Ss will be able to draw a self portrait, write 'name' and their own name, and read, "I am angry" in both Ezidi and English.</p>	<p><b>Resources Needed</b>            #1: PP Hello            #2: Lined paper            #3: PP I am happy.            #4: PP I am angry.            #5: write 'angry'            #6: write sentences            #7: identify words            #8: wordsearch            #9: self portrait</p>
<p><b>Note:</b> An ESL teacher needs an Ezidi-speaking teacher's assistant</p> <p><b>Learning Outcome #1: Greetings</b>  <b>Explanation:</b> Today we will introduce ourselves to each other, then we will write a whole sentence in Ezidi and English. (Spoken also in Ezidi.)</p> <p><b>Action:</b> Hold a PP: Hello, my name is _____.            Assistant teacher PP: Merheba, navê mi ____ e. Hello, my name is ____.            Students PP each say: Merheba, navê mi ____ e. Hello, my name is ____.</p> <p><b>Instruction:</b> Ask students to go to three other people to introduce themselves – first in Ezidi, and then in English.</p> <p><b>Conclusion:</b> Now, all students, even those who have come for the first time, have introduced themselves in both Ezidi and English.</p> <p><b>Learning Outcome #2: Feelings</b>  <b>Explanation:</b> Today we will learn how to say two more feelings. (Spoken also in Ezidi.) But first we will remind ourselves of what we have already learned.            PP Today I am sad: Îro ez î melûl im. Today I am sad.            PP Today I am surprised: Îro ez î mifaji im. Today I am surprised.</p> <p><b>Pairing:</b> Ask students to go to two other students and say, "Hello, my name is _____. Today I am sad" in both Ezidi and in English. Then they should also say, "Today I am surprised" in both Ezidi and in English.</p> <p><b>Action:</b> Hold two PPs: Today I am happy and Today I am angry.            Assistant teacher says: Today I am happy in Ezidi (first) and English then students repeat.            Assistant teacher says: Today I am angry in Ezidi (first) and English then students repeat.</p> <p><b>Instruction:</b> Request all students to go and speak to three other students, saying, "Today I am happy" and "Today I am angry" in Ezidi (first) and then in English.</p> <p><b>Conclusion:</b> Well done, you are expressing your feelings very well in both Ezidi and English. (Spoken also in Ezidi.)</p>	<p><b>Resources</b></p> <p>#1: PP Hello</p> <p>#2: Lined paper with the words:            "Hello, my name is ____"            and            "Merheba, navê mi ____ e."</p> <p>#1: PP Hello            #3: PP Today I am happy            #4: PP Today I am angry</p>



Today I am happy.  
Îro ez î kêfxweş im.



Today I am angry.  
Îro ez î qearî me.

q \_\_\_\_\_

a \_\_\_\_\_

e \_\_\_\_\_

n \_\_\_\_\_

a \_\_\_\_\_

g \_\_\_\_\_

r \_\_\_\_\_

r \_\_\_\_\_

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y \_\_\_\_\_

q e a r î

a n g r y

# Teachers' Notes

**Lesson #04:** Greetings, writing and feelings (happy, angry) **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 angry."
- #3: Ss will be able to write 'angry' in Ezidi and English, and also the sentence "Hello, my name is \_\_\_\_\_."
- #4: Ss will be able to distinguish correctly ten words in Ezidi and English.
- #5: Ss will be able to identify seven words in English or Ezidi in a Wordsearch.
- #6: Ss will be able to draw a self portrait, write 'name' and their own name, and read, "I am angry" in both Ezidi and English.

**Resources Needed**

- #1: PP Hello
- #2: Lined paper
- #3: PP I am happy.
- #4: PP I am angry.
- #5: write 'angry'
- #6: write sentences
- #7: identify words
- #8: wordsearch
- #9: self portrait

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

**Learning Outcome #3: Writing**

**Explanation:** Now we will learn to write the word 'angry' in English and also in Ezidi. (Spoken also in Ezidi.)

Notice that the Ezidi word *qearî* has the same number of letters as the English word meaning *angry*. (Spoken also in Ezidi.)

**Handout 1:** Give students the writing sheets on pages 9 and 10.

**Action 1:** On the whiteboard I will show you what to do. (page 3 above.)

**Action 2:** Students write the letters for 'angry' in both languages.

**Handout 2:** Give students the writing sheet on page 11. On this writing sheet students have lines to help them write sentences with letters that are consistent in size.

**Action 3:** Students write sentences in both languages.

**Handout 3:** Give students the writing sheet on page 12. This sheet will enable them to practice writing letters that are consistent in size.

**Action 3:** Students write each sentence several times.

**Conclusion:** Each student has practiced writing with and without lines to help them keep their letters consistent in size.

**Learning Outcome #4: Distinguishing Words**

**Explanation:** Now we will do a puzzle where we find different words. There are five Ezidi words and five English words. You must 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 between many different words in both Ezidi and English. Well done.

**Resources**

#5: write 'angry' (pages 9, 10)

#6 write sentences (pages 11, 12)

#7: distinguishing words

# Distinguishing Words

qearî – angry

<sup>1</sup> nav
<sup>2</sup> qearî
<sup>3</sup> mifaji
<sup>4</sup> merheba
<sup>5</sup> melûl

<sup>1</sup> sad
<sup>2</sup> hello
<sup>3</sup> angry
<sup>4</sup> name
<sup>5</sup> surprised

## Wordsearch

n	a	m	e	l	p	a	m	m
a	x	v	b	x	a	n	f	e
v	s	d	f	g	h	g	k	l
a	n	a	m	e	m	r	x	û
a	a	n	n	e	m	y	v	l
j	m	g	a	a	i	v	q	r
s	u	r	p	r	i	s	e	d
w	y	y	e	î	a		a	s
p	y	m	b	x	j		r	e
m	i	f	a	j	i	s	î	d

# Teachers' Notes

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- #5: Ss will be able to identify seven words in English or Ezidi in a Wordsearch.
- #6: Ss will be able to draw a self portrait, write 'name' and their own name, and read, "I am angry" in both Ezidi and English

**Resources Needed**

- #1: PP Hello
- #2: Lined paper
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- #4: PP I am angry.
- #5: write 'angry'
- #6: write sentences
- #7: identify words
- #8: wordsearch
- #9: 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 words (*nav, name, melûl, sad, mifaji, surprised, qearî and angry*) among lots of other letters. (Spoken also in Ezidi.)

**Action:** Study the wordsearch for the words *nav, name, melûl, sad, mifaji, surprised, qearî and angry*, draw a line through that word. (Spoken also in Ezidi.) Teachers check students one by one.

**Conclusion:** Well done. You have found all eight words in the Wordsearch. (Spoken also in Ezidi.)

**Learning Outcome #6: Self Portrait**

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

We will also 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 \_\_\_\_\_ .

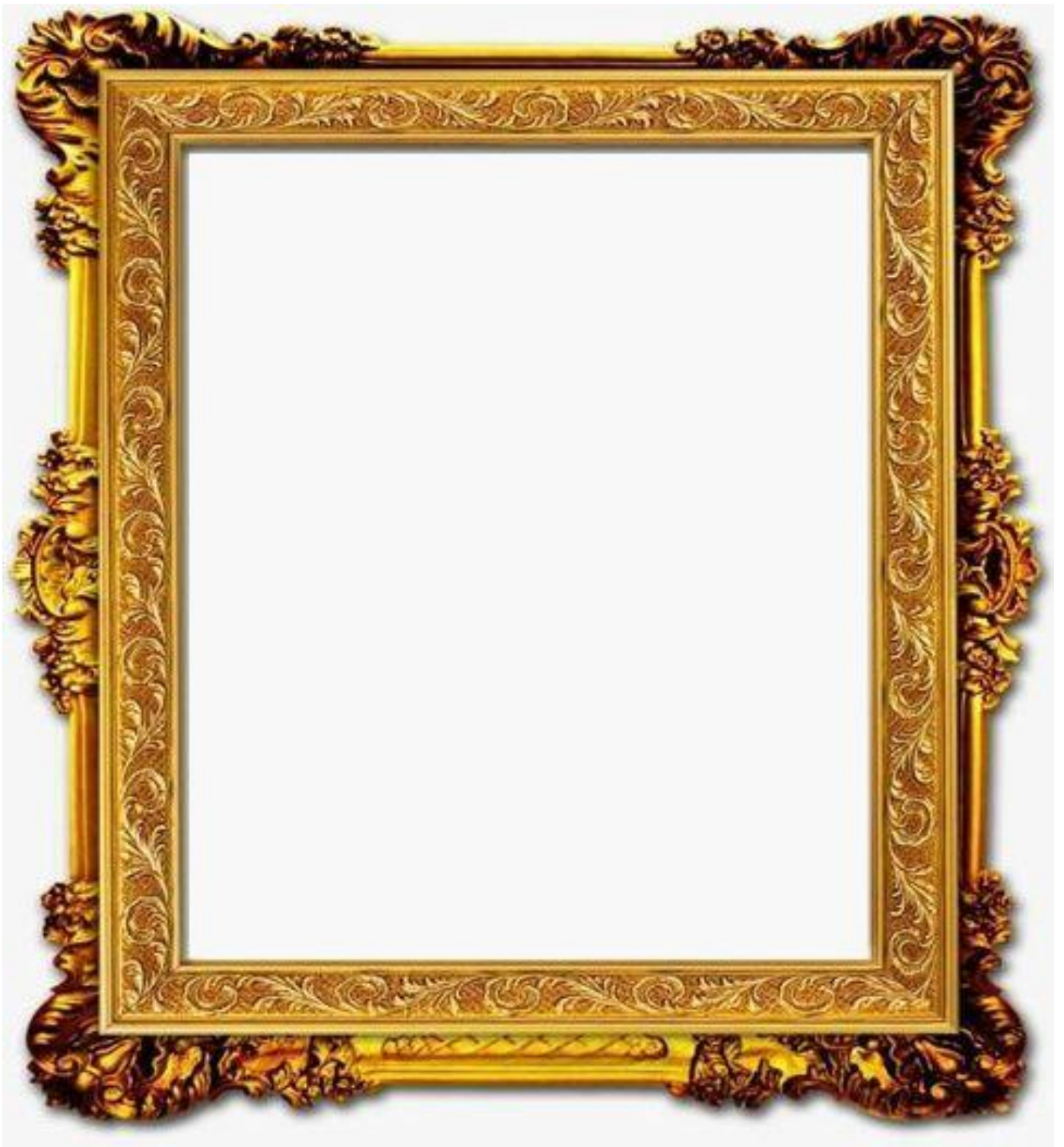
Today I am angry.

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

**Resources**

#8: wordsearch

#9: self portrait



Hello, my \_\_\_\_\_ is \_\_\_\_\_ .

Merheba, \_\_\_\_\_ mi \_\_\_\_\_ e.



Today I am angry.

Îro ez î qearî me.

Student name: \_\_\_\_\_

a

n

g

r

y

angry

qearî

angry

qearî

Student name: \_\_\_\_\_

q

e

a

r

î

angry

qearî

angry

qearî

Student name: \_\_\_\_\_

Today I am surprised.

Îro ez î mifaji im.

Today I am angry.

Îro ez î qearî me.

# Writing Practice

in Ezidi and English

Hello, my name is \_\_\_\_\_

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Merheba, navê min \_\_\_\_\_ e.

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Student name: \_\_\_\_\_

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.



Hello, my name is \_\_\_\_\_.

Merheba, navê min \_\_\_\_\_ e.



Today I am angry.

Îro ez î qearî im.



**happy**

**kêfxweş**





**sad**

**melûl**



**surprised**

**mifaji**





**angry**

**qearî**

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