

# Let's Learn English



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A bilingual Ezidi/English curriculum

for beginners

**Lesson #01**

# Preliminary Comments for Teachers

**Lesson #01:** Greetings and names

**Level:** Beginners

**Comment #1 - Students:** This bilingual Ezidi/English ESL curriculum is prepared for students who wish to learn to read and write English. *If a student wishes to learn to speak English, but not to read and write, they should not join this class.*

**Comment #2 - Philosophy:** The thinking behind these lessons is that it is easier to learn a second language bilingually than mono-lingually. The mono-lingual approach has its merits, but for most people, the transition is easier and smoother if they know (i.e. in their mother tongue) what they are learning in the second language.

**Comment #3 - Helper:** At the Beginners level, an ESL teacher who speaks only English, will need an Ezidi teacher-aide. The Ezidi teacher-aide does not need a lot of English, but it is important that he/she be able to read some English.

**Comment #4 - Methodology:** The methodology used in these lessons is to begin with the mother tongue (i.e. Ezidi) and then to say the same thing in English. By so doing, the Ezidi students always know WHAT they are learning in the second language. *For example, it may be difficult for an ESL teacher to explain the meaning of 'grief'. How do you explain (using English) the meaning of the word?* However, if the students have already said the word in their mother tongue (êş), then all they need to learn is the English word 'grief'. Every Ezidi knows very well the meaning of their own word 'êş'. What they do not know is the English equivalent, 'grief'. For this reason an ESL teacher needs an Ezidi assistant who can say the Ezidi word êş, before the students learn the English equivalent.

**Example – Lesson #1:** The methodology employed in these lessons is to begin with the mother tongue (i.e. Ezidi) and then to say the same thing in English.

**Note:** PP = paddle pop. See the pictures on page 4. You can print out the paddle pops on pages 10 and 11, then using a paddle pop stick and some glue and you have your visual aid ready to use in class.

**Suggestion:** Make several PPs. Then you can give them out to students to use.

**Action:** Hold the PP and say: Hello, my name is \_\_\_\_\_.

Give PP to Assistant teacher who says: Merheba, navê mi \_\_\_\_\_ e.

Give PP to students who will each say: Merheba, navê mi \_\_\_\_\_ e.

Hold a PP: Hello, my name is \_\_\_\_\_.

Give PP to Assistant teacher who says: Hello, my name is \_\_\_\_\_.

Give PP to students who will each say: Hello, my name is \_\_\_\_\_.

**Note:** Never underestimate the importance of repetition *and fun*.

# Preliminary Comments for Teachers

**Lesson #01:** Greetings and names

**Level:** Beginners

**Comment #5 - Pairing:** Once you have taught a word or phrase, regularly use pairing to give students an opportunity to repeat the words or phrases to each other. Have students change partners and repeat again, and again.

**Comment #6 - Language:** It does not matter if students frequently speak to each other in Ezidi. Speaking in your mother tongue is relaxing. Learning a second language is stressful. Don't worry if the students need to speak in their mother tongue from time to time to manage the stress of the classwork.

**Comment #7 – Writing Materials:** Some Beginner students will have had some experience of writing. Others may have never written anything. See the initial writing sheet on page 12. Print out a copy for each student. See the writing sheet for **name** on page 13. Print out a copy for each student.

**Comment #8 – Preparing to Write:** Copy the initial writing sheet (page 12) on the whiteboard. Note that the top three lines are circular patterns; the fourth line is a combination of curves and straight lines, and the bottom four are straight lines.  
**Demonstrate:** On the whiteboard, slowly draw a circle over the dots, then do the second one and the third. Now draw a line of circles across the page.  
**Student 1:** Invite a student to come and do the same on the second line (spiral).  
**Student 2:** Invite a student to come and do the same on the third line (spiral).  
**Student 3:** Invite a student to come and do the same on the elongated S shape.  
**Student 4:** Invite a student to come and do the same on the straight lines.  
**Student 5:** Invite a student to come and do the same on the slanted lines.  
**Student 6:** Invite a student to come and do the same on the next slanted lines.  
**Student 7:** Invite a student to come and do the same on the V shaped lines.

**Practice:** Give out the sheets (page 12) and ask the students to first trace the dots (as they did on the whiteboard) and then complete all lines on their sheets.

**Comment #9 – Writing name:** Copy the writing sheet for the word *name* (page 13) on the whiteboard.

**Demonstrate letters:** On the whiteboard, demonstrate how to write the letter 'n', then invite students to come one by one to write the letter 'n' on the whiteboard. Do the same with the letter 'a', then 'm', and then 'e'. Have students come up and write each letter.

**Demonstrate the word:** On the whiteboard, demonstrate how to write the whole word 'n a m e'. Give students the opportunity to write 'n a m e' on the whiteboard.

**Practice:** Give out the sheets (page 13) and ask the students to first trace the dots (as they did on the whiteboard) and then complete all lines on their sheets.





nav

name

n \_ \_ \_  
a \_ \_ \_  
v \_ \_ \_

n \_ \_ \_  
a \_ \_ \_  
m \_ \_ \_  
e \_ \_ \_

**n a v**

**n a m e**



# Wordsearch for Beginners

Ezidi/English


nav - name

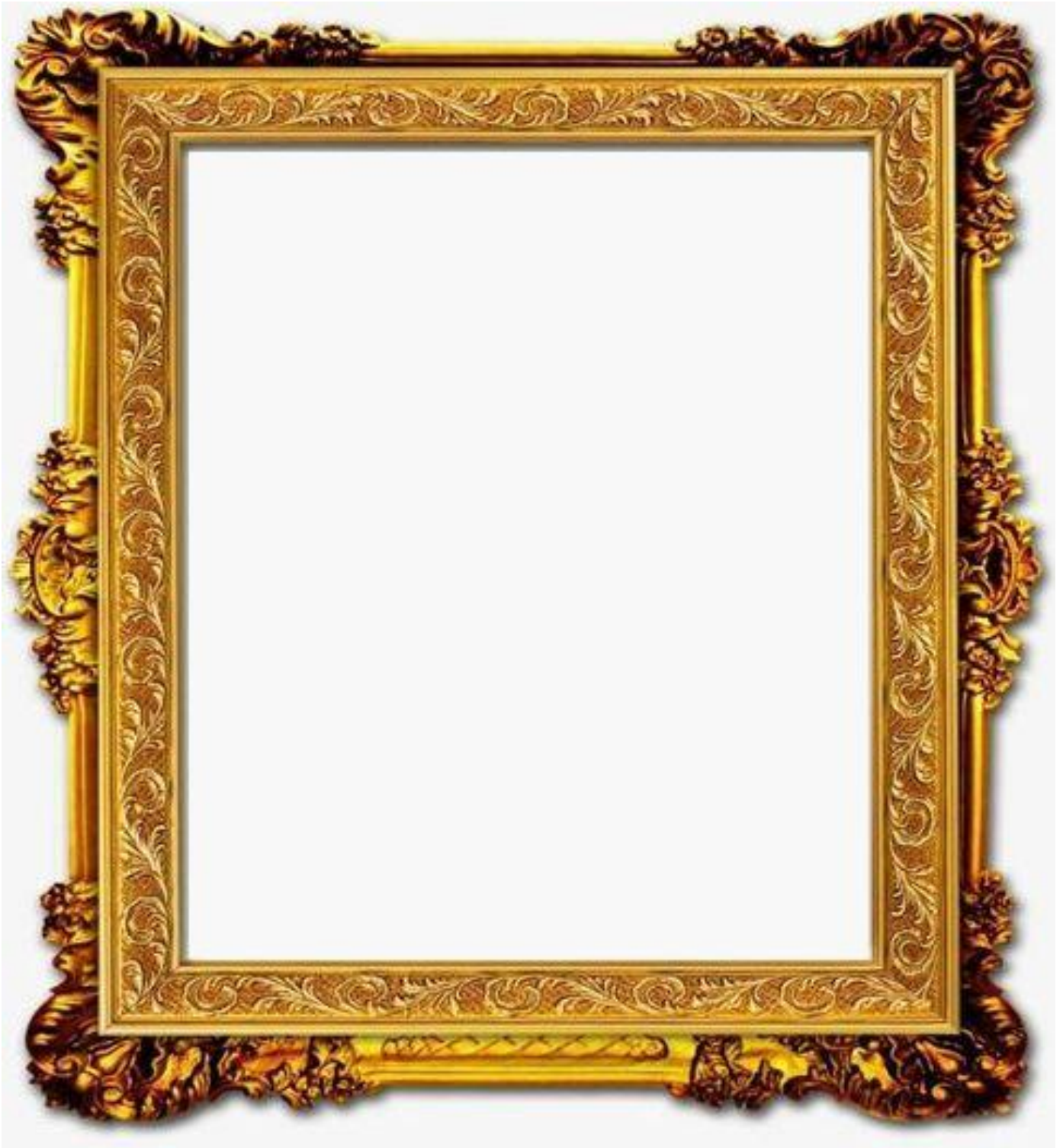
Hello, my name is \_\_\_\_\_ .

Merheba, navê mi \_\_\_\_\_ e.

n	a	v	p	y	n	s	d
x		v	b	n	a	m	e
z	n	l	k	j	v		f
n	a	v	k		j	n	
	m	f	d		k	a	p
q	e		s	n	a	v	
w	y	p	y	a	y		l
r	t	n	a	v	r	t	x

# Teachers' Notes

<p><b>Lesson Name:</b> Greetings and names</p>	<p><b>Level:</b> Beginners</p>
<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."  <b>#3:</b> Ss will be able to write 'name' in Ezidi and English.  <b>#4:</b> Ss will be able to identify the word 'name' in both English and Ezidi in a Wordsearch  <b>#5:</b> Ss will be able to draw a self portrait, write 'name' and say, "I am happy."</p>	<p><b>Resources Needed</b>  <b>#1:</b> PP Hello  <b>#2:</b> PP Today I am happy.  <b>#3:</b> write 'name'  <b>#4:</b> wordsearch  <b>#5:</b> self portrait</p>
<p><b>Note:</b> An ESL teacher needs an Ezidi-speaking teacher's assistant</p> <p><b>Learning Outcome #5: Self Portrait</b>  <b>Explanation:</b> Now we will draw a picture of ourselves showing that we are happy to be learning English. (Spoken also in Ezidi.)</p> <p>But first, complete the sentence:  Hello, my _ _ _ _ is _____ .</p> <p>Your teacher will write your name.</p> <p><b>Action:</b> Complete the sentence and then draw a portrait of yourself. (Spoken also in Ezidi.)</p> <p>When you have finished your picture, introduce yourself to other students in English. (Spoken also in Ezidi.)</p> <p>  Hello, my _ _ _ _ is _____ .  Today I am happy. </p> <p><b>Conclusion:</b> Each student introduces himself/herself to other students in English and says, "Today I am happy."</p>	<p><b>Resources</b></p> <p>#5: self portrait</p>



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

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



Today I am happy.  
Îro ez î kefxweş im.



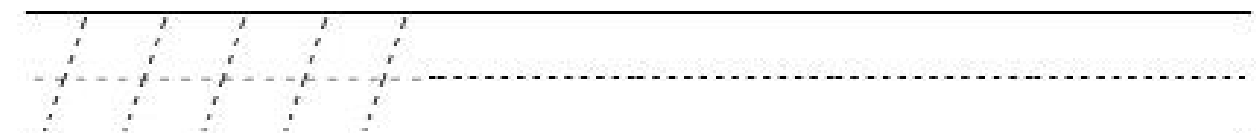
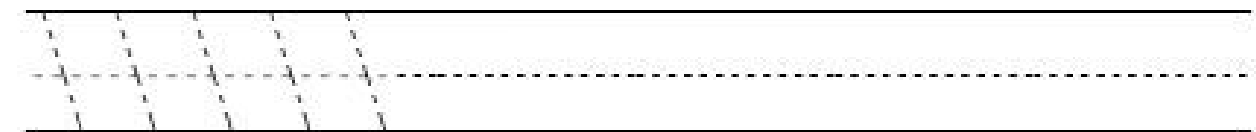
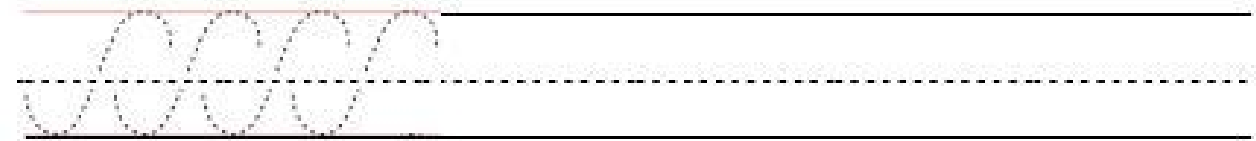
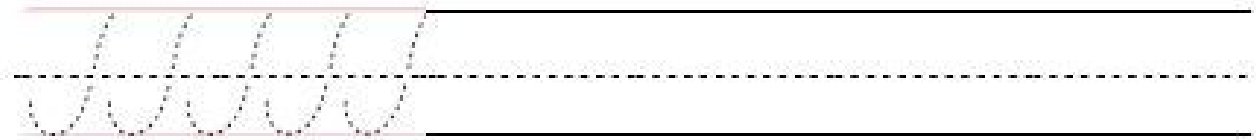
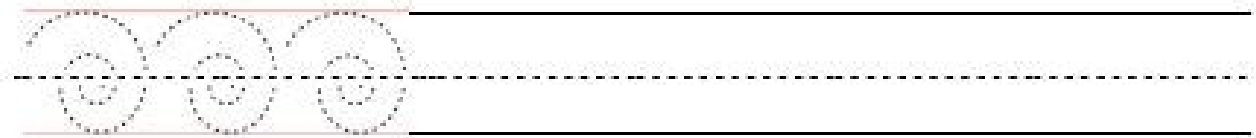
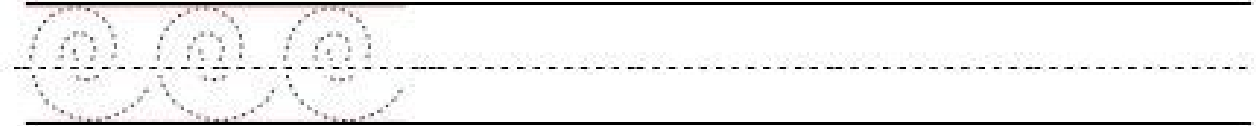
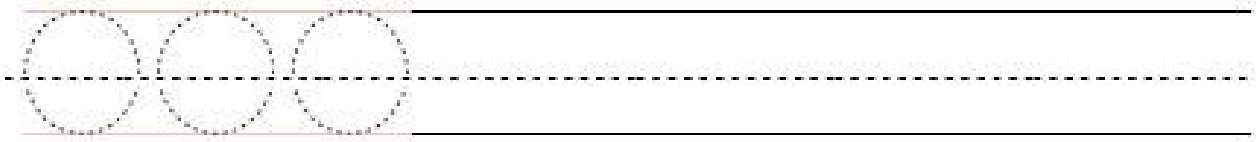
Hello, my name is \_\_\_\_\_.

Merheba, navê min \_\_\_\_\_ e.

Today I am happy.

Îro ez î kêfxweş im.





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