

Let's Learn English



A bilingual Ezidi/English curriculum
for advanced level students

Lesson #04

Preliminary Comments for Teachers

Lesson #04: Inner Beauty

Level: Advanced

Comment #1: Inner Beauty: In this lesson we begin reading a new traditional Ezidi story – the story of the ‘White Bride’ (Birivana Sipî). She was a young lady known for her gentle spirit, wisdom, and kindness.

In this Lesson we explore the values Ezidi people seek to foster in their children.

Comment #2: Cultural Differences: When Ezidi children attend school in Australia, they soon discover that the values of Australian children differ from the traditional Ezidi values which their parents instilled into them.

This Lesson will help parents to understand that their children in school are facing cultural differences. Hopefully this lesson will help them be better prepared to help their children navigate living successfully in Australia.

Comment #3: Berivana Sipî Vocabulary: In the Reading Assignment for The White Bride story (the story of Berivana Sipî) there are many new vocabulary items. Rather than giving them as in previous lessons, in Lesson #4 the English is given, and students are asked to provide the Ezidi equivalents. This is more difficult than in previous lessons, where Distinguishing Words charts were provided. For that reason, students should work in triplets or more. If there are less than 9 students, do numbers 1-10 first (i.e. with 3-4 students discussing each set of 5 words), and then 11-20 subsequently.

Comment #4: Reading Assignment: After the Berivana Sipî story selection, there are four questions, meant to stimulate the students to contemplate their Ezidi culture and beliefs. In Educational Philosophy, there is a maxim:

“When adults don’t think, they don’t learn;

“When adults think, they learn; and

“When adults discover a truth for themselves, they own the truth they discovered.”

The purpose of the following questions is to stimulate the students to think, and to discover anew the foundational values of their own culture.

Q1: What were some of the good characteristics of the White Bride?

Q2: What do we know about the White Bride’s parents?

Q3: What do we know about the village where the White Bride and her parents lived?

Q4: What do we learn about the Peacock Angel in this story?

Comment #5: Choose a Proverb: Follow the same pattern as in Lessons #1-3.

Return to Student: Return to each student his ‘Proverb page’ from the previous lesson.

Record: Record the student responses week by week. This will give us an insight into the proverbs from their culture that are most meaningful to them.

Teachers' Notes

<p>Lesson #04: Inner Beauty</p>	<p>Level: Advanced</p>
<p>#1: Ss will be able to explain some Australian wise sayings. #2: Ss will be able to correctly connect Ezidi and English vocabulary. #3: Ss will be able to explain a text in English/Ezidi about a wise woman. #4: Ss will be able to identify an Ezidi proverb, give its meaning in English and make a personal application in English.</p>	<p>Resources Needed #1: Berivana Vocabulary #2: Reading text #3: Ezidi wise sayings</p>
<p>Learning Outcome #1: Introducing yourself & Good Behaviour</p> <p>Explanation: Today we begin a story about a lovely young lady. So let me ask a question: What kind of behaviour do you want your children to have, and how will you teach them? Do you want them to be kind, or generous?</p> <p>Action: Instruction 1 : Get yourselves into groups of 3-4 and ask yourselves two questions: Question 1: What characteristics do we want our children to have? Choose the three most important characteristics. Then come and write them on the whiteboard. (One list per group in English.) Question 2: How will you teach your children these three most important characteristics. Choose a volunteer from your group (of 3) to report.</p> <p>Conclusion: Every culture has good characteristics they try to teach their children. But each culture is different. Your children will discover at school that Australians teach different values than the Ezidi community. Will Ezidi children be prepared to recognise the differences? And will Ezidi parents understand the struggles their children are having?</p> <p>Learning Outcome #2: Berivana Sipî Vocabulary</p> <p>Explanation: Before we begin reading the White Bride story, we will play a Vocabulary Game. Handout: Give each student the Berivana Vocabulary sheet.</p> <p>Action: Instruction 1: Divide the whole class into four sections, and assign five words to each section: Whiteboard: Write the following numbers on the whiteboard: 1: 6: 11: 16: 2: 7: 12: 17: 3: 8: 13: 18: 4: 9: 14: 19: 5: 10: 15: 20:</p> <p>Instruction 2: Discuss each of the five words assigned to your group; write the Ezidi equivalent on your paper; then come and write (in Ezidi) your words on the whiteboard. (When all 20 words are on the whiteboard, the game is over.)</p> <p>Conclusion: Now we are ready to read the White Bride story.</p>	<p>Resources</p> <p>#1: Berivana Vocabulary</p>

Berivana Sipî Vocabulary

ENGLISH	EZIDI	ENGLISH	EZIDI
¹ remote		¹¹ kind	
² village		¹² community	
³ mountain		¹³ protect	
⁴ white		¹⁴ pious	
⁵ symbol		¹⁵ devoted	
⁶ purity		¹⁶ beauty	
⁷ inner		¹⁷ tragic	
⁸ light		¹⁸ prophesy	
⁹ gentle		¹⁹ abundant	
¹⁰ wise		²⁰ calamity	

Instructions: For each English word, write an Ezidi equivalent.

Teachers' Notes

<p>Lesson #04: Inner Beauty</p>	<p>Level: Advanced</p>
<p>#1: Ss will be able to explain some Australian wise sayings. #2: Ss will be able to correctly connect Ezidi and English vocabulary. #3: Ss will be able to explain a text in English/Ezidi about a wise woman. #4: Ss will be able to identify an Ezidi proverb, give its meaning in English and make a personal application in English.</p>	<p>Resources Needed #1: Berivana Vocabulary #2: Reading text #3: Ezidi wise sayings</p>
<p>Learning Outcome #3: Reading Text Explanation: Now we will read the beginning of the White Bride story. This is a well-known Ezidi story. Handout: Give each student the Reading Assignment. Activity #1: I need two volunteers to read the Ezidi and the English. Two students read the lines right through. Instruction: Now get into pairs. One person reads the first sentence in Ezidi, and the other reads the sentence in English. Activity #1: Now I will ask you some questions. Q1: What were some of the good characteristics of the White Bride? Q2: What do we know about the White Bride's parents? Q3: What do we know about the village where the White Bride and her parents lived? Q4: What do we learn about the Peacock Angel in this story? Instruction 1: In your pairs, discuss these questions one by one. Instruction 2: Invite 2-3 students to report on each question. Conclusion: Well done. You can read the White Bride story on the Ezidi Youth Association website Learn Ezidi Language Ezidi Youth Association in Australia Learning Outcome #4: Ezidi Proverbs "Choose a Proverb" Explanation: Now we will look at some Ezidi proverbs. (Give students the page titled Choose a Proverb.) Activity #1: I need a volunteer to read out these ten sayings in Ezidi. A student read the ten proverbs right through. Instruction: Now get into pairs and choose one of these proverbs. 1. Write the Proverb on the line below in the Latini alphabet; 2. Then write the meaning in English; and finally 3. Write why this proverb is helpful to you. Reporting: Invite students to volunteer the proverb they chose and to tell why that proverb is helpful to them. Note: Be sure to return to students their Proverb from the previous lesson and collect their Proverb from today. Conclusion: Well done. Proverbs give us wise advice for living.</p>	<p>Resources #2: Reading text #3: Game: match the wise sayings #4: Ezidi wise sayings #4: Final reading text</p>

Reading Assignment

Page 2-3 The Story of the White Bride *Salifa Berivana Spî*

Gundê Pîroz The Blessed Village

A: Il zemanê berê de, gundekî Êzîdî ya î ib tinê bû il nêva ça de, il wî gundî de, keçkeke spehî bû navê wê Berivana Spî bû.

Long ago, in a remote Yazidi village nestled between the mountains, there lived a young woman named Berivana Sipî.

B: Navê wê "Spî" mana "spî", yanî ew a dil paqî û safî bû.

Her name, "Sipî," meaning "white," symbolized her purity and inner light.

A: Ew il nêv gundê xwe de ib ruhê baş û zanîn û qancî ye xwe a nas bû.

She was known throughout the village for her gentle spirit, wisdom, and kindness.

B: Hevaltiyeke xas il nêva wê û teyr Tawûsê de bû, û xelkê gundê wê hemû jî id radî bûn. She had a special connection to Tawûsê Melek, the Peacock Angel, and was loved by everyone in her community.

A: Berivana Spî il mala dak û babê xwe de mezin bû.

Berivana Sipî had grown up under the protection of her parents.

B: Ew it dînî bûn û ib Xwedê it perisîn. They were pious and devoted to the divine.

A: Ew gund ib xwe jîhekî pîroz bû ib keskatîye erdê, çemêt ava zelal û dexl û danê bê xwedan. The village itself was a blessed place, with lush fields, clear rivers, and abundant crops.

B: Wekî Xwedê diwa il wî erdî kir bû.

It seemed as though the land itself was touched by divine favor.

A: Lê ib ser vî tiştê xweş hemû kê de, nesîbê Berivana Spî bû heyata wê ne xweş bû, ijber it gotin belayêkê ij gund re ê.

However, despite the beauty of her surroundings, Berivana Sipî's life was destined to take a tragic turn, as it was prophesied that the village would soon face a great calamity.

Questions about the Berivana Spî Story

Question 1: What were some of the good characteristics of Berivana Spî?

Question 2: What do we know about Berivana Sipî's parents?

Question 3: What do we know about the village where Berivana Sipî and her parents lived?

Question 4: What do we learn about Tawûsê Melek in this story?

Choose a Proverb

Student Name: _____

Instructions: See below ten Proverbs. Choose one that is helpful for you.

- 1 - Das ji destê pehla nayê girtin
- 2- Darek nîne ba ne hejandî
- 3- Dak û dotê şer kir bê aqila behwer kir "dot keçe "
- 4- Dar bi terî têtê tewandin
- 5- Dar bi ziravî û insan bi stûrî têtê şkênandin
- 6- Dara minêka ber nagirê
- 7- Dar bi berê xwe û mirov bi nanê xwe
- 8- Dar çendê ber digrê serê xwe tewînê
- 9- Dakê qeda yê xwişkê belayê tehlîşkê jinê were
Kurmilên minê te gerînim li dora dinê
- 10- Dak motka keçê ye

Ezidi Proverb: _____

English Meaning: _____

Why is this Proverb helpful to you? _____

This page is to be handed in after completion.