

# Let's Learn English



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A bilingual Ezidi/English curriculum

for beginners

**Lesson #06**

# Preliminary Comments for Teachers

**Lesson #06:** Expressing feelings and writing

**Level:** Beginners

**Comment #1 – Revision:** It is always good practice to review what has been learnt in previous lessons. It not only helps those who have faithfully attended all lessons, but is especially helpful to those who may have missed one or more lessons.

These are the sentences we have previously learned:

How are you feeling today?	Ti îro çilo it hisî?
Today I am sad.	Îro ez î melûl im.
Today I am surprised.	Îro ez î mifaji im.
Today I am angry.	Îro ez î qearî me.
Today I am happy.	Îro ez î kêf im.
Today I am excited.	Îro ez î hişq im.

**Comment #2 – Writing letters:** On pages 9 and 10 there are writing sheets for students who still need to practice their letters one by one.

On pages 19-21 are writing sheets for students who still need the lines to help them keep their letters the same size.

The writing sheets on pages 11 and 12 are for students who are more advanced in their writing skills.

**Comment #3 – Reading Own Work:** It is important for students to not only write, but also to read what they have written.

When students have completed a writing assignment, e.g. on pages 11 or 12, or 19, or 20, or 21, get them to read back (in English and Ezidi) what they have written.

**Pairing:** When students have completed a writing assignment, pair them up to read to each other.

**Public reading:** Feel free to call students to the front to read what they have written.

**Comment #4 – Reading Other's Writing:** It is important for students to not only read what they have written, but to read what others have written. This gets students used to reading the handwriting of other people. It develops skills in discerning the letters, even though they are slightly different to what the reader has written.

This exercise prepares the way for writing and reading handwritten letters.

**Reading:** When students have completed a writing assignment, e.g. on pages 11 or 12, or 19, or 20, or 21, get them to read back (in English and Ezidi) what they have written.

**Swap and Read:** When students have read their own work to someone else, have them swap pages and read again to each other.

**Swap and Read Publicly:** Call students to the front, holding the paper they have written on. Then swap their paper with someone else, and ask them to read what someone else has written.

# Teachers' Notes

Lesson #06: Expressing feelings and writing	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.  <b>#2:</b> Ss will be able to ask in English, "How are you feeling today?"  <b>#3:</b> Ss will be able to respond correctly to "How are you feeling today?"  <b>#4:</b> Ss will be able to distinguish correctly twelve words in Ezidi and English.  <b>#5:</b> Ss will be able to identify words in English or Ezidi in a Wordsearch.  <b>#6:</b> Ss will be able to draw a self portrait and correctly express feelings in English.</p>	<p><b>Resources Needed</b>            #1: How feeling?            #2: PP I am happy.            #3: PP I am angry.            #4: PP I am sad.            #5: PP I am surprised.            #6: PP I am excited.            #7: Lined paper            #8: identify words            #9: wordsearch            #10: 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> 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><b>Action:</b> Hello, my name is _____.            Assistant teacher: Merheba, navê mi ____ e. Hello, my name is ____.            Students say: Merheba, navê mi ____ e. Hello, my name is ____.</p> <p><b>Conclusion:</b> Now, go and introduce yourself in both Ezidi and English to each person in the room. (Spoken also in Ezidi.)</p> <p><b>Learning Outcome #2: Feelings</b>  <b>Explanation:</b> Today we will learn how to ask a person, "How are you feeling today?" (Spoken also in Ezidi.)</p> <p><b>Action:</b> Hold one PP: How are you feeling today?            Assistant teacher says: Ti îro çilo it hisî? How are you feeling today? and then students repeat twice.</p> <p>Hold one PP: The answer may be, "I am feeling happy."            Assistant teacher says: Ez it hisîm ez î ib kêf im.            I am feeling happy.            and then students repeat twice.</p> <p>Instruction 1: Now go and ask each other how they feel in Ezidi and English, and say, "I am feeling happy." (Spoken also in Ezidi.)            (Students circulate and tell each other.)</p> <p>REPEAT the above with the following expressions:</p> <table data-bbox="284 1753 1046 1899"> <tr> <td>Ez it hisîm ez î qearî me.</td> <td>I am feeling angry.</td> </tr> <tr> <td>Ez it hisîm ez faji îm.</td> <td>I am feeling surprised.</td> </tr> <tr> <td>Ez it hisîm ez î melûl im.</td> <td>I am feeling sad.</td> </tr> <tr> <td>Ez it hisîm ez î ib hişq im.</td> <td>I am feeling excited.</td> </tr> </table> <p><b>Conclusion:</b> Now you are able to ask someone how they are feeling, and can respond in Ezidi and English. (Spoken also in Ezidi.)</p>	Ez it hisîm ez î qearî me.	I am feeling angry.	Ez it hisîm ez faji îm.	I am feeling surprised.	Ez it hisîm ez î melûl im.	I am feeling sad.	Ez it hisîm ez î ib hişq im.	I am feeling excited.	<p><b>Resources</b></p> <p>#1: How feeling?            #2: PP I am happy.            #3: PP I am angry.            #4: PP I am sad.            #5: PP I am surprised.            #6: PP I am excited.</p>
Ez it hisîm ez î qearî me.	I am feeling angry.								
Ez it hisîm ez faji îm.	I am feeling surprised.								
Ez it hisîm ez î melûl im.	I am feeling sad.								
Ez it hisîm ez î ib hişq im.	I am feeling excited.								



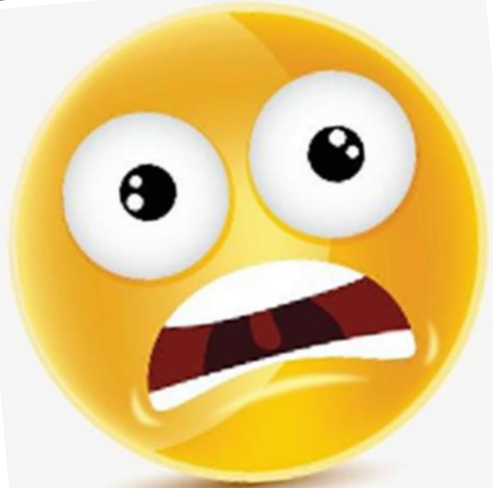
I am feeling happy.  
Ez it hisîm ez î ib kêf im.



How are you  
feeling today?  
Ti îro çilo it hisî?

Ti îro çilo it hisî?

How are you feeling today?



I am feeling angry.  
Ez it hisîm ez î  
qearî me.



I am feeling sad.  
Ez it hisîm ez î  
melûl im.

# Teachers' Notes

<p><b>Lesson #06:</b> Expressing feelings and writing</p> <p style="text-align: right;"><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.  <b>#2:</b> Ss will be able to ask in English, "How are you feeling today?"  <b>#3:</b> Ss will be able to respond correctly to "How are you feeling today?"  <b>#4:</b> Ss will be able to distinguish correctly twelve words in Ezidi and English.  <b>#5:</b> Ss will be able to identify words in English or Ezidi in a Wordsearch.  <b>#6:</b> Ss will be able to draw a self portrait and correctly express feelings in English.</p>	<p><b>Resources Needed</b>  #1: How feeling?  #2: PP I am happy.  #3: PP I am angry.  #4: PP I am sad.  #5: PP I am surprised.  #6: PP I am excited.  #7: Lined paper  #8: identify words  #9: wordsearch  #10: self portrait</p>
<p><b>Note:</b> An ESL teacher needs an Ezidi-speaking teacher's assistant</p> <p><b>Learning Outcome #3: Writing</b>  <b>Explanation:</b> Today we will do lots of writing. (Spoken also in Ezidi.)</p> <p><b>Action:</b> Write the sentence on the whiteboard in BIG letters.  How are you feeling today? and Ti îro çilo it hisî?  Handout: Give out the lined paper with the following sentences:  Ti îro çilo it hisî?  How are you feeling today?  I am feeling happy.  I am feeling angry.  I am feeling surprised.  I am feeling sad.  I am feeling excited.</p> <p>Instruction: First, write your name at the top of the sheet. Then copy carefully each of the sentences once. (Spoken also in Ezidi.)</p> <p><b>Conclusion:</b> Each student writes each sentence once.  Instruction: Now, take your sheet and read the sentences to another student. (Spoken also in Ezidi.)  Students circulate the room, reading to each other in English.</p> <p><b>Learning Outcome #4: Distinguishing Words</b>  <b>Explanation:</b> 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.)  <b>Action:</b> Students study the words and draw lines. Teachers observe and correct one by one.  <b>Conclusion:</b> Congratulations, you are now able to see the difference between many different words in both Ezidi and English. Well done.</p>	<p style="text-align: center;"><b>Resources</b></p> <p>#7: Lined paper pages 11 and 12  or pages 19-21</p> <p>#8: identify words</p>

# Distinguishing Words

I am feeling happy.


<sup>1</sup> hişq
<sup>2</sup> kêfxweş
<sup>3</sup> qearî
<sup>4</sup> mifaji
<sup>5</sup> nav
<sup>6</sup> melûl

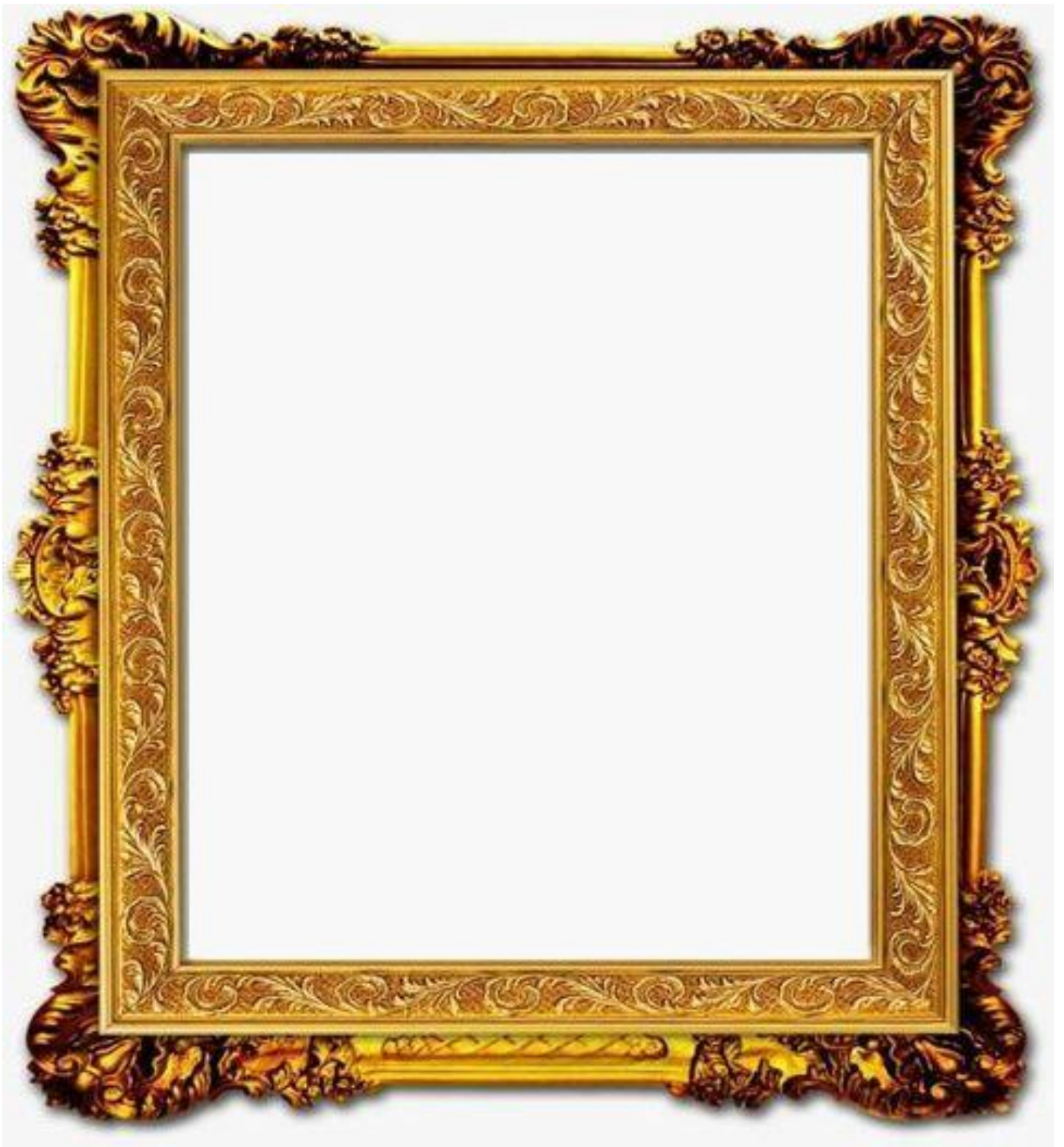
<sup>1</sup> sad
<sup>2</sup> excited
<sup>3</sup> happy
<sup>4</sup> surprised
<sup>5</sup> angry
<sup>6</sup> name

## Wordsearch

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

# Teachers' Notes

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<p><b>Note:</b> An ESL teacher needs an Ezidi-speaking teacher's assistant</p> <p><b>Learning Outcome #5: Wordsearch</b>  <b>Explanation:</b> Now we will do a Wordsearch where we look for nine different words – some English and some Ezidi - in a Wordsearch. (Spoken also in Ezidi.)  <b>Action:</b> 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 for errors.  <b>Conclusion:</b> Well done. You have found all the words in the Wordsearch, including some that were there more than once. (Spoken also in Ezidi.)</p> <p><b>Learning Outcome #6: Self Portrait</b>  <b>Explanation:</b> Today we are learning to ask each other how they are feeling. Sometimes people will respond that they are happy or sad, or excited. Today, draw a picture to show how you feel. (Spoken also in Ezidi.)          Instruction: Complete the sentence: Hello, my _____ is _____.          Write in your own name.  <b>Action:</b> Complete the sentence and then draw a portrait of yourself. (Spoken also in Ezidi.)          When you have finished your picture, write in English how you are feeling today. (Spoken also in Ezidi.)</p> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>Hello, my _____ is _____.</p> <p>Today I am feeling _____.</p> </div> <p><b>Conclusion:</b> Each student shows their picture and introduces himself/ herself to other students in English and says, "Today I am feeling ____."</p>	<p><b>Resources</b>  <b>#9:</b> wordsearch    <b>#10:</b> self portrait</p>



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

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

Today I am feeling \_\_\_\_\_ .

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

h

a

p

p

y

h a p p y

h a p p y

k ê f x w e ş

k ê f x w e ş

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

k

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f

x

w

e

ş

k ê f x w e ş

k ê f x w e ş



# Writing Practice

in Ezidi and English

Name: \_\_\_\_\_

Ti îro çilo it hisî?

---

---

How are you feeling today?

---

---

I am feeling happy.

---

---



I am feeling angry.



I am feeling surprised.



I am feeling sad.



I am feeling excited.





How are you feeling today?

Ti îro çilo it hisî?



I am feeling happy.

Ez it hisîm ez î ib  
kêfxweş im.





I am feeling sad

Ez it hisîm ez î melûl im.



I am feeling surprised

Ez it hisîm ez faji îm.



I am feeling angry  
Ez it hisîm ez î qearî me.





I am feeling surprised

Ez it hisîm ez faji îm.

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

How are you feeling today?

Ti îro çilo it hisî?

Today I am sad.

Îro ez î melûl im.

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

Today I am surprised.

Îro ez î mifaji im.

Today I am angry.

Îro ez î qearî me.

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

Today I am happy.

Îro ez î kêf im.

Today I am excited.

Îro ez î hişq im.

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