

# Let's Learn English



A bilingual Ezidi/English curriculum  
for intermediate level

**Lesson #05**

# Preliminary Comments for Teachers

**Lesson #05:** Numbers

**Level:** Intermediate

**Comment #1:** Numbers: When moving cross-culturally, one of the frustrating things is not knowing the numbering system in the second language. This lesson is an attempt to help students break into the English counting system.

**Note:** Most cultures use more than one counting system: one way for times, another way for distances, another way for speeds, another way for money, another way for measuring liquids, another way for calculating weights etc.

**Comment #2:** Reading Assignment: The first bilingual reading assignment is set in the context of a medical clinic. However, the point of the reading is to help students learn to use numbers in English.

**Note 1:** When the students read in pairs, one student is the nurse and the other is the patient. In this way, each student is reading in both Ezidi and English. By doing so, they are not only learning new vocabulary, they are also gaining fluency in reading both languages.

**Note 2:** Print out a copy of the first Reading Assignment (and Distinguishing Words) for each student.

**Comment #3:** Reading Assignment: The second bilingual reading assignment (and questions) are taken from the book "I am an Ezidi". You can find it on the website [Learn Ezidi Language | Ezidi Youth Association in Australia](#)

**Note 1:** All the questions are in Ezidi, and all the answers must be given in English. Choose a student to lead this discussion. Invite him/her to the front to publicly ask the questions in Ezidi.

**Note 2:** Print out a copy of the second Reading Assignment (and Questions and Answers for each student.

**Comment #4:** Game: Whenever people switch the equivalent words from two languages in their minds, they are embedding the second language more securely in their long-term memory. That is the goal of the game based on numbers.

**Note 1:** Carefully read the Game Instructions, so that you can clearly explain to the students how they are to play the game.

**Note 2:** If you have time, you can switch students end-for-end and play the game again.

**Note3:** Be sure to print out and prepare the 'cards' to use in the game.

# Teachers' Notes

<p><b>Lesson #05: Numbers</b></p>	<p><b>Level: Intermediate</b></p>
<p><b>#1:</b> Ss will be able to say their age in English.  <b>#2:</b> Ss will be able to read a text in English based on simple numbers.  <b>#3:</b> Ss will be able to correctly connect Ezidi and English numbers.  <b>#4:</b> Ss will be able to rapidly switch numbers from Ezidi to English.  <b>#5:</b> Ss will be able to read, and answer comprehension questions from a text in English and Ezidi.</p>	<p><b>Resources Needed</b>  <b>#1:</b> Reading text  <b>#2:</b> Distinguishing Words  <b>#3:</b> Game: numbers  <b>#4:</b> Final reading text</p>
<p><b>Learning Outcome #1: ages</b>  <b>Explanation:</b> Today's lesson is all about numbers. So today when we introduce ourselves, we will tell our ages, and the ages of our children or grandchildren or nieces or nephws  For example, my name is _____ and I am _____ years old.  My children (or grandchildren) are eleven years old and nine years old and two years old.</p> <p><b>Action: Instruction:</b> Get into pairs and introduce yourself to someone. Tell them your age, plus the ages of your family members.  (You may speak in the Ezidi language.)</p> <p><b>Conclusion:</b> Students introduce themselves to each other and tell their own age and the ages of members of their families.</p> <p><b>Learning Outcome #2: Reading "At the Medical Clinic."</b>  <b>Explanation:</b> Now we will practice our reading in English.  <b>Handout:</b> Give each student the first bilingual Reading Assignment (with Distinguishing Words).</p> <p><b>Action:</b> #1: 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.</p> <p><b>Conclusion:</b> Call for two volunteers to read the whole text publicly.</p> <p><b>Learning Outcome #3: Translation Ezidi English</b>  <b>Explanation:</b> Now we will look at ten number words in Ezidi and make sure that we know their English equivalents.  <b>Handout:</b> Each student already has the Distinguishing Words chart.  <b>Action:</b> Instruction: First, we will read all ten numbers in the Ezidi language. (Ask for volunteer to read.)  Now, all read aloud together. (Students read Ezidi.)</p> <p><b>Instruction:</b> Now, work in pairs to draw lines from the Ezidi number on the left to the correct English number on the right.  Review correct answers.</p> <p><b>Instruction:</b> Now, can I have a volunteer to read all ten Ezidi numbers and their correct English equivalents.</p> <p><b>Conclusion:</b> Instruction: In pairs, read all ten Ezidi numbers and their correct English equivalents.</p>	<p><b>Resources</b></p> <p>#1: Reading text</p> <p>#2: Distinguishing Words</p>

## At the Medical Clinic

A - Mimerîde: Ev daka te ye? Navê wê çi ye?

Nurse: Is this your mother? What is her name?

B – Nexweş: Erê nave wê Amîra ye. Patient: Yes. Her name is Amira.

A - Mimerîde: Daka te çend salî ye? Nurse: How old is your mother?

B – Nexweş: Ew a heftî û di salî ye. Patient: She is seventy-four years old.

A - Mimerîde: Çend zaro it wê ne? Nurse: How many children does she have?

B – Nexweş: Çar kur û sê keç it wê ne. Patient: She has 4 sons and 3 daughters.

A - Mimerîde: Her zarokek çend salî ye? Nurse: How old are each of her children?

B – Nexweş: Êy mezin î çil û yek e, êy didwê sî û neh e, êy sisyê û çarê it jêwîkin.

Ew sî û heşt in. Êy pênjê sî û çar a, êy şeşê sî û sê ye û êy talî jî sîh a.

Patient: The eldest is forty-one, the second is thirty-nine, the third and fourth are twins. They are thirty-eight. The fifth one is thirty-four, the sixth one is thirty-three and the last is thirty.

A - Mimerîde: Û ta çend salî? Nurse: And how old are you?

B – Nexweş: Ez a sîh salî me. Ez a talî me. Patient: I am thirty. I am the last.

## Distinguishing Words

1	nod û yek
2	şêst û çar
3	sîh û heft
4	şanzde
5	heştî û pênj
6	pênjî û sê
7	duwanzde
8	çel û dido
9	bîst û heşt
10	heftî û şeş

1	sixteen
2	twelve
3	seventy-six
4	ninety-one
5	thirty-seven
6	twenty-eight
7	forty-two
8	fifty-three
9	sixty-four
10	eighty-five

# Teachers' Notes

<b>Lesson #05: Numbers</b>	<b>Level: Intermediate</b>
<p><b>#1:</b> Ss will be able to say their age in English.</p> <p><b>#2:</b> Ss will be able to read a text in English based on simple numbers.</p> <p><b>#3:</b> Ss will be able to correctly connect Ezidi and English numbers.</p> <p><b>#4:</b> Ss will be able to rapidly switch numbers from Ezidi to English.</p> <p><b>#5:</b> Ss will be able to read, and answer comprehension questions from a text in English and Ezidi.</p>	<b>Resources Needed</b> #1: Reading text #2: Distinguishing Words #3: Game: numbers #4: Final reading text
<p><b>Learning Outcome #4: Game – Numbers</b></p> <p><b>Explanation:</b>  Today we will play a game with numbers. Whenever we move to a new country, it is really important to learn the words for numbers.</p> <p><b>Action:</b>  <b>Instruction:</b> Conduct the Numbers Game as instructed.  <b>Note:</b> All cards are identified: A team or B team. Do not mix them.  The numbers on the A cards ≠ the numbers on the B cards.</p> <p><b>Conclusion:</b> All students participate in saying numbers in both Ezidi and English.</p> <p><b>Learning Outcome #5: Reading</b></p> <p><b>Explanation:</b> Now we will read a short reading in both Ezidi and English. This reading is similar to what you can read for yourself in the bilingual (Ezidi/English) book <i>I am an Ezidi</i>.</p> <p><b>Handout:</b> Give each student the second bilingual Reading Assignment (with Questions and Answers).</p> <p><b>Action:</b>  <b>Activity #1:</b> I need four volunteers A, B, C and D to read this text.  Four students read the lines right through.  <b>Instruction:</b> Now get into pairs. One person plays the role of Sarê (reading both Ezidi and English), and the other plays the role of Navin (reading both Ezidi and English).</p> <p><b>Activity #2:</b>  <b>Instruction:</b> Ask for a volunteer to ask the four questions in Ezidi, and anyone in the class can answer in English.  <b>Instruction:</b> Divide the class into four groups and choose a leader for each group who will to ask the questions (in Ezidi), the members of the group must answer each question in English.</p> <p><b>Conclusion:</b> Well done. These readings and questions are in the book "I am an Ezidi". You can find it on the website <a href="#">Learn Ezidi Language   Ezidi Youth Association in Australia</a></p>	<b>Resources</b> #3: Game: numbers  #4: Final reading text

# Reading Assignment

Page 10-11 I am an Ezidi *Ez Ezidi Me*

**Sarê:** A: Çaxê te ib xêr. Navê mi Sarê e. Navê te çi ye?

B: *Good day, my name is Sarê. What is your name?*

**Navin:** C: Xêr û silamet. Navê mi Navin e.

D: *Good day. My name is Navin.*

**Sarê:** A: Gelekê kêfxweş bûm.

B: *I am very happy.*

**Navin:** C: Ez jî gelekê kêfxweş bûm.

D: *I am very happy too.*

**Sarê:** A: Ti ij kê derê yî Navin?

B: *Where are you from, Navin*

**Navin:** C: Ez ij Şingal im, û ti?

D: *I am from Shingal, (and) you?*

**Sarê:** A: Ib rastî! Ez jî ij Şingal im.

B: *Honestly! I am also from Shingal.*

**Navin:** B: Sarê, ta çend salî?

C: *Sarê, how old are you?*

**Sarê:** A: Bîst û yek. Ê ti?

B: *Twenty-one. And you?*

**Navin:** C: Ez a bîst salî me. Ti Êzîdî?

D: *I am twenty. Are you an Ezidi?*

**Sarê:** A: Belê, ez Êzîdî me, û ti?

B: *Yes, I am an Ezidi, (and ) you?*

**Navin:** C: Ez jî Êzîdî me.

D: *I am also an Ezidi.*

## Question and Answers

*Questions in Ezidi and answers in English*

**Question 1:** Navê herdo heval êt Êzîdî çîna?

Answer:

**Question 2:** Çima ew ib kêfxweş bûn?

Answer:

**Question 3:** Sarê ij kê derê ye?

Answer:

**Question 4:** Navin ij kê derê ye?

Answer:

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

# Teachers' Notes

**Lesson #05:** Numbers

**Level:** Intermediate

## Game – Numbers

### Resources

#### Preparation:

**#1 Teams:** Form two teams, then divide each team into two parts (5 metres apart).

**#2 Cards:** Give one section of each team a set of cards with one number on each card.

**Note:** One set of cards is labelled A and the other set labelled B. Do not mix the cards.

**#3 Discard:** Give each team (holding cards) a discard box into which they can throw a card when they have finished with it.

**Overview:** The idea is that one half of each team shout in **Ezidi language** the number (e.g. 47) on their card, and their opposite members must say the equivalent number (forty-seven) in English. (The teacher can see the number being displayed, so knows if the English is accurate.)

As soon as the other half of the team say the correct English for the number, the card is discarded, and another team member shows a card with a different number, and shouts the number (in Ezidi). The first team to discard all their cards wins. Repeat the game by giving the cards to the opposite team members.

#### Instructions:

**#1 First card:** The card-carrying part of each team shows a card to their opposite team members and says the number in Ezidi language.

**Note 1:** Each team will have a different set of numbers (set A and set B), distributed equally among their members. Each member must hold one or more cards, to ensure that each member gets to shout one or more numbers (in Ezidi) to the opposite members of their team.

**Note 2:** If the 'hearing' members of the team do not know the English words for the number, they may need to discuss first among themselves before they shout (in English). That is OK. If they absolutely do not know the English number, the teacher could prompt them.

**#2 Second card:** A team cannot show and tell a second card until the opposite members of their team have shouted the correct English.

**#3 Subsequent cards:** The race is on. The first team to discard all 16 cards is the winner.

**#4 Repeat:** Give the cards to the opposite members of the team.

#3: Game: numbers

11

17

23

25

34

46

48

51

62

A

64

A

69

A

73

A

75

A

86

A

98

A

91

A

12

B

13

B

15

B

16

B

18

B

19

B

21

B

37

B

42

B

53

B

64

B

75

B

86

B

97

B

98

B

99

B