

Let's Learn English



A bilingual Ezidi/English curriculum

for intermediate level

Lesson #07

Preliminary Comments for Teachers

Lesson #07: Ezidi beliefs

Level: Intermediate

Comment #1: Who are the Ezidi: On the Ezidi Youth Association website is a book titled Who are the Ezidi. [Learn Ezidi Language | Ezidi Youth Association in Australia](#)
This lesson uses material from that book.

The Ezidi people in Australia do not want to lose their culture or their language. Furthermore, they want their children who grow up in Australia to know their culture and their language. This was the author's motivation in writing this book.

Comment #2: Reading Assignment: The first reading assignment is set in the context of the census held in Australia every five years.

The Australian Census is held every five years by the Australian Bureau of Statistics (ABS). The next census will take place in 2026. This census collects demographic data about the population, including information on people and households across Australia.

The main point of this reading is that the Ezidi is the name they use for their language, religion and ethnicity.

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

Comment #3: Reading Assignment: The bilingual second reading assignment is taken from the book "I am an Ezidi". You can find it on the website

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

Note: Print out a copy of the second Reading Assignment for each student.

Comment #4: Homeland Game: When people go to live cross-culturally, they do not forget their homeland. Even after many years abroad, the homeland is still cherished, especially if there are relatives still living there.

The 'Back Home in Iraq' game uses sentences about life in Iraq to help students remember sentences in English.

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: Time allowing, you can play the game again. Since there are 20 different sentences which can be distributed randomly, students will probably not get the same sentences a second time.

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

Teachers' Notes

Lesson #07: Ezidi beliefs	Level: Intermediate
<p>#1: Ss will be able to express something about their origins. #2: Ss will be able to read a text in English about the Ezidi culture. #3: Ss will be able to correctly connect Ezidi and English vocabulary. #4: Ss will be able to communicate and write sentences in English. #5: Ss will be able to read a text about the Ezidi faith in English and Ezidi, and respond to a quiz in English.</p>	<p>Resources Needed #1: Reading text #2: Distinguishing Words #3: Game: writing in English #4: Final reading text and quiz</p>
<p>Learning Outcome #1: Introducing yourself Explanation: Today we will talk about who we are. Where do our parents or ancestors come from. For example, my name is _____. My father's grandparents came to Australia from _____, and my mother's grandparents came to Australia from _____. Action: Instruction: Introduce yourself to someone, and tell them where your grandparents lived. (You may speak in the Ezidi language.) Conclusion: Students introduce themselves to each other and tell where their parents or grandparents came from.</p> <p>Learning Outcome #2: Reading "Completing the Census." Explanation: Now we will practice our reading in English. Handout: Give each student the Reading Assignment 'Completing the Census' (and Distinguishing Words). Action: #1: Have two students read the whole text slowly to the class. #2: Divide the class into pairs. Each pair reads the whole text. Conclusion: Call for two volunteers to read the whole text publicly.</p> <p>Learning Outcome #3: Translation Ezidi English Explanation: Now we will look at ten words related to Ezidi beliefs. Handout: Each student already has the Distinguishing Words chart. Action: Instruction: First, we will read all ten words in the Ezidi language. (Ask for volunteer to read.) Now, all read aloud together. (Students read Ezidi.) Instruction: Now, work in pairs to draw lines from the Ezidi words on the left to the correct English word on the right. Review correct answers. Instruction: Now, can I have a volunteer to read all ten Ezidi words and their correct English equivalents. Conclusion: Instruction: In pairs, read all ten Ezidi words and their correct English equivalents.</p>	<p style="text-align: center;">Resources</p> <p>#1: Reading text</p> <p>#2: Distinguishing Words</p>

Let's Learn English

Intermediate Level

Completing the Census

A – Census Officer: What is your name?

B: Khero Abas.

A – Officer: What is your ethnic origin? Are you Arab, Kurd, Syrian, Jewish?

B: Sir, I am Ezidi.

A – Officer: What is your language? Do you speak Arabic, Lebanese, Syrian, Persian, Kurdish, Turkish, or Armenian?

B: Sir, I speak Ezidi.

A – Officer: Ezidi? What language is that? B: Sir, Ezidi is our language.

A – Officer: OK. So what is your religion? Are you Muslim, Hindu, Christian, Jew?

B: No sir. Our religion is Ezidi.

A – Officer: How can Ezidi be your ethnic origin **and** your language, **and** your religion?

B: Sir, that's who we are. We are Ezidi.

Distinguishing Words

1 ziman
2 diwa
3 selama
4 dîn
5 mihrijan
6 melek
7 niştîman
8 eşq
9 qib
10 rojî

1 religion
2 ethnicity
3 language
4 temple
5 prayer
6 fast
7 peace
8 angel
9 festival
10 love

Teachers' Notes

<p>Lesson #07: Ezidi beliefs</p>	<p>Level: Intermediate</p>
<p>#1: Ss will be able to express something about their origins. #2: Ss will be able to read a text in English about the Ezidi culture. #3: Ss will be able to correctly connect Ezidi and English vocabulary. #4: Ss will be able to communicate and write sentences in English. #5: Ss will be able to read a text about the Ezidi faith in English and Ezidi, and respond to a quiz in English.</p>	<p>Resources Needed #1: Reading text #2: Distinguishing Words #3: Game: writing in English #4: Final reading text and quiz</p>
<p>Learning Outcome #4: Game – Back Home in Iraq Instruction: Conduct the <i>Back Home in Iraq</i> Game as instructed. Note: Variations: #1 Team Size: If you wish to divide the class into five teams rather than four, each team can have four cards. If you wish to divide the class into six teams, each team can have three cards. #2 Translation: When people process a sentence by translating it into their mother tongue, they gain a greater understanding. One variation of this game to require the ‘messenger’ to carry the message to the other half of the team in the Ezidi language. In other words, they MUST not pass the message on in English. Note: When checking the English sentences produced through translation, the English words may vary. The question is, “Does the English convey the same MESSAGE as the original?”</p> <p>Learning Outcome #5: Reading and Quiz Explanation: 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 Ezidi English book <i>Who are the Ezidi?</i></p> <p>Action: Activity #1: I need four volunteers A, B, C and D to read this text. Four students read the lines right through. Instruction: Now get into pairs. One person reads the first sentence both in Ezidi and English, then the other member of the pair reads the next lines.</p> <p>Activity #2: Quiz Instruction 1: Ask for a volunteer to read the names of the following fifteen towns in Iraq. Students put up their hands if they have visited or stayed in each of these places. Dahuk, Alqosh, Tal ‘Afar, Sinjar, Mosul, Arbil, Aqrah, Kirkuk, Zakhu, Wardiyah, Kursi, Bajar, Al Badi, Lalish, Tikrit Instruction 2: Count how many of these places you have visited.</p> <p>Conclusion: Well done. Today we have been thinking about life in Iraq. You can read more in the book “who are the Ezidi?” You can find it on the website Learn Ezidi Language Ezidi Youth Association in Australia</p>	<p>Resources #3: Game: writing in English #4: Final reading text</p>

Reading Assignment

Page 3-5 Who are the Ezidi? Êzîdî kî ne?

Who are the Ezidis? Êzîdî kî ne?

A: English: May I ask a question?

B: Ezidi: ez karim pirsekê bi kim

C: Yes, of course.

D: Ezidi: erê ekîd.

A: What do Ezidi people believe?

B: Ezidi: Xelkê Êzîdî çî bewher dikin?

C: Ezidi is the oldest religion in the world, and Ezidis are the first people to believe in the oneness of God.

D: Êzdî ola herî kevn a cîhanê ye, êzdî yek j gelên bi yekbûna Xwedê bawer kirine.

A: Do you believe in other spiritual beings?

B: Ezidi: Hûn îş hebûnên rohanî it dî behwer dikin?

C: Yes. We believe in angels.

D: Erê. Behwer ye me il milyaketa tê.

A: When do Ezidis pray?

B: Ezidi: Kengê xelkê Êzîdî diwa ya xwe dikin?

C: We have three prayer times each day. D: Her roj sê jara diwa ya me ye.

A: Do Ezidis fast?

B: Ezidi: Êzîdî rojya it girin?

C: Yes. We fast three days a year. D: Erê. Salê em sê rojya it girin.

A: Do you have special Ezidi festivals?

B: Ezidi: Mihrijan ê we xas heyne?

C: Yes. We have five official feasts. D: Pênc jêjn wan ên fermî hene.

A: Do you have a holy book?

B: Ezidi: Kitaba we miqedes heyê?

C: Yes, we have two books. The first is the Black Book. The second is The Revelation.

D: Erê di kitab it me heyne, a berî Mishefa Rehş e û a didwê jî kitab a nîşan ê ye.

A: Do you have a holy city?

B: Ezidi: bajarekî we miqedes heyê?

C: We have one temple, which is Lalish, located in northern Iraq. For us, that is our holy city.

D: Perestgeheke me Êzîdî heyê, ew jî il Laliş e, il şerqî Iraqê yê. Ev îj me re bajarkî miqedes e.

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

Teachers' Notes

Lesson #07: Ezidi beliefs

Level: Intermediate

Game – Back Home in Iraq

Overview: The idea is that each team have a set of five sentences that they need to pass on to the other half of their team, who write the sentences on the whiteboard in English. All sentences relate in some way to life in Iraq. The team with the most correct sentences on the whiteboard is the winner.

Preparation:

#1 Teams: Form four teams. Then divide each team into two.

Note: Each team needs a minimum of four people. If you have less than 16 students, have three teams. If you have less than 12 students, make two teams.

#2: Distance: One half of each team stands ready to write on a whiteboard.

#3 Cards: Give the other half of each team 5 sentences = 5 cards.

#4 Discard Box: Each team has a discard box to ensure that the 'message-receiving' half of the team do not see the written message.

Instructions - to 'card holders', i.e. the half of the team that have the five sentences

#1 Read a Card: The 'card-holding' half of the team read the card (in English), and discuss the meaning (in whatever language).

#2: Choose a Messenger: One member of the team agrees to take the message to the other half of their team.

#3 Discard the card: The card is discarded (unable to be seen).

#4 Communication: The messenger accurately tells the other half of the team the sentence on the card.

Note: The receivers never see the written sentences.

Instructions - to 'message receivers', i.e. the other half of the team:

#1 Receiving a Message: When your team member comes to you with a message, you must write that message accurately on the whiteboard (in English).

#2: Messages: You will receive five messages to write on the whiteboard

#3: Accuracy: If you make two or more mistakes in writing a sentence, that sentence is disqualified.

#4 Finish: The team with the most correct sentences wins.

My mother was born in Tilbanat village.

A

I have never visited Sinjar, even once.

A

More than a million people live in Kirkuk.

A

Baghdad is 350 kilometers from Mosul.

A

The important Ezidi temple is at Lalish.

A

Mosul was built near the Tigris River.

B

Sinjar is not far from the Syrian border.

B

My uncle has always lived in Kirkuk.

B

My parents were both born in Dahuk.

B

It is not easy to find work in Kirkuk.

B

There is a lot of traffic on the road to Arbil.

c

Sinjar is a long way by road from Kirkuk.

c

I was born in Dahuk, but lived in Sinjar.

c

My grandfather grew figs at Aqrah.

c

My father grew wheat near Kirkuk.

c

My parents grew dates in the Arbil district.

D

My favourite vegetables are tomatoes.

D

In Iraq I ate cucumbers almost every day.

D

My cousin grows pomegranates in Dahuk.

D

I love to eat the grapes grown at Dahuk.

D