

Let's Learn English



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A bilingual Ezidi/English curriculum

for beginners

Lesson #02

Preliminary Comments for Teachers

Lesson #02: Greetings, writing and feelings (sad)

Level: Beginners

Comment #1 - Review: Lesson #2 begins with a review of the words and expressions learned in Lesson #1.

Note: Never under-estimate the importance of review.

There may be students who join in Lesson #2 who missed Lesson #1. Be sure to give all students plenty of time to introduce themselves to several people.

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

Comment #2 - Feelings: The first seven lessons for Beginners deal with feelings: happy, sad, excited, angry, and surprised.

In Lesson #1 we said the word for 'happy' in both Ezidi and English, but we did not write the Ezidi word for 'happy', because it is a little complicated.

In this Lesson will write both the Ezidi word and the English word for sad. (See page 13). Print out this page for each student.

Completeness: An ESL teacher may feel that a reason must be given for 'feeling happy' or for 'feeling sad'. For example:

Picture – lost dog: Today I am sad – I lost my dog!

Body Language (big gesture): Today I am happy – so many students in class!

Comment #3 – Paddle Pops: For this lesson you have three new Paddle Pops.

See pages 10, 11 and 12.

Print out each page and make three new Paddle Pops.

In subsequent lessons there will be more new Paddle Pops. As the students learn to read, they will be able to distinguish the different words on each Paddle Pop. That will show you how well they are learning.

Comment #4 – Writing Practice: It may take some students longer than others to learn to write. Be patient. You may need to give one-on-one help to some students.

Feel free to offer extra writing pages (from Lesson 1 page 13 or Lesson 2 page 13) for them to take home.

Comment #5 - Name: Today students will also learn to write their name.

Preparation: Print out copies of page 14 (student name) for all students.

Whiteboard: Write each student's name on the whiteboard (Be sure your Ezidi assistant approves of the spelling of each name!)

Papers: Request your Ezidi teaching assistant to neatly write each student's name on their personal sheet (page 14). (Be sure the lettering is the same as on the whiteboard, i.e. letters are formed in the same way.)

Comment #6 - Review: Take time before you finish the lesson to review all the English expressions you have covered in Lessons #1 and #2.

Teachers' Notes

Lesson #02: Greetings, writing and feelings (sad)	Level: Beginners
<p>Language Learning Outcome (usually 1 per task):</p> <p>#1: Ss will be able to greet each other in English, giving their name.</p> <p>#2: Ss will be able to say in English, "Today I am sad."</p> <p>#3: Ss will be able to write 'sad' in Ezidi and English, and also their names.</p> <p>#4: Ss will be able to distinguish correctly three words in Ezidi and English.</p> <p>#5: Ss will be able to identify the words 'name' and 'sad' in both English and Ezidi in a Wordsearch</p> <p>#6: Ss will be able to draw a self portrait, write 'name' and their own name, and read, "I am sad" in both Ezidi and English.</p>	<p>Resources Needed</p> <p>#1: PP Hello</p> <p>#2: Lined paper</p> <p>#3: PP I am sad.</p> <p>#4: write 'sad'</p> <p>#5: identify words</p> <p>#6: wordsearch</p> <p>#7: self portrait</p>
<p>Note: An ESL teacher needs an Ezidi-speaking teacher's assistant</p> <p>Learning Outcome #1: Greetings</p> <p>Explanation: Today we will introduce ourselves in English, then we will learn to write our own names. (Spoken also in Ezidi.)</p> <p>Action: Hold a PP: Hello, my name is _____.</p> <p>Assistant teacher PP: Merheba, navê mi ____ e. Hello, my name is ____.</p> <p>Students PP each say: Merheba, navê mi ____ e. Hello, my name is ____.</p> <p>Whiteboard: Write each student's name on the whiteboard in BIG letters.</p> <p>Assistant teacher: Writes a student name (in BIG LETTERS) on the top of each paper and give to the appropriate student.</p> <p>Paper: Each student receives lined paper with his/her name on the top.</p> <p>Instruction: Encourage students to copy their name many times.</p> <p>Conclusion: Now we will introduce ourselves in each other once again in English. Show each other your paper where you have written your name. (Spoken also in Ezidi.)</p> <p>Students go around to introduce themselves to each other in English.</p> <p>Learning Outcome #2: Feelings</p> <p>Explanation: Now we will learn a new feeling word – the word <i>sad</i>. (Spoken also in Ezidi.)</p> <p>Realia: Show a picture of a dog.</p> <p>Action: Hold a PP: Today I am sad – I lost my dog!</p> <p>Give PP to Assistant teacher who says: Îro ez î melûl im.</p> <p>Give PP to students who will each say: Îro ez î melûl im.</p> <p>Hold 2 PPs: Hello, my name is _____. + Today I am sad.</p> <p>Assistant teacher (2 PPs): Hello, my name is _____. Today I am sad.</p> <p>Students (2 PPs) say: Hello, my name is _____. Today I am sad.</p> <p>Conclusion: Now we will introduce ourselves to each other in English. (Spoken also in Ezidi.)</p> <p>If you are sad, tell someone in Ezidi or English why you are sad.</p> <p>Give 2PPs to several students who go around to introduce themselves to each other in English and to say, "Today I am sad."</p>	<p>Resources</p> <p>#1: PP Hello</p> <p>#2: Lined blank paper and pen for each student</p> <p>#1: PP Hello</p> <p>#3: PP Today I am sad</p>



Hello, my name is _____.
Merheba, navê mi _____ e.



Today I am sad.
Îro ez î melûl im.



melûl

sad

m _____
e _____
l _____
û _____
l _____

s _____
a _____
d _____

m e l û l

s a d

Distinguishing Words

Ezidi/English

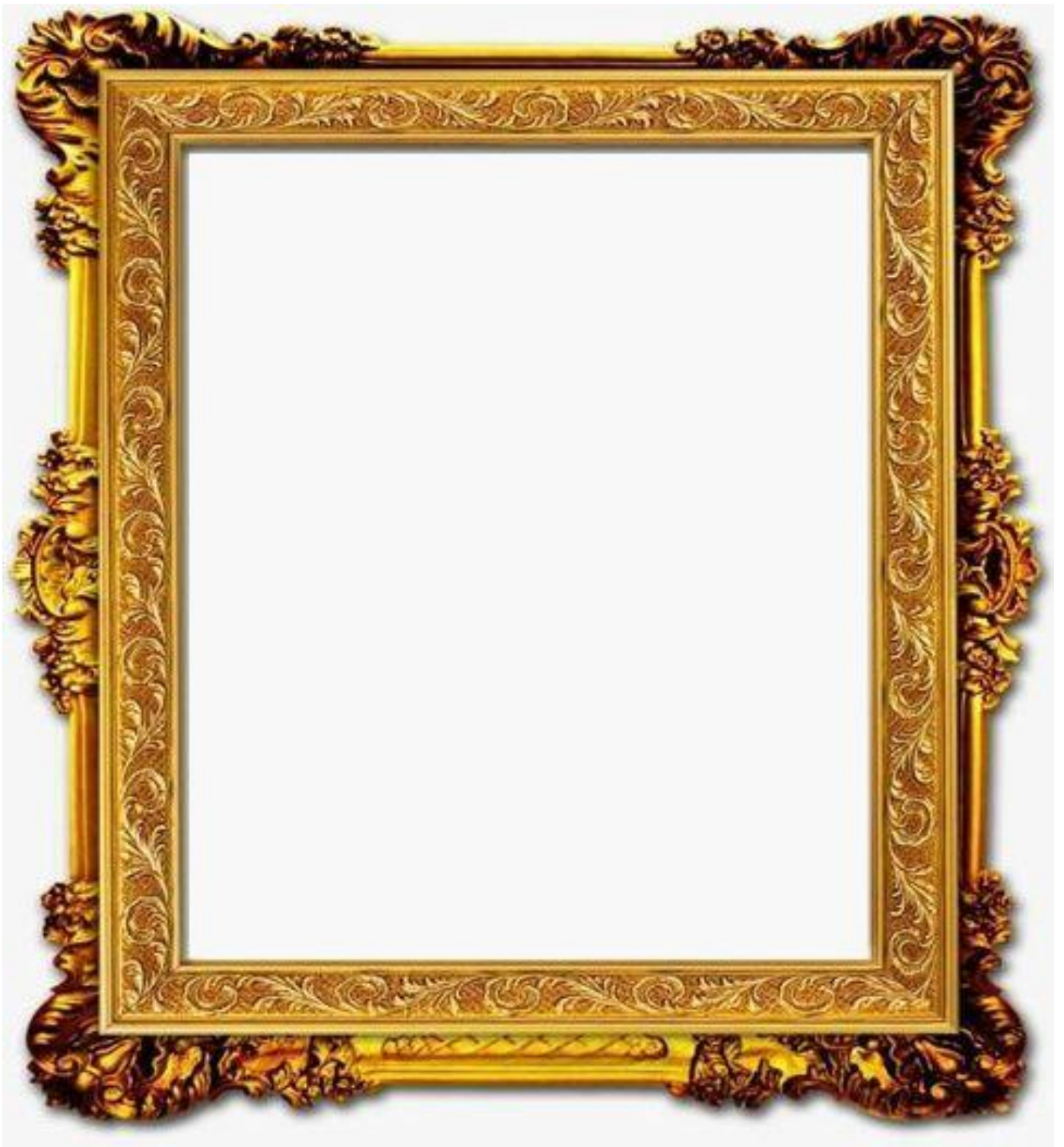
melûl - sad

nav
merheba
melûl

sad
name
hello

Wordsearch

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



Hello, my _____ is _____ .

Merheba, _____ mi _____ e.



Today I am sad.

Îro ez î melûl im.



Hello, my name is _____.

Merheba, navê min _____ e.

Today I am sad.

Îro ez î melûl.





happy

kêfxweş





sad

melûl

Student name: _____

m

e

l

û

l

m e l û l

s

a

d

sad

Student name: _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.