

Let's Learn English



A bilingual Ezidi/English curriculum
for intermediate level

Lesson #06

Preliminary Comments for Teachers

Lesson #06: Mathematics

Level: Intermediate

Comment #1: Mathematics: Anyone who is shopping needs to have basic mathematics. However, they actually need to be able to 'count' in multiple ways: calculating weights; calculating money; and counting items. When shopping cross-culturally, one of the frustrating things is that cultures calculate differently. Volumes and weights differ; the money and coinage is different, and certain items are sold in culturally-specific ways. This lesson is an attempt to help students calculate simple numbers: adding and subtracting.

Comment #2: Reading Assignment: The first bilingual reading assignment is set in the context of a fruit shop. However, the point of the reading is to help students learn to add and subtract numbers in English.

Note 1: When the students read in pairs, one student is the one shopping and the other is the shop keeper. 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: Mathematics Game: When people go to live cross-culturally, they learn another language and adapt to the new language in some areas of their lives. However, in less-used areas, they will still think in their first language. Mathematics is one area where many people will still calculate numbers in their first language. The goal of this Mathematics game is to help students to begin adapting to counting, adding and subtracting in their second language.

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 cards are distributed randomly, students are unlikely to get the same numbers a second time.

Note 3: Be sure to print out and prepare the 'cards' to use in the game.

Teachers' Notes

Lesson #06: Mathematics	Level: Intermediate
<p>#1: Ss will be able to state the difference in ages between two members of their family in English.</p> <p>#2: Ss will be able to read a text in English based on simple numbers.</p> <p>#3: Ss will be able to correctly connect Ezidi and English numbers.</p> <p>#4: Ss will be able to calculate additions and subtractions in English.</p> <p>#5: Ss will be able to read, and answer comprehension questions from a text in English and Ezidi.</p>	Resources Needed #1: Reading text #2: Distinguishing Words #3: Game: mathematics #4: Final reading text
<p>Learning Outcome #1: Mathematics</p> <p>Explanation: Today's lesson is about adding and subtracting numbers. We call this mathematics. We need mathematics every day.</p> <p>For example, my name is _____ and I am _____ years old. My older sister is _____ years old, so I am 6 years younger than her.</p> <p>Action:</p> <p>Instruction: Introduce yourself to someone (with your age and the age of someone else in your family). Tell the difference in your ages. (You may speak in the Ezidi language.)</p> <p>Conclusion: Students introduce themselves to each other and tell their own age and the ages of members of their families.</p> <p>Learning Outcome #2: Reading "Shopkeeper, please help me."</p> <p>Explanation: Now we will practice our reading in English.</p> <p>Handout: Give each student the first Reading Assignment (with Distinguishing Words chart).</p> <p>Action:</p> <p>#1: Have two students read the whole text slowly to the class. #2: Divide the class into pairs. Each pair reads the whole text.</p> <p>Conclusion: Call for two volunteers to read the whole text publicly.</p> <p>Learning Outcome #3: Translation Ezidi English</p> <p>Explanation: Now we will look at ten number words in Ezidi and make sure that we know their English equivalents.</p> <p>Handout: Each student already has the Distinguishing Words chart.</p> <p>Action: 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>Instruction: 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>Instruction: Now, can I have a volunteer to read all ten Ezidi numbers and their correct English equivalents.</p> <p>Conclusion: Instruction: In pairs, read all ten Ezidi numbers and their correct English equivalents.</p>	<p style="text-align: center;">Resources</p> <p>#1: Reading text</p> <p>#2: Distinguishing Words</p>

Shopkeeper, please help me.

Dikandar bê zehmet misaede mi bike.

A: Dikandar mi id vê ez sêva bikirim. Shopkeeper, I want to buy apples.

B: Te çend sêva it vê? How many apples do you want?

A: Mi şeş sêva it vê. Mi pirteqala jî it vê. I want six apples. I also want oranges.

B: Te çend pirteqala it vê? How many oranges do you want?

A: Mi pênj pirteqala it vê. Mi moza jî it vê. I want five oranges. I also want bananas.

B: Te çend moza it vê? How many bananas do you want?

A: Mi heft moza it vê. Mi di şkil it fêkî ye it vên iş her yekî iş malbata mi re.

I want seven bananas. I want two pieces of fruit for each member of my family.

B: Çend kes il malbata te de ne? How many members in your family?

A: Jîna mi û sê keç û di kur. My wife and my three daughters and my two sons and me.

B: Te çend şkil it fêkî ye it vên? So how many pieces of fruit do you want?

A: Ez nizanim. Dikandar, bê zehmet misaede mi bike.

I don't know. Shopkeeper, please help me.

Distinguishing Words

1 bihelim
2 zêdekirin
3 îsawî
4 bûyî
5 kêmkirin
6 komkirin
7 kêmkirin
8 hemir
9 bîrkarî
10 berî

1 mathematics
2 subtract
3 learn
4 equals
5 minus
6 add
7 before
8 born
9 plus
10 age

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<p>Learning Outcome #4: Game – Mathematics</p> <p>Instruction: Conduct the Mathematics Game as instructed.</p> <p>Note: Variations:</p> <p>#1 Competitive: If you wish the game to be competitive, then rather than use a Discard Box, each pair can keep their completed cards and see who has the most cards at the end of the game.</p> <p>#2 Pass it On: Another variation is, if a pair cannot solve a problem (or cannot tell the answer in English), when their turn comes, they say PASS and give their card to the pair on their right, and take a new card from the top. This means that the pair on the right always have two cards on hand to choose from. (It also means that they have an advantage if the game is competitive.</p> <p>Learning Outcome #5: Reading</p> <p>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>I am an Ezidi</i>.</p> <p>Action:</p> <p>Activity #1: I need four volunteers A, B, C and D to read this text. Four students read the lines right through.</p> <p>Instruction: Now get into pairs. One person reads the first sentence both in Ezidi and English, then the other member of the pair read the next lines.</p> <p>Activity #2:</p> <p>Instruction: Ask for a volunteer to ask the four questions in Ezidi, and anyone in the class can answer in English.</p> <p>Instruction: 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>Conclusion: Well done. These readings and questions are in the book "I am an Ezidi". You can find it on the website Learn Ezidi Language Ezidi Youth Association in Australia</p>	<p>Resources</p> <p>#3: Game: numbers</p> <p>#4: Final reading text</p>

Reading Assignment

Page 13-15 I am an Ezidi *Ez Ezidi Me*

Zerîf: A: Xoxê, ta çend salî?

B: Khokhe, how old are you?

Xoxê: C: Bîst û yek. Û ti?

D: Twenty-one. And you?

Zerîf: A: Ez a bîst salî me. Dak û babê te çend salî ne?

B: I am twenty. How old are your mother and father?

Xoxê: C: Daka mi çêl u heşt sale û babê mi jî pênjî û yek sale. Û ê te?

D: My mother is forty-eight and my father is fifty-one. (And) yours?

Zerîf: A: Daka mi çêl û sê sale û babê mi jî çêl û pênj salin.

B: My mother is forty-three and my father is forty-five.

Xoxê: C: Xwişk û birayêt te çend salî ne? D: How old are your sisters and brothers?

Zerîf: A: Xwişka mi çarde sale û birayê mi jî bîst û di sale. Û ê te?

B: My sister is fourteen and my brother is twenty-two. And yours?

Xoxê: C: Xwişke ke mi ib tinê ye. Navê wê Xezala û deh salî ye.

D: I have only one sister. Her name is Ghazal and she is ten years old.

Zerîf: A: Qenje. Xwedê hemirê wan dirîj bike! B: OK. May God grant them a long life!

Xoxê: C: Sax bî.

D: Thank you.

Zerîf: A: Ti saxtir.

B: You are welcome.

Question and Answers

Questions in Ezidi and answers in English

Question 1: Xoxê bîst û yek sale. Kê salê Xoxê bû?

Answer:

Question 2: Heke te hemirê Zerîfê û Xoxê komkir, hemirê herdua çende? Answer:

Question 3: Kê salê daka Xoxê û Zerîfê bû?

Answer:

Question 4: Heke te hemirê daka Zerîfê u Xoxê komkir, hemirê herdua bine çend.

Answer:

Question 5: Piştî Xoxê bû, berî çend sala Xezal bû?

Answer:

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

Teachers' Notes

Lesson #06: Mathematics

Level: Intermediate

Game – Mathematics

Preparation:

#1 Teams: All students sit in a circle in pairs (i.e. in this game students work with a partner).

#2 Cards: On a small table in the middle is a heap of cards face downwards with a mathematical puzzle on each.

#3 Take a Card: Each pair take a card from the top of the heap and look at their card.

#4 Discard: If a pair correctly answers the mathematical problem in English, they discard their card in the discard box.

Overview: The idea is that each pair working together discuss a mathematical problem (e.g. $15 + 6 = ??$). Once they have solved the mathematical problem in their minds (speaking to each other in Ezidi), they decide how to answer in English (e.g. seventeen plus four equals twenty-one; fourteen minus three equals eleven). When a pair successfully gives the answer in English, they discard their card, and take a new card from the top of the pile.. Then the next pair show their card and give their answer in English.

Note: When a pair have their turn they must show their card immediately and give their answer. If they cannot answer immediately, they must say PASS and let the game move on.

Instructions:

#1 Take a Card: Each pair take a card from the top of the heap and look at their card. You may discuss your card in Ezidi with your partner, but when you give your answer to the whole group, you must speak in English. For example, you may say, "Seven plus four equals eleven."

Note: When your turn comes, you must show your card immediately and give your answer. If you cannot answer immediately, say PASS.

#2 Discard: If you correctly solve the mathematical problem, then you discard your card into the **Discard Box** on the table.

#3: Return: If you cannot solve the mathematical problem, then you may say "PASS." Then you return your card to the bottom of the pile and take a new card from the top of the pile. Then you wait for your next turn.

#4 Game Over: The game is finished when there are no more cards left on the table. All cards are now in the Discard Box.

Resources

#3: Game:
mathematics

$$2 + 1 = ??$$

$$12 - 1 = ??$$

$$7 + 2 = ??$$

$$11 + 2 = ??$$

$$15 - 3 = ??$$

$$22 - 4 = ??$$

$$13 + 3 = ??$$

$$8 + 6 = ??$$

$$13 + 7 = ??$$

$$14 + 8 = ??$$

$$2 + 3 = ??$$

$$12 - 4 = ??$$

$$7 + 4 = ??$$

$$11 + 6 = ??$$

$$15 - 6 = ??$$

$$22 - 6 = ??$$

$$13 + 6 = ??$$

$$8 + 7 = ??$$

$$12 + 8 = ??$$

$$14 + 7 = ??$$

$$23 + 3 = ??$$

$$32 - 4 = ??$$

$$7 + 34 = ??$$

$$11 + 16 = ??$$

$$35 - 6 = ??$$

$$22 - 4 = ??$$

$$13 + 6 = ??$$

$$18 + 7 = ??$$

$$12 + 11 = ??$$

$$14 + 17 = ??$$

$$22 + 13 = ??$$

$$32 - 4 = ??$$

$$71 + 4 = ??$$

$$81 - 6 = ??$$

$$45 - 6 = ??$$

$$52 - 6 = ??$$

$$83 - 6 = ??$$

$$81 - 7 = ??$$

$$92 - 8 = ??$$

$$74 - 7 = ??$$