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**The B0 digital TRP includes the following:**

Appendix L (teacher's edition):  
 Spelling and Pronunciation Lists – Letters  
 blank template for The Story  
 handouts:  
 Bingo games  
 Go Fish games  
 Pronunciation & Spelling Activities worksheets  
 Thieves games  
 phoneme focus teacher cards  
 pictures



# Scope and Sequence – New Bridges Behdini-English Literacy

	Topic	A. Expressing Opinions	B. Expanding Vocabulary	C. Exploring Culture	D. Explaining Language	E. Exchanging Information	F. Enjoying English	G. Experiencing Life
<b>Unit 1</b>	<b>Getting Started</b>							
Lesson 1	Names	What is your name?	Personal Information	The English Alphabet	The Alphabet; Capital/ Small Letters; "a" sound, p / b	Asking and Spelling Names; Questions w/ "Be"	Meeting New People	School Registration
Lesson 2	Family	How many brothers and sisters do you have?	Kinship Terms	American Families	Subject and Possessive Pronouns; "e" sound, t / d	Asking Information Questions	Introducing Family Members	My Family
Lesson 3	Classroom Directions	Who is your teacher?	Classroom Directions	Literacy Class	Verbs (Commands); "i" sound, f / v	Giving Commands	Review	Classroom Directions
<b>Unit 2</b>	<b>Patterns</b>							
Lesson 1	Time	What do you do in your free time?	Numbers; Time and Day; Frequency Adverbs	Free Time	Plural Nouns; Greetings; "o" sound, k / g / x	Asking Time Questions	Requesting the Time	Time
Lesson 2	Weather	What is the weather like?	Months, Seasons, Weather Terms	Weather in the United States	<i>It is ...;</i> "yoo" sound, w, y	Inferring	Expressing Preferences; Seasons, Guessing	Seasons
Lesson 3	Routines	What do you do every day?	Common Activities	Chores	Simple Present; Time Prepositional Phrases; "a" sound, h, z	Asking Simple Present Questions	Playing an Activities Game	Routines
<b>Unit 3</b>	<b>The Basics</b>							
Lesson 1	Emotions	How are you?	Adjectives for Feelings	Happiness	Simple Present of "Be"; "e" sound, j, / zh/	Asking Yes/No Questions	Expressing Feelings	Emotions
Lesson 2	Money	How much money do you have?	Money Terms	Dollars and Cents	Quantifiers; "Have"; "i" sound	Calculating Cost	Dialoguing with a Shopkeeper	Prices
Lesson 3	Going Places	How do you get from your house to the school?	Basic Actions; Vehicles	Driver's Licenses	Imperatives (Commands) "o" sound, th (soft, hard)	Directions Game	Asking Directions	Directions
<b>Unit 4</b>	<b>Food and Hospitality</b>							
Lesson 1	Food	What do you like to eat?	Basic Foods	Recipe for Fruit Smoothies	Present Tense Verbs; m, "oo" "oo" "oi" "ou" sounds	Expressing Preferences	Presenting a TV Cooking Show	Food
Lesson 2	Shopping and Cooking	What do you like to cook?	Basic Foods	Recipe for Vegetable-Beef Soup	Colors; "ü" "e" sound, l	Cooking	Buying Food	Recipe for Rice
Lesson 3	Parties	How do you celebrate birthdays?	Party Terms	Pizza Party	Basic Modals; "är" "ör" "ouer" "ër" "ir", r	Using Modals in Questions	Giving Invitations	Surprise Party
<b>Unit 5</b>	<b>People and Possessions</b>							
Lesson 1	The Body	What's the matter?	Basic Body Parts	Water and Walking	Adverbs; Comparatives; "ür" "är" sound, n	Staying Healthy; Asking for Advice	Following Directions	Good Health
Lesson 2	Clothes	What kind of clothes do you like?	Clothes and Colors	Buying Clothes	Colors; s / z	Seasonal Clothes	Discussing Clothing	My Favorite Clothes
Lesson 3	More Clothes	What size do you wear?	Clothes and Colors	Casual Clothes	Adjectives; Comparatives; sh / ch	Describing Men's and Women's Clothes	Choosing and Identifying Clothes	More Clothes

# ***Introduction to the Teacher’s Edition of New Bridges Behdini-English Literacy***

## **Course Overview**

*New Bridges: Connecting People Through Language and Culture* is a topical, integrated skills English language course for adult learners. It is designed to be appropriate for conservative cultures. *New Bridges* is based on the following principles of adult second language learning:

- **Materials must be relevant to students’ lives.** Adult learners need to see a close connection between language used in the classroom and in the outside world. They need to address the topics that are of interest to them. All of the topics in *New Bridges* have been chosen because of their practical relevance.
- **Learning must be meaningful.** Adult language learners have the ability to analyze language and think about it in an abstract way. At the same time, they will learn best when that language is both presented and practiced in a meaningful context. *New Bridges* achieves this by organizing each unit and lesson around an integrated theme.
- **The goal of language learning is communication.** *New Bridges* includes real-world tasks in each unit, allowing students to use language in the classroom the same way they will use it outside. These tasks build motivation and confidence.
- **Adults need a lot of practice.** Language acquisition should be viewed as gaining both new knowledge and new skills. For the knowledge aspect, students need explanations; for the skill aspect, students need practice – lots of it! A good general rule of thumb is to aim for at least half of the class time to be spent in practice. In *New Bridges*, students will practice individually, with reading and writing activities, and also in pairs and small groups, with interactive activities.
- **Emotions are important to learning.** *New Bridges* addresses the emotional aspect of learning by building community in the classroom to create a safe learning environment, and by providing language and topics which engage the heart as well as the mind.

## **General Procedures for Teaching**

The *New Bridges Literacy Book* contains five units, each of which is divided into three lessons. The lessons are designed to take two to four hours each. Each lesson begins with an experience story called “The Story” and then follows the same format for teaching conversation as the other books in the series. The vocabulary and content is reviewed with the crossword puzzle(s) and worksheet at the end of each lesson. These activities can be done in class if time permits or assigned as homework.

### **The Story.**

**Purpose:** In this part of the lesson, students are first taught in their own language (Behdini Kurdish), which relaxes them and helps them to understand the topic and basics of the English lesson which follows.

**Procedure:** Read the story that is in the book or rewrite it and tell a story that is true for yourself which also introduces the topic of the English conversation lesson. Students will enjoy getting to know you and will be able to relate to your stories on a personal level, as they transition from Kurdish to English. Use the Appendix M blank template to personalize or change the story for your students.

### **A. Expressing Opinions.**

**Purpose:** This section introduces the topic of the conversation lesson, engages students intellectually and emotionally, and relates the topic to students’ lives and background experience.

**Procedure:** Always introduce the topic before having students open their books. This gives them a chance to think about what they already know about this topic. After reading the cartoon characters’ conversation bubbles, give students a chance to respond with the language they have already learned from The Story in the previous section.

Do not worry about correctness at this point in the lesson. It is important to encourage students to communicate using whatever language they already know. Giving students the opportunity to respond individually or to discuss in pairs at this point in the lesson allows everyone to engage with the topic.

### **B. Expanding Vocabulary.**

**Purpose:** Vocabulary is essential to language acquisition. In this section, students are presented with new vocabulary organized by topical categories. This helps them form mental connections between the words. Selected items from the lists are then used for the practice activities in the lesson. Students will build both active and passive vocabulary. Daily spelling quizzes, the crossword puzzles, and the worksheets are designed not only to help students with their accuracy in spelling, but also to encourage review of the new vocabulary words on a regular basis.

**Procedure:** Whenever you can, give the students a chance to think about what words they already know for any given lesson. Allowing students to show what they already know affirms them as learners and also strengthens mental connections between the old and the new material. Always read the vocabulary to students so that they can hear what the new words sound like, and have them repeat so they have the chance to focus on pronunciation.

Be alert to any difficulties that students are having producing difficult sounds or getting the stress right. Work on getting the pronunciation right, but don't require perfection. After reading the vocabulary, give students a chance to interact with the new language. Suggestions for this are given in each lesson.

For the listening exercises, always demonstrate the task to students so they will know precisely what they are listening for. Students who have not been exposed to native speaker teachers may find it very difficult at first to understand spoken English. Be sure to let them listen to each task an adequate number of times. Always read the listening script at a slow normal pace. Students need to get used to natural speech, so don't read too slowly, but do repeat the sentences several times if necessary.

### **C. Exploring Culture.**

**Purpose:** This section gives students a chance to develop reading skills and to learn about different aspects of American culture.

**Procedure:** Always give students a chance to think about the topic before they read. Guide them in making predictions about the content of the text. This allows students to create expectations which contribute to comprehension. Always have students read the passage individually and silently first, and then try to answer the questions. Then read it aloud to them. The process of reading silently and then trying to answer questions helps students to develop the skill of trying to get the main idea of a passage even if they cannot understand every word. Do not have the students read the passage aloud, because reading aloud practices pronunciation skills. It does not develop reading comprehension skills.

### **D. Explaining Language.**

**Purpose:** In this section, students focus on grammar. The use of the grammar charts and focused exercises allows students to give their full attention to learning the new structures. During this part of the lesson, you should attend to their accuracy.

**Procedure:** Always have students look at the example sentences first. This lets them see how the grammar is used in a natural context before they analyze it into its parts. Make sure to correct all errors that students make in the exercises at this point. They should be comfortable using the new grammar before they move on to the next section of the lesson.

### **E. Exchanging Information.**

**Purpose:** Once students have had the chance to focus on accuracy in the previous sections of the lesson, this section allows them to move towards focusing on meaning with the support of a structured communicative exchange. In practicing communication with their classmates, students consolidate their learning and build confidence.

**Procedure:** In this section, it is very helpful for the teacher to model the activity. After orienting students to the task and explaining it, take time to briefly demonstrate the activity with a student volunteer. This will insure that students understand it and are able to spend more time on task.

Since this exercise provides a bridge between focusing on form and focusing on meaning, the teacher should circulate and observe student language use, and help them as needed to communicate with accuracy. However, at the same time, the teacher should try to avoid interrupting students in their communication and should not correct all errors. Focus on accuracy should be limited to the new language for this lesson.

## **F. Enjoying English.**

**Purpose:** In this part of the lesson, students are encouraged to connect the language they have learned with communication situations outside the classroom. They are also encouraged to take charge of their own learning. It is helpful for the teacher to remind students from time to time that the goal of their study is to use English in their everyday lives, and they will be able to continue improving their English only if they take the initiative to use it.

**Procedure:** Explain and demonstrate the activities in this section, and encourage students to use not only the new language of the lesson, but all the English they know in order to communicate. Students should have fun, be creative, and enjoy expressing themselves as fully as possible.

Pay attention at this stage to successful communication, and avoid correcting students' errors. Be sure to allow ample time for this part of the lesson because it is in many ways the most important part. Be sure to bring the group back together at the end of the activity to provide a sense of closure for the lesson, and to affirm students for their efforts to communicate in English.

## **Suggestions for Planning**

**Using the *Teacher's Edition*.** Be sure to read carefully through each lesson and the accompanying teacher's notes before you teach. Make sure that you are very familiar with the activities for the day before the lesson begins. Think through how you will explain the vocabulary and grammar.

**Illustrations.** Use as many real pictures and real items as you can to teach the vocabulary in Section B. Look at each of the illustrations carefully. Use the unit illustrations to introduce each lesson. Use lesson illustrations to help you explain language.

**Teacher's Resource Pack.** We refer to the *Teacher's Resource Pack* throughout the "Materials Needed" section in each lesson of the *Teacher's Edition*. These games, whole-page sized illustrations, and other teaching resources will help you present the topics, vocabulary, and exercises.

**Timing.** Each lesson is designed for two to four hours of instruction. The entire book is designed to be completed in 48-60 hours. Focus the first hour on Sections G and A. Focus the remaining hours on the rest of the lesson. Assign the crossword puzzle(s) and worksheet for homework or further classroom review. Keep track of your time as you teach each section so that you can develop a good pace for the class. Remember: Review, review, review!

**Spelling quizzes.** We recommend that you begin each class with a five-minute spelling quiz or use a spelling quiz during the word games in *The Story*. Select 10 items from the previous day's vocabulary or from *The story*. Read the items twice each and have students write them down. Don't ask for definitions or sentences. Only test spelling. As you read the 10 words, give students time to write the words and then quickly write the correct spelling of each word on the board before you call out the next word. Students can write their spelling words on the lines provided in Appendix I.

**Crossword Puzzles and Worksheets.** The first crossword puzzle and worksheet at the end of the first lesson should be done in class. The remaining puzzles and worksheets can be assigned as homework for review. The answers to the puzzles and worksheets are in Appendices F and G.

**Conversation Cards.** Using the box of *Conversation Cards* is a great way to begin each lesson, as both a warm-up and a review of the material of the previous lesson(s). Give cards to students individually or in small groups and encourage them to read the cards ... answer the questions ... do the requested action ... translate the words and phrases. As you reach the end of the book, you can use the cards over and over again for quick or hour-long review sessions, depending on your needs.

# Notes on New Bridges Behdini-English Literacy

*New Bridges: Connecting People Through Language and Culture* is a six-book series of American English language instruction for the adult learner. *New Bridges* can be used in both ESL and EFL contexts.

*Behdini-English Literacy* is the first *New Bridges* book. It is bi-lingual and is designed for native Behdini Kurdish speakers who are literate in either Kurdish or Arabic but who have little or no ability to read, write, and speak English. The *Literacy Book* is a simplified version of *New Bridges Book 2*. It is divided into five topical units with three lessons in each unit. Each lesson is estimated to provide enough material for two to four hours of instruction. The vocabulary and conversation elements of each lesson should be reviewed thoroughly before moving on to subsequent lessons.

*New Bridges Literacy Book* basics are described below.

- **Approach:** *New Bridges* takes a lexical approach to language learning. Each lesson is rich in words and contexts. The series is designed to empower the learners by expanding their active and passive vocabulary, thus providing them with the building blocks they need to communicate. By presenting vocabulary topically, *New Bridges* increases the student's ability to retain new information and to start thinking in English.
- **Organization:** This series is organized around topics relevant to the adult learner. While the series is not grammar-based, structure is included in each lesson. The four macro skills are also practiced – listening, speaking, reading, and writing.
- **Shape of syllabus:** The syllabus employs a modular shape, which allows teachers to choose the order in which they present the units. While the grammar sections are somewhat sequenced, they can also be used in any order, with teacher support.
- **Artwork:** The illustrations reinforce the topic visually and can be used as teaching aids.
- **Callouts:** The expressions in the callouts give students additional language related to the topic.
- **Symbols and Shading:** The unequal symbol ( $\neq$ ) connects antonyms; a forward slash (/) connects words which are similar in meaning or context; a hyphen (-) shows the relationship between singular and plural words.
- **Crossword Puzzles:** There is a crossword puzzle at the end of each lesson for vocabulary, grammar, and content review. The answers to the puzzles are in Appendix F.
- **Worksheets:** There is a worksheet at the end of each lesson for further vocabulary and content review. The answers to the worksheet are in Appendix G.
- **Word List:** There is a bilingual Word List in Appendix J which includes all the vocabulary introduced in each lesson.

## Lesson Sections:

**The Story.** This section launches the topic of the lesson and introduces the vocabulary. It serves as a lengthy linguistic and context introduction to the English conversation portion of the lesson. The teacher begins each lesson with a personal story presented verbally and in writing to the students in their own language (Behdini Kurdish). Then he transitions to teaching the story in English by first focusing on the vocabulary words in the story in both Behdini and English. Finally, he teaches the entire story to the students in English.

**A. Expressing Opinions.** This section continues the topic of the lesson and introduces the conversation focus. A variety of questions are used to evoke a personal response from the students.

**B. Expanding Vocabulary.** The core vocabulary for each lesson is found in this section. Words are organized according to parts of speech and collocations are often given to set the lexical units in context. After the presentation of vocabulary, students have listening exercises that focus on the new words in context. The listening scripts and answers for these exercises are in the *Teacher's Edition*.

**C. Exploring Culture.** In this section, students focus on an aspect of American culture through a reading passage. The passage is related to the topic and designed to provide students with additional vocabulary, as well as cultural information.

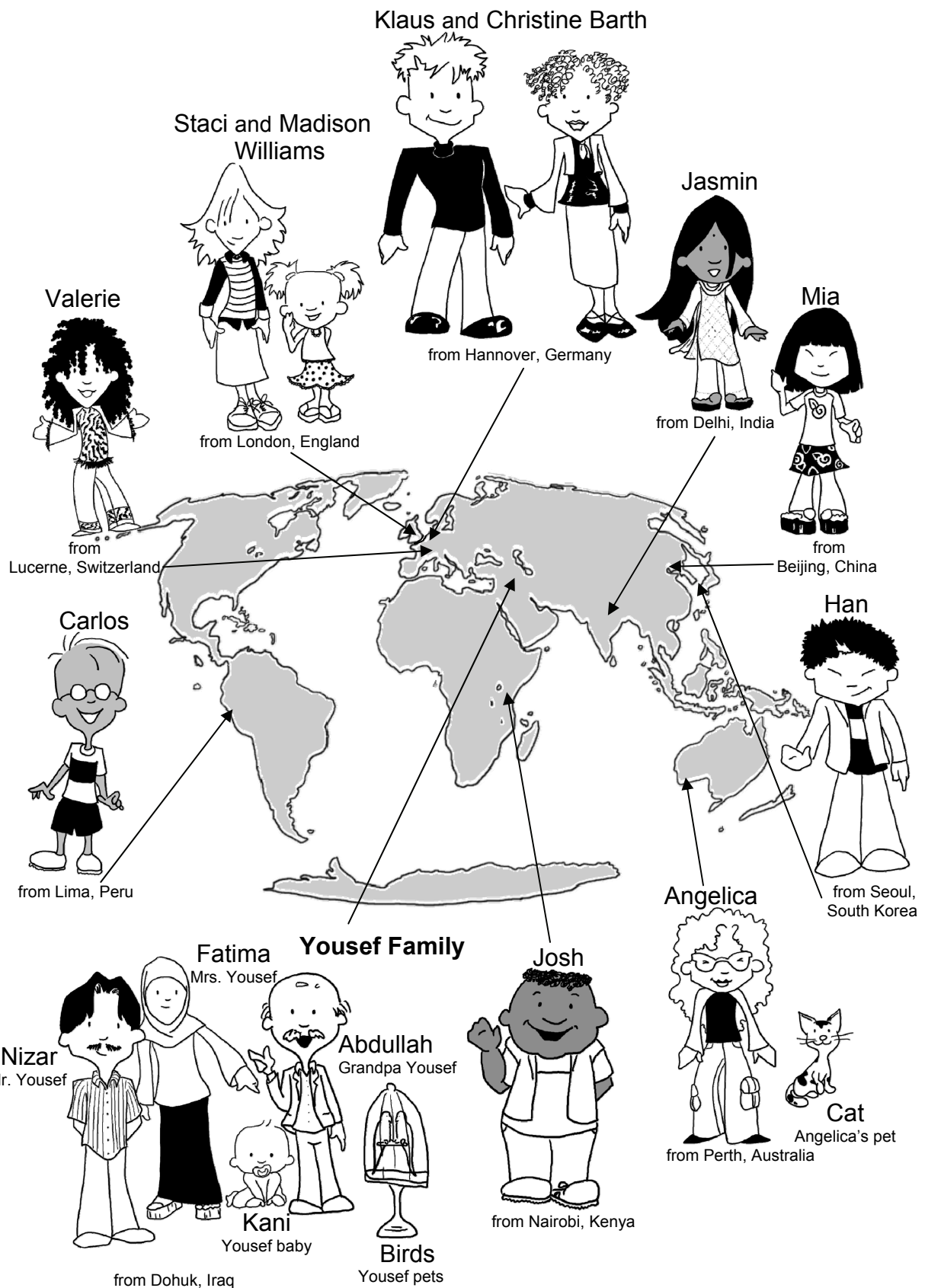
**D. Explaining Language.** This section highlights different aspects of English grammar from the lesson. There are clear explanations of how English words are put together to form structures. Students then practice writing structures using topic-related vocabulary. The focus is on effective communication.

**E. Exchanging Information.** Students communicate with one another using what they have learned in the lesson. The dialogues are guided and students are given sample expressions to assist them as they strengthen their oral communication skills. The focus is on how language is used in real-world communication.

**F. Enjoying English.** Each lesson closes by encouraging students to use English both inside and outside the classroom. Students are advised to take control of their language development and are given suggestions for conversation starters.

**To the teacher:** We hope *New Bridges* is a help to you as you guide your students toward fluency and accuracy in English. We trust our books will bring humor into your classroom, depth into your instruction, and power to your learners as they pursue this elusive and yet so essential phenomenon we call language.

# Characters in New Bridges



**Alphabet** **Elif Bê**

This is the English alphabet in both capital (A B C) and small (a b c) letters.

A a

J j

S s

B b

K k

T t

C c

L l

U u

D d

M m

V v

E e

N n

W w

F f

O o

X x

G g

P p

Y y

H h

Q q

Z z

I i

R r

# Alphabet Elif Bê

This is the Kurdish alphabet in the Latin script and in the Kurdish script.

a	ا ئا ل ل	j	ژ ژ ژ ژ	t	ت ت ت ت
b	ب ب ب ب	k	ك ك ك ك	u	و ئو و و
c	ج ج ج ج	l	ل ل ل ل	û	وو ئوو و و و و
ç	چ چ چ چ	l	ل ل ل ل	wu, û	وو
d	د د د د	m	م م م م	v	ڤ ڤ ڤ ڤ
e	ه ئه ه ه	n	ن ن ن ن	w	و و و و
ê	ئ ئ ئ ئ	o	ۆ ئۆ ۆ ۆ	x	خ خ خ خ
f	ف ف ف ف	p	پ پ پ پ	ÿ	غ غ غ غ
g	گ گ گ گ	q	ق ق ق ق	y	ی ی ی ی
h	ه ه ه ه	r	ر ر ر ر	z	ز ز ز ز
h̄	ح ح ح ح	rr	ر ڤ ڤ ڤ	,	ع ع ع ع
i	ئ ئ	s	س س س س		
î	ی ئ ی ی	ş	ش ش ش ش		

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## Alphabet (English-Arabic)

This is the Arabic alphabet with English equivalents.

ا	a (f <u>a</u> ther)	ا	a (f <u>a</u> ther)
ب	b (b <u>o</u> y)	ب	b (b <u>o</u> y)
ت	t (t <u>o</u> )	س	c (c <u>i</u> ty)
ث	th (th <u>a</u> nk you)	ك	c (pic <u>n</u> ic)
ج	j (j <u>a</u> r)	د / ض	d (d <u>o</u> )
د	d (d <u>o</u> )		e (egg, sh <u>e</u> )
ذ	th (th <u>e</u> )	ف	f (f <u>o</u> r)
ر	r (r <u>e</u> d)		g (g <u>i</u> rl)
ز	z (z <u>e</u> ro)	ه	h (h <u>i</u> m)
س	s (s <u>e</u> e) / c (c <u>i</u> ty)		i (i <u>t</u> )
ش	sh (sh <u>e</u> )	ج	j (j <u>a</u> r)
ص	s (s <u>o</u> )	ك	k (k <u>e</u> y)
ض	d (bull <u>d</u> og)	ل	l (l <u>i</u> ght)
ط	t (t <u>a</u> n)	م	m (m <u>a</u> n)
ظ	th (th <u>o</u> se)	ن	n (n <u>o</u> )
ف	f (f <u>o</u> r)	ه	o (o <u>h</u> )
ك	k (k <u>e</u> y) / c (pic <u>n</u> ic)		p (p <u>i</u> nk)
ل	l (l <u>i</u> ght)	ك	q (qu <u>i</u> z)
م	m (m <u>a</u> n)	ر	r (r <u>e</u> d)
ن	n (n <u>o</u> )	س / ص	s (s <u>e</u> e, s <u>o</u> )
ه	h (h <u>i</u> m)	ش	sh (sh <u>e</u> )
و	w (w <u>e</u> )	ت / ط	t (t <u>o</u> )
ي	y (y <u>e</u> s)	ث	th (th <u>a</u> nk you)
ه	o (o <u>h</u> )	ذ / ظ	th (th <u>e</u> , th <u>o</u> se)
			u
			v
		و	w (w <u>e</u> )
		كس ش ظز	x (ex <u>a</u> mination)
		ي	y (y <u>e</u> s)
		ز	z (z <u>e</u> ro)

# Numbers **Jimare**

These are the numbers in English and Kurdish.

0	zero	<i>sifir</i>
1	one	<i>êk</i>
2	two	<i>dû</i>
3	three	<i>sê</i>
4	four	<i>çar</i>
5	five	<i>pênc</i>
6	six	<i>şeş</i>
7	seven	<i>heft</i>
8	eight	<i>heşt</i>
9	nine	<i>neh</i>
10	ten	<i>deh</i>
11	eleven	<i>yazde</i>
12	twelve	<i>duzde / dwazde</i>
13	thirteen	<i>sêzde</i>
14	fourteen	<i>çarde</i>
15	fifteen	<i>pazde</i>
16	sixteen	<i>şazde</i>
17	seventeen	<i>hivde / hevde</i>
18	eighteen	<i>hijde / hejde</i>
19	nineteen	<i>nozde</i>
20	twenty	<i>bîst</i>
21	twenty-one	<i>bîst u êk</i>
30	thirty	<i>sih / sîh</i>
40	forty	<i>çil</i>
50	fifty	<i>pêncî</i>
60	sixty	<i>şêst</i>
70	seventy	<i>heftê</i>
80	eighty	<i>heştê</i>
90	ninety	<i>not / nût</i>
100	one hundred	<i>sed</i>
200	two hundred	<i>dû sed</i>
1000	one thousand	<i>hizar</i>
2000	two thousand	<i>dû hizar</i>
1,000,000	one million	<i>milyon</i>
2,000,000	two million	<i>dû milyon</i>

## **Miscellaneous Teaching Ideas**

Make cards with one picture/word per card from the vocabulary in each lesson. Play games such as:

**DraWordz:** See the TRP for instructions on how to play.

**Guess:** Give each student a different card from the same category (e.g., clothes). Have the students walk around and try to guess each other's words by asking yes/no questions, e.g.,

Does it have sleeves? No.

Does it cover your legs? Yes.

Is it a necklace? No.

You can also do this game by dividing the class into teams. One person comes to the front of the room and picks a card, and the teams compete against each other by trying to guess the item by asking yes/no questions.

**Hangman:** Play with individual words (e.g., apple) or with word phrases (e.g., eat the apple). Make sure the words/phrases were used in class that day so they're fresh in the students' minds.

**HotSeat:** Divide the class into teams. Place a pile of cards face down on desks at the front of the room which face the room. Have one person from each team sit in the desks. That person picks a card *without looking* at it and shows it to his teammates. The team members give verbal and nonverbal clues to the teammate or draws the word without saying or spelling the word until the person in the hot seat guesses the word. Continue until each team member has had a chance to sit in the hot seat and guess a word. Each team earns a point for each clue given before the word is guessed. Low score wins the game.

**QuickDraw:** Divide the class into teams. Place an equal number of cards in a pile face down near each team. Have the first player from each team pick a card and draw the word shown on the card. The rest of the team guesses what the word is. When a team correctly guesses a word, another team member picks a card and draws the word. Continue until each team has guessed all of the words in their pile. The team that guesses the words in the shortest time wins the game.

**SayIt:** Show a card to the class and have students stand up if they know the word. The first student to stand up and say the word correctly in English or Behdini gets a point for himself or for his team.

**Spell It:** Put students in pairs or small groups. One student in each group chooses a picture or Behdini word card from a pile and says the word to his teammates in English. The teammates must spell the English word on their own paper. Students check their answers with the teacher or textbook.

**WordCluuz:** Choose 10 cards. Divide the class into two teams. Have a person from each team come to the front of the room. Show one card to the two players without showing it to the rest of the class. The two players take turns giving one-word clues to their team so that they can guess the word. For example: The word is *apple*.

Team 1 player: "fruit" (Team 1 guesses.)

Team 2 player: "red" (Team 2 guesses.)

Team 1 player: "sweet" (Team 1 guesses.)

Tell each team to listen carefully to the opposing team's clues. Do the same for the rest of the cards. The team that guesses the most words wins the game.

### **Other Ideas:**

Students circle a key word (e.g., the subject) in a sentence.

Students underline (e.g., the verb) in the sentence.

Students put a box around (e.g., an adjective).

Students write in a missing word from a sentence.

Vocabulary – Section B:

Group opposite words together. (Follow up questions: Is it a pencil or a pen?)

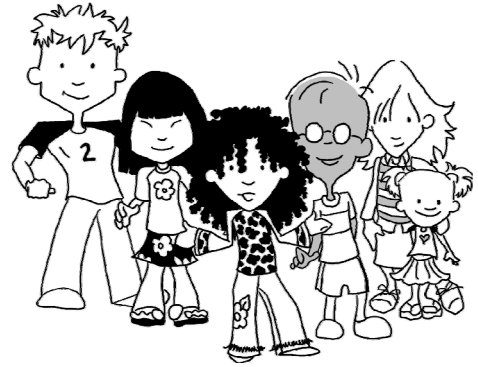
Have a verbal spelling bee. (Ss can write it first and then read the spelling.) – U1L1, L2, L3

Section C – have students read to each other.

# Unit 1 Getting Started

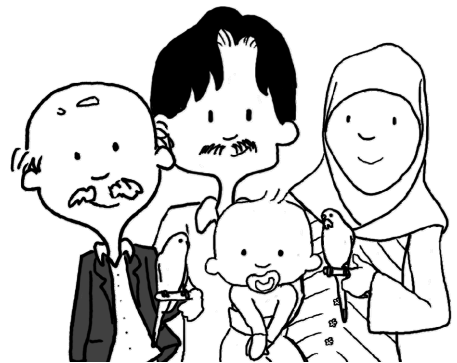
## Lesson 1

# Names



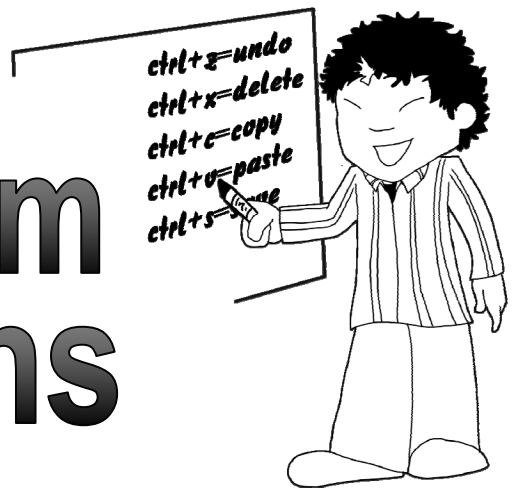
## Lesson 2

# Family



## Lesson 3

# Classroom Directions





## Teaching “The Story”

*Adults who read and write in a language other than their spoken mother tongue can easily learn to read in their mother tongue. “The Story” is built on the assumption that Behdini Kurds are able to read and write in Arabic, Turkish, or Farsi. Once Behdini students grasp the basics of reading Behdini in the Latin script, they can smoothly transition to reading and writing in English.*

*Teach “The Story” in Behdini before you teach it in English. When you teach the story in Behdini, use Behdini as your language of instruction. When you teach the story in English, use English as your primary language of instruction. Students will intuitively make the switch in their own thinking as you guide them in this way.*

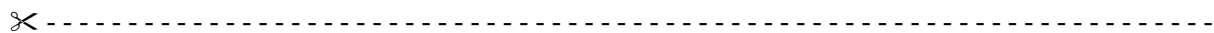
1. Before class: Re-write the Behdini / English story to make it more personal for your students (optional). Make word flashcards. Write the Behdini story on the right side of the board.
2. Introduce the topic of the story. Use real items, pictures, or a personal story in Behdini. In Behdini, elicit Behdini words, phrases, and sentences from students about the topic.
3. Read the Behdini story on the board to the students. Then read it to the students sentence by sentence and have students repeat after you.
4. Have students read the story from their book as they listen to you and repeat after you.
5. Play one or two word games. Choose from the games below or make up your own.
  - Show the class Behdini words written on flash cards and have the class read the cards. Have students underline the card words in their books.
  - Choose two volunteers to come up to the board and point out one or two words each as you say the words.
  - Put students into 2-3 teams. Tell them to stand up if they can read the word on the flashcard that you show. The other team gets a chance to guess if the first team is wrong.
  - Erase some of the words in the story. Read the text and let students tell you the word that is missing. Have them spell the word.
  - Cover the story on the board. Give students a spelling quiz based on the words in the story. Students can write the words in Appendix I.
6. Have students read the story in their book in Behdini to a partner.
 

\* \* \* As you progress through the lessons, shorten the amount of time that you spend \* \* \* teaching the Behdini part of “The Story” so that you can move on to English-language parts.
7. Begin the transition to English. Draw vocabulary lines on the board to the left of the story. Write Behdini words and elicit and write English words. Have students write the English words in the shaded box in their books.
8. Play another team game (optional). Put students into 2-3 teams. Tell them to stand up if they can tell the English meaning of the Behdini word on the flashcard that you show. The other team gets a chance to guess if the first team is wrong. You can reverse the languages, too: Show English flashcards and have students guess the Behdini meaning to get a point for their team.
9. Review all the vocabulary words quickly, then switch to English and continue the rest of the lesson in English. Teach the same story in English next.
10. Write (and say as you write) the story on the board.

11. Read the story through. Students listen.
12. Read each sentence. Students listen and repeat. Do this step again, if necessary.
13. Read the story together with the students. Read it again, if necessary.
14. Students copy the story in their book on the left side of the page. Circulate and monitor.
15. Read the story together with the students again (optional).
16. Play one or two word games. Choose from the games above (optional).
17. Read the story in English (from the board) with the students again, if necessary.
18. Finish this section – or finish the entire lesson – this way: Put students into two circles, facing each other. Students read the English story to their circle partner. Call out “Change!” and the inner circle moves to the left. Students read the story several times this way.

Suggestion: *The steps are summarized in the “cards” below. Photocopy these “cards” and keep them handy as you teach “The Story” in each lesson..*

Key: T = Teacher; Ss = Students



<b>1. pre-class preparation:</b> a) re-write the story to make it more personal b) make flashcards c) write Behdini story on the board	<b>2. introduce the topic</b>	<b>3. T reads the story</b>	<b>4. Ss listen and repeat</b>	<b>5. play word games</b> <small>(see the gray boxes)</small>	<b>6. Ss read to each other</b>
	<b>7. Ss write English glosses</b>	<b>8. optional translation game</b>	<b>9. Ss listen and repeat vocabulary</b>	<b>10. Ss write and say the English story</b>	<b>11. T and Ss read the story</b>
	<b>12. T reads sentences; Ss listen and repeat</b>	<b>13. T and Ss read the story</b>	<b>14. Ss copy the story</b>	<i>Take a break; begin Section A</i>	
Teaching “The Story” © 2012 Interlink Resources International	<b>15. optional Ts and Ss read the story</b>	<b>16. optional play word games</b>	<b>17. optional Ts and Ss read the story</b>	<b>18. Ss read the English story to different Ss</b>	
	<b>Word Games</b>		<b>T reads flashcards Ss listen and repeat</b>	<b>volunteers match cards to board words</b>	<b>Ss read competitively</b>
<b>T erases words; Ss spell words verbally</b>		<b>spelling quiz</b>		<b>Ss translate competitively</b>	

TRP<sup>1</sup> Focus<sup>2</sup> 1, 41  
2 lessons @ 2 hours each

# Names

## Materials Needed

- Behdini and English alphabet flashcards for The Story (written on 3 x 5" or bigger cards)
- Behdini-word flashcards and English-word flashcards made with words from The Story
- sample student registration documents from your program registration for The Story
- pictures of Valerie, Madison, Christine and Klaus, Abdullah, and Nizar for Sections A, E, and F (e.g., P1-P10 from the TRP<sup>1</sup>)
- H60 and H67 from the digital TRP<sup>2</sup> and bingo tokens for the spelling and pronunciation activities (Section D)
- name cards with famous people's names (see Appendix H) and pictures of those people for Sections E and F (optional)
- poster-sized crossword puzzle for demonstrating the Review on page 6 (optional)
- non-permanent felt tip pen or white board marker for working the crossword puzzle on page 6

## The Story - School Registration

35-45 minutes

Note #1: This lesson may take 4-5 hours to complete, especially because of new-class admin details.

Note #2: The instructions for The Story are usually very similar for each lesson. As you teach, you can tailor your lessons for your students.

### Refer also to page T-2a and T-2b: Teaching "The Story."

- In Behdini, briefly introduce yourself and tell students that they are going to learn to read a story in Behdini first, and after that they will read the same story in English. Finally, they will have a lesson in English conversation that will be *only* in English. Explain that teaching students to read Behdini in the Latin script is a bridge for them to learn to read, write, and speak English.
- Show students the alphabets on pages iv-v; drill students with alphabet flashcards.
- Do The Story in both Behdini and English. Show registration documents to illustrate The Story.
- **Always teach the story in Behdini before you do it in English.** (The instructions are all in English, so you'll have to substitute the correct Behdini words and text when teaching in Behdini.) If students aren't used to reading in Behdini, it will take them a lesson or two to get fluent in this.
- Write the Behdini story on the right side of the board before class. Before class, modify the Behdini story to fit your needs or make it more personal to you, if desired. **Use the "blank template for The Story" in the digital TRP <sup>2</sup> to re-write the story in both English and Behdini and to list the vocabulary words.** List the Behdini vocabulary words in the order that they occur in the story. List the English words alphabetically.
- After you've gone over the philosophy of the lessons and have drilled the alphabet, introduce the topic of the story, *School Registration*. Tell the class in Behdini that you are going to talk about the registration day for your English program. Show them sample paperwork from your recent program registration. In Behdini, elicit Behdini words, phrases, and sentences from students about their experience during their registration.
- Read the Behdini story on the board to the students. Then read it to the students sentence by sentence and have students repeat after you.
- Have students turn to page 2 in their books and read the story from their book as they listen to you and repeat after you.
- Play one or two word games. Choose from the games below or make up your own.  
Note: **These instructions give a lot of word game ideas.** Only use one or two word game ideas each time you teach The Story. **For example, you may want to leave out the spelling**

### <sup>2</sup>B0 digital TRP

Use the "focus pages" of the "B0 digital TRP" instead of the "focus pages" in *Book A* of the *Teacher's Resource Pack, 2<sup>nd</sup> edition*.

- The "digital TRP" is exclusively for the *Literacy Book (B0)*.
- It includes complete "focus pages" for B0.
- It includes handouts, pictures, and other resources which are not referenced in the *Teacher's Resource Pack, 2<sup>nd</sup> edition*.

For easy reference, print the

"B0 digital TRP...pdf" document  
as a separate book or as part of your *Book A* of the *Teacher's Resource Pack, 2<sup>nd</sup> edition*

<sup>1</sup> The TRP is the *Teacher's Resource Pack, 2<sup>nd</sup> edition*.

<sup>2</sup> "Focus" refers to the "focus pages" folder in the "B0 digital TRP." See also the note on the B0 digital TRP above ↑.

**quiz occasionally, or you may want to do something different with the vocabulary cards. Try to vary your lessons so that they are not too predictable.**

Show the class Behdini words written on flash cards and have the class read the cards. Have students underline the card words in their books. Some card words in Behdini could be:

write	program	they	students	new	middle	last	teacher
-------	---------	------	----------	-----	--------	------	---------

Choose two volunteers to come up to the board and point out one or two words each as you say the words. Say in Behdini e.g., “Show me *name*.”

Put students into 2-3 teams. Tell them to stand up if they can read the word on the flashcard that you show. The other team gets a chance to guess if the first team is wrong.

Erase some of the words in the story. Read the text and let students tell you the word that is missing. Have them spell the word.

Cover the story on the board and have the students take a spelling quiz, based on the words in the story. Call out 5-7 words and have students write the words on separate paper. Write the each correct word on the board before you go on to the next word so that students can check their work as they progress.

- Have students read the story in their book in Behdini to a partner.
- Now begin the transition to English. Make the board look like the students' page 2 with lines on the left and Kurdish words on the right to the left of the Behdini story. Read a Behdini word in the right middle column. In Behdini, ask students if they know what the English translation of that word is. Write the English on the line to the left of the Behdini word. (It's important to write on the lines so that students can understand which letters go above and below the lines.) Have students write the English words in their books in the shaded box in the middle of page 2. NOTE: All the vocabulary words are listed in the Appendix J Word List. See also page T-6 for the answer key.
- Continue reading more Behdini words and eliciting the English words from the students and writing them on the board. If the students don't know the word in English, tell them what it is.
- Play another team game, if desired. Put students into 2-3 teams. Tell them to stand up if they can tell the English meaning of the Behdini word on the flashcard that you show. The other team gets a chance to guess if the first team is wrong. You can reverse the languages, too: show English flashcards and have students guess the Behdini meaning to get a point for their team.
- Review all the vocabulary words quickly, then switch to English and continue the rest of the lesson in English. Teach the same story in English next.
- Write the title on the board (e.g., School Registration).
- Write (and say as you write) the story on the board (e.g., In the city of ...).
- Read the story through. Students listen.
- Read each sentence. Students listen and repeat. Do this step again, if necessary.
- Read the story together with the students. Read it again, if necessary.
- Students copy the story in their book on the left side of the page. Circulate and monitor.
- Read the story together with the students again.
- Play one or two word games. Choose from the games above (gray boxes, left margin).
- Read the story in English (from the board) with the students again, if necessary.
- Finish this section – or finish the entire lesson – this way: Put students into two circles, facing each other. Students read the story they wrote in their book to their circle partner. Call out “Change!” and inner circle moves to the left. Students read the story several times this way.

## A. Expressing Opinions

5-10 minutes

- Tell the class that you are going to study “names” today. Use P1-P10 from the TRP to introduce the *New Bridges* characters like this: “This is Nizar.” or “Her name is Valerie.”
- Write “What is your name? My name is \_\_\_\_.” on the board. Answer the question with your own name and write your name in the blank. Introduce yourself (again, in English) to the students. Walk around and shake hands as you say “Hi, \_\_\_\_\_. Nice to meet you.”
- Tell students to open their books. Ask students to read the dialogue in their books. Have them talk to 3-5 other students.

# Names Nav

## A. Expressing Opinions

What is your name?  
Navê te çi ye?



◆ Talk to some of your classmates.

A: What is your name?

A: Navê te çi ye?

B: My name is \_\_\_\_.

B: Navê min \_\_\_\_ e.

## B. Expanding Vocabulary

### Part 1. Personal information

◆ Say the words and talk about the meanings. The ≠ indicates opposites.

Names	Nav	Verbs	Firman	Nouns	New
first name	navê xo	say	gutin	alphabet	elif bê
middle name	navê babê	spell	pît kirin	letter	pît
last name	navê bapîrî	read	xwandin	word	peyv
Behdini / Kurdish	Behdînî / Kurdî	study	xwandin	<u>Adjectives</u>	<u>Ewil Nav</u>
English	Inglîzî	write	nivîsîn	capital ≠ small	mezin ≠ biçîk
		listen	guhê xo dan		

**Part 2.** ◆ Circle the word you hear.

Example: say (write)

- listen read
- capital small
- English Kurdish
- middle last
- spell listen
- alphabet word

**Part 3.** ◆ Circle the sentences that you hear.

- Read the alphabet. Say the letters.
- Spell the word. Read the word.
- Write your first name. Say your last name.
- Study the nouns. Write the verbs.
- Write in capital letters. Write in small letters.
- Spell in English. Spell in Kurdish.
- Listen to me. Listen to him.

## C. Exploring Culture - The English Alphabet

◆ Read the text.

The English alphabet has 26 letters. The capital letters are like this: A B C. The small letters are like this: a b c.

◆ Circle your answer.

- How many letters does English have? 24 26 28  
Pîtêt zimanê Inglîzî çend in?
- What are capital letters like? A B C a b c Aa  
Pîtêt mezin çewa ne?

Say the alphabet.

Elif bê bêje.



## D. Explaining Language

**Part 1. The English alphabet** ♦ Say each letter of the alphabet.

The Alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**Part 2.** ♦ Write the capital letters that are missing.

The Alphabet

A B \_ D E \_ G \_ I J \_ L \_  
N \_ P Q \_ S T U \_ W X \_ Z

My name is  
Madison.  
What is your  
name?  
Navê min Medisin e.  
Navê te çi ye?

**Part 3.** ♦ Write the small letters that are missing.

The Alphabet

a \_ c \_ e f \_ h \_ \_ k \_ m  
\_ o p \_ r s t \_ v \_ x y \_



**Part 4. Spelling and pronunciation** ♦ Practice saying and spelling words with these sounds. See Appendix L for more words.

<b>ā</b>	(a) April name	(ai) rain email	(aigh) straight	(ay) day May	(ea) great break	(ei) beige	(eigh) eight neighbor	(ey) they hey
<b>p</b>	(p) put paper up	(pp) apple happy appoint	(pl) place explain people	(pr) pretty apricot	(pth) depth	(silent p) pneumonia raspberry receipt		
<b>b</b>	(b) bean number kabob	(bb) cabbage bubble	(bl) black Bible bubble	(br) bread library	/p/ (gh) hiccough	(silent b) lamb debt plumber		



My name is Kani.  
Navê min Kanî ye.

**B. Expanding Vocabulary**

10 minutes

**Part 1. Personal information**

- Show the picture of Madison (page P-3 in the *Teacher's Resource Pack, Book B*) to the students. Write her full name on the board. Point to the dialogue bubble in Part 2 where Madison talks. Read what she says. Then say and (point to the name on the board), "This is Madison Williams. Her first name is Madison. Her last name is Williams."
- Have students refer Part 1 in the book. Say each word in the shaded box and have students repeat after you. Demonstrate visually that *capital* and *small* are opposites.

**Part 2.**

- Tell the students (while using your arm to show what *circle* means), "Listen and circle the word you hear." Write the example on the board. Say: "Write." Show students how to circle that word.
- Again, say, "Listen and circle the word that you hear." Read each word twice. Allow students time to circle their answer.
- Check answers. Write the answers on the board.

**Listening Script and Answer Key**

- |            |             |
|------------|-------------|
| 1. listen  | 4. last     |
| 2. capital | 5. spell    |
| 3. Kurdish | 6. alphabet |

**Part 3.**

- Continue as in Part 2.

- |                           |                            |                  |
|---------------------------|----------------------------|------------------|
| 1. Say the letters.       | 4. Study the nouns.        | 7. Listen to me. |
| 2. Spell the word.        | 5. Write in small letters. |                  |
| 3. Write your first name. | 6. Spell in English.       |                  |

**C. Exploring Culture**

5-10 minutes

- Show the picture of Valerie (page P-2 in the *Teacher's Resource Pack, Book B*) to the students. Write her name on the board.
- Say, "We're going to talk about The English Alphabet." Optional: Show students the alphabet chart on page 4.
- Read the text to the students while they follow along silently. Then read the questions aloud for the students in English (and in Behdini, if necessary). If one of the students volunteers to read the questions, allow them to do so. Have students answer the questions in their books. When they have finished, re-read the text aloud to the students. Do not have the students read the text out loud.
- Check answers.

**Answer Key**

- |       |        |
|-------|--------|
| 1. 26 | 2. ABC |
|-------|--------|

**D. Explaining Language**

20 minutes

**Part 1. The English alphabet**

- Again, show students the chart with the alphabet.
- Say the entire alphabet while students listen.
- Then say each letter and have students repeat.
- Notice the sounds that students have problems with.
- Have students play the Tic Tac Toe game on p. 167a-b.

**Game Idea**

Divide class into two teams. Write six words on the board, plus a couple of names. Ss from each team alphabetize the words in competition.

**Part 2.**

- Have students write in the capital letters that are missing. They can copy the letters from the chart in Part 1.

**Part 3.**

- Have students write in the small (lower case) letters that are missing. They can copy the letters from the chart in Part 1.
- Have students play the H89 Thieves alphabet game.

**Part 4. Spelling and pronunciation**

- See page T-4a through T-4d for complete suggestions on how to understand and teach the "Spelling and pronunciation" exercises throughout this book.
- Suggestions for games and activities:
  - Vowel sound – H67 from the digital TRP (Phoneme Focus - page T-4b)
  - H60 from the digital TRP (Bingo - page T-4d).
  - Consonant sounds – Alphabetization (page T-4b).

### Spelling and Pronunciation Exercises

There is a “Spelling and pronunciation” exercise in each lesson of this book, usually in Section D. The focus of these exercises is on phonemes (sounds) as well as spelling. Each lesson usually highlights one vowel sound (e.g., ā) and two consonant sounds (e.g., p and b). All the possible variations of how to spell the phoneme(s) in focus are given. Whenever possible, common words and words which are used in exercises in this book are listed.

The **vowel focus** presents words that contain one phoneme, e.g., ā or “long a.” The letter(s) that make up that phoneme are the column headings and are also underlined in the words.

The **consonant focus** lists columns of voiceless consonants in a lightly-shaded box, columns of voiced consonants in a darker-shaded box, and columns of words with silent letters in an unshaded box.

As an example, look at the spelling and pronunciation exercise for this lesson (on page 4).

The “long a” sound is the vowel focus. The column headings are the actual spellings of that sound.

Words which contain the voiceless /p/ sound are lightly shaded.

Words which contain the voiced /b/ sound have a darker shading.

The column headings (e.g., p, pp, gh) are the actual spelling of the /p/ sound.

Words which contain the consonant focus in blends are also listed (e.g., bl, br).

Words which contain the letter in focus as a silent letter are listed in unshaded columns.

**Part 4. Spelling and pronunciation** • Practice saying and spelling words with these sounds. See Appendix K for more words.

<u>ā</u>	(a) <u>A</u> pril name	(ai) rain email	(aigh) straight	(ay) day <u>M</u> ay	(ea) great break	(ei) beige neighbor	(eigh) <u>ei</u> ght weigh	(ey) they hey
<b>p</b>	(p) put paper up	(pp) apple happy appoint	(pl) place explain people	(pr) pretty apricot	(pth) depth	(silent p) pneumonia raspberry receipt		
<b>b</b>	(b) bean number kabob	(bb) cabbage bubble	(bl) black Bible bubble	(br) bread library	/p/ (gh) hiccough	(silent b) lamb debt plumber		

My name is Kani.  
Navē min Kani ye.

If you want to show the students more words with the focus sounds, have them turn to Appendix L in the back of their books. Refer students to the page 173 Table of Contents to show them how the lists of sounds and words are organized.

p. 173 Table of Contents

p. 174 lists of /ā/ words

p. 182 lists of /b/ words

p. 184 lists of /p/ words

p. 187 lists of words with silent letters

Appendix L in the digital TRP has an additional listing of words which you can use as a reference for creating games and activities.

## Teaching the Spelling and Pronunciation Exercises

### Spelling and pronunciation

- Unless you use the students' first language to explain the exercises to the students, don't try to explain the theory (p. T-4a) behind the exercises. Students will learn the spelling rules inductively as you go over them without explanation.
- Each lesson is taught over a 2-5 hour period of class time. **Focus on only one part of the "Spelling and pronunciation" exercise each time you have class so that the students don't get overwhelmed with the difficult English spellings.** For example, on the first day you teach the lesson, focus on the vowel sound. On the second day you teach the lesson, focus on the consonant sounds.
- 1. Read down the columns. Say each word once or twice and have students repeat after you. Students will internalize the spellings with the pronunciation.
- 2. Say the exercise words in meaningful phrases or sentences. Students listen and repeat the focus word but not necessarily the example sentence. **Suggestion:** Prepare these phrases and sentences before class and write them on the student page of your *Teacher's Edition*. Repeat the words from the list (**bolded** below) as much as possible. Use new words with the focus sound, too (**bold italics** below). For example:

**name** – My **name** is Shireen.

**rain** – It **rains** a lot in **April** and **May**.

**straight** – This is a **straight** line.

**day** – **Today** is **Monday**.

**break** – Take a 10-minute **break**.

**neighbor** – **Amy** is my **neighbor**.

**eight** – My cat **weighs eight** pounds.

**they** – **They** are **great neighbors**.

**hey** – "**Hey**" is a **way** to say "hello."

**Part 4. Spelling and pronunciation** ♦ Practice saying and spelling words with these sounds. See Appendix K for more words.

ā	(a) <i>April</i>	(ai) <i>rain</i>	(aigh) <i>straight</i>	(ay) <i>day</i>	(ea) <i>great</i>	(ei) <i>beige</i>	(eigh) <i>eight</i>	(ey) <i>they</i>
	<i>name</i>	<i>email</i>		<i>May</i>	<i>break</i>	<i>neighbor</i>	<i>weigh</i>	<i>hey</i>

- 3. Wrap up the exercise by playing one or two "spelling and pronunciation" games and activities.

## Spelling and Pronunciation Games and Activities

(in alphabetical order)

### Alphabetization.

- Write "alphabetize" on the board. Refer students to the alphabet chart at the top of page 4. Point to your class list on the door of the classroom as another example. Tell students, "Your names are alphabetized. Let's alphabetize some letters and words."
- Put students in small groups. Give them a set of letter flashcards to alphabetize as a team competition.
- Write 3-4 words from the exercise on the board, e.g., name, weigh, beige. Tell students, "Look at the first letter of each word." Underline the "n", "g", and "w." Then write them in a column in alphabetical order (see the gray box).
- Then write more groups of three words on the board and let the students tell you which word goes first, next, and last. After students understand the game, put them in teams and make the exercise into a team competition.

### Bingo.

- Play Bingo with your students (provide cards and markers such as beans or pennies).
- Make the bingo cards using the words from the book's spelling and pronunciation exercise. Refer to Appendix L if you need suggestions. Use [www.bingocardcreator.com](http://www.bingocardcreator.com) to create the cards.

### Dictation.

- This game helps students practice their pronunciation of the names of the letters of the alphabet and helps them to remember to include punctuation.
- Write on the board: space, period, comma, question mark. Have students listen and repeat as you say each word and show them what each word represents.
- Put students in pairs. Give student A in each group a short paragraph, such as an experience story or paragraph from the front or back matter of their student book (e.g., p. 185). Student B must have pen and paper to take dictation.
- Student A dictates the paragraph *one letter at a time* and says “space” between words and “period” at the end of sentences.
- Give students 2-3 minutes (longer if students are more advanced to make it more difficult). Then call time and have them check their work. Then have students change roles.

### Go Fish.

- On small cards write the letters which spell the sound (e.g., the column headings of the exercise) and an example word from the book exercise. For example,

“a” as in “name”      “ai” as in “rain”      “ay” as in “day”

- Put students in small groups. Give 1-2 sets of cards to each group of students.
- Write on the board: “Do you have an “a” as in “name”?” Show students several example cards and teach them to ask the question.
- Students shuffle their cards and play “Go Fish.” Each student starts with 3 cards and then asks a fellow player, e.g., “Do you have an “a” as in “name”?”

### Minimal Pairs - Pronunciation Guessing.

- Play this the same as the “Minimal Pairs - Spelling Guessing Game” below, except: Write the words on cards and have the students read them (instead of spelling them).

### Minimal Pairs - Spelling Guessing.

- Use this to practice the consonant and vowel sounds that are the focus of the lesson’s spelling exercise. Students will guess the spelling of words based on the spelling and pronunciation rules they internalized from the lesson.
- Before class, write a list of 5-10 minimal pairs which are *new* words. Whenever possible, include the vowel *and* consonant sounds that are highlighted in the lesson. Here are some example words for Unit 1, Lesson 1, page 4 which focuses on ā, b, and p:

brain	pain
bay	pay
blade	paid
braid	played
bray	pray
bail or bale	pail or pale
bait	plate

If this is too difficult for the students, have them refer to the example words in their book.

Then say for example, “brain ... Brain is spelled like rain.”

- Read a word 3 times and have students write it down. After reading a pair of words, write the correct words on the board and read them aloud again. (More advanced students could read the lists of words to each other.)

**Phoneme Focus.**

- Write the phoneme spellings (i.e., the column headings) on individual cards. Hold up the cards one at a time and say the phoneme (sound) and an example word or two. For example:

Hold up a card that says ay. Say, “ay” as in “day” and “May.”

- Then write 3-4 words from the list on the board (e.g., name, email, straight). Ask for a volunteer to circle the letter(s) which make the sound in focus, (e.g., name, email, straight).

**Pronunciation and Spelling Activities (Organized by Sound).**

- Choose a vowel or consonant focus, e.g., the ā sound on page 4.
- Give students a chart with the sound in focus written in column headings and one example word below, like this. For example:

(a)	(ai)	(aigh)	(ay)	(ea)	(ei)	(eigh)	(ey)
April	rain	straight	day	great	beige	eight	they

- Give students a printed list of words which have the same focus (e.g., the ā sound). (Refer to Appendix L for suggestions, e.g., page 168.) For example:

basic	brave	frustrate	gravy	gray	grey
nail	neighbor	okay	potato	break	station
Thursday	tomato	vein	waist	hey	wait
weight	wavy	yesterday	rainy	email	

- Have students work alone or in pairs to write the words into the chart under the correct headings. Have them say the words as they write. Check students’ work and write answers on the board:

(a)	(ai)	(aigh)	(ay)	(ea)	(ei)	(eigh)	(ey)
April	rain	straight	day	great	beige	eight	they
basic	nail		okay	break	vein	weight	hey
gravy	waist		gray			neighbor	grey
brave	rainy		yesterday				

**Thieves.**

- Write words from the exercise in the book on cards (one word per card).
- Put students in small groups; give each group a set of cards. Read one of the card words aloud. The first student in each group to recognize the word steals the card. Students try to get as many cards as possible.
- **Variation:** Write new words on cards which use the vowel and consonant focus of the exercise. See the “Minimal Pairs – Spelling Guessing Game” for suggestions of words.

**Tic Tac Toe.**

- This is for pairs, small groups, or the class as a whole. It quizzes students’ ability to read and speak with correct pronunciation.
- Before class, prepare several tic tac toe games (9 words each) using the list of words in the lesson or from Appendix L which share the same vowel or consonant focus.
- In class, either write tic tac toe games on the board one at a time or use the games in Appendix K. Students call out a word and must pronounce it correctly in order to place their X or O in the square. If they pronounce the word incorrectly, they either lose their X or O or you could give them an X or O in a square they weren’t expecting.

explain	place	break
receipt	hiccough	apricot
paper	appoint	library

### E. Exchanging Information - Spelling

10 minutes

- Write the Part 1 English dialogues on the board. Show character pictures of Valerie and Nizar (pages P-2 and P-10 in the *Teacher's Resource Pack, Book B*) and introduce them simply. Write Valerie's name on the board.
- Draw the Part 1 chart on the board. Model the dialogue for the students. Then have students listen and repeat. Demonstrate an example, referring to one of your students (who isn't shy!). Ask the class, "What is her/his name?" Ask, "How do you spell that?" Then write his/her name in the chart on the board. Ask about Nizar. Show Christine's picture (page P-4 in the *Teacher's Resource Pack, Book B*). Ask about Christine.
- Show more pictures of other (famous) people (e.g., pages P-48 through P-70 in the *Teacher's Resource Pack, Book B*), or talk about the teachers at the school. Ask about the spelling of their names.
- Write the Part 2 English dialogue on the board. Draw the chart on the board. Model the dialogue for the students. Then have students listen and repeat. Demonstrate an example. Ask one of the students, "What is your name?" Ask, "How do you spell that?" Then write his/her name in the chart on the board. Do a second example with another student. Put students in pairs to practice the dialogue.
- Now, tell the students that they are to get this information from three classmates. Have students start with someone sitting nearby, and then get up to find another person to talk to. When they are done, have them sit down.

### F. Enjoying English

5 minutes

- Ask students, "Do you like to meet new people?" Show them cards with names of famous people written on them. (See Appendix H for some ideas.) Ask students, "Do you know \_\_\_?" Write the English dialogue on the board. Model the dialogue for the students, using the name of a famous person for your partner.
- **TRP Focus 1.4a** Pass out the names of famous people to the students. Put students in pairs or small groups and have them practice the dialogue together. Tell them to put in their own information or the name on the cards where there are blanks. Have fun with this!
- Have students exchange cards with other students. Then have them stand in two long lines or in two large circles around the room. Have them talk to several more students.

### Wrap-up

Options:

- Tell students to bring in a family photo for the next lesson.
- If time permits, or if you have another class hour to review, help students work through the crossword puzzle on page 6. First, have them write the answers in the blank lines in the clues area; you write the answers on the board. Then have them write the correct answers in the puzzle itself. Use a felt-tip pen or highlighters and the large crossword puzzle on page T-6 or a poster of the puzzle to model how to work the puzzle for your students. They may be unfamiliar with crossword puzzles, so give them a lot of help with this first one. **Show them the answer key in the back of their book.**
- Play the game called "Four on a Couch" if you have a small class. (See Appendix H.)
- Ask students to read "The Story" to a family member or friend.
- If time permits, give students a spelling quiz using words from the list in Section B. See the instructions for giving spelling quizzes on page T-9.
- Say good-bye to students as they leave the classroom: "Good-bye. See you (Mon)day."

### E. Exchanging Information - Spelling

#### Part 1.

♦ Write the name of the person.

A: What is **her** name? Navê wê çi ye?  
 B: **Her** name is \_\_\_\_\_. Navê wê \_\_\_\_\_ ye.  
 A: How do you spell that? Tu wê çewa pît dikî?  
 B: \_\_\_\_\_.

A: What is **his** name? Navê wî çi ye?  
 B: **His** name is \_\_\_\_\_. Navê wî \_\_\_\_\_ e.  
 A: How do you spell that? Tu wê çewa pît dikî?  
 B: \_\_\_\_\_.

What is her name?  
 Navê wê çi ye?

What is his name?  
 Navê wî çi ye?



Valerie

Nizar

picture 1	V a l e r i e
picture 2	
picture 3	
picture 4	
picture 5	

#### Part 2.

♦ Ask your classmates to spell their names for you.

A: What is **your** name? A: Navê te çi ye?  
 B: **My** name is \_\_\_\_\_. B: Navê min \_\_\_\_\_ e.  
 A: How do you spell that? A: Tu wê çewa pît dikî?  
 B: \_\_\_\_\_.



Classmate 1	
Classmate 2	
Classmate 3	
Classmate 4	

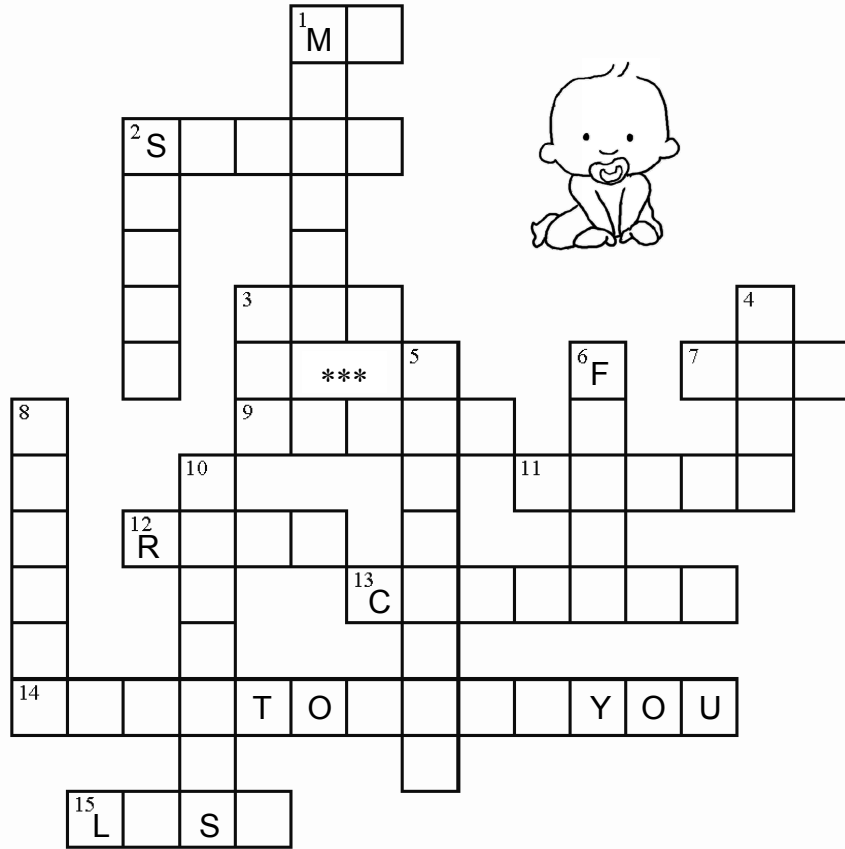
### F. Enjoying English - Meeting New People

♦ Practice meeting people. Use this dialogue.

A: Hi, my name is \_\_\_\_\_. What is your name? A: Çewan î. Navê min \_\_\_\_\_ e. Navê te çi ye?  
 B: My name is \_\_\_\_\_. B: Navê min \_\_\_\_\_ e.  
 A: Nice to meet you. A: Ehlen we sehlen.  
 B: Nice to meet you, too. B: Ehlen we sehlen.

## Review: Names

Answer Key – page 125



### Across →

- 1 M \_ \_ name is X. = Navê min X e.
- 2 s \_ \_ \_ = *xwandin, bixwîne*
- 3 What is \_ \_ \_ name? Navê wê çî ye?
- 7 \_ \_ \_ the alphabet. = *Elif bê bêje*.
- 9 How do you \_ \_ \_ \_ \_ that? = *Tu wê çewa pît dikî?*
- 11 \_ \_ \_ \_ = *nivîsîn, binvîse*
- 12 r \_ \_ \_ = *xwandin, bixwîne*
- 13 c \_ \_ \_ \_ letters = *pîtêt mezin*
- 14 \_ \_ \_ to \_ \_ \_ you. = *Ehlen we sehlen.*
- 15 ! \_ s \_ name = *navê bapîrî*

### Down ↓

- 1 m \_ \_ \_ \_ name = *navê babê*
- 2 s \_ \_ \_ = *biçîk*
- 3 What is \_ \_ \_ name? = *Navê wî çî ye?*
- 4 What is your \_ \_ \_ \_ ? = *Navê te çî ye?*
- 5 \_ \_ \_ \_ \_ = *elif bê*
- 6 f \_ \_ \_ name = *navê xo*
- 8 \_ \_ \_ \_ = *guhê xo dan, guhê xo bide*
- 10 How many \_ \_ \_ \_ \_ s does English have? = *Pîtêt zimanê Inglîzî çend in?*



**Review: Crossword Puzzle - Names**

10-30 minutes

Vocabulary Words for The Story	
registration	navtumarkirin
school	qotabxane
city	bajêr
program	program
English	Inglîzî
register	nav nivîsîn, navê binvîse
new	nî
student	talib
our	me
email	îmêl
number	jimare
cell phone	mobeyl
to / with	li gel
teacher	mamosta
talk	axiftin, biaxive

**Worksheet Answer Key: Names**

- Do 1-2 items from each part of the worksheet with Ss so they understand the instructions.
- Show Ss the answer key on page 135.

**Part 1.**

1. town / city
2. email
3. English
4. number
5. with
6. teacher
7. cell phone
8. their names
9. registration
10. program
11. school
12. student

**Part 2.**

- |       |       |
|-------|-------|
| 1. c  | 11. x |
| 2. a  | 12. v |
| 3. f  | 13. t |
| 4. g  | 14. u |
| 5. j  | 15. y |
| 6. e  | 16. k |
| 7. i  | 17. o |
| 8. d  | 18. m |
| 9. b  | 19. n |
| 10. h | 20. p |
|       | 21. q |
|       | 22. l |
|       | 23. w |
|       | 24. s |
|       | 25. r |

**Worksheet: Names****Answer Key – page 135****Part 1.** ♦ Write the correct English word or phrase on each line.

- |                  |                    |
|------------------|--------------------|
| 1. bajêr         | <u>town / city</u> |
| 2. îmêl          | _____              |
| 3. Inglîzî       | _____              |
| 4. jimare        | _____              |
| 5. li gel        | _____              |
| 6. mamosta       | _____              |
| 7. mobeyl        | _____              |
| 8. navêt wan     | _____              |
| 9. navtumarkirin | _____              |
| 10. program      | _____              |
| 11. qotabxane    | _____              |
| 12. talib        | _____              |

cell phone  
email  
English  
number  
program  
registration  
school  
student  
teacher  
their names  
town / city  
with

**Part 2.** ♦ Write the letter of the English word or phrase with the correct Kurdish one.

1. c alphabet
2. \_\_\_ how
3. \_\_\_ name
4. \_\_\_ noun
5. \_\_\_ read/study
6. \_\_\_ say
7. \_\_\_ spell
8. \_\_\_ verb
9. \_\_\_ what
10. \_\_\_ write

a. çewa  
b. çî  
c. elif bê  
d. firman  
e. gutin  
f. nav  
g. new  
h. nivîsîn  
i. pît kirin  
j. xwandin

11. x capital letters
12. \_\_\_ first name
13. \_\_\_ her name
14. \_\_\_ his name
15. \_\_\_ How do you spell that?
16. \_\_\_ how many
17. \_\_\_ last name
18. \_\_\_ listen
19. \_\_\_ middle name
20. \_\_\_ my name
21. \_\_\_ My name is Shireen.
22. \_\_\_ Nice to meet you.
23. \_\_\_ small letters
24. \_\_\_ What is your name?
25. \_\_\_ your name

k. çend  
l. Ehlen we sehlen.  
m. guhê xo dan  
n. navê babê  
o. navê bapîrî  
p. navê min  
q. Navê min Şîrîn e.  
r. navê te  
s. Navê te çî ye?  
t. navê wê  
u. navê wî  
v. navê xo  
w. pîtêt biçîk  
x. pîtêt mezin  
y. Tu wê çewa pît dikî?



Aa  
Bb  
Cc  
Dd  
Ee  
Ff  
Gg  
Hh  
Ii  
Jj  
Kk  
Ll  
Mm  
Nn  
Oo  
Pp  
Qq  
Rr  
Ss  
Tt  
Uu  
Vv  
Ww  
Xx  
Yy  
Zz

**Part 3.** ♦ Alphabetize the words in each group.

- |            |               |          |       |
|------------|---------------|----------|-------|
| 1. middle  | <u>first</u>  | 2. write | _____ |
| last       | <u>last</u>   | read     | _____ |
| first      | <u>middle</u> | letter   | _____ |
| name       | <u>name</u>   | capital  | _____ |
|            |               |          |       |
| 3. English | _____         | 4. study | _____ |
| Kurdish    | _____         | small    | _____ |
| Behdini    | _____         | say      | _____ |
| alphabet   | _____         | spell    | _____ |

**Part 4.** ♦ Write the letter that is missing in each word. Refer to Section B, Part 1 on Page 2.

- |                     |           |              |
|---------------------|-----------|--------------|
| 1. capit <u>a</u> l | 6. __rite | 11. Engli__h |
| 2. s__all           | 7. st__dy | 12. Ku__dish |
| 3. lette__          | 8. re__d  | 13. la__t    |
| 4. alph__bet        | 9. sp__ll | 14. mid__le  |
| 5. li__ten          | 10. sa__  | 15. f__rst   |

**Part 5.** ♦ Put the sentences in order.

1. your What name? is What is your name?
2. name Madison. is My \_\_\_\_\_
3. your Spell name. \_\_\_\_\_
4. Say alphabet. the \_\_\_\_\_
5. spell How that? do you \_\_\_\_\_
6. meet Nice you. to \_\_\_\_\_
7. What his is name? \_\_\_\_\_
8. Nice too. you, meet to \_\_\_\_\_
9. teacher. to Talk your \_\_\_\_\_
10. last What his name? is \_\_\_\_\_
11. your Write and name number. phone \_\_\_\_\_

**Part 3.**

- |             |            |
|-------------|------------|
| 1. first    | 2. capital |
| last        | letter     |
| middle      | read       |
| name        | write      |
| 3. alphabet | 4. say     |
| Behdini     | small      |
| English     | spell      |
| Kurdish     | study      |

**Part 4.**

- |             |          |             |
|-------------|----------|-------------|
| 1. capital  | 6. write | 11. English |
| 2. small    | 7. study | 12. Kurdish |
| 3. letter   | 8. read  | 13. last    |
| 4. alphabet | 9. spell | 14. middle  |
| 5. listen   | 10. say  | 15. first   |

**Part 5.**

- |                           |                                       |
|---------------------------|---------------------------------------|
| 1. What is your name?     | 7. What is his name?                  |
| 2. My name is Madison.    | 8. Nice to meet you, too.             |
| 3. Spell your name.       | 9. Talk to your teacher.              |
| 4. Say the alphabet.      | 10. What is his last name?            |
| 5. How do you spell that? | 11. Write your name and phone number. |
| 6. Nice to meet you.      |                                       |