



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS
Arlije_Primary_B1_AT_eng
Romani variety: **Arlije Romani**
learner level: **Primary**
proficiency level: **B1**
language versions: **Romani, English**
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The materials have been produced for use within the context of migrant Arlije Romani speakers in Austria, primarily in Vienna. There is a German and an Englisch version of the materials. The materials consist of eleven units, which are stored in a single PDF file. Within the PDF file, there is a table of contents which gives an overview of the units. Each unit consists of an overview and worksheets. The worksheets are designed for black-and-white printing.

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 BUNDESKANZLERAMT  ÖSTERREICH

Arlije_Primary_B1_AT_eng

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Arlije_Primary_B1_AT_eng_unit-01
Topic (CFR): MYSELF AND MY FAMILY
Sub-topic 01: Myself and my school Sub-topic 02: Myself and my family

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand what is said in typical and familiar contexts by teachers, other adults and peers without the need for frequent repetition or supporting gestures. ✓ Can understand what is said in familiar and typical contexts by adults and peers in the family and community without the need for frequent repetition or supporting gestures. ✓ Can understand the details of a blessing given to a child by an older person.
	<ul style="list-style-type: none"> ✓ Can read and understand articles and other texts concerned with modern lifestyle and the challenges it poses to individuals. ✓ Can read and understand texts about families and the challenges facing ethnic groups.
	<ul style="list-style-type: none"> ✓ Can tell the teacher about what he/she did at home/on holiday /at the weekend etc. ✓ Can ask for clarification if necessary. ✓ Can ask and respond to questions on a wide range of familiar topics (family, home, parents’ activities, interests, etc.). ✓ Can tell parents or other family members about what he/she did in school. ✓ Can talk about what he/she has learnt from parents or other older family members.
	<ul style="list-style-type: none"> ✓ Can present clear descriptions of daily life personal or family events, or an event or school experience with appropriate levels of detail. ✓ Can connect phrases and sentences in a simple way to relate an important event such as a community or family celebration or festival, using descriptive language (especially appropriate adjectives) and highlighting the significant elements. ✓ Can describe how crafts or occupations are passed on in families.
	<ul style="list-style-type: none"> ✓ Can write simple connected texts comparing his/her life now and in the past (e.g. before attending school, in another place). ✓ Can write simple connected texts about personal likes and dislikes, hobbies, interests, etc. ✓ Can write simple connected texts describing Roma community life and his/her feelings and responses to events. ✓ Can write a short letter or e-mail describing his/her experiences and feelings.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Dossier worksheet 02–07	

Vocabulary | Sub-topic 01: Myself and my school

Active			
<i>Zdravo!</i>	Hello!	<i>avela, avava</i>	to come, I come
<i>i škola</i>	the school	<i>panda</i>	still
<i>mora</i>	I/they/you must	<i>phureder</i>	older
<i>mlo anav i tano</i>	My name is ...	<i>potikno</i>	younger, smaller
<i>Man isi man ... berš.</i>	I am ... years old.	<i>o phral/o phralja</i>	the brother, the brothers
<i>isi man</i>	I have	<i>pale</i>	again
<i>uzal</i>	beside	<i>celo</i>	(the) whole
<i>odma</i>	immediately	<i>upoznaini</i>	to get to know
<i>i baba, o babe, e baben</i>	the grandmother, the grandmothers	<i>upoznaindžum, upoznaindže</i>	I got to know, they got to know
<i>o papo, o papija, e papon</i>	the grandfather, the grandfathers	<i>sarine, sarinen</i>	all
<i>ko, ki</i>	inside, in	<i>hari</i>	a bit
<i>pazini</i>	to watch, to tend	<i>pošukar</i>	better
<i>o bicirki</i>	the district	<i>kaj</i>	that
<i>i buti</i>	the work	<i>dani</i>	also, too
<i>o roditelija</i>	the parents	<i>džanela, džanena, džandže</i>	to know, I know, they knew
<i>purani, purano</i>	old (f/m)	<i>čerela lafi, čerena lafi, čerdžum lafi</i>	to talk, he/she talks, he/she talked
<i>dur</i>	far	<i>o čhave</i>	the boys
<i>pošto</i>	because	<i>o čhaja</i>	the girls
<i>akatar</i>	from here	<i>keda</i>	when
<i>akava</i>	this	<i>sikljola, sikljona</i>	to learn, you learn

Vocabulary | Sub-topic 02: Myself and my family

Active			
<i>mli familija</i>	my family	<i>vrevini, vrevindža</i>	to swear, he/she swore,
<i>avdije</i>	today		to argue, he/she argued
<i>nemirno</i>	bad	<i>phenela, phendža</i>	to say, he/she said
<i>ki škola</i>	at school	<i>olese</i>	him, for him
<i>na pišini, na pišindža</i>	to not write, to not have written	<i>so mislineja</i>	what do you think?
<i>dani</i>	also, too	<i>objasnini</i>	to explain
<i>i domašno</i>	the homework	<i>sar?</i>	how?
<i>pratini, pratindža</i>	to follow, he followed	<i>birini, birin</i>	to choose, choose
<i>i nastava</i>	the lesson	<i>čerela lafi, čer lafi, čeren lafi</i>	to talk, talk! (s/p)
<i>olesiri, olesoro</i>	his	<i>pišini, pišin, pišinen</i>	to write, write! (s/p)
<i>hem</i>	and		

Grammar	
Active	Passive
Forming Perfect tense 1st person SG Forming Perfect tense 2nd Person PL	Possessive pronouns (their), Adjectives, 3rd person SG Present tense, Verbs in Imperative

Teaching activity 01 | Sub-topic 01: Myself and my school – Listening comprehension *I nevi učenička*

Duration: 20 min | Skill: 

Mat./Res.: Listening worksheet 01, audio-device

- Children hear the listening comprehension *I nevi učenička* (worksheet 01) twice.
- Children talk about the content in groups of three.
- Subsequently the teacher discusses the content with the class.
- Teacher writes unknown words on the blackboard while they talk.

Teaching activity 02 | Sub-topic 01: Myself and my school – Questionnaire *I nevi učenička*

Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Questionnaire worksheet 02, ev. Listening worksheet 01, ev. audio-device

- Note: This activity can only be done subsequently to activity 01.
- Teacher hands out questionnaire *I nevi učenička* (worksheet 02).
 - Together they discuss the task: Try to answer in complete sentences.
 - Children have about 10 min to complete the task.
 - Subsequently the children say their answers and the teacher writes them on the blackboard as a check. If there are questions that none of the children could answer, the listening comprehension can be played again, until all children have their answers.
 - Worksheet is added to the Dossier p. 40.

Teaching activity 03 | Sub-topic 01: Myself and my school – Analytical Listening *I nevi učenička*

Duration: 50 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Listening worksheet 01, gap text worksheet 05, audio-device, overhead projector, overhead transparency

- Note: This activity can only be done subsequently to activity 01.
- Preparation: Copy gap text *I nevi učenička* (worksheet 05) on overhead transparency and put on overhead projector. Copy gap text (worksheet 05) for the children.
- Children hear the listening comprehension *I nevi učenička* (worksheet 01) twice.
 - Teacher explains the task: I play one sentence at a time and you try to find the missing words for the gaps of the text. Then you tell me the words and I fill them into the gaps on the overhead transparency. You can take notes if you like.
 - Children hear the first sentence and take notes.
 - Subsequently the children try to complete the first sentence of the gap text and tell the teacher the missing word.
 - Teacher writes these words on the overhead transparency (they don't have to complete the whole sentence).
 - Children hear the second sentence, and so on until the whole listening comprehension is finished.
 - If the gap text is still incomplete (see pt. 05), teacher plays the listening comprehension again until the children have found all the missing words.
 - Teacher hands out the copies of gap text *I nevi učenička* (worksheet 05).
 - Children copy the text from the overhead projector and add the worksheet to the Dossier p. 40.

Teaching activity 04 | Sub-topic 01: Myself and my school – Reading *Romane čhave ki škola*Duration: 30 min | Skill:  | Dossier p. 40

Mat./Res.: Reading worksheet 03

Preparation: Copy *Romane čhave ki škola* (worksheet 03).

01. Teacher hands out the text *Romane čhave ki škola* (worksheet 03).
02. He/She asks the children to read the text quietly once.
03. Subsequently the children talk about the content of the text with the child sitting next to them (What is it about? What don't I understand? Etc.)
04. Now the children read the text to the class (teacher decides which of the children are to read).
05. Subsequently the children form groups of three and talk about the content of the text (What is it about? What don't I understand? Etc.).
06. Then the class and the teacher talk about the content of the text together.
07. The text is added to the Dossier p. 40.

Teaching activity 05 | Sub-topic 01: Myself and my school – Questionnaire *Romane čhave ki škola*Duration: 50 min | Skill:  | Dossier p. 40

Mat./Res.: Questionnaire worksheet 04

Note: This activity can only be done subsequently to activity 04.

01. Teacher hands out the questionnaire *Romane čhave ki škola* (worksheet 04).
02. Children have about 10 min to answer the questions.
03. Subsequently they compare their answers by reading them to the class. Teacher writes them on the blackboard so the children can check their spelling.
04. The questionnaire is added to the Dossier p. 40.

Teaching activity 06 | Sub-topic 01: Myself and my school – Gap text *Romane čhave ki škola*Duration: 20 min | Skill: 

Mat./Res.: Gap text worksheet 06

Note: This activity can only be done subsequently to activity 05.

01. Teacher hands out the gap text *Romane čhave ki škola* (worksheet 06) and explains the task:
Fill out the gaps in the text!
02. Children have about 10 min to complete the gap text.
03. Subsequently the children read their texts and say which words belong into the gaps.
04. Teacher splits the blackboard in two columns and writes the gap words into the columns as a check (verbs in 1st person SG into the left column; verbs in 2nd person PL into the right column).
05. Activity 07 is next.

Teaching activity 07 | Sub-topic 01: Myself and my school – Analytical Working on the Gap textDuration: 20 min | Skill:  | Dossier p. 40

Mat./Res.: Gap text worksheet 06

Note: This activity can only be done subsequently to activity 06.

01. Teacher points at the verbs in the first column on the blackboard (see activity 06) and asks the children if there is something that occurs to them (focus on ending *-um* = Perfect tense 1st person SG).
02. Together the children try to find a grammatical rule for these words (forming Perfect tense 1st person SG with the ending *-um*). Teacher writes this rule on the blackboard.
03. Subsequently the teacher points at the verbs in the second column on the blackboard and asks the children if there is something that occurs to them here (focus on ending *-e* = Perfect tense 2nd person PL).
04. Children try to find a grammatical for these verbs together (forming Perfect tense 2nd person PL with the ending *-e*). Teacher writes this rule on the blackboard.
05. Children copy the rules from the blackboard and add the sheet to the Dossier p. 40.

Teaching activity 08 | Sub-topic 02: Myself and my family – My weekendDuration: 30 min | Skill:  

Mat./Res.: Fluffy toy

01. Children sit in a circle.
02. Teacher takes the fluffy toy and explains the task: The one who holds the toy in the hand is allowed to speak and the others listen to him/her. Talk about what you did last weekend and give the toy to the child sitting next to you after that.
03. Teacher begins and tells the class about his/her weekend and then gives the toy to one of the children.
04. The children talk, one after the other, about their experiences of the last weekend (when they are finished with that teacher and other children can ask questions).
05. If a child doesn't want to talk he/she can give the toy to the child sitting next to him/her without talking (children shouldn't feel under pressure).
06. Teacher can ask children with better language skills to tell about the weekend of an other child in class.

Teaching activity 09 | Sub-topic 02: Myself and my family – My last birthdayDuration: 30 min | Skill: 

Mat./Res.: Sheets of paper for drawing, crayons, felt pens

01. Teacher hands out sheets of paper for drawing and explains the task: Draw, paint or write on the sheet about the topic "My last birthday".
02. Children have about 30 min to design their sheet as they prefer.
03. Subsequently the teacher puts the drawings on a wall in the classroom.

Teaching activity 10 | Sub-topic 02: Myself and my family – Presentation "My last birthday"Duration: 20 min | Skill: 

Mat./Res.: Drawings of activity 09

Note: This activity can only be done subsequently to activity 09.

01. Teacher and children take a look at the drawings of activity 09.
02. Each child talks about his/her drawing and presents his/her work (focus on adjectives).
03. Teacher and classmates are not allowed to interrupt the presentations. After the presentations they can ask questions.

Teaching activity 11 Sub-topic 02: Myself and my family – I daj hem o Severdžani
Duration: 50 min Skill:  ELP: Dossier p. 40
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>I daj hem o Severdžani</i> (worksheet 07). 02. He/she asks a child to read the introduction and the task. 03. Together they discuss the task (Find a partner, talk about Severdžan’s situation. Write a possible dialogue between him and his mother.). 04. Children have about 30 min to write the dialogue. 05. Subsequently the children read their dialogues to the class. 06. Worksheet is added to the Dossier p. 40.
Teaching activity 12 Sub-topic 02: Myself and my family – Role play I daj hem o Severdžani
Duration: 50 min Skill:  ELP: Dossier
Mat./Res.: Audio recording device
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher explains the task: Find a partner and try to act the dialogue between Severdžan and his mother. 03. Teacher picks the first couple and asks them to play the role game with the class as their audience. 04. The next couple plays the dialogue, and so on until all couples have played the dialogue. 05. Subsequently the teacher can form new couples among the children (e.g. more skilled children with less skilled children who can play the passive part of the dialogue). 06. Dialogues can be recorded and the teacher can use the recordings for following Activities.
Teaching activity 13 Sub-topic 01: Myself and my school – Discussion Angleder hem akana
Duration: 20 min Skill:  ELP: Dossier
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher presents the topic: I want to talk with you about what has changed in your life since you started school. What has changed? What is better since you are in school? What is worse since you are in school? What has changed at home since you are in school? Do you like these changes? Etc. 03. The children talk about their experiences and compare their life before going to school with their life now. 04. Teacher and classmates are allowed to interrupt the children and ask questions.
Teaching activity 14 Sub-topic 01: Myself and my school – Class magazine Angleder hem akana
Duration: 50 min Skill: 
Mat./Res.: Blank sheets of A5 paper, crayons, felt pens, lamination device, lamination transparency, cord
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Teacher explains the task: We design and produce a class magazine. The topic is <i>Angleder hem akana</i> (“Past and Present”). Remember our discussion (Activity 13) and write a text about this topic (comparison of your life before going to school and your life now). 02. Children write their texts; teacher corrects spelling; children design their page as they prefer. 03. Children that are faster finishing this task than the others can design the cover page of the magazine. 04. Teacher laminates the finished texts, perforates them and binds them together with a cord. The finished copy of the magazine is placed for inspection somewhere in class. Teacher can make copies of the magazine for the children.

Teaching activity 15 | Sub-topic 01, 02: Language-portfolio

Duration: 10 min | Skill:   | ELP: p. 15

Mat./Res.: p. 15/Level B1 of Language-portfolio

- Preparation: Teacher structures the checklist in the language-biography (p. 15/Level B1) as he/she prefers.
01. After finishing unit 01 the teacher hands out his/her checklists.
 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it ("I can ...").
 03. The checklists are added to the ELP ("Language biography").

Lesson plan 01 | Topic: *Mli nevi amalin* - Focusing on the content *I nevi učenička*

TA-Nr.: 01 | Learning objectives: Textual listening and understanding of a common text.

Duration: 20 min | Skill: 

Mat./Res.: Listening worksheet 01, audio device

01. Children hear the listening comprehension *I nevi učenička* (worksheet 01) twice.
02. Children talk about the content in groups of three.
03. Subsequently the teacher discusses the content with the class.
04. Teacher writes unknown words on the blackboard while they talk.

TA-Nr.: 02 | Learning objectives: Writing sentences (answers) about a familiar text.

Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Questionnaire worksheet 02, ev. listening worksheet 01, ev. audio-device

01. Teacher hands out questionnaire *I nevi učenička* (worksheet 02).
02. Together they discuss the task: Try to answer in complete sentences.
03. Children have about 10 min to complete the task.
04. Subsequently the children say their answers and the teacher writes them on the blackboard as a check.
If there are questions that none of the children could answer, the listening comprehension can be played again, until all children have their answers.
05. Worksheet is added to the Dossier p. 40.

Lesson plan 02 | Topic : Form orientated working *I nevi učenička*

TA-Nr.: 03 | Learning objectives: Form orientated, analytical listening.

Duration: 50 min | Skill:   | ELP: Dossier p. 40

Mat./Res.: Listening worksheet 01, gap text worksheet 05, audio device, overhead projector, overhead transparency

Preparation: Copy gap text *I nevi učenička* (worksheet 05) on overhead transparency and put on overhead projector. Copy gap text (worksheet 05) for the children.

01. Children hear the listening comprehension *I nevi učenička* (worksheet 01) twice.
02. Teacher explains the task: I play one sentence at a time and you try to find the missing words for the gaps of the text. Then you tell me the words and I fill them into the gaps on the overhead transparency. You can take notes if you like.
03. Children hear the first sentence and take notes.
04. Subsequently the children try to complete the first sentence of the gap text and tell the teacher the missing word.
05. Teacher writes these words on the overhead transparency (they don't have to complete the whole sentence).
06. Children hear the second sentence, and so on until the whole listening comprehension is finished.
07. If the gap text is still incomplete (see pt. 05), teacher plays the listening comprehension again until the children have found all the missing words.
08. Teacher hands out the copies of gap text *I nevi učenička* (worksheet 05).
09. Children copy the text from the overhead projector and add the worksheet to the Dossier p. 40.

I nevi učenička

Zdravo! Mlo anav i tano Sara. Man isi man enja berš. Mli familija lelja nevo stani akate, odma uzal i škola. Angleder bešaja hine ko eftato bicirki.

Mli purani škola isto hine ko eftato becirki ama akan i tani but dur akatar. Odolese akana avava akate ki škola.

Man isi man panda duj phralja. Mlo potikno phral, o Nusreti, isto džala akate ki škola a mlo phureder phral, o Dževati, Džala ki gimnazija.



Mlo anav _____

I nevi učenička

Deja tut li godi?

Sar vičini pe i čaj kotar i pramiz "I nevi učenička"?

Kozom berš ili la?

So čerdža lakiri familija?

Ko kova bicirki bešela hine i čaj hem lakiri familija angleder?

Kozom phralja isi la?

Kaj džala lakoro potikno phral ki škola?

Kaj džala lakoro phureder phral ki škola?



*„Mlo anav i tano
Sara“*

Romane čhave ki škola

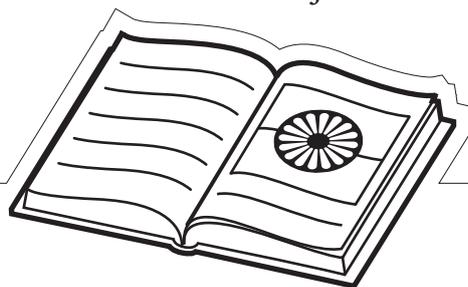
I Suzana čerela buti sar romani asistentka ki jek osnovno škola ki Viena. Čitin lakoro izveštaji so pišindža e direktorkake!

Ki celo škola isi 18 romane čhave hem 14 čhaja. Me upoznaindžum sarinen hem šaj tephenav, kaj šukar sikljona. Sarinencar čerdžum lično lafi, keda počmindžum te čerav buti ki lengiri škola.

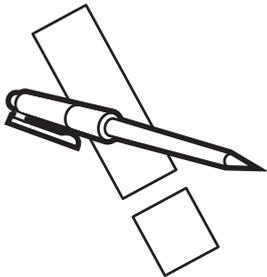
Dajek čhave phendže mange odma kaj tane Roma. Javer pale na mangle te phenen mange ništo. Palo jek vreme, keda upoznaindže man hari pošukar, on dani phendže mange kaj džanena te čeren lafi Romane.

Mora te phenav, kaj isi man isto učenikija so na džandže te čeren lafi Romane ili so džandže samo hari te čeren lafi.

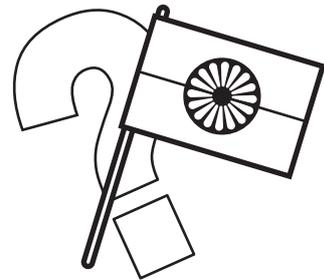
Isto upoznaindžum skoro sa e roditelen. But važno hine isto te upoznainav e papon hem e baben pošto e roditelen na hine len stalno vreme. Počesto pazinena hine o babe e čhaven a o roditelija čerena hine buti.



Romane čhave ki škola



Deja tut li godi?



1) Kozom romane učenikija isi ki Suzanakiri škola?

2) Sar sikljona o čhave?

3) Sar hine lengiri reakcija keda čerdža i Suzana olencar lafi?

4) Kas upoznaindža i Suzana panda?

5) So mislineja tu baš i Romani čhib?

Mlo anav _____

I nevi učenička

Deja tut li godi?

Zdravo! Mlo _____.

_____.

_____, _____

_____.

_____.

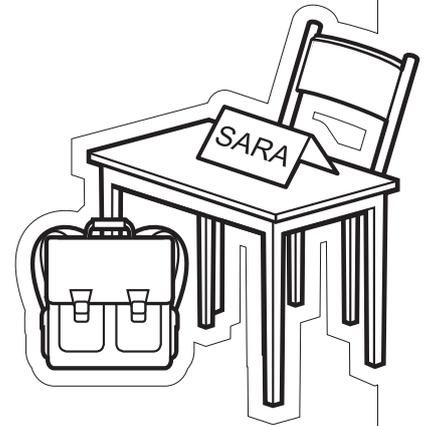
_____.

_____.

_____.

_____, _____,

_____, _____.



Mlo anav _____

Romane čhave ki škola

I Suzana čerela buti sar romani asistentka ki jek osnovno škola ki Viena. Čitin lakoro izveštaji so pišindža e direktorkake!

Ki celo škola isi 18 romane čhave hem 14 čhaja.

Me _____ sarinen hem šaj te

phenav, kaj šukar sikljona. Sarinencar _____

lično lafi, keda _____ te čerav buti ki

lengiri škola. Dajek čhave _____ mange odma

kaj taneRoma.

Javer pale na _____ te phenen mange

ništo. Palo jek vreme, keda _____

man hari pošukar, on dani phendže mange kaj

džanena te čeren lafi Romane.



čerdžum

počmindžum

phendže

mangle

upoznaindžum

upoznaindže

džandže

I daj hem o Severdžani

Avdije o Severdžani hine nemirno ki škola. Ov na pišnidža dani pli domašno hem na pratindža i nastava. Olesiri učitelka vrevindža oleja hem phendža lese, kaj mangela te čerel lafi olesere dajaja.

- 1) Birin tuke jekhe partnere.
- 2) Čeren lafi, baš e Severdžanesiri situacija.
(So ka phenel ple dajake? So ka phenel lese i daj lesiri?)
- 3) Pišinen o dialogi maškar o Severdžani hem i daj lesiri.

Arlije_Primary_B1_AT_eng_unit-02
Topic (CFR): THE HOUSE/CARAVAN AND ITS ACTIVITIES
Sub-topic 01: The house/caravan and its activities
Connected main themes in the CFR: Myself and my family

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand a story or an account of daily life. ✓ Can understand a story of life in the past identifying where change has occurred. ✓ Can understand an account or short talk based on the daily life of Roma people in the present or past. ✓ Can understand and identify the difference between Roma life in the past and present, and between Roma and gadže lifestyles in the modern day.
	<ul style="list-style-type: none"> ✓ Can read stories about children and their lives in the past or present and in different places and environments (e.g. different countries, cities, etc.). ✓ Can read stories about the lives of children in different Roma groups, past and present, and the activities of their homes.
	<ul style="list-style-type: none"> ✓ Can ask and respond to questions on a wide range of familiar topics relating to familiar home and family activities. ✓ Can ask and respond to questions on a wide range of familiar topics relating to familiar home and family activities. ✓ Can ask parents and older family members for explanations of aspects of Rome home life (e.g. history, traditions, etc.).
	<ul style="list-style-type: none"> ✓ Can give a simple talk in an age-appropriate way about his/her home and the important rules and activities in the family. ✓ Can give an account of a family activity or event in sequence, using descriptive language. ✓ Can give a simple talk in an age-appropriate way about his/her home and the important rules and activities of the family. ✓ Can give an account of a family activity or event in sequence, using descriptive language. ✓ Can re-tell a fairy story or legend based on family life.
	<ul style="list-style-type: none"> ✓ Can write simple, connected, age-appropriate texts (letter, e-mail, etc.) describing personal experiences, family routines or his/her home. ✓ Can write simple, connected, age-appropriate descriptions (letter, e-mail, etc.) of his/her family life with reference to the aspects of particular importance to Roma tradition.
Working with the ELP	
Sprachenbiographie: Teaching activity 15	
Dossier: Worksheet 02–09, Teaching activity 15	

Vocabulary | Sub-topic 01: The house/caravan and its activities

Active			
<i>amaro, amari, amare</i>	our (s/p)	<i>bešela</i>	to sit, to stay
<i>i familija, o familije</i>	the family, the families	<i>ple</i>	their
<i>e familijen, e familijencar</i>	the families (4th case), the families (3rd case)	<i>tikno, tikni, tikne</i>	small
<i>i tema</i>	the topic	<i>o čhave, e čhavenar, e čhaven</i>	the children (1st + 4th case), with the children
<i>nevo, nevi, neve</i>	new (s/p)	<i>čhere</i>	(at) home
<i>keda</i>	if, when	<i>i daj, o daja</i>	the mother, the mothers
<i>pučela</i>	to ask	<i>čerela buti, čerena buti</i>	to work, he/she works
<i>phureder</i>	older	<i>dajek</i>	some, many
<i>o manuš, o manuša</i>	the person, the persons	<i>man isi man</i>	I have
So?	what?	<i>i amalin</i>	the friend (f)
<i>mislini</i>	to think	<i>palo, pali</i>	nach dem, nach der
<i>on</i>	they	<i>i buti</i>	the work
<i>često</i>	of	<i>o rom</i>	the husband
<i>šunela</i>	to hear	<i>lakoro</i>	her
<i>akala</i>	these	<i>uštela</i>	to get up
<i>o odgovori, o odgovorija</i>	the answer, the answers	<i>sabale</i>	in the morning
<i>olendar</i>	from them	<i>spremini</i>	to prepare
<i>angleder</i>	earlier	<i>i škola, e školake</i>	the school, for school
<i>džanela pe/džandžola pe</i>	to know, one knows, one knew	<i>džala</i>	to go
<i>avdije</i>	today	<i>i prodavnica</i>	the supermarket, the store
<i>više</i>	more	<i>činela, te činel</i>	to buy
<i>Ko (j)?</i>	who? (also: in the, on the)	<i>o ručko</i>	the lunch
<i>o murš</i>	the man	<i>i večera</i>	the dinner
<i>i džuvli</i>	the woman	<i>avela, avena</i>	to come (s/p)
<i>ko/ki</i>	in the, on the	<i>pišini</i>	to write
<i>o čher</i>	the house, the home	<i>i domašno</i>	the homework
<i>moderno</i>	modern	<i>o stani</i>	the apartment
<i>o vreme</i>	the time	<i>mlo, mli</i>	my
<i>promenini/promenindža</i>	to change/to swap, changed/swapped	<i>samo</i>	only
<i>hem</i>	and	<i>thovela</i>	waschen
<i>dikhela</i>	to look, to see	<i>o šeja</i>	the clothes, the laundry
<i>na primer</i>	for instance	<i>peglini</i>	to iron
<i>o roditeli, e roditelja</i>	the parent, with the parent	<i>pošto</i>	because (of)
<i>isto</i>	same, alike	<i>ov</i>	he
<i>kaj</i>	that (also: where?)	<i>odova</i>	this
<i>poviše</i>	more	<i>sa</i>	all
<i>o dad, o dada</i>	the father, the fathers		

Grammar	
Active	Passive
Perfect tense Forming 3rd person SG Present tense	Future tense Dative, Accusative

Teaching activity 01 | Sub-topic 01: Listening comprehension Radio – *Amare neve familije*

Duration: 20 min | Skill: 

Mat./Res.: Listening worksheet 01, audio-device

- Children hear the listening comprehension *Amare neve familije* (worksheet 01) twice.
- Children talk about the content in groups of three (What is it about? What did I understand? What didn't I understand? Etc.).
- Subsequently teacher and class discuss the content.
- Teacher writes new vocabulary on the blackboard while they talk.

Teaching activity 02 | Sub-topic 01: Textual Reading – *Amare neve familije*

Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 02

- Preparation: Copy text *Amare neve familije* (worksheet 02).
- Teacher hands out text *Amare neve familije* (worksheet 02).
 - He/She asks the children to read the text quietly once.
 - Subsequently the children talk about the content of the text with the child sitting next to them (What is it about? What didn't I understand? Etc.).
 - Teacher picks children to read the text to the class.
 - Children form groups of three and discuss the content of the story (What didn't I understand? Etc.).
 - Subsequently teacher and children discuss the content and pending questions are answered.
 - The text is added to the Dossier p. 40.

Teaching activity 03 | Sub-topic 01: Form-orientated Reading – *Amare neve familije*

Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 02

- Note: This activity can only be done subsequently to activity 01 or 02.
- Children take the text *Amare neve familije* (worksheet 02) out of the Dossier.
 - Teacher explains the task: In the third section of the text underline all subjects blue. It's helpful to ask Who? or What? to find the subject of the sentences.
 - Teacher divides the blackboard in two columns and asks the children to tell him/her the words they have underlined.
 - He/She writes the words on the blackboard (*Ov, Oj, o rom, mli amalin*).
 - Then he/she asks the children to underline the predicates in the third section of the text. It's helpful to ask What does he/she do? to find the predicate.
 - Teacher asks the children to tell him/her the predicates they have underlined and writes them into the second column on the blackboard.
 - Then he/she asks the children if there is something that occurs to them and asks them to form a grammatical rule (3rd person SG Present tense is formed with *Ov/Oj + Verb + Ending -la*).
 - Children copy from blackboard and the sheet is added to the Dossier.

Teaching activity 04 Sub-topic 01: Pro and Contra – Amare neve familije
Duration: 20 min Skill: 
<p>Note: This activity can only be done subsequently to activity 01 or 02.</p> <ol style="list-style-type: none"> Children form two discussion teams. One team represents the opinion that the traditional family constellation is better, the other team is for modern family constellations. The teams have about 10 min to prepare their arguments (they can be exaggerated). The two teams sit down opposite each other and the teacher starts the discussion. After the discussion he/she decides which group had better and more convincing arguments.
Teaching activity 05 Sub-topic 01: Dialogue acting – Ko čerela so čhere
Duration: 30 min Skill: 
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher explains the task: Find a partner and try to play a dialogue on the topic <i>Ko čerela so čhere</i> (Who does what at home). Talk about the responsibilities your family members have at home. Decide for yourself who says what in the dialogue. Teacher picks the first couple and asks them to play their dialogue with the class as their audience. Then he/she picks the next couple and so on until all couples have played their dialogues. Subsequently the teacher can rearrange new couples and ask them to play their dialogues again (e.g. more skilled children with less skilled children who can play the passive part of the dialogue). The dialogues can also be recorded. The recordings can be used for following activities (e.g. as listening comprehensions).
Teaching activity 06 Sub-topic 01: Poster – Amare buča čhere
Duration: 50 min Skill: 
Mat./Res.: Brochures, newspapers, magazines, drawing sheets A3, scissors, glue, crayons, felt pens
<p>Preparation: Provide brochures, newspapers and magazines.</p> <ol style="list-style-type: none"> Teacher hands out drawing sheets and explains the task: Design a poster on the topic <i>Amare buča čhere</i> (Our tasks/activities at home). Use pictures or texts from the newspapers and brochures or draw your family's daily activities yourself. Children design the posters as they prefer. Drawings are put on the wall of the classroom.
Teaching activity 07 Sub-topic 01: Presentation poster – Amare buča čhere
Duration: 40 min Skill: 
Mat./Res.: Drawings of activity 06
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> Teacher asks the children to show and explain their poster to the class. Children have about 10 min to prepare their presentations. One after the other they present their drawings. Teacher and classmates are not allowed to interrupt the presentations. After the presentation they can ask questions.

Teaching activity 08 | Sub-topic 01: Textual Reading – *O lil e papose*Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 03

- Preparation: Copy text *O lil e papose* (worksheet 03).
01. Teacher hands out text *O lil e papose* (worksheet 03).
 02. He/She asks the children to read the text quietly once.
 03. Subsequently the children talk about the content of the text with the child sitting next to them (What is it about? What didn't I understand? Etc.).
 04. Teacher asks some children to read the text to the class.
 05. Children form groups of three and discuss the content of the story (What is it about? What didn't I understand? Etc.).
 06. Subsequently teacher and children discuss the content and pending questions are answered.
 07. The text is added to the Dossier p. 40.

Teaching activity 09 | Sub-topic 01: Error text – *O lil e papose*Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 04

- Note: This activity can only be done subsequently to activity 08.
- Preparation: Copy error text *O lil e papose* (worksheet 04).
01. Teacher hands out error text *O lil e papose* (worksheet 04).
 02. He/She asks a child to read and explain the task (Find all 10 errors in the text!).
 03. Children have about 10 min to find the errors in the text. .
 04. Subsequently the children tell the teacher which errors they have found and also say the right words that should be used instead. Teacher writes them on the blackboard.
 05. The error text is added to the Dossier p. 40.

Teaching activity 10 | Sub-topic 01: Discussion – MigrationDuration: 30 min | Skill:  

Mat./Res.: Fluffy toy

- Note: This activity can only be done subsequently to activity 08 or 09.
01. Children sit in a circle.
 02. Teacher writes a few central questions on the blackboard (e.g. How was it for you to leave your home country? What was your home country? What do you miss? What was the hardest part for you? What do you like best here? Etc.).
 03. Teacher takes the fluffy toy and explains the task: The one who holds the toy in the hand is allowed to speak and the others listen to him/her. Tell the class about your migration or the migration of your parents (Option: If some of the children don't have any experience with migration they can talk about an other child from abroad.) When you are finished with your story give the toy to the child sitting next to you.
 04. Teacher starts talking and tells the class about his/her migration. After that he/she gives the toy to a child.
 05. Children talk about their experiences (teacher and classmates can ask questions).
 06. If a child doesn't want to talk he/she can give the toy to the child sitting next to him/her without talking (children shouldn't feel under pressure).

Teaching activity 11 | Sub-topic 01: Designing Question cards *O lil e papose*Duration: 50 min | Skill: 

Mat./Res.: Blank form worksheet 05, scissors, crayons, envelopes

Note: This activity can only be done subsequently to activity 08 or 09.

01. Children form groups of three and teacher hands out worksheet 05 to each group.
02. Teacher explains the task: Each group is to find five questions on the text *O lil e papose* (worksheet 03). These questions are written into a blank box of worksheet 05. After that children can cut out the boxes of worksheet 05 and design them as they prefer.
03. Children have about 30 min to formulate the questions and design the cards.
04. Subsequently the teacher hands out an envelope to each group in which they put their question cards. Children write their names on the envelopes.
05. Finally the groups swap their envelopes and try to answer the questions of the other group.

Teaching activity 12 | Sub-topic 01: My apartmentDuration: 50 min | Skill: 

Mat./Res.: Drawing sheets, crayons, felt pens, wax crayons, watercolor, scissors, glue

01. Teacher hands out the drawing sheets to the children and asks them to draw their house/their apartment.
02. Children can design their sheets as they prefer (paint, draw, glue, cut out, etc.).
03. Drawings are put on the wall of the classroom.

Teaching activity 13 | Sub-topic 01: : Free Speaking – My apartment 1Duration: 20 min | Skill: 

Mat./Res.: Drawings of activity 12

Note: This activity can only be done subsequently to activity 12.

01. Children take their drawings (see activity 12) and sit in a circle.
02. Teacher explains the task: Describe your house/your apartment by reference to your drawing.
03. Children explain their drawings one after the other (teacher and classmates are not allowed to interrupt them while they talk).
04. After the presentations teacher and classmates can ask questions.

Teaching activity 14 | Sub-topic 01: Free Speaking – My apartment 1Duration: 30 min | Skill: 

Mat./Res.: Drawings of activity 12

Note: This activity can only be done subsequently to activity 13.

01. All drawings of activity 12 are turned around and put on a desk.
02. Children pick a drawing and shall not show it to the others.
03. Teacher asks the children to describe the house/the apartment they picked one after the other and the classmates are to guess whose house/apartment it is.

Teaching activity 15 | Sub-topic 01: Letter – My home

Duration: 50 min | Skill: ✎ | ELP: Dossier p. 40

Mat./Res.: Blank, lined sheets of paper

01. Teacher hands out the blank sheets of paper to the children.
02. He/She explains the task: Imagine your family has a new apartment. Your grandfather and grandmother haven't seen the apartment yet because they live far away. Write them a letter in which you describe the apartment.
03. Children try to write the letter (teacher can help them by answering questions or supporting them in forming sentences).
04. Subsequently the children read their letters to the class and add them to the Dossier p. 40.

Lesson plan 01 | Topic: *Amare neve familije* 1

TA-Nr.: 01 | Learning objective: Textual Listening. Textual Reading. Understanding of a common text.

Duration: 20 min | Skill: ▶🗣️

Mat./Res.: Listening worksheet 01, audio-device

01. Children hear the listening comprehension *Amare neve familije* (worksheet 01) twice.
02. Children talk about the content in groups of three (What is it about? What did I understand? What didn't I understand? Etc.).
03. Subsequently teacher and class discuss the content.
04. Teacher writes new vocabulary on the blackboard while they talk.

TA-Nr.: 02 | Learning objective: textual Listening. Textual Reading. Understanding of a common text.

Duration: 30 min | Skill: 🗣️▶ | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 02

- Preparation: Copy text *Amare neve familije* (worksheet 02).
01. Teacher hands out text *Amare neve familije* (worksheet 02).
 02. He/She asks the children to read the text quietly once.
 03. Subsequently the children talk about the content of the text with the child sitting next to them (What is it about? What didn't I understand? Etc.).
 04. Teacher asks some children to read the text to the class.
 05. Children form groups of three and discuss the content of the story (What is it about? What didn't I understand? Etc.).
 06. Subsequently teacher and children discuss the content and pending questions are answered.
 07. The text is added to the Dossier p. 40.

Lesson plan 02 Topic: <i>Amare neve familije 2</i>
TA-Nr.: 04 Learning objective: Making conversation (dialogues, discussions); Arguing. Getting to know other opinions.
Duration: 20 min Skill:  ELP: Dossier
<ol style="list-style-type: none"> 01. Children form two discussion teams. 02. One team represents the opinion that the traditional family constellation is better, the other team is for modern family constellations. 03. The teams have about 10 min to prepare their arguments (they can be exaggerated). 04. The two teams sit down opposite each other and the teacher starts the discussion. 05. After the discussion he/she decides which group had better and more convincing arguments.
TA-Nr.: 03 Learning objective: Form-orientated Reading
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Children take the text <i>Amare neve familije</i> (worksheet 02) out of the Dossier. 02. Teacher explains the task: In the third section of the text underline all subjects blue. It's helpful to ask Who? or What? to find the subject of the sentences. 03. Teacher divides the blackboard in two columns and asks the children to tell him/her the words they have underlined. 04. He/She writes the words on the blackboard (<i>Ov, Oj, o rom, mli amalin</i>). 05. Then he/she asks the children to underline the predicates in the third section of the text. It's helpful to ask What does he/she do? to find the predicate. 06. Teacher asks the children to tell him/her the predicates they have underlined and writes them into the second column on the blackboard. 07. Then he/she asks the children if there is something that occurs to them and asks them to form a grammatical rule (3rd person SG Present tense is formed with <i>Ov/Oj + Verb + Ending -la</i>). 08. Children copy from blackboard and the sheet is added to the Dossier.

Amare neve familije

Amari tema avdije i tani „Amare neve familije“. Keda pučava phureder manušen so mislinena on baš o avdisutne familije, but često šunava akala odgovorija olendar: „Angleder džandžola pe hine o redo,“ ili „Avdije na džandžola pe više koj tano o murš, a koj tani i džuvli ko čher!“

Amaro moderno vreme promenindža hem amare familijen. But često dikhava, na primer, familijen samo jekhe roditeleja. Isto dikhava, kaj poviše dada bešena ple tikne čhavencar čhere a o daja čerena buti. Dajek čhave bešena ki baba ili ko papo.

Man, na primer, isi man jek amalin. Oj džala ki buti a o rom lakoro bešela e duje čhavencar čhere. Ov uštela sabale hem spremi e čhaven školake, čerela o doručko, džala ki prodavnica te činel hem čerela o ručko hem i večera. Keda avena o čhave kotar i škola ov pišini olencar i domašno hem čistini o stani. Mli amalin samo thovela o šeja hem peglini, pošto ov odova na džanela te čerel. Pali večera, zajedno nandžarena e čhaven hem čivena len te soven.

So mislinena tumen? Sose promenindže pe amare familije? Savo vreme i tano pošukar o avdisutno, amare neve familijencar ili hine angleder sa pošukar?



*Javinen tumen ko broj 019/256 19 hem
čeren uživo lafi ko amaro radijo Skopje.*

O lil e papose

Zdravo Papo!

Sarhijan? Me hijum šukar. Akava kurko počmindžum te džav ki nevi škola. I škola i tani but šuži hem več arakhljum mange jekhe amale. Ov vičini pe Marsel hem isto i tano kotar i Makedonija.

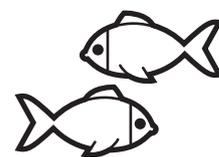
Amaro nevo stani isto i tano šužo. Man isi man mli soba hem i mama hem me lepindžam tapete. I mama posle crtindža mange mačhen ko sa o zidija a me bojindžum len. Mli soba izgledini akana sar akvarijum.

Papo, akate nane amen avlin hem bavča sar tumende čhere. Odova na svidžini pe mange. Našti te čhelav mange avri hem te pherav o tikno bazenti panjeja keda i tatipe.

Papo, keda ka avav tumende, ka čhela amenge li indijancija? Mo dad čindža mange jek šatori hem šaj odma te probina le. Šaj li isto te čera jag hem te peka muruzi kotar e babakiri bavča?

Mora te džav panda duj kurke ki škola hem posle isi amen jek kurko odmori hem ka ava sarine tumende. Čer but sastipe e babake!

Mangava tumen but
Tumaro Senati



*„Mli soba
izgledini
akana sar
akvarijum.“*

Mlo anav _____

O lil e papose

Čitin pažljivo i paramiz. Šaj li te arakhe sa o 10 greške?

Zdravo Papo!

Sar hijan? Me hijum.lošno Akava kurko počmindžum te džav ki nevi škola. I škola i tani but šuži hem več arakhljum mange jekhe amale. Ov vičini pe Marsel hem isto i tano kotar i Hrvatska.

Amaro nevo stani isto i tano šužo. Man isi man mli soba hem i mama hem me lepindžam irati novine. I mama posle crtindža mange majmunen ko sa o zidiya a me bojindžum len. Mli soba izgledini akana sar akvarijum.

Papo, akate nane amen avlin hem bavča sar tumende čhere. Odova naavidžini pe mange. Našti te sovav mange avri hem te pherav o tikno bazenti panjeja keda i tatipe.

Papo, keda ka avav tumende, ka čhela amenge li kaubojcija? Mo dad čindža mange jek čher hem šaj odma te probina le. Šaj li isto te thara jag hem te peka paprike kotar e babakiri bavča?

Mora te džav panda duj kurke ki buti hem posle isi amen jek kurko odmori hem ka ava sarine tumende. Čer but sastipe e kakose!

Mangava tumen but
Tumaro Senati



Arlije_Primary_B1_AT_eng_unit-03
Topic (CFR): MY COMMUNITY
Sub-topic 01: My community
Connected main themes in the CFR: At school

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can use familiar vocabulary and concepts to understand the teacher’s introductions to themes related to the local community. ✓ Can use familiar vocabulary and concepts to understand a video/audio recording about local history, typical occupations, etc. ✓ Can understand the main points in a talk about an important person in the locality or region. ✓ Can understand what is said in a familiar context about how to behave and what to do in accordance with Roma custom. ✓ Can understand the main points of a talk about a Roma person who is important in the local community.
	<ul style="list-style-type: none"> ✓ Can use familiar vocabulary to understand a local information leaflet (e.g. outlining the history of a place, what is available there, etc.). ✓ Can understand the main points of a short text related to Roma life or activities, such as a newspaper article, using familiar vocabulary to extract information.
	<ul style="list-style-type: none"> ✓ Can discuss places that he/she has visited in the area and explain why he/she would/would not like to visit them again. ✓ Can ask and answer questions about the importance to the community of different buildings and activities. ✓ Can discuss the experiences of his/her community , expressing personal views and reactions.
	<ul style="list-style-type: none"> ✓ Can connect phrases and sentences in a simple way to talk about a place that he/she has visited. ✓ Can connect phrases and sentences in a simple way to talk about what people do in particular places in the area (e.g. people working in the library, shops, health centre, bank, etc.). ✓ Can give a simple talk about a typical day in his/her community with brief explanations to clarify unfamiliar points. ✓ Can tell a simple story or riddle about a well-known person from the local Roma community.
	<ul style="list-style-type: none"> ✓ Can write simple, connected texts about a favorite place and what takes place there. ✓ Can write a short, connected text, letter or e-mail describing where a particular building is located and why it is important. ✓ Can write a postcard or e-mail briefly describing a place in the area. ✓ Can write a letter or e-mail describing an important aspect of Roma life. ✓ Can write simple, connected texts describing an aspect or aspects of Roma community structure and/or systems.
Working with the ELP	
Dossier: Worksheet 02–04 and 06–08	

Vocabulary | Sub-topic 01: My community

Active			
<i>počmini, počminaja</i>	to start, we start	<i>skljola, sikljovaja,</i>	to learn, we learn
<i>avdije</i>	today	<i>ka sikljova</i>	we will learn
<i>jek</i>	a, an, one	<i>interesno</i>	interesting
<i>vičini pe</i>	to be called, to mean	<i>o buča</i>	the matters, the things (also: the works)
<i>amari</i>	our	<i>isto</i>	likewise
<i>i diz, amare dizjake</i>	the city, for our city	<i>dikhela, ka dikha</i>	to see, we will see
<i>hem</i>	and	<i>alo dži ko</i>	come to the ...
<i>i istorija</i>	the story	<i>i domokracija</i>	the democracy
<i>šuži</i>	beautiful	<i>kola</i>	which
<i>tani</i>	she is	<i>manuša</i>	the people
<i>turističko than</i>	the tourist location	<i>hine</i>	was, were
<i>but</i>	much, many	<i>važno</i>	important
<i>o turistija, e turisten</i>	the tourists (1st and 3rd case)	<i>me</i>	I
<i>kotar</i>	of, from	<i>planirini, planirindžum</i>	to plan, he/she planned
<i>celo</i>	whole	<i>džala, džaja, ka dža</i>	to go, you go (p), we go, we will go
<i>i dunjaja, o sveto</i>	the world	<i>najbaro</i>	the biggest
<i>avela, avena</i>	to come, they come	<i>o muzeji</i>	the museum
<i>akate</i>	here	<i>dikhela, dikhaja, te dikha</i>	to see, we see, for seeing
<i>on</i>	they	<i>živini, živinena</i>	to live
<i>razgledini, razgledinena</i>	to visit	<i>o berš, o berša</i>	the year, the years
<i>najvažno</i>	the most important	<i>palo</i>	after
<i>purane</i>	old	<i>grubo</i>	ugly, unpleasant, rude
<i>o spomeniko, o spomenikija</i>	the memorial, the memorials	<i>o penzioneri, o penzionerija</i>	the retiree, the retirees
<i>ki, ko</i>	in(side)	<i>neve</i>	new
<i>o puti</i>	the time, the times	<i>i škola</i>	the school
<i>šaj</i>	to be able to, you are able to	<i>dosadno</i>	boring
<i>o centar</i>	the center	<i>nevažno</i>	unimportant
<i>sar</i>	as, like	<i>najtikno</i>	the smallest
<i>slikini pe, slikinena pa</i>	to take a photo	<i>napadnimi, napadnimo</i>	attacked
<i>anglal</i>	before, in front of	<i>i romani mahala</i>	the Roma-settlement
<i>o parlamenti</i>	the parliament	<i>ki Beograd</i>	in Belgrade
<i>ili</i>	or	<i>irati</i>	yesterday
<i>i opera</i>	the opera	<i>desindže pe</i>	happened
<i>akava</i>	this	<i>neverovatno</i>	unbelievable
<i>celo</i>	whole	<i>o Roma</i>	the Roma
<i>o kurko, o kurke</i>	the week, the weeks	<i>džala, džana, dže</i>	to go, they go, they went

Vocabulary | Sub-topic 01: My community

Active			
<i>i demonstracija</i>	the demonstrations	<i>vičini, vičindža,</i>	to call, he/she called
<i>kaj so</i>	where	<i>vičindže</i>	they called
<i>demonstririni,</i>	to demonstrate,	<i>i policija</i>	the police
<i>demonstririnena,</i>	they demonstrate,	<i>ama</i>	but
<i>demonstririndže</i>	they demonstrated	<i>hine</i>	was, were
<i>protiv</i>	against	<i>več</i>	already
<i>i diskriminacija</i>	the discrimination	<i>prekasno</i>	too late
<i>i osnovno škola</i>	the compulsory school	<i>o napadniko</i>	the attacker
<i>prema</i>	against, opposite	<i>o napadnikija</i>	the attackers
<i>o romane učenikija</i>	the Roma-pupils	<i>niko</i>	nobody
<i>dži kaj</i>	until	<i>ličini, ličinena</i>	to look
<i>mirno</i>	calm	<i>Šučur e Devlese</i>	Thank God
<i>o pripadniko,</i>	the supporter,	<i>so</i>	that, what
<i>o pripadnikija</i>	the supporters	<i>o džene</i>	the persons, the people
<i>i političko partija</i>	the political party	<i>o čhave</i>	the children
<i>radikalno</i>	radical	<i>se ka oven hine ...</i>	otherwise if would be ...
<i>napadnini,</i>	to attack	<i>o povredimo,</i>	the injured (s/p)
<i>napadninena,</i>	they attack	<i>o povredime</i>	
<i>napadnindže</i>	they attacked	<i>o žurnalisti</i>	the journalist
<i>rušini, rušindža,</i>	to tear down, tore down,	<i>o žurnalistija</i>	the journalists
<i>rušindže</i>	they tore down	<i>pratini, pratinena</i>	to follow
<i>o čher, o čhera</i>	the house, the houses	<i>akava slučaji</i>	this case
<i>dajek</i>	a few, other, particular	<i>informirini,</i>	to inform,
<i>tharela, thardža, thardže</i>	to burn, burned, they burned	<i>ka informirini</i>	will inform (s)
<i>našlo, našli, našle</i>	to run away, they ran away	<i>ka informirinen</i>	will inform (p)
<i>mukhela, mukhlja,</i>	to let, he/she let,	<i>tumen</i>	you (p)
<i>mukhle</i>	they let	<i>desini pe</i>	it happens
<i>i zastava, o zastave</i>	the flag, the flags	<i>ponoduri</i>	in the future
<i>keda</i>	when	<i>pogotoro</i>	especially
<i>dikhela, dikhlja,</i>	to see, he/she saw,	<i>phenela, ka phenel</i>	to say, will say
<i>dikhle</i>	they saw	<i>o predsdateli</i>	the president
<i>so ovela</i>	what happens	<i>dali</i>	if
<i>odma</i>	immediately	<i>uopšte</i>	at all

Grammar

Active	Passive
Perfect tense 3rd person PL	Present tense, Perfect tense, Future tense Adjectives

Teaching activity 01 | Sub-topic 01: Listening comprehension *Počminaja nevi tema*Duration: 20 min | Skill: 

Mat./Res.: Listening worksheet 01, audio-device

01. Children hear the listening comprehension *Počminaja nevi tema* (worksheet 01) twice.
02. Children talk about the content with the child sitting next to them (What is it about? What did I understand? What didn't I understand? Etc.).
03. They hear the listening comprehension once again.
04. Children talk about the content with an other classmate.
05. Subsequently teacher and class discuss the content together.
06. Teacher writes new vocabulary on the blackboard while they talk.

Teaching activity 02 | Sub-topic 01: Textual Reading – *Počminaja nevi tema*Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 02

01. Teacher hands out the text *Počminaja nevi tema* (worksheet 02).
02. He/She asks the children to read the text quietly once.
03. Subsequently the children talk about the content with the child sitting next to them (What is it about? What did I understand? What didn't I understand? Etc.).
04. Then the teacher picks children to read the text to the class.
05. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.).
06. Subsequently teacher and class discuss the content together and pending questions are answered.
07. Finally the text is added to the Dossier p. 40.

Teaching activity 03 | Sub-topic 01: Analytical Listening – *Počminaja nevi tema*Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Listening worksheet 01, gap text worksheet 03, audio-device, overhead projector, overhead transparency

Note: This activity can only be done subsequently to activity 01.

Preparation: Copy gap text *Počminaja nevi tema* (worksheet 03) on overhead transparency and put it on the overhead projector. Copy the gap text (worksheet 03) for the children.

01. Children hear the listening comprehension *Počminaja nevi tema* (worksheet 01) once.
02. Teacher explains the task: I play one sentence at a time. You try to hear the missing words for the gaps of the text and tell them to me after every sentence you've heard. I will fill them into the gap text on the overhead projector. You are allowed to take notes.
03. Teacher plays the first sentence to the children; they listen and/or take notes.
04. Subsequently the children try to complete the first sentence of the gap text and tell the teacher the missing words.
05. Teacher writes these words on the transparency on the overhead projector (sentence mustn't be filled out completely).
06. Teacher plays the second sentence to the children, and so on, until they have heard the whole text.
07. If the gap text isn't complete yet the teacher plays the listening comprehension to the children again until the children have found all missing words on their own.
08. Teacher hands out the copies of the gap text *Počminaja nevi tema* (worksheet 03) to the children.
09. Children copy the missing words of the text from the overhead projector and the text is added to the Dossier p. 40.

Teaching activity 04 | Sub-topic 01: Error text – Počminaja nevi temaDuration: 20 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Error text worksheet 04

Note: This activity can only be done subsequently to activity 01 or 02.

Preparation: Copy error text *Počminaja nevi tema* (worksheet 04).

01. Teacher hands out the error text *Počminaja nevi tema* (worksheet 04).
02. He/She asks one child to read and explain the task (Find all ten errors in the text!).
03. Children have about ten minutes to find the errors in the text.
04. Subsequently the children tell the teacher which errors they have found and also say the right words that should be used instead. Teacher writes them on the blackboard.
05. The error text is added to the Dossier p. 40.

Teaching activity 05 | Sub-topic 01: Designing Question cards Počminaja nevi temaDuration: 50 min | Skill: 

Mat./Res.: Blank form worksheet 05, scissors, crayons, envelopes

Note: This activity can only be done subsequently to activity 01, 02 or 03.

01. Children form groups of three and teacher hands out worksheet 05 to each group.
02. Teacher explains the task: Each group is to find five questions on the text *Počminaja nevi tema* (worksheet 05). These questions are written into a blank box of worksheet 05. After that children can cut out the boxes of worksheet 05 and design them as they prefer.
03. Children have about 30 min to formulate the questions and design the cards.
04. Subsequently the teacher hands out an envelope to each group in which they put their question cards. Children write their names on the envelopes.
05. Finally the groups swap their envelopes and try to answer the questions of the other group.
06. Teacher can collect the envelopes and use them later if needed.

Teaching activity 06 | Sub-topic 01: Designing a Memory Game Počminaja nevi temaDuration: 50 min | Skill:  

Mat./Res.: Blank form worksheet 05, envelopes with question cards of activity 05

Note: This activity can only be done subsequently to activity 05.

01. Children are in the same groups as in activity 05 and pick an envelope of an other group.
02. Teacher hands out a copy of worksheet 05 to each group and explains the task: Design answer cards for the question cards in your envelope.
03. Children design their answer cards as they prefer (writing them into a blank box of worksheet 05) and put them into the envelope.
04. The groups swap their envelopes and play Memory with the question- and answer cards.
05. Teacher can collect the envelopes and use them later if needed.

Teaching activity 07 | Sub-topic 01: Textual Reading – *Napadnimi i romani mahala ki Beograd*Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 06

Note: Recommended for children in 3rd or 4th grade.

Preparation: Copy text *Napadnimi i romani manhala ki Beograd* (worksheet 06).

01. Teacher hands out the text *Napadnimi i romani manhala ki Beograd* (worksheet 06).
02. He/She asks the children to read the text quietly once.
03. Subsequently the children talk about the content of the text with the child sitting next to them (What is it about? What didn't I understand? Etc.).
04. Teacher picks children to read the text to the class.
05. Children form groups of three and discuss the content of the story (What is it about? What didn't I understand? Etc.).
06. Subsequently teacher and children discuss the content and pending questions are answered.
07. The text is added to the Dossier p. 40.

Teaching activity 08 | Sub-topic 01: Gap text – *Napadnimi i romani mahala ki Beograd*Duration: 20 min | Skill: 

Mat./Res.: Gap text worksheet 07

Note: Recommended for children in 3rd or 4th grade.

Note: This activity can only be done subsequently to activity 07.

01. Teacher hands out gap text *Napadnimi i romani manhala ki Beograd* (worksheet 07) and explains the task: Fill out the gaps of the text!
02. Children have about ten minutes to fill out the gap text.
03. Subsequently the children read the text to the class and say the words that belong into the gaps.
04. Teacher divides the blackboard in two columns and writes the gap words on the blackboard (verbs 3rd person PL, perfect tense into the left column; the others into the right column).
05. Proceed to activity 09.

Teaching activity 09 | Sub-topic 01: Analytical Working on Gap textDuration: 20 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 07

Note: Recommended for children in 3rd or 4th grade.

Note: This activity can only be done subsequently to activity 08.

01. Teacher points at the verbs in the left column on the blackboard (see activity 08) and asks the children if something occurs to them (Focus on ending *-le* and *-dže* = Perfect tense, 3rd person PL).
02. Children try to find a grammatical rule for these words (Forming of Perfect tense for 3rd person PL with the endings *-le* and *-dže*). Teacher writes this rule on the blackboard.
03. Children copy this rule from the blackboard and the sheet is added to the Dossier p. 40.

Teaching activity 10 Sub-topic 01: Brainstorming “Discrimination”
Duration: 30 min Skill: 
Mat./Res.: Poster or flip-chart, pens
<p>Note: This activity can only be done subsequently to activity 08 or 09. Note: Recommended for children in 3rd or 4th grade.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher puts a poster into the middle of the circle and writes the word “Discrimination” into the middle of the poster. He/She asks the children to write down everything that comes into their mind about discrimination on the poster. They can draw as well if they like. The poster is put on the blackboard when it’s finished and all the words the children have written down are discussed (What does this word mean? Why did you write it on the poster? How is it connected to discrimination? Do you/Does your family have a certain connection to this word/topic?).
Teaching activity 11 Sub-topic 01: TV-Interview <i>Napadnimi i romani mahala ki Beograd</i>
Duration: 50 min Skill: 
Mat./Res.: Camera, ev. microphone, ev. TV-device
<p>Note: This activity can only be done subsequently to activity 08 or 09. Note: Recommended for children in 3rd or 4th grade.</p> <ol style="list-style-type: none"> Teacher explains the task: Form couples and try to play a TV-interview on the topic of the text <i>Napadnimi i romani mahala ki Beograd</i> (worksheet 06). One child is the reporter, the other child is an eye witness of the attack. Children have about 15 minutes to prepare the interview. They are allowed to take notes. Subsequently every couple plays the interview and the teacher or a classmate records them. All recordings can be watched together in class and the teacher can use them as authentic video material for other groups.
Teaching activity 12 Sub-topic 01: Sightseeing trip to the city
Duration: about 4 hrs. Skill: 
<ol style="list-style-type: none"> The class goes on an excursion to see the most important sights of the city (eventually with a tourist guide, who can share his/her knowledge in an age-appropriate way). Before they start their excursion they form groups of four. Every group concentrates on one of the sights. Later the groups will give a short talk about the sight they focused on. Either the teacher assigns a sight to each group or the groups pick their sight themselves, depending on how independent the children are. Sometimes there are events in galleries, libraries or similar public buildings that children can attend.
Teaching activity 13 Sub-topic 01: Poster “Sightseeing”
Duration: 50 min Skill: 
Mat./Res.: Posters, pens, glue, scissors, magazines, newspapers, brochures
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> Children gather in the same groups as in activity 12. Teacher hands out a poster to each group and explains the task: Each group is to design a poster about the building they focused on at the trip. Children design their posters and put them on a wall of the classroom when they are finished.

Teaching activity 14 | Sub-topic 01: Presentation – Poster “Sightseeing”

Duration: 30 min | Skill: ▶

Mat./Res.: Posters of activity 12

Note: This activity can only be done subsequently to activity 12.

01. Children take a look at the posters of activity 12.
02. Teacher explains the task: Each group does a talk about their sight by reference to the poster they designed.
03. The groups present their posters one after the other (teacher and classmates shouldn't interrupt the children while they talk).
04. After each presentation teacher and classmates can ask questions if they have any.

Teaching activity 15 | Sub-topic 01: Writing a postcard

Duration: 50 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Blank form worksheet 08

01. Teacher hands out the blank postcards (worksheet 08).
02. He/She explains the task: Write a postcard to your grandmother/grandfather or somebody else you know, describing a sight you visited.
03. Children try to write the postcard (teacher can support them by answering questions or helping them with the formulation of sentences) and design them as they prefer.
04. Subsequently the children read their postcards to the class and add them to the Dossier p. 40.

Lesson plan 01 Topic: Reading a newspaper article
TA-Nr.: 07 Learning-objectives: Textual reading. Understanding a newspaper article and repeating important vocabulary.
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Reading worksheet 06
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Napadnimi i romani manhala ki Beograd</i> (worksheet 06). 02. He/She asks the children to read the text quietly once. 03. Subsequently the children talk about the content of the text with the child sitting next to them (What is it about? What didn't I understand? Etc.). 04. Teacher picks children to read the text to the class. 05. Children form groups of three and discuss the content of the story (What is it about? What didn't I understand? Etc.). 06. Subsequently teacher and children discuss the content and pending questions are answered. 07. The text is added to the Dossier p. 40.
TA-Nr.: 08 Learning-objectives: Textual reading. Understanding a newspaper article and repeating important vocabulary.
Duration: 30 min Skill: 
Mat./Res.: Gap text worksheet 07
<ol style="list-style-type: none"> 01. Teacher hands out gap text <i>Napadnimi i romani manhala ki Beograd</i> (worksheet 07) and explains the task: Fill out the gaps of the text! 02. Children have about ten minutes to fill out the gap text. 03. Subsequently the children read the text to the class and say the words that belong into the gaps. 04. Teacher divides the blackboard in two columns and writes the gap words on the blackboard (verbs 3rd person PL, perfect tense into the left column; the others into the right column).
Lesson plan 02 Topic: TV-Interview
TA-Nr.: 11 Learning-objectives: Making conversation (dialogues and discussions). Retelling events. Getting to know opinions of others.
Duration: 50 min Skill: 
Mat./Res.: Camera, ev. toy microphone, ev. TV-device
<ol style="list-style-type: none"> 01. Teacher explains the task: Form couples and try to play a TV-interview on the topic of the text <i>Napadnimi i romani manhala ki Beograd</i> (worksheet 06). One child is the reporter, the other child is an eye witness of the attack. 02. Children have about 15 minutes to prepare the interview. They are allowed to take notes. 03. Subsequently every couple plays the interview and the teacher or a classmate records them. 04. All recordings can be watched together in class and the teacher can use them as authentic video material for other groups.

Počminaja nevi tema

Avdije počminaja jek nevi tema. Oj vičini pe „Amari diz hem i istorija“. Amari šuži diz i tani jek turističko than.

But turistija, kotar i celo dunjaja, avena akate. On razgledinena o najvažno, purane spomenikija hem o najvažno thana ki amari diz. But puti šaj te dikhen e turisten ko centar sar slikinena pe anglal o parlamenti ili anglal i opera.

Akava celo kurko ka sikljova but interesno buča kotar amari diz. Isto ka dikha sar alo dži ki demokracija hem kola manuša hine važno amare dizjake.

Me planirindžum te dža isto ko najbaro muzeji hem te dikha sar živinena hine o manša anglo 100 berš. Palo duj kurke ka dža hem ko parlamenti.



Mlo anav _____

Počminaja nevi tema

Avdije _____.

_____ " _____.

_____.

_____, _____,

_____.

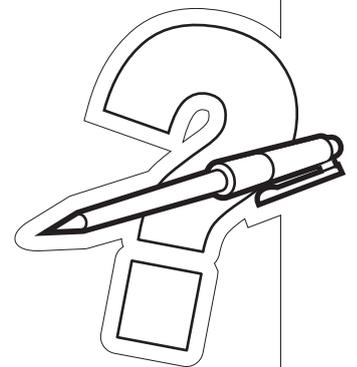
_____, _____

_____.

_____.

_____.

_____.



Počminaja nevi tema

Šaj li te arakhe sa o ofto greške?

Avdije počminaja jek nevi tema. Oj vičini pe „Amari diz hem i istorija“. Amari grubo diz i tani jek turističko than.

But penzionerija, kotar i celo dunjaja, avena akate. On razgledinena o najvažno, neve spomenikija hem o najvažno thana ki amari diz. But puti šaj te dikhen e turisten ko centar sar slikinena pe anglal o parlamenti ili anglal i škola.

Akava celo kurko ka sikljova but dosadno buča kotar amari diz. Isto ka dikha sar alo dži ki demokracija hem kola manuša hine nevažno amare dizjake.

Me planirindžum te dža isto ko najtikno muzeji hem te dikha sar živinena hine o manuša anglo 100 berš. Palo duj kurke ka dža hem ko parlamenti.“



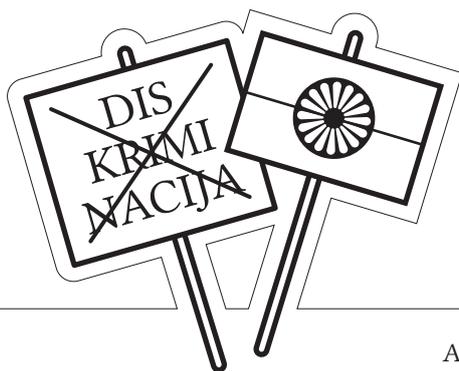
Napadnimi i romani mahala ki Beograd

Beograd, Srbija – Irati desindže pe neverovatno buča ki romani mahala ki Beograd. But Roma kotar i mahala džele hine ki demonstracija anglal o parlamenti kaj so demonstririndže protiv i diskriminacija ko osnovno škole prema o romane učenikija.

Dži kaj on mirno demonstririndže, štar političko radikalno partijakere pripadnikija napadnindže i romani mahala. On rušindže but čhera a dajek čhera thardže dani. Keda našle kotar i mahala, mukhle samo trin zastave kotar i radikalno političko partija.

Keda dikhle o Roma kotar i mahala so ovela, odma vičindže e policija ama hine več prekasno. O napadnikija našle hem niko na džanela sar ličinena hine.

Šučur e Devlese, so na hine but džene ki mahala hem so o čhave hine ki škola, se ka oven hine but džene povredime. Amare žurnalistija pratinena akava slučaji hem ka informirinen tumen so ka desini pe ponoduri. Pogotovo ka ovel interesno te dikha, so ka phenel o predsedateli kotar i radikalno političko partija hem dali uopšte ka phenel diso.



Mlo anav _____

Napadnimi i romani mahala ki Beograd

Beograd, Srbija – Irati desindže pe neverovatno buča ki romani _____ ki Beograd. But Roma kotar i mahala dže hine ki demonstracija _____ o parlamenti, kaj so _____ protiv i diskriminacija ko osnovno škole prema o romane učenikija.

Dži kaj on mirno demonstririndže, štar političko radikalno partijakere pripadnikija _____ i romani mahala. On _____ but čhera a dajek čhera _____ dani. Keda _____ kotar i mahala, mukhle samo trin zastave kotar i radikalno političko _____.

Keda dikhle o Roma kotar i mahala so ovela, odma _____ e policija ama hine več prekasno. O napadnikija _____ hem niko na džanela sar ličinena hine.

Šučur e Devlese, so na hine but _____ ki mahala hem so o čhave hine ki škola, se ka oven hine but džene _____. Amare žurnalistija _____ akava slučaji hem ka informirinen tumen so ka desini pe ponoduri. Pogotovo ka ovel interesno te dikha, so ka phenel o _____ kotar i radikalno političko partija hem dali uopšte ka phenel diso.

Two identical blank writing templates are provided. Each template consists of a large rounded rectangular area on the left for drawing or writing, and a smaller rounded rectangular area on the right. The right-hand area is divided into a top section for a drawing and a bottom section with four horizontal lines for writing.

Arlije_Primary_B1_AT_eng_unit-04
Topic (CFR): ROMA - CRAFTS AND OCCUPATIONS
Sub-topic 01: Roma - Crafts and Occupations Sub-topic 02: Roma – Prominent Persons

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can listen to a talk or presentation about Roma crafts and occupations and understand most of what is said provided delivery is relatively slow and clear. ✓ Can understand most of an audio or visual account of the work of a Roma person (past or present).
	<ul style="list-style-type: none"> ✓ Can read and understand a variety of text about different crafts and occupations (stories, internet texts, historical accounts, etc.). ✓ Can read and understand texts about prominent persons of Roma origin.
	<ul style="list-style-type: none"> ✓ Can ask and answer more complex questions about the principal historical aspects of different Roma crafts and occupations. ✓ Can ask and answer more complex questions about the activities of Roma people today. ✓ Can ask and answer more complex questions about prominent people of Roma origin.
	<ul style="list-style-type: none"> ✓ Can connect sentences in a simple way to talk about different Roma crafts and occupations in an age-appropriate way. ✓ Can connect sentences in a simple way to give a brief talk about an individual of Roma origin who is famous or well-known.
	<ul style="list-style-type: none"> ✓ Can write briefly about the lifestyle of Roma craftspeople. ✓ Can write a brief account of the life of a famous Roma person. ✓ Can write a brief account of the association between different Roma groups and particular crafts and occupations.
Working with the ELP	
Language passport: Teaching activity 15	
Dossier: Worksheet 08, 02 and 03	

Vocabulary Sub-topic 01: Roma - Crafts and Occupations			
Active			
<i>o kalajdzije, o kotlarija</i>	the tinkers	<i>o grastadzije</i>	the horse dealers
<i>o kovačija</i>	the blacksmiths	<i>o Roma so džilabena</i>	the singers
<i>o muzičarija</i>	the musicians	<i>o Roma so čhelena</i>	the dancers
<i>o kundradzije</i>	the shoemakers	<i>o Roma so biknena luludža</i>	the flower sellers
<i>o Roma so bajinena</i>	the fortune tellers	<i>o Roma so oštrinena o čhurja</i>	the knife sharpeners
<i>o Roma so čerena korpe, o korpadzije</i>	the basket makers	<i>o zlatarija</i>	the goldsmiths
<i>o ciglarija</i>	the brick makers	<i>o južarija</i>	the cord makers
<i>o trgovcija, o gurbetija</i>	the merchants		

Vocabulary | Sub-topic 02: Roma – Prominent Persons

Active			
<i>bijandilo</i>	was born	<i>najvažno</i>	most important
<i>ko</i>	in (the)	<i>i nagrada</i>	the award
<i>avdisutni</i>	today's	<i>o Oscar-i</i>	the Oscar
<i>i Rusija</i>	Russia	<i>o NBR Award-i</i>	the NBR Award
<i>hem</i>	and	<i>o slikari</i>	the photographer (also: the painter)
<i>ko 10-to, 20-to, 5-to, ... berš</i>	in the 10th, 20th, 5th, ... year	<i>dani</i>	also
<i>ov</i>	he	<i>but puti</i>	often, repeatedly
<i>hine</i>	was	<i>o seti</i>	the set
<i>najmangle</i>	famous	<i>džilabi</i>	to sing
<i>o glumcija</i>	the actor	<i>bašali</i>	to play (to make music)
<i>ko Holivud</i>	in Hollywood	<i>i gitara</i>	the guitar
<i>olesoro, olesiri</i>	his	<i>čestno</i>	reputable, honorable
<i>o dživdipe, o životi</i>	the life	<i>o predsedateli</i>	the president
<i>kotar jek</i>	of a	<i>i Internacionalno Romani Union</i>	the International Romani Union
<i>o dad</i>	the father	<i>čhelela, čheldža</i>	to play, played
<i>vicini pe hine</i>	was called	<i>aktivno</i>	active
<i>i daj</i>	the mother	<i>o pomožibe</i>	the help
<i>o roditelija</i>	the parents	<i>te oven</i>	to be (p)
<i>o Rom</i>	the Roma person	<i>internacionalno</i>	international
<i>mukhela, mukhlja</i>	to leave, left	<i>povrzime</i>	connected
<i>prvo</i>	first	<i>maškar peste</i>	among each other, between themselves
<i>džala, dželi, dželo</i>	to go, went	<i>priznaime</i>	acknowledged (p)
<i>džala hine</i>	has gone	<i>anglal</i>	before (it)
<i>oleja</i>	with him	<i>i reklama</i>	the advertisement
<i>i Kina</i>	China	<i>apelirini, apelirindža</i>	to appeal to sth./sb., appealed to sth./sb.
<i>palo odova</i>	then, after that	<i>i publika</i>	the audience
<i>oduri</i>	there	<i>pušini, pušinena</i>	to smoke
<i>ko jek</i>	in a	<i>angažirini pe,</i>	to be committed,
<i>elitarno</i>	elitist	<i>angažirindža pe</i>	he/she was committed
<i>o internati</i>	the boarding home	<i>preko</i>	about
<i>frdela le, frdindže le</i>	to throw him out, threw him out	<i>o udruženje</i>	the association
<i>živini, živini hine</i>	to live, lived	<i>protiv</i>	against
<i>i Amerika</i>	America	<i>o pušibe</i>	smoking
<i>kaj so</i>	where (as conjunction in sentences)	<i>pendžarutne</i>	famous (p)
<i>dobini, dobindža</i>	to get, got	<i>o filmija</i>	the films
<i>plo, pli</i>	his	<i>o faraoni</i>	the pharaoh
<i>prvo</i>	first	<i>biblijsko</i>	biblical
<i>i uloga, e ulogake</i>	the role	<i>o kralji</i>	the king
<i>o Brodvej</i>	the Broadway	<i>o junako</i>	the hero
<i>o teatari</i>	the theater	<i>panda</i>	still
<i>mora, mora hine</i>	to have to, had to	<i>pobuter, poviše</i>	more
<i>džeralo</i>	bald (headed)	<i>merela, mulo</i>	to die, died (m)
<i>snimini pe, snimindža pe</i>	is recorded, was recorded	<i>o rako</i>	the cancer
<i>i glavno uloga</i>	the leading role	<i>o pluča</i>	the lungs

Grammar	
Active	Passive
Perfect tense Syntax; Forming clauses	Plural Present tense

Teaching activity 01 Sub-topic 01: Brainstorming Traditional Roma - Crafts and Occupations
Duration: 30 min Skill: 
Mat./Res.: Poster or flip-chart, pens
<ol style="list-style-type: none"> Children sit in a circle. Teacher puts a poster in the middle of the circle and writes “Traditional Roma – Crafts and Occupations” on it. Teacher asks the children to write everything that comes to their mind about the topic down on the poster. (Children can draw as well.) The poster is put on the blackboard. Teacher and class discuss everything on the poster. (Teacher asks questions like: What kind of occupation is that? Do you know someone with that occupation? What are typical activities in this occupation? What tool does someone need for this craft? Etc.).
Teaching activity 02 Sub-topic 01: Lecture Traditional Roma - Crafts and Occupations
Duration: 20–50 min Skill: 
<p>Note: This activity can only be done subsequently to activity 01. Teacher invites a speaker to the class to do a lecture on Roma – Crafts and Occupations. Topics that should be covered:</p> <ol style="list-style-type: none"> Which traditional crafts and occupations are there? The meaning of traditional crafts and occupations for ethical identity (Kovačija, Grastadžije = Lovara or Džambazija, Kalajdzije =Kalderaš, Burgudžije, Južarija, etc.). Three main groups of occupations (crafts, trade, entertainment). <p>The information should be passed on age-appropriately and handouts for the children would be advantageous. If the teacher cannot find a person for doing the lecture, he/she can do it him/herself.</p>
Teaching activity 03 Sub-topic 01: Memory Roma - Crafts and Occupations
Duration: 30 min Skill: 
Mat./Res.: Cards of worksheet 01, lamination-device, envelopes
<p>Preparation: Print worksheet 01 cards twice, laminate, and put one set of cards in each envelope. Note: Game works well for strengthening solidarity and companionship in the class. Can be played at the beginning of a class, if children don't know each other so well.</p> <ol style="list-style-type: none"> Children form two groups (also possible: several smaller groups; in this case more cards must be printed). Teacher hands out a set of cards in an envelope to each group and explains the task: Play Memory with the cards. The winners of the groups compete with each other in a final round. The winner and his/her group get a present (e.g. homework voucher).

Teaching activity 04 Sub-topic 01: Poster Traditional Roma - Crafts and Occupations
Duration: 50 min Skill: 
Mat./Res.: Poster or flip-chart, pens
<p>Note: This activity can only be done subsequently to activity 02 or 03. Preparation: Prepare texts, books, magazines, etc. about different Roma – crafts and occupations. Alternatively this activity can be done in a computer room.</p> <ol style="list-style-type: none"> 01. Children form small groups (2–4 persons per group). 02. Teacher hands out a poster to each group and explains the task: Each group picks a traditional Roma – craft or occupation and designs a poster about it. 03. Teacher helps the children with designing and provides them with information.
Teaching activity 05 Sub-topic 01: Presentation Traditional Roma - Crafts and Occupations
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 04
<p>Note: This activity can only be done subsequently to activity 04.</p> <ol style="list-style-type: none"> 01. Children take a look at the posters of activity 04. 02. Teacher explains the task: Every group describes a traditional Roma- craft or occupation by reference to the poster they designed. 03. The groups present their posters one after the other (teacher and classmates shouldn't interrupt the children while they talk). 04. After each presentation teacher and classmates can ask questions if they have any.
Teaching activity 06 Sub-topic 02: : Roma – Prominent Persons – Textual Reading <i>Yul Brynner</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Reading worksheet 02
<p>Note: Recommended for children in 3rd or 4th grade.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>Yul Brynner</i> (worksheet 02). 02. He/She asks the children to read the text quietly once. 03. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.). 04. Then the teacher picks children to read the text to the class. 05. Children form groups of three and talk about the content of the text (What didn't I understand? Etc.). 06. Subsequently teacher and class discuss the content together and pending questions are answered. 07. Finally the text is added to the Dossier p. 40.
Teaching activity 07 Sub-topic 02: Roma – Prominent Persons – Gap text <i>Yul Brynner</i>
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Yul Brynner</i> (worksheet 03) and explains the task: Fill out the gaps of the text! 02. Children have about ten minutes to fill out the gap text. 03. Subsequently the children read the text to the class and say the words that belong into the gaps. 04. Teacher writes the words that belong into the gap on the blackboard as a check. 05. Then the group can discuss in which tense the text is written and how they can find that out.

Teaching activity 08 Sub-topic 02: Roma – Prominent Persons – Report <i>Yul Brynner</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Ev. lined sheets of paper
<p>Note: This activity can only be done subsequently to activity 06 or 07.</p> <ol style="list-style-type: none"> 01. Teacher explains the task: Write a report about Yul Brynner’s life. Also tell what you liked/disliked in the text. 02. Children have about 30 min to write the report on a sheet of paper. Teacher can correct the spelling and help the children with forming the sentences. 03. Subsequently the children read their texts to the class. 04. As a homework the children shall ask their parents to tell them about prominent Roma persons and note who they talked about.
Teaching activity 09 Sub-topic 02: Roma – Prominent Persons – Brainstorming
Duration: 30 min Skill:   ELP: Dossier
Mat./Res.: Poster or flip-Chart, pens
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher puts a poster in the middle of the circle and writes “Traditional Roma – Prominent Persons” on it. 03. Teacher asks the children to write everything that comes to their mind about the topic down on the poster. (Children can draw as well.) 04. The poster is put on the blackboard. Teacher and class discuss everything on the poster. (Teacher asks questions like: What does this word mean? Who is this person? What makes/made this person famous? Why did you write it down on the poster? What is the connection to the keyword? Do you/ Does your family have a connection to this word/topic/person? Etc.).
Teaching activity 10 Sub-topic 02: Poster Roma - Prominent Persons
Duration: 50 min Skill:   
Mat./Res.: Poster or flip-Chart, pens
<p>Note: This activity can only be done subsequently to activity 09.</p> <p>Preparation: Prepare texts, books, magazines, etc. about different Roma – Prominent Persons. Alternatively this activity can be done in a computer room.</p> <ol style="list-style-type: none"> 01. Children form small groups (2–4 persons per group). 02. Teacher hands out a poster to each group and explains the task: Each group picks a traditional Roma – Prominent Person and designs a poster about him/her. 03. Teacher helps the children with designing and provides them with information.
Teaching activity 11 Sub-topic 02: Presentation Roma - Prominent Persons
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 10
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. Children take a look at the posters of activity 10. 02. Teacher explains the task: Every group describes a traditional Roma – Prominent Person by reference to the poster they designed. 03. The groups present their posters one after the other (teacher and classmates shouldn’t interrupt the children while they talk). 04. After each presentation teacher and classmates can ask questions if they have any.

Teaching activity 12 | Sub-topic 02: TV-Interview Roma - Prominent Persons

Duration: 50 min | Skill: 

Mat./Res.: Camera, ev. toy microphone ev. TV-device

Note: This activity can only be done subsequently to activity 11.

01. Teacher explains the task: Form couples and try to play a TV-interview with a famous Roma person. One child is the reporter the other child is the famous Roma person.
02. Children have about 15 min to prepare their interviews. They are allowed to take notes.
03. Subsequently every couple plays the interview and the teacher or a classmate records them.
04. All recordings can be watched together in class and the teacher can use them as authentic video material for other groups.

Teaching activity 13 | Sub-topic 01: Discussion Roma – Occupations Today

Duration: 30 min | Skill: 

Mat./Res.: Fluffy toy

Note: This activity can only be done subsequently to activity 05.

01. Children sit in a circle.
02. Teacher writes “Roma – Occupations Today” on the blackboard.
03. Teacher takes the fluffy toy and explains the task: The one who holds the toy is allowed to speak and the others have to listen. Tell the class about an occupation of Roma people today. Maybe talk about the occupation of your parents or an other Roma person in your family or community. If you are finished with your short talk give the toy to the child sitting next to you.
04. Teacher makes the start and talks about e.g. the occupation of his/her parents. When he/she is finished he/she gives the toy to one of the children.
05. The children talk, one after the other, about the occupation of their parents or friends. (teacher and classmates are allowed to ask questions).
06. If a child doesn't want to talk he/she can give the toy to the child sitting next to him/her (children shouldn't feel under pressure!).

Teaching activity 14 | Sub-topic 01: Game Who am I?

Duration: 30 min | Skill: 

Mat./Res.: Sticky notes

01. Teacher asks one child to leave the classroom.
02. In the meantime the rest of the class chooses one traditional occupation. Teacher writes the name of this occupation onto a post-it.
03. The child waiting outside is asked into the classroom again.
04. Teacher sticks the post-it onto the child's forehead, so that the child can't see what's written on it.
05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. Do I work with a hammer? Do I work with shoes? Do I need iron, gold, silver, willow, instruments, microphones, etc.?) .
06. The group only answers with “yes” or “no”.
07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.

Teaching activity 15 | Sub-topic 01, 02: Language-Portfolio

Duration: 20 min | Skill: ✎ | ELP: Dossier p. 23

Mat./Res.: p. 23/Level B1 of Language-portfolio

- Preparation: Teacher structures the checklist in the language-biography (p. 23 /Level B1) as he/she prefers.
01. After finishing unit 04 the teacher hands out his/her checklists.
 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it ("I can ...").
 03. The checklists are added to the ELP ("Language biography").

Lesson plan 01 | Topic: Roma – Prominent Persons 1

TA-Nr.: 06 | Learning objectives: Textual Reading. Understanding a text and repeating important vocabulary.

Duration: 30 min | Skill: 🗣️ | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 02

01. Teacher hands out the text *Yul Brynner* (worksheet 02).
02. He/She asks the children to read the text quietly once.
03. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.).
04. Then the teacher picks children to read the text to the class.
05. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.).
06. Subsequently teacher and class discuss the content together and pending questions are answered.
07. Finally the text is added to the Dossier p. 40.

TA-Nr.: 07 | Learning objectives: Textual Reading. Understanding a text and repeating important vocabulary.

Duration: 20 min | Skill: ✎ | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 03

01. Teacher hands out the gap text *Yul Brynner* (worksheet 03) and explains the task: Fill out the gaps of the text!
02. Children have about ten minutes to fill out the gap text.
03. Subsequently the children read the text to the class and say the words that belong into the gaps.
04. Teacher writes the words that belong into the gap on the blackboard as a check.
05. Then the group can discuss in which tense the text is written and how they can find that out.

Lesson plan 02 | Topic: Roma – Prominent Persons 2

TA-Nr.: 08 | Learning objectives: Connecting simple sentences to texts. Practicing sentence position in Perfect tense.

Duration: 50 min | Skill: ✎ | ELP: Dossier p. 40

Mat./Res.: Ev. lined sheets of paper

01. Teacher explains the task: Write a report about Yul Brynner's life. Also tell what you liked/disliked in the text.
02. Children have about 30 min to write the report on a sheet of paper. Teacher can correct the spelling and help the children with forming the sentences.
03. Subsequently the children read their texts to the class.
04. As a homework the children shall ask their parents to tell them about prominent Roma persons and note who they talked about.

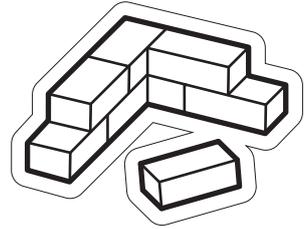
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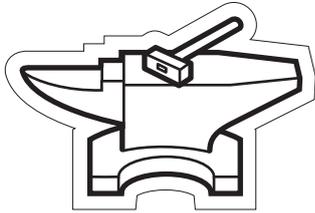
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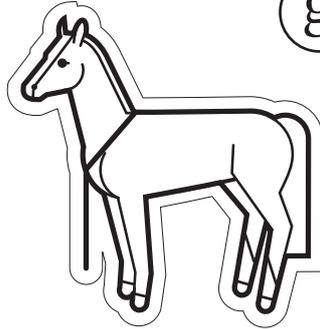
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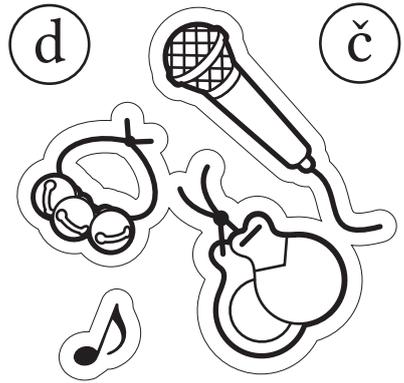
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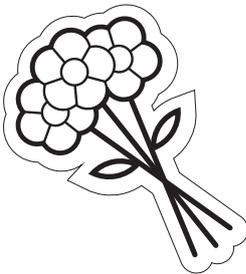


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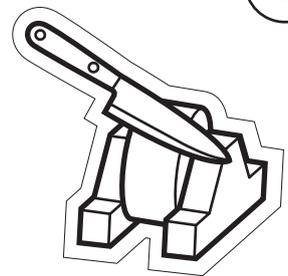
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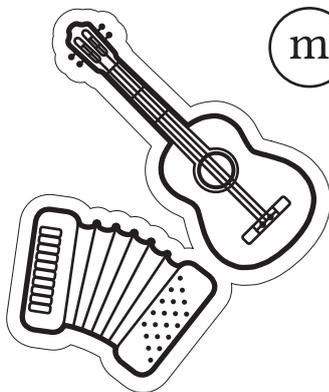
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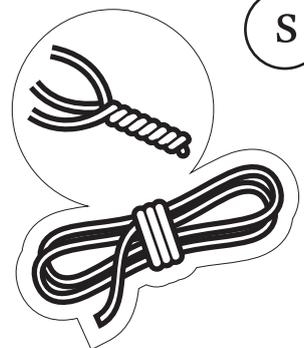
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s



o zlatarija

o Roma so
čerena
korpe

o ciglarija

o kovačija

o grastadžije

o Roma
so džilabena
/so čhelenena

o Roma
so biknena
luludža

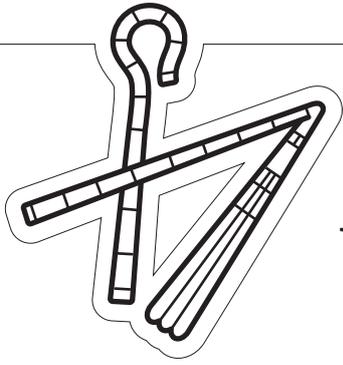
o kalajdžije
o kotlarija

o Roma so
oštrinena
o čhurja

o muzičarija

o
kundradžije

o južarija



Mlo anav _____

Yul Brynner

O Yul Brynner bijandilo ko 11. Juli 1920-to berš, ko Vladivostok (Rusko SFSR, avdisutni Rusija) hem mulo ko 10. Oktomvri 1985-to berš ko Nju Jork Siti. Ov hine jek kotar o najmagle amerikansko glumcija ko 1950 berša ko Holivud.

O lesoro dživdipe

O Yul Brynner bijandilo sar čhavo kotar jek švajcarsko-mongolsko istraživači hem švajcarsko konsuli ki Rusija hem kotar jek doktoresiri čaj. O dad lesoro vičini pe hine Boris Julievich Brynner a I i daj lesiri Marussia Blagovidova. Kotar i jek roditelengiri strana hine, sar ov so phendža, Rom.

Ko 1930 berša, o dad mukhlja len a i daj prvo dželi oleja ki Kina a palo odova ko Pariz. Oduri džala hine ko jek elitarno internati kotar so frdindže le posle avri.

Kotar o berš 1940 ov živini hine ki Amerika, kaj so dobindža pli prvo glavno uloga ko Brodvej, ko teatari (Musical "The King and I"). Odole ulogake mora hine te čerel pe džeralo hem keda snimindža pe odova isto filmi, pale ov dobindža i glavno uloga, kaj so hine isto džeralo. Odole ulogake o Yul Brynner dobindža i najvažno nagrada ko Holivud, o Oscar-i hem o NBR Award-i.

Ov hine hem slikari dani. But puti ko seti slikini hine. Isto džilabi hine hem bašali hine gitara.

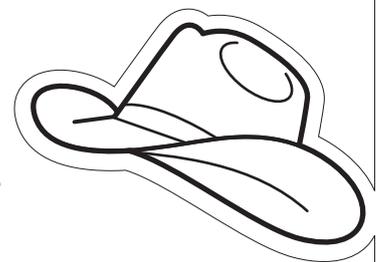
Ov hine čestno predsedateli kotar i Internacionalno Romani Union. Ko 1970 berša čheldža jek aktivno uloga ko pomožibe e Romen te oven internacionalno povrzime maškar peste hem te oven internacionalno priznaime.

Anglal so te merel, ov snimindža jek reklama, kaj so apelirindža ki publika te na pušinen hem angažirindža pe preko olesoro udruženje "Yul Brynner Foundation" protiv o pušibe.

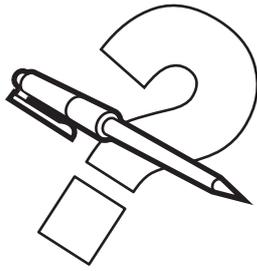
Pendžarutne filmija

Lesere pendžarutne uloge ko filmija hine:

- O Faraoni o Ramzes ko biblijsko filmi "The Ten Commandments"
- O kralji o Solomon ko biblijsko filmi "Solomon and Sheba"
- O junako Chris Adems ko kaubojsko kult-filmi "The Magnificent Seven"



Isi panda pobuter filmija kaj so hine le glavno uloge. O Yul Brynner mulo ko 10. Oktomvri 1985-to berš ko Nju Jork Siti kotar o rako ko pluča.



Mlo anav _____

Yul Brynner

O Yul Brynner bijandilo ko 11. Juli 1920-to berš, ko Vladivostok (Rusko SFSR, avdisutni Rusija) hem mulo ko 10. Oktomvri 1985-to berš ko Nju Ĵork Siti. Ov hine jek kotar o najmagle amerikansko glumcija ko 1950 berša ko Holivud.

O lesoro dživdipe

O Yul Brynner _____ sar čhavo kotar jek švajcarsko-mongolsko istraživači hem švajcarsko konsuli ki _____ hem kotar jek doktoresiri čhaj. O dad lesoro vičini pe hine Boris Julievich Brynner a i daj lesiri Marussia Blagovidova. Kotar I jek roditelengiri strana hine, sar ov so phendža, Rom.

Ko 1930 berša, o dad _____ len a i daj prvo dželi oleja ki Kina a palo odova ko _____. Oduri džala hine ko jek elitarno internati kotar so frdindže le posle avri.

Kotar o berš 1940 ov živini hine ki _____, kaj so dobindža pli prvo glavno uloga ko Brodvej, ko teatari (Musical “The King and I”). Odole ulogake mora hine te čerel pe _____ hem keda snimindža pe odova isto filmi, pale ov dobindža i glavno uloga, kaj so hine isto džeralo. Odole ulogake o Yul Brynne dobindža i najvažno nagrada ko Holivud, o Oscar-i hem o NBR Award-i.

Ov hine hem _____ i dani. But puti ko seti slikini hine. Isto džilabi hine hem bašali hine gitara.

Ov hine čestno predsedateli kotar i Internacionalno Romani Union. Ko 1970 berša čheldža jek aktivno uloga ko _____ e Romen te oven internacionalno povrzime maškar peste hem te oven internacionalno priznaime.

Anglal so te merel, ov snimindža jek reklama, kaj so apelirindža ki publika te na pušinen hem angažirindža pe preko olesoro udruženje “Yul Brynner Foundation” protiv o _____.

Pendžarutne filmija

Lesere pendžarutne uloge ko filmija hine:

- O Faraoni o Ramzes ko biblijsko filmi “The Ten Commandments”
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Isi panda pobuter filmija kaj so hine le glavno uloge. O Yul Brynner _____ ko 10. Oktomvri 1985-to berš ko Nju Ĵork Siti kotar o rako ko pluča.

Topic (CFR): FESTIVALS AND CELEBRATIONS**Sub-topic 01: Festivals and Celebrations****Sub-topic 02: Christmas****Working with the CFR – Learning objectives**

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the main points of classroom talk about festivals and celebrations, using visual support (e.g. illustrations in a textbook) to check the teacher’s explanation. ✓ Can understand the main points of a video that shows typical activities during a local or national festival. ✓ Can understand the main points in an account of festivals or celebrations particular to Roma communities. ✓ Can understand the main points in a story or song related to a celebration, festival or commemoration.
	<ul style="list-style-type: none"> ✓ Can read and understand the main points of texts, either current or historical, which describe festivals or celebrations. ✓ Can read and understand the main points in a text describing a festival or celebration typical of Roma family or community life.
	<ul style="list-style-type: none"> ✓ Can talk about and compare family/religious celebrations with other pupils. ✓ Can ask and answer questions about typical festivals in other places. ✓ Can describe and respond to questions about what takes place during a festival or celebration in his/her family/community.
	<ul style="list-style-type: none"> ✓ Can describe to the rest of the class an experience when participating in a festival. ✓ Can describe to the rest of the class a special event/celebration in the family (religious festival, new baby, etc.). ✓ Can describe to the rest of the class the experience of attending a celebration such as a marriage or a funeral. ✓ Can tell a story related to a particular event/celebration or commemoration.
	<ul style="list-style-type: none"> ✓ Can write a short text/letter describing a festival or celebration, with comments about his/her reaction (e.g. excited, nervous, happy, tired). ✓ Can write a short text, letter or e-mail describing a celebration or event that he/she has experienced in the family or community.

Working with the ELP

Language biography: Teaching activity 15

Dossier: Teaching activity 03, worksheet 02, 04, 05, 07

Vocabulary Sub-topic 02: Christmas			
Active			
<i>i pokana</i>	the invitation	<i>anela, anena, te anen</i>	bring, you bring, to bring
<i>o božiči</i>	the Christmas celebration	<i>diso hajbase</i>	something to eat
<i>javer kurko</i>	next week	<i>čhivela, čhivena, te čhiva</i>	give/put, you give/put, to give/put
<i>o petok, i džuma</i>	Friday	<i>o bife</i>	the buffet
<i>o saati</i>	the clock, the time	<i>me</i>	I
<i>palo ručko</i>	in the afternoon	<i>džanela, džanava</i>	to know, he/she knows
<i>odolese</i>	because of that	<i>mangela, mangena</i>	to want, to like
<i>kanini, kaninaja</i>	to invite, we invite	<i>hala, hana, te han</i>	eat, he/she eats, to eat
<i>sa</i>	all	<i>i torta, o torte</i>	the cake, the cakes
<i>o roditelija, e roditelen</i>	the parents (1st + 4th case PL)	<i>Najšukar ka ovel ...</i>	Your best bet would be to ...
<i>pridružini pe,</i>	to join,	<i>pučela, pučena, te pučen</i>	ask, to ask
<i>pridružinena pa,</i>	he/she joins,	<i>spremini, spreminena,</i>	to prepare, to cook,
<i>te pridružinen pe</i>	they join	<i>spremindže</i>	they prepared, they cooked
<i>amenge</i>	for us	<i>i priredba</i>	the performance
<i>hem</i>	and	<i>glumini, gluminena,</i>	to act,
<i>barabar</i>	together with, along with	<i>ka gluminen</i>	will act
<i>ple čhavencar</i>	with your children	<i>i teatarsko igra</i>	the theater play
<i>proslavini, proslavinena</i>	to celebrate, you celebrate	<i>kotar</i>	of (also: where from)
<i>amari/e</i>	our	<i>o početok</i>	the beginning, the start
<i>i škola</i>	the school	<i>svako</i>	every
<i>tumare</i>	you (p)	<i>o oddelenie</i>	the class
<i>o čhave</i>	the children	<i>džilabi, ka džilabi</i>	to sing, will sing
<i>čerela izmeti, ka čerel izmeti</i>	to serve, to clean, to look after sb.	<i>i džili</i>	the song
<i>i učitelka, o učitelke</i>	the teacher, the teachers (f)	<i>palal o (palo), palal i (pali)</i>	behind the
<i>o učiteli, o učitelija</i>	the teacher, the teachers (m)	<i>dobini, dobinena,</i>	to get,
<i>o direktori</i>	the headmaster	<i>ka dobinen</i>	will get
<i>čerela, čerena, ka čeren</i>	to make, you make, will make	<i>o pokloni, o poklonija</i>	the present, the presents
<i>o prazniko</i>	the holiday	<i>odolese</i>	because of that, therefore
<i>i (pro)slava</i>	the celebration	<i>mangela, mangena</i>	to want/to like
<i>o berš</i>	the year	<i>avela, avena, ka aven</i>	to come, will come
<i>o kolačija</i>	the cookies	<i>o vreme</i>	the time
<i>o sendvičija</i>	the sandwiches	<i>čerela lafi</i>	to talk
<i>poslužini, poslužinena,</i>	to provide/serve, you provide/serve,	<i>zapoznaini,</i>	to get to know,
<i>ka poslužinen</i>	will provide/serve	<i>ka zapoznaini</i>	will get to know
<i>te isi tumen čefi ...</i>	if you feel like it	<i>čerava tumenge but sastipe</i>	Goodbye, Best wishes!
<i>šaj</i>	to be able		(lit. I wish you a good health.)
<i>dani</i>	also		

Grammar	
Active	Passive
Writing and saying sentences in Perfect tense Adjectives Forming sentences and Clause positions Present tense	Present tense Future tense

Teaching activity 01 | Sub-topic 01: Brainstorming “Festivals and Celebrations”

Duration: 30 min | Skill: 

Mat./Res.: Poster or flip-chart, pens

- Children sit in a circle.
- Teacher puts a poster in the middle of the circle and writes “Festivals and Celebrations” on it.
- Teacher asks the children to write everything that comes to their mind about the topic down on the poster (Children can draw as well.).
- The poster is put on the blackboard. Teacher and class discuss everything on the poster. (Teacher asks questions like: What celebration is that? Do you celebrate that with your family? How do people celebrate this festival? Etc.).

Teaching activity 02 | Sub-topic 02: Lecture “Christmas”

Duration: 20 | Skill: 

Mat./Res.: Pictures worksheet 01, lamination device

- Note: This activity can only be done subsequently to activity 01.
 Preparation: Prepare a lecture about Christmas. Laminate pictures of worksheet 01 and use them for visualization. Also possible: Power-Point-Presentation.
- Teacher gives a lecture about Christmas. Contents should be: Why is Christmas celebrated? What is Santa Clause? - Connection to Saint Nicholas? Which customs are typical? Which items are typical?
 - Teacher passes along pictures that fit the content to the children during the lecture.

Teaching activity 03 | Sub-topic 02: Picture Story “Christmas”

Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Pictures worksheet 01, lamination device, ev. lined sheets of paper

- Note: This activity can only be done subsequently to activity 02.
 Preparation: Laminate pictures of worksheet 01.
- Teacher puts the pictures of activity 02 on the blackboard in the order of his/her lecture and explains the task: Try to write a short story or text by reference to the pictures on the blackboard.
 - Children write the story; teacher can help them with forming sentences and clause positions.
 - Subsequently children read their stories to the class and add them to the Dossier p. 40.

Teaching activity 04 | Sub-topic 02: Dialogue “Christmas”Duration: 30 min | Skill: 

01. Children pick a partner.
02. Teacher explains the task: Tell each other how you celebrate Christmas. Try to find similarities and differences in the customs and in the way of celebrating.
03. Children talk for about 5–10 min.
04. Subsequently each couple tells the class, which similarities and differences they have found.

Teaching activity 05 | Sub-topic 02: TV-Interview “How do you celebrate Christmas?”Duration: 50 min | Skill: 

Mat./Res.: Camera, ev. toy microphone, ev. TV-device

Note: This activity can only be done subsequently to activity 04.

01. Teacher explains the task: Form couples and try to prepare a TV-interview about the topic “How do you celebrate Christmas?”. One child is the reporter who asks the questions and the other child answers the questions.
02. Children have about 15 min to prepare the interview. They are allowed to take notes.
03. Subsequently every couple plays the interview and the teacher or a classmate records them.
04. All recordings can be watched together in class and the teacher can use them as authentic video material for other groups.

Teaching activity 06 | Sub-topic 02: Drawing “My favorite Christmas experience”Duration: 50 min | Skill: 

Mat./Res.: Drawing sheets, pens, crayons

01. Teacher hands out the drawing sheets and explains the task: Draw your favorite Christmas experience (e.g. baking cookies with a family member, best Christmas present, singing/playing music during the celebrations, a mishap of oneself or somebody else of the family, etc.).
02. Children draw/paint their favorite Christmas experience.
03. The drawings are put on the wall of the classroom.

Teaching activity 07 | Sub-topic 02: Presentation “My favorite Christmas experience”Duration: 20 min | Skill: 

Mat./Res.: Drawings of activity 06

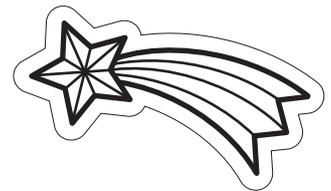
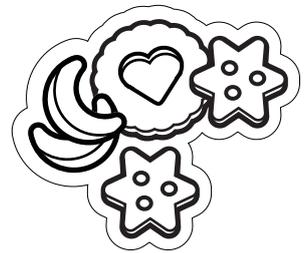
Note: This activity can only be done subsequently to activity 06.

01. Children take a look at the drawings of activity 06.
02. Teacher explains the task: Describe your favorite Christmas experience by reference to the picture you drew.
03. Children present their drawings one after the other (teacher and classmates should not interrupt the children while they talk).
04. After each presentation teacher and classmates can ask questions if they have any.

Teaching activity 08 Sub-topic 02: Christmas – Designing a Postcard
Duration: 30 min
Mat./Res.: Postcard form worksheet 03, crayons, glue, rhinestones, glitter stars and -powder, misc. Christmas decoration items
<p>Note: Activity is suitable for children that are not alphabetized yet as well. Preparation: Print a postcard form (worksheet 03) for each child.</p> <ol style="list-style-type: none"> Teacher hands out the postcard forms (worksheet 03) to the children and explains the task: Cut out the postcard and fold it. Then decorate the front side as you prefer in a festive manner (draw, paint, glue, write, etc.). Children cut out and fold the postcard and start decorating it.
Teaching activity 09 Sub-topic 02: Christmas – Writing a Postcard
Duration: 30 min Skill: 
Mat./Res.: Postcards of activity 08
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> Children take the postcards they made in hand. Teacher explains the task: Write a postcard to a friend or a family member. Describe your last Christmas and how you felt (Focus: Perfect tense, Adjectives). Children have about 30 min to write the postcard. Teacher can help them with spelling and forming sentences. Subsequently the children read their postcards to the class.
Teaching activity 10 Sub-topic 02: Christmas – Textual Reading <i>Pokana</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> Teacher hands out the text <i>Pokana</i> (worksheet 02). He/She asks the children to read the text quietly once. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.). Then the teacher picks children to read the text to the class. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.). Subsequently teacher and class discuss the content together and pending questions are answered. Finally the text is added to the Dossier p. 40.
Teaching activity 11 Sub-topic 02: Christmas – Gap text <i>Pokana</i>
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 04
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>Pokana</i> (worksheet 04) and explains the task: Fill out the gaps of the text! Children have about ten minutes to fill out the gap text. Subsequently the children read the text to the class and say the words that belong into the gaps. Teacher writes the words that belong into the gap on the blackboard as a check. Gap text is added to the Dossier p. 40.

Teaching activity 12 Sub-topic 02: Christmas – Questionnaire Pokana
Duration: 30 min Skill: 
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 10 or 11.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire <i>Pokana</i> (worksheet 05). 02. Together they discuss the task: Try to answer in full sentences. 03. Children have about 10 min to complete the task. 04. Subsequently, as a check, they read their answers to the class and the teacher writes them on the blackboard. 05. Worksheet is added to the Dossier p. 40.
Teaching activity 13 Sub-topic 02: Christmas - Puzzle Pokana
Duration: 30 min Skill: 
Mat./Res.: Worksheet 06, envelopes
<p>Note: This activity can only be done subsequently to activity 11 or 12.</p> <p>Preparation: Print worksheet 06 and cut out one dialogue per couple. Put dialogues into envelopes.</p> <ol style="list-style-type: none"> 01. Children form couples and each couple gets an envelope. 02. Children have about 10 min to put together the dialogue. 03. Subsequently each couple reads the dialogue to the class. 04. Teacher collects the envelopes again.
Teaching activity 14 Sub-topic 02: Christmas – Error text Pokana
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Error text worksheet 07
<p>Note: This activity can only be done subsequently to activity 11, 12 or 13.</p> <p>Preparation: Copy error text <i>Pokana</i> (worksheet 07).</p> <ol style="list-style-type: none"> 01. Teacher hands out error text <i>Pokana</i> (worksheet 07). 02. He/She asks one child to read and explain the task. (Find all seven errors in the text.) 03. Children have about 10 min to find the errors. 04. Subsequently children tell the teacher the errors and the right words and teacher writes them on the blackboard. 05. The error text is added to the Dossier p. 40.
Teaching activity 15 Sub-topic 01, 02: Language-Portfolio
Duration: 20 min Skill:  ELP: Dossier p. 25
Mat./Res.: p. 25/Level B1 of language-portfolio
<p>Preparation: Teacher structures the checklist in the language-biography (p. 25/Level B1) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 05 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”). 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Topic: Working on the content of a text
TA-Nr.: 10 Learning objectives: Textual Reading. Understanding a text and repetition of vocabulary.
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Pokana</i> (worksheet 02). 02. He/She asks the children to read the text quietly once. 03. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.). 04. Then the teacher picks children to read the text to the class. 05. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.). 06. Subsequently teacher and class discuss the content together and pending questions are answered. 07. Finally the text is added to the Dossier p. 40.
TA-Nr.: 11 Learning objectives: Textual Reading. Understanding a text and repetition of vocabulary.
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Pokana</i> (worksheet 04) and explains the task: Fill out the gaps of the text! 02. Children have about ten minutes to fill out the gap text. 03. Subsequently the children read the text to the class and say the words that belong into the gaps. 04. Teacher writes the words that belong into the gap on the blackboard as a check. 05. Gap text is added to the Dossier p. 40.
Lesson plan 02 Topic: Lesetext formorientiert bearbeiten
TA-Nr.: 13 Learning objectives: Form-orientated Reading.
Duration: 20 min Skill:  
Mat./Res.: Worksheet 06, envelopes
<p>Preparation: Print worksheet 06 and cut out one dialogue per couple. Put dialogues into envelopes.</p> <ol style="list-style-type: none"> 01. Children form couples and each couple gets an envelope. 02. Children have about 10 min to put together the dialogue. 03. Subsequently each couple reads the dialogue to the class. 04. Teacher collects the envelopes again.
TA-Nr.: 14 Learning objectives: Form-orientated Reading.
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Error text worksheet 07
<p>Preparation: Copy error text <i>Pokana</i> (worksheet 07).</p> <ol style="list-style-type: none"> 01. Teacher hands out error text <i>Pokana</i> (worksheet 07). 02. He/She asks one child to read and explain the task. (Find all seven errors in the text.) 03. Children have about 10 min to find the errors. 04. Subsequently children tell the teacher the errors and the right words and teacher writes them on the blackboard. 05. The error text is added to the Dossier p. 40.





Mlo anav _____

Pokana

Amari škola ka slavini o božiči javer kurko ko petok kotar o 12:00 o saati dži ko 3:00 o saati palo ručko. Odolese kaninaja sa e roditelen te pridružinen pe amenge hem barabar ple čhavencar te proslavinen o najšužo prazniko ko celo berš.

Tumare čhave ka čeren tumenge izmeti ki škola. Amare učitelke hem učitelija ka čeren, barabar tumare čhavencar, kolačija hem sendvičija hem ka poslužinen tumen. Te isi tumen čefi, šaj hem tumen dani te anen diso hajbase te čhiva ko bife. Me džanava, kaj amare učenikija but mangena torte! Najšukar ka ovel, te pučen tumare čhaven, so on mangena te han hem odova te anen ki škola.

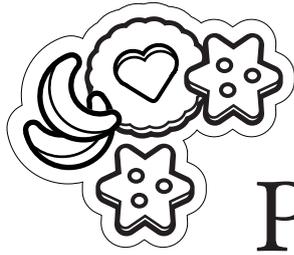
O učenikija spreminde tumenge jek priredba, kaj so ka gluminen tumenge jek teatarsko igra, kotar o početok e božičesoro. Svako oddelenie isto ka džilabi po jek džili. Pali priredba, ka dobinen poklonija tumare čhavendar. Odolese mangaja te aven sa o roditelija a ako našti on te aven, ka radujina amen te ale o babe hem o papija.

Pali priredba ka ovel amen vreme te čera lafi hem te zapoznaina amen.

Čerava tumenge but sastipe

Tumaro Direktori

A rounded rectangular box with a double-line border, occupying the lower half of the page. It is divided into two sections by a vertical line. The left section is a large empty space for writing. The right section contains a small empty rectangular box at the top, followed by four horizontal lines for writing.



Mlo anav _____

Pokana

Amari škola ka _____ o božiči javer kurko ko petok kotar o 12:00 o saati dži ko 3:00 o saati palo ručko. Odolese _____ sa e roditelen te pridružinen pe amenge hem _____ ple čhavencar te proslavinen o najšušo prazniko ko celo berš.

Tumare čhave ka čeren tumenge _____ ki škola. Amare učitelke hem učitelija ka čeren, barabar tumare čhavencar, kolačija hem sendvičija hem ka poslužinen tumen. Te isi tumen _____, šaj hem tumen dani te anen diso hajbase te čhiva ko bife. Me džanava, kaj amare učenikija but mangena torte! Najšukar ka ovel, te _____ tumare čhaven, so on mangena te han hem odova te anen ki škola.

O učenikija spremindže tumenge jek _____, kaj so ka gluminen tumenge jek teatarsko igra, kotar o početok e božičesoro. Svako oddelenie isto ka _____ po jek džili. Pali priredba, ka dobinen _____ tumare čhavendar. Odolese mangaja te aven sa o roditelija a ako našti on te aven, ka radujina amen te ale o babe hem o papija.

Pali priredba ka ovel amen vreme te _____ lafi hem te zapoznaina amen.
Čerava tumenge but sastipe

Tumaro Direktori

Pokana

Amari škola ka slavini o božiči javer kurko ko petok kotar o 12:00 o saati dži ko 3:00 o saati palo ručko. Odolese kaninaja

sa e roditelen te pridružinen pe amenge hem barabar ple čhavencar te proslavinen o najšušo prazniko ko celo berš.

Tumare čhave ka čeren tumenge

izmeti ki škola. Amare učitelke hem učitelija ka čeren, barabar tumare čhavencar, kolačija hem sendvičija hem ka poslužinen tumen. Te isi tumen čefi, šaj hem tumen dani te anen diso

hajbase te čhiva ko bife. Me džanava, kaj amare učenikija but mangena torte!
Najšukar

ka ovel, te pučen tumare čhaven, so on mangena te han hem odova te anen ki škola.

O učenikija spremindže tumenge jek priredba, kaj so ka gluminen tumenge jek

teatarsko igra, kotar o početok e božičesoro. Svako oddelenie isto ka džilabi po jek džili. Pali priredba, ka dobinen

poklonija tumare čhavendar. Odolese mangaja te aven sa o roditelija a ako našti on te aven, ka radujina amen te ale o babe hem o papija.

Pali priredba ka

ovel amen vreme te čera lafi hem te zapoznaina amen.

Čerava tumenge but sastipe

Tumaro Direktori

Mlo anav _____

Pokana

Deja tut li godi?

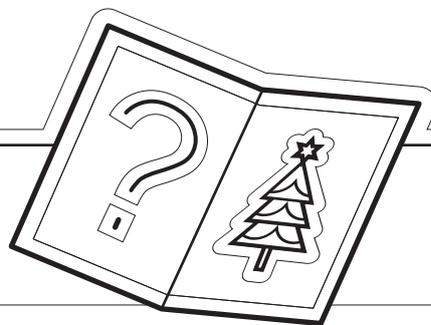
Keda ka slavini i škola o božiči?

Ko ka čerel izmeti hem sar?

So šaj te čeren o roditelija, te isi len čefi?

So spreminde o čhave ple roditelenge?

Sose ka ovel vreme pali priredba?



„Čerava tumenge but sastipe“

Tumaro Direktori

Mlo anav _____

Pokana

Šaj li te arakhe sa o efa greške?

Amari škola ka slavini o bijav javer kurko ko petok kotar o 12:00 o saati dži ko 3:00 o saati palo ručko. Odolese kaninaja sa e baben te pridružinen pe amenge hem barabar ple čhavencar te proslavinen o najšužo prazniko ko celo berš.

Tumare čhave ka čeren tumenge izmeti ki škola. Amare učitelke hem učitelija ka čeren, barabar tumare čhavencar, maro hem sendvičija hem ka poslužinen tumen. Te isi tumen čefi, šaj hem tumen dani te anen diso hajbase te čhiva ko bife. Me džanava, kaj amare učenikija but mangena gravo! Najšukar ka ovel, te pučen tumare čhaven, so on mangena te han hem odova te anen ki škola.

O učenikija spremindže tumenge jek filmi, kaj so ka gluminen tumenge jek teatarsko igra, kotar o početok e božičesoro. Svako oddelenie isto ka džilabi po jek džili. Pali priredba, ka dobinen tetratke tumare čhavendar. Odolese mangaja te aven sa o roditelija a ako našti on te aven, ka radujina amen te ale o tetke hem o papija.

Pali priredba ka ovel amen vreme te čera lafi hem te zapoznaina amen.

Čerava tumenge but sastipe

Tumaro Direktori



Arlije_Primary_B1_AT_eng_unit-06
Topic (CFR): AT SCHOOL
Sub-topic 01: At school

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand detailed instructions in the classroom and school environment generally. ✓ Can understand an age-appropriate presentation given by another pupil on a familiar topic (My interests, My family, My recent experiences, etc.). ✓ Can understand the teacher’s instructions or the description of matters relating to Roma pupils.
	<ul style="list-style-type: none"> ✓ Can read and understand texts on school subjects provided that difficult key words and/or concepts are introduced beforehand. ✓ Can read accounts of children who experience the pressure of difference when attending school.
	<ul style="list-style-type: none"> ✓ Can interact spontaneously in the playground or sports area, engaging with other pupils in games and activities. ✓ Can ask and answer questions about specific classroom topics or in general discussion. ✓ Can discuss with parents, or other family members, what happens at school. ✓ Can ask and answer detailed questions about school life and school experiences.
	<ul style="list-style-type: none"> ✓ Can explain to other pupils about different school experiences (e.g. in another place, etc.). ✓ Can give a simple talk about his/her school with reasons why children should go to school.
	<ul style="list-style-type: none"> ✓ Can write an account of the daily routine in the school. ✓ Can write about his/her friends in school and what they like to do together (e.g. in letter form). ✓ Can research and present a project on Roma life, history and traditions using the Roma community to research the details. ✓ Can write a letter, e-mail or short account of the daily routines in school and the enjoyable parts of school life.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Teaching activity 03, worksheet 01–03, 05–08	

Vocabulary Sub-topic 01: At school			
Active			
<i>sikljola, sikljilo/sikljili,</i>	to learn, learned,	<i>uzal mande</i>	next to me
<i>sikljiljum</i>	have learned	<i>i klupa</i>	the (school-, park-) bench
<i>i škola</i>	the school	<i>hine</i>	was
<i>ko, ki</i>	in (the) (f/m)	<i>hine man</i>	I had
<i>dži</i>	until	<i>o berš, o berša</i>	the year, the years
<i>akana</i>	now	<i>desindže pe</i>	happened
<i>me</i>	I	<i>nezgodno</i>	unpleasant
<i>čitini, čitinava, te čitinav</i>	read, I read, to read	<i>i buti, o buča</i>	the work, the works (also: the thing)
<i>računini, računinava,</i>	calculate, I calculate,	<i>dukhavela, dukhavena,</i>	to hurt, they hurt,
<i>te računinav</i>	to calculate	<i>dukhavdže man</i>	they hurt me
<i>i paramiz</i>	the story	<i>ama</i>	but
<i>mlo, mli</i>	(of) my	<i>uspini, uspinava,</i>	create, I create,
<i>o anav</i>	the name	<i>uspindžum, te uspinav</i>	I created, to create
<i>tano/tani</i>	is (f/m)	<i>nakhavi, nakhavava,</i>	overcome, I overcome,
<i>isi</i>	to have (has), to give (gives)	<i>nakhavdžum, te nakhavav</i>	I overcame, to overcome
<i>i gimnazija</i>	the secondary school (the gymnasium)	<i>odova</i>	the, this, that
<i>mangela,</i>	to want/to like/to love,	<i>pharo/phari</i>	heavy (m/f)
<i>mangava</i>	I want/like/lov	<i>o vreme</i>	the time
<i>ulavi, ulavava, te ulavav</i>	share, I share, to share	<i>tumen</i>	her
<i>tumencar</i>	with you (PL)	<i>dani</i>	also
<i>kotar</i>	of, from	<i>osetini, osetinava</i>	to feel, I feel
<i>o oddelenie</i>	the class	<i>šukar</i>	good
<i>i osnovno škola</i>	the compulsory school	<i>sose</i>	why?, because (of)
<i>keda</i>	when	<i>but</i>	a lot, much, many
<i>i rakhli, o rakhlja,</i>	the girl, the girls	<i>i amalin, o amalinja</i>	the friend, the friends (f)
<i>e rakhljange</i>	for the girls	<i>pišini, pišinava,</i>	to write, I write,
<i>mancar</i>	with me	<i>pišindžum</i>	I wrote
<i>družini pe, družinena pe</i>	to be friends (SG, PL)	<i>o teksti</i>	the text
<i>po dajek puti</i>	sometimes	<i>i džili, e džiljake</i>	the song, for the song
<i>asala, asana (mange)</i>	to laugh at me (SG, PL)	<i>arakhi, arakhlja</i>	to find, he/she found
<i>vodini</i>	to lead	<i>i pauza</i>	the break
<i>odi(o)ja</i>	this, that	<i>lela, lelja</i>	to take, he/she took
<i>i grupa</i>	the group	<i>sikavi,</i>	to show,
<i>sarine, sarinendar</i>	all, of all	<i>sikavdža</i>	he/she showed (also: to teach)
<i>marela pese muj,</i>	to slander, to twit (SG)	<i>javer, javera</i>	other
<i>marena pese muj</i>	to slander, to twit (PL)	<i>(o)lengiri</i>	their (PL)
<i>pogotovo</i>	most of all	<i>sarine</i>	all
<i>mandar</i>	from me, about me	<i>počmini,</i>	to begin, begins,
<i>hič</i>	not at all	<i>počminena, počmindže,</i>	they begin, they began,
<i>dela pe godi,</i>	to remember,	<i>počminava, počmindžum</i>	I begin, I began
<i>dava man godi</i>	I remember	<i>asala, asana, te asan</i>	laugh, they laugh, to laugh
<i>jek puti</i>	once, one time	<i>ladžala, ladžava,</i>	to feel ashamed, I feel
<i>bešela, bešava, bešljum</i>	to sit, I sit, I sat	<i>ladžandiljum</i>	ashamed, I felt ashamed

Vocabulary | Sub-topic 01: At school

Active			
<i>o momenti</i>	the moment	<i>o učiteli, o učitelija, i učitelka</i>	the teacher (m), the teachers, the teacher (f)
<i>phenela, phenava, phendžum</i>	to say, I say, I said	<i>ili</i>	or
<i>(o)lake</i>	her, for her	<i>o roditelija</i>	the parents
<i>irani, te irani</i>	to return, for returning to me	<i>često, but puti</i>	often, several times
<i>mange</i>	to want,	<i>pomožini, pomožinava</i>	to help, I help
<i>mangela,</i>	wanted (also: to love)	<i>Zapamtin!</i>	Remember! (also: Remember that/it!)
<i>manglja</i>		<i>vredini,</i>	to count,
<i>phavela, phravdža</i>	to open, opened	<i>vredinena</i>	they count, to be of value
<i>(o)le</i>	him	<i>pohari</i>	slow
<i>frdela, frdindža</i>	to litter, he/she littered	<i>samo</i>	only, just
<i>o lavabo</i>	the sink	<i>odolese</i>	therefore, hence
<i>mukhela, mukhlja</i>	to let, he/she let	<i>sose</i>	because (also: why?)
<i>o pani</i>	the water	<i>i ocena, o ocene</i>	the grade, the grades
<i>sastavini,</i>	to unite,	<i>javerendar</i>	of the others
<i>te sastavini</i>	for uniting	<i>najnevo, najnevi,</i>	the newest (m/f/PL)
<i>o lil</i>	the letter (also: the paper)	<i>najneve</i>	
<i>tegani (togaš)</i>	back then	<i>o patike</i>	the sneakers, the gym shoes
<i>panda</i>	still	<i>phiravi, phiravena</i>	to wear, he/she wears, they wear
<i>pohari</i>	slow	<i>o markirime šeja</i>	the brand-name clothes
<i>i situacija</i>	the situation	<i>o mobing</i>	the mobbing
<i>makhela, makhava, makhle</i>	to let, I let, they let	<i>o papo</i>	the grandfather
<i>o džemperi</i>	the pullover	<i>Sar hijan?</i>	How are you?
<i>i boja, e bojaja</i>	the color, with the color	<i>tumende</i>	with you (2nd person PL)
<i>plavo</i>	blue	<i>akate</i>	here
<i>slavini</i>	to celebrate	<i>šudro</i>	cold
<i>o rodenden, o rodžendani,</i>	the birthday	<i>dela bršim</i>	to rain (also: It's raining.)
<i>o bijando dive</i>		<i>o kurko</i>	the week
<i>kanini, kaninena</i>	to invite, they invite	<i>džala, džava, te džav,</i>	go, he/she goes, I go, to go,
<i>nike(a)d</i>	never	<i>dželjum, dželjam</i>	I went, we went
<i>čerela, čerava,</i>	machen, ich mache,	<i>pale</i>	again
<i>čerdžum</i>	to make, I make, I made (also: to do)	<i>dobini,</i>	bekommen, er/sie/es
<i>(o)leng</i>	for them	<i>dobinaja,</i>	to get, he/she gets, we get,
<i>ništo(a)</i>	nothing	<i>dobindžam</i>	we got
<i>lošno</i>	bad	<i>jekhe</i>	a/an
<i>pale</i>	again	<i>nevo</i>	new
<i>sarinenge</i>	for all, to all	<i>o učeniko</i>	the pupil
<i>phenela, phenava, te phenav</i>	say, I say, to say	<i>vičini pe</i>	to be called
<i>ako</i>	if (also: well done)	<i>avela, alo, avava,</i>	to come, he came, I come,
<i>tumenge</i>	for you (PL)	<i>ka avav</i>	I will come
<i>slično</i>	similar	<i>čhivela,</i>	to lay, he/she lays,
<i>rodela, "Roden!"</i>	to search, "Search!" (2nd person PL)	<i>čiča</i>	he/she laid
<i>nekas</i>	somebody	<i>bešela, te bešel, bešava,</i>	sit, he/she sits, to sit, I sit,
<i>kasa</i>	with whom	<i>ka bešav</i>	I will sit

Vocabulary | Sub-topic 01: At school

Active			
<i>oleja</i>	with him	<i>o masek</i>	the month
<i>čhelela, čhelava, te čhelav</i>	play, he/she plays, I play,	<i>tumende</i>	with you (2nd person PL)
<i>fudbali</i>	to play (soccer	<i>o odmori</i>	the holiday, the vacation
<i>stalno</i>	constantly, always	<i>tumencar</i>	with you (2nd person PL)
<i>o klubi</i>	the club	<i>celo</i>	the whole
<i>za(j)edno</i>	together	<i>irani,</i>	give back, he/she gives back,
<i>o amal, o amala,</i>	the friend, the friends,	<i>iranava,</i>	I give back, to give back
<i>e amalencar</i>	with the friends	<i>te iranav</i>	(also: to go back)
<i>trenirini, trenirina,</i>	train, he/she trains, I train,	<i>enja</i>	nine
<i>te trenirina,</i>	to train (also: to practice)	<i>o saati</i>	the clock (also: the time)
<i>vezbinava</i>		<i>mora</i>	he/she must, they must
<i>irati</i>	yesterday	<i>sovela</i>	to sleep, he/she sleeps
<i>palo odova</i>	after, subsequently	<i>“Čer but sastipe e ...”</i>	“My regards to ...”
<i>i picerija</i>	the pizzeria	<i>mangela (mangava) tumen</i>	he/she loves you (PL), I love you (PL)
<i>panda</i>	still	<i>tumaro</i>	your (2nd person PL)

Grammar	
Active	Passive
1st+ 3rd person SG Infinitive 1st person SG Perfect tense	Perfect tense SG, PL Present tense Future tense Dative

Teaching activity 01 | Sub-topic 01: Free Speaking “What I’ve learned in school so far”

Duration: 20 min | Skill:  

Mat./Res.: Fluffy toy

- Children sit in a circle.
- Teacher writes the topic on the blackboard (*So sikljiljum ki škola dži akana*, “What I’ve learned in school until now”) and explains the task: The one who holds the toy in his/her hands is allowed to talk. The others listen. Tell the class something about your experiences with learning at school. What have you learned so far? What was pleasant/unpleasant? When you are finished, give the toy to the child sitting next to you.
- Teacher starts by telling the children about what he/she has learned at school (e.g. *Me sikljiljum te čitinav, te čhelav košarka, te računina,* ...).
- Now the children talk about their experiences one after the other and give the toy to the child sitting next to them when they are finished (Children should speak freely and have the chance to talk without interruptions. Questions can be asked after the children have finished talking. Focus: Auxiliary verb *te* + Verb = Infinitive).
- If a child doesn’t want to talk, he/she can pass the toy to the next child (children shouldn’t feel under pressure!).

Teaching activity 02 Sub-topic 02: Form-orientated Speaking “What he/she has learned in school so far”
Duration: 30 Skill: 
Mat./Res.: Fluffy toy
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher explains the task: In the last activity every child talked about what he/she has learned at school so far. Now every child retells what the child sitting next to him/her has said. Same procedure with the toy as in activity 01. 03. Teacher starts by talking about what the child sitting next to him/her has learned (e.g. <i>Ov/Oj sikljilo/sikljili te čitini, te čhelel košarka, te računini, ...</i>). 04. Now the children talk about the experiences of the other children and give the toy to the child sitting next to them when they are finished. 05. Teacher can correct spelling and sentence structure.
Teaching activity 03 Sub-topic 01: At school – Grammatical processing of activity 01 and 02
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: ev. lined, blank sheets of paper
<p>Note: This activity can only be done subsequently to activity 01 or 02.</p> <ol style="list-style-type: none"> 01. Teacher asks the children if something occurred to them in the narrative style of activity 01 and 02 (Focus: Infinitive). 02. Children try to find a regularity (Teacher can lead children to a conclusion by giving them examples like: <i>Me sikljiljum te čitina. Me sikljiljum te računina.</i> and writing them on the blackboard.) 03. Subsequently teacher writes the grammatical rule on the blackboard (Auxiliary Verb <i>te</i> + Verb = Infinitive). 04. Children copy the rule from the blackboard and add the sheet to the Dossier p. 40.
Teaching activity 04 Sub-topic 01: At school – Textual Reading <i>E Jovanakiri paramiz</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Reading worksheet 01
<p>Note: Suitable for children from 3rd grade on.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>E Jovanakiri paramiz</i> (worksheet 01). 02. He/She asks the children to read the text quietly once. 03. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.). 04. Then the teacher picks children to read the text to the class. 05. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.). 06. Subsequently teacher and class discuss the content together and pending questions are answered. 07. Finally the text is added to the Dossier p. 40.

Teaching activity 05 Sub-topic 01: At school – Questionnaire <i>E Jovanakiri paramiz</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Questionnaire worksheet 02
<p>Note: This activity can only be done subsequently to activity 04. Suitable for children from 3rd grad on.</p> <ol style="list-style-type: none"> Teacher hands out the questionnaire <i>E Jovanakiri paramiz</i> (worksheet 02). Together they discuss the task: Try to answer in full sentences. Children have about 15 min to complete the task. They can also work in couples. Subsequently, as a check, they read their answers to the class and the teacher writes them on the blackboard. Worksheet is added to the Dossier p. 40.
Teaching activity 06 Sub-topic 01: At school – Gap text <i>E Jovanakiri paramiz</i>
Duration: 20 min Skill:  ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 04 or 05. Suitable for children from 3rd grade on.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>E Jovanakiri paramiz</i> (worksheet 03) and explains the task: Fill out the gaps of the text! Children have about ten minutes to fill out the gap text. Subsequently the children read the text to the class and say the words that belong into the gaps. Teacher writes the words that belong into the gap on the blackboard as a check. Gap text is added to the Dossier p. 40.
Teaching activity 07 Sub-topic 01: At school – Puzzle <i>E Jovanakiri paramiz</i>
Duration: 30 min Skill:  
Mat./Res.: Puzzle worksheet 04, envelopes
<p>Note: This activity can only be done subsequently to activity 05 or 06. Suitable for children from 3rd grade on. Preparation: Print puzzle <i>E Jovanakiri paramiz</i> (worksheet 04), cut out a dialogue for each couple and put it into an envelope.</p> <ol style="list-style-type: none"> Children form couples and each couple gets an envelope. They have about ten minutes to do the puzzle. Subsequently the couples compare their results. Teacher collects the envelopes again.
Teaching activity 08 Sub-topic 01: At school – Error text <i>E Jovanakiri paramiz</i>
Duration: 20 min Skill:   ELP: Dossier p. 40
Mat./Res.: Error text worksheet 05
<p>Note: This activity can only be done subsequently to activity 04-07. Suitable for children from 3rd grad on. Preparation: Print error text <i>E Jovanakiri paramiz</i> (worksheet 05).</p> <ol style="list-style-type: none"> Teacher hands out error text <i>E Jovanakiri paramiz</i> (worksheet 05). He/She asks one child to read and explain the task. (Find all seven errors in the text.) Children have about 10 min to find the errors. Subsequently children tell the teacher the errors and the right words and teacher writes them on the blackboard. The error text is added to the Dossier p. 40.

Teaching activity 09 Sub-topic 01: At school – Brainstorming “Mobbing”
Duration: 30 min Skill: 
Mat./Res.: Poster or flip-chart, pens
<p>Note: Suitable for children from 3rd grade on.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher puts a poster in the middle of the circle and writes “Mobbing” on it. Teacher asks the children to write everything that comes to their mind about the topic down on the poster (Children can draw as well.). The poster is put on the blackboard. Teacher and class discuss everything on the poster. (Teacher asks questions like: What does that word mean? How is this word connected to the topic? Have you ever experienced mobbing yourself? Do you know somebody who has experienced it? Etc.).
Teaching activity 10 Sub-topic 01: At school – TV-Interview “Mobbing at my school”
Duration: 50 min Skill: 
Mat./Res.: Camera, ev. toy microphone, ev. TV-device
<p>Note: This activity can only be done subsequently to activity 09. Suitable for children from 3rd grade on.</p> <ol style="list-style-type: none"> Teacher explains the task: Form couples and try to prepare a TV-interview about the topic “Mobbing at my school”. One child is the reporter who asks the questions and the other child answers the questions. Children have about 15 min to prepare the interview. They are allowed to take notes. Subsequently every couple plays the interview and the teacher or a classmate records them. For a second recording the roles of the children can be changed. All recordings can be watched together in class and the teacher can use them as authentic video material for other groups.
Teaching activity 11 Sub-topic 01: At school – Poster “Mobbing = Forbidden”
Duration: 30 min Skill: 
Mat./Res.: Poster or flip-chart, pens, newspapers, magazines, brochures, scissors, glue
<p>Note: Suitable for children from 3rd grade on.</p> <ol style="list-style-type: none"> Children form groups of three or four. Teacher hands out a poster to each group and explains the task: Design a poster about the topic “Mobbing = Forbidden”. Think about which behavior is desirable and what is unwanted in a community or group. Children design the posters as they prefer and subsequently put them on a wall of the classroom.
Teaching activity 12 Sub-topic 01: At school – Poster Presentation “Mobbing = Forbidden”
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 11
<p>Note: This activity can only be done subsequently to activity 11. Suitable for children from 3rd grade on.</p> <ol style="list-style-type: none"> Children take a look at the posters of activity 11. The groups present their posters (they should not be interrupted while they speak). After each presentation classmates and teacher can ask questions.

Teaching activity 13 | Sub-topic 01: At school – Textual Reading *E Severdžanesoro lil*Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 06

Preparation: Copy text *E Severdžanesoro lil* (worksheet 06).

01. Teacher hands out the text *E Severdžanesoro lil* (worksheet 06).
02. He/She asks the children to read the text quietly once.
03. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.)
04. Then the teacher picks children to read the text to the class.
05. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.).
06. Subsequently teacher and class discuss the content together and pending questions are answered.
07. Finally the text is added to the Dossier p. 40.

Teaching activity 14 | Sub-topic 01: At school – Gap text *E Severdžanesoro lil*Duration: 20 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 07

Note: This activity can only be done subsequently to activity 13.

01. Teacher hands out the gap text *E Severdžanesoro lil* (worksheet 07) and explains the task: Fill out the gaps of the text!
02. Children have about ten minutes to fill out the gap text.
03. Subsequently the children read the text to the class and say the words that belong into the gaps.
04. Teacher writes the words that belong into the gap on the blackboard as a check.
05. Gap text is added to the Dossier p. 40.

Teaching activity 15 | Sub-topic 01: At school – Form-orientated Processing of Gap text *E Severdžanesoro lil*Duration: 20 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 07

Note: This activity can only be done subsequently to activity 14.

01. Children take the gap text *E Severdžanesoro lil* (worksheet 07) from the Dossier and teacher explains the task: Underline all words with the ending *-um* green.
02. Children have about 3 min to underline the words and to tell them to the teacher.
03. Teacher writes these words on the blackboard one below the other and circles all *-um* endings red.
04. Then he/she asks the children if something occurs to them. He/She asks them to formulate a grammatical rule for this (1st person SG Perfect tense → Verb + Ending *-um*).
05. Children copy the rule from the blackboard and add the sheet to the Dossier p. 40.

Teaching activity 16 | Sub-topic 01: At school – Writing a letter

Duration: 50 min | Skill: ✎ | ELP: Dossier p. 40

Mat./Res.: Worksheet 08

Note: This activity can only be done subsequently to activity 15.

01. Teacher hands out worksheet *Mlo lil* (worksheet 08) and asks a child to read the task.
02. Together they discuss the task: Write a letter to a friend or a family member. Describe how you are at school with your friends.
03. Children have about 30 min to write the text. Teacher can help them with spelling and sentence construction.
04. Subsequently the children read their letters to the class and add them to the Dossier.

Lesson plan 01 | Topic: Working on the content of a text

TA-Nr.: 13 | Learning objectives: Textual reading. Understanding a text and repetition of vocabulary.

Duration: 30 min | Skill: 👁▶ | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 06

01. Teacher hands out the text *E Severdžanesoro lil* (worksheet 06).
02. He/She asks the children to read the text quietly once.
03. Subsequently the children discuss the content with the child sitting next to them (What is it about? What don't I understand? Etc.)
04. Then the teacher picks children to read the text to the class.
05. Children form groups of three and talk about the content of the text (What is it about? What didn't I understand? Etc.).
06. Subsequently teacher and class discuss the content together and pending questions are answered.
07. Finally the text is added to the Dossier p. 40.

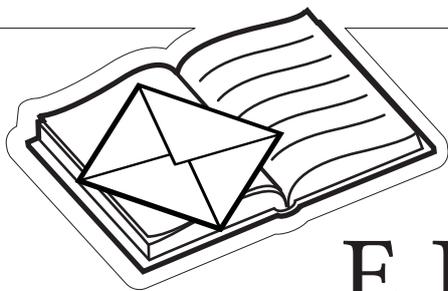
TA-Nr.: 14 | Learning objectives: Textual reading. Understanding a text and repetition of vocabulary.

Duration: 20 min | Skill: ✎ | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 07

01. Teacher hands out the gap text *E Severdžanesoro lil* (worksheet 07) and explains the task: Fill out the gaps of the text!
02. Children have about ten minutes to fill out the gap text.
03. Subsequently the children read the text to the class and say the words that belong into the gaps.
04. Teacher writes the words that belong into the gap on the blackboard as a check.
05. Gap text is added to the Dossier p. 40.

Lesson plan 02 Topic: Talking about school
TA-Nr.: 01 Learning objectives: Connected, free and form-orientated speaking.
Duration: 20 min Skill: 
Mat./Res.: Fluffy toy
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher writes the topic on the blackboard (<i>So sikljiljum ki škola dži akana</i>, “What I’ve learned in school until now”) and explains the task: The one who holds the toy in his/her hands is allowed to talk. The others listen. Tell the class something about your experiences with learning at school. What have you learned so far? What was pleasant/unpleasant? When you are finished, give the toy to the child sitting next to you. 03. Teacher starts by telling the children about what he/she has learned at school (e.g. <i>Me sikljiljum te čitnav, te čhelav košarka, te računinav, ...</i>). 04. Now the children talk about their experiences one after the other and give the toy to the child sitting next to them when they are finished (Children should speak freely and have the chance to talk without interruptions. Questions can be asked after the children have finished talking. Focus: Auxiliary verb <i>te</i> + Verb = Infinitive). 05. If a child doesn’t want to talk, he/she can pass the toy to the next child (children shouldn’t feel under pressure!).
TA-Nr.: 02 Learning objectives: Connected, free and form-orientated speaking.
Duration: 20 min Skill: 
Mat./Res.: Fluffy toy
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher explains the task: In the last activity every child talked about what he/she has learned at school so far. Now every child retells what the child sitting next to him/her has said. Same procedure with the toy as in activity 01. 03. Teacher starts by talking about what the child sitting next to him/her has learned (e.g. <i>Ov/Oj sikljilo/sikljili te čitini, te čhelel košarka, te računini, ...</i>). 04. Now the children talk about the experiences of the other children and give the toy to the child sitting next to them when they are finished. 05. Teacher can correct spelling and sentence structure.



Mlo anav _____

E Jovanakiri paramiz

Mlo anav i tano Jovana. Man isi man 13 berš hem akana džava ki gimanzija, ko 7. oddelenie. Mangava te ulavav tumencar mli paramiz kotar o 3. oddelenie ki osnovno škola keda hine man 9 berš. Ki škola desindže pe mange but nezgodno buča, so dukhavdže man ama me ushindžum te nakhavav odova pharo vreme. Tumen dani ka uspinen odova!

Ki škola na osetinava man hine šukar sose na hine man but amalinja. Hine but raxhlja ko mlo oddelenie ama mancar na družinena pe hine. Po dajek puti asana mange da hine. I Dora, vodini hine odija grupa, so marela pese hine sarinendar muj, a pogotovo mandar. Hič na džala pe mange hine ki škola.

Dava man godi keda jek puti me hem mli amalin, so bešela hine uzal mande ki klupa, pišindžam jek teksti jekhe džiljake. I Dora araxhlja odova teksti ki pauza hem lelja le mandar. Sikavdža le e javere raxhljange kotar olengiri grupa hem sarine počmindže te asan mange. Me but ladžandiljum ko odova momenti hem phendžum lake te irani mange o teksti. Ama i Dora odova na manglja. Oj pharavdža le, frdindža le ko lavabo hem mukhlja o pani te našti više te sastavini pe o lil. Odova but dukhavdža man tegani hem panda dukhala man pohari, keda dava man godi ki odoja situacija.

Jek puti makhle mlo džemperi plavo bojaja. Keda nekoj kotar e Dorakiri grupa slavini hine rodenden, man na kaninena man hine. Niked na čerdžum lenge ništo lošno hem pale marena pese hine muj mandar.

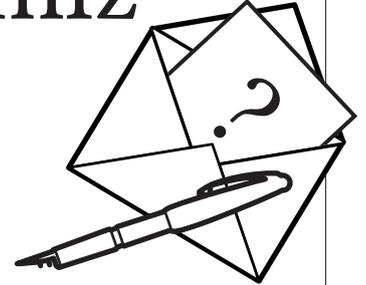
Me mangava sarinenge te phenav, so na hijen tumen krivo, ako desini pe tumenge slično situacije sar so densindža pe mange. Roden tumenge nekas, kasa šaj te čeren lafi sar na primer o učitelija ili tumare roditelija ili tumare amalinke hem amala! On često puti šaj te pomožinen tumen.

Zapamtinen so na vredinena pohari, samo odolese sose isi tumen naočarija, ili sose hijen hari pothule kotar javera ili sose isi tumen pošukar ocene javerendar. Na hijen dani ništo pošukar javerendar samo odolese sose isi tumen o najneve patike ili sose phiravena markirime šeja.

Mlo anav _____

E Jovanakiri paramiz

Deja tut li godi?



Koj i tani i čaj kotar i paramiz?

Sar osetini pe hine oj ki škola hem sose?

So desindža pe jek puti, keda i Jovana pišindža jek teksti jekhe džiljake?

So čerdže i Dora hem olakiri grupa panda?

So valjani te čeren javera čhave, te i tane ki isto situacija sar i Jovana?

So mislineja tu baš akaja paramiz?

Mlo anav _____

E Jovanakiri paramiz

Mlo anav i tano Jovana. Man isi man 13 berš hem akana džava ki gimanzija, ko 7. oddelenie. Mangava te _____ tumencar mli paramiz kotar o 3. oddelenie ki osnovno škola keda hine man 9 berš. Ki škola desindže pe mange but nezgodno buča, so _____ man ama me ushindžum te nakhavav odova pharo vreme. Tumen dani ka uspinen odova!

Ki škola na osetinava man hine šukar sose na hine man but amalinja. Hine but rakhlja ko mlo oddelenie ama mancar na _____ pe hine. Po dajek puti asana mange da hine. I Dora, vodini hine odija grupa, so marela pese hine sarinendar muj, a pogotovo mandar. Hič na džala pe mange hine ki škola.

Dava man godi keda jek puti me hem mli amalin, so bešela hine uzal mande ki klupa, _____ jek teksti jekhe džiljake. I Dora arakhlja odova teksti ki pauza hem lelja le mandar. Sikavdža le e javere rakhljange kotar olengiri grupa hem sarine počmindže te asan mange. Me but _____ ko odova momenti hem phendžum lake te irani mange o teksti. Ama i Dora odova na manglja. Oj pharavdža le, frdindža le ko lavabo hem mukhlja o pani te našti više te sastavini pe o lil. Odova but dukhavdža man tegani hem panda dukhala man pohari, keda dava man godi ki odoja situacija.

Jek puti _____ mlo džemperi plavo bojaja. Keda nekoj kotar e Dorakiri grupa slavini hine rodenden, man na kaninena man hine. Niked na čerdžum lenge ništo lošno hem pale marena pese hine muj mandar.

Me mangava sarinenge te phenav, so na hijen tumen krivo, ako desini pe tumenge slično situacije sar so _____ pe mange. Roden tumenge nekas, kasa šaj te _____ lafi sar na primer o učitelija ili tumare roditelija ili tumare amalinke hem amala! On često puti šaj te pomožinen tumen.

Zapamtinen so na vredinena pohari, samo odolese sose isi tumen naočarija, ili sose hijen hari pothule kotar javera ili sose isi tumen pošukar ocene javerendar. Na hijen dani ništo pošukar javerendar samo odolese sose isi tumen o najneve patike ili sose phiravena markirime šeja.

densindza

pišindzam

čeren

ulavav

E Jovanakiri paramiz

Mlo anav i tano Jovana. Man isi man 13 berš hem akana džava ki gimanzija, ko 7. oddelenie. Mangava te ulavav tumencar mli paramiz kotar o 3. oddelenie ki osnovno škola keda hine man 9 berš. Ki škola desindže pe mange but nezgodno buča, so dukhavdže man ama

me ushindžum te nakhavav odova pharo vreme. Tumen dani ka uspinen odova!

Ki škola na osetinava man hine šukar sose na hine man but amalinja. Hine but rahlja ko mlo oddelenie ama mancar na družinena pe hine. Po dajek puti asana mange da hine. I Dora, vodini hine odija grupa, so marela pese hine sarinendar muj, a pogotovo mandar. Hič na

džala pe mange hine ki škola.

Dava man godi keda jek puti me hem mli amalin, so bešela hine uzal mande ki klupa, pišindžam jek teksti jekhe džiljake. I Dora arahlja odova teksti ki pauza hem lejla le mandar. Sikavdža le e javere rahljange kotar olengiri grupa hem sarine počmindže te asan mange. Me but ladžandiljum ko odova momenti hem phendžum lake te irani mange o teksti. Ama i Dora odova na manglja. Oj pharavdža le, frdindža

le ko lavabo hem mukhlja o pani te našti više te sastavini pe o lil. Odova but dukhavdža man tegani hem panda dukhala man pohari, keda dava man godi ki odoja situacija.

Jek puti makhle mlo džemperu plavo bojaja. Keda nekoj kotar e Dorakiri grupa slavini hine rodenden, man

na kaninena man hine. Niked na čerdžum lenge ništo lošno hem pale marena pese hine muj mandar.

Me mangava sarinenge te phenav, so na hijen tumen krivo, ako desini pe tumenge slično situacije sar so densindža pe mange. Roden tumenge nekas, kasa šaj te čeren lafi sar na primer o učitelija ili

tumare roditelija ili tumare amalinke hem amala! On često puti šaj te pomožinen tumen.

Zapamtinen so na vredinena pohari, samo odolese sose isi tumen naočarija, ili sose hijen hari pothule kotar javera ili sose isi tumen pošukar ocene javerendar. Na hijen dani ništo pošukar

javerendar samo odolese sose isi tumen o najneve patike ili sose phiravena markirime šėja.

ovel amen vreme te čera lafi hem te zapoznaina amen.

Čerava tumenge but sastipe

Tumaro Direktori

E Jovanakiri paramiz

Mlo anav i tano Jovana. Man isi man 20 berš hem akana džava ki gimanzija, ko 7. oddelenie. Mangava te ulavav tumencar mli paramiz kotar o 3. oddelenie ki osnovno škola keda hine man 9 berš. Ki škola desindže pe mange but šuže buča, so dukhavdže man ama me uspidžum te nakhavav odova pharo vreme. Tumen dani ka uspinen odova!

Ki škola na osetinava man hine šukar sose na hine man but učitelija. Hine but raxhlja ko mlo oddelenie ama mancar na družinena pe hine. Po dajek puti asana mange da hine. I Dora, vodini hine odija grupa, so marela pese hine sarinendar muj, a pogotovo mandar. Hič na džala pe mange hine ki škola.

Dava man godi keda jek puti me hem mli amalin, so bešela hine uzal mande ki tabla, pišindžam jek teksti jekhe džiljake. I Dora araxhlja odova teksti ki pauza hem lelja le mandar. Sikavdža le e javere raxhljange kotar olengiri grupa hem sarine počmindže te čhelen mange. Me but ladžandiljum ko odova momenti hem phendžum lake te irani mange o teksti. Ama i Dora odova na manglja. Oj pharavdža le, frdindža le ko lavabo hem mukhlja o pani te našti više te sastavini pe o lil. Odova but dukhavdža man tegani hem panda raduini man pohari, keda dava man godi ki odoja situacija.

Jek puti makhle mlo džemperu lole bojaja. Keda nekoj kotar e Dorakiri grupa slavini hine rodenden, man na kaninena man hine. Niked na čerdžum lenge ništo lošno hem pale marena pese hine muj mandar.

Me mangava sarinenge te phenav, so na hijen tumen krivo, ako desini pe tumenge slično situacije sar so densindža pe mange. Roden tumenge nekas, kasa šaj te čeren lafi sar na primer o policajcija ili tumare roditelija ili tumare amalinke hem amala! On često puti šaj te pomožinen tumen.

Zapamtinen so na vredinena pohari, samo odolese sose isi tumen naočarija, ili sose hijen hari pothule kotar javera ili sose isi tumen pošukar ocene javerendar. Na hijen dani ništo pošukar javerendar samo odolese sose isi tumen o najneve novine ili sose phiravena markirime šaja.

1

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5

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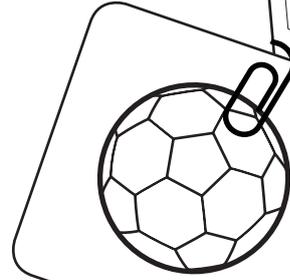
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10

E Severdžanesoro lil

Zdravo Papo!

Sar hijan? Me hijum šukar.
Sar i tano o vreme tumende?
Akate i but šudro hem dela bršim.



Akava kurko počmindžum te džav pale ki škola.
Dobindžam jekhe neve učeniko. Ov vičini pe
Aleksandar hem alo kotar i Srbija. I učitelka čiča
le te bešel uzal mande. Oleja čhelava stalno fudbali
keda isi amen pauza.

Me počmindžum te čhelav fudbali ko jek klubi.
Akava kurko dželjum zaedno mle amalencar
te trenirina oduri. Irati alo amencar hem o
Aleksandar. Palo odova dželjam mle dadeja ki
picerija.

Papo, panda jek masek hem pale ka avav tumende
sose isi amen odmori. Ka bešav tumencar jek celo
kurko hem posle mora te iranav man ki škola.
Akana i tano enja o saati hem mora te džav te sovav.
Čer but sastipe e babake!

Mangava tumen but

E Severdžanesoro lil

Zdravo Papo!

Sar hijan? Me _____ šukar.

Sar i tano o vreme tumende?

Akate i but _____ hem dela bršim.

Akava kurko _____ te džav pale ki škola.

_____ jekhe neve učeniko. Ov vičini pe Aleksandar hem alo kotar i Srbija. I učitelka čiča le te bešel uzal mande. _____ čhelava stalno fudbali keda isi amen pauza.

Me _____ te čhelav fudbali ko jek klubi.

Akava kurko _____ zaedno mle amalencar te trenirina oduri. Irati alo amencar hem o Aleksandar.

Palo odova _____ dželjam mle dadeja ki picerija.

Papo, panda jek masek hem pale ka _____ tumende sose isi amen odmori. Ka bešav tumencar jek celo kurko hem posle mora te _____ man ki škola.

Akana i tano enja o saati hem mora te džav te sovav. Čer but sastipe e babake!

Mangava tumen but



hijum

dzeljam

dzeljum

šudro

počmindzum

Oleja

počmindzum

Dobindzam

avav

Topic (CFR): TRANSPORT AND TRAVEL**Sub-topic 01: Transport and travel****Sub-topic 02: Means of transport****Working with the CFR – Learning objectives**

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the main points in an oral account of a journey. ✓ Can understand the main points of topics related to transport and travel presented in the mainstream classroom. ✓ Can recognize and understand all frequently occurring words to do with travel and transport. ✓ Can understand references to the mobility of people and why they emigrate and move to different countries. ✓ Can understand the main points in a live or broadcast talk that describes a journey. ✓ Can understand references to modes of travel used by Roma that are no longer typical. ✓ Can understand references to traditions typical of living in an encampment. ✓ Can understand references to the reasons for moving to live in other places as a family or a group.
	<ul style="list-style-type: none"> ✓ Can use key words and pictures/diagrams to access detailed text about travelling and transport. ✓ Can use key words to categorize information contained in a text (e.g. Where did it happen?, Who was there?). ✓ Can use key words to research accounts of travelling Roma on the internet. ✓ Can understand the main points in an account, story or historical text about Roma journeys. ✓ Can understand the main points in an account of the mobility of Roma people nowadays.
	<ul style="list-style-type: none"> ✓ Can participate in discussions of different modes of travel and express personal preferences. ✓ Can use illustrations in a textbook to discuss, e.g. similarities and differences between travelling now and travelling in the past. ✓ Can find out what other pupils think about different modes of transport. ✓ Can ask and answer questions about Roma travelling traditions. ✓ Can ask older family or community members questions about experiences of travelling in the past. ✓ Can discuss information about Roma and travelling in the preparation of a project.
	<ul style="list-style-type: none"> ✓ Can give a short talk about the types of transport seen outside the school. ✓ Can talk in an age-appropriate way about his/her experiences when travelling a long distance. ✓ Can give a short talk about his/her experiences of travelling, or the experiences of Roma people in the present or past.
	<ul style="list-style-type: none"> ✓ Can write a short letter describing to another person how he/she travel to school. ✓ Can write “news” about an incident that occurred when travelling to school. ✓ Can write a description of a journey that he/she has undertaken.

Working with the ELP

Dossier: Teaching activity 09, worksheet 01, 03, 04, 07, 08

Vocabulary | Sub-topic 01, 02: Transport, travel and means of transport

Active			
<i>o džajbe ko drumo</i>	the journey	<i>i Viena</i>	Vienna
<i>razno</i>	different, various (s/p)	<i>dži ko/ki</i>	until, to
<i>o prevozi,</i>	the type of transport,	<i>i Venecija</i>	Venice
<i>o prevozija</i>	the types of transport	<i>o saati</i>	the clock, the time
<i>o vrda</i>	the car	<i>palo ručko</i>	in the afternoon
<i>o vozi</i>	the train	<i>prvo</i>	first
<i>o avioni</i>	the plane	<i>o dive</i>	the day
<i>o brodi</i>	the ship	<i>resela, reslo,</i>	to arrive, arrived,
<i>o odmori</i>	the vacation	<i>resaja, resljam</i>	we arrive, we arrived
<i>i familija</i>	the family	<i>hine, hijum hine, hijam hine</i>	was, I was, we were
<i>džala, dželo, džaja,</i>	to go, went, we go,	<i>umorno</i>	tired
<i>dželjam</i>	we went	<i>kotar o drumo</i>	of travelling, of the travel
<i>akava, akaja</i>	this	<i>o hoteli</i>	the hotel
<i>o nilaj</i>	the summer	<i>odmorini, te odmorini,</i>	to rest
<i>i Makedonija</i>	Macedonia	<i>te odmorina</i>	
<i>amen</i>	we	<i>odma</i>	immediately
<i>o čhave, e čhavencar</i>	the children, with the children	<i>zasuča, zasuče</i>	fallen asleep (1st person SG + 2nd person PL)
<i>ki baba</i>	at Grandma's	<i>keda</i>	when
<i>ko papo</i>	at Grandpa's	<i>uštilo, uštile</i>	to wake up (1st person SG + 2nd person PL)
<i>ama</i>	but	<i>(kotar) o sojibe</i>	from sleeping
<i>o berš</i>	the year	<i>bokhaljilo, bokhaljile</i>	to be hungry
<i>promenini, promenindža,</i>	to change, changed, we	<i>manglja, mangle</i>	wanted (s/p)
<i>promeninena, promenindže</i>	change, we changed	<i>pošto</i>	because
<i>hari</i>	a bit, a little	<i>nigde</i>	nowhere
<i>o plani, o planija</i>	the plan, the plans	<i>arakhlja, arakhljam</i>	to find, found
<i>vozini, vozindža, vozinaja,</i>	to drive, drove, we drive,	<i>o restorani</i>	the restaurant
<i>vozindžam</i>	we drove	<i>tikno</i>	small
<i>direktno</i>	directly	<i>odothe</i>	there
<i>nego</i>	(not ...) but (...)	<i>najšužo/najšuži</i>	the most beautiful, the best
<i>čerela, čerdža, čeraja,</i>	to make, made, we make,	<i>i pica</i>	the pizza
<i>čerdžam</i>	we made	<i>o životi</i>	the life
<i>tikni/tikno</i>	small, little	<i>pal(al)o, pal(al)i</i>	after the
<i>i turneja</i>	the tour	<i>o zvoniko</i>	the bell tower
<i>i južno Evropa</i>	Southern Europe	<i>irandža,</i>	to go back, went back (s/p)
<i>cidela, cidindža, cidaja,</i>	to make a journey, made	<i>irandžam</i>	
<i>cidindžam ... drumo</i>	a journey, we make a journey,	<i>tajsa o dive</i>	tomorrow
<i>kotar</i>	we made a journey	<i>phirdža,</i>	to take a walk,
	of, from (also: from where?)	<i>phirdžam</i>	he/she/they took a walk

Vocabulary | Sub-topic 01, 02: Transport, travel and means of transport

Active			
<i>celo</i>	the whole	<i>irati</i>	yesterday
<i>i diz</i>	the city/town	<i>desindža pe</i>	happened
<i>o znamenitostija</i>	the sights	<i>rano sabale</i>	in the morning
<i>sar</i>	like, as	<i>o šoferi</i>	the driver
<i>na primer</i>	for instance	<i>o VW Golfi</i>	the VW Golf
<i>o mosti</i>	the bridge	<i>probini, probindža</i>	to try, tried
<i>i crkva</i>	the church	<i>kočini</i>	to brake
<i>o arsenali</i>	the arsenal	<i>o pešačko prelazi</i>	the crosswalk
<i>o dujto dive</i>	on the second day	<i>anglal o/i</i>	before the, at the
<i>nakhela, nakhlo</i>	to pass, passed	<i>i osnovno škola</i>	the compulsory school
<i>but</i>	a lot, very	<i>o učeniko,</i>	the student,
<i>sigate</i>	fast	<i>e učenikose</i>	for the student
<i>o voziba</i>	the journey, the trip	<i>i kočnica, o kočnice</i>	the brake, the brakes
<i>i gondola, e gondolaja</i>	the gondola, with the gondola	<i>defektno</i>	defective, broken
<i>spremindža, spreminđam</i>	to prepare, we prepared	<i>našti</i>	doesn't work
<i>i luka</i>	the harbour	<i>ačhola,</i>	to stop
<i>kaj so</i>	where (as connective word)	<i>te ačhol</i>	
<i>i Grčka</i>	Greece	<i>pravovremeno</i>	in time
<i>o dive</i>	the day	<i>vozini, vozindža</i>	to drive, drove
<i>poviše</i>	more	<i>levo</i>	left
<i>i plaža</i>	the beach	<i>khuvela,</i>	to hit an obstacle
<i>uživini, uživindža, uživindže,</i>	to enjoy, enjoyed	<i>khuvdža</i>	
<i>uživindžam</i>		<i>o kaš</i>	the tree
<i>o phure, e phurencar</i>	the elderly, with the elders	<i>i ulica</i>	the street
<i>o kurko</i>	the week	<i>adžahar</i>	so, that way
<i>o bijav, o bijava</i>	the wedding, the weddings	<i>izbegini, izbegindža</i>	to prevent, prevented
<i>dani</i>	also	<i>baro, pobaro, najbaro</i>	big, bigger, biggest
<i>bešela, bešlo,</i>	to sit/stay, sat/stayed	<i>o lošnipe</i>	the harm
<i>bešle</i>		<i>olesere</i>	his
<i>morandiljum</i>	I had to	<i>phago, phagi, phage</i>	damaged, broken
<i>sose</i>	because	<i>Šučur e Devlese</i>	Thank God!
<i>sarinencar</i>	with all	<i>sasto hem vesto</i>	to be doing well
<i>paše</i>	near, close	<i>nevo, nevi, neve</i>	new (s/p)
<i>o krajo</i>	the end	<i>šaj</i>	he/she/they can
<i>jedva dekhljum</i>	I couldn't wait	<i>našti</i>	cannot
<i>o udesi</i>	the accident	<i>o autori</i>	the author

Grammar	
Active	Passive
Statements of place Perfect tense	Present tense Perfect tense 1st person PL Perfect tense

Teaching activity 01 Sub-topic 01: Brainstorming – Transport and travel
Duration: 30 min Skill: 
Mat./Res.: Poster or flip-chart, pens
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher puts a poster in the middle of the circle and writes “Transport and travel” on it as a heading. 03. Teacher asks children to write down what comes to their mind in regards to the topic. Children can draw as well! 04. The poster is put on the blackboard and together they discuss all the words the children have written down (teacher asks questions like “Which means of transport have you used until now? Which means of transport do you use for reaching your holiday destination? What do you need for a journey, e.g. vacation?” Etc.)
Teaching activity 02 Sub-topic 02: Poster – Means of transport
Duration: 30 Skill: 
Mat./Res.: Poster or flip-chart, pens, newspapers, magazines, glue, scissors
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> 01. Teacher explains the task: Form groups of three. Pick a type of transport and design a poster about it. 02. Teacher provides materials for the children (posters, newspapers, magazines, pens, etc.). 03. Children design the posters as they prefer (draw, paint, glue, write) and put them on a wall of the classroom subsequently.
Teaching activity 03 Sub-topic 02: Presentation – Means of transport
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> 01. Children take a look at the posters (see activity 02). 02. Teacher explains the task: Describe your poster to your classmates. 03. Children present their posters one after the other (teacher and classmates should not interrupt the children when they talk). 04. After every presentation teacher and classmates can ask questions.
Teaching activity 04 Sub-topic 02: Means of transport – Working in groups <i>Razno prevozija</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Worksheet 01
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Razno Prevozija</i> (worksheet 01) and explains the task: Form groups of four. Try to find advantages and disadvantages for the means of transport and write them down. 02. Children have about 25 min to fill out the worksheet. 03. Subsequently every group tells the class which advantages and disadvantages they have found. 04. Worksheet is added to the Dossier p. 40.

Teaching activity 05 | Sub-topic 02: Means of transport – Discussion contest *Razno prevozija*Duration: 20–30 min | Skill:  |

Mat./Res.: Worksheet 01

Note: This activity can only be done subsequently to activity 04.

Preparation: Put together two rows of three chairs facing each other.

01. Teacher explains the game: Form groups of three. Two groups each compete in discussions. The others are their audience and pick a winner after the discussion. I will give you the topics for your discussions. The winners of each discussion stay on the podium and face the next group and so on until all groups have been in a discussion at least once. The main topic of the contest is *Razno prevozija* (“Means of transport”, see wst01). You are allowed to exaggerate your opinions and use worksheet 01 as a help in the in the discussions.
02. The first two groups take a seat on the podium.
03. Teacher picks a type of transport, and tells the children wich group is the “pro” and wich is the “contra”.
04. The groups discuss the topic for about 3 min. Each group tries to find the best arguments for their position.
05. Subsequently the audience selects the winner of the discussionn (group with better arguments).
06. The losing group leaves the podium and accompanies the audience.
07. The next group takes a seat at the podium and the teacher picks the type of transport for the next discussion and assigns the pro/contra parts to the groups.
08. Again the children have 3 min for the discussion.
09. Audience chooses a winner, and so on until each group was in at least one discussion.
10. The group that has won the most discussions is the winner. Their prize is e.g. 1x no homework.

Teaching activity 06 | Sub-topic 02: Means of transport – TV-Interview *Razno prevozija*Duration: 50 min | Skill: 

Mat./Res.: Camera, ev. toy-microphone, ev. TV-device

Note: This activity can only be done subsequently to activity 04.

01. Teacher explains the task: Form pairs and prepare a TV-interview about “Means of transport”. One child is the reporter, the other child answers the questions. (What is your favorite type of transport? What advantages and disadvantages do you see in travelling by car/train/...? What is your opinion about travelling by train/plane/...?).
02. Children have about 15 min to prepare the interview. They are allowed to take notes.
03. Subsequently every couple plays their interview. The teacher or a classmate records them.
04. Finally they watch all the recordings. Teacher can use the recordings as authentic footage for other groups.

Teaching activity 07 | Sub-topic 01: Transport and travel – Verbal puzzle of a storyDuration: 30 min | Skill: 

Mat./Res.: Story worksheet 05, paper in different colors, ev. envelopes

Preparation: Print on colored paper and cut out one story *Mlo odmori* (worksheet 05) per group (each group gets another color). After the activity the stories can be put into envelopes and used for other groups.

01. Teacher hands out the differently colored texts to the children and explains the task: There are four sections of text in one color for each story. Read your segment intently so you can tell the class what it is about later.
02. Children have 5–10 min to read the text.
03. Teacher explains the task: Leave the text on your desk and find the other children in the class that had the same color as you.
04. Children form the groups.
05. Teacher explains the next task: Try to put together the whole story by retelling your parts of it to the others. Which section of the text is the beginning, what happens next, etc. If you forgot something of your story you can go back to your place and check.
06. Children try to determine the order of the sections of text.
07. Subsequently each group tells the class in which order they have put the story.

Teaching activity 08 | Sub-topic 02: Transport and travel – Listening comprehension *Mlo odmori*Duration: 30 min | Skill: 

Mat./Res.: Listening worksheet 02

01. Children hear the listening comprehension *Mlo odmori* (worksheet 02) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again.
04. Children talk about the content with another child.
05. The listening comprehension is played again.
06. Teacher and children discuss the content of the story (What is the story about? What did I understand? What didn't I understand?).
07. Teacher writes unknown words on the blackboard and translates them.

Teaching activity 09 | Sub-topic 01: Transport and travel – Listening comprehension *Mlo odmori*Duration: 30 min | Skill:   | ELP: Dossier p. 40

Mat./Res.: Listening worksheet 02, instruction worksheet 06

Note: This activity can only be done subsequently to activity 08.

01. Teacher explains the task: I will play the listening comprehension *Mlo odmori* to you several times. Listen carefully and take notes on a sheet of paper if you hear a statement of place.
02. Children hear the listening comprehension *Mlo odmori* worksheet 02 once and take notes.
03. Subsequently they talk about the content with the child sitting next to them and compare their notes.
04. They hear the listening comprehension once again and note the locations.
05. Subsequently they talk about the content with another child and compare their notes.
06. They hear the listening comprehension one last time and take notes or make corrections in their notes.
07. Children tell the teacher the statements of place they have noted and he/she writes these on the blackboard (see instruction worksheet 06).
08. Finally the group talks about the similarities of the words on the blackboard (article *ko/ki*) and try to find a grammatical rule for them (Article *ko/ki* + Location = Statement of place).
09. Children copy the rule from the blackboard and add the sheet to the Dossier p. 40.

Teaching activity 10 | Sub-topic 01: Transport and travel – Reading *Mlo odmori*Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 03

01. Teacher hands out the text *Mlo odmori* (worksheet 03).
02. He/She asks the children to read the text quietly once.
03. Subsequently they talk about the content with the child sitting next to them (What is the text about? What did I understand? What didn't I understand? Etc.).
04. Together they read the text loudly (teacher picks children to read).
05. Children form groups of three and discuss the content (What is the text about?).
06. Subsequently they discuss the content with the teacher and ask questions if there are any.
07. The text is added to the Dossier p. 40.

Teaching activity 11 Sub-topic 01: : Transport and travel – Gap text <i>Mlo odmori</i>
Duration: 20 min Skill: ✎ ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 04
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>Mlo odmori</i> (worksheet 04) and explains the task: Fill out the gaps! Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence and says the word in the gap additionally once again. Teacher writes the gap words on the blackboard, so the children can compare their results. Worksheet is added to the Dossier p. 40.
Teaching activity 12 Sub-topic 01: : Transport and travel – Reading (focus on content) <i>Novine, Austria</i>
Duration: 30 min Skill: 🗣️▶️
Mat./Res.: Reading worksheet 07
<ol style="list-style-type: none"> Teacher hands out the text <i>Novine, Austria</i> (worksheet 07). He/She asks the children to read the text quietly once. Subsequently they talk about the content with the child sitting next to them (What is the text about? What did I understand? What didn't I understand? Etc.). Together they read the text loudly (teacher picks children to read). Children form groups of three and discuss the content (What is the text about? What did I understand? Etc.). Subsequently they discuss the content with the teacher and ask questions if there are any. The text is added to the Dossier p. 40.
Teaching activity 13 Sub-topic 01: Transport and travel – Gap text <i>Novine, Austria</i>
Duration: 20 min Skill: 🗣️▶️ ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 08
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>Novine, Austria</i> (worksheet 08) and explains the task: Fill out the gaps! Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence and says the word in the gap additionally once again. Teacher writes the gap words on the blackboard, so the children can compare their results. Worksheet is added to the Dossier p. 40.
Teaching activity 14 Free Speaking “An incident on my way to school”
Duration: 30 min Skill: 🗣️▶️
Mat./Res.: Fluffy toy
<ol style="list-style-type: none"> Children sit in a circle. Teacher writes the topic <i>So desindža pe mange ko drumo ki škola</i> (An incident on my way to school) on the blackboard and explains the task: The one who holds the toy in his/her hands is allowed to talk and the others listen. Talk about an incident on your way to school. When you are finished with your story give the toy to the child sitting next to you. Teacher starts and talks about an incident on his/her way to school. Now every child tells his/her story (children should not be interrupted, questions can be asked when the child is finished with his/her story). If a child doesn't want to talk it can pass on the toy to the child sitting next to him/her.

Teaching activity 15 | Newspaper article “An incident on my way to school”

Duration: 50 min | Skill: ✎

Mat./Res.: Blank form worksheet 09, lamination device

Note: This activity can only be done subsequently to activity 14.

01. Teacher hands out the blank forms (worksheet 09) and explains the task: We create a newspaper on the topic “My way to school”. Write a short text about an incident on your way to school. Subsequently design the form as you prefer (Focus: Writing in Perfect tense).
02. Children have about 30 min to write a simple newspaper article. Teacher can help with forming sentences and correct the spelling.
03. Subsequently children read their articles to the class.
04. Teacher laminates the articles, perforates and binds them. The newspaper is put somewhere in the classroom where everyone can take a look at it.

Lesson plan 01 | Topic: Working with the content of a story

TA-Nr.: 12 | Learning objectives: Content-focussed reading. Understanding a text and written repetition of important vocabulary.

Duration: 30 min | Skill: 👁▶ | ELP: Dossier S. 40

Mat./Res.: Reading worksheet 07

01. Teacher hands out the text *Novine, Austria* (worksheet 07).
02. He/She asks the children to read the text quietly once.
03. Subsequently they talk about the content with the child sitting next to them (What is the text about? What did I understand? What didn't I understand? Etc.).
04. Together they read the text loudly (teacher picks children to read).
05. Children form groups of three and discuss the content (What is the text about? What did I understand? What didn't I understand? Etc.).
06. Subsequently they discuss the content with the teacher and ask questions if there are any.
07. The text is added to the Dossier p. 40.

TA-Nr.: 13 | Learning objectives: Content-focussed reading. Understanding a text and written repetition of important vocabulary.

Duration: 20 min | Skill: ✎ | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 08

01. Teacher hands out the gap text *Novine, Austria* (worksheet 08) and explains the task: Fill out the gaps!
02. Children have 10–15 min to fill out the gap text.
03. Subsequently every child reads one sentence and says the word in the gap additionally once again.
04. Teacher writes the gap words on the blackboard, so the children can compare their results.
05. Worksheet is added to the Dossier p. 40.

Lesson plan 02 | Topic: Understanding the content of a story

TA-Nr.: 07 | Learning objectives: Reading and Understanding of a story. Retelling a story.

Duration: 50 min | Skill: 

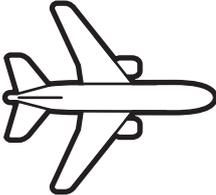
Mat./Res.: Story worksheet 05, paper in different colors, ev. envelopes

Preparation: Print on colored paper and cut out one story *Mlo odmori* (worksheet 05) per group (each group gets another color). After the activity the stories can be put into envelopes and used for other groups.

01. Teacher hands out the differently colored texts to the children and explains the task: There are four sections of text in one color for each story. Read your segment intently so you can tell the class what it is about later.
02. Children have 5–10 min to read the text.
03. Teacher explains the task: Leave the text on your desk and find the other children in the class that had the same color as you.
04. Children form the groups.
05. Teacher explains the next task: Try to put together the whole story by retelling your parts of it to the others. Which section of the text is the beginning, what happens next, etc. If you forgot something of your story you can go back to your place and check.
06. Children try to determine the order of the sections of text.
07. Subsequently each group tells the class in which order they have put the story.
This activity is recommended for children that usually don't like speaking and talking in class. It is important for the success of the group that even the children that don't like talking do it.

Mlo anav _____

Razno prevozija

Prevozi	PRO +	KONTRA -
		
		
		
		
		

Makedonija

Mlo anav _____

Mlo odmori

Evropa

Me hem mli familija dželjlam akava nilaj ki Makedonija. Amen svako berš džaja e čhavencar ki baba hem ko papo ama akava berš promenindžam hari o planija. Na vozindžam direktno dži olende nego čerdžam jek tikni turneja ki južno Evropa.

Amen cidindžam o drumo kotar i Viena, kote so bešaja. Vozindžam e vrdancar dži ki Venecija hem račardžam oduri jek rat. O prvo dive resljam ki Venecija ko 3 o saati palo ručko. Sarine hijam hine umorno kotar o drumo hem dželjlam prvo ko hoteli te odmorina amen hari. Mle duj čhave, o Adnani hem o Ismeti, odma zasuče.

Venecija

Keda uštile kotar o sojibe, on bokhaljile hem mangle te džan te han maro ko McDonald's. Pošto nigde na arakhljam McDonald's, dželjlam ko jek tikno italijansko restorani. Odothe haljam i najšuži pica ko amaro životu! Pali večera dželjlam dži ko zvoniko kotar o Sveti Marko hem irandžam amen ko hoteli.

Viena

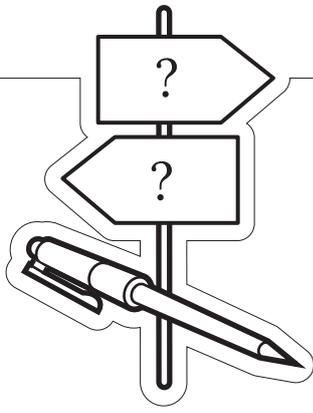
Grčka

Tajsa o dive phirdžam ki celo diz hem dikljam sa o znamenitostija kotar i Venecija sar na primer o mosti Rialto, i crkva San Polo, hem o venecijsko arsenalu. O dujto dive nakhlo amenge but sigate. Palo o voziba e gondolaja, spremindžam amen hem dželjlam ki luka Santa Maria della Salute, kaj so ukljindžam ko brodi premalo i Grčka.

Odothe bešljam 5 dive. Ki Grčka na phirdžam but nego bešljam poviše ki plaža. Mle čhave uživindže ko pani a hem me hem mlo rom dani uživindžam.

Kotar i Grčka cidindžam premalo i Makedonija. Oduri bešljam e phurencar duj kurke. Hine amen 3 bijava dani hem dželjlam ko svako bijav. O Adnani hem o Ismeti na mangle te džan amencar hem bešle e babaja hem e papoja čhere. Me dani na mangljum te džav ama morandiljum, sose sarinencar, so čerdže bijava hijam paše familija. Ko krajo hijum le but umorno hem jedva dikhljum te iranav man čhere, ki Viena.

Sveti Marko



Mlo anav _____

Mlo odmori

Me hem mli familija _____ akava nilaj ki Makedonija. Amen svako berš džaja e čhavencar ki baba hem ko papo ama akava berš promenindžam hari o planija. Na vozindžam direktno dži olende nego čerdžam jek tikni _____ ki južno Evropa.

Amen cidindžam o drumo kotar i Viena, kote so bešaja. Vozindžam e vrdancar dži ki Venecija hem _____ oduri jek rat. O prvo dive resljam ki Venecija ko 3 o saati palo ručko. Sarine hijam hine umorno kotar o drumo hem dželjajm prvo ko hoteli te odmorina amen hari. Mle duj čhave, o Adnani hem o Ismeti, odma _____.

Keda uštile kotar o sojibe, on bokhaljile hem mangle te džan te han maro ko McDonald's. Pošto nigde na arakhljam McDonald's, _____ ko jek tikno italijansko restorani. Odothe haljam i najšuži pica ko amaro životu! Pali večera dželjajm dži ko zvoniko kotar o Sveti Marko hem _____ amen ko hoteli.

Tajsa o dive phirdžam ki celo diz hem dikljajm sa o _____ kotar i Venecija sar na primer o mosti Rialto, i crkva San Polo, hem o venecijsko arsenali. O dujto dive nakhlo amenge but _____. Palo o voziba e gondolaja, spremindžam amen hem dželjajm ki luka Santa Maria della Salute, kaj so _____ ko brodi premalo i Grčka.

Odothe bešljajm 5 dive. Ki Grčka na phirdžam but nego bešljajm poviše ki plaža. Mle čhave uživindže ko pani a hem me hem mlo rom dani uživindžam.

Kotar i Grčka cidindžam premalo i Makedonija. Oduri bešljajm e phurencar duj _____. Hine amen 3 bijava dani hem dželjajm ko svako bijav. O Adnani hem o Ismeti na mangle te džan amencar hem bešle e babaja hem e papoja čhere. Me dani na mangljum te džav ama _____, sose sarinencar, so čerdže bijava hijajm paše familija. Ko krajo hijajm le but umorno hem jedva dikhljum te _____ man čhere, ki Viena.

Mlo odmori

Me hem mli familija dželjam akava nilaj ki Makedonija. Amen svako berš džaja e čhavencar ki baba hem ko papo ama akava berš promenindžam hari o planija. Na vozindžam direktno dži olende nego čerdžam jek tikni turneja ki južno Evropa.

Amen cidindžam o drumo kotar i Viena, kote so bešaja. Dželjam e vrdancar dži ki Venecija hem račardžam oduri jek rat.

O prvo dive resljam ki Venecija ko 3 o saati palo ručko. Sarine hijam hine umorno kotar o drumo hem dželjam prvo ko hoteli te odmorina amen hari. Mle duj čhave, o Adnani hem o Ismeti, odma zasuče.

Keda uštile kotar o sojibe, on bokhaljile hem mangle te džan te han maro ko McDonald's. Pošto nigde na arakhljam McDonald's, dželjam ko jek tikno italijansko restorani. Odothe haljam i najšuži pica ko amaro životo! Pali večera dželjam dži ko zvoniko kotar o Sveti Marko hem irandžam amen ko hoteli.

Tajsa o dive phirdžam ki celo diz hem dikljam sa o znamenitostija kotar i Venecija sar na primer o mosti Rialto, i crkva San Polo, hem o venecijsko arsenali. O dujto dive nakhlo amenge but sigate. Palo o voziba e gondolaja, spremindžam amen hem dželjem ki luka Santa Maria della Salute, kaj so ukljindžam ko brodi premalo i Grčka.

Odothe bešljam 5 dive. Ki Grčka na phirdžam but nego bešljam poviše ki plaža.

Mle čhave uživindže ko pani a hem me hem mlo rom dani uživindžam.

Kotar i Grčka cidindžam premalo i Makedonija. Oduri bešljam e phurencar duj kurke. Hine amen 3 bijava dani hem dželjam ko svako bijav. O Adnani hem o Ismeti na mangle te džan amencar hem beše e babaja hem e papoja čhere. Me dani na mangljum te džav ama morandiljum, sose sarinencar, so čerdže o bijava hijam paše familija. Ko krajo hijum le but umorno hem jedva dikhljum te iranav mange čhere, ki Viena.

Mlo odmori

1. Tafel in 3 Spalten unterteilen.
2. Angesagte Wörter der Kinder lt. Tabelle aufschreiben.
3. Spaltenüberschriften erst am Ende der Aktivität aufschreiben.

<u>Ortsangaben mit Artikel</u>	<u>Frage: Woher?</u>	<u>unbestimmte Angabe</u>
ki Makedonija	kotar i Viena	oduri
ki baba hem ko papo		odothe
ki južno Evropa		odothe
ki Venecija		oduri
ki Venecija		čhere
ko hoteli		
ko McDonald's		
ko jek tikno italijansko restorani		
ko zvoniko		
ko hoteli		
ki celo diz		
ki luka		
ko brodi		
ki Grčka		
ki plaža		
ko pani		
ko svako bijav		
ki Viena		

Novine, Austria

Udesi ko drumo dži ki škola

Viena – Irati desindža pe jek udesi rano sabale. O šoferi A. Mamuti (36) kotar o VW Golfi probindža te kočini ko pešačko prelazi, anglal i osnovno škola ki Mariahilferstrasse, jekhe učenikose (11). Pošto o kočnice hine defektno, naši hine te ačhol pravovremeno. O šoferi vozindža levo hem khuvdža ko kaš uzal i ulica. Adžahar izbegnindža jek pobaro lošnipe, se šaj hine te khuvel e učeniko.

Olesere vrda i tane sa phage a amare novinake phendža: „Šučur e Devlese, so i tano o učeniko sasto hem vesto. Neve vrda šaj te činen pe ama jek životi naši”.



Novine, Austria

Udesi ko drumo dži ki škola

Vienna – Irati desindža pe jek _____ rano sabale. O šoferi A. Mamuti (36) kotar o VW Golfi probindža te _____ ko pešačko prelazi, anglal i osnovno škola ki Mariahilferstrasse, jekhe učeníkose (11). Pošto o _____ hine defektno, naši hine te ačhol pravovremeno. O šoferi vozindža levo hem khuvdža ko ____ uzal i ulica. Adžahar izbegnindža jek pobaro lošnipe, se šaj hine te _____ e učeníko.

Olesere _____ i tane sa phage a amare novinake phendža: „Šučur e Devlese, so i tano o učeníko sasto hem vesto. Neve vrda šaj te činen pe ama jek životi naši“.



Arlije_Primary_B1_AT_eng_unit-08
Topic (CFR): FOOD AND CLOTHES
Sub-topic 01: Clothes and fashion Sub-topic 02: Food/Groceries

Working with the CFR – Learning objectives

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand classroom talk, including stories containing a wide range of vocabulary related to food/ clothing. ✓ Can understand family and community talk, including stories containing vocabulary and ideas related to typical or traditional food for particular events and traditional clothing. ✓ Can understand talk about the traditions associated with politeness and hospitality in the home. ✓ Can understand the main points of a story/fairy tale which refers to the importance of politeness and good behavior.
	<ul style="list-style-type: none"> ✓ Can read and understand texts about healthy eating, using the food pyramid for illustration. ✓ Can read and understand texts describing how food is produced for the home and prepared for the family. ✓ Can read and understand texts about the importance of particular routines related to food and eating in Roma life.
	<ul style="list-style-type: none"> ✓ Can engage in discussion about clothing/fashion and food/drink, expressing personal preferences. ✓ Can share in planning the food for a celebration. ✓ Can discuss traditional clothing and where it may be obtained. ✓ Can discuss the importance of hospitality in the Roma community.
	<ul style="list-style-type: none"> ✓ Can repeat a detailed instruction given by the teacher regarding food or clothing. ✓ Can describe his/her favorite items of clothing and explain why he/she likes them. ✓ Can explain the importance of particular foods and items of clothing in his/her family or culture. ✓ Can give a short talk about traditional Roma clothing and explain its importance to Roma identity. ✓ Can give a short talk about the sequence of events at a celebratory meal or event. ✓ Can explain how his/her family receives visitors and guests.
	<ul style="list-style-type: none"> ✓ Can write in an age-appropriate way about clothes/fashion and food/drink. ✓ Can write instructions for making a dish/meal that he/she likes or that has particular significance. ✓ Can write detailed recipes for food prepared in the home, possibly at the dictation of a parent or other family member. ✓ Can write a description of traditional dress with appropriate detail, explaining the reasons for particular items of clothing. ✓ Can describe how hospitality is typically offered in the home or community.

Working with the ELP

Dossier: Worksheet 01–04, 06

Vocabulary Sub-topic 01: <i>O šėja hem i moda</i>			
Active			
<i>io šej</i>	the item of clothing	<i>mlo/mli</i>	my (s/p)
<i>o šėja</i>	the clothing	<i>najmanglo/</i>	favorite (s/p)
<i>i moda</i>	the fashion	<i>najmangli</i>	
Vocabulary from unit 08 of level A1 and A2 will be rehearsed in the course of the activities.			
Vocabulary Sub-topic 02: <i>O habe</i>			
Active			
<i>o habe</i>	the food, the meal	<i>najviše</i>	the most
<i>o hajbe</i>	the eating (verb),	<i>hem</i>	and
	also: the groceries	<i>čerela, čerdža, čerava,</i>	to make, made, I make,
<i>hala, hava, hana</i>	to eat, he/she eats, I eat, they eat	<i>čerena</i>	they make
<i>te hal, te hav,</i>	will eat (3rd per. SG fut., 1st	<i>mlo/mli</i>	my (s/p)
<i>te han</i>	per. SG fut., 3rd per. PL fut.)	<i>i daj</i>	the mother
<i>e hajbasiri piramida</i>	the food pyramid	<i>čhere</i>	at home
<i>So?</i>	What?	<i>odolese</i>	therefore
<i>amen</i>	we	<i>o dad</i>	the father
<i>amaro, amari,</i>	our (m), our (f)	<i>legari, legari man</i>	to drive, to drive me
<i>amare</i>	our (PL)	<i>i pljeskavica</i>	the Pljeskavica
<i>o čhave</i>	the children	<i>retko</i>	rare, seldom
<i>čitini</i>	to read, he/she reads	<i>sasto, sasti, saste</i>	healthy (m,f, PL)
<i>pišini, pišinena,</i>	to write, he/she writes,	<i>o roditelija</i>	the parents
<i>pišindže</i>	they write, wrote	<i>valjani</i>	one has to, one should
<i>o novine</i>	the newspaper/newspapers	<i>pošukar</i>	better
<i>i Austrija</i>	Austria	<i>odgovorini, odgovorinena,</i>	to answer, he/she answers,
<i>o oktovri</i>	October	<i>odgovorindže</i>	they answer,
<i>o/i štarto</i>	the forth (m/f)		they answered
<i>o učeniko, o učenikija,</i>	the pupil, the pupils, the pupils	<i>sar</i>	as, like
<i>e učenikon</i>	(3rd case), the pupils (4th case)	<i>akava, akaja, akala</i>	this (m), this (f), these
<i>i tano/i, hine</i>	he/she is, was	<i>štar</i>	four
<i>but</i>	much, very	<i>o primeri, o primerija</i>	the example, the examples
<i>thulo/thuli</i>	fat, thick (m/f)	<i>me</i>	I
<i>pučela, pučaja,</i>	to ask, he/she asks,	<i>i pica</i>	the pizza
<i>pučljam</i>	they ask, we asked	<i>jek puti</i>	once
<i>ko/ki</i>	in, on	<i>but puti</i>	often, repeatedly
<i>jek</i>	one	<i>o hamburgeri</i>	the hamburger
<i>i škola</i>	the school	<i>o pomfrit</i>	the fries

Vocabulary | Sub-topic 02: O habe

Active			
<i>o svako</i>	every	<i>šunela, šundža</i>	to hear, he/she heard
<i>o dive</i>	the day	<i>pošto</i>	because (of)
<i>i čokolada</i>	the chocolate	<i>solduj</i>	both
<i>mangela,</i>	to like,	<i>o džene</i>	the persons, the people
<i>mangava</i>	I like	<i>počmini, počminena,</i>	to start, he/she starts, they
<i>na mangela,</i>	to dislike,	<i>počmindže</i>	start, they started
<i>na mangava</i>	I dislike	<i>pese</i>	for oneself
<i>pazini, pazinena,</i>	to mind, mind (2nd per. PL, Imp.)	<i>o kakao</i>	the cocoa
<i>te pazinen</i>	mind	<i>ple dajake/dadese</i>	for the mother/the father
<i>olengoro, olengiri, olengere</i>	her (s/p)	<i>i kafa</i>	the coffee
<i>ama</i>	but	<i>pržini, pržindža</i>	to fry, he/she fries, he/she has fried
<i>odothe</i>	there	<i>o jaro, o jare</i>	the egg, the eggs
<i>šaj</i>	can	<i>čhivela, čhivdža (čiča)</i>	to give, he/she gave
<i>dani</i>	also, as well	<i>razno</i>	various, different
<i>pomožini, te pomožini</i>	to help, he/she helps, will help	<i>i salama, o salame</i>	the sausage/the Salami
<i>So mangeja tu te ha(s)?</i>	What would you like to eat?	<i>o kačkavalji</i>	the cheese (Emmental, Gouda, ...)
<i>pišini, pišin</i>	to write, write (2nd per., Imp.)	<i>o tanjiri</i>	the plate
<i>najhari</i>	the least	<i>javer</i>	other
<i>i rečenica</i>	the sentence	<i>o patlidžani, o patlidžanja</i>	the tomato, the tomatoes
<i>bokhali, bokhalo, bokhale</i>	hungry (f, m, 3rd per. PL)	<i>i krastavica, o krastavice</i>	the cucumber, the cucumbers
<i>avdije</i>	today	<i>postavini, postavinena,</i>	to serve (s/p),
<i>uštela, uštili, uštilo</i>	to get up/to wake up	<i>postavindže</i>	they served
<i>rano</i>	early	<i>sa</i>	all, everything
<i>sabale</i>	in the morning	<i>o astali</i>	the table
<i>odma</i>	immediately	<i>(o)lese, (o)lake</i>	for him, for her
<i>džala, dželo, dželi,</i>	to go, he/she goes, he	<i>anela, andža</i>	to bring, he/she brought
<i>te džal, te džan</i>	she went, he/she will go,	<i>panda</i>	still, yet
	they will go	<i>o margarini</i>	the butter/margarine
<i>i kujna</i>	the kitchen	<i>i marmalade</i>	the marmelade
<i>oj, ov, on</i>	she, he, they	<i>keda</i>	when, if
<i>phavela, phavena,</i>	to open, he/she opens,	<i>mangela, mangena,</i>	I like, they like,
<i>phravdže</i>	they open, they opened	<i>mangle</i>	they liked
<i>o frižideri</i>	the fridge	<i>ikali, ikalena, te ikali, te ikalen</i>	to take out, he/she takes out
<i>dikhela, dikhlja</i>	to see, he/she saw	<i>o maro</i>	the bread
<i>dali</i>	if	<i>kotar</i>	where from, of, from
<i>isi</i>	there is	<i>o kredenco</i>	the kitchen cupboard
<i>diso</i>	something	<i>dikhela, dikhena, dikhle</i>	to see, he/she sees, they see, they saw
<i>hajbase</i>	to eat, for eating	<i>niti ... niti ...</i>	neither ... nor ...
<i>džanela, džandža</i>	to know, he/she knew	<i>i dučana</i>	the shop, the supermarket
<i>hala pe (o)lese, (o)lake</i>	to feel like eating ...	<i>asala, asandilo/i</i>	to laugh, laughed
<i>(o)lakoro, (o)lakiri</i>	his, her	<i>ikali, ikaldža</i>	to take out, he/she took out

Grammar	
Active	Passive
	Perfect tense, past perfect tense, present tense, 2nd case

Teaching activity 01 Sub-topic 01: Brainstorming “Clothes and Fashion”	
Duration: 30 min Skill: 	
Mat./Res.: Poster or flip-chart, pens	
<ol style="list-style-type: none"> Children sit in a circle. Teacher puts a poster in the middle of the circle and writes “Clothes and Fashion” on it as a heading. Teacher asks children to write down what comes to their mind in regards to the topic. Children can draw as well! The poster is put on the blackboard and together they discuss all the words the children have written down (teacher asks questions like: What is your favorite piece of clothing? What are your dislikes concerning clothing and why? At which occasion does one wear a suit? What is your opinion about fashion? Etc.). 	
Teaching activity 02 Sub-topic 01: Drawing “My favorite piece of clothing”	
Duration: 40 min Skill:  ELP: Dossier p. 40	
Mat./Res.: Worksheet 01, crayons	
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Teacher hands out worksheet 01 <i>Mlo najmanglo šej</i> and explains the task: Draw your favorite piece of clothing and describe it in at least 5 sentences. Teacher can help the children with forming the sentences. Children design the worksheet as they prefer and subsequently every child reads his/her sentences to the class. Worksheet is added to the Dossier p. 40. 	
Teaching activity 03 Sub-topic 01: : Free Speaking “My favorite piece of clothing”	
Duration: 30 min Skill: 	
Mat./Res.: Fluffy toy	
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher writes the topic <i>Mlo najmanglo šej</i> (My favorite piece of clothing) on the blackboard and explains the task: The one who holds the toy in his/her hands is allowed to talk and the others listen. Talk about one of your favorite pieces of clothing. When you are finished with your story give the toy to the child sitting next to you. Teacher starts and talks about one of his/her favorite pieces of clothing (What color is it? What pattern does it have? At which occasion does he/she wear it? Is the fabric sheer or heavy? When does he/she wear it? At what season does he/she wear it? Etc.). The children describe their favorite pieces of clothing and hand the toy to the child sitting next to them when they are finished (children should not be interrupted, questions can be asked when the child is finished with his/her story). If a child doesn't want to talk it can pass on the toy to the child sitting next to him/her (children should not feel under pressure). 	

Teaching activity 04 | Sub-topic 02: E hajbasiri piramidaDuration: 30 min | Skill:   | ELP: Dossier p. 40

Mat./Res.: Worksheet 02, scissors, glue

01. Teacher hands out worksheet *E hajbasiri piramida* (worksheet 02) and explains the task: Discuss with the child sitting next to you where in the food pyramid you would place the pictures of food. Subsequently cut out the pictures and arrange them on the pyramid according to your own judgement.
02. Children have about 15 min to discuss the worksheet and place the pictures on the pyramid.
03. Subsequently every couple tells the class how they have solved the task.
04. Teacher and class put the pictures on the pyramid in the correct order.
05. Children glue the pictures on the pyramid in the correct order.
06. Worksheet is added to the Dossier p. 40.

Teaching activity 05 | Sub-topic 02: O habe – Newspaper article So hana amare čhave 1Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 03

01. Teacher hands out the text *So hana amare čhave* (worksheet 03).
02. He/She asks the children to read the text quietly once.
03. Subsequently they talk about the content with the child sitting next to them (What is the text about? What did I understand? What didn't I understand? Etc.).
04. Together they read the text loudly (teacher picks children to read).
05. Children discuss the content with another child (What is the text about? What didn't I understand? Etc.).
06. Subsequently they discuss the content with the teacher and ask questions if there are any.
07. The text is added to the Dossier p. 40.

Teaching activity 06 | Sub-topic 02: O habe – Newspaper article So hana amare čhave 2Duration: 30 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Reading worksheet 03

Note: This activity can only be done subsequently to activity 05.

01. Children take worksheet *So hana amare čhave* (worksheet 03) from their Dossier.
02. Together they discuss the next task: Write at least four sentences about your favorite food. (What is your favorite food and why?)
03. Children have about 15 min for this task. They can write the sentences in couples as well.
04. Subsequently they read their sentences to the class as a check.
05. Worksheet is added to the Dossier p. 40.

Teaching activity 07 | Sub-topic 02: O habe – Gap text So hana amare čhaveDuration: 20 min | Skill:  | ELP: Dossier p. 40

Mat./Res.: Gap text worksheet 04

Note: This activity can only be done subsequently to activity 05 or 06.

01. Teacher hands out the gap text *So hana amare čhave* (worksheet 04) and explains the task: Fill out the gaps!
02. Children have 10–15 min to fill out the gap text.
03. Subsequently every child reads one sentence and says the word in the gap additionally once again.
04. Teacher writes the gap words on the blackboard, so the children can compare their results.
05. Worksheet is added to the Dossier p. 40.

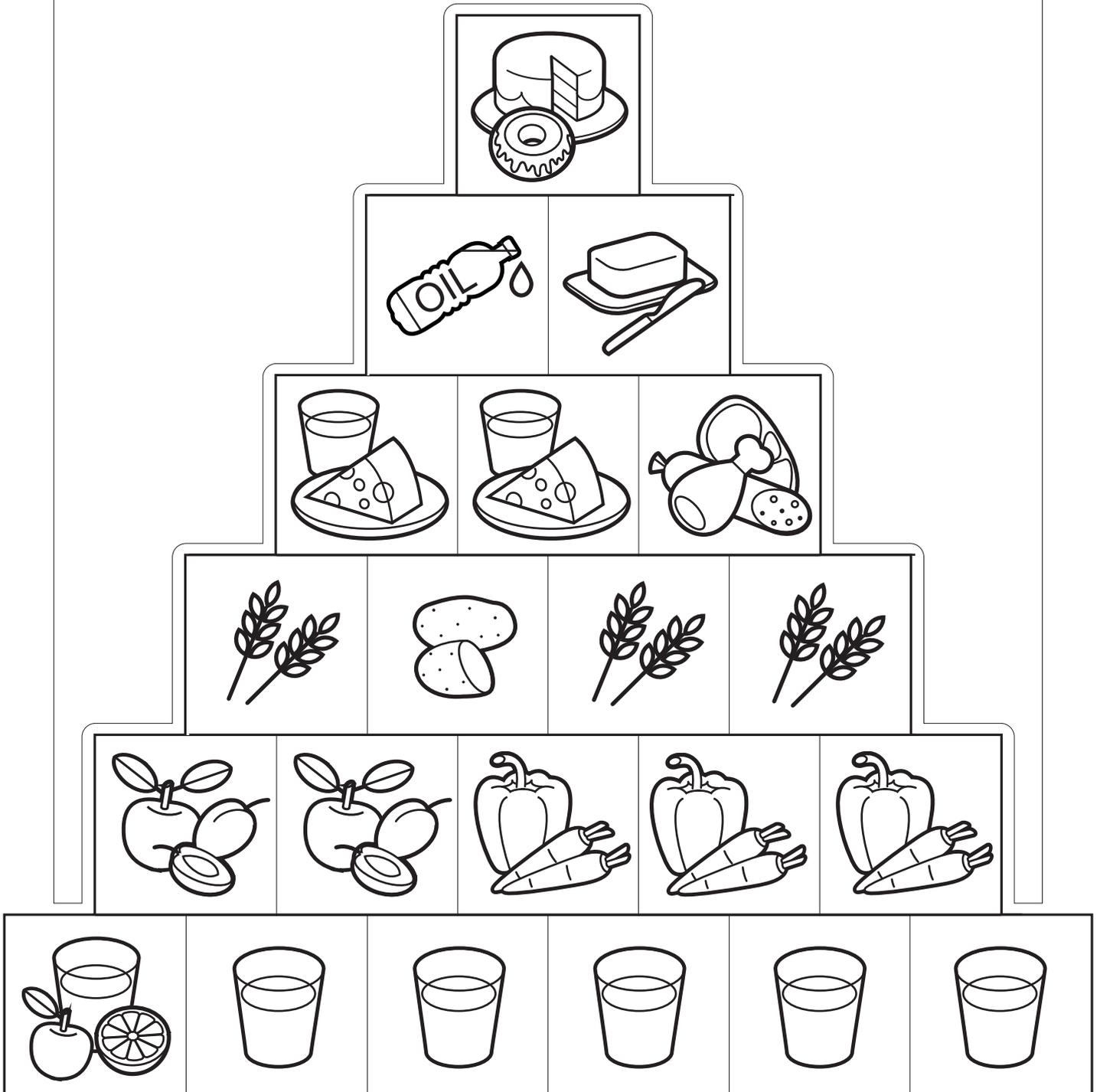
Teaching activity 08 Sub-topic 02: <i>O habe</i> – Poster <i>Sasto hem bisasto hajbe</i>
Duration: 30 min Skill: 
Mat./Res.: Poster or flip-chart, pens, brochures of supermarkets, glue, scissors
<p>Note: This activity can only be done subsequently to activity 04.</p> <ol style="list-style-type: none"> 01. Teacher forms three groups of children and hands out one poster to each group. 02. He/She gives the groups the topics for their posters (healthy food, moderately healthy food, unhealthy food) and explains the task: Design a poster about your topic with the help of the brochures. 03. Children design their posters as they prefer and subsequently put them on a wall of the classroom.
Teaching activity 09 Sub-topic 02: <i>O habe</i> – Presentation <i>Sasto hem bisasto hajbe</i>
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 08
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. The group takes a look at the posters of activity 08. 02. Teacher explains the task: Describe your poster to the class. 03. The groups present their posters one after the other (teacher and classmates should not interrupt the children when they talk). 04. After every presentation teacher and classmates can ask questions.
Teaching activity 10 Sub-topic 01: <i>O šėja hem i moda</i> – Poster “Clothing”
Duration: 30 min Skill:   ELP: Dossier
Mat./Res.: Poster, pens, brochures, magazines, catalogues, glue, scissors
<ol style="list-style-type: none"> 01. Teacher forms four groups of children (Four seasons) and hands out one poster to each group. 02. He/She explains the task: Find pictures of clothes that fit your season and design a poster with them. 03. Children design their posters as they prefer (paint, draw, glue, write) and put them on a wall of the classroom subsequently.
Teaching activity 11 Sub-topic 01: <i>O šėja hem i moda</i> – Presentation “Clothing”
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 10
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. The group takes a look at the posters of activity 10. 02. Teacher explains the task: Describe your poster to the class. 03. The groups present their posters one after the other (teacher and classmates should not interrupt the children when they talk). 04. After every presentation teacher and classmates can ask questions.

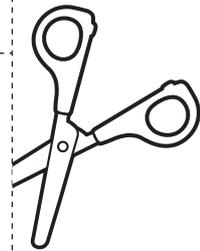
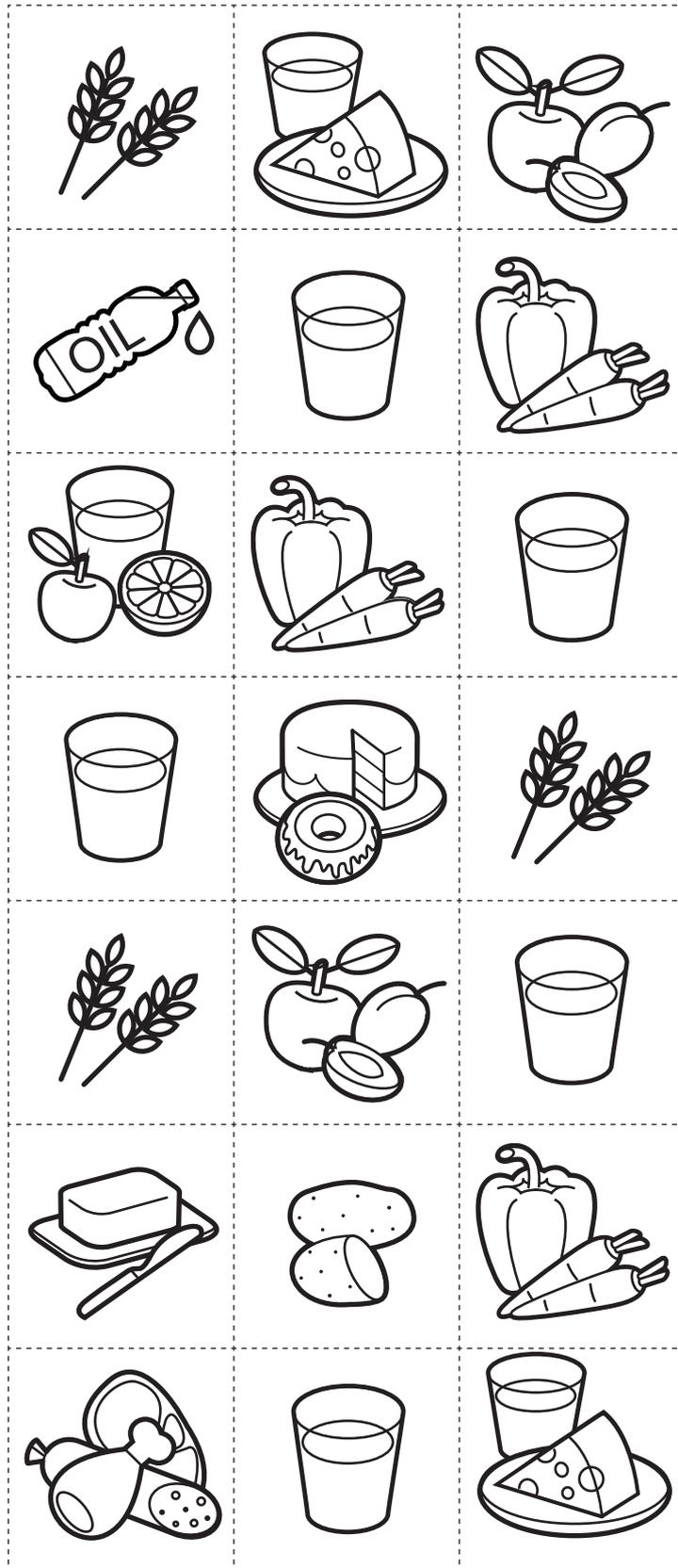
Teaching activity 12 Sub-topic 01: O šeja hem i moda – Vocabulary Revision “Clothing”
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 10
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> 01. Children form the same groups as in activity 10. 02. Teacher explains the task: Every group stands next to their poster. The groups change to the posters next to theirs and try to label the pictures on the poster of the other group. 03. Children have about 10 min to label the poster of the other group. 04. Subsequently the vocabulary on the posters is discussed, completed and corrected.
Teaching activity 13 Sub-topic 02: O habe – Hörtext I bokhali Elvira formorientiert
Duration: 30 min Skill: 
Mat./Res.: Listening worksheet 05, audio-device
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>I bokhali Elvira</i> (worksheet 05) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. 04. Children talk about the content with another child. 05. The listening comprehension is played again and the teacher asks the children to write down words they don't understand. 06. Every child says one word he/she didn't understand. 07. Teacher writes the unknown words on the blackboard and translates them. 08. Finally the listening comprehension is played again. Teacher and children discuss the content of the story.
Teaching activity 14 Sub-topic 01/02: O habe – Reading I bokhali Elvira
Duration: 30 min Skill:   ELP: Dossier p. 40
Mat./Res.: Reading worksheet 06
<p>Note: This activity can only be done subsequently to activity 13 or 14.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>I bokhali Elvira</i> (worksheet 06). 02. He/She asks the children to read the text quietly once. 03. Subsequently they talk about the content with the child sitting next to them (What is the text about? What did I understand? What didn't I understand? Etc.). 04. Together they read the text loudly (teacher picks children to read). 05. Children talk about the content with another child. 06. Subsequently they discuss the content with the teacher and ask questions if there are any. 07. The text is added to the Dossier p. 40.

Lesson plan 01 Topic: Clothing
TA-Nr.: 10 Learning objectives: Free Speaking/Talk about a familiar topic.
Duration: 30 min Skill: 
Mat./Res.: Posters, pens, brochures, magazines, catalogues, glue, scissors
<ol style="list-style-type: none"> 01. Teacher forms four groups of children (Four seasons) and hands out one poster to each group. 02. He/She explains the task: Find pictures of clothes that fit your season and design a poster with them. 03. Children design their posters as they prefer (paint, draw, glue, write) and put them on a wall of the classroom subsequently.
TA-Nr.: 11 Learning objectives: Free Speaking/Talk about a familiar topic.
Duration: 20 min Skill: 
Mat./Res.: Posters of activity 10
<ol style="list-style-type: none"> 01. The group takes a look at the posters of activity 10. 02. Teacher explains the task: Describe your poster to the class. 03. The groups present their posters one after the other (teacher and classmates should not interrupt the children when they talk). 04. After every presentation teacher and classmates can ask questions.
Lesson plan 02 Topic: Food
TA-Nr.: 13 Learning objectives: Content-based Listening and Understanding of a story.
Duration: 30 min Skill: 
Mat./Res.: Listening worksheet 05, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>I bokhali Elvira</i> (worksheet 05) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. 04. Children talk about the content with another child. 05. The listening comprehension is played again. Teacher asks the children to write down words they don't understand. 06. Every child says one word he/she didn't understand. 07. Teacher writes the unknown words on the blackboard and translates them. 08. Finally the listening comprehension is played again. Teacher and children discuss the content of the story.
TA-Nr.: 15 Learning objectives: Reading and Understanding of a story. Recognizing of familiar vocabulary.
Duration: 20 min Skill:  SF: I ELP: Dossier p. 40
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>I bokhali Elvira</i> (worksheet 06). 02. He/She asks the children to read the text quietly once. 03. Subsequently they talk about the content with the child sitting next to them (What is the text about? What did I understand? What didn't I understand? Etc.). 04. Together they read the text loudly (teacher picks children to read). 05. Children talk about the content with another child. 06. Subsequently they discuss the content with the teacher and ask questions if there are any. 07. The text is added to the Dossier p. 40.

Mlo anav _____

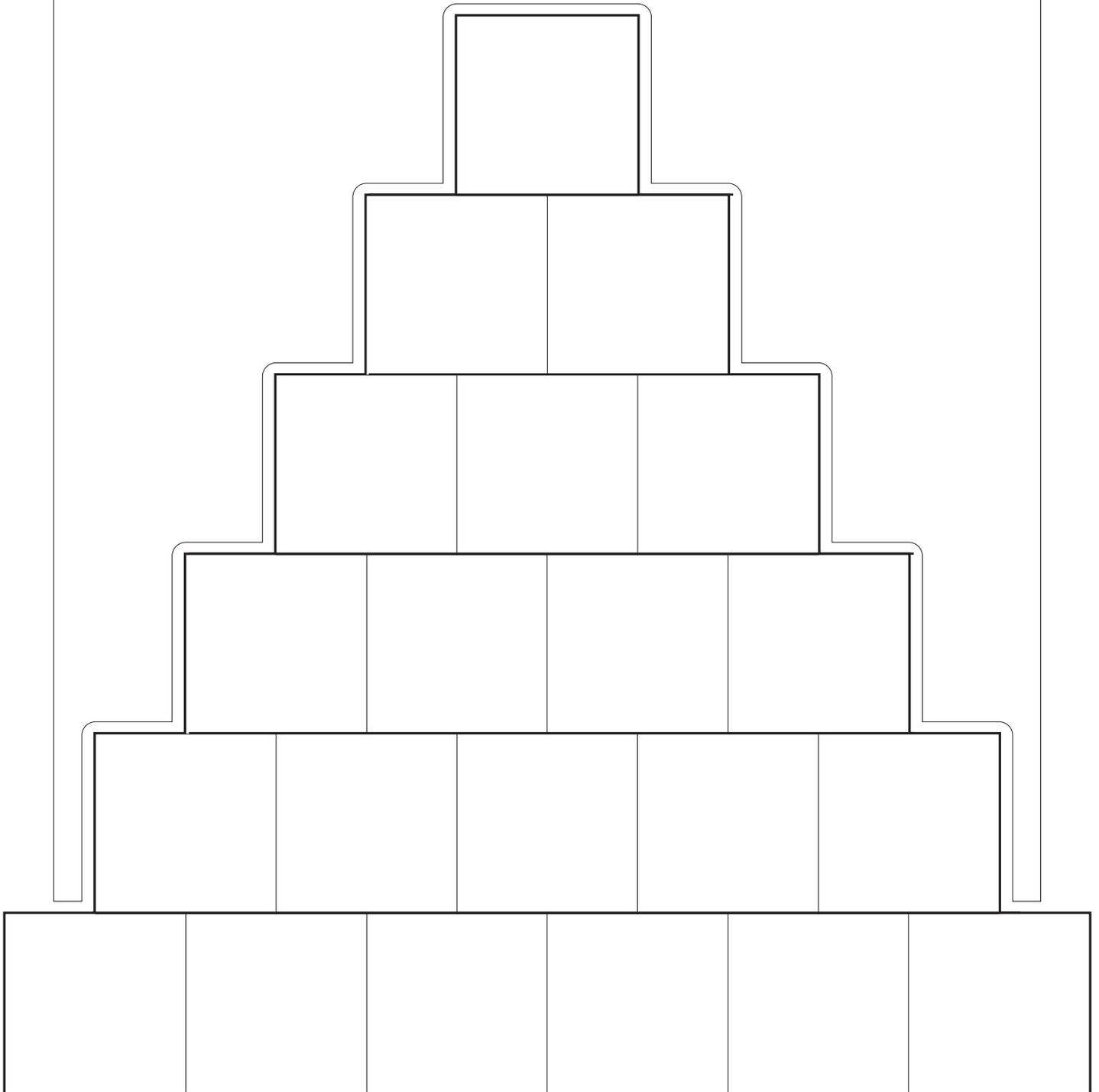
E hajbasiri piramida



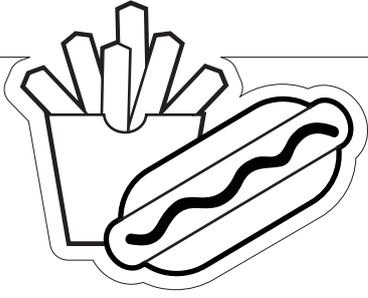


Mlo anav _____

E hajbasiri piramida



--



Mlo anav _____

So hana amare čhave?

Čitin so pišindže o novine!

Skoro svako štarto učeniko ko amare škole i tano but thulo. Amen pučljam ki jek škola so najviše hana o čhave. But učenikija odgovorindže sar akala štar primerija:

Julija: „Me najviše hava pica!“

Almir: „Me but puti hava hamburgeri hem pomfrit.“

Hasan: „Me svako dive hava čokolada.“

Milica: „Me but buti na mangava te hav o habe so čerela mli daj čhere. Odolese mlo dad legari man te hav pljeskavica.“

Amare učenikija but retko hana sasto hajbe. O roditelija valjani pošukar te pazinen so hana olengere čhave. Ama odothe šaj i škola dani te pomožini e učenikon. ...

So mangeja tu te has hem sose? Pišin najhari štar rečenice!

So hana amare čhave?

1) Pišin o lafija kaj so pasuinena!

Skoro svako štarto učeniko ko amare škole i tano but _____.

Amen pučljam ki jek škola so najviše _____ o čhave. But učenikija odgovorindže sar akala štar primerija:

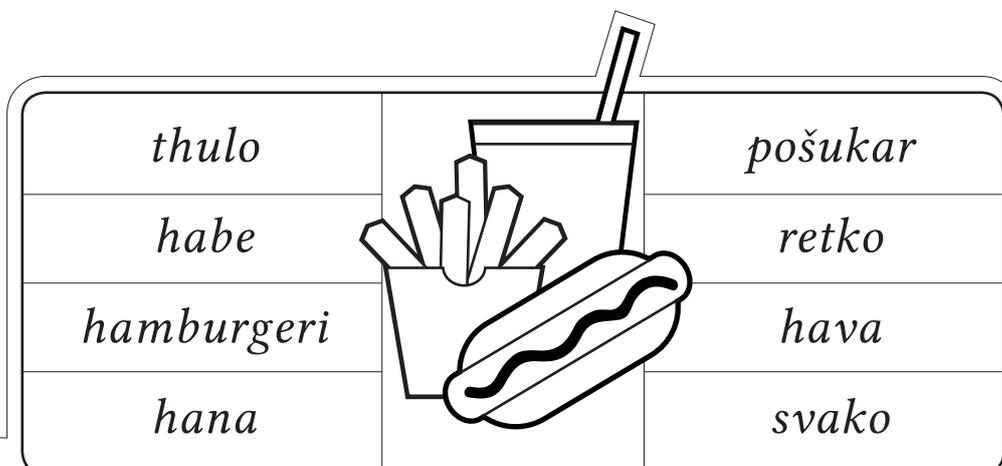
Julija: „Me najviše _____ pica!“

Almir: „Me but puti hava _____ hem pomfrit.“

Hasan: „Me _____ dive hava čokolada.“

Milica: „Me but buti na mangava te hav o _____ so čerela mli daj čhere. Odolese mlo dad legari man te hav pljeskavica.“

Amare učenikija but _____ hana sasto hajbe. O roditelija valjani _____ te pazinen so hana olengere čhave. Ama odothe šaj i škola dani te pomožini e učenikon. ...



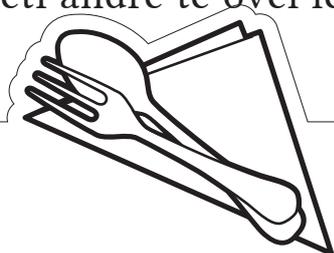
I bokhali Elvira

Avdije uštali i Elvira rano sabale hem odma dželi ki kujna. Oj phravdža o frižideri hem dikhlja dali isi diso hajbase. I Elvira hine but bokhali ama na džandža so hala pe lake.

O dad lakoro šundža la sar phravdža o frižideri hem dželo ov dani ki kujna. Pošto hine solduj džene bokhale, počmindže te čeren o doručko. I Elvira čerdža pese kakao a pe dadese čerdža kafa.

O dad lakoro pržindža jare, čiča razno salame hem kačkavalji ko jek tanjiri. Ko jek javer tanjiri čiča patlidžanja hem krastavice. I Elvira postavindža sa ko astali ama lake na hana pe hine jare. Oj andža pese panda o margarini hem i marmalada.

Keda mangle te ikalen o maro kotar o kredenco, dikhle so nane len više maro. Ama niti i Elvira, niti o dad lakoro na mangle te džan ki dučana te činen maro. I daj samo asandili hem ikaldža o maro kotar o šporeti! Dži kaj on suče, oj peklja o maro sabaleja hem mukhlja le ko šporeti andre te ovel lenge tato doručkose.



Topic (CFR): TIME, SEASONS AND WEATHER**Sub-topic 01: Seasons****Sub-topic 02: Weather****Working with the CFR – Learning objectives**

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can watch a weather forecast on television and understand the main points. ✓ Can understand the main points of a classroom talk about seasons and festivals, using visual support (e.g. illustrations in the text book) to check the teacher’s explanation. ✓ Can understand the main points of a video that shows typical activities during a particular time of year. ✓ Can understand instructions or talk about a project relating to time, seasons of the year or weather and the activities associated with it. ✓ Can follow and understand the main points of a talk or discussion with a high content of words relating to time, seasonal change or weather as they relate to Roma culture. ✓ Can understand the implications of different seasons and weather for the family or community.
	<ul style="list-style-type: none"> ✓ Can identify and understand the key words in, e.g. a geography text relating to weather and can use them to categorize further information in the text (e.g. the effects of wind). ✓ Can read a story in which the weather or time of year has particular significance and understand the main points. ✓ Can read a story or other written text in which Roma perceptions of time, seasons or weather play a significant part.
	<ul style="list-style-type: none"> ✓ Can ask and answer questions about types of weather and the effects of weather on lifestyle. ✓ Can describe and respond to questions about what takes place during a particular season in his/her family or community. ✓ Can ask and answer questions about weather conditions or seasonal activities of particular concern to Roma.
	<ul style="list-style-type: none"> ✓ Can compare the weather in his/her own country with weather in other parts of the world. ✓ Can give a short talk about an event, situation or experience providing adequate context in relation to time of year and weather. ✓ Can describe the conditions – month, season and weather – experienced in a different place. ✓ Can incorporate descriptions of the time, season and weather when talking about an experience or event.
	<ul style="list-style-type: none"> ✓ Can write a short letter describing the weather and the types of clothing that are necessary for different kinds of weather. ✓ Can write a short text describing the influence of weather on people in different parts of the world. ✓ Can write a short text describing an activity such as skiing, swimming, hiking, etc. with reference to weather and including comments about his/her reaction (e.g. excited, nervous, happy, tired). ✓ Can write a short text describing a situation or event in the family or community in which the time of year or weather conditions are important features (e.g. the impact of weather on travelling).

Working with the ELP

Dossier: Worksheet 02, 04–08

Vocabulary | Sub-topic 01: Seasons
Active

<i>i beršesiri doba, o beršesere dobe</i>	the season, the seasons	<i>savo/savi</i>	which (m/f)
<i>o šej, o - šeja</i>	the clothing	<i>perela, perena</i>	to fall
<i>o thulo šej, o thule šeja</i>	the warm clothing	<i>me</i>	I, me
<i>o nilaj, nilajesoro</i>	the summer, in summer	<i>o dad</i>	the father
<i>o jevend, jevendesoro</i>	the winter, in winter	<i>i daj</i>	the mother
<i>o proleti, ko proleti</i>	the spring, in spring	<i>o phral</i>	the brother
<i>o jeseni, ki jesen</i>	the autumn, in autumn	<i>i phen</i>	the sister
<i>dela o iv/bršim,</i>	snowing/raining,	<i>o papo</i>	the grandfather
<i>kaj ka del o iv/bršim</i>	that it will snow/rain	<i>i baba</i>	the grandmother
<i>maroni</i>	to freeze	<i>o gav, o gava</i>	the village, the villages
<i>počmini</i>	to begin	<i>i glavno tema</i>	the (main) topic
<i>štar</i>	four	<i>i emisija</i>	the program, the show
<i>o berš,</i>	the year,	<i>akava, akaja, akala</i>	this (m/f)
<i>e beršesoro, i beršesiri,</i>	of the year,	<i>o tatipe</i>	the warmth/heat
<i>e beršesere</i>	of the years	<i>i diz, o dizja</i>	the city, the cities
<i>čitini, čitin</i>	to read, read (Imp., 2nd person SG)	<i>pherdo, pherdi, pherde</i>	full (m/f), filled
<i>o lafi,</i>	the word/speech,	<i>o bazenti, o bazentija</i>	the (public) swimming pool(s)
<i>o lafija</i>	the word/speeches	<i>o turisti, o turistija</i>	the tourist, the tourists
<i>pišini, pišin</i>	to write, write (Imp., 2nd person SG)	<i>uživini, uživinena,</i>	enjoy, enjoyed,
<i>(o)len</i>	they, them	<i>uživindže, te uživinen</i>	to enjoy
<i>kaj, kajso</i>	where, where to	<i>amaro, amari, amare</i>	our (s/p)
<i>pasuini, pasuinena</i>	to fit, to match	<i>šužo, šuži, šuže</i>	beautiful (m/f)
<i>o Nevo berš</i>	New Year's	<i>o jezero, o jezerija</i>	the lake, the lakes
<i>e Dadesoro dive</i>	Father's Day	<i>ama</i>	but
<i>o Veligdani</i>	Easter	<i>baro, bari, bare</i>	large (m/f)
<i>e Džuvljengoro dive</i>	Women's Day	<i>o delo, o delija</i>	the part, the parts
<i>o Boziči</i>	Christmas	<i>celo</i>	whole
<i>o Bajrami</i>	Bajram (Sacrificial feast)	<i>dela, dindža</i>	to give, gave
<i>e Romengoro dive</i>	Roma-Day	<i>odolese</i>	therefore
<i>e Dajakoro dive</i>	Mother's Day	<i>uspini, uspidža, uspinena, uspidže</i>	to succeed, succeeded
<i>o datumi</i>	the date	<i>i žetva</i>	the harvest
<i>kotar</i>	where from?, from the	<i>šukar</i>	good
<i>tlo/tli</i>	your (s/p)	<i>prema odova</i>	hence, as a result
<i>o Bijando dive, o Bijande dive</i>	the birthday, the birthdays	<i>i cena, o cene</i>	the price, the prices
<i>i familija</i>	the family	<i>o varo, e varose</i>	the flour, for the flour
<i>palo odova</i>	after (the)	<i>ukljela, ukljindža, ukljena, ukljindže</i>	to rise, rose, they rose

Vocabulary Sub-topic 01: Seasons			
Active			
<i>o maro</i>	the bread	<i>o meteorologo,</i>	the meteorologist,
<i>skuponi, skupondža</i>	becomes/became more expensive	<i>o meteorologija</i>	the meteorologists
<i>o seljako,</i>	the farmer,	<i>amen</i>	we
<i>o seljakija, e seljakon</i>	the farmers	<i>o potrošivači,</i>	the user,
<i>o troško, o troškija</i>	the consumption	<i>o potrošivačija</i>	the users
<i>javer</i>	other (m/f)	<i>akana</i>	now
<i>so</i>	what	<i>platini, platinaja</i>	to pay
<i>phenela, phendža,</i>	to say, he/she said,	<i>akaja</i>	this
<i>phenena, phendže</i>	they said	<i>javinen tumen</i>	is calling
Vocabulary Sub-topic 02: Weather			
Active			
<i>o vreme</i>	the weather, the time	<i>o drumo</i>	the way
<i>i vremensko prognoza</i>	the weather forecast	<i>o iv</i>	the snow
<i>sledini</i>	to follow	<i>ov sasti/-o, oven saste</i>	thanks
<i>akana</i>	now	<i>okolese, okolake,</i>	the one (m/f),
<i>o jeven</i>	the winter	<i>okolenge</i>	the ones
<i>šužo/-i/-e</i>	beautiful, good	<i>uživini</i>	to enjoy
<i>i meterološko stanica</i>	the weather station	<i>akava</i>	this (m/f)
<i>i informacija</i>	the information	<i>šudro</i>	cold
<i>zaledini pe</i>	to freeze	<i>o jevend, jevendesoro</i>	the winter, in winter
<i>šaj</i>	it can, maybe	<i>phenela</i>	to say
<i>i ulica</i>	the street, the road	<i>o dive</i>	the day
<i>pošto</i>	because	<i>o popusti</i>	the discount
<i>i temperatura</i>	the temperature	<i>o klizalište</i>	the ice rink
<i>ukljela</i>	to rise	<i>vičini pe</i>	to be called
<i>poviše</i>	more	<i>dobini</i>	to get
<i>o stepeni/ja ki celzievo skala</i>	degree Celsius	<i>dela</i>	to give
<i>ko akava than</i>	here, at this point	<i>i moderatorka</i>	the moderator
<i>upozorini</i>	to warn	<i>i radio stanica</i>	the radio station
<i>o vozači/-ja,</i>	the driver, the drivers,	<i>ovela, ka ovel</i>	will, we will be
<i>e vazačen</i>	the drivers (4th case)	<i>i novina</i>	the newspaper
<i>pazini</i>	to watch out, to be careful	<i>perela, perena</i>	to fall (s/p)
<i>vozini</i>	to drive	<i>o ponedelniko</i>	the Monday
<i>informirini</i>	to inform	<i>i sreda</i>	the Wednesday
<i>tumen</i>	you (PL)	<i>i subota</i>	the Saturday
<i>dži ki rat</i>	until the evening/night	<i>i nedela</i>	the Sunday
<i>najhari</i>	at least	<i>i beršesiri doba, o beršesere dobe</i>	the season
<i>o santimi/-ja</i>	the centimeter	<i>ko</i>	who?
<i>pogoršini pe</i>	to aggravate	<i>so</i>	what?
<i>i situacija</i>	the situation	<i>sar</i>	how?

Vocabulary | Sub-topic 02: Weather

Activ			
<i>kotar</i>	where from?	<i>o bazenti</i>	the (public) swimming pool
<i>savo</i>	which?	<i>podnosini</i>	to bear
<i>kozom</i>	how much?	<i>o bršim,</i>	the rain,
<i>kote</i>	where (to)?	<i>bršimese</i>	the rain (3rd case)
<i>avdije</i>	today	<i>i priroda</i>	the nature
<i>dela o iv</i>	to snow	<i>raduini pe</i>	to be glad
<i>dvižini pe</i>	to move	<i>i bavlal</i>	the wind
<i>račate</i>	in the evening	<i>phudela bavlal</i>	the wind blows
<i>preko i rat</i>	over night	<i>o severi</i>	the west
<i>preko o dive</i>	during the day	<i>ikljola, ikljola avri</i>	to go outside
<i>tato/-i/-e</i>	warm	<i>bistrela</i>	to forget
<i>o tatipe</i>	the warmth	<i>o čad'ri</i>	the umbrella

Grammar	
Active	Passive
	Future tense, Imperative, Present tense, Perfect tense

Teaching activity 01 Sub-topic 01: Seasons – Brainstorming <i>O štar beršesere dobe</i>
Duration: 30 min Skill: 
Mat./Res.: Picture cards worksheet 01, lamination-device, lamination-transparency
<p>Preparation: Print, cut out and laminate worksheet 01 (picture cards).</p> <ol style="list-style-type: none"> Teacher puts the cards on the blackboard and explains the topic of the following lessons (Four seasons). He/ She reviews the most important vocabulary for this topic. Teacher asks the children to write everything that comes to their mind below the appropriate cards on the blackboard. Subsequently all terms on the blackboard are discussed. Teacher draws attention on holidays and festivals that are celebrated over the year and they discuss them.
Teaching activity 02 Sub-topic 01: Seasons – Worksheet <i>O štar beršesere dobe</i>
Duration: 30 min Skill:   ELP: Dossier
Mat./Res.: Worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>O štar beršesere dobe</i> (worksheet 02). Teacher asks one child to read the task and explains it after the child has read it. Children have about 10 min to complete the task. Subsequently they compare their results for the first task. Every child presents his/her results for the second task. Worksheet is added to Dossier p. 40.

Teaching activity 03 Sub-topic 01: Seasons – Listening comprehension <i>O nilaj ko gava</i>
Duration: 30 min Skill: 
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O nilaj ko gava</i> (worksheet 03) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children talk about the content with another child. The listening comprehension is played again. Teacher asks the children to write down words they don't understand. Every child says one word he/she didn't understand. Teacher writes the unknown words on the blackboard and translates them. Teacher and children discuss the content of the story. Children copy the new words and add the sheet to the Dossier p. 40. Finally they listen to the text once again.
Teaching activity 04 Sub-topic 01: Seasons – Reading (content) <i>O nilaj ko gava</i>
Duration: 30 min Skill:   ELP: Dossier p. 40
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher hands out text <i>O nilaj ko gava</i> (worksheet 04) and asks a child to read the first section to the class. Together they discuss the main points of the first section. Teacher asks another child to read the second section of the text. Together they discuss the main points, etc. until they have read and discussed the whole story. Worksheet is added to the Dossier p. 40.
Teaching activity 05 Sub-topic 01: Seasons – Error text <i>O nilaj ko gava</i>
Duration: 25 min Skill:   ELP: Dossier p. 40
Mat./Res.: Error text worksheet 05
<p>Note: This activity can only be done subsequently to activity 03 or 04.</p> <ol style="list-style-type: none"> Teacher hands out error text <i>O nilaj ko gava</i> (worksheet 05). Teacher asks a child to read the task to the class and explains it. Children have about 10 min to search for the errors with the child sitting next to them. Subsequently the children tell the teacher which errors they have found and he/she writes them on the blackboard. Together they discuss what would be the right version of the text and the children write the right words above the wrong words in the text. Worksheet is added to the Dossier p. 40.
Teaching activity 06 Sub-topic 01: Seasons – Questionnaire <i>O nilaj ko gava</i>
Duration: 30 min Skill:  ELP: Dossier p. 40
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 03, 04 or 05.</p> <ol style="list-style-type: none"> Teacher hands out questionnaire <i>O nilaj ko gava</i> (worksheet 06). Children have about 10 min to answer the questions with the child sitting next to them. Subsequently they compare their answers and the teacher writes them on the blackboard. Worksheet is added to the Dossier p. 40.

Teaching activity 07 Sub-topic 01: Seasons – Gap text <i>O nilaj ko gava</i>
Duration: 25 min Skill:   ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 07
<p>Note: This activity can only be done subsequently to activity 03-06.</p> <ol style="list-style-type: none"> 01. Teacher hands out gap text <i>O nilaj ko gava</i> (worksheet 07). 02. Teacher asks a child to read the task to the class and explains it. 03. Children have about 10 min to fill out the gaps in the text with the child sitting next to them. 04. Subsequently they compare their answers and the teacher writes them on the blackboard. 05. Worksheet is added to the Dossier p. 40.
Teaching activity 08 Sub-topic 01: Seasons – Discussion <i>So ka čere nilaje?</i>
Duration: 30 min Skill:  
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher suggests the new topic by talking about his/her plans (activities, journeys, ...) for the summer (holidays). 03. Subsequently he/she asks the children to tell the class about their plans for the summer holidays. 04. Teacher and class are allowed to interrupt the child that is talking and ask questions to keep the conversation going. 05. Teacher can write vocabulary that the children need for their descriptions on the blackboard.
Teaching activity 09 Sub-topic 02: Weather – Poster <i>O vreme</i>
Duration: 50 min Skill: 
Mat./Res.: Newspapers, brochures, pictures, etc. posters
<p>Preparation: Find newspapers, brochures, pictures, etc. and provide them for the children. Write various country names on little pieces of paper (one per couple).</p> <ol style="list-style-type: none"> 01. Children form couples. 02. Teacher puts the pieces of paper on a desk and explains the task: Every couple takes one. Subsequently every couple designs a poster on the topic <i>O vreme</i> (The weather) and compares the weather of their own home country with the weather of the country on their piece of paper. 03. Teacher hands out one poster to each group and provides brochures, etc. for them. 04. Children draw, paint, glue, write on their posters as they prefer. 05. Posters are put on a wall of the classroom.
Teaching activity 10 Sub-topic 02: Weather – Presentation <i>O vreme</i>
Duration: 30 min Skill:   ELP: Dossier
Mat./Res.: Poster <i>O vreme</i>
<p>Note: This activity can only be done subsequently to activity 09.</p> <ol style="list-style-type: none"> 01. The group takes a look at the posters of activity 09. 02. Teacher explains the task: Describe your poster to the class. 03. The groups present their posters one after the other (teacher and classmates should not interrupt the children while they talk). 04. After every presentation teacher and classmates can ask questions.

Teaching activity 11 Sub-topic 02: Weather – Discussion <i>So ka urave?</i>
Duration: 30 min Skill: 
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher suggests the topic for the discussion, by talking about different weather conditions (e.g. In spring/summer/autumn/winter it is often hot/rainy/cold/snowy in our region. What clothes does one need if it is very cold?). 03. Subsequently the group talks about different clothing appropriate for the seasons. 04. Teacher and class are allowed to interrupt the child that is talking and ask questions to keep the conversation going. 05. Teacher can write vocabulary that the children need for their descriptions on the blackboard.
Teaching activity 12 Sub-topic 02: Weather – Poster <i>O vreme hem o šeja</i>
Duration: 50 min Skill: 
Mat./Res.: Newspapers, brochures, pictures, etc. posters
<p>Note: This activity can only be done subsequently to activity 11. Preparation: Find newspapers, brochures, pictures, etc. and provide them for the children.</p> <ol style="list-style-type: none"> 01. Children form four groups. 02. Teacher assigns a season to each of the groups and explains the task: Design a poster about the clothing in your season. Find pieces of clothing that are appropriate for your season. 03. Teacher hands out one poster to each group and provides brochures and newspapers for them. 04. Children draw, paint, glue, write on their posters as they prefer. 05. Posters are put on a wall of the classroom.
Teaching activity 13 Sub-topic 02: Weather – Presentation <i>O vreme hem o šeja</i>
Duration: 30 min Skill: 
Mat./Res.: Poster <i>O vreme hem o šeja</i>
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> 01. The group takes a look at the posters of activity 12. 02. Teacher explains the task: Describe your poster to the class. 03. The groups present their posters one after the other (teacher and classmates should not interrupt the children while they talk). 04. After every presentation teacher and classmates can ask questions.
Teaching activity 14 Sub-topic 02: Weather – Writing a letter
Duration: 50 min Skill:  ELP: Dossier p. 40
Mat./Res.: Worksheet 08
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Mlo lil</i> (worksheet 08) and asks a child to read the task to the class. 02. Together they discuss the task: Write a letter to a friend or a family member. Describe how you dress in one particular season. 03. Children have about 30 min to write the letter. Teacher can help them with spelling and grammar. 04. Subsequently the children read their letters to the class and add them to the Dossier p. 40.

Teaching activity 15 | Sub-topic 02: Wetter – Designing a brochure

Duration: 50 min | Skill:   | ELP: Dossier p. 40

Mat./Res.: Worksheet 08

Note: This activity can only be done subsequently to activity 14.

01. Teacher asks children to take the worksheet *Mlo lil* (worksheet 08) from the Dossier and explains the task: Every child paints, draws, etc on the worksheet as he/she prefers. Then the worksheets of the class are bound to a brochure.
02. Children have about 20 min to design their pages.
03. Subsequently the teacher laminates the worksheets, perforates them and binds them with two strings or braces.
04. Brochure is put on a wall of the classroom.

Lesson plan 01 | Topic: *O nilaj ko gava* – Textual Understanding

TA-Nr.: 03 | Learning objectives: Hearing and understanding a Radio-program.

Duration: 50 min | Skill: 

Mat./Res.: Listening worksheet 03, audio-device

01. Children hear the listening comprehension *O nilaj ko gava* (worksheet 03) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children talk about the content with another child.
04. The listening comprehension is played again. Teacher asks the children to write down words they don't understand.
05. Every child says one word he/she didn't understand. Teacher writes the unknown words on the blackboard and translates them.
06. Teacher and children discuss the content of the story. Children copy the new words and add the sheet to the Dossier p. 40.
07. Finally they listen to the text once again.

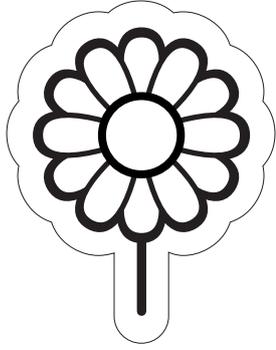
TA-Nr.: 04 | Learning objectives: Extension of vocabulary

Duration: 30 min | Skill:   | ELP: Dossier p. 40

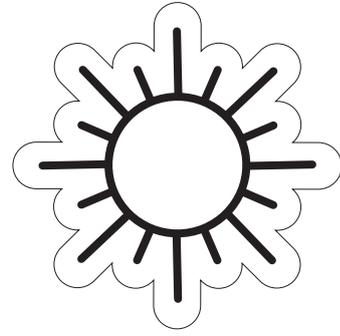
Mat./Res.: Reading worksheet 04

01. Children sit in a circle.
02. Teacher hands out text *O nilaj ko gava* (worksheet 04) and asks a child to read the first section to the class.
03. Together they discuss the main points of the first section.
04. Teacher asks another child to read the second section of the text.
05. Together they discuss the main points, etc. until they have read and discussed the whole story.
06. Worksheet is added to the Dossier p. 40.

Lesson plan 02 Topic: <i>O nilaj ko gava</i> – Formal Processing
TA-Nr.: 05 Learning objectives: Formal reading and understanding of a familiar text.
Duration: 25 min Skill:   ELP: Dossier p. 40
Mat./Res.: Error text worksheet 05
<ol style="list-style-type: none"> 01. Teacher hands out error text <i>O nilaj ko gava</i> (worksheet 05). 02. Teacher asks a child to read the task to the class and explains it. 03. Children have about 10 min to search for the errors with the child sitting next to them. 04. Subsequently the children tell the teacher which errors they have found and he/she writes them on the blackboard. 05. Together they discuss what would be the right version of the text and the children write the right words above the wrong words in the text. 06. Worksheet is added to the Dossier p. 40.
TA-Nr.: 07 Learning objectives: Formal reading and understanding of a familiar text. Stabilization of vocabulary.
Duration: 25 min Skill:   ELP: Dossier p. 40
Mat./Res.: Gap text worksheet 07
<ol style="list-style-type: none"> 01. Teacher hands out gap text <i>O nilaj ko gava</i> (worksheet 07). 02. Teacher asks a child to read the task to the class and explains it. 03. Children have about 10 min to fill out the gaps in the text with the child sitting next to them. 04. Subsequently they compare their answers and the teacher writes them on the blackboard. 05. Worksheet is added to the Dossier p. 40.



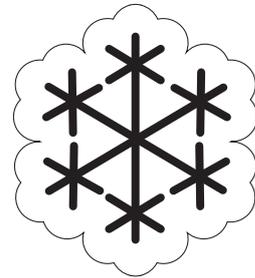
proleti



nilaj



jeseni



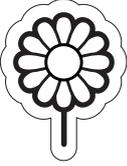
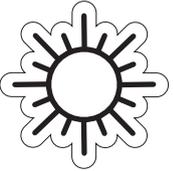
jevend

Mlo anav _____

O štar beršesere dobe

Čitin o lafija! P i š in len kaj so pasuinena!

Nevo berš | Dadesoro dive | Veligdani | Džuvljengoro dive
Božiči | Bajrami | Romengoro dive | Dajakoro dive

Pišin o datumi kotar tlo bijando dive hem o bijande
dive kotar tli familija! Palo odova pišin, ki savi beršesiri doba perena.

Me	Phral	Phrena
Daj	Phren	Baba
Dad	Phren	Papo

O nilaj ko gava

Čitin so pišindže o novine!

I glavno tema kotar amari emisija avdije i tani, „O nilaj ko gava“. Akava berš hine baro tatipe. Ko dizja pherde hine o bazentija hem but turistija uživindže ko amare šuže jezerija.

Ama, jek baro delo kotar o manuša ki amari phuv našti hine te uživinen akava nilaj. O lafi i tano kotar o manuša ko gava. Celo nilaj na dindža but bršim. Odolese na uspindža i žetva šukar. Prema odova, o cene varose ukljindže hem o maro skupondža. Eseljakon hine len dani pobare troškija hem amen sar potrošivačija mora akana te platina sa odola troškija.

Sar ka ovel javer berš? So phenena o meteorologija baš odolese? So phenela amaro narodo baš akaja tema? Javinen tumen hem phenen amenge, so mislinena tumen.





O nilaj ko gava

Čitin pa ž ljiivo o teksti. Š aj li te arakhe sa o pandž greške?

I glavno tema kotar amari emisija tajsai tani, „O nilaj ko gava“. Akava berš hine baro tatipe. Ko gava pherde hine o bazentija hem but turistija uživindže ko amare šuže jezerija.

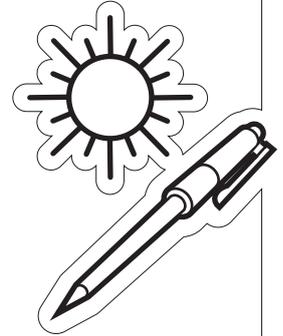
Ama, jek tikno delo kotar o manuša ki amari phuv našti hine te uživinen akava nilaj. O lafi i tano kotar o manuša ko dizja. Celo nilaj na dindža but bršim. Odolese na ushindža i žetva šukar. Prema odova, o cene varose ukljindže hem o mas skupondža. E seljakon hine len dani pobare troškija hem amen sar potrošivačija mora akana te platina sa odola troškija.

Sar ka ovel javer berš? So phenena o meteorologija baš odolese? So phenela amaro narodo baš akaja tema? Javinen tumen hem phenen amenge, so mislinena tumen.

Mlo anav _____

O nilaj ko gava

Deja tut li godi? Probin te odgovorine!



Sar vi č ini pe i glavno tema kotar i emisija?

Sar hine o nilaj akava berš ?

Koj uživindža akava nilaj a ko na?

Sose o seljakija našti hine te uživinen akava nilaj?

Save posledice isi amen sar potrošivačija, keda na uspini i žetva?

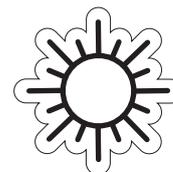
Mlo anav _____

O nilaj ko gava

I glavno tema kotar amari emisija avdije i tani, „O nilaj ko _____“. Akava berš hine baro tatipe. Ko dizja pherde hine o _____ hem but turistija uživindže ko amare šuže jezerija.

Ama, jek baro delo kotar o manuša ki amari _____ našti hine te uživinen akava nilaj. O lafi i tano kotar o manuša ko gava. Celo _____ na dindža but bršim. Odolese na usvindža i _____ šukar. Prema odova, o cene _____ ukljindže hem o maro skupondža. Eseljakon hine len dani pobare troškija hem amen sar _____ mora akana te platina sa odola troškija.

Sar ka ovel javer berš? So phenena o _____ baš odolese? So phenela amaro narodo baš akaja tema? Javinen tumen hem phenen amenge, so mislinena tumen.



phuv

varose

*mate-
orologija*

bazentija

*potro-
šivačija*

gava

nilaj

žetva

Arlije_Primary_B1_AT_eng_unit-10
Topic (CFR): NATURE AND ANIMALS
Sub-topic 01: Animals

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the main points in a video or television programme about the natural world ✓ Can understand the main points when the teacher introduces a topic about the natural world. ✓ Can understand the main points of a story or an account of Roma life that refers to the natural world or crafts relating to animals. ✓ Can understand references to birds or animals in fairy stories and other written texts. ✓ Can understand the texts that deal in a straightforward way with the association of certain birds and animals with Roma beliefs.
	<ul style="list-style-type: none"> ✓ Can understand the main points in a text about the natural world, using familiar key words and pictures/ diagrams to support comprehension and organize information. ✓ Can understand the main points in a text, such as a fairy story, in which the natural world is a significant element, using familiar key words and concepts to organize information.
	<ul style="list-style-type: none"> ✓ Can discuss with other pupils how to include animals/plants in a project, role-play, poster project, etc. ✓ Can pass on information about taking care of animals or plants. ✓ Can talk with others about the importance of nature and animals in different lifestyles. ✓ Can ask questions of older community members about the importance of animals in Roma life in the past. ✓ Can ask questions of other community members about Roma trades or occupations related to animals. ✓ Can ask and answer questions about beliefs and traditions associated with animals.
	<ul style="list-style-type: none"> ✓ Can explain in some detail how to look after farm animals or a pet. ✓ Can retell a story about animals. ✓ Can explain how a particular group/groups of Roma lived and worked with animals in the past. ✓ Can retell a story told by another family or community member.
	<ul style="list-style-type: none"> ✓ Can write an account of an incident involving an animal (e.g., a dog saves a child from drowning, a wild animal survives against the odds). ✓ Can write a summary of a story involving animals. ✓ Can write a short description of how a group/groups of Roma people lived and worked with animals.
Working with the ELP	
Language passport: Teaching activity 15	
Dossier: Worksheet 02–04; Teaching activity 01	

Vocabulary | Sub-topic 01: Animals

Active			
<i>sveto</i>	holy	<i>o majmuni, -nja</i>	the monkey, the monkeys
<i>avdije</i>	today	<i>o kafezi</i>	the cage
<i>džala</i>	to go	<i>čirno/-i/-e</i>	rotten (m, f, pl.)
<i>i zološko gradina</i>	the zoo	<i>sikavi</i>	to show, to teach
<i>dikhela</i>	to see, to look	<i>i gumeno ljujkaška</i>	the rubber swing
<i>razno</i>	various, different	<i>nišini pe</i>	to swing
<i>i životinja, o životinje</i>	the animal, the animals	<i>najtikno</i>	the smallest
<i>i najmangli životinja</i>	the favorite animal	<i>i phabaj</i>	the apple, the apple tree
<i>i čherutni životinja</i>	the pet	<i>i banana</i>	the banana
<i>o sap</i>	the snake	<i>o čher</i>	the house
<i>o kenguri</i>	the kangaroo	<i>o policajco</i>	the police officer
<i>o sloni</i>	the elephant	<i>o lavi</i>	the lion
<i>i žirafa</i>	the giraffe	<i>i biblioteka</i>	the library
<i>o gras</i>	the horse	<i>kotar</i>	where from?, from, of
<i>i kamila</i>	the camel	<i>odova, odoja, odola</i>	this, these
<i>hala, hana</i>	to eat	<i>opišini</i>	to describe
<i>o dand/-a</i>	the tooth, the teeth	<i>živini</i>	to live
<i>o direktori</i>	the director	<i>izgledini</i>	to look like
<i>objasnini</i>	to explain	<i>o rezsus majmuni</i>	the rhesus monkey
<i>smešno</i>	funny	<i>i Indija</i>	India
<i>lengoro</i>	her	<i>i Australija</i>	Australia
<i>olen</i>	they		

Grammar	
Active	Passive
	Possessive pronouns Extension of vocabulary Clause positions/Forming clauses Adjectives

Teaching activity 01 Sub-topic 01: Animals – Listening comprehension <i>O sveto majmunja</i>
Duration: 30 min Skill:  ELP: p. 43
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O sveto majmunja</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children talk about the content with another child. 04. The listening comprehension is played again. Teacher asks the children to write down words they don't understand. 05. Every child says one word he/she didn't understand. Teacher writes the unknown words on the blackboard and translates them. 06. Teacher and children discuss the content of the story. Children copy the new words and add the sheet to the Dossier p. 43. 07. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Animals – Reading (content-based) <i>O sveto majmunja</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out text <i>O sveto majmunja</i> (worksheet 02) and asks a child to read the first section to the class. 03. Together they discuss the main points of the first section. 04. Teacher asks another child to read the second section of the text. 05. Together they discuss the main points, etc. until they have read and discussed the whole story. 06. Worksheet is added to the Dossier p. 43.
Teaching activity 03 Sub-topic 01: Animals – Gap text <i>O sveto majmunja</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> 01. Teacher hands out gap text <i>O sveto majmunja</i> (worksheet 03). Teacher explains the task. 02. Children have about 10 min to fill out the gaps in the text. 03. Subsequently they compare their answers and the teacher writes them on the blackboard. 04. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Animals – Questionnaire <i>O sveto majmunja</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<p>Note: This activity can only be done subsequently to activity 01, 02 or 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out questionnaire <i>O sveto majmunja</i> (worksheet 04). 02. Children have about 10 min to answer the questions with the child sitting next to them. 03. Subsequently they compare their answers and the teacher writes them on the blackboard. 04. Worksheet is added to the Dossier.

Teaching activity 05 | Sub-topic 01: Animals – Error text *O sveto majmunja*Duration: 20 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 05

Note: This activity can only be done subsequently to activity 02, 03 or 04.

01. Teacher hands out error text *O sveto majmunja* (worksheet 05).
02. Teacher asks a child to read the task to the class and explains it.
03. Children have about 10 min to search for the errors with the child sitting next to them.
04. Subsequently the children tell the teacher which errors they have found and he/she writes them on the blackboard.
05. Together they discuss what would be the right version of the text and the children write the right words above the wrong words in the text.
06. Worksheet is added to the Dossier.

Teaching activity 06 | Sub-topic 01: Animals – Discussion *O životinja*Duration: 25 min | Skill:   | ELP: Dossier p. 43

Mat./Res.: Picture cards worksheet 08, lamination device

Preparation: Print, laminate and cut out picture cards of worksheet 08. Copy worksheet 08.

01. Children sit in a circle.
02. Teacher spreads picture cards (worksheet 08) on the floor.
03. Teacher tells the children which animals he/she likes/dislikes and explains why he/she likes them or not. He/She shows the appropriate picture cards for the animals he/she is talking about.
04. Subsequently he/she asks the children to tell which animals they like/dislike.
05. Children talk one after the other and show the appropriate picture cards.
06. Teacher corrects spelling or clause positions if necessary and asks additional questions like “Why do you like/dislike hamsters/pigs/bears etc.? What is good/bad about these animals?” to keep the conversation going.
07. Teacher writes new vocabulary on the blackboard if the children need it.
08. As a homework children prepare a profile of their favorite animal (habitat, diet, ...). They use the worksheet *Mli najmangli životinja* (worksheet 06).
09. Worksheet is added to the Dossier.

Teaching activity 07 | Sub-topic 01: Animals – Worksheet *Mli najmangli životinja*Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 06

Note: This activity can only be done subsequently to activity 06.

01. Teacher asks children to take worksheet *Mli najmangli životinja* (worksheet 06) from the Dossier.
02. Children present their worksheet to the child sitting next to them.
03. Subsequently they present the favorite animal of the child sitting next to them to the class.
04. Worksheet is added to the Dossier.

Teaching activity 08 | Sub-topic 01: Animals – Discussion *Mli čerutni žvotinja*Duration: 30 min | Skill: 

01. Children sit in a circle.
02. Teacher talks about his/her pet (or a pet he/she likes) e.g. name, age, sex, what does it eat?, what does it like/dislike?, what does it look like?, etc.
03. Subsequently teacher asks children to talk about their pet or a pet they like.
04. Children talk one after the other.
05. Teacher corrects spelling or clause positions if necessary.
06. Teacher writes new vocabulary or vocabulary the children need for their talks on the blackboard.

Teaching activity 09 | Sub-topic 01: Animals – Worksheet *O žvotinje uzal o čer*Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 07

Note: This activity can only be done subsequently to activity 08.

01. Teacher hands out worksheet *O žvotinje uzalo o čer* (worksheet 07).
02. Teacher asks one child to read the task and explains it after the child has read it.
03. Children write the sentences together with a child sitting next to them (teacher can support them).
04. Subsequently teacher corrects spelling and grammar.
05. Worksheet is added to the Dossier.

Teaching activity 10 | Sub-topic 01: Animals – Poster *O žvotinje ko pani*Duration: 50 min | Skill:  | ELP: Dossier

Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors

Preparation: Provide newspapers, brochures, pictures, etc. for the children.

01. Teacher hands out a poster to each child and explains the task: Design a poster about “Sea animals”.
02. Children design their posters as they prefer (draw, glue, paint, write, ...).
03. Posters are put on a wall of the classroom.

Teaching activity 11 | Sub-topic 01: Animals – Presentation *O žvotinje ko pani*Duration: 30 min | Skill: 

Mat./Res.: Poster of activity 10

Note: This activity can only be done subsequently to activity 10.

01. The group takes a look at the posters of activity 10.
02. Teacher explains the task: Describe your poster to the class.
03. Children present their posters (teacher and classmates can ask questions).

Teaching activity 12 | Sub-topic 01: Animals – Game “Who am I?”Duration: 30 min | Skill: 

01. Teacher picks a child to leave the classroom.
02. While the child is outside the others pick an animal and the teacher writes the name of this animal on a post-it.
03. The child is asked into the classroom again.
04. Teacher puts the post-it on the child's forehead so that the child can't see what is written on it.
05. The child tries to find out what animal it is by asking the classmates questions they can only answer with “yes” or “no” (e.g. Am I tall/small? Am I fast/slow? Am I a sea/forrest animal? Am I a pet?, etc.).
06. The group only answers with “yes” or “no”.
07. When the child has found out what animal it is, it can pick the next child to leave the classroom and the game can start again.

Teaching activity 13 | Sub-topic 01: Animals – Pantomime ŽivotinjeDuration: 30 min | Skill: 

01. Children sit in a circle.
02. Teacher explains the game: One child is in the middle of the circle and pantomimes an animal. Other children guess what animal it is. The one who guessed right is the next one to pantomime, etc. until all children have been in the middle at least once.
03. The game can start.

Teaching activity 14 | Sub-topic 01: Animals – “Whisper down the lane”Duration: 50 min | Skill: 

01. Children form two teams. The children of each team form a line sitting next to each other.
02. Teacher explains the task: I whisper something into the ear of the first child of each group. He/She tries to understand me and whispers what he/she heard into the ear of the child sitting next to him/her, etc. until the word/sentence has reached the last child. The last one has to say what he/she heard out loud. Every child can only whisper once. The team that has reached five points first is the winner (one point for every right answer).
03. The game can start (teacher can also use short sentences, e.g. *Me hijum šošoj, tigari, mačka, mačo.*)

Teaching activity 15 | Sub-topic: Animals – Language portfolioDuration: 10 min | Skill:   | ELP: Dossier p. 35

Mat./Res.: Language portfolio p. 35/Level B1

- Preparation: Teacher structures the checklist in the language-biography (p. 35/Level B1) as he/she prefers.
01. After finishing Unit 10 the teacher hands out his/her checklists.
 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Topic: <i>O sveto majmunja – Understanding the content</i>
TA-Nr.: 01 Learning objectives: Hearing and understanding the content of a common text.
Duration: 30 min Skill:  ELP: p. 43
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O sveto majmunja</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children talk about the content with another child. 04. The listening comprehension is played again. Teacher asks the children to write down words they don't understand. 05. Every child says one word he/she didn't understand. Teacher writes the unknown words on the blackboard and translates them. 06. Teacher and children discuss the content of the story. Children copy the new words and add the sheet to the Dossier p. 43. 07. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Extension of vocabulary.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out text <i>O sveto majmunja</i> (worksheet 02) and asks a child to read the first section to the class. 03. Together they discuss the main points of the first section. 04. Teacher asks another child to read the second section of the text. 05. Together they discuss the main points, etc. until they have read and discussed the whole story. 06. Worksheet is added to the Dossier p. 43.

Lesson plan 02 | Topic: Revision of vocabulary

TA-Nr.: 12 | Learning objectives: Revision of vocabulary.

Duration: 30 min | Skill: 

01. Teacher picks a child to leave the classroom.
02. While the child is outside the others pick an animal and the teacher writes the name of this animal on a post-it.
03. The child is asked into the classroom again.
04. Teacher puts the post-it on the child's forehead so that the child can't see what is written on it.
05. The child tries to find out what animal it is by asking the classmates questions they can only answer with "yes" or "no" (e.g. Am I tall/small? Am I fast/slow? Am I a sea/forrest animal? Am I a pet?, etc.).
06. The group only answers with "yes" or "no".
07. When the child has found out what animal it is, it can pick the next child to leave the classroom and the game can start again.

TA-Nr.: 14 | Learning objectives: Revision of vocabulary.

Duration: 50 min | Skill: 

01. Children form two teams. The children of each team form a line sitting next to each other.
02. Teacher explains the task: I whisper something into the ear of the first child of each group. He/She tries to understand me and whispers what he/she heard into the ear of the child sitting next to him/her, etc. until the word/sentence has reached the last child. The last one has to say what he/she heard out loud. Every child can only whisper once. The team that has reached five points first is the winner (one point for every right answer).
03. The game can start (teacher can also use short sentences, e.g. *Me hijum šošoj, tigari, mačka, mačo.*)

O sveto majmunja

Avdije dželjum mle školaja ki zološko gradina. Oduri dikhljam razno životinjen. Dikhljam sapen, kenguren, slonen, žirafen, grasten, kamilen hem majmunen. Mli najmangli životinja i tano o majmuni.

O majmunja i tane but smešno životinje. Keda dikhljam olen ko lengoro kafezi on taman hana hine banane hem phabaja. O najtikno majmuni nišinipe hine ki gumeno ljuljaška hem sikavdža mange ple čirne danda.

O direktori kotar i zološko gradina objasnindža amenge kaj odola majmunja i tane kotar i Indija. On vičinena pe rezus majmunja hem ki Indija i tane sveto životinje.



*„Mli najmangli životinja
i tano o majmuni.“*

Mlo anav _____

O sveto majmunja

Avdije dželjum mle školaja ki zološko gradina.

Oduri dikhljam razno _____.

Dikhljam sapen, kenguren, slonen,
žirafen, grasten, kamilen hem majmunen.

Mli najmangli životinja i tano o _____.

O majmunja i tane but smešno životinje.

Keda dikhljam olen ko lengoro _____

on taman hana hine banane hem phabaja.

O najtikno majmuni nišinipe hine ki

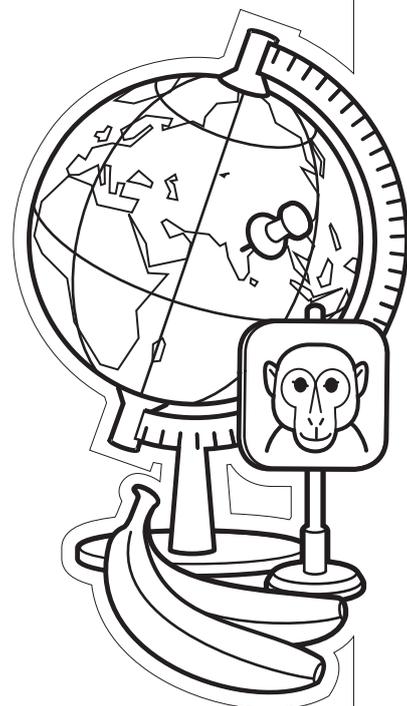
gumeno _____ hem sikavdža mange

ple čirne danda. O _____ kotar i zološko gradina

objasnindža amenge kaj odola majmunija i tane kotar i

_____. On vičinena pe _____ majmunija

hem ki Indija i tane _____ životinje.

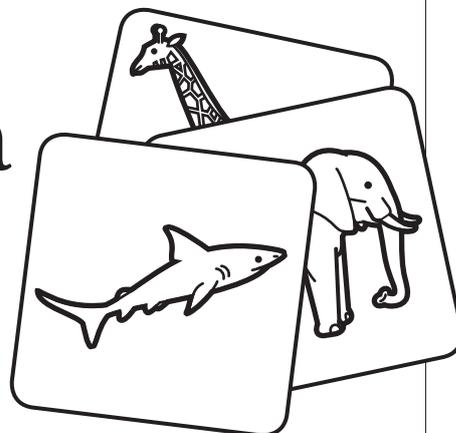




Mlo anav _____

O sveto majmunja

Deja tut li godi?



1) Kaj dželi i čaj e školaja?

2) Save životinjen dikhle oduri?

3) Savi i tani lakiri najmangli životinja?

4) So čerene hine o majmunja?

5) So čerela hine o najtikno majmuni?

6) Sar vičinena pe o majmunja kotar i Indija?

7) Save životinje i tane on ki Indija?

Mlo anav _____

O sveto majmunja

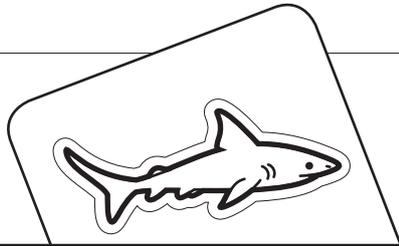
Šaj li te arakhe sa o šov greške?

Avdije dželjum mle školaja ki biblioteka.
Oduri dikhljam razno životinjen. Dikhljam
sapen, kenguren, slonen, žirafen, grasten,
kamilen hem majmunen. Mli najmangli
životinja i tano o lavi.

O majmunja i tane but tužno životinje.
Keda dikhljam olen ko lengoro čher on taman
hana hine banane hem phabaja.
O najtikno majmuni nišinipe hine ki gumeno
ljuljaška hem sikavdža mange ple čirne danda.

O plicajco kotar i zološko gradina objasnindža
amenge kaj odola majmunija i tane kotar i
Australija. On vičinena pe rezus majmunija
hem ki Indija i tane sveto životinje.

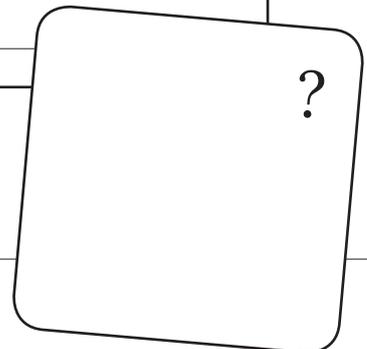
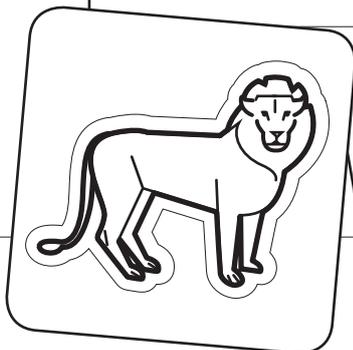
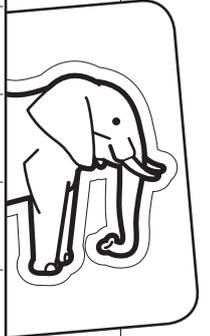
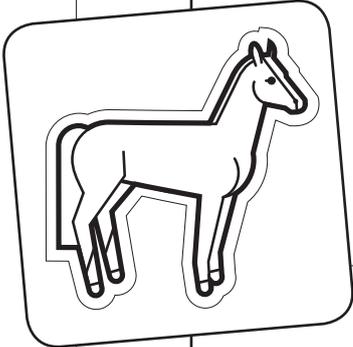




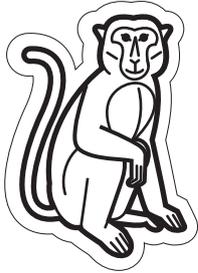
Mlo anav _____

Mli najmangli žvotinja

Opišin tle najmangle žvotinja
(So hala, kaj živini, sar izgledini, ...!)



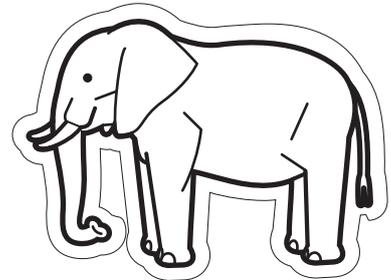
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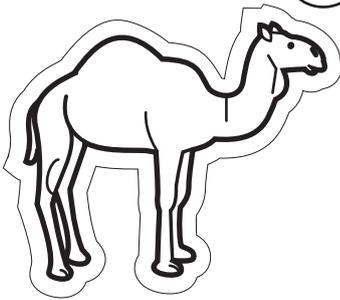
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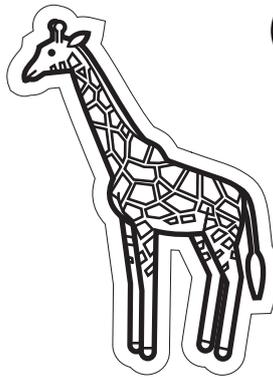
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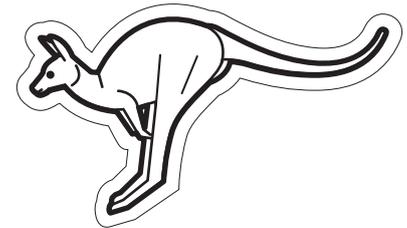
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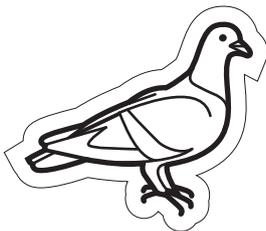
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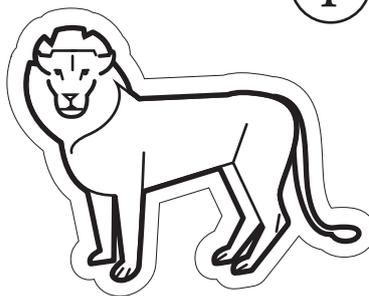
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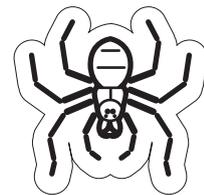
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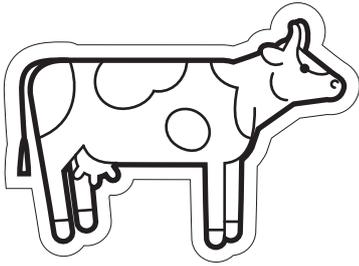
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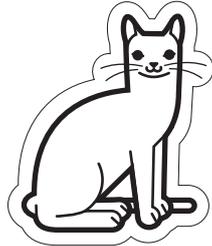
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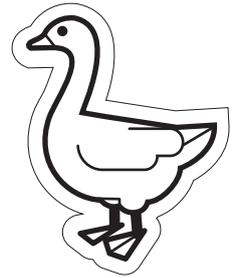
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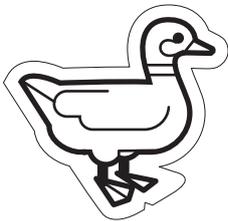
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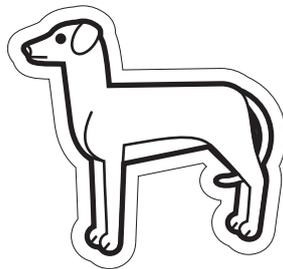
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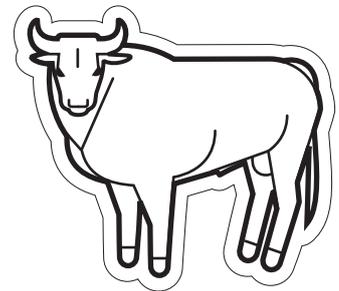
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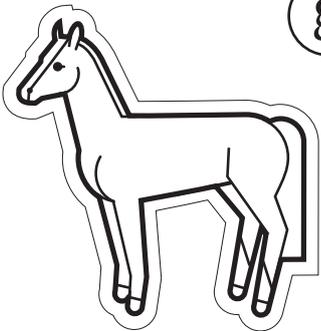
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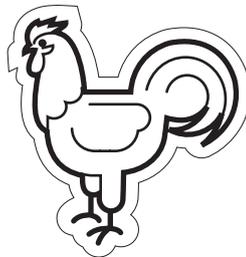
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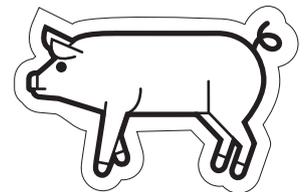
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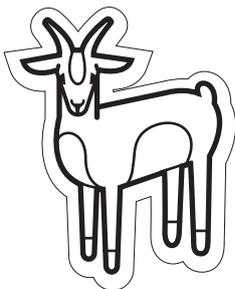
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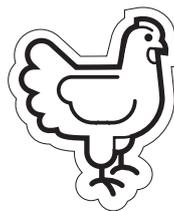
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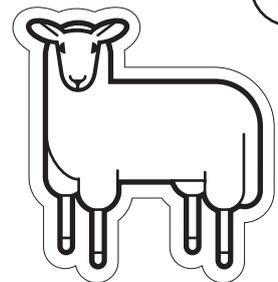
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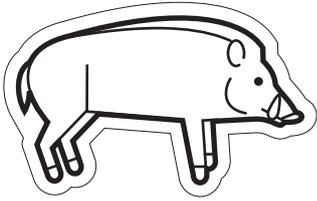
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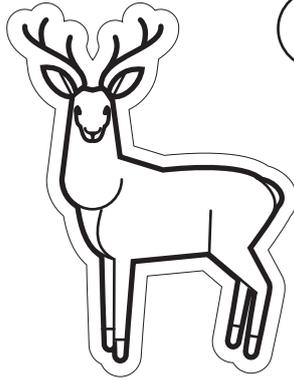
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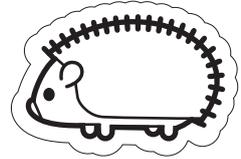
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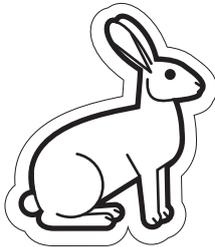
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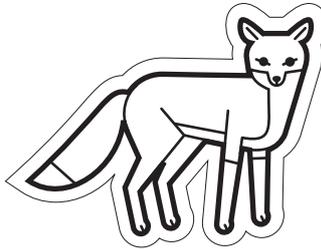
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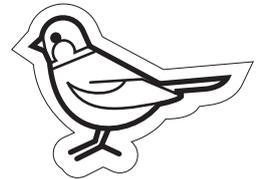
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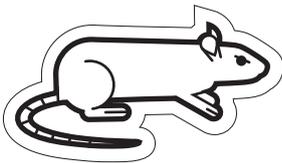
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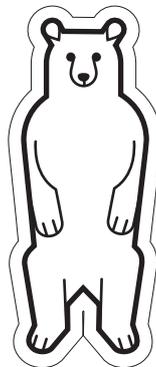
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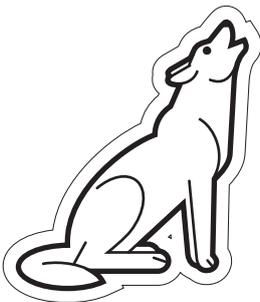
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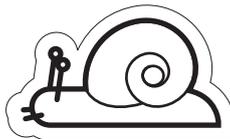
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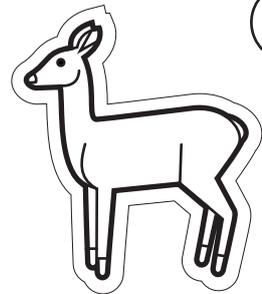
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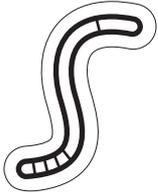
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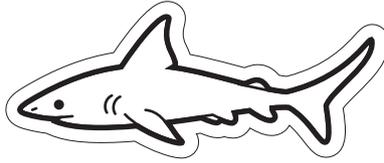
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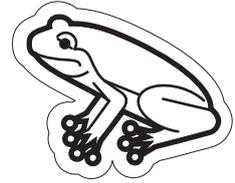
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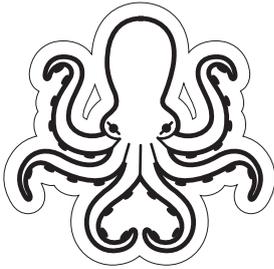
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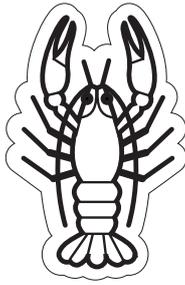
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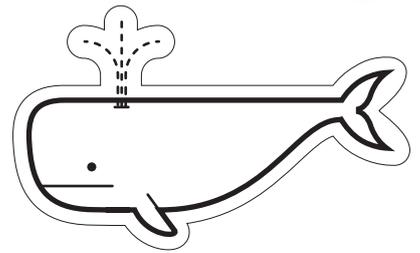
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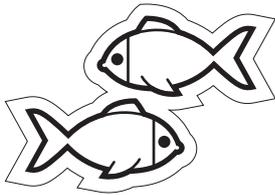
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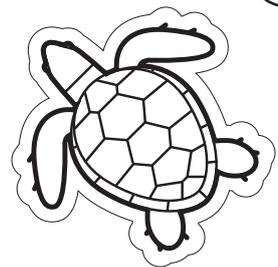
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Working with the CFR – Learning objectives

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the main points of a talk about sport, music, films or other activities that take place outside school. ✓ Can understand the main points in an audio or visual presentation of an event such as a sports event, concert, celebration or other performance. ✓ Can understand the main points of a talk about the traditional activities of Roma children. ✓ Can understand a story which is based on the activities of a Roma child and recognize the significance of particular activities. ✓ Can understand the main points in a talk about the way that Roma activities past and present have influenced the arts (metalworking, music, art etc.).
	<ul style="list-style-type: none"> ✓ Can read and understand texts about leisure, sporting or cultural activities provided key words are introduced in advance. ✓ Can read and understand texts about Roma activities such as boxing competitions, performing arts (e.g. singing, music, drama, circus, etc.) provided that unfamiliar words are introduced in advance.
	<ul style="list-style-type: none"> ✓ Can discuss interests, hobbies, and experiences of leisure and arts activities. ✓ Can interact spontaneously when familiar topics are being discussed. ✓ Can discuss and respond to questions about leisure, sporting or performance activities.
	<ul style="list-style-type: none"> ✓ Can give a simple, connected account of the preparations for a performance (school play, concert, etc.). ✓ Can give a simple talk about preparing for and experiencing a sporting contest. ✓ Can give a simple talk about a particular interest or hobby. ✓ Can give a simple talk about his/her interests/activities outside school (e.g. learning songs, stories, performing). ✓ Can give a simple talk about the importance of Roma arts and performance.
	<ul style="list-style-type: none"> ✓ Can write simple, connected text about a hobby or interest and express what he/she likes about this activity. ✓ Can write a simple, connected account of a leisure/sporting/performance activity which is typical of Roma culture or tradition. ✓ Can write a simple, connected account of a particular aspect of Roma arts.

Working with the ELP

Language biography: Teaching activity 15

Dossier: Worksheet 02–09, Teaching activity 01 and 02

Vocabulary | Sub-topic 01: Hobbies

Active			
<i>So čereja?</i>	What are you doing?	<i>amen</i>	we
<i>ništo</i>	nothing	<i>o čhaja</i>	the Roma girls
<i>Sar hijan?</i>	How are you?	<i>o čhave</i>	the Roma boys
<i>šukar</i>	good, fine	<i>mangela</i>	to want, to like
<i>nevo</i>	new	<i>javer kurko</i>	next week
<i>tute</i>	at your place	<i>uopšte</i>	at all, not at all
<i>i daj</i>	the mother	<i>džanela</i>	to know
<i>opišini</i>	to describe	<i>o koreografi</i>	the choreographer
<i>o romano folklori</i>	the Romani folklore	<i>sikavi</i>	to show
<i>irati</i>	yesterday	<i>mukhela man</i>	leaves me
<i>hijum hine</i>	I was	<i>o oddelenie</i>	the class
<i>i proba</i>	the rehearsal, the training	<i>nakhela</i>	to walk by
<i>fino</i>	fine, good	<i>i pauza</i>	the break
<i>samo</i>	just, only	<i>o hobi</i>	the hobby
<i>valjani</i>	to need	<i>nevo</i>	new
<i>činela pese</i>	to buy	<i>o papo</i>	the grandfather
<i>panda</i>	sill, yet	<i>e papoja</i>	with the grandfather
<i>o dimije</i>	the Dimije*	<i>Zdravo!</i>	Hello!
<i>dajek</i>	some, any	<i>pišini</i>	writes
<i>šužo</i>	beautiful	<i>akava</i>	this
<i>o čhelibasere kundre</i>	the dancing shoes	<i>o lil</i>	the letter
<i>sikljola</i>	to learn	<i>phenela</i>	to say
<i>čhelela</i>	to dance	<i>i košarka</i>	the Basketball game
<i>o horo</i>	the Horo**	<i>legari</i>	to carry
<i>o čučeko</i>	the belly dance	<i>o trening</i>	the training
<i>o džene</i>	the persons, the people	<i>i amalin</i>	the girlfriend
<i>kaj?</i>	where?	<i>trenirini</i>	to train
<i>so?</i>	what?	<i>hala sladoledi</i>	to eat ice-cream
<i>kozom?</i>	how much?	<i>mangava tut/mangava tumen</i>	I love you! (sg/pl)
<i>uduri</i>	there		

Grammar	
Active	Passive
Extension and revision of vocabulary Clause position, Forming clauses Perfect tense	

*traditional Roma-clothing ** traditional Roma-dance in the Balkan region

Teaching activity 01 | Sub-topic 01: Hobbies – Listening comprehension *O romano folklori*Duration: 30 min | Skill:  | ELP: p. 43

Mat./Res.: Listening worksheet 01, audio-device

01. Children hear the listening comprehension *O romano folklori* (worksheet 01) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children talk about the content with another child.
04. The listening comprehension is played again. Teacher asks the children to write down words they don't understand.
05. Every child says one word he/she didn't understand. Teacher writes the unknown words on the blackboard and translates them.
06. Teacher and children discuss the content of the story. Children copy the new words and add the sheet to the Dossier p. 43.
07. Finally they listen to the text once again.

Teaching activity 02 | Sub-topic 01: Hobbies – Reading the dialogue *O romano folklori*Duration: 20 min | Skill:   | ELP: Dossier p. 43

Mat./Res.: Dialogue worksheet 02

Note: This activity can only be done subsequently to activity 01.

01. Teacher hands out text *O romano folklori* (worksheet 02) and asks a child to read the first section to the class.
02. Together they discuss the main points of the first section. Teacher writes unknown vocabulary on the blackboard.
03. Same procedure for the following sentences until they have read and discussed the whole text and all new vocabulary is on the blackboard.
04. Children copy new vocabulary to p. 43 and add the text to the Dossier.

Teaching activity 03 | Sub-topic 01: Hobbies – Gap text *O romano folklori*Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: : Gap text worksheet 03

Note: This activity can only be done subsequently to activity 02.

01. Teacher hands out gap text *O romano folklori* (worksheet 03) and explains the task.
02. Children have about 10–15 min to fill out the gaps in the text.
03. Subsequently they compare their answers and the teacher writes them on the blackboard.
04. Worksheet is added to the Dossier.

Teaching activity 04 | Sub-topic 01: Hobbies – Questionnaire *O romano folklori*Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Questionnaire worksheet 05

Note: This activity can only be done subsequently to activity 01, 02 or 03.

01. Teacher hands out questionnaire *O romano folklori* (worksheet 05).
02. Children have about 10 min to answer the questions with the child sitting next to them.
03. Subsequently they compare their answers and the teacher writes them on the blackboard.
04. Worksheet is added to the Dossier.

Teaching activity 05 Sub-topic 01: Hobbies – Error text <i>O romano folklori</i>
Duration: 20 min Skill:   ELP: Dossier
Mat./Res.: Error text worksheet 04
<p>Note: This activity can only be done subsequently to activity 02, 03 or 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out error text <i>O romano folklori</i> (worksheet 04). 02. Teacher asks a child to read the task to the class and explains it. 03. Children have about 10 min to search for the errors with the child sitting next to them. 04. Subsequently the children tell the teacher which errors they have found and he/she writes them on the blackboard. 05. Together they discuss what would be the right version of the text and the children write the right words above the wrong words in the text. 06. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 01: Hobbies – Discussion <i>Mlo najmanglo sporti</i>
Duration: 30 min Skill:   
Mat./Res.: Picture cards worksheet 06, lamination- device
<p>Preparation: Print, laminate and cut out picture cards worksheet 06.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads picture cards (worksheet 06) on the floor. 03. Teacher tells children about his/her hobby (what, how often, what's fun, what isn't fun, what do I need for it, etc.). He/She shows the appropriate picture cards. 04. Subsequently he/she asks the children to tell the class about their hobbies. 05. Children talk one after the other and show the appropriate picture cards. 06. Teacher corrects spelling or clause positions if necessary and asks additional questions like "Why do you like/dislike it? How do you play that? Do you have a coach? How often are the trainings? Etc.?). 07. Teacher writes new vocabulary on the blackboard if the children need it.
Teaching activity 07 Sub-topic 01: Hobbies – Poster <i>Mlo najmanglo sporti</i>
Duration: 50 min Skill:  ELP: Dossier
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Note: This activity can only be done subsequently to activity 06.</p> <p>Preparation: Provide newspapers, brochures, pictures, etc. for the children.</p> <ol style="list-style-type: none"> 01. Teacher hands out a poster to each child and explains the task: Design a poster about <i>Mlo najmanglo sporti</i>. 02. Children design their posters as they prefer (draw, glue, paint, write, ...). 03. Posters are put on a wall of the classroom.
Teaching activity 08 Sub-topic 01: Hobbies – Presentation poster <i>Mlo najmanglo sporti</i>
Duration: 30 min Skill: 
Mat./Res.: Posters of activity 07
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. The group takes a look at the posters of activity 07. 02. Teacher explains the task: Describe your poster to the class (What do you like/dislike about it? How is it played? Do you have a coach? How often are the trainings?). 03. Children present their posters (teacher and classmates can ask questions).

Teaching activity 09 | Sub-topic 01: Hobbies – Pantomime *Sporti*Duration: 30 min | Skill: 

01. Children sit in a circle.
02. Teacher explains the game: One child is in the middle of the circle and pantomimes a sport. Other children guess what sport it is. The one who guessed right is the next one to pantomime, etc. until all children have been in the middle at least once.
03. The game can start.

Teaching activity 10 | Sub-topic 01: Hobbies – Game “Whisper down the lane”

Duration: 20 min

01. Children form two teams. The children of each team form a line sitting next to each other.
02. Teacher explains the task: I whisper something into the ear of the first child of each group. He/She tries to understand me and whispers what he/she heard into the ear of the child sitting next to him/her, etc. until the word/sentence has reached the last child. The last one has to say what he/she heard out loud. Every child can only whisper once. The team that has reached five points first is the winner (one point for every right answer).
03. The game can start (teacher can also use short sentences *Me mangava te pliviav, Me džava ko trening, ...*).

Teaching activity 11 | Sub-topic 01: Hobbies – Reading (content-based) *Mlo nevo hobi*Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 07

01. Children sit in a circle.
02. Teacher hands out text *Mlo nevo hobi* (worksheet 07) and asks a child to read the first section to the class.
03. Together they discuss the main points of the first section.
04. Teacher asks another child to read the second section of the text.
05. Together they discuss the main points, etc. until they have read and discussed the whole story.
06. Worksheet is added to the Dossier.

Teaching activity 12 | Sub-topic 01: Hobbies – Gap text *Mlo nevo hobi*Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Gap text worksheet 08

Note: This activity can only be done subsequently to activity 11.

01. Teacher hands out gap text *Mlo nevo hobi* (worksheet 08) and explains the task.
02. Children have about 10–15 min to fill out the gaps in the text.
03. Subsequently they compare their answers and the teacher writes them on the blackboard.
04. Worksheet is added to the Dossier.

Teaching activity 13 | Sub-topic 01: Hobbies – Letter *Mlo hobi*Duration: 40 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 09

Note: This activity can only be done subsequently to activity 12.

01. Teacher hands out worksheet 09 *Mlo hobi*.
02. He/She asks a child to read the task and together they discuss it.
03. Children have about 15–20 min to write the letter.
04. Subsequently they read their letters to the class. Teacher corrects them if necessary.
05. Worksheet is added to the Dossier.

Teaching activity 14 | Sub-topic 01: Hobbies – Recording the Dialogue *O romano folklori*Duration: 50 min | Skill: ▶

Mat./Res.: Worksheet 02, audio-recording device

Note: This activity can only be done subsequently to activity 05.

01. In couples children practice to read the dialogue *O romano folklori* (worksheet 02). They have about 10 min for that (they can also try to learn it by heart).
02. Subsequently every couple is recorded by the teacher.
03. Together the class listens to the recordings.

Teaching activity 15 | Sub-topic 01: Hobbies – Video-SummaryDuration: 10 min | Skill: 

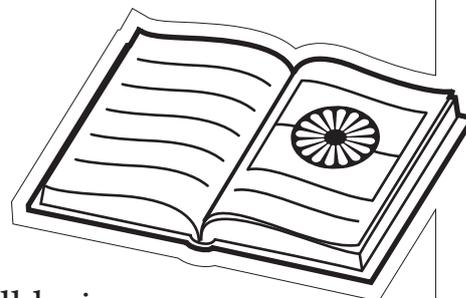
Mat./Res.: Camera, TV

Preparation: Teacher prepares a 10 min video of a sports event.

01. Teacher plays the video without the sound.
02. Children discuss the content with the child sitting next to them.
03. Subsequently the teacher plays the video again.
04. Children discuss the content with another child sitting next to them.
05. Video can be played again. Children write a report/summary of the events in the video.
06. Teacher corrects spelling and grammar if necessary.
07. Sheet is added to the Dossier.

Lesson plan 01 Topic: <i>O romano folklori</i> – Understanding the content
TA-Nr.: 01 Learning objectives: Hearing and understanding the content of a common text. Extension of vocabulary.
Duration: 30 min Skill:  ELP: p. 43
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O romano folklori</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children talk about the content with another child. 04. The listening comprehension is played again. Teacher asks the children to write down words they don't understand. 05. Every child says one word he/she didn't understand. Teacher writes the unknown words on the blackboard and translates them. 06. Teacher and children discuss the content of the story. Children copy the new words and add the sheet to the Dossier p. 43. 07. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Hearing and understanding the content of a common text. Extension of vocabulary.
Duration: 20 min Skill:  ELP: Dossier p. 43
Mat./Res.: Dialogue worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out text <i>O romano folklori</i> (worksheet 02) and asks a child to read the first section to the class. 02. Together they discuss the main points of the first section. Teacher writes unknown vocabulary on the blackboard. 03. Same procedure for the following sentences until they have read and discussed the whole text and all new vocabulary is on the blackboard. 04. Children copy new vocabulary to p. 43 and add the text to the Dossier.
Lesson plan 02 Topic: <i>O romano folklori</i> – Practising pronunciation
TA-Nr.: 14 Learning objectives: Repeating and memorizing a familiar dialogue. Practising pronunciation.
Duration: 50 min Skill: 
Mat./Res.: Worksheet 02, audio-recording device
<ol style="list-style-type: none"> 01. In couples children practice to read the dialogue <i>O romano folklori</i> (worksheet 02). They have about 10 min for that (they can also try to learn it by heart). 02. Subsequently every couple is recorded by the teacher. 03. Together the class listens to the recordings.

O romano folklori



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar hijan tu?

Fatima: Šukar ijum, so isi nevo tute?

Rabija: Mi daj upišindža man ko romano folklori.

Baš irati hijum hine ki proba.

Fatima: Ej, super! Hem sar hine?

Rabija: Fino hine. Samo valjani te činav mange panda
dimije hem dajek šuže čhelibasere kundre.

Fatima: Hem so sikljiljen irati?

Rabija: Pa prvo puti sikljiljam te čhela jek purano horo a irati
sikljiljam te čhela čučeko.

Fatima: Kozom džene hijen uduri?

Rabija: Pa amen hijam 6 čhaja hem 7 čhave. Te mangljan,
šaj hem tu te ave javer kurko pošto valjani amenge
panda jek čaj.

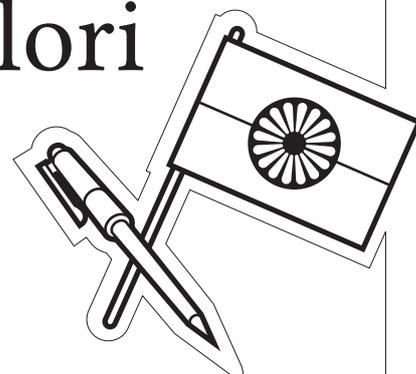
Fatima: Pa na džanava Rabije dali me uopšte džanava te
čhelav sar tu so džaneja.

Rabija: Ma dara Fatimo, amaro koreografi ka sikavi tut.

Fatima: Šukar, avdije ka pučav me daja dali ka mukhel man.
Hajde te dža ko oddelenie, pošto nakhli amari pauza.

Mlo anav _____

O romano folklori



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar ijan tu?

Fatima: Šukar ijum, so isi nevo tute?

Rabija: Mi daj upišindža man ko romano _____.

Baš irati hijum hine ki _____.

Fatima: Ej, super! Hem, sar _____?

Rabija: Fino hine. Samo valjani te činav mange panda
_____ hem dajek šuže čhelibasere kundre.

Fatima: Hem so _____ irati?

Rabija: Pa prvo puti sikljiljam te čhela jek purano _____
a irati _____ te čhela čučeko.

Fatima: Kozom džene hijenle uduri?

Rabija: Pa amen hijam _____ šov čhaja hem efa čhave.
Te mangljan, šaj hem tu te ave javer kurko pošto
valjani amenge panda jek čhaj.

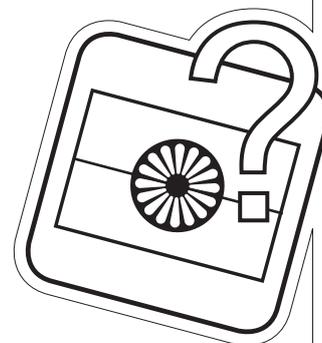
Fatima: Pa na džanava Rabije dali me uopšte džanava te
čhelav sar tu so džaneja.

Rabija: Ma dara Fatimo, amaro koreografi ka sikavi tut.

Fatima: Šukar, avdije ka pučav me daja dali ka mukhel man.
Hajde te dža ko oddelenie, pošto nakhli amari pauza.

O romano folklori

Šaj li te arakhe sa o šov greške?



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar ijan tu?

Fatima: Lošno ijum, so isi nevo tute?

Rabija: Mi daj upišindža man ko makedonsko folklori.

Baš irati hijum hine ki proba.

Fatima: Ej, super! Hem sar hine?

Rabija: Fino hine. Samo valjani te činav mange panda trenerke hem dajek šuže čhelibasere patike.

Fatima: Hem so sikljiljen irati?

Rabija: Pa prvo puti sikljiljam te čhela jek purano horo a irati sikljiljam te čhela fudbali.

Fatima: Kozom džene hijen uduri?

Rabija: Pa amen hijam 6 čhaja hem 7 čhave. Te mangljan, šaj hem tu te ave javer kurko pošto valjani amenge panda jek čaj.

Fatima: Pa na džanava Rabije dali me uopšte džanava te čhelav sar tu so džaneja.

Rabija: Ma dara Fatimo, amaro profesori ka sikavi tut.

Fatima: Šukar, avdije ka pučav me daja dali ka mukhel man. Hajde te dža ko oddelenie, pošto nakhli amari pauza.

Mlo anav _____

O romano folklori

Deja tut li godi?

1) Kaj upišindža i daj e Rabija?

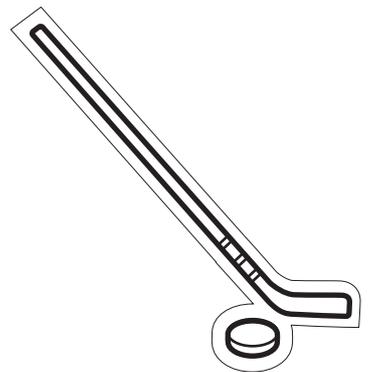
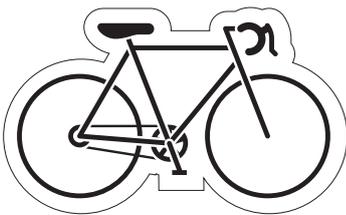
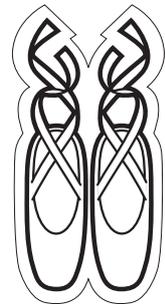
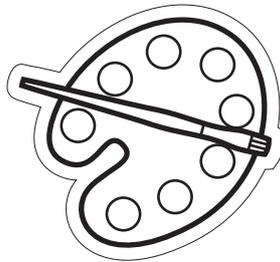
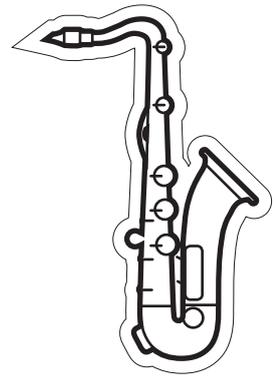
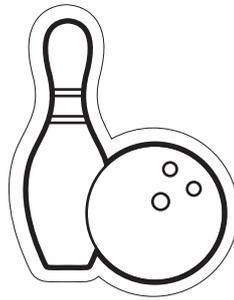
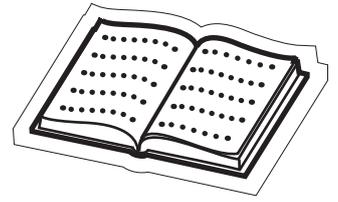
2) So valjani te činel pese i Rabija?

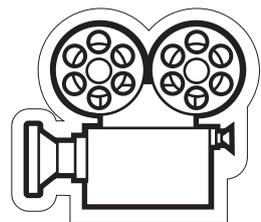
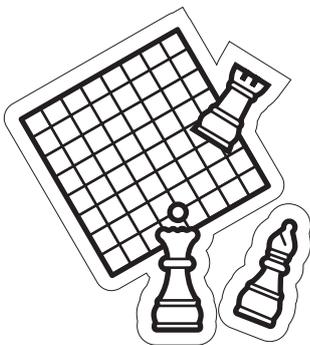
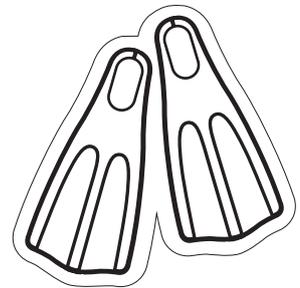
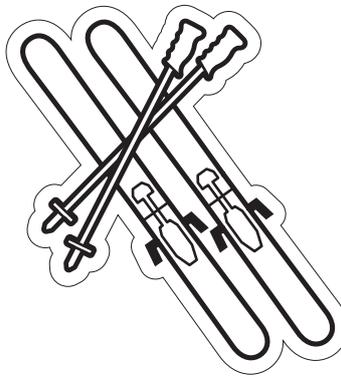
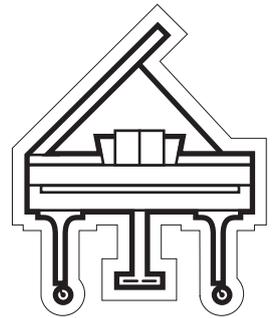
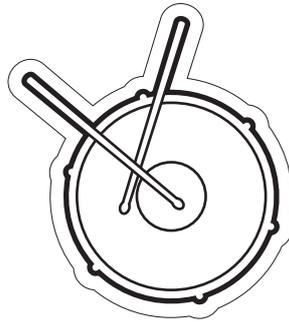
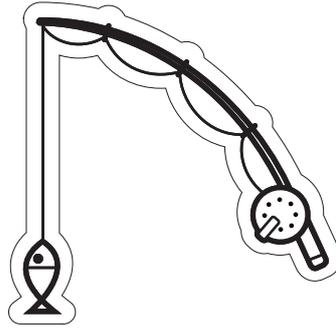
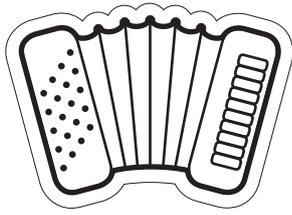
3) So sikljile te čhelen o prvo puti ki proba?

4) So sikljile te čhelen irati?

5) Kozom džene i tane ko folklori?





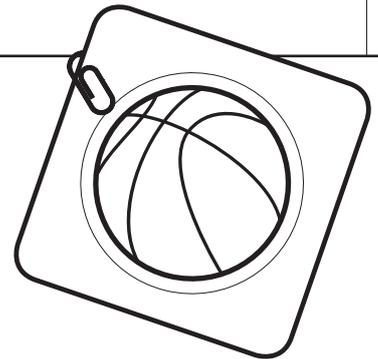


Mlo anav _____

Mlo nevo hobi

I baba i Hajrija dobindža irati jek lil.
Zajedeno e papoja e Ismailjeja čitindže le.

Zdravo babo!



Sar hijan? Me hijum šukar! Sar i tano o papo?

Pišinava tuke akava lil, sose mangava te phenav tuke kaj isi man jek nevo hobi. Me džava te čhelav košarka! Irati legardža man o tato prvo puti ko trening. Uduri hine hem i Suzana, mli amalin. Zajedno trenirindžam duj saatija hem posle dželjam te has sladoledi. O treneri phendža mange kaj mora te činav mange patike a o triko dobindžum olestar.

Babo, me mangava tumen!

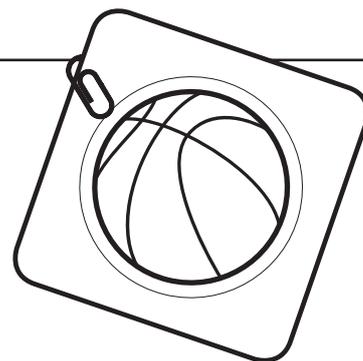
Tumari unuka i

Melisa

Mlo anav _____

Mlo nevo hobi

I baba i Hajrija dobindža irati jek lil.
Zajedeno e papoja e Ismailjeja čitindže le.



Zdravo babo!

Sar _____? Me hijum šukar! Sar i tano o papo?

Pišinava tuke akava lil, sose mangava te phenav tuke kaj isi man jek nevo _____. Me džava te čhelav _____! Irati legardža man o tato prvo puti ko _____. Uduri hine hem i Suzana, mli amalin. Zajedno trenirindžam duj saatija hem posle dželjam te has _____. O treneri phendža mence kaj mora te činav mange _____ a o triko dobindžum olestar.

Babo, me mangava tumen!

Tumari unuka i

Melisa

