



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS
Arlije_Secondary_A1_AT_eng
Romani variety: Arlije Romani

learner level: Secondary

proficiency level: A1

language versions: Romani, English

author: Barka Emini

coordinator: Ulli Pawlata

edited by: Marcus Wiesner, Barbara Schrammel-Leber, Christina Korb, Anna Windisch

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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Unterricht, Kunst und Kultur

 BUNDESKANZLERAMT  ÖSTERREICH

Arlije_Secondary_A1_AT_eng

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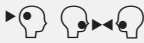

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| Arlije_Secondary_A1_AT_eng_unit-01 |
| Topic (CFR): MYSELF AND MY FAMILY |
| Sub-topic 01: Introducing myself Sub-topic 02: My friends Sub-topic 03: My family Sub-topic 04: My body |
| Connected main themes in the CFR: Occupations and hobbies |

| 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 basic questions asked by the teacher, an adult or another pupil (e.g. What is your name? How old are you?, Is this your brother?, etc.). ✓ Can understand simple instructions for everyday activities when they are spoken slowly and accompanied by appropriate gestures. ✓ Can recognize his/her name or the names or titles of immediate family members when spoken by another person. ✓ Can understand when an older person is giving a blessing. |
|  | <ul style="list-style-type: none"> ✓ Can find his/her name on a class/teamlist. ✓ Can find his/her name and names of family or community members in a list, on an item of equipment of furniture, or on a memorial in a graveyard. |
|  | <ul style="list-style-type: none"> ✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single words or very brief answers to basic questions about his/her likes or dislikes (e.g. Do you like...?). ✓ Can greet the teacher, other adults and pupils in an appropriate way and say goodbye. ✓ Can indicate immediate personal needs (e.g. to go to the toilet). ✓ Can answer basic questions about his/her group, family name, age and family members when supported by prompts. ✓ Can greet and say goodbye and say thank you to other Roma children and adults using appropriate forms of salutation. |
|  | <ul style="list-style-type: none"> ✓ Can make a short incomplete statement about him/herself or family structure (e.g. name is..., have brothers). ✓ Can use simple phrases to describe his or her own appearance, including eye and hair colour, size, height. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write his/her name, address, name of school. ✓ Can copy words about him/herself from the board (my name is..., I live in...). ✓ Can copy or write the family name, his/her name and the names of other family members. |
| Working with the ELP | |
| Language passport: Add student’s name and photo | |
| Dossier: Worksheet 02–09, Teaching activity 08 | |










| Vocabulary Sub-topic 01: Introducing myself | | | |
|---|--------------------------|---|--------------------------------|
| Active | | | |
| <i>Me hijum o/i ...</i> | I am | <i>Ko hijan tu?</i> | Who are you? |
| <i>Šužo dive!</i> | Hello! | <i>Ko i tano o/i ...?</i> | Who is...? |
| Vocabulary Sub-topic 02: My friends | | | |
| Active | | | |
| <i>tano/i, hijum, hijan</i> | he/she is, I am, you are | <i>dali</i> | if |
| <i>Ko?</i> | who? | <i>mlo/mli</i> | my |
| <i>So?</i> | what? | <i>Markosiro, Markosori</i> | Markos (possessive) |
| Passive | | | |
| <i>o/i</i> | the | <i>but</i> | many, much |
| <i>tano/i, ov/oj hine</i> | he/she is, he/she was | <i>ole</i> | him |
| <i>hine le</i> | he had | | |
| Vocabulary Sub-topic 03: My family | | | |
| Active | | | |
| <i>o papo</i> | the grandpa | <i>hem</i> | and |
| <i>i baba</i> | the grandma | <i>mle phralja</i> | my brothers |
| <i>o dad</i> | the father | <i>mle phenja</i> | my sisters |
| <i>i daj</i> | the mother | <i>harovela</i> | to comb |
| <i>o phral</i> | the brother | <i>činela</i> | to buy |
| <i>i phen</i> | the sister | <i>džilabela</i> | to sing |
| <i>me</i> | I | <i>bašalela</i> | to play music |
| Vocabulary Sub-topic 04: My body | | | |
| Active | | | |
| <i>o manuš</i> | man | <i>o dand</i> | the tooth |
| <i>man isi</i> | I have | <i>o pro</i> | the foot |
| <i>jek, duj</i> | one, two | <i>o muj</i> | the mouth |
| <i>but</i> | much, many | <i>o vast</i> | the hand |
| <i>i čhib</i> | the tongue | <i>i koč, i kroč</i> | the knee |
| <i>o naj</i> | the finger | <i>o phiko</i> | the shoulder |
| <i>o trnaki</i> | the fingernail | <i>tu</i> | you |
| <i>o šero</i> | the head | <i>jek puti, duj puti, trin puti, štar puti</i> | once, twice, three, four times |
| <i>o nakh</i> | the nose | <i>tut</i> | you |
| <i>i čham</i> | the cheek | <i>amen</i> | we |
| <i>o kan</i> | the ear | <i>tle</i> | your |
| <i>bala</i> | hair | <i>deš</i> | ten |








| Passive | | | |
|---------------------------|------------|-------------------------|---------------------|
| <i>o/i</i> | the | <i>sikavi, sikavela</i> | to show |
| <i>hine</i> | he/she was | <i>i phabaj</i> | the apple |
| <i>hine le/la</i> | he had | <i>vazdela upre</i> | to lift, to pick up |
| <i>but</i> | much, many | <i>neka čhelel</i> | they should dance |
| <i>ole</i> | him | <i>džala</i> | to walk |
| <i>raširini, phravela</i> | to open | <i>tele</i> | below |
| <i>letini, te letine</i> | to fly | <i>dži ko, dži ki</i> | to, until |
| <i>čhelela</i> | to dance | <i>tikno</i> | the small one |
| <i>mancar</i> | with me | <i>o tikno</i> | small |
| <i>pučela</i> | to ask | | |

| Grammar | |
|---------|--|
| Active | Passive |
| | Personal pronouns: <i>me, tu</i> Interrogative: <i>ko?</i> Auxiliary verb: <i>hijum, hijan, ...</i> (I am, you are, ...) Verbs in the present tense Simple sentence formation (subject, verb, object) Formation of genitive |

| Teaching activity 01 Sub-topic 01: Introducing myself – Introductory ball game |
|--|
| Duration: 10 min or longer, dep. on number of children Skill:  SF: G* |
| Mat./Res.: Ball |
| 01. The teacher introduces himself/herself: <i>Šužo dive. Me hijum i Barka. Ko hijan tu?</i> (Hello. I am Barka. Who are you?). 02. The teacher throws the ball to one of the children and asks him/her to introduce himself/herself with <i>Šužo dive. Me hijum o/i ...!</i> (Hello. I am ...). 03. The child introduces himself/herself and then throws the ball back to the teacher. 04. The teacher repeats this with all children. |
| Teaching activity 02 Sub-topic 01: Introducing myself – Introductory game (standing in a circle) |
| Duration: 10 min or longer, dep. on number of children Skill:  SF: G |
| 01. The children stand in a circle. 02. The teacher turns to the child standing next to him/her and says: <i>Šužo dive! Me hijum i Barka. Ko hijan tu?</i> (Hello. I am Barka. Who are you?). 03. The child answers with: <i>Šužo dive. Me hijum o/i ...</i> , turns to his/her neighbour and asks him/her: <i>Ko hijan tu?</i> (Who are you?). 04. One child after the other repeats this dialogue. |

*SOCIAL FORM (SF): group work – G | work in pairs – P | work individually – I

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| Teaching activity 03 Sub-topic 01: Introducing myself – Collage of names |
| Duration: 30 min Skill:     SF: P, I |
| Mat./Res.: Photos, two posters, sticky tape, colouring pens |
| <p>Preparation: The teacher takes a photo of each child and prints them, or the children bring a photo of themselves with them.</p> <ol style="list-style-type: none"> 01. The teacher asks the children to form two equally sized groups (ideally five children per group). 02. Each group is given a poster and photos of the children. They are asked to design a poster with their photos and to write their name below each photo. The teacher then displays the posters on the wall. 03. The teacher asks the children to stand next to their poster and asks one child after the other: <i>Ko hijan tu?</i> 04. Each child replies with <i>Me hijum ...</i> and points at his/her photo on the poster. |
| Teaching activity 04 Sub-topic 01: Introducing myself – Akava/akaja hijum me. |
| Duration: 15 min Skill:  SF: I ELP: 4 |
| Mat./Res.: ELP, photos of the children |
| <p>Preparation: Take photos of the children and print them.</p> <ol style="list-style-type: none"> 01. The teacher discusses the ELP with the children. He/she explains its function, the individual parts (Language Passport, Language Biography, Dossier) and its future role as part of the Romani course. 02. The teacher then hands out the photos. 03. The children glue the photos in their ELPs, write their name down and colour in or decorate the page. |
| Teaching activity 05 Sub-topic 01: Introducing myself – Drama Šužo dive! |
| Duration: 20 min Skill:   SF: P |
| Mat./Res.: Scarf, hat |
| <ol style="list-style-type: none"> 01. The teacher puts a colourful scarf onto a table or chair in the left half of the classroom. 02. He/she asks all girls to stand on that side. 03. The teacher puts a man's hat onto a table or chair in the right half of the classroom. 04. He/she asks all boys to stand on that side. 05. The teacher demonstrates the game: He/she walks over to the girls' group, wraps the scarf around his/her shoulders, walks to the centre of the classroom and says: <i>Šužo dive! Me hijum o/i ...</i>, He/she then walks across to the boys' group, puts the hat on his head and walks to the centre of the classroom. He/she greets everyone and bows. 06. The teacher asks one girl and one boy to stand at the centre, wearing the accessories and to introduce themselves as demonstrated. This is repeated by all children. |
| Teaching activity 06 Sub-topic 02: My friends – Dialogue Mlo amal/mli amalin |
| Duration: 20 min Skill:   SF: I, P, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. The teacher reads out the dialogue <i>Mlo amal/mli amalin</i>. 02. The children read the dialogue by themselves. 03. They discuss the parts they have understood with the child sitting next to them. They then together choose one word which they do not understand. 04. The children tell the teacher those words which they do not understand. 05. The teacher writes them on the blackboard and translates the words into English. 06. Together they try and understand the content of the dialogue. |

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| Teaching activity 07 Sub-topic 02: My friends – Gap fill exercise <i>Mlo amal/mli amalin</i> |
| Duration: 20 min Skill:    SF: I, P, G ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> 01. The children are given the gap fill text <i>Mlo amal/Mli amalin</i> and try to complete it. 02. The teacher writes the missing words on the blackboard and the children compare their spelling. 03. The children try to recite or read out the dialogue in pairs. |
| Teaching activity 08 Sub-topic 02: My friends – Illustrating <i>Mlo amal/mli amalin</i> |
| Duration: 30 min Skill:  SF: G |
| Mat./Res.: Poster, colouring pens, sticky tape |
| <p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none"> 01. The children form groups of four. 02. Each group is given a poster. The teacher explains the task: Draw a scene from the previously discussed dialogue <i>Mlo amal/mli amalin</i>. 03. The finished posters are displayed on the wall. |
| Teaching activity 09 Sub-topic 02: My friends – Snake of friendship |
| Duration: 10 min Skill:  SF: G |
| <ol style="list-style-type: none"> 01. The teacher takes the rope and says: <i>Hine jek čhavo. O Marko. Ole hine le but amala.</i> (“Once upon a time there was a boy called Marko. He had many friends.”). 02. The teacher walks through the classroom and calls out one of the children’s names including the accompanying article <i>o/e</i> (name)!. Example: <i>o/e Marko!</i> 03. The addressed child gets up and stands behind the teacher. The teacher hands him/her a piece of the rope to hold on to. 04. The teacher walks through the classroom with the child and again says: <i>Hine jek čhavo. O Marko. Ole hine le but amala!</i> 05. The teacher calls out another child’s name including the article: <i>o/e</i> (name)!. Example: <i>o/e Marko!</i> 06. These steps are repeated until all children are part of the “snake of friendship”. |
| Teaching activity 10 Sub-topic 04: My body – <i>O manuš</i> |
| Duration: 20 min Skill:   SF: G ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher stands in front of the class and reads out one sentence after the other of the worksheet <i>O manuš</i>. He/she points at the corresponding body parts. 02. The teacher asks the children to get up and join in. 03. The teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. The children repeat one sentence each and point at the body parts as demonstrated by the teacher. The teacher continues until all sentences have been read out. 04. Options: The teacher reads out the sentences, the children listen and point at the corresponding parts of the body. The teacher points at a part of the body and the children say the corresponding sentence. 05. The children are given the worksheet and can colour in it and do the reading exercise as homework. |

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| Teaching activity 11 Sub-topic 04: My body – O tikno |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04/page 1, colouring pens |
| <ol style="list-style-type: none"> 01. The children are given the first page of the worksheet <i>O tikno</i>. 02. The teacher reads a word and asks what it means – one child answers. Then everybody connects this word to the baby's corresponding body part. 03. The teacher then reads out the next word and so on, until all words have been assigned. 04. Then the number of each body parts is discussed (two eyes, ten toes, much hair,...). 05. Finally, the children colour in the baby according to the instructions at the bottom left corner of the worksheet. |
| Teaching activity 12 Sub-topic 04: My body – Gap fill exercise – O tikno |
| Duration: 15 min Skill: SF: G ELP: Dossier |
| Mat./Res.: Worksheet 04/page 2 |
| <ol style="list-style-type: none"> 01. The teacher hands out page two of the worksheet <i>O tikno</i>. 02. The gap fill exercise is done as a group: one child reads out a sentence and tries to complement it. All children write the words down into the gaps. Simultaneously, the teacher writes down the words on the blackboard. |
| Teaching activity 13 Sub-topic 04: My body – Poem Čhelaja |
| Duration: 30 min Skill: SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The children are given the poem <i>Čhelaja</i> and read it by themselves. 02. They read through it again and highlight those words which they already know. 03. In pairs the children choose two words which they have not understood. 04. Each pair writes these two words on the blackboard and the teacher translates them. 05. Each child reads the text again by themselves. 06. The teacher discusses the content of the poem with the group. |
| Teaching activity 14 Sub-topic 04: My body – Gap fill exercise Čhelaja |
| Duration: 30 min Skill: SF: P ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> 01. The children are given the gap fill exercise <i>Čhelaja</i> and try to complete it in pairs. 02. Together, the text is read out once again. The children compare their results together with the teacher and correct their answers or complement their text with the missing words. |
| Teaching activity 15 Sub-topic 03: My family – Diagram Mli familija |
| Duration: 15 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <p>The children bring photos of their families. Print out AB 08 and hand out a sheet of blank paper to each child.</p> <ol style="list-style-type: none"> 01. The worksheet <i>Mli Familija</i> is discussed first: What is the task? What do the words mean? 02. The children are asked to stick the photos of their families onto the worksheet <i>Mli Familija</i> (diagram) and to fill in their relatives' names. 03. The finished diagrams are displayed in class (wall) or put in the Dossier. 04. Individual children can introduce their families if they want to. |


Teaching activity 16 | Sub-topic 03: My family – Poem AmenDuration: 30 min | Skill:  | SF: I, G | ELP: Dossier

Mat./Res.: Worksheet 08

01. The teacher reads out the poem *Amen*. Then he/she hands out the text to the children.
02. The teacher asks the children to read through the poem by themselves once.
03. Then the teacher reads out one sentence after the other. The children repeat it in unison.
04. The children memorise the short poem as homework.

Lesson plan 01 | Sub-topic 01: Introducing myself – Mlo anav

TA-Nr.: 01 | Learning objectives: Getting to know each other. Introducing oneself and saying hello in Romanes.

Duration: 10 min | Skill:  | SF: G

Mat./Res.: Ball

01. The teacher introduces himself/herself: *Šužo dive. Me hijum i Barka. Ko hijan tu?* (Hello. I am Barka. Who are you?).
02. The teacher throws the ball to one of the children and asks him/her to introduce himself/herself with *Šužo dive. Me hijum o/i ...!* (Hello. I am ...).
03. The child introduces himself/herself and then throws the ball back to the teacher.
04. The teacher repeats this with all children.

TA-Nr.: 02 | Learning objectives: Getting to know each other. Introducing oneself and saying hello in Romanes.

Duration: 10 min | Skill:  | SF: G

01. The children stand in a circle.
02. The teacher turns to the child standing next to him/her and says: *Šužo dive! Me hijum i Barka. Ko hijan tu?* (Hello. I am Barka. Who are you?).
03. The child answers with: *Šužo dive. Me hijum o/i ...*, turns to his/her neighbour and asks him/her: *Ko hijan tu?* (Who are you?).
04. One child after the other repeats this dialogue.






TA-Nr.: 03 | Learning objectives: Getting to know each other. Introducing oneself and saying hello in Romanes.

Duration: 30 min | Skill:  | SF: I, P

Mat./Res.: Photos, two posters, sticky tape, colouring pens

Preparation: The teacher takes a photo of each child and prints them, or the children bring a photo of themselves with them.

01. The teacher asks the children to form two equally sized groups (ideally five children per group).
02. Each group is given a poster and photos of the children. They are asked to design a poster with their photos and to write their name below each photo.
03. The teacher then displays the posters on the wall.
04. The teacher asks the children to stand next to their poster and asks one child after the other: *Ko hijan tu?*
05. Each child replies with *Me hijum ...* and points at his/her photo on the poster.

| |
|---|
| Lesson plan 02 Sub-topic 04: My body |
| TA-Nr.: 10 Learning objectives: Getting to know and naming body parts. |
| Duration: 20 min Skill:   SF: G ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher stands in front of the class and reads out one sentence after the other of the worksheet <i>O manuš</i>. He/she points at the corresponding body parts. 02. The teacher asks the children to get up and join in. 03. The teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. The children repeat one sentence each and point at the body parts as demonstrated by the teacher. The teacher continues until all sentences have been read out. 04. Options: The teacher reads out the sentences, the children listen and point at the corresponding parts of the body. The teacher points at a part of the body and the children say the corresponding sentence. 05. The children are given the worksheet and can colour in it and do the reading exercise as homework. |
| TA-Nr.: 11 Learning objectives: Getting to know and naming body parts. |
| Duration: 30 min Skill:    SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04/page 1, colouring pens |
| <ol style="list-style-type: none"> 01. The children are given the first page of the worksheet <i>O tikno</i>. 02. The teacher reads a word and asks what it means – one child answers. Then everybody connects this word to the baby's corresponding body part. 03. The teacher then reads out the next word and so on, until all words have been assigned. 04. Then the number of each body parts is discussed (two eyes, ten toes, much hair, ...). 05. Finally, the children colour in the baby according to the instructions at the bottom left corner of the worksheet. |

Mlo amal/Mli amalni

Čhaj: Šuzo dive!

Daj: Šužo dive!

Ko hijan tu?

Čhaj: Me hijum i Suzi!

Daj: So mangeja Suzi?

Čhaj: Me hijum e amalin e Markosiri.

Dali tano ov čhere?

Daj: Čhere i tano. Ajde, khuv andre.



Mlo anav _____

Mlo amal/Mli amalni

Čhaj: Šuzo dive!

Daj: Šužo dive!

Ko _____ tu?

Čhaj: Me _____ i Suzi!

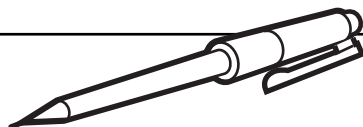
Daj: So mangeja Suzi?

Čhaj: Me _____ e amalin e Markosiri.

Dali tano ov čhere?

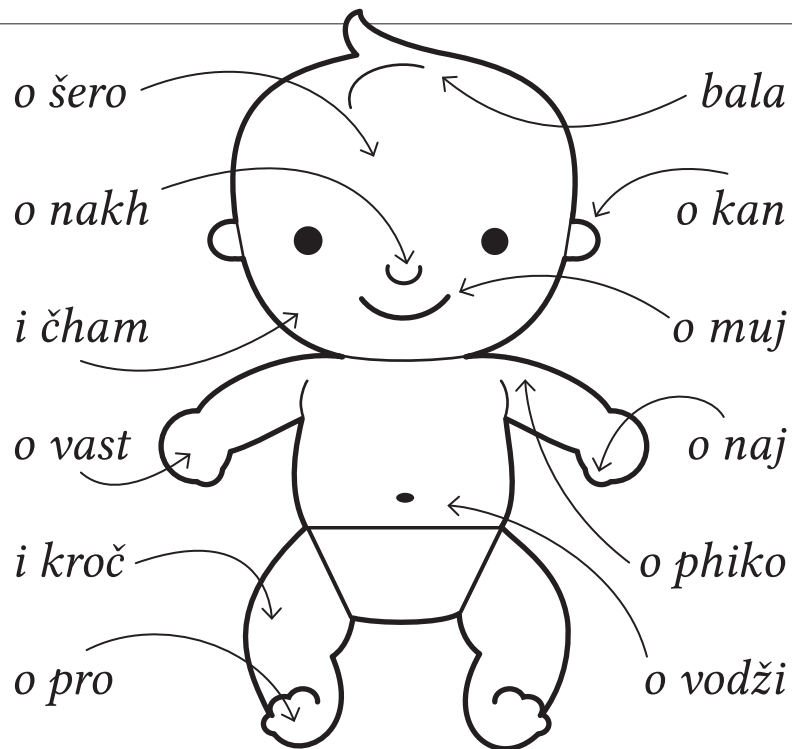
Daj: Čhere i tano. Ajde, _____ andre.

| | | | |
|-------|-------|-------|------|
| hijum | hijan | hijum | khuv |
|-------|-------|-------|------|



O manuš

O TIKNO



Man isi jek šero.

Man isi but danda.

Man isi jek nakh.

Man isi duj pre.

Man isi duj čhama.

Man isi jek muj.

Man isi duj kana.

Man isi duj vasta.

Man isi but bala.

Man isi duj kročja.

O tikno

1

1: *jek šero*

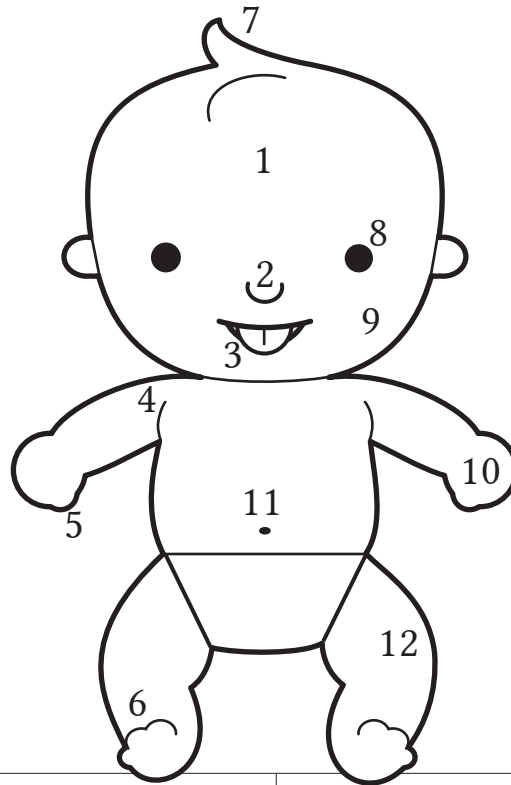
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jek čhib

jek nakh

jek šero

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duj jačha

duj čhama

duj pre

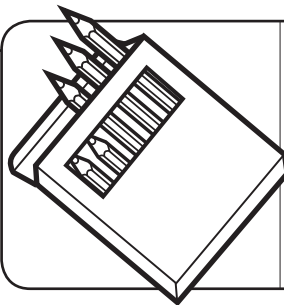
duj kročja

duj phike

duj vasta

deš naja

but bala



jek = žuto
duj = lolo
but = plavo
deš = zeleno

Mlo anav _____

O tikno

Man isi _____ vasta.

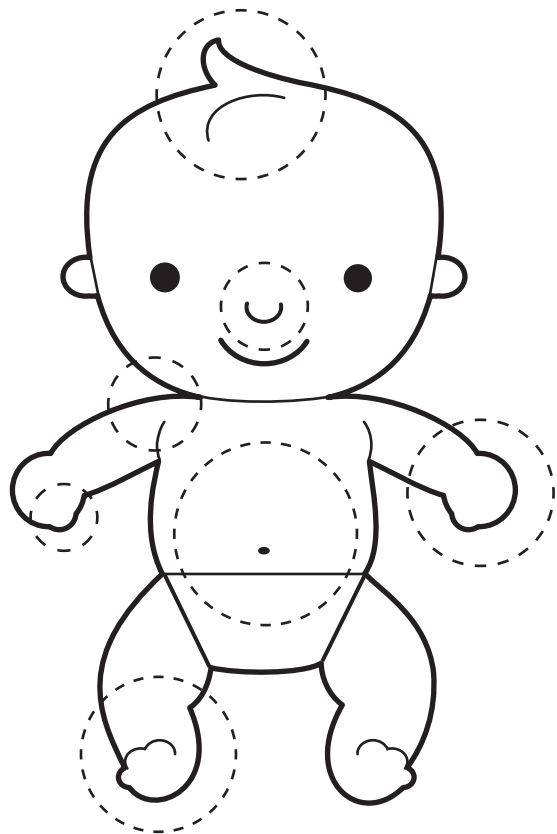
Man isi _____ nakh.

Man isi _____ naja.

Man isi _____ pre.

Man isi _____ kana.

Man si _____ bala.



Mlo anav _____

Čhelaja

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

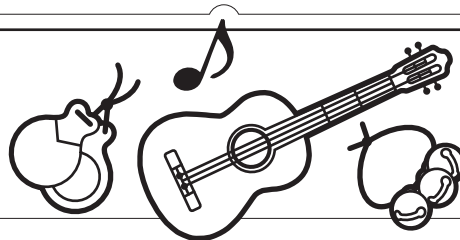
Vazde upre tle vasta,
sikav mange phabaja.

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

Dža tele dži ko pre,
neka čhelen tle phike.

Jek puti, dujputi, tut pučava,
trin puti, štar puti amen čhelaja.

Raširin tu tle vasta,
te letine tu mancar.



*„Jek puti, duj puti,
tut pučava, trin puti, štar
puti amen čhelaja.“*

Mlo anav _____

Čhelaja

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

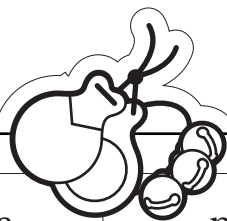
Vazde upre tle _____,
sikav mange phabaja.

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja

Dža tele dži ko _____,
neka čhelen tle _____.

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

Raširin tu tle _____,
te letine tu mancar.



vasta

pre

phike

vasta

Mlo anav _____

Ko i tane akala džene?

o papo, i baba, o dad, i daj, o phral, i phen

o papo

i baba

i baba

o papo

o dad

i daj

mle phrala thaj mle phenja thaj me






Mlo anav _____



Amen

*Mli daj man harovela.
Mlo dad šuže sukňe činela.
Mli phen mange džilabela.
Mlo phral mange bašalela.*

| |
|--|
| Arlije_Secondary_A1_AT_eng_unit-02 |
| Topic (CFR): THE HOUSE/CARAVAN AND ITS ACTIVITIES |
| Sub-topic 01: O broja – The numbers Sub-topic 02: Mlo čher/stani – My house/my flat |

| 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 key words for items in the home. ✓ Can understand the key words for activities of the home (e.g. eating, washing, sleeping, etc.) ✓ Can understand the key words for activities of the Roma home and can categorise them, as appropriate, into areas of responsibility (e.g. mother’s jobs, father’s occupations, etc.) |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand labels on a picture of a typical house or room. ✓ Can recognize and understand numbers and words on a street or in an address. ✓ Can recognize and understand the words for parts of the home and its surroundings and items in the house/caravan. |
|  | <ul style="list-style-type: none"> ✓ Can give single-word or very brief answers to basic questions about his/her home. ✓ Can give a telephone number. |
|  | <ul style="list-style-type: none"> ✓ Can use key words or simple phrases/sentences to describe his/her home. ✓ Can use key words or simple phrases/sentences to describe what he/she likes and dislikes doing at home. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write words and simple phrases or sentences for parts of the home and items in the house. |
| Working with the ELP | |
| Language passport: <i>Me bešava ki ...</i> (e.g.: <i>Viena</i>). | |
| Dossier: <i>O broja 0–30</i> , Filling in words, worksheet 02–04, <i>I kujna – Filling in words</i> | |

| Vocabulary Sub-topic 01: O broja | |
|---|------------------------------|
| Active | |
| <i>O broja 0–30</i> | the numbers 0 to 30 |
| <i>Mlo/tlo broji</i> | my/your number |
| <i>Sar/savo i tano ...?</i> | What/which is ...? |
| Passive | |
| <i>So čereja tu tajsa?</i> | What are you doing tomorrow? |
| <i>mlo/tlo broji</i> | my/your number |

Vocabulary | Sub-topic 02: Mlo čher/stani

| Active | | | |
|------------------------------------|----------------------------|---------------------------|----------------------------|
| <i>mlo čher/stani</i> | my house/flat | <i>i stolica</i> | the chair |
| <i>i soba</i> | the room | <i>o kreveti</i> | the bed |
| <i>i kujna</i> | the kitchen | <i>o šifonjeri</i> | the wardrobe |
| <i>o kupatilo</i> | the bathroom | <i>o igračke</i> | the toys |
| <i>i spalna, i sojipasiri soba</i> | the bedroom | <i>o knjiga</i> | the book |
| <i>i dnevno soba</i> | the living room | <i>o tepiko</i> | the carpet |
| <i>o čenefti (WC)</i> | the toilet (WC) | <i>o regali knjigenge</i> | the bookshelf |
| <i>i čhavengiri soba</i> | the children's room | <i>i televizija</i> | the television |
| <i>o hodniko</i> | the hallway | <i>peglini o šeja</i> | to iron |
| <i>i vazna</i> | the vase | <i>sovela</i> | to sleep |
| <i>o roja</i> | the cutlery (also: spoons) | <i>čitini</i> | to read |
| <i>o kredenco</i> | the kitchen cabinet | <i>čerela (kolačija)</i> | to bake (biscuits) |
| <i>i šporeti</i> | the stove | <i>prezime</i> | the surname |
| <i>o frižideri</i> | the refrigerator | <i>Kotar hijan?</i> | Where are you from? |
| <i>o tiganja</i> | the pan | <i>Kaj bešeja?</i> | Where do you live? |
| <i>o tanjiri</i> | the plate | <i>o gav</i> | the village |
| <i>i tendžera</i> | the pot | <i>i diz</i> | the city |
| <i>i lampa</i> | the lamp | <i>i adresa</i> | the address |
| <i>o astali</i> | the table | <i>i phuv</i> | the country |
| Passive | | | |
| <i>So i tano akava?</i> | What is that? | <i>So čerava me?</i> | What do I do? |
| <i>i luludži</i> | the flower | <i>mlo dad</i> | my father |
| <i>o habe</i> | the food | <i>mli daj</i> | my mother |
| <i>o mas</i> | the meat | <i>mlo papo</i> | my grandpa, my grandfather |
| <i>So isi tut ...?</i> | What have you got ...? | <i>mli baba</i> | my grandma, my grandmother |

| Grammar | |
|--|----------------|
| Active | Passive |
| Simple questions Present tense Simple sentence formation <i>Man isi man</i> | Future tense |

Teaching activity 01 | Sub-topic 01: O brojaDuration: 35 min | Skill:  | SF: G*, I | ELP: p. 44

Mat./Res.: Cards (numerals), worksheet 01

Preparation: Print out and laminate cards with numerals found on worksheet 01.

01. The children sit on the floor in a circle.
02. The teacher hands out cards with the numbers 0 to 30 on the floor. Each child is given a word card with one of the numbers from 0 to 30.
03. The pupils try to match the cards with the name with the correct number on the floor.
04. Incorrectly matched cards are assigned to the correct card together.
05. Subsequently, the teacher places only the cards containing the numbers from 0 to 10 in a stack on the floor. The cards with the numerals are again distributed.
06. Now the children read the numerals on their card out loud and put the card next to the correct number.
07. The teacher corrects the cards and pronounces the numbers from 0 to 30 twice.
08. She now pronounces number by number, the group repeat the word after each number.
09. Then each child is asked to read the numbers out loud.
10. Subsequently the children copy the numbers from 0 to 30 from the cards into their ELP (p. 44).

Teaching activity 02 | Sub-topic 01: O broja – Dialogue TelefoniDuration: 30 min | Skill:  | SF: I, P, G

Mat./Res.: Worksheet 02





01. The teacher reads out the dialogue.
02. The teacher reads out the dialogue again and asks the children to write down those words that they know.
03. The children then say the words which they have understood. The teacher writes them onto the blackboard.
04. The teacher reads out the dialogue again and asks the children to remember one of the word that they do not yet know.
05. The children then say these words out loud. The teacher writes them onto the blackboard.
06. The teacher translates the words.
07. The teacher asks the children to talk about the dialogue's content in pairs (with the child sitting next to them).
08. The teacher hands out work sheets and discusses the content with the children.
09. The teacher asks the children to first read the dialogue quietly with a partner.
10. The children read the dialogue out loud with the same partner.









Teaching activity 03 | Sub-topic 02: Mlo čher/staniDuration: 25 min | Skill:  | SF: I, G | ELP: Dossier

Mat./Res.: Worksheet 03, pens














01. The teacher hands out the worksheet *Mlo čher/stani*.
02. Together, unfamiliar words on the worksheet and the task are discussed.
03. Once the children have completed the worksheet, the answers are compared.
04. The worksheet is added to the Dossier.

*SOCIAL FORM (SF): group work – G | work in pairs – P | work individually – I

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|--|
| Teaching activity 04 Sub-topic 02: Mlo čher/stani – I kujna |
| Duration: 35 min Skill:  SF: G, I, P ELP: Dossier, p. 44 |
| Mat./Res.: Worksheet 04, cutlery, pot, vase, plate, flower, pan |
| <ol style="list-style-type: none"> 01. The children sit in their chairs in a circle. Teacher puts the objects he/she has brought along in front of him/her, covering them with a cloth. 02. The teacher picks one object (e.g. a pot) and asks who knows the Romani name for the respective object. Then he/she says its name out loud. 03. The children repeat the name and the teacher passes the object around the circle for the children to touch. 04. The teacher repeats this with all objects. The children return to their seats and are given the worksheet <i>I kujna</i>. 05. They attempt to complete it in in pairs. 06. Then all answers are compared and the teacher again writes the words on the blackboard. 07. The children add the new words to their ELP (p. 44). |
| Teaching activity 05 Sub-topic 02: Mlo čher/stani – Čhavorengiri soba |
| Duration: 35 min Skill:  SF: G, I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet and reads it out. 02. He/she asks the children what the words at the end of the text mean. 03. Then the teacher asks: [name] ..., <i>so isi tut ki tli soba?</i> 04. One child chooses one of the objects on the worksheet and answers: <i>Man isi ma šifonjeri.</i> 05. The same is practiced with all words and pupils. Subsequently the children can draw their rooms. |
| Teaching activity 06 Sub-topic 02: Mlo čher/stani – So i tano akava? |
| Duration: 30 min Skill:  SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06, overhead projector, overhead pens |
| <p>Preparation: Photocopy worksheet 06 onto an overhead sheet.</p> <ol style="list-style-type: none"> 01. The teacher shows the first line of the worksheet to the children using an overhead projector. 02. She goes through the words belonging to the images with the children: The teacher asks: <i>Ko džanela, so i tano akava?</i> – the children reply: <i>O/I televizija, regali, lampa, ...</i> 03. The children are given the worksheet and attempt to fill it in by themselves. 04. The teacher shows them the completed worksheet and adds the missing words. 05. The children check their worksheets themselves and add the sheet to their Dossier. |
| Teaching activity 07 Sub-topic 02: Mlo čher/stani – Pantomime |
| Duration: 20 min Skill:  SF: G, I ELP: Dossier p. 44 |
| <ol style="list-style-type: none"> 01. The children stand in a circle. The teacher demonstrates the game to the children by standing at the centre of the circle and mimes one of the chores in the household (ironing, baking, reading, sleeping). 02. He/she asks the children: <i>So čerava me?</i> 03. The children have to guess and name the activity (depending on their competence either in Romani or first in the language of instruction. The teacher then translates it into Romanes.). 04. After the four activities, it is the children's turn. Every child mimes one activity at the centre of the circle, the other children name it. 05. After the game, the children return to their seats. 06. The teacher writes down all activities on the blackboard 07. The children add the words to their Dossier (p. 44). |

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| Teaching activity 08 Sub-topic 02: <i>Mlo čher/stani – So čerena čhere?</i> |
| Duration: 15 min Skill:   SF: P, I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <p>Note: Do activity 08 subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. The children are given the worksheets. 02. First they are asked to read and try to understand the sentences with the child sitting next to them. 03. Together with the teacher they compare their opinions. If necessary, the teacher explains the content again. 04. Then each child numbers the pictures according to the correct sentences. 05. Finally, the numbers of the pictures are compared with the teacher. The worksheet is added to the Dossier. |
| Teaching activity 09 Sub-topic 01: <i>O broja – Pišin o broja</i> |
| Duration: 15 min Skill:   SF: G, I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet and asks the children to complete the boxes with the correct numerals. 02. Then the answers are compared. The teacher writes the numerals on the blackboard once again so that the children can check their spelling. 03. The worksheet is added to the Dossier. |
| Teaching activity 10 Sub-topic 02: <i>Mlo čher/stani – Dialogue Kaj bešeja?</i> |
| Duration: 30 min Skill:    SF: G, P ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. The teacher reads out the dialogue <i>Sar i tano tlo prezime?</i> 02. The teacher reads out the dialogue again and asks the children to write down those words that they know. 03. The children then say the words which they have understood. The teacher writes them onto the blackboard. 04. The teacher reads out the dialogue again and asks the children to remember one of the words that they do not yet know. 05. The children then say these words out loud. The teacher writes them onto the blackboard. 06. The teacher translates the words. 07. The teacher asks the children to talk about the dialogue's content in pairs (with the child sitting next to them). 08. The teacher hands out the worksheets and asks the children to first read the dialogue quietly in pairs. 09. Then the children read the dialogue aloud. 10. The worksheet is added to the Dossier. |
| Teaching activity 11 Sub-topic 02: <i>Mlo čher/stani – Gap fill exercise Kaj bešeja?</i> |
| Duration: 20 min Skill:  SF: G, I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <p>Note: Do activity 11 subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. The teacher hands out the gap fill exercise <i>Kaj bešeja?</i> (worksheet 10). 02. The children try to reconstruct the dialogue <i>Kaj bešeja</i>. 03. Then the results are compared with the teacher. The words are written down on the blackboard. |

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| Teaching activity 12 Sub-topic 02: <i>Mlo čher/stani – Quiz Kaj bešeja?</i> |
| Duration: 40 min Skill: SF: I ELP: Language Passport p. 4 |
| Mat./Res.: Worksheet 11, reward |
| <p>Note: Do activity 12 subsequently to activity 11.</p> <ol style="list-style-type: none"> The teacher explains the quiz with the content of the topic last covered. The children are given about 20 minutes to work on the worksheet. When finished, they read their solutions out to the other children. The teacher rewards each child with a small present (pen, chocolate, etc.). Now the children can write down the second sentence in their Language Passport on page 4. |
| Teaching activity 13 Sub-topic 02: <i>Mlo čher/stani – Mli škola</i> |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 12, overhead projector, overhead sheets, overhead pens |
| <p>Note: Do activity 13 subsequently to activity 11.</p> <p>Preparation: Photocopy the worksheet onto overhead sheet.</p> <ol style="list-style-type: none"> The teacher hands out the worksheet and puts the transparency onto the projector. He/she asks one child to read out the instructions and the first sentence. The group finds the correct answer. The teacher writes the first answer onto the transparency, the children copy it. Now another child reads the next sentence. The group finds the correct answer which is then written onto the overhead sheet. This procedure is repeated until the worksheet has been completed. The worksheet is added to the Dossier. |
| Teaching activity 14 Sub-topic 02: <i>Mlo čher/stani – Workstations</i> |
| Duration: 100 min Skill: depending on worksheet used SF: I ELP: Dossier |
| Mat./Res.: Worksheet 13, five different worksheets (e.g. worksheet 10, 06, 03, etc.) |
| <p>Preparation: Choose worksheets and photocopy for all children (including spare copies if required). Prepare five workstations in the classroom (pushing two desks together at a time).</p> <p>Note: Can also be done after each unit to check on the children's progress.</p> <ol style="list-style-type: none"> The teacher gives each child a sheet in which each workstation is noted. He/she explains workstations 01 to 05. Each child has to complete at least three workstations – the faster ones may do even more. Once a workstation is completed, the teacher stamps the child's sheet. |
| Teaching activity 15 Sub-topic 02: <i>Mlo čher/stani – Koj i tano posig</i> |
| Duration: 15 min Skill: SF: G, I |
| <ol style="list-style-type: none"> The children are spread across the classroom. The teacher names an object located in the classroom (e.g. <i>tabla, astali, stolica, udar, kompjuteri, džami, ...</i>). The children have to touch this object as quickly as possible. The last child to touch the object is eliminated. The game is continued until only one child is left. <p>Note: This game can be played in various rooms using different objects, including outside or at the playground.</p> |

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|--|
| Lesson plan 01 Sub-topic 01: O broja |
| TA-Nr.: 01 Learning objectives: Learning the numbers from 0 to 30. |
| Duration: 35 min Skill:      SF: G, I ELP: Dossier p. 44 |
| Mat./Res.: Cards (numerals), worksheet 01 |
| <p>Preparation: Print out and laminate cards with numerals found on worksheet 01.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher hands out cards with the numbers 0 to 30 on the floor. Each child is given a word card with one of the numbers from 0 to 30. 03. The pupils try to match the cards with the name with the correct number on the floor. 04. Incorrectly matched cards are assigned to the correct card together. 05. Subsequently, the teacher places only the cards containing the numbers from 0 to 10 in a stack on the floor. The cards with the numerals are again distributed. 06. Now the children read the numerals on their card out loud and put the card next to the correct number. 07. The teacher corrects the cards and pronounces the numbers from 0 to 30 twice. 08. She now pronounces number by number, the group repeat the word after each number. 09. Then each child is asked to read the numbers out loud. 10. Subsequently the children copy the numbers from 0 to 30 from the cards into their ELP (p. 44). |
| TA-Nr.: 09 Learning objectives: Learning the numbers from 0 to 30. |
| Duration: 15 min Skill:   SF: G, I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet and asks the children to complete the boxes with the correct numerals. 02. Then the answers are compared. The teacher writes the numerals on the blackboard once again so that the children can check their spelling. The worksheet is added to the Dossier. |
| Lesson plan 02 Sub-topic 02: Mlo čher/stani – Kaj bešeja |
| TA-Nr.: 10 Learning objectives: Understanding the text step by step. |
| Duration: 30 min Skill:     SF: G, P ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. The teacher reads out the dialogue <i>Sar i tano tlo prezime?</i> 02. The teacher reads out the dialogue again and asks the children to write down those words that they know. 03. The children then say the words which they have understood. The teacher writes them onto the blackboard. 04. The teacher reads out the dialogue and asks the children to remember one of the words that they do not yet know. 05. The children then say these words out loud. The teacher writes them onto the blackboard. 06. The teacher translates the words. 07. The teacher asks the children to talk about the dialogue's content in pairs (with the child sitting next to them). 08. The teacher hands out the worksheets and asks the children to first read the dialogue quietly in pairs. 09. Then the children read the dialogue aloud. The worksheet is added to the Dossier. |
| TA-Nr.: 11 Learning objectives: Practicing orthography. |
| Duration: 20 min Skill:   SF: G, I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. The teacher hands out the gap fill exercise <i>Kaj bešeja?</i> (worksheet 10). 02. The children try to reconstruct the dialogue <i>Kaj bešeja</i>. 03. Then the results are compared with the teacher. The words are written down on the blackboard. |

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

| | | | |
|--------------|---------------|---------------|----------------|
| nula | jek | duj | trin |
| štar | pandž | šov | efta |
| ofto | enja | deš | dešu- jek |
| dešu- duj | dešu- trin | dešu- štar | dešu- pandž |

16

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| | | | |
|---------------|----------------|---------------|---------------|
| dešu- šov | dešu- efta | dešu- ofto | dešu- enja |
| biš | bišu- jek | bišu- duj | bišu- trin |
| bišu- štar | bišu- pandž | bišu- šov | bišu- efta |
| bišu- ofto | bišu- enja | tri- janda | |

Mlo anav _____

Dialogi ki pauza „Telefoni“

Suada: Suzano, so čereja tu tajsa?

Suzana: Na džanava! Sose pučeja ma?

Suada: Pa mangljum te džav tuvaja tajsa ko kino.
Isi tu li vreme?

Suzana: Isi man vreme tajsa! Ajde, de ma tlo
broji te šuna amen.

Suada: Mlo broji i tano 245 136 890.
Sar i tano tlo broji?

Suzana: Mlo broji i tano 693 258 147.

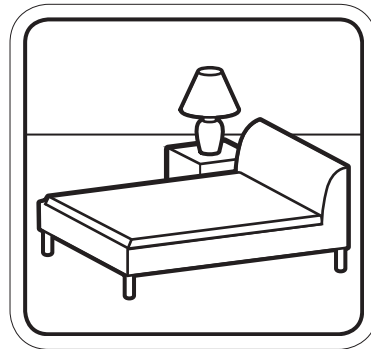
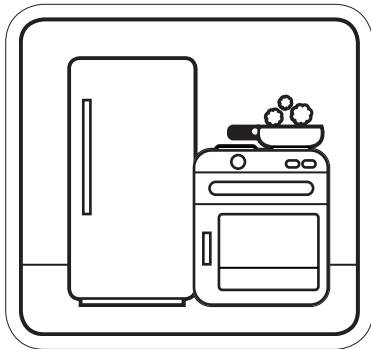
Suada: Ov sasti, ka šuna amen tajsa.



Mlo anav _____

Mlo čher/stani

So i akava?



i kujna

o kupatilo

o hodniko

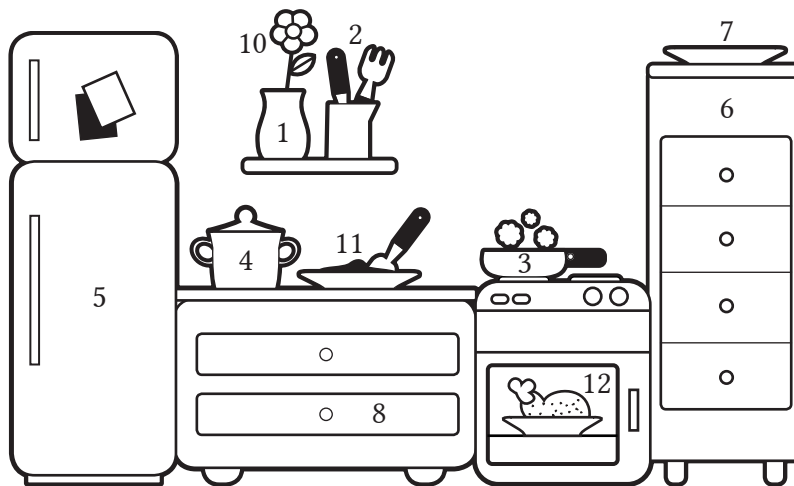
i sojipasiri soba,

o čenefi (WC)

i dnevno soba

I kujna

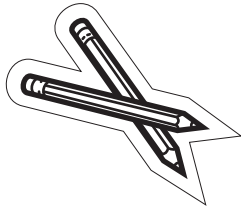
| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |



| | | |
|----|----|----------|
| 7 | 8 | 9 |
| 10 | 11 | 12 o mas |

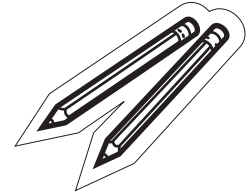
| | | |
|------------|------------|-------------|
| o roja | o kredenco | o habe |
| i tiganja | o šporeti | o frižideri |
| o tendžere | i vazna | o tanjiri |
| o mas | o luludža | o kredenco |

Mlo anav _____



Čhavengiri soba

So isi tu ki tli soba?



Ki mli soba man isi man ...!

Crtin akala buča!

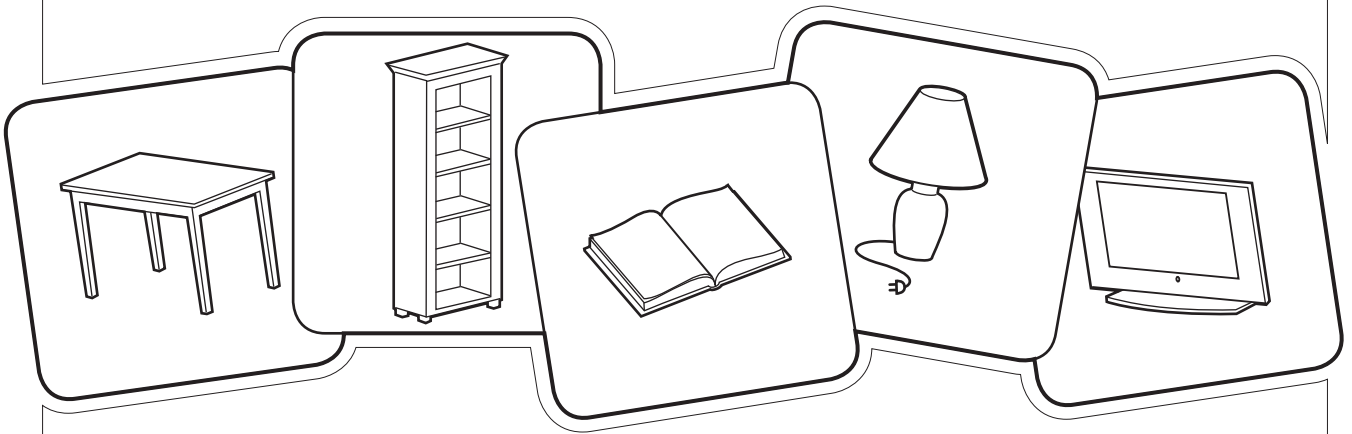
šifonjeri | kreveti | astali | tepiko | igračke

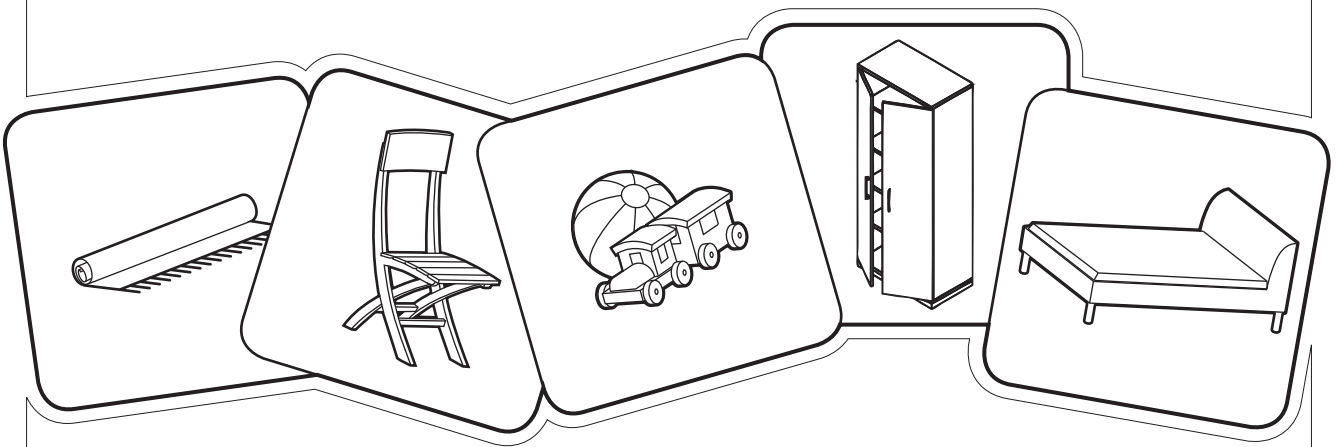
knjige | lampa | televizija | stolica

regali knjigenge

Mlo anav _____

So i tano akava?

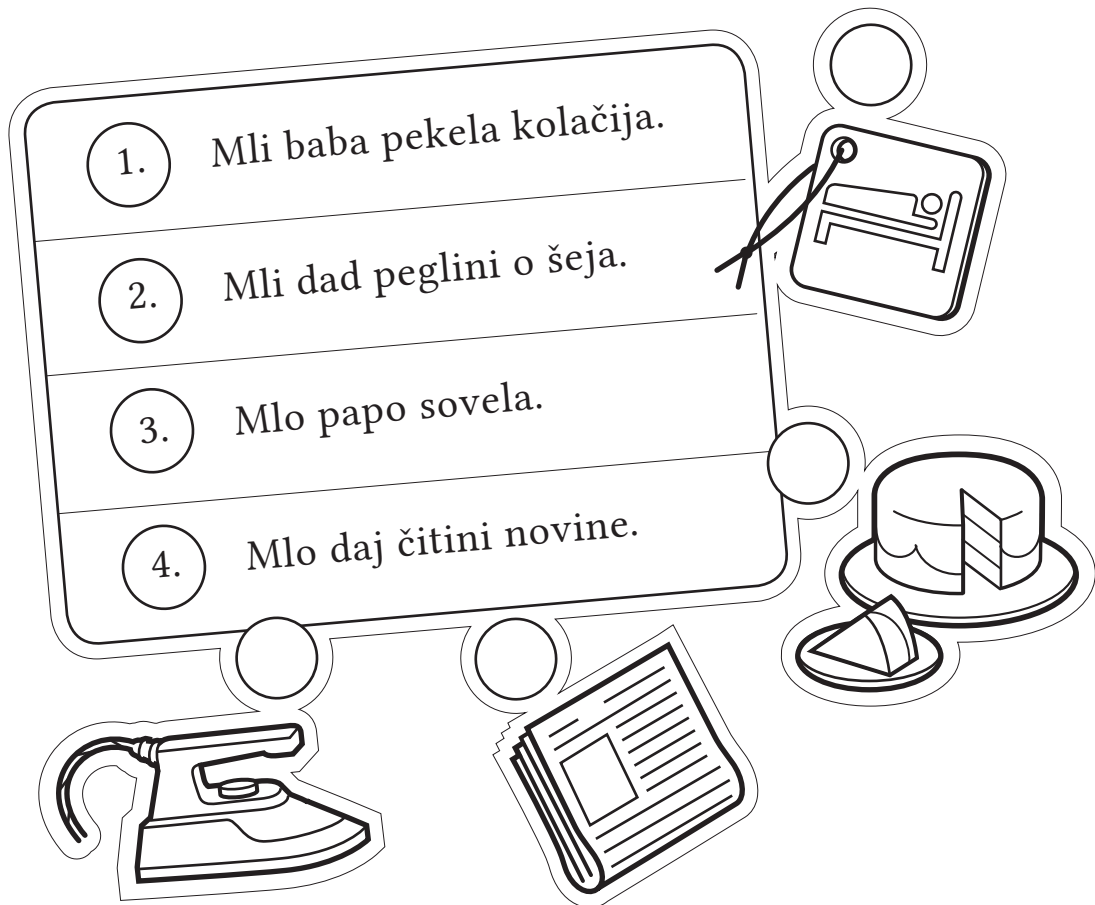




šifonjeri | kreveti | astali | tepiko | igračke
knjige | lampa | televizija | stolica
regali knjigenge

So čerena čhere?

Čitin hem pišin o broja kaj so pasuinena.



Mlo anav _____

Dovršin i tabla!

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| | | | | |
|---------|---------|----------|----------|----------|
| jek | duj | | | pandž |
| | | ofto | enja | |
| dešujek | | | | |
| | dešefta | | | |
| | | bišutrin | bišuštar | |
| bišušov | | | | trijanda |



Mlo anav _____

Kaj bešeja?

- Učitelka: Almiro, sar i tano tlo prezime?
Almira: Mlo prezime i tano Mamuti.
Učitelka: Almiro, kotar hijan?
Almira: Me hijum kotar i Makedonija.
Učitelka: Kaj bešeja akana?
Almira: Me bešava ki Viena.
Učitelka: So i tani i Viena? Gav ili diz?
Almira: I Viena tani bari diz ki phuv Austrija.



Mlo anav _____

Kaj bešeja?

Učitelka: Almiro, sar i tano tlo prezime?

Almira: Mlo _____ i tano Mamuti.

Učitelka: Almiro, kotar hijan?

Almira: Me hijum _____ i Makedonija.

Učitelka: Kaj bešeja akana?

Almira: Me _____ ki Viena.

Učitelka: So i tani i Viena? _____ ili diz?

Almira: I Viena tani bari _____ ki _____ Austrija.



Mlo anav _____

Kvizi

Sar i tano tlo anav?

Mlo anav i tano _____.

Sar i tano tlo prezime?

Mlo prezime i tano _____.

Kaj bešeja?

Me bešava ki _____.

Kotar hijan?

Me hijum kotar i _____.

Sar i tani tli adresa?

Mli adresa i tani _____.

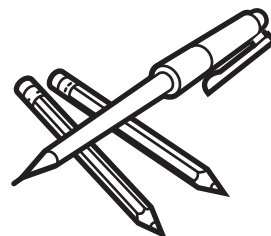
Sar i tano tlo broji kotar o telefoni?

Mlo broji i tano _____.



Mlo anav _____

Mli škola



Napišin tle školakiri adresa.

Napišin tle školakoro telefonsko broji.

Ko savo odelenije džaja?

Sar vičini pe tli učitelka/tlo učiteli?

Sar vičini pe i direktorka/o direktori?








Mlo anav _____

Mle stanice

| Stanicakoro broji | pečati |
|-------------------|--------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

| |
|--|
| Arlije_Secondary_A1_AT_eng_unit-03 |
| Topic (CFR): MY COMMUNITY |
| Sub-topic 01: <i>Thana hem zgrade</i> – Places and buildings Sub-topic 02: <i>O znakija</i> – Traffic signs |
| Connected main themes in the CFR: Roma occupations |

| 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 recognize and understand the names for people who live and work in the local area when they are spoken or read aloud. ✓ Can listen and point to pictures or a map showing where different people work (e.g. library, chemist, supermarket, police station, swimming pool). ✓ Can understand the words for the roles and activities of individuals in his/her Roma community. ✓ Can understand when older people give brief instructions or orders. ✓ Can understand the key words relating to behavior and the social norms of the community. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand the names for important buildings signs, or locations in the area. ✓ Can recognize and understand the names for buildings/places on a map of the area. ✓ Can recognize and understand the words for the principal activities of the community. ✓ Can recognize and understand the key words for the important aspects of moral behavior of members of the community. |
|  | <ul style="list-style-type: none"> ✓ Can respond to simple questions by giving the names of buildings and places where people live and work in the area. ✓ Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area. ✓ Can participate in classroom discussion by naming his/her favourite place in the area (e.g. football field, park, shop) ✓ Can greet and respond appropriately to simple questions from older community members. ✓ Can use key words and phrases to answer basic questions about his/her daily activities. |
|  | <ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to describe his/her favourite place in the locality/ community. ✓ Can use key words and simple phrases to describe his/her community. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write the names of places in the area. ✓ Can copy from the board short sentences describing the activities associated with different places in the area. ✓ Can copy or write the key words relating to Roma community life and activities. ✓ Can copy or write short sentences describing activities in his/her community. |
| Working with the ELP | |
| Dossier: Adding new words on page 44, worksheets 02 to 06, 08 to 10, 13 | |

Vocabulary | Sub-topic 01: Thana hem zgrade

| Active | | | |
|--|---------------------------------------|---|------------------------|
| <i>i policija</i> | the police | <i>sastljola</i> | to become healthy |
| <i>i bolnica</i> | the hospital | <i>činela</i> | to buy |
| <i>i pošta</i> | the post office | <i>platini</i> | to pay |
| <i>i gradinka</i> | the kindergarten | <i>bičhali</i> | to send |
| <i>i škola</i> | the school | <i>baro</i> | large |
| <i>i crkva</i> | the church | <i>tikno</i> | small |
| <i>o mosti, i phurt</i> | the bridge | <i>i luludži</i> | the flower |
| <i>i len</i> | the stream | <i>o kašt</i> | the tree |
| <i>o brego</i> | the mountain | <i>o kreveti</i> | the bed |
| <i>i mahala</i> | the residential estate | <i>i knjiga</i> | the book |
| <i>i apoteka</i> | the pharmacy | <i>o astali</i> | the table |
| <i>i prodavnica</i> | the shop | <i>i ljujjaška</i> | the swing |
| <i>i požarno stanica</i> | the fire station | <i>i televizija</i> | the television |
| <i>i stanica</i> | the station | <i>o pani</i> | the water |
| <i>o kino</i> | the cinema | <i>o kompjuteri</i> | the computer, the PC |
| <i>o parko</i> | the park | <i>čhelela pese</i> | to play |
| <i>i banka</i> | the bank | <i>sovela</i> | to sleep |
| <i>džala</i> | to go | <i>učini</i> | to learn |
| <i>pučela</i> | to ask | <i>plivini</i> | to swim |
| <i>Ov sasto! Ov sasti! Oven saste!</i> | Thank you! (lit. I thank!) | <i>čhelela fudbali, čhelava fudbali</i> | to play football |
| <i>Sastipaja!</i> | Goodbye! (lit. Be healthy and happy!) | <i>bašali, bašalava</i> | to make music |
| | | <i>džilabi, džilabava</i> | to sing |
| <i>Džanena li kaj tani ...?</i> | Do you know where ... is? | <i>mlo najšužo than</i> | my favourite place |
| <i>pijela, pijaja</i> | to drink | <i>i mahala</i> | the residential estate |
| <i>hala</i> | to eat | <i>meljarela</i> | to dirty |
| <i>pišini</i> | to write | <i>i kundra</i> | the shoe |
| <i>siklola, učini</i> | to learn | <i>o sabale</i> | the morning |
| <i>dikhela</i> | to see, to watch | <i>o mačho</i> | the fish |
| <i>bešela</i> | to sit, to live | | |
| Passive | | | |
| <i>džanela</i> | | to know | |

Vocabulary | Sub-topic 02: O saobraćajno znakija

| Active | | | |
|-------------------------------|-------------------|--------------------------|--------------------|
| <i>o saobraćajno znakija</i> | the traffic signs | <i>o semafori</i> | the traffic light |
| <i>nakhela</i> | to cross | <i>me</i> | I |
| <i>na nakhela, na nakhava</i> | not to cross | <i>o pešačko prelazi</i> | the zebra crossing |
| <i>adžičeri</i> | to wait | <i>mora</i> | must |
| <i>lolo</i> | red | <i>ačhola</i> | to stop |
| <i>pomarandžasto</i> | orange | <i>sose?, ose?</i> | why? |
| <i>zeleno</i> | green | | |

Grammar

| Active | Passive |
|---|--|
| Article: <i>o/i</i> Third person singular present tense Pronoun (he) Verbs plural Questions in the present tense in formal address First person plural First person singular present tense Simple interrogative sentence word order (<i>Kaj džala, kaj bešela, sose džala, sose bešela</i>) | Questions in the future tense Questions plural Adjectives (red, green, etc.) |

Teaching activity 01 | Sub-topic 01: Thana hem zgrade – Card game







 Duration: 50 min | Skill:  | SF*: I | ELP: p. 44
















Mat./Res.: Worksheet 01, word cards English/Romanes

Preparation: Print and laminate cards (worksheet 01).

01. The children sit on the floor in a circle.
02. The teacher spreads the cards with the English words on the floor.
03. Then each child gets cards with the words in Romanes.
04. The pupils try to assign the card with the Romanes word to the card with the English equivalent.
05. Once all cards have been assigned, all check the results together - they are corrected if necessary.
06. Subsequently, the teacher reads out all words in English and Romanes, e.g. school – *škola*, post office – *pošta*, etc.
07. The teacher then puts the English cards aside and only reads out the words in Romanes. The children repeat those words aloud.
08. The children return to their seat and the teacher writes the new words onto the blackboard.
09. Each child is asked to again read the words on the blackboard aloud.
10. Then the children copy the new words into their ELP (p. 44).

*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

| |
|--|
| Teaching activity 02 Sub-topic 01: <i>Thana hem zgrade</i> – Memory |
| Duration: 30 min Skill:  SF: I, G |
| Mat./Res.: Worksheet 01, word cards English/Romanes |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01. Preparation: Print cards (worksheet 01) onto cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> 01. The children form groups of four. Each group sits at one desk. 02. Each group is given the memory cards by the teacher. 03. The children try to find the English and corresponding Romanes word to form pairs of cards. 04. The winner is the one who has found the most pairs. The winner is given a small reward (pen, homework-voucher, chocolate, etc.). |
| Teaching activity 03 Sub-topic 01: <i>Thana hem zgrade</i> – Story using cards |
| Duration: 35 min Skill:   SF: I |
| Mat./Res.: Print and laminate cards worksheet 01, worksheet 02 |
| <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher reads out the story <i>Melale kundre</i>. 03. Each child is given one (two, ...) cards containing one word in Romanes. 04. The teacher reads out the story again and tells the children to shout “stop!” when they hear the word on their card(s). The respective card is placed in the middle. 05. The teacher asks children what the word(s) on the card mean. |
| Teaching activity 04 Sub-topic 01: <i>Thana hem zgrade</i> – Reading comprehension <i>Melale kundre</i> |
| Duration: 40 min Skill:  SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <p>Note: Activity 04 is recommended to be subsequent to activity 03.</p> <ol style="list-style-type: none"> 01. The children read the story by themselves. 02. Then they read the story aloud (one child reads one paragraph). 03. Each child underlines those words he/she knows and discusses their content with his/her neighbour. 04. Each pair writes down one word of which they would like to know the translation. 05. The words are read aloud to the teacher and written down on the blackboard. 06. The teacher translates the words and asks the children to discuss the content of the story with the child sitting next to them. 07. The content is discussed together. |
| Teaching activity 05 Sub-topic 01: <i>Thana hem zgrade</i> – Gap fill exercise <i>Melale kundre</i> |
| Duration: 15 min Skill:   SF: G ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <p>Note: Activity 05 is recommended to be subsequent to activity 04.</p> <ol style="list-style-type: none"> 01. The children form groups of three. 02. They are given the worksheet about <i>Melale kundre</i> (worksheet 3) and try to complete it. 03. Then they compare their answers. The teacher writes the solutions on the blackboard. |

| |
|---|
| Teaching activity 06 Sub-topic 01: <i>Thana hem zgrade – Setineja tu li?</i> |
| Duration: 20 min Skill:      SF: I, P, G ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| Note: Activity 06 is recommended to be subsequent to activity 05. 01. The teacher hands out the worksheets and discusses the questions with the children. 02. The children then complete the worksheet in pairs. 03. The teacher then writes the sentences on the blackboard and the children compare them to their own. |
| Teaching activity 07 Sub-topic 01: <i>Thana hem zgrade – Kaj čerena on buti?</i> |
| Duration: 15 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04, colouring pens |
| 01. The teacher hands out the worksheets and asks one child to read out the task. 02. He/she asks what their task is and, if necessary (if the children are unsure), explains the worksheet. 03. The children fill in the paths. |
| Teaching activity 08 Sub-topic 01: <i>Thana hem zgrade – Nacrtin tlo najšušo than</i> |
| Duration: 40 min Skill:     SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06, photos, glue |
| Preparation: Ask the children to bring along a photo of their favourite place. 01. The teacher hands out the worksheets and asks one child to read out the task. 02. He/she asks what their task is and, if necessary (if the children are unsure), explains the worksheet. 03. The children glue the photo of their favourite place onto the worksheet and try to complete the sentences. 04. Then the children sit in a circle. 05. Each child presents his/her picture and reads out his/her sentences. |
| Teaching activity 09 Sub-topic 02: <i>O znakija – Sar phirava ki ulica?</i> |
| Duration: 30 min Skill:     SF: I |
| Mat./Res.: Picture cards worksheet 07 |
| Preparation: Arrange the desks in a pattern resembling a simple road map (see worksheet 05). Place the traffic signs on the desks (crossings). Print and laminate picture cards (worksheet 07). 01. The teacher explains the game by crossing the “roads“ and obeying the traffic signs: <i>Akate mora te džav desno.</i> <i>Akate mora te džav pravo.</i> <i>Akate mora te ačhovav.</i> <i>Akate isi pešačko prelazi.</i> <i>Akate isi semafori.</i> ... 02. Then it is the children’s turn: They are asked to walk along the “roads“, stop at every traffic sign and say what they have to do. |

Teaching activity 10 | Sub-topic 02: O znakija – Worksheet O semaforiDuration: 40 min | Skill:   | SF: G, P | ELP: p. 44

Mat./Res.: Worksheet 08

01. The children are given the worksheet about the poem *O semafori* and try to complete it.
02. Then they check their answers together and the teacher writes the words on the blackboard.
03. The new words are added to the ELP (p. 44).

Teaching activity 11 | Sub-topic 02: O znakija – Field trip Traffic signsDuration: 50 min | Skill:   | SF: G

The class goes on a field trip.

The children now know many of the traffic signs and will recognise them in everyday life. The children are given the chance to visualise what they have learnt and to ask questions about any unknown aspects.

Note: Make use of the school building and its environment or choose another destination. Ideally, the teacher first checks and finalises the route.

Teaching activity 12 | Sub-topic 02: Thana hem zgrade – So čeraja amen?Duration: 50 min | Skill:      | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 09

01. The children are given the worksheet *So čeraja amen?*
02. They fill it in with the teacher: One child after the other reads out a question and tries to find and read out the correct answer. The teacher can help him/her. Then the teacher writes the correct answer on the blackboard. The children copy him/her.
03. Having completed the worksheet, the children read the sentences with a partner (one child reads the questions, the other the answers, then they swap).

Teaching activity 13 | Sub-topic 01: Thana hem zgrade – Poster O thanaDuration: 50 min | Skill:      | SF: I | ELP: Dossier p. 44

Mat./Res.: Word cards worksheet 10, word cards worksheet 11, poster, glue, scissors

Preparation: Cut out word cards (worksheet 10) and glue them to a poster. Put the poster up on the wall or the blackboard.

01. The words on the poster are read out together. Their meaning is discussed.
02. The teacher hands out worksheet 11. The meaning of the verbs on the worksheet is discussed (supported by gestures if necessary).
03. The teacher asks children to cut out the individual words on worksheet Att. 11 and to write their first name next to each word.
04. Then the children try to match the cut out verbs with the terms on the poster by sticking them in the right position.
05. Once everybody has finished, the teacher checks the answers (the children who have made a mistake may try again with the help of the other children).
06. The new verbs are then added to the ELP (p. 44) and the poster is displayed in the classroom.

Teaching activity 14 | Sub-topic 01: *Thana hem zgrade* – Dialogue *O drumo*Duration: 50 min | Skill:   | SF: I, G, P | ELP: Dossier

Mat./Res.: Worksheet 12






01. The teacher reads out the dialogue *O drumo*.
02. He/she reads out the dialogue again and asks the children to write down those words that they know.
03. The children then say the words which they have understood. The teacher writes them onto the blackboard.
04. He/she reads out the dialogue again and asks the children to remember or write down one of the word that they do not yet know.
05. The children then say these words aloud. The teacher writes them onto the blackboard.
06. The teacher translates the words.
07. The teacher asks the children to talk about the dialogue's content in pairs (with the child sitting next to them).
08. He/she hands out the worksheets and discusses the content with the children.
09. The teacher asks the children to first read the dialogue quietly with a partner.
10. The children read the dialogue aloud with the same partner.

Teaching activity 15 | Sub-topic 01: *Thana hem zgrade* – Gap fill exercise *O drumo*Duration: 30 min | Skill:     | SF: G

Mat./Res.: Worksheet 13

Note: Activity 15 is recommended to be subsequent to activity 14.

01. The children form groups of three.
02. They are given the gap fill exercise *O drumo* and try to complete it.
03. The group who finishes first and has made no mistake gets a small reward.
04. Then everybody compares the solutions and the teacher writes the words on the blackboard.

| |
|---|
| Lesson plan 01 Sub-topic 01: Paths/directions |
| TA-Nr.: 02 Learning objectives: Getting to know places. |
| Duration: 35 min Skill:  SF: G, I |
| Mat./Res.: Worksheet 01, word cards English/Romanes |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01. Preparation: Print cards (worksheet 01) onto cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> 01. The children form groups of four. Each group sits at one desk. 02. Each group is given the memory cards by the teacher. 03. The children try to find the English and corresponding Romanes word to form pairs of cards. 04. The winner is the one who has found the most pairs. The winner is given a small reward (pen, homework-voucher, chocolate, etc.). <p>Put the desks back into their original position. Each child returns to their seat.</p> |
| TA-Nr.: 07 Learning objectives: Orientation on a map. |
| Duration: 15 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04, colouring pens |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets and asks one child to read out the task. 02. He/she asks what their task is and, if necessary (if the children do not know), explains the worksheet. 03. The children fill in the paths/directions. |
| Lesson plan 02 Sub-topic 01: Different places, different activities |
| TA-Nr.: 13 Learning objectives: Getting to know verbs and using them correctly. Practicing pronunciation. |
| Duration: 50 min Skill:   SF: I, G ELP: Dossier p. 44 |
| Mat./Res.: Word cards worksheet 10, word cards worksheet 11, poster, glue, scissors |
| <p>Preparation: Cut out word cards (worksheet 10) and glue them to a poster. Put the poster up on the wall or the blackboard.</p> <ol style="list-style-type: none"> 01. The words on the poster are read out together. Their meaning is discussed. 02. The teacher hands out worksheet 11. The meaning of the verbs on the worksheet is discussed (supported by gestures if necessary). 03. The teacher asks children to cut out the individual words on worksheet 11 and to write their first name next to each word. 04. Then the children try to match the cut out verbs with the terms on the poster by sticking them in the right position. 05. Once everybody has finished, the teacher checks the answers (the children who have made a mistake may try again with the help of the other children). 06. The new verbs are then added to the ELP (p. 44) and the poster is displayed in the classroom. |



the post
office



i pošta



the church



the cinema



o kino



i crkva



the hospital



i bolnica



the pharmacy



the shop



i prodavnica



i apoteka



the school



i škola



the bridge



der
kindergarten



i gradinka



o mosti
i phurt



the park



o parko



the
settlement



the police
station



i policija



i mahala



the
river



i len



the traffic
lights



the
mountain



o breggo



o semafori



the
station



i stanica



the
crosswalk



die fire
brigade



i požarno
stanica



o pešačko
prelazi

Melale kundre

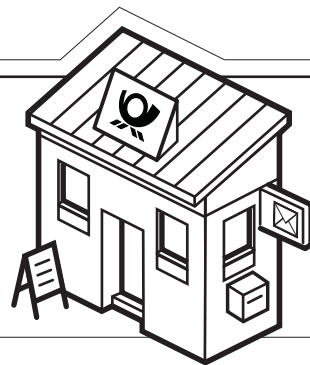
O Janko tano jek tikno romano čhavo. Ov bešela ko krajo e gavesoro, ki mahala. Ki mahala nane but čhera, samo pandž.

Sabale, keda o Janko džala ki škola, nakhela skoro celo gav. Nadur olendar isi i pošta. Oduri uzal i pošta tani i gradinka. O Janko džalahine odothe keda hine potikno.

Sar o Janko džala naupre ko brego, ov dikhela jek prodavnica hem i apoteka. Sar džala natele, dikhela dural i crkva. Ama, dži ki crkva na džala, sose lesiri škola tani popaše.

Uzal i škola isi jek phurt ama o Janko na nakhela kotar i phurt. Svako sabale ov džala te dikhel e mačhen ki len.

Svako sabale ov oduri meljarela ple kundre keda nakhela i len ki javer strana, te džal ki skola.



„Nadur olendar isi i pošta.“

Mlo anav _____

Melale kundre

O Janko tano jek tikno romano čhavo.

Ov bešela ko _____ e gavesoro, ki mahala.

Ki _____ nane but čhera, samo pandž.

Sabale, keda o Janko džala ki _____,

nakhela skoro celo gav.

Nadur olendar isi i _____.

Oduri uzal i pošta tani i _____.

O Janko džalahine odothe keda hine potikno.

Sar o Janko džala naupre ko brego,

ov dikhela jek _____ hem i _____.

Sar džala natele, dikhela dural i crkva.

Ama, džiči ki _____ na džala, sose lesiri škola tani popaše.

Uzal i škola isi jek phurt ama o Janko na nakhela kotar i _____.

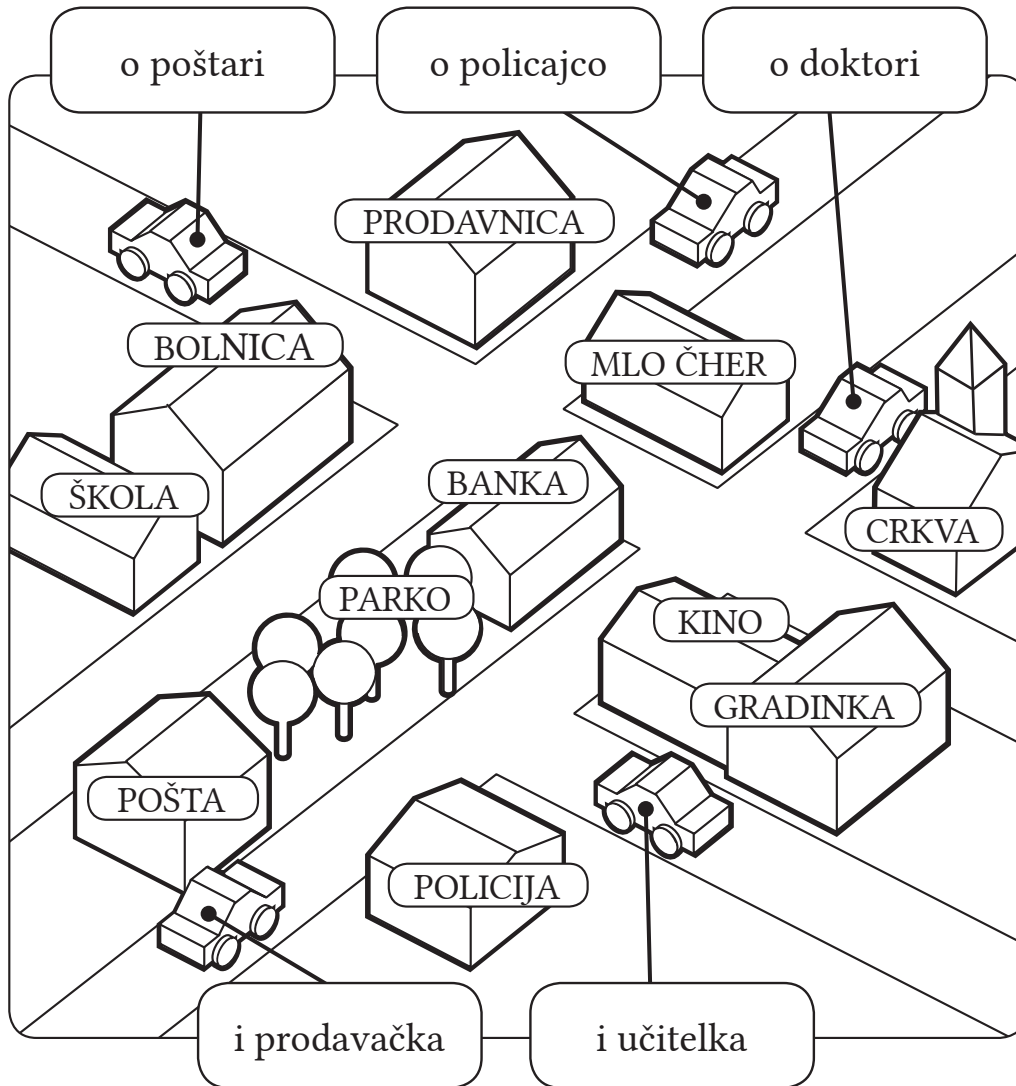
Svako sabale ov džala te dikhel e mačhen ki _____.

Svako sabale ov oduri meljarela ple kundre keda nakhela

i len ki javer strana, te džal ki škola.



Kaj čerena on buti?



Crta olengoro drumo ki buti!



Mlo anav _____

Dali setineja tu?

Kaj bešela o Janko?

O Janko _____ ki _____.

Kaj džala o Janko svako sabale?

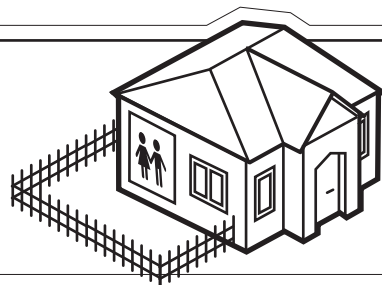
Ov _____ ki _____.

Kaj meljari o Janko ple kundre?

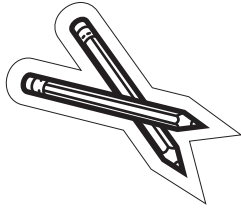
Ov _____ o kundre ki _____.

Sose o Janko džala svako sabale ki len?

Ov _____ te dikhel e _____.



*„Oduri uzal i pošta
tani i gradinka.“*



Mlo anav _____

Mlo najšužo than i tano _____

Mlo najšužo than i tano _____.

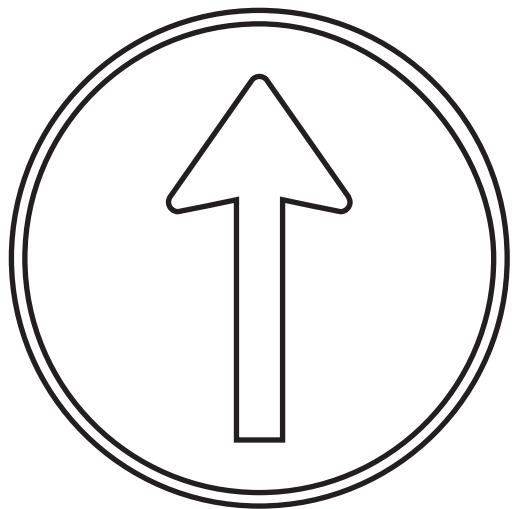
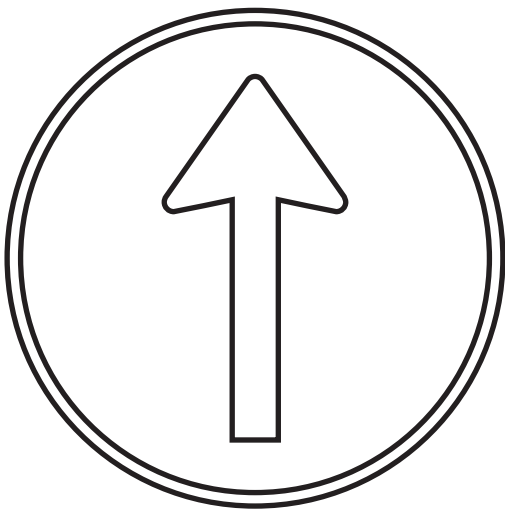
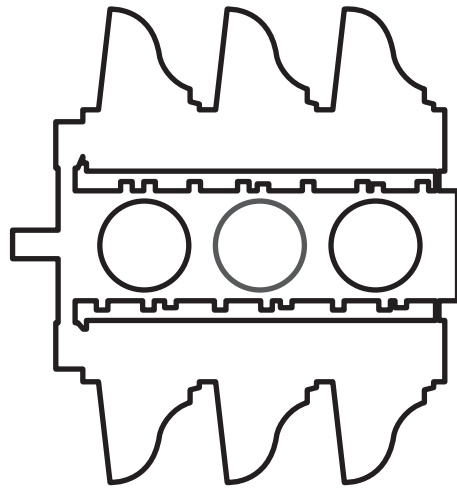
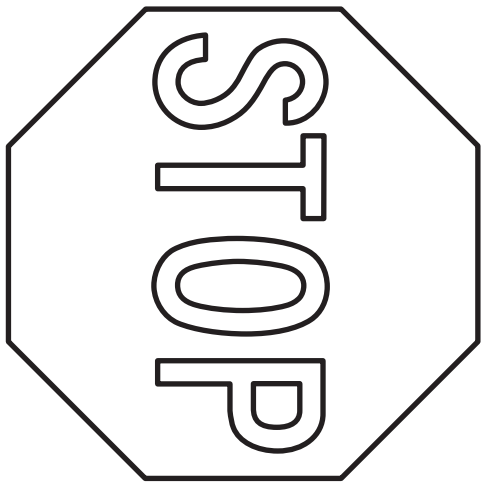
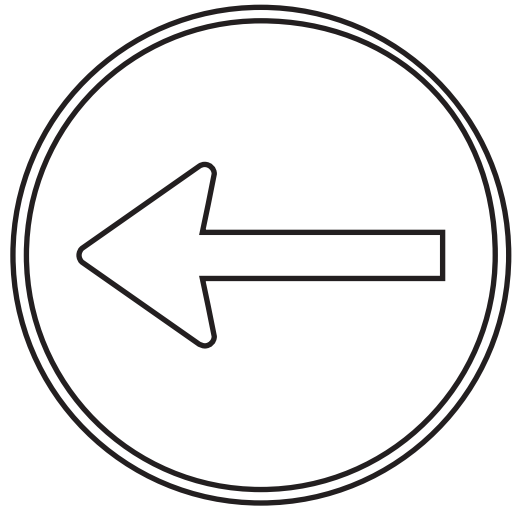
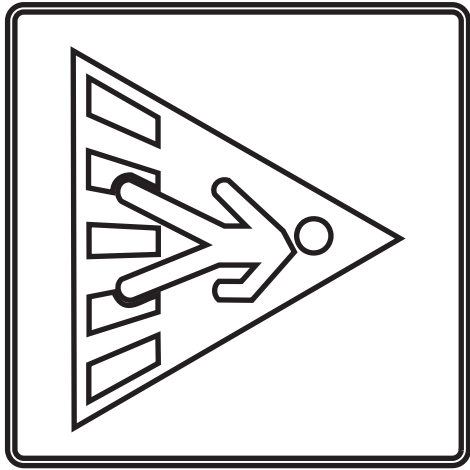
(baro, tikno)

Ko mlo najšužo than isi _____.

(kašta, luludža, kreveti, knjige, astali, radio, ljujšaške, televizija, pani, kompjuteri)

Ko mlo najšužo than me _____.

(čhelava mange, sovava, čitnava, učinava, plivinava, čhelava futbali, bašalava, džilabava)



Mlo anav _____

O semafori



O semafori tano lolo.

So ka čere?

Me _____ !



O semafori tano pomarandžasto.

So ka čere?

Me _____ !



O semafori tano zeleno.

So ka čere?

Me _____ !



Mlo anav _____

So čeraja amen?

So čeraja ki škola?

Ki škola _____.

So čeraja ko kino?

Ko kino _____ filmi.

So čeraja ko doktori?

Ko doktori _____ te hijam nasvale.

So čeraja ki bolnica?

Ki bolnica _____.

So čeraja ki dučana?

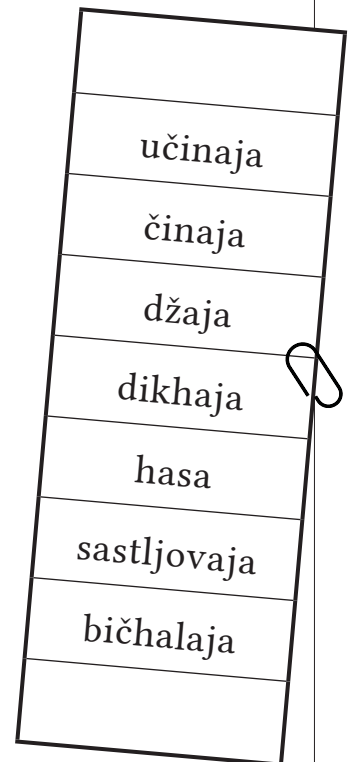
Ki dučana _____.

So čeraja ki pošta?

Ki pošta _____ o lila.

So čeraja ko restorani?

Ko restorani _____ maro.



kino

dučana

škola

pošta

bolnica

restorani

čitinaja

dikhaja

pišinaja

sastljovaja

učinaja

činaja

platinaja

hasa

bičhalaja

pijaja

Mlo anav _____

O drumo

Čhavo: Šužo dive! Šaj li diso te pučav tumen?

Papo: Šaj te puče, sar te na?

Čhavo: Džanena li kaj tani i apoteka?

Papo: Džanava! Mora te dža duj ulice pravo
hem posle levo uzi banka.

Čhavo: Oven saste! Ajde sastipaja.

Papo: Sastipaja!



*„Džanena li kaj
tani i apoteka?“*

Mlo anav _____

O drumo

Čhavo: Šužo dive! _____ li diso te pučav tumen?

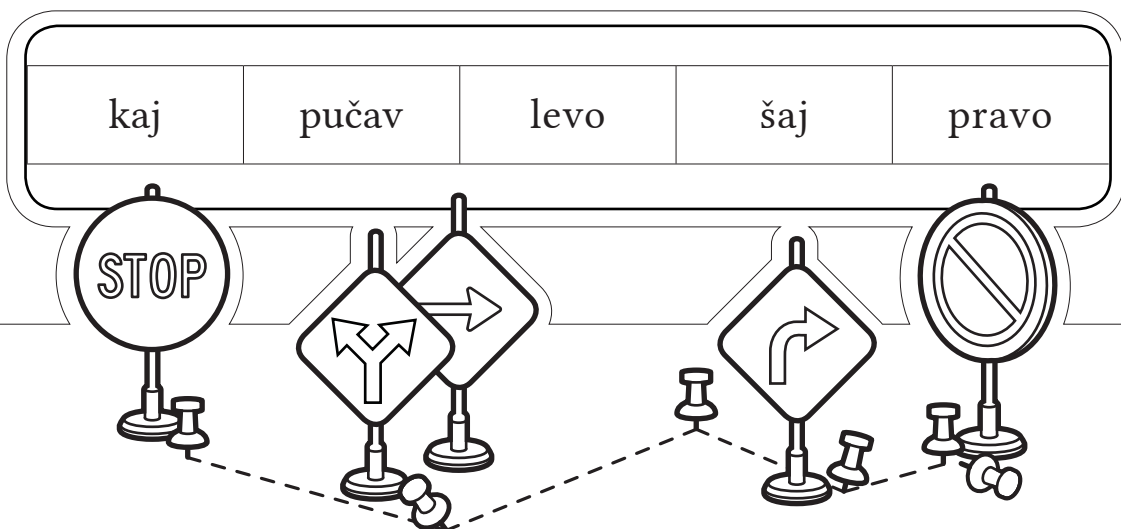
Papo: Šaj te puče, sar te na?

Čhavo: Džanena li _____ tani i apoteka?






Papo: Džanava! Mora te dža duj ulice _____
hem posle _____ uzi banka.

Čhavo: Oven saste! Ajde sastipaja.

Papo: Sastipaja!



| |
|---|
| Arlije_Secondary_A1_AT_eng_unit-04 |
| Topic (CFR): ROMA CRAFTS AND OCCUPATIONS |
| Sub-topic 01: <i>O zanatija</i> – Occupations |
| 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 recognise and understand basic words for traditional and current crafts and occupations of Roma people when they are spoken or read aloud. ✓ Can recognise and understand words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance, etc.). |
|  | <ul style="list-style-type: none"> ✓ Can recognise and understand the words for the different crafts and occupations of Roma people (past and present) when they appear on flashcards, posters or in simple texts. ✓ Can recognise and understand the words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance etc.) when they appear on flashcards, posters or in simple texts. |
|  | <ul style="list-style-type: none"> ✓ Can use gestures, key words and simple phrases/sentences to reply to basic questions about the traditional and modern day occupations of Roma people. |
|  | <ul style="list-style-type: none"> ✓ Can use simple phrases and sentences to make a short, possibly incomplete, statement about the crafts or occupations of members of the family or group. ✓ Can use simple phrases and sentences to make a short statement about the typical crafts or occupations of Roma in his/her country or area. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write basic words to do with the crafts and occupations of Roma. ✓ Can copy or write basic sentences about Roma crafts or occupations. |
| Working with the ELP | |
| Dossier: page 44 activities 03, 04, 06 Worksheets 01–05, 07, 09, 10, 12 | |





| Vocabulary Sub-topic 01: O zanatija | | | |
|---------------------------------------|----------------------|-------------------------------|------------------------------------|
| Active | | | |
| <i>o zanatija</i> | occupation(s) | <i>i gradinka</i> | the kindergarten |
| <i>o moleri</i> | the painter | <i>o šoferi</i> | the driver |
| <i>o doktori</i> | the doctor | <i>o autobusi</i> | the bus |
| <i>o instalateri</i> | the plumber | <i>o muzičari</i> | the musician |
| <i>i sekretarka</i> | the secretary | <i>i čhuri</i> | the knife |
| <i>o požarniko</i> | the fireman | <i>o tepiko</i> | the carpet |
| <i>i prodavčka</i> | the shop assistant | <i>o čare</i> | the crockery |
| <i>i slikarka</i> | the photographer | <i>i tendžera</i> | the pot |
| <i>o dirigenti</i> | the conductor | <i>o kovačija</i> | the blacksmith |
| <i>So i tano ov/oj?</i> | What is he/she? | <i>i motika</i> | the rake |
| <i>So čerela ov/oj</i> | What does he/she do? | <i>i korpa</i> | the basket |
| <i>uv i tano, oj i tani ...</i> | he/she is... | <i>o kundradžija</i> | the shoemaker(s) |
| <i>ačhavi i jag</i> | to put out a fire | <i>i kundra</i> | the shoe |
| <i>namestini</i> | to fix/repair | <i>angleder</i> | once, in former times, in the past |
| <i>pišini</i> | to write | <i>akana</i> | now |
| <i>telefonirini</i> | to telephone | <i>o učiteli</i> | the teacher |
| <i>slikini</i> | to photograph | <i>o frizeri</i> | the hairdresser |
| <i>sastarela, lečini</i> | to heal | <i>so čerela ov/oj?</i> | what does he/she do? |
| <i>biknela</i> | to sell | <i>čerela o habe</i> | to cook |
| <i>makhela</i> | to paint | <i>anela o lil</i> | to deliver a letter |
| <i>dirigini</i> | to conduct | <i>namestini o kundre</i> | to repair shoes |
| <i>o čher</i> | the house(s) | <i>bašali ko bijav</i> | to play at a wedding (music) |
| <i>ki prodavnica</i> | in the shop | <i>biknela ki prodavnica</i> | to sell things in a shop |
| <i>o orkestari</i> | the orchestra | <i>ačhavi i jag</i> | to put out a fire |
| <i>ki kancelarija</i> | at the office | <i>sastarela e manušen</i> | to heal people |
| <i>e pajesiri cevka</i> | the water pipes | <i>vozini o autubusi</i> | to drive a bus |
| <i>o restorani</i> | the restaurant | <i>mlo zanati</i> | my occupation |
| <i>i doktorka</i> | the doctor | <i>So mangeja tu te ove?</i> | What would you like to become? |
| <i>o kuvari</i> | the chef | <i>Me mangava te ovav ...</i> | I would like to become a ... |
| <i>o zanati</i> | the occupation | | |

| Grammar | |
|---|--|
| Active | Passive |
| Verbs in the present tense: third person singular Simple questions Locations with the preposition <i>in</i> Article <i>o/i</i> | Simple questions (What do you want to become?) Simple word order (I want to become a ...) Present perfect tense/past perfect tense Possessive pronouns <i>mlo, m(l)e, tlo, t(l)e</i> Plural of nouns |

| |
|---|
| Teaching activity 01 Sub-topic 01: O zanatija 1 |
| Duration: 30 min Skill: SF*: I ELP: Dossier |
| Mat./Res.: Worksheet 01, internet access and printer or newspapers/magazines, glue, scissors |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets and asks one child to read out the instructions. 02. The tasks are clarified together and the vocabulary is discussed. 03. The children search the internet (or newspapers and magazines organised by the teacher) for pictures of their family's occupations and print them. 04. They cut out the images, glue them on the worksheet and try to complete the sentences. 05. Then each child reads them out loud and presents his/her worksheet. 06. The worksheet is added to the Dossier. |
| Teaching activity 02 Sub-topic 01: O zanatija 2 |
| Duration: 15 min Skill: SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets and asks whether anyone knows what the task is. 02. Then the class discuss the names of the occupations depicted. 03. The children then try to fill in the words by themselves. 04. Finally, the teacher writes the answers on the blackboard so that the children can compare them. |
| Teaching activity 03 Sub-topic 01: O zanatija 3 |
| Duration: 50 min Skill: SF: I, P ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets. 02. The teacher asks a child to read out the first example and to try to complete it (if necessary with the help of the teacher). 03. The children then continue working in pairs. 04. The answers are subsequently compared as each pair reads out one example. 05. The teacher writes the words which were used on the blackboard and the children copy them into the ELP (p. 44). |
| Teaching activity 04 Sub-topic 01: O zanatija – Listening comprehension Mli bučarni familija |
| Duration: 30 min Skill: SF: I, P ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 04, audio-device |
| <ol style="list-style-type: none"> 01. The children listen to the listening comprehension <i>Mli bučarni familija</i> twice. 02. Then the children discuss the content in pairs. 03. The children listen to the audio again and are asked to remember one word whose meaning they would like to know. 04. The children tell the teacher the words and he/she translates them. 05. Now the audio is played again and the teacher asks the children to memorise the occupations mentioned. 06. Subsequently, these occupations are written on the blackboard and the children copy them into their ELP (p. 44). |

*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

| |
|--|
| Teaching activity 05 Sub-topic 01: O zanatija – Reading comprehension <i>Mli bučarni familija</i> |
| Duration: 20 min Skill:    SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Mli bučarni familija</i> and asks the children to read the text quietly. 02. The children discuss the content with the child sitting next to them. 03. The class reads the text aloud paragraph by paragraph and its content is discussed. 04. The children highlight all occupations occurring in the text. |
| Teaching activity 06 Sub-topic 01: O zanatija – Gap fill exercise <i>Mli bučarni familija</i> |
| Duration: 20 min Skill:   SF: G ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The children form groups of three. 02. Each child is given the gap text <i>Mli bučarni familija</i>. They try to complete the gap text as a group. 03. Then the class compares the solutions and the teacher writes the words on the blackboard. 04. The new words for occupations are copied into the ELP (p. 44). |
| Teaching activity 07 Sub-topic 01: O zanatija – Listening comprehension <i>Uzal phabajakoro kaš</i> |
| Duration: 15 min Skill:  SF: I, P |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The children listen to the listening comprehension <i>Uzal o phabajakoro kaš</i> twice. 02. Then the children discuss the content in pairs. 03. The children listen to the audio again and are asked to remember one word whose meaning they would like to know. 04. The children tell the teacher the words and he/she translates them. 05. Now the audio is played again and its contents are discussed with the class. |
| Teaching activity 08 Sub-topic 01: O zanatija – Fairy Tale <i>Uzal phabajakoro kaš</i> |
| Duration: 15 min Skill:    SF: I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <ol style="list-style-type: none"> 01. The children are given the fairy tale <i>Uzal o phabajakoro kaš</i> and read it quietly. 02. Together with the teacher try they to answer questions about the content (verbally at first). 03. Differentiation: More competent children then copy the answers into the worksheet and compare them to the solutions on the blackboard. Less competent or younger children formulate the answers together with the teacher. He/she writes the answers on the blackboard, the children copy them into their worksheets. |

| |
|--|
| Teaching activity 09 Sub-topic 01: O zanatija – Puzzle Uzal phabajakoro kaš |
| Duration: 20 min Skill:  SF: G |
| Mat./Res.: Worksheet 08, photocopies, envelopes |
| <p>Preparation: Copy and cut out worksheet 08 for all groups. Put the parts of each copy into one envelope.</p> <ol style="list-style-type: none"> The children form five groups (more if required, ideally three to four children per group). Each group is given one envelope with the cut out pieces of the fairy tale <i>Uzal o phabajakoro kaš</i>. The children are given about ten minutes to arrange the puzzle into the correct order. Then the teacher reads out the story and the children compare their results. |
| Teaching activity 10 Sub-topic 01: O zanatija – So čerena on |
| Duration: 30 min Skill:  SF: I |
| Mat./Res.: Worksheet 11, picture cards |
| <p>Preparation: Cut out and laminate pictures of worksheet 11.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher shows the children a card with an occupation and asks: <i>So čerela ov/oj?</i> One child tries to answer, perhaps only with a single word: <i>vozini, slikini, ...</i> The teacher completes the sentence: <i>Ov vozini, slikini, ...</i> and the children repeat it in unison. The teacher continues to ask: <i>So i tano ov?</i> Another child tries to answer: <i>šoferi, slikari, ...</i> The teacher completes the sentence: <i>Ov i tano šoferi, slikari, ...</i> and the children repeat again in unison. This is continued with all other cards. The teacher first asks for the verb, then for the occupation and then the children repeat the respective sentence in unison. |
| Teaching activity 11 Sub-topic 01: O zanatija – Pantomime |
| Duration: 15 min Skill:  SF: I, G |
| <ol style="list-style-type: none"> The children stand in a circle. The teacher demonstrates the game to the children by standing in the middle and miming an occupation. He/she asks the children: <i>So hijum me?</i> The children have to guess the occupation: <i>Tu hijan doktorka</i>. The teacher answers: <i>Me hijum doktorka</i>. Then a child stands in the centre and mimes an occupation. He/she asks: <i>So hijum me?</i> The children have to guess the occupation. The teacher supports the children linguistically (new vocabulary, forming sentences, etc.). Once every child has had a turn, the game is over. |
| Teaching activity 12 Sub-topic 01: O zanatija – Angleder hem akana |
| Duration: 20 min Skill:  SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09, colouring pens |
| <ol style="list-style-type: none"> Each child is given the worksheet <i>Angleder hem akana</i> (Then and Now). The teacher asks one child to read out the heading and the task. The task is clarified together. The teacher shows the children one example of an occupation in former times and one example of the present. The children are allowed to colour it in the correct colour. Subsequently, the children continue working alone. The results are finally compared. The worksheet is added to the Dossier. |

Teaching activity 13 | Sub-topic 01: O zanatija – Ko čerela so? 1Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 10, overhead projector, overhead sheets, overhead pens

Preparation: Copy worksheet 10 onto an overhead sheet.

01. The teacher switches on the overhead projector and puts the copy of *Ko čerela so?* on it.
02. The teacher discusses the task with the children: Connect the sentences with the correct picture.
03. One child reads out the first sentence and connects it to the correct picture on the overhead transparency.
The teacher then asks the next child to read the second sentence and to connect it to the correct picture etc.
04. Each child is given the worksheet 10 *Ko čerela so?* as homework.

Teaching activity 14 | Sub-topic 01: O zanatija – Ko čerela so? 2Duration: 15 min | Skill:     | SF: G

Mat./Res.: Worksheet 11, sticky tape or magnets

Preparation: Print, laminate and cut out worksheet 11.













Note: Activity 14 is recommended to be subsequent to activity 13.

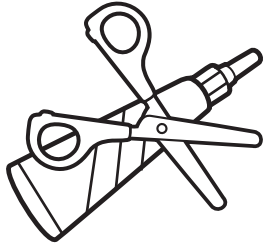
01. The children sit on the floor in a circle. The teacher puts the cards at the centre on the floor.
02. He/she asks a question from worksheet 11 (Teacher's Notes) and asks a child to find the matching card.
03. The child finds the card and answers the teacher's question (the teacher may tell the answer first and the child repeats it). The child may then stick the card on the blackboard.
04. The teacher continues until all questions in worksheet 11 have been asked.

Teaching activity 15 | Sub-topic 01: O zanatija – Mlo zanatiDuration: 30 min | Skill:     | SF: G, I, P

Mat./Res.: Worksheet 12, internet access and printer or newspapers/magazines, scissors, glue

01. The children are given the worksheet *Mlo zanati*.
02. The teacher asks one child to read out the heading and the task. Together they discuss the task. The children search the internet or magazines for their dream occupation.
03. The children design the worksheet according to their preferences.
04. Then the teacher asks each child: *So mangeja tu te ove?* (What would you like to become?).
05. The children try to answer and the teacher helps them formulating sentences: e.g. *Me mangava te ovav poštari, doktor, ...* (I want to become a postman, doctor, etc.).
06. The finished worksheets are displayed in the classroom.

| |
|--|
| Lesson plan 01 Sub-topic 01: O zanatija – Getting to know the names of occupations. |
| TA-Nr.: 02 Learning objectives: Getting to know the names of occupations. |
| Duration: 15 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets and asks whether anyone knows what the task is. 02. Then the class discuss the names of the occupations depicted. 03. The children then try to fill in the words by themselves. 04. Finally, the teacher writes the answers on the blackboard so that the children can compare them. |
| TA-Nr.: 11 Learning objectives: Using new words in dialogues – <i>So hijum me? Me hijum ... doktorka, poštari, ...</i> |
| Duration: 15 min Skill:     SF: G |
| <ol style="list-style-type: none"> 01. The children stand in a circle. 02. The teacher demonstrates the game to the children by standing in the middle and miming an occupation. 03. He/she asks the children: <i>So hijum me?</i> 04. The children have to guess the occupation: <i>Tu hijan doktorka</i> . The teacher answers: <i>Me hijum doktorka</i>. 05. Then a child stands in the centre and mimes an occupation. He/she asks: <i>So hijum me?</i> 06. The children have to guess the occupation. The teacher supports the children linguistically (new vocabulary, forming sentences, etc.). 07. Once every child has had a go, the game is over. |
| TA-Nr.: 12 Learning objectives: Getting to know the names of traditional Roma occupations. |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09, colouring pens |
| <ol style="list-style-type: none"> 01. Each child is given the worksheet <i>Angleder hem akana</i> (Then and Now). 02. The teacher asks one child to read out the heading and the task. The task is clarified together. 03. The teacher shows the children one example of an occupation in former times and one example of the present. The children are allowed to colour it in the correct colour. 04. Subsequently, the children continue working alone. The results are finally compared. 05. The worksheet is added to the Dossier. |
| Lesson plan 02 Sub-topic 01: O zanatija – Berufsbezeichnungen wiederholen & überprüfen |
| TA-Nr.: 3 Learning objectives: Applying the acquired names for occupations correctly. Checking and consolidation of last lesson's vocabulary. |
| Duration: 50 min Skill:     SF: I, P ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets. 02. The teacher asks a child to read out the first example and to try and complete it (if necessary with the help of the teacher). 03. The children then continue working in pairs. 04. Subsequently, the answers are compared as each pair reads out one example. 05. The teacher writes the words which were used on the blackboard and the children copy them into the ELP (p. 44). |



Mlo anav _____

O zanatiya

Nacrtin tle dadesoro zanati.
Mle dadesoro zanati tano

_____.

Nacrtin tle dajakoro zanati.
Mle dajakoro zanati tano

_____.

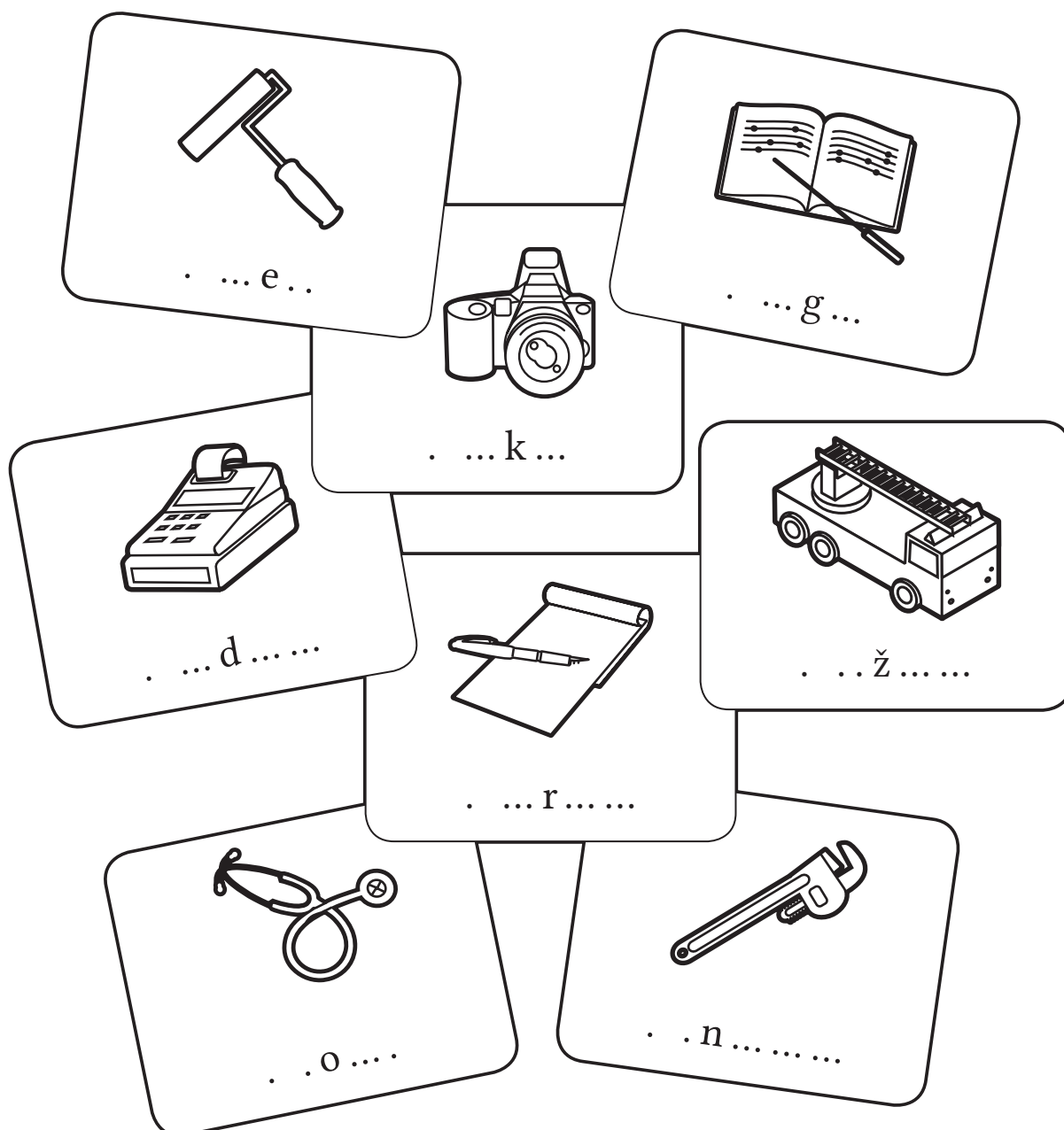
Nacrtin tle paposoro zanati.
Mle paposoro zanati tano

_____.

Nacrtin tle babakoro zanati.
Mle babakoro zanati tano

_____.

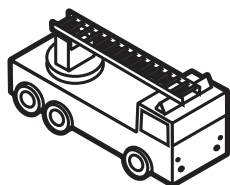
Pendžareja li akala zenatija?



| | | | |
|-------------|-------------|--------------|---------------|
| o moleri | o doktori | i prodavačka | i slikarka |
| o dirigenti | o požarniko | i sekretarka | o instalateri |

Mlo anav _____

O zanatija



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ i jag.



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ e panjesere cevke.



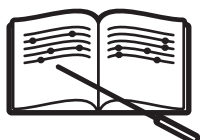
So i tani oj? Oj i tani _____.

So čerela oj? Oj _____ hem _____ ki kancelarija.



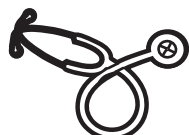
So i tani oj? Oj i tani _____.

So čerela oj? Oj _____ manušen.



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ o orkestari.



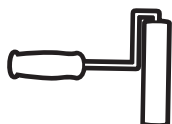
So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ e manušen.



So i tani oj? Oj i tani _____.

So čerela oj? Oj _____ ki prodavnica.



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ o čhera.

moleri | doktori | slikarka | dirigenti | požarniko | sekretarka | instalateri

ačhavi | namesti ni | pišini/telefonirini | slikini | sastarela | biknela | makhela | dirigini

Mli bučarni familija

Mlo dad i tano šoferi. Ov vozini o autobusi.
Ov rano sabale džala ki buti hem avela
kasno račate čhere.

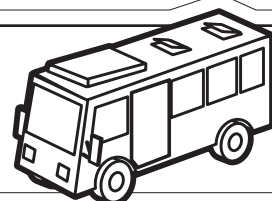
Mli daj biknela ki prodavnica. Oj svako
dive čerela štar satija buti.

Mli phen džala ki gradinka. I gradinka
nane dur amare čherestar.

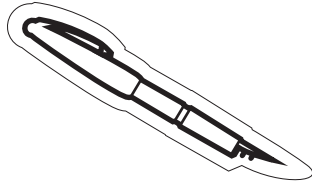
Mlo papo tano kuvari. Ov čerela buti ko
restorani. Ov pekela najšuže palačinke ki
celo dunjaja.

Mli baba tani doktorka. Oj sastljari e
manušen. Oj svako rat, keda džava te
sovav, phenela mange: „Thov šukar tle
danda!“

Me džava ki škola. Ki škola džava
autobuseja. Podajekputi o autobusi vozini
mlo dad. Keda sabaleja dikhava mle dade,
džava ki škola asajbaja.



*„Podajekputi o
autobusi vozini
mlo dad.“*



Mlo anav _____

Mli bučarni familija

Mlo dad i tano _____. Ov vozini o _____.

Ov rano sabale džala ki buti hem avela kasno račate čhere.

Miri daj biknela ki _____. Oj svako dive čerela štar satija buti.

Mli phen džala ki _____. I gradinka nane dur amare čherestar.

Mlo papo tano _____. Ov čerela buti ko _____.

Ov pekela najšuže palačinke ki celo dunjaja.

Mli baba tani _____. Oj sastljari e manušen.

Oj svako rat, keda džava te sovav, phenela mange:
„Thov šukar tle danda!“

Me džava ki _____. Ki škola džava _____.

Podajekputi o autobusi vozini mlo dad. Keda sabaleja dikhava mle dade, džava ki škola asajbaja.

| | | | | |
|------------|-----------|----------|------------|----------|
| doktorka | restorani | gradinka | šoferi | autobusi |
| prodavnica | kuvari | škola | autobuseja | |

Uzal phabajakoro kaš

Nadur kotar o veš, ko brego, uzal i phabaj, hine e romengoro than.
Keda perela hine i rat, čerena pese hine jag.

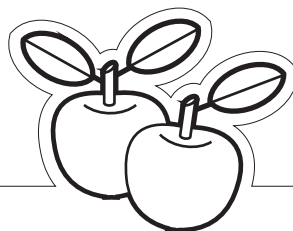
O daja, lena hine ple šamije, pačarena e tikne čhaven ano lende hem
adžahar čhivena len hine te soven. Svako rat bešena hine uzal i jag
hem šunena hine e phure dajakere paramizja.

Nadur e jagatar, hine lengere grastane vrda. Avrijaldan dičhola hine
lengoro životo šukar ama e romen hine len nekad but pharo životo.

Phirenahine than-thanestar pali buti. O muzičarija džana hine te
bašalen e barvale gadženge. Javer roma biknena hine o čhurja.
Biknena hine hem tepikija, grasten, čare hem tendžere.

O kovačija čerena hine e gadženge o motike. Dajek khuvenahine
korpe. O kundradžije namestinena hine o kundre.

Kotar o sabale dži ki kali rat on hine ko gav a račate sarine iranena
pe hine ko lengoro than. Hem keda na hine len više buti ko gav,
bešena hine ko vrda hem džana podur ko javera thana.



Mlo anav _____

Uzal phabajakoro kaš

Šaj li te odgovorine?

Kaj hine e romengoro than?

So čerena hine uzal i jag?

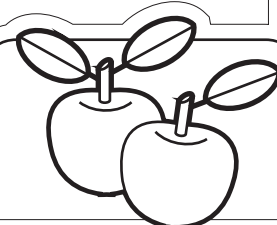
Ko džala hine te bašali e barvale gadženge?

So čerena hine panda o Roma?

Ko čerela hine e gadženge motike?

Ko namestini hine o kundre?

So čerena hine keda ko gav na hine len više buti?



*„Nadur kotar
o veš, ko
brego, uzal i
phabaj, hine
e romengoro
than.“*



Uzal phabajakoro kaš

Nadur kotar o veš, ko brego, uzal i phabaj, hine e romengoro than.
Keda perela hine i rat, čerena pese hine jag.

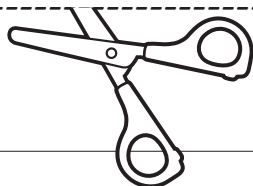
O daja, lena hine ple šamije, pačarena e tikne čhaven ano lende hem
adžahar čhivena len hine te soven. Svako rat bešena hine uzal i jag
hem šunena hine e phure dajakere paramizja.

Nadur e jagatar, hine lengere grastane vrda. Avrijaldan dičhola hine
lengoro životo šukar ama e romen hine len nekad but pharo životo.

Phirenahine than-thanestar pali buti. O muzičarija džana hine te
bašalen e barvale gadženge. Javer roma biknena hine o čhurja.
Biknena hine hem tepikija, grasten, čare hem tendžere.

O kovačija čerena hine e gadženge o motike. Dajek khuvenahine
korpe. O kundradžije namestinena hine o kundre.

Kotar o sabale dži ki kali rat on hine ko gav a račate sarine iranena
pe hine ko lengoro than. Hem keda na hine len više buti ko gav,
bešena hine ko vrda hem džana podur ko javera thana.



Angleder hem akana

Bojin o krugija!

učiteli

frizeri

instalateri

muzičari

kundradžija

kovači

doktori

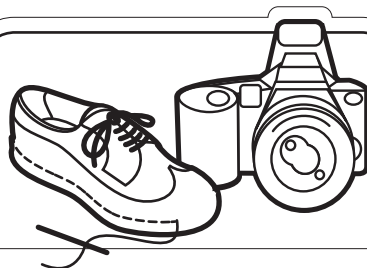
slikarka

požarniko

sekretarka

moleri

prodavačka



angler = lolo
akana = zeleno



Mlo anav _____

Ko čerela so?



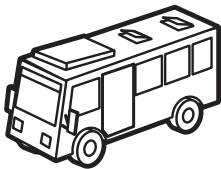
. . . š . . .

Ko čerela o habe?



. . u

Ko namestini o kundre?



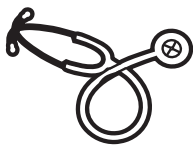
. . . f

Ko biknela ki prodavnica?



. . . v . . .

Ko bašali ko bijav?



. . o

Ko ačhavi i jag?



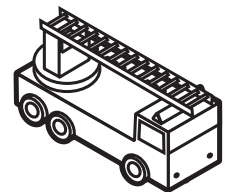
. . . d

Ko vozini o autobusi?



. k

Ko anela o lil?



. . . ž

Ko sastarela e manušen?

Mlo anav _____

Uzal phabajakoro kaš

Ko čerela o habe?

Ko anela o lil?

Ko namestini o kundre?

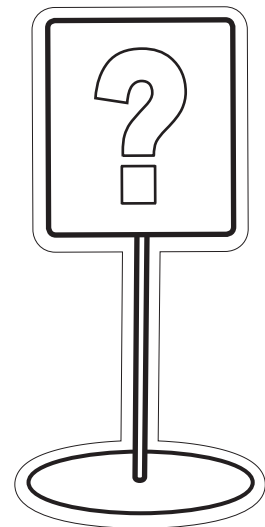
Ko bašali ko bijav?

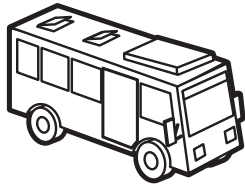
Ko biknela ki prodavnica?

Ko ačhavi i jag?

Ko sastarela e manušen?

Ko vozini o autobusi?

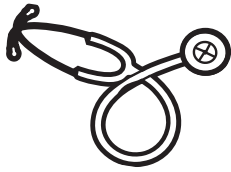




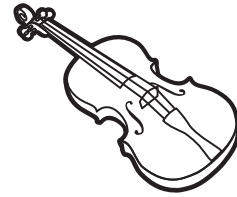
o šoferi



i prodavačka



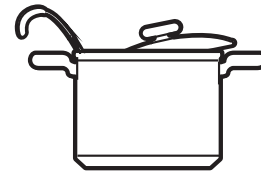
o doktoru



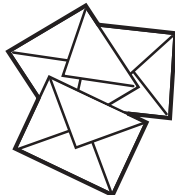
o muzičari



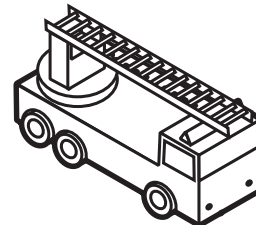
o kundradžija



o kuvari



o poštari

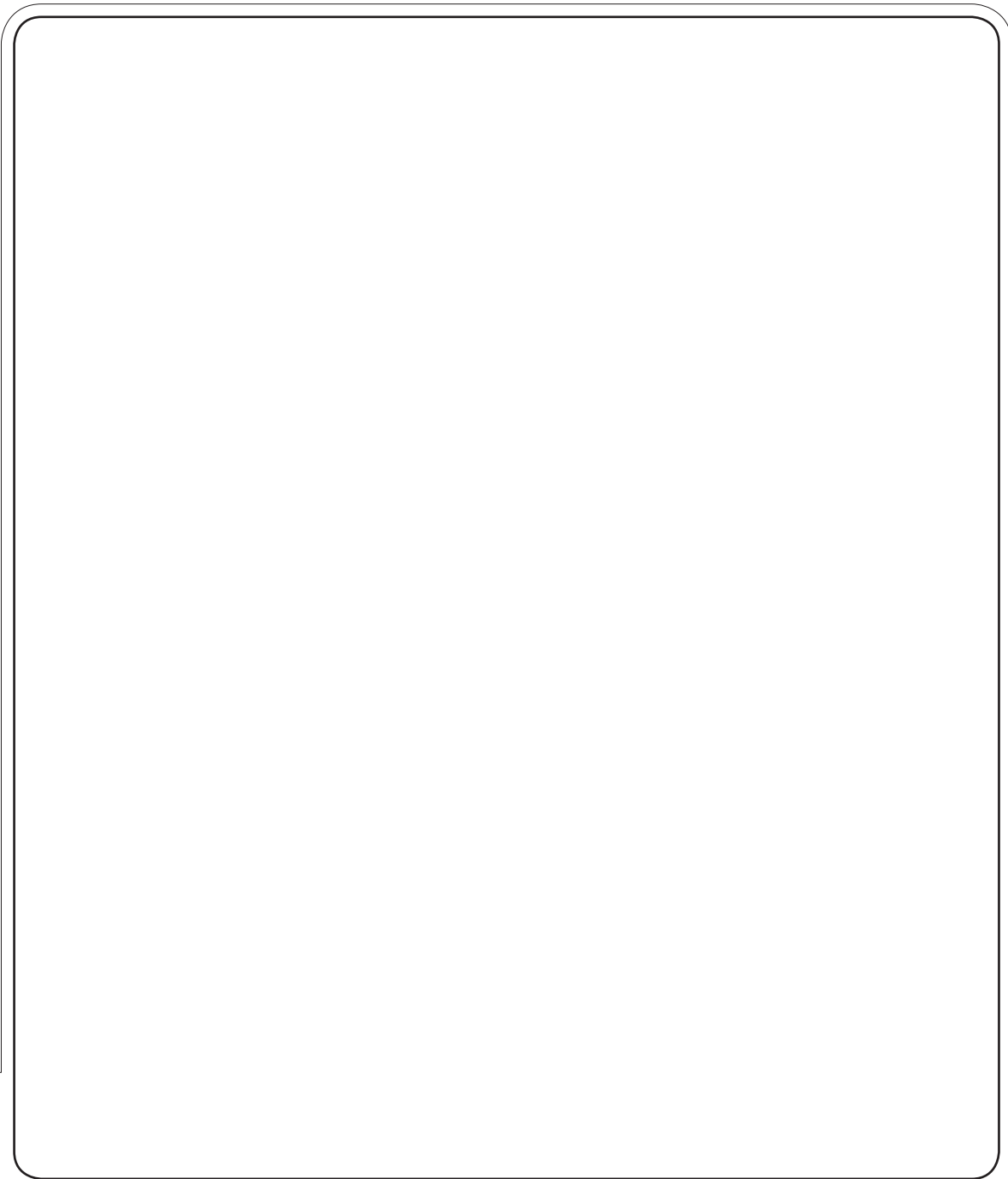


o požarniko






Mlo anav _____

Mlo zanati

So tu mangeja te čere buti:



| |
|--|
| Arlije_Secondary_A1_AT_eng_unit-05 |
| Topic (CFR): FESTIVALS AND CELEBRATIONS |
| Sub-topic 01: Festivals and celebrations (overview) Sub-topic 02: Christmas Sub-topic 03: Birthdays |

| 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 recognize and understand the words for festivals and celebrations when they are spoken or read aloud. ✓ Can follow simple spoken instructions to find pictures or objects in the classroom that are related to different festivals or celebrations. ✓ Can recognise and understand the words for festivals, celebrations and special events in the Roma community. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand the words for festivals and celebrations on posters or flashcards and in very simple texts. ✓ Can recognise and understand the words for festivals and celebrations that take place regularly in the family or community. |
|  | <ul style="list-style-type: none"> ✓ Can respond with key words or simple phrases/sentences to questions about when the major local or national festivals occur. ✓ Can respond with key words or simple phrases/sentences to questions about family or community events that he/she has experienced. |
|  | <ul style="list-style-type: none"> ✓ Can name the principal festivals of the year. ✓ Can name the events that are important in Roma family or community life. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write the names of the principal festivals. ✓ Can copy from the board short sentences about festivals or celebrations. ✓ Can copy or write the names of important events or celebrations. ✓ Can copy or write short sentences about an important event or celebrations. |
| Working with the ELP | |
| Language passport: “I can” descriptors (see activity 16) | |
| Dossier: Adding new words to the Dossier (worksheet 01, 04, 08, 09, 13) | |

Vocabulary | Sub-topic 01: Festivals and Celebrations (overview)

| Active | | | |
|-----------------------------------|------------------|----------------------------------|-------------------------------|
| <i>o bijando dive, o rodenden</i> | the birthday | <i>i parti</i> | the party |
| <i>o nevo berš</i> | New Year's Eve | <i>i bonbonjera</i> | the chocolates |
| <i>o romano dive</i> | Roma Day | <i>i torta</i> | the cake |
| <i>o veligdani</i> | Easter | <i>i luludži</i> | the flower |
| <i>o Božiči</i> | Christmas | <i>o šošoj</i> | the rabbit |
| <i>o bijav</i> | the wedding | <i>o šarime jare</i> | the coloured eggs |
| <i>e dajakoro dive</i> | Mother's Day | <i>o neve beršesoro koncerti</i> | the New Year's concert |
| <i>o krštenje</i> | the baptism | <i>o romano festivali</i> | the Roma festival |
| <i>o suneti</i> | the circumcision | <i>i čestitka</i> | the greeting card |
| <i>o poklonija</i> | the gift | <i>i himna</i> | the hymn |
| <i>slavini</i> | to celebrate | <i>o kumija</i> | the godparents |
| <i>o muzičari</i> | the musician | <i>i jelka</i> | the Christmas tree (fir tree) |
| <i>o gostija</i> | the guest(s) | <i>o petarde</i> | the fireworks |
| <i>i bori</i> | the bride | <i>o praznikija</i> | the holidays |
| <i>i crkva</i> | the church | <i>veligdanesere granke</i> | Easter branches |
| <i>i momelji</i> | the candle | <i>veligdanesiri korpa</i> | the Easter basket |
| <i>o dedo mraz</i> | Father Christmas | <i>i pilička</i> | the chick |

Vocabulary | Sub-topic 02: Christmas

| Active | | | |
|-----------------------------------|------------------------|---|------------------------------|
| <i>Manglije ..., Mangleja ...</i> | Dear ... (lit. My ...) | <i>sa najšukar</i> | Best wishes |
| <i>baxtalo</i> | cheerful, happy | <i>i želja, i želba, i želba, o želbe</i> | the wishes |
| <i>mangela tuke</i> | I wish you ... | <i>Čerava tuke but sastipe!</i> | I'm greeting you! |
| | | | lit. I wish you good health! |

Vocabulary | Sub-topic 03: Birthdays


| Active | | | |
|-----------------------------------|---------------|-----------------------------|--------------------------|
| <i>but</i> | much, many | <i>Kozom berš pherdžan?</i> | How old have you turned? |
| <i>o sastipe</i> | health | <i>Me pherava ... berš.</i> | I am ... years old. |
| <i>i bax</i> | happiness | <i>Me pherdžum ... berš</i> | I have turned ... years. |
| <i>gudleja (m.), gudlije (f.)</i> | sweet or dear | | |

Grammar

| Active | Passive |
|--------------------------------|--|
| Article male/female <i>o/i</i> | Plural <i>pokloni</i> – <i>poklonija</i> Third person singular present tense <i>slavini</i> Preposition for <i>berš</i> – <i>beršese</i> First and second person singular present perfect tense <i>pherdžum</i> – <i>pherdžan</i> |

| |
|---|
| Teaching activity 01 Sub-topic 01: Festivals and celebrations (overview) – Listening comprehension <i>I Suzana</i> |
| Duration: 30 min Skill: SF*: I, P ELP: p. 44 |
| Mat./Res.: Listening comprehension worksheet 01, audio-device |
| <ol style="list-style-type: none"> 01. The children listen to the listening comprehension <i>I Suzana</i> twice. 02. Then the children discuss the content in pairs. 03. The children listen to the audio again and are asked to remember one word whose meaning they would like to know. 04. The teacher writes these words on the blackboard and translates them. 05. Now the audio is played again and its contents are discussed with the class. 06. The words for the holidays and their articles are written on the blackboard. The children copy them into their ELP (p. 44). |
| Teaching activity 02 Sub-topic 01: Festivals and celebrations (overview) – worksheet <i>I Suzana</i> |
| Duration: 15 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> 01. Every child is given the worksheet <i>I Suzana</i>. 02. The teacher asks one child to read out the heading and the task. Then the task is discussed together: each paragraph of the text is to be connected with the correct picture. 03. The teacher shows an example to the children: Together with one child, he/she looks for the first paragraph in the story and then connects it with the correct picture. The children subsequently continue working alone. 04. Once the children are finished, the teacher reads out the story in the correct order. After each paragraph he/she asks the children which picture they have chosen. |
| Teaching activity 03 Sub-topic 01: Festivals and celebrations (overview) – Learning cards <i>Praznikija 1</i> |
| Duration: 20 min Skill: SF: I |
| Mat./Res.: Picture cards, worksheet 03 |
| <p>Preparation: Laminate and cut out the cards (worksheet 03).</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. The teacher hands out the picture cards on the floor. 02. Each child is given a word card. 03. The pupils try to put “their” word card next to the correct picture card. 04. The incorrectly placed word cards are handed back to the children who then again try to find the correct place. 05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 04 Sub-topic 01: Festivals and celebrations (overview) – Gap fill exercise <i>I Suzana</i> |
| Duration: 15 min Skill: SF: I ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 04 |
| <p>Note: Activity 04 is recommended to be subsequent to activity 01 or 02.</p> <ol style="list-style-type: none"> 01. Every child is given the worksheet 04 <i>I Suzana</i>. The teacher explains the task. 02. Once the children have finished, each child reads out one paragraph to compare their answers. 03. The “new” words are collected, the teacher writes them on the blackboard and the children copy them into the ELP (Dossier p. 44). The worksheet is added to the Dossier. |

*SOCIAL FORM (SF): group work – G | work in pairs – P | work individually – I

Teaching activity 05 | Sub-topic 01: Festivals and celebrations (overview) – Poster *I Suzana*Duration: 50 min | Skill:  | SF: G

Mat./Res.: Worksheet 05, glue, scissors, sheets of A3 paper

Note: Activity 05 is recommended to be subsequent to activity 01 or 02.

Preparation: Print one copy of worksheet 05 for each group.

01. The children form groups of three.
02. Each group is given the worksheet *I Suzana* (worksheet 05, 2 pages) and an A3 sheet.
03. The teacher explains the task: Text and pictures are to be cut out and then attached to the A3 sheet in the correct order. The pictures are to be attached to the correct paragraph.
04. Once the children have finished, each group presents their poster which are then displayed in the classroom.

Teaching activity 06 | Sub-topic 01: Festivals and celebrations (overview) – Learning cards *Praznikija 2*Duration: 30 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 06

01. The teacher attaches the word cards to the blackboard.
02. He/she asks the children to come to the blackboard and sit in a circle.
03. The teacher puts the cards at the centre and explains the task: Each picture card belongs to a particular holiday. The children have to guess which cards belong together and attach the picture card next to the correct word card on the blackboard.
04. Then the words and their meaning are discussed.

Teaching activity 07 | Sub-topic 01: Festivals and celebrations (overview) – Memorising new wordsDuration: 15 min | Skill:    | SF: G, I | ELP: p. 44

Mat./Res.: Picture and word cards worksheet 06

Note: Activity 07 is recommended to be subsequent to activity 06.









01. The teacher shows one word card after the other, says each word out loud and the children then repeat it in unison.
02. The teacher shows one picture card after the other, the children say each word in unison.
03. The teacher shows one picture card or word card after the other and gives their names - some correctly, some incorrectly. The children decide whether the word the teacher's answer was correct or not.
04. Then the children add the new words to their ELP (p. 44).

Teaching activity 08 | Sub-topic 01: Festivals and celebrations (overview) – MemoryDuration: 15 min | Skill:    | SF: G | ELP: Dossier

Mat./Res.: Worksheet 07

Preparation: Print worksheet 07 twice for each group, laminate or glue to card board if required; cut out pictures.

01. The children form groups (four to five children per group).
02. The teacher gives each group the prepared memory cards and they can start playing immediately.
Options: Find pairs of pictures; find pairs of picture and word. Option for advanced students: Find pairs of words.

| |
|--|
| Teaching activity 09 Sub-topic 02: Christmas – Reading Christmas cards |
| Duration: 20 min Skill:   SF: I, P, G ELP: Dossier, p. 44 |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. Each child is given the worksheet 08, <i>Amen pišinaja čestitke</i> (“We write greeting cards”). 02. The content of the first greeting card shown are read aloud together. This is followed by a discussion about what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc. 03. The children once again read the content of the first card and highlight the words that they do not understand. 04. The children tell these words to the teacher who writes them on the blackboard and translates them. 05. Now the children read the second greeting card and discuss the content with the child sitting next to them. 06. In pairs they again highlight the words that do not understand. 07. The teacher translates these words and writes them on the blackboard. 08. The children add the new words to their ELP (p. 44). |
| Teaching activity 10 Sub-topic 02: Christmas – Gap fill exercise Christmas card |
| Duration: 10 min Skill:    SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <p>Note: Activity 10 is recommended to be subsequent to activity 09.</p> <ol style="list-style-type: none"> 01. Each child is given the gap fill exercise <i>Amen pišinaja čestitke</i> (worksheet 09). 02. The teacher explains the task. 03. The answers are compared: Each child reads out a card. |
| Teaching activity 11 Sub-topic 02: Christmas – Writing Christmas cards |
| Duration: 20 min Skill:  SF: I |
| Mat./Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. Each child is given a printed form of <i>Amen pišinaja čestitke</i> (worksheet 10) and a blank sheet of paper. 02. The children try to write their own greeting card on the blank sheet of paper. 03. The teacher then corrects the short texts. 04. The children copy the corrected text onto the form of <i>Amen pišinaja čestitke</i> as homework. Children who cannot write draw Christmas motifs on the card. |
| Teaching activity 12 Sub-topic 03: Birthday – Listening comprehension <i>Džili Bijando dive</i> |
| Duration: 15 min Skill:   SF: I |
| Mat./Res.: Listening comprehension worksheet 11, audio-device, song lyrics worksheet 11/2 |
| <ol style="list-style-type: none"> 01. The teacher sings or plays the song <i>Bijando dive</i>. The children guess which festival or celebration the song is about. 02. Then the teacher hands out the song lyrics (worksheet 11/2) and asks the children to read it. 03. Then the content is discussed together. 04. Finally the children join the teacher and sing the song together. |

Teaching activity 13 | Sub-topic 03: Birthday – Listening comprehension *Amen čestitinaja o bijando dive*Duration: 15 min | Skill:   | SF: I, P

Mat./Res.: Listening comprehension worksheet 12, audio-device

01. The children listen to the dialogue *Amen čestitinaja o bijando dive!* (“Congratulations on your birthday”) twice.
02. Then the children discuss the content in pairs.
03. The children listen to the audio again and are asked to remember one word whose meaning they would like to know.
04. The children tell these words to the teacher who writes them on the blackboard and translates them.
05. Now the audio is played again and its contents are discussed with the class.
06. The children add the new words to their ELP (Dossier p. 44) and listen to the dialogue once again.

Teaching activity 14 | Sub-topic 03: Birthday – Dialogue *Amen čestitinaja o bijando dive*Duration: 20 min | Skill:    | SF: P | ELP: Dossier

Mat./Res.: Worksheet 13

Note: Activity 14 is recommended to be subsequent to activity 13.





01. The children form pairs and are given the worksheet 13 *Amen čestitinaja o bijando dive*.
02. They have about ten minutes to memorise the dialogue.
03. Then each pair performs the dialogue in front of the class.











Teaching activity 15 | Sub-topic 01: Festivals and celebrations – Language BiographyDuration: 15 min | Skill:   | SF: I | ELP: p. 31

Mat./Res.: Page 31/Level A1 Language Biography

Preparation: The teacher designs page 31/Level A1 of the Language Biography according to his/her preferences.

01. After completing unit 05, the teacher hands out the self-designed checklists.
02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (“I can ...”).
03. The checklist is added to the Language Biography (Dossier).

| |
|---|
| Lesson plan 01 Sub-topic 01: Our festivals |
| TA-Nr.: 01 Learning objectives: Building and expanding vocabulary. Content-oriented listening to and understanding short stories. |
| Duration: 30 min Skill:   SF: I, P ELP: p. 44 |
| Mat./Res.: Listening comprehension worksheet 01, audio-device |
| <ol style="list-style-type: none"> 01. The children listen to the listening comprehension <i>I Suzana</i> twice. 02. Then the children discuss the content in pairs. 03. The children listen to the audio again and are asked to remember one word whose meaning they would like to know. 04. The teacher writes these words on the blackboard and translates them. 05. Now the audio is played again and its contents are discussed with the class. 06. The words for the holidays and their articles are written on the blackboard. 07. The children copy them into their ELP (p. 44). |
| TA-Nr.: 03 Learning objectives: Building and expanding vocabulary. Content-oriented listening to and understanding short stories. |
| Duration: 20 min Skill:   SF: I |
| Mat./Res.: Picture cards, worksheet 03 |
| <p>Preparation: Laminate and cut out the cards (worksheet 03).</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher hands out the picture cards on the floor. Each child is given a word card. 03. The pupils try to put “their” word card next to the correct picture card. 04. The incorrectly placed word cards are handed back to the children who then again try to find the correct place. 05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |

| |
|--|
| Lesson plan 02 Sub-topic 02: Christmas cards |
| TA-Nr.: 09 Learning objectives: Forming and writing simple sentences. |
| Duration: 20 min Skill:       SF: I, P, G ELP: Dossier, p. 44 |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. Each child is given the worksheet 08, <i>Amen pišinaja čestitke</i> (We write greeting cards). 02. The content of the first greeting card shown are read aloud together. This is followed by a discussion about what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc. 03. The children once again read the content of the first card and highlight the words that they do not understand. 04. The children tell these words to the teacher who writes them on the blackboard and translates them. 05. Now the children read the second greeting card and discuss the content with the child sitting next to them. 06. In pairs they again highlight the words that do not understand. 07. The teacher translates these words and writes them on the blackboard. 08. The children add the new words to their ELP (p. 44). |
| TA-Nr.: 10 Getting to know and implementing ways of greeting and congratulating in writing. |
| Duration: 10 min Skill:    SF: I |
| Mat./Res.: Worksheet 09 |
| <p>Note: Activity 10 is recommended to be subsequent to activity 09.</p> <ol style="list-style-type: none"> 01. Each child is given the gap fill exercise <i>Amen pišinaja čestitke</i> (worksheet 09). 02. The teacher explains the task. 03. The answers are compared: Each child reads out a card. |
| TA-Nr.: 11 Getting to know and implementing ways of greeting and congratulating in writing. |
| Duration: 20 min Skill:  SF: I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. Each child is given a printed form of <i>Amen pišinaja čestitke</i> (worksheet 10) and a blank sheet of paper. 02. The children try to write their own greeting card on the blank sheet of paper. 03. The teacher then corrects the short texts. 04. The children copy the corrected text onto the form of <i>Amen pišinaja čestitke</i> as homework. Children who cannot write, draw Christmas motifs on the card. |

I Suzana

Hine jek čaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te slavini hem te dobini poklonija kotar pli familija. O najšuže poklonija dobini hine kotar pli baba. Jek puti, keda hine e Suzanakoro bijando dive, pli baba dindža la jek but šuži kukla. E neve beršese dobindža latar jek rozevo točko. Pošto pli baba stalno dela la hine o najšuže poklonja, i Suzana odlučindža te pomožini la te čeren jek čokoladno torta keda hine e Romengoro dive. But zabavno hine ki Suzanakiri familija o veligden. Prvo farbini hine o jare ple babaja a tajsja o dive i Suzana rodela hine o šarime jare hem poklonija ko celo čer. A najviše radujini pe hine keda avela o Božiči, pošto zajedno kitinena hine i jelka hem i Suzana džanela hine kaj telal i jelka adžičerena la hine o poklonija.

Es war ein Mädchen. Ihr Name war Suzana. Sie war 10 Jahre alt. Sie mochte es sehr zu feiern und Geschenke von Ihrer Familie zu bekommen. Die schönsten Geschenke bekam sie von ihrer Oma. Einmal, als Suzana Geburtstag hatte, gab ihr ihre Oma ein sehr schönes Kleid. Zu Silvester bekam sie von ihr einen Mp3-Player. Da ihre Oma ihr die schönsten Geschenke machte, entschied sich Suzana ihr beim Backen einer Schokoladentorte zum Roma-Tag zu helfen. Sehr lustig in Suzanas Familie war Ostern. Zuerst färbte sie mit ihrer Oma die Eier und am nächsten Tag gingen sie in die Kirche. Am meisten freute sie sich aber zu Weihnachten, weil sie zusammen den Christbaum schmückten und Suzana wusste, dass darunter die schönsten Geschenke auf sie warteten.

I Suzana

Čitin i paramiz hem cide linije dži ki točno slika!

Hine jek čaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te slavini hem te dobini poklonija kotar pli familija. O najšuže poklonija dobini hine kotar pli baba.

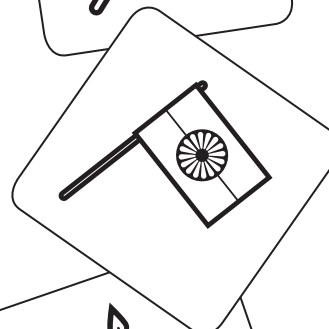
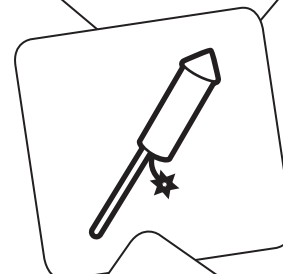
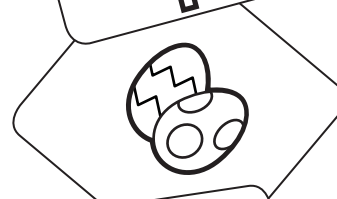
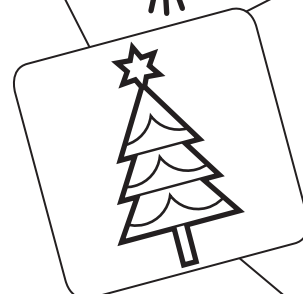
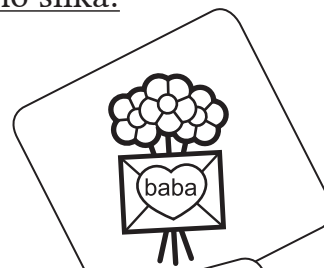
Jek puti, keda hine e Suzanakoro bijando dive, pli baba dindža la jek but šuži kukla.

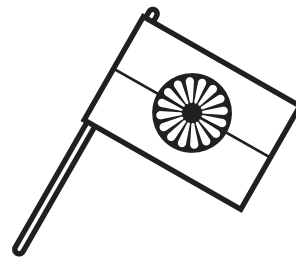
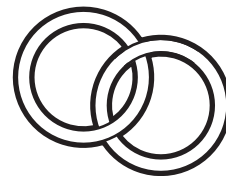
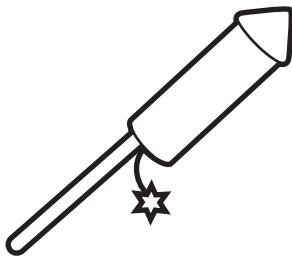
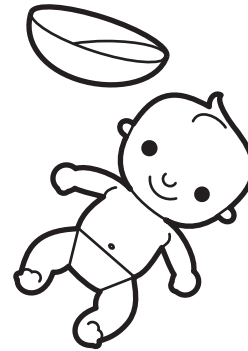
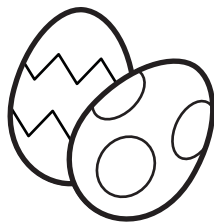
E neve beršese dobindža latar jek rozevo točko.

Pošto pli baba stalno dela la hine o najšuže poklonja, i Suzana odluči dža te pomožini la te čeren jek čokoladno torta keda hine e Romengoro dive.

But zabavno hine ki Suzanakiri familija o veligden. Prvo farbini hine o jare ple babaja a tajsa o dive i Suzana rodela hine o šarime jare hem poklonija ko celo čer.

A najviše radujini pe hine keda avela o Božiči, pošto zajedno kitinena hine i jelka hem i Suzana džanela hine kaj telal i jelka adžičerena la hine o poklonija.





o bijando dive
o rodenden

o nevo berš

o romano dive

o veligdani

o Božiči

o bijav

e dajakoro dive

o krštenje

Mlo anav _____

I Suzana

Hine jek čaj. Lakoro anav hine Suzana. Ola hine la
10 berš. Oj but mangela hine te _____ hem te
dobini poklonija kotar pli familija. O najšuže
_____ dobini hine kotar pli baba.

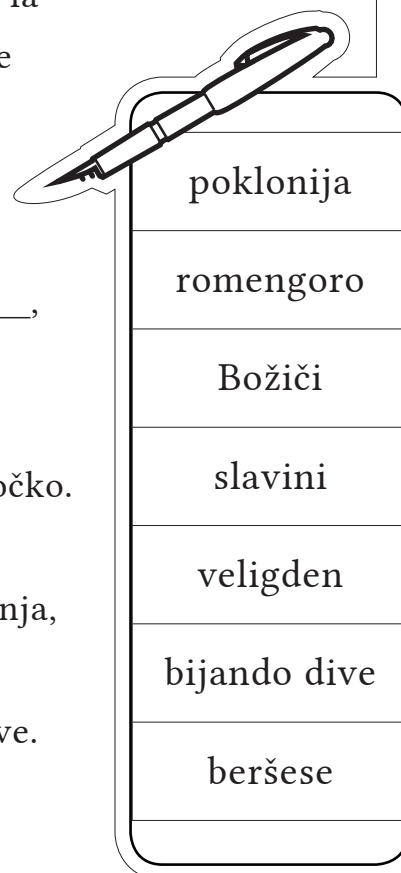
Jek puti, keda hine e Suzanakoro _____,
pli baba dindža la jek but šuži kukla.

E neve _____ dobindža latar jek rozevo točko.

Pošto pli baba stalno dela la hine o najšuže poklonja,
i Suzana odlučindža te pomožini la te čeren jek
čokoladno torta keda hine e _____ dive.

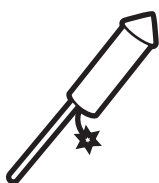
But zabavno hine ki Suzanakiri familija o
_____. Prvo farbini hine o jare ple
babaja a tajsa o dive i Suzana rodela hine o jare hem
poklonija ko celo čer.

A najviše radujini pe hine keda avela o _____,
pošto zajedno kitinena hine i jelka hem i Suzana
džanela hine, kaj telal i jelka adžičerena la hine o
poklonija.



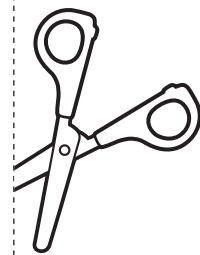
I Suzana

E neve beršese dobindža latar jek rozevo točko.



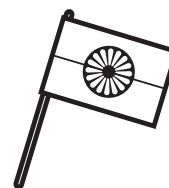
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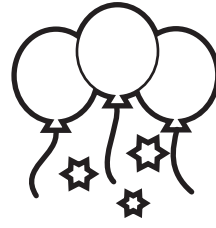
Hine jek čaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te slavini hem te dobini poklonija kotar pli familija. O najšuže poklonija dobini hine kotar pli baba.



i crkva



i momelji



i parti



i bonbonjera



o šošoj



o luludža



o gostija



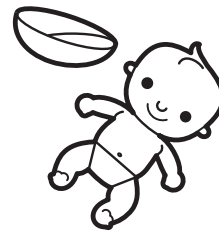
o neve
beršesoro
koncerti



o poklonija



o šarime
jare



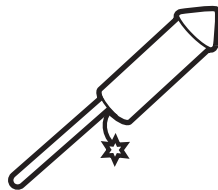
o kumija



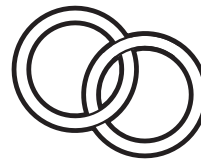
o muzičarija



o dedo mraz



o petarde



i bori



i jelka



o romano
festivali



i torta



i čestitka



i himna

Mlo anav _____

Amen pišinaja čestitke!

Manglije babo!

Mangava tuke baxtalo Božiči.
Amen ka ava tute palal o praznikija.
Me ka anav tuke jek sužo pokloni.
Čerava tuke but sastipe

Tlo unuko o Mario



Mangleja kako!

Mangava tuke baxtalo Božiči hem sa
najšukar ko nevo berš. Neka pherena pe sa
tle želje. Keda ka ave amende ko gostija?
Čerava tuke but sastipe

Tli unuka i Marija



Mlo anav _____

Amen pišinaja čestitke!

Manglije babo!

Mangava tuke _____ Božiči.

Amen ka ava tute palal o _____.

Me ka anav tuke jek sužo _____.

_____ tuke but _____

_____ o Mario



Mangleja kako!

Mangava tuke baxtalo _____ hem sa
najšukar ko nevo _____. Neka pherena pe sa
tle želje. Keda ka ave amende ko gostija?

Čerava tuke but sastipe

_____ i Marija

baxtalo

praznikija

pokloni

Čerava ... sastipe

berš

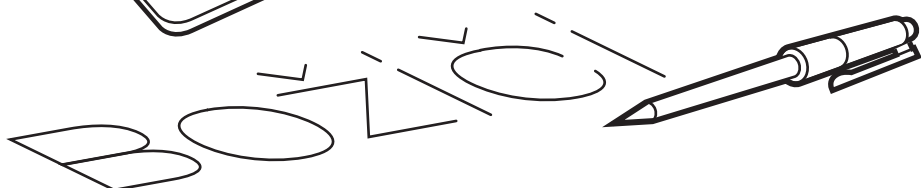
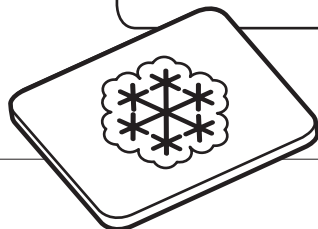
Tlo unuko

Božiči

Tli unuka

Mlo anav _____

Amen pišinaja čestitke!



Bijando dive

But sastipe,

but bax.

But sastipe,

but bax,

But sastipe, gudlije Ivana.

But sastipe,

but bax.

Geburtstagslied

Viel Gesundheit

Viel Gesundheit

Viel Glück

Viel Gesundheit, liebe Ivana

Viel Gesundheit

Viel Glück

Mlo anav _____

Bijando dive

But sastipe,

but bah.

But sastipe,

but bah,

But sastipe,

gudlije Ivana

But sastipe,

but bah.



Amen čestitinaja o bijando dive!

Zoja: Ivana, mangava tuke sa najšukar hem
but bax hem sastipe.

Ivana: Ov sasti Zojo.

Zoja: Kozom berš pherdžan?

Ivana: Me pherdžum 8 berš.

Wir gratulieren zum Geburtstag!

Zoja: Ivana, ich wünsche dir alles Gute
und viel Glück und Gesundheit.

Ivana: Danke Zoja.

Zoja: Wie alt bist du geworden?

Ivana: Ich bin 8 Jahre alt geworden.

Mlo anav _____

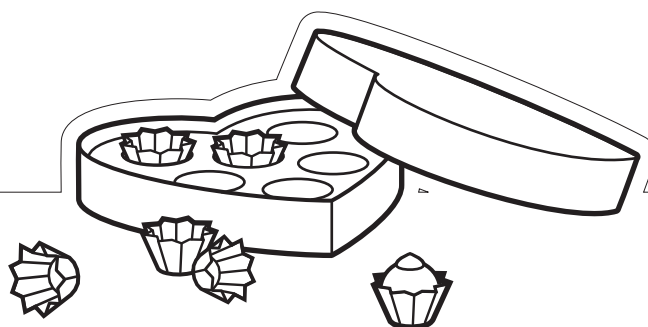
Amen čestitinaja o bijando dive!

Zoja: Ivana, mangava tuke sa najšukar
hem but bax hem sastipe.






Ivana: Ov sasti Zojo.

Zoja: Kozom berš pherdžan?

Ivana: Me pherdžum 13 berš.



| |
|---|
| Arlije_Secondary_A1_AT_eng_unit-06 |
| Topic (CFR): AT SCHOOL |
| Sub-topic 01: <i>Amaro školakoro pribori – Our school supplies</i> Sub-topic 02: <i>Amaro odelenije hem i škola – Our classroom and the school</i> |

| 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 basic school and classroom rules and routines when they are explained very simply and with appropriate gestures. ✓ Can recognize and understand the names of school furniture, equipment, resources, etc., when they occur in instructions. ✓ Can understand and follow very basic instructions for playing games in the playground or sports area. ✓ Can understand the key words in parents’ instructions about, or descriptions of, school. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand labels or basic prompts on posters in different parts of the classroom or school (e.g., poster of question forms). ✓ Can recognize and understand signs in the school (Fire, Exit, No running, etc.). ✓ Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, days of the month, etc.). ✓ Can find his/her name on a list. ✓ Can recognize and understand the they words in a school timetable or learning program. |
|  | <ul style="list-style-type: none"> ✓ Can ask permission in the classroom or attract the teacher’s attention in an appropriate manner. ✓ Can respond nonverbally (e.g., with a nod or shake of the head) or with single word or very brief answers to basic questions on school or classroom topics. ✓ Can use please and thank you appropriately. ✓ Can ask for familiar classroom objects and materials (book, pencil, paper, etc.). ✓ Can tell parents the new words learnt in school and show parents their schoolbooks. |
|  | <ul style="list-style-type: none"> ✓ Can use key word and simple phrases/sentence to describe a classroom routine or playground game. ✓ Can use key words to tell family members about what he/she does in school. |
|  | <ul style="list-style-type: none"> ✓ Can copy letters and copy or write key words from the board, including phrases or simple sentences related to a classroom topic. ✓ Can copy or write the key words in a classroom timetable or programme of study. ✓ Can show parents how he/she can write the key words learned in school. |
| Working with the ELP | |
| Dossier: p. 44 activities 05, 09, 10 und 12 | |









Vocabulary | Sub-topic 01, 02: Our school supplies, Our classroom and the school










| Active | | | |
|----------------------------|-----------------------------|-------------------------------|--|
| <i>o školakoro pribori</i> | school supplies | <i>uštela</i> | to get up |
| <i>o bojce</i> | colouring pens | <i>urjavi pe</i> | to get dressed |
| <i>o flomasterija</i> | felt-tip pens | <i>i užina</i> | the snack |
| <i>i oštrilka</i> | the pencil sharpener | <i>o papuče</i> | the slippers |
| <i>i knjiga</i> | the book | <i>pozdravini</i> | to greet |
| <i>i tašna</i> | the bag, the school bag | <i>o than</i> | the place |
| <i>o molivi</i> | the pencil | <i>kotar i tašna</i> | from the school bag |
| <i>o nalivpero</i> | the fountain pen | <i>ikali</i> | to take something out of |
| <i>i tetratka</i> | the workbook | <i>počmini</i> | to begin |
| <i>i mapa/papka</i> | the folder | <i>o časi</i> | the hour, the lesson |
| <i>i guma</i> | the eraser | <i>bešela</i> | to sit |
| <i>o lenjiri</i> | the ruler | <i>šunela</i> | to listen |
| <i>o vodeno bojce</i> | the colours, watercolours | <i>zvonini o zvono</i> | the bell rings |
| <i>o odelenije</i> | the classroom | <i>i pauza</i> | the break |
| <i>i kreda</i> | the chalk | <i>šaj te hal</i> | to be allowed to eat |
| <i>o sundžeri</i> | the sponge | <i>šaj te čhelel pese</i> | to be allowed to play |
| <i>o udar</i> | the door | <i>e amalencar</i> | with friends |
| <i>i kanta</i> | the bin | <i>završini</i> | to finish |
| <i>o umivalniko</i> | the wash basin | <i>džala čhere</i> | to go home |
| <i>o regali</i> | the shelf, the cupboard | <i>o manuša</i> | the people |
| <i>o saati</i> | the clock | <i>arakhela razno manušen</i> | to meet various people |
| <i>i klupa</i> | the bench, the school bench | <i>akate</i> | here |
| <i>i tabla</i> | the blackboard | <i>lengere anava</i> | their names |
| <i>ki škola</i> | at school | <i>o direktori</i> | the headmaster |
| <i>amen</i> | we | <i>o roditelija</i> | the parents |
| <i>džala</i> | to go | <i>o učiteli</i> | the teacher |
| <i>sikljola</i> | to learn | <i>o amal</i> | the friend |
| <i>pišini</i> | to write | <i>i čistačka</i> | the cleaner |
| <i>dženela</i> | to count | <i>šaj ili našti</i> | to be allowed, to be not allowed |
| <i>i sreča</i> | happiness, luck | <i>so mangeja</i> | What do you want?, What would you like? |
| <i>anela</i> | to bring | | |
| <i>bojini</i> | to paint | <i>šaj li ...</i> | to be allowed ... |
| <i>čitini</i> | to read | <i>o WC</i> | the toilet |
| <i>džilabela</i> | to sing | <i>te frdav o lil</i> | to throw away the paper |
| <i>računini</i> | to calculate | <i>uštela</i> | to get up |
| <i>čhelela</i> | to play, to dance | <i>phavela o džami</i> | to open the window |
| <i>sabale</i> | in the morning | <i>khosela i tabla</i> | to clean the blackboard |

| Grammar | |
|---|---|
| Active | Passive |
| Verbs: first person plural Simple answers: <i>Akava i tano ...</i> (This is ...) | Simple interrogative sentence: e.g. <i>So i tano akava?</i> (What's this?) |

| Teaching activity 01 Sub-topic 01: <i>Amaro školakoro pribori</i> – Card game <i>O školakoro pribori</i> |
|---|
| Duration: 20 min Skill: SF*: I |
| Mat./Res.: Picture and word cards worksheet 11 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 11).</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put “their” word card next to the correct picture card. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. The incorrectly placed word cards are handed back to the children who then try again to find the correct place. This is repeated until all cards have been matched correctly. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 02 Sub-topic 01: <i>Amaro školakoro pribori</i> – Worksheet <i>O školakoro pribori</i> |
| Duration: 15 min Skill: SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <p>Recommendation: Do activity 02 subsequently to activity 01.</p> <ol style="list-style-type: none"> The teacher hands out the worksheet <i>Amaro školakoro pribori</i> and explains the task. The children have about five to ten minutes to complete it. The answers are compared within each group. |
| Teaching activity 03 Sub-topic 01: <i>Amaro školakoro pribori</i> – Word puzzle |
| Duration: 25 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <p>Recommendation: Do activity 03 subsequently to activity 01 or 02.</p> <ol style="list-style-type: none"> The teacher hands out the worksheet <i>Amaro školakoro pribori</i>. The teacher asks a child to read out the first assignment and to explain the task. The teacher then asks another child to read out the second assignment and to explain the task. The children have ten to 15 minutes to fill in the worksheet. The pupils then say which words they have found. The teacher writes them on the blackboard. |

*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

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|--|
| Teaching activity 04 Sub-topic 02: <i>Amaro odelenje hem i škola</i> – Worksheet <i>Ko amaro odelenje</i> |
| Duration: 15 min Skill:   SF: P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The children form groups of two. 02. The teacher hands out worksheet <i>Ko amaro odelenje</i> (worksheet 02). 03. The teacher explains the task: The children have ten minutes to complete the brief dialogues in pairs. 04. Each pair reads out an example to check their answers. The teacher writes the missing word on the blackboard. |
| Teaching activity 05 Sub-topic 02: <i>Amaro odelenje hem i škola</i> – Poem <i>Ki škola</i> |
| Duration: 30 min Skill:   SF: I, P ELP: Dossier p. 44 |
| Mat./Res.: Poem worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher hands out worksheet 03, <i>Ki škola</i>, and asks the children to read the poem quietly. 02. Then the children discuss the content with the child sitting next to them. 03. The children read through the poem quietly once again and then discuss its content with another child (What could this mean? What is it about?). 04. Each pair now chooses one word whose meaning they want to know and tell it to the teacher. 05. The teacher writes the word and its translation on the blackboard. 06. The children read the poem quietly once again to better understand it. 07. The teacher discusses the content of the poem with the children. 08. The children copy the new words on the blackboard into the Language Portfolio (ELP p. 44). |
| Teaching activity 06 Sub-topic 02: <i>Amaro odelenje hem i škola</i> – Analytical reading <i>Ki škola</i> |
| Duration: 20 min Skill:   SF: G |
| Mat./Res.: Poem worksheet 03 |
| <p>Note: Activity 06 is recommended to be subsequent to activity 05.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 03, <i>Ki škola</i> (or the children take it from the Dossier). 02. Task: The children are to highlight all words ending in <i>-ja</i>. 03. The children tell these words to the teacher. He/she writes them on the blackboard in a list. 04. The teacher asks the children whether they know which kind of words they are (nouns, adjectives, verbs,...). 05. The teacher explains that they are verbs and highlights the ending <i>-ja</i> in every word. He/she asks the group why he/she has highlighted these endings. The objective is that the children themselves see and understand that these verbs are in the first person plural and that the plural in Romanes ends in <i>-ja</i>. 06. The teacher writes the translation of the words and the rule on the blackboard: First person plural = WE = always the ending <i>-ja</i>. The children copy what the teacher has written on the blackboard. |
| Teaching activity 07 Sub-topic 02: <i>Amaro odelenje hem i škola</i> – Gap fill exercise <i>Ki škola</i> |
| Duration: 15 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <p>Note: Activity 07 is recommended to be subsequent to activity 06.</p> <ol style="list-style-type: none"> 01. The teacher hands out the gap fill exercise <i>Ki škola</i> (worksheet 4) and asks a child to read and explain the task. 02. The children then have about five minutes to complete the poem. 03. Together, the results are compared. |

| |
|---|
| Teaching activity 08 Sub-topic 02: <i>Amaro odelenije hem i škola</i> – Learning cards <i>Ki škola 1</i> |
| Duration: 15 min Skill:   SF: I |
| Mat./Res.: Picture and word cards, worksheet 05 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 05).</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. Each child is given a word card. 03. The children try to put “their” word card next to the correct picture card. 04. The teacher returns the correctly placed cards to the child who has found the correct answer. 05. The incorrectly placed word cards are handed back to the children who then try again to find the correct place. 06. This is repeated until all cards have been matched correctly. 07. Steps 02 to 06 can be repeated several times until the children can match all cards correctly. 08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 09 Sub-topic 02: <i>Amaro odelenije hem i škola</i> – Learning cards <i>Ki škola 2</i> |
| Duration: 20 min Skill:   SF: I ELP: p. 44 |
| Mat./Res.: Picture and word cards, worksheet 05, magnets, sticky tape |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 05).</p> <p>Note: Activity 09 is recommended to be subsequent to activity 08.</p> <ol style="list-style-type: none"> 01. The teacher attaches the word cards to the blackboard (magnets, tape, etc.) and hands out the picture cards to the children. The children are asked to fix the picture cards to the matching word cards on the blackboard. 02. If a pair of cards is incorrect, the group decides on the correct answer together. 03. With the help of the children, the teacher writes the translation of the words on the blackboard. 04. The children copy the new words into the Language Portfolio (ELP p. 44) |
| Teaching activity 10 Sub-topic 02: <i>Amaro odelenije hem i škola</i> – Listening comprehension <i>O Maksi</i> |
| Duration: 30 min Skill:   SF: I ELP: p. 44 |
| Mat./Res.: Listening comprehension worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher plays the listening comprehension <i>O Maksi</i> twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children have to remember a word which they do not understand. 04. One after the other the children tell the teacher their words. He/she writes them on the blackboard and translates them. Together with the teacher, the content of the audio is discussed within the group. 05. The children add the new words to their ELP (p. 44) and listen to the dialogue once again. |
| Teaching activity 11 Sub-topic 02: <i>Amaro odelenije hem i škola</i> – <i>O Maksi</i> |
| Duration: 15 min Skill:    SF: P, I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <p>Note: Activity 11 is recommended to be subsequent to activity 10.</p> <ol style="list-style-type: none"> 01. The children are given the worksheet <i>O Maksi</i>. 02. They read the text quietly once and then try to answer the questions in pairs (with the child sitting next to them). 03. Then the teacher reads out the sentences and the children reply. The teacher writes the correct sentences on the blackboard and the children compare them. 04. The worksheet is added to the Dossier. |

Teaching activity 12 | Sub-topic 02: Amaro odelenije hem i škola – Dialogues Šaj ili našti?Duration: 30 min | Skill:  | SF: I, P | ELP: p. 44

Mat./Res.: Worksheet 10, overhead projector, overhead sheets, overhead pens

Preparation: Print (or photocopy) worksheet *Šaj ili našti* (worksheet 10) on an overhead sheet.

01. The teacher reads out the first dialogue on the overhead sheet (the pictures and the other dialogues are covered).
02. Then the children discuss the content of the dialogue in pairs. The dialogue remains visible to allow the children to read it again.
03. The content is discussed with the whole group and the teacher. The teacher writes new or unfamiliar words on the blackboard.
04. The teacher reads out the second dialogue. The children then again discuss the content in pairs.
05. The content is discussed with the whole group and the teacher. New or unknown words are written on the blackboard.
06. Steps 01 to 03 are repeated for all dialogues.
07. The new words are added to the Language Portfolio (p. 44).

Teaching activity 13 | Sub-topic 02: Amaro odelenije hem i škola – Video clip Šaj ili našti?Duration: 100 min | Skill:     | SF: P, G | ELP: Dossier

Mat./Res.: Worksheet 03, camera, TV, make-up, hairspray and gel, hats, sunglasses, necklaces, rings, hair decoration, wigs, etc.

Note: Activity 13 is recommended to be subsequent to activity 05, 06 or 07.



01. The children take *Ki škola* from their Dossier.
02. In pairs or in groups of three they choose one dialogue.
03. The children have one hour to rehearse the poem in a musical direction of their choice and to prepare for the subsequent video clip (rap, folklore, rock, pop, jazz, classical music, ...).
04. The teacher supplies various props for the video shooting (make-up, hairspray and gel, hats, sunglasses, necklaces, rings, hair decoration, wigs, etc.).
05. Each group then shoots their video. The teacher records it with the camera.
06. The whole class watches the video clips.







Teaching activity 14 | Sub-topic 02: Amaro odelenije hem i škola – Šaj ili našti?Duration: 20 min | Skill:     | SF: G |





Mat./Res.: Worksheet 10, camera, TV

Note: Activity 14 is recommended to be subsequent to activity 12 or 13.

01. The children are given the worksheet *Šaj ili našti?* (worksheet 10) (or take it from their Dossier).
02. In pairs they choose one dialogue.
03. The children have five to ten minutes to memorise the dialogue.
04. Then each pair presents their dialogue and the teacher records it with the camera.
05. The whole class watches the presentations.

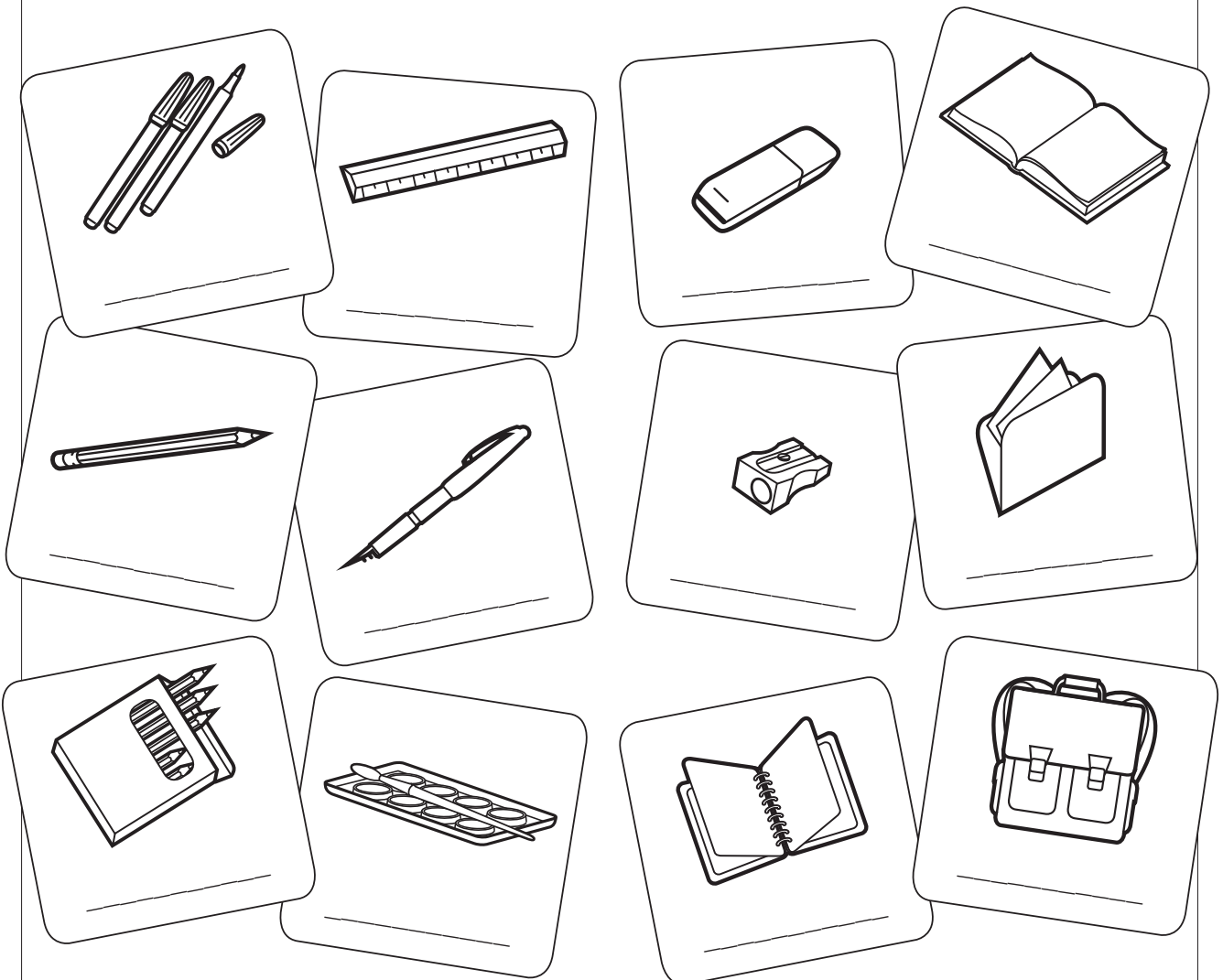
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| Teaching activity 15 Sub-topic 02: <i>Amaro odelenje hem i škola – O manuša ki škola</i> |
| Duration: 15 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. The children are given the worksheet <i>O manuša ki škola</i>. 02. The teacher asks a child to read and explain the heading and the task. 03. Together, the terms in the box are interpreted first, then the children are asked to complement the words in the correct order. The worksheet is added to the Dossier. |

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|---|
| Lesson plan 01 Topic: Vocabulary – School supplies and items |
| TA-Nr.: 01 Learning objectives: Expansion and consolidation of vocabulary. |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Picture and word cards worksheet 11 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 11).</p> <ol style="list-style-type: none"> 04. The children sit on the floor in a circle. 05. The teacher spreads out the picture cards on the floor. Each child is given a word card. 06. The children try to put “their” word card next to the correct picture card. 07. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. 08. The incorrectly placed word cards are handed back to the children who then try again to find the correct place. 09. This is repeated until all cards have been matched correctly. 10. Steps 02 to 06 can be repeated several times, until the children can match all cards correctly. 11. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| TA-Nr.: 02 Learning objectives: Expansion and consolidation of vocabulary. |
| Duration: 15 min Skill:   SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <p>Recommendation: Do activity 02 subsequently to activity 01.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amaro školakoro pribori</i> and explains the task. 02. The children have about five to ten minutes to complete it. 03. The answers are compared within each group. |
| TA-Nr.: 04 Learning objectives: Understanding short dialogues. |
| Duration: 15 min Skill:   SF: P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 04. The children form groups of two. 05. The teacher hands out worksheet <i>Ko amaro odelenje</i> (worksheet 02). 06. The teacher explains the task: The children have ten minutes to complete the brief dialogues in pairs. 07. Each pair reads out an example to check their answers. The teacher writes the missing word on the blackboard. |

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| Lesson plan 02 Topic: Das Verb 1. Person Plural |
| TA-Nr.: 05 Learning objectives: Understanding the content of a text. Formation of the first person plural. |
| Duration: 30 min Skill:   SF: I, P ELP: Dossier ELP p. 44 |
| Mat./Res.: Poem worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher hands out worksheet 03, <i>Ki škola</i>, and asks the children to read the poem quietly. 02. Then the children discuss the content with the child sitting next to them. 03. The children read through the poem quietly once again and then discuss its content with another child (What could this mean? What is it about?). 04. Each pair now chooses one word whose meaning they want to know and tell it to the teacher. 05. The teacher writes the word and its translation on the blackboard. 06. The children read the poem quietly once again to better understand it. 07. The teacher discusses the content of the poem with the children. 08. The children copy the new words on the blackboard into the Language Portfolio (ELP p. 44). |
| TA-Nr.: 06 Learning objectives: Understanding the content of a text. Formation of the first person plural. |
| Duration: 20 min Skill:   SF: I |
| Mat./Res.: Poem worksheet 03 |
| <p>Note: Activity 06 is recommended to be subsequent to activity 05.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 03, <i>Ki škola</i> (or the children take it from the Dossier). 02. Task: The children are to highlight all words ending in <i>-ja</i>. 03. The children tell these words to the teacher. He/she writes them on the blackboard in a list. 04. The teacher asks the children whether they know which kind of words they are (nouns, adjectives, verbs,...). 05. The teacher explains that they are verbs and highlights the ending <i>-ja</i> in every word. He/she asks the group why he/she has highlighted these endings. The objective is that the children themselves see and understand that these verbs are in the first person plural and that the plural in Romanes ends in <i>-ja</i>. 06. The teacher writes the translation of the words and the rule on the blackboard: First person plural = WE = always the ending <i>-ja</i>. The children copy what the teacher has written on the blackboard. |

Mlo anav _____

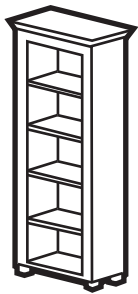
Amaro školakoro pribori



| | | |
|------------|----------------|----------------|
| o bojce | i knjiga | o flomasterija |
| i tetratka | o nalivpero | i papka/mapa |
| o lenjiri | i tašna | o molivi |
| i guma | o vodeno bojce | i oštrilka |

So isi ko amore odelenije

So i tano akava?

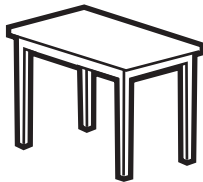
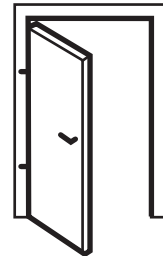


Akava i tano . →



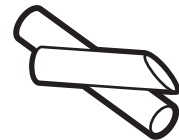
← Akava i tano .

Akava i tano . →



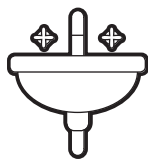
← Akava i tano .

Akava i tani . →



← Akava i tani .

Akava i tani . →



← Akava i tano .

Akava i tano . →



| | | |
|---------|--------------|----------|
| i kreda | o sundžeri | o udar |
| i kanta | o umivalniko | o regali |
| o saati | i klupa | i tabla |

Mlo anav _____

Ki škola

Ki škola amen džaja,
oduri sa sikljovaja.
Pišinaja, dženaja,
E dajake hem dadese
but sreča anaja,
keda šukar sikljovaja.



Mlo anav _____

Ki škola

Dodajin akala lafija ko teksti!

Ki škola amen _____,

oduri sa _____.

_____, _____,

E dajake hem dadese

but sreča _____,

keda šukar _____.



pišinaja

sikljovaja

bojinaja

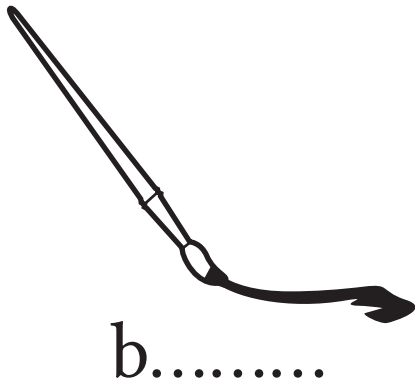
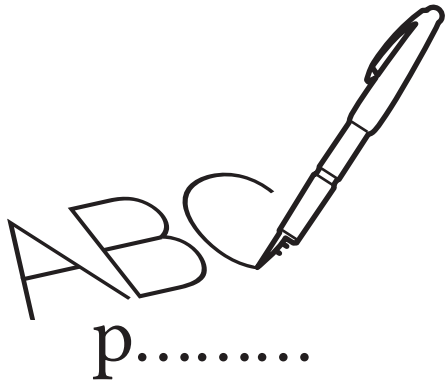
dženaja

čitinaja

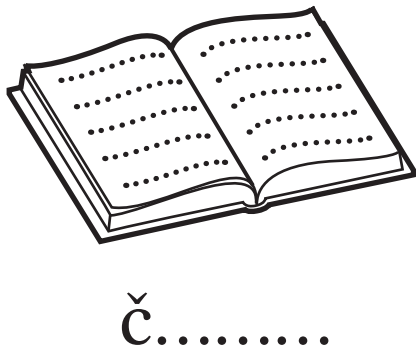
računinaja

džilabaja

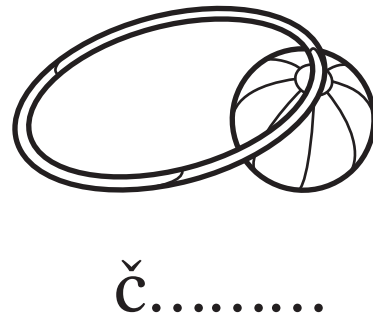
čhelaja



1,2,3,4,...
d.....



$2 \times 5 = \underline{\quad}$
r.....



Ko Maksi – Mlo školakoro dive

Sabale uštela o Maksi hem urjavi pe. Lesiri daj dela le pare užinake hem ov džala ki škola. Oduri urjavi ple papuče hem džala ko plo odelenije, 7b. Ov pozdravini ple učitelka hem džala ko plo than. Kotar i tašna ikali plo pribori. Keda počmini o časi, ov bešela ko plo than hem šunela e učitelka. Keda zvonini o zvono, isi len pauza. Ki pauza šaj te činel pese užina ko bife ili te čerel lafi ple amalencar. Keda završini i škola o Maksi džala čhere.

In the morning Maksi gets up and puts his clothes on. His mother gives him money for a snack and he goes to school. There he puts on his slippers and goes to his classroom, the 7b. He greets his teacher and takes a seat. He takes his school things out of his schoolbag. When the lesson starts he sits and listens to the teacher. When the bell rings, they have a break. At lunchbreak he can buy a snack at the cafeteria or chat with his friends. When school is over, Maksi goes home.

Ko Maksi – Mlo školakoro dive

Sabale uštela o Maksi hem urjavi pe. Lesiri daj dela le pare užinake hem ov džala ki škola. Oduri urjavi ple papuče hem džala ko plo odelenije, 7b. Ov pozdravini ple učitelka hem džala ko plo than. Kotar i tašna ikali plo pribori. Keda počmini o časi, ov bešela ko plo than hem šunela e učitelka. Keda zvonini o zvono, isi len pauza. Ki pauza šaj te činel pese užina ko bife ili te čerel lafi ple amalencar. Keda završini i škola o Maksi džala čhere.

Šaj li te odgovorine?

1) So čerela o Maksi keda uštela sabale?

2) Ko savo oddelenie džala o Maksi?

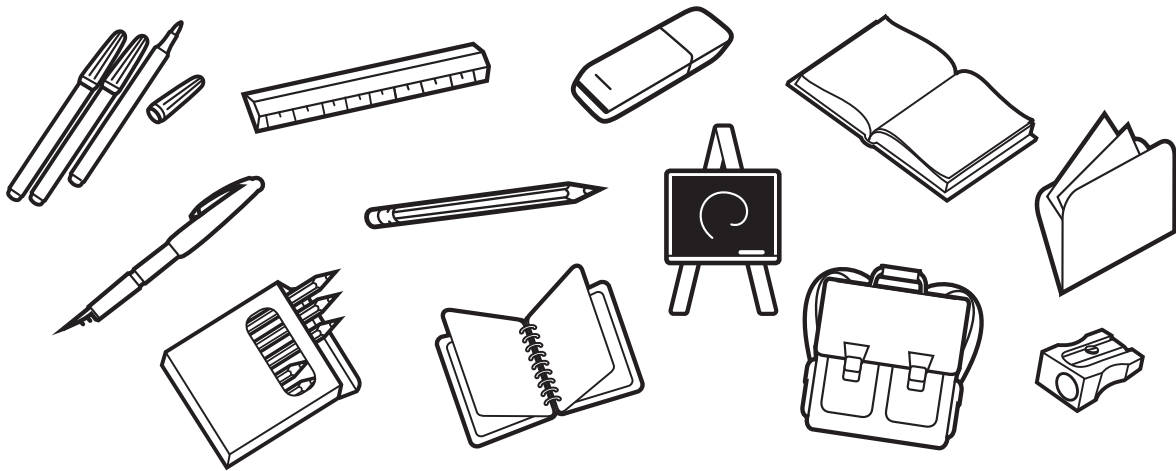
3) Kaj činela pese o Maksi i užina?



Mlo anav _____

Amaro školakoro pribori

sldkgjbojceldkfjknjigasdlkfflomasterijaeriojjctba
stetratkavkniernalivperodelkfjppapkavfouizbma
palrktjlenjirifovibztašnaoxvizmoliviölerogumav
tablautoštrilkaklej



| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Mlo anav _____

Amaro školakoro pribori

Ki škola arakheja razno manušen.

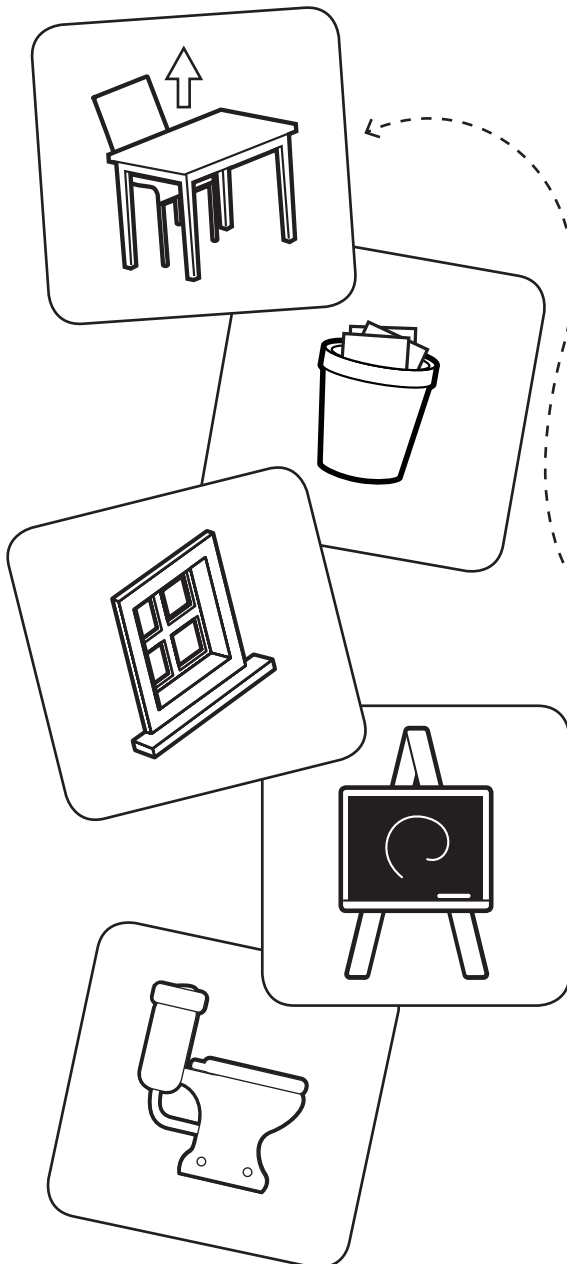
Akate i tane lengere anava:



Mlo anav _____

Šaj ili našti?

So mangena o čhave? Cide linije dži ki točno slika!



So mangeja Marijo?

Šaj li te džav ko WC

Šaj! Dža ko WC!

So mangeja Suzi?

Šaj li te džav te frdav o lil?

Našti! Ma frde o lil.

So mangeja Mimi?

Šaj li te uštav?

Šaj! Ušti hem dža ko
tle roditelija!

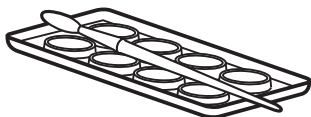
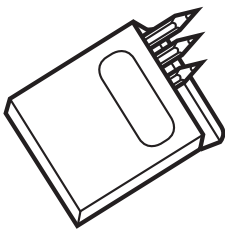
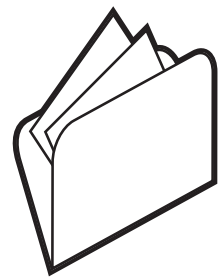
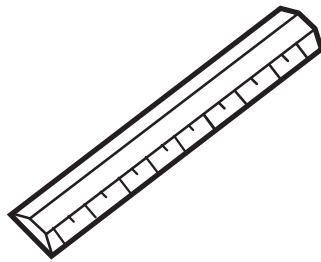
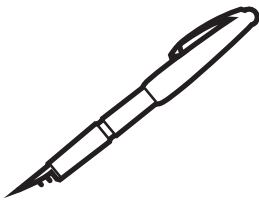
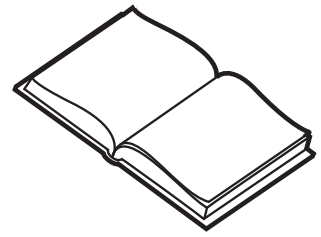
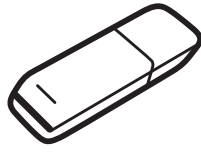
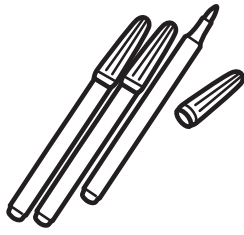
So mageja Lili?

Šaj li te phravav o džami?

Šaj Lili, Dža phrav o džami.

So mangeja Ivi?

Šaj li te khosav i tabla?



o bojce

i knjiga

o flomasterija

i tetratka

o nalivpero

i papka/mapa

o lenjiri

i tašna






o molivi

i guma

o vodeno bojce

i oštrilka

| |
|--|
| Arlije_Secondary_A1_AT_eng_unit-07 |
| Topic (CFR): TRANSPORT AND TRAVEL |
| Sub-topic 01: <i>Sovaa cidaja drumo</i> – How do we travel? Sub-topic 02: <i>O boje</i> – The colours |

| 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 recognize and understand basic words that refer to different modes of transport (train, car, plane, etc.) when they are spoken or read aloud. ✓ Can recognise and understand the basic words that refer to travel and transport in Roma culture. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand labels on pictures and posters depicting modes of transport. ✓ Can identify and understand basic words to do with transport in a simple text. ✓ Can recognise the words that refer to the modes of transport typically used by Roma groups when travelling (e.g. van, wagon, caravan). |
|  | <ul style="list-style-type: none"> ✓ Can respond briefly using gesture if necessary, when asked “How did you come to school today?”. ✓ When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport. ✓ Can give non-verbal, one-word or simple answers to questions about how he/she has travelled and whether or not he/she has made a long journey with the family. |
|  | <ul style="list-style-type: none"> ✓ Can use key words and simple phrases to name different modes of transport depicted in posters and pictures. ✓ Can use key words and simple phrase to name the modes of transport depict in traditional and modern pictures of travelling Roma groups. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write key words relating to transport and travel. ✓ Can label a picture or poster that depict different modes of transport. ✓ Can copy from the board short sentences to do with transport (e.g. “I come to school each day by bus”). ✓ Can copy or write the key words relating to traditional and modern Roma travel. |
| Working with the ELP | |
| Dossier: Page 41, 44 Worksheet 01, 02, 04, 05, 07–12, 14 New vocabulary activity 10 | |

| Vocabulary Sub-topic 01: <i>Sovaa cidaja drumo</i> | | | |
|--|-----------------|---------------------------------------|---------------------------|
| Active | | | |
| <i>o grastane vrda</i> | the carriage | <i>avela (irani pe) kotar o drumo</i> | to return from a journey |
| <i>o vrda</i> | the car | <i>nekad, porano</i> | once |
| <i>o avijoni</i> | the plane | <i>akana</i> | now |
| <i>o vozi</i> | the train | <i>cidela</i> | to pull |
| <i>o motori</i> | the motorbike | <i>činela</i> | to buy |
| <i>o tramvaji</i> | the tram | <i>i karta</i> | the ticket |
| <i>o metro</i> | the underground | <i>o automati</i> | the ticket machine |
| <i>o točko</i> | the bicycle | <i>ko šalteri kartenge</i> | the ticket counter |
| <i>o autobusi</i> | the bus | <i>Šužo dive!</i> | Hello! |
| <i>o karavani</i> | the caravan | <i>Šaj te den ma ...?</i> | Could I please have ...? |
| <i>Keda?</i> | When? | <i>Ov sasto!</i> | Thank you! (lit. I thank) |
| <i>Kozom?, Kobor?</i> | How much? | <i>o peroni</i> | the platform |
| <i>Kote?</i> | Where? | <i>o than</i> | the place |
| <i>Sovaa?</i> | On what? | <i>o aerodromi</i> | the airport |
| <i>Kotar?</i> | Where from? | <i>i autobusko stanica</i> | the coach station |
| <i>džala</i> | to go | <i>i željezničko stanica</i> | the train station |
| <i>dželo (...hine)</i> | goes, went | <i>o taksi, i taksa</i> | train station |
| <i>džala ko drumo, cidela</i> | to travel | <i>ko drumija</i> | on travel |
| Vocabulary Sub-topic 02: <i>O boje</i> | | | |
| Active | | | |
| <i>lolo</i> | red | <i>sivo</i> | grey |
| <i>zeleno</i> | green | <i>liljakovo</i> | purple |
| <i>plavo, modro</i> | blue | <i>pomarandžasto</i> | orange |
| <i>kalo</i> | black | <i>rozevo</i> | pink |
| <i>žuto</i> | yellow | <i>parno</i> | white |
| <i>kafejava</i> | brown | <i>šarimo</i> | multi-coloured |

| Grammar | |
|--|-----------------------|
| Active | Passive |
| Prepositions – synthetic formation: <i>e vrdancar, e vozeja, ...</i> Prepositions – analytic formation: <i>ko ajrodromi, ki stanica</i> | Present perfect tense |

Teaching activity 01 | Sub-topic 01: Sovaa cidaja drumo – Card gameDuration: 30 min | Skill:   | SF*: I

Mat./Res.: Picture and word cards worksheet 03

Preparation: Print, laminate and cut out picture and word cards (worksheet 03).


01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor. Each child is given a word card.
03. The children try to put “their” word card next to the correct picture card.
04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.
05. The incorrectly placed word cards are handed back to the children who then try again to find the correct place.
06. This is repeated until all cards have been matched correctly.
07. Steps 2 to 6 can be repeated several times until the children can match all cards correctly.
08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words.

Teaching activity 02 | Sub-topic 01: Sovaa cidaja drumo – Sovaa džana o manuša ko drumoDuration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 01

Note: Activity 02 is recommended to be subsequent to activity 01.

01. The teacher hands out worksheet 01 and discusses the task: Connect the words with the correct pictures.
02. The children have five minutes to complete the worksheet.
03. Together, the results are compared.









Teaching activity 03 | Sub-topic 01: Sovaa cidaja drumo – Card game Sovaa džana o manuša ko drumoDuration: 30 min | Skill:   | SF: I








Mat./Res.: Picture cards worksheet 03

Note: Activity 03 is recommended to be subsequent to activity 02.









01. The children sit in a circle.
02. The teacher spreads out the picture cards on the floor.
03. The teacher says: *Me džava e vrdancar ki škola.* and points to the corresponding picture card.
04. The teacher now asks one of the children: *Sovaa džaja tu ki škola?*
05. The child answers (if necessary with the teacher’s help): *Me džava e ... ki škola (autobuseja, metroja, ...).* and points at the correct picture card.
06. The teacher again says: *Me džava e vrdancar ki škola* and asks the next child: *Sovaa džaja tu ki škola?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

| |
|--|
| Teaching activity 04 Sub-topic 01: <i>Sovaa cidaja drumo</i> – Jumbled letters |
| Duration: 15 min Skill:   SF: I |
| Mat./Res.: Worksheet 11 |
| <p>Note: Activity 04 is recommended to be subsequent to activity 03.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 11 and discusses the task: Find the words for different means of transport among the jumbled letters. 02. The children have about ten minutes to complete the worksheet. 03. Together, the results are compared. |
| Teaching activity 05 Sub-topic 01: <i>Sovaa cidaja drumo</i> – Short story <i>Ko drumo ki mli tetka</i> |
| Duration: 45 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Ko drumo ki mli tetka</i> and asks a child to read out the heading. 02. Together the group discusses the meaning of the heading. 03. The children read out one paragraph after another, the contents are discussed in the group, so that children can understand the story. 04. The children read out the story to their parents as part of their homework. 05. The short story is added to the Dossier. |
| Teaching activity 06 Sub-topic 01: <i>Sovaa cidaja drumo</i> – List of questions <i>Ko drumo ki mli tetka</i> |
| Duration: 30 min Skill:   SF: G ELP: Dossier |
| Mat./Res.: Worksheet 12 |
| <p>Note: Activity 06 is recommended to be subsequent to activity 05.</p> <ol style="list-style-type: none"> 01. The children form groups of three. 02. The teacher hands out the worksheet 12 containing the list of questions about <i>Ko drumo ki mli tetka</i>. 03. The children try to answer the questions with the help of the short story <i>Ko drumo ki mli tetka</i> (worksheet 04) in groups of three. 04. Once finished, each group reads out one of the questions and the correct answer. 05. The teacher writes the correct answers on the blackboard. The children compare their answers. 06. The worksheet is added to the Dossier. |
| Teaching activity 07 Sub-topic 01: <i>Sovaa cidaja drumo</i> – <i>Sovaa džaja ko drumo?</i> |
| Duration: 15 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Sovaa džaja ko drumo?</i>. 02. One child reads out the heading and task; the group then discusses the task. 03. The children complete the worksheet. 04. Together, the results are compared. 05. The worksheet is added to the Dossier. |

| |
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| Teaching activity 08 Sub-topic 01: <i>Sovaa cidaja drumo – Amen pučaja</i> |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen pučaja</i>. 02. One child reads out the heading and task. The group then discusses the task. 03. The children have five to ten minutes to fill in the worksheet. 04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to check them. 05. The children compare their spelling and add the worksheet to the Dossier. |
| Teaching activity 09 Sub-topic 01: <i>Sovaa cidaja drumo – Amen činaja karte</i> |
| Duration: 30 min Skill:  SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen činaja karte</i>. 02. One child reads out the heading and task. The group then discusses the task: Blue sentences are to be cut out, read and glued next to the red corresponding words. 03. The children have ten to 15 minutes to complete the worksheet. 04. Then the children read out the questions and answers to the red words to check the order. 05. The sheet is added to the Dossier. |
| Teaching activity 10 Sub-topic 01: <i>Sovaa cidaja drumo – Listening comprehension Ko drumija</i> |
| Duration: 30 min Skill:   SF: I ELP: p. 44 |
| Mat./Res.: Listening comprehension Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher plays the listening comprehension twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children are asked to remember a word which they do not understand. 04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 05. The content of the audio is discussed within the group together with the teacher. 06. The children add the new words to the portfolio (p. 44) and finally listen to the dialogue once again. |
| Teaching activity 11 Sub-topic 01: <i>Sovaa cidaja drumo – List of questions Ko drumija</i> |
| Duration: 50 min Skill:   SF: I |
| Mat./Res.: Worksheet 07 |
| <p>Note: Activity 11 is recommended to be subsequent to activity 10.</p> <ol style="list-style-type: none"> 01. The children are given a worksheet containing the list of questions <i>Ko drumija</i>. 02. One child reads out both tasks. The group discusses the task. 03. Working in pairs, the children answer the questions. 04. Each pair then reads out one question and the correct answer. 05. The teacher writes the answers on the blackboard, the children compare their spelling. 06. The worksheet is added to the Dossier. |

| |
|---|
| Teaching activity 12 Sub-topic 01: <i>Sovaa cidaja drumo</i> – Dialogue <i>Ko šalteri</i> |
| Duration: 45 min Skill: SF: I, P |
| Mat./Res.: Worksheet 09, camera, TV |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Ko šalteri</i> and asks the children to read the dialogue quietly. 02. The content of the text is discussed within the group. 03. Then the class is split into pairs. 04. The children spread out across the classroom and practice reading alternating parts of the dialogue. 05. Then each pair reads out the dialogue to the class and the teacher records their presentation. 06. Then the whole class watches the presentations 07. The text is to be read again as part of the children’s homework. |
| Teaching activity 13 Sub-topic 01: <i>Sovaa cidaja drumo</i> – Gap fill exercise <i>Ko šalteri</i> |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <p>Note: Activity 12 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The children are given the gap fill text <i>Ko šalteri</i> (worksheet 10). The teacher explains the task. 02. The children have ten to 15 minutes complete the task. 03. Then each child reads out one of the completed sentences. 04. The teacher writes the answers on the blackboard. The children compare their answers. 05. The worksheet is added to the Dossier. |
| Teaching activity 14 Sub-topic 02: <i>O boje</i> – Card game <i>O boje</i> |
| Duration: 50 min Skill: SF: G |
| Mat./Res.: Colour and word cards worksheet 13 |
| <p>Preparation: Print, laminate and cut out cards.</p> <ol style="list-style-type: none"> 01. The children sit in a circle on the floor. 02. The teacher spreads out the colour cards on the floor. Each child is given a word card. 03. The children are asked to place their word cards next to the corresponding colour cards. 04. The teacher takes the incorrectly placed cards. The group try to find the correct colour cards. 05. Then the teacher collects all the cards and shows the children one card at a time. The children are asked to name the colour shown. If required, the teacher can also name the colour first and the children then repeat it in unison. |
| Teaching activity 15 Sub-topic 02: <i>O boje</i> |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 14, coloured pens |
| <p>Note: Activity 15 is recommended to be subsequent to activity 14.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O boje</i> and explains the task: Add the correct colours next to the asterisks. 02. The children have about ten minutes to complete the worksheet with a partner. 03. The teacher writes the colours in the correct order on the blackboard and the children check their spelling. 04. The worksheet is added to the Dossier. |

| |
|--|
| Lesson plan 01 Topic: Acquisition of vocabulary <i>Sovaa cidaja drumo</i> |
| TA-Nr.: 03 Learning objectives: Expansion of vocabulary, introduction to a new topic. |
| Duration: 30 min Skill:    SF: I |
| Mat./Res.: Picture cards worksheet 03 |
| <p>Note: Activity 03 is recommended to be subsequent to activity 02.</p> <ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher spreads out the picture cards on the floor. 03. The teacher says: <i>Me džava e vrdancar ki škola.</i> and points to the corresponding picture card. 04. The teacher now asks one of the children: <i>Sovaa džaja tu ki škola?</i> 05. The child answers (if necessary with the teacher's help): <i>Me džava e ... ki škola (autobuseja, metroja, ...)</i> and points at the correct picture card. 06. The teacher again says: <i>Me džava e vrdancar ki škola</i> and asks the next child: <i>Sovaa džaja tu ki škola?</i> 07. The child answers and points at the correct picture card. 08. This is repeated until all children have had a turn. |
| TA-Nr.: 02 Learning objectives: Consolidation of vocabulary. |
| Duration: 20 min Skill:   SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 01 and discusses the task: Connect the words with the correct pictures. 02. The children have five minutes to complete the worksheet. 03. Together, the results are compared. |
| Lesson plan 02 Topic: Preparatory lesson for dialogue <i>Ko šalteri</i> |
| TA-Nr.: 08 Learning objectives: Understanding the content of short read dialogues. |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen pučaja</i>. 02. One child reads out the heading and task. The group then discusses the task. 03. The children have five to ten minutes to fill in the worksheet. 04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to check them. 05. The children compare their spelling and add the worksheet to the Dossier. |
| TA-Nr.: 09 Learning objectives: Getting to know the words used in the dialogue <i>Ko šalteri</i> . |
| Duration: 30 min Skill:  SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen činaja karte</i>. 02. One child reads out the heading and task. The group then discusses the task: Blue sentences are to be cut out, read and glued next to the red corresponding words. 03. The children have ten to 15 minutes to complete the worksheet. 04. Then the children read out the questions and answers to the red words to check the order. 05. The sheet is added to the Dossier. |

Sovaa džana o manuša ko drumo

1 e autobuseja

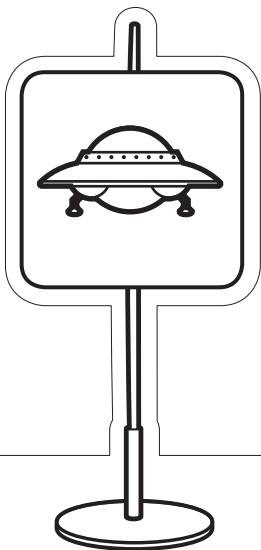
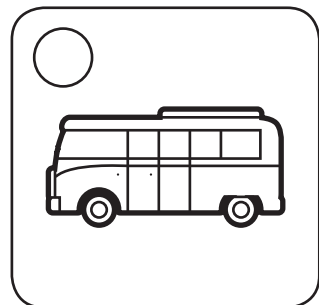
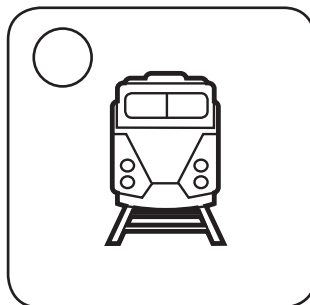
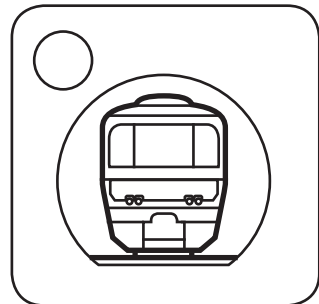
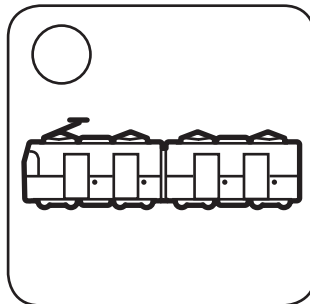
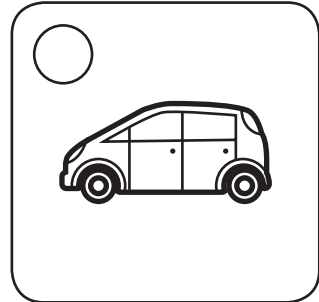
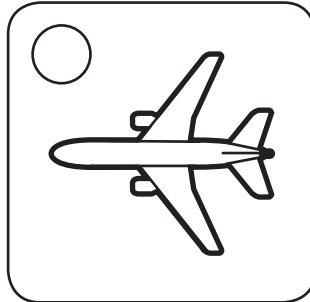
2 e avioneja

3 e metroja

4 e vozeja

5 e tramvajea

6 e vrdancar



Mlo anav _____

Amen pučaja

O boje sikavena tuke kaj pasuinena o lafija!

Pučaja:

keda? | kozom? | kaj? | sovaa? | kotar?

Džanena li _____ cidela o vozi dži ki Bratislava?

O vozi dži ki Bratislava cidela ko pandž o saati.

Kako, _____ tano o šalteri kartenge?

O šalteri kartenge i tano uzal o informacije.

Miki, _____ džaja ki Kanada?

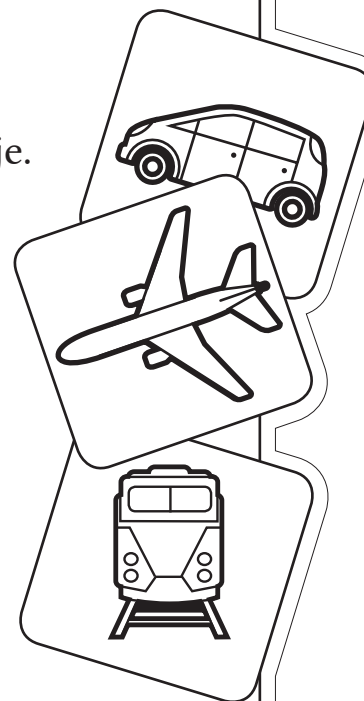
Ki Kanada džava e avioneja.

_____ koštini i karta ko avtomati?

I karta ko avtomati koštini 8 Evra.

_____ aveja Jarko?

Me avav kotar i Viena.



o grastane
vrda

o vrda

o avijoni

o tramvaji

o motori

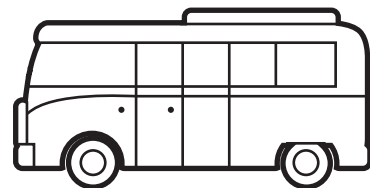
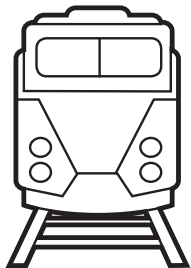
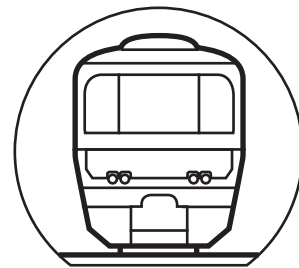
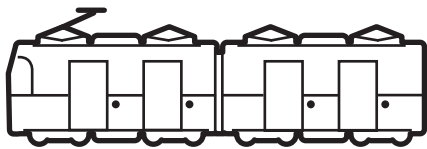
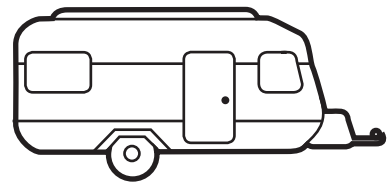
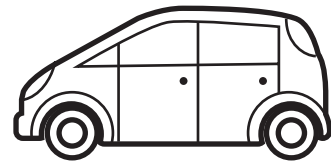
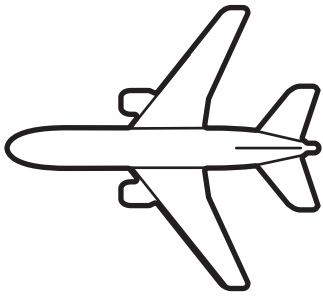
o metro

o točko

o autobusi

o karavani

o vozi



Ko drumo ki mli tetka

Avdije i tano petok hem o Skenderi but radujini pe. Ov jedva adžičeri keda ka džal pe daja ki železničko stanica. On džana ki Tetova, te dikhen e tetka Vaska.

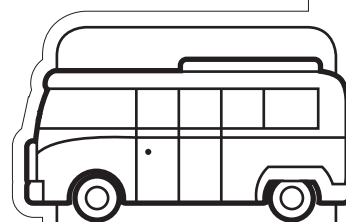
O Skenderi hem lesiri daj džana vozeja ko drumo. Olenge valjani pandž saatija kotar i Beograd dži ki Kumanovo. O Skenderi phenela pe dajake: „Mamo, sidžar! Ake i tano dešuduj o saati.“ „Adžičer Skender, ma dara, isi amen vreme. O vozi cidela ko dešuštar o saati. Pohari!“

Keda on resle ki stanica, hine več dešutrin tekvaš o saati. E Skenderesiri daj dželi te činel o karte vozese. O Skenderi adžičerdža pe daja kaj o kuferija hem o tašne.

„Hajde džaja“, phenela e Skenderesiri daj. „Kaj džaja mamu?“ „Džaja te dikha ko savo peroni ačhola o vozi dži ki Tetova. Lengoro vozi ačhola ko dujto peroni.“

I gadži več phenela ko razglas, kaj o vozi reslja hem terdžola ko plo than hem kaj več šaj o manuša te khoven andre. On resle ko dujto peroni. Akana mora te dikhen ki karta kaj tane lengere thana.

Olen isi len than ko trito vagoni, o thana efta hem ofto. O Skenderi bešlja ko than ofto, pošto ki odoja strana hine o džami. Hem on več cidindže.

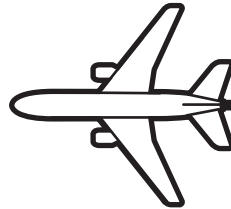
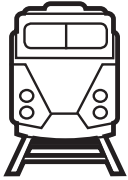


*„O Skenderi
hem lesiri
daj džana
vozeja ko
drumo.“*

Mlo anav _____

Sovaa džaja ko drumo?

Pišin o lafija so falinena!



Alija džala _____ vozeja _____ dži ki Tetova.

Alija džala _____ dži ki Viena.

Alija džala _____ dži ki Kanada.

Alija džala _____ dži ki Skopja.

Ko drumija

Nekad o Roma džana hine ko drumija. Džana hine palo pošužo dživdipe. Ko drumo džana hine e grastane vrdancar.

Hem akana dani, dajek Roma živinena ko drumija. On više na džana ko drumija e grastane vrdancar. Avdije isi e Romen karavanja. Ko karavani i lenge tato, isi len kaj te soven, isi len kujna, astali, čenefi, pani hem tikno kupatilo.

O grasta na cidena više o karavani. E karavane cidena akana o vrda.

Ko drumija

1) Čitin o teksti!

Nekad o Roma džana hine ko drumija. Džana hine palo pošužo dživdipe. Ko drumo džana hine e grastane vrdancar.

Hem akana dani, dajek Roma živinena ko drumija. On više na džana ko drumija e grastane vrdancar. Avdije isi e Romen karavanja. Ko karavani i lenge tato, isi len kaj te soven, isi len kujna, astali, čenefi, pani hem tikno kupatilo.

O grasta na cidena više o karavani. E karavane cidela akana o vrda.

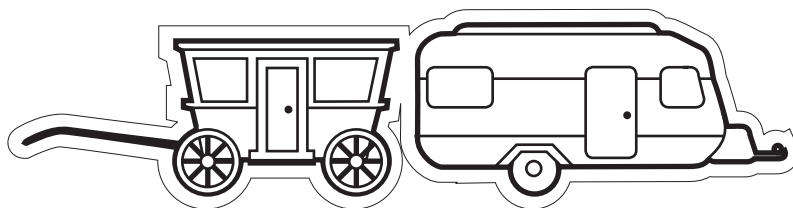
2) Šaj li odgovorine!

Sovaa džana hine nekad o Roma ko drumija?

Save vrda hine olen?

Sovaa džana akana o Roma ko drumija?

So cidela akana o karavani?



Kaj činaja karte?

Čin o rečenice makazencar hem lepin len kaj so pasuina!

aerodromi

taksi služba

autobusko stanica

metro

železničko stanica

tramvaji

Kaj činaja amenge karta avionese?

I karta avionese činaja amenge ko aerodromi.

Kaj činaja amenge karta autobusese?

I karta autobusese činaja amenge ki autobusko stanica.

Kaj činaja amenge karta vozese?

I karta vozese činaja amenge ki železničko stanica.

Kaj činaja amenge karta taksake?

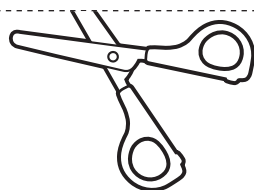
Taksake na valjani amenge karta.

Kaj činaja amenge karta metrose?

I karta metrose činaja amenge ko automati kartenge.

Kaj činaja amenge karta tramvajese?

I karta tramvajese činaja amenge ko automati.



Mlo anav _____

Ko šalteri

Marta: Šužo dive!

E džuvli ko šalteri: Šužo dive!

Marta: Šaj te den man jek karta dži ki Skopja?

Isi tumen li panda than?

E džuvli ko šalteri: Da, isi amen panda than.

Marta: Kozom koštini i karta?

E džuvli ko šalteri: I karta koštini 12 Euro.

Marta: Šukar, den man jek.

E džuvli ko šalteri: Akaja i tani tumari karta!

Marta: Šukar, oven saste! Ačhoven Devleja!

E džuvli ko šalteri: Dža Devleja!



Mlo anav _____

Ko šalteri

Marta: Šužo dive!

E džuvli ko šalteri: _____!

Marta: Šaj te den man jek _____
dži ki Skopja? Isi tumen li panda than?

E džuvli ko šalteri: Da, isi amen
panda _____.

Marta: Kozom koštini i karta?

E džuvli ko šalteri:

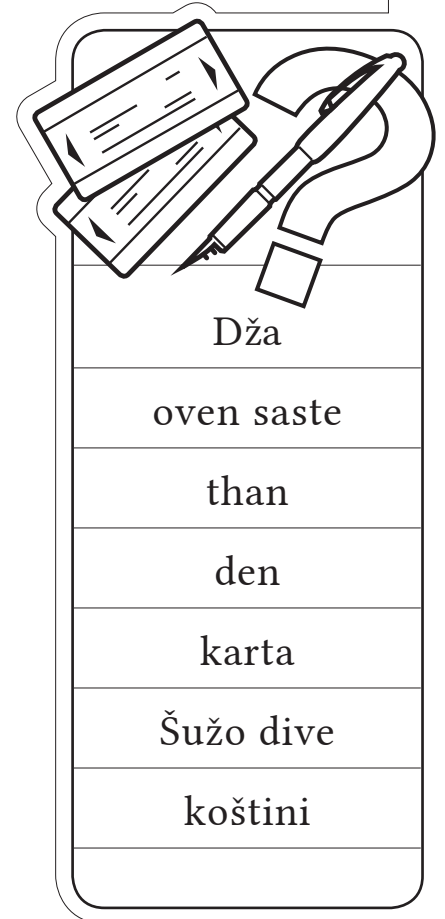
I karta _____ 12 Euro.

Marta: Šukar, _____ man jek.

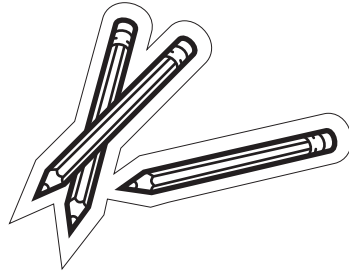
E džuvli ko šalteri: Akaja i tani
tumarikarta!

Marta: Šukar, _____! Ačhoven Devleja!

E džuvli ko šalteri: _____ Devleja!



Mlo anav _____



Nacrtin sovaa džaja ki škola

Mlo anav _____

Ko drumo ki mli tetka

Dali setineja tut?

Kaj džala o Romani ple dajaja?

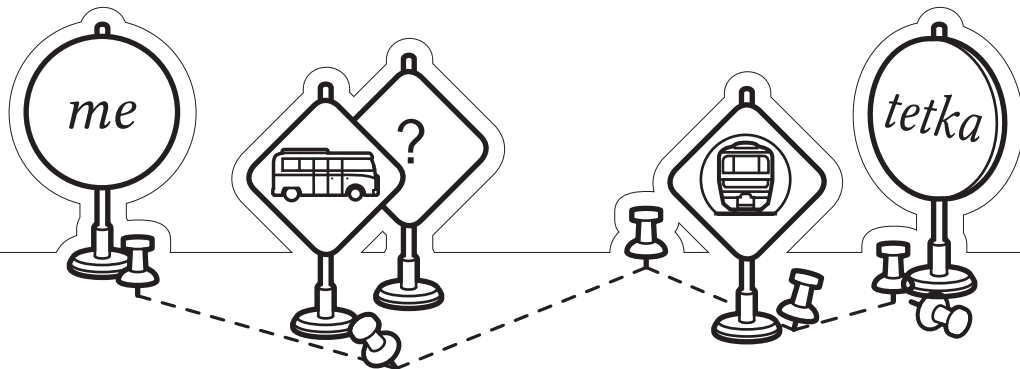
Sovaa džana ki tetka?

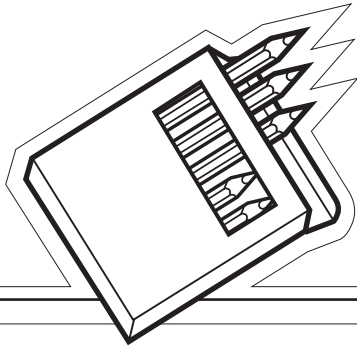
Keda cidela lengoro vozi?

Ko dželo te činel o karte e vozese?

Kotar savo peroni cidela o vozi?

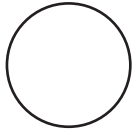
Ko savo than bešlja pese o Romani?



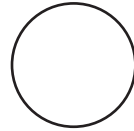


Mlo anav _____

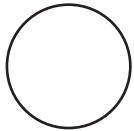
O boje



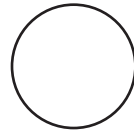
lolo



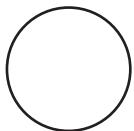
sivo



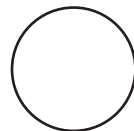
zeleno



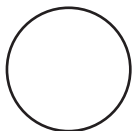
ljiljakovo



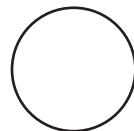
plavo



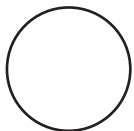
pomaran-
džasto



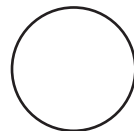
kalo



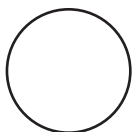
rozevo



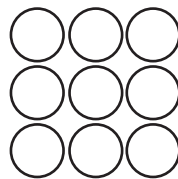
žuto



parno



kafejavo



šarimo

lolo

sivo

zeleno

ljiljakovo

plavo

pomarandžasto

kalo

rozevo






žuto

parno

kafejavo



šarimo

| |
|---|
| Arlije_Secondary_A1_AT_eng_unit-08 |
| Topic (CFR): FOOD AND CLOTHES |
| Sub-topic 01: O šėja – Clothes Sub-topic 02: O habe – Food |










| 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 recognize and understand the words for key items of clothing (coat, shoes, etc.). ✓ Can recognize and understand the words for key items of food typically brought to school by pupils (e.g. sandwich, apple). ✓ Can understand routine classroom instructions about food or clothing (e.g. Take off your shoes if they are wet). ✓ Can recognize the words for key items of clothing traditionally worn by Roma people. ✓ Can recognize the words for key items of food typically eaten in Roma homes and for Roma celebrations. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand the names of basic foods. ✓ Can recognize and understand the names of the principal items of clothing. ✓ Can recognize and understand the key words for foods used in the home. ✓ Can recognize and understand the importance of the key items of traditional clothing when used in a story or other written text. |
|  | <ul style="list-style-type: none"> ✓ Can request basic items of food/drink in a school canteen, market or shop. ✓ Can ask how much an item costs. ✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to questions about the food/drink and clothes he/she likes or dislikes. ✓ Can request food or drink in the home or community with appropriate politeness. ✓ Can respond with single words or nonverbally to indicate the foods he/she likes in a family or social context. |
|  | <ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to describe likes and dislikes (e.g. I do not like green apples, I like my new coat). ✓ Can use key words and simple phrases/sentences to express likes and dislikes in relation to food and clothing in the family or community. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write lists of different foods, categorizing these as appropriate (fruits, vegetables, meats, etc.). ✓ Can copy or write lists of clothing according to contexts of use (e.g. outdoor, indoor, school, sports). ✓ Can write or copy single key words in lists of food and clothing used in the home. |
| Working with the ELP | |
| Language biography: Activity 15 | |
| Dossier: Worksheet 03–09, activity 06 new vocabulary | |

| Vocabulary Sub-topic 01: O šėja | | | |
|--|--------------------|-----------------------------------|--|
| Active | | | |
| <i>i vintijaga, i jakna</i> | the winter jacket | <i>o hulahopke</i> | nylon tights |
| <i>o fstani</i> | the dress | <i>So uravi o/i ...?</i> | What is he/she wearing? |
| <i>o šali</i> | the scarf | <i>So uravena on?</i> | What are they wearing? |
| <i>i majca</i> | the t-shirt | <i>o parno mantili</i> | the white coat |
| <i>o pantole</i> | the trousers | <i>o odelo</i> | the suit |
| <i>o gad</i> | the shirt | <i>i kicelja</i> | the apron |
| <i>i suknja</i> | the skirt | <i>o trenerke</i> | the tracksuit |
| <i>o čorape</i> | socks | <i>i pižama</i> | pyjamas |
| <i>o kajiši</i> | the belt | <i>o radničko odelo</i> | the work dungarees |
| <i>o rukavice</i> | gloves | <i>o šėja</i> | clothes |
| <i>i šamija</i> | the headscarf | <i>o plava džepe</i> | the blue pockets* |
| <i>o šeširi</i> | the hat | <i>i plavo mašna</i> | the blue bow |
| <i>i sadik, o kačketi</i> | the cap | | *(jacket pocket, trouser pocket, etc.) |
| Vocabulary Sub-topic 02: O habe | | | |
| Active | | | |
| <i>o habe</i> | food/meal | <i>o limoni, o limonja</i> | the lemon(s) |
| <i>i purum, o puruma</i> | the onion(s) | <i>i šljiva, o šljive</i> | the plum(s) |
| <i>i šargarepa, o šargarepe</i> | the carrot(s) | <i>o bostani, o bostanja</i> | the watermelon(s) |
| <i>o patlidžani, o patlidžanja</i> | the tomato(es) | <i>i drakh, o drakha</i> | the grape(s) |
| <i>i paprika, o paprike</i> | the bell pepper(s) | <i>o ananasi, o ananasja</i> | the pineapple |
| <i>o muruzi</i> | the corn | <i>i jagoda, o jagode</i> | the strawberry(s) |
| <i>o grašako</i> | the peas | <i>i pomarandža, o pomarandže</i> | the orange(s) |
| <i>i sir, o sirja</i> | the garlic | <i>i mandarina, o mandarine</i> | the mandarin(s) |
| <i>o krompiri, o krompirija</i> | the potato(es) | <i>o lolo kupuzi; o lolo šah</i> | the red cabbage |
| <i>i zeleno salata, o zelena salate;</i> | the lettuce | <i>o kupuzi, o šah</i> | the white cabbage |
| <i>i marula, o marule</i> | | <i>i dolma, o dolme</i> | stuffed peppers |
| <i>i boranija</i> | the bean(s) | <i>o zelenčuki</i> | vegetables |
| <i>i pečurka, o pečurke</i> | the mushroom(s) | <i>o ovošije</i> | fruit |
| <i>i krastavica, o krastavice</i> | the cucumber(s) | <i>e babakoro habe</i> | Granny's dish |
| <i>i phabaj, o phabaja</i> | the apple(s) | <i>čeravi, čerela o habe</i> | to cook |
| <i>i banana, o banane</i> | the banana(s) | <i>Kozom i tano/tani ...?</i> | How much is/are ...? (price) |
| <i>i trešnja, o trešnje</i> | the cherry(s) | <i>ko pazari</i> | at the market |
| <i>i kruška, o kruške</i> | the pear(s) | | |

| Grammar | |
|--|--|
| Active | Passive |
| Article male/female o/i Simple question formation in the present simple and present perfect tense Simple word order; subject-verb-object Present simple and present perfect tense First and third person singular present simple and present perfect tense | Singular/plural Noun second case Third person singular present simple tense <i>slavini</i> |



| Teaching activity 01 Sub-topic 01: O šeja – Card game |
|---|
| Duration: 30 min Skill:  SF*: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put “their” word card next to the correct picture card. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 02 Sub-topic 01: O šeja – Questions and answers using picture cards |
| Duration: 30 min Skill:  SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> The children sit in a circle. The teacher spreads out the picture cards (worksheet 01) on the floor. The teacher says: <i>Sabale me uravdžum i suknja hem i majca</i>, and points at the appropriate picture card. The teacher now asks one of the children: <i>So uravdžan tu?</i> The child answers: <i>Sabale me uravdžum o pantole hem o gad, (o fstani, o šali, i šamija, ...)</i>, and points at the appropriate picture card (with the teacher’s help if required). The teacher again says: <i>Sabale me uravdžum i suknja hem i majca</i>, and asks the next child: <i>So uravdžan tu?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn. |





*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I





| |
|--|
| Teaching activity 03 Sub-topic 01: O šejja – So uravdžan tu |
| Duration: 30 min Skill:   SF: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Note : Activity 03 is recommended to be subsequent to activity 01 or 02.</p> <ol style="list-style-type: none"> The teacher writes the following heading on the blackboard: <i>So uravdžan tu</i>. Then three sentences are formed together. The teacher writes them on the blackboard. For example: <i>Sabale me uravdžum o pantole hem o džemperi. Sabale me uravdžum i suknja hem i majca.</i> <i>Sabale me uravdžum o fstani.</i> The children copy the sentences. The teacher then attaches picture cards (worksheet 01) to the blackboard. The words are repeated together and the corresponding word cards are attached to the pictures. The teacher asks the children to write two sentences themselves, following the above pattern. The children hand in their workbooks. The teacher checks the results (sticker or stamp for great sentences!). |
| Teaching activity 04 Sub-topic 01: O šejja |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> The teacher hands out the worksheet <i>O šejja</i> and asks a child to read out the heading and the description of the tasks. The group discusses the task. The children then have five to ten minutes to complete the worksheet. Together, the results are compared. The teacher writes the words on the blackboard to check them. The worksheet is added to the Dossier |
| Teaching activity 05 Sub-topic 02: O habe – Card game O ovošije hem o zelenčuki 1 |
| Duration: 30 min Skill:   SF: I |
| Mat./Res.: Picture and word cards worksheet 02 |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put “their” word card next to the correct picture card. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words. |
| Teaching activity 06 Sub-topic 02: O habe – Card game O ovošije hem o zelenčuki 2 |
| Duration: 20 min Skill:    SF: I ELP: p. 44 |
| Mat./Res.: Picture and word cards worksheet 02, blackboard, chalk, magnets or sticky tape |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> The teacher divides the blackboard into two columns and labels both columns: Left column heading: <i>o zelenčuki</i> (vegetables); right column heading: <i>o ovošije</i> (fruits). The headings are discussed, then the teacher hands out the picture cards (workshee 02) to the children. Then the children are asked to name their pictures and to put them in the correct column on the blackboard. The teacher then hands out the word cards and asks the children to assign them to the correct picture cards. Once all word cards are correctly assigned, the children read out all words in unison. Then the children add the words to their Language Portfolios (p. 44). |

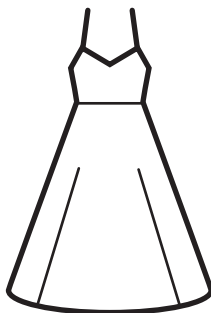
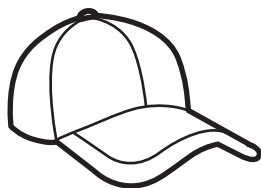
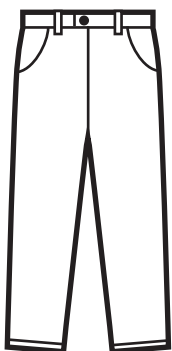
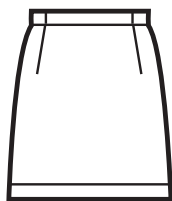
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| Teaching activity 07 Sub-topic 02: <i>O habe</i> – Crossword puzzle <i>O ovošije hem o zelenčuki</i> |
| Duration: 20 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. The teacher hands out the crossword puzzle <i>O ovošije hem o zelenčuki</i> (worksheet 04). 02. The teacher asks a child to read out the heading. The group then discusses the task. 03. The children have ten to 15 minutes to complete the worksheet. 04. Together, the results are compared. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier. |
| Teaching activity 08 Sub-topic 01: <i>O šeja</i> |
| Duration: 20 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <p>Recommendation: This activity is ideal if there is only very little time left at the end of a lesson, because the children can also colour in the worksheet as part of their homework.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O šeja</i> (worksheet 05). 02. The teacher asks a child to read out the heading and task. 03. The task is discussed together: The children are asked to complete the worksheet by filling in the missing words into the boxes provided. 04. The children have ten to 15 minutes to complete the worksheet. The teacher then writes the words on the blackboard so that the children can compare their answers. 05. The worksheet is added to the Dossier. |
| Teaching activity 09 Sub-topic 02: <i>O habe</i> – Dialogue <i>E babakoro habe</i> (Granny’s dish) |
| Duration: 45 min Skill: SF: P, I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>E babakoro habe</i> (worksheet 06) and asks the children to read the dialogue quietly. 02. The content of the text is discussed within the group. 03. Then the children form pairs and spread across the room and practice reading the dialogue. 04. Then each pair reads out the dialogue to the class. 05. The children are asked to read the text again as part of their homework. 06. The worksheet is added to the Dossier. |
| Teaching activity 10 Sub-topic 02: <i>O habe</i> – List of questions <i>E babakoro habe</i> (Granny’s food) |
| Duration: 45 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <p>Note: Activity 10 is recommended to be subsequent to activity 09.</p> <ol style="list-style-type: none"> 01. The children are given a list of questions about the text <i>E babakoro habe</i> (worksheet 07). 02. The teacher explains the task: The questions about the text are to be answered. 03. The children answer the questions in pairs. If required, they can refer to the dialogue <i>E babakoro habe</i> (worksheet 06) from the Dossier. 04. Then each pair reads out one question and the corresponding answer. 05. The teacher writes the answers on the blackboard, the children compare their spelling. 06. The children add the worksheet to the Dossier. |

| |
|---|
| Teaching activity 11 Sub-topic 02: <i>O habe</i> – Drama scene <i>Ko pazari</i> – At the market, part 1 |
| Duration: 50 min Skill: SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 08, headscarf, apron or coat, a pair of glasses, camera |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Ko pazari</i> (worksheet 08) and asks the children to read the dialogue quietly. 02. The text's content is discussed together. Then the children form groups of three. 03. The children spread out across the classroom and practice reading the dialogue with their partners. 04. Then the children present the dialogue in front of the class. They are given props to do this: The child playing Marko gets a pair of glasses, the "mother" gets the headscarf, the "vendor" gets an apron or a coat. 05. The game can be taped with the camera several times (first run with text, second run without) to record each group's progress. |
| Teaching activity 12 Sub-topic 02: <i>O habe</i> – <i>Ko pazari</i> – At the market, part 2 |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <p>Note: Activity 12 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The children take the worksheet <i>Ko pazari</i> from their Dossier. The teacher asks them to read through the second part of the worksheet. 02. The task is discussed together: Write down what you would put in a salad. 03. The children write down various words. 04. Then the teacher asks the children, which ingredients they use and writes the mentioned words on the blackboard so that the children can compare their spelling. 05. The worksheet is added to the Dossier. |
| Teaching activity 13 Sub-topic 01: <i>O šeja</i> – <i>So uravena on?</i> |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <p>Note: Activity 13 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>So uravena on?</i> (worksheet 09) and asks a child to read out the task. Together, the task is discussed: Fill in the answers. 02. A child reads out the first question. Then the group think about which word is missing in the answer. 03. The teacher writes the correct word on the blackboard. 04. Questions 02 to 07 are also completed together (as described in step 02). The worksheet is added to the Dossier. |
| Teaching activity 14 Sub-topic 01: <i>O šeja</i> – Ball game <i>So uravena on?</i> |
| Duration: 50 min Skill: SF: G |
| Mat./Res.: Softball or similar |
| <p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher begins the game: He/she asks a child: <i>So uravi o dad?</i> and throws the ball to the child. 03. The child catches the ball and tries to answer: <i>O dad uravi o gad (o pantole, ...)</i>. 04. Then he/she returns the ball to the teacher. 05. Now the teacher asks the next child: <i>So uravi o dad?</i> and throws the ball to the child. 06. The child answers: <i>O dad uravi ...</i> and returns the ball to the teacher. 07. This is repeated until all children have had a turn. |

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|--|
| Teaching activity 15 Sub-topic 01/02: O šėja/O habe – Language Biography “Food and clothes” |
| Duration: 30 min Skill:   SF: I ELP: p. 33 |
| Mat./Res.: Page 37 Level A1 of the Language Portfolio |
| <p>Preparation: The teacher designs page 37 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> 01. After completing unit 08, the teacher hands out the self-designed checklists. 02. Together, the group reads one point after the other, the children draw an asterisk or similar next to the description of the tasks they can complete (“I can ...”). 03. The checklist is added to the Language Biography. |

| |
|---|
| Lesson plan 01 Topic: O šėja |
| TA-Nr.: 01 Learning objectives: Building vocabulary. Expansion of vocabulary. Memorising new vocabulary. |
| Duration: 30 min Skill:   SF: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. Each child is given a word card. 03. The children try to put “their” word card next to the correct picture card. 04. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. 05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| TA-Nr.: 04 Learning objectives: Building vocabulary. Expansion of vocabulary. Memorising new vocabulary. |
| Duration: 20 min Skill:   SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O šėja</i> and asks a child to read out the heading and the description of the tasks. 02. The group discusses the task. The children then have five to ten minutes to complete the worksheet. 03. Together, the results are compared. The teacher writes the words on the blackboard to check them. 04. The worksheet is added to the Dossier |

| |
|---|
| Lesson plan 02 Topic: <i>O ovošije hem o zelenčuki</i> |
| TA-Nr.: 05 Learning objectives: Building vocabulary. Expansion of vocabulary. Memorising new vocabulary. |
| Duration: 30 min Skill:   SF: I |
| Mat./Res.: Picture and word cards worksheet 02 |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. Each child is given a word card. 03. The children try to put “their” word card next to the correct picture card. 04. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. 05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words. |
| TA-Nr.: 07 Learning objectives: Building vocabulary. Expansion of vocabulary. Memorising new vocabulary. |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. The teacher hands out the crossword puzzle <i>O ovošije hem o zelenčuki</i> (worksheet 04). 02. The teacher asks a child to read out the heading. The group then discusses the task. 03. The children have ten to 15 minutes to complete the worksheet. 04. Together, the results are compared. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier. |



i vintijaga,
i jakna

o pantole

o kajiši

o fstani

o gad

o rukavice

o šali

i suknja

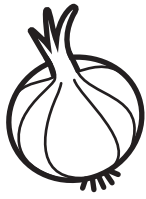
i sadik,
o kačketi

i majca

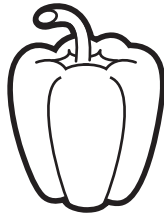
o čorape

o šeširi

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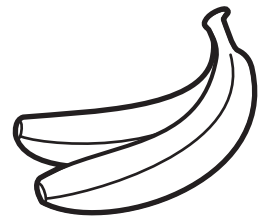
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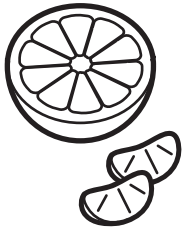
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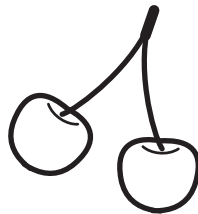
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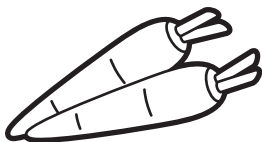
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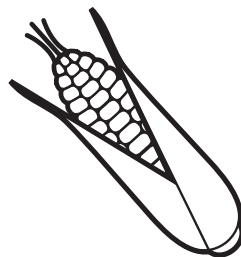
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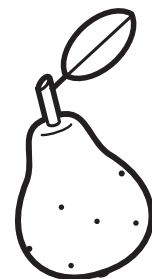
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m



k



Ⓟ

i purum
o puruma

Ⓟ

i paprika
o paprike

Ⓛ

o limoni
o limonja

Ⓟ

o patlidžani
o patlidžanja

Ⓢ

i sir
o sirja

Ⓟ

i banana
o banane

Ⓟ

i pomarandža
o pomarandže

Ⓣ

i trešnja
o trešnje

Ⓟ

i pečurka
o pečurke

Ⓢ

i šargarepa
o šargarepe

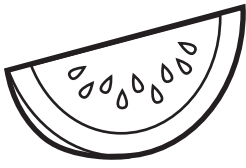
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o muruzi

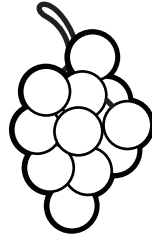
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i kruška
o kruške

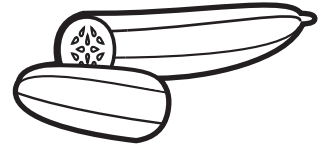
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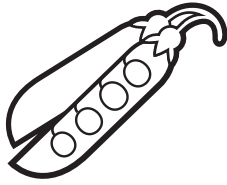
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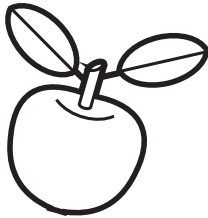
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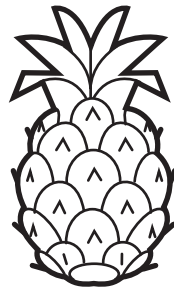
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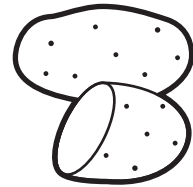
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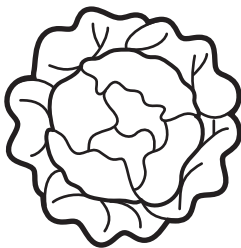
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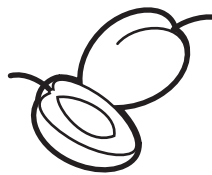
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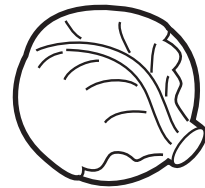
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š



k



ⓑ

o bostani
o bostanja

ⓓ

i drakh
o drakha

ⓖ

i krastavica
o krastavice

ⓖ

o grašako

ⓙ

i jagoda
o jagode

ⓑ

i boranija

Ⓟ

i phabaj
o phabaja

ⓐ

o ananasi
o ananasja

Ⓚ

o krompiri
o krompirija

Ⓢ

i zeleno salata
o zelena salate

Ⓢ̣

i šljiva
o šljive

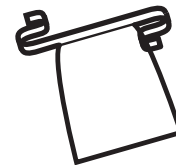
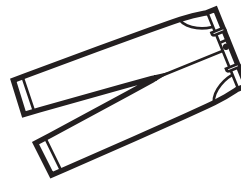
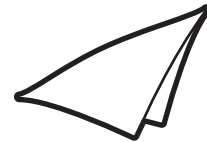
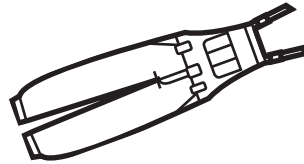
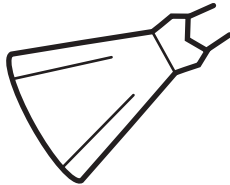
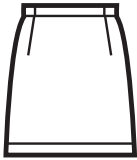
Ⓚ

o kupuzi
o šah

Mlo anav _____

O šeja

Pišin o lafija kaj so pasuinena!



i vintijaga | o fstani | o šali | i majca | o pantole | o gad
i suknja | o čorape | o kajiši | o rukavice | i šamija | o šeširi
i sadik | o hulahopke | i kicelja | o radničko odelo

O ovošije

A crossword puzzle grid with the following words:

- BANANA** (horizontal, bottom-left)
- PHAJ** (horizontal, middle-left)
- KAJ** (vertical, middle-left)
- JAJ** (vertical, middle-left)
- OŠKA** (horizontal, middle-right)
- ION** (horizontal, middle-right)
- TONI** (horizontal, top-right)

Fruit illustrations with arrows pointing to letters in the grid:

- Watermelon slice points to the **O** in **TONI**.
- Coconut points to the **O** in **JAJ**.
- Strawberry points to the **A** in **KAJ**.
- Pear points to the **A** in **OŠKA**.
- Apple points to the **A** in **PHAJ**.
- Orange points to the **A** in **PHAJ**.
- Banana points to the **A** in **BANANA**.

O zelenčuki

The crossword puzzle grid contains the following words:

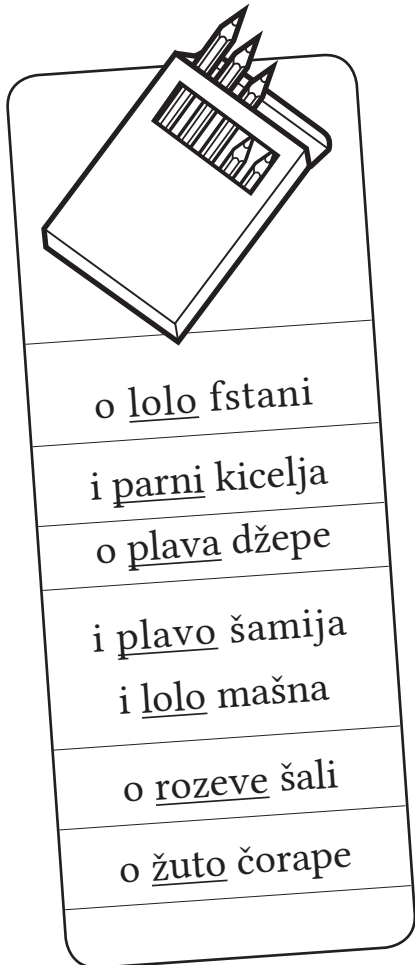
- Vertical words:**
 - M U Z I (Muzič)
 - Z E L A E A N A (Zelena)
 - P E Č U K A (Pečurka)
 - P P K I (Paprika)
- Horizontal words:**
 - K R S T V C E (Krstevca)
 - Z E N S A L A (Zelen salata)
 - A A E E (Aparata)
 - P A T A N A (Patana)
 - P E Č R (Pečur)
 - U U M (Umm)
 - P P K A (Paprika)

Illustrations of vegetables include: a carrot, a corn cob, a cucumber, a cauliflower, a tomato, a mushroom, a bell pepper, and an onion. Arrows connect these illustrations to their respective words in the crossword puzzle.

Mlo anav _____

O šeja

Bojin i slika:



E babakoro habe

I baba avdije čerela habe. Čerela dolme.

O Džemo jedva adžičerela te oven gotovo.

Dž: Babo, keda ka oven gotova odola dolme?

B: Adžičer Džemo! Akana ka čhivav len te pečon. Bokhalo li hijan?

Dž: Bokhalo hijum. Mi daj čerdža avdije grašako ama me na mangljum te hav.

B: Auuuu, adžičer panda hari. Akana ka oven o dolme. Mangeja li gravo?

Dž: Na mangava babo. Ka adžičerav panda hari. Na dara, na merava bokhatar.

B: Auuuu, tu hijan bengalo čhavo, Džemo.



Mlo anav _____

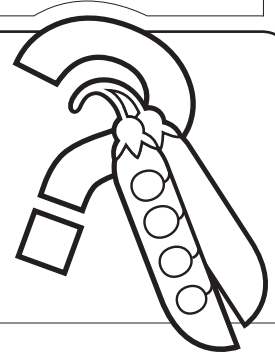
E babakoro habe

Dali setineja tu?

Savo habe hine ki
Džemosiri baba gotovo?
Ki baba hine
gotovo o _____.

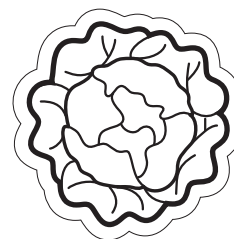
So čerdža e Džemosiri
daj hajbase?
E Džemosiri daj
čerdža _____.

Savo habe adžičerdža
te hal o Džemo?
O Džemo adžičerdža
te hal _____.



*„Mi daj
čerdža avdije
grašako
ama me na
mangljum
te hav.“*

Ko pazari



1) Čitin o dialogo!

O Marko phenela: Avdije džala mi daj ko pazari.

Oj džala te činel zelenčuki:

Daj: Kozom tane o patlidžanja?

Predavači: O patlidžanja tane 2 Euro o kilo.

Daj: Den man lendar jek kilo.

Kozom tane o šargarepe?

Predavači: Jek šargarepa tani 20 Centija.

Daj: Den man 3 šargarepe.

O Marko: Mi daj čindža panda duj krastavice,
jek lolo kupuzi, jek zeleno kupuzi, duj muruzija,

jek kilo grašako, trin puruma hem jek paprika.

Keda ali čhere, čerdža amenge najšuži salata

ko celo sveto.

2) Napišin sostar bi tu čereja salata!

Mlo anav _____

So uraneva on

Pišin o lafija kaj so pasuinena!

So uravi o dad ko bijav?

O dad uravi _____.

So uravi i daj ko bijav?

I daj uravi _____.

So uravi o Iso keda džala te sovel?

O Iso uravi _____.

So legari i baba keda čerela o habe?

I baba legari _____.

So uravi o phral keda džala ki buti?

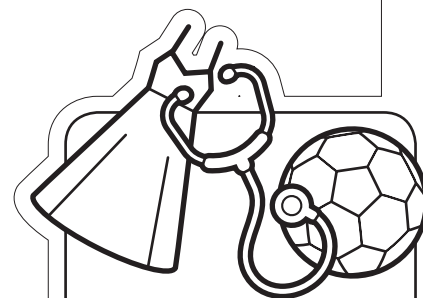
O phral uravi _____.

So uravi i Suzana keda džala te čhelel fudbali?

I Suzana uravi _____.

So legari o doktori keda i tano ki buti?

O doktori legari _____.



o parno
mantili

o odelo

o fstani






o trenerke

i kicelja

o pižame

o pižame

| |
|---|
| Arlije_Secondary_A1_AT_eng_unit-09 |
| Topic (CFR): TIME, SEASONS AND WEATHER |
| Sub-topic 01: O berš – The year Sub-topic 02: O vreme – The time |










| 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 recognize and understand basic words related to the weather (e.g. sun, rain, snow, hot, cold) when they are spoken or read aloud. ✓ Can recognize and understand the words for the seasons and months of the year when spoken or read aloud. ✓ Can follow simple instructions to find pictures or objects in the classroom or in books relating to weather or season. ✓ Can recognise and understand the days of the week and clock times when they are spoken or read. ✓ Can understand the words or phrases used in the family or community for times of the day/night, seasons of the year and types of weather. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand basic words related to weather when they appear on a weather chart or flash cards or in a simple text. ✓ Can recognize and understand words for seasons or times of the year on pictures, posters, flash cards or in simple texts. ✓ Can recognise and understand the days of the week. ✓ Can read the time on a clock. ✓ Can recognize and understand the words for the times of day – morning, afternoon, night, etc. and the basic words for types of weather when they appear in a story. |
|  | <ul style="list-style-type: none"> ✓ Can respond non-verbally (e.g. with a nod or shake of the head) or with singleword or very brief answers to basic questions about the weather (e.g. Is it cold outside?); the kind of weather he/she likes and dislikes; when the different seasons fall; and what weather is typical of the different seasons. ✓ Can reply to a question about the time. ✓ Can respond non-verbally (e.g., with a nod or shake of the head) or with singleword or very brief answers to questions about feeling cold or hot and likes and dislikes in relation to weather. ✓ Can respond with key words to indicate the main features of a particular season or time of year (e.g. weather, activities, celebrations). |
|  | <ul style="list-style-type: none"> ✓ Can use words and simple phrases to make a short, possibly incomplete, statement about the weather and can name the seasons of the year. ✓ Can say the day of the week when asked a question. ✓ Can say what time an event occurred. ✓ Can use key words and simple phrases to make a statement about weather conditions (e.g. It is cold today.) ✓ Can name the days of the week, months of the year and seasons. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write basic words to do with the weather and seasons. ✓ Can copy from the board or write short sentences about the weather and seasons (e.g. when writing “news”). ✓ Can copy or write the time. ✓ Can write the key words related to the day, month, season or weather to show to other family members. |
| Working with the ELP | |
| Language biography: Activity 15 | |
| Dossier: Worksheet 01 + 02, 04–09; Activity 14 | |

| Vocabulary Sub-topic 01: <i>O berš</i> | | | |
|---|---------------------------------|---|--|
| Active | | | |
| <i>o štar beršesere dobe</i> | the four seasons | <i>oktomvri</i> | October |
| <i>o proleti</i> | the spring | <i>noemvri</i> | November |
| <i>o nilaj</i> | the summer | <i>dekemvri</i> | December |
| <i>o jeseni</i> | the autumn | <i>o masek (sg./pl.)</i> | the month(s) |
| <i>o jevend</i> | the winter | <i>o iv</i> | the snow |
| <i>ko proleti</i> | in spring | <i>o kham</i> | the sun |
| <i>jesone</i> | in autumn | <i>i patrin</i> | the leaf, the leaves |
| <i>nilaje</i> | in the summer | <i>o kašt</i> | the tree |
| <i>jevende</i> | in the winter | <i>šudro, šil</i> | cold |
| <i>januari</i> | January | <i>šudripe</i> | the cold |
| <i>februari</i> | February | <i>tato</i> | hot |
| <i>marti</i> | March | <i>tatipe</i> | the heat |
| <i>aprili</i> | April | <i>o bršim</i> | the rain |
| <i>maji</i> | May | <i>i šudri bavlal</i> | the (cold) wind |
| <i>juni</i> | June | <i>mrznoni</i> | to freeze |
| <i>juli</i> | July | <i>kotar o šil, kotar o šudripe</i> | from the cold |
| <i>augusti</i> | August | <i>o tato jorgani</i> | warm eiderdown cover |
| <i>sebtmври</i> | September | <i>tato, potato</i> | hot, hotter |
| Vocabulary Sub-topic 02: <i>O vreme</i> | | | |
| Active | | | |
| <i>Kozom tano o saati?</i> | What time is it? | <i>palo ručko</i> | in the afternoon(s) |
| <i>Keda?</i> | When? | <i>Isi tut li saati?</i> | Do you have a watch? |
| <i>Kotar kozom dži kozom?</i> | From when to when? | <i>o saati vastese</i> | the wristwatch |
| <i>avela</i> | to come | <i>o saati ko zido, duvari</i> | the wall clock |
| <i>ko jek, duj, trin, ... o saati</i> | at one, two, three, ... o'clock | <i>o saati čherese</i> | the grandfather clock |
| <i>račate</i> | the evening, in the evening | <i>o budilniko</i> | the alarm clock |
| <i>jek, duj, trin, o saati</i> | one, two, three, ... o'clock | <i>jek, duj, trin, štar, ... t' ekvaš o saati</i> | half past one (one and half), half past two (two and half), half past three (three and a half) |
| <i>sabaleja</i> | in the morning(s) | | |

| Grammar | |
|---|---------|
| Active | Passive |
| Simple questions (present tense) Simple word order: object-verb-noun Present tense Prepositions <i>at</i> Singular – plural | |

| |
|--|
| Teaching activity 01 Sub-topic 01: O berš |
| Duration: 50 min Skill: SF*: I ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 01 <i>O berš</i>. 02. Children read it quietly once, then they read it loudly together. 03. Subsequently they discuss the content together. 04. Teacher says the names of the seasons; children repeat them in unison. 05. Teacher says the names of the months; children repeat them in unison. 06. Homework: Memorizing the names of the seasons and months. 07. Worksheet is added to the Dossier. |
| Teaching activity 02 Sub-topic 01: O berš – O masek |
| Duration: 30 min Skill: SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 02 <i>O masek</i> and asks a child to read heading and task. 02. They discuss content and task: Match the months to the correct seasons. 03. Children complete the worksheet together with the child sitting next to them. 04. Teacher writes the names of the four seasons on the blackboard. Each child writes the name of one month next to the correct season on the blackboard. 05. Teacher corrects the spelling if necessary. 06. Worksheet is added to the Dossier. |
| Teaching activity 03 Sub-topic 01: O berš – Quiz |
| Duration: 30 min Skill: SF: I, G |
| Mat./Res.: Worksheet 03, magnets or tape |
| <ol style="list-style-type: none"> 01. Teacher asks children to form groups of four and explains the task: Each group gets a worksheet and completes it as quickly as possible. The group that completes the task without mistakes first is let off homework once! Worksheet is put on the blackboard. 02. They compare their results. Teacher reads the sentences and children say which season they belong to. 03. Worksheets are put on a wall of the classroom. |
| Teaching activity 04 Sub-topic 02: O vreme – O saati |
| Duration: 20 min Skill: SF: I, G ELP: Dossier |
| Mat./Res.: Instructions worksheet 04 |
| <p>Note: This activity can only be done subsequently to activity 05 and 06.</p> <ol style="list-style-type: none"> 01. Teacher asks children to form groups of three and explains the game: Each group gets a blank sheet of lined paper and picks one child who numbers the lines from one to ten. Teacher then shows ten different times on the clock. After each time shown by the teacher, the groups discuss what the correct sentence would be and one child writes it down. Group with the fewest mistakes are let off homework once. 02. After the game children hand in their sheets and teacher corrects the spelling. |

*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

| |
|--|
| Teaching activity 05 Sub-topic 02: O vreme – O saati 1 (The time: full and half hours) |
| Duration: 45 min Skill:   SF: I |
| Mat./Res.: Instructions worksheet 04 |
| <p>Preparation: Teacher makes one copy of the clock (worksheet 04) for his/her own use.</p> <ol style="list-style-type: none"> Teacher sets the clock to 8:00 and says: <i>Akana i tano 8 o saati.</i> He/She asks the children to repeat in unison: <i>Akana i tano 8 o saati.</i> He/She sets the clock to 9:00 and says: <i>Akana i tano 9 o saati.</i> Children repeat in unison: <i>Akana i tano 9 o saati.</i> They repeat steps 03 and 04 with different times until the teacher is sure that they understand it. Teacher sets the clock to 7:30 and says: <i>Akana i tano 7 t' ekvaš o saati.</i> He/She asks the children to repeat in unison: <i>Akana i tano 7 t' ekvaš o saati.</i> He/She sets the clock to 8:30 and says: <i>Akana i tano 8 t' ekvaš o saati.</i> Children repeat in unison: <i>Akana i tano 8 t' ekvaš o saati.</i> They repeat steps 08 and 09 with different times until the teacher is sure that they understand it. |
| Teaching activity 06 Sub-topic 02: O vreme – O saati 2 (The time: $\frac{1}{4}$ and $\frac{3}{4}$ hours) |
| Duration: 45 min Skill:   SF: I |
| Mat./Res.: Worksheet 04 |
| <p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> Same procedure as in activity 05: First with $\frac{1}{4}$-hour periods and then with $\frac{3}{4}$-hour periods. Teacher sets the clock to 7:15 and says: <i>Akana tano 7 hem 15 o saati.</i> Children repeat in unison: <i>Akana tano 7 hem 15 o saati.</i> Repeat with several examples. Same procedure with $\frac{3}{4}$-hour periods. Sentence: <i>Akana i tano 15 ko 7 o saati.</i> |
| Teaching activity 07 Sub-topic 02: O vreme – O saatija |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> Teacher hands out worksheet 05 <i>O saatija</i> and asks a child to read heading and task. They discuss the task and complete the worksheet. Teacher writes the words on the blackboard so the children can check their results. Worksheet is added to the Dossier. |
| Teaching activity 08 Sub-topic 02: O vreme – Kotar kozom dži kozom |
| Duration: 20 min Skill:    SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> Teacher hands out worksheet 06 <i>Kotar kozom dži kozom?</i> Teacher asks a child to read the heading and the first two lines of task 01. They discuss the content. He/She asks the children to write down the right answer. Same procedure until the worksheet is completed. Worksheet is added to the Dossier. |

Teaching activity 09 | Sub-topic 02: O vreme – Kozom i tano o saati?Duration: 30 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 07, overhead projector, overhead pens, overhead transparency

- Preparation: Print worksheet 07 and copy on overhead transparency.
01. Teacher hands out worksheet 07 *Kozom i tano o saati?* and puts it on the overhead projector as well.
 02. He/She asks a child to read heading and task and they discuss it together.
 03. They do the first two examples together: Teacher asks: *Kozom i tano o saati?* and shows the first picture. Children reply [it's okay if they reply with just one word; teacher helps them to complete the sentence: *Akana i tano 2, 3, 4, ... o saati.*]. Children repeat the sentence in unison and teacher writes it on the overhead transparency below the picture: *Akana i tano 2, 3, 4, ... o saati.* Children copy the sentence to their worksheet. Same procedure for the next example.
 04. Children try to write the next sentences alone.
 05. They compare their results to the worksheet shown on the overhead projector.
 06. Worksheet is added to the Dossier.

Teaching activity 10 | Sub-topic 02: O vreme – Listening comprehension Kozom i tano o saati?Duration: 30 min | Skill:  | SF: I, P | ELP: Dossier








Mat./Res.: Worksheet 08, CD player






01. Children hear the listening comprehension worksheet 08 *Kozom i tano o saati?* twice.
02. They discuss the content with the child sitting next to them.
03. They hear the listening comprehension again. Teacher asks them to remember a word that they don't know.
04. They tell the teacher their words. He/She writes them on the blackboard and translates them.
05. They discuss the content with the teacher.
06. Children listen to the audio once again.
07. Homework: Teacher hands out the text worksheet 08 *Kozom i tano o saati?* and children read it at home (preparation for activities 11 and 12!).
08. Worksheet is added to the Dossier.

Teaching activity 11 | Sub-topic 02: O vreme – Gap text Kozom i tano o saati?Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09

- Note: This activity can only be done subsequently to activity 10.
01. Teacher hands out the gap text worksheet 09 *Kozom i tano o saati?* and explains the task.
 02. Children have 10–15 min to complete the gap text.
 03. Each child reads one sentence and repeats the word in the gap once again.
 04. Teacher writes the words on the blackboard; children compare their results.
 05. Worksheet is added to the Dossier.

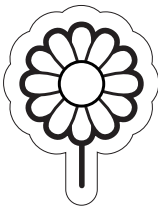
| |
|--|
| Teaching activity 12 Sub-topic 02: <i>O vreme – Role play, Dialogue Kozom i tano o saati?</i> |
| Duration: 50 min Skill:   SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 08, clock worksheet 04, hat, camera |
| <p>Preparation: Design clock according to Instructions workshree 04 and attach a string to hang it from.</p> <ol style="list-style-type: none"> 01. Teacher asks the children to take worksheet 08 <i>Kozom i tano o saati</i> from the Dossier and read it quietly. 02. Children form couples. 03. Couples spread out across the classroom and practice reading the dialogue. 04. Children read the dialogue to the class. Teacher gives the clock (worksheet 04) to the child who has a clock in the text. The other child gets a hat. 05. Teacher records the children with a camera several times (first time with the text, second time without) to show the progress of the couples. |
| Teaching activity 13 Sub-topic 01: <i>O bers̄ – Listening comprehension I čhaj e gočēja</i> |
| Duration: 45 min Skill:  SF: I, P ELP: Dossier |
| Mat./Res.: Listening worksheet 10 |
| <ol style="list-style-type: none"> 01. Teacher writes the heading of the story <i>I čhaj e gočēja</i> on the blackboard. 02. They discuss the headline and teacher translates it if necessary. 03. They hear the listening comprehension once. 04. Children discuss the content with the child sitting next to them. 05. They hear the listening comprehension once again and discuss what they understand with another child sitting next to them - this time with the following task: Each couple remembers a word that they don't know. 06. Couples tell the teacher their words. He/She writes them on the blackboard and translates them. 07. They discuss the content of the short story together. 08. Finally they hear the listening comprehension once again. |
| Teaching activity 14 Sub-topic 01: <i>O bers̄ – Reading I čhaj e gočēja</i> |
| Duration: 30 min Skill:   SF: I ELP: Dossier, p. 48 |
| Mat./Res.: Worksheet 11 |
| <p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Teacher hands out text workshree 11 <i>I čhaj e gočēja</i> and asks a child to read the first paragraph. 02. They discuss the content. Teacher writes new vocabulary on the blackboard and translates it. 03. Same procedure until the story is finished and all new words are on the blackboard [→ focus on the following words: jevende, mrznoni hine, i šudri bavlal, kotar o šudripe, tato jorgani, tato]. 04. Children add new vocabulary to the Language Portfolio (p. 48) and add the worksheet to the Dossier. |
| Teaching activity 15 Sub-topic 01/02: <i>O bers̄/O vreme – Language Biography</i> |
| Duration: 15 min Skill:   SF: I ELP: p. 30 |
| Mat./Res.: p.30/Level A1, Language Portfolio |
| <p>Preparation: The teacher designs p. 30/Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> 01. After completing unit 09, the teacher hands out the self-designed checklists. 02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete („I can ...“). 03. The checklist is added to the Language Biography. |

| |
|---|
| Lesson plan 01 Topic: <i>Kozom i tano o saati?</i> |
| TA-Nr.: 10 Learning objectives: Asking for the time and replying to to this question. |
| Duration: 30 min Skill:  SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 08, CD player |
| <ol style="list-style-type: none"> 01. Children hear the listening comprehension worksheet 08 <i>Kozom i tano o saati?</i> twice. 02. They discuss the content with the child sitting next to them. 03. They hear the listening comprehension again. Teacher asks them to remember a word that they don't know. 04. They tell the teacher their words. He/She writes them on the blackboard and translates them. 05. They discuss the content with the teacher. 06. Children listen to the audio once again. 07. Homework: Teacher hands out the worksheet 08 <i>Kozom i tano o saati?</i> and children read it at home (preparation for activities 11 and 12!). 08. Worksheet is added to the Dossier. |
| TA-Nr.: 11 Learning objectives: Asking for the time and replying to to this question. |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. Teacher hands out the gap text worksheet 09 <i>Kozom i tano o saati?</i> and explains the task. 02. Children have 10–15 min to complete the gap text. 03. Each child reads one sentence and repeats the word in the gap once again. 04. Teacher writes the words on the blackboard; children compare their results. 05. Worksheet is added to the Dossier. |
| Lesson plan 02 Topic: <i>O štar beršesere dobe hem o masek</i> |
| TA-Nr.: 01 Learning objectives: Extension and memorizing of new vocabulary. |
| Duration: 50 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 01 <i>O berš.</i> 02. Children read it quietly once, then they read it loudly together. 03. Subsequently they discuss the content together. 04. Teacher says the names of the seasons; children repeat them in unison. 05. Teacher says the names of the months; children repeat them in unison. 06. Homework: Memorizing the names of the seasons and months. 07. Worksheet is added to the Dossier. |

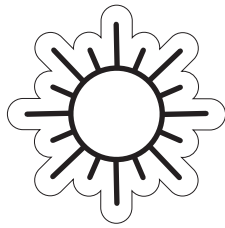
Mlo anav _____

O berš

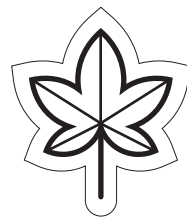
O berš isi le 4 dobe:



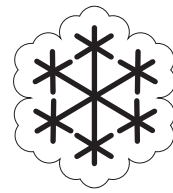
proleti



nilaj



jeseni



jevend

O berš isi le 12 masek:

januari

februari

marti

aprili

maji

juni

juli

avgusti

septemvri

oktomvri

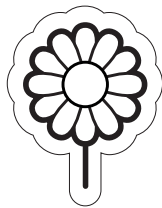
noemvri

dekemvri

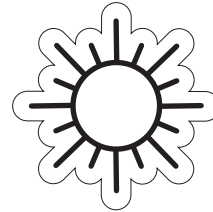
Mlo anav _____

O masek

Pišin o masek kaj so pasuinena!



proleti



nilaj



jeseni



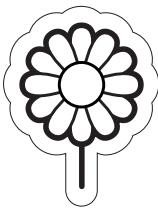
jevend

januari | februari | marti | aprili | maji | juni | juli
avgust | septemri | oktombri | noembri | dekembri

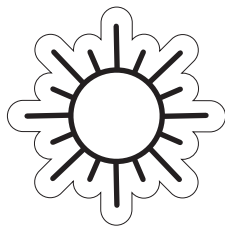
Mlo anav _____

Kvizi

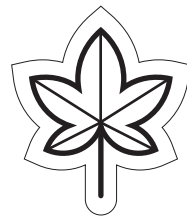
Pišin e beršesere dobe kaj so pasuinenena!



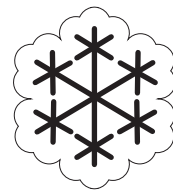
proleti



nilaj



jeseni



jevend

_____ dela o iv.

_____ tharela o kham.

_____ perena o patrja.

_____ cvetinena o luludža.

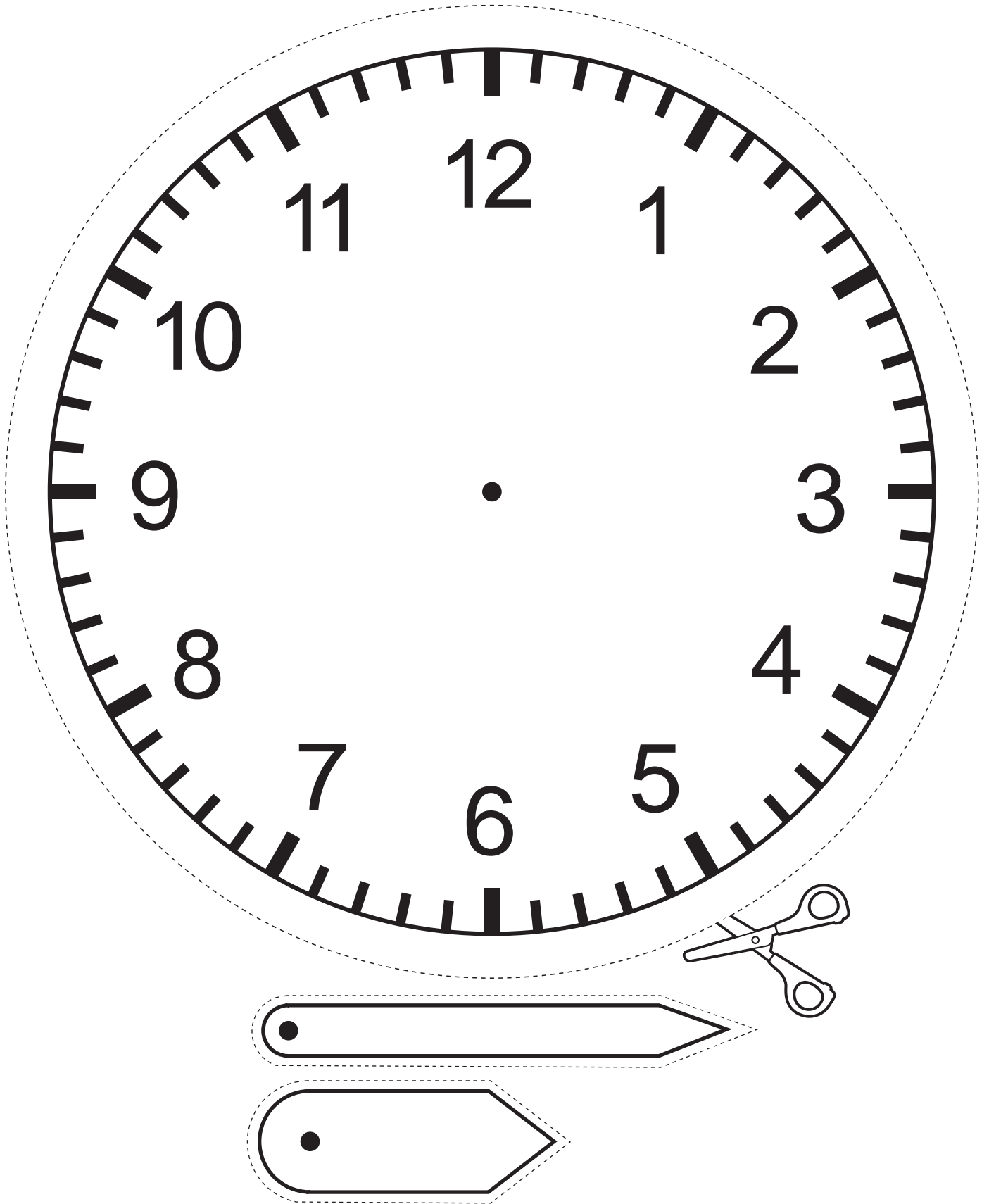
_____ isi bare šila.

_____ tano avri baro tatipe.

_____ dela but o bršim.

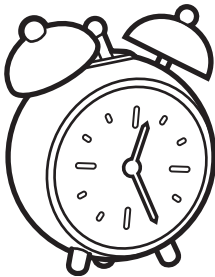
_____ phudela bari bavlal.

Bojin o saati!

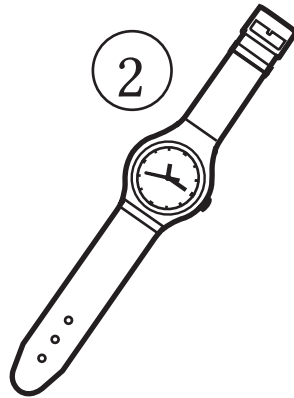


Save saatija pendaraje?

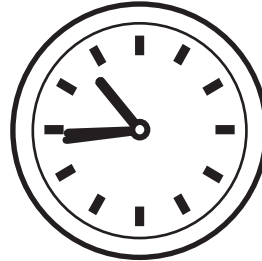
- 1) Bojin o saatija!
- 2) Pišin o lafija kaj so pasuinena!



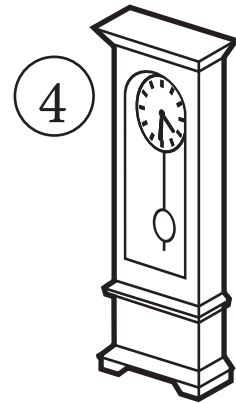
1



2

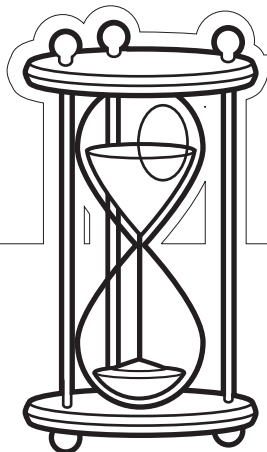


3



4

saati ko zido | budilniko | saati čherese | saati vastese



Mlo anav _____

Keda? Kotar kozom dži kozom?

- 1) Me avava čhere ko jekh o saati.

Keda aveja čhere?

Me _____.

- 2) I daj avela ko šov o saati kotar i buti.

Keda avela i daj kotar i buti?

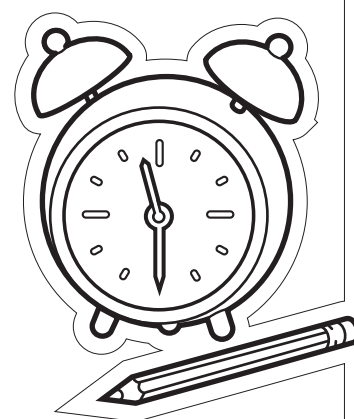
I daj _____.

- 3) Me džava ki škola kotar o ofto o saati dži ko
dešuduj o saati. Kotar kozom dži kozom o saati
džaja tu ki škola?

Me _____.

- 4) Me čhelava fudbali kotar o trin dži ko štar o saati
palo ručko. Kotar kozom dži kozom o saati čhelea
fudbali?

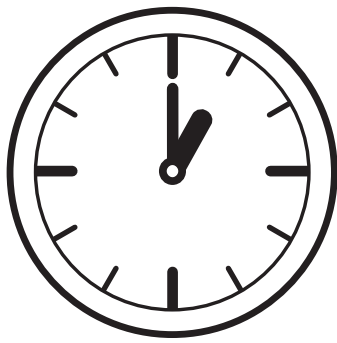
Me _____.

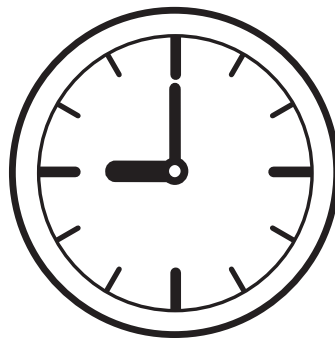


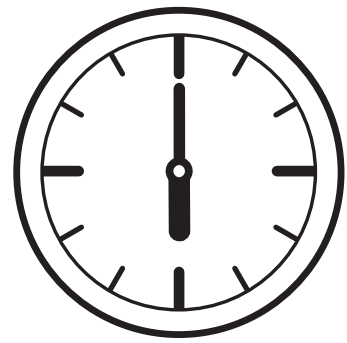
Mlo anav _____

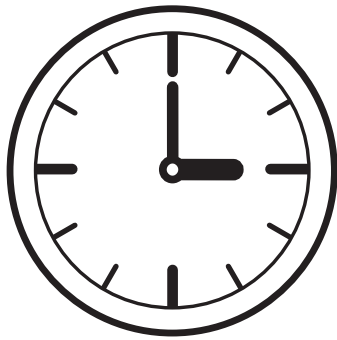
Kozom i tano o saati?

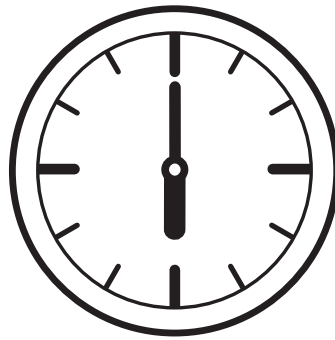
Pišin kozom i tano o saati!

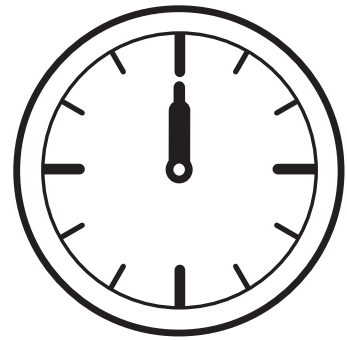












Mlo anav _____

Kozom o saati?

- Šužo dive!
- Šužo dive!
- Šaj te pučav tut diso?
- Šaj, sose te na.
- Isi tut li saati?
- Isi man.
- Kozom o saati?
- Isi več dešuduj t'ekvaš!
- Ov sasti.
- Nane sose.
- Dža Devleha!
- Sastipaja!



Mlo anav _____

Kozom o saati?

- Šužo dive!
- _____!
- Šaj te _____ tut diso?
- _____, sose te na.
- Isi tut li saati?
- Isi man.
- _____ i tano o saati?
- _____ več dešuduj t'ekvaš!
- Ov sasti.
- Nane sose.
- Dža Devleha!
- _____!



I čaj e gočeja

O Orhani hem i Fatima adžičerena ple phure baba. Oj keda džala olende, stalno mothavi lenge čačune pramiza kotar o purano dživdipe.

Keda ali i phuri olende, odmah legardže la o čhave ki pli soba. Odothe oj mothavi lenge akaja paramiz: „Avdije mothavav tumenge i paramiz kotar jek čaj. Ola hine la šužo, zoralo glas. Odolese dindža la e gavesoro glavno gadžo jek goči hem duj rovlja, te šaj svako kurko te phenel e gavutnenge so isi nevo.

Podajek puti hine baro šil hem dela hine o iv. Oj avri maroni hine i čorori. Phirela hine o gav kotar jek dži o javer krajo. Vičinela hine te šaj sarine te šunen la.

Jevende hine lake najpharo. I šudri bavlal phudela lake hine ko jača. Kozom puti perena hine lakere asva šudripastar. Odole čhaja vičinena hine Barije. I Barija čerela hine buti ko gadže ko gav hem odolese džanela hine šukar gadžikane. Keda džala pese hine čhere dži ki mahala, but maronena hine lakere pre hem o vasta.“

Sar dophenela i phuri i paramiz, bičhali e Orhane hem e Fatima te soven: „Te ovena mirno, ka phenav tumenge jek javer šuži paramiz.“ O Orhani asala: „Me džava te thovav me danda hem posle ka sovav talo tato jorgani. So šukar i amenge avdije, phurije babo! Avri i tano jevend a amenge ko čher i tano tato. Lokhi ti rat babo!“

„Mangava tumenge šuže sune“ phenela i phuri baba hem čumini len.

Topic (CFR): NATURE AND ANIMALS






Sub-topic 01: *O čerutne žvotinje* – Pets

Sub-topic 02: *Ki šuma* – In the forest

Sub-topic 03: *Ko pani* – In the water

Sub-topic 04: *I priroda* – Nature

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 recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc. ✓ Can recognize and understand the words for plants and animals which are important in Roma tradition or life. |
|  | <ul style="list-style-type: none"> ✓ Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g. in a picture dictionary, on a wall chart). ✓ Can recognize and understand the names of animals on flash cards or posters. ✓ Can recognize and understand the words for animals that are important to Roma traditions or the Roma way of life. |
|  | <ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to answer basic questions about keeping a pet, liking animals, etc. ✓ Can use key words and simple phrases/sentences to answer basic questions about changes in plants as they grow. ✓ Can use key words and simple phrases to answer questions about growing plants and vegetables, likes and dislikes in relation to animals, keeping a pet or other animals etc. |
|  | <ul style="list-style-type: none"> ✓ Can name the animals that he/she is familiar with. ✓ Can name the types of plants grown in different situations (e.g. flowers, trees, crops, vegetables, etc.). ✓ Can name the animals that are typically associated with Roma communities in different countries. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write appropriate labels on drawings of animals. ✓ Can copy or write the names of animals that featured in Roma life. |









Working with the ELP

Language passport: Activity 15

Dossier: Worksheet 04–09, activity 11, ELP p. 44

| Vocabulary Sub-topic 01: O čherutne žvotinje | | | |
|--|--------------------------|-----------------------------|------------------------------------|
| Active | | | |
| <i>o čherutne žvotinje</i> | the pet(s) | <i>i čurka</i> | the goose |
| <i>o bakro</i> | the sheep | <i>i mačka</i> | the cat |
| <i>i patka</i> | the duck | <i>o balo</i> | the pig |
| <i>i gurumni</i> | the cow | <i>i khani</i> | the chicken |
| <i>o gras</i> | the horse | <i>i štala</i> | the stable |
| <i>o džučel</i> | the dog | <i>i žvotinja</i> | the animal |
| <i>i buzni</i> | the goat | <i>savo</i> | which |
| <i>o bašno</i> | the cockerel | <i>živini</i> | to live |
| <i>o guruv</i> | the bull | <i>panda</i> | still |
| Vocabulary Sub-topic 02: Ki šuma | | | |
| Active | | | |
| <i>ki šuma, ko veš</i> | in the forest | <i>o čiriklo</i> | the sparrow |
| <i>o divljo balo</i> | the wild boar | <i>o šošoj</i> | the rabbit |
| <i>i srna</i> | the deer | <i>i mečka</i> | the bear |
| <i>o jeleni</i> | the elk | <i>o ježi</i> | the hedgehog |
| <i>o puži</i> | the snail | <i>o pacovi</i> | the rat |
| <i>o ruv</i> | the wolf | <i>o čurmuso</i> | the mouse |
| <i>i lisica</i> | the fox | | |
| Vocabulary Sub-topic 03: Ko pani | | | |
| Active | | | |
| <i>ko pani</i> | in the water | <i>o kiti</i> | the whale |
| <i>o mačho</i> | the fish | <i>o oktopoti</i> | the octopus |
| <i>o rako</i> | the crayfish | <i>o sap</i> | the snake |
| <i>i želka</i> | the turtle | <i>i žaba</i> | the frog |
| <i>i ajkula</i> | the shark | <i>o čirmo</i> | the worm |
| Vocabulary Sub-topic 04: I priroda | | | |
| Active | | | |
| <i>i priroda</i> | the nature | <i>e len, o lenja</i> | the river, the rivers |
| <i>i pošik</i> | the sand | <i>i phuv, o phuvja</i> | the earth, the land |
| <i>i čik, o čika</i> | the sludge | <i>o karo, o kare</i> | the thorn, the thorns |
| <i>e patrin, o patnja</i> | the leaf, the leaves | <i>i planina, o planine</i> | the mountain, the mountains |
| <i>i granka, o granke</i> | the branch, the branches | <i>i stena, o stene</i> | the rock, the rocks, the mountains |
| <i>o pani, o panja</i> | the water, the waters | <i>o kaš, o kašta</i> | the tree, the trees |
| <i>o bar, o bara</i> | the stone, the stones | <i>i luludi, o luludža</i> | the flower, the flowers |
| <i>o denizi, o more, o denizija, o morija</i> | the sea, the seas | <i>i čar, o čarja</i> | the grass, the grasses |
| <i>i njiva, o njive</i> | the field, the fields | <i>o šuma, o šume</i> | the forest, the forests |

| Grammar | |
|--|---------|
| Active | Passive |
| Article male/female <i>o/i</i> Simple interrogative clauses (Present tense) Simple word order: Object-Verb-Noun Verbs: Present tense Prepositions: “in”, “next to” Nouns: Singular – Plural | |

| Teaching activity 01 Sub-topic 01: <i>O čerutne žvotinje</i> – Card game 1 |
|---|
| Duration: 35 min Skill:    SF*: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 01).</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher spreads out the picture cards on the floor. Each child gets a word card. Children put their word card next to the correct picture card. Teacher returns correctly placed cards (both picture and word card) to children who found the correct answer. He/She returns incorrectly placed word cards to the children and they try to find the correct place once again. Same procedure until all cards are matched correctly. Steps 2–6 can be repeated several times until the children can match all cards correctly. Teacher collects all cards. He/She shows one picture card at a time to the children and they have to name it. If necessary he/she can say the words first and the children repeat them in unison. |
| Teaching activity 02 Sub-topic 01: <i>O čerutne žvotinje</i> – Card game 2 |
| Duration: 35 min Skill:      SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <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 spreads out the picture cards (worksheet 01) on the floor. Teacher says: <i>Uzal o čer živini o balo.</i> and shows the corresponding picture card. Teacher asks one of the children: <i>Savi žvotinja živini panda uzal o čer?</i> Child answers: <i>Uzal o čer živini o džučhel, i mačka, i khani, ...</i> and shows the correct picture card (if the child responds with just one word, teacher helps him/her to form a complete sentence). Teacher asks another child: <i>Savi žvotinja živini panda uzal o čer?</i> Child answers and shows the correct picture card. Same procedure until all children had a turn. |

*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

Teaching activity 03 | Sub-topic 01: O čerutne životinje – WorksheetDuration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04




01. Teacher hands out worksheet 04 *O čerutne životinje*.
02. He/She asks a child to read heading and task. They discuss the task: Write the words below the correct picture.
03. Children have about 10 min to complete the worksheet.
04. They compare their results: Children tell the teacher their answers and the teacher writes them on the blackboard.
05. Worksheet is added to the Dossier.

Teaching activity 04 | Sub-topic 02: Ki šuma – Card game O životinje ki šuma 1Duration: 35 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 03

Preparation: Print, laminate and cut out picture and word cards (worksheet 03).

01. Children sit in a circle.
02. Teacher spreads out the picture cards on the floor. Each child gets a word card.
03. The children put their word card next to the correct picture card.
04. Teacher returns correctly placed cards (both picture and word card) to children who found the correct answer.
05. He/She returns incorrectly placed word cards to the children and they try to find the correct place once again.
06. Same procedure until all cards are matched correctly.
07. Steps 2–6 can be repeated several times until the children can match all cards correctly.
08. Teacher collects all cards. He/She shows one picture card at a time to the children and they have to name it. If necessary he/she can say the words first and the children repeat them in unison.

Teaching activity 05 | Sub-topic 02: Ki šuma – Card game O životinje ki šuma 2Duration: 35 min | Skill:    | SF: I

Mat./Res.: Picture cards worksheet 03

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

01. Children sit in a circle.
02. Teacher spreads out the picture cards (worksheet 03) on the floor.
03. Teacher says: *Ki šuma živini o šošoj*, and shows the corresponding picture card.
04. Teacher asks a child: *Savi životinja živini panda ki šuma?*
05. Child answers: *Ki šuma živini i mečka, o ruv, i lisica, ...* and points at the correct picture card (if the child answers with just one word, teacher helps him/her to form a complete sentence).
06. Teacher asks another child: *Savi životinja živini panda ki šuma?*
07. Child answers and shows the correct picture card.
08. Same procedure until all children had a turn.

Teaching activity 06 | Sub-topic 02: Ki šuma – Worksheet O životinje ki šumaDuration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05

01. Teacher hands out worksheet 05 *O životinje ki šuma* and asks a child to read heading and task: Write the words below the correct picture.
02. Children have about 10 min to complete the worksheet.
03. Results are compared: Children tell the teacher their answers and he/she writes them on the blackboard.
04. Worksheet is added to the Dossier.

Teaching activity 07 | Sub-topic 03: Ko pani – Card game O životinje ko pani 1Duration: 20 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 02

Preparation: Print, laminate and cut out the cards (worksheet 02).

01. Children sit in a circle.
02. Teacher spreads out the picture cards on the floor. Each child gets a word card.
03. Children put their word card next to the correct picture card.
04. Teacher returns correctly placed cards (both picture and word card) to children who found the correct answer.
05. He/She returns incorrectly placed word cards to the children and they try to find the correct place once again.
06. Same procedure until all cards are matched correctly.
07. Steps 2–6 can be repeated several times until the children can match all cards correctly.
08. Teacher collects all cards. He/She shows one picture card at a time to the children and they have to name it. If necessary he/she can say the words first and the children repeat them in unison.






Teaching activity 08 | Sub-topic 03: Ko pani – Card game O životinje ko pani 2Duration: 35 min | Skill:    | SF: I











Mat./Res.: Picture cards worksheet 03

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

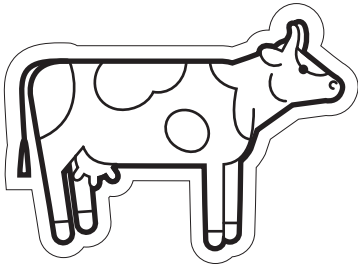
01. Children sit in a circle.
02. Teacher spreads out the picture cards (worksheet 03) on the floor.
03. Teacher says: *Ko pani živini o mačo.* and shows the corresponding picture card.
04. Teacher asks another child: *Savi životinja živini panda ko pani?*
05. Child answers: *Ko pani živini o rako (i žaba, o sap, ...)* and shows the appropriate picture card (if the child answers with just one word, teacher helps him/her to form a complete sentence).
06. Teacher asks another child: *Savi životinja živini panda ko pani?*
07. Child answers and shows the correct picture card.
08. Same procedure until all children had a turn.

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| Teaching activity 09 Sub-topic 03: <i>Ko pani</i> – Worksheet <i>O životinje ko pani</i> |
| Duration: 20 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 06 <i>O životinje ko pani</i>. 02. He/She asks a child to read heading and task. They discuss the task: Write the words below the correct picture. 03. Children have about 10 min to complete the worksheet. 04. Results are compared: Children tell the teacher their answers and he/she writes them on the blackboard. 05. Worksheet is added to the Dossier. |
| Teaching activity 10 Sub-topic 01, 02, 03: Ratespiel <i>O životinje</i> |
| Duration: 20 min Skill: SF: G ELP: Dossier |
| Mat./Res.: Picture cards worksheet 01, 02, 03 |
| <ol style="list-style-type: none"> 01. Teacher divides the class in two equally large groups. 02. He/She draws two columns on the blackboard: Group 1 and Group 2. 03. He/She explains the game: Teacher shows a picture card and the children have to a) recognize and name the animal shown and b) say where this animal lives. Each group gets one point for each correct answer, i.e. a maximum of two points per picture card. The group that reaches 20 points first is the winner. Teacher writes the score on the blackboard. 04. The winners are let off homework once! |
| Teaching activity 11 Sub-topic 01: <i>O čerutne životinje</i> – Reading <i>Amende ki štala</i> |
| Duration: 30 min Skill: SF: I ELP: p. 44, Dossier |
| Mat./Res.: Text worksheet 07 |
| <ol style="list-style-type: none"> 01. Teacher hands out text worksheet 07 <i>Amende ki štala</i> and asks a child to read the first paragraph. 02. They discuss the content. Teacher writes new vocabulary from the text on the blackboard and translates it. 03. Same procedure for all paragraphs until the story is finished and all new words are on the blackboard [→ focus on vocabulary for animals]. 04. Children add new vocabulary to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| Teaching activity 12 Sub-topic 01: <i>O čerutne životinje</i> – Questionnaire <i>Amende ki štala</i> |
| Duration: 20 min Skill: SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> 01. Teacher hands out questionnaire worksheet 08 <i>Amende ki štala</i> and explains the task. 02. Children try to answer the questions in couples. They can use the text worksheet 07 <i>Amende ki štala</i> from their Dossier. 03. Each couple reads one question and the corresponding answer. 04. Teacher writes the answers on the blackboard; children compare the spelling. 05. Worksheet is added to the Dossier. |

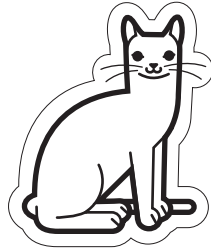
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| Teaching activity 13 Sub-topic 04: <i>I priroda</i> – Questionnaire |
| Duration: 30 min Skill:  SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 09, poster, pens, scissors, glue |
| <p>Preparation: Poster design: Write the heading <i>I priroda</i> (Nature); divide poster into three equal columns with the headings <i>jekh</i>, <i>slika</i> and <i>but</i>; cut out the pictures from worksheet 09 for the center column (<i>slika</i>) and place one picture below the other. Cut out the word cards from worksheet 09.</p> <p>Print and photocopy worksheet 09 for the children.</p> <ol style="list-style-type: none"> 01. Teacher puts the prepared poster on the floor and the children sit around it in a circle. 02. Teacher spreads the word cards next to the poster and asks the children to put them in the correct column. 03. They discuss which words are placed correctly and which are not. Children glue the correct ones on the poster. 04. Teacher helps the children to correct the incorrectly placed word cards. 05. Poster is put on a wall of the classroom and teacher hands out worksheet 09. Children add it to the Dossier. |
| Teaching activity 14 Sub-topic 04: <i>I priroda</i> – In the park |
| Duration: ca. 3–4 hr Skill:   SF: I, G |
| Mat./Res.: Digital camera, two posters, glue, photos, scissors, crayons |
| <p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Teacher takes the children on a trip to the park. 02. In the park teacher shows them leaves, branches, trees, etc. 03. They play a quiz: Teacher says a word, e.g. <i>e patrin</i>. Children touch a leaf as quickly as possible. The last one to touch a leaf drops out. Same procedure until there is a winner. 04. Children take a picture of the things they learned the vocabulary for. 05. Back in the classroom teacher prints out two copies of the pictures. 06. Teacher divides the class into two groups. 07. Each group gets a set of pictures and designs a poster with them. They label the pictures and put the poster on a wall of the classroom. |
| Teaching activity 15 Sub-topic 01, 02, 03: Language Biography |
| Duration: 30 min Skill:   SF: I ELP: p. 37 |
| Mat./Res.: p. 37 Level A1/Language Portfolio |
| <p>Preparation: Teacher designs p. 37/Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> 01. After completing unit 09, the teacher hands out the self-designed checklists. 02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (“I can ...”). 03. The checklist is added to the Language Biography. |

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| Lesson plan 01 Topic: O životinje ko pani |
| TA-Nr.: 08 Learning objectives: Extension and consolidation of vocabulary. |
| Duration: 35 min Skill:    SF: I |
| Mat./Res.: Picture cards worksheet 02 |
| <ol style="list-style-type: none"> Children sit in a circle. Teacher spreads out the picture cards (worksheet 03) on the floor. Teacher says: <i>Ko pani živini o mačho.</i> and shows the corresponding picture card. Teacher asks another child: <i>Savi životinja živini panda ko pani?</i> Child answers: <i>Ko pani živini o rako (i žaba, o sap, ...)</i> and shows the appropriate picture card (if the child answers with just one word, teacher helps him/her to form a complete sentence). Teacher asks another child: <i>Savi životinja živini panda ko pani?</i> Child answers and shows the correct picture card. Same procedure until all children had a turn. |
| TA-Nr.: 09 Learning objectives: Extension and consolidation of vocabulary. |
| Duration: 20 min Skill:    SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> Teacher hands out worksheet 06 <i>O životinje ko pani.</i> He/She asks a child to read heading and task. They discuss the task: Write the words below the correct picture. Children have about 10 min to complete the worksheet. Results are compared: Children tell the teacher their answers and he/she writes them on the blackboard. Worksheet is added to the Dossier. |
| Lesson plan 02 Topic: Ki štala |
| TA-Nr.: 11 Learning objectives: Expansion and consolidation of vocabulary. |
| Duration: 30 min Skill:   SF: I ELP: p. 44, Dossier |
| Mat./Res.: Text worksheet 07 |
| <ol style="list-style-type: none"> Teacher hands out text worksheet 07 <i>Amende ki štala</i> and asks a child to read the first paragraph. They discuss the content. Teacher writes new vocabulary from the text on the blackboard and translates it. Same procedure for all paragraphs until the story is finished and all new words are on the blackboard [→ focus on vocabulary for animals]. Children add new vocabulary to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| TA-Nr.: 12 Learning objectives: Expansion and consolidation of vocabulary. |
| Duration: 20 min Skill:   SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> Teacher hands out questionnaire workhseet 08 <i>Amende ki štala</i> and explains the task. Children try to answer the questions in couples. They can use the text worksheet 07 <i>Amende ki štala</i> from their Dossier. Each couple reads one question and the corresponding answer. Teacher writes the answers on the blackboard; children compare the spelling. Worksheet is added to the Dossier. |

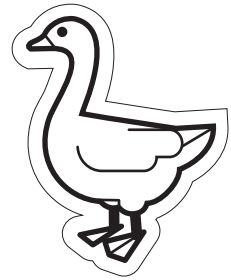
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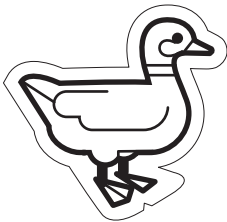
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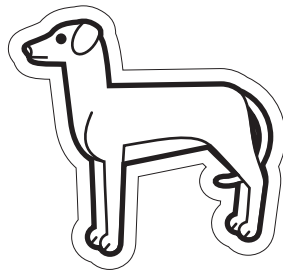
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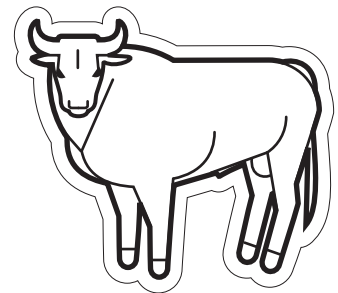
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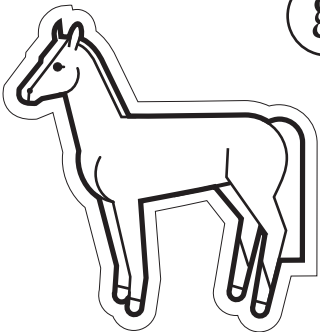
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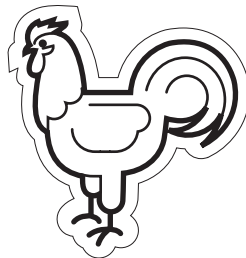
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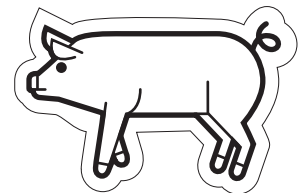
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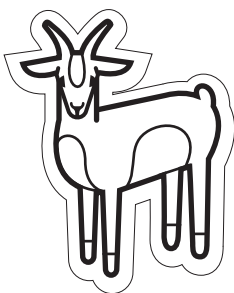
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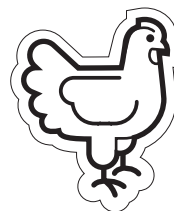
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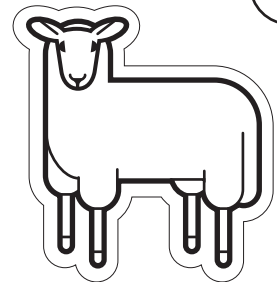
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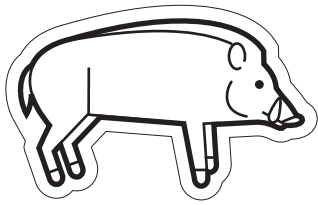
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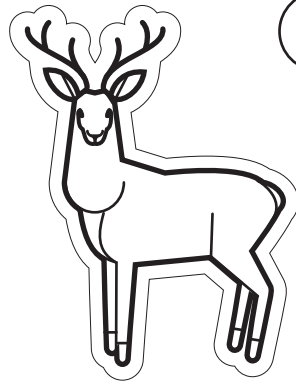
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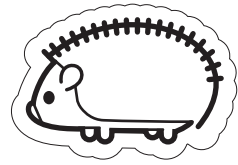
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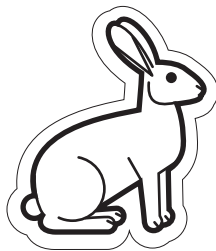
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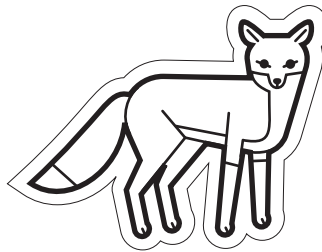
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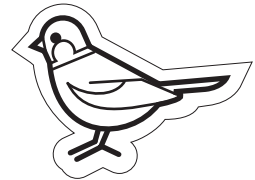
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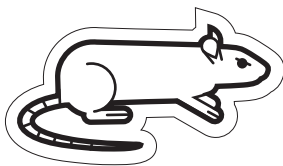
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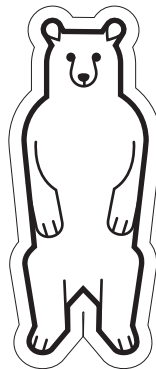
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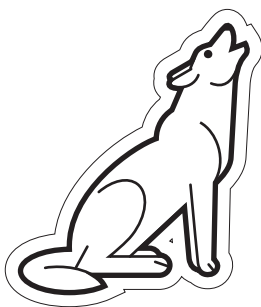
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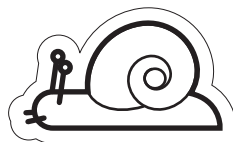
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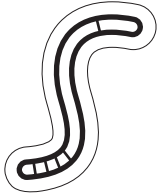
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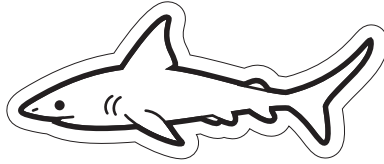
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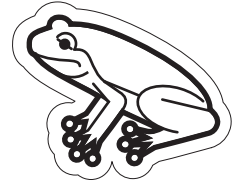
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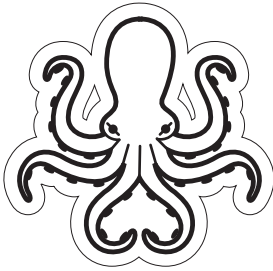
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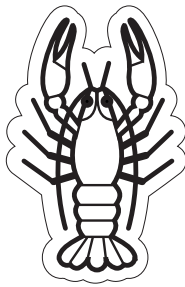
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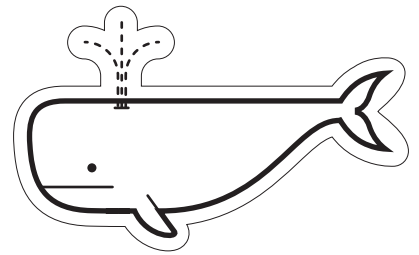
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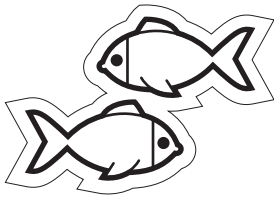
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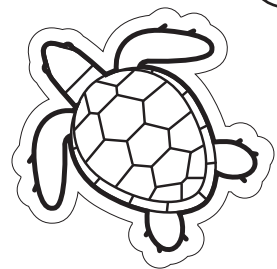
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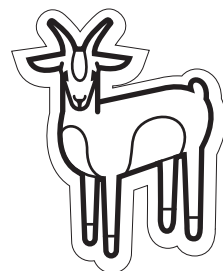
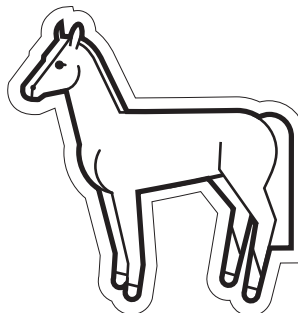
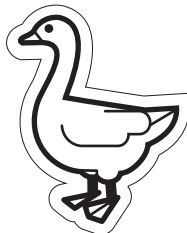
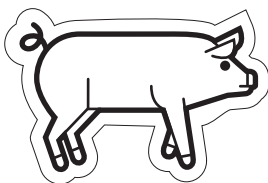
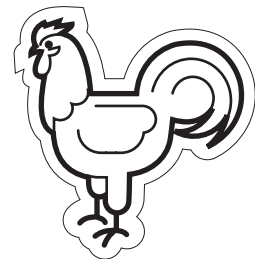
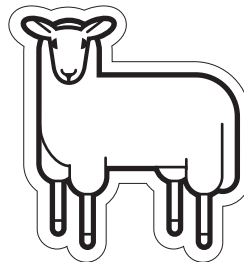
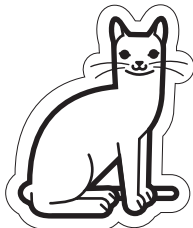
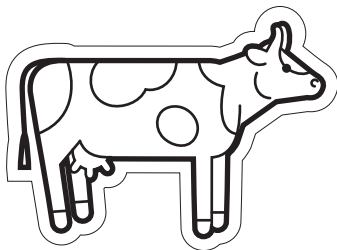
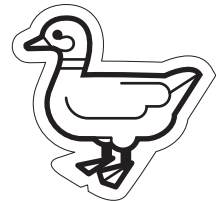
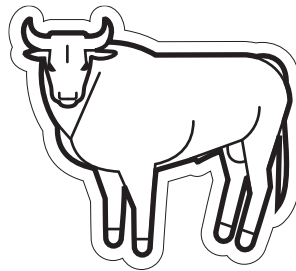
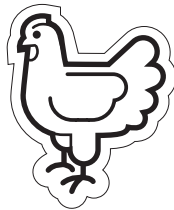
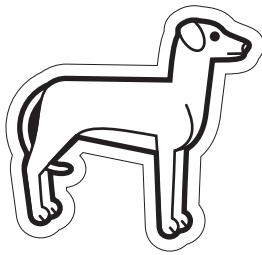
o sap

ž

i želka

Mlo anav _____

O čerutne životinje

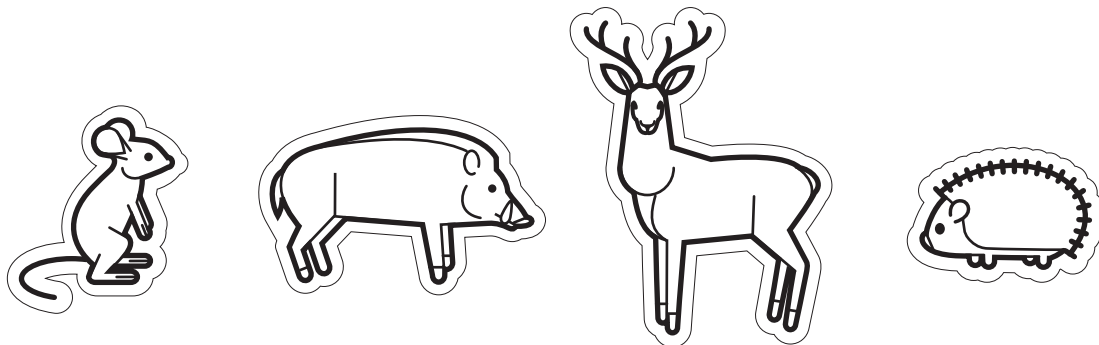
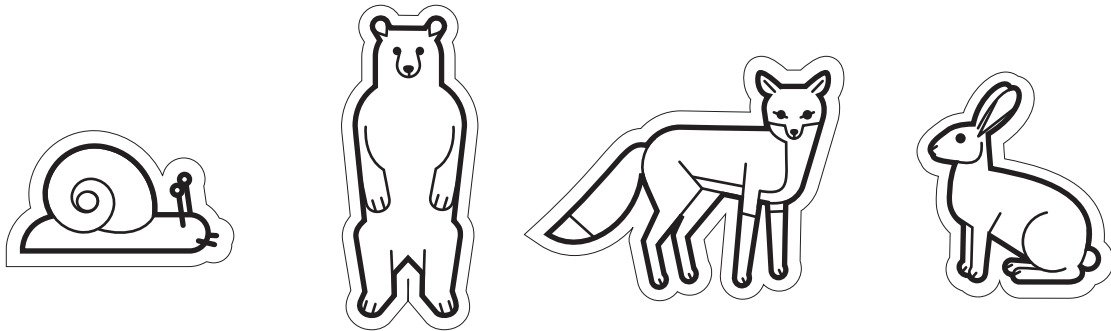
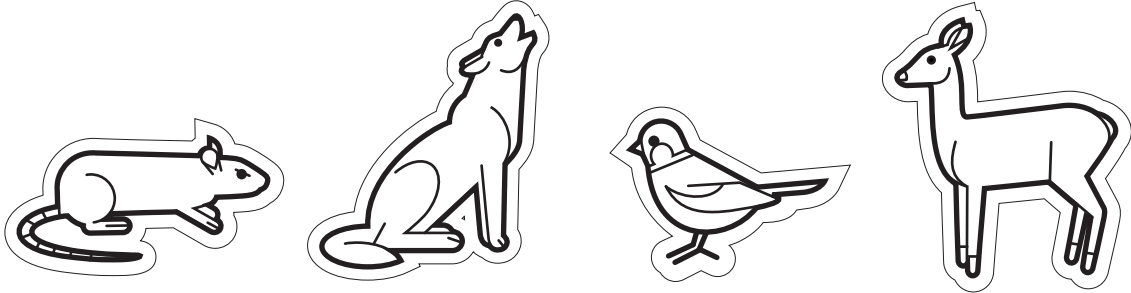


o bakro | i patka | i gurunni | o gras | o džučel | i buzni

o guruv | i mačka | o balo | o bašno | i khani | i čurka

Mlo anav _____

O životinje ki šuma

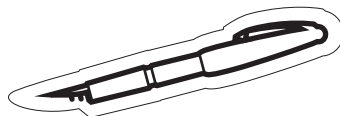
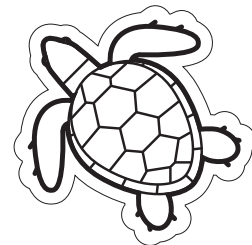
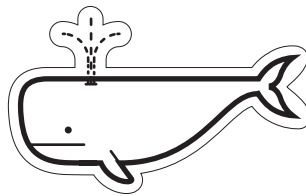
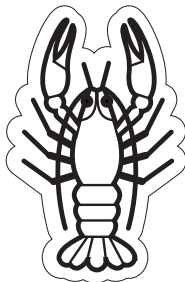
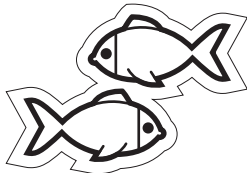
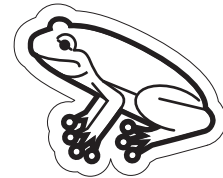
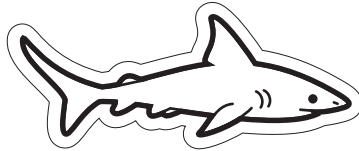
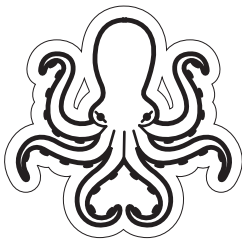


o pacovi | i mečka | o ruv | o jeleni | o šošoj | o čurmuso
o puži | o čiriklo | i srna | o ježi | i lisica | o divljo balo

Mlo anav _____

O životinje ki šuma

Pišin o lafija kaj so pasuinenena!



i žaba | o sap | o oktopoti | o kiti | i ajkula
i želka | o rako | o mačo

Amende ki štala

O Janko i tano bahtalo čhavo. Ov nane nikad kokori keda avela kotar i škola čhere.

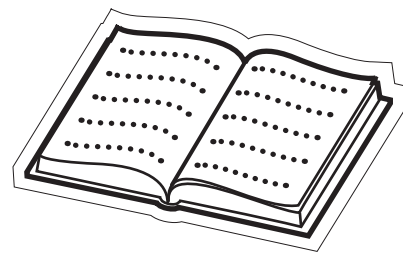
Isi le duj džučela. Jek vičini pe Goro a o javer vičini pe Kalo. Isi le hem jek mačka. O Janko vičini la Sovljardije sose i Sovljardi bi sovela celo dive.

Ki štala isi le hem jek gurunni. Ola vičinena Milka. I daj muzini la duj puti ko dive. Svako dive isi len svežo thud. Kotar o thud i daj čerela čiral hem kajmako.

Ko jeseni i Milka dobindža tikne telco. Ole vičinena le Tikneja. Isi len hem duj guruva hem jek gras. Isi len panda deš khanja. Svako dive keda avela o Janko kotar i škola, džala te čedel sa khanjengere jare.

Hine len samo jek bašno hem vičinena le hine Upre-Tele. O Janko podajek puti daral hine olester. Ov nisostar rupini hine upro manuša.

O Janko rado pazini ple životinjen,
sose isi le kasa te čhelel pese.



Mlo anav _____

Amende ki štala

Pišin o odgovorija!

1) Sar vičini pe i mačka?

I _____ vičini pe _____.

2) Sar vičini pe i gurumni?

I _____ vičini pe _____.

3) Sar vičini pe o bašno?

O _____ vičini pe _____.

4) Sar vičini pe e Milkakoro telco?

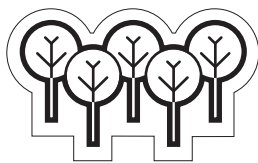
E Milkakoro _____ vičini pe _____.

5) Kozom khanja isi len?

Olen isi len _____.

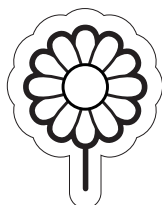


o šuma



o šume

i luludi



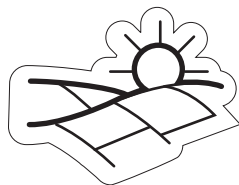
o luluda

i čar



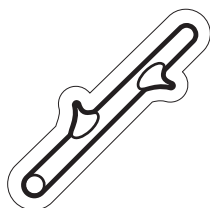
o čarja

i njiva



o njive

o karo



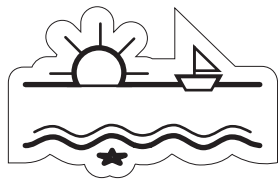
o kare

i len



o lenja

o denizi/
more



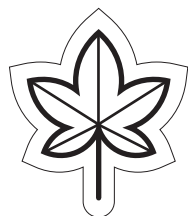
o denizija/
moriya

o bar



o bara

i patrin



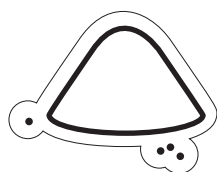
o patrja

i čik



o čika

i pošik



i pošik

i granka



o granke

o pani



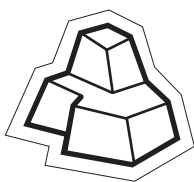
o panja

i planina



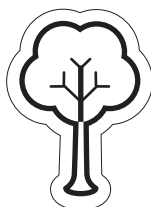
o planine

i stena



o stene

o kaš








o kašta

i phuv



o phuvja

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|--|
| Arlije_Secondary_A1_AT_eng_unit-11 |
| Topic (CFR): HOBBIES AND THE ARTS |
| Sub-topic 01: <i>Hobija hem aktivitetija</i> – Hobbies and activities |
| Connected main themes in the CFR: Myself and my family |

| Inhalte des Rahmenlehrplans für Romani (CFR) – Learning objectives | |
|---|---|
| Skill | Relevant descriptors in the language grid (“can do”) OR “I can” statements: |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand the basic words for sports and other outdoor activities, personal hobbies and interests, and activities such as drama, learning music and performing. ✓ Can recognize and understand the words for the music, songs and dances that are typical of Roma celebrations. ✓ Can recognize and understand the words for leisure activity of the home such as card games, telling riddles etc. ✓ Can recognize and understand the words for activities typical of the circus and other public performances. |
|  | <ul style="list-style-type: none"> ✓ Can recognize and understand the words for sports, hobbies and other activities when they appear on flashcards, posters or in simple text. ✓ Can recognize and understand the words for songs and dances, typical leisure activities of the home, and performance activities when they appear on flashcards, posters or in simple text. ✓ Can recognize the words for sports that are relevant to his/her life (e.g. boxing, football, skating, etc.). |
|  | <ul style="list-style-type: none"> ✓ Can use gestures, mime, key words and simple phrases/sentences to indicate likes and dislikes in hobbies or other activities. ✓ Can use key words and simple phrases/sentences to reply to questions about hobbies, competitions or other activities which he/she has experienced (e.g. sporting event, film, etc.). ✓ Can use gestures, mime, key words and simple phrases/sentences to indicate hobbies, competitions or other leisure activities in which he/she has participated. |
|  | <ul style="list-style-type: none"> ✓ Can name the activities that he/she enjoys outside school. ✓ Can name the activities in which he/she participates in the home or community. |
|  | <ul style="list-style-type: none"> ✓ Can copy or write the words for different hobbies and activities that take place in school or after school. ✓ Can copy or write the words for different leisure activities of the home or activities which relate to performing. |
| Working with the ELP | |
| Language passport: Activity 15 p. 39 Level. A1 Language Portfolio | |
| Dossier: Worksheet 02, 03, 05, 06, 08, activities 03 + 14, p. 44 | |

Vocabulary | Sub-topic 01: Hobija hem aktivitetija

| Active | | | |
|--|---|------------------------|----------------------------------|
| <i>Savo i tano mlo/tlo hobi?</i> | What is my/your hobby? | <i>najšužo hobi</i> | the favorite hobby |
| <i>sارين isi len hobija</i> | alle haben Hobbys | <i>najšuži knjiga</i> | the favorite book |
| <i>mlo/tlo hobi i tano</i> | My/Your hobby is... | <i>najviše mangela</i> | to like something best |
| <i>čhelela videoigre/košarka/fudbali/hokej</i> | to play video games/ basketball /football/hockey | <i>hič na mangela</i> | to not like something at all |
| | | <i>na mangela</i> | to not like |
| <i>džala ko baleti/ki kuglana/ko kino</i> | to go to the ballet/ bowling/to the cinema | <i>mangela</i> | to like |
| | | <i>panda pošukar</i> | even more beautiful, even better |
| <i>crtinela</i> | to draw | <i>ko parko</i> | in the park |
| <i>plivinela</i> | to swim | <i>o goli</i> | the gate(s), the goal |
| <i>džilabela</i> | to sing | <i>amare</i> | our |
| <i>bašalela</i> | to play (instrument) | <i>o folklori</i> | folklore |
| <i>o klaviri</i> | the piano | <i>slikini</i> | to take pictures |
| <i>i harmonika</i> | the accordion | <i>i muzičko škola</i> | the music school |
| <i>o saksafoni</i> | the saxophone | <i>bašali kemana</i> | to play the violin |
| <i>i gitara</i> | the guitar | <i>čhelena fudbali</i> | to play football |
| <i>o džesi</i> | the drums | <i>ki informatika</i> | for informatics |
| <i>o klarineti</i> | the clarinet | <i>i grupa</i> | the group, the band |
| <i>šunel muzika</i> | to listen to music | <i>o kontrabasi</i> | the double bass |
| <i>čitinel knjige</i> | to read books | <i>džala palo mače</i> | to go fishing |
| <i>gluminel ko teatro</i> | to act at the theater | <i>astarela</i> | to catch |
| <i>ko bazenti</i> | at the swimming pool | | |

| Grammar | |
|---|---------|
| Active | Passive |
| Articles male/female <i>o/i</i> Simple interrogatives (Present tense) Simple word order: Noun-Verb-Object Present tense Prepositions: “in”, “to”, “into” Singular – Plural | |

Teaching activity 01 | Sub-topic 01: Hobija hem aktivitetija – Card game 1Duration: 35 min | Skill:  | SF*: I

Mat./Res.: Picture and word cards worksheet 01

Preparation: Print, laminate and cut out picture and word cards (worksheet 01).

01. Children sit in a circle.
02. Teacher spreads out the picture cards on the floor. Each child gets a word card.
03. Children put their word card next to the correct picture card.
04. Teacher returns correctly placed cards (both picture and word card) to children who found the correct answer.
05. He/She returns incorrectly placed word cards and they try to find the correct place for them once again..
06. Same procedure until all cards are matched correctly.
07. Steps 02–06 can be repeated several times until the children can match all cards correctly.
08. Teacher collects all cards. He/She shows one picture card at a time and the children have to name it. If necessary he/she can say the words first and the children repeat them in unison.

Teaching activity 02 | Sub-topic 01: Hobija hem aktivitetija – Card game 2Duration: 30 min | Skill:  | SF: I

Mat./Res.: Picture cards worksheet 01

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

01. Children sit in a circle.
02. Teacher spreads out the picture cards (worksheet 01) on the floor.
03. Teacher says: *Mlo hobi tano te plivinav.* and shows the correct picture card.
04. He/She asks a child: *Savo i tano tlo hobi?*
05. Child answers: *Mlo hobi tano te bašalav gitara, te džav ko kino,* etc. and shows the correct picture card. (If the child answers with just one word, teacher helps him/her to form a complete sentence).
06. Teacher asks another child: *Savo i tano tlo hobi?*
07. Child answers and shows the correct picture card.
08. Same procedure until all children had a turn.







Teaching activity 03 | Sub-topic 01: Hobija hem aktivitetija – Card game 3Duration: 35 min | Skill:  | SF: I | ELP: p. 44

Mat./Res.: Picture and word cards worksheet 01, magnets or tape







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



01. Teacher hands out the picture cards (worksheet 01) and keeps the word cards.
02. He/She reads the first card and puts it on the blackboard.
03. He/She asks the children who has the matching card for this word.
04. The child with the matching picture card attaches it next to the word card on the blackboard.
05. Teacher reads the second word card and puts it on the blackboard as well.
06. Same procedure until all word and picture cards are matched.
07. Finally the children add new vocabulary to the Language Portfolio (p. 44).




*SOCIAL FORM (SF): group work - G | work in pairs - P | work individually - I

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|---|
| Teaching activity 04 Sub-topic 01: <i>Hobija hem aktivitetija – Reading Sarinen isi len hobija</i> |
| Duration: 20 min Skill:   SF: I, P Dossier |
| Mat./Res.: Reading worksheet 02 |
| <ol style="list-style-type: none"> 01. Teacher hands out the text worksheet 02 <i>Sarinen isi len hobija</i>. 02. He/She asks the children to read the text quietly once. 03. Subsequently the children read the text paragraph per paragraph and discuss the content. 04. Teacher asks the children to highlight all hobbies/activities of the text in couples. 05. Children tell the teacher the words they have highlighted and he/she writes them on the blackboard as a check. 06. Text is added to the Dossier. |
| Teaching activity 05 Sub-topic 01: <i>Hobija hem aktivitetija – Miming</i> |
| Duration: 30 min Skill:  SF: I, G |
| <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher mimes a hobby (e.g. swimming) in the middle of the circle. 03. He/She asks the children: <i>Savo i tano mlo hobi?</i> 04. Children reply – if they answer with just one word (<i>te plivine</i>), teacher helps them to form a complete sentence: <i>Tlo hobi i tano te plivine</i>. 05. One of the children mimes a hobby in the middle of the circle and asks: <i>Savo i tano mlo hobi?</i>. The child picks another child who replies. 06. If the child answers correctly (e.g. <i>Tlo hobi i tano te bašale saksofoni, harmonika, ...</i>), he/she is the next to mime yet another hobby. 07. Same procedure until all children had a turn. |
| Teaching activity 06 Sub-topic 01: <i>Hobija hem aktivitetija – Gap text Sarinen isi len hobija</i> |
| Duration: 20 min Skill:   SF: I ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher hands out the gap text worksheet 03 <i>Sarinen isi len hobija</i>. 02. One child reads the task and explains it. 03. Children read the text alone and try to complete it. 04. They read the text together. 05. Worksheet is added to the Dossier. |
| Teaching activity 07 Sub-topic 01: <i>Hobija hem aktivitetija – Mlo najšuzo hobi</i> |
| Duration: 20 min Skill:  SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the picture cards (worksheet 01) on the floor. 03. Teacher says: <i>Me najviše mangava te plivinav</i>. and shows the corresponding picture card. 04. He/She says: <i>Ama hič na mangava te crtinav!</i> and shows the corresponding picture card again. 05. He/She asks a child to say what he/she likes and what he/she doesn't like. 06. Child answers e.g. <i>Me najviše mangava te čelav fudbali, ama hič na mangava te čelav košarka!</i> and shows the picture cards. If the child says single words only, teacher helps him/her to form a complete sentence. 07. Same procedure until all children had a turn. |

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| Teaching activity 08 Sub-topic 01: <i>Hobija hem aktivitetija – Me (na) mangava ...</i> |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04, newspapers, magazines, brochures, glue, scissors, crayons and felt pens |
| <p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 04 <i>Amare hobija</i> and asks a child to read heading and task. 02. They discuss the task: Describe your favorite hobby and one hobby you don't like at all – draw it, make a collage of photos taken from newspapers and magazines or simply describe it. 03. Children take their worksheets and sit in a circle. 04. Teacher asks children to show their picture and explain it, e.g. <i>Me najviše mangava ..., ama hič na mangava ...</i> 05. After the presentations they put the drawings on a wall of the classroom. |
| Teaching activity 09 Sub-topic 01: <i>Hobija hem aktivitetija – Moving Memory</i> |
| Duration: 30 min Skill: SF: G |
| Mat./Res.: Picture and word cards worksheet 01 |
| <ol style="list-style-type: none"> 01. Teacher picks three children who play moving memory. 02. The other children get word or picture cards (worksheet 01 <i>Hobija hem aktivitetija</i>) attached to their backs. 03. Children with cards on their back move freely through the classroom. The three “seekers” try to find pairs (matching word and picture cards). 04. If a “seeker” has found a pair, the pair joins him/her (holding on to his/her t-shirt). 05. Game goes on until all matching picture and word cards are found. 06. The child who found the most pairs is the winner. 07. Same procedure with other “seekers”. |
| Teaching activity 10 Sub-topic 01: <i>Hobija hem aktivitetija – Worksheet Me mangava</i> |
| Duration: 30 min Skill: SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 05 <i>Me mangava</i>. 02. Teacher asks one child to read heading and task. 03. They discuss the task: Complete the sentences. They complete the first sentence together. 04. Children continue in couples. 05. They compare the results. Children read the sentences and teacher writes the gap words on the blackboard. 06. Worksheet is added to the Dossier. |
| Teaching activity 11 Sub-topic 01: <i>Hobija hem aktivitetija – Worksheet Me na mangava</i> |
| Duration: 30 min Skill: SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 06 <i>Me na mangava</i>. 02. They discuss the task: Complete the sentences. They complete the first sentence together. 03. Children continue on their own. 04. They compare the results. Children exchange their worksheets with the child sitting next to them. Their neighbor corrects the worksheet. Teacher writes the missing words on the blackboard. 05. Worksheet is added to the Dossier. |

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| Teaching activity 12 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Card game <i>Ov/Oj (na) mangela</i> |
| Duration: 30 min Skill:  SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <p>Note: Activity 12 is recommended to be subsequent to activity 08.</p> <ol style="list-style-type: none"> The teacher asks the children to take one of the drawings that is not theirs off the wall (see activity 08 <i>Me mangava ... Me na mangava ...</i>). The children sit in a circle, the teacher explains the task: Introduce your classmate's drawing. The teacher gives an example: She shows a drawing and says: <i>O Marko najviše mangela te čehel fudbali, ama ov hič na mangela te džilabi.</i> One child after the other presents a picture. |
| Teaching activity 13 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Listening comprehension <i>I Džemilja</i> |
| Duration: 30 min Skill:  SF: I, P |
| Mat./Res.: Listening comprehension worksheet 07, CD-player |
| <ol style="list-style-type: none"> The teacher plays the listening comprehension <i>I Džemilja</i> twice, the children listen. Then the children discuss the content with the child sitting next to them. The listening comprehension is played again. The children are asked to remember a word which they do not understand. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. The group discusses the content of the audio together with the teacher (focus on the activities). Finally, the children listen to the dialogue once again. |
| Teaching activity 14 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Reading comprehension <i>I Džemilja</i> |
| Duration: 20 min Skill:   SF: I, G ELP: p. 44, Dossier |
| Mat./Res.: Reading comprehension worksheet 08 |
| <p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> The teacher hands out the reading comprehension <i>I Džemilja</i>. The teacher asks the children to read through the text quietly once. Then, the children work in pairs and highlight the activities in the text. Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated. Then the text is once again read aloud together. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| Teaching activity 15 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Language Biography |
| Duration: 30 min Skill:   SF: I ELP: p. 39 |
| Mat./Res.: Page 39 Level A1 Language Portfolio |
| <p>Preparation: The teacher designs page 39 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> After completing unit 11, the teacher hands out the self-designed checklists. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (“I can ...”). The checklist is added to the Language Biography. |

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| Lesson plan 01 Topic: Our hobbies |
| TA-Nr.: 05 Learning objectives: Talking about hobbies I (do not) like. |
| Duration: 30 min Skill:  SF: I, G |
| <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 03. Then he/she asks the children: <i>Savo i tano mlo hobi?</i> 04. The children reply – if they respond only with one word (“te plivine”), then the teacher helps them to form complete sentence: <i>Tlo hobi i tano te plivine.</i> 05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo i tano mlo hobi?</i>. The child selects another child who then replies. 06. If the child’s answer is correct (e.g. <i>Tlo hobi i tano te bašale saksofoni, harmonika, ...</i>), then he/she is next to mime yet another hobby. 07. The game is continued until all children have had a turn. |
| TA-Nr.: 07 Learning objectives: Getting to know the difference between “mine” and “yours”. |
| Duration: 20 min Skill:  SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher spreads out the picture cards (worksheet 01) on the floor. 03. The teacher says: <i>Me najviše mangava te plivinav.</i> and shows the corresponding picture card. 04. Then the teacher says: <i>Ama hič na mangava te crtinav!</i>, and again shows the corresponding picture card. 05. Then the teacher asks a child to say what he/she likes and what he/she does not like. 06. The child answers for instance: <i>Me najviše mangava te čelav fudbali, ama hič na mangava te čelav košarka!</i> and points at the corresponding picture cards. If the child only responds with one word, then the teacher helps him/her to form a complete sentence. 07. This is repeated until all children have had a turn. |

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| Lesson plan 02 Topic: <i>I Džemilja</i> |
| TA-Nr.: 13 Learning objectives: Understanding the content of a story. |
| Duration: 30 min Skill:  SF: I, P |
| Mat./Res.: Listening comprehension worksheet 07, CD-player |
| <ol style="list-style-type: none"> 01. The teacher plays the listening comprehension <i>I Džemilja</i> twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children are asked to remember a word which they do not understand. 04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 05. The group discusses the content of the audio together with the teacher (focus on the activities). 06. Finally, the children listen to the dialogue once again. |
| TA-Nr.: 14 Learning objectives: Directed reading/recognising key vocabulary in a story. |
| Duration: 20 min Skill:   SF: I, P ELP: p. 44, Dossier |
| Mat./Res.: Reading comprehension worksheet 08 |
| <p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> 01. The teacher hands out the reading comprehension <i>I Džemilja</i>. 02. The teacher asks the children to read through the text quietly once. 03. Then, the children work in pairs and highlight the activities in the text. 04. Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated. 05. Then the text is once again read aloud together. 06. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |

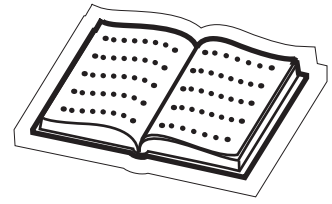
f



m



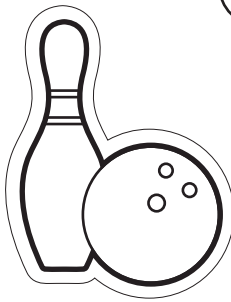
k



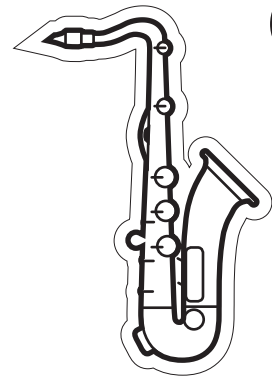
v



k



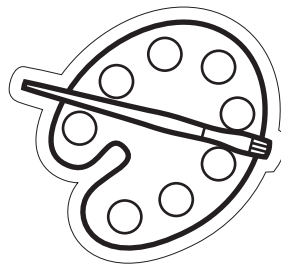
s



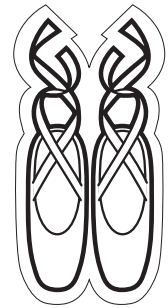
d



c



b



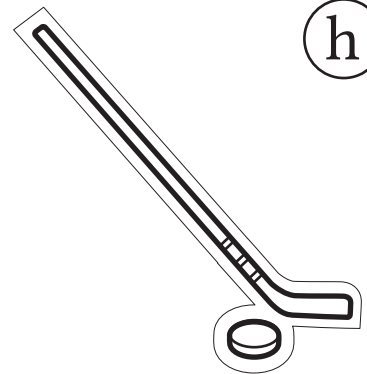
k



v



h



(f)

te čhelav
fudbali

(m)

te šunav
muzika

(k)

te čitnav
knjige

(v)

te čhelav
videoigre

(k)

te džav ki
kuglana

(s)

te bašalav
saksofoni

(d)

te
džilabav

(c)

te
crtinav

(b)

te džav ko
baleti

(k)

te bašalav
klarineti

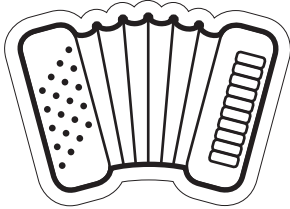
(v)

te bašalav
violina

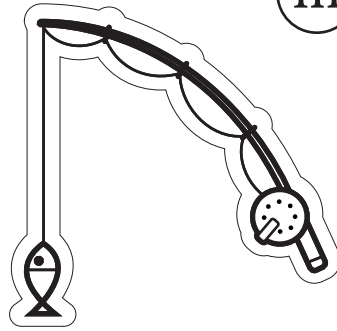
(h)

te čhelav
hokej

h



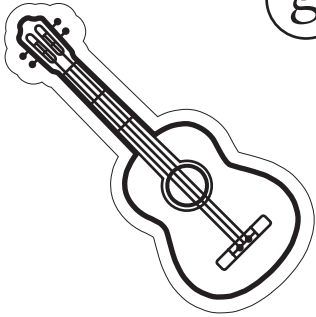
m



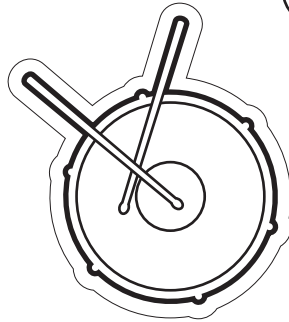
t



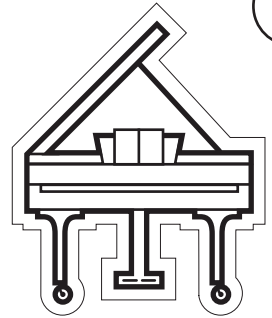
g



d



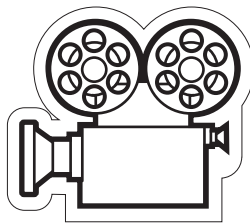
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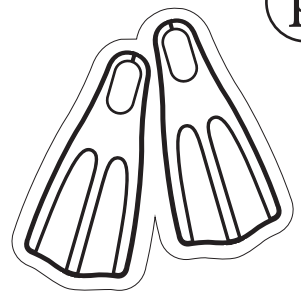
k



k



p



h

te bašalav
harmonika

m

džala palo
mače

t

te gluminav
ko teatro

g

te bašalav
gitara

d

te bašalav
desi

k

te bašalav
klaviri

k

te čhelav
košarka

k

te džav ko
kino

p

te
plinav

Mlo anav _____

Sarinen isi len hobija

Mlo anav i tano **SUZI**. Man isi man enja berš. Jek puti ko kurko džava mle odelenjeja ko bazenti te plivinav. Odova i tano mlo najšužo hobi.

Mlo anav i tano **MELISA**. Man isi man ofto berš. Me najviše mangava te džilabav. Odolese džava svako dujto dive me dadeja ki jek učitelka, te sikavi man sar te džilabav panda pošukar.

Mlo anav i tano **ALMIR**. Man isi man deš berš. Mlo hobi i tano te čhelav fudbali. Me džava svako dive ko parko. Oduri čhelava me amalencar celo dive fudbali. Irati dindžum štar golija.

Mlo anav i tano **MAKSI**. Man isi man enja berš. Mlo hobi i tano te čitinao knjige. Mli najšuži knjiga tani kotar o Spajdermen.



*„Mli najšuži
knjiga tani
kotar o
Spajdermen.“*

Mlo anav _____

Sarinen isi len hobija

Pišin o lafija kaj so pasuinenena!

Mlo anav i tano **SUZI**. Man isi man enja berš. Jek puti ko kurko džava ko bazenti te _____. Odova i tano mlo najšužo hobi.

Mlo anav i tano **MELISA**. Man isi man ofto berš. Me najviše mangava te _____. Odolese džava svako dujto dive me dadeja ki jek učitelka te sikavi man sar te džilabav panda pošukar.

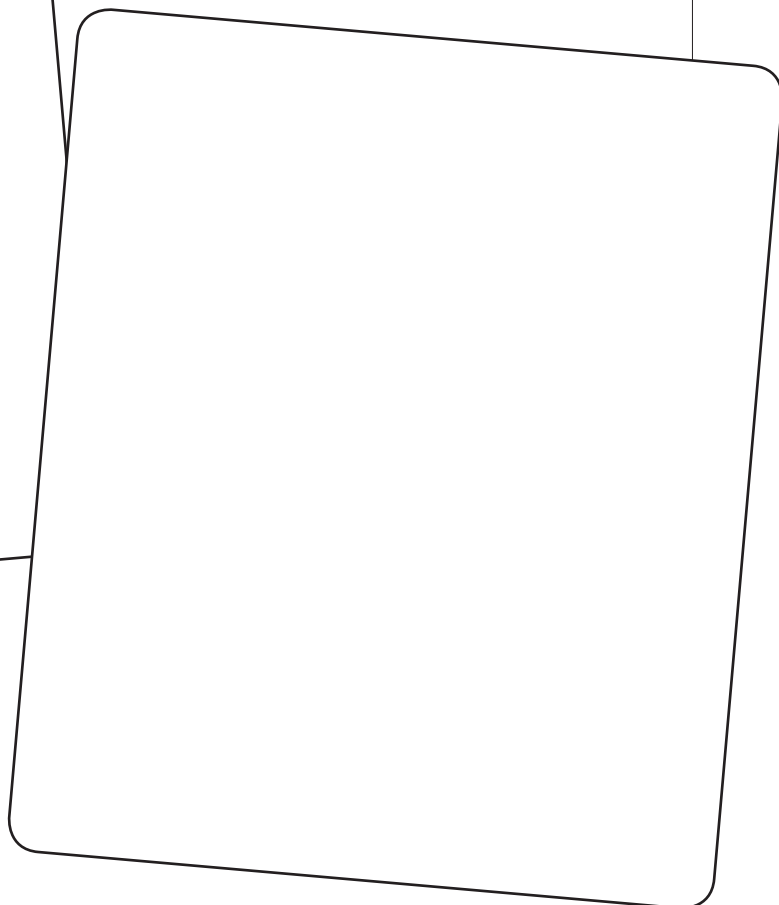
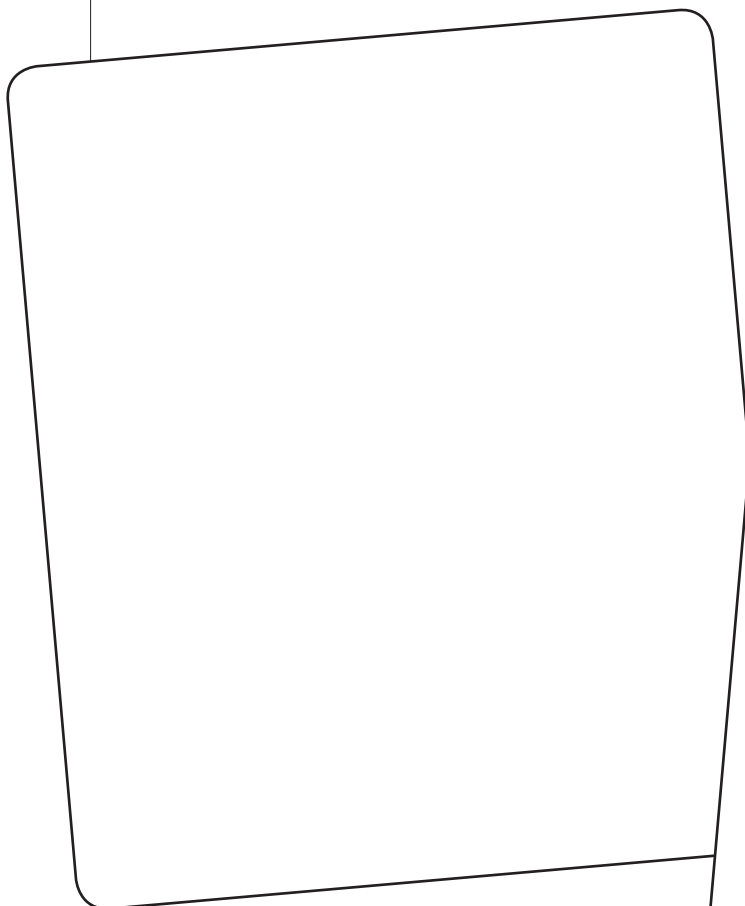
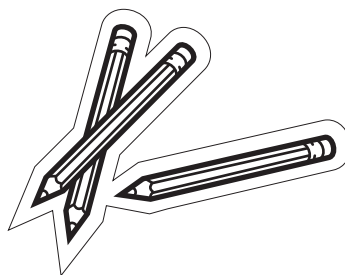
Mlo anav i tano **ALMIR**. Man isi man deš berš. Mlo hobi i tano te čhelav _____. Me džava svako dive ko parko. Oduri čhelava me amalencar celo dive fudbali. Irati dindžum štar golija.

Mlo anav i tano **MAXI**. Man isi man enja berš. Mlo hobi i tano te _____knjige. Mli najšuži knjiga tani kotar o Spajdermen.



Mlo anav _____

Amare hobija

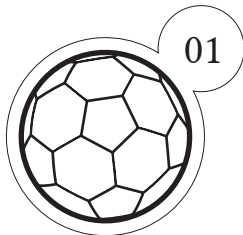


Nacrtin savo hobi
najviše mangeja!

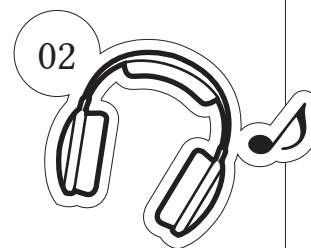


Nacrtin savo hobi
hič na mangeja!

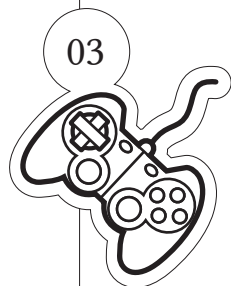
Mlo anav _____



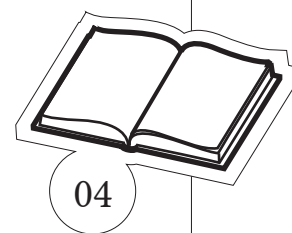
Me mangava



Dovršin o rečenice!



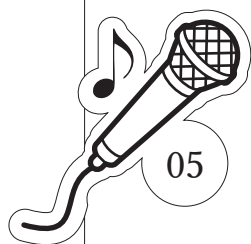
01) Me but mangava _____.



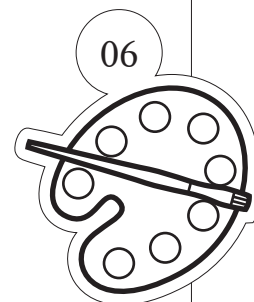
02) Me but mangava _____.

03) Me but mangava _____.

04) Me but mangava _____.

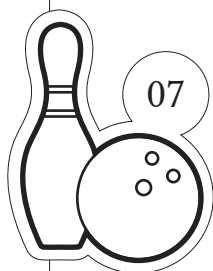


05) Me but mangava _____.



06) Me but mangava _____.

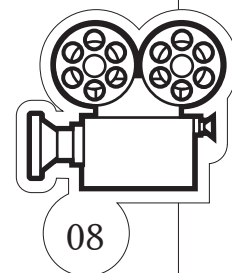
07) Me but mangava _____.



08) Me but mangava _____.

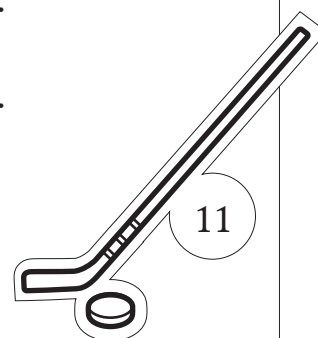
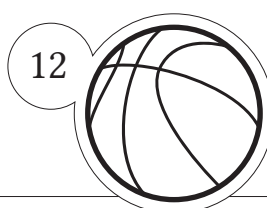
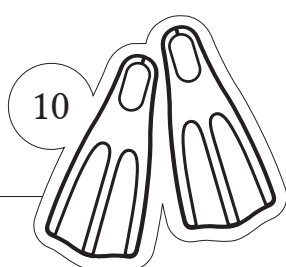
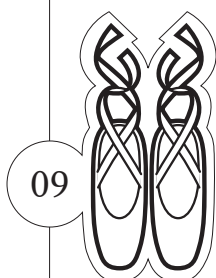
09) Me but mangava _____.

10) Me but mangava _____.

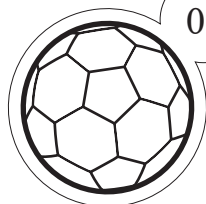


11) Me but mangava _____.

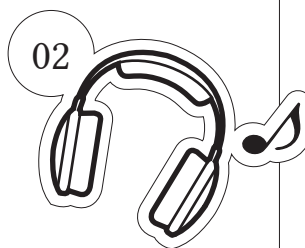
12) Me but mangava _____.



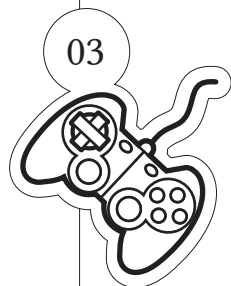
Mlo anav _____



Me na mangava



Dovršin o rečenice!



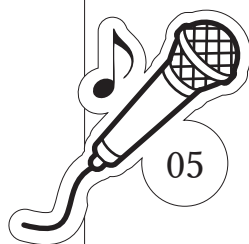
01) Me hič na mangava _____.



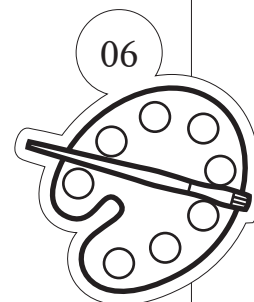
02) Me hič na mangava _____.

03) Me hič na mangava _____.

04) Me hič na mangava _____.



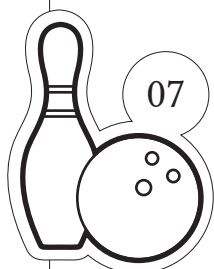
05) Me hič na mangava _____.



06) Me hič na mangava _____.

07) Me hič na mangava _____.

08) Me hič na mangava _____.

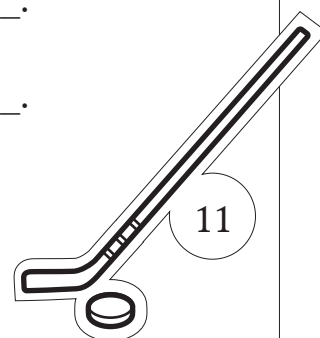
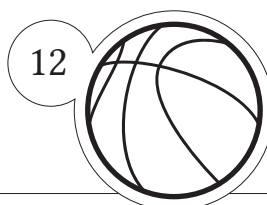
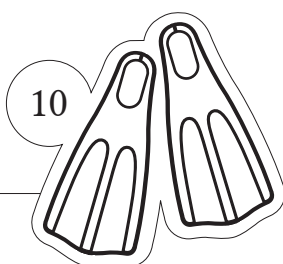
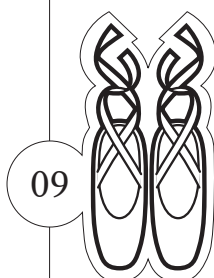
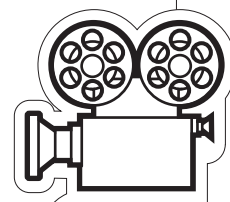


09) Me hič na mangava _____.

10) Me hič na mangava _____.

11) Me hič na mangava _____.

12) Me hič na mangava _____.



I Džemilja

I Džemilja džala ko 3. odelenije. Ola isi la but amala. Keda on arakhena pe ko parko, čerena lafi so čerdže celo kurko. I Džemilja džala svako petok te čhelel baleti hem svako subota oj džala te čhelel folklori.

Lakiri amalin, i Vera, but mangela te slikini hem svakosreda džala ki muzičko škola. Oj sikljola te bašali kemana pošto lakiri celo familija bašalela hine kemana.

O Zdenko čhelela fudbali. Keda avela ko parko ništo na mangela. Samo mangela lesere amala te čhelen oleja fudbali.

O Patrik džala svako petok ki informatika hem bašali ki jek grupa kontrabas.

O Čamilji džala ple papoja palo mače. Ole vičinena le Koki. Podajek puti bešena oduri skoro štar saatija hem na astarena ni jekhe mače.

